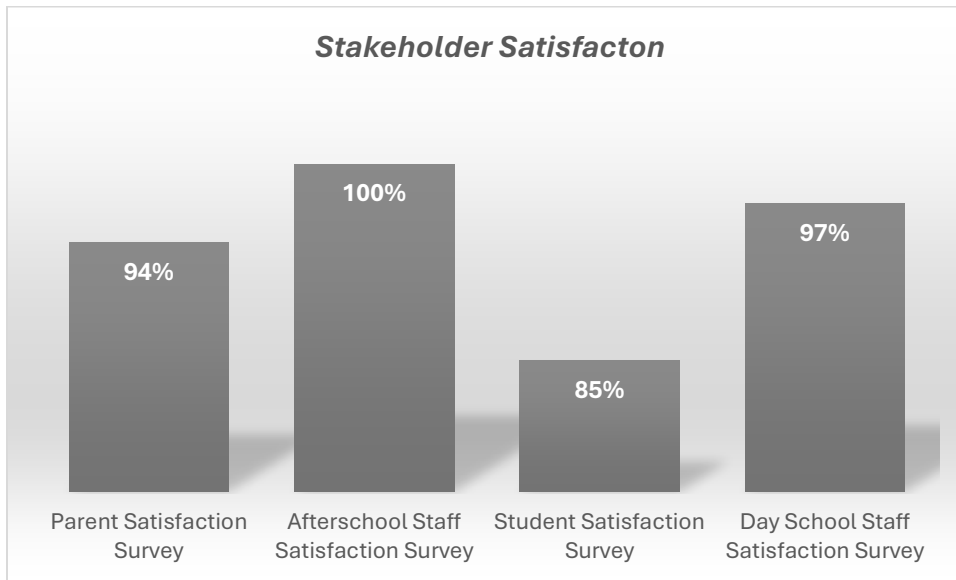


PART III EXECUTIVE SUMMARY OF KEY FINDINGS

The Little Hornets program achieved four of the five 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. 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?



“The program is amazing for my child.” – Parent

A. Academics

Evaluation Question 1: Have homework assistance opportunities benefited students?

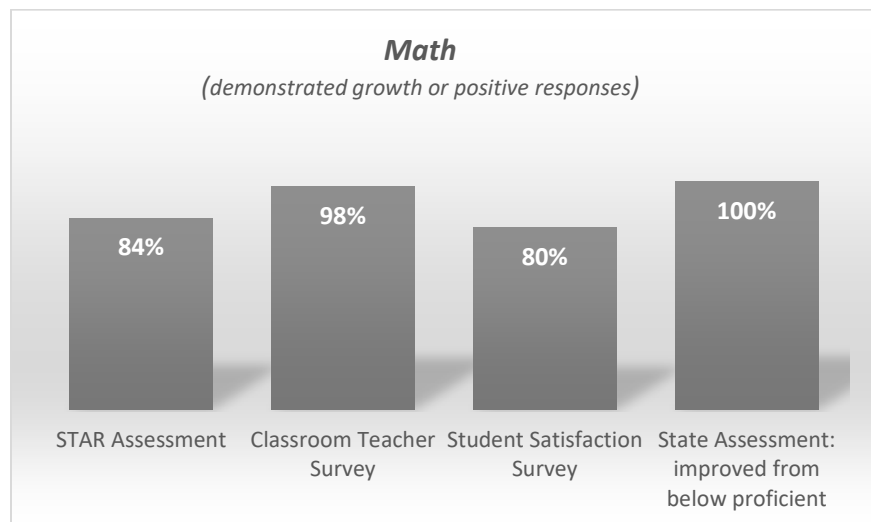
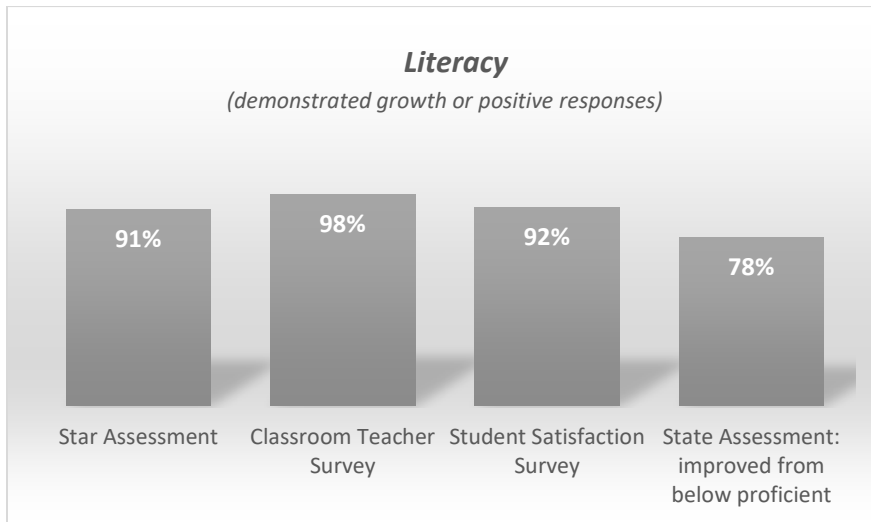
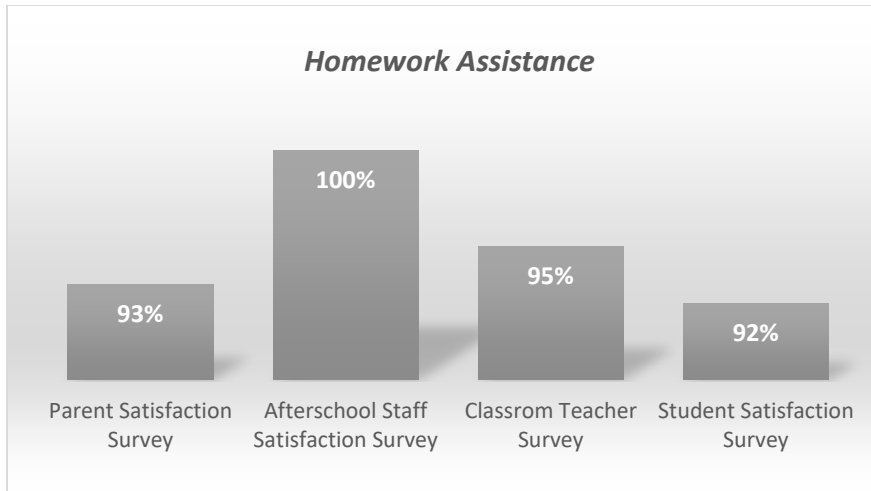
- **Program Performance Objective (PPO) 4:** As of May 2024, teacher surveys will report 80% of the students attending afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavioral improvement. (ACHIEVED)

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

- **PPO 1:** By May 2024, 70% of students who attend afterschool for at least 30 days will meet or exceed an SGP of 40 on the STAR Reading assessment. (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 2024, 70% of students who attend afterschool for at least 30 days will meet or exceed an SGP of 40 on the STAR Math assessment. (ACHIEVED)



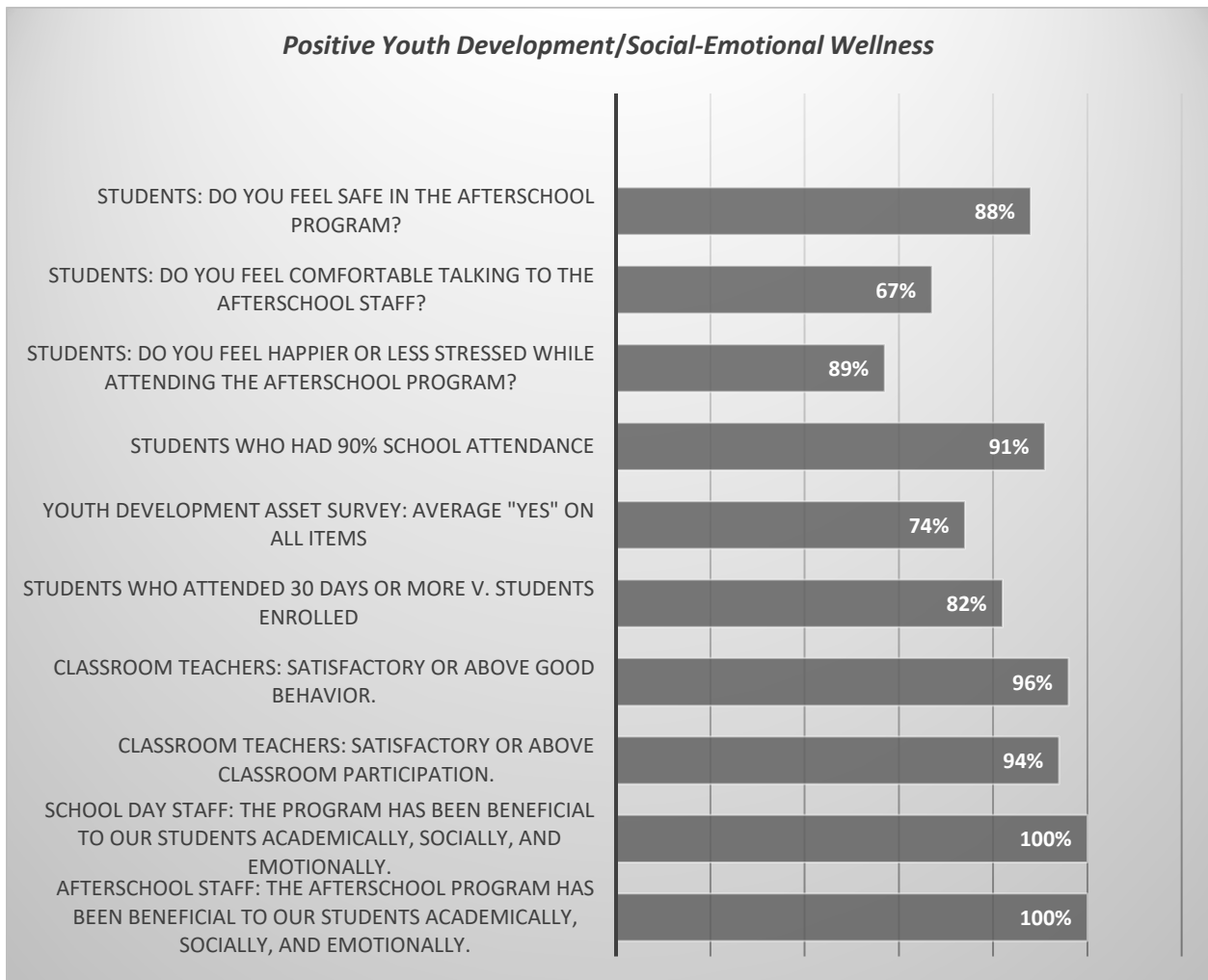
“This helps me and my child work better on studying.” – Parent

B. Positive Youth Development/Social-Emotional Wellness

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

- **PPO 3:** As of May 2024, 70% of targeted K-5 students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.
- **PPO 4:** As of May 2024, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above homework completion, **class participation**, and **good behavior** management rates for the school year. **(ACHIEVED)**

“I like the relationships the staff build with students.” – Parent

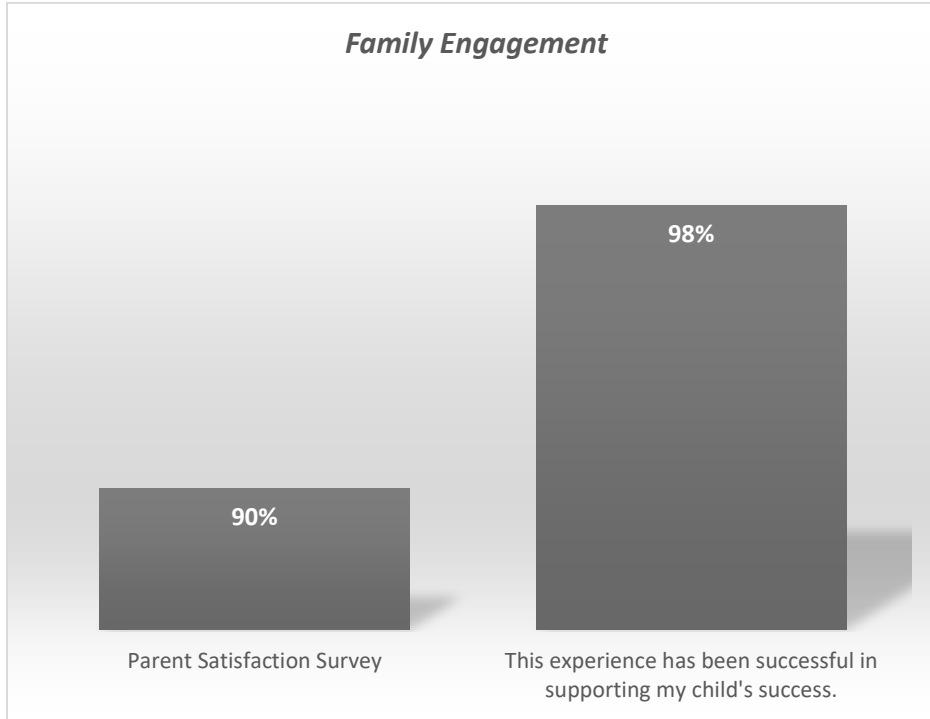


“I like doing the activities and learning new things and the field trip.” - Student

C. Family Engagement

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

- **PPO 5:** By May 2024, parents of students that attend afterschool will engage in 3 or more opportunities relative to student/family needs. 80% of parents that attend functions will report increasing their capacities to support student success. **(ACHIEVED)**



“Everything has been great. Thank you. You are a blessing.” - Parent

PART V RECOMMENDATIONS

A. Recommendations and next steps.

Academic data was impressive and over 1000 students, parents, and other stakeholders attended the program's 3 family engagements. The program continued to positively impact the culture of Dawson-Bryant Elementary School.

The program should have three meetings with their stakeholder/advisory/sustainability team. These meetings may be virtual or in-person. This team should include parent representatives, student representatives, community partners and the building administrator, as well as program staff and the evaluator. The purpose of these meetings is to share program information and get input from stakeholders.

Recommendations and suggested improvements from the parent surveys:

- a. More activities like music and crafts.
- b. Sign language
- c. Extend the program year
- d. Cooking and baking

Recommendations and suggested improvements from the *Program Staff Process Self*

Evaluation :

- a. Provide more opportunities for students to participate in field trips and service-learning projects in the community.

B. Lessons learned and issues for consideration.

Of particular note is the program's success in helping students improve on their state assessments. This, coupled with the other academic data collected, demonstrates the quality of the program's academic component. The positive youth development/social emotional aspect of the program has been a support for vulnerable students dealing with the added stress of the current times in which we live. 28% of the students at Dawson-Bryant Elementary participated in the program, with 25% attending 30 days or more. Parents and caregivers are appreciative of the help Little Hornets has provided.

Attendance has become more of a focus in the latest 21st CCLC grants and is receiving increased attention from the Ohio DEW. The program did not meet PPO 3, which sets the goal of 90% of students attending after school for 30 days or more achieving a day school attendance rate of at least 90% for the school year. 88% of the regular attendees met this objective. However, 89% of the qualifying students (33 out of 37) met State Performance Measure 5.8 (Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year). 70% of those students (26 out of 37) achieved a 90% (or above) school day attendance rate.