Nita M. Lowey 21ST Century Community Learning Center

Grant #11408

Chesapeake Middle School

PEAKE 2C

Chesapeake Middle School

Chesapeake Union Exempted Village Schools

Doug Hale, Superintendent

End-of-Year Report

September **2023**

Program Manager	Jamie Shields
Site Coordinator	Kathy Gosselin
Principal	Glenn Dillon
External Evaluator	Brack Houchens
Program Year	5

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PART I PEAKE 2C AFTERSCHOOL PROGRAM INTRODUCTION

The PEAKE 2C program is funded through a grant awarded by the Ohio Department of Education from monies provided by the federal 21st Century Community Learning Centers Grant. The mission of the program aligns with the objectives listed below.

- Participants in PEAKE 2C will demonstrate educational and social benefits and positive behavioral changes.
- PEAKE 2C 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.
- PEAKE 2C will ensure that the out of school activities target the student's academic needs and align with instruction during the school day.
- PEAKE 2C 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.
- PEAKE 2C 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.

A. Program Summary

The 2022-23 PEAKE 2C program is in the third year of a five year 21st CCLC grant and is open to all students grades 5-8. The mission of this program aligns with the objectives of the 21st Century Performance Measures (PM for the remainder of this evaluation).

21st Century Community Center Learning Grantee	Gallia-Vinton ESC (125682)
Grant Number	11408
Grant Year	5
Location	Chesapeake Middle School 10335 Co. Rd. 1 Chesapeake, OH 45619
Length/Days	Monday-Friday 7:00 a.m. – 8:00 a.m. Monday-Thursday 2:45 p.m. – 5:15 p.m. October 11, 2022-April 20, 2023
Grade levels	Grades 5-8
Programming	Path B - Out of School: Before and After School hours
Program Manager	Jamie Shields
Site Coordinator	Kathy Gosselin
Primary Partner	St. Mary's Hospital

B. Program Performance Objectives (established by grant application)

PPO 1 By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Reading Assessment. (N/A for 2033-23)

PPO 2 By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Math Assessment. (N/A for 2033-23)

PPO 3 As of May 2023, 70% of the students that attend after school 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 2023, teacher surveys will report 70% of the students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates.

PPO 5 As of May 2023, teacher surveys will report that 70% of the students that attend afterschool for 30 days or more have a satisfactory or above rating in reading.

PPO 6 As of May 2023, teacher surveys will report that 70% of the students that attend afterschool for 30 days or more have a satisfactory or above rating in math.

PPO 7 By May 2023, at least 70% of the parents of students that attend PEAKE for 30 days or more will engage in two or more opportunities involving student learning.

PPO 8 By May 2023, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' success.

C. Program Site Information

Chesapeake Middle School has a population of 380 students in grades 5-8 and is the site school for the PEAKE 2C 21st Century Community Learning Center. The 2022-21 PEAKE 2C program is in the third year of a five year 21st CCLC grant and is open to all students grades 5-8. 41.2% of the students are identified as Economically Disadvantaged according to the Ohio Report Card. 14.8% of the students have been identified as having disabilities. The school has a chronic absenteeism rate of 42.8%.

D. Participation and Populations Served (Appendix F)

- 102 Students attended one or more days in the program.
- Enrollment by grade level
  - 5th grade 41
  - 6th grade 27
  - 7th grade 16
  - 8th grade 18
- 73 Students (72%) attended the program 30 days or more.
- Enrollment by Gender
  - Male 37
  - Female 65
- Enrollment by Race/Ethnicity
  - Asian 1
  - Black 2
  - White 95
  - Two or more races 4

- Other Enrollment Categories
  - Economically Disadvantaged 54
  - Students with Disabilities 12

E. Services Offered (Appendix F)

1. Academics

Homework assistance, tutoring, and literacy 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 program attendees.

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. Among the activities offered were:

- Community Service
- Career Exploration
- College Readiness
- Entrepreneurship
- Nutrition classes
- Prodigy Club
- All About Me!
- Yoga
- Engineering
- Games Inside and Out
- Book Club
- Photography

3. Family Engagement

- October 26, 2022 Halls of Halloween
- December 6, 2022 Christmas at the PEAKE
- April 18, 2023 PEAKE EOY Family Cookout

F. Staffing (Appendix F)

- 2 Administrators
- 9 School Day Teachers

G. Program Partners (Appendix F)

- St. Mary's Medical Center (primary partner)
- Briggs Library
- Ohio University
- Chesapeake Union Exempted Village Schools
- Gallia-Vinton ESC
- Collins Career Center
- Impact Prevention

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 program 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 students in grades 5-8 who were regular attendees (30 or more days of attendance) in the afterschool program.

C. Data Collection Methods and Tools

Data, both qualitative and quantitative, was 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. **Documentation has been submitted via the CAPA portal to the Ohio Department of Education** Listed below are the data collection methods/data sources that were used for the final evaluation.

CMS Assessment Calendar

Timeline for Data Collection and Grant Requirements	**Date Completed**
• Criterion from *Measuring the Quality of the Afterschool Program Components*	January
• Restart Readiness Reading Scores	Beginning, Mid-Year, and EOY Report
• Restart Readiness Math Scores	Beginning, 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
• *Parent Satisfaction Survey*	April
• Student Satisfaction Surveys	April
• *Afterschool Staff Satisfaction Surveys*	April
• *Day School Classroom Teacher Survey**	April
• *Five Question Classroom Teacher Survey**	May
• Attendance Records*	June
• Items Logged for CAPA Documentation	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)

D. Limitations of the Evaluation and Challenges Encountered

There were no limitations or challenges to this year's evaluation.

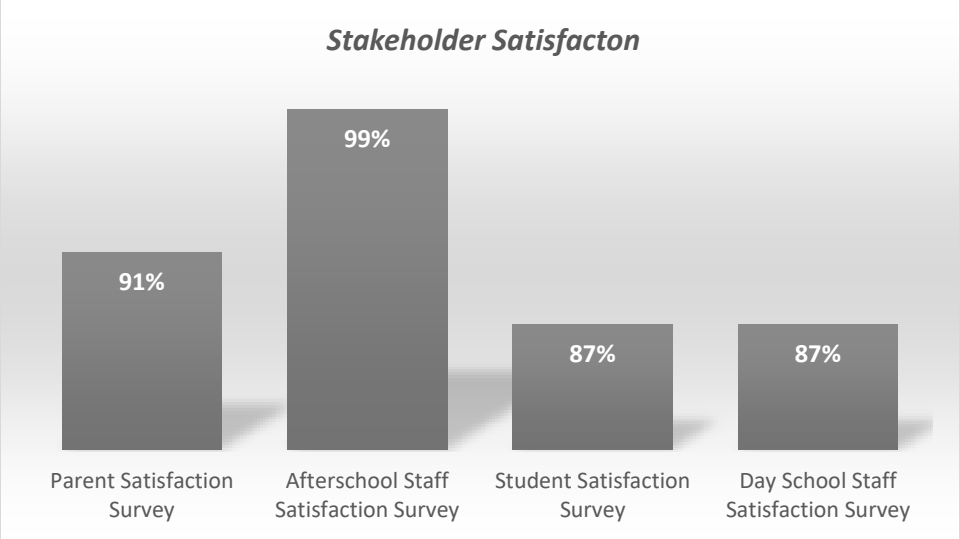
E. Evaluation Use and Dissemination

The evaluator and program manager began data collection in November 2022 and completed the report in August 2023. The executive summary will be shared with day school staff at the beginning of the next school year and with the 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 PEAKE 2C 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. An evaluation plan was formed by the program leadership and the external evaluator at the beginning of the year to measure the programs' impact. The objectives (**PPOs**) to be measured are established by the grant application submitted to the Ohio Department of Education.

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



"My son's grades have improved tremendously since starting Peake. He struggled in reading for years." - Parent

A. Academics

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

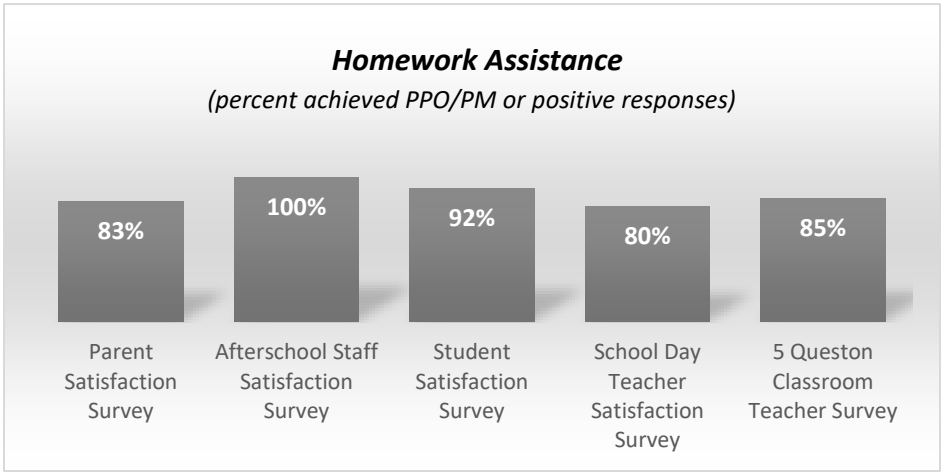
- **Program Performance Objective (PPO) 4:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above **homework completion**, class participation, and good behavior management rates for the school year. (ACHIEVED)

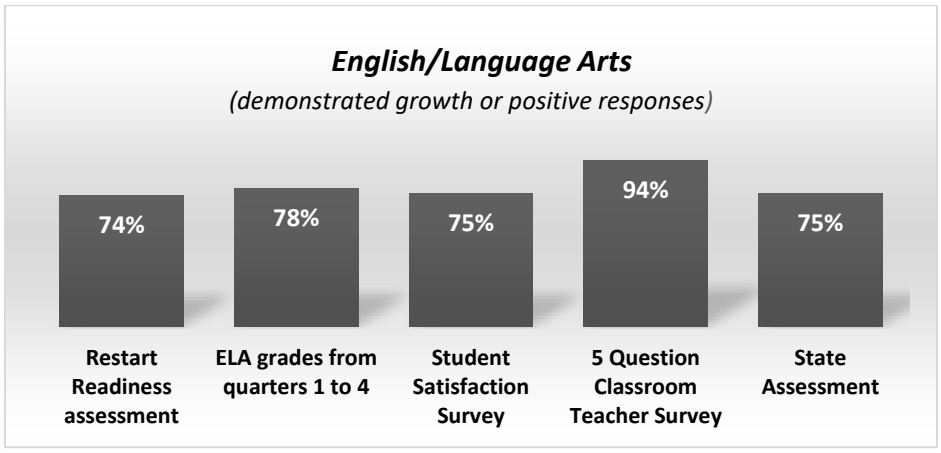
***Evaluation Question 2*: What evidence is there to suggest the afterschool program is having an impact on students' reading outcomes?**

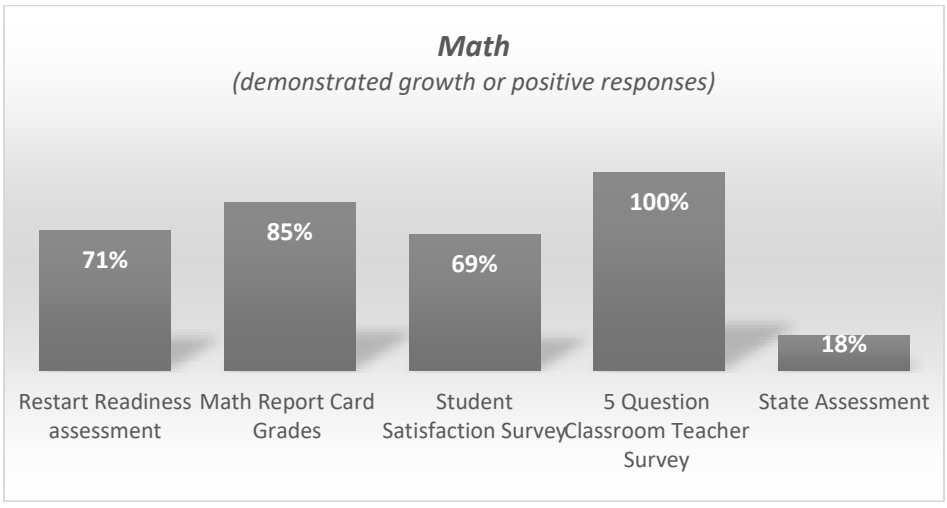
- **PPO 1** By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Reading Assessment. (N/A)
- **PPO 5:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in reading. (ACHIEVED)

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

- **PPO 2** By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Math Assessment. (N/A)
- **PPO 6:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in math. (ACHIEVED)





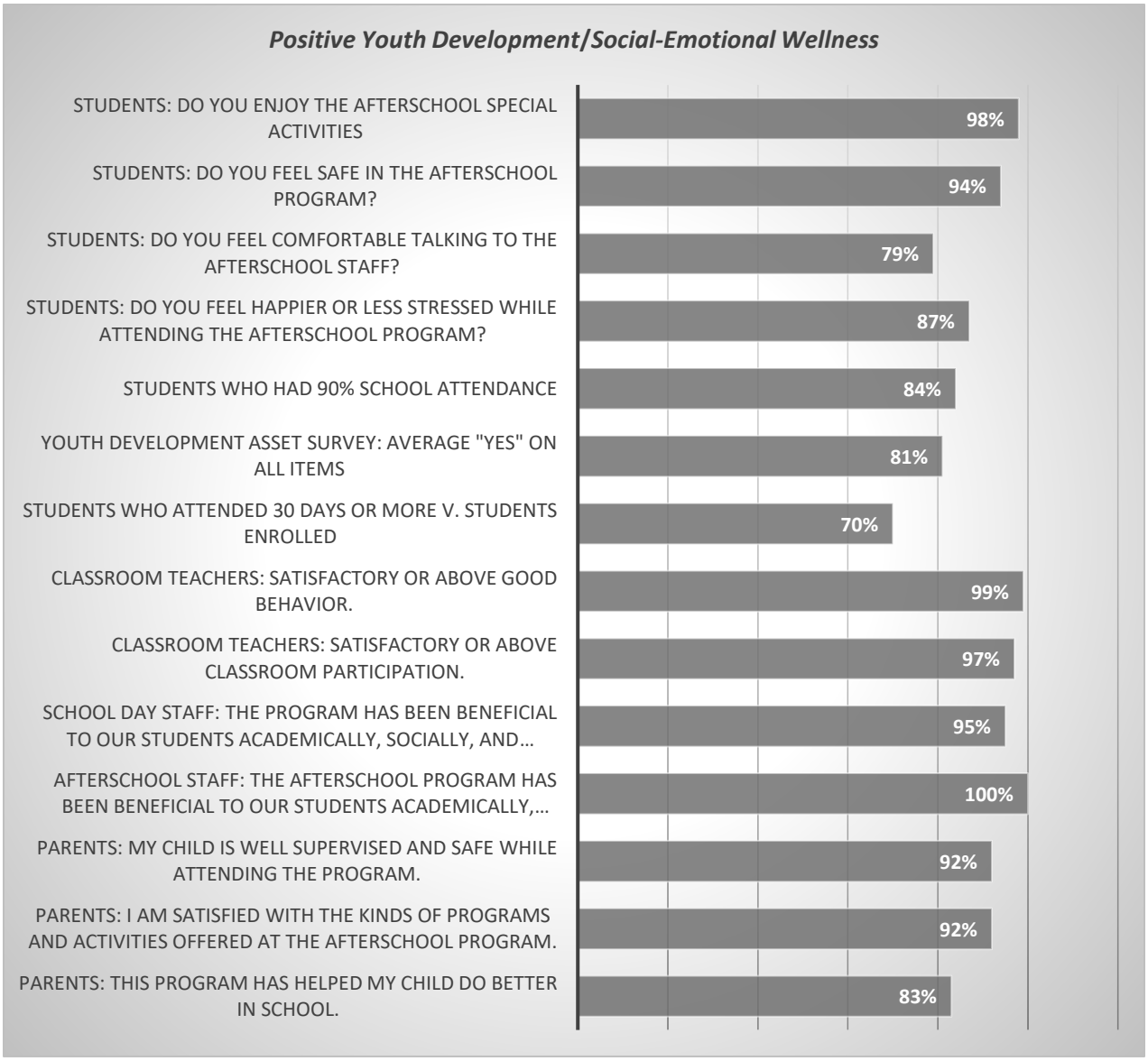


" The Peake afterschool program is a valuable tool for our students, staff, and parents!!!!"
CMS staff

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 30 days or more will achieve a day school attendance rate of at least 90% for the school year. (ACHIEVED)
- **PPO 4:** As of May 2023, 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)

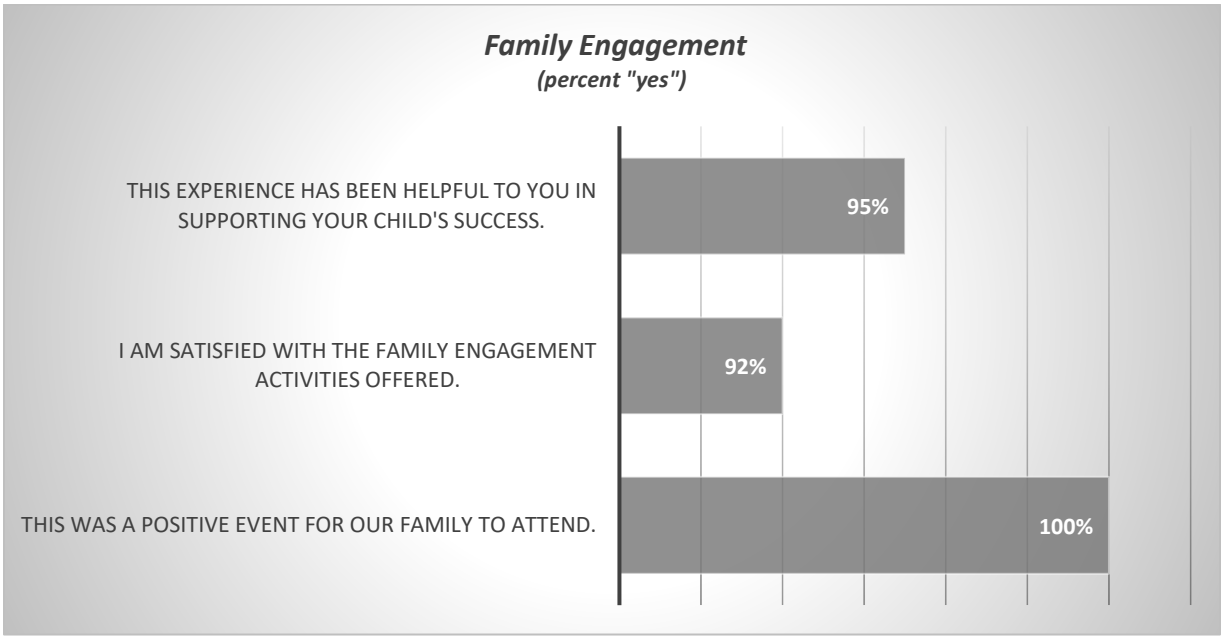


"I like being able to spend an extra 2 hours with my friends and getting my work done at the same time." – Student

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 7:** By May 2023, parents of the students that attended afterschool will engage in three or more opportunities relative to student/family needs. (ACHIEVED)
- **PPO 8:** By May 2023, at least 70% of the parents that take part will report increasing their capacities to support student success. (ACHIEVED)



"Amazing. Thank you!"- Parent

"I think everyone did an awesome job. I was very impressed." - Parent

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 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)**

1. **To what extent does the PEAKE 2C 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 program is considered to have the characteristics of a high-functioning afterschool program.

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 PEAKE 2C (**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?**

   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. Questions regarding the benefit of homework assistance were included on a portion of the parent surveys afterschool staff survey, classroom teacher surveys, and student survey (**Appendix G thru L**). **PPO 4** was achieved with an 85% satisfaction with the regular attendees' homework completion rate (see **PM 1.2**). The *School Day Teacher Satisfaction Survey* data is supportive of the impact on homework. 92% of the regular attendees felt having the homework help offered by PEAKE 2C was important. Parents (83%) said that the program consistently helped their child complete homework. The chart below indicates the results of each survey question related to homework completion, and the response rate.

   - **PPO 4:** As of May 2023, 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)
   - **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.

HOMEWORK ASSISTANCE

Source	Date Completed	Response Rate	Questions Related to Homework Completion	Results
Parent Afterschool Satisfaction Survey	April 2023	12 responses	**Item 2**: The afterschool program has helped my child get his/her homework completed satisfactorily.	83% Yes
Afterschool Staff Satisfaction Survey	April 2023	9 responses	**Item 4**: The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	100% Yes
Student Afterschool Satisfaction Survey	April 2023	52 responses	**Item 4**: Do you feel that having help with your homework is important?	92% Yes
School-Day Teacher Afterschool Satisfaction Survey	April 2023	20 responses	**Item 1:** The Afterschool Program offers assistance to students that relates to what is being taught during the school day.	85% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees.	**Item**: Satisfactory or Above Homework Completion	85%

2. **What evidence is there to suggest the afterschool program is having an impact on student's reading outcomes?**

- **PPO 1:** By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Reading Assessment. (N/A)
- **PPO 5:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in reading. (ACHIEVED)
- **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 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. 2.6** 100 percent of Path C programs provide at least 2 hours on average of literacy enrichment per week.

The program's impact on reading was measured by report card grades, surveys completed by program regular attendees, and surveys completed by staff. The school district changed assessments from I-Ready to Restart Readiness. Individual student growth targets were not made available for the

evaluation. The available data showed 74% of the students demonstrating growth. **PPO 5** was met with 94% of the regular attendees rated satisfactory or above. 90% of the regular attendees maintained or improved their grade from the first quarter to the fourth quarter (**PM 1.2.).** Of those who maintained a grade, 42% maintained an "A" average for the year. 3 students (out of 21) moved from "limited" or "basic" to "proficient" on the 2022 state assessment to "proficient" or above on the 2023 test. 20 regular attendees improved one level or more and 54 students (75%) improved their raw score. 10 students remained at the advanced level from last year to this year.

READING/LITERACY

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
Restart Readiness Reading Assessment	May 2023	All Regular Attendees	N/A	74% of the regular attendees demonstrated growth.
Report Card Grades	May 2023	All Regular Attendees	N/A	78% maintained or improved from the 1st quarter to the 4th quarter.
Student Afterschool Satisfaction Survey	April 2023	52 responses	**Item 6**: Do you feel that you are doing better in reading since you started coming to the afterschool program?	75% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees.	**Item**: Satisfactory or Above Reading	94%
State ELA Assessment	June 2023	Regular attendees who scored "limited" or "basic" on the 2022 test Regular attendees who improved their raw score. Regular attendees who improved one level or more.	N/A	14% of the students improved from "limited" or "basic" to "proficient" or above. 75% 28%

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

Grade	Improved	Declined	Same	N/A	Total	% Maintained or improved
Grade Five	6	7	18	-	31	77%
Grade Six	3	5	10	-	18	72%
Grade Seven	2	3	9	-	14	79%
Grade Eight	3	1	6	-	10	90%
Total	**14**	**16**	***43**	**-**	**73**	**78%**

*18 students maintained an A from the 1st to the 4th quarter

Restart Readiness Assessment

Grade	Demonstrated Growth	Did not demonstrate growth	Total	Percentage of Students Who Demonstrated Growth
Grade Five	22	9	31	71%
Grade Six	13	5	18	72%
Grade Seven	11	3	14	79%
Grade Eight	8	2	10	80%
Total	**54**	**19**	**73**	**74%**

State ELA Assessment data

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	% Moved to proficient or above
Grade Five	9	2	22%
Grade Six	7	0	0%
Grade Seven	4	1	25%
Grade Eight	1	0	0%
Total	**21**	**3**	**14%**

3. **What evidence is there to suggest the afterschool program is having an impact on students' math outcomes?**
    - **PPO 2:** By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Math Assessment. (N/A)
    - **PPO 6:** As of May 2023, teacher surveys will report 70% of the students who attend afterschool for 30 days or more will have satisfactory or above rate in math. (ACHIEVED)
    - **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 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 2.7** 100 percent of Path C programs provide at least 2 hours on average of math enrichment per week.

Data indicates a positive impact on students' math outcomes. The program's impact on math was measured by report card grades, a survey completed by program regular attendees, and a survey completed by regular classroom teachers. The school district changed assessments from I-Ready to Restart Readiness. Individual student growth targets were not made available for the evaluation. The available data showed 70% of the students demonstrating growth. **PPO 6** was met with 96% of the regular attendees rated satisfactory or above by the classroom teachers . 84% of the regular attendees maintained or improved their grade from the first quarter to the fourth quarter (**PM 1.2).** Of those who maintained a grade, 70% maintained an "A" average for the year. 2 students (out of 21) moved from "limited" or "basic" to "proficient" on the 2022 state assessment to "proficient" or above on the 2023 test. 4 regular attendees improved one level or more and 13 students (18%) improved their raw score. 3 students remained at the advanced level from last year to this year.

MATH

Source	Date Completed	Response Rate	Questions Related to Reading (if applicable)	Results
Restart Readiness Math Assessment	May 2023	All Regular Attendees	N/A	70% of the regular attendees demonstrated growth.
Report Card Grades	May 2023	All Regular Attendees	N/A	84% maintained or improved from the 1st quarter to the 4th quarter.
Student Afterschool Satisfaction Survey	April 2023	52 responses	**Item 7**: Do you feel that you are doing better in math since you started coming to the afterschool program?	83% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees	**Item**: Satisfactory or Above Math	96%
State Math Assessment	June 2023	Regular attendees who scored "limited" or "basic" on the 2022 test Regular attendees who improved.	N/A	10% of the students improved from "limited" or "basic" to "proficient" or above. 18% of the students improved their raw score.

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

Grade	Improved	Declined	Same	N/A	Total	% Maintained or improved
Grade Five	10	2	19	-	31	94%
Grade Six	8	-	10	-	18	100%
Grade Seven	-	9	5	-	14	36%
Grade Eight	-	1	9	-	10	90%
Total	**18**	**12**	***43**	**-**	**92**	**84%**

*30 students maintained an "A" average from 1st to 4th grading period

Restart Readiness Assessment

Grade	Demonstrated Growth	Did not demonstrate growth	Total	Percentage of Students Who Demonstrated Growth
Grade Five	23	8	31	74%
Grade Six	12	6	18	67%
Grade Seven	10	4	14	71%
Grade Eight	6	4	10	60%
Total	**51**	**22**	**73**	**70%**

State Math Assessment

Grade	Students "limited" or "basic" on the 2022 test	Students who moved to "proficient" or above on the 2023 test	% Moved to proficient or above
Grade Five	-	-	-
Grade Six	8	1	11%
Grade Seven	7	0	0%
Grade Eight	6	1	17%
Total	**21**	**2**	**10%**

4. What impact has the youth development activities had on social/emotional wellness of students?

- **PPO 3:** As of May 2023, 70% of students that attend afterschool 30 days or more will achieve a day school attendance rate of at least 90% for the school year. (ACHIEVED)
- **PPO 4:** As of May 2023, 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)
- **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.
- **PM 2.5** 60 percent of the enrolled students regularly attend. (30 days or more)

This is a strength of the program. PEAKE 2C offered a range of experiences and supports, and the data suggests that students had the opportunity to develop a good working relationship with staff outside of the regular school day. 98% of the teachers surveyed on the staff satisfaction surveys said the program benefitted students in this regard. The program has had a good influence on attendance (**PPO 3**, **PM 1.3,** and **PM 2.5).** 84% of the program's regular attendees achieved 90% or better school attendance. The 60% threshold of **PM**

2.5 was met. 70% of the enrolled students attended 30 days or more. 14 students (out of 19) who had an attendance rate of below 90% the previous school year improved their attendance.

POSITIVE YOUTH DEVELOPMENT/SOCIAL EMOTIONAL WELLNESS

Source	Date Completed	Response Rate	Questions Related to Youth Development Activities & Social/Emotional Wellness	Results
Youth Development Asset Survey	April 2023	58 responses	All items	81% Yes
Parent Afterschool Satisfaction Survey	April 2023	12 responses	**Item 1**: I am satisfied with the instruction and activities offered at the afterschool program. **Item 4**: My child is well-supervised and safe while attending the program.	92% Yes 92% Yes
Afterschool Staff Satisfaction Survey	April 2023	14 responses	**Item 7**: The program has been beneficial to our students.	100% Yes
Student Afterschool Satisfaction Survey	April 2023	52 responses	**Item 1**: Do you feel happier or less stressed while attending the afterschool program? **Item 2**: Do you feel comfortable talking to the afterschool staff? **Item 3**: Do you feel safe in the afterschool program? **Item 7**: Do you enjoy the afterschool special activities?	87% Yes 79% Yes 95% Yes 98% Yes
Day-Teacher Afterschool Satisfaction Survey	April 2023	20 responses	**Item 5**: The afterschool program has been beneficial to our students.	95% Yes
Five Question Classroom Teacher Survey	April 2023	Classroom teachers rated all regular attendees.	Satisfactory or above: Classroom Participation Satisfactory or above: Good Behavior	97% 99%
Program Attendance	May 2023	All regular attendees	**(PM 2.5)** 60 percent of the enrolled students regularly attend. (30 days or more)	70%
School day attendance	May 2023	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**: As of May 2020, 70% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year.	84% 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 7:** By May 2023, parents of the students that attended afterschool will engage in three or more opportunities relative to student/family needs. (ACHIEVED)
    - **PPO 8:** By May 2023, at least 70% of the parents that take part will report increasing their capacities to support student success. (ACHIEVED)
    - **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.)

    The parents who participated in the program clearly benefitted, the data meeting the goal in **PPO 8** (**Appendix M**). Parents/caregivers found the afterschool program in general and the family engagement in particular to be important and useful in their child's education and development. A total of three family engagement events were held during the program year (**Appendix M**), with 630 students and family members participating. In addition, the program issued literacy and math themed take-home packets for regular attendees' families and put on a "Treasure Your Family" event in the month of April in which 20 families participated.

FAMILY ENGAGEMENT

Source	Date Completed	Response Rate	Questions Related to Parent Engagement	Results
Parent Afterschool Satisfaction Survey	April 2023	12 responses	**Item 1**: I am satisfied with the instruction and activities offered at the afterschool program. **Item 10**: I am satisfied with the family engagement activities offered.	92% Yes 92% Yes
Family Engagement Event Survey	November thru March	194 responses	**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 to you in supporting your child's success	100% Yes 92% Yes 95% Yes

Event	PEAKE 2C Family Engagements 2022-23
Halls of Halloween 10/14/21	Chesapeake Middle School hosted their annual "Halls of Halloween." It was a huge success! It was our biggest family engagement event that we've ever had at Chesapeake Middle School. Teachers and staff worked tirelessly to decorate our hallways and were present to hand out candy to the families of Chesapeake as they passed through our hallways. As our guests arrived, they signed in and were given the opportunity to pick up a paper with community organizations that could be of assistance to them. They could also pick up math and literacy activities that could be completed after the event. At the end of the event, the student council handed the families an exit survey to complete. Pictures of our event were sent to the ESC on their Google Form. We are already planning for next year's event!
Attendance	Total attendance: 401
Survey Results	88% positive responses
Christmas as the PEAKE 10/26/21	Chesapeake Middle School hosted their annual "Christmas at the PEAKE" event. There were 62 middle school students and their families present for this event. The Pottery Place from Huntington WV was there to help the kids paint a Christmas ornament of their choosing. These will be taken back to the Pottery Place and "fired" and returned to the school before Christmas. We had sugar cookies and hot chocolate available for everyone. Games and coloring sheets were scattered around the cafeteria for everyone to enjoy as well. It was a fun evening and a joy to watch the families, students and staff interact with each other and just relax and enjoy themselves.
Attendance	Total attendance: 131
Survey Results	100% positive responses
EOY Family Cookout	Chesapeake Middle School hosted our 3rd and final Family Engagement for the 2022-2023 school year. We had our Year-End Family Cook-Out on Tuesday, April 18. There were 63 students and various family members present at this event. Our PEAKE staff was there to assist the students with their hot dogs, chips, and s'mores. Our guest speaker was Roger Hoback representing the Chesapeake Fire Department. Other members of the fire department were on hand to be with the students and to allow them to look over their fire engine. This is one of the events that our students look forward to all year. We have had a great year in PEAKE and are looking forward to next year!
Attendance	Total attendance: 98
Survey Results	100% positive responses

6. What is the level of stakeholder satisfaction?

Surveys were given to parents, afterschool staff, school day staff, and students to measure stakeholder satisfaction and the *Youth Behavioral Asset* survey was also considered (see Appendix). The data indicates that each of the above-mentioned groups was very pleased with the afterschool program. If one considers the cumulative data, clearly the students are being positively impacted by the PEAKE 2C afterschool program. This is particularly evident in the social-emotional well-being of the students (**PM 2.5**). The responses on the *Student Satisfaction Survey* were positive (67% average "yes"). Data gathered from parents show a high level of satisfaction. School day teacher responses were 95% yes on average and afterschool staff responses were 94% "yes".

STAKEHOLDER SATISFACTION DATA

Source	Date Completed	Response Rate	Questions Related to Stakeholder Satisfaction	Results
Parent Afterschool Satisfaction Survey	April 2023	23 responses	All items	91% Yes
Day-Teacher Afterschool Satisfaction Survey	April 2023	19 responses	All items	95% Yes
Afterschool Staff Satisfaction Survey	April 2023	14 responses	All items	94% Yes
Student Afterschool Satisfaction Survey	April 2023	83 responses	All items	67% Yes

PART V RECOMMENDATIONS

A. Recommendations and next steps.

With the program concluding the final year of the grant, funding for continuing PEAKE is the paramount concern. A partnership between the school district and the Gallia-Vinton ESC may be able to facilitate the program next year (as was done for the high school program).

Comments and recommendations from the *Measuring the Quality of the Afterschool Program Survey*:

1. More staff.

Comments from the *Parent Satisfaction Survey*.

1. Institute a before school program.
2. More substantial snacks.

B. Lessons learned and issues for consideration.

One of the pieces of data that stood out was the improvement in almost every item on the *Youth Development Asset survey.* PEAKE clearly benefitted students emotionally, academically, and socially. Nationwide, students are reporting increased anxiety and mental well-being has become a key concern in school systems. This program is without doubt providing support for vulnerable students, helping parents.

PART VI STAKEHOLDER TEAM/EXTERNAL EVALUATOR

A. Stakeholder/Advisory Team (PM 5.1, 5.2)

The stakeholder team met three times throughout the year to assess progress and discuss sustainability.

Member	Title	Affiliation
Jamie Shields	Program Manager	PEAKE 2C/CMS
Lorelei Ferguson	Data Coordinator	PEAKE 2C/CMS
Kathy Gosselin	Site Coordinator/Parent	PEAKE 2C/CMS
Jayme Wall	Family Engagement Coordinator	PEAKE 2C/CMS
Brenda Hawthorne	Primary Partner	St. Mary's Hospital
Brack Houchens	External Evaluator	independent
Student Representatives	Program participants	PEAKE 2C Program
Eddie Neel	Community Partner	Impact Prevention
Glenn Dillon	Principal	Chesapeake Middle School

B. External Evaluator Information

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

Summary

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.

Education

M.A. Education 1998
University of Rio Grande
Rio Grande, Ohio

Education Certification 1983
Wright State University
Dayton, Ohio

B.A. Political Science 1981
Wright State University
Dayton, Ohio

Experience and Accomplishments

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.

Employment

- 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

References

Available upon request.

PART VII APPENDIX

A. Logic Model

Chesapeake Middle School **Grant #11408** **Program Year 5**						
Participant Needs: Proficiency and improved academic achievement in reading and mathematics.						
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.						
External Factors: Program adjustments due to the district's pandemic response effects program attendance and alters aspects of the services to program stakeholders (e.g., remote learning, parent academies).						
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.						
Performance Category	***Inputs***	***Implementation***		***Outcomes***		
		Activities	Outputs	Short Term	Medium	Long Term (Measures indicated for each PPO)
Academics	*Program Staff* Program Manager Site Coordinator Certified Non-certified Technology and Other Resources Staff Professional Development Local Evaluator	Provide 15 hours for 25 weeks of before and/or after school programming Tutoring/Intervention/ Homework Assistance Data collection **Measure**: Program calendar, CAPA documentation	Safe, supervised programming during out-of-school hours **Measure**: Student surveys	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	Students demonstrate an increase in reading skills Students demonstrate an increase in math skills **Measure**: Mid-year report card grades, assessment results, staff surveys	**PPO 1**: By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Reading Assessment. **PPO 2**: By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Math Assessment. **PPO 5**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading. **PPO 6**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math. **(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.

						(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.
Social-emotional learning	Nutrition Cultural Activities Physical Activities Service-Learning Opportunities Activities to Build Student assets	Provide activities that will increase students' developmental assets. **(PM 2.4)** Provide evidence-based strategies and interventions for dropout prevention 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 **(PM 2.3)** Prepare students for college and careers using evidence-based strategies 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** As of May 2023, 70% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year. **PPO 4** As of May 2023, teacher surveys will report 70% of targeted students that attend afterschool for 30 days or more have satisfactory or above homework completion, class participation, and behavior management rates. **(PM 2.5)** 60% of the enrolled students regularly attend (30 days or more) the afterschool program
Enrichment	**(PM 2.1 and 2.2)** Enrichment opportunities in literacy and mathematics	Provide literacy-based and math-based enrichment activities daily/weekly		Students increase competency levels in	Students demonstrate an increase in reading skills	**PPO 1**: By May 2023, 70% of targeted students that attend PEAKE for 30 days or more will exceed a Student Growth

	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	Provide family engagements around literacy and math **Measure**: Program calendar, CAPA documentation		mathematics and reading An increase in homework completion rates for students	Students demonstrate an increase in math skills **Measures**: Mid-year report cards, Staff surveys	Percentile (SGP) of 40 on the STAR Reading Assessment. **PPO 2**: By May 2023, 70% of targeted students that attend PEAKE for 30 days or more will exceed a Student Growth Percentile (SGP) of 40 on the STAR Math Assessment. **PPO 5**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in reading. **PPO 6**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in math. Students transition successfully to adulthood
Family Engagements	*Program Staff* Program Manager Site Coordinator Family Event Coordinator	**(PM 4.1)** Three evidence-based Parent Academies/Family Fun Night/educational development opportunities 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 7**: By May 2023, parents of the students that attended afterschool may engage in three or more opportunities relative to student/family needs. **PPO 8**: By May 2023, at least 60% of the parents that take part will report increasing their capacities to support student success.
Partnerships	Coordination and communication between the program and community partners	**(PM 3.1)** Active participation each month with building and/or leadership teams sharing academic data and afterschool linkages	Gallia-Vinton ESC Chesapeake Union Exempted Village Schools	Advisory Council and Sustainability meetings **(PM 5.1)** 100 percent of grantees meet	Federal and State Compliance Data collection	Formulation and implementation of a Sustainability Plan Data collection for federal/state/local end-of-year evaluations

	Employ a local evaluator	Newsletters/Update Website Licensure Process Advisory board for program monitoring Transportation **Measure**: Program calendar, CAPA documentation	St. Mary's Hospital	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 Nutritious snacks	Increase community engagement Communicate the merit of afterschool programming Improved health for students	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

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. 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			
Supportive Relationships	• Linking to the School Day • Professional Development • Building and Maintaining Relationships • Peer Collaboration/Cooperative Learning • Family Engagement • Community Connections			
Achieving Outcomes	• Accountability/Compliance • Internal Evaluation • External Evaluation Challenges			

C. Program Staff Process Self Evaluation

Program Organization - 98.8% total score (lowest rating was a 4=Strong)
1.a 98.3% score of 59/60
1.b 100%
1.c 100%

2.a 96.7% score of 58/60
2.b 96.7%
2.c 100%

3.a 100%
3.b 100%
3.c 98.3%

4.a 98.3%
4.b 100%
4.c 98.3%

5.a 98.3%
5.b 98.3%

Academic Programming Practices - 99.15% (lowest rating was a 4=Strong) Academic Programming was the strongest rating.
1.a 98.3%
1.b 98.3%
1.c 98.3%

2.a 100%

3.a 100%
3.b 100%

Supportive Relationships in Afterschool- 97.86% (lowest rating was a 4=Strong)
1.a 96.7 %
1.b 95%

2.a 96.7%
2.b 95% score of 57/60

3.a 100%
3.b 100%

4.a 100%
4.b 96.7%
4.c 98.3%

5.a 100%
5.b 96.7%
5.c 100%

6.a 96.7%
6.b 98.3%

Achieving Program Outcomes- 95% (Lowest score overall) The lowest individual score was a 4 which is strong. Understanding how to interpret data was the lowest rating of all questions with 93.3%. (lowest rating was a 4=Strong)
1.a 96.7%
1.b 95%
1.c 93.3%

Strengths included giving students the opportunity to work on their academics and have fun activities. After School programs provide a safe environment to learn and socialize. Students get more one on one or small group attention than time allows during a regular school day.

Areas of improvement include providing more teachers and more supplies. Continued funding is key here.

D. Improvement Plan template

Planning for Action: Component_____
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:		
Action	Date	Person Responsible
Criterion:		
Action	Date	Person Responsible
Criterion:		
Action	Date	Person Responsible

E. Measuring the Impact of the Afterschool Program

Measuring the Impact of the Afterschool Program Components

Evaluation Question	***Indicator/Performance Measure***	***Collection Method***	***Data Sources***	***Frequency***	***Responsibility***
1. Have the **homework assistance** opportunities benefitted students?	**PPO 4:** By May 2023, teacher surveys will report 70% 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**: By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Reading Assessment. **PPO 5**: As of May 2023, teacher surveys will report 70% of students that attend afterschool for 30 days or more have satisfactory or above rating in **reading** and math. **(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.	*I-Ready Assessment* *Five Question Classroom Teacher Survey* *State Assessment Results*	Classroom Teachers Building Administrator Site-Coordinator Classroom Teachers Building Administrator	End-of-Year Assessment End- of- the Year Survey End- of- Year Assessment	Program Manager Site-Coordinator

	(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.	ELA grades	Building Administrator	January/May	
3. What evidence is there to suggest the afterschool program is having an impact on student's **math outcomes?**	**PPO 2**: By May 2023, 40% of targeted students that attend the program 30 days or more will meet or exceed their typical growth measure on the I-Ready Math Assessment. **PPO 6**: By May 2023, teacher survey will report that 70% of the students that attend afterschool 30 days or more have a satisfactory or above in reading and **math**. **(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 **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.	*I-Ready Assessment* *Five Question Classroom Teacher Survey* State Assessment Results Math grades	Classroom Teachers Building Administrator Site Coordinator Classroom Teacher Building Administrator Building Administrator	End- of- Year Assessment End- of- the Year Survey End of Course Assessment January/May	Program Manager Site-Coordinator
4. What impact has the youth development	**PPO 4** By May 2023, teacher surveys will report 70% of the student that attend 30	*Five Question Classroom*	Classroom Teacher	April	Program Manager Site Coordinator

activities had on **social/emotional wellness** of students and positive behavior changes?	days or more have a satisfactory or above class participation and good behavior management rates. **PPO 3**: As of May 2023, 70% of targeted students that attend afterschool for 30 days or more will achieve a day school attendance rate of at least 90% for the school year. **(PM 2.5)** 60% of the enrolled students regularly attend (30 days or more) the afterschool program.	*Teacher Survey* Attendance Report	Building Administrator	May	
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 7**: By May 2023, at least 70% of the parents of students that attend afterschool for 30 or more days will engage in two or more opportunities involving student learning. **PPO 8**: By May 2023, at least 70% of the parents that engage in two or more opportunities will report them as increasing their capacities to support students' academic success.	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

School	Chesapeake Middle School
Program Name	PEAKE #2C
Grant Number	11408
Number of Regular Attendees (attended 30 or more days)	73/102 (72%)
Yearly APR Total for All Attendees	4,249
Reporting Period	Year Report (October-May) Cumulative Year Data

Activities (Please see Sheet 2 for a crosswalk showing how these categories have changed since prior to the 21-22 school year)	Is this activity offered? (Yes or No)	If yes, how many participants attended this activity during the school year?	If yes, how many total hours of this activity did you offer during the school year? (19 WEEKS OF AFTERSCHOOL)
Academic Enrichment		102	
Activities for English Learners			
Assistance to Students who have been Truant, Suspended, or Expelled			
Career Competencies and Career Readiness			
Cultural Programs			
Drug and Violence Prevention and Counseling			
Expanded Library Service Hours			

Healthy and Active Lifestyle			
Literacy Education			
Parenting Skills and Family Literacy			
Science, Technology, Engineering, and Mathematics, including computer science			
Services for Individuals with Disabilities		12	
Telecommunications and Technology Education			
Well-rounded Education Activities, including credit recovery and attainment			

STAFFING	# Paid	# Volunteer
Administrators		
College Students		
Community Members		
H.S. Students		
Parents		
School Day Teachers		
Other Non-Teaching School Staff		
Sub Contracted Staff		
Other		

PARTICIPATION BY GRADE LEVEL	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More
5	41	0	3	12	26	0	0
6	27	0	3	11	13	0	0
7	16	0	1	6	9	0	0
8	18	0	4	5	9	0	0
TOTAL	102	0	11	34	57	0	0

TOTAL PARTICIPATION BY DAYS	Total	Less than 30 days	30-59 days	60-89 days	90+ days
All Grades	102	29	56	17	0

PARTICIPATION BY RACE/ETHNICITY	Summer (for those awarded 21/22 and later)	Academic Year
Asian		1
Black or African American		2
Hispanic or Latino		0
Native Hawaiian or Pacific Islander		0
White		95
Two or More Races		4

Data Not Provided		0
TOTAL	0	102

PARTICIPATION BY SEX	Summer (for those awarded 21/22 and later)	Academic Year
Male		37
Female		65
Not Reported in Male or Female		0
Data Not Provided		0
TOTAL	0	102

PARTICIPATION BY POPULATION SPECIFICS	Summer (for those awarded 21/22 and later)	Summer Data Not Provided	Academic Year Data Provided	Academic YearData Not Provided
Students who are English learners	n/a	n/a	0	0
Students who are economcially disadvantaged	n/a	n/a	54	0
Students with disabilities	n/a	n/a	12	0
Family members of students	n/a	n/a	102	0
TOTAL	n/a	n/a	168	0

Partners
List partners from grant application and any other major partners

OUTCOMES: STATE ASSESSMENT, READING AND LANGUAGE ARTS	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	
You reported the following # of students in grades 5-6-7-8	102	0	11	34	57	0	0	
For how many of these students do you have outcome data to report?	98	0	11	32	55	0	0	If you have unavailable student data, explain below the factors that impacted your ability to report this data.
Of the students for whom you have ouctome data to report, how many demonstrated growth in	76	0	8	25	43	0	0	Students had incomplete data from previous year/school or were not tested or

READING and LANGUAGE ARTS on state assessments?								enrolled for testing in current year.
Of the students for whom you have outcome data to report, how many demonstrated growth from basic or limited to Proficient or above in READING and LANGUAGE ARTS on state assessments?	6	0	0	3	3	0	0	

OUTCOMES: STATE ASSESSMENT, MATH	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	
You reported the following # of students in grades 5-6-7-8	102	0	11	34	57	0	0	
For how many of these students do you have outcome data to report?	98	0	11	32	55	0	0	If you have unavailable student data, explain below the factors that impacted your ability to report this data.
Of the students for whom you have ouctome data to report, how many demonstrated growth in MATH on state assessments?	24	0	3	7	14	0	0	Students had incomplete data from previous year/school or were not tested or enrolled for testing in current year.
Of the students for whom you have outcome data to report, how many demonstrated growth from basic or limited to Proficient or above in	3	0	1	1	1	0	0	

MATH on state assessments?								
Activities For the Semester/Year								
OUTCOMES: ACADEMIC ACHIEVEMENT, GPA	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	
You reported the following # of students in grades 7-8	34	0	5	11	18	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?	13	0	2	4	7	0	0	If you have unavailable student data, explain below the factors that impacted your ability to report this data.
Of the students for whom you have outcome data to report, how many demonstrated an improved GPA?	5	0	1	2	2	0	0	No unavailable data.
OUTCOMES: SCHOOL DAY ATTENDANCE	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More	
You reported the following # of students in grades 5-6-7-8	102	0	11	34	57	0	0	
How many of these students had a school day attendance rate at or	27	0	4	9	14	0	0	

below 90% attendance in the prior school year?												
Of these students listed in the prior row, how many demonstrated an improved attendance rate in the current year?	20	0	2	5	13	0	0					
BEHAVIOR: IN-SCHOOL SUSPENSION	Total	Less than 15 Hours	15-44	45-89	90-179	180-269	270 Hours or More					
You reported the following # of students in grades 5-6-7-8	102	0	11	34	57	0	0					
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year?	0	0	0	0	0	0	0	No in-school suspensions held in 2022-2023.				
Of the students listed in the prior rown, how many experienced a decrease in in-school suspensions in the current school year?	0	0	0	0	0	0	0					

G. Five Question Classroom Teacher Survey

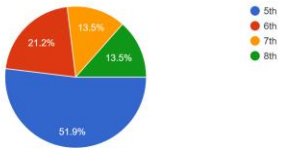
PEAKE 2C Five Question Classroom Teacher Survey

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.

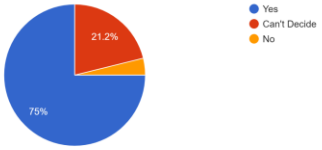
				Homework Completion	Classroom Participation	Good Behavior	Reading	Math
Teacher	**Grade**	**Last Name** All regular attendees	**First Name**	**Satisfactory or Above Rating**	**Satisfactory or Above Rating**	**Satisfactory or Above Rating**	**Satisfactory or Above Rating**	**Satisfactory or Above Rating**
	5	(31)		94%	100%	97%	97%	100%
	6	(16)		100%	100%	100%	100%	100%
	7	(14)		79%	100%	100%	79%	82%
	8	(9)		67%	89%	100%	100%	100%
Total		**81**		**85%**	**97%**	**99%**	**94%**	**96%**

H. Student Satisfaction Survey Results

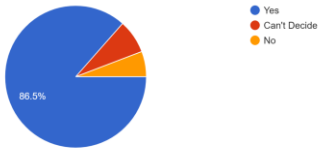
What grade are you in?
52 responses



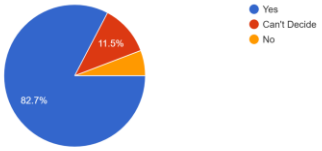
Do you feel that you are doing better in Reading since you started coming to the after-school program?
52 responses



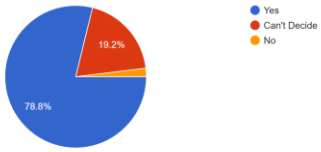
Do you feel happier or less stressed while attending the after-school program?
52 responses



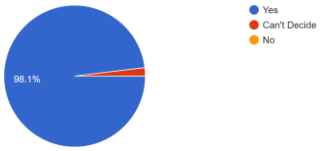
Do you feel that you are doing better in Math since you started coming to the after-school program?
52 responses



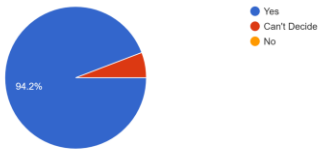
Do you feel comfortable talking to the after-school staff?
52 responses



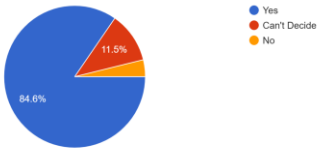
Do you enjoy the after-school special activities?
52 responses



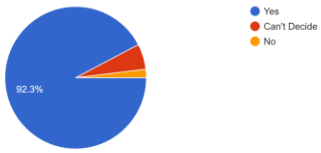
Do you feel safe in the after-school program?
52 responses



Would you tell others to come to the after-school program?
52 responses



Do you feel that having help with your homework is important?
52 responses



What do you like best about the afterschool program?

- the activities
- the teachers
- My best friends come to Peake
- Having classes after home-base
- everything
- staying at school at 5:00 and you get help
- Snack
- that you can get your work done here and you don’t haft to do it at home.
- The activities are really fun and my grades are improving.
- The help we get with homework
- get all my homework done
- yeomans
- idk everything
- playing with friends
- it helps
- The snacks they give us
- math and recess
- i like the fun activities that we do and that our schedule is colors
- FRIENDS
- Outside
- Mrs. Braga and Mrs. Gosselin and Mrs. Ferguson
- That I can spend more time with my friends and I can get help with my math.
- it is funny
- It is a lot of fun and we get to do activities with our friends.
- angle
- I enjoy being able to talk to friends when I am able to, so it gives me time to talk to them.
- Almost eveything it is awesome I can't decide because it is everything, but probably the acticities.
- The more friends I make
- The activities
- The teachers and everyone that help with it and the activity's they have
- the variety of things we get to do
- that all the teachers help you
- Getting my homework done
- home base
- I like best socializing (because I can share Jesus and hang out with friends) during wellness time and having plenty of time to do homework.
- friends
- Every thing. I can't decide! It's amazing!!!
- homework
- geting my home wharck done
- Field Trips
- the activities they do
- out side
- I like being able to spend an extra 2 hours with my friends and getting my work done at the same time.
- the teachers helping you finish your homework and missing work
- the snack and activite

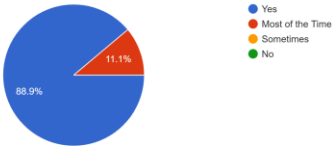
What do you wish you could change about the afterschool program?

- nothing
- that there is only aloud a limited amount of kids
- Nothing I think it is great how it is
- to have basketball
- extra homework time
- that we dont have to go outside and spend more time in activities
- that we could have more feild trips
- more activities
- the color thing
- the time
- I don't think we should change anything
- Nothing, it is already great.
- we go to the zoo
- nothing it is really fun.
- i wish i can get help
- some fieldtrips
- I wish that we can change actifly to outside
- that we could have more activities
- really nothing. BUT..... classes.
- nothing just the time
- kindess
- choosing classes
- its good i love it.
- Scheduling, Home Base Not Long Enough
- more field trips and maybe some more activities
- Nothing, its perfect as it is
- more stuff in math and reading
- more outside time
- more fild trips!
- I would like to do contests!
- more feld trips! plz
- The walking down the halls for inside recces
- I would change it so that other students wouldn't be allowed to talk during homework time. Also, if it is allowed by the government, I would remove the food served with sugar and carbohydrates because of their detrimental-ness to kids' health. Other than that, however, the afterschool program is great and is beneficial and fun for me!
- We get to choose our classes.
- more food
- Just get rid of peake pride
- That we can have a sports activity.
- i wish we could, every thursday, we would do a free time during our activites.
- Having cooking class, Music Club, etc.
- I feel like they should add more than one activity.
- not much, its all good
- help friends
- i would like more activites like last year when i was in fifth grade. i would also like to be able to use phones during after school recess
- nothing :)
- the time we get here

I. Afterschool Staff Satisfaction Survey

The afterschool program is well-organized and runs smoothly.
9 responses

The afterschool program staff have sufficient resources and materials to conduct our activities.
9 responses

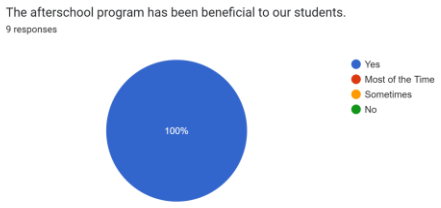


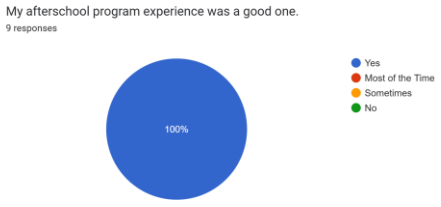
The afterschool program staff have adequate support from the Site Coordinator.
9 responses

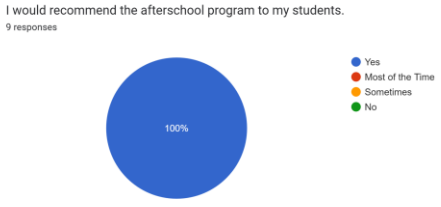
The afterschool program offers assistance to students that relates to what is being taught during the school day.
9 responses

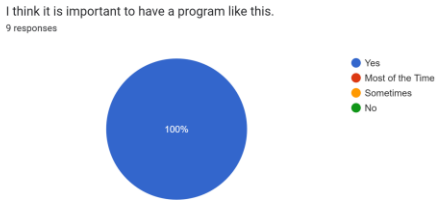
I am well informed about the afterschool program and what happens there.
9 responses

I am satisfied with the kinds of programs and activities offered at the afterschool program.
9 responses









Comments:

This program helps our students with their homework, get one on one instruction and spend time with their friends. This is a very important program for our students.

I love the opportunities that the program provides for our students. It is not only enrichment for academics, but socially as well. It provides nutritious meals for those who might not otherwise have them. Many of the activities are unique opportunities that students would not have otherwise been able to engage in.

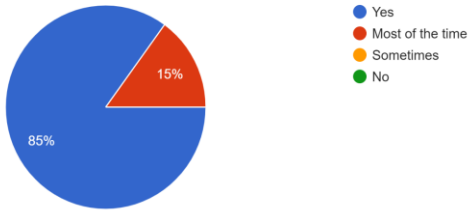
This afterschool program offers so much for our students. For Example, food, wellness, homework help, fun activities, much needed socialization for our students, and so much more.

The PEAKE program offers a place for students to be where they get socialization with other kids as well as help from and friendship with teachers. Many of the students who participate in our program need these things. I believe these things will make a difference in their lives now and in the adulthood of these kids.

J. Day Teacher Afterschool Satisfaction Survey

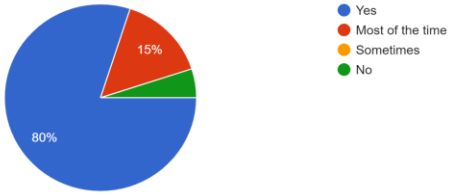
The afterschool program offers assistance to students that relates to what is being taught during the school day.

20 responses



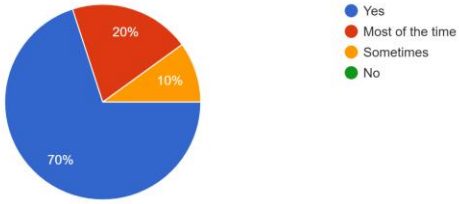
The afterschool program offers a variety of enrichment activities to participants

20 responses



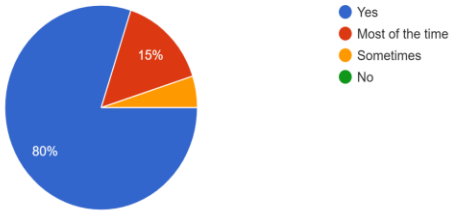
I am well informed about the afterschool program and what happens there.

20 responses

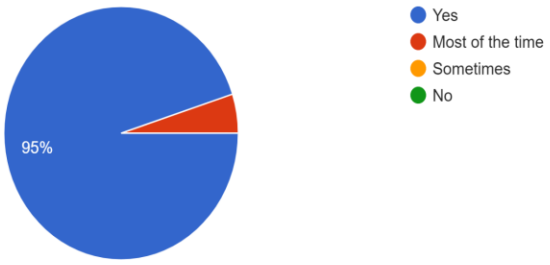


I am satisfied with the kinds of programs and activities offered at the afterschool program.

20 responses



The afterschool program has been beneficial to our students.
20 responses



I would recommend the afterschool program to my students.
20 responses

It is important to have a program like this.
20 responses

Comments:

The Peake afterschool program is a valuable tool for our students, staff and parents!!!!

The program greatly benefits our students in multiple ways. All students have time with teachers to get help on homework and studying. They have time for social interaction with friends. They are all provided a snack. They are able to participate in activities that they normally would not have access to.

Provides after school care, food, and homework help that many students need.

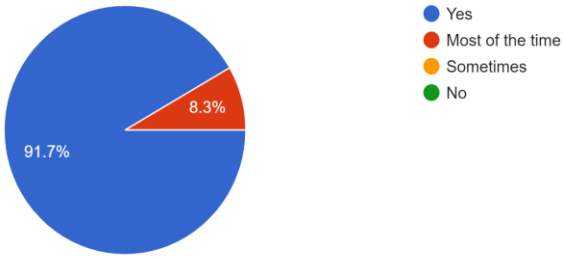
This is very much needed in our school district due to socioeconomic and academic needs.

This is a great program that is very, very important to our Chesapeake Middle School students.

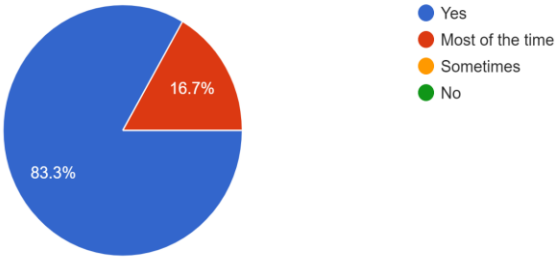
Our afterschool program gives our kids a safe place to stay after school. Students are given a snack and chance to wind down after the school day. Homework help is offered, and students get the chance to work with their day school teacher in an environment that is less stressful than the normal school day. Activities that are offered give the kids a chance to experience things they may not get a chance to experience. It is very beneficial to our school and our community.

K. Parent Afterschool Satisfaction Survey

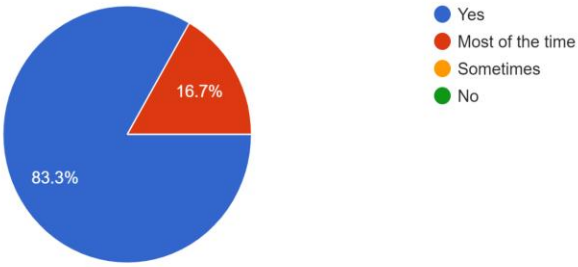
I am satisfied with the instruction and activities provided to my child.
12 responses



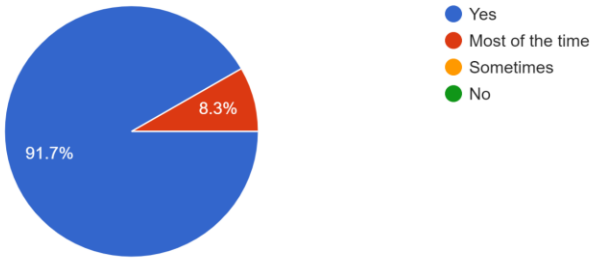
The program has helped my child get his/her homework completed satisfactorily.
12 responses



The program has helped my child do better in school.
12 responses

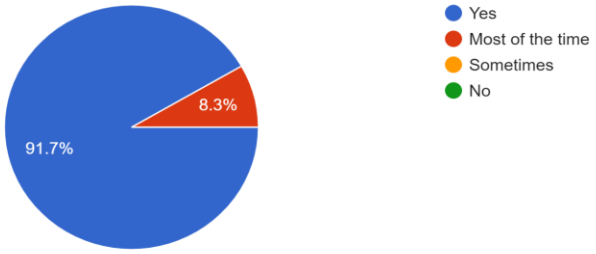


My child is well-supervised and safe while attending the program.
12 responses



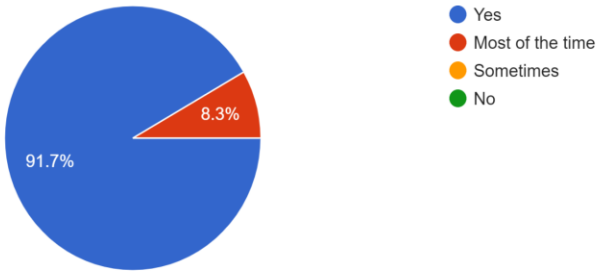
I am satisfied with the overall performance of the afterschool staff.
12 responses

I am satisfied with the family engagement activities offered.
12 responses



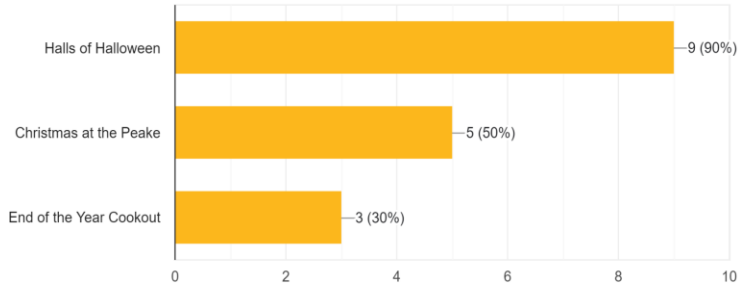
I would recommend the program to other parents for their children.

12 responses



Please check all the family engagement activities in the chart below that your family participated in or plan to participate in.

10 responses



What do you like best about the program?

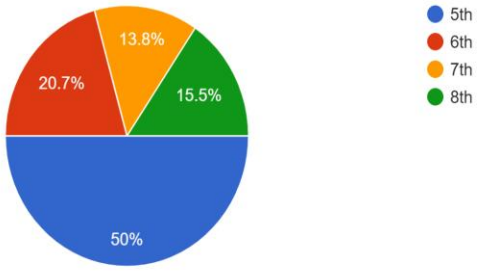
- The ability to get help with questions she has
- The ability to help with homework.
- My son's grades have improved tremendously since starting Peake. He struggled in reading for years.
- Homework being completed
- Helps kids keep up with homework
- We love the teachers and staff!!
- Hall of Halloween

What do you wish you could change about the program?

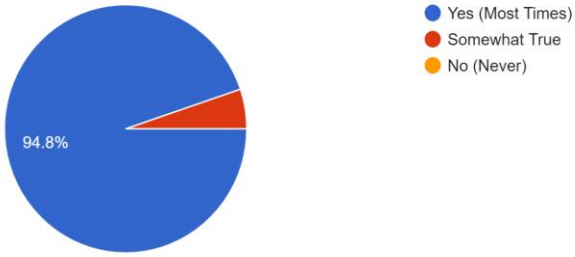
- My daughter has had trouble with missing assignments. I wish this could be relayed to PEAKE and this could be worked on at that time.
- More consistent days including Fridays. And a program before school would be super helpful.
- More substantial snack/meal. The school lunch is great but the kids are starving by 3.
- I'd like the kids to be able to go on field trips or have life skills like home Mach cooking project crafts games anything.so when they are done with homework they can do something fun an rewarding instead of having to sit an be quiet the remainder of time.

Appendix L: Youth Development Student Asset Survey

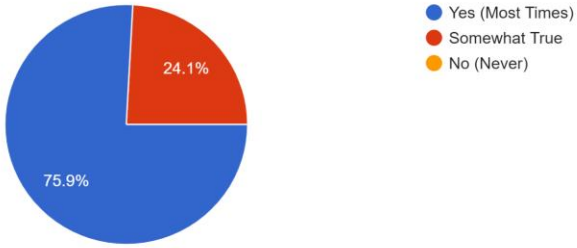
What grade are you in?
58 responses



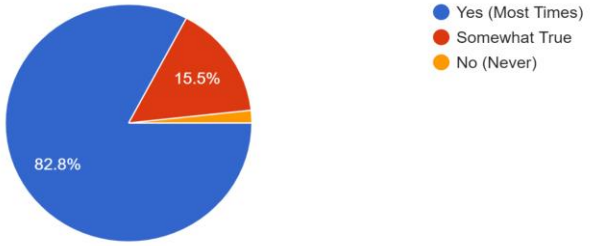
I want to do well in school.
58 responses



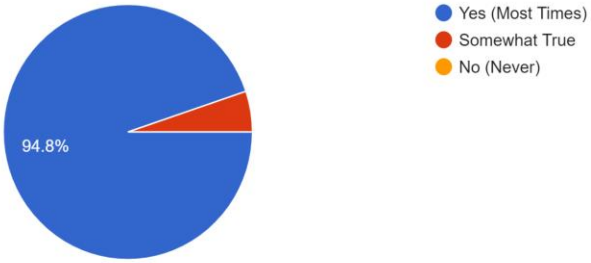
I pay attention in class.
58 responses



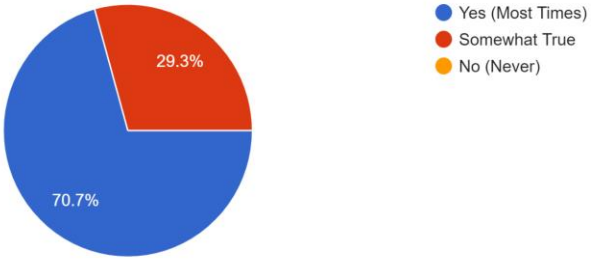
I do better in my schoolwork by attending afterschool.
58 responses



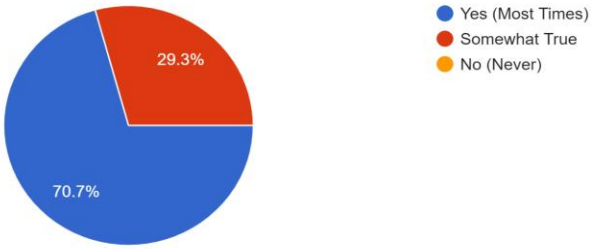
I care about my school.
58 responses



I like to help others.
58 responses

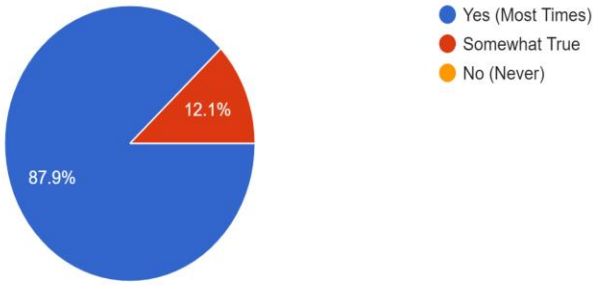


I tell the truth even when it is not easy.
58 responses



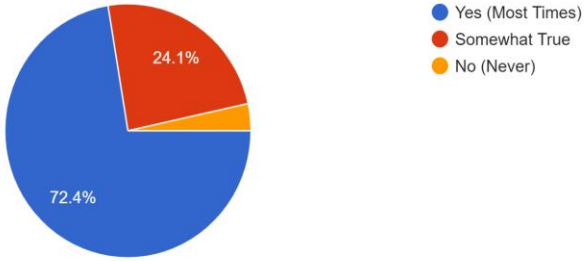
I accept responsibility for my choices.

58 responses



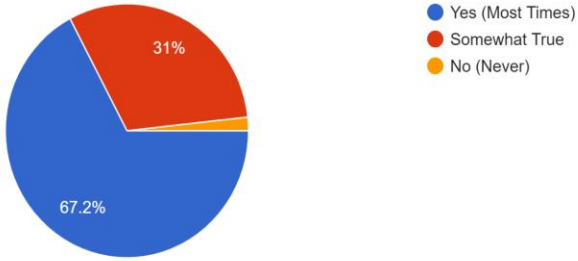
I work well with others.

58 responses

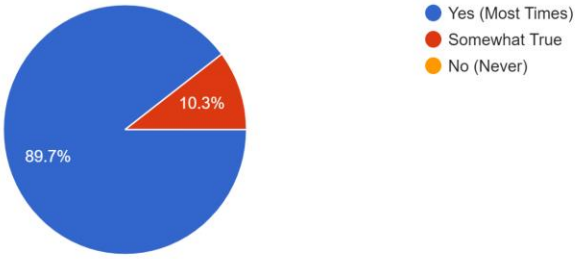


I am good at making and keeping friends.

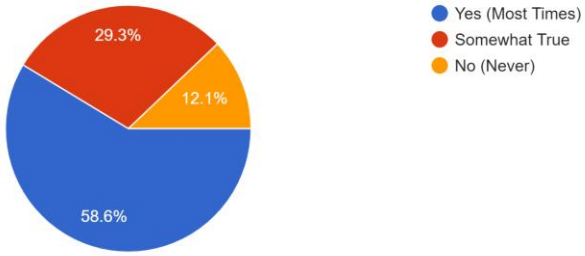
58 responses



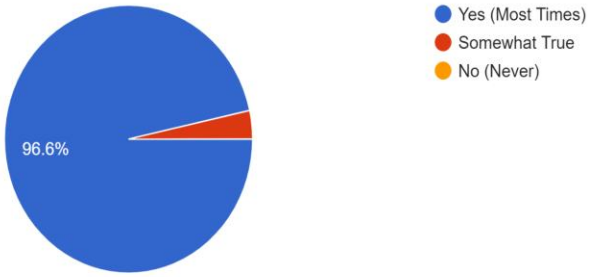
I know the difference between good and bad behavior.
58 responses



I feel good about myself.
58 responses

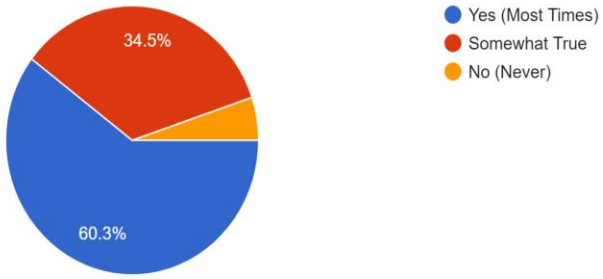


I feel safe.
58 responses



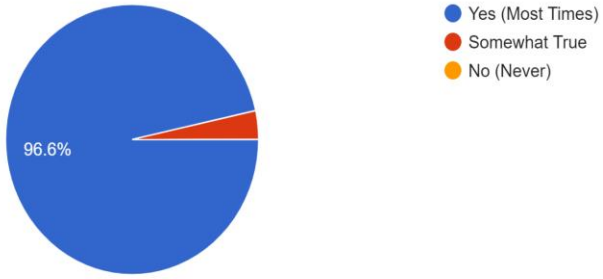
I ask for help when I need it.

58 responses



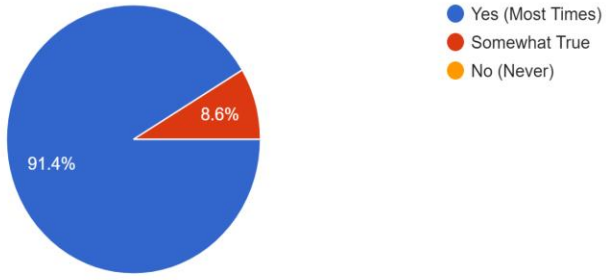
I follow classroom and school rules.

58 responses



I respect other people's things.

58 responses



M. Family Engagement Results

SCHOOL Chesapeake Middle School
DATE 2022-2023

EVENTS	October 27, 2022	Halls of Halloween
	December 6, 2023	Christmas at the PEAKE
	April 18, 2023	EOY Family Cook Out

Attendance

a)	Students	340
b)	Parents/guardians	262
c)	Other (relatives, community members etc.….)	48
d)	**Total attendance**	630

Number of surveys completed 194

Survey Results (in percentages)

1. The event was a positive event for our family.

YES	100%	NO	-	SOMEWHAT	-

2. The afterschool program is an important part of your child's education.

YES	92%	NO	5%	SOMEWHAT	3%

3. This experience has been helpful to you in supporting your child's success.

YES	95%	NO	2%	SOMEWHAT	3%

N. 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.