



**Nita M. Lowey 21st Century Community Learning Centers
Local Evaluation Report 2023-24**

Cohort 18

Lopez Island Elementary School (Camp Huckleberry)

Lopez Middle School (Camp Blackberry)

PSM Evaluation & Consulting LLC.

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I. One-Page Fact Sheet

The Lopez Island Family Resource Center (LIFRC) is a vital resource for the community, addressing challenges of economic hardship and geographic isolation. LIFRC strengthens community resilience by providing essential services such as food programs, advocacy, wellness, household support, and early childhood learning.

With support from the 21st Century Community Learning Center grant, LIFRC operates two key programs: Camp Huckleberry for elementary students and Camp Blackberry for middle schoolers. These year-round programs integrate academic enrichment, hands-on learning, family engagement, and community building to provide students with skills, connections, and confidence that benefit them both academically and socially.

Program Impact Highlights

LIFRC's programs have achieved high levels of student engagement, with 70% of participants looking forward to attending and 80% trying new activities, sparking a love for learning. Additionally, 50% of students discovered new strengths, and 40% began thinking about future goals. Students also reported positive social dynamics, with half noting a friendly peer environment and 40% feeling supported by fellow students. Together, these impacts create a safe space for exploration, growth, and connection.

Mentorship and Community Connection

Mentorship is a program cornerstone, with 90% of students expressing enjoyment in spending time with mentors and saying they would miss these connections. This support fosters a nurturing environment where students feel encouraged and valued. Additionally, 30% of students learned more about community values, building a sense of pride and responsibility for their island home.

Family Engagement and Community Impact

LIFRC extends its reach by building family-school partnerships through family events, helping parents engage in their children's education. Families who participated reported high satisfaction, with parents sharing positive reflections on the program's impact, including one who noted, "Seeing her feel so comfortable and confident... thank you!" Another parent shared their child's excitement about science activities, stating, "He was so excited to describe the experiments... and even recreated the 'lava lamp' at home." These reflections highlight the program's role in igniting curiosity and confidence.

Takeaway

LIFRC's 21st Century programs provide Lopez Island youth with a nurturing space to excel academically, grow personally, and strengthen community bonds. Addressing the island's unique challenges, these programs empower students with skills and resilience for a bright future. More than afterschool activities, the programs are creating transformative experiences preparing young people with confidence, purpose, and a strong sense of community.

II. Executive Summary

The LIFRC 21st Century Community Learning Center program continues to make a significant impact on the youth, families, and broader community of Lopez Island. Addressing the challenges of geographic isolation and economic hardship, the program provides essential academic support, enriching activities, and family engagement opportunities. Through programs like Camp Huckleberry and Camp Blackberry, LIFRC fosters student growth, strengthens community ties, and empowers families, creating a more connected and resilient island community.

Beyond personal growth, academic outcomes have been strong, with 82% of students achieving proficiency in reading and 79% in math, reflecting the program's success in supporting student achievement. The relationships built with adult mentors are equally impactful, with 90% of students expressing that they enjoyed spending time with mentors and would miss them after the program ended.

LIFRC's efforts extended beyond students, making a meaningful impact on families and the community. The program provided opportunities for families to engage in their children's education, creating a stronger connection between home and school. Although parent involvement did not meet all its targets, families who participated expressed high levels of satisfaction with the program's family learning opportunities and events. Furthermore, the program's community-oriented activities helped students deepen their sense of connection to their surroundings, with 30% of students reporting that they learned about important aspects of their community. This fostered a stronger sense of belonging and responsibility toward the local environment and culture.

Overall, the LIFRC 21st Century program provides a nurturing environment where students not only excel academically but also grow personally, while families feel more connected. The program continues to play a vital role in building a stronger, more unified Lopez Island community.

Brief Grantee and Program Overview:

LIFRC's 21st Century programs operate at Lopez Island Elementary and Middle Schools and served a total of 76 students during the 2023-24 program year. Students meet five days a week throughout the school year and continue with structured activities during the summer, creating a continuous and supportive learning environment. The program serves a diverse population, including a significant number of students from low-income families and those needing additional academic or socio-emotional support.

The program's approach combines academic support, such as homework help and tutoring, with engaging enrichment opportunities that promote hands-on learning. Activities that bridge afterschool and classroom learning, while applying classroom math concepts to real-world scenarios. These experiences are complemented by social-emotional learning (SEL) activities, which cultivate teamwork, resilience, and leadership. The role of adult mentors is also a critical component, with 90% of students expressing enjoyment in being around the program's mentors and noting they would miss them after the program ended. These supportive relationships foster personal growth and provide youth with positive role models, strengthening intergenerational ties within the community.

The program's focus on quality improvement is guided by the Youth Program Quality Improvement (YPQI) framework, ensuring activities are engaging, relevant, and aligned with classroom goals. This approach has yielded positive academic outcomes, with over 80% of regular participants achieving proficiency in reading and math, and a 100% grade promotion rate.

Additionally, LIFRC emphasizes family engagement through community events and open communication, fostering a collaborative environment where parents and caregivers are active participants in their children's education. By creating a consistent, supportive space for learning and growth, LIFRC's 21st Century programs strengthen Lopez Island's sense of community, preparing students for future success and empowering families to be part of the journey.

Program Operations:

The 21st Century Program, provides a seamless, year-round program for elementary and middle school students at Lopez Island Elementary and Middle School. Running continuously from early fall through mid-summer, this in-person program offers hands-on learning and mentorship five days a week, creating a steady environment that supports students' academic and personal growth. Through engaging activities and consistent guidance, LIFRC ensures that students experience ongoing development, fostering a supportive and enriching space that empowers youth on Lopez Island throughout the entire year.

Experiences and Activities:

In its second year, the program continues to offer a diverse range of opportunities for students. Academic support remains a core element, with personalized support aimed at reinforcing classroom learning and offering focused help with homework. A variety of enrichment activities

are available to spark curiosity and creativity, while leadership development programs give students more chances to take initiative, build confidence, and strengthen important life skills.

The program’s structure has also evolved, informed by feedback from the first year, with a renewed focus on aligning activities to better reflect the interests and goals of the students. This flexible approach ensures the program remains responsive to the diverse needs of participants, fostering engagement, motivation, and active involvement in their educational journey.

Implementation

Over the year, the 21st CCLC program was carefully managed through a series of training sessions and meetings led by Program Directors, the External Evaluator, OSPI, coaches and trainers from The Forum for Youth Investment. These sessions focused on program design, assessment, strategic planning, professional development, and evaluation. The 21st Century team prioritized recruitment and services for marginalized families and students, particularly those struggling to meet Washington State’s math and reading benchmarks. These students also showed a significant need for additional socio-emotional support and access to critical resources. To ensure high-quality activities and services, program staff adopted the Youth Program Quality Intervention (YPQI) process from The Forum for Youth Investment. This process starts with a thorough program assessment, identifying both the strengths of program staff and areas for improvement. The YPQI’s “assess-plan-improve” model is recognized by The Forum for Youth Investment as a best practice for fostering continuous program improvement.



Goals and Outcomes:

Goal 1: Students that participate regularly will increase positive behaviors – *Partially Achieved*

- Goal 1 aimed to improve attendance and engagement for regular student participants. Sub-goal 1.1 saw 59% of chronically absent students improve their attendance in Year 2, showing progress in reducing chronic absenteeism, although it fell short of the 75% target. For Sub-goal 1.2, 43% of students attended the program for more than 30 days, up from 17% in Year 1, but still below the 90% target. Similarly, Sub-goal 1.3, which aimed for 75% of students to attend more than 60 days, reached only 24% in Year 2, a modest improvement from Year 1. Overall, while there were positive trends in attendance and engagement, the program requires further efforts to fully meet the goals, particularly in sustaining long-term student participation.

Goal 2: Students that participate regularly will improve academically – *Achieved*

- Goal 2 focused on enhancing academic outcomes for regular participants, and all sub-goals were achieved. For Sub-goal 2.1, 82% of students met proficiency in reading, surpassing the 75% target and indicating effective program support in literacy. Similarly, Sub-goal 2.2 saw 79% of students meet proficiency in math, exceeding the target and reinforcing the program's positive impact on math skills. Sub-goal 2.3, which aimed for 90% of students to be promoted to the next grade, was exceeded with 100% promotion. These outcomes demonstrate strong support for academic improvement among program participants, reflecting well on the program's success in achieving its academic goals.

Goal 3: Utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies – *Partially Achieved*

- Goal 3 aimed to implement YPQI principles to enhance program quality, with mixed results. Sub-goal 3.1, targeting a 100% increase in enrichment activities, was achieved, as the program offered 31 activities in Year 2, representing significant expansion. Sub-goal 3.2 aimed for 80% satisfaction with afterschool programs, which was partially achieved; while parent satisfaction was high among the small sample surveyed, youth satisfaction reached only around 70%, below the target. Sub-goal 3.3, focused on aligning afterschool curricula with classroom learning, was successfully achieved, with more than 80% alignment in key academic areas. Overall, while enrichment activities and curriculum alignment were successful, there is room to improve satisfaction levels among students to fully achieve this goal.

Goal 4: Increase access to family education engagement strategies – *Not Achieved*

- Goal 4 set out to increase family engagement in the program fell short across most sub-goals. For Sub-goal 4.1, which targeted an 80% increase in parent involvement, only 31 parents/guardians participated in family events, falling short despite opportunities provided at both sites. Sub-goal 4.2 also missed its target of an 80% increase in attendance, with attendance dropping from 43 parents/guardians in Year 1 to 33 in Year

2, suggesting engagement challenges. Sub-goal 4.3, targeting 80% family satisfaction, was partially achieved with high satisfaction levels among the 10 families surveyed, though the limited sample size reduces confidence in representing the full group of attendees. Overall, while the program provided engagement opportunities, future efforts should focus on increasing family participation and obtaining broader feedback to meet these goals.

III. Overall Strengths and Next Steps

In its second year of implementation, the Lopez Island Family Resource Center (LIFRC) 21st Century program made notable strides in delivering academic support and enrichment activities to its students. The program's commitment to enhancing both academic outcomes and overall engagement through hands-on activities is evident in the data. However, some goals related to family involvement and attendance remain areas for growth as the program heads into year 3.

Below is an overview of key strengths demonstrated this year and next steps to ensure continued progress and success.

Strengths:

1. **Academic Achievement:** The program successfully met and exceeded academic goals, with 82% of students reaching proficiency in reading and 79% in math, surpassing the 75% targets. Additionally, 100% of regular participants were promoted to the next grade level, reflecting the program's strong impact on academic success.
2. **Alignment Between Afterschool and Classroom Curricula:** The 21CCLC program successfully achieved its goal of aligning afterschool activities with classroom curricula, particularly in reading, math, science, and social-emotional learning (SEL). This integration reinforces key academic skills, providing a seamless learning experience that supports students' school-day education and enhances program objectives.
3. **Diverse Enrichment Activities:** The program doubled its enrichment offerings in Year 2, providing 31 diverse, hands-on activities that complement classroom learning, including Environmental Science, Culinary Arts, and Construction. This broad range supports academic skills while encouraging curiosity, creativity, and personal growth.
4. **Supportive Mentorship and SEL Focus:** With strong engagement from adult mentors and a focus on social-emotional learning (SEL) activities, such as Belonging Circles, students experience positive social dynamics and strong role modeling. This structure fosters student confidence, resilience, and a sense of belonging within the program.

Next Steps:

1. **Enhance Family Engagement:** To address low family involvement, additional strategies are needed to improve engagement, such as exploring flexible scheduling, virtual events, and a wider variety of family events to attract broader participation and support family connections to student learning.
2. **Enhance Attendance and Participation Efforts:** Attendance and consistent participation remain areas for growth, with only 43% of students attending more than 30 days. Introducing targeted interventions such as attendance incentives, mentorship support, or personalized outreach can help encourage regular attendance, promoting deeper engagement and long-term commitment to the program.
3. **Increase Student Satisfaction:** While satisfaction levels are positive, they fell short of the 80% target. To better meet student needs and preferences, gathering regular feedback and introducing more student-led activity planning can increase satisfaction and engagement.
4. **Strengthen Staff Recruitment, Development, and Retention:** To ensure the program's sustainability and effectiveness, a strategic focus on recruiting, developing, and retaining high-quality staff is essential. Implementing professional development opportunities, mentorship programs, and retention incentives will support staff growth and commitment, ensuring continuity and expertise within the program.

These strengths and next steps provide guidance for the continued success and improvement of the LIFRC 21st Century program, ensuring that it meets the academic, social, and family engagement needs of the Lopez Island community.

IV. Program Overview

LIFRC Mission: To provide resources and guidance necessary to meet the basic needs of the entire community. Building on this foundation of wellbeing, we also provide educational and engagement programs, and advocate for a more just and equitable community..

Advocacy: We work to ensure our community has the leadership and focus necessary to influence policy and resource availability.

Well-being: We prioritize meeting the basic needs of all our community residents, starting with food and housing.

Opportunity: We seek to provide a variety of educational and enrichment programs that nurture leadership and life skills.

At the core of LIFRC's mission is a deep commitment to fostering diversity, equity, inclusion, and belonging, recognizing that this journey is a collective effort. LIFRC seeks to walk this path in close partnership with the community, believing that the insights, participation, and collaboration of local residents are key to turning its vision into reality. It's not just about the

organization's goals—it's about ensuring that the entire community feels involved and empowered to contribute.

LIFRC aims to create a space where every person feels acknowledged, respected, and appreciated. This is achieved through building strong, trust-based relationships that align with the community's shared aspirations. These connections are crucial in driving meaningful, lasting change—whether through policy influence, enhancing well-being, or expanding opportunities for all.

To bring this vision to life, LIFRC's work is guided by four key pillars:

- **Collaborative Leadership:** LIFRC believes that working together and drawing on collective wisdom creates more meaningful impact than working alone.
- **Inclusive Engagement:** Every voice and perspective is important, and LIFRC is committed to involving all community members in its mission.
- **Strategic Programs:** LIFRC designs initiatives that address both immediate challenges and long-term community goals with thoughtfulness and intent.
- **Continuous Learning:** LIFRC is continuously growing and adapting, seeking out new knowledge and refining its strategies to better serve the community.

Logic Model:

LIFRC Cohort 18 – Logic Model						
Year	Identified Needs	Center goals	Implementation (process evaluation)			Outcomes (outcome evaluation)
			Inputs (resources/assets)	Program and center activities	Outputs (products/fidelity)	
2023 - 2024	High quality out of school programs and staff guided best practices.	1) Students that participate regularly will increase positive behaviors	LIFRC: Staff Funding Community connections & relationships	1) Positive behavior recognition and student-led activities	1.1-1.3) Positive behavior recognition and student-led activities – (Monthly)	1.1) 75% of students with chronic absence will improve attendance
	Equitable and inclusive programming					1.2) 90% of students will attend 21 st CCLC program more than 30 days
	Academic Improvement in Reading and Math	2) Students that participate regularly will improve academically	Lopez School: Facilities Access to students Teachers Academic expertise	2) Peer homework support small groups with instructor	2.1-2.3) Peer homework support small groups with instructor (Daily)	2.1) 75% of regular attendees will meet proficiency in reading
	SEL enrichment and activities					2.2) 75% of regular attendees will meet proficiency in math
	Youth Leadership Skills Development	3) Utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies	Transportation Student Data	3) Self and external YPQA observation, Planning with Data, plans for improvement .	3.1-3.3) Self and external YPQA assessments, Planning with Data (Annually)	3.1) 100% increase in engaging, academic, hands-on, enrichment activities
	Community Partner Alignment					3.2) 80% satisfaction with afterschool programs as measured by student and parent surveys
	Family Nights & SEL Family Workshops	4) Increase access to family education engagement strategies	Parents: Knowledge of child Parent Voice/input	4) Family Gatherings, Workshops, Celebrations	4.1-4.3) Family Gatherings, workshops, Celebrations, Communications (Bi-annually)	3.3) 80% increase in alignment of curricula between classroom and afterschool programs and measured by observations and school surveys
Family/Parent Social Events	4.1) 80% increase in parent involvement with afterschool program					
Parent Involvement/ Family Engagement		Community Partners: Businesses/Org Individual Volunteers Resources			4.2) 80% increase in attendance at family learning opportunities/social events	
Culturally Appropriate Family/Parent Trainings & Workshops					4.3) 80% family satisfaction with family learning opportunities/social events	

V. Process Evaluation Plan and Results

Process Evaluation Plan: (See appendix for full plan)

The process evaluation seeks to answer 4 general questions:

- 1) To what extent do students that participate regularly increase positive behaviors?
- 2) To what extent do students that participate regularly (30 or more days) improve academically?
- 3) To what extent does utilizing YPQI principles and improvement strategies inform and affect program quality?
- 4) To what extent does the program lead to increased access to family education engagement opportunities?

To answer these questions, program staff will undertake the following actions to gather data from multiple sources:

- **Student Information Collection:** Throughout the school year, a structured system is used to collect vital student data. This includes student demographics and academic performance in subjects such as reading and math, which are provided by school district partners. The data is then carefully entered into a specialized tracking database. The goal of this data collection is to assess Project Goals 2 and 3, focusing on academic progress and student engagement within the program.
- **Attendance and Retention Tracking:** In addition to academic monitoring, LIFRC places a strong emphasis on tracking student attendance and retention. A dedicated system records attendance on a daily and monthly basis, ensuring consistent data collection. This process is critical to evaluating Project Goal 3, which aims to maintain regular attendance and encourage ongoing participation in the program.
- **Operational and Programmatic Reporting:** LIFRC is committed to transparency and continuous improvement through detailed operational and programmatic reporting. Staff members regularly input program information into a data collection portal, which includes details such as student and adult participation, event summaries, the number of weeks each session runs, staffing, and parent and family involvement. This reporting process ensures that all aspects of the program are thoroughly monitored and documented.

Process Evaluation Results:

Goal 1: Students that participate regularly will increase positive behaviors – *Partially Achieved*

- Goal 1 aimed to improve attendance and engagement for regular student participants. Sub-goal 1.1 saw 59% of chronically absent students improve their attendance in Year 2, showing progress in reducing chronic absenteeism, although it fell short of the 75% target. For Sub-goal 1.2, 43% of students attended the program for more than 30 days, up from 17% in Year 1, but still below the 90% target. Similarly, Sub-goal 1.3, which aimed for 75% of students to attend more than 60 days, reached only 24% in Year 2, a modest improvement from Year 1. Overall, while there were positive trends in attendance and engagement, the program requires further efforts to fully meet the goals, particularly in sustaining long-term student participation.

Goal 2: Students that participate regularly will improve academically – *Achieved*

- Goal 2 focused on enhancing academic outcomes for regular participants, and all sub-goals were achieved. For Sub-goal 2.1, 82% of students met proficiency in reading, surpassing the 75% target and indicating effective program support in literacy. Similarly, Sub-goal 2.2 saw 79% of students meet proficiency in math, exceeding the target and reinforcing the program's positive impact on math skills. Sub-goal 2.3, which aimed for 90% of students to be promoted to the next grade, was exceeded with 100% promotion. These outcomes demonstrate strong support for academic improvement among program participants, reflecting well on the program's success in achieving its academic goals.

Goal 3: Utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies – *Partially Achieved*

- Goal 3 aimed to implement YPQI principles to enhance program quality, with mixed results. Sub-goal 3.1, targeting a 100% increase in enrichment activities, was achieved, as the program offered 31 activities in Year 2, representing significant expansion. Sub-goal 3.2 aimed for 80% satisfaction with afterschool programs, which was partially achieved; while parent satisfaction was high among the small sample surveyed, youth satisfaction reached only around 70%, below the target. Sub-goal 3.3, focused on aligning afterschool curricula with classroom learning, was successfully achieved, with more than 80% alignment in key academic areas. Overall, while enrichment activities and curriculum alignment were successful, there is room to improve satisfaction levels among students to fully achieve this goal.

Goal 4: Increase access to family education engagement strategies – *Not Achieved*

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2, suggesting engagement challenges. Sub-goal 4.3, targeting 80% family satisfaction, was partially achieved with high satisfaction levels among the 10 families surveyed, though the limited sample size reduces confidence in representing the full group of attendees. Overall, while the program provided engagement opportunities, future efforts should focus on increasing family participation and obtaining broader feedback to meet these goals.

VI. Outcome Evaluation Plan and Results

Outcome Evaluation plan

In general, the outcome evaluation plan will answer these questions:

- Did students that participate regularly will increase positive behaviors?
- Did students that participate regularly will improve academically?
- Did the program utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies?
- What was the level of increased access to family education engagement strategies?

To answer these questions, this project will document student feedback through forms and interviews, or surveys, changes in academic performance, standardized test scores, and level of participation in the 21st Century programs by students and parents. Staff, parents, and students will each complete surveys to provide LIFRC feedback for program modifications. Self-assessments will be scheduled at each of the program locations, with staff helping to observe each other's sites. External evaluations will be scheduled bi-annually by the Program Director. Once assessment scores are analyzed and entered by both the Program Director and External Evaluator, improvement plans will be created and entered in Scores Reporter.

Outcome Evaluation Results

Goal 1: Students that participate regularly will increase positive behaviors – *Partially Achieved*

1.1) 75% of students with chronic absence will improve attendance: *Partially Achieved*

- In Year 2, 59.38% of chronically absent students improved attendance, a positive outcome, but short of the 75% target. The program showed impact by reducing the number of students with 18+ absences from 32 in Year 1 to 13 in Year 2, indicating progress in addressing chronic absenteeism.

1.2) 90% of students will attend the 21st CCLC program more than 30 days: *Not Achieved*

- In Year 2, 43% of students attended the program for over 30 days, an improvement from 17% in Year 1, but below the 90% target. Continued efforts are required to increase consistent participation among students.

1.3) 75% of students will attend 21st CCLC more than 60 days: *Not Achieved*

- In Year 2, 24% of students attended the program for more than 60 days, an improvement from 20% in Year 1, though still below the 75% target. While there was slight progress, additional efforts are needed to significantly increase long-term engagement in the program

Goal 2: Students that participate regularly will improve academically - *Achieved*

2.1) 75% of regular attendees will meet proficiency in reading: *Achieved*

- The data shows that 82% (27 of 33) of regular attendees met proficiency in reading, surpassing the 75% target. This result demonstrates that the program effectively supported reading proficiency among regular attendees.

2.2) 75% of regular attendees will meet proficiency in math: *Achieved*

- The data shows that 79% (26 of 33) of regular attendees met proficiency in math, exceeding the 75% target. This outcome indicates that the program effectively supported math proficiency among regular attendees.

2.3) 90% of regular attendees will get promoted to the next grade: *Achieved*

- This sub-goal was exceeded, with 100% of regular attendees being promoted to the next grade level. This result highlights the program's success in promoting grade advancement for participating students.

Goal 3: Utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies – *Partially Achieved*

3.1) 100% increase in engaging, academic, hands-on, enrichment activities: *Achieved*

- The program offered 31 activities in Year 2, representing an increase of over 100%, which exceeded the target. This expansion demonstrates successful program improvement and effective implementation of YPQI principles to provide more engaging, academic, and hands-on enrichment activities.

3.2) 80% satisfaction with afterschool programs as measured by student and parent surveys: *Partially Achieved*

- Youth satisfaction levels reached approximately 70%, which falls slightly below the 80% target. Parent/guardian survey data from a sample of 10 families showed high satisfaction (over 80%), but due to the small sample size, it's unclear if this represents all 33 families, leading to a partial achievement of the goal.

3.3) 80% increase in alignment of curricula between classroom and afterschool programs:

Achieved

- There is strong alignment (>80%) between afterschool and classroom curricula, with afterschool activities reinforcing key academic skills in reading, math, science, and SEL. This result indicates successful integration of YPQI principles in aligning afterschool learning with classroom instruction.

Goal 4: Increase access to family education engagement strategies – *Not Achieved*

4.1) 80% increase in parent involvement with afterschool program: *Not Achieved*

- Despite efforts at both program sites to involve parents, only 31 parents/guardians participated in family learning and social events. Events included two "Literacy/Reading" sessions serving 13 adults and two social gatherings with 7 and 10 adults, indicating opportunities for involvement but falling short of the 80% increase target.

4.2) 80% increase in attendance at family learning opportunities/social events: *Not Achieved*

- Attendance at family events decreased from 43 parents/guardians in Year 1 to 33 in Year 2, rather than showing the targeted 80% increase. Although opportunities were available, attendance challenges suggest that additional strategies may be needed to boost family engagement.

4.3) 80% family satisfaction with family learning opportunities/social events: *Partially*

Achieved

- Survey data from a sample of 10 families indicated high satisfaction, with ratings exceeding 80% in key areas. However, with feedback from only a small subset of 33 regular attendees, it is uncertain if this satisfaction level reflects the entire group, achieving partial success with limited representativeness.

VII. Recommendations

Goal 1: Students that participate regularly will increase positive behaviors

- 1. Increase engagement opportunities:** To boost attendance beyond 30 and 60 days, it is recommended to continue diversifying activities or introduce engagement and attendance incentives. Offering a variety of interest-based activities, creative projects, and rewards for attendance milestones can help increase consistent participation.
- 2. Implement an attendance tracking and celebration system:** It is recommended to develop an attendance tracking system that celebrates attendance milestones with small rewards or public recognition. Regularly acknowledging students who achieve attendance goals can boost motivation, create a sense of accomplishment, and encourage others to attend more consistently.

Goal 2: Students that participate regularly will improve academically

- 1. Maintain strong academic support in reading and math:** To sustain success in meeting academic proficiency goals, it is recommended to continue effective strategies like tailored tutoring and small-group instruction. These targeted supports will help students continue meeting academic benchmarks.
- 2. Expand academic engagement activities:** To support grade promotion and academic growth, it is recommended to incorporate more project-based learning and skill-building workshops. Hands-on learning experiences in areas like STEM can foster interest in academics and support real-world application of skills.

Goal 3: Utilize Youth Program Quality Improvement (YPQI) principles and consistently implement improvement strategies

- 1. Focus on boosting student satisfaction:** To achieve the 80% satisfaction target, it is recommended to gather detailed feedback from youth participants on their preferences and needs. Regular feedback surveys or focus groups can provide insights to help tailor activities to student interests, improving satisfaction.
- 2. Enhance Parent Engagement and Feedback Collection:** To better align program offerings with family expectations, it is recommended to increase parent survey participation by offering incentives, sending reminders, and providing surveys in multiple formats (paper, online, mobile). This will result in a more representative sample of feedback, allowing the program to better measure and respond to family satisfaction.
- 3. Expand Enrichment Activity Offerings with Student Input:** To build on the success of hands-on, academic enrichment activities, it is recommended to involve students directly in planning and selecting activities. Gathering their input on preferred enrichment options can help ensure the program remains engaging, aligns with student interests, and may further increase both satisfaction and participation.

Goal 4: Increase access to family education engagement strategies

- 1. Expand family engagement efforts:** To increase family involvement, it is recommended to introduce a variety of engagement options, including flexible scheduling and virtual events. Providing more options can help accommodate different family schedules and increase participation across program sites.
- 2. Gather feedback from a larger sample of families:** To more accurately assess family satisfaction, it is recommended to collect feedback from a broader group of families. Regular surveys or interviews with a wider sample will offer a better understanding of family needs, enabling the program to adjust offerings to better support family engagement goals.
- 3. Offer a diverse range of family learning events:** To attract more families, it is recommended to provide a variety of event types, such as workshops, cultural celebrations, and social gatherings. Expanding the event types can cater to different interests and make family involvement more appealing and accessible.

VIII. Appendix

Partnerships: The success of each program was significantly bolstered by strong community partnerships. These relationships enabled the inclusion of various volunteers and community partners in daily program activities, greatly enhancing the participants' experiences.

Year 2 community partners included:

- Lopez Island School District (LISD)
- Lopez Food Share
- Lopez Island Library
- Advocates of Lopez Island Gathering for Neurodiversity (ALIGN)
- KWIAHT - Center for Historical Ecology of the Salish Sea
- Equity Institute - La Cima Youth Leadership
- OSPI
- Weikart Center for Program Quality

Program Activities & Experiences

Activities like Environmental Stewardship Projects and Tree Climbing and Forest Ecology integrate math skills by requiring students to measure environmental data, such as tree growth or height estimation, which aligns with classroom math and science learning. Perspective Drawing and Outdoor Survival Skills also support math learning by incorporating geometry, angles, and measurement.

Programs like Belonging Circle and Junior Camp Counselor build social-emotional skills such as communication, collaboration, and leadership. These SEL programs align with classroom initiatives that focus on creating a supportive and inclusive environment, boosting overall academic engagement and confidence in both reading and math.

Artistic activities such as Candle Making, Resin Art, and Spray Paint Art involve following multi-step instructions and understanding sequences, reinforcing both literacy (sequencing and comprehension) and math (spatial reasoning and problem-solving). Music-related programs like Music Enrichment support pattern recognition, an essential skill for both math and reading comprehension.

The afterschool programs reinforce and align with classroom curricula in key academic areas. Literacy-focused activities like Buddy Reading and Quiet Reading extend classroom instruction into the afterschool setting, providing a cohesive reading experience. Similarly, math-related activities such as Construction and Culinary Arts complement classroom math lessons by offering practical, hands-on applications of mathematical concepts. Interdisciplinary programs like Environmental Science and Movie Making further align with classroom learning by integrating literacy, science, and math skills, creating a well-rounded academic experience.

The afterschool activities not only provide engaging opportunities for students to practice key reading and math skills but also align well with classroom curricula, reinforcing academic objectives in both settings. This integration supports the achievement of both Goal 2 (proficiency

in reading and math) and Goal 3.3 (alignment of curricula between classroom and afterschool programs), ensuring a cohesive and comprehensive learning experience for students.

Student Characteristics: The tables below provide detailed information categorized by grade level, gender, race/ethnicity, special education or 504/IEP status, limited English proficiency, and free/reduced lunch eligibility for students who attended the program.

Grade Levels:

Program	K	1	2	3	4	5	6	7	8	Total
Elementary School	8	3	4	4	6					25
Middle School						7	8	1	0	16

Gender

Program	Unknown	Non-Binary	Female	Male	Total
Elementary School	0	0	7	9	16
Middle School	0	0	14	11	25

Race/Ethnicity

	Elementary School	Middle School
American Indian/Alaska Native	1	0
Asian	1	0
Black/African American	0	0
Hispanic/Latino	6	1
Native Hawaiian/Pacific Islander	0	0
Two or more races	2	0
White	15	15
Unknown	0	0
Total	25	16

SPED/504/IEP

Program	Total #	% of all attendees
Elementary School	4	16%
Middle School	4	25%

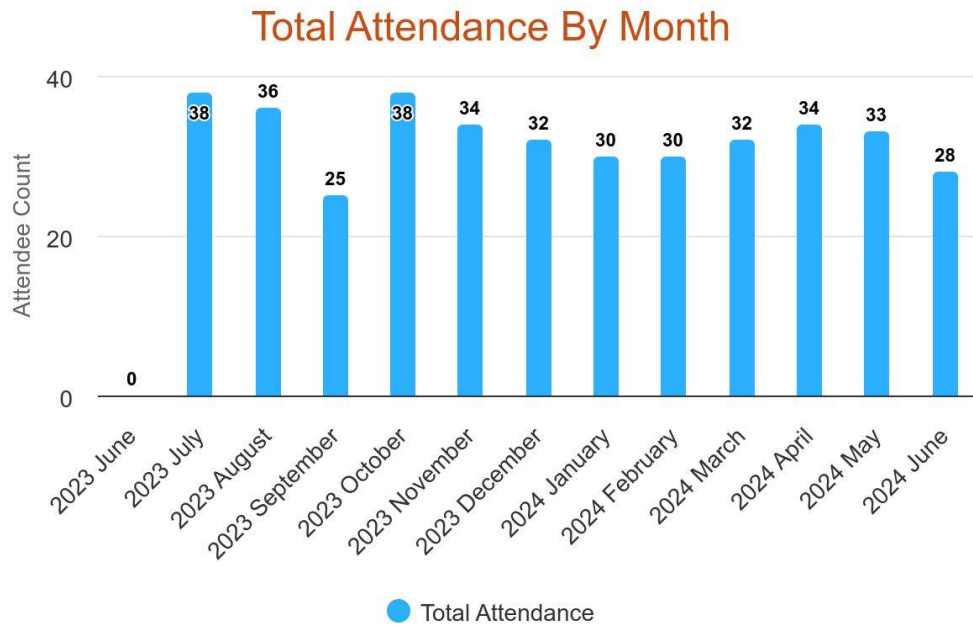
Limited English Proficiency

Program	Total #	% of all attendees
Elementary School	5	20%
Middle School	0	0%

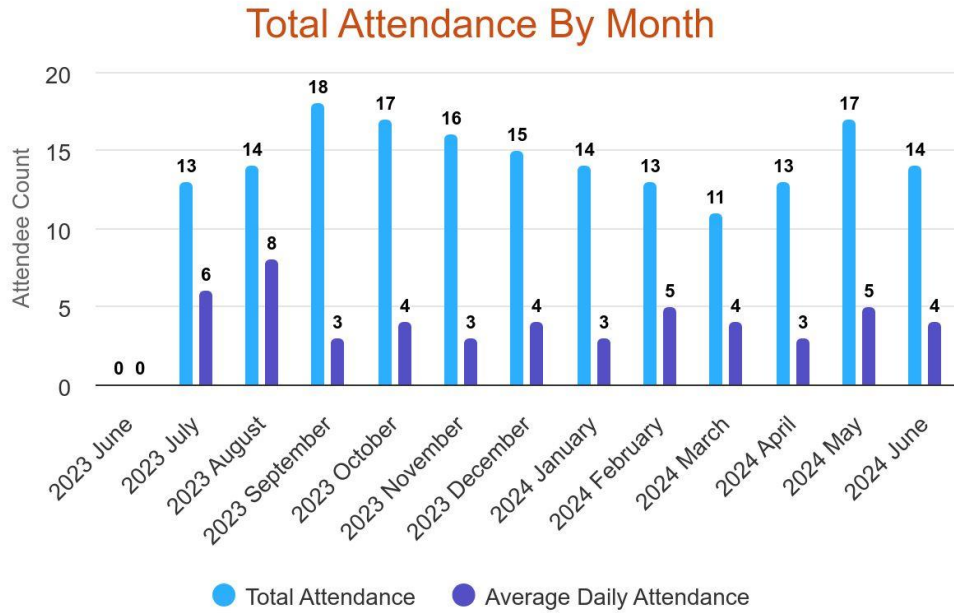
Free/Reduced-Lunch Status

Program	Total #	% of all attendees
Elementary School	14	56%
Middle School	8	50%

Program Attendance:



Camp Blackberry (Lopez Middle School)



Camp Huckleberry (Lopez Elementary School)

