

Evaluation Plan

Gadsden City High School

BRIDGE CCLC Program

Mr. Hector Baeza

256-549-2925 (office) 256-312-9414 (cell)

hbaeza@gcs.k12.al.us

501 S. 12th Street, Gadsden, AL 35901

Sarah B. Odom, PhD - Evaluator

Vann-Ray, LLC

251-654-3815

sbodom@gmail.com

614 Bradley Camp Road, Millry, AL 36558

Evaluation Plan

Introduction

The 21st Century Community Learning Center Program evaluation for Gadsden City High School BRIDGE will consist of examinations of all the factors and parameters of the program which relate to overall success and the meeting of the goals and objectives of the program. The purpose of the evaluation will be to examine strengths and weaknesses of the program so that program ideals are firm and stable.

The evaluation will not concentrate solely on weaknesses of the program, but also on the strengths which need to be kept in place and enhanced where possible. Those aspects of the program which need attention for improvement will also be set forth and examined. Data, artifacts, interviews, and observations will be the tools utilized in the evaluation process.

Program Description and Background

Program History

Gadsden City High School is located in northeast Alabama. 1550 students attend GCHS in 9-12. There are 3 feeder schools and 1 is on school improvement. 56% qualify for Free/Reduced Lunch. 17% are McKinney Vento (unaccompanied youth).

Needs Addressed

High Crime area/dropout rate 12% To bridge the gap of needs/solutions based on collaborative needs assessment meetings the identified needs are listed with a goal and a solution that this program will offer. The targeted population needs job skills, as well as their parents 604 extended hours over 200 days.

- Goal1: Academic Enrichment
 - Not Proficient 39% Math : 29% Reading ACT data
 - Truancy, lack of accountability from home, apathy, over 30% are identified special ed getting modified work & not gaining a foundation for progress
 - 159 EL
 - Solution: Evidence based Remediation/credit recovery/Early College/ACT Prep/homework help
- Goal 2: Increased school day attendance
 - Lack of parental accountability, mental health issues, need for employment as well as suspensions led to truancy 70% 1100 truant students
 - Solution: Health/wellness awareness/Counseling, Enrichment, CTE lessons, STEM lessons/Job skills. Athletic enrichment, exercise, Arts
- Goal 3: Increase Parent/Family
 - Parents are apathetic, absent from homes, intimidated by school and over 40% are dropouts

- Mental health referrals
- Solution: Weekly parenting/family sessions-Mental Health counseling/ financial literacy/job training/community resources
- Goal 4: Decreased behavioral issues
 - 77% of students received disciplinary referrals/52% was defiance
 - Solution: Program hires a counselor, PBA CTE training
- Goal 5: Implement STEM
 - 70% of Regular day class lack STEM emphasis
 - Solution: PD for staff Daily robotics, makerspace, STEM career awareness/ field trips to colleges to see STEM in action
- Goal 6: Provide Service Learning Opportunities
 - 18% of students are involved in Service Learning
 - Solution: Service learning with veterans based on community needs. Offering academic and career readiness skills will assist the community & school.

Target Population

CCLC BRIDGE Program proposes to serve 133 high poverty, low achieving students [Grades 9-12] an inner city, consolidated high school - 56% Poverty level & 77% minority.

The poverty rate for students who will attend BRIDGE is much higher than 56%. Due to the consolidated (ONE) high school in Gadsden City, the poverty rate includes students in the affluent area of Gadsden which skew the actual rate of poverty of the majority of students. Median household income of the students who we propose to serve is \$15.2k per year. The poverty rate minus the affluent sub section of students would be near 92% [Feeder school information, 2018] GCHS has 70% low income students, 30% upper middle income students; it lacks a "middle" income class. Therefore, the BRIDGE program will focus on "bridging" the gap between the diverse groups through academics, enrichment, parenting skills and counseling.

Goals and Measurable Objectives

Gadsden City High School (BRIDGES) has identified six overarching goals that will be achieved through quality academic enrichment, increased school attendance, increased parental/family involvement, decreased behavioral issues, increased lessons in STEAM, and total service-learning participation.

G 1: Academic Achievement

Obj 1A: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades.

Obj 1B: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May.

Obj1C: At least 40% of students will increase their ELA grade during the school year based on report card grades.

Obj1D: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

Goal 2: Increased school day attendance

Obj2A: At least 50% of participants will meet or exceed the district's average rate of school day attendance by May

Goal 3: Increase Parent/Family Engagement

Obj: Increase parent involvement activities/family engagement of students' parents by 20% each semester as evidenced on EZ Reports

Goal 4: Decreased behavioral issues

Obj: Decrease number of disciplinary referrals of regularly participating students for defiance/disrespect by 20% each semester as evidenced from baseline (FY 20 SIR data)

Goal 5: Implement STEM

Obj: At least 60% of students will report a medium to high level of interest and engagement in STEM Need: 70% of Regular day class lack STEM emphasis

Goal 6: Provide Service Learning Opportunities

Obj: Increase by 30% the number of regularly participating students who participate in Service Learning activities by May.

Resources

School District Partnership

- Gadsden City CNP Johnny Parker 256.543.3512 Healthy snacks/lunch
- Gadsden City Federal Programs Hector Baeza 256. 543.3512 Inkind services PD, SRB Programs, ELL CAMP
- Gadsden City Schools Athletic Program Todd Lamberth 256.543.4245 Enrichment

Community Based Organization/Non Profit

- United Way Joanne Hightower 256.547.2581 Will assist with personal needs of students through counselor referral and classes for parents onsite/UofA
- 211 First Call for Help Ruth Moffatt 256.547.2581 Emergency Assistance for 21st CCLC Participants [social services]

- Family Success Center Tammy Jackson 256.547.6888 services and meetings for parenting classes anger management, financial literacy at UofA
- Etowah County Cooperative Extension Karen Hurst 256.547.7936 Healthy Meal Prep Info at UofA for families
- Gadsden Museum of Art Jill Edwards 256.546.7365 Art Instruction on Site
- Community Theatre Mike Beecham 404.916.5967 Performing Art Instruction on site & at RITZ
- Dre Kirkpatrick Foundation Dre Kirkpatrick 256 504 9879 Athletic Camp
- Gadsden Public Library Nicole Papa 256.549.4699 Assistance with research projects for participants at library
- Patriots Association Rick Vaughn 256. 504.1436 Guidance with Service Learning for Veterans iVOW

Community Based Health Organization/Non Profit

- Quality of Life Karen Parker 256.439.6308 Wellness Checks onsite for students/parents each semester
- AL Cooperative Extension USNAP-Ed Andrea Morris 256.372.8082 Programming/Goods/Services/Nutrition & Health onsite
- ADPH Davia Adams 256.771.6043 Fitness Curriculum onsite

Governmental Agency

- AIDT Donated welding equipment for participant use
- East Alabama Works! Carl Brady 256.231.5160 Ext. 19 will assist with field trips to industry and college visits in summer
- program/Regional Workforce planning onsite and at UofA
- City of Gadsden Summer Feeding Contract Jennifer Gipson 256. 349.4679 Nutritious Meals

For Profit

- ZLA Solutions Candy Teague 256.485.1617 Staffing/Personnel Training at their agency/at UofA
- Woods Transportation Transportation Contract for Field Trips

Advisory Council will be comprised of school staff, program staff, admin, community partner, stakeholder, parent, student and UofA staff member. The AC will meet twice each year to discuss program goals. AC members will receive an agenda and minutes

will be kept and shared with ALSDE at monitoring. AC will recommend changes and celebrate effectiveness and recruit partners for sustainability

*RECRUIT Senior Citizens to volunteer in program

Operations

Gadsden City High School and UofA Gadsden propose the 21st CCLC BRIDGE Program Operating 2:46 -5:46 p.m M-Th and from 4:30-6:30 on Sunday during the regular school year (36 weeks). 12 hours per week for a total of 502 hours After recruitment takes place of the most at risk students, open enrollment will be announced in various manners (letters, calls, emails). Students will complete enrollment form & student/guardian will attend Orientation. Students enroll until 135 student capacity is met. Participants receive a handbook detailing zero tolerance for misbehavior & expectations of program, program goals/obj & select CTE elective & academic choice (Credit Recovery/Early College/Remediation).

No session on holidays

Nutritious snack served by CNP daily

BRIDGE will operate 144 days regular school year M-Th 2:46-5:46 (3 hours per day/12 per week) 36 weeks 432 hours

Sunday 4:30-6:30 2 hours per week 72 hours

Regular School Year Monday-Thursday and on Sunday Total 12 hours per week 504 hours per year

Summer Program 20 days 5 week period [June 1 - July 2] M-Th 8:00-1:00 (5 hours per day) Total 20 hours week Total

100 hours

No sessions during holidays

Total Program hours 604 hours/200 days

Daily Program Activities

Academic Enrichment is a 15:1 Math remediation / ELA remediation, Credit Recovery, UofA Early College, Homework assistance

Enrichment is personal fitness, organized sports, art (visual/performing) music athletics STEM includes hands on learning in science, technology, engineering and math with project based learning, robotics and makerspace

College/Career Readiness includes job skill training in a choice of robotics, welding, Certified Nursing Assistant, Culinary Arts, UofA Early College Classes, ACT Prep, Career

Feeder School

There are three feeder schools that send students to GCHS.

Long Term Outcomes

Gadsden City Schools and the UofA are committed to the continuation of the BRIDGE 21st CCLC program. As the needs assessment verifies, both the school system and the community believe there is a great need for this program. The district will need to develop strategies to support the program beyond the funding period. Continuation of the after-school/summer program beyond the funding period will depend on several factors. The program must demonstrate the long-term ability to achieve program goals and objectives that include improving student academic performance, increasing college and career readiness, and increasing student personal wellness and family engagement. Program sustainability will also depend on continued partner/community support. The BRIDGE program staff will work to build/maintain active involvement of partners, service agencies, and community members in the program through ongoing communication about program activities, successes, needs, and plans. These strategies will be designed to encourage businesses, service organizations, other educational entities to provide services funds needed to continue the program. Additional funding will be sought from state, federal grants & foundations. These organizations, as well as many individuals, have agreed to work with BRIDGE staff to provide enrichment opportunities for students/families. The district's in-kind funding includes infrastructure, facilities, utilities, computers, printers, software, other technology equipment, media center resources, gyms and physical education equipment, transportation, and fiscal agent services. In addition to paid staff, instructional staff will be recruited from volunteers, retired educators, current educators, college interns, high school students. Instructional staff will have opportunities to participate in the school system's professional learning activities at no cost. The Program Director will work with the BRIDGE Advisory Council to locate additional resources to sustain the program. Plans will be developed to recruit senior citizens to work in the program via the Retired Teacher organization. The Program Director will meet with the retired teachers/explain the instructional needs of the program. They will be solicited to volunteer. Senior citizens in local churches and service organizations will also be asked to volunteer to assist with program activities, such as enrichment activities. We will also seek student volunteers from nearby teaching colleges. The BRIDGE program advisory committee will be an important link in efforts to sustain the program over time. Further, increasing public awareness through media and news releases is a key piece to sustaining the program. Program staff will seek to highlight program activities and students (with parent permission) via social media. As documented in the Partners Table the BRIDGE has the support of the School System and the community BRIDGE staff will search for grants to sustain the programming.

Evaluation Activities

Stakeholders

(1) First and foremost are the students in the program who are to benefit from academic, college and career readiness, and social responsibility activities. Their progress will be measured by various means including, but not limited to, progress measures, state tests, attendance records, and improved patterns of behavior. (2) Administrators will gain from the program in that students in the 21st Century CLC extended day activities generally show a significant increase in test and achievement scores and high school graduation thus increasing overall school achievement averages. In addition, better community and school cooperation results. (3) Teachers will benefit due to program activities increasing the progress of the enrolled students and with remediation and credit recovery of students when necessary. (4) Families of enrolled students will benefit in that classes involving literacy, technology, and parenting will be available to them. (5) Community leaders and organizations will benefit from joint activities in which skills and knowledge can be shared from them and in a reciprocal way from the school.

Each of the stakeholders will be involved in the evaluation of the program through surveys, direct participation in program activities, scheduled meetings to include feedback related to the program, and in the reporting of evaluation results to stakeholders as needed. Surveys from administrators, teachers, students, and parents will be utilized. Test, credit recovery, and achievement results will be analyzed to see if program goals and objectives have been met and that information will be disseminated to stakeholders.

In addition, the summative evaluation from the external evaluator will be made available to interested parties for examination, consideration, and possible feedback.

Purpose

The overall purpose of the evaluation process is to help define the desired outcomes of the program in relation to the goals and objectives as stated in the 2019-2020 grant.

Goals and Measurable Objectives

BRIDGE will have an ongoing eval plan developed in collaboration with the external evaluator, Sarah B. Odom, PhD (Vann-Ray, LLC) including 3 onsite visits, surveys, data review for 3% of grant award. The evaluation plan will evaluate the effectiveness:

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

Goal 1A: Improve achievement in Math

Obj: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades

Obj: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May

Measurement Report card grades, ACT scores/Math, Credit Recovery data

Evaluation Questions:

1. *Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?*
2. *Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?*

Goal 1B: Improve achievement in ELA (Literacy/English)

Obj: At least 40% of students will increase their ELA grade during the school year based on report card grades

Obj: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

Measurement Report card grades, ACT Score in Reading/English, SRA assessment tools, Credit recovery data

Evaluation Questions:

1. *Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?*
2. *Did 25% of students needing ELA credit recovery successfully recover credits by May?*

Goal 2: Increase Attendance for the regular school day

Obj: At least 50% of participants will meet or exceed the district's average rate of school day attendance (FY18)

Measurement Tool: School attendance data STI

Evaluation Question:

1. *Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance established in 2018?*

Goal 3: Increase parent and family engagement

Obj: Increase parent involvement activities/family engagement of regularly participating students' parents by 20% each semester as evidenced on EZ Reports

Measurement : EZ Report data, Sign in sheets, UofA data

Evaluation Question:

1. *Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring?*

Goal 4: Improve student behavior throughout the regular school day

Obj: Decrease number of disciplinary referrals of regularly participating students for defiance/disrespect by 20% each semester as evidenced from baseline (FY 18 SIR data)

Measurement :SIR

Evaluation Question:

1. *Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY18 SIR discipline data as a baseline?*

Goal 5: Implement STEM activities

Obj: At least 60% of students will report a medium to high level of interest and engagement in STEM

Measurement Student Surveys, EZ Report data

Evaluation Question:

1. *When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program?*

Goal 6: Provide Service Learning Opportunities Community Need

Obj: Increase by 30% the number of regularly participating students who participate in Service Learning activities by May.

Measurement UofA reports, Partner surveys, EZ Reports Data, Advisory Minutes, Reflection Journals

Evaluation Question:

1. *Did at least 30% of regularly participating students participate in a service learning activity by May.*

Program observations will be discussed with the staff after the evaluator sends data. Areas of weakness will be addressed/corrected CIP review/documentation State/local assessments STI data of PD/Attendance/Discipline EZ Report charts of activities, lesson plans UofA documentation of parenting/family Advisory Council minutes will be used Evaluation/assessment results will be presented to the Supt. (Tony Reddick) and stakeholders/Advisory Council Evaluation ongoing Goals will continue each year.

In addition to the data collected for the evaluation questions, stakeholders will also complete surveys to determine if there is qualitative evidence the perceptions of the stakeholders are such that students are improving because of their participation in the 21st Century CLC program.

Data Collection Methods

Data will be collected, assembled, and analyzed from the following sources: EZ Reports, SIR reports, surveys, sign-in sheets, assessment and test data. Sufficient representative samples will provide enough information from which conclusions can be drawn. In addition, site observations, surveys (questionnaires), and interviews will be utilized to gain further insights for evaluation purposes.

The program coordinator and teachers along with the external evaluator will assemble the above mentioned data sources and will together discuss the volition of each source. The information gained will then be used to formulate an overall evaluation of program effectiveness toward reaching program goals and objectives. This information will form the basis for the summative evaluation which will then be disseminated as warranted to the various stakeholders, but especially to advisory council members, teachers, administrators, and board of education members.

All data collected will be secured in the office of the program coordinator. Any data from individuals will be handled discreetly and will be disposed of as necessary in a secure fashion.

Using the Results

The information and feedback received from the evaluation will be used in two ways. First, positive aspects of the program will be acknowledged and steps will be taken to continue the workings of those aspects. Second, should areas of concern be discovered as a result of the evaluation, steps will be taken to eliminate those concerns by addressing them as a part of a program improvement plan. It will be the task of the program coordinator in conjunction with administrators and program teachers to ensure that necessary changes for program enhancement are carried out.

Evaluation results will be shared with administrators, teachers, advisory council members, partners, board of education members, and others who may have a vested interest in the program and its outcomes. The information will also be shared with the State Department of Education. The method of sharing information with all parties will be by written reports and oral presentations in meetings with interested groups where appropriate.

Feedback and solicitations from stakeholders will be welcomed. Discussions in meetings and entertaining questions whether written or verbal from stakeholders will be utilized to gain their perspectives of the program.

Appendices

Logic Plan

Timeline

Evaluator's vita

BRIDGE Logic Model

Inputs	Outputs	Outcomes	Performance Measures	Goals	
<p>\$200,000.00</p> <p>Community Partnerships</p> <p>Curriculum</p> <p>Technology</p> <p>Teachers</p> <p>Tutors</p> <p>Facilities</p> <p>Transportation</p> <p>STEM</p> <p>UoA</p> <p>Volunteers</p> <p>Government Agencies</p>	<p>Academic Enrichment</p> <p>Math remediation / ELA remediation, Credit Recovery, UofA</p> <p>Early College, Homework assistance</p> <p>Enrichment personal fitness, organized sports, art (visual/performing) music athletics</p> <p>STEM hands on learning in science, technology, engineering and math with project based learning, robotics and makerspace</p> <p>College/Career Readiness job skill training robotics, welding, Certified Nursing Assistant, CulinaryArts, UofA</p> <p>Early College Classes, ACT Prep, Career Exploration & Financial Literacy Life skills</p> <p>Counseling 1:1 or small group</p>	<p>More opportunities to provide parental training.</p> <p>Meetings to inform parents of student academics.</p> <p>Increased focus on technology, literacy, and mathematics in all sessions included in the 21st CCLC program.</p> <p>Increased opportunities for students to participate in STEM activities and projects.</p> <p>More opportunities for students to experience success.</p>	<p>Improved credit recovery, report card grades, ACT, standardized test scores in reading and math.</p> <p>Improvement in overall attendance of participants.</p> <p>Improvement in the parental involvement and support of students.</p> <p>Improvement in student behavior based on academic success.</p> <p>Improvement in the implementation of STEM activities for students</p> <p>Increased opportunities for students to provide services.</p>	<p>Goal #1A: Measurement Report card grades, ACT scores/Math, Credit Recovery data</p> <p><small>Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?</small></p> <p><small>Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?</small></p> <p>Goal #1B: Measurement Report card grades, ACT Score in Reading/English, SRA assessment tools, Credit recovery data</p> <p><small>Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?</small></p> <p><small>Did 25% of students needing ELA credit recovery successfully recover credits by May?</small></p> <p>Goal #2: Measurement School attendance data STI.</p> <p><small>Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance established in 2018?</small></p> <p>Goal #3: Measurement EZ Report data, Sign in sheets, UofA data</p> <p><small>Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring?</small></p> <p>Goal #4: Measurement SIR</p> <p><small>Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY18 SIR discipline date as a baseline?</small></p> <p>Goal #5: Measurement Student Surveys, EZ Report data</p> <p><small>When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program?</small></p> <p>Goal #6: Measurement UofA reports, Partner surveys, EZ Reports Data, Advisory Minutes, Reflection Journals</p> <p><small>Did at least 30% of regularly participating students participate in a service learning activity by May.</small></p>	<p>Goal 1: Provide Academic Enrichment and remediation to meet challenging state academic standards</p> <p>Goal 1A: Improve achievement in Math</p> <p>Goal 1B: Improve achievement in ELA (Literacy/English)</p> <p>Goal 2: Increase Attendance for the regular school day</p> <p>Goal 3: Increase parent and family engagement</p> <p>Goal 4: Improve student behavior throughout the regular school day</p> <p>Goal 5: Implement STEM activities</p> <p>Goal 6: Provide Service Learning Opportunities Community Need</p>

Timeline of Events

Gadsden City High School BRIDGE 21st Century CLC

2019-2020 Grant Implementation

Dec	Jan	Feb-Apr	May	Jun	Jul	Aug	Sep
<p>1. Initial meeting with evaluator. Nov 19</p> <p>2. First onsite meeting with all site directors and evaluator to go through evaluation plan - Nov. 19</p> <p>3. Evaluation Plan submitted to ALSDE - Dec. 31th.</p>	<p>1. Mid-year report - Jan. 30th</p>	<p>1. Surveys completed for all stakeholders. - TBD</p> <p>2. Onsite visit from evaluator for additional information. TBD</p>	<p>1. All data for attendance and discipline due by the end of school for analysis. - TBD</p> <p>2. All surveys completed and data sent to evaluator. TBD</p>	<p>1. All testing data provided to evaluator to begin end of academic reporting. - TBD</p> <p>2. Onsite visit of summer program activities and data collection. - TBD</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Evaluator will continue working on the final analysis.</p>	<p>1. Final evaluation of the 2018-2019 21st CCLC implementation due - Sept 30.</p> <p>2. Onsite delivery of evaluation. - TBD</p>

614 Bradley Camp Road
Millry, AL 36558
251-654-3815
<http://www.twitter.com/sbodom1969>
sbodom@gmail.com

Employee Profile/Experience

Through previous work experience, educational training, graduate work, and ongoing professional learning opportunities, I have the ability to perform the following activities as well as learn new techniques and methods as needed:

Chief Executive Officer: Lead student and educator motivational and educational consulting business in a nation-wide effort to provide students and educators with the support and motivation to move forward towards a 21st Century educational focus on college and careers. Lead students through motivational and educational techniques through written materials and online support. Lead teachers through motivational and educational techniques through professional learning opportunities, written materials and presentations, and online support. Evaluate programs for 21st Century with unbiased professional evaluation practices. Provide professional learning opportunities for teachers and administrators.

Professional Coursework & Training: (All Graduate Level Courses)

Graduate Coursework Completed	Graduate Coursework Completed
• Organizational Behavior	• Project Coordination
• Executive Leadership & Management	• Research & Development Project
• Managerial Informational Technology	• Program Research & Evaluation
• Strategic Marketing Management	• Research Project Seminar
• Managerial Finance	• Research Seminar
• Effective Executive Communication	• Research in Instructional Technology
• Legal Issues in Business	• Quantitative Methods I
• Corporate Responsibility	• Quantitative Methods II
• Non-Profit Management	• Alternative Instructional Models
• Entrepreneurship	• Advanced Measurement & Evaluation

Graduate Coursework Completed	Graduate Coursework Completed
• International Business	• Research - Dissertation
• Research & Evaluation	• Directed Study & Research
• Instructional Design	• Program Research & Evaluation
• Performance Systems Technology	• Advanced Instructional Design
• Needs Assessment	• Qualitative Research in Education
• Training Interventions	• School Law
• School Administration	• Foundations of Exceptionality
• Curriculum Development	• Curriculum Fundamentals
• Advanced Educational Psychology	• Educational Search and Assessment
• Foundations of Educational Research	• Professional Dev. in Middle Grades
• Teaching Natural and Social Sciences	• Foundations of Education

Educational Researcher: Conduct educational research in the area of student assessment, student engagement, and student learning. Design and conduct educational studies to add to the general knowledge of research-based strategies for educators. Conduct educational research in the area of instructional strategies to meet the needs of various sub-populations within public classrooms.

Educational Specialist: Analyze, develop, design, implement, and evaluate various programs needed within a school district to meet the requirements of guidelines set forth by federal, state, and local authorities. Provide experience in writing school improvement plans and implementing them as well as performing program evaluations for the implementation of the school improvement plan.

Course Designing: Design online courses using a variety of methods, with experience in eCollege, Blackboard, and Desire 2 Learn as well as the Vann-Ray student portal. Design a variety of educational and training materials to be used in a distance- learning environment, displaying instructional design skills and technology performance. Provide face-to-face training in areas of assessment, curriculum, data analysis, student learning, and business models.

Instructional Design: Design various types of instruction using current instructional systems and strategies. Evaluate existing training methods and recommend continuance or changes of those methods. Serve as a team player and leader in the implementation of training programs within a learning organization, having few or many team players.

Consulting: Provide expertise in training to entities asking for assistance in needs assessment and the implementation of a training program. Provide current research and problem solving techniques to clients on an as-needed basis. Provide workshop training for those needing miniature training sessions within an organization.

Secondary Science Instructor: Capable of providing instruction for students as well as guidance for teachers in STEM, STEAM, or STREAM in the area of all sciences as well as career development. Current certificate allowing for instruction of 253 courses currently listed by the ALSDE Teacher Certification Department.

Education

M.A. in Management and Leadership *January 2009-May 2011*
Liberty University, Lynchburg, Virginia

M.Ed.. in Teaching and Learning, *August 2006- December 2008*
Liberty University, Lynchburg, Virginia

Ph.D. Instructional Design, *January, 2004-July, 2006*
University of South Alabama

M.S. Instructional Design, Performance Technology, *May, 2002- December, 2003*
University of South Alabama

B.S. Secondary Education, Science Composite, *August, 1993- December 1995*
University of South Alabama

Associate Degree in General Studies, *August, 1991-May, 1993*
Alabama Southern Community College

College credit for courses completed with *1985-1987*
special permission to attend while still in high school

Experience

Vann-Ray, LLC *2012- present*
President & Chief Executive Officer

- Manage all aspects of Vann-Ray, LLC
- Create business model
- Hire employees for Vann-Ray, LLC
- Meet with advisory board
- Create products and services

- Provide ACT Prep to students
- Evaluator for 21st Century Schools
- Consultant to businesses
- Consultant to school districts

Software Technology, Inc. *2009 - 2012*

Chief Academic Officer of Achievement Services

- Manage the division of STIAchievement Services.
- Collaborate with administrators and teachers in making decisions to improve student performance.
- Lead consultants in coaching business with school districts in multiple states.
- Design new programs for STIAchievement Services.
- Conduct educational research for STIAchievement Services.
- Act as a liaison between clients, coaches, and company.

Software Technology, Inc. *2007-2009*

Director of Achievement Services

- Manage the department of STIAchievement Services.
- Conduct educational research that leads to the development of the coaching materials used by STIAchievement Services.
- Coordinate coaching efforts with members of the STI Sales Team.
- Coordinate the creation of coaching materials needed by the STIAchievement Services Team.
- Led the STIAchievement Services Team in state-wide coaching projects for states that purchase coaching services.
- Partner with the STIAssessment Team in the promotion of the formative assessment software designed to improve student learning.
- Research schools and districts in need of coaching services as well as the content and other areas in need of improvement.
- Analyze data from schools and districts to determine the best course of action for school improvement.
- Design the improvement plans needed to assist schools.
- Oversee the implementation of coaching and school improvement plans.
- Assist in the development of formative assessments for schools in the coaching program.
- Prepare analyses of coaching programs for administrators of schools and districts in contract with STIAchievement Services.

Software Technology Inc., *2006-2007*

Assessment Specialist

- Coordinate with members of the STIAssessment Team for the continual development, implementation, sale, support, and maintenance of the STIAssessment software.

- Develop formative assessments for various clients based on course of study standards.
- Provide intensive training and consulting for districts and clients on formative assessments and using data to improve instruction.
- Conduct educational research on various research topics related to STIAssessment.
- Analyze data from research conducted at STIAssessment.

Choctaw County Board of Education, *2005-2006*

School Improvement Specialist and Professional Development Provider

- Assisted schools in the designing of a school improvement plan that addressed the academic, learning culture, and professional development needs of the schools.
- Monitored the progress of the implementation of school improvement plans within the schools.
- Provided professional development to teachers and administrators.
- Provided resources for schools in the areas of testing and school improvement.
- Designed practice assessments that correlate with the item specifications provided by the Alabama State Department of Education.
- Researched for practice assessment materials that correlate with the Alabama Course of Study.
- Provided training to parents in the area of assessment and helping their students become proficient in school and on State Assessments.

Alabama State Department of Education, *2006-2007*

ACCESS Online Teacher

- Taught Physics for Alabama Online High School (Jan-May, 06)
- Taught Biology for ACCESS (June-July, 06)
- Taught Physics for ACCESS (Aug-Dec)
- Taught Chemistry for ACCESS (Jan-May)

Alabama State Department of Education, *2006*

ACCESS Course Developer and Consultant

- Developed the new ACCESS Physics Online Course (April-July, 06)
- Developing the new ACCESS Physical Science Course (July-Dec, 06)

Mobile County Public School Educator, *1996-2005*

Lott Middle School

- Title I Facilitator (2003-2005)
- Partner In Education Liaison (2003-2005)
- Parenting Liaison (2003-2005)
- Technology Support Person (2003-2005)

- Facilitator of At-Risk Programs (2003-2005)
- Guided Study through Technology Instructor (2004-2005)
- Science Instructor for 8 years (1995-2004)
- TRIP researcher for MCPSS (2003)
- BBSST Chairperson for School (2000-2004)
- SACS Chairperson for School (2001-2002)
- Math Tutor (2001-2002)
- Outstanding Teacher of the Year (2001-2002)
- Student Council Leader (4 Years)

Alabama Southern Community College, 1996-2004
Upward Bound

- Served as part-time Science Instructor for 8 years (1996-2004)
- Instructed students in science and technology.
- Taught rising Sophomores, Juniors, and Seniors
- Taught the following subjects: Biology, Anatomy, Physics, and Chemistry

Publications

Odom, S.B. (2013). 21 Things You Need to Know about Testing. Workbook. Vann-Ray, LLC

Odom, S.B. (2012). 21 Things You Need to Know about Career Readiness. Vann-Ray, LLC.

Odom, S.B. (2012). 21 Things You Need to Know about Career Readiness. Workbook.
Vann-Ray, LLC.

Odom, S.B. (2012). 21 Things You Need to Know about Testing. Vann-Ray, LLC.

Odom, S.B. (2012). My 21-Day Journey to Develop a Habit of Fitness & Exercise. Vann-Ray,
LLC

Odom, S.B. & Valos, J. (2011). *Common Core Common Ground*. Software Technology, Inc.

Odom, S.B. (2010). *Can America recover: Total Recovery presented as a credit recovery
solution*. Software Technology, Inc.

Odom, S.B. (2010). *Problem solving and critical thinking among middle school students*.
Software Technology, Inc.

Odom, S.B., Bouldin, D. (2010). *Ready! Set! Go! A comprehensive school reform model*.
Software Technology, Inc.

Odom, S.B., Litchfield, B.C., Ouimette, J. (2008). Guidelines for implementing a formative
assessment program through a web-based testing format. Presentation accepted and
published for 6th International Conference

Odom, S.B. (2007). *Student learning under the microscope: Using data to improve instruction*.
Software Technology Inc.

Odom, S.B. (Dissertation, 2006). *The effects of Self-regulated Learning strategies and
Technology instructional strategies on the math achievement of junior high students*.

Odom, S.B., Litchfield, B.C. (2005). Developing self-regulated learning skills in middle school students in a web-enhanced course. *Selected Proceedings of the Southeastern Conference in Instructional Design & Technology*. Challenges of eLearning & IDT, Mobile, AL.

Conference Presentations

Odom, S.B. (2012). *Rigorous Curriculum Design*. Presentations in Illinois, Missouri, and Alabama schools.

Odom, S.B. (2012). *Does Common Core bring common ground?* Presentation at STI's Common Core Institute in Indianapolis, Indiana.

Odom, S.B. (2011). *Does Common Core bring common ground?* Presentation at New Jersey's Charter School Convention in Trenton, NJ.

Odom, S.B. (2010). *Using data to create formative assessments: Ready, Set, Go!* Presentation in Indianapolis, IN and Ann Arbor, MI.

Odom, S.B. (2010). *Building a Powerful Learning Community: Ready, Set, Go!* Presentation at the Southern Illinois Technology Showcase.

Odom, S.B. (2010). *Building a Powerful Learning Community: Ready, Set, Go!* Presentation accepted for ASCD 2010, San Antonio, TX.

Odom, S.B., Litchfield, B.C., Ouimette, J. (2008). *Guidelines for implementing a formative assessment program through a web-based testing format*. Presentation accepted and published for 6th International Conference on Education and Information Systems, Technologies and Applications (EISTA 2008), Orlando, FL.

Odom, S.B. (2007). *Using data to improve instruction*. Presentation accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S.B. (2007). *Foundations for Success*. Presentation accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S.B. (2005). *Developing self-regulated learning skills in middle school students in a web-enhanced course*. Study presented at the Southeastern Conference in Instructional Design & Technology- Challenges of eLearning & IDT, Mobile, AL.

Odom, S.B. (2005). *Using Blackboard to supplement the middle school classroom*. Paper accepted for the Alabama Educational Technology Conference (AETC), Birmingham, AL.

Odom, S. B. (2005). *Meeting State requirements for BBSST*. Presentation given for educators and administrators of Mobile County explaining the importance and necessity of meeting the mandates of Lee vs. Macon in all schools across the county.

Odom, S.B., Dickson, R. (2003). *BBSST at Lott Middle School*. Presentation given at the Mega Conference in Mobile, AL on procedures used for compliance with Lee vs. Macon.

Professional Development and Workshop Presentations

- *Vann-Ray, LLC: Vann Ray* (Presentation for potential partners), Aug, 2017
- *Vann-Ray, LLC: Formative Assessments* (Consulting Workshop for WCBE), Aug, 2017
- *Vann-Ray, LLC: Goal-setting for Students* (Consulting Workshop for WCBE), Aug, 2017
- *Vann-Ray, LLC: Who Moved My Cheese* (Consulting Workshop in AL), Aug, 2013

- *Vann-Ray, LLC: Where Are We Now* (Consulting Workshop in IL) July, 2013
- *Vann-Ray, LLC: Rigorous Curriculum Design* (Consulting Workshops in MO and AL), July and Aug. 2013.
- *Vann-Ray, LLC: ACT PREP Workshops for Students* (Workshops in AL public and private schools). Dec. 2012 and March 2013.
- *STIAchievement Services: Rigorous Curriculum Design* (Consulting workshops in IL, MO, & OK) June & July 2012.
- *STIAchievement Services: Does Common Core bring common ground* (Consulting workshops in Tamms, IL and Hayti, MO) May, 2011 & June, 2011.
- *STIAchievement Services: Converge 20/20* (Coaching workshop in Mobile, AL) July, 2011.
- *STIAchievement Services: MIDAS* (Coaching workshop in Mobile, AL) July, 2011.
- *STIAchievement Services: Curriculum pacing and building formative assessments* (Coaching workshops for Missouri school districts in Charleston and Hayti Missouri) May, 2010.
- *STIAchievement Services: Ready! Set! Go!* (Consulting training at STI in Mobile, AL) March, 2010.
- *STIAchievement Services: Opening School with Pacing and Testing* (Coaching Workshop in Berwyn, IL) August, 2009.
- *STIAchievement Services: Curriculum Pacing* Kennett, Missouri, September, 2009.
- *STIAchievement Services: Curriculum Pacing* Caruthersville, Missouri, October, 2009.
- *STIAchievement Services: Consultant Training* Mobile, Alabama. August, 2008.
- *STIAchievement Services: Formative Assessments* (Coaching Workshop in Tallapoosa County, AL) August, 2007.
- *Analysis Reporting* (Regional Training Sessions for Alabama) May, 2007.
- *Running with the Numbers* (Regional Training Sessions for Alabama) May, 2007.
- *Regional Training Sessions: Formative Assessments* (Regional Training Sessions for Alabama) May, 2007.
- *A STIAssessment presentation on: A District Plan* (Consultation Jefferson Co, Alabama) March, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Oklahoma) March, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Missouri) February, 2007.
- *A Focus on Student Achievement: Ensuring A Successful Roll-out of STI Assessment* (Leadership Seminar in Indiana) December, 2006.
- *90/90/90 Model for Education* (Choctaw County Schools) September-October, 2006.
- *ARMT and SAT-10 Longitudinal Data* (Choctaw County Schools) September-October, 2006.
- *Choctaw County ARMT AMO District Comparisons* (Board of Education) August, 2006.
- *Building Teams and Committees within Schools* (Choctaw County High School) March 13, 2006.
- *Helping Parents understand the ARMT/SAT10* (Choctaw County High School, Southern Choctaw High School) March, 2006.
- *School Improvement Plan Review* (Choctaw County High School) February 7, 2006.
- *Blue Ribbon School 2007* (Southern Choctaw High School) January 3, 2006.

- *Effective Lesson Planning* (Choctaw County Elementary School) November 14, 2005.
- *Using Data to Drive Instruction and Improvement Planning* (Choctaw County Schools) October, 2005.
- *Disaggregating Testing Data* (Choctaw County High School) August 8, 2005.
- *How to be an Effective Teacher* (Choctaw County High School) August 1, 2005.

Goals (Short and Long-Term)

- Write professionally using educational research and women leadership as topics of interest and research.
- Create a nation-wide consulting/coaching entity which meets the needs of educational professional development communities.
- Speak nation-wide on educational and motivational topics of interest to educators and women.
- Work with Native American Indians to improve their educational conditions.
- Travel extensively to research the educational theories and ideals throughout the world.
- Provide services to my home town, county, and state and become a philanthropist to give back what I have been given.
- Address the needs of minority, at-risk, and rural school children in public education.
- Research the possibilities that technology offers for at-risk students in poverty situations.
- Research the theory of self-regulation especially in middle school students.
- Design training programs for educators.
- Fulfill the dream of becoming a researcher and/or professor in academia.

This document was last revised March 11, 2019.