



Final Report 2020 – 2021: Cohort 15

Name of LEA/CBO: **Alexander City Schools**

School(s) Served: **Radney Elementary**

Location of Program: **Alexander City, Alabama**

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Date Due: September 30, 2021

Tables of Contents

1.0 Executive Summary	1-4
1.1 Evaluation Purpose and Evaluation Questions	5-6
1.2 Project Background.....	7-8
1.3 Evaluation Design, Methods and Limitations	8-10
1.4 Findings and Conclusions	11
2.0 Overview of the Evaluation Plan	11
3.0 Results	12
3.1 Program Operations	12
<u>Table 3.1 Site Information</u>	12
3.11 Staffing	12-13
3.12 Activities	13
<u>Table 3.2 Activities</u>	13
3.13 Demographic Information	14
<u>Table 3.3 Grant Data</u>	14
Table 3.4 Participant Attendance	14
Table 3.5 Participant Gender	14
<u>Table 3.6 Participant Grades</u>	14
Table 3.7 Participant Race	14
3.14 Parental Involvement	15
<u>Table 3.8 Parental Involvement Activities</u>	15
4.0 Findings.....	16-22
4.1 APT-O Observations, Adherence to Grant, Qualitative Findings, Other Findings.....	22-25
5.0 Summer Program	26
5.1 Overview of Summer Program.....	26
5.2 Summer Program Operations	26
Table 5.1 Summer Site Information	27
5.3 Summer Staffing	27
<u>Table 5.2 Summer Activities</u>	27
Table 5.3 Grade Level	27
<u>Table 5.4 Participant Race/Ethnicity</u>	28
5.4 Summer Demographics.....	28
6.0 Adherence to the Grant Application.....	28
7.0 Results and Recommendations	28
8.0 Plan for Utilizing and Sharing Final Report Results (Collaborative)	29-30
9.0 Appendices (Evaluator Resume, Blank APT-O Observation forms, Grantee Signature Page)	31-47

1.0 Executive Summary

The 21st Century Community Learning Center (CCLC) grant at Radney Elementary in Tallapoosa County is authorized under Title IV, Part B as amended by the No Child Left Behind Act and the current Every Student Succeeds Act and was approved by the Alabama State Department of Education through the recommendations of a panel of readers. The purpose of this report, from a required external evaluator, is to examine data as it relates to the goals and objectives of the After the Bell Radney Elementary 21st CCLC grant to determine if the objectives have been met. This report highlights strengths and weaknesses of the program and contains recommendations for each objective.

The Alabama Department of Education adopted the following three goals.

1. To provide academic enrichment opportunities during non-school hours.
2. To aid in the achievement of fulfilling local and state standards in core academic subjects.
3. To offer educational and enrichment services to family of participating children.

The After the Bell Radney Elementary 21st CCLC after-school program's six specific goals directly related to the needs of the school, students, and community are listed here.

- (1) Academic Enrichment to meet challenging state academic standards
- (2) To increase attendance for the regular school day
- (3) To increase parent and family engagement
- (4) To improve behavior throughout the regular school day
- (5) To implement Science, Technology, Engineering, Math (STEM) activities
- (6) To provide Service-Learning opportunities

Grade Comparison

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
Radney Elementary School	90	100%	0	0%	41	45.56%	10	11.11%	39	43.33%

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
Radney Elementary School	90	100%	0	0%	23	25.56%	10	11.11%	57	63.33%

Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards

Related objective 1: Among students who attend the 21st CCLC program for 30 days or more 45% of the students show an increase of 1% in scores by the end of the school year in Reading and Math, depending on individual students' deficiencies as measured by Performance Series test during each year of the project.

Reading: iReady scores were received on 90 students who had both Fall and Spring scores. 27 students did not make the 1% gain required for objective. 63 students made the 1% gain. 45% of 90= 40.5 students needed.

Objective met.

Math: iReady scores were received on 90 students who had both Fall and Spring scores. 8 students did not make the 1% gain required for objective. 82 students made the 1% gain. 45% of 90= 40.5 students needed.

Objective met.

Goal 2: Increase attendance for the regular school day **Related objective 2:** In comparison to the baseline, 50% of students who attend the program for 30 days or more and had absences will improve their attendance by 5% during each year of the project.

Baseline data excused and unexcused absences was received on all students who attended 30 days or more for 2020-2021. This is the first year of the 3-year grant cycle. The documentation will be filed and compared to 2021-2022 school year to determine if there will be a 5% increase.

Benchmark

Goal 3: Increase family and parent engagement **Related objective 3:** During each year of the project, at least 80% of family events will draw at least one-half of participating students' parents or guardians, and among parents/guardians of students participating in the program for 30 days or more, at least 40% will report increased family involvement in their children's education (as measured by survey, sign in sheets)

Due to Covid no parent involvement classes could be held. Teachers prepared activities in the areas of reading and math to address the needs of parents in the event the system went remote. Some activities included paper/pencil activities and other educational sites. Parents were familiarized with the Edgenuity site. Documentation can be acquired based on login.

Parents were also kept informed through the REMIND app. A video was produced reviewing the handbook and it was posted on the afterschool program's website. Parents and students were required to watch the video and sign Parent/Student/School Compact indicating that all involved had done so. The compacts were returned by the students to their teachers and their name was entered into a drawing for a donated \$25 Wal-Mart gift card (one per grade). The participation was great according to the project manager.

The Lights on Afterschool event was cancelled along with the family Christmas program. Parents were not allowed to come into the building to pick up their child. Radney staff escorted students to their parent's vehicles. Parents were issued a name tag to place in the windshield of their vehicle to denote the rider. Unknown persons picking up a child had to show an ID and/or checked to be sure they are on the pickup list for a child.

The external evaluator feels that the school personnel and their leaders went above and beyond expectations and should be given credit for their efforts. The rating will be partially met only because the percentages specified in the objective was not possible due to Covid.

Objective partially met.

Goal 4: Improve student behavior throughout the regular school day **Related objective 4:** Among students participating in the program for 30 days or more, behavioral incidents will decline by **2%** (as measured by disciplinary referrals) during each year of the grant.

5th grader- 1 student had 1 office referral and was referred to ISS.

6th grade- 7 students had 11 referrals. Of the 11, 2 were OSS and the rest ISS.

This data will be used to compare to data for the 2021-2022 school year.

Benchmark.

Goal 5: Implement STEM activities **Related objective:** STEM activities will increase by 2% during each year of the project as measured by course selection (EZReports) of students participating 30 day or more.

STEM activities were offered twice a week. Dot-Dot-Dash activities and code.org were used for STEM activities. The grant noted that the STEM activities would be provided under the guidance of a retired professor. Covid prevented him from being on campus. He was going to help the students compete in LEGO Robotics. Even though the LEGO robotics competition was not held, students were involved in in-school competitions.

This objective was designed to be a benchmark for the following year.

Benchmark.

Goal 6: Provide Service Learning opportunities **Related Objective:** 90% or more of students attending for 30 days or more will participate in a service-based learning project by the end of the school year as evidenced by data collected in EZReports.

In the original grant, students were to partner with Bill Nichols Veterans Home to provide activities for the residents. No one was allowed in the veteran's home. So, the students chose to research the aging process to better understand the residents. The Veteran's Home staff was contacted to provide the students with a list of items needed for the residents. The students brought an assortment of items such as personal hygiene products and other miscellaneous items. The site director collected the items and took them to the Veteran's Home for distribution to the residents. The students made cards and wrote letters to the residents to be distributed on special occasions.

A school garden project took place in the summer program under guidance of the Farmer's Federation.

1.1 Evaluation Purpose and Evaluation Questions

The overall purpose of After the Bell - Radney Elementary 21st CCLC program evaluation plan is (1) determine the effectiveness of the project in improving students' academic performance; (2) determine the effectiveness of the project in raising the number of students mastering core content areas on the state assessments. The absolute priority is for the students at After the Bell - Radney Elementary 21st CCLC is to meet and exceed the state and local standards in core curriculum areas. The goal of this evaluation is to aid the grantee in assessing their efforts in meeting the goals and objectives set forth in the grant application. As stakeholders deem appropriate, these evaluations will be used to monitor and adjust the program. Those stakeholders include board members, students, parents, the superintendent, central office staff, afterschool staff, regular day faculty and staff, partners, the community-at-large, and the members of the Advisory Council. Internally, program goals will be revisited by the school, central office personnel and SDE monitoring personnel. A non-experimental design using quantitative and qualitative data was used to assess the After the Bell - Radney Elementary 21st CCLC. Formative data will include curriculum-based measurement (pre/posttest) and self-assessment (student surveys). All data will be analyzed using the measures adopted by the grantee. Percentages and tallies provided by the grantee will be incorporated into the final report. Formative data will include curriculum-based measurement (pre/posttest) and self-assessment (student surveys). Summative data will include report cards and standardized tests (Scantron). The evaluation questions written are to address the six goals of the After the Bell - Radney Elementary 21st CCLC program objectives and indicators. All questions are written to assess the relationship between participation in the 21st CCLC program and student academic achievement, student attendance, student behavior, parent involvement, STEM skills development and Service Learning.

The evaluation questions written are to address the six goals of the program directly related to the needs of the school, students, and community. Specific goals include:

Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards; **Goal 2:** Increase attendance for the regular school day; **Goal 3:** Increase family and parent engagement; **Goal 4:** Improve student behavior throughout the regular school day; **Goal 5:** Implement STEM activities; **Goal 6:** Provide Service-Learning opportunities.

Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards

Objective 1: Among students who attend the 21st CCLC program for 30 days or more 45% of the students show an increase of 1% in scores by the end of the school year in Reading and Math, depending on individual students' deficiencies as measured by Performance Series test during each year of the project.

Question: What impact does the CCLC program have on student achievement including homework completion, classroom grades, performance on state

assessments and literacy?

Goal 2: Increase attendance for the regular school day

Objective 2: In comparison to the baseline, 50% of students who attend the program for 30 days or more and had absences will improve their attendance by 5% during each year of the project.

Question: What effect does the CCLC program have on changes in attendance, involvement in school activities and attitudes toward learning?

Goal 3: Increase family and parent engagement

Objective 3: During each year of the project, at least 80% of family events will draw at least one-half of participating students' parents or guardians, and among parents/guardians of students participating in the program for 30 days or more, at least 40% will report increased family involvement in their children's education (as measured by surveys, sign in sheets)

Question: Is there increased involvement by participant parents in regular school sponsored parent activities?

Goal 4: Improve student behavior throughout the regular school day

Objective 4: Among students participating in the program for 30 days or more, behavioral incidents will decline by 2% (as measured by disciplinary referrals) during each year of the grant.

Question: What impact did the CCLC program have on parent participation in regular school activities and programs?

Goal 5: Implement STEM activities

Objective 5: STEM activities will increase by 2% during each year of the project as measured by course selection (EZReports) of students participating 30 day or more.

Question: What impact does the CCLC program have on participation and mastery of STEM activities?

Goal 6: Provide Service-Learning opportunities.

Objective 6: 90% or more of students attending for 30 days or more will participate in a service-based learning project by the end of the school year as evidenced by data collected in EZReports.

Question: What impact does Service Learning have on cognitive, moral and interpersonal development and experiential education?

1.2 Project Background

The grantee's proposal approach is based on the needs identified through a comprehensive assessment process conducted by Lean Frog Consulting Group, which began in early 2019 and was completed in May as well as the ACS 2020 Strategic Plan. The assessment gathered input from teachers, administrators, parents and community leaders with data collected across 10 components including: academic needs; teacher/staff needs; student attendance; student transience; student suspensions; dropout/graduation rates; parental perceptions; at-risk factors among students; curriculum; and student health/safety. Information was collected via standardized tests, ALSDE Report Card, formal and informal surveys; attendance/disciplinary records, other school records, and interviews with the Alex City Chamber of Commerce Education Committee and Alex City Housing Authority. The ACS 2020 Strategic Plan along with this needs assessment confirmed the need for an afterschool program for ACS students. *ATB RES* will serve students in grades five and six. Alex City faces persistently high unemployment (4.7%) as compared to 3.5 statewide) and poverty (28% living below the poverty level, with 58% of the families with children under 18 living below the poverty level. The area's economic situation has worsened with the loss of nearly 3,000 jobs due to the closing of two local textile plants. The recent COVID19 pandemic has also caused a setback in learning. With limited internet access in Alexander City, students of poverty were at a disadvantage for digital learning. Alexander City also experienced a major storm on April 12 that caused extensive damage to homes, utility systems etc, with much of the city still under repair further affecting the stability of our community. The Lake Martin Area Boys and Girls Club also closed their doors this year which left over 100 students without any afterschool program to attend. According to Voices for Alabama's Children, 20% of children age 18 and under live in extreme poverty with 27% rate of food insecurity. Adult obesity is noted at a 36% rate. Our ELL population increased from 0.9% to 4.5% in the last 7 years. ACS serves a diverse student population (54% White; 42% Black; 4% other). At RES , 67% of the students qualify for free or reduced meals. Given the high poverty in our community and unemployment rate, it is not surprising that educational attainment lags behind that of the rest of the nation. Historically, in our community, only about 29% of students in poverty will graduate from high school and less than 12% will earn a Bachelor's Degree. At the end of the third 9 weeks of this school year, RES had a total of 2772 absences. There were 8 CHINS referrals (Child in Need of Supervision) with 2 truancy cases filed with the District Attorney's Office. Juvenile Violent Crime Court Petition Rate is 7.8% for Tallapoosa County. ACS graduation rate is 91% with a dropout rate of 4%. Student assessment data for this same period included the following: **Below Proficient – Grade 5**; Performance Series Reading 74%; Math- 73%; **Grade 6**- Performance Series Reading – 68%; Math – 63%. RES , a TITLE I School, retained 1 student at the end of this school year. 92 students were suspended during the school year. During the planning process, participants assisted in: identifying the needs of students and families; reviewing research-based strategies to address the identified needs;

identifying appropriate enrichment activities and qualified community partners to facilitate the carrying out of those activities; and developing an action plan to implement our project.

Alexander City Schools (ACS) is comprised of five schools – a Pre-K through grade 2 school, a 3rd and 4th grade school, a 5th and 6th grade school, one middle school and one high school. Our strategic plan, ACS 2020, was developed by 96 individuals including students, teachers, paraprofessionals, parents and community/ business leaders. With over 100 meetings, this plan addresses all aspects of the educational landscape for Alexander City Schools. ACS 2020 is reviewed annually by all stakeholders and progress is documented. Included in this plan was the proposal to develop an afterschool program for Alexander City Schools' students. Lean Frog Consulting also identified a need for an afterschool program in their review. *After the Bell RES (ATB RES)*, Alexander City Schools' afterschool program, will target students in grades 5 and 6 attending Radney Elementary School. Radney School has an enrollment of 470 student. *After the Bell RES* will target students who are: 1) in need of academic remediation; 2) at-risk of academic failure; and 3) exhibiting chronic behavioral, disciplinary and/or attendance issues. All programming will take place at Radney Elementary School and will be offered Monday through Friday from 3:00PM to 5:30PM during the school year for 36 weeks. Classes will begin on the first day of school. Programming will also be offered during the summer at Radney Elementary School for 7 week in June and July from 7:30AM to 12:30 PM Monday through Friday. Classes will begin on the first Monday in June and end on the third Friday in July. We anticipate serving approximately 105 students during the school year and approximately 105 students during the summer program. Radney Elementary School (ATBRES) will be the cost center for this project. Radney Elementary School will house our afterschool program and is located at 140 Allison Drive , Alexander City, Alabama.

1.3 Evaluation Design, Methods and Limitations

A non-experimental design using quantitative and qualitative data was used to assess the After the Bell Radney Elementary 21st CCLC. Formative data will include curriculum-based measurement (pre/posttest) and self-assessment (student surveys).

The 21st Century Community Learning Center (CCLC) grant at Radney Elementary in Tallapoosa County is authorized under Title IV, Part B as amended by the No Child Left Behind Act of 2001 and the current Every Student Succeeds Act and was approved by the Alabama State Department of Education through the recommendations of a panel of readers. The purpose of this report, from a required external evaluator, is to examine data as it relates to the goals and objectives of the 21st CCLC grant to determine if the objectives have been met. This report highlights strengths and weaknesses of the program and contains recommendations for each objective.

The Alabama Department of Education goals for the 21st CCLC program are (1) To provide academic enrichment opportunities during non-school hours, (2) To aid in the achievement of fulfilling local and state standards in core academic subjects, and (3) To offer educational and enrichment services to family of participating children.

Specific goals of the After the Bell Radney Elementary 21st CCLC program include:

1. Academic Enrichment to meet challenging state academic standards.
2. To increase attendance for the regular school day.
3. To increase parent and family engagement.
4. To improve behavior throughout the regular school day.
5. To implement Science, Technology, Engineering, Math (STEM) activities.
6. To provide Service-Learning opportunities.

This evaluation report includes data through EZReports, the local school system and the grantee. The data sources found in this report are described below.

iReady: i-Ready® is a web-based adaptive diagnostic assessment and instruction program. i-Ready **assesses students' reading skills to the sub-domain level**, prescribing differentiated Common Core instruction so learners of all abilities can achieve success.

Teacher Survey: The teacher survey is a 10-item questionnaire already in use in the state of Alabama 21st CCLC programs for a number of years. The grantee chose to use this survey again in order to meet the requirement for data entry in the EZ Reports system. There are eight possible response options: Did Not Need To Improve, Significant Improvement, Moderate Improvement, Slight Improvement, No Change, Slight Decline, Moderate Decline, and Significant Decline. Student grade levels were the only demographic data included. The teacher survey was administered in the spring.

Parent Survey: The parent survey is a questionnaire recommended by the State of Alabama 21st CCLC program. The grantee chose to use this survey, which has 10 questions with response options of “Strongly Agree”, “Agree”, “Strongly Disagree”, “Disagree” and “I Don’t Know/ Not Applicable”.

Student Survey: The grantee administered the SDE recommended student survey. The grantee did not collect student demographic data on the anonymous survey because the original document provided did not have those items. The student survey has 10 questions response options of “Strongly Agree”, “Agree”, “Strongly Disagree”, “Disagree”, “I Don’t Know/Not Applicable”.

STEM Interest Pre- and Post-Test Survey (not given): The student survey had 15 questions and is given twice per year. The response options were: Agree, Strongly Agree, Disagree, Strongly

Disagree, and Neither Agree or Disagree. (Uploaded in Appendix. Not created at the time of the Evaluation Plan)

Student Grades (Fifth vs Final Grade): Radney Elementary operates on a nine-week grading period. Secured through iNow and EZReports.

iNow Attendance: iNow's fully integrated suite of products addresses attendance, scheduling, special education, assessment, discipline, grade reporting, professional development, fund accounting, health, and parent/teacher communications and is used in more than 7,000 schools in 28 states.

EZReports: The EZReports software is a powerful, affordable and comprehensive web-based software for managing 21st (CCLC) and other after-school programs. The EZReports software meets Federal Department of Education (DOE) and state reporting requirements.

Family Involvement: Attendance secured through Rosters, Sign-in Sheets, and data secured through EZReports.

Lesson Plans: Lesson plans in the afterschool program are mandatory in compliance with state requirements. These lesson plans are retained on site for documentation during monitoring and/or TA site visit(s).

Monthly Calendars: Monthly calendars are used primarily to inform parents, staff, and students about program offerings. These are retained on site to verify compliance.

Site Visits: Three APT-O Observations and one summer site visits by the external evaluator are required by the SDE.

Limitations

1. The Service-Learning project of making items for and visiting the Bill Nichols Veterans Home was modified and the students had to collect items and send them by their site director; Russell Medical suspended Total Lifestyle Change program; swimming lessons cancelled; raised bed gardens postponed due to construction; Kids in the Kitchen with Tallapoosa County Extension Agency, suspended; parents not allowed in school so video was posted on website for parents to sign Compact; Lights on Afterschool cancelled; Family Christmas cancelled; all field trips during school year not permitted; DIBELS not administered.

All of the above limitation were due to Covid.

1.4 Findings and Conclusions

This section should report those findings based on evidence generated by the evaluation data collection and analysis methods. Conclusions are drawn directly from findings and help summarize the “so what” of the findings. Several findings can lead to one or more conclusions. See findings on pages 16-22.

2.0 Overview of the Evaluation Plan

A non-experimental design using quantitative and qualitative data was used to assess the After the Bell Radney Elementary 21st CCLC. Formative data will include curriculum-based measurement (pre/posttest) and self-assessment (student surveys). Summative data will include report cards and standardized tests (iReady).

The 21st Century Community Learning Center (CCLC) grant at Radney Elementary in Tallapoosa County is authorized under Title IV, Part B as amended by the No Child Left Behind Act of 2001 and the current Every Student Succeeds Act and was approved by the Alabama State Department of Education through the recommendations of a panel of readers. The purpose of this report, from a required external evaluator, is to examine data as it relates to the goals and objectives of the 21st CCLC grant to determine if the objectives have been met. This report highlights strengths and weaknesses of the program and contains recommendations for each objective.

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Specific goals of the After the Bell Radney Elementary 21st CCLC program include:

1. Academic Enrichment to meet challenging state academic standards.
2. To increase attendance for the regular school day.
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4. To improve behavior throughout the regular school day.
5. To implement Science, Technology, Engineering, Math (STEM) activities.
6. To provide Service-Learning opportunities.

3.0 Results

3.1 Program Operations

Table 3.1 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
After the Bell Radney Elementary	5	180	36	12.5	128

3.11 Staffing

- Type 7 teachers (70%) and 3 student workers (30%)
 - All paid.
 - Category: teacher, student worker
- Staffing Ratio
 - Staffing ratio of 1 staff to 13/14 students.
- Staff Training

RES ATB PD Hours 2020-2021

	ACS Convocation	ACS ATB Orientation	RES ATB Orientation	ALSDE 21st CCLC Grantee Training	First Aid CPR/AED	ACS Safe Schools	ACS Threat Advice	ACEA Conference	Camp Invention Training	Total
Brief Description	Goals and Objectives for 20-21	ACS ATB expectations and grant requirements	RES ATB expectations and grant requirements	Grant Requirements and Forms	Safety Basics Course	Multi-faceted information to ensure student safety	Internet Safety	Mandatory Conference/Information on Upcoming Changes	Training on the four modules to be taught during our summer program	
	8/18/2020	9/2/2020	10/19/2020	10/27/2020	11/19/2020	12/4/2020		3/3&4/2021	6/9/2021	
	4	1	1	3.5	4.5	6	2.5	10	1	
Julie Goree		X	X	X	X	X	X	X	X	29.5
Katelyn Bell	X	X	X			X	X		X	15.5
Lisa Dark	X	X	X			X	X		X	15.5
Melanie Forbus	X	X	X			X	X		X	15.5
Anna Foreman	X	X	X			X	X		X	15.5
Caitlin Harrell	X	X	X			X	X		X	15.5
Katelyn Johnson	X	X	X			X	X			14.5
Gwen Ledbetter	X	X	X			X	X		X	15.5
Karen Slaten	X	X	X			X	X		X	15.5
Rhonda Strickland	X	X	X			X	X		X	15.5
Michele Tuggle	X	X	X			X	X			14.5
Mary E Walker	X	X	X			X	X			14.5

- Staff Strengths/Challenges
 - The majority of the staff either currently teach in the Alex City Schools System or have been aides in the school system. They are familiar with the rules, regulations, policies and procedures.
 - They have had appropriate professional development; understand how to interpret test data; and are familiar with their student's behavior and attendance. The seasoned teachers are familiar with the families of the students, having worked in the system for many years.
 - Prior to Covid, none of the staff have had to deal with school closures, quarantines, and high number of deaths within the communities served by the school and impacts to the students.

3.12 Activities

Table 3.2 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Reading/Math remediation	Academics	All students	/ 4 days week/30 min. a day	
Tutoring/Homework Help (Grades K, 1, 2)	Academics	All students	/ 4 days week/30 min. a day	
Homework help/Tutoring (Grades 5A- 6C)	Academics	All students	/ 4 days week/30 min. a day	
Homework Tutorial (Grade 3-4)	Academics	All students	/ 4 days week/30 min. a day	
STEM (Grades 3-4)	Academics	All students	/ 2 days week/ 30 min. day	
Enrichment (Grades 3-4)	STEAM	All students	/ 2 days week/ 30 min. day	
Physical Activity (Grades 1-6)	Playground/P.E.	All students	/ 2 days week/ 30 min. day	

3.13 Demographic Information

Table 3.3 Grant Data

From Grant Application	Data
Grades served	5-6
Number of students proposed	105
Number of families proposed to serve	105

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
No Attendance	0
1 to 29 Days	1
30 to 59 Days	1
60 to 89 Days	8
90 or more	83
Total	93

Table 3.5 Participant Gender

Gender – Total Unduplicated Enrollment	Student
Male	50
Female	43

Table 3.6 Participant Grades

Grade – Total Unduplicated Enrollment	Student
5	41
6	52

Table 3.7 Participant Race

Race/Ethnicity	Student
American Indian/Alaska Native	
Asian/Pacific Islander	2
Black or African American	20
Hispanic or Latino	
White	71

3.14 Parental Involvement

Table 3.8 Parental Involvement Activities

Due to Covid no parent involvement classes could be held. Teachers prepared activities in the areas of reading and math to address the needs of parents in the event the system went remote. Some activities included paper/pencil activities and other educational sites. Parents were familiarized with the Edgenuity site. Documentation can be acquired based on login.

Parents were also kept informed through the REMIND app. A video was produced reviewing the handbook and it was posted on the afterschool program's website. Parents and students were required to watch the video and sign Parent/Student/School Compact indicating that all involved had done so. The compacts were returned by the students to their teachers and their name was entered into a drawing for a donated \$25 Wal-Mart gift card (one per grade). The participation was great according to the project manager.

The Lights on Afterschool event was cancelled along with the family Christmas program. Parents were not allowed to come into the building to pick up their child. Jim Pearson staff escorted students to their parent's vehicles. Parents were issued a name tag to place in the windshield of their vehicle to denote the rider. Unknown persons picking up a child had to show an ID and/or checked to be sure they are on the pickup list for a child.

The external evaluator feels that the school personnel and their leaders went above and beyond expectations and should be given credit for their efforts. The rating will be partially met only because the percentages specified in the objective were not possible due to Covid.

4.0 Findings- Parent surveys: n= 46 ; Teacher surveys: n= 89 Student surveys: n= 84

- **The evaluation question:** What impact does the CCLC program have on student achievement including homework completion, classroom grades, performance on state assessments and literacy?
Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards
Objective: Among students who attend the 21st CCLC program for 30 days or more 45% of the students show an increase of 1% in scores by the end of the school year in Reading and Math, depending on individual students' deficiencies as measured by iReady or ACAP test during each year of the project.
- **Activities:** Enrichment activities, project-based learning, activities that promote physical health, exposure to the Arts, Pathblazer, Edgenuity, homework assistance, remediation, homework online activities

Assessments, Data Collection, and Analysis: Assessments used included iReady test scores for Reading and Math, parent, teacher, and student surveys. Data collected included iStation test scores for reading and math compared from Fall to Spring. Parent, teacher and student surveys were used to allow teachers to see the results of their teaching methods and if changes are needed, to allow students to voice their opinions of teaching styles and their feelings on the program, and to allow parents to communicate their opinions of their child's progress and overall thoughts of the afterschool program.

Reading: iReady scores were received on 90 students who had both Fall and Spring scores. 27 students did not make the 1% gain required for objective. 63 students made the 1% gain. 45% of 90= 40.5 students needed.

Objective met.

Math: iReady scores were received on 90 students who had both Fall and Spring scores. 8 students did not make the 1% gain required for objective. 82 students made the 1% gain. 45% of 90= 40.5 students needed.

Objective met.

Parent surveys: 96% of parents surveyed agreed or strongly agreed that their child's reading grades have improved since attending the after school program. 96% of parents surveyed agreed or strongly agreed that their child's math grades have improved since attending the after school program.

Teacher surveys: According to teacher surveys, 65% of students did not need to improve on their academic performance. 26% made a significant, moderate, or slight improvement.

Student surveys: 88% of student surveyed either agreed or strongly agreed that the after school program helps them improve their reading. 93% of student surveyed either agreed or strongly agreed that the after school program helps them improve their math.

- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
- **Status: Objective met.**
- **Did they reach the desired outcomes? Why or why not?** Yes, 45% of the students tested showed a 1% gain in Reading and Math.
- **Recommendations:** Review student grades each nine weeks, and more often if possible, to detect if intervention strategies are necessary. If there is a significant drop in grades, consult with the regular day teacher and other school staff to determine additional reinforcement in the 21st CCLC after school program. Tutoring logs should be kept with details of intervention strategies along with sign-in sheets.

- **The evaluation question:** What effect does the CCLC program have on changes in attendance, involvement in school activities and attitudes toward learning?
- **Goal 2:** Increase attendance for the regular school day
- **Objective: Objective:** In comparison to the baseline, 50% of students who attend the program for 30 days or more and had absences will improve their attendance by 5% during each year of the project.
- **Activities:** monthly incentives, a perfect attendance wall
- **Assessments, Data Collection, and Analysis:** Assessments used included iNow/PowerSchool attendance data, parent, teacher, and student surveys. Data collected included attendance data from iNow/PowerSchool, parent, teacher, and student survey results were used to allow teachers to see the results of their teaching methods and if changes are needed, to allow students to voice their opinions of teaching styles and their feelings on the program, and to allow parents to communicate their opinions of their child's progress and overall thoughts of the afterschool program. Attendance data was received on all 30 day or more registered students for both excused and unexcused absences. This data will be filed and used as a benchmark and compare to information received for the 2021-2022 school year. The afterschool program offered monthly incentives for students with perfect attendance. A Perfect Attendance wall will be created in the main hallway with pictures of monthly winners.

Parent surveys: 87% of parents surveyed either agreed or strongly agreed that their child's school day attendance has improved since attending the after school program.

Teacher surveys: According to teacher surveys, 91% of students did not need to improve on attending class regularly. 2% had made a significant or moderate improvement.

Student surveys: 74% of students surveyed either agreed or strongly agreed that their school day attendance has improved since attending the program.

- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
 - **Status: Benchmark.**
 - **Did they reach the desired outcomes? Why or why not?** No, this data will be filed and used as a benchmark and compare to information received for the 2021-2022 school year.
 - **Recommendations:** Monitor attendance each nine weeks and address unusual or excessive changes notifying the proper individuals to offer additional intervention. Continue and/or expand incentives and recognitions for improved attendance. Implement ongoing communications with regular day teachers, counselors, and parents to address techniques and strategies for improvements.
-
- **The evaluation question:** Is there increased involvement by participant parents in regular school sponsored parent activities?
 - **Goal 3:** Increase family and parent engagement
 - **Objective:** During each year of the project, at least 80% of family events will draw at least one-half of participating students' parents or guardians, and among parents/guardians of students participating in the program for 30 days or more, at least 40% will report increased family involvement in their children's education (as measured by survey, sign in sheets)
 - **Activities:** Open house, field trips, parenting skills, computer/financial training (all were cancelled due to COVID)
 - **Assessments, Data Collection, and Analysis:** Assessments used included sign-in sheets, parent surveys. Data collected would include documentation of login on the Edgenuity site, signed Parent/Student/School Compact stating the student and parent had reviewed the program handbook, and parent surveys. Due to Covid no parent involvement classes could be held. Teachers prepared activities in the areas of reading and math to address the needs of parents in the event the system went remote. Some activities included paper/pencil activities and other educational sites. Parents were familiarized with the Edgenuity site. Documentation can be acquired based on login.

Parents were also kept informed through the REMIND app. A video was produced reviewing the handbook and it was posted on the afterschool program's website. Parents and students were required to watch the video and sign Parent/Student/School Compact indicating that all involved had done so. The compacts were returned by the students to their teachers and their name was entered into a drawing for a donated \$25 Wal-Mart gift card (one per grade). The participation was great according to the project manager.

The Lights on Afterschool event was cancelled along with the family Christmas program. Parents were not allowed to come into the building to pick up their child. Jim Pearson staff escorted students to their parent's vehicles. Parents were issued a name tag to place in the windshield of their vehicle to denote the rider. Unknown persons picking up a child had to show an ID and/or checked to be sure they are on the pickup list for a child.

The external evaluator feels that the school personnel and their leaders went above and beyond expectations and should be given credit for their efforts. The rating will be partially met only because the percentages specified in the objective was not possible due to Covid.

Parent surveys: 98% of parents surveyed either agreed or strongly agreed that the after school program staff maintains frequent communication with them. 89% agreed or strongly agreed that they are pleased with the parent involvement activities provided through the after school program. 100% agreed or strongly agreed that they are satisfied with the after school program.

- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
 - **Status: Objective partially met.**
 - **Did they reach the desired outcomes? Why or why not?** The objective is partially met due to Covid restrictions in place. This prohibited regularly schedule parent events from happening. The program stepped in and stepped up to make sure the parents had what they needed to maintain the education of their children.
 - **Recommendations:** Continue communicating with parents for suggestions for parent involvement events and programs to determine the best dates and times to accommodate the parents. It would greatly assist with data collection if the student's name was on a pre-printed form allowing the parent to sign by their child's name.
-
- **The evaluation question:** What effect does the CCLC program have on youth behaviors as measured by changes in classroom behavior, involvement in school activities, and attitudes toward learning?
 - **Goal 4:** Improve student behavior throughout the regular school day
 - **Objective:** Among students participating in the program for 30 days or more, behavioral incidents will decline by **2%** (as measured by disciplinary referrals) during each year of the grant.
 - **Activities:** Ringy Dingy Behavior Tickets, Character Ed/ Social skills, Enrichment activities.
- Assessments, Data Collection, and Analysis:** Assessments used included iNow/PowerSchool discipline data, school incident reports, parent, teacher, and student surveys. Data collected included iNow/Powerschool discipline data, school incident reports, and parent, teacher,

and student survey results. Prior to the opening of school, student, parent, teacher Compacts were required to indicate their commitment to adhering to the established guidelines for student behavior per their signature. In order to promote good citizenship, respect for self and others, as well as overall positive behavior Ringy Dingy tickets were awarded to students exhibiting exceptional behavior. Tickets were entered into a weekly drawing for a prize.

5th grader- 1 student had 1 office referral and was referred to ISS.

6th grade- 7 students had 11 referrals. Of the 11, 2 were OSS and the rest ISS.

This data will be used to compare to data for the 2021-2022 school year.

Benchmark.

Parent surveys: 93% of parents surveyed agreed or strongly agreed that their child gets along better with others since attending the after school program.

Teacher surveys: According to teacher surveys, 73% of students did not need to improve in behaving well in class. 12% made a significant, moderate or slight improvement. According to teacher surveys, 81% of students did not need to improve in getting along well with others. 9% made a significant or slight improvement.

Student surveys: 82% of students surveyed either agreed or strongly agreed that the after school program helps them behave better in the school day program.

- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
- **Status: Benchmark**
- **Did they reach the desired outcomes? Why or why not?** This data will be filed and used as a benchmark and compare to information received for the 2021-2022 school year.
- **Recommendations:** Monitor behavior each nine weeks and address unusual or excessive changes notifying the proper individuals to offer additional intervention. Continue and/or expand incentives and recognitions for improved behavior. Implement ongoing communications with regular day teachers, counselors, and parents to address techniques and strategies for improvements.

- **The evaluation question:** What impact does the CCLC program have on participation and mastery of STEM activities?
- **Goal 5 :** Implement STEM activities
- **Objective:** STEM activities will increase by 2% during each year of the project as measured by course selection (EZReports) of students participating 30 day or more.
- **Activities:** Dot/Dash, Code.org, LEGO Robotics, field trips, rockets, food chemistry, rock formations
- **Assessments, Data Collection, and Analysis:** Assessments used included iReady test scores, parent, teacher, and student surveys. Data collected included iReady test scores in Math, parent and student survey results. This is the first year of the grant cycle. STEM activities were offered twice a week. Dot-Dot-Dash activities and code.org were used for STEM activities. The grant noted that the STEM activities would be provided under the guidance of a retired professor. Covid prevented him from being on campus. He was going to help the students compete in LEGO Robotics. Even though the LEGO robotics competition was not held, students were involved in in-school competitions.

This objective was designed to be a benchmark for the following year.

Parent surveys: 98% of parents surveyed either agreed or strongly agreed that their child enjoys STEM activities in the after school program.

Student surveys: 84% of students surveyed either agreed or strongly agreed that they enjoy the STEM activities in the after school program.

- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
- **Status: Benchmark.**
- **Did they reach the desired outcomes? Why or why not?** This data will be used to compare for a 2% increase in activities in school year 2021-2022.
- **Recommendations:** Continue offering a wide assortment of academic enhancement such as homework and tutoring to assist students in progressing in math and science. Attempt to locate an assessment tool for the technology and engineering components of STEM. Review the above pre- and post-test and address areas in need of improvement.

- **The evaluation question:** What impact does Service Learning have on cognitive, moral and interpersonal development and experiential education?
- **Goal 6:** Provide Service-Learning opportunities
- **Objective:** 90% or more of students attending for 30 days or more will participate in a service-based learning project by the end of the school year as evidenced by data collected in EZReports.
- **Activities:** Research the aging process, collected hygiene and other items for residents of Bill Nichols Veteran's Home.

Assessments, Data Collection, and Analysis: Assessments used included participation rosters, teacher checklist, Service-Learning journals, Celebration Night participation/presentation. Data

collected included the number of projects the students participated in. In the original grant, students were to partner with Bill Nichols Veterans Home to provide activities for the residents. No one was allowed in the veteran's home. So, the students chose to research the aging process to better understand the residents. The Veteran's Home staff was contacted to provide the students with a list of items needed for the residents. The students brought an assortment of items such as personal hygiene products and other miscellaneous items. The site director collected the items and took them to the Veteran's Home for distribution to the residents. The students made cards and wrote letters to the residents to be distributed on special occasions.

A school garden project took place in the summer program under guidance of the Farmer's Federation.

- **Teacher surveys:** According to teacher surveys, 65% of students did not need to improve in volunteering. 18% made a significant, moderate, or slight improvement.
- **Timeline:** Data was collected from October through September. This information was analyzed as it became available to the external evaluator.
- **Status: Partially met.**
- **Did they reach the desired outcomes? Why or why not?** The students still participated in the project. They could not go to the Veteran's home due to Covid restrictions.
- **Recommendations:** Instruct and encourage students when they are writing in their journals or documenting in their Service Learning logs to address how the activities will enable them to have real-life skills and be prepared for their future success. Also stress to the students their responsibilities to improve their school and community through involvement and volunteering.

4.1 APT-O Observations, Adherence to Grant, Qualitative Findings, Other Findings

- **Narrative description of observations:** 3 APT-O site visits were made.
 - **Date:** October 21, 2020
 - **School:** Radney
 - **Locations observed:** Basketball court, walking track
 - **Activities observed:** Basketball, walking on playground track
 - **Walk through:** Students at Radney had completed homework and were outside playing basketball and walking on the paved track. All groups meet in the cafeteria each day for after school. Chromebooks are available with a wide assortment of academic software programs. Many board games are also used frequently after homework. STEM kits and art supplies are ready for use. Raised beds are under construction and will soon be ready in time for planting.
 - **The ratings were as follows:** A1 (3); A2 (4); A3 (3); A4 (NA); A5 (NA); A6-(3); A7 (NA); B1 (4); B2 (3); B3 (3); B4 (3); B5 (4); C1 (3); C2 (4); C3 (4); C4 (4); C5 (3); C6 (4)

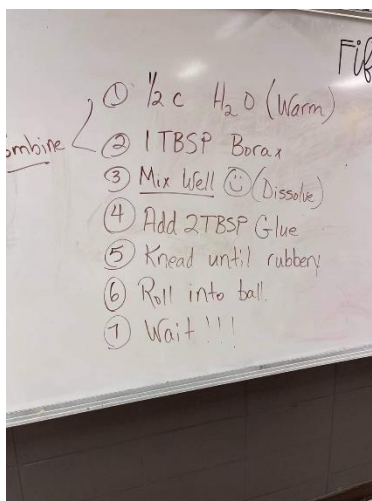
This totals: 6-4s; 8-3s; and 3- NAs

- **Recommendations:** Continue offering programs and activities that are educational yet fun. Survey vendors/possible field trip sites for the upcoming year.



- **Date:** April 13, 2021
- **School:** Radney
- **Locations observed:** Classrooms, playground
- **Activities observed:** Homework, tutoring, technology, organized play
- **Walk through:** The students were doing homework, tutoring and technology using Chromebooks and Edgenuity. They may also use Prodigy, iReady, and typing.com after they complete homework or play board games, robots, etc. Some chose to read a library book or practice cursive alphabet. They went out for organized play after homework and then back in for extra tutoring and technology.
- **The ratings were as follows:** A1 (3); A2 (4); A3 (3); A4 (NA); A5 (NA); A6-(4); A7 (NA); B1 (4); B2 (3); B3 (3); B4 (3); B5 (4); C1 (3); C2 (4); C3 (4); C4 (3); C5 (3); C6 (4)
This totals: 7-4s; 8-3s; and 3- NAs
- **Recommendations:** If funds are available, continue purchasing a wide variety of software and enrichment games so that there is fun associated with the after school program and not just homework.

- **Date:** June 3, 2021
- **School:** Radney
- **Locations observed:** Classrooms, outside
- **Activities observed:** STEM (making slime, designing box to insulate an egg for egg drop)
- **Walk through:** When the external evaluator arrived, the students were involved in several STEM activities. One group was making slime, and another group was designing a box to insulate an egg in preparation for the scheduled egg drop. The children could select materials for padding the box or container to protect their egg during the drop, but there was a cost assigned to each item. The objective was to see who could have the least cost associated with the drop without the egg breaking. One child was scheduled to leave early and requested that she be allowed to do her drop before she left. Some of the children went down to the ground floor and waited for her to drop the egg and come down to determine the outcome. The egg DID NOT break. The children all congratulated her for her ability to use engineering skills they had been taught in a successful way.
- **The ratings were as follows:** A1 (3); A2 (4); A3 (3); A4 (4); A5 (NA); A6 (4); A7 (NA); B1 (4); B2 (4); B3 (4); B4 (3); B5 (3); C1 (3); C2 (4); C3 (4); C4 (3); C5 (3); C6 (4)
This totals: 9-4s; 7-3s; and 2- NAs
- **Recommendations:** Continue planning fun, hands-on, educational, involvement activities and program to entice the students to attend the summer program for extended learning opportunities.



- **Adherence to the grant application-** The grant applicant was unable to strictly adhere to the original application as far goals and objectives were concerned due to the closing of the school throughout the school year due to Covid and ongoing Covid restrictions. The grant was written for a three-year plan. Not all activities and individual programs were expected to be in accomplished in either year one or two.

Occasionally software/testing programs and licenses are dropped by the Board of Education and are usually not affordable by individual schools or grantees. Therefore, some programs or activities will not be possible or attainable. When this occurs the grantee substitutes what is available or creates comparable programs.

- **Qualitative Findings:** 3 site visits were made on October 21, 2020 ,April 13, 2021, June 3, 2021 . During site visits all classes were observed and informal conversations/interviews were held with 4 students, 3 teachers, 1 project director, and 1 site director. During the site visits a formal APT-O Observation was made.
- **Other Findings:**
 - There is a foundation that helps purchase items that cannot be purchased with grant funds.
 - The 21st CCLC has a host of community partners, advisory council members, and volunteers who strive to ensure success of the afterschool programs. Some of the partners are as follows: Russell Medical Center, The City of Alexander City, Tallapoosa County Farmers Federation, Alexander City Child Nutrition Program, Alexander City Housing Authority, Pediatric Associates, Tallapoosa County Extension Agency, and Lake Martin Area United Way. These combined partners were scheduled to contribute approximately 400 hours of staff time.

Discuss evaluation questions that could not be answered in this report due to data limitations.

- Some questions could not be answered because the data was being used as a benchmark for school year 2021-2022.

5.0 Summer Program

5.1 Overview of Summer Program

ACS needs assessment indicated that there is a need for extended year services for our students. *ATB RES* Summer Camp will benefit students by providing additional academic and enrichment activities during the summer months giving these students year-round learning. Summer Camp will operate 7 weeks in the summer beginning the first Monday in June and ending the third Friday in July. Daily hours will be from 7:30 – 12:30 Monday through Friday at Radney Campus. Project Based Hands on Learning will be the tool used to expose students to new learning environments. STEAM activities will be constant throughout the summer to increase awareness of potential career tracks for students. Weekly field trips will be used as incentives to attend summer camp while incorporating educational lessons plans to ensure academic success for each student at his/her level. Edgenuity, an online Blended Learning program will be used maintain and advance the academic gains students have made during the regular school year while providing instruction to close the gaps of those struggling learners. Camp Invention, a scientifically researched based hands on approach to STEM will also be used at achieve the STEM goals. These academic activities align with ACS curricular standards. *ATB RES* students will be served a nutritious healthy breakfast and lunch provided through our partnership with ACS Child Nutrition Program. These meals will meet the USDA Guidelines. Swimming lessons will be offered to students through the Alexander City Parks and Recreation partnership with *ATB RES*. Students will be transported (via school bus – see Transportation Plan) to the Sportplex Pool for Red Cross instructed lessons. These will be determined by the City Parks Schedule. Free swimming time will be schedule for once a week throughout the summer as well so that students have opportunity to practice skills learned. Each Wednesday during the month of June, students will attend the Summer Reading Program sponsored by the Lake Martin Area United Way, Pediatric Associates, and Alexander City Schools. Enriching science, art, physical education, and math programming is the focus of this endeavor. Community readers share their love of reading each week as they reading their favorite book to the students. A mobile library allows children to check out books each week. Reading logs are used to record time spent reading with awards given at the end of the 4 weeks to the students with the most hours read. Parents are invited to attend sessions with their child. *ATB RES* Summer Camp will follow the 1:15 teacher to student ratio. We anticipate serving 105 students in the summer program.

5.2 Summer Program Operations

Number of weeks and days per week: 7 weeks/ Monday- Friday

: June 7-July 16

Hours per week: 25 hrs. week

Table 5.1 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
ATB Radney	29	7	25

5.3 Summer Staffing

- Type: 7 teachers (77.78%); 2 student workers (22.22%)
 - All paid.
 - Category: teacher, student worker
- Staffing Ratio
 - Staffing ratio of 1 staff to 7/8 students.
- **Table 5.2 Summer Activities**

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity
STEAM	Science, Technology, Engineering, Art, and Math	All students	7 weeks/5 days week/ 1 hr. day
Camp Invention	Science, Technology, Engineering, Art, and Math	All students	7 weeks/5 days week/1 hr. day
Tutoring and Remediation	Edgenuity	All students	7 weeks/5 days week/1 hr. day
Lanark (First field trip for K-3; Second for 4-6)	Field trip to an outdoor nature classroom	All students	One full day each trip

Table 5.3 Grade Level

EXAMPLE: Student Enrollment	Enrolled
Total Unduplicated Enrollment	
Male	26
Female	26
Grade	
5	26
6	22
7	4

5.4 Summer Demographics

Table 5.4 Participant Race/Ethnicity

Race/Ethnicity	Student
American Indian/Alaska Native	
Asian/Pacific Islander	3
Black or African American	14
Hispanic or Latino	
White	35
Multiracial	
Do not Know	

6.0 Adherence to the Grant Application

Describe how accurately and effectively the program implemented their summer program as described in their grant application. What areas were implemented, and which were not.

- The grant applicant adhered to the original application as far goals and objectives as much as it could considering the impact of COVID.
- The summer swimming program was cancelled, the grantee took only two field trips.

7.0 Results and Recommendations

Did the program reach their desired outcome? Why or why not? Make recommendations for the improvement of the summer program based on the data.

- No recommendations. The program did the best they could due to the circumstances surrounding Covid restrictions.

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

The program is making progress in accomplishing what it set out to do to achieve the goals and objectives. Several problems were noted by the external evaluator but were caused by COVID.

Determine the key points/findings from the evaluation that are the most pertinent for program improvement

- Is the program accomplishing what it set out to accomplish (making progress towards goals and objectives)
 - The program is accomplishing its' goals and objectives as well as it can because of circumstances surrounding Covid. It is not the grantees' fault that parents were not allowed in the buildings for structured parent involvement activities and programs. Neither is it the grantee's fault that they were not allowed to have visitors and many of the activities planned were cancelled.
- What is going well?
 - The grantee has the key elements in place and is providing a wide assortment of enrichment and academic activities despite all of the hurdles thrown at them because of Covid. There is structure and organization, and it is evident that much thought and planning go into the everyday activities and services. The staff is friendly, caring to the students, and respectful and helpful to all parents. The staff always provides supervision to the children. The site coordinator is cooperative and attempts to address every aspect of the grant as written.
- What needs to be improved?
 - The external evaluator had numerous recommendations for improvement the majority can be found in the Findings section of this report on pages 16-22.
 -
- With which groups (i.e. parents, school day staff, program staff, partners, etc.) will the results be shared?
 - What information will be shared with each group?
 - The final report outlining the results and findings with suggestions for improvements will be presented to the Director of Support Services, Ellen Martin. She will share the report with the following stakeholders for consideration for program improvement: Site directors, 21st CCLC staff, regular school day personnel, principals, partners, advisory council members, parents, students,

community members, Alexander City Schools Superintendent, Alexander City Board of Education members, and any other stakeholders deemed necessary. The final report will also include the strengths of the program and will recommend the continuation and enrichment of those components and will encourage the sharing of those on the statewide network in other avenues.

- What format (full report, meeting, brochure, executive summary, etc.).
 - The full final report will be uploaded per instructions from the Truman Pierce Institute by September 30, 2021 by the external evaluator. The final report will also be sent to the Alexander City Director of Support Services. She will then distribute the document to all stakeholders mentioned above.
- Will feedback be solicited from said group? If so, how?
 - The After the Bell Radney Elementary 21st CCLC Advisory Council will review the report and provide feedback. The feedback will be officially recorded in the minutes of the advisory council meeting. Ellen Martin, Alexander City Director of Support Services will present a summary of the finding to the Alexander City Schools Superintendent and the Alexander City Board of Education at one of their scheduled meetings. Any comments or suggestions made at the Board meeting will be officially recorded in the minutes. Copies of the final report will be made available to the site directors/coordinators who in turn will share those with all staff members at Radney Elementary School. Students and their parents will be informed at open house/orientation of the most pertinent results of the program evaluation. For those who wish to review the final document, copies will be available through the site directors/coordinators. Anyone who has comments or suggestions for improvement will be requested to submit them in writing to the site director/coordinator who will in turn forward them to the After the Bell Radney Elementary/ Alexander City Director of Support Services, Ellen Martin.

9.0 Appendices

1. External Evaluator Resume
2. Blank APT-O Observation form- ***Please see pages 22-24 for site visits and APT-O ratings.***
3. Grantee Signature Page

Judy Manning
173 Bluebird Acres
Georgiana, AL 36033
Phone: 334-376-9676
Email: jbm36033@yahoo.com

See “profession” section of this resume for skills obtained through years of serving as a supervisor, administrator, evaluator, coordinator, teacher, advisor and other professions that are aligned with being an effective external evaluator.

Educational Research- EDU691- Troy State University- Surveys qualitative methods of inquiry that are used in the study of contexts, processes and effects of education. Introduces students to elementary statistics, exploratory data analysis, research design, narrative and argument analysis and interaction and setting analysis.

Psychology and Education Statistics- PSY704- Troy State University- Introductory graduate course in using quantitative methods for inquiry in the social and behavioral sciences. Students will be exposed to the fundamental concepts and procedures of descriptive inferential statistics. Students will develop competency in reading and understanding statistic topics from a wide variety of sources.

Curriculum Construction and Theory- EDU685- Troy State University- This course includes a historical sociological, philosophical and psychological examination of school curriculum, theories, trends and curriculum structure. The course also prepares the student to make decisions about practices that should be implemented in the classroom as part of the teaching and learning process. In addition, this course also explores research-based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective.

Curriculum Construction in Elementary School- ED671- Troy State University- This is designed to provide individuals with understanding of the theory and practice of curriculum development in elementary schools. The student will demonstrate knowledge, understanding and ability to:

- A. Apply recent research to instruction and its relationship to curriculum development
- B. Analyze, evaluate and apply concepts and principals related to developing and managing curriculum development and instruction
- C. Develop familiarity with and an understanding of issues and problems related to curriculum development
- D. Translate curriculum theory into effective professional practice
- E. Relate research on effective schools to the school curriculum

Education:

AA Certification in School Administration and Supervision
Troy State University
Montgomery, Alabama

Master of Science in Elementary Education
Troy State University
Montgomery, Alabama

Bachelor of Science in Elementary Education
Huntingdon College
Montgomery, Alabama

Profession:

External Evaluator- 21st CCLC- (2014- Present)

- Assistance to grantees in gathering quantitative and qualitative data on students served by the 21st CCLC grant
- Met with central office personnel when needed for clarification of some data
- Analyzed all data and provided recommendations for continuous program improvement
- Provided support to grantees when requested to prepare for on-site monitoring by State consultants
- Worked with district technology departments to collect data in a confidential way
- Solicited feedback from project directors and site directors to better understand data by determining contextual issues that might impact data or reporting
- Visited all grantees to make at least three on-site classroom observations
- Maintained constant communication with site directors and program managers at the central office level to monitor progress with data collection and analysis and to provide support
- Surveyed teachers, students, parents, advisory council members, partners and other community members for input
- Prepared the evaluation plan, assisted with mid-year report and prepared final report for 21st CCLC grantees
- Reviewed all reports prepared with stakeholders

SDE Technical Advisor/Educational Consultant- 21st CCLC- (former 2004-2012)

- Was responsible for developing evidence-based program strategies that were responsive to the needs identified in the funded 21st CCLC grants
- Assisted and supported the development of monitoring of sustainable, quality programs which adhered to federal, state and local rules, regulations, policies and procedures
- Assisted grantees in the collection and analysis of all required data
- Provided training to grantees, attended staff meetings and observed classes and program activities
- Assisted with required reports and evaluations
- Strictly followed and enforced required policies and procedures
- Reported any problems or issues to the appropriate authorities
- Reviewed compliance monitoring information and made recommendations for documentation for compliance

School Safety Auditor through independent agency (former 2000-2004)

- Conducted free safety audits of school grounds and buildings
- Development of optional school safety plan to present to school personnel and central office personnel

Educational Consultant for School Improvement- (former 1998-2000)

- Provided technical assistance to targeted schools within the state of Alabama
- Observed in classrooms
- Made presentations of expectations of school improvement to central office administrators, school principals and staff on the topics of: school improvement fundamentals, comprehensive needs assessment, goal setting, data collection and data driven decision making
- Evaluated performance in obtaining goals

Federal Programs Coordinator- (former 1987-1998)

- Prepared and submitted all federal and state reports related to each program
- Assisted and advised building principals and district administrators in the implementation and evaluation of state and federal programs
- Remained current on laws and requirements regarding each program, and met with related staff to interpret and implement regulations
- Served as liaison with Alabama Department of Education in the area of accountability and the school improvement process
- Coordinated the monitoring of federal and state programs

- Assisted and advised building principals in coordinating the school improvement process and the instructional activities with state and federal grants
- Lead administrators in budgeting and managing federal and state funds
- Coordinated and facilitated all school improvement plans related to school and academic achievement
- Assisted in the research for data gathering, assessments, and evaluation of federally funded interventions
- Attended appropriate area and state meetings related to assigned programs
- Assisted in the hiring and assignment process for personnel in federally funded positions
- Perform any other related duties as required or assigned

Assistant to Superintendent- (former 1987-1998)

- Served a dual role as Federal Programs Coordinator and Assistant to Superintendent
- Researched courses of study, curriculum guides, changes in text, time schedules to be used in schools, etc.
- Served on the team to review and revise curriculum guides and courses of study on a continuous basis
- Assisted with recommendation for educational advancement of schools
- Remained informed of modern education thought and practices by attending conferences and other appropriate means

Program Director, Troy State University, Monroeville, Alabama- (former 1977-1984)

- Responsible for overall management of a satellite campus for Troy State-Montgomery
- Supervised teaching staff, student workers and evaluated work performance in accordance with college goals and objectives, policies and procedures
- Responsible for designing and managing the data information system, directing and evaluating program activities and collaborating with all areas of the host site
- Taught elementary curriculum classes and supervised student teachers in the area

AdvanceED Quality Assurance Team Member (former 6 years on Committee)

- Served on the AdvanceEd Advisory Committee for 6 years
- Served on the External Review Team to examine adherence and commitment to accreditation criteria

- Examined evidence and relevant data, interviewed stakeholders and observed instruction, learning and operations
- Assisted with data collection and analysis. The final report consisted of findings, conclusions, recommendations and addenda
- Served on review teams in Alabama, Tennessee and Georgia. I was trained to help school leaders and teachers refine instruction, improve learning environments, allocate resources and address other factors that research says affects student and school performance. I also worked with individual schools/systems in Alabama as an external evaluator to review and analyze data and compliance monitoring documentation prior to review team visits.

Classroom Teacher- (former 1967-1977)

- Elementary classroom teacher

Community Education Coordinator- (former 1987-1998)

- Grant writer for the school system
- Grant manager for all grants
- Responsible for data collection and analysis
- Completion of all required reports
- Management of finances associated with grants
- Hiring and supervision of all grant staff
- Liason between partners, schools and the community
- Served as attendance officer
 - Responsible for tracking student attendances and enforcing rules related to truancy
 - Entered all student attendance records
 - Responsible for filing charges and appearing at hearings
 - Communicating with all schools, students, parents and the court system
 - Data collection, analysis and distribution of findings to all stakeholders

Professional Organizations:

Alabama Community Education Association (former Board of Directors, President, Vice-President and Secretary)
 National Community Education Association
 Alabama Education Association
 National Education Association
 Butler County Education Association- (former President)
 Alpha Delta Kappa (MU Chapter)- (former President)
 Delta Kappa Gamma

Alabama Association of School Administrators
Alabama Association of Federal Programs Association
Alabama Association of Attendance Officers
Advance Ed- (Council member for 6 years)

Civic, Business, and Service Organizations:

Butler County Farm Service Committee Member
Butler County RC&D County Committee Member and Chair
Mid-South RC&D Council Member and Board Member
Butler County Public Schools Foundation- (former Executive Secretary/Director)
Greenville Kiwanis Club- (former Board of Directors)
Industry Community Club- President
Butler County Cattlewomen- (former President)
Sprig and Twig Garden Club- (former President)
Yaupon Garden Club
Board of Directors, Butler County Unit, American Cancer Society- (former)
Advisory Council for JOBS- member
Butler County United Fund- (former President)
Multi-Needs Child Facilitation Team- (former member)
Board of Directors – Hank Williams Festival and Museum
District Director for Garden Club of Alabama (former)
Patron Advertising Chair for Hortensia Publication for Garden Club of Alabama
Butler County Humane Society Member
Butler County Farmers Federation Member
Butler County Cowbelles- (former President)

Overall Program Ratings and Impressions

A. Overall Ratings of Program Space

1. Books, games, and other program equipment are in good working condition.				
1	2	3	4	
<p>All or nearly all materials and items of program equipment are in some form of <u>disrepair</u>.</p> <p>Example: Space is in very poor condition. Games are missing pieces, book bindings are falling apart, and equipment is broken or lacking batteries. Youth cannot use space or materials without running into problems or limitations.</p>	<p>Most books and other items of program equipment are in some form of <u>disrepair</u>. Some materials are in good working condition.</p> <p>Example: Youth experience frequent problems or interruptions because of broken equipment, materials, etc.</p>	<p>Most books, games, and items of program equipment are in good working condition; some are not.</p> <p>Example: There is some evidence of <u>disrepair</u> and broken equipment or materials. A few youth therefore experience minor problems or interruptions.</p>	<p>All books, games and other items of program equipment are in <u>good</u> working condition.</p> <p>Example: There is no evidence of broken equipment or furniture, nor of books or materials in <u>disrepair</u>. Youth are able to use available space and its materials without any problems or interruptions.</p>	
2. The environment is conducive to learning.				
1	2	3	4	
<p>The environment has <u>serious</u> flaws; youth are unable to fully participate in most activities.</p> <p>Example: Kickball is being offered in a classroom; youth and staff are perspiring heavily because the heat is set too high; and the reading space is near a metal shop that has loud saws operating during program hours.</p>	<p>The environment <u>interferes</u> with youth's participation and learning in some activities.</p> <p>Example: Half the playground is closed because of safety problems. Youth are somewhat crowded for other activities.</p>	<p>The environment is <u>mostly</u> conducive to youth's participation and learning.</p> <p>Example: The size of the space, the heat, and the ventilation are adequate, but the lighting could be improved. Some parts of the program space are not accessible to people in wheelchairs.</p>	<p>The environment is <u>conductive</u> to learning.</p> <p>Example: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels; the size of the space allows planned activities to be implemented without restrictions. All areas of the program are accessible to youth and/or staff with physical or sensory limitations.</p>	

1 = Not True
Very Few/None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

3. Space is well organized.			
1	2	3	4
Space is completely disorganized.	Space is mostly disorganized.	Space is mostly organized.	Space is well organized.
Example: The space is cluttered, too crowded, and has no evidence of any storage system. Youth have great difficulty simply navigating through or engaging in activities because of clutter or furniture that is poorly arranged.	Example: Clutter is evident in several work areas, and most rooms have insufficient storage. Many of the youth's belongings and other materials are on the floor or in traffic areas.	Example: It is clear that a storage system exists, but it is lacking in some way. Youth may have a place to put their belongings, but the cubbies are too small—resulting in youth's things on the floor.	Example: Work areas are clear. Materials not in use are kept outside of traffic or work areas. Items are stored with related items; youth have a place to put their belongings. Materials are accessible to all youth and staff, including those in wheelchairs.

4. If program has its own space, the indoor space reflects the work of youth.*			
1	2	3	4
No artwork or products created by youth are displayed. Visible materials do not reflect a diversity of backgrounds.	Little artwork and few products produced by youth are displayed.	Much artwork and many products produced by youth are on display.	The indoor space reflects youth's work and interests; all spaces have artwork and products produced by youth on display.
Example: There is no artwork of any sort on the walls.	Example: Youth's artwork is displayed in one area. No youth's work is displayed anywhere else. Artwork that is displayed is all the same and shows little evidence of allowing room for youth creativity (e.g., all artwork was done using a teacher template).	Example: Formal displays of youth's unique artwork are presented in several program areas.	Example: Every room feels rich with evidence of youth's interests, activities, ideas, artwork, and projects. Every space has displays of youth's work and photos of program participants on the walls.

*This is a conditional item. Assign "N/A" if the program does not have its own space.

1 = Not True
Very Few/ None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

5. If program has its own space, materials reflect a wide variety of backgrounds and experiences (abilities, cultures, ethnicities, races, and/or religions).*

1	2	3	4
Visible materials do not reflect a diversity of backgrounds. Example: All the dolls are light-skinned. The religious symbols on the wall all represent only one religion. There are no photos of people with visible disabilities.	A few token materials representing a diversity of backgrounds are on display. Example: A few token objects representing a diversity of backgrounds are on display; they are meant to be seen but NOT touched. The book area/library has a few books that represent cultural, linguistic, or religious diversity and/or there are one or two posters on the wall reflecting some diversity.	Materials reflect diverse cultures and backgrounds; most materials are primarily for information or display, not use. Example: Most of the available materials reflect a diversity of backgrounds. Posters/pictures show people of many race/ethnicities, different family structures, and a variety of body types/shapes/sizes and abilities. Some books reflect different cultures and/or languages.	Materials and displays reflect a wide diversity; materials are authentic and used by youth. Example: Available books are in several languages; youth use African drums during choice time. Youth use chopsticks to eat when Asian food is served.

*This is a conditional item. Assign "N/A" if program does not have its own space.

6. The space is accessible for all youth and staff.*

1	2	3	4
The space is not accessible. Example: There are three stairs with no ramps to get to the gym. Youth in a wheelchair is not able to participate in activity time.	The space is somewhat accessible. Example: The tables in a room are arranged such that a youth in a wheelchair is not able to move freely around the room.	The space is mostly accessible. Example: A youth is able to access most of an activity room, but some supplies or resources may be out of reach.	The space is fully accessible for all. Example: Youth are able to fully access and participate in all activities. Accommodations (e.g., posters with large text, inclusive rules in athletic games) have been established to ensure inclusivity.

* This is a conditional item. If accessibility is not observed to impact youth's experience please rate this item as "N/A".

1 = Not True
Very Few/ None
20% or less

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Some/Sometimes
21-50%

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Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

7. Staff can communicate with youth and/or their families in their home language(s).				
1	2	3	4	
For the most part staff cannot communicate with youth in their home language(s).	One staff can communicate in youth's home language(s).	Several staff can communicate in youth's home language(s).	Almost all staff are able to communicate with youth (and their families) in youth's home language(s).	
Example: When youth do not speak English, staff attempt to communicate with visual or physical cues, but do not understand or communicate in the same language as youth.	Example: There is a staff person who serves as a translator between youth and other adults. This staff is pulled from other activities or duties to facilitate communication between other staff and youth. Or, youth translate for each other between English and their home language.	Example: Several staff can communicate in the home languages of youth and support staff who do not speak home languages. Or, many staff can and do speak Spanish with youth, but no staff can communicate with/translate for youth who speak Vietnamese.	Example: The majority of staff communicate in all home languages of youth in program. Instructions are repeated in multiple languages. Verbal exchanges may happen in more than one language.	

* This is a conditional item. If language is not observed to impact youth's experience please rate this item as "N/A".

1 = Not True
Very Few/ None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

56

[K-8, Fall 2018]

B. Overall Ratings of Program Schedule and Offerings

1. Program pace is relaxed and flexible.			
1	2	3	4
Program pace is very rushed and rigid. Example: Activity times are short and transitions are abrupt. Staff are constantly rushing youth along, and activities are cut short due to efforts to maintain a tight schedule. Staff are constantly telling youth to hurry up; youth are never allowed flexibility or extra time.	Program pace is somewhat rushed and rigid. Example: Much of staff's focus is on keeping to the schedule. Youth are rarely given any flexibility or allowed exceptions to the schedule. Staff are often heard telling youth to "hurry up."	Program pace is fairly relaxed and flexible. Example: Transitions feel fairly comfortable. Activity times are long enough for youth to become involved in what they are doing; however, youth may be asked to stop before they are finished.	Program pace is relaxed and flexible. Example: Transitions feel calm and natural. Amount of time allotted and pace of activities enable youth to become deeply involved in what they are doing. Staff are often observed giving youth more time when needed.

2. Program day flows smoothly and is organized.			
1	2	3	4
Program day is disorganized, chaotic, and lacks any structure. Example: There is no evidence of predictable routines or rituals. Staff and youth spend a lot of time confused, not knowing where to go or what to do. Staff seem overwhelmed with trying to manage the program.	Program day is somewhat disorganized and does not flow very smoothly. Example: There are very few routines or rituals. Over the course of the day, many small problems occur with transitions or activity time. For much of the day, staff seem preoccupied with trying to manage the program and are not able to stay focused on youth.	Program day mostly flows smoothly and is organized. Example: Clear routines and rituals exist; however, the day doesn't always go smoothly. Several minor problems occur with transitions or activity time, which result in staff being periodically preoccupied with trying to resolve these organizational issues.	Program day flows very smoothly and is organized. Example: With clear, predictable routines and rituals, the day flows very smoothly. Staff seem confident and relaxed about managing the program day, which allows them to stay focused on youth—not on fixing problems.

1 = Not True
 Very Few/ None
 20% or less

2 = Somewhat True
 Some/Sometimes
 21-50%

3 = Mostly True
 Many/Most
 51-80%

4 = Very True
 Almost All
 81-100%

[K-8, Fall 2018]

3. Program offers youth a balance of activities and a variety of experiences.*

1	2	3	4
No variety, choice, or balance. Only one type of activity is offered. Example: Youth spend the day in all sports drills or all academic tutoring.	Program day offers youth little balance of activities or variety of experiences. Example: Youth are in sports practice most of the afternoon and are given just one other activity choice late in the day.	Program day offers youth some balance of activities and variety of experiences. Example: Program may offer primarily structured activities, but many different choices of activities.	Program day offers youth a good balance of activities and variety of experiences. Example: Program includes opportunities for both structured and unstructured times, quiet and active times, indoor and outdoor times, and social and private times.

*Please note that variety and balance are still possible within programs that focus in one subject area (e.g., performing arts). For instance, youth might be given a choice between writing scripts, making sets, or acting.

4. Program offers youth a balance of instructional approaches.

1	2	3	4
Only one instructional approach is observed. Example: All activities are directed by adults.	Program day offers youth little balance of instructional approaches. Example: The program uses primarily one approach (e.g., adult directed) for most of the day. A few short opportunities for one other approach (e.g., peer-led activity) are offered to youth.	Program day offers some balance of instructional approaches. Example: The program uses primarily one or two instructional approaches (e.g., adult directed and group work), but also offers several brief opportunities for youth to participate in other approaches throughout the day (such as peer-led or independent/self-directed learning time).	Program day offers youth a full balance of instructional approaches. Example: Broad mix of approaches: adult-directed, independent/self-directed and peer-directed learning time, hands-on learning, teams and group work.

1 = Not True
Very Few/ None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

5. Program day offers a balance of group sizes.			
1	2	3	4
Program day offers no balance of group sizes. <i>Example: A youth's whole day is spent in large groups.</i>	Program day offers little balance of group sizes. <i>Example: Program day is primarily in large groups. Youth spend extremely short periods of time in smaller groups.</i>	Program day offers some balance of group sizes. <i>Example: Program offers youth time in both large and small groups.</i>	Program day offers a full balance of group sizes. <i>Example: Youth are in a wide variety of groupings throughout the day. Some time in is large groups, some in small; there are clear parts of the day to be alone or with just one or two friends.</i>

1 = Not True
Very Few/ None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

C. Overall Ratings of Social-Emotional Environment

1. Staff-youth interactions are positive and respectful.

1	2	3	4
Staff-youth interactions are often negative, tense, and/or unfriendly. Example: Many interactions are negative. Staff and youth may be rude to one another, exchange negative affect, and exhibit mean-spirited sarcasm or explicit teasing.	Staff-youth interactions are sometimes negative, tense, and/or unfriendly. Example: Some staff-youth exchanges across the day are unfriendly, a bit mean-spirited or sarcastic in tone.	Staff-youth interactions are mostly positive and mutually respectful. Example: In a few minor instances during the day there is evidence that playful or good-natured teasing may have gone a bit too far.	Staff-youth interactions are all positive and mutually respectful. Example: Staff and youth enjoy being together (e.g., good-natured joking, laughing, casual conversations) and always treat one another with kindness and respect, even during disagreements.

2. Staff apply rules equitably and consistently.

1	2	3	4
Staff are arbitrary in how they apply rules and limits. Example: Staff make up rules of their own on the spot. Staff clearly single out some youth for discipline and favor others. Youth's protests of "unfair" are dismissed by staff.	Staff are sometimes unfair and/or inconsistent in applying rules and limits. Example: In some instances staff apply rules and limits differently for different youth, or are inconsistent in enforcing rules. There is no obvious pattern to rule enforcement and staff do not seem to consider youth's needs.	Staff are mostly consistent in the way they apply rules and limits. Example: In a few instances staff may be inconsistent in how they enforce rules or manage the group, such as letting some youth have extra snack but not others. It is unclear why some youth are not required to follow the rules. Staff might treat some youth as favorites.	Staff always apply rules equitably and in consideration of youth needs and environment needs. Example: The rules and limits are applied thoughtfully. Staff do not play favorites. Youth are accommodated based on their needs and circumstances. Or youth understand program rules so well that staff are not observed enforcing any rules.

1 = Not True
Very Few/None
20% or less

2 = Somewhat True
Some/Sometimes
21-50%

3 = Mostly True
Many/Most
51-80%

4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

3. Staff are respectful and supportive of one another, and cooperate with one another.

1	2	3	4
Staff are <u>often disrespectful</u> and <u>unsupportive</u> of one another.	Staff are <u>sometimes disrespectful</u> or <u>unsupportive</u> of one another.	Staff are <u>mostly respectful</u> and <u>supportive</u> of one another.	Staff are <u>always respectful</u> and <u>supportive</u> of one another, and <u>cooperate</u> with one another.
Example: Staff do not get along with one another. When staff are together, arguing almost always results. Staff may openly complain that responsibilities are unfair. Atmosphere is toxic.	Example: Many times staff are clearly having difficulty cooperating with one another, and tension between staff is not resolved quickly.	Example: Staff divide responsibilities and share duties; however, on a few occasions there is tension between staff who are trying to divide the responsibilities.	Example: Duties are shared fairly; responsibilities are divided. Staff work well as a team. They share duties fairly and equally. Staff chip in to help one another.

4. Youth are kind, respectful and inclusive of each another.

1	2	3	4
There is <u>clear evidence</u> of <u>mistrust</u> and <u>disrespect</u> among many youth.	Youth are <u>sometimes moderately unkind</u> and <u>disrespectful</u> of one another.	Youth are <u>mostly kind</u> and <u>mutually respectful</u> of one another.	Youth are <u>almost always kind</u> and <u>mutually respectful</u> ; they <u>treat one another</u> as <u>individuals and equals</u> .
Example: Evidence of social exclusion and/or racial/ethnic/gender/gender-identity slurs, mean-spirited teasing, bullying, or disrespectful comments is observed. A particular youth or group(s) of youth seem targeted.	Example: Incidents where youth tease one another or exchange mean-spirited, unfriendly, or moderately disrespectful comments are observed.	Example: There is evidence that in a few minor incidents, playful or good-natured teasing may have gone a bit too far. A few youth make mildly sarcastic remarks.	Example: Any joking is always good-natured. Youth include each other across differences.

1 = Not True
Very Few/ None
20% or less

2 = Somewhat True
Some/Sometimes
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4 = Very True
Almost All
81-100%

[K-8, Fall 2018]

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 William L. Radney Elementary School 21st CCLC Program.

Ellen Martin Ellen Martin 10/11/2021
Signature of Program Director Date

Judy Manning 10/11/2021
Signature of External Evaluator Date