
Final Report



Final Report 2022 - 2023: Cohort 16 (1st Grant Year)

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

External Evaluator: Brad Barber; bwbarber1@crimson.ua.edu

Program Director: Rene Jones; rjones@tuscaloosaoneplace.org

Technical Advisor: Dr. Rebecca Pines

Date: September 26, 2023



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1.0 Executive Summary

1.1 Evaluation Purpose and Evaluation Questions

The purpose of this program evaluation is to determine if, and to what extent, the 21st Century Community Learning Center (CCLC) Matthews Achieving=Together Success (MATS) program at Matthews Elementary School (MES) is reaching the established program goals. This is the first year of the Cohort 16 grant cycle for the CCLC's program at MES. The six research questions listed below guided the overall evaluation and each question addresses each of the specific goals. The findings from this evaluation will inform program improvements and modifications in the future. An action plan will be created to assist with identifying steps toward improvement and to highlight areas in which the program excelled. These reports will be sent to Tuscaloosa's One Place (TOP), Tuscaloosa County School System (TCSS), and MATS' program administrators along with the Truman Pierce Institute and the grant's ALSDE/21st CCLC Technical Advisor.

Research Question #1: Do the MATS program participants show improvement in the key academic areas of reading and math during the school year? This goal will be measured by comparing math and reading scores on the standardized benchmark assessments, i.e., i-Ready, from initial to final benchmark testing.

Research Question #2: Do the MATS program participants show improvements in their attendance records? This goal will be measured by reviewing the students' program attendance records documented in EZ Reports and calculating whether 85% of students attended the MATS program for 90+ hours during the academic year.

Research Question #3: Does family involvement with the school and with their child's education increase during the school year? This goal will be measured by reviewing event sign-in sheets and calculating whether 50% of CLC family units for students (attending 90+ program hours) attended at least one program/parent/family event during the academic year.

Research Question #4: Do the MATS program participants demonstrate improvements in social behavior during the school year? This goal will be measured by reviewing the students' disciplinary referrals that result in out of school suspensions.

Research Question #5: Do participants show an increased interest in STEM activities? This goal will be measured by calculating the percentage of students (attending 90+ program hours) who participated in STEM activities 20+ days during the school year.

Research Question #6: Do the MATS program participants actively engage in service-learning projects to help identify and address community needs? This goal will be measured by determining whether 70% of students who attended at least 90 program hours actively participated in service-learning projects, as documented by EZ Reports, teachers' lesson plans, pictorial documentation, and completed projects.

1.2 Project Background

The MATS program serves students in grades pre-kindergarten through 4th grade. MES, a Title I school, has a population of 388 students this year. Matthews Elementary, located in the Tuscaloosa County School System (TCSS), is a feeder school for Collins-Riverside Intermediate School that currently offers another 21st CCLC program. The Alabama State Department of Education Report Card for 2021-2022 reported ELA proficiency at 33.58% and math proficiency at 11.19%. Data results from the spring 2022 i-Ready benchmark assessment showed reading proficiency at 42% with some improvement in math proficiency at 27%. Located in a high poverty area of Northport, 100% of students receive free/reduced lunch. With extreme familial poverty comes many challenges and multiple risk factors that often affect children's total well-being: the challenge of meeting children's basic needs, few early childhood educational and experiential opportunities, substandard housing, transiency, single-parent homes, under-educated parents, parental incarceration, and overwhelmed grandparents appointed as guardians.

MATS provides a positive educational setting in which academic, social, and behavioral needs identified by student data are addressed. Volunteer educational enrichment programs offered to MATS students in 2022-2023 included Al's Pals, READ Alabama, and Discovery Buddies; Al's Pals and READ Alabama continue to partner with MATS in 2023-2024. Collaborations occur among TCSS, the MES principal, and TOP. Other than the CCLC grant, no other funding is currently available for this program. MES where the MATS program operates is in the TCSS; TOP serves as the cost center for the MATS program that operates at this location. To ensure student nutritional welfare, the Child Nutrition Program (CNP) provides a healthy snack prior to the start of program each day and breakfast/lunch during summer programming. TOP partners with TCSS to provide transportation home for program participants during the academic year and to/from program for summer MATS. The staff involved in this program include 1 Site Coordinator, 4 certified MES teachers, 1 teacher with post-secondary education, 1 nurse, and 6 substitute teachers.

1.3 Evaluation Design, Methods, and Limitations

Methods used for this evaluation will be both quantitative and qualitative. The quantitative data consist of i-Ready benchmark assessment results, report card grades, program attendance records, school attendance records, school discipline records, STEM activity hours and family event sign-in sheets. These data were obtained through EZ reports, school records, and survey results. To protect confidentiality, all data were stored on a passcode protected computer. Also, participants' identities were removed from data spreadsheets. Descriptive statistics and frequency tables were used to analyze and interpret the data findings.

The qualitative data consisted of a focus group interview with a sample of the students, their family members, and program teachers. The focus group interviews were conducted for the purpose of identifying the strengths and challenges of the program. This methodology technique was used in efforts to increase confidence and precision when interpreting results from the quantitative data findings.

The only indicated limitation could be the low participation rate in the parent and teacher focus groups. Focus groups can be time consuming and do not always fit in with the schedules of working parents.

1.4 Findings and Conclusions

The academic and attendance goals were both met this year. Only 3% of the students who attended +90 hours (2/59) did not improve in either reading or math on standardized i-Ready benchmark assessments, from initial to final benchmark testing. Students met Goal #5 (implement STEM activities) and results showed that 81% of students (55/68) participated in STEM activities 20+ days during the school year. Also, attendance increased by 13% compared to last academic year. Increased attendance seems to be correlated with improved academic outcomes because grades and attendance both increased compared to last academic year.

The behavior and family involvement goals were also met this year. 94% of the participants (64/68) with +90 hours went the entire school year without receiving an office referral resulting in out-of-school suspension. Also, 51% of family units (22/43) attended at least one family event. The Parental Involvement Activities Chart (Table 5.1) details the total number of family members who attended these events.

Although Goal #6 (Service-Learning Project) was not measurable, the outcome was still positive. There were 250 non-perishable food items collected for the Beat Auburn/Beat Hunger food drive during the fall service-learning project, over 2,000 hygiene items were donated to Compassion Coalition for the homeless in the spring, and 35 notes with art work were delivered to a local assisted living facility during the summer. Unfortunately, Goal #6 was unmeasurable because the service-learning activities/hours spent doing them were not documented in EZ Reports for fall 2022.

2.0 Program Operations

Table 2.1 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	5	174	38	+10 hours	171

Table 2.2 Staffing

- Paid Staffing:
 - Teachers: 10 fall 2022 and 5 spring 2023
 - Substitute Teachers: 5 fall 2022 and 6 spring 2023
 - Nurse (1)

- Site Coordinator (1)
- Program Director (1)
- Volunteer Organizational Partners (3)
 - Al's Pals Mentoring Program
 - Read Alabama
 - Discovery Buddies
- Staffing Ratio: Ratios varied according to the activity scheduled.
 - 1:8-15
- Staff Training: See Appendix E for the staff development training details.

2.3 Activities

Table 2.4(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	Once a week	
STEM: Hands-on, interactive activities for each of the STEM content areas, both teacher-led and external partner Enrichment provider presentations: Live Animal Show & Super Science	College & Career Readiness STEM Literacy	All students	Once a week Twice	UA's Discovery Buddies 10/3/22- 11/17/22 Dynamic Education Adventures Jan Mattingly

Enrichment provider presentations: Amazing Animals & Fossil Finding			Twice	8/18/22, 9/22/22 McWane on the Move 9/6/22, 9/8/22
ARISE Life Skills curricula: Lessons on anti-violence/ bullying, resiliency, positive peer interactions, safety, etc.	Enrichment Life Skills Character Development	All students Pre-K-2 nd	Once a week September 12 th - December 15 th Once a week August-September 5 th	
Beat Auburn Beat Hunger Service-Learning Project: Students brought non-perishable food items for the UA collection drive. Items collected through the drive were donated to agencies in West Alabama.	Enrichment Well-rounded Education Activity	All students	Multiple weeks during October & November 2023 .	UA Center for Service and Leadership Beat Auburn/ Beat Hunger program
Physical Activity: Students participated in both free play and structured physical activities including Catch Kidz Club	Healthy and Active Lifestyle Enrichment	All students	At least 3 times/week including during the 9 weeks of Al's Pals, 1 st -4 th grade did movement activities on M/W for 5-10 minutes.	
Catch Kidz Club Nutrition: Students learned about the importance of healthy eating/ choosing healthy foods	Healthy and Active Lifestyle Enrichment	All students	Pre-K-1 st Once a week 2 nd -4 th Once a week/7 weeks	

Math Facts Practice/ Enrichment: Focus on basic skills	College & Career Readiness Math Literacy	All students	1 st -4 th Once a week 3 weeks 1 st -4 th Twice a week 4 weeks Pre-K Once a week entire semester	
Homework/Math Remediation	College & Career Readiness Math Literacy	All students	Pre-K/K Once a week 1 st Once a week 8 weeks 2 nd -4 th Twice a week 3 weeks	
Homework assistance/Reading Remediation & Enrichment/ Storytime or Class Library READ Alabama: Volunteers read books with students and checked their comprehension of them	College & Career Readiness Reading Literacy	All students 1 st – 4 th grade	20-60 min./2-4 days per week 1 hour Once a week 10/3-11/15	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	3:20-5:00 Twice a week 9/12-11/16	UA Center for Service & Leadership Al's Pals program

Dexterity Skills: Students completed activities to develop their hand coordination.	Well-rounded Education Activity Enrichment	Pre-K/K	Twice a week 15 weeks	
Arts Education-Art: Students created various arts/crafts items using a variety of supplies. Art/Cultural Education: Students learned about various cultures and created various arts/crafts about those cultures. Enrichment provider drum/rhythm sessions Storytelling/Theatre Games Enrichment provider guided arts/crafts activities	Well-rounded Education Activity Enrichment	All students	Once a week 5 weeks Once a week 3 weeks Twice 9/2/22, 9/9/22 Twice 9/7/22, 9/9/22 Twice 8/30-8/31/22	Get Rhythm John Scalici Arts & Humanities Council of Tuscaloosa Artist Drew Baker Canvas & Crafts Kelly Magadan
Team Building: Activities designed for students to cooperate/work together to accomplish a goal.	Character Development Enrichment	All students	Once a week for 4 weeks	
Online Educational Games: Students played various	College & Career Readiness Reading/Math Literacy	1 st -4 th grades	Once a week for 3 weeks	

reading/math games online to reinforce skills.				
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Table 2.4(b) Spring Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
21 st CCLC Literacies/ <i>ARISE</i> Life Skills: Lessons on careers, financial, drugs/ alcohol prevention education, environmental education, anti-violence/ bullying, resiliency, self-regulation, positive peer/adult interactions, character/behavior, safety, etc.	Character Development/Life Skills Enrichment	All students	Twice a week	
Homework assistance/Reading Remediation & Enrichment/ Storytime or Class Library	College & Career Readiness Reading Literacy	Pre-K/K 1 st -4 th grades	3 days per week 3 days per week/ 8 weeks 1 day per week/ 10 weeks	
READ Alabama: Volunteers read books with students and checked their comprehension of them.		1 st -4 th grades	1 day per week 2/16-4/20	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	College & Career Readiness Reading/Math Literacy Character Development Arts Education	1 st – 4 th grades	3:20-5:00 Twice a week 2/6-4/19	UA Center for Service & Leadership Al's Pals program

homework assistance, arts/crafts activities, physical activity, etc.	Wellness			
Math Facts/ Enrichment: Focus on basic skills	College and Career Readiness Math Literacy	Pre-K/K 1 st -4 th grades	Once a week Once a week/ 8 weeks	
Homework/Math Remediation	College & Career Readiness Math Literacy	All students	Once a week/ 10 weeks Twice a week/ 3 weeks	
Wellness Physical Activity: Students participated in structured physical activities. Walking Classroom Physical Activity: Students listed to podcasts on various subjects while they walked. Catch Kidz Club Nutrition: Students learned about the importance of healthy eating/ choosing healthy foods	Healthy and Active Lifestyle Enrichment Healthy & Active Lifestyle Enrichment	All students 3 rd /4 th grades	2-3 times/week including Walking Classroom & during the 10 weeks of AI's Pals, 1 st -4 th grade did movement activities on M/W for 5-10 minutes. Once a week/ 13 weeks Once a month/ 2 months April & May	
STEM: Hands-on, interactive activities for each of the STEM	College and Career Readiness STEM Literacy	All students	Once a week	UA's Discovery Buddies 1/31/23-4/18/23

content areas, both teacher-led and external partner				
Technology: Structured hands-on activities	College and Career Readiness Literacy Technology	Pre-K-2 nd 3 rd /4 th grades	Once a week Once a week/ 9 weeks	
Art & Crafts/Cultural Education: Students learned about various cultures and created various arts/crafts about those cultures.	Well-rounded Education Activity Arts Education Enrichment	All Students	Once a week/ 10 weeks	
Dexterity Skills: Students completed activities to develop their hand coordination.	Well-rounded Education Activity Enrichment	Pre-K/K	30 min./2 days per week	
Service-Learning Project: The MATS program collected hygiene items to donate to a local organization serving the homeless.	Enrichment Well-rounded Education Activity	All students	Varying times throughout April/ May 2023	Compassion Coalition
Fieldtrip: Al's Pals sponsored trip to UA Alabama College of Engineering, UA Recycling Center, UA History Museum	Enrichment Well-rounded Education Activity	1 st -4 th grades	Once 3/29/23	UA Center for Service & Leadership Al's Pals program

3.0 Demographic Information

Table 3.1 Grant Data

From Grant Application	Data
Grades served	Pre-K – 4th
Number of students proposed	75
Number of families proposed to serve	55

Table 3.2 Participant Attendance

Prek - 5th Grade	Total
Prekindergarten	4
Kindergarten	10
1 st grade	16
2 nd grade	16
3 rd grade	18
4 th grade	16
5 th grade	0
Total	80

Table 3.3 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten	0	0	0	4	0	0	4
Kindergarten	0	0	3	3	4	0	10
1 st grade	0	1	1	6	8	0	16
2 nd grade	0	0	1	2	13	0	16
3 rd grade	0	1	1	11	5	0	18
4 th grade	0	1	3	5	7	0	16
5 th grade	0	0	0	0	0	0	0
Hour Band Total	0	3	9	31	37	0	80

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th
American Indian or Alaska Native	0
Asian	0
Black or African American	69
Hispanic or Latino	8
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	0
Data Not Provided	2

Table 3.5 Participant Gender

Gender	Total PreK-5
Male	40
Female	40

Table 3.6 Population Specifics

Category	Total PreK-5
Students who are English learners	3
Students who are economically disadvantaged	80
Family members of participants served	79

Table 3.7(a) Student Grade Report (Aggregate)

School	Grading Period	Subject	Percent Grades (3 rd -4 th)	Total Student	
Matthews Elementary	1 st Semester	English/Reading	<70	1	4%
			70-79	7	28%
			80-89	5	20%
			>=90	12	48%
				25	100%
	2 nd Semester	English/Reading	<70	3	12%
			70-79	7	28%
			80-89	9	36%
			>=90	6	24%
				25	100%
	1 st Semester	Math	<70	1	4.55%
			70-79	7	31.82%
			80-89	12	54.55%

			>=90	2	9.09%
Total				22	100%
	2 nd Semester	Math	<70	1	4.55%
			70-79	7	31.82%
			80-89	12	54.55%
			>=90	2	9.09%
Total				22	100%

Table 3.7(b) Student Grade Report (Aggregate)

School	Grading Period	Subject	Grade	Total Student		
Matthews Elementary	1 st Semester	English/Reading	E(merging)	12	38.71%	
			P(roficient)	3	9.68%	
			O(utstanding)	16	51.61%	
	1 st Semester	Math	E(merging)	11	35.48%	
			P(roficient)	20	64.52%	
		2nd Semester	English/Reading	E(merging)	7	22.58%
			O(utstanding	10	32.26%	
			P(roficient)	14	45.16%	
		2nd Semester	Math	E(merging)	7	22.58%
		O(utstanding	7	22.58%		
		P(roficient)	17	54.84%		
Total				31	100%	

Table 3.8 Student Grade Report (Reading Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	English/Reading									
Grading Period:	First Semester Grade vs. Second Semester Grade									
Matthews Elementary	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
	71	100%	6	8.45%	15	21.13%	18	25.35%	32	45.07%

Table 3.9 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	First Semester Grade vs. Second Semester Grade									
Matthews Elementary	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
	71	100%	3	4.23%	30	42.25%	24	33.80%	14	19.72%

4.0 GPRA Results

Goals and Measurable Objectives

Goal 1: *Incorporate academic enrichment and remediation activities for students to meet challenging state academic standards for reading and math.*

Objective/Outcome 1.1: 60% of K-4th grade students who attend MATS 90+ hours will improve in either reading or math on standardized benchmark assessments, i.e., i-Ready, from initial to final benchmark testing.

Goal Achieved: 97% of students (57/59) improved in either reading or math on i-Ready from the initial to final benchmark testing assessment.

Goal 2: *Increase attendance for the regular school day*

Objective/Outcome 2:1: 85% of students will attend the MATS program for 90+ hours during the school year, as documented by EZ Reports, which means students must attend during the school day to attend MATS to complete those hours.

Goal Achieved: 85% of students (68/80) attended 90+ hours during the school year.

Goal 3: Increase parent and family engagement

Objective/Outcome 3:1: 50% of CLC family units for students attending 90+ hours will attend at least one program/parent/family event as documented by event sign-in sheets.

Goal Achieved: 51% of family units (22/43) attended at least one family event. The Parental Involvement Activities Chart (Table 5.1) details the total number of family members who attended each of the events.

Goal 4: Improve student behavior throughout the regular school day

Objective/Outcome 4:1: No more than 10% of students attending 90+ hours will receive an office referral resulting in out-of-school suspension for the school year as measured by suspensions in PowerSchool.

Goal Achieved: Only 6% of students (4/68) attending 90+ hours received out-of-school suspension for the school year.

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

Objective/Outcome 5:1: 70% of MATS students who attend 90+ hours will attend program STEM activities 20+ days during the school year as documented by EZ Reports.

Goal Achieved: 81% of students (55/68) participated in STEM activities 20+ days during the school year.

Goal 6: Provide service-learning opportunities

Objective/Outcome 6:1: 70% of MATS students who attend 90+ hours will participate in 1 service-learning project each semester during the school year and 1 project during summer programming to help address community needs, as documented by EZ Reports.

Goal Not Measurable: This goal was not measurable because activities/hours spent doing them were not documented in EZ for fall 2022.

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):

Reading/Language Arts						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	0	1	3	5	7	0
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

Percentage of Participants Improving on Mathematics State Assessments

Table 4.2 GPRA Measure (State Assessment - Mathematics)

Mathematics						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	0	1	3	5	7	0
For how many of these students do you have outcome data to report?	0	0	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	0	0	0	0	0

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

Table 4.4 GPRA Measure (Attendance)

	Attendance					
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	0	3	6	24	33	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	1	1	8	7	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	1	1	8	7	0

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Table 4.5 GPRA Measure (In-School Suspension)

	In-School Suspension					
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12	0	3	6	24	33	0
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	0	0	0	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	0	0	0

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Table 4.6 GPRA Measure (Engagement in Learning)

	Engagement in Learning					
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-5.	0	3	6	24	33	0
For how many of these # students have the outcome data to report?	0	0	0	0	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

5.0 Parental Involvement

Table 5.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Parent Orientation (09/01/22)	27	.75
Literacy Night (11/3/22)	8	1.5
Fall Advisory Council (12/7/22)	3	1.5
Black History Art Night (2/27/23)	12	1.75
Spring Advisory Council (5/9/23)	5	1.5

6.0 Findings and Recommendations for the After-School Program

Table 6.1

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Do the MATS program participants show improvement in the key academic areas of reading and math during the school year?	Goal 1: Incorporate academic enrichment and remediation activities for students to meet challenging state academic standards for reading and math. *Objective 1.1: 60% of K-4 th grade students who attend MATS 90+ hours will improve in either reading or math on standardized benchmark assessments, i.e., i-Ready, from initial to final benchmark testing.	Tutoring Homework Intervention Computer programs Mentoring programs	Goal Achieved: 97% of students (57/59) improved in either reading or math on i-Ready from the initial to final benchmark testing assessment.	Reading and math scores were obtained in EZ Reports on 8/30/2023	Goal Met	Continue targeted remedial tutoring. Monitor academic improvements each semester and continue praising students for their academic achievements.
Do the MATS program participants show improvements in their attendance records?	Goal 2: Increase regular school day attendance. *Objective 2.1: 85% of students will attend the MATS program for 90+ hours during the school year, as documented by EZ Reports, which means students must attend during the school day to attend MATS to complete those hours.	Physical Activity Special enrichment activities Arts education activities Mentoring programs	Goal Achieved: 85% of students (68/80) attended 90+ hours during the school year.	Attendance records from EZ Reports were generated on 8/30/2023	Goal Met	Continue offering engaging activities, including mentoring programs, that encourage students to be motivated about program participation. Staff do check & connects during the school day and program to

						encourage optimal attendance by students.
Does family involvement in the school and with their child's education increase during the school year?	Goal 3: Increase parent and family engagement. *Objective 3.1: 50% of CLC family units for students attending 90+ hours will attend at least one program/parent/family event as documented by event sign-in sheets.	Parent education nights Family case management services	Goal Achieved: 51% of family units (22/43) attended at least one family event.	Records from the parent sign-in sheets were received on 09/4/2023.	Goal Met	Continue promoting these events and building rapport with the families.
Do the MATS program participants demonstrate improvements in social behavior during the school year?	Goal 4: Improve student behavior throughout the regular school day. *Objective 4.1: No more than 10% of students attending 90+ hours will receive an office referral resulting in out-of-school suspension for the school year as measured by suspensions in PowerSchool.	ARISE	Goal Achieved: Only 6% of students (4/68) attending 90+ hours received out-of-school suspension for the school year.	Behavioral reports were received on 09/4/2023.	Goal Met	When staff learn about students receiving an office referral, make the coordinator aware for her to collaborate with the school social worker. Staff do check & connects during the school day and program to encourage appropriate behavior.

Do participants show an increased interest in STEM activities?	Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities *Objective 5.1: 70% of MATS students who attend 90+ hours will attend program STEM activities 20+ days during the school year as documented by EZ Reports.	Science Experiments Interactive Learning Discovery Buddies	Goal Achieved: 81% of students (55/68) participated in STEM activities 20+ days during the school year.	The Participant Attendance by Activity report was received on 08/31/2023.	Goal Not Met	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.
Do the MATS program participants actively engage in service-learning projects to help identify and address community needs?	Goal 6: Provide service-learning opportunities *Objective 6:1: 70% of MATS students who attend 90+ hours will participate in 1 service-learning project each semester during the school year and 1 project during summer programming to help address community needs, as documented by EZ Reports.	“Beat Auburn Beat Hunger” fall Service-Learning Project Hygiene Drive spring Service-Learning Project Morning Point summer Service-Learning Project	Goal Not Measurable: This goal was not measurable because activities/hours spent doing them were not documented in EZ for fall 2022.	The Participant Attendance by Activity report was received on 08/31/2023.	Goal Not Measurable	Continue conducting service-learning projects and make additional efforts to ensure that the hours spent on these activities are documented in EZ Reports.

7.0 Other Findings

Adherence to the grant application

The MATS Afterschool Program was implemented as described in the original grant application. The program offered all the services stated during the regular school year. The program served a majority of the proposed number of students because parents needed a safe, structured environment for their children after school. MATS partnered with a number of community agencies to provide services to participants and their families. In addition to academic remediation/enrichment activities, students in the program participated in numerous enrichment activities, including mentoring programs, nutrition, life skills, physical education, and arts education, among others. Students also participated in three service-learning projects. The program offered family involvement/education events for parents/guardians and family members of the program students. During fall and spring semesters, STEM activities were offered to students.

Qualitative Findings

Observational Visits

In addition to the quantitative data obtained during the observation visits, qualitative observations were made that were not captured in the observation reports. School security appeared to be effective during all visits because the front door to the school was locked, and this external evaluator had to identify himself prior to gaining entry. Also, the site coordinator mentioned her prior military experience and this may have contributed to following the detailed program schedule.

Focus Group Interviews

Three focus group meetings were held this academic year. All three focus group meetings were conducted with a sample of students, program teachers, parents/guardians on May 3rd, 2023. The parent/guardian focus group meeting was conducted with 2 parents/guardians. Both participants stated the most beneficial part of the program is that it helps improve social skills and that their children do not have to complete their homework assignments at home because it gets completed during program hours.

The student focus group meeting was conducted with 6 students, with a student representing each grade (Pre-kindergarten through 4th). All the participants had very positive attitudes toward the program. When asked what they liked most about the program, participants stated they liked: AL's Pals, playing outside, using the I-pads, and three students liked conducting arts projects the most. When asked what they wanted to change most about the program, participants stated: more art projects (n=2) and more time playing outside (n=4).

The staff focus group meeting was conducted with 2 teachers. When asked about the challenges in the program, one participant stated helping students improve in math skills has been the biggest challenge. Both participants stated that effective communication between program staff and the parents/guardians has been one of the main program successes. When asked what type of change could improve the program, a participant suggested having teachers specialize in tutoring students in specific academic subjects, such as math.

Limitations and Questions that could not be answered.

The only methodological limitation was the small sample size in the teacher and parent focus groups. The teacher focus group was small because there were only 2 teachers available for the focus group and both participated. The parent focus group was small because only 2 parents agreed to participate. Focus groups can be time consuming and do not always fit in with the schedules of working parents.

Goal #6 (Service Learning) was the only unmeasurable goal/objective that could not be answered. It was not measurable because the service-learning activities/hours spent doing them were not documented in EZ Reports for fall 2022; however, 250 non-perishable food items were collected for the Beat Auburn/Beat Hunger food drive. Also, 18 students who attended 90+ hours did participate in the spring hygiene items collection drive and 2,012 items were collected. Additionally, during the summer service-learning project, 35 students made arts/crafts with hand-written notes and sent them to patients at Morning Pointe Assisted Living.

8.0 Summer Program

8.1 Overview of the Summer Program

Table 8.3 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	23 Program did not run on June 19 th (holiday), July 4 th (holiday)	5	22.5

8.4 Summer Staffing

- Paid Staffing:
 - Teachers (3)
 - Substitute Teachers (1)
 - Nurse (1)
 - Site Coordinator (1)
 - Program Director (1)
- Staffing Ratio: Ratios varied according to the activity scheduled.
 - 1:8-15

Table 8.5 Summer Activities

Activity/ Description	Type of Activity	Target Population	Frequency of Activity	Partner
ARISE: Lessons on character development, positive peer/adult relationships, self-regulation, coping skills	Enrichment Life Skills Character Development	All students	20 minutes/ once a week	
Team Building: Activities designed for students to cooperate/work together to accomplish a goal	Character Development Enrichment	All students	45 minutes/ once a week	
Arts Education-Art: Students applied creativity skills to arts/crafts projects	Well-rounded Education Activity Enrichment	All students	45 minutes/ once a week	
Structured Physical Activity	Healthy and Active Lifestyle Enrichment	All students	30-45 minutes 4 times/week	
Structured Technology Activity	College & Career Readiness Technology	All students	30 minutes/ once a week	

Academics Math Facts Practice: Students practiced basic math skills. Financial Literacy: Students learned about money. Let's Practice Measuring: Students learned/practiced measuring skills. Reading: Reading comprehension skills were applied to learning about 21 st Century focus areas nutrition, careers, drug safety/awareness, anti-bullying, and cultural/environmental education. Classroom Library/Storytime Summer Journal Entries: Students drew pictures, made notes, documented their summer program experiences.	College and Career Readiness Math literacy	All students	30 minutes/ once a week	
			45 minutes/ once a week	
			40 minutes/ once a week	
	College and Career Readiness Reading literacy		40 minutes/ twice a week	
			40 minutes/ once a week	
	Well-rounded Education Activity Enrichment		15 minutes 4 times/week	
Service-Learning Project: Each step of a service-learning project	Enrichment Well-rounded Education Activity	All students	40 minutes/ once a week	

was implemented, including investigation, planning, action, reflection, demonstration, celebration.				
STEM: Hands-on, interactive activities tied to the different STEM areas	College and Career Readiness STEM Literacy	All students	60 minutes/ once a week	
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 students	40 minutes/ once a week for pre and once a week for post	
Field Trips Bigham Exotic Farm: Students learned about the various farm animals & their care. Children's Hands-on Museum: Students explored each of the museum's exhibits Kentuck Art Center: Students completed an arts education activity.	Enrichment Arts Education College & Career Readiness STEM Literacy	All students	1 Visit 6/9/23 6/15/23 6/23/23	Bigham Exotic Farm CHOM Kentuck Art Ctr.

Tuscaloosa Public Library: Students learned about the services offered at the library and enjoyed a magic show.			6/28/23	Tuscaloosa Public Library
Huntsville Space & Rocket Center: Students explored the museum and participated in its activities		All students	7/6/23	Space & Rocket Center

9.0 Summer Demographics

Table 9.1 Participant Attendance These grade levels are 2022-2023 students' grade levels.

Prek - 5th Grade	Total
Prekindergarten	3
Kindergarten	2
1 st grade	7
2 nd grade	4
3 rd grade	5
4 th grade	7
Total	28

Table 9.2 Grade Levels by Hour Band These grade levels are 2022-2023 students' grade levels.

Attendance - Pre-K - 4th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Pre-K	0	0	2	1	0	0	3
Kindergarten	0	0	2	0	0	0	2
1st grade	0	1	3	3	0	0	7
2nd grade	0	0	1	3	0	0	4
3rd grade	0	2	1	2	0	0	5
4th grade	0	0	5	2	0	0	7
Hour Band Total	0	3	14	11	0	0	28

Table 9.3 Race & Ethnicity

Race & Ethnicity	Total PreK-4th
American Indian or Alaska Native	0
Asian	0
Black or African American	24
Hispanic or Latino	4
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Data Not Provided	NA

Table 9.4 Participant Gender

Gender	Total PreK-4
Male	16
Female	12
Data Not Provided	NA

The APR Report also asked for data about how many ESL and Special Needs students are served. If the sites are collecting this data (which we can encourage them to do by filling in that section of the Student profile, this can also be included in the demographic data of the Final Report.

Table 9.5 Population Specifics

Category	Total PreK-4
Students who are English learners	0
Students who are economically disadvantaged	28
Family members of participants served	34

10.0 Adherence to the Grant Application

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

11.0 Results and Recommendations for the Summer Program

This evaluation aimed to evaluate whether students showed an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating in the summer program. This evaluation also measured whether students participated in the summer service-learning project. Although a summer service-learning project was conducted, this objective

(Goal #6) was not measurable because the hours/time spent was not documented in EZ Reports during the fall semester. However, the summer service-learning project was documented. 35 students made arts/crafts with hand-written notes and sent them to patients at Morning Pointe Assisted Living. It is recommended that fieldtrips continue because the students benefit from the educational-based environmental stimuli that is outside of the school campus. It is also recommended that service-learning projects continue because it helps improve social skills during the summer months.

12.0 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 other family events.

Findings suggest the program is making progress in achieving the goals and objectives. The program has also shown improvement compared to the prior academic year. The academic, school day attendance, behavior, family involvement, and the STEM activity engagement goals were all met. Additionally, grades improved, attendance and family involvement increased, and disruptive behavior decreased compared to the 2021-2022 academic school year.

Documentation seemed to be the main challenge this academic year. Although service-learning projects were conducted during the fall, spring, and summer, the fall service-learning project was not documented in EZ Reports. It is recommended that measures are set into place that ensure activities hours are properly uploaded into EZ Reports.

13.0 Appendices

Appendix A - Signature Page

Reviewed by

A handwritten signature in blue ink, appearing to read "Renee Jones", written over a horizontal line.

Position: Program Director Date: 9-26-2023

External Evaluator Signature:

A handwritten signature in black ink, appearing to read "Brad Barber", written over a horizontal line.

Date: 9-26-2023

Appendix B - Observation Instruments (Fall, Spring, and Summer)

Overall Program Ratings & Impressions

Site ID: Matthews Elementary Observer ID: Brad Barber Date: 10-27

(To be completed at the end of your observation visit)

Locations Observed (check location(s) that apply)

- ☒ Classroom
- ☒ Cafeteria
- ☒ Gym
- ☒ Outdoors
- ☒ Library
- ☐ Off-Site
- ☐ Other (please describe)

A. Program Space Supports Goals of Programming	Rating
1. Books, games and other program equipment are in good working condition. <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 3 <u>4</u>
2. The environment is conducive to learning. <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 <u>4</u>
3. Space is well organized. <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 <u>3</u> 4
4. If program has own space, the indoor space reflects the work of children and youth. <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i> <i>1=No youth products or artwork are displayed.</i>	1 2 3 4 <u>N/A</u>
5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions). <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i> <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 <u>N/A</u>
6. The space is accessible for all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 <u>N/A</u>
7. Staff can communicate with youth and/or their families in their home language(s). <i>1= Staff can not communicate with youth and families.</i>	1 2 3 4 <u>N/A</u>

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

1

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program, October 2003. Revised October 2012 with generous funding from the WT Grant Foundation.

Overall Program Ratings & Impressions

Site ID:

Observer ID:

Date:

(To be completed at the end of your observation visit)

Important Note: Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

B. Overall Ratings of Program Schedule & Offerings	Rating
1. Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) <i>1=Program pace is very rushed and rigid.</i>	1 2 3 4
2. Program day flows smoothly, is organized. (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.) <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i>	1 2 3 4
3. Program offers youth a balance of activities, variety of experiences. (Ex: Both structured and unstructured time, quiet and active times, social and private times.) <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i>	1 2 3 4
4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i>	1 2 3 4
5. Program day offers a balance of group sizes. (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.) <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i>	1 2 3 4

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

2

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program. October 2003. Revised October 2012 with generous funding from the WT Grant Foundation.

Overall Program Ratings & Impressions

Site ID:

Observer ID:

Date:

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4
2. Staff apply rules equitably and consistently. Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4 N/A (Not observed during visit)
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1 2 3 4
5. When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	1 2 3 4 N/A
6. When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene. Staff intervene quickly and facilitate youth-youth conflict resolution. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

3

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program, October 2003. Revised October 2012 with generous funding from the WT Grant Foundation.

Overall Program Ratings & Impressions

Site ID:

Observer ID:

Date:

Notes:

Although this is the Site Coordinator's first year and she is experiencing a learning curve, it appears that the organizational skills she developed while serving in the military has translated into ensuring there is a consistent structural flow across daily activities.

Reviewed by

A handwritten signature in blue ink, appearing to read "Rene Jones", written over a horizontal line.

Position: Program Director Date: 10-27-2022

External Evaluator Signature:

A handwritten signature in black ink, appearing to read "Brad Barber", written over a horizontal line.

Date: 10-27-2022

Transition Time

Site ID: Matthews Elementary Observer ID: Brad Barber Date: 5-3-2023

Start Time 3:05

End Time 3:40

Location of Transition Time

(check location(s) that apply)

☒ Classroom

☒ Cafeteria

☐ Gym

☐ Outdoors

☐ Library

☐ Other (please describe)

Observed

Number of staff 2

Number of youth 17

Entire transition time ☒ Yes ☐ No

Brief Description of Transition Time

Students transitioned from snack time in the cafeteria to their classroom activities.

Transition Time Items	Rating
1 Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) 1=Staff provide little or no direction (when it is clearly needed).	1 2 3 4 N/A
2 Transitions run smoothly; youth know the routine. 1=No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)	1 2 3 4
3 Transitions are handled quickly. (Ex: Youth move to the next activity within 2-3 minutes). 1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)	1 2 3 4
4 Staff interactions (manner, affect, tone) with youth are positive and supportive. 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.	1 2 3 4
5 Staff treat youth respectfully and assume best intentions. (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view.) 1=Staff constantly correct, criticize, or reprimand youth.	1 2 3 4
6 Staff use simple reminders and redirection to support positive behaviors. Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). 1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to...?")	1 2 3 4
7 When addressing behavioral issues, staff use strategies that are developmentally appropriate. 1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)	1 2 3 4 N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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Transition Time

Site ID: Matthews

Observer ID: Brad Barber

Date: 5-3-2023

Notes: Elementary

This semester's visit seemed much less hectic compared to the last 21 visits.

Reviewed by

A handwritten signature in blue ink that reads "Rene Jones". The signature is written in a cursive style with a horizontal line underneath the name.

Position: Program Director Date: 5-3-2023

External Evaluator Signature:

A handwritten signature in blue ink that reads "Brad Barber". The signature is written in a cursive style with a horizontal line underneath the name.

Date: 5-3-2023

Activity Time

Site ID: Matthews Elementary Observer ID: Brad Barber Date: 6-29-2023

Activity Name: Team Building

Activity # _____

Start Time 9:55

Minimum observation duration:

End Time 10:35

30 minutes or see Site Visit Plan

Observed Number of staff 2

Number of youth 8

☒ Start of activity ☒ End of activity

(check all that apply)

Brief Description of Activity Time

Students were grouped in pairs and completed team building exercises (e.g. puzzles).

Instructional Approach (check up to 3)

- ☐ Adult Led ☒ Pairs
☒ Youth Led ☐ Youth Work Independently
☒ Groups/Teams
☐ Other (please describe) _____

Location of Activity Time (check location(s) that apply)

- ☒ Classroom ☐ Library
☐ Cafeteria ☐ Off-Site (please explain)
☐ Gym ☐ Other (please describe)
☐ Outdoors

Type of Activity (check all that apply)

- ☐ Recreation/Choice
☐ Sports/Active Games
☐ Performing Arts/Music
☒ Games & Computer
☐ Academic Enrichment
☐ Arts & Crafts
☐ Tutoring/Targeted Skill-Building
☐ Community Service
☐ Skills Training
☐ Vocational Training
☐ Other (please describe) _____

Important Note:

Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section in conjunction with the Activity Time section.

A. Organization of Activity	Rating
1 Activities begin promptly. (Ex: Youth wait less than 2-3 minutes.) 1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)	1 2 3 <u>4</u> N/A
2 There are enough materials and supplies for the number of youth participating. 1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)	1 2 3 <u>4</u>
3 Activity time is free from interruptions/distractions. 1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)	1 2 3 <u>4</u>
4 Staff create adjustments and accommodations for youth based on their experiences and needs. (Ex: Youth with special needs, or English Language Learners are fully included) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 <u>4</u> N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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Activity Time

Site ID:

Observer ID:

Date:

Important Note:

Observers should rate all Nature of Activity Items (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity).

B. Nature of Activity	Rating
1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time. (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.) <i>1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside.)</i>	1 2 3 4
2 Activity is challenging, stimulates thinking. Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i>	1 2 3 4
3 Activity offers youth choice and decision-making. Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences. <i>1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/give back information.)</i>	1 2 3 4
4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team. Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.) <i>1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)</i>	1 2 3 4

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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Activity Time

Site ID:

Observer ID:

Date:

C. Staff Promote Youth Engagement & Stimulate Thinking		Rating			
1	Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i>	1	2	3	4
2	Staff help spark and sustain youth's interest and curiosity throughout the activity. (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i>	1	2	3	4
3	Staff are actively engaged in activities with youth. (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth.) Note: Staff may rotate through group giving youth time just with peers or by themselves. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i>	1	2	3	4
4	Staff encourage youth to share control, responsibility, and decision-making. Staff want youth to play an active role in organizing, leading and/or making important decisions about the activity. <i>1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)</i>	1	2	3	4
5	When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers. Staff guide youth's thinking and help them develop problem solving skills. (Ex: Ask "how", "why", "what-if" questions, help youth brainstorm potential solutions.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i>	1	2	3	4 N/A
6	Staff ask open-ended questions to facilitate youth reflection during the activity. Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i>	1	2	3	4
7	At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity. Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i>	1	2	3	4 N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

18

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Activity Time

Site ID:

Observer ID:

Date:

D. Staff Positively Guide Youth Behavior		Rating			
1 Staff closely supervise youth and activities. Staff are watching youth all the time, prevent unsafe or address disruptive behavior. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>		1	2	3	4
2 Staff interactions with youth (manner, affect, tone) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>		1	2	3	4
3 Staff treat youth respectfully and assume best intentions. (Ex: Staff pull youth aside to discuss their behavior in private; hear youth's point of view.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>		1	2	3	4
4 Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.</i>		1	2	3	4
5 Staff are flexible in their management of youth. (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>		1	2	3	4
6 Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>		1	2	3	4
7 When addressing behavioral issues, staff use strategies which are developmentally appropriate.* <i>1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)</i>		1	2	3	4 N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

19

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Activity Time

Site ID:

Observer ID:

Date:

E. Staff Build Relationships & Support Individual Youth		Rating		
1 Staff engage in friendly exchanges (chats) with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--Inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i>	1	2	3 4	(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns.)
2 Staff encourage individual youth. (Ex: "I like your thinking." "I noticed that you are really taking your time on this project" "You can do it--give it another try.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1	2	3 4	
3 Staff exhibit appropriate, professional conduct around youth. <i>1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)</i>	1	2	3 4	
4 Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time. (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.) <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i>	1	2	3 4	
5 When youth need or ask for help, staff provide individualized assistance to youth. Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i>	1	2	3 4 N/A	
6 When an individual youth is having a problem or is upset, staff pay attention and try to help them*. (Ex: When a youth has accidentally broken their project and is upset, staff offer comfort; stay and help youth calm down.) <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i>	1	2	3 4 N/A	

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

20

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Activity Time: Rating of Youth

Site ID:

Observer ID:

Date:

F. Youth Relations with Adults	Rating
1 Youth show interest in staff; seek out positive contact/interactions. (Ex: Youth show staff something they made, initiate friendly interactions.) 1=Youth actively avoid or ignore staff.	1 2 3 4
2 Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. 1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)	1 2 3 4
3 Youth listen (focus, pay attention) to staff. (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) 1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)	1 2 3 4

Field Notes:

G. Youth Participation in Activity Time	Rating
1 Youth are busy and engaged in conversation or activities. All youth are included and constructively engaged throughout the activity. 1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)	1 2 3 4
2 Youth follow program rules and behavioral expectations. 1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)	1 2 3 4
3 Youth appear in control; they regulate their behavior and energy to the environment. During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. 1=(Ex: if it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity.)	1 2 3 4
4 Youth help select, lead or contribute to the running of the activity. Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up.) 1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)	1 2 3 4
5 Youth are cognitively engaged and/or focused on solving problems. (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) 1= Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)	1 2 3 4

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

21

Activity Time: Rating of Youth

Site ID: *mathews*

Observer ID: *Brad Barber*

Date: *6-29-2023*

H. Peer Relations	Rating
1 Peer interactions have a positive affective tone; youth appear to enjoy each other's company. (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 <i>4</i>
2 Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating.)</i>	1 2 3 <i>4</i>
3 Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve.) <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	1 2 3 <i>4</i>

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:


1-Not True 2-Somewhat True


3-Mostly True 4-Very True

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Reviewed by  Position: Program Director Date: 6-29-2023

External Evaluator Signature: 

Appendix C – Lesson Plan



21st CCLC Matthews Elementary MATS After School Program 2022-2023

INSTRUCTIONAL UNIT: _____

Teacher: PATTON

WEEK OF JAN 23-27] _____

DATE _____

Grade Level(s): PRE-K/K

WEEKLY LESSON PLAN TITLE: ____ [fill in the blank] _____

<p>Overview and Purpose: What will be learned? How is it useful?</p> <p>Students will participate in nutrition and physical activity to support self-wellness. Students will work on kindergarten grade level skills, including math and reading to reinforce skills. Students will participate in STEM activities to develop skills in problem solving, critical thinking, teamwork, creativity, and decision making.</p>	<p>Education Standard: What standard is addressed or reinforced?</p> <p>SWBAT Develop kindergarten skills in reading (fluency, phonemic awareness, writing, and oral language) and math (foundations of counting, operations and algebraic thinking). Show the impact of participating in physical activity. Develop/apply STEM learning skills.</p>	
<p>RFA Goal/Objective, Critical Standard and/or State Standard #</p> <p>K.CC3 K.CC6 K.OA2 RFK2d. RF.K.1d. RL.K.1 RL.K.3</p>	<p style="text-align: center;">Implementation</p> <ol style="list-style-type: none"> 1. Goal 1/ obj. 1:1: Incorporate academic enrichment and remediation activities for students to meet challenging state academic standards for reading and math. 2. Goal 2/obj. 2:1: increase regular school day attendance 3. Goal 4/obj. 4:1: improve student behavior throughout the regular school day 4. Goal 5/obj. 5:1: Implement Science, Technology, Engineering, and Math (STEM) activities 	<p>MATERIALS/RESOURCES</p> <p>Materials Needed:</p> <p>Homework Pencils crayons Flash cards Crayons</p>
<p>Prior Knowledge/Preparatory Activity</p>	<p>Apply kindergarten math skills (counting, adding, subtracting, and identifying), and kindergarten spelling/reading (writing, blending, segmenting, decoding and identifying) for review.</p>	
<p>Assessment/Verification</p>	<p>They will be assessed on their progress towards meeting the objectives by completing weekly tests and quizzes, completing their homework, and practicing various skills.</p>	<p>Other Resources:</p>
<p>Additional Information</p>		

<p>Activities by Weekday: Description: What is the activity and what will/did students do?</p>	<p>Monday-Students had structured physical activity today. They played a game of freeze tag. Students were able to have library time in the classroom. Students traced numbers 1-20 and counted with objects.</p> <p><u>Tuesday</u>- students discussed the importance of vegetables and what they can do for the body. Students practiced reading and spelling short vowel cvc words. Students also worked on tracing numbers 1-20. Students engaged in free play during physical activity.</p> <p><u>Wednesday</u>- Students explored hands-on activities by utilizing the smart board for interactive play on starfall. Students practiced tracing numbers and completing simple subtraction facts. For Arise, the students learned how to say No to DRUGS, by watching a video and a coloring sheet.</p> <p><u>Thursday</u>- Students had to recall a sequence of numbers in a certain amount of time. This was a memory game that they did for STEM. Students completed a cvc word find for homework remediation. Students engaged in free play during physical activity.</p> <p><u>Friday</u>- Students listened to the teacher read the book "No David". They had an open discussion about the characters and the plot of the story. Students utilized the smartboard to view videos about money. The main objective was to see how many coins can equal up to \$1. Students watched a video on the Chinese New Year.</p>	<p>Additional Notes:</p>
<p>Follow-up Activity/Reflection</p>	<p>Student work will be posted in the public space so that they can discuss what they learned through the week during the afterschool program.</p>	
<p>Outcome / Evaluation</p>	<p>Students will complete and review the information from their homework.</p>	

Appendix D - External Evaluator CV

Curriculum Vitae

BRAD W. BARBER
6532 Ash Hill Drive
Tuscaloosa, AL 35405
(205) 754-2665
bwbarber1@crimson.ua.edu

Education:

Doctor of Philosophy, School of Social Work
University of Alabama, May 2020
Dissertation: Attitudes and opinions toward stress-related support services among police
in a Southern state: A qualitative study

Master of Criminal Justice
University of Alabama, May 2013
Thesis: Knowledge and attitudes toward HIV/AIDS and HIV law among probationers and
parolees in Alabama

Bachelor of Business Management
University of Memphis, July 2005

Associate of Business Administration
Jackson State Community College, December 2003

Professional Employment:

Program Evaluator (Tuscaloosa, AL) TUSCALOOSA'S ONE PLACE	2016 - Present
TRI-WIL, INC . (Woodstock, AL) Executive Director (2021 - 2023) Program Consultant (2007 - 2021) Child Care Worker (2005- 2007)	2005 - 2023
Police Officer (West Blocton, AL) WEST BLOCTON POLICE DEPARTMENT	2017 - 2023
Probation/Parole Officer (Tuscaloosa, AL) ALABAMA PAROLE BUREAU	2011 - 2020

College Instructor (Tuscaloosa, AL) SCHOOL OF SOCIAL WORK, UNIVERSITY OF ALABAMA	2015 - 2021
Research Assistant (Tuscaloosa, AL) SCHOOL OF SOCIAL WORK, UNIVERSITY OF ALABAMA	2015 - 2017
Correctional Officer (Centerville, AL) ALABAMA DEPARTMENT OF CORRECTIONS (ADOC)	2010 - 2011
Police Officer (Northport, AL) NORTHPORT POLICE DEPARTMENT	2007 - 2009
Correctional Officer (Whiteville, TN) HARDEMON COUNTY CORECTIONAL FACILITY	2002 - 2004

Publications:

Herlihy, P. A., Rascati, J. N., & **Barber, B.** (2021). Best Practices in Working with Law Enforcement. *Journal of Employee Assistance*, 51(2), 28-31.

Barber, B. (2020). *Attitudes and opinions toward stress-related support services among police in a southern state: A qualitative study.* (Doctoral dissertation). Retrieved from <https://archive.hshsl.umaryland.edu/handle/10713/13626>

Yang, F., Maynard, Q. R., Young, S. R., Kenney, J. L., **Barber, B.**, Boltz, L., ... & Zhang, X. (2019). Qualitative research skills acquisition within social work doctoral education using project-based learning. *Qualitative Social Work*, 31(7), 844-854.

Lichtenstein, B., **Barber, B.**, & Partnership, T. W. A. A. O. (2016). A partnership approach to providing on-site HIV services for probationers and parolees: a pilot study from Alabama, USA. *Journal of the International AIDS Society*, 19(3), 1-7.

Barber, B. & Lichtenstein, B. (2015). Support for HIV Testing and HIV Criminalization among Offenders under Community Supervision. *Research in the Sociology of Health Care*, 33(1), 253-273.

Lichtenstein, B., & **Barber, B.** (2014). "Stigma, HIV Law, and HIV Testing Among Offenders Under Community Supervision". Book of Abstracts: World Congress of Sociology, XVIII International Sociological Association meeting, Yokohama, Japan.

Barber B. (2013). *Knowledge and attitudes toward HIV/AIDS and HIV law among probationers and parolees in Alabama.* (Master Thesis). Retrieved from <https://ir.ua.edu/handle/123456789/1783>

Presentations:

Barber, B. (2019). Attitudes and opinions toward stress-related support services among police in a Southern state. Criminology Colloquium, University of Alabama, Department of Criminal Justice. Tuscaloosa, AL

Donnelly, E., & **Barber, B.** (2017). Finding first responders: Working with police, fire, and emergency medical professionals. Counsel of Social Work 63rd Annual Program Meeting, Dallas, TX.

Barber, B., Bowman M., Yang, F., Arrington, J., Ellis, T., Smith, A., Steal, L., Nelson-Gardell, D. (2015). Extended Forensic Interviewing “On-the-Ground”: A Survey of Practitioners’ Descriptions. 31st International Symposium on Child Abuse, Huntsville, AL.

Lichtenstein, B. & **Barber, B.** (2014). Stigma, HIV Law, and HIV Testing among Offenders under Community Supervision. XVIII World Congress of Sociology, Yokohama, Japan.

Barber, B. (2013). Access to HIV Prevention Programs among Probationers and Parolees, Reentry Education and Linkages (REAL) Conference, Anniston, AL.

College Courses Taught:

- Juvenile Delinquency, Undergraduate Course (Fall 2015 - Fall 2018)
- Child Welfare, Undergraduate Course (Spring 2016 and Spring 2017)
- History of Social Welfare, Undergraduate Course (Spring 2018)
- Social Work Research, Graduate Course (Spring 2021 and Summer 2021)
- Program Evaluation in Social Work, Graduate Course (Fall 2021)

Invited Guest Speaker Presentations

Lecture on Alabama’s Probation Laws (Title 15), Joel Sogol’s Trial Advocacy II (Criminal Litigation) Class (LAW-604) School of Law, University of Alabama, 2014

Tactical Training and Experiences Responding to Emergencies as a SWAT and Riot Team Member, Christine Ivie’s Introduction to Law Enforcement Class (CJ-220), Department of Criminal Justice, University of Alabama, 2014

Working with Victims in Probation/Parole Work, Bethany Womack's Introduction to Social Work Class (SW-100), School of Social Work, University of Alabama, 2014

Juvenile Delinquency, Christy Holt's Family and Child Welfare Class (SW-210), School of Social Work, University of Alabama, 2014

Social Work in the Criminal Justice Field, Bethany Womack's Introduction to Social Work Class (SW-100), School of Social Work, University of Alabama, 2013

Gender and Racial Dynamics among Probationers and Parolees, Dr. Ida Johnson's Seminar in Corrections Class (CJ-470), Department of Criminal Justice, University of Alabama, 2013

Job Duties of Alabama Probation and Parole Officers, Doug Klutz's Criminal Theories Class (CJ-300), Department of Criminal Justice, University of Alabama, 2013

Crisis Intervention, Dr. Danielle Molina's Helping and Advising Class (AHE-591), Department of Education, University of Alabama, 2013

Independent Study Research Projects

Extended Forensic Interviewing
Supervisor: Dr. Nelson-Gardell, School of Social Work
University of Alabama, 2014 - 2015

Probation Revocation Characteristics and Social Demographics
Supervisor: Dr. Ida Johnson, Department of Criminal Justice
University of Alabama, 2012

Memberships and Certification Credentials:

Crisis Prevention Intervention (CPI) Instructor Certification, Crisis Prevention Institute, 2021

Police Academy Instructor Certification in Stress Management: Alabama Peace Officers Standards and Training Commission, Tuscaloosa Alabama Police Academy, 2015

Motivational Interviewing, Alabama Law Enforcement Academy, 2015

Certificate in Active Shooter Training
Alabama Peace Officers Standards and Training Commission, 2014

Media and Public Relations in Police Work
Tuscaloosa Police Academy, 2014

Member of the Corrections Emergency Response Team (CERT), Alabama Department of Corrections, 2010-2011

Alabama Corrections Academy Certification, 2010

SWAT Nighthawk Certification, Alabama State Trooper Academy, 2009

Member of the Northport Alabama Police Tactical Response Unit, 2008-2009

APOST Certification: Alabama Peace Officers Standards and Training Commission, Tuscaloosa Alabama Police Academy, 2007

Impact Certification in Residential Child Care, Tri-Wil Inc., 2006

Crisis Prevention Intervention (CPI) Certification, Tri-Wil Inc., 2006

Member of the Special Operations Response Team (SORT), Corrections Corporation of America, 2003-2004

Correctional Officer Certification, Corrections Corporation of America (Hardeman County Correctional Facility), 2002

Professional and Academic Awards

Doctoral Candidate Teacher of the Year Award, School of Social Work, University of Alabama, 2018

One of three finalists in the annual Sociologist AIDS Network (SAN) Scholarly Activity Award. "Are HIV laws a Barrier to HIV Control? Knowledge and Attitudes Toward HIV Criminalization and HIV Testing among Probationers and Parolees in a Southern State", 2013

Top Gun Marksmanship Award, Bibb County Correctional Facility: Alabama Department of Corrections, 2011

Top Gun Marksmanship Award, Bibb County Correctional Facility: Alabama Department of Corrections, 2010

Sharp Fitness Award, Tuscaloosa Police Academy (Class 07-02), ranked 1st place in physical fitness out of 37 graduates, 2007.

Appreciation for Outstanding Service to the Special Operations Response Team (SORT) Award, Hardeman County Correctional Facility, 2003

Appendix E – Staff Development Training



21st CCLC Professional

Development

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Buhl, Collins, Englewood, Matthews

Employee: Rene Jones

Title: Program Director

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
10/6/22	Virtual Nuts & Bolts Training	SDE	21st CCLC Programming Orientation	7.5
10/18/22	Nuts & Bolts 2 In-person Training	SDE	Y4Y Orientation, Monitoring	5
12/5/22	EZ, GRPA, eGAP	TPI	Orientation on those three areas	2
12/6/22	Lesson Planning	SDE, Janie Browning	Effective Program Planning	2
12/7/22	Operations Manual	SDE, Attorney	Policies/Procedures/Edgar	2
12/8/22	Financial Planning/Accountability	SDE, Attorney	Day 2 Attorney	1
12/13/22	Cohort 15 Quarterly Zoom	Paige Runnion	Dos and Don'ts for monitoring	.5
1/9/23	Office Hours	SDE	Cognia Dos and Don'ts	1
1/10/23	RFA 1, 2, 4, 5, 10, 11, 12, 13	SDE	Explanation of these components compared to monitoring document	2
1/17/23	RFA 5, 6, 7, 8, 20	SDE	Explanation of these components compared to monitoring document	2
1/24/23	RFA 18, 20	SDE	Explanation of these components compared to monitoring document	2
2/8/23	21st Century Mtg. ACEA	SDE	Makeup 1/31 training/mtg. w/TA	3
2/8-2/10/23	ACEA Conference	ACEA		15.75

TOTAL HOURS 46.25

Employee Signature

2/13/23 Date

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Jamonica Ward

Title: Program Coordinator

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
9/21/22	EZ Report Training	Rene' Jones	Learned how to enter enrollment information for students into EZ Reports	1.5 hours
9/22/22	Mandated Reporter Online Training	DHR	Learned about the types of abuse, common warning signs of abuse, how to report, and who needs to report	45 minutes
10/6/22	21st CCLC Virtual Nuts and Bolts Training	21 st CCLC	Financials, EZ Reports/GPRA, External Evaluation, & Dependent Care Operations	6.5 hours
10/11/22	Cognia Requirements Training	Rene' Jones	Discussed sections 1A-2 for Cognia documentation	2 hours
10/11/22	Office Hours/STEM Training	Virtual Training	Office Hours & STEM for after school programs	1.75 hours
10/18/22	Y4Y, Monitoring Training	Fall Conference in Montgomery	Learned how to navigate the Y4Y site/discussed lessons plans & how they should be uploaded in Cognia	6 hours
11/27/22	CPR/AED/First Aid online training	National CPR Foundation	Completed trainings/assessments for CPR, AED, First Aid	30 minutes
12/6/22	21st CLCC training on Lesson Plans	ALSDE/TPI	Discussed Lesson Plans	2 hours
1/10/23	Monitoring Documentation Training	Rene' Jones	Learned what staff were responsible for submitting for monitoring documentation	1 hour
1/10/23	Zoom: Guided Planning Using RFA, Student Safety,	ALSDE/TPI	Guided Planning Using RFA, Student Safety, Transportation,	1.5 hours

	Transportation, Operations, Staffing Qualification, & Professional Development Training		Operations, Staffing Qualification, & Professional Development	
1/24/23	Zoom: RFA components 18 & 20: budget allocation of resources & program evaluation	ALSDE/TPI	RFA components 18 & 20: budget allocation of resources & program evaluation	2 hours
2/8 - 2/10/23	ACEA Conference	21st CCLC	Discussed grants, lesson plans, Cognia documentation requirements; summer field trip planning & requirements	19 hours
4/11/23	Y4Y Summer Learning Training	Virtual Training	Discussed lesson plans, field trips, & planning for the summer	2 hours
6/12/23	State Visit Requirements	Rene' Jones	Discussed the requirements for state visits	30 minutes
			TOTAL HOURS	46.50 hours

Jamonica Ward
Employee Signature

Rene' Jones
Supervisor Signature

9/14/2023
Date

9/14/23
Date

47

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

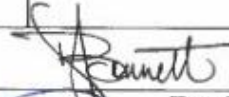
Grantee: Tuscaloosa's One Place

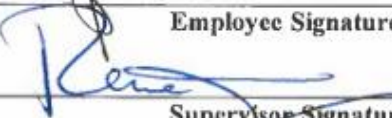
Site: Matthews Elementary School

Employee: David Bennett

Title: Program Teacher

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/17/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
4/10/23	ESL Strategies/Using ELlevation			1
1/10/23	i-Ready Training			1
1/4/23	Whole Child, Data Analysis,			2
	Student Success			
11/29/22	Rigor Matrix, Learning Walks Collaboration			1
11/8/22	Rigor Matrix, Learning Walks Intro			1
8/23/22	PST Training		Implementation/Best Practices	5.5
			TOTAL HOURS	13


Employee Signature


Supervisor Signature

9/15/2023

Date

9/15/23

Date

August 1, 2022 – July 31, 2023

Grantee: Tuscaloosa's One Place

Employee: Sheree Bostic

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
9/1/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
8/2/22	Student Welfare Response Team Training			2
8/22/22	TCSS Powerschool Special Programs Training			7.5
			TOTAL HOURS	11

Employee Signature

Supervisor Signature

Date
9/22/23
Date

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Lydia Caldwell

Title: Program Teacher

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8-17-22	Staff Orientation Mtg. Mandatory Training: Safety, Purchasing, Timekeeping, Early Checkouts	Rene' Jones	21 st CCLC Required Training	1.5
4/10/23	AMST Math	Shirley	Math strategies	6.0
9/8/22	Medication Training		Medication training	5.5
8/4/22	CKLA Teacher Training		Reading Curriculum	6.0
1/10/23	Monitoring documentation training	Rene' Jones	Reviewed folders for monitoring work samples & lesson plans	1
1/19/23	New lesson plan Format training	Kevin Besney	Taught staff how to complete lesson plans using ^{new} SDE Format	7.5
			TOTAL HOURS	20.75

Lydia Caldwell
Employee Signature

5/25/23

Date

Rene' Jones
Supervisor Signature

5/25/23

Date



21st CCLC Professional

Development

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary

Employee: Megan Cummings

Title: Teacher / 3rd Grade

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
7/15/22	Beginning Sound Walls	UA/UWA	Teaching Sounds	6.0
9/3-10/1/22	BrainSpring	TCSS	Multisensory program for phonics	35.0
4/10/23	AMSTI Found. Math	ALSD/AMSTI	Strategies for math	6.0
1/10/23	Monitoring Documentation Review Training	Rene Jones	Reviewed folders for monitoring/work samples & lesson plans	1
9/1/22	Required Staff Orientation	Rene Jones	Safety/Early checkouts, timekeeping/purchasing etc.	1.5
TOTAL HOURS				49.5

Megan Cummings
Employee Signature

5/25/23
Date

Rene Jones
Supervisor Signature

5/23/23
Date

49.5
R3

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Marilyn Elliott

Title: Program Teacher

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/17/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
	Ms. Elliott did not work the	MATS	program from September-May.	
			TOTAL HOURS	1.5

Marilyn Elliott
Employee Signature
Rene Jones
Supervisor Signature

20 Sept 23
Date
9/20/23
Date

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

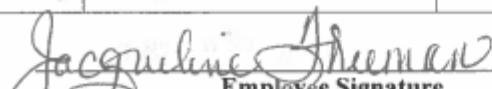
Grantee: Tuscaloosa's One Place

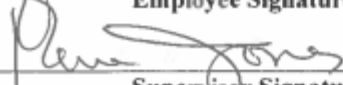
Site: Matthews Elementary School

Employee: Jacqueline Freeman

Title: Program Substitute

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/17/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
8/22/22	Mandated Reporter	Online DHR	Who must report/how to report suspected abuse, types of abuse	.75
6/12/23	Staff Orientation Mtg.	Rene Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
6/1/23	Summer Program Planning	Rene Jones	Schedule/SDE Site Visit Expectations	2
			TOTAL HOURS	5.75


Employee Signature


Supervisor Signature

9/22/23
Date

9/22/23
Date



21st CCLC Professional

Development

August 1, 2021 - July 31, 2023

All 21st CCLC Employees Are Required Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary

Employee: Ginger Goodwin

Title: 1st grade teacher

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
4/10/23	AMSTI - Math Foundation training	AMSTI	Math Standards	6.0
1/4/23	TCSS whole child	TCSS	Whole child training	7.0
8/23	PST-Yearly training	TCSS	Tier 3 support	5.5
9/1/22	Required Staff Orientation	Rene Jones	Safety, Time Keeping, Early Checkouts, Purchasing, etc.	1.5
1/10/23	Monitoring Documentation Training	Rene Jones	Reviewed folders for monitoring/work samples/lesson plans	1
TOTAL HOURS				18.5

Ginger Goodwin
Employee Signature

5/3/2023
Date

Rene Jones
Supervisor Signature

5/3/23
Date

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

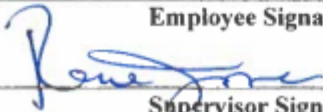
Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Shantell Guillen

Title: Program Substitute/Teacher

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/17/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
Ms.	Guillen's last month	to work	was February. She	
was	unavailable to	provide	additional	
	documentation	about	her PD.	
			TOTAL HOURS	1.5

Employee Signature


Supervisor Signature

Date
9/15/23

Date

August 1, 2022 – July 31, 2023

Grantee: Tuscaloosa's One Place

Employee: Anne Harper

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
7/19/23	Formative Assessment Strategies	UA-UWA		3
6/13/23	ACAP Supplemental Reading			2
	Test			
1/3/23	Fine Arts PD/Winter Choir 2023			3
8/4/22	TCSS Choir/Theatre Beginning			3
	of Year Planning			
			TOTAL HOURS	11

Employee Signature
Supervisor Signature

Date
9/22/23
Date



21st CCLC Professional Development

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: David Howard

Title: Teacher 4th grade

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
8/17/22	Required staff orientation, timekeeping, early checkouts, safety training/emergency plan, purchasing	Rene' Jones	Director reviewed goals/objectives, required PD, required 21 st Century areas staff must cover, lesson plans & work samples in addition to policies	1.5
1/19/23	New lesson plan format training	Kevin Besnoy	Taught staff how to complete lesson plans using the new SDE format	.75
1/10/23	Monitoring documentation training	Rene Jones	Reviewed folders for monitoring/work samples & lesson plans	1
4/10/23	AMSTI Math Foundational Training	ALSDE/AMSTI	Math strategies	6
11/3/23	Bite-Sized Reading Interventions Grades 4 & Beyond		Intervention strategies for grades 4-9	1
			TOTAL HOURS	10.25

David Howard
Employee Signature

Date

Rene Jones
Supervisor Signature

9/5/23
Date

August 1, 2022 – July 31, 2023

Grantee: Tuscaloosa's One Place

Employee: Wendolyn Quinney

[illegible]

Supervisor S

9/15/23

Date _____

21ST CCLC PROFESSIONAL DEVELOPMENT

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development


Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Justin Simon

Title: Program Teacher

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/17/22	Staff Orientation Mtg.	Rene' Jones	21 st CCLC Required Training	1.5
	Mandatory Training: Safety,			
	Purchasing, Timekeeping,			
	Early Checkouts			
Mr.	Simon did not work at	Matthews	Elementary spring semester;	
therefore,	additional PD documentation	was	unavailable.	
			TOTAL HOURS	1.5

Employee Signature


Supervisor Signature

Date
9/15/23

Date

This document has been edited for Matthews from the PD form she submitted as an assistant at Buhl Elementary School.



21st CCLC Professional Development

August 1, 2022 – July 31, 2023

All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Matthews Elementary School

Employee: Becky Stephens

Title: Program Nurse

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
8/8/22	Understanding Systemic Issues in Child & Young Adults	U of A College of Community Health	Training - Education - Guidance - Caring for Students & Home	1
8/24/22	Safe school trainings	Vegeter	ABD, Diabetes, Bloodborne Pathogens - Sexual Harassment - Child Abuse - Bullying - Sexual Harassment	1
8/31/22	"	TCS	Emergency intervention - Student in Crisis - Epilepsy - Seizure - Student Sexual Harassment - TCS Police, Alcoholic - Mental Health Awareness	.75
9/16/22	"	TCS		4.5
	"	"		1
	"	"		1
9/18/22	"	TCS	Youth Suicide Awareness - Prevention & Intervention	.75
9/20/22	Childhood Mental Health: Understanding Social Media Effects & How to Move Forward & Connect	Children of Alabama	Understand - Social Media - Technology & the Online Education - Impacting our Children - Social Media + Influencing - Protecting Children - Prevention & Strategies - Help Children	1
		Alabama	Students who are not on the list have influence & influence on others	1
9/19/22	Student Welfare Report Training	TCS		2
TOTAL HOURS				17.5

Rene Jones
Employee Signature
Rene Jones
Supervisor Signature

2/14/23
Date
9/15/23
Date

9/1/22 Required Staff Orientation Rene Jones Safety/emergency plan, early check outs, timekeeping, purchasing 1.5 hours

Appendix F – Student, Teacher, and Parent/Guardian Surveys

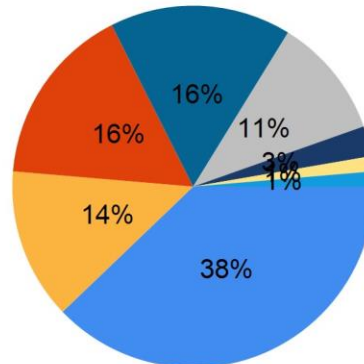
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

Total Responses: 74

Responses

- Did Not Need To Improve (28)
- Significant Improvement (10)
- Moderate Improvement (12)
- Slight Improvement (12)
- No Change (8)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (1)



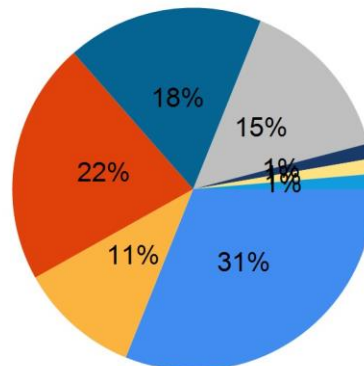
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

Total Responses: 74

Responses

- Did Not Need To Improve (23)
- Significant Improvement (8)
- Moderate Improvement (16)
- Slight Improvement (13)
- No Change (11)
- Slight Decline (1)
- Moderate Decline (1)
- Significant Decline (1)



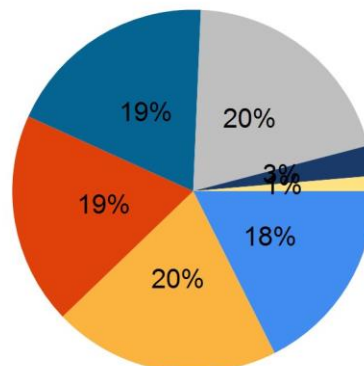
3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 74

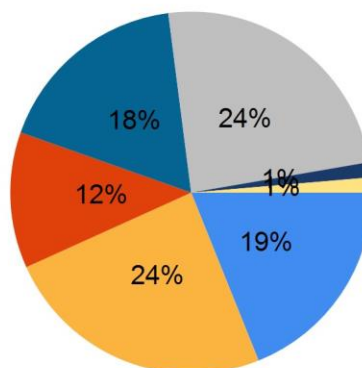
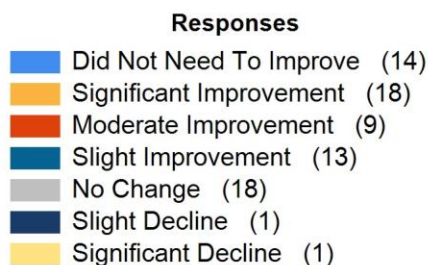
Responses

- Did Not Need To Improve (13)
- Significant Improvement (15)
- Moderate Improvement (14)
- Slight Improvement (14)
- No Change (15)
- Slight Decline (2)
- Significant Decline (1)



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

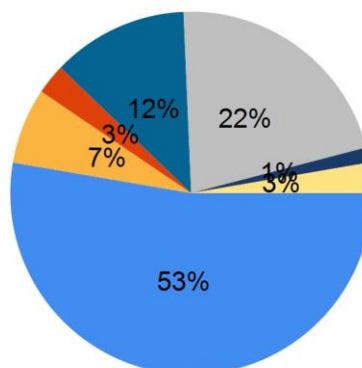
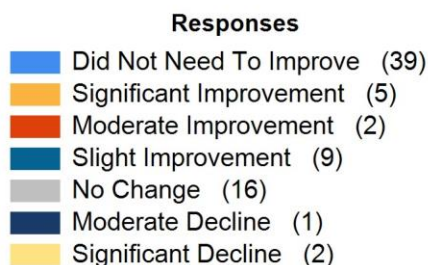
Total Responses: 74



5. Attending class regularly.

Response Type: Mandatory - Select one response

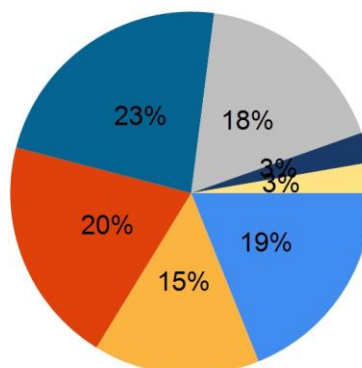
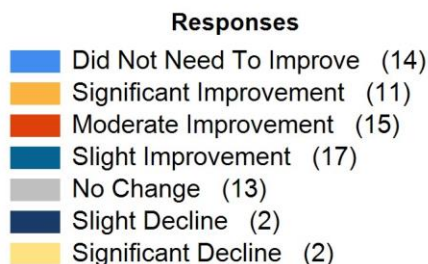
Total Responses: 74



6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 74

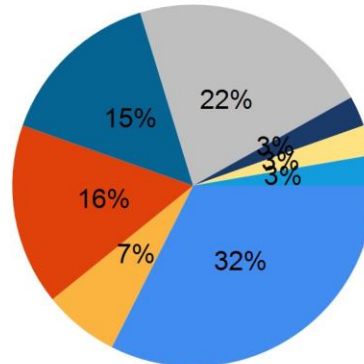


7. Behaving well in class.

Total Responses: 74

Responses

- Did Not Need To Improve (24)
- Significant Improvement (5)
- Moderate Improvement (12)
- Slight Improvement (11)
- No Change (16)
- Slight Decline (2)
- Moderate Decline (2)
- Significant Decline (2)



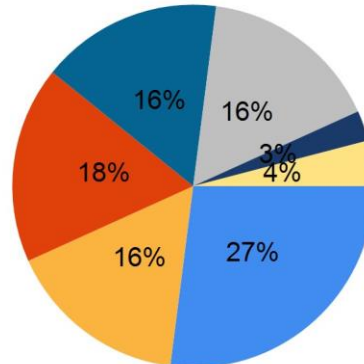
8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 74

Responses

- Did Not Need To Improve (20)
- Significant Improvement (12)
- Moderate Improvement (13)
- Slight Improvement (12)
- No Change (12)
- Slight Decline (2)
- Moderate Decline (3)



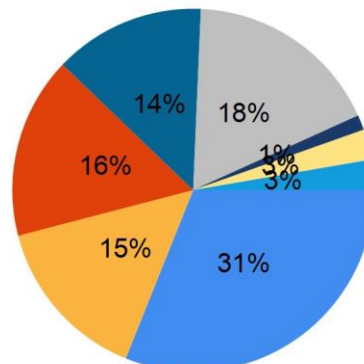
9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 74

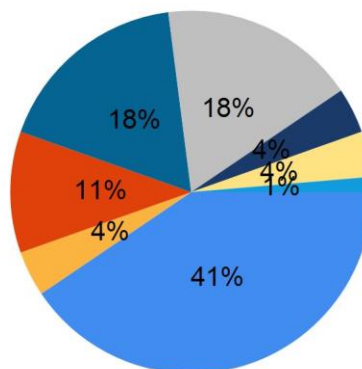
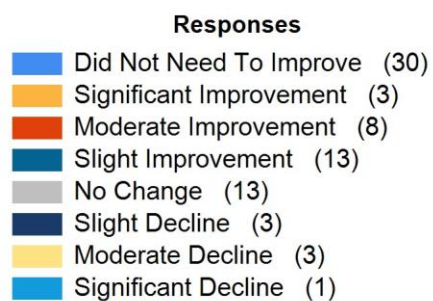
Responses

- Did Not Need To Improve (23)
- Significant Improvement (11)
- Moderate Improvement (12)
- Slight Improvement (10)
- No Change (13)
- Slight Decline (1)
- Moderate Decline (2)
- Significant Decline (2)



10. Getting along well with other students.

Total Responses: 74

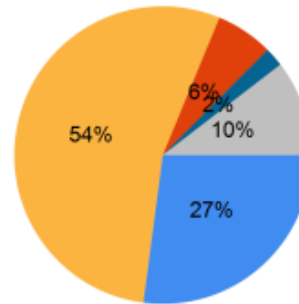
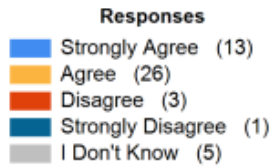


Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

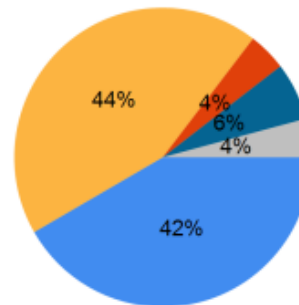
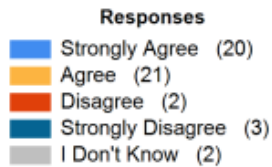
1. The afterschool program helps me improve in reading. Response Type: Mandatory - Select one response

Total Responses: 48

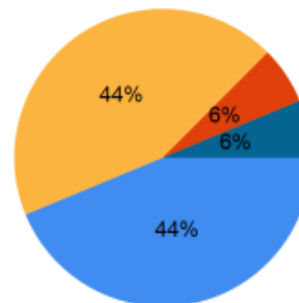
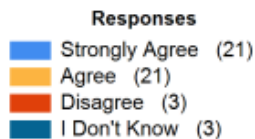
**2. The afterschool program helps me improve in math.**

Response Type: Mandatory - Select one response

Total Responses: 48

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

Total Responses: 48



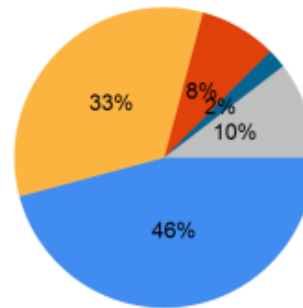
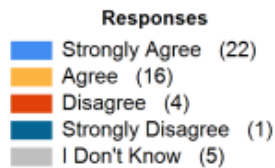
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

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

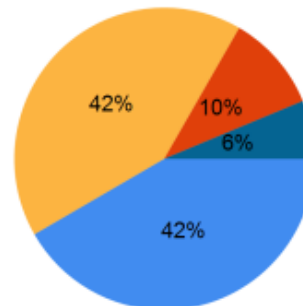
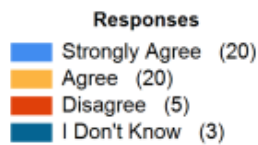
Response Type: Mandatory - Select one response

Total Responses: 48

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

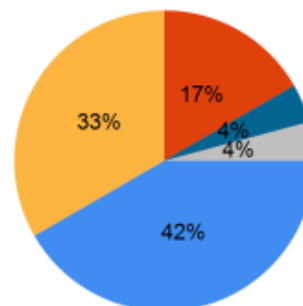
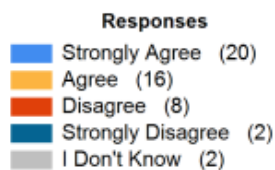
Response Type: Mandatory - Select one response

Total Responses: 48

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

Response Type: Mandatory - Select one response

Total Responses: 48

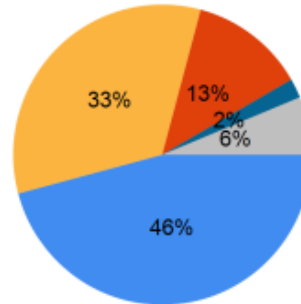
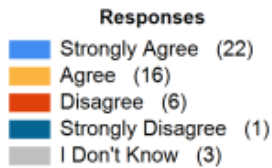


Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

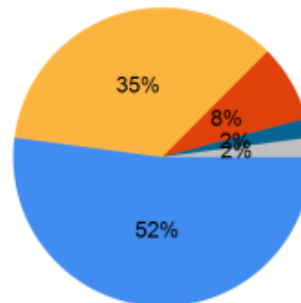
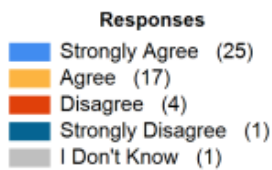
7. I have opportunities to make suggestions for activities. Response Type: Mandatory - Select one response

Total Responses: 48

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

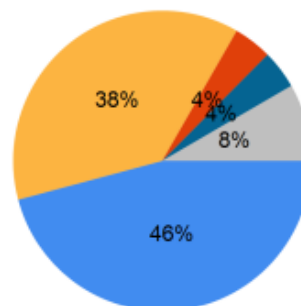
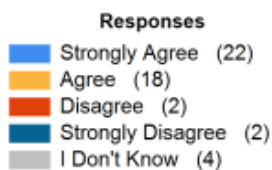
Response Type: Mandatory - Select one response

Total Responses: 48

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

Response Type: Mandatory - Select one response

Total Responses: 48



Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

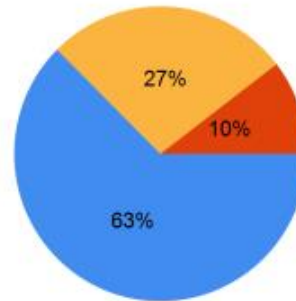
10. I like the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 48

Responses

- Strongly Agree (30)
- Agree (13)
- I Don't Know (5)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

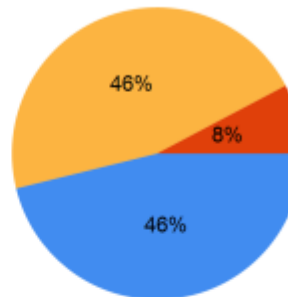
1. My child's reading grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 13

Responses

- Strongly Agree (6)
- Agree (6)
- Disagree (1)

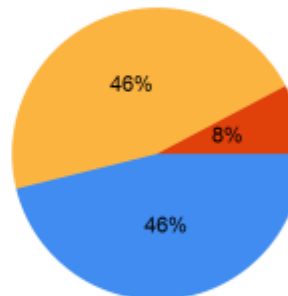
**2. My child's math grades are improving since attending the afterschool program.**

Response Type: Mandatory - Select one response

Total Responses: 13

Responses

- Strongly Agree (6)
- Agree (6)
- I Don't Know/Not Applicable (1)

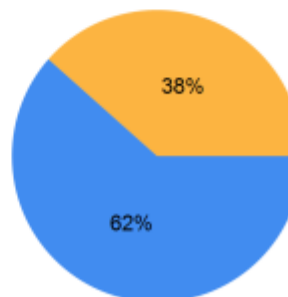
**3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.**

Response Type: Mandatory - Select one response

Total Responses: 13

Responses

- Strongly Agree (8)
- Agree (5)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

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

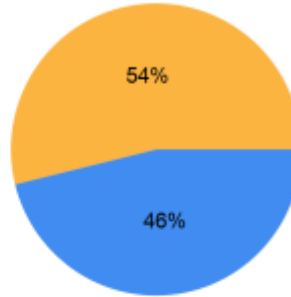
Response Type: Mandatory - Select one response

Total Responses: 13

Responses

Strongly Agree (6)

Agree (7)

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

Response Type: Mandatory - Select one response

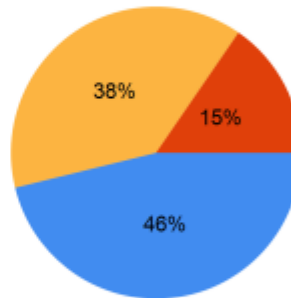
Total Responses: 13

Responses

Strongly Agree (6)

Agree (5)

I Don't Know/Not Applicable (2)

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

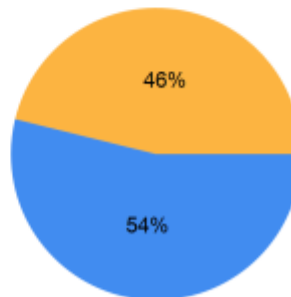
Response Type: Mandatory - Select one response

Total Responses: 13

Responses

Strongly Agree (7)

Agree (6)



Survey Analysis Report

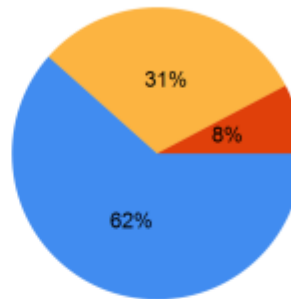
21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

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

Total Responses: 13

Responses

- Strongly Agree (8)
- Agree (4)
- I Don't Know/ Not Applicable (1)

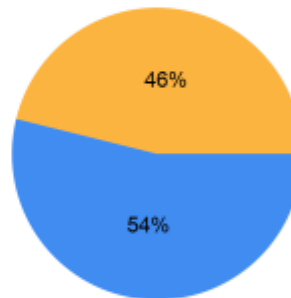


8. The afterschool staff treats my child with respect and listens to what he/she has to say. Response Type: Mandatory - Select one response

Total Responses: 13

Responses

- Strongly Agree (7)
- Agree (6)

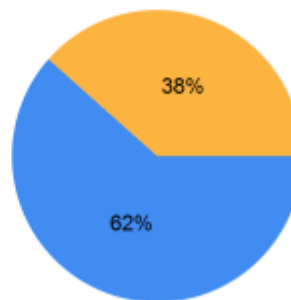


9. The afterschool program has systems in place to ensure my child is safe. Response Type: Mandatory - Select one response

Total Responses: 13

Responses

- Strongly Agree (8)
- Agree (5)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

10. I am satisfied with the afterschool program.

Response Type: Mandatory - Select one response

