

21ST CENTURY COMMUNITY LEARNING CENTER
COHORT 14
2021-2022 FINAL REPORT

GADSDEN CITY BOARD OF EDUCATION
1016 CHESTNUT STREET
GADSDEN, ALABAMA 35901

RAY THOMPSON ELEMENTARY SCHOOL
236 GOLDENROD AVENUE
GADSDEN, ALABAMA 35901
"THE EDGE: EXTENDED DAY GUIDED ENRICHMENT"

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
Evaluation Purpose and Evaluation Questions	
Project Background	
Evaluation Design, Methods and Limitations	
Findings and Conclusions	
Overview of the Evaluation Plan	
PROGRAM OPERATIONS	7
Site Information	
Staffing	
Staff Training/Professional Development	
Activities	
Student Demographic Data	
Grades Served	
Parental Involvement Activities	
FINDINGS.....	62
Evaluation Questions – Findings	
Program Observations	
Survey Results	
SUMMER PROGRAM.....	68
Overview- Operations	
Activities	
Staffing	
Student Demographics	
Adherence to Grant Application	
Results and Recommendations	
Plan for Utilizing and Sharing Final Report Results	
APPENDICES.....	76
SIGNATURE PAGE.....	117

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND EVALUATION QUESTIONS

The purpose of this evaluation report of Thompson Elementary School's 21st Century Community Learning Center's (CCLC) "The Edge: Extended Day Guided Enrichment" after school and summer programs is to accurately and objectively assess their levels of success in meeting the goals and objectives as identified in the school's grant application. While this is the final year of the programs' current grant, the evaluation process, its findings, and subsequent recommendations may serve as a blueprint for continuing improvement in future years' programs.

The evaluation questions derived from the school's grant application and forming the foundation of the report are the following:

- 1.) What impact does the program have upon improving the academic proficiency of participating students in the areas of reading, mathematics, and science?
- 2.) What impact does the program have upon the establishment and implementation of a STEAM Academy for students?
- 3.) What impact does the program have upon improving the overall behavior and social skills of participating students while also increasing their attendance during the regular school day?
- 4.) What impact does the program have upon meeting the identified needs of parents and family members of participating students?
- 5.) What impact does the program have upon providing students with opportunities to participate in a service learning project?
- 6.) What impact does the program have upon increasing the understanding of key health concepts by students and their families?

PROJECT BACKGROUND

The City of Gadsden is located approximately fifty miles northeast of Birmingham and is the primary city located within the Gadsden Metropolitan Statistical Area. The city's most current unemployment rate stands at 3.2 percent and approximately twenty-seven percent (27%) of Gadsden's population live below the poverty line, a rate higher than the national level. Ray Thompson Elementary School is part of the Gadsden City School System which has a total of just under 5,000 students in fifteen schools. The school has just over 200 students in pre-K through fifth grade, and is the school system's smallest elementary school. The student population is approximately seventy-five percent (75%) black, sixteen percent (16%) white, and eight percent (8%) Hispanic. While all the school's students are provided meals at no cost, seventy-nine percent (79%) of Thompson Elementary's student enrollment qualify for free or reduced-price school meals, among the highest percentage within the school system. Many of the school's students live in a nearby federal housing community or a local income-based apartment housing complex. A number of households within the school's attendance zone are headed either by single parents or grandparents. Many of Thompson's students return

from school each day to empty homes as their families are away during that time at their places of employment.

When preparing the initial 21st CCLC grant for Thompson Elementary School, past Scantron and STAR assessments showed that thirty-nine percent (39%) of Thompson's students in grades K-5 were performing below proficiency in reading/language arts while forty-four percent (44%) were performing below proficiency in mathematics. The 2018-19 report card grade given to the school by the Alabama State Department of Education was 79, a "C." Due to COVID-19's impact, the U.S. Department of Education granted waivers to the state waiving the requirement of reporting accountability results for the 2019-2020 and 2020-2021 school years. At the time of preparing this Final Report, schools' report card grades for the 2021-2022 school year had not been released by the ALSDE.

The 21st CCLC at Thompson Elementary School is a collaboration between the school and Dynamic Education Adventures (DEA) to provide academic and enrichment activities that will help foster a continuing increase in student learning performance. Historically, there has been a high degree of support both across the school system and community for supporting 21st CCLC programs within the city's schools. Such support includes collaborative planning both in preparing the school's grant application and the resulting implementation of the after school and summer programs' various components. In the past, the Gadsden City Board of Education formally adopted a Resolution in support of Community Education in all its many forms including 21st Century Community Learning Centers.

In establishing the center at Thompson Elementary School, the site team utilized varied data in identifying several areas needing to be provided students through the grant including academic and enrichment activities; a safe, secure location providing quality after school care; service learning opportunities for students; activities promoting healthy lifestyles; helpful programs for parents and families; and implementing strategies to improve regular school day attendance and decrease the number of student disciplinary offenses by program participating students.

EVALUATION DESIGN, METHODS, AND LIMITATIONS

By design and with the inherent nature of the evaluation process and requirements, an observational and descriptive approach was used. Qualitative and quantitative data such as stakeholder surveys, EZ Reports, test results, school records, event sign-in sheets, and staff visits/interviews all were used in the writing of this report. All data were securely maintained throughout the evaluation process and will be returned to the school or properly disposed of upon the completion and submittal of the final evaluation report.

FINDINGS AND CONCLUSION

While a detailed section of this report goes into depth with the findings related to the evaluation questions and related measurable objectives, it is noted that some program goals were met while others were not.

The EDGE program's third year continued providing students and families with academic and enrichment opportunities; maintained a strong collaboration with program partner Dynamic Education Adventures; and continued exploring ways to increase the involvement of parents and families.

OVERVIEW OF THE EVALUATION PLAN

The evaluation plan has been designed to assess accurately the level of success of the 21st CCLC program in meeting the learning needs of its students served and the overall Gadsden community. The school's goals and measurable objectives identified within the grant were utilized in assessing the program's outcomes. The evaluation questions along with subsequent goals' measurable objectives are as follow:

- 1.) What impact does the program have upon improving the academic proficiency of participating students in the areas of reading and mathematics?
Measurable Objectives: Both DIBELS and the STAR Reading and Mathematics assessment will be utilized in measuring students' academic growth. A stated goal in the grant is realizing a two percent (2%) gain in the first year of the grant in regularly participating students' academic growth as measured on DIBELS and the STAR Reading and Mathematics assessment, with there being a three percent (3%) gain the second year and a five percent (5%) gain the third year.
- 2.) What impact does the program have upon the implementation of a STEAM Academy for students?
Measurable Objectives: Participating students attending the program regularly will realize a two percent (2%) gain on locally developed science benchmark assessments with a three percent (3%) gain the second year and a five percent (5%) gain the third year.
- 3.) What impact does the program have upon improving the overall behavior and social skills of participating students while also increasing their attendance during the regular school day?
Measurable Objectives: Participating students will see a decrease by five percent (5%) each year of the grant by the number of discipline referrals. Also, seventy-five percent (75%) of participating students will reduce their number of absences with the stated goal of eliminating all unexcused absences by the end of the second semester this school year.
- 4.) What impact does the program have upon meeting the identified needs of parents and family members of participating students?
Measurable Objectives: Following an initial goal of having sixty percent (60%) of students' parents and families attend and participate in various training and

involvement opportunities the first year of the grant, there will be an annual increase of ten percent (10%) each following year.

- 5.) What impact does the program have upon providing students with opportunities to participate in a service learning project?

Measurable Objective: One hundred percent (100%) of students will receive training in the importance of service learning projects and participate in such a project.

- 6.) What impact does the program have upon increasing the understanding of key health concepts by students and their families?

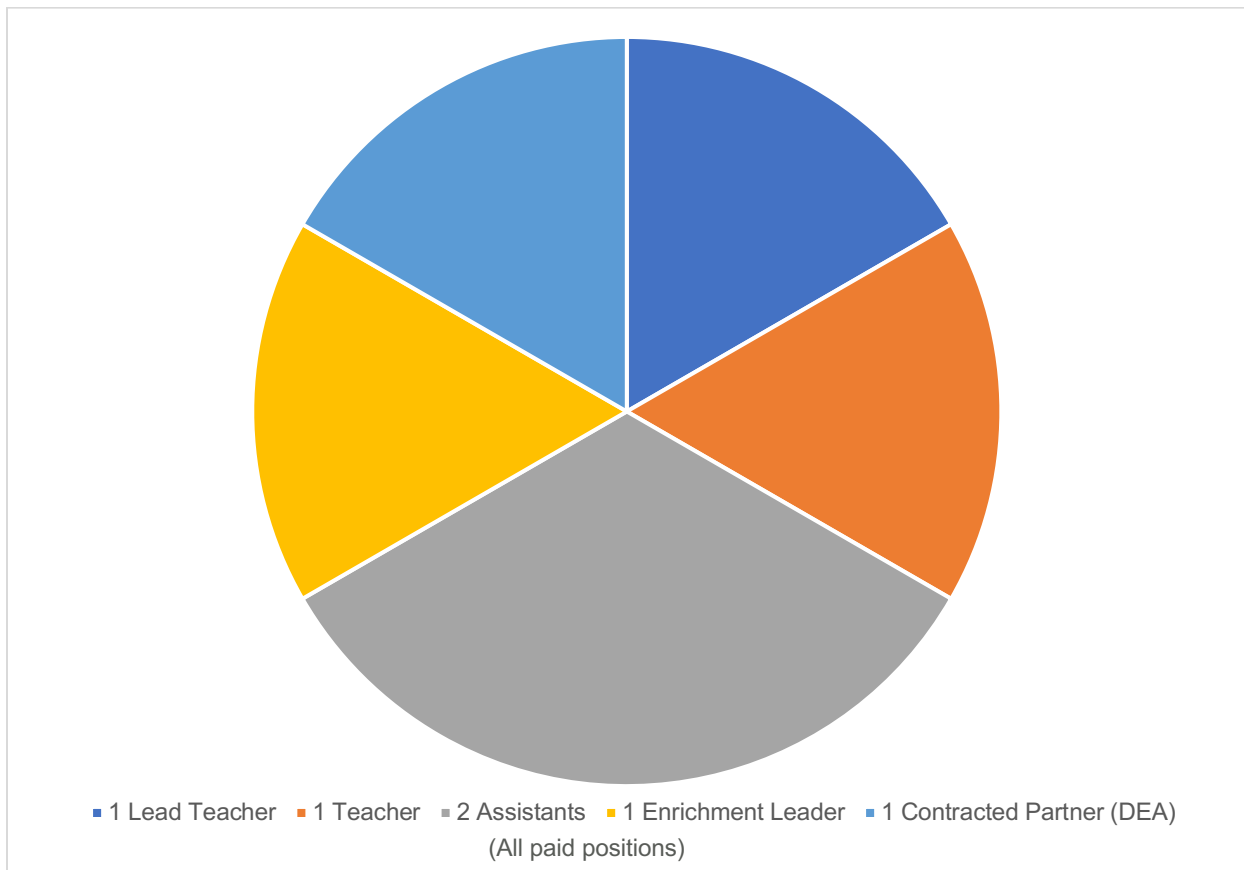
Measurable Objectives: Fifty percent (50%) of students and their parents/families will participate in a "Family Health Wellness Night" with there being a ten percent (10%) increase in participation each subsequent year of the grant.

PROGRAM OPERATIONS

Thompson Elementary School

Number of days per week site opened	5
Number of days opened (total)	167
Number of hours open per week	12.5
Number of weeks opened	38

STAFFING



Teacher:Pupil Ratios ranged an average of 1:10 to 1:20 depending upon the activity.

STAFF TRAINING/PROFESSIONAL DEVELOPMENT

DATE	TOPIC	DESCRIPTION	PRESENTERS	ATTENDEES	HOURS
August 5, 2021	Lead Teacher Training	Procedures, Safety, Time Keeping, Learning Loss	21 st CCLC Staff	All Lead Teachers	1
August 9, 2021	All Schools' Staff Training	Homework, STEAM, Program Goals, Safety, Goals	Federal Programs and 21 st CCLS Staff	All 21 st CCLC Staff	2
August 18, 2021	Training on Lesson Plans and Family Night Requirements	Schedules Reviewed with all 21 st CCLC staff along with lesson plans	21 st CCLC Staff	All 21 st CCLC Staff	1
October 12, 2021	Training on World Games/ Learning HERO	Zoom meeting teacher training for STEM as relating to the World Games	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2
October 21, 2021	All elementary schools training on the World Games and Learning HERO	Review of after school program standards incorporating the World Games	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2
November 19, 2021	All elementary schools training on World Games and Learning HERO	Review of after school program standards incorporating the World Games	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2

December 14, 2021	STEM	Overview of STEM activities and programs	Cultural Arts Center	All 21 st CCLC Staff	2
February 24, 2022	Program Training	Review of policies and procedures and lesson plans	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2
March 23, 2022	Program Training	Review of policies and procedures and progress toward goals	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2
April 25, 2022	Compliance Training	Areas Reviewed relating to Program Compliance	21 st CCLC Program Supervisor	All 21 st CCLC Staff	2

STAFF STRENGTHS AND CHALLENGES

As with previous years, a major strength of the program is its continuing engagement in providing quality STEAM activities through its collaboration with partner DEA.

A future challenge is to expand its range of academic and enrichment activities for future years' programs.

ACTIVITIES

ACTIVITY (EXAMPLES)	TYPE	TARGET POPULATION	FREQUENCY	PARTNER
Catapult; Water Beads; STEM-Volcano Experiment; Paper Airplane Challenge; Craft Stick Launcher; Design a Robot; Design and Build a House; Apples and Leaves Changing Colors; Build a Model of Mt. Rushmore; Experiment Dancing Rice	STEM	All Students	Four Times Weekly	
Homework; Literacy Skills; Phonics Review; Robot Math; Fluency Readings; Reading and Math Academic Baseball	Academics	All Students	Four Times Weekly	
Bullying-Recognition, Report, Refuse; Kindness; Social Worker Sessions; Social Media Tips; Self Respect; Say No To Drugs	Character Education	All Students	Four Times Weekly	

Dance; Fine Arts; Drama; Cooking with the Gardeners	Enrichment	All Students	Five Times Weekly	
Free Playtime; Physical Fitness Activities	Physical Activity	All Students	Five Times Weekly	
Project with the Exceptional Foundation	Community Service Learning	All Students	Weekly	Dynamic Education Adventures

Rigor this year was increased with the addition of an academic counselor paid through school funds and a sports camp provided by the YMCA through the City of Gadsden

STUDENT DEMOGRAPHIC DATA

1 Site

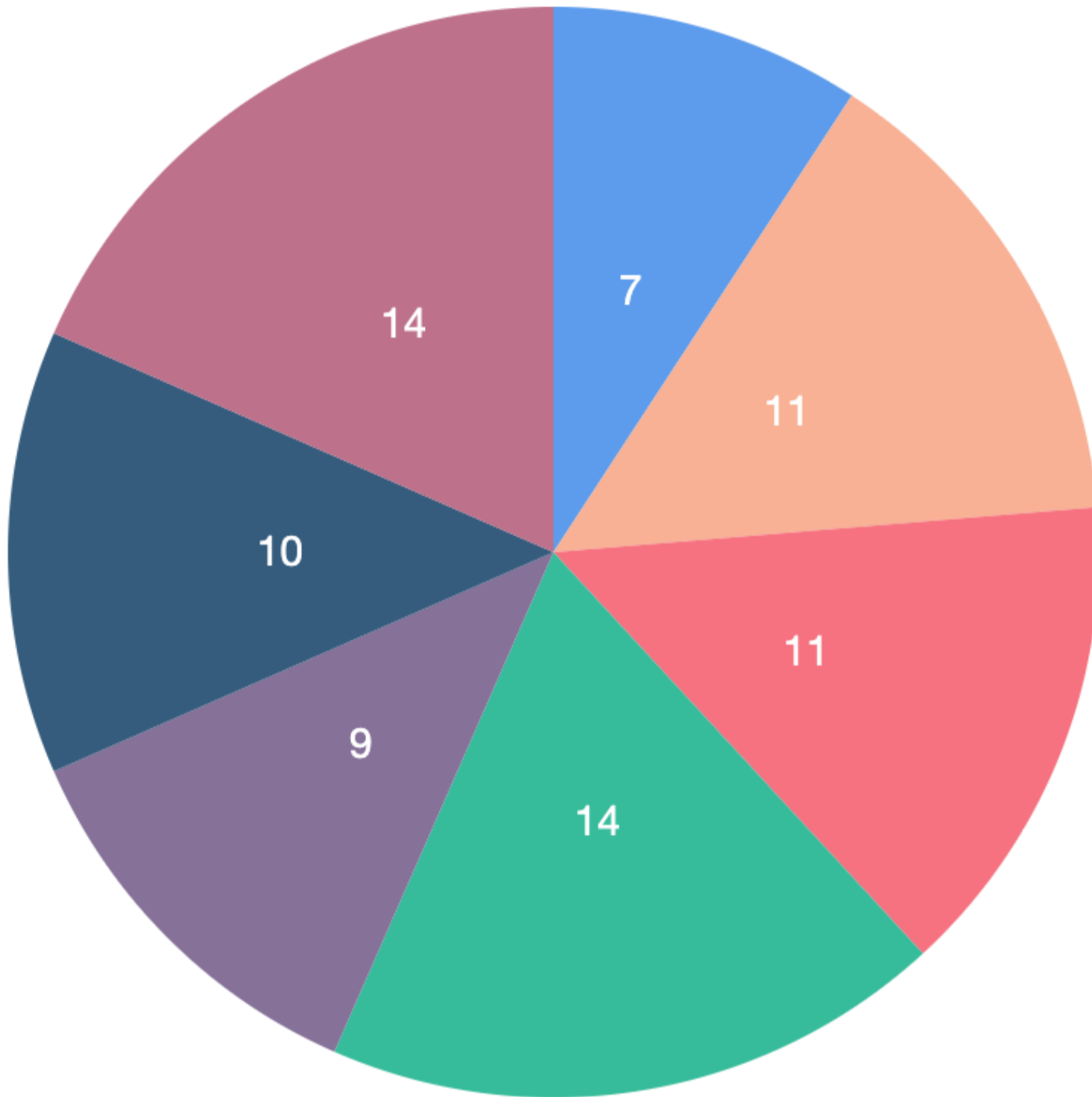
Period
School Year 2021-22

08/12/2021-05/26/2022

Print Dashboard

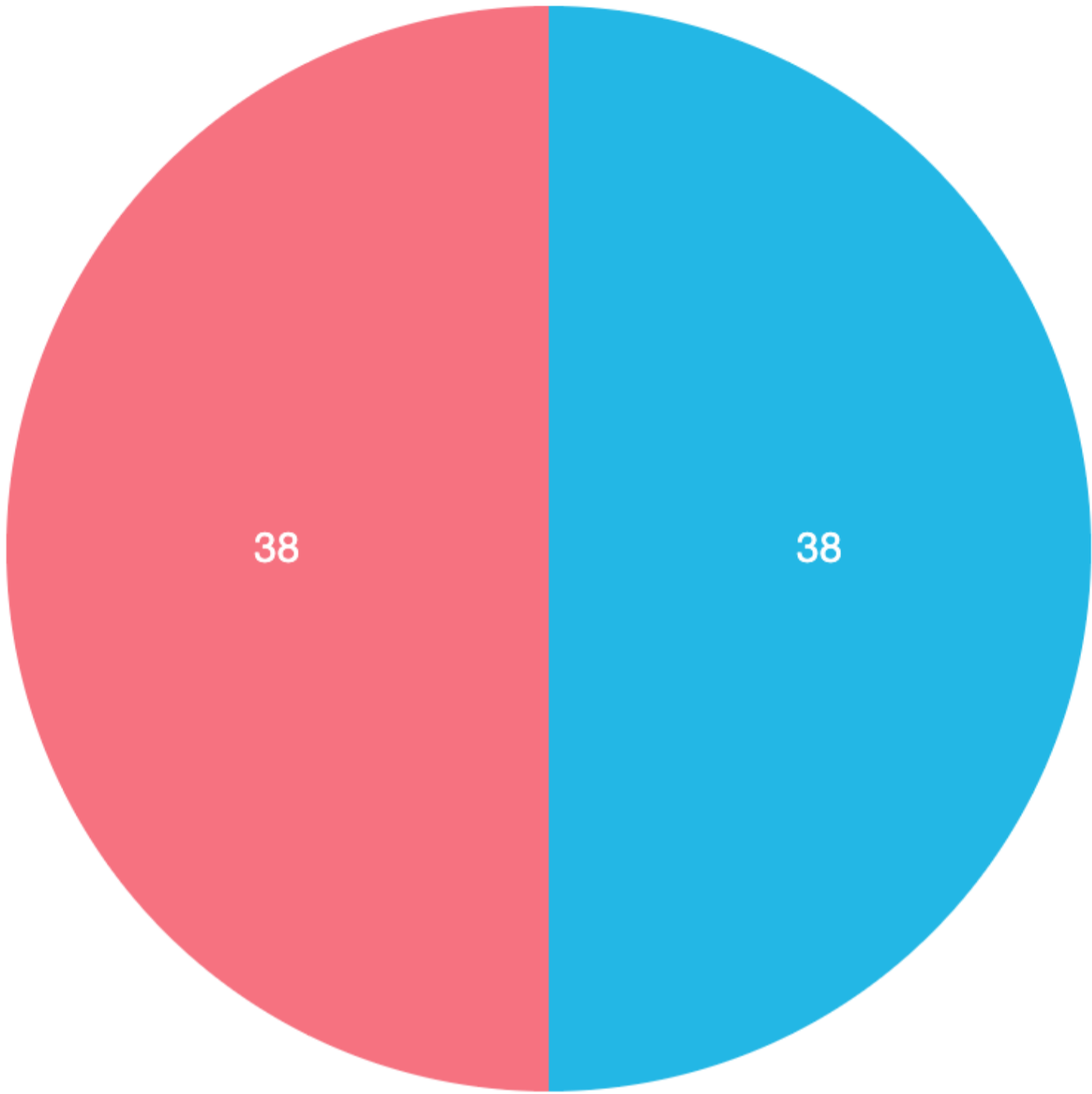
Student Attendance by Grade Level

PreK K 1 2 3 4 5



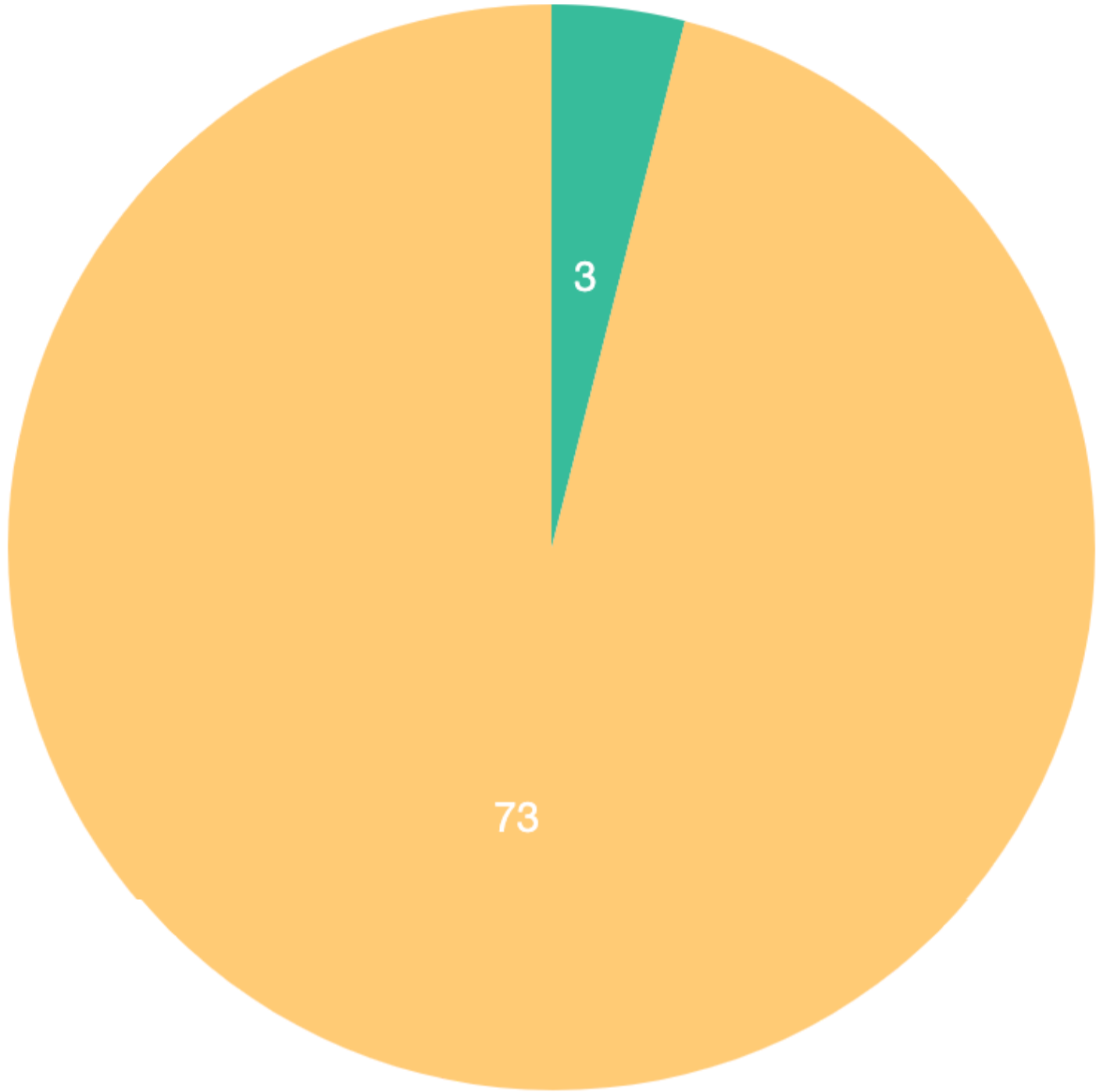
Student Attendance by Gender

Male Female

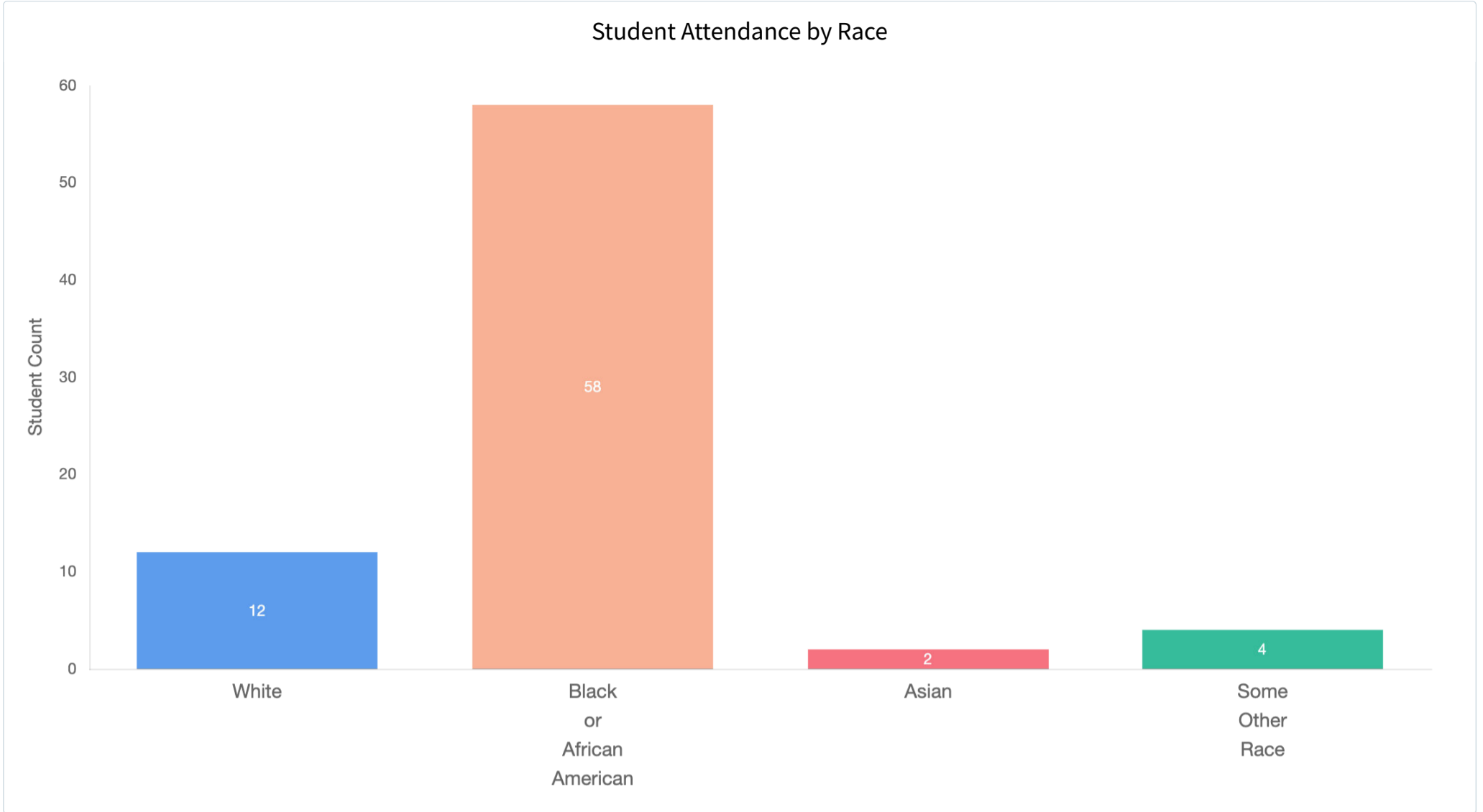


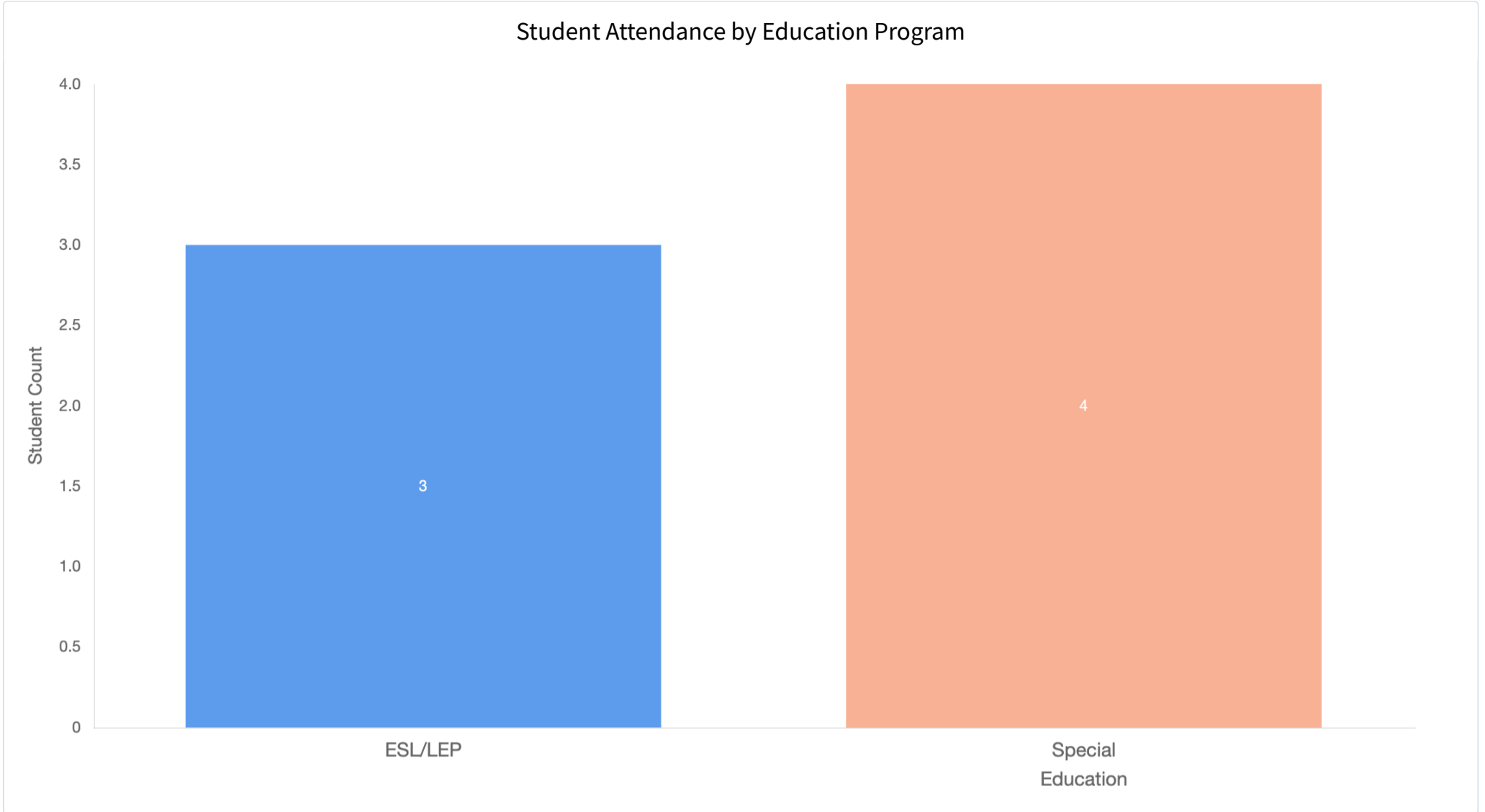
Student Attendance by Ethnicity

Hispanic or Latino Not Hispanic or Latino

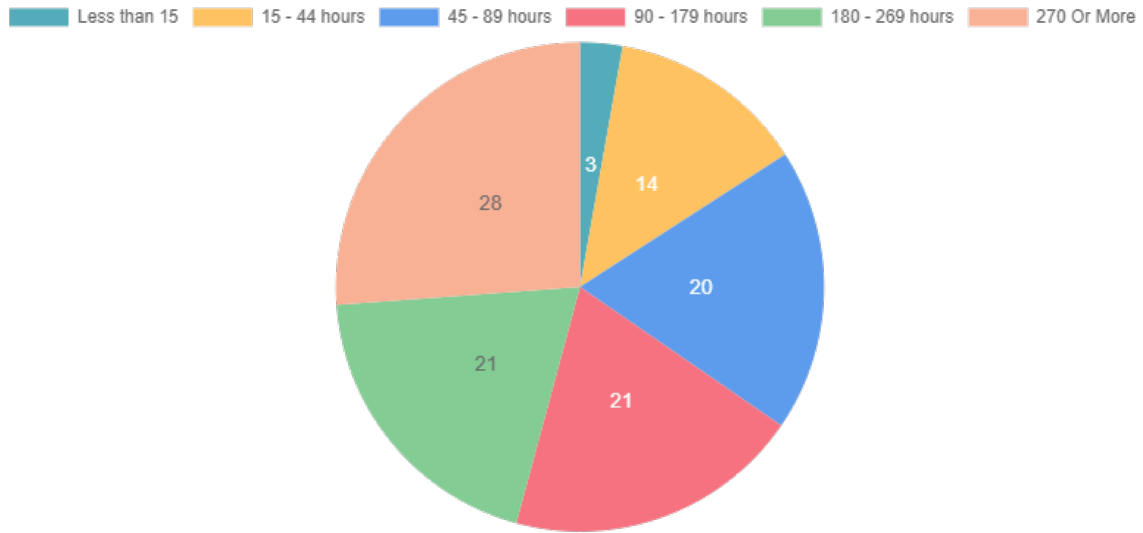


Student Attendance by Race

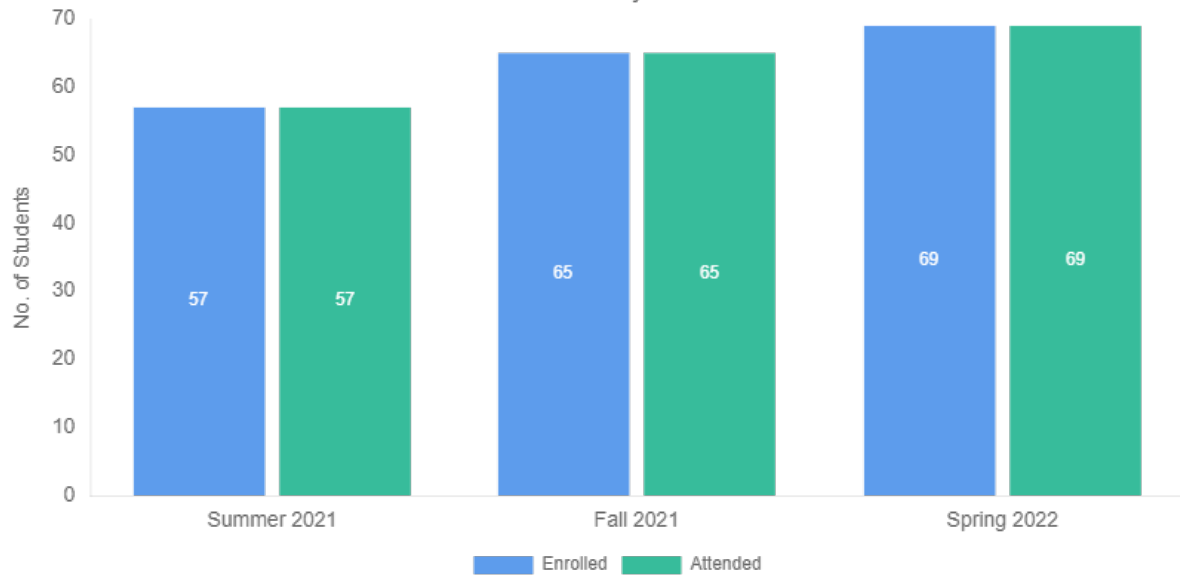


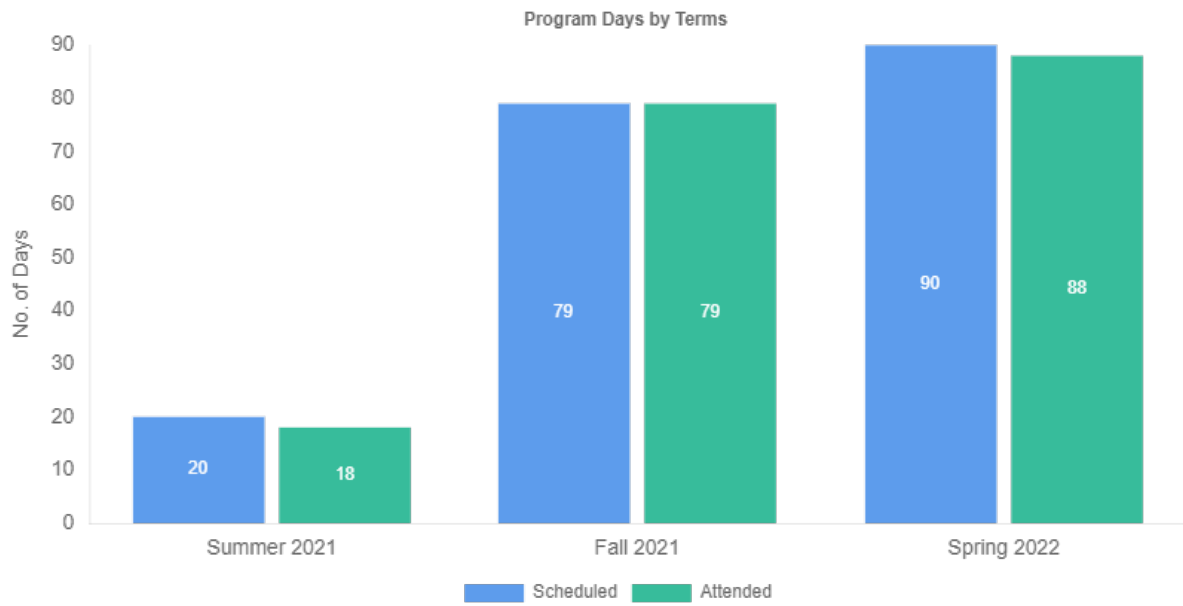
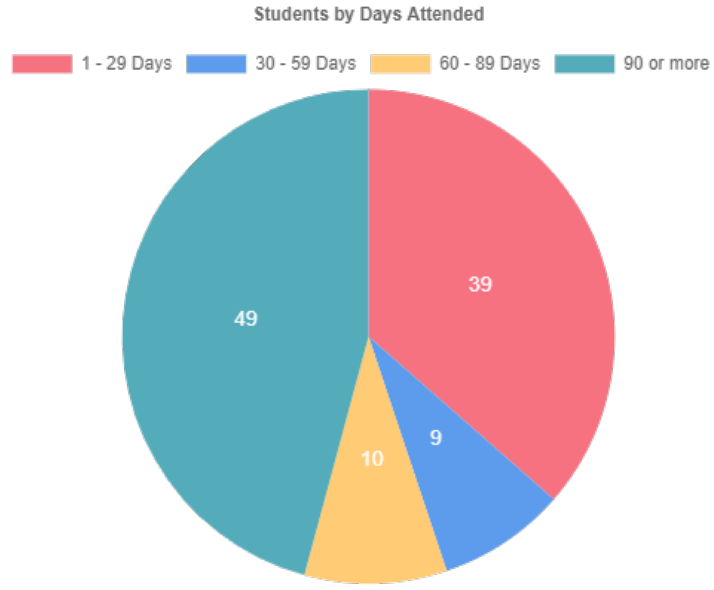


Students by Hours Attended (APR)



Student by Terms





Attendance Summary by Site | Aug 12, 2021 - May 24, 2022 | All Activities | Participant: Students | Grade Levels: P, K, 1, 2, 3, 4, 5

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
Thompson Elementary (C14)	76	76	76	7,900	167	167	415:45	38	4	47	77.89	104	193:33

* The average column do not include special event attendance.

GRADES SERVED

Total Student Enrollment for The Year	
Male	38
Female	38
Enrollment by Grade	
Pre-K	7
K	11
1	11
2	14
3	9
4	10
5	14

PARENTAL INVOLVEMENT ACTIVITIES

DATE	ATTENDANCE	EVENT	EDUCATIONAL PURPOSE OF ACTIVITY
October 28, 2021	22 parents	Celebrate Lights on Afterschool	Focus upon STEM activities and importance of After School Programs
December 9, 2021	24 parents	Internet Safety	Discussion of the "Do's and Don'ts" of computer and internet safety
January 19, 2022	24 parents	Music, Art and STEAM Family Night*	Age appropriate bags with STEM activities provided for students and parents to complete
February 10, 2022	23 parents	Family Night Parenting Class offered by The Family Success Center*	Parents provided information about the various classes offered through "Helping Our Parents Excel" and The United Way Success by 6
March 16, 2022	28 parents	Literacy Night	Overview of the importance of reading and strategies to improve reading comprehension
May 13, 2022	29 parents	Family Math Night	Presentation of games and activities related to developing math skills with both students and parents

*Provided via Drive-through due to COVID-related concerns.

**21st CCLC program staff were the primary presenters at each event.

PROGRAM OBSERVATIONS

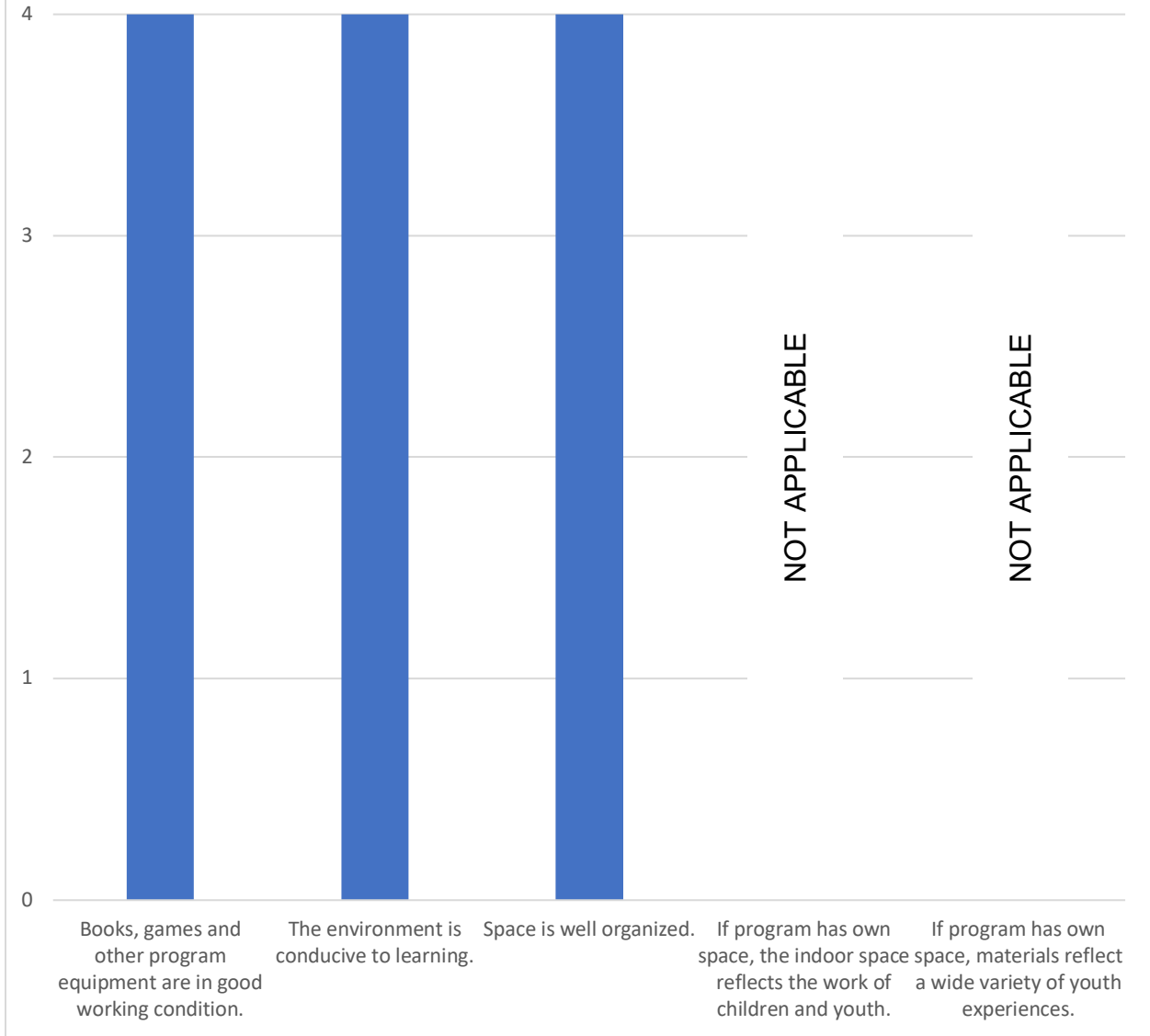
Observations of Thompson Elementary School's 21st CCLC after school program were held on December 7, 2021, and March 15, 2022. The anchors "Overall Ratings and Impressions," and "Homework/Academic Support Time" were utilized. A summer program observation was conducted on June 18, 2022, and a summary of that observation is included within that program's section of this report.

The ratings scale reflected within the following graphs is 1-Not True; 2-Somewhat True; 3-Mostly True; and 4-Very True. Each of the observation's findings was shared with the Program/Site Supervisor. Both observations showed rotations of academic activities and enrichment time such as hands-on STEAM projects, dance, building Kaleidoscopes, technology, and staging a dramatic play. A structured "Homework/Academic Support Time" had students working on vowel patterns, prefixes, literacy elements, multiplication, and subtraction. Folders containing students' homework assignments and identified needed academic work were maintained and used each day. As in previous years, there appeared a strong coordination and ongoing communications between 21st CCLC staff and the regular school day teachers.

While this was the final year of the school's current grant, any future year's program should remain focused upon continuing to provide both challenging and engaging academic-related activities in addition to a broad variety of enrichment experiences for students.

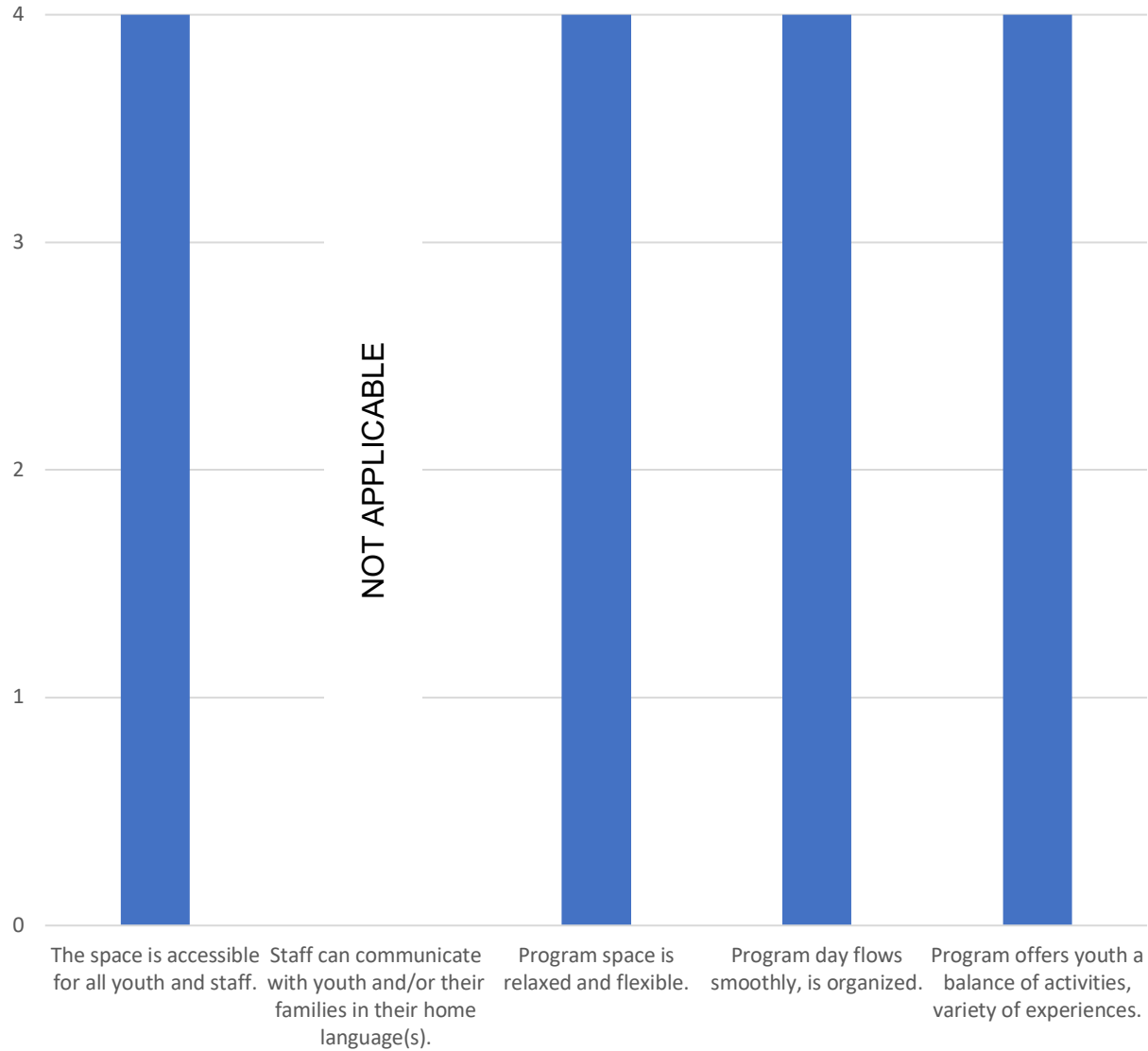
Results of Thompson Elementary School's Observation on December 7, 2021

Anchor: Overall Ratings & Impressions



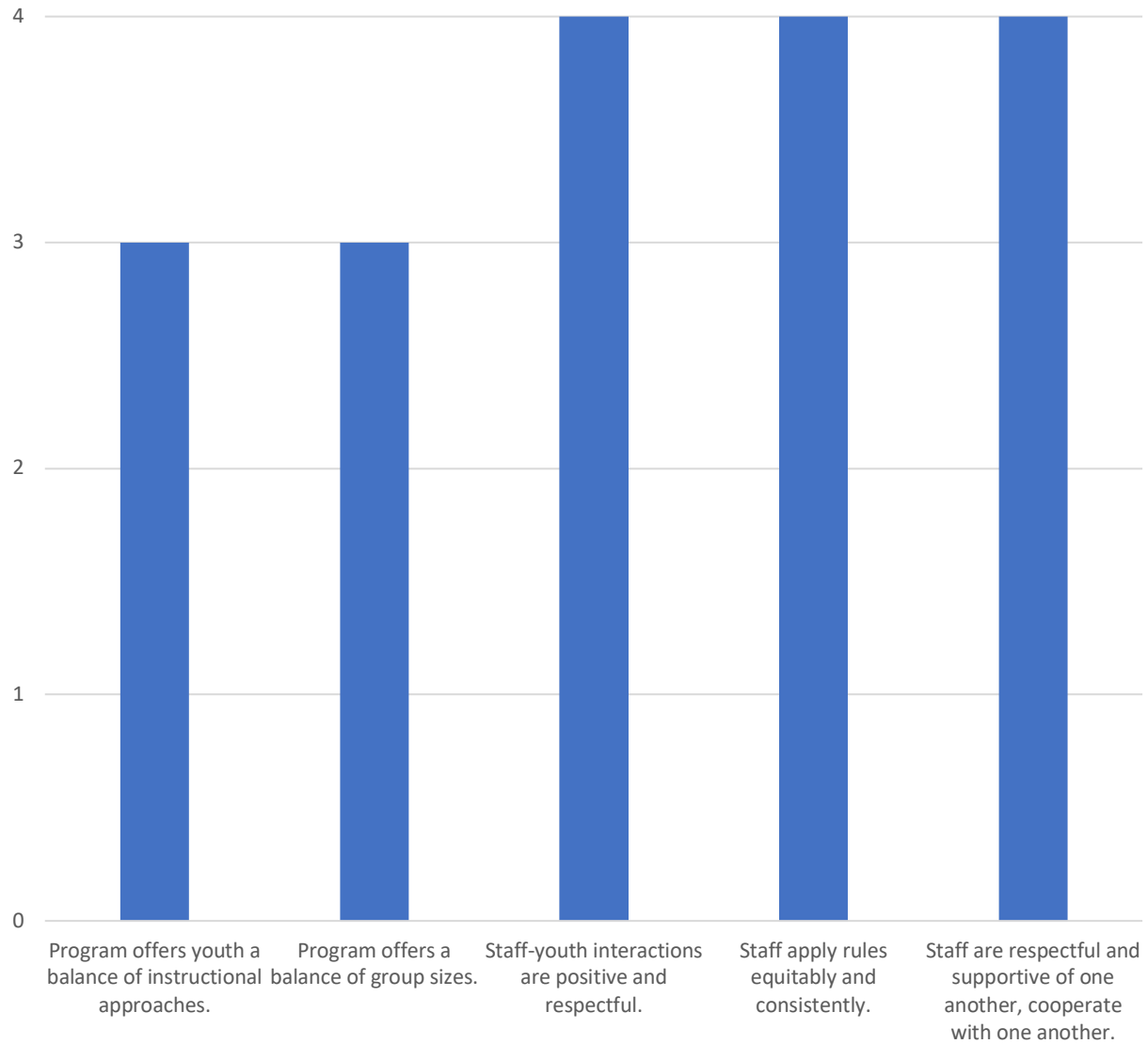
Results of Thompson Elementary School's Observation on December 7, 2021

Anchor: Overall Ratings & Impressions



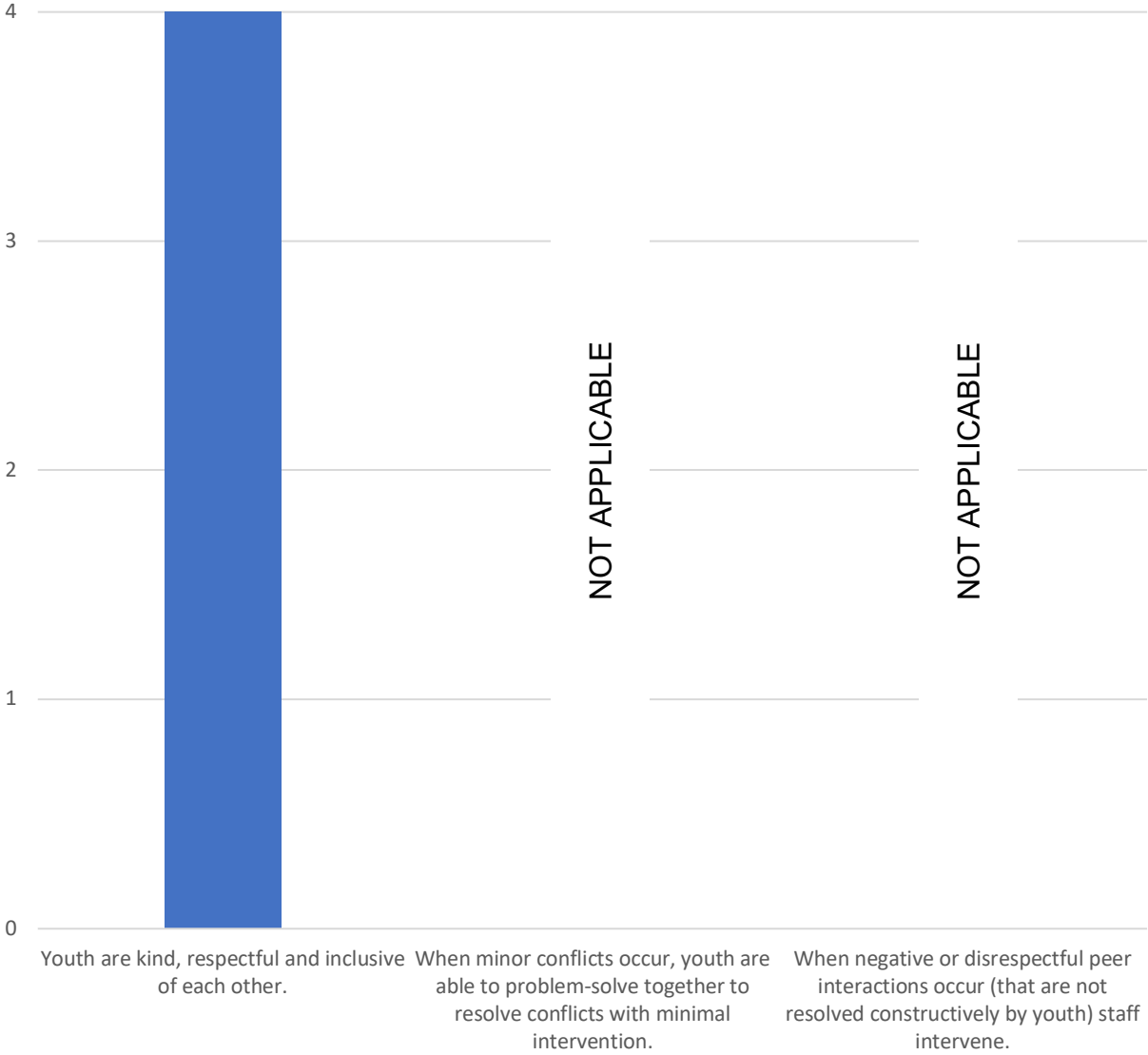
Results of Thompson Elementary School's Observation on December 7, 2021

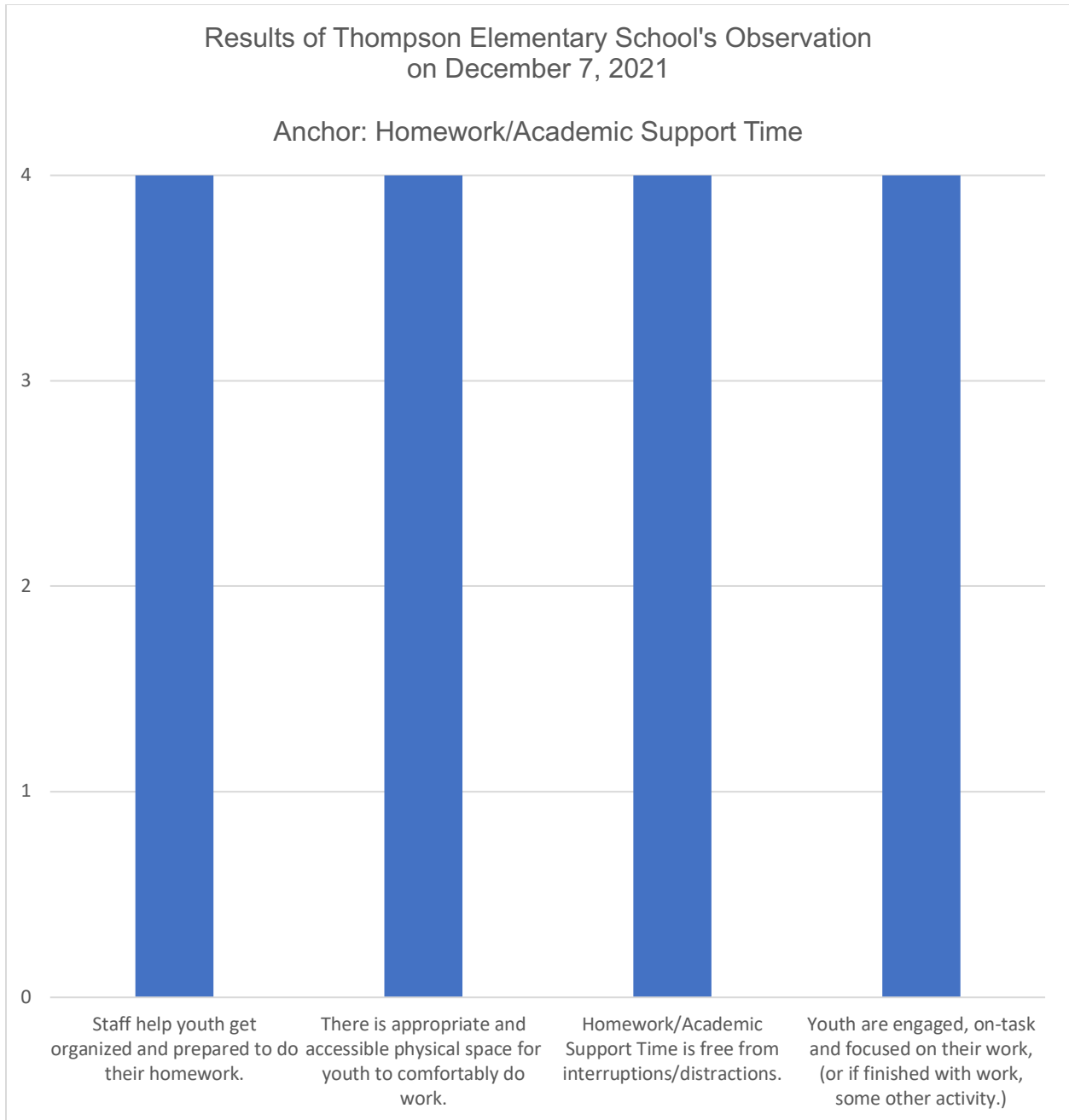
Anchor: Overall Ratings & Impressions



Results of Thompson Elementary School's Observation on December 7, 2021

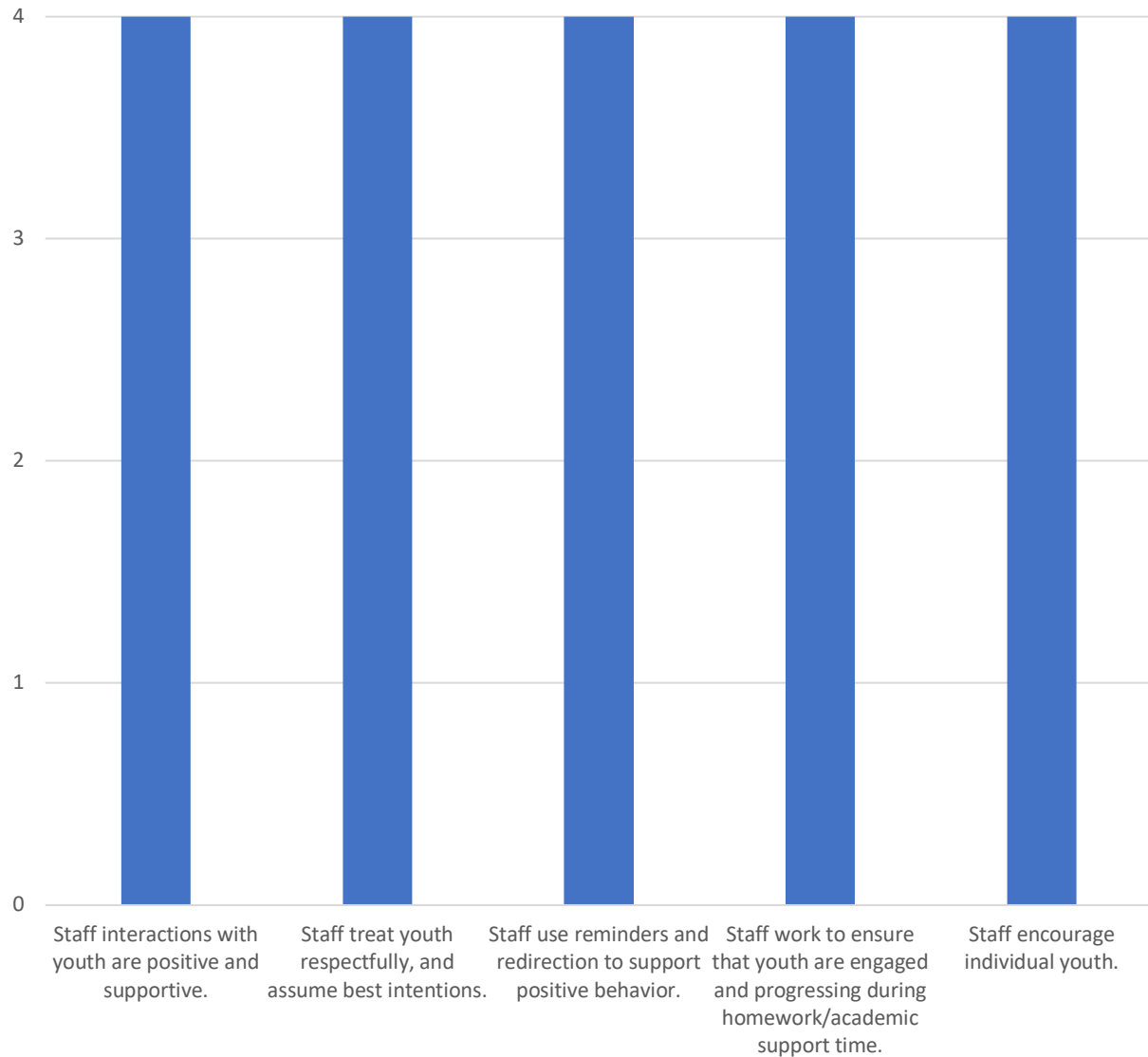
Anchor: Overall Ratings & Impressions





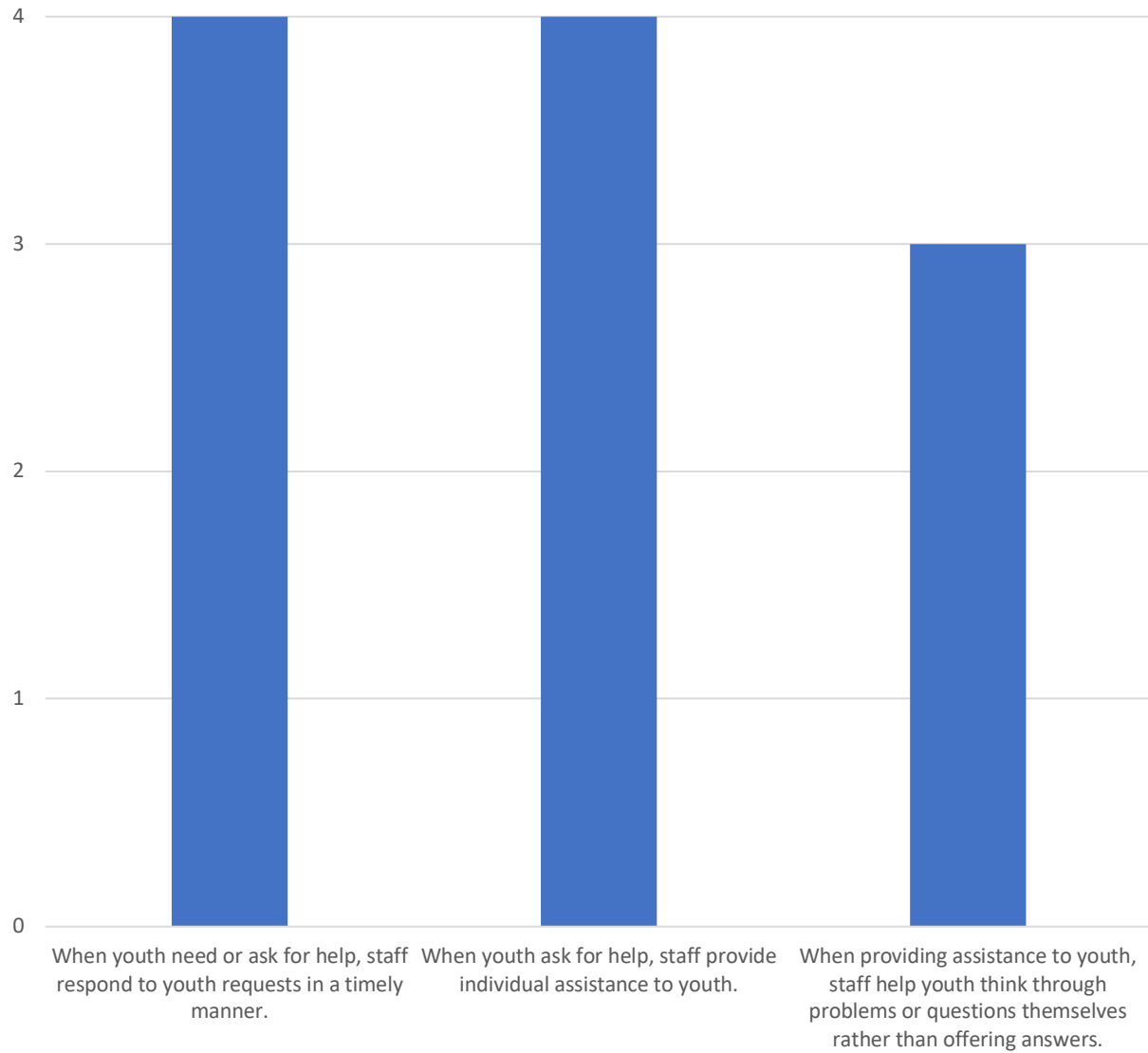
Results of Thompson Elementary School's Observation
on December 7, 2021

Anchor: Homework/Academic Support Time



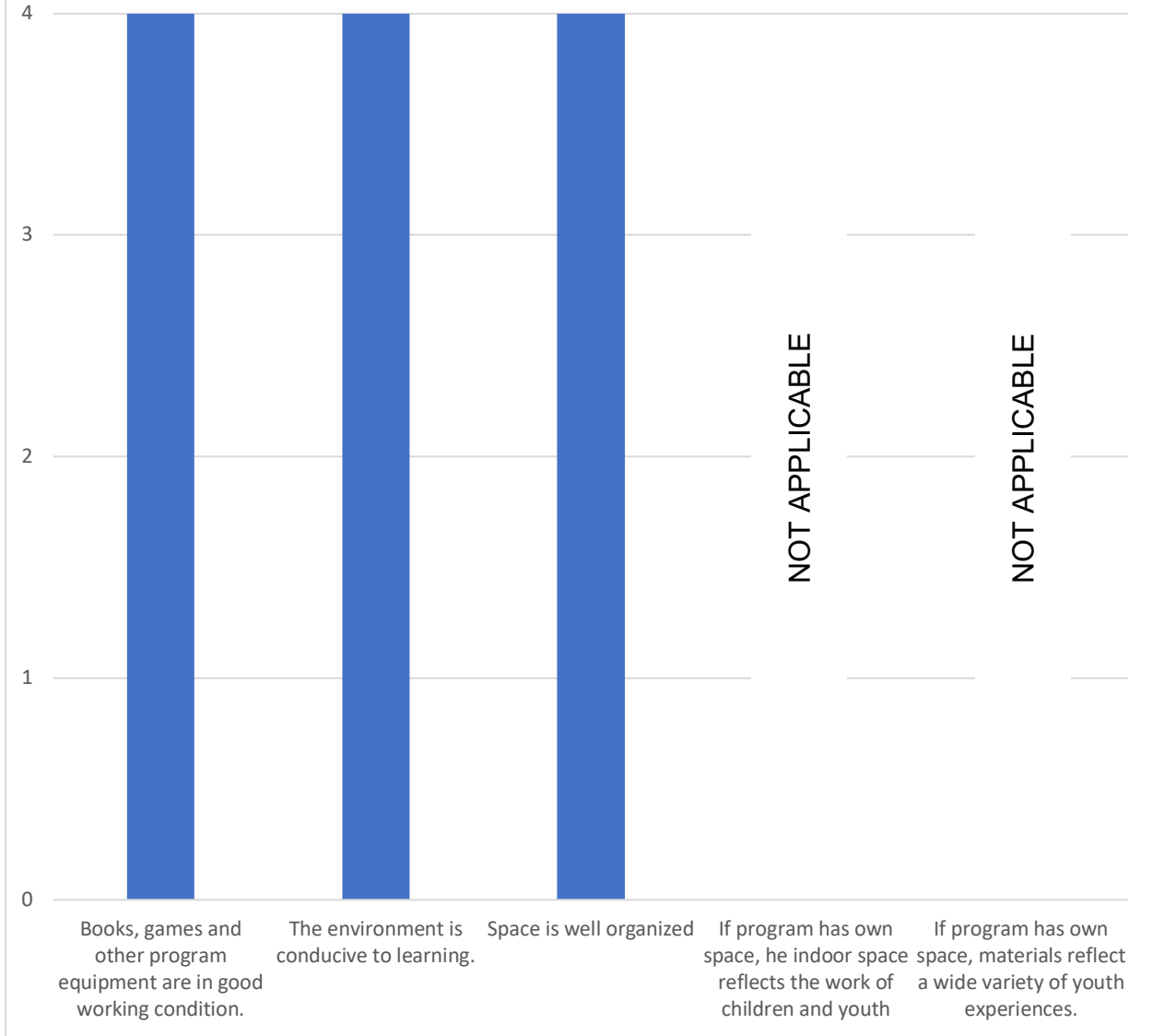
Results of Thompson Elementary School's Observation
on December 7, 2021

Anchor: Homework/Academic Support Time



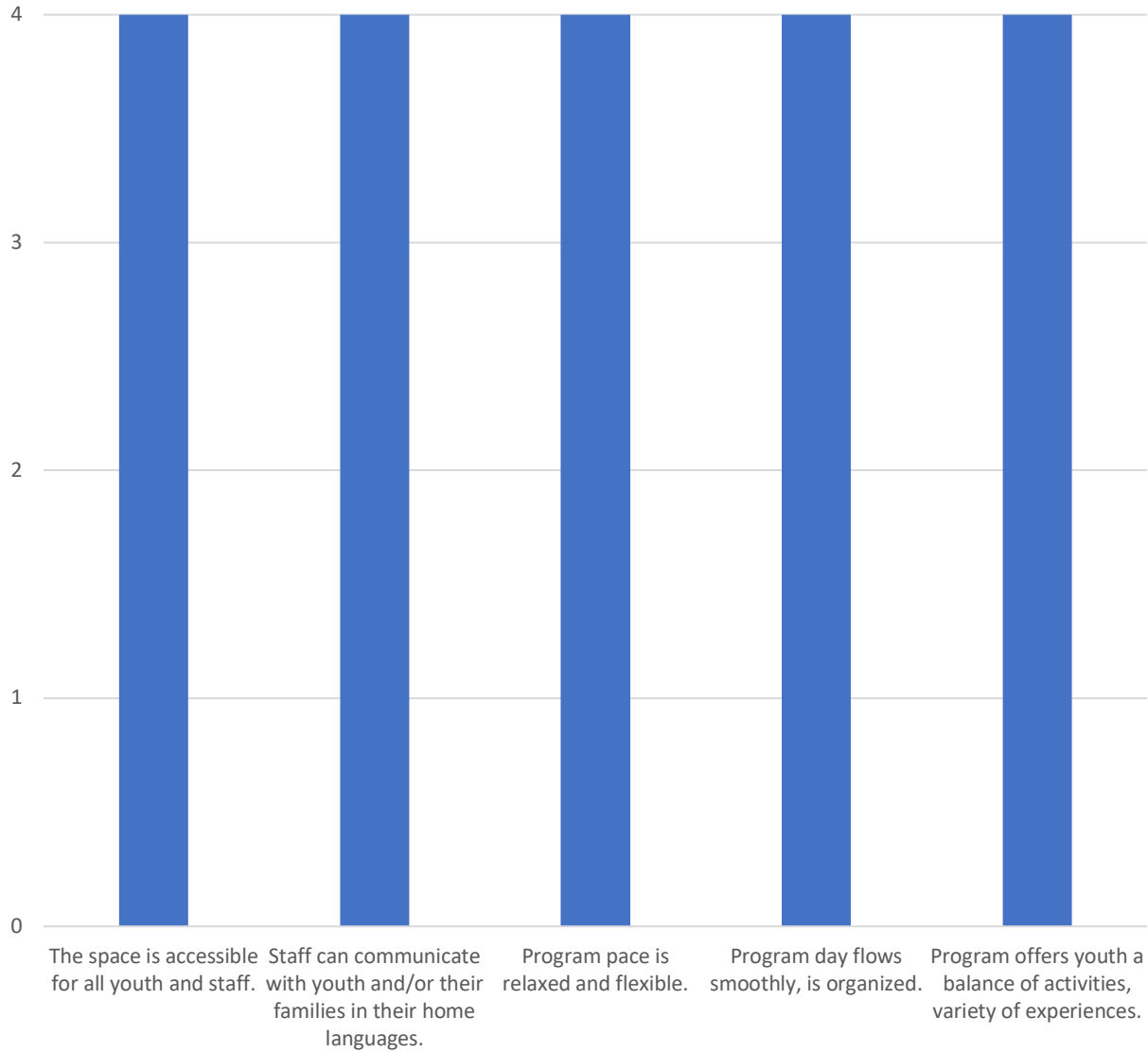
Results of Thompson Elementary School's Observation
on March 15, 2022

Anchor: Overall Ratings & Impressions



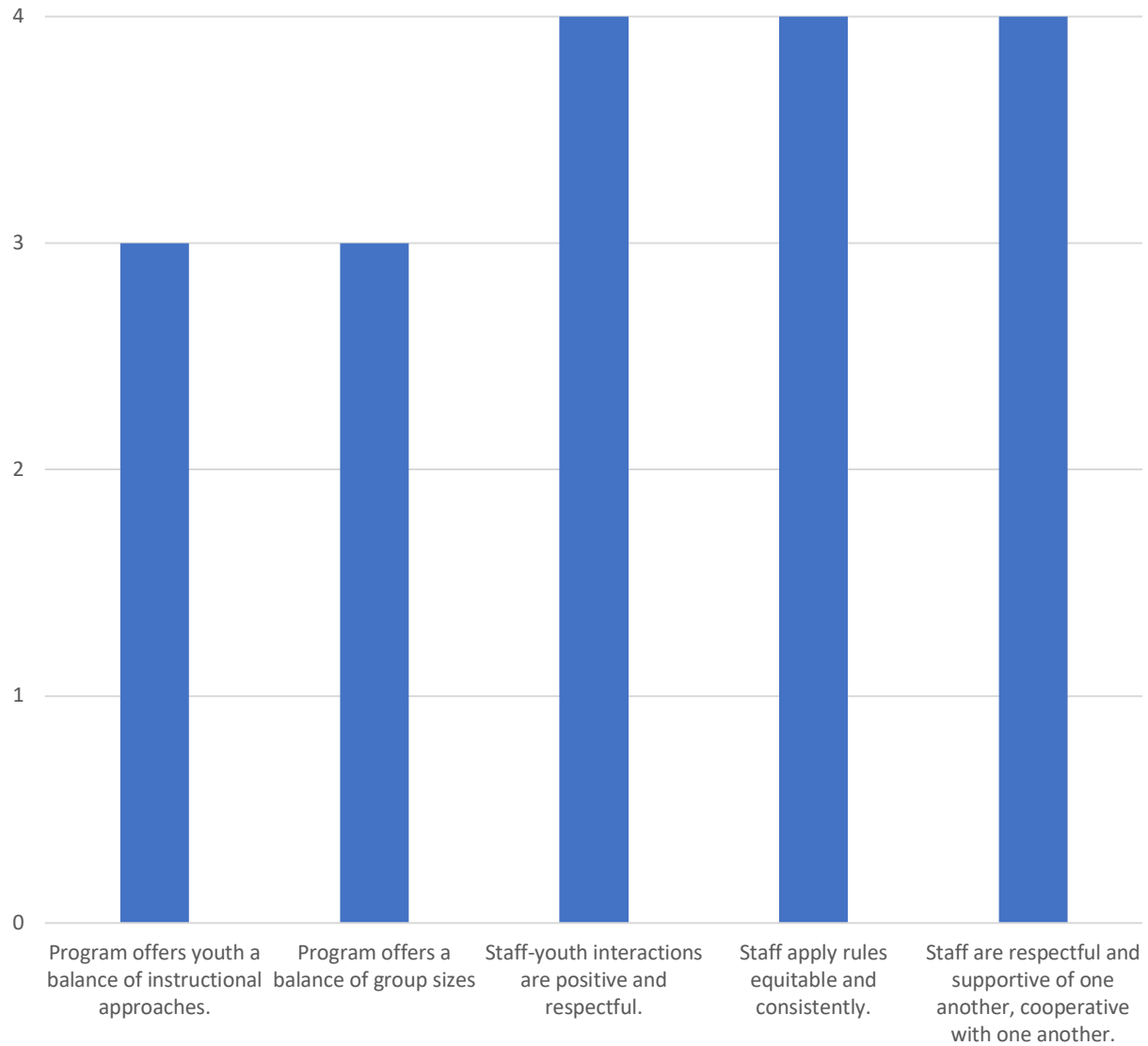
Results of Thompson Elementary School's Observation on March 15, 2022

Anchor: Overall Ratings & Impressions



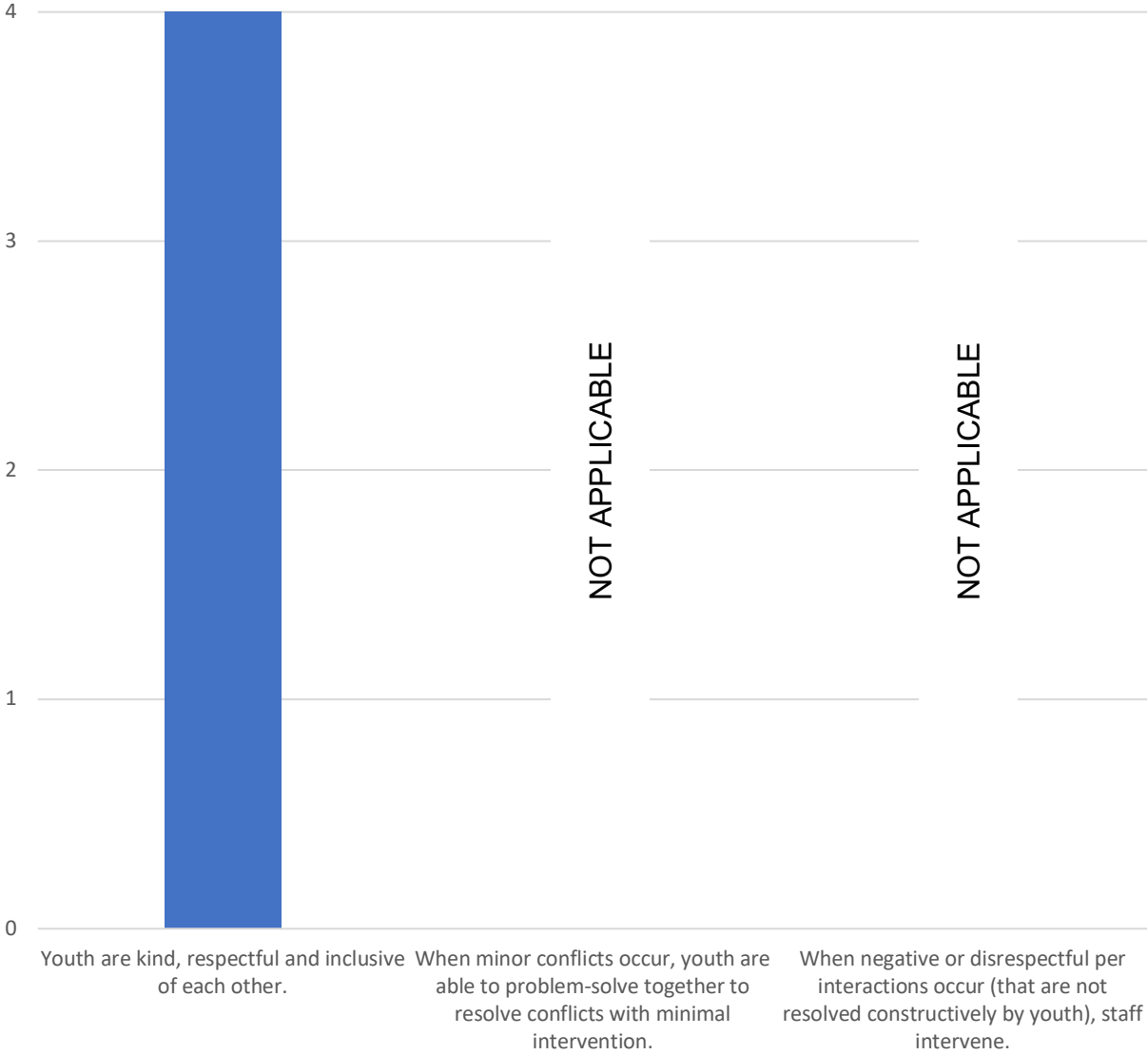
Results of Thompson Elementary School's Observation
on March 15, 2022

Anchor: Overall Ratings & Impressions



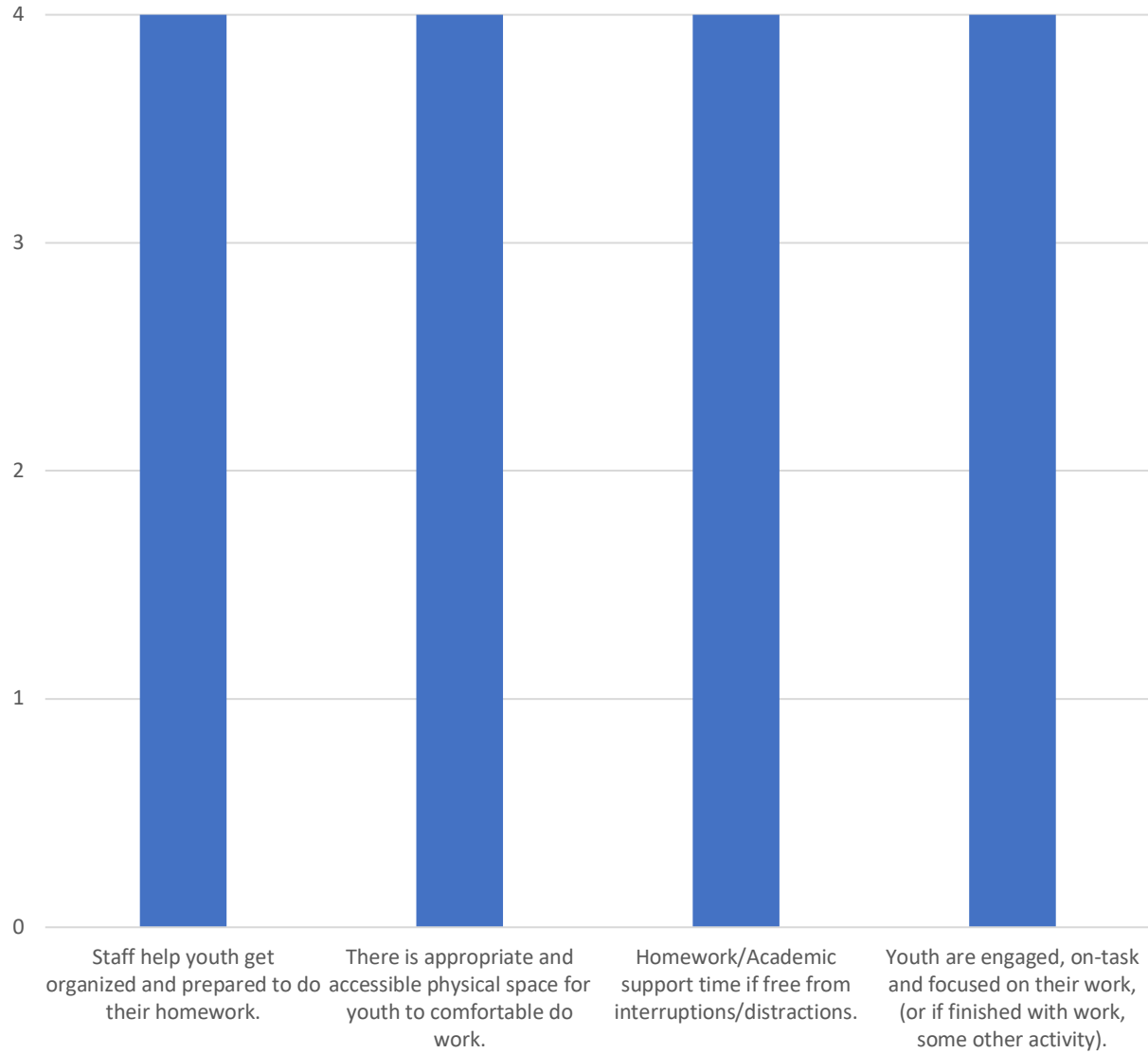
Results of Thompson Elementary School's Observation on March 15, 2022

Anchor: Overall Ratings & Impressions



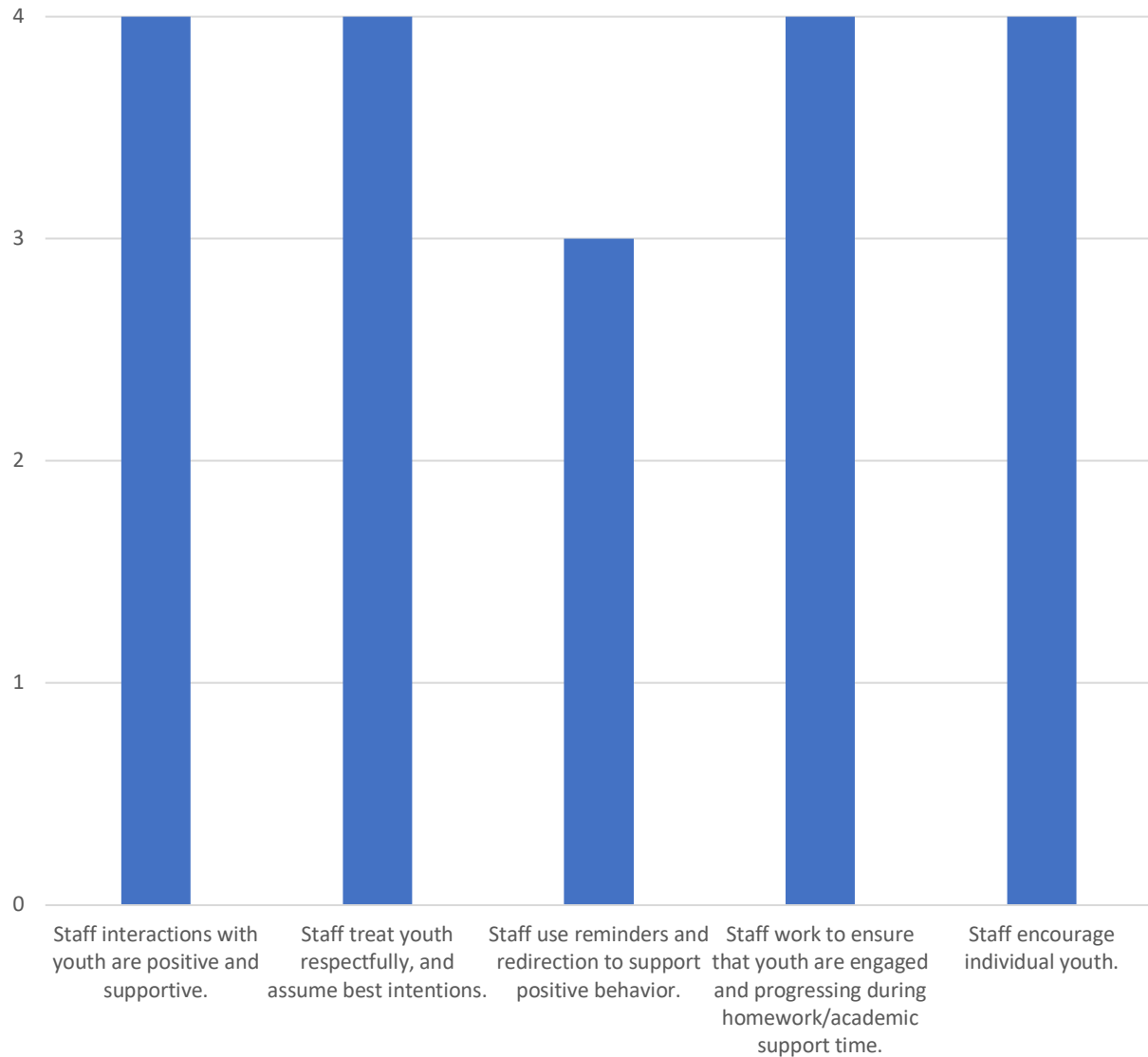
Results of Thompson Elementary School's Observation on March 15, 2022

Anchor: Homework/Academic Support Time



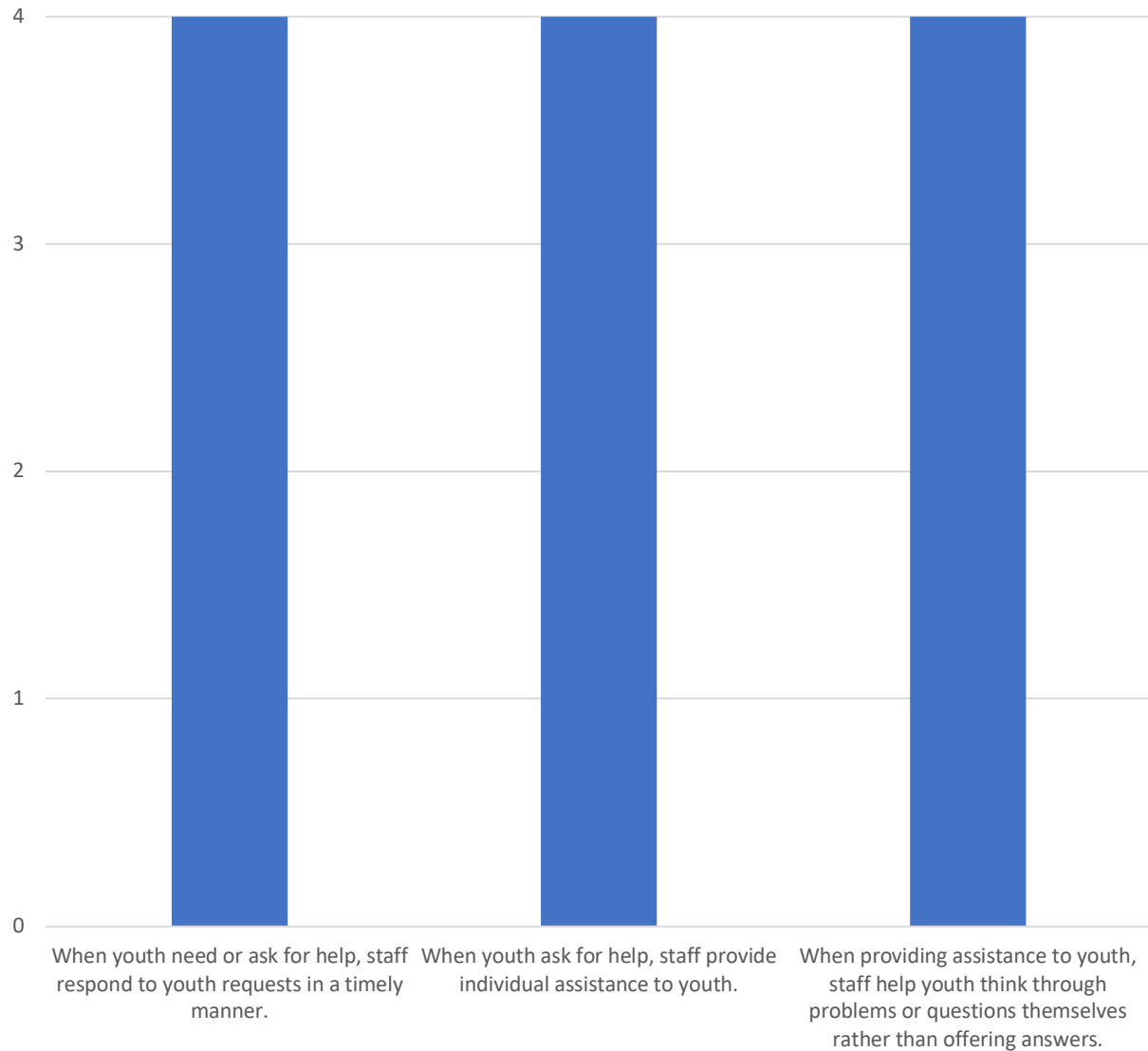
Results of Thompson Elementary School's Observation
on March 15, 2022

Anchor: Homework/Academic Support Time



Results of Thompson Elementary School's Observation
on March 15, 2022

Anchor: Homework/Academic Support Time



SURVEY RESULTS

Thompson Elementary School provided surveys relating to its after school program to the following groups: regular classroom teachers (50 responses); program students' parents or guardians (50 responses); after school program staff (4 responses); and program sponsors (6 responses). The overall response rates were much higher than the previous year when the effects of COVID-19 were being confronted, and were at a statistical satisfactory rate. While complete survey results as collected through EZ Reports are part of this final report, some highlights include the following:

TEACHERS

- 54% of teachers responded they saw significant or moderate improvement with program students participating in class.
- 50% of teachers responded they saw significant or moderate improvement with program students completing homework to the teachers' satisfaction.
- 50% of teachers responded they saw significant or moderate improvement with program students' academic performance.

PARENTS/GUARDIANS

- 100% of responding parents or guardians responded they strongly agree or agree with each statement included in the survey

STUDENTS

- 98 to 100% of after school program students responded they strongly agree or agree with each statement included in the survey, with 100% strongly agreeing that "I like the after school program."

AFTER SCHOOL PROGRAM STAFF

- 100% of program staff responded they agree with the statement, "There is good communication between the after school program and the school day teachers."
- 100% of program staff responded they strongly agree or agree with the statement, "There is a good balance between academic and enrichment activities in the program."
- 50% of program staff responded they would like more training in the area of behavior management.

PROGRAM PARTNERS

- 100% of program partners responded they strongly agree with the statement, "The program prepares children for future success in school, higher education, careers and real life experiences."
- 100% of program partners responded they strongly agree with the statement, "This partnership has met my expectations."
- 100% of program partners responded they strongly agree or agree with the statement, "The program activities are connected to what students are learning in school."

Survey Analysis Report

DOE Teacher Survey (Spring 2022)

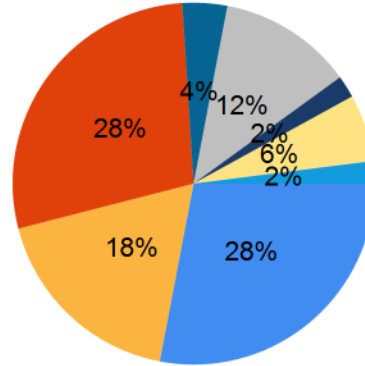
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

Total Responses: 50

Responses

- Did Not Need To Improve (14)
- Significant Improvement (9)
- Moderate Improvement (14)
- Slight Improvement (2)
- No Change (6)
- Slight Decline (1)
- Moderate Decline (3)
- Significant Decline (1)



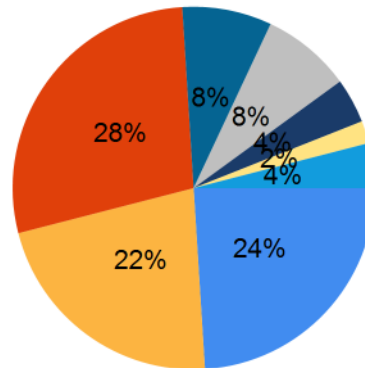
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

Total Responses: 50

Responses

- Did Not Need To Improve (12)
- Significant Improvement (11)
- Moderate Improvement (14)
- Slight Improvement (4)
- No Change (4)
- Slight Decline (2)
- Moderate Decline (1)
- Significant Decline (2)



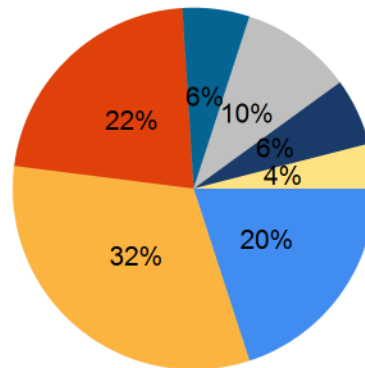
3. Participating in class.

Response Type: Mandatory - Select one response

Total Responses: 50

Responses

- Did Not Need To Improve (10)
- Significant Improvement (16)
- Moderate Improvement (11)
- Slight Improvement (3)
- No Change (5)
- Moderate Decline (3)
- Significant Decline (2)

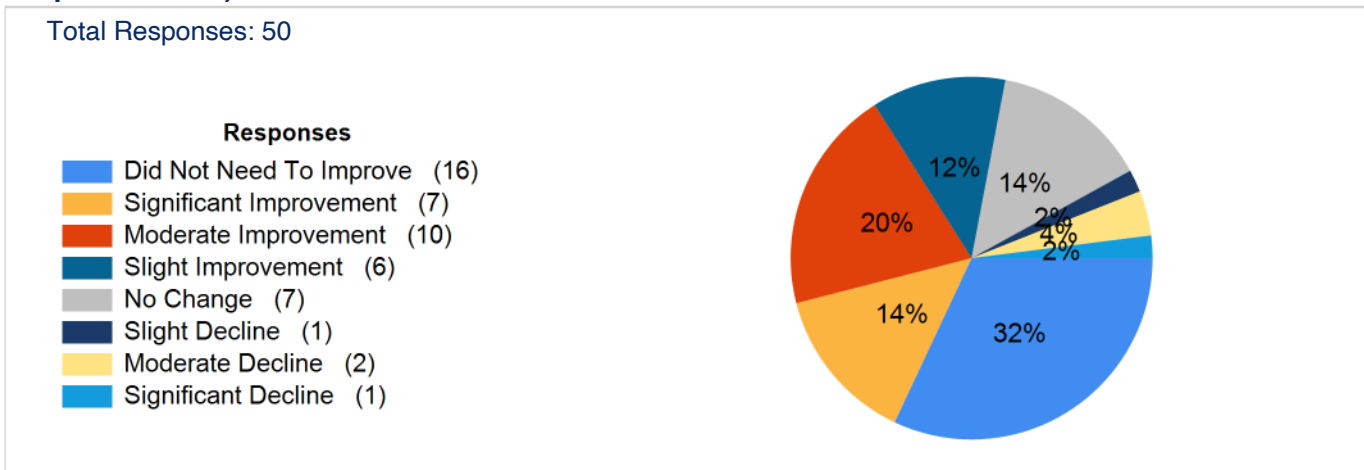


Survey Analysis Report

DOE Teacher Survey (Spring 2022)

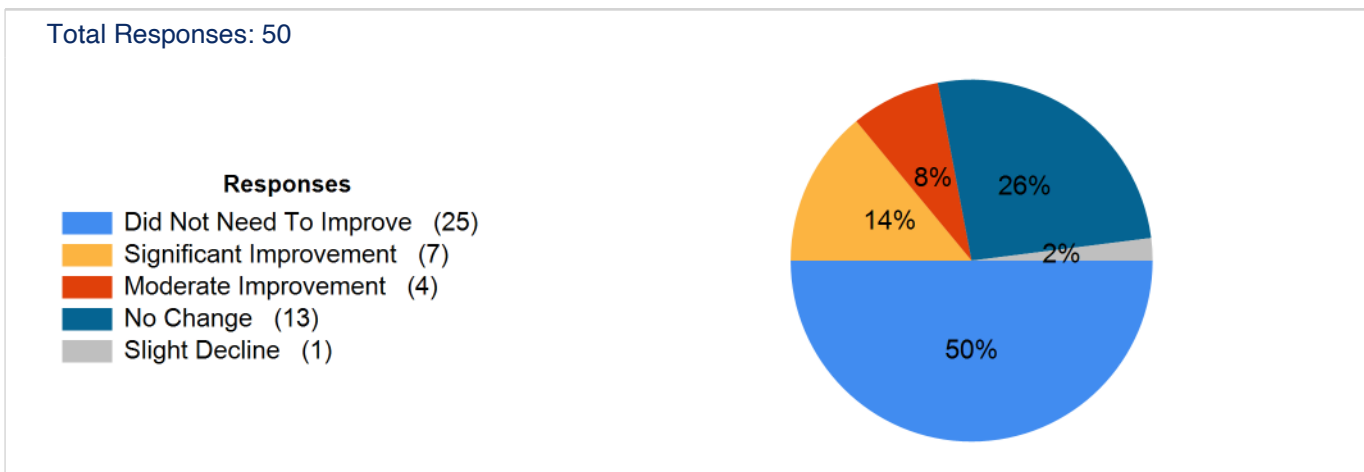
4. Volunteering (e.g., for extra credit or more responsibilities).

Response Type: Mandatory - Select one response



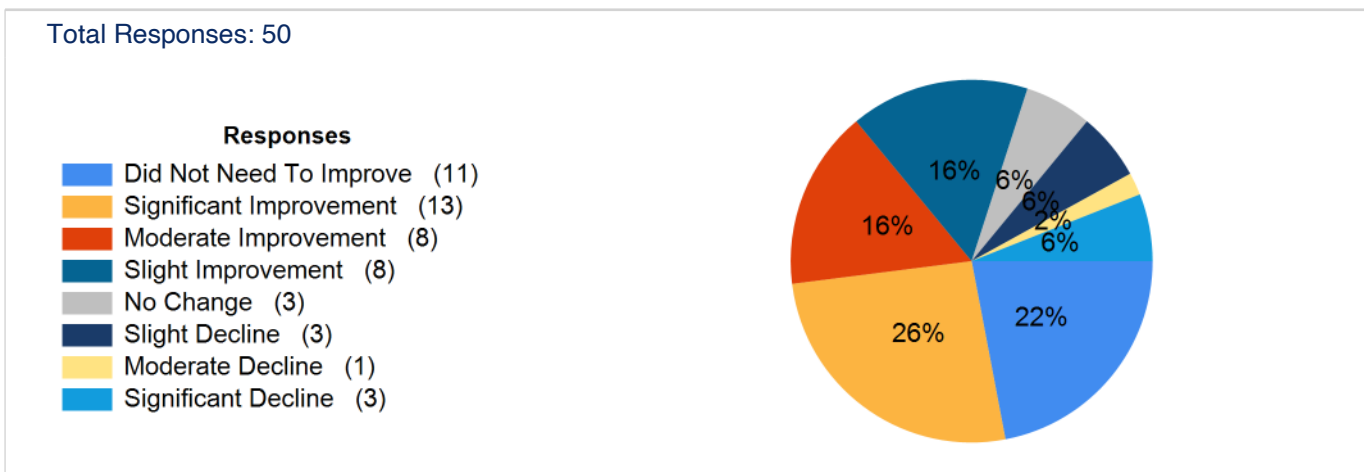
5. Attending class regularly.

Response Type: Mandatory - Select one response



6. Being attentive in class.

Response Type: Mandatory - Select one response

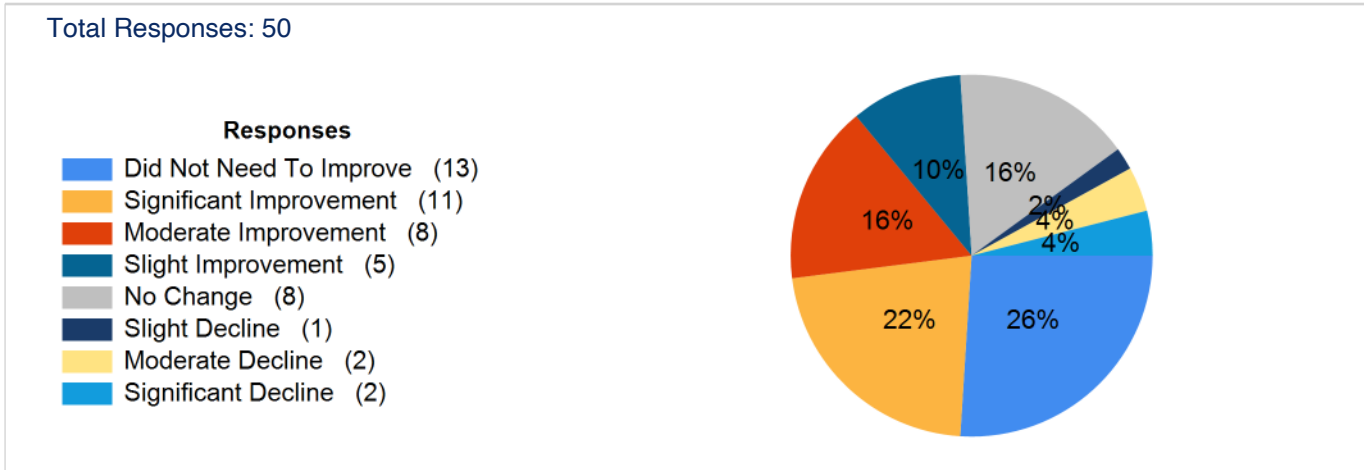


Survey Analysis Report

DOE Teacher Survey (Spring 2022)

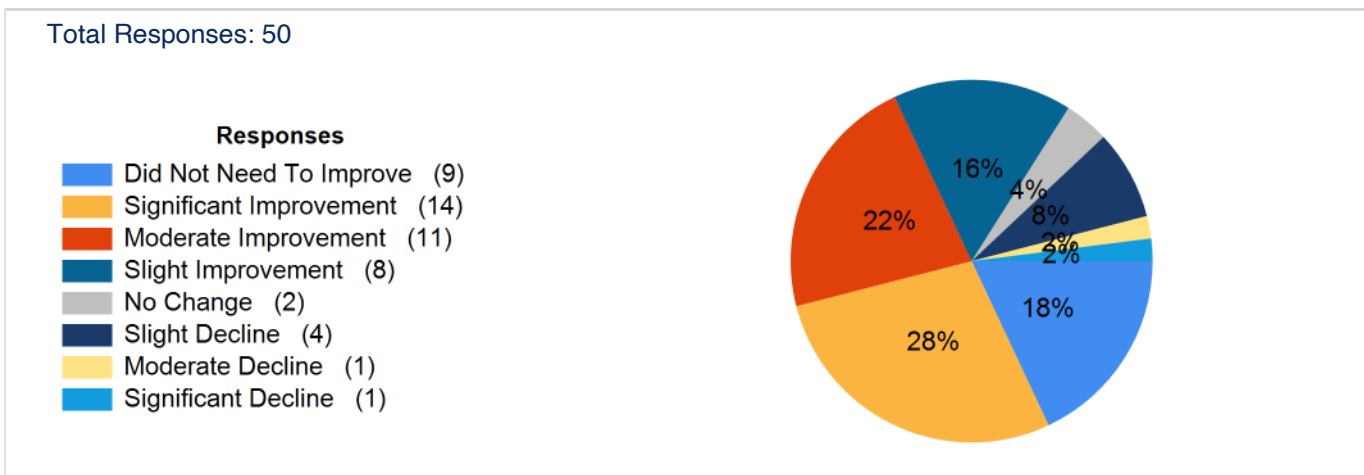
7. Behaving well in class.

Response Type: Mandatory - Select one response



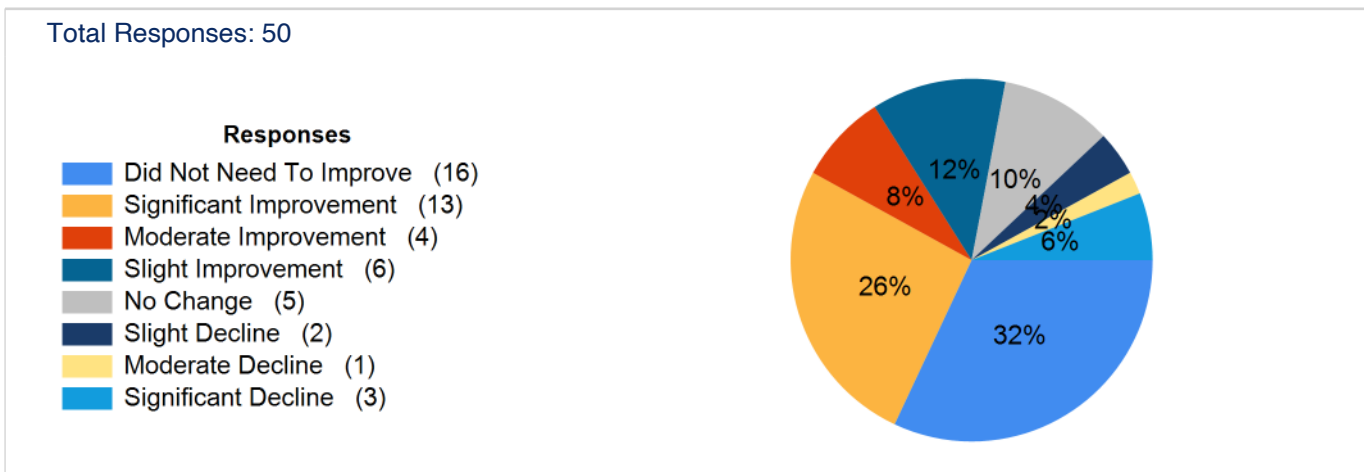
8. Academic performance.

Response Type: Mandatory - Select one response



9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response



Survey Analysis Report

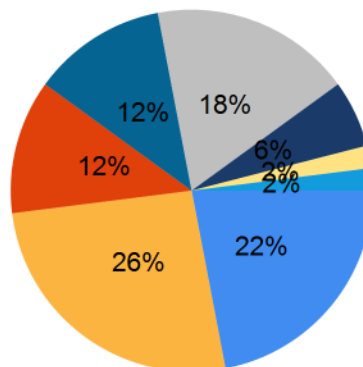
DOE Teacher Survey (Spring 2022)

10. Getting along well with other students.

Response Type: Mandatory - Select one response

Total Responses: 50

- Responses**
- Did Not Need To Improve (11)
 - Significant Improvement (13)
 - Moderate Improvement (6)
 - Slight Improvement (6)
 - No Change (9)
 - Slight Decline (3)
 - Moderate Decline (1)
 - Significant Decline (1)

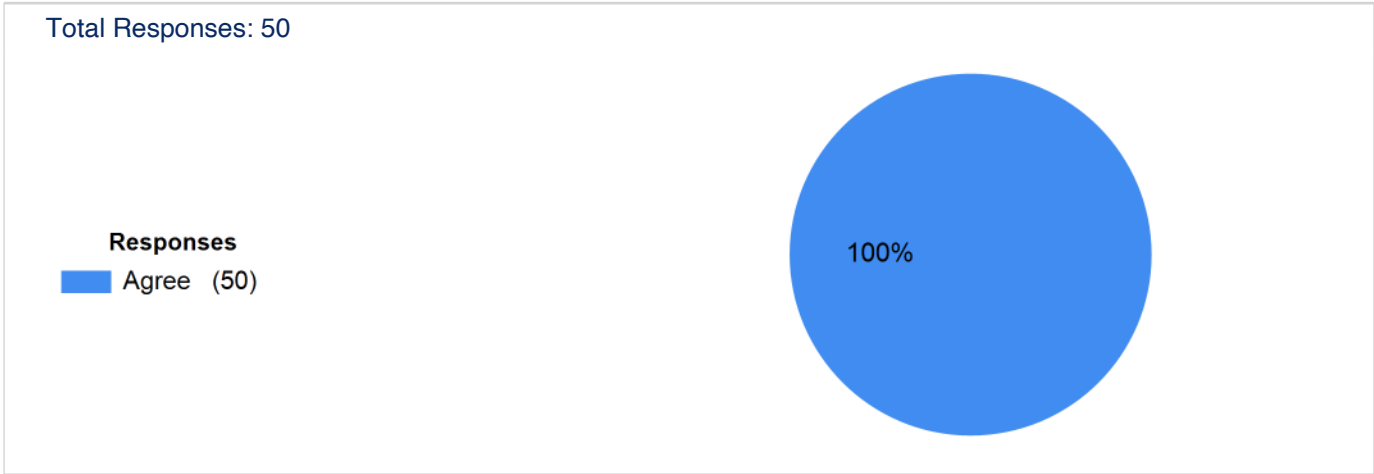


Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

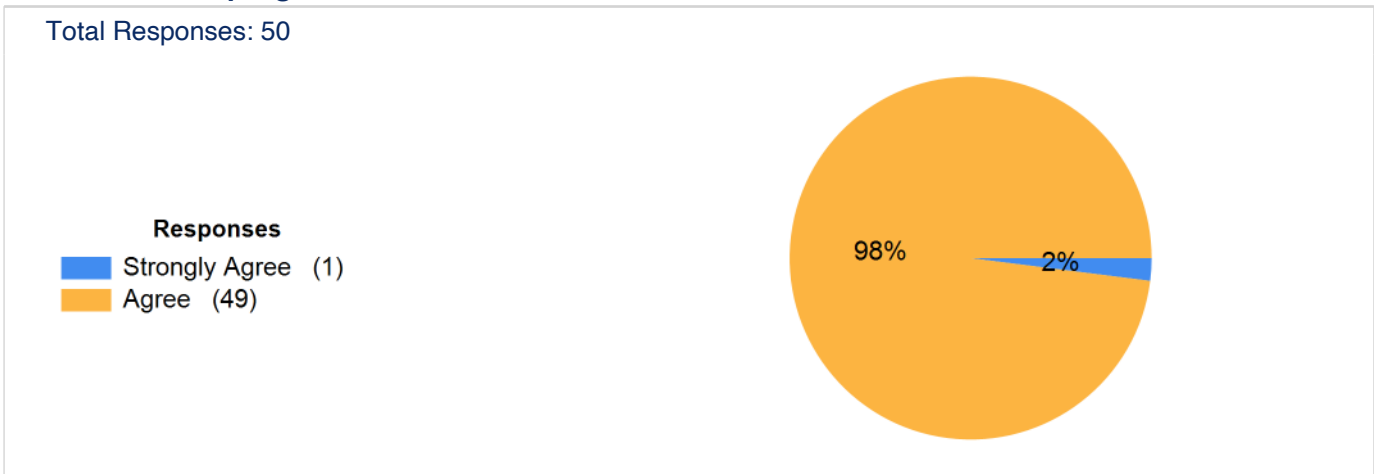
1. My child's reading grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response



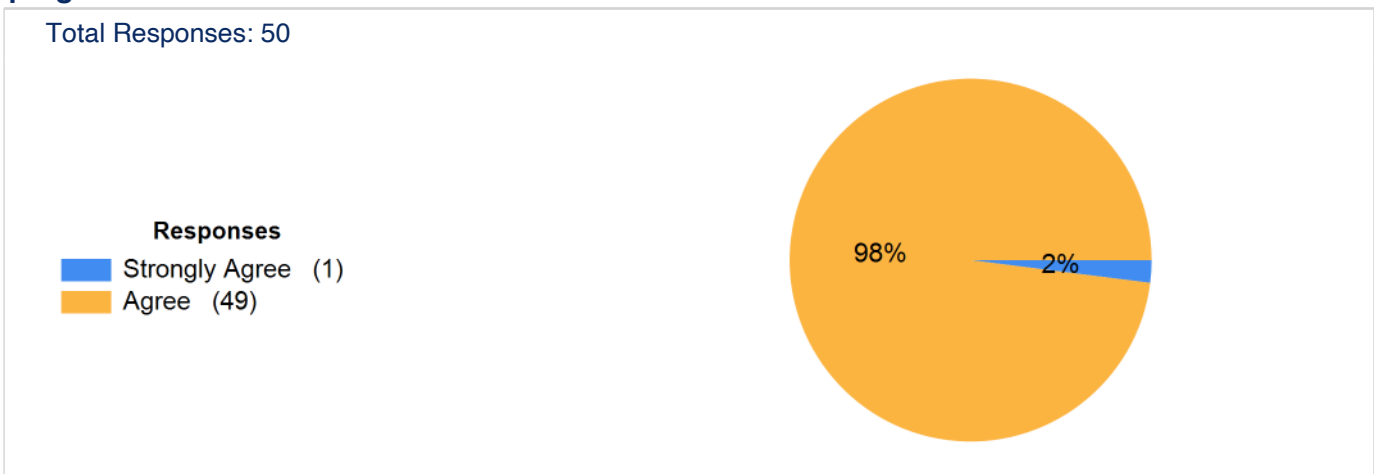
2. My child's math grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response



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

Response Type: Mandatory - Select one response

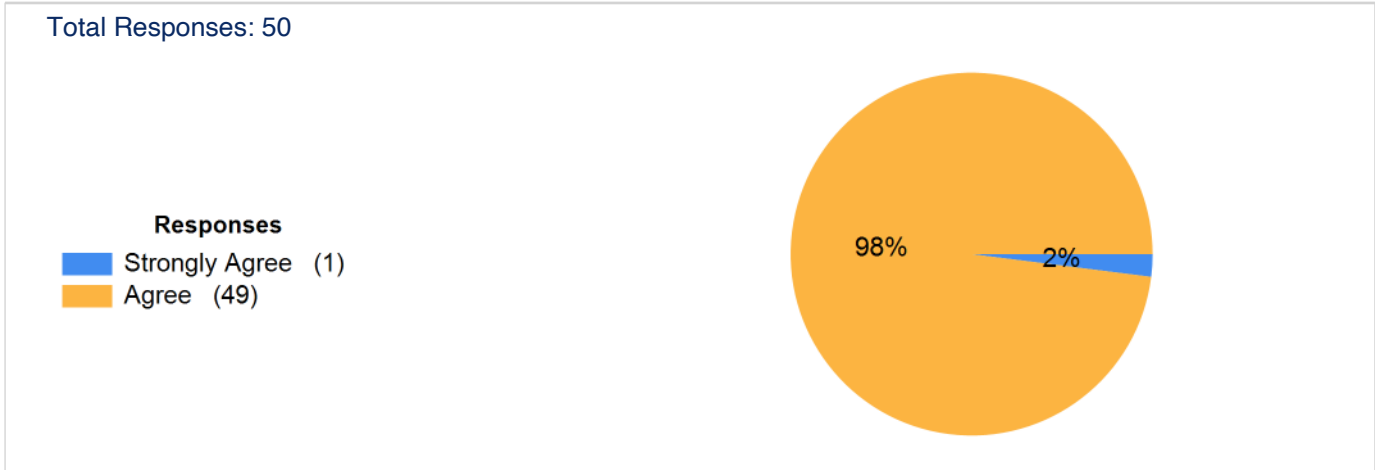


Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

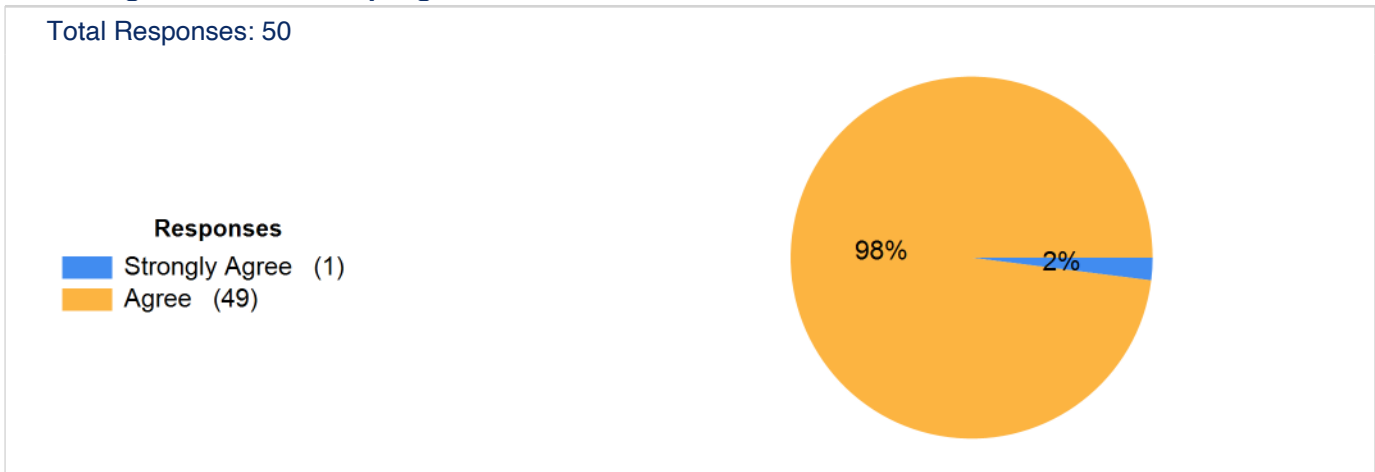
4. My child gets along better with others since attending the afterschool program.

Response Type: Mandatory - Select one response



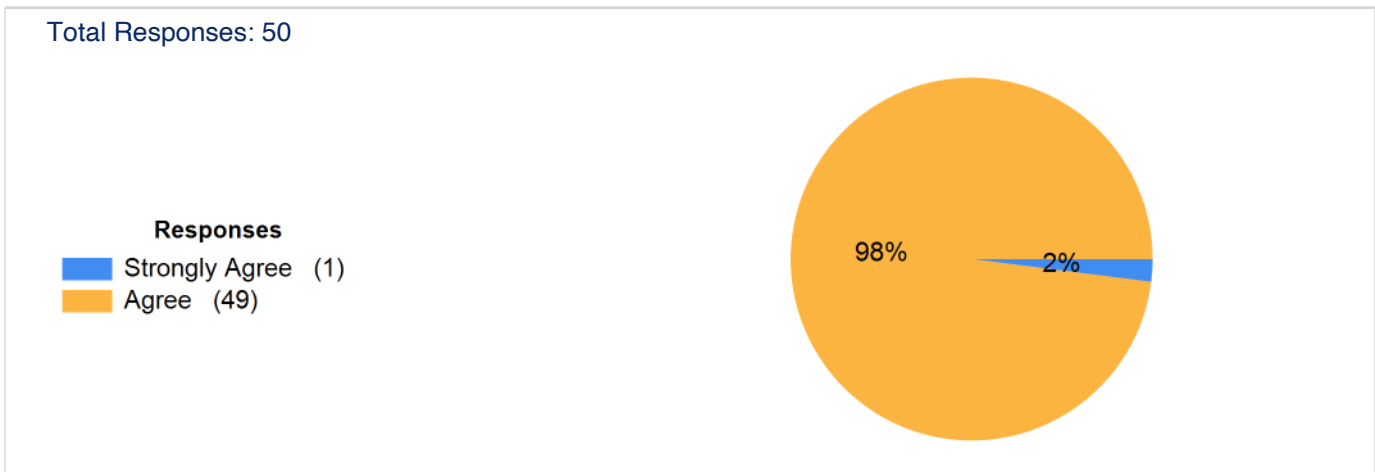
5. My child's school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response



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

Response Type: Mandatory - Select one response



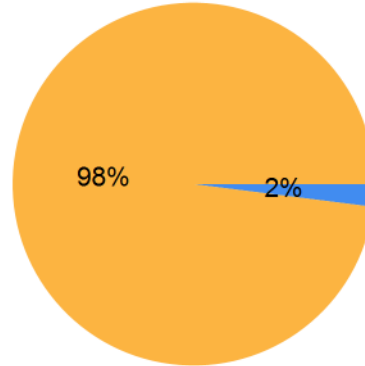
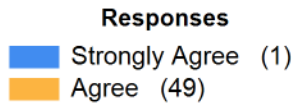
Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

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

Response Type: Mandatory - Select one response

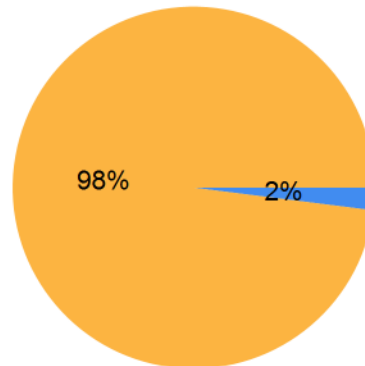
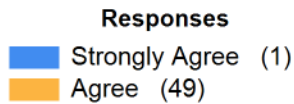
Total Responses: 50



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

Response Type: Mandatory - Select one response

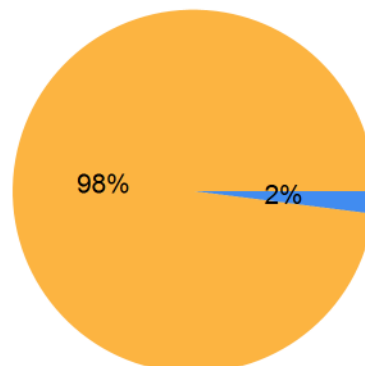
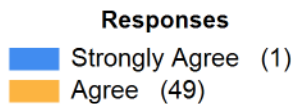
Total Responses: 50



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

Response Type: Mandatory - Select one response

Total Responses: 50



Survey Analysis Report

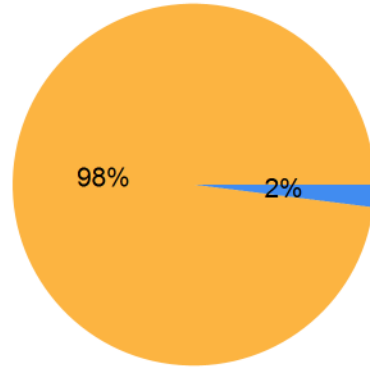
21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

10. I am satisfied with the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 50

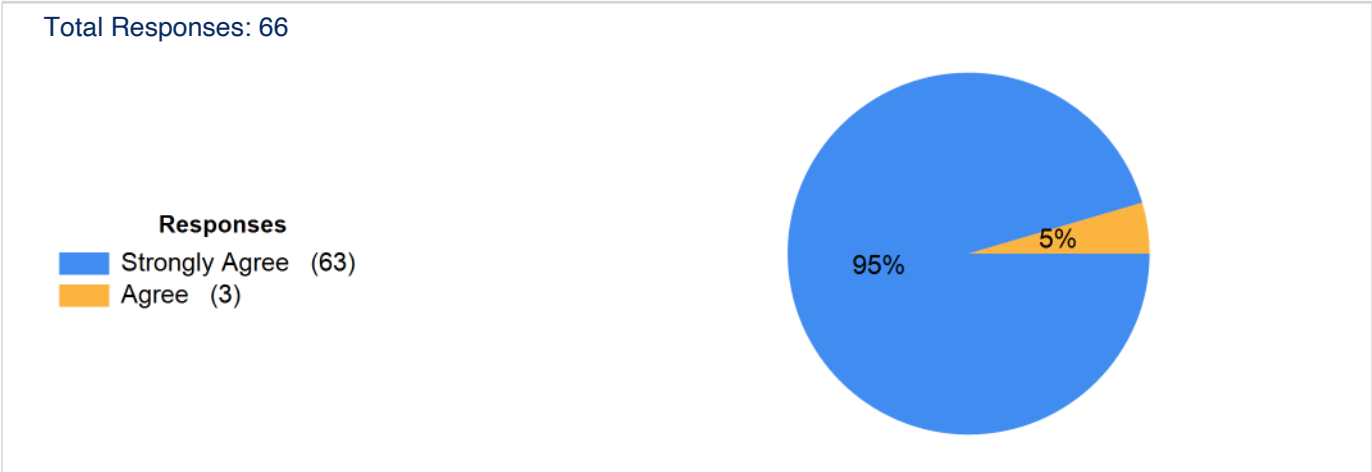
Responses
Strongly Agree (1)
Agree (49)



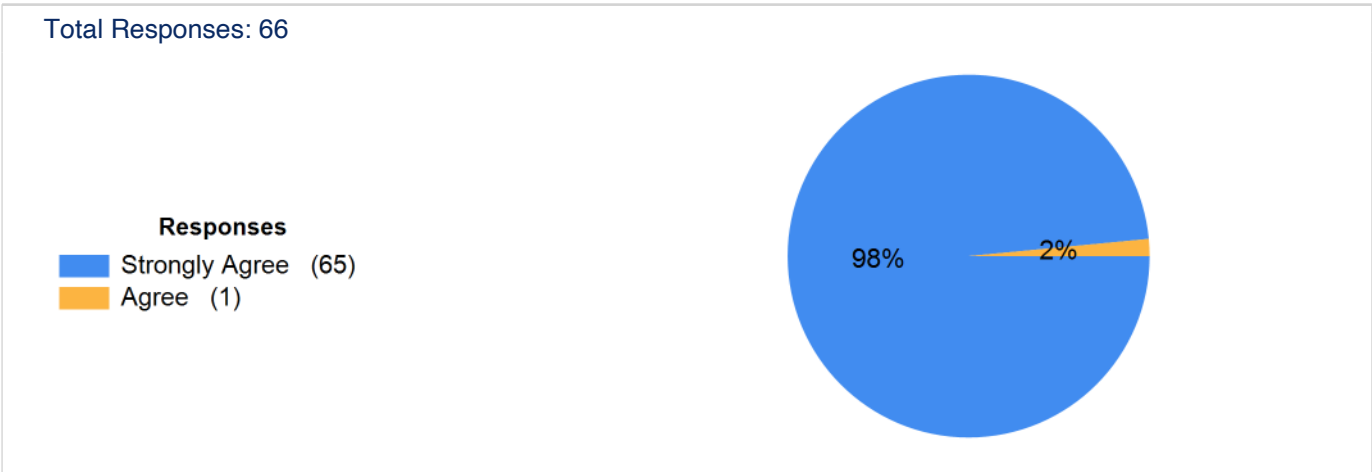
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

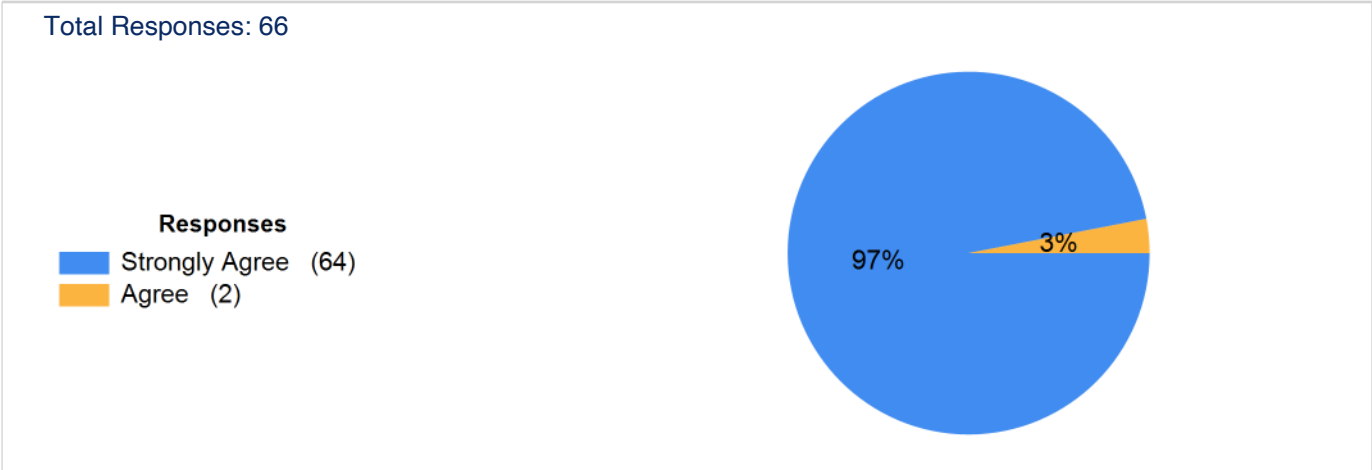
1. The afterschool program helps me improve in reading. Response Type: Mandatory - Select one response



2. The afterschool program helps me improve in math. Response Type: Mandatory - Select one response



3. I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program. Response Type: Mandatory - Select one response



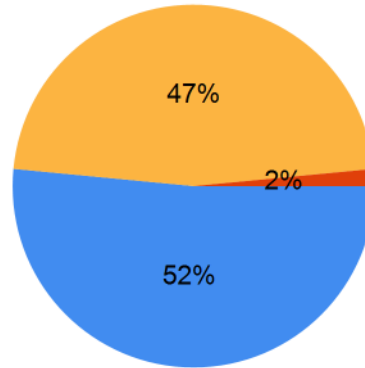
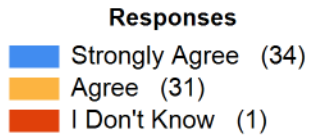
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

4. The afterschool program helps me behave better in the school day program.

Response Type: Mandatory - Select one response

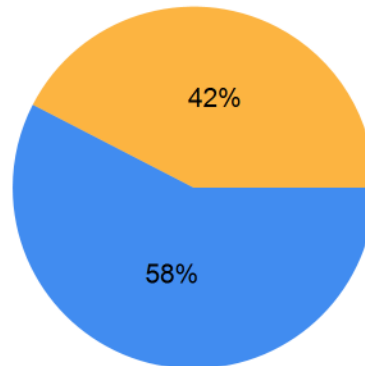
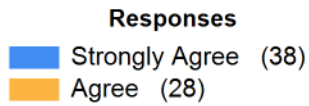
Total Responses: 66



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

Response Type: Mandatory - Select one response

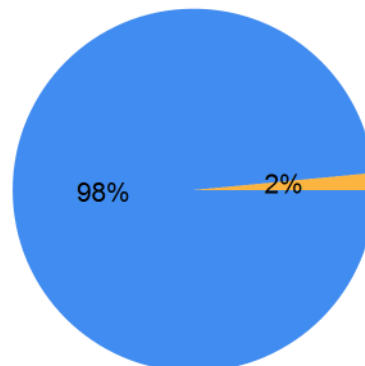
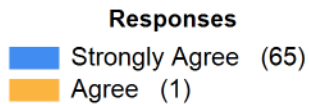
Total Responses: 66



6. The afterschool staff helps me with my homework.

Response Type: Mandatory - Select one response

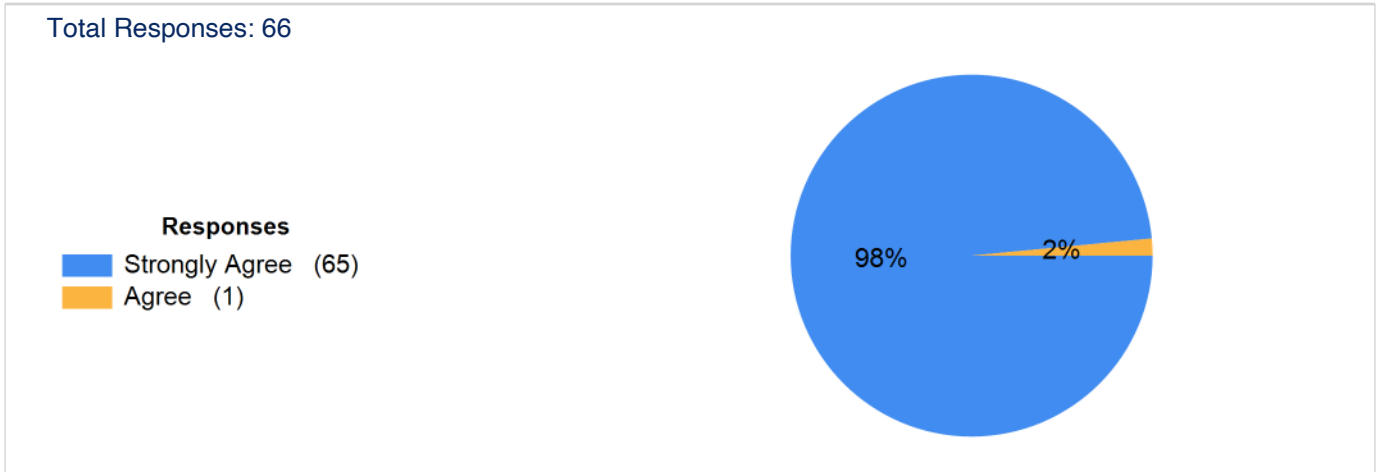
Total Responses: 66



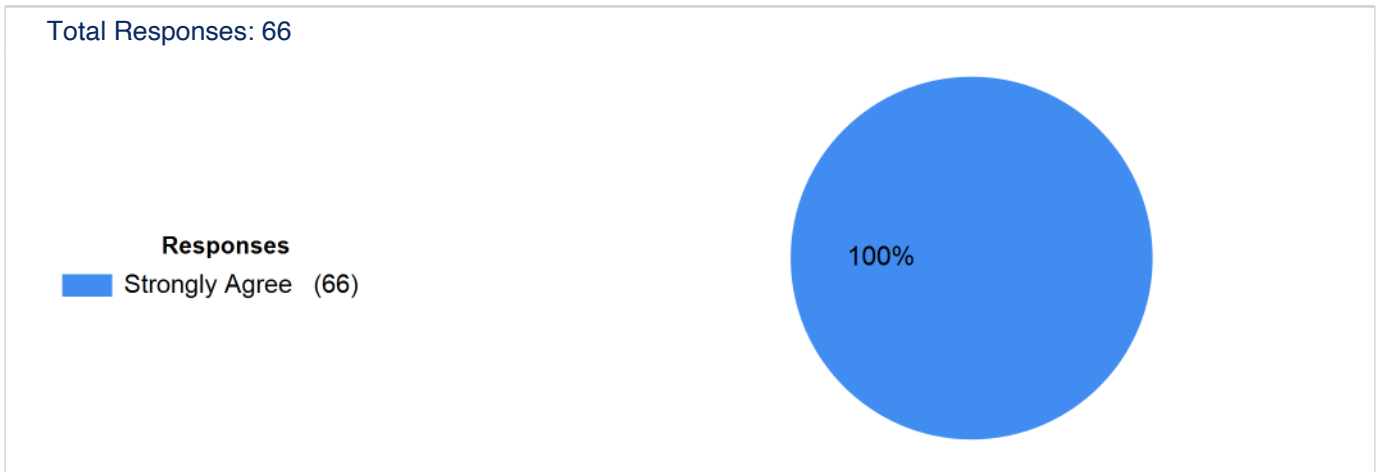
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

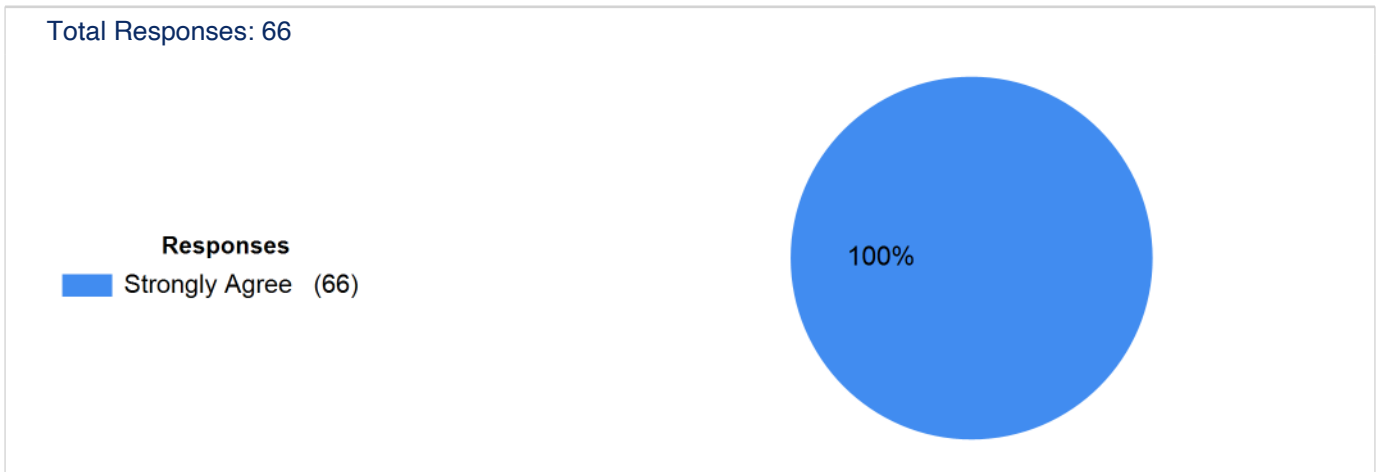
7. I have opportunities to make suggestions for activities. Response Type: Mandatory - Select one response



8. I am treated fairly by the afterschool staff. Response Type: Mandatory - Select one response



9. When I am at the afterschool program I feel safe. Response Type: Mandatory - Select one response



Survey Analysis Report

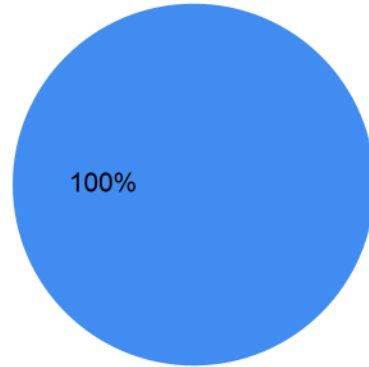
21st CCLC Afterschool Student Survey (Spring 2022)

10. I like the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 66

Responses
■ Strongly Agree (66)

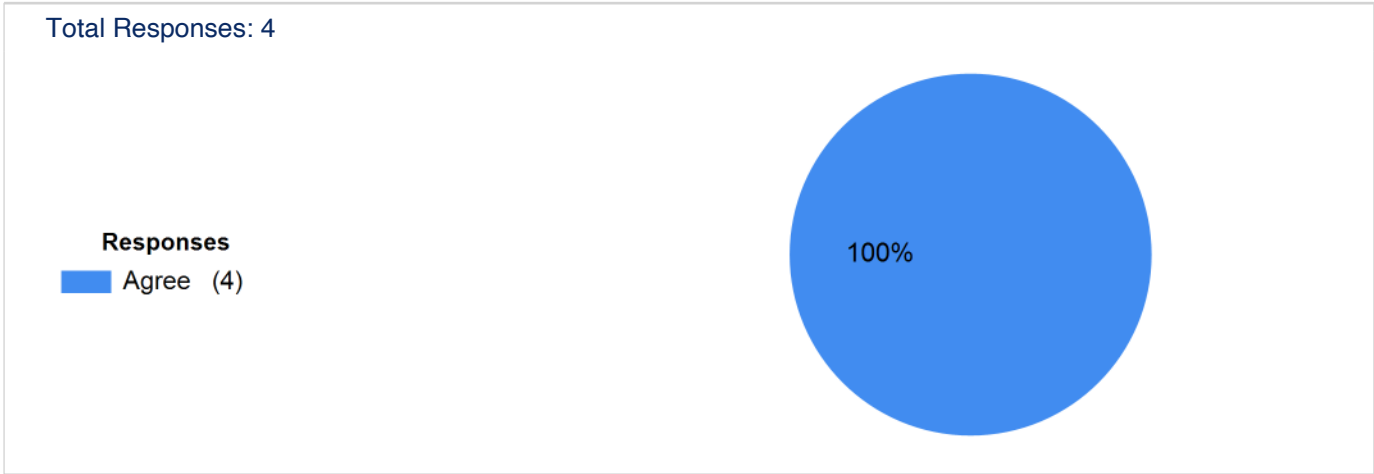


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

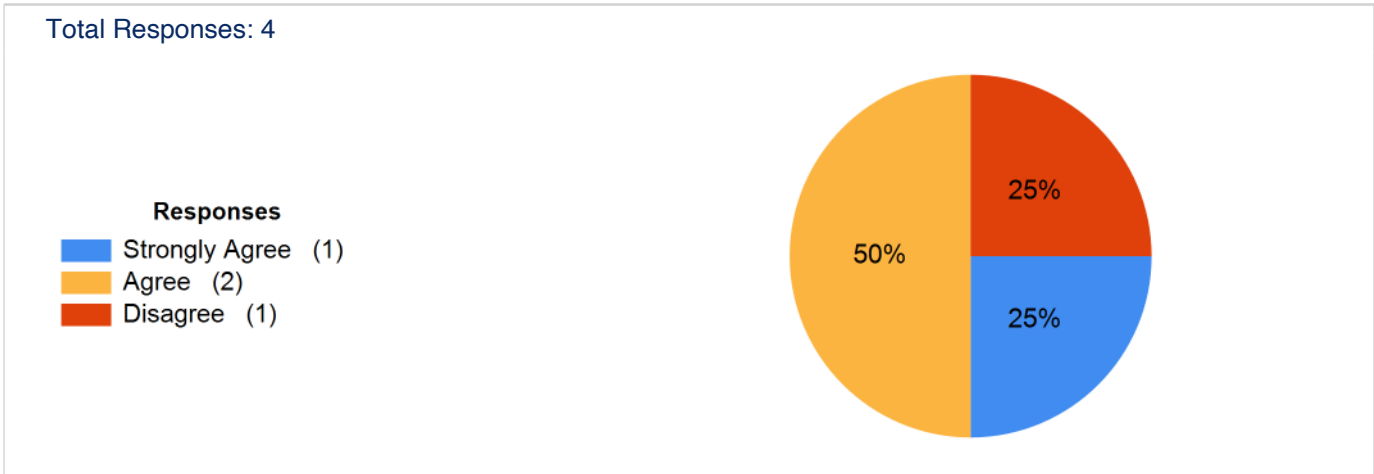
1. There are sufficient materials/resources to support program activities.

Response Type: Mandatory - Select one response



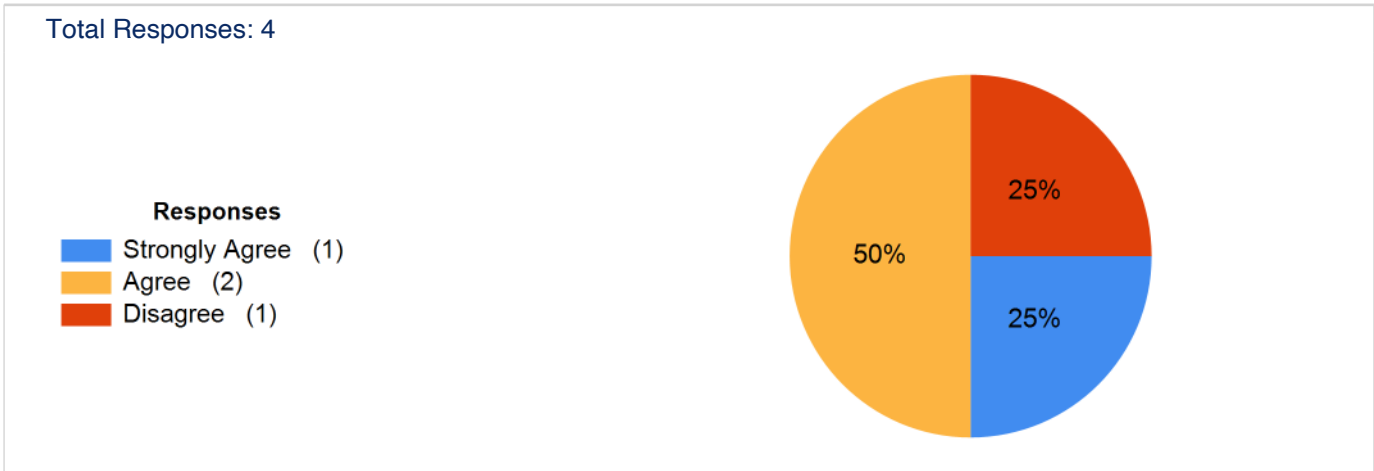
2. Staff are given a thorough orientation to the program and job responsibilities before starting.

Response Type: Mandatory - Select one response



3. There are program policies and procedures in place to protect the safety of all children and staff.

Response Type: Mandatory - Select one response

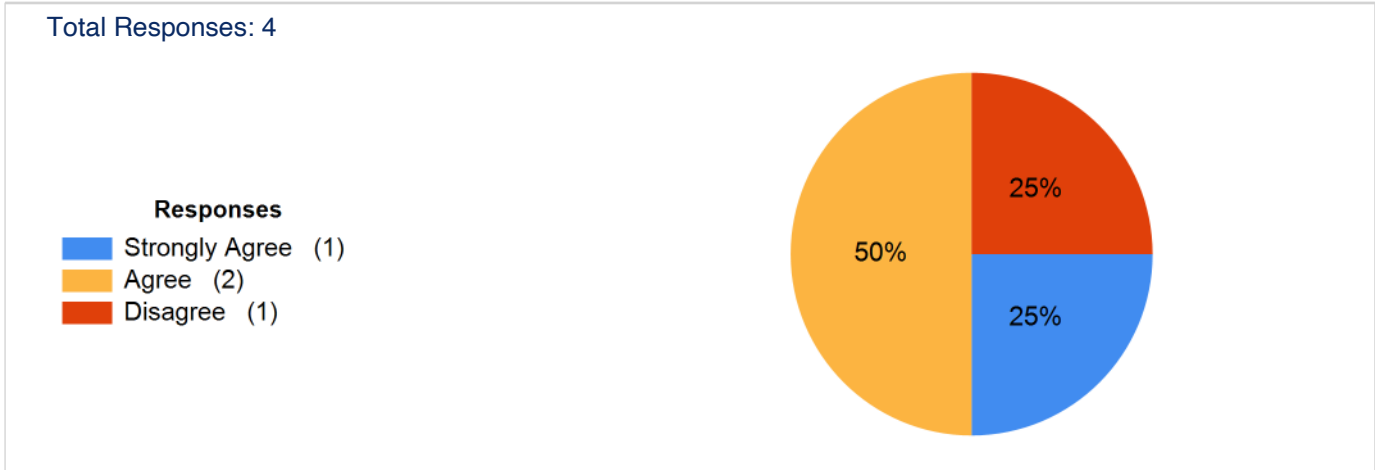


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

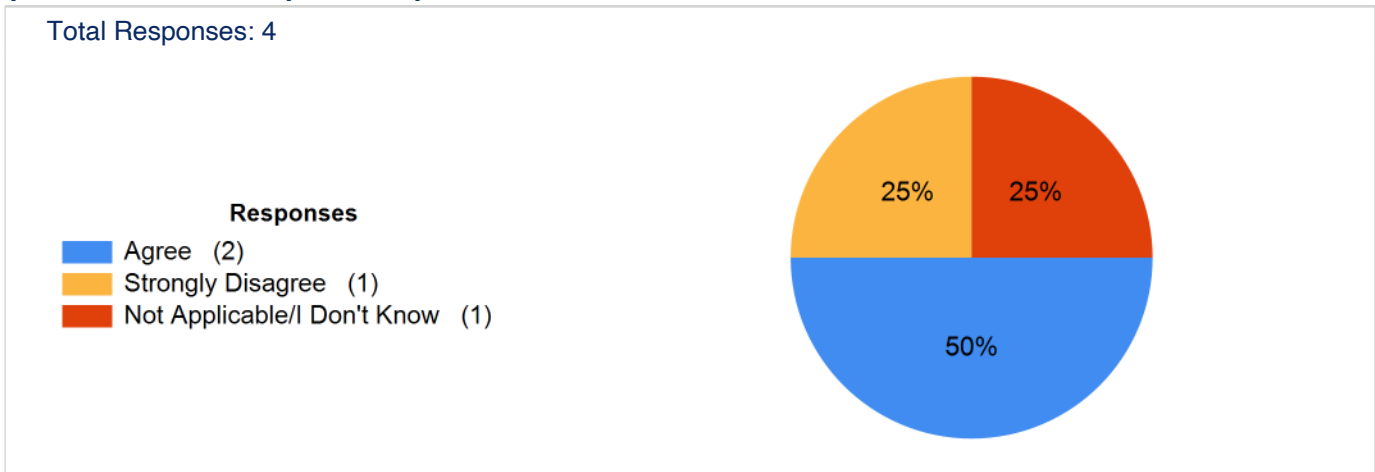
4. Staff receive adequate ongoing support to make their work environment a positive and enjoyable place to be.

Response Type: Mandatory - Select one response



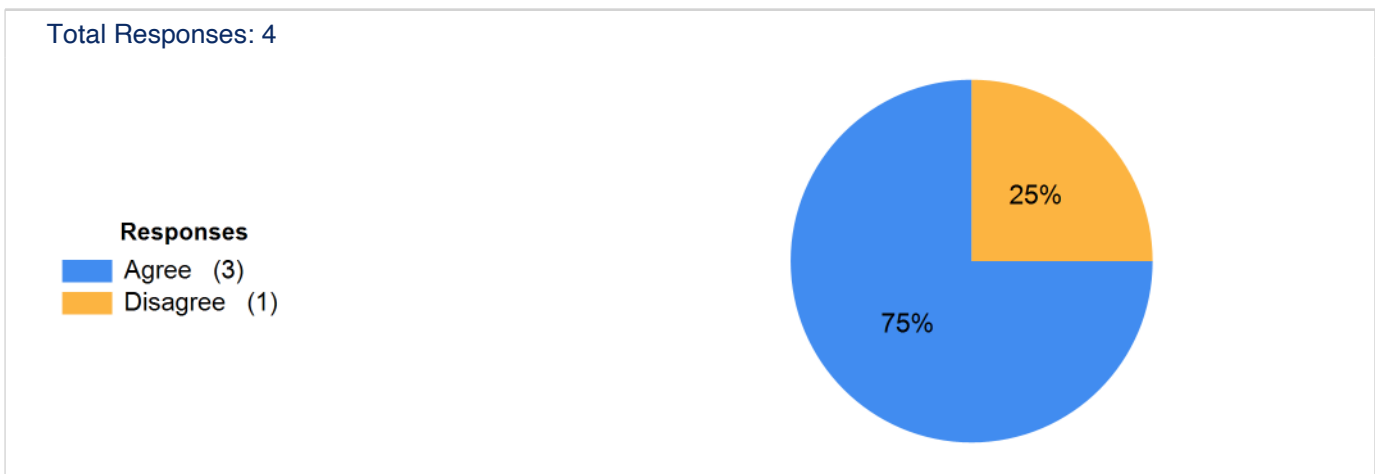
5. Staff training needs are surveyed and relevant professional development is provided.

Response Type: Mandatory - Select one response



6. Staff/child ratios allow staff to meet the needs of all children.

Response Type: Mandatory - Select one response



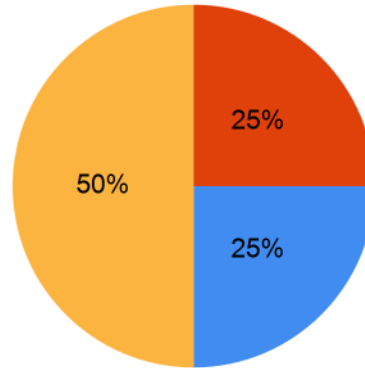
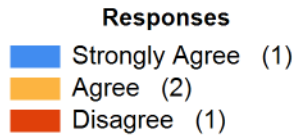
Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

7. The site director displays sound and effective management of the site and staff.

Response Type: Mandatory - Select one response

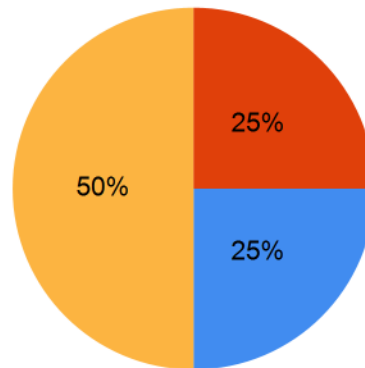
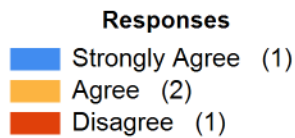
Total Responses: 4



8. Staff feel valued.

Response Type: Mandatory - Select one response

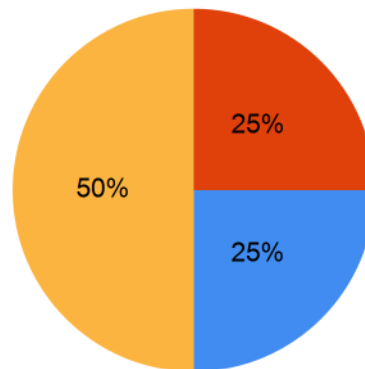
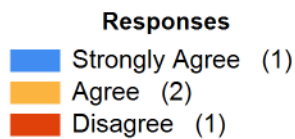
Total Responses: 4



9. There is good communication between the site director and the staff.

Response Type: Mandatory - Select one response

Total Responses: 4

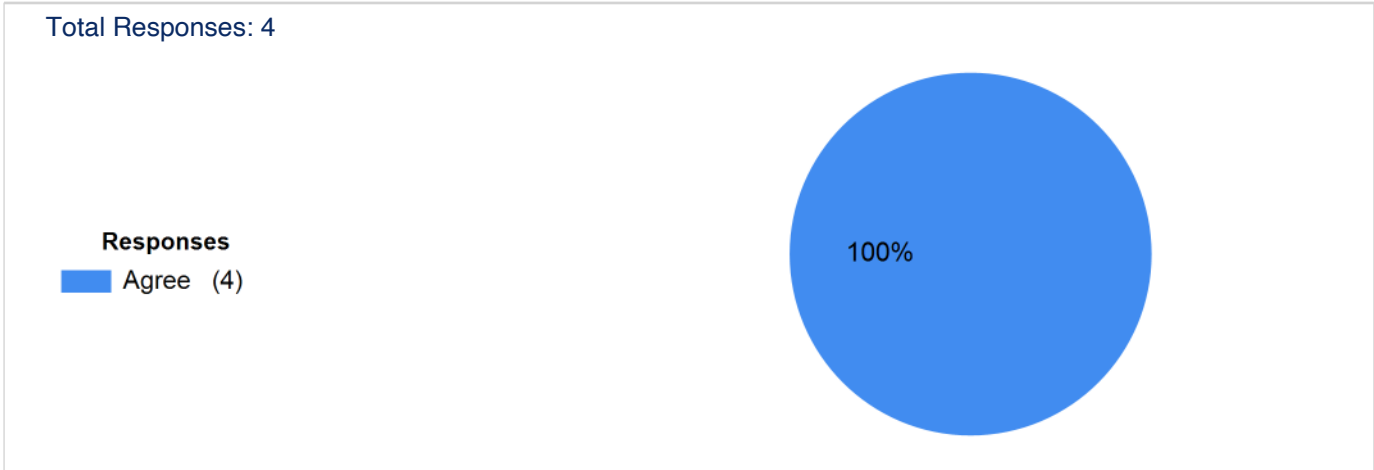


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

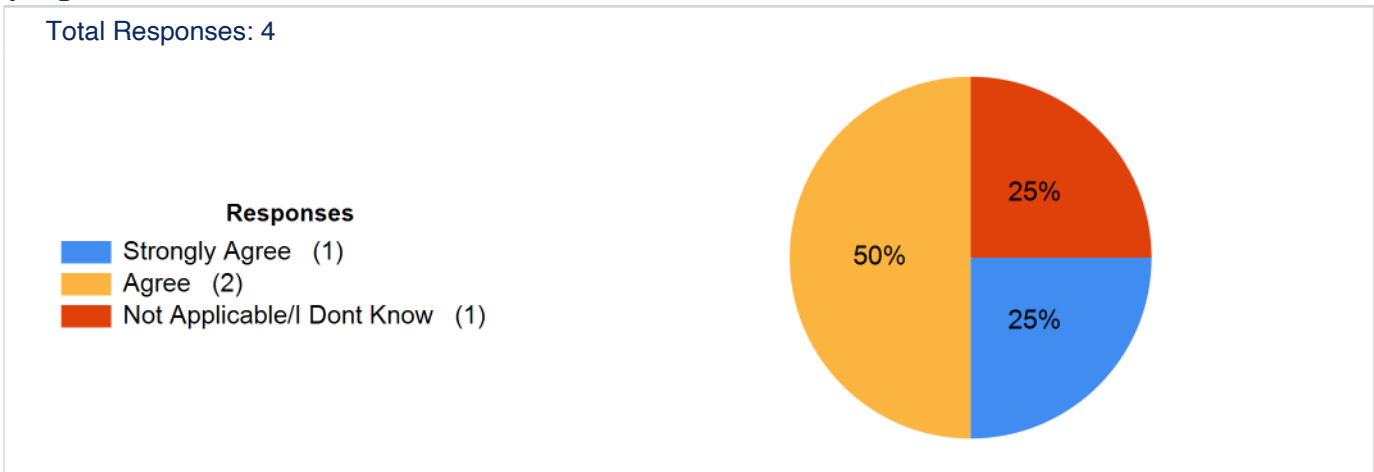
10. There is good communication between the afterschool program and the school day teachers.

Response Type: Mandatory - Select one response



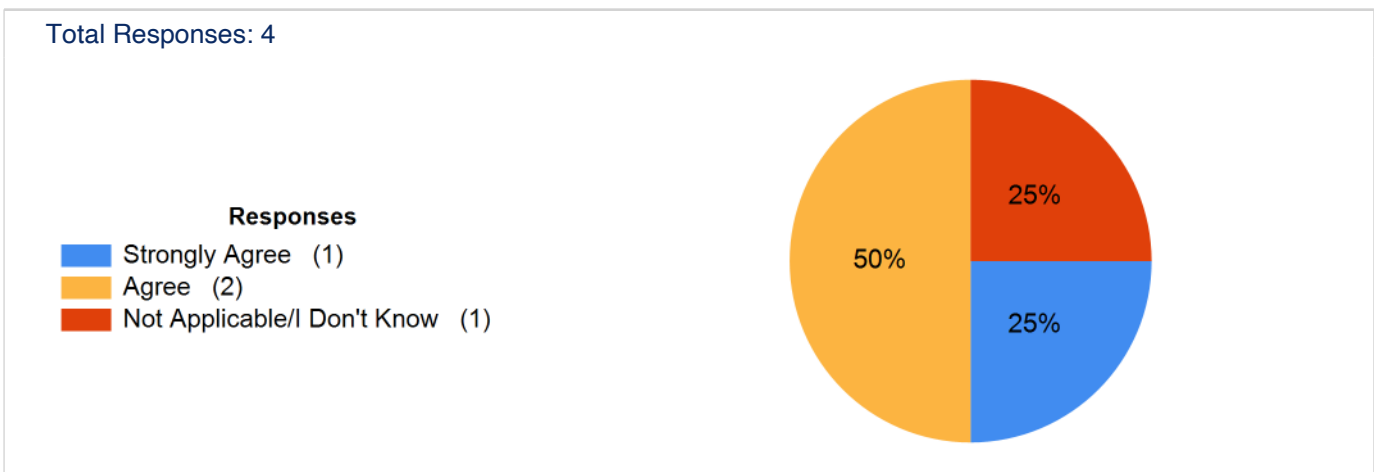
11. The students seem to enjoy participating in the program.

Response Type: Mandatory - Select one response



12. The program takes into consideration the needs of students and their families.

Response Type: Mandatory - Select one response

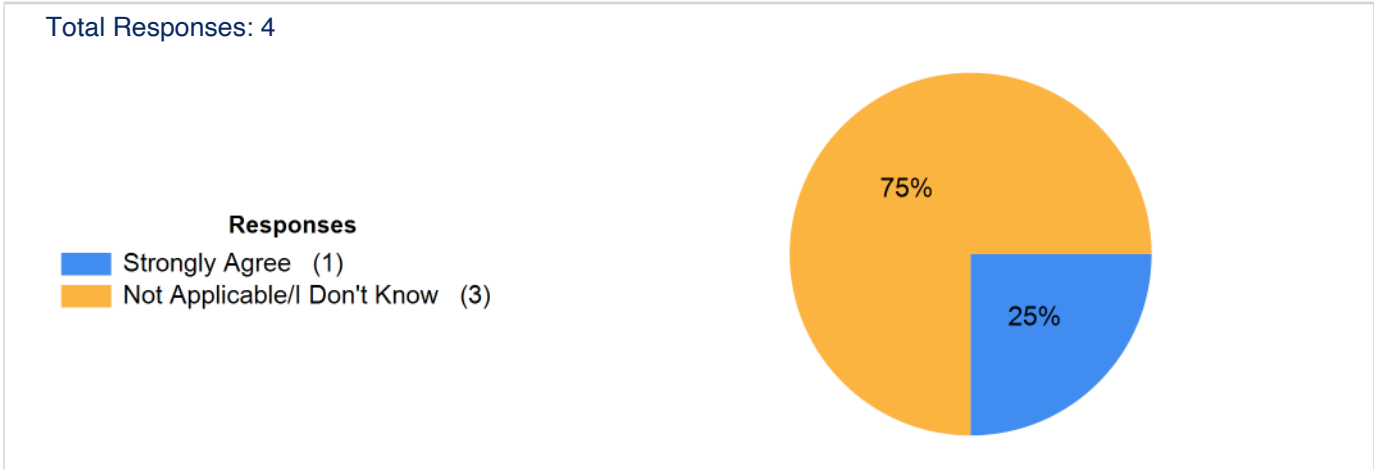


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

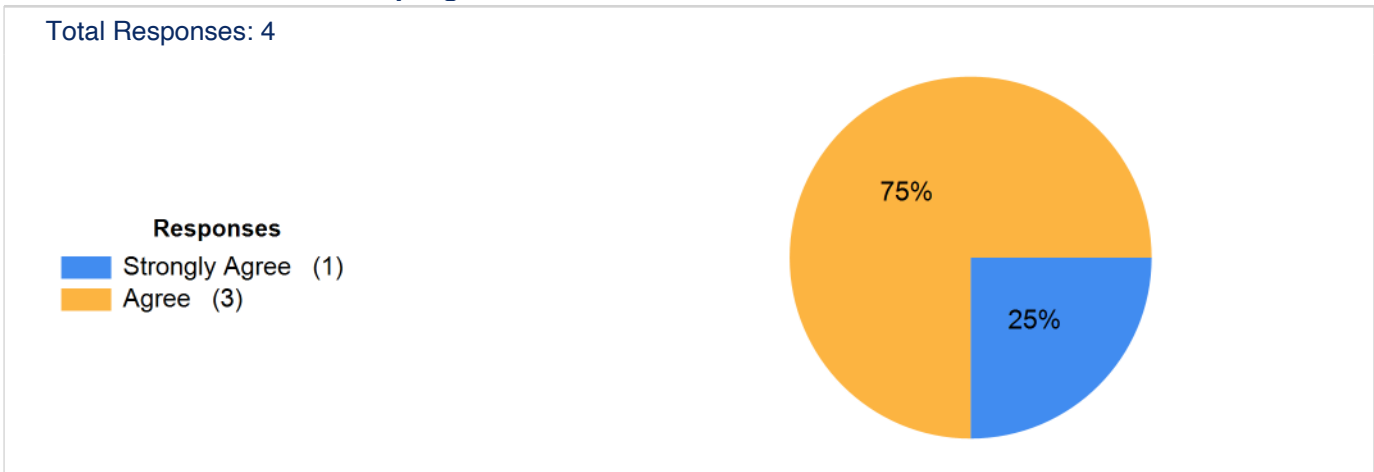
13. Parent engagement activities are based on parent surveys.

Response Type: Mandatory - Select one response



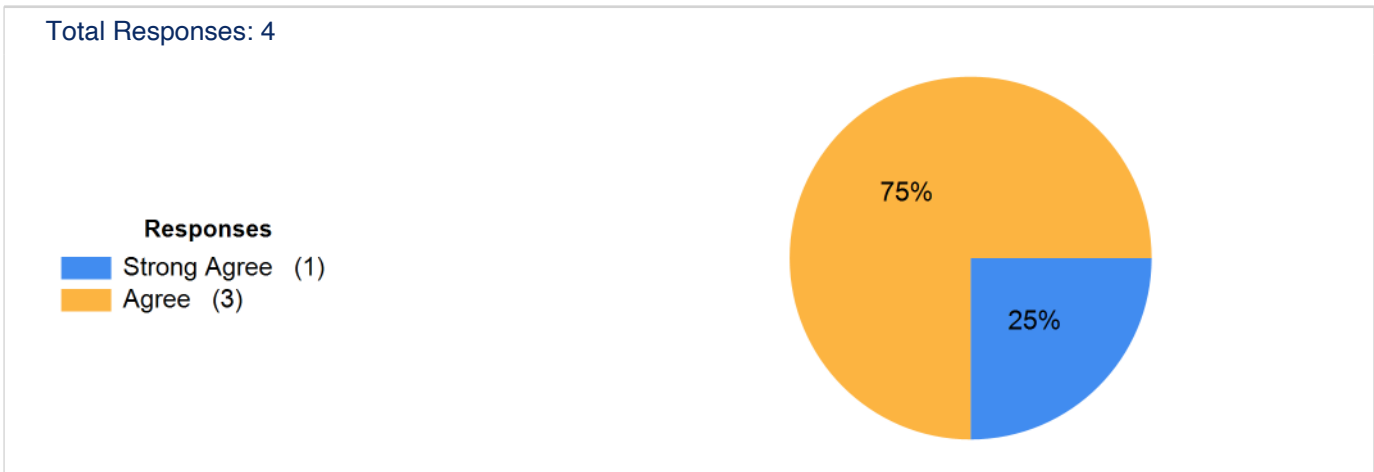
14. There is a good balance between academic and enrichment activities in the program.

Response Type: Mandatory - Select one response



15. The program helps student improve academically.

Response Type: Mandatory - Select one response

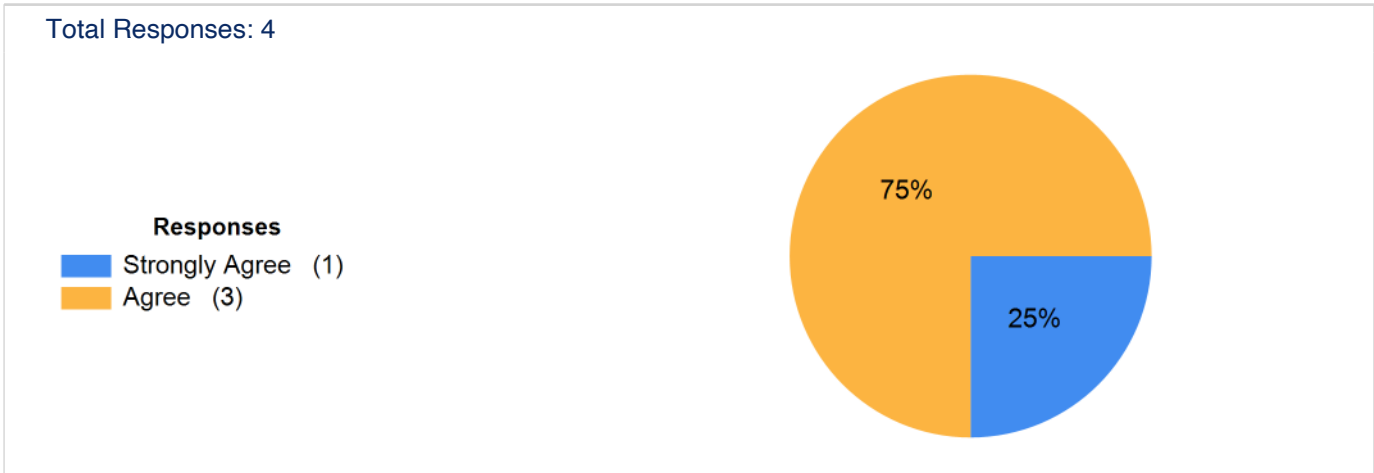


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

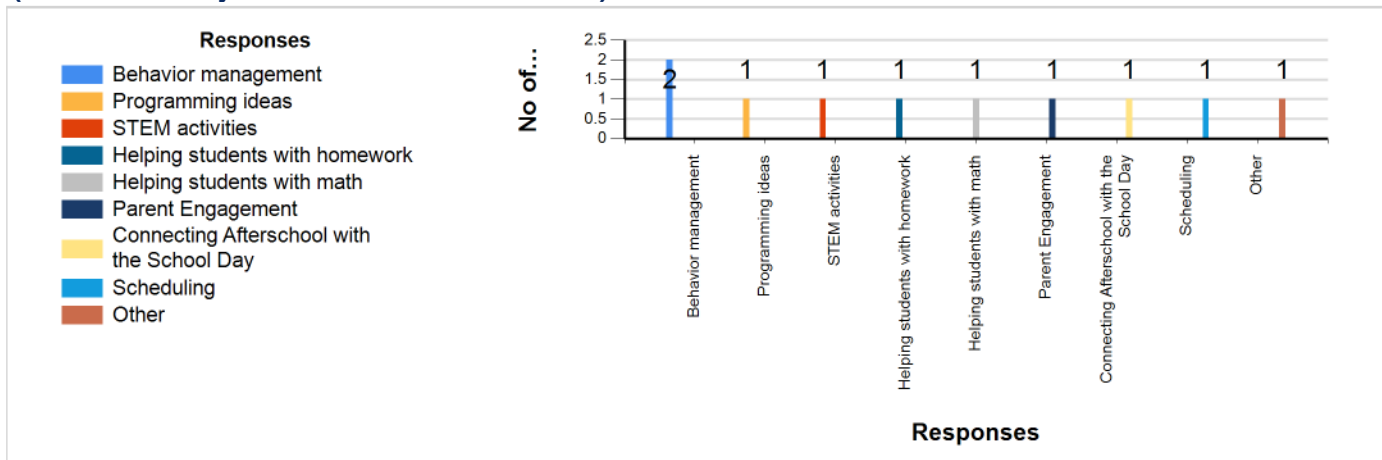
16. The program focuses on improving student behavior through character building, leadership, anti-bullying, etc. activities and curriculums.

Response Type: Mandatory - Select one response



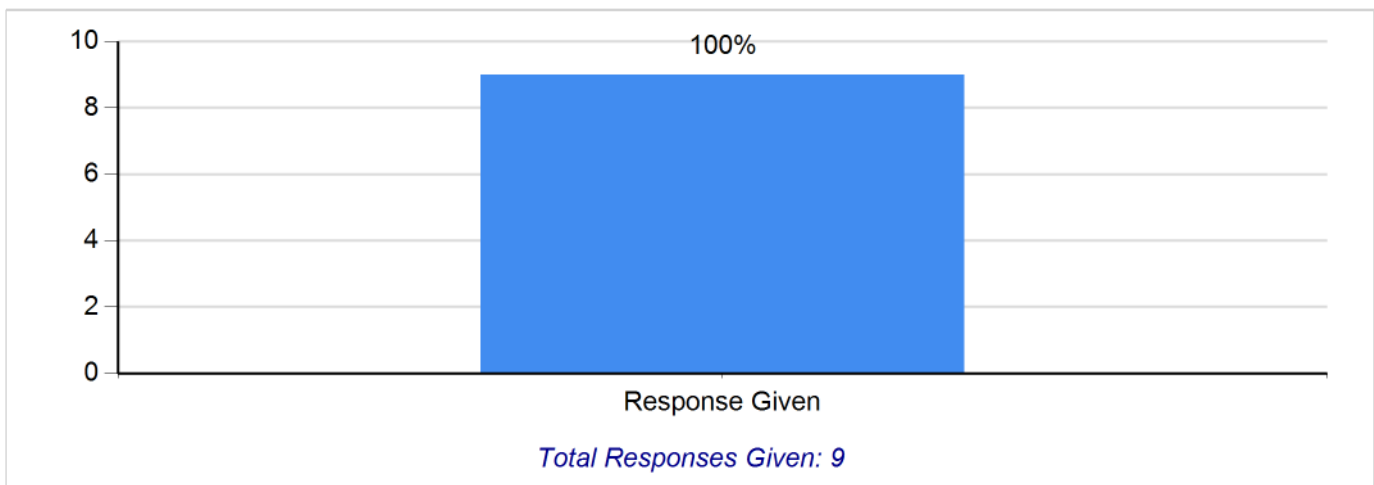
17. Check the areas in which you would like training: (Please add any other areas not on the list)

Response Type: Mandatory - Select multiple responses



18. What are your greatest successes?

Response Type: Mandatory - Open text

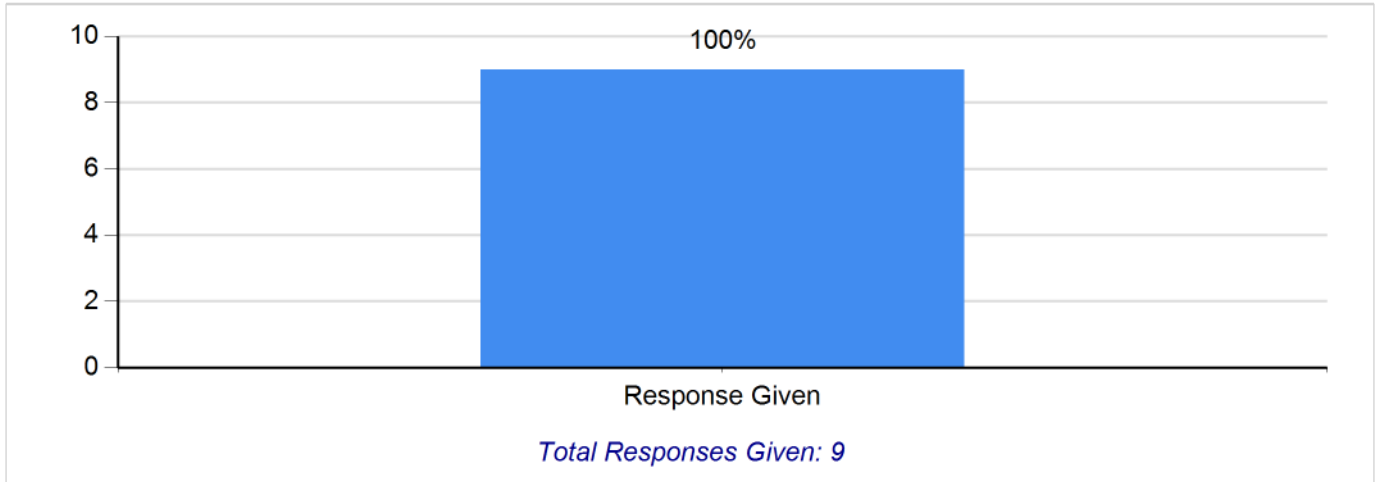


Survey Analysis Report

21st CCLC Afterschool Staff Survey (Spring 2022)

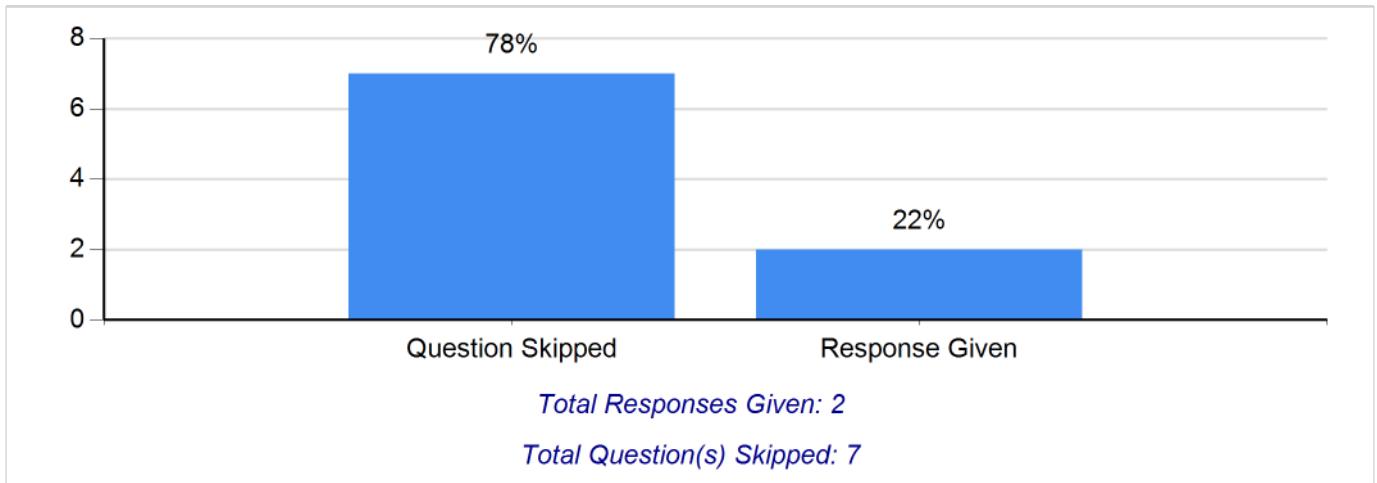
19. What are your biggest challenges?

Response Type: Mandatory - Open text



20. Any suggestions for program improvement?

Response Type: Open text

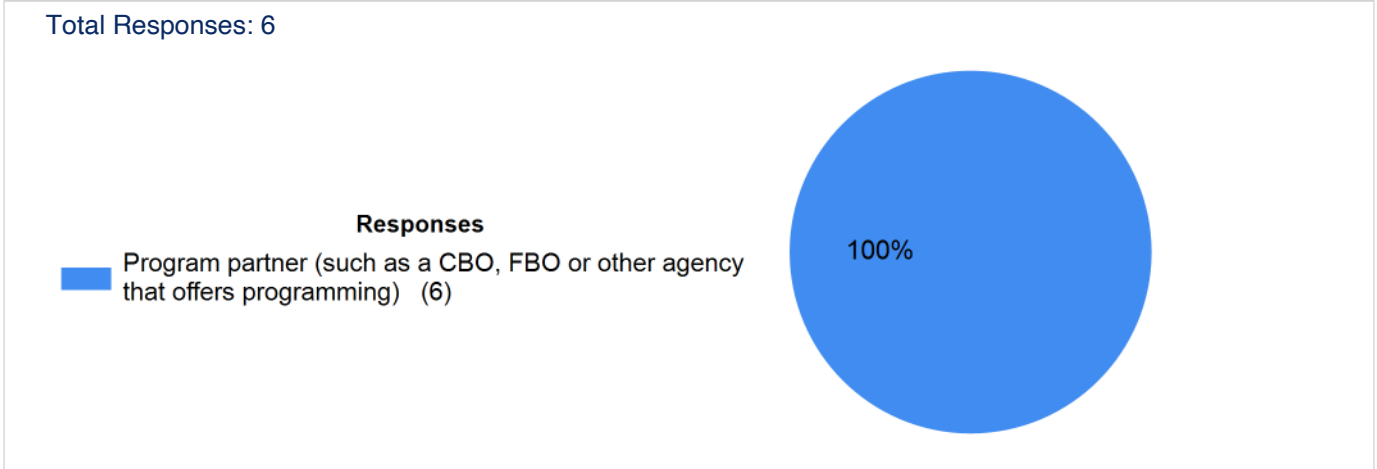


Survey Analysis Report

Partner Survey (Spring 2022)

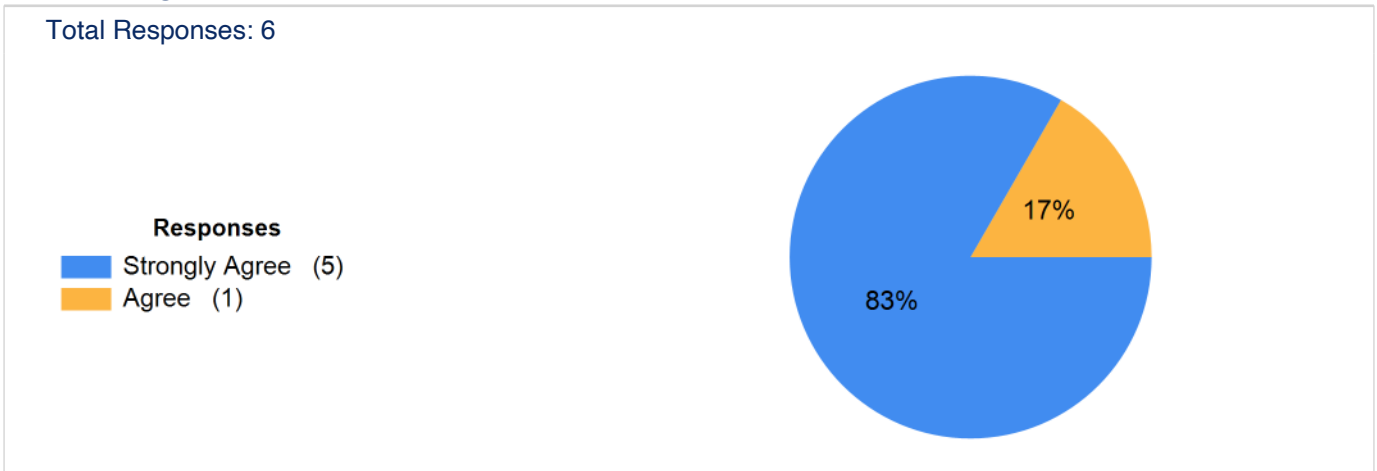
1. Please identify what type of partner you are to the afterschool program. (This information will not be shared with the program. It will be used for survey refinement purposes).

Response Type: Mandatory - Select one response



2. The program activities are connected to what students are learning in school.

Response Type: Select one response

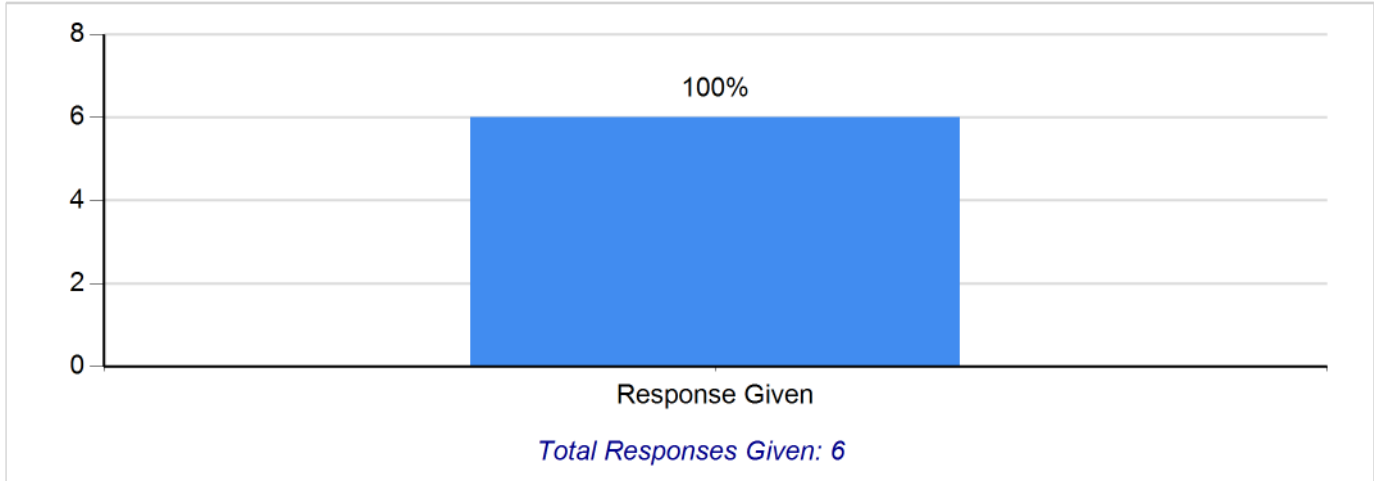


Survey Analysis Report

Partner Survey (Spring 2022)

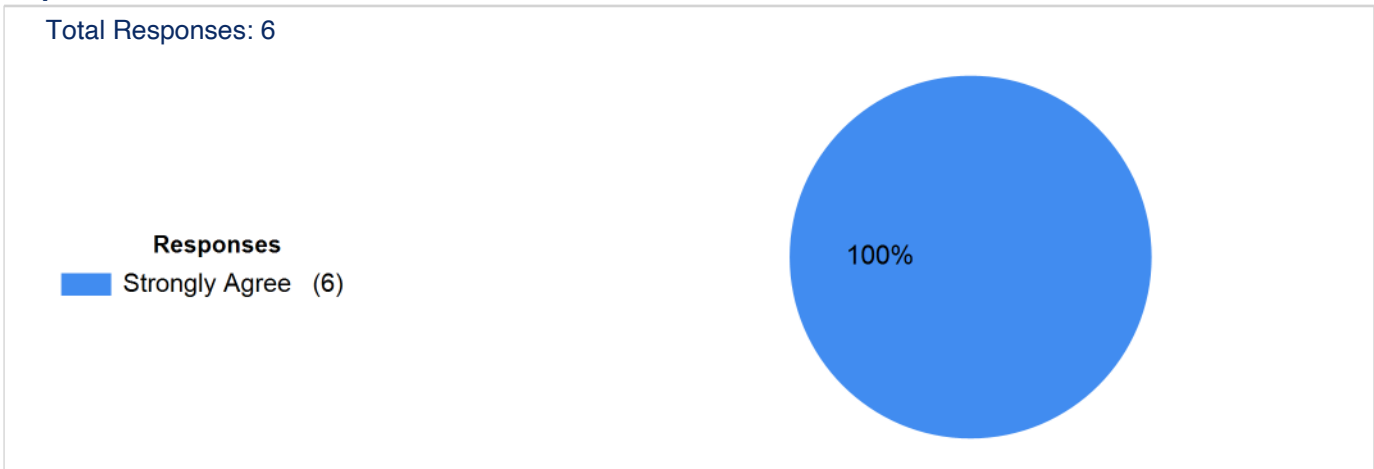
3. How much do you agree with the following statements about the afterschool program?

Response Type: Mandatory - Open text



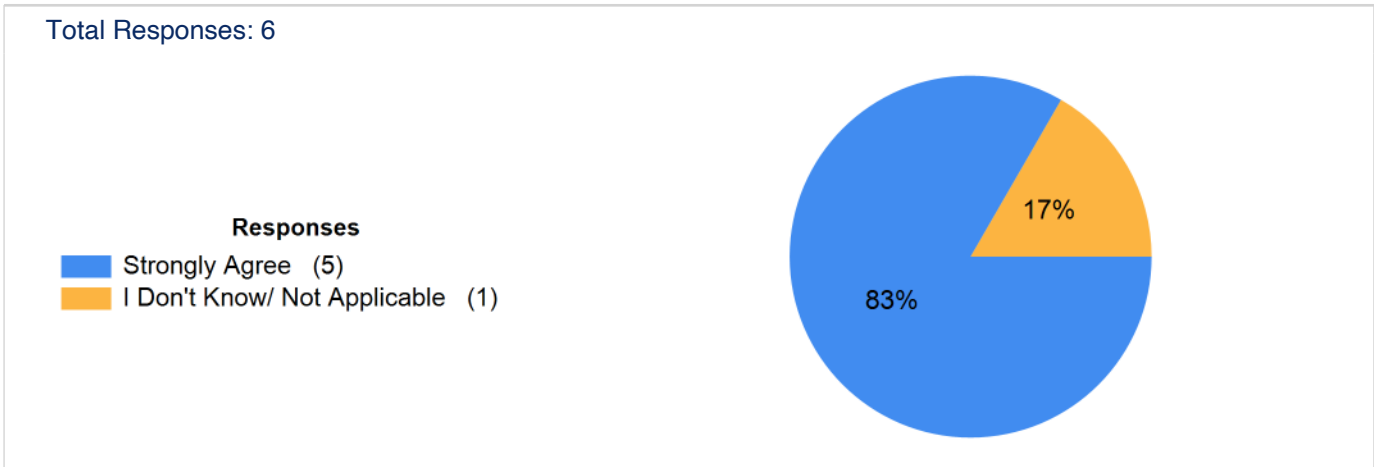
4. The program prepares children for future success in school, higher education, careers and real life experiences.

Response Type: Select one response



5. I have a clear understanding of the program's mission and why our partnership is beneficial.

Response Type: Select one response



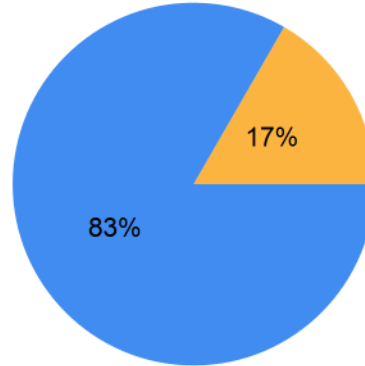
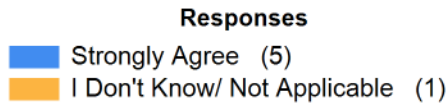
Survey Analysis Report

Partner Survey (Spring 2022)

6. We have a Memorandum of Understanding that outlines the nature of our partnership.

Response Type: Select one response

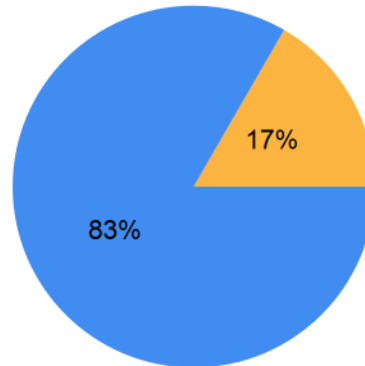
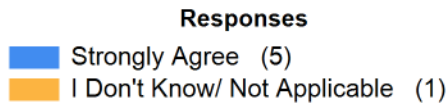
Total Responses: 6



7. I am included in program planning discussions.

Response Type: Select one response

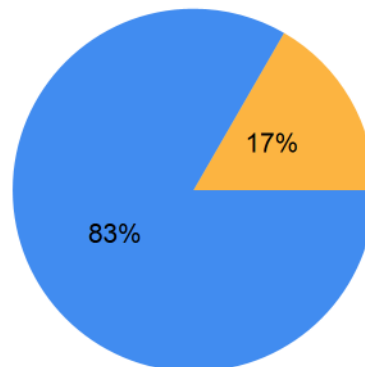
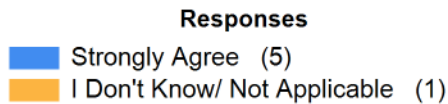
Total Responses: 6



8. The program communicates with me frequently and/or has regularly scheduled meetings with me.”

Response Type: Select one response

Total Responses: 6



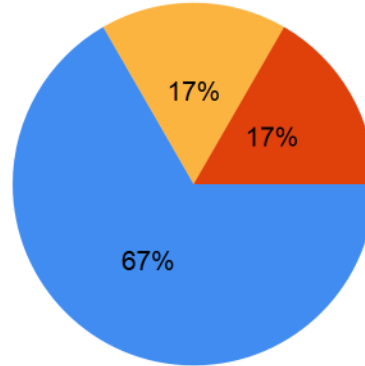
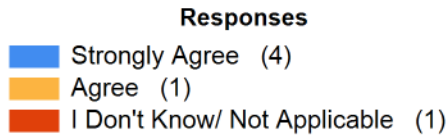
Survey Analysis Report

Partner Survey (Spring 2022)

9. I am included in collecting and analyzing data on program outcomes.

Response Type: Select one response

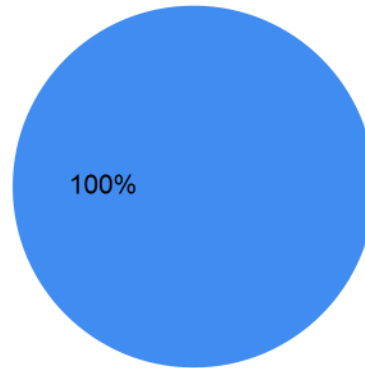
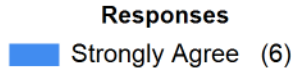
Total Responses: 6



10. This partnership has met my expectations.

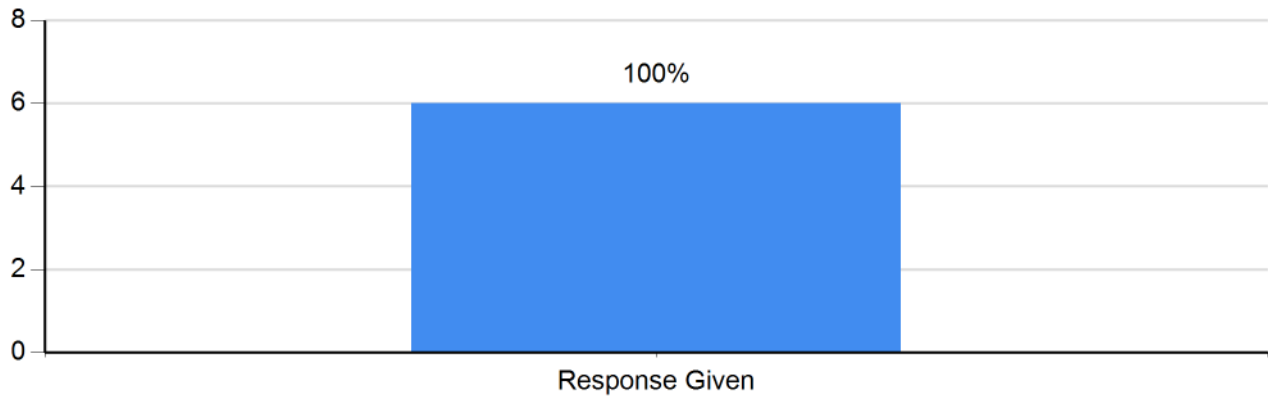
Response Type: Select one response

Total Responses: 6



11. What is the most positive aspect of your partnership?

Response Type: Open text



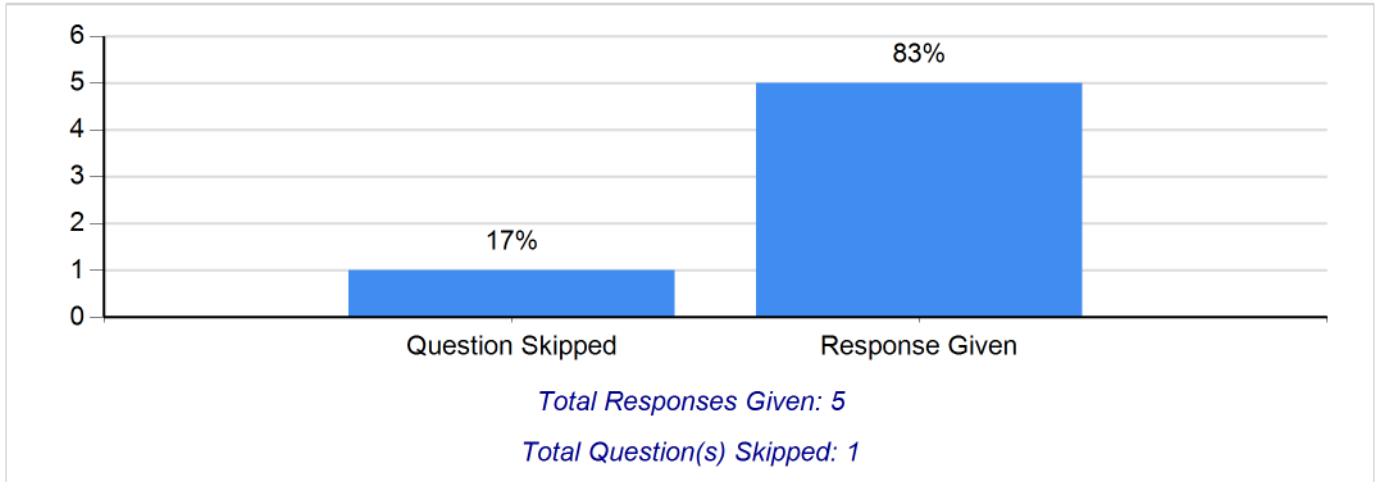
Total Responses Given: 6

Survey Analysis Report

Partner Survey (Spring 2022)

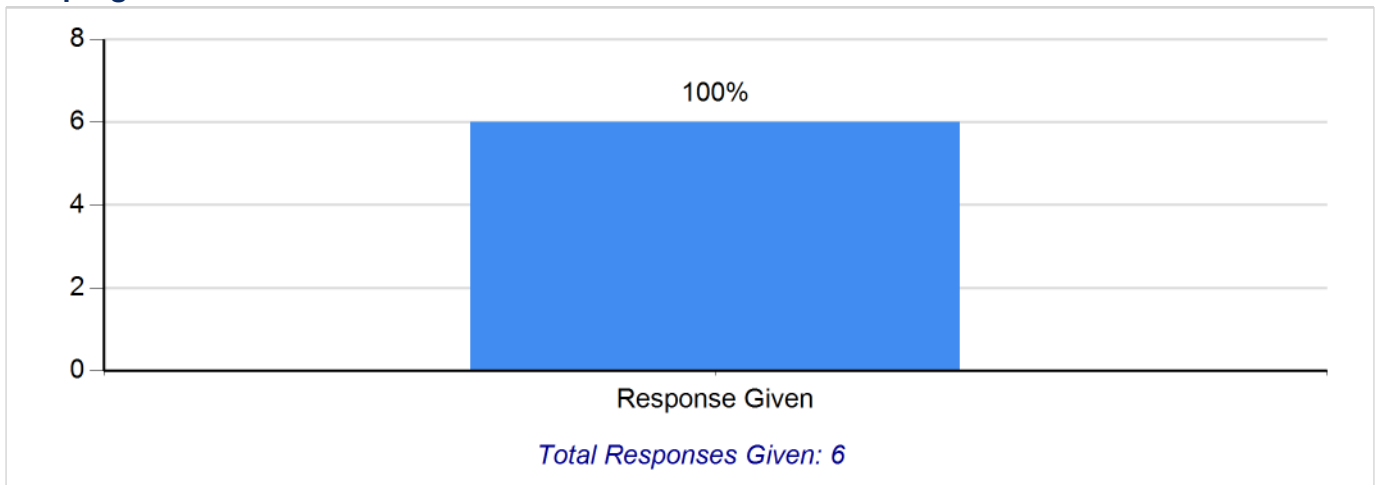
12. How could the program be a better partner to you?

Response Type: Open text



13. What other feedback, if any, would you like to provide to the program?

Response Type: Open text



EVALUATION QUESTIONS – FINDINGS

- 1.) What impact does the program have upon improving the academic proficiency of participating students in the areas of reading and mathematics?

Measurable Objective

Both DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and the STAR Reading and Mathematics assessments will be utilized in measuring students' academic growth. A stated goal in the grant is realizing a two percent gain the first year in regularly participating students' academic growth as measured on the STAR Reading and Mathematics assessments and DIBELS, with there being a three percent gain the second year, and a five percent gain this third and final year of the grant.

Activities

Throughout the duration of this year's program, as with previous years, homework assistance and tutoring were provided students along with STEAM workshops and technology-based learning projects.

Assessment, Data Collection, and Analysis

The STAR Reading and Mathematics Assessments were given students in the fall of 2021 and again in the spring of 2022. DIBELS was given to students in kindergarten, first, second, and third grades. STAR test data provided by the school showed 52.73% of students improved their scores in English/Reading and 41.18% improved in mathematics. For DIBELS, 100% of kindergarten students improved their scores; 90% of first graders improved their scores; 92% of second graders improved their scores; and 98% of third graders improvised their scores.

Timeline

The fall and spring of the school year.

Status

The goals were only partially met. Students' performances on the STAR assessments did not reach the identified goals, while the DIBELS data reflected one grade level experiencing a 100% gain among students' performances.

Recommendation

In future years' programs and as recommended in previous years' final reports, there should remain a continuing emphasis upon providing quality learning opportunities for students in the areas of both reading and mathematics, with there being ongoing communications relating to instructional approaches between regular school day teachers and after school program teachers.

- 2.) What impact does the program have upon increasing student proficiency in the area of science?

Measurable Objective

Participating students regularly attending the after school program will realize a two percent gain on locally developed science benchmark assessments, with a three percent gain the second year, and a five percent gain this third and final year.

Activities, Data Collection, and Analysis

STEAM workshops and technology-based learning activities were recurring instructional components provided students throughout the duration of the program.

Assessment, Data Collection, and Analysis

Locally developed science benchmark assessments covering a range of science-related concepts and facts were administered to the after school program students. Post-test gains ranged from 33% to 83%. Also, as supplemental information a locally developed STEM survey was provided students and its results are included within this report's Appendices.

Timeline

Lessons were presented weekly throughout the school year along with a Pre- and Post-test being given program students.

Status

The goal was met.

Recommendation

In future years' programs, there should remain a strong collaboration between Thompson Elementary School's 21st CCLC and partners such as Dynamic Education Adventures (DEA) that can be expanded and strengthened with additional Science, Technology, Engineering, Arts, and Math (STEAM) workshops being provided students.

- 3.) What impact does the program have upon improving overall behavior and social skills for program participating students while also increasing their attendance during the regular school day?

Measurable Objective

Participating students will see a decrease by five percent each year of the grant in the number of discipline referrals. Also, seventy-five percent of participating students will reduce their number of absences with the stated goal of eliminating all unexcused absences by the end of the second semester of this school year.

Activities

After school program staff implemented social-emotional learning strategies to reinforce positive student behavior. School counselors and school system social workers helped in providing activities that reinforced students making good choices, learning coping skills, and recognizing the importance of both regular school day attendance and positive behavior.

Assessment, Data Collection, and Analysis

The School Incident Report (SIR) and PowerSchool were instruments identified to report these data. There were no student discipline infractions reported in PowerSchool by the school. Regarding school attendance, 58% of students reduced their number of absences in the first semester while 72% reduced their number of absences in the second semester. The goal of eliminating all unexcused absences by the end of the school year was not achieved.

Timeline

Ongoing throughout the school year.

Status

The goals partially were met.

Recommendation

Any future years' programs should continue fostering an ongoing partnership with school and community-related agencies to provide students with programs emphasizing positive student behavior and regular school attendance.

- 4.) What impact does the program have upon meeting the identified needs of parents and families of participating students at the school?

Measurable Objective

Following an initial goal of having sixty percent of students' parents and families attend and participate in various training and involvement opportunities the first year of the grant, there will be an annual increase of ten percent each following year.

Activities

Six events were held for parents and families. Program topics included Lights On After School; Literacy Night; Internet Safety; Parenting Classes; and Music, Art, and STEAM Family Night; and Family Math Night.

Assessment, Data Collection, and Analysis

Sign-in sheets and activity agendas were utilized as documentation. Attendance ranged from twenty-nine to twenty-two parents and guardians, short of the identified goal.

Timeline

These events were held throughout the school year.

Status

The goal was not met.

Recommendation

Future years' programs should continue providing quality and useful activities for students' parents/guardians and families. Program staff should consider polling parents/guardians to help determine the most helpful topics that might benefit families the most.

- 5.) What impact does the program have upon providing service learning opportunities that help program participating students learn the importance of community and serving others?

Measurable Objective

One hundred percent of students will receive training in the importance of service learning projects and participate in such projects.

Activities

Program students harvested plants and flowers from the school garden to share with residents of an assisted living facility located near the school campus. They also produced a video on “Fun Dinosaur Facts” that was provided the Exceptional Foundation in Birmingham, a facility offering both social and recreational activities to children and adults having special needs.

Assessment, Data Collection, and Analysis

One hundred percent of the after school program students participated in the planned service projects as documented through attendance rolls and staff observations.

Timeline

Ongoing throughout the school year.

Status

The goal was met.

Recommendation

Future years’ programs should continue considering varied community and civic agencies with whom to partner in providing meaningful service projects for students that incorporate the five components of service learning.

- 6.) What impact does the program have upon increasing the understanding of key health concepts for students and their families?

Measurable Objective

Fifty percent of students and their parents/families will participate in a “Family Health and Fitness Training Night” with there being a ten percent increase in participation each subsequent year of the grant.

Activities

A systemwide “Family Health and Fitness Training Night” was held on May 19, 2022.

Timeline

Related activities ongoing throughout the school year culminating on the night of May 19, 2022.

Assessment, Data Collection, and Analysis

Sign-in sheets and program agenda were used as documentation. There was an attendance of 678 at the event with 89 students and parents/guardians being from Thompson Elementary School.

Status

The goal was met.

Recommendation

Structured efforts should continue emphasizing nutrition, health, and fitness to future programs’ students and their families.

SUMMER PROGRAM

Thompson's summer program was designed to provide both academic-based learning opportunities and enrichment activities to participating students. The summer program operated May 31 through June 30, Monday through Friday from 8:00 am until 5:00 pm. Field trips for students were scheduled each Friday.

A site visit by the external evaluator was held on June 16. On that date, fifty-six students out of an enrollment of sixty-three were in attendance. As with the previous year, some 21st CCLC students begin their day at a literacy camp held at the school before coming to the summer program to complete the day. Both breakfast and lunch were provided students daily.

On the day of the observation, two staff members from the Imagination Place at the Mary G. Hardin Center for Cultural Arts, a program partner, were doing a STEM hands-on activity with the students on constructing a house to withstand an earthquake. Terms relating to earthquakes were discussed and students then built "houses" that were tested to see if they could withstand an earthquake. Students were encouraged to think as scientists, artists, and engineers in doing their work.

Other morning activities observed on June 16 were "Jump Start for Math" and phonemic awareness lessons. Students also used their Chrome books to access the "Clever" academics computer program which is data driven specific to each student; many were working on math skills. In the afternoons, students move through four enrichment rotations including dance, physical fitness, fine arts, and STEM. Also on the day of the observation, the school conducted both a building lockdown drill and a tornado drill. A school resource officer is assigned to the school campus each day.

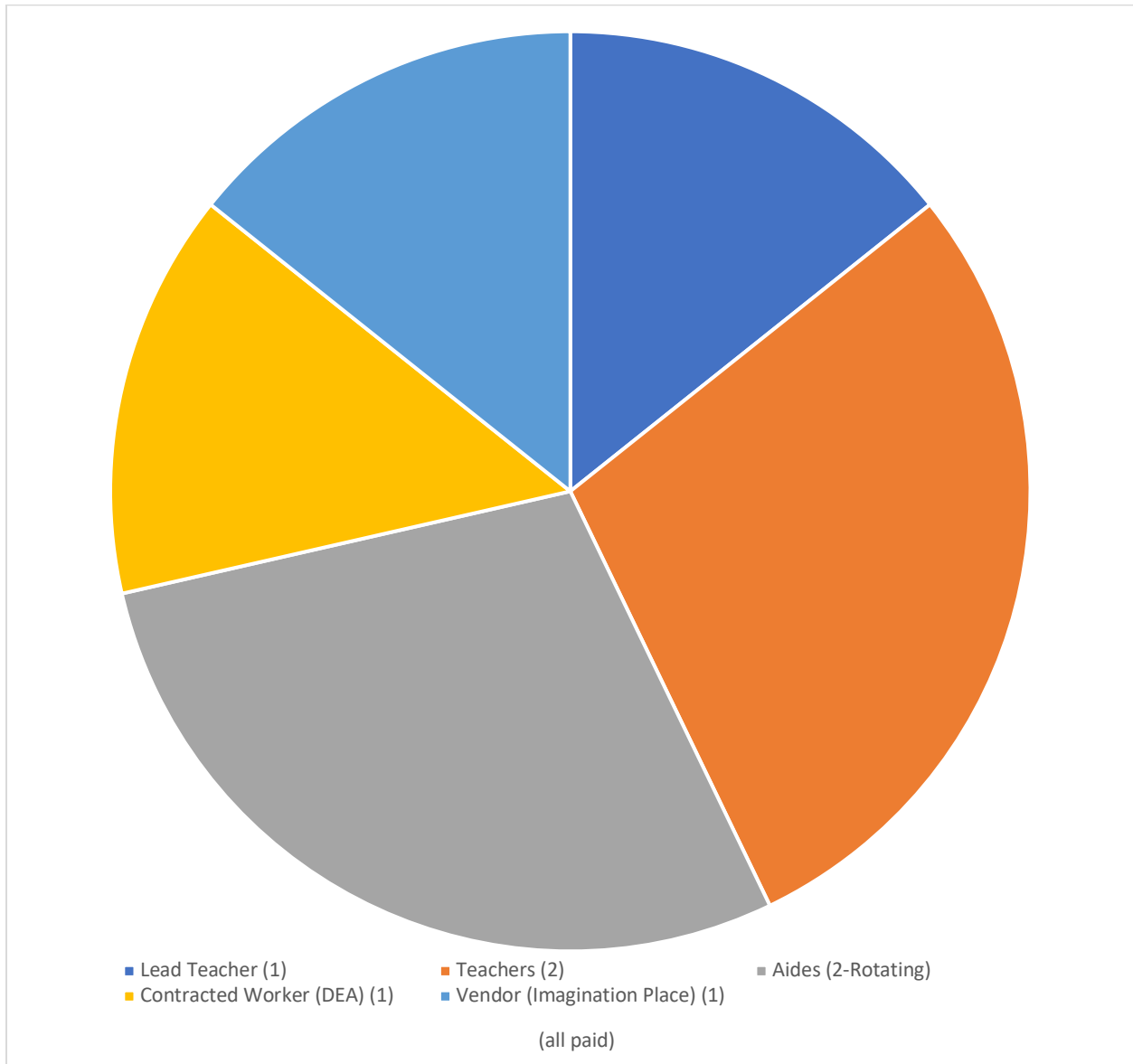
Recommendations for possible future summer programs include having an expanded staff so that each grade level may have one teacher specifically assigned to it, and for there to remain in place partnerships with organizations such as Dynamic Education Adventures to provide enrichment and academic opportunities for program students.

ACTIVITIES (Morning/Afternoon Rotations)

ACTIVITY	TYPE	TARGET POPULATION	FREQUENCY	PARTNER INVOLVED
Reading, Mathematics	Academic	All Students	Daily	
Dance, Art	Fine Arts	All Students	Daily	
Enrichment Activities	STEAM	All Students	Once Weekly	Dynamic Education Adventures
Free Play Time	Physical Fitness	All Students	Daily	

Site:	Thompson Elementary School
Number of days open:	23
Number of weeks open:	5
Number of hours per week:	45

SUMMER PROGRAM STAFFING



Teacher:Pupil ratios averaged 1:13 dependent upon activities.

STUDENT DEMOGRAPHICS

1 Site

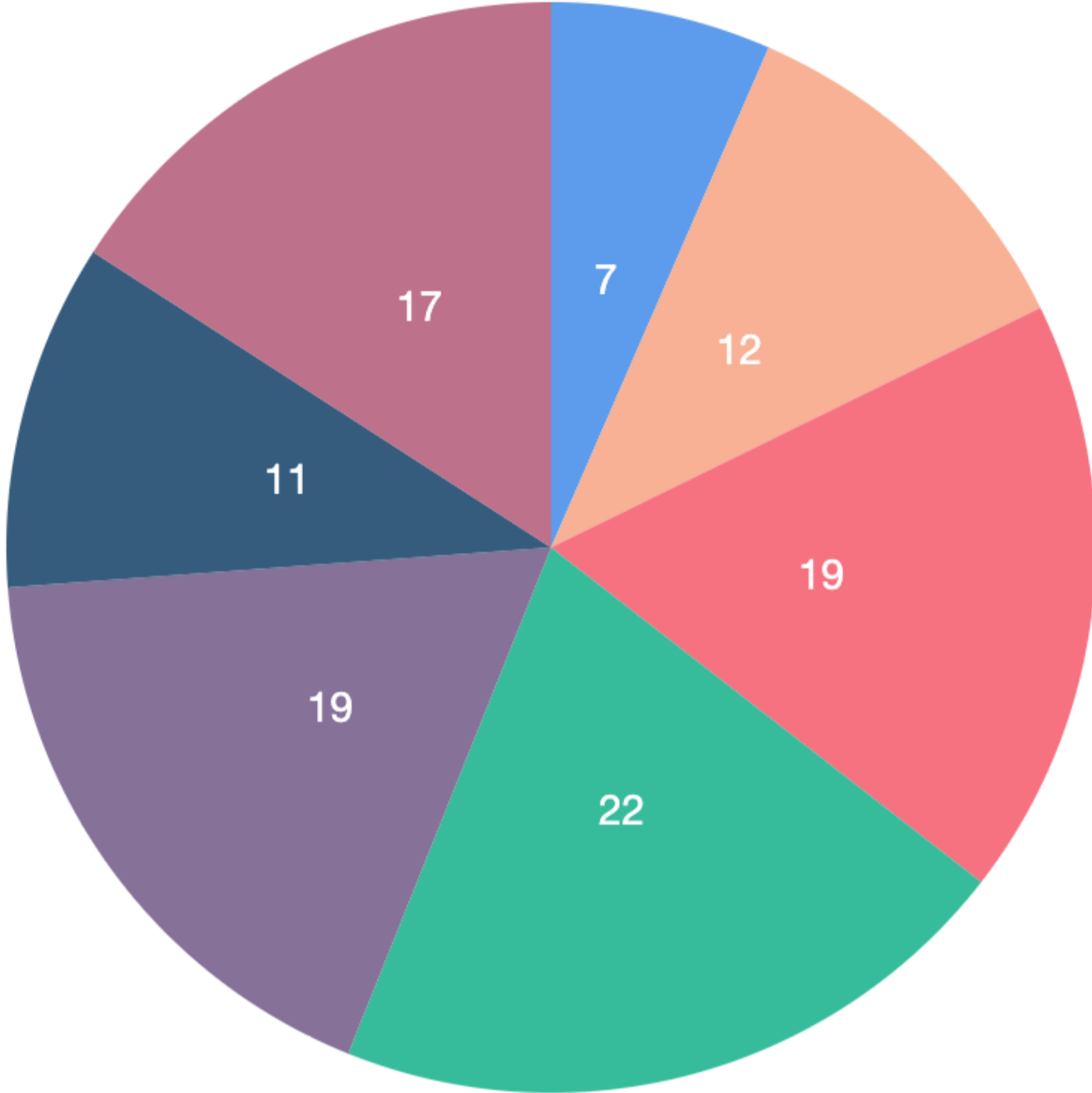
Period
Summer & School Year 2021-22

06/01/2021-05/26/2022

Print Dashboard
▼

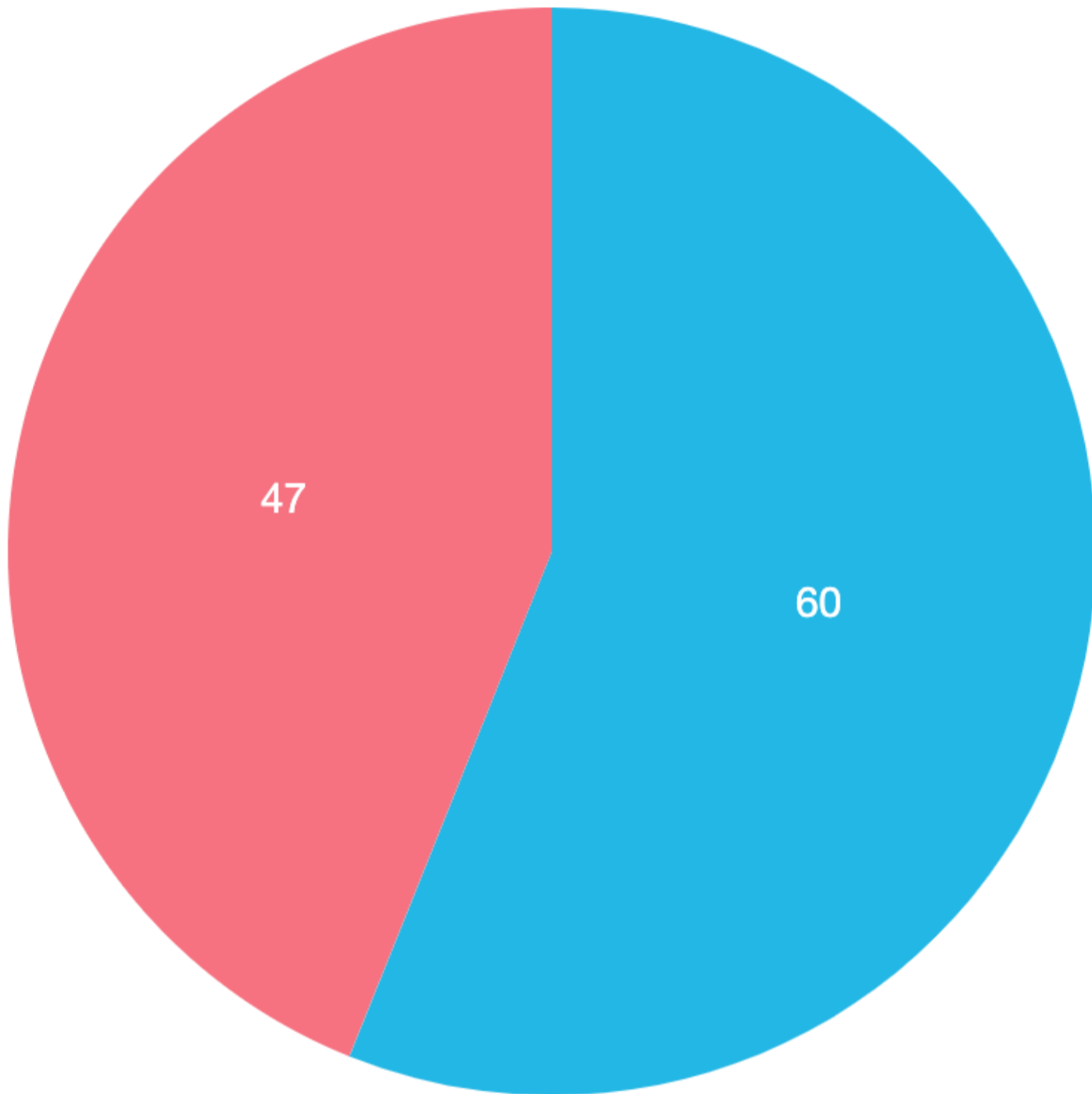
Student Attendance by Grade Level

PreK K 1 2 3 4 5



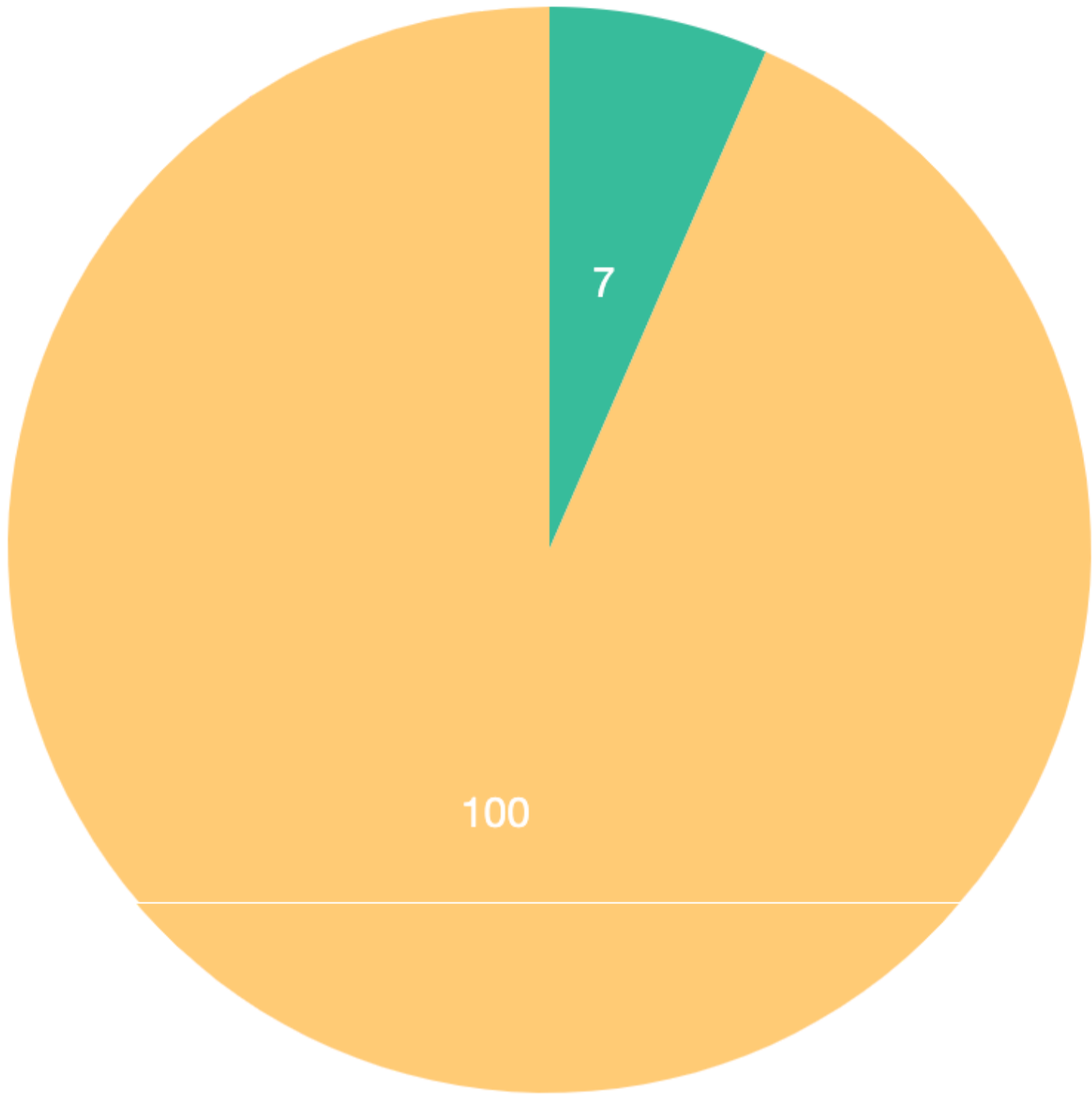
Student Attendance by Gender

Male Female

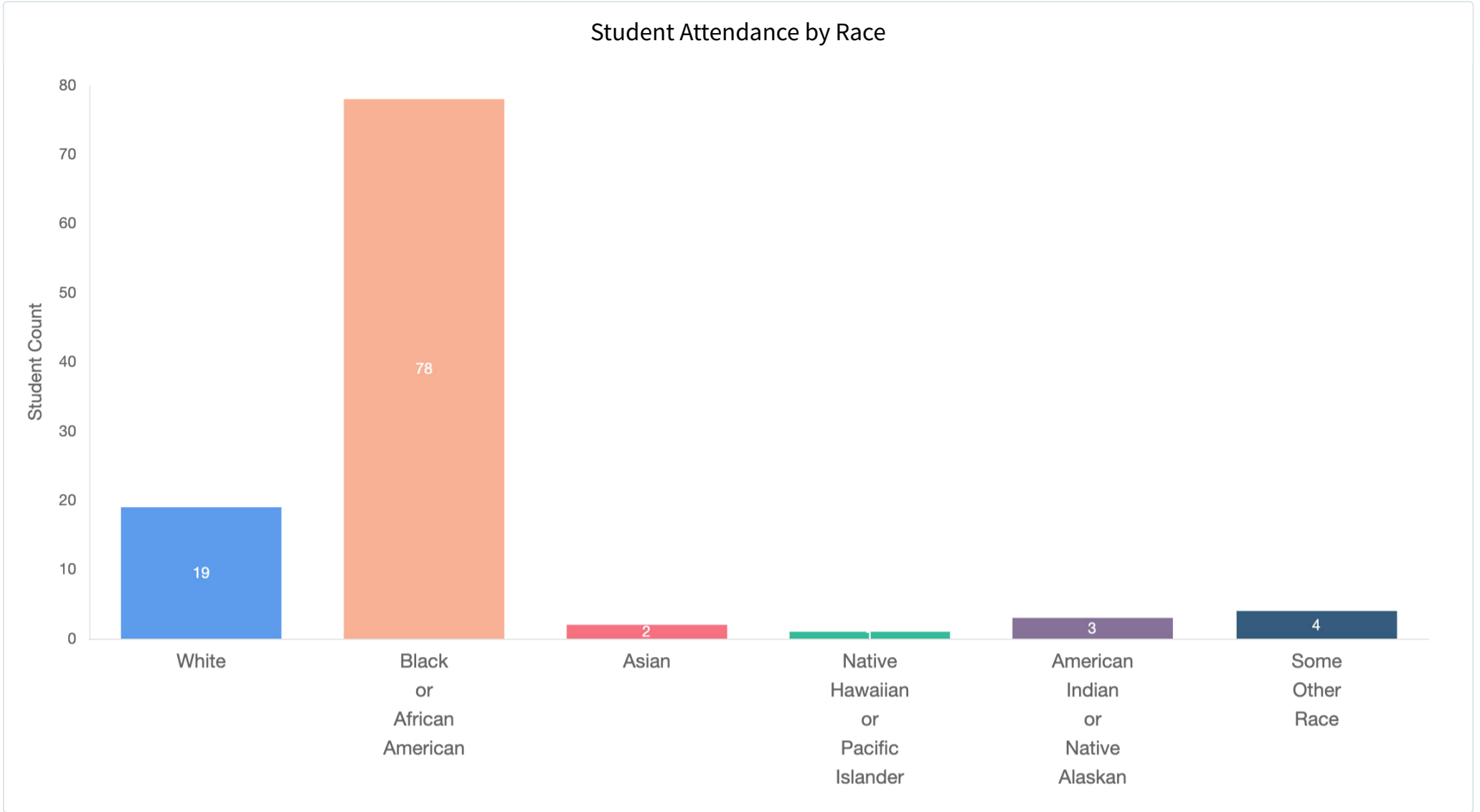


Student Attendance by Ethnicity

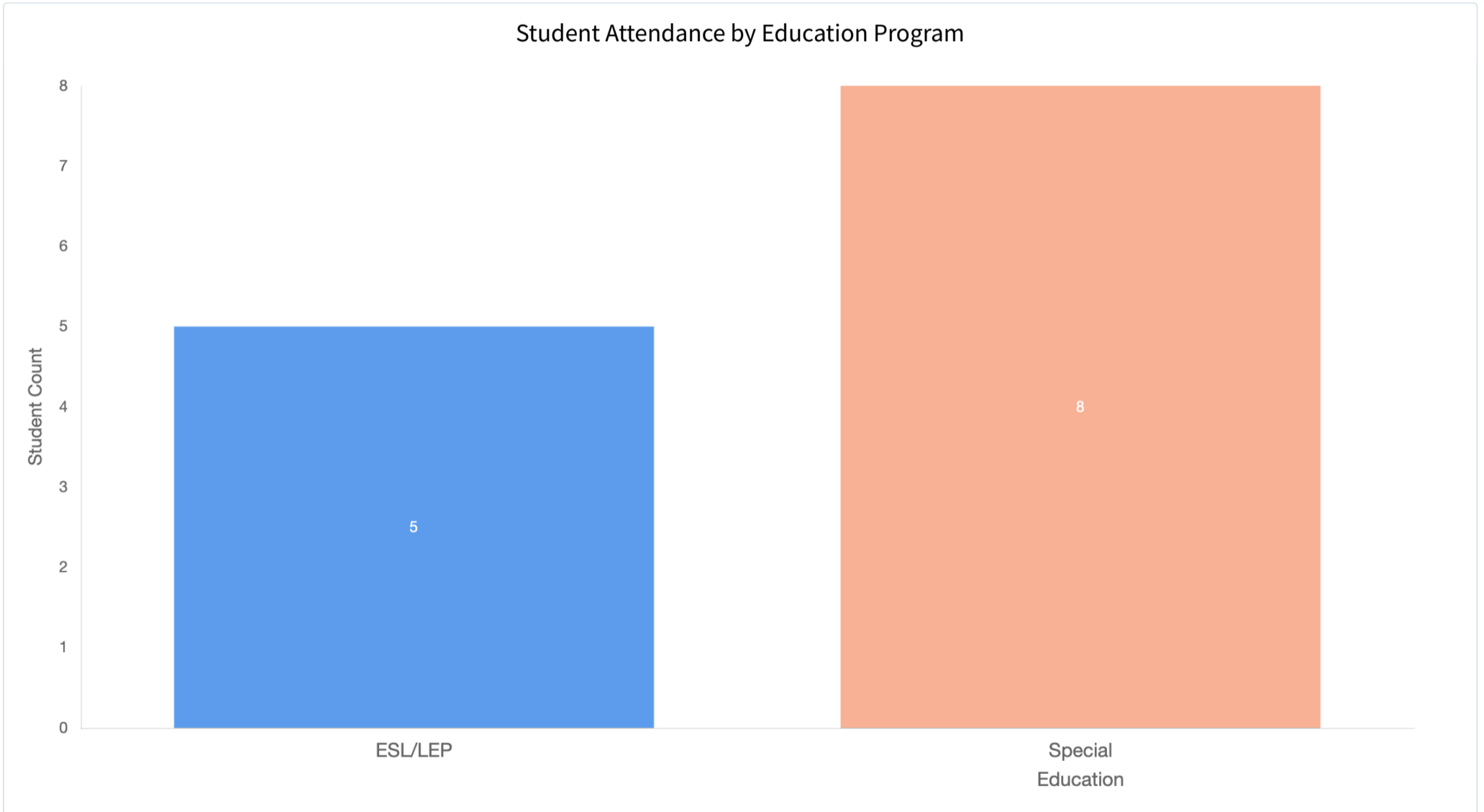
Hispanic or Latino Not Hispanic or Latino



Student Attendance by Race



Student Attendance by Education Program



ADHERENCE TO THE GRANT APPLICATION

Thompson Elementary School's summer program was carried out as was planned in its grant application. The program's partnership with Dynamic Education Adventures (DEA) provided a strong emphasis upon STEAM activities, offering participating students a wide variety of learning opportunities.

RESULTS AND RECOMMENDATIONS

While this was the final year of the school's current grant, any future years' programs should consider additional partnerships such as the one experienced with DEA to offer students the widest range of learning opportunities, both academic and enrichment, as was the case with this past year's program.

UTILIZING AND SHARING FINAL REPORT RESULTS

The final report will be shared at a future Gadsden City Board of Education meeting. Additionally, it will be posted on the school system's website and made available to program partners, parents, 21st CCLC staff, and regular school day staff members.

APPENDICES

TABLE OF CONTENTS

APPENDIX ONE: Timeline	78
APPENDIX TWO: Logic Model	80
APPENDIX THREE: APT-O Observation Forms	84
APPENDIX FOUR: STEAM Academy.....	92
APPENDIX FIVE: Summer Camp Flyer	97
APPENDIX SIX: Gardening/Nutrition/Service Learning Project	99
APPENDIX SEVEN: Scenes From the After School Program	101
APPENDIX EIGHT: Students STEAM Survey.....	108
APPENDIX NINE: External Evaluator’s Qualifications and Background.....	115

APPENDIX ONE:
TIMELINE

TIMELINE FOR 21ST CCLC @ THOMPSON ELEMENTARY SCHOOL

October 2021: Meet with partners and stakeholders about program; Advisory Council meets; staff is in place and program is operating; advisory council meets; evaluation instruments developed.

November 2021: after school reading, math, and science curriculum studied and purchased; community education menu of services disseminated to parents; meeting with school-day staff, Family Health/Wellness Night-ALDH.

December 2021: Advisory Council Meeting to discuss goals and abjections; Develop handbook; Surveys disseminated to participating students and parents; identification of at-risk students with aggressive recruitment program; Professional development activities for purchased curriculum and programs; Ongoing Activities: Student recruitment will be on-going. Monthly staff meeting at the program site: quarterly staff meeting with Coordinator. Dara Collection will be on-going.

January 2022: Professional Development to discuss goals and objectives; First 9-week schedule developed; Kick off Rally/Family Night. After school program begins at the project site with a Community Education Menu of Services disseminated; Parent Involvement/Literacy Classes begin; Data Collected; Needs Survey disseminate; STEAM Academy launched; use of Go Noodle begins. Ongoing Activities: Professional Development will be ongoing as needed: parent involvement/literacy activities will be scheduled at appropriate times.

February 2022: After school program continues; Summer Program planning begins; Black History Program/Family Night; Data Collected.

March-May 2022: After school program continues; 9-week schedule planning continues; Summer Program planning continues; Sumer Program Registration begins; Evaluation and review for program changes and implementation; Parent/Student/Teacher Surveys collected and reviewed; Data Collected; STEAM Family Night.

June 2022: Summer Program Kick of Rally; Summer Program Begins; Data Collected; Family Night-Health Wellness-ALDPH.

July 2022: Summer Program ends; 1st-year program evaluation complete and submitted to appropriate agencies and stakeholders.

August 2022: Recruiting begins; After school program begins; 9-week schedule planning continues.

September 2022: Continues through end of the grant cycle; The Advisory Council, Central Office Personnel, School Administrators, and the Community Education Coordinator will continue planning for the sustaining of the program.

APPENDIX TWO:
LOGIC MODEL

Thompson Elementary School's 21st CCLC Logic Model

Goal: 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 afterschool and summer programs for academic skills, social and enrichment skills, and parental involvement activities with there being a specific emphasis upon increasing academic proficiency in reading, mathematics, and science	<ul style="list-style-type: none"> • Program staff • Financial resources • School facilities • Wide range of activities and events • Volunteers and community partners 	<ul style="list-style-type: none"> • Academic skills enhancement • Social and enrichment skills • Homework Assistance • Mathematics and Reading tutoring • Computer opportunities • Summer Program • Technology-based learning projects • STEAM Academy with guidance from Dynamic Education Adventures (DEA) 	<ul style="list-style-type: none"> • Increased student academic progress • Increased parental involvement • Improved student behavior during the regular school day • Increased student attendance during the regular school day 	<ul style="list-style-type: none"> • DIBELS • STAR Reading and Mathematics • Student Attendance Records • Sign-in Sheets • Parental Activities • Locally Developed Science Benchmark Assessments
Improve overall behavior and social skills for program participating students while also increasing their attendance	<ul style="list-style-type: none"> • Program staff • Parental involvement/engagement activities • Financial resources • Wide range of enrichment and academic activities 	<ul style="list-style-type: none"> • Weekly monitoring of student attendance • Social-emotional learning strategies and leadership training implemented 	<ul style="list-style-type: none"> • Decreased discipline referrals for students • Increased student attendance during the regular school day 	<ul style="list-style-type: none"> • Student Attendance Data • Student Discipline Records • School Incident Report (SIR)

during the regular school day	<ul style="list-style-type: none"> • Community partners and volunteers • Wide variety of activities • Technology-based learning projects 	<ul style="list-style-type: none"> • Availability of school counselor to assist with parent-teacher conferences • Optional family and community involvement components • Provided student incentives for positive behavior and attendance 		<ul style="list-style-type: none"> • Surveys (students, parents, and teachers) • EZ Reports
Meet the identified needs of parents and families of participating students at the school	<ul style="list-style-type: none"> • Program staff • School facilities • Financial resources • Community partners and volunteers • Wide variety of activities 	<ul style="list-style-type: none"> • STEAM Night • Family Literacy Night • Get Moving Night-Health/wellness • Internet Safety Classes • Go Math Class Training • Adult Education Classes provided through partner Gadsden State Community College • Parenting Classes provided through partner The Family Success Center • EL Classes for non-English speaking family members 	<ul style="list-style-type: none"> • Increased parental involvement and engagement • Increased student academic performance • Increased student attendance during the regular school day • Decreased student discipline referrals during the regular school day 	<ul style="list-style-type: none"> • Parent/Family Attendance Rosters and Sign-In Sheets • Engagement by parents at the various provided activities • Parent volunteers assisting in CLC activities and events
Provide students with service learning	<ul style="list-style-type: none"> • Program staff • Community partners 	<ul style="list-style-type: none"> • DEA will implement a service learning 	<ul style="list-style-type: none"> • Students will create a science show that 	<ul style="list-style-type: none"> • Student attendance records

<p>opportunities that help them learn the importance of community and serving others</p>	<ul style="list-style-type: none"> • Financial resources • School facilities • Dynamic Education Adventures (DEA) 	<p>project enabling students to master several small group science experiments incorporating the service learning components of investigation, preparation, action, reflection, as well as demonstration and celebration</p>	<p>will be presented to the residents of Serenity Living. Also, the students will present another show to parents and stakeholders at a Family STEAM Night Celebration</p>	<ul style="list-style-type: none"> • Activities incorporating the five components of service learning
<p>Increase students' and families' understanding of key health concepts</p>	<ul style="list-style-type: none"> • Community partners such as the YMCA, the State Department of Public Health, and the Cooperative Extension • Program staff • School facilities • Financial resources 	<ul style="list-style-type: none"> • Health and wellness family nights • Daily tips on healthy food choices and opportunities for intentional movement 	<ul style="list-style-type: none"> • Improved healthy lifestyles • Increased participation in health and wellness activities by students and families • Improved healthy food choices 	<ul style="list-style-type: none"> • Increase in participation in health and wellness activities by students and families as evidenced by such as sign-in sheets • Documentation of daily tips provided on healthy food choices

APPENDIX THREE:
APT-O OBSERVATION FORMS

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
<p>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></p>	1 2 3 4
<p>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.) <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></p>	1 2 3 4
<p>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.) <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i></p>	1 2 3 4
<p>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.) <i>1=No youth products or artwork are displayed.</i></p>	1 2 3 4 N/A
<p>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.) <i>1=Visible materials do not reflect a diversity of backgrounds.</i></p>	1 2 3 4 N/A
<p>6. The space is accessible for all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i></p>	1 2 3 4 N/A
<p>7. Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff can not communicate with youth and families.</i></p>	1 2 3 4 N/A

Field Notes:

Item Format

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

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

Rating Scale:

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

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-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 the WT Grant Foundation.

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
<p>1. Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) <i>1=Program pace is very rushed and rigid.</i></p>	1 2 3 4
<p>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></p>	1 2 3 4
<p>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></p>	1 2 3 4
<p>4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i></p>	1 2 3 4
<p>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></p>	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

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

Field Notes: _____

Item Format

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

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

Rating Scale:

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

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-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 the WT Grant Foundation.

Homework/Academic Support Time

Site ID: _____

Observer ID: _____

Date: _____

Start Time _____ *Minimum observation duration:*

End Time _____ *20 minutes*

Observed Number of staff _____

Number of youth _____

Start of HW/AS End of HW/AS

(check all that apply)

Brief Description of Homework/Academic Support Time

Location of Homework /Academic Support Time

(check location(s) that apply)

- Classroom
 Cafeteria
 Gym
 Outdoors
 Library
 Other (please describe)

Important Note:

Programs that provide Academic Support Time are encouraged – but not required – to use the Academic Skill Building section in conjunction with the Homework & Academic Support Time Section.

A. Homework/Academic Support Time Organization Items	Rating
1. Staff help youth get organized and prepared to do their homework.	1 2 3 4
2. There is appropriate and accessible physical space for youth to comfortably do work. <i>1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, not enough space for all youth).</i>	1 2 3 4
3. Homework/Academic Support time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions (Ex: There is another noisy activity being held in the same space).</i>	1 2 3 4

Field Notes:

Item Format

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

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

Rating Scale:

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

9

Homework/Academic Support Time

Site ID:

Observer ID:

Date:

B. Youth Participation in Homework/Academic Support Time	Rating
<p>1. Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity). All youth are constructively engaged throughout the homework/academic support time. <i>1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).</i></p>	1 2 3 4

Field Notes

C. Staff Effectively Manage Homework/Academic Support Time	Rating
<p>1. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. <i>1=Staff interact in harsh, punitive, or irritable manner.</i></p>	1 2 3 4
<p>2. Staff treat youth respectfully, and assume best intentions. (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). <i>1=Staff constantly correct, criticize, or reprimand youth.</i></p>	1 2 3 4
<p>3. Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations. <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i></p>	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

10

Homework/Academic Support Time

Site ID:

Observer ID:

Date:

D. Staff Provide Individualized HW/Academic Support	Rating
<p>1. Staff work to ensure that youth are engaged and progressing during homework/academic time. Staff proactively check in with <u>many or all</u> youth during homework/academic support time. <i>1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.</i></p>	<p>1 2 3 4</p>
<p>2. Staff encourage individual youth. (Ex: "I like your thinking," "I noticed that you are really taking your time on this project", "You can do it—give it another try.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i></p>	<p>1 2 3 4</p>
<p>3. <u>When youth need or ask for help</u>, staff respond to youth requests in a timely manner. (Ex: All youth requests acknowledged right away. Waiting time is short.) <i>1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).</i></p>	<p>1 2 3 4 N/A</p>
<p>4. <u>When youth ask for help</u>, staff provide individualized assistance to youth. Staff take the time to really understand and focus on individual youth needs; (Ex: Answer questions, explain how to do something). <i>1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</i></p>	<p>1 2 3 4 N/A</p>
<p>5. <u>When providing assistance to youth</u>, staff help youth think through problems or questions themselves rather than offering answers. Staff guide youth's thinking and help them develop problem solving skills. (Ex: ask "how," "why," "what-if" questions, help youth brainstorm potential solutions). <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own</i></p>	<p>1 2 3 4 N/A</p>

Field Notes:

Item Format

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

Rating Scale:

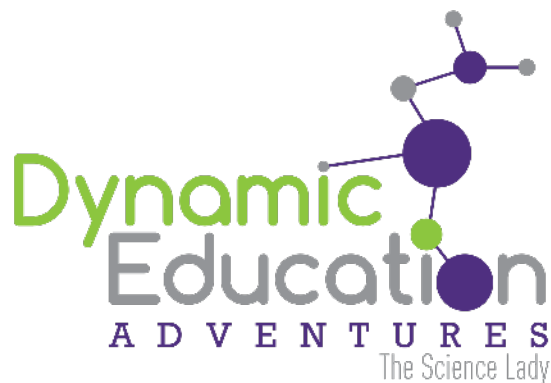
1-Not True 2-Somewhat True 3-Mostly True 4-Very True

Homework/Academic Support Time

Site ID:	Observer ID:	Date:
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Notes:

APPENDIX FOUR:
STEAM ACADEMY



Thompson STEAM Academy Fall 2021

Fall of 2021 saw the return of in-person STEAM Academy sessions. Dynamic Education Adventures visits Thompson Elementary every Wednesday. After the first few sessions, it became apparent that the pandemic had an effect on their ability to cooperate while working in groups. The decision was made to concentrate heavily on teamwork and problem-solving skills. This semester saw a strong focus on engineering and design challenges. We wanted the kids to feel successful in a group setting, trust and rely on their team to find solutions to problems, test their ideas, and improve their original designs. STEAM national standards were used to create the curriculum and students were challenged to:

1. Plan and conduct an investigation to compare effects of different strengths or different directions of pushes and pulls on the motion of an object.
2. Ask questions, make observations, and gather information about a situation people want to change. To define a simple problem that can be solved through the development of a new and improved object or tool.
3. Analyze data from tests of two objects to solve the same problem to compare strengths and weaknesses of each performance.

The hands-on learning experiences included: demonstrations with dry ice, kaleidoscope construction, designing a marble-mover, demonstrations in static electricity, testing the effects of fulcrums on a lever, how far can your balloon car travel challenge, and several other engineering challenges to strengthen teamwork and cooperation skills.

For their community project, Thompson Elementary and The Exceptional Foundation will continue their partnership. In addition to working with The Exceptional Foundation's children's program, Thompson will also be finding ways to work with their adult program, too. After much discussion and taking a vote, Thompson students want to incorporate some snow lessons to show the children and adults at The Exceptional Foundation. Prior to the holiday break, Thompson students want to make The Exceptional Foundation some circuit cards. These cards will have a snowman on the front and the kids will connect LED lights to coin batteries to light up the snowman's nose. The kids would also like to attach a bag of sodium polyacrylate (instant snow) to each card. They loved the experiment of adding water to the instant snow and making it expand and they thought The Exceptional Foundation groups would like it, too. The cards will also include an explanation of the science behind the circuits and snow. Over the break, the kids will be thinking about what they can do in the spring for The Exceptional Foundation.



Pre and Post Test for Thompson Elementary Fall 2021

Question 1: Which is not a type of simple machine _____

- A. Wedge
- B. Pulley
- C. Spring**

Percent Correct Pre Test: 33%

Percent Correct Post Test: 100%

Post Test Improvement = 67% improvement

Question 2: Which type of simple machine would be found at the bottom of a wagon?

- A. Screw
- B. Wheel and Axle**
- C. Pulley

Percent Correct Pre Test: 50%

Percent Correct Post Test: 100%

Post Test Improvement = 50% improvement

Question 3: Having a hard time seeing a solution to a problem is called an?

- A. Impasse**
- B. Insight
- C. Analysis

Percent Correct Pre Test: 17%

Percent Correct Post Test: 83%

Post Test Improvement = 66% improvement

Question 4 The first step in problem-solving and decision making is?

A. Awareness of the problem

D. Find creative alternatives

E. Evaluate the choices

Percent Correct Pre Test: 67%

Percent Correct Post Test: 100%

Post Test Improvement = 33% improvement

Question 5: _____ is the process of creating and building structures, products, and systems by using math and science.

A. Biology

B. Architecture

C. Engineering

False (12)

Percent Correct Pre Test: 17%

Percent Correct Post Test: 100%

Post Test Improvement = 83% improvement

Question 6: This is an example of chemical engineering

- A. Bridge Building
- B. Computers
- C. Vaccines**

Percent Correct Pre Test: 17%

Percent Correct Post Test: 83%

Post Test Improvement = 66% improvement

Question 7: Energy in motion is called _____ energy.

- A. Kinetic**
- B. Potential
- C. Movement

Percent Correct Pre Test: 67%

Percent Correct Post Test: 100%

Post Test Improvement = 33% improvement

Question 8: Who invented the lightbulb?

- A. Alexander Graham Bell
- B. Thomas Edison**
- C. Henry Ford

Percent Correct Pre Test: 33%

Percent Correct Post Test: 100%

Post Test Improvement = 67% improvement

APPENDIX FIVE:
SUMMER CAMP FLYER

MAY 31ST - JUNE 30TH
MONDAY- FRIDAY
8:00 A.M. - 5:00 P.M.

Thompson Summer camp

Grades
1st-5th

Explore, Discover, & Learn
Thompson
Elementary



Online Registration

<https://www.gcs.k12.al.us/>

Activities:

- STEM
- Painting
- Arts & Craft
- Reading
- Music & Dance
- Math
- Field Trips

Register
Online
Today



You will be contacted by May 10, 2022, if your child's registration has been selected for enrollment into summer camp.

More Information Contact
256-549-2928



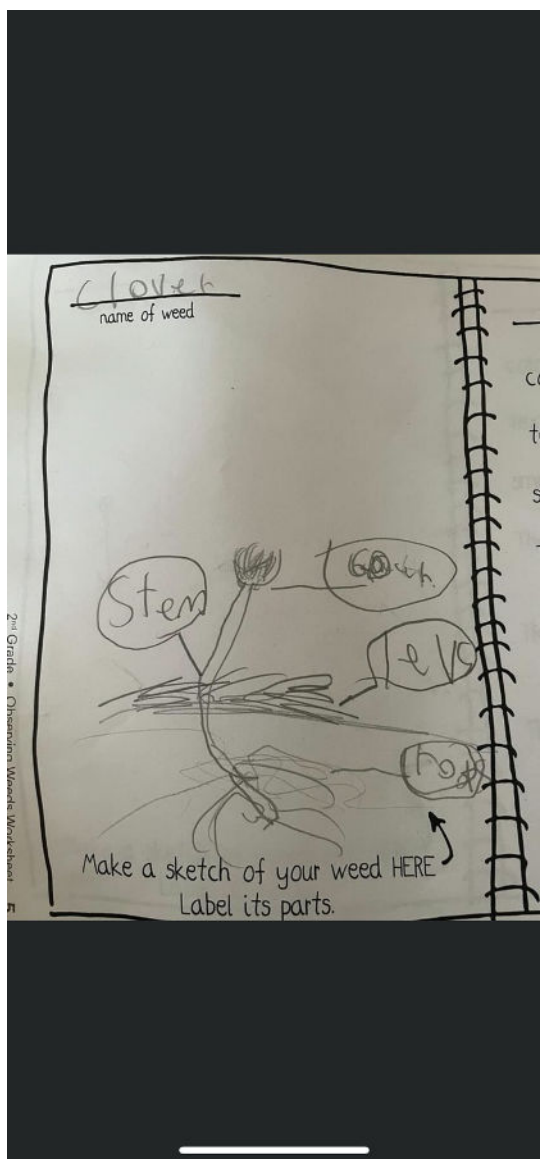
APPENDIX SIX:
GARDENING/NUTRITION/SERVICE LEARNING PROJECT

Gardening/Nutrition/Service Learning Thompson Elementary

Objective: Promote healthy living, nutrition, science exploration and service to others.

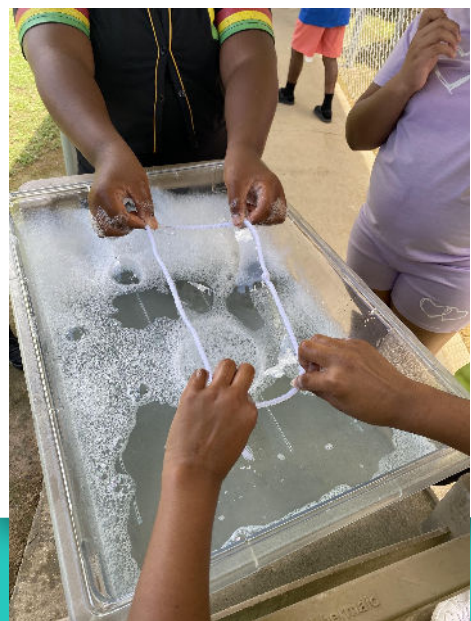
Lesson: Students harvested plants and flowers from the school garden. Students identified the parts of a plant and packed a basket of fresh vegetables to donate to the assisted living facility located near the school.

Student Impact: The garden is used for academic enrichment, where students can learn about nutrition, food security, and ecological sustainability. Access to food and nutrition unfortunately does not come readily to everyone, and millions of children and adults stare into the face of food insecurity every year. The partnership with a local assisted living facility helps to bridge the food gap for the elderly population in our community. Students learn to have a heart of service through this project. It is an ongoing project that promotes kindness, giving, community services, and healthy eating.

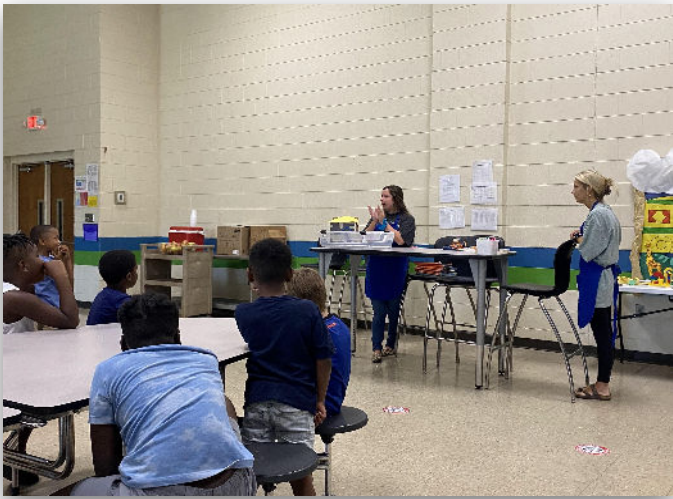


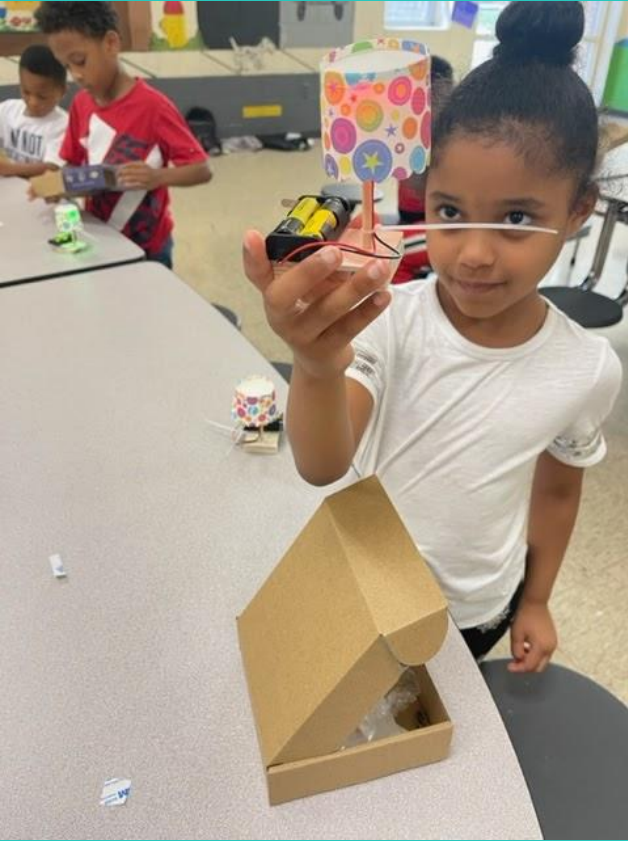
APPENDIX SEVEN:
SCENES FROM THE 21ST CCLC PROGRAM







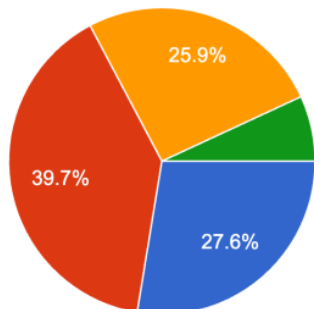






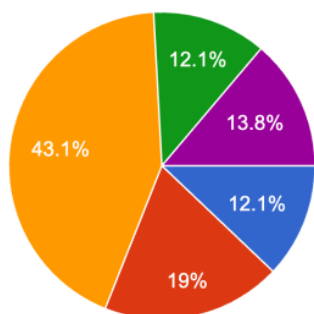
APPENDIX EIGHT:
STUDENTS' STEAM SURVEY

To me SCIENCE is
58 responses



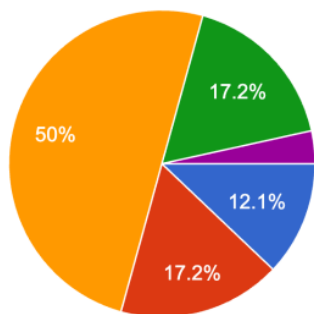
- Awesome
- Good
- Okay
- I do not like SCIENCE.

When I am older, I might choose a job that uses SCIENCE.
58 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

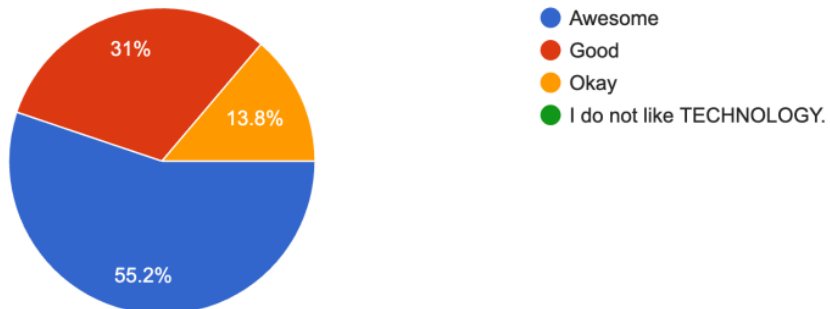
My after school program gives me an opportunity to learn more about science.
58 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

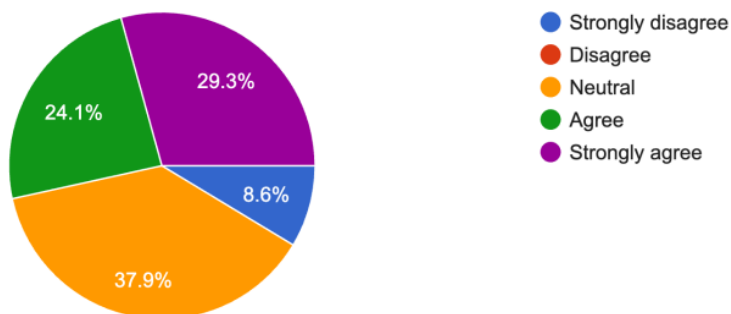
To me TECHNOLOGY is

58 responses



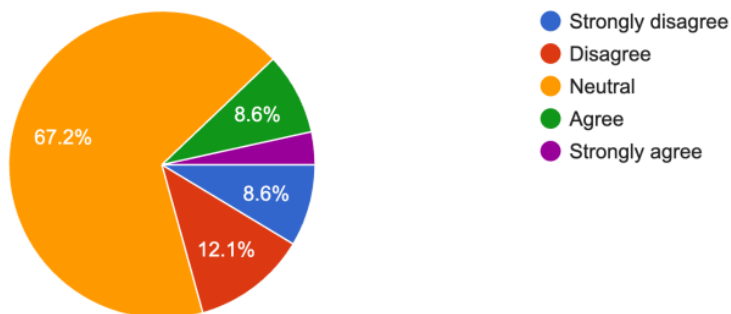
When I am older, I might choose a job that uses TECHNOLOGY.

58 responses



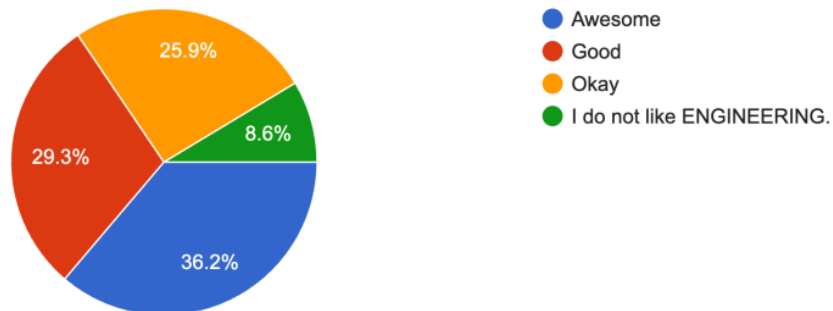
My after school CLC gives me an opportunity to use technology.

58 responses



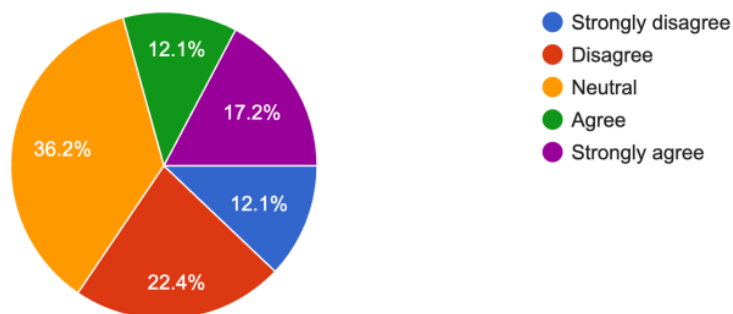
To me ENGINEERING is

58 responses



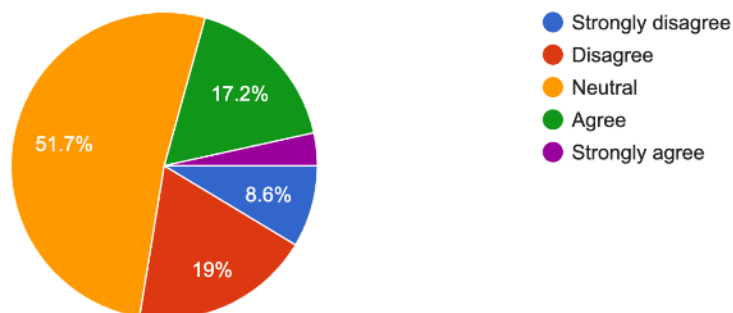
When I am older, I might choose a job that uses ENGINEERING.

58 responses

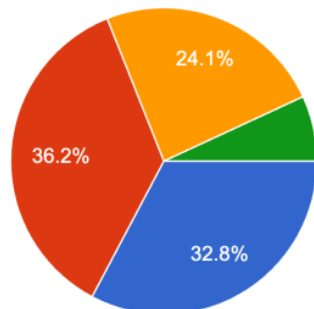


My after school program gives me an opportunity to build things and use my skills to develop as an engineer.

58 responses

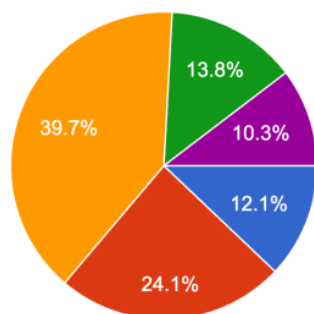


To me ART is
58 responses



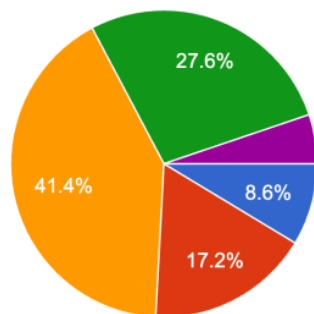
- Awesome
- Good
- Okay
- I do not like ART.

When I am older, I might choose a profession in the arts.
58 responses



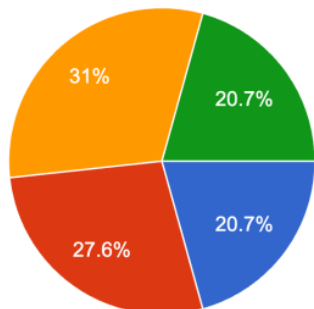
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My after school program gives me opportunities to discover the arts.
58 responses



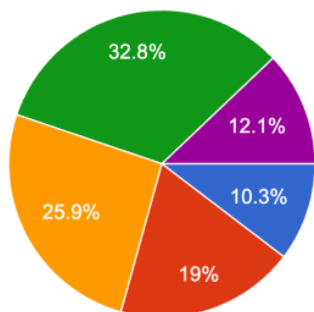
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

To me MATH is
58 responses



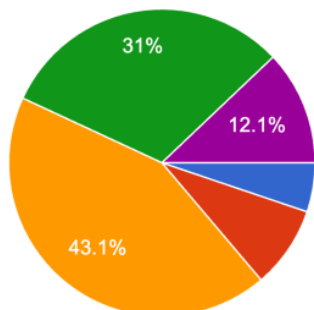
- Awesome
- Good
- Okay
- I do not like MATH.

When I am older, I might choose a job that uses math.
58 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

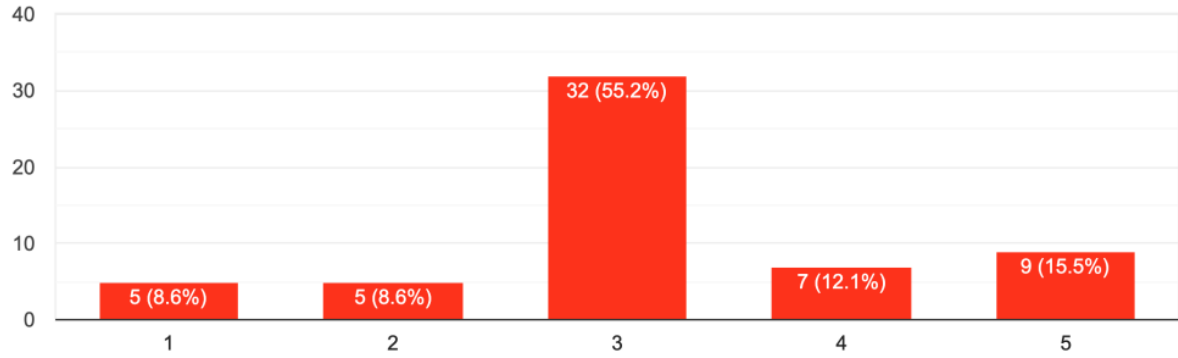
My after school program gives me opportunities to work on my math skills.
58 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

How would you rank the STEAM lessons in After School?

58 responses



APPENDIX NINE:
EXTERNAL EVALUATOR'S QUALIFICATIONS AND BACKGROUND

EXTERNAL EVALUATOR'S QUALIFICATIONS AND BACKGROUND

Dr. Phil Hammonds served for 40 years in public education as superintendent in Pell City, Sylacauga and Jefferson County, as well as helping form the Alabaster City School System as its interim superintendent. Beginning his career as a classroom teacher, his early responsibilities as an administrator included working with federal programs in areas such as grant administration and data collection.

In 2007, he received the Kermit Johnson Outstanding Superintendent Award from the University of Montevallo, and has been recognized by the Alabama School Library Association with its Distinguished Library Service Award and the Alabama Music Educators Association with its Outstanding Administrator Award. He received his doctorate (Ed.D.) from The University of Alabama where he currently serves on the College of Education's Board of Advisors and the Board of the Capstone Society.

The four years following his retirement, Dr. Hammonds co-chaired the Bold Goals Coalition (education), a community-based, data-driven initiative of 200 organizations including business, foundations, non-profits, as well as K-12 and higher education from throughout the five counties served by United Way of Central Alabama whose offices are located in Birmingham.

He has served as an external evaluator of 21st CCLC programs in twelve schools across seven school systems over the past four years.

Reviewed by: HA Baez Position:
Federal Programs Director

Date 9/9/27 External Evaluator Signature:
Cheryl B. [Signature]