

# White Salmon Valley School District 21st CCLC Program

## A-List Adventure

2017-2022  
Comprehensive  
Evaluation  
Report  
Year 5  
Cohort 14



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## EXECUTIVE SUMMARY

The executive summary provides aggregate information for five years across three schools in the White Salmon Valley School District (WSVSD): Whitson Elementary School (WES), Wallace and Priscilla Stevenson Intermediate School (WPSIS), and Henkle Middle School (HMS). The sections are as follows outlined by OSPI: 1) overall strengths; 2) brief grantee and center overview; 3) implementation; 4) local needs and outcomes; and 5) state outcomes.

### Overall Strengths – All Sites

There are many strengths of the A-List afterschool programs. First and foremost is the dedication of the afterschool staff at WES, WPSIS, and HMS. Staff worked tirelessly to deliver program to students and families especially during the pandemic when communities were struggling with the most basic needs. They adapted quickly and pivoted to community-based “pop-up programming” and virtual family events.

Second, partner engagement was high and remained strong throughout the non-pandemic years. Community partners helped provide enrichment opportunities that elevated the assets of the place and people of the beautiful Columbia River Gorge. This included SEL balance through nature and place-based exploration, alternative energy (i.e. wind power), history, and self-sufficiency skills, and to name a few.

Third, the sites provided strong math and reading interventions and students exceeded the improvement goals set for math and reading achievement most of the years. The interventions were innovative and fun for the students and frequently blended kinesthetics with academics. For example, 1) sculpting imaginary characters and writing poetry; and 2) outdoor learning of local history and plant/animal biology.

Lastly, leadership and staff created an atmosphere where students had a voice in the program. Staff invited them to help plan program activities based on their interests. Students were encouraged and had ample opportunities daily to try leadership roles. Student agency and ownership was implemented in Year 1 and continued throughout to Year 5.

### Brief Grantee and Center Overview

The WSVSD is a small, consolidated district serving several rural communities in Southwest Washington, about 60 miles east of Vancouver. WSVSD had 1,315 K-12 students when the grant period began and now have 1,085 students across three buildings. District-wide, 45.6% of students are on free and reduced lunch, 15% are English Language Learners (ELL) and 17% are Special Ed (SPED). The White Salmon Valley suffers from a higher-than-average poverty level of 17% and 20 students were homeless during the 2017-18 school year.

Although 37% of Klickitat County families are headed by single parents (compared to 29% statewide), there are very few after-school services in the community, especially for disadvantaged youth. Less than half WSVSD students meet state standards in literacy and math on SBAC testing. Some of the student population is further impacted by poverty-related risk factors including lack of school preparedness (such as word or numeral poverty); health issues caused by poor nutrition and inadequate medical care; and housing and/or food insecurity. These students need additional academic support in a structured environment that improves self-efficacy and meets their unique needs such as lack of transportation and English language deficiencies.

During non-pandemic years, the A-List 21<sup>st</sup> CCLC program operated for 30 weeks at each of the sites and was open 5 days a week averaging 15 hours of service per week. From Monday-Friday, 3:00pm-5:30pm, students were provided a snack, tutoring and homework help, recreational exercise and supplemental education opportunities designed to strengthen



academic, social and emotional skills. All three sites ran the A-list Adventure after school Monday through Friday for 14.5 hours each week during the school year. September through June, the A-list Adventure runs for 30 weeks. During the summer, the program operates 20 hours a week for 4 weeks. A summary below offers the overall operating schedule by site during the regular school year (RSY) and Covid years (CY).

### 3 Sites in White Salmon Valley A-List Cohort 14

#### Whitson Elementary School – Grades K-3

##### School Year Program Regular school years and Covid years

- Operated Oct-Jun Mon-Fri 30 weeks
- Averaged 15 hrs/week; 3pm-5:30pm M–F

##### Summer Program

- Operated July-August for 4 weeks
- Operated 9am-12pm Mon-Fri

Picture: Students look at a self-designed art gallery.



#### Wallace & Priscilla Stevenson Intermediate School – Grades 4-6

##### School Year Program Regular school years and Covid years

- Operated Oct-Jun Mon-Fri 30 weeks
- Averaged 15 hrs/week; 3pm-5:30pm M–F

##### Summer Program

- Operated July-August for 4 weeks
- Operated 9am-12pm Mon-Fri

Picture: Village depicting Native American & European life in the 1800's



#### Henkle Middle School – Grades 7-8

##### School Year Program Regular school years and Covid years

- Operated Oct-Jun Mon-Fri 30 weeks
- Averaged 15 hrs/week; 3pm-5:30pm M–F

##### Summer Program

- Operated July-August for 4 weeks
- Operated 9am-12pm Mon-Fri

Picture: Students learned about wind energy & built wind turbines





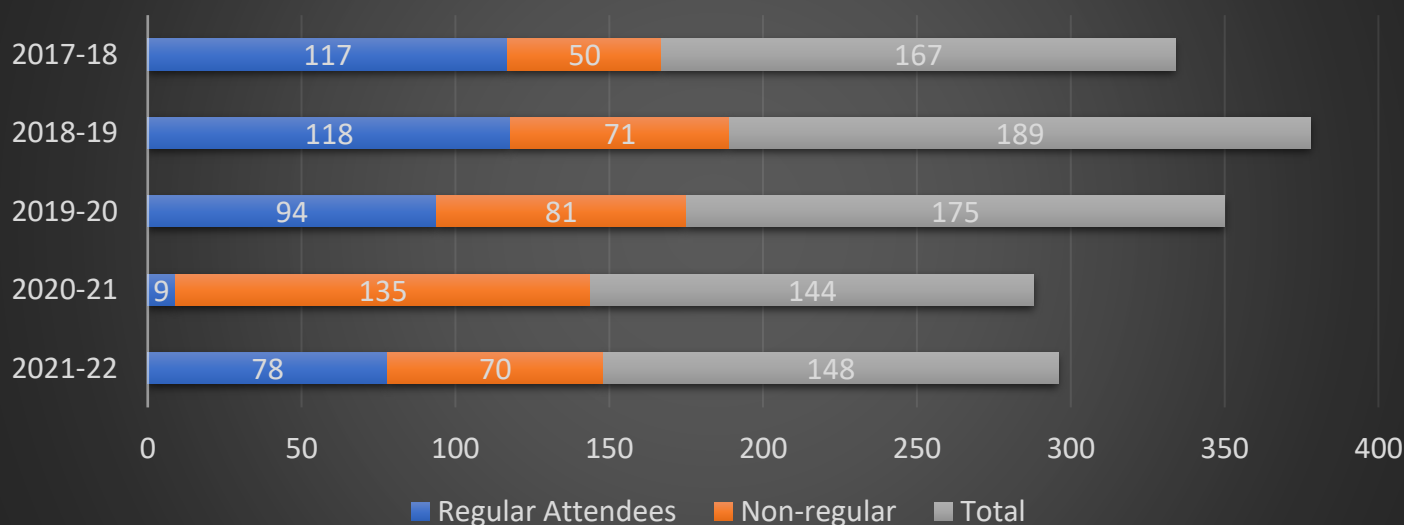
## Implementation – All Sites Overall

Aggregated student and family attendance numbers and program quality are displayed below across the grant period.

### Attendance – All Sites

Over the five years, the total number of students served ranged from 144 to 167 (grey bar). The total number of regular attendees was largest in the first and second year pre-Covid. The largest number of non-regular attendees occurred in the Covid year. Attendance remained strong through the entire 5 years.

### Total Students Served Over 5 Years



Over the five years, the total number of families served ranged from 127 to 366 families. Additionally, during the 2020-21, when schools were closed, 967 family connections were made via phone calls, Pop-Up visits, and virtual engagements over the course of the summer and academic year. Parent engagement numbers remained high, ranging from 72% to over 80% of families of regular students. While data collection was disrupted due to Covid-19, the relationships established during Year 3 and 4 established the program as a cornerstone in the White Salmon Valley community.

### Family Engagement Numbers – All Sites

**127 to 366**

A High Number of Family Members Engaged Each Year

**967**

Family Connections During School Closure

**Concerts & Cookouts**  
**Literacy & Math Nights**  
**Academic Support & Skyward**  
**Monster Ball & Game Nights**  
**Zoom Cooking Nights**





## Program Quality – All Sites Overall

The Program Quality Assessment (PQA), developed by the High/Scope Educational Research Foundation, is used to annually evaluate the effectiveness and quality of the program. Both the external evaluator and Site Supervisors and staff conducted the assessments each year: Youth and School-Aged PQA Years 1-3 and Social Emotional Learning PQA in Year 5. Over the program period, scores had a general upward trend in the supportive environment, interaction, and engagement. Some scales marginally declined in Year 5 possibly due to students returning to school after COVID and the new SEL instrument being implemented with a more rigorous rubric.

Each year staff completed an improvement plan and tracked and entered progress in the online system. Staff met weekly to discuss progress toward the goals set forth in the improvement plan. This deliberate focus on continuous improvement to meet students' and families' needs was evident when schools closed, and families/students reached out to remain connected and engaged.

## Local Needs and Outcomes – All Sites

Community engagement is important to the local needs of families. Each site engaged strong partners throughout the grant that offered multi-disciplinary culturally appropriate experiences through the lens of Latino, Native, and Western cultures. The partners helped teach the communities' priorities including literacy (Fort Vancouver & White Salmon Valley Libraries), green energy, life-skills, nutrition and cooking (Skyline Hospital), STEM (Gorge Maker Space), and a sense of place (Mt. Adams Institute).	Partners Across All Sites	
	• Washington Gorge Access Programs	• White Salmon Arts Council
	• Gorge Maker Space	• Mt. Adams Institute
	• Skyline Hospital	• White Salmon Education Foundation
	• White Salmon Community Library	

## Program Outcomes – All Sites

In total, the sites' programs were guided by four main goals in the area of academics, parent engagement, and behavioral health. For more detailed information, please refer to each individual school in the sections below. Please note that some data was not collected during the school closure.

- **Goal 1: Improve student academic achievement in reading and math for RAs grades 1-8:** Across the 3 sites, between 46%-63% of students made 1.25+ years of improvement in reading on iReady and Fountas & Pinnell assessments. Between 35%-50% of students moved up 1+ levels in math on state assessment SBA, with 60% of students gaining 1.25+ years of growth in math on iReady assessments.
- **Goal 2: Improve student non-academic behavior (school-day attendance, self-management) for RAs:** The program has made continual progress in this goal. In Year 1, 80% of RAs attended 90% of the school days. In Year 2, this grew to 85% of RAs. Additionally, 97-100% of attendees reported that the program had helped them in developing self-management behaviors. Collection of student work during school closures provided evidence that students were completing their enrichment activities to complement their school day lessons.
- **Goal 3: Increase the knowledge and skills of adult family members in supporting the education of their children:** In the first year of the program, 366 parents attended at least one family event. All (100%) of families





agreed that they learned new information pertaining to their child's education; 96% stated they will apply what they learned. These impressive numbers continued into the following year: over 80% of RA students families attended at least one event; 94% stated they will apply what they learned.

- **Goal 4: Improve the use of YPQA practices in staff each year to assure program alignment with best practices:** After-school staff from the three sites meet regularly to debrief, reflect, and plan program improvements. PQA scores improved year-over-year progress in engagement and interaction measures.




## 2022 Annual Evaluation Reports for Each Site

Whitson Elementary, Wallace & Priscilla Stevenson Intermediate School, Henkle Middle School

### Whitson Elementary 2022 Annual Evaluation Report

This annual evaluation report is for Whitson Elementary School, one of three sites in Cohort 14. The evaluation report highlights strengths and assets of the school community, reflects on outcomes, and offers recommendations in the following sections per OSPI guidance: 1) one-page fact sheet infographic; 2) summary of strengths, recommendations, next steps; 3) program overview; 4) process evaluation plan and results; and 5) outcome evaluation plan and results.

#### One-page Fact Sheet Summary

Whitson Elementary 2017-2022 A-List After-School Program	
305 STUDENTS SERVED	
Provided community and virtual learning during pandemic; Gave families learning kits, food, and hygiene boxes.	FOCUSED FUN
	<ul style="list-style-type: none"><li>• Pioneer trading post simulation</li><li>• Lessons surrounding clean energy, recycling, and the PNW habitat.</li><li>• Dam tours, picnics, and hiking field trips.</li><li>• Video game character costume design and theater</li></ul>
HIGH ATTENDANCE & ENGAGEMENT	
169 students regularly attending students 30+ days!	



## Summary of Strengths, Recommendations, Next Steps

### Strengths and Successes

At Whitson Elementary, the A-List Adventure Program is very responsive to students. The director and staff use research findings and contemporary best practices to design their program. They evaluate the different needs of children at each of the three sites and following the individual student's academic progress to address deficits. In addition to being culturally responsive in its teachings, the A-List Adventure program's staff have been trained to let children be active participants in the learning activities without unnecessarily intervening. They let the students share in decisions about the direction of their activities and encourage students' cultural additions. This student-centered learning equates to a group of students wildly engaged in activities who feel ownership and pride over their learning.



The hiring of a Bilingual Family Coordinator in the 2017-18 year allowed the program to make phone calls home to encourage family participation, these were then followed with home visits with each willing family. This ended up drastically increasing family participation in activities like family nights. The increased participation of the families allowed staff to review problems that the families faced and brainstorm solutions.

The highly qualified staff are especially effective not just from their knowledge of best practices and strong leadership, but because they live in the area that they serve and are personally dedicated to improving the academic performance of their students as members of the community. This also helped with the forging of community partnerships with local businesses and foundations, which in turn helped create learning opportunities for foundational skills like cooking, wellness, literacy, and arithmetic in Whitson students.

The flexibility of the program was self-evident given its success during the most challenging of times during the Covid-19 pandemic. Staff were able to maintain community with local partnerships and families through skillful use of in-person and virtual means. The A-list Adventure program was able to emphasize social and emotional needs during a turbulent disruption in young people's lives while maintaining an enthusiasm for learning in students. Family connections were upkeep through phone calls and pop-up visits, and learning kits were delivered to family's doorsteps. In addition to these learning kits, staff coordinated with local social service providers to facilitated food and hygiene kit delivery to vulnerable families. In total, 79 food and hygiene boxes were delivered, and 109 coats were donated to students and their siblings in need.

### Challenges

In its first year, the A-List Adventure program had two primary challenges: veteran staff stepping down and raising attendance. While the leaving of the Director who submitted the proposal was unfortunate, the new director brought fresh insights and a clear vision for the program. The training of staff was challenging due to responsibilities held outside the A-List program and training during program hours is disruptive for students and difficult for parents who rely on after-school care for their children. Because many of the program staff are classroom teachers with other responsibilities, planning for the afterschool program was difficult. These problems were exacerbated when grant funds were insufficient to reimburse teachers and other staff for their time in planning and preparation.

Family involvement was also identified as a challenge during the second year of the program. While it has improved over the years, Site Directors identified parents busy with work, and cultural differences between the program and families as being primary obstacles in parental involvement. The program was able to address these cultural differences by including culturally relevant activities and curricula and a Family Coordinator.



Of course, Covid presents challenges in many ways, but program leaders and staff have been able to diligently work through them because of the strong relationships built with families. In addition, shifts within the school district like a new superintendent and other district staff taking on different roles has slowed some of the work needed for scheduling and logistics. Lastly, a silver lining of the pandemic is that there was more time for professional development in areas like Social Emotional Learning and mindfulness.

### Recommendations and Improvement Steps

The White Salmon Valley A-List program is a mature program with experienced and very dedicated staff. They enjoy strong support from school administration and the community. Given these ideal conditions, it is recommended that leadership work with staff, teachers, students and their families to complete a needs assessment and submit a proposal for the Cohort 18 competition. The leadership and staff have the capability to make significant impact on students and families including increased social emotional health, cognitive growth, enthusiasm for life-long learning, and deeper connections to school and community.

If funded in Cohort 18, the evaluator has recommendations based on the current 5-year cycle. In the early years of the grant, the new Director and site leadership identified four goals in continuous growth: 1) improve communication across the three sites; 2) strengthen community relationships with families; 3) increase opportunities for student reflection; and 4) increase student engagement in program planning. Over the years, this leadership team has established the infrastructure and developed the processes to successfully achieve these goals. It is recommended that the structure and processes are carried forward in all extended learning opportunities offered by the district and that new staff is orientated to them.

### Program Overview

The A-List Adventures program goal is to provide extended day academic assistance and enrichment activities for at-risk youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 35 family members annually. The program focuses on building a sense of place and belonging for students, connecting to nature and the outdoors, and increasing confidence and skills needed for self-sufficiency in life.

### Theory of Change

The grant proposed to serve youth and family, academic, and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

### Logic Model

The 2021-22 logic model can be found in Appendix A.



## Process Evaluation Plan and Results

Process evaluation or implementation evaluation, focuses on how the program is being implemented. This section reviews the program and staff's efforts to implement the program in terms of adherence to the grant proposal, inputs (i.e., resources), program activities and quality, and outputs (e.g., student attendance, products, family engagement).

The evaluator reviewed the last five years of operations, population served, activities and program quality to measure the level of implementation and alignment to the grant, even with the challenges of virtual programming. The following was found:

### Summer 2021 Program

The program year began with a summer session July 5, running for 4 weeks. The summer program operated five days a week for a total of 20 hours per week. This resulted in a goal of hosting 24 days of summer programming, which was met.

### School Year 21-22 Program

The school year program operated in-person for 30 weeks Monday through Friday beginning October 3, 2021 and ending June 9, 2022. During that time, the program operated after school from 3:00 to 5:30 p.m., for a total of 14 hours per week. The program proposed to offer programming four days per week for 31 weeks during the school year, totaling 124 days.

### Activities at Whitson Elementary School

Over the five years the program provided a variety of fun, intriguing, and educational activities for academics and enrichment in the school year and summer sessions.

#### School Activities Offered:

<i>Physical Exercise</i>	<i>Family Activities</i>	<i>STEM</i>	<i>Literacy and tutoring</i>
<ul style="list-style-type: none"> <li>Daily outdoor physical fitness time</li> <li>Hiking, biking, walking</li> <li>Gym time, sports</li> </ul>	<ul style="list-style-type: none"> <li>Pizza Night</li> <li>Monster's Ball</li> <li>Student Art Gallery</li> <li>Zoom Cooking</li> </ul>	<ul style="list-style-type: none"> <li>Locally developed comprehension toolkits and used during Makerspace activity</li> <li>Card math games</li> <li>Send-home kits for art, biology, nature learning</li> </ul>	<ul style="list-style-type: none"> <li>Homework completion</li> <li>Project-based learning</li> <li>Reading improvement</li> <li>Place-based history</li> </ul>

#### Summer Activities Offered:

<i>Enrichment Activities</i>	<i>Literacy</i>	<i>Nutrition and Health</i>	<i>Environmentalism &amp; Sustainability</i>
<ul style="list-style-type: none"> <li>Weekly Field Trips</li> <li>Lewis and Clark expedition</li> <li>Engagement of Native American traditions</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Program</li> <li>Listening to stories by Sherman Alexie</li> <li>Take-home books</li> <li>Environmentally themed literature</li> </ul>	<ul style="list-style-type: none"> <li>Gardening</li> <li>Trying local market produce</li> <li>Cooking and learning about nutrition and healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Learned about PNW habitat</li> <li>Clean energy and local sourcing lessons</li> </ul>



## Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. OSPI requires site supervisors and their staff to conduct program self-assessments and for the evaluators to complete an external assessment. Scores are on a scale from 1 (needs improvement) to 5 (Outstanding). Scores from the external assessment are below except for 2020-21, during school closure due to the pandemic.

**Goal #4:** Staff will improve in their use of YPQA practices each year to assure program alignment with best practices.

Year-over-year, there was a general upwards trend for interaction and engagement measures. Year 3 had the largest increase and WES ended with the highest scores in interaction and engagement, which is notable due to a more rigorous scoring rubric for the SEL PQA.

Whitson Elementary	Interaction		Engagement	
	Site Score	State Average	Site Score	State Average
Year 1 2017-2018	2.4	2.6	1.9	2.3
Year 2 2018-2019	2.6	2.8	2.7	2.50
Year 3 2019-2020	2.96	N/A	2.75	N/A
Year 4 2020-2021	N/A	N/A	N/A	N/A
Year 5 2021-2022	2.98	2.77	4.01	2.94

## Outcome Evaluation and Results

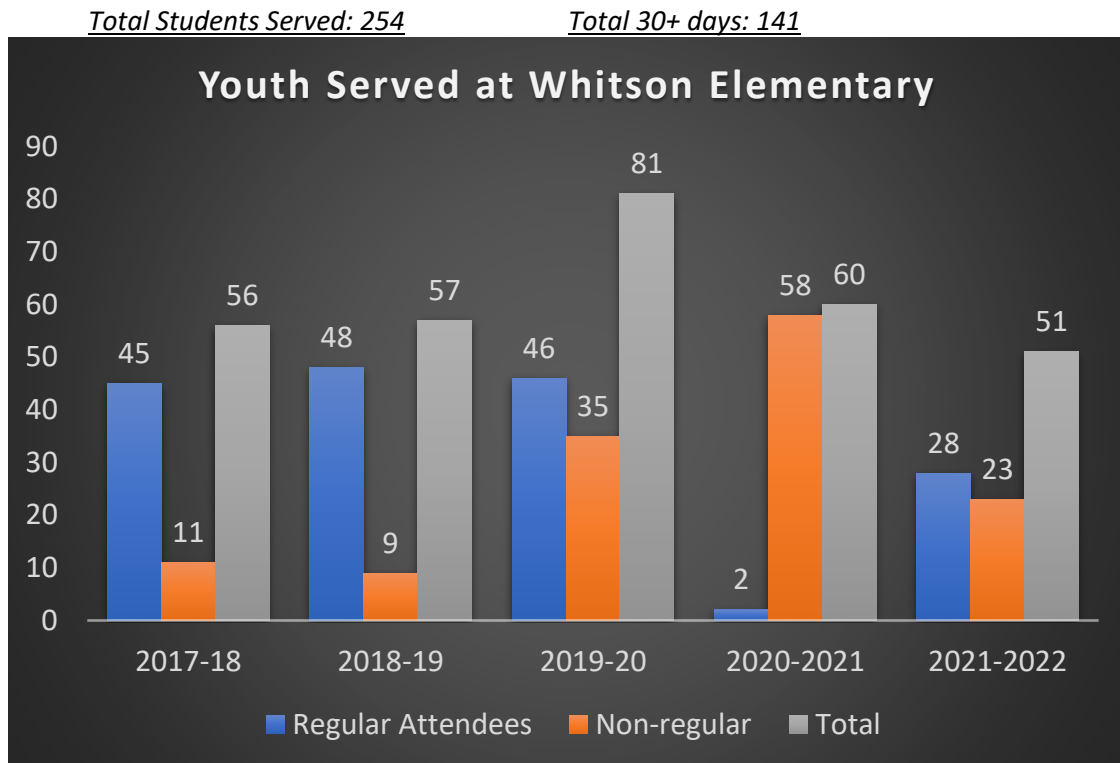
Outcome evaluation examines the progress toward the outcomes and the extent to which the anticipated outcomes were achieved. This includes the number of days students attended and the number of students and families served. Anticipated outcomes identified in the proposal include math and reading achievement and community partners that help deliver enrichment activities.

### Attendance

The site set a goal that 90% of regularly attending students (RAs) will have a daily school day attendance rate of 90% or greater. For the first couple years of the program, actual attendance rates went from 80% to 85%, narrowly missing our goal. Over the past five years, there has been an upward trend in program growth in terms of attendance numbers in students, ranging from 56-81 students.

### Youth Participation Levels at Whitson Elementary 2017-21

Over the five-year period, the total number of youths served ranged from 56 to 81 during the first year of the pandemic. The number of regular attendees ranged from 2 during school closure to 48. Below is a table of the total youth and regular attendees each year.



### Family Members Served

Whitson Elementary's parent events were offered throughout the year. These were opportunities for parents to engage in their child's learning, as well as see the progress they had made. These events were also informative on how parents can best assist in the safety and education of their child. Workshops about SEL, drug awareness, and academic support were offered and received positive feedback. Parents could also attend events that showcased students' work and achievements. Other activities concerts, cookouts at the park, and literacy and math nights further cemented staff and parental relationships. These relationships were further supported by the Family Coordinator and the continued support of the program throughout school lockdowns.

### Academic Achievement

In the 2018-19 program year, the state reading and math assessments indicated that the achievement goals were met. The goal of at least 60% of students gaining 1.25 years' growth in reading as measured by the Fountas and Pinnell assessment was met in year two, with 63% meeting this criterion. Listed below are the grant outcomes, targets, and actual numbers for Years 1-5. Some data is not available as the previous program director departed without a succession process. Data not collected due to the pandemic is indicated with an asterisk (\*). A summary statement is included below.



**White Salmon Valley School District A-List  
Comprehensive Evaluation Report Years 2017-2022**



Grant Outcomes – Whitson Elementary School		
<b>1.1</b> 80% of regular attendees (RAs) will make at least a year's growth in reading and 60% will gain 1.25 or more years' growth in reading from fall to spring as measured by <i>Fountas and Pinnell</i> assessment.	Reading	
Year One (2017-18): Year Two (2018-19): Year Three/Four (2019-2021)*: Year Five (2021-22):	No Data  63%  School closure  74% improved ELA/79% Improved Math	
<b>2.1</b> 90% of RAs will have a daily school day attendance rate of 90% or greater.	<b>Cohort Target</b>	<b>Site Actual</b>
Year One (2017-18): Year Two (2018-19): Year Three (2019-20)*: Year Four (2020-21)*: Year Five (2021-22):	90% attendance rate or greater	80% 85% N/A N/A 54.9%
<b>3.1</b> 80% of the families of the RAs will attend at least one family event.	<b>Cohort Target</b>	<b>Site Actual</b>
Year One (2017-18): Year Two (2018-19): Year Three (2019-20)*: Year Four (2020-21)*: Year Five (2021-22)*: **Staff delivered materials to all families for virtual events.	80% of RA families attend at least one event.	72% >80% >80%*** >80%** >80%**
<b>3.2 &amp; 3.3</b> 80% of families of RAs will agree they learned new information and agree to plan to use what they learned.	Learned New Information	Plan to Use What they Learned
Year One (2017-18): Year Two (2018-19): Year Three (2019-2020)*: Year Four (2020-2021)*: Year Five (2021-2022):	100% 94% N/A N/A 30%	96% Not measured N/A N/A 30%

## Summary

As a result of the dedication of Whitson Elementary afterschool program staff, students involved in the program made significant progress in key learning areas like reading, math, and science. While data collection




was compromised, evidence from previous reports suggest that both the school year and summer program were conducive to year-round learning for at-risk students. Additionally, students reported higher self-management skills, attended school regularly, and were provided learning opportunities and experiences they would not have otherwise during a critical development period. Parents were also engaged during the program, with an overwhelming majority having been involved in their child's learning, or otherwise learning ways to promote their child's learning outside of school. With the collaboration of community partners, staff, and parents, the program was able to create a synergistic learning community that greatly benefitted students and established itself as a pillar of education in White Salmon.



## WALLACE & PRISCILLA STEVENSON INTERMEDIATE SCHOOL 2022 ANNUAL EVALUATION REPORT

This annual evaluation report is for Wallace & Priscilla Stevenson Intermediate School, one of three sites in Cohort 14. The evaluation report highlights strengths and assets of the school community, reflects on outcomes, and offers recommendations in the following sections per OSPI guidance: 1) one-page fact sheet infographic; 2) summary of strengths, recommendations, next steps; 3) program overview; 4) process evaluation plan and results; and 5) outcome evaluation plan and results.

### One-page Fact Sheet Summary

Wallace & Priscilla Stevenson Intermediate School 2017-2022 A-List After-School Program	
384 STUDENTS	
VIRTUAL COOK-ALONG WITH FAMILIES	FOCUSED FUN
	<ul style="list-style-type: none"> <li>• LEGO Robotics</li> <li>• Film on the Move</li> <li>• Soccer, hiking, and biking</li> <li>• Farm to table, cooking club</li> </ul>
HIGH ATTENDANCE & ENGAGEMENT	
187 students attended 30+ days!	



## Summary of Strengths, Recommendations, Next Steps

### Strengths and Successes

The strengths and successes at WPSIS have varied over the years, especially during the last two years dealing with the COVID-19 pandemic. However, there have been consistent successes noted throughout the last four years. During the first two years of the program standardized assessments indicated that students in the program had significant improvements in test scores. The A-list Adventure program also had improvements in attendance. This is especially impressive given the other clubs and extracurricular activities offered to students that the program competes with. The hiring of a Family Coordinator enabled for rapport to be established between the program and student's families, which proved to be incredibly successful. In the middle school, A-List Adventures has had fantastic success with their STEM programming. In short, staff have been able to effectively integrate students' personal interests with a relevant and essential project-based curriculum, creating a fun and energetic learning atmosphere.

The A-list program has also shown success in highlighting STEM career opportunities and interests for elementary students, especially young girls. The STEMinist program's attendees nearly doubled from 15 to 27 students in its second year, with students discussing their desire to become engineers and other STEM-related fields. Other STEM pathways were explored through the Camp Green summer program, which emphasized the importance of environmentalism and green technology to a new generation through an engaging project-based curriculum.

### Challenges

The program was not fully staffed and fewer students were able to attend in one classroom. Students want to attend; however, were on a wait list. In addition, the program had access to only one bus driver thus the bus route had to be collapsed. Students would leave the program at 5:30pm and would not return home until 6:30pm. making it a 12-hour day for them. The district did not allow families to gather on the campus due to Covid protocols and the program was delivered virtually. Usually family attendance is about 100 families; however, with the virtual option 15-20 families came.

### Recommendations and Improvement Steps

The White Salmon Valley A-List program is a mature program with experienced and very dedicated staff. They enjoy strong support from school administration and the community. Given these ideal conditions, it is recommended that leadership work with staff, teachers, students and their families to complete a needs assessment and submit a proposal for the Cohort 18 competition. The leadership and staff have the capability to make significant impact on students and families including increased social emotional health, cognitive growth, enthusiasm for lifelong learning, and deeper connections to school and community.

If funded in Cohort 18, the evaluator has recommendations based on the current 5-year cycle. In the early years of the grant, the new Director and site leadership identified four goals in continuous growth: 1) improve communication across the three sites; 2) strengthen community relationships with families; 3) increase opportunities for student reflection; and 4) increase student engagement in program planning. Over the years, this leadership team has established the infrastructure and developed the processes to successfully achieve these goals. It is recommended that the structure and processes are carried forward in all extended learning opportunities offered by the district and that new staff are orientated to them.



## Program Overview

The A-List Adventures program goal is to provide extended day academic assistance and enrichment activities for at-risk youth for 30 or more days annually through the five-year grant. The program also proposed to provide education courses/literacy activities for 35 family members annually.

### Theory of Change

The grant proposed to serve youth and family academic, and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

### Logic Model

The logic model can be found in Appendix A.

## Process Evaluation Plan and Results

Process evaluation or implementation evaluation, focuses on how the program is being implemented. This section reviews the program and staff's efforts to implement the program in terms of adherence to the grant proposal, inputs (i.e., resources), program activities and quality, and outputs (e.g., student attendance, products, family engagement).

The external evaluator reviewed the last five years of operations, population served, activities, transportation, and program quality to measure level of implementation and alignment to the grant, even with the challenges of virtual programming. The following was found:

### Summer 2021 Program

The program year began with a summer session July 5, running for 4 weeks. The summer program operated five days a week for a total of 20 hours per week. This resulted in a goal of hosting 24 days of summer programming, which was met.

### School Year 21-22 Program

The school year program operated in-person for 30 weeks Monday through Friday beginning October 3, 2021 and ending June 9, 2022. During that time, the program operated after school from 3:00 to 5:30 p.m., for a total of 14 hours per week. The program proposed to offer programming four days per week for 31 weeks during the school year, totaling 124 days.

### Activities

Over the five years, the program provided a variety of fun, intriguing, and educational activities. Providing academic assistance and enrichment both in the school year and summer sessions. Some of these activities are listed below.

Science (experiments, observation)	Bloxels	Film Editing
SPHEROS	Littlebits Electronics	Farm to Table
LEGO Robotics	Swimming, Rugby	Cooking Club
Core Math Lab – Engineering is Elementary	Recreational activities (hiking, biking)	Readers Theater
STEM Club	Basketball/Soccer Club	Film on the Move
Girls STEM Club	Artist in Residence	Mt. bike repair



### Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. OSPI requires Site Supervisors and their staff to conduct program self-assessments and the evaluators also complete an external assessment. Scores are on a scale from 1 (needs improvement) to 5 (Outstanding). Scores from the external assessment are below except for 2020-21, during school closure due to the pandemic.

Over the program period, WPSIS interaction and engagement scales remained high. Notably, in the first year, the interaction and engagement scales were much higher than the state average. As the program progressed, these scores seemed to normalize, but remained close to, if not above state averages. In the fifth year, the SEL PQA instrument was applied which presented more challenging scoring rubrics. WPSIS rose to the challenge and interaction and engagement scores remained high.

WPSIS Year	Interaction		Engagement	
WPSIS	Site Score	State Average	Site Score	State Average
Baseline	3.45	2.6	2.71	2.3
Year 2	2.5	2.80	2.40	2.50
Year 3	2.96	N/A	3.17	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	3.33	2.77	3.00	2.94

### Outcome Evaluation and Results

Outcome evaluation examines the progress toward the outcomes and the extent to which the anticipated outcomes were achieved. This includes the number of days students attended and the number of students and families served. Anticipated outcomes identified in the proposal include math and reading achievement and community partners that help deliver enrichment activities.

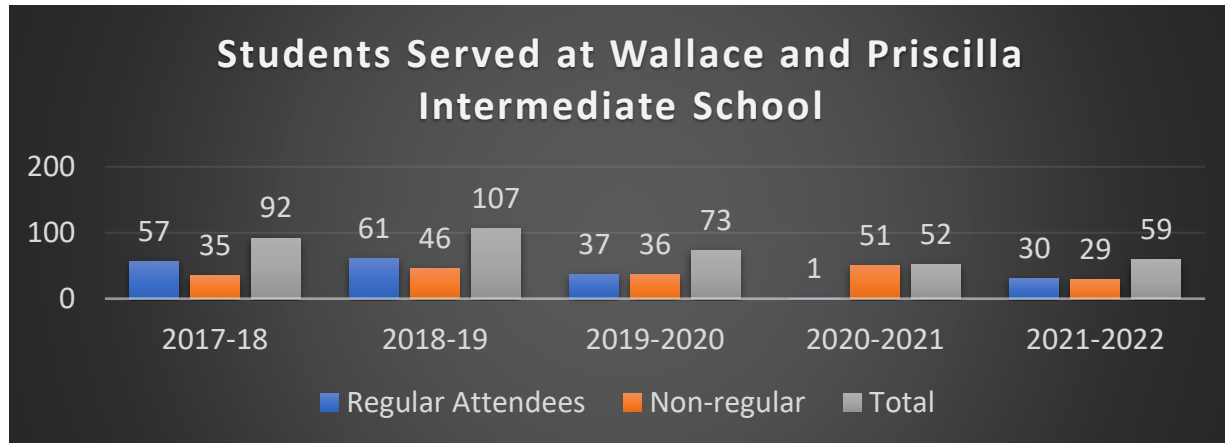
### Attendance

The site set a goal that 90% of regularly attending students (RAs) will have a daily school day attendance rate of 90% or greater. While in Year 1 only 66.7% of RAs met this goal, Year 2 improved to 91.8%. In total, for Wallace and Priscilla, there were 157 regularly attending students over four years. The program maintained high attendance numbers, hovering between 37 to 61 students.

### Youth Participation Levels at Wallace and Priscilla 2017-21

Total Students Served: 324

Total 30+ days: 156



Over the four-year period, the total number of students served ranged from 52 to 107. These numbers are substantially high especially during the years influenced by COVID. The number of regular attendees ranged from 1 to 61.

### Family Members Served

Several family events were held throughout the year with the purpose of strengthening community relationships within the program and helping parents learn how to best assist their children in their education. Quality activities highlighted students' achievements, and events like game night helped establish rapport with educators, students, and their families. These events had the additional benefit of having parents feel comfortable in a school setting, increase their regard for the program, and establish a positive relationship in how parents interact with their child's learning.

### Academic Achievement

In the 2017-18 program year, students took the *Fountas and Pinnell* assessment for reading. 58% of RAs made 1.25 years of improvement. Because it was the program's pilot year, the SBA data was a baseline. In the 2018-19 program year the reading and math assessments indicated that the achievement goals were met, with 48% of students moving up 1+ levels in either reading or math. Listed below are the grant outcomes, targets, and actual numbers for Years 1-4. Data not collected due to the pandemic are indicated with an asterisk (\*). A summary statement is included below.

Grant Outcomes Summary – Wallace and Priscilla Stevenson Intermediate School		
1.1 At least 25% of Regular Attendees (RAs) who were not proficient will move up one level on state assessment SBA.	Target	Actual
Year One (2017-18):	25%	58% <i>Fountas and Pinnell</i>
Year Two (2018-19):		48%
Year Three/Four (2019-21)*:		N/A
Year Five (2021-22):		



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Grant Outcomes Summary – Wallace and Priscilla Stevenson Intermediate School		
		N/A
<b>2.1</b> 90% of RAs have a daily school day attendance rate of 90% or greater.	Target	Actual
Year One (2017-18):		66.7%
Year Two (2018-19):		91.8%
Year Three (2019-20)*:	60%	N/A
Year Four (2020-21)*:		N/A
Year Five (2021-22):		50.8%
<b>2.2</b> 80% of students will report improved academic behaviors and self-management as determined from the Engagement, Motivation, and Beliefs Survey	<i>I can stop myself from doing something I know I shouldn't do.</i>	<i>This program has helped me learn how to calm myself down</i>
Year One (2017-18):	100%	90%
Year Two (2018-19):	100%	96%
Year Three-Five (2019-2022)*:	N/A	N/A
**Not administered or survey changed		
<b>3.1</b> 80% of the families of RAs will attend at least one family event	Target	Actual
Year One (2017-18):		72%
Year Two (2018-19):		>80%
Year Three (2019-20)**:	80%	>80%
Year Four (2020-21)**:		>80%
Year Five (2021-20):**		>80%
**Staff delivered materials to all families for virtual events.		
<b>3.2 &amp; 3.3</b> 80% of families of Ras will agree they learned new information and agree to plan to use what they learned.	Learned New Information	Plan to Use What they Learned
Year One (2017-18):	100%	96%
Year Two (2018-19):	94%	Not measured
Year Three/Four (2019-2021)*:	N/A	N/A
Year Five (2021-22):	N/A	N/A



## Summary


As a result of the dedication of the Wallace and Priscilla afterschool program staff, the students exceeded the improvement goals set for math and reading achievement every year that they were administered, with further evidence to suggest strong learning outcomes during years that they were not. The program was able to reach many students in the intermediate school and involved a multitude of engaging lesson plans. Family engagement was similarly high, especially during the Covid-19 pandemic. Students in need of social connection and effective virtual learning were provided so through the afterschool program, with care packages and learning activities sent to their doorstep that could be shared with the rest of the family. The program's success in the intermediate school indicates its effectiveness in the transition of students from the elementary school to Henkle Middle School.



## Henkle Middle School 2022 EVALUATION REPORT

This annual evaluation report is for Henkle Middle School, one of three sites in Cohort 14. The evaluation report highlights strengths and assets of the school community, reflects on outcomes, and offers recommendations in the following sections per OSPI guidance: 1) one-page fact sheet infographic; 2) summary of strengths, recommendations, next steps; 3) program overview; 4) process evaluation plan and results; and 5) outcome evaluation plan and results.

### One-page Fact Sheet Summary

Henkle Middle School 2017-2022 A-List After-School Program	
134 STUDENTS	
12 HIGHLY TRAINED STAFF	FOCUSED FUN
	<ul style="list-style-type: none"> <li>• Music activities</li> <li>• Sea Mate Underwater ROV</li> <li>• Book club, Bowling</li> <li>• Mt. Adams Institute</li> </ul>
HIGH ATTENDANCE & ENGAGEMENT	
60 students attended 30+ days!	



## Summary of Strengths, Recommendations, Next Steps

### Strengths and Successes

Henkle Middle school began its program strong with staff commitment and student excitement. Unique to this site was the increase in attendance. Given that the program competes with other extracurriculars, like sports and other clubs, the site at Henkle had impressive attendance. The integration of reading, math, and STEM within the program through project-based learning and daily lessons has been shown to be effective in keeping students interested while having fun. Each summer a themed program occurred such as Camp Green, which taught students how to be environmentally conscious and served as an introduction to green technologies. While there was of course an interruption to learning due to COVID-19, students were still able to meet with friends and share their learning collaboratively with peers and family through the activity kits that were delivered to them at the trailer parks and apartment buildings.



### Challenges

Staffing presented some challenges. Training outside of work hours was inefficient and difficult for staff, and the alternative of cancelling the program a day for training purposes would be disruptive for parents who relied on the after-school care. Before the hiring of the Family Coordinator, there were difficulties with cultural differences that lessened family involvement; however this was remedied and there are stronger connections now between staff, family members, and students.

In Year 5, the site supervisor left the position in the middle of the year. Students want to attend; however, were on a wait list. In addition, the program had access to only one bus driver thus the bus route had to be collapsed. Students would leave the program at 5:30pm and would not return home until 6:30pm. making it a 12-hour day for them. The district did not allow families to gather on the campus due to Covid protocols and the program was delivered virtually. Usually family attendance is about 100 families; however, with the virtual option 15-20 families came.

### Recommendations and Improvement

The White Salmon Valley A-List program is a mature program with experienced and very dedicated staff. They enjoy strong support from school administration and the community. Given these ideal conditions, it is recommended that leadership work with staff, teachers, students and their families to complete a needs assessment and submit a proposal for the Cohort 18 competition. The leadership and staff have the capability to make significant impact on students and families including increased social emotional health, cognitive growth, enthusiasm for lifelong learning, and deeper connections to school and community.

If funded in Cohort 18, the evaluator has recommendations based on the current 5-year cycle. In the early years of the grant, the new Director and site leadership identified four goals in continuous growth: 1) improve communication across the three sites; 2) strengthen community relationships with families; 3) increase opportunities for student reflection; and 4) increase student engagement in program planning. Over the years, this leadership team has established the infrastructure and developed the processes to successfully achieve these goals. It is recommended that the structure and processes are carried forward in all extended learning opportunities offered by the district and that new staff is orientated to them.



## Program Overview

The goal of the A-List After School Program is to provide extended-day academic assistance and enrichment activities for 125 youth for 30 or more days annually. For parents, the goal is to engage parents and families in fun, educational activities, offer assistance where needed (i.e. job assistance, school closure support), and strengthen relationships with school staff.

### Theory of Change

The grant proposed to serve youth and family academic, and enrichment needs in reading and math through academic, enrichment and tutorial activities and services, with additional services to support the whole student.

### Logic Model

The logic model can be found in Appendix A.

## Process Evaluation Plan and Results

Process evaluation or implementation evaluation, focuses on how the program is being implemented. This section reviews the program and staff's efforts to implement the program in terms of adherence to the grant proposal, inputs (i.e., resources), program activities and quality, and outputs (e.g., student attendance, products, family engagement).

### Summer 2021 Program

The program year began with a summer session July 5, running for 4 weeks. The summer program operated five days a week for a total of 20 hours per week. This resulted in a goal of hosting 24 days of summer programming, which was met.

### School Year 21-22 Program

The school year program operated in-person for 30 weeks Monday through Friday beginning October 3, 2021 and ending June 9, 2022. During that time, the program operated after school from 3:00 to 5:30 p.m., for a total of 14 hours per week. The program proposed to offer programming four days per week for 31 weeks during the school year, totaling 124 days.

### Activities at Henkle Middle School

Programming focuses on providing students with rich experiences that nourish the whole child. Across the years, HMS students enjoyed a variety of fun, intriguing, and educational activities as well as academic assistance. HMS students engaged in local park clean-up and picnic which promoted community volunteerism and land stewardship, science/gardening activities such as planting tomato plants in different environments and recording results; life-skills and family relationship building activities such as game night and virtual cook-alongs, and green technology with wind turbines.

### Program Quality Assessment

The Youth Program Quality Assessment Tool is an evidence-based assessment developed by the High/Scope Educational Research Foundation to evaluate the effectiveness and quality of youth programs. OSPI requires site supervisors and their staff to conduct program self-assessments and for the evaluators to also complete as well as an external assessment. Scores are on a scale from 1 (needs improvement) to 5 (Outstanding). Scores from the external assessment are below except for 2020-21, during school closure due to the pandemic.

Over the program period, HMS had high scores in both interaction and engagement, with a small dip below state averages in the second year. This rebounded in the third year with new highs of 3.89 and 3.67 in interaction and engagement. In the fifth year, the SEL PQA instrument was applied which presented more challenging scoring rubrics. HMS rose to the challenge and interaction and engagement scores remained high.



Year-School	Interaction		Engagement	
Henkle Middle School	Site Score	State Average	Site Score	State Average
Baseline	3.25	2.6	3.59	2.3
Year 2	2.5	2.80	2.8	2.50
Year 3	3.89	N/A	3.67	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	3.33	2.77	3.00	2.94

## Outcome Evaluation Plan and Results

Outcome evaluation examines the progress toward the outcomes and the extent to which the anticipated outcomes were achieved. This includes the number of days students attended and the number of students and families served. Anticipated outcomes identified in the proposal include math and reading achievement and community partners that help deliver enrichment activities.

### Attendance

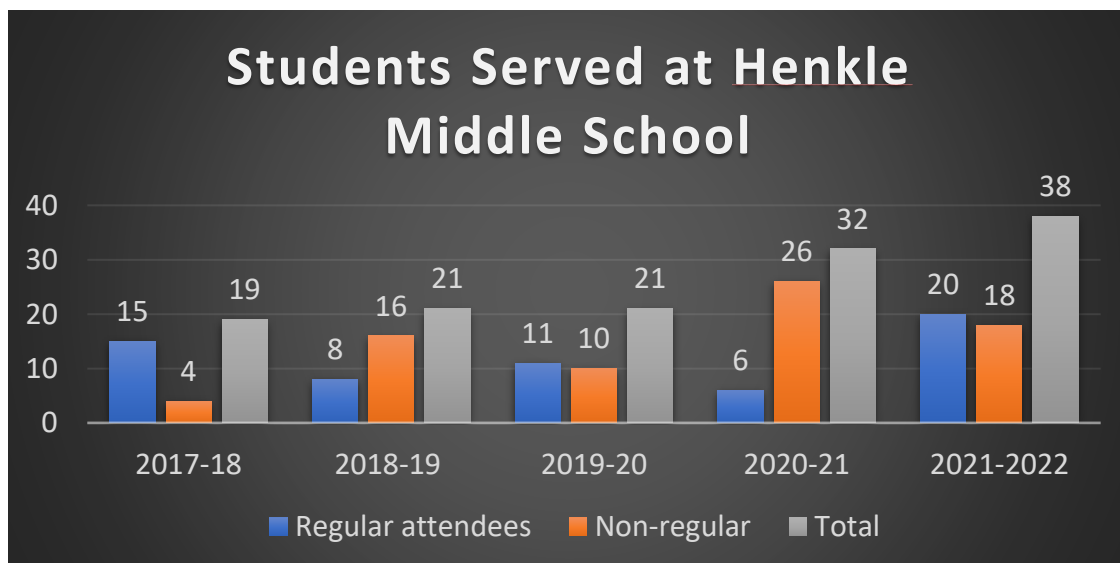
The site set a goal that 90% of regularly attending students (RAs) will have a daily school day attendance rate of 90% or greater. While in Year 1 only 66.7% of RAs met this goal, Year 2 improved to 91.8%. In total, for Henkle Middle School there were regularly attending students over four years. The program maintained high attendance numbers, hovering between 37 to 61 students.

The site set a goal that 90% of regularly attending students (RAs) will have a daily school day attendance rate of 90% or greater. During the first year of the program, 80% of students met this goal, followed by 100% of RAs the second year. Like the other sites, Henkle had a large number of non-regular students participating in the program during school lockdowns, with 26 non-regular students in its fourth year. Overall, while total enrollment was smaller compared to the intermediate and elementary school, proportionally Henkle performed just as well or better in terms of attendance.

### Youth Participation Levels at Henkle 2017-21

Total Students Served: 96

Total 30+ days: 40





Over the 5-year period, the total number of students served ranged from 19 to 38. The additional competition of other extracurricular activities including sports and increased after-school independence influence attendance at this grade level. The program grew over the course of the pandemic, ameliorating learning loss and providing practical care for students during a time when student mental health was in critical need of intervention. The number of regular attendees ranged from 6 to 20.

### Family Members Served

The events focused on highlighting students' achievements, showcasing students' work, job/career assistance, and increasing parents' knowledge and skills to support their student(s) in academic and social/emotional growth.

Many parent activities were interrupted by the closing of schools in March of 2020. During lockdowns, parents were served in a variety of ways to address overall wellness. Care boxes provided hygiene items, food, and activities that could be done at home. Additionally, family nights transformed into a virtual format, with SEL lessons and fun activities like cooking events done with English and Spanish. Overall, 967 family engagements were made via phone calls, pop-up visits, and virtual meetings.



Family nights resumed during the 2021-22 school year. They resumed by having small groups convened in a family-friendly atmosphere for one-on-one information sharing. Focus groups were conducted in Spanish to learn from parents. When asked what kinds of school-related relationships their children need, parents said good relationships with their teachers and school counselors and also mentorships. They said their children need to know that people believe in them and to help them start thinking about what they want to do after high school.

Later in the year, larger groups convened outdoors with an awards banquet, career/job booths, art, games, and display tables (left).

### Academic Achievement

Listed below are the grant outcomes, targets, and actual numbers for Years 1-5. A summary statement is included below.

Grant Outcomes – Henkle Middle School		
<b>Goal #1</b> Improve student academic achievement in reading and math in 7 <sup>th</sup> /8 <sup>th</sup> grades		
Year One: Percentage who gained 1.25+ years on iReady assessments.	Reading	Math
Year Two: Percentage non-proficient who moved 1+ years in reading or math on SBA.		
Year One (2017-18):	46.7%	60%
Year Two (2018-19):	13%	50%
Year Three/Four (2019-21)*:	N/A	N/A



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Grant Outcomes – Henkle Middle School		
Year Five (2021-22):	N/A	N/A
2.1 90% of RAs will have a daily school day attendance rate of 90% or greater.	Target	Actual
Year One (2017-18):	90%	80%
Year Two (2018-19):		100%
Year Three/Four (2019-21)*:		N/A
Year Five (2021-22):		52.6%
2.2 80% of students will report improved academic behaviors and self-management as determined from the Engagement, Motivation, and Beliefs Survey	I can stop myself from doing something I know I shouldn't do.	This program has helped me learn how to calm myself down
Year One (2017-18):	100%	100%
Year Two (2018-19):	100%	100%
Year Three/Four (2019-21)*:	N/A	N/A
Year Five (2021-22):	Different survey	Different survey
3.1 80% of the families of RAs will attend at least one family event	Target	Actual
Year One (2017-18):	80%	72%
Year Two (2018-19):		>80%
Year Three/Four (2019-21)**:		>80%
Year Five (2021-22)**:		>80%
**Staff delivered materials to all families for virtual events.		
3.2 & 3.3 80% of families of Ras will agree they learned new information and agree to plan to use what they learned.	Learned New Information	Plan to Use What they Learned
Year One (2017-18):	100%	96%
Year Two (2018-19):	94%	Not measured
Year Three/Four (2019-21)*	N/A	N/A
Year Five (2021-22):	N/A	N/A

## Summary

Dedicated staff with longevity have been able to provide middle school students the stability needed to make impacts at this grade level. As with the other sites, the staff have been able to make age-appropriate lessons and activities that integrate valuable learning areas like reading, math, and science with their peers and parents. Parent engagement was high in the middle school, and test scores indicate that students have benefited from the opportunities afforded from the program.

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The formation of a learning community, which involved middle school students, their families, program staff, and community partners, proved to be critical during a period of learning loss and social isolation like the pandemic. Students were able to fulfill social-emotional needs while mitigating or even reversing the effects of learning loss during this time. The connections made with student's families will demonstrate that the A-list Adventure program is an important vanguard in assisting at-risk students in completing their academic journey as well as in the greater process of becoming a lifelong learner.

Appendix A. Logic model for 2021-2022 school year.

WSVSD A-List Adventure Logic Model Remote/Virtual Programming						
Program Year	Youth, family, and community needs	Center goals	Implementation			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2021- 2022 COVID-19 In-person programming on school campus.	-Students and families are back in school full time after 18 months of modifications. The change back to full time school has been an adjustment for both students and staff. -Students have a need for consistent engagement with school. -Families still find themselves in need of food and hygiene supplies.	-Increase student achievement in reading and math. Improve student academic and non-academic behavior. Increase the knowledge and skills of adult family members regarding how to support the education of their children. - Staff will improve in their use of Youth Program Quality and Social Emotional Learning practices to assure program	-Program format looks similar to pre-pandemic where programming happens on school grounds. Students start after school program with a snack, then move into the day's activity and have transportation home. -Programming structure includes a snack, SEL activity, and an outdoor activity, and a reflection circle. -Each site creates and implements weekly group projects, all led by students and facilitated by staff. -Online zoom family nights where all the ingredients were delivered to family homes. Families were then invited	Choice grids Crafts, nature scavenger hunts Seed exchange and growing plants; Yoga; Cooking; Nature art; SEL Weekly STEM activities Letter writing Acts of Kindness Connecting families to food bank, EBT, and hygiene resources; Helping students, families connect to academics by addressing family support needs; Engage absent students that struggle to engage based on teacher feedback.	Student attendance. Parents/guardians and families access food and hygiene resources. Completed art projects to take home, plants that yield edible veggies as well as flowers that beautify students' living places, STEM products from activities, kindness letters, Students enroll and engage with summer school.	-Families, parents and guardians understand how to support the academics of their students and basic needs are met like enough food and hygiene products in the household. -Students improve behaviors at home and school because they are engaged with their learning both during school hours and after school enrichment. -Number of family connections/phone calls home: -Number of families/students that participated in family nights: -As a staff, we collectively participated in weekly SEL PD during the closure.

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WSVSD A-List Adventure Logic Model Remote/Virtual Programming						
Program Year	Youth, family, and community needs	Center goals	Implementation			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
		alignment with best practices.	to attend a zoom session for a cooking or painting class. -Community partners like Washington Gorge Action Programs for food bank access, White Salmon Education Foundation and WSVSD for family food and hygiene needs. -Staff members participated in monthly professional development on SEL concepts, having hard conversations with students, program quality, plain language, and the power of acknowledgment.			-Family coordinator helped families fill out social security and school papers