

Cover Page

Contracting Organization:

Educational Service District 112
2500 NE 65th Ave
Vancouver, WA 98661

Project Name:

21st Century Community Learning Centers
REACH - **R**elationships, **E**nrichment, **A**cademics, **C**ommunity and **H**omework

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21st Century Community Learning Centers

REACH

Relationships, Enrichment, Academics, Community and Homework

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I. Background/Context

Community Description

REACH (Relationships, Enrichment, Academics, Community and Homework) is an afterschool and summer program funded by a 21st Century Community Learning Center grant and administered by Educational Service District 112 of Vancouver, Washington. The REACH program serves Lyle and Wishram School Districts, which are located in Klickitat County in the Columbia River Gorge in south central Washington State. The three sites served by REACH are approximately 75-100 miles east of Vancouver, Washington. REACH afterschool educational and enrichment programs are offered in three locations in the two school districts. Lyle School District serves 251 students K-12 and Wishram School District serves 78 students PK-12 based on the Office of Superintendent of Public Instruction (OSPI) October 2015 student count data.

Klickitat County covers 1,904 square miles with approximately 21,000 residents (2013). Communities in Klickitat County deal with the challenges faced by many rural communities: the lack of community resources and infrastructure and large distances that create transportation issues for schools, students, and parents. Resources are scarce due to a small population, little industry, and the rural nature of the area. Klickitat County is part of the federally designated Columbia River Gorge National Scenic Area, thereby limiting construction and industry.

High levels of poverty are reported in both school districts. Based on data from the OSPI Report Card for May 2015, in Lyle School District 65.0% of their students receive free or reduced-price meals while 90.7% of Wishram School District students receive free or reduced-price meals. All three of the schools participating in REACH have student performance levels that are below the state averages.

Project Vision/Mission

REACH is designed to provide students with the help they need to improve their academic achievement in reading and/or math. REACH provides students with supervised homework help as well as healthy snacks and enrichment activities. The goal is for each day's enrichment activity to be challenging, creative, and fun. The program strives to provide positive interactions with both adults and peers outside of the regular school day in a safe, family-connected environment. All students are welcome to participate, with priority enrollment being given to students not meeting standards in reading and/or math and those students who participate in the free and reduced-priced lunch program at their school. Free bus transportation home is provided for all REACH students who would ride the bus home from school if they did not stay for the afterschool program.

REACH is guided by the following goals that align with the state goals and address the intent of the 21st CCLC program which is to enable communities to design, implement, and sustain effective out-of-school-time programs that will result in improved student achievement for at-risk youth.

Goal 1: Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.

Goal 2: Provide high quality, engaging, project-based enrichment opportunities that connect the school to the broader community and where each student is challenged academically in an environment that is physically and emotionally safe.

Goal 3: Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.

Table 1 – REACH Logic Model

Goals	Measureable Objectives	Measurement Tools	Activities	Timeframe
1.0 Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.	<p>1.1) Eighty percent of targeted students who attend the program 30 days or more will meet or exceed the state and local standards in reading and math, and receive grades of C or above in reading or English.</p> <p>1.2) Eighty percent of targeted students who attend the program 30 days or more will increase their Executive Functioning skills by 40%</p> <p>1.3) Eighty percent of targeted students who attend the program 30 days or more will demonstrate improved social and emotional behavior.</p>	<p>1.1.1) Smarter Balanced Assessments, district benchmark assessments, and report card grades.</p> <p>1.2.1) Pre-post Executive Functioning assessment.</p> <p>1.3.1) Homework completion, classroom participation as reported by teachers, students' pre-post survey.</p>	<p>a) Planning daily goals, reviewing prior day's goals and preparing for the school day.</p> <p>b) Homework assistance.</p> <p>c) Small group reading and/or math interventions or individualized tutoring using identified intervention materials in each school and based on REACH Student Learning Plans.</p> <p>d) High school students at Lyle and Wishram receiving D or F grades or as identified by state or local assessments as not meeting standard or in jeopardy of not graduating will attend a summer class designed to remediate their identified deficiencies in reading or mathematics.</p> <p>e) MindUp – Executive Functioning Skills and/or Olweus Bullying Prevention.</p>	<p>a) Before school throughout school year.</p> <p>b) Daily during school year.</p> <p>c) Daily or weekly throughout the school year.</p> <p>d) Four weeks during end of June and first of July</p> <p>e) Once a week throughout the year.</p>
2) Provide high quality, engaging, project-based enrichment opportunities that connect the school to the broader community and where each student is challenged academically in an environment that is physically and emotionally safe.	<p>2.1) Student understanding of their identified question or problem during 3 project based enrichment opportunities will increase by 25% of the mean number of items.</p> <p>2.2) Seventy-five percent of enrolled students at each site will attend 30 days or more.</p>	<p>2.1.1) Student Concept Maps</p> <p>2.2.1) Attendance records.</p>	<p>a) In-depth Cycles of Inquiry where students identify a problem/question of interest (related to science, social studies, art, music, or health), process what they know, determine what activities will help them to gain more information to answer their problem/question, engage in activities that help them answer their problem/question, reflect on their new learning and link English Language Arts and Math to their learning. Can access list of Enrichment partners, contractors and programs to answer their problem/question.</p>	<p>a) Three sessions during the school year.</p>

			b) Summer School – weekly themes at each site based on student choice providing field trips, visiting experts, creative exploration with intentional links to reading and math skills and knowledge.	b) Four weeks during end of June and first of July
3.0 Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.	3.1) Sixty percent of parents of the regularly participating students will attend 60% of the parent activities provided through the CCLC grant. 3.2) Parent knowledge of the REACH program and parent skills and abilities to support their students at home will increase by 40% during the school year.	3.1) Sign-in sheets 3.2) Pre-post parent surveys.	a) Parent classes on the Washington State Learning Standards in ELA and Math, How to Support Your Child in Reading & Math, the new graduation requirements, bullying, first aid, and internet safety. b) Opportunities for parents and children to work together on a STEM activity. c) Opportunities for parents to serve on Site Advisory Council.	a) Six times during the school year. b) Twice during the school year. c) Three times during the school year.

II. Project Description

REACH is designed as an afterschool program providing homework/tutoring and enrichment activities. In addition, all three sites provide before school homework/tutoring help and Lyle MS/HS provides lunchtime homework/tutoring help for all students at their school. At Lyle MS/HS the school’s library/resource room is used for the REACH program; at Dallesport Elementary there is a designated program space adjacent to the school cafeteria that is used for the REACH program; at Wishram, REACH utilizes a school day classroom, the computer lab and the school library/resource room for their program.

Educational Service District 112, located in Vancouver, Washington, collaborates with Lyle and Wishram School Districts and several community partners to implement the REACH afterschool program. ESD 112 is responsible for program development, leadership, and fiscal oversight of the REACH program. Due to their small size, these two school districts have very limited resources that make it difficult to implement a program on their own. By combining partner resources with local resources, a more stable, sustainable program can be established.

Partnerships

Strong partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. REACH partners are committed to an active involvement and support for these afterschool programs. In addition to the Lyle and Wishram School Districts and ESD 112, the following organizations and businesses are actively involved in REACH as local community partners:

- Arts in Education of the Gorge (AIEG)
- Cascadia Adventure Education School

- Fort Vancouver Regional Library (FVRL)
- Klickitat County Public Health Department
- Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)
- Riverview Community Bank

Arts in Education of the Gorge is a non-profit organization that partners with teaching artists, school districts, private and public donors, and the cultural community to enhance every child's education through performing, visual and literary arts in the schools and community. Their ASAP: After School Arts Partnerships provide after school enrichment to K-12 students. REACH staff can choose from over 20 artists to provide their students on-site opportunities in visual arts, theatre, clay, drumming, music and movement.

Cascadia Adventure Education School provides environment-based education, service learning, and leadership courses. Their program provides creative strategies to help students expand their environmental awareness and deepen their relationship with the natural world. Their courses engage students in learning that incorporates popular outdoor pursuits such as backpacking, camping, rafting, kayaking, rock climbing, canoeing, caving or mountain biking.

Fort Vancouver Regional Library (FVRL)'s mission is to provide gateways for ideas, information and community interaction. *FVRL* programs engage youth through storytellers, jugglers, music, puppeteers, dance, and science programs. A representative from *FVRL* coordinates with REACH staff to provide both free and fee-based enrichment activities many times throughout the year at each of the local program sites.

The mission of the *Klickitat County Health Department* is to preserve, promote and protect the health of all people residing in or visiting Klickitat County. The Department provides in-kind support for REACH with activities including youth healthy cooking classes incorporating math, science and life skills in the instruction.

The *Klickitat-Lyle Against Substance Abuse Coalition (KLASAC)* provides programming focused on building a more positive climate within the school and community. *KLASAC* provides community, family, parent and student educational programs on an in-kind basis to the REACH program.

Riverview Community Bank has two branches in Klickitat County. The bank provides an in-kind contribution through consumer literacy and financial education for REACH youth and by providing savings, investing, and credit protection education for REACH parents, family members and the local community. In addition, the bank hosts fieldtrips to the bank branches for REACH youth.

Program Operation and Schedule

Each of the three REACH sites operates their programs after school for two hours per day Monday through Thursday for a total of eight hours per week. In addition to the REACH afterschool homework/tutoring and enrichment activities, all three sites provide before school tutoring help, and one site also offers tutoring help during the students' lunchtime break.

Staffing

REACH funding provides for a site coordinator and a site assistant at each of the program sites. Two certificated teachers share the position of site coordinator at Wishram while classified para-professionals fill the role as site coordinator at the Dallesport and Lyle program sites. One certified teacher and one classified para-professional share the position of site assistant in the Lyle program. The position of site assistant at both the Wishram and Dallesport programs are filled by classified para-professionals. In addition to these staff, one site has AmeriCorp volunteers that assist with the younger students in the program.

All but one staff member at the three sites are regular school day employees. This provides REACH with strong ties to the regular school day, the classroom teachers and school principal, knowledge of the students and parents, and the instructional framework and materials utilized in the school. All of the programs have regular school day faculty and staff that occasionally help with REACH as well as community members that volunteer in the program.

In addition to site staff, REACH funding provides for a part-time program director, a part-time program coordinator, and a part-time secretarial position at ESD 112 that supports the three program sites. During program year one, the program coordinator visited each program site three or more times a month to monitor and assist as needed. The program coordinator assists each site with program planning and meets regularly with the site coordinator and site assistants to discuss a workable solution to any problems that arise.

Organizational Staffing Design

The administrative council meets twice a year to sponsor the work for the year, review data and provide input for the coming year. The site advisory council meets three times a year to monitor program implementation and provide feedback for program revisions. Site program meetings are designed to be held twice a month to review progress on student learning plans and student attendance, to reflect on weekly plans and alignment to state standards and student needs, and to provide resources and support for the purpose of strengthening their practices. Site staff meetings occur weekly to plan and implement the program.

Professional Development

Prior to the start of REACH a training was provided to review program goals, objectives, calendar, procedural handbook, student learning plans, data collection, expectations, and networking with school staff, parents and community members. Other professional development opportunities were offered to REACH staff throughout the year including OLWEUS Bullying Prevention curriculum and CPR/first aid training. In addition, the REACH staff attended Youth Program Quality Intervention (YPQI) training sessions in order to implement the Youth Program Quality Assessment (YPQA) process throughout the term of the grant.

The district superintendents/principals committed to inviting the REACH staff to all professional development hosted in-district providing opportunity for program staff to learn more about the Washington State Learning Standards, high yield instructional practices, formative assessment, and instructional materials used at the site level, etc.

Curriculum

Enrichment activities and homework help are the primary focus of the REACH afterschool program. All of the sites use curriculum that is aligned with Washington State Learning Standards for math and reading. Each site uses curriculum that has been recommended and/or supported by Schools Out Washington or other groups that promote quality afterschool programs (e.g. Summer Institute, Bridges, etc.).

In the area of reading, the following materials were available for each site to use in the REACH program: Reading Mastery, Road to the Code, Explode the Code, Phonic Boost and Phonics Blitz, Accelerated Reading, Afterschool Achievers: Reading Club; and Corrective Reading. In the area of mathematics, ORIGO Fundamentals, ORIGO Think Tanks, and Bridges in Mathematics were made available for use in the REACH program.

Activities

REACH staff focus on enrichment activities that provide opportunity in the areas of reading and STEM (Science, Technology, Engineering and Mathematics) and work to better meet the academic needs of students who are not meeting standards. These programs are designed to give students

hands-on experience in the areas of reading and STEM in order for them to explore these important areas that are sometimes limited in school day curriculum.

Each REACH site develops programs to expose their students, as well as parents, staff and community members, to activities and experiences that would not be available to them any other way. REACH staff work to bring outside presenters to their programs and plan fieldtrips as a way to expand their students’ knowledge and experiences. Fieldtrips take place primarily on Saturdays and during the summer session as the rural location of REACH sites prohibits most programs from taking fieldtrips during the year because of time constraints. Each program meets for two hours after school and travel time to many fieldtrip locations would take the majority of that time.

REACH periodically offers activities for parents/guardians and families during evenings and weekends. Parents are also encouraged to participate in REACH afterschool activities whenever possible.

Feeder Schools

Lyle and Wishram school districts with a total of three sites participated in REACH during program year one. The table below shows the grade span in each school and the total student count for each school based on OSPI October 2015 data.

Table 2 – Feeder Schools

School District	Program Location	Feeder School	Grade Span	Total School Student Count (October 2015)
Lyle SD	Dallesport	Dallesport Elementary	K-5	112
Lyle SD	Lyle	Lyle Middle School/High School	6-12	139
Wishram	Wishram	Wishram High and Elementary School	PK-12	78
TOTALS				329

III. Data Collection/Methodology

Program data, materials and information reviewed for this report include the following:

- Recruitment of Target Population
- Attendance/Retention of Students
- Achievement Data
- Parental and Community Involvement
- Student, Parent and Program Staff Surveys
- Site Advisory Council, Administrative Council, and Site Staff Meeting Agendas & Minutes
- Monitoring Binders
- Program Newsletters
- Program Quality Assessment
- Staff Handbook

Recruitment of Target Population

The target population for the three REACH sites are those students in K-12 that do not meet standards in reading and/or math, regardless of socio-economic level with all students in the two school districts being eligible to attend the REACH program as space allows. Therefore, REACH recruitment is primarily directed at students who are in need of academic improvement particularly in the areas of reading and/or math. Teacher and superintendent/principal recommendations, parent/teacher conferences, and student test scores serve as the basis for determining students who are in need of additional academic help. Students at Lyle MS/HS who are listed on the weekly D&F Report are encouraged to attend REACH. Due to the fact that all REACH program schools are very

small, recruitment is primarily done on an informal basis. In addition to one-on-one recruitment, newsletters are distributed at each school explaining the program and encouraging students to join.

Attendance/Retention of Students

Daily program attendance data was collected for all students who registered for REACH. Program staff at each site were responsible for collecting and reporting all attendance data on a monthly basis to the REACH program secretary at ESD 112. The program coordinator provided attendance data to the evaluator for review.

Achievement Data

When a student first enrolled in REACH, the student's classroom teacher together with the REACH site coordinator completed a student profile on that individual student. Each student's profile included initial achievement test data or classroom grades in reading and math as well as individual plans and goals for the student to focus on during their enrollment in the REACH program for that year. In the spring of the year, yearend achievement test data was recorded on the student's profile as a way to track academic progress for the year. The REACH site coordinator collected the student profiles as part of their site monitoring binder and these were made available to the evaluator for review.

Parental and Community Involvement

All three sites worked this year to engage adults in program offerings and encourage participation in all-school events designed to involve parents, families, and community members into the life of the school and the REACH program. Data regarding participation by parents and community members in these activities was collected as part of the site monitoring binder and was made available to the evaluator for review.

Student Survey

During the spring of the program year, students in grades 4-12 who attended REACH were asked to complete the youth skills and beliefs survey conducted by OPSI in partnership with American Institutes for Research (AIR). This confidential online survey was designed to study the effectiveness of the REACH program by asking youth about their experiences in the program and about their own skills and beliefs. The survey asks youth about what they are like as a learner, how they feel about school, and their plans for the future. Data from the survey will help staff to understand if REACH and other afterschool programs are helping youth to improve their skills both in and out of school.

Parent Survey

Parents/guardians who attended family activity events were asked to complete a short REACH family activity evaluation at the conclusion of each event. The survey asked parents/guardians to rate their responses to statements on the scale of strongly agree, mostly agree, mostly disagree or strongly disagree. The statements included:

- I learned something new.
- I will use what I learned.
- This was a well-organized event.
- I would recommend this event to others.
- I am glad I came to this event.

Parents/guardians were also given the following open-ended prompts.

- Please add any suggestions that you think would improve this event for the future.
- Do you have other comments? Please add them here.

Meeting Agendas and Minutes

The REACH program coordinator prepared agendas and recorded meeting minutes for all administrative council, site advisory council, and program wide staff meetings held during year one. Meeting minutes included program reviews and site updates, planning and scheduling, evaluation and reflection, summer programing, and any staff concerns. The agendas and meeting minutes were distributed to all members of each council, the program secretary and the evaluator.

Monitoring Binders

Site coordinators compiled monitoring binders in anticipation of the OSPI 21st CCLC administrative team's first year visit to the REACH program in March 2016. OSPI is accountable to the federal government for the proper administration of the 21st CCLC program and is required to hold sub-grantees accountable for program implementation. OSPI provide technical assistance to grantees helping them to overcome any obstacle getting in the way of a successful program. Through the year one monitoring binders, REACH staff provided evidence to OSPI of compliance to the statutes for the 21st CCLC program. The monitoring binders were shared with OSPI personnel, the REACH program coordinator, program staff and the evaluator.

Staff Handbook

ESD 112 developed the 2015-16 REACH staff handbook. This valuable resource guide gave program staff information on procedures, expectations, recruiting students and volunteers, emergency procedures, fieldtrip information, records keeping, etc. The handbook included all forms needed such as student profiles, enrollment forms, session summaries, family activity sign in sheets, templates for parent letters and promotional flyers. All site coordinators participated in a review of the handbook prior to program implementation.

REACH Newsletters

The REACH Newsletter is designed to showcase the various activities of each program site. Photos and program highlights are included in each edition. The newsletter is distributed to the schools, parents, grant partners, and to school day teachers. Site staff also share it with those in their community with whom they have connections in order to promote the program to a wider audience. The REACH Newsletter is published three times a year.

IV. Program Implementation Findings

Recruitment of Target Population

Students in K-12 who are not currently meeting standards in reading and/or math are the main focus of the REACH program; however, all students are eligible to attend as space is available. At the Dallesport site the primary focus is on students in grades 3-5, though students in the lower grades are encouraged to attend as space allows. The following table shows the total student count at each of the feeder schools (based on OSPI October 2015 Report Card) and the total number of students enrolled in REACH. Sixty percent (60%) of the overall student population at the three sites are enrolled in the REACH program.

Table 3 – REACH Recruitment/Attendance

	Dallesport Elementary (K-5)	Lyle MS/HS (6-12)	Wishram School (PK-12)	All Sites
Total student count at feeder school based on OSPI Report Card October 2015	112	139	78	329
Total # of students enrolled in REACH (N) and % of total student count	N = 35 (31%)	N = 102 (73%)	N = 60 (77%)	N = 197 (60%)

REACH's primary focus is to assist students who are at risk academically in mathematics and/or reading. As each student joined REACH, a student profile was to be completed for the individual student as a way for the REACH site coordinator and the student's regular day classroom teacher to assess each student's current academic needs. Student profile information included assessment data in both reading/language arts and math and the academic areas of focus or goals for that individual student. A total of 83 (42%) REACH student profiles were completed and given to the evaluator for review.

Student profile data show that REACH staff recruited students who teachers identified as being academically at risk. The table below shows that data from the 83 REACH student profiles completed in year one indicate 26 students (31%) needed to focus academically in the area of math, 72 students (87%) needed to focus academically in the area of reading, and 47 students (57%) in the area of writing. In addition, goals were identified for each student as part of their individual student profile. Seventy-six youth (92%) were listed as needing to increase in the area of achievement and 55 youth (66%) were listed as needing to increase in the area of homework completion.

Table 4 – Individual Plans/Goals – Academic Areas of Focus

Goal/Focus	# of Students	% of Students
Math	26	31%
Reading	72	87%
Writing	47	57%
Increase Achievement	76	92%
Homework Completion	55	66%

Total Program Days

In year one the Wishram REACH program began in mid-September while both Lyle School District REACH sites had their first program day in mid-October. Each of the three sites operated their programs after school for two hours per day Monday through Thursday for a total of eight hours per week. In addition to the REACH afterschool homework/tutoring and enrichment activities, Dallesport Elementary offered homework help/tutoring Monday through Friday 7:30 to 8:15 a.m. for an overall total of 11 hours and 45 minutes per week. Lyle MS/HS offered homework help/tutoring Monday through Friday 7:30 to 8:00 a.m. and again during lunchtime Monday through Friday from 11:40 a.m. to 12:15 pm. for an overall total of 13 hours and 25 minutes per week. Wishram School offered homework help/tutoring Monday through Friday 7:00 to 7:45 a.m. for an overall total of 11 hours and 45 minutes per week.

The program is designed for each site to provide programing during the fall and spring sessions for a total of at least 30 weeks. Table 5 shows the number of days each program was open during this first program year (September 2015 through June 12, 2016). The total number of program days varied by site from a low of 108 days at the Lyle Middle School/High School site to a high of 148 days at the Wishram K-12 site.

Table 5 – Program Days by Month

Program	Sept '15	Oct '15	Nov '15	Dec '15	Jan '16	Fall Totals	Feb '16	Mar '16	Apr '16	May '16	Jun '16	Spring Totals	Year 1 Total
Dallesport	-	9	17	11	16	53	19	22	16	16	2	75	128
Lyle	-	4	14	11	15	44	16	17	12	17	2	64	108
Wishram	3	15	16	14	19	67	20	18	16	20	7	81	148

Activities/Fieldtrips/Guest Presenters

In addition to supervised homework help, physical activity and a healthy snack, REACH provides enrichment activities primarily in the areas of reading and STEM as a way for youth to explore these important areas that are sometimes limited in school day curriculum. Each day's enrichment activity is designed to be challenging, creative and fun. Primarily through REACH partnerships, staff arrange for outside presenters to visit the program in order to expose youth to activities and experiences that would not be available to them any other way. In addition, fieldtrips are taken throughout the year as a way to expand the students' knowledge and experiences. Fieldtrips are primarily scheduled on weekends or planned for summer session as the distance to most locations prohibits scheduling fieldtrips during the REACH afternoon sessions.

The following are a few of the activities, guest presenters and fieldtrips that have been offered to REACH youth and their families during the fall and spring sessions of the first program year.

ACTIVITIES:

The Wishram REACH program supports the school-wide *Power of ICU* program that focuses on helping every student complete every assignment with a passing grade. Each day in addition to homework help that supports the ICU Program, Wishram provides choice centers covering a variety of academic areas with most being STEM themed: structural design, building with various materials, computer games, marble runs, chess, checkers, Rube Goldberg machine building contraptions, Blokus game that develops logic and spatial perception, Bananagrams word game, computer grammar games, journaling, language art and story activities, poetry, origami, and book studies, just to name a few.

In addition to weekday programing, Wishram REACH hosted a 'manners dinner' one Saturday that was a big hit with the students. The students enjoyed a meal together as they practice following manners, such as don't eat until everyone else is served, chew with your mouth closed, put your napkin on your lap, don't talk if you have food in your mouth, pass the salt and pepper together, etc.

Homework help was the main focus of the Lyle MS/HS program this year. The program provided a SAT prep station with the most current SAT study materials as well as a writing workshop and STEM games. During the spring session a yoga center and coloring station were added to give youth a greater variety in their choice of program activities.

Arts-based enrichment has been one of the main focuses at the Dallesport program this year. Along with regular homework help, Dallesport offers rotating centers each with a different academic theme. A few of the enrichment activities this year have included: poetry, geometric art, water color art, jewelry making, computer lab with word processing, color theory, Lego building, African mask research and creation, US geography, US maps, Washington State research w/computers, building w/structure kits and a unit on reflection/rotations of positive/negative space.

FIELDTRIPS:

A highlight for the Lyle REACH program this year was their fieldtrip to Central Washington University in Ellensburg, Washington. Seventeen students along with REACH staff and volunteer chaperones visited the campus where they met with professors and advisors from their specific areas of interest and had extensive tours of the campus and dorms. They also attended a men's basketball game.

Youth in the Wishram REACH program have enjoyed fieldtrips this year to The Dalles, Oregon, one to participate in the day long Wind Challenge & STEM Fair and another fieldtrip where they enjoyed a wonderful and funny rendition of *Alice In Wonderland* put on by The Dalles Theatre Company. Wishram REACH youth also participated in a regional math competition at White

Salmon Middle School. Staff reported that all youth had a great time and are anxious to study hard and return again to participate in next year's math competition. Another fieldtrip was laser tag for leadership building that was for older youth involved in REACH and was in conjunction with Wishram junior high and high school mentor/leaders.

During the spring session Dallesport REACH youth traveled to Portland, Oregon to enjoy the Oregon Children's Theatre production of *James and the Giant Peach* for one of their enrichment fieldtrips. They also enjoyed fishing with John Bister at Spearfish Lake for their other fieldtrip this year.

GUEST PRESENTERS:

Dallesport guest presenters at the REACH program this year have included an artist with AIEG who shared a landscape collage lesson and an artist who led a lesson on color theory and the use of chalk pastels. Students learned about chemical reactions through an assortment of experiments during the Mad Science presentation "Spin! Pop! Boom!" and enjoyed a magician from FVRL and a storyteller who also came from FVRL.

Wishram youth enjoyed experiments presented during the Mad Science presentation at their program in February. The Henrik Bothe Physical Comedy Show delighted the students in their visit to the Wishram program in March. In addition, a storyteller from FVRL visited the program to share with students and encourage them in their reading and own storytelling.

Site staff at Lyle MS/HS utilized REACH partnerships for their guest presenters this year. A representative with the Klickitat-Lyle Against Substance Abuse Coalition visited REACH once a week for four weeks to share prevention materials with program youth. A two-week long water color series was presented by AIEG and a representative from the Klickitat County Health Department visited REACH four times to present cooking ideas for program youth. In addition, community members presented materials on SAT prep, completion of college applications and college financial aid forms (FAFSA).

Parental and Community Involvement

Engaging parents and community members in REACH activities is an emphasis for the program. Parents in particular are encouraged to participate in REACH afterschool activities whenever possible. Staff report that historically family programming in these districts has had minimal to zero attendance. The Wishram REACH program held their spring family math event during afterschool program hours in order to encourage family attendance.

The following are some of the parent, family and community events that have been offered through REACH during the first program year:

On a Saturday in late January, Dallesport Elementary REACH families enjoyed an outing to The Dalles Dam Visitor's Center to view eagles. REACH youth prepared a spaghetti dinner for their families as part of a parent math evening that was held in early February.

Lyle MS/HS offered a total of four parent/family outreach activities this year. Each event was an open library Saturday. Parents and students were offered help with researching colleges, scholarships, financial aid, and completing college applications. These events provided access to school computers and the internet allowing students extra time to work on school assignments and for students and parents to get help navigating the computer and using various computer programs.

Wishram School hosted a community-wide Cultural Exchange in November. This year REACH youth provided all of the art and decorations for this annual event. Other parent and community REACH events in Wishram included: Mad Science, Physical Comedy Troupe, the Book Fair/Carnival, and a Math Rodeo. Flyers for each event were sent home to all families.

Youth Program Quality Intervention (YPQI):

REACH provides funding for staff to participate in the Weikart Center's Youth Program Quality Intervention (YPQI). Staff report that participation in YPQI has been a positive experience and trainings have helped staff better understand what is needed for a quality afterschool program.

All three REACH program sites participated in the Youth Program Quality Assessment (YPQA) this year. The YPQA instrument evaluates the quality of youth programs with both self-assessment and external assessment of each individual program site. Staff report that the YPQA process has helped them to evaluate what works and what doesn't work in their particular program. Through YPQI trainings, staff established SMART goals for their individual sites.

REACH staff participated in YPQA Basics, Planning With Data, and Methods Summit trainings. These YPQI trainings have given REACH staff an increased awareness that encouraging youth voice and choice in their program design is crucial to student engagement and retention. As a result the Wishram site coordinator developed a daily planning sheet for all REACH youth to complete at the beginning of each program day. Youth identify their two goals for the session, select the three activities they would like to participate in that day and at the end of the session take time to reflect by answering the following: 1) Did you meet your goals? 2) How did you meet your goals? 3) How does that make you feel? 4) Rate your day on a scale of 1=Poor to 5=Excellent.

Recognizing that reflection is also a key component of YPQI the Dallesport site coordinator is working on developing various ways to allow youth to reflect on the day's activities. Youth are also given an opportunity to rate themselves on a scale of one to five on listening, respecting others and the materials used, how well they focused on their task and what they could do during the next REACH session to improve their ratings.

The Lyle site coordinator implemented a weekly goal sheet as a way to motivate students to follow-through on completing their goals. Staff work to help students recognize their progress by putting students in charge of their own learning. The Lyle staff continue to look for ways to strengthen the reflection time component. Their goal continues to be involving students in all aspects of the program including planning.

Professional Development

The program coordinator worked to include professional development at staff meetings throughout the program year. Training on Growth Mindset was offered at the December meeting and OLWEUS Anti-Bullying Prevention was offered in January with an additional day and a half training on OLWEUS offered in March. Staff indicate that behavior challenges are sometimes a barrier to having a successful day, but they believe the OLWEUS system will help with many of the student behavior issues that they deal with in the REACH program. In addition to professional development at regular meetings, staff participate in live YPQI trainings including YPQA Basics, Advanced Planning with Data, and YPQ Methods Summit. Staff also viewed many of the professional development webinars offered through OSPI, although live participation in the webinars were a challenge for staff due to the timing of the webinars as most REACH staff are school day employees.

Administrative Council

Members of the administrative council include the program coordinator, superintendents/principals from both school districts, site coordinators, partners and community members. The council met twice during program year one in February and in May working together to sponsor the work of REACH. At each meeting the council reviewed the program goals, site coordinators provided overviews and updates for each of their sites, program data was reviewed and program suggestions were made for summer session and for the 2016-17 program year. Increased

involvement of community partnerships and sustainability were also discussed.

Site Advisory Council

Each of the school districts have REACH advisory councils that met three times during this year to monitor program implementation and provide feedback for program revisions. The council members include the school district superintendent/principal, site coordinators, site assistants, and the program coordinator. Site updates, planning and scheduling, as well as evaluation components were discussed at the council meetings.

Site Program Meetings

In year one the site program meetings were held once a month and included staff from all three sites. Sites found it beneficial to collaborate with the other sites so the program meetings were combined. These meeting were designed to assess program, work through any issues and help with implementing any necessary changes.

Barriers to Program Implementation

There have been few barriers to implementation of the REACH program. One slight barrier was that there was a change in the top leadership at both school districts from the time the grant application was submitted to the time the grant proposal was accepted. The new superintendents/principals at each of the school districts were apprised of the REACH program and new Memorandum of Understanding agreements were signed by both superintendents/principals at Lyle School District and Wishram School District.

Another organization that signed the Memorandum of Understanding, Alpacas for Autism, had to withdraw as a partner in the REACH program. The board of directors of Alpacas for Autism voted to discontinue their outreach program and sold their herd of live alpacas.

V. Program Outcome Findings

Attendance/Retention

When a youth began with REACH they were considered *enrolled* in the program. Attendance was recorded everyday at REACH and once a student attended 30 days they were considered a *regular attendee*. During the 2015-16 program year, there were a total of 197 students *enrolled* in the program at all three sites. The overall percentage of *enrollees* who became *regular attendees* (attended 30 days or more) was 40%. Each of the program sites recorded a different degree of success in retention of students with a low of 13% (Lyle MS/HS) and a high of 70% (Wishram) of students who attended 30 days or more during the program year.

The following tables show total enrollment by grade level for each of the three sites (Table 6) and detailed student attendance information for each site and for the program as a whole (Table 7). Table 7 shows that program wide there were 10 youth (5%) who participated 90 days or more; 28 youth (14%) who participated 60 to 89 days; 40 youth (20%) who participated 30 to 59 days; 9 youth (5%) who participated 25 to 29 days; 74 youth (38%) who participated 5 to 24 days; and 36 youth (18%) who participated four days or less.

Table 6 – REACH Enrollment by Grade Level

Program	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dallesport				12	6	17								35
Lyle							16	10	16	25	13	11	11	102
Wishram	3	7	4	4	5	5	6	13	2	4	0	4	3	60
Total	3	7	4	16	11	22	22	23	18	29	13	15	14	197

Table 7 –REACH Attendance

	Dallesport Elementary	Lyle MS/HS	Wishram K-12	All Sites
Total number of youth enrolled in program	35	102	60	197
Total number of youth 30 days or more – regular attendees	23	13	42	78
Percentage of youth 30 days or more – regular attendees	66%	13%	70%	40%
Detail				
Number who attended 1 to 4 day(s)	0	35	1	36 (18%)
Number who attended 5 to 24 days	7	50	17	74 (38%)
Number who attended 25 to 29 days	5	4	0	9 (5%)
Number who attended 30 to 59 days	12	10	18	40 (20%)
Number who attended 60 to 89 days	5	3	20	28 (14%)
Number who attended 90 days or more	6	0	4	10 (5%)

Student Achievement Data

Each school district involved in the REACH program selects their own assessment to measure their students’ academic progress. The standardized tests used by the school districts to assess their students’ reading skills are Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Accelerated Reader/Standardized Test for the Assessment of Reading (AR/STAR). For assessment of math skills the districts use STAR Math. Lyle MS/HS uses classroom grades for their assessment.

At Dallesport Elementary reading/language arts standardized test data was available for both fall 2015 and spring 2016 for 31 of the 35 REACH attendees (89%). Of those 31 students, 29 (94%) showed an increase in their scores and an additional one (3%) remained the same. Standardized test math data was available for both fall 2015 and spring 2016 for 26 (71%) REACH attendees, with 25 (96%) students showing an increase in their scores and an additional one (4%) remaining unchanged.

Reading Assessment

- 29 students’ scores (94%) improved
- 1 student’s score (3%) was unchanged
- 1 student’s score (3%) declined

Math Assessment

- 25 students’ scores (96%) improved
- 1 student’s score (4%) was unchanged
- 0 students’ scores (0%) declined

At Wishram School reading/language arts standardized test data was available for both fall 2015 and spring 2016 for 47 of the 60 REACH attendees (78%). Of those 47 students, 40 (85%) showed an increase in their scores and an additional 2 (4%) remained the same. Standardized test math data

was available for both fall 2015 and spring 2016 for 36 (60%) REACH attendees, with 27 (75%) students showing an increase in their scores and an additional two (5%) remaining unchanged.

Reading Assessment

- 40 students' scores (85%) improved
- 2 students' scores (4%) were unchanged
- 5 students' scores (11%) declined

Math Assessment

- 27 students' scores (75%) improved
- 2 students' scores (5%) were unchanged
- 7 students' scores (19%) declined

At Lyle Middle/High School fall and spring reading/English language arts and math grades were available for all of the 13 youth who participated in REACH 30 days or more. In the area of reading/English language arts, one (8%) showed an increase in their grades and an additional five (38%) remained the same. In the area of math, three (23%) students improved their grades and an additional six (46%) remained unchanged.

Grades in Reading/English Language Arts

- 1 student's grade (8%) improved
- 5 students' grades (38%) were unchanged
- 7 students' grades (54%) declined

Grades in Math

- 3 students' grades (23%) improved
- 6 students' grades (46%) were unchanged
- 4 students' grades (31%) declined

Parental and Community Involvement

Each program site hosted at least two family/community activities during the school year. As shown in the table below, a combined total of 12 family/community activities were offered at the three program sites for a combined total of 105 adults in attendance at these activities.

Table 8 – Parent/Community Activities & Attendance Data

Program	Number of Activities	Total Number of Adults in Attendance for all Activities
Dallesport Elementary	2	12
Lyle MS/HS	4	6
Wishram School	6	97
Total	12	105

Parents and community members were always welcomed and encouraged to participate in the REACH program after school and on REACH fieldtrips. However, data regarding participation by parents/community members in regular afterschool activities was not recorded or collected.

Student Survey Data

In spring 2016, a total of 51 (26%) of REACH enrollees participated in the youth skills and beliefs survey conducted by OSPI in partnership with American Institute for Research (AIR). The youth skills and beliefs survey asked youth about their experiences in the afterschool program and about their own skills and beliefs. Results of the survey will be shared with program staff, administrative council members, advisory council members, and partners when it becomes available. Parents of REACH youth were informed of the survey and were given the opportunity to withdraw their child from participating in the survey. No REACH parents completed the form to withdraw their child from participation.

Dallesport Elementary reported that three youth, when trying to complete the online survey, received an error message that their surveys were not complete even though they had filled out the

survey in its entirety. Therefore those student's data will not be included in the report.

Teacher Survey

During year one, school day teachers were not asked to complete surveys regarding youth in their classroom that participated in the REACH program.

Parent Survey Data

Parent surveys were distributed to parents at family events at both Wishram School and Dallesport Elementary. The number of parents who completed the surveys was very small and therefore a formal report of the data was not feasible. Parents did report that they enjoyed and learned from the events and shared suggestions of other things that might be included in future events. Staff reviewed the surveys for program improvement.

VI. Discussion

Progress in Meeting Goals and Objectives of Proposed Project

GOAL ONE: Provide academic, social, and emotional support to underperforming students from high poverty communities to assist them in meeting benchmark standards in reading and mathematics.

Measureable Objectives: 1.1) 80% of targeted students who attend the program 30 days or more will meet or exceed the state and local standards in reading and math, and receive grades of C or above in reading or English. 1.2) 80% of targeted students who attend the program 30 days or more will increase their Executive Functioning skills by 40% 1.3) 80% of targeted students who attend the program 30 days or more will demonstrate improved social and emotional behavior.

Progress Made: 1.1) Of the three program sites grades were only made available from Lyle MS/HS. For the 13 youth from Lyle MS/HS who attended 30 days or more, 10 (77%) received grades of C or above in reading/English language arts. No state and local standards information was given to the evaluator in order to assess further progress on this objective. 1.2) & 1.3) No data was collected in year one in order to measure these objectives.

GOAL TWO: Provide high quality, engaging, project-based enrichment opportunities that connect the school to the broader community and where each student is challenged academically in an environment that is physically and emotionally safe.

Measureable Objectives: 2.1) Student understanding of their identified question or problem during 3 project based enrichment opportunities will increase by 25% of the mean number of items. 2.2) 75% of enrolled students at each site will attend 30 days or more.

Progress Made: 2.1) In year one, no progress was made on this objective. 2.2) At two of the REACH sites progress has been made towards meeting this objective. In this first program year, an overall total of 197 youth have enrolled in the REACH program and have attended at least one day. Of those 197 youth, 78 (40%) have attended the program 30 days or more. Each of the program sites recorded a different degree of success in retention of students: Wishram 42 youth (70%), Dallesport Elementary 23 youth (66%), Lyle MS/HS 13 (13%) youth attended the program for 30 days or more.

GOAL THREE: Provide high quality engaging parent opportunities that will assist them in supporting and encouraging learning and literacy at home.

Measureable Objectives: 3.1) 60% of the parents of regularly participating students will attend 60% of the parent activities provided through the CCLC grant. 3.2) Parent knowledge of the REACH program and parent skills and abilities to support their students at home will increase by 40% during the school year.

Progress Made: 3.1) Some progress has been made towards meeting this objective. Each of the sites has held at least two parent/family events as part of their program this year. However, accurate and complete records were not kept this year at all of the sites in order to fully measure this objective. 3.2) Parent knowledge of the REACH program has increased as staff have distributed flyers, newsletters, and made phone calls to parents letting them know about the program and inviting parents and families to participate in the program. However, there was no instrument used this year to assess parents' abilities to support their students at home so this objective has not been measured.

Program Strengths

In year one, REACH has been able to establish three program sites that provide a safe place where caring staff provide academically struggling students help with homework after school. The REACH program has worked hard to expand the lives of students in their communities through enrichment activities and fieldtrips that are not possible during the regular school day.

Recruitment of targeted students has been achieved in the REACH program this year. A total of 197 youth enrolled in REACH this year, which is 60% of the total student population of the three feeder schools. Completed student profiles showed that 31% of students enrolled in the program needed to improve in the area of math, 87% needed to improve in the area of reading, and 57% in the area of writing. Increased academic achievement was the main goal listed for 92% of students and increased homework completion was listed for 66% of the students.

Strong partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. Throughout year one, all of the REACH partners have shown a commitment to be actively involved in the afterschool programs. In utilizing the support of the partners, REACH is already working towards sustainability.

REACH has been able to provide bus transportation home for all students allowing for more students to participate than would be possible if parents had to provide transportation on an individual basis for their own student.

Staff report being well supported by ESD 112 and OSPI personnel particularly in the area of professional development opportunities. Staff have been able to participate both locally at staff meetings and also attend statewide workshops such as YPQI offerings. Daytime webinars are a challenge for program site staff to view live, as most are also school day employees. Staff appreciate that all webinars are recorded so that they may view the webinars at a time convenient for them and also review the materials at a later time as needed.

Program Challenges

Limited resources and remote locations continue to be a challenge for the REACH program in these very small rural communities. This is particularly true in the area of family nights and fieldtrips. Though many youth and their parents/guardians express a desire to participate in fieldtrips and family/community events, participation is low. As one staff member indicated "Our community is stretched far and wide with a 78% poverty level. We have families who can't afford to use their gas for extracurricular activities. I spent quite a bit of extra time phoning each individual family to personally talk about fieldtrips and family events. I know this helped somewhat, but this area still seems to need the most work."

Program staff are committed to bringing in outside presenters and plan fieldtrips and family/community events as a way to expand the knowledge and experiences of REACH youth and their families. Staff will continue to strategies on the best ways of engaging youth and their families in the program. Parental involvement along with parent/community events were discussed at administrative council meetings throughout the year. Staff reported that many families are reluctant

to participate and discussions centered on how to involve more families in the future. One suggestion was a REACH kick-off event to be held in the community in order to share with parents the benefits of the REACH program and to encourage their involvement. The event is planned for September 2016 at a local community park. All three sites along with the local schools and all of the REACH partners will be encouraged to participate.

Paperwork needs to be streamlined. Staff report being somewhat overwhelmed by the amount of paperwork and the challenges of understanding all of the grant requirements. The program coordinator felt that OSPI requirements were not clear and some of the ESD 112 reporting systems were cumbersome. However, one site staff member did indicate that, "Everyone is feeling hopeful for next year because we'll all have a better understanding of the systems and expectations. We will also benefit from more training with regards to building a quality program."

Prior to REACH the Lyle MS/HS afterschool sessions were designed as a drop-in homework help program. Students who were on the school's weekly D & F Grade Report were required to attend the afterschool homework session. Students working to get off the D & F Grade Report would mean that they no longer had to attend the afterschool homework sessions. One of the major focuses of 21st CCLC grants is the retention of students. Changing the culture of the Lyle MS/HS program so that there is not a stigma attached to attending will be important in order to reach the goal of 75% of enrolled youth becoming regular attendees (attending 30 days or more). Quality enrichment activities are imperative to engaging youth at the middle school/high school level.

Adequate planning and prep time is a major challenge for all site staff. All but one of the site staff are employed fulltime at the school. The program starting immediately after the end of the school day proves to be a challenge as staff work to prep for REACH activities. Most site staff are putting in many additional hours of planning time outside of their designated REACH planning time. This is being taken into account with next year's schedule and there will be at least a one-hour block once a week for REACH staff collaboration.

Another challenge expressed by staff is being unsure of how many students will show up on any give day. "Having only two adults present makes the needs of different grade levels and abilities especially difficult when helping with homework. Finding parent/community volunteers would be useful for the youth-adult ratio. Inviting classroom teachers into the program on a rotating basis would also be helpful."

Year Two Changes

During the 2015-16 program year, REACH has operated three sites at three separate locations. In year two, REACH will continue to operate three sites, however, Dallesport Elementary will now be located in the same building as the Lyle MS/HS REACH program. This shift is a result of the Lyle School Board's decision to consolidate all three of their schools (Dallesport Elementary, Lyle Middle School, and Lyle High School) under a common 'roof' at the Lyle campus. The goal of the consolidation is to increase the efficiency of the school district while still operating all three schools as separate entities. Even though the Dallesport REACH program will be located in the same building as the Lyle MS/HS REACH program in year two, it will continue to operate as a separate, elementary youth focused, afterschool program just as it did during the 2015-16 program year. The Dallesport site will now be referred to the Dallesport Elementary program and the Lyle MS/HS site will now be referred to the Lyle Secondary program.

In late spring 2016, the staff assistant at Dallesport gave their two-week notice. The program ran with rotating substitute staff assistants for the remainder of the program session. The site assistant at Wishram and one of the two part-time site assistants at the Lyle MS/HS site will not be returning next year. The site coordinator worked with the program coordinator and ESD 112 to find highly qualified replacement staff assistants for all three sites for year two.

Also in late spring 2016, the job of the REACH program coordinator was split into two positions; a program director housed at ESD 112 and a regional coordinator located in south central Washington. For year two, the REACH program director will be a 0.5 FTE position and the REACH regional coordinator will work up to 14 hours per week. Together the director and the regional coordinator will be responsible for directing all aspects of the program. The regional coordinator will assist REACH with program development; curriculum leadership and training; student recruitment and retention planning; visit each program and meet weekly with site coordinators; work with project partners; and advocate in the local communities for the program. The program director will be responsible for recruiting and hiring site staff; assist the program evaluator in gather data from sites for evaluation efforts; meet bi-monthly with the regional coordinator; serve as the coordinator for the advisory councils; spearhead partnership recruitment and development; work with program partners to develop projects, special events, and family activities; publish the REACH newsletter; work with sites to develop sustainability plans; complete required project reports including iGrants and other OSPI required reporting; monitor all budgetary aspects; and attend statewide workshops.

A new colorful REACH brochure and a tabletop display are being developed by ESD 112 for staff to use to promote REACH within their school district and their communities. In addition, a new REACH website is being created for year two. The website will be designed to promote the program and to provide up-to-date resources for staff including links to curriculum, links to all program partners, templates for program flyers and all fillable forms for data collection. ESD 112 is also facilitating an updated staff handbook in order to streamline procedures for all program requirements.

As a result of staff participation in the 2016 DO Conference, *WRiTE BRAiN Books* curriculum will be incorporated in the REACH program in year two. *WRiTE BRAiN Books* provides an in-depth and standards aligned literacy course in the art of children's book authoring. Youth K-12 write thoughtfully crafted storybooks and are published in the process. In addition, *Engineering is Elementary* will now be available for use in the REACH program. *Engineering is Elementary* is designed to promote elementary youth learning of engineering and technology through research-based, standards-driven, classroom-tested curriculum materials and teacher professional development opportunities.

A new partnership is being established with Skyline Hospital in White Salmon, Washington for year two. Skyline Hospital's Community Health and Wellness program is designed to support the needs of their community through outreach and education, specifically focused on prevention and healthy lifestyles. Skyline Hospital will provide REACH youth with educational enrichment opportunities once per month and will also serve as a site for fieldtrips.

VII. Recommendations

Progress towards some of the program goals and objectives were not measurable due to incomplete data or no instrument being developed to assess progress on the objective. Collection of complete data is imperative to assess the impact of the program. Examples of recommended data include: student profiles completed for all attendees; sign-in sheets for all youth, staff, volunteers, community members, families, parents, at all sessions and events; parent and school day teacher surveys; etc.

It is also recommended that required paperwork continue to be streamlined to assist staff in completing requirements for the grant. In year one, staff report being overwhelmed by the amount and repetitive nature of the required paperwork.

The goal of 75% of enrollees becoming regular attendees was not met. Wishram School and Dallesport Elementary were close with 70% and 66% respectively. Though Lyle MS/HS had a

large percentage of their total student body attend REACH (73%) only 13% attended 30 days or more. High quality enrichment activities are essential to engaging youth at the middle school and high school levels. It is recommended that staff implement some of the new curriculum (*WRiTE BRAiN* and *Engineering is Elementary*) as a way of encouraging youth to return each day to the program. Also, strategies need to be put into place to identify when a student is approaching the 30-day mark so that additional contact can be made with that student to encourage them to continue to attend the program and become a *regular attendee*.

Parents are a valuable asset to promoting student success. It is recommended that staff continue to strategize the best ways to engage parents and families in REACH. Working with community partners in order to offer programs of interest to parents is encouraged as a way to work towards program sustainability.

Staff report that professional development has had a positive impact on the REACH program as they work to develop a quality afterschool program. It is recommended that when possible all staff should be included in professional development offerings. In year one, some site assistants were unfamiliar with the objectives of the program. Having site assistants included in all professional development would be extremely beneficial to all involved.

In order to support program improvements, this REACH annual report, along with the annual performance report and the youth skills and beliefs survey results, will be shared with the program director, program coordinator, all site coordinators, site assistants, site advisory council members, administrative council members, as well as individual school superintendents/ principals.