



Center of HOPE *ELEVATE After School Program* Final Report



Martin Luther King, Jr. Academy for Boys

September 2, 2018

Prepared by



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Key Findings

Program Mission

Center of HOPE Family Services, Inc. was founded in 1997 with a mission “to improve the life outcomes of individuals and families learning in urban settings.” As such, they have designed a comprehensive after school program, ELEVATE, to address student academic and social-emotional needs. In 2013, a partnership was formed with Toledo Public Schools to provide tutoring and extended learning opportunities to students at one of their schools (Old Orchard Elementary School) through a 21st CCLC grant. In FY2018, the Ohio Department of Education awarded two new 21st CCLC grants, allowing Center of HOPE to extend their ELEVATE programming to students at Martin Luther King, Jr. Academy and Old West End Academy. While the programming will be very similar at both schools, this report pertains specifically to Martin Luther King, Jr. Academy (MLK). Although Martin Luther King, Jr. Academy for Boys is the physical location and feeder school for the program, Center of HOPE Family Services is responsible for all aspects of programming.



Celebrating a year of accomplishment and hard work!

Program Description

This past year, programming ran from October 23, 2017 through May 4, 2018 and was offered three hours a day, five days a week (Monday – Friday). The sample schedule presented below highlights a typical week of programming and the variety of activities offered through the ELEVATE 21st CCLC program at MLK. Days and times allocated to specific activities varied from time to time, but the activities themselves remained consistent. The schedule includes more than 2 hours of literacy intervention and math intervention per week, as well as daily youth development activities. The program provides the requisite educational (KidzLit, KidzMath, Success Maker, tutoring), enrichment (art, music) components, and recreational activities on a regular basis. The one activity not included on the sample schedule is Boy Scouts, which came to the program once a week to provide additional social-emotional learning and youth development activities.

Sample Weekly Schedule of Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
2:30pm-2:45pm	Snack	Snack	Snack	Snack	Snack
2:45pm-3:45pm	KidzLit Literacy Enrichment (includes Youth Development)	Grades K-2: Computer Lab (SuccessMaker Math/Reading) Grades 3-4: Guided HW Help	KidzMath Enrichment/ SuccessMaker Math	Grades K-2: Computer Lab (SuccessMaker Math/Reading) Grades 3-4: Guided HW Help	Restroom Break Art/Music Enrichment (2:45-4pm)
3:45pm-4:00pm	Restroom Break	Restroom Break	Restroom Break	Restroom Break	Restroom Break
4:00pm-4:30pm	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Reading) Grades K-2: Guided HW Help	Guided HW Help	3:50-4:30 Grades 3-4: Computer Lab (SuccessMaker Math/Reading) Grades K-2: Guided HW Help	Recreation/ Friday Fun
4:30pm-5:00pm	Recreation	Recreation	Recreation	Recreation	Recreation/ Friday Fun
5:00pm-5:30pm	Dinner	Dinner	Dinner	Dinner	Dinner

Special Events

In addition to their regular schedule of activities, several special events were also implemented. These events brought staff, students, and, often, parents together approximately once per month for projects and celebrations that provided additional learning and enrichment opportunities and promoted a sense of community and inclusiveness for all participants. Special Events were often implemented in collaboration with community partners.

MLK ELEVATE Special Events: October 2017 – May 2018

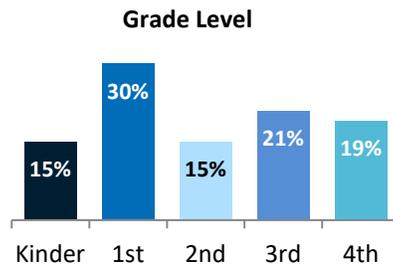
Bounce House and Face Painting Fun Day
Peace on Earth Christmas Event
STEM-based Lego learning
African American History Projects
Kidz Lit Restaurant-themed Party
Introduction to Music Writing and Recording
Wakanda themed End of Year Celebration

Student Achievement

The grade levels of participants are somewhat proportional.

Approximately 60% of program participants are in K - 2nd grade.

This is reflective of the ELEVATE program's commitment to focus on the younger grades based on the importance of enabling students to become proficient in core academic skills by 3rd or 4th grade, thereby maximizing their chances for better educational and life outcomes.



KidzLit Restaurant-themed Party – a chance to celebrate literature and learn good manners!

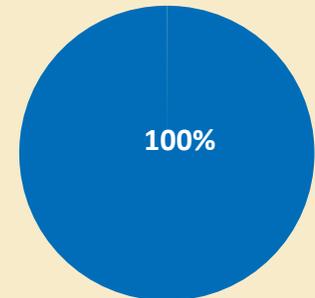
Program staff rigorously implemented the KidzLit/ Kidz Math curriculum and the SuccessMaker online platform as part of literacy and math enrichment time for students. After this first year of programming, participants demonstrated the following academic gains:

- After 8 months of SuccessMaker usage the average student demonstrated an improvement of 1.06 grade levels in reading!
- 4th marking period grades improved between 2016-17 and 2017-18 for regular attendees!
 - in English Language Arts from a mean gpa of 2.33 to 3.20
 - in reading from a mean gpa of 2.20 to 2.99
 - and in math from a mean gpa of 2.24 to 2.74

Participant Demographics

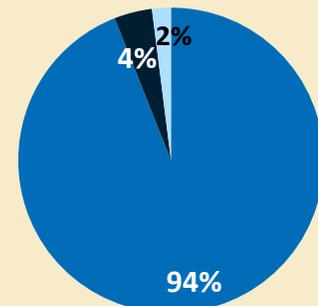
As MLK is an academy for boys, it is of no surprise that 100% of program participants are male. The vast majority of participants were Black/African American (94%). All other participants were Two or More Races (4%) or White (2%). This closely mirrors the demographics of the host school.

Gender



■ Male

Race Ethnicity



■ Black/African American

■ Two or More Races

■ White

Students were highly engaged with the ELEVATE program from start to finish!

30 students attend the program on average each day

of students were retained

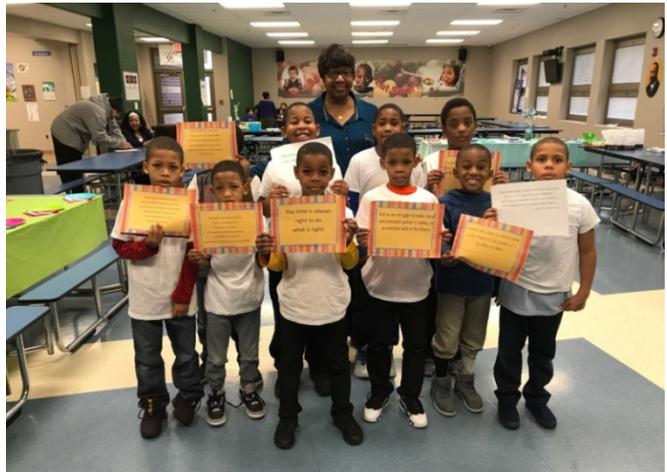
40% in the program from beginning to end

64% of program days is the average rate of participation

89% of participants were regular attendees (30 days or more)

Positive Youth Development

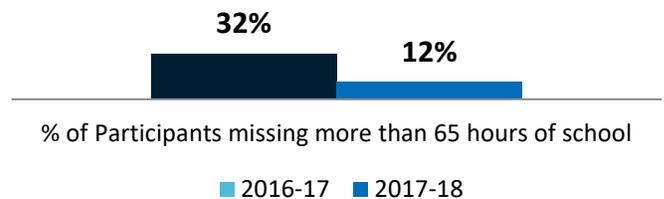
The behavioral framework for the ELEVATE program is based on the principles of Positive Behavioral Interventions and Supports (PBIS). The program works to incorporate social-emotional learning and pro-social behavior in all of its activities. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership. Examples of the way that PBIS has been built into the program include the KidzLit Restaurant-themed party, in which students were not only engaged in literacy enrichment, but had the opportunity to learn about good manners, as well. Another example is the ELEVATE Store. Each student has the opportunity on an ongoing basis to earn stars for good behavior. Each week these stars can be used to purchase items from the program “store.” Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these are regularly used in the program to motivate and reinforce good decision-making.



PBIS: The time is always right to do what is right!

A positive program environment has clearly contributed to improved engagement and behavior among regular program participants. For example, school day attendance rates improved significantly between the 2016-17 (before programming) and 2017-18 school years (after programming began). In 2016-17, 32% of regular attendees were absent from school for 65 hours or more. In 2017-18, only 11% of the students were absent at that rate.

% of regular participants missing more than 65 hours of school (n=37)



Family Engagement

ELEVATE program staff have been working to cultivate partnerships with adult and family programs to help parents with some of their most pressing needs, including employment and parenting support. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program. The ELEVATE program has set a goal for itself to orient and connect families to these resources. In addition, the ELEVATE program has been committed to engaging and informing families through the integration of evidence-based learning in fun family activities and events such as the Peace on Earth Christmas Event and End of Year Celebration/Math Night.

In a recent parent survey, 65% of respondents reported that they had been to a family event hosted by the ELEVATE program in the past year; 85% of respondents agreed that the program informed them about resources and supports in the community.



Introduction

In Spring 2017, 65% of students in grades K-3 at Martin Luther King, Jr. Academy for Boys (MLK) scored below proficiency on the STAR Early Literacy Assessment; 64% of students in grades 4-6 scored below proficiency on the STAR Reading assessment; and 53% of students scored below proficient on the STAR Math Assessment. 74 of 85 students in grades K-3 were on Reading Improvement Monitoring Plans for the 2016-17 school year, based on their Fall 2017 STAR scores. Many, if not most, students at Martin Luther King, Jr. Academy need added intervention beyond what they receive during the school day to address gaps in their literacy and/or math skills, and enable them to achieve grade level proficiency and be ready to succeed in the next grade level. Many also need added attention to their social emotional and other non-cognitive skills, as evidenced by 153 disciplinary referrals, in 2016-17, most commonly for disorderly conduct, and 32 suspensions (20% of all students).

Center of HOPE Family Services, Inc. was founded in 1997 with a mission “to improve the life outcomes of individuals and families learning in urban settings.” As such, they have designed a comprehensive after school program, ELEVATE, to address student academic and social-emotional needs, such as those described in the preceding paragraph. In 2013, a partnership was formed with Toledo Public Schools to provide tutoring and extended learning opportunities to students at one of their schools (Old Orchard Elementary School) through a 21st CCLC grant. In FY2018, the Ohio Department of Education awarded two new 21st CCLC grants, allowing Center of HOPE to extend their ELEVATE programming to students at Martin Luther King, Jr. Academy and Old West End Academy. While the programming will be very similar at both schools, this report pertains specifically to Martin Luther King, Jr. Academy (Grant #11120). Although Martin Luther King, Jr. Academy for Boys is the physical location and feeder school for the program, Center of HOPE Family Services is responsible for all aspects of programming.

Evaluation Description and Methodology

The Ohio Department of Education (ODE) requires all 21st CCLC programs to conduct an annual local evaluation. This evaluation is designed to address program performance and offer information and recommendations that can help to improve programming. Local evaluation deliverables include an evaluation plan (submitted in December 2017), a Mid-Year Report (submitted in March 2018), and an annual Final Report (this report).

Hatchuel Tabernik and Associates (HTA) was contracted by Center of HOPE to conduct the local evaluation of the ELEVATE program as implemented at Martin Luther King, Jr. Academy. The evaluation was focused on both process and outcome elements. HTA utilized a mixed-methods approach, combining a variety of both quantitative and qualitative data to address the impact of the 21st CLC grant funds on program participants.

Attempts were made to collect a broad range of data with which to evaluate the after school program in a variety of ways. **Student level secondary data** was collected directly from the district so that evaluators could assess the following: participant demographics, school day attendance and behavior, classroom grades, and performance on academic assessments (e.g., the OCBA state assessment, etc.). Data was collected from the district at two points in time: once in February 2018

for the mid-year evaluation, and once in July 2018 for the end of year evaluation.

To capture a more well-rounded perspective, stakeholders (parents, program staff, and students) were asked to complete **stakeholder surveys** at the end of the school year (May 2018). All surveys were designed to solicit feedback on the impact of the after school program on students including academic progress and behavior; and overall levels of satisfaction with various program components.

In order to have an in-depth understanding of the program operation, evaluators from HTA also collected **program documents** directly from program staff throughout the program year, including the grant application and subsequent amendments, the program schedule/calendar, job descriptions, handbooks, fliers, email communication, and program attendance. HTA also conducted regular **internet searches** to collect Facebook posts, program communication and updates, and press coverage. The purpose of this data was to help with the documentation and assessment of program implementation.

Finally, HTA conducted **regular check-ins** via email and phone, and **mid-year and end of year interviews** with the Executive Director of the program, the goal of which was to discuss program implementation, successes, challenges and lessons learned throughout the course of the school year.

Data Limitations

Most of the aforementioned data was collected as planned and without difficulty. However, there were some limitations with the data provided by the Toledo Public School District. HTA requested data at two points within the school year; once for the mid-year evaluation in February 2018, and once for the final evaluation. Mid-year data was provided as requested, and in a timely manner. However, end of year data was collected with slightly more difficulty. Among the difficulties:

- Mid-year data did not include all students because some started in the second half of the school year; these earlier data were not provided at end of year for newer students as was requested
- End of year data did not utilize the same query, and was less comprehensive than mid-year data (e.g., missing performance levels and/or definitions of variables)
- Data was not always consistent from year to year, making comparison a challenge
- Although the district provided some guidelines for how to interpret data, it was not always complete or correct
- Some missing variables were requested and promised, but never received despite multiple attempts to make contact

Although the limitations were a source of frustration, we received enough data to perform a thorough analysis and have learned valuable lessons that we believe can improve data collection from the district if needed in the future.

Process Evaluation Findings

The principal goal for the process evaluation is to determine whether or not programming is delivered as stated in the grant. Taking this into consideration, the following process evaluation questions have been developed:

1. **What activities took place?** (e.g., when was programming implemented, what practices, activities and curricula were used, was the program delivered with fidelity to the plan, etc.)?
2. **What resources were allocated to program implementation?** (e.g., staffing, collaboration with the school day, other partnerships, sustainability planning, etc.)
3. **Who did the program serve?** (e.g., were students referred based on need, what is the participant profile, was the target population reached, what was attendance like, were parents engaged, etc.)?
4. **What program strengths, challenges and areas of improvement emerge?** (e.g., as identified by the Implementation Team, other stakeholders, etc.)

Program Description

Activities

Programming was in operation from October 23, 2017 through May 4, 2018, and was offered three hours a day, five days a week (Monday – Friday). Evaluators reviewed various program materials including program schedules to understand how the program is being implemented. The sample schedule presented in Table 1 highlights a typical week of programming and the variety of activities offered through the ELEVATE 21st CCLC program at Martin Luther King Jr. Academy. Days and times allocated to specific activities may vary, but the activities themselves have remained consistent. The schedule includes more than 2 hours of literacy intervention and math intervention per week, as well as daily youth development activities. The program provides the requisite educational (KidzLit, KidzMath, Success Maker, tutoring) and enrichment (art, music) components, as well as recreational activities on a regular basis. The one activity not included on the sample schedule is Boy Scouts, which came to the program once a week to provide additional social-emotional learning and youth development activities.

Table 1. Sample Weekly Schedule of Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
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5:00pm- 5:30pm	Dinner	Dinner	Dinner	Dinner	Dinner

Special Events

In addition to their regular schedule of activities, several special events have also been implemented. These events bring staff, students, and, often, parents together approximately once per month for projects and celebrations that provide additional learning and enrichment opportunities and promote a sense of community and inclusiveness for all participants. Special Events are often implemented in collaboration with community partners.

Table 2. MLK ELEVATE Special Events: October 2017 – February 2018

October 2017	-Bounce House and Face Painting Fun Day
December 2017	-Peace on Earth Christmas Event
January 2018	-STEM-based Lego learning
February 2018	-African American History Projects -Kidz Lit Restaurant-themed Party -Introduction to Music Writing and Recording
May 2018	-End of Year Celebration/Math Night



Proudly displaying African American History project work!



KidzLit Restaurant-themed Party – a chance to celebrate literature and learn good manners!



Peace on Earth Christmas Event – special visit from Santa!



Proud Wakanda warriors! – 2018 End of Year Celebration

Program Staffing Resources

Center of HOPE is charged with maintaining overall program administration, quality and compliance, overseeing programming at all sites, and providing staff development and support. Center of HOPE staff are highly qualified to fulfill these directives.

Dr. Tracee Perryman serves as the **Executive Director** for the program, and is focused on ensuring that all programming is delivered as stated in the grant. Her background makes her a good fit for this role. Dr. Perryman earned a PhD from Ohio State University, majoring in Social Work and minoring in Education. In addition, she holds a Master's Degree in Mental Health Counseling from Bowling Green State University. She is a 3-time national presenter at the American Counseling Association Annual Conference and has taught in the Bowling Green State University College of Education, where she supervised internship experiences for aspiring early childhood educators. At Ohio State University, Dr. Perryman teaches Life Span Development, Social Work Practice with Culturally Diverse Groups, and Introduction to Social Welfare. Through post-secondary teaching experiences, Dr. Perryman trains future educators and social workers on effective practices for use with children and their families.

In her role as Executive Director, Dr. Perryman has developed and implemented an infrastructure for evidence-based positive youth development and family support programs. Dr. Perryman participates in both local and regional leadership groups in regional cradle to career planning initiatives, community schools, criminal justice reform, re-entry, and grassroots efforts to reduce racial disparities.

Dr. Staci Perryman-Clark serves as the **Education Director**, supervising and overseeing the implementation of Kidz Lit and Kidz Math curricula. Through her role she will provide training and technical assistance with culturally relevant pedagogy to give staff a firm foundation for their work. Dr. Perryman-Clark is associate director of the Office of Faculty Development, associate professor of English, and Director of First-Year Writing at Western Michigan University. Her research interests include culturally relevant pedagogy, language rights, and writing program administration. She is the author of *Afrocentric Teacher-Research: Rethinking Appropriateness and Inclusion*, and the Co-editor (with David E. Kirkland and Austin Jackson) of *Students' Right to Their Own Language: A Critical Sourcebook*. She was the 2015 recipient of the College of Arts and Sciences Faculty Achievement Award for Excellence in Research, Scholarship and Creative Activities

Mrs. Willetta Perryman serves in the program as the **Project Director/Site Coordinator**. She plans and oversees all aspects of on the ground, day-to-day programming including literacy and math enrichment, youth development and family activities and outreach. She also provides direct supervision for program staff; supports students with behavioral issues, collaborates with the school day staff and all other program partners, and manages all program-based data collection and reporting. Her background positions her well for her role. As a former Head Start educator, she spent many years effectively engaging low-income parents in the education of their young children. Mrs. Perryman was an integral driver in developing the collaboration with the Children's Defense Fund, to bring the CDF Freedom Schools to Toledo, Ohio. Mrs. Perryman created the Creative Village Child Development Center, which is now a 21st Century Community Learning Center housed in Old Orchard Elementary School. Creative Village was rated as a "high quality center," and a "model for other tutoring programs," by the Ohio Department of Education. Mrs. Perryman

provides supervision to Center of HOPE’s Positive Youth Development and Adult/Family Support Initiatives. Mrs. Perryman is supported in day-to-day program implementation by **three Activity Leaders** who teach in the program from start to end.

Rounding out the program, are two **Teacher Supervisors**. One, Dr. Perryman-Clark (as introduced on the preceding page), supervises the Activity Leaders in lesson plan development and the implementation of curricula. The other, a certified teacher, is a recent hire who will support the Activity Leaders in their daily delivery of SuccessMaker intervention, classroom management, strategies for student engagement, and collaboration with school day teachers. She will be available provide individualized tips and guidance to help ensure that programming remains grounded in its evidence-base and is delivered with fidelity, rigor, and consistency.

Table 3 below summarizes the staff who are responsible for this program.

Table 3. Martin Luther King, Jr. Academy ELEVATE Program 21st CCLC Staffing

Executive Director	Education Director	Project Director/ Site Coordinator	Teacher Supervisor	Activity Leaders	Total
1	1	1	2	3	8

Staffing Changes

The aforementioned program staffing differs slightly from that which was originally envisioned in the grant. After programming began, it was discovered that the children needed more experienced and skilled individuals to lead them, above and beyond the pay grade and experience required of Classroom Recreation Aides, two of whom were planned for this site. In lieu of Classroom Recreation Aides, it was decided that certified teachers would assume their duties and remain with the students from start to finish. As a result, the Project Director assumed most of the duties that were originally assigned to the Site Coordinator, and the Executive Director assumed some of the duties that were originally assigned to the Project Director. All of these changes were vetted with the Ohio Department of Education and submitted as a formal amendment to the grant.

There was some staff turnover during the school year, but required staffing ratios were always fully maintained by new temporary hires and/or transfers from other program sites. In the next program year, Mrs. Willetta Perryman will return as the Project Director/Program Coordinator. Activity Leaders will either be returning to Martin Luther King for a second year or be newly transferred from Old West End to help balance activities at both schools. Additionally, a food service worker will be hired to serve meals so that activity leaders can focus their full attention on the children and their academic and social/behavioral needs.

Staff Support and Development

Staff development and support is a hugely significant component of ELEVATE programming. All program staff participated in extensive training from the start in order to best prepare them for program delivery. Topics included KidzLit implementation, ODJFS Childcare Policies, and Culturally Relevant Pedagogy. In addition Dr. Perryman-Clark provides technical assistance on developing KidzLit lesson plans on a weekly basis. Activity Leaders are further supported by 1:1 coaching and regular performance reviews that include the development of individualized plans to target the professional development opportunities that are most necessary, relevant, and beneficial for the program. Additionally, Ms. Christine Sweeney, a licensed Toledo Public School (TPS)

teacher, began training staff on classroom management and student engagement during the second half of the school year.

In the summer of 2018, all returning staff will be required to enroll in Ohio Professional Development Registry Trainings for which they can get continuing education units. In the 2018-19 school year a 20 hour requirement for professional development will be enforced for all staff.

Program Collaboration

A program **Implementation Team** composed of the Executive Director and Project Director/Site Coordinator from Center of HOPE, the school Principal and/or Vice Principal, select program staff, the Curriculum Supervisor, and the Local Program Evaluator, was formed to promote collaboration with the host school, ensure that the program operates with fidelity to the proposed plan, and to address any challenges that may surface throughout the year. Members from the team have agreed to participate in the monthly meetings.

There have been some challenges associated with these collaborative meetings, mostly due to the surfacing of turf and related conflicts. Parties from all participating agencies have been rightfully protective of their own space, points of view and experiences, and this, at times, has led to conflict and disagreement. This is not insurmountable, but as a result, meetings so far have been less productive than desired.

Because research clearly suggests that solid, collaborative partnerships are hugely important, every effort is being made by Center of HOPE staff to face and resolve said conflicts. After some extensive research they have selected **The Ohio Community Collaboration Model for School Improvement** as a guide to maximize the school partnership in support of learning, healthy development, and academic achievement. This theory will guide collaborative efforts moving forward to help find common ground; emphasize the greater good of the community being served; avoid blaming; and promote strengths-based, sustainable, solution-focused interactions. With this grounding it is presumed that previous tensions will be alleviated and the partnership will flourish in coming years.

Student Participation

Program Attendance

The ELEVATE program at MLK was designed to serve 50 students across 25 weeks during the school year. Program attendance was collected from October 23, 2017 through May 4, 2018. Within this 25 week timeframe (not including holiday breaks), the program was in operation for 107 days.

A total of 47 students were enrolled in the program. Most participants (36) were enrolled within the first week of the program. An additional seven participants were enrolled by the second week. All participants were enrolled in the program by the end of the second month. Nineteen students (40%) participated in the program for its entirety, from the first week to the last week of the program.

Nearly all participants (89%) were regular attendees¹. Nearly three-fourths of participants (70%) attended at least 60 program days; more than one-fourth (28%) attended at least 90 program days. The average participant has attended 64% of program days. Average daily attendance was 30.

Table 4. Summary of Program Participation and Engagement

Students remained highly engaged with the ELEVATE program from start to finish!

30	<i>students attend the program on average each day</i>
40%	<i>of students were retained in the program from beginning to end</i>
64%	<i>of program days is the average rate of participation</i>
28%	<i>of participants attended 90 program days or more</i>
70%	<i>of participants attended 60 program days or more</i>
89%	<i>of participants were regular attendees (attended 30 program days or more)</i>

Participant Demographics

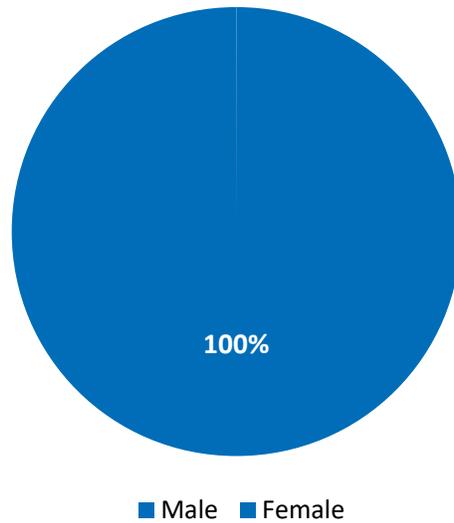
Martin Luther King, Jr. Academy for Boys is an all-boys school. In 2016-17 it served 150 students in grades K-6. Approximately 85% of students are African American, with multi-ethnic (7%) students the next largest ethnic/racial group. Demographic data on gender, race/ethnicity, and grade level was provided by ELEVATE staff for program participants².

¹ Defined as 30 days of attendance or more. Attendance was only counted if the student was present for at least half of the program day.

² Gender and grade level data was provided for all participants; race/ethnicity data was provided for active participants only (n=39); race/ethnicity data will be collected for withdrawn participants by the end of the school year and statistics will be updated for the final report.

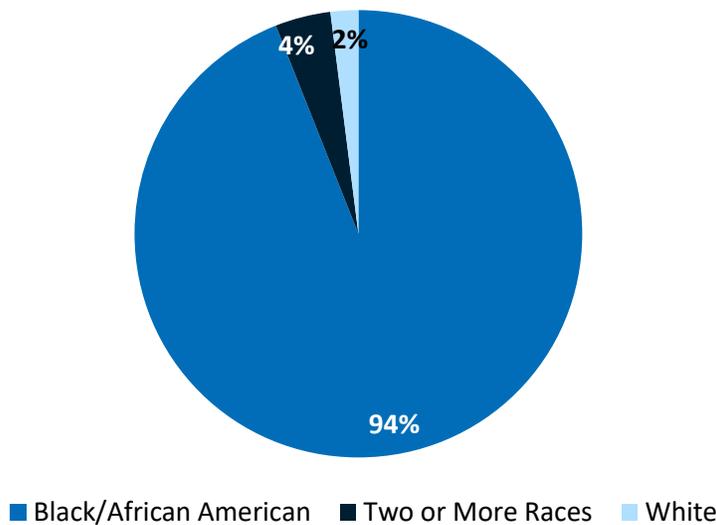
As MLK is an academy for boys, it is of no surprise that 100% of program participants are male.

Figure 1. MLK ELEVATE Program Participant Demographics: Gender



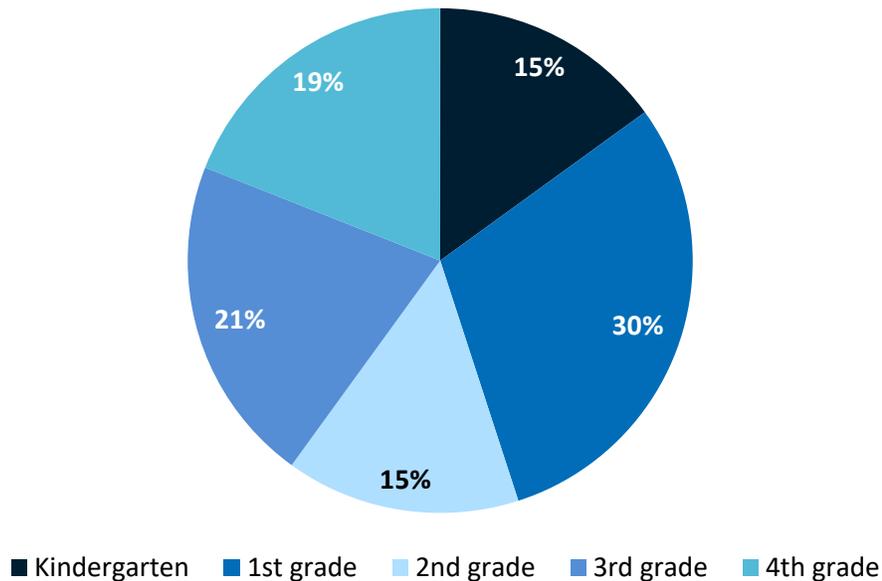
The vast majority of participants were Black/African American (94%). All other participants were Two or More Races (4%) or White (2%). This closely mirrors the demographics of the host school. Participants are highly reflective of the overall population at Martin Luther King Jr. Academy for Boys.

Figure 2. MLK ELEVATE Program Participant Demographics: Race Ethnicity



The grade levels of participants are somewhat proportional. However, 1st graders were enrolled at a slightly higher rate than students in other grades. Overall, approximately 60% of program participants are in the lowest grades (Kindergarten through 2nd). This is reflective of the ELEVATE program’s commitment to focus on the younger grades based on the importance of enabling students to become proficient in core academic skills by 3rd or 4th grade, thereby maximizing their chances for better educational and life outcomes.

Figure 3. MLK ELEVATE Program Participant Demographics: Grade Level



Outcome Evaluation Findings

The principal goal for the outcome evaluation is to determine whether or not program participation is correlated with improvements in academic, youth development, and parent engagement outcomes. Taking this into consideration, the following questions have been developed for the outcome evaluation:

1. **Did program participants demonstrate academic improvement?** e.g., literacy and math test scores and grades, any significant changes, were there different outcomes for different subgroups, etc.
2. **Did program participants demonstrate improvement in factors associated with positive youth development?** e.g., school day attendance, disciplinary actions; stakeholder perception of change, etc.
3. **Did the program successfully engage and inform parents?** e.g., did they all attend at least one event, were they satisfied with events, do they feel more informed/engaged as a result, etc.
4. **Were there any unanticipated outcomes that emerged during program implementation?**

Student Achievement

A primary aim of the 21st CCLC programs is to help improve students' school performance with a particular eye to helping bolster academic achievement. As such, a primary objective of the evaluation is to assess changes in participants' academic performance to better understand how students who participate in the program are faring academically.

Reading

The program goal for reading was as follows: All ELEVATE students will improve their literacy skills, as measured by Common Core reading benchmarks for grades K-4. Students will have at least 2.5 hours of literacy enrichment each week, including a 1 hour literacy class for up to ten students and 30 minutes of other enrichment 3 days per week. These enrichment activities will promote phonetic awareness, print concepts, reading fluency and accuracy.

Progress was to be measured for the following outcomes:

- 100% of regular program participants will maintain or improve their Common Core performance level tier
- 100% of regular program participants will spend a minimum of 10 hours using the SuccessMaker Reading tutorial
- 50% of regular program participants will demonstrate at least one grade level gain in reading
- 90% of program stakeholders will agree that students are benefitting academically from the ELEVATE program

Reading Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program consistently provided 2.5 hours of literacy enrichment each week as scheduled.

Evidence-based reading and literacy strategies were implemented as planned and included:

1. Personalizing instruction for each student based on ongoing adaptive assessments using the SuccessMaker intervention program. SuccessMaker meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when used with fidelity.
2. Utilizing the AfterSchool KidzLit literacy enrichment program (grades K-4), created by Developmental Studies Center, to help students struggling with vocabulary, reading comprehension, critical thinking, and verbal skills not yet mastered in school. AfterSchool KidzLit was designed specifically for out-of-school settings and is closely aligned with the Common Core State Standards for ELA/Literacy. It uses active reading and discussion with peers and teachers, and promotes a positive attitude toward reading to motivate kids to read outside of the program. Qualified aides led KidzLit lessons, with coaching in classroom management and engagement by a certificated teacher.
3. Tutoring sessions and literacy homework help provided by aides who were coached by a certificated teacher, plus the incorporation of guidance and other suggestions from school day teachers, elicited through a mid-year teacher survey.
4. Engaging students in literacy-based games and interactive online sessions when they do not have ELA homework.
5. Utilizing the Culturally Relevant Pedagogy Framework to guide lesson topics, reading materials, and literacy materials in order to appeal to students' interests and link learning to students' homes, communities, and cultural heritage.
6. Engaging occasional guest speakers to read stories to students, which promotes the importance of and love for reading, as well as exposes students to career pathways connected to reading. One successful example was guest Producer Marcus Devine, who spoke about career pathways connected to reading. ELEVATE students were so enthused by his presentation that the ELEVATE program decided to create a one-week Motown Music Camp as part of the 2018-19 summer program
7. Incorporating positive behavioral reinforcement strategies into literacy enrichment. For example, the KidzLit Restaurant-themed party in which students used literacy skills as well as had the opportunity

to learn and practice good manners. Students who demonstrated good citizenship and behavior during literacy enrichment sessions received points that could be redeemed at the ELEVATE “store”. Positive youth development was also incorporated into weekly KidzLit classes by including art workshops and other enrichment activities into sessions.

Ohio Computer Based Assessment (OCBA) Reading

It was expected that 100% of regular program participants would improve or maintain their Common Core performance level tier.

To speak to this we examined participant performance on the ELA portion of the OCBA. Student performance is classified into five groups: “limited”, “basic”, “proficient”, “accelerated”, and “advanced”. We are primarily interested in ensuring that all students are performing at “proficient” or above. This is considered to be the target level. It should be noted that the sample size is limited, as the OCBA is not administered before third grade. All results pertain to regular participants with both Spring 2017 and Spring 2018 OCBA information (n=9).

Figure 4 summarizes the individual student changes for each of the initial five OCBA levels from Spring 2017 to Spring 2018.

- 50% of students who initially performed “limited” proficiency in Spring 2017 demonstrated some improvement in Spring 2018.
- 50% of students who initially performed “basic” proficiency in Spring 2017 demonstrated some improvement in Spring 2018.
- 33% of students who initially performed “proficient” in Spring 2017 were able to maintain this level of performance in Spring 2018.

Figure 4. Regular Program Participants’ OCBA Reading Level Changes

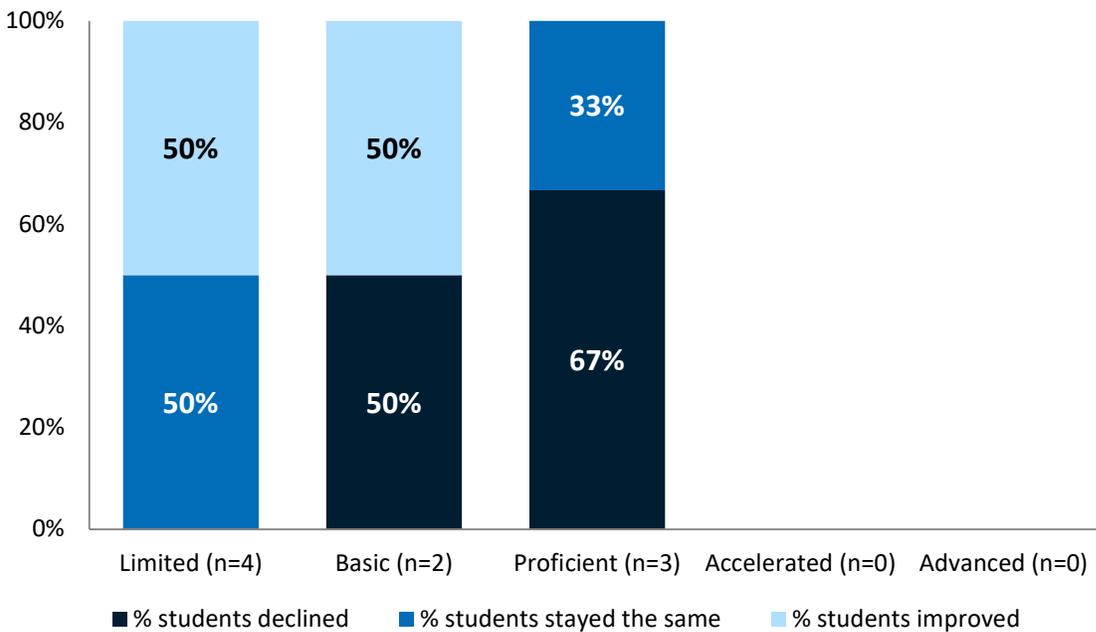


Figure 5 shows the proportion of regular participants by performance level in Spring 2017 (baseline) and Spring 2018 (follow-up). As indicated, the proportion of students who scored “basic” and below versus “proficient” and above in ELA did not change.

Figure 5. Regular Participants’ OCBA Reading Performance (n=9)

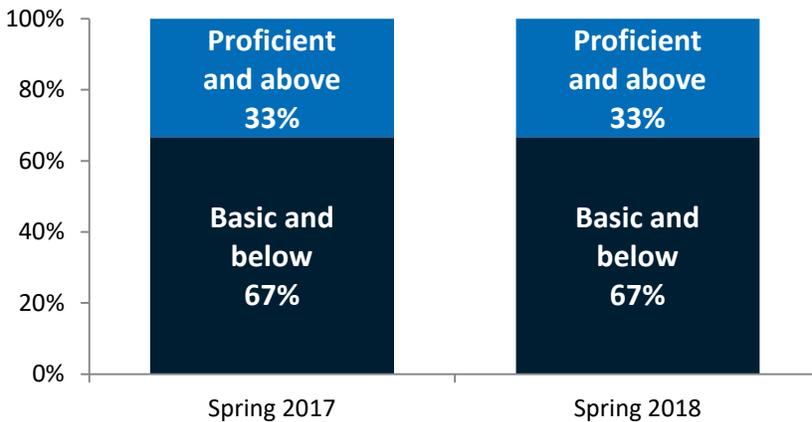


Table 5 highlights the changes in ELA levels from Spring 2017 to Spring 2018. Overall,

- 33.3% of regular participants who initially performed at “basic” or below in Spring 2017, performed at “proficient” or above in Spring 2018, and
- 33.3% of regular participants who initially performed at “proficient” or above in Spring 2017 maintained this performance level in Spring 2018

The rate of improvement from “basic” or below to “proficient” or above is the same, indicating that students were just as likely to demonstrate improvements as declines on English Language Arts portion of the test.

Table 5. Changes in OCBA Reading Performance

		Spring 2018 Performance Level (Follow-up)	
		Basic and Below (n=6)	Proficient and Above (n=3)
Spring 2017 Performance Level (Baseline)	Basic and Below (n=6)	66.7%	33.3%
	Proficient and Above (n=3)	33.3%	66.7%

Based on the state assessment alone, students did not make the academic progress that was hoped for in reading. However, this information is limited as it only applies to this year’s 4th graders, as they are the only participants with two year’s of OCBA testing data available.

SuccessMaker Reading

Thankfully, the program regularly collected additional assessment data, such as SuccessMaker progress reports throughout the program year that was available for all students, grades K-4. SuccessMaker is an adaptive intervention program that delivers both reading and math curricula. It personalizes instruction based on ongoing adaptive assessments, differentiating enrichment for each student. The program meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when the program is used with fidelity.

It was expected that 100% of regular program participants would spend a minimum of 10 hours using the SuccessMaker Reading tutorial, and that 50% of regular program participants would demonstrate at least one grade level gain in reading.

A cumulative SuccessMaker report was run after eight months of usage: October 23, 2017 – May 23, 2018. Data was available for 43 of the 47 participants³. When students were first assessed in reading approximately 5 of them were testing at or above their expected grade level; when last assessed, approximately 21 of them tested at or above their expected grade level. Progress was clearly made over the course of the year.

It is evident that the students being served by the program are in need of intervention. The majority of participants tested below grade level in both reading at the start. In the beginning, more students started out at grade level in math than in reading. This indicates that students, in general, were more in need of reading support than of math support. Interestingly, by the end of the program more students were testing at their expected grade level in reading than in math. This suggests that the reading intervention that students received was highly effective.

On average students demonstrated an improvement of 1.06 grade levels in reading after 8 months of SuccessMaker usage. Students in all grade levels made progress. However, first graders demonstrated the most improvement. There were some correlations found between improvement and the amount of SuccessMaker usage. Grade levels that spent the most time using SuccessMaker tended to show the most improvement. This year's SuccessMaker progress in reading is summarized in Table 6. A more detailed report of findings can be found in the Appendix. Overall, these SuccessMaker results demonstrate that students who participated in the MLK ELEVATE program did make positive gains in reading.

³ It is believed that the remaining 4 participants withdrew from the program before they could be accurately assessed by the program

Table 6. MLK ELEVATE SuccessMaker Progress: October 23, 2017 – May 23, 2018

SuccessMaker

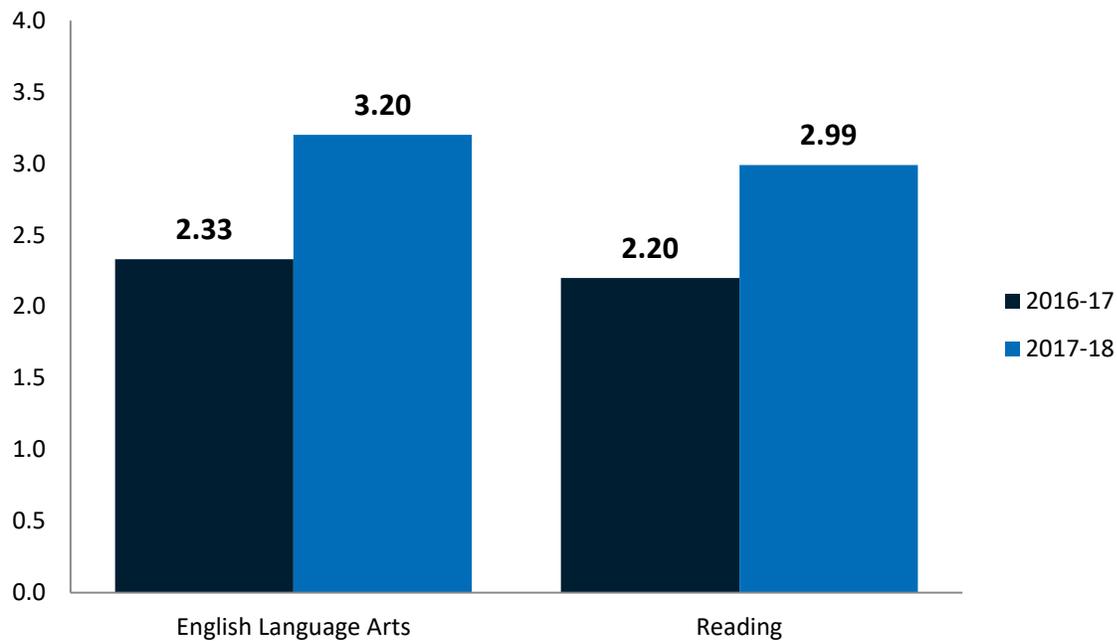
Reading	
1.06	<i>average grade level change after 8 months of SuccessMaker usage</i>
28 Hrs, 41 Mins	<i>average time spent on targeted intervention</i>
112	<i>average number of targeted intervention sessions completed</i>
1761	<i>average number of exercises attempted</i>
73%	<i>average percentage of exercises answered correctly</i>
44	<i>average number of skills assessed</i>
71%	<i>average percentage of skills mastered</i>

English Language Arts Course Grades

As one additional measure of academic performance, English Language Arts and Reading course grades were collected from the Toledo Public School District in July 2018. Data was provided for a sample of 24 regular program attendees that had both 2016-17 (baseline) and 2017-18 (follow-up) English Language Arts course grades and 25 regular program attendees that had Reading course grades for both years.

A paired sample t-test was conducted on grades from the 4th marking period of each school year to evaluate the impact of the intervention on students' English Language Arts performance. There was a statistically significant increase in the mean English Language Arts grade point average from 2016-17 (M=2.33, SD=1.404) to 2017-18 [M=3.20, SD=.715, $t(24)=-2.747$, $p<.05$]. The eta squared statistic (.25) indicated a large effect size. There was also a statistically significant increase in the mean Reading grade point average from 2016-17 (M=2.20, SD=1.500) to 2017-18 [M=2.99, SD=.771, $t(25)=-2.514$, $p<.05$]. The eta squared statistic (.21) indicated a large effect size.

Figure 6. Regular Participants’ English Language Arts Course Grades: Average 4th Marking Period GPA



Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the academic benefits of a program. Parents (n=20), Program Staff (n=3), and Students (n=20) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including academic. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 7. MLK ELEVATE Stakeholder Feedback: Reading

Stakeholder Feedback	
Reading	
85%	of parents reported that the ELEVATE program helped their child at least somewhat with reading – 60% reported that it helped “very much”
100%	of staff reported that the ELEVATE program helped students at least somewhat with reading – 67% reported that it helped “very much”
74%	of students reported that the ELEVATE program helped them at least somewhat with reading – 47% reported that it helped “very much”
5%	of students reported that reading help was their very favorite thing about the program (more than play time, food and anything else)

“My son likes coming to the after school ELEVATE program. It has helped his reading and the teachers are very nice.”

– Martin Luther King Jr. Academy Parent comment

“When my child started off he knew how to...write, but he didn't know how to...put the letters in order to make words. As the year went on with him being in the after school program he knows how to read [and] spell, and I'm so grateful for the teachers.”

–Martin Luther King Jr. Academy Parent Comment

Math

The program goal for math was as follows: All ELEVATE students will improve their math skills, as measured by Common Core mathematics benchmarks for grades K-4. Students will have at least 2 hours of math enrichment each week, including a 1 hour math class with qualified aides, and 30 minutes of other enrichment 2 days per week. Enrichment activities will help students struggling in math acquire or solidify math skills not fully mastered in school.

Progress was to be measured for the following outcomes:

- 100% of regular program participants will maintain or improve their Common Core performance level tier
- 100% of regular program participants will spend a minimum of 10 hours using the SuccessMaker Math tutorial
- 50% of regular program participants will demonstrate at least one grade level gain in math
- 90% of program stakeholders will agree that students are benefitting academically from the ELEVATE program

Math Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program consistently provided 2 hours of math enrichment each week as scheduled.

Evidence-based mathematics enrichment strategies were implemented as planned and included:

1. Personalizing instruction for each student based on ongoing adaptive assessments using the SuccessMaker intervention program. SuccessMaker meets ESSA's requirements for strong evidence, and has a solid research base that demonstrates successful outcomes when used with fidelity.
2. Utilizing the AfterSchool KidzMath mathematics enrichment program (grades K-2 and 3-6 curricula), created by Developmental Studies Center, to help students struggling in math acquire or solidify math skills not fully mastered in school. AfterSchool KidzMath was designed specifically for out-of-school settings and is closely aligned with the Common Core State Standards for Mathematics. It uses active, cooperative math games and storybook-based activities to promote students' mathematical understanding and skills, gain confidence in their mathematical abilities, and increase their enjoyment of math, while promoting their social development. In addition, the use of story-book activities integrates math with literature to strengthen students' skills in both areas.
3. Holding two 30-minute sessions weekly for math homework help and tutoring, provided by certified aides and led by a math coach who is a school day teacher at MLK. Teachers and aides communicated regularly with other school day teachers to target math skills for individual students.
4. Engaging students in math games and interactive online sessions when they do not have math homework
5. Incorporating positive behavioral reinforcement strategies into math enrichment. Participants who demonstrated good citizenship and behavior during math enrichment sessions received points that

could be redeemed at the ELEVATE “store”. Positive youth development was also incorporated into weekly KidzMath class by including art workshops and other enrichment activities into sessions.

Ohio Computer Based Assessment (OCBA) Math

It was expected that 100% of regular program participants would improve or maintain their Common Core performance level tier.

To speak to this we examined participant performance on the Math portion of the OCBA. Student performance is classified into five groups: “limited”, “basic”, “proficient”, “accelerated”, and “advanced”. We are primarily interested in ensuring that all students are performing at “proficient” or above. This is considered to be the target level. The sample size is limited, as the OCBA is not administered before third grade. All results pertain to regular program participants with both Spring 2017 and Spring 2018 OCBA information (n=9).

Figure 7 summarizes the individual student changes for each of the initial five OCBA levels from Spring 2017 to Spring 2018.

- 100% of students who initially performed “limited” proficiency in Spring 2017 maintained this performance level in Spring 2018.
- 100% of students who initially performed “basic” proficiency in Spring 2017 demonstrated some decline in Spring 2018.
- 100% of students who initially performed “proficient” in Spring 2017 demonstrated some decline in Spring 2018.
- 100% of students who initially performed “accelerated” in Spring 2017 demonstrated some decline in Spring 2018.

Figure 7. Regular Program Participants OCBA Mathematics Level Changes

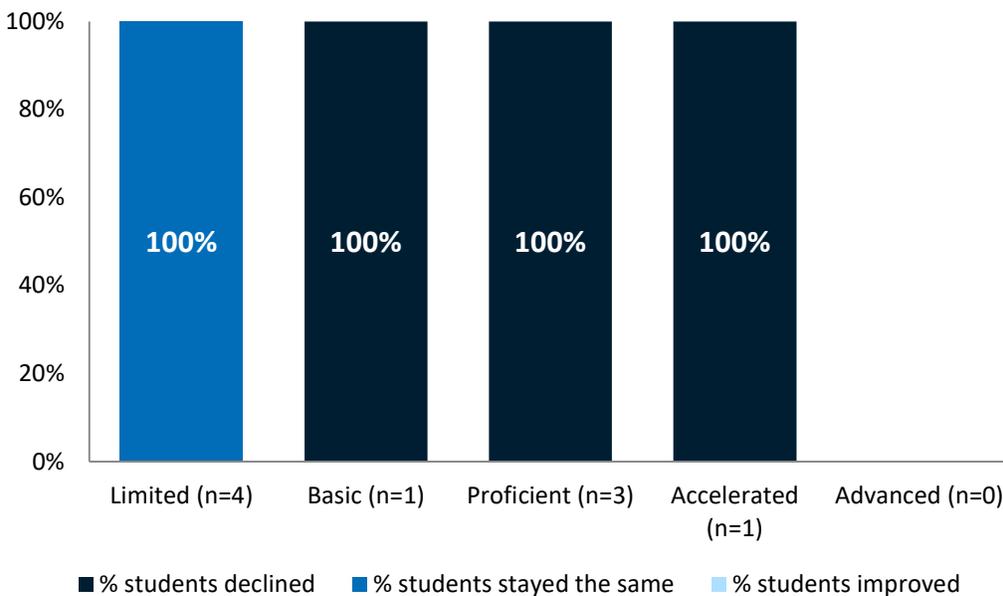


Figure 8 shows the proportion of regular participants by performance level in Spring 2017 (baseline) and Spring 2018 (follow-up). As indicated, the proportion of students who scored “basic” and below versus “proficient” and above increased over the two years.

Figure 8. Regular Participants’ OCBA Mathematics Performance (n=9)

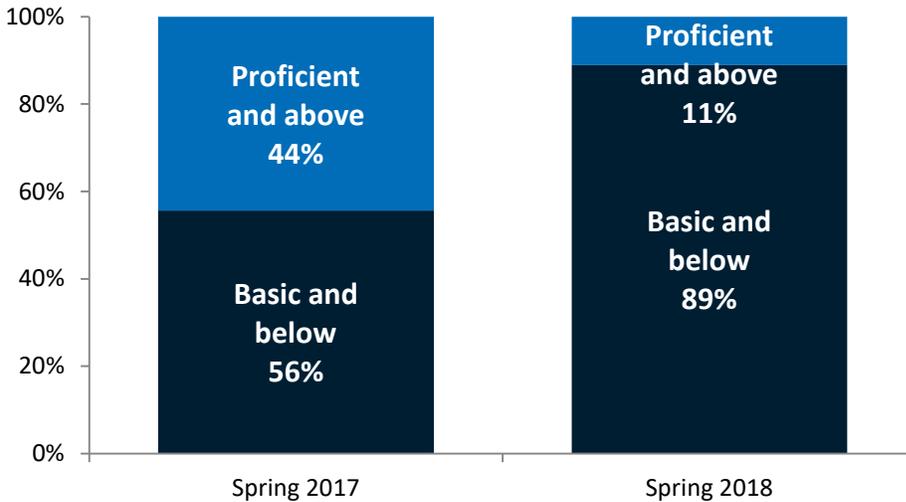


Table 8 highlights the changes in ELA levels from Spring 2017 to Spring 2018. Overall,

- 100% of students who initially performed at “basic” or below in Spring 2017, performed at “basic” or below in Spring 2018, and
- 25.0% of students who initially performed at “proficient” or above in Spring 2017 maintained this performance level in Spring 2018

Data indicates that students were more likely to demonstrate declines than improvements on the Math portion of the test.

Table 8. Changes in OCBA Mathematics Performance

		Spring 2018 Performance Level (Follow-up)	
		Basic and Below (n=8)	Proficient and Above (n=1)
Spring 2017 Performance Level (Baseline)	Basic and Below (n=5)	100%	0%
	Proficient and Above (n=4)	75.0%	25.0%

SuccessMaker Math

It was expected that 100% of regular program participants would spend a minimum of 10 hours using the SuccessMaker Math tutorial, and that 50% of regular program participants would demonstrate at least one grade level gain in math.

A cumulative SuccessMaker report was run after eight months of usage: October 23, 2017 – May 23, 2018. Data was available for 43 of the 47 participants⁴. When students were first assessed in math approximately 17 of them were testing or above their expected grade level; when last assessed, approximately 18 of them tested at or above their expected grade level. Some progress was made over the course of the year

It is evident that the students being served by the program are in need of intervention. The majority of participants tested below grade level in math at the start. In the beginning, more students started out at grade level in math than in reading. This indicates that students, in general, were more in need of reading support than of math support. Interestingly, by the end of the program more students were testing at their expected grade level in reading than in math. This suggests that the reading intervention that students received was perhaps more effective than the math intervention.

On average students demonstrated an improvement of 0.78 grade levels in math after 8 months of SuccessMaker usage. Students in all grade levels made progress. However, as with reading, first graders demonstrated the most improvement in math. There were some correlations found between improvement and the amount of SuccessMaker usage. Grade levels that spent the most time using SuccessMaker tended to show the most improvement. This year's SuccessMaker progress is summarized in Table 9. A more detailed report of findings can be found in the Appendix. Overall, these SuccessMaker results demonstrate that students who participated in the MLK ELEVATE program did make positive gains in academic performance.

⁴ It is believed that the remaining 4 participants withdrew from the program before they could be accurately assessed by the program

Table 9. MLK ELEVATE SuccessMaker Progress: October 23, 2017 – May 23, 2018

SuccessMaker

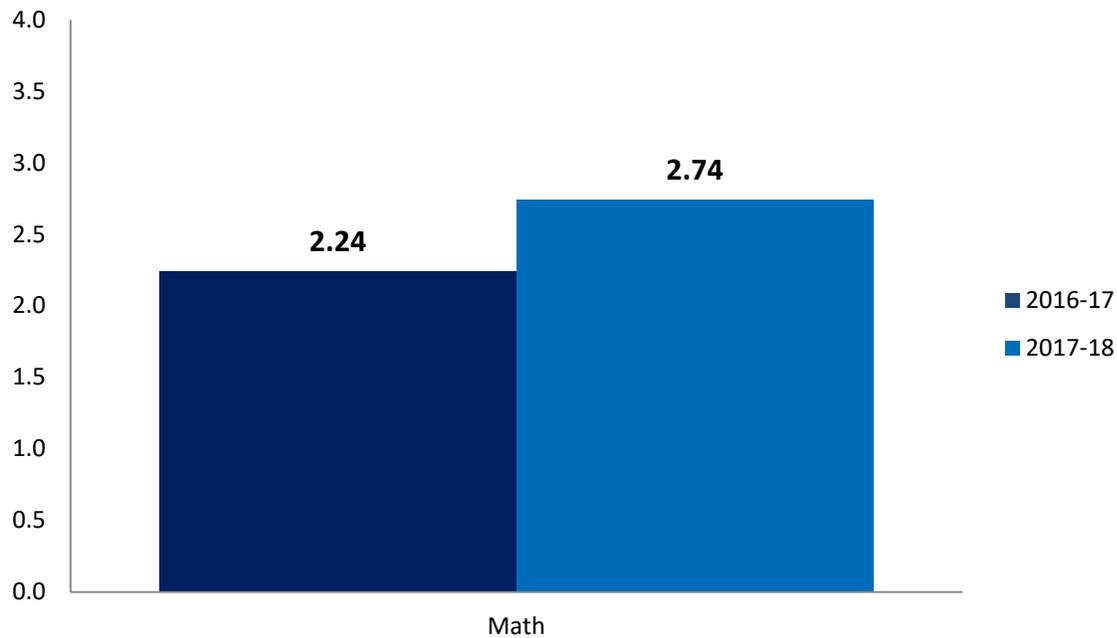
Math	
0.78	<i>average grade level change after 8 months of SuccessMaker usage</i>
22 Hrs, 29 Mins	<i>average time spent on targeted intervention</i>
122	<i>average number of targeted intervention sessions completed</i>
1680	<i>average number of exercises attempted</i>
64%	<i>average percentage of exercises answered correctly</i>
129	<i>average number of skills assessed</i>
95%	<i>average percentage of skills mastered</i>

Mathematics Course Grades

Math course grades were collected from the Toledo Public School District in July 2018. Data was provided for a sample of 25 regular program attendees that had both 2016-17 (baseline) and 2017-18 (follow-up) Math course grades.

A paired sample t-test was conducted on grades from the 4th marking period of each school year to evaluate the impact of the intervention on students' Math performance. There was an increase in the mean Math grade point average from 2016-17 (M=2.24) to 2017-18 (M=2.74). This finding is positive; however, it was not statistically significant.

Figure 9. Participants' Mathematics Course Grades: Average 4th Marking Period GPA



Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the academic benefits of a program. Parents (n=20), Program Staff (n=3), and Students (n=20) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including academic. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 9. MLK ELEVATE Stakeholder Feedback: Math

Stakeholder Feedback

Math	
75%	<i>of parents reported that the ELEVATE program helped their child at least somewhat with math skills – 50% reported that it helped “very much”</i>
67%	<i>of staff reported that the ELEVATE program helped students at least somewhat with math skills – all 67% reported that it helped “very much”</i>
95%	<i>of students reported that the ELEVATE program helped them at least somewhat with solving math problems – 50% reported that it helped “very much”</i>
10%	<i>of students reported that math help was their very favorite thing about the program (more than play time, food and anything else)</i>

“When my child started off he knew how to count...but he didn't know how to add...As the year went on with him being in the after school program he knows how to...add...I see such an improvement in him and he loves going; never has he ever not wanted to go.”

–Martin Luther King Jr. Academy Parent Comment

Positive Youth Development

Another primary aim of the 21st CCLC programs is to help improve students' behavioral performance with a particular eye on promoting positive youth development. As such, another primary objective of the evaluation is to assess changes in participants' behavior to better understand how students who participate in the program are faring.

The program goal for positive youth development was as follows: Our objective is to promote positive behavior and citizenship among students, including social-emotional skills and other developmental assets that in turn help improve attendance, good behavior, learning and achievement in schools. Our daily schedule will include at least 1 hour for youth development activities that are geared to students' age and developmental levels.

Progress was to be measured for the following outcomes:

- 75% of participants will attend the program regularly
- 100% of regular program participants will maintain or improve school day attendance, as noted by a stable rate or decrease in unexcused absences
- 100% of regular program participants will maintain or decrease disciplinary referrals over the course of the school year
- 90% of program stakeholders will agree that students are benefitting behaviorally and socially from the ELEVATE program

Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program successfully implemented youth development activities into programming, along with consistent approaches to promote social-emotional skills and positive behavior.

Evidence-based strategies were implemented as planned and included:

1. Guest sessions with Boy Scouts to help students develop leadership, relationship, and social-emotional skills. Promoting social-emotional learning has been shown to improve students' attitudes toward school, prosocial behavior, and academic achievement (Durlak et al, 2011).
2. Opportunities for students to learn about and create visual art projects and performing arts (dance, theater, music). Arts education promotes self-expression, teamwork skills, responsibility, and self-discipline, and helps youth succeed in school (AfterSchool Alliance, 2005). The program incorporated co-operative art enrichment activities into weekly KidzLit and KidzMath sessions.
3. Students had at least 30 minutes of daily physical activity, including team sports, that promote fitness, teamwork, and sportsmanship. Study findings suggest regular physical activity in school-based out-of-school-time programs promotes better academic behaviors and achievement (CDC, 2010).
4. Guest speakers exposed students to career pathways, and served as positive role models.
5. Students were taken on organized field trips that provide development and enrichment opportunities, to locations such as the Toledo Zoo, Imagination Station, career technical programs, and others.
6. Movie nights focused on characters who overcame challenges, and helped students identify strategies for conflict resolution, determination, and perseverance.
7. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership at all times.
8. Students participate in special events that tie together positive behavior with literacy and math enrichment activities, for example through a KidzLit Restaurant-themed party and through our

ELEVATE Store. Each student had the opportunity on an ongoing basis to earn stars for good behavior. Each week these stars could be used to purchase items from the program “store.” Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these were regularly used in the program to motivate and reinforce good behavioral decision-making.

9. To ensure access to the youth development programs that occurred off-site, the program provided busing and meals for ELEVATE students.

The behavioral framework for the ELEVATE program is based on the principles of Positive Behavioral Interventions and Supports (PBIS). The program works to incorporate social-emotional learning and pro-social behavior in all of its activities. Program staff and partners strive to model and promote positive characteristics such as teamwork, responsibility, self-discipline, problem-solving, conflict resolution and leadership. Program documents have been shared with the evaluator and clearly show that the topic has been included on Implementation Team meeting agendas and in conversations between program and school leadership.

Examples of the way that PBIS has been built into the program include the KidzLit Restaurant-themed party, in which students were not only engaged in literacy enrichment, but had the opportunity to learn about good manners, as well. Another example is the ELEVATE Store. Each student has the opportunity on an ongoing basis to earn stars for good behavior. Each week these stars can be used to purchase items from the program “store.” Instead of punishing negative behavior, the incentive and emphasis is placed on the positive. Strategies like these are regularly used in the program to motivate and reinforce good behavioral decision-making.

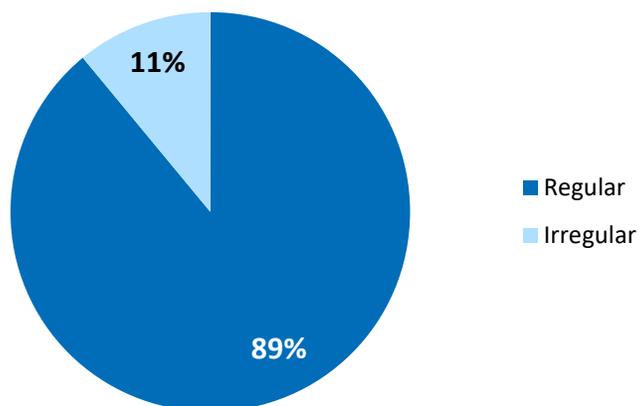


PBIS: The time is always right to do what is right!

Program Participation

Building activities around a PBIS framework has helped to keep students highly engaged with programming. As mentioned previously, the vast majority (89%) of program participants were regular attendees, participating in 30 days or more of programming.

Figure 10. Participants' Program Attendance Summary



Disciplinary Referrals

Disciplinary referral data was provided by the Toledo Public School District. However, it was insufficient for analysis for the following reasons:

- Mid-year data was pulled from a different system than end of year data
- Students flagged with disciplinary referrals at mid-year were not flagged in the same data provided at the end of the year and vice versa; calling the quality of data into question
- End of year data was not clearly defined

In coming years these issues will be addressed directly at the time that data requests are made. It is expected that next year's annual report can fully address this outcome in ways that this year's report could not.

School Day Attendance

Participants' school day attendance data was analyzed to assess behavioral change. Regular school day attendance is extremely important. Research⁵ has shown that:

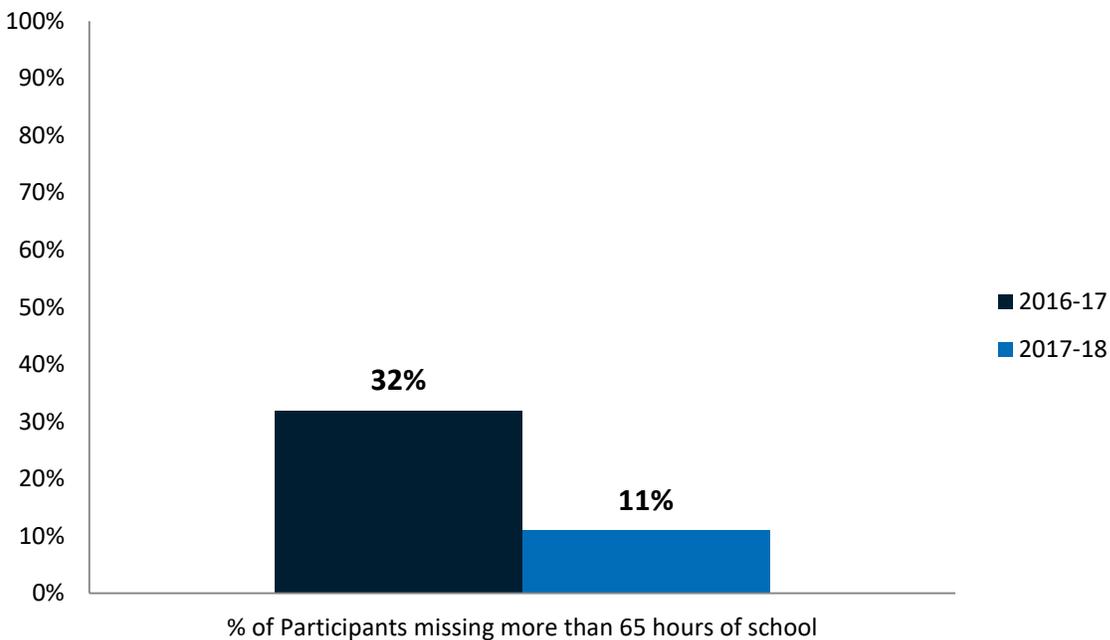
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways.

⁵ 10 Facts About School Attendance. (n.d.). Retrieved from <http://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>, August 2018.

Quality after school programs can help students to feel more connected and supported in their school environment, ultimately leading to improved school day attendance.

As of April 2017, public school students in Ohio cannot miss more than 65 hours of school in a year.⁶ Hours of absence were provided for a sample of 37 regular program attendees who had attendance data for both 2016-17 (baseline) and 2017-18 (follow-up). In 2016-17, 32% of these students were absent from school for 65 hours or more. In 2017-18, only 11% of these students were absent for 65 hours or more (“chronically absent”). A paired sample t-test was conducted to evaluate the impact of the intervention on students’ school day attendance. There was a statistically significant decrease in the percentage of students who were chronically absent from 2017 (M=.32, SD=.475) to 2018 [M=.11, SD=.315, $t(37)=3.151$, $p<.005$]. The eta squared statistic (.22) indicated a large effect size.

Figure 11. MLK ELEVATE % of regular participants missing more than 65 hours of school: 2016-17 to 2017-18

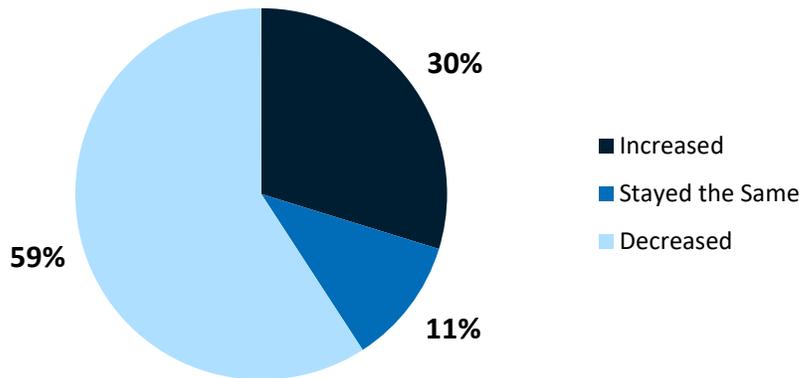


Unexcused Absences

Furthermore, we hoped to see a decrease in unexcused absences over time. Two years’ worth of unexcused absence hours were available for 37 regular (30 days or more) program participants. The majority of regular participants maintained (11%) or reduced (59%) the total number of unexcused absence hours between the 2016-17 and 2017-18 school year.

⁶ Repository, K. W. (2017, December 11). New state attendance law could be trouble for sick students, their parents. Retrieved from <http://www.cantonrep.com/news/20171211/new-state-attendance-law-could-be-trouble-for-sick-students-their-parents>, August 2018.

Figure 12. Changes in Unexcused Absence Hours for Regular Participants (n=37)



Stakeholder Feedback

Stakeholder feedback can also serve as a good measure of the developmental benefits of a program. Parents (n=20), Program Staff (n=3), and Students (n=20) were all surveyed at the end of the school year to help gauge their opinions about program contributions, including behavioral. Full survey results are available in the Appendix of this report, but among stakeholder feedback:

Table 10. MLK ELEVATE Stakeholder Feedback: Positive Youth Development

Stakeholder Feedback

Positive Youth Development

100%	of parents agreed that the ELEVATE program was a safe place for their child(ren).
100%	of parents agreed that the ELEVATE program staff cared about their child(ren) and wanted to see them succeed.
100%	of parents reported that the ELEVATE program helped their child(ren) at least somewhat with making new friends – 70% reported that it helped “very much”.
100%	of parents reported that the ELEVATE program helped their child(ren) at least somewhat with getting along with other students – 60% reported that it helped “very much”.
100%	of staff reported that the ELEVATE program helped students “very much” with social skills/interactive with others.
100%	of staff reported that the ELEVATE program helped students with behaving better in class and making good choices at least somewhat.
80%	of students reported that the ELEVATE program helped them to behave better in class and make choices that help them stay out of trouble at least somewhat.

“I love the after school program. They have helped my son so much when it comes to school work and behavior. I am very grateful for the after school program. Thanks everyone.”

-Martin Luther King Jr. Academy Parent Comment

Family Engagement

Family Engagement is another goal for all 21st CCLC programs. To this end, ELEVATE program staff have been working to cultivate partnerships with adult and family programs to help parents with some of their most pressing needs including parenting support. The ELEVATE program has set a goal for itself to orient and connect families to these resources, such as education and support groups, workforce development, juvenile delinquency prevention and intervention, and reentry supports. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program.

The program goal for family engagement was as follows: ELEVATE program staff see parent involvement as a key element of a child's success in the ELEVATE program. We have the objective of involving parents in their child's activities within the program, so they may support their child's learning and development objectives outside of the classroom and program.

Progress was to be measured for the following outcomes:

- 100% of parents/guardians will attend at least one ELEVATE activity open to family participation
- 100% of parents/guardians who attend an ELEVATE activity will be informed about additional community resources
- 90% of parents/guardians will report that they are satisfied with the ELEVATE program

Program Implementation

As evidenced by program schedules, attendance, and staff interviews, the ELEVATE program made some progress toward implementing parent engagement activities into programming.

Evidence-based strategies were implemented as planned and included:

1. ELEVATE incorporates evidence-based design principles and strategies for family engagement in the ODE Community Collaboration Model for School Improvement including: connecting family engagement activities to student learning, achievement, and well-being; engaging parents as partners in program planning and implementation; equipping parents to support their children's learning at home; supporting the wellbeing of the parents and family via links to community resources, and creating a warm, culturally affirming atmosphere for parents in our outreach.
2. ELEVATE hosted a Peace on Earth Christmas event in December, during which parents could interact with other parents as well as representatives from juvenile court system and learn about juvenile justice resources available. This event was featured in a Toledo Journal article.
3. ELEVATE hosted one family math night in May 2018 as part of the End of the Year Celebration. At this event parents and students played math-based games together.
4. As a branch of Center of HOPE Family Services, the ELEVATE program has a direct connection to numerous parenting education and support groups, workforce development programs, and a juvenile delinquency and reentry program. During events with parents, families were engaged on these topics and connected to relevant resources. The Nurturing Parents curriculum, identified by the National Registry of Evidence-Based Program and Practices and Office of Juvenile Justice & Delinquency Prevention was used as an evidence-based practice for families at risk for abuse and neglect

5. Although not fully developed yet, the program is working toward developing a parent cell phone database, so they can better communicate with parents in ways that are convenient for them
6. Program staff participates in activities already happening through the school day, so parents who are participating in regular school activities will be able to meet with and engage with ELEVATE. This effort also supports parent engagement in their children's learning and in the school.
7. A sit-down dinner for all ELEVATE families was held at the end of the school year, in which students with high rates of participation and positive behavior were recognized. The accomplishments and development of all students throughout the year was also highlighted. During the dinner, incentive prizes were offered for students and family members. There was also a "Wakanda Challenge" to commemorate the recent Black Panther movie, in which there was a photo booth for families to take pictures with their children, giving special prizes to those who wore African attire or attire that promotes a family's cultural heritage. This opportunity provided a chance for families to engage with other aspects of ELEVATE's academic achievement and youth development programming.

Conversations have been initiated during Implementation Team meetings to discuss how program staff can participate in activities already happening through the school day (e.g., Family Literacy Night, etc.). Although progress has been slow, several opportunities have been identified and it is anticipated that program staff will participate more in coming years.

To date, family engagement mostly consisted of invitations to special program events (as listed earlier in this report) that promote both parent and student learning, engage families with their child(ren)'s education, and provide opportunities for families to be connected to community resources. One of the best examples of this is the Peace on Earth Christmas event, a festive, multi-cultural celebration that was held in December. At this event booths were set up with fun activities (e.g., candy and cooking painting, crafts, etc.) to engage both parents and children. Individual photos were taken with Santa Claus, who paid a visit to the event; and free hats, gloves, and a warm buffet dinner were provided to help families cope with the cold winter weather. At the event parents also had the opportunity to interact with representatives from the Juvenile Court system, and to learn more about juvenile justice resources available to them in the community. The event was not exclusive to MLK families, but special invitations were extended to them, and many participated. The event even earned a mention in a Toledo Journal article published in December 2017.



Another great example is the Wakanda-themed End of Year Celebration/Math Night held in May 2018. At this event parents and students were led through fun and engaging math games, provided with a warm meal, and recognized for academic and behavioral accomplishments. The event theme was Wakanda, through which cultural and individual strengths were also recognized and celebrated. This multi-faceted event was engaging and empowering for all participants and served as an excellent way to celebrate family engagement as well.

Attendance

Parent sign in sheets were available for two family events during the 2017-18 school year: orientation and the End of Year Celebration/Math Night. A total of ten family members signed in to orientation, and 14 family members signed in to game night. Six family members signed in to both events. Considering that there were 47 program participants, 19 of whom were present at both the beginning and the end of the school year, these attendance numbers are somewhat low. However, it is likely that not every parent signed in. ELEVATE is aware that the tracking of parent participation has been imperfect, and they fully intend to make a more concerted effort to track parent participation in all family engagement events moving forward.

Stakeholder Feedback

Parent engagement was primarily measured by end of the year parent surveys (n=20). The surveys were intentionally designed to ask parents about their engagement and satisfaction with activities.

First, parents were asked on a scale of 0 to 3+ how many ELEVATE parent and/or family events they attended this year. The majority of parents (65%) attended at least one event. However a sizable amount (35%) did not attend any.

Those parents who attended at least one event (n=13) were asked how satisfied they were with the event(s) that they attended. All parents were at least somewhat satisfied; 69% were “very satisfied.”

To further gauge the impact of the program on families, some more detailed questions were asked of all parents about specific program goals and contributions. The vast majority of responding parents (84%) agreed that the program had informed them about resources and supports in the community. More than half of the parents (58%) actually made connections to those resources. A majority of parents (70%) were also able to state that the program helped them to learn something new. Although participation in events may not have been as high as anticipated this year, there is ample evidence that the program is making contributions to families beyond the students themselves.

Figure 13. Parents’ Perceived Impact of ELEVATE Family Events

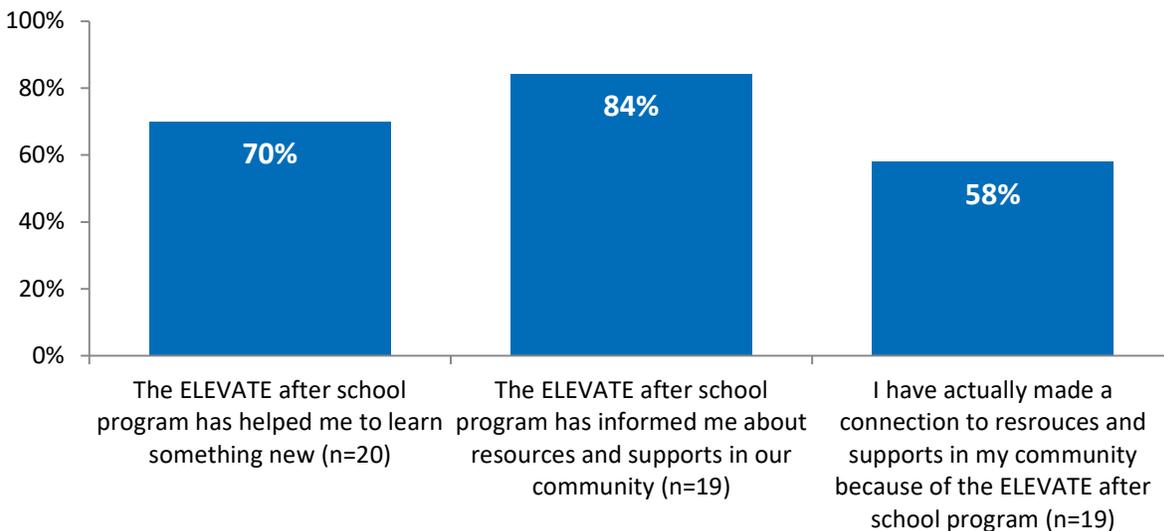


Table 11. MLK ELEVATE Stakeholder Feedback: Parent Engagement

Stakeholder Feedback

Parent Engagement	
80%	of parents agreed that the ELEVATE program helped them to be more involved with their child's education
90%	of parents agreed that the ELEVATE program helped them to be more informed about their child's education
100%	of parents agreed that their child likes coming to the after school program

"This program has been a lifesaver for me and my family in many areas! Such as helping my children advance in different education levels, assisting with my work schedule, and giving them time to interact with more wonderful people!"

-Martin Luther King Jr. Academy Parent Comment

Partnership

A program Implementation Team composed of the Executive Director and Project Director/Site Coordinator from Center of HOPE, the school Principal and/or Vice Principal, select program staff, the Curriculum Supervisor, and the Local Program Evaluator, was formed to promote collaboration with the host school, ensure that the program operates with fidelity to the proposed plan, and to address any challenges that may surface throughout the year. Members from the team have participated in monthly meetings.

Because research clearly suggests that solid, collaborative partnerships are hugely important, during these meetings Center of HOPE staff are making every effort to face and resolve any and all conflicts that have arisen. After some extensive research, we have selected The Ohio Community Collaboration Model for School Improvement as a guide to optimize school partnership in support of students' learning, healthy development, and academic achievement. Moving forward, we are designing the agendas of Implementation Team meetings mindfully to find common ground; emphasize the greater good of the community being served; avoid blaming; and promote strengths-based, sustainable, solution-focused interactions.

All members of the stakeholder team as identified in the evaluation plan are still active and engaged with the after school program.

Conclusions and Recommendations

Based on this first year of analysis it is evident that the Martin Luther King Jr. Academy ELEVATE program is implementing programming as intended and making progress toward positive youth and family outcomes. As would be expected after only one year of programming, not all outcomes that the program set for itself have been fully achieved. However, there is ample evidence that progress is being made toward all outcomes. Programming was implemented with much fidelity to the original plan as was written in the grant. There were some adjustments to staff and a small amount of turnover, but a plan is already in place to improve staff support and structure in the coming year. Although gains in performance levels were not demonstrated on the OCBA state assessments, students did demonstrate academic gains on SuccessMaker assessments and course grades, especially in English Language Arts/Reading. The vast majority of students participated in the program regularly, and demonstrated significant improvements in school day attendance. Parents were not quite as engaged with program activities as they could have been, but those who did attend events were satisfied, and most parents who responded to the end of year survey reported that the program connected them to resources and supports in the community. Stakeholder surveys demonstrated high levels of satisfaction with the program. The majority of respondents could attribute positive academic and youth development outcomes to the program. 100% of parents who were surveyed agreed that their child liked coming to the ELEVATE after school program!

With these findings in mind, and based on conversations with program leadership, the following recommendations may be beneficial to the program:

- **Plan ahead for next year's recruitment strategies to fully reach the target of 50 participants and ensure that they are all in need of intervention.** Program enrollment fell slightly short of the targeted 50 attendees. ELEVATE staff have already pinpointed communication as a key element for successful program recruitment. Recruitment pitches and messaging have been in development to clearly and sensitively communicate what the program is all about. It is believed that this improved communication will lead to more robust enrollment in the coming school year.
- **Maintain the current levels of dosage with academic tutorials.** Higher levels of SuccessMaker usage were somewhat correlated with higher levels of improvement. It can be reasonably presumed that the more students are able to use the program the more improvement we will see. Although next year's program schedule may not be identical to this year's program schedule, aim to keep the dosage of tutorial time high.
- **Revisit math intervention strategies.** Students demonstrated more improvement in English Language Arts/reading than in math this past year, although many of them seemed to be performing better in math than in reading at the beginning of the year. This might be because they were demonstrating more need in reading, so more of a focus was placed on intervention in that area. However, math improvements are still needed, and should not fall by the wayside. Aim to strike a balance between targeting the areas of most need and maintaining the areas of most accomplishment.

- **Revisit strategies to engage parents in program trainings, events and workshops.** Parent participation in program events was not as high as it could be. Early on it was assumed that they would be enthusiastic about evidence-based workshops to support their own learning. However, enrollment was extremely low in early attempts to engage them in parenting workshops. It was learned that embedding evidence-based lessons in fun activities was a better way to pique their interest. Program staff have already planned to adjustments to parent activities along these lines for the coming year. Hopefully this will lead to increased participation in family events.
- **Remember to track adult participation in trainings, events and workshops.** To date, parent and staff participation in trainings, events and workshops has been primarily anecdotal. Be sure to track participation diligently next year so as to ensure accurate reporting and fully receive credit for all of the great work that is being done!
- **Continue to strengthen Implementation Team relationships.** Although the early tensions which have surfaced in the Implementation Team meetings are not insurmountable, all parties have recognized that resolution to these early conflicts should be made a priority. A positive collaborative relationship is essential to long-term program sustainability and success. Continue on your current pathway to utilize strategies from the Ohio Community Collaboration Model for School Improvement. Keep the focus on the work and the common goals related to student success that brought everybody to the table in the first place.
- **Continue with the successful strategies that have helped the program launch on such a positive note.** For the most part, the ELEATE program at MLK has launched successfully. Participation numbers are high, academic progress is being demonstrated, and activities are being implemented much as was stated in the grant. There is certainly room for growth, but so far the experience and mindfulness behind this program appears to be paying off, and early, successful strategies should be recognized, celebrated, and maintained.

Changes to the Stakeholder Team

All members of the stakeholder team as identified in the evaluation plan are still active and engaged with the after school program.

Evaluator Name and Contact Info

The lead evaluator for this project has not changed. Kristie Glatze, an Associate at Hatchuel Tabernik & Associates, is based in northern California, and has more than 15 years of experience with federal 21stCCLC program evaluation. She can answer any questions regarding this report. Her contact information is as follows:

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 (510) 559-3193 X215 (phone)
kglatze@htaconsulting.com

Parent/Caregiver Survey of the Center of Hope ELEVATE After School Program

N=20

1. How much do you agree with the following statements?	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The after school program is a safe place for my child.	20	75.0%	25.0%	0%	0%
b. My child gets help with their homework in the after school program.	20	60.0%	30.0%	5.0%	5.0%
c. The adults in the after school program let me know how my child is doing in the program.	20	45.0%	55.0%	0%	0%
d. The adults in the program care about my child.	20	65.0%	35.0%	0%	0%
e. The adults in the program want to see my child succeed.	20	65.0%	35.0%	0%	0%
f. The after school program has helped me to be a better parent.	20	50.0%	25.0%	20.0%	5.0%
g. My child learns new things in the after school program.	20	50.0%	45.0%	5.0%	0%
h. My child likes coming to the after school program.	20	55.0%	45.0%	0%	0%
i. The after school program helps me to be more <u>informed about</u> my child's education.	20	45.0%	45.0%	10.0%	0%
j. The after school program helps me to be more <u>involved with</u> my child's education.	20	50.0%	30.0%	20.0%	0%

2. How much do you think the ELEVATE program has helped your child with the following things?	N	Very much	Some	A little bit	Not at all
a. Reading	20	60.0%	25.0%	15.0%	0%
b. Math skills	20	50.0%	25.0%	25.0%	0%
c. Homework/study habits	20	55.0%	20.0%	20.0%	5.0%
d. Making new friends	20	70.0%	30.0%	0%	0%
e. Getting along with their teacher	20	55.0%	30.0%	15.0%	0%
f. Getting along with other students	20	60.0%	40.0%	0%	0%
g. Doing better on their report cards	20	60.0%	30.0%	10.0%	0%
h. Behaving in class	20	55.0%	25.0%	15.0%	5.0%
i. Making better choices	20	50.0%	35.0%	15.0%	0%

Please complete both sides



3. This year, how many ELEVATE parent and/or family events did you attend?	None	1	2	3 or more	I don't know
	35.0%	30.0%	5.0%	30.0%	0%

4. In general, how satisfied were you with the ELEVATE parent and/or family events that you attended? (<i>applicable if attended 1+ events: n=13</i>)	Very Satisfied	Somewhat Satisfied	Not Satisfied
	69.2%	30.8%	0%

5. Please mark a response for each of the following statements.	N	Yes	No	I don't know
a. The ELEVATE after school program has helped <u>me</u> to learn something new.	20	70%	20%	10%
b. The ELEVATE after school program has informed me about resources and supports in our community.	19	84.2%	15.8%	0%
c. I have actually made a connection to resources and supports in my community because of the ELEVATE after school program.	19	57.9%	21.1%	21.1%

6. Using the following scale, how would you rate your child's ELEVATE after school program?	Excellent	Good	Average	Fair	Poor
	45.0%	35.0%	20.0%	0%	0%

7. What grade(s) are your child(ren) in?	Kinder	1st grade	2nd grade	3rd grade	4th grade
	25.0%	45.0%	25.0%	15.0%	15.0%

8. Please use this space to share any comments that you may have about the ELAVATE after school program. We are especially interested in hearing about ways in which the program has made a difference to you and your child(ren), as well as your suggestions for improvement.

- [my son] likes coming to the after school ELEVATE program, It has helped his reading and the teachers are very nice.
- Finishing and completing their homework.
- I appreciate the help they have given to my children. They get homework and other tasks done. I love the are work that they did also.
- I love the after school program. They have helped my son so much when it comes to school work. And behavior. I am very grateful for the after school program. Thanks everyone.
- I really like how much my boys love the program
- Thanks for everything
- This program has been a lifesaver for me and my family in many areas! Such as helping my children advance in different education levels, assisting with my work schedule, and giving them time to interact with more wonderful people!
- This program is excellent I love it; It has really helped my son grow I see a big change in him
- When my child started off he knew how to count and write, but he didn't know how to add and put the letters in order to make words. As the year went on with him being in the after school program he knows how to read, add, spell, and I'm so grateful for the teachers. I see such an improvement in him and he loves going never has he ever not wanted to go. I also like how they allow them to be their own artist.

Center of Hope ELEVATE After School Program Staff Survey

N=3

1. How much do you think the ELEVATE after school program has helped students in the following areas?	Very much	Some	A little bit	Not at all
a. Reading	66.7%	33.3%	0%	0%
b. Math skills	66.7%	0%	33.3%	0%
c. Homework completion/study habits	100%	0%	0%	0%
d. Social skills/interacting with others	100%	0%	0%	0%
e. Academic improvement in general	66.7%	0%	33.3%	0%
f. Behaving better in class	33.3%	66.7%	0%	0%
g. Making good choices	66.7%	33.3%	0%	0%

2. Please select the **ONE** item from the following list that **is working best** in your after school program (please mark only 1 item):

- 66.7% **Implementation of KidzLit**
- 0% Implementation of KidzMath
- 0% Use of technology to support learning
- 33.3% Keeping youth engaged
- 0% Building a welcoming environment for families
- 0% Positive behavior management
- 0% Staff/youth relationships
- 0% Communication among program staff
- 0% Communication with parents
- 0% Communication with school day teachers/staff
- 0% Connection to the school day
- 0% Special events
- 0% Professional development opportunities
- 0% Other

3. Please select the **ONE** item from the following list that **needs the most improvement** in your after school program (please mark only 1 item):

- 0% Implementation of KidzLit
- 0% Implementation of KidzMath
- 0% Use of technology to support learning
- 0% Keeping youth engaged
- 0% Building a welcoming environment for families
- 66.7% **Positive behavior management**
- 0% Staff/youth relationships
- 0% Communication among program staff
- 0% Communication with parents
- 33.3% Communication with school day teachers/staff
- 0% Connection to the school day
- 0% Special events
- 0% Professional development opportunities
- 0% Other

Please complete both sides



4. Please select the **TWO** areas of professional development that you believe would help you most you're your job (please mark only 2 areas):

0%	How to be more effective helping students with English Language Arts (reading, etc.)
0%	How to be more effective helping students with Math
0%	How to be more effective helping students with homework (in general)
0%	How to respond to the developmental needs of all students
33.3%	How to respond to the social-emotional needs of all students
0%	Working with Special Education populations
33.3%	How to keep students engaged
0%	Responding to different learning styles
0%	Building positive relationships with youth
0%	Building positive relationships with families
66.7%	Positive behavior management
33.3%	Conflict resolution
0%	Youth development principles
0%	Best practices in education
33.3%	Designing workshops and events for parents
0%	Communication strategies
0%	Other

5. **Other than professional development, are there any additional supports that you can think of that would help you in your work?**

- How to engage hyperactive children
- Project ideas - want to try to keep students engaged & thinking positively without being repetitive/redundant with our projects.

6. **What, if anything, challenged you most this year in your work? Were the problems resolved or are they an ongoing issue?**

- Communicating/building a relationship with students when they were already used to another/different teacher. Yes this issue was resolved.
- Kids behavior and respect was a challenge to begin with. There are still some issues but they are much more manageable now.
- Not knowing the children past performance scores in math and reading. But that information was given to me later. Also taking over a class of kids that were very hyper and active. Not knowing the parents.

7. Please use this space to share one favorite memory of success story from the past year. What was a highlight for you? What are you most proud of?

- Getting the kids to be open & welcoming to do literature.
- Once I knew how my kid performed in math and reading it was great to see them improve. Bonding with the kids and having our end of the year Wakanda party. Getting an award was my more proudest moment.

Center of Hope ELEVATE After School Program Student Survey: Grades 0-4

N=20

1. What grade are you in? Kindergarten 25.0% 1st grade 30.0% 2nd grade 5.0% 3rd grade 25.0% 4th grade 15.0%



2. How much do you agree with the following statements?

	N	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
a. I feel safe in my after school program.	20	45.0%	50.0%	0%	5.0%	0%
b. I get help with my homework in my after school program.	20	65.0%	20.0%	5.0%	5.0%	5.0%
c. The adults in my after school program tell me when I do a good job.	20	50.0%	35.0%	5.0%	10.0%	0%
d. The adults in my after school program care about me.	20	40.0%	40.0%	0%	10.0%	10.0%
e. The adults in my after school program want to see me succeed.	20	75.0%	0%	5.0%	10.0%	10.0%
f. My after school program is a happy place to be.	20	45.0%	25.0%	10.0%	10.0%	10.0%
g. I learn new things in the after school program.	20	40.0%	35.0%	5.0%	20.0%	0%
h. I like my after school program.	20	45.0%	20.0%	15.0%	10.0%	10.0%

Please turn the page and complete the other side



Center of Hope ELEVATE After School Program Student Survey: Grades 0-4



3. How much has the ELEVATE after school program helped you with the following things?	N	Very much	Some	A little bit	Not at all
a. Reading	19	47.4%	26.3%	10.5%	15.8%
b. Solving math problems	20	50.0%	45.0%	0%	5.0%
c. Doing my homework	19	36.8%	21.1%	21.1%	21.1%
d. Making new friends	19	57.9%	5.3%	5.3%	31.6%
e. Getting along with my teacher	19	52.6%	31.6%	10.5%	5.3%
f. Getting along with other students	20	60.0%	10.0%	20.0%	10.0%
g. Doing better on my report card	19	47.4%	15.8%	26.3%	10.5%
h. Behaving better in class	20	60.0%	20.0%	10.0%	10.0%
i. Making choices that help me stay out of trouble	20	70.0%	10.0%	10.0%	10.0%

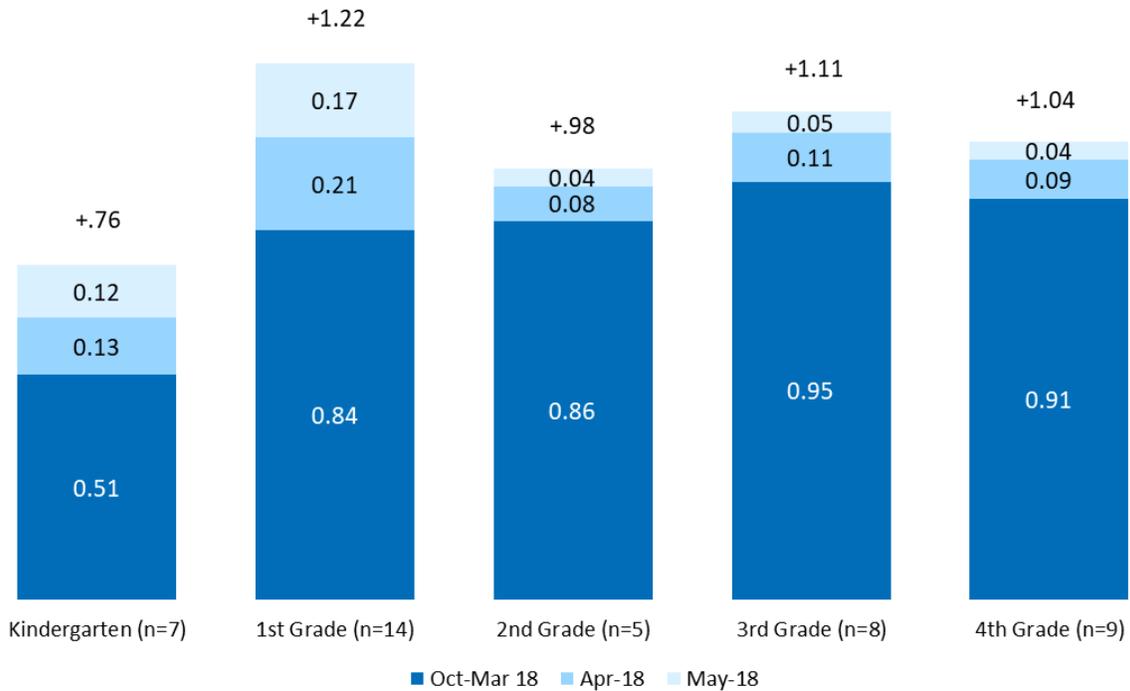
4. What is your **favorite** thing about the ELEVATE after school program? (please pick the one thing you like the most)

- 5.0% the help I get with reading
- 10.0% the help I get with math
- 0% the help I get with my homework
- 10.0% learning new things
- 35.0% time to play
- 10.0% being with my friends
- 0% the adults are nice to me
- 5.0% the guests who come to visit us
- 10.0% the food
- 0% I do not like anything about the program
- 15.0% other: gym (x2), movies and snacks

MLK Success Maker Progress Report May 2018

Reading

Average Grade Level Change

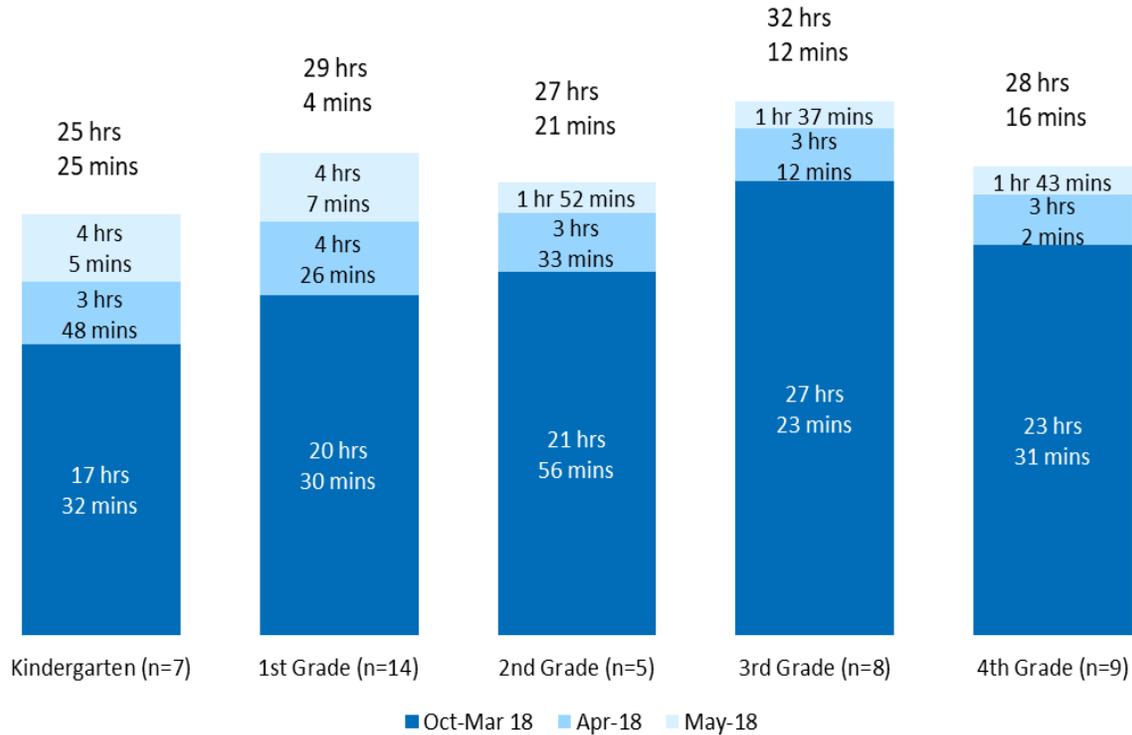


- On average, ELEVATE participants have shown a 1.06 grade level increase in reading between October and May of 2018.
- On average, 1st graders made the most progress; Kindergarteners made the least.
- In the past month, 1st graders have shown the most grade level progress in reading, followed closely by Kindergarteners.
- In the past month, progress was minimal for 2nd through 4th graders.

MLK Success Maker Progress Report May 2018

Reading

Average Time Spent

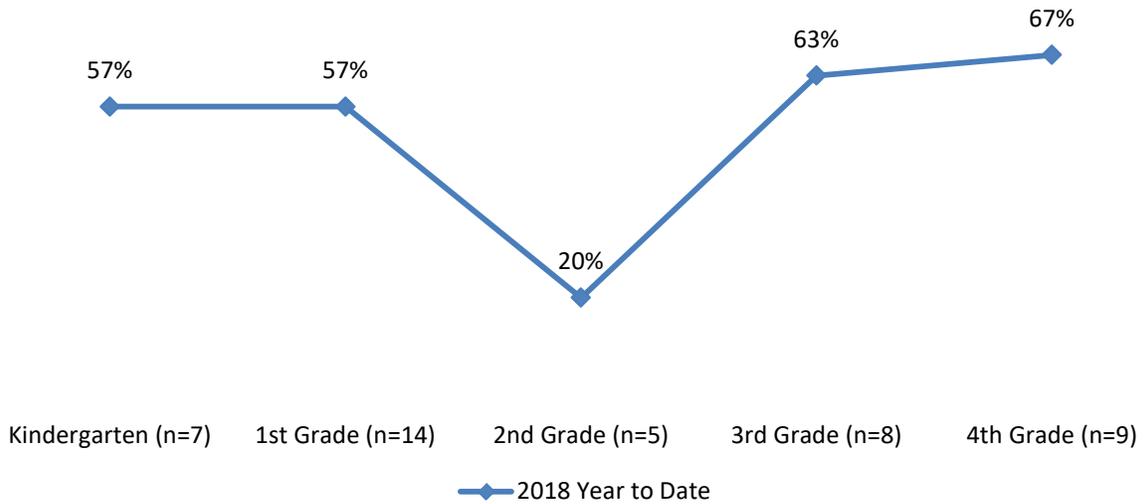


- On average, ELEVATE participants spent approximately 28 hours and 41 minutes using the SuccessMaker reading tutorials between October and May of 2018.
- On average, 3rd graders spent the most time using SuccessMaker in reading overall.
- In the past month, 1st Graders spent the most time working with SuccessMaker in reading, followed closely by Kindergartners. This corresponds with the level of improvement that was demonstrated in the past month.
- In the past month, 2nd through 4th graders averaged less than 2 hours on the reading tutorials.

MLK Success Maker Progress Report May 2018

Reading

% of Acceptable Performance (AP) Students

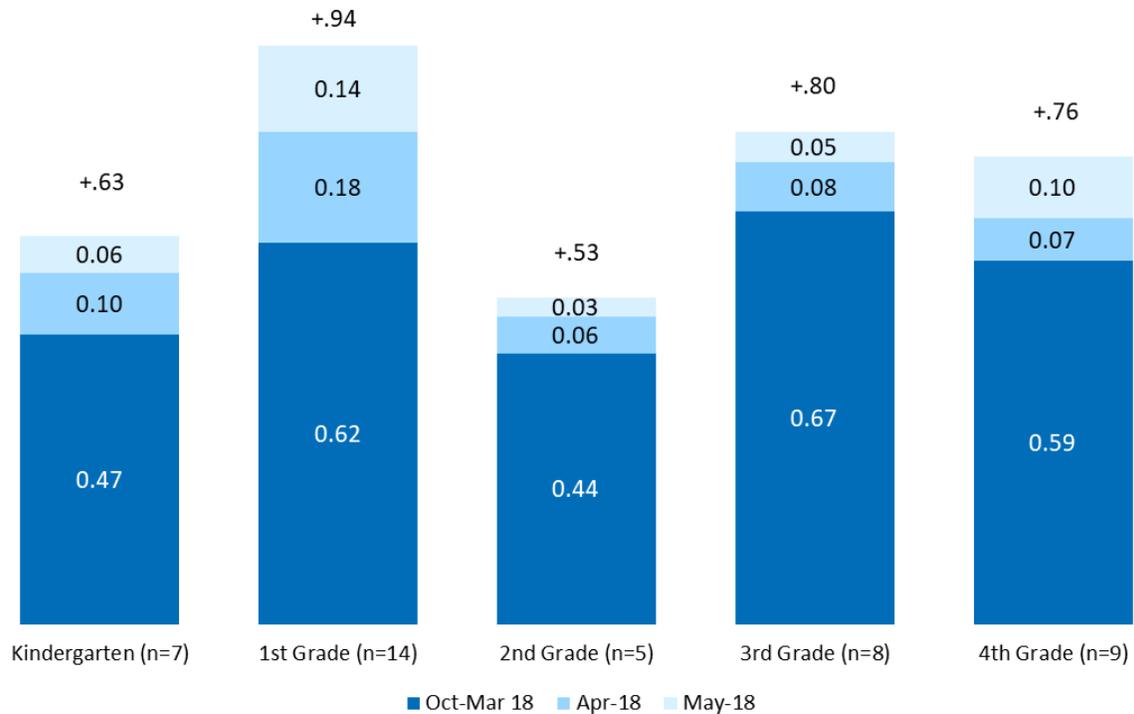


- The average ELEVATE participant was assessed in 44 reading skills.
- For reading, Acceptable Performance (AP) is achieved when 75% or more of the judged skills are mastered.
- As of May 2018, approximately 56% of ELEVATE participants achieved AP in reading.
- The grade level with the highest AP rate in reading was fourth grade. Second grade had the lowest AP rate.

MLK Success Maker Progress Report May 2018

Math

Average Grade Level Change

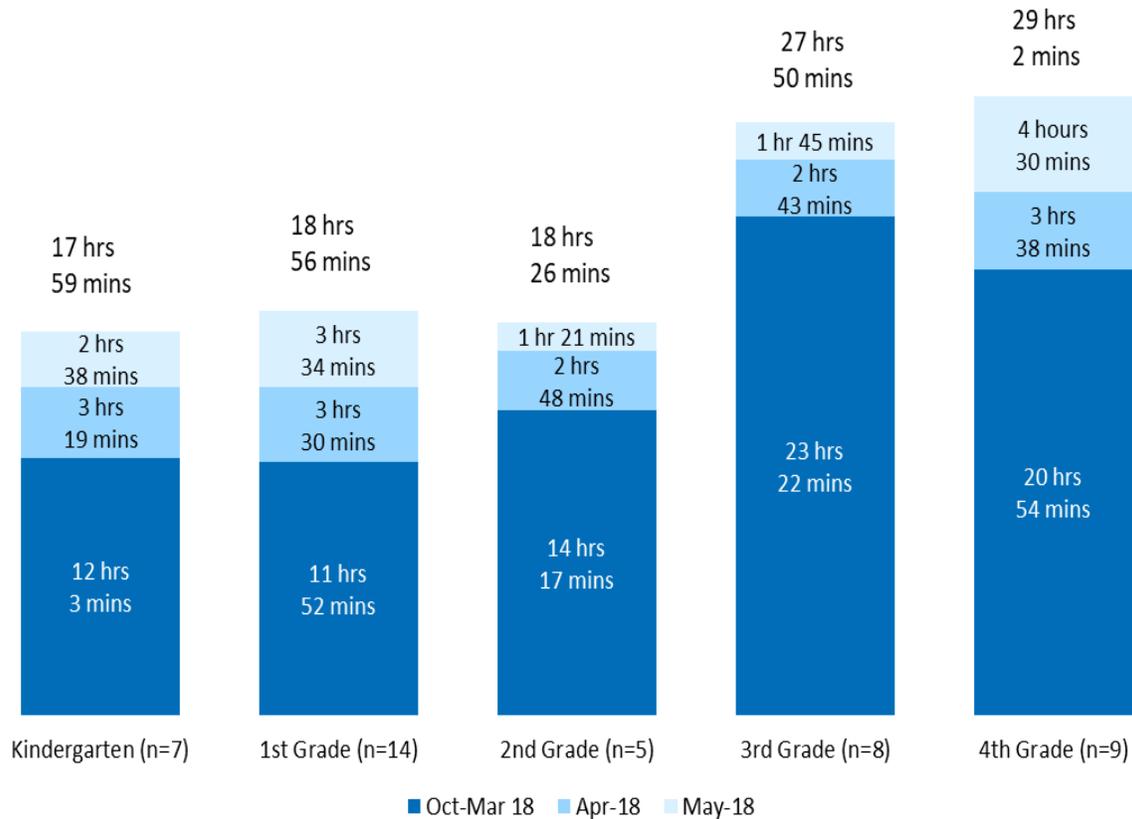


- On average, ELEVATE participants have shown a 0.78 grade level increase in math between October and May of 2018.
- On average, 1st graders made the most progress in math; 2nd graders made the least.
- In the past month, 1st graders have shown the most grade level progress in math, followed closely by 4th graders.
- In the past month, progress was minimal in math for Kindergarteners, 2nd graders and 3rd graders.

MLK Success Maker Progress Report May 2018

Math

Average Time Spent



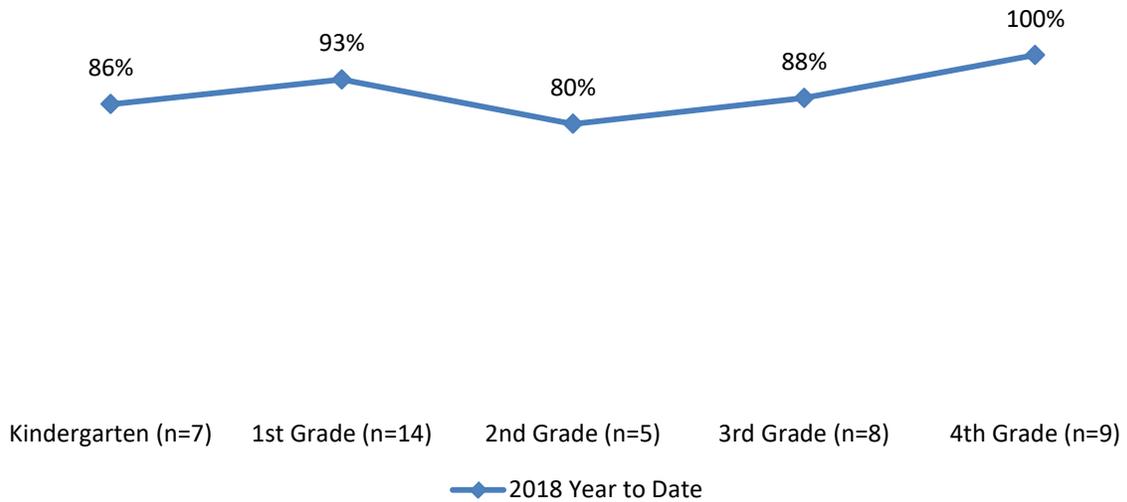
- On average, ELEVATE participants spent approximately 22 hours and 29 minutes using the SuccessMaker math tutorials between October and May of 2018.
- On average, 4th graders spent the most time using SuccessMaker in math overall, followed closely by 3rd graders.
- In the past month, 4th graders spent the most time working with SuccessMaker in math, followed by 1st graders and Kindergarteners.
- In the past month 2nd and 3rd graders spent the least time on SuccessMaker math tutorials.

MLK Success Maker Progress Report

May 2018

Math

% of Acceptable Performance (AP) Students



- The average ELEVATE participant was assessed in 129 math skills.
- For math, Acceptable Performance (AP) is achieved when 90% or more of the judged skills are mastered.
- As of May 2018, approximately 91% of ELEVATE participants achieved AP in math.
- The grade level with the highest AP rate in math was 4th grade, with 100% of 4th grade participants achieving AP. Second grade had the lowest AP rate.