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"NEXT LEVEL U"
COHORT 14

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GADSDEN MIDDLE SCHOOL AND EMMA SANSOM MIDDLE SCHOOL
PROGRAM EVALUATION PLAN
"NEXT LEVEL U"
21ST CENTURY COMMUNITY LEARNING CENTER

INTRODUCTION

The goal of the evaluation of Gadsden Middle and Emma Sansom Middle Schools' 21st Century Community Learning Centers (CLC) is to assess accurately the level of the centers' success in meeting the learning needs of the students served, as well as their families and the greater Gadsden community. The evaluation process and plan will serve as a blueprint in developing future goals for the program as well as identifying possible needed program revisions. Both quantitative and qualitative data, and their analyses, will be utilized in determining the degree to which identified goals and objectives of the schools' afterschool program, as well as the summer program, have been met in addition to the satisfaction levels of various stakeholders.

PROGRAM DESCRIPTION AND BACKGROUND

The City of Gadsden is located some 50 miles northeast of Birmingham. It is the primary city within the Gadsden Metropolitan Statistical Area. In terms of the city's economic conditions, the most current unemployment rate is 3.3%. While the unemployment rate is quite low, approximately 27% of Gadsden's population lives below the poverty line which is much higher than the national average. Gadsden Middle School (GMS) and Emma Sansom Middle School (ESMS) are part of the Gadsden City School System which has a total enrollment of more than 5,000 students in 13 schools. The student population of GMS is approximately 49% black, 35% white, and 12% Hispanic. At ESMS, the student population is 49% white, 38% black, and 11% Hispanic. Both schools have high percentages of students qualifying for free or reduced-price school meals: 62% at GMS and 51% at ESMS. Throughout the city, 92% of students live in households receiving some type of public assistance, and many families work multiple low-paying jobs.

The 21st CCLC program at the two middle schools is a collaborative effort between the school system and the University of Alabama – Gadsden Center to provide academic and enrichment activities that will help foster students' academic growth while also providing programs and activities that promote a higher level of parental and family engagement. The University of Alabama – Gadsden Center will coordinate and implement a number of family-related events each month at the center including literacy activities, parenting classes, financial literacy, and nutrition and healthy eating.

Historically, there has been broad support across the school system and community for supporting Community Learning Centers. That support includes a high level of collaborative planning both in preparing the schools' grant application and the resulting

implementation of the afterschool and summer programs' components. In the past, the Gadsden City Board of Education formally has adopted a Resolution in support of Community Education and all its many aspects including 21st Century Community Learning Centers.

STUDENT POPULATION SERVED

In establishing centers at GMS and ESMS, a comprehensive needs assessment was conducted. Data from various sources including the school system's Continuous Improvement Plan, Strategic Plan, and Title I plan were utilized in determining both academic and community needs. Meetings were held with the schools' Title I and Continuous Improvement Plan teams to review such data, and surveys were distributed to students, parents, and teachers to gather their input and recommendations. Resulting from the meetings and survey results were the following needs as identified by various stakeholders:

1.) Teachers reported students' needs for academic enrichment along with homework support in reading, mathematics, and STEAM activities;
2.) Parents reported needs for helping them with reading with their children at home as well as opportunities to learn more about career-technical education, life skills, ELL services, physical fitness opportunities, and financial literacy; and
3.) Students requested STEAM (3D printing), robotics, music, sports, arts, and activities related to career technical opportunities.

The focus of the program is upon identified at-risk students using mathematics and reading assessment scores; academic credits; truancy; and other at-risk factors as determined by the school leadership team. Regular classroom teachers will assist with student referrals to the program.

PROGRAM OPERATIONS AND STAFF

The middle schools' "Next Level U" program will serve students in two ways. The afterschool program will operate Monday through Thursday during the regular school year with daily hours of 3:00 to 5:30 pm with its days paralleling the school system's calendar. A summer program will serve students for five weeks, May 27 through June 28, with daily operating hours of 8:00 am – 5:30 pm. The schools' classrooms, gymnasiums, and lunchrooms will house the CLCs' operations.

Afterschool program administrative staff include the program director; coordinator; administrative assistant; and bookkeeper. Staff within the two middle schools will include two lead teachers; four teachers; two enrichment teachers; and two college assistants. Summer program staff will consist of one lead teacher; six enrichment teachers, and two assistants.

Program staff receive a minimum of ten hours of professional development in such areas as STEAM training; CPR and school safety; field trip planning; service learning

training; mental health awareness; and parent and family engagement training provided through the University of Alabama – Gadsden Center. Appropriate personnel will attend ALSDE training in the fall of 2019 and the March 2020 annual ACEA Conference.

The schools' CLCs have been designed and organized to address student and parent/family needs in several ways as reflected in the following section outlining program goals and measurable objectives.

GOALS AND MEASURABLE OBJECTIVES

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

> **Measurable Objectives:** At last fifty percent (50%) of participating students will maintain or increase their grades in mathematics during the school year as measured by report card grades and the Alabama Comprehensive Assessment Program (ACAP). At least forty percent (40%) of participating students will maintain or increase their English/language arts grades during the school year as measured by report card grades and ACAP.

Goal 2: Increase student attendance during the regular school day.

> **Measurable Objective:** At least fifty percent (50%) of students will meet or exceed the school district's average daily rate of attendance for the regular school day.

Goal 3: Increase parental and family engagement.

> **Measurable Objective:** Parental involvement in activities and family engagement of participating students will increase by twenty percent (20%) each semester.

Goal 4: Improve student behavior during the regular school day.

> **Measurable Objective:** Discipline referrals for participating students will decrease by twenty percent (20%) each semester when compared to schools' disciplinary baseline data.

Goal 5: Implement STEM activities.

> **Measurable Objective:** At least sixty percent (60%) of participating students will report a medium to high level of interest and engagement in STEM activities as measured by student surveys.

Goal 6: Provide service learning opportunities for students.

> **Measurable Objective:** There will be an increase by thirty percent (30%) of program participating students in service learning activities. Two service learning projects will be provided during the year with each centered upon helping military veterans.

PARTNERSHIPS, RESOURCES, AND STAKEHOLDERS

Partnerships formed in support of the schools' afterschool and summer programs include the Mary G. Hardin Center for Cultural Arts; the school system's Child Nutrition Program; the Gadsden YMCA; the United Way; the Family Success Center; the Community Theatre; the Gadsden Public Library; the Chamber of Commerce; the Quality of Life center; the City of Gadsden; the Etowah County Commission; the Alabama Department of Public Health; and the Etowah County Cooperative Extension. The University of Alabama – Gadsden Center is a joint applicant for the grant supporting afterschool and summer programs at the two schools

ACADEMIC AND PROGRAM ENRICHMENT ACTIVITIES PROVIDED

During the regular school year's afterschool program, academic and enrichment activities to be provided students include such as the following:
- Khan Academy
- Small group remediation sessions
- SRA reading program
- Innovative enrichment programs including visual and performing arts
- Nutrition and health education
- STEAM activities including coding and robotics
- Homework assistance
- CTE Pathways
- Physical fitness
- Service learning projects

Among the summer program's activities will be the following:
- Academic remediation
- Field trips
- Enrichment classes including STEM, art, physical fitness, and personal wellness
- CCR/CTE awareness activities
- Life skills including financial literacy, communication and listening skills
- Project-based learning
- Service learning implementation

An Advisory Council serves as a guiding organization to ensure the programs continually move in the direction considered best for students by all stakeholders. The council will meet once each semester and again at the end of the summer. Members of the council include the schools' administrators, regular school day teachers, program staff, community partners, stakeholders, a representative from the University of Alabama – Gadsden Center, and a parent representative. An agenda for each meeting will be provided and minutes maintained.

PURPOSE OF THE EVALUATION

The guiding purpose of the program's evaluation is to provide an independent, impartial look at its effectiveness in meeting and realizing the identified goals and objectives found within the schools' grant. Evaluation questions to be addressed include the following:

1.) What impact does the program have upon providing academic enrichment and remediation to meet challenging state academic standards?
2.) What impact does the program have upon increasing student attendance during the regular school day?
3.) What impact does the program have upon increasing parental and family engagement?
4.) What impact does the program have upon improving student behavior during the regular school day?
5.) What impact does the program have upon implementing STEM activities?
6.) What impact does the program have upon providing service learning opportunities?

DATA COLLECTION AND METHODS

A range of measurement tools will be used in assessing the program's success. Quantitative and qualitative methods will be used in collecting and analyzing data relating to the grant's identified goals and their measurable objectives. Such evaluation tools as the following will be used: students' report card grades; SRA assessments; ACAP assessments; student discipline and attendance records; EZ Reports data; student, parent, and teacher survey responses; program sign-in sheets for parent/family programs; and collected program-related data from the University of Alabama – Gadsden Center.

Three APT-O onsite program observations (one each in the fall, spring, and summer) will be conducted by the external evaluator in cooperation with the program/site director. The APT-O anchor that will be used in the observations is "Overall Program Ratings & Impressions Sections A, B, and C." The observations' results will be incorporated into the final report along with other evaluation-related data.

Surveys completed by parents, students, and staff will enable qualitative methods to be used in determining the satisfaction levels of such stakeholders with the program. Other such documentation will include sign-in sheets such as those utilized at parent/family programs.

USING THE RESULTS

Useful, quality feedback as a result of the evaluation process will be provided to improve and strengthen the program. Collected and analyzed data will be used to assist the schools and school system with identifying and developing goals for future

years' programs. Final results of the evaluation will be shared with program staff, the school system's superintendent, members of the Gadsden City Board of Education, and other stakeholders in such settings as monthly board meetings or work sessions, and in various stakeholders' meetings held to review and discuss the results as well as to solicit feedback. The coordination of such as the above will be conducted by the Program and Site Supervisors.

APPENDICES

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APPENDIX ONE

TIMELINE

TIMELINE

October	• Funding begins • **Attend Mandatory New Grantee Training** • Recruit, hire and train staff begin training on compliance and safety • Meet with school to set up schedule and room assignments • Meet with CNP Director • Establish afterschool schedule • Order supplies • Send home letters to parents about 21st CCLC program & private schools • Develop handbooks • Schedule meeting with External Evaluator & begin working on evaluation plan • Create student portfolios with baseline assessment data • Communicate with partners regarding grant guidelines
November	• Establish Advisory Council and host first meeting • Attend EZ Reports training and input data • Begin Service Learning project and mentor projects
December	• Register students and begin program • Evaluation Plan submitted • 1st observation by evaluator completed • CIP Review/Training on Evidence based Programs
January	• Midyear Report completed and submitted- Revisions approved and made if necessary Staff Training on PD day
February	• Begin Planning for Summer Collecting and sharing themes
March	• Attend Alabama Community Education Association (ACEA) Conference • Distribute and collect teacher surveys
April	• Distribute and collect parent and student surveys and partner • Plan summer field trips and submit to ALSDE for approval
May	• Second Advisory Committee Meeting completed • Recruit for Summer Program • Ensure all students, staff, adults, school-day teachers and activities are complete in EZ Reports • Financial Literacy PD for staff

June	• School Year Budget revisions completed • Communicate programs results to key stakeholders • Enter attendance, teacher surveys and grades in EZ Reports • Provide school year data to External Evaluator
July	• Summer program budget revisions completed • Complete Summer data entry into EZ Reports
August	• Work on Continuation Application • Register student and begin program
September	• Submit External Evaluator's Final Report

In addition, there will be UofA parenting/Family Engagement activities each month and some each week. The site will hold monthly emergency drills and two bus evacuation drills. Weekly REMIND app texts will keep parents up to date on the site events.

APPENDIX TWO

LOGIC MODEL

Gadsden Middle School/Emma Sansom Middle School's 21st CCLC Logic Model

Goals: What do you want to accomplish?
Inputs: What are your resources?
Outputs: What are your strategies and activities to achieve your goals?
Outcomes: What positive results will occur?
Performance Measures: What data will be used to improve the program?

Goals	Inputs	Outputs	Outcomes	Performance Measures
Provide academic enrichment and remediation to meet challenging state academic standards	• Program staff • Financial resources • School facilities • Wide Range of activities and events • Volunteers and community partners	• Academic skills enrichment • Homework assistance • CTE awareness/learning skills • Summer program Hands-on learning activities • Summer program • Khan Academy • Small group sessions	• Increased student academic progress • Increased parental involvement and engagement • Improved student behavior during the regular school day • Increased student attendance during the regular school day	• Report card grades • STAR mathematics • SRA assessment tools
Increase student attendance during the regular school day	• Program staff • Parental involvement/engagement activities • Financial resources • Wide range of academic and enrichment activities	• Continuing monitoring of student attendance • Innovative enrichment lessons provided to students	• Increased student attendance during the regular school day	• Student attendance data

		• Academic assistance • CTE Pathways		
Increase parent and family engagement	• Program staff • School facilities • Wide variety of activities • Community partners and volunteers	• The University of Alabama - Gadsden center providing opportunities such as parenting classes, mental health counseling, nutrition/healthy eating habits, technology training, financial literacy, and soft skills training • "First Monday" programs • Parent orientation to "Next Level U"	• Increased parent and family engagement • Increased student academic performance and school attendance	• Sign-in sheets • EZ Reports data • University of Alabama-Gadsden Center data
Improve student behavior during the regular school day	• Program staff • School facilities • Financial resources • Community partners and volunteers • Wide variety of activities	• Counseling services • Engagement with parents and families • Student participation in field trips and classes • Ongoing communications between program staff and regular school day staff	• Improved student behavior during the regular school day with a resulting fewer disciplinary infractions	• School Incident Report (SIR)

Implement STEM activities	• Program staff • Financial resources • School facilities • Wide variety of STEM-related activities	• STEM activities • Summer program • Parental engagement programs • Mentoring	• Increased student academic progress • Implementation of STEM activities correlated to the regular school day's activities • Increased parental and family engagement	• EZ Reports data • Student surveys
Provide service learning opportunities for students	• Program staff • Community partners • Financial resources • Veterans Administration local representative • United Way of Etowah County Needs Assessment	• Two projects, one each semester, being provided that incorporate the components of service learning	• During the first semester, students will collect canned goods for meals to be served at the Community Thanksgiving Meal that is free to veterans as well as collect hygiene items to be distributed during the holidays by the local VA representative/advocate. • During the second semester, there will be a Spring Clean Up Day when students volunteer to assist disabled or elderly veterans with doing yard work as well as offer a free car wash day for veterans.	

APPENDIX THREE

APT-O OBSERVATION FORM

Overall Program Ratings & Impressions

Site ID: _____ Observer ID: _____ Date: _____

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

Locations Observed *(check location(s) that apply)*
- ☐ Classroom
- ☐ Cafeteria
- ☐ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Off-Site
- ☐ Other (please describe)

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

Field Notes:

Overall Program Ratings & Impressions

Site ID: Observer ID: Date:

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

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

B. Overall Ratings of Program Schedule & Offerings	Rating
1. **Program pace is relaxed and flexible.** (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) *1=Program pace is very rushed and rigid.*	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.) *1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)*	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.) *1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)*	1 2 3 4
4. **Program offers youth a balance of instructional approaches.** (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) *1=Only one instructional approach was observed. (Ex: All adult directed.)*	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.) *1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)*	1 2 3 4

Field Notes:

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

Rating Scale:
1-Not True 2-Somewhat True 3-Mostly True 4-Very True

Overall Program Ratings & Impressions

Site ID: Observer ID: Date:

(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.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 4
2. **Staff apply rules equitably and consistently.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	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.) *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.)*	1 2 3 4
4. **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 4
5. **<u>When minor conflicts occur,</u> youth are able to problem-solve together to resolve conflicts with minimal intervention.** (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 N/A
6. **<u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth)</u>, staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *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.)*	1 2 3 4 N/A

Field Notes:

APPENDIX FOUR

SURVEYS

Parent/Guardian Survey 2019-20

You are invited to complete this short questionnaire about your child's Afterschool program. Your responses will be kept confidential. Your feedback will help us improve our program. If you have more than one child in the program, please just complete one survey and think about all of your children when answering questions.

How much do you agree with the following statements about the afterschool program?

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know/ Not Applicable
1. My child's reading grades are improving since attending the afterschool program.					
2. My child's math grades are improving since attending the afterschool program.					
3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.					
4. My child gets along better with others since attending the afterschool program.					
5. My child's school day attendance has improved since attending the afterschool program.					
6. The afterschool program staff maintains frequent communication with me.					
7. I am pleased with the parent involvement opportunities provided through the afterschool program.					
8. The afterschool staff treats my child with respect and listens to what he/she has to say.					
9. The afterschool program has systems in place to ensure my child is safe.					
10. I am satisfied with the afterschool program.					

Suggestions for improvement:

Student Survey 2019-20

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know ?
1. The afterschool program helps me improve in reading.					
2. The afterschool program helps me improve in math					
3. I enjoy the Science, Technology, Engineering and Math(STEM) activities available in the afterschool program					
4. The afterschool program helps me behave better in the school day program.					
5. My school day attendance has improved since attending the afterschool program.					
6. The afterschool staff helps me with my homework.					
7. I have opportunities to make suggestions for activities.					
8. I am treated fairly by the afterschool staff.					
9. When I am at the afterschool program I feel safe.					
10. I like the afterschool program.					

What I like most about the afterschool program:

What I like least about the afterschool program:

Teacher Survey—21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) *Did Not Need to Improve*, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year, and (2) *Acceptable Level of Functioning Not Demonstrated Early in School Year—Improvement Warranted*, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated *Significant Improvement*, *Moderate Improvement*, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

	Did Not Need to Improve							
Turning in his/her homework on time.	☐	☐	☐	☐	☐	☐		
Completing homework to your satisfaction	☐	☐	☐	☐	☐	☐		
Participating in class.	☐	☐	☐	☐	☐		☐	
credit or	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐
Being attentive in class.	☐	☐	☐	☐	☐	☐	☐	☐
Behaving well in class.	☐	☐	☐	☐	☐	☐	☐	☐
Academic performance	☐	☐	☐	☐	☐	☐	☐	☐
Coming to school motivated to learn.	☐	☐	☐	☐	☐	☐	☐	☐
Getting along well with other students.	☐	☐	☐	☐	☐	☐	☐	☐