

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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Year Two – Annual Report

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21st Century Community Learning Centers Program

Evaluator:

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- II. Project Description
- III. Data Collection/Methodology
- IV. Program Implementation Findings
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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 (CCLC) grant and administered by Educational Service District 112 (ESD 112) of Vancouver, Washington. REACH serves Lyle and Wishram School Districts, which are located in Klickitat County in the Columbia River Gorge in south central Washington State. The two school districts served by REACH are approximately 75-100 miles east of Vancouver. Lyle School District serves 257 students K-12 and Wishram School District serves 75 students PK-12 based on the Office of Superintendent of Public Instruction (OSPI) May 2016 student count data.

Klickitat County covers 1,904 square miles with just fewer than 21,000 residents (2014). Klickitat County deals 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 2016, in Lyle School District 64.2% of their students receive free or reduced-price meals while 90.7% of Wishram School District students receive free or reduced-price meals.

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 enrichment activities, healthy snacks as well as supervised homework help. 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 or reduced-price meals 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>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.</p>	<p>a) Three sessions during the school year.</p> <p>b) Four weeks during end of June and first of July</p>

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.
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II. Project Description

Program Design

REACH is designed as an afterschool program providing enrichment activities and homework help. In addition, all three sites provide before school homework help for all students at their school. At Wishram, REACH utilizes a school day classroom, the computer lab and the school library/resource room for their program. At Lyle MS/HS the school’s library/resource room is used for the REACH program while Dallesport Elementary utilizes the school cafeteria as well as some school day classrooms for specific enrichment activities.

As the regional service district, ESD 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 limited resources making it difficult to implement a program on their own. By combining partner resources with local resources, a more stable, sustainable program can be established.

Community Partnerships

Community partnerships play a vital component to the success of the REACH program. 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
- Skyline Hospital

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 after school. In addition, Monday through Friday one site provides before school homework help for 30 minutes, one site provides before school homework help for 45 minutes and one site provides both before school enrichment activities and homework help for 60 minutes. Each site is scheduled to offer program 30 weeks during the school year and 4 weeks during their summer session.

Staffing

REACH funding provides for a site coordinator and a site assistant at each of the three program sites. The 21st CCLC REACH grant also provides funding for a program director, regional program coordinator and a part-time secretarial position at ESD 112 that supports the three sites.

Organizational Staffing Design

The REACH program is supported by the following organizational structure: a program wide administrative council, a district wide advisory council, program wide site meetings and site specific meetings.

The administrative council meets twice a year to sponsor the work for the year, review data and provide input for the coming year. Administrative council members also assist with the development of community partnerships, communication and sustainability. Members of the administrative council include: school district superintendents/principals, regional program coordinator, site coordinators, and grant partners. Site assistants are encouraged to attend and community members are always welcome to attend.

Advisory council meetings are school district specific and include the following members: school district superintendents/principals, regional program coordinator, site coordinators, and grant partners. Site assistants are encouraged to attend and community members are always welcome to attend. School district specific advisory council meetings are held three times a year to review site-specific data, monitor implementation, and reflect on goals, requirements and timelines at the site level. The advisory council also assists with recruitment and retention, community partnerships, communication and sustainability.

Monthly program wide meetings include the regional program coordinator and site coordinators. Site assistants are encouraged to attend but their attendance is not mandatory. These meetings are designed to review calendars; 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 each program.

Site staff specific meetings are scheduled to occur weekly to plan and implement the program as well as work on program revisions. These meetings include the site coordinator and site assistant.

Professional Development

The REACH grant is designed to provide professional development for all staff throughout the term of the grant. Training is to be provided on 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 are to include Olweus Bullying Prevention curriculum and CPR/first aid training. Funding is also included for REACH staff to attend Youth Program Quality Intervention (YPQI) training sessions in order to implement the Youth Program Quality Assessment (YPQA) process throughout the term of the grant.

In addition, 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 K-12 Learning Standards, high yield instructional practices, formative assessment, and instructional materials used at the site level, etc.

Curriculum

All of the REACH sites use curriculum that is aligned with Washington State K-12 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 are available for each site to use in the REACH program: Reading Mastery, Road to the Code, Explode the Code, WRiTE BRAiN, 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.

Enrichment Activities

REACH enrichment activities are designed to give students hands-on experiences in order for them to explore areas that are sometimes limited in school day curriculum. Each REACH site develops programs to expose their students, as well as parents, community members and staff, to activities and experiences that would not be available to them any other way. Primarily through REACH partnerships, 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 fieldtrips and all REACH afterschool activities whenever possible.

Feeder Schools

Lyle and Wishram school districts with a total of three sites participated in REACH during program year two. The table below shows the grade span in each school and the total student count for each school based on OSPI May 2016 data.

Table 2 – Feeder Schools

School District	Program Location	Feeder School	Grade Span	Total School Student Count (May 2016)
Lyle SD	Dallesport	Dallesport Elementary	K-5	121
Lyle SD	Lyle	Lyle Middle School/High School	6-12	136
Wishram	Wishram	Wishram High and Elementary School	PK-12	75
TOTALS				332

III. Data Collection/Methodology

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

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

Achievement Data

The school districts involved in REACH select their own assessment to measure their students' academic progress. The standardized tests used by both school districts to assess their students' reading skills are Standardized Test for the Assessment of Reading (STAR) and for the assessment of math skills the districts use STAR Math. Lyle MS/HS uses classroom grades for their assessment of students in grades 7-12. In order to assess student progress, testing is completed in the fall of the year and again close to the end of the school year. REACH site coordinators collect the test data along with fall and year end grades for Lyle students in grades 7-12 through the use of the REACH student profiles and these were made available to the evaluator for review.

Attendance/Retention of Students

Youth sign in each day they attend REACH. 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 weekly basis to the REACH program secretary at ESD 112, who in turn provided attendance data to the evaluator for review.

Meeting Agendas and Minutes

The REACH program director prepared agendas and the regional program coordinator recorded meeting minutes for all administrative council, school district specific advisory council, and program wide staff meetings held during the year. 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 made available to all members of each council, the program secretary and the evaluator.

Monitoring Binders

Throughout year two, site coordinators compiled monitoring binders to provide evidence of compliance to the statutes that govern the 21st CCLC program. The monitoring binders are available to share with OSPI personnel, the REACH regional program coordinator, program staff, the evaluator and any other interested parties. 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 provides assistance to grantees helping them to overcome any obstacle getting in the way of a successful program.

Newsletters

Produced by ESD 112, REACH Newsletters are published three times a year and are designed to showcase the various activities of each program site. Photos and program highlights are included in each edition. Three versions of the newsletters, one for each site, are 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.

Parental and Community Involvement

Knowing that parents are a valuable asset to promoting student success, REACH staff work 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 at each site and reported to the REACH program secretary at ESD 112. At program year end the data was made available to the evaluator for review.

Program Quality Assessment

REACH participates in the Weikart Center's Program Quality Intervention (PQI) comprehensive system for improving program quality. Both self-assessments and external assessments are conducted at each program site each program year. Data reports are made available to all program staff and the evaluator in order to help implement program improvement.

Recruitment of Target Population

REACH recruitment is primarily directed at students who are in need of academic improvement particularly in the areas of reading and/or math. 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 and all youth who participate in the free or reduced-priced meal program at their school. All students in the two school districts are allowed to attend the REACH program if space is available. School day 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. For year two, ESD 112 designed a four-color, tri-fold brochure that explained the benefits of the program and how parents could enroll their child in REACH.

Staff Handbook

ESD 112 updated the REACH staff handbook for year two. 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 at the staff meeting held prior to the beginning of the fall/winter 2016 program session.

Student Profiles

A student profile is completed for each youth when they initially enroll in REACH. The student's classroom teacher(s) together with the REACH site coordinator complete the profile on each individual student. Each student's profile includes 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. The student profiles were updated once a month for new academic areas of focus and to note a student's monthly progress. In the spring of the year, year end achievement test data is recorded on the student's profile as a way to track academic progress for the year. The site coordinators collected the student profiles and these were made available to the evaluator for review.

Student Surveys

At various times throughout the program year, youth were asked to complete an Enrichment Activity Survey at the end of the program day. The survey asked the following four questions: 1) What did you learn from your afterschool program today? 2) What skills did you improve today? 3) If one of your friends asked about today's activity, what would you tell them? 4) What was the best thing about what you learned today? Completed surveys were reviewed by site staff and the program director.

Close to the end of the program year, students in grades 4-12 who had attended REACH 30 days or more 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

At the end of the program year, surveys were distributed by mail to all parents of youth who participated in REACH this year. Among other things the survey asked parents what they liked best about REACH, if they felt the program was helpful to their youth, if they would re-enroll them next year, and if they would recommend the program to others.

Program Staff Survey

The REACH staff completed two surveys at program year end, one for the program director and one for the evaluator. Staff was asked about this year's strengths and challenges, suggested improvement regarding parent events and how to increase participation, ideas for streamlining of required paperwork, as well as their feedback regarding trainings, instructional materials, the assessment process, human resources and collaborations with grant partners. The information received from staff will be used to accurately report on staff's view of program year two and for year three program improvement.

Website

The REACH website (<https://web3.esd112.org/reach>) outlines the REACH program explaining the benefits of REACH and how to get involved in the program. The website provides resources for parents, has links to all of the program partner's websites, features the REACH activity calendar as well as a staff login where site staff can download all necessary forms, etc. for their individual program.

IV. Program Implementation Findings

Recruitment of Target Population

REACH is designed for youth in grades K-12 who are not currently meeting standards in reading and/or math as well as those youth who are eligible for their district’s free or reduced-priced meals program; however, all students are allowed 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 eligible to attend as space allows. The following table shows the total student count at each of the feeder schools (based on OSPI May 2016 Report Card) and the total number of students enrolled in REACH. Fifty-eight percent (58%) 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 May 2016	121	136	75	332
Total # of students enrolled in REACH (N) and % of total student count	N = 48 (40%)	N = 72 (53%)	N = 73 (97%)	N = 193 (58%)

The primary focus of REACH is to assist students who are at risk academically in mathematics and/or reading. When a student joined REACH, a student profile was completed for the individual student as a way for the REACH site coordinator and the student’s regular day classroom teacher to assess the student’s current academic needs. Student profile information included assessment data in both reading and math and the academic areas of focus or goals for that individual student. A total of 148 (85%) 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 data from the 148 REACH student profiles completed in year two indicate 132 students (89%) needed to focus academically in the area of math and 147 students (99%) needed to focus academically in the area of reading. In addition, academic areas of focus were identified for each student as part of their individual student profile. One hundred thirty-eight youth (93%) were listed as needing to increase in the area of additional practice, 69 (47%) were listed as needing to increase in classroom participation and 77 youth (52%) were listed as needing to increase in the area of homework completion.

Table 4 – Academic Areas of Focus from Student Profiles

Program Site	# of Student Profiles Completed	Academic Areas of Focus				
		Math	Reading	Additional Practice	Classroom Participation	Homework Completion
Dallesport Elementary	32 (67%)	32	32	32	15	16
Lyle MS/HS	53 (74%)	53	52	53	0	53
Wishram	63 (86%)	47	63	53	54	8
Totals	148 (85%)	132 (89%)	147 (99%)	138 (93%)	69 (47%)	77 (52%)

Total Program Days

The REACH program is designed for each site to provide programming during the summer for at least four weeks and during the fall/winter and spring sessions for a total of at least 30 weeks.

During year two each of the three programs operated a four week summer session in addition to 32 weeks during their fall/winter and spring sessions for a total of 36 weeks during this program year.

Each of the three sites operated after school for two hours per day Monday through Thursday for a total of eight hours per week. In addition to the afterschool enrichment activities and homework help, Dallesport Elementary offered homework help Monday through Friday 7:15 a.m. to 8:00 a.m. for an overall total of 11 hours and 45 minutes per week; Lyle MS/HS offered homework help Monday through Friday 7:30 a.m. to 8:00 a.m. for an overall total of 10 hours and 30 minutes per week; and Wishram School offered both enrichment activities and homework help Monday through Friday 7:00 a.m. to 8:00 a.m. for an overall total of 13 hours per week.

During the fall/winter session weather became an issue for all three of the sites with the schools being closed or closing early due to snow and ice. The three programs averaged being closed a total of 14 days due to school closures. However, program staff were committed to running the program when weather permitted and were able to add additional days to the spring session to make up the lost days. Table 5 shows the number of days each program was open during year two (June 13, 2016 through June 9, 2017).

Table 5 – Year Two Days by Month

Program	June 2016	July 2016	Sep 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	Total
Dallesport	12	3	10	20	16	7	12	15	22	14	22	7	160
Lyle	12	3	8	17	14	6	9	12	16	12	18	5	132
Wishram	12	4	15	18	18	12	16	16	21	14	22	7	175

Staffing

REACH funding provides for a site coordinator and a site assistant at each of the program sites. Throughout this program year, two certificated teachers shared the position of site coordinator at Wishram. The Wishram site had a para-professional site assistant who was hired prior to the beginning of the year two fall/winter session and all three staff remained with the program throughout the rest of the program year. Wishram also had a certificated teacher who substituted as site coordinator on rare occasions when both coordinators were absent due to trainings, etc.

Dallesport’s coordinator is a highly qualified para-professional who has been working in the afterschool program since the previous afterschool grant and has been the site coordinator since year one of the REACH grant. The site assistant that joined at the beginning of the 2016-17 school year at Dallesport resigned in January 2017. The program continued with substitute and volunteer site assistants until a permanent site assistant joined the program in late January 2017. The substitute site assistants continued to help in the program throughout the year, as needed.

Lyle MS/HS REACH began the fall/winter 2016 program with a para-professional site coordinator and a para-professional site assistant both who were employees of Lyle School District. The Lyle program also had a certificated teacher as a substitute site assistant who filled in as needed. In January 2017, the site coordinator resigned and the position was filled by a para-professional and later by a Lyle school day teacher. Beginning in May another employee of the Lyle school district was hired as site coordinator and they stayed in the position through the remainder of the program year.

Many of the REACH staff are regular school day employees at their site school. 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.

The 21st CCLC REACH grant also provides funding for a program director and a part-time secretarial position at ESD 112 that supports the three program sites. During the spring of program year one, the program director resigned and a new director was hired to finish out the year. For year two, the position of program director was divided into two positions; a program director and a regional program coordinator. The program director (FTE 0.5) was housed at ESD 112 while the regional program coordinator (FTE 0.35) was located in the Columbia River Gorge closer to the three program sites. The program director and the regional program coordinator met together on a bi-monthly basis throughout the program year.

The program director was responsible for recruiting and hiring site staff; served as the lead for the advisory councils; spearheaded partnership recruitment and development; worked with program partners to develop projects, special events, and family activities; oversaw the publishing of the REACH newsletter and development of the REACH website; worked with sites to develop student recruitment, retention and sustainability plans; completed required project reports including iGrants and other OSPI required reporting; monitored all site budgetary aspects; assisted the program evaluator in gathering data from sites for evaluation efforts; worked with project partners; served as an advocate in the local communities for the program; and attended statewide workshops.

The regional program coordinator assisted REACH with on-site supervision and training; visited the programs on a regular basis; met weekly with site coordinators and bi-weekly with the program director; and attended professional development workshops offered by OSPI.

Professional Development

The program director worked to offer REACH staff a variety of professional development opportunities throughout the program year. A retreat was held in August 2016, for all REACH staff. During the retreat 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. Training on Olweus Bullying Prevention was also offered at the staff retreat with additional training on Olweus offered at a staff meeting in March 2017. REACH, ESD 112 and the Lyle and Wishram School Districts hosted an Olweus community event in April 2017, with all parents and students invited to attend.

Other professional development opportunities were offered to REACH staff throughout the year including training on the WRiTE BRAiN curriculum and the Engineering is Elementary curriculum. In addition, the REACH staff attended YPQA Basics and a Youth Work Methods Summit in order to implement the Youth Program Quality Intervention (YPQI) process throughout the term of the grant.

Administrative Council

Members of the administrative council include the school district superintendents/principals from both school districts, the program director, regional program coordinator, site coordinators, community partners and community members. The council met twice during program year two 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 and reports were reviewed. Increased involvement of community partnerships and sustainability were discussed and program suggestions were made. Staff also took time at these meetings to coordinate with community partners to arrange guest presenters, fieldtrips and program activities.

School District Specific Site Advisory Councils

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

Monthly Program Wide Meetings

In year two, what had been originally designed to be site monthly meetings were changed to program wide monthly meetings as site staff found it beneficial to collaborate with staff from other sites. Monthly program wide meetings include the program director, the regional program coordinator, site coordinators, site assistants and occasionally the program evaluator. Meetings included discussion of program issues, training needs, grant compliance, record keeping, evaluation, and student successes. The program director also arrange for some of these meetings to include a professional development component.

Weekly Site Meetings

Site staff specific meetings were held weekly to plan and implement the program as well as work on program revisions. These meetings include the site coordinator, site assistant as well as the regional program coordinator.

Activities/Fieldtrips/Guest Presenters

REACH enrichment activities are primarily focused around the content areas of math, reading, science, social studies, art, music, and health. In addition, the programs are designed to provide enrichment activities in arts education, nutrition and fitness, cooking, music and drama 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.

REACH partners are committed to an active involvement and support for the afterschool programs. Strong partnerships during year two have allowed REACH to provide more accessible and interesting services and resources to youth and their families. 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 have been taken as a way to expand the students' knowledge and experiences. Fieldtrips were primarily scheduled on weekends or during 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 were offered to REACH youth and their families throughout program year two.

Activities

Throughout the year the Wishram REACH program has worked on a variety of instructional units including English/language arts, airplanes, engineering, poetry, Visual Spatial skills and different art mediums. The youth have also had the opportunity to learn sign language. Several of the older youth had opportunity to lead different activities as well as mentor and work with the younger students. All students set goals for themselves and help to choose the program activities.

In addition to homework help, Lyle MS/HS staff worked hard to provide youth with exciting enrichment activities throughout this program year. Youth built wood shop projects including chopsticks; learned and practiced their Spanish; created masterpieces with watercolors, oil pastels

and ceramics; and utilizing the Engineering is Elementary curriculum they built towers using different materials. In February they celebrated Healthy Heart Month by creating posters to hang in the school hallways to bring awareness to others at the school.

In year two, Dallesport Elementary has been able to offer their youth a large variety of math and language arts related games such as Monopoly, Set, Sequence, Colorku, checkers, chess and Mancala. Youth have had the opportunity to explore poetry as each student practiced reading aloud their favorite poem and then copied and illustrated the poem. They have also participated in Reader's Theater as a reading fluency support activity; practice microscope work to help them understand the intricacies of nature; and enjoyed the REACH activity centers, allowing them to sharpen their engineering skills with Legos, Straw Connectors, Snap Circuit and Suspend.

Fieldtrips

Fieldtrips are always a highlight for youth as staff work to provide enrichment opportunities that take students beyond their everyday experiences. This year partnering with Cascadia Adventure Education School youth had the opportunity to visit Trout Lake Nature Preserve; visit Hood River Waterfront Park where youth enjoyed a cookout, kayaking, paddle-boarding, and a kite boarding demonstration; and a camping and rafting trip down the Klickitat River where youth worked on leadership skills and teamwork while experiencing the beautiful outdoors.

Dallesport Elementary and Wishram together enjoyed an overnight fieldtrip to the Oregon Coast Aquarium where youth had the opportunity to 'Sleep with the Sharks.' Wishram REACH youth leadership combined with Wishram ASB youth leadership took a fieldtrip to Bullwinkle's in Wilsonville, Oregon, where they worked on teambuilding with an emphasis on emotional and academic mentorship of younger students.

Other fieldtrips during program year two included both the Columbia Gorge Airport and the Hood River Airport; Oregon Museum of Science and Industry (OMSI) in Portland, Oregon; and Skyline Hospital in White Salmon, Washington, where youth observed various jobs and learned about the purpose of different areas of the hospital. Lyle MS/HS youth also visited a local farm to gather fresh produce and then were able to cook with their ingredients in a farm to table presentation by one of the community partners.

The kindergartners through third graders from Wishram enjoyed visiting Riverview Community Bank in White Salmon, where they learned about the bank's security system, safe, coin counter and automated teller machine. This year youth also had opportunity to visit the Wishram Fire Department while learning about all of their specialized clothing and equipment.

All three sites enjoyed a fieldtrip to The Dalles Theatre Company's production of Beauty and The Beast. Afterward some youth wrote reviews of the production while the Dallesport Elementary REACH program used it as part of their Reader's Theater fluency support activity.

Guest Presenters

Primarily through community partnerships, guest presenters have come and shared their expertise, exposing REACH youth to activities and experiences that would not typically be available to them. This year's guest presenters shared in poetry, storytelling and different methods of storytelling and listening; Japanese art; experimenting with watercolors, acrylics and sketching; youth made ceramic birdhouses, vinyl art bowls, aboriginal dot art and created recycled art.

Other guest presenters led youth in healthy activities helping them to focus on their healthy selves; taught them social skills and respecting personal space; as well as domestic violence awareness lessons and the importance of making connections with those around us. Cooking and baking skills along with the science of cooking and nutrition and the importance of a healthy,

balanced lifestyle were part of an ongoing series of sessions shared with REACH youth from one of the regular guest presenters.

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 fieldtrips and afterschool activities whenever possible. Staff report that historically family programming in these districts has had minimal to zero attendance. Year two saw these numbers go up as staff connected with community partners to bring quality programs to REACH along with helping to provide opportunity for exciting fieldtrips that parents and families could participate in. Collaboration with school day teachers, school administrators and local PTOs on parent and community events has helped to expand the number of these events that REACH was able to offer in year two. To encourage attendance, flyers for each event were sent home to all families.

The fall 2016 session began with a REACH Fall Extravaganza Kickoff held at Horsethief State Park where youth, parents and families from all three sites were invited to participate with Cascadia Adventure Education School in a fun day of food and activities for everyone. The event was designed to share with parents the benefits of the REACH program and to encourage their year-round involvement all while enjoying a great day in the beautiful outdoors.

Family and community events this year at Dallesport included Math Rodeo that was put on in conjunction with the Dallesport Elementary PTO. Families tried their hand at a variety of rodeo-themed math stations, played math games and made a cowboy snack. Other family/community events included the Spring Carnival/Book Fair and the Moccasin Project. Parents and families were also invited to attend the Beauty and The Beast theater production fieldtrip and participate in the Olweus Bullying Prevention presentation.

Lyle MS/HS REACH offered a variety of parent/family outreach activities this year. During fall session, they hosted a college fair and youth and families were invited to participate in a Christmas cookie decorating event hosted by the KLASAC Coalition and the PTO. In addition to Math Rodeo, the Spring Carnival/Book Fair, the Moccasin Project, Beauty and The Beast theater production fieldtrip and the Olweus Bullying Prevention presentation, students and their families participated in a Sahaptin Language Institute with community advocate Jefferson Green, Tribal Enterprise Chairman. A Native American meal was provided free of cost to those in attendance.

This year, Wishram REACH offered parents a workshop to discuss and complete college financial aid forms (FAFSA), a presentation on 'Parenting the Snapchat Generation,' and Olweus Bullying Prevention training. In the fall, Wishram REACH helped to host the annual Carnival and in the spring the annual Book Fair. In November, REACH partnered with the Wishram School District and the local Native American community to host a community-wide cultural exchange that offered a sit-down, traditional native salmon and turkey dinner. Native American drummers, dancers and storytellers educated students, parents and staff on traditional songs, dances and stories of long ago.

Community Partnerships

Throughout year two, REACH partners have been committed to an active involvement and support for the afterschool programs. Strong partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. A new partnership was established in year two with Skyline Hospital located in White Salmon, Washington. Establishing additional new partnerships will continue to be a focus for staff in year three of the grant. The following organizations partnered with REACH during year two.

- 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
- Skyline Hospital

REACH contracts with *Arts in Education of the Gorge (AIEG)* 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 After School Arts Partnerships (ASAP) 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 based in Trout Lake, Washington, 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.

A representative from *Fort Vancouver Regional Library (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. *FVRL's* mission is to provide gateways for ideas, information and community interaction.

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

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.

A new partnership was 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. On an in-kind basis, Skyline Hospital provides REACH youth with educational enrichment opportunities and also served as a site for fieldtrips.

Program Quality Intervention

All three REACH sites participated in the Weikart Center's Program Quality Intervention (PQI) this year. The PQI is a comprehensive system for improving program quality and is based on a three-part approach: first to assess the program, use that assessment to plan improvement, and then provide targeted staff trainings to support program improvement.

The Program Quality Assessment (PQA) instrument evaluates the quality of youth programs with both self-assessment and external assessment of each individual program site. REACH site staff completed the self-assessment while the program evaluator completed the external assessment for

each site. Reports detailing the assessment findings were made available to all staff to use for their advanced planning.

REACH provided funding for staff to participate in PQA Basics, Planning With Data, and Methods Summit trainings. Staff report that participation in PQI has primarily been a positive experience however, some believe the trainings seemed geared more for those working at non-school sites and those who are non-certified teachers. REACH staff believe that the PQA process has helped them to assess what works and what doesn't work in their particular program and PQI trainings have helped staff better understand what is needed for a quality afterschool program.

For program year two, through the PQI Program Improvement Plan, the three REACH sites developed the following goals:

Dallesport Elementary: 1) Students will have the opportunity to reflect on activities and offerings on a daily basis. 2) Parental engagement in the REACH program is a priority for student success. 3) Enrollment and retention of students in the REACH program.

Lyle MS/HS: 1) all of our students are in a place where they feel welcome, safe and encouraged. All while watching their academic achievement grow and sustain. 2) After successfully completing homework, students will choose two activities from program offerings for that day. 3) By July 6, 2017, at least 75% of enrolled students will have attended 30 days or more in the program year. 4) To offer more opportunities for youth reflection during program offerings.

Wishram: 1) By July 31, 2017 REACH participants will plan their daily activities 100% of the time. Activities will be designed by REACH staff based on student input as evidence by participant group discussion documentation. 2) By July 31, 2017 all participants will reflect on their individual daily goal they set for themselves using their own words. 3) Allow all secondary students the ability to access enrichment activities in the morning and homework/classwork table in the morning and/or at their lunchtime.

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 2016-17 program year (June 13, 2016 through June 9, 2017) there were a total of 193 students *enrolled* in the program at all three sites. The overall percentage of *enrollees* who became *regular attendees* (attended 30 days or more) was 45%. Each of the program sites recorded a different degree of success in retention of students with a low of 28% (Lyle MS/HS) and a high of 63% (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 12 youth (6%) who participated 90 days or more; 26 youth (13%) who participated 60 to 89 days; 48 youth (25%) who participated 30 to 59 days; 7 youth (4%) who participated 25 to 29 days; 72 youth (37%) who participated 5 to 24 days; and 28 youth (15%) 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				15	11	22								48
Lyle MS/HS							16	14	10	11	10	4	7	72
Wishram	7	4	8	7	3	6	6	6	7	4	5	3	7	73
Total	7	4	8	22	14	28	22	20	17	15	15	7	14	193

Table 7 –REACH Attendance

	Dallesport Elementary	Lyle MS/HS	Wishram K-12	All Sites
Total number of youth enrolled in program	48	72	73	193
Total number of youth 30 days or more – regular attendees	20	20	46	86
Percentage of youth 30 days or more – regular attendees	42%	28%	63%	45%
Detail				
Number who attended 1 to 4 day(s)	9	16	3	28 (15%)
Number who attended 5 to 24 days	15	35	22	72 (37%)
Number who attended 25 to 29 days	4	1	2	7 (4%)
Number who attended 30 to 59 days	11	16	21	48 (25%)
Number who attended 60 to 89 days	6	4	16	26 (13%)
Number who attended 90 days or more	3	0	9	12 (6%)

Student Achievement Data

The standardized tests used by both school districts to assess their students’ reading skills are Standardized Test for the Assessment of Reading (STAR) and for the assessment of math skills the districts use STAR Math. Lyle MS/HS uses classroom grades for their assessment of students in grades 7-12. In order to assess student progress, testing was completed in the fall of the year and again close to the end of the school year. For youth in grades 7-12 at Lyle MS/HS, grades were reported in the fall of the year and again at the end of the school year.

At Dallesport Elementary, reading standardized test data was available for both fall 2016 and spring 2017 for all of the REACH regular attendees (100%). Of those 20 students, 16 (80%) showed an increase in their scores and an additional one (5%) remained the same. Standardized test math data was available for both fall 2016 and spring 2017 for all 20 (100%) REACH regular attendees, with 18 (90%) students showing an increase in their scores and an additional one (5%) remaining unchanged.

Reading Assessment

- 16 students’ scores (80%) improved
- 1 student’s score (5%) was unchanged
- 3 students’ scores (15%) declined

Math Assessment

- 18 students’ scores (90%) improved
- 1 student’s score (5%) was unchanged
- 1 student’s score (5%) declined

At Lyle Middle/High School, fall 2016 and spring 2017 reading and math standardized test data or grades were available for all of the 20 youth who participated in REACH 30 days or more. In the area of reading 11 (55%) showed an increase in their grade or test score and an additional four

(20%) remained the same. In the area of math, nine (45%) students improved their grade or test score and an additional three (15%) remained unchanged.

Reading Grade or Assessment Score

- 11 students' grades (55%) improved
- 4 students' grades (20%) were unchanged
- 5 students' grades (25%) declined

Math Grade or Assessment Score

- 9 students' grades (45%) improved
- 3 students' grades (15%) were unchanged
- 8 students' grades (40%) declined

At Wishram School, reading standardized test data was available for both fall 2016 and spring 2017 for 44 of the 46 REACH regular attendees (96%). Of those 44 students, 42 (95%) showed an increase in their scores. Standardized test math data was available for both fall 2016 and spring 2017 for 44 (46%) REACH regular attendees, with 38 (86%) students showing an increase in their scores.

Reading Assessment

- 42 students' scores (95%) improved
- 0 student's score (0%) were unchanged
- 2 students' scores (5%) declined

Math Assessment

- 38 students' scores (86%) improved
- 0 student's score (0%) were unchanged
- 6 students' scores (14%) declined

Table 8 – Reading Grades or Assessment Data for Regular Attendees

	Change in grade or test score from Fall 2016 to Spring 2017			
	Improved	Unchanged	Declined	Total
Dallesport	16	1	3	20
Lyle	11	4	5	20
Wishram	42	0	2	44
Total	69 (82%)	5 (6%)	10 (12%)	84

Table 9 – Math Grades or Assessment Data for Regular Attendees

	Change in grade or test score from Fall 2016 to Spring 2017			
	Improved	Unchanged	Declined	Total
Dallesport	18	1	1	20
Lyle	9	3	8	20
Wishram	38	0	6	44
Total	65 (77%)	4 (5%)	15 (18%)	84

Parental and Community Involvement

Each program site hosted a variety of family and community activities throughout the year. REACH staff provided sign-in sheets at these events in order to keep a more accurate record of attendees. As shown in the table below, a total of 21 family/community activities were offered at the three program sites for a combined total of 203 adults in attendance at these activities.

Table 10 – Parent/Community Activities & Attendance Data

Program	Number of Activities Offered by Individual Site	Total Number of Adults in Attendance for all Activities
Dallesport Elementary	6	64
Lyle MS/HS	8	56
Wishram School	7	83
Total	21	203

Program Volunteers

Beginning fall 2016, REACH staff made a concerted effort to track program volunteers. Having volunteers sign in at the bottom of the youth sign-in sheets helped with this effort. Over the course of fall/winter and spring sessions the three programs recorded the following volunteers. Note: The following data does not include any Program Partners who participated in program days throughout the year.

Table 11 – Volunteer Data

	Parents	Community Members	School Admin	Regular School Day Teachers	Non-Teaching School Staff	Students	Total
Dallesport	3	2	0	2	0	7	14
Lyle	0	4	0	5	3	0	12
Wishram	1	1	1	2	1	1	7
Total	4	7	1	9	4	8	33

Parents and community members were always welcomed and encouraged to participate in the REACH program after school and on REACH fieldtrips.

Student Survey Data

At various times throughout the program year, youth were asked to complete an Enrichment Activity Survey. Completed surveys were reviewed by site staff and the regional program coordinator to assist in program improvement.

In spring 2017, REACH regular attendees in grade 4-12 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.

Parent Survey Data

Parent feedback forms were distributed to parents at family events throughout the year. Staff used the feedback to help determine if parents felt the programs were worthwhile and what other types of programs the parents would like to see REACH offer. At the end of year two, surveys were sent to all REACH parents asking what they liked best about REACH, if they felt the program was helpful to their youth, if they would re-enroll them next year, and if they would recommend the program to others. Only four parents returned a completed survey so no formal report of the data was completed. Parents did report that their youth enjoyed program and that they themselves learned from the events. Parents also shared suggestions of other things that might be included in future events. Staff reviewed the feedback forms and 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) Grades were made available from Lyle MS/HS for the 9 youth in grades 7-12 who attended 30 days or more. Youth in grade 6 are not given letter grades. Six of the 9 (67%) received grades of C or above in reading. No state and local standards information was given to the evaluator in order to assess further progress on this objective. 1.2) No data was collected in year two in order to measure this objective. For year three, a measurement tool is being developed in order to capture this data and report progress made on this objective. 1.3) No data was collected in year two in order to measure this objective. For year three, a measurement tool is being developed in order to capture this data and report progress made on this objective.

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 two, REACH has been able to provide a physically and emotional safe environment as they work to provide high quality, academically challenging enrichment opportunities. For year three, a measurement tool is being developed in order to capture this data and report progress made on this objective. 2.2) In program year two an overall total of 193 youth enrolled in the REACH program and attended at least one day. Of those 193 youth, 86 (45%) have attended the program 30 days or more. This total is up from 40% in year one. Each of the program sites recorded a different degree of success in retention of students: Wishram 46 youth (64%), Dallesport Elementary 20 youth (42%), Lyle MS/HS 20 (28%) 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) Each of the sites has held a variety of parent/family events as part of their program this year. Event sign-in sheets show that 203 individual parents and community members attended these events. 3.2) There was no instrument used this year to assess parents' abilities to support their students at home so this objective has not been measured. However, staff have worked hard to increase parent knowledge of the REACH program by distributing flyers, newsletters, and making phone calls to parents letting them know about the program and inviting

parents and families to participate in any and all of the program activities. A pre/post parents' survey is being developed for use during year three to help provide data to report on the progress of this objective.

Program Strengths

In year two, all three REACH sites have continued to provide a safe place afterschool where caring staff offer their youth meaningful enrichment activities and a healthy snack, as well as homework help for youth who are struggling academically. 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.

Staff indicate that strong community partnerships, both those continuing and new, are a huge bonus to REACH. All of the REACH community partners have shown a commitment to be actively involved in the afterschool programs throughout year two by providing more accessible and interesting services and resources to youth and their families. Staff continue to work to strengthen these relationships and network to attract additional community partners.

Realizing that parents are a valuable asset to promoting student success, staff worked hard in year two to engage parents and families in REACH and in the school community. Working with community partners REACH was able to offer programs of interest to parents, families and community members. Staff reported a total of 203 parents/community members who attended parent/community events. This total is up from 105 in year one. Involving parents, families and the community as a whole is a positive way to work towards program sustainability.

Staff report great appreciation for the dedication of all REACH staff and indicate working collaboratively with other sites helps to expand and strengthen program offerings to their youth. Staff indicate 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 and council meetings and also attend statewide workshops and trainings such as PQI offerings.

Due to the rural nature of these communities, many youth live a great distance for their school. REACH has been able to provide 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.

Program Challenges

Staff turnover was a major challenge during this program year. At one program the site assistant left mid-year and another program had three site coordinators leave. A plan for utilizing site coordinator and site assistant substitutes was implemented to cover the program days and the same substitutes were used as often as possible to provide consistent coverage for each of the programs.

Staff report that paperwork, though better than in year one, was still cumbersome and at times overwhelming. Particularly with turnover in staffing, many felt it was difficult to keep up on the paperwork requirements. Throughout the year the program secretary and program director worked with staff to make the process less cumbersome. For year three they are committed to consolidating and streamlining the reporting process even more with all forms being available on the REACH Google Drive as fillable forms or surveys.

Year Two Changes

During the 2015-16 program year, REACH operated three sites at three separate locations. In year two, REACH continued to operate three sites, however, Dallesport Elementary was relocated to the same building as the Lyle MS/HS REACH program. This shift was 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. Even though the Dallesport REACH program is located in the same building as the Lyle MS/HS REACH program, they continued to operate as a separate, elementary youth focused, afterschool program just as it did during year one of the program.

In March 2016, the job of the REACH program coordinator was split into two positions; a program director housed at ESD 112 at 0.5 FTE and a regional program coordinator located in south central Washington closer to the program sites, working up to 14 hours per week (0.35 FTE).

Site coordinators’ paid hours were increased from a total of 600 in year one to a total of 680 in year two. The increase was to allow staff to be paid for attending administrative council meetings, advisory council meetings, monthly program-wide meetings, weekly staff meetings, as well as professional development activities. The increase in hours also allowed for staff to be paid for one half hour of planning time for every one hour of direct service time.

In year two, a new colorful REACH brochure and a tabletop display were developed by ESD 112 for staff to use to promote REACH within their school district and communities. In addition, a new REACH website was created 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 easier data collection.

Required staff paperwork was streamlined during year two as a direct result of staff being overwhelmed by the amount and repetitive nature of the paperwork required in year one. Training on all paperwork took place at the fall staff retreat with all forms being part of the staff handbook and fillable forms being made available to staff on the REACH website. A year end staff review of forms will result in required paperwork being further streamlined in year three with the combining of certain required forms.

Year Three Changes

Throughout year two, REACH partners have been committed to an active involvement and support for the afterschool programs. Strong partnerships have allowed REACH to provide more accessible and interesting services and resources to youth and their families. Due to time constraints on the part of their coordinator, KLASAC (Klickitat-Lyle Against Substance Abuse Coalition) will be unable to provide direct student services to the districts during year three. Establishing additional new partnerships will continue to be a focus for staff in year three of the grant.

VII. Recommendations

Progress towards some of the program objectives was not measurable due to incomplete data or no instrument being developed to assess progress on the objective. It is recommended that staff follow through with their plans to develop instruments that will help in collecting the data necessary to report progress on all the program objectives.

It is recommended that REACH move away from using the words *tutor* and *tutoring* in their publicity, correspondence with parents and school staff, etc. and move to using the term *academic support*. It is believed that REACH would benefit from being seen by parents, students, and school staff as an enrichment program and not simply as homework help for those who are below academic standards.

REACH Student Profiles are currently completed when a youth enrolls in the program and again at the end of the program year with updates made once a month indicating a new academic area

of focus and to note the student's monthly progress. It is recommended that the progress notes and new academic areas of focus be noted on a quarterly basis (not monthly) to correspond with the quarterly progress reports that school-day teachers are already sending home to parents on a quarterly basis.

It is recommended that, when feasible, staff utilize technology and hold meetings via Zoom, GoToMeeting, TeamViewer, Skype, FaceTime, etc. in order to save on time and money.

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, regional program coordinator, all site coordinators, site assistants, site advisory council members, administrative council members, as well as individual school superintendents/ principals.