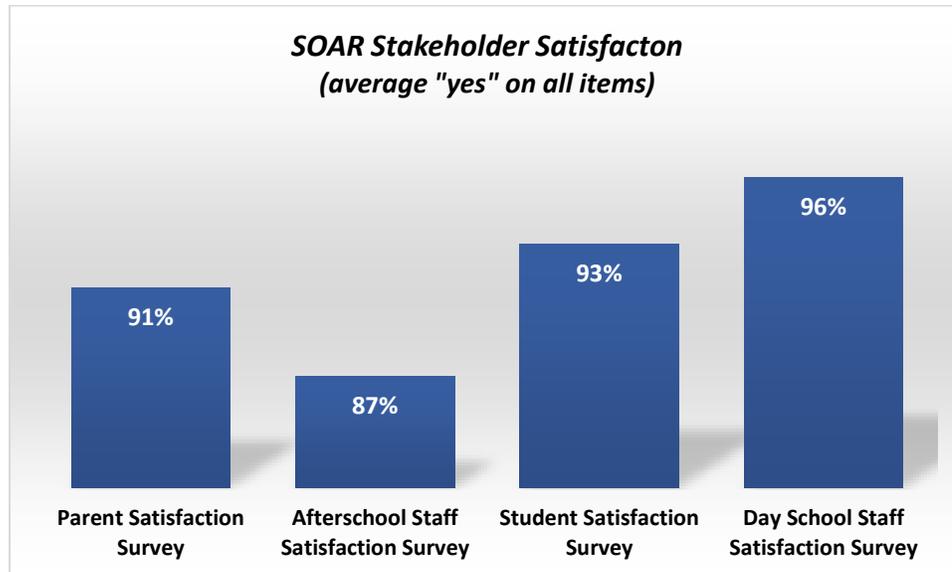


Rio Grande Elementary School "SOAR"
(Excerpted from the 2021-22 end-of-year report)

PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The program achieved all of the **Program Performance Objectives (PPO)**. 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 21st 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 programs' impact.

Evaluation Question 6: What is the level of stakeholder satisfaction?



"Thank you for all that you do." - Parent

A. Academics

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

- **Program Performance Objective (PPO) 4:** As of May 2022, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above **homework completion**, class participation, and good behavior management rates for the school year. **(ACHIEVED)**

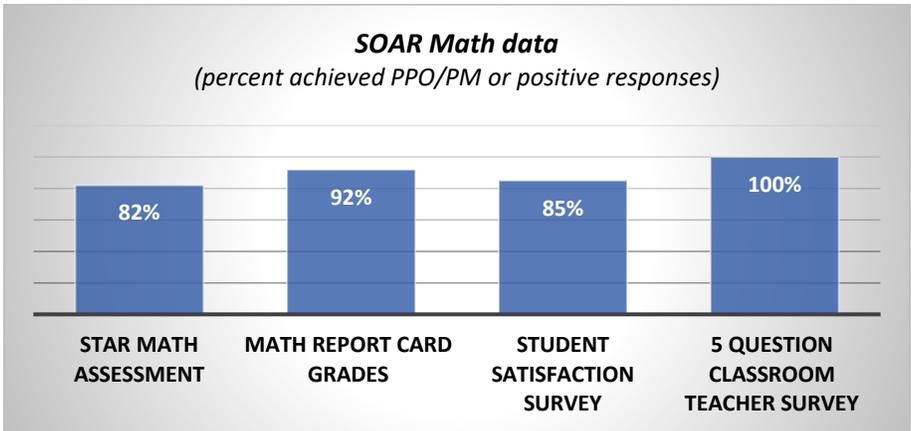
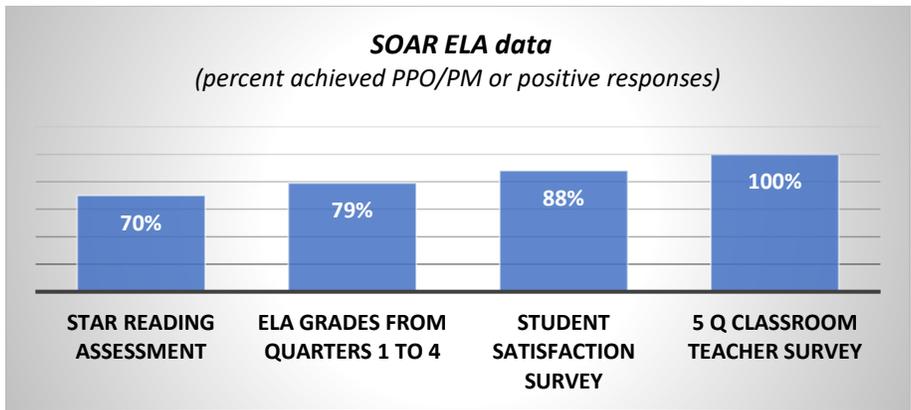
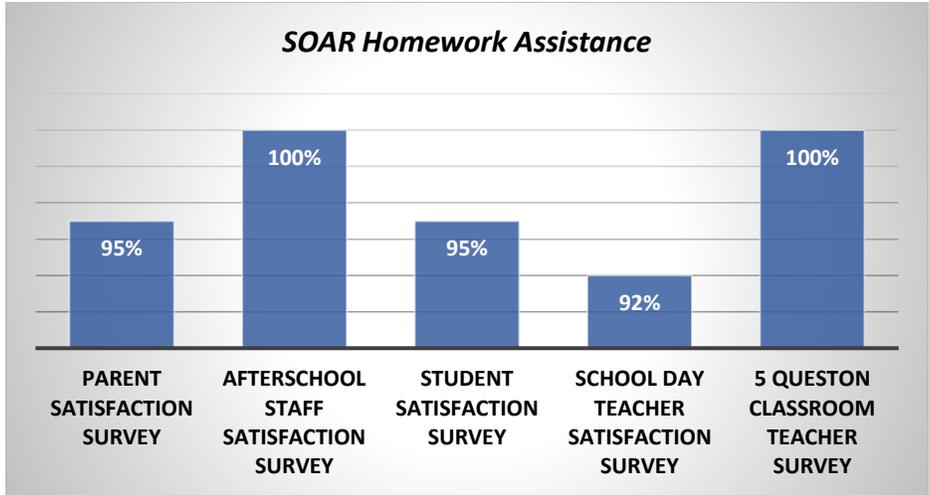
Evaluation Question 2: What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes.

- **PPO 1:** By May 2022, 70% of K-5 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Reading Assessment. **(ACHIEVED)**
- **PPO 5:** As of May 2022, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in reading. **(ACHIEVED)**

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, 70% of K-5 students that attend afterschool for 30 days or more will meet or exceed a Student Growth Percentile (SPG) of 40 on the STAR Math Assessment. **(ACHIEVED)**
- **PPO 6:** As of May 2022, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in math. **(ACHIEVED)**

Rio Grande Elementary School "SOAR"
(Excerpted from the 2021-22 end-of-year report)



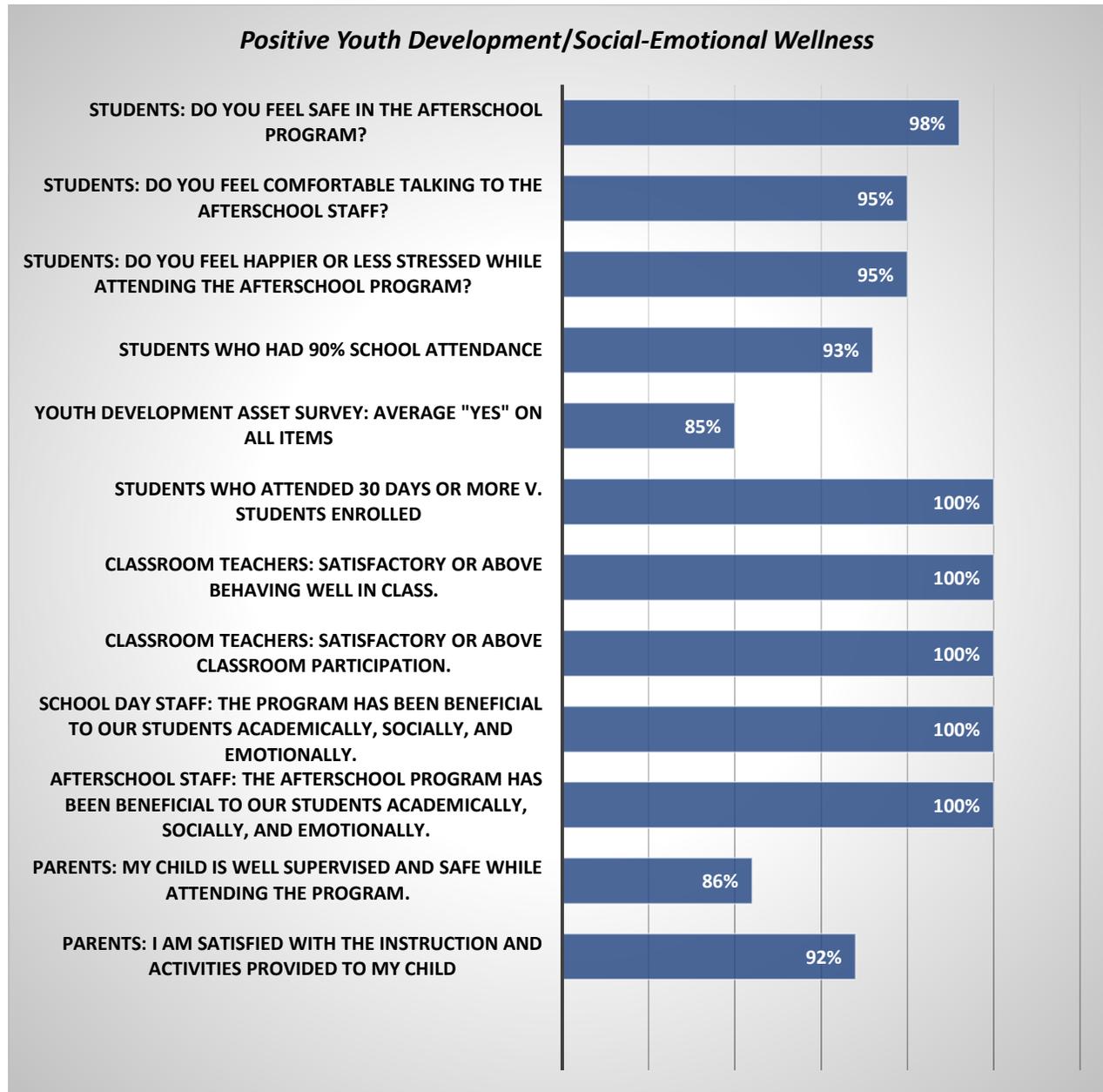
"What I like best about the program is having help with homework." - Parent

Rio Grande Elementary School "SOAR"
(Excerpted from the 2021-22 end-of-year report)

B. 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, students that attend afterschool 30 days or more will achieve a day school attendance rate of at least 90% for the school year. **(ACHIEVED)**
- **PPO 4:** As of May 2022, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above homework completion, **class participation**, and **good behavior** management rates for the school year. **(ACHIEVED)**

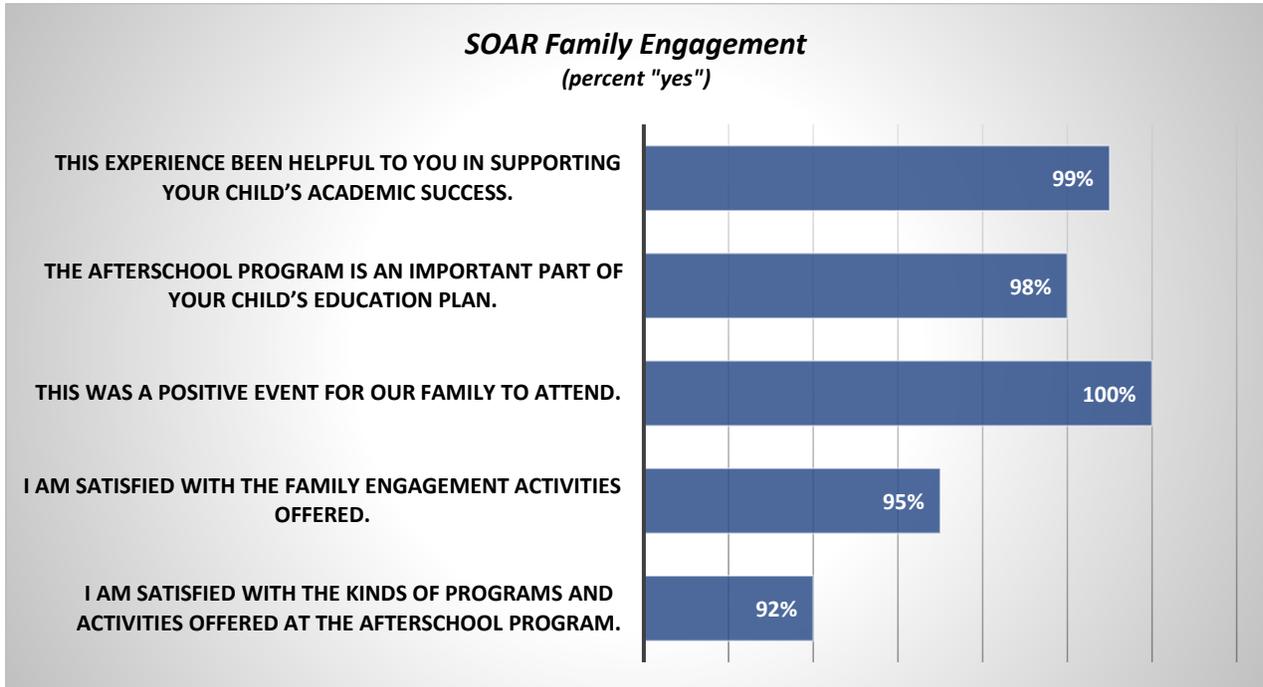


Rio Grande Elementary School "SOAR"
(Excerpted from the 2021-22 end-of-year report)

C. 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 7:** By May 2022, at least 70% of the parents of students that attend CATS for 30 or more days will engage in two or more opportunities involving student learning. **(ACHIEVED)**
- **PPO 8:** By May 2022, 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. **(ACHIEVED)**



"These events have helped my son open his comfort zone and try new things." - Parent

Rio Grande Elementary School "SOAR"
(Excerpted from the 2021-22 end-of-year report)

PART V RECOMMENDATIONS/LESSONS LEARNED

A. Recommendations and next steps.

As the effects of COVID-19 disruptions to school and families become more evident, the help that the afterschool program gives to the academic recovery and social-emotional health of students has become essential for students who were already at-risk. This aid extends to the families of students. The State is beginning to emphasize and promote family engagement as never before, and the 21st CCLC's are ahead of the curve in this regard. An expansion of the role of the family engagement coordinator to include regular communication with the program's families would contribute to increased participation in the program's family events and help connect parents and caregivers with the school. Purposeful social-emotional supports for students should continue to be emphasized in the weekly schedule.

Recommendations from the *Measuring the Quality of the Afterschool Program Practices*
Program Staff Process Self-Evaluation:

- a. Increase participation.
- b. More Parent Engagement activities in the building.
- c. Increase community involvement.

Suggestions from parent surveys

- a. Cooking classes, baking classes and crafts
- b. Any one-on-one activities
- c. More exciting activities for the "fun" hour
- d. More help with make-up work when need be
- e. Promoting more life skills
- f. Basic safety class, simple first aid and how to call 911
- g. Focused handwriting and spelling
- h. Pens and paper to do work at home

B. Lessons learned and issues for consideration.

The SOAR program was an important support for students and families this year, in which recovering from the effects of pandemic disruptions was paramount. Approximately 20% of the student body participated in the program. The supporting data was very impressive in all facets of the program. The academic help and just connecting with teachers was critical for those students who participated, contributing to their all-around well-being. Parents overwhelmingly view the program as a 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. The attendance goals of the grant are consistent with the State's greater emphasis on attendance, and again highlight the benefit the program brings to all stakeholders. SOAR hopefully will continue to be an essential program beyond grant funding as students and families rebound academically and mentally.