

21st Century CLC Final Report



Final Report 2022 - 2023: Cohort 16

Year 1

Gadsden City Schools

Gadsden Middle - Emma Sansom Middle

Gadsden, AL

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1.0 Executive Summary

Gadsden Middle School (GMS) and Emma Sampson Middle School (EMS) both operated the CLC in 2022-2023 as a joint effort. These two sites implemented six goals with a number of objectives as part of their efforts to improve the lives of students in their schools. The goals included academic enrichment, in both math and English language arts; attendance to improve their truancy rates; activities to improve parental and family engagement; training to improve student behavior; sessions to provide students with SEL training; STEM activities and projects to increase STEM interest in students; and service learning provide students with the components of service service learning and to help them implement those components in community projects.

Emma Sansom opened its site 110 days for students; Gadsden Middle School opened its site 111 days for students. Emma Sampson operated with four paid staff; Gadsden Middle operated with five staff members. Both sites had staff members who attended multiple hours of training, included ACEA training for all site directors. Both sites provided students with multiple opportunities to engage in STEAM and academic support activities. Perhaps two of the greatest opportunities students engaged were the ROV project and their scholars bowl programs. As with most CLC's both sites had to compete with other afterschool programs such as sports. However, both sites held their attendance throughout the year at projected rates.

Both sites offered math and reading remediation, career, exploration, environmental literacy, financial literacy, character education, cultural diversity, fine arts, and music, homework and tutoring, family nights, physical education, bullying lessons, drug prevention lessons, enrichment, nutrition, and STEAM.

EMS served grades six through eight; GMS served grades six through eight. EMS proposed to serve 66 students; however, by the end of the year it had served 77 students. GMS proposed to serve 66 students; however, by the end of the year it had served 94 students. Both sites served a majority of their students who were minorities. Both sides served roughly equal amounts of both genders. Both sites had large amounts of students who were economically disadvantaged. EMS had two family night events with roughly 55 participants, GMS had three family night events with roughly 130 participants.

In the area of academic achievement, both sites saw growth with their students. Both sites provided many days of remediation, literacy, homework, and tutoring assistance. Parents, students, and teacher surveys all indicated perceptions that the CLC sites were helping students achieve academic goals. Both sites provided students with activities in counseling to help them raise attendance rates and attend school consistently. Both sites offered parents event nights for them to collaborate and engage with the teachers as well as their children. Both sites offered career development and service learning as well as prevention programs for students. The programs were designed to offer students SEL training and support for their well-being. Both sites offered STEM sessions, and the ROV program was perhaps one of the best I've witnessed as an evaluator. Both sites prepared students to be responsible adults through service learning projects. I found it admirable both sites students worked with veterans of war to provide them care packets and a Thanksgiving meal.

In all areas of the goals of this CLC grant, I found both sites to implement those goals and objectives effectively.

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 Middle/Emma Sansom Middle 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: At least 25% will maintain and/or increase their grades (GPA) in math during the school year as measured by report card grades by May 23

1. Did 25% of students maintain or increase their grades in math during the school year as seen on reports cards at the end of the school year?
2. What lessons or activities are designed throughout the year to promote math grades? How often do students attend?
3. What success has been shown on surveys and/or other measurements?

Goal 1B: Improve achievement in ELA (Literacy/English) 475 not proficient in ELA

Obj: At least 25% of students will increase their ELA grade during the school year based on report card grades by May 23

1. Did 25% of students maintain or increase their grades in ELA during the school year as seen on report cards at the end of the school year?
2. What lessons or activities are designed throughout the year to promote ELA grades?
3. How often do students attend?
4. What success has been shown on surveys and/or other measurements?

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

Obj: At least 50% of regular participants will meet/exceed the district's average rate of school day attendance by May 23 (FY22 baseline)

1. Did 50% of regular participants meet or exceed the districts average rate of school day attendance by the end of the school year?
2. What activities are designed to address school day attendance in the after-school program?
3. How has this impacted students?
4. What success has been shown on surveys and/or other forms of qualitative data?

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

Obj: Increase parent involvement activities/family engagement of regularly participating students' parents by 20% as evidenced on EZ Reports data (baseline 22 EZ Reports data)

1. Did parents increase attendance to parent involvement activities by 20% by the end of the school year?
2. What parental involvement activities were provided? How many times?

3. What actions were taken to promote parental involvement?
4. How was this perceived by parents through parental surveys?

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

Obj: Decrease number of in school suspensions of regularly participating students by 20% each semester as evidenced from baseline (FY 22 SIR data)

1. Did the in school suspensions reduce by 20% by the end of the school year?
2. What activities are provided in the afterschool program to help students with behavioral issues?
3. How is the impact measured?
4. How was this perceived by teachers, parents, and students in survey results?

Goal 5: Implement STEM activities Lack of STEM in regular school day

Obj: At least 60% of students will report a medium to high level of interest/engagement in STEM from baseline surveys Fall 22 to May 23

1. Did 60% of students report a medium to high level of interest/engagement in STEM activities on surveys?
2. What types of STEM activities are provided?
3. How often are they provided?
4. What students are required to participate?
5. How are STEM activities perceived by students and parents?

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 23.

1. Did 30% of students participate in Service Learning by the end of the school year?
2. What types of service learning projects are provided?
3. How well do the students respond to them?
4. What are the perceptual feelings of students concerning the service learning projects?

1.2 Project Background

Program History for Gadsden Middle and Emma Sansom involved meetings with various stakeholders to determine the needs of both schools. The Gadsden City Board of Education worked closely with the University of Alabama Gadsden to develop a comprehensive needs assessment. Both entities reviewed data from the CIP, Census, ALSDE, NCES, Title 1 Plans, and District Strategic Plans to determine the community and academic needs of students and their families. Additionally, surveys were provided to students, parents, and school staff for the perceptual data information needed to make an informed decision.

GMS/EMS Strategies used to identify the need for out of school programs: A comprehensive needs assessment was conducted to ensure the best use of public resources. Key stakeholder (Parent Advisory Member, Math/ELA Teacher, Admin, EL teacher, Spec Ed Teacher, Reading Specialist, Asst Principal, student and district admin) viewpoints were blended into the process to ensure all activities were well-thought out and deliberate. Gadsden Middle School/Emma Sansom Middle School governed by the Gadsden City Board of Education worked closely with the 21st CCLC Advisory Committee to develop a comprehensive needs assessment - reviewing various data from reliable sources (CIP, Census, ACAP and Pre ACT Scores, NCES, Title I Plans, District Strategic Plan) to determine academic/community needs. In addition to data sources there were surveys and meetings with students, parents, and school staff.

The team met in May through ZOOM meetings and again in July to determine the specific needs to meet all of the CIP goals through an extended learning program. The lack of proficiency in basic skills is a result of losing several months of instruction due to CoVid while in the middle grades, and parents state they could not help with math. Online learning is not effective for low income students whose parents lack readiness skills themselves. EMS parents live in a lower income section of the city, many rely on govt assistance for housing. GMS is located in the center of Gadsden in a high crime area. Gadsden was ranking in the top five most dangerous cities, USA Today. However, there is a diverse group of students in GMS. These students are from a more affluent area and their scores are higher. To bridge the gap between the subgroups of students we prop a 21st CCLC that will prepare them all for "THE NEXT LEVEL" with Next Level U. Whether they want to go to college after high school, or to the world of work, we want to expose them to options. They can then decide to take AP classes in grade 9-12 or to enroll in the CTE program that best suits them. CTE awareness is needed at the middle school level.

GMS/ESMS worked closely with all partners/stakeholders, including students, parents, teachers. The principal was actively engaged and directly oversaw the development of the project. Meetings were held with the Title 1/CIP committees and surveys were distributed to students, parents & teachers. The results of meetings and surveys revealed the following: Teachers reported an overwhelming need for academic enrichment with homework support in Reading/Math and STEAM Parents advised about needs for reading with children at home, CTE Awareness, Life Skills, ELL services, physical fitness opportunities, & financial literacy (SoftSkills to Pay the Bills) Student requested STEAM (3D printing) robotics, music, sports, arts and CTE awareness

Gadsden is located in an urban fringe (northern area of Alabama) area that contains older shopping plazas, older depressed housing (low- income, subsidized housing) 92% students living in households receiving some type of public assistance. The schools also serves a minority community in which 48% of the population is Black 18% are Hispanic. Parents often need assistance with finding food pantries and some children are in shelters. There are many well- known neighborhood pockets with high crime, unemployment and homelessness. Some students live in a neighborhood referred to as "suitcase city" as families there are very transient. If rent cannot be made they move. According to the most current AL Behavioral Risk Factor Surveillance System (AL Dept.

Health, 2022), the surrounding county has disturbingly high weight rates, with 38% of the population overweight and 53% physically inactive or insufficiently active. Needs of Working Families Many families are juggling multiple low paying jobs Teachers of the school describe the parents as working 2 or 3 jobs.

Nightly routines of homework, reading and other educational activities are difficult to adhere to with unpredictable work schedules, low education levels & job demands. Parents lack resources and skills to help students at home where only 36 % of the parents have a high school diploma and only 11% completed a Bachelor's Degree (Census, 2020).

- Goal 1: Academic Enrichment Not Proficient 59% Math : 49% Reading Remediation 15:1/homework help/SRB program implementation/PD for staff
- Goal 2: Increased school day attendance 41% Truancy high Health/wellness awareness/Counseling, Enrichment, CTE lessons, STEM lessons/Job skills
- Goal 3: Increase Parent/Family Engagement 25% of parents attended school activities/Mental health referrals Weekly parenting/family sessions-Mental Health counseling/financial literacy/job training/ community resources
- Goal 4: Decrease discipline problems in regular school day 57% of students received disciplinary referrals/suspensions Counseling/Enrichment/ Goal 5: Implement STEAM 25% of Regular day teachers use STEAM STEAM emphasis Daily robotics, makerspace, STEAM career awareness Goal 6: Provide Service Learning Opportunities 18% of students are involved in Service Learning

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 data 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 to Meet Challenging State Academic Standards

In the area of math, both EMS and GMS students maintained and improved their scores. 51% maintained and improved their scores at EMS; 46 maintained or improved their scores at GMS. There were 22 days of math remediation offered at EMS; 110 days of homework and tutoring offered; and 82 days of STEM offered. There were roughly 77 participants in these activities at EMS. There were 133 days of homework and remediation offered at GMS; 82 days of STEM was offered. There were roughly 90 participants at GMS. At both EMS and GMS, parents, students, and teachers, by majority, believed the CLC's were helping the students achieve academic success. In ELA at both EMS and GMS the majority of students maintained or improve their scores; EMS maintained at 72%, GMS maintained at 58%. For ELA, EMS had over 4000 days where students participated in academic support; GMS had over 3500 days where students participated in academic support sessions.

Goal 2: Increase Attendance for the Regular School Day

Based on GPRA data, both schools had students who were meeting the state attendance rate at 90% or better. Both CLC sites offered students many hours of academic enrichment, drug and violence prevention counseling, healthy and active lifestyles, STEM, and well-rounded educational activities to help students develop a positive attitude toward attending school on a regular basis. The average daily attendance for the CLC at EMS was 41 days. The average participant attendance was 59 days. The average daily attendance for GMS was 44 days. The participant average daily attendance was 52 days. Parents, students, and teachers believed the CLC had a positive impact on maintaining student school day attendance.

Goal 3: Increase Parent and Family Engagement

EMS offered three parent nights; all three nights were attended by parents with up to 71% in attendance. GMS offered four parent nights; all four nights were attended by parents with attendance up to 48%. Both sites scheduled nights to engage with parents each quarter. Parent surveys indicated parents were satisfied with the offerings the CLCs made to connect with them. Parents also indicated they were pleased with the communications sent from both sites, and parents also felt the CLCs were doing a good job implementing their programs.

Goal 4: Improve Student Behavior Throughout the Regular School Day

Both EMS and GMS did not have any suspension data to report on their students. EMS provided 14 days of prevention programs and 36 days of character development. GMS provided 14 days of prevention programs and 33 days of character development. Students participated in roughly 268 days of prevention programs and 468 days of character development at EMS. Students participated in 106 days of prevention programs and 277 days of character development at GMS. Parents, students, and teachers indicated that at both sites the CLCs were doing a great job on behavioral strategies for their students.

Goal 5: Implement STEM Activities

Students indicated on the STEM survey they had high interest in technology, science, and engineering. There were lower interest percentages in math. Both CLC's offered STEAM, STEM, technology, and technology time for students. STEM was offered three days per week, and technology was offered 1 to 2 days per week. EMS had 70 students in STEM and 62 students in technology; GMS had 65 students in STEM and 52 students in technology. Based on parent and student surveys at both sites, the majority of students enjoyed the STEM offerings by the CLC's.

Goal 6: Provide Service Learning Opportunities

Both sites offered character development and service learning for their students. EMS had 56 participants in character education and 38 participants in service learning; GMS had 43 participants total in both character education and service learning. Both sites had students work with a local animal shelter and local VOW center. Students developed care packets for veterans as well as participated in Thanksgiving meal service. Based on student surveys, the majority of students felt they were allowed to make recommendations for their activities.

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
Emma Sansom Middle School	4	111	30	9	110
Gadsden Middle School	4	111	30	9	111

Table 2.2 Staffing

- Emma Sansom Middle
 - 1 Paid Administrator
 - 2 Paid School Day Teachers
 - 1 Paid Subcontracted Staff
- Gadsden Middle School
 - 1 Paid School Day Teachers
 - 4 Paid Other
- 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
- Emma Sansom Middle
 - Kaye Tinker
 - ACEA - 16 hours
 - Teacher Professional Development - 1 hour
 - Vachon Watts
 - Site Coordinator Training - 2 hours
 - Kaye Tinker
 - Afterschool Training - 2 hours
 - LaToya Laster

- Afterschool Professional Development - 1.5 hours
 - Vachon Watts
 - Kay Tinker
 - LaToya Laster
 - Kaye Tinker
 - 39.25 total hours of training including ACEA
- Gadsden Middle School
 - Teacher Professional Development - 1 hour
 - Cheslei Cambron
 - Kirsten Holland
 - Claire Hearn
 - Kevin Peterson
 - 21st Century Training - 1.75 hours
 - Brandy Newton
 - Site Coordinator Training - 2 hours
 - Brandy Newton
 - Afterschool Training - 2 hours
 - Brianna Roberson
 - Cilia Wise
 - Kevin Peterson
 - Brandy Newton
 - 39.25 total hours of training including ACEA
 - Afterschool Professional Development Training - 1.5 hours
 - Cheslei Cambron
 - Kirsten Holland
 - Brandy Newton
 - Kevin Peterson
- Staff Strengths/Challenges
 - Emma Sansom/Gadsden Middle
 - Strengths - GMS and EMS provide students with multiple opportunities in STEAM and academic support. They have a wonderful ROV and Scholars Bowl program at GMS/EMS. GMS/EMS provides numerous tutoring and academic support opportunities for its students.

- Challenges – GMS and EMS must compete with other afterschool programs, such as sports. However, they work tirelessly to secure the students they need to make the program successful at both CLC sites.

2.3 Activities

Gadsden Middle-Emma Sansom Middle Joint CLCs provided Academics, Career Exploration, Character Development/Service Learning, Fine Arts, Physical Activity, STEM, Technology and Homework Help/ Tutoring to their participants. A complete listing for each site is provided below in Table 2.4

Table 2.4 Activities

Emma Sansom Middle School

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Math and Reading Remediation	Academics/Enrichment	All Students	2 days/week 30 min/day 10 days	Staff
Math and Reading Remediation	Academics/Enrichment	All Students	2 days/week 30 min/day 12 days	Staff
Career Exploration	Career Exploration	All Students	1 day/week 30 min/day 9 days	Staff
Career Lesson 2	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Career Lesson 3	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Cultural Diversity Lesson 3	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy Lesson 4	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy 2	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy Lesson 4	Career Exploration	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
Character Counts and Career Readiness	Character Development/ Service Learning	All Students	2 days/week 30 min/day 9 days	Staff
Character Counts/ Career Readiness/ Services	Character Development/ Service Learning	All Students	2 days/week 30 min/day 18 days	Staff
Character Education/ Service Learning	Character Development/ Service Learning	All Students	1 day/week 30 min/day 9 days	Staff
Cultural Diversity 2	Character Development/ Service Learning	All Students	1 day/week 30 min/day 1 day	Staff
Fine Arts	Fine Arts (sculpting, painting, literature, architecture, theater, etc.	All Students	3 days/week 30 min/day 27 days	Staff
Music/Drama	Fine Arts (sculpting, painting, literature, architecture, theater, etc.	All Students	2 days/week 30 min/day 2 days	Staff
Homework/Tutoring	Homework/ Tutoring	All Students	4 days/week 30 min/day 111 days	Staff
Family Night Math Night	Parent Orientation/ Parent Events	All Students & Parents	1 day/week 30 min/day 1 day	Staff
Family Night with Jim Jones	Parent Orientation/ Parent Events	All Students & Parents	1 day/week 75 min/day 1 day	Staff
Family Fitness Time	Physical Activity	All Students	1 day/week 30 min/day 1 day	Staff
Physical Education Lesson	Physical Activity	All Students	1 day/week 30 min/day 1 day	Staff
Physical Education Sports Camp	Physical Activity	All Students	1 day/week 60 min/day 4 days	Staff

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Sports Camp	Physical Activity	All Students	1 day/week 60 min/day 3 days	Staff
Bullying Lesson 2	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 1 day	Staff
Bullying Lesson 3	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 1 day	Staff
Bullying/ Drug Prevention	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 10 days	Staff
Drugs Lesson 2	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 1 day	Staff
Drugs Lesson 3	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 1 day	Staff
Enrichment (Weekly Enrichment Schedule)	Recreational Enrichment including Art, PE, Music, Technology, Etc	All Students	4 days/week 30 min/day 74 days	Staff
Tech Time	Recreational Enrichment including Art, PE, Music, Technology, Etc	All Students	1 day/week 30 min/day 9 days	Staff
Nutrition 2	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson 3	Snack/Nutrition	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
Nutrition Lesson 4	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	Staff
Snack Time	Snack/Nutrition	All Students	4 days/week 30 min/day 111 days	Staff
STEAM/STEM Enrichment	STEAM-STEM Activities	All Students	3 days/week 30 min/day 27 days	Staff
STEM	STEAM-STEM Activities	All Students	3 days/week 30 min/day 55 days	Staff
STEM Career Program	STEAM-STEM Activities	All Students	1 day/week 30 min/day 1 day	Staff
Tech Time/Library	STEAM-STEM Activities	All Students	1 day/week 30 min/day 19 days	Staff
Technology Lesson 2	STEAM-STEM Activities	All Students	1 day/week 30 min/day 1 day	Staff
Technology Lesson 4	STEAM-STEM Activities	All Students	1 day/week 30 min/day 1 day	Staff

Gadsden Middle School

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Career Lesson 2	Career Exploration	All Students	1 day/week 30 min/day 9 days	Staff
Career Lesson 3	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Career Prep	Career Exploration	All Students	1 day/week 30 min/day 13 days	Staff
Cultural Diversity Lesson 3	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Environmental Literacy Lesson	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Financial Literacy Lesson	Career Exploration	All Students	1 day/week 30 min/day 1 day	Staff
Character Counts and Service Learning	Character Development/ Service Learning	All Students	2 days/week 30 min/day 19 days	Staff
Character Education	Character Development/ Service Learning	All Students	1 day/week 30 min/day 12 days	Staff
Drug Lesson 2	Character Development/ Service Learning	All Students	1 day/week 30 min/day 1 day	Staff
Drug Lesson 3	Character Development/ Service Learning	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
Fine Arts	Fine Arts (sculpting, painting, literature, architecture, theater, etc.	All Students	3 days/week 30 min/day 38 days	Staff
Homework/Math & Literacy Remediation	Homework/Tutoring	All Students	4 days/week 30 min/day 52 days	Staff
Homework/Tutoring	Homework/Tutoring	All Students	4 days/week 30 min/day 59 days	Staff
Math and Reading Remediation	Homework/Tutoring	All Students	2 days/week 30 min/day 22 days	Staff
Family Night Event	Parent Orientation/ Parent Events	All Students & Parents	1 day/week 30 min/day 1 day	Staff
Family Night Math Night	Parent Orientation/ Parent Events	All Students & Parents	1 day/week 30 min/day 1 day	Staff
Family Night with Jim Jones	Parent Orientation/ Parent Events	All Students	1 day/week 75 min/day 1 day	Staff
Bullying Lesson 3	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 1 day	Staff
Bullying/ Drug Prevention	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 14 days	Staff
Enrichment (Weekly Enrichment Schedule)	Recreational Enrichment including Art, PE, Music, Technology, Etc	All Students	4 days/week 30 min/day 59 days	Staff

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
PE/Sports Camp	Recreational Enrichment including Art, PE, Music, Technology, Etc	All Students	1 day/week 60 min/day 14 days	Staff
Physical Education Lesson	Recreational Enrichment including Art, PE, Music, Technology, Etc	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson 3	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	Staff
Nutrition Lesson 4	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	Staff
Snack	Snack/Nutrition	All Students	4 days/week 30 min/day 111 days	Staff
STEM/STEM Activities	STEAM-STEM Activities	All Students	3 days/week 30 min/day 38 days	Staff
STEM	STEAM-STEM Activities	All Students	3 days/week 30 min/day 44 days	Staff
Tech Time	Technology	All Students	1 day/week 30 min/day 13 days	Staff
Tech Time/Library	Technology	All Students	1 day/week 30 min/day 14 day	Staff
Technology Lesson 2	Technology	All Students	1 day/week 30 min/day 1 day	Staff
Technology Lesson 4	Technology	All Students	1 day/week 30 min/day 1 day	Staff

3.0 Demographic Information

Table 3.1 Grant Data
Emma Sansom Middle

From Grant Application	Data
Grades served	6-8
Number of students proposed	66
Number of families proposed to serve	45

Gadsden Middle

From Grant Application	Data
Grades served	6-8
Number of students proposed	66
Number of families proposed to serve	45

Table 3.2 Participant Attendance
Emma Sansom Middle

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6 th grade	26
Kindergarten	0	7 th grade	36
1 st grade	0	8 th grade	15
2 nd grade	0	9 th grade	0
3 rd grade	0	10 th grade	0
4 th grade	0	11 th grade	0
5 th grade	0	12 th grade	0
Total	0	Total	77

Gadsden Middle

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6 th grade	32
Kindergarten	0	7 th grade	35
1 st grade	0	8 th grade	27
2 nd grade	0	9 th grade	0
3 rd grade	0	10 th grade	0
4 th grade	0	11 th grade	0
5 th grade	0	12 th grade	0
Total	0	Total	94

Table 3.3 Grade Levels by Hour Band
Emma Sansom

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
6 th grade	0	5	8	13	0	0	26
7 th grade	5	5	12	14	0	0	36
8 th grade	4	6	3	2	0	0	15
9 th grade	0	0	0	0	0	0	0
10 th grade	0	0	0	0	0	0	0
11 th grade	0	0	0	0	0	0	0
12 th grade	0	0	0	0	0	0	0
Hour Band Total	9	16	23	29	0	0	77

Gadsden Middle

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
6 th grade	5	8	6	13	0	0	32
7 th grade	7	11	9	8	0	0	35
8 th grade	5	9	5	8	0	0	27
9 th grade	0	0	0	0	0	0	0
10 th grade	0	0	0	0	0	0	0
11 th grade	0	0	0	0	0	0	0
12 th grade	0	0	0	0	0	0	0
Hour Band Total	17	28	20	29	0	0	94

Table 3.4 Race & Ethnicity
Emma Sansom

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	0	1
Black or African American	0	40
Hispanic or Latino	0	3
Native Hawaiian or Pacific Islander	0	0
White	0	30
Two or More Races	0	1
Data Not Provided	0	2

Gadsden Middle

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	2
Asian	0	2
Black or African American	0	60
Hispanic or Latino	0	8
Native Hawaiian or Pacific Islander	0	0
White	0	20
Two or More Races	0	0
Data Not Provided	0	2

Table 3.5 Participant Gender
Emma Sansom Middle

Gender	Total PreK-5	Total 6th-12th
Male	0	42
Female	0	35
Data Not Provided	0	0

Gadsden Middle

Gender	Total PreK-5	Total 6th-12th
Male	0	57
Female	0	37
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
Emma Sansom Middle**

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	2
Students who are economically disadvantaged	0	60
Family members of participants served	0	51

Gadsden Middle

Category	Total PreK-5	Total 6th-12th
Students who are English learners	0	5
Students who are economically disadvantaged	0	77
Family members of participants served	0	85

**Table 3.7 Student Grade Report (Aggregate)
Emma Sansom Middle**

School	Grading Period	Subject	Grade	Total Student	
Emma Sansom Middle School	1st Semester	English/ Reading	<70	7	8.86%
			70-79	14	17.72%
			80-89	30	37.97%
			>=90	25	31.35%
			No grade data	3	3.8%
Emma Sansom Middle School	2nd Semester	English/ Reading	<70	8	10.13%
			70-79	13	16.46%
			80-89	18	22.78%
			>=90	37	46.84%
			No grade data	3	3.80%
Emma Sansom Middle School	1st Semester	Math	<70	13	16.46%
			70-79	20	25.32%
			80-89	22	27.85%
			>=90	21	26.58%
			No grade data	3	3.80%
Emma Sansom Middle School	2nd Semester	Math	<70	9	11.39%
			70-79	22	27.85%
			80-89	26	32.91%
			>=90	19	24.05%
			No grade data	3	3.80%
Total				79	100%

Gadsden Middle

School	Grading Period	Subject	Grade	Total Student	
Gadsden Middle School	1st Semester	English/ Reading	<70	14	15.05%
			70-79	21	22.58%
			80-89	19	20.43%
			>=90	32	34.41%
			No grade data	7	7.53%
Gadsden Middle School	2nd Semester	English/ Reading	<70	12	12.90%
			70-79	17	18.28%
			80-89	19	20.43%
			>=90	39	41.94%
			No grade data	6	6.45%
Gadsden Middle School	1st Semester	Math	<70	28	30.11%
			70-79	13	13.98%
			80-89	22	23.66%
			>=90	23	24.73%
			No grade data	7	7.53%
Gadsden Middle School	2nd Semester	Math	<70	14	12.90%
			70-79	23	18.38%
			80-89	21	20.43%
			>=90	29	41.94%
			No grade data	6	6.45%
Total				93	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	
	#	%	#	%	#	%	#	%	#	%
Emma Sansom Middle School	77	100%	1	1.30%	44	57.14%	4	5.19%	28	36.56%
Gadsden Middle School	87	100%	3	3.45%	45	51.72%	4	4.6%	35	40.23%

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	
	#	%	#	%	#	%	#	%	#	%
Emma Sansom Middle School	77	100%	0	0%	40	51.95%	4	5.19%	33	42.86%
Gadsden Middle School	87	100%	4	4.6%	51	58.62%	2	2.30%	30	34.48%

4.0 GPRA Results

For Gadsden Middle and Emma Sansom, the grant had six goals and a number of objectives for each goal. Evaluation questions were constructed to answer questions concerning the evidence the grant was implemented as stated in the goals and objectives at each site. Answers to the questions are provided as a summary below.

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

Goal 1A: Improve achievement in Math.

1. Did 25% of students maintain or increase their grades in math during the school year as seen on reports cards at the end of the school year? **51% improved (EMS); 46% improved (GMS)**
2. What lessons or activities are designed throughout the year to promote math grades? How often do students attend? **Both sites provided math & reading remediation, homework/tutoring, STEM - over 100 days for each site.**
3. What success has been shown on surveys and/or other measurements? **Both sites' surveys showed the majority of parents, students, and teachers felt improvements were made in math by students who participated in the CLCs.**

Goal 1B: Improve achievement in ELA (Literacy/English) 475 not proficient in ELA

1. Did 25% of students maintain or increase their grades in ELA during the school year as seen on report cards at the end of the school year? **72% maintained or improved (EMS); 58% maintained or improved (GMS).**
2. What lessons or activities are designed throughout the year to promote ELA grades? **Both sites provided math & reading remediation, homework/tutoring, STEM - over 100 days for each site.**
3. How often do students attend? **EMS - over 4000 participant days; GMS - over 3500 participant days.**
4. What success has been shown on surveys and/or other measurements? **Both sites surveys indicated parents, students, and teachers felt improvements were made in reading grades of CLC students.**

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

1. Did 50% of regular participants meet or exceed the districts average rate of school day attendance by the end of the school year? **Neither CLC site had large attendance issues reported in GPRA.**
2. What activities are designed to address school day attendance in the after-school program? **Both sites provided academic enrichment, prevention and counseling, healthy and active lifestyles, STEM, and well-rounded education activities.**
3. How has this impacted students? **EMS had 77 participants; GMS had 94 participants.**
4. What success has been shown on surveys and/or other forms of qualitative data? **Both sites' surveys indicated teachers, parents, and students felt the CLC made an impact on student school attendance.**

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

1. Did parents increase attendance to parent involvement activities by 20% by the end of the school year? **Both sites' parental attendance rate was greater than 25% for all events.**

2. What parental involvement activities were provided? How many times? **EMS offered 3 events; GMS offered 4 events.**
3. What actions were taken to promote parental involvement? **Each site offered parental involvement events at night for parents to attend.**
4. How was this perceived by parents through parental surveys? **Both sites' surveys indicated parents were happy with CLC communications with them, parental involvement engagements with them, and the CLC. [EMS (n-11); GMS (n-40)]**

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

1. Did the in school suspensions reduce by 20% by the end of the school year? **No suspension data at either site to report.**
2. What activities are provided in the afterschool program to help students with behavioral issues? **Prevention programs, counseling, and character development/service learning sessions.**
3. How is the impact measured? **Each site had many sessions and participants for these activities.**
4. How was this perceived by teachers, parents, and students in survey results? **Both sites' surveys indicated parents, teachers, and students felt the CLC impacted student behavior.**

Goal 5: Implement STEM activities Lack of STEM in regular school day

1. Did 60% of students report a medium to high level of interest/engagement in STEM activities on surveys? **Both sites' survey (n-46) showed high interest in science, technology, engineering, art, and math. However, math fell below 60% (54%).**
2. What types of STEM activities are provided? **STEM Enrichment, Career, and Technology**
3. How often are they provided? **STEM - 3 days per week; Technology - 1 to 2 days per week.**
4. What students are required to participate? **EMS (up to 72 participants); GMS (up to 65 participants).**
5. How are STEM activities perceived by students and parents? **Both sites' surveys indicated parents and students felt the students enjoyed the STEM activities. GMS had higher percentages than EMS.**

Goal 6: Provide Service Learning Opportunities Community Need

1. Did 30% of students participate in Service Learning by the end of the school year? **56 students at EMS; 43 Students at GMS**
2. What types of service learning projects are provided? **VOW packets and visits to Animal Shelter.**
3. How well do the students respond to them? **Students sent pictures of them making Veteran packets.**
4. What are the perceptual feelings of students concerning the service learning projects? **Students felt at both sites they were able to make suggestions on activities at the CLC.**

Percentage of Participants Improving on Reading/Language Arts State Assessments

**Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):
Emma Sansom/Gadsden Middle**

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.	17	28	20	29	0	0
For how many of these students do you have outcome data to report?	0	0	2	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	2	0	0	0

Percentage of Participants Improving on Mathematics State Assessments

**Table 4.2 GPRA Measure (State Assessment - Mathematics)
Emma Sansom/Gadsden Middle**

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.	17	28	20	29	0	0
For how many of these students do you have outcome data to report?	0	0	2	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	2	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)
Emma Sansom/Gadsden Middle

	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.	12	20	14	16	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)
Emma Sansom/Gadsden Middle

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.	17	28	20	29	0	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	1	0	0	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	1	0	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)
Emma Sansom/Gadsden Middle

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	17	28	20	29	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	0	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	0	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)
Emma Sansom/Gadsden Middle

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
Emma Sansom

Activity Category	Participants Attended	Total Hours Offered
Family Night Math Night	45	30 min
Family Night with Jim Jones	10	1.25 hours

Gadsden Middle

Activity Category	Participants Attended	Total Hours Offered
Family Night Event	35	30 min
Family Night Math Night	37	30 min
Family Night with Jim Jones	67	1.25 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: Improve achievement in Math.				
Obj: At least 25% will maintain and/or increase their grades (GPA) in math during the school year as measured by report card grades by May 23				
1. Did 25% of students maintain or increase their grades in math during the school year as seen on reports cards at the end of the school year?				
Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Academics, Homework, Tutoring	Semester grades	All year	51% maintained or improved	<p>Observations: Students met the objective for math to maintain or make improvements.</p> <p>Recommendations: Great job! Keep up the good work in providing students with support and strategies to improve their math skills.</p>
GMS- Homework, Math & reading remediation	Semester grades	All year	46% maintained or improved	<p>Observations: Students met the objective for math maintenance and improvement.</p> <p>Recommendations: Great job. Keep up the great work in providing students with support and strategies to improve their math skills.</p>

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

2. What lessons or activities are designed throughout the year to promote math grades? How often do students attend?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	CLC Offerings	All year	<p>Math and Reading Remediation - 22 days; 40 participants</p> <p>Financial Literacy - 2 days; 25 participants</p> <p>Homework/Tutoring - 110 days; 77 participants</p> <p>STEM - 82 days; 72 participants</p>	<p>Observations: This CLC site provided students with several days of math remediation, homework, and tutoring. In addition, the site provided students with STEM activities for 82 days.</p> <p>Recommendations: Continue providing students with daily homework help and tutoring. Make sure students get fluency checks and other strategies provided to them so they are able to keep up with mastery level work on their grade level each year. Great job!</p>
GMS- Homework, Math & reading remediation	CLC Offerings	All year	<p>Financial Literacy - 2 days; 19 students</p> <p>Homework and Remediation - 133 days; 90 participants</p> <p>STEM - 82 days; 65 participants</p>	<p>Observations: The CLC site provided students with literacy, homework remediation, and STEM to help them strengthen their math skills.</p> <p>Recommendations: Continue providing students with homework, help and remediation, so they can strengthen their skills in mathematics. In addition to homework and remediation, provide students with tips, strategies, and practice for state assessments. Great job!</p>

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

3. What success has been shown on surveys and/or other measurements?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	Teacher, Parent, Student surveys	All year	<p>Parent (n-11) 82% believe child's math has improved</p> <p>Student (n-27) 70% believe math has improved since attending CLC.</p> <p>Teacher (n-51) 61% of students improved academically</p>	<p>Observations: Both parents and students believed, by majority, there were improvements in math that could be directly aligned to the CLC offerings.</p> <p>Recommendations: Great job! Parents, students, and teachers all indicated improvements were made in math skills that could be tied to the CLC offerings. Continue working with students to strengthen their math skills each year. Do not forget to align your work with students to state assessments and state standards, as well as course work objectives. Great job.</p>

Goal 1: Provide Academic Enrichment and remediation to meet challenging state academic standards				
GMS- Homework, Math & reading remediation	Teacher, Parent, Student surveys	All year	<p>Parent (n-40) 100% believed their child's improved in math.</p> <p>Student (n-62) 100% believed their math scores improved after attending CLC.</p> <p>Teachers (n-93) 96% of students made academic improvements.</p>	<p>Observations: 100% of parents and students indicated the CLC helped them improve math scores. Teachers indicated 96% of students improved academically.</p> <p>Recommendations: Wow! This is great. It appears students and parents truly believe the CLC is doing everything it can to help them improve their math scores. Whatever you are doing, keep doing it. This is amazing to find so many parents and students at the middle school level so complementary of what the CLC has done. Great job.</p>

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

Goal 1B: Improve achievement in ELA (Literacy/English) 475 not proficient in ELA

Obj: At least 25% of students will increase their ELA grade during the school year based on report card grades by May 23

1. Did 25% of students maintain or increase their grades in ELA during the school year as seen on report cards at the end of the school year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	Semester grades	All year	72% maintained or improved	<p>Observations: A majority of students improved their semester grades in ELA.</p> <p>Recommendations: Great job. It appears most students improved their ELA grades during the school year. Continue doing what you were doing to support your middle school students in their reading and grammar grades. Don't forget to align your strategies and tips during CLC time with grade level expectations and state standards.</p>
GMS- Homework, Math & reading remediation	Semester grades	All year	58% maintained or improved	<p>Observations: It appears the majority of students improved in grammar and reading.</p> <p>Recommendations: Great job! Continue working with your students to improve their English, reading, and grammar. However, don't forget writing skills as well. Also, align your tips, strategies, homework help, and remediation to state standards and grade level expectations for students. Great job.</p>

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

2. What lessons or activities are designed throughout the year to promote ELA grades?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	CLC Offerings	All year	Math and Reading Remediation - 21 days Homework & Tutoring - 110 days	<p>Observations: The CLC offered several days of remediation and tutoring to promote ELA strategies and skills.</p> <p>Recommendations: Great job! Students had ample opportunity to improve their reading, writing, and grammar skills at the CLC. Keep doing what you are doing to support your students as they learn and grow in English/language arts.</p>
GMS- Homework, Math & reading remediation	CLC Offerings	All year	Homework/Math & Literacy Remediation - 133 days	<p>Observations: The CLC site provided students with over 100 days of homework help and remediation for English/language arts.</p> <p>Recommendations: Students were given ample opportunity to improve their English, reading, and writing during CLC time each day. However, make sure you continue to provide students with strategies, tips, and practice to improve their skills on state assessments and grade level expectations. Great job!</p>

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

3. How often do students attend?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	CLC Offerings	All year	<p>Math and Reading Remediation - 203 participant days; 33-40 participants</p> <p>Homework/Tutoring - 4,012 participant days - 77 participants</p>	<p>Observations: This CLC provided students with remediation, homework, and tutoring. Students responded by participating many days in all areas of remediation, tutoring, and homework.</p> <p>Recommendations: Great job! There are over 4000 days in which students received homework and tutoring help at the CLC site. Keep doing what you are doing to support students and families by providing an atmosphere and help for students. I know this is so impactful for families, as many are struggling on a daily basis just to make ends meet. I give you highest accolades for all that you do!</p>

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

GMS- Homework, Math & reading remediation	CLC Offerings	All year	Homework/Math & Literacy Remediation - 3569 days; 66-64-48 participants throughout year.	<p>Observations: The CLC site provided students with many days of homework help and remediation, and students responded by participating with over 3500 days.</p> <p>Recommendations: Wow! Students responded with over 3500 days in which they asked for help in homework and remediation. Keep doing such a great job and providing students with the atmosphere, environment, and support system to complete their work before going home. I know this is so impactful for families, as many are struggling on a daily basis just to make ends meet. I give you highest accolades for all that you do!</p>
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Goal 1: Provide Academic Enrichment and remediation to meet challenging state academic standards

4. What success has been shown on surveys and/or other measurements?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS-Academics, Homework, Tutoring	Teacher, Parent, & Student Surveys	All year	<p>Parents (n-11) 91% believed reading improved.</p> <p>Students (n-27) 63% believed their reading improved after attending CLC.</p> <p>Teacher (n-51) 61% of students made academic improvements.</p>	<p>Observations: Parents, students, and teachers believe the CLC had a direct link in helping students improve their reading scores.</p> <p>Recommendations: Never think that what you do does not matter. Each child who was supported by you this year was able to make progress in reading. There is no greater job in this world than to teach a child how to read. You all have done this! Great job.</p>
GMS- Homework, Math & reading remediation	Teacher, Parent, & Student Surveys	All year	<p>Parents (n-40) 100% believed their children's reading grades improved.</p> <p>Student (n-62) 100% believed their reading grades improved after attending CLC.</p> <p>Teacher (n-51) 96% of students made academic improvements</p>	<p>Observations: Parents, students, and teachers all indicated students made progress in reading this year at the CLC.</p> <p>Recommendations: I give you highest accolades for your work in helping students learn the value and the art of reading. Keep doing what you were doing. Let no one tell you this work isn't important. Teaching a child to read is one of the greatest gifts you can ever give someone. Great job! Keep working. Don't stop.</p>

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

Obj: At least 50% of regular participants will meet/exceed the district's average rate of school day attendance by May 23 (FY22 baseline)

1. Did 50% of regular participants meet or exceed the districts average rate of school day attendance by the end of the school year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Academic Enrichment; Drug & Violence Prevention and Counseling; Healthy & Active Lifestyles; STEM; Well-rounded Education Activities	GPRA	All year	94 students reported from EMS/GMS 1 student needed improvement; 1 student improved. 100% complete	Observations: According to GPRA data, students did well in attendance with only one needing to improve, and that improvement was met. Recommendations: Great job. Keep promoting attendance among your students in both the CLC and the classroom. Students, when motivated, will come to school if possible. We can do what is necessary to provide them with motivation.
GMS- Academic Enrichment; Drug & Violence Prevention & Counseling; Healthy & Active Lifestyle; STEM; Well-rounded Education Activities	GPRA	All year	94 students reported from EMS/GMS 1 student needed improvement; 1 student improved. 100% complete	Observation: According to GPRA data, students did well in attendance with only one needing to improve, and that improvement was met. Recommendations: Great job. Keep working with your students to ensure they understand attendance is important for school and for the CLC. Students will respond when properly motivated. Make sure your activities inspire them to attend school and your CLC site.

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

2. What activities are designed to address school day attendance in the after-school program?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Academic Enrichment; Drug & Violence Prevention and Counseling; Healthy & Active Lifestyles; STEM; Well-rounded Education Activities	CLC Offerings	All year	<p>Academic Enrichment -67 hours; 77 participants</p> <p>Drug & Violence Prevention & Counseling - 7 hours; 56 participants</p> <p>Healthy & Active Lifestyles - 107 hours; 77 participants</p> <p>STEM - 52 hours; 76 participants</p> <p>Well-rounded Education Activities - 41 hours; 75participants</p>	<p>Observations: The CLC offered mini sessions for students to help them become motivated to attend school, as well as the CLC.</p> <p>Recommendations: Great job on providing students with enrichment as well as prevention and counseling. I also love that you added healthy and active lifestyles so students have an opportunity to release energy. I love the STEM opportunities and other activities to help students become motivated to excel in their core subjects as well as other subjects, preparing them for college and career readiness.</p>
GMS- Academic Enrichment; Drug & Violence Prevention & Counseling; Healthy & Active Lifestyle; STEM; Well-rounded Education Activities	CLC Offerings	All year	<p>Academic Enrichment - 83 hours; 77 participants</p> <p>Drug & Violence Prevention & Counseling - 8 hours; 47 participants</p> <p>Healthy & Active Lifestyles - 101 hours; 94 participants</p> <p>STEM - 56 hours; 76 participants</p> <p>Well-rounded Education Activities - 29 hours; 71 participants</p>	<p>Observations: CLC provided students with academic enrichment, counseling and prevention, healthy and active lifestyles, STEM, and well-rounded activities.</p> <p>Recommendations: Great job! I love the many activities for students to grow and develop, socially, emotionally, and academically. I really like the fact you add healthy and active lifestyles as well as STEM as part of your CLC time. Continue doing what you are doing to prepare your students for college and/or career readiness. Great job.</p>

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

3. How has this impacted students?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Academic Enrichment; Drug & Violence Prevention and Counseling; Healthy & Active Lifestyles; STEM; Well-rounded Education Activities	Participant hours	All year	77 Attendees ADA - 41 Participant Average Days Attd: 59 Hours Attd: 74	<p>Observations: There were 77 students registered. Students attended on average 41 days. Student average was around 59 days.</p> <p>Recommendations: I love that students wanted to attend the CLC each day they attended. Middle school students are often more difficult to get to stay in afterschool programs due to their responsibilities at home and peer pressure. It would seem you all have been able to motivate students to stay in the CLC program and receive extra help they need as well as participate in stimulating activities. Great job.</p>

Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

GMS- Academic Enrichment; Drug & Violence Prevention & Counseling; Healthy & Active Lifestyle; STEM; Well-rounded Education Activities	Participant hours	All year	94 Attendees ADA - 44 Participant Average Days Attd: 52 Hours Attd: 64	<p>Observations: There were 94 attendees with an average daily attendance of 44 days. The participant average number days was 52, and the number of hours they attended on average was 64 per student.</p> <p>Recommendations: I realize how difficult it is to get middle school students to stay after school. Much of this is due due to family responsibilities, as well as peer pressure. The fact you have so many attendees with so many average days of attendance is amazing. Great job! Keep doing what you are doing to motivate your middle school students to attend the CLC program.</p>
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Goal 2: Increase Attendance for the regular school day High truancy 70% truancy

4. What success has been shown on surveys and/or other forms of qualitative data?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Academic Enrichment; Drug & Violence Prevention and Counseling; Healthy & Active Lifestyles; STEM; Well-rounded Education Activities	Teacher, Parent & Student Surveys	All year	<p>Parents (n-11) 73% believed child's attendance improved.</p> <p>Student (n-27) 59% believe their attendance improved</p> <p>Teacher (n-51) 76% made improvements in classroom attendance</p>	<p>Observations: It appears the majority of parents and students believe the CLC was a direct influence over student attendance to school.</p> <p>Recommendations: Keep doing what you were doing to influence students to attend the CLC in after school. Also continue to make connections with parents and classroom teachers to show them the value of the children attending the CLC. Great job.</p>
GMS- Academic Enrichment; Drug & Violence Prevention & Counseling; Healthy & Active Lifestyle; STEM; Well-rounded Education Activities	Teacher, Parent & Student Surveys	All year	<p>Parents (n-40) 100% believed their child's attendance improved.</p> <p>Students (n-62) 98% believed their school attendance improved because of CLC.</p> <p>Teachers (n-93) 93% of students made improvements on school attendance.</p>	<p>Observations: Parents and students see the value of the CLC and its influence on school day attendance. Teachers also indicated students made improvement on classroom attendance.</p> <p>Recommendations: Great job on connecting with parents, students, and teachers,. Continue what you were doing to show the value of the CLC's offerings to students. Make connections with parents and school day teachers and share with them your vision to assist the students in gaining more academic improvements.</p>

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

Obj: Increase parent involvement activities/family engagement of regularly participating students' parents by 20% as evidenced on EZ Reports data (baseline 22 EZ Reports data)

1. Did parents increase attendance to parent involvement activities by 20% by the end of the school year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Parent Events & Surveys	Parent Events	All year	Event 1 - 34% Event 2 - 71% Event 3 - 32%	<p>Observations: There were three events provided to parents for this year.</p> <p>Recommendations: Continue to provide parents with quality after school events and encourage them to participate with their students. I know it is difficult to get middle school students and their parents to attend after school events; however, it is doable when we use motivating and stimulating activities, programs, and workshops. Great job.</p>
GMS- Parent Events & Surveys	Parent Events	All year	Event 1 - 26% Event 2 - 32% Event 3 - 29% Event 4 - 48%	<p>Observations: This CLC site provided for events for parents.</p> <p>Recommendations: Great job on providing parents with afterschool activities in which they could respond to the CLC and see what their students are doing in after-school. I know middle school parents often are harder to get to come to after-school events; but when you motivate them and give them incentives to see what their students are doing, they will come. Great job.</p>

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

2. What parental involvement activities were provided? How many times?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Parent Events & Surveys	Parent Events	All year	Three Parent Night Events Scheduled	<p>Observations: There were three nights scheduled.</p> <p>Recommendations: Continue providing quality after school events for parents and students. When you can give students activities for their parents to see and showcase their work, parents often respond well. Great job.</p>
GMS- Parent Events & Surveys	Parent Events	All year	Four Parent Night Events Scheduled	<p>Observations: There were four nights prepared for parents at the CLC with events concerning the afterschool program.</p> <p>Recommendations: Continue doing what you were doing to get parents to come to your afterschool events. While it is difficult to motivate them after long days and hard work, parents will respond when you provide them with opportunities to see what their children are doing and how they are successful in after school. Great job.</p>

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

3. What actions were taken to promote parental involvement?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Parent Events & Surveys	Parent Events & Parent Surveys	All year	3 parent events Surveys (n-11)	<p>Observations: Parents responded to surveys at the CLC site quite well.</p> <p>Recommendations: I encourage you to solicit more parent involvement in surveys each year. The more you know about the parents' perceptions of the CLC program, the more you're able to make the modifications and adjustments needed to have a better program.</p>
GMS- Parent Events & Surveys	Parent Events & Parent Surveys	All year	4 parent events Surveys (n-40)	<p>Observations: Parents responded to the surveys at the CLC quite well.</p> <p>Recommendations: I encourage you to solicit more parental responses each year. The more you know about parental perceptions of the CLC, the more you were able to fine-tune and make adjustments that will make your CLC even greater. Great job.</p>

Goal 3: Increase parent and family engagement 25% of parents participate in parent/family activities

4. How was this perceived by parents through parental surveys?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Parent Events & Surveys	Parent Surveys	All year	<p>Parent Survey (n-11)</p> <p>100% are happy with CLC communications with them.</p> <p>91% are pleased with CLC parent involvement events</p> <p>100% are satisfied with CLC program.</p>	<p>Observations: Parents responded very well to all that was offered to them, the communications with them, and the overall program.</p> <p>Recommendations: I give you high accolades for the positive results you got from your parental responses. Keep doing what you're doing to make connections with your parents. It seems to be working in your favor.</p>
GMS- Parent Events & Surveys	Parent Surveys	All year	<p>Parent Survey (n-40)</p> <p>100% are happy with CLC communications with them.</p> <p>100% are pleased with CLC parental involvement opportunities.</p> <p>100% are satisfied with CLC program.</p>	<p>Observations: Parents responded well to the CLC. Not only did they have high responses, they also had very positive responses. No one indicated problems or issues with the CLC.</p> <p>Recommendations: Great job! Parents responded so well to your survey. You've done a great job in gathering data that will help you improve your CLC site through their perceptions. Even though they gave you high marks in all areas, do what you can to continue to improve your site.</p>

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

Obj: Decrease number of in school suspensions of regularly participating students by 20% each semester as evidenced from baseline (FY 22 SIR data)

1. Did the in school suspensions reduce by 20% by the end of the school year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Prevention Programs & Activities; Character Education/ Service Learning	GPRA	All year	EMS/GMS - Collectively 94 participants; no suspension data to report	<p>Observations: There was no suspension data to report on any students at the CLC.</p> <p>Recommendations: Great job helping with the behavior of students at your CLC. Keep doing what you're doing to provide them with character education and prevention programs. What you were doing seems to be working.</p>
GMS- Prevention Programs & Activities; Character Education/ Service Learning	GPRA	All year	EMS/GMS - Collectively 94 participants; no suspension data to report	<p>Observations: There was no suspension data to report on any student at the CLC.</p> <p>Recommendations: Great job on what you are doing with your students and helping them develop good character and good behavior. Keep doing what you're doing. It seems to be working for you.</p>

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

2. What activities are provided in the afterschool program to help students with behavioral issues?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Prevention Programs & Activities; Character Education/ Service Learning	CLC Offerings	All year	Prevention Programs and Activities - 14 days Character Development/Service Learning - 36 days	Observations: The CLC provided prevention programs, character development, and service learning for students. Recommendations: It seems the CLC spent time with students in developing their character, providing them service learning training, and prevention programs that will help them when they are struggle. Continue doing what you were doing to work with your students so that disciplinary referrals continue to decrease and become nonexistent. Great job.
GMS- Prevention Programs & Activities; Character Education/ Service Learning	CLC Offerings	All year	Prevention Programs and Activities - 14 days Character Development/Service Learning - 33 days	Observations: This CLC offered prevention programs, character, development, and service learning. Recommendations: Continue to provide your students with the types of programs and activities that will help them develop their character. Discipline problems will continue to decrease and become non-existence when students are given the opportunities to build leadership skills, team-building, skills, and social emotional intelligence. Great job on what you have done!

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

3. How is the impact measured?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Prevention Programs & Activities; Character Education/ Service Learning	Student participation	All year	Prevention Programs and Activities - 147 participants in sessions; 268 days Character Development/Service Learning - 147 participants in all sessions; 468 days	Observations: Students participated in many days of prevention and character development. Recommendations: Great job on what you all have done to help students in character development skills they need, as well as service learning and prevention programs. Keep doing such a great job at your CLC!
GMS- Prevention Programs & Activities; Character Education/ Service Learning	Student participation	All year	Prevention Programs and Activities - 54 participants in sessions; 106 days Character Development/Service Learning - 104 participants in all sessions; 277 days	Observations: Students responded to many days of prevention, character development, and service learning. Recommendations: Keep doing such a fabulous job, helping students develop their character, teaching them service learning skills, and helping them to see the need to prevent bad behavior. Continue doing what you were doing for your students. Add new activities each year to keep them fresh and stimulating. Don't forget students have been through an emotional time during this post-Covid era and don't forget to add those strategies that will help them cope with feelings of isolation, feelings of loss, and feelings of helplessness.

Goal 4: Improve student behavior throughout the regular school day 37% had a disciplinary referral

4. How was this perceived by teachers, parents, and students in survey results?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Prevention Programs & Activities; Character Education/ Service Learning	Teacher, Parents, & Students Surveys	All year	<p>Parent Survey (n-11) 91% believe their children are getting along better with others.</p> <p>Student Survey (n-27) 56% believed their behavior has improved since attending CLC.</p> <p>Teacher Survey (n-51) 69% made improvements in classroom behavior; 75% made improvements in getting along better with others.</p>	<p>Observations: According to parents and teachers, improvements were made in classroom behavior and getting along with each other. Also, most students felt the same.</p> <p>Recommendations: Continue working with students to make sure their behavior changes positively, as well as the ability to get along better with others. Use programs that support SEL as well as strategies to help students through the post-Covid world where students often have feelings of isolation, learning loss, and depression.</p>
GMS- Prevention Programs & Activities; Character Education/ Service Learning	Teacher, Parents, & Students Surveys	All year	<p>Parent Survey (n-40) 100% believe their child's behavior has improved.</p> <p>Student Survey (n-62) 100% believes CLC helps them behave better.</p> <p>Teacher Survey (n-93) 96% of students made improvements in classroom behavior</p>	<p>Observations: Students, parents, and teachers all indicated improvements in childhood behavior was made.</p> <p>Recommendations: Great job! Continue providing students with programs, activities, and events that will help support their social emotional learning and their character development. Our students need us now more than ever to help them combat feelings of isolation, feelings of learning loss, and feelings of depression and anxiety.</p>

Goal 5: Implement STEM activities Lack of STEM in regular school day

Obj: At least 60% of students will report a medium to high level of interest/engagement in STEM from baseline surveys Fall 22 to May 23

1. Did 60% of students report a medium to high level of interest/engagement in STEM activities on surveys?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- STEAM-STEM	Surveys	All year	<p>EMS/GMS STEM Survey (n-46)</p> <p>83% have high interest in science</p> <p>91% have high interest in technology</p> <p>70% have high interest in engineering</p> <p>81% have high interest in art</p> <p>54% have high interest in math</p>	<p>Observations: Students indicated high interest levels in all areas of STEM, the highest area being technology, and the lowest area being math.</p> <p>Recommendations: Continue doing what you were doing to promote STEM in your CLC. Don't fall into the trap of using overused STEM projects. Make sure your activities and projects are invigorating and stimulating for students. Great job.</p>
GMS- STEAM STEM	Surveys	All year	<p>EMS/GMS STEM Survey (n-46)</p> <p>83% have high interest in science</p> <p>91% have high interest in technology</p> <p>70% have high interest in engineering</p> <p>81% have high interest in art</p> <p>54% have high interest in math</p>	<p>Observations: Students indicated a high interest in all areas of STEM, with the highest being in technology, and the lowest being in math.</p> <p>Recommendations: Great job in providing stimulating and rigorous projects for your students at your CLC. I absolutely love all of the STEM activities I witnessed during my observations. Great job! I give you high accolades. You all are one of the best I've seen in any CLC.</p>

Goal 5: Implement STEM activities Lack of STEM in regular school day

2. What types of STEM activities are provided?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- STEAM-STEM	CLC Offering	All year	STEAM/STEM Enrichment STEM STEM Career Program Tech Time Technology	Observations: The CLC offered students STEM, STEAM, and technology during the afterschool hours. Recommendations: I certainly enjoyed seeing all of the STEM, STEAM, and technology activities when I visited your CLC site. Keep doing what you were doing and motivating your students in the field of science, technology, engineering, mathematics, and the arts.
GMS- STEAM-STEM	CLC Offering	All year	STEAM/STEM STEM Tech Time Technology Lessons	Observations: This CLC offers many activities in STEAM, STEM, and technology, Recommendations: I absolutely love the ROV activities and challenges you provide for your students. I also enjoy the engineering through Legos and other activities I witnessed when I visited your site. Great job! Keep providing students with invigorating and stimulating activities that lead them toward a career path of excellence in STEM.

Goal 5: Implement STEM activities Lack of STEM in regular school day

3. How often are they provided?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- STEAM-STEM	CLC Data	All year	STEM - 3 days/week Technology - 1 to 2 days per week	<p>Observations: STEM was offered three days per week; technology was offered one to two days per week.</p> <p>Recommendations: I find this CLC has offered it students adequate activities in STEM and technology each week. Great job.</p>
GMS- STEAM STEM	CLC Data	All year	STEM - 3 days/week Technology - 1 to 2 days per week	<p>Observations: This CLC offered STEM 3 days per week and technology two days per week.</p> <p>Recommendations: Keep offering your students the opportunities to develop STEM interest and skills. You all do an amazing job!</p>

Goal 5: Implement STEM activities Lack of STEM in regular school day

4. What students are required to participate?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- STEAM-STEM	CLC Participants	All year	STEM - 70-72 students Tech - 62 students Tech Lessons - 17 students	Observations: Students respond well to STEM and to technology activities. Recommendations: Continue your hard work and effort to help your students develop interest in STEM and technology. Great job! I always enjoy seeing what you were doing at your CLC for your students.
GMS- STEAM STEM	CLC Participants	All year	STEM - 62-65 students Tech - 52 students Tech Lessons - 22 students	Observations: Students respond well to the STEM, and technology activities at the CLC. Recommendations: Continue what you were doing with your students in STEM and technology. I always enjoy seeing something new, something rigorous, and something challenging. Great job.

Goal 5: Implement STEM activities Lack of STEM in regular school day

5. How are STEM activities perceived by students and parents?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- STEAM-STEM	Parent & Student Surveys	All year	Parent Survey (n-11) 91% believe their children enjoy STEM Student Survey (n-27) 63% say they enjoy STEM activities at the CLC.	Observations: Parents and students by majority believe students enjoy STEM at the CLC. Recommendations: Continue to provide students with activities that motivate them to have more interest in STEM. Great job.
GMS- STEAM STEM	Parent & Student Surveys	All year	Parent Survey (n-40) 100% believe their children enjoy STEM at CLC. Student Survey (n-62) 100% enjoy STEM at CLC	Observations: Parents and students agree, 100% of students enjoy STEM at the CLC. Recommendations: Continue to provide students with opportunities to grow and develop their interest in. STEM. You all are the best! Great 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 23.

1. Did 30% of students participate in Service Learning by the end of the school year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Character Development - Service Learning	CLC Data	All year	Enrollment (n-79) Character Counts/ Career Readiness/ Services - 56 participants Character Education/ Service Learning - 38 participants	Observations: Students met the objective for service learning at the CLC. Recommendations: Great job in preparing students for service learning by allowing them to serve our veterans as well as animals at a local animal shelter. I know your efforts are meaningful and supportive of students as they develop their service learning skills.
GMS- Character Development - Service Learning	CLC Data	All year	Enrollment (n-91) Character Ed/Service Learning - 43 participants	Observations: Students met the objective for service learning at the CLC. Recommendations: Great job on providing activities, such as serving veterans, as well as animals at an animal shelter. Continue what you were doing to help students learn the importance of serving their communities.

Goal 6: Provide Service Learning Opportunities Community Need

2. What types of service learning projects are provided?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Character Development - Service Learning	Service Learning Projects	All year	Animal Shelter VOW packets	<p>Observation: The CLC provided students with excellent opportunities to serve their communities.</p> <p>Recommendations: I love the CLC chose for students to help those who are vulnerable, such as animals and those who are worthy, such as our veterans. Great job.</p>
GMS- Character Development - Service Learning	Service Learning Projects	All year	Animal Shelter VOW packets	<p>Observations: The CLC provided students with excellent opportunities to serve their communities.</p> <p>Recommendations: Serving those who are vulnerable, such as animals, as well as those who have served their country, such as our veterans is admirable. Thank you for allowing your students to participate in such worthy causes to train them in service learning. Great job!</p>

Goal 6: Provide Service Learning Opportunities Community Need

3. How well do the students respond to them?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Character Development - Service Learning	Pictures of VOW Packs	All year	Several pictures of students making packets for VOW.	<p>Observations: Pictures were made and shared of students working to provide packets of love and care for our veterans.</p> <p>Recommendations: Thank you for sharing your pictures with me, and for sharing the vision you had to provide your students the opportunity to serve our veterans!</p>
GMS- Character Development - Service Learning	Pictures of VOW Packs	All year	Several pictures of students making packets for VOW.	<p>Observations: Pictures were made, and shared with me as students working to provide packets of love and care for our veterans.</p> <p>Recommendations: Thank you so much for allowing me to share a moment of time with you and your students as they share their love for our veterans!</p>

Goal 6: Provide Service Learning Opportunities Community Need

4. What are the perceptual feelings of students concerning the service learning projects?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
EMS- Character Development - Service Learning	Student Survey	All year	Student Survey (n-27) 63% feel they have opportunities to make suggestions for activities; 73% like the CLC program.	<p>Observations: Students felt they were given opportunities to make decisions in the CLC.:</p> <p>Recommendations: It would seem students work given opportunities to make decisions in the CLC. I assume this also happened with service learning activities. From the pictures I received it appeared to me students were glad they were part of the service learning activities.</p>
GMS- Character Development - Service Learning	Student Survey	All year	Student Survey (n-62) 100% feel they have opportunities to make suggestions for activities; 100% like the CLC program.	<p>Observations: Students indicated in their surveys they were completely satisfied with the CLC, as well as completely given the opportunity to make decisions in the activities in which they participated.</p> <p>Recommendations: From what I gathered by looking at pictures and reading comments, students were excited to be a part of the service learning activities and projects at the CLC. Great job in motivating your students to serve others.</p>

7.0 Other Findings

EMS Observations

I visited EMS on November 10, 2022. The summary of my visit is as follows: students were looking at different foods and drinks to see if it was more feasible to buy brand names, more expensive, or non-brands that were less expensive. In terms of the organization of activity, the instructor did a great job and made sure the activities began promptly. There were enough materials for all students, and they made adjustments based on what the students' needs may have been. This activity was part of an ongoing project, and the students would continue to learn more about financial literacy in the weeks to come. The activity was stimulating and offered students decisions-making processes, as well as the ability to work with each other. The staff member was enthusiastic and passionate about her work. She engaged the students and allow them to have some control. She asked them open-ended questions and waited for their responses. The staff member monitored and supervised the students throughout the process. There were no behavioral issues noted. Both students, their peers, and teachers all seemed to have a great relationship with each other. I also visited EMS on April 10, 2023. During this time students were constructing model bridges with materials that have been provided to them. Again the activities began promptly; the activity was part of an ongoing project in STEAM. The students were given decision making power. The staff member was energetic and worked well with students, asking them questions at the end. The instructor monitored the students at all times, and there were no behavioral issues noted. The relationships among the youth and adult were all positive and upbeat. My overall impression of EMS based on both times I visited was that the CLC was doing its job to implement all aspects of the grant.

GMS Observations

I visited GMS on November 10, 2022. The summary of my visit is as follows: students were receiving a public health lesson, entitled "Making healthy choices." The description of the activity included KIR - Keeping It Real" training. The activities began promptly, and there were enough materials for all students. This activity was part of an ongoing project to help students realize they could make healthy choices in their lives. The activity provided students with decision making power, and students were encouraged to engage with each other, as well as the instructors. The staff members were enthusiastic, upbeat, and passionate. They provided assistance to students when needed. There were no behavioral issues noted. The students were very interested in what the presenter had to say. Staff members continued to monitor students at all times. The youth seem to have a great rapport with each other as well as with those who are in charge of them. I also visited GMS on March April 11, 2023. During this visit students were working with Legos to build structures. Another groups of students were working on typing skills. I actually had a competition with one of the instructors, and guess who won? Of course I did. There were plenty of materials for students to use during these activities, and students were engaged completely. Staff members were enthusiastic, and also helped students when they needed assistance. There were no behavioral issues noted in this session. The relationships among youth and adults seem to be positive and supportive. Based on my observations both times at GMS it is my opinion this CLC implemented all aspects of the grant as promised.

Data Limitations Discussed:

I did not note any data limitations that would not allow me to complete a thorough and comprehensive evaluation of both sites. The site directors, as well as the Director for 21st-century in Gadsden City Schools provided me with data when I asked, and repeatedly offered to provide me guidance and assistance with any additional needs that I may have had as I completed these reports. Great job and great accolades go to all involved.

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

This evaluation is a comprehensive report for both sites. In terms of each of the goals and subsequent objectives, there were no real issues found in the grant's implementation for the 2022-2023 school year. This report is provided in its entirety to the district, and the district will have the power to disseminate this information to all stakeholders as it chooses. A summary of each of the goals and findings are as follows:

Goal 1 - Providing Enrichment and Remediation to meet Challenging State Standards: In both EMS and CMS sites, it is my recommendation for the staff members to continue to provide homework, tutoring, and remediation for both reading and math standards. While there is a large number of days dedicated to homework and tutoring, I encourage the sites to make sure they are challenging each student to master grade level standards in their core subjects.

Goal 2 - Increase Attendance for the Regular School Day: In terms of attendance in both sites, keeping a 90% ADA in a middle school setting is difficult. However, as the sites provide stimulating and engaging activities for their students, I believe students will want to attend. So I encourage them to continue to provide these types of afternoon sessions for their students in the years to come.

Goal 3 - Increase Parent and Family Engagement: In the middle school setting, it is sometimes difficult to engage with parents who are hard-working and often unavailable for family events. However, both sites demonstrated the willingness to work with parents in order for collaboration to occur. Great job on having family nights where parents attended to see what was happening at the CLC. I encourage them to continue to provide parents with activities and events that will strengthen the relationships between the CLC and families.

Goal 4 - Improve Student Behavior: I have never witnessed behavioral issues at either CLC site in any visits that I have made. The data also seems to indicate there are no true behavioral issues among the students attending CLC. The prevention programs in character education sessions seem to be working for both sites. The service learning opportunities also seem to help. So great job of providing behavioral support for the students at both sites.

Goal 5 - Implement STEM: Both sites provide numerous days of STEM and technology sessions for their students. Students all indicate they enjoy these activities. I encourage both sites to continue to offer STEAM, as well as technology. I also give them highest accolades with their ROV project and other activities they have designed for their students in engineering.

Goal 6 - Provide Service Learning Opportunities: Both sites provided excellent support for their students as they embarked on learning how to serve their communities. I particularly like the fact that the students design packets for their veterans of war. Great job to all who were involved. I do hope in the future students continue to seek ways in which they can make a powerful impact on their communities.

This concludes my summary for EMS and GMS and their grant implementation year of 2022–2023. In terms of goals and objectives, I believe each side did admirable jobs in providing services for their students and families. In addition to families in students, the CLCs helped students realize what a powerful impact they can make on their own communities. Great job to all! I expect even greater things in the future.

9.0 Appendices


- 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.



Site Coordinator's/Project Director Signature



Date



External Evaluator's Signature

September 21, 2023

Date

Arrival Time

Site ID: GMS CLC

Observer ID:

SB Odom, PhD

Date: 11/10/22

Start Time 3:15 *Minimum observation duration:*
End Time 3:30 *10 minutes*

Observed Number of staff 4
 Number of youth 33
☒ Start of arrival ☐ End of arrival
(check all that apply)

Brief Description of Arrival Time

Students are eating snacks as roll is called.

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.) <i>1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</i>	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.) <i>1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</i>	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. <i>1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</i>	1 2 3 4 N/A 3
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.) <i>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.)</i>	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:

Students are eating their snacks and waiting for their opening activity to begin.
 Staff members are taking care of roll and other housekeeping items.
 Everyone is busy and preparing for the next minutes at the CLC.
 Students will go into 3 groups: homework, coding (STEM), and connections (STEM).

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

Transition Time

Site ID: GMS CLC

Observer ID:

SB Odom, PhD

Date: 11/10/22

Start Time 3:30

End Time 3:35

Observed Number of staff 4

Number of youth 44

Entire transition time ☒ Yes ☐ No

Brief Description of Transition Time

Students are getting prepared for a whole group presentation.

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

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

Transition Time Items

Rating

1.	Staff clearly communicate when it is time for a transition, and what they would like the youth to do.	1	2	3	4	N/A
	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).				4	
2.	Transitions run smoothly; youth know the routine.	1	2	3	4	
	1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)				4	
3.	Transitions are handled quickly.	1	2	3	4	
	(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.)				4	
4.	Staff interactions (manner, affect, tone of voice) with youth are positive and supportive.	1	2	3	4	
	1=Staff use a negative, punitive, irritable, or harsh tone most of the time.				4	
5.	Staff treat youth respectfully, and assume best intentions.	1	2	3	4	
	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.				4	
6.	Staff use simple reminders and redirection to support positive behaviors.	1	2	3	4	
	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....?")				4	
7.	When addressing behavioral issues, staff use strategies that are developmentally appropriate and effective.	1	2	3	4	N/A
	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).				4	

Field Notes:

Students are doing what is asked. Staff members are monitoring and organizing for the whole group presentation.

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

Site ID: GMS CLC

Observer ID:

SB Odom

Date: 11/10/22

Activity Name Public Health

Activity # Making Healthy Choices

Start Time 3:35 *Minimum observation duration:*

End Time 4:05 *30 minutes or see Site Visit Plan*

Observed Number of staff 4

Number of youth 32

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

KIR - Keeping it Real training.

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 ☐ Other (please describe)
☐ Outdoors

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) _____

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.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 4 N/A 4
2. There are enough materials and supplies for the number of youth participating. <i>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.)</i>	1 2 3 4 4
3. Activity time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 4 3
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) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 N/A 4

Field Notes:

Staff is presenting information to students on large screen. Students are listening to presentation.

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

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

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.) <i>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.)</i>	1 2 3 4 3
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.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i>	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. <i>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.)</i>	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.) <i>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.)</i>	1 2 3 4 4

Field Notes:

Staff members discuss information with students. They also provide examples of real life scenarios in which the students may use the information. Students are encouraged to participate by providing examples of how information can help them in their daily events of life.

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

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i>	1 2 3 4 3
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.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i>	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. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i>	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. <i>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.)</i>	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.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i>	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. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i>	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. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i>	1 2 3 4 N/A 4

Field Notes:

Staff members and presenters encouraged participation from students while providing students with "real life" training for dealing with peers and others and making right choices in life.

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

Site ID: GMS

Observer ID: SB Odom

Date: 11/10/22

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. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 4 4
2. Staff interactions with youth (manner, affect, tone of voice) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	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.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 4 4
4. Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>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.</i>	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.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>	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.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 4 4
7. When addressing behavioral issues, staff use staff use strategies which are developmentally appropriate and effective.* <i>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.)</i>	1 2 3 4 N/A 4

Field Notes

There were no real behavior issues noted. Students were interested in presenter and presentation. Staff members were monitoring the entire time. 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

Activity Time

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

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.) <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i>	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.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1 2 3 4	4
3. Staff exhibit appropriate, professional conduct around youth. <i>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.)</i>	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.) <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i>	1 2 3 4	4
5. <u>When youth ask for help</u>, staff provide individualized assistance to youth. Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i>	1 2 3 4 N/A	4
6. <u>When an individual youth is having a problem or is upset</u>, 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.) <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i>	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.,) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 4	4
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	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.) <i>1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)</i>	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

Activity Time: Ratings of Youth

Site ID: GMS CLC

Observer ID:

SB Odom

Date: 11/10/22

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. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</i>	1 2 3 4 3
2. Youth follow program rules and behavioral expectations. <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	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. <i>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).</i>	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.) <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	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.) <i>1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</i>	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.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 4 4
2. Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating)</i>	1 2 3 4 4
3. Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve). <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	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

Overall Program Ratings & Impressions

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

(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)

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

Field Notes:

This CLC does a great job of providing needed materials and space for its students. 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

Overall Program Ratings & Impressions

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

(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.) <i>1=Program pace is very rushed and rigid.</i>	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.) <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i>	1 2 3 4 4
3. Program offers youth a balance of activities, variety of experiences. (Ex: Both structured and unstructured time, quiet and active times, social and private times.) <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i>	1 2 3 4 4
4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i>	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.) <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i>	1 2 3 4 4

Field Notes:

This middle school CLC has a lot of STEM activities for its students. It does a great job trying to motivate middle school students in areas of STEM, especially engineering and science. 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

Overall Program Ratings & Impressions

Site ID: GMS CLC

Observer ID: SB Odom

Date: 11/10/22

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4 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. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4 4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	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.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	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. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A NA

Field Notes:

There were no behavior issues noted. The CLC does a great job of managing students and activities. Great job, as always! I enjoyed my visit with Gadsden Middle CLC this afternoon.

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

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. A. Baya

Site Coordinator/Director

5/31/23

Date

Gadsden Middle 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 Middle School - Fall Observation



Emma Sansom Middle School



Activity Time

Site ID: EMS CLC

Observer ID:

SB Odom

Date: 11/10/22

Activity Name Cost of Living

Activity # Comparing Items of name brand and non brand.

Start Time 4:44 *Minimum observation duration:*

End Time 5:30 *30 minutes or see Site Visit Plan*

Observed Number of staff 1

Number of youth 4

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

Students are looking at different foods and drinks to see if it is feasible to buy name brand (more expensive) or non-brand (usually less expensive).

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 ☐ Other (please describe)
☐ Outdoors

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) Budgeting and tasting of foods and drinks for quality.

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.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 4 N/A 4
2. There are enough materials and supplies for the number of youth participating. <i>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.)</i>	1 2 3 4 4
3. Activity time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 4 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) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 N/A 4

Field Notes:

Students were excited to have this particular experiment.

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

Site ID: EMS CLC

Observer ID: SB Odom

Date: 11/10/22

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.) <i>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.)</i>	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.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i>	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. <i>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.)</i>	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.) <i>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.)</i>	1 2 3 4 4

Field Notes:

Students were taste testing drinks, cereal, and cookies. These were all done on name brand and non-brand items. They were then voting on the ones they liked best. They discussed the results with their teacher. The results were mostly normal with name brand winning in taste until they discussed cost. Then some decided they could go for the lesser of the two based on cost.

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

Site ID: EMS CLC

Observer ID: SB Odom, PhD

Date: 11/10/22

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i>	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.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i>	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. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i>	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. <i>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.)</i>	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.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i>	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. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i>	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. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i>	1 2 3 4 N/A 4

Field Notes:

The teacher talked with students about budgets, how much items costs, comparisons, and what the students would base their individual decisions on based on cost and taste.

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

Site ID: EMS CLC

Observer ID: SB Odom

Date: 11/10/22

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. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 4 4
2. Staff interactions with youth (manner, affect, tone of voice) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	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.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 4 4
4. Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>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.</i>	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.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>	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.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 4 4
7. When addressing behavioral issues, staff use staff use strategies which are developmentally appropriate and effective.* <i>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.)</i>	1 2 3 4 N/A NA

Field Notes

Students were very well mannered. There were no issues of behavior. The teacher had a great rapport with her students. They really enjoyed the class.

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

Site ID: EMS

Observer ID: SB Odom

Date: 11/10/22

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.) <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i>	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.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1 2 3 4	4
3. Staff exhibit appropriate, professional conduct around youth. <i>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.)</i>	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.) <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i>	1 2 3 4	4
5. <u>When youth ask for help, staff provide individualized assistance to youth.</u> Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i>	1 2 3 4 N/A	4
6. <u>When an individual youth is having a problem or is upset, staff pay attention and try to help them*.</u> (Ex: When a youth has accidentally broken his/her project and is upset staff offer comfort; stay and help youth calm down.) <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i>	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.,) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 4	4
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	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.) <i>1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)</i>	1 2 3 4	4

Field Notes: Great experiment. Great participation!

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: Ratings of Youth

Site ID: EMS

Observer ID: SB Odom

Date: 11/10/22

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. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</i>	1 2 3 4 4
2. Youth follow program rules and behavioral expectations. <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	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. <i>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).</i>	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.) <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	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.) <i>1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</i>	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.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 4 4
2. Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating)</i>	1 2 3 4 4
3. Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve). <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	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

Overall Program Ratings & Impressions

Site ID: EMS CLC

Observer ID: SB Odom

Date: 11/10/22

(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)

A. Program Space Supports Goals of Programming	Rating
1. Books, games and other program equipment are in good working condition. <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 3 4 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.) <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 4 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.) <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	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.) <i>1=No youth products or artwork are displayed.</i>	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.) <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 4 N/A 4
6. The space is accessible for all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 4 N/A 4
7. Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff can not communicate with youth and families.</i>	1 2 3 4 N/A 4

Field Notes:

EMS has adequate spacing and materials for its CLC program. The staff is great!

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: EMS CLC

Observer ID: SB Odom

Date: 11/10/22

(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.) <i>1=Program pace is very rushed and rigid.</i>	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.) <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i>	1 2 3 4 4
3. Program offers youth a balance of activities, variety of experiences. (Ex: Both structured and unstructured time, quiet and active times, social and private times.) <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i>	1 2 3 4 4
4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i>	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.) <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i>	1 2 3 4 4

Field Notes:

The CLC has a balanced program with academic, STEM, and physical activities for students. The staff members are great. The homework help is essential for 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

Overall Program Ratings & Impressions

Site ID: EMS CLC

Observer ID: SB Odom

Date: 11/10/22

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4 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. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4 4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	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.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	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. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A NA

Field Notes:

The CLC may have issues, but I have never encountered them. They are always so respectful and cordial. They do an awesome job as a middle school site. Great job! I always enjoy my visits at EMS!

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

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.

A. D. Bays
Site Coordinator/Director

5/31/23
Date

Emma Sansom Middle 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

Activity Time

Site ID: Gadsden Middle CLC

Observer ID:

SB Odom

Date: 4/11/23

Activity Name Legos/Typing

Activity #

Start Time 3:30

Minimum observation duration:

End Time 4:00

30 minutes or see Site Visit Plan

Observed Number of staff 2

Number of youth 25

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

1 group of students (males) are building structure with legos; the other group of students (females) are working on typing skills. The groups switch at the end of the 30 minutes.

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 ☐ Other (please describe)
☐ Outdoors

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.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 4 N/A 4
2. There are enough materials and supplies for the number of youth participating. <i>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.)</i>	1 2 3 4 4
3. Activity time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 4 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) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 N/A 4

Field Notes: The groups are separated in the cafeteria with the LEGO group working in one area, and the typing session in another area with tablets working on typing skills.

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

Site ID: GMS CLC

Observer ID:

SB Odom

Date: 4/11/23

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.) <i>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.)</i>	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.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i>	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. <i>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.)</i>	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.) <i>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.)</i>	1 2 3 4 4

Field Notes:

Both activities allows students to continually improve their skills. The LEGOs activity allows students to build structure models of famous architectural buildings. The typing activity allows students to improve their typing skills.

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

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4/11/23

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i>	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.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i>	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. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i>	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. <i>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.)</i>	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.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i>	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. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i>	1 2 3 4 3
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. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i>	1 2 3 4 N/A NA

Field Notes:

Both groups are working on their assignments independently and within their groups. Staff members go from student-to-student and group-to-group to see if they need help and how they are progressing.

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

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4/11/23

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. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 4 4
2. Staff interactions with youth (manner, affect, tone of voice) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	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.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 4 4
4. Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>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.</i>	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.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>	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.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 4 4
7. When addressing behavioral issues, staff use staff use strategies which are developmentally appropriate and effective.* <i>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.)</i>	1 2 3 4 N/A 4

Field Notes

The instructors manage both groups of students effectively. When groups (males) get off task a little, the instructor quickly pulls them back into what they are supposed to be doing in the activity. I do not see any issues with females at all. They are doing a great job practicing their typing skills.

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

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4/11/23

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.) <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i>	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.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1 2 3 4	4
3. Staff exhibit appropriate, professional conduct around youth. <i>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.)</i>	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.) <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i>	1 2 3 4	4
5. <u>When youth ask for help, staff provide individualized assistance to youth.</u> Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i>	1 2 3 4 N/A	4
6. <u>When an individual youth is having a problem or is upset, staff pay attention and try to help them*.</u> (Ex: When a youth has accidentally broken his/her project and is upset staff offer comfort; stay and help youth calm down.) <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i>	1 2 3 4 N/A	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:

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.,) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 4	3
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	1 2 3 4	3
3. Youth listen (focus, pay attention) to staff. (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) <i>1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)</i>	1 2 3 4	3

Field Notes:

One group males got a little distracted from the task at hand, but overall, the kids were great. The male group was redirected back to the task, and they got busy again.

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: Ratings of Youth

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4/11/23

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. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</i>	1 2 3 4 4
2. Youth follow program rules and behavioral expectations. <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	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. <i>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).</i>	1 2 3 4 3
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.) <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	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.) <i>1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</i>	1 2 3 4 4

Field Notes:

Overall, the groups worked together effectively. When there was an issue, and only a small one, the group quickly was redirected and began to complete the task.

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.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 4 4
2. Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating)</i>	1 2 3 4 4
3. Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve). <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	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

Overall Program Ratings & Impressions

Site ID: GMS 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)

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4.11.23

(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.) <i>1=Program pace is very rushed and rigid.</i>	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.) <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i>	1 2 3 4 4
3. Program offers youth a balance of activities, variety of experiences. (Ex: Both structured and unstructured time, quiet and active times, social and private times.) <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i>	1 2 3 4 4
4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i>	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.) <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i>	1 2 3 4 4

Field Notes:

One group is working on Lego Architectural structures.
Another group is working on typing tasks and skills.
Another group is outside for Physical Activities.

Item Format

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: GMS CLC

Observer ID: SB Odom

Date: 4/11/23

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

C. Overall Ratings of Social-Emotional Environment	Rating
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 4 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. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 4 4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1 2 3 4 4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	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.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	1 2 3 4 N/A 4
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. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 N/A NA

Field Notes:

In all three groups the students seemed to have a great time. There were no social-behavioral issues noted. The instructors did a great job of keeping students on task, even if a couple got sidetracked for a moment having fun with Legos. The entire evening was filled with great opportunities for students to grow in skills, academics, STEM, physically, and socially. They are doing a great job at GMS CLC!

SBO

Item Format

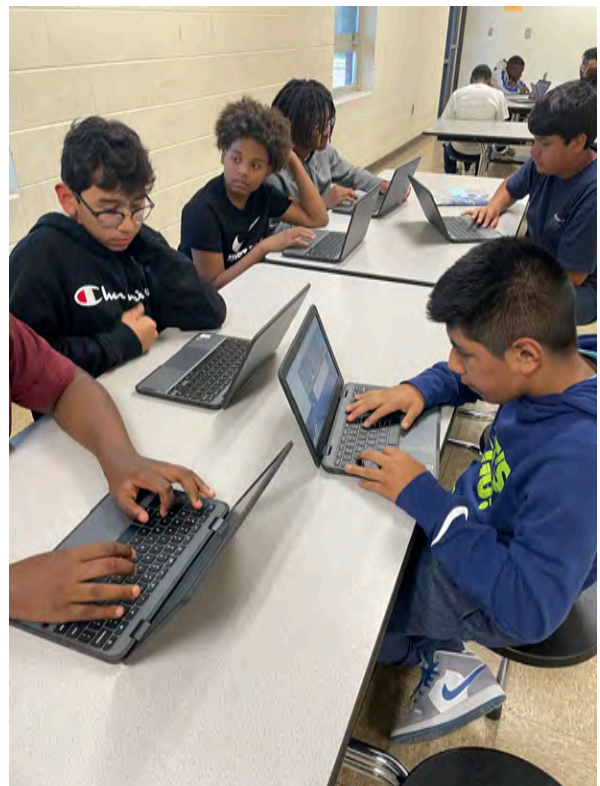
Bold: Anchor and/or (Example) of a "4" rating

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

Rating Scale:

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

GMS CLC Spring Observation Pictures



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.

A. A. Bailey

Site Coordinator/Director

5/31/23

Date

Gadsden Middle 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

Activity Time

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

Activity Name Building Bridges

Activity # _____

Start Time 4:00pm

Minimum observation duration:

End Time 4:30pm

30 minutes or see Site Visit Plan

Observed Number of staff 2

Number of youth 9

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

Students are constructing model bridges using materials provided to them. They are testing them for their ability to withstand weight.

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

☐ Other (please describe)

☐ Outdoors

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.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 4 N/A 4
2. There are enough materials and supplies for the number of youth participating. <i>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.)</i>	1 2 3 4 4
3. Activity time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 4 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) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 N/A 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

Activity Time

Site ID: Emma Sansom

Observer ID: SB Odom

Date: 4/10/23

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.) <i>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.)</i>	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.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i>	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. <i>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.)</i>	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.) <i>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.)</i>	1 2 3 4 4

Field Notes:

Students are working in teams to see which team can construct a bridge that will withstand weight. The teams must come up with their own architecture structure using the materials the teacher has provided them.

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

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
1. Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i>	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.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i>	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. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i>	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. <i>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.)</i>	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.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i>	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. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i>	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. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i>	1 2 3 4 N/A 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

Activity Time

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

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. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 4 4
2. Staff interactions with youth (manner, affect, tone of voice) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	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.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 4 4
4. Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>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.</i>	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.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>	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.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 4 4
7. <u>When addressing behavioral issues, staff use staff use strategies which are developmentally appropriate and effective.*</u> <i>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.)</i>	1 2 3 4 N/A NA

Field Notes

The teacher works with students as they are designing their bridge construction. Students are encouraged to create a plan on paper before they begin construction. The teacher goes from team to team offering advice and encouragement.

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

Site ID: Emma Sansom CLC

Observer ID:

SB Odom

Date: 4/10/23

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.) <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i>	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.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i>	1 2 3 4	4
3. Staff exhibit appropriate, professional conduct around youth. <i>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.)</i>	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.) <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i>	1 2 3 4	4
5. <u>When youth ask for help, staff provide individualized assistance to youth.</u> Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i>	1 2 3 4 N/A	4
6. <u>When an individual youth is having a problem or is upset, staff pay attention and try to help them*.</u> (Ex: When a youth has accidentally broken his/her project and is upset staff offer comfort; stay and help youth calm down.) <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i>	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.,) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 4	4
2. Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	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.) <i>1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)</i>	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

Activity Time: Ratings of Youth

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

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. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</i>	1 2 3 4 4
2. Youth follow program rules and behavioral expectations. <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	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. <i>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).</i>	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.) <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	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.) <i>1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</i>	1 2 3 4 4

Field Notes:

Students are talking to each other; some are more engaged than others. Yet, they are all working on a plan.

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.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 4 4
2. Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating)</i>	1 2 3 4 4
3. Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve). <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	1 2 3 4 4

Field Notes:

Students did a good job on their construction. Some bridges were completed, but couldn't withstand weight. Others still had yet to be completed when I left. (I might have helped one group just a little. :))

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: Emma Sansom CLC

Observer ID:

SB Odom

Date: 4/10/23

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

Locations Observed (check location(s) that apply)

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

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

Field Notes:

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

(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.) <i>1=Program pace is very rushed and rigid.</i>	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.) <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i>	1 2 3 4 4
3. Program offers youth a balance of activities, variety of experiences. (Ex: Both structured and unstructured time, quiet and active times, social and private times.) <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i>	1 2 3 4 4
4. Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i>	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.) <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i>	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

Overall Program Ratings & Impressions

Site ID: Emma Sansom CLC

Observer ID: SB Odom

Date: 4/10/23

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

C. Overall Ratings of Social-Emotional Environment	Rating				
1. Staff-youth interactions are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1	2	3	4	
					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. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1	2	3	4	
					4
3. Staff are respectful and supportive of one another, cooperate with one another. (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1	2	3	4	
					4
4. Youth are kind, respectful and inclusive of each other. Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	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.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	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. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1	2	3	4	N/A
					NA

Field Notes:

I enjoyed visiting the gym and students playing with golf mats. I also loved the bridge construction. In both sessions, I found students were actively engaged and working on their skills. Emma Sansom has a strong program for a middle school CLC. The attendance was good for the evening I visited. Students seemed to enjoy the sessions. It is my professional and personal opinion they are doing a great job at Emma Sansom for their portion of the 21st Century Grant implementation.

Great job!

SBO

Item Format

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

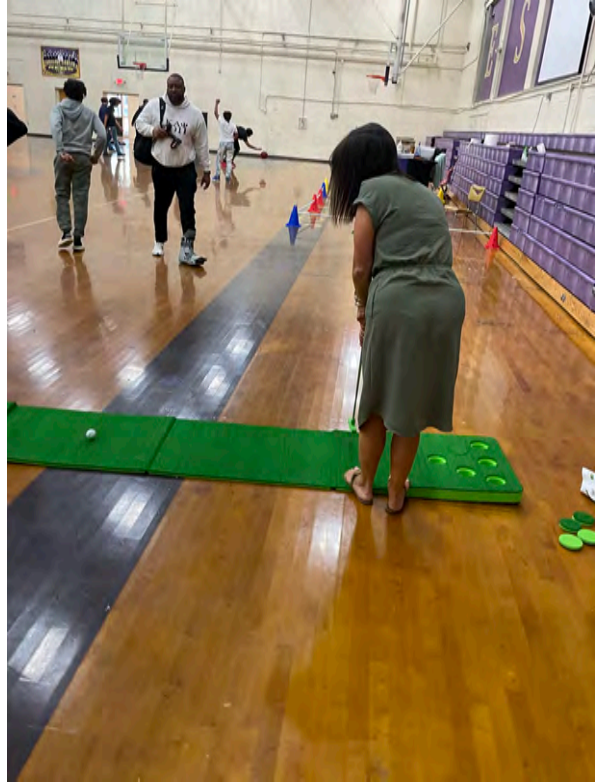
1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

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

Emma Sansom CLC Spring Visit - April 10, 2023





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. S. Beegh

Site Coordinator/Director

5/31/23

Date

Emma Sanson Middle 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



21ST CENTURY AFTERSCHOOL PARENT ORIENTATION



WHEN:
NOVEMBER 7TH





Parent Orientation

November 7th, 2022

Agenda

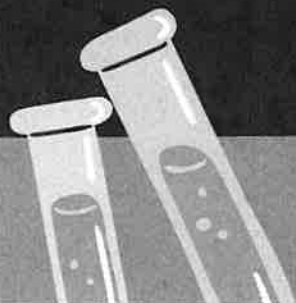
- Welcome
- Grant Overview
- Safety and Procedures
- Q & A
- Dismissal



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





Technology/STEM Parent Event

February 28, 2023

Agenda

- Welcome
- Safety Tips for Technology
- Educational Apps
- Family Engagement Activity
- Dismissal



21st Century Afterschool Program

FAMILY NIGHT EVENT

MARCH 14, 2023
5:00

Please join us for this
special event!





Family Night

March 14, 2023

Agenda

- Welcome
- The Arts in Afterschool
- Literacy/Family Reading Activity
- Student Showcase
- 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



Lesson Plan Cover Page

Quarter	3
Compliance #	1g
Site	ESMS
Subject Area	Service Learning
Lesson Title	Human Community
Grade Level	7-8
Date	2/21/2023
Teacher	Mrs. Lasster



HUMAN COMMUNITY

Objectives

- Students will map their community to determine that food banks and homeless shelters are a resource in need of assistance.
- Students will examine the reasons why food banks and shelters are necessary and reflect on their personal beliefs about families and individuals in need.
- The project will help students recognize the need for services assisting families who struggle to obtain basic necessities such as food and shelter.
- Students will conduct a food or supply drive, learning what it means to become “part of the solution” and work to end hunger and homelessness for families and children in their community.

Essential Questions for Students

- After some reflection and discussion, how accurate were your initial perceptions of homelessness?
- What personal responsibility do you have to assist others in need?

Outcomes

- Students will realize their ability to positively impact the day-to-day lives of others living in poverty in their community.
- Students will develop an understanding of the reasons why families find themselves homeless.
- Students will develop oral and written communication skills, such as engaging in collaborative discussions, writing informative texts, and presenting findings.

Common Core State Standards

English Language Standards, Writing, Grade 6

- Text Types and Purposes: CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.
- Text Types and Purposes: CCSS.ELA-Literacy.W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English Language Standards, Speaking & Listening, Grade 6

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.
- Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.6.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Community Connections

- Contact a local homeless shelter or rescue mission serving families in your community to discuss your class's intent to conduct a food or supply drive to help the families in their care. A representative from the shelter should be able to assist you with your project. Many shelters will send out (or post on their website) educational materials about homelessness, as well as general marketing materials.
- General ideas for assisting homeless families and children include:
 - Conducting a food drive.
 - Conducting a clothing drive.
 - Collecting diapers, baby wipes, and other items for babies and toddlers (many food banks also distribute diapers).





- Collecting school supplies.
- Collecting art supplies.

Materials

- Individual journals.
- Educational materials on homelessness
- Materials to make informational posters about the project.
- Know, Want to Know, Predict, Learned (KWPL) chart.

Vocabulary Terms

- **Homeless** – Describes a person with no home or permanent place to live. People without homes considered as a group.
- **Shelter** – Something that provides cover or protection; for example, from heat, cold, or other weather. A refuge. In regard to humans, a place that provides temporary housing for people who are homeless.
- **Poverty** – The state of being poor; a condition lacking in the necessities for living safely, healthily, and comfortably.
- **Poverty Level** – An income level below which a person is officially considered to lack adequate resources for daily life and to be living in poverty.
- **Food Security** – Another official term, used specifically to refer to a person's or family's access to food. A household is said to be food secure when its members do not live in hunger or threat of starvation. The United Nations reports that, worldwide, approximately 852 million people are hungry due to extreme poverty.

Lessons

Students will learn about the issues surrounding homelessness and poverty and engage their peers and adults in conducting a food or supply drive for a local shelter.

Building Knowledge (approximately one to two class periods)

- Develop a KWPL chart focused on homelessness. Ask students what they feel they know about the issue, what they wonder about, and ideas they have to learn more. Hang this in the classroom during the project.
- Review literature from the shelter with which you are partnering or from a pre-selected website
- Ask a representative from the shelter to visit your class and talk about the work that the shelter does and the people it serves. Many shelters have case studies as part of their marketing materials, which can be excellent resources to help students understand the "human" side of the homeless issue.
- Introduce students to the service project and ask them to brainstorm ideas.

Building Compassion (approximately 10 to 15 minutes a day during the project)

Journaling is an extremely effective way for students to get in touch with their thoughts and feelings. By focusing on journaling during this project, students will be able to process their beliefs about homelessness without censure. Throughout the project, encourage students to reflect on the personal aspect of homelessness and free write on an ongoing basis. Topic suggestions include:

- Where would you go if your family lost your home?
- How does it make you feel when friends reveal their families' financial troubles to you?
- How does it feel when your parents/caregivers express financial concerns?
- What could lead a family into homelessness?
- What would it be like to be homeless?
- If you were homeless, how would you obtain food and where would your meals take place?
- How would you stay warm?
- What would you use for transportation? How would you get to school? Jobs?





- What would you do for entertainment?
- How would you stay in contact with your friends?

Taking Action (allow approximately two to four weeks for the food/supply drive)

- Go to work! Host a food/supply drive for a local shelter to benefit homeless families in your community.
- Together with a representative from the shelter and your students, brainstorm a list of items that the students would like to collect to benefit the shelter and the people it serves. You might opt to focus on food—canned items, dry goods, etc.; or on supplies that the shelter needs on a daily basis—clothing, bedding, baby/toddler supplies, activities for children, etc.
- Working with your students, determine:
 - The length of your drive.
 - How you will collect items. For example, will you be collecting canned food in bins in your classroom or in the school lobby? Will you place collection bins in local businesses near your school, as well?
 - The date for your celebration event. This could be the last day of your drive, or shortly after the last day, when students tally the number of items collected and estimate how many people they've helped.
 - The logistics of the celebration event. For example, would students like to deliver the items that they collect to the shelter in person, or would you prefer that a representative from the shelter come to your school to accept the donation?
- Have students create posters and informational flyers to inform the community about your project.
- Have students decorate donation bins with artwork and specific information about where the donations are being sent.
- Reach out to local businesses with suggestions on how they might help with your project
- Contact the media to let them know about your project, including the end-of-project event
- After the students have completed the food/supply drive, complete the KWPL. What did students learn and how have their opinions regarding homelessness changed?

Journal Questions

- Are there any current legislative issues being debated in your community that would impact the homeless? Why should the community be for or against this legislation?
- What other projects that impact the homeless community are you interested in? How could you be of service to this project?

Extension Activities

- Working with a shelter, adopt a family for the school year. What are the needs of that specific family? Does the family have children? If so, would the class like to arrange for gifts for the children on their birthdays and holidays? Do the children need school supplies or specific clothing items such as shoes or coats?
- Research current public policies in your community that impact the homeless. Are there policies in place to help reduce the number of homeless in your community? What are the details of those policies? Do the students think the policies will work? Why or why not?

Accommodations/Modifications

- Allow students multiple options in how to express their feelings about homelessness.
- Partner with another class or grade level to assist with the food/supply drive.

Additional Taking Action Activities

- Start a vegetable garden at your school or work with a community garden to grow fresh organic vegetables for donation to a food bank or shelter.





- Host a Free Trade Fair at your school to promote livable wages and education in developing nations. (Refer to Bead for Life at www.beadforlife.org or SERRV International at www.serrv.org.)
- Organize a team from your school to participate in a local fundraising walk supporting homeless shelters.
- Look into local art museums or galleries to see if any are hosting an exhibit focused on the faces of poverty. Students can also create their own exhibit using www.animoto.com.
- Visit a local soup kitchen or shelter and volunteer to serve a meal.
- Write your local representatives regarding issues that are affecting poor and homeless families in your community.
- Research which states have the highest and lowest rates of poverty. What factors contribute to these rankings?
- Develop a poverty budget. What would life look like if you were living at the national poverty line?
- Research how many children are living in poverty in your state. The nation?

Family Connection

- Send an informative letter or email outlining your project to students' families.
- Have students create a thank-you meal for their parents or caregivers at home. Have students plan the meal using the types of food that were collected in the food drive, or food that is distributed by food banks.



Lesson Plan Cover Page

Quarter	2
Compliance #	1g
Site	ESMS
Subject Area	Service Learning
Lesson Title	Service Lesson Plan
Grade Level	<i>6th</i>
Date	12/6/2022
Teacher	Mrs. Tinker

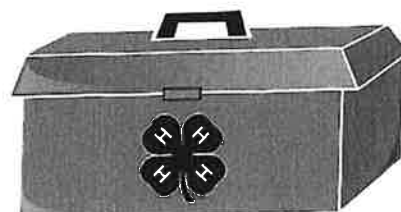
4-H-1001
Volume 4
New 1/10

3

"Service-learning"

Lesson Plan

VOLUNTEERIN
4-H Toolkit for Success





Learning Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Intended Audience

This lesson is intended for use with adult 4-H volunteers.



Supplies & Resources Needed

- "Service-learning" lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Service-learning" lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Service-learning" fact sheet for each participant
- Copies of "Ready Set Serve! Service-learning Lesson Plans for 4-H Meetings" resource guide
- Copies of "From Community Service to Service-Learning" resource guide



References

Indiana Middle School Family and Consumer Science Curriculum. July 1996. Heart Healthy Hoopla. Available at www.doe.in.gov/food/training/newlinks-hoopla.html.

Mantooth, L.J. Service-learning: Thinking Beyond Community Service. University of Tennessee Extension. Retrieved December 7, 2009, from <http://www.utextension.utk.edu/4H/citizenship/index.htm>. Used by permission.

Morris, P. V., Redmon, K., and Martin, K. (2004). From Community Service to Service-learning. Purdue University Cooperative Extension Service. West Lafayette, IN. Used by permission.

University of Tennessee Extension. Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings. 4-H Seeds of Service. Available at <http://www.utextension.utk.edu/4H/sos/acrobat/ReadySetServe.pdf>. Used by permission.

Projected Length

20-25 minutes



Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Service-learning" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Service-learning" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants and a copy of the "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings" and "From Community Service to Service-learning"

Methods/Content



Information found on Slides #1-2.

Introduction



Service-learning enriches all 4-H members' lives. It is similar to, but different from, community service. This lesson will help determine these differences. Our objectives for this lesson include:

Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Objective 1

Differentiate between service-learning and community service.



Information found on Slide #3.



To understand what service-learning is, it is helpful to understand what it is not.



Service-learning is Different from:

- **Volunteerism** — people who decide to perform service for others without pay
- **Community Service** — community volunteering, perhaps as a result of a court order or probation sentence
- **Youth Service** — an overarching term for all approaches that involve community youth as resources
- **Experiential Education** — a term describing educational approaches that emphasize learn by doing



Information found on Slide #4.



Service-learning has some very specific characteristics.

Service-learning:

- Is a method for individuals to learn and develop through active participation
- Is organized to meet community needs
- Promotes civic responsibility
- Builds the educational component of the program
- Encourages participants to reflect on the service experience
- Helps volunteers learn about their personal strengths and interests



Information found on Slide #5.



There are three distinct types of service-learning – direct, indirect, and advocacy.

Ask volunteers to give an example of each. Possible answers could include:

- Direct service – working at the homeless shelter with the people
- Indirect – collecting food for a local food pantry
- Advocacy – advocating for sidewalk curb cuts for the disabled

Types of Service-learning

- Direct Service: provides assistance directly to members of the community
- Indirect Service: involves a “behind the scenes” approach to provide service
- Advocacy: seeks to resolve an issue facing the community



Objective 2

Follow the steps to implement a positive service-learning project.



Information found on Slide #6.



To plan an effective service-learning opportunity, certain elements should be included. We'll discuss these elements and then review the steps to implement a service-learning project.

To be effective, service-learning should contain the following elements which will enhance the experience and increase the transformational learning. The service should be meaningful, involve problem solving, and provide opportunities to apply skills that are learned. Students will cooperate with many entities in preparation for service-learning and a time for reflection will be included.

Elements of Effective Service-learning

- Engages youth
- Involves meaningful service
- Develops problem solving skills
- Applies skills learned
- Requires cooperation
- Includes reflection



Information found on Slide #7.



Select a project that is meaningful to the 4-H club and meets a need in the community. Set objectives that the group wishes to accomplish. Prepare for the project by securing supplies, scheduling volunteer workers, and planning logistics. Perform the activity when as many as possible can participate. Have a reflection time (the step that sets service-learning apart from community service). Let the 4-H members discuss and share their experiences during the reflection time. Evaluate the value of the project and identify next steps to take. Celebrate with sharing pictures, refreshments and publicity.

Steps of Service-learning

1. Select a project
2. Set objectives to accomplish
3. Prepare for the project
4. Perform service activity



5. Reflect on the experience
6. Evaluate the project
7. Celebrate the group's accomplishments



Information found on Slides #8-9.



One of the more critical steps of the service-learning opportunity is encouraging the members and other participants to reflect upon the experience. By answering questions like these, members will be able to better understand what they learned from the experience and what may happen as a result of this experience.

Reflecting on Service-learning

- Reflection distinguishes service-learning from other service projects.
- During reflection, ask questions such as:
 - What did the volunteers learn?
 - Why did their project matter?
 - What will they do now?



Reflection can be done a variety of fun ways besides just talking about the project. Perhaps the 4-H members would like to write about their experiences in the form of a story or poem. Maybe they wish to create a rap, some scrapbook pages, or skits. What are some other creative ways that members can reflect upon their experiences?

Time to Share

Share creative reflection ideas that would allow a group to reflect upon their service-learning project.



Information found on Slide #10.



A good service-learning experience benefits everyone involved. It builds self-esteem and gives youth a sense of empowerment and a feeling of civic responsibility. Life skills like critical thinking, leadership development, communication skills and the ability to work as a team are also strengthened.



Benefits of Service-learning

- Self-esteem
- Empowerment
- Critical thinking
- Civic responsibility
- Leadership
- Communication
- Team building

Conclusion and Quiz



Information found on Slides #11-12.



We have reviewed some of the primary differences between service-learning and service projects. We've also looked at some of the essential steps to complete for a successful service-learning activity. Service-learning is different from community service and with the right elements can be a very meaningful experience.

Two additional resources are available that have been included in this lesson plan. They provide excellent additional information regarding the planning and implementation of a service-learning project.

First is the University of Tennessee 4-H Web site, 4-H Seeds of Service, located at <http://www.utextension.utk.edu/4H/citizenship/index.htm>. A resource included with this lesson plan from the Tennessee Web site, "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings," provides suggestions for monthly service-learning projects that clubs can complete. Second is the Purdue University publication, "From Community Service to Service-Learning," which is a useful tool to use when planning a project.

Briefly review the lesson and the references provided on Slide #12. Then, distribute the "Service-learning" quiz questions. Allow participants time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the volunteers or members to keep them as a review of the lesson.

Distribute the "Service-learning" fact sheet for volunteers and members to use for future reference. Also distribute "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings" and "From Community Service to Service-Learning" as additional references. Thank the volunteers and members for their participation.

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"Service-learning" Quiz

1. TRUE or FALSE. Service-learning and community service are the same.
2. TRUE or FALSE. Reflection sets service-learning apart from other types of service.
3. TRUE or FALSE. Application of skills learned is not an important component of service-learning.
4. TRUE or FALSE. Through service-learning students hone life skills.
5. TRUE or FALSE. Service-learning teaches volunteers about themselves, their community and the world around them.

- Serve others
- Spirit of giving



Lesson Plan Cover Page

Quarter	4
Compliance #	1g
Site	ESMS
Subject Area	Service Learning
Lesson Title	Taking Action
Grade Level	6
Date	5/1/2023
Teacher	Mrs. Lasster



ENVIRONMENT

Objectives

- Students will map their community to determine a need for a recycling program.
- Students will be encouraged to become responsible for the environmental impact of their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will take their new knowledge and use it to educate others in their school, family, and community.

Essential Questions for Students

- How do individual choices to recycle affect our community?
- What personal responsibility do individuals have to recycle?
- What responsibility do individuals have to advocate for recycling?

Outcomes

- Students will realize their ability to impact the environment.
- Students will develop oral and written presentation skills, such as engaging in collaborative discussions, writing informative texts, and supporting claims.
- Students will develop their ability to conduct research.

Common Core State Standards

English Language Standards, Writing, Grade 6

- Text Types and Purposes: CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.
- Text Types and Purposes: CCSS.ELA-Literacy.W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English Language Standards, Speaking & Listening, Grade 6

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Literacy in History/Social Studies, Science, & Technical Subjects, Writing, Grades 6-8

- Production and Distribution of Writing: CCSS.ELA-Literacy.WHST.6-8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Production and Distribution of Writing: CCSS.ELA-Literacy.WHST.6-8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Research to Build and Present Knowledge: CCSS.ELA-Literacy.WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Community Connections

- Order educational materials from a local recycling facility. Be sure to invite them to send a speaker to the school.
- Visit a local recycling facility.
- Visit a local green business (a restaurant that uses local foods, a business that uses recycled materials or solar power, etc.).



- Check with local libraries to see if student work can be displayed for the community.

Materials

- Large piece of paper for Know, Want to Know, Predict, Learned (KWPL) chart
- Materials from recycling facility or website
- Materials on landfills and biodegradability
- Materials for publishing stories
- Materials for building displays

Vocabulary Terms

- **Biodegradable** – Capable of being decomposed naturally (by living biological agents such as bacteria).
- **Environment** – The circumstances or conditions that surround someone or something; surroundings. The totality of circumstances surrounding an organism or group of organisms: especially the combination of external physical conditions that affect and influence growth, development, and survival.
- **Landfill** – A landfill, also known as a dump or rubbish dump, is a site for the disposal of waste materials by burial and is the oldest form of waste treatment. Historically, landfills have been the most common method of organized waste disposal and remain so in many places around the world.
- **Recycle** – To extract and reuse materials from garbage or waste.
- **Sustainability** – The capacity to last or endure. For humans, it is the potential for long-term maintenance of well-being, which in turn depends on the well-being of the natural world and the responsible use of natural resources. Sustainable agriculture, for example, provides what we need to live now without jeopardizing the potential for people to meet their needs in the future.

Lessons

Students will consider the life cycle of everyday objects and advocate recycling.

Building Knowledge (approximately one to two class periods)

- As a whole group, have students begin a KWPL chart answering the question “What happens to items that are thrown in the trash?”
- Have students read a book(s) on trash/recycling
- Review materials from local recycling facility or pre-selected website
- Review materials on landfills and the meaning of

Building Compassion (approximately one to two class periods)

- Have students bring in an object they use every day (nail polish, cell phone, plastic bag) and develop a story using this object as the main “character.” Student writing should trace the life cycle of this object from creation to being recycled or placed in a landfill.
- Writing ideas include:
 - Creating picture books to read to younger students.
 - Drawing a cartoon with captions.
 - Creating the story in PowerPoint.
 - Writing a play.

Taking Action (approximately two to four class periods)

- Students will create educational materials for the community regarding recycling.
- Using the stories that they developed in the Building Compassion lesson, students should create informational displays or brochures regarding recycling.





- Displays/brochures should include information on how to recycle the item (if possible), how long the item will stay in a landfill, the environmental impact of putting the item in a landfill, and solutions. Solutions can include alternatives to purchasing the product and/or alternative disposal methods.
- Complete the KWPL chart.
- Your Roots & Shoots project should end on a day when your students present their displays at an event with other students, parents, teachers, your school principal, and members of the community. Consider inviting local media to attend the presentation.

Extension Activities

- Visit green businesses in your community and talk to the business owners about their decision to be environmentally friendly, as well as the effect that decision has had on their business.
- Create a list of environmentally friendly options to the product.
- Have a storyteller come to work with students on oral storytelling.

Journal Questions

- How could the object you used as the main character of your story be manufactured in a way that would make the object more environmentally friendly? Write a letter to the manufacturer attempting to persuade the company to change how it makes this object.
- How do you think your object would feel to be in a landfill forever? How do you think your object would feel being recycled into something new? Why would your object feel this way?

Additional Taking Action Activities

- Organize a "Going Green" contest for the school. Have classes submit ideas on how to make the school more environmentally friendly. Find ways to implement the top three ideas.
- Start a school garden to help provide organic vegetables for student lunches or snacks. Pizza and salsa gardens (cultivating herbs and other ingredients for those dishes) are both fun to grow and grow well in containers.
- Host a "Worm Composting Night" at school. Have fun working together to build composting bins for families to use at home. Families can bring their own supplies or locate a donor for the supplies. This could also be used as a school fundraising activity.
- Research a common food item from the school's lunch menu and find out what it takes to get this item to the table. Discover how many miles it has to travel before it comes to your school, how long it takes to get to school, what chemicals are used in the process, and how much fossil fuel is used to grow it and transport it. Can you figure out what the food's carbon footprint is? Once you have all the answers, find a way for your school lunch to make less of an environmental impact.
- Conduct a "water use audit" for your school and the school grounds. Look at where water is being wasted and what products or chemicals are being put into the water on a regular basis. Investigate ways your school can be less wasteful and more water-wise.
- Write your local representatives regarding environmental issues that are affecting you and your community.

Accommodations/Modifications

- As a whole class, research the life cycle (from creation to disposal) of one trash item and ways to recycle that item.
- Allow numerous ways for students to present their findings.

Family Connection

- Send an informative letter or email outlining your project to students' families.
- Have students develop "recycling pledges" for family members to sign.



Lesson Plan Cover Page

Quarter	2
Compliance #	1g
Site	GMS
Subject Area	Service Learning
Lesson Title	Service Lesson Plan
Grade Level	<i>6th</i>
Date	12/6/2022
Teacher	Mrs. Holland

4-H-1001
Volume 4
New 1/10

3

"Service-learning" Lesson Plan

VOLUNTEERIN

4-H Toolkit for Success





Learning Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Intended Audience

This lesson is intended for use with adult 4-H volunteers.



Supplies & Resources Needed

- "Service-learning" lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Service-learning" lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Service-learning" fact sheet for each participant
- Copies of "Ready Set Serve! Service-learning Lesson Plans for 4-H Meetings" resource guide
- Copies of "From Community Service to Service-Learning" resource guide



References

Indiana Middle School Family and Consumer Science Curriculum. July 1996. Heart Healthy Hoopla. Available at www.doe.in.gov/food/training/newlinks-hoopla.html.

Mantooth, L.J. Service-learning: Thinking Beyond Community Service. University of Tennessee Extension. Retrieved December 7, 2009, from <http://www.utextension.utk.edu/4H/citizenship/index.htm>. Used by permission.

Morris, P. V., Redmon, K., and Martin, K. (2004). From Community Service to Service-learning. Purdue University Cooperative Extension Service. West Lafayette, IN. Used by permission.

University of Tennessee Extension. Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings. 4-H Seeds of Service. Available at <http://www.utextension.utk.edu/4H/sos/acrobat/ReadySetServe.pdf>. Used by permission.

Projected Length

20-25 minutes



Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Service-learning" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Service-learning" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants and a copy of the "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings" and "From Community Service to Service-learning"

Methods/Content



Information found on Slides #1-2.

Introduction



Service-learning enriches all 4-H members' lives. It is similar to, but different from, community service. This lesson will help determine these differences. Our objectives for this lesson include:

Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Objective 1

Differentiate between service-learning and community service.



Information found on Slide #3.



To understand what service-learning is, it is helpful to understand what it is not.



Service-learning is Different from:

- **Volunteerism** — people who decide to perform service for others without pay
- **Community Service** — community volunteering, perhaps as a result of a court order or probation sentence
- **Youth Service** — an overarching term for all approaches that involve community youth as resources
- **Experiential Education** — a term describing educational approaches that emphasize learn by doing



Information found on Slide #4.



Service-learning has some very specific characteristics.

Service-learning:

- Is a method for individuals to learn and develop through active participation
- Is organized to meet community needs
- Promotes civic responsibility
- Builds the educational component of the program
- Encourages participants to reflect on the service experience
- Helps volunteers learn about their personal strengths and interests



Information found on Slide #5.



There are three distinct types of service-learning – direct, indirect, and advocacy.

Ask volunteers to give an example of each. Possible answers could include:

- Direct service – working at the homeless shelter with the people
- Indirect – collecting food for a local food pantry
- Advocacy – advocating for sidewalk curb cuts for the disabled

Types of Service-learning

- Direct Service: provides assistance directly to members of the community
- Indirect Service: involves a “behind the scenes” approach to provide service
- Advocacy: seeks to resolve an issue facing the community



Objective 2

Follow the steps to implement a positive service-learning project.



Information found on Slide #6.



To plan an effective service-learning opportunity, certain elements should be included. We'll discuss these elements and then review the steps to implement a service-learning project.

To be effective, service-learning should contain the following elements which will enhance the experience and increase the transformational learning. The service should be meaningful, involve problem solving, and provide opportunities to apply skills that are learned. Students will cooperate with many entities in preparation for service-learning and a time for reflection will be included.

Elements of Effective Service-learning

- Engages youth
- Involves meaningful service
- Develops problem solving skills
- Applies skills learned
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Information found on Slide #7.



Select a project that is meaningful to the 4-H club and meets a need in the community. Set objectives that the group wishes to accomplish. Prepare for the project by securing supplies, scheduling volunteer workers, and planning logistics. Perform the activity when as many as possible can participate. Have a reflection time (the step that sets service-learning apart from community service). Let the 4-H members discuss and share their experiences during the reflection time. Evaluate the value of the project and identify next steps to take. Celebrate with sharing pictures, refreshments and publicity.

Steps of Service-learning

1. Select a project
2. Set objectives to accomplish
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4. Perform service activity



5. Reflect on the experience
6. Evaluate the project
7. Celebrate the group's accomplishments



Information found on Slides #8-9.



One of the more critical steps of the service-learning opportunity is encouraging the members and other participants to reflect upon the experience. By answering questions like these, members will be able to better understand what they learned from the experience and what may happen as a result of this experience.

Reflecting on Service-learning

- Reflection distinguishes service-learning from other service projects.
- During reflection, ask questions such as:
 - What did the volunteers learn?
 - Why did their project matter?
 - What will they do now?



Reflection can be done a variety of fun ways besides just talking about the project. Perhaps the 4-H members would like to write about their experiences in the form of a story or poem. Maybe they wish to create a rap, some scrapbook pages, or skits. What are some other creative ways that members can reflect upon their experiences?

Time to Share

Share creative reflection ideas that would allow a group to reflect upon their service-learning project.



Information found on Slide #10.



A good service-learning experience benefits everyone involved. It builds self-esteem and gives youth a sense of empowerment and a feeling of civic responsibility. Life skills like critical thinking, leadership development, communication skills and the ability to work as a team are also strengthened.



Benefits of Service-learning

- Self-esteem
- Empowerment
- Critical thinking
- Civic responsibility
- Leadership
- Communication
- Team building

Conclusion and Quiz



Information found on Slides #11-12.



We have reviewed some of the primary differences between service-learning and service projects. We've also looked at some of the essential steps to complete for a successful service-learning activity. Service-learning is different from community service and with the right elements can be a very meaningful experience.

Two additional resources are available that have been included in this lesson plan. They provide excellent additional information regarding the planning and implementation of a service-learning project.

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"Service-learning" Quiz

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3. TRUE or FALSE. Application of skills learned is not an important component of service-learning.
4. TRUE or FALSE. Through service-learning students hone life skills.
5. TRUE or FALSE. Service-learning teaches volunteers about themselves, their community and the world around them.

- Serve others
- Spirit of giving



Lesson Plan Cover Page

Quarter	4
Compliance #	18
Site	GMS
Subject Area	Service Learning
Lesson Title	Taking Action
Grade Level	6
Date	5/1/2023
Teacher	Mrs. Cambron

ENVIRONMENT

Objectives

- Students will map their community to determine a need for a recycling program.
- Students will be encouraged to become responsible for the environmental impact of their choices.
- Students will examine how they can take responsibility for lessening their impact on the environment through recycling.
- Students will take their new knowledge and use it to educate others in their school, family, and community.

Essential Questions for Students

- How do individual choices to recycle affect our community?
- What personal responsibility do individuals have to recycle?
- What responsibility do individuals have to advocate for recycling?

Outcomes

- Students will realize their ability to impact the environment.
- Students will develop oral and written presentation skills, such as engaging in collaborative discussions, writing informative texts, and supporting claims.
- Students will develop their ability to conduct research.

Common Core State Standards

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- Text Types and Purposes: CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.
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Community Connections

- Order educational materials from a local recycling facility. Be sure to invite them to send a speaker to the school.
- Visit a local recycling facility.
- Visit a local green business (a restaurant that uses local foods, a business that uses recycled materials or solar power, etc.).





- Check with local libraries to see if student work can be displayed for the community.

Materials

- Large piece of paper for Know, Want to Know, Predict, Learned (KWPL) chart
- Materials from recycling facility or website
- Materials on landfills and biodegradability
- Materials for publishing stories
- Materials for building displays

Vocabulary Terms

- **Biodegradable** – Capable of being decomposed naturally (by living biological agents such as bacteria).
- **Environment** – The circumstances or conditions that surround someone or something; surroundings. The totality of circumstances surrounding an organism or group of organisms: especially the combination of external physical conditions that affect and influence growth, development, and survival.
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Lessons

Students will consider the life cycle of everyday objects and advocate recycling.

Building Knowledge (approximately one to two class periods)

- As a whole group, have students begin a KWPL chart answering the question “What happens to items that are thrown in the trash?”
- Have students read a book(s) on trash/recycling
- Review materials from local recycling facility or pre-selected website
- Review materials on landfills and the meaning of

Building Compassion (approximately one to two class periods)

- Have students bring in an object they use every day (nail polish, cell phone, plastic bag) and develop a story using this object as the main “character.” Student writing should trace the life cycle of this object from creation to being recycled or placed in a landfill.
- Writing ideas include:
 - Creating picture books to read to younger students.
 - Drawing a cartoon with captions.
 - Creating the story in PowerPoint.
 - Writing a play.

Taking Action (approximately two to four class periods)

- Students will create educational materials for the community regarding recycling.
- Using the stories that they developed in the Building Compassion lesson, students should create informational displays or brochures regarding recycling.





- Displays/brochures should include information on how to recycle the item (if possible), how long the item will stay in a landfill, the environmental impact of putting the item in a landfill, and solutions. Solutions can include alternatives to purchasing the product and/or alternative disposal methods.
- Complete the KWPL chart.
- Your Roots & Shoots project should end on a day when your students present their displays at an event with other students, parents, teachers, your school principal, and members of the community. Consider inviting local media to attend the presentation.

Extension Activities

- Visit green businesses in your community and talk to the business owners about their decision to be environmentally friendly, as well as the effect that decision has had on their business.
- Create a list of environmentally friendly options to the product.
- Have a storyteller come to work with students on oral storytelling.

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- How could the object you used as the main character of your story be manufactured in a way that would make the object more environmentally friendly? Write a letter to the manufacturer attempting to persuade the company to change how it makes this object.
- How do you think your object would feel to be in a landfill forever? How do you think your object would feel being recycled into something new? Why would your object feel this way?

Additional Taking Action Activities

- Organize a "Going Green" contest for the school. Have classes submit ideas on how to make the school more environmentally friendly. Find ways to implement the top three ideas.
- Start a school garden to help provide organic vegetables for student lunches or snacks. Pizza and salsa gardens (cultivating herbs and other ingredients for those dishes) are both fun to grow and grow well in containers.
- Host a "Worm Composting Night" at school. Have fun working together to build composting bins for families to use at home. Families can bring their own supplies or locate a donor for the supplies. This could also be used as a school fundraising activity.
- Research a common food item from the school's lunch menu and find out what it takes to get this item to the table. Discover how many miles it has to travel before it comes to your school, how long it takes to get to school, what chemicals are used in the process, and how much fossil fuel is used to grow it and transport it. Can you figure out what the food's carbon footprint is? Once you have all the answers, find a way for your school lunch to make less of an environmental impact.
- Conduct a "water use audit" for your school and the school grounds. Look at where water is being wasted and what products or chemicals are being put into the water on a regular basis. Investigate ways your school can be less wasteful and more water-wise.
- Write your local representatives regarding environmental issues that are affecting you and your community.

Accommodations/Modifications

- As a whole class, research the life cycle (from creation to disposal) of one trash item and ways to recycle that item.
- Allow numerous ways for students to present their findings.

Family Connection

- Send an informative letter or email outlining your project to students' families.
- Have students develop "recycling pledges" for family members to sign.



Lesson Plan Cover Page

Quarter	3
Compliance #	1g
Site	GMS
Subject Area	Service Learning
Lesson Title	Human Community
Grade Level	7-8
Date	2/21/2023
Teacher	Mrs. Holland



HUMAN COMMUNITY

Objectives

- Students will map their community to determine that food banks and homeless shelters are a resource in need of assistance.
- Students will examine the reasons why food banks and shelters are necessary and reflect on their personal beliefs about families and individuals in need.
- The project will help students recognize the need for services assisting families who struggle to obtain basic necessities such as food and shelter.
- Students will conduct a food or supply drive, learning what it means to become “part of the solution” and work to end hunger and homelessness for families and children in their community.

Essential Questions for Students

- After some reflection and discussion, how accurate were your initial perceptions of homelessness?
- What personal responsibility do you have to assist others in need?

Outcomes

- Students will realize their ability to positively impact the day-to-day lives of others living in poverty in their community.
- Students will develop an understanding of the reasons why families find themselves homeless.
- Students will develop oral and written communication skills, such as engaging in collaborative discussions, writing informative texts, and presenting findings.

Common Core State Standards

English Language Standards, Writing, Grade 6

- Text Types and Purposes: CCSS.ELA-Literacy.W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.
- Text Types and Purposes: CCSS.ELA-Literacy.W.6.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

English Language Standards, Speaking & Listening, Grade 6

- Comprehension and Collaboration: CCSS.ELA-Literacy.SL.6.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.
- Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.6.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Community Connections

- Contact a local homeless shelter or rescue mission serving families in your community to discuss your class’s intent to conduct a food or supply drive to help the families in their care. A representative from the shelter should be able to assist you with your project. Many shelters will send out (or post on their website) educational materials about homelessness, as well as general marketing materials.
- General ideas for assisting homeless families and children include:
 - Conducting a food drive.
 - Conducting a clothing drive.
 - Collecting diapers, baby wipes, and other items for babies and toddlers (many food banks also distribute diapers).



- Collecting school supplies.
- Collecting art supplies.

Materials

- Individual journals.
- Educational materials on homelessness
- Materials to make informational posters about the project.
- Know, Want to Know, Predict, Learned (KWPL) chart.

Vocabulary Terms

- **Homeless** – Describes a person with no home or permanent place to live. People without homes considered as a group.
- **Shelter** – Something that provides cover or protection; for example, from heat, cold, or other weather. A refuge. In regard to humans, a place that provides temporary housing for people who are homeless.
- **Poverty** – The state of being poor; a condition lacking in the necessities for living safely, healthily, and comfortably.
- **Poverty Level** – An income level below which a person is officially considered to lack adequate resources for daily life and to be living in poverty.
- **Food Security** – Another official term, used specifically to refer to a person's or family's access to food. A household is said to be food secure when its members do not live in hunger or threat of starvation. The United Nations reports that, worldwide, approximately 852 million people are hungry due to extreme poverty.

Lessons

Students will learn about the issues surrounding homelessness and poverty and engage their peers and adults in conducting a food or supply drive for a local shelter.

Building Knowledge (approximately one to two class periods)

- Develop a KWPL chart focused on homelessness. Ask students what they feel they know about the issue, what they wonder about, and ideas they have to learn more. Hang this in the classroom during the project.
- Review literature from the shelter with which you are partnering or from a pre-selected website
- Ask a representative from the shelter to visit your class and talk about the work that the shelter does and the people it serves. Many shelters have case studies as part of their marketing materials, which can be excellent resources to help students understand the "human" side of the homeless issue.
- Introduce students to the service project and ask them to brainstorm ideas.

Building Compassion (approximately 10 to 15 minutes a day during the project)

Journaling is an extremely effective way for students to get in touch with their thoughts and feelings. By focusing on journaling during this project, students will be able to process their beliefs about homelessness without censure. Throughout the project, encourage students to reflect on the personal aspect of homelessness and free write on an ongoing basis. Topic suggestions include:

- Where would you go if your family lost your home?
- How does it make you feel when friends reveal their families' financial troubles to you?
- How does it feel when your parents/caregivers express financial concerns?
- What could lead a family into homelessness?
- What would it be like to be homeless?
- If you were homeless, how would you obtain food and where would your meals take place?
- How would you stay warm?
- What would you use for transportation? How would you get to school? Jobs?





- What would you do for entertainment?
- How would you stay in contact with your friends?

Taking Action (allow approximately two to four weeks for the food/supply drive)

- Go to work! Host a food/supply drive for a local shelter to benefit homeless families in your community.
- Together with a representative from the shelter and your students, brainstorm a list of items that the students would like to collect to benefit the shelter and the people it serves. You might opt to focus on food—canned items, dry goods, etc.; or on supplies that the shelter needs on a daily basis—clothing, bedding, baby/toddler supplies, activities for children, etc.
- Working with your students, determine:
 - The length of your drive.
 - How you will collect items. For example, will you be collecting canned food in bins in your classroom or in the school lobby? Will you place collection bins in local businesses near your school, as well?
 - The date for your celebration event. This could be the last day of your drive, or shortly after the last day, when students tally the number of items collected and estimate how many people they've helped.
 - The logistics of the celebration event. For example, would students like to deliver the items that they collect to the shelter in person, or would you prefer that a representative from the shelter come to your school to accept the donation?
- Have students create posters and informational flyers to inform the community about your project.
- Have students decorate donation bins with artwork and specific information about where the donations are being sent.
- Reach out to local businesses with suggestions on how they might help with your project
- Contact the media to let them know about your project, including the end-of-project event
- After the students have completed the food/supply drive, complete the KWPL. What did students learn and how have their opinions regarding homelessness changed?

Journal Questions

- Are there any current legislative issues being debated in your community that would impact the homeless? Why should the community be for or against this legislation?
- What other projects that impact the homeless community are you interested in? How could you be of service to this project?

Extension Activities

- Working with a shelter, adopt a family for the school year. What are the needs of that specific family? Does the family have children? If so, would the class like to arrange for gifts for the children on their birthdays and holidays? Do the children need school supplies or specific clothing items such as shoes or coats?
- Research current public policies in your community that impact the homeless. Are there policies in place to help reduce the number of homeless in your community? What are the details of those policies? Do the students think the policies will work? Why or why not?

Accommodations/Modifications

- Allow students multiple options in how to express their feelings about homelessness.
- Partner with another class or grade level to assist with the food/supply drive.

Additional Taking Action Activities

- Start a vegetable garden at your school or work with a community garden to grow fresh organic vegetables for donation to a food bank or shelter.





- Host a Free Trade Fair at your school to promote livable wages and education in developing nations. (Refer to Bead for Life at www.beadforlife.org or SERRV International at www.serrv.org.)
- Organize a team from your school to participate in a local fundraising walk supporting homeless shelters.
- Look into local art museums or galleries to see if any are hosting an exhibit focused on the faces of poverty. Students can also create their own exhibit using www.animoto.com.
- Visit a local soup kitchen or shelter and volunteer to serve a meal.
- Write your local representatives regarding issues that are affecting poor and homeless families in your community.
- Research which states have the highest and lowest rates of poverty. What factors contribute to these rankings?
- Develop a poverty budget. What would life look like if you were living at the national poverty line?
- Research how many children are living in poverty in your state. The nation?

Family Connection

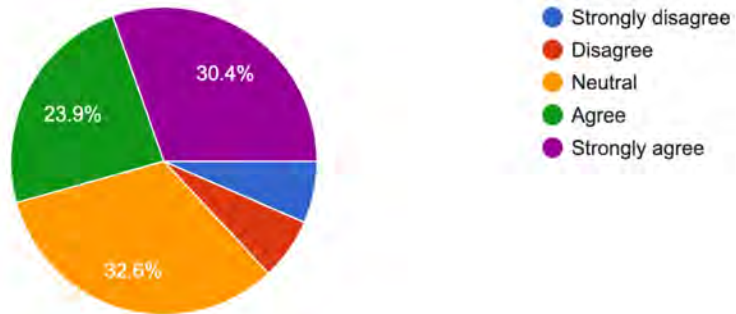
- Send an informative letter or email outlining your project to students' families.
- Have students create a thank-you meal for their parents or caregivers at home. Have students plan the meal using the types of food that were collected in the food drive, or food that is distributed by food banks.



GMS/ESMS Student STEM Survey

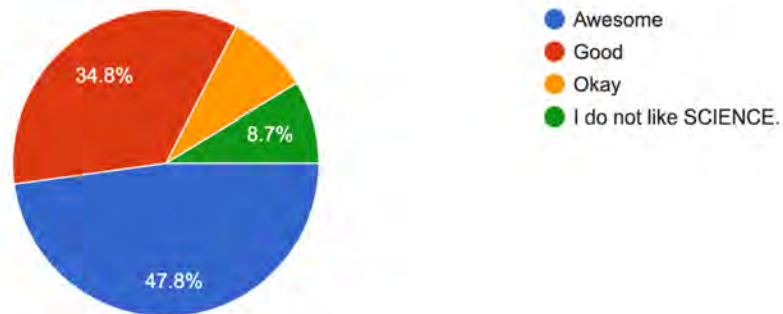
When I am older, I might choose a job that uses SCIENCE.

46 responses



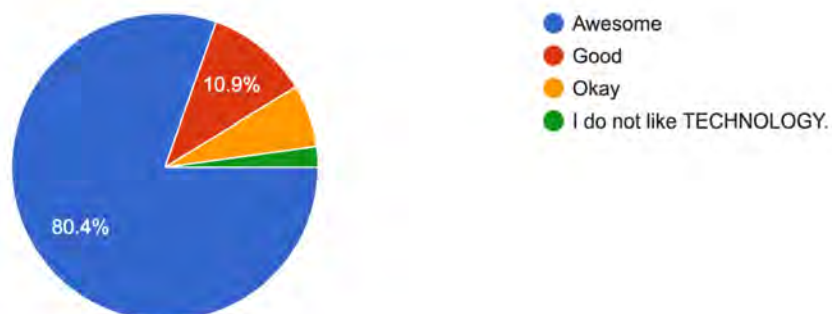
To me SCIENCE is

46 responses



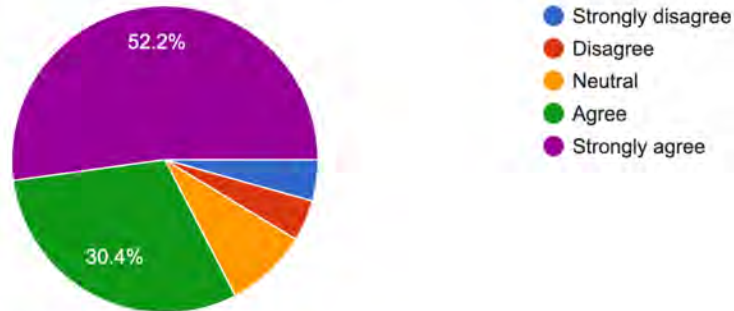
To me TECHNOLOGY is

46 responses



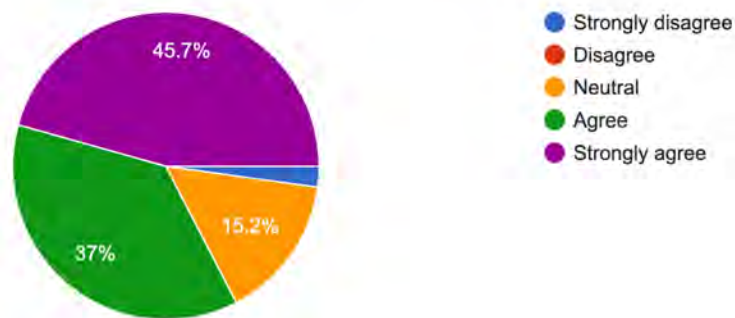
When I am older, I might choose a job that uses TECHNOLOGY.

46 responses



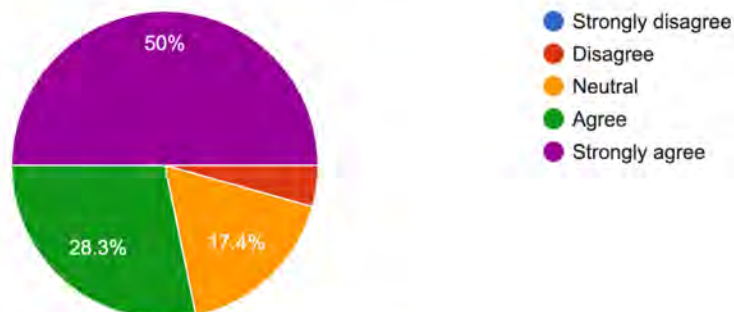
My after school program gives me an opportunity to learn more about science.

46 responses



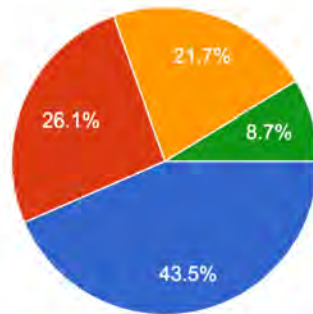
My after school CLC gives me an opportunity to use technology.

46 responses



To me ENGINEERING is

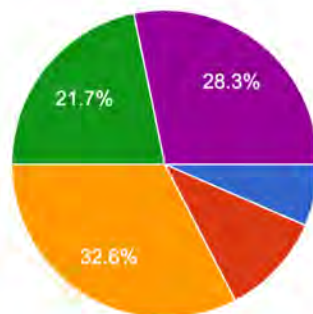
46 responses



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

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

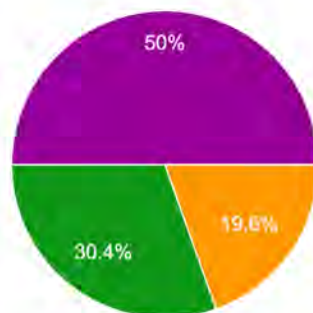
46 responses



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

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

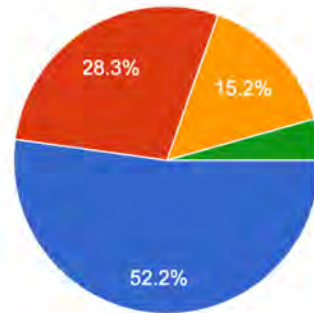
46 responses



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

To me ART is

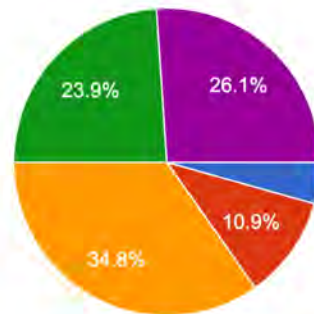
46 responses



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

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

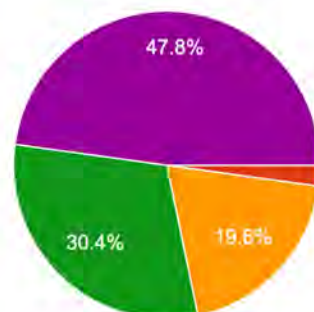
46 responses



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

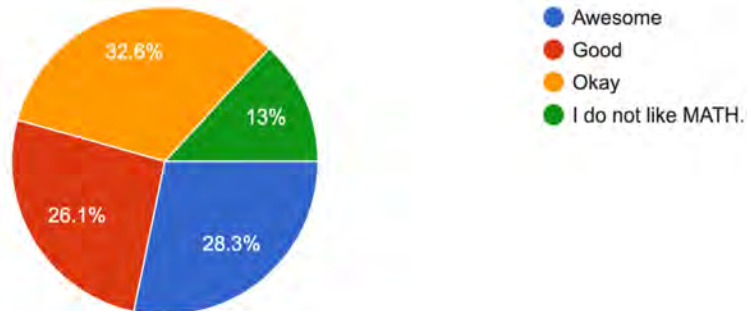
My after school program gives me opportunities to discover the arts.

46 responses

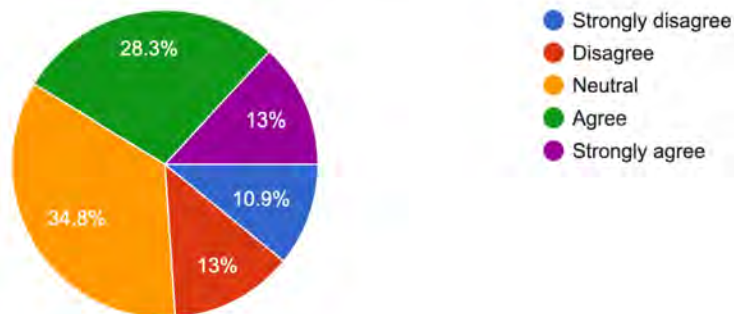


- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

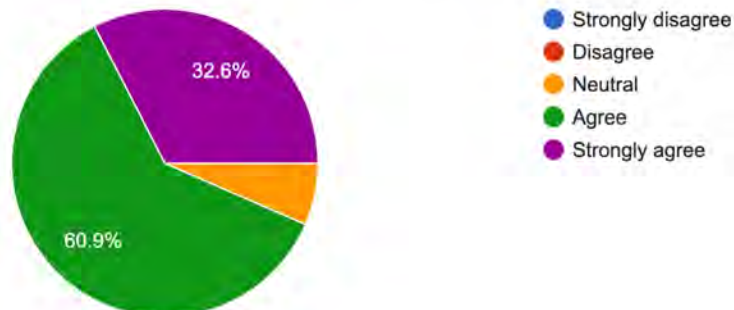
To me MATH is
46 responses



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

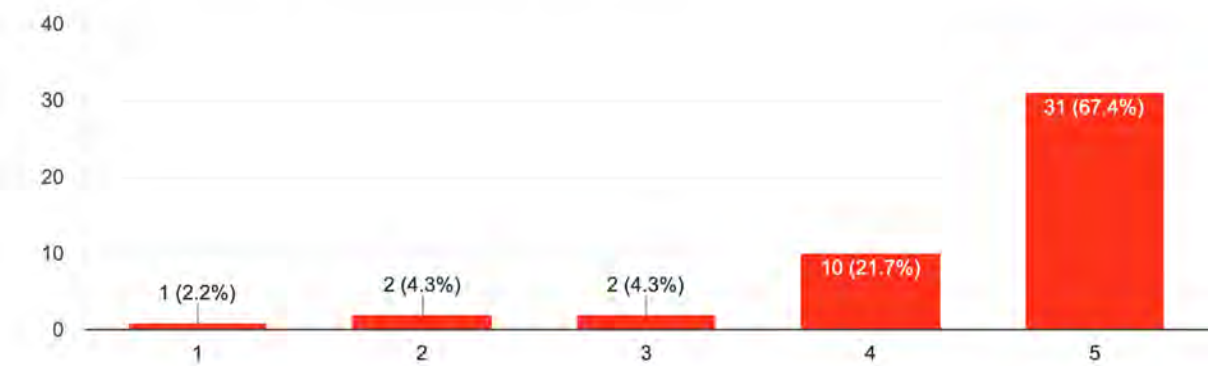


My after school program gives me opportunities to work on my math skills.
46 responses



How would you rank the STEAM lessons in After School?

46 responses



Family Night

May 9th, 2023

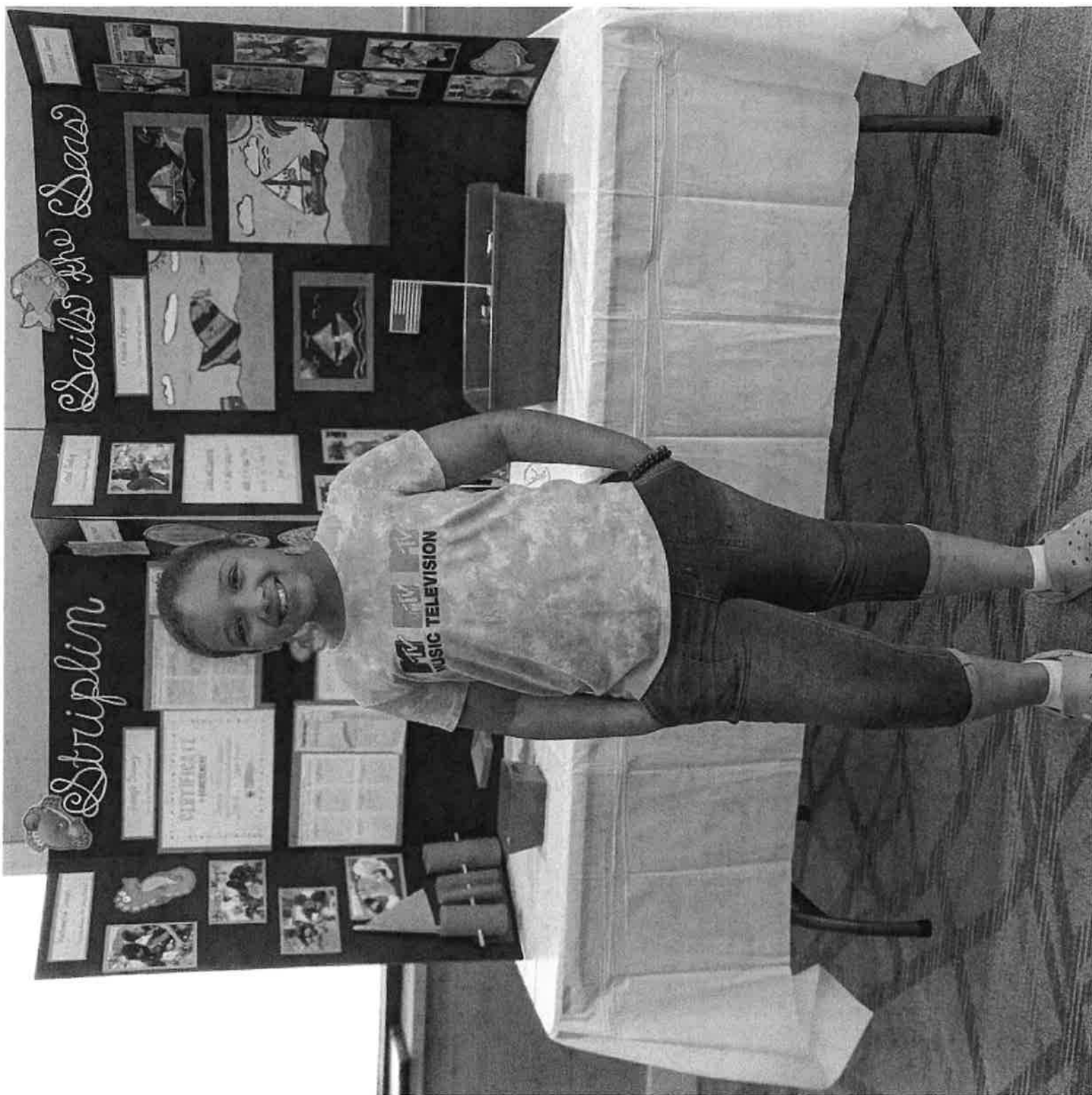
Agenda

5:45-7:30

- Welcome
- Community Partners
- Guest Speaker
- Student Project Showcase
- STEM Make and Take
- Dismissal









Sarah B. Odom, PhD

Educational Consultant

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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

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

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

Personal References

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

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