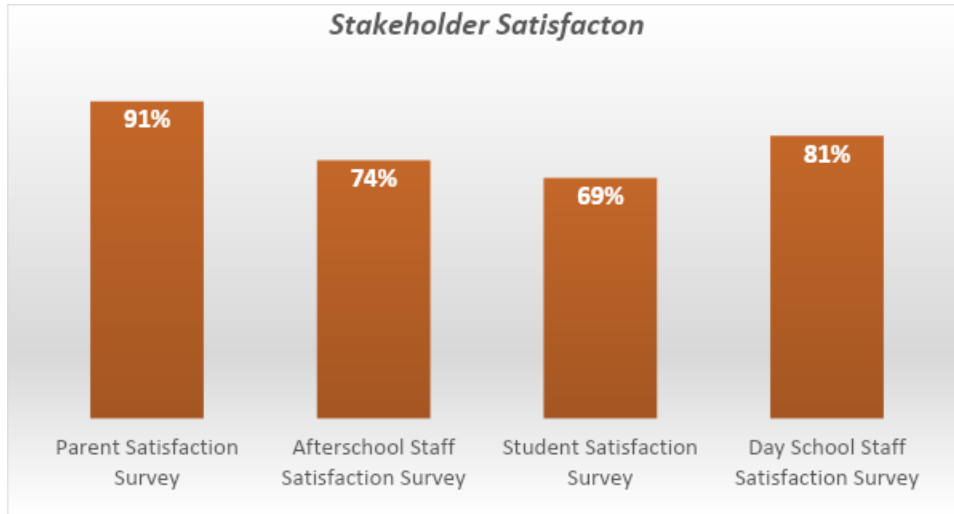


**PART III EXECUTIVE SUMMARY OF KEY FINDINGS**

The program achieved all of the **Program Performance Objectives (PPO)**. The objectives (**PPOs**) to be measured are established by the grant application submitted to the Ohio Department of Education. “**Performance Measures**” (**PMs, see Appendix N**) are subsets of the 21<sup>st</sup> Century objectives listed in Part I. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs’ impact.

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



**“BOOST lets my daughter get her homework done while I am at work so we can spend quality time together.” – Parent**

**A. Academics**

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

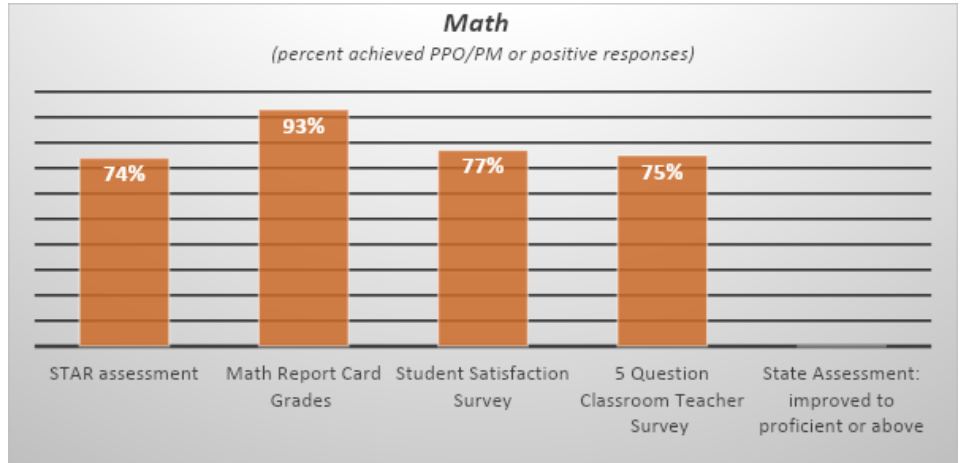
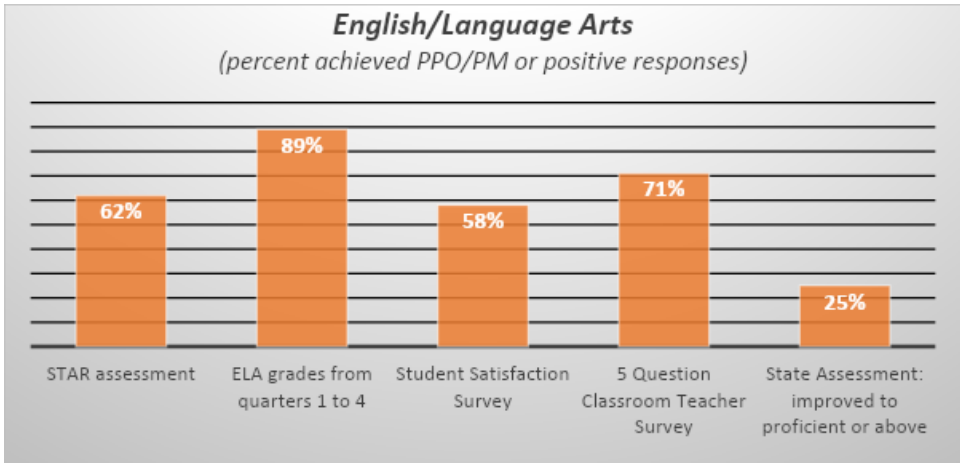
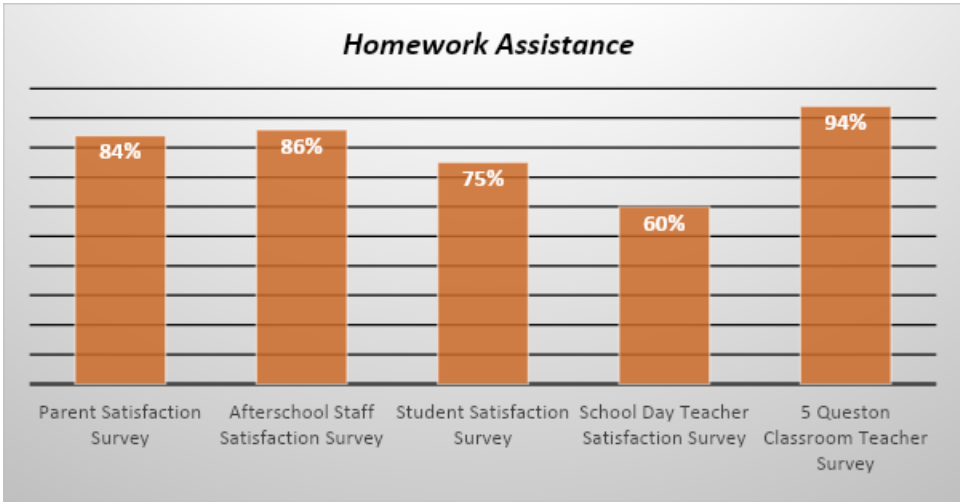
- **Program Performance Objective (PPO) 3:** As of May 2023, 70% of students that attend afterschool for 30 days or more will achieve a school attendance rate of at least 90% and will have satisfactory or above **homework completion**, class participation, and behavior management rates. **(ACHIEVED)**

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

- **PPO 1:** By May 2023, 60% of students that attend Boost for at least 30 days will meet or exceed an individualized growth target on the I-Ready reading assessment. **(ACHIEVED)**
- **PPO 4:** As of May 2023, Teachers will report 70% of students that attend afterschool for 30 days or more have a satisfactory or above rating in Language Arts. **(ACHIEVED)**

**Evaluation Question 3: What evidence is there to suggest the afterschool program is having an impact on students’ math outcomes.**

- **PPO 2:** By May 2023, 60% of students that attend afterschool for at least 30 days will meet or exceed an individualized growth target on the I-Ready math assessment. **(ACHIEVED)**
- **PPO 5:** As of May 2023, Teachers will report 70% of students that attend afterschool 30 days or more have a satisfactory or above rating in math. **(ACHIEVED)**



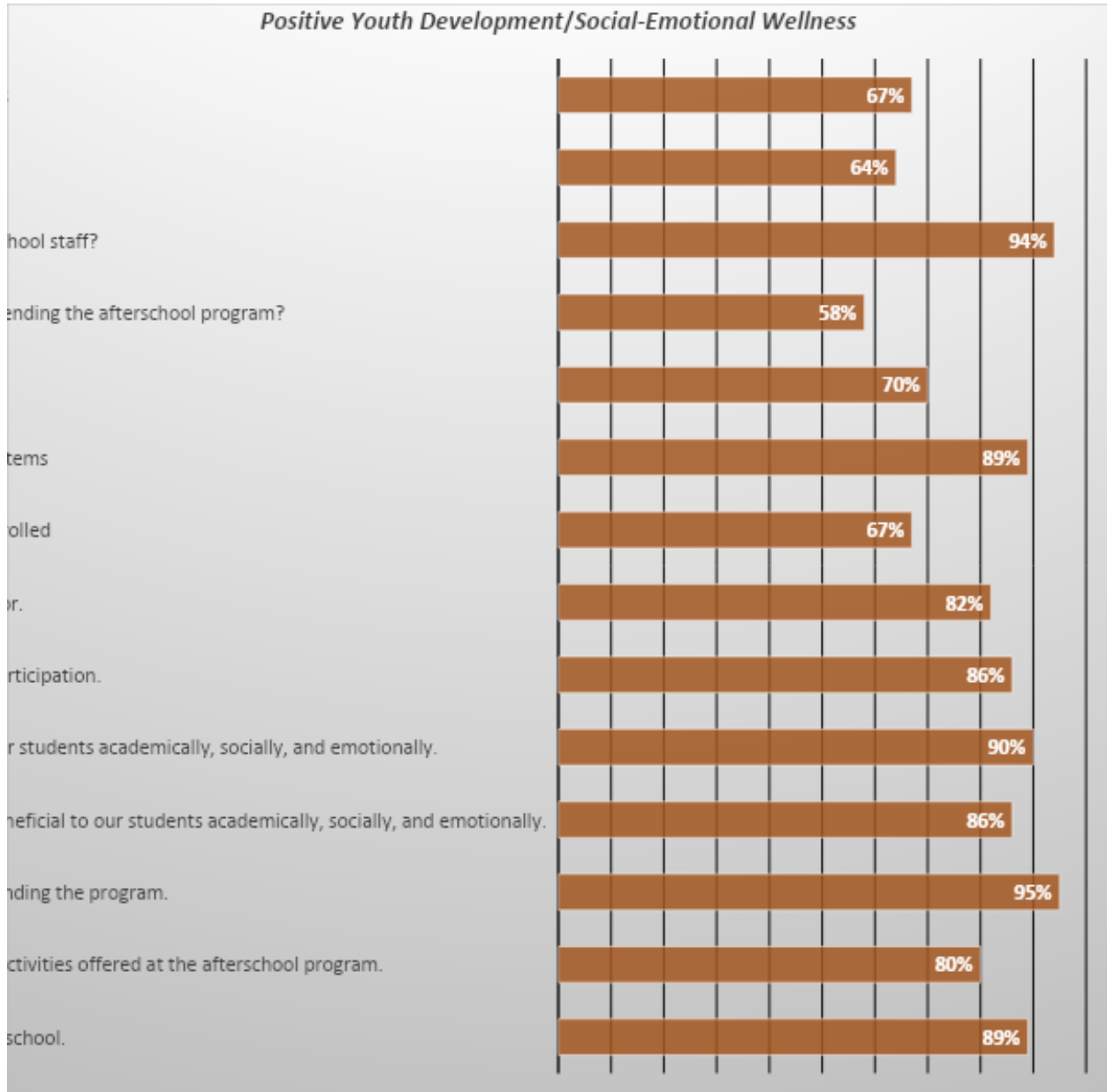
***“BOOST is a great resource for families to utilize.”- Parent***

***“Students are provided quality homework and intervention time every day.” -  
Staff member***

**B. Positive Youth Development/Social-Emotional Wellness**

**Evaluation Question 4:** What impact have the youth development activities had on the social-emotional wellness of students?

- **PPO 3:** As of May 2023, 70% 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. (ACHIEVED)

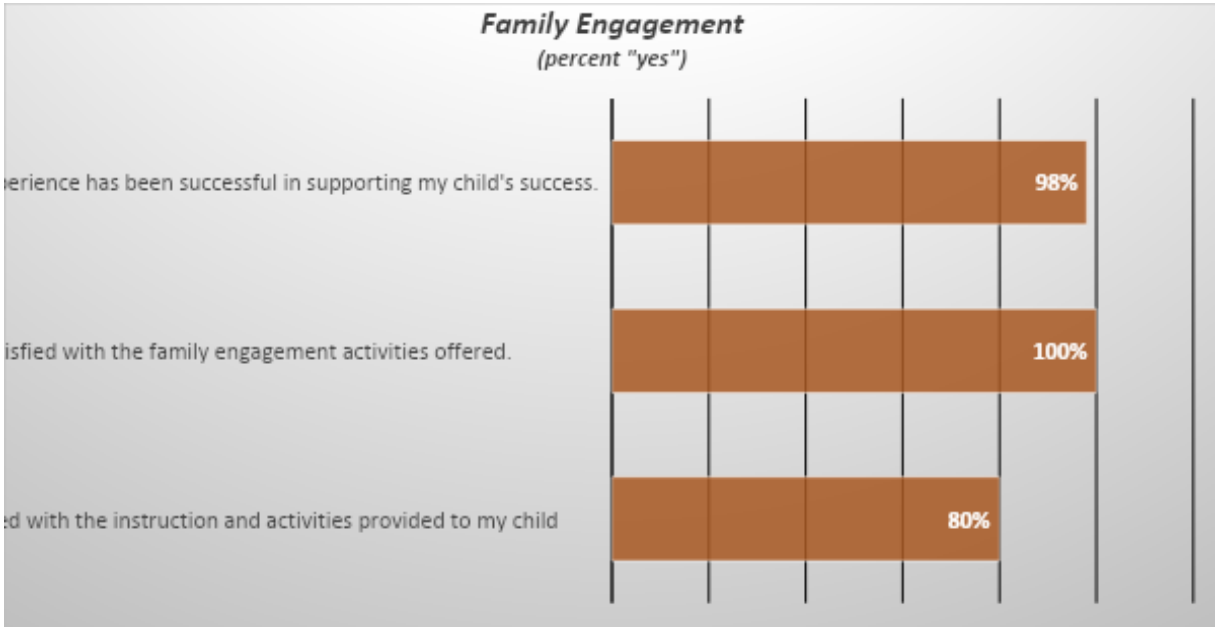


***“My children are safe and supervised while I work.” – Parent***

**C. Family Engagement**

***Evaluation Question 5: What evidence is there to suggest that participation in afterschool parent engagement activities influence the parent’s ability to support their child’s education?***

- **PPO 6:** By May 2023, parents of students that attend BOOST may engage in three or more opportunities relative to student/family needs. 60% of parents that take part will report increasing their capacities to support student success. **(ACHIEVED)**



***“Our family loves to come to these events!” – Parent***

***We love all that BOOST does to support our kids in providing additional resources for education, social, and community support. They get so much more from a well-developed afterschool program...” -***

***Parent***

## **PART VRECOMMENDATIONS/LESSONS LEARNED**

### **A. Recommendations and next steps.**

As it heads into its final year of the 21<sup>st</sup> CCLC grant, BOOST has demonstrated a consistently positive impact on the students at the three program sites. Increases in family engagement attendance, in teacher satisfaction, and in students' social-emotional data are indicative of this. Academically, the program continues to meet and exceed performance objectives. Some of the State assessment improvements are very impressive when compared to other 21<sup>st</sup> CCLC programs. BOOST is exceptionally well-run across three sites and is well-supported by community and district stakeholders.

Sustainability beyond next year is a key consideration. Partnerships that have been established the past four years offer the potential to extend the program beyond grant funding. Another concern (raised at the advisory meetings) is staffing. The program has started utilizing college students and should continue exploring other potential staff, as well as making a purposeful pitch to day school staff for the coming program year.

- Recommendations from the *Measuring the Quality of the Afterschool Program Practices Program Staff Process Self-Evaluation*:
  - a. Participate in more service-learning projects that benefit the community. Discuss with parents, staff, and community members what service-learning projects are available for students to participate in.
  - b. Offer more group activities that build teamwork skills. Discuss with staff and students what group activities would benefit BOOST students.
  
- Suggestions from staff and parent surveys:
  - a. Partial day on some Fridays (West parent)

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

The BOOST program proved an important support for students and families this year, in which recovering from the effects of pandemic disruptions was paramount. The words "love" and "thankful" were repeatedly used in the comments on stakeholder surveys. All stakeholders, parents in particular, value BOOST. The homework assistance and tutoring were consistently mentioned by parents as a valuable support for their child's education. The attendance goals of the grant are consistent with the State's greater emphasis on attendance, and again highlight the benefit the program brings to all stakeholders. As mentioned, the program now needs to consider sustainability.