



Final Report 2020-2021: Cohort 15

Name of LEA/CBO: Colbert County BOE 21st CCLC Program

School Served: Colbert Heights Elementary and New Bethel Elementary

Location of Program: 1551 Sunset Drive, Tuscumbia, AL 35674

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Date Due: September 30, 2021

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1.0 Executive Summary

There were six main goals written in the grant. Each goal had an activity, assessment data and collection, timeline and result, and recommendation component.

Goal one was to improve student achievement in math and improve student achievement in reading. The objective was that students will show at least 2% gains in reading and in math based on assessment testing in the 2020-2021 school year. This goal was met.

The second goal was to increase student attendance rates with an objective that 95% of program participants would maintain fewer than two unexcused absences during the duration of the after-school program October 2020-May 2021. This goal was not met.

The third goal was to increase family involvement in the school/classroom. This goal was met. Parent orientation was held via ZOOM due to a no visitor policy at the school, and five STEM activities/lessons were sent home during the remote learning portion of the school year for parents to assist students. Calendars were sent home monthly and information posted on social media.

Goal four was to increase positive school behavior and the objective was to decrease by 5% the number of students referred to the PST (Problem Solving Team) for behavior during the duration of the program October 2019-May 2020. This goal was met.

Goal five was to provide academic and enrichment support in STEM areas and show relation to curriculum standards, careers, and real-world applications with the objective that students will show at least 2% gains in math based on assessment testing in 2020-2021. The goal was met.

Goal six was to increase student involvement in service learning opportunities with an objective that 100% would participate. The goal was met.

Other parts of the grant that were to be implemented were to educate students on healthy food choices and wellness activities. This goal was met.

Another component of the grant was to provide a safe and quality after-school learning environment for students who would benefit from structured learning opportunities. This goal was met.

In additional requirements of the grant, the evaluator would conduct observations using the APT-O instrument. There were four observation visits at Colbert Heights/New Bethel Elementary. The Overall Program Rating and Impressions sections of the APT-O were used for monitoring the observations. The observations were completed in the months

of October, March, May, and June. The results were very high on the instrument with no recommendations being made.

1.1 Evaluation Purpose and Evaluation Questions:

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

1.2 Project Background:

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. 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 150 students in the after-school program and 125 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.

1.3 Evaluation Design, Methods, and Limitations

Findings and Conclusions:

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. The qualitative was in surveys and evaluator observation visits and using the APT-O assessment. Most goals were met during the 2020-2021 school year. Some of the limitations were limitations in the first year getting started with the grant. Also sample size of surveys are sometimes limited. The timing of some of the assessments with the Covid pandemic are limited. Possible other factors out of the scope of this design can affect the outcome of scores, attendance etc.

1.4 Findings and Conclusions

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 and math. Science was unavailable this year. 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. Most

goals were not met during the 2020-2021 school year. The limitations this year were many because of the Covid-19 pandemic and the circumstances were beyond anyone's control. The school had to operate much differently this year than any other time in our lifetime. Recruitment of personnel was a problem but hopefully this can be achieved this next year. Recommendations on each goal are stated in the table below. Other limitations are in surveys and observations that are subjective in nature.

2.0 Overview of the Evaluation Plan:

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 Member Sherry Calvert) 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 (Scantron Performance Series), 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/NBES 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?

3.0 Results

This is the main portion of the report. This section synthesizes what was learned during the evaluation and presents it in an easy to understand and logical fashion. Basic data about the program including demographic information, program implementation (activities and hours), and staffing are included below. Most importantly, the findings related to each of the outlined evaluation questions from the evaluation plan are answered in the table.

3.1 Program Operations

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
CHES/NBES 21st CCLC	5	5	34 due to school being completely shut down 11/16/2020 through 01-07-2021 due to COVID-19. Virtual homework help was offered	12.5	4 days a week through 3/31/2021 5 days a week through 5/26/21 5 days a week 8/6/2021 through 09/30/2021

			during this period.		
TOTAL		175			133

3.11 Staffing

- There were 14 certified teachers that worked on a regular basis and all 14 of the teachers taught in the Colbert County School System. There were 2 program teachers who each hold bachelor degrees that were not certified teachers. There were 2 aides who were college students. There were also 4 certified teachers from CHES/NBES that filled in when teachers needed to be off.
- There were 8 volunteers and 5 partners in 2020-2021. These volunteers presented specialized programs to the students.
- The volunteers were used in addition to the existing teachers, and no student volunteers were left unattended with the CHES/NBES 21st CCLC students. There was always a staff member present. Ultimately, staff members were responsible for approximately 98% of the activities.
- Staffing Ratio
 - The average staffing ratio is 1 staff to 8 students.
- Staff Training The professional development received by staff during the most recent completed year (June 2020 - August 2021) is described below.

Date	Staff	Training	Length	Provider
10/29/2020	Anna Phillips (Site Coordinator); Amy Michael (Site Coordinator); Brad King (Site Coordinator); Marisa Wingo (Site Coordinator)	Virtual Nuts and Bolts	10 hours	TPI
12/15/2020	Megan Rumble (Teacher)	Preparing you Afterschool Site to Support SEL Today	1 hour	

12/23/2020	Amy Michael (Site Coordinator)	Afterschool in a Virtual World: What it means and how to do it	1 hour	
12/23/2020	Amy Michael (Site Coordinator)	Making Digital Learning a Reality	1.5 hours	
12/23/2020	Amy Michael (Site Coordinator)	STEAM Learning for Afterschool Programs in a time of Change	1 hour	
12/23/2020	Amy Michael (Site Coordinator)	Timely Ways to Market your Offerings	1 hour	
12/23/2020	Amy Michael (Site Coordinator)	using Zoom to Connect to Youth	1 hour	
12/23/2020	Amy Michael (Site Coordinator Coordinator)	15 Fantastically Easy Games and Activities to Engage your Virtual Audience	1 hour	
01/05/2021	Seth Lewey (Teacher)	Becoming Digital Literacy Leaders Part 1	3 hours	
01/06/2021	Jane Hotchkiss (Teacher)	Computational Thinking in Afterschool	1 hour	
01/06/2021	Jane Hotchkiss (Teacher)	Fostering Responsible Screen Time	1 hour	
01/06/2021	Jane Hotchkiss (Teacher)	Making Digital Learning a Reality	1.5 hours	
01/06/2021	Jane Hotchkiss (Teacher)	Talking with your Youth about Racism	1 hour	
01/06/2021	Jane Hotchkiss (Teacher)	Access Technology and Devices	1 hour	
01/11/2021	Susan Haley (Teacher)	7 Tips to Positive Behavior	1 hour	
01/11/2021	Susan Haley (Teacher)	Empowering YOut by Reading Aloud	1 hour	

01/11/2021	Susan Haley (Teacher); Sydney Pearson (Teacher)	STEAM Learning for Afterschool Programs in a time of Change	1 hour	
01/11/2021	Susan Haley (Teacher)	Teaching Cooperation through Crafting	1 hour	
01/11/2021	Susan Haley (Teacher)	Video Conference Survival Guide: STEM Gems	1 hour	
01/11/2021	Sydney Pearson (Teacher)	No-Cost Digital Resources to Support STEM Teaching and Learning at All Grade Levels	1 hour	
01/11/2021	Sydney Pearson (Teacher)	STEAM Learning Experiences Through Purposeful Play	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Access Technology and Devices	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Be Bold, Be Brave, Be Brilliant, Be Prepared!	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Computational Thinking in Afterschool	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher);	Four Easy Strategies to Build Supportive Afterschool Relationships	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher); Jessica Gipson (Teacher)	STEAM LEarning for Afterschool Programs in a time of Change	1 hour	
01/15/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Using Data and Systems to Measure and improve youth Progress	1 hour	
01/15/2021	Jessica Gipson (Teacher)	Preparing your Afterschool Site to Support SEL Today	1 hour	

01/15/2021	Jessica Gipson (Teacher)	STEAM LEarning Experiences Through Purposeful Play	1 hour	
01/15/2021	Jessica Gipson (Teacher)	Put Your Own Oxygen Mask on First, Self-Care for Afterschool Professional	1 hour	
01/15/2021	Jessica Gipson (Teacher)	Trauma Informed Practice 101	1 hour	
01/18/2021	Sydney Pearson (Teacher)	15 Fantastically Easy games and Activities to Engage Your Virtual Audience	1 hour	
01/18/2021	Sydney Pearson (Teacher)	Using Zoom to Connect to Youth	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Ask, Listen. Learn: Incorporating Alcohol Education in Your Program	35 minutes	
01/20/2021	Alexandrea Ragan (Aide)	Be Bold. Be Brave. Be Brilliant. Be Prepared!	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Data Driven Decision Making from Myth to Reality	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Four Easy Strategies to Build Supportive Afterschool Relationships	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Let's talk the Future of Afterschool	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Playlist to Adapt your Afterschool and Summer Programming	1.25 hours	
01/20/2021	Alexandrea Ragan (Aide)	Recognizing the benefits of Cloud Based Childcare Software	1 hour	

01/20/2021	Alexandrea Ragan (Aide)	Rubik's Cube Clubs: STEM and SEL Afterschool	1 hour	
01/20/2021	Alexandrea Ragan (Aide)	Using Data and Systems to Measure and Improve Youth Progress	1 hour	
01/20/2021	Kitorian Boutwell (Teacher)	Computational thinking in Afterschool	1 hour	
01/20/2021	Kitorian Boutwell (Teacher)	Making Digital Learning a Reality	1.5 hours	
01/20/2021	Kitorian Boutwell (Teacher); Megan rumble (Teacher)	No-Cost Digital Resources to Support STEM Teaching and Learning at All Grade Levels	1 hour	
01/20/2021	Kitorian Boutwell (Teacher)	STEAM LEarning for Afterschool Programs in a time of Change	1 hour	
01/20/2021	Kitorian Boutwell (Teacher)	Timely Ways to Market you Offerings	1 hour	
01/27/2021	Anna Phillips (Site Coordinator); Brandon Knapmeyer (Teacher)	Leadership Developments - A Live Conversation from the Afterschool Field	1 hour	
01/27/2021	Anna Phillips (Site Coordinator); Brenda Sprague (Teacher); Lauren Bacon (Teacher); Marisa Wingo (Site Coordinator)	No-Cost Digital Resources to Support Social Emotional and Physical Wellness	1 hour	
01/27/2021	Anna Phillips (Site Coordinator); Brandon Knapmeyer (Teacher); Lauren Bacon (Teacher);	STEAM Learning Experiences Through Purposeful Play	1 hour	
01/27/2021	Anna Phillips (Site Coordinator); Brandon Knapmeyer (Teacher); Brenda Sprague (Teacher); Megan Rumble (Teacher)	STEAM Learning for Afterschool Programs in a time of Change	1 hour	

01/27/2021	Anna Phillips (Site Coordinator); Brenda Sprague (Teacher); Lauren Bacon (Teacher)	What you need to Know about Trauma Informed Practices	1 hour	
01/27/2021	Brandon Knapmeyer (Teacher); Marisa Wingo (Site Coordinator)	Computational Thinking in Afterschool	1 hour	
01/27/2021	Brandon Knapmeyer (Teacher);	Talking with Your Youth about Racism	1 hour	
01/27/2021	Brenda Sprague (Teacher)	Preparing Your Afterschool Site to Support SEL Today	1 hour	
01/27/2021	Brenda Sprague (Teacher); Lauren Bacon (Teacher)	Pur Your Own Oxygen Mask on Flrst, Self-Care for Afterschool Professionals	1 hour	
01/27/2021	Lauren Bacon (Teacher), Marisa Wingo (Site Coordinator); Megan Rumble (Teacher)	No-Cost Dlgital Resources to Support STEM Teaching and Learning at All Grade Levels	1 hour	
01//27/2021	Marisa Wingo (Site Coordinator)	Best Practices for Implementing Robotics and Coding into you Afterschool Program	1 hour	
01/27/2021	Marisa Wingo (Site Coordinator)	How to Introduce Fun and Playful STEM Robotics in your Afterschool Program	1 hour	
01/27/2021	Megan Rumble (Teacher)	Virtually Vivacious: 12 Fantastically Easy Activities to Engage Your Virtual Audience	1 hour	
02/10/2021	Alexandrea Ragan (Aide)	Making Digital Learning a Reality	1.5 hours	
02/10/21	Amy Michael (Site Coordinator); Anna Phillips (Site Coordinator);Brad King (Site Coordinator); Megan Rumble	CPR Training	2 hours	

	(Teacher); Susan Haley (Teacher)			
02/16/2021	Jessica Gipson (Teacher)	15 Fantastically Easy Games and Activities to Engage Your Virtual Audience	1 hour	
02/16/2021	Jessica Gipson (Teacher); Kitorian Boutwell (Teacher); Megan Rumble (Teacher); Seth Lewey (Teacher)	Be a Digital LEarning Champion	1 hour	
02/16/2021	Jessica Gipson (Teacher)	How to Introduce Fun and Playful STEM Robotics in you Afterschool Program	1 hour	
02/16/2021	Kitorian Boutwell (Teacher); Lauren Bacon (Teacher); Megan Rumble (Teacher); Seth Lewey (Teacher)	7 Tips to Positive Behavior	1 hour	
02/16/2021	Kitorian Boutwell (Teacher)	Access to Technology and Devices	1 hour	
02/16/2021	Lauren Bacon (Teacher)	Computational Thinking in Afterschool	1 hour	
02/16/2021	Megan Rumble (Teacher)	Fostering Responsible Screen Time	1 hour	
02/16/2021	Seth Lewey (Teacher)	Embedded Technology into your Program	1 hour	
02/16/2021	Sydney Pearson (Teacher)	Leadership Developments- A Live Conversation from the Afterschool Field	1 hour	
02/16/2021	Sydney Pearson (Teacher)	No-Cost Digital Resources to Support STEM Teaching and Learning at All Grade Levels	1 hour	
02/16/2021	Sydney Pearson (Teacher)	Preparing Your Afterschool Site to	1 hour	

		Support SEL Today		
02/18/2021	Brenda Sprague (Teacher)	Afterschool Rubik's Cube Club: STEM and SEL Afterschool	1 hour	
02/22/2021	Brenda Sprague (Teacher); Seth Lewey (Teacher); Susan Haley (Teacher);	STEM Professional Development	1 hour	TPI - Georgeann Hester
02/22/2021	Sydney Pearson (Teacher)	Afterschool in a Virtual World: What it means and how to do it	1 hour	
02/22/2021	Sydney Pearson (Teacher)	Afterschool in a Virtual World Part 2: NAA is this thing on?	1 hour	
02/24/2021	Amy Michael (Site Coordinator)	STEM Professional Development	1 hour	TPI - Georgeann Hester
02/24/2021	Dneise Henson (Teacher); Jane Hotchkiss (Teacher); Kitorian Boutwell (Teacher); Lauren Bacon (Teacher); Seth Lewey (Teacher); Sydney Pearson (Teacher)	CPR	2 hours	Brent Oliver
02/26/2021	Anna Phillips (Site Coordinator); Lauren Bacon (Teacher)	STEM Professional Development	1 hour	TPI - Georgeann Hester
03/03/21	Kayla Mckinney (Teacher)	STEAM Power: Digital Drawing	1 hour	
03/03/21	Kayla Mckinney (Teacher)	Bringing the Art Museum to the Classroom	1 hour	
03/03/21	Kayla Mckinney (Teacher)	Deconstructing STEAM and Design Thinking on the Borderlands of Art Education	1 hour	
03/03/21	Kayla Mckinney (Teacher)	Elementary Carousel of	1 hour	

		Learning: "I'm Done Now What"		
03/03/21	Kayla McKinney (Teacher)	Finding Public Art Projects for Your Students	1 hour	
03/03/21	Kayla McKinney (Teacher)	Games as Art and Learning Media	1 hour	
03/04/2021	Brenda Sprague (Teacher); Jane Hotchkiss (Teacher); Susan Haley (Teacher)	Be a Digital Learning Champion	1 hour	
03/04/2021	Brenda Sprague (Teacher)	Fostering Responsible Screen Time	1 hour	
03/04/2021	Jane Hotchkiss (Teacher); Jessica Gipson (Teacher)	7 Tips to Positive Behavior	1 hour	
03/04/2021	Jessica Gipson (Teacher); Susan Haley (Teacher)	Access Technology and Devices	1 hour	
03/05/2021	Seth Lewey (Teacher)	STEAM LEarning for Afterschool PRograms in a time of Change	1 hour	
03/10/2021	Kayla McKinney (Teacher)	Art Classroom Hacks: A Classroom Organization Guide for Art Teachers	1 hour	
3/10/2021	Kayla McKinney (Teacher)	How to Position Art Education as Essential to Public Schools	1 hour	
3/10/2021	Kayla McKinney (Teacher)	Making Art Mathematically	1 hour	
3//10/2021	Kayla McKinney (Teacher)	Radically Deconstruct your Lessons to Teach Anti-Racism Art Curriculum	1 hour	
3/10/2021	Kayla McKinney (Teacher)	Using Social Media to Promote Your Classroom, Your Students Work, and Your School	1 hour	

3/12/2021	Brenda Sprague (Teacher)	7 Tips to Positive Behavior	1 hour	
03/23/2021	Jane Hotchkiss (Teacher)	Engaging Youth in Language and Literacy	1 hour	
03/30/2021	Chloe Henson (Aide)	STEAM Learning for Afterschool Programs in a time of CHange	1 hour	
03/31/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Embedded Technology into your Program	1 hour	
03/31/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Engaging Youth in Language and Literacy	1 hour	
03/31/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Fostering Responsible Screen Time	1 hour	
03/31/2021	Chloe Henson (Aide); Dneise Henson (Teacher)	Making Digital Learning a Reality	1.5 hours	
03/31/2021	Dneise Henson (Teacher)	STEAM LEarning Experiences Through Purposeful Play	1 hour	
04/02/2021	Brandon Knapmeyer (Teacher)	Be a Digital Learning Champion	1 hour	
04/15/2021	Brandon Knapmeyer (Teacher)	Rubik's Cube Clubs: STEM and SEL in Afterschool	1 hour	
04/16/2021	Brandon Knapmeyer (Teacher)	Data Driven Decision Making from Myth to Reality	1 hour	
04/21/2021	Brandon Knapmeyer (Teacher)	Fostering Responsible Screen Time	1 hour	
04/23/2021	Brandon Knapmeyer (Teacher)	Making Digital Learning a Reality	1 hour	

Staff Strengths/Challenges

- The CHES/NBES 21 CCLC program has a low turnover rate. The program lost one teacher due to maternity leave during the period from October until May. Beginning in August, one teacher retired and two teachers transferred to positions outside the county. There were summer school teachers who carried over to teach in the after-school program in August.

3.12 Activities:

Activity/Description	Category (s)	Target Population	Frequency of Activity	Partner Involved
STEM Activities	STEM	All students;	4 days/weekly	
Homework Help	Academic Enrichment	All students	5 days/weekly	
Art	STEM/Art	All students	3 days/weekly	
Music		All Students	2 days/weekly	
Recreation	Health and fitness; PE	All students	4 days/weekly	
Digestion Exploration	STEM/Art	All Students	2 days/1 week	
Wellness Wednesday	Health and fitness	All Students	every wednesday	
Eat Less Move More	Health and fitness	All Students	1 day a month	
Binary Code ornaments	STEM/Art	All Students	3 days/1 week	
Winter Pop-Up Landscape	STEM/Art	All Students	3 days/1 week	
Fall Leaves	STEM/Art	All Students	4 days/1 week	

Winter and Christmas Origami	STEM/Art	All Students	4 days/1 week	
30 Circle Challenge	STEM/Art	All Students	1 day	
Absorption	STEM	All students	1 day	
Color Math by numbers	Math/Art	All students	1 day	

3.13 Demographic Information

From Grant Application	Data
Grades served	K-6
Number of students proposed	150
Number of families proposed to serve	125

Table 3.4 Participant Attendance

Participant Count by Days Attended	Students
Number of families served	86
Number of students served:	121
Number of students participating 1 to 29 days	37
Number of regularly participating 30 to 59 days	45
Number of students participating 60 to 89 days	36
Number of students participating 90 or more days	3

Table 3.5 Participant Gender

<u>Gender – Total Unduplicated Enrollment</u>	<u>Student</u>
<u>Male</u>	60
<u>Female</u>	61

Table 3.6 Participant Grades

<u>Grade – Total Unduplicated Enrollment</u>	<u>Student</u>
<u>PK</u>	0
<u>K</u>	19
<u>1</u>	21
<u>2</u>	20
<u>3</u>	15
<u>4</u>	9
<u>5</u>	20
<u>6</u>	17

3.7 Participant Race

<u>Race/Ethnicity</u>	<u>Students</u>
<u>American Indian/Alaska Native</u>	2
<u>Asian/Pacific Islander</u>	1
<u>Black or African American</u>	5
<u>Hispanic</u>	2
<u>White</u>	113
<u>Multiracial</u>	0
<u>Do not Know</u>	0

3.14 Parental Involvement

Activity/Description	Number in Attendance	Educational Purpose of Activity
Parent Orientation -- Some parents attended virtually, and those who did not were sent the handbook, powerpoint, and information.	Parents received information via email and mail due to COVID restrictions of visitors on campus.	To inform parents of the expectations of the program.
Monthly Calendars	Parents received information via email and mail due to COVID restrictions of visitors on campus.	Sent home monthly
STEM Activity bags/Lessons	Parents received information via email and mail due to COVID restrictions of visitors on campus.	An activity a week for five weeks was sent home for parents to assist their students in the activity during the total remote learning period.

4.0 Findings

There were four observation visitations. The Overall Program Rating and Impressions sections of the APT-O were used for monitoring the observations. Also, two homework observations were completed as part of the visit. The observations were completed in the months of November, January, March, and July.

The homework observation was given all four ratings. During the first visit, students were in small groups and working on similar homework with the teacher going to each group checking for understanding. The teacher praised the students for their work. During the last homework observation in March, the students were finishing work that

was not completed during the school day. Each student would see the teacher to make sure all work was completed. The student would read when finished with their homework while other students completed their assignments.

The Overall Program and Impressions instrument was used in the four observations. In all four evaluations, the ratings were 4 on all areas except ones not applicable. During the four visits, only two ratings of 3 were given. One 3 that was given was Communicating in the Home Language. The other 3 given was in Program Offers Youth a Balance of Instructional Approaches/NBES. Both of the scores of 3 were given during the summer.

The smoothness of the program was observed as a strong point. It was well established with routines and organized transitions and infrastructure. The program was relaxed and flexible. The program had activities scheduled along with structured time. Most of the learning was hands-on such as working on programming robots. The equipment was very well maintained. The space for the program was adequate. During all observations, the staff and students got along well. The staff asked students to comply and they would comply easily. There were playful encounters between the staff and students. I did not observe any out of line behavior.

The overall impression of the program was a program that understands the purpose and guidelines of the grant. I did not see any areas that needed improvement during these observations.

Additional aspects of the grant was to educate students on healthy food choices and wellness activities. 100% of students will receive a healthy snack daily and students will receive nutrition, health, and wellness education. Result 100% of after-school program students received a healthy snack and participated in daily recreation activities. They were also presented with monthly wellness, nutrition, and fitness education lessons by the local extension office.

Another component of the grant was to provide a safe and quality after-school learning environment for students who would benefit from structured learning opportunities. 100% of students will be supervised by engaging and highly qualified staff. Result, 100% of the students in the after-school program were supervised by a combination of certified, highly qualified teachers, and support personnel everyday of attendance.

Using the 21st CCLC survey instruments for students, staff, and parents it was revealed that overall very positive results were evident throughout the surveys. The student surveys had a total response of 26. It was a small sampling but sufficient to consider. The student responses were very positive toward the program with 85% marking strongly agree or agree regarding math, and 77% marking they enjoyed the STEM activities. 77% marked the staff always helps with homework. 96% marked they are treated fairly and 85% feel safe in the afterschool program. The students were 69% in

agreement and strongly agree that the program helped them behave better during the school day, and 65% said their attendance had improved since attending the after-school program. There were 92% who reported that they liked the after-school program. The parent survey had a total response of 40, and we felt that was a good number of submissions. The majority of the responses were positive toward the after-school program. All of the parents (100%) agreed or strongly agreed that the after-school program staff maintains frequent communication with them and that the program had systems in place to ensure their child is safe. The parents (98%) were satisfied with the after-school program and in agreement that the staff treats their child with respect and listens to what they have to say. The parents (88%) said their child's reading grades are improving, 83% said math grades were improving, and 95% said their child enjoys the STEM activities available to them in the after-school program. The parents (91%) said their child gets along better with others since attending the after-school program and 68% said their child's school day attendance had improved. The teacher survey had the highest response number with 86. The teacher's sampling results stated that moderate to significant progress was made in completing homework to their satisfaction. They said that moderate improvement was made in participating in class, and that slight to moderate improvement was noted in turning homework in on time, getting along with others, academic performance, behaving well in class, attending class regularly, being attentive in class, volunteering for extra credit or more responsibilities, and coming to school ready to learn. In conclusion, the surveys showed there was an overall indication that students, parents, and the faculty were complimentary about the after-school program.

Finding/Results:

Evaluation Question	Goals/ Objectives	Activities	Assessment, Data Collection & Analysis	Timeline	Status	Recommendations
<i>What changes are seen in the students' academic development as a result of</i>	Goal #1 - Improve student achievement in Math and Improve student achievement	Homework help, Reading Horizons, Ixcel, Istation, STEM activities	Edmentum and Istation assessments were used for both math and reading.. This average was achieved	Daily, throughout the year	Goal was met in Reading with a 3% increase and was met in	No recommendation - Goal was met

<p><i>participation in the CHES/NBES 21st CCLC Program?</i></p>	<p>in Reading Objective - Students will show at least 2% gains in reading and in math based on assessment testing the 2020-2021 school year</p>	<p>weekly</p>	<p>by taking the difference among fall and spring test scores - both gains and deficits -- of all afterschool students who attended for thirty days or more, n=84..</p>		<p>Math with a 5% increase.</p>	
<p><i>Are the STEM enrichment activities being offered effective toward improving academics in Math and Science?</i></p>	<p>Goal #5 - Provide academic and enrichment support in STEM areas and show relation to curriculum standards, careers, and real-world applications Objective: Students will show at least 2% gains in math based on assessment testing the 2020-2021 school year</p>	<p>AMSTI activities, STEM activities and lessons</p>	<p>Lesson plans, Activity Schedules, Calendars, assessments in Math. This assessment average was achieved by taking the difference among fall and spring test scores - both gains and deficits -- of all afterschool students who attended for thirty days or more, n=84..</p>	<p>Weekly throughout the year</p>	<p>Goal was met. Students had a 5% increase in Math.</p>	<p>No recommendations - Goal was met</p>

<i>Has participation in the program improved school day attendance?</i>	Goal #2 - Increase student attendance rates Objective - 95% of program participants will maintain fewer than 2 unexcused absences during the duration of the after school program Oct. 2020-May 2021	Consistent support on the importance of being at school everyday possible, especially to participate in the afterschool program activities.	INOW attendance profile documentation	Daily, throughout the year	Goal was not met. 88% of the students maintained fewer than 2 unexcused absences during the duration of the after school program Aug. 2020-May 2021	No recommendation . The goal was not met due to unforeseen circumstances with the pandemic. This was beyond anyone's control and couldn't be helped. Hopefully next year will be back to normal and this goal will be met
<i>How is the program helping students with social interaction?</i>	Goal #4 - Increase positive school behavior Objective - Decrease by 5% the number of students referred to the PST (Problem Solving Team) for behavior during the duration of the program Oct. 2019-May 2020.	group STEM activities, SEL and characterized lessons	INOW Discipline reports, monthly calendars and lesson plans	Throughout the year	Goal was met. Goal was met. Discipline actions of students during the regular school day decreased by 68% compared to the 19-20 school year. Although	No recommendation - Goal was met.

					<p>this number shows great improvement in the area of discipline referrals, it is assumed this percentage may have been lower, but still within the 5% decrease, were this a regular school year</p>	
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<p><i>Do parents feel welcome and express that communication with the school has improved as far as their child's education is concerned?</i></p>	<p>Goal #3 - Increase family involvement in school/classroom</p> <p>Objective -Increase by family involvement in the classroom</p>	<p>Parent Orientation , STEM activities to complete at home</p>	<p>Sign in sheets, calendars, Facebook posts, surveys</p>	<p>Throughout the year</p>	<p>Goal was met. The parent orientation was held via ZOOM due to a no visitor policy at the school, and Five STEM activity - lessons were sent home during the remote learning portion of the school year for parents to assist students. Calendars were sent home monthly and information posted on Social Media</p>	<p>No recommendation - Goal was met.</p>
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<i>What impact has participating in a service project had on teaching our students' empathy?</i>	Goal #6 - Increase student involvement in Service Learning opportunities Objective: 100% of students attending the after school program will actively participate in a Service Learning Project during the 2020-2021 school year.	Students will participate in the planning, advertising, and hand-on completion of each service project planned for the year.	An animal shelter supply drive and an earth day/recycling project will be implemented.	Throughout the year - 1 project per semester	Goal was met. The animal shelter project was completed in the fall semester and the recycling project was completed in the spring semester.	No recommendation - Goal was met.
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5.0 - 7.0 Summer Program - Did not have a summer program - Program began with a new grant on October 1, 2020.

8.0 Plan for Utilizing and Sharing Results (Collaborative)

The results of the yearly evaluation will be submitted in written form to the CHES/NBES 21st CCLC Program Director to be examined for feedback. Once agreement has been made regarding the evaluation, the results will be shared with the CHES/NBES 21st CCLC Advisory Council, Colbert County Board of Education members, and staff TBD. An action plan will be worked on by the program director, site coordinator, and lead teachers to improve the overall effectiveness of the program.

9.0 Appendices

Signature Page

APT-O Rating Sheets

Evaluator Resume

Grantee Signature Page

By signing this document, you are certifying that you submitted the included data to your External Evaluator and received a copy and reviewed this Final Report. Final Reports should be shared with School Administrators and all other stakeholders of the Colbert Heights Elementary/New Bethel Elementary 21st CCLC Program.

Brooke Cunningham Emily Courser 9/13/2021
Signature of Program Director Date

Glad R. Horton 9/13/21
Signature of External Evaluator Date

Overall Program Ratings & Impressions

Site ID: CHES/NBE

Observer ID: HORTON

Date: 10/30/20

Locations Observed (check location(s) that apply)

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

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

Field Notes:

Materials were in working order. A place in the stage area is used for program supplies. Environment was conducive to learning.

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

Overall Program Ratings & Impressions

Site ID: **CHES/NRE**

Observer ID: **HORTON**

Date: **10/30/20**

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

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

Field Notes:

Timing of transitions were relaxed and worked well! Program day flowed according to schedule.

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

Overall Program Ratings & Impressions

Site ID:

CHES/NBE

Observer ID:

HORTON

Date:

10/30/20

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

Field Notes:

Routines were already established and the staff and students interacted with each other respectfully. Student and staff worked together and enjoyed the activity.

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

Overall Program Ratings & Impressions

Site ID: *Colbert Heights*

Observer ID: *Horton*

Date: *3/16/21*

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:

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

Overall Program Ratings & Impressions

Site ID: *Colbert Heights*

Observer ID: *Horton*

Date: *3/16/21*

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: *Colbert Heights*

Observer ID: *Hunter*

Date: *3/16/21*

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: Colbert Heights NBE Observer ID: Horton

Date: 5/17/21

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

Locations Observed (check location(s) that apply)

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

A. Program Space Supports Goals of Programming	Rating
1. Books, games and other program equipment are in good working condition. <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 3 <u>4</u>
2. The environment is conducive to learning. <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 <u>4</u>
3. Space is well organized. <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 3 <u>4</u>
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6. The space is accessible for all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 <u>N/A</u>
7. Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff can not communicate with youth and families.</i>	1 2 3 4 <u>N/A</u>

Field Notes: Very organized - smooth transition

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

Overall Program Ratings & Impressions

Site ID: *CHHS NBE*

Observer ID: *Horton*

Date: *5/17/21*

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

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

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

Field Notes:

Very relaxed and flowed smoothly.

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

Overall Program Ratings & Impressions

Site ID: *Colbert Heights NBE* Observer ID: *Horan*

Date: *5/17/21*

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

25

Overall Program Ratings & Impressions

Site ID: CHES/NBE

Observer ID: Honto

Date: 6/9/21

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

Locations Observed (check location(s) that apply)

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: CHES/NBE

Observer ID: HORTON

Date: 6/9/21

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

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: CHES / NBE

Observer ID: HORTON

Date: 4/9/21

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

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

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Objective: Evaluator for 21st Century Community Center Grants

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

EDUCATION

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

SPECIALIZED TRAINING

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

PROFESSIONAL ASSOCIATIONS

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

WORK EXPERIENCE

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

HONORS/SPECIALIZED ADMINISTRATIVE EXPERIENCES

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

PROFESSIONAL ACTIVITIES

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