

## Format for ODA Evaluation Reports E Prep Cliffs

1. Title Page
  - a. Name of the program and organization
  - b. Grant number 7093
  - c. Title of the evaluation
  - d. Date
2. Table of Contents
  - a. Sufficient detail to guide the reader through the report, including page numbers
3. Executive Summary
  - a. An overview of the center/program

The Open Doors Academy Village Eprep Cliffs Campus operates on site at Village Eprep Cliffs Breakthrough School at 1415 E. 36<sup>th</sup> St. Cleveland, OH 44114. The after-school program is a CCLC funded site in year 2 of a 5-year grant. This year's program began on September 17<sup>th</sup>, 2019 and was scheduled to run through May 22<sup>nd</sup>, 2020. Due to Covid-19, regular programming ended on March 12<sup>th</sup> and virtual programming ended on May 22<sup>nd</sup>, 2020 from 3:00 pm – 6:00 pm. The program serves 50 scholars, grades five through eight; ages 10- 14.

The after-school program is a partnership between ODA staff including site coordinators, assistant coordinators, program managers, ODA family department and school faculty and staff. ODA programming focuses on three main concepts including academic development, youth development and family engagement. Open Door's staff implement program activities and lesson plans that develop the whole child through social emotional curriculum that emphasizes character development, service-learning projects, health and wellness, diversity and global and social issues. During the hours of 10:00 am – 2:00 pm staff are available in the school building to assist school faculty in many capacities. This may include

lunch and hall monitoring, classroom and behavior support, IEP and 504 meetings and classroom observations. When staff are not present in the school building, they are often participating in professional development or team-based meetings. During program, staff engage scholars in SEL activities, homework assistance and enrichment activities in a safe and nurturing environment. This time is also used to engage family members in activities from daily check-ups to parent conferences or family events that provide families with the tools and resources necessary to support their child

emotionally and financially from middle school through the post-secondary program. ODA has many community-based partnerships including (but not limited to) The Greater Cleveland Food Bank, Center for Arts-Inspired Learning, and the Young Entrepreneur Institute.

- b. Methods and evaluation questions
- c. Key findings
- d. Summary of recommendations

#### 4. Program Background

##### a. Population

##### i. Target population

Open Doors Academy's target population includes students who may be academically and or economically disadvantaged. The program offers an open enrollment for all students enrolled at partner schools as well as some located outside of the community. Scholars and families are recruited via community events, word of mouth or intentional engagement with staff.

##### ii. # of children intended to participate at the site

The E Prep Cliffs program intended to enroll 50 scholars. As of March 13, 2020, 50 scholars enrolled in the program.

##### iii. Actual number of children served (30+ days in the program)

As of March 13, 2020, 94% of scholars (47 scholars) attended 30 days or more. This is well above the 60% state expectation of CCLC programs.

##### iv. Average daily attendance

Attendance is taken daily. Scholars are expected to attend regularly. Scholars are allowed to participate in no more than 2 sports and or afterschool activities which are recorded as an excused absence and not counted against attendance. When scholars have repeated absences, parents are contacted to discuss options and how ODA may assist in increasing participation.

##### v. % age economically disadvantaged by brackets: 100% of enrolled scholars qualify for free and reduced lunch

##### vi. % English language learners: There are 2 ELL which represents 4% of enrolled scholars

- vii. % ethnicity: AA 91% (43); Asian 4% (2); Bi-Racial 2% (1); Hispanic 2% (1)
  - viii. % gender: 26 male (55%); 21 female (45%)
  - ix. % age below proficient in mathematics & language arts (OST)
  - x. # of families represented by the number of children enrolled: 39 families are represented by 47 enrolled scholars
- b. Program Information
- i. Dates of operation  
The E Prep Cliffs program began on September 17, 2019, and was schedule to end on May 22, 2020. Due to Covid-19 school closures, in-person programming ended on March 12, 2020, and virtual programming ended on May 22, 2020.
  - ii. Times of operation  
E Prep Cliffs operates from 3:00 pm to 6:00 pm Monday – Friday.
- c. Names of partner organizations (school and community partner) w/a brief descriptor  
Open Doors Academy collaborates with many community partners including but not limited to the Center for Arts-Inspired Learning, Young Entrepreneurs Institute, and Greater Cleveland Food Bank.
- d. The Center's/Program's goals with intended outcomes

#### Academic Goals

#### Reading Goal:

50% of scholars will maintain or improve Reading/Language Arts grades as measured by quarterly grade comparisons during the school year.

45% of scholars will improve in reading proficiency as measured by the NWEA/MAP or other state test(s) used by their schools.

In all homework check-ups conducted by campus staff, at least 60% of scholars will demonstrate no more than 2 missing or late assignments in their Reading/Language Arts classes.

#### Math Goals

50% of scholars will maintain or improve Math grades as measured by quarterly grade comparisons during the school year.

45% of scholars will improve in math proficiency as measured by the NWEA/MAP or other state test(s) used by their schools.

In all homework check-ups conducted by campus staff, at least 60% of scholars will demonstrate no more than 2 missing or late assignments in their math classes.

### Youth Development Goals

Scholars will be prepared to find postsecondary options and have the tools to be successful.

75% of scholars will report they have become well-rounded individuals and are better able to express and control their emotions, as measured by an increase from the pre- to post-administration of the Developmental Assets Profile (DAP).

75% of scholars will improve their sense of family and community, as measured by DAP.

75% of scholars will improve positive relationships with their families, as measured by DAP.

75% of scholars will complete Individual Success Plans

75% of scholars will report that ODA creates an environment that fosters confidence and youth voice, as measured by scoring "very satisfied" or "satisfied" in the ODA Scholar Satisfaction Survey.

### Family Engagement Goals:

75% of parents will engage in a positive relationship with their children, as measured by the ODA Parent Survey.

75% of parents will be comfortable utilizing and searching for resources in their community, as measured by ODA Parent Survey.

80% of parents will express satisfaction with ODA programming and its impact on their children as measured by the ODA Parent Survey.

70% of scholars served will be represented by a family member in at least one Parent Partnership Series workshop.

70% of scholars served will be represented by a family member in attending at least two family events.

75% of parents will attend a one-on-one parent conference with ODA staff during the school year.

e. Governance and Stakeholder Team

i. List each member's name and title

Niana DeJarnette is the Coordinator

Jasmine Wilson is the Assistant Coordinator

Illenia Jones is the Family Advocate

Mr. Marc Johnson is the Principal of Eprep Cliffs Breakthrough School

Tamika Husain is the Middle School Program Manager

Dr. Dorothy Moulthrop is the Chief Executive Officer of Open Doors Academy

5. Methodology and Limitations

- i. Identification of the various data collected and analyzed such as
- ii. Report card grades
- iii. Attendance records
- iv. ISPs
- v. Developmental Assets Profile
- vi. Test data, e.g. MAP
- vii. Family Event Dates w/brief explanation & # of families attending
- viii. Date and length of observations made by ODA Administrators and Local Evaluator

2019-2020 report card grades and proficiency test scores were not made fully available to ODA until the end of the year school year, in addition, the school year abruptly ended due to COVID-19. This prevented ODA from capturing and aggregating such data.

- ix. Survey results

1. Must have the # completed by category (student, family, staff) and the # of participants eligible to complete the surveys  
Mike is going to put together a spreadsheet with all of the campuses, the instruments, eligible participants, and response rates.  
Please send him your data.

b. Limitations of the evaluation

6. Findings

a. Academic Program Implementation and Outcomes

In order to support scholars in achieving core competencies in subjects such as math and literacy, ODA provides daily enrichment activities to support math and literacy through homework assistance and a structured curriculum, while working with school faculty to ensure academic consistency.

i. Reading program implementation

1. Activities and schedule

Open Doors Academy provides reading support through content specific curriculum such as Young Entrepreneurs Institute and various enrichment activities through the use of Kahoots, Banana Grams, and reading and writing workshops. Literacy support is offered during ALT from 3:30 pm to 4:15 and again during enrichment from 4:30 pm – 5:30pm.

ii. Reading outcomes

1. Reading grades
2. Proficiency scores
3. Homework check-ups

iii. Math program implementation

1. Activities and schedule

Open Doors Academy provides math support through content specific curriculum such as Young Entrepreneurs Institute (Lemonade Day), International Festival and various enrichment activities through the use of Kahoots, Math Hoops and online technology. Math support is offered during ALT from 3:30 pm to 4:15 and again during enrichment from 4:30 pm – 5:30pm.

iv. Math outcomes

1. Math grades
2. Proficiency scores
3. Homework check-ups

b. Youth Development Implementation and Outcomes (SEL)

i. Program Implementation

Open Doors Academy provides SEL support through content specific curriculum such as Second Step. The Second Step curriculum is implemented through intentional engaging activities. Student led group circles are key in scholar/staff participation. SEL is also implemented through Service-Learning Projects (SLP's). SLP's provided scholars with the tools and resources needed to demonstrate growth in behavioral and emotional regulation and cognitive development.

ii. Outcomes

1. Well-rounded individuals (DAP)
2. Sense of family and community (DAP)
3. Positive relationships with their families (DAP)
4. Complete ISPs
5. ODA creates an environment that fosters confidence and youth voice (scholar survey)

c. Family Engagement Implementation and Outcomes

i. Program Implementation

1. Activities, events, requirements

Family engagement is one of the most important components of ODA programming. Family engagement provides opportunities for caregivers to enhance their own knowledge, skills, and well-being. The purpose is to build a community of well-rounded and confident caregivers who, in turn, can provide the support their children need to lead independent and healthy lives.

There are many opportunities for family engagement including program orientations, campus-specific family events, one-on-one parent/guardian conferences, and parent/guardian workshops called Parent Partnership Series. (See table...) Some opportunities are requirements and some are voluntary.

Required parent activities

- Attend at one seminar in the ODA Parent Partnership Series
- Attend a parent conference
- Attend two of the five family events
- Attend summer camp orientation

The Parent Partnership Series (PPS) is a series of parent education workshops that bring parents together in a safe and confidential environment to expand their parenting toolkit. Parents learn to strategies to help them support their children and to advocate

for them. The workshops are three hours, and six workshops are offered over the course of the school year. At the end of each workshop, attendees complete a survey, and the feedback informs upcoming workshops.

In addition to attending a PPS workshop, families are required to attend two of the five family events:

- Back-to-School Fair
- Evening at the Museum
- Holiday Dinner
- International Festival
- Family Fun Fitness Day

Another way parents and guardians participate in ODA is through volunteering their time and talents. For example, parents and guardians wrap gifts that are distributed to scholars at the Holiday Dinner, and they help run the campus-specific events by bringing in food and serving it.

Lastly, parents have the opportunity to participate in the Parent Advisory Council (PAC). PAC is comprised of two parent/guardian representatives from each campus. PAC members are the voice of the collective parents/guardians of their campus sites. Members build and maintain partnerships with school personnel, community partners and stakeholders, as well as with the staff of ODA to promote student achievement, parent/guardian participation and representation, and holistic success for the families.



**ODA PROGRAMMING CALENDAR, 2019-2020**

<b>Event</b>	<b>Date</b>	<b>Location</b>	<b>Time</b>
<b>Parent Partnership Series: Welcome Back!</b>	August 9, 2019	Cleveland Heights Rec Center	9:00 - 11:00am



<b>Event Description:</b>	<p>Topic: Welcome Back! Supporting the Transition from Summer Months to Returning to School          Presenter: Darnell Carter          The focus of this workshop was on healthy relationships and anger management. Mr. Carter understands that people are hurting today and how to discern solutions, without judgement, that can deliver comfort in the "Right Now versus One Day or Some Day."</p>		
<b>Back to School Fair</b>	August 9, 2019	Cleveland Heights Rec Center	11:00am – 2:00pm
<b>Event Description:</b>	<p>This event bridges the end of summer program and the start of the school year. It is an event for all scholars and their families. A bouncy house and face-painting was provided for the younger members of the families. Community partners provided resources on programs they offer and had one-on-one conversations with our parents/guardians. Each scholar received vouchers for school uniforms or a gift card for a school outfit and received a backpack full of school supplies, socks, t-shirts, and underwear. Food was provided.</p>		
<b>Parent Partnership Series: Resilience</b>	October 22, 2019	Cleveland Heights High School Mini- Auditorium	5:30-8:00 pm
<b>Event Description:</b>	<p>The topic of this workshop was resilience and the Adverse Childhood Experience survey. Participants watched the documentary <i>Resilience</i> which addresses how toxic stress impacts a person's physical, emotional, and mental well-being. The documentary highlights how healthcare professionals are finding scientific and field test therapies to combat lifelong effects of toxic stress. A panel of experts, including social worker, family intervention specialist, and a licensed mental health counselor responded to questions.</p>		

**ODA PROGRAMMING CALENDAR, 2019-2020 (Continued)**

<b>Evening at the Museum</b>	November 19, 2019	Cleveland Museum of Natural History	6:00-8:30 pm

<b>Event Description:</b>	Families visit the Cleveland Museum of Natural History, which is closed to the public for the duration of the event. Families explore the many exhibits, attend a live animal shows, participate in a scavenger hunt, and watch a movie in the planetarium.		
<b>Holiday Dinner</b>	December 18, 2019	Windows on the River	6:00-9:00 pm
<b>Event Description:</b>	The Holiday Dinner is the most attended event of the year. This campus-wide family event is open to scholars, their family members, community partners, school partners, and ODA staff. Participants come together to celebrate the holiday season. There is dancing, gifts exchanged, and food.		
<b>Parent Partnership Series:</b>	January 29, 2020	Open Doors Academy Administrative Office	5:30-8:30 pm
<b>Event Description:</b>	This workshop was facilitated by a community partner, Reach Success, Inc., a non-profit organization dedicated to improving the lives of disadvantaged, undereducated, and underemployed individuals. Participants learned about the agency's community-based model, completed a comprehensive assessment of aptitude, career, skills, and education, and were given provided information that detailed all of the agency's services.		
<b>Parent Partnership Series: Pitch Challenge</b>	February 22, 2020	Open Doors Academy Administrative Office	9:00 am–12:00 pm
<b>Event Description:</b>	The family department collaborated with middle school managers to incorporate our young entrepreneur pitch challenge and a repeat of the Reach Success presentation. Parents/Guardians enjoyed watching scholars pitch their idea and marketing strategy in a friendly competition for most innovative idea and marketing strategy. Reach Success was so well received at the previous PPS, they were invited back.		



### ODA PROGRAMMING CALENDAR, 2019-2020 (Continued)

<b>Parent Partnership Series: Mental Health Awareness</b>	March 5, 2020	Euclid High School	5:30-8:30 pm
<b>Event Description:</b>	The topic of this workshop was mental health: the stigmas and the unknowns. Many ODA families experience high levels of stress and anxiety. A community mental health provider facilitated the workshop and shared with participants what they can expect in an individual and group counseling session. The facilitator illustrated how to recognize when counseling would be beneficial and how awareness and seeking counseling increases a person's chance of overcoming mental health challenges and building a life of balance and well-being. Each participant received a folder with various community resources.		
<b>International Festival</b>	March 6, 2020	Cleveland Heights High School	5:30-8:30 pm
<b>Event Description:</b>	This arts-based campus-wide family event was open to scholars, their family members, as well as extended family and friends. This event is a culmination of a campus-based project where campuses reach a country and practice a performance grounded in an aspect of the country's history and culture. Participants learn about various cultures, enjoy food that is representative of each country, and watch presentations that build cultural awareness and empathy.		
<b>Parent Partnership Series</b>	April 25, 2020	Cancelled due to COVID19	9:00 am – 12:00 pm
<b>Event Description:</b>			
<b>Family Fun Fitness Day</b>	Cancelled due to COVID19.	Virtual Family Fun Fitness Event is currently in production.	Week of May 25th: An event will be hosted each day by a community partner

			beginning May 26 <sup>th</sup> .
<b>Event Description:</b>			
<b>Event Description:</b>	This is a campus-wide family event. Participants come together to experience activities and vendors that focus on the well-being of our families. Activities incorporate physical, mental, and emotional health education. Families learn about healthy living habits.		

ii. Outcomes

1. Parents engage in positive relationship with children (section 1 of parent survey)
2. Parents will be comfortable utilizing and searching for resources in their community (section 2 of parent satisfaction survey)
3. Parents will express satisfaction with ODA programming (section 3 of parent survey)
4. Attendance at 1 parent power seminar
5. Attendance at 2 family events
6. Attendance at parent, student, ODA staff conference

7. Recommendations

- a. Based on all the findings/results, make a number of recommendations

8. Evaluator

- a. List the Evaluator
  - i. Name
  - ii. Title
  - iii. Affiliation
  - iv. Street address
  - v. Email address
  - vi. Phone Number

9. Party responsible for answering questions regarding the Final Report

- a. List that person
  - i. Name **Dorothy Moulthrop, PhD**
  - ii. Title **Chief Executive Officer**
  - iii. Affiliation **Open Doors Academy**

- iv. Street address 1427 East 36<sup>th</sup> Street, Suite 420A, Cleveland, OH 44114
- v. Phone number 216-789-3115

#### 10. Appendices

- a. Parent/Guardian survey - Mike already put this in Google Drive.
- b. DAP - Mike already put this in Google Drive.
- c. ISPs - Mike to put in Google Drive.
- d. Teacher survey - Mike already put in Google Drive.
- e. Scholar satisfaction survey – Mike already put in Google Drive.
- f. Logic model – campus level, put in Google Drive

\*Note: Definition of terms for this report

Scholar participation: number of scholars we hoped would participate in the program.

Scholars served: number of scholars who participated in the program for 30 days or more.

Here's the link to the Google Drive

<https://drive.google.com/drive/folders/1s5cvFnppBUgp86gImwx3VC2mny6mDuRN?usp=sharing>