
Final Report



Final Report 2021 – 2022: Cohort 14

Name of LEA/CBO: Tuscaloosa County School District/ Tuscaloosa One Place

School(s) Served: Matthews Elementary / Matthews Achieving=Together Success (MATS)

Location of Program (City, State): Northport, Alabama

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1.0 Executive Summary

1.1 Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to determine if the MATS program reached program goals during the second year of the Cohort 14 grant cycle. Several research questions guided the evaluation and focused on six key areas: 1.) academic improvement, 2.) regular school day attendance, 3.) parental involvement, 4.) behavioral improvement, 5.) interest in STEM activities and careers, and 6.) service learning opportunities.

The evaluation answered the following research questions:

- 1.) Do the MATS program participants show improvement in the key academic areas of reading and math during the school year?
- 2.) Do the MATS program participants show improvements in their attendance records?
- 3.) Does family involvement in the school and with their child's education increase during the school year?
- 4.) Do the MATS program participants demonstrate improvements in social behavior during the school year?
- 5.) Do participants show an increased interest in STEM activities?
- 6.) Do the MATS program participants actively engage in service learning projects to help identify and address community needs?

The results from this evaluation will be provided to school administrators, Tuscaloosa County School System representatives, and Tuscaloosa's One Place. The information will guide program improvements during the following academic year.

1.2 Project Background

This was the third year of the Cohort 14 grant cycle for the Matthews Achieving=Together Success (MATS) program at Matthews Elementary School (MES) located in Northport, Alabama. The CLC grant is administered by Tuscaloosa's One Place (TOP) in collaboration with the Tuscaloosa County School System. At the end of 2021-2022, 396 students attended the Title 1 school. Most students come from transient, low income, and under-educated families who often struggle to meet basic needs. There are three public housing developments within the Matthews school zone in this high poverty level area. Although 100% of students received free/reduced lunch in 2021-2022 as did the rest of Alabama students, 60% percent qualified. The program served students in grades Pre-K through 4th grade. Many students have multiple risk factors, including substandard housing, single parent homes, grandparents as guardians, or extreme poverty with few resources to meet even the basic needs of families. Few early childhood educational opportunities directly impact educational/social success, which is particularly concerning with the passage of the Alabama Literacy Law mandating children may not go to the next grade level if they cannot read on a 3rd grade reading level at the end of 3rd grade. Other than the CCL grant, no other funding is currently available for this program. MES is a feeder school for Collins-Riverside Middle School that offers another 21st CCLC program.

The program served students in grades Pre-K- through 4th living in a high poverty area of Northport, Alabama.

The program proposed to serve 75 students and 60 families during the 2021-2022 academic year. The program was open 5 days a week for 36 weeks, 169 days during the school year (excluding school holidays or inclement weather days), and a total of 24 days for 5 weeks during the summer. The purpose of the program was to provide academic, behavioral, and social support for 2.5 additional hours beyond the school day (3:00 – 5:30 pm, Monday – Friday). Weekly activities scheduled during fall and/or spring semester included:

- multiple days academic enrichment; academic support through homework assistance, reading/math interventions, remediation programs; and the UA mentoring group READ Alabama.
- STEM, both staff taught and enrichment provider Dynamic Education Adventures led.
- service learning.
- character education/life skills development utilizing evidenced based curricula ARISE (K-4) and Why Try 3rd-4th.
- mentoring program Al's Pals.
- recreational/wellness/nutritional activities from the Alabama Department of Public Health program Catch Kids Club curricula.
- arts education enrichment opportunities, i.e. Canvas and Crafts guided canvas painting, Alabama Blues Project, and music.
- computer time.
- 21st Century literacy areas including environmental, career, financial, cultural awareness and drug/alcohol avoidance/dangers education.

Scheduled parent education/family involvement activities and programs encourage greater adult participation in the lives of their children with the goal of strengthening families. Several families also received case management services with all of them having access to a broad array of services offered at Tuscaloosa's One Place, a Family Resource Center. To ensure student nutritional welfare, the Child Nutrition Program (CNP) provided a healthy snack prior to the start of program each day and breakfast/lunch during summer program. TOP partnered with TCSS to provide transportation home for program participants during the academic year and to/from program during summer programming. The staff involved in this program include 1 Site Coordinator, 8 certified MES teachers and 3 substitute teachers.

1.3 Evaluation Design, Methods and Limitations

This evaluation used both qualitative and quantitative data to determine if the MATS program reached program goals. Quantitative data were collected using EZ reports, parent event sign-in sheet records, academic and behavioral records, and student, parent, and teacher surveys. To analyze the quantitative data, the evaluator used frequency values and descriptive statistics. Qualitative data were collected in the form of focus groups from a sample of parents/guardians, students and teachers. The qualitative findings help the evaluator and Tuscaloosa's One Place further understand the quantitative findings, as well as to make recommendations for program

improvement. The qualitative data also gives insight into where and how program participants would like to see changes in the program. Qualitative and quantitative data were integrated to help better understand the impact of the MATS program on students, parents, and the broader community.

There were methodological limitations for this current evaluation that are worth noting. Parents/guardians were recruited for the focus group interview after a family night event, and it is worth noting that the participants' opinions may not accurately reflect the opinions of the other parents/guardians who do not engage in family involvement events. Therefore, a potential risk of biases focus group results may have occurred. It is likely that the sample of focus group participants recruited after a family event possibly have different opinions about the program compared to the population of parents/guardians who are not actively involved in the program's family events. As a result, the findings may not be accurately generalizable to the population of parents/guardians within the program. Also, it is likely that the participants during the student focus group gave socially desirable responses. This was evidenced by asking participants what they did not like about the program and having all six participants state that they liked every single thing about the program. However, this limitation was somewhat offset by reframing a follow up question and asking what they would like to change about the program. Their responses suggested that this follow up question did help reduce socially desirable responses because three participants responded. One participant wanted more physical education time, another participant wanted more access to math computer games. The last participant suggested they should be allowed to bring food from home and be allowed to eat it in the classroom.

1.4 Findings and Conclusions

Goal 1: Improve students' academic achievement to meet challenging state academic standards for reading/math

***Objective 1.1:** 40% of K-2 students will increase their reading or math grade (needs improvement to emerging, emerging to proficient, proficient to outstanding) on report cards from fall to spring.

- **Goal Achieved:** 70% of K-2nd grade students (16/23) increased their semester reading or math grade on report cards from fall to spring. Also, 43% of students (10/23) increased their semester grades in both reading and math on report cards from fall to spring.

***Objective 1.2:** 50% of 3rd-4th students will increase their semester reading or math grade on report cards from fall to spring.

- **Goal Achieved:** 76% of 3rd-4th grade students (13/17) increased their semester reading or math grade on report cards from fall to spring. Also, 29% of students (5/17) increased their semester grades in both reading and math on report cards from fall to spring.

Goal 2: Increase regular school day attendance

***Objective 2.1:** 95% of students will accumulate no more than 14 absences for the school year as documented by report cards.

- **Goal Not Achieved:** 72% of students (34/47) accumulated no more than 14 absences for the school year as documented by report cards.

Goal 3: Increase parent and family engagement

***Objective 3.1:** 50% of CLC family units will attend at least one program/parent/family event as documented by event sign-in sheets.

- **Goal Not Achieved:** 45% of CLC family units (21/47) attended at least one program parent family event as documented by event sign-in sheets.

Goal 4: Improve student behavior throughout the regular school day

***Objective 4.1:** No more than 10% of students will receive an office referral resulting in suspension for the school year as measured by suspensions in INOW.

- **Goal Achieved:** Only 2% (1/47) of students received an office referral that resulted in suspension for the school year as measured by suspensions in INOW.

Objective 4.2: 25% of students will demonstrate understanding of positive life skills strategies they can apply daily in their lives as shown by increased scores from pretest/post test results on life skills curricula.

- **Goal Achieved:** 94% of students (33/35) increased scores from pre-test to post-test results on life skills curricula.

Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities

***Objective 5.1:** CLC students will participate in weekly STEM, hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.

- **Goal Achieved:** Weekly STEM activities were scheduled on Thursdays for both semesters during the school year. Both an assigned program teacher and enrichment providers implemented the activities, and students who attended were exposed.

Goal 6: Provide service learning opportunities

***Objective 6.1:** MATS students will participate in 1 service learning project each semester to help address identified community needs as documented by teachers' lesson plans, pictorial documentation, and completed projects.

- **Goal Achieved:** During the fall 2021 semester, students participated in a Beat Auburn Beat Hunger service learning project by collecting and donating over 100 canned food items to the local soup kitchen in efforts to help address identified community needs. During spring semester, the MATS program collected recyclable items to use in art projects throughout April. Students brought in 50 items for the project.

Conclusions

Based on six of the eight goal/objectives being achieved, results show that students benefited from the program academically, socially, and behaviorally. Not only was the goal of at least 40% of K-2nd grade students increasing their reading or math grade, 43% of students (10/23) increased their semester grades in both reading and math on report cards from fall to spring. In addition to meeting the goal of students participating in hands-on STEM activities (goal 5), students also mentioned during how much they enjoyed STEM activities during an on-site visit.

In terms of behavior, the goal of not having more than 10% of students receive an office referral resulting in suspension for the school year (goal/objective 4.1) was met and comparing this year's report to last academic year shows that behavior continues to improve, evidenced by the percentage of suspensions decreasing by half between the 2020-2021 academic year (4% student suspensions) and 2021-2022 academic year (2% student suspensions).

Social skills also improved compared to last academic year. Based on meeting the goal of having at least 25% of students increase scores from pretest to post test on life skills curricula (goal/objective 4.2), the results show students made major improvements compared to last academic year. This goal was not met during the 2020-2021 academic year, only 13% of students increased scores from pre-test to post-test results on life skills curricula. This academic year, 94% of students (33/35) increased scores from pre-test to post-test results on life skills curricula.

Although the goal of having 50% of CLC family units attend at least one program/parent/family event (goal/objective 3.1) was not achieved, the goal was only unmet by 5% and this equates to being short by only 2 family units. However, family involvement has improved compared to last academic year. During the 2020-2021 academic year, only 28% CLC family units attended at least 1 event, and this academic year the percentage increased to 45% of CLC family units (21/47).

The second goal (attendance) was the other unmet goal. Results showed that 72% of students (34/47) accumulated no more than 14 absences for the school year as documented by report cards. However, two points are worth considering when appraising this unmet goal. Findings from the focus group interviews showed that students are still in the process of getting back into the routine of things at school since returning from the Covid-19 school closing. The other point is that decreased attendance rates since Covid-19 has been a nationwide trend and meeting this set goal at a rate of 95% students seems very difficult to achieve and somewhat unreachable.

2.0 Overview of the Evaluation Plan

The purpose of this evaluation is to determine whether the MATS program reached the program goals in the most effective and efficient way. This is the third year of the Cohort 14 grant cycle. Tuscaloosa's One Place and the Grant Funders (Department of Education/ALSDE 21st Century Community Learning Centers) wish to understand if and where the Matthews Achieving=Together Success (MATS) program at Matthews Elementary School (MES) made progress. This evaluation will analyze both quantitative and qualitative data.

This evaluation aims to answer six research questions:

- 1.) Did students in the MATS program demonstrate improved reading and math over the course of the school year?
- 2.) Did regular school day attendance improve over the course of the school year?
- 3.) Did family involvement in MATS program activities increase over the course of the school year?
- 4.) Did students in the MATS program improve social behavior during the school year?
- 5.) Did students show an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating in the MATS program?
- 6.) Do the MATS program participants actively engage in service learning projects to help identify and address community needs?

The results of this evaluation will be used to assist in program improvement and modification. Program administrators and the evaluator will use the results to develop action plans focused on program effectiveness and efficiency.

3.0 Results

3.1 Program Operations

Table 3.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Matthews Elementary School	5 Days per Week	173 Days	38 Weeks	12.5 Hrs. per week	169 Days

3.1 Staffing

- Paid Staffing:
 - Teachers (8 each semester)
 - Substitute Teachers (3)

- Nurse (1)
- Site Coordinator (1)
- Program Director (1)
- Volunteer Organizational Partners (2)
 - Al's Pals Mentoring Program fall and spring
 - Tuscaloosa's One Place 1 intern fall and spring
 - Americorps member January 2022
 - Read Alabama (University of Alabama's Honor College)
 - Total Volunteer Hours: 113 volunteers for a total of 2,103.25 hours
- Staffing Ratio: Ratios varied according to the activity scheduled.
 - 1:8-15
- Staff Training

Last Name	First Name	TITLE/DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	Date	Total Hours	PROVIDER OF PROF. DEV./ TRAINING
Cuip	Aubree	Required ACEA Conference: Breakout sessions, keynote speakers	3/2-3/4 2022	19	Cindy Warren
Cuip	Aubree	Required 21 st Century Professional Development Conference: Programming updates, trainings, expectations	10/21-22 2021	15	Federal Programs 21 st Century
Cuip	Aubree	Trauma-Focused Behavior	11/22-23 12/2-3 12/16	9	Online Medical Univ. of South Carolina
				Total 43	
		CPR	8/31/21	.5	Online National CPR Foundation
Butler	Rhonda	Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Caldwell	Lydia	CPR	9/3/21	.5	Online National CPR Foundation

		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/2021	1.5	Rene' Jones
Goodwin	Ginger	CPR	8/31/21	.5	Online National CPR Foundation
		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Howard	David	CPR	9/3/21	.5	Online National CPR Foundation
		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Patton	Deanna	CPR	9/3/21	.5	Online National CPR Foundation
		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Simon	Justin	CPR	9/9/21	.5	Online National CPR Foundation
Nelson	Laura	CPR	9/29/2021	.5	Online National CPR Foundation
		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Harper	Ann	CPR	9/1/2021	.5	Online National CPR Foundation
		Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Quinney	Wendolyn	Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones
Guillen	Shantell	Staff Orientation Meeting: Safety/Early Checkouts, Timekeeping, Purchasing	8/11/21	1.5	Rene' Jones

LAST NAME	FIRST NAME	DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/ TRAINING	TOTAL HOURS
Jones	Rene	3/23/2022	HICA	ANFRC	Hispanic Interest Coalition of Alabama services for Latino families	1
Jones	Rene	3/15/2022	eGAP Training 2.0	Camille Finley	Updates on GAP's changes that will apply to Cohort 16 grant entry	1
Jones	Rene	3/2-3/4 2022	Required ACEA Conference	Cindy Warren	Breakout sessions, keynote speakers	13.5
Jones	Rene	2/23/2022	Walking Classroom Webinar	Walking Classroom	Presentation about pre-loaded MP3 players with kid friendly podcasts starting with 3 rd grade	1
Jones	Rene	2/8/2022	Alabama's 21 st Century Regional Zoom Meeting https://auburn.zoom.us/j/84107303341	Camille Finley/ Annette Scogin	Informational meeting about upcoming grant writing opportunity	1.5
Jones	Rene	1/13/2022	Y4Y	Y4Y	Online training that reviewed the websites resources developed specifically for 21 st Century programs	1.5
Jones	Rene	10/20-22 2021	Required 21 st Century Professional Development Conference	Federal Programs 21 st Century	Programming updates, trainings, expectations	15
					TOTAL HOURS	34.5

- Staff Strengths/Challenges
 - Program enrollment/participation increased this year.
 - The site coordinator was a strength of the program.
 - *One site coordinator implemented the MATS program this year rather than multiple ones.
 - *Staff members developed respect for the site coordinator.
 - *The site coordinator demonstrated genuine care for the students, and they responded positively to her.
 - *The principal worked well with the site coordinator.
 - *The site coordinator made sure an outside provider and assigned program teacher taught weekly STEM lessons.
 - *The site coordinator made sure the *Why Try* life skills curricula remained a focus this year to ensure pre/post surveys got administered and lessons were effectively taught.
 - *The site coordinator worked hard to provide quality parent/family events.
- Challenges
 - Some staff members would not submit their lesson plans and/or timesheets in a timely manner.
 - Planned enrichment second semester had to be cancelled because of the uncertainty of when rollover funds would be available for use.
 - There was an increase in behavioral issues.
 - It was difficult to staff program on faculty meeting days, thus causing issues meeting the AI's Pals mentoring program expectations.

3.2 Activities

Table 3.2(a) Fall Activities

Activity/ Description	Type of Activity	Target Population	Frequency of Activity	External Partner Involved
21 st CCLC Literacies: Required literacies per 21 st Century, i.e. cultural, financial, careers, drugs/alcohol prevention education and environmental.	Life Skills Enrichment Character Development	All students	30 min./1 day per week	
STEM: Hands-on, interactive activities for each	College & Career Readiness STEM Literacy	All students	30-45 min./1 day per week	Dynamic Education Adventures

of the STEM content areas				
Life Skills: <i>Why Try</i> and <i>ARISE</i> curricula: Lessons on anti-violence/ bullying, resiliency, positive peer interactions, safety, etc.	Character Development Life Skills	All students 2 nd -4 th grades	<i>ARISE</i> : Scheduled 25-30 min./1 day per week <i>Why Try</i> : 40min./1 day per week	
Service Learning: Implement the steps of service learning projects.	Character Development Community Awareness Life Skills	All students	Multiple days throughout November 2021 Varying time for each session	UA Center for Service and Leadership Beat Auburn/ Beat Hunger program
Physical Activity: Students participated in free play. Catch Kidz Club: Structured physical activities	Recreation Enrichment Health & Wellness	All students	30-35 min./3 days per week 30-35 min./1 day per week	
Catch Kidz Club Nutrition: Students learned about the importance of healthy eating and what foods are healthy	Enrichment Wellness Life Skills	All students	30-35 min./1 day per week	
Math Facts Practice: Focus on Basic Skills	College & Career Readiness Math Literacy	All students	Multiple days/week w/varying times	
Homework assistance/Reading Remediation (online individual learning paths)	College & Career Readiness Reading Literacy	All students	25-45 min./4 days per week	

READ Alabama: Volunteers read books with students and checked their comprehension of them		1 st – 4 th grade	45 minutes/ 1 day per week 9/28-11/16	UA Center for Service and Leadership Honors College READ Alabama
Al's Pals Mentoring Program: Students completed academic activities with their mentors that focused on reading/math and homework assistance, arts/crafts activities, physical activity, etc.	College & Career Readiness Reading/Math Literacy Character Development Arts Education Wellness	1 st – 4 th grades	3:25-4:50 10 weeks/2 days per week 9/13-11/26	UA Center for Service & Leadership Al's Pals program
Dexterity Skills: Students completed activities to develop their hand coordination.	Enrichment College & Career Readiness Life Skills	Pre-K/K	30 min./2 days per week	
Art: Students created various arts/crafts items using a variety of supplies.	Arts Education Art Enrichment	All students	30-35 min./1 day per week	
Team Building: Activities designed for students to cooperate/work together to accomplish a goal.	Character Development Enrichment	All students	All Students 30-40 min./1 day per week	
Music: Students learned rhythm and utilized various	Arts Education Music Enrichment	All students	30-35min./1 day per week	

musical instruments.				
<i>Scholastics</i> magazines for reading, math, and STEM enrichment	College & Career Readiness Reading Math Literacy STEM	1 st - 4 th Pre-K/K	30 mins/1 day per week Pre/post AI's Pals 40 min./1 day per week	

Table 3.2 (b) Spring Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Life Skills: <i>Why Try</i> and <i>ARISE</i> curricula: Lessons on anti-violence/ bullying, resiliency, positive peer interactions, safety, etc.	Character Development/Life Skills	All students 2 nd -4 th grades	ARISE 30 min./1 day per week <i>Why Try</i> 30 min./1 day per week	
21 st CCLC Literacies: Required literacies per 21 st Century, i.e. cultural, financial, careers, drugs/alcohol prevention education and environmental.	Enrichment Life Skills Character Development	All students	30min./1 day per week	
Homework assistance/ Reading Remediation (online individual learning paths) READ Alabama: Volunteers read books with students and checked their comprehension of them	College & Career Readiness Reading Literacy	All students 1 st – 4 th grades	30 min./4 days per week 30 minutes/ 1 day per week 2/8/22-4/26/22	UA Center for Service and Leadership Honors College READ Alabama

Math Facts: Focus on basic skills	College and Career Readiness Math Literacy	All students	Multiple days/week w/varying times	
Wellness Physical Activity: Students participated in free play. Catch Kidz Club: Structured physical activities Catch Kidz Club Nutrition: Students learned about the importance of healthy eating and what foods are healthy	Recreation Enrichment Health & Wellness Enrichment Health & Wellness Life Skills	All students	30 min./multiple days/week 30 min./1 day per week 30 min./1 day per week	
STEM: Interactive activities centered on science, technology, engineering, and math.	College and Career Readiness STEM Literacy	All students	30 min./1 day per week starting 3/3/22 30 min./1day per week January and February	MATS staff member Dynamic Education Adventures McWane on the Move
Technology iPad Math/Reading: Students reinforced their academic skills using various apps. Computer Lab/I-Ready: Math and reading online lessons	College and Career Readiness Literacy Technology College and Career Readiness Math/Reading Literacy	All students	30 min./1 day per week 01/05/22-02/03/22 05/06/22-05/24/22 30 min./1day per week 2/7/22 – 4/26/22	

Music: Students participated in interactive music activities.	Arts Education Music Enrichment	All students	30 min./1 day per week 1/5/22-2/8/22 5/3/22-5/24/22	
Canvas & Crafts: Students created canvas art following step-by-step instructions	Arts Education Art Enrichment	All students	2/semester	Canvas & Crafts
Team Building: Activities designed for students to cooperate/work together to accomplish a goal.	Character Development Enrichment	All Students	30 min./1 day per week	
Al's Pals Mentoring Program: Students completed academic activities with their mentors that focused on reading/math and homework assistance, arts/crafts activities, physical activity, etc.	College & Career Readiness Reading/Math Literacy Character Development Arts Education Wellness	Grades 1-4	1 hr 30 mins/2 days per week 10 weeks 2/7/22-4/27/22	UA Center for Service & Leadership Al's Pals program
Alabama Blues Project: Students learned about the history of Blues music in Alabama, learned songs from that genre and were introduced to the harmonica.	Enrichment Arts Education Music	All Students	30 min./1 day per week 2/11/22-5/6/22	B.J. Reed Alabama Blues Project
Dexterity Skills: Students completed activities to develop their hand coordination.	Enrichment College & Career Readiness Life Skills	Pre-K/K	30 min./2 days per week	
In-class Library Time: Students read books available to them in staff	College & Career Readiness Reading Literacy	Grades 1-4	30 min./1 day per week 5/5/22-5/24/2022	

classrooms since the school library could not be accessed.				
Library/Story time: Students read books available to them in staff classrooms. Teachers read stories aloud to their students.	College & Career Readiness Reading Literacy	Pre-K-K	30 min./1 day per week 2/24/22-5/24/22 2 nd day 5/5/22-5/23/22	
<i>Scholastics</i> magazines for reading, math, and STEM enrichment	College & Career Readiness Reading/Math Literacy STEM	Pre-K/K 1 st – 4 th grades	30 min./1 day per week Pre-K/K: 01/05/22-05/24/22 30 min./1 day per week 05/04/22-05/54/22 01/05/22-02/03/22	
Jiu Jitsu	Recreation Health & Wellness Enrichment	Pre-K/K	30 min./1 day per week 02/09/22-04/27/22	
Service Learning Project: The MATS program collected recyclable items to use in art projects. Students brought in 50 items for the project.	Environmental Education Character Development	All students	Varying times throughout April 2022	

3.3 Demographic Information

Table 3.3 Grant Data

From Grant Application	Data
Grades served	K-4th
Number of students proposed	75
Number of families proposed to serve	60

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
Number of families served	47
Number of students served:	72
Number of students participating 1 to 29 days	5
Number of regularly participating 30 to 59 days	5
Number of students participating 60 to 89 days	7
Number of students participating 90 or more days	60

Attendance Summary

	Regular Activities	All Activities
Unique Number of Participant Served	77	77
Total Participants Served (Participant-Attendance)	38142	9312
Number of Days of Program Operation	168	169
Overall Average Daily Attendance	227.0357143	55.10059172

Table 3.5 Participant Gender

Gender – Total Unduplicated Enrollment	Students
Male	38
Female	39

Table 3.6 Participant Grades

Grade – Total Unduplicated Enrollment	
Pre-K	4
K	13
1st	17
2nd	14
3rd	15
4th	14

Table 3.7 Participant Race

Race/Ethnicity	
Black or African American	56
Hispanic or Latino	14
White	3
Some other race	1
Unknown	3

3.8 Parental Involvement**Table 3.8 Parental Involvement Activities**

Activity/Description	Number in Attendance	Educational Purpose of Activity
Parent Involvement	10	Parent Orientation 8/10/2021
Parent Involvement	4	Fall Advisory Council 12/6/2021
Parent/Family Education	2	Food for Thought: Family Nutrition Night 11/19/2021
Family Involvement	7	Family Scavenger Hunt on Tinsel Trail 12/10/2021
Family Education	3	Career Fair 4/21/2022
Parent Involvement	7	Alabama Blues Showcase 5/6/2022
Parent Involvement/Family Involvement	16	Spring Advisory Council/End of Year Celebration 5/18/2022

4.0 Findings**Table 4.1 Findings Chart**

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
1.) Did students in the MATS program demonstrate improved reading and math scores over the course of the school year?	<p>Goal 1: Improve students' academic achievement to meet challenging state academic standards for reading/math</p> <p>Objective 1.1: 40% of K-2 students will increase their reading or math grade (needs</p>	<p>Tutoring</p> <p>Homework</p> <p>Intervention</p> <p>Computer programs</p>	<p>Goal Achieved: 70% of K-2nd grade students (16/23) increased their semester reading or math grade on report cards from fall to spring. Also,</p>		<p>Goal/ Objective</p>	

	<p>improvement to emerging, emerging to proficient, proficient to outstanding) on report cards from fall to spring.</p> <p>Objective 1.2: 50% of 3rd-5th students will increase their semester reading or math grade on report cards from fall to spring.</p>		<p>43% of students (10/23) increased their semester grades in both reading and math on report cards from fall to spring.</p> <p>Goal Achieved: 76% of 3rd-4th grade students (13/17) increased their semester reading or math grade on report cards from fall to spring. Also, 29% of students (5/17) increased their semester grades in both reading and math on report cards from fall to spring.</p>	Report card grades were received on August 8, 2022.	<p>Met</p> <p>Goal/ Objective Met</p>	Offer incentives and/or recognize academic improvement each grading period. Also, targeted remedial tutoring occurred and needs to continue.
2.) Did regular school day attendance improve over the course of the school year?	<p>Goal 2: Increase regular school day attendance</p> <p>Objective 2.1: 95% of students will accumulate no more than 14 absences for the school year as documented by report cards.</p>	<p>Physical Activity</p> <p>Special enrichment activities, i.e. Get Rhythm</p> <p>Arts and Crafts</p> <p>Music</p>	<p>Goal Not Achieved: 72% of students (34/47) accumulated no more than 14 absences for the school year as documented by report cards.</p>	Attendance records from report cards were received on August 8, 2022.	<p>Goal/ Objective Not Met</p>	Offer incentives for students who are actively attending school.
3.) Did family involvement in MATS program activities increase over the course of the school year?	<p>Goal 3: Increase parent and family engagement</p> <p>Objective 3.1: 50% of CLC family units will attend at least one program/parent/family event as documented by event sign-in sheets.</p>	<p>Parent education nights</p> <p>Monthly newsletters</p> <p>Family case management services</p>	<p>Goal Not Achieved: 45% of CLC family units (21/47) attended at least one program parent family event as documented by event sign-in sheets.</p>	Records from the parent sign-in sheets were received on August 8, 2022.	<p>Goal/ Objective Not Met</p>	Continue promoting these events and building rapport with the families.
4.) Did students in the MATS program demonstrate improved social behavior?	<p>Goal 4: Improve student behavior throughout the regular school day</p> <p>*Objective 4.1: No more than 10% of students will receive an office referral resulting in suspension for the school year as</p>	<p><i>ARISE</i></p> <p><i>Why Try</i></p>	<p>Goal Achieved: Only 2% (1/47) of students received an office referral that resulted in suspension for the school year as</p>	Behavioral reports were received on August 8, 2022..	<p>Goal/ Objective Met</p>	<p>When staff learns about a student receiving an office referral, suggest case management services to the parents/guardians.</p> <p>Have staff continue promoting the</p>

	<p>measured by suspensions in INOW.</p> <p>*Objective 4:2: 25% of students will demonstrate understanding of positive life skills strategies they can apply daily in their lives as shown by increased scores from pretest/post test results on life skills curricula.</p>		<p>measured by suspensions in INOW.</p> <p>Goal Achieved: 94% of students (33/35) increased scores from pre-test to post-test results on life skills curricula</p>	<p><i>Why Try</i> test results were received on August 8, 2022.</p>	Goal/ Objective Met	<p>importance of having positive life skills.</p>
<p>5.) Did students show an increased interest in Science, Technology, Engineering, Math (STEM) activities after participating in the MATS program?</p>	<p>Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities</p> <p>Objective 5.1: CLC students will participate in weekly STEM, hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.</p>	<p>Science Experiments</p> <p>Interactive Learning</p> <p>Dynamic Education Adventures</p>	<p>Goal Achieved: Weekly STEM activities were scheduled on Thursdays for both semesters during the school year. Both an assigned program teacher and enrichment providers implemented the activities, and students who attended were exposed.</p>	<p>End of year report for 2021-2022 school year was received June 22, 2022.</p>	Goal/ Objective Met	<p>Get feedback from students on new types of STEM related activities they would enjoy conducting in efforts to minimize boredom and increase intellectual stimuli from new activities.</p>
<p>6.) Do the MATS program participants actively engage in service learning projects to help identify and address community needs?</p>	<p>Goal 6: Provide service learning opportunities</p> <p>Objective 6:1: MATS students will participate in 1 service learning project each semester to help address identified community needs as documented by teachers' lesson plans, pictorial documentation, and completed projects.</p>	<p>"Beat Auburn Beat Hunger" Service Learning Project</p> <p>Recycling Service Learning Project</p>	<p>Goal Achieved: During the fall 2021 semester, students participated in a Beat Auburn Beat Hunger service learning project by collecting and donating over 100 canned food items to the local soup kitchen. During spring semester, the students collected recyclable items to use in art projects throughout April. Students brought in 50 items for the project.</p>	<p>End of year report for 2021-2022 school year June 122 2022.</p>	Goal Met	<p>Get feedback from students on new types of service learning opportunities they would like to participate in to promote service engagement.</p>

4.1 Qualitative Findings

Three focus group meetings were held this academic year. On April 28th of 2022, one focus group meeting was conducted with a sample of students and the other was conducted with the MATS program teachers. On May 18th of 2022, one focus group meeting was conducted with a sample of parents/guardians.

The student focus group meeting was conducted with 6 students, with a student representing each grade (Pre-K through 4th). All the participants had very positive attitudes toward the MATS program. All participants agreed that the academic activities in the program have translated into making better grades during the school day. When asked what they liked about the program, participants stated they liked: learning new things, science projects/STEM activities, the music teachers, interacting with program staff, and being around their peers. When asked what they did not like about the program, none of the participants spoke up and listed anything they did not like about the program. All the participants then individually stated that they liked everything about the program. However, these were likely socially desirable responses because the follow up question asked what they would like to change about the program. One participant wanted more physical education time, another participant wanted more access to math computer games. The last participant suggested they should be allowed to bring food from home and be allowed to eat it in the classroom.

The staff focus group meeting was conducted with 3 teachers. All three of the teachers were also teachers at the school, and they mentioned that was an advantage to the program because they were able to better monitor the progress of the students. All three teachers also agreed that they work hard to support each other and that the support is a main contributing factor to the program's success. There was a consensus when asked how the program has impacted behavior and school performance. They stated being in the program better holds the students accountable for their behavior during the school day and that the program has a "synergy" impact that increases their school performance. When asked what about the challenges in the program, all 3 teachers agreed that increasing attendance during the family events has been difficult. When asked about the successes in the program, all 3 teachers agreed that program participants have strong social relationships with each other and that it translates into them supporting each other academically during the school day.

The parent/guardian focus group meeting was conducted with 9 parents/guardians. All participants agreed their children have benefited from the program academically and socially. Participants were asked what they liked the most about the program. Participants agreed that having their children complete homework at school eliminates the stress of making sure it gets done every school-night. Participants were then asked what they liked the least about the program. One participant suggested time should be spent teaching students about robotics and computer coding because that is where the future is heading. At the end of the focus group interview, participants were asked if there was anything they would like to add. One participant stated, "it takes a village to raise a child and this program is part of the village!" The other 8

participants all stated that they agreed with this statement. Another participant stated there are many students in the program who are being raised by their grandparents (including herself), and that she considered this program a “necessity” to her grandchild’s academic and social success.

4.2 Quantitative Findings

A total of 53 students completed the 21st CCLC Afterschool Student Survey via EZ Reports. The survey consisted of 10 closed-ended Likert scale items. See the Student Survey Analysis Report in the Appendices for more details.

A total of 10 parents/guardians completed the 21st CCLC Afterschool Parent/Guardian Survey via EZ Reports. The survey also consisted of 10 closed-ended Likert scale items. See the Parent/Guardian Survey Analysis Report in the Appendices for more details.

A total of 77 teachers completed the 21st CCLC DOE Teacher Survey via EZ Reports. The survey also consisted of 10 closed-ended Likert scale items. See the Teacher Survey Analysis Report in the Appendices for more details.

5.0 Summer Program

5.1 Overview of Summer Program

MATS provided a safe, structured environment during the summer of 2022, for rising Pre-K – 4th grade students. The program ran Monday – Friday from 7:30 A.M. – 12:00 P.M. for 5 weeks (24 days). Transportation to and from program was provided by the Tuscaloosa County Schools Transportation Department along with a daily nutritious breakfast and lunch provided by the system’s Child Nutrition Program.

5.2 Summer Program Operations

Table 5.1 Summer Site Information

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Matthews Elementary School	24	5	Average per week 25 hours

5.3 Summer Staffing

- Paid Staffing:
 - Teachers (6)
 - Substitute Teachers (4)
 - Nurse for field trip days only
 - Bus Drivers (2)
 - Lead Teacher (1)
 - Program Director (1)

Table 5.2 Summer Activities

Activity/ Description	Type of Activity	Target Population	Frequenc y of Activity	Students	Staff
<p><i>ARISE</i>: Lessons on anti-violence/ bullying, resiliency, positive peer interactions, safety, etc.</p> <p>Character Education: The school counselor activities to develop social/emotional skills.</p>	Life Skills Character Development	All	<p>45 min./ 2 days per week</p> <p>45 min./ 1 day per week</p>	34 3 sessions	1
Team Building: Activities designed for students to cooperate/work together to accomplish a goal	Enrichment Life Skills Character Development	2 nd -4 th grades	45 min./ 1 day per week	26	2
<p>Art: Students applied creativity skills to arts/crafts projects</p> <p>Special art activities: 2 guest artists came and completed an activity with the students.</p>	Enrichment Arts education Art	All	<p>45 min./1 day per week</p> <p>45 min. 6/6/22 7/7/22</p>	34 3 sessions	<p>2</p> <p>1-2</p>
Catch Kids Club Physical Activity	Physical Activity Wellness	All	45 min./1 time per week	34 3 sessions	1
Dexterity Skills: Students completed activities to develop their hand coordination.	Enrichment College & Career Readiness Life Skills	K/1	45 min./2 times per week	10	1

STEM: Hands-on, interactive activities tied to the different STEM areas	College and Career Readiness STEM Literacy	All	45 min./1 time per week	34 3 sessions	2
iPad Educational Apps: Students reinforced their academic skills using various apps.	Academic Enrichment & Remediation Literacy Math & Reading College & Career Readiness	All	45 min./2 times per week	34	3
Pre/Post Field Trip Activities: These activities prepared students what to expect to do/learn on their trips and then reinforced the main takeaways from their experiences when they returned.	Enrichment Academic Enrichment & Remediation Math & Reading Literacy College & Career Readiness STEM Literacy	All	30-45 min./1 time per week for pre and 1 time per week for post	34	3
Field Trips Alabama Museum of Natural History: Students toured this UA museum and learned about animals and geographical history of the state. Heart of Dixie Railroad Museum: Students toured the museum and then rode a real train around the area	Enrichment STEM	All	1 Visit 6/16/22 6/23/22 7/1/22	34	5

McWane Science Center: Interactive STEM activities			7/8/22		
Rainey Ranch: Students learned about the care of animals as they had hands-on interactions with many them.					
Tuscaloosa Barnyard: Onsite petting zoo where students learned about the animals and interacted with them.	Enrichment STEM	All students	1 Visit 6/9/22	34	5

5.4 Summer Demographics

Table 5.3 Gender, Grade Level, and Participant Race/Ethnicity

<u>Total Unduplicated Enrollment</u>	<u>Enrolled</u>
<u>Gender</u>	
Male	16
Female	20
<u>Grade</u>	
K	3
1st	7
2nd	7
3rd	6
4 th	13
<u>Race/Ethnicity</u>	
Black or African American	27
White	1
Hispanic or Latino	8
Unknown	0

6.0 Adherence to the Grant Application

The summer program was implemented as described in the original grant application.

7.0 Results and Recommendations

This evaluation aimed to measure whether students showed an increased interest in Science, Technology, Technology, Engineering, and Math (STEM) activities after participating in the summer program. During the student focus group, students who attended the summer program during the previous grant cycle mentioned how much they enjoyed the fieldtrips and how it inspired them to pursue STEM related careers in the future. It is recommended that fieldtrips continue because the students benefit from the educational based environmental stimuli that is outside of the school campus.

8.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)

The executive summary of this program evaluation will be provided to teachers, school administrators, the Tuscaloosa County school district, and the board of Tuscaloosa's One Place. In addition to the executive summary, stakeholders will be able to request a full copy of the evaluation for review. A summary of the report will be presented at the Advisory Council meeting, where community members may request additional information. Parents will be notified about the results through the Advisory Council meeting and their monthly newsletter.

9.0 Appendices

Focus Group Questions

Student Focus Group Questions

1. What do you think of the after school program?
 - a. Why do you go? What do you like about it? What do you dislike about it?
 - b. Does the program help you to think about being a scientist, engineer or working with computers when you grow up? Why or why not?
2. Do you think the program benefits you as a student? If yes, how? If no, why not? (positive or negative, academic, social, personal development, school connection)? Please elaborate and give examples
 - a. What would you like to change / improve?
 - b. What would make want to come to the program more?
 - c. Why do students stop coming to the program?
3. What do you think about the staff (use the Site Coordinator and Lead Teacher's name, volunteer group names)?
 - a. Do you like the staff? Do they help you with school?
4. How should parents be involved?
 - a. Do your parents volunteer with the program? If yes, how? If no, why not? Do you think parents should volunteer?

Teacher Focus Group Questions

1. Do participants enjoy the after school program?
2. Do you think the program has affected participants in the following areas:
 - a- Behavior
 - b- School performance
 - c- Attitude/motivation
3. What types of support do you receive from the program staff (other program staff, site coordinator, Site Supervisor)?
From the school principal?
From parents?
4. How often do you communicate with school day staff? With the site coordinator?
5. What systems are in place for communication (ex. Student logs, regular meetings)?
6. What are some challenges you have experienced in the program so far?

7-What are some successes you have experienced in the program so far?

8-Does the program encourage parental involvement? How many parents volunteer

9How do you record successes, challenges? Do you receive feedback from others such as school principal or the program director?

Parent Focus Group Questions

1. Do you think there is a need for this type of program (after school program) in your community?
If so, why?

If yes, what changes have you seen since this program has started (it can be related to child, school or community)

2. Why did you enroll your son/daughter in this program?
3. Does your son/daughter enjoy going to the after-school program?
4. How do you think the program has affected your son/daughter in the following areas:
 - a. Behavior
 - b. School performance
 - c. School attitude/motivation
5. What do you know about how much the school and after school program support each other?
6. Is the program convenient for you? (Time, transportation, etc.)
7. Have you been involved with the program in any way? If yes, can you provide some examples (How has this impacted your involvement during the school day (if at all-since some parents have to work during the day).
8. What are the best things about the program in your opinion?
9. What are some things you would like to see changed?

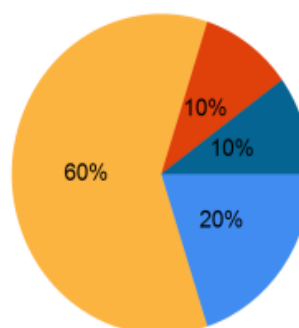
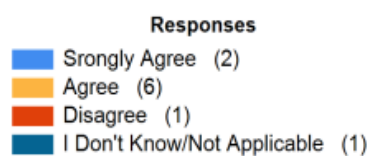
Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

1. My child's reading grades are improving since attending the afterschool program.

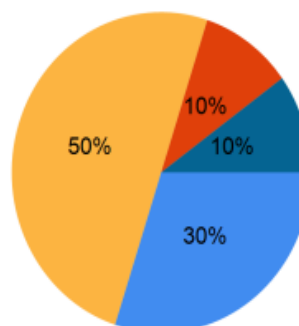
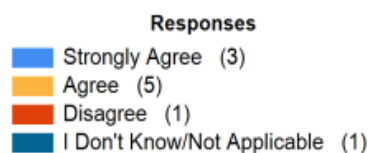
Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

**2. My child's math grades are improving since attending the afterschool program.**

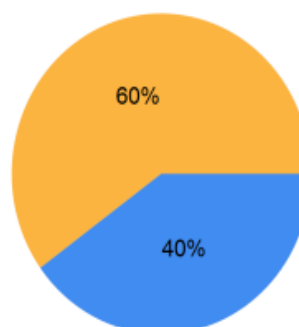
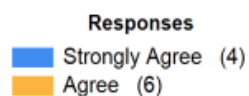
Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

**3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.**

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

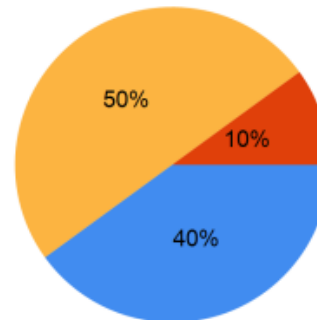
4. My child gets along better with others since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses

- Strongly Agree (4)
- Agree (5)
- I Don't Know/Not Applicable (1)

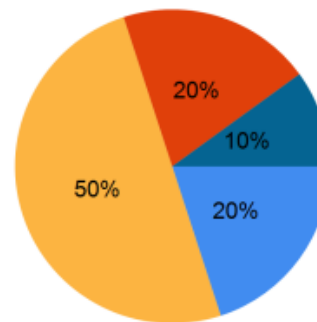
**5. My child's school day attendance has improved since attending the afterschool program.**

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses

- Strongly Agree (2)
- Agree (5)
- Disagree (2)
- I Don't Know/Not Applicable (1)

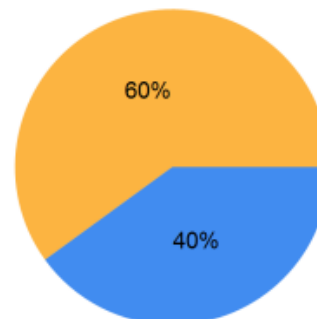
**6. The afterschool program staff maintains frequent communication with me.**

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses

- Strongly Agree (4)
- Agree (6)



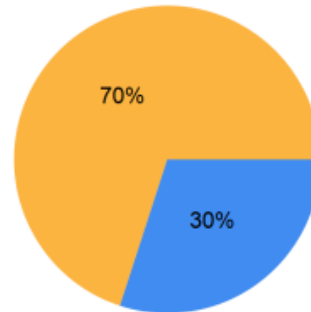
Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

7. I am pleased with the parent involvement opportunities provided through the afterschool program. Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses
 Strongly Agree (3)
 Agree (7)

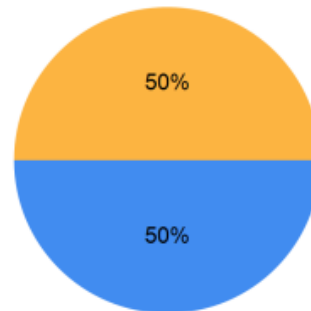


8. The afterschool staff treats my child with respect and listens to what he/she has to say.

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses
 Strongly Agree (5)
 Agree (5)

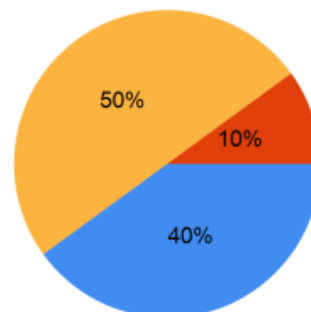


9. The afterschool program has systems in place to ensure my child is safe.

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses
 Strongly Agree (4)
 Agree (5)
 I Don't Know/Not Applicable (1)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

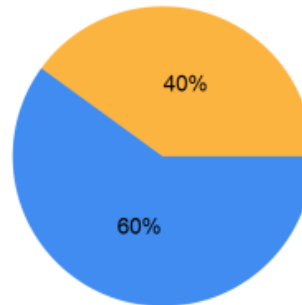
10. I am satisfied with the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 10 (8 English & 2 Spanish)

Responses

- Strongly Agree (6)
- Agree (4)

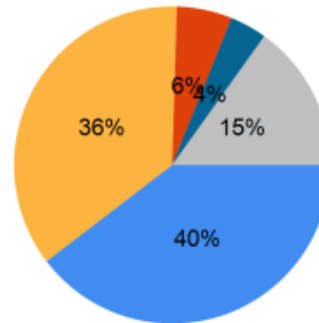
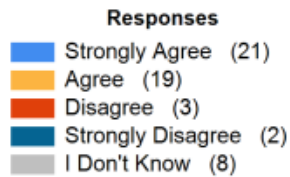


Survey Analysis Report

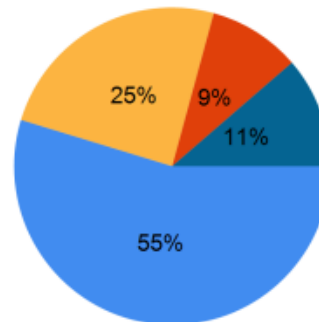
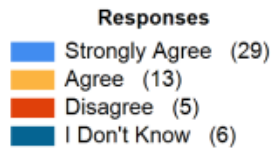
21st CCLC Afterschool Student Survey (Spring 2022)

1. The afterschool program helps me improve in reading. Response Type: Mandatory - Select one response

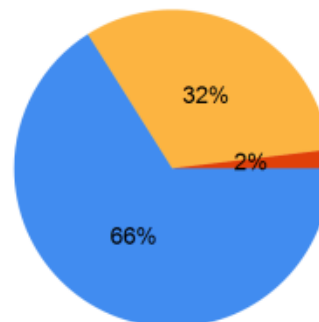
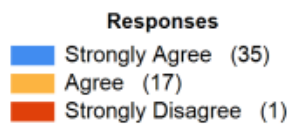
Total Responses: 53

**2. The afterschool program helps me improve in math.** Response Type: Mandatory - Select one response

Total Responses: 53

**3. I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.** Response Type: Mandatory - Select one response

Total Responses: 53



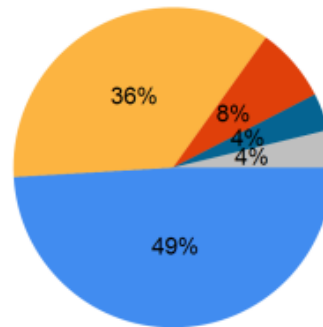
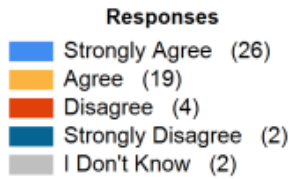
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

4. The afterschool program helps me behave better in the school day program.

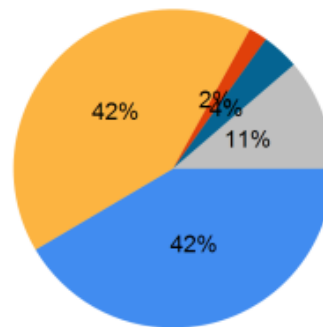
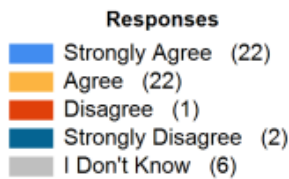
Response Type: Mandatory - Select one response

Total Responses: 53

**5. My school day attendance has improved since attending the afterschool program.**

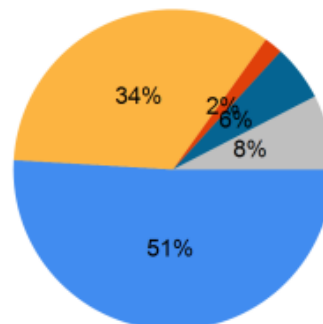
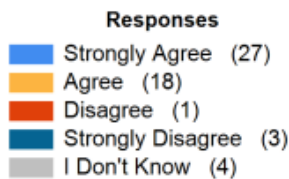
Response Type: Mandatory - Select one response

Total Responses: 53

**6. The afterschool staff helps me with my homework.**

Response Type: Mandatory - Select one response

Total Responses: 53

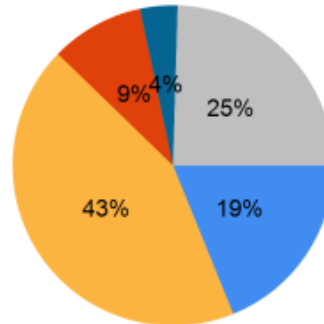
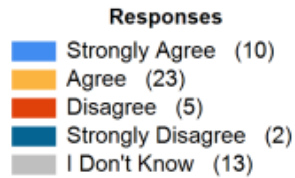


Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

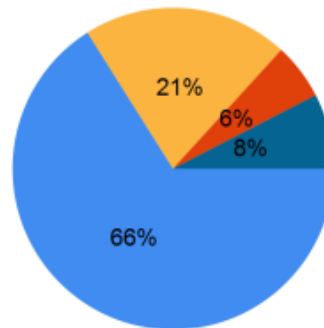
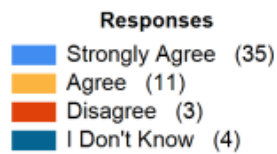
7. I have opportunities to make suggestions for activities. Response Type: Mandatory - Select one response

Total Responses: 53

**8. I am treated fairly by the afterschool staff.**

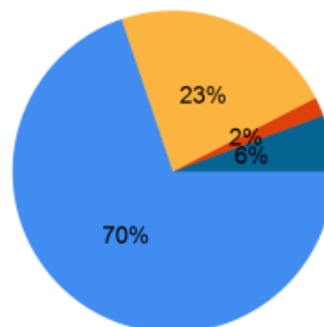
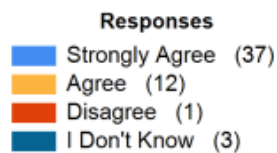
Response Type: Mandatory - Select one response

Total Responses: 53

**9. When I am at the afterschool program I feel safe.**

Response Type: Mandatory - Select one response

Total Responses: 53



Survey Analysis Report

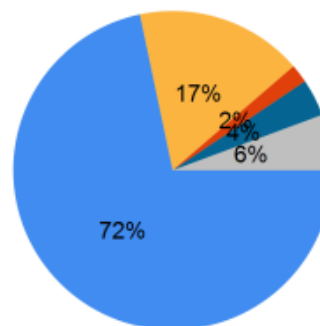
21st CCLC Afterschool Student Survey (Spring 2022)

10. I like the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 53

Responses	
Strongly Agree	(38)
Agree	(9)
Disagree	(1)
Strongly Disagree	(2)
I Don't Know	(3)



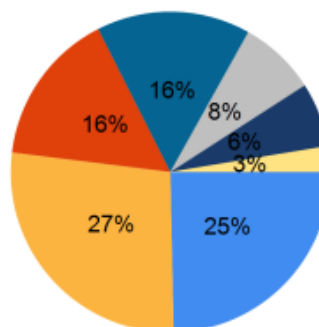
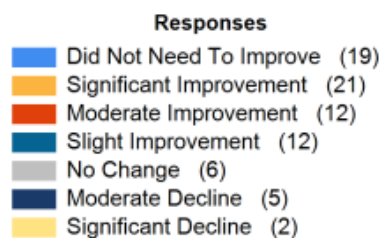
Survey Analysis Report

DOE Teacher Survey (Spring 2022)

1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

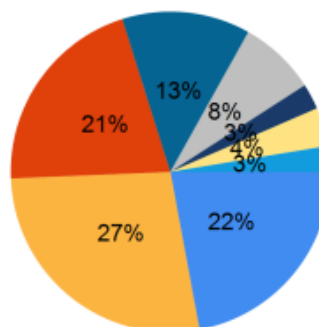
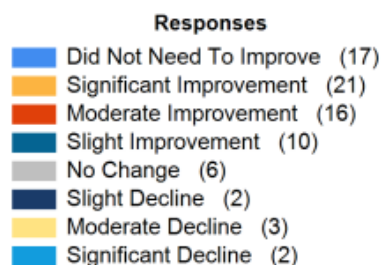
Total Responses: 77



2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

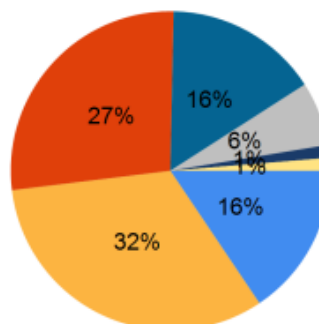
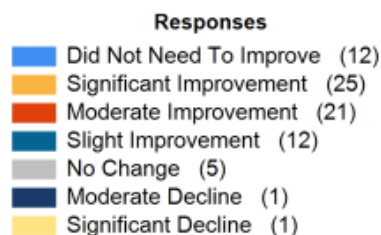
Total Responses: 77



3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 77



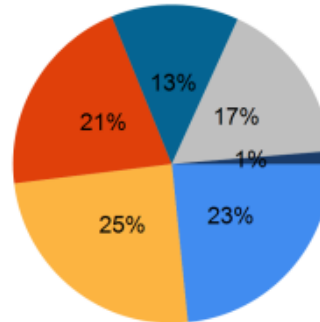
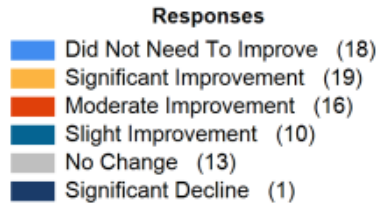
Survey Analysis Report

DOE Teacher Survey (Spring 2022)

4. Volunteering (e.g., for extra credit or more responsibilities).

Response Type: Mandatory - Select one response

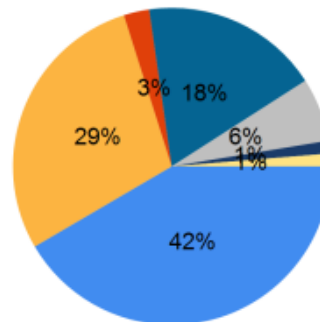
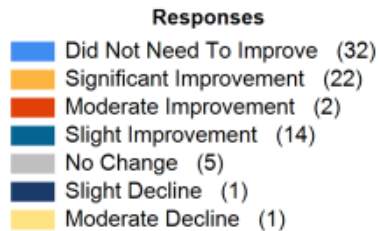
Total Responses: 77



5. Attending class regularly.

Response Type: Mandatory - Select one response

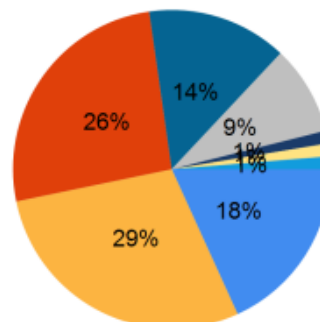
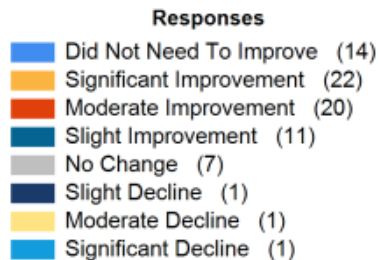
Total Responses: 77



6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 77



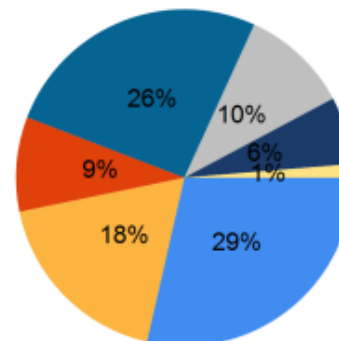
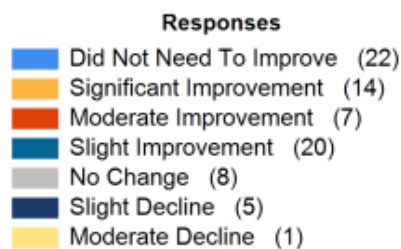
Survey Analysis Report

DOE Teacher Survey (Spring 2022)

7. Behaving well in class.

Response Type: Mandatory - Select one response

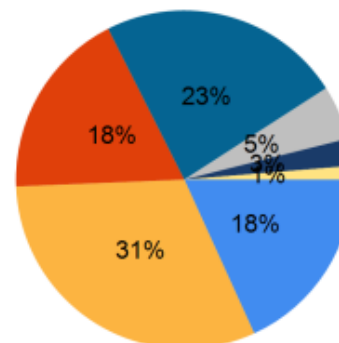
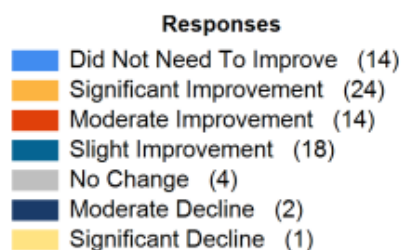
Total Responses: 77



8. Academic performance.

Response Type: Mandatory - Select one response

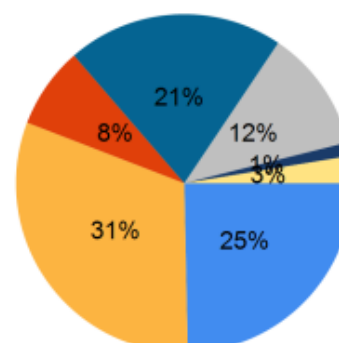
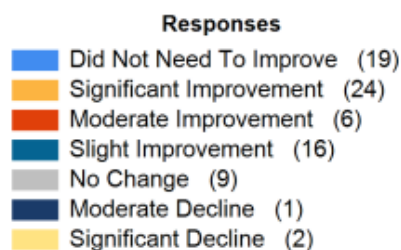
Total Responses: 77



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 77

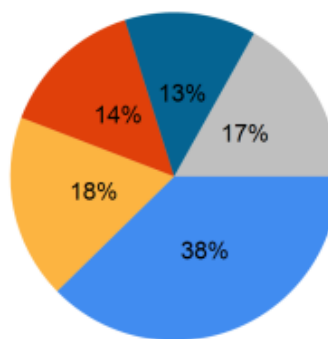
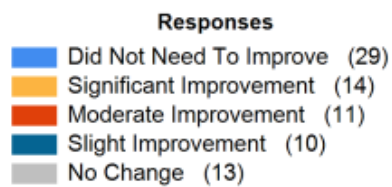


Survey Analysis Report | DOE Teacher Survey (Spring 2022)

10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 77



Grantee Signature Page

By signing this document, you are certifying that you submitted the included data to your External Evaluator and received a copy and reviewed this Final Report. Final Reports should be shared with School Administrators and all other stakeholders of the Matthews Elementary / Matthews Achieving=Together Success (MATS) 21st CCLC Program.



Signature of Program Director

10/10/2022

Date



Signature of External Evaluator

10/10/2022

Date