21st Century CLC Final Report

Final Report 2022 - 2023: Cohort 1516

Year 1

Gadsden City Schools

Gadsden High School CLC

Gadsden, AL

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1.0 Executive Summary

Gadsden City High School (GCHS) operated a CLC in the 2022–2023 school year. This site implemented six goals for its students who participated in the CLC program. The goals addressed areas of academic enrichment and remediation, specifically to help students with homework, tutoring, and credit recovery. The academic goal also specifically addressed challenges in achievement in math and achievement in ELA. The CLC also addressed attendance for the regular school day, increased parental involvement in CLC events, improved student behavior throughout the school day, implemented STEM activities and events, provided students with service learning opportunities and many other areas in which students could continue to grow and thrive as emerging young adults.

GCHS operated four days per week for proposed number of 110 days:; the site was open for 30 weeks at 10 hours per week. GCHS fulfilled this goal with 108 days. There was one paid administrator and three paid school day teachers who worked with the students each day in the CLC. Those who worked in the CLC received extensive training, including ACEA training for the site director.

GCHS offered activities of academic enrichment, including cultural diversity, drug prevention, environmental literacy, financial literacy, nutrition lessons, and other events the CLC staff thought would enhance the academic improvement of its students. The CLC also offered career exploration days, enrichment in fine arts and dance, STEAM, physical education, and character education. The CLC offered homework to students daily. The CLC also provided parents with parental events, three major events and other smaller occasional conversations and collaborations. The CLC offered enrichment in fine arts and music camps. The CLC offered physical education, sports camp, spring sports camp, and other sporting events for students. The CLC offered technology time and technology lessons for students. Credit recovery was provided to those students who needed to gain credits. Snacks were provided daily for students. STEAM was provided daily for students; teen science cafés were also scheduled for students on special occasions with special guests.

GCHS served grades 9 through 12. The original grant proposed to serve 75 students, and for the year 2022–2023, this site served 79 students consistently. There were 14-9 grade students; 30-10 grade students; 31-11 grade students; and 4-12th grade students served in the 2022–2023 school year. There were roughly equal amounts of gender served in the CLC. There was a mixture of race and ethnicities served, including black, Hispanic, and white students. 51 students who were served were considered economically disadvantaged. GCHS had five specific parent nights including: Lights on After School, Heritage Festival, Family Tech Night, After School Parent Orientation, and Family Night.

In the area of academic achievement, over 50% improved between their first and second semester grades in mathematics.The CLC also had several students recover math credits for the 2022–2023 school year. There were 108 recorded days of homework help, with 79 participants, with a total of 6759 participant days. The average daily attendance for students was 63 days. According to student surveys, 100% of the students felt the CLC help them improve their grades. According to teacher surveys, of those students who were surveyed, 93% improved academically. In terms of ELA, 26% of CLC students improved their grades. Students also received credit recovery in several English courses. There were 108 days of homework help, with 79 participants and 6759 participant days. This equaled a 63 ADA for participation. 100% of students felt the CLC helped them improve their ELA grades. 25 students completed surveys. According to the students who were surveyed by teachers (n-14), 93% of those students improved. In terms of attendance for the regular school day, 54% of students needed to improve, and all of those students made improvements. The CLC continued to help students with attendance by providing them with daily activities. There were 7012 days that students participated in activities at the CLC. The average daily attendance for the CLC was 65 students. The student participation ADA was 89 days. The CLC used

academic enrichment, career, readiness, healthy and active lifestyles, STEM, and well-rounded education activities to encourage students to attend the CLC.

Based on students, teachers and parents, the COC did a great job and improving student attendance in the regular school day. In terms of parental involvement, parents were provided with several opportunities to attend events at the school. Parents indicated by survey (n-17), they were pleased with all the parental involvement activities provided to them. The CLC also addressed student behavior by providing lessons of character development; there were 52 participants in these sessions. The CLC also provided 68 days of service learning, and there were 79 participants in the service learning events. 100% of parents believe their children's behavior had improved because of the CLC, (n-17). Students indicated on their surveys (n-17), they were satisfied with the STEM activities they were provided, and there were 6389 days of participation. There was 60 days of service learning provided to 79 students. There was 1808 participation days. The students developed care packets for their local animal shelter as well as helping to prepare a meal for their local veterans.

In all areas of this CLC grant, I find GCHS to have implemented all goals and objectives with effectiveness.

1.1 Evaluation Purpose and Evaluation Questions

The purpose of this 21st Century Final Evaluation is to provide the CLC grantee, state grantor, and other entities with a comprehensive, detailed report that gives evidence the CLC has implemented the goals and objectives in the grant and utilized the grant funding in a responsible and effective manner providing the participants in the grant academic, physical, social, emotional, family, and service learning opportunities, activities, and events.

This Gadsden City High School CLC Grant has six goals with objectives related to each goal. The evaluator created evaluation questions to substantiate the grantee's efforts to implement the grant's goals and objectives. In addition to the quantitative questions aligned with the objectives, the evaluator also created perceptual or qualitative questions so the report would give a comprehensive evaluation of the grant's implementation.

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

Goal 1A: Improve achievement in Math

> *Obj 1: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades*
>
> *Obj 2: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May*

1. Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?
2. Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?
3. What other evidence can the CLC provide that it is actively addressing the math needs of its students?
4. What are the perceptions of teachers, parents and students that the CLC has adequate math opportunities for its students to enhance or recover needed math skills?

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

Obj 1: At least 40% of students will increase their ELA grade during the school year based on report card grades

Obj 2: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

1. Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?

2. Did 25% of students needing ELA credit recovery successfully recover credits by May?

3. What other evidence does the CLC have that it is actively providing students with additional support and activities to help them enhance or recover their ELA skills?

4. What are the perceptions of teachers, parents, and students that the CLC has adequate ELA opportunities for its students to enhance or recover needed ELA skills?

Goal 2: Increase Attendance for the regular school day

Obj 1: At least 50% of participants will meet or exceed the district's average rate of school day attendance .

Obj 2: 50% of enrolled participants will have at least 60 days of attendance in program

1. Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance?
2. Did 50% of CLC students attend at least 60 days of program activities?
3. What other evidence does the CLC have that it actively encouraged students to attend the regular school day as well as the CLC?
4. What are the perceptions of teachers, parents, and students that the CLC emphasized attendance and its importance to CLC students?

Goal 3: Increase parent and family engagement

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

1. Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring?
2. What other evidence does CLC provide that it promoted parental involvement and provided adequate opportunities for parents to engage with CLC?
3. What are the perceptions of the parents/family members that the CLC has adequately provided opportunities for parental involvement with the CLC?

Goal 4: Improve student behavior throughout the regular school day

Obj:Decrease number of disciplinary referrals of regularly participating students for defiance/ disrespect by 20% each semester as evidenced from baseline (FY 22 SIR data)

1. Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY22 SIR discipline date as a baseline?
2. What other evidence can the CLC provide that it is promoting good citizenship among students, problem resolution among students, and adequate counseling of students who are having behavioral difficulties or other problems that could lead to incidents among others?

3. What are the perceptions of teachers, parents, and students that the CLC is doing an adequate job of providing a positive atmosphere for students to learn good behavior and resolve issues appropriately?

Goal 5: Implement STEM activities

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

1. When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program?
2. What other evidence can the CLC provide that it is providing adequate opportunities for students to participate in STEM activities at the CLC?
3. What are the perceptions of teachers, parents, and students that the CLC has adequately provided interesting and student thought-provoking STEM activities?

Goal 6: Provide Service Learning Opportunities Community Need

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

1. Did at least 30% of regularly participating students participate in a service learning activity by May?
2. What other evidence can the CLC provide that it provided adequate training on what service learning is for students and encouraged all CLC students to participate in solving community needs through service learning?
3. What are the perceptions of teachers, parents, and students that the CLC has provided adequate training and opportunities for students to participate in decision-making and community leading service learning projects?

1.2 Project Background

Gadsden City High School [GCHS] a consolidated school with 1342 students, grades 9-12, high poverty, low achieving inner city school. Three middle schools feed into the high school and two of the three are ATSI schools due to the lack of progress of students identified in need of special education services.

There is a diversity gap in economics, academic advancement, college prep and CTE enrollment between the students.There are 3 feeder schools and 2 are ATSI schools [school improvement]. 79% qualify for Free/Reduced Lunch. 17% are McKinney Vento (unaccompanied youth). High Crime area/dropout rate is 12%.

To "bridge" the gap of needs/solutions based on collaborative needs assessment meetings the identified needs are listed with a goal and a solution that this program will offer. The targeted population needs job skills, as well as their parents 360 extended hours over 144 days. The proposed 21st CCLC BRIDGE Program at Gadsden City High School will address the following goals and solutions through 144 days of additional programming in the regular year.

Goal 1: Academic Enrichment

•   Not Proficient 39% Math : 29% Reading ACT data -Truancy, lack of accountability from home, apathy, over 30% are identified special education getting modified work and not gaining a foundation for progress, 159 EL students who have language barriers to learning and cultural differences

•   Solution: Evidence based Remediation/credit recovery/Early College/ACT Prep/homework help

Goal 2: Increased school day attendance

- Lack of parental accountability, mental health issues, need for employment as well as suspensions led to truancy 70% 1100 truant students

- Solution: Health/wellness awareness/Counseling, Enrichment, CTE lessons, STEM lessons/Job skills. Athletic enrichment, exercise, Arts

Goal 3: Increase Parent/Family Engagement

- Parents are apathetic, absent from homes, intimidated by school and over 40% are dropouts

- Mental health referrals

- Solution: Weekly parenting/family sessions-Mental Health counseling/financial literacy/job training/community resources

Goal 4: Decreased behavioral issues

- 77% of students received disciplinary referrals/52% was defiance

- Solution: Program contracts with a mental health or therapeutic counselor, PBA CTE training

Goal 5:Implement STEM

- 70% of Regular day class lack STEM emphasis

- Solution: PD for staff, Daily STEM career awareness/field trips to colleges to see STEM in action, introduce STEM careers through CTE training in the extended learning time.

Goal 6: Provide Service Learning Opportunities

- 18% of students are involved in Service Learning

- Solution: Service learning with veterans based on community needs. Offering academic and career readiness skills will assist the community & school.

1.3 Evaluation Design, Methods, and Limitations

The evaluation process is as follows:

I. Evaluation Plan - This is written in the fall of each grant cycle year. The external evaluator, site director, and other CLC staff members met to discuss the grant goals and objectives and the needed information to conduct the final report. Evaluation questions are created, and the plan is agreed upon by CLC and evaluator for implementation and final report inquiry.

II. Observations Scheduled - There are at least 3 site observational made during the grant year, if the sites have a summer program, and the evaluator completes NIOST APT-O forms for each observation. These are shared with the site director.

III. Site Observations - The evaluator visits each site two or three times a year. In addition to talking with director and staff members, the evaluator observes sessions and completes NIOST APT-O forms. Pictures are also taken during each visit.

IV. Mid-year Report - The CLC site director and other CLC members complete this report and share it with the evaluator before submission to the ALSDE.

V. Surveys and Perceptual Data - The CLC administers several surveys each grant cycle year, and the results are shared with the evaluator.

VI. Final Report - The evaluator reviews all goals and objectives using data from EZReports and collected from the CLC. All evaluation questions are reviewed along with other demographic and testing date required by the ALSDE. The evaluator writes the report from a compilation of the research conducted using all data. The report is submitted to the grantee and then to the ALSDE at the end of the year, usually by September 30 of each year.

1.4 Findings and Conclusions

Goal 1: Provide Academic Enrichment and Remediation

With regard to Goal 1, providing academic enrichment and remediation, I find the CLC came close to meeting all goals for math and ELA. 52% of CLC students improved their math scores. Several students recovered math credits, and many students attended math homework and tutoring. 26% of students improve their ELA grades. Several students recovered ELA credits. 79 students attended homework and remediation for ELA. Based on surveys from teachers, most CLC students who were surveyed made academic improvements. Based on student surveys, 100% of students believed the CLC helped them improve their ELA and math grades.

Goal 2: Increase Attendance

Students in the CLC made improvements on their daily attendance for 2022–2023. There were 7012 participant days, with an average daily attendance of 65 students at the CLC. The student participation average was 89 days per student. The CLC offered 62 hours of academic enrichment, 24 hours of career readiness, 87 hours of healthy and active lifestyle, 57 hours of STEM, and 35 hours of well-rounded education services. According to the teacher surveys of 14 students, 93% of those students improved in attending class regularly. According to the student surveys of 25 students, 100% stated their attendance was better since attending the CLC. According to parent surveys of 17 parents, 100% stated they felt their child's attendance was better since attending the CLC.

Goal 3: Increase Parent Involvement

According to the site director, there were five parental involvement activities designed to engage with parents of the CLC students. Each of these activities had at least 10 participants. The highest number of participants occurred during family night, with 130 participants. Based on the parent surveys of 17 parents, 100% of parents were satisfied with the parental involvement activities.

Goal 4: Improve Student Behavior

Based on GPRA data, there were three students who needed to improve behavior. All three students made improvements during this CLC year. In addition, the CLC provided lessons on bullying, character development, and service learning. There was 68 days of service learning with 79 participants. During the two days of bullying workshops, there were 52 participants in those activities. Students felt their behavior had improved because of the CLC. Parents also felt student behavior improved, and 86% of students who were surveyed by teachers (n-14) improved their behavior during the school year.

Goal 5: Implement STEM Activities

100% of students (n-17) were satisfied with the STEM activities provided by the CLC. There is 6389 participant days in STEM. The CLC provided 108 days of STEAM, and there were 79 participants.

Goal 6: Provide Service Learning Opportunities

The CLC provided 60 days of service learning training for eight students. There were 79 students: 1808 participant days. The students work to develop care packets for veterans and their local animal shelters. Students also helped to feed veterans during Thanksgiving meal.

2.0 Program Operations

Table 2.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Gadsden City High School	4	110	30	10	108

Table 2.2 Staffing
- Type(number and percentages)
    - 1 Paid Administrator
    - 3 Paid School Day Teachers
- Staffing Ratio
    - Based on your attendance and staffing data, compute, and report by site by year the staffing ratio of 1 staff to 15 students. *Explain and describe the staffing if different ratios are used for different activities.*
- Staff Training
    - Roy Bliss - 39.25 hours of training
    - August 9 Staff Training - 2 hours
        - Roy Bliss
        - Angela Jones
        - Jay Dowdy
        - Catina Wadley
    - October 24 Site Coordinator Professional Development - 2 hours
        - Roy Bliss
    - December 08 After School Professional Development - 1.5 hours
        - Roy Bliss
        - Michele Dietz
        - Angela Jones
        - Joresa Bathwell
    - March 02 21st Century Training - 2 hours
        - Roy Bliss
- Staff Strengths/Challenges

- Strengths - The CLC team provides students with much-needed credit recovery, STEM, and academic support. Others go on to be successful in STEM-related jobs.

- Challenges – The 21st Century grant RFA often does not consider a high school's challenges. Some of the requirements of the RFA are not conducive to high school needs. A significant challenge for the staff is recruiting students due to competition with other extracurricular curricular activities.

2.3 Activities

Gadsden City High School CLC provides daily support for students and activities of enrichment. GCHS CLC provide activities of academic enrichment in literacy; career exploration; enrichment in fine arts, dance, STEAM, PE, and character education; homework help; parenting events; recreational enrichment; remediation and credit recovery; nutrition; and STEAM. A detailed list of all activities with days per week, hours per day, and total days is provided in Table 2.3:

Table 2.4 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Cultural Diversity 3	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Cultural Diversity Lesson	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Drug Prevention	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Drugs Lesson	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy Activity	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy Lesson.	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy Lesson	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Financial Literacy Lesson 4	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson 3	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson 4	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition/Wellness Lesson	Academic Enrichment Literacy	All Students	1 day/week 30 min/day 1 day	Staff
Career and Services Learning Development	Career Exploration	All Students	4 days/week 30 min/day 62 days	Staff
Career and Service Learning	Career Exploration	All Students	4 days/week 30 min/day 7 days	Staff
Career Lesson	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Bullying Lesson	Enrichment: Fine Arts, Dance, STEAM, PE, Character Ed.	All Students	1 day/week 30 min/day 1 day	Staff
Bullying Lesson 3	Enrichment: Fine Arts, Dance, STEAM, PE, Character Ed.	All Students	1 day/week 30 min/day 1 day	Staff
Math and Language Remediation	Homework Help	All Students	4 days/week 30 min/day 110 days	Staff
Family Event	Parent Orientation/ Parent Events	All Students & Family	1 day/week 30 min/day 1 day	Staff
Family Night Event	Parent Orientation/ Parent Events	All Students & Family	1 day/week 30 min/day 1 day	Staff
Family Night with Jim Jones	Parent Orientation/ Parent Events	All Students & Family	1 day/week 1.25 hour/day 1 day	Staff

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Enrichment Fine Arts/ Tech	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	4 days/week 30 min/day 45 days	Staff
Fine Arts Enrichment	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	2 days/week 30 min/day 6 days	Staff
Fine Arts/Music Camps	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	2 days/week 30 min/day 4 days	Staff
Physical Education Lesson	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	1 day/week 30 min/day 1 day	Staff
Sports Camp	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students in Sports	1 day/week 30 min/day 2 day	Staff
Spring Sports Camp	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students in Sports	2 days/week 30 min/day 7 days	Staff
Strings Music Camp	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students in String Music	3 days/week 30 min/day 11 days	Staff
Tech Time/ VR Exploration	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	2 days/week 30 min/day 6 days	Staff
Technology Lesson	Recreational Enrichment, including Art, PE, Music, Technology, etc.	All Students	1 day/week 30 min/day 1 day	Staff

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Credit Recovery	Remediation/ Credit Recovery	All Students	1 day/week 30 min/day 4 day	Staff
Credit Recovery/ Academic Reinforcement	Remediation/ Credit Recovery	All Students	4 days/week 30 min/day 44 days	Staff
Snack/Nutrition	Snack	All Students	4 days/week 25 min/day 110 days	Staff
STEAM	STEAM-STEM Activities	All Students	4 days/week 30 min/day 110 days	Staff
Teen Science Cafe Club	STEAM-STEM Activities	All Students	1 day/week 30 min/day 1 day	Staff

3.0 Demographic Information

Table 3.1 Grant Data

From Grant Application	Data
Grades served	**9-12**
Number of students proposed	**75**
Number of families proposed to serve	**60**

Table 3.2 Participant Attendance

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	NA	6th grade	0
Kindergarten	NA	7th grade	0
1st grade	NA	8th grade	0
2nd grade	NA	9th grade	14
3rd grade	NA	10th grade	30
4th grade	NA	11th grade	31
5th grade	NA	12th grade	4
Total	NA	Total	79

Table 3.3 Grade Levels by Hour Band

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

Attendance - 6th - 12th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
6th grade	0	0	0	0	0	0	0
7th grade	0	0	0	0	0	0	0
8th grade	0	0	0	0	0	0	0
9th grade	0	0	0	14	0	0	14
10th grade	0	0	0	30	0	0	30
11th grade	0	0	0	31	0	0	31
12th grade	0	0	1	3	0	0	4
Hour Band Total	0	0	1	78	0	0	79

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	25
Hispanic or Latino	0	14
Native Hawaiian or Pacific Islander	0	0
White	0	37
Two or More Races	0	1
Data Not Provided	0	2

Table 3.5 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	0	39
Female	0	40
Data Not Provided	0	0

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

Table 3.6 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	4
Students who are economically disadvantaged	0	51
Family members of participants served	0	30

Table 3.7 Student Grade Report (Aggregate)

School	Grading Period	Subject	Grade	Total Student	
Gadsden City High School	1st Semester	English/ Language Arts	<70 70-79 80-89 >=90	4 11 21 39	5.33% 14.67% 28.00% 52.00%
Gadsden City High School	2nd Semester	English/ Language Arts	<70 70-79 80-89 >=90	9 17 23 26	12.00% 22.67% 30.67% 34.67%
Gadsden City High School	1st Semester	Math	<70 70-79 80-89 >=90	8 12 26 29	10.67% 16.00% 34.67% 38.67%
Gadsden City High School	2nd Semester	Math	<70 70-79 80-89 >=90	7 15 22 31	9.33% 20.00% 29.33% 41.33%
Total				**75**	**100%**

Table 3.8 Student Grade Report (Reading Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	English/Reading									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	**Total Student**		**No Change (Highest Grade)**		**Improved Grade**		**No Change**		**Declined Grade**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Gadsden City High School	75	100%	1	1.33%	19	25.33%	6	8%	49	65.33%

Table 3.9 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	**Total Student**		**No Change (Highest Grade)**		**Improved Grade**		**No Change**		**Declined Grade**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Gadsden City High School	75	100%	2	2.67%	37	49.33%	6	8%	30	40%

4.0 GPRA Results

Gadsden City High School's grant has several goals and objectives in which the CLC will implement strategies to help students with academic achievement, school attendance, family engagement, student behavior, STEM, and service learning. For each goal and it's subsequent objectives, evaluation questions were created to help provide insight on the effectiveness of the CLC's implementation of the grant.

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

Goal 1A: Improve achievement in Math

1. Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades? **52% (n-75) improved math grades by 2nd semester.**
2. Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May? **26 students recovered needed math credits.**
3. What other evidence can the CLC provide that it is actively addressing the math needs of its students? **108 days of homework help; 79 participants; 6,759 participant days.**
4. What are the perceptions of teachers, parents and students that the CLC has adequate math opportunities for its students to enhance or recover needed math skills? **100% of students (n-25) felt CLC helped them improve math scores; 93% of students (N-14) surveyed by teachers improved academically.**

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

1. Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades? **26% of students (n-75) improved ELA grades.**

2. Did 25% of students needing ELA credit recovery successfully recover credits by May? **16 students recovered ELA credits.**

3. What other evidence does the CLC have that it is actively providing students with additional support and activities to help them enhance or recover their ELA skills? **108 recorded days; 79 participants; 6759 participant days; ADA 63.**

4. What are the perceptions of teachers, parents, and students that the CLC has adequate ELA opportunities for its students to enhance or recover needed ELA skills? **100% of students (n-25) said CLC helped improve ELA grades; 93% of students surveyed (n-14) improved academically according to their teachers.**

Goal 2: Increase Attendance for the regular school day

1. Did 50% of participating students (30+ days) meet or exceed the district's average daily rate of attendance? **54 students needed to improve from previous year; all improved.**
2. Did 50% of CLC students attend at least 60 days of program activities? **7,012 participant days; ADA 65; Student ADA - 89 days.**
3. What other evidence does the CLC have that it actively encouraged students to attend the regular school day as well as the CLC? **Academic Enrichment - 62 hours; Career Readiness - 24 hours; Healthy Lifestyle - 87 hours; STEM - 57 hours; Well-rounded Education Activities - 35 hours.**
4. What are the perceptions of teachers, parents, and students that the CLC emphasized attendance and its importance to CLC students? **Teacher (n-14) 93% of students improved academically; Student (n-25) 100% improved their attendance; Parent (n-17) 100% thought their kids improved attendance.**

Goal 3: Increase parent and family engagement

1. Each semester, did parental involvement in activities and family engagement of 30+ day students increase by 20% from fall to spring? **3 events; 34 participants.**
2. What other evidence does CLC provide that it promoted parental involvement and provided adequate opportunities for parents to engage with CLC? **3 Events.**
3. What are the perceptions of the parents/family members that the CLC has adequately provided opportunities for parental involvement with the CLC? **Parents (n-17) 100% were pleased with parental involvement opportunities**.

Goal 4: Improve student behavior throughout the regular school day

1. Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY22 SIR discipline date as a baseline? **3 needed to improve; 2 improved.**
2. What other evidence can the CLC provide that it is promoting good citizenship among students, problem resolution among students, and adequate counseling of students who are having behavioral difficulties or other problems that could lead to incidents among others? **2 bullying workshops; 68 days of service learning.**
3. What are the perceptions of teachers, parents, and students that the CLC is doing an adequate job of providing a positive atmosphere for students to learn good behavior and resolve issues appropriately? **Teacher survey (n-14) - 86% of students improved; Parent (n-17) and Student Surveys (n-25) - 100% felt they made improvements**.

Goal 5: Implement STEM activities

1. When surveyed, did 60% of 30+ day students report a medium to high interest in STEM proposed activities provided by the program? **Students (n-17) - 100% were satisfied with STEM projects; 6389 days of STEM.**
2. What other evidence can the CLC provide that it is providing adequate opportunities for students to participate in STEM activities at the CLC? **108 days of STEAM; 79 participants; 6389 student participation days**.
3. What are the perceptions of teachers, parents, and students that the CLC has adequately provided interesting and student thought-provoking STEM activities? **Parents (n-17) and Students (n-25) - 100% stated they enjoyed STEM.**

Goal 6: Provide Service Learning Opportunities Community Need

1. Did at least 30% of regularly participating students participate in a service learning activity by May? **60 days provided; 79 participants; 1808 participation days.**
2. What other evidence can the CLC provide that it provided adequate training on what service learning is for students and encouraged all CLC students to participate in solving community needs through service learning? **Students developed care packets for animal shelter and cooked Thanksgiving Dinner for Veterans.**
3. What are the perceptions of teachers, parents, and students that the CLC has provided adequate training and opportunities for students to participate in decision-making and community leading service learning projects? **Both parents (n-17) and students (n-25) were happy with CLC offerings and projects.**

Percentage of Participants Improving on Reading/Language Arts State Assessments

Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):

Reading/Language Arts						
	Less than 15 hours	**15 – 44 hours**	**45 – 89 hours**	**90 – 179 hours**	**180 – 269 hours**	**270 hours or more**
You reported the following students in grades 4-8.	**0**	**0**	**0**	**0**	**0**	**0**
For how many of these students do you have outcome data to report?	**0**	**0**	**0**	**0**	**0**	**0**
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	**0**	**0**	**0**	**0**	**0**	**0**

Percentage of Participants Improving on Mathematics State Assessments

Table 4.2 GPRA Measure (State Assessment - Mathematics)

Mathematics						
	Less than 15 hours	**15 – 44 hours**	**45 – 89 hours**	**90 – 179 hours**	**180 – 269 hours**	**270 hours or more**
You reported the following students in grades 4-8.	**0**	**0**	**0**	**0**	**0**	**0**
For how many of these students do you have outcome data to report?	**0**	**0**	**0**	**0**	**0**	**0**
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	**0**	**0**	**0**	**0**	**0**	**0**

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA

Table 4.3 GPRA Measure (Grade Point Average)

	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 7-8 and 10-12.	0	0	1	64	0	0
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0?	0	0	0	0	0	0
Of these students, how many demonstrated an improved GPA?	0	0	0	0	0	0

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

Table 4.4 GPRA Measure (Attendance)

Attendance						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	0	0	1	78	0	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	0	54	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	0	54	0	0

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Table 4.5 GPRA Measure (In-School Suspension)

In-School Suspension						
	Less than 15 hours	**15 – 44 hours**	**45 – 89 hours**	**90 – 179 hours**	**180 – 269 hours**	**270 hours or more**
You reported the following # students in grades 1-12	**0**	**0**	**1**	**78**	**0**	**0**
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	**0**	**0**	**0**	**3**	**0**	**0**
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	**0**	**0**	**0**	**2**	**0**	**0**

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Table 4.6 GPRA Measure (Engagement in Learning)

Engagement in Learning						
	Less than 15 hours	**15 – 44 hours**	**45 – 89 hours**	**90 – 179 hours**	**180 – 269 hours**	**270 hours or more**
You reported the following # students in grades 1-5.	**0**	**0**	**0**	**0**	**0**	**0**
For how many of these # students have the outcome data to report?	**0**	**0**	**0**	**0**	**0**	**0**
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	**0**	**0**	**0**	**0**	**0**	**0**

5.0 Parental Involvement

Table 5.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Lights on After School	12	1.5 hours
Heritage Festival	41	6 hours
Family Tech Night	16	2 hours
After School Parent Orientation	29	2 hours
Family Night	130	2 hours

6.0 Findings and Recommendations for the After-School Program

Table 6.1

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

Goal 1A: Goal 1A: Improve achievement in Math

Obj 1: At least 50% will maintain and/or increase their grades in math during the school year as measured by report card grades
Obj 2: Increase credits recovered in Math by 25% of participating students who are in need of math credits by May

1. Did 50% of students participating 30+ days maintain or increase their grades in math as measured by quarterly report card grades?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Math Comparison Grades	All year	Student 1st and 2nd Semester Grades (n-75) 3% - Highest grade achieved 49% Improved 8% no change 40% declined grade	**Observations:** It appears that 52% of the students either maintained a high average or improved their math grades by the end of second semester. **Recommendations:** Great job on improving math scores for your students. I know math can be difficult for some students, especially in the upper grades. Keep up the great work!

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

Goal 1A: Goal 1A: Improve achievement in Math

2. Did 25% of the students needing credit recovery in math achieve recovering the needed credits by May?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Credit Recovery Documentation	All year	26 students in math credit recovery (completed)	**Observation:** From the credit recovery data I received, it appeared there were 26 students earned credit recovery credits in math. **Recommendation**: I think it is a great thing you all offer credit recovery during your CLC time. What you are doing for students will have an impact on their lives as they enter into adulthood and career choices. Thank you for caring about students who really need it most. Great job!

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

Goal 1A: Goal 1A: Improve achievement in Math

3. What other evidence can the CLC provide that it is actively addressing the math needs of its students?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Homework Help - Math and Language Remediation Credit Recovery	All year	108 recorded days 79 participants 6,759 participant days ADA 63	**Observation:** The CLC provided over 108 days of homework help for students. There were 79 participants, and collectively they had over 6000 days of homework help. **Recommendations:** High school students often have difficult times getting the help they need at home. It is great the CLC provides a place for them to work together with their peers as well as get expert help from their teachers for homework that would cause them to struggle were they doing it alone. Great job!

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

Goal 1A: Goal 1A: Improve achievement in Math

4. What are the perceptions of teachers, parents and students that the CLC has adequate math opportunities for its students to enhance or recover needed math skills?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Student Survey Teacher Survey	All year	Student Survey (n-25) 100% stated CLC helped them improve math grades. Teacher Survey (n-14) 93% improved academically	**Observation:** 100% of the students who participated in the survey said the CLC provides services for them that help them improve their math grades. 93% of the students who were surveyed by teachers also improved academically. **Recommendations**: It appears from what I have seen the students in the CLC are getting needed support, remediation, and tutoring they need to successfully complete credits. I give you high accolades for helping these students who struggle. Often high school students are not able to find resources and support once the school day has ended. I think the CLC at Gadsden City High School is one of the greatest CLC opportunities I've ever witnessed. Great job!

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

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

Obj 1: At least 40% of students will increase their ELA grade during the school year based on report card grades

Obj 2: Increase credits recovered in ELA by 25% of participating students who are in need of ELA credits by May

1. Did 40% of students participating 30+ days increase their ELA grade during the school year based on quarterly ELA report card grades?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	1st and 2nd Semester ELA grades	All year	Student Grade Comparison (n-75) 1% achieved highest grade 25% improved 8% no change 65% declined	**Observation: F**or English, it appears only 26% of students improved their grades, and there was a sharp decline of 65%. **Recommendations:** I know English, particularly Freshman English, can be most difficult for students. The standards abruptly intensify, and students are often not prepared for the reading or writing skills it takes to complete these courses. I would recommend an English teacher or expert outsider who is familiar with English standards help students, especially in the areas of writing, comprehension, and summarization.

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

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

2. Did 25% of students needing ELA credit recovery successfully recover credits by May?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Credit Recovery Data	All year	16 students earned credit recovery credits in English/Language Arts.	**Observations:**There were 16 students who earned credit recovery credits in English/Language Arts. **Recommendations:** Even though students may see a decline in scores, it is great to know the CLC will give them an opportunity to recover credit when it is necessary. In addition to credit recovery, I think it would be great to offer students who are close to losing credit the opportunity to remediate their skills in English when possible. I'm sure this is already done during tutoring and homework help, and I know it probably already makes a profound difference for your students. Great job.

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

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

3. What other evidence does the CLC have that it is actively providing students with additional support and activities to help them enhance or recover their ELA skills?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Homework Help: Math and ELA Credit Recovery	All year	108 recorded days 79 participants 6,759 participant days ADA 63	**Observations:** Students were provided with over 108 days of homework help. There were 79 participants with over 6500 participant days. **Recommendations:** There is no doubt the CLC provides students with adequate homework days. I think the key to seeing a rise in English credits would be to make sure during that time students are utilizing homework help and meeting the standards as well as the assignments that are required by their instructors. Great job!

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

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

4. What are the perceptions of teachers, parents, and students that the CLC has adequate ELA opportunities for its students to enhance or recover needed ELA skills?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Student & Teacher Surveys	All year	Student Survey (n-25) 100% said CLC helped them improve ELA/ reading 93% of students surveyed (n-14) improved academically	**Observations:** According to students (100%), the CLC helped them improve their ELA/reading scores. **Recommendations:** Great job in providing support for your students. Continue giving them review work so they can master standards, as well as acceleration to new standards, and helping them understand the need to master all English standards in order to be successful. Great job!

Goal 2: Increase Attendance for the regular school day

Obj 1: At least 50% of participants will meet or exceed the district's average rate of school day attendance .

Obj 2: 50% of enrolled participants will have at least 60 days of attendance in program

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

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	GPRA Data	All year	54 needed to improve attendance; 54 reportedly improved in 2022-2023	**Observations:** According to GPRA data, 54 students needed to improve, and 54 students did improve. **Recommendation:** Great job on working with students to improve their attendance in both the regular school day and the CLC. Student schedules, especially in high school, are often difficult, and it becomes a problem for students to meet all of the requirements schools may have for them and still help their families. I gave you great accolades for helping students be able to navigate and work through both and giving them the opportunity to succeed.

Goal 2: Increase Attendance for the regular school day

2. Did 50% of CLC students attend at least 60 days of program activities?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Attendance Data	All year	7,012 participant days ADA 65 Student ADA - 89	**Observation: S**tudents attended the CLC for over 7000 participant days, with an average of 65 students daily. **Recommendations:** Great job! The fact students are so willing to attend your afterschool program says so much about what you all are doing for them. High school students could be in many places following their day, but the fact so many choose to come to you for assistance, support, and academic encouragement says a lot about who you are and what your program provides.

Goal 2: Increase Attendance for the regular school day

3. What other evidence does the CLC have that it actively encouraged students to attend the regular school day as well as the CLC?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	CLC offerings	All year	Academic Enrichment - 62 hours Career Competencies & Career Readiness - 24 hours Healthy and Active Lifestyle 87 hours Parenting Skills and Family Literacy - 2 hours STEM - 57 hours Well-Rounded Education Activities - 35 hours	**Observation: T**he CLC offered several different sessions for students to attend during the afternoons. The CLC addressed areas of academics, career, competencies and readiness, healthy lifestyles, STEM, and other well-rounded educational activities. **Recommendations:** Continue to offer a variety of sessions for high school students that will help them meet their goals as they enter into the workforce or as a college student. They need more support now than ever, and you all are doing a great job as you help them succeed.

Goal 2: Increase Attendance for the regular school day

4. What are the perceptions of teachers, parents, and students that the CLC emphasized attendance and its importance to CLC students?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Teacher Survey Student Survey Parent Survey	All year	Teacher Survey (n-14) 93% of student improved in attending class regularly. Student Survey (n-25) 100% stated their attendance was better since attending CLC. Parent Survey (n-17) 100% stated their child's attendance was better since attending CLC.	**Observations:** According to the teacher surveys, 93% of students surveyed improved their attendance. According to students, 100% believe the CLC helped them with their attendance at school. According to parents, 100% believed their students were helped by the CLC in making better attendance at school. **Recommendations:** Keep doing the great job you are doing to help students realize the importance of attending school every single day. Not only are you helping them be successful in their classes, you also are helping them develop soft skills they will need to be successful in their career paths. Great job.

Goal 3: Increase parent and family engagement

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

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

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parent Orientation and Events	Parental Data	All year	2/28/23 - 14 members 3/14/23 - 19 members 5/09/23 - 1 member	**Observations:** Parents attended at least three events that were provided by the CLC. **Recommendations:** I know it is difficult to get high school parents to attend regular after school functions. Many of them have jobs, and by this time in their life, they feel their children are almost at adulthood and can take care of themselves in the school setting. So it is difficult to promote parental involvement, but it is not impossible. Keep doing a great job. Thanks for caring about our big kids.

Goal 3: Increase parent and family engagement

2. What other evidence does CLC provide that it promoted parental involvement and provided adequate opportunities for parents to engage with CLC?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parent Orientation and Events	Events offered	All year	Family nights - 3 days	**Observations:** The CLC offered three family nights for parents and students to participate together at the CLC and after school. **Recommendations:** I would take a poll with parents early in the year to see what events may be more beneficial for them so they would want to attend. I would also look at offering alternative times, as well as alternative methods of communicating and presenting information to them.

Goal 3: Increase parent and family engagement

3. What are the perceptions of the parents/family members that the CLC has adequately provided opportunities for parental involvement with the CLC?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parent Orientation and Events	Parent Survey	All year	Parents (n-17): 100% were pleased with parental involvement opportunities.	**Observations:** All parents who completed surveys indicated they were pleased with the parental involvement opportunities the CLC provided them. **Recommendations:** Sometimes we often think more is better. However, for the working class adult, less, but impactful, is better. So, don't be intimidated or worried you are not providing what parents need with fewer events. As long as those events are powerful events for them, full of information and assistance, then you have done your due diligence. Great job.

Goal 4: Improve student behavior throughout the regular school day

Obj:Decrease number of disciplinary referrals of regularly participating students for defiance/disrespect by 20% each semester as evidenced from baseline (FY 22 SIR data)

1. Did the number of disciplinary referrals of 30+ day students decrease by 20% each semester as proposed using FY22 SIR discipline date as a baseline?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	GPRA Data	All year	3 students needed to improve. 2 of this students did improve.	**Observations:** There were three students who needed to improve in discipline. Two of them succeeded. **Recommendations:** When you have the volume of students this CLC sees on a daily basis, and you only have three students who need to improve behavior, that already says a lot about how well mannered your students are. I do encourage you to consider making intense SEL part of their daily routine in all areas of the CLC. In this new era, this post-Covid era, students are struggling with social emotional issues that we have not even considered. So, I think you would serve your students well to continue to look out for their social emotional well-being.

Goal 4: Improve student behavior throughout the regular school day

2. What other evidence can the CLC provide that it is promoting good citizenship among students, problem resolution among students, and adequate counseling of students who are having behavioral difficulties or other problems that could lead to incidents among others?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Bullying Lessons Service Learning Lessons	All year	2 days of bullying lessons 52 participants 68 days of Service Learning 79+ participants	**Observation:** Students were given two workshops on bullying as well as 68 days of service learning. **Recommendations:** Service learning provides students with the skills, as well as the mindset to know that it is an honorable thing to serve others, especially in their own communities. I think it is a tribute to who you are that you had over 70 participants who are willing to devote 68 days of their lives to learn how to serve others. This says a lot about who they are as well as who you are as a CLC team. Great job!

Goal 4: Improve student behavior throughout the regular school day

3. What are the perceptions of teachers, parents, and students that the CLC is doing an adequate job of providing a positive atmosphere for students to learn good behavior and resolve issues appropriately?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic Enrichment Literacy; STEAM; Homework Help; Remediation/ Credit Recovery; STEAM	Teacher Survey Student Survey Parent Survey	All year	86% of students (n-14) improved behavior during this year. 100% of parents (n-17) felt their children's behavior had improved this school year. 100% of students (n-25) felt they improved their behavior this year.	**Observations:** 86% of students improve their behavior according to their classroom teachers. 100% of parents and students felt their behavior had improved at school this year, and it was directly correlated to their participation in the CLC. **Recommendations**: Great job on preparing your students, socially and emotionally to deal with crises in life, especially dealing with their peers. Many students often fall short of meeting the mark of social emotional intelligence. When they are taught SEL in a controlled setting, such as this CLC, students began to thrive, socially, emotionally, and as a great team player for later in life. Great job on your work with the students.

Goal 5: Implement STEM activities

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

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

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	STEM interest?	All year	Students (n-17) were 100% satisfied with their STEM activities; there were 6,389 participant days completed.	**Observations:** Students were completely satisfied with their STEAM activities for this year. There is 6300+ days of participation by the students in the CLC. **Recommendations:** As you know, if you know anything about me, I love science. It is my first love. I am so excited to see the great things you all have done at the CLC for students. I loved the surgery mock ups that were prepared and experienced by students. I love the physics experiments I witnessed, and I love the idea of your science cafés for students. Wow! You all make me want to teach again. Great job!

Goal 5: Implement STEM activities

2. What other evidence can the CLC provide that it is providing adequate opportunities for students to participate in STEM activities at the CLC?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	CLC offerings	All year	108 days of STEAM 79 participants 6,389 student participation days	**Observations:** There are 108 days of STEM or STEAM activities: 79 participants; and 6389 student participation days. **Recommendations**: This is an amazing amount of STEAM or STEM for students to experience, in addition to what they've already seen in the regular school day. But this is great being the top jobs in our country are often STEM related, and I know students will appreciate these experiences as they enter into their career career pathways. Great job as always.

Goal 5: Implement STEM activities

3. What are the perceptions of teachers, parents, and students that the CLC has adequately provided interesting and student thought-provoking STEM activities?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	Student Survey Parent Survey	All year	Student Survey (n-25) 100% of students enjoy STEM activities at CLC Parent Survey (n-17) 100% of parents feel their children enjoy STEM at the CLC.	**Observations:** 100% of students and parents were completely satisfied and enjoyed the stem activities they participated in at the CLC. **Recommendations:** I have witnessed firsthand what you all do for your students in STEM and STEAM, and I'll give you the highest accolades. Please don't change your passion, nor the rigor you place into these activities for your students. You all are doing an amazing job!

Goal 6: Provide Service Learning Opportunities Community Need

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

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

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Career Exploration and Service Learning	Career and Service Learning Development	All year	60 days provided 79 participants 1808 participant days	**Observations:** There were 60 days of service learning provided to 79 participants with over 1800 participation days. **Recommendations:** I think it is great students want to learn how to serve others through career exploration and service learning. And I know the CLC prepared and provided students with the resources they needed to understand the components of service learning, as well as to be successful in their projects. Great job.

Goal 6: Provide Service Learning Opportunities Community Need

2. What other evidence can the CLC provide that it provided adequate training on what service learning is for students and encouraged all CLC students to participate in solving community needs through service learning?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Career Exploration and Service Learning	Animal shelter Thanksgiving Meal for Veteran	All year	Students worked to develop care packets for their local animal shelter. Students helped to prepare a Thanksgiving Meal for Veterans.	**Observation:** Students worked to develop care packets for local animal shelters and to be prepare meals at Thanksgiving for veterans. **Recommendations**: I believe it is an amazing quest to develop care packets and give them to innocent animals who cannot care for themselves; and to volunteer your time to work in an animal shelter is admirable. And I also think it is commendable to provide a meal for those who have given so much to their country for our freedom. I give this CLC and its service learning participants the highest accolades of praise. I wish I could give you all gold medals.

Goal 6: Provide Service Learning Opportunities Community Need

3. What are the perceptions of teachers, parents, and students that the CLC has provided adequate training and opportunities for students to participate in decision-making and community leading service learning projects?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Career Exploration and Service Learning	Student Survey Parent Survey	All year	Both students (n-25) & parents (n-17) were happy with the CLC offerings for this year.	**Observations:** Both students and parents were happy with the CLC offerings for this year at 100%. **Recommendations:** Continue your hard work for your students and for your communities through your CLC. Your efforts do not go unnoticed, and they will certainly have a great impact on your students for years to come. Often we lose sight of what we do because the effects cannot be seen or felt immediately, but I know without a doubt what you have done for the students at Gadsden City High School can't ever truly be measured. Great job!

7.0 Other Findings

I visited GCHS on two occasions during the 2022–2023 school year. My first visit occurred December 6, 2022. During this time, I found students were participating in a collision activity for STEM. Students were working with a teacher, and they were working in groups. I found the activity began promptly. The session was free of distractions, and the students had plenty of materials. This activity was ongoing, and it required critical thinking of students. This activity also allowed them to work collectively in pairs. The teacher was energetic, passionate, and helpful to all the students who were engaged in this activity. She continued to provide assistance to students when they needed it, and she engaged the students in conversations that were critical thinking in nature and required calculations and reflection. The teacher constantly monitored her class. I didn't notice any behavioral issues at all. The teacher was friendly with all students, as well as those of us who are visiting her class. The students were very friendly and were happy to show us what they were working on and allow us to be a part of their experiment. The peers seemed very encouraging to each other, and I had no notice of any issues throughout the time I've visited this class. This was an excellent physics activity, and I thoroughly enjoyed what I saw when I visited.

I also visited GCHC on April 11, 2023. I arrived when students were receiving their snack-time. I also watched them transition to their classes. I'm glad I do not have to walk those two flights of stairs each day. When I arrived at the first class I visited, students were beginning to construct atoms in chemistry. Students were given a petri dish is filled with beads of color, and they were to use the periodic table to identify their atoms. This lesson was adult lead, but also used groups and teams. The activity began promptly, there were plenty of materials for the students to use, and the activity time was free from distractions. This activity involved critical thinking and ongoing reflections for students for several sessions. Students had opportunities to make decisions during their activity, and they were allowed to work in pairs or groups. The teacher was very energetic, enthusiastic, and passionate. There were no issues with student behavior identified during this time. But the teacher and students engaged with each other throughout the session, and all were upbeat and positive about the activity. Their actions with each other were positive and supportive.

Overall each time I visited GCHS, I always found the CLC students and teachers working on grant components in academics, physical education, and STEM. The site director was always helpful and provided me with information when I asked. He also worked very diligently with all students and teachers to make sure everyone was getting exactly what they needed during the CLC time. I have the highest accolades to give to the site director, as well as to the staff members and students who participated in the CLC. I am so encouraged that we have a high school CLC that offers so much to CLC students each year. Great job! I encourage you to continue doing what you were doing at Gadsden City High School Community Learning Center.

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

This evaluation is a comprehensive report for the Gadsden City High School CLC. In terms of all the goals and objectives written for this grant, I found this CLC did an effective job and implementing all of them. This report is being provided to the CLC site director and district director. These entities have the power to disseminate this information to all their stakeholders as they choose to do so. A summary of each of the goals of GCHS CLC grant, and my findings are as follows:

Goal 1: Providing Academic Enrichment

At GCHS CLC, my recommendation would be for the staff to continue to deliver quality academic sessions for all students. I also find their credit recovery program is quite effective in helping high school students regain credits that have been lost. It also appears the homework and tutoring assistance is helping students meet course requirements that will make them successful high school students. In all areas of the academic enrichment and remediation part of the CLC's grant, I find GCHS CLC doing effective work helping students become accountable and successful. Great job!

Goal 2: Increase Attendance

The CLC stressed attendance with its participants throughout the school year. I encourage them to continue to do so in the coming years. I also want to stress the importance of reaching out to students in a post-Covid world where isolation became the norm for so many months. I carefully request the CLC to watch carefully for students' responses to crisis situations in their lives as emerging young adults. Great job on all you have done to engage and reach your students.

Goal 3: Increase Parent and Family Engagement

Increasing parental involvement is probably the most difficult task the GCHS CLC will have. So many parents work long hours and are often too tired to come to school events. I can't say I blame them. However, we know as responsible adults we need to do what we can to support our children. So, I encourage the CLC to continue to reach out to parents, find ways to engage with them, and encourage them to become an integral part of the CLC. Great job on all you've done so far during this grant implementation. It has been a remarkable journey to analyze with you.

Goal 4: Improve Student Behavior

While I know there are always issues with behavior at schools, including GCHS, I am more impressed with the work you have done in training your students to become community service workers. I found the level of care and concern your students showed for veterans of war and defenseless animals to be quite impressive. I cannot wait to see what GCHS CLC will provide in the coming years for their students. I encourage you to use surveys and other polling techniques to find out what students' interest are in making a difference in their community. Great job!

Goal 5: Implement STEM

I always found the level of STEM activities at GCHS to be the bar that others should seek to reach. Each time I visited GCHS CLC, I found the STEM class to be highly engaged in quality activities. I know I am likely biased, as I was a former science teacher; however, it is remarkable to see high school students engaged in physics activities after school. Great job! Keep doing what you were doing to help students realize their fullest potential in science, technology, engineering, and Mathematics.

Goal 6: Provide Service Learning Opportunities

How many ways can I say "impressed"? I was so overwhelmed by the pictures and the stories I heard about what Gadsden City Schools are doing in terms of community service learning in all the CLC sites. I am particularly impressed with the high school students and their passion to provide care packets for veterans. I also understand students have been exploring service learning components that will help them create better projects in the future. I give you highest accolades for training your students to become responsible and caring citizens. This is what it is all about! Great job.

This concludes my summary for Gadsden City High School Community Learning Center. I always enjoy visiting this site and learning more than I knew when I arrived. I believe this CLC did everything possible within reason to implement the CLC grant during this 2022–2023 school year. I know parents and students felt the positive impact from their daily visits to the CLC. Great job to all of you who work so hard to provide services for your kids. I look forward to seeing each of you real soon.

9.0 Appendices

REQUIRED, in this order: [If any of these four Appendices documents are missing, the Final Report is considered incomplete.]

    A. The Dated Signature Page—must be signed by the External Evaluator and the Program Director.

    B. A copy of all site visit observation instruments, with scores, comments, External Evaluator and Site Director **signatures.**

    C. A sample lesson plan, ideally from a session you observed during the Site Visit.

    D. A copy of the External Evaluator's Resume or Curriculum Vitae.

Optional (but appreciated) Appendices:

    A. Any Surveys or questionnaires (excluding Teacher, Student, Parent, Staff, or Partner Surveys in EZ Reports) that were used to gather data for your Final Report and the Data tables resulting from these Surveys, if not included in the body of the report.

    B. Photos from the Site or Site Visit—example: art projects, STEM activity, parent-teacher reception, student service learning project, student performance photo

Signature Page

The site coordinator and the external evaluator must review, discuss, and sign this document.

H. & Bayu _____   _9/21/23_ _____

Site Coordinator's/Project Director Signature   **Date**

Sarah B. Odom _____   *September 21, 2023*

External Evaluator's Signature   **Date**

Activity Time

Activity Name Collision

Activity # STEM

Start Time 4:30

End Time 5:15   *Minimum observation duration: 30 minutes or see Site Visit Plan*

Observed   Number of staff _____1_____

Number of youth _____15_____

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

Students were completing a collision lab with their STEM teacher.

Instructional Approach *(check up to 3)*

☒ Adult Led   ☐ Pairs
☐ Youth Led   ☐ Youth Work
☒ Groups/Teams   Independently

☐ Other (please describe) _____

Location of Activity *(check location(s) that apply)*

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

_____

_____

Type of Activity *(check all that apply)*

☐ Recreation/Choice
☐ Sports/Active Games
☐ Performing Arts/Music
☐ Games & Computer
☒ Academic Enrichment
☐ Arts & Crafts
☐ Tutoring/Targeted Skill-Building
☐ Community Service
☐ Skills Training
☐ Vocational Training
☒ Other (please describe) STEM

Important Note:

Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section in conjunction with the Activity Time section.

A. Organization of Activity	Rating
1. **Activities begin promptly.** (Ex: Youth wait less than 2-3 minutes.) *1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming*	1 2 3 4 N/A 4
2. **There are enough materials and supplies for the number of youth participating.** *1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)*	1 2 3 4 4
3. **Activity time is free from interruptions/distractions.** *1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.*	1 2 3 4 4
4. **Staff create adjustments and accommodations for students based on their experiences and needs.** (Ex: Youth with special needs, or English Language Learners are fully included) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 4 N/A 4

Field Notes: Teacher noted the activity was interesting for kids. They completed it within the timeframe. Students seemed to enjoy the activity.

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

15

Activity Time

Important Note:

Observers should rate <u>all</u> Nature of Activity Items (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity).

B. Nature of Activity	Rating
1. The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time. (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.) *1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside.)*	1 2 3 4 4
2. Activity is challenging, stimulates thinking. Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.) *1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)*	1 2 3 4 4
3. Activity offers youth choice and decision-making. Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences. *1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)*	1 2 3 4 4
4. Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team. Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.) *1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)*	1 2 3 4 4

Field Notes:

Students used Velcro, magnets, dynamic track, smart carts, and mass bars for the lab. Students had a Capstone Student handout to help them. They also used calculations to determine momentum. Formulas were provided in the Capstone handout.

<u>Item Format</u>
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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Activity Time

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. *1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.*	1 2 3 4 **4**
2. Staff help spark and sustain youth's interest/curiosity throughout the activity or activities. (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.) *1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)*	1 2 3 4 **4**
3. Staff are actively engaged in activities with youth. (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth.) Note: Staff may rotate through group giving youth time just with peers or by themselves. *1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)*	1 2 3 4 **4**
4. Staff encourage youth to share control, responsibility, and decision-making. To play an active role in organizing, leading and/or making important decisions about the activity. *1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)*	1 2 3 4 4
5. When providing assistance to youth, 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.) *1=Staff provide answers to youth, rather than helping them to figure it out on their own.*	1 2 3 4 N/A 4
6. Staff ask open-ended questions to facilitate youth reflection *during* the activity. Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning. *1= Staff do not ask youth any questions to focus their thinking on the activity.*	1 2 3 4 4
7. At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity. Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned. *1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.*	1 2 3 4 N/A 4

Field Notes:

Teacher was very knowledgeable in science lab. Her energy was visible on her face. She spoke fondly of her students and their accomplishments. She provided pictures of the students conducting the experiment. It was a joy to talk with her.

Great job!

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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Activity Time

D. Staff Positively Guide Youth Behavior	Rating
1. **Staff closely supervise youth and activities.** Staff are watching youth all the time, prevent unsafe or address disruptive behavior. *1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.*	1 2 3 4 4
2. **Staff interactions with youth (manner, affect, tone of voice) are positive and supportive.** *1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.*	1 2 3 4 4
3. **Staff treat youth respectfully, and assume best intentions.** (Ex: Staff pull youth aside to discuss their behavior in private; hear youth's point of view.) *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 4 4
4. **Staff are able to quickly and positively gain youth's attention and cooperation when needed.** *1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.*	1 2 3 4 4
5. **Staff are flexible in their management of youth.** (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom.) *1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)*	1 2 3 4 4
6. **Staff use simple reminders and redirection to support positive behavior.** Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) *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….?".)*	1 2 3 4 4
7. <u>**When addressing behavioral issues,**</u> staff use staff use strategies which are developmentally appropriate and effective.* *1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)*	1 2 3 4 N/A NA

Field Notes

The teacher was honest and spoke of normal challenges with high school students, but overall, the students seemed to enjoy the lab. There were no issues mentioned during my interview with the teacher. She seems to truly care about the high school students and want to help them with their various experiments. She spoke of the virtual simulations and relationships they have with others (such as a northern hospital). Her students have the opportunities through 21st Century to partner with physicians and participate in virtual experiments.

Great job!
Outstanding opportunities!

<u>Item Format</u>
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

Activity Time

E. Staff Build Relationships & Support Individual Youth	Rating	
1. Staff engage in friendly exchanges with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) *1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)*	1 2 3 4 4	(**Note** # of youth who have extended, 1:1 conversations with staff *i.e. each person has minimum of 2-3 turns to speak.*) _____
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.") *1=Staff do not offer encouraging remarks to any individual or groups of youth.*	1 2 3 4 4	
3. Staff exhibit appropriate, professional conduct around youth. *1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)*	1 2 3 4 4	
4. Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time. (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.) *1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)*	1 2 3 4 4	
5. When youth ask for help, 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.) *1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)*	1 2 3 4 N/A 4	
6. When an individual youth is having a problem or is upset, staff pay attention and try to help them*. (Ex: When a youth has accidentally broken his/her project and is upset staff offer comfort; stay and help youth calm down.) *1= (Ex: Staff ignore or dismiss a youth who is crying.)*	1 2 3 4 N/A 4	

Field Notes:

F. Youth Relations with Adults	Rating			
1. Youth show interest in staff; seek out positive contact/interactions. (Ex: Youth show staff something they made, initiate friendly verbal or physical interaction,.) *1=Youth actively avoid or ignore staff.*	1	2	3 3	4
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. *1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)*	1	2	3 3	4
3. Youth listen (focus, pay attention) to staff. (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) *1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)*	1	2	3 3	4

Field Notes: Teacher was honest and indicated students show interest, cooperate, and listen... but they are high school students! :)

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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Activity Time: Ratings of Youth

G. Youth Participation in Activity Time	Rating
1. **Youth are busy and engaged in conversation or activities.** All youth are included and constructively engaged throughout the activity. *1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)*	1 2 3 4 4
2. **Youth follow program rules and behavioral expectations.** *1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)*	1 2 3 4 4
3. **Youth are in control; they regulate their behavior and energy to the environment during activity time.** During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. *1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity).*	1 2 3 4 4
4. **Youth help select, lead or contribute to the running of the activity.** Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up.) *1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)*	1 2 3 4 3
5. **Youth are cognitively engaged and/or focused on solving problems.** (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) *1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)*	1 2 3 4 3

Field Notes:

   Some of the experiments, such as this lab, are preset with directions and instructions for students.

H. Peer Relations	Rating
1. **Peer interactions have a positive affective tone; youth appear to enjoy each other's company.** (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) *1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)*	1 2 3 4 3
2. **Youth listen (focus, pay attention) to each other.** (Ex: Show interest, ask follow up questions.) *1=(Ex: Youth ignore or interrupt peers when they are communicating)*	1 2 3 4 3
3. **Youth cooperate with each other.** (Ex: Share materials/space, help each other, take turns, compromise, problem solve). *1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)*	1 2 3 4 3

Field Notes:

   The students work well together; however, they are still human. The teacher indicated any problems she encounters are small.

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

20

Overall Program Ratings & Impressions

Site ID:	GCHS CLC	Observer ID:	SB Odom, PhD	Date:	12/06/22

(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)   Vice-Principal/Site Director Interview   & Teacher Interview

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

Field Notes:

  They do have several bilingual students, but they also have bilingual staff members to help them with those students.

Overall Program Ratings & Impressions

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

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

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

Field Notes:

The CLC offers students the opportunity to complete credit recovery credits. Many students take advantage of this opportunity. Students also participate in physical activities, STEM, and service learning. The numbers of students fluctuate based on needs of students. Students may come several days, or just a few days, depending on if the students are coming simply for credit recovery, or if they are participating in all the other activities provided.

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

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

Overall Program Ratings & Impressions

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. **Staff-youth interactions are positive and respectful.** (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 4 4
2. **Staff apply rules equitably and consistently.** Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1 2 3 4 4
3. **Staff are respectful and supportive of one another, cooperate with one another.** (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1 2 3 4 4
4. **Youth are kind, respectful and inclusive of each other.** Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 4 4
5. **When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.** (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 N/A NA
6. **When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.** Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1 2 3 4 N/A NA

Field Notes:

I have always found GCHS CLC to be well managed. This year, they have a new site director. The site director who retired was awesome; however, I believe he has passed the reigns over to someone who is equally passionate and awesome for these students at GCHS. When you talk with him, you can tell he is deeply committed to the students at GCHS CLC. He speaks highly of all the staff members who engage with the CLC students. He loves to talk about all they are doing in the program for the CLC participants. I look forward to getting to know more about his vision for the CLC at GCHS. It's a great place to visit.

Great job!

Signature Page for Fall Observations

I attest I have shared, reviewed, and read the external evaluator's observation scoring and notes for the 21st CCLC in which I am site coordinator.

H. L. Baya

_____   5/31/23
Site Coordinator/Director   Date

Gadsden High School

Name of CLC

External Evaluator's Confirmation

I attest I have observed, scored, and provided notes for the above named CLC to the site coordinator/director as instructed.
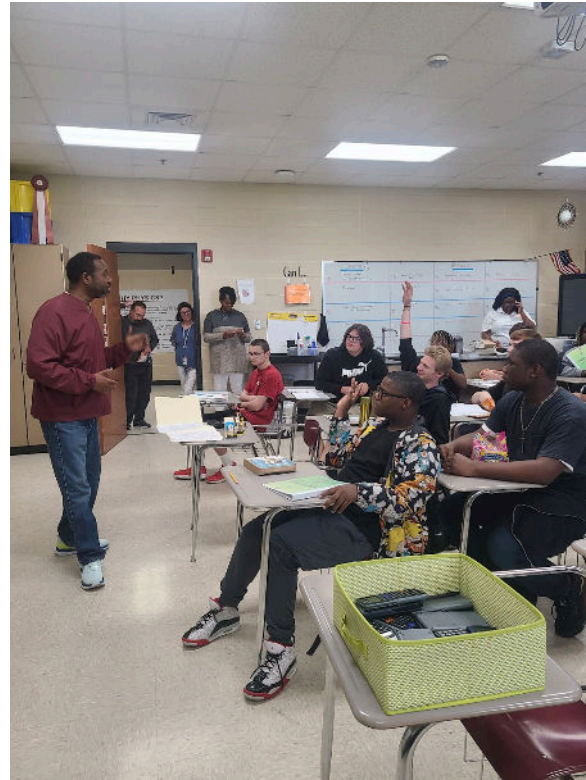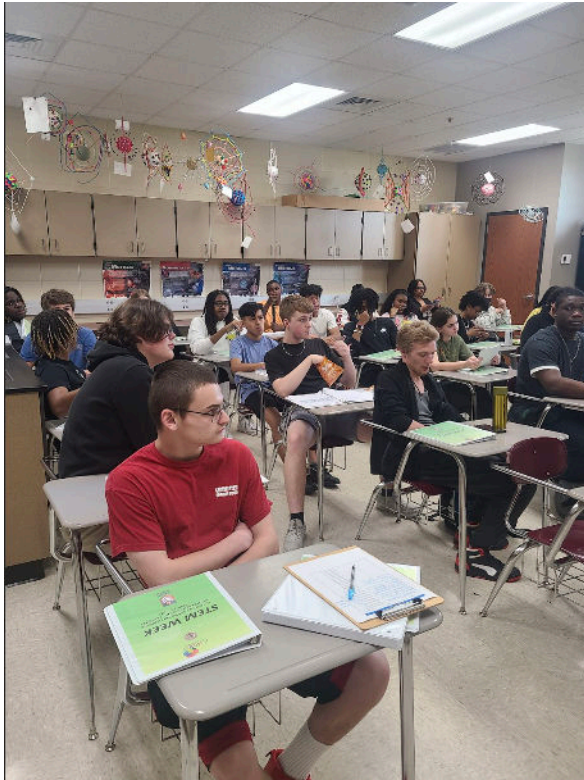
Sarah B. Odom

Sarah B. Odom, PhD   Date: May 31, 2023

Gadsden High School

Arrival Time

Start Time _2:45pm_   *Minimum observation duration:*
End Time _3:00pm_   *10 minutes*

Observed   Number of staff ___3___
             Number of youth ___29___

☒ Start of arrival   ☒ End of arrival
(check all that apply)

Brief Description of Arrival Time
~~Students sign in, get their snack, and go on to their various sessions. Several have after-school meetings on this day to attend first, then they will return to their CLC sessions.~~

Location of Arrival Time *(check location(s) that apply)*
- ☒ Classroom
- ☐ Cafeteria
- ☐ Gym
- ☐ Outdoors
- ☐ Library
- ☐ Other (please describe)

_____

_____

Did Arrival Time include a snack?
☒ Yes ☐ No

Arrival Time Items	Rating
1. **Staff greet/acknowledge youth as they arrive.*** (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) *1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)*	1 2 3 4 N/A **4**
2. **Youth seem to know the arrival routine and follow it with gentle reminders.*** (Ex: On their own, youth put their backpacks away and go get snack.) *1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)*	1 2 3 4 N/A **4**
3. **Activities are available for youth to become engaged in as soon as they arrive (may include snack).** A variety of activities/choices are available. *1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)*	1 2 3 4 N/A **4**
4. **Staff engage in friendly verbal exchanges (chats) with youth.** Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) *1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)*	1 2 3 4 **4**

*(**Note # of youth who have extended, 1:1 conversations with staff** i.e. each person has minimum of 2-3 turns to speak.)*

_____

Field Notes:

While the site director is giving out snacks along with others, the students are told about various meetings they need to attend, and they are told where they will need to return once their meetings are over for the CLC sessions.

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

5

Transition Time

Site ID: GCHS CLC	**Observer ID:** SB Odom **Date:** 4/11/23

Start Time 2:55

End Time 3:00

Observed Number of staff ___3___

Number of youth ___29___

Entire transition time ☒ Yes ☐ No

Location of Transition Time *(check location(s) that apply)*

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

_____

_____

Brief Description of Transition Time

Students were given directions, and they went quickly to their meetings or remained to go to STEM session. STEM instructor took remaining students to class.

Transition Time Items	Rating
1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) *1=Staff provide little or no direction (when it is clearly needed).*	1 2 3 4 N/A 4
2. Transitions run smoothly; youth know the routine. *1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)*	1 2 3 4 4
3. Transitions are handled quickly. (Ex: Youth move to the next activity within 2-3 minutes). *1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)*	1 2 3 4 4
4. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. *1=Staff use a negative, punitive, irritable, or harsh tone most of the time.*	1 2 3 4 4
5. 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). *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 4 4
6. Staff use simple reminders and redirection to support positive behaviors. Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). *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….?")*	1 2 3 4 4
7. <u>When addressing behavioral issues,</u> staff use strategies that are developmentally appropriate and effective. *1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings).*	1 2 3 4 N/A NA

Field Notes:

There were sessions of basketball, band, Spanish, and STEM, along with some mandatory after-school meetings.

Activity Time

Activity Name Chemisty Atom Construction

Activity # _____

Start Time 3:00pm

End Time 3:30pm   *Minimum observation duration: 30 minutes or see Site Visit Plan*

Observed   Number of staff ___2___

Number of youth ___5___

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time
Students were giving small petri dishes filled with small beads of three colors. The students were to use the period table to try to identify their atoms.

Instructional Approach *(check up to 3)*

☒ Adult Led   ☐ Pairs
☐ Youth Led   ☐ Youth Work
☒ Groups/Teams   Independently

☐ Other (please describe) _____

Location of Activity *(check location(s) that apply)*

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

_____

_____

Type of Activity *(check all that apply)*

☐ Recreation/Choice
☐ Sports/Active Games
☐ Performing Arts/Music
☐ Games & Computer
☒ Academic Enrichment
☐ Arts & Crafts
☐ Tutoring/Targeted Skill-Building
☐ Community Service
☐ Skills Training
☐ Vocational Training
☒ Other (please describe) ___STEM___

Important Note:

Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section <u>in conjunction</u> with the Activity Time section.

A. Organization of Activity	Rating
1. **Activities begin promptly.** (Ex: Youth wait less than 2-3 minutes.) *1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming*	1 2 3 4 N/A 4
2. **There are enough materials and supplies for the number of youth participating.** *1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)*	1 2 3 4 4
3. **Activity time is free from interruptions/distractions.** *1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.*	1 2 3 4 4
4. **Staff create adjustments and accommodations for students based on their experiences and needs.** (Ex: Youth with special needs, or English Language Learners are fully included) *1= Youth are excluded from activity if they are not able to conform to the group dynamic.*	1 2 3 4 N/A 4

Field Notes:

Activity Time

Important Note:

Observers should rate all Nature of Activity Items (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity).

B. Nature of Activity	Rating
1. **The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time.** (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.) *1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside.)*	1 2 3 4 4
2. **Activity is challenging, stimulates thinking.** Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.) *1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)*	1 2 3 4 4
3. **Activity offers youth choice and decision-making.** Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences. *1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)*	1 2 3 4 4
4. **Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.** Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.) *1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)*	1 2 3 4 4

Field Notes:

Students were counting the number of protons, neutrons, and electrons in their dishes to determine the atoms. They had a periodic table to help them. However, the teacher had used isotopes to have them start asking questions. They were having to try to decipher the atom without really knowing about the isotopes until they started completing their charts. This was supposed to be a challenge for them. However, I think the students quickly caught on :). Students continued to arrive throughout the session as their after-school meetings ended.

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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Activity Time

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. *1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.*	1 2 3 4 4
2. Staff help spark and sustain youth's interest/curiosity throughout the activity or activities. (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.) *1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)*	1 2 3 4 4
3. Staff are actively engaged in activities with youth. (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth.) Note: Staff may rotate through group giving youth time just with peers or by themselves. *1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)*	1 2 3 4 4
4. Staff encourage youth to share control, responsibility, and decision-making. To play an active role in organizing, leading and/or making important decisions about the activity. *1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)*	1 2 3 4 4
5. When providing assistance to youth, 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.) *1=Staff provide answers to youth, rather than helping them to figure it out on their own.*	1 2 3 4 N/A 4
6. Staff ask open-ended questions to facilitate youth reflection *during* the activity. Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning. *1= Staff do not ask youth any questions to focus their thinking on the activity.*	1 2 3 4 4
7. At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity. Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned. *1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.*	1 2 3 4 N/A 4

Field Notes:

The teacher does an excellent job with her teaching approach and use of many STEM activities. This is not the first time I have observed her. I also love how she is able to quickly settle those who come in after the session has started. She is very organized, and the students respond very positively to her.

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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Activity Time

D. Staff Positively Guide Youth Behavior	Rating
1. **Staff closely supervise youth and activities.** Staff are watching youth all the time, prevent unsafe or address disruptive behavior. *1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.*	1 2 3 4 4
2. **Staff interactions with youth (manner, affect, tone of voice) are positive and supportive.** *1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.*	1 2 3 4 4
3. **Staff treat youth respectfully, and assume best intentions.** (Ex: Staff pull youth aside to discuss their behavior in private; hear youth's point of view.) *1=Staff constantly correct, criticize, or reprimand youth.*	1 2 3 4 4
4. **Staff are able to quickly and positively gain youth's attention and cooperation when needed.** *1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.*	1 2 3 4 4
5. **Staff are flexible in their management of youth.** (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom.) *1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)*	1 2 3 4 4
6. **Staff use simple reminders and redirection to support positive behavior.** Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) *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….?".)*	1 2 3 4 4
7. <u>**When addressing behavioral issues, staff use staff use strategies which are developmentally appropriate and effective.***</u> *1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)*	1 2 3 4 N/A NA

Field Notes

You can tell there is a positive relationship between teacher and students. She has a very calming character. The students respond to her well. She is able to keep them engaged and working, even with distractions, such as calls for early dismissal or return of students from other meetings. She is very social with the students, and they seem to enjoy her tasks in the CLC.

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

Activity Time

E. Staff Build Relationships & Support Individual Youth	Rating
1. Staff engage in friendly exchanges with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) *1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)*	1 2 3 4 4
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.") *1=Staff do not offer encouraging remarks to any individual or groups of youth.*	1 2 3 4 4
3. Staff exhibit appropriate, professional conduct around youth. *1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)*	1 2 3 4 4
4. Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time. (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.) *1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)*	1 2 3 4 4
5. When youth ask for help, 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.) *1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)*	1 2 3 4 N/A 4
6. When an individual youth is having a problem or is upset, staff pay attention and try to help them*. (Ex: When a youth has accidentally broken his/her project and is upset staff offer comfort; stay and help youth calm down.) *1= (Ex: Staff ignore or dismiss a youth who is crying.)*	1 2 3 4 N/A NA

*(**Note** # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns to speak.)*

_____

Field Notes:

F. Youth Relations with Adults	Rating
1. Youth show interest in staff; seek out positive contact/interactions. (Ex: Youth show staff something they made, initiate friendly verbal or physical interaction,.) *1=Youth actively avoid or ignore staff.*	1 2 3 4 4
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. *1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)*	1 2 3 4 4
3. Youth listen (focus, pay attention) to staff. (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) *1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)*	1 2 3 4 4

Field Notes:
As mentioned earlier, staff and students are all in a great working relationship. No issues noted at all.

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

19

Activity Time: Ratings of Youth

G. Youth Participation in Activity Time	Rating
1. Youth are busy and engaged in conversation or activities. All youth are included and constructively engaged throughout the activity. *1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)*	1 2 3 4 4
2. Youth follow program rules and behavioral expectations. *1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)*	1 2 3 4 4
3. Youth are in control; they regulate their behavior and energy to the environment during activity time. During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. *1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity).*	1 2 3 4 4
4. Youth help select, lead or contribute to the running of the activity. Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up.) *1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)*	1 2 3 4 4
5. Youth are cognitively engaged and/or focused on solving problems. (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) *1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)*	1 2 3 4 4

Field Notes:

H. Peer Relations	Rating
1. Peer interactions have a positive affective tone; youth appear to enjoy each other's company. (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) *1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)*	1 2 3 4 4
2. Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) *1=(Ex: Youth ignore or interrupt peers when they are communicating)*	1 2 3 4 4
3. Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve). *1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)*	1 2 3 4 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

20

Overall Program Ratings & Impressions

Site ID: GCHS CLC   Observer ID: SB Odom   Date: 4/11/23

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

Locations Observed *(check location(s) that apply)*

- X Classroom
- X Cafeteria   (area for snacks)
- □ Gym
- □ Outdoors
- □ Library
- □ Off-Site
- □ Other (please describe)

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

Field Notes:

Overall Program Ratings & Impressions

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

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

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

Field Notes:

What I love about this CLC is the director and teachers' abilities to understand the complexity of a high school student's life. Students in high school cannot always follow a rigid afterschool schedule. I am thankful this CLC offers credit recover, clubs, sports, academic enrichment, and STEM, and on a timetable the students can follow. Great job! This is an excellent example of how a high school CLC should be structured!

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

24

Overall Program Ratings & Impressions

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) *1=Staff-youth interactions are often tense, negative and unfriendly.*	1 2 3 4 4
2. Staff apply rules equitably and consistently. Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. *1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)*	1 2 3 4 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) *1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)*	1 2 3 4 4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) *1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)*	1 2 3 4 4
5. When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention. (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) *1=When minor conflicts occur, tensions escalate even with adult intervention.*	1 2 3 4 N/A NA
6. When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene. Staff intervene quickly and facilitate youth-youth conflict resolution. *1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)*	1 2 3 4 N/A NA

Field Notes:

I am always impressed with how the staff and students work and have a great relationship together. I have never seen one issue in all the years I have come to GCHS CLC. This visit was no different. The students were doing exactly what they were supposed to be doing, and the staff provided a safe, motivational, and encouraging atmosphere for them to work.

Great job by all!

SBO

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

Science & Technology/Engineering

Staff Promote/Encourage Science Skills
Check all behaviors observed.
☒ **Staff use scientific terms when talking about science or using science techniques to solve problems or accomplish a task.**
☒ **Staff encourage youth to measure, hypothesize, test their hypotheses, and/or conduct experiments.**
☒ **Staff encourage youth to predict, hypothesize, test out assumptions in practical situations.**
☐ **Staff encourage youth to use science in practical, everyday situations.**

Field Notes:

Youth Build/ Practice Science Skills
Check all behaviors observed.
☒ **Youth engage in activities or games that increase youth's knowledge of science.**
☒ **Youth engage in activities that require science skills such as experiments, testing hypotheses, doing field research such as gathering pond samples.**
☒ **Youth participate in discussions/observe presentations or programs on science topics.**

Field Notes:

Great chemistry lesson! I enjoyed it, and it reminded me of my teaching days.
Awesome job!

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

32

Signature Page for Spring Observations

I attest I have shared, reviewed, and read the external evaluator's observation scoring and notes for the 21st CCLC in which I am site coordinator.

H. A. Bay

Site Coordinator/Director

_5/31/23_

Date

Gadsden High School
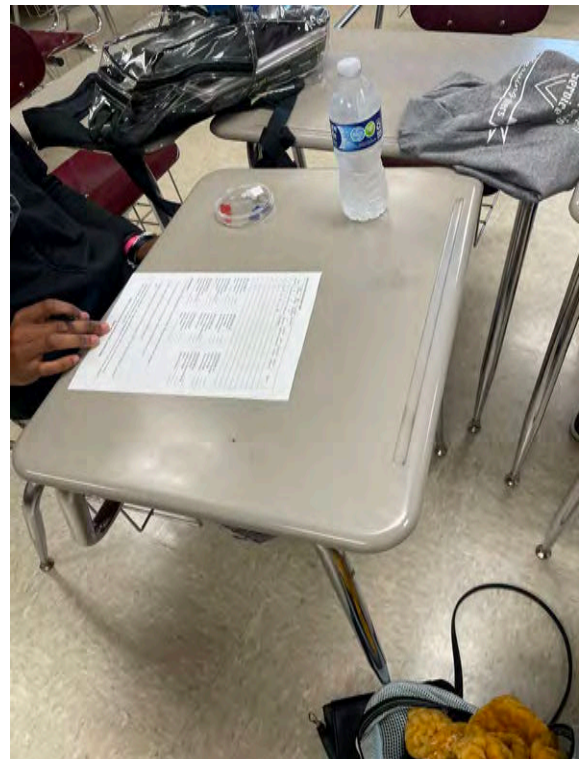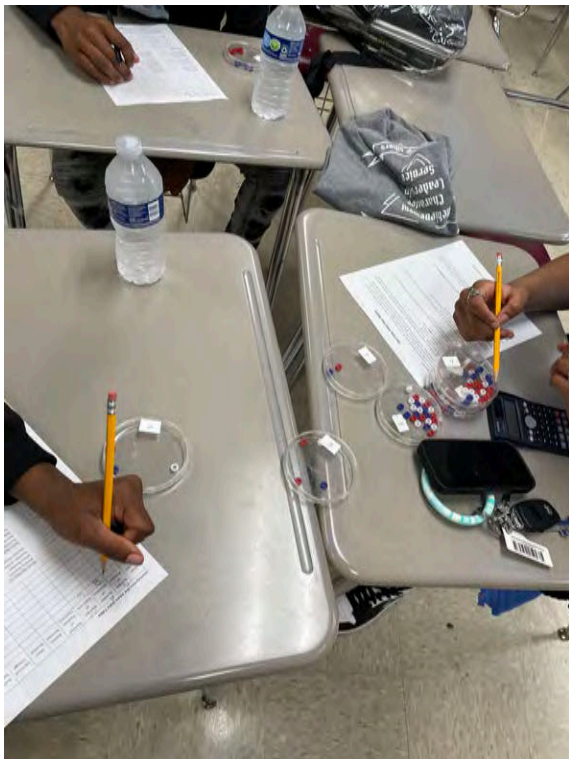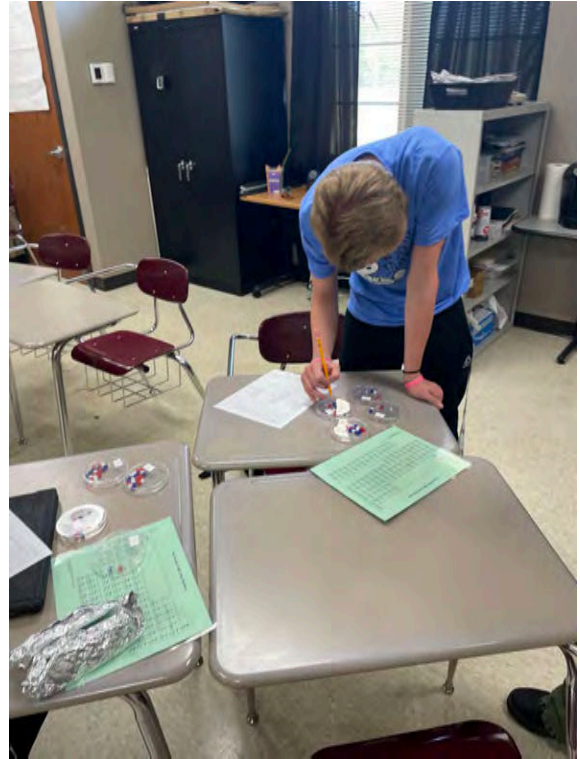
Name of CLC

External Evaluator's Confirmation

I attest I have observed, scored, and provided notes for the above named CLC to the site coordinator/director as instructed.

Sarah B. Odom

Sarah B. Odom, PhD

Date: May 31, 2023

Technology Lesson Plan:

Student Activities Students will be sharing what they know about the hardware components of a computer and what components are inside the computer. What are the jobs of these components? After this discussion, students will watch a video about what is inside the computer, and then read an article. While reading the article, students will write a 2 column reflection. The left column will include quotes from the article. The right column will include the student's reflection on these quotes. What does the quote make them think about, what connections can be made to prior knowledge, and what opinions might they form when reading these quotes? (link provided in material resources below)

Lead a discussion on hardware abstraction as it relates to input devices. How can we utilize a variety of input devices to accomplish the same goal? How does each different device change the way we interact with the computer and the software? When is one device better than another? Can you provide examples?

Students will then be paired with other students to create a tutorial project or presentation regarding the hardware in a computer and the peripherals we use to control and interact with it. Their project could be a presentation, video, game, or simulation. Several links will be provided so that students will have a choice as to how to present their findings. Students will research the internet as needed to find up-to-date information as it pertains to computer hardware. These resources should be cited and included in their project. Students will present their projects to the class at the conclusion of the project. (project outline and rubric will be provided to students)

 A quiz on computer components will be given. The quiz will require students to label the parts of a computer and fill in definitions of terms. (hardware quiz)

Teaching and Learning Strategies

· Many students will have prior knowledge of computer hardware. Begin class with a discussion on computer hardware.

      o What is computer hardware?

       o What are some examples of computer hardware?

      o When students give you an example, ask, what job does is accomplished with this piece of hardware?

       o Is there a similar piece of hardware that accomplishes the same task, only differently? · Watch the video on what is inside the computer.

            o What was one thing that you learned when watching the video? You can utilize http://todaysmeet.com/ to have students type in their responses, and share with the class.

· Provide students with time to read and reflect on How Stuff Works: What's Inside My Computer? article. http://computer.howstuffworks.com/inside-computer.htm. Reflections can be in form of 2 columns: one for quotes; one for reflection OR in any form teacher chooses.

· Ask students to share any of their reflections with the class.

· Go over the project plan and objectives. Share the rubric with students. Discuss various options of Web 2.0 tools and programming tools that can be used to complete the project.

· Divide students up into groups. At this point, you may not know your students' abilities, so you may want to group randomly, or allow students to choose their own groups. Groups of 2 will probably be best.

· Students should spend roughly 2 – 3 days researching and creating their projects. Time outside of class may need to be contributed if students are unable to complete their work in class.

· Presentations: Students will share their projects with the class. Time spent on presentations will vary depending on class size. If time is an issue, consider having projects loaded on computers, and having students examine and rate projects in a round-robin fashion. Require students to evaluate a certain number of student projects, and turn in their rating sheet.

· Hardware components quiz.

Environmental Literacy Lesson Plan: Biology of Bats

A 45-minute program designed to teach about the biology of bats. The focus should be on local New York species and how best to protect these animals. Pictures of bats can be obtained from online resources.

Goal

Students will learn the basics about bat morphology, habitats, feeding adaptations, and local species. The students will have a better understanding of the importance of bats and their biology. Bats are an important part of the ecosystem. By learning about these creatures, students will be able to make better choices throughout their lives to help protect the environment.

Discussion

Discuss bats with the students to determine how much they already know.

PowerPoint presentation

Create a PowerPoint presentation discussing the basics of bats. Throughout the slide show the students should be prompted to ask questions about the biology, adaptations, and overall impacts of bats. Bats are an important part of the New York ecosystem. Environmental Education better understanding these creatures, students will be able to make better choices throughout their lives to help protect the environment.

Key Topics:

- Bats are separated into 2 major groups; Old world and New world bats
- Bats are located on nearly every continent and makeup 25 % of the mammal species found in the world (nearly 1000 species.
- Smallest and largest bat in the world
- Bats are the only warm-blooded mammals to have true flight
- Bats give live birth, feed their young milk, and raise them in a nursery
- The skeleton structure of a bat and how it is capable of flight Adaptations that allow a bat to fly and hunt at night
- Bat feeding strategies, food sources, and human impacts on these resources
- Identification of local bats and their impacts on the environment
- Identification of bats found in the tropics and their impacts on items we buy every day
- Bats as pollinators
- Dispel misconceptions and myths about bats
- Discuss how bats will use everyday objects for shelter and how to prevent them from getting into your home
- Overview emphasizing how important bats are in the environment their impacts and how myths have adversely affected their populations
- **Question and Answer / Conclusion**

- Conduct a follow-up discussion using a skeleton mount and a taxidermy mount of a bat to further emphasize what the students learned from the PowerPoint presentation. Bring in a bat house as an example and suggest that attracting bats to backyards is good for the environment. As time allows, students can ask questions about bats or related topics.

Gadsden City Schools

Veterans for 21st Service Learning

messages

Gadsden Grantwriter <gadsdencitygrantwriter@gmail.com>   Mon, Nov 7, 2022 at 1:56 PM
To: "Baeza, Hector" <Hbaeza@gadsdencityschools.org>, "Browning, Janie Barber" <jbrowning@gadsdencityschools.org>

The Gadsden City High and Middle used Veterans as their Service Learning project. Here is Event One.

Collected items from the Community to help the veterans. Some bags were delivered to veterans at the Rainbow City office on Monday (November 7).

More bags will be created and delivered to the Veteran's Program and to Veterans in Nursing Homes. I will send pictures as this happens.
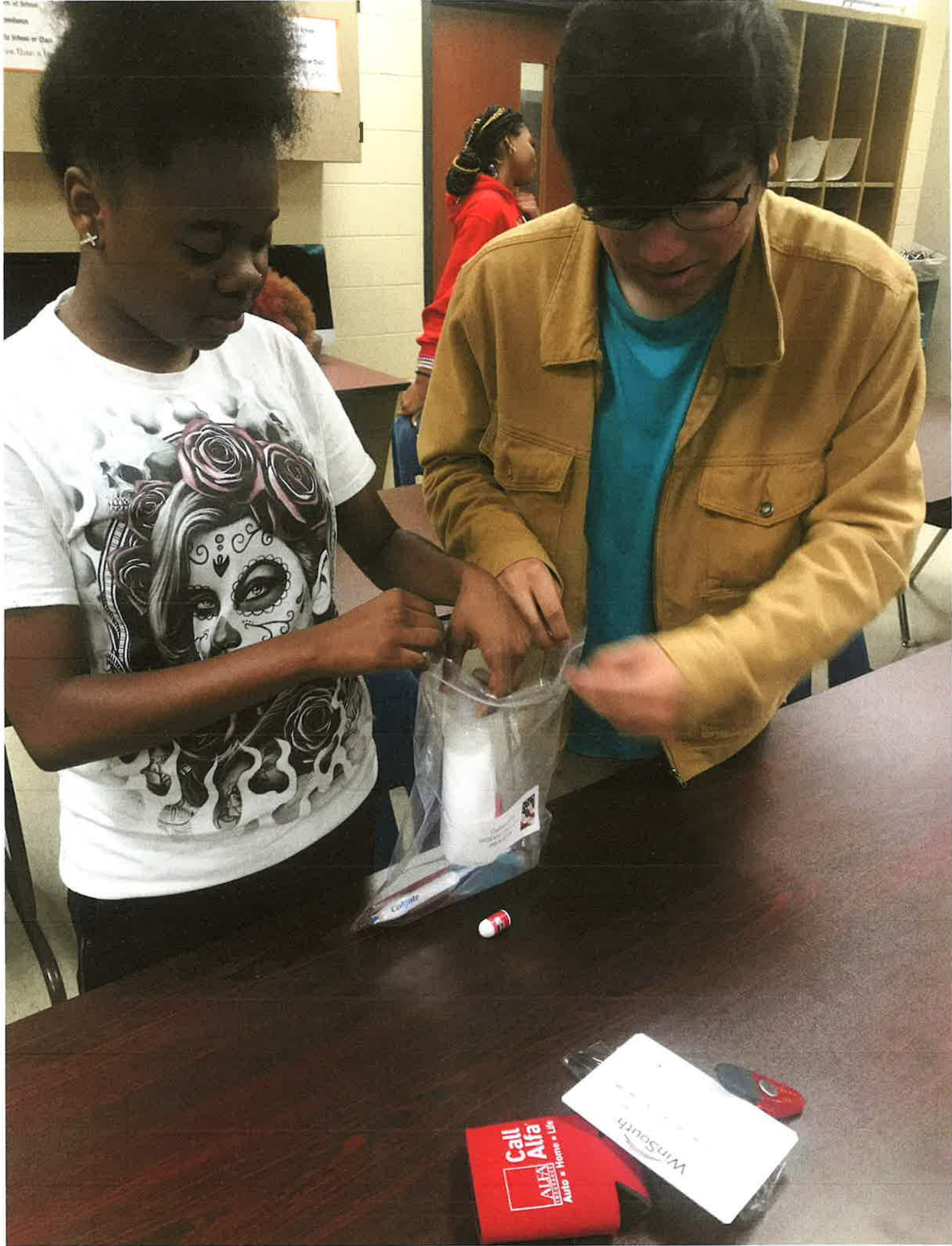
RAINBOW CITY - GADSDEN

VA CLINIC

STOP
Employee
Self-Screening
Assessment

No Soliciting

Browning, Janie Barber <jbrowning@gadsdencityschools.org>
To: Gadsden Grantwriter <gadsdencitygrantwriter@gmail.com>

Mon, Nov 7, 2022 at 2:05 PM

Great Thank You!
[Quoted text hidden]

Gadsden Grantwriter <gadsdencitygrantwriter@gmail.com>
To: "Browning, Janie Barber" <jbrowning@gadsdencityschools.org>

Mon, Nov 7, 2022 at 2:06 PM

Thought you'd need for evaluator.
[Quoted text hidden]

Baeza, Hector <hbaeza@gadsdencityschools.org>
To: Gadsden Grantwriter <gadsdencitygrantwriter@gmail.com>
Cc: "Browning, Janie Barber" <jbrowning@gadsdencityschools.org>

Mon, Nov 7, 2022 at 2:30 PM

thank you for sharing.

Mr. B

On Mon, Nov 7, 2022 at 1:56 PM Gadsden Grantwriter <gadsdencitygrantwriter@gmail.com> wrote:
[Quoted text hidden]

--

Héctor Baeza

I vow to quit teaching when I lose the passion to be an extraordinary teacher - Danny Steele

@sanityinschool

Baeza, Hector <hbaeza@gadsdencityschools.org>
To: Sarah Odom <sbodom@gmail.com>, Janie Barber Browning <jbrowning@gadsdencityschools.org>

Mon, Nov 7, 2022 at 2:32 PM

FYI, documentation for our middle school and high school grants.

Hector
[Quoted text hidden]
[Quoted text hidden]

Browning, Janie Barber <jbrowning@gadsdencityschools.org>
Draft To: "Baeza, Hector" <hbaeza@gadsdencityschools.org>

Mon, Nov 7, 2022 at 2:33 PM

[Quoted text hidden]

"Go Blue" for Afterschool

Wear Blue to show your support of high quality afterschool programs in Alabama.

October 20, 2022

LIGHTS ON AFTERSCHOOL

Lights ON Family Night

October 20th, 2022

Agenda

6:00-7:30

- Welcome

- Family Make and Take Project (STEAM/Dance)

- Student Project Showcase

- Dismissal

Mecanico Bull

Food Trucks

CELEBRATE

HISPANIC
HERITAGE MONTH

Climbing wall

Face painting

GCHS & 21st
Century CCLC

Nov. 5. 9-4pm
Stadium parking lot.

Soccer
tournament.

STEM ACTIVITIES

GAMES
SPANISH CLUB

Music

Heritage Festival

Gadsden City High School

November 5, 2022

Agenda

- Welcome

- Exhibits/STEM Activity/Community Resources

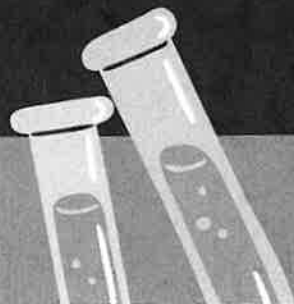- Soccer Games

- Awards

Alabama Community Education Association

Alabama's 21st CCLCS

Soaring Beyond Expectations

YOU ARE INVITED
FAMILY TECH NIGHT
21ST CENTURY
AFTERSCHOOL

Interested in science, technology, engineering, or math? Then don't miss upcoming FAMILY NIGHT

FEBRUARY 28TH, 5:00-6:30

Alabama 21st CCLC

Technology/STEM Parent Event

February 28, 2023

Agenda

- Welcome

- Safety Tips for Technology

- Educational Apps

- Family Engagement Activity

- Dismissal

21ST CENTURY AFTERSCHOOL PARENT ORIENTATION

WHEN: NOVEMBER 7TH

Alabama's 21st CCLCS

Soaring Beyond Expectations

Parent Orientation

November 7th, 2022

Agenda

- Welcome

- Grant Overview

- Safety and Procedures

- Q & A

- Dismissal

SAVE THE DATE

21ST CENTURY AFTERSCHOOL

Family Night Event

LOCATION

THE VENUE

FAMILY NIGHT ACTIVITIES

When
May 9, 2023
5:45

- Guest Speaker
- Community Partners
- Fitness
- Vendors
- Art/Music Activities
- Student Projects
- STEM Activity

Alabama 21st CCLC
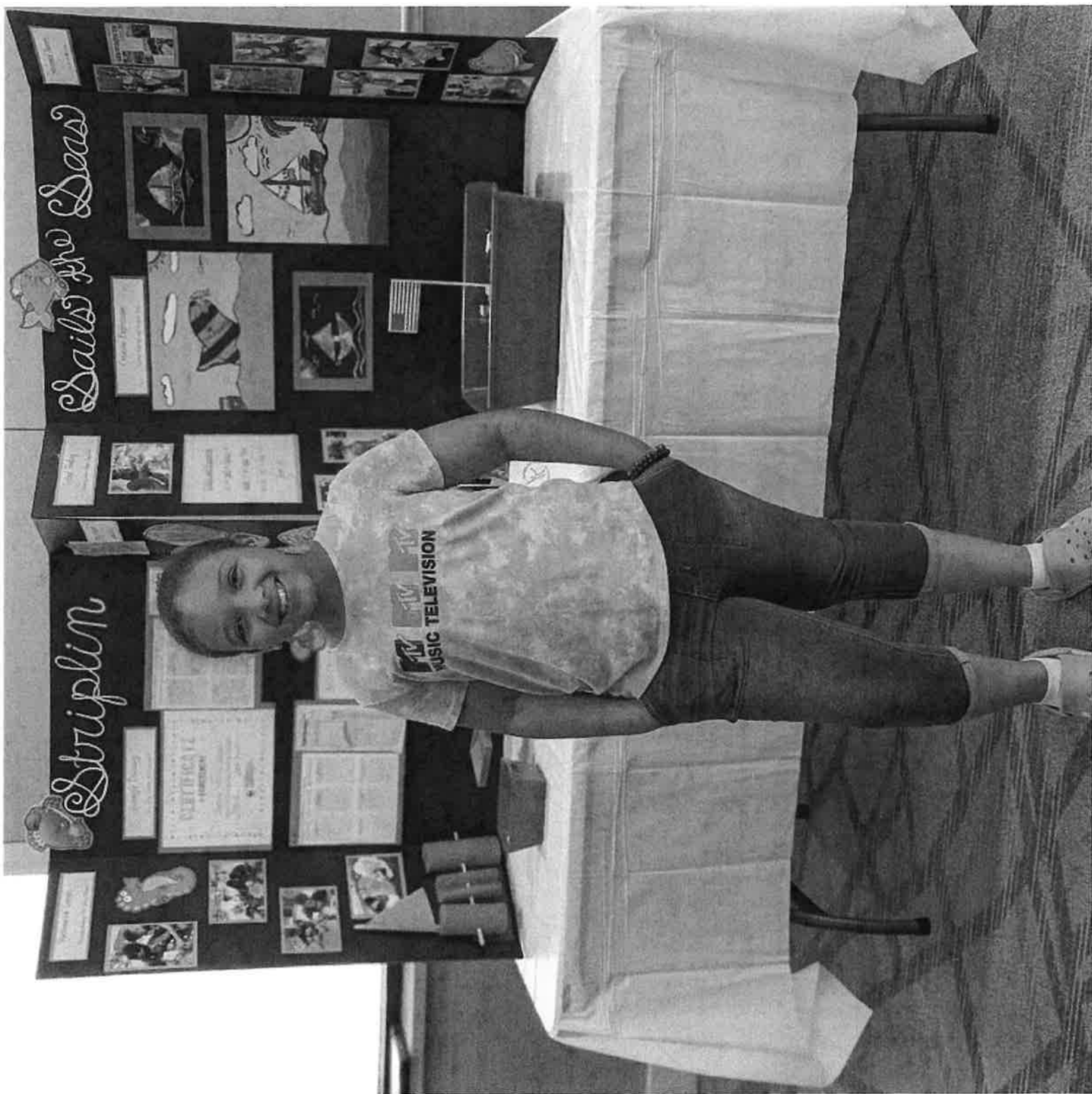Soaring Beyond Expectations

Family Night

May 9th, 2023

Agenda

5:45-7:30

- Welcome

- Community Partners

- Guest Speaker

- Student Project Showcase

- STEM Make and Take

- Dismissal

Striplin   Sails the Seas

Sarah B. Odom, PhD

Educational Consultant

www.vannray.com

251-654-3815
sbodom@gmail.com

Chief Executive Officer
Vann-Ray, LLC
August 2012 to Present (10 years)

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

Chief Academic Officer
Software Technology Inc.
(2009-2012)

- Managed the division of STIAchievement Services.
- Collaborated with administrators and teachers in making decisions to improve student performance.
- Led consultants in coaching business with school districts in multiple states.
- Designed new programs for STIAchievement Services.
- Conducted educational research for STIAchievement Services.
- Acted as a liaison between clients, coaches, and company.

Relevant Skills & Specialization

- Educational Researcher
- Course Developer
- Assessment & Evaluation Specialist
- Instructional Designer

- Self Published Writer
- Speaker
- Curriculum and Instruction Specialist

www.vannray.com

+251-654-3815
sbodom@gmail.com

Sarah B. Odom, PhD

Education History

Doctor of Philosophy
Instructional Design
January, 2004-July, 2006
University of South Alabama, Mobile Alabama

Master's of Science
Instructional Design, Performance Technology
May, 2002- December, 2003
University of South Alabama, Mobile Alabama

Bachelor's of Science
Secondary Education, Science Composite
August, 1993- December 1995
University of South Alabama, Mobile Alabama

Master's of Arts
Management and Leadership
January 2009-May 2011
Liberty University, Lynchburg Virginia

Master's of Education
Teaching and Learning
August 2006- December 2008
Liberty University, Lynchburg, Virginia

Personal References

Several can be found on our website at
www.vannray.com
Others available upon request.

Lifetime Experience

Adjunct Instructor &
Course Developer
Univeristy of West Indies
2019-2022

Director of Achievement Services
Software Technology Inc.
2007-2009

Assessment Specialist
Software Technology Inc.
2006-2007

School Improvement Specialist
Choctaw County BOE
2005-2006

Online Instructor
ACCESS
2006-2007

Science Teacher
Mobile County Public Schools
1996-2005

Upward Bound
Science Instructor
ASCC
1996-2004

Graduate Work Completed

Organizational Behavior
Project Coordination
Executive Leadership & Management
Research & Development Project
Managerial Informational Technology
Program Research & Evaluation
Strategic Marketing Management
Research Project Seminar
Managerial Finance
Research Seminar
Effective Executive Communication
Research in Instructional Technology
Legal Issues in Business
Quantitative Methods I
Corporate Responsibility
Quantitative Methods II
Non-Profit Management
Alternative Instructional Models
Entrepreneurship
Advanced Measurement & Evaluation
International Business
Research - Dissertation
Research & Evaluation
Directed Study & Research
Instructional Design
Program Research & Evaluation
Performance Systems Technology
Advanced Instructional Design
Needs Assessment
Qualitative Research in Education
Training Interventions
School Law
School Administration
Foundations of Exceptionality
Curriculum Development
Curriculum Fundamentals
Advanced Educational Psychology
Educational Search and Assessment
Foundations of Educational Research
Professional Dev. in Middle Grades
Teaching Natural and Social Sciences
Foundations of Education

Goals and Personal Vision

1. Provide the best consulting advice to my clients in all situations.
2. Provide expert evaluation services to those clients who need them.
3. Continue writing books for children that will inspire them to love reading and learning in all subjects.
4. Continue teaching graduate level courses in informational technology, instructional design and development, and teaching and learning.
5. Become part of the educational community who seeks answers that are causing students to struggle.
6. Continue personal and professional research in various areas of learning challenges, such as autism, dyslexia, and ADD/ADHD.

Business Owner

Vann-Ray, LLC is an educational consulting business where we provide resources and services to our schools. Our website is located at www.vannray.com

Odom Ministries, Inc is a ministry S-Corp designed to provide books, resources, workshops, and other services to those who would like to be encouraged and learn more about their daily devotional life. www.odomministries.org