Grant #18388

Oak Hill Middle/High School

OAKS

Oak Hill Local Schools

Dr. Marci Shepard, Superintendent

End of Year Report

November 2022

Program Manager	Whitney Crabtree
Site Coordinator	Randy Layton
Principal	Whitney Crabtree (Middle School) and Randy Layton (High School)
External Evaluator	Brack Houchens
Program Year	1

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PART I OAKS PROGRAM DESCRIPTION

A. Program Summary: Oak Hill Middle and High School OAKS

The OAKS program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal Nita M. Lowey 21st Century Community Learning Centers Grant. The 2021-22 OAKS program is in the first year of a five year 21st CCLC grant and is open to all students 6-12. The mission of the program aligns with the objectives listed below.

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

21st Century Community Learning Grantee	**OAK Hill Local (044032)**
Grant Number	18388
Grant Year	1
Locations	Oak Hill Middle/High School 5063 OH-93 Oak Hill, OH 45656
Length/Days	Monday thru Friday 6:45 a.m. to 7:15 a.m. Monday thru Thursday 2:26 p.m. to 5:00 p.m. October 11, 2021 - April 19, 2022
Grade Levels	Grades 6-12
Programming	Option 3: Out of School (OST)
Program Manager	Whitney Crabtree
Site Coordinator	Randy Layton
Primary Partner	Oak Hill Library

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

Reading PPO: By May 2022, 60% of targeted students that attend afterschool for at least 30 days will meet or exceed an individualized Student Growth Goal (SGG) on the MAP (Measures of Academic Progress) Reading Assessment.

Math PPO: By May 2022, 60% of students that attend afterschool for 30 days or more will meet or exceed an individualized Student Growth Goal (SGG) on the MAP (Measures of Academic Progress) Math Assessment.

Youth Development PPO: As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above homework completion, class participation, and behavior management rates as reported by teachers.

Family Involvement PPO: By May 2022, parents may engage in at least 3 opportunities relative to family well-being. 60% of parents that take part in parent engagement will report increasing their capacities to support student well-being.

C. Program Site Information

Oak Hill Middle/High School has a population of 596 students in grades 6-12 and is the site school for the OAKS Nita M. Lowey 21st Century Community Learning Center. The school is identified as **100%** Economically Disadvantaged. **12.8%** of the students have been identified as having disabilities.

D. Participation and Populations Served (Appendix F)

- **76** Students attended ten or more days in the program from October 11, 2021, to April 19, 2022
- Enrollment by grade level
  - 6th grade   21
  - 7th grade   24
  - 8th grade   15
  - 9th grade   5
  - 10th grade   5
  - 11th grade   2
  - 12th grade   4

- 30/76 Students (36%) attended OAKS 30 days or more.
- Enrollment by Gender
  - Male   42
  - Female   34
- Enrollment by Race/Ethnicity
  - Hispanic   2
  - White   72
  - Two or more races   2

- Other Enrollment Categories
  - Economically Disadvantaged 76
  - Students with Disabilities 8

E. Services Offered (Appendix F)

1. Academics

Homework assistance, tutoring, and enrichment activities were offered each morning and evening. Over 2 hours of literacy and math enrichment were scheduled each week (**PM 2.6** and **PM 2.7**) for OAKS attendees from October 11, 2021, to April 19, 2022. In addition, a 21-day summer school program was held with 26 students participating.

2. Positive Youth Development

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

- Drivers Education
- Pitch Challenge
- Future Teachers Club
- Krav Maga
- Creative Arts and Crafts
- Healthy Cooking
- Intermural Sports
- Service Learning
- Walking
- Music Activities
- E-Sports
- Outdoor Survival
- Career Awareness
- Board Games

3. Family Engagement

The program offered five family engagement activities or "Parent Academies" throughout the year.

- October OAKS Kick-Off Event @ Oaks vs. Waverly Football Game
- FAFSA, College Credit Plus Workshop
- February Winter Wellness @ Parent/Teacher Conferences
- April Spring Showcase
- Spring Treasure Your Family Activities

F. Staffing (Appendix F)

- 2 Administrators
- 8 School Day Teachers Nightly (28 total)
- 3 Other non-teaching school staff

G. Program Partners (Appendix F)

- Gallia-Vinton ESC
- Oak Hill Board of Education
- Oak Hill Public Library- Primary Partner
- General Mills
- J. Floyd Dixon Memorial Fund
- Local Law Enforcement
- University of Rio Grande
- Buckeye Hills Career Center
- Family & Children First
- Hopewell Health

PART II   EVALUATION METHODOLOGY

This section includes a description of the evaluation methodology, target population, data collection methods and tools, the limitations and challenges encountered during the evaluation process as well as the evaluation and dissemination. Additional documentation has been collected by the program as part of the **Compliance and Performance Assessment** (**CAPA**) submitted to the Ohio Department of Education.

A. Evaluation Design

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

1. **Process Evaluation:** Measuring the quality of the afterschool program components.
(**Appendix B, Appendix C**)
2. **Outcome Evaluation**: Measuring the impact of the program components **(Appendix E)**
Additional details on each of these aspects of the evaluation is found in *Section IV-Findings Related to Evaluation Questions*.

B. Target Population

The target population, as determined by grant criteria, were economic or academically disadvantaged students in grades 6-12. The evaluation is based upon students who were regular attendees (30 or more days of attendance) in the afterschool program.

C. Data Collection Methods and Tools

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

OAKS MS/HS Assessment Calendar

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

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

** Submitted to the ODE per grant requirements

D. Limitations of the Evaluation and Challenges Encountered
There were no limitations or challenges to this year's evaluation.

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

PART III   EXECUTIVE SUMMARY OF KEY FINDINGS

The program achieved four of the four <u>Program Performance Objectives</u> (PPO). The objectives (**PPOs**) to be measured are established by the grant application submitted to the Ohio Department of Education. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the program's impact. Listed below are the six evaluation questions used to guide the evaluation as well as related PPOs and graphic supporting data.

<u>*A. Evaluation Question 6*</u>: **What is the level of stakeholder satisfaction? (90% or above by all stakeholders)**
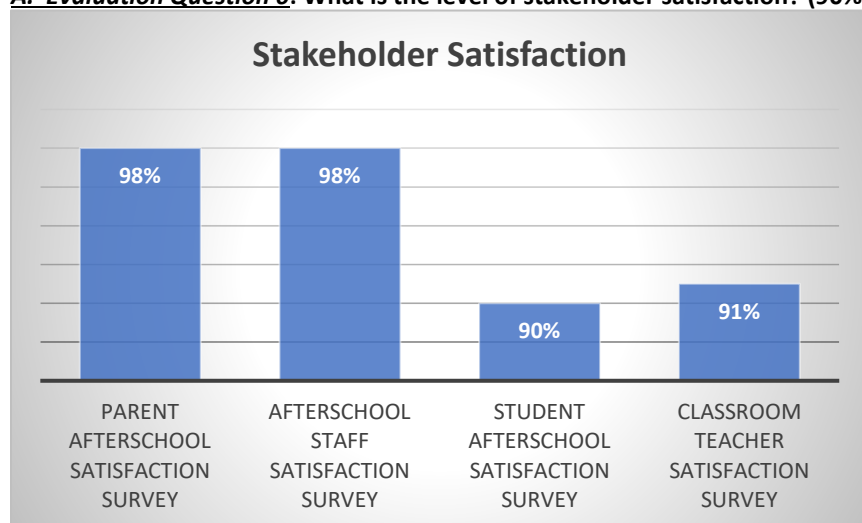
Parent Quote: "My children were new to the district. I was very impressed by this program and the staff. It allowed for extra time for homework, it gave an opportunity to learn and discover new activities, as well as educate them on things in the area we didn't know".

B. Academics

> <u>*Evaluation Question 1*</u>**: Have the homework assistance opportunities benefitted students?**
> - **Youth Development PPO:** As of May 2022, teacher surveys will report 60% of the students who attend afterschool for 30 days or more will have satisfactory or above **<u>homework completion</u>**, class participation, and good behavior management rates for the school year. (<mark>ACHIEVED</mark>) **93%**

Homework Data

100%	88%	86%	93%
PARENT AFTERSCHOOL SATISFACTION SURVEY	AFTERSCHOOL STAFF SATISFACTION SURVEY	STUDENT AFTERSCHOOL SATISFACTION SURVEY	FIVE QUESTION CLASSROOM TEACHER SURVEY
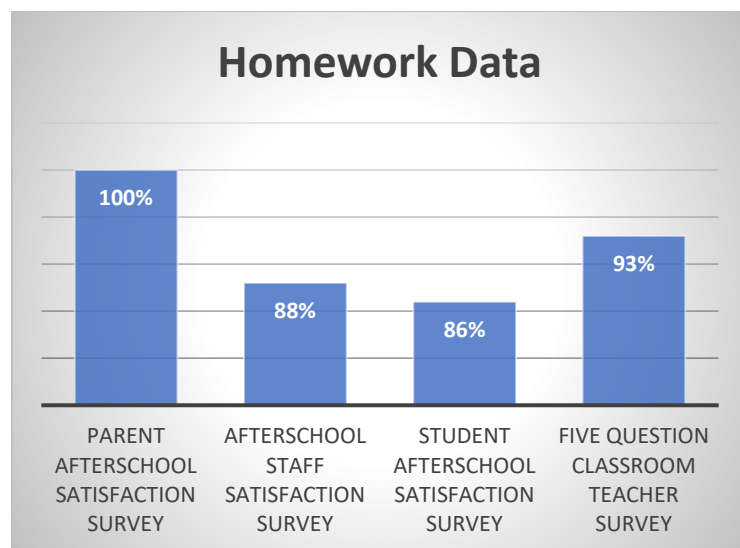
Evaluation Question 2: **What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**

- **Reading PPO:** By May 2022, 60% of targeted students that attend afterschool for at least 30 days will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Reading Assessment. (ACHIEVED) **76%**

ELA Data

76%	63.00%	80%	87%
MAP READING ASSESSMENT	ELA REPORT CARD GRADES	STUDENT AFTERSCHOOL SATISFACTION SURVEY	FIVE QUESTION CLASSROOM TEACHER SURVEY
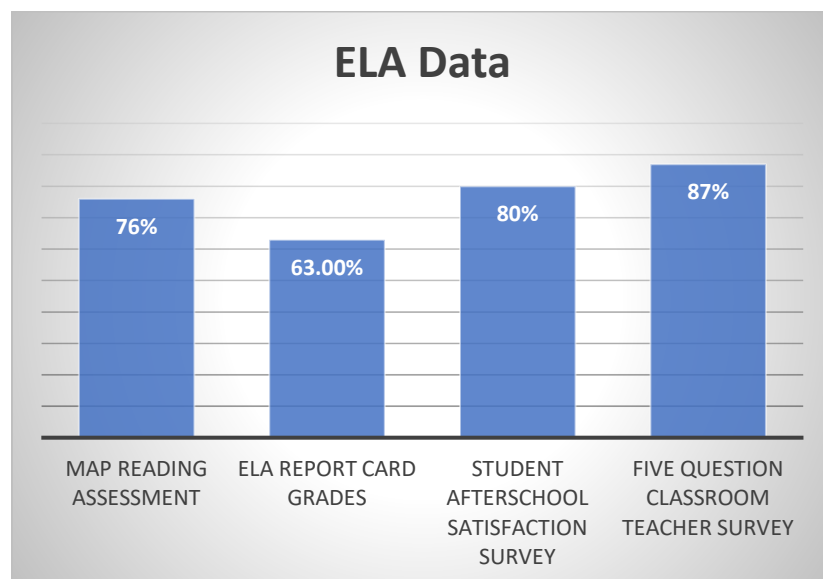
Evaluation Question 3: **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**

- **Math PPO:** By May 2022, 60% of students that attend afterschool for 30 days or more will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Math Assessment. (ACHIEVED) **64%**

Math Data
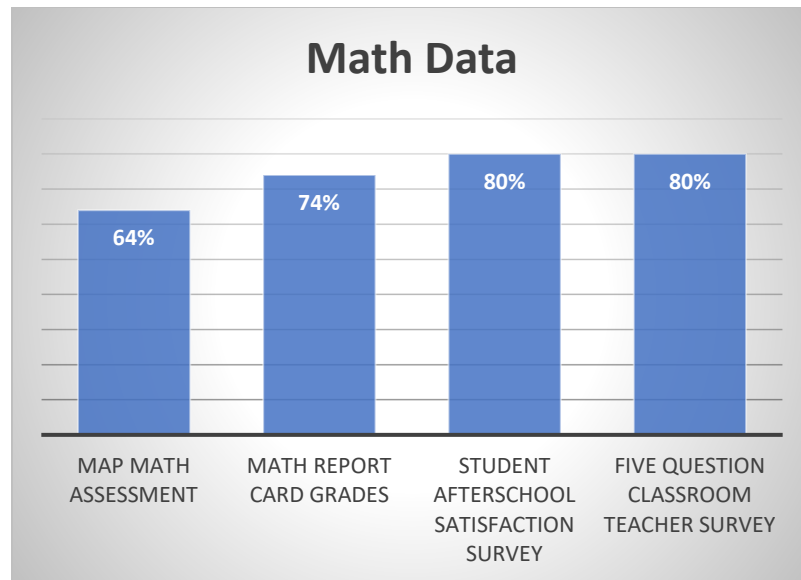
C. Positive Youth Development/Social-Emotional Wellness

Evaluation Question 4: **What impact have the youth development activities had on the social-emotional wellness of students?**
- **Youth Development PPO:** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a <u>school attendance rate</u> of at least 90% and will have satisfactory or above homework completion, <u>class participation</u>, and <u>behavior management rates</u> as reported by teachers. (ACHIEVED) **87% met attendance goal , 93% class participation , 100% good behavior**
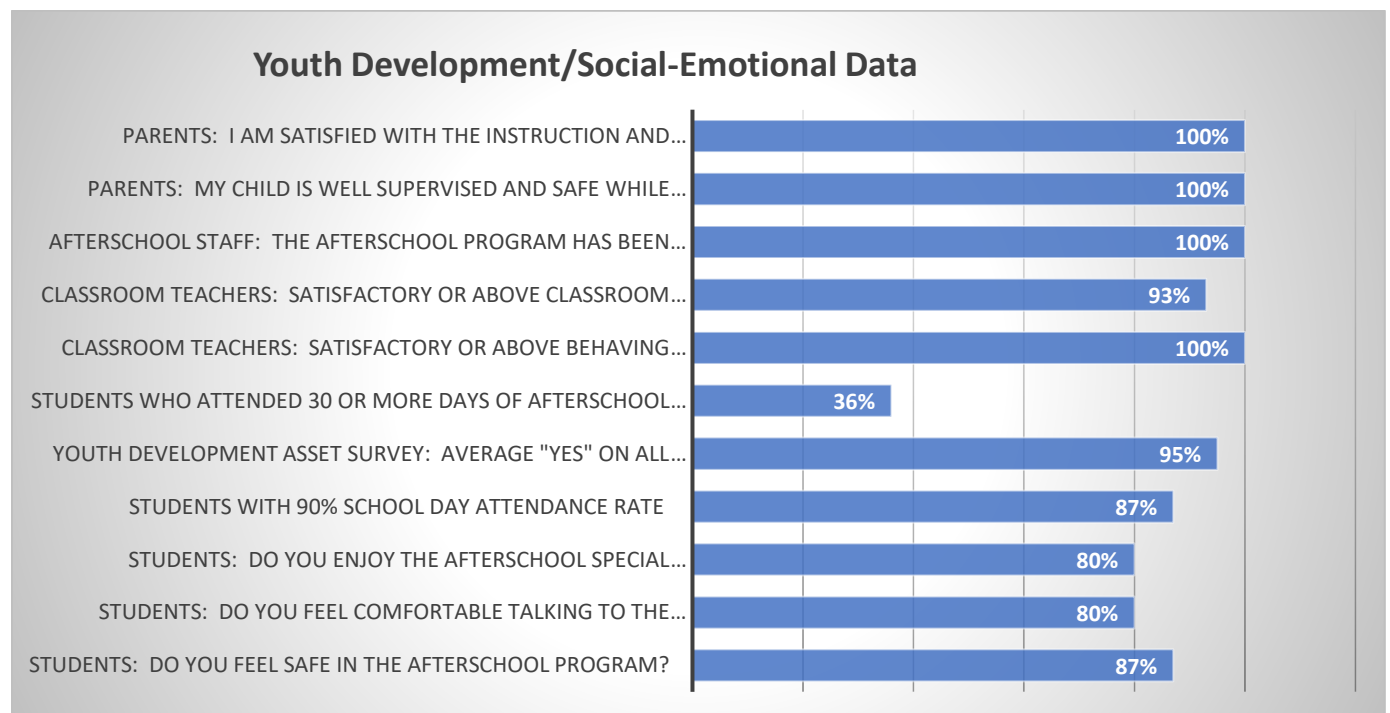
Quote from OAKS Staff Member: "Students who participate in the program are becoming more sociable and engaging with others. They are developing the soft skills needed to be successful in future employment/academics/etc."

D. Family Engagement

> *Evaluation Question 5*: **What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent's ability to support their child's education?**
>
> - **PPO #4: Family Involvement:** By May 2022, parents may engage in at least 3 opportunities relative to family well-being. 60% of parents that take part in parent engagement will report increasing their capacities to support student well-being. (ACHIEVED) **5 opportunities were offered with 94% positive responses**

Family Engagement

|	
FAMILY ENGAGEMENT EVENT SURVEY: THIS EXPERIENCE HAS BEEN HELPFUL TO YOU IN SUPPORTING YOUR…	100%
FAMILY ENGAGEMENT EVENT SURVEY: THE AFTERSCHOOL PROGRAM IS AN IMPORTANT PART OF…	100%
FAMILY ENGAGEMENT EVENT SURVEY: THIS WAS A POSITIVE EVENT FOR OUR FAMILY TO ATTEND.	100%
PARENT SURVEY: I AM SATISFIED WITH THE KINDS OF PROGRAMS AND ACTIVITIES OFFERED AT THE…	94%
PARENT SURVEY: I AM SATISFIED WITH THE FAMILY ENGAGEMENT ACTIVITIES OFFERED.	94%

PART IV   FINDINGS RELATED TO EVALUATION QUESTIONS

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

A. Process Evaluation

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

In addition to the above process components, the evaluation of this program consisted of a review of documentation required by the Ohio Department of Education, Compliance and Performance Assessment monitoring tool (CAPA). Each component of the CAPA survey has indicators of sub-requirements for all grantees with choices of evidence documentation. More than 70 documents were submitted as evidence. **(Appendix A15)**

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

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

B. Outcome Evaluation

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

1. **Have the homework assistance opportunities benefitted students?**
    *   **PPO #3:** Youth Development: As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above **homework completion**, class participation, and behavior management rates as reported by teachers. (ACHIEVED) **93% Satisfactory Homework Completion**
    *   **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in **homework completion**, class participation, grades in math and reading, and classroom behavior. (MET) **93%**

The following data indicates that all surveyed stakeholders valued the program's homework assistance, and it is consistently mentioned by students, staff, and parents in interviews and survey responses. This is an area of strength for OAKS. Questions regarding the benefit of homework assistance were included on a portion of the parent surveys, afterschool staff surveys, classroom teacher surveys, and student surveys (**Appendix G thru J**). **PPO 3** was achieved with over 70% satisfaction (as rated by the classroom teachers) with the regular attendees' homework completion rate (see **PM 1.2**). **87%** of the regular attendees felt having the homework help offered by OAKS was important. **92%** of parents surveyed said that the program consistently helped their child complete homework. The key piece of data targeting regular attendees is the *Five Question Classroom Teacher Survey* (**Appendix G**). **(***Regular attendees = those students with 30 or more days attendance***)**

In addition, it is important to note that 24/29 **(83%)** of the students with a **GPA of less than 3.0** at the end of the 20-21 school year**, improved their GPA in 21-22.**

HOMEWORK ASSISTANCE DATA

Source	Date Completed	Response Rate	Questions Related to Homework Completion	Results
Parent Afterschool Satisfaction Survey	April 2022	13 surveys completed	**Item 2**: The afterschool program has helped my child get his/her homework completed satisfactorily.	**92%** Yes **8%** Most of the time

Afterschool Staff Satisfaction Survey	April 2022	16 surveys completed	**Item 5**: The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	**87.5%** Yes **12.5** Sometimes
Student Afterschool Satisfaction Survey	April 2022	15 surveys completed by regular attendees	**Item 2**: Assistance with homework or tutoring is available if I want or need help during the afterschool program.	**73%** Yes **13%** Maybe
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated all regular attendees	**Item**: Satisfactory or Above Homework Completion	**93%** Yes

2. **What evidence is there to suggest the afterschool program is having an impact on student's reading outcomes?**
   - **PPO #1 Reading:** By May 2022, 60% of targeted students that attend afterschool for at least 30 days will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Reading Assessment. (ACHIEVED) **76%**
   - **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited proficiency" to "proficient" or above in reading and mathematics on Ohio's statewide assessments. (Met) **50% Improved from below proficient to proficient**
   - **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and **reading**, and classroom behavior. (MET) **87%**
   - **PM 2.1** 100 percent of sites deliver enrichment opportunities in literacy that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education. (MET) **Program Calendars**
   - **PM. 2.6** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week. (MET) **Program Calendars**

   The program's impact on reading was measured by report card grades, a survey completed by program regular attendees, classroom grades, MAP data, and a survey completed by regular classroom teachers. **87%** of the regular attendees were rated satisfactory or above in reading by classroom teachers. **75%** of the regular attendees maintained an "A" average or improved their grade from the first quarter to the fourth quarter (**PM 1.2.**) The evaluation team considered students with a grade of "C" or above as satisfactory. Based on that scale, report card grades indicated **87%** of the students had satisfactory of above rating in reading at the end of the year. (***Regular attendees = those students with 30 or more days attendance***)

READING/LITERACY DATA

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
MAP Reading Assessment	January and April 2022	All Regular Attendees	N/A	**76%** of the regular attendees met individual SGG on Reading MAP assessment

Report Card Grades	May 2022	All Regular Attendees	N/A	**63%** maintained an A average or improved from the 1st quarter to the 4th quarter
Student Afterschool Satisfaction Survey	April 2022	**15** surveys completed by regular attendees	**Item 3**: If I take advantage of the academic assistance available during OAKS, I can improve my grades.	**80%** Yes
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated 30 regular attendees	**Item**: Satisfactory or Above Reading	**87%** Satisfactory

ELA Report Card Grade Comparison from 1st Quarter to 4th Quarter

Grades 6-12	Total	Improved	Declined	Same	% Maintained or improved
A	16	N/A*	4	12	75%
B	10	5	1	4	90%
C	3	1	2	0	33%
D	1	1	0	0	100%
F	0	0	N/A	0	0%

*87% regular attendees maintained a "C" or above average by 4th grading quarter.

MAP Reading Assessment

Grade Level	Met Individual Target Goal	Did Not Meet Goal	N/A	Total	Percentage of Students Who Met Goal
Grade 6-12	**19/25**	**6/25**	**5**	**30**	**76%**

State ELA Test Scores

Grade Level	Total number with Comparison State Test Scores 20-21 to 21-22	Improved State Test Scores 21-22 school year	Declined Or Stayed the Same State Test Score 21-22	Percent of Students with Improved State Test Score from 20-21 to 21-22
Grade 6-12	**17**	**6/17**	**11**	**35%**

4/8 (50%) students below proficient 20-21 moved to proficient 21-22

GPA Less than 3.0 for 20-21 and 21-22

Grade	GPA less than 3.0 20-21 school year	Improved GPA 21-22 school year	Declined GPA 21-22 school year	Percent of Students who improved GPA from 20-21 to 21-22
Grade 7-12	**29**	**24**	**5**	**83%**

*83% (24/29) students with a GPA of less than 3.0 at the end of the 20-21 school year, improved their GPA in 21-22

3. **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
   - **PPO #2 Math:** By May 2022, 60% of students that attend afterschool for 30 days or more will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Math Assessment. (ACHIEVED) **64%**
   - **PM 1.1** Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move

from "basic" or "limited proficiency" to "proficient" or above in reading and **mathematics** on Ohio's statewide assessments. (Met)**44% improved to proficient from below proficient**

- **PM 1.2** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in **math** and reading, and classroom behavior. (MET) **80%**
- **PM 2.2** 100 percent of sites deliver enrichment opportunities in mathematics that utilize evidence-based strategies and practices, as defined by the Ohio Department of Education. (MET) **Program Calendar**
- **PM 2.7** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week. (MET) **Program Calendar**

The program's impact on math was measured by report card grades, a survey completed by program regular attendees, MAP Assessment data, and a survey completed by regular classroom teachers. **73%** of the regular attendees maintained an "A" average or improved their grade from the first quarter to the fourth quarter (**PM 1.2**) The evaluation team considered students with a grade of "C" or above as satisfactory. Based on that scale, report card grades indicated **83%** of the students had satisfactory of above rating in math at the end of the year. (*Regular attendees = those students with 30 or more days attendance*)

MATH DATA

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
MAP Math Assessment	April 2022	All Regular Attendees	N/A	**64%** of the regular attendees met individual SGG on Math MAP Assessment.
Report Card Grades	May 2022	All Regular Attendees	N/A	**73%** maintained an A average or improved from the 1st quarter to the 4th quarter **22/30**
Student Afterschool Satisfaction Survey	March 2022	**15** surveys completed by regular attendees	**Item 3**: If I take advantage of the academic assistance available during OAKS, I can improve my grades.	**80%** Yes
Five Question Classroom Teacher Survey	March 2022	Classroom teachers rated all regular attendees	**Item**: Satisfactory or Above Math	**80%** Satisfactory

Math Report Card Grade Comparison from 1st Quarter to 4th Quarter

Grades 6-12	Total	Improved	Declined	Same	% Maintained or improved
A	8	N/A*	1	7	87.5%
B	4	4	0	0	100%
C	10	4	3	3	70%
D	5	4	0	1	100%
F	3	3	N/A	10	100%

***73%** students maintained a "C" or above average by 4th grading quarter.

MAP Math Assessment

Grade	Met Individual Target Goal	Did Not Meet Goal	N/A	Total	Percentage of Students Who Met Goal
Grade 6-12	**16/25**	**9/25**	**5**	**30**	**64%**

State Math Test Scores

Grade Level	Total number with Comparison State Test Scores 20-21 to 21-22	Improved State Test Scores 21-22 school year	Declined Or Stayed the Same State Test Score 21-22	Percent of Students with Improved State Test Score from 20-21 to 21-22
Grade 6-12	**21**	**10/21**	**11**	**48%**

4/9 (44%) students below proficient 20-21 moved to proficient 21-22

GPA Less than 3.0 for 20-21 and 21-22

Grade	GPA less than 3.0 20-21 school year	Improved GPA 21-22 school year	Declined GPA 21-22 school year	Percent of Students who improved GPA from 20-21 to 21-22
Grade 7-12	**29**	**24**	**5**	**83%**

*83% (24/29) students with a GPA of less than 3.0 at the end of the 20-21 school year, improved their GPA in 21-22

4. **What impact has the youth development activities had on social/emotional wellness of students?**
   - **PPO #3: Youth Development** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above homework completion, <u>class participation</u>, and <u>behavior management</u> rates as reported by teachers**.** (ACHIEVED) **93% class participation, 100% behavior management**
   - **PM 1.3** Students regularly participating in the program demonstrate continuous improvement in **school attendance**, as measured by the attendance rates reported by Local Education Agencies. (MET) **87%** had overall attendance rate of 90% or higher
   - **PM 2.3** 100 percent of middle/high school sites committed to preparing students for college and careers utilize evidence-based strategies that connect academic content with careers, promote career-technical routes, and provide opportunities for students to develop professional capabilities. (MET) **Program Calendars**
   - **PM 2.4** 100 percent of middle/high school sites committed to providing dropout prevention utilize evidence-based strategies and interventions that keep students enrolled in school and on-track for earning a high-school diploma. (MET) **Attendance rates and summer school participation**
   - **PM 2.5** 60 percent of the enrolled students regularly attend. (NOT MET) **36%**

OAKS offered a wide range of experiences and supports, drawing praise from the stakeholders. Surveys from the afterschool staff and parents reflect the impact of the OAKS program as well (**PM 1.2**). Students had the opportunity to develop a good working relationship with staff outside of the regular school day. With Covid restrictions, the day school and program attendance (**PPO 3**, **PM 1.3**, and **PM 2.5) were lower than expected**. **87%** of the program's regular attendees achieved 90% or better school attendance.

The following charts indicate the results of survey questions related to youth development activities and the response rate. **(*Regular attendees = those students with 30 or more days attendance*)**

SOCIAL EMOTIONAL WELLNESS DATA

Source	Date Completed	Response Rate	Questions Related to Youth Development Activities & Social/Emotional Wellness	Results
Youth Development OAKS Survey	April 2022	19 regular attendees	All items	**95%** Yes or Somewhat True average (Appendix K)
Parent Afterschool Satisfaction Survey	March 2022	13 surveys completed	**Item 1**: I am satisfied with the kinds of programs and activities offered at the afterschool program. **Item 6**: My child is well-supervised and safe while attending the program.	**93%** Yes **7%** Most of the time **93%** Yes **7%** Most of the time
Afterschool Staff Satisfaction Survey	April 2022	16 surveys completed	**Item 7**: The program has been beneficial to our students academically, socially, and emotionally.	**100%** Yes
Student Afterschool Satisfaction Survey	April 2022	15 surveys completed by regular attendees	**Item 5**: Do you feel comfortable talking to the afterschool staff. **Item 6**: Do you feel safe in the afterschool program? **Item 7**: Do you enjoy the afterschool special activities?	**80%** Yes **13%** Can't decide **87%** Yes **80%** Yes **13%** Can't decide
Five Question Classroom Teacher Survey	April 2022	Classroom teachers rated all regular attendees	Satisfactory or above: Classroom Participation Satisfactory or above: Good Behavior	**93%** Satisfactory **100%** Satisfactory
Program Attendance	May 2022	All regular attendees	**(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)	**36%** Regular attendees
School day attendance	May 2022	All regular attendees	**(PM 1.3)** Students regularly participating in the program demonstrate continuous improvement in school attendance, as measured by the attendance rates reported by Local Education Agencies. **PPO #3: Youth Development:** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above homework completion, class participation, and behavior management rates as reported by teachers.	**87%** of the regular attendees achieved a 90% attendance rate **36%** attended 30 or more days of afterschool **87%** of the regular attendees achieved a 90% attendance rate

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 #4: Family Involvement:** By May 2022, parents may engage in at least 3 opportunities relative to family well-being.   60% of parents that take part in parent engagement will report increasing their capacities to support student well-being. (ACHIEVED) **5 opportunities offered**
- **PM 4.1** 100 percent of centers provide at least three evidence-based educational development opportunities to families of the participating students (e.g., family literacy classes, parenting classes, activities to support family engagement in the school and community, etc.) (MET) **5 opportunities offered**

A variety of family events allowed the program to meet achieve **PPO 4**. The parents who participated in the program clearly benefitted from the activities. **86%** percent found the family engagement they attended to be important and useful in their child's education. **92%** of parents surveyed on the *Parent Afterschool Satisfaction Survey* were satisfied with the family engagements offered. A total of **five** family engagement events were held during the program year. **148** students, staff, parents, and family members attended the engagements. The program leaders have identified family engagement as an area they want to strengthen for the 2022-23 program year.

**FAMILY ENGAGEMENT DATA**

Source	Date Completed	Response Rate	Questions Related to Parent Engagement	Results
Parent Afterschool Satisfaction Survey	April 2022	13 surveys completed by parents of regular attendees	**Item 1**: I am satisfied with the instruction and activities provided to my child. **Item 6**: I am satisfied with the family engagement activities offered.	**92%** Yes **2%** Most of the time **92%** Yes **8%** Most of the time
Family Engagement Event Survey	October-February	34 surveys completed	**Item 1**: This was a positive event for our family to attend. **Item 2**: The afterschool program is an important part of your child's educational plan. **Item 3**: This experience has been helpful in supporting your child's success.	**93%** Yes **86%** Yes **94%** Yes

Event	OAKS Family Engagements 2021-22		
OAKS Kick Off at Football Game	This is the first year for the OAKS program for the middle and high school. Parents could register students for the OAKS program or ask questions about the program.		
Attendance	43 Participants		
Survey Results	15 surveys were completed 87% agreed the experience was helpful in supporting the student's success.		
FAFSA and College Credit Plus Workshop	Families were able to learn about assistance available for college as well as requirements for College Credit Plus. Representative from the University of Rio Grande and local agencies were available with information for families.		
Attendance	20 participants		
Survey Results	No surveys were completed		

Winter Wellness February 17, 2022	Representatives from Hopewell, Atomic Credit Union, Cardinal Health Recovery, OSU Extension, and Ohio Means Jobs were available during Parent/Teacher Conferences.
Attendance	8 students, 11 parents, 9 others, 28 total
Survey Results	6 surveys completed 100% agreed or somewhat agreed the experience was helpful in supporting the student's success.
Spring Showcase April 19, 2022	Families were able to view student artwork, student productions, and student projects. Local agencies were available with information for families.
Attendance	35 students, 20 parents, 5 others, 60 total
Survey Results	8 surveys completed 100% agreed or somewhat agreed the experience was helpful in supporting the student's success.
Treasure Your Family April 1-30	This month-long event gave families the opportunity to do things together, from family meals to visiting historic and culturally significant spots in Jackson County. Participants could qualify for a variety of family-oriented prizes.
Total Participation	5 families, 17 total
Survey Responses	5 surveys 100% agreed or somewhat agreed the experience was helpful in supporting the student's success.

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

Surveys were given to parents, afterschool staff, school day staff, and students to measure stakeholder satisfaction (**Appendix G-M**). The data indicates that each of the above-mentioned groups was pleased with the afterschool program. If one considers the cumulative data, clearly the students are being helped by the OAKS afterschool program. In academics, positive youth engagement, and supporting parents, the data is consistently positive. The responses on the *Student Satisfaction* survey (**Appendix H**) were positive **(90%** average "yes" or "somewhat" responses on the 8 items). Data gathered from parents (**Appendix J**) is positive **(98%** "Yes" on 7 items). Afterschool staff responses (**Appendix I**) averaged **98%** "Yes" or "Most of the Time" for the seven questions.

STAKEHOLDER SATISFACTION DATA

Source	Date Completed	Response Rate	Questions Related to Stakeholder Satisfaction	Results
Parent Afterschool Satisfaction Survey	April 2022	**13** surveys completed	All items	**98% (Appendix J)**
Afterschool Staff Satisfaction Survey	April 2022	**16** surveys completed	All items	**98% (Appendix I)**
Student Afterschool Satisfaction Survey	April 2022	**15** surveys completed by regular attendees	All items	**90% (Appendix H)**
Classroom Teacher Satisfaction Survey	April 2022	**30** surveys completed by Classroom Teachers	All items	**91% Appendix G**

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.

*Program leaders have identified family engagement as an area to improve for the 22-23 program.

*Recommendations from *Measuring the Quality of the Afterschool Program Practices*
Program Staff Process Self-Evaluation:
  a. Student involvement in service-learning projects and more involvement with the community
  b. 2022-23 calendar should include a student survey prior to OAKS starting, which would allow students to vote for/suggest programming.
*Suggestions from the *Student Satisfaction Survey*:
  a. Change the options for activities by adding more activities……
  b. Include some activities involving outside activities.

In addition, the OAKS Advisory Team should review the findings from this report to make an improvement plan for the 22-23 OAKS program prior to October 2022.

B. Lessons learned and issues for consideration
Students enjoy the activities offered by the program as well as the help they receive with math and reading. Parents view the OAKS program as significant in their child's education. Parents and students appreciate the opportunities for family interactions during a time of limited social contact. The attendance goals of the grant are consistent with the State's greater emphasis on attendance, and again highlight the benefit OAKS brings to all stakeholders. OAKS will continue to be an essential program as students and families continue to rebound academically and mentally.

The OAKS program, like many afterschool programs, proved an important support for students and families during a difficult year. The academic help and just connecting with teachers was critical for those students who participated, contributing to their all-around well-being. However, two responses on the Youth Development Asset survey were concerning:

	Yes	Can't Decide	No
I feel good about myself.	*57.9%*	*15.8%*	*26.3%*
I ask for help when I need it.	*21.1%*	*63.2%*	*15.8%*

Staff should discuss and formulate a plan to address social/emotional health prior to the beginning of the 22-23 program. It is suggested that the survey be administered again in October, January, and April to keep informed about student perceptions and needs.

This was the first year of the OAKS MS/HS program. Only 36% (30/76) of the OAKS participants were regular attendees. Therefore, they did not meet **PM 2.5** (60 percent of the enrolled students regularly attend). A total of 76 of the 596 **(12.7%)** students enrolled in the school participated in the OAKS program. The OAKS staff is committed to improving the regular participation during the second year of the program.

In addition, as Covid restrictions lesson, increased student led service learning and field trips will benefit student participation as well as social emotional development.

PART VI   STAKEHOLDER TEAM/EXTERNAL EVALUATOR

Member	*Title*	*Affiliation*
Brack Houchens	External Evaluator	Independent
Connie Bradbury	Educational Consultant	Gallia Vinton ESC
Whitney Crabtree	Program Manager	OAKS Program
Randy Layton	Site Coordinator	OAKS Program
Tamar Fulkerson	Parent	OAKS Program
Patches Martin	Primary Partner	Oak Hill Public Library
Josie Howard	OAKS Staff	OAKS MS/HS
Kylee Karshner	OAKS Student Representative	OAKS Program
Kyndal Pratt	OAKS Student Representative	OAKS Program

B. External Evaluator Information

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

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

<u>**Education**</u>

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

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

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

<u>**Employment**</u>
- Gallipolis City Schools, Gallipolis Ohio (Gallia Academy High School) 1983-2018 (retired)
- Gallia-Vinton ESC 2018 to present

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

<u>**References**</u>
  Available upon request

PART VII   APPENDIX

A. Logic Model

<table>
<tr>
<td colspan="6">Oak Hill Middle School Grant #18388
Program Year 1
Program Dates: 10/11/21 to 4/19/22</td>
</tr>
<tr>
<td colspan="6">Participant Needs: Proficiency and improved academic achievement in reading and mathematics.</td>
</tr>
<tr>
<td colspan="6">Assumptions: Quality afterschool programing will improve student achievement in reading and mathematics. A developmental asset approach will facilitate positive educational, social, and behavioral changes in students. Encouraging and facilitating parental involvement in their child's education will contribute to the above.</td>
</tr>
<tr>
<td colspan="6">External Factors: The district's pandemic response may affect the program's attendance and alter aspects of the services to program stakeholders (e.g. parent academies).</td>
</tr>
<tr>
<td colspan="6"><i>Note: Program Performance Objectives (PPO) are established in the grant application. Performance Measures (PM) are 21st Century Community Learning Center goals established by the State.</i></td>
</tr>
<tr>
<td colspan="6"><i>Performance Category:</i> Academics</td>
</tr>
<tr>
<td>Inputs</td>
<td colspan="2">Implementation</td>
<td colspan="3">Outcomes</td>
</tr>
<tr>
<td></td>
<td><u>Activities</u></td>
<td><u>Outputs</u></td>
<td><u>Short Term</u></td>
<td><u>Medium</u></td>
<td><u>Long Term</u> (Measures indicated for each PPO)</td>
</tr>
<tr>
<td><u>Program Staff</u>
Program Manager

Site Coordinator

Certified
Non-certified

Technology and Other Resources

Staff Professional Development

Local Evaluator</td>
<td>Provide 12 hours for 25 weeks of before and/or after school programming

Tutoring
Intervention
Homework Assistance

Data collection

Book Study "When Kids Can't Read, What Teachers Can Do"

Measure: Program calendar, CAPA documentation</td>
<td>Safe, supervised programming during out-of-school hours

Measure:
Student surveys</td>
<td>Students increase competency levels in mathematics and reading

An increase in homework completion rates for students

Teachers increase knowledge to support students' academics, assets, and safety

Measure: Report card grades</td>
<td>Students demonstrate an increase in reading skills

Students demonstrate an increase in math skills

Measure: Mid-year report card grades, assessment results, staff surveys</td>
<td>PPO #1 Reading: By May 2022, 60% of targeted students that attend afterschool for at least 30 days will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Reading Assessment.

PPO #2 Math: By May 2022, 60% of students that attend afterschool for 30 days or more will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Math Assessment.

(PM 1.1) Students regularly participating in the program demonstrate continuous improvement in achievement as measured by the percent of 21st CCLC regular program participants who move from "basic" or "limited" to "proficient" or above in reading and mathematics on Ohio statewide assessments</td>
</tr>
</table>

					(PM 1.2) Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in math and reading and classroom behavior.
Performance Category: Social-emotional learning					
Inputs	Activities	Output	Short Term	Medium	Long Term (Measures indicated for each PPO)
Nutrition Cultural Activities Physical Activities Service-Learning Opportunities Activities to Build Student Assets Professional Dev: PBIS training	Provide activities that will increase students' developmental assets. Data collection Nutritious snacks **Measure:** Program calendar, CAPA documentation		Students increase critical thinking, problem solving, and communication skills Students have increased opportunities for creative expression Increased opportunities for positive social interaction Students increase number of developmental assets Broaden experiential backgrounds of disadvantaged students Introduce health related practices **Measure**: Developmental Asset surveys	Students will demonstrate an increase in social/emotional competence Students will demonstrate a greater connectedness to school Community and/or community groups benefit from service learning Students develop healthy habits **Measure**: Mid-year attendance and discipline data	(PM 1.3) Students regularly participating in the program demonstrate continuous improvement in school attendance. **PPO #3: Youth Development** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above homework completion, class participation, and behavior management rates as reported by teachers. (PM 2.5) 60% of the enrolled students regularly attend (30 days or more) the afterschool program
Performance Category: Enrichment					
Inputs	Activities	Outputs	Short Term	Medium	Long Term (Measures indicated for each PPO)

(PM 2.1 and 2.2) Enrichment opportunities in literacy and mathematics that utilize evidence-based strategies and practices. **(PM 2.6 and 2.7)** Provide at least 2 hours on average of literacy enrichment and at least 2 hours of math enrichment per week College/Career Activities	Provide literacy-based and math-based enrichment activities daily/weekly Provide family engagements around literacy and math College/Career mentors, field trips, parent workshops **Measure**: Program calendar, CAPA documentation		Students increase competency levels in mathematics and reading An increase in homework completion rates for students Students gain awareness of careers and skills needed	Students demonstrate an increase in reading skills Students demonstrate an increase in math skills **Measures**: Mid-year report cards Staff surveys Students develop 21st Century skills	**Repeated PPO #1:** By May 2022, 60% of targeted students that attend afterschool for at least 30 days will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Reading Assessment. **Repeated PPO #2**: By May 2022, 60% of students that attend afterschool for 30 days or more will meet or exceed an individualized Student Growth Goal (SGG) on the MAP Math Assessment. Students earn diploma seals for graduation and transition into meaningful career path Students transition successfully to adulthood.

Performance Category: Family Engagements					
Inputs	Activities	Outputs	Short Term	Medium	Long Term (Measures indicated for each PPO)
Program Staff Program Manager Site Coordinator Family Event Coordinator	**(PM 4.1)** Provide three evidence-based educational development opportunities to families of participating students Provide two take-home learning activities for families Measure: Program calendar, CAPA documentation		Parents better prepared to support students' well-being and academics. Parents increase comfort levels in navigating the social service and school district systems Reduction in number of students' non-academic barriers to education **Measure**: Event surveys, event attendance	Families are empowered **Measure**: Event surveys, event attendance	**PPO #4: Family Involvement:** By May 2022, parents may engage in at least 3 opportunities relative to family well-being. 60% of parents that take part in parent engagement will report increasing their capacities to support student well-being.

Performance Category : Partnerships					
Inputs	Activities	Outputs	Short Term	Medium	Long Term (Measures indicated for each PPO)
Coordination and communication between the program and community partners Facility/Classrooms Technology Transportation Employ a local evaluator	**(PM 3.1)** Active participation each month with building and/or leadership teams sharing academic data and afterschool linkages Newsletters/Website Licensure Process Advisory board for program monitoring **Measure**: Program calendar, CAPA documentation	Oak Hill Public Library- Primary Partner OSU Extension Office Gallia-Vinton ESC Oak Hill Board of Ed South Central ESC General Mills J. Floyd Dixon Fund University Rio Grande Buckeye Hills Career Center Hopewell Health	Advisory Council and Sustainability meetings **(PM 5.1)** 100 percent of grantees meet monthly with their primary partnering agencies (Local Education Agency and/or Community Based Organizations) to examine service and to strategize their collaborative efforts to serve their 21st CCLC students. Licensure of facilities for afterschool programming	Federal and State Compliance Data collection Increase community engagement Communicate the merit of afterschool programming Improved health for students	Formulation and implementation of a Sustainability Plan Data collection for federal/state/local end-of-year evaluations Community and/or community groups benefit from service learning Students develop healthy habits Quality afterschool programming **(PM 5.2)** 100 percent of grantees develop a robust sustainability plan and demonstrate progress in implementing the plan. **Measure**: Local evaluation

B. Measuring the Quality of the Afterschool Program Components Grid

Component	What to Assess	How to Assess	Who will Assess	Sharing
Program Organization	• Program Leadership • Program Governance • Program Structure • Staff Characteristics • Student Behavior	The condensed rubric from *Building and Managing Quality Afterschool Programs: A Practitioner's Guide*	Stakeholder/ Evaluation Team Members Afterschool Staff External Evaluator	A summary of key findings from the Mid-Year Report will be distributed to stakeholders in February 2022. An abstract of the complete evaluation plan will be shared on the school website for stakeholders, parents, and community members. Completion of the Compliance and Performance Assessment (CAPA) results will be shared with all stakeholders, parents and community members at the Business Advisory Council and members of the evaluation team.
Academic Programming Practices	• Goal-Oriented Programs • Standards Based Learning Activities • Research-Based Instruction and Curriculum	The condensed rubric from *Building and Managing Quality Afterschool Programs: A Practitioner's Guide*	Stakeholder/ Evaluation Team Members Afterschool Staff External Evaluator	Same as Program Organization category
Supportive Relationships	• Linking to the School Day • Professional Development • Building and Maintaining Relationships • Peer Collaboration/Cooperative Learning • Family Engagement • Community Connections	The condensed rubric from *Building and Managing Quality Afterschool Programs: A Practitioner's Guide*	Stakeholder/ Evaluation Team Members Afterschool Staff External Evaluator	Same as Program Organization category
Achieving Outcomes	• Accountability/Compliance • Internal Evaluation • External Evaluation Challenges	Evaluation Plan	Stakeholder/ Evaluation Team Members Afterschool Staff External Evaluator	Same as Program Organization category

C. Program Staff Process Self Evaluation

Program Name: OAKS MS/HS OAKS
Please use this tool to rate the level of practice for your program using the rating scale below. Answer the three questions at the end of the survey.
<u>Rating Scale</u> **1= Weak   2= Marginal   3= Average   4= Strong   5= Exemplary   n/a= Not Applicable**

A. Program Organization

1. Program Leadership	Rating
a. Leaders respect and support afterschool staff by implementing a positive work environment.	5
b. Leaders encourage program staff to demonstrate confidence in students' abilities to accomplish program goals.	5
c. Leaders build and maintain positive relationships with staff, school-day leaders, students, and families.	5
2. Program Governance	Rating
a. Leaders conduct meetings at regular intervals that include management, organizational, and specific learning topics.	4
b. Leaders and staff cooperate and collaborate in developing curriculum-related activities.	3
c. Based on their knowledge, experience, and expertise, instructional staff is involved in the development, review, and refinement of program activities.	3
3. Program Structure	Rating
a. Academic-related activities, homework help, enrichment activities, and nutritious snacks are provided on a regular basis.	5
b. Academic programming is focused on specific learning objectives that are linked to the school day and appropriate learning standards.	3
c. ==Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.==	==3==
4. Staff Characteristic:	Rating
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.	4
5. Student Behavior	
a. The program has a formal, written discipline policy that has been shared with staff, students, and parents, and has been approved by the administration.	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

B. Academic Programming Practices

1. Goal-Oriented Programs	Rating
a. All program and site staff have access to a printed or electronic copy of the program's goals, student learning goals, and academic goals as stated in the grant application.	4
b. Afterschool staff coordinate and cooperate with school-day staff on meeting the program's goals for students' academic achievement.	3
c. The program's academic goals for students connect to the school day or district's instructional goals for specific content areas.	3
2. Standards-Based Learning Activities	Rating

a.	Academic activities offered at program sites intentionally address specific content learning standards that are linked to the school day.	4
3.	**Research-Based Curriculum and Instructional Practices**	**Rating**
a.	The program or site uses a research-based curriculum with an emphasis on hands-on instructional practices.	4
b.	Program staff use research-based knowledge and skills to provide homework and tutoring assistance that appropriately supports students' academic goals.	3

C. Supportive Relationships in Afterschool

1.	**Linking to the School Day:**	**Rating**
a.	Formal and informal communication between afterschool and school-day staff is focused mainly on student achievement.	4
b.	The site-coordinator meets regularly with school-day principal (administrators) to plan and develop complementary learning activities intended to provide continuity in student learning.	4
2.	**Professional Development**	**Rating**
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
3.	**Building and Maintaining Relationships:**	**Rating**
a.	Program staff communicates high expectations for students' academic performance and behavior in the program.	4
b.	More than one type of activity, such as homework help, tutoring, academic enrichment, and youth development activities, are offered each day to motivate student participation.	5
4.	**Peer Collaboration and Cooperative Learning:**	**Rating**
a.	Staff structure activities and homework help using a variety of student-grouping models intended to build and strengthen collaboration and cooperation in learning.	4
b.	The program offers field trips as a way to provide additional collaboration and cooperative learning opportunities for students.	4
c.	The program offers multiple ways for students to participate in group activities, like sports, games, and project-based learning that enhance cooperation and teamwork.	4
5.	**Family Engagement**	**Rating**
a.	Each program site provides activities or events to address specific needs of the families.	3
b.	Staff use multiple means, like newsletters and formal and informal meetings to inform families about program activities, rules, and expectations for their children.	4
c.	Staff behavior demonstrates to families that the staff members care about their children.	5
6.	**Community Connections:**	**Rating**
a.	Staff have built relationships with community groups and individuals who have willingness to provide a wide range of enrichment opportunities for students.	3
b.	Students in the program have the opportunity to participate in service-learning projects to benefit the community.	3

D. Achieving Program Outcomes

Program Outcomes:		Rating
a.	The program has data to support impacts on student outcomes.	5
b.	Families, staff, and students provide inputs for evaluations.	5
c.	Program staff know how to interpret and use evaluation data.	4

1. List two strengths of the afterschool program.

A. Day school staff work during the afterschool program. As a result, there is great organization and partnerships with the day school and afterschool

B. Students and staff demonstrated great flexibility during our first year of programming. Our school did not have a formalized afterschool program prior to this year.

2. **List two areas of improvement of the afterschool program.**
    A. Participation in service learning and partnerships with outside organizations in our community,
    B. Increase parent participation.
    C. Improve consistent participation for all students.

3. **How would you improve or correct the areas of improvement?**
    Incorporate field trips as an incentive for regular attendance.
    Survey students to identify engaging enrichment activities to incorporate into the program.
    Survey parents and plan family events that meet the needs of families.

D. Improvement Plan Template

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

Criterion: **Supportive Relationships in Afterschool** Students in the program have the opportunity to participate in service-learning projects to benefit the community.		
Action	Date	Person Responsible
Complete at least 3 student led community service-learning projects	October 2022-April 2023	Site Coordinator
Criterion: **Community Connections** Staff have built relationships with community groups and individuals who have willingness to provide a wide range of enrichment opportunities for students.		
Action	Date	Person Responsible
Each regular staff member will make at least one contact with a new potential community partner	Complete by December 2022	Regular staff members as well as Program Manager and Site Coordinator
Criterion: Criterion: **Program Organization** Academic activities support school-day goals through fun, engaging activities that differ from those offered during the school day.		
Action	Date	Person Responsible
Staff will document the utilization of hands-on activities to teach and reinforce concepts.	Monitor October – November 2022 then assess progress	Individual staff members Site-Coordinator
Purchase needed supplies for hands-on activities.	Monthly	Site-Coordinator

E. Measuring the <u>Impact</u> of the Afterschool Program Grid

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

	above in **mathematics** on Ohio statewide assessments. **(PM 1.2)** Students regularly participating in the program demonstrate continuous improvement as measured by the percentage of 21st Century program participants with teacher-reported improvement in homework completion, class participation, grades in **math** and reading, and classroom behavior.	*Five Question Classroom Teacher Survey* Math grades	Building Administrator Building Administrator	End- of- the Year Survey January/May	
4. What impact has the youth development activities had on **social/emotional wellness** of students and positive behavior changes?	**PPO #3: Youth Development** As of May 2022, 60% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above homework completion, class participation, and behavior management rates as reported by teachers. **(PM 2.5)** 60% of the enrolled students regularly attend (30 days or more) the afterschool program.	*Five Question Classroom Teacher Survey* Attendance Report	Classroom Teacher Building Administrator	April May	Program Manager Site Coordinator
5. What evidence is there to suggest that participation in afterschool engagement activities influences the **parent's ability to support their child's education**?	**PPO #4: Family Involvement:** By May 2022, parents may engage in at least 3 opportunities relative to family well-being. 60% of parents that take part in parent engagement will report increasing their capacities to support student well-being.	Family Engagement Reports Family Event Surveys *Parent Satisfaction Survey*	Parents	October - April	Program Manager Site-Coordinator
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

F. Annual Performance Review (APR) Chart

Oak Hill Middle/High School   Year 21-22

30/76= 36% Regular attendees   **2,393Total days of attendance**

Summer Report   Year Report (October – May) cumulative report

Staffing	#Paid	#Volunteer
Administrators	2	
College Students	0	
Community Members	0	
H.S. Students	0	
Parents	0	
School Day Teachers	28 Total/8 Nightly	
Other Non-Teaching School Staff	3	
Sub Contracted Staff		
Other		

Grade Level	Total per Grade	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
6	21	0	5	8	8	0	0
7	24	0	8	9	7	0	0
8	15	0	6	5	4	0	0
Total	60	0	19	22	19	0	0

Grade Level	Total per Grade	Less than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
9	5	0	2	2	1	0	0
10	5	0	2	1	2	0	0
11	2	0	0	2	0	0	0
12	4	0	0	2	2	0	0
Total	16	0	4	7	5	0	0

Of the Total Students, how many attended:	Summer		Year
Less than 30 Days			46
30-59 Days			30
60-89 Days			0
90 or More Days			0
Total # students			76
Of the Total Students, how many were:	**Summer**		**Year**
American Indian			0
Asian			0
Black			0
Hispanic			2

White			72
Two or More Races			2
Data not provided			0
Total # students			76
Of the Total Students, how many were:	**Summer**		**Year**
Male			42
Female			34
Data not provided			0
Total # students			76
Of the Total Students, how many were:	**Summer**		**Year**
Limited English Language Proficiency			0
Eligible for Free/Reduced Lunch			76
Students with Special Needs/IEPs			8
Student # with Family Members Served in Programming			76

Partners	
Oak Hill Public Library- Primary Partner	Gallia-Vinton ESC
Cardinal Health Recovery	Oak Hill Board of Education
Hopewell Mental Center	University of Rio Grande
General Mills	Local Law Enforcement
J. Floyd Dixon Memorial Fund	Family & Children First
Buckeye Hills Career Center	Hopewell Health
General Mills	OSU Extension Office Jackson County Branch

Activities For the Year

	STEM (Includes Math)	Literacy	Tutoring	Homework Help	English Learners Support	Entrepreneurship	Arts & Music	Physical Activity	Community/Service Learning	Mentoring	Drug Prevention	Counseling Programs	Violence Prevention	Truancy Prevention	Youth Leadership	Career Competencies and College Readiness
Is this activity offered?																
Yes or No	Y	Y	Y	Y		Y	Y	Y	Y		Y		Y		Y	Y
How often is it offered? (Choose 1)																
Once per term						Y							Y		Y	
Monthly																
More than Once a Month											Y					
Times a Month (2) (3) (Weekly)									W							W
More Than Once a Week	Y	Y	Y	Y			Y	Y								

Times a Week (2) (3) (4) (5) (6) (7)	4	4	4	4			2	2							
Average Hours Per Session/Night															
More than 4 hours															
2-4 hours															
1-2 hours	X	X	X	X		X	X	X	X		X		X		X	X
Less than an hour															
Average # Participants Per Session/Night															
More than 30	X	X	X	X		X		X		X		X		X	X
21-30															
11-20															
5-10						X	X								
Less than 5															

STATE ASSESSMENT	Reading and ELA					
Grade Level 6-7-8	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 6-7-8 60	0	19	22	19	0	0
For how many of these students do you have outcome data to report? 49	0	16	18	15	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and ELA on state assessments? 19/49	0	7/16	8/18	4/15	0	0

STATE ASSESSMENT	Math					
Grade Level 6-7-8	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 6-7-8 60	0	19	22	19	0	0
For how many of these students do you have outcome data to report? 49	0	16	18	15	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments? 29/49	0	10/16	10/18	9/15	0	0

Academic Achievement	GPA					
Grade Level 7-8	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 7-8 39	0	14	14	11	0	0
For how many of these students do you have outcome data to report and had an unweighted GPA of less than 3.0 last year? 23	0	8	9	6	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improved GPA? 18/23	0	6/8	8/9	4/6	0	0

Academic Achievement	GPA					
Grade Level 10-11-12	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 10-11-12 11	0	2	5	4	0	0
For how many of these students do you have outcome data to report and had an unweighted GPA of less than 3.0 last year? 3	0	0	2	1	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improved GPA? 3/3	0	0	2/2	1/1	0	0

School Day Attendance						
Grade Level 6-7-8	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 6-7-8 60	0	19	22	19	0	0
For how many of these students do you have outcome data to report and had less than 90% attendance in prior year? 9	0	3	4	2	0	0
Of the students for whom you have outcome data to report, how many had improved attendance? 3/9	0	1/3	0/4	2/2	0	0

School Day Attendance						
Grade Level 9-10-11-12	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 9-10-11-12 16	0	4	7	5	0	0
For how many of these students do you have outcome data to report and had less than 90% attendance in prior year? 2	0	2	0	0	0	0
Of the students for whom you have outcome data to report, how many had improved attendance? 1/2	0	1/2	0	0	0	0

Behavior In-School Suspension						
Grade Level 6-7-8	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 6-7-8 60	0	19	22	19	0	0
For how many of these students do you have outcome data to report and had in-school suspensions in prior year? 3	0	0	3	0	0	0
Of the students, how many experienced a decrease in in-school suspensions in the current year? 1/3	0	0	1/3	0	0	0

Behavior In-School Suspension						
Grade Level 9-10-11-12	**Less than 15 Hours**	**15-44 Hours**	**45-89 Hours**	**90-179 Hours**	**180-269 Hours**	**270 Hours or more**
You reported the following # students in grades 9-10-11-12 16	0	4	7	5	0	0
For how many of these students do you have outcome data to report and had in-school suspensions in prior year? 0	0	0	0	0	0	0
Of the students, how many experienced a decrease in in-school suspensions in the current year? 0	0	0	0	0	0	0

G. Five Question Classroom Teacher Survey Results April 2022

Five Question Classroom Teacher Survey							
In order to show achievement of grant objectives, this survey is to be completed by the classroom teachers of the regular attendees. **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.							
				Homework Completion	Classroom Participation	Good Behavior	Reading	Math
Teacher	Grade	Last Name	First Name	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating	Satisfactory or Above Rating
		30 Regular attendees		93%	93%	100%	87%	80%

91% Overall Satisfaction

H. Student Satisfaction Survey Results April 2022

Student Satisfaction Survey **15** responses			
Questions	**Yes**	**Can't Decide**	**No**
1. Opportunities are provided during the afterschool time that are not available during day school.	86.9%	6.7%	6.7%
2. Assistance with homework or tutoring is available if I want or need help during the afterschool program.	73.3%	13.3%	13.3%
3. If I take advantage of the academic assistance available during OAKS, I can improve my grades.	80%	13.3%	6.7%
4. The afterschool environment is relaxed and non-stressful.	60%	33.3%	6.7%
5. Do you feel comfortable talking to the afterschool staff?	80%	13.3%	6.7%
6. Do you feel safe in the afterschool program?	86.7%	6.7%	6.7%
7. Do you enjoy the afterschool program special activities?	80%	13.3%	6.7%
8. Would you tell other students to come to the afterschool program?	86.7%	6.7%	6.7%

What do you like best about the afterschool program?

Spending time with friends (93%)
Activities (87%)
Completing Homework (73%)

What do you wish you could change about the afterschool program?

Talking Club
Outside activities
Story writing
Minecraft Tournament
Anime Club

I. Afterschool Staff Satisfaction Survey Results April 2022

Afterschool Staff Satisfaction Survey 16 responses				
	Yes	**Most of the time**	**Sometimes**	**No**
1. The Afterschool Program is well-organized and runs smoothly.	100%	-	-	-
2. The Afterschool Program staff have sufficient resources and materials to conduct our activities.	93.8%	6.3%	-	-
3. The Afterschool Program staff have adequate support from the Site Coordinator.	100%	-	-	-
4. Day School Teachers communicate with afterschool program regarding their curriculum needs.	75%	12.5%	12.5%	-
5. The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	87.5%	12.5%	-	-
6. I am satisfied with the instruction and activities offered at the Afterschool Program.	93.8%	6.3%	-	-
7. The Afterschool Program has been beneficial to our students academically, socially, and emotionally.	100%	-	-	-

Comments:

Students who participate in the program are becoming more sociable and engaging with others. They are developing the soft skills needed to be successful in future employment/academics/etc.

Once again, I love the afterschool!

The afterschool program provided an opportunity for students to catch up on missing work and receive extra assistance that the regular school does not afford.

The enrichment activities help students go out of their comfort zones to try new things.

J. Parent Afterschool Satisfaction Survey Results   April 2022

Parent Afterschool Satisfaction Survey *13 Responses*				
	Yes	**Most of the time**	**Sometimes**	**No**
1. I am satisfied with the instruction and activities offered at the after-school program.	92.3%	7.7%	-	-
2. The after-school program has helped my child get his/her homework completed satisfactorily.	92.3%	7.7%	-	-
3. The program has helped my child do better in school.	84.6%	7.7%	7.7%	-
4. My child is well-supervised and safe while attending the program.	92.3%	7.7%	-	-
5. I am satisfied with the overall performance of the afterschool staff.	92.3%	7.7%	-	-
6. I am satisfied with the family engagement activities offered.	92.3%	-	7.7%	-
7. I would recommend the program to other parents for their children.	92.3%	7.7%	-	-

Place a check mark by all the family engagement activities in which your family was able to participate:

October OAKS Kick-Off Event @ Oaks vs. Waverly Football Game (30%)
FAFSA and College Credit Plus Workshop
February Winter Wellness @ Parent/Teacher Conferences (70%)
April Spring Showcase (10%)
Spring Treasure Your Family Activities (60%)

What do you like best about the OAKS program?

The one-on-one homework support is great.
My children were new to the district. I was very impressed by this program and the staff. It allowed for extra time for homework, it gave an opportunity to learn and discover new activities, as well as educate them on things in the area we didn't know. They were able to grow socially. Enrichment at this stage of their pre-teen and teen lives is so important. It is a great program.

What suggestions do you have to change the OAKS program?

Get students more involved in working within the community.
Nothing
We need to get more students involved. We are blessed to have such an amazing staff at Oak Hill High School.

K. Youth Development Asset Survey Results April 2022

GRADE LEVEL: 6-12   DATE: April 2022   PROGRAM: OAKS MS/HS 19 Responses

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

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

Questions	Yes (Most times)	Somewhat True	No (Never)
1. I want to do well in school.	84.2%	15.8%	-
2. I pay attention in class.	47.4%	52.6%	-
3. I do better in my schoolwork by attending after-school.	57.9%	31.6%	10.5%
4. I care about my school.	63.2%	31.6%	5.3%
5. I like to help others.	89.5%	5.3%	5.3%
6. I tell the truth even when it is not easy.	47.4%	42.1%	10.5%
7. I accept responsibility for my choices.	89.5%	10.5%	-
8. I work well with others.	36.8%	63.2%	-
9. I am good at making and keeping friends.	63.2%	21.1%	15.8%
10. I know the difference between good and bad behavior.	94.7%	5.3%	-
11. I feel good about myself.	57.9%	15.8%	26.3%
12. I feel safe.	73.7%	26.3%	-
13. I ask for help when I need it.	21.1%	63.2%	15.8%
14. I follow classroom and school rules.	84.2%	15.8%	-
15. I respect other people's things.	94.4%	5.6%	-

L. Family Engagement Survey Results

SCHOOL   Oak Hill Middle/High School OAKS
DATE   Program Year 2021-22
EVENTS   October OAKS Kick-Off Event @ Oaks vs. Waverly Football Game
                       FAFSA and College Credit Plus Workshop
                       February Winter Wellness @ Parent/Teacher Conferences
                       April Spring Showcase
                       Spring Treasure Your Family Activities

Attendance

a)	Students	**90**
b)	Parents/guardians	**44**
c)	Other (relatives, community members etc.….)	**14**
d)	**Total attendance**	**148**

Number of surveys completed   **21**

Survey Results (in percentages)

1. This was a positive event for our family to attend.
   YES   **93%**   NO   -   SOMEWHAT   **17%**

2. The after-school program is an important part of your child's educational plan.
   YES   **86%**   NO   -   SOMEWHAT   **14%**

3. This experience been helpful to you in supporting your child's success.
   YES   **94%**   NO   -   SOMEWHAT   **7%**

4. Quotes and comments from surveys:

5. Suggested activities to add
   STEM Activities
   Computer Science
   Afterschool Choir

M. 21st Century Community Learning Centers Performance Measures

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

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

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

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

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

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

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

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

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

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

N.   **Compliance and Performance Assessment Checklist**

CAPA Checklist for 2021-2022			Evidence Submitted
Program Administration			
	A1	Staff Roster Spreadsheet	Yes
	A2	Promotional Outreach Fliers, letters to parents	Yes
	A4	Staff and Parent Handbook	Yes
	A5	Research-based reading and math activities (Star Reading, Moby Max, etc)	Yes
	A6a	Positive Youth Development Activities (Program calendars, fliers, newsletters)	Yes
	A6b	3 lesson plans of positive youth development activities	Yes
	A7	3 evidence based educational opportunities to families (fliers, sign-in sheets)	Yes
	A9	Equitable Service Documentation	Yes
Program Management			
	B1	Blank Registration Form	Yes
	B2a	Parent Survey regarding programming and activities offered	Yes
	B2b	Fall Advisory Meeting (Agenda, Minutes, Sign-in Sheets)	Yes
	B2c	Winter Advisory Meeting (Agenda, Minutes, Sign-in Sheets)	Yes
	B2d	Spring Advisory Meeting (Agenda, Minutes, Sign-in Sheets)	Yes
	B3	3 BLT or DLT meeting agendas and minutes	Yes
	B5	Bus Dismissal procedure with 3 completed sign-out sheets	Yes
Staffing & Professional Development			
	C1	Hiring Policy	Yes
	C2a	Current unexpired teacher certificate for site-coordinator	Yes
	C2b	Current unexpired teacher certificate for program manager	Yes
	C3	Orientation Meeting Agenda with handbook training section	Yes
	C4	Sign-in sheets from Professional Dev (staff orientation, CPR, District PD	Yes
	C5	Personnel Evaluation (One Completed Copy)	Yes
	C6	Afterschool Staff Survey (one copy with results)	Yes
	C7	Certificates of Attendance for Mandatory Meetings (Summit, COSA, etc)	Yes
Programming			
	D1	Student Surveys regarding programming	Yes
	D2	Differentiated Lesson Plans for Academics	Yes
	D3	Positive Youth Development Activities provide diverse recreational, cultural, and resiliency building activities (Calendars, Fliers)	Yes
	D4	Real World Learning Activities or Exploring Community Resources (2-3 lesson plans)	Yes
	D5	Lesson plan or program calendar demonstrating preparation for college and career readiness and dropout prevention strategies	Yes
Sustainability			
	E1	3 Primary Partner meeting agendas and minutes	Yes
	E2	Additional collaborators to meet unmet needs (e-mails, letters)	Yes

	E3	Connect families to federal, state, and local agencies	Yes
	E4a	Sustainability Plan	Yes
	E4b	Sustainability Progress Report	Yes
Evaluation & Program Outcomes			
	F1	Evaluation Plan (Deliverable 1)	Yes
	F2	Final Evaluation Report (Deliverable 3)	Yes
	F4	Share program outcomes with staff, parents, students	Yes
Fiscal Desk Review			
	G2	Copy of local treasurer's license	Yes
	G3	Current Physical Inventory Policy	Yes
	G5	Inventory List (if you have anything to inventory…see details)	Yes

O. Sample Calendar/Time Schedule

Oak Hill Middle/High School OAKS Before & After School Program
October 11th – December 9th

<u>Please return this completed form to the OHMS/HS office.</u>

Student Name_____ Grade_____
Homeroom Teacher _____

Will your child ride the bus ☐ or be picked up ☐ ?

FOR OFFICE USE: Bus Driver _____ Bus # _____

***Parent Signature_____ Date _____

PLEASE CIRCLE THE DAYS YOUR CHILD WILL BE ATTENDING PM OAKS
(you may circle the name of the month if your child will be attending every day).
If your child cannot attend on a scheduled day, please call the office.

The following days are the only days OAKS is offered during this calendar period.

Morning OAKS is available 6:45-7:15 a.m. Mon-Fri.

Check one or both:

☐ **AM OAKS**: (Monday through Friday) You may bring your child before school for homework help. 6:45 am – 7:15 am

☐ **PM OAKS:** (Monday through Thursday) Your child will receive a snack, homework help, intervention, and enrichment.

October M	T	W	TH		November M	T	W	TH		December M	T	W	TH
11	12	13	X		1	2	3	4				1	2
18	19	20	21		8	9	10	X		6	7	8	9
25	26	27	28		15	16	X	18					
					22	X	X	X					
					X	29							

No OAKS Program	
Oct 14, 2021	Parent Teacher Conferences
Oct. 20, 2021	Remote Learning Practice #2
Nov 11, 2021	OHE's Festival of Trees
Nov 17, 2021	Remote Learning Practice #3
Nov 23 - Nov 29	Thanksgiving Break
Dec 10 - Dec 16	Week of Holiday Activities

Activity Calendar on Back

After School Program Session #1

2021-2022

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Homework Help 2:45 – 3:10 Literacy Enrichment 3:10 – 3:40 Math Enrichment 3:40 - 4:00	Homework Help 2:45 – 3:10 Literacy Enrichment 3:10 – 3:40 Math Enrichment 3:40 - 4:00	Homework Help 2:45 – 3:10 Literacy Enrichment 3:10 – 3:40 Math Enrichment 3:40 - 4:00	Homework Help 2:45 – 3:10 Literacy Enrichment 3:10 – 3:40 Math Enrichment 3:40 - 4:00
Activities	**Activities**	**Activities**	**Activities**
Cooking Board Games eSports Activities Intermural Sports Creative Arts & Crafts Music Activities Walking Club Life Skills School & Community Spirit	Cooking Board Games eSports Activities Intermural Sports Creative Arts & Crafts Music Activities Walking Club Life Skills School & Community Spirit	Cooking Board Games eSports Activities Intermural Sports Creative Arts & Crafts Music Activities Walking Club Life Skills School & Community Spirit	Cooking Board Games eSports Activities Intermural Sports Creative Arts & Crafts Music Activities Walking Club Life Skills School & Community Spirit

OAKS Activities

- Every Monday OSU Extension - classes for Middle School students.
- Every Tuesday OSU Extension - classes for High School students.
- Other Events will include –
    - o Krav Maga
    - o Popcorn & A Movie
    - o ACT Prep, College Credit Plus, FAFSA Workshops
    - o Quilting
    - o Fall Tie Dye
    - o Fishing
    - o Future Teachers
    - o Christmas in the Park
    - o Career Speakers, such as Vet Tech and Bank Teller

OAKS Academics

- **Reading Supports Include**
- Discovery Education, Edulastic, Edmentum Study Island, IXL Reading, Guided Reading, Interactive Read Aloud, Accelerated Reader

- **Math Supports Include**
- Discovery Education, Edulastic, Edmentum Study Island, IXL Math