



ELEVATE: A YEAR IN REVIEW
2014-2015
21st CCLC #8803



Engage, Learn, Empower, Volunteer, Achieve, Teach Enrich!

ELEVATE Evaluation Report 2014-2015



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INTRODUCTION: Grant #8803

The ELEVATE Program is provided by the Center of HOPE Family Services, Inc. whose mission is “to improve the life outcomes of individuals and families living in urban settings.” ELEVATE stands for: Engage, Learn, Empower, Volunteer, Achieve, Teach, Enrich. The program provided stability and a safe place to go for 45 students at Old Orchard Elementary grades K-4 during the 2014-2015 school year. The program goal was to serve 50 students during the school year and 50 students during the summer program. The program operates Monday through Thursday from 3:30 until 6:30 p.m. The program began October 15, 2014 and concluded on May 7, 2016 for a total of 85 days. A severe winter caused school to be closed for numerous days which reduced the total number of participation days anticipated.

The afterschool and summer programs are under the direction of the Tracee Perryman, Executive Director, Center of Hope Family Services, Inc. , 5461 Southwyck Blvd, Suite 1-E, Toledo, OH 43614. Ms. Perryman is a PhD Candidate and Graduate Enrichment Fellow, at The Ohio State University

The program review and evaluation of objectives and outcomes for the ELEVATE Program was conducted by Peggy Martinez, 3555 Corner Rd., Alexandria, OH 43001. Peggy Martinez of Park-Martinez Consulting, LLC has 35 years’ experience as a school teacher and administrator in rural and urban settings. She has 12 years’ experience writing, supervising and evaluating afterschool programs. She currently serves as the Quality Programs Chair for the Ohio Afterschool Network and was the lead writer of Ohio’s K-12 Standards Resource Guide: A Content Standards Resource for Afterschool Programs. She is the recipient of an official commendation from the Ohio House of Representatives, [sponsored by Rep. Nancy Garland] for outstanding community service to the afterschool programs in the City of Whitehall and Whitehall City Schools. She has a Masters Degree in Education from The Ohio State University.

EVALUATION METHODOLOGY

The evaluation design mirrors the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) model for effective afterschool programming and evaluation that incorporates a multi-method strategy of both quantitative [assessment, attendance and behavior results] and qualitative data [lesson plans, surveys and interviews] collection and analysis.

Are we doing what we said we would do?

The ELEVATE Program is provided by the Center of HOPE Family Services, Inc. whose mission is “to improve the life outcomes of individuals and families living in urban settings.” ELEVATE stands for: Engage, Learn, Empower, Volunteer, Achieve, Teach, Enrich. The program provided stability and a safe place to go for 45 students at Old Orchard Elementary grades K-4 during the 2014-2015 school year. The program goal was to serve 50 students during the school year and 50 students during the summer program. The program operates Monday through Thursday from 3:30 until 6:30 p.m. The program began October 15, 2014 and concluded on May 7, 2016 for a total of 85 days. A severe winter caused school to be closed for numerous days which reduced the total number of participation days anticipated.

Are we doing what we said we would do? [Continued]

Data shows that the program is targeting the most economically disadvantaged students [91%]. Grade level representation is equitably distributed for grades K-3 with the number of students ranging from 8-13. Grade 4 had the least representation of 3 students. Baseline data shows that 62% of the students were below grade level in reading and 64% were below grade level in math. Therefore, the vast majority of students served in the program met the criteria of being at risk due to economic status and/or academically.

Program schedules show that students participated in 30 minutes of tutoring daily, 30 minutes of assisted homework time, 45 minutes of Youth Development using the Freedom Schools Model and/or literacy, art, or music activities and 30 minutes of physical activity. Daily meals were provided by Children's Hunger Alliance and the Center of Hope Kid's Supper Club program provided nutritious snacks and access to fresh fruits and vegetables.

The summer program began June 22 and concluded July 30, 2015, 24 days. The program ran daily Monday through Thursday from 9:00-3:00.

Five parent programs were provided as indicated. Programs included an orientation of the ELEVATE program, a presentation on the new PARCC assessments, a math curriculum night, a Christmas Program and an orientation to the summer program.

- The Advisory Board met May 14 and will meet again in August. Staff meetings were held weekly for two purposes: 1. Discuss plans for the upcoming week and 2. For professional development by the educational director from the Center for Hope on lesson planning. Formal meetings with Toledo Public Schools were held regularly with the last meeting of the year on March 19, 2015. Building
- Principal meetings were also held regularly to discuss progress and share any building use concerns.

WSOS served as the fiscal agent, provided professional development to assist with licensing, technical assistance and plan for sustainability. Monthly meetings or phone conferences were held with the WSOS Program Manager.

A first annual Celebration was held to recognize Community Supporters, Parents, Board Members and Elevate Staff. The event was sponsored by the Center of Hope. No 21st CCLC dollars were used for food at this event. Students were also recognized throughout the program for their accomplishments in reading and math.



How well are we doing it?

At the mid-year evaluation, the ELEVATE staff reviewed STAR Literacy Assessment results for students in grades K-4 who made little or no progress. Scores ranged from needing urgent intervention to on watch. The STAR assessments identified specific student weaknesses that afterschool teachers used to guide lesson planning during the second half of the year. Intervention plans for students in grades K-1 focused on Foundational Skills for reading that included: learning the alphabet, holding a book upright, tracking words from left to right, and recognizing letter sounds. Students in grades 2 and 3 who made little or no progress scored slightly higher on the STAR assessments with most scores indicating students are at the on watch level. Lessons were adapted to build upon their basic Foundational Skills and included phonological awareness and word recognition [including sight words]. As students developed word recognition, they moved to reading on-level texts with fluency. Students in grade 4 scored proficient or above on the STAR assessments but are failing to make progress. Lessons were modified to review basic phonics skills and sight word recognition. Students moved on to reading on-level texts with fluency and with emphasis on explaining the main idea, moral of the story, and summarizing text. The Florida State University's, "Student Centered Activities Aligned to the Common Core State Standards," guided the literacy intervention. The program also used Culturally Relevant Pedagogy [CRP] to engage students and provide differentiation. The tenets of CRP are that students must: experience academic success; develop and/or maintain cultural competence; and develop a critical consciousness, which integrates literacy, numeracy, technological, social and political skills for academic success and to become active participants in a democracy.

The program used Success Maker Performance Assessment to identify levels of acceptable performance and growth in both reading and math. [Note: With the change to the PARCC assessments, proficiency data comparison will not be possible.] At the end of the 3rd quarter when the program concluded, 53% [N=45] of the students scored at or above acceptable performance [75%] on Success Maker. The mean of classroom acceptable performance [including students in the ELEVATE program] ranged from 30% to 80% acceptable performance. Success Maker also measure reading growth in months. [Ex. one month's growth =.1 and 1 year's growth = 1.0] In reading, the average growth for students in the ELEVATE program was 4 months. The average mean for classroom growth [that includes ELEVATE students] ranged from 2 months to 6 months.

Students participating in the Math Expressions Curriculum during the school day scored 98% [N=45] at or above acceptable performance [90%] on Success Maker. The mean of classroom acceptable performance in math [that includes ELEVATE students] ranged from 86% to 96% acceptable performance. The number of months growth in math for ELEVATE students averaged 1 year and 6 months. The mean for classroom growth [that includes ELEVATE students] ranged from 2 months to 6 months.

Students were given a 10 question survey and asked to respond never, sometimes, most of the time and always. Students responded most of the time and always with percentages of 76% or above to 4 questions. Statements and percentages are below.

- There are expectations for my behavior at the afterschool program. 83%
- My teacher treats me with respect. 84%
- I feel like the afterschool program staff care about me. 95%
- I am recognized for good work and/or accomplishments in the program. 76%

The ELEVATE program operated for 85 days with the average number of days students who attended regularly [regularly is defined as 30+ days] was 63. For the 42 regularly attending students the yearly attendance rate was 74%. The attendance goal was 70%.

During the summer academic data was not gathered. Attendance data shows that an average of 36 students attended the summer program and their attendance rate for 24 days of programming was 63%

Parents were given a 24 question survey and asked to respond strongly agree, somewhat disagree, somewhat agree and strongly agree. Parents predominately responded somewhat agree and strongly disagree. For program improvement purposes, any statement where parents scored the statement less than strongly agree was used to determine if the question warranted further discussion of root causes and any further action. However, there were 11 questions that parents responded strongly agree at a percentage of 85% or above. Statements and percentages follow [N=20].

- I understand and support the program's purpose and goals. 85%
- The program is comfortable and accepting of diversity among children and families. 85%
- The program helps my child be successful in school. 85%
- I understand and support the program's behavior guidelines and discipline process. 85%
- My child feels safe and accepted in the program. 85%
- I'm satisfied with staff member's supervision of the children. 90%
- The program is a good place for my child to develop friendships. 85%
- Staff members know me and my child by name and always make us feel welcomed. 85%
- My child know and understands the behavior expectations he/she must follows. 85%
- The program space is clean and pleasant. 90%
- I'm satisfied with the program's system for tracking my child's attendance and whereabouts while there. 90%

The highest incidents where parents scored below Strongly Agree were the following 5 statements [N=20].

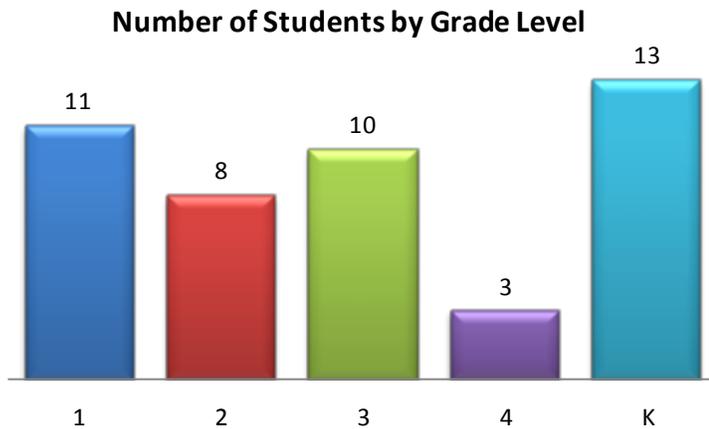
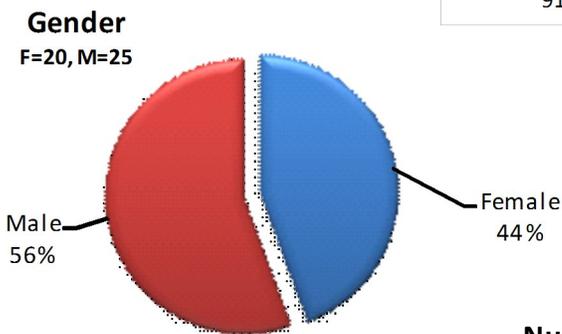
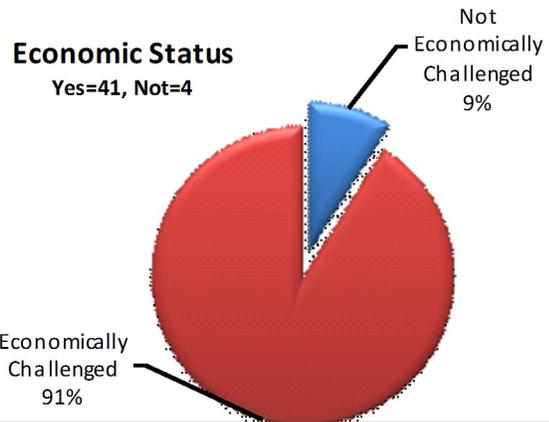
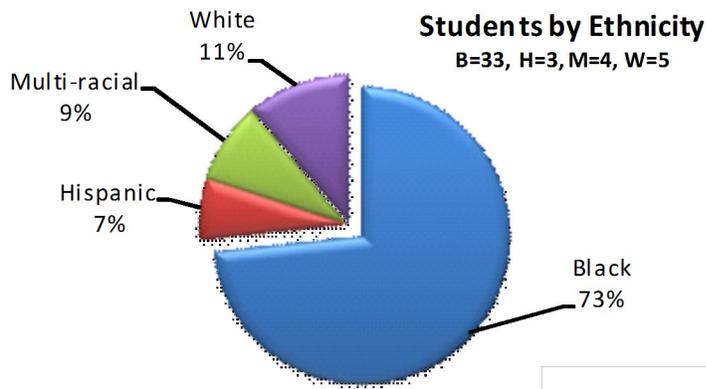
- My child enjoys attending the program. 30%
- My child learns and practices new skills in the program. 30%
- The program is helping my child to develop responsibility, self-confidence and leadership. 30%
- The program makes good use of community resources such as the library, community speakers and field trips. 50%
- I am satisfied with opportunities available to me to communicate any concerns or questions related to my child's or my experience with the program. 30%

Parents were invited to participate in five events and encouraged to volunteer. Of the 45 students participants, 62% of their parents attended at least one event.

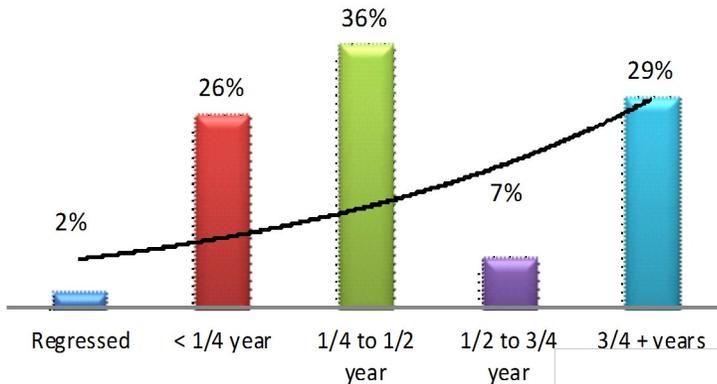


ELEVATE students working on reading.

ELEVATE Program Demographics



Reading Growth - All Students N=42



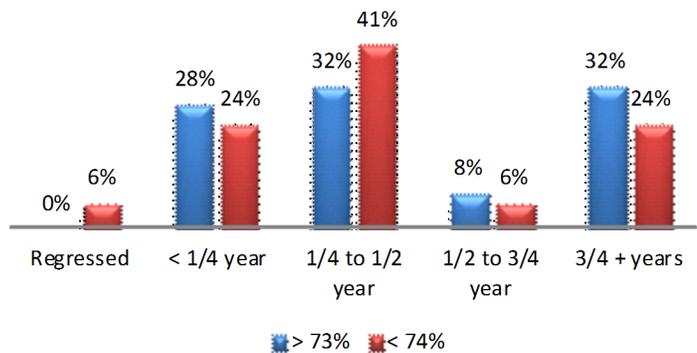
The trend line above shows exponential growth

ELEVATE Reading Growth

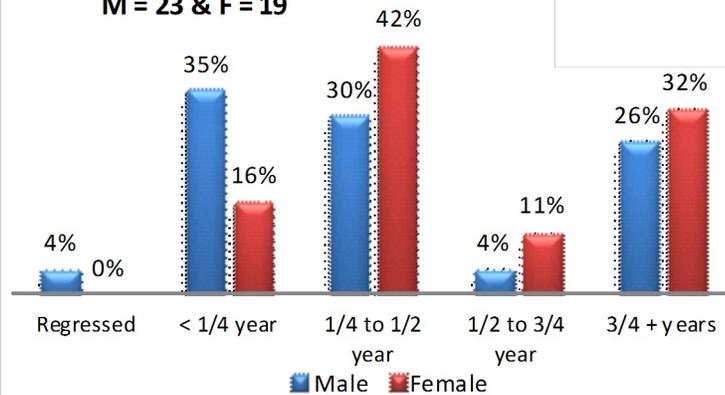
End of Quarter 3 ~ May 2015

Note: Reading and math growth was not graphed by ethnicity because the number in each minority group was too small to make reliable comparisons with the majority.

Reading Growth by Average Attendance Rate Average = 74% N=42

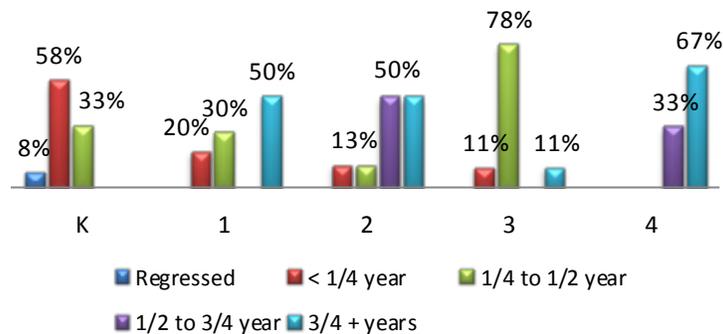


Reading Growth by Gender M = 23 & F = 19



Reading Growth by Grade Level

K=12, 1=10, 2=8, 3=9, 4=3

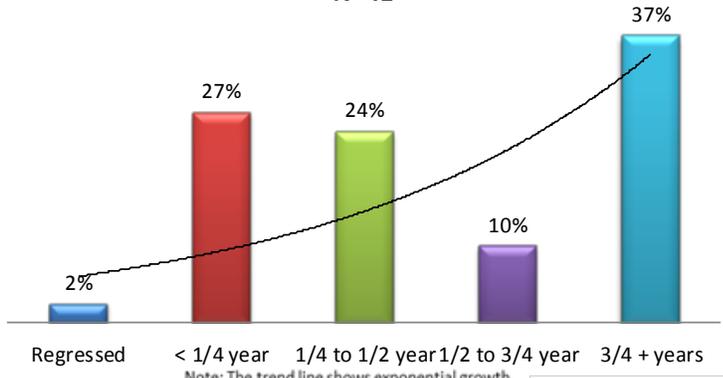


ELEVATE Math Growth

End of Quarter 3—May 2015

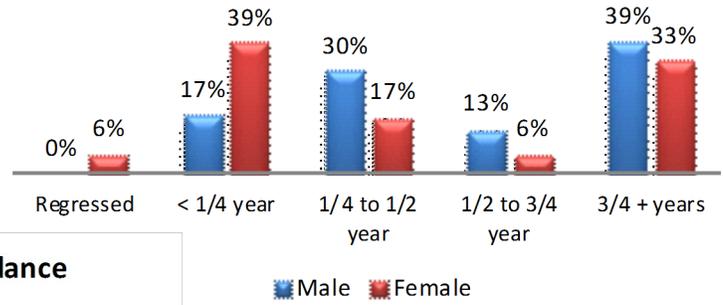
Math Growth - All Students

N=41



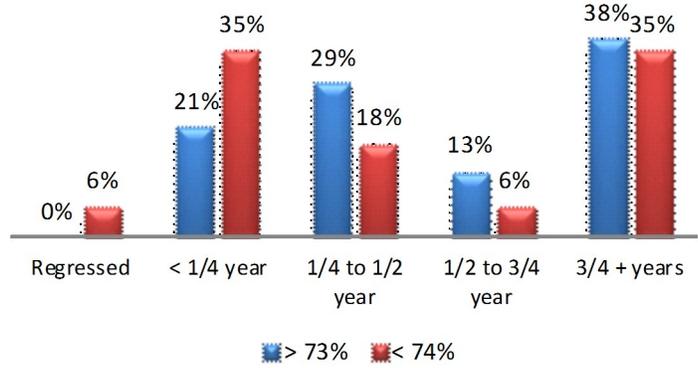
Math Growth by Gender

M=23 & F=19



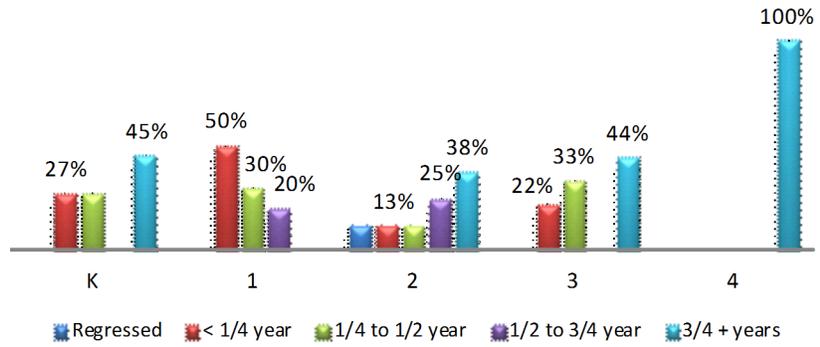
Math Growth by Average Attendance

Average = 74% N=41



Math Growth by Grade Level

K=11, 1=10, 2=8, 3=9, 4=3

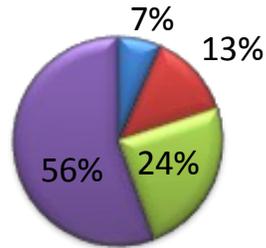


ELEVATE Attendance rates

End of Quarter 3—May 2015

Quarterly Percent of Student Attendance

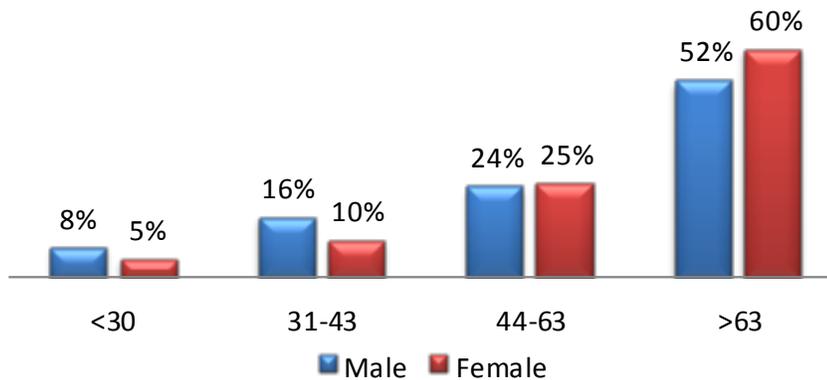
Number of Student Days = 85



■ <30 ■ 31-43 ■ 44-63 ■ >63

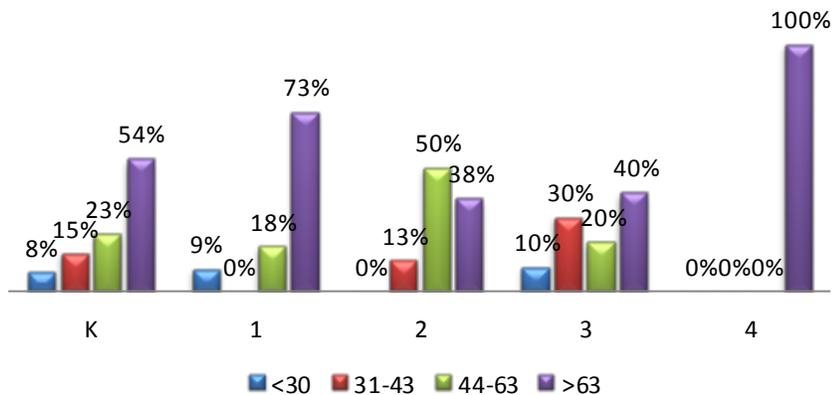
Quarterly Attendance by Gender

M = 25 F = 20

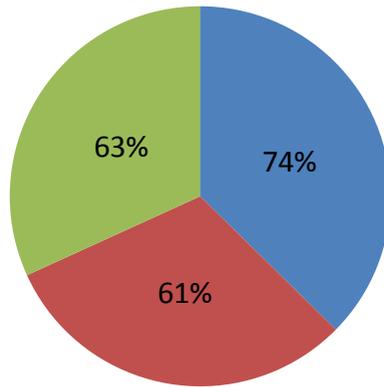


Quarterly Attendance by Grade Level

K=13, 1=11, 2=8, 3=10, 4=3



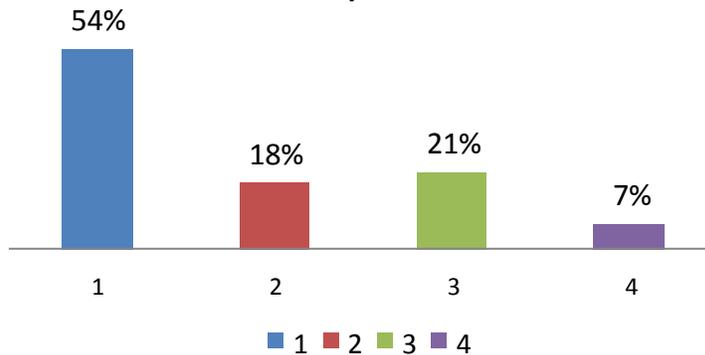
Summer Attendance Data



■ June [N=37] ■ July [N=34] ■ Total Summer [N=36]

62 % of the parents of students participating in the ELEVATE Program attended at least one parent/family event.

Parent Participation at Four Events



Parent Reflections on the ELEVATE Program

- ⇒ This program has been very helpful!!
- ⇒ I love this program.
- ⇒ This program's tutoring is a very helpful tool. I hope that the children will continue to receive the help they need to be successful.

Student Reflections on the Elevate Program

I learned ...

- * To use the computer
- * To be respectful
- * To sing a song
- * Multiplication and fractions
- * Rhyming words, writing letters, and reading
- * How to have fun
- * About liberty
- * How to do homework
- * That teachers can be fun and mean
- * We have the best teachers



My favorite activity was...

- * Playing outside
- * Playing in the gym
- * Being on the computer
- * Learning prefixes and suffixes
- * To learn
- * Math
- * Writing
- * Playing games
- * Homework



My least favorite activity was...

- * Homework
- * Singing
- * The computer
- * Library
- * Reading
- * Schoolwork
- * Holding the door open for classmates
- * Nothing

Other comments:

- * Teachers are sometimes mean
- * Sometimes I love singing songs and doing work
- * I am going to miss you all
- * I like all of the activities in the afterschool program
- * You are good teachers
- * I want to be a teacher
- * Thank you for all of your respectful help. You are amazing and truly a good friend.
- * I wish it was not over
- * It is a good place to go. I love it

Partnerships

The primary partners who designed and established the ELEVATE Program are the Center for Hope, the WSOS Community Action Planning Agency, and Toledo Public Schools. Other community, state and national partners included:

The Ohio Department of Education

Children's Defense Fund

Plate 21

Toledo MudHens

Kistler Ford

ProMedica Health Systems

Ohio State Extension Program

Children's Hunger Alliance

Lucas County Commissioners

Pathways, Inc

Toledo Community Foundation

These comments were shared at the annual stakeholder recognition event.

“Our Goal is to Continue the ELEVATE program. This is a successful program we would like to replicate across the district, so that all students have the opportunity to learn and maximize their potential.” – James Gault, Transformational Leader of Curriculum, Toledo Public Schools

“Center of Hope has been one of those venues that we reach out to see how we can make our community a better place to live” – Keith Burwell, President, The Toledo Community Foundation



Does what we are doing make a difference?

Quantitative Data Results show that students made progress in reading and math during the afterschool program. At the end of the 3rd quarter when the program concluded, 53% [N=45] of the students scored at or above acceptable performance [75%] on Success Maker. The mean of classroom acceptable performance [that included ELEVATE] ranged from 30% to 80% acceptable performance. Success Maker also measure reading growth in months. [Ex. one month's growth =.1 and 1 year's growth = 1.0] In reading, the average growth for students in the ELEVATE program was 4 months. The average mean for classroom growth [that included ELEVATE students] ranged from 2 months to 6 months. At the end of Quarter 3 when the program concluded, 36% of students had made more than 1/2 year's growth. Of these students 29% were on target to making a year's growth in reading and 12% had already met or exceeded a year's growth in reading [N=42].

Students participating in the Math Expressions Curriculum during the school day scored 98% [N=45] at or above acceptable performance [90%] on Success Maker. The mean of classroom acceptable performance in math [that included ELEVATE students] ranged from 86% to 96% acceptable performance. The number of months growth in math for ELEVATE students averaged 1 year and 6 months. The mean for classroom growth [that included ELEVATE students] ranged from 2 months to 6 months. At the end of Quarter 3 when the program concluded, 46% of students had made more than 1/2 year's growth. Of these students 37% were on target to making a year's growth in math and 2% had already met or exceeded a year's growth in math [N=41].

The school year attendance goal rate was 70%. The ELEVATE exceeded their goal with a 74% yearly attendance rate for 42 regularly attending students [Regularly is defined as attending more than 30 days; N= 85 days]. Dividing the number of days into quarters shows that 56% of the students exceeded the 74% attendance rate or attended more than 64 days of the program. It is important to note that grades K, 1 and 4 had significantly more students who exceeded the attendance rate than grades 2 and 3. The summer attendance rate was 63% just slightly lower than the goal of 70%.

Qualitative Data Results show that students and parents are very satisfied with the program. The top three comments on the student satisfaction survey were: 92% said they feel safe when at the program; 86% said the staff care about them; and 82% said that there are expectations for behavior at the program. A notable comment was that 73% of the students said that the staff respect them. Six questions on the parent questionnaire were rated with 100% satisfaction. Parents repeatedly commented that they loved the program and thanked the staff. Parents and students agree that swimming and the zoo field trips were favorite activities.

From the data collected from the afterschool and summer programs, it is clear that the ELEVATE program had a successful first year as evidenced by academic gains and attendance rates.

Program Recommendations:

- Continue to collect academic
- Continue to collect attendance data which can be used to indicate the developmental asset of commitment to learning and constructive use of time.
- Behavior data from report cards or another method of your choosing would indicate the developmental asset of social responsibility.
- Begin the development of a sustainability plan
- Use QSAT results from the summer in-service to guide program improvement.