
Final Report



Final Report 2023 - 2024

Cohort 16 Cohort 17

Year 1 2 3

Name of LEA/CBO: __Colbert County_____

Name of the 21st CCLC Program School(s) Served: __Cherokee Elementary__

Location of Program (City, State): __Cherokee, Alabama_____

Site Coordinator Name: __Janna Edgin__ Email: __jedgin@colbertk12.org__

Site Coordinator Name: __Candee Witt__ Email: __cwitt@colbertk12.org__

Program Director Name: __Emily Counce__ Email __ecounce@colbertk12.org__

Program Director Name: Brooke Cunningham Email bcunningham@colbertk12.org

External Evaluator Name: __Hal Horton__ Email _halhorton1@gmail.com__

Technical Advisor Name: __Joseph Dyar__ Email: _joseph.dyar@alsde.edu__

Date: September 10, 2024

Tables of Contents

1.0 Executive Summary	4
1.1 Introduction.....	4
1.2 Evaluation Design, Methods, and Limitations.....	5
1.3 Findings, Conclusions, and Recommendations.....	6
2.0 Program Operations	6
Table 2.1 Site Information.....	6
Table 2.2 Staffing.....	6
Table 2.3 Activities.....	11
Table 2.4 Activities.....	11
3.0 Demographic Information	12
Table 3.1 Participant Attendance.....	12
Table 3.2 Participant Attendance.....	12
Table 3.3 Grade Levels by Hour Band.....	13
Table 3.4 Race & Ethnicity.....	13
Table 3.5 Participant Gender.....	14
Table 3.6 Population Specifics.....	14
4.0 Student Assessments and Data Results	14
Table 4.1 Student Grade Report (Aggregate).....	14
Table 4.2 Student Grade Report (Reading Comparison).....	15
Table 4.3 Student Grade Report (Mathematics Comparison).....	15
5.0 GPRA Results	16
Table 5.1 GPRA Measure (State Assessment – Reading/Language Arts):.....	16
Table 5.2 GPRA Measure (State Assessment - Mathematics).....	16
Table 5.3 GPRA Measure (Grade Point Average).....	17
Table 5.4 GPRA Measure (Attendance).....	17
Table 5.5 GPRA Measure (In-School Suspension).....	18
Table 5.6 GPRA Measure (Engagement in Learning).....	18
6.0 Parental Involvement	19

Table 6.1 Parental Involvement Activities.....	19
7.0 Findings and Recommendations for the After-School Program	20
Table 7.1.....	20
8.0 Other Findings	28
9.0 Surveys Results	29
10.0 Summer Program	42
10.1 Overview of the Summer Program.....	42
10.2 Summer Program Operations.....	43
Table 10.3 Summer Site Information.....	43
10.4 Summer Staffing.....	43
10.5 Summer Activities.....	43
Table 10.4 Activities.....	44
11.0 Summer Demographics	44
Table 11.1 Participant Attendance.....	44
Table 11.2 Grade Levels by Hour Band.....	45
Table 11.3 Race & Ethnicity.....	45
Table 11.4 Participant Gender.....	45
Table 11.5 Population Specifics.....	46
12.0 Adherence to the Grant Application	46
13.0 Results and Recommendations for the Summer Program	46
14.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)	46
15.0 Appendices	47
Signature Page	48
Eternal Evaluator Resume	49-50
Observation #1	51-58
Observation #2	59-69
Observation #3	70-77

1.0 Executive Summary

1.1 Introduction

The purpose of the Cherokee Elementary School (CES) 21st CCLC is to serve the needs of children and families in the community who are lacking after-school and/or summer care through the provision of a high quality enrichment program in a safe learning environment. The program targets at-risk and academically challenged students. This program provides remediation to acceleration. The program focuses on each child's physical, social, emotional, cognitive, and creative development while providing support to his/her families. The CES 21st CCLC program is based on community needs in conjunction with the community partners. The CES 21st CCLC serves students in grades K-6. The program has the capacity to serve 60 students in the after-school program and 50 students in the summer program. The overall projected outcomes for the CES 21st CCLC are to meet the needs for after-school and summer care, provide academic enrichment in reading and math to meet challenging state academic standards, implement STEM activities, increase attendance for the regular school day, increase parent and family engagement, improve behavior throughout the school day, provide service learning opportunities, and provide nutritional snacks and wellness education. These were the needs first perceived by administrators when they decided to move forward with the application process. The objectives of the program addresses the needs of the community as determined by the needs assessments and the CIP. In order to achieve the outcomes of the project, services are provided for students and families that are aligned with the specific program goals. These services include homework help, individual and small-group tutoring, enrichment lessons in reading, math, and art, and STEM lessons taught by highly qualified teachers. The program provides a safe, caring environment for students who are in need of supervision after-school and in the summer. Indicators of program success will be determined by the gains shown on state assessments, surveys to parents and stakeholders, and information gleaned by program staff as they communicate with parents, students, and school personnel. To ensure that the program is successful, program staff communicates continuously with parents and the faculty of CES. This interaction is also important for recruitment and raising awareness of the program. The CES 21st CCLC staff tracks the gains/achievement of students in the program, providing evidence of program success to parents, stakeholders, and community partners.

The overall purpose for the program evaluation is to improve the program's success. The goal of the evaluation is to aid the grantee in assessing their efforts in meeting the goals and objectives set forth in the grant application. By establishing a collaborative relationship with the grantee, the external evaluator can provide suggestions for improvement and growth in the 21st CCLC program. Questions: *What changes are seen in the students' academic development as a result of participation in the CES 21st Program? Has participation in the program improved school day attendance? Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? How is the program helping students with social interaction? Are the STEM enrichment activities being offered effective toward improving academics in math and science? What impact has participating in a service project had on teaching our students empathy?*

1.2 Evaluation Design, Methods, and Limitations

CES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading and math. Also using attendance programs, sign in sheets, flyers for parents for communication, and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluators visits through informal conversations and interviews with students, parents and staff members. Most goals were met during the 2023-2024 school year. Nine of our fifty-six students in the afterschool program had five or more unexcused absences. This is 84% of the students in the program. Attendance has been an issue in our district post-pandemic, and although we did not meet this goal, our overall unexcused absences for CES were improved significantly. Limitations are in surveys and observations that are subjective in nature but still provide a picture of the moment.

An important part of the 21st CCLC, is the program's ability to self-evaluate and alter activities to meet the program's goals and measurable objectives more effectively. This self-evaluation is an ongoing effort of the system/school administrators and the program staff and is thoroughly documented. The evaluation plan uses qualitative and quantitative data to direct program changes to ensure student growth and refine, improve, and strengthen the project.

The more formal evaluation efforts are the technical advisor (ALSDE Programs Team) on the state level, and the external evaluator on the local level. Periodically, the technical advisor assesses the program's compliance/progress, ensuring programmatic quality. The technical advisor's findings are reported to the ALSDE, and in turn to the U.S. DOE. On the local level, the external evaluator monitors the program on a yearly basis (with periodic visits throughout the year). The evaluator's report details program operations such as attendance, hours of operation, schedules, timesheets/timekeeping methods, PD plans, safety plans and procedures, budgetary fiscal matters, documentation, effectiveness of the community learning program administrator, and grant fidelity. In addition to the grant and program management evaluation, the external evaluator also assesses the success of the program through student gains and achievement. Tools necessary for the evaluation are school/program attendance and behavior data, documentation of bookkeeping/budget expenditures, time sheets and employee schedules, safety plans and procedures, anonymous electronic or traditional surveys, student assessment data – STAR Renaissance, ACAP and any other information requested by the evaluator. The evaluator analyzes the data and provides recommendations for continued program improvement. The main goal of the external evaluator is to make sure the program is operating under the boundaries of the grant, while meeting the stated goals and objectives. Once the evaluator has found the strengths and weaknesses of the program and written the report, he meets with the community learning program director, administrators, and the advisory council to discuss the findings and his suggestions for improving the program. An action plan is then formed to address areas of needed improvement and to increase student gains. The findings of the report and proposed changes are printed and distributed to participants, parents, and community stakeholders, and published on the school's website. The essential questions, which are connected to the goals/objectives of the grant are as follows: (1) What changes are

seen in the students' academic development as a result of participation in the CES 21st CCLC Program? (2) Are the STEM enrichment activities being offered effective toward improving academics in math and science? (3) Has participation in the program improved school day attendance? (4) How is the program helping students with social interaction? (5) Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned? (6) What impact has participating in a service project had on teaching our students' empathy?

1.3 Findings, Conclusions, and Recommendations

CES 21st CCLC is in compliance and the program is operating under the boundaries of the grant, while meeting most of the stated goals and objectives. The goals and objectives were evaluated with both quantitative and qualitative information. The quantitative was mostly pre-post assessments of reading and math. Also using attendance programs, sign in sheets, flyers for parents for communication, and technology when available to utilize parental participation. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Qualitative information was from evaluators visits through informal conversations and interviews with students, parents and staff members. The one goal that was not met during the 2023-2024 school year is the attendance goal. For an attendance goal of less than 2% with five or more unexcused absences, the program reflected 16% of students who were in the afterschool and summer program had more than five unexcused absences.

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
Cherokee Elementary	5	175	35	12.5	150

Table 2.2 Staffing

- There are 7 certified teachers and 2 para professionals that work on a regular basis. All teachers are certified in elementary, 5 teachers are day school teachers and 2 teachers are retired teachers working part time. All employees are board approved in the Colbert County School District.
- VOLUNTEERS
This program currently does not utilize volunteers for staffing - just partners who present programs during the year.
- Staffing Ratio
 - The average staffing ratio is 1 staff member to 9 students. There are several students within the program with IEPs that require individual assistance by our paraprofessionals.
- Staff Training
 - The professional development received by staff during the most recent completed year June 2023-May 2024 is described below:

Date	Staff	Training	Length	Provider
June 1, 2023	Janese Green, Darlene Kennedy, Tonya Giba	Summer Program Staff Orientation-Guidelines/Expect ations for 21st CCLC Summer Program	1 ½ hour	Brooke Cunningham Emily Counce
August 2, 2023	Janna Edgin, Janese Green, Shaler Grigsby, Geri Askew, Debbie Cain, Jan Reid, Tonya Giba, Darlene Kennedy	After School Program Staff Orientation-Guidelines/Expect ations for 21st CCLC After School Program	1 ½ hour	Brooke Cunningham, Emily Counce
January 4, 2024	Janna Edgin, Geri Askew, Tonya Giba, Darlene Kennedy, Candee Witt, Shaler Grigsby	CPR Training	2 hr	Katie Hester
January 4, 2024	Janna Edgin, Geri Askew, Tonya Giba, Darlene Kennedy, Candee Witt, Shaler Grigsby	Med Assist Training	2 hr	Tonya Klyce
January 4, 2024	Candee Witt, Janna Edgin, Shaler	After School Program Staff Orientation-Guidelines/Expect	1 hr	Brooke Cunningham,

	Grigsby, Janese Green, Geri Askew, Debbie Cain, Jan Reid, Darlene Kennedy, Tonya Giba	ations for 21st CCLC After School Program Updates		Emily Counce
March 8, 2024	Janna Edgin	ACEA Conference	15 hr	ACEA
February 5, 2024	Candee Witt	Change Your Questions, Change Their World	1 hr	Webinar
March 4, 2024	Candee Witt	Beyond School Hours	1 hr	Webinar
March 11, 2024	Candee Witt	Launching a STEM Graffiti Wall	1 hr	Webinar
March 13, 2024	Candee Witt	Learning Through Leading	1 hr	Webinar
March 18, 2024	Candee Witt	SEL = Whole Student Support	1 hr	Webinar
March 28, 2024	Candee Witt	Engage, Encourage, and Energize Participants	1 hr	Webinar
April 24, 2024	Candee Witt	After School Artist, Authors, & Advocates	1 hr	Webinar
May 28, 2024	Janese Green	After School Artist, Authors, & Advocates	1 hr	Webinar
May 28, 2024	Janese Green	AI in Education	1 hr	Webinar
May 28, 2024	Janese Green	Change Your Questions, Change Their World	1 hr	Webinar
May 28, 2024	Janese Green	SEL = Whole Student Support	1 hr	Webinar
May 29, 2024	Janese Green	Building Positive Staff Culture and Enriching Environments for Students	1 hr	Webinar
May 29, 2024	Janese Green	Factoring Math Into Your OST Programs	1 hr	Webinar
May 29, 2024	Janese Green	Fiscal Management for 21st CCLC	1 hr	Webinar
May 29, 2024	Janese Green	Literacy for All: Stories as Mirrors, Windows & Sliding Class Scores	1 hr	Webinar

May 30, 2024	Janese Green	Creating and Sustaining a Caring Culture In After School and Summer Programs	1 hr	Webinar
May 30, 2024	Janese Green	Unpacking Data on High Quality Afterschool Art Programs	1 hr	Webinar
May 27, 2024	Geri Askew	Lights on Afterschool Celebrating After School Programs 2023	1 hr	Webinar
May 27, 2024	Geri Askew	Setting the Stage: After School Arts	1 hr	Webinar
May 28, 2024	Geri Askew	Math Counts: Factoring Math into your OST Program	1 hr	Webinar
May 29, 2024	Geri Askew	Literacy to All: Stories as Mirrors, Windows, and Sliding Glass Doors	1 hr	Webinar
May 30, 2024	Geri Askew	After School Artist, Authors, & Advocates	1 hr	Webinar
May 30, 2024	Geri Askew	Beyond the Conference: All I Wanna Do is Zoom-a-zoom	1 hr	Webinar
May 31, 2024	Geri Askew	Launching a STEM Graffiti Wall	1 hr	Webinar
September 7, 2024	Jan Reid	Lights on Afterschool 101	1 hr	Webinar
October 26, 2023	Jan Reid	Promoting Healthy Futures	1 hr	Webinar
January 8, 2024	Jan Reid	Unpacking the Data on High Quality After School Arts	1 hr	Webinar
February 2, 2024	Jan Reid	Caring for Children & Youth in Crisis	3 hr	Webinar
April 24, 2024	Jan Reid	After School Artist, Authors, & Advocates	1 hr	Webinar
October 8, 2023	Debbie Cain	21 Years of Lights on After School	1 hr	Webinar
October 10,	Debbie Cain	Caring for Children & Youth in	3 hr	Webinar

2023		Crisis		
January 23, 2024	Debbie Cain	Afterschool Works Effectively Telling Your Story	1 hr	Webinar
February 21, 2024	Debbie Cain	Let's Talk about Afterschool: Telling Your Story	1 hr	Webinar
April 16, 2024	Debbie Cain	Exploring the Environment in After School	1 hr	Webinar
February 21, 2024	Tonya Giba	Setting the Stage: After School Arts	1 hr	Webinar
March 2, 2024	Tonya Giba	Lights on Afterschool 101	1 hr	Webinar
March 10, 2024	Tonya Giba	Promoting Healthy Futures	1 hr	Webinar
Apr 4, 2024	Tonya Giba	Transformative Power	1 hr	Webinar
April 4, 2024 📅 Date	Tonya Giba	Building a Better Team	1 hr	Webinar
April 6, 2024	Tonya Giba	Math Counts: Factoring Math into your OST Program	1 hr	Webinar
April 15, 2024	Tonya Giba	Afterschool Artist, Authors, & Advocates	1 hr	Webinar
April 18, 2024	Tonya Giba	Creating and Sustaining a Caring Culture in After School and Summer Programs	1 hr	Webinar
February 2, 2024	Darlene Kennedy	After School in Native American Tribal Communities	1 hr	Webinar
February 12, 2024	Darlene Kennedy	Lights on Afterschool 101	1 hr	Webinar
March 4, 2024	Darlene Kennedy	Creating and Sustaining a Caring Culture in After School and Summer Programs	1hr	Webinar
March 11, 2024	Darlene Kennedy	Setting the Stage: Unpacking the Data on High Quality Afterschool Programs	1 hr	Webinar
April 1, 2024	Darlene Kennedy	How After School Programs Can Help Families Claim	1 hr	Webinar

		Expanded Child Tax Credit		
April 8, 2024	Darlene Kennedy	Planning for a Game Changing Summer	1 hr	Webinar
May 23, 2024	Candee Witt, Shalar Grigsby, Janese Green, Geri Askew, Darlene Kennedy	Summer Program Staff Orientation-Guidelines/Expectations for 21st CCLC Summer Program	1 ½ hr	Webinar

o Staff Strengths/Challenges

Staffing continued to be an issue during this program year. Staff retention continues to be problematic due to the location of the school, enrollment numbers, and lack of commitment among regular school day staff. CES Principal has completed her first year and is dedicated to seeing this program grow with staff and students.

Table 2.3 Activities

- Activities
 - Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement, Community Guest Speakers, Financial Literacy, Culture Diversity, Health/Nutrition, Environmental Literacy, Service Learning
- Target Populations
 - students performing below proficiency, truant, parents

Table 2.4 Activities

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Academic Enrichment - library, technology, career readiness, culture diversity, drug & violence prevention, financial literacy, environmental literacy	37	26.5 hr	45 min a day, 1 day a week	
Art/Music	37	70	1 hr a day, 2 days a week	
Assistance to Students who have been Truant, Suspended, or Expelled - Character Education	37	43.75 hr	15 min a day, 5 days a week	

Healthy and Active Lifestyle	37	87.5 hr	30 min a day, 5 days a week	
Literacy Education	37	87.5 hr	30 min a day, 5 days a week	
Math Remediation/Tutoring/Homework	37	87.5 hr	30 min a day 5 days a week	
Science, Technology, Engineering, and Mathematics, including computer science	37	70 hr	1 hr a day, 2 days a week	
Germ Simulation - Guest Speaker		1 hr		PeriGen - Nikki Narmore
Financial Literacy - Guest Speaker		1.5 hr		Valley Credit Union

Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes

The CES program offers a broad array of programs and activities to the students. The program utilizes community partners to present programs about health and nutrition, financial literacy, safety, drug awareness, as well as offers weekly enrichment lessons in Art, music, and STEM.

3.0 Demographic Information

Table 3.1 Participant Attendance

From Grant Application	Data
Grades served	K-6
Number of students proposed	60
Number of families proposed to serve	40

Table 3.2 Participant Attendance

Pre-k - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6 th grade	6
Kindergarten	1	7 th grade	
1 st grade	5	8 th grade	
2 nd grade	14	9 th grade	
3 rd grade	14	10 th grade	
4 th grade	7	11 th grade	
5 th grade	9	12 th grade	
Total	50	Total	6

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							
Kindergarten				1			1
1 st grade			2	1	2		5
2 nd grade	1	2	4	4	3		14
3 rd grade	2	2	2	2	4	2	14
4 th grade		2	2	2		1	7
5 th grade		1	3	2	3		9
Hour Band Total	3	7	13	12	12	3	50
Attendance - 6th - 12th 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
6 th grade	1		2	1	2		6
7 th grade							
8 th grade							
9 th grade							
10 th grade							
11 th grade							
12 th grade							
Hour Band Total	1		2	1	2		6

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	<u>1</u>	<u>0</u>
Asian	<u>0</u>	<u>0</u>
Black or African American	<u>5</u>	<u>1</u>
Hispanic or Latino	<u>0</u>	<u>0</u>
Native Hawaiian or Pacific Islander	<u>0</u>	<u>0</u>
White	<u>44</u>	<u>5</u>
Two or More Races	<u>1</u>	<u>0</u>
Data Not Provided	<u>0</u>	<u>0</u>

Table 3.5 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	24	4
Female	27	2
Data Not Provided	0	0

Table 3.6 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	0
Economically disadvantaged students	39	0
Family members of participants served	38	6

4.0 Student Assessments and Data Results

Table 4.1 Student Grade Report (Aggregate)

School	Grading Period	Subject	Grade	Total Student
Cherokee Elementary	1st Semester	ELA/Reading	84	48
Cherokee Elementary	2nd Semester	ELA/Reading	87	48
Cherokee Elementary	1st Semester	Math	81	48
Cherokee Elementary	2nd Semester	Math	87	48
Cherokee Elementary	1st Semester	Science	93	48
Cherokee Elementary	2nd Semester	Science	93	48

STUDENT GRADE REPORT (Comparison)										
Subject :	English/Reading									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Cherokee Elementary	36	97%	7	20%	12	34%	9	26%	7	20%

Table 4.2 Student Grade Report (Reading Comparison)

Table 4.3 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Cherokee Elementary	36	97%	6	17%	12	34%	15	43%	2	6%

5.0 GPRA Results

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 5.1 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.	1	1	7	6	0	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 5.2 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.	1	1	7	6	0	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 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA

Table 5.3 GPRA Measure (Grade Point Average)

NA

	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 7-8 and 10-12.						
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?						
Of these students, how many demonstrated an improved GPA?						

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 5.4 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.	5	2	13	16	0	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	1	0	8	5	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	1	0	1	3	0	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 5.5 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	5	2	13	16	0	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	1	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	1	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 5.6 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.	5	1	10	14	0	0
For how many of these # students have the outcome data to report?	2	1	6	8	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	1	1	4	7	0	0

6.0 Parental Involvement

Table 6.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Parent Orientation - Summer Program	10	1.5 hr
Miracle Worker Play	5	2 hr
Cooks Museum	6	6 hr
End of Summer Celebration	5	2 hr
Parent Orientation - After School Program	24	1.5 hr

7.0 Findings and Recommendations for the After-School Program

Table 7.1

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
<p>What changes are seen in the students' academic development because of participation in the CES CCLC?</p>	<p><i>Provide academic enrichment to improve academic progress -</i> Goal: Improve student achievement in Reading and Math.</p> <p>Objective 1: Reading proficiency of regularly attending students who attend the CES 21st Century Community Learning Center After School Program will make gains in reading/ELA of at least 2% by the end of the school year as measured by Renaissance STAR Reading Assessment, and/or the state accountability test Alabama Comprehensive Assessment</p>	<p>Daily remedication, tutoring, and homework help in the areas of Reading and Math.</p>	<p>Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement.</p> <p>ACAP testing is conducted in the spring for appropriate grade levels.</p>	<p>August 2023-May 2024</p>	<p>STAR Reading Data for regularly participating students showed an average of 8% growth. Students were assessed 3 times during the school year.</p> <p>Academic gains were recorded for regular attending students. The average gains for report card data equaled 2% in ELA/Reading for regularly attending students.</p> <p>Aggregate Report Card Grade Data recorded for all</p>	<p>Goal was met and no recommendations are needed.</p>

	Program (ACAP), and/or student report card grades in the area of reading/ELA.				participating students showed 3% gains in ELA with an average grade of 84 in the Fall and 87 in the Spring.	
What changes are seen in the students' academic development because of participation in the CES CCLC?	Objective 2: Math proficiency of regularly attending students who attend the CES 21st Century Community Learning Center After School Program will make gains in math of at least 2% by the end of the school year as measured by Renaissance STAR Math Assessment, and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP), and/or student report card grades in the area of math.	Daily remediation, tutoring, and homework help in the areas of Reading and Math.	<p>Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement.</p> <p>ACAP testing is conducted in the spring for appropriate grade levels.</p>	August 2023 - May 2024	<p>STAR Math Data for regularly participating students showed an average of 7% growth. Students were assessed 3 times during the school year.</p> <p>Academic gains were recorded for regular attending students. The average gains for report card data equaled 4% in Math for regularly attending students.</p> <p>Aggregate Report Card Grade Data for all</p>	Goal was met and no recommendations are needed.

					participating students showed 6% gains in Math with an average grade of 81 in the Fall and 87 in the Spring.	
Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?	<p><i>Implement Science, Technology, Engineering and Math (STEAM) activities.</i></p> <p>Goal: Provide academic and enrichment support in STEAM areas and show relation to curriculum standard, careers and real-world applications.</p> <p>Objective 3: 90% of regularly attending students will participate in at least one STEAM activity per week. Documentation will be based on attendance and lesson plans.</p>	<p>Daily remediation, tutoring, and homework help in the area of Math.</p> <p>Weekly STEM lessons are provided to all after school participants to provide additional Science and Technology enrichment</p>	<p>Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement in Math and Science.</p>	August 2023-May 2024	<p>All 56 regularly attending students participated in STEAM activities.</p> <p>Lesson Plans show STEAM Activities on a weekly basis.</p>	Goal was met and no recommendations are needed.

<p>Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?</p>	<p>Objective 4: Math and Science proficiency of regularly attending students who attend the CES 21st CCLC After School Program will increase in all grades by at least 2% by the end of the year as measured by the student report card data and/or the state accountability test Alabama Comprehensive Assessment Program (ACAP).</p>	<p>Daily remediation, tutoring, and homework help in the area of Math.</p> <p>Weekly STEM lessons are provided to all after school participants to provide additional Science and Technology enrichment.</p>	<p>Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency.</p> <p>Report Card data is also collected to determine student achievement in Math and Science.</p>	<p>August 2023-May 2024</p>	<p>STAR Math Data STAR Math Data for regularly participating students showed an average of 7% growth. Students were assessed 3 times during the school year.</p> <p>Regular attending students maintained or increased their math score by an average of 4% and students maintained or improved their Science score by 1%.</p> <p>Aggregate Report Card Grade data in math increased, Math by 6%.</p> <p>Aggregate Report Card Data did not show an</p>	<p>The Goal was Met; No Recommendations Needed</p>
--	---	--	---	-----------------------------	---	--

					increase in science. Fall and Spring Semester show an average of 93% for students participating in STEAM Lessons	
Has participation in the program improved school day attendance?	<p><i>Increase attendance for the regular school day</i></p> <p>Goal: Increase student attendance rates for the regular school day.</p> <p>Objective 5: 90% of students regularly attending the CES 21st CCLC After School Program will maintain less than five unexcused absences which will result in a decrease in Early Warning Court referrals during the school year. This will be measured each</p>	<p>Daily attendance in the after school program is taken.</p> <p>Provide fun and engaging enrichment lessons to encourage student excitement.</p>	Attendance is monitored monthly.	August 2023 - May 2024	84% of students attending regularly maintained less than five unexcused absences.	<p>Goal was not met: Recommend to educate parents on the attendance and excuse policies. Increase communication with parents when students are absent.</p> <p>Meet with school administration for suggestions for improvement.</p>

	semester through attendance records in PowerSchool and/or Early Warning Court referrals.					
Is the program developing community partners that will assist in strengthening and sustaining the program?	<p><i>Provide Service Learning opportunities</i></p> <p>Goal: Increase student involvement in Service Learning opportunities</p> <p>Objective 6: 95% of regularly attending students will engage and actively participate in a Service Learning Project during the school year. Students will participate in the investigation, preparation, action, reflection, and celebration of the project as evidenced in attendance and work samples/pictures.</p>		Lesson Plans, promotion, donation drive and organization, guest speakers	August 2023-June 2024	<p>All students attending the CES 21st CCLC program participated in the service learning project</p> <p>Students participated in the fall service learning project where they adopted a senior citizen from the community.</p> <p>Students participated in the spring service learning project where they organized an animal shelter supply drive.</p>	Goal was met and no recommendations are needed.

<p>What attitudes do students and their parents demonstrate toward their participation in the program? Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned?</p>	<p><i>Increase parent/family involvement</i> Goal: Increase family involvement in the school/classroom.</p> <p>Objective 7: By the end of the school year 50% of the 21st CCLC families will have participated in one or more family involvement opportunities as measured by attendance logs. This will be measured by sign-in sheets at each event.</p>	<p>Parent Orientations at the beginning of each school year and summer program.</p> <p>Monthly community guest speakers are invited each month. Parents are encouraged to participate.</p> <p>Regular parent communication is conducted through DOJO.</p>	<p>Sign in sheets and parent communication is collected to determine parent and family engagement.</p>	<p>August 2023 - May 2024</p>	<p>Five Parental involvement activities were hosted by the CES 21st CCLC program.</p>	<p>Goal was met and no recommendations are needed.</p>
<p>How is the program helping students with social interaction?</p>	<p><i>Improve behavior throughout the regular school day</i> Goal: Increase positive school behavior.</p> <p>Objective 8: The number of disciplinary actions of students who regularly attend the CES 21st</p>	<p>Weekly Character Education lessons are conducted to promote positive school behavior.</p>	<p>Student Incident Reports are monitored monthly.</p>	<p>August 2023 - May 2024</p>	<p>One student received discipline referrals, this is a decrease from the previous year and none of the students had repeated incidents this year.</p>	<p>Goal was met: No Recommendations needed.</p>

	<p>CCLC After School Program will decrease by at least 2% by the end of the school year. This will be measured by PowerSchool and office referrals for those students that had disciplinary actions.</p>					
--	--	--	--	--	--	--

8.0 Other Findings

There were three on-site visits at Cherokee Elementary. The program launched with the new grant in December, with the first site visit in January, the second in April, and the final visit in June during the summer program.

During each visit, the APT-O Overall Program Rating and Impressions instrument was used. The ratings included 43 scores of four and five scores of three. Due to the high ratings, there were no recommendations except to purchase additional STEM materials for student use. The program adhered to its lesson plans and daily schedule. Other instruments used included the Arrival and Homework instruments, which also confirmed compliance with the grant requirements. Copies of the APT-O instruments can be found in the Appendix of this document.

All areas of the grant were successfully implemented. It was clear that the staff took their responsibilities seriously and carefully met all the requirements of the grant.

The program's smoothness was noted as a strong point, with well-established routines, organized transitions, and solid infrastructure. The program was relaxed and flexible, featuring scheduled activities and structured time. The equipment was well-maintained, and throughout the observations, the staff and students interacted well. Students complied easily with staff requests. No inappropriate behavior was noted.

Informal interviews conducted during the observations revealed that students enjoyed the program and valued the time spent with friends after school. Conclusions: The overall impression of the program is that it understands the purpose and guidelines of the grant.

9.0 Surveys Results

Survey Analysis Report

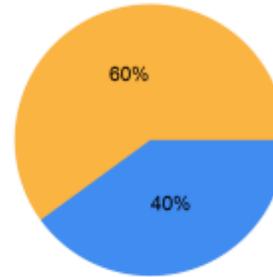
21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

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

Response Type: Mandatory - Select one response

Total Responses: 10

Responses
Strongly Agree (4)
Agree (6)

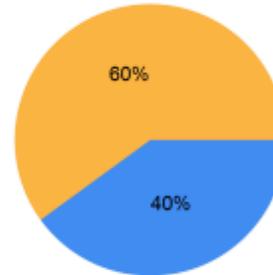


2. My child's math grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 10

Responses
Strongly Agree (4)
Agree (6)

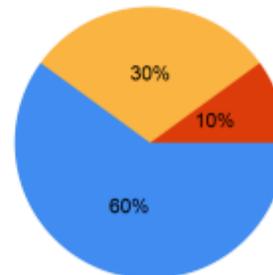


3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 10

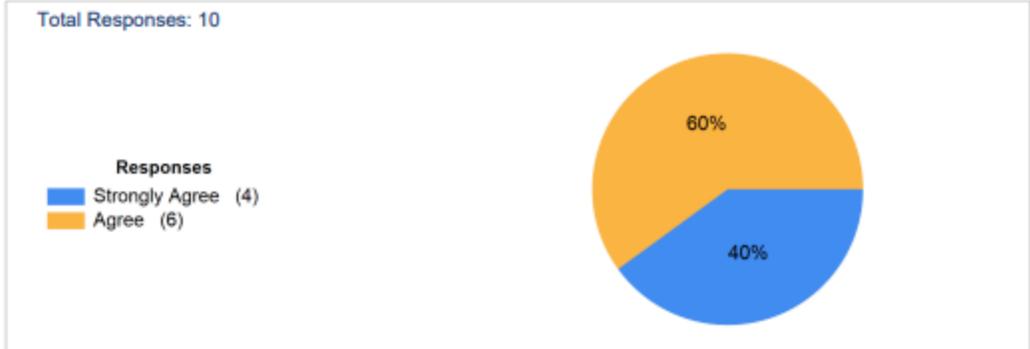
Responses
Strongly Agree (6)
Agree (3)
I Don't Know/Not Applicable (1)



Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

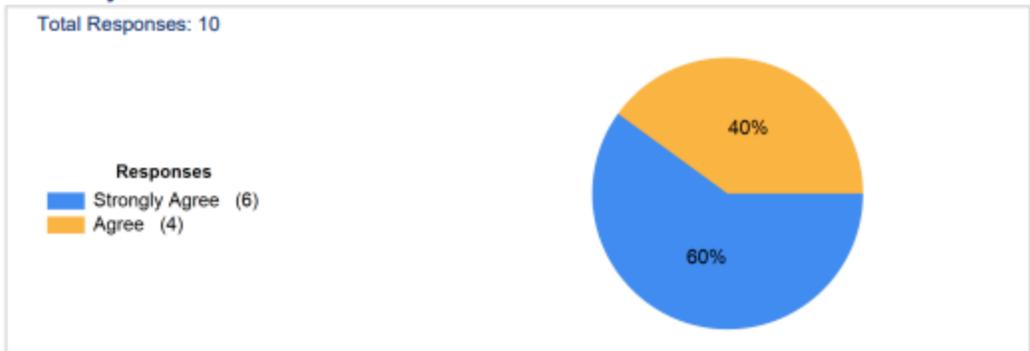
7. I am pleased with the parent involvement opportunities provided through the afterschool program. Response Type: Mandatory - Select one response



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



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



Survey Analysis Report

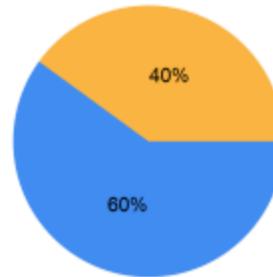
21st CCLC Afterschool Parent/Guardian Survey (Spring 2024)

10. I am satisfied with the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 10

Responses
Strongly Agree (6)
Agree (4)



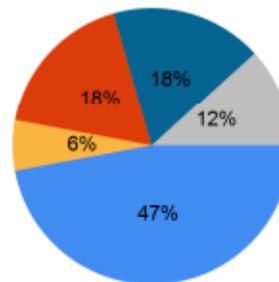
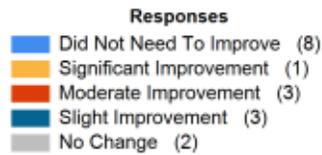
Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

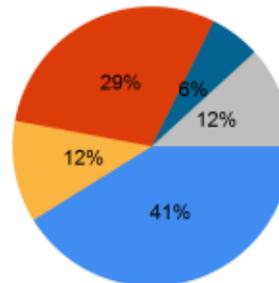
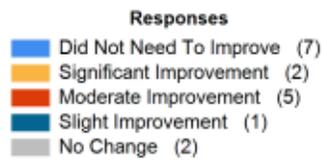
Total Responses: 17



2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

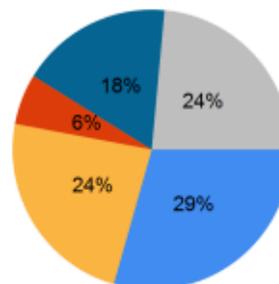
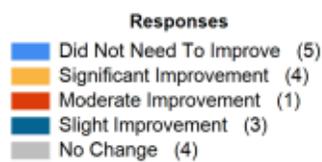
Total Responses: 17



3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 17



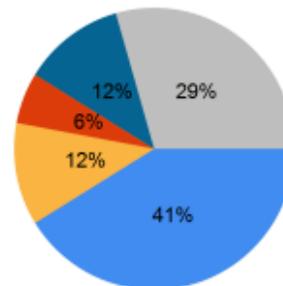
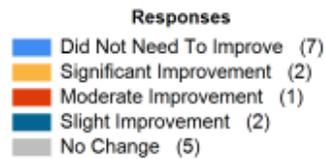
Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

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

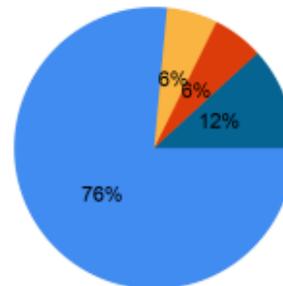
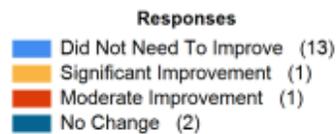
Response Type: Mandatory - Select one response

Total Responses: 17

**5. Attending class regularly.**

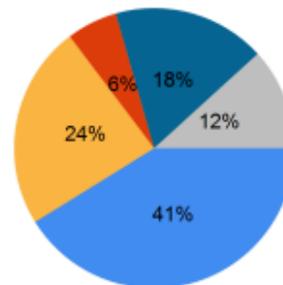
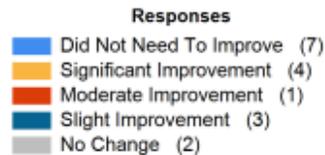
Response Type: Mandatory - Select one response

Total Responses: 17

**6. Being attentive in class.**

Response Type: Mandatory - Select one response

Total Responses: 17



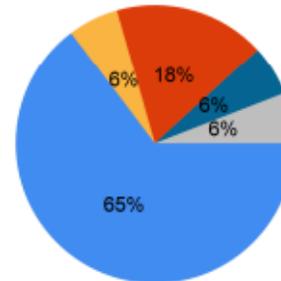
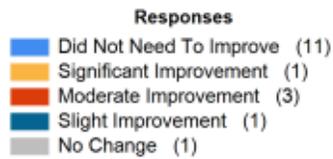
Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

7. Behaving well in class.

Response Type: Mandatory - Select one response

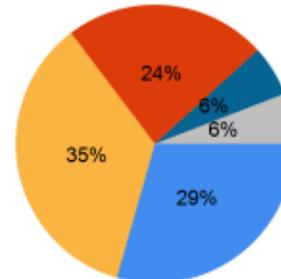
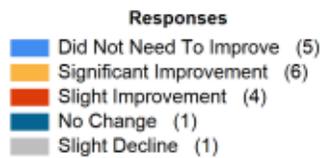
Total Responses: 17



8. Academic performance.

Response Type: Mandatory - Select one response

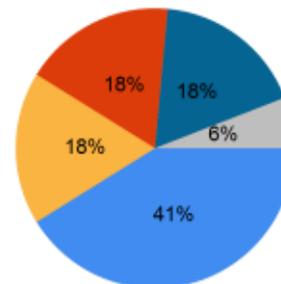
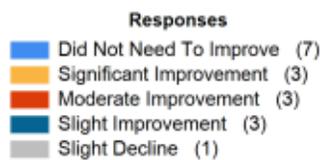
Total Responses: 17



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 17



Survey Analysis Report

DOE Teacher Survey (Required for Grades 1-5) (Spring 2024)

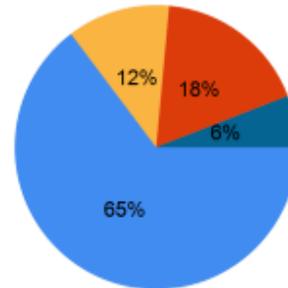
10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 17

Responses

Did Not Need To Improve	(11)
Significant Improvement	(2)
Slight Improvement	(3)
No Change	(1)

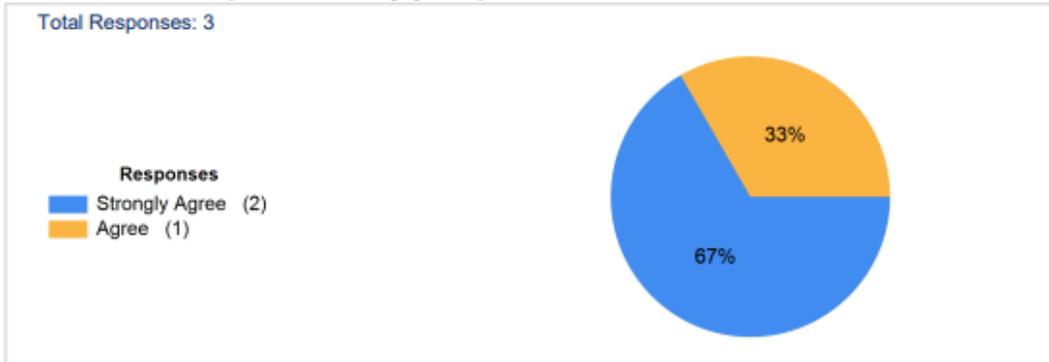


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

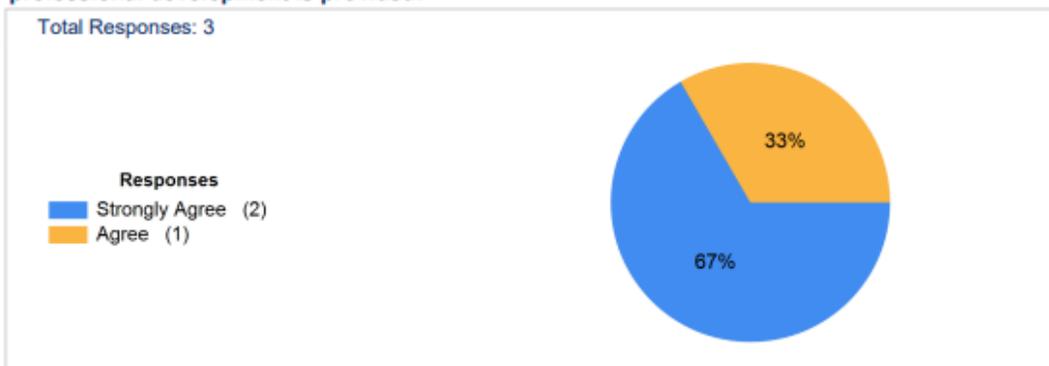
4. Staff receive adequate ongoing support to make their work environment a positive and enjoyable place to be.

Response Type: Mandatory - Select one response



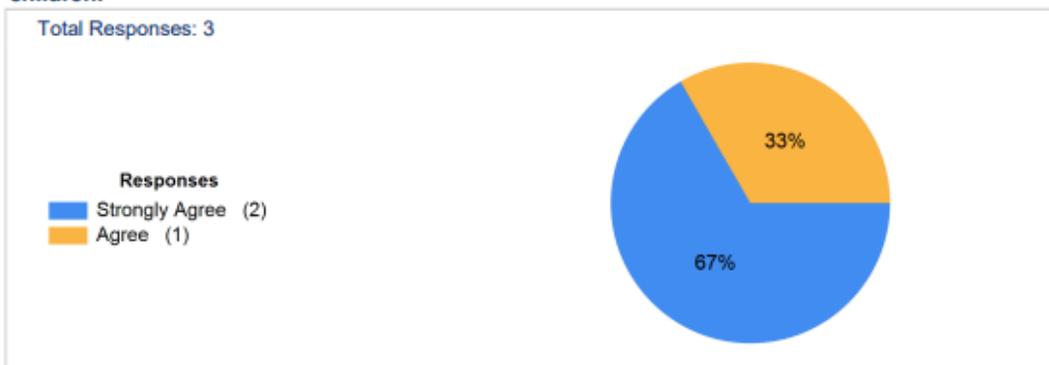
5. Staff training needs are surveyed and relevant professional development is provided.

Response Type: Mandatory - Select one response



6. Staff/child ratios allow staff to meet the needs of all children.

Response Type: Mandatory - Select one response

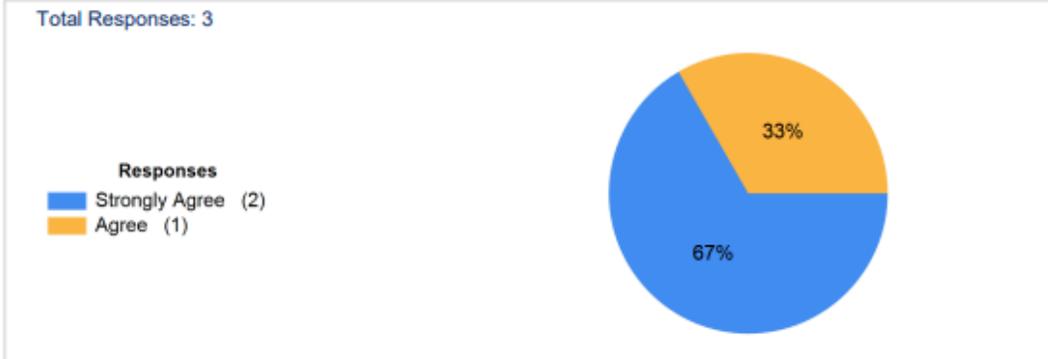


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

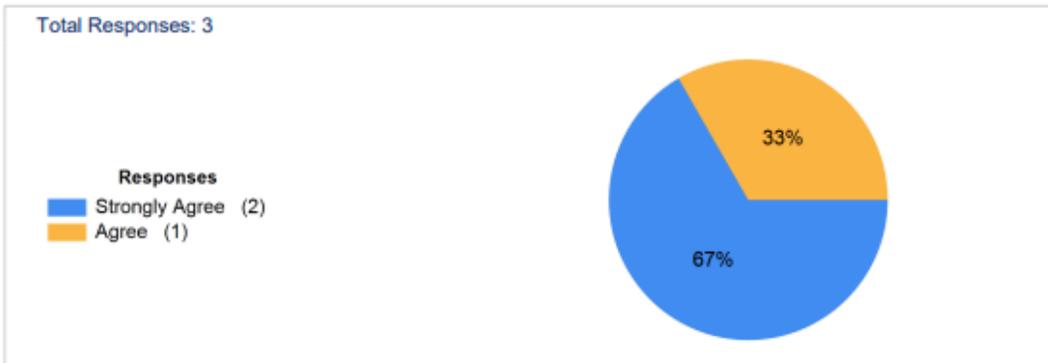
7. The site director displays sound and effective management of the site and staff.

Response Type: Mandatory - Select one response



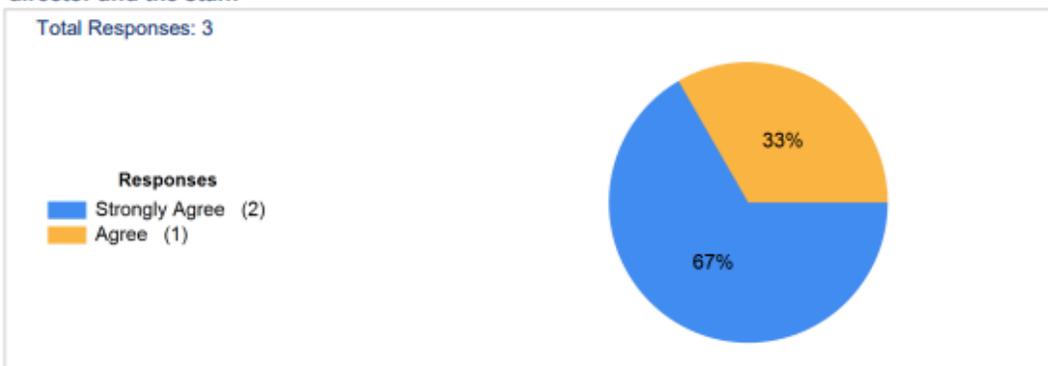
8. Staff feel valued.

Response Type: Mandatory - Select one response



9. There is good communication between the site director and the staff.

Response Type: Mandatory - Select one response



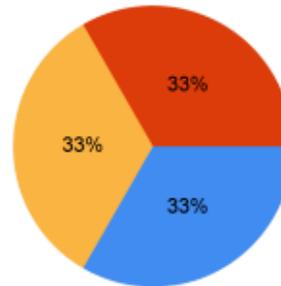
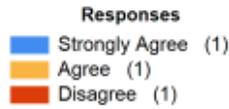
Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

10. There is good communication between the afterschool program and the school day teachers.

Response Type: Mandatory - Select one response

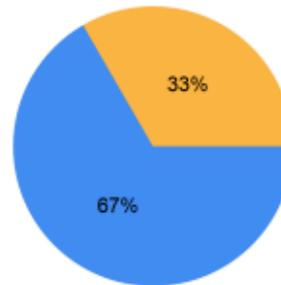
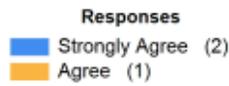
Total Responses: 3



11. The students seem to enjoy participating in the program.

Response Type: Mandatory - Select one response

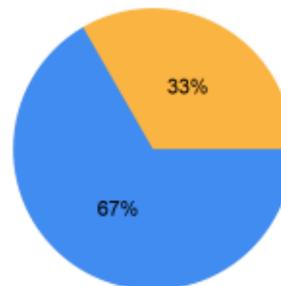
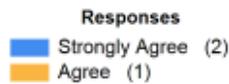
Total Responses: 3



12. The program takes into consideration the needs of students and their families.

Response Type: Mandatory - Select one response

Total Responses: 3

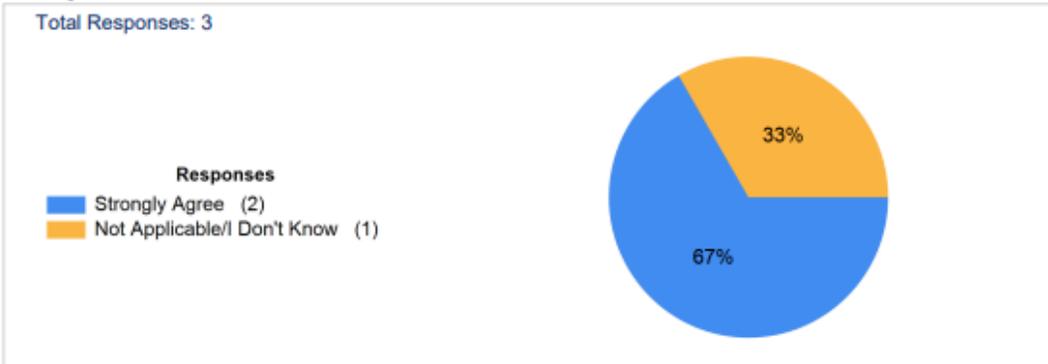


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

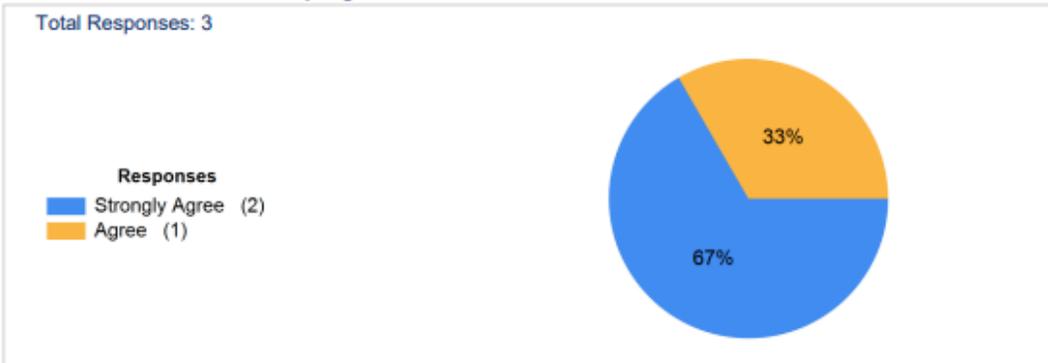
13. Parent engagement activities are based on parent surveys.

Response Type: Mandatory - Select one response



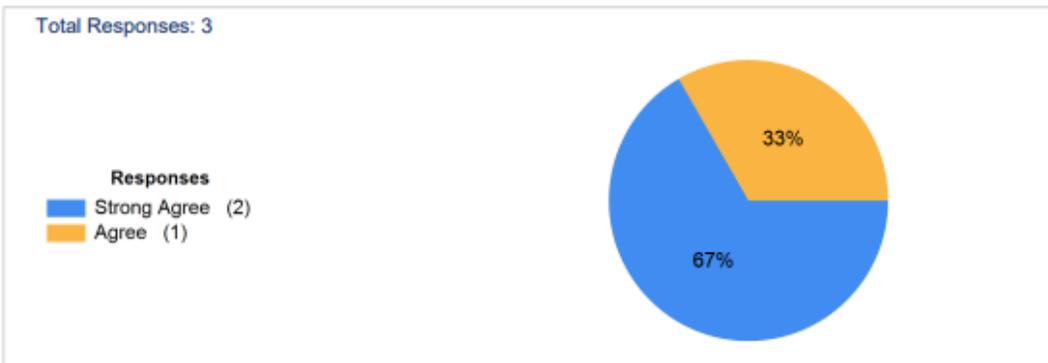
14. There is a good balance between academic and enrichment activities in the program.

Response Type: Mandatory - Select one response



15. The program helps student improve academically.

Response Type: Mandatory - Select one response

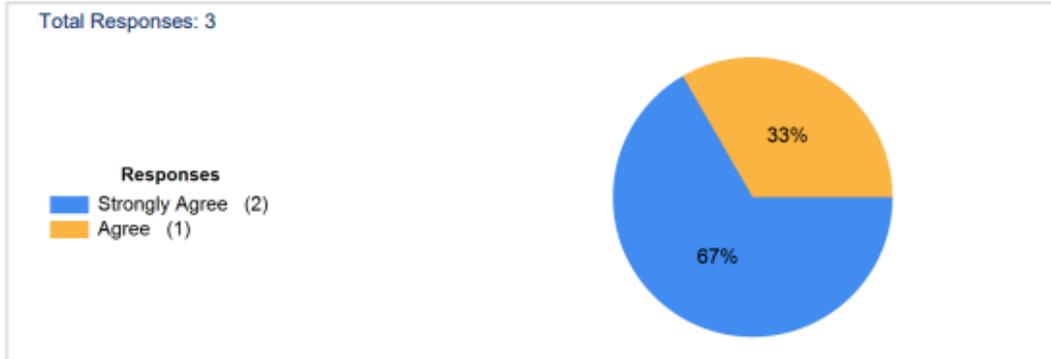


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

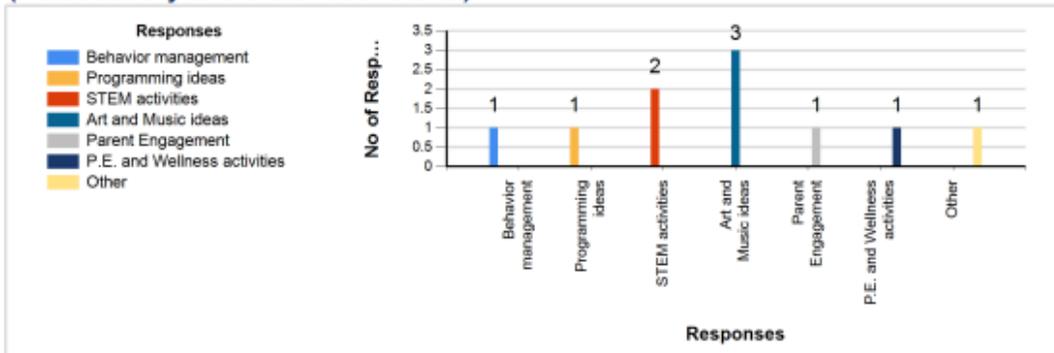
16. The program focuses on improving student behavior through character building, leadership, anti-bullying, etc. activities and curriculums.

Response Type: Mandatory - Select one response



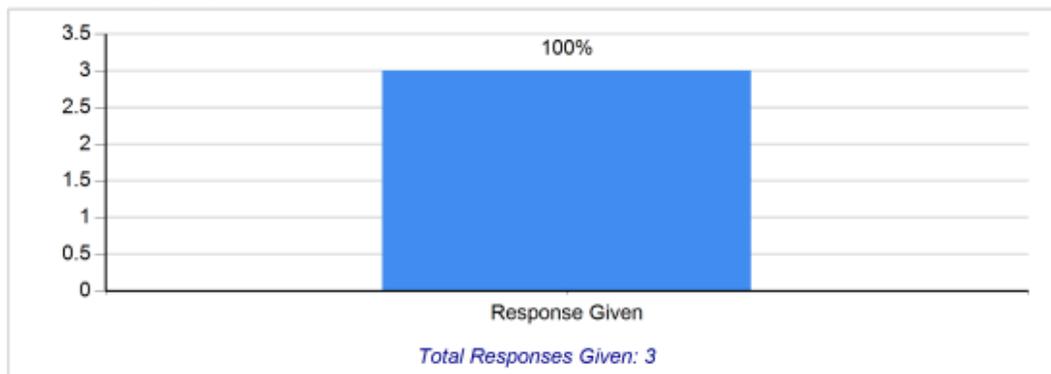
17. Check the areas in which you would like training: (Please add any other areas not on the list)

Response Type: Mandatory - Select multiple responses



18. What are your greatest successes?

Response Type: Mandatory - Open text

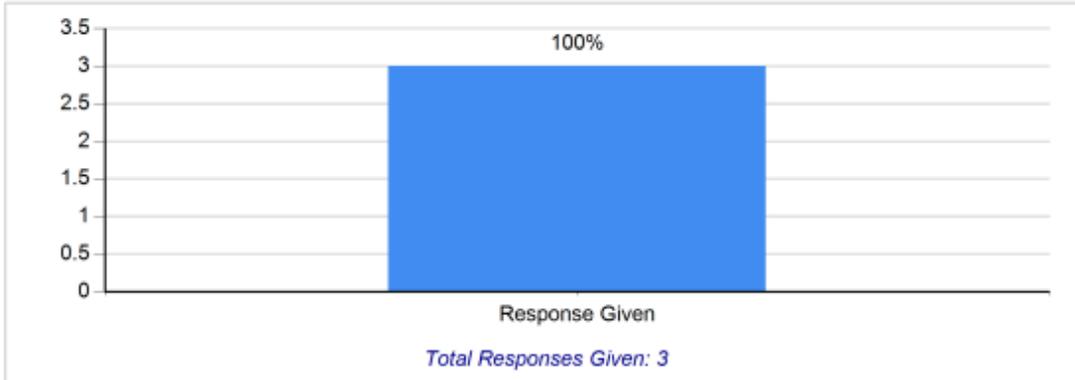


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

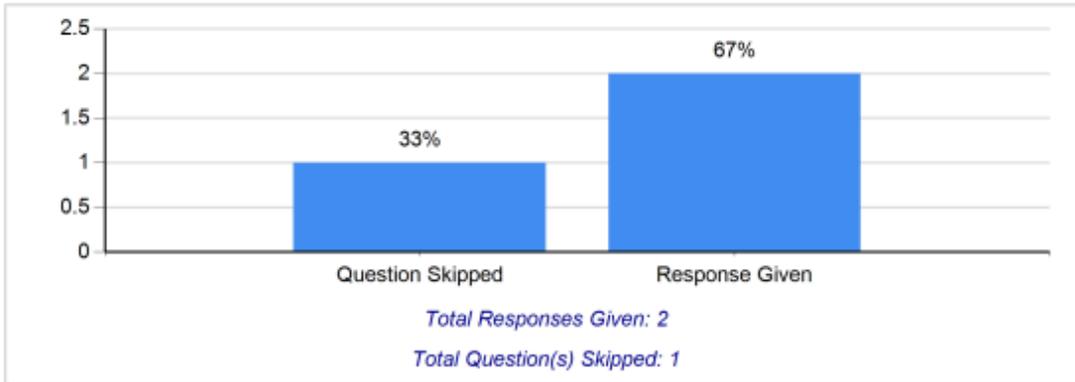
19. What are your biggest challenges?

Response Type: Mandatory - Open text



20. Any suggestions for program improvement?

Response Type: Open text



10.0 Summer Program

10.1 Overview of the Summer Program

Offering a summer learning program would benefit the families of the Cherokee community by providing valuable care and instruction for their students during the summer time when there is the most need for supervision outside the home. The CES 21st Century Community Learning Center will be provided for 4 weeks consecutively starting the week following the dismissal of school for the summer. Students attending the summer program will be provided a nutritious breakfast, lunch, and snack provided through the Child Nutrition Program.

The CES 21st CCLC will staff 2 full time teachers and 1 part time teacher and 2 teachers aides during the summer program. Parents will be responsible for dropping off and picking up students. The CES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program will conclude on Thursday, June 27th, 2024. This will allow the students a significant amount of time during the summer to receive engaging academic enrichment to prevent the risk of “summer slide”. Students will receive Math and ELA remediation to prepare students for the next grade level.

The program will serve all current CES 21st Century Community Learning Center participants from the after school program who wish to continue into the summer. Available spots in the summer program will be filled by teacher referrals of students who are below proficiency in reading and math at the conclusion of the regular academic school year, and then any student who may be on the waiting list for the program.

Grade level groupings will be provided for age appropriate activities. Each grouping will rotate through various activities. All students will begin their program activities with academic instruction either through remediation, summer skill loss, or advancing current skills. Students will first enter the academic summer instruction program for a minimum of 60 minutes. Following this component, students will rotate into groups for physical education, art, technology, academic games, and project-based learning. In addition to engaging and fun enrichment activities in the area of math and reading, students will participate in hands-on STEM activities. In an effort to connect student learning to real world applications and the community around them, guest speakers, career professionals, individuals and groups from the community will be invited to speak and present to the CES 21st Century Community Learning Center program participants. These presentations, workshops and related activities will attest to the validity of the students’ learning and help them begin thinking about career choices.

Students will have the opportunity to participate in fun experiences and activities to make their summer a memorable time. They will be able to create an art portfolio to display their end of the program exhibit; they will present a musical program at the celebration of the end of summer program. Students will travel to local historical sites, museums, and parks to coincide with the weekly educational presentations about these places and activities, that although they are local, many students have not had the opportunity to visit and experience. Field Trips will allow for increased parental involvement.

10.2 Summer Program Operations

The CES 21st Century Community Learning Center Summer Program will begin June 3rd, 2024 and operate for 4 weeks, 4 days per week. The program will run for six and a half hours per day, from 7:30 am - 2:00 pm, 26 hours per week. The program concluded on Thursday, June 27th, 2024.

Table 10.3 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
Cherokee Elementary 21st CCLC	15 days	4 Weeks	26 hr per week

10.4 Summer Staffing

- o There are 2 certified teachers and 2 para professionals that work on a regular basis. All teachers are certified in elementary, all teachers are day school teachers. All employees are board approved in the Colbert County School District.
- o VOLUNTEERS - CES 21st CCLC did not have any volunteers during the summer program.
- o Staffing Ratio
 - The average staffing ratio is 1 staff member to 8 students. There are several students within the program with IEPs that require individual assistance by our paraprofessionals.

10.5 Summer Activities

- o Activities
 - Art, Music, Math/Reading Enrichment, Physical Education, Character Education, STEM, Library, Technology, Field Trip, Parent Involvement
- o Target Populations
 - students performing below proficiency, truant, parents

Table 10.4 Activities

Activity/Description	How many participants attended this activity during the term	How many total hours of this activity did you offer during the term	Frequency of Activity	Partner Involved
Academic Enrichment - Art/Music	25	21	daily	
Expanded Library Service Hours	25	16.5	daily	
Healthy and Active Lifestyle	25	16.5	daily	
Literacy Remediation/Tutoring	25	11	daily	
Math Remediation/Tutoring	25	11	daily	
Science, Technology, Engineering, and Mathematics, including computer science	25	16.5	daily	
Telecommunications and Technology Education	25	11 hours	daily	
Miracle Worker - Parent Involvement Event	10	2 hours	1 time event	Ivy Green
Cooks Museum - Field Trip	17	8 hours	1 time event	
End of Summer Celebration - Parent Involvement Event	14	2 hours	1 time event	

Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant? Yes

11.0 Summer Demographics

Table 11.1 Participant Attendance

Pre k - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten		6 th grade	
Kindergarten	1	7 th grade	
1 st grade	3	8 th grade	
2 nd grade	6	9 th grade	
3 rd grade	5	10 th grade	
4 th grade	5	11 th grade	
5 th grade	5	12 th grade	
Total	25	Total	

Table 11.2 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							
Kindergarten				1			
1 st grade			2	1			
2 nd grade		1	2	3			
3 rd grade			1	4			
4 th grade		1	2	2			
5 th grade	1		3	1			
Hour Band Total	1	2	10	12			
Attendance - 6th - 12th 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
6 th grade							
7 th grade							
8 th grade							
9 th grade							
10 th grade							
11 th grade							
12 th grade							
Hour Band Total							

Table 11.3 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3	0
Hispanic or Latino	1	0
Native Hawaiian or Pacific Islander	0	0
White	21	0
Two or More Races	1	0
Data Not Provided	0	0

Table 11.4 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	10	0
Female	15	0
Data Not Provided	0	0

Table 11.5 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	1	
Students who are economically disadvantaged	25	
Family members of participants served		

12.0 Adherence to the Grant Application

The summer program functioned accurately and effectively in accordance with the approved grant. Lesson plans were followed, field trips were taken with pre and post assessments, ratios were adhered to, and community members were involved to provide enrichment in the fields they work.

13.0 Results and Recommendations for the Summer Program

Students both worked and played hard while participating in the summer program. Academic gains were realized by combining fun, enriching activities with rigorous instruction in both math and reading. Staff should meet and reflect on what went well and what can be improved upon.

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

The results of the yearly evaluation will be submitted in written form to the Program Director to be examined for feedback. Once agreement has been made regarding the evaluation, the results of the final report will be shared with the Advisory Council and Staff TBD. The results will be shared, also, with parents through a newsletter. The school day staff will receive evaluation information through an email from the program director. Feedback will be solicited from each group asking for their help in improving the program. Once all feedback is received, the Program Director, Site Coordinator, and Lead Teachers to improve the overall effectiveness of the program will work on an action plan.

15.0 Appendices

Signature Page

The Site Coordinator/Program Director and the External Evaluator must review, discuss, and sign this document.

Brooke Cunningham

Site Coordinator's/Project Director Signature

Date 9/15/2024

Emily Counce

Site Coordinator's/Project Director Signature

Date 9/15/2024

Paul R. Horton

External Evaluator's Signature

Date 9-5-24

Hal R. Horton
104 McGuire Court
Muscle Shoals, Alabama
(256) 381-2961
E-mail halkorton1@gmail.com

Objective: Evaluator for 21st Century Community Center Grants

I have been an evaluator of 21st Century Community Center Grants for the past eight years. I have taken various college courses in program improvement. The Ed.S. program at University of North Alabama and the doctoral program Samford University had many aspects of program evaluation components. Both of my advanced degrees were in educational leadership. I taught research at the University of North Alabama for master degree students that contained analysis components in the course. I have five years' experience as the director over a 21st CCLC program where I was responsible for implementing the guidelines as approved in the grant. I was hired as a grant reader by The U.S. Department of Education and was responsible for reading and evaluating proposed grants to ensure they met grant guidelines. I have also served on various committees for SACS and AdvancEd accreditation teams to visit school systems to evaluate their programs for continuing accreditation.

EDUCATION

2006	Alabama Association of School Business Officials Certificate Program, University of Alabama
2002	Ed.D. Degree in School Leadership, Samford University, Birmingham, Alabama Dissertation Topic "Reading Achievement Gain of Second Graders Using Volume Reading"
1998	Ed.S. Degree in School Administration, University of North Alabama, Florence, Alabama
1995	Master's Degree in School Administration, University of North Alabama, Florence, Alabama
1988	Bachelor's Degree in Vocational and Technical Education, Athens State College, Athens, Alabama
1973	High School Diploma, Cherokee High School, Cherokee, Alabama

SPECIALIZED TRAINING

2011	Mathematics Common Core Standards Phase I Implementation (The implementation is to occur in 2011. I was trained to instruct districts how to interpret the new more rigorous standards)
2010	Appointed to the State Mathematics Common Core Standards Committee
2008	Trainer of Trainers Coordinator BBSST Alabama SDE
2008	Designing Assessment Systems to Improve Student Learning SREB Learning-Centered Leadership Program
2008	Completed National Principals Mentoring Certification Program (NOVA, NAESP, PALS)
2007-08	Co-Developer for curriculum instruction of Instructional Leadership Class 692 with UNA professor
2007	Leadership Immersion Institute Certification "Mentoring Aspiring and Beginning Principals (Certified for PALS (Peer Assisted Leadership Service) in State of Alabama) Sponsored by Nova State University, NAESP, PALS)
2007	Alabama Standards for Instructional Leaders and Teachers SDE Classroom Improvement Section
2007	Mentor New Principals & Assistant Principals Institute for CLAS
2007	Scott Foresman Executive Reading Advisory Board Symposium
2006	AMSTI Trainer Certification, Year I and Year II
2005	AMSTI Initiative Principal
2005	Positive Behavior Support (PBS) Leadership Training

PROFESSIONAL ASSOCIATIONS

- Council for Leaders in Alabama Schools "CLAS"
- National Association of Elementary School Principals
- Alabama Vocational Association, State President 1994-95, President Elect 1993-94
- Alabama Vocational Association, Trade & Industrial Section, State President 1991-92
- The American Vocational Association, National Planning Committee
- Phi Kappa Phi, Honor Society, University of North Alabama
- Phi Delta Kappa, University of North Alabama
- Iota Lambda Sigma, National Distinguished Teacher Award

WORK EXPERIENCE

1999-2015	Principal, Highland Park Elementary School (Grades 1-2), Muscle Shoals City Schools, Alabama
2003-2005	Adjunct Professor at University of North Alabama
1997-1999	Assistant Principal, West Elementary School (Grades K-3), Russellville City Schools, Alabama
1991-1997	Robotics Instructor, Muscle Shoals Center for Technology, Muscle Shoals City Schools, Alabama

HONORS/SPECIALIZED ADMINISTRATIVE EXPERIENCES

2010	Presented to the State Board of Education on Common Core Standards
2006-2008	District President for Counsel of Leaders of Alabama Schools (CLAS)
2006	Consultant for Escambia County (Pensacola, Florida) - worked with 13 failing school principals
2004	Doctoral Candidate Committees, Samford University, Birmingham, Alabama
2004	Northwest Community College Presidential Search (State Board member appointment)
1998	Alabama Career Technical Teacher of the Year
1997	Alabama Secondary Teacher of the Year
1994-95	President, Alabama Vocational Association

PROFESSIONAL ACTIVITIES

2006-2015	University of North Alabama Instructional Leadership Advisory Council
2008-2015	Co-Director of 21st Century Learning Community Center
2007-2009	Trainer/Mentor of Principals for CLAS
2008	Recipient of the State AYP Rewards Program
2008	National Principals' Mentoring Certification Program
2008	Building Based Student Support Team Trainer
2008	Presenter of "Celebrate <u>What</u> is Right with the World"
2008	Trainer of Trainers (Southern Regional Education Board SREB) Learning Cultural Leadership- Curriculum Designing Assessment to Inform Instruction, Atlanta, Georgia
2008	Consultant to Elementary Principals, Talladega, Alabama
2008	Trainer/Mentor of Assistant Principals for CLAS
2008	Class Banner School Award
2006-2008	Alabama Principal Trainer for Math, Science and Technology (AMSTI)
2006	Chamber of Commerce Workforce Committee Instructional Leadership Award
1999	Employed/trained as a grant reader for the U.S. Department of Education Bilingual Education, Washington D.C.

Overall Program Ratings & Impressions

Site ID: *Cherokee Elementary* Observer ID: *Horton*

Date: *01-10-2024*

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 ✓ 4
2. The environment is conducive to learning. (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>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 ✓ 4
3. Space is well organized. (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>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 3 ✓ 4
4. If program has own space, the indoor space reflects the work of children and youth. All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.) <i>1=No youth products or artwork are displayed.</i>	1 2 3 4 ✓N /A
5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions). Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.) <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 ✓N /A
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 ✓N /A
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 ✓N /A

Field Notes:

Materials were in place and overhead all electronic devices were working. I observed a character education lesson about making friends using Chromebook. The lesson was on the website nearpod.com.

Item Format

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

Rating Scale

Overall Program Ratings & Impressions

Site ID: Cherokee Elementary

Observer ID: Horton

Date: 01/10/2024

B. Overall Ratings of Program Schedule & Offerings	Rating
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 ✓3 4
<p>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></p>	1 2 ✓3 4
<p>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></p>	1 2 ✓3 4

Field Notes:

The program followed the weekly schedule. The lesson was well paced and routines were in place. Students knew how to log into the network and go to the correct website. All were engaged in the lesson. The students laughed as they saw the drawings of each other on the overhead projector screen. They were to draw what friendship looked like for them. There was outside free play. The students played well with each other and a staff member interacted with the students as they played football.

[Item Format](#)

Overall Program Ratings & Impressions

Site ID: Cherokee Elementary

Observer ID: Horton

Date: 01/10/2024

C. Overall Ratings of Social-Emotional Environment	Rating
<p>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></p>	1 2 3 ✓ 4
<p>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></p>	1 2 3 ✓ 4
<p>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></p>	1 2 3 ✓ 4
<p>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></p>	1 2 3 ✓ 4
<p>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></p>	1 2 3 4 ✓N /A
<p>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></p>	1 2 3 4 ✓N /A

The students were engaged in the lesson and were very compliant. Students engaged in small chatter while they worked. The students were very comfortable during the student work part of the lesson.

Item Format

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

Rating Scale:

The site coordinator and external evaluator reviewed and discussed the observation instruments.

21st CCLC Site: Cherokee Elementary

Observation Date: 01-10-2024

Site Coordinator Signature: Candee Witt

External Evaluator Signature: Jim R. Gorton



Colbert County Schools 21st CCLC After School Program – Lesson Plans



School Name: CES

Week of: January 8th thru 12th

Staff Name: Jan Reid & Debbie Cain Position: teachers Grade Level: k-6

Program Goals:

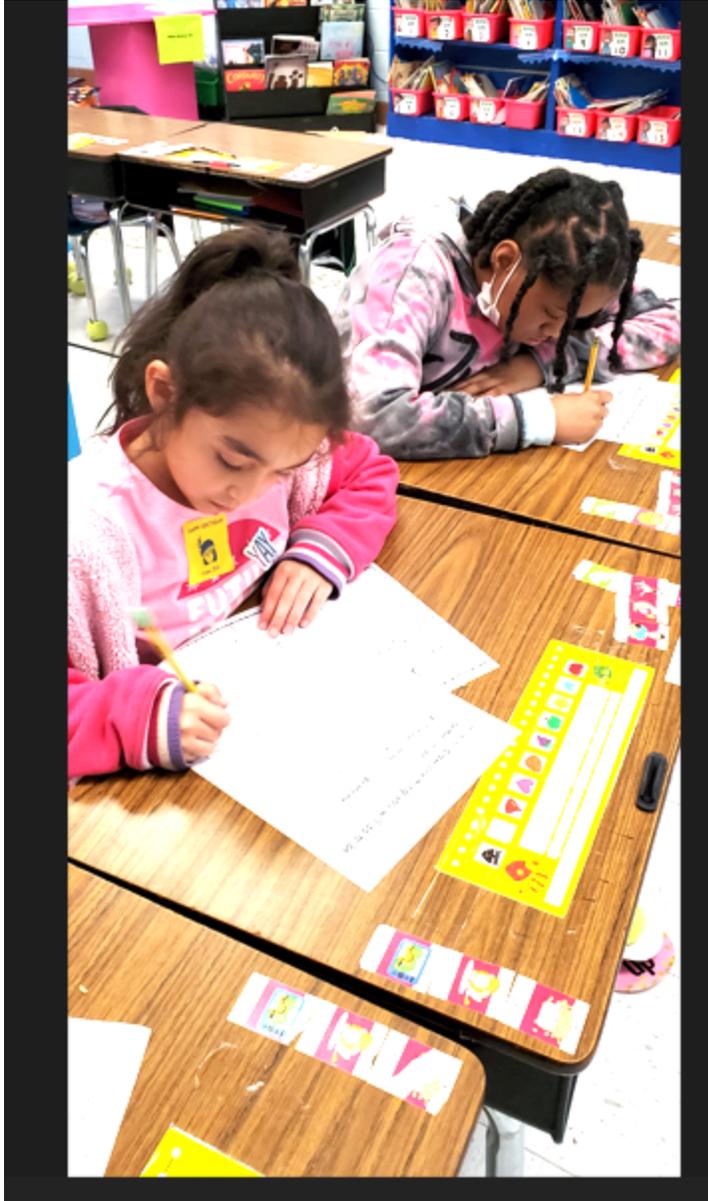
1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school day.
4. Increase parent and family engagement.
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities.
7. Provide nutritional snacks in the after school program.
8. Provide a safe alternative for students without after school childcare.

This Lesson Plan Covers the following components (check all that apply)

- | | | | |
|---|---|---|--------------------------------|
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Environmental Literacy | <input type="checkbox"/> Drug Prevention | <input type="checkbox"/> STEAM |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Financial Literacy | <input type="checkbox"/> Bullying Prevention | |
| <input type="checkbox"/> Technology | <input type="checkbox"/> Cultural Diversity | <input checked="" type="checkbox"/> Art/Music/Theater | |
| <input type="checkbox"/> Career Readiness | <input type="checkbox"/> Character Education | <input type="checkbox"/> Library Activities | |

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Title		Geometric Art		Geometric Faces	
Purpose: What will be learned and what 21st CCLC goal will this meet?		Art		Art	
Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation		Basic knowledge of shapes for scaffolding		Revisit background knowledge on geometric shapes.	
Enrichment/Tutoring/Remediation <i>(must cover at least one of these components daily)</i>		9. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.		10. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.	
Standards to Address		Art 5.2 Art 4.3 At 2.8		Art 2.8 Art 4.1 Art 5.1	

Description of Activity:		Scaffold from basic knowledge of geometric shapes. square square, triangle, rectangle. Discuss and extend geometric shapes - polygons. Discuss the size and shapes of polygons. Discuss color schemes for their geometric art project.		Revisit geometric shapes. Extend to circle, triangle, rectangle . Students will use only geometric shapes to create a face - their own or a friend. Students will create their own color scheme.	
Materials Needed:		construction paper - red, yellow, green, blue, orange scissors pencil glue		white paper multi colored construction paper scissors glue pencil	
Additional Component Activity:		11. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.		12. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.	
Physical Education: <i>(include description and standard)</i>		Basketball		Basketball	





Overall Program Ratings & Impressions

Site ID: Cherokee Elementary

Observer: Horton

Date: 04/10/2024

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 ✓ 4
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 ✓ 4
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 3 ✓ 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 ✓N /A
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 ✓N /A
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 ✓N /A
7. Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff <u>can not</u> communicate with youth and families.</i>	1 2 3 4 ✓N /A

Field Notes: The students were split into two groups based on their grade levels and headed to separate classrooms. One group engaged in a character education lesson while the other, consisting of younger grades, participated in a science lesson. Their science session commenced with a study of moon phases, beginning with inputting a specific code into their Chromebooks. They also watched a video book projected onto the interactive whiteboard.

Overall Program Ratings & Impressions

Site ID: Cherokee Elementary

Observer: Horton

Date: 04/10/2024



B. Overall Ratings of Program Schedule & Offerings	Rating
<p>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></p>	<p>1 2 3 ✓4</p>
<p>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></p>	<p>1 2 3 ✓4</p>
<p>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></p>	<p>1 2 3 ✓4</p>
<p>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></p>	<p>1 2 ✓ 4 3</p>
<p>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></p>	<p>1 2 3 ✓4</p>

Field Notes:

Before starting the story, students went over key vocabulary words. The teacher ensured everyone understood by having them repeat the directions. The lesson proceeded smoothly and stuck to the plan. In science class, some students joined after small group tutoring and seamlessly transitioned into the lesson.

Overall Program Ratings & Impressions

Site ID: Cherokee Elementary

Observer: Horton

Date: 04/10/2024

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
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	✓ N/A 4
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:

The staff and students maintained a positive and respectful atmosphere throughout the session. However, in one instance, two students didn't comply with the teacher's expectations, leading to a conflict that needed to be addressed during the session. The issue was swiftly resolved without disrupting the lesson.

Arrival Time

Site ID: Cherokee Elementary Observer ID: Horton Date: 04/10-2024

Start Time 3:00 *Minimum observation duration:*
End Time 3:10 *10 minutes*

Observed Number of staff 3
 Number of youth 22
 Start of arrival End of arrival
(check all that apply)

Location of Arrival Time *(check location(s) that apply)*

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)
STEM Lab

Brief Description of Arrival Time

Once school is out, the students head to the lab for the after-school program. Instead of waiting in line for the bus, they begin their homework right away.

Did Arrival Time include a snack?

- Yes No

Arrival Time Items	Rating
1. Staff greet/acknowledge youth as they arrive.* (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) <i>1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</i>	1 2 3 <input checked="" type="checkbox"/> N/A 4
2. Youth seem to know the arrival routine and follow it with gentle reminders.* (Ex: On their own, youth put their backpacks away and go get snack.) <i>1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</i>	1 2 3 <input checked="" type="checkbox"/> N/A 4
3. Activities are available for youth to become engaged in as soon as they arrive (may include snack). A variety of activities/choices are available. <i>1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</i>	1 2 3 4 N/A
4. Staff engage in friendly verbal 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. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)</i>	1 2 3 <input checked="" type="checkbox"/> 4

(Note # of youth w/ with staff
i.g. each person has minimum of 2-3 turns to speak.)
3

Field Notes: Students stuck to their daily routine, aware of when it was time to transition to academic study sessions.

Transition Time

Site ID: Cherokee Elementary

Observer ID: Horton

Date: 04-10-2024



Start Time 3:10

End Time 4:00

Observed Number of staff 1 Number of youth 5-10 (began with 5 students and then small group tutoring arrived and added 5 more students).
Entire transition time Yes No

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

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)

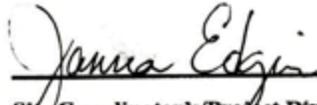
Brief Description of Transition Time

Students left the STEM lab and went to a classroom. After the academic time they transitioned to the cafeteria for snack time. Very smooth and in a timely manner.

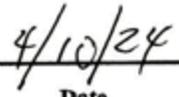
Transition Time Items	Rating
<p>1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) 1=Staff provide little or no direction (when it is clearly needed).</p>	1 2 3 4 <input checked="" type="checkbox"/> N /A
<p>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.)</p>	1 2 3 <input checked="" type="checkbox"/> 4
<p>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.)</p>	1 2 3 <input checked="" type="checkbox"/> 4
<p>4. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.</p>	1 2 3 <input checked="" type="checkbox"/> 4
<p>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.</p>	1 2 3 <input checked="" type="checkbox"/> 4
<p>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....?")</p>	1 2 3 <input checked="" type="checkbox"/> 4
<p>7. When addressing behavioral issues, staff use strategies that are developmentally appropriate and effective. 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).</p>	1 2 3 4 <input checked="" type="checkbox"/> N /A

Signature Page

The site coordinator and the external evaluator must review, discuss, and sign this document.



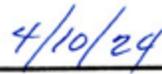
Site Coordinator's/Project Director Signature



Date



External Evaluator's Signature



Date

CES 21st CCLC After School Program Schedule

<i>Time</i>	<i>Date</i>	<i>Activities</i>
3:00-3:55	Monday-Friday	Remediation/Tutoring/Homework Help Snack, Physical Education
3:55-4:15	Monday-Friday	STEM/STEAM
4:15-5:15	Monday, Friday	Snack, Physical
4:15-5:15	Tuesday, Thursday	Art/Music
4:15-4:30	Wednesday	Character Education
4:30-5:15	Wednesday	Additional Topics/Activities (Example; nutrition, financial literacy, technology, drug prevention, etc)
5:15-5:30	Monday-Friday	Clean up/Pick up every location you are in.

Additional Topics/Activities include;

Career Readiness, Culture Diversity, Environmental Literacy, Financial Literacy, Nutrition, Technology, Library, Drug Prevention, Bullying Prevention, Service Learning Projects



Colbert County Schools 21st CCLC After School Program – Lesson P

School Name: CES

Week of: 4/8-4/12

Staff Name: Grigsby, Green, Reid, Cain Position: Teacher Grade Level: K-6

Program Goals:

1. Provide academic enrichment to meet challenging state academic standards in the areas of reading and math.
2. Implement Science, Technology, Engineering and Math (STEM) activities.
3. Increase student attendance for regular school day.
4. Increase parent and family engagement
5. Improve student behavior throughout the regular school day.
6. Provide service learning opportunities
7. Provide nutritional snacks in the after school program
8. Provide a safe alternative for students without after school childcare

This Lesson Plan Covers the following components:(check all that apply)x

- Nutrition
- Physical Education
- Technology
- Career Readiness
- Environmental Literacy
- Financial Literacy
- Cultural Diversity
- Character Education
- Drug Prevention
- Bullying Prevention
- Art/Music/Theater
- Library Activities
- STEAM

	Monday	Tuesday	Wednesday
Lesson Title	Group A-Moon Exploration Group B- Exploring Multiplication	What Makes You Jump?	Group B- Coding Group A- Phases of the Moon

Purpose: What will be learned and what 21 st CCLC goal will this meet?	STEAM	Art/Music/Theater	STEAM	Art/Music/Theater	STEAM
Enrichment/Tutoring/Remediation (must cover at least one of these components daily)	Tutoring	Enrichment	Tutoring	Enrichment	Tutoring
Standards to Address	Group A- 1-ESS1-1. Group B- 5.NBT.6	AR1.2 AR4.8 Also included ELA1.R5, 17 & 37	Group A-MS-ESS1-1. Group B- Computer Science	AR1.2 AR4.8 Also included ELA1.R5, 17 & 37	Group A- Character Ed Group B- 4.15 4.16
Description of Activity:	Group A-Students will describe the experiences of the first astronauts. Students will describe the first landing of the moon. Group B- In this VR lesson, students will learn how multiplication is a useful tool for quickly assessing the product of a group. Through a virtual experience, students will explore how multiplication increases efficiency in a real-world situation.	The students will write free verse poetry to express feelings. The students will create two-dimensional art.	Group A- Students will explore the phases of the moon and recreate it using a paper plate. Group B- In this STEM lesson, students learn a programming language. The students will define coding and computer programming. The students will get to use code monkey to create algorithms.	Students will add a visual display to clarify their feelings related to their poems. Speaking audibly, students will share their poems with the class.	Group A-Students will engage in a self-confident activity where they will write positive notes to themselves in the future. Group B- In this lesson about weather instruments, students will explain how weather instruments help to observe and measure the weather.
Materials Needed:	Group A- Nearpod Group B- • Chromebook -Nearpod	When Sophie Gets Angry - Really, Really Angry... by Molly Bang Construction paper in various colors scissors glue pencils thin markers attached Poem	Group A-Nearpod Paper plates Construction Paper Crayons Group B- • Chromebook -Nearpod	When Sophie Gets Angry - Really, Really Angry... by Molly Bang Construction paper in various colors scissors glue pencils thin markers attached Poem	Group A-Markers, Crayons, Lined Paper Group B- • Chromebook -Nearpod

Name: _____ Date: _____

THE MOON PHASES

Directions: Write the correct moon phases on the lines next to the picture.

Moon Phases:

New Moon	Waning Gibbous
Waxing Crescent	Last Quarter
First Quarter	Waning Crescent
Full Moon	Waxing Gibbous

© Busy Me Plus Three





Overall Program Ratings & Impressions

/ Site ID: Cherokee Elementary

Observer: Horton

Date: 06-18-2024

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
<p>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></p>	1 2 3 ✓ 4
<p>2. The environment is conducive to learning. (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>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i></p>	1 2 3 ✓ 4
<p>3. Space is well organized. (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>1=(Ex: Space is cluttered, too crowded, disorganized.)</i></p>	1 2 3 ✓ 4
<p>4. If program has own space, the indoor space reflects the work of children and youth. All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.) <i>1=No youth products or artwork are displayed.</i></p>	1 2 3 4 ✓N /A
<p>5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions). Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.) <i>1=Visible materials do not reflect a diversity of backgrounds.</i></p>	1 2 3 4 ✓N /A
<p>6. The space is accessible for all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i></p>	1 2 3 4 ✓N /A
<p>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></p>	1 2 3 4 ✓N /A

Field Notes:

The program adhered to the daily summer schedule. The school had taken a field trip the previous day. In the morning, students focused on their academic studies and planned to work on art projects in the afternoon.

Overall Program Ratings & Impressions

Site ID:

Observer: Horton

Date:

Cherokee Elementary

06-18-2024

B. Overall Ratings of Program Schedule & Offerings	Rating
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 3 ✓4
<p>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></p>	1 2 ✓ 4 3

Field Notes:

The program was well-paced, with students grouped by grade and academic skill for remedial enrichment. There were fifteen students in total. This arrangement was feasible because the field trip was the day before, and the next day was a holiday for the students. However, due to the small number of students, working in smaller groups proved challenging.

Overall Program Ratings & Impressions

Site ID:

Cherokee Elementary

Observer: Horton

Date: 06-18-2024



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
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

The students were well-mannered and seemed to enjoy the day. They were eager to share what they had been working on in the art room, which included paint-by-numbers artwork and some ceramic projects. When I talked to them about the program, they expressed their appreciation for the teachers and enjoyed spending time with their friends.

Homework/Academic Support Time

Site ID: Cherokee Elementary

Observer ID: Hal Horton

Date: 06-18-2024

Start Time 8:00 Minimum observation duration:

End Time 9:00 20 minutes

Observed Number of staff 1

Number of youth 3 to 5

Start of HW/AS End of HW/AS

(check all that apply)

Brief Description of Homework/Academic Support Time

The students were grouped according to their STAR scores. With only 15 students present, they were divided into four small groups.

Location of Homework /Academic Support Time

(check location(s) that apply)

Classroom

Cafeteria

Gym

Outdoors

Library

Other (please describe)

A. Homework/Academic Support Time Organization Items	Rating
1. Staff help youth get organized and prepared to do their homework.	1 2 3 ✓4
2. There is appropriate and accessible physical space for youth to <u>comfortably</u> do work. <small>1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, <u>not</u> enough space for all youth).</small>	1 2 3 ✓4
3. Homework/Academic Support time is free from interruptions/distractions. <small>1=Youth are being constantly interrupted by noise or intrusions (Ex: There is another noisy activity being held in the same space).</small>	1 2 3 ✓4

Field Notes:

The small group instruction took place in classrooms. One group was writing a letter to the Governor about her reading initiative, while another group was working on math using a number line. The other two groups were engaged with the Open Court curriculum on reading.

Homework/Academic Support Time

Site ID: Cherokee Elementary

Observer ID: Hal Horton

Date: 06-18-2024

D. Staff Provide Individualized HW/Academic Support	Rating
<p>1. Staff work to ensure that youth are engaged and progressing during homework/academic time. Staff proactively check in with <u>many or all</u> youth during homework/academic support time. <i>1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.</i></p>	<p>1 2 3 ✓ 4</p>
<p>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></p>	<p>1 2 ✓ 4 3</p>
<p>3. When youth need or ask for help, staff respond to youth requests in a timely manner. (Ex: All youth requests acknowledged right away. Waiting time is short.) <i>1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).</i></p>	<p>1 2 3 4 ✓ N/ A</p>
<p>4. When youth 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 provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</i></p>	<p>1 2 3 4 ✓ N/ A</p>
<p>5. When providing assistance to youth, staff help youth think through problems 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></p>	<p>1 2 3 4 ✓ N/ A</p>

The teachers, who were regular classroom teachers, adhered strictly to the academic schedule and plan for the day..

Signature Page

The site coordinator and the external evaluator must review, discuss, and sign this document.

Candee Webb

Site Coordinator's/Project Director Signature

6-18-24

Date

Neil R. Horton

External Evaluator's Signature

6-18-24

Date



