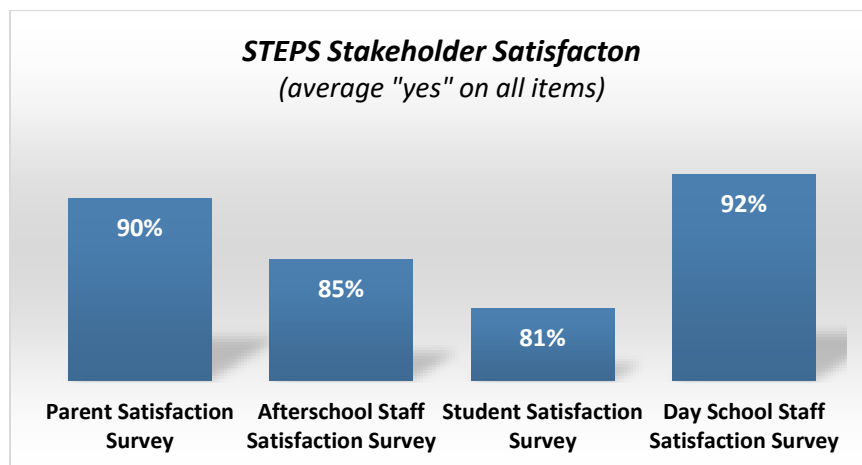


PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The STEPS program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal 21st Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs' impact. **The STEPS program all of the eight Program Performance Objectives (PPO).** The objectives (PPOs) to be measured are established by the grant application submitted to the Ohio Department of Education.

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



“ This program is vital to our school and students.” – Teacher

“ [STEPS] offers a safe space, food, extra time & help for assignments, social interaction, and access to activities and programs they can’t experience during the school day.” – Teacher

A. **Academics**

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

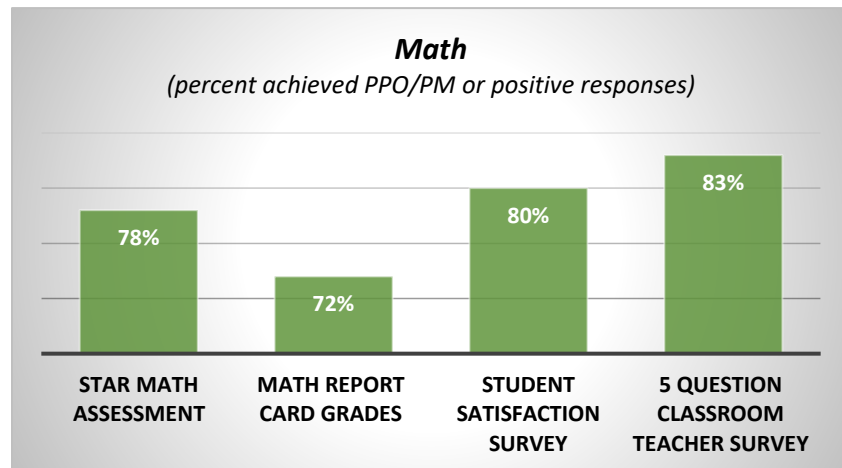
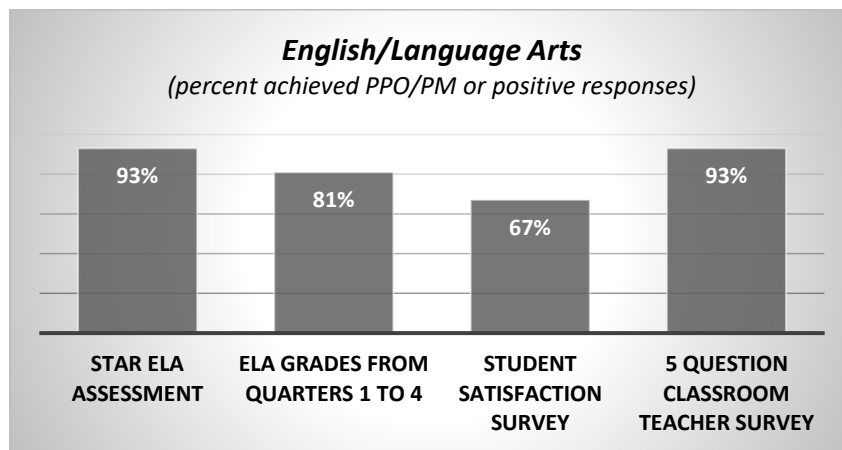
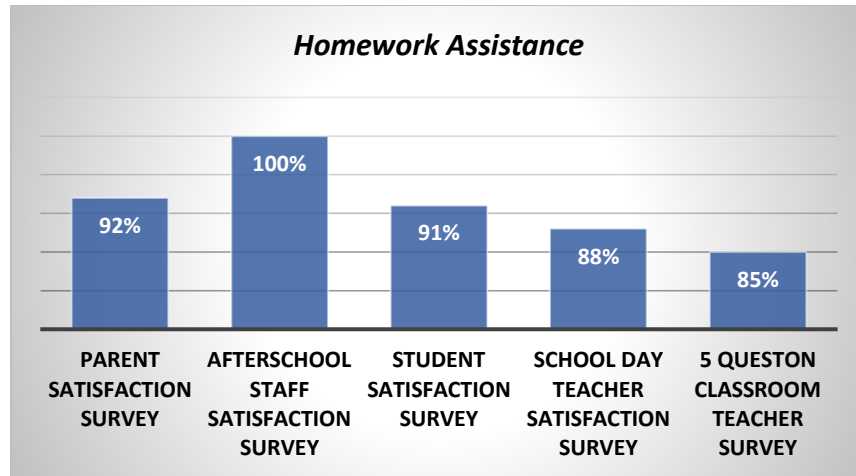
- **PPO 4:** As of May 2022, teacher surveys will report 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above **homework completion**, class participation, and behavior management rates. **(ACHIEVED)**

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



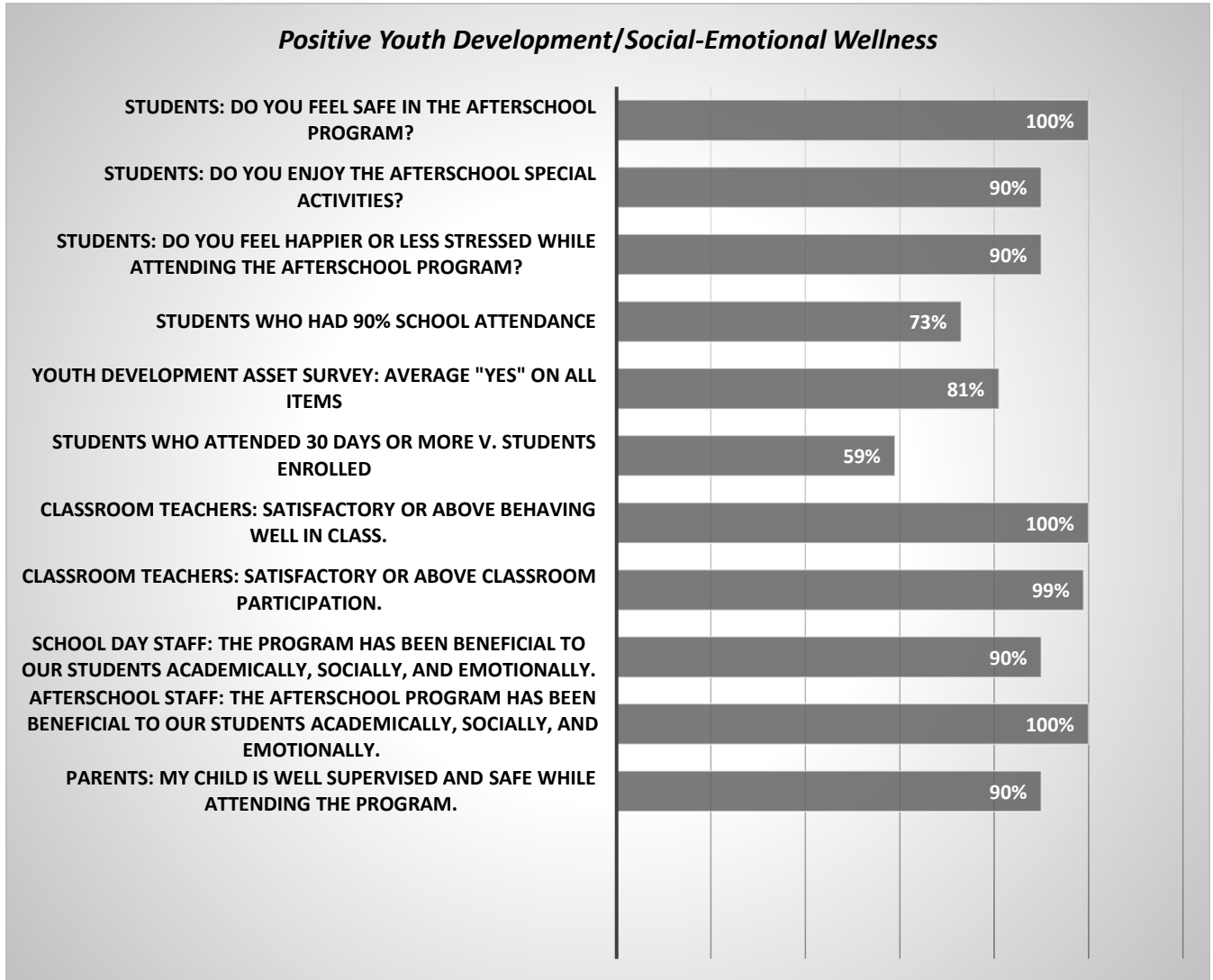
"STEPS allows students to have a better understanding in a subject they're struggling in." – Student

"We like how our child can get their work done and have help." – Parent

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, 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. **(ACHIEVED)**
- **PPO 4:** 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. **(ACHIEVED)**



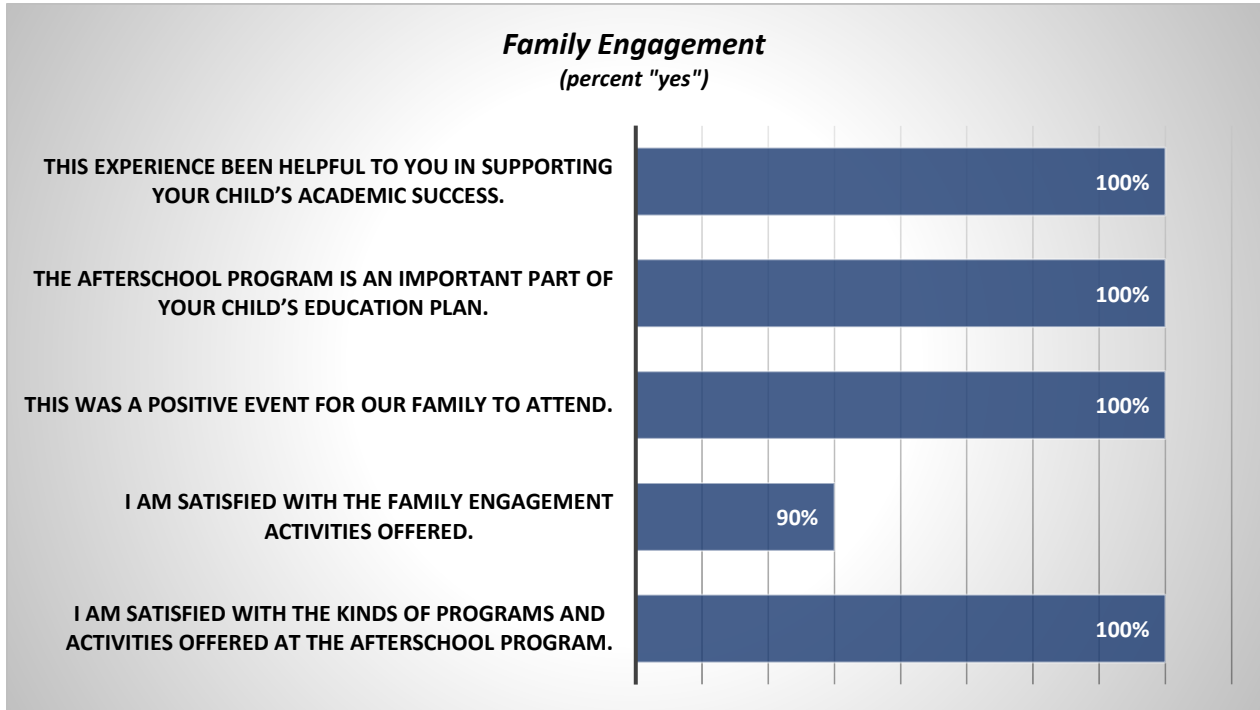
“The students build relationships and develop social/emotional skills.” – Teacher

“My students have so much fun in this program.” – Afterschool staff

C. **Family Engagement**

Evaluation Question 5: What evidence is there to suggest that participation in 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 afterschool 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)



“We love the calendars that allow the kids to pick what activity we do. They love taking pictures of the different places. Love the special events. I love it being family oriented.” – Parent

PART V RECOMMENDATIONS

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 site coordinator to include regular communication with the program's families and may 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.

The number of responses on the student surveys and parent satisfaction surveys was well below what was needed for useful analysis. This needs to be corrected in order to properly evaluate the program's impact and stakeholder satisfaction.

Recommendations from the *Measuring the Quality of the Afterschool Program Survey* include the following:

- a. Activities need to be scheduled more consistently.
- b. Would like to see more participation by students in hands-on activities.
- c. Food or snacks.
- d. Busing: Southwestern students can't stay (South Gallia site).

B. Lessons learned and issues for consideration.

The STEPS program proved an important support for students and families this year, in which recovering from the effects of pandemic disruptions was paramount. 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 STEPS brings to all stakeholders. STEPS will continue to be an essential program as students and families continue to rebound academically and mentally.