

**Final Report 2018-2019: Cohort 13**

**Name of LEA/CBO: Collins-Riverside Afterschool Program**

**School(s) Served: Collins-Riverside Middle School**

**Location of Program: Northport, AL**

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## **Executive Summary**

### **Evaluation Purpose and Evaluation Questions**

This is the evaluation for the second year of the grant cycle of the CRMS Afterschool Program at Collins-Riverside Middle School (CRMS), in Northport, Alabama. The purpose of this evaluation is to determine if, and to what extent, the CRMS Afterschool Program is meeting the established goals and objectives stated in the grant application. The evaluation questions focus on 6 key areas: 1.) academic improvement, 2.) attendance at school, 3.) familial involvement, 4.) behavioral and social skills, 5.) interest in STEM, and 6.) the development of socially responsible global citizens.

The evaluation questions for this evaluation are as follows: 1.) What impact does the CRMS Afterschool Program have on academic success in the core subject areas?; 2.) Do program participants improve or maintain regular school day attendance after the course of the school year? 3.) Does family involvement improve for CRMS Afterschool Program participants and their families improve over the course of the school year?; 4.) What impact does CRMS Afterschool Program have on the social behavior of program participants?; 5.) Do CRMS Afterschool program participants show an increased interest in STEM activities?; and 6.) What impact does the CRMS Afterschool Program have on the development of socially responsible global citizens?

### **Project Background**

This is the second year of the 21<sup>st</sup> CLC grant cycle for the CRMS Afterschool Program at Collins-Riverside Middle School. The CRMS Afterschool Program is the only established afterschool program at this location and aims to provide students and their families with a program that fosters positive life choices with the goals and academic and social success. Risk factors for students in the CRMS that impact educational and social success include substandard housing, single parent homes, parents with low education levels, grandparents as guardians, limited/no early childhood education, and transiency. Located in a high poverty area with three public housing complexes within its school zone, over 65% of CRMS' 505 enrolled students received free/reduced lunch. The CRMS Afterschool Program extended participants' time in a safe, structured environment at the end of the school day. The program provides students an affordable alternative to extra-curricular activities offered both at school and in the community. The program offers participants opportunities to interact positively with teachers beyond the normal classroom setting and also with program volunteers. The program works to increase students' awareness of community issues through service learning projects. . Students receive character education, and hands-on STEM activities and academic instruction/remediation that they would not otherwise have receive.

### **Evaluation Design, Methods and Limitations**

The evaluation intends to examine if, and to what extent, the CRMS Afterschool Program is reaching its programming goals. This evaluation used both quantitative and qualitative data to determine if the CRMS Afterschool Program reached program goals. Quantitative data included: EZ reports, report card grades, standardized assessment results, school day attendance and behavior data, Why Try survey results, attendance records from CRMS program activities, sign-in sheets from parent events, and student, parent, and teacher surveys. To analyze and describe the quantitative data, the evaluator used descriptive statistics. Qualitative data included focus groups with parents, teachers, and

students and helped to give context to the quantitative findings. Participant quotes are included in the findings when appropriate. The qualitative and quantitative findings helped inform recommendations for program improvement.

Several limitations are present for the current evaluation. Objective 1.2 stated that ACT Aspire and Periodics would be used to examine career and college readiness; however, due to administrative changes, these measures were not offered to students. Global Scholar assessment data was used in place to describe student progress on standardized assessment tools. Finally, while the program reached Goal 6 (Develop globally Responsible Global Citizens), we were unable to determine the extent the program impacts the development of globally responsibly citizens.

## Findings and conclusions

### **Goal 1: Provide academic support to improve progress in English, Language Literacy, and Mathematical Foundations to further College and Career Readiness as measured by state and local standards.**

- Objective/Outcome 1.1: 40% of CLC participants attending 30 days or more will increase their language arts or math semester average from fall to spring as indicated by students' report cards with improved academic progress and student success as the outcome.
  - **Achieved**
  - **21% (8/38) of students improved English grades from the fall to the spring semester**
  - **20.5% (8/39) of students improved math grades from the fall to spring semester**
  - *NOTE: 41% (16/39) of students improved their English or math grade when comparing the fall to spring semesters.*
- Objective/Outcome 1.2: 30% of CLC participants attending 30 days or more will make gains in reading or math proficiency on standardized assessments thus increasing academic progress towards college and career readiness and student success as the outcome.
  - **Achieved**
  - *NOTE: Global Scholar Scantron Performance Series assessment data was used in place of ACT Aspire and ACT Periodics due to administrative changes.*
    - 90% (37/41) of students improved *Global Scholar* assessment scores on Math, Reading or both sections.
    - 80% (33/41) of students made gains in math proficiency on that assessment.
    - 63% (26/41) of students made gains in reading proficiency on the same assessment.

### **Goal 2: Increase student attendance during the regular school day.**

- Objective/Outcome 2.1: 10% of program participants attending 30 days or more will decrease/maintain their total number of absences between the end of 1<sup>st</sup> semester and the end of 2<sup>nd</sup> semester as indicated by school data with an expected outcome of furthering student success and academic progress.
  - **Achieved**
  - **44% (17/39) of students improved or maintained regular school day attendance**

**Goal 3: Increase family involvement.**

- Objective/Outcome 3:1: 30% of CLC family units whose program participants attend 30 days or more will participate in at least one parent/family event as documented by event sign-in sheets with an expected outcome of enriching family engagement.
  - **Achieved**
  - **Parents or caregivers of 45% (18/40) of program students attended at least one parent/family event**

**Goal 4: Improve students' behavior during the regular school day.**

- Objective/Outcome 4:1: CLC student discipline infractions will be reduced/ maintained by 10% from fall to spring semester as indicated by school data for students attending program 30 days or more.
  - **Achieved**
  - **28% (9/32) of students improved or maintained discipline infractions from the fall to the spring semester**
- Objective/Outcome 4:2: CLC participants attending 30 days or more will show through life skills pre/post test scores that they better understand positive choices and the importance of making them.
  - **Achieved**
  - **73% (22/30) of students improved life skills as demonstrated by Why Try pretest and posttest scores**

**Goal 5: Implement STEM (science, technology, engineering, math) activities that correlate to the regular school day.**

- Objective/Outcome 5:1: CLC participants will engage in weekly hands-on STEM activities as shown by teachers' lesson plans, pictorial documentation, and completed projects to foster students' interest in STEM courses and expose them to STEM-related careers.
  - **Achieved**
  - **Hands-on activities were presented to program participants at least weekly and students who were present on these days engaged in STEM activities**

**Goal 6: Develop socially responsible global citizens through implementation of service learning projects.**

- Objective/Outcome 6:1: CLC students will conduct service-learning projects to provide them opportunities to participate in guided action to address community needs as documented by teacher lesson plans, pictures, and completed projects with expected outcomes of increasing self-efficacy and empathy/respect for others.
  - **Achieved**
  - **100% (46/46) of students engaged in at least one service learning project**

**Conclusions**

The CRMS Afterschool Program met all measurable program goals during the second year of the grant cycle. Almost half of the students improved math or English grades when comparing the fall to

spring semester. While some students improved academically, there is still a large number of program students who are not improving. For example, 74% of students had lower English grades and 69% had lower math grades in the spring semester. However, it is important to note that per the *Global Scholar Assessment*, 90% of students had improved assessment scores on Math, Reading or both sections, while 80% made gains in math proficiency and 63% made gains in reading proficiency. Additionally, the majority of students improved or maintained regular school day absences, but a significant portion (56%) had more regular school day absences in the spring semester. These absences can occur because of a variety of factors and a recommendation is to target families of students with high rates of absences to increase regular school day attendance. Even though the goal to increase family involvement was achieved, less than half (45%) of parents of program students attended at least one parent/family event. A continued commitment to engaging parents is critical to student success in the program and could be beneficial in decreasing absences and infractions as student infractions increased to 72% between fall and spring semesters. Students were offered STEM activities at least weekly and those present participated in at least one STEM activity. Finally, the program aims to provide service learning projects to develop globally responsible citizens. Students were able to participate in service learning projects during both the fall and spring semesters and 100% of students participated in at least one service learning project. We are unable to measure if the program develops socially responsible global citizens, but students participated in service learning projects within their communities, an objective of the program.

## Overview of the Evaluation Plan

The purpose of this program evaluation is to determine if, and to what extent, the CRMS Afterschool Program is reaching program goals. This is the second year of the grant cycle for the CRMS Afterschool Program and the findings from this program evaluation will help with the implementation of the program in future years. The following evaluation questions guide the program evaluation:

1. What impact does the CRMS Afterschool Program have on academic success in the core subject areas?
  - a. Goal 1
  - b. Objective 1.1
  - c. Objective 1:2
2. Do program participants improve or maintain regular school day attendance after the course of the school year?
  - a. Goal 2
  - b. Objective 2:1
3. Does family involvement improve for CRMS Afterschool Program participants and their families improve over the course of the school year?
  - a. Goal 3
  - b. Objective 3:1
4. What impact does CRMS Afterschool Program have on the social behavior of program participants?
  - a. Goal 4
  - b. Objective 4:1
  - c. Objective 4:2
5. Do CRMS Afterschool program participants show an increased interest in STEM activities?
  - a. Goal 5
  - b. Objective 5:1
6. What impact does the CRMS Afterschool Program have on the development of socially responsible global citizens?
  - a. Goal 6
  - b. Objective 6:1

## Results

- *Program Operations*

<b>Name of Site(s)</b>	<b>Number of Days Per Week Site(s) are Open</b>	<b>Proposed Number of Days Open</b>	<b>Number of Weeks the Site(s) are Open</b>	<b>Number of Hours Per Week</b>	<b>Actual Number of Days Open</b>
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Collins-Riverside Middle School	4	129	34	8	126
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Staffing  
Type

- Paid
  - Teachers
    - 7 during the fall
    - 6 during the spring
    - 7 during the summer
  - Subcontractors
    - Dynamic Education Adventures
    - Snapology
    - Alabama Blues Project
  - Two (2) Tuscaloosa's One Place Staff
    - Program Site Coordinator
    - Program Director
  - Volunteers
    - Fall 2018
      - 3 HD 382- college volunteer
      - 4 NEW 237-college volunteer
      - 2 CEE 496- college volunteer
      - 1 SW 100- college volunteer
      - 2 American Reads- college volunteer
      - 1 Volunteer AmeriCorps Member
    - Spring 2019
      - 9 HD 382 – college volunteer
      - 1 HD 492- college volunteer
      - 12 DREAM (Honors College) – college volunteer group
      - 2 NEW 237 – college volunteer
      - 2 American Chemical Society – college volunteer group
      - 1 Volunteers AmeriCorps Member
      -
- Staffing Ratio
  - Overall
    - Fall
      - 7 teachers total
      - 47 students attended at least once
    - Spring
      - 6 teachers total
      - 48 students attended at least once

**Staff Training**

Staff Development 2018-2019					
Staff Name	Program Source	Location	Title	Date	Hours
Risa Crane	Collins-Riverside Middle School	Tuscaloosa, AL	Mandated Report Training	9/24/18	1
Risa Crane	Collins-Riverside Middle School	Tuscaloosa, AL	Healthy Wellness Initiative	9/27/18	6
Risa Crane	Collins-Riverside Middle School	Montgomery, AL	EZ Report Training	10/9/18	4
Risa Crane	Collins-Riverside Middle School	Montgomery, AL	21 <sup>st</sup> CCLC Conference	10/22-10/23/18	13.5
Risa Crane	Collins-Riverside Middle School	Montgomery, AL	ACEA Conference	2/25-2/27/19	20
Risa Crane	Collins-Riverside Middle School	Tuscaloosa, AL	Resiliency Training (staff meeting)	3/28/19	1
Risa Crane	Collins-Riverside Middle School	Montgomery, AL	21 <sup>st</sup> Century Grant Training	4/12/19	4
Rene Jones	After School	Tuscaloosa, AL	Resiliency Training	10/16/18	2
Rene Jones	After School	Tuscaloosa, AL	Staff Retreat	2/18/2019	8
Rene Jones	After School	Tuscaloosa, AL	Safety Training (Officer Chavez)	2/19/19	.75
Rene Jones	After School	Tuscaloosa, AL	Resiliency Training Pt. 2	3/28/19	1
Rene Jones	After School	Montgomery, AL	21 <sup>st</sup> Century Grant Training	4/12/19	4
Rene Jones	After School	Tuscaloosa, AL	Emergency Management Training	6/4/19	3.5
Rene Jones	After School	Tuscaloosa, AL	Mandated Reporter Training	7/15/19	.5
Taril Slater, Wesley Russell, Beatrina Williams, Sophia Williams, Leslie Welborn, Amy Sehulster, Marquita Ezell	Collins-Riverside Middle School	Tuscaloosa, AL	Required 21 <sup>st</sup> CCLC staff training during orientation: Safety, Medication Administration, and Timekeeping	8/14/18 and 8/31/18	.75 1.5
Individual STI PD printouts were used for the number of hours indicated below for training provided by TCSS.					
Taril Slater	Collins-Riverside Middle School	Matthews Elementary School	CPR/First Aid	6/11/2019	3
Taril Slater	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		16

Sophia Williams	Collins-Riverside Middle School	Mathews Elementary	CPR/First Aid	6/11/2019	3
Sophia Williams	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		14
Beatrina Williams	Collins-Riverside Middle School	Mathews Elementary School	CPR/First Aid	6/11/2019	3
Beatrina Williams	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		36.5
Leslie Welborn	Collins-Riverside Middle School	Mathews Elementary School	CPR/First Aid	6/11/2019	3
Leslie Welborn	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		12.5
Amy Sehulster	Collins-Riverside Middle School	Mathews Elementary School	CPR/First Aid	6/11/2019	3
Amy Sehulster	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		12
Wesley Russell	Collins-Riverside Middle School	Mathews Elementary School	CPR/First Aid	6/11/2019	3
Wesley Russell	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		13.5
Marquita Ezell	Collins-Riverside Middle School	Tuscaloosa, AL	Provided by TCSS		15

- Staff Turnover
  - One (1) teacher
    - One (1) teacher due to overstaffing.

**Activities:**

**Fall 2018**

Activity Name	Description of Activity	Category (s)	Target Population	Frequency of Activity	Partner Involved
HW, Remediation and Stride Academy	Homework, academic remediation and educational activities done on students' personal accounts using computer app.	Academic	All Students	Twice a week	Program teachers

Snapology	STEM building with Lego type building blocks	Enrichment	All Students	Once a week	Program Teacher/ Snapology Instructor
Alabama Blues Project	Cultural experience learning about famous Alabama musicians and learning about the blues singers songs.	Enrichment	All Students	Once a week	Program teacher/ AL Blues instructor
Art, Team Building and Board Games	Activities geared to engage positive interactions between students to build social skills and boost morale as well as cultivate creativity in the classroom.	Art, character education, life skills	All Females	Once a week	Program teachers
STEM	Hands-on, engaging activities involving the five STEM areas.	Science, Technology, Engineering, Math Academic	All Students	Once a week	Program teacher
SirGentz	The male students were taught how to act like a gentlemen and how to treat people with respect.	Gentlemen Academia	All Males	Once a week	Program teachers
Health & Wellness	Physical activity time, both indoors/outside, to emphasize the importance of being active.	Physical Activity	All Students	Twice a week	Program Teachers
Why Try	This 10 unit curriculum teaches students coping skills to help them positively navigate the world and their relationships.	Life skills & Resiliency Education	All Students	Once a week	Program Teachers
Beat Auburn, Beat Hunger	Students donated canned goods to support a food drive for the West Alabama Food Bank.	Service Learning Project Character Education	All Students	Once a week	West Alabama Food Bank

**Spring 2019**

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Why Try	This 10 unit curriculum teaches students coping skills to help them positively navigate the world and their relationships.	Life Skills & Resiliency Education	All Students	Once a week	Program teacher
SirGentz	The male students were taught how to act like a gentlemen and how to treat people with respect.	Gentlemen Academia	All Males	Once a week	Program teachers
STEM	Hands-on, engaging activities involving the four STEM areas.	Science, Technology, Engineering, Math Academic	All Students	Once a week	Program teacher
Team Building	Activities designed to engage positive interactions between students to build social skills and boost morale in the classroom.	Character Education, Life Skills	All students	Twice a week	Program teacher
DREAM (Honors College)	UA volunteer group that worked one on one with students on reading and life skills.	Life Skills, Character Education, Reading, Enrichment	6th Graders	Once a week for approximately 10 weeks	UA Honors College
HW, Remediation and Stride Academy/ Test Prep	Homework, academic remediation and educational activities done on students' personal	Academic	All Students	Three times a week	Program Teachers

	accounts using computer app.				
Dynamic Education Adventures onsite Field Trip 5/1/19	Jan "The Science Lady" conducted different themed science presentations centered on each grade levels' Course of Study emphasis.	Science, enrichment, special event	All Students	Once a semester	Dynamic Education Adventures Jan Mattingly
Field Trip Recycling Center 4/11/19	Students toured a local recycling center to learn about the logistics of running that type of center.	Environmental education	All students	Once a semester	University of Alabama Recycling Center

*Demographic Information*

- Grades served: 6-8
- Number of students proposed (from Grant Application): 50
- Number of students served: 71
- Number of students participating less than 30 days: 25
- Number of regularly participating (30 days): 18
- Number of students participating 60 days: 14
- Number of students participating 90 days: 14
- Number of families proposed to serve (from Grant Application): 40
- Number of families served: 40

<b>Student Enrollment</b>	<b>Enrolled</b>
<b>Total Unduplicated Enrollment</b>	71
<b>Male</b>	28
<b>Female</b>	43
<b>Grade</b>	
<b>6</b>	27
<b>7</b>	27
<b>8</b>	17
<b>Race/Ethnicity</b>	
<b>American Indian/Alaska Native</b>	0
<b>Asian/Pacific Islander</b>	0
<b>Black or African American</b>	57
<b>Hispanic or Latino</b>	7
<b>White</b>	6

<u>Student Enrollment</u>	<u>Enrolled</u>
<u>Some other Race</u>	0
<u>Multiracial</u>	1
<u>Do not Know</u>	0

### **Parental Involvement**

#### *Parent Involvement Fall 2018*

Activity Name	Description	Number in Attendance	Educational Purpose of Activity
Parent Orientation 09/19/18	Introductions, Student/Parent Handbook Review and information on TOP's family services	4 adults/parents	To inform parents about the after school program, expectations, introduce TOP staff and inform parents of the family services provided by TOP.
Holiday Parent Night 12/10/18	Students performed in front of their parents with Alabama Blues Project.	10 adults/ parents	To provide parents an opportunity to watch their child perform what they have learned with Alabama Blues Project.

#### *Parent Involvement Spring 2019*

Activity Name	Description	Number in Attendance	Educational Purpose of Activity
Pizza Party 4/29/19	Students cooked and served pizza to their families to enjoy a meal and talk about the different ways to save money on food.	12 adults/parents	To provide parents tips for saving money and eating right. Parents also took part in the focus group.
End of year celebration 5/16/19	Parents were invited to the school to enjoy ice cream sundaes with their children while getting awards.	10 adults/parents	Celebration of students' achievements over the course of the year.

Findings:

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
<p>What impact does the CRMS Afterschool Program have on academic success in the core subject areas?</p>	<p>Goal 1: Provide academic support to improve progress in English, Language Literacy, and Mathematical Foundations to further College and Career Readiness as measured by state and local standards.</p>	<p>College student mentoring</p> <p>UA Department of Human Development and Family Studies</p> <p>Tutoring Homework</p>	<p>Report card grades in language arts and math</p> <p>Standardized Assessment Scores</p> <p>Teacher, parent and student surveys</p>	<p>Report card data received from program coordinator on July 16, 2019.</p> <p>Standardized test scores received from program coordinator on July 16, 2019.</p>	<p>Goal 1: <b>Goal Met</b></p> <p>The majority of students improved their math grade, reading grade, and Global Scholar scores when comparing the fall to spring semester.</p>	<p>Continue providing academic assistance for students in the CRMS Afterschool Program.</p> <p>Track student regular school day academics and provide specialized instruction for students who are falling behind in math, English, or both.</p>
	<p>Objective/Outcome 1.1: 40% of CLC participants attending 30 days or more will increase their language arts or math semester average from fall to spring as indicated by students' report cards with improved academic progress and student success as the outcome.</p>	<p>Assistance Reading and Math</p> <p>Academic Remediation</p>	<p>Focus group data</p>	<p>Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p> <p>Focus group took place on May 9, 2019.</p>	<p>Objective 1.1: <b>Objective Met</b></p> <p>English scores improved from fall semester to spring semester for 8 of 38 students (21%) while math scores improved for 8 of 39 students (20.5%) enrolled in the afterschool program. It is important to note that almost half of students (n=19) maintained or</p>	<p>Develop a system for communicating academic, social, and emotional growth to parents.</p>

					<p>improved their initial letter grade in either math or English when comparing the fall to spring semester.</p> <p>Teacher surveys for 36 students suggest that the majority (n=11; 31%) of students improved academic performance, while 6% (n=4) maintained academically.</p> <p>Student surveys were available for 13 students. A majority (n=5; 39%) participants agree with statements asking if the program helps them do better in math and reading.</p> <p>Parent surveys suggest that 63% of parents report</p>	
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					<p>child's reading grades are improving since attending the CRMS Afterschool Program, while 76% of parents report their child's math grades are improving.</p>	
	<p>Objective/Outcome 1:2: 30% of CLC participants attending 30 days or more will make gains in reading or math proficiency on standardized assessments thus increasing academic progress towards college and career readiness and student success as the outcome.</p>				<p>Objective 1.2: <b>Objective Met</b> Global Scholar Assessment was used for this analysis.</p> <p>Global Scholar data was available for 41 students. On the math portion, 33 students (80%) Improved their Global Scholar score. Twenty-six (26) students (63%) of students improved on the reading section from the fall to spring semester. Additionally, 37 of the 41 students</p>	

					(90%) improved their math, reading or both Global Scholar scores.	
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Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Do program participants improve or maintain regular school day attendance after the course of the school year?	Goal 2: Increase student attendance during the regular school day.	College Student Mentoring Field Trips Physical Activity	School attendance records Focus group data	School attendance records received from program coordinator on July 16, 2019. Focus groups took place on May 9, 2019.	Goal 2: <b>Goal Met</b> The majority of CRMS Afterschool Program students reduced or maintained regular school day absences.	Continue making the CRMS Afterschool Program exciting so students want to enroll and attend, thus increasing the likelihood of regular school day attendance.
	Objective/Outcome 2:1: 10% of program participants attending 30 days or more will decrease/maintain their total number of absences between the end of 1 <sup>st</sup> semester and the end of 2 <sup>nd</sup> semester as indicated by school data with an expected	Afterschool Enrichment Activities SirGentz and Alabama Blues Project			Objective 2.1: <b>Objective Met</b> Of the 39 students with available data, almost half of CRMS Afterschool program participants (n=17; 44%) reduced or maintained regular	Set monthly attendance goals for program, requiring less absences as time progresses to earn no cost incentives.  Provide targeted case management for families of students who have

	outcome of furthering student success and academic progress.				school day absences when comparing the spring semester to the fall semester.	excessive regular school day absences.
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<b>Evaluation Question</b>	<b>Goals and Objectives</b>	<b>Activities</b>	<b>Assessment, Data Collection, &amp; Analysis</b>	<b>Timeline</b>	<b>Status</b>	<b>Recommendations</b>
Does family involvement improve for CRMS Afterschool Program participants and their families improve over the course of the school year?	Goal 3: Increase family involvement.	Parent Education Nights  Monthly Newsletter  Parent Volunteer Opportunities	Sign-in sheets from family related school events  Survey of teachers, parents and students  Focus group data	Parent event sign-in records received from program coordinator on July 16, 2019.  Teacher, parent, and student surveys received from program coordinator on September 19, 2019.  Focus group took place on April 29, 2019.	Goal 3: <b>Goal Met</b>  The CRMS Afterschool Program met Objective 3.1 with 45% of parents attending at least one parent event.	Continue fostering relationships with the parents and caregivers of CRMS Afterschool Program students.  Provide parents and caregivers with additional opportunities to participate with the program. For example, volunteering opportunities to help facilitate snack time or assisting teachers and other program staff in the daily
	Objective/Outcome 3:1: 30% of CLC family units whose program participants attend 30 days or more will participate in at least one parent/family event as documented by event sign-in sheets with an expected	Family Case Management Services			Objective 3.1: <b>Objective Met</b>  Based on parent event sign-in sheets, the parents or caregivers of 18 students (45%) attended at least one parent event.	

	outcome of enriching family engagement.				<p>Of the 8 parents who completed parent surveys, 88% (n=7) agreed or strongly agreed with the statement that they are pleased with the parent involvement opportunities provided through the afterschool program. While they report satisfaction with these opportunities, it is unclear if the parents attended these sessions.</p>	<p>operations of the program.</p> <p>Engage in ongoing communication with parents about the CRMS Afterschool Program.</p> <p>Survey parents and caregivers about parent event topics that may interest them to further improve attendance at parent events.</p> <p>Provide translated materials for Spanish-speaking parents to advertise events and opportunities for involvement.</p>
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<b>Evaluation Question</b>	<b>Goals and Objectives</b>	<b>Activities</b>	<b>Assessment, Data Collection, &amp; Analysis</b>	<b>Timeline</b>	<b>Status</b>	<b>Recommendations</b>
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<p>What impact does CRMS Afterschool Program have on the social behavior of program participants?</p>	<p>Goal 4: Improve students' behavior during the regular school day.</p>	<p>Why Try</p> <p>College Student Mentoring</p> <p>Parent Education Nights</p>	<p>School day discipline records</p> <p>Why Try pre/post tests</p> <p>Survey of teacher, parents and students</p> <p>Focus group data</p>	<p>Regular school day discipline records received from program coordinator on July 16, 2019.</p> <p>Why Try pretest and post data received from program coordinator on July 16, 2019.</p>	<p>Goal 4: <b>Goal Met</b></p> <p>The majority of students improved or maintained their behavior infractions over the course of the school year and many, with available data, improved on their Why Try scores from pretest to posttest.</p>	<p>Program staff should continue modeling positive behavior to students through their interactions with each other and students.</p> <p>Provide incentives for students who do improve behavioral infractions from the fall to the spring semester.</p>
	<p>Objective/Outcome 4:1: CLC student discipline infractions will be reduced/ maintained by 10% from fall to spring semester as indicated by school data for students attending program 30 days or more.</p>			<p>Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p> <p>Focus groups took place on March 7, April 29 and May 9, 2019.</p>	<p>Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p> <p>Focus groups took place on March 7, April 29 and May 9, 2019.</p>	<p><b>Objective 4.1: Objective Met</b></p> <p>The majority of students (n=32; 28%) with available data decreased or maintained the number of behavioral infractions from the fall to the spring semester. However, 72% of students had increased infractions between Fall and Spring semesters.</p>

					<p>According to the teacher surveys for 36 program participants, 33% of students (n=12) improved or did not need to improve behavior in class. Additionally, 64% (n=23) of students did not change and 3% (n=1) declined class behavior.</p>	<p>provide targeted trauma-informed case management services for families of students with increased infractions.</p>
	<p>Objective/Outcome 4:2: CLC participants attending 30 days or more will show through life skills pre/post test scores that they better understand positive choices and the importance of making them.</p>				<p>Objective 4.2: <b>Objective Met</b></p> <p>Only 30 students had complete data for the Why Try pretest and posttest. Of the students with available data, 73% of students (n=22) improved from the pretest to the posttest.</p> <p>Teacher surveys suggest that 56% of students (n=20) improved or maintained how well</p>	

					<p>they got along with other students. An additional 39% (n=14) did not change their social interactions with peers.</p> <p>Parent surveys indicate that parents perceive behavioral improvements of program students. For example, 75% (n=6) of parents agree or strongly agree with the statement: “My child gets along better with others”.</p>	
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<b>Evaluation Question</b>	<b>Goals and Objectives</b>	<b>Activities</b>	<b>Assessment, Data Collection, &amp; Analysis</b>	<b>Timeline</b>	<b>Status</b>	<b>Recommendations</b>
Do CRMS Afterschool program participants show an increased	Goal 5: Implement STEM (science, technology, engineering, math)	Enrichment Activities Snapology	Attendance rosters (EZ Reports)	Attendance records received from program	Goal 5: <b>Goal Met</b>  The CRMS Afterschool	Continue offering weekly STEM activities to CRMS

interest in STEM activities?	activities that correlate to the regular school day.		Focus group data	coordinator on July 16, 2019.  Focus group took place on May 9, 2019.	Program staff were regular school day teachers and were able to plan STEM activities that coincided with regular school day lesson plans.	Afterschool Program students.  Have multiple student focus groups to gain an understanding of how the STEM activities impact student interest in STEM activities and careers.
	Objective/Outcome 5:1: CLC participants will engage in weekly hands-on STEM activities as shown by teachers' lesson plans, pictorial documentation, and completed projects to foster students' interest in STEM courses and expose them to STEM-related careers.				Objective 5.1: <b>Objective Met</b>  All students who were present on days where hands-on STEM activities were scheduled participated in the activities. All CRMS Afterschool Program participants attended at least one STEM activity in the fall and spring semesters.	Provide students opportunities to code and work with robotics.
<b>Evaluation Question</b>	<b>Goals and Objectives</b>	<b>Activities</b>	<b>Assessment, Data Collection, &amp; Analysis</b>	<b>Timeline</b>	<b>Status</b>	<b>Recommendations</b>
What impact does the CRMS Afterschool Program have on the	Goal 6: Develop socially responsible global citizens through	Service Learning Projects	Attendance records from service learning	Service learning project attendance	Goal 6: <b>Goal Met</b>	Continue providing service learning opportunities to

development of socially responsible global citizens?	implementation of service learning projects.		and enrichment activities	records received from program coordinator on July 16, 2019.	All students (100%) engaged in at least one service learning project during the regular school year as a part of the CRMS Afterschool Program.	CRMS Afterschool Program students.
	Objective/Outcome 6:1: CLC students will conduct service-learning projects to provide them opportunities to participate in guided action to address community needs as documented by teacher lesson plans, pictures, and completed projects with expected outcomes of increasing self-efficacy and empathy/respect for others.		Focus group data	Focus group took place on May 9, 2019.	Objective 6.1: <b>Objective Met</b>  The number of students with available data is 46 (n=46). All students (100%) engaged in at least one service learning project.	Invite parents to participate in the service learning projects to encourage further service to the community outside of the school setting.

## **APT-O**

The APT observation occurred at Collins-Riverside Middle School the cafeteria and a classroom. Program staff and the program coordinator were present and interacted with students in both locations. The observation included snack time, transitions, homework/academic support, and an overall impression of the school environment. The findings from the APT-O are as follows:

- The spaces were adequate and conducive to learning. Rooms were bright, colorful, and culturally sensitive.
- The students provided positive feedback to one another and interactions were respectful.
- Students were encouraged to participate in group activities and teachers positively engaged students who were initially reluctant to participate.
- Students knew what to expect throughout the day and engaged in a variety of activities.
  - The memorization activity allowed students to work in groups to learn how to communicate, listen, and focus.
- Students were aware of staff expectations during snack time, transitions, and the classroom activity.

## **Adherence to the grant application**

The CRMS Afterschool Program provided afterschool services in accordance with the CLC grant. The CRMS Afterschool Program provided additional academic instruction including homework and remediation services, parent and family events, and service learning projects. Students who participated in the CRMS Afterschool program were exposed to STEM activities at least weekly. The Why Try life skills curriculum, team building exercises, and the SirGentz program to help male students were taught how to act like a gentlemen and how to treat people with respect to students. Students seemed to benefit from the CRMS Afterschool Program as implemented and will benefit from continued participation with and exposure to the various elements of the CRMS Afterschool Program.

## **Qualitative Findings.**

All parents, students, and teachers were invited to participate in independent focus groups about the CRMS After School Program. The sample for the focus groups consisted of (9) parents, six (6) students, and eleven (11) teachers.

### Parent

The parent focus group was offered on April 29<sup>th</sup> 2019. Nine (9) parents attended the focus group. The parents commented on how superb the benefits have been including how grades have improved and study habits have increased. One parent in particular shared how her daughter has become more “efficient in her studies” and “enjoys the activities and social times with friends because it gives her an outlet.” The parents also mentioned how the extra services provided by the program staff help to meet other needs that the families may have and gave an example about extra food boxes for Thanksgiving. Overall, parents voiced their satisfaction with

the program, the consistency of the programming, and the relationship with the program coordinator. When asked for recommendations, the parents simply stated, “The program needs to stay.”

### Student

The student focus groups occurred on May 9<sup>th</sup>, 2019. Six (6) students attended the focus group. There were completed parental consent forms for additional participants, but students were not in attendance at school, the day of the focus group and due to scheduling conflicts, additional groups were not scheduled. To begin with, students were asked to describe what they enjoyed about the program and responses varied from “we get the help we need” to “I love coming to afterschool because you get to hang out with your friends and do activities.” Students also shared that they like the staff. Some recommendations from the students included a request to go on more “field trips” and more parental involvement in volunteering for and participating in events. One student, shared “I do think parents should be more involved.” There seemed to be a consensus that the students want parents to be involved.

### Teacher

The teacher focus group was offered on March 7<sup>th</sup>, 2019, with eleven (11) present. Student outcomes and parental involvement continued to be the main themes from the teacher focus group. Participants stated that the CRMS Afterschool Program helped students to develop quality relationships with the teachers and helps teach coping skills in order to handle situations more effectively. One teacher shared that because of a general lack of parental involvement, “kids oftentimes attach to the teachers.” The group also concluded that it would be beneficial to have more support from the parents. Participants also expressed how “students have opportunities to have more one on one individualized attention.” The teachers added that they feel supported by the program coordinator and the school principal. There was agreement among participants that a huge success of this program is the connection they make with the students and how students know expectations ahead of time. They also shared examples of how teachers communicate with one another to ensure student accountability including faculty meetings, group text reminders, discipline binders, and attendance logs. They offered praise for the program coordinator and general satisfaction with how the program “opens students’ eyes to all the possibilities available to them.”

### **Limitations and Questions that could not be answered:**

The grant stated that ACT Aspire and ACT Periodics would be measured to understand student academic success; however, date for these standardized tests were not available. However, we had Global Scholar data and used that in place of the ACT Aspire and ACT Periodics for Objective 1.3.

Only six (6) students attended the one scheduled focus group and attendees were not representative of all grades. In order to gain a wide array of perspectives, it would be beneficial to offer multiple focus groups with each of the three grade levels to ensure that students had choices to participate. Students are crucial stakeholders in the program and their opinions matter. In future years, we will work to have multiple focus groups so we can obtain focus group data

from students. Also for the parent focus group, consent forms for research participation need to be translated for Spanish-Speaking participants to ensure individuals are fully-informed about the entirety of the project, expectations, and their rights.

The Why Try pretest or posttest measures were missing for some of the program students. While we were able to demonstrate that many several with complete data improved between testing points, we do not have a complete picture of the impact of the Why Try program. In future years, we will train program staff to be certain complete data is gathered.

## **Summer Program**

### **Overview of Program**

A CRMS summer program will provide a safe, structured environment for rising 6<sup>th</sup> - 8<sup>th</sup> graders. The program will run Monday – Friday from 8:00 A.M. – 12:00 P.M. for four weeks in June for 20 program days. Transportation and breakfast/lunch was provided. There was a pertinent focus on helping the students to build and strengthen life and social skills in addition to building character. Teachers offered team-building activities twice a week to create positive interactions with one another and develop good decision-making skills.

Activities during the summer provided reinforcement of math and reading skills as well as life and social skills. Experiential learning opportunities were afforded through STEM activities. . In addition, teachers provided cultural and career awareness, structured physical activities, and arts and crafts to students in order to enhance a variety of skills.

## **3 Summer Program**

### **Program Operations**

<b>Name of Site(s)</b>	<b>Number of Days Site(s) are Open</b>	<b>Number of Weeks the Site(s) are Open</b>	<b>Number of Hours Per Week</b>
Collins-Riverside Middle School	5	4	20

- Staffing-
  - 6 teachers
    - 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>-6 Teachers
  - 1 Lead Teacher
  - 1 TOP Site Coordinator
- Volunteers-
  - 1 AmeriCorps Member

### **Summer Activities 2019**

<b>Activity/Description</b>	<b>Category (s)</b>	<b>Target Population</b>	<b>Frequency of Activity</b>	<b>Partner Involved</b>
Art	Arts	All Students	4 weeks/1 day- 40 mins	Program teacher
Computer Lab	Life Skills/ Typing	All Students	4 weeks/ 1 day- 40 mins	Program teacher
Team Building	Life/Social Skills Character Education	All Students	4 weeks/ 2 days- 40 mins	Program teacher
6th Grade Orientation	Life Skills	All 6 <sup>th</sup> grade Students	4 weeks/ 1 day- 40 mins	Program teacher
Structured Physical Activity	Physical Activity Wellness	All Students	4 weeks/ 4 days-40 mins	Program teacher
Careers/Culture	Cultural/Career Awareness	All Students	4 weeks/ 2 days- 40 mins	Program teacher
STEM	Academic Science, Technology, Engineering, Math	All Students	4 weeks/ 1 day- 40 mins	Program teacher
Math/Reading	Literacy Academic	All Students	4 weeks/ 4 days- 40 mins	Program teacher
End of Summer Celebration	Parent Involvement Life Skills	All Students, parents	1 day-1 hour 30 minutes	Program teachers

### Demographics

<b><u>Student Enrollment</u></b>	<b><u>Enrolled</u></b>
Total Unduplicated Enrollment	70
Male	32
Female	38
<b><u>Grade</u></b>	
6	26
7	12
8	32
<b><u>Race/Ethnicity</u></b>	
Asian/Pacific Islander	0
Black or African American	55
Hispanic or Latino	6
White	9
Multiracial	0
Do not Know	0

### **Adherence to the grant application**

The CRMS Summer Program was offered for the second time stated in the grant application. A total of 70 students attended the CRMS Summer program at least once, with 26 students in 6<sup>th</sup> grade, 12 students in 7<sup>th</sup> grade, and 32 students in 8<sup>th</sup> grade. Breakfast and lunch were served each day of the summer program. Rising 6<sup>th</sup> grade students were provided an orientation to CRMS. All students participated in STEM activities, structured physical activity, team building, career and cultural exploration and additional academic instruction. The summer program ended with a celebration in which all students and parents were invited to participate.

### **Results and Recommendations**

The CRMS Summer Program exposed program participants to additional opportunities to learn and retain knowledge gained during the regular school year. It provided a safe space for students to spend part of the summer while parents worked. The CRMS Summer Program appears to be a valuable asset within the community where students can engage with each other and teachers in a positive setting. It is worth noting that given the students' recommendations per the focus group; it would be beneficial to offer more field trips as a way to strengthen engagement from both students and parents. Other than the end of summer celebration, there were not opportunities for parental involvement. It is highly recommended that the summer program continue to allow for stronger relationships between students, the school, and the community.

### **Plan for Utilizing and Sharing Results (Collaborative)**

This is the second year of the grant cycle for the CRMS Afterschool Program at Collins-Riverside Middle School and the program met all measurable programming goals and objectives. The majority of students improved on math, reading, or both sections of the Global Scholar assessment. The Global Scholar Assessment was used in place of the ACT Aspire. The CRMS Afterschool Program should continue providing homework assistance and academic to CRMS Afterschool Program students in order to see academic growth among more students. As reported in the findings, there was a 74% decrease in reading scores and a 69% decrease in math scores, illustrating the need for continued assistance. There was an increase in family involvement at 45% which shows a positive trend. The program would benefit from continued focus on developing rapport with families and encouraging targeted-case management and other individualized services for those students with increased absences and infraction. Close to half of program students improved or maintained regular school day absences and behavioral infractions. STEM activities were offered weekly and all students who attended the CRMS Afterschool Program on STEM days participated in the hands-on activities. The CRMS Afterschool Program has several community partners and regular STEM activities that program participants can work with to learn about STEM. Finally, the program aims to develop socially responsible global citizens by offering service learning projects in the fall and spring semesters and summer. We were unable to determine how these service-learning projects influence

program participants, but we can reasonably conclude that students gained a unique perspective of their community that they may not otherwise might not get the opportunity to develop.

### Sharing Results

Findings including the finalized report as well as the executive summary from this evaluation will be presented to all stakeholders such as program teachers, school administration, the Tuscaloosa County school district, and the board of Tuscaloosa's One Place. Findings from the final report will be presented during the Advisory Council meetings upon request. During the Advisory Council meetings, stakeholders have opportunities to provide feedback and discuss strategies to improve the CRMS Afterschool Program. Overall, the information will be used to guide future development and continuation of the program.

### Appendices

1. Focus Group Questions
2. Student Survey
3. Parent Survey
4. Teacher Survey

## Focus Group Questions

### Parent Focus Group Questions<sup>i</sup>

1. Do you think there is a need for the after school program) at your school? If yes, why? If no, why not?
  - a. Do you feel that there are enough staff? Too many?
  - b. Do you feel the staff are approachable/helpful? If yes, how have they helped your family?
2. Why did you enroll your son/daughter in this program?
3. Does your son/daughter enjoy going to the after school program?
4. How Do you think the program has affected your son/daughter in the following areas:
  - a. Behavior
  - b. School performance
  - c. Attitude/motivation
5. What do you know about how the school and afterschool program work together?
6. Is the program convenient for you? (Timeframes, summer programming, snack, transportation, etc.)
7. Have you attended or volunteered for any Parent Nights or program events, ? If yes, can you provide some examples
  - a. Has this impacted your involvement during the school day. If yes, how? If no, why not?
8. What are the best things about the program?
9. What are some things that need to be changed?

### Student Focus Group Questions<sup>ii</sup>

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

## Teacher Focus Group Questions <sup>i</sup>

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

<http://educationnorthwest.org/sites/default/files/ost-tools.pdf>

[http://www.appliedsurveyresearch.org/storage/database/program-evaluations/ravenswoodcityschooldistrict/Students Perception ofthe Cesar Chavez Afterschool Program.pdf](http://www.appliedsurveyresearch.org/storage/database/program-evaluations/ravenswoodcityschooldistrict/Students%20Perception%20of%20the%20Cesar%20Chavez%20Afterschool%20Program.pdf)

# 21st CCLC Afterschool Student Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
The afterschool program helps me improve in reading.					
The afterschool program helps me improve in math.					
I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.					
The afterschool program helps me behave in the school day program.					
My school day attendance has improved since attending the afterschool program.					
The afterschool staff helps me with my homework.					
I have opportunities to make suggestions for activities.					
I am treated fairly by the afterschool staff.					
When I am at the afterschool program I feel safe.					
I like the afterschool program.					

## 21st CCLC Afterschool Parent/Guardian Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
My Child's reading grades are improving since attending the afterschool program.					
My Child's math grades are improving since attending the afterschool program.					
My Child enjoys the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.					
My child gets along better with others since attending the afterschool program.					
My Child's school day attendance has improved since attending the afterschool program.					
The afterschool program staff maintains frequent communication with me.					
I am pleased with the parent involvement provided through the afterschool program.					
The afterschool staff treats my child with respect and listens to what he/she has to say.					
The afterschool program has systems in place to ensure my child is safe.					
I am satisfied with the afterschool program.					

# DOE Teacher Survey

	Did Not Need To Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.								
Completing homework to your satisfaction.								
Participating in class.								
Volunteering (e.g., for extra credit or more responsibilities).								
Attending class regularly.								
Being attentive in class.								
Behaving well in class.								
Academic performance.								
Coming to school motivated to learn.								
Getting along well with other students.								

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