

PETER F. ALBA

Middle School 21st CCLC Program

**Final Report 2021 - 2022
Cohort 15**



Mobile County School System: Project AMS

Alba Middle School

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Date: September 30, 2022

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1.0 Executive Summary

The Executive Summary should stand alone as a summary of the key sections of the report and should summarize the content of the full report without adding new information. The Executive Summary should ideally be no more than one to two pages.

Alba Middle School's goals and objectives were implemented during the 2021-2022 school year to see if the program provided better academic and enrichment opportunities, increased student attendance, decreased student behavior infractions, and parental involvement. AMS quality afterschool/summer programs increased engagement in learning, increased educational equity, and built key skills necessary for success in today's workforce. The school's Continuous Improvement Plan was a working document that evaluated and summarized the quarterly successes of many different areas, including reading, math, inclusion, and parental involvement. Reading and math scores indicated that the afterschool program was making a difference in students' academic success. Also, evaluation of the 21st CCLC provided outcomes that revealed whether students would also make good grades in future classes. Fluency in their reading comprehension and vocabulary will continue to make them avid readers. Students' experiences in using interesting and innovative math activities were positive. This desire to do better in math may affect their love for math in future grades. Parent, student, and teachers' surveys (via EZ Reports) revealed that the program was making a difference in students' attendance and behavior. Students were beginning to solve conflicts in a positive manner. Theoretically, students should exhibit this same attitude when they become adults. Increased student attendance was a factor in students doing better in their academic classes. Supposedly, students' motivation to attend school more regularly will carry over to high school and make them better workers on future jobs. Parents and students obtained improved child-parent relations. As parents gained skills in effective parenting practices, they got a better understanding of their own parenting style.

Alba Middle School's goal for this external evaluation was to determine the fidelity of Alba Middle School's program in theory and action. This will lead to assessing the CCLC's progress towards expected outcomes with built-in feedback as evaluation results promote program improvement.

1.1 Evaluation Purpose and Evaluation Questions

This should set out the overarching purpose of the evaluation, and how the findings are expected to be used to inform decisions.

Evaluation Purpose

The evaluation purpose of Project AMS's 21st CCLC was to assess the fulfillment of program goals and measurable objectives. Students' grades, attendance, and behavior were vital to the efficiency of the program. Enrichment activities and resources were key elements that were used to provide students access to activities they would not

have had in the regular classroom. Surveys were used to provide recommendations for improvement.

The following questions were developed to achieve this purpose:

Evaluation Questions

1. To what extent has student academic development changed because of participation in AMS's 21st CCLC program?
2. To what extent, if any, has student regular school day attendance changed?
3. To what degree has parent participation in the CCLC program changed? If so, what do the changes look like?
4. To what extent, if any, has attending AMS's 21st CCLC program changed student behavior?
5. To what extent, if any, has student interest in science, technology, engineering, and math changed because of participation in STEM activities?
6. To what extent, if any, has service learning changed on the effects and benefits of AMS's 21st CCLC program?
7. To what extent, if any, have physical fitness and health and wellness programs changed student fitness and wellness?

1.2 Project Background

Enough information should be provided to give sufficient context. There should be a brief description of the project, the community needs, and a rationale for the program. In the Executive Summary this section can receive less emphasis than it might in the overall report so that more attention can be given to the evaluation purpose, design, limitations, and findings. In the main report it should describe the problem being addressed by the project, and the project logic for why it will lead to better outcomes.

Peter F. Alba Middle School (AMS) is located at 14180 South Wintzell Avenue, Bayou La Batre, Alabama, 36509. The cost center to which funding should be allocated is Peter F. Alba Middle School within the Mobile County Public School System. The program will serve 100 students in grades 6-8.

Peter F. Alba Middle School is part of the Mobile County Public School System located in Bayou La Batre, Alabama. It is a small town in South Mobile County which lies along the Mississippi Sound on the Gulf of Mexico. According to the U.S. Census Bureau, the city's estimated population is 2,473. The largest Bayou La Batre racial/ethnic groups are White (52.1%) followed by Asian (32.1%), Black (9.8%), and Hispanic (6%). The median household income of residents was \$40,909. However, 31.6% of Bayou La Batre residents live in poverty, with 45% of children under the age of 18 living in poverty. Currently, 85% of Alba Middle's student population qualifies as Title I.

Bayou La Batre is a leader in the commercial seafood industry. Shipbuilding is also a major industry in the area. Oil boats, barges, shrimp boats, tugboats and other

vessels are designed and constructed in Bayou La Batre. Many of these students' families have been in the fishing and shipbuilding industries for generations. Only 55.7% of the workforce is currently employed. Educational levels for families living within the community reflect that 58.6 of the workforces have earned a high school diploma.

- Need Addressed

Alba serves 509 students in grades six through eight, 8% Asian, 13% Black, 66% White, 8% Hispanic, and 5% Two or more Races. Alba currently serves 32 Migrant students (6%) and 34 students (6%) that are homeless, or temporarily sheltered. The truancy rate is 34%, 95 students with 7 or more unexcused absences for the current school year. According to the Alabama State Department of Education Report Card, 51% of students were proficient in Reading, 14% proficient in Math, and 36% were proficient in Science. The results were based on the administration of the Spring 2022 Alabama Comprehensive Assessment Program (ACAP).

The local feeder pattern high school has sustained a graduation rate of 88% over the previous two years. Alba serves students in grades six through eight, 167 sixth grade students, 173 seventh grade students, and 169 eighth grade students. Currently Mobile County Public School district is utilizing i-Ready to monitor student growth in Reading and HMH Growth Measure for Math. This data indicates that the 2020-2021 Alba proficiency rate in Reading was 46% and 62% in Math.

- Target Population(s)

Alba serves 509 students in grades six through eight, 8% Asian, 13% Black, 66% White, 8% Hispanic, and 5% Two or more Races. Alba currently serves 32 Migrant students (6%), 13 English Language Learners (3%), 82 Special education Students (16%), and 34 students (7%) that are homeless, or temporarily sheltered.

- Goals

The AMS's 21st CCLC program goals were established to build a CLCC program that would focus on activities to enhance the academic/social development of students. The 21st CLCC offered learning and recreational activities for students and their families. These opportunities focused on increasing academic achievement, student attendance, family engagement, student behavior, STEM activities, service-learning, and physical fitness, health and wellness programs.

Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards (Improve student achievement in Math and Reading).

Goal 2: Increase attendance for the regular school day (Improve the Average Daily Attendance (ADA) rate).

Goal 3: Increase parent and family engagement (Promote and increase parent and family involvement).

Goal 4: Improve student behavior throughout the regular school day (Reduce the number of discipline referrals including out of school student suspensions)

Goal 5: Implement Science, Technology, Engineering, Math (STEM) activities (Develop a solid knowledge base among students and enhance their interest in Science, Technology and Math)

Goal 6: Provide Service-Learning opportunities (Promote community involvement and civic responsibilities)

Goal 7: Provide Physical Fitness and Health and Wellness Programs (Increase student physical activity and mental health)

Measurable Objectives

Objective 1a: Increase student Math achievement by 5% among regularly participating 21st CCLC students by spring semester as measured by the HMH Mathematics Diagnostic Assessments.

Objective 1b: Increase student Reading achievement by 5% among regularly participating 21st CCLC students by spring semester as measured by the iReady Reading Diagnostic Test.

Objective 2: Increase student attendance to 95% among regularly participating 21st CCLC students by spring semester as measured by PowerSchool's Student Information System.

Objective 3: Collaborate to provide a minimum of three innovative ways to develop partnerships with parents to improve student academic achievement throughout the school year and summer as measured by Agendas and Parent Sign-in Sheets.

Objective 4: Reduce the number of school discipline referrals by 5% among regularly participating 21st CCLC students by spring semester as measured by PowerSchool's Student Information System.

Objective 5: Increase by 10% the number of regularly participating 21st CCLC students achieving a "B" or better in science by spring semester.

Objective 6: 60% of regularly participating 21st CCLC students will actively participate in at least 1 service project throughout the school year as measured by service log sign-in sheets.

Objective 7: 100% of regularly participating 21st CCLC students will participate in selected extracurricular activities as evidenced by students' rotation schedules.

Through executing the above goals and objectives, students will have opportunities for academic enrichment including small group instruction and tutoring. This additional support will enhance academic achievement in all areas of the state and local standards. Strategies included incorporate interactive, creative, and engaging research-based strategies, which will meet the needs of all the participating students.

Differentiated activities will be designed to expand student-learning opportunities in support of the regular school day lessons. Implementation of our CCLC goals and objectives will improve participating student academic achievement and result in positive gains on our state accountability report card.

- Measuring tools to be used

- Alabama Comprehensive Assessment Program (ACAP)

- iReady Diagnostic
- HMH Math Growth Measure
- Student grades
- Student discipline referrals
- Attendance Reports
- Surveys (Parent/Guardian, Student, Teacher)

1.3 Evaluation Design, Methods and Limitations

This section describes the overall design.

Evaluation Design

AMS's goals and objectives were written to address students' academic needs, social needs, attendance, and behavior as identified in the 21st CCLC's needs assessment data. These same goals and objectives were designed to also meet ALSDE goals and objectives for different subjects. An analysis of each stated goal or objective was used to evaluate a connection between goals, objectives, and evaluation questions. Therefore, AMS's evaluation questions were designed to focus on evaluating the fidelity of the 21st CCLC goals and objectives.

Evaluation Method

AMS's 21st CCLC offered a variety of program activities for reading and math. Students who did not need assistance with mastery of current standards were placed in an enrichment class for reading and math each day. The instructors used technology provided through Chromebooks and the Internet to assist students with research and performance tasks and projects. Students who needed extra help in their coursework attended sessions of ELA and math. Students also had projects for ELA and math, but they were required to master standards first. Regardless of whether students were in enrichment, academic support, or intervention, they had activities that did not exist in their regular daily classes, and the activities were infused with motivational strategies to encourage the students to come daily for the needed support. Students who needed additional help with homework were permitted to work on homework if they finished the daily tasks assigned by their instructors before the classes ended. Student progress toward increased learning and improved behavior was demonstrated by in-school academic success and performances. Data was both qualitative and quantitative and was used to refine, improve, and strengthen AMS's 21st CCLC program. Through data meetings held monthly, student areas of weakness were defined. Information was documented in CIP meetings. Data to target areas of academic and/or social needs was analyzed. Qualitative data was aligned with evaluative data required for state and local benchmarks.

Evaluations of academic, attendance and behavior data were monitored using ALSDE website data, EZ Reports, and PowerSchool. This data was used to

analyze information such as test scores (Report Card, attendance data, and behavior data) to create reports for program evaluation of goals and objectives. Data was uploaded daily, and all information is current. ALSDE surveys (via EZ Report) were used to evaluate program objectives.

Service-learning opportunities were implemented to determine if any changes occurred on the effects and benefits of Project AMS's 21st CCLC program. The 21st CCLC offered students the opportunity to use service-learning projects to help them understand the importance of being involved in their communities.

Attendance roster and sign in sheets for parent related programs provided evidence of parents attending parent programs. Participation was evidenced by adults being involved in activities and programs. Parental involvement was evaluated using logs and regular school day teacher surveys.

Limitations

COVID-19 continued to limit AMS's efforts to provide a great variety of opportunities. The school could not complete all planned enrichment activities, parental involvement activities, and service-learning activities. Student attendance often fluctuated resulting in teachers being sent home due to teacher/student ratios.

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.

Findings – Academic

Student Grades

- 67% of all sixth-grade students improved in math.
- 15% of all sixth-grade students improved in reading.
- 88% of all seventh-grade students improved in math.
- 75% of all seventh-grade students improved in reading.
- 20% of all eighth-grade students improved in math.
- 40% of all eighth-grade students improved in reading.

Overall:

- 65 % of students with 30+ days of attendance showed improvement in math.
- 35% of students with 30+ days of attendance showed improvement in reading.
- 22% of students with 30+ days of attendance showed improvement in science.

Surveys

Sixty-one (61) student surveys were sent through the EZ Reports portal, and 28 were returned.

Twenty (20) Parent/guardian surveys were sent through the EZ Reports portal, and 20 were returned.

Ninety-one (91) Teacher surveys were sent through the EZ Reports portal and 98 were completed.

Teacher Surveys

37% of students did not need to show improvement in turning in homework on time and 43% of students showed some type of improvement.

36% of students did not need to show improvement in completing homework satisfactorily and 44% of students showed some type of improvement.

28% of students did not need to show improvement in participating in class and 53% showed some type of improvement.

30% of students did not need to show improvement in volunteering for extra credit and/or extra responsibilities and 43% of students showed some type of improvement.

42% of students did not need to show improvement in attending class regularly and 41% of students showed some type of improvement.

28% of students did not need to show improvement in being attentive in class and 51% of students showed some type of improvement.

39% of students did not need to show improvement in classroom behavior and 36% of students showed some type of improvement.

26% of students did not need to improve academic performance and 54% of students showed some type of improvement.

22% of students did not need to improve in coming to school motivated to learn and 53% of students showed some type of improvement.

44% of students did not need to improve in getting along with other students and 35% of students showed some type of improvement.

Student Surveys

11% of students strongly agreed that the afterschool program helps them improve in reading, 54% agreed, and 2% strongly disagreed.

26% of students strongly agreed that the afterschool program helps them improve in math and 59% agreed.

54% of students strongly agreed that they enjoyed the Science, Technology, Engineering, and Math (STEM) activities available in the afterschool program and 51% agreed.

18% of students strongly agreed that the afterschool program helped them behave better in the regular school day program and 51% agreed.

11% of students strongly agreed that their regular school day attendance improved since attending the afterschool program and 39% agreed.

18% of students strongly agreed that afterschool staff helped them with their homework and 52% agreed.

21% of students strongly agreed that they have opportunities to make suggestions for activities and 66% of students agreed.

52% of students strongly agreed that when I am at the program, I feel safe and 48% agreed.

Parent Surveys

25% of parent/guardian strongly agreed that their child's reading grades improved since attending the afterschool program and 2% disagreed.

25% of parent/guardian strongly agreed that their child's math grades improved since attending the afterschool program, 55% agreed, and 1% disagreed.

30% of parent/guardian strongly agreed that their child enjoyed the Science, Technology, Engineering, and Math (STEM) activities available in the afterschool program and 60% agreed.

25% of parent/guardian strongly agreed that their child showed improvement in getting along better with others since attending the afterschool program and 50% agreed.

25% of parent/guardian strongly agreed that their child's school day attendance improved since attending the afterschool program and 30% agreed.

30% of parent/guardian strongly agreed the afterschool program staff maintains frequent communication with them and 15% agreed.

45% of parent/guardian strongly agreed the afterschool program has systems in place to ensure their child is safe and 45% agreed.

50% of parent/guardian strongly agreed that they were satisfied with the afterschool program and 40% agreed.

APT – Observation Findings

Dr. Lebaron Byrd, Alba Middle School's external evaluator, conducted APT observations for AMS's after-school program on 11-16-21, 4-26-22, and 6-22-22. Findings from these observations revealed that the activities were part of AMS's grant project. Ratings were derived at the conclusion of the observations. Each observation revealed that the activities were designed to promote specific skills/concepts. Adequate materials and supplies were available for all students. Computer were in good working condition. The classroom temperature was at a comfortable level. Teachers had a good relationship with students; and no discipline infractions occurred during the observations.

Conclusions

Alba Middle School's students were making significant progress meeting the 21st CCLC grant's goals and objectivities. Improvements were being revealed in all areas as evidence by students' reading and math scores and teacher, student, and parent surveys. However, enrichment activities, parent activities, and service-learning activities were limited due to COVID 19 restrictions and decrease in student attendance which affected the number of teachers servicing students.

2.0 Overview of the Evaluation Plan

This section should clearly define the purpose of the evaluation, why it is being conducted now, and should outline how the findings of this report will be used and what decisions this report may impact. This section should also include a review of the evaluation questions and how they are a) connected to the goals/objectives of the program and b) how they are connected to the purpose of the evaluation. Remember, your evaluation questions should be clear and focused as they will lead to clear results and potential impact.

Overview of the Evaluation Plan

Alba Middle Schools' evaluation plan was written to determine the fidelity of the school's program. In November and December 2021, AMS wrote its evaluation plan to administer academic activities and enrichment activities that would achieve its goals and objectives. Assessments of these activities provided information necessary to reveal whether the program was being successful. These assessments also provided ways the program could improve in its implementation of its goals and objectives.

Grant goals and objectives and evaluation questions centered around academic activities, enrichment activities, service-learning activities, attendance improvement, behavior improvement, and better parental involvement.

3.0 Results

This is the main portion of the report. This section synthesizes what was learned during the evaluation and presents it in an easy to understand and logical fashion. You will need to include basic data about the program including demographic information, program implementation (activities and hours), and staffing. Most importantly, this section will address the findings related to each of the outlined evaluation questions from the evaluation plan. Each question should be listed and collected data related to each respective question should be presented. Whenever possible, data should be presented visually in easy-to-read charts, tables, graphs, and maps to demonstrate the evidence that supports conclusions and recommendations. Units to include in this section of the report include:

Students' experiences in using interesting and innovative math activities positively affected their love for math in future grades and in college. Fluency in their reading comprehension and vocabulary will make them enhanced readers. Decreases in negative student behavior will have a huge impact on students who are willing to solve their own conflicts in a positive manner. Additionally, students solved conflicts in a constructive manner when they become adults. Increases in student attendance will give students motivation to be productive workers on future jobs. As parents gain skills in effective parenting practices, they will better understand their own parenting style. Increases in parental involvement will foster improved child-parent relations. Increases in service-learning opportunities were implemented to determine if any changes occurred on the effects and benefits of AMS's 21st CCLC program. This evaluation was being done to explore the extent to which AMS's 21st Century learning center met the goals and objectives that were set forth in its grant.

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
Alba Middle School	3	90	37	6	102

3.11 Staffing

- Type(number and percentages)
 - 12 Paid vs 1 Volunteer
 - Category: 9 teachers, 1 community partner, 2 administrative, 1 paraprofessional
- Staffing Ratio
 - Based on your attendance and staffing data, compute, and report by site by year the staffing ratio of 1 staff to 10 students. *If different ratios are used for different activities, explain, and describe the staffing.*

- Staff Training

- The professional development received by staff during the most recent completed year (August 2021 - August 2022) should be described. Include by site, who (use job titles) completed what training, the length of training, and the provider.

Staff	Training	Length	Provider
All Teachers	Staff Orientation & Emergency Plan	2 hours	Program Director
All Teachers	Bullying, Child Abuse Reporting, Suicide Protocol	3 hours	MCPSS District Training
STEM/Robotics Teacher	A+ MS College Ready Computer Science	12 hours	A+ College Ready
STEM/Robotics Teacher	SCORE - VEX IQ	12 hours	AMSTI
Site Director	Basic Life Support	3 hours	American Heart Association
3 Teachers/ Reading	NearPod	3 hours	MCPSS District Training
3 Teachers	Screen casting	3 hours	MCPSS District Training
Site Coordinator & Program Director	Roots & Wings: Social & Emotional Learning, STEM	10 hours	ACEA
Site Coordinator & Program Director	Nuts & Bolts: 21 st CCLC Program	12 hours	21 st CCLC
Site Coordinator	Adaptive Insights: Budgeting	2 hours	MCPSS District Training

- Staff Strengths/Challenges

- This section may be used to come to conclusions about staffing turnover, strengths, challenges, burnout, and/or other issues.

Alba's 21st CCLC program staff were very consistent and dependable. All teachers were available for their scheduled sessions. However, due to COVID-19 there was an influx of student attendance. This greatly reduced the number of students on campus and most days, teachers were sent home to comply with the student to teacher ratio requirements. Teachers rotated daily to provide students with a variety of extra-curricular activities. All our teachers enjoyed working with our 21st CCLC students.

3.12 Activities

Describe activities that are offered and their respective category (ies). Include *frequency of activity*. If the activity was provided by an external source (partner) please indicate that as well. ***This information should be inserted into the chart below. You may need to add additional rows to accommodate the number of activities offered. All of this information should be accessible through site lesson plans.***

- Activity name
- Types of activities (choose from the activity type the session fits under): enrichment, tutoring, homework help, mentoring, recreating, drug/substance prevention, career, expanded library hours, supplementary services, service Ad
- Target Populations (can be more than one): not performing at grade level, limited English proficiency, truant, special needs, parents, other.

Table 3.2 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
STEM, Robotics, Coding	STEM, Reading, Computer Science	All Students	30 weeks: 48 days - 1 hour	
Thanksgiving Food Drive	Community Involvement	All Students, Parents, Staff	3 weeks: 9 days - 2 hours	Feeding the Gulf Coast
Life Skills/Healthy Choices: Bullying, Nutrition, Drug Prevention, Violence	Counseling	All Students	23 Weeks: 23 days – 1 hour	Mostellar Clinic
Math Tutoring	Reading & Math Intervention	Students below grade level, poor class grades	30 Weeks: 80 days – 1 hour	
Reading Tutoring	Reading & Math Intervention	Students below grade level, poor class grades	30 Weeks: 80 days – 1 hour	
Homework Help	Homework Help-Math, Science & Reading	All Students	30 Weeks: 75 days – 1 hour	
Extended Library Time	Enrichment	All Students	20 Weeks: 20 days – 30 minutes	
Art Classes	Arts & Music	All Students	30 Weeks: 28days – 1 hour	
Music Classes	Arts & Music	All Students	30 Weeks: 25 days – 1 hour	
Parent Orientation	Parental Involvement	All Parents	1 day – 1 hour	
Nutrition & Wellness	Healthy Lifestyle	All Students	30 Weeks: 30 days – 1 hour	
Intramural Sports & Track	Physical Activity	All Students	30 Weeks: 80 days – 45 minutes	
Archery	Physical Activity	All Students	20 Weeks: 20 days – 1 hour	

Advisory Sessions	Counseling/Mentoring	All Students	30 Weeks: 80 days – 15 minutes	
Career Exploration	Career Readiness	All Students	30 weeks: 60 days- 1 hour	

3.13 Demographic Information

Table 3.3 Grant Data

From Grant Application	Data
Grades served	6-8
Number of students proposed	100
Number of families proposed to serve	95

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
Number of families served	94
Number of students served:	121

Table 3.4 Participant Attendance

Site	Registered Participants	Enrolled Participants	Attended Participants	Attended Participant Days	Program					ADA		Participant Average	
					Days Scheduled	Days Attd	Hours Attd.	Weeks Attd	Days Wk Attd	#	%	Days Attd	Hours Attd
Alba	122	121	121	3,981	102	102	204	37	3	39	51.71%	33	65:05

Table 3.5 Participant Gender

Gender – Total Unduplicated Enrollment	Student
Male	61
Female	61

Table 3.6 Participant Grades

Grade – Total Unduplicated Enrollment	Student
PK	122
K	
1	
2	
3	
4	
5	
6	62
7	35
8	25
9	
10	
11	
12	

Table 3.7 Participant Race

Race/Ethnicity	Student
American Indian/Alaska Native	0
Asian/Pacific Islander	10
Black or African American	16
Hispanic or Latino	7
White	87
Multiracial	1
Do not Know	1

The APR Report also asked for data about how many ESL and Special Needs students are served. If the sites are collecting this data (which we can encourage them to do by filling in that section of the Student profile, this can also be included in the demographic data of the Final Report.

3.14 Parental Involvement

Table 3.8 Parental Involvement Activities

Activity/Description	Number in Attendance	Educational Purpose of Activity
Parent Orientation-School Year	18	Provide information on 21 st CCLC Program
Financial Literacy	8	Provide information on household budgeting and how to prepare for financial well-being.
Drama Performance	22	Students demonstrated skills learned during the Arts/Drama sessions offered.
Parent Orientation-Summer Program	16	Provide information on the Summer 21 st CCLC Program

4.0 Findings

In this section of the report, you will present the data collected. Therefore, if surveys were administered, the sample size (the number of participants to which survey was administered), the response rate (how many from the sample size actually completed the survey), and the results from the survey. The sample size should be included when describing all data collected. For example, if discussing ACT scores you will only be using data from regularly participating students (i.e., there are 45 regularly participating students), your sample size (n) would be n=45. **This section should also incorporate related findings from the APT observations.**

When addressing each of the evaluation questions, be sure to include:

- **The evaluation question.** State the question.
- **Activities.** Describe briefly the activities of the program used to address this question and include the APT-O data collected during the observation when applicable (refer to logic model if necessary).
- **Assessments, Data Collection, and Analysis** includes a detailed description of the measures, the data and analysis, the methodology used, sampling/response rates, reliability and validity of the instruments used (if applicable), etc. You should address, low response rates or deviations from the submitted evaluation plan. If multiple measures (triangulation of data) were used in assessing the objective that should be discussed here. If advanced statistical tests were used, address if you had sufficient power to do the analysis and include the statistic, degrees of freedom, alpha level, etc. Include any data corrections made, effect sizes, means, standard deviations, and margins of error when appropriate. Your evidence should include more than perceptual data. Pre- and post-testing and comparative groups (quasi-experimental design) should be included if possible. If any groups were not represented in the measure, explain why and how this impacts your analysis.
- **Timeline** for how and when data were collected and analyzed.
- **Status** Did they reach the desired outcomes? Why or why not?
- **Recommendations** Make specific recommendations for the improvement of operations based on the data. **Recommendations should also include insights gained through the APT observations.**

*****For this section, you may choose to present your findings in one of two ways. You can either use the chart below or the bulleted format above. You do not need to do both, but you must choose one. Any other format of presentation will not be accepted.*****

Table 4.1 Chart Example

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
1. To what extent has student academic development changed because of participation in AMS's 21 st CCLC program?	<p>Goal 1: Provide academic enrichment and remediation to meet challenging state academic standards (Improve student achievement in Math and Reading).</p> <p>Objective 1a: Increase student Math achievement by 5% among regularly participating 21st CCLC students by spring semester as measured by the iReady Mathematics Diagnostic Test.</p> <p>Objective 1b: Increase student Reading achievement by 5% among regularly participating 21st CCLC students by spring semester as measured by the iReady Reading Diagnostic Test.</p>	<p>STEM lessons, Math Tutoring, Reading Tutoring, Extended Library Time for enrichment, Advisory Sessions, Homework Help</p>	<p>Assessment tools utilized to determine student academic development were the iReady Reading Diagnostic Growth Report, HMH Math Growth Report, student grades, and teacher surveys. Based on iReady diagnostic reports, 68% of regularly attending students Reading achievement level increased and 57% of all students increased. Math HMH diagnostic results showed that 87% of regular students and 62% of all students' achievement levels increased. Based on student grades, 63% of all 21st CCLC student's grades improved in math, 37% in reading, and 44% in science. In grade 6, 25% improved in reading and 62% in math. In grade 7, 72% improved in math and 52% in reading. In grade 8, 43% improved in reading and 58% in math. According to teacher surveys, 63% of CCLC students showed some</p>	August 11, 2021 – May 25, 2022	Goal Met	It is recommended that all tutoring and enrichment activities continue to be offered. CCLC teachers should continue to collaborate with classroom teachers to determine student needs.

				type of improvement in academic performance and 54% were more motivated to learn. Students attending the 21 st CCLC program showed a higher rate of academic achievement in comparison to students that attended less than 30 days. It was determined that students targeted for reading and math tutoring, as well as, regularly attending students were more successful in the classroom.			
2. To what extent, if any, has student regular school day attendance changed?	<p>Goal 2: Increase attendance for the regular school day (Improve the Average Daily Attendance (ADA) rate)</p> <p>Objective 2: Increase student attendance to 95% among regularly participating 21st CCLC students by spring semester as measured by PowerSchool's Student Information System.</p>	<p>Advisory Sessions, Counseling, Art, Music, STEM, Intramural Sports, Entrepreneurship, Tutoring, Enrichment, Financial Literacy</p>	<p>Data was collected from PowerSchool to determine if there is a change in student attendance. The average daily attendance (ADA) rate of our regularly attending students was 92.5% and all students was 89%. This is compared to the schoolwide ADA of 86.6</p> <p>According to teacher surveys, 35% of CCLC students showed some type of improvement in attending class regularly.</p>	August 11, 2021 – May 25, 2022	Goal Met	<p>It is recommended that students continue to be encouraged to participate on a more consistent basis. Regular classroom teachers should also promote student attendance in the 21st CCLC program. Regularly attending students had a greater academic gain than other students.</p>	
3. To what degree has parent participation in the CCLC program changed? If so, what do the changes look like?	<p>Goal 3: Increase parent and family engagement (Promote and increase parent and family involvement).</p> <p>Objective 3: Collaborate to provide a minimum of three</p>	<p>Parent Orientations – September 14, 2021, Financial Wellness Seminar - May 4, 2022, Summer Parent</p>	<p>Parent participation continued to be limited due to COVID 19 restrictions. However, we able to host several in-person parent sessions throughout the year and summer. The first Parent</p>	August 11, 2021 – May 25, 2022	Goal Met	<p>A greater number of parents participate when students are actively part of the family engagement activities. It is recommended that more on-campus family engagement activities are hosted.</p>	

innovative ways to develop partnerships with parents to improve student academic achievement throughout the school year and summer as measured by Agendas and Parent Sign-in Sheets.	Orientation - May 31, 2022, and Theatrical Performance – May 31, 2022	<p>Orientation had 15 participants and 8 attended the Financial Wellness seminar. The Summer Parent Orientation was in-person and had 15 in attendance. The last parent/family event was a theatrical performance, "Stage Craft: The Video Game" which was held in the gym with 30 family and community members attended.</p> <p>The CCLC parents became more involved in the program as the year progressed. Relationships between families and staff were formed and students benefited. The program was able to assist several families with issues other than academics.</p>	<p>August 11, 2021 – May 25, 2022</p> <p>Goal Met</p>	<p>The advisory/mentor sessions and counseling should be continued. It provided opportunities for individuals students to develop supportive relationships with staff.</p>
<p>Goal 4: Improve student behavior throughout the regular school day (Reduce the number of discipline referrals including out of school student suspensions)</p> <p>Objective 4: Reduce the number of school discipline referrals by 5% among regularly participating 21st CCLC students by spring semester as measured by PowerSchool's</p>	Counseling, Advisory Sessions	<p>AMS's 21st CCLC program contributed to increased positive student behavior. Based on PowerSchool, less than 2% of discipline infractions were committed by 21st CCLC regularly attending students. All students attending were responsible for 20% of all infractions. According to teacher surveys, 42% of CCLC students showed some</p>		
4. To what extent, if any, has attending AMS's 21 st CCLC program changed student behavior?				

	Student Information System.		type of improvement in classroom behavior and 42% in getting along with other students. Only 2 students demonstrated chronic discipline issues and they were scheduled for one-on-one counseling with a social worker and met with his/her advisory mentor regularly. These students received additional strategies to address their specific needs. These students demonstrated better behavior in the classroom over time throughout the year.	August 11, 2021 – May 25, 2022	Goal Met	Continuing focusing on this goal. STEM activities were highly motivating, and students were eager to participate. These activities enhance student engagement and increases student attendance.
5. Implement Science, Technology, Engineering, Math (STEM) activities (Develop a solid knowledge base among students and enhance their interest in Science, Technology and Math)	<p>Goal 5: : Implement Science, Technology, Engineering, Math (STEM) activities (Develop a solid knowledge base among students and enhance their interest in Science, Technology and Math)</p> <p>Objective 5: Increase by 10% the number of regularly participating 21st CCLC students achieving a "B" or better in science by spring semester.</p>	STEM: Hands-on Science experiments, Technology Lessons, Math tutoring & enrichment	The implementation of STEM activities has enhanced students' interest in Science and Technology. Student surveys indicate that 93% enjoyed the STEM activities and 85% agree that the CCLC program helped them improve in math. Based on student grades, 65% of regularly attending students' math grade increased and 65% of their science grade was a "B" or better, including 44% that increased their overall grade. Student surveys indicate that 85% enjoyed the STEM activities and 65% agree that the CCLC program			

6. To what extent, if any, has service learning changed on the effects and benefits of AMS's 21 st CCLC program?	<p>Goal 6: Provide Service-Learning opportunities (Promote community involvement and civic responsibilities) Objective 6: 60% of regularly participating 21st CCLC students will actively participate in at least 1 service project throughout the school year as measured by service log sign-in sheets.</p>	Thanksgiving Food Drive, Christmas Gift Drive	Service-learning projects have made our CCLC students more aware of their surrounding community and how they can have a positive impact as a responsible citizen. Students held a food drive for Christmas and donated to Feeding the Gulf Coast. Select students were able to assist in putting food boxes together. Students also organized a school-wide Christmas gift drive for children. These gifts were gathered and picked-up by the school district for delivery.	August 11, 2021 – May 25, 2022	Goal Met	Continue to explore areas/programs within the community which can provide opportunities for students to be responsible citizens.
7. To what extent, if any, have physical fitness and health and wellness programs changed student fitness and wellness?	<p>Goal 7: Provide Physical Fitness and Health and Wellness Programs (Increase student physical activity and mental health) Objective 7: 100% of regularly participating 21st CCLC students will participate in selected extracurricular activities as evidenced by students' rotation schedules.</p>	Intramural sports, Nutrition & Wellness Lessons, and Counseling	Physical fitness and health and wellness programs have provided students with various opportunities to learn skills which enhanced physical, nutritional, and mental wellness. Students participated in intramural sports offering physical movement and chances to apply personal and social behaviors that respects self and others. Through lessons on nutrition students were provided information on how to improve healthy eating and living.	August 11, 2021 – May 25, 2022	Goal Met	This goal must be continued as it is a primary activity that increases students' participation in the program. In addition to physical activity, it provides social interactions between students that they do not have during the school day.

4.1 Bulleted Example

Narrative description of observations to determine quality of after-school program activities based on APT observations.

Dr. Lebaron Byrd, Alba Middle School's external evaluator, conducted APT observations for AMS's after-school program on 11-16-21, 4-26-22, and 6-22-22. Findings from these observations revealed that the activities were part of AMS's grant project. Ratings were derived at the conclusion of the observations. Each observation revealed that the activities were designed to promote specific skills/concepts. Adequate materials and supplies were available for all students. Computers were in good working condition. The classroom temperature was at a comfortable level. Teachers had a good relationship with students; and no discipline infractions occurred during the observations.

- Recommendations from Dr. Byrd's APT observations: Teachers should use a balance of instructional approaches and a balance of group sizes.
- **Adherence to the grant application-** Describe how accurately and effectively the program implemented their program as described in their grant application. What areas were implemented and which were not?

Alba Middle School adhered to its grant application by operating its program on Tuesday - Thursday from 2:30 p.m. - 4:30 p.m. The program was offered for 37 weeks, 102 days, during the 2021-22 academic school year. Homework, reading, math and STEM activities were provided to students.

- **Qualitative Findings.** If you have qualitative data or information from site visits, include them here.

Teacher lesson plans, report card grades, attendance reports, and behavior reports revealed that Alba Middle School's 21st CCLC met the desired outcomes for the 2021-2022 school year. In addition, a fall site observation, a spring site observation, and a summer site observation disclosed that teachers were providing relevant reading, math, and STEAM activities for the program.

- **Other Findings.** If, you have additional data and findings to report outside of the scope of the evaluation questions, include them here. If applicable, you may provide testimonial and anecdotal data that support any of the findings.

Verbal communications and surveys with students and parents indicated the program was a benefit to students.

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

All evaluation questions were answered.

5.0 Summer Program

*****IF YOU DO NOT HAVE A SUMMER PROGRAM, DELETE THIS SECTION FROM YOUR REPORT!!*****

5.1 Overview of Summer Program

Describe the proposed summer program as stated in the grant application. (This information is readily available in eGap.) Be sure to include the specifics present in the application such as number of weeks, days of the week, hours, activities, focus, etc.

5.2 Summer Program Operations

Number of weeks and days per week (May 31 – June 30, 2022)

5 weeks; 4 days

Hours per week – 20

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
Alba Middle School	19	5	20

5.3 Summer Staffing

- Type(number and percentages)
 - 10 Paid Teachers vs 1 Volunteer
 - Category: 8 teachers, 2 administrative, 1 aid and 1 custodian
- Staffing Ratio
 - Based on your attendance and staffing data, compute, and report by site by year the staffing ratio of 1 staff to 10 students. *If different ratios are used for different activities, explain, and describe the staffing.*
- Activity Examples:
 - Theater, STEM, Intramural Sports, Music, Field Trips, Parent Meetings
- Types of activities (choose from the activity type the session fits under):
 - STEM, Music, PE, Art, Technology, College Readiness, Character Ed, etc.
- Target Populations (can be more than one):
 - Not performing at grade level, limited English proficiency, truant, special needs, parents, in-coming 6th graders

Table 5.2 Summer Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
STEM	STEM, Reading, Computer Science	All Students	5 Weeks: 2 days weekly – 45 minutes each	
Life Skills/Healthy Choices: Bullying, Nutrition, Drug Prevention, Violence	Counseling	All Students	5 Weeks: 1 day weekly – 45 minutes each	Mostellar Clinic
Math Enrichment	Math enrichment	All Students	5 Weeks: 2 days weekly – 45 minutes each	
Reading Enrichment	Reading & Math Intervention	All Students	5 Weeks: 2 days weekly – 45 minutes each	
Drama	Theater	All Students	5 Weeks: 3 days weekly – 45 minutes each	Sunny Side Theater
Art	Arts & Music	All Students	5 Weeks: 2 days weekly – 45 minutes each	
Music	Arts & Music	All Students	5 Weeks: 2 days weekly – 45 minutes each	
Environmental Science: Delta Tour	Field Trip	All Students	1 Day – 5 hours	
Science: Gulf Breeze Zoo	Field Trip	All Students	1 Day – 8 hours	
Science/Career/History: WWII Museum	Field Trip	All Students	1 Day – 9 hours	
Science: Florida State Caverns	Field Trip	All Students	1 Day – 9 hours	
Parent Orientation	Parental Involvement	All Parents	1 day – 1 hour	
Theatrical Performance	Parental Involvement	All Parents, All students	1 day – 1 hour	Sunny Side Theater

5.4 Summer Demographics

Table 5.3 Grade Level

EXAMPLE: <u>Student Enrollment</u>	<u>Enrolled</u>
<u>Total Unduplicated Enrollment</u>	53
<u>Male</u>	19
<u>Female</u>	34
<u>Grade</u>	
<u>PK</u>	
<u>K</u>	
<u>1</u>	
<u>2</u>	
<u>3</u>	
<u>4</u>	
<u>5</u>	
<u>6</u>	19
<u>7</u>	25
<u>8</u>	6
<u>9</u>	3
<u>10</u>	
<u>11</u>	
<u>12</u>	

Table 5.4 Participant Race/Ethnicity

<u>Race/Ethnicity</u>	<u>Student</u>
<u>American Indian/Alaska Native</u>	0
<u>Asian/Pacific Islander</u>	2
<u>Black or African American</u>	11
<u>Hispanic or Latino</u>	4
<u>White</u>	36
<u>Multiracial</u>	
<u>Do Not Know</u>	

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.

All areas of the grant were implemented and directly adhered to the grant application. The program was held for 5 weeks, 19 days, from May 31 – June 30, 2022. Days of operation was Monday – Thursday, from 8:00am – 1:00pm. All students were provided various learning opportunities through field trips and engaging hands-on project-based activities. Field trips offered interactive experiences and were aligned to LEA and state standards. Parents were encouraged to become actively involved in their students' academic endeavors through newsletters, social media post and personal contact. In addition, two parent engagement opportunities were offered this summer.

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.

The program reached its desired outcome except for the number of students proposed to serve (90). The program served 53 students. Students who were served had fun and learned. Incoming 6th graders are more familiar with staff and are more comfortable at school. We would have had more impact if we would have had more participation. We recommend promoting the program more with the feeder pattern schools directly.

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

This section is a critical component of evaluation. The results of the evaluation should be used to facilitate continuous program improvement based on empirical findings supported by anecdotal data when appropriate. In this section you will need to describe how the evaluation will be disseminated, to whom, and how it will be used. For this section, the evaluator and the program representative will need to:

- 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)?
 - Yes, it is making progress. We will continue to offer a variety of sessions, counseling, nutrition, and physical activity.
 - What is going well?
 - Students are offered tutoring and enrichment sessions for reading and math, timely distribution of materials and resources, and successfully holding CCLC daily as described in the grant.
 - What needs to be improved?
 - Regular student attendance and participation
 - Service projects
 - Communication between community and school program

- With which groups (i.e., parents, school day staff, program staff, partners, etc.) will the results be shared?
 - School day staff, program staff, parents, and partners.
- What information will be shared with each group?
 - Attendance, increases in math and reading, reduction of discipline issues, availability of a counselor weekly and how that counselor has helped, sessions offered and how they were beneficial. Additional information that will be shared are areas of the program that need improvement and strategies for improvement.
- What format (full report, meeting, brochure, executive summary, etc.).
 - Full report and brochures
- Will feedback be solicited from said group? If so, how?
 - Advisory committee, parents, school day staff, program staff, partners, and students.

9.0 Appendices

Please include a copy of all data collection instruments (surveys-Other than the required Teacher, Parent, Student questionnaires, focus group protocols) used in the evaluation. Also, include any data tables not presented in the results section. All Final Reports must include a copy of the External Evaluators resume or curriculum vitae (CV).

Attachment 1: Activities	p.31
Attachment 2: Staffing	p.32
Attachment 3: Participation	p.33
Attachment 4: Count of Student Report	p.37
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Attachment 6: Center Details	p.39
Attachment 7: Site Summary	p.41
Attachment 8: Student Surveys	p.43
Attachment 9: Parent Surveys	p.47
Attachment 10: Teacher Surveys	p.51
Attachment 11: Overall Program Ratings 7 impressions	p.55-88
Attachment 11: Evaluator's Resume	p.89

ACTIVITIES

Activity Category	Participants Attended	Total Hours Offered
Academic Enrichment	0	0
Activities for English Learners	0	0
Assistance to Students who have been Truant, Suspended, or Expelled	0	0
✓ Career Competencies and Career Readiness	97	94
Cultural Programs	0	0
✓ Drug and Violence Prevention and Counseling	121	60
Expanded Library Service Hours	0	0
✓ Healthy and Active Lifestyle	121	96
Literacy Education	0	0
✓ Parenting Skills and Family Literacy	0	1
✓ Science, Technology, Engineering, and Mathematics, including computer science	53	60
Services for Individuals with Disabilities	0	0
Telecommunications and Technology Education	0	0
✓ Well-rounded Education Activities, including credit recovery or attainment	74	67

Warning: The APR Data Check has not been run for this site. It's recommended to run APR Data Check (21APR Reports-> Data Check) before submitting the report.

STAFFING

Staffing Type	Paid	Volunteer
Administrators	0	0
College Students	0	0
Community Members	0	0
High School Students	0	0
Parents	0	0
✓ School Day Teachers	12	0
✓ Other Non-Teaching School Staff	1	0
Subcontracted Staff	0	0
Other	0	0
Total	13	0

Warning: The APR Data Check has not been run for this site. It's recommended to run APR Data Check (21APR Reports-> Data Check) before submitting the report.

PARTICIPATION

Grade Level Totals

Prek - 5th Grade		6th - 12th Grade	
PreKindergarten	0	6th Grade	62
Kindergarten	0	7th Grade	34
1st Grade	0	8th Grade	25
2nd Grade	0	9th Grade	0
3rd Grade	0	10th Grade	0
4th Grade	0	11th Grade	0
5th Grade	0	12th Grade	0

6th - 12th Grade							
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more	Grade Level Totals
6th Grade	3	14	25	20	0	0	62 / 62
7th Grade	7	13	6	8	0	0	34 / 34
8th Grade	5	8	7	5	0	0	25 / 25
9th Grade	0	0	0	0	0	0	0 / 0
10th Grade	0	0	0	0	0	0	0 / 0

11th Grade	0	0	0	0	0	0	0 / 0
12th Grade	0	0	0	0	0	0	0 / 0

Total Pre-k - 5th Grade : 0

Total 6th - 12th Grade : 121

Grade Levels by Hour Band

Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more	Grade Level Totals
Pre-Kindergarten	0	0	0	0	0	0	0 / 0
Kindergarten	0	0	0	0	0	0	0 / 0
1st Grade	0	0	0	0	0	0	0 / 0
2nd Grade	0	0	0	0	0	0	0 / 0
3rd Grade	0	0	0	0	0	0	0 / 0
4th Grade	0	0	0	0	0	0	0 / 0
5th Grade	0	0	0	0	0	0	0 / 0
Hour Band Total	0	0	0	0	0	0	0 / 0

**Grade Levels by Hour Band
Race & Ethnicity**

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	10
Black or African American	0	16
Hispanic or Latino	0	8
Native Hawaiian or Pacific Islander	0	0
White	0	84
Two or More Races	0	1
Data Not Provided	0	2

Hour Band Total	15	35	38	33	0	0	121 / 121
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Sex

Sex	Total PreK-5th	Total 6th-12th
Male	0	60
Female	0	61
Not Reported in Male or Female	0	0
Data Not Provided	0	0

Population Specifics

Category	Total PreK-5th	Total 6th-12th
Students who are English learners	0	2
Students who are economically disadvantaged	0	114
Students with disabilities	0	1
Family members of participants served	0	24

Warning: The APR Data Check has not been run for this site. It's recommended to run APR Data Check (21APR Reports-> Data Check) before submitting the report.

COUNT OF STUDENT ACTIVITY REPORT

Student Activity Type Count Summary			
Activity Type	Mobile (C15)	County	Alba Middle
Science, Technology, Engineering, and Mathematics			67
Literacy Education			
Academic Enrichment			
Activities for English Learners			
Healthy and Active Lifestyle			108
Well-rounded Education Activities			74
Services for Individuals with Disabilities			
Telecommunications and Technology Education			
Expanded Library Service Hours			
Cultural Programs Drug and Violence Prevention and			
Counseling			108
Assistance to Students who have been Truant, Suspended, or Expelled			
Career Competencies and Career			
Readiness			94
Parenting Skills and Family Literacy			
Other			25
COUNTSTUDENTPrintExcel_gbpoulio			

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GRANTEE PROFILE**Grantee Contact Information**

Grantee Name	Mobile County - Alba Middle - Alba Middle (C15)
Contact Person Name	Glenda Pouliot
Phone Number	2518244134
Email	gbpouliot@mcpss.com

Grantee Location

Address	14180 South Wintzell Avenue
City	Boayou La Batre
State	AL
Zip	36509

Grantee Type

Grantee Type	School District
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CENTER DETAILS

Mobile County - Alba Middle

Attachment 6

Center ID

Center ID G0600S1221

Center Information

Center's Name Mobile County Alba Middle (C15)
Center's Address 14180 South Wintzell Avenue
Center's City Bayou La Batre
Center's State AL
Center's Zip 36509

Center Contact Information

Contact's Name Glenda Pouliot
Contact's Email gbpouliot@mcpss.com
Contact's Phone 2518244134

Center Type

Center Type Public School

Expanded Learning Time

Expanded Learning Time (ETL) No

Feeder Schools

Feeder Schools Yes
Feeder School Name Mobile County Alba Middle (C15)

Partners

Partners Yes
Partner's Name Bayou La Batre Chamber of Commerce
Partner's Name Bayou La Batre Public Library
Partner's Name City of Bayou La Batre Community Center
Partner's Name Mostellar Medical Clinic

Site Summary

Attachment 7

Mobile County - Alba Middle → Mobile County Alba Middle (C15)

EZReports

Site Summary Information

Aug 11, 2021 - May 26, 2022 | All Participants

Registration Information

Student			Adult		
Additions	Withdrawal	Current Period	Additions	Withdrawal	Current Period
109	14	122	63	0	94

Demographics Information & Education Program

Ethnicity	Student	Adult	Total	Race	Student	Adult	Total
Hispanic	8	0	8	White	87	0	87
Non-Hispanic	113	0	113	Black or African American	16	0	16
Unknown	1	94	95	Asian	10	0	10
Total	122	94	216	Native Hawaiian or Pacific	0	0	0

Gender	Student	Adult	Total
Male	61	0	61
Female	61	0	61
Other	0	0	0
Unknown	0	94	94
Total	122	94	216

Race	Student	Adult	Total
American Indian or Native Alaskan	0	0	0
Some other Race	7	0	7
Multi-Racial	1	0	1
Unknown	1	94	95
Total	122	94	216

Grade	Total Participants	Grade	Total Participants	Grade	Total Participants
PreK	0	3	0	7	35
K	0	4	0	8	25
1	0	5	0	9	0
2	0	6	62	10	0

Education Program	Yes	No	Unknown	Education Program	Yes	No	Unknown	Education Program
ESL/LEP	2	115	5	Special Education	1	115	6	Bl
Gifted & Talented	0	116	6	Homeless	0	116	6	

Eligible for Free/ Reduced Lunch

Yes

No

Unknown	
Total	

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Mobile County - Alba Middle → Mobile County Alba Middle (C15)

EZReports

Site Summary Information

Aug 11, 2021 - May 26, 2022 | All Participants

Participant Count by Days Attended

Days Attended	Student	Adult	Total
No Attendance	1	94	95
1 To 29 Days	63	0	63
30 To 59 Days	37	0	37
60 To 89 Days	21	0	21
90 or more	0	0	0
Total	122	94	216

Attendance Summary

	Regular Activities	All Activities
Unique Number of Participant Served	108	1
Total Participants Served (Participant-Attendance)	3,869	3,9
Number of Days of Program Operation	102	1
Overall Average Daily Attendance	37.93	39

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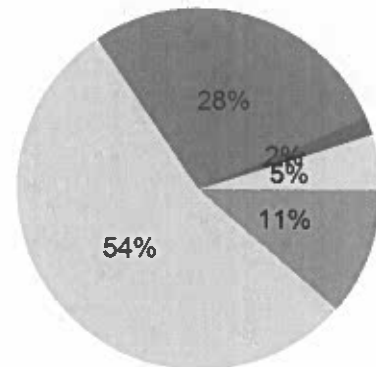
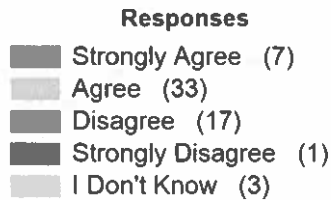
Student Survey

Attachment 8

1. The afterschool program helps me improve in reading.

Response Type: Mandatory - Select one response

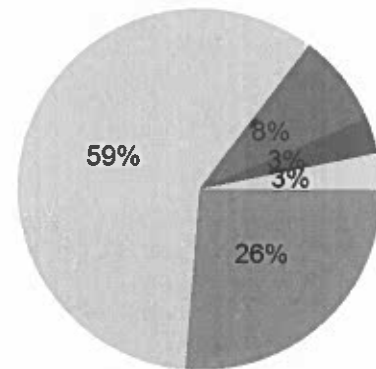
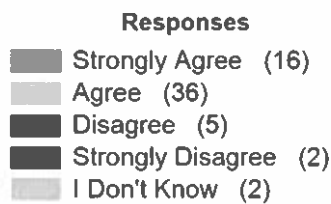
Total Responses: 61



2. The afterschool program helps me improve in math.

Response Type: Mandatory - Select one response

Total Responses: 61

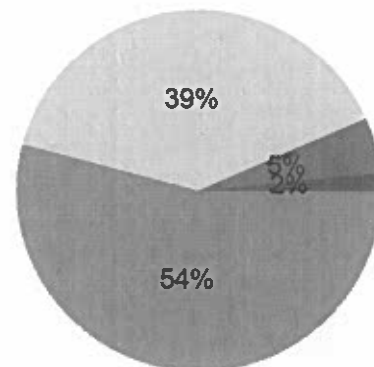
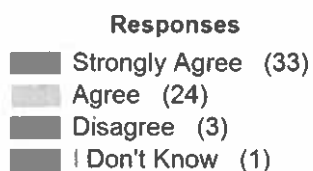


3. I enjoy the Science, Technology, Engineering and Math response (STEM) activities available in the afterschool program.

Response Type: Mandatory - Select one response

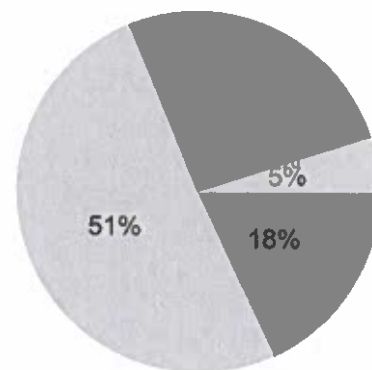
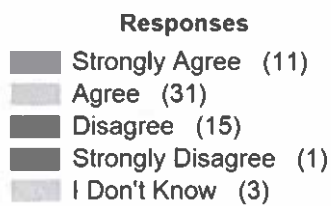
4. The afterschool program helps me behave better in the

Total Responses: 61



school day program.

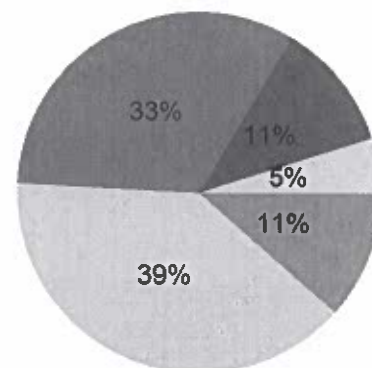
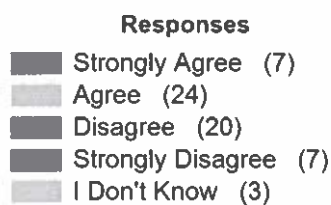
Total Responses: 61



5. My school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response

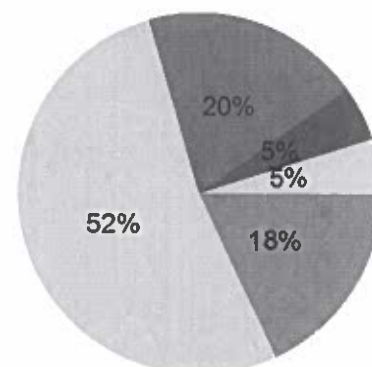
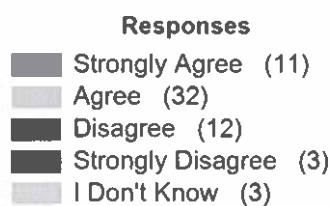
Total Responses: 61



6. The afterschool staff helps me with my homework.

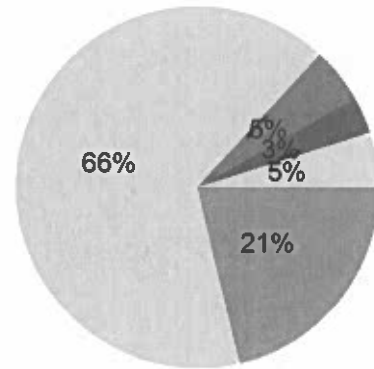
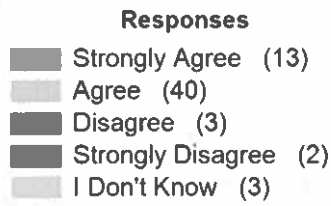
Response Type: Mandatory - Select one response

Total Responses: 61



7. I have opportunities to make suggestions for activities.

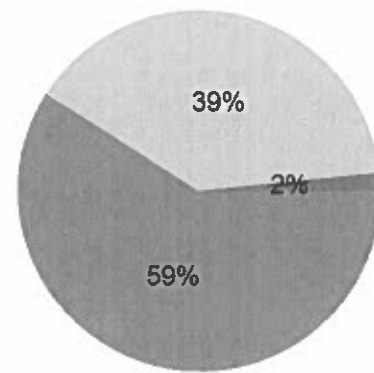
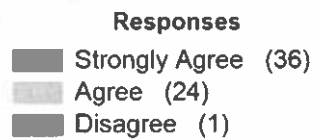
Total Responses: 61



8. I am treated fairly by the afterschool staff.

Response Type: Mandatory - Select one response

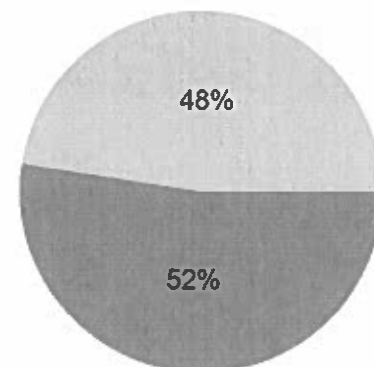
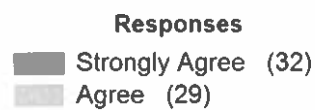
Total Responses: 61



9. When I am at the afterschool program I feel safe.

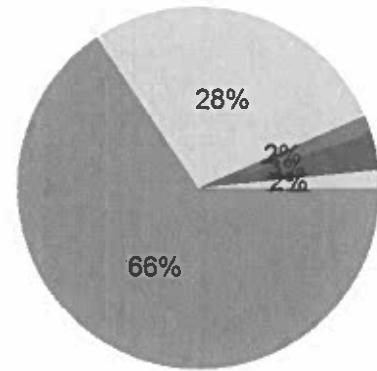
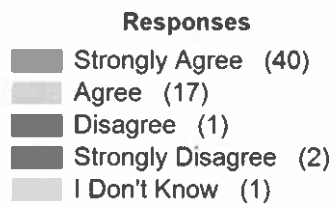
Response Type: Mandatory - Select one response

Total Responses: 61



10. I like the afterschool program.

Total Responses: 61



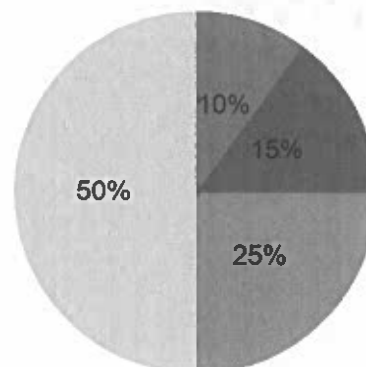
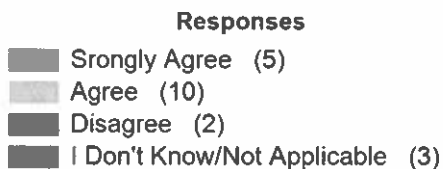
Parent Survey

Attachment 9

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

Response Type: Mandatory - Select one response

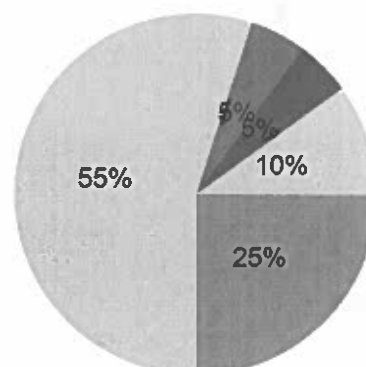
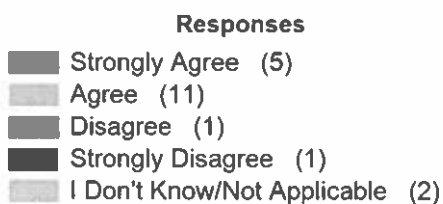
Total Responses: 20



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

Response Type: Mandatory - Select one response

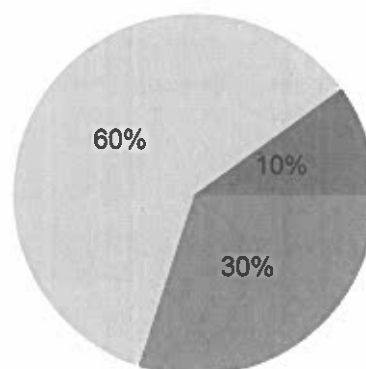
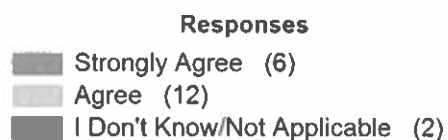
Total Responses: 20



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

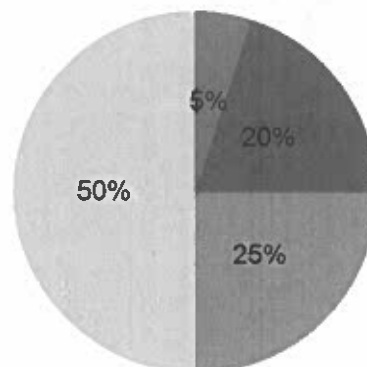
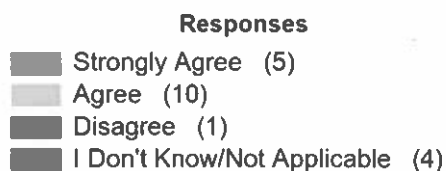
Response Type: Mandatory - Select one response

Total Responses: 20



4. My child gets along better with others since attending the afterschool program.

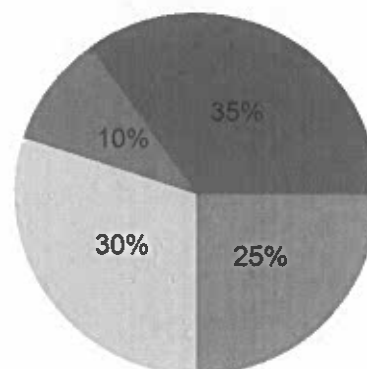
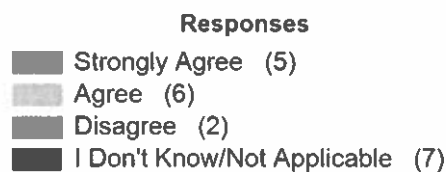
Total Responses: 20



5. My child's school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response

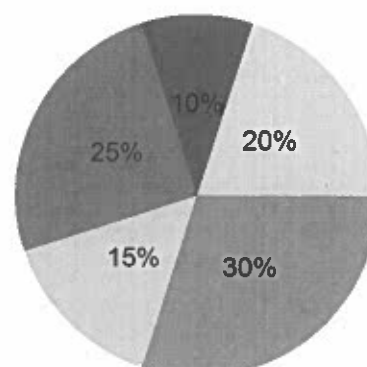
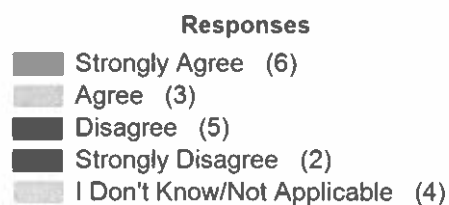
Total Responses: 20



6. The afterschool program staff maintains frequent communication with me.

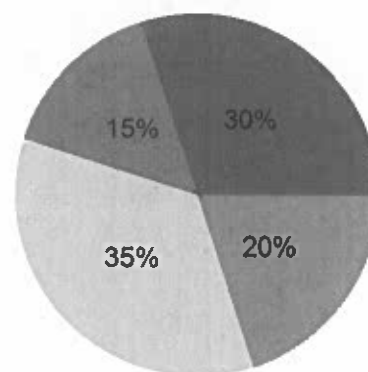
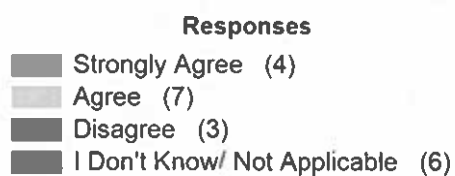
Response Type: Mandatory - Select one response

Total Responses: 20



7. I am pleased with the parent involvement opportunities provided through the afterschool program.

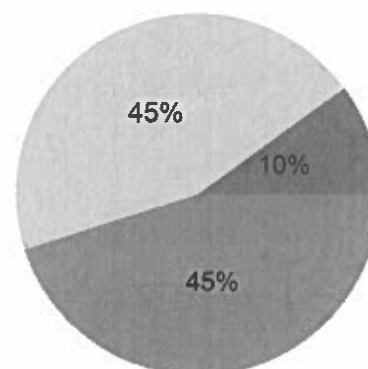
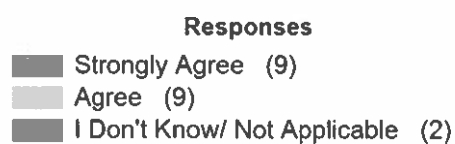
Total Responses: 20



8. The afterschool staff treats my child with respect and listens to what he/she has to say.

Response Type: Mandatory - Select one response

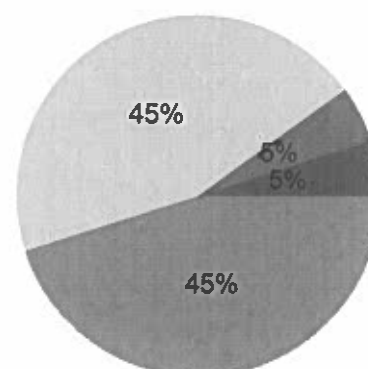
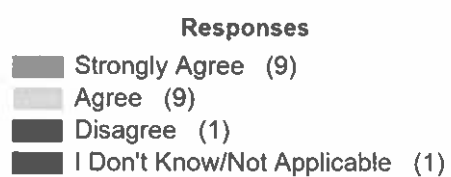
Total Responses: 20



9. The afterschool program has systems in place to ensure my child is safe.

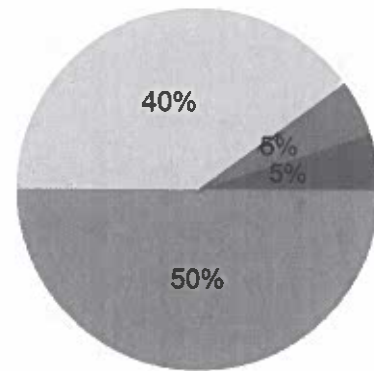
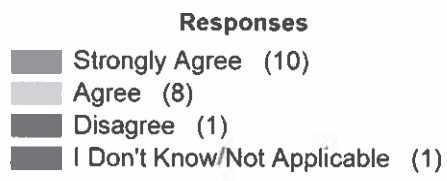
Response Type: Mandatory - Select one response

Total Responses: 20



10. I am satisfied with the afterschool program.

Total Responses: 20



Teacher Survey

Attachment 10

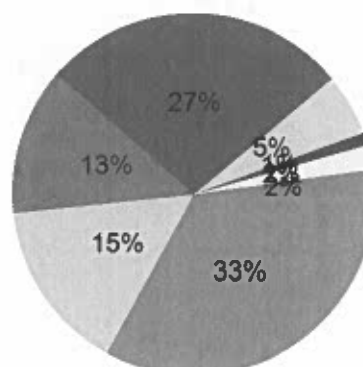
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

Total Responses: 91

Responses

- Did Not Need To Improve (30)
- Significant Improvement (14)
- Moderate Improvement (12)
- Slight Improvement (25)
- No Change (5)
- Slight Decline (1)
- Moderate Decline (2)
- Significant Decline (2)



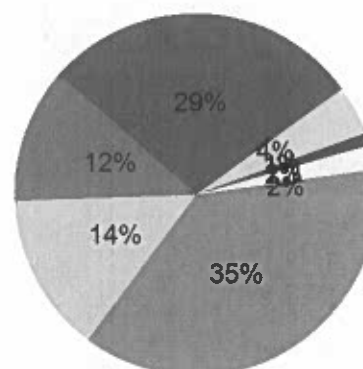
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

Total Responses: 91

Responses

- Did Not Need To Improve (32)
- Significant Improvement (13)
- Moderate Improvement (11)
- Slight Improvement (26)
- No Change (4)
- Slight Decline (1)
- Moderate Decline (2)
- Significant Decline (2)



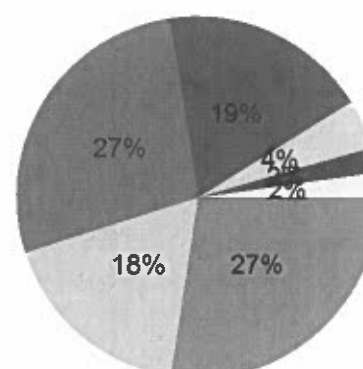
3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 91

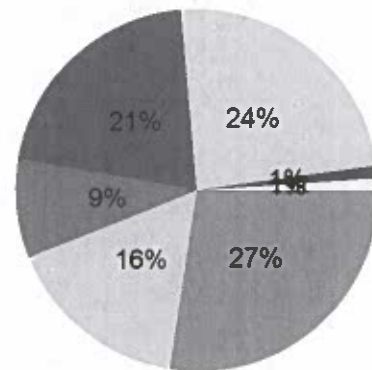
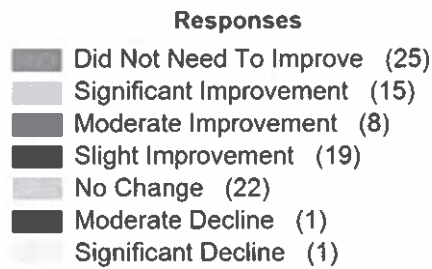
Responses

- Did Not Need To Improve (25)
- Significant Improvement (16)
- Moderate Improvement (25)
- Slight Improvement (17)
- No Change (4)
- Moderate Decline (2)
- Significant Decline (2)



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

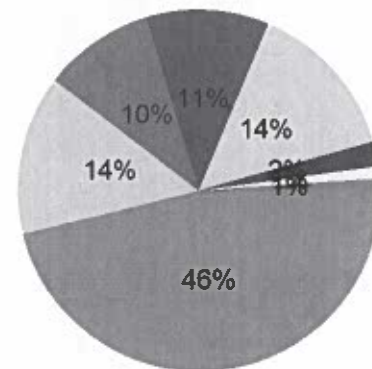
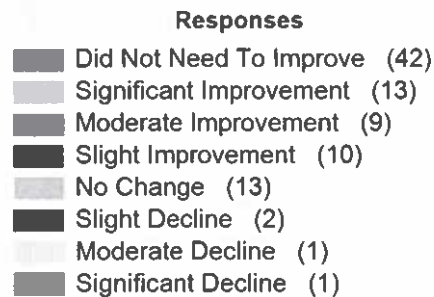
Total Responses: 91



5. Attending class regularly.

Response Type: Mandatory - Select one response

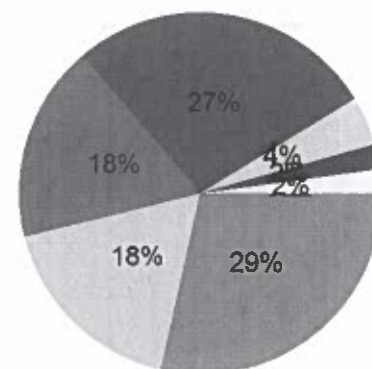
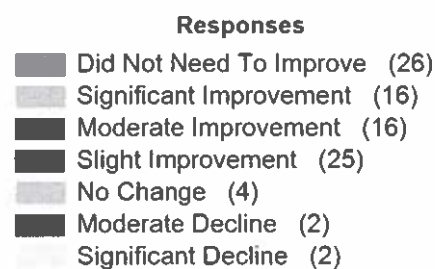
Total Responses: 91



6. Being attentive in class.

Response Type: Mandatory - Select one response

Total Responses: 91

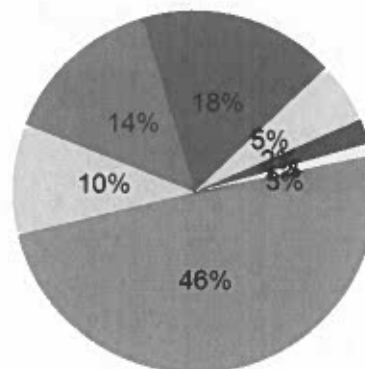


7. Behaving well in class.

Total Responses: 91

Responses

- Did Not Need To Improve (42)
- Significant Improvement (9)
- Moderate Improvement (13)
- Slight Improvement (16)
- No Change (5)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (3)



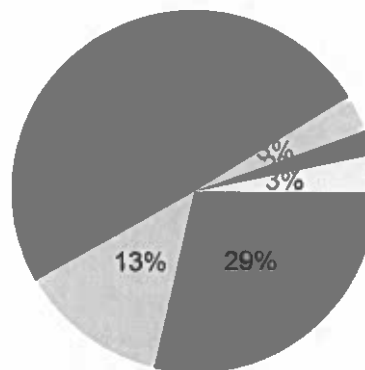
8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 91

Responses

- Did Not Need To Improve (26)
- Significant Improvement (12)
- Moderate Improvement (16)
- Slight Improvement (29)
- No Change (3)
- Slight Decline (2)
- Significant Decline (3)



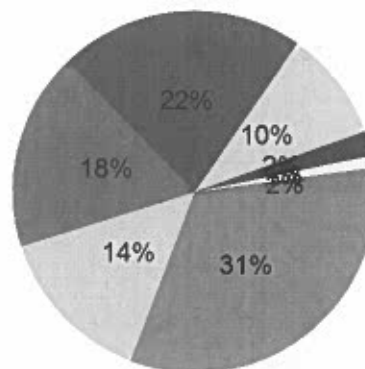
9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 91

Responses

- Did Not Need To Improve (28)
- Significant Improvement (13)
- Moderate Improvement (16)
- Slight Improvement (20)
- No Change (9)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (2)

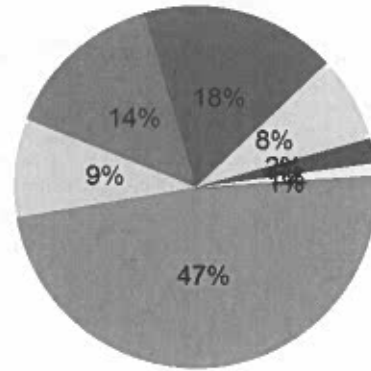


10. Getting along well with other students.

Total Responses: 91

Responses

- Did Not Need To Improve (43)
- Significant Improvement (8)
- Moderate Improvement (13)
- Slight Improvement (16)
- No Change (7)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (1)



Overall Program Ratings & Impressions

Site ID: Alba Middle School

Observer ID:

Date: 11-16-21

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

Locations Observed (check location(s) that apply)

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

Technology- Weather – air pressure, air temperature, land and sea breezes

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

Item Format

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

Rating Scale

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

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

Developed by Beth M. Miller & Wendy B. Surr, National Institute on School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program, October 2003, Revised October 2012 with generous funding from

Overall Program Ratings & Impressions

Site ID: .Alba Middle School

Observer ID:

Date:11-16-21

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

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

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

Field Notes:

B:4 – Teacher used adult directed and hands on learning.

B:5 – Teacher used large group teaching and students working alone.

Item Format

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

Rating Scale

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

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

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Overall Program Ratings & Impressions

Site ID: Alba Middle School

Observer ID:

Date: 11-16-21

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4
2. Staff apply rules and limits fairly and consistently to youth. The same rules and limits apply regardless of time of day or youth/staff who are involved. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4
4. Youth are kind and respectful of each other. Youth treat each other as individuals and equals. (Ex: Any joking is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1 2 3 4
5. When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) <i>1=Tensions escalate even with adult intervention.</i>	1 2 3 4 N/A
6. When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene to facilitate youth-youth conflict resolution. Staff intervene quickly and facilitate youth-youth conflict resolution. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A

Item Format

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

Rating Scale

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

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Overall Program Ratings & Impressions

Site ID: Alba Middle School

Observer ID:

Date: 4-26-22

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

Locations Observed (check location(s) that apply)

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

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

Item Format

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

Rating Scale

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

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

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Overall Program Ratings & Impressions

Site ID: Alba Middle School

Observer ID:

Date: 4-26-22

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

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

Field Notes:

Item Format

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

Rating Scale

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

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

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Overall Program Ratings & Impressions

Site ID: Alba Middle School

Observer ID:

Date: 4-26-22

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4
2. Staff apply rules and limits fairly and consistently to youth. The same rules and limits apply regardless of time of day or youth/staff who are involved. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4
4. Youth are kind and respectful of each other. Youth treat each other as individuals and equals. (Ex: Any joking is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1 2 3 4
5. When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) <i>1=Tensions escalate even with adult intervention.</i>	1 2 3 4 N/A
6. When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene to facilitate youth-youth conflict resolution. Staff intervene quickly and facilitate youth-youth conflict resolution. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A

No conflicts occurred during the activity.

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Locations Observed (check location(s) that apply)

- ☒ X Classroom STEM activity – DNA extraction activity.
- ☐ Cafeteria
- ☐ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Off-Site
- ☐ Other (please describe)

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

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Overall Program Ratings & Impressions

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

B. Overall Ratings of Program Schedule & Offerings	Rating
1. Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff give youth more time, when needed.) <i>1=Program pace is very rushed and rigid.</i>	1 2 3 4
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Reviewed by: Glenda Pauliot Position: Program Director

Date 9-26-2022 External Evaluator Signature: Lebaron Byrd