

White Salmon Valley  
School District  
21st CCLC Program

A-List  
Adventure

2019-2020  
Evaluation  
Report  
Year 3



**White Salmon Valley School District**  
**After School Program Evaluation Report 2019-2020**

**I. Fact Sheet A-LIST After School Program**

- There are three sites in this 21<sup>st</sup> CCLC that serve students in grades 1 through 8.
- Participants were selected based on their academic performance and other risk factors such as low economic status (based on eligibility for the free/reduced lunch program); need for social support, and identification as English Language Learners. The program served 94 students that attended 30 or more days and 81 students that attended less than 30 days.
- Before school closures, the program was offered for 19 weeks, 5 days per week, for two and one-half hours daily (13-14 hours). Programming included a healthy snack, homework assistance, instruction in math and reading, and enrichment activities such as SEL, recreation/physical fitness, project-based learning, and STEM.
- After school closures, the program operated using distance instruction for 12 weeks. Students received educational materials through the mail with self-addressed stamped envelopes in which to write personal and heartfelt letters addressing their social-emotional needs and academic inquiries. Staff also hand delivered literacy and math activity packets at to each student's home.
- Student data collection was hampered by the onset of the COVID-19 pandemic, but staff continued to grow professionally and identified four areas of focus for continuous improvement—(1) communication across sites; (2) community with parents; (3) increasing opportunities for student reflection; and (4) increasing student engagement in planning activities.
- The program enjoys strong leadership and partnerships with the community including the library, hospital, and Maker Space. Organic partnerships continue to be formed such as an artist in residency program with the White Salmon Arts Council and the Mt. Adams Institute to offer a summer camp.
- Recommendations to staff include finding additional resources to support planning, preparation, and professional development; negotiating paid time for PD; maintaining weekly staff meetings to encourage communication; and practice of mindfulness with staff and students to nourish SEL needs.

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## **II. Executive Summary**

**A. Strengths and Next Steps:** The A-List Program has many strengths. First, there is strong leadership across the sites. Second, staff live in the communities they serve and know well the needs of students and their families; they can respond appropriately and in culturally relevant ways. Third, staff are highly qualified and adapted instruction and enrichment activities using virtual platforms; they were also able to work with local technology groups to help students gain access and learn to use technology. Finally, the program enjoys strong partnerships with local community agencies including the local library, hospital, arts council, and Maker Space to name a few.

**Next Steps:** Staff who serve the White Salmon Valley (WSV) 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program have adopted plans and strategies for continuous improvement. They will maintain weekly staff meetings to ensure communication, transparency, and ongoing support. They will attend also to student and staff mindfulness to respond to the social-emotional needs of the 21<sup>st</sup> CCLC community. They will also continue to engage in professional development to improve program quality and meet the needs of the community.

**B. Brief Center Overview:** The A-List program is situated in the White Salmon Valley School District—a consolidated district that serves just over 1000 students. The district has a high level of poverty (17%), many (37%) families with a single head of household, and as many as 20 homeless students (2018-19 data). Nearly 46% of students are eligible for the free/reduced lunch program; 15% are identified as ELL; and 17% are eligible for special education services.

The A-List program served 175 students across three sites in 2019-20. Target students were in grades 1 through 8 and met the criteria for low performance in reading and/or math and other high-risk characteristics such as membership in a low-income family, need for social-emotional support, or limited English proficiency. The program uses highly qualified staff and volunteers to offer supplemental instruction in the core academic areas with a focus on reading and math; enrichment activities related to STEM, physical fitness/recreation, the arts, and social-emotional learning (SEL).

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**C. Implementation:** The A-List program operated for 19 weeks prior to school closures. Academic and enrichment activities were offered Monday through Friday for two and one-half hours after school. Activities focused on supplemental instruction in core academic areas with a focus on reading and math, enrichment activities focused on STEM education, physical fitness/recreation, and SEL. Strategies of implementation included homework completion, tutoring, problem-based learning, tool kits, and games among others.

After school closures, the A-List program operated for 12 weeks. Students received instructional materials through the mail with self-addressed stamped envelopes to encourage the return of materials for completed activities. Students and parents also received regular, personalized correspondence from teachers in the form of a letter each week.

Parent activities were offered before school closures and included both workshops and family events. Events included workshops for reading literacy, math literacy, financial literacy, parenting skills, community building and advocacy. They also received support for helping their student(s) with homework on a case by case basis and taking advantage of technology-based programming.

Program staff have forged strong relationships with local partners such as the library, hospital, arts council, and Maker Space. Volunteers from these organizations supported programming with materials, presentations, and lesson activities.

**D. Local Needs and Outcomes:** The program satisfies local needs by providing strong support to students and their families both pre-Covid and during Covid. Pre-Covid, the Family Coordinator and After School staff went to local neighborhoods and held activities which were easily accessible to families. They have forged trusting relationships with parents and were able to help during school closure by providing food and personal hygiene items. They reached out by phone and letters weekly to provide social/emotion support.

**E. State Outcomes:** The three school sites have identified the following goals and objectives in the A-List Adventures program. No data were available to measure outcomes due to school closure with the exception of YPQA improvement data which are listed below.

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Site 1: Whitson Elementary School

1. Improve student academic achievement in reading and math 1<sup>st</sup> through 3<sup>rd</sup> grades
2. Improve student academic and non-academic behavior
3. Increase the knowledge and skills of adult family members regarding how to support the education of their children
4. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

Site 2: Stevenson Intermediate School

1. Improve student academic achievement in reading and math 4<sup>th</sup> through 6<sup>th</sup> grades
2. Improve student academic and non-academic behavior in 4<sup>th</sup>-6<sup>th</sup> grades
3. Increase the knowledge and skills of adult family members regarding how to support the education of their children
4. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

Site 3: Henkle Middle School

1. Improve student academic achievement in reading and math in 7<sup>th</sup>-8<sup>th</sup> grades
2. Improve student academic and non-academic behavior in 7<sup>th</sup>-8<sup>th</sup> grades
3. Increase the knowledge and skills of adult family members regarding how to support the education of their children
4. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

Staff's dedication to continuous improvement is evident in the YPQA process. Prior to school closure, program staff identified areas of improvement following YPQA observations at each site (4<sup>th</sup> goal listed above). The improvement areas, frequently monitored and updated regularly as indicated on the online form, were: 1) improve program staff communication across the three sites; 2) improve and increase staff communication with parents; 3) increase opportunities for students to reflect; and 4) increase opportunities for students to help plan activities. Program staff strived to improve communication by regularly gathering staff input and feedback achieved through emails, check ins, and bi-weekly staff meetings. Through more frequent communication and sharing of thoughts, the goals and overall trajectory of improvement became clearer.

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### **III. Summary of Strengths, Challenges and Next Steps**

#### ***Program Strengths***

The White Salmon Valley 21<sup>st</sup> CCLC has strong leadership at each of its sites. As a result, programming offered on-site (before school closures) and at home (during school closures) continues to encourage attendance, emphasize high academic standards, and promote high levels of achievement.

Staff live in the communities they serve and know students well. Students feel welcomed by staff and are actively engaged in the 21<sup>st</sup> CCLC program. Because staff know their respective communities, they respond to the unique needs of students and families in culturally and situationally responsive ways.

Because the 21<sup>st</sup> CCLC staff is highly qualified and dedicated to improving the academic performance of students, they vigorously met the challenges presented by COVID-19. They were able to adapt academic and social activities for implementation at home with parents as direct supervisors and monitors. They were able to help parents adopt and adapt technology so their students would have access to academic programs. They were able to create ways to keep students engaged and to engage with students on a personal level.

The White Salmon Valley 21<sup>st</sup> CCLC enjoys on-going community partnerships whose employees and volunteers make significant contributions to the afterschool/summer school programs.

- Skyline Hospital: The coordinator for community health and wellness teaches healthy eating and cooking classes
- Gorge Maker Space: Leads STEM activities

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- Fort Vancouver Library: Librarians come once a month to read to students; provide meeting space for parent events
- The Mount Adams Institute: Offered a virtual summer camp in response to COVID-19

***Program Challenges***

Like all 21<sup>st</sup> CCLC programs, White Salmon Valley is not without challenges—many of those challenges focus on time and money. Planning and preparation were historically difficult for classroom teachers until paid time was built into each day for those two activities. Unfortunately, for afterschool programs, it is difficult to find time during the day to plan, especially when staff have other teaching responsibilities. Many teachers also have obligations at home or in the community and volunteers often hold jobs outside the 21<sup>st</sup> CCLC program. The problem is exacerbated when grant funds are insufficient to reimburse teachers and paraprofessionals for planning and preparation.

Initially, the WSV 21<sup>st</sup> CCLC program had only three staff meetings a year. One advantage of the coronavirus shut down is that staff can meet weekly using virtual technology. As a result, staff have increased communication and improved morale. The challenge will be to make the time to continue these weekly meetings when schools resume full-time face-to-face instruction.

Finally, finding time for professional development is another challenge for the staff of the WSV 21<sup>st</sup> CCLC program. Once again, the closing of schools due to the pandemic has provided staff with the benefit of more time for professional development activities focused on Social Emotional Learning and mindfulness. As programs transition to hybrid and finally to full-time face-to-face programming, staff will be challenged to find adequate time to ensure professional development activities continue.

**Next Steps**

Based on reporting by staff, the following recommendations are made for their further consideration:

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- Seek additional funding from private or public sources to support paid time for professional development as well as planning and preparation.
- Consider (1) extending the day by 10 or 15 minutes and shortening the week by one day to accommodate professional (PD) activities; (2) agreeing to PAID PD on one Saturday a month; or (3) establishing a Professional Learning Community that meets one evening a month with participants compensated for their time.
- Maintain weekly staff meetings to ensure communication, transparency, and on-going support are provided to staff members.
- Continue to practice mindfulness with staff and students to nourish SEL needs.

Even in the face of the COVID-19 pandemic and shut down, the White Salmon Valley After School Program had a successful Year 3 and is well-positioned to continue a high-quality program going forward into Year 4.

#### **IV. Program Overview**

The A-List Adventure Program serves 1<sup>st</sup>-8<sup>th</sup> grade students who are failing or in danger of failing a core academic subject at three sites: Whitson Elementary School (grades 1-3), Wallace and Priscilla Stevenson Intermediate School (grades 4-6), Henkle Middle School (grades 7-8). The program targets academically low-achieving students, ELL students, and at-risk populations and provides a safe after school environment that improves English language comprehension, academic understanding, and self-efficacy. This program also aims to engage parents and the community.





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The program operates at three sites in the WSVSD and serves selected 1<sup>st</sup> through 8<sup>th</sup> grade students. Students were invited to attend the program based on academic need or other risk factors. State test scores, free-and-reduced lunch participation, teacher input, and neediness of social support were utilized to select students. Many students chosen for the program are ELLs, free-and-reduced lunch recipients, or students that were below state proficiency on SBA.

**Day-to-Day School Program Operations**

Operations: This section reports operations for three separate time periods: before school closures due to the Coronavirus epidemic (September to March) and during school closures due to COVID-19 (March to June) and Summer 2019 (June 22 to July 30).

Before school closures occurred, the White Salmon Valley 21<sup>st</sup> CCLC program operated at three sites (K-3, 4-6, 7-8) for 19 weeks. Program activities were offered Monday through Friday from 3:00pm until 5:30pm (13-14 hours) included supplemental educational opportunities designed to strengthen academic as well as social-emotional skills. Students also were provided a tutoring and homework assistance, recreational exercise, and snacks.

During school closures, programming was offered for 10 weeks (March to June). Students received educational materials in the mail with self-addressed stamped envelopes for the return of completed materials. Materials were designed to engage students for at least 1-2 hours each day.

**Program Partners**

Many organizations help to make the program a success. Program partners include Fort Vancouver Library, White Salmon Arts Council, Gorge Maker Space, Mt. Adams Institute and Skyline Hospital to name a few.

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**Student Activities**

*Whitson Elementary School (WES)*

At WES A-List Adventures, math and reading improvement activities, and homework completion were provided daily. Locally developed Comprehension Toolkits, and Math Games are the basic programs used. In addition, extension activities included Project Based learning each Wednesday, Physical Fitness daily, and STEM activities.



*Stevenson Intermediate School (SIS) and Henkle Middle School (HMS)*

Students at SIS (grades 4-6) and HMS (grades 7-8) A-List Adventures spent 45 minutes daily on a math or a reading intervention (alternated by day) and homework, and an hour of electives—both recreational and academic enrichments. Enrichment classes included:

Science (experiments, etc.)	Recreational activities (hiking, biking)	Girls STEM Club
Soccer Club	Readers Theater	Bloxels
Lego Robotics	Core Math Lab - Engineering is elementary	Film on the Move
SPHEROS	Farm to Table/ Cooking Club	Film Editing
Book club	Basketball	Littlebits Electronics
	STEM Club	Swimming

After schools were closed in March, program materials were sent weekly to students through the mail in both English and Spanish. Self-addressed stamped envelopes to encourage writing back and returning completed work or activities. Program staff each “adopted” eight students and sent letters to them. Students received materials in the mail that supported enrichment activities such as growing food complete with seed packets and instructions about how to read a seed packet.

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Games such as quarantine bingo helped students build and deepen family connections while other activities guided students to explore the world around them.

Staff assisted students and their families connect to academics by addressing technological needs and providing family support. Staff worked with community partners including Washington Gorge Action Programs and the White Salmon Education Foundation to help parents access food bank resources and meet hygiene needs. To maintain a sense of connectedness and personal efficacy, staff included a handwritten letter in the instructional materials packet, which was directed specifically to the student receiving the mailing.

**Summer Programming**

The A-List’s summer program ran June-July 2019. The summer program offered a diversity of locally relevant topics including wind energy as the surrounding Columbia River Gorge has many wind turbines. At Camp Green Wind Farm, students had opportunities to apply their STEM knowledge and skills to construct mock wind turbines. Fields trip included hikes, swimming, dam tours, and picnics. Summer programming utilized science, math, art, and literacy skills.



Students work in teams to build their turbine.



Wind turbines in Columbia R.

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Gorge.

**Parent Activities**

A Family Coordinator was hired to reach out to students and families with a warm welcome while listening for ways to meet needs. The families have embraced the coordinator and have forged trusting relationships thus bolstering participation in parent activities. Before schools closed in March, parent activities included reading literacy, math literacy, financial literacy, parenting skills, and advocacy. They also received support for helping their student(s) with homework through the Homework Café. These activities helped parents feel more comfortable at school, build a positive relationship with the program, and increase the guardian's ability to interact with their student's education.

Surveys were administered to parents after each parent workshop to inform programming. Sixty-five percent of parents want the 21<sup>st</sup> CCLC program to focus on homework and tutoring; fifteen percent would like the program to incorporate community service opportunities. A smaller percentage of parents (10%) would like music to be included and 5% would like to see field trips and sports activities included in program activities. Parents are also interested in their own educational and social advancement. Seventy percent of survey respondents indicated they would be interested in classes and workshops. Thirty-five percent want to improve their English skills, while 5% want to learn Spanish. Fifteen percent of parents want opportunities to participate in physical fitness classes and 15% are interested in workshops or classes that focus on arts and crafts. Program leadership will use this information to help shape Year 4 of the grant.

**Data Collection**

The evaluation design used a mixed methods approach using both quantitative data (assessments, surveys) and qualitative data (focus groups, interviews). No student assessment data were

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collected due to the onset of the COVID-19 pandemic; however rich qualitative data were collected from parents and students to help identify the services they needed during Covid times.

**Recruitment**

The total student recruitment target was 120 students. Students that were not proficient in math or reading were referred by teachers to the A-List after school program. The parent recruitment target was not set.

**Attendance/Retention**

A daily student in-person attendance log was maintained before school closure. Students who attended the A-List program for 30 days or more were considered “regular” and those students less than 30 days were considered “non-regular.” Sign-in sheets and school records gauged parent attendance at the events. During school closure, staff maintained a log of students and families contacted as well as who received and engaged with the activities sent U.S. Post.

**Student Data**

No student achievement data were collected because the Smarter Balance Assessment was not administered in the spring. No student survey data were collected from the Health Youth Assessment.

**Parent Survey data**

Parent surveys were administered after each parent workshop or family event. The data will be used to inform future programming as well as for continuous improvement.

**V. Process/Outcome Evaluation and Results**

**Attendance/Retention**

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The number of regular and non-regular students served at each of the sites is listed below (Table 1). At Whitson Elementary School there were 46 regular and 35 non-regular students. At Wallace and Priscilla Intermediate School there were 37 regular and 36 non-regular students. Lastly, Henkle Middle School had 11 regular and 10 non-regular students. The total number of regular students served is 118 and 71 non-regular students. Student numbers include the summer program. There were 127 parents served. This number represents the cumulative number of parents served across the three sites.

**Table 1.** Number of students at each site that attended prior to school closure.

<b>School</b>	<b># Served Regular Students</b>	<b># Served Non-Regular Students</b>
Whitson Elementary School	46	35
Wallace and Priscilla Intermediate School	37	36
Henkle Middle School	11	10
<b>Total</b>	<b>94</b>	<b>81</b>

**Project Goals and Measurable Outcomes**

Each of the three sites in the White Salmon Valley 21<sup>st</sup> CCLC identified four goals, each with measurable outcomes. The goals for each school are listed below:

Site 1: Whitson Elementary School

5. Improve student academic achievement in reading and math 1<sup>st</sup> through 3<sup>rd</sup> grades
6. Improve student academic and non-academic behavior
7. Increase the knowledge and skills of adult family members regarding how to support the education of their children
8. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

Site 2: Stevenson Intermediate School

5. Improve student academic achievement in reading and math 4<sup>th</sup> through 6<sup>th</sup> grades
6. Improve student academic and non-academic behavior in 4<sup>th</sup>-6<sup>th</sup> grades

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7. Increase the knowledge and skills of adult family members regarding how to support the education of their children
8. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

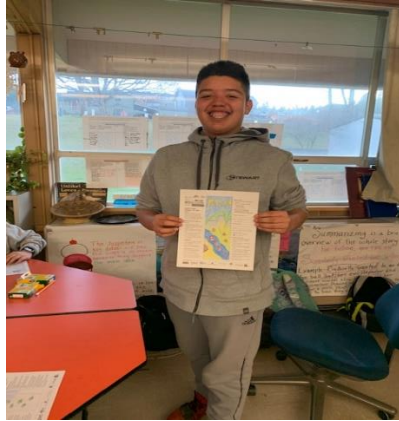
Site 3: Henkle Middle School

5. Improve student academic achievement in reading and math in 7<sup>th</sup>-8<sup>th</sup> grades
6. Improve student academic and non-academic behavior in 7<sup>th</sup>-8<sup>th</sup> grades
7. Increase the knowledge and skills of adult family members regarding how to support the education of their children
8. Staff will improve in their use of YPQA practices each year to assure program alignment with best practices

Data collection for all four goals, at all three sites, suffered because of school closures. Measures that indicate academic growth of students, increased knowledge and skill development for parents, and improvement in YPQA practices are typically collected by assessments and surveys administered near the end of the school year.

OSPI did not administer the Smarter Balanced Assessment in spring 2020 or the Youth Beliefs Survey. Due to increased demands on teachers after school closures in March, no surveys or other summative assessments related to teacher or parent goals were administered. While there are no measures of student achievement in academic areas including math and reading, there is ample evidence to suggest students were actively engaged in completing homework assignments, as well as lessons and tutoring to support and expand their regular classroom work.

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Student with Completed Homework



A STEM Fieldtrip

Students in the A-List program also enjoy a wide variety of enrichment activities that provide experiences and opportunities that build background information to improve academic achievement.



Students Enjoying Recreation Time



Student with an art project



Students Working on Self-Esteem

In November 2019, the evaluator visited all three campuses to observe and apply the YPQA instrument. She observed math games (elementary), glo-germ science (intermediate), and mythological creatures (middle school). Staff met to review both the internal and external ratings and discussed ways to improve their prioritized items. The YPQA scale ratings are below.



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School	Safe	Supportive	Interaction	Engagement
Elem	4.63	4.62	2.96	2.75
Intermediate	4.63	4.67	2.96	3.17
Henkle MS	4.65	4.20	3.89	3.67

Staff’s dedication to continuous improvement is evident and is highlighted here. Prior to school closure, program staff identified areas of improvement following YPQA observations at each site (4<sup>th</sup> goal listed above). The improvement areas, frequently monitored and updated regularly as indicated on the online form, were: 1) improve program staff communication across the three sites; 2) improve and increase staff communication with parents; 3) increase opportunities for students to reflect; and 4) increase opportunities for students to help plan activities. Program staff strived to improve communication by regularly gathering staff input and feedback achieved through emails, check ins, and bi-weekly staff meetings. Through more frequent communication and sharing of thoughts, the goals and overall trajectory of improvement became clearer.

In conclusion, there is strong evidence that the White Salmon Valley School District A-List Adventure program is well-positioned for continued success into Year 4.

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Appendix A. Logic model for 2020-21 school year.

2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
<p>- WSVSD student achievement in reading and math is quite low, with less than half of our students meeting state standards (according to 2016-17 SBAC scores)</p> <p>-Students who are not meeting academic standards in our district need more focused instruction and enrichment opportunities than what's available in the normal school day.</p> <p>- Our targeted students need additional time and attention to acquire content area academic language, and</p>	<p>-Increase student achievement in reading and math.</p> <p>- Improve student academic and non-academic behavior, including social-emotional learning</p> <p>- Increase the knowledge and skills of adult family members regarding how to support the education of their children.</p> <p>- Staff will improve in their use of Youth Program Quality practices each year to assure program alignment with best practices.</p>	<p>-The admin team includes a Program Director; a Site Coordinator at each Site; and a Family Coordinator</p> <p>- Math enrichment and intervention daily.</p> <p>-A 5-day/week program, with ever-rotating programs and activities to close educational gaps with daily language and math proficiency support.</p> <p>-All sites utilize school classrooms for afterschool programming as a partnership with the school district.</p> <p>-Each site hires a certified teacher and paraprofessional for each classroom.</p> <p>-Project and classroom materials</p> <p>-Access to online assessments, interventions, and support.</p> <p>-Community partners like the</p>	<ul style="list-style-type: none"> <li>• Guided Language Acquisition Design (GLAD)</li> <li>• Direct vocabulary instruction (Tier 2 &amp; 3 words) linked to STEM projects (Marzano)</li> <li>• QAR (Rafael &amp; Au) during project-based units</li> <li>• Project-based learning with embedded literacy activities (Macklin)</li> <li>• Financial Literacy</li> <li>• Environmental Literacy</li> <li>• SBA Interim</li> <li>• Popular project-based activities like Makerspace and Cooking</li> <li>• Engineering is Elementary</li> <li>• STEM for girls</li> <li>• Project Learning Tree</li> <li>• Student Input Forums</li> <li>• Staff mentoring</li> <li>• Positive Behavior Intervention</li> <li>• Yoga</li> </ul>	<p><b>WES (Site 1)</b></p> <p>-80% of RAs will make at least a year's growth on local assessment in reading. 60% will gain 1.25 or more years' growth in READING from fall to spring.</p> <p>-80% of RAs will make a year's growth or more in MATH from fall to spring. 60% will gain 1.25 or more years' growth.</p> <p><b>WPSIS (Site 2)</b></p> <p>-At least 25% of Regular Attendees (RAs) who were not Proficient will move up one level on</p>	<p>-Students improve academic achievement, closing their education gap.</p> <p>-Students improve both their academic and non-academic behavior by academic growth and reducing behavioral incidences.</p> <p>-Students build deeper connections to school and teachers and experience enjoyment in learning.</p> <p>-Students create a</p>

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2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
<p>to overcome barriers of poverty and weak family support. They need structure, guidance and remedial instruction to help them stay on task with homework and to decrease persistent achievement gaps.</p>		<p>Makerspace, White Salmon Library and Skyline Hospital</p>	<ul style="list-style-type: none"> <li>Stress management</li> <li>Team building</li> <li>Conflict management</li> <li>Feedback to students/ parents on attendance &amp; discipline in school day.</li> <li>Daily integrated social-emotional learning</li> <li>Student support workshops</li> <li>Literacy (reading, math, financial) workshops</li> <li>Homework support and advocacy skills; Homework Café</li> <li>Educational and parenting resources for adults.</li> <li>Trainings for program staff based on PQA data.</li> <li>Staff will attend local and state trainings and implement PQA practices in program sessions.</li> <li>Monthly staff</li> </ul>	<p>state assessment. -60% or more of RAs will have Student Growth Percentiles (SGP) above 50<sup>th</sup>; 50% above 66<sup>th</sup>.</p> <p><b>HMS (Site 3)</b> -25% of <u>Regular Attendees (RAs)</u> (<u>attended 30+ days</u>) who were not Proficient will move up one level on state assessment. -60% of RAs will have Student Growth Percentiles (SGP) above 50<sup>th</sup>, 50% above 66<sup>th</sup>. -80% of RAs will make a year's growth or more in reading. 60% will</p>	<p>community that provide space for vulnerable social-emotional discovery. -Families, parents and guardians understand how to support the academics of their students. -Students' social/emotional and physical health improves as a result of activities and support. -The program staff and ability to deliver a quality youth program increases each year.</p>

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2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
			meetings will provide refreshers on PQA practices.	gain more than a year's growth in READING from fall to spring. -80% of RAs will make a year's growth or more in MATH from fall to spring.  <b>All Sites</b> -60% or more of RAs will have Student Growth Percentiles (SGP) above 50 <sup>th</sup> ; 50% above 66 <sup>th</sup> . -80% of RAs will make at least a year's growth on local assessment in reading. 60% will gain 1.25 or more years' growth in READING from fall to spring.	

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2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
				-80% of RAs will make a year's growth or more in MATH from fall to spring. 60% will gain 1.25 or more years' growth. -80% of RAs will create goals at the beginning of the year and evaluate if they achieved those goals at the end of the year. -90% of RAs will have a daily school day attendance rate of 90% or greater. -50% of RAs will show fewer behavior incidences from prior years. -70% of RAs will improve on turning in their homework	

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2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
				on time and classroom participation. -80% of the families of the RAs will attend at least one family event. -80% of the families of RAs will agree they learned new information. -80% of the families of RAs will agree they plan to use what they learned. -80% of families will be surveyed and provide anecdotal feedback about their experiences with after school and in school programming. - Ratings on the PQA dimensions of	

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**After School Program Evaluation Report 2019-2020**

2020-2021 WSVSD A-List Adventure Logic Model					
Youth, family, and community needs	Center goals	Implementation			Outcomes
		Inputs resources/assets	Program and center activities	Outputs products/fidelity	
				Interaction & Engagement at each site will increase during the project. - Ratings on the PQA dimensions of Interaction & Engagement will equal or exceed the average ratings of other programs in the state by the last year of the project.	