



Amazing After School Program

Organization: Awesome Org

DESCRIPTION

Amazing After School Program provides structured learning and enrichment opportunities for students outside of regular school hours. The program offers tutoring, homework support, and skill-building activities that help students strengthen academic skills and build confidence. By providing a safe and supportive environment after school, the program helps students stay engaged in learning and develop positive habits that support long-term academic success.

LOCATION

Washington D.C., DC, USA 50%
Maryland, USA 50%

PROGRAM TIMELINE

Program start: 01 Sep 2024
Program end: 31 Aug 2025

ACTIVITIES

Service delivery method: **Direct Service**
Primary service activity: **Individual supports, training, education**
Secondary service activity: **N/A - No secondary service sub-type response**
Average value or length of time of services delivered: **1.5-4 hours**
Average number or frequency of services delivered: **11+**
Average duration of services delivered: **Multiple months**

Impact Model

Below is the grantee's summary of how this program/initiative generates value, including the criteria for success at each stage and the number of successes achieved (Indicator), where the data come from (Measurement), and, if relevant, how much the current numbers vary from the original forecast before implementation (Variance).

STAGE	FORECAST	DATA QUALITY	VARIANCE
 Reach	<p>197 students reached</p> <p>Success criteria: Number of students who attend and participate in tutoring, homework help, or enrichment sessions through the Amazing After School Program during the reporting period.</p> <p>Sources and assumptions: Track student enrollment and attendance records for program sessions to count the number of unique students served.</p>	 <p>Direct measurement</p> <p>Participant sign-in, attendance lists, or usage logs</p>	<p>Not applicable</p>



Learn

182 students gain skills, knowledge, or motivation

Success criteria: Number of students who demonstrate increased understanding of academic subjects or skills through participation in tutoring or learning activities.

Sources and assumptions: Assess learning gains using pre- and post-program quizzes, assignments, or teacher/tutor evaluations that measure improvement in targeted subject areas.



Direct measurement

A formal assessment of learning gains

Not applicable



Succeed

171 Students improve their behavior

Success criteria: Number of students who demonstrate increased engagement in school, such as improved attendance, participation in class, or completion of homework.

Time period: Within the reporting period (Sep 1, 2024 - Aug 31, 2025)

Sources and assumptions: Collect feedback from teachers, attendance records, or student self-reports to assess changes in engagement over time.



Direct measurement

People's own opinion of social impact

Not applicable

160 Students improve their academic performance

Success criteria: Number of students who demonstrate improved academic performance in school subjects such as math, reading, or science.

Time period: Within the reporting period (Sep 1, 2024 - Aug 31, 2025)

Sources and assumptions: Track improvements using report cards, grades, teacher feedback, or standardized test results before and after program participation.



Direct measurement

A formal assessment of social impact

Not applicable

158 Students increase their self identity



Not applicable

Success criteria: Number of students who report increased confidence in their academic abilities and stronger study habits.

Time period: Within the reporting period (Sep 1, 2024 - Aug 31, 2025)

Sources and assumptions: Use student surveys, tutor observations, or structured reflection activities to track changes in confidence and learning behaviors.

Direct measurement

People's own opinion of social impact

Beneficiaries

CATEGORY	GROUP	SUB-GROUP*	% SERVED
Age Groups**	Children	Children (0-9)	20%
Age Groups**	Adolescents	Youth (10+)	80%
Ethnic Groups	People of African descent		20%
Ethnic Groups	People of Latin American descent		25%
Ethnic Groups	People of European descent		40%
Ethnic Groups	Multiracial people		15%
Gender Groups	Females		50%
Gender Groups	Males		50%
Social Groups	Economically disadvantaged people		85%

*Not all groups contain sub-groups

Narratives

SUCCESS STORY

Finding Confidence After School

When Maya joined the Amazing After School Program, she struggled with math and often felt discouraged in class. Through weekly tutoring and encouragement from program staff, Maya gradually improved her skills and began completing her homework with confidence. By the end of the school year, her math grade improved and she was eager to participate in class.

LESSONS LEARNED

Type of lesson: Measurement & Reporting

We've learned the importance of tracking outcomes to highlight areas of improvement for our programming.

Budget

EXPENSE/DONATION TYPE	AMOUNT BUDGETED	VARIANCE
Direct Cost	\$25,000	0%
Overhead Cost	\$150,000	0%
In-kind Donations	N/A	Not applicable
Total Budget		\$175,000.00