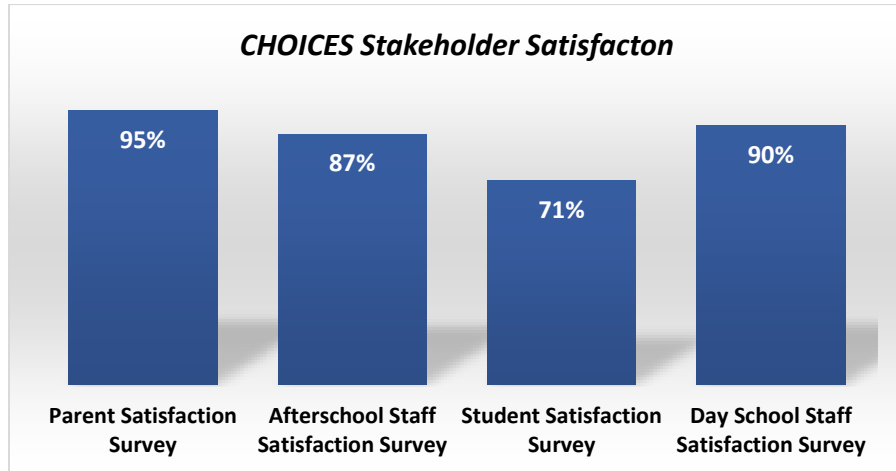


### PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The CHOICES 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. 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 CHOICES program achieved six 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?**



*"The best thing I like about the program is that my child improves." – Parent*

*"The afterschool program provides the extra support our students need in Appalachia." SGMS day staff*

#### **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.

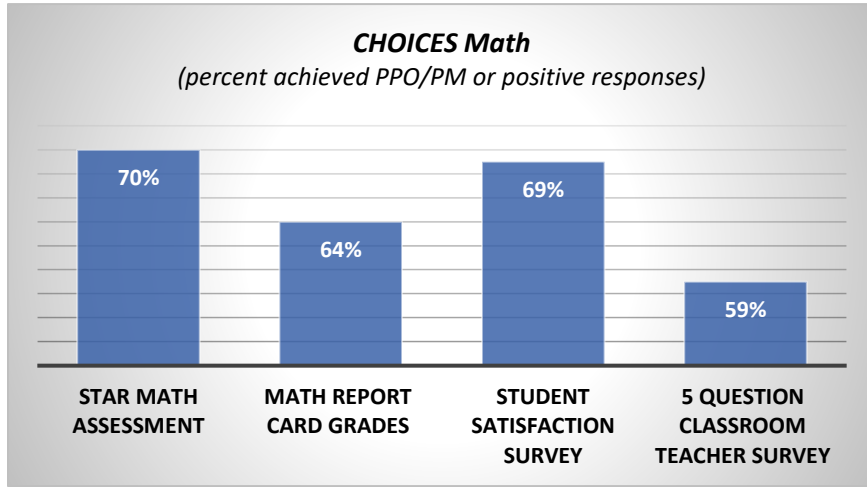
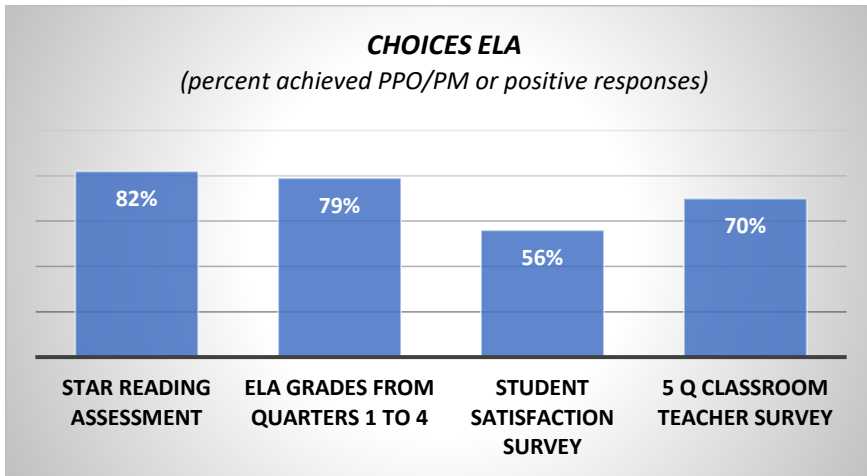
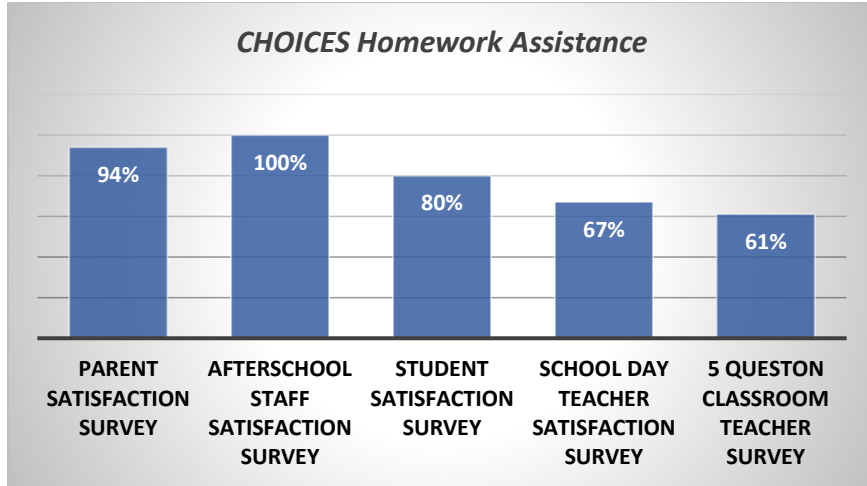
##### **Evaluation Question 2: What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**

- **PPO 1** By May 2022, 70% of targeted students that attend CHOICES 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 CHOICES 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.

**River Valley Middle School/South Gallia Middle School “CHOICES”**  
*(Excerpted from the 2021-22 end-of-year report)*



***“My child is getting his homework done.” – Parent***

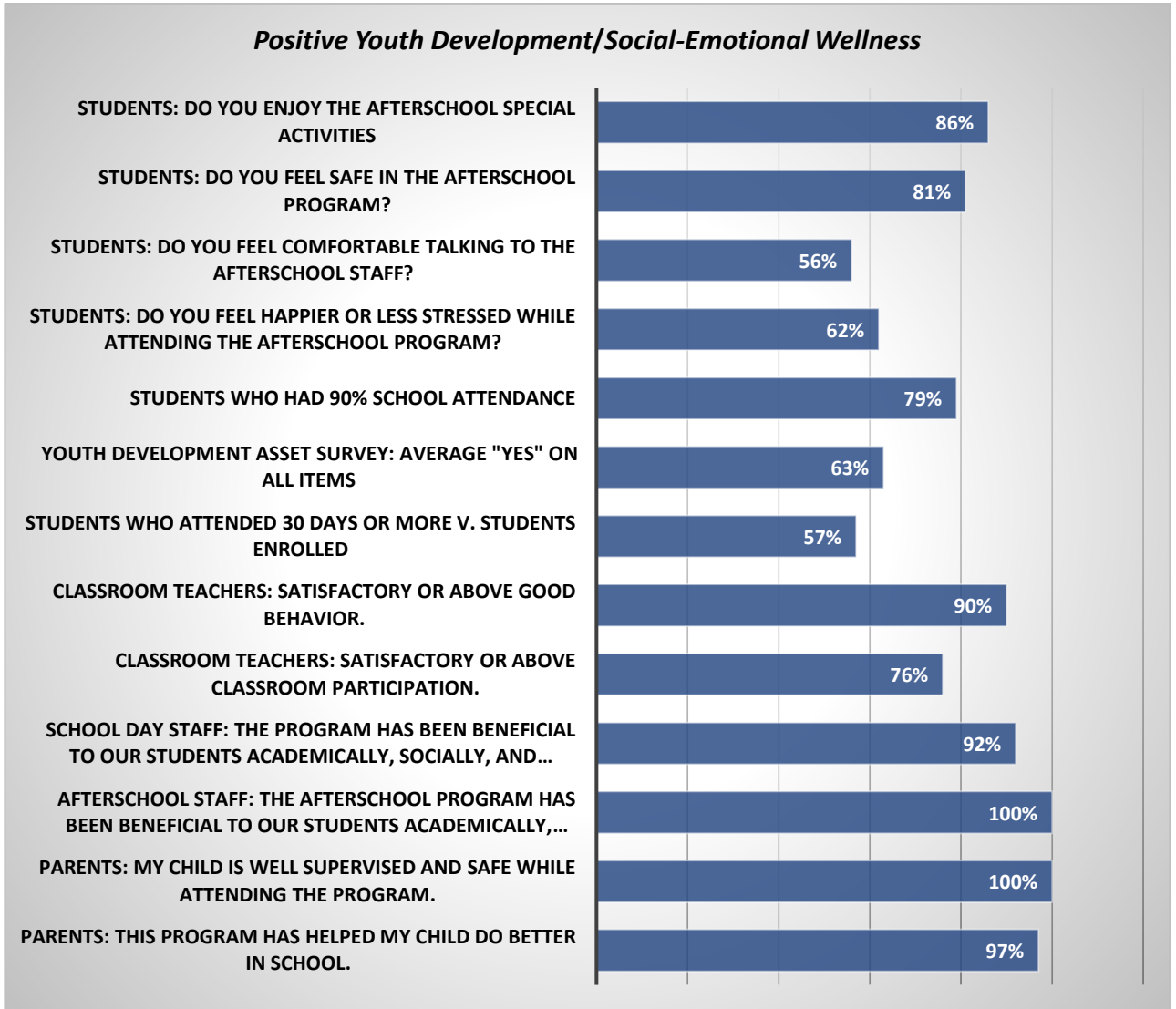
***“My child has improved his grades, and he enjoys it.” - Parent***

**River Valley Middle School/South Gallia Middle School "CHOICES"**  
 (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, 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 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)**



***"Students that attend the afterschool program are more positive and relate well to staff and others." - RVMS day staff***

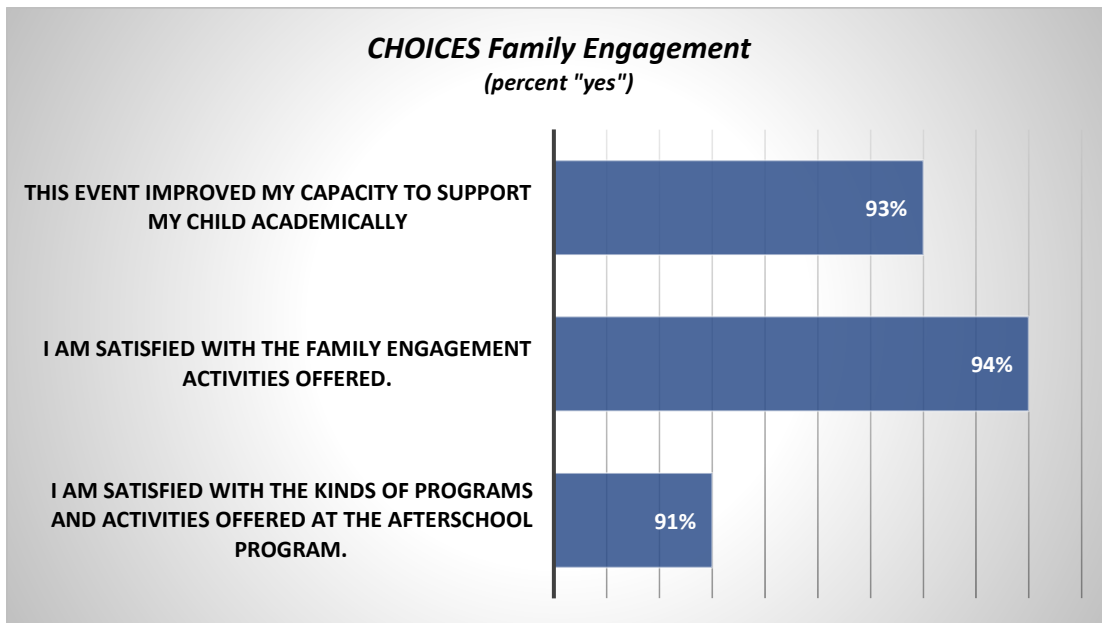
***"I get my work finished and get to participate in fun special activities and have fun with friends." – Student***

***"This program is such a great resource for students that need adult "voids" filled...a lot of social emotional support." – SGMS day 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)**



***"My child loves going, she loves doing all the creative activities you offer." - Parent***

***"It's more time we get to spend as a family and the kids get to try new things they normally wouldn't be able to do." - 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 21<sup>st</sup> 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.

Program staff should note the distinctions in performance between the two sites and assess the strengths and areas of improvement for each. There are also some inconsistencies between the qualitative data and the quantitative data at each site. For example, at SGMS 78% of the students met or exceeded their SGP in reading, however the staff felt that only 60% of the students were satisfactory in reading. 76% of those students felt that the program helped them in reading.

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

- a. Smaller specific groups for homework time.
- b. Offer more activities in the liberal arts area.
- c. Busing for Southwestern students.
- d. Better snacks / food.
- e. Put math and reading groups in specific areas.
- f. Offer a short transition time prior to homework.
- g. Cook something every day for the children, not just Thursdays.
- h. Put more students on a bus to free up someone to drive to Southwestern.

#### **Suggestions from the *Afterschool Staff Survey*:**

- a. Devote 3<sup>rd</sup> and 4<sup>th</sup> quarter homework time, if it not needed for homework, to state test prep sessions.

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

The CHOICES 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 overwhelming 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 CHOICES brings to all stakeholders. CHOICES will hopefully continue to be an essential program beyond grant funding as students and families continue to rebound academically and mentally.