

**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER**

**GRANT # 11064**

**DAWSON-BRYANT MIDDLE SCHOOL**

**DAWSON-BRYANT LOCAL SCHOOLS**

**STEVE EASTERLING, SUPERINTENDENT**

**PROGRAM NAME: HORNETS**

**DELIVERABLE 3: EVALUATION PLAN**

**SEPTEMBER 2021**

**PROGRAM MANAGER: ELLEN ADKINS**

**SITE COORDINATOR: RICK ROACH**

**PRINCIPAL: RICK ROACH**

**EXTERNAL EVALUATOR: DEBBY CANTER**

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This section includes program information; program performance objectives; a program summary; the participation statistics and the population served; the services that were offered this school year such as academics, positive youth development activities, and family events; staffing; and a listing of partnership contributions.

**A. Program Information**

Name of 21 <sup>st</sup> Century Community Center Learning Grantee	Dawson Bryant Local (047928)
Grant Number	11064
Location	Dawson-Bryant Middle School, 1 Hornet Lane, Coal Grove, OH 45638
Length/Days	Monday through Friday / October 29, 2020 through April 29, 2021
Grade levels	Grade Six through Grade Eight
Programming	Option 3: Out-of-School (OST)

**B. Program Performance Objectives**

**PPO 1:** By May 2021, 70% of grades 6-8 that attend Hornets afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR reading assessment.

**PPO 2:** By May 2021, 70% of grades 6-8 that attend Hornets afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR mathematics assessment.

**PPO 3:** As of May 2021, 70% of the students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.

**PPO 4:** As of May 2021, teacher surveys will report 70% of the students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.

**PPO 5:** As of May 2021, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading.

**PPO 6:** As of May 2021, teacher surveys will report 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above rating in math.

**PPO 7:** By May 2021, at least 70% of the parents of students that attend Hornets for 30 or more days will engage in two or more opportunities involving student learning.

**PPO 8:** By May 2021, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.

### **C. Program Summary**

Dawson-Bryant Middle School serves as the only feeder school for the HORNETS before and afterschool program. Dawson-Bryant Middle School is located in the southeastern Appalachian Ohio town of Dawson-Bryant Ohio and is the only school to house students in Grades Six through Eight in the Dawson-Bryant City School District. The Appalachian Regional Commission has identified Lawrence County as being “at risk” regarding economic status. A total of one hundred per cent of the students that participated in HORNETS were eligible for free or reduced lunch. In addition, eighteen per cent of the participants were identified as students with disabilities.

The 2020-2021 HORNETS program completed the fourth year of a five year 21st CCLC grant funding. The HORNETS program was open to all students in grades six through eight at Dawson-Bryant Middle School. The program began October 29, 2020 and ended April 29, 2021. The program operated 6:45 am to 7:15 am Monday through Friday and 2:30 pm to 5:00 pm Monday through Thursday. A nutritious snack was provided each afternoon by Dawson-Bryant City Schools.

### **D. Participation and Populations Served**

A total of forty-five students enrolled at Dawson-Bryant Middle School attended one or more days of programming. Thirty-five students attended less than 30 days, ten students attended 30-59 days, no students attended 60-89 days, and no students attended 90 or more days of programming. A major focus of this evaluation is on the ten regular attendees (students who attended thirty days or more). The following chart gives additional information on ethnicity, gender, special needs, and economic status.

Rates of Participation					Demographics							
	Fall	Total Year		Regular Attendees	% of Regular Attendees	Gender		Ethnicity		SES	SWD	
						Male	Female					
	Grade Six	9		26	3	12%			Black			
	Grade Seven	9		13	5	38%			Hispanic			
	Grade Eight	4		6	2	33%			White	45		
Total	22	45	10	22%	2 or more							
					22	23	Total 45		45	8		

## E. Services Offered

### 1. Academics

Homework assistance, tutoring, and literacy activities were offered each evening with an estimated 1184 hours of academic assistance given to students at Dawson-Bryant Middle School from October 29, 2020 to April 29, 2021.

### 2. Positive Youth Development

A variety of positive youth development activities were offered during the HORNETS program such as STEM with Ms. Williams (Short daily science experiments), Get out and Go (encouragement of getting children outside to get them active again), Community Service (Clean up around the school, weed and mulch our flower beds), Sports time (disc golf, basketball, soccer, football), Remote Control Racing and course design, Canvas Painting (Emphasis on Spring Colors), and tutoring (emphasis on state testing).

### **3. Family/Parent Events**

This was a drive-thru event with our students and their family. The theme was Tech Talk. We had noticed a lot of issues that were present due to the “virtual” option that was permitted to our students. Problems were created for traditional students as well. Our technology teacher created a flyer that provided families with step-by-step instructions to access ProgressBook. We were wanting everyone to be aware of grades that were being earned by students. I also created a flyer for students and parents highlighting key things to remember to stay safe while online. I went over the flyer and had a discussion with students that stayed that evening for the HORNETS program. We then gave the parents a copy of the flyer and asked if they discuss it with their children. Our technology department created a 3-inch Anti-Cyber Bullying Sticker. “Don’t be Mean Behind the Screen”. During the HORNETS program I met with each grade level individually and we talked about cyber bullying. I told the students that they could place the sticker anywhere in my building or somewhere at home to help remind them to not participate in cyber bullying. We also provided families with handouts from the NAMI Family Support Group and Appalachian Family and Children First Council. Students that participated also got a stylus pen, earphones, and a book from a series that had a topic on technology.

During the afterschool hours the site coordinator went around and met with students in a small group. During small group students researched what it meant to have a positive mindset. Students discussed positive mindset or what is referred to as a growth mindset. We focused on things that we can do to help us have a positive mindset in our lives and how it helps us. Students then were able to choose a movie to keep. Each movie had a theme of a positive mindset or overcoming challenges. The goal was to then have parents and students watch the movie together at home and learn more on growth mindset.

### **F. Staffing**

The HORNETS program administration consisted of one program manager, one site coordinator, one family engagement coordinator, and a data coordinator. The program employed the following: three high school students, six school day teachers, and four other non-teaching staff.

### **G. Partnership Contributions**

In addition to NECCO as the primary partner, the Gallia Vinton ESC, Dawson-Bryant School District, Autism Project, and the Lawrence County ESC contributed to programming or provided donations.

## **II. EVALUATION METHODS**

This section includes a description of the evaluation methodology, target population, data collection and tools, the limitations of the evaluation and the challenges that were encountered.

## **A. Evaluation Design**

The evaluation plan was guided by the Dawson-Bryant Middle School HORNETS Logic Model. Aspects of the evaluation plan followed a quasi-experimental design and other parts were non-experimental. Two main aspects of the evaluation design include:

Process Evaluation: measuring the *quality* of the afterschool program components and.

Outcome Evaluation: measuring the *impact* of the program components.

## **B. Target Population**

The major focus of this evaluation was on students in grades 6-8 at Dawson-Bryant Intermediate who are regular attendees (30 days or more) in the HORNETS afterschool program.

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

Both *qualitative* and *quantitative* data was collected and analyzed. Specific instruments were used to collect data (surveys, observation sheets, interview questions, etc.) are included in the appendix. Tallied results, collection dates, and response rates are also included with the data collection tools. Listed below are the data collection methods/data sources that were used for the final evaluation.

14 categories & 37 criteria from *Measuring the Quality of the Afterschool Program Components* (modified version)

Attendance Records

Reading Grades

Math Grades

Reading Goal Reports

Math Goal Reports

Five Question Classroom Teacher Surveys

Youth Development Surveys

Student Satisfaction Surveys

School Day Teacher's Satisfaction Surveys

Afterschool Staff Satisfaction Surveys

Parent Afterschool Satisfaction Surveys

Family Event Surveys

APR Data for Tactile Group

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

It was difficult to get data from some of the program staff and some of it was submitted more than two months past the deadline.

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

The evaluator and program staff began data collection in November 2020 and completed the report in August 2021.

##### **1. Mid-year report (Deliverable #2)**

- a. The mid-year evaluation was shared with the stakeholder team February 2021.
- b. Portions of the mid-year evaluation were shared with afterschool and day school staff March 2021.

##### **2. Executive Summary (Deliverable #3)**

- a. The executive summary will be shared with day school staff at the beginning of the 2021-2022 school year staff meeting.
- b. The executive summary will be shared with HORNETS afterschool staff at the staff orientation meeting in September 2021.
- c. Portions of the report will be shared on the school website in September 2021.

##### **3. Improvement Plan**

- a. The report will result in an improvement plan for future HORNETS Afterschool Programs.
- b. The format for the improvement plan is included in Appendix F.



- c. Recommendations from this report are found in Part V.

### III. EXECUTIVE SUMMARY

The executive summary provides an opportunity to give feedback to the stakeholders by focusing on the six questions found in the outcome evaluation table (see Attachment E). This portion of the evaluation can be shared by the school district to inform the public of the progress of the afterschool program.

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

Regarding homework assistance opportunities benefiting students, two surveys were considered. According to the End-of-Year Parent Satisfaction Surveys, 100% agreed that *The after-school program has helped my child get his/her homework completed satisfactorily*. According to the End-of-Year Student Satisfaction Survey, 70% of the students answered yes to the question *Do you feel that having help you with your homework is important?*.

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

Reading improvement covered three areas – grades (State Performance Measure 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*), STAR Reading Student Growth Percentile (Program Performance Objective #1: *By May 2020, 70% of targeted students that attend HORNETS for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Reading Assessment*) and teacher surveys (Program Performance Objective #5: *As of May 2020, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in reading*). Reading grades were compared from the first nine weeks grading period to the fourth nine weeks grading period. According to reported grades, 40% of the students showed improvement in their reading grades. In addition, 60% of students' grades stayed the same and none declined. However, 100% of targeted students earned a satisfactory or above grade in reading at the end of the fourth nine weeks. Results for the SGP did not meet the goal for 70% earning a score of 40 or higher as only 40% of students met the goal. According to the Five Question Classroom Teacher Survey, 100% of the students attending 30 days or more of the HORNETS afterschool program had a satisfactory or above rating in reading.

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

Math improvement covered three areas – grades (*State Performance Measure 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*), STAR Math Student Growth Percentile (*Program Performance Objective #2: By May 2020, 70% of targeted students that attend HORNETS for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Mathematics Assessment*) and teacher surveys (*Program Performance Objective #6: As of May 2020, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in math*). Math grades were compared from the first nine weeks grading period to the fourth nine weeks grading period. According to reported grades, 40% of the students showed improvement in their math grades. In addition, 30% of students' grades stayed the same and 30% declined. However, 100% of targeted students earned a satisfactory or above grade in math at the end of the fourth nine weeks. Results for the SGP did not meet the goal for 70% earning a score of 40 or higher as only 50% of students met the goal. According to the Five Question Classroom Teacher Survey, 100% of the students attending 30 days or more of the HORNETS afterschool program had a satisfactory or above rating in math.

#### **4. What impact has the youth development activities had on social/emotional wellness of students and positive behavioral changes?**

Information on the social and emotional wellness of students in the program can be found in two student surveys. Three questions were chosen from each survey to answer outcome question #4. On the youth development survey, students were asked if they wanted to do well in school, 80% marked yes; if they were good at making and keeping friends, 70% marked yes; and if they felt good about themselves, 70% marked yes. On the student satisfaction survey, students were asked if they felt happier or less stressed, 60% marked yes; if they felt comfortable talking to the afterschool staff, 50% marked yes; and did they feel safe, 80% marked yes.

When reporting attendance measures, *Program Performance Objective #3: By May 2020, students that attend afterschool for a period of 30 days or more will achieve a day school attendance rate of at least 90% for the school year* and *State Performance Measure 2.5: 60% of the enrolled students regularly attend (30 days or more) the afterschool program* were used. According to the data submitted, 90% (9/10) of the students attending 30 days or more of the HORNETS afterschool program achieved a day school attendance rate of at least 90% for the school year. According to the APR Report, 22% of the of the students enrolled in the afterschool program were regular attendees (30 days or more).

#### **5. What evidence is there to suggest that participation in afterschool parent engagement activities influences the parent's ability to support their child's education?**

Of the parent academy event surveys that were collected, 90% of the parents responded "yes" to the question: *Has this experience been helpful to you in supporting your child's academic success?* (*Program Performance Objective #8: By May 2020, at least 70% of the parents that engage in two or more opportunities will report the events as increasing their capacities to support students' success*).

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

Stakeholder satisfaction can be gauged from four different surveys: students, parents, after school staff and day school staff. Student surveys were shown to have a satisfaction rate of 75%, parent surveys were shown to have a satisfaction rate of 100%, after school staff members responded with a satisfaction rate of 81%, and day schoolteachers responded with a satisfaction rate of 89%.

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

This section will focus on the process evaluation and the outcome evaluation. The process evaluation will include the tool used for self-evaluation, the process evaluation timeline, and recommendations for improvement. The outcome evaluation will focus on the seven questions used to evaluate the program through data collection.

### **A. Process Evaluation**

The purpose of this portion of the evaluation is to measure the quality of the afterschool components. *APractitioner's Guide: Building and Managing Quality Afterschool Programs* from the National Center for Quality Afterschool was used to evaluate the quality of the B-HORNETS program. The guide is a source of self-study of the key practices that contribute to successful programs. The guide identifies four components – Program Organization, Academic Programming Practices, Supportive Relationships in Afterschool, and Achieving Program Outcomes - 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.

#### **1. Planning for Action Review**

The 105 criteria from Building and Managing Quality Afterschool Programs were reviewed and evidence of each criterion was noted and given a ranking of 1 to 5 with 5 being exemplary. None of the criterion received a ranking below 3. Therefore, the HORNETS program is considered to have the characteristics of a high-functioning afterschool program.

#### **2. Process Evaluation Timeline**

- a. Rubrics for Measuring the Quality of the afterschool Program Components were distributed to stakeholders in November 2020.
- b. The rubrics were returned in January 2021. The 105 criteria were reviewed, and evidence of each criterion was noted and given a ranking score of 1 to 5 with 5 being exemplary. None of the criterion received a ranking below 3.

### 3. Recommendations for Improvement **Not Applicable**

## B. Outcome Evaluation

This section of the evaluation is an effort to gauge the impact of the services on the intended population. The Stakeholder Evaluation Team devised a set of questions to be answered for the outcome of the evaluation. The evaluator had access to documentation and evidence via various sources including student data, surveys from parents, staff, and students, teacher reports, and interviews.

### 1. Outcome Evaluation Question #1:

*Have the homework assistance opportunities benefited students?*

*PPO #4AS of May 2021, teacher surveys will report 70% of the students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.*

Questions regarding the benefit of homework assistance were included on a portion of the classroom teacher surveys (parent survey question #2, and student survey question #4). The charts below indicate the results of each response rate.

Parent Survey <b>7 surveys</b>	Yes	Most of the time	Sometimes	No
#2. The after-school program has helped my child get his/her homework completed satisfactorily.	<b>7</b>	-	-	-

Student Survey <b>10 surveys</b>	Yes	Can't Decide	No
#4. Do you feel that having help you with your homework is important?	<b>7</b>	<b>3</b>	-

### 2. Outcome Evaluation Question #2:

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

*State Performance Measure: 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 grades in reading. (PM 1.2)*

Reading Grades	Improved	Same	Declined	Total	% Improved
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Six	2	1	0	3	67%
Seven	1	4	0	5	20%
Eight	1	1	0	2	50%
ALL GRADES	4	6	0	10	40%

**PPO #1** By May 2021, 70% of targeted students that attend HORNETS for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Reading Assessment.

### **STAR Reading Student Growth Percentile**

Grade Level	EOY scores at or above level	EOY scores below level	EOY Total	% At or above SGP 40	Met/ Not met
Six	0	3	3	0%	Not Met
Seven	2	3	5	40%	Not Met
Eight	2	0	2	100%	Met
ALL GRADES	4	6	10	40%	Not Met

**PPO #5** As of May 2021, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in reading.

**According to the Five Question Classroom Teacher Survey, 100% of the students attending 30 days or more of the HORNETS afterschool program had a satisfactory or above rating in reading.**

Grade	A	B	C	D	F	Total	% Satisfactory
Six	2	1	0	0	0	3	100%
Seven	3	2	0	0	0	5	100%
Eight	1	0	1	0	0	2	100%
ALL GRADES	6	3	1	0	0	10	100%

**\*100% of all students earned a satisfactory or above grade in reading.**

### **3. Outcome Evaluation Question #3:**

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

### **Math Improvement**

*State Performance Measure: 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 grades in math. (PM 1.2)*

Math Grades	Improved	Same	Declined	Total	% Improved
Six	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0%</b>
Seven	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>60%</b>
Eight	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>50%</b>
ALL GRADES	<b>4</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>40%</b>

**PPO #2** By May 2021, 70% of targeted students that attend HORNETS for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR Mathematics Assessment.

### **STAR Math Student Growth Percentile**

Grade Level	EOY scores at or above level	EOY scores below level	EOY Total	% At or above SGP 40	Met/ Not met
Six	<b>2</b>	<b>1</b>	<b>3</b>	<b>67%</b>	<b>Not Met</b>
Seven	<b>2</b>	<b>1</b>	<b>3</b>	<b>67%</b>	<b>Not Met</b>
Eight	<b>0</b>	<b>2</b>	<b>2</b>	<b>0%</b>	<b>Not Met</b>
ALL GRADES	<b>4</b>	<b>4</b>	<b>8</b>	<b>50%</b>	<b>Not Met</b>

**PPO #6** As of May 2021, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in math.

**According to the Five Question Classroom Teacher Survey, 100% of the students attending 30 days or more of the HORNETS afterschool program had a satisfactory or above rating in math.**

Grade	A	B	C	D	F	Total	% Satisfactory
Six	1	2	0	0	0	3	100%
Seven	4	0	1	0	0	5	100%
Eight	1	0	1	0	0	2	100%
ALL GRADES	6	2	2	0	0	10	100%

**\*100% of all students earned a satisfactory or above grade in math.**

#### 4. Outcome Evaluation Question # 4:

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

**PPO #3** As of May 2021, 70% of the students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.

**90% (9/10) of the students attending 30 days or more of the HORNETS afterschool program achieved a day school attendance rate of at least 90% for the school year.**

**PPO #4** By May 2021, teacher surveys will report 70% of the students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.

**According to the Five Question Classroom Teacher Survey, students attending 30 days or more of the HORNETS afterschool program had a satisfactory or above rating in the following: 90% for homework completion, 90% for classroom participation, and 90% for good behavior.**

Positive results regarding youth development activities were indicated on surveys from students. Copies of the complete surveys are in the appendix. The chart below indicates the results of the survey questions related to social/emotional wellness of students and the response rate.

Question: (taken from the Youth Development Survey) <b>10 surveys</b>	Yes	Can't decide	No	% Positive
#1 I want to do well in school.	8	2	-	80%

#9 I am good at making and keeping friends.	7	2	1	70%
#11 I feel good about myself.	7	3	-	70%

Question: (taken from the Student Satisfaction Survey) <b>10 surveys</b>	Yes	Can't decide	No	% Positive
#1 Do you feel happier or less stressed while attending the after-school program?	6	3	1	60%
#2 Do you feel comfortable talking to the afterschool staff?	5	3	2	50%
#3. Do you feel safe in the afterschool program?	8	2	-	80%

## 5. Outcome Evaluation Question #5:

*What evidence is there to suggest that participation in afterschool parent engagement activities influences the parent's ability to support their child's education?*

**PPO #7** By May 2021, at least 70% of the parents of students that attend HORNETS for 30 or more days will engage in two or more opportunities involving student learning.

**PPO #8** By May 2021, at least 70% of the parents that engage in two or more opportunities will report the events as increasing their capacities to support students' success.

Surveys were collected at each event to measure: 1. Do you feel that it is important that your family be a part of your child's education plan? 2. Do you agree that the afterschool program is an important part of your child's educational plan? 3. Has this experience been helpful to you in supporting your child's academic success?The evaluator used question 3 from the Parent Academy Event Survey to address Outcome Evaluation # 5.The chart below lists the Parent Academy Events and results of the surveys given at each event.



Question #3: Has this experience been helpful to you in supporting your child's academic success?	Yes	Somewhat	No	# Surveys
Event #1: <b>Tech Talk</b>	<b>13</b>	<b>1</b>	<b>-</b>	<b>14</b>
Event #2: <b>Family Movie Night: "Be Who You Want to Be"</b>	<b>13</b>	<b>-</b>	<b>2</b>	<b>15</b>

## 6. Outcome Evaluation Question #6:

What is the level of stakeholder satisfaction?

Satisfaction Survey	Satisfied	Mostly Satisfied	# Surveys
Student After School Satisfaction Survey	<b>75%</b>	<b>25%</b>	<b>10</b>
Parent After School Satisfaction Survey	<b>100%</b>	<b>-</b>	<b>7</b>
After School Teacher Satisfaction Survey	<b>81%</b>	<b>19%</b>	<b>6</b>
Day School Teacher Satisfaction Survey	<b>89%</b>	<b>11%</b>	<b>14</b>

## V. RECOMMENDATIONS

The Hornets' team should meet before the beginning of the program and review the chart of responsibilities found in Deliverable #1. There seemed to be some confusion as to who should compile and submit data needed for the evaluation. This caused a delay in getting the report completed.

## VI. LESSONS LEARNED/ISSUES FOR CONSIDERATION(*Advisory Team*)

1. Due to COVID, we began the year with less contact between students and staff. It was difficult to have students attend the afterschool program.
2. We need to seek out additional community support for our program as we head into the new year.
3. We have learned different ways that technology can be used within the learning environment.

## VII. STAKEHOLDER TEAM AND LOCAL EVALUATOR

### A. Stakeholder/Advisory Team:

This evaluation was conducted with the assistance of a stakeholder/advisory team that reviewed the plan and monitored progress of the program at two different intervals during the school year.

Stakeholder Evaluation Team	Title	Affiliation	Meeting Date November 19, 2020	Meeting Date March 31, 2021	Meeting Date May 2021
Ellen Adkins	Program Manager	Dawson-Bryant Schools	Present	Present	
Rick Roach	Site Coordinator	Dawson-Bryant Middle School	Absent	Present	
Kara Harrison	Data Coordinator	Dawson-Bryant Middle School	Present	Present	
Melissa Landers	Family Event Coordinator	Dawson-Bryant Middle School	Present	Present	
Elizabeth Creamens	Primary Partner	NECCO	Present	Absent	
Molli Lackey	Primary Partner	NECCO	Present	Present	
Julie Mayo	Consultant	LCESC	Present	Absent	
Debby Canter	External Evaluator	Consultant	Present	Present	

## **B. External Evaluator Resume**

### **Deborah L. Canter**

309 North Bingham Street  
Oak Hill OH 45656

Cell: 740-688-1604  
E-mail: dlcanter@msn.com

#### **Objective**

To assist educational programs in Southeastern Ohio

#### **Education**

University of Dayton, Master's Degree in Educational Administration, Cum Laude, August 1994  
Rio Grande College, Bachelor of Science Degree, Elementary Education, Magna Cum Laude, May 1981  
Oak Hill High School, Summa Cum Laude, May 1977

#### **Awards**

Diamond Educator Award, Renaissance Learning, February 2006  
Who's Who Among America's Teachers, January 2000

#### **Work Experience**

Regional Representative, Ohio Governor's Imagination Library – current position  
Educational Consultant, Gallia Vinton Educational Service Center, August 2013 – August 2021  
Adjunct Instructor, University of Rio Grande, July 2011 – May 2015  
Math Coach, Gallia County Local Schools, 2013-2015  
Director of Special Services, Oak Hill Union Local School District, 2010-2011  
Principal, Oak Hill Union Local School District, 2007-2010  
Assistant Principal, Oak Hill Union Local School District, 2000-2007  
Principal, Gallia County Local School District, 1998-2000  
Grade Five Teacher, Oak Hill Union Local School District, 1985-1998  
Title I Teacher, Meigs Local School District, 1982-1885  
Special Education Teacher, Meigs Local School District, 1981-1982

## **References**

Dr. NanettaFults, Chairman of the Bunce School of Education, University of Rio Grande, 1-800-282-7201, nfults@rio.edu  
Sharon Needham, Retired Teacher, 256 Aetna Street, Oak Hill OH 45656, 740-682-7931, rr8328@dragonbbs.com  
Karen Spees, Guidance Counselor Oak Hill Union Local Schools, 740-682-7595, karen.spees@oakhill.k12.oh.us

## **Professional Associations**

Delta Kappa Gamma Society International – 2002 to present  
Ohio State Organization (DKG OHIO) – State President 2021-2023, First Vice President 2019-2021, Second Vice President 2017-2019,  
Bylaws/Policies and Procedures Chair 2015-2017, World Fellowship Committee 2013-2015, A. MargaretBoydScholarshipCommittee2011-2017  
Delta Epsilon Chapter - Jackson County OH – 2002 to present  
Republican Executive Committee of Jackson County Ohio

## **Volunteer Associations**

Donate Life Ambassador for Lifeline of Ohio  
United Fund of Jackson County OhioBoard Member

## **VIII. APPENDIX**

Data collection tools and evaluation information is found in Attachments A-N.

### **(Attachment A.)Logic Model**

# **Grant #11064 Hornets Afterschool Logic Model 2020-2021**

## **Program Assurances:**

21<sup>st</sup> Century Grant Funding  
Safe, supervised programming during out-of-school hours  
Quality afterschool programming implemented  
Program data utilized for decision making  
Federal and State Compliance  
Data collection for federal/state/local evaluations

Contingency plan for virtual afterschool programming and implement as needed

Performance Category	Inputs	Implementation/ Strategies	Outcomes		
			<u>Short Term</u>	<u>Medium</u>	<u>Long Term</u>
Academics	Program Staff Program Manager Site Coordinator Certificated Non-certified	Provide 12 hours for 25 weeks of before and/or after school programming  Tutoring/Intervention/ Homework Assistance	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  Students increase critical thinking, problem solving, and communication skills	<b>PPO #1</b> By May 2021, 70% of targeted students that attend Hornets for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR reading assessment.
	Technology and Other Resources Staff Professional Development Data collection	Teachers increase knowledge to support students' academics, assets, and safety  Utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities. <b>(PM 2.3)</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>(PM 1.2)</b>	<b>PPO #2</b> By May 2021, 70% of targeted students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR math assessment.  <b>PPO #5:</b> As of May 2021, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading.  <b>PPO #6:</b> As of May 2021, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math.  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's statewide assessments. <b>(PM 1.1)</b>  <b>*Not Applicable for 20-21</b>
<b>Social-emotional learning</b>	Nutrition	Enrichment Activities	Students have increased opportunities for creative expression	Students will demonstrate an increase in social/emotional competence	<b>PPO #3</b> As of May 2021, 70% 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.  <b>PPO #4</b> As of May 2021, teacher surveys will report 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.  Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by Local Education Agencies. <b>(PM 1.3,A and B)</b>  60% of enrolled students regularly attend (30 days or more) the afterschool program. <b>(PM 2.5)</b>
	Developmental Assets	Cultural Activities	Increased opportunities for positive social interaction	Students will demonstrate a greater connectedness to school	
		Service-Learning Opportunities	Students increase number of developmental assets	Community and/or community groups benefit from service learning	
		Activities to Build Student Assets	Broaden experiential backgrounds of disadvantaged students	Students develop healthy habits	
		Physical Activities	Reduction in number of students' non-academic barriers to education	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>(PM 1.2)</b>	
		Introduce health related practices			
		Nutritious snacks			
		Data collection			
<b>Enrichment</b>	Deliver enrichment opportunities in literacy and mathematics that	Provide literacy-based and math-based enrichment activities daily/weekly	Students increase competency levels in mathematics and reading	Students demonstrate an increase in reading skills	<b>PPO #1</b> By May 2021, 70% of targeted students that attend Hornets for 30 days or more will meet or exceed a Student

	<p>utilize evidence-based strategies and practices, as defined by the Ohio Department of Education. <b>(PM2.1 and 2.2)</b></p> <p>Provide at least 2 hours on average of literacy enrichment and at least 2 hours of math enrichment per week. <b>(PM 2.6 and 2.7)</b></p> <p>Utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high school diploma <b>(PM 2.4)</b></p>	Provide family engagements around literacy and math	An increase in homework completion rates for students	Students demonstrate an increase in math skills	<p>Growth Percentile (SGP) of 40 on the STAR reading assessment.</p> <p><b>PPO #2</b> By May 2021, 70% of targeted students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR math assessment.</p> <p><b>PPO #5:</b> As of May 2021, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading.</p> <p><b>PPO #6:</b> As of May 2021, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math.</p>
<b>Family Engagements</b>	<p><u>Program Staff</u></p> <p>Program Manager</p> <p>Site Coordinator</p> <p>Family Event Coordinator</p>	<p>Provide at least three evidence-based educational development opportunities to families of the participating students. <b>(PM 4.1)</b></p> <p>Two take-home learning activities for parents for at home support</p>	<p>Parents better prepared to support students' well-being and academics</p> <p>Parents increase comfort levels in navigating the social service and school district systems</p> <p>Reduction in number of students' non-academic barriers to education</p>	Families are empowered	<p><b>PPO #7:</b> By May 2021, at least 70% of the parents of students that attend afterschool for 30 or more days will engage in two or more opportunities involving student learning.</p> <p><b>PPO #8:</b> By May 2021, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.</p>

<b>Partnerships</b>	Partnerships with Dawson-Bryant Schools, Gallia-Vinton ESC	Licensure of facilities for afterschool programming		Increase community engagement	Community and/or community groups benefit from service learning
	Primary Partnership with NECCO	Coordination and communication between the program and community partners		Communicate the merit of afterschool programming	Data collection for federal/state/local end-of-year evaluations
	Transportation	Advisory board for program monitoring		Data collection	Local evaluation
	Community Partnerships	Establish working relationships with school staff, meeting monthly (at a minimum), sharing student level academic data and linking afterschool activities with the student's school day curriculum. <b>(PM 3.1)</b>		Federal and State Compliance	Develop a robust sustainability plan and demonstrate progress implementing the plan. <b>(PM 5.2)</b>
	Monthly meetings with the primary partnering agencies to examine service and to strategize their collaborative efforts to serve their 21 <sup>st</sup> CCLC students. <b>(PM 5.1)</b>	Newsletters/ Webpage			
	Employ a local evaluator				

**(Attachment B.) Process Evaluation Chart**

	<b>Measuring the Quality of the Afterschool</b>			
	<b>Program Components</b>			
Component	What to Assess?	How to Assess?	Who will Assess?	Sharing
A. Program Organization	Program Leadership	Stakeholders will complete a self-survey using a condensed version from	Evaluation Team Members	Stakeholder Evaluation Team (evaluator, program manager, site coordinators, program staff)
<i>What is the fidelity of implementation of the Afterschool Program to the intended</i>	Program Governance			
	Program Structure			



<b><i>program organization and design?</i></b>	Staff Characteristics	the <i>Building and Managing Quality Afterschool Programs: A Practitioner's Guide</i> .  The surveys will be distributed to the appropriate stakeholders in November 2020.  The five-point rubrics will be utilized by appropriate stakeholders to rate the quality of practice within each area of the components. The ratings will be based on documented evidence.  Observations will be conducted by the external evaluator.  Surveys will be due to the Stakeholder Evaluation team by January 31, 2021, for compiling and analysis.  Performance Measure: The average rating for each of the quality practices will be at least 3 (average/good) on a five-point Likert scale.	Afterschool Staff  External Evaluator	members, parents, students, community partners, and school administration) will utilize composite results of rubrics to determine a Mid-Year Plan for Improvement.  A summary of key findings from the Mid-Year Report will be distributed to stakeholders in March 2021.  Progress toward improvement will be assessed in May 2021 by utilizing the rubrics to re-score the areas identified for improvement.  An abstract of the complete evaluation plan will be shared on the Gallia-Vinton ESC website for stakeholders, parents, and community members.
	Student Behavior			
<b>B. Academic Programming Practices</b>	Goal-Oriented Programs			
<b><i>What is the quality of the implementation of program academic practices and activities?</i></b>	Standards-Based Learning Activities			
	Research-Based Curriculum and Instruction			
<b>C. Supportive Relationships</b>	Linking to the School Day			
<b><i>What success has been achieved in the development of relationships with school day personnel, families, community members and between and among program staff and students?</i></b>	Professional Development			
	Building & Maintaining Relationships			
	Peer Collaboration/Cooperative Learning			
	Family Engagement			
	Community Connections			
<b>D. Achieving Outcomes</b>	Accountability			
<b><i>What aspects of the implementation process are facilitating success or acting as barriers?</i></b>	Internal Evaluation			
	External Evaluation Challenges			

**(Attachment C.) Modified Process Evaluation Survey**

# Measuring the Quality of the Afterschool Program Practices Stakeholder Process Evaluation 2020-2021

In order to ensure the students are receiving the best quality programming possible, stakeholders are asked to complete this program evaluation. Please use this tool to rate the level of practice at which the afterschool program is operating so far this year. Also, it is important to answer the 3 opened-ended questions on the last page. Thanks for your time and support of the afterschool program.

**Scale: 1=Weak, 2=Marginal, 3=Average/Good, 4=Strong, 5=Exemplary, Not Applicable (NA)**

## Criterion: A. Program Organization

<b>1. Program Leadership:</b>	
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.	4
<b>2. Program Governance:</b>	
a. Leaders conduct meetings at regular intervals that include management, organizational, and specific learning topics.	3
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.	3
<b>3. Program Structure:</b>	
a. Academic-related activities, homework help, enrichment activities, and nutritious snacks are provided on a regular basis.	4
b. Academic programming is focused on specific learning objectives that are linked to the school day and appropriate learning standards.	5
c. Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.	5
<b>4. Staff Characteristics:</b>	
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.	4
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.	5
<b>5. Student Behavior:</b>	

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.	5
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.	5

## Criterion: B. Academic Programming Practices

1. Goal-Oriented Programs:	
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.	4
b. Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.	4
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.	5
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.	5
b. Program staff use research-based knowledge and skills to provide homework and tutoring assistance that appropriately supports students' academic goals.	5

## Criterion: C. Supportive Relationships in Afterschool

1. Linking to the School Day:	
a. Formal and informal communication between afterschool and school-day staff is focused mainly on student achievement.	5
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.	4
b. The program offers professional development opportunities during staff meetings or at other convenient times.	4

<b>3. Building and Maintaining Relationships:</b>	
a. Program staff communicates high expectations for students' academic performance and behavior in the program.	<b>5</b>
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.	<b>5</b>
<b>4. Peer Collaboration and Cooperative Learning:</b>	
a. Staff structure activities and homework help using a variety of student-grouping models intended to build and strengthen collaboration and cooperation in learning.	<b>4</b>
b. The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.	<b>5</b>
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.	<b>4</b>
<b>5. Family Engagement:</b>	
a. Each program site provides activities or events to address specific needs of the families.	<b>4</b>
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>5</b>
c. Staff behavior demonstrates to families that the staff members care about their children.	<b>4</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>

## **Criterion: D. Achieving Program Outcomes**

<b>1. Program Outcomes:</b>	
a. The program has data to support impacts on student outcomes.	<b>4</b>
b. Families, staff, and students provide inputs for evaluations.	<b>4</b>
c. Program staff know how to interpret and use evaluation data.	<b>4</b>

**E. List two strengths of the afterschool program.**

**Day school communication with afterschool staff. Variety of activities.**

**F. List two areas of improvement for the afterschool program.**

**Lesson Planning. Student Involvement.**

**G. List any suggestions on ways to make the improvements.**

**Incentive program for attendance. PD on lesson plan development.**

**(Attachment D.)Process Evaluation: Building and Managing Quality Afterschool Program Improvement Plan**

Planning for Action – **not applicable**

This tool will be used with the Criterion Rating Sheet to 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:		
Action:	Date	Person Responsible
Criterion:		
Action::	Date	Person Responsible

**(Attachment E) Outcome Evaluation Chart**

**2020-2021 Evaluation Plan - Measuring the Impact of the Afterschool Outcome Program Components**

<b>Evaluation Question</b> (What do we want to know?)	<b>Indicator / Performance Measure</b> (How will we know it?)	<b>Collection Method</b> (How will we gather the information?)	<b>Data Sources</b> (Who will have this information?)	<b>Frequency</b> (When will we collect data?)	<b>Responsibility</b> (Who will collect the data?)
1. Have <b>the homework assistance</b> opportunities benefitted students?	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. (PM 1.2)	Five Question Classroom Teacher Survey	Classroom Teachers	January & May	Program Manager  Site Coordinators
	Parent surveys will report 70% of the regular attendees will have satisfactory or above homework completion rates.	Parent Satisfaction Surveys	Parents	April	
2. What evidence is there to suggest the afterschool program is having an impact on students' <b>reading outcomes</b> ?	<b>PPO #1</b> By May 2021, 70% of grades 6-8 that attend Hornets afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR reading assessment.	STAR Reading Assessment Results	Classroom Teachers  Building Administrators	January & May	Program Manager  Site Coordinators
	<b>PPO #5</b> As of May 2021, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in reading.	Five Question Classroom Teacher Survey	Classroom Teachers	May	
		Report Card Grades	Building	Quarterly	

			Administrators		
	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 on Ohio’s statewide assessments. (PM1.1)  <b>*Not applicable 2020-2021</b>	Ohio Statewide Assessment Results	Building Administrators	End of Year Assessment	
3. What evidence is there to suggest the afterschool program is having an impact on students’ <b>math outcomes</b> ?	<b>PPO #2</b> By May 2021, 70% of grades 6-8 that attend Hornets afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SGP) of 40 on the STAR mathematics assessment.	STAR Math Assessment Results	Building Administrators  Classroom Teachers	January & May	Program Manager  Site Coordinator
	<b>PPO #6</b> As of May 2021, teacher surveys will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above rating in math.	Five Question Classroom Teacher Survey	Classroom Teachers	May	
		Report Card Grade	Building Administrators	Quarterly	

	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 mathematics on Ohio’s statewide assessments. (PM1.1)  <b>*Not applicable 2020-2021</b>	Ohio Statewide Assessment Results	Building Administrators	End of Year Assessment	
4. What impact has the youth development activities had on social/emotional wellness of students and positive behavioral changes?	<b>PPO #4</b> As of May 2021, teacher surveys will report 70% of the students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.	Five Question Classroom Teacher Survey	Classroom Teachers	May	Program Manager  Site Coordinator
	The parents of students that attend afterschool for a period of 30 days or more will respond favorably to at least 75% of the questions pertaining to the afterschool program and positive student behavioral attributes.	Parent Satisfaction Survey	Parents	April	
	<b>PPO #3</b> As of May 2021, 70% of the students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.	Attendance Records	Building School Secretary	May	



5. What evidence is there to suggest that participation in afterschool parent engagement activities influences the parent's ability to support their child's education?	<b>PPO #7</b> By May 2021, at least 70% of the parents of students that attend Hornets for 30 or more days will engage in two or more opportunities involving student learning.	<ul style="list-style-type: none"> <li>• Family Engagement Programs/Agendas</li> <li>• Family Engagement Sign-In Sheets</li> <li>• Family Event Surveys</li> <li>• Parent Satisfaction Surveys</li> </ul>	Parents	October-April	Program Manager  Site Coordinator
	<b>PPO #8</b> By May 2021, at least 70% of the parents that engage in two or more opportunities will report the events as increasing their capacities to support students' academic success.				
6. What is the level of stakeholder satisfaction?	Stakeholders will indicate 75% favorable responses on satisfaction surveys on the afterschool program components.	Stakeholder Satisfaction Surveys	Parents Students Afterschool Staff School Day Teachers	April	Program Manager  Site Coordinator
		Stakeholder Interviews	Stakeholders	November April	External Evaluator
	60% of the enrolled students will regularly attend (30 days or more) the afterschool program (PM 2.5)	Attendance Reports	Afterschool Secretary	April	Program Manager

### (Attachment F.) Outcome Evaluation Improvement Plan

This is to be completed in September 2021 by the program manager and site coordinator.

Priority Area for Improvement:				Target Date of Completion:	
Objectives/Strategies	Who?	By When?	Benchmark	Date of Achievement	How did it go?

**Intended Outcome:**

**How will we know when we have reached this outcome/How will it be measured?**

### (Attachment G.) APR Chart

#### APR Chart

School Dawson Bryant Middle Year 2020-2021

Fall Report (October – December) 1st semester 1184 Total Days of Attendance

Year Report (October – May) cumulative year data 10/45 Regular Attendees ( 22%)

Staffing	#Paid	#Volunteer
Administrators	2	
College Students	0	
Community Members	0	

H.S. Students	3	
Parents	0	
School Day Teachers	6	
Other Non-Teaching School Staff	4	
Sub Contracted Staff	0	
Other		

Total Number of Students Enrolled:					
	Fall				Year
6th	9			6th	26
7th	9			7th	13
8th	4			8th	6
Total	22			Total	45

Of the Total Students, how many attended:		Fall	Year
Less than 30 Days		22	35
30-59 Days		0	10
60-89 Days		0	0
90 or More Days		0	0
Total # students		22	45
Of the Total Students, how many were:		Fall	Year
American Indian		0	0
Asian		0	0
Black		0	0
Hispanic		0	0
White		22	45
Two or More Races		0	0
Data not provided			
Total # students		22	45
Of the Total Students, how many were:		Fall	Year
Male		8	22
Female		14	23
Data not provided			

Total # students	22	45
<b>Of the Total Students, how many were:</b>	<b>Fall</b>	<b>Year</b>
Limited English Language Proficiency		
Eligible for Free/Reduced Lunch	22	45
Students with Special Needs/IEPs	4	8
Family Members Served in Programming	22	45

<b>Partners</b>
List partners from grant application and any other major partners
NECCO – Primary Partner
Gallia-Vinton ESC
Dawson Bryant School District
Autism Project
Lawrence County ESC

Activities For the Semester/Year

School: Dawson Bryant Year:20-21

	S T E M	Lit era cy	Tut ori ng	Hom ewor k Help	Eng lish Lea rne rs Sup por t	Entrepren eurship	A rt s & M u si c	Ph ysi cal Act ivit y	Community /Service Learning	Ment oring	Drug Preve ntion	Coun selin g Progr ams	Viole nce Preve ntion	Trua ncy Preve ntion	Yout h Lead ershi p	Colle ge and Care er Read iness
Is this activity offered?																
Yes or No	Y	Y	Y	Y	N	N	Y	y	Y	Y	Y	Y	N	Y	Y	Y
How often is it offered?																
Once per									Y							

term																
Monthly																
More than Once a Month																
Times a Month (2) (3) (Weekly)											W	W				
More Than Once a Week	Y	Y	Y	Y			Y	Y		Y				Y	Y	Y
Times a Week (2) (3) (4) (5) (6) (7)	4	5	5	5			4	4		4				2	4	4
<b>Average Hours Per Session/ Night</b>																
More than 4 hours																
2-4 hours									Y							
1-2 hours	Y	Y	Y	Y			Y									
Less than								Y		Y	Y	Y		Y	Y	Y

an hour																
<b>Average # Participa nts Per Session/ Night</b>																
More than 30																
21-30																
11-20	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y		Y	Y	Y
5-10																
Less than 5																
<b>Is it also College and Career Readine ss?</b>																
Yes	Y	Y					Y	Y			Y	Y			Y	Y
No																

(Attachment H.) Five Question Classroom Teacher Survey

## 2020-2021 Five Question Classroom Teacher Survey

The students listed below have attended the afterschool program for 30 or more days (regular attendees) during the school year. The grant goal states: 70% of the regular attendees will be satisfactory or above on each of the five categories listed on the following chart.

This survey is to be completed by the day school teachers of the regular attendees. One day school teacher is to check the first box (labeled

Evaluated) for each of the students that he/she is evaluating. Then, only mark a check if a student **DID NOT** meet the goal of satisfactory or above in each category. If multiple teachers are completing the form, please pass it on to the next teacher.

Evaluated	Grade	# Days of Attendance	Last Name	First Name	Homework Completion	Classroom Participation	Good Behavior	Reading	Math
					Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating
3	6				1	1	1	0	0
5	7				0	0	0	0	0
2	8				0	0	0	0	0
T					1/10	1/10	1/10	0/10	0/10

### (Attachment I.) Youth Development Survey Results

## 2020-2021 6-7-8 Youth Development Survey Data

10 surveys	6			7			8		
	YES	Somewhat	NO	YES	Somewhat	NO	YES	Somewhat	NO
1. I want to do well in school.	3	0	0	4	1	0	1	1	0
2. I pay attention in class.	2	1	0	3	2	0	1	1	0
3. I do better in my schoolwork by attending after-school.	2	1	0	4	1	0	1	1	0
4. I care about my school.	3	0	0	4	1	0	2	0	0

5. I like to help others.	3	0	0	4	1	0	1	1	0
6. I tell the truth even when it is not easy.	2	1	0	4	1	0	2	0	0
7. I accept responsibility for my choices.	3	0	0	4	1	0	1	1	0
8. I work well with others.	3	0	0	4	1	0	1	1	0
9. I am good at making and keeping friends.	2	1	0	4	1	0	1	0	0
10. I know the difference between good and bad behavior.	3	0	0	4	1	0	1	0	0
11. I feel good about myself.	2	1	0	3	2	0	2	0	0
12. I feel safe.	3	0	0	3	2	0	2	0	0
13. I ask for help when I need it.	3	0	0	4	1	0	1	0	0
14. I follow classroom and school rules.	3	0	0	4	1	0	1	0	0
15. I respect other people's things.	3	0	0	4	1	0	1	0	0

**(Attachment J.) Student Satisfaction Survey Results**

<b>12020-2021 Middle School Afterschool Satisfaction Survey Data</b>									
<b>10 surveys</b>	<b>6</b>			<b>7</b>			<b>8</b>		
	YES	CAN'T DECIDE	NO	YES	CAN'T DECIDE	NO	YES	CAN'T DECIDE	NO
1. Do you feel happier or less stressed while attending the afterschool program?	2	1	0	3	1	1	1	1	0
2. Do you feel comfortable talking to the afterschool staff?	1	1	1	3	1	1	1	1	0



3. Do you feel safe in the afterschool program?	2	1	0	5	0	0	1	1	0
4. Do you feel that having help you with your homework is important?	2	1	0	4	1	0	1	1	0
5. Do you feel that you are doing better in Reading since you started coming to the afterschool program?	3	0	0	4	1	0	1	1	0
6. Do you feel that you are doing better in Math since you started coming to the afterschool program?	3	0	0	4	1	0	1	1	0
7. Do you enjoy the afterschool special activities?	3	0	0	5	0	0	1	1	0
8. Would you tell others to come to the afterschool program?	3	0	0	5	0	0	1	1	0
9. What do you like best about the afterschool program? <b>I like the race cars.</b> <b>Everything</b> <b>Friends</b> <b>Snacks</b> <b>Play games</b>									
10. What do you wish you could change about the afterschool program? <b>Not sure</b> <b>Use my phone</b> <b>Nothing</b> <b>More time to play</b> <b>Nothing I guess</b> <b>Going outside</b>									

**(Attachment K.) Afterschool Staff Satisfaction Survey Results**

## 2020-2021 Afterschool Staff Satisfaction Survey

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

### (Attachment L.) School Day Teacher's Afterschool Satisfaction Survey Results

## 2020-2021 School Day Teacher's Afterschool Satisfaction Survey

<b>14 surveys</b>	<b>Yes</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>No</b>
1. The program offers assistance to students that relates to what is being taught during the school day.	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
2. I am satisfied with the instruction and activities provided at the program.	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
3. Homework has improved in both completion rate and quality for students attending the program.	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
4. The program has been beneficial to our students academically, socially and emotionally.	<b>13</b>	<b>1</b>	<b>0</b>	<b>0</b>
5. I am well informed about the program and what happens there.	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>
6. It is important to have a program like this.	<b>13</b>	<b>1</b>	<b>0</b>	<b>0</b>
7. I would recommend the program to my students.	<b>13</b>	<b>1</b>	<b>0</b>	<b>0</b>

**(Attachment M.) Parent Afterschool Satisfaction Survey Results**

<b>2020-2021 Parent Afterschool Satisfaction Survey</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 provided to my child.	7	0	0	0
2. The program has helped my child get his/her homework completed satisfactorily.	7	0	0	0
3. The program has helped my child do better in school.	7	0	0	0
4. My child is well-supervised and safe while attending the program.	7	0	0	0
5. I am satisfied with the overall performance of the afterschool staff.	7	0	0	0
6. I am satisfied with the family engagement activities offered.	7	0	0	0
7. I would recommend the program to other parents for their children.	7	0	0	0
8. 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>○ Holidays Around the World</li> <li>○ Family Resource Discovery Night</li> <li>○ Take Home Packet #1</li> <li>○ Take Home Packet #2</li> </ul>			
9. What do you like best about the program? <b>Tutoring</b> <b>Transportation</b> <b>Got work completed</b>				
10. What do you wish you could change about the program? <b>Nothing</b>				

**(Attachment N.) PARENT ACADEMY EVENT SURVEY**

**2020-2021 FAMILY EVENT REPORTING FORM**

**PROGRAM:**HORNETSD**DATE:** December 8, 2020**EVENT:** Tech Talk

This was a drive-thru event with our students and their family. The theme was Tech Talk. We had noticed a lot of issues that were present due to the “virtual” option that was permitted to our students. Problems were created for traditional students as well. Our technology teacher created a flyer that provided families with step-by-step instructions to access ProgressBook. We were wanting everyone to be aware of grades that were being earned by students. I also created a flyer for students and parents highlighting key things to remember to stay safe while online. I went over the flyer and had a discussion with students that stayed that evening for the HORNETS program. We then gave the parents a copy of the flyer and asked if they discuss it with their children. Our technology department created a 3-inch Anti-Cyber Bullying Sticker. “Don’t be Mean Behind the Screen”. During the HORNETS program I met with each grade level individually and we talked about cyber bullying. I told the students that they could place the sticker anywhere in my building or somewhere at home to help remind them to not participate in cyber bullying. We also provided families with handouts from the NAMI Family Support Group and Appalachian Family and Children First Council. Students that participated also got a stylus pen, earphones, and a book from a series that had a topic on technology.

**Attendance**

a) Students	16
b) Parents/guardians	24
c) Other (relatives, community members etc....)	
d) <b>Total attendance</b>	<b>40</b>

**Number of surveys completed** 14

**Survey Results (in percentages)**

1. This was a positive event for our family to attend.  
YES 13 NO SOMEWHAT 1
2. The after-school program is an important part of your child's educational plan.  
YES 13 NO SOMEWHAT 1
3. This experience been helpful to you in supporting your child's academic success.  
YES 13 NO SOMEWHAT 1

Quotes and comments from surveys:

**Thanks for the Tech Book.**

**This is good to get homework complete.**

**My child likes staying.**

**2020-2021 FAMILY EVENT REPORTING FORM**

**PROGRAM: HORNETS**

**DATE: April 21, 2021**

**EVENT: Family Movie Night: "Be Who You Want to Be"**

**During the afterschool hours the site coordinator went around and met with students in a small group. During small group students researched what it meant to have a positive mindset. Students discussed positive mindset or what is referred to as a growth mindset. We focused on things that we can do to help us have a positive mindset in our lives and how it helps us. Students then were able to choose a movie to keep. Each movie had a theme of a positive mindset or overcoming challenges. The goal was to then have parents and students watch the movie together at home and learn more on growth mindset.**

**2. Attendance**

a) Students	<b>21</b>
b) Parents/guardians	<b>15</b>
c) Other (relatives, community members etc.....)	
d) <b>Total attendance</b>	<b>36</b>

**4. Number of surveys completed** **15**

**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 academic success.  
YES **87%** NO **13%** SOMEWHAT \_\_\_\_\_

4. Quotes and comments from surveys:

**Great idea!**

**Thanks for doing this.**

**I love this movie she picked.**