

# City of Beaverton Social Services Grant

## Progress Report #1

Prepared for City of Beaverton | January 2026

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### Overview

Beaverton Education Foundation, in coordination with four Beaverton School District schools, is helping deliver after school academic support for elementary school students in our community. Two schools are located within City of Beaverton boundaries with support from a Social Services Grant, which is leveraged with funding from the district and other private sources to increase the number of schools and students served. The services recruit students who are not yet at grade level proficiency in reading and/or math, with most students classified as emerging English Language Learners (ELL). Grant funding pays for educators to work with students in small groups and 1:1 support along with educational supplies, healthy snacks, and for one school, safe bus transportation home.

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### Summary of Impact

Through January 31, 2026



4 Title I Elementary Schools being served across the Beaverton School District



233 students served since October; of these 94 are City residents



Extended student learning time by a collective 3,966 hours

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### Investing in Affordable After School Academic Support for ELL students

#### Use of City grant funds

City grant funds supported after school academic programs at two elementary schools.

At Chehalem ES, grant funds support after school academics for students in grades 3-5, all of whom are below grade level in math and most are English Language Learners (ELLs). The program is offered one hour/week and continues through May. This spring, it will add second

graders who are falling behind in math. The total cost is \$6,245 for educators' salary and benefits, and healthy snacks.

At William Walker ES, grant funds are leveraged by school district funds to provide academic support to 40 students in grades 1-3. All are emerging ELL and below grade level in reading and/or math. Students receive 2.5 hours/week after school for one day/week. The focus is on reading, writing and language proficiency with physical activity, science, and art to keep students engaged. The total cost is \$14,515, with \$4,603 coming from the district. Costs covered by city grant funds include teachers' salary and benefits, supplies, snacks, and bus transportation home.



Note: educators include lead (certified) teachers and paraeducators who are paid for working an extended day. While we did not budget for transportation in our proposal, that safe trip home at the end of the day is an important equity issue for William Walker's students. Those that most need academic support also most need transportation. The cost is minimal – \$711 – but its impact on program success is immeasurable.

### **Benefits to the Beaverton community**

While it is too early in the school year to provide specific data about academic outcomes, the lead teacher at Chehalem ES reports that students are enjoying the enrichment group each week, and attendance is very good. As most students are multiple years behind in their math literacy, getting them "caught up" is not the primary goal. One student, for example, did not attend any school for an entire year. Through the ability to provide extra support through small groups and 1:1 attention, math club is helping increase students' overall confidence in math as well as feeling comfortable asking for help when they don't understand something. Teachers hope to instill a sense among the students that they ARE able to learn math (and anything else for that matter) with effort and persistence.

At William Walker ES, teachers report that when students are highly engaged and actively talking to one another, an important way for them to practice English. Attendance overall is very good, but one challenge has been a high mobility rate about students at the school. Mobility refers to the number of students who start school late, change schools midyear, leave school early, and/or arrive after extended periods of not attending school. At William Walker, several students who started in the homework club have already left school. Newly arriving students are eligible to attend and are added to the group every six weeks.

### **Specific objectives and activities and actual results to date**

Our primary objective with the after school academic support programs was to boost student proficiency in core academic subjects such as reading and math. Our target was to serve three schools and reach 1,000 students.

We have exceeded our target by serving four schools, two with City of Beaverton grant funds and two with other revenue sources.



The number of students being served, however, is lower than expected, largely due to a change in approach at Aloha-Huber Park which chose this year to serve fewer students but provide them with more intensive academic support. When taking into account all four schools, we are on track to serve 500 students this school year, of which ~200 students reside within city limits.

For activities, we are also on track. BEF recruited two schools for after school activities this fall which we are supporting with city grant funds. The schools in turn recruited students who had academic needs that were not being met in the classroom and were far below grade level expectations. Educators are delivering high impact, small group instruction after school to selected students over the entire school year. Both schools continue their programs through the end of May.

In addition to working on academics, these programs seek to strengthen relationships among students as they find peers and make friends, between school and parents, and among classroom teachers with the academic coaches and paraeducators who provide the afterschool programming.

Two of the participating schools are part of the school district's Dual Language initiative: William Walker and Aloha Huber Park. This educational strategy honors the diversity of our community and helps ensure students have more access to rigorous academics as students don't have to wait to be proficient in English and instead can learn subjects in their first language while learning English. Moreover, this approach empowers students to become bilingual, biliterate, and culturally competent community members.

While the other two schools are not dual language program sites, the afterschool programs predominantly serve ELL students.

In the final report, we will be able to share data to capture the academic growth being accomplished by these hard-working students. All programs completed pre-assessments this fall to provide a baseline of student proficiency using STAR and English Language Proficiency Assessment (ELPA) tests. Students will complete these assessments again in the spring and results will be compared. While after school programming cannot be shown to be the primary cause of growth, it will certainly be an important contributing factor.

### **Project success and lessons learned**

Four elementary schools are successfully offering extended learning opportunities for students who are below grade level in reading and/or math thanks to support from the City, the district, and private funders. We will know more at the end of the grant period how the intensive small group and 1:1 instruction leads to better educational outcomes.

Lessons learned include:

- Transportation. Districtwide, school buses can't make a second round pick up at elementary schools until 5 pm or later. For young students starting school at 7:30 or 8:00,

this makes for a very long day. Without it, however, participation is limited to families who can pick up after school, creating an equity issue.

- **Staffing solutions.** After school programs led by district educators can be limited by the demand teachers are experiencing, which can limit their availability to work an extended day. The most successful programs were sized so that one lead teacher could plan and supervise with multiple paraeducators supporting student engagement.
- **Logistics.** Starting up a new program was especially daunting. More than one school declined an offer of grant funds due to logistical hurdles. Here's where experience and dedication counts: Chehalem's main teacher previously led a math club and was able to resurrect it with the City funds. William Walker's program was large enough that administrative staff could work through logistics, allowing teachers to focus on academic components.

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## About the Beaverton Education Foundation

Since 1988, our mission is to mobilize community resources to ensure that Beaverton public school students have equitable opportunities to reach their brightest future. We believe in every student's right to an equitable education, growing high-quality solutions for student success, and the power of bottom-up transformation. Objectives are to improve and elevate the experiences of the 38,000 students attending Beaverton public schools by investing in core academics; experiential, hands-on and career-connected learning; and responding proactively to emerging needs. We create impact through supporting classroom needs, facilitating extended school day/year learning, addressing disparities and barriers to equitable education, and filling gaps in available school funding.



### The Beaverton Education Foundation has been supporting students and teachers in BSD since 1988.

We raise money to provide hands-on, innovative, academic programs and projects. These innovations go beyond normal school funding to ensure students have an opportunity to learn, thrive, and reach their highest potential.

[www.BeavertonEdFoundation.org](http://www.BeavertonEdFoundation.org)