

**Nita M. Lowey 21<sup>ST</sup> Century Community Learning Center**

**Grant #16670**

# **South Point Middle Elementary School**

***P.A.C.: Pointers Afterschool Club***

**South Point Local Schools**

**Mark Christian, Superintendent**

**End-of-Year Report**

**September 2022**

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<i>Site Coordinator</i>	Sara Chapman
<i>Principal</i>	Sara Chapman
<i>External Evaluator</i>	Brack Houchens
<i>Program Year</i>	2

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## **PART I      PAC PROGRAM DESCRIPTION**

### **A. Program Summary**

The PAC program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below.

- Participants in PAC will demonstrate educational and social benefits and positive behavioral changes.
- PAC will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.
- PAC will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- PAC will deliver evidence-based opportunities that promote family involvement and family literacy, and that result in family members engaging in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways.
- PAC will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21<sup>st</sup> CCLC program.

<b>21<sup>st</sup> Century Community Learning Grantee</b>	<b>South Point Local (047951)</b>
<b>Grant Number</b>	<b>16670</b>
<b>Grant Year</b>	<b>2</b>
<b>Locations</b>	South Point Middle School 983 County Road 60 South Point, OH 45680
<b>Length/Days</b>	Monday thru Friday 6:45 a.m. to 7:35 a.m. Monday thru Thursday 2:35 p.m. to 4:35 p.m. October 4, 2021 - April 15, 2022
<b>Grade Levels</b>	Grades 6-8
<b>Programming</b>	Option 3: Out of School (OST)
<b>Program Manager</b>	T.J. Howard
<b>Site Coordinator</b>	Sara Coleman
<b>Primary Partner</b>	Briggs Library

### **B. Program Performance Objectives (PPOs established by grant application)**

**PPO 1:** By May 2022, **60%** of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment.

**PPO 2:** By May 2022, **60%** of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.

**PPO 3:** As of May 2022, **60%** of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%.

**PPO 4:** As of May 2022, teacher surveys will report **60%** of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates.

**PPO 5:** By May 2022, **60%** of the parents of regular attendees may engage in three or more opportunities relative to student/family well-being.

**PPO 6:** By May 2022, **60%** of the parents/guardians that take part in parent engagements will report increasing capacities to support student success.

### **C. Program Site Information**

South Point Middle Elementary School has a population of 356 students in grades 6-8 and is the site school for the PAC Nita M. Lowey 21<sup>st</sup> Century Community Learning Center. **98.9%** of the students are identified as Economically Disadvantaged according to the Ohio Report Card. **12.7%** of the students have been identified as having disabilities.

### **D. Participation and Populations Served (Appendix F)**

- 88 Students attended ten or more days in the program from October 5, 2021, to April 15, 2022
- Enrollment by grade level
  - 6<sup>th</sup> grade 27
  - 7<sup>th</sup> grade 40
  - 8<sup>th</sup> grade 23
- 43/88 Students (49%) attended PAC 30 days or more (**Improved from 27% last year**)
- Enrollment by Gender
  - Male 33
  - Female 55
- Enrollment by Race/Ethnicity
  - Black 8
  - White 75
  - Two or more races 5
- Other Enrollment Categories
  - Economically Disadvantaged 88
  - Students with Disabilities 12

### **E. Services Offered (Appendix F)**

#### **1. Academics**

Homework assistance, tutoring, math, and literacy activities were offered each morning and evening. Over 2 hours of literacy and math enrichment were scheduled each week (**PM 2.6** and **PM 2.7**) for PAC attendees from October 4, 2021, to April 15, 2022.

#### **2. Positive Youth Development**

A variety of positive youth development activities were offered during the program. Participants had the opportunity to rotate to new positive youth development activities each week. Among the activities offered were:

- Outdoor Classroom
- Broadcasting/School News
- Kindness Club
- Walking
- Community Service
- Crafts
- Cultural Exploration
- Science Book Club
- Art Club
- Careers
- Cooking
- Girls Exercise Club

#### **3. Family Engagement**

The PAC program offered four family engagement activities or “Parent Academies” throughout the year. In addition, parents served on the PAC Advisory Council. Families were kept informed of PAC activities through social media posts and newsletters.

### **F. Staffing (Appendix F)**

- 2 Administrators

- 5 School Day Teachers
- 4 Other non-teaching school staff
- 3 College Students
- 3 Community Member

***G. Program Partners (Appendix F)***

- Briggs Library
- Impact Prevention
- OSU Extension
- South Point Local Schools
- Gallia-Vinton ESC
- Chamber of Commerce
- Lawrence County Animal Shelter
- Bullseye Media
- Ohio University
- Big Brothers/Big Sisters

## **PART II EVALUATION METHODOLOGY**

This section includes a description of the evaluation methodology, target population, data collection methods and tools, the limitations and challenges encountered during the evaluation process as well as the evaluation and dissemination. Even though a second-year program is not required to submit **Compliance and Performance Assessment (CAPA)** documentation to the Ohio Department of Education, evidence for each requirement was collected.

### **A. Evaluation Design**

The evaluation plan was guided by the PAC Logic Model (**Appendix A**). Aspects of the evaluation plan followed a quasi-experimental design and other parts were non-experimental. Two main aspects of the evaluation design included:

1. **Process Evaluation:** Measuring the quality of the afterschool program components. (**Appendix B, Appendix C**)

2. **Outcome Evaluation:** Measuring the impact of the program components (**Appendix E**)

Additional details on each of these aspects of the evaluation is found in Section IV-Findings Related to Evaluation Questions.

### **B. Target Population**

The target population, as determined by grant criteria, were economic or academically disadvantaged students in grades 6-8. The evaluation is based upon students who were regular attendees (30 or more days of attendance) in the afterschool program.

### **C. Data Collection Methods and Tools**

Both qualitative and quantitative data were collected and analyzed. Specific instruments used to collect data are included in the **Appendix**. Tallied results, collection dates and response rates are also included with the data collection tools. **Additional documentation was collected covering the CAPA requirements.** Listed below are the data collection methods/data sources that were used for the final evaluation.

<b>South Point Middle Assessment Calendar</b>	
<b>Timeline for Data Collection and Grant Requirements</b>	<b>Date Completed</b>
• <i>Measuring the Quality of the Afterschool Program Components</i>	January
• STAR Reading Scores	Mid-Year and EOY Report
• STAR Math Scores	Mid-Year, and EOY Report
• Reading Report Card Grade Reviews*	1 <sup>st</sup> - 4 <sup>th</sup> quarters
• Math Report Card Grade Reviews *	1 <sup>st</sup> - 4 <sup>th</sup> quarters
• Family Event Surveys	October-April
• Tactile Mid-Year APR Data	January
• Site Visit Interviews	(various dates)
• Stakeholder Interviews	(various dates)
• <i>Parent Satisfaction Survey</i>	April
• Student Satisfaction Surveys	April
• <i>Afterschool Staff Satisfaction Surveys</i>	April
• <i>Five Question Classroom Teacher Survey*</i>	May
• Attendance Records*	June
• CAPA Documentation	Sept-June
• Tactile End of the Year APR Data	July
• Ohio Statewide ELA Assessment Scores (in applicable grades)	July
• Ohio Statewide Math Assessment Scores (in applicable grades)	July

\*Regular attendees (those students attending the program over 30 days)

***D. Limitations of the Evaluation and Challenges Encountered***

There was a very limited number of parent satisfaction surveys (5) as well as a limited number of surveys from family engagements(6). Also, the program administration did not have day school attendance data from 20-21 for the sixth-grade students. In addition, the day school attendance rate for 21-22 was below normal due to strict policies related to Covid exposures.

***E. Evaluation Use and Dissemination***

The evaluator and program manager began data collection in October 2021 and completed the report in August 2022. The mid-year evaluation was shared with the stakeholder team in February. The executive summary will be shared with day school staff at the beginning of the 21-22 school year and with the PAC afterschool staff at the orientation meeting in September. Portions of the report will be shared on the school website in September and at the initial stakeholder/advisory team meeting for the program year, as well as the program primary partners.

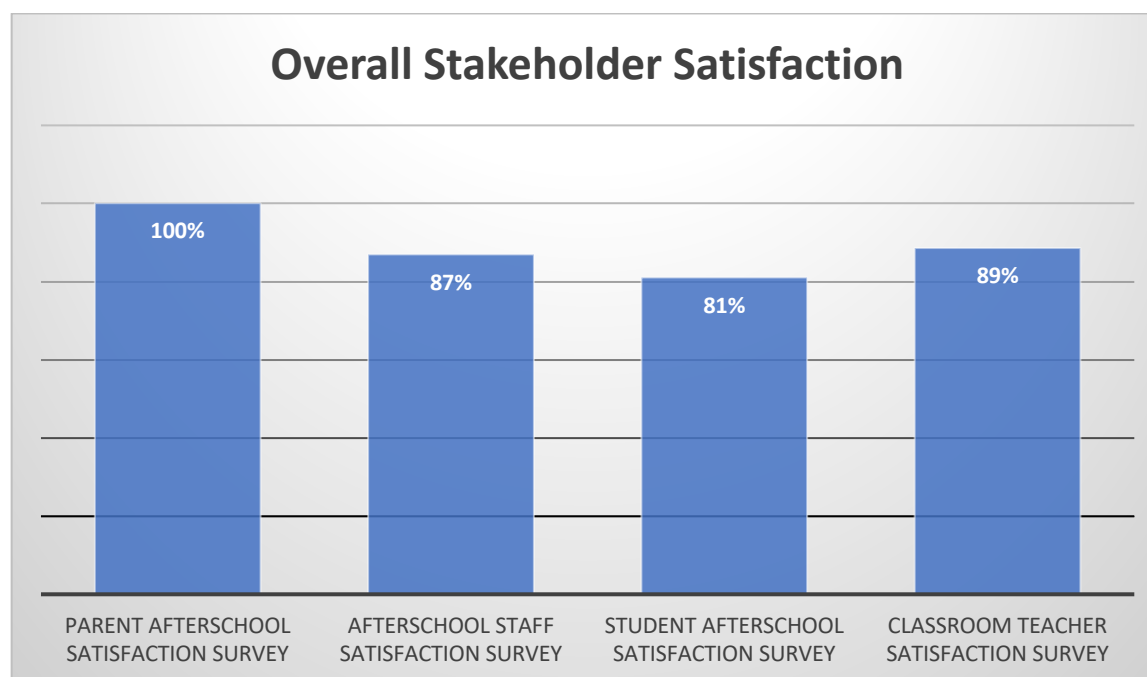


### PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The program achieved four of the six Program Performance Objectives (PPO) However, progress was made toward meeting the additional two as well as other indicators showing growth. The objectives (PPOs) to be measured are established by the grant application submitted to the Ohio Department of Education. "Performance Measures" (PMs, see Appendix N) are subsets of the 21<sup>st</sup> Century objectives listed above. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the program's impact. Listed below are the six evaluation questions used to guide the evaluation as well as related PPOs and graphic supporting data.

#### A. Stakeholder Satisfaction

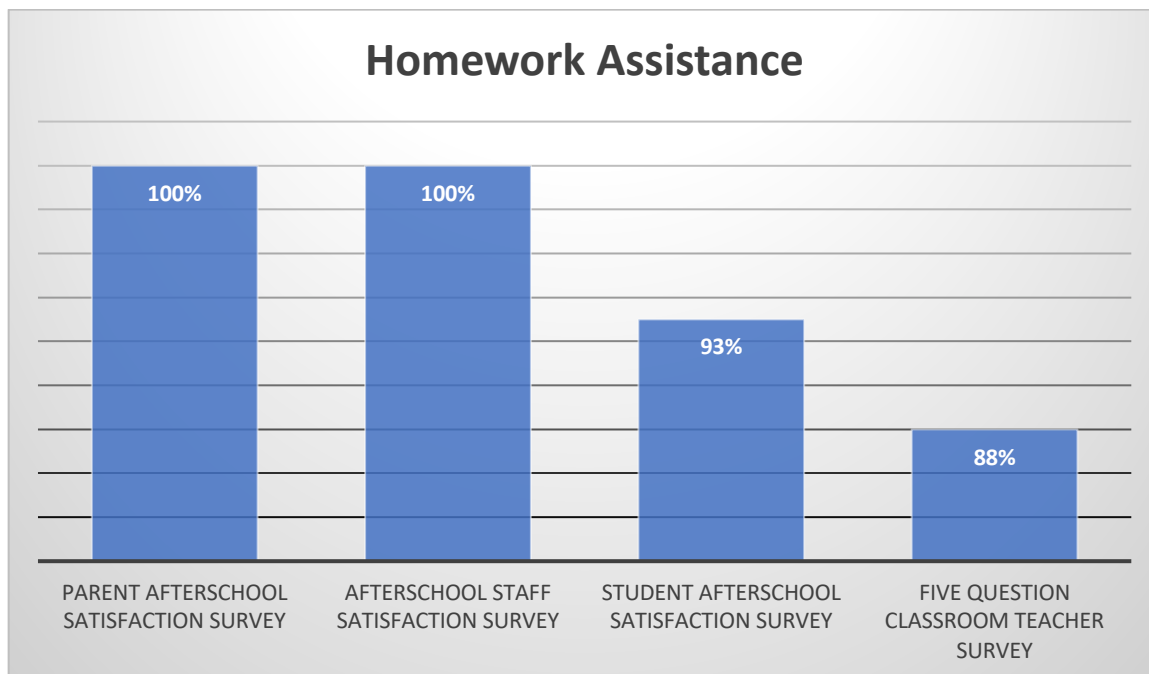
**Evaluation Question 6: What is the level of stakeholder satisfaction? (86% or above satisfaction)**



#### B. Academics

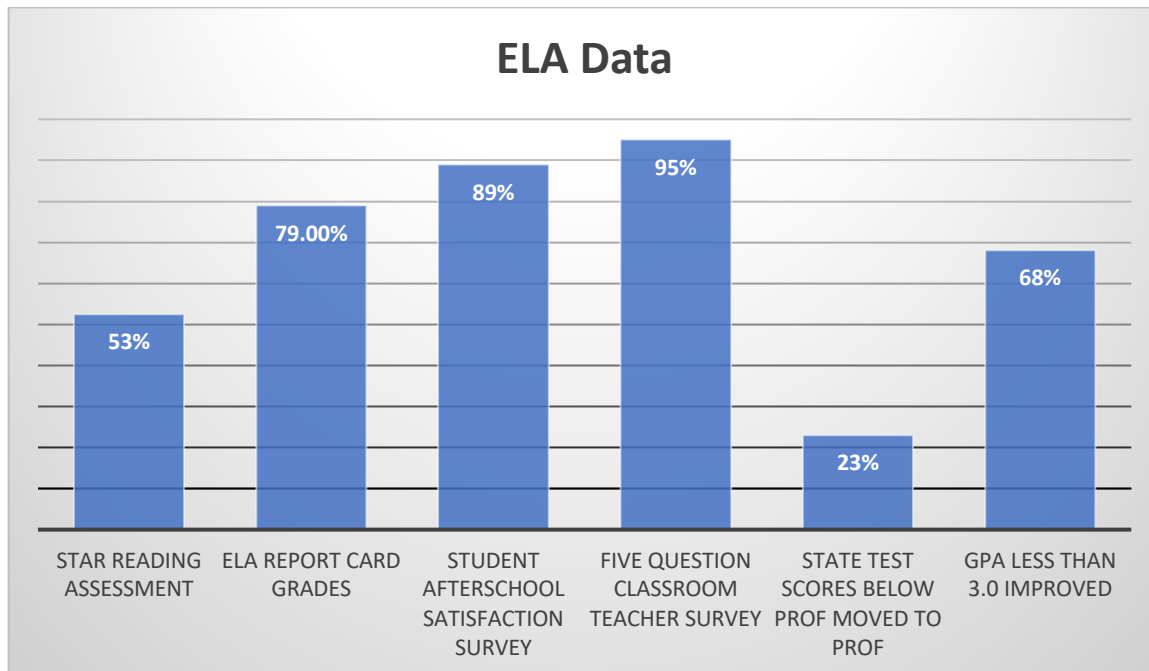
**Evaluation Question 1: Have the homework assistance opportunities benefitted students?**

- PPO 4:** As of May 2022, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates. **ACHIEVED** 88%, 95%, 88%



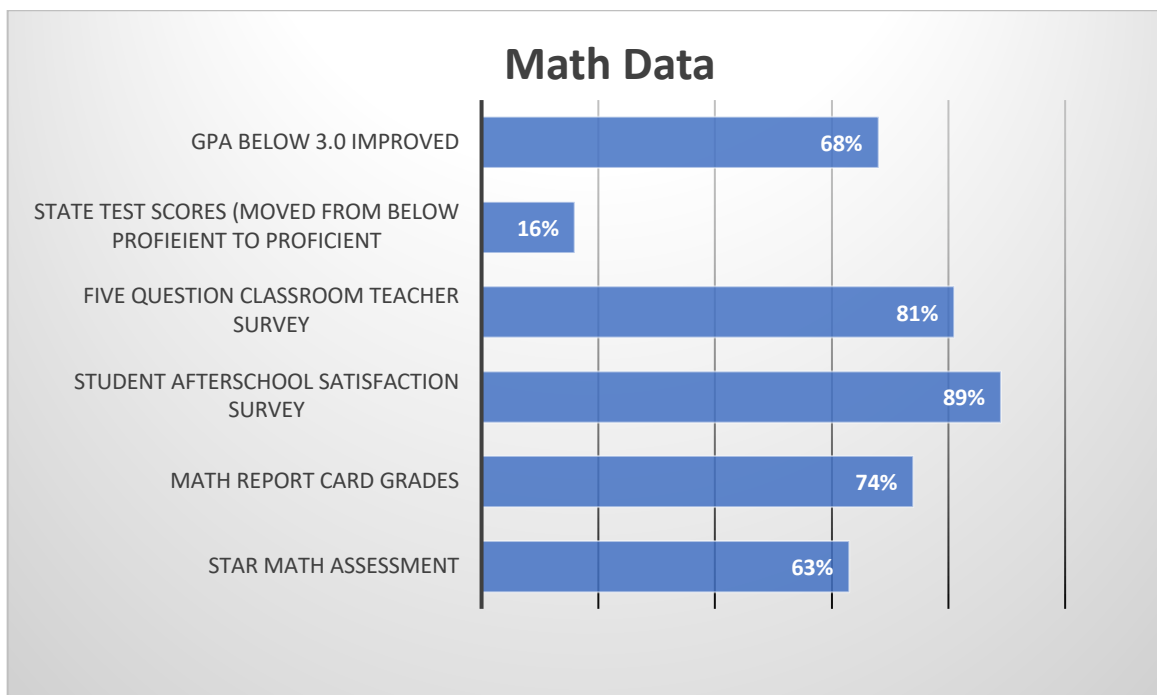
**Evaluation Question 2:** What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?

- **PPO 1:** By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. **(Not Met) 53%**



**Evaluation Question 3:** What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?

- **PPO 2:** By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment. **(Met) 63%**

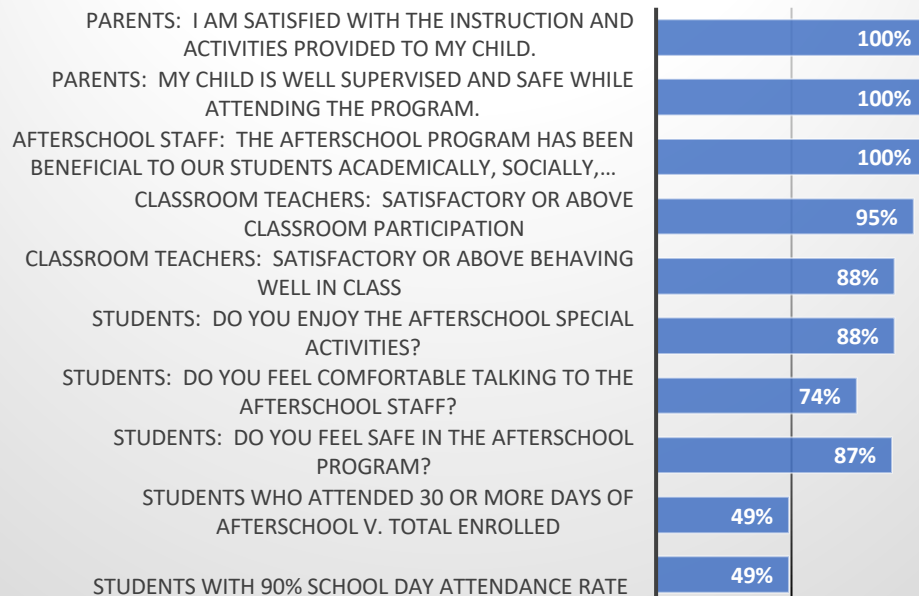


#### C. Positive Youth Development/Social-Emotional Wellness

**Evaluation Question 4:** What impact have the youth development activities had on the social-emotional wellness of students?

- **PPO 3:** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%. **(Not Met) 49%**
- **PPO 4:** As of May 2022, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, **class participation**, and **behavior management rates**. **(ACHIEVED) 95%, 88%**

### Positive Youth Development/Social-Emotional Development

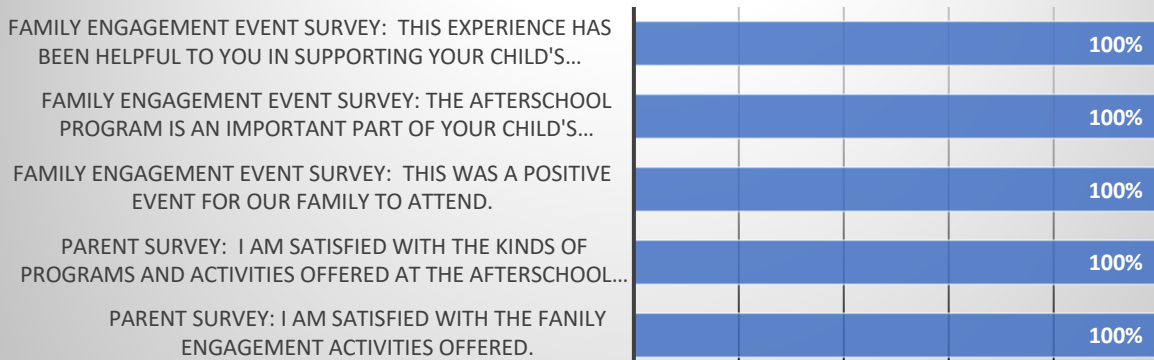


#### D. Family Engagement

**Evaluation Question 5: What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent's ability to support their child's education?**

- **PPO 5:** By May 2022, 70% of the parents of regular attendees may engage in three or more opportunities relative to student/family well-being. **(ACHIEVED) 4 engagements**
- **PPO 6:** By May 2022, 70% of the parents/guardians that take part in parent engagements will report increasing capacities to support student success. **(ACHIEVED) 100%**

### Family Engagement



## **PART IV FINDINGS RELATED TO EVALUATION QUESTIONS**

This section will focus on the process evaluation and the outcome evaluation. The process evaluation references the tool used for self-evaluation. The outcome evaluation will focus on the six questions used to evaluate the program through data collection.

### **A. Process Evaluation**

*A Practitioner's Guide: Building and Managing Quality Afterschool Programs* from the National Center for Quality Afterschool was used to evaluate the quality of the PAC program. The guide is a source for self-study of the key practices that contribute to successful programs, identifying four components around which an evaluation may be built. It provides an in-depth description of the characteristics of high-functioning organizations and accompanying rubrics to assess the level of practice within afterschool programs. **(Appendix C)**

In addition to the above process components, the evaluation of this program consisted of a review of documentation required by the Ohio Department of Education, Compliance and Performance Assessment monitoring tool (CAPA). Each component of the CAPA survey has indicators of sub-requirements for all grantees with choices of evidence documentation. **(Appendix O)**

#### **1. To what extent does the PAC Afterschool Program meet the criteria set forth in the publication, *Building and Managing Quality Afterschool Programs*?**

In December, the 37 criteria from *Building and Managing Quality Afterschool Programs* were reviewed and rated by the afterschool staff and evidence of each criterion was noted and given a ranking of 1 to 5 with 5 being exemplary. The results were reviewed and discussed in January. None of the criterion received a ranking below 3. Therefore, the PAC program is considered to have the characteristics of a high-functioning afterschool program. **(Appendix C)** However, the program leaders identified areas to improve and can be found in **Appendix D**.

### **B. Outcome Evaluation**

This section gauges the impact of the services on the intended population using the guidelines of the *Measuring the Impact of the Afterschool Program* chart for PAC **(Appendix E)**, which was developed by the Stakeholder/Advisory team. The evaluator had access to documentation and evidence from various sources including student data, surveys from parents, staff, and students, teacher reports, interviews, and CAPA notebook documentation. There are items in the quantitative data where the total number of students may not be the same from one category to another. This is due to students moving, students not testing, or other reasons. For example, a student may have moved into the district, thus not taking last year's state test, but did take this year's test. The student's data would be used for testing data but obviously could not be used for the comparison.

#### **1. Have the homework assistance opportunities benefitted students?**

- **PPO 4:** As of May 2022, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates. **(ACHIEVED) 88%**
- **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading, and classroom behavior. **(MET) 88%**

The data indicates that all surveyed stakeholders valued the program's homework assistance, and it is consistently mentioned by students, staff, and parents in interviews and survey responses. This is an area of strength for PAC. Questions regarding the benefit of homework assistance were included on a portion of the parent surveys afterschool staff survey, classroom teacher surveys, and student survey **(Appendix G thru J)**. **PPO 4** was achieved with over **88%** satisfaction (as rated by the classroom teachers)

with the regular attendees' homework completion rate (see **PM 1.2**). **93%** of the regular attendees felt having the homework help offered by PAC was important. **100%** of parents surveyed said the program consistently helped their child complete homework. The chart below indicates the results of each survey question related to homework completion and the response rate.

#### **HOMEWORK ASSISTANCE DATA**

Source	Date Completed	Response Rate	Questions Related to Homework Completion	Results
Parent Afterschool Satisfaction Survey	April 2022	5 surveys completed	<b>Item 2:</b> The afterschool program has helped my child get his/her homework completed satisfactorily.	<b>80%</b> Yes <b>20%</b> Most of the time
Afterschool Staff Satisfaction Survey	April 2022	10 surveys completed	<b>Item 5:</b> The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	<b>80%</b> Yes <b>20%</b> Most of the time
Student Afterschool Satisfaction Survey	April 2022	69 surveys completed by regular attendees	<b>Item 2:</b> Assistance with homework or tutoring is available if I want or need help during the afterschool program.	<b>74%</b> Yes <b>19%</b> Maybe
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated 43 regular attendees	<b>Item:</b> Satisfactory or Above Homework Completion	<b>88%</b> Yes

#### **2. What evidence is there to suggest the afterschool program is having an impact on student's reading outcomes?**

- **PPO 1:** By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. **(Not Met) 53%**
- **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21<sup>st</sup> CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments **(IMPROVED) 57%**
- **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and **reading**, and classroom behavior. **(MET) 95%**
- **PM 2.1** 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education. **(MET) Program Calendars**
- **PM. 2.6** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week. **(MET) Program Calendars**

The program's impact on reading was measured by report card grades, a survey completed by program regular attendees, classroom grades, STAR data, and a survey completed by regular classroom teachers. **95%** of the regular attendees being rated satisfactory or above in reading by classroom teachers. **79%** of the regular attendees maintained an "A, B, or C" average or improved their grade from the first quarter to the third quarter (**PM 1.2**.) The evaluation team considered students with a grade of

“C” or above as satisfactory. Based on that scale, report card grades indicated **95%** (41/43) of the students had satisfactory or above rating in reading at the end of the year. Eight students out of 35 (**23%**) moved from “limited” or “basic” on the 2021 state assessment to “proficient” or above on the 2022 test.

**READING/LITERACY DATA**

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
STAR Reading Assessment	January and April 2022	43 Regular Attendees	N/A	<b>53%</b> of the regular attendees attained an SGP of 40 or above at mid-year
Report Card Grades	May 2022	43 Regular Attendees	N/A	<b>79%</b> maintained an A, B, or C average or improved from the 1 <sup>st</sup> quarter to the 4 <sup>th</sup> quarter
Student Afterschool Satisfaction Survey	April 2022	69 surveys completed by regular attendees	<b>Item 3:</b> If I take advantage of the academic assistance available during PAC, I can improve my grades.	<b>89%</b> Yes/ Can't decide
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated 43 regular attendees	<b>Item:</b> Satisfactory or Above Reading	<b>95%</b>
State Assessment	May 2022	Regular attendees with score of “limited” or “basic” on 2021 test	N/A	<b>8/35 (23%)</b> Improved from “limited” or “basic” to “proficient” or above.

**ELA Report Card Grade Comparison from 1<sup>st</sup> Quarter to 4<sup>th</sup> Quarter**

Grade 1 <sup>st</sup> nine weeks	Total	Improved 4 <sup>th</sup> nine weeks	Same 4 <sup>th</sup> nine weeks	Declined 4 <sup>th</sup> nine weeks	% Maintained or improved
A	19	N/A	15	5	79%
B	11	3	4	4	64%
C	6	1	4	1	83%
D	3	3	0	0	100%
F	4	4	0	N/A	100%
<b>Total</b>					<b>34/43=79%</b>

**79% maintained an “A, B, or C” average or improved their grade level.**

**95% (41/43) had a C or above average at the end of the 4<sup>th</sup> grading period.**

**STAR Reading Assessment**

Grade	Met Goal (SGP of 40 or higher)	Did Not Meet Goal	N/A	Total	Percentage of Students Who Met Goal
Grade 6-8	21	19	3	43	<b>21/40 = 53%</b>

**3. What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**

- **PPO 2:** By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment. **(Met) 63%**
- **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21<sup>st</sup> CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and **mathematics** on Ohio's statewide assessments. **(Improved) 16%**
- **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, **grades in math** and reading, and classroom behavior. **(MET) 81%**
- **PM 2.2** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education. **(MET)**  
**Program Calendars**
- **PM 2.7** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week. **(MET)** **Program Calendars**

The program's impact on math was measured by report card grades, a survey completed by program regular attendees, mid-year STAR data, and a survey completed by regular classroom teachers. **PPO 6** was met with **81%** of the regular attendees being rated satisfactory or above in math by the classroom teachers. **74%** of the regular attendees maintained an "A, B, or C" average or improved their grade from the first quarter to the fourth quarter (**PM 1.2**) The evaluation team considered students with a grade of "C" or above as satisfactory. Based on that scale, report card grades indicated **84%** of the students had satisfactory of above rating in math at the end of the year. Eight students out of 51 (**16%**) moved from "limited" or "basic" on the 2021 state assessment to "proficient" or above on the 2022 test.

**MATH DATA**

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
STAR Math Assessment	April 2022	43 Regular Attendees	N/A	<b>63%</b> of the regular attendees attained an SGP of 40 or above.
Report Card Grades	May 2022	43 Regular Attendees	N/A	<b>74%</b> maintained an A, B, or C average or improved from the 1 <sup>st</sup> quarter to the 4 <sup>th</sup> quarter
Student Afterschool Satisfaction Survey	March 2022	69 surveys completed by regular attendees	<b>Item 3:</b> If I take advantage of the academic assistance available during PAC, I can improve my grades.	<b>89%</b> Yes/Can't decide
Five Question Classroom Teacher Survey	March 2022	Classroom teachers rated 43 regular attendees	<b>Item:</b> Satisfactory or Above Math	<b>81%</b>
State Assessment	May 2022	Regular attendees with score of "limited" or	N/A	<b>15% (8/51)</b> Improved from "limited" or "basic" to "proficient" or above.



		"basic" on 2021 test		
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**Math Report Card Grade Comparison from 1<sup>st</sup> Quarter to 4<sup>th</sup> Quarter**

Grade 1 <sup>st</sup> nine weeks	Total	Improved 4 <sup>th</sup> nine weeks	Same 4 <sup>th</sup> nine weeks	Declined 4 <sup>th</sup> nine weeks	% Maintained or improved
A	20	N/A	18	2	90%
B	9	1	4	4	55%
C	3	1	2	0	100%
D	4	1	0	3	25%
F	7	5	2	N/A	71%
<b>Total</b>	<b>43</b>	<b>8</b>	<b>26</b>	<b>9</b>	<b>32/43=74%</b>

**74% maintained an "A, B, or C" average or improved their grade level.**

**84% (41/43) had a C or above average at the end of the 4<sup>th</sup> grading period.**

**STAR Math Assessment**

Grade	Met Goal (SGP of 40 or higher)	Did Not Meet Goal	N/A	Total	Percentage of Students Who Met Goal
Grade 6-8	22	13	8	43	22/35 = 63%

**4. What impact has the youth development activities had on social/emotional wellness of students?**

- **PPO 3:** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%. **(NOT MET) 49%**
- **PPO 4:** As of May 2022, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates. **(ACHIEVED) 95% 88%**
- **PM 1.3** Students regularly participating in the program demonstrate continuous improvement in **school attendance**, as measured by the attendance rates reported by Local Education Agencies. **(NOT MET) 49%** had a 90% attendance rate
- **PM 2.3** 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities. **(MET) Program Calendars**
- **PM 2.4** 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma. **(MET) Program attendance**
- **PM 2.5** 60 percent of the enrolled students regularly attend. (30 days or more) **(Not met) 49%**

All stakeholders are pleased with the program in this regard. Students responded positively on related items on the *Student Afterschool Satisfaction Survey*, and the staff surveys unanimously recognized the program's benefit. However, only **49%** of the program's regular attendees achieved 90% or better school attendance. The data coordinator attributed this low percentage to the aggressive Covid quarantine policy adopted by the day school. The afterschool program **reported an increase (49%)** of enrolled students regularly attending 30 days or more during program year.

The following charts indicate the results of survey questions related to youth development activities and the response rate.

**POSITIVE YOUTH DEVELOPMENT/SOCIAL EMOTIONAL WELLNESS DATA**

Source	Date Completed	Response Rate	Questions Related to Youth Development Activities & Social/Emotional Wellness	Results
Youth Development PAC Survey	N/A	Did Not Survey 21/22	All items	N/A (Appendix K)
Parent Afterschool Satisfaction Survey	March 2022	5 surveys completed	<b>Item 1:</b> I am satisfied with the kinds of programs and activities offered at the afterschool program.  <b>Item 4:</b> My child is well-supervised and safe while attending the program.	100% Yes  100% Yes
Afterschool Staff Satisfaction Survey	April 2022	10 surveys completed	<b>Item 7:</b> The program has been beneficial to our students academically, socially, and emotionally.	70% Yes 30% Most of the Time
Student Afterschool Satisfaction Survey	April 2022	69 surveys completed by regular attendees	<b>Item 5:</b> Do you feel comfortable talking to the afterschool staff.  <b>Item 6:</b> Do you feel safe in the afterschool program?  <b>Item 7:</b> Do you enjoy the afterschool special activities?	74% Yes 17% Can't decide 9% No  87% Yes  88% Yes
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated all regular attendees	Satisfactory or above: Classroom Participation  Satisfactory or above: Good Behavior	95%  88%
Program Attendance	May 2022	All regular attendees	<b>(PM 2.5)</b> 60 percent of the enrolled students regularly attend. (30 days or more)	49% (43/88)
School day attendance	May 2022	All regular attendees	<b>(PM 1.3)</b> Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies.  <b>PPO 3:</b> As of May 2022, 60% of targeted students that attend afterschool for 30 days or more will achieve a day school	49% of the regular attendees achieved a 90% attendance rate  49% (21/43)

			attendance rate of at least 90% for the school year.	
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**5. What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent's ability to support their child's education?**

- **PPO 5:** By May 2022, 60% of the parents of regular attendees may engage in three or more opportunities relative to student/family well-being. **(ACHIEVED) 4 Events Offered**
- **PPO 6:** By May 2022, 60% of the parents/guardians that take part in parent engagements will report increasing capacities to support student success. **(ACHIEVED) 100%**
- **PM 4.1** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g., family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.) **(MET) 4 Events Offered**

A combination of "take-home" packets and family events allowed the program to meet achieve **PPO 5**. The parents who participated in the program clearly benefitted. The data indicates meeting the **PPO 6** goal. **100%** percent found the family engagement they attended to be important and useful in their child's education. **100%** of parents surveyed on the *Parent Afterschool Satisfaction Survey* were satisfied with the family engagements offered. A total of **four** family engagement events were held during the program year. **94** students, staff, parents, and family members are documented as participating in the activities. The program leaders have worked hard to increase family participation, offering creative activities and incentives for the families.

**FAMILY ENGAGEMENT DATA**

Source	Date Completed	Response Rate	Questions Related to Parent Engagement	Results
<i>Parent Afterschool Satisfaction Survey</i>	April 2022	5 surveys completed by parents of regular attendees	<b>Item 1:</b> I am satisfied with the instruction and activities provided to my child.  <b>Item 6:</b> I am satisfied with the family engagement activities offered.	<b>100% Yes</b>  <b>100% Yes</b>
<i>Family Engagement Event Survey</i>	October-February	6 surveys completed	<b>Item 1:</b> This was a positive event for our family to attend.  <b>Item 2:</b> The afterschool program is an important part of your child's educational plan.  <b>Item 3:</b> This experience has been helpful in supporting your child's success.	<b>100% Yes</b>  <b>100% Yes</b>  <b>100% Yes</b>

Event	PAC Family Engagements 2021-22
<b>Family Portrait Night</b>	Participants received a free mini photo session for a Family Picture form local photographer, Brianna Patrick. Families also received a literacy packet and a Gingerbread House kit.

<b>Attendance</b>	3 students, 5 parents, 6 others = 14 total
<b>Survey Results</b>	2 surveys completed - 100% positive
<b>Family Game Night</b>	A variety of family games such as checkers, dominos, and Uno cards were sent home with variations of the games and other activities.
<b>Attendance</b>	39 students, 39 parents = 78 total
<b>Survey Results</b>	3 surveys completed - 100% positive
<b>College and Career Exploration Project</b>	Various Career Exploration activities were shared with families. Unfortunately, only one student submitted completed activities
<b>Participation</b>	2 participants
<b>Survey Results</b>	1 survey completed - 100% positive
<b>Library Card Drive with Briggs Library</b>	A South Point Middle School "swag bag" was given to students getting a library card and checking out a book. If they already had a library card they could get a "swag bag" by checking out 2 books. They also could get into a ballgame free by showing their library card.
<b>Attendance</b>	Unknown
<b>Survey Results</b>	No surveys distributed

#### 6. What is the level of stakeholder satisfaction?

Surveys were given to parents, afterschool staff, school day staff, and students to measure stakeholder satisfaction (**Appendix G-M**). The data indicates that each of the above-mentioned groups was pleased with the afterschool program. If one considers the cumulative data, clearly the students are being helped by the PAC afterschool program. In academics, positive youth engagement, and supporting parents, the data is consistently positive.

#### STAKEHOLDER SATISFACTION DATA

Source	Date Completed	Response Rate	Questions Related to Stakeholder Satisfaction	Results
<i>Parent Afterschool Satisfaction Survey</i>	April 2022	5 surveys completed	All items	<b>100%</b> (Appendix J)
<i>Afterschool Staff Satisfaction Survey</i>	April 2022	10 surveys completed	All items	<b>87%</b> (Appendix I)
<i>Student Afterschool Satisfaction Survey</i>	April 2022	69 surveys completed by regular attendees	All items	<b>81%</b> (Appendix H)
<i>Classroom Teacher Satisfaction Survey</i>	April 2022	43 Regular Attendees were reviewed	All items	<b>89%</b> (Appendix G)

## **PART V RECOMMENDATIONS/LESSONS LEARNED**

### **A. Recommendations and next steps.**

During this evaluation, numerous surveys, interviews, observations, report card grades, GPA, State Test Scores, CAPA documentation, afterschool attendance, day school attendance, STAR assessments, and in-school suspensions have been analyzed. It is recommended the P.A.C. Advisory Team should review the findings from this report to make an improvement plan for the 22-23 P.A.C. program prior to October 2022.

Listed below are some key findings and recommendations from this evaluation:

1. Although most of the report card grades in ELA and math are high, the State Test Scores are low in both math and ELA. Afterschool lessons should reflect Ohio's Learning Standards and Model Curriculum. Learning deficits should be identified and targeted skills taught in small group settings during the afterschool program.
2. The percent of regular attendees improved from 27% at the end of the first year of programming to 49% (43/88 students) at the end of the second year of programming. However, the program did not meet the State Performance Measure of 60% regular attendees. Incentives for reaching afterschool attendance goals could be considered.
- 3.. Only 49% of regular attendees had a 90%-day school attendance rate. Due to local Covid policies, many students were quarantined with no virtual option. Students cannot learn if they are not in school. This topic should be discussed during BLT or DLT meetings.
4. The PAC participants did not complete a Youth Development Survey. It is recommended that a pre and post Youth Development Survey be completed for the 22-23 program. Especially, after Covid, it is important to get student feedback on social/emotional wellness.
5. Surveys and interviews revealed stakeholders are satisfied with the program. However, input from parents was very limited with only 5 parent satisfaction surveys completed and only 6 surveys completed from four family engagements. Reasons for this lack of feedback should be discussed and an improvement plan should be enacted.
6. During the final Advisory Team Meeting, it was recommended that the PBIS program from day school should be carried over to the afterschool program and all members agreed. Therefore, a plan should be in place prior to starting the 22-23 program.

### **B. Lessons learned and issues for consideration.**

The P.A.C. program proved to be an important support for students and families this year, in which recovering from the effects of pandemic disruptions were paramount. Over **24.7% (88/356)** of the student body participated in the program. The academic help and just connecting with teachers were critical for those students who participated, contributing to their all-around well-being. Parents view the program as significant asset in their child's education. Parents and students appreciate the opportunities for family interactions after a time of limited social contact. Students enjoy the activities offered by the program as well as the help they receive with math and reading. P.A.C. will continue to be an essential program as students and families continue to rebound academically and mentally.

Due to the guidelines for the local evaluation plan, Ohio's 21<sup>st</sup> CCLC requirements, and Federal 21<sup>st</sup> CCLC requirements, some of the data was reported for all attendees (88) and other data was reported for regular attendees (43/88). It is the opinion of this evaluator that data would be most beneficial if it only included students with 30 or more days of afterschool attendance.

**PART VI      STAKEHOLDER TEAM/EXTERNAL EVALUATOR**

<b>Member</b>	<b>Title</b>	<b>Affiliation</b>
<b>Brack Houchens</b>	External Evaluator	Independent
<b>Connie Bradbury</b>	Educational Consultant	Gallia Vinton ESC
<b>T.J. Howard</b>	Program Manager	South Point Local
<b>Cassandra Lunsford</b>	Site Coordinator Assistant Principal	Burlington PAC Program
<b>Cindy Christian</b>	SPMS Counselor PAC Staff	South Point MS PAC Program
<b>Sara Chapman</b>	Site Coordinator South Point MS	South Point MS
<b>Daniel Bennet</b>	Data Coordinator	South Point MS
<b>Jan Jenkins</b>	Primary Partner	Briggs Library
<b>Lela Petrie</b>	Family Event Coordinator	Burlington PAC Program
<b>Angela Young</b>	Parent	PAC Program
<b>Courtney Stefanik</b>	Parent	PAC Program
<b>Mason Stefanik</b>	Student	PAC Program
<b>Ezra Young</b>	Student	PAC Program

## **B. External Evaluator Information**

### **Brack F. Houchens**

337 LeGrande Blvd.  
Gallipolis, Ohio 45631  
brackhouchens@gmail.com  
740-794-0080

### **Summary**

The perspective of an experienced educator of 35 years in a public high school. Adept at maintaining and nurturing relationships. Team player. Excellent communication skills. Good listener. Sincere interest in other's well-being. Intellectually curious. Efficient and resourceful. Committed to professional excellence.

### **Education**

M.A. Education 1998	Education Certification 1983	B.A. Political Science 1981
University of Rio Grande	Wright State University	Wright State University
Rio Grande, Ohio	Dayton, Ohio	Dayton, Ohio

### **Experience and Accomplishments**

#### **Leadership**

- Social Studies Department Chair (2011-2018): responsible for directing the department through various changes in curriculum (design and mapping) and in implementation of the Ohio Improvement Process (OIP).
- Building Leadership Team (2008-2018): served as a liaison between administration and staff as part of the OIP. Assisted in development and implementation of the OIP.
- North Central Accreditation team co-chairperson (two cycles beginning in 2000)
- Mentor Teacher (Ohio Resident Educator Summative Assessment trained, Pathwise Level 1 trained)
- Battelle Institute Formative Instructional Practices Trainer (2013)
- Ohio Graduation Test Social Studies Content Advisory Committee (state committee, 2008-2010)

#### **Accomplishments, Awards and Related skills**

- National Board for Professional Teaching Standards Certification (2001-2011)
- Martha Holden Jennings Scholar (2000-2001) nominated by building principal
- Gallipolis City Schools Teacher of the Year 2015 (first year this award was given, nominated by staff, selected by administration)
- Spearheaded (along with the Gifted Coordinator and Curriculum Director) initiation and development of AP classes; promoted diversity and encouraged participation of at-risk students in these classes.
- The percentage of students in my classes achieving proficiency on the Ohio state end of course American Government exam met or exceeded state standards. (This exam began in 2016)
- Athletic Coaching in a variety of sports at the junior high and Varsity levels
- Proficient in using technology to deliver and enhance instruction, very comfortable in working with new technology.

### **Employment**

- Gallipolis City Schools, Gallipolis Ohio (Gallia Academy High School) 1983-2018 (retired)
- Gallia-Vinton ESC 2018 to present

*Current Certification:* Ohio Professional License 7-12, Political Science and History

### **References**

Available upon request

### A. Logic Model

<p align="center"><b>South Point Middle School Grant #16670</b>  <b>Pointers Afterschool Club - Year 2</b>  <b>Program Dates: 10/4/21 to 4/15/22</b></p>					
<b>Participant Needs:</b> Proficiency and improved academic achievement in reading and mathematics.					
<b>Assumptions:</b> Quality afterschool programing will improve student achievement in reading and mathematics. A developmental asset approach will facilitate positive educational, social, and behavioral changes in students. Encouraging and facilitating parental involvement in their child’s education will contribute to the above.					
<b>External Factors:</b> Program adjustments due to the district’s pandemic response affects program attendance and alters aspects of the services to program stakeholders.					
<b>Note: Program Performance Objectives (PPO) are established in the grant application. Performance Measures (PM) are 21st Century Community Learning Center goals established by the State.</b>					
<b>Performance Category: Academics</b>					
<b>Inputs</b>	<b>Implementation</b>		<b>Outcomes</b>		
	<u>Activities</u>	<u>Outputs</u>	<u>Short Term</u>	<u>Medium</u>	<u>Long Term</u> (Measures indicated for each PPO)
<u>Program Staff</u> Program Manager  Site Coordinator  Certified Non-certified  Technology and Other Resources  Staff Professional Development  Local Evaluator	Provide 12 hours for 25 weeks of before and/or after school programming  Tutoring Intervention Homework Assistance  Data collection       Measure: Program calendar, CAPA documentation	Safe, supervised programming during out-of-school hours        Measure: Student surveys	Students increase competency levels in mathematics and reading  An increase in homework completion rates for students  Teachers increase knowledge to support students’ academics, assets, and safety  Measure: Report card grades	Students demonstrate an increase in reading skills  Students demonstrate an increase in math skills   Measure: Mid-year report card grades, assessment results, staff surveys	<b>PPO 1:</b> By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment.  <b>PPO 2:</b> By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.  <b>(PM 1.1)</b> Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21 <sup>st</sup> CCLC regular program participants who move from “basic” or “limited” to “proficient” or above in reading and mathematics on Ohio statewide assessments  <b>(PM 1.2)</b> Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21 <sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class



					participation, grades in math and reading and classroom behavior.
<b>Performance Category : Social-emotional learning</b>					
<b>Inputs</b>	<b>Activities</b>	<b>Output</b>	<b>Short Term</b>	<b>Medium</b>	<b>Long Term</b> (Measures indicated for each PPO)
Nutrition Cultural Activities Physical Activities Service-Learning Opportunities Activities to Build Student Assets	Provide activities that will increase students' developmental assets.  Data collection Nutritious snacks          <b>Measure:</b> Program calendar, CAPA documentation		Students increase critical thinking, problem solving, and communication skills  Students have increased opportunities for creative expression  Increased opportunities for positive social interaction  Students increase number of developmental assets  Broaden experiential backgrounds of disadvantaged students  Introduce health related practices  <b>Measure:</b> Developmental Asset surveys	Students will demonstrate an increase in social/emotional competence  Students will demonstrate a greater connectedness to school  Community and/or community groups benefit from service learning  Students develop healthy habits  <b>Measure:</b> Mid-year attendance and discipline data	<b>(PM 1.3)</b> Students regularly participating in the program demonstrate continuous improvement in school attendance.  <b>PPO 3:</b> As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a regular school attendance rate of at least 90%.  <b>PPO 4:</b> As of May 2022, teacher surveys will report 60% of the students attending the afterschool program for 30 or more days will have satisfactory or above homework completion, class participation, and behavior management rates.  <b>(PM 2.5)</b> 60% of the enrolled students regularly attend (30 days or more) the afterschool program
<b>Performance Category : Enrichment</b>					
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term</b>	<b>Medium</b>	<b>Long Term</b> (Measures indicated for each PPO)
<b>(PM 2.1 and 2.2)</b> Enrichment opportunities in literacy and mathematics that utilize evidence-based strategies and practices.  <b>(PM 2.6 and 2.7)</b> Provide at least 2 hours on average of literacy enrichment and at least 2 hours of math enrichment per week	Provide literacy-based and math-based enrichment activities daily/weekly  Provide family engagements around literacy and math  <b>Measure:</b> Program calendar, CAPA documentation		Students increase competency levels in mathematics and reading  An increase in homework completion rates for students	Students demonstrate an increase in reading skills  Students demonstrate an increase in math skills    <b>Measures:</b> Mid-year report cards, Staff surveys	<b>Repeated PPO 1:</b> By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment.  <b>Repeated PPO 2:</b> By May 2022, 60% of students that attend afterschool for at least 30 days will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment.

College/Career Activities	College/Career mentors, field trips, parent workshops		Students gain awareness of careers and skills needed	Students develop 21 <sup>st</sup> century skills	Students transition successfully to meaningful careers and to adulthood
<b>Performance Category : Family Engagements</b>					
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term</b>	<b>Medium</b>	<b>Long Term</b> (Measures indicated for each PPO)
<b>Program Staff</b> Program Manager  Site Coordinator  Family Event Coordinator	<b>(PM 4.1)</b> Three evidence-based educational development opportunities to families of participating students  Two take-home learning activities for families  Measure: Program calendar, CAPA documentation		Parents better prepared to support students' well-being and academics.  Parents increase comfort levels in navigating the social service and school district systems  Reduction in number of students' non-academic barriers to education  <b>Measure:</b> Event surveys, event attendance	Families are empowered   <b>Measure:</b> Event surveys, event attendance	<b>PPO 5:</b> By May 2022, parents of students that attend afterschool may engage in three or more opportunities relative to student/family well-being.  <b>PPO 6:</b> By May 2022, 60% of the parents/guardians that take part in parent engagement will report increasing capacities to support student success.
<b>Performance Category : Partnerships</b>					
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term</b>	<b>Medium</b>	<b>Long Term</b> (Measures indicated for each PPO)
Coordination and communication between the program and community partners  Facility/Classrooms  Technology  Transportation   Employ a local evaluator	<b>(PM 3.1)</b> Active participation each month with building and/or leadership teams sharing academic data and afterschool linkages  Newsletters/Website  Licensure Process  Advisory board for program monitoring  <b>Measure:</b> Program calendar, CAPA documentation	Briggs Library  South Point Local School  Gallia-Vinton ESC  Lawrence County ESC  OSU Extension Office	Advisory Council and Sustainability meetings  <b>(PM 5.1)</b> 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organizations) to examine service and to strategize their collaborative efforts to serve their 21 <sup>st</sup> CCLC students.  Licensure of facilities for afterschool programming  Nutritious snacks	Federal and State Compliance  Data collection  Increase community engagement  Communicate the merit of afterschool programming  Improved health for students	Formulation and implementation of a Sustainability Plan  Data collection for federal/state/local end-of-year evaluations  Community and/or community groups benefit from service learning  Students develop healthy habits Quality afterschool programming  <b>(PM 5.2)</b> 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan.  <b>Measure:</b> Local evaluation

**B. Measuring the Quality of the Afterschool Program Components Grid (Process Evaluation)**

Component	What to Assess	How to Assess	Who will Assess	Sharing
<b>Program Organization</b>	<ul style="list-style-type: none"> <li>Program Leadership</li> <li>Program Governance</li> <li>Program Structure</li> <li>Staff Characteristics</li> <li>Student Behavior</li> </ul>	<p>The condensed rubric from <i>Building and Managing Quality Afterschool Programs: A Practitioner's Guide</i></p> <p>CAPA Documentation</p>	<p>Stakeholder/ Evaluation Team Members</p> <p>Afterschool Staff</p> <p>External Evaluator</p>	<p>A summary of key findings from the Mid-Year Report will be distributed to stakeholders in February 2022.</p> <p>An abstract of the complete evaluation plan will be shared on the school website for stakeholders, parents, and community members.</p> <p>Completion of the Compliance and Performance Assessment (CAPA) results will be shared with all stakeholders, parents and community members at the Business Advisory Council and members of the evaluation team.</p>
<b>Academic Programming Practices</b>	<ul style="list-style-type: none"> <li>Goal-Oriented Programs</li> <li>Standards Based Learning Activities</li> <li>Research-Based Instruction and Curriculum</li> </ul>	<p>The condensed rubric from <i>Building and Managing Quality Afterschool Programs: A Practitioner's Guide</i></p> <p>CAPA Documentation</p>	<p>Stakeholder/ Evaluation Team Members</p> <p>Afterschool Staff</p> <p>External Evaluator</p>	Same as Program Organization category
<b>Supportive Relationships</b>	<ul style="list-style-type: none"> <li>Linking to the School Day</li> <li>Professional Development</li> <li>Building and Maintaining Relationships</li> <li>Peer Collaboration/Cooperative Learning</li> <li>Family Engagement</li> <li>Community Connections</li> </ul>	<p>The condensed rubric from <i>Building and Managing Quality Afterschool Programs: A Practitioner's Guide</i></p> <p>CAPA Documentation</p>	<p>Stakeholder/ Evaluation Team Members</p> <p>Afterschool Staff</p> <p>External Evaluator</p>	Same as Program Organization category
<b>Achieving Outcomes</b>	<ul style="list-style-type: none"> <li>Accountability/Compliance</li> <li>Internal Evaluation</li> <li>External Evaluation Challenges</li> </ul>	<p>Evaluation Plan</p> <p>CAPA Documentation</p>	<p>Stakeholder/ Evaluation Team Members</p> <p>Afterschool Staff</p> <p>External Evaluator</p>	Same as Program Organization category

### C. Measuring the Quality of Afterschool Programs Self Evaluation (Process Evaluation)

**Program Name:** SOUTH POINT MIDDLE PAC

Please use this tool to rate the level of practice for your program using the rating scale below. Answer the three questions at the end of the survey.

#### Rating Scale

**1= Weak      2= Marginal      3= Average      4= Strong      5= Exemplary      n/a= Not Applicable**

#### A. Program Organization

1. Program Leadership	Rating
a. Leaders respect and support afterschool staff by implementing a positive work environment.	4
b. Leaders encourage program staff to demonstrate confidence in students' abilities to accomplish program goals.	4
c. Leaders build and maintain positive relationships with staff, school-day leaders, students, and families.	5
2. Program Governance	
a. Leaders conduct meetings at regular intervals that include management, organizational, and specific learning topics.	4
b. Leaders and staff cooperate and collaborate in developing curriculum-related activities.	4
c. Based on their knowledge, experience, and expertise, instructional staff is involved in the development, review, and refinement of program activities.	4
3. Program Structure	
a. Academic-related activities, homework help, enrichment activities, and nutritious snacks are provided on a regular basis.	5
b. Academic programming is focused on specific learning objectives that are linked to the school day and appropriate learning standards.	3
c. Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.	3
4. Staff Characteristic:	
a. Potential staff are screened and interviewed for evidence they can manage students well, engage a variety of students in activities, and build positive relationships with students.	5
b. Most of staff have a formal degree or related certification beyond the high school level.	5
c. Staff receive the time, materials, and support needed to plan and implement creative learning activities.	4
5. Student Behavior	
a. The program has a formal, written discipline policy that has been shared with staff, students, and parents, and has been approved by the administration.	4
b. Staff have the knowledge and skills to address behavior and discipline issues and/or know whom to contact when student behavior or discipline issues arise.	4

**B. Academic Programming Practices**

1. Goal-Oriented Programs	Rating
a. All program and site staff have access to a printed or electronic copy of the program's goals, student learning goals, and academic goals as stated in the grant application.	5
b. Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.	3
c. The program's academic goals for students connect to the school day or district's instructional goals for specific content areas.	4
2. Standards-Based Learning Activities	
a. Academic activities offered at program sites intentionally address specific content learning standards that are linked to the school day.	3
3. Research-Based Curriculum and Instructional Practices	
a. The program or site uses a research-based curriculum with an emphasis on hands-on instructional practices.	4
b. Program staff use research-based knowledge and skills to provide homework and tutoring assistance that appropriately supports students' academic goals.	4

**C. Supportive Relationships in Afterschool**

1. Linking to the School Day:	Rating
a. Formal and informal communication between afterschool and school-day staff is focused mainly on student achievement.	4
b. The site-coordinator meets regularly with school-day principal (administrators) to plan and develop complementary learning activities intended to provide continuity in student learning.	4
2. Professional Development	
a. Professional development opportunities are shared between afterschool and the school-day program.	3
b. The program offers professional development opportunities during staff meetings or at other convenient times.	3
3. Building and Maintaining Relationships:	
a. Program staff communicates high expectations for students' academic performance and behavior in the program.	4
b. More than one type of activity, such as homework help, tutoring, academic enrichment, and youth development activities, are offered each day to motivate student participation.	4
4. Peer Collaboration and Cooperative Learning:	
a. Staff structure activities and homework help using a variety of student-grouping models intended to build and strengthen collaboration and cooperation in learning.	4
b. The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.	N/A
c. The program offers multiple ways for students to participate in group activities, like sports, games, and project-based learning that enhance cooperation and teamwork.	4
5. Family Engagement	
a. Each program site provides activities or events to address specific needs of the families.	4

b. Staff use multiple means, like newsletters and formal and informal meetings to inform families about program activities, rules, and expectations for their children.	<b>4</b>
c. Staff behavior demonstrates to families that the staff members care about their children.	<b>5</b>
<b>6. Community Connections:</b>	
a. Staff have built relationships with community groups and individuals who have willingness to provide a wide range of enrichment opportunities for students.	<b>4</b>
b. Students in the program have the opportunity to participate in service-learning projects to benefit the community.	<b>4</b>

**D. Achieving Program Outcomes**

<b>Program Outcomes:</b>	<b>Rating</b>
a. The program has data to support impact on student outcomes.	<b>5</b>
b. Families, staff, and students provide inputs for evaluations.	<b>5</b>
c. Program staff know how to interpret and use evaluation data.	<b>5</b>

1. List two strengths of the afterschool program.
  - a. Relationship building with students.
  - b. Increased community involvement.
2. List two areas of improvement of the afterschool program.
  - a. Linking activities to school day objectives/lessons.
  - b. Communication between after school staff and school day teachers.
3. How would you improve or correct the areas of improvement?
  - a. Create time for communication between afterschool staff and school day teachers.

#### **D. Improvement Plan Template for Process Evaluation**

Planning for Action: Component \_\_\_\_\_

This tool will be used with the Criterion Rating Sheet to help prioritize practices and make plans for improvement. List the practices (criteria) that you would like to adopt or strengthen in this component. Develop a brief timeline to initiate the process.

Criterion: Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.		
<b>Action</b>	<b>Date</b>	<b>Person Responsible</b>
Address need during day school staff meeting and develop a plan	August 2022	Sara Chapman
Criterion: Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.		
<b>Action</b>	<b>Date</b>	<b>Person Responsible</b>
Address need during afterschool staff meeting and develop plans	August 2022	Sara Chapman
Purchase materials need for hands-on activities	September 2022	Afterschool staff
Criterion: Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.		
<b>Action</b>	<b>Date</b>	<b>Person Responsible</b>
Address needs during day school staff meeting and develop a plan	September 2022	Sara Chapman

**E. Measuring the Impact of the Afterschool Program Grid (Outcome Evaluation)**

<b>Evaluation Question</b>	<b>Indicator/Performance Measure</b>	<b>Collection Method</b>	<b>Data Sources</b>	<b>Frequency</b>	<b>Responsibility</b>
1. Have the <b>homework assistance</b> opportunities benefitted students?	<p><b>PPO 4:</b> By May 2022, teacher surveys will report 60% of the students that attend 30 days or more have a satisfactory or above <b>homework completion</b>, class participation, and behavior management.</p> <p><b>(PM 1.2)</b> Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in <b>homework completion</b>, class participation, grades in math and reading, and classroom behavior.</p>	Five Question Classroom Teacher Survey	Classroom Teachers	May	Program Manager  Site Coordinator
2. What evidence is there to suggest the afterschool program is having an impact on student's <b>reading outcomes</b> ?	<p><b>PPO 1:</b> By May 2022, 60% of students in grades 6-8 that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR reading assessment</p> <p><b>(PM 1.1)</b> Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21<sup>st</sup> CCLC regular program participants who move from "basic" or "limited" to "proficient" or above in <b>reading</b> on Ohio statewide assessments.</p> <p><b>(PM 1.2)</b> Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and <b>reading</b>, and classroom behavior.</p>	<p>STAR Assessment</p> <p>State Assessment Results</p> <p>ELA grades</p>	<p>Classroom Teachers</p> <p>Building Administrator</p> <p>Building Administrator</p> <p>Building Administrator</p>	<p>End-of-Year Assessment</p> <p>End- of- Year Assessment</p> <p>January/May</p>	<p>Program Manager</p> <p>Site-Coordinator</p>
3. What evidence is there to suggest the afterschool program is having an impact on student's <b>math outcomes</b> ?	<b>PPO 2:</b> By May 2022, 60% of Grades 6-8 that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Mathematics assessment.	STAR Assessment	<p>Classroom Teachers</p> <p>Building Administrator</p> <p>Site Coordinator</p>	<p>End- of- Year Assessment</p> <p>End- of- the Year Survey</p>	<p>Program Manager</p> <p>Site-Coordinator</p>



	<p><b>(PM 1.1)</b> Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21<sup>st</sup> CCLC regular program participants who move from “basic” or “limited” to “proficient” or above in <b>mathematics</b> on Ohio statewide assessments.</p> <p><b>(PM 1.2)</b> Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, grades in <b>math</b> and reading, and classroom behavior.</p>	State Assessment Results	Building Administrator	End of Course Assessment	
		Math grades	Building Administrator	January/May	
4. What impact has the youth development activities had on <b>social/emotional wellness</b> of students and positive behavior changes?	<p><b>PPO 4</b> By May 2022, teacher surveys will report 60% of the student that attend 30 days or more have a satisfactory or above class participation and good behavior management rates.</p> <p><b>PPO 3:</b> As of May 2022, 60% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.</p> <p><b>(PM 2.5)</b> 60% of the enrolled students regularly attend (30 days or more) the afterschool program.</p>	<p><i>Five Question Classroom Teacher Survey</i></p> <p>Attendance Report</p>	<p>Classroom Teacher</p> <p>Building Administrator</p>	<p>April</p> <p>May</p>	<p>Program Manager</p> <p>Site Coordinator</p>
5. What evidence is there to suggest that participation in afterschool engagement activities influences the <b>parent’s ability to support their child’s education</b> ?	<p><b>PPO 5</b> By May 2022, at least 60% of the parents of students that attend afterschool for 30 or more days will engage in three or more opportunities involving student learning.</p> <p><b>PPO 6:</b> By May 2022, at least 60% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students’ academic success.</p>	<p>Family Engagement Reports</p> <p>Family Event Surveys</p> <p><i>Parent Satisfaction Survey</i></p>	Parents	October - April	<p>Program Manager</p> <p>Site-Coordinator</p>
6. What is the level of <b>stakeholder satisfaction</b> ?	Stakeholders will indicate 75% favorable responses on satisfaction surveys on the afterschool program components.	Stakeholder satisfaction surveys	<p>Parents</p> <p>Students</p> <p>Afterschool Staff</p> <p>School Day Teachers</p>	April	<p>Program Manager</p> <p>Site-Coordinator</p>

**F. APR Chart      Year 21-22**

**South Point Middle School**

**43/88 = 49% Regular Attendees**

**2,929**

**Days of Attendance**

Summer Report

Year Report (October – May) cumulative year end data 43/88

<b>Staffing</b>	<b>#Paid</b>	<b>#Volunteer</b>
Administrators	2	
College Students	0	
Community Members	0	
H.S. Students	0	
Parents	0	
School Day Teachers	5	
Other Non-Teaching School Staff	4	
Sub Contracted Staff	0	
Other	0	

<b>Grade Level</b>	<b>Total per Grade</b>	<b>Less than 15 Hours</b>	<b>15-44 Hours</b>	<b>45-89 Hours</b>	<b>90-179 Hours</b>	<b>180-269 Hours</b>	<b>270 Hours or More</b>
6	27	0	13	10	4	0	0
7	40	0	13	17	10	0	0
8	23	0	6	9	6	0	0
<b>Total</b>	<b>88</b>	<b>0</b>	<b>32</b>	<b>36</b>	<b>20</b>	<b>0</b>	<b>0</b>

<b>Of the Total Students, how many attended:</b>	<b>Summer</b>		<b>Year</b>
Less than 30 Days			45
30-59 Days			38
60-89 Days			5
90 or More Days			0
Total # students			88
<b>Of the Total Students, how many were:</b>	<b>Summer</b>		<b>Year</b>
American Indian			0
Asian			0
Black			8
Hispanic			0
White			75
Two or More Races			5
Data not provided			
Total # students			88
<b>Of the Total Students, how many were:</b>	<b>Summer</b>		<b>Year</b>
Male			33
Female			55

Data not provided			
Total # students			88
<b>Of the Total Students, how many were:</b>	<b>Summer</b>		<b>Year</b>
Limited English Language Proficiency			0
Eligible for Free/Reduced Lunch			88
Students with Special Needs/IEPs			12
Student # with Family Members Served in Programming			88

STATE ASSESSMENT Reading and ELA						
Grade Level 6-7-8	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or more
You reported the following # students in grades 6-7-8 88	0	32	36	20	0	0
For how many of these students do you have outcome data to report? 68	0	22	27	19	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and ELA on state assessments? 30/68=44% Improved	0	10/22	10/27	10/19	0	0

STATE ASSESSMENT Math						
Grade Level 6-7-8	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or more
You reported the following # students in grades 6-7-8 88	0	32	36	20	0	0
For how many of these students do you have outcome data to report? 68	0	23	26	19	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments? 38/68 = 38.5% Improved	0	11/23	17/26	10/19	0	0

Academic Achievement GPA						
Grade Level 7-8	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or more

You reported the following # students in grades 7-8 64	0	19	26	16	0	0
For how many of these students do you have outcome data to report and had an unweighted GPA of less than 3.0 last year? 31	0	8	14	9	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improved GPA? 21/31 Improved= 68%	0	6/8	10/14	5/9	0	0

School Day Attendance						
Grade Level 6-7-8	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or more
You reported the following # students in grades 6-7-8 88	0	32	36	20	0	0
For how many of these students do you have outcome data to report and had less than 90% attendance in prior year? 5	0	5	0	0	0	0
Of the students for whom you have outcome data to report, how many had improved attendance?	0	3/5	0	0	0	0

Behavior In-School Suspension						
Grade Level 6-7-8	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or more
You reported the following # students in grades 6-7-8 88	0	32	36	20	0	0
For how many of these students do you have outcome data to report and had in-school suspensions in prior year? 2	0	0	2	0	0	0
Of the students, how many experienced a decrease in in-school suspensions in the current year? 0	0	0	0	0	0	0

Partners	
List partners from grant application and any other major partners	
Briggs Library	
Impact Prevention	
OSU Extension	
South Point Local Schools	
Gallia-Vinton ESC	

Activities For the Semester/Year School: South Point MS Year: 2021-22

	STEM	Literacy	Tutoring	Homework Help	English Learners Support	Entrepreneurship	Arts & Music	Physical Activity	Community/Service Learning	Mentoring	Drug Prevention	Counseling Programs	Violence Prevention	Truancy Prevention	Youth Leadership	College and Career
<b>Is this activity offered?</b>																
<b>Yes or No</b>	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>How often is it offered?</b>																
Once per term																
Monthly																Y
More than Once a Month										Y	Y	Y	Y	Y	Y	
Times a Month (2) (3) (Weekly)										W	W	W	W	W	W	
More Than Once a Week	Y	Y	Y	Y			Y	Y	Y							
Times a Week (2) (3) (4) (5) (6) (7)	5	5	4	5			4	4	4							
<b>Average Hours Per Session/Night</b>																
More than 4 hours																
2-4 hours																
1-2 hours		Y	Y	Y												Y
Less than an hour	Y						Y	Y	Y	Y	Y	Y	Y	Y	Y	
<b>Average # Participants Per Session/Night</b>																
More than 30	Y	Y	Y	Y							Y	Y	Y	Y	Y	Y
21-30																
11-20							Y	Y	Y	Y						
5-10																
Less than 5																

**G. Five Question Classroom Teacher Survey Results    April 2022**

<b>Five Question Classroom Teacher Survey</b>								
In order to show achievement of grant objectives, this survey is to be completed by the classroom teachers of the regular attendees. <b>Only mark a check if a student DID NOT meet the goal of satisfactory or above</b> in each category. If multiple teachers are completing the form, please pass it on to the next teacher.								
				Homework Completion	Classroom Participation	Good Behavior	Reading	Math
Teacher	Grade	Last Name	First Name	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating
		43 Regular attendees		88%	95%	88%	95%	77%

**H. Student Satisfaction Survey Results April 2022**

**Student Satisfaction Survey**

69 responses

Questions	Yes	Can't Decide	No
1. Opportunities are provided during the afterschool time that are not available during day school.	80%	13%	7%
2. Assistance with homework or tutoring is available if I want or need help during the afterschool program.	74%	19%	0
3. If I take advantage of the academic assistance available during PAC, I can improve my grades.	90%	7%	3%
4. The afterschool environment is relaxed and non-stressful.	71%	27%	12%
5. Do you feel comfortable talking to the afterschool staff?	74%	17%	9%
6. Do you feel safe in the afterschool program?	87%		
7. Do you enjoy the afterschool program special activities?	88%		
8. Would you tell other students to come to the afterschool program?	77%	17%	6%
What do you like best about the afterschool program? Activities, Spending more time with your friends			
What do you wish you could change about the afterschool program? More outdoor activities Last longer Drama Club, Volleyball, More variety of activities			

**I. Afterschool Staff Satisfaction Survey Results April 2022**

<b>Afterschool Staff Satisfaction Survey</b> <b>10 responses</b>				
	<b>Yes</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>No</b>
1. The Afterschool Program is well-organized and runs smoothly.	<b>0</b>	<b>90%</b>	<b>10%</b>	<b>0</b>
2. The Afterschool Program staff have sufficient resources and materials to conduct our activities.	<b>70%</b>	<b>30%</b>	<b>0</b>	<b>0</b>
3. The Afterschool Program staff have adequate support from the Site Coordinator.	<b>90%</b>	<b>0</b>	<b>10%</b>	<b>0</b>
4. Day School Teachers communicate with afterschool program regarding their curriculum needs.	<b>40%</b>	<b>20%</b>	<b>29%</b>	<b>20%</b>
5. The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	<b>60%</b>	<b>20%</b>	<b>20%</b>	<b>0</b>
6. I am satisfied with the instruction and activities offered at the Afterschool Program.	<b>60%</b>	<b>40%</b>	<b>0</b>	<b>0</b>
7. The Afterschool Program has been beneficial to our students academically, socially, and emotionally.	<b>70%</b>	<b>30%</b>	<b>0</b>	<b>0</b>

**Comments:**

One of the most beneficial programs at SPMS

Maybe we can split the academic period from the activity period in some way. As we get closer to the end of the school year, kids seemed to “not have anything to work on”.

Our afterschool program has been such a blessing to our students. Great Program!

This is a much-needed service to our students and has improved our school in so many ways.

We really need to consider enforcing the beginning of the month sign-up sheet.



**J. Parent Afterschool Satisfaction Survey Results April 2022**

<b>Parent Afterschool Satisfaction Survey</b>				
<b>5 Responses</b>				
	<b>Yes</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>No</b>
1. I am satisfied with the instruction and activities offered at the after-school program.	100%			-
2. The after-school program has helped my child get his/her homework completed satisfactorily.	80%	10%		-
3. My child is well-supervised and safe while attending the program.	100%			-
4. My child is well-supervised and safe while attending the program.	100%			-
5. I am satisfied with the overall performance of the afterschool staff.	100%			-
6. I am satisfied with the family engagement activities offered.	100%			-
7. I would recommend the program to other parents for their children.	100%			-
Place a check mark by all the family engagement activities in which your family was able to participate:				
<ul style="list-style-type: none"> <li>Family Game Night</li> <li>Family Picture Night</li> <li>College and Career Packet</li> </ul>				
5				

Comments:

**K. Youth Development Asset Survey Results (This survey was not administered for 21-22 program)**

**GRADE LEVEL: 6-8    DATE: N/A    PROGRAM: SOUTH POINT MIDDLE PAC**

Thank you for coming to the afterschool program. We're glad you come! We want to know how you feel about being in the program. What you say is important to us and helps us to make the program even better.

**Directions:** Please answer the following questions about how you feel about the after-school program. Check the choice that matches your answer. Mark only one answer for each question.

Questions	Yes (Most times)	Somewhat True	No (Never)
1. I want to do well in school.			
2. I pay attention in class.			
3. I do better in my schoolwork by attending after-school.			
4. I care about my school.			
5. I like to help others.			
6. I tell the truth even when it is not easy.			
7. I accept responsibility for my choices.			
8. I work well with others.			
9. I am good at making and keeping friends.			
10. I know the difference between good and bad behavior.			
11. I feel good about myself.			
12. I feel safe.			
13. I ask for help when I need it.			
14. I follow classroom and school rules.			
15. I respect other people's things.			

### **L. Family Engagement Survey Results**

**SCHOOL** South Point Middle Elementary School PAC  
**DATE** Program Year 2021-22

**1. Please include a description of the event with this report.**

**Family Portrait Night with Local Photographer**  
**Library Card Drive with Briggs Library**  
**Family Game Night**  
**College and Career Exploration Project**

**2. Attendance**

a) Students	78
b) Parents/guardians	45
c) Other (relatives, community members etc.....)	6
d) <b>Total attendance</b>	<b>94</b>

**4. Number of surveys completed** 6

**3. Survey Results (in percentages)**

1. This was a positive event for our family to attend.  
YES 100% NO - SOMEWHAT -
2. The after-school program is an important part of your child's educational plan.  
YES 100% NO - SOMEWHAT -
3. This experience been helpful to you in supporting your child's success.  
YES 100% NO - SOMEWHAT -

**4. Quotes and comments from surveys:**

### **M. 21<sup>st</sup> Century Community Learning Centers Performance Measures**

**Objective 1: Participants in Ohio's 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and positive behavioral changes.**

- **(PM 1.1)** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21<sup>st</sup> CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments.
- **(PM 1.2)** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21<sup>st</sup> Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading, and classroom behavior.
- **(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies.

**Objective 2: Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver high quality programs, with evidence-based educational and developmental services that positively affect student outcomes in attendance and academic performance, and that result in decreased disciplinary actions or other adverse behaviors.**

- **(PM 2.1)** 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
- **(PM 2.2)** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education.
- **(PM 2.3)** 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities.
- **(PM 2.4)** 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma.
- **(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)
- **(PM. 2.6)** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week.
- **(PM 2.7)** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week.

**Objective 3: Ohio's 21<sup>st</sup> Century Community Learning Centers will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.**

- **(PM 3.1)** 100 percent of 21<sup>st</sup> Century Community Learning Centers establish a working relationship with school staff, meeting monthly (at a minimum), sharing student level academic data and linking afterschool activities with the student's school day curriculum and standards.

**Objective 4: Ohio's 21<sup>st</sup> Century Community Learning Centers will deliver evidence-based opportunities that promote family involvement and family literacy, and that result in family members engaging in their children's learning, either at home, at programs sponsored by the center, or elsewhere in ongoing and meaningful ways.**

- **(PM 4.1)** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g. family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.)

**Objective 5: Ohio's 21<sup>st</sup> Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support, and that result in strengthened implementation of the 21<sup>st</sup> CCLC program.**

- **(PM 5.1)** 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organizations) to examine service and to strategize their collaborative efforts to serve their 21<sup>st</sup> CCLC students.
- **(PM 5.2)** 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan.

**N. Sample Program Calendar/Schedule**

**SOUTH POINT MIDDLE SCHOOL  
P.A.C. October Calendar**

Student Name \_\_\_\_\_ Grade \_\_\_\_ HR Teacher \_\_\_\_\_

Select the dates and activities you will attend during the October after school program. Students are encouraged to stay two, three, or four days a week.

Please mark the dates you will be attending the AFTERSCHOOL program

October 28- NO PAC

M	T	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
29	30			

ACTIVITY CHOICES All students will be scheduled in an academic related activity the first block. Students can select the activity of their choice during the second block of P.A.C.

Monday 2:35-2:50 Snack 2:50-3:40 Academics	Tuesday 2:35-2:50 Snack 2:50-3:40 Academics	Wednesday 2:35-2:50 Snack 2:50-3:40 Academics	Thursday 2:35-2:50 Snack 2:50-3:40 Academics
Homework Help Tutoring ELA Enrichment	Homework Help Tutoring Math Enrichment	Homework Help Tutoring ELA Enrichment	Homework Help Tutoring Math Enrichment

Place a # 1 by your first choice and a # 2 by the second choice for days you will be attending.

Monday- Activities 3:40-4:40	Tuesday- Activities 3:40-4:40	Wednesday - Activities 3:40-4:40	Thursday - Activities 3:40-4:40
Cooking	Broadcasting/School News	Impact/Kindness Club	Broadcasting/School News
Arts & Crafts	Games	Arts & Crafts	Games
Community Service	Crafts & Creativity	Get Fit Exercise Club	Art Club
Courtyard Beautification	Courtyard Beautification	Courtyard Beautification	Courtyard Beautification
Art Club	Logic Puzzles	Cooking	Cultural Exploration

6:50-7:35 am Before School Math Focus Monday, Wednesday, & Friday-

6:50-7:35 am Before School ELA Focus Tuesday & Thursday -

**--P.A.C. Event Announcements--**

Art Show Family Event- Students interested in participating in the ART show with their family can register in the art room by Monday, March 8<sup>th</sup> to reserve your spot! Only 20 participants, so register soon!

Watch for Partnership Activities with Briggs Library

List any additional activities you would like to see offered: \_\_\_\_\_

**O. CAPA Checklist**

<b>CAPA Checklist for 2021-2022</b>			<b>Evidence Submitted</b>
<b>Program Administration</b>			
<b>A1</b>	Staff Roster Spreadsheet		Yes
<b>A2</b>	Promotional Outreach Fliers, letters to parents		Yes
<b>A4</b>	Staff and Parent Handbook		Yes
<b>A5</b>	Research-based reading and math activities (Star Reading, Moby Max, etc)		Yes
<b>A6a</b>	Positive Youth Development Activities (Program calendars, fliers, newsletters)		Yes
<b>A6b</b>	3 lesson plans of positive youth development activities		Yes
<b>A7</b>	3 evidence based educational opportunities to families (fliers, sign-in sheets)		Yes
<b>A9</b>	Equitable Service Documentation		Yes
<b>Program Management</b>			
<b>B1</b>	Blank Registration Form		Yes
<b>B2a</b>	Parent Survey regarding programming and activities offered		Yes
<b>B2b</b>	Fall Advisory Meeting (Agenda, Minutes, Sign-in Sheets)		Yes
<b>B2c</b>	Winter Advisory Meeting (Agenda, Minutes, Sign-in Sheets)		Yes
<b>B2d</b>	Spring Advisory Meeting (Agenda, Minutes, Sign-in Sheets)		Yes
<b>B3</b>	3 BLT or DLT meeting agendas and minutes		Yes
<b>B5</b>	Bus Dismissal procedure with 3 completed sign-out sheets		Yes
<b>Staffing &amp; Professional Development</b>			
<b>C1</b>	Hiring Policy		Yes
<b>C2a</b>	Current unexpired teacher certificate for site-coordinator		Yes
<b>C2b</b>	Current unexpired teacher certificate for program manager		Yes
<b>C3</b>	Orientation Meeting Agenda with handbook training section		Yes
<b>C4</b>	Sign-in sheets from Professional Dev (staff orientation, CPR, District PD		Yes
<b>C5</b>	Personnel Evaluation (One Completed Copy)		Yes
<b>C6</b>	Afterschool Staff Survey (one copy with results)		Yes
<b>C7</b>	Certificates of Attendance for Mandatory Meetings (Summit, COSA, etc)		Yes
<b>Programming</b>			
<b>D1</b>	Student Surveys regarding programming		Yes
<b>D2</b>	Differentiated Lesson Plans for Academics		Yes
<b>D3</b>	Positive Youth Development Activities provide diverse recreational, cultural, and resiliency building activities (Calendars, Fliers)		Yes
<b>D4</b>	Real World Learning Activities or Exploring Community Resources (2-3 lesson plans)		Yes
<b>D5</b>	Lesson plan or program calendar demonstrating preparation for college and career readiness and dropout prevention strategies		Yes
<b>Sustainability</b>			
<b>E1</b>	3 Primary Partner meeting agendas and minutes		Yes

	<b>E2</b>	Additional collaborators to meet unmet needs (e-mails, letters)	Yes
	<b>E3</b>	Connect families to federal, state, and local agencies	Yes
	<b>E4a</b>	Sustainability Plan	Yes
	<b>E4b</b>	Sustainability Progress Report	Yes
<b>Evaluation &amp; Program Outcomes</b>			
	<b>F1</b>	Evaluation Plan (Deliverable 1)	Yes
	<b>F2</b>	Final Evaluation Report (Deliverable 3)	Yes
	<b>F4</b>	Share program outcomes with staff, parents, students	Yes
<b>Fiscal Desk Review</b>			
	<b>G2</b>	Copy of local treasurer's license	Yes
	<b>G3</b>	Current Physical Inventory Policy	Yes
	<b>G5</b>	Inventory List (if you have anything to inventory...see details)	Yes