
Final Report



Final Report 2023 - 2024

Cohort 16 Cohort 17

Year 1 2 3

Name of LEA/CBO: Colbert County Schools

Name of the 21st CCLC Program School(s) Served: Colbert Heights Elementary 21st CCLC

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

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Date September 10, 2024

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1.0 Executive Summary

1.1 Introduction

The purpose of the Colbert Heights Elementary School/New Bethel (CHES/NBES) 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 CHES/NBES 21st CCLC program is based on community needs in conjunction with the community partners. The CHES/NBES 21st CCLC serves students in grades K-6. The program has the capacity to serve 105 students in the after-school program and 105 students in the summer program. The overall projected outcomes for the CHES/NBES 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 address 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, and enrichment lessons on reading and math, 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 communicate continuously with parents and the faculty of CHES/NBES. This interaction is also important for recruitment and raising awareness of the program. The CHES/NBES 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 of 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 CHES 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

CHES/NBES 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. All but one goal, reducing unexcused absences, were met during the 2023-2024 school year. There were only students who had more than five unexcused absences for the school year. This is 84% of the 168 students in the after school program. 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 CHES 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

The CHES/NBES 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, math, and science. Also using attendance programs, and 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 evaluator visits through informal conversations and interviews with students, parents and staff members. All but the attendance goals were met during the 2023-2024 school year. The goal was for 90 percent of the students not to have more than five unexcused absences for the school year. This is 84% of the 67 students in the after school program. CHES 21st CCLC is one of the more successful programs. One goal was partially met, to increase proficiency in STEAM areas, students increased proficiency in math but not in science. Recommendations on each goal are stated in the 7.1 table below. Other limitations are in surveys and observations that are subjective in nature.

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 |
|--|--|------------------------------|--------------------------------------|--------------------------|----------------------------|
| Colbert Heights Elementary 21st CCLC | 5 | 175 | 35 | 12.5 | 150 |
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Table 2.2 Staffing

- There are 12 certified teachers and 5 para professionals, 2 community members, and 1 college student that work on a regular basis. All teachers are certified in elementary, all teachers are day school teachers and work within the program 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. CHES 21st CCLC Program had 6 community volunteers that presented on various topics.
- **STAFFING RATIO**
 - The average staffing ratio is 1 staff member to 12 students.

STAFF TRAINING

| Date | Staff | Training | Length | Provider |
|---------------------------------------|---|---|---------------|------------------------------------|
| June 1, 2024 | Amy Michael, Dneise Henson | Summer Program Staff Orientation-Guidelines/Expectations for 21st CCLC Summer Program | 1 ½ hour | Brooke Cunningham Emily Counce |
| August 2, 2023 | Amy Michael, Dneise Henson | After School Program Staff Orientation-Guidelines/Expectations for 21st CCLC After School Program | 1 ½ hour | Brooke Cunningham, Emily Counce |
| January 4, 2024 | Amy Michael, Dneise Henson, Brooke McCormack, Tiffanie Stewart, Leslie Gibson | CPR Training | 2 hr | Katie Hester |
| January 4, 2024 | Amy Michael, Dneise Henson, Brooke McCormack, Tiffanie Stewart | Med Assist Training | 2 hr | Tonya Klyce |
| January 4, 2024 | Amy Michael, Dneise Henson | After School Program Staff Orientation-Guidelines/Expectations for 21st CCLC After School Program Updates | 1 hr | Brooke Cunningham, Emily Counce |
| 12/4/2023 12/11/2023 12/15/2023 | Amy Michael Dneise Henson | Cohort 17 Trainings | | ALSDE |

| | | | | |
|----------|--|--|------|---------|
| 4/4/2024 | Amy Michael Dneise Henson | Mid Year Reporting | 1 hr | ALSDE |
| | Emma Bragwell, Paula Brown, Dneise Henson, Azala Reeder, Patricia Tubbs | Back to After School with STEM | 1 hr | Webinar |
| | Emma Bragwell, Chastity Cunningham, Bridgette Philips, Emma Rourk | Beyond the Conference: After School Artists, Authors, and Advocates | 1 hr | Webinar |
| | Emma Bragwell | BSH Webinar: Engage and Elevate Student and Staff Equality | 1 hr | Webinar |
| | Emma Bragwell, Molly Lawler, Jodi Vandiver | BSH Webinar: You need to take care of you | 1hr | Webinar |
| | Emma Bragwell, Chastity Cunningham, Leslie Gibson, Kelly Reid, Emma Rourk | Lights on Afterschool 101 | 1 hr | Webinar |
| | Emma Bragwell, Chastity Cunningham, Molly Lawler, Kelly Reid, Emma Rourk, Megan Rumble, Tiffanie Stewart, Jodi Vandiver | Literacy for All: Stories as Mirrors, Windows, & Sliding Glass Doors | 1 hr | Webinar |
| | Emma Bragwell, Chastity Cunningham, Emily Gann, Emma Rourk, Tiffanie Stewart | Math Counts: Factoring Math into your OOS Time Program | 1 hr | Webinar |
| | Emma Bragwell, Megan Rumble, Molly Lawler, Jodi | Planning for a Game Changing Summer | 1 hr | Webinar |

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|--|--|---|------|---------|
| | Vandiver | | | |
| | Emma Bragwell, Patricia Tubbs, Tiffanie Stewart, Anna Elliott, Leslie Gibson, Seth Lewey, Kelly Reid | Promoting Healthy Futures | 1 hr | Webinar |
| | Paula Brown | America After 3:00pm: Demand Grows Opportunities Shrink | 1 hr | Webinar |
| | Paula Brown, Tiffanie Stewart, Kelly Reid, Azala Reeder, Megan Rumble, Molly Lawler, Dneise Henson, Leslie Gibson, Jodi Vandiver | Creating and Sustaining a Caring Culture in After School and Summer Programs | 1 hr | Webinar |
| | Paula Brown, Brooke McCormack | Free and Low Cost Resources for Evaluation and Continuous Quality Improvement | 1 hr | Webinar |
| | Paula Brown, Amy Michael, Brooke MCCormack, Emily Gann | Help Them Grow or Watch THem GO | 1 hr | Webinar |
| | Paula Brown | Helping Students Recover and Accelerating Success | 1 hr | Webinar |
| | Paula Brown | Latest Strategies for Bringing Health and Wellness to OST | 1 hr | Webinar |
| | Paula Brown | Lights on Afterschool - Forging Futures | 1 hr | Webinar |
| | Paula Brown, Emma Rourk, Kelly Reid, Chastity Cunningham | Navigating SEL from the Inside Out | 1 hr | Webinar |
| | Paula Brown | Powerful Partnerships: Schools and After School and Summer | 1 hr | Webinar |

| | | Programs | | |
|--|---|---|------|---------|
| | Chastity Cunningham | AI in Education: Teaching and Learning | 1 hr | Webinar |
| | Chastity Cunningham, Emma Rourk | BSH Webinar: Happy and Humorous Horse Play | 1 hr | Webinar |
| | Chastity Cunningham, Emma Rourk, Dneise Henson, Amy Michael, Bridgette Phillips | Building a Better Team | 1 hr | Webinar |
| | Chastity Cunningham, Emma Rourk | Caring Culture in After School | 1 hr | Webinar |
| | Anna Elliott | After School Engages Kids in real World Learning | 1 hr | Webinar |
| | Anna Elliott | After School in a Virtual World Part 1 and 2: NAA is this thing on? | 2 hr | Webinar |
| | Anna Elliott | After School in a Virtual World: What it Means and How to Do It | 1 hr | Webinar |
| | Anna Elliott | Trauma Informed Practices 101 | 1 hr | Webinar |
| | Emily Gann, Brooke McCormack, Bridgette Phillips, Azala Reeder | Beyond the Conference: Launching a STEM Graffiti Wall | 1 hr | Webinar |
| | Leslie Gibson | Are There Differing Visions of After School? | 1 hr | Webinar |
| | Seth Lewey, Leslie Gibson | Back to After School with After School Alliance | 1 hr | Webinar |
| | Leslie Gibson, Seth Lewey | STEM Learning on the Rise | 1 hr | Webinar |
| | Molly Lawler, Jodi | BSH Webinar: We Hear You- | 1 hr | Webinar |

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|--|--|--|------|---------|
| | Vandiver | Giving Students a Voice Through the Arts | | |
| | Molly Lawler, Jodi Vandiver | Fighting Bullying Through Science Policy and Practice | 1 hr | Webinar |
| | Molly Lawler | Lights on Afterschool-Celebrating After School Programs and Staff | 1 hr | Webinar |
| | Molly Lawler, Jodi Vandiver, Megan Rumble | Role Models Matter | 1 hr | Webinar |
| | Molly Lawler, Jodi Vandiver | What Good Leaders Do | 1 hr | Webinar |
| | Brooke McCormack | Lights on Afterschool: Youth Town Hall | 1 hr | Webinar |
| | Amy Michael, Azala Reeder | Beyond the Conference: Inspire Leading in Learning-Cultivating Greatness | 1 hr | Webinar |
| | Bridgette Phillips, Patricia Tubbs, Kelly Reid, Azala Reeder | After School in Native American and Tribal Communities | 1 hr | Webinar |
| | Bridgette Phillips | Beyond the Conference - All I Wanna Do is Zoom a Zoom | 1 hr | Webinar |
| | Bridgette Phillips | BSH Webinar - Animations | 1 hr | Webinar |
| | Bridgette Phillips | YAI Aims to Provide Quality Programs | 1 hr | Webinar |
| | Azala Reeder | Beyond the Conference - Mitigating Crisis | 1 hr | Webinar |
| | Azala Reeder | BSH Webinar - Activity Planning | 1 hr | Webinar |
| | Azala Reeder | BSH Webinar - What Good Leaders Do | 1 hr | Webinar |
| | Azala Reeder | Setting the Stage: After School Arts | 1 hr | Webinar |

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|--|----------------------------|--|------|---------|
| | Kelly Reid, Patricia Tubbs | Setting the Stage: Unpacking the Data on High Quality Afterschool Programs | 1 hr | Webinar |
| | Kelly Reid | Sustaining the Transformative Power of the OST Workforce | 1 hr | Webinar |
| | Emma Rourk | AI in Education- AI Resources | 1 hr | Webinar |
| | Tiffanie Stewart | Getting Started with Service Learning in Afterschool Programs | 1 hr | Webinar |
| | Tiffanie Stewart | Safely Engaging Youth in a Virtual World | 1 hr | Webinar |
| | Tiffanie Stewart | Structuring Successful Homework and Tutoring Sessions | 1 hr | Webinar |
| | Patricia Tubbs | Aligning with the School Day | 1 hr | Webinar |
| | Patricia Tubbs | Relationship Driven Activities | 1 hr | Webinar |

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 | 157 | 52.5 hr | 45 min a day, 1 day a week | |
| Art/Music | 157 | 52.5 | 1 hr a day, 2 days a week | |

| | | | | |
|---|-----|----------|-----------------------------|--|
| Assistance to Students who have been Truant, Suspended, or Expelled - Character Education | 157 | 43.75 hr | 15 min a day, 5 days a week | |
| Healthy and Active Lifestyle | 157 | 87.5 hr | 30 min a day, 5 days a week | |
| Literacy Education/Remediation/ Tutoring/Homework | 157 | 87.5 hr | 30 min a day, 5 days a week | |
| Math Remediation/Tutoring/Homework | | 87.5 hr | 30 min a day 5 days a week | |
| Science, Technology, Engineering, and Mathematics, including computer science | 157 | 26.25 hr | 1 hr a day, 2 days a week | |
| Financial Literacy - Guest Speaker | | 1 hr | 1 time | Bank Independent |
| Career Tech - Guest Speaker | | 1 hr | 1 time | CHHS |
| Sports and Recreation - Guest Speaker | | 1 hr | 1 time | UNA |
| Career On Wheels | | 2 hr | 1 time | Starship Coaches, UPS, CH Volunteer Fire Department, Colbert County Sheriff, Andy's Wrecker Service, Waste Connections |

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 CHES 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 | 105 |
| Number of families proposed to serve | 75 |
| | |

Table 3.2 Participant Attendance

| Pre-k - 5th Grade | | Total | 6th - 12th Grade | | Total |
|-----------------------|-----|-------|------------------------|----|-------|
| Prekindergarten | | | 6 th grade | 24 | |
| Kindergarten | 20 | | 7 th grade | | |
| 1 st grade | 20 | | 8 th grade | | |
| 2 nd grade | 22 | | 9 th grade | | |
| 3 rd grade | 27 | | 10 th grade | | |
| 4 th grade | 26 | | 11 th grade | | |
| 5 th grade | 29 | | 12 th grade | | |
| Total | 144 | | Total | 24 | |

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 | | | 5 | 11 | 4 | | 20 |
| 1 st grade | 1 | 1 | 2 | 9 | 5 | | 18 |
| 2 nd grade | | 1 | 4 | 12 | 3 | | 20 |
| 3 rd grade | 2 | 2 | 7 | 10 | 6 | | 27 |
| 4 th grade | 1 | 3 | 7 | 10 | 5 | | 26 |
| 5 th grade | 1 | 1 | 12 | 9 | 6 | | 29 |
| Hour Band Total | 5 | 8 | 37 | 61 | 28 | | 140 |
| 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 | 3 | 10 | 4 | 6 | 1 | | 24 |
| 7 th grade | | | | | | | |
| 8 th grade | | | | | | | |
| 9 th grade | | | | | | | |
| 10 th grade | | | | | | | |
| 11 th grade | | | | | | | |
| 12 th grade | | | | | | | |
| Hour Band Total | 3 | 10 | 4 | 6 | 1 | | 24 |

Table 3.4 Race & Ethnicity

| Race & Ethnicity | Total PreK-5th | Total 6th-12th |
|-------------------------------------|----------------|----------------|
| American Indian or Alaska Native | <u>0</u> | <u>0</u> |
| Asian | <u>2</u> | <u>0</u> |
| Black or African American | <u>5</u> | <u>0</u> |
| Hispanic or Latino | <u>0</u> | <u>0</u> |
| Native Hawaiian or Pacific Islander | <u>0</u> | <u>0</u> |

| | | |
|-------------------|------------|-----------|
| White | 133 | 23 |
| Two or More Races | 4 | 1 |
| Data Not Provided | 0 | 0 |

Table 3.5 Participant Gender

| Gender | Total PreK-5 | Total 6th-12th |
|-------------------|--------------|----------------|
| Male | 72 | 10 |
| Female | 72 | 14 |
| Data Not Provided | 0 | 0 |

Table 3.6 Population Specifics

| Category | Total PreK-5 | Total 6th-12th |
|---------------------------------------|--------------|----------------|
| Students who are English learners | 1 | 0 |
| Economically disadvantaged students | 117 | 15 |
| Family members of participants served | 144 | 24 |

4.0 Student Assessments and Data Results

Table 4.1 Student Grade Report (Aggregate)

| School | Grading Period | Subject | Grade | Total Student |
|----------------------------|----------------|-------------|-------|---------------|
| Colbert Heights Elementary | 1st Semester | ELA/Reading | 88 | 129 |
| Colbert Heights Elementary | 2nd Semester | ELA/Reading | 88 | 129 |
| Colbert Heights Elementary | 1st Semester | Math | 88 | 129 |
| Colbert Heights Elementary | 2nd Semester | Math | 89 | 129 |
| Colbert Heights Elementary | 1st Semester | Science | 96 | 129 |
| Colbert Heights Elementary | 2nd Semester | Science | 95 | 129 |
| | | | | |
| | | | | |
| | | | | |

| 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 |
| Colbert Heights Elementary | 128 | 82 | 60 | 47 | 22 | 17 | 35 | 27 | 11 | 9 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

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 |
| Colbert Heights Elementary | 128 | 82 | 65 | 51 | 13 | 10 | 38 | 30 | 12 | 9 |
| | | | | | | | | | | |
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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. | 16 | 15 | 24 | 21 | 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. | 16 | 15 | 24 | 21 | 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. | 18 | 23 | 45 | 51 | 0 | 0 |
| How many of these # students had a school day attendance rate at or below 90% in the prior school year? | 3 | 11 | 19 | 19 | 0 | 0 |
| Of these # students, how many demonstrated an improved attendance rate in the current school year? | 1 | 4 | 5 | 12 | 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 | 18 | 23 | 45 | 51 | 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 | 0 | 0 | 0 | 0 |
| Of these # students, how many experienced a decrease in in-school suspensions in the current year? | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 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. | 7 | 21 | 36 | 50 | 0 | 0 |
| For how many of these # students have the outcome data to report? | 7 | 16 | 30 | 40 | 0 | 0 |
| Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning? | 4 | 8 | 21 | 31 | 0 | 0 |

6.0 Parental Involvement

Table 6.1 Parental Involvement Activities

| Activity Category | Participants Attended | Total Hours Offered |
|---|------------------------------|----------------------------|
| Parent Orientation - Summer Program | <u>70</u> | <u>1 hr</u> |
| Miracle Worker - Parent Involvement | <u>18</u> | <u>2 hr</u> |
| Cooks Museum - Parent Involvement | <u>21</u> | <u>6 hr</u> |
| End of Summer Celebration - Parent Involvement | <u>40</u> | <u>2 hr</u> |
| Parent Orientation - After School Program | <u>75</u> | <u>1 hr</u> |
| Fall Festival - Parent Involvement | <u>68</u> | <u>2 hr</u> |
| Christmas Ornament - Parent Involvement | <u>40</u> | <u>2 hr</u> |
| Valentine Cookie Decorating - Parent Involvement | <u>37</u> | <u>2 hr</u> |
| Careers on Wheels - Parent Involvement | <u>31</u> | <u>2 hr</u> |
| Guest Speaker Events - Parent Involvement | | |
| Financial Literacy - Guest Speaker | <u>0</u> | <u>1 hr</u> |
| Career Tech - Guest Speaker | <u>2</u> | <u>1 hr</u> |
| Sports and Recreation - Guest Speaker | <u>3</u> | <u>1 hr</u> |

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 CHES 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 CHES 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</p> | <p>Daily remediation, 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 4% growth. Students were assessed 3 times during the school year.</p> <p>Academic report card grade data showed a decrease in ELA/Reading by less than 1%.</p> <p>Although the aggregate Report</p> | <p>Goal was met; No recommendations needed</p> |

| | | | | | | |
|---|---|--|---|------------------------|--|--|
| | Comprehensive Assessment Program (ACAP), and/or student report card grades in the area of reading/ELA. | | | | Card Grade Average for all participating students did not increase. The average did remain the same. Fall and Spring average student report card grade is 88. | |
| What changes are seen in the students' academic development because of participation in the CHES CCLC? | Objective 2: Math proficiency of regularly attending students who attend the CHES 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 | Daily remediation, tutoring, and homework help in the areas of Reading and Math. | Student assessments are taken 3 times a year through STAR Reading and Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement. ACAP testing is conducted in the spring for appropriate grade levels. | August 2023 - May 2024 | STAR Math Data for regularly participating students showed an average of 4% growth. Students were assessed 3 times during the school year. Academic report card grade data showed | Goal was met; No Recommendations Needed. |

| | | | | | | |
|---|--|--|--|----------------------|--|--|
| | Alabama Comprehensive Assessment Program (ACAP), and/or student report card grades in the area of math. | | | | a decrease in Math by less than 1%. Aggregate Report Card average for all participating students for math increased by 1%. The average fall grade was 88 and the average spring grade was 89. | |
| Are the STEM enrichment activities being offered effective toward improving academics in Math and Science? | <i>Implement Science, Technology, Engineering and Math (STEAM) activities.</i> Goal: Provide academic and enrichment support in STEAM areas and show relation to curriculum standard, careers and real-world applications. Objective 3: 90% of regularly | Daily remediation, tutoring, and homework help in the area of Math. Weekly STEM lessons are provided to all after school participants to provide additional Science | Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement in Math and Science. | August 2023-May 2024 | Goal Met: All 168 regularly attending students participated in STEAM activities. | Goal was Met: No Recommendations needed. |

| | | | | | | |
|---|---|----------------------------|--|----------------------|--|--|
| | attending students will participate in at least one STEAM activity per week. Documentation will be based on attendance and lesson plans. | and Technology enrichment. | | | | |
| Are the STEM enrichment activities being offered effective toward improving academics in Math and Science? | Objective 4: Math and Science proficiency of regularly attending students who attend the CHES 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). | | Student assessments are taken 3 times a year through STAR Math. Data is collected and analyzed to determine student proficiency. Report Card data is also collected to determine student achievement in Math and Science. | August 2023-May 2024 | STAR Math Data for regularly participating students showed an average of 4% growth. Students were assessed 3 times during the school year. Regular attending students recorded a decrease in science by less than 1%. Aggregate Report Card Grade data for | Goal was Met in the area of Math, goal was not met in the area of Science: Recommend increased STEAM lessons focusing on Science to keep students actively engaged in lessons. Meet with classroom teachers to increase support in the area of STEAM. |

| | | | | | | |
|--|--|--|---|-------------------------------|---|--|
| | | | | | <p>all participating students in math increased, Math by 1%.</p> <p>Aggregate Report Card Data for all participating students did not show an increase in science. Fall and Spring Semester show an average of 96% for Fall and 95% for Spring.</p> | |
| <p>Has participation in the program improved school day attendance?</p> | <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</p> | <p>Daily attendance in the after school program is taken.</p> <p>Provide fun and engaging enrichment lessons</p> | <p>Attendance is monitored monthly.</p> | <p>August 2023 - May 2024</p> | <p>Goal not met: 84% of students attending regularly maintained less than five unexcused absences.</p> | <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>students regularly attending the CHES 21st CCLC After School Program will maintain less than five unexcused absences with will result in a decrease in Early Warning Court referrals during the school year. This will be measured each semester through attendance records in PowerSchool and/or Early Warning Court referrals.</p> | <p>to encourage student excitement.</p> | | | | <p>Meet with school administration for suggestions for improvement.</p> |
| <p>Is the program developing community partners that will assist in strengthening and sustaining the program?</p> | <p><i>Provide Service Learning opportunities</i> Goal: Increase student involvement in Service Learning opportunities Objective 6: 95% of regularly attending students will engage and actively participate in</p> | | <p>Lesson Plans, promotion, donation drive and organization , guest speakers</p> | <p>August 2023-June 2024</p> | <p>Goal met: All students attending the CHES 21st CCLC program participated in the service learning project Students participated in the fall</p> | <p>Goal was met and no recommendations are needed.</p> |

| | | | | | | |
|---|---|---|--|-------------------------------|---|--|
| | <p>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> | | | | <p>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 a community book exchange.</p> | |
| <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. Objective 7: By the end of the school year 50% of the 21st CCLC families will have participated in one or more family involvement</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</p> | <p>Sign in sheets and parent communication is collected to determine parent and family engagement.</p> | <p>August 2023 - May 2024</p> | <p>Goal met: Thirteen Parental involvement activities were hosted by the CHES 21st CCLC program with a total of 171 parents participating.</p> | <p>Goal was met and no recommendations are needed.</p> |

| | | | | | | |
|---|--|---|---|------------------------|--|---|
| | opportunities as measured by attendance logs. This will be measured by sign-in sheets at each event. | participate . Regular parent communication is conducted through DOJO. | | | | |
| How is the program helping students with social interaction? | <p><i>Improve behavior throughout the regular school day</i></p> <p>Goal: Increase positive school behavior.</p> <p>Objective 8: The number of disciplinary actions of students who regularly attend the CHES 21st 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> | Weekly Character Education lessons are conducted to promote positive school behavior. | Student Incident Reports are monitored monthly. | August 2023 - May 2024 | Goal met: 97% of regularly attending students have positive behaviors and no discipline referrals. Five students received discipline referrals. Total school wide discipline incidents were improved by 80%. | Goal was met and no recommendations are needed. |

8.0 Other Findings

There were three on-site visits at Colbert Heights 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 66 scores of four and four 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 strengths were highlighted by its smooth operation, with clear routines, organized transitions, and a solid infrastructure. It offered a relaxed and flexible atmosphere, balancing scheduled activities with structured time. The equipment was well-maintained, and throughout the observations, staff and students interacted positively. Students responded readily to staff requests, and playful exchanges were common. No inappropriate behavior was observed.

Informal interviews conducted during the observations revealed that students enjoyed the program and valued the time spent with friends after school. Helping with homework was still a common benefit mentioned.

Conclusions: The overall impression of the program is that it understands the purpose and guidelines of the grant.

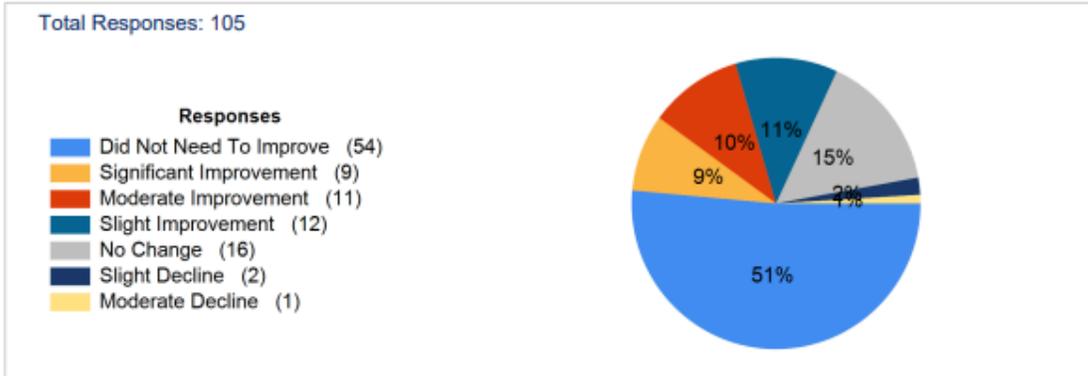
9.0 Surveys Results

Survey Analysis Report

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

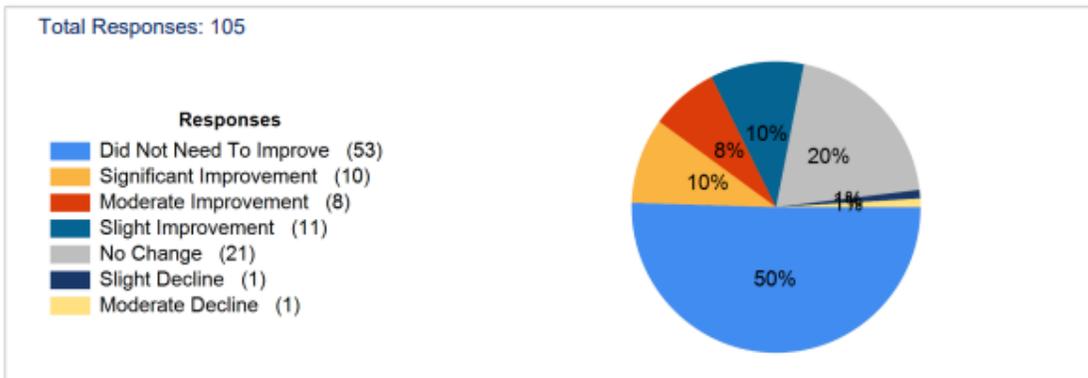
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response



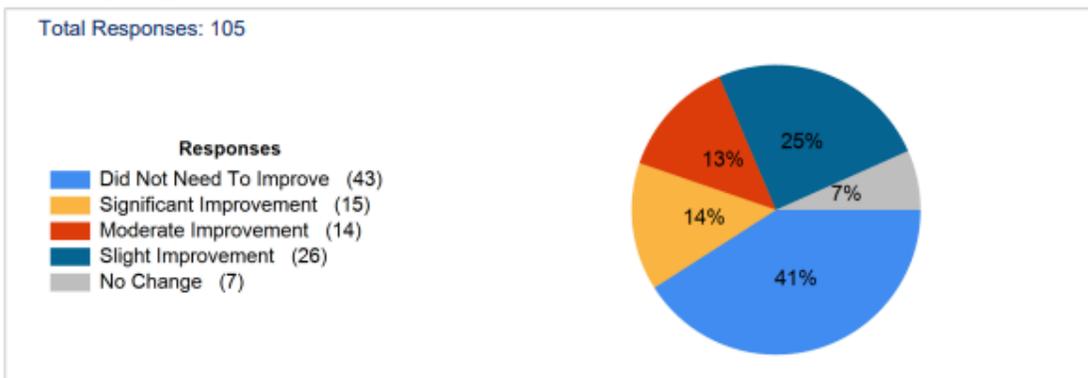
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response



3. Participating in class.

Response Type: Mandatory - Select one response



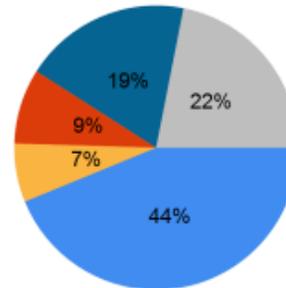
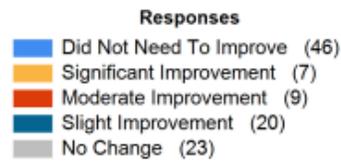
Survey Analysis Report

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

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

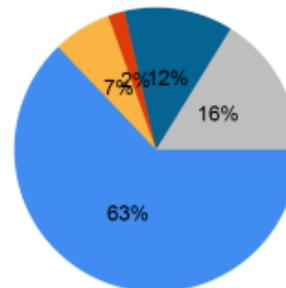
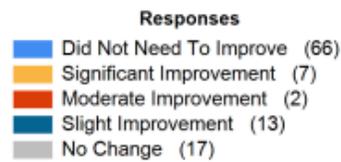
Response Type: Mandatory - Select one response

Total Responses: 105

**5. Attending class regularly.**

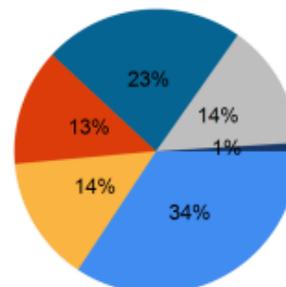
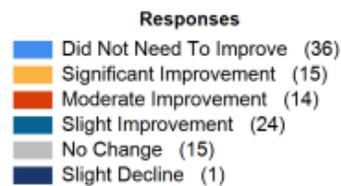
Response Type: Mandatory - Select one response

Total Responses: 105

**6. Being attentive in class.**

Response Type: Mandatory - Select one response

Total Responses: 105

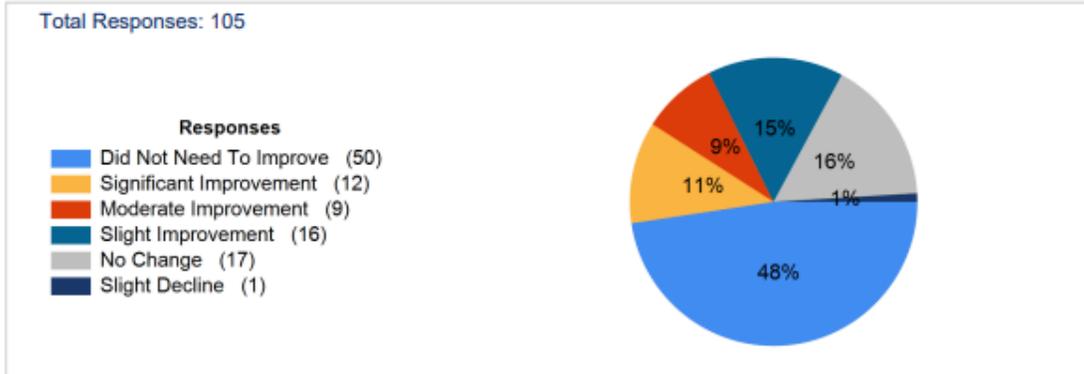


Survey Analysis Report

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

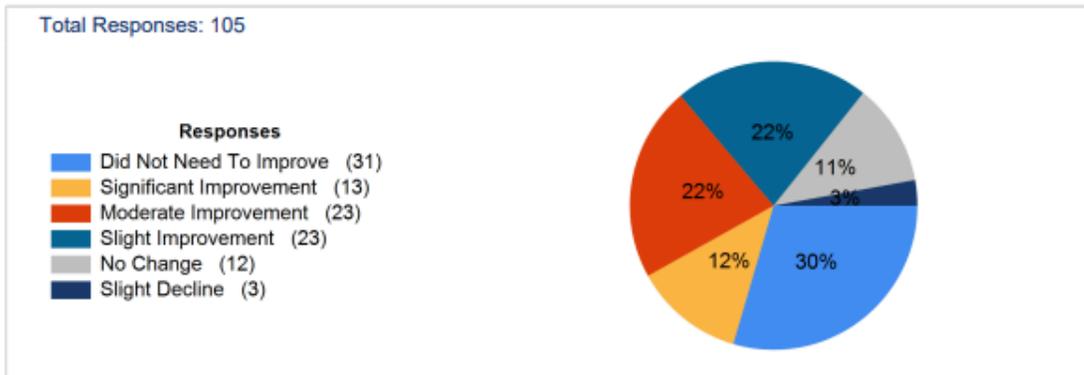
7. Behaving well in class.

Response Type: Mandatory - Select one response



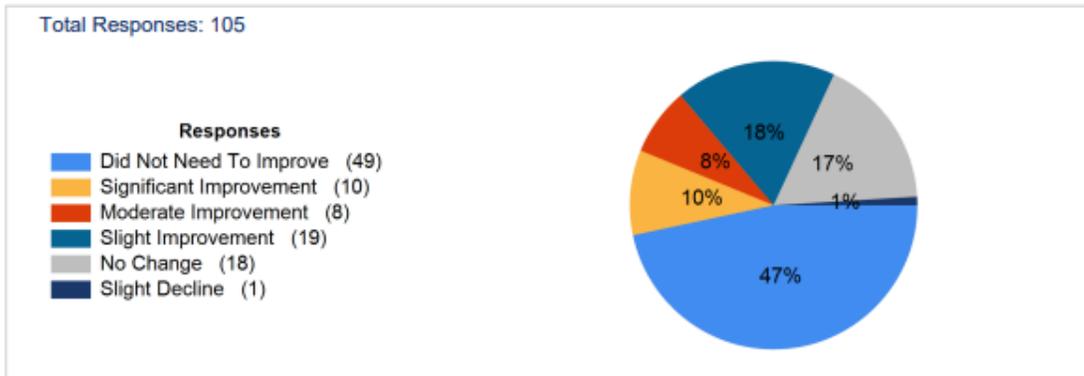
8. Academic performance.

Response Type: Mandatory - Select one response



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response



Survey Analysis Report

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

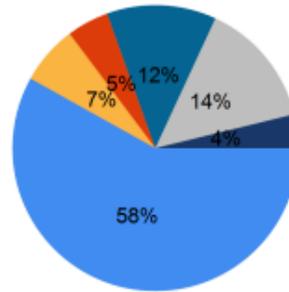
10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 105

Responses

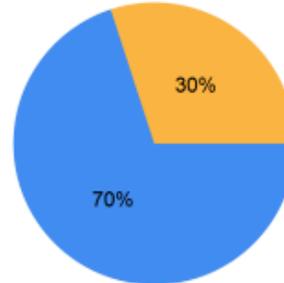
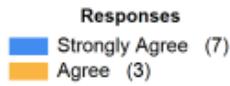
| | |
|-------------------------|------|
| Did Not Need To Improve | (61) |
| Significant Improvement | (7) |
| Moderate Improvement | (5) |
| Slight Improvement | (13) |
| No Change | (15) |
| Slight Decline | (4) |



1. There are sufficient materials/resources to support program activities.

Response Type: Mandatory - Select one response

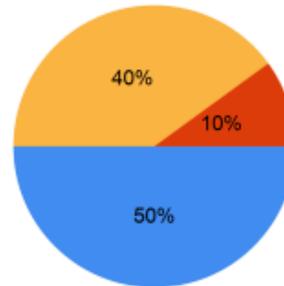
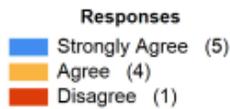
Total Responses: 10



2. Staff are given a thorough orientation to the program and job responsibilities before starting.

Response Type: Mandatory - Select one response

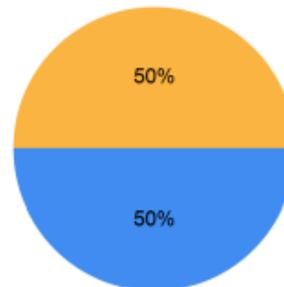
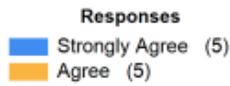
Total Responses: 10



3. There are program policies and procedures in place to protect the safety of all children and staff.

Response Type: Mandatory - Select one response

Total Responses: 10

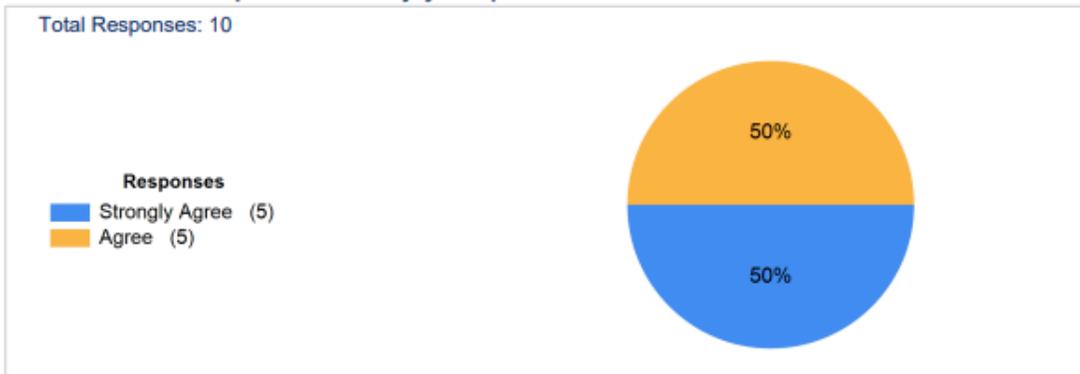


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

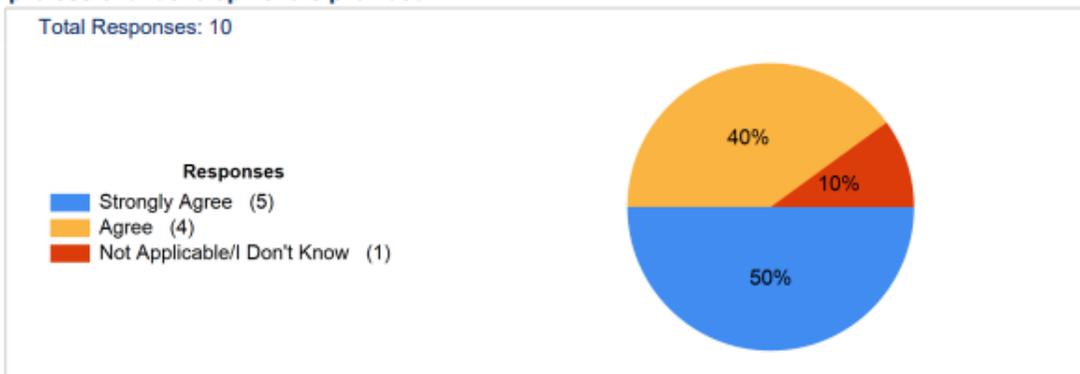
4. Staff receive adequate ongoing support to make their work environment a positive and enjoyable place to be.

Response Type: Mandatory - Select one response



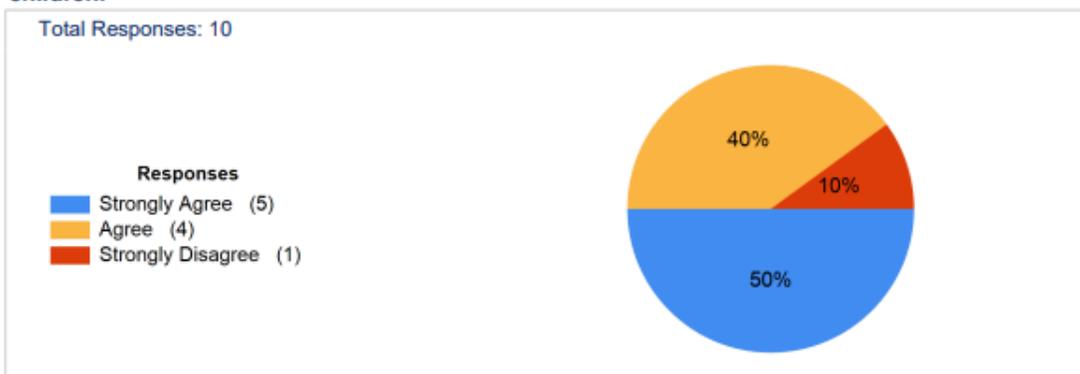
5. Staff training needs are surveyed and relevant professional development is provided.

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

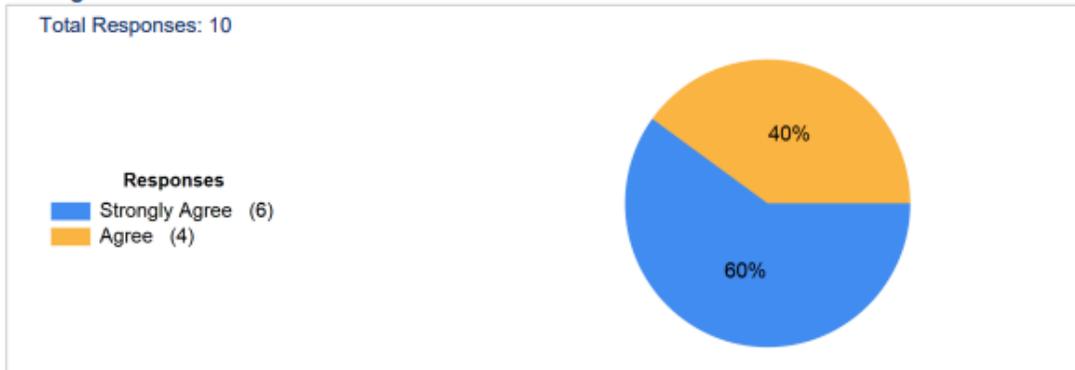


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

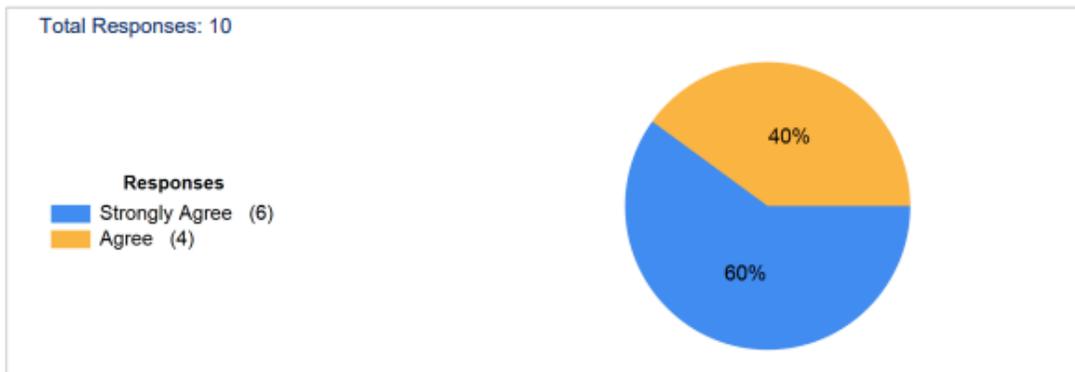
7. The site director displays sound and effective management of the site and staff.

Response Type: Mandatory - Select one response



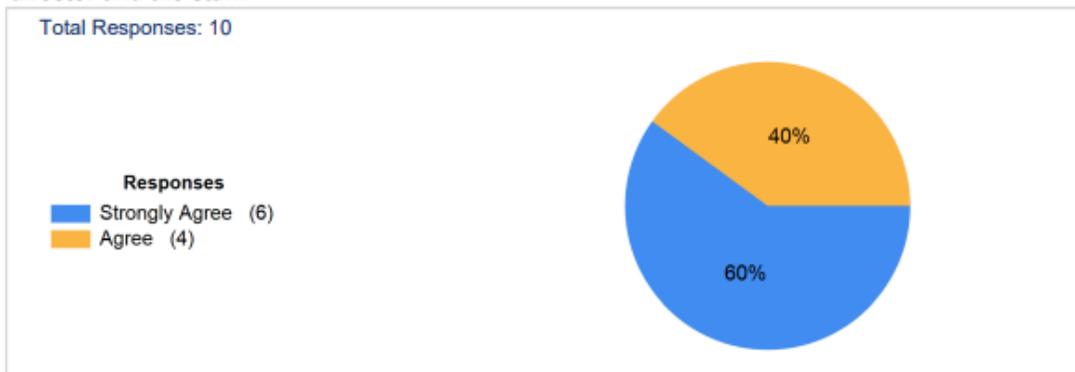
8. Staff feel valued.

Response Type: Mandatory - Select one response



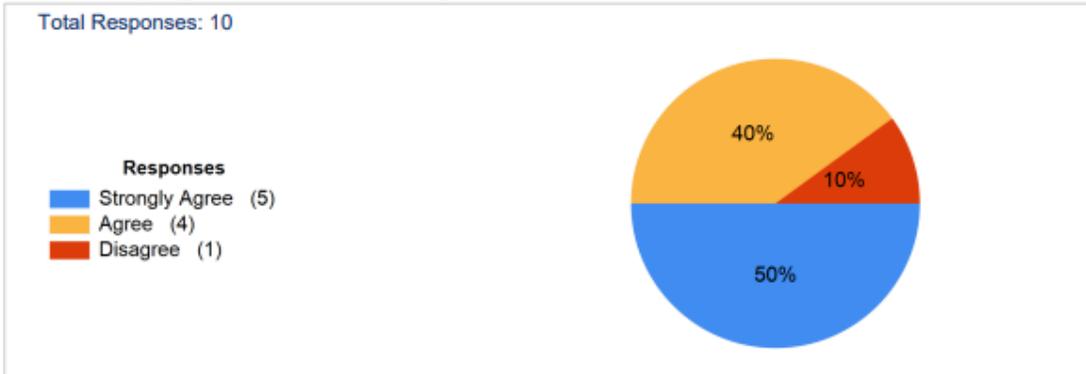
9. There is good communication between the site director and the staff.

Response Type: Mandatory - Select one response



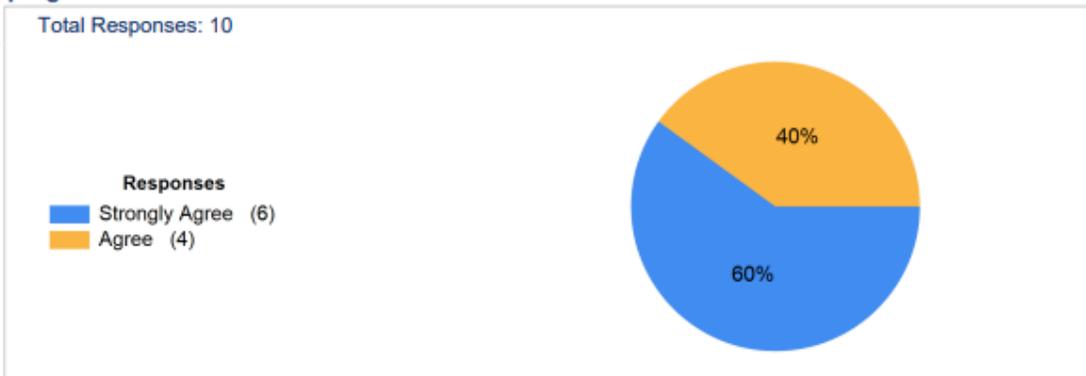
10. There is good communication between the afterschool program and the school day teachers.

Response Type: Mandatory - Select one response



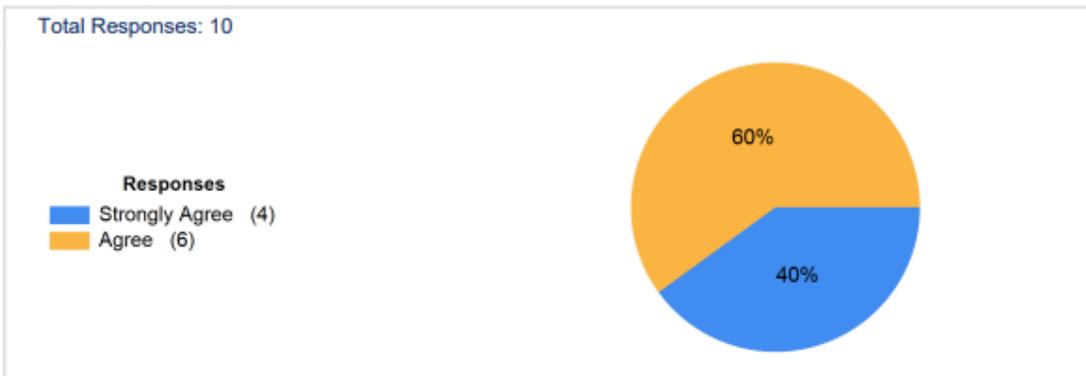
11. The students seem to enjoy participating in the program.

Response Type: Mandatory - Select one response



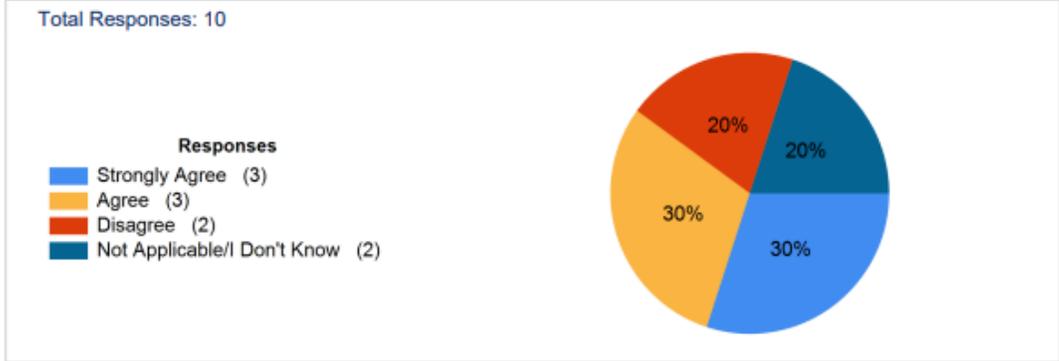
12. The program takes into consideration the needs of students and their families.

Response Type: Mandatory - Select one response



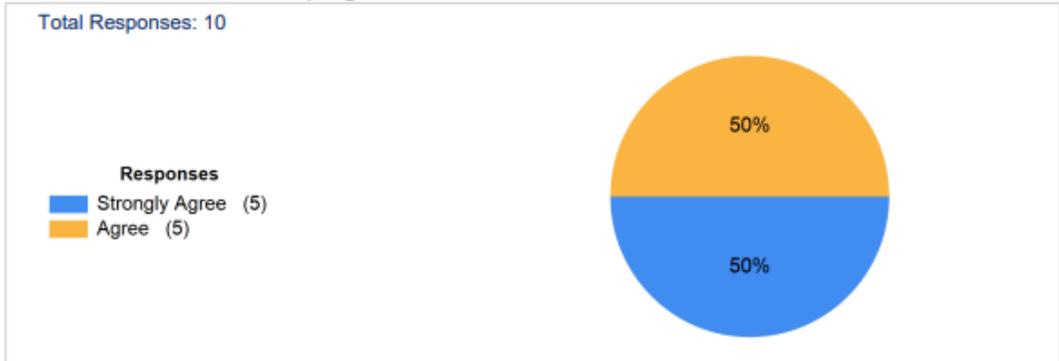
13. Parent engagement activities are based on parent surveys.

Response Type: Mandatory - Select one response



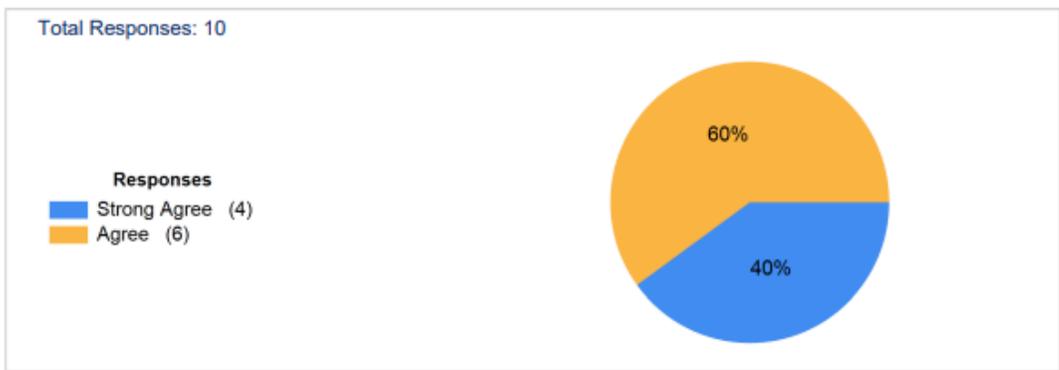
14. There is a good balance between academic and enrichment activities in the program.

Response Type: Mandatory - Select one response



15. The program helps student improve academically.

Response Type: Mandatory - Select one response



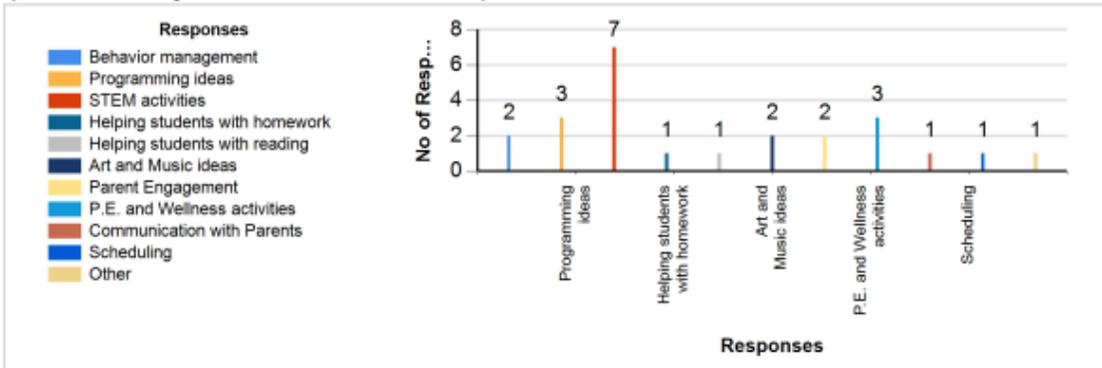
16. The program focuses on improving student behavior through character building, leadership, anti-bullying, etc. activities and curriculums.

Response Type: Mandatory - Select one response



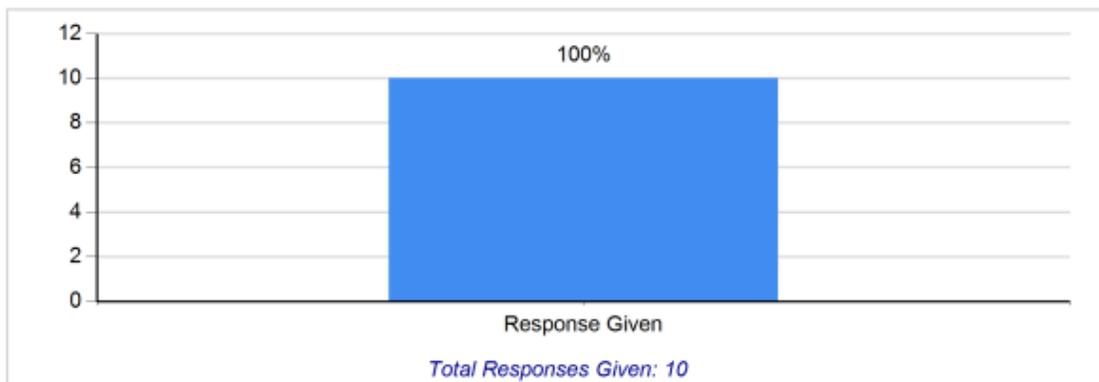
17. Check the areas in which you would like training: (Please add any other areas not on the list)

Response Type: Mandatory - Select multiple responses



18. What are your greatest successes?

Response Type: Mandatory - Open text

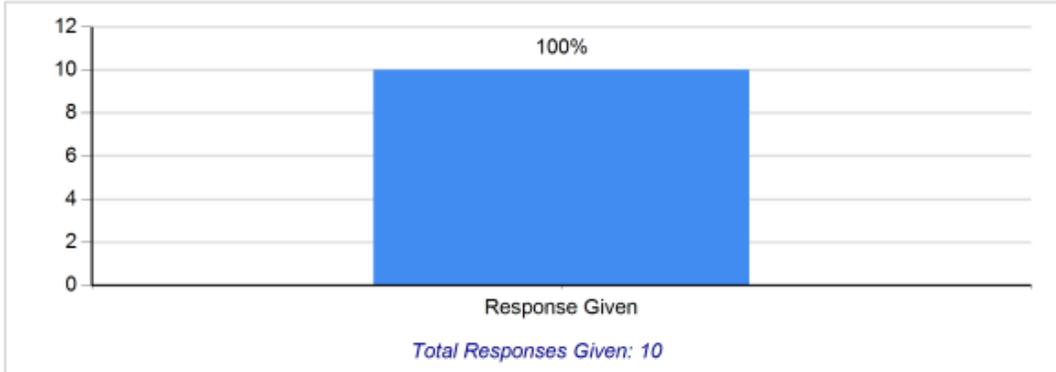


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2024)

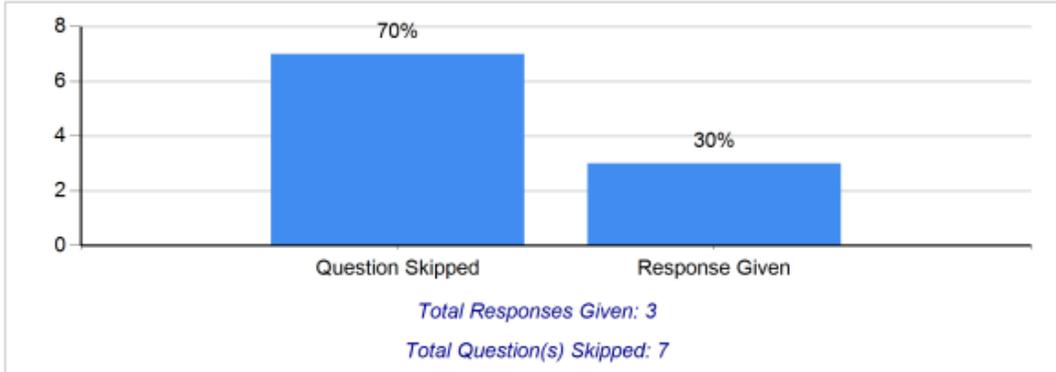
19. What are your biggest challenges?

Response Type: Mandatory - Open text



20. Any suggestions for program improvement?

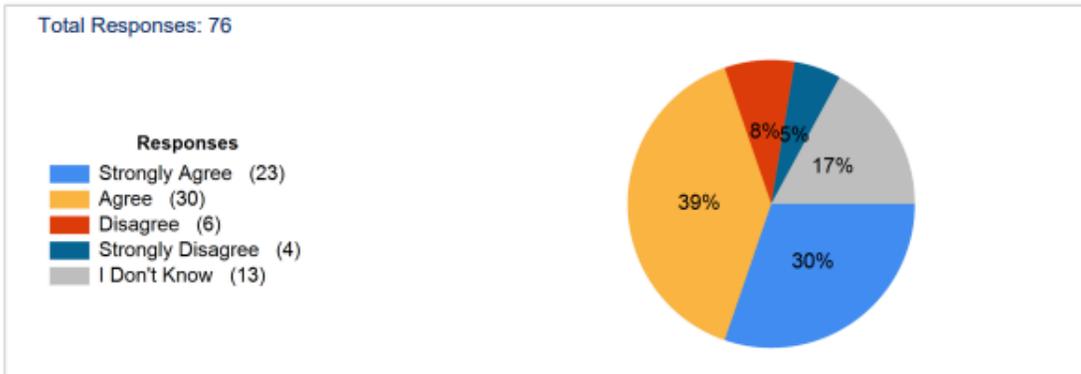
Response Type: Open text



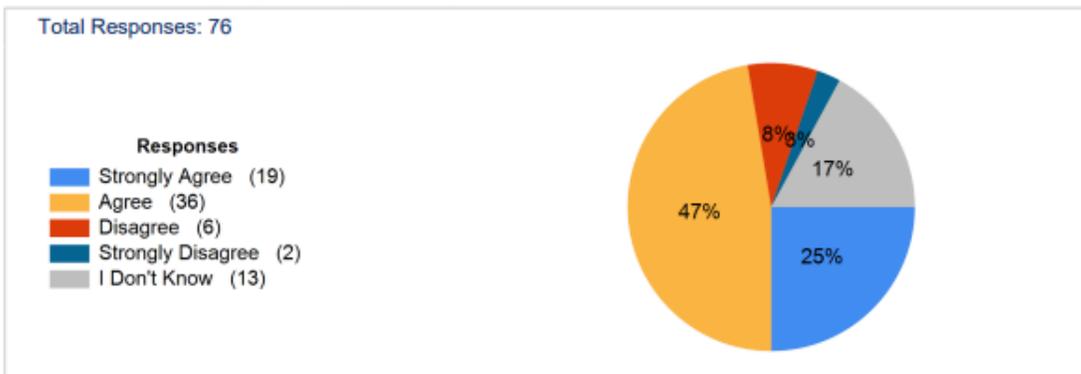
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2024)

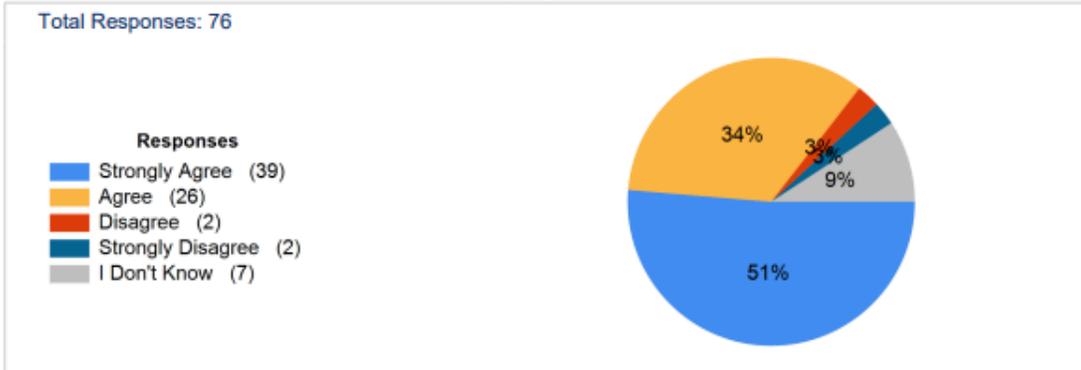
1. The afterschool program helps me improve in reading. Response Type: Mandatory - Select one response



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



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

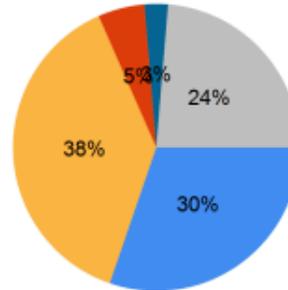
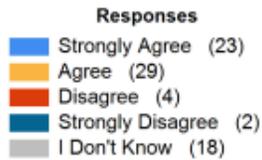


Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2024)

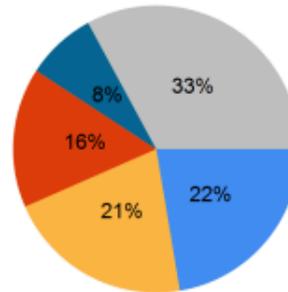
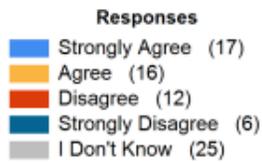
4. The afterschool program helps me behave better in the school day program. Response Type: Mandatory - Select one response

Total Responses: 76



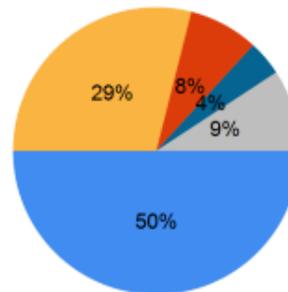
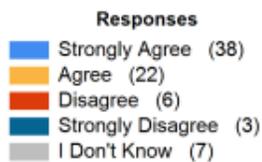
5. My school day attendance has improved since attending the afterschool program. Response Type: Mandatory - Select one response

Total Responses: 76

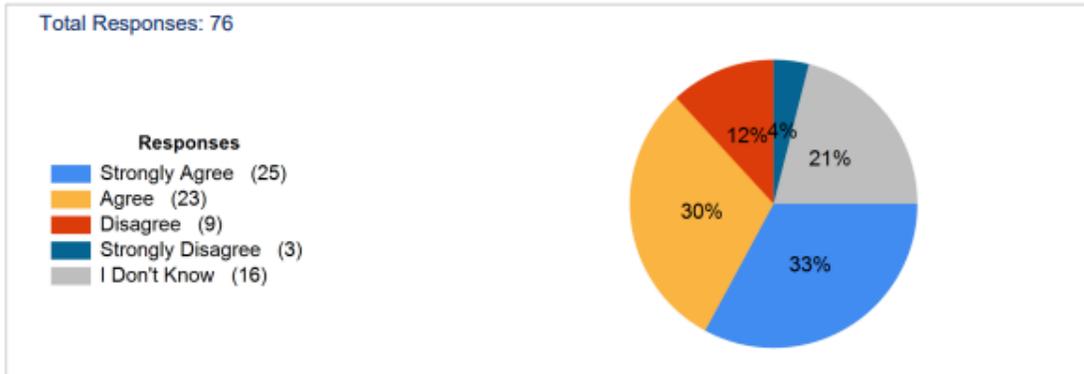


6. The afterschool staff helps me with my homework. Response Type: Mandatory - Select one response

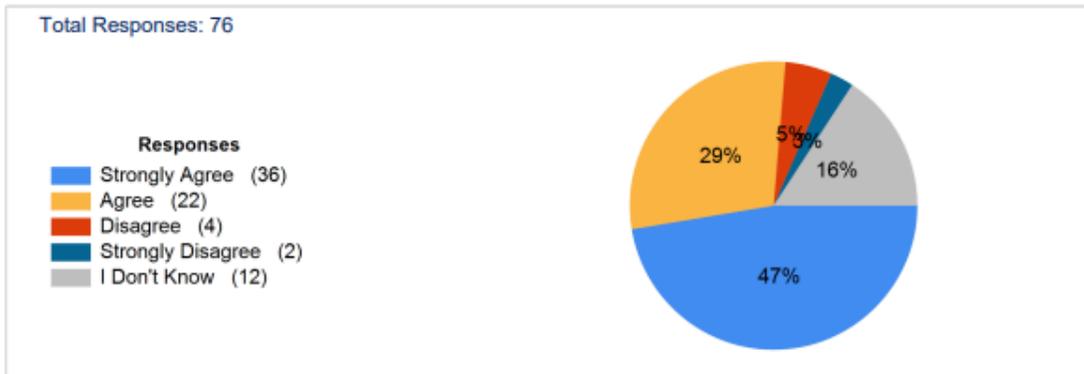
Total Responses: 76



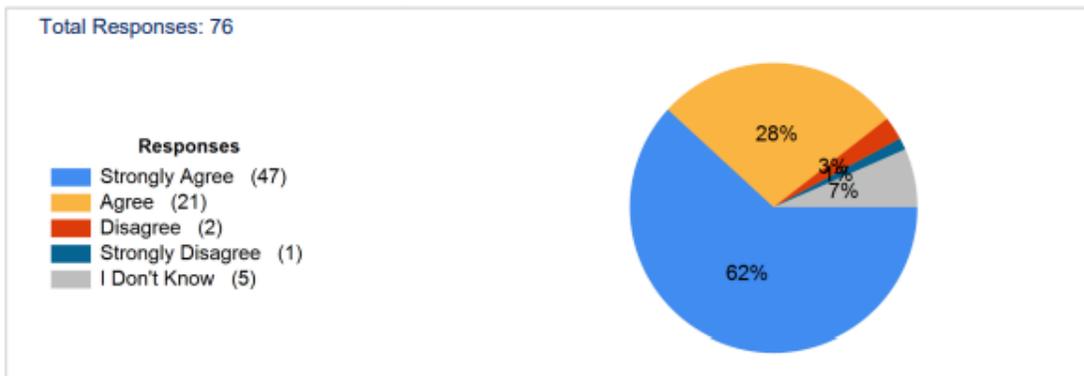
7. I have opportunities to make suggestions for activities. Response Type: Mandatory - Select one response



8. I am treated fairly by the afterschool staff. Response Type: Mandatory - Select one response



9. When I am at the afterschool program I feel safe. Response Type: Mandatory - Select one response



10.0 Summer Program

10.1 Overview of the Summer Program

With the expected summer slide of our students and now the increased learning loss due to virtual learning, the CHES 21st CCLC program is more imperative than ever before. Our students who have participated in the Cohort 15 program have been able to maintain and some increase their level of knowledge from the end of the regular school year to the beginning of the next school term. We have witnessed first hand the benefits of the summer program for our students and families. Offering the summer learning program has also been a huge benefit for the families of the Colbert Heights and New Bethel communities 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 CHES 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 CHES 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". This will also allow time for families to take a vacation and students to be able to have a break before the new school year begins. Likewise with the after school center, if there is an issue that would warrant closing the summer program center, such as weather, water leaks, outbreak of illness, the superintendent will close the summer program center as needed.

The program will serve all current CHES 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 CHES 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; they will learn the basics of finance with hands-on, fictional budgeting, spending, and savings opportunities as well as experiencing a wide range of hands-on real-world activities. 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.

10.2 Summer Program Operations

The CHES 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.

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 |
|---|---------------------------------|--------------------------------------|--------------------------|
| Colbert Heights Elementary 21st CCLC | 15 days | 4 Weeks | 26 hr per week |
| | | | |
| | | | |
| | | | |

10.4 Summer Staffing

| Staffing Type | Paid | Volunteer |
|---------------------------------|------|-----------|
| Administrators | 0 | 0 |
| College Students | 3 | 0 |
| Community Members | 2 | 0 |
| High School Students | 0 | 0 |
| Parents | 0 | 0 |
| School Day Teachers | 12 | 0 |
| Other Non-Teaching School Staff | 3 | 0 |
| Subcontracted Staff | 0 | 0 |

| | | |
|--------------|-----------|----------|
| Other | 0 | 0 |
| Total | 20 | 0 |

- o Staffing Ratio
 - The average staffing ratio is 1 staff member to 10 students.

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 - library, technology, career readiness, culture diversity, drug & violence prevention, financial literacy, environmental literacy | 101 | 15 hr | 1 hr a day, 15 days | |
| Assistance to Students who have been Truant, Suspended, or Expelled - Character Education | 101 | 3.75 hr | 15 min a day, 15 days | |
| Healthy and Active Lifestyle | 101 | 11.25 | 45 min a day, 15 days | |
| Literacy Education/Remediation/Tutoring/Homework | 101 | 11.25 hr | 1 hr a day, 15 days | |
| Math Remediation/Tutoring/Homework | 101 | 11.25 hr | 1 hr a day 15 days | |
| Science, Technology, Engineering, and Mathematics, including computer science | 101 | 6 hr | 45 min a day, 2 days a week | |
| Art/Music | 101 | 6 hr | 45 min a day, 2 days a week | |

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 | 8 | |
| Kindergarten | 2 | | 7 th grade | | |
| 1 st grade | 9 | | 8 th grade | | |
| 2 nd grade | 13 | | 9 th grade | | |
| 3 rd grade | 14 | | 10 th grade | | |
| 4 th grade | 11 | | 11 th grade | | |
| 5 th grade | 12 | | 12 th grade | | |
| Total | 61 | | Total | 8 | |

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 |
| 1 st grade | | | 14 | | | | 14 |
| 2 nd grade | | 3 | 16 | | | | 19 |
| 3 rd grade | | 4 | 19 | | | | 23 |
| 4 th grade | | 4 | 15 | | | | 19 |
| 5 th grade | | 2 | 10 | | | | 12 |
| Hour Band Total | | 13 | 75 | | | | 88 |
| 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 | | | 12 | | | | 12 |
| 7 th grade | | | | | | | |
| 8 th grade | | | | | | | |
| 9 th grade | | | | | | | |
| 10 th grade | | | | | | | |
| 11 th grade | | | | | | | |
| 12 th grade | | | | | | | |
| Hour Band Total | | | 12 | | | | 12 |

Table 11.3 Race & Ethnicity

| Race & Ethnicity | Total PreK-5th | Total 6th-12th |
|-------------------------------------|----------------|----------------|
| American Indian or Alaska Native | 0 | 0 |
| Asian | 2 | 0 |
| Black or African American | 6 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| White | 79 | 12 |
| Two or More Races | 2 | 0 |
| Data Not Provided | 0 | 0 |

Table 11.4 Participant Gender

| Gender | Total PreK-5 | Total 6th-12th |
|-------------------|--------------|----------------|
| Male | 45 | 4 |
| Female | 44 | 8 |
| Data Not Provided | | |

Table 11.5 Population Specifics

| Category | Total PreK-5 | Total 6th-12th |
|---|--------------|----------------|
| Students who are English learners | | |
| Students who are economically disadvantaged | 28 | 6 |
| 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. Venturing further from campus on field trips would be a plus for next year.. 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 halhorton1@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 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, Athen |

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**

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**

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 What is Right with the World"**
- 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: Colbert Heights Elem

Observer ID: Horton

Date: 01/11/2024

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> | <p>1 2 3 ✓ 4</p> |
| <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> | <p>1 2 3 ✓ 4</p> |
| <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> | <p>1 2 3 ✓ 4</p> |
| <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> | <p>1 2 3 4 ✓ N/ A</p> |
| <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> | <p>1 2 3 4 ✓ N/ A</p> |
| <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> | <p>1 2 3 4 ✓ N/ A</p> |
| <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> | <p>1 2 3 4 ✓ N/ A</p> |

Field Notes: The program followed the daily schedule and transitions were smooth as the students went from place to place.

Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 01/11/2024

| 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 programs flowed smoothly. All of the classes followed the time restraints that were in place for the day. One group of students worked on making goals for the New Year. They worked individually and then worked in small groups before sharing their goals with the whole group. All of the students were engaged in the activity. Pencils, crayons, and worksheets were in place before the beginning of the lesson.

Overall Program Ratings & Impressions

Observer ID: Horton

Date: 01/11/2024

Site ID: Colbert Heights Elem

| 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 |

I observed a stem activity. The students looked at a picture and then tried to make it with the materials that were provided. They worked in small groups.

Arrival Time

Site ID: **Colbert Heights Elementary** Observer ID: **Horton** Date: **01/11/2024**

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

Observed Number of staff 5
 Number of youth 80
 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)

Brief Description of Arrival Time

All students arrived in the cafeteria for the afterschool program.

They received a snack and then transitioned to different classrooms.

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.) 1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.) | 1 2 <input checked="" type="checkbox"/> 4 N/A 3 |
| 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.) 1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.) | 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. 1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.) | 1 2 3 4 <input checked="" type="checkbox"/> 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.) 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.) | 1 2 3 <input checked="" type="checkbox"/> 4 |

(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns to speak.)

2

Field Notes:

Arrival time went smoothly. All of the staff members were present during arrival time.



Start Time 3:10
End Time 3:15
Observed Number of staff 5
 Number of youth 80
 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

All of the afterschool students were in the cafeteria and transitioned to perspective classrooms.

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

Homework/Academic Support Time

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 01/11/2024

Start Time 3:15 Minimum observation duration:

End Time 3:35 20 minutes

Observed Number of staff 1

Number of youth 10

Start of HW/AS End of HW/AS

(check all that apply)

Location of Homework /Academic Support Time

(check location(s) that apply)

Classroom

Cafeteria

Gym

Outdoors

Library

Other (please describe)

Brief Description of Homework/Academic Support Time

All of the students worked on reading comprehension with help from the teacher. The comprehension passage was about thunderstorms. After completing the worksheet, the students discussed how to calculate the distance of a lightning strike by hearing thunder.

| 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 comfortably do work. <small>1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, not 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:

Staff had comprehension worksheets ready for the students. Students read aloud the passage and answered questions on the worksheets with guidance of the teacher.

Homework/Academic Support Time

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 01/11/2024

| B. Youth Participation in Homework/Academic Support Time | Rating |
|---|------------------------|
| <p>1. Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity). All youth are constructively engaged throughout the homework/academic support time. <i>1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).</i></p> | <p>1 2 3 ✓4</p> |

Field Notes

Students complied with the teacher’s request and each student read aloud as the others followed along with their worksheet.

| C. Staff Effectively Manage Homework/Academic Support Time | Rating |
|--|------------------------|
| <p>1. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. <i>1=Staff interact in harsh, punitive, or irritable manner.</i></p> | <p>1 2 3 ✓4</p> |
| <p>2. 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). <i>1=Staff constantly correct, criticize, or reprimand youth.</i></p> | <p>1 2 3 ✓4</p> |
| <p>3. Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations. <i>1=Staff always over-react to youth’s behavior. (Ex: Staff are visibly short-fused “How many times do I have to tell you not to....?”)</i></p> | <p>1 2 3 ✓4</p> |

Field Notes:

Time management and pace of the lesson was adequate for the lesson.

Homework/Academic Support Time

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 01/11/2024

| 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 <u>your</u> 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 3 ✓ 4</p> |
| <p>3. <u>When youth need or ask for help</u>, staff respond to youth requests in a <u>timely</u> 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. <u>When youth ask for help</u>, 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. <u>When providing assistance to youth</u>, staff help youth think through <u>problems</u> 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 teacher checked for understanding after they read the passage. The teacher encouraged them to look back and check their work and explained it was a skill to re-read sometimes to get the full understanding of a passage.



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

School Name: Colbert Heights Elementary School

Week of: January 8-12

Position: Grade Level: Second Grade



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 days.

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

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|--|---|---|
| Lesson Title | A Snowy Survey | Hot Chocolate Recipe | Data/Graphs | Hot Chocolate Right UP | New Year-New Goals |
| Purpose: What will be learned and what 21 st CCLC goal will this meet? | 1.Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | 1.Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | 1.Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | 1.Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | 1.Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. |
| Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation | Students previously discussed data in their math lesson today, so this lesson will give additional enrichment practice on the skill taught. | This lesson will give students practice of how to find text evidence and be more prepared for ACAP testing in the Spring. | Activity continued from Monday. Students will have better knowledge of how to read data and interpret through a graph. | Students were able to make hot chocolate last semester. They will be able to practice using keywords in order to put steps into sequence of how they would make themselves hot chocolate. | Students will be able to set goals for themselves throughout 2024 and reflect on how they are mastering their goals they set. |

| | | | | | |
|---|--|--|--|---|---|
| | | | world....how people believe different, eat different, and how they have courage to want to move their family to a more safe area throughout the world to get away from dangers they face in their country. | | |
| Physical Education: (include description and standard) | Students will participate in a game of Kickball on the field outside. PS19.2.1.13 | Students will participate in a game of Dodgeball in the gym. PE21.2.1.9 | Students will participate in a game of Red Light Green Light. PE21.2.1.2 | Students will participate in a game of Scooters with a partner. PE21.2.1.2 | Students will participate in a game of Tag. PE21.2.1.2 |

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

21st CCLC Site: Colbert Heights

Observation Date: 01-11-2024

Site Coordinator Signature: Dreisa Henson

External Evaluator Signature: Hal R. Boston





Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem

Observer: Horton

Date: 04-03-2024

Colbert Heights Elem

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 can not communicate with youth and families.</i> | 1 2 3 4 ✓N /A |

Field Notes:

In the library, students were spaced out and had their paper and materials ready for the art lesson. They began by sketching sunflowers and later used markers to complete their projects. A video was played, and the students followed the instructions closely. Everyone stayed focused and successfully finished their artwork.

Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem Observer: Horton

Date: 04-03-2024

| 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 ✓3 4</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:

The art lesson went smoothly with the teacher pausing the video when needed. In another classroom, the teacher worked with a small group of students on reading comprehension. Some students chose to read aloud and they also completed worksheets.

Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem Observer: Horton

Date: 04-03-2024

| 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 |

Field Notes:

After the reading lesson, the students got to go outside to the playground for free play. Everyone treated each other with respect and there were no conflicts.

Arrival Time

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 04/03/2024

Start Time 3:00 Minimum observation duration:
End Time 3:15 10 minutes

Observed Number of staff 8
 Number of youth 98
 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)

Brief Description of Arrival Time

Students went to the cafeteria. They got a snack and chatted with friends at the tables. Afterwards, they moved to different classrooms for academic instruction.

Did Arrival Time include a snack?

- Yes No

| Arrival Time Items | Rating |
|--|---|
| <p>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.) 1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</p> | <p>1 2 <input checked="" type="checkbox"/> 4 N/A 3</p> |
| <p>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.) 1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</p> | <p>1 2 3 <input checked="" type="checkbox"/> N/A 4</p> |
| <p>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. 1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</p> | <p>1 2 3 4 <input checked="" type="checkbox"/> N/A A</p> |
| <p>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.) 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.)</p> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |

(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns to speak.)

3

Field Notes:

The students were reminded twice to quiet down. They listened and then continued talking to each other quietly as instructed.

Transition Time

Site ID: Colbert Heights Elem

Observer ID: Horton

Date: 04/03/2024

Start Time 3:15

End Time 3:20

Observed Number of staff 2

Number of youth 25

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 moved from the cafeteria to the library, making a smooth transition. They found their assigned tables where materials were already set up for an art assignment.

| 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> | <p>1 2 3 <input checked="" type="checkbox"/> N/A 4</p> |
| <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> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |
| <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> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |
| <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> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |
| <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> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |
| <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> | <p>1 2 3 <input checked="" type="checkbox"/> 4</p> |
| <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> | <p>1 2 3 4 <input checked="" type="checkbox"/> N/A /A</p> |



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



School Name: Colbert Heights Elementary School

Week of: April 1st thru April 5th

Staff Name: Azhala Reeder Position: Teacher Grade Level: First Grade

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

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Lesson Title | Comprehension | Spring Break Recap | Time Management | Nutrition | STEAM |
| Purpose: What will be learned and what 21st CCLC goal will this meet? | Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | Provide academic enrichment to meet challenging state academic standards in the areas of reading and math. | Implement Science, Technology, Engineering and Math (STEM) activities. |
| Prior Knowledge/Preparatory Activity Assessment/Verification Follow-up Activity/Reflection Outcome/Evaluation | Comprehension questions | Students will share about their spring break. | Students will review the basics of telling time such as: hours in a day, minutes in an hour, etc. | Students will discuss what they know about eating healthy. | |
| Enrichment/Tutoring/Remediation (must cover at least one of these components daily) | Student will complete homework | Student will complete homework |
| Standards to Address | ELA21.1.7 ELA21.1.R1 ELA21.1.12 | SC15.1.9 | MA19.1.9 | ELA21.1.7 ELA21.1.R1 | DLCS18.1.R2 |

| | | | | | |
|---|--|--|--|---|---|
| Description of Activity: | Students will read a passage and answer comprehension questions. | Students will watch a video about Spring and what happens in Spring. | Students will brainstorm a list of activities they participate in every day. Students will then estimate how much time should be spent doing these activities. Students will then test their estimates and return the next day to compare results. | Students will learn about the five food groups by watching a video. | Students will participate in STEAM centers. |
| Materials Needed: | Comprehension Passage | Spring | Comparison Worksheets and estimates | Food Groups Video | STEAM Bins |
| Additional Component Activity: | | Students will write/draw about their dream spring break vacation. | Students will share ideas of how their time could be managed better. | Students will play "My plate" bingo. | |
| Physical Education: (include description and standard) | Students will play tag. PE19.1.1.3 | Students will play dodgeball. PE19.1.1.9 | Students will play Kickball. PE19.1.1.3 | Students will play Red light green light. PE19.1.1.3 | Students will play RedRover. PE19.1.1.3 |

After School Schedule

| Grade | Snack | Class Time (focus on homework, tutoring or enrichment activities) | Art Mon/Wed | Steam Bins in lunchroom (T/Th) | Physical Ed. (daily) | Technology/ Independent Reading time |
|---------|-----------|---|---------------|--------------------------------|----------------------|--------------------------------------|
| K/1st | 2:50-3:10 | 3:15-3:40(M, W, F) 3:40-4:50 (T-F) | 4:00-4:45 (M) | 3:15-3:40 | 4:50-5:10 | 4:25-4:50 |
| 2nd | 2:50-3:10 | 3:10-3:40 (T-F); 3:40-4:05 (W, F) | 3:15-4:00 (M) | 3:40-4:05 | 4:05-4:25 | 4:25-5:30 |
| 3rd/4th | 2:50-3:10 | 3:15-4:00 (M, T, Th & F) | 3:15-4:00 (W) | 4:05-4:30 | 4:30-4:50 | 4:50-5:15 |
| 5th/6th | 2:50-3:10 | 3:15-3:40; 4:00-4:30 (Tu-F); 4:00-4:45 (M) | 4:00-4:45 (W) | 4:30-4:55 | 3:40-4:00 | 4:55-5:15 |

Helen Keller Librarian comes to visit K-1st the 2nd Monday of each month at 3:15-4:00.

Signature Page

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



 Site Coordinator's/Project Director Signature

4/3/24

 Date



 External Evaluator's Signature

04/03/2024

 Date



Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem

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 |
|---|----------------------|
| 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 can not communicate with youth and families.</i> | 1 2 3 4 ✓ N/ A |

Field Notes:

Adhered to the daily schedule and lesson plans, ensuring that all students were actively engaged in various activities.

Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem

Observer: Horton

Date: 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> | <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:

Third grade students were activity engaged in STEM activities. They were individually trying to design Different buildings made out of different materials. They drew a concept of the building and then were to complete with different materials. Students enjoyed the activity.

Overall Program Ratings & Impressions

Site ID: Colbert Heights Elem

Observer: Horton

Date: 06-18-2024

| 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 ✓ /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 ✓ /A |

Transitions were smooth when changing activities to follow the daily schedule. After the STEM activity, the students enjoyed free play on the playground. Additionally, the service project involved tending to a small garden.

Start Time 11:00
End Time 11:05
Observed Number of staff 02
 Number of youth 8
 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:

The students transition from STEM activities to outside play on the playground.

| Transition Time Items | Rating |
|--|--|
| 1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) 1=Staff provide little or no direction (when it is clearly needed). | 1 2 3 <input checked="" type="checkbox"/> N/A 4 |
| 2. Transitions run smoothly; youth know the routine. 1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.) | 1 2 3 <input checked="" type="checkbox"/> 4 |
| 3. Transitions are handled quickly. (Ex: Youth move to the next activity within 2-3 minutes). 1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.) | 1 2 3 <input checked="" type="checkbox"/> 4 |
| 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. | 1 2 3 <input checked="" type="checkbox"/> 4 |
| 5. Staff treat youth respectfully, and assume best intentions. Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view. 1=Staff constantly correct, criticize, or reprimand youth. | 1 2 3 <input checked="" type="checkbox"/> 4 |
| 6. Staff use simple reminders and redirection to support positive behaviors. Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). 1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to....?") | 1 2 3 <input checked="" type="checkbox"/> 4 |
| 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). | 1 2 3 4 <input checked="" type="checkbox"/> N/A |

Item Format

Bold: Anchor and/or (Example) of a "4" rating
 1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

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

Signature Page

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

Deise Huesed
Site Coordinator's/Project Director Signature

6-18-24
Date

Deise Huesed
External Evaluator's Signature

6-18-24
Date

