

21st Century CLC Final Report



Final Report 2022 - 2023: Cohort 16

Year 1

Gadsden City Schools

Striplin Elementary School

Gadsden, AL

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1.0 Executive Summary

Striplin Elementary School CLC operated in the 2022 - 2023 school year, providing students with support, enrichment, and remediation in several areas. The CLC had six goals, and they are as follows: to provide students with academic enrichment, to increase attendance for the regular school day, to increase parent and family involvement, to improve behavior during the school day, to implement STEM, and to provide service learning opportunities for their students.

Striplin operated four days per week with a proposed number of 113 days that were completed; Striplin operated for 26 weeks at 11 hours per week. Striplin had 5 paid school day teachers, 2 paid other non-teaching school staff, 1 paid subcontracting staff, and 1 paid other. Striplin operated on a 1:15 ratio of teachers to students. The CLC staff attended training throughout the year including a CEA training for the site Director.

Striplin offered a number of academic enrichment activities, such as bullying, career lessons, cultural diversity, drug lessons, earning money, environmental science, environmental literacy, financial literacy, marvelous math, sharing our colors, snowflake sums, technology, and understanding finance. Striplin also offered math remediation and reading remediation. Striplin had several sessions of character education and service learning; they also had two drama productions for their students to participate and enjoy. Striplin offered character enrichment, a YMCA camp, yoga, enrichment, drama, dance, games and PE, art, cooking, vocals, create in canvas, and holiday crafts. In addition to all of these activities listed, they also had programs for prevention, reading, academic support, school beautification, STEM, team-building, technology, and writing support.

Striplin served pre-K through fifth grade students with 110 students proposed; Striplin actually served 84 students during the 2022 - 2023 school year. There were 13 kindergarten students, 16/1 grade students, 17/2 grade students, 11/3 grade students, 12/4 grade students, and 15/5 grade students. There was roughly an equal number of genders. Striplin also served three race and ethnic groups, including black students, Hispanic students, and white students. 78 of Striplin students were considered economically disadvantaged.

This was a baseline year for Striplin's grant. Therefore, most of the academic, attendance, and discipline objectives simply reported baseline data. For growth in reading, we have the ACAP scores for Striplin's grade levels. This will be used as a baseline for the next two years with the CLC students. For fifth grade reading, the baseline score will be 454; for fourth grade reading, the baseline score will be 459. For the baseline scores in math, they are as follows: second grade, 449; third grade, 475; fourth grade, 477; fifth grade, 494. This year we also looked at CLC data to determine the effectiveness of the strategies in reading and math. There were 28 days of academic enrichment, provided to the students; 13 days of drama; 10 days of academic support, and reading; 96 days of homework and tutoring; eight days of writing academic support. When analyzing perceptual data, we found the majority of parents, students and teachers who surveyed students believed students made improvements in both reading and math during the CLC year. The overall attendance average was 93.7 for the total population of 70 students. The total ADM was 68.54 of the total students. There were six out of school suspensions for this year, and there were 30 excused absences. The CLC provided academic enrichment, prevention, counseling, healthy and active lifestyle, and well-rounded educational activities to encourage students to attend both school and the CLC after school sessions. Results from teacher, parent, and student surveys indicated that students made improvements in their attendance during the CLC year. There were three parent events in which parents attended at the CLC. There was attendance of over 60 parents at each event. In addition to those events, parents were also given surveys to complete for the CLC. 94% of parents who completed the surveys (n=34) believed the CLC communicated well with them, they were pleased with the parent involvement and opportunities, and they were satisfied with the overall CLC program. There were six out

of school suspensions for Striplin Elementary students this year. The CLC offered anti-bullying workshops, character, education and services, cultural diversity, workshops, and other character education sessions to help students improve their behavior during the school day ended after school. According to surveys, parent, students and teachers believed, by majority, the students had improve their behavior by the end of the CLC year. The CLC also offered STEM sessions and service learning activities for CLC students. Student surveys indicated the students enjoyed all STEM activities provided by the CLC. Students enjoyed creating chew toys for dogs for a local animal shelter. This was perhaps one of the most unique service learning projects I have witnessed this year.

In all areas of the grant, including all goals and objectives, I found that the Striplin CLC staff members and others did effectively implement all components of the grant as promised.

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 Striplin Elementary 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 to improve academic progress in reading/math.

Objective 1a: 30% [36] of students will demonstrate growth in reading by May 2023 evidenced on state assessments in reading [K-2 DIBELS, 3-5 ACAP]

Objective 1b: 30% [36] of students will maintain or improve academic progress in math by May 2023 evidenced on state assessments [3-5 ACAP]

1. Did 30% of students demonstrate growth in reading by May 2023, and subsequent grant years as evidenced on state assessments?
2. Did 30% of students maintain or improve academic growth in math by May 2023, and subsequent grant years as evidenced on state assessments?
3. What other evidence can the CLC provide that it is addressing the math and reading needs of the CLC students?
4. What is the perceptions of teachers, parents, and students that the CLC is providing adequate activities and support for the students' continued growth in reading and math?

Goal 2 – Increase attendance for the regular school day.

Objective 2a: To increase attendance by 4% by implementing an evidence based wellness program by May 2023.

Objective 2b: To increase attendance by 4% to reach or maintain the 90% rate and ensure parents understand the importance of children attending school and bringing with an excuse after an absence among participants by May 2023.

1. Did attendance increase by 4% by May 2023 and subsequent grant years?
2. Did attendance increase by 4% to reach and/or maintain 90% ADA?

3. Did parents send students who were absent back to school with adequate documentation for absences?
4. What other evidence did the CLC provide that it addressed school attendance with parents and students?
5. What were the perceptions of teachers, parents, and students on the CLC's attempt to promote good school attendance?

Goal 3 – Increase parent and family engagement.

Objective 3: 50% [55] families will participate in a minimum of 3 Family Engagement activities by June 2023 evidenced in EZReports attendance/activities report.

1. Did 50% of families participant in at least 3 family engagements activities by June 2023, and subsequent grant years?
2. What other evidence does the CLC have that it actively sought engagement with parents during each grant year?
3. What are the perceptions of the parents/families that the CLC provide adequate opportunities for the families to actively engage with the CLC?

Goal 4 - Improve behavior during the regular school day

Objective 4: Decrease in/out of school suspensions by 10% [13] among participants with regular attendance by May 2023 as evidenced in discipline reports.

1. Did school suspensions decrease by 10% during each school year of the grant's implementation?
2. What other evidence does the CLC provide that it provided counseling and other behavior training for CLC students to encourage good behavior?
3. What were the perceptions of the teachers, parents, and students that the CLC provided adequate counseling and training on good behavior for students?

Goal 5 – Implement Science, Technology, Engineering, and Math activities.

Objective 5: 80% [90] of students will participate in STEM activities a minimum of three times per week among participants with regular attendance by May 2023 evidenced in EZReport lessons and activities and state ACAP Scores in Science.

1. Did 80% of students participate in STEM activities at least 3xs per week for each grant year?
2. What other evidence does the CLC provide that it provided adequate and stimulating STEM opportunities for its participants weekly?
3. What are the perceptions of the teachers, parents, and students that the CLC provided adequate STEM exposure and learning opportunities for its participants?

Goal 6 – Provide Service-Learning opportunities.

Objective 6: 80% [80] students will participate in SL among participants by May 2023 evidenced in EZ Reports.

1. Did 80% of students participate in service learning projects for each grant year?
2. What other evidence does the CLC provide that it provided training on service learning and gave students decision-making responsibilities in the projects?

3. What are the perceptions of the students and parents on the CLC's ability to teach students the importance of service learning and community problem resolutions through the service learning projects?

1.2 Project Background

SES Facts: 89% qualify for Free/Reduced Lunch. 17% are McKinney Vento [doubled up due to economics] 98% attendance rate. Students prefer school over home & the 21st CCLC is viewed as their "safe place" The school serves 88% low income students PreK-5th grade who live in low income rental homes or 2 Section 8 housing units. The school is on the same block as the feeder middle school and safety is a concern if students are not accompanied by an adult after school hours. The transiency rate is high in the school, but data supports that students in 21st CCLC are low transiency because it provides emotional and academic support not offered in other schools. Community Partners are very active in mentoring and providing weekend meals to participants. The administration & staff are diverse and ensure there are few racial tensions in the predominantly minority school. Mental Health issues plague the community. Students need answers for why a parent is absent, incarcerated, abusive. CED and partners work to show them emotional support in order to reach them academically. We are determined that our students will overcome generational poverty & academic deficiencies and be afforded enrichment that they would otherwise never experience.

60.6% of students are NOT proficient in Reading, 68.9% are not proficient in math [ACAP,22]. Lack of accountability lack of accountability from home, apathy, 38 students in grades 3-5 are identified special ed getting modified work & not gaining a foundation for progress. 114 EL Students are lacking emotional security and cling to the teachers for emotional support. 12 in DHR care, 87 ELL students. Students lack letter recognition, letter sounds, decoding, encoding. Lack of parental accountability. Attendance is not a documented problem but when students are absent is sometimes due to lack of access to healthcare/medicine. Parents are apathetic, absent from homes, intimidated by school and over 40% are dropouts Mental health referrals. Only 10 students were suspended in 2020/2021 for defiance yet many were referred for mental health counseling due to home life was defiance. 70% of Regular day class lack STEM due to lack of teacher preparedness/training. School day focus in on Literacy/Numeracy due to state standards. 18% of students are involved in Service Learning Solution: Service learning with a community garden and the animal shelter.

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 to Improve Academic Progress in Reading/Math

This was a baseline year for the COC therefore we are looking at a kept data simply to determine what the baseline will be for the coming years. This year Strickland students set a baseline score in fifth grade reading of 454; a baseline of 459 was set for fourth grade reading students. In terms of math, the ACAP baseline scores are as follows: second grade, 449; third grade, 475; fourth grade, 477; fifth grade, 494. In subsequent years, the CLC students will use these base lines to show growth each year in both reading and math. The CLC provided many days of academic enrichment, homework and tutoring, and academic support for its students. Parent and student surveys indicate the students believe their scores improved in both reading and math because of the CLC. Teacher surveys on 79 students also indicated students made academic improvements.

Goal 2: Increase Attendance for the Regular School Day

The overall attendance average for the Striplin CLC students was 93.7. There were 30 excused absences this year among all Striplin students who were involved in the CLC. There were also six out of school suspensions for this year. The CLC provided hours of academic enrichment, prevention, counseling, healthy and active lifestyle, and well-rounded education activities in order for students to become engaged and want to come to the CLC after-school program. This also would provide a structure for students to realize the importance of the regular school day as well. According to parent and student surveys, a majority of them believed student attendance improve because of the CLC. According to teacher surveys of 79 students, 85% of those students made improvements in their school attendance.

Goal 3: Increase Parent and Family Engagement

The CLC provided five opportunities for parents to attend after school events. Three of those events recorded the following participation of parents: Black History Program, 73 parents, end of year celebration, 62 parents; and literacy night, 64 parents. 34 parents indicated they were satisfied with how the afterschool program communicated with them, provided them with parent involvement opportunities, and satisfactorily implemented the CLC program.

Goal 4: Improve Behavior During the Regular School Day

The CLC salt to have an impact on student behavior by providing several sessions of character education for them. Some of these activities are as follows: anti-bullying workshop, character, education, and services, cultural diversity, flurry of friends, hearts for humanity, helping hands, and positive people. Parents and students indicated they believed the CLC helped students improve their behavior. Teacher surveys also indicated students made improvements in their classroom behavior as well as getting along with others.

Goal 5: Implement STEM

The CLC offered a number of steam activities. They are as follows: April celebration, 12 days; cultural arts, two days; dynamic education, one day; holiday hand's on, seven days; valentine ventures, 11 days; winter workshop, 11 days; March mechanics, 11 days; May mechanics, 10 days; STEM program, 13 days; and other workshops were provided. There were 5144 participant days of STEM activities. The average participant completed 69 days of STEM at the CLC. 60% of the days in CLC included STEM activities. According to teacher student and parent surveys, the STEM program made a powerful impact on student achievement in science and math.

Goal 6: Provide Service Learning

There were 75 days of service learning provided for students. Students participated in several service learning projects, but perhaps the best example was the chew toys for dogs they made using their old recycle T-shirts. These chew toys were then donated to local animal shelters. Both parents and students indicated they were happy with the activities they were provided at the CLC.

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
Striplin CLC	4	113	26	11	113

2.2 Staffing

- Type(number and percentages)
 - 5 Paid School Day Teachers
 - 2 Paid Other Non-Teaching School Staff
 - 1 Paid Subcontracted Staff
 - 1 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
 - Staff Meeting - 2 hours
 - Julie Daniel
 - Shereka Wright
 - Robert Kyle
 - Mandi Moses
 - Site Coordinator Professional Development - 2 hours
 - Mandi Moses
 - 21st Century Training - 2 hours
 - Mandi Moses
 - Teacher Professional Development - 1 hour
 - Kayla Willis
 - Shereka Wright
 - July Daniel
 - Brianna Roberson
 - Jennifer Vance

- Afterschool Professional Development Training
 - Mandi Moses
 - Kayla Willis
 - Robert Kyle
 - Brianna Roberson
- Amanda Moses - 39.25 Training hours including ACEA Mandated Training
- Staff Strengths/Challenges
 - Strengths- The staff provides students with many academic and enrichment opportunities. The students participate in STEM, Fine Arts, and additional opportunities that allow students to improve their academic skills and foster talents.
 - Challenges- Many students attending afterschool programs are TIER III students needing intense intervention and behavior challenges. The staff works to provide interventions for the whole child however, with the significant number of at-risk students, this can be a challenge for the staff.

2.3 Activities

Striplin CLC offered a number of activities, sessions, and events for students and parents during the 2022-2023 school year. They offered academic enrichment, drug and violence prevention and counseling, healthy and active lifestyle, literacy education, parenting skills and family literacy, STEM, telecommunications and technology, and well-rounded education activities. A complete listing of activities with days/week, hours/day, and total number of days is provided in Table 2.4.

Table 2.4 Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Bullying Lesson, Career Lesson, Careers, Cultural Diversity, Drugs Lesson, Earning money, Environmental Literacy, Financial Literacy, I want to Be, Marvelous Math, Nutrition, Sharing our Colors, Snowflake Sums, Technology, Understanding Finance	Academic Enrichment	All Students	1 day/week 30 min per day 19 days	STAFF
Math Remediation	Academic Enrichment	All Students	3 days/week 30 min/day 3 days	STAFF
Remediation/Math and Reading	Academic Enrichment	All Students	5 days/week 30 min/day 15 days	STAFF
Anti Bullying, Character Education-Service Learning, Cultural Diversity, Flurry of Friends, Hearts for Humanity	Character Education - Service Learning	All Students	1 day/week 30 min/day 11 days	STAFF
Helping Hands	Character Education - Service Learning	All Students	4 days /week 30 min/day 4 days	STAFF
Positive People	Character Education - Service Learning	All Students	4 days /week 30 min/day 4 days	STAFF
Aesop's Fables, Dive Into Drama, Shakespeare	Drama	All Students	4 days/week 30 min/day 12 days	STAFF
Dynamic Education, Tortoise and the Haire	Drama	All Students	1 day/week 30 min/day 2 days	STAFF
Character Enrichment, Music, YMCA Camp, YMCA Enrichment, Yoga Enrichment	Enrichment, Fine Arts, Dance, STEAM, PE, Character ED	All Students	4 days/week 30 min/day 29 days	STAFF

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Drama/Dance	Enrichment, Fine Arts, Dance, STEAM, PE, Character ED	All Students	1 day/week 30 min/day 1 day	STAFF
Teams - Games PE	Enrichment, Fine Arts, Dance, STEAM, PE, Character ED	All Students	2 days/week 30 min/day 2 days	STAFF
Art is all around, Enrichment of the Arts Dance	Enrichment of the ARTS	All Students	4 days /week 30 min/day 12 days	STAFF
Cultural Arts Program	Enrichment of the ARTS	All Students	2 days/week 30 min/day 2 days	STAFF
Cooking, Directed Drawing	Enrichment of the ARTS	All Students	1 day/week 30 min/day 3 days	STAFF
Valentine Vocals	Fine Arts (sculpting, painting, literature, architecture, theater, etc)	All Students	3 days/week 30 min/day 3 days	STAFF
Creating Canvas	Fine Arts (sculpting, painting, literature, architecture, theater, etc)	All Students	1 day/week 30 min/day 4 days	STAFF
Dance Party, Fun Friday, March Mania, Shamrock Shenanigans	Free Fridays	All Students	1 day/week 30 min/day 8 days	STAFF
Holiday Crafts	Holiday Crafts	All Students	1 day/week 30 min/day 1 day	STAFF
Homework-Study Groups, Homework - Unfinished Tasks, Homework - Tutoring	Homework-Tutoring	All Students	4 days /week 30 min/day 96 days	STAFF
Lucky Logic (Probability), March Math, Sweet Subtraction	Mathematics Enrichment	All Students	1-4 days/week 30 min/day 9 days	STAFF

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Move to the Music, Music Enrichment, Singing Sweethearts	Music	All Students	3-4 days/week 30 min/day 10 days	STAFF
Cold Carols, Summer Showdown, Talent Show	Music	All Students	1 day/week 30 min/day 4 days	STAFF
Black History Program, End of the year Celebration, Literacy night, Math night, Parent Orientation	Parent Orientations Parent Events	All Family Members	1 day/week 30 min - 75 min/day 5 days	STAFF
Basketball, Frisbee	PE	All Students	2 days/week 30 min/day 4 days	STAFF
Friday Football, Leprechaun Limbo, March Madness, Race to the Teacher	PE	All Students	1 day/week 30 min/day 6 days	STAFF
Healthy Habits, Self Care + Service	Personal Hygiene	All Students	2 days/week 30 min/day 4 days	STAFF
Balanced Nutrition, Nutrients	Personal Hygiene	All Students	1 day/week 30 min/day 2 days	STAFF
YMCA Healthy Choices	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	4 days/week 30 min/day 3 days	STAFF
Better than Bullies, Just Say No, Substance Safety	Prevention Programs and Activities (Anti-Bullying/Drug Prevention)	All Students	1 day/week 30 min/day 3 days	STAFF
Reading Remediation, Reading Review, Remedial Reaching	Reading Academic Support	All Students	1-4 days/week 30 min/day 10 days	STAFF
Coosa River Keepers, Environmental Literacy, Flower Beds, Gardening	School Beautification	All Students	1 day/week 30 min/day 4 days	STAFF

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Science Lab, Snow Scientists, STAR Lab	Science Enrichment	All Students	1-2 days/week 30 min/day 6 days	STAFF
Knowing Nutrition	Snack/Nutrition	All Students	1 day/week 30 min/day 1 day	STAFF
Snack	Snack/Nutrition	All Students	5 days/week 30 min/day 113 days	STAFF
April Acceleration, Holiday Hands On, Valentine Ventures (Coding) Winter Workshop	STEAM-STEM Activities	All Students	3 days/week 30 min/day 41days	STAFF
Cultural Arts, Dynamic Education	STEAM-STEM Activities	All Students	1-2 days/week 30 min/day 3 days	STAFF
Aca “STEM” ics, March Mechanics (Robots), May Mechanics, STEM Program	STEM	All	1-4 days/week 30-60 min/day 35 days	STAFF
Character and Friendship	Team Building	All Students	4 days/week 30 min/day 5 days	STAFF
Get Your Game on, Partner Games, Playground Pyramids, Summer Scavenger Hunt	Team Building	All Students	1 day/week 30 min/day 6 days	STAFF
Basketball Camp, PE Enrichment, YMCA Lessons	Technology and Physical Education	All Students	4 days/week 30 min/day 14 days	STAFF
Fun Friday Game Day/ TechTime, May Mania, Tech Tips, Technology Tidbits	Technology and Physical Education	All Students	1 day/week 30 min/day 5 days	STAFF
Sentence Structure	Writing Academic Support	All Students	4 days/week 30 min/day 6 days	STAFF
Writing Workshop	Writing Academic Support	All Students	2 days/week 30 min/day 2 days	STAFF

3.0 Demographic Information

Table 3.1 Grant Data

From Grant Application	Data
Grades served	PreK-5
Number of students proposed	110
Number of families proposed to serve	92

Table 3.2 Participant Attendance

Prek - 5th Grade	Total	6th - 12th Grade	Total
Prekindergarten	0	6 th grade	0
Kindergarten	13	7 th grade	0
1 st grade	16	8 th grade	0
2 nd grade	17	9 th grade	0
3 rd grade	11	10 th grade	0
4 th grade	12	11 th grade	0
5 th grade	15	12 th grade	0
Total	84	Total	0

Table 3.3 Grade Levels by Hour Band

Attendance - Pre-K - 5th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
Prekindergarten	0	0	0	0	0	0	0
Kindergarten	0	0	1	1	11	0	13
1 st grade	0	0	0	1	15	0	16
2 nd grade	0	0	0	1	16	0	17
3 rd grade	0	0	0	0	11	0	11
4 th grade	0	0	1	1	10	0	12
5 th grade	0	0	0	0	15	0	15
Hour Band Total	0	0	2	4	78	0	84

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	0	0	0	0	0	0
7 th grade	0	0	0	0	0	0	0
8 th grade	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0

Table 3.4 Race & Ethnicity

Race & Ethnicity	Total PreK-5th	Total 6th-12th
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	64	0
Hispanic or Latino	12	0
Native Hawaiian or Pacific Islander	0	0
White	5	0
Two or More Races	0	0
Data Not Provided	2	0

Table 3.5 Participant Gender

Gender	Total PreK-5	Total 6th-12th
Male	37	0
Female	47	0
Data Not Provided	0	0

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

Table 3.6 Population Specifics

Category	Total PreK-5	Total 6th-12th
Students who are English learners	5	0
Students who are economically disadvantaged	78	0
Family members of participants served	105	0

Table 3.7 Student Grade Report (Aggregate)

School	Grading Period	Subject	Grade	Total Student	
Striplin	1st Semester	English/ Reading	<70	9	10.71%
			70-79	18	21.43%
			80-89	24	28.57%
			>=90	26	30.95%
			No Grade Data	7	8.33%
Striplin	2nd Semester	English/ Reading	<70	11	13.10%
			70-79	13	15.48%
			80-89	20	23.81%
			>=90	31	36.90%
			No Grade Data	9	10.71%
Striplin	1st Semester	Math	<70	2	2.39%
			70-79	10	11.90%
			80-89	19	22.62%
			>=90	46	54.76%
			No Grade Data	7	8.33%
Striplin	2nd Semester	Math	<70	6	7.14%
			70-79	14	16.67%
			80-89	24	28.57%
			>=90	31	36.90%
			No Grade Data	9	10.71%
Striplin	1st Semester	Science	70-79	4	4.76%
			80-89	9	10.71%
			>=90	64	76.19%
			No Grade Data	7	8.33%
Striplin	2nd Semester	Science	<70	1	1.19%
			70-79	6	7.14%
			80-89	12	14.29%
			>=90	56	66.67%
			No Grade Data	9	10.71%
Total				84	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	
	#	%	#	%	#	%	#	%	#	%
Striplin	75	100%	1	1.33%	36	48%	4	5.33%	34	45.33%

Table 3.9 Student Grade Report (Mathematics Comparison)

STUDENT GRADE REPORT (Comparison)										
Subject:	Mathematics									
Grading Period:	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	#	%	#	%	#	%	#	%	#	%
Striplin	75	100%	1	1.33%	14	18.67%	4	5.33%	58	74.67%

4.0 GPRA Results

Stiplin Elementary CLC's grant was written using six goals and a number of measurable objectives to indicate effectiveness of implementation of those goals. A number of evaluations questions were constructed to analyze the data, both qualitative and quantitative, available from the grant site. They are listed below and answered using the evaluator's findings.

Goal 1 – Provide Academic Enrichment to improve academic progress in reading/math.

1. Did 30% of students demonstrate growth in reading by May 2023, and subsequent grant years as evidenced on state assessments? **For Striplin, the average scale score for student on ACAP was 454; and they had 89 students in fifth grade. The CLC had 15 students in 5th grade. For 4th grade, Striplin's average scale score was 459 with 46 kids; the CLC had 12 4th grade students. Baseline year.**
2. Did 30% of students maintain or improve academic growth in math by May 2023, and subsequent grant years as evidenced on state assessments? **ACAP Baseline for Growth: 2nd Grade Scale Score - 449; 3rd Grade Scale Score - 475; 4th Grade Scale Score - 477; 5th Grade Scale Score - 494**
3. What other evidence can the CLC provide that it is addressing the math and reading needs of the CLC students? **The CLC offered over 150 days of academic support for math and reading.**
4. What is the perceptions of teachers, parents, and students that the CLC is providing adequate activities and support for the students' continued growth in reading and math? **A large majority of students and parents felt the CLC positively impacted reading and math scores for students. Teachers felt the majority of CLC students made academic improvements.**

Goal 2 – Increase attendance for the regular school day.

1. Did attendance increase by 4% by May 2023 and subsequent grant years? **Baseline year with 93.7% ADA.**
2. Did attendance increase by 4% to reach and/or maintain 90% ADA? **Baseline year with 93.7% ADA.**
3. Did parents send students who were absent back to school with adequate documentation for absences? **30 excused absences.**
4. What other evidence did the CLC provide that it addressed school attendance with parents and students? **186 hours of sessions to help student improve grades and attendance at school.**
5. What were the perceptions of teachers, parents, and students on the CLC's attempt to promote good school attendance? **A large majority of parents and students felt the CLC made a positive impact on student school attendance. Teachers felt a majority of CLC students made improvements on their school-day attendance.**

Goal 3 – Increase parent and family engagement.

1. Did 50% of families participant in at least 3 family engagements activities by June 2023, and subsequent grant years? **A majority of parents attended at least 3 events.**
2. What other evidence does the CLC have that it actively sought engagement with parents during each grant year? **5 events were planned for parents; all parents received surveys for their perceptions of the CLC.**
3. What are the perceptions of the parents/families that the CLC provide adequate opportunities for the families to actively engage with the CLC? **A large majority (>90%) believed the CLC communicated effectively with them, provided adequate parental involvement events for them, and provided a satisfactory program for their children.**

Goal 4 - Improve behavior during the regular school day

1. Did school suspensions decrease by 10% during each school year of the grant's implementation? **There were six out of school suspensions for this year. Baseline year.**
2. What other evidence does the CLC provide that it provided counseling and other behavior training for CLC students to encourage good behavior? **25 days of character education were provided to students.**
3. What were the perceptions of the teachers, parents, and students that the CLC provided adequate counseling and training on good behavior for students? **A large majority (>80%) of parents and students felt the CLC helped the students improve their behavior. Teachers felt a majority of CLC students made improvements in their behavior.**

Goal 5 – Implement Science, Technology, Engineering, and Math activities

1. Did 80% of students participate in STEM activities at least 3xs per week for each grant year? **77 days of STEM were provided; there were 113 days of CLC scheduled.**
2. What other evidence does the CLC provide that it provided adequate and stimulating STEM opportunities for its participants weekly? **5144 STEM Days, 60% of CLC time spent in STEM on average.**
3. What are the perceptions of the teachers, parents, and students that the CLC provided adequate STEM exposure and learning opportunities for its participants? **A large number of students and parents feel the students enjoy STEM at the CLC. Teachers felt CLC students made academic progress this year.**

Goal 6 – Provide Service-Learning opportunities.

1. Did 80% of students participate in service learning projects for each grant year? **All registered students participated in service learning sessions; there were three major sessions of many days.**
2. What other evidence does the CLC provide that it provided training on service learning and gave students decision-making responsibilities in the projects? **Students sent pictures of their “chew toys” they made from recycled t-shirts for a local animal shelter.**
3. What are the perceptions of the students and parents on the CLC's ability to teach students the importance of service learning and community problem resolutions through the service learning projects? **A large majority of students are happy they have opportunities to make suggestions for activities at the CLC.**

Percentage of Participants Improving on Reading/Language Arts State Assessments

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

Reading/Language Arts						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	0	0	1	1	25	0
For how many of these students do you have outcome data to report?	0	0	1	0	1	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	1	0

Percentage of Participants Improving on Mathematics State Assessments

Table 4.2 GPRA Measure (State Assessment - Mathematics)

Mathematics						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	0	0	1	1	25	0
For how many of these students do you have outcome data to report?	0	0	1	0	1	0
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	0	0	0	1	0

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

Table 4.3 GPRA Measure (Grade Point Average)

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

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

Table 4.4 GPRA Measure (Attendance)

Attendance						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12.	0	0	1	3	67	0
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	0	2	31	0
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	0	2	31	0

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

Table 4.5 GPRA Measure (In-School Suspension)

In-School Suspension						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following # students in grades 1-12	0	0	1	3	67	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)

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	1	3	67	0
For how many of these # students have the outcome data to report?	0	0	0	0	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

5.0 Parental Involvement

Table 5.1 Parental Involvement Activities

Activity Category	Participants Attended	Total Hours Offered
Black History Program	73	1
End of the Year Celebration	62	1.25
Literacy Night	64	1
Math Night	0	1
Parent Orientation	0	0.5

6.0 Findings and Recommendations for the After-School Program

Table 6.1

Goal 1 – Provide Academic Enrichment to improve academic progress in reading/math.				
Objective 1a: 30% [36] of students will demonstrate growth in reading by May 2023 evidenced on state assessments in reading [K-2 DIBELS, 3-5 ACAP]				
Objective 1b: 30% [36] of students will maintain or improve academic progress in math by May 2023 evidenced on state assessments [3-5 ACAP]				
1. Did 30% of students demonstrate growth in reading by May 2023, and subsequent grant years as evidenced on state assessments? Baseline year.				
Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic enrichment, literacy education, STEM, well rounded education activities	State assessment data	All year	For Striplin, the average scale score for student on ACAP was 454; and they had 89 students in fifth grade. The CLC had 15 students in 5th grade. For 4th grade, Striplin's average scale score was 459 with 46 kids; the CLC had 12 4th grade students. Baseline year.	<p>Observations: this was a baseline year for the ACAP for Striplin students.</p> <p>Recommendations: In subsequent grant years students will need to make improvements on their average scale score for fourth and fifth grade. Average scale score was 459 for 4th grade; the average scale score was 454 for 5th grade. So we should look for improvements in the scores in the coming years. Great job!</p>

Goal 1 – Provide Academic Enrichment to improve academic progress in reading/math.

2. Did 30% of students maintain or improve academic growth in math by May 2023, and subsequent grant years as evidenced on state assessments?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic enrichment, literacy education, STEM, well rounded education activities	State assessment data	All year	<p>ACAP</p> <p>2nd Grade Scale Score - 449</p> <p>3rd Grade Scale Score - 475</p> <p>4th Grade Scale Score - 477</p> <p>5th Grade Scale Score - 494</p>	<p>Observations: This is the first year of the grant implementation. Therefore, this is the baseline year; we will look at the scale scores that were made by each grade level this year for math, and compare them in the years to come.</p> <p>Recommendations: Even though we have baseline scores for each grade level, they were still below the state, baseline score or scale score average for this year therefore I encourage you all to continue to help students in math skills in the coming years with your great implementation. Great job!</p>

Goal 1 – Provide Academic Enrichment to improve academic progress in reading/math.

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

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic enrichment, literacy education, STEM, well rounded education activities	CLC data	All year	<p>Academic Enrichment in math and literacy - 28 days</p> <p>Drama - 13 days</p> <p>Reading Academic Support - 10 days</p> <p>Homework/Tutoring - 96 days</p> <p>Writing Academic Support - 8 days</p>	<p>Observations: The CLC offers many sessions in both literacy and math support for students to participate in each day.</p> <p>Recommendations: Great job providing your students with academic enrichment in math and literacy. I also love that you incorporate drama for your students as well as financial literacy and other neat workshops like “Earning Money” & “Snowflake Sums!”</p> <p>Awesome work! I encourage you to continue to provide your students with the types of activities you have provided this year at your CLC.</p>

Goal 1 – Provide Academic Enrichment to improve academic progress in reading/math.

4. What is the perceptions of teachers, parents, and students that the CLC is providing adequate activities and support for the students' continued growth in reading and math?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Academic enrichment, literacy education, STEM, well rounded education activities	Teacher, parents, and student surveys	All year	<p>Student surveys: 99% of students (n-84) believed the CLC help them improve their math scores and reading scores. They also enjoyed STEM activities.</p> <p>Parent surveys: (n-34) 88% of parents believed their child's reading scores improved because of CLC involvement. 94% believed their child's math scores improved because of CLC involvement.</p> <p>Teacher surveys: (n-79) 85% of students surveyed made improvements in their academic performance in their regular school classes</p>	<p>Observations: Students, parents, and teachers believed the CLC had a positive direct impact on students, math and reading scores.</p> <p>Recommendations: I do believe the CLC has done an excellent job of communicating with parents and teachers and helped students realize the value of the CLC program in helping students develop math skills and literacy skills. Continue providing students with all the various sessions you have provided them this year and add to these in the future. Great job!</p>

Goal 2 – Increase attendance for the regular school day.

Objective 2a: To increase attendance by 4% by implementing an evidence based wellness program by May 2023.

Objective 2b: To increase attendance by 4% to reach or maintain the 90% rate and ensure parents understand the importance of children attending school and bringing with an excuse after an absence among participants by May 2023.

1. Did attendance increase by 4% by May 2023 and subsequent grant years?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character education, Service learning healthy and active lifestyles, STEM, technology, well rounded education activities	Attendance data	All year	Overall attendance average was 93.7% of total population of 70 students. Total average daily attendance was 64.17 students of 70. Total ADM average was 68.54 of total students. There were six out of school suspensions for this year, and there were 30 excused absences for this year.	Observation: It appears from the PowerSchool data I received students maintained above 90% attendance rate for the 2020-2023 school year. Recommendations: I know with all of the various sessions and activities you all have planned for your students at the CLC, students were motivated to attend. This has to overflow into the regular school day. Great job in making sure you motivate your students to attend school and after-school at your CLC.

Goal 2 – Increase attendance for the regular school day.

2. Did attendance increase by 4% to reach and/or maintain 90% ADA?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character education, Service learning healthy and active lifestyles, STEM, technology, well rounded education activities	Attendance data	All year	Overall attendance average was 93.7% of total population of 70 students. Total average daily attendance was 64.17 students of 70. Total ADM average was 68.54 of total students. There were six out of school suspensions for this year, and there were 30 excused absences for this year.	<p>Observation: As far as I can tell from the attendance data provided to me, this CLC met the 90% average daily attendance goal.</p> <p>Recommendations: I give you high accolades for your work in encouraging students to attend school as well as your CLC. Parents also need encouragement to send their children to school. I know you all have done a great job and providing parents with information relevant to school attendance. Great job! Keep up the good work in the years to come.</p>

Goal 2 – Increase attendance for the regular school day.

3. Did parents send students who were absent back to school with adequate documentation for absences?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character education, Service learning healthy and active lifestyles, STEM, technology, well rounded education activities	Attendance data	All year	Overall attendance average was 93.7% of total population of 70 students. Total average daily attendance was 64.17 students of 70. Total ADM average was 68.54 of total students. There were six out of school suspensions for this year, and there were 30 excused absences for this year.	<p>Observation: In the information provided to me, there were 30 excused absences for the year. There were also six suspensions. I am unsure of other unexcused absences that may have occurred.</p> <p>Recommendations: When providing attendance data, make sure a complete record is provided with all types of absences. However, the attendance average was still met at 93%. Great job.</p>

Goal 2 – Increase attendance for the regular school day.

4. What other evidence did the CLC provide that it addressed school attendance with parents and students?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character education, Service learning healthy and active lifestyles, STEM, technology, well rounded education activities	CLC data	All year	<p>Academic enrichment – 52 hours,</p> <p>Drug and violence prevention counseling - 19 hours</p> <p>Healthy and active lifestyle - 85 hours</p> <p>Parenting skills and family literacy - five hours</p> <p>Well-rounded educational activities - 25 hours.</p>	<p>Observations: The CLC provided students and parents with multiple opportunities to explore the importance of attendance to school as well as CLC events.</p> <p>Recommendations: Great job in preparing students and parents for a great year at school as well as the CLC after-school program. I encourage you to continue to make attendance in both school and CLC programs important every day that you talk to students. Mentor them with career skills that will provide them the structure they need to be good citizens as well as good employees in the future. Attendance is a must for this to happen.</p>

Goal 2 – Increase attendance for the regular school day.

5. What were the perceptions of teachers, parents, and students on the CLC's attempt to promote good school attendance?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character education, Service learning healthy and active lifestyles, STEM, technology, well rounded education activities	Parent, teacher, and student surveys	All year	<p>Teacher survey (n-79) 85% of students made improvements in their school attendance</p> <p>Parent survey (n-34) 74% of students of parents felt their students made improvements in their attendance since attending after-school.</p> <p>Student survey (n-84) 88% of students felt the CLC help them improve their school attendance.</p>	<p>Observations: The majority of parents and students felt the CLC made a difference in student attendance at school. According to teacher survey, the majority of students did improve in classroom attendance.</p> <p>Recommendations: Continue building relationships between teachers, parents, and students as you work through the years of your grant implementation. Attendance is an important concept for school and the CLC if you want your program to be at success. All stakeholders must have buy-in in order for you to be successful. Make sure attendance is a top priority when you meet with teachers, students, and parents.</p>

Goal 3 – Increase parent and family engagement.

Objective 3: 50% [55] families will participate in a minimum of 3 Family Engagement activities by June 2023 evidenced in EZReports attendance/activities report.

1. Did 50% of families participant in at least 3 family engagements activities by June 2023, and subsequent grant years?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parenting, skills, and family literacy	Parenting data	All year	Black history program - 73 members End of year celebration - 62 members Literacy night - 64 members Math night - 0 members Parent orientation - 0 members.	<p>Observation: It appears at least 50% of parents attended three engagements. Those engagements were Black History Program, end of year celebration, and literacy night.</p> <p>Recommendations: Continue to provide your parents with opportunities to attend your CLC during after-school. I encourage you to provide events where student work is showcased or projects or shown to parents. Challenges and competitions are also always a hit. And of course, when there's food, parents also love to attend. Great job!</p>

Goal 3 – Increase parent and family engagement.

2. What other evidence does the CLC have that it actively sought engagement with parents during each grant year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parenting, skills, and family literacy	CLC offerings & surveys	All year	Five events were provided for parents. Parent surveys were also sent.	<p>Observations: The CLC provided five major events for parents to attend. The CLC also sent parent surveys to be completed so parent perceptions could be evaluated.</p> <p>Recommendation: I give you high accolades for providing parents with multiple opportunities to attend meetings with you at the CLC. I also applaud you for providing parents with an opportunity to give you their perceptions on the effectiveness of your program. Great job.</p>

Goal 3 – Increase parent and family engagement.

3. What are the perceptions of the parents/families that the CLC provide adequate opportunities for the families to actively engage with the CLC?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Parenting, skills, and family literacy	Parent surveys	All year	<p>Parent surveys – (n-34)</p> <p>94% of parents believed the afterschool program communicated with them effectively.</p> <p>94% of parents were pleased with the parent involvement opportunities the CLC provided them.</p> <p>97% of parents were satisfied with the afterschool program.</p>	<p>Observations: From the parent surveys, it would appear those who responded are pleased with the communications from the CLC, the parental involvement opportunities from the CLC, and the overall program the CLC provides their children.</p> <p>Recommendations: Continue providing parents with a safe place for their children to attend afterschool programs with many sessions to help them in academic achievement, remediation they may need, and physical activities and social learning they need to be well-rounded citizens. Great job in all that you have done. It shows in the perceptions as well as the quantitative data for a great analysis and evaluation.</p>

Goal 4 - Improve behavior during the regular school day.

Objective 4: Decrease in/out of school suspensions by 10% [13] among participants with regular attendance by May 2023 as evidenced in discipline reports.

1. Did school suspensions decrease by 10% during each school year of the grant's implementation?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Drug and violence, prevention and counseling, healthy and active lifestyles, well-rounded education activities	GPRA data	All year	According to the data provided there were six out of school suspensions this year	<p>Observation: This is the baseline year; therefore, 6 will become the baseline number for subsequent years of this grant.</p> <p>Recommendations: Continue to work with your students with character education lessons and activities to help them understand the importance of good behavior in school and at the CLC.</p>

Goal 4 - Improve behavior during the regular school day.

2. What other evidence does the CLC provide that it provided counseling and other behavior training for CLC students to encourage good behavior?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Drug and violence, prevention and counseling, healthy and active lifestyles, well-rounded education activities	CLC data	All year	Anti-bullying - 1 day, Character education and services - 8 days cultural diversity - 1 day, Flurry of Friends - 3 days, Hearts for Humanity - 4 days, Helping Hands - 4 days Positive People - 4 days	<p>Observation: the CLC provided several days of character education for students to help them develop good relationships with their peers and with others.</p> <p>Recommendations: I love the types of sessions and activities the CLC provided for its students this year. If they participated in each of these activities. I'm sure they were given many tips and strategies for dealing with crisis situations as well as their own anger and emotions. SEL is important for all students. In our post-Covid world, students are met with many emotions they may not have the strategies to deal with on their own. It is crucial staff members work with students to help with them work through feelings of anger, depression, and isolation. Great job on all you have done!</p>

Goal 4 - Improve behavior during the regular school day.

3. What were the perceptions of the teachers, parents, and students that the CLC provided adequate counseling and training on good behavior for students?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Drug and violence, prevention and counseling, healthy and active lifestyles, well-rounded education activities	Parent, teacher, and student surveys	All year	<p>Parent surveys (n-34)</p> <p>85% of parents believe their students got along with others better since attending CLC.</p> <p>Student surveys (n-84)</p> <p>88% of students believe the afterschool program helped them behave better in the regular day school; 100% of students feel safe in the afterschool program.</p> <p>Teacher survey (n-79)</p> <p>78% of students made improvements in their behavior in the classroom; 72% of students made improvements and getting along with other students in the classroom.</p>	<p>Observation: Both parents and students believe the CLC has a positive impact on student behavior. Teachers also believed CLC students made improvements in their classroom behavior during the school year.</p> <p>Recommendations: Great job on all you have done to help your students develop good character. I encourage you to continue SEL lessons in the coming years of your grant's implementation. Remember, students are growing; they have issues every day; and they need adult support. I know you will do what you can to ensure the students continue to grow and thrive, not only academically, but also socially and emotionally.</p>

Goal 5 – Implement Science, Technology, Engineering, and Math activities.

Objective 5: 80% [90] of students will participate in STEM activities a minimum of three times per week among participants with regular attendance by May 2023 evidenced in EZReport lessons and activities and state ACAP Scores in Science.

1. Did 80% of students participate in STEM activities at least 3xs per week for each grant year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	CLC data	All year	STEAM Activities April Acceleration, 12 days Cultural Arts, 2 days Dynamic Education, 1 day Holiday Hands-on, 7 days Valentine Ventures (coding), 11 days Winter Workshop, 11 days Act"STEM"ics, 1 day March Mechanics (Robotics), 11 days May Mechanics, 10 days STEM Program, 13 days	<p>Observation: The CLC offered its students many days of STEM activities throughout the school year.</p> <p>Recommendations: The CLC had so many opportunities for students to embrace STEM. I love the fact the CLC used many possibilities instead of using only one STEM idea. For example, the CLC had robotics, cultural arts, mechanics, coding, and hands-on activities. Students had opportunities to thrive and explore STEM and not become bored with the same activities day-in and day-out. Continue doing what you are doing to provide quality STEM at your CLC. Great job.</p>

Goal 5 – Implement Science, Technology, Engineering, and Math activities.

2. What other evidence does the CLC provide that it provided adequate and stimulating STEM opportunities for its participants weekly?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	CLC offerings	All year	<p>STEM days</p> <p>(n-84) registered students 75 RAS students.</p> <p>5144 participant days of STEM activities</p> <p>Participant Average - 69 days of STEM</p> <p>113 days scheduled</p> <p>60% of days students experienced STEM on average.</p>	<p>Observations: The students at the CLC participated in 5144 days of stem activities. This averages to about 60% of the time spent in CLC was spent in STEM.</p> <p>Recommendations: Great job on providing your students with many STEM opportunities throughout this school year. I encourage you to continue exploring ways to open up the fields of science, technology, engineering, Arts, and math to your students.</p>

Goal 5 – Implement Science, Technology, Engineering, and Math activities.

3. What are the perceptions of the teachers, parents, and students that the CLC provided adequate STEM exposure and learning opportunities for its participants?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
STEM activities	Teacher, parent, and student surveys	All year	<p>Student survey, (n-34)</p> <p>97% of students enjoyed STEM at their CLC</p> <p>Parent surveys, (n-84)</p> <p>99% of parents felt their children enjoyed STEM at their CLC</p> <p>Teacher survey, (n-79)</p> <p>85% of students made academic progress</p>	<p>Observations: The majority of parents and students felt the students enjoyed STEM activities at the CLC.</p> <p>Recommendations: Continue building relationships with parents and students. Provide students with stimulating activities in the field of science, technology, engineering, and mathematics. You all have done a great job this year implementing STEM and your CLC daily sessions. I look forward to seeing what you will offer in the coming grant years.</p>

Goal 6 – Provide Service-Learning opportunities.

Objective 6: 80% [80] students will participate in SL among participants by May 2023 evidenced in EZ Reports.

1. Did 80% of students participate in service learning projects for each grant year?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character, education, and service learning	CLC data	All year	<p>Service learning - 75 days; 42 days; 42 students</p> <p>Hearts for Humanity - 81 days; 81 students</p> <p>Helping Hands - 78 days; 78 students</p>	<p>Observations: Based on the offerings, the CLC had with service learning activities, and the number of students enrolled in those activities this objective was met.</p> <p>Recommendations: Great job on providing your students with many days of service learning and projects. I know the students enjoyed learning how they can serve others as well as have fun with their peers.</p>

Goal 6 – Provide Service-Learning opportunities.

2. What other evidence does the CLC provide that it provided training on service learning and gave students decision-making responsibilities in the projects?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character, education, and service learning	CLC data	All year	Students participated in several service learning projects, but perhaps the best example was the chew toys for dogs they made with their old T-shirts.	<p>Observations: Students sent several pictures of the chew toys they made for dogs out of old T-shirts. They were adorable!</p> <p>Recommendations: This service learning project is perhaps one of the cutest and most adorable projects I've seen. I loved seeing the smiles on the children's faces as they posed with their chew toys made from recycled T-shirts. This is perhaps one of the most unique service learning projects I've seen. Awesome job! I can't wait to see what you all have plan for the coming years.</p>

Goal 6 – Provide Service-Learning opportunities.

3. What are the perceptions of the students and parents on the CLC's ability to teach students the importance of service learning and community problem resolutions through the service learning projects?

Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Character, education, and service learning	Parent and student surveys	All year	<p>Parent survey, (n-34)</p> <p>97% of parents are satisfied with the opportunities their children had at the CLC</p> <p>Student surveys, (n-84)</p> <p>86% of students felt they had the opportunity to make suggestions for activities at the CLC; 100% of the students enjoyed the opportunities they were provided at the CLC.</p>	<p>Observations: Both parents and students seem to be supportive and appreciative of the opportunities provided to the students at the CLC.</p> <p>Recommendations: Continue providing students with unique opportunities to serve their communities. I know the students enjoyed their contributions to the local animal shelter by providing animals with two toys. Their faces radiated their job. Great job.</p>

7.0 Other Findings

Striplin Observations:

I visited the Striplin CLC on two occasions. My first visit occurred December 6, 2022. My second visit occurred April 10, 2023. During my December visit, I arrived at Striplin to find there were 73 students and 5 staff members taking in their roll and having snacks. I found during arrival tent time the staff greeted the youth as they arrived, snacks were readily available for them, and all exchanged friendly communications that afternoon. When they transitioned into their classes, the students cleaned up their areas, and they were escorted by groups to their sessions. One activity I observed involved the YMCA basketball camp. They were teaching students how to dribble. Students were learning proper form as well as rules, and how to control their basketball moves. This activity was adult lead, but students were also working in groups as well as individually. Activities began properly, the materials were adequate, and the space was also appropriate for the activity. This was part of an ongoing group of sessions to train children how to play basketball correctly. The activities were stimulating, and students had decisions to make, as they were determining how to use their proper form. The staff was energetic and upbeat, and they worked well with the students. The students were supervised at all times, and there were no behavioral issues noted. The student seem to have rapport with each other as well as with the staff members. Overall, this was a great observation, and I think I learned a little about basketball.

During my April visit, I also arrived at the beginning of the CLC sessions. Students were eating snacks and playing a game of trivia with their teachers. Students were told to lineup during transition time, and were dismissed and led by their teachers to the next sessions. I visited an activity where students were making egg shakers. They were also using their bodies as percussion instruments. There were two staff members in the session; there were 21 students. The activities began properly, and the space was adequate and free from distraction. Students worked collectively in pairs, and the staff members were energetic and upbeat. The staff members supervised the students at all times, and I noticed no behavioral issues during my time with them. It seems all members of the class, students and staff, enjoyed each other's company, and had fun while they were working on their shakers and then playing them as percussion instruments. I really enjoyed the session with them on this day. However, when I left, I still don't think I had a beat. Maybe they can teach me more the next time.

Data Limitations Discussed:

There were a few frustrations gathering data for this report due to the lack of crossover between two data mining software systems the State is currently using. However, the site director and I continued to work until we were able to answer all questions with substantial data, proving the CLC implemented all areas of the grant goals and objectives. We hope in the future the state software programs will work out all the bugs, and we will have more data readily available for these reports. Until then, we will continue to search and look for answers so we can prove our CLC's are working diligently to provide students with great afterschool support, care, and attention.

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

I have provided the district director as well as site director with a comprehensive report on what I found at the CLC during this 2022-2023 school year. The district and school CLC will have all of my information available to them to disseminate to all stakeholders as they see fit. In order to provide them with a summary of my findings, I will recap all goals and evidence I found to support their implementation along with my recommendations below:

Goal 1 - Provide Academic Enrichment to Improve Academic Progress in Reading/Math

This year was a baseline year for the CLC. Looking at ACap scores and reading and math, I see that most of the scale scores averages were below the state level for the entire school population. However, this gives us a benchmark to work toward in the future. I encourage the CLC to use strong strategies of testing skills as well as core standards as they work with students in the coming year. It's great to provide homework help and tutoring, but there needs to be intentional remediation support and enrichment. I know the CLC will do this; therefore, I am looking for greater gains in the future.

Goal 2 - Increase Attendance for the Regular School Day

It would seem attendance is not so much of an issue at the CLC with its students. That could be because most students who attend CLC are in school daily anyway. However, I do like the fact the CLC provides so many opportunities for students to become engaged and want to be at school. The programs like academic enrichment, prevention counseling, healthy and active lifestyle, and well-rounded educational activities provide students to not only attend school, but to come to the CLC.

Goal 3 – Increase Parent and Family Engagement

I always find it challenging to get parents to come to after school events when they are hard-working and need all the time they have to be at home providing for their families. However, we know increased parental involvement always has a positive affect on student educational outcomes. I want to congratulate this CLC on providing students and parents with excellent opportunities to engage with each other in the afterschool events provided this year. I encourage you to continue to provide similar types of events with parents, but perhaps with alternate times, so that more are able to come.

Goal 4 - Improve Behavior During the Regular School Day

While suspensions for the CLC were relatively low or nonexistent, I do like the fact there are many days of drug and violence prevention and counseling, healthy and active lifestyles, and well-rounded educational activities to help students improve their behavior. I also like the perceptions among students, parents, and teachers are that the CLC has a positive impact on student behavior. I encourage the CLC to do similar activities in the coming years, to engage with students and talk with them about real issues, and to help them with SEL strategies to improve behavior.

Goal 5 – Implement STEM

There were so many activities provided for STEM at the CLC this year. I give the CLC high accolades for all that was accomplished with the students. The listing of activities is enormous. There were 12 days of April acceleration provided; 11 days of winter workshop provided; 11 days of Valentine ventures (coding) provided; 11 days of March mechanics provided in robotics; 10 days of May mechanics provided; and 13 days of STEM program activities provided. In addition there were other smaller sessions that were provided for students using various aspects of STEM. Perhaps the most overwhelmingly supportive

evidence was 5144 days of participation days took place among 75 regular attending students. 60% of the days provided at CLC included STEM components.

Goal 6 – Provide Service Learning Opportunities

There were 75 days of service learning provided for students, and roughly 42% of students participated in these days. One of the greatest things I found in the service learning activities was how students brought in their own T-shirts to recycle them as chew toys for animals at the local animal Shelter. I thought this was a phenomenal way to involve students in doing something good for the environment and also good for those who are defenseless and rely on our compassion. Thank you for sharing the caring aspect of our students personalities. Great job!

This concludes my summary for Striplin Elementary CLC. I really enjoyed each time I was able to visit the site, and I can't wait to see what is going to take place in the future. Great job to all, look forward to seeing you soon

9.0 Appendices

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

- A. The Dated Signature Page—must be signed by the External Evaluator and the Program Director.
- B. A copy of all site visit observation instruments, with scores, comments, External Evaluator and Site Director **signatures**.
- C. A sample lesson plan, ideally from a session you observed during the Site Visit.
- D. A copy of the External Evaluator's Resume or Curriculum Vitae.

Optional (but appreciated) Appendices:

- A. Any Surveys or questionnaires (excluding Teacher, Student, Parent, Staff, or Partner Surveys in EZ Reports) that were used to gather data for your Final Report and the Data tables resulting from these Surveys, if not included in the body of the report.
- B. Photos from the Site or Site Visit—example: art projects, STEM activity, parent-teacher reception, student service learning project, student performance photo

Signature Page

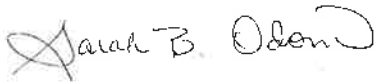
The site coordinator and the external evaluator must review, discuss, and sign this document.



Site Coordinator's/Project Director Signature



Date



External Evaluator's Signature

September 21, 2023

Date

Arrival Time

Site ID: Striplin Elem CLC

Observer ID: SB Odom

Date: 12/06/22

Start Time 3:00
End Time 3:20 *Minimum observation duration: 10 minutes*

Observed Number of staff 5
 Number of youth 73
☐ Start of arrival ☐ End of arrival
(check all that apply)

Brief Description of Arrival Time

Students are eating and checking in for roll.
 They also have activity time with staff.

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 4
4. Staff engage in friendly verbal exchanges (chats) with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) <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 working with staff on riddles. "What is yours, but mostly used by others?" - ans. Your name... and similar riddles. Students have so much fun, but I think the staff has as much fun as the students. There is a ton of participation.

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

5

Transition Time

Site ID: Striplin Elem CLC

Observer ID:

S B Odom, PhD

Date: 12/06/22

Start Time 3:25

End Time 3:30

Observed Number of staff 5

Number of youth 74

Entire transition time ☒ Yes ☐ No

Brief Description of Transition Time

Students clean up around their areas; they are escorted by groups to their first sessions.

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).			NA		

Field Notes:

Students are well behaved. They wait for instructions from teachers. Teachers take kids by groups.
Good 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: Striplin Elem CLC

Observer ID:

SB Odom, PhD

Date: 12/06/11

Activity Name YMCA Basketball

Activity # Dribbling

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 12

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

Students are learning how to dribble properly. They are also learning how to control their basketball moves.

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 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: Striplin Elem CLC

Observer ID: SB Odom, PhD

Date: 12/06/22

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:

Teacher models for students; then, she works with them to refine their abilities to dribble the basketball properly.
Kids love it.
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: Striplin Elem CLC

Observer ID: SB Odom, PhD

Date: 12/06/22

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 NA
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 NA
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:

Students listen to instructor. Instructor audibly tells students the technique and models the technique with a basketball.

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: Striplin Elem CLC

Observer ID: SB Odom, PhD

Date: 12/06/22

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. <u>When addressing behavioral issues</u>, 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 also play a game called "shark" with basketballs. I do not know all the rules, but it seems there is a "shark" who tries to catch someone who does not handle the ball when the shark comes near. Very cute. 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: Striplin Elementary CLC Observer ID: S B Odom, PhD

Date: 12/06/22

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	NA
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: Striplin Elementary

Observer ID: SB Odom

Date: 12/06/22

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:

Great job! I love the structured play! Very good atmosphere for kids!

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: Striplin Elementary CLC

Observer ID:

SB Odom

Date: 12/06/22

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

Locations Observed (check location(s) that apply)

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

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 NA

Field Notes:

The CLC has plenty of resources for students as well as partners who help with sessions (i.e. YMCA).

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: Striplin Elementary CLC

Observer ID:

SB Odom

Date: 12/06/22

(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 dedicated staff members who work tirelessly to make sure students have a quality after-school program.

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: Striplin Elementary CLC

Observer ID: SB Odom

Date: 12/06/22

(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:

I did not encounter behavioral issues. Staff and students seemed happy to be at CLC.

Great activities observed. (Storytime, YMCA Basketball, Homework help...)

Awesome observation!

Item Format

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

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

Rating Scale:

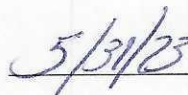
1-Not True 2-Somewhat True 3-Mostly True 4-Very True

Signature Page for Fall Observations

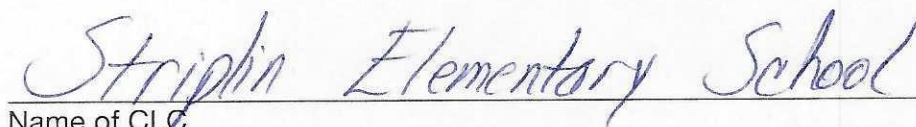
I attest I have shared, reviewed, and read the external evaluator's observation scoring and notes for the 21st CCLC in which I am site coordinator.



Site Coordinator/Director



Date



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, PhD

Date: May 31, 2023

Striplin Elementary School





Arrival Time

Site ID: Striplin CLC

Observer ID:

SB Odom

Date: 4/10/23

Start Time 3:15pm

End Time 3:30pm

Minimum observation duration:
10 minutes

Observed Number of staff 5

Number of youth 71

☒ Start of arrival ☒ End of arrival

(check all that apply)

Brief Description of Arrival Time

Students were eating their snacks and playing a game of trivia with their teacher.

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 4
4. Staff engage in friendly verbal exchanges (chats) with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) <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 were participating in a game of trivia with staff. They all had so much fun. The questions were funny and cute. The students seemed to be actively engaged with staff to guess answers. All were having a great time.

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: Striplin CLC

Observer ID:

SB Odom

Date: 4/10/23

Start Time 3:30

End Time 3:35

Observed Number of staff 5

Number of youth 71

Entire transition time ☒ Yes ☐ No

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

☐ Classroom

☒ Cafeteria

☐ Gym

☐ Outdoors

☐ Library

☐ Other (please describe)

Brief Description of Transition Time

Students were instructed to line up by groups and wait to be dismissed and led by teacher to the next session.

Transition Time Items	Rating
1. Staff clearly communicate when it is time for a transition, and what they would like the youth to do. Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) <i>1=Staff provide little or no direction (when it is clearly needed).</i>	1 2 3 4 N/A 4
2. Transitions run smoothly; youth know the routine. <i>1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)</i>	1 2 3 4 4
3. Transitions are handled quickly. (Ex: Youth move to the next activity within 2-3 minutes). <i>1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)</i>	1 2 3 4 4
4. Staff interactions (manner, affect, tone of voice) with youth are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone most of the time.</i>	1 2 3 4 4
5. Staff treat youth respectfully, and assume best intentions. Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 4 4
6. Staff use simple reminders and redirection to support positive behaviors. Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). <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 strategies that 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:

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: Striplin CLC

Observer ID:

SB Odom

Date: 4/10/23

Activity Name Music

Activity # Percussion/Egg shakers

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 21

☒ Start of activity ☐ End of activity

(check all that apply)

Brief Description of Activity Time

Students were using their bodies as percussion instruments. They were also using egg shakers.

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 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: Striplin CLC

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 were learning how to use their bodies as percussion instruments and keep up with the rhythm in the songs they were listening to on the large screen video. They were using the song: "Don't worry, Be happy."

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: Striplin 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 N/A

Field Notes:

The teacher worked with children to keep rhythm. She was very passionate about the music. The kids loved her. They were having a great time learning how to count, keep time, use their bodies as percussion instruments. 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: Striplin 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

There was one teacher who was leading the students; another teacher watched and made sure all were participating and all had their needs met. They were all working together. The music teacher allowed the students to come by tables to get their "mystery egg" to use as a shaker for the next activity. The other teacher made sure the line went smoothly and the students returned to their areas after getting their eggs. This was all done quickly and effectively.

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: Striplin 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: Great job by staff and youth. I even got to play the egg :).

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: Striplin 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:

The students all seemed to have fun with the music and the instruments. They also had good interaction with each other during the activity.

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:

Great learning experience with music, math, and social skills. Awesome job!

Item Format

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

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

Rating Scale:

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

Overall Program Ratings & Impressions

Site ID: Striplin 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. (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:

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: Striplin 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:

In each session I visited (3 sessions) during my time at Striplin, I found the teachers were energetically working with students. The students were also actively engaged. They were all having a good time whether they were in music, tutoring, or 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

Overall Program Ratings & Impressions

Site ID: Striplin 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:

"The staff members at Striplin were highly capable and managed the students in the CLC effectively (as they always have). There were no behavioral issues noted during my visit on this date (or any other date as long as I have been evaluating Striplin's after-school program).

There are adequate supplies for the students, and the sessions are stimulating for students. I always enjoy visiting this CLC; this visit was no exception. I had a great time, and perhaps learned a little more rhythm.

The site director and teachers are doing a great job at Striplin CLC. The principal is always so supportive and cordial to me. I know the families in this area benefit greatly from the efforts of the staff and others at this CLC.

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

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. R. Bays

Site Coordinator/Director

5/31/23

Date

Striplin Elementary 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

Striplin CLC Spring Observation - April 10, 2023







STEM Lesson Plan

Name of Program	Spooky Science
Synopsis	This program contains experiments that make you think about Halloween.
Objective (Standards)	The students will learn about chemical reactions and static electricity.
Anticipated Learner Outcomes	<ul style="list-style-type: none"> • The students will learn about slime being a polymer and how polymers contain molecules that link and repeat. • The students will learn about immiscibility and liquid densities. • The students will learn that a by-product of mixing baking soda and vinegar creates carbon dioxide. • The students will learn that carbon dioxide can be frozen (-123 degrees) and turns into a solid called dry ice. • The students will learn that a solid turning into a liquid is called melting and a solid turning into a gas is called sublimation. • The students will learn that friction with molecules can cause static electricity and that opposite charges attract. • The students will learn about Louis Theremin and play an actual Theremin.

School	Pre Test Question 1 # of correct responses	Pre Test Question 2 # of correct responses	Pre Test Question 3 # of correct responses	Average % Correct	Pre Test Question 1	Pre Test Question 2	Pre Test Question 3	Average % Correct
Donahoo Elementary	5/32 15%	7/32 22%	4/32 13%	17%	27/32 84%	19/32 59%	20/32 63%	67%
Eura Brown Elementary	13/29 45%	15/29 52%	11/29 33%	43%	26/29 88%	20/29 69%	15/29 51%	69%
Floyd Elementary	6/31 19%	8/31 26%	5/31 16%	20%	21/31 68%	20/31 65%	22/31 71%	68%
Mitchell Elementary	7/30 23%	6/30 20%	8/30 27%	23%	23/30 77%	27/30 90%	23/30 77%	81%
Striplin Elementary	9/38 24%	8/38 21%	11/38 29%	25%	29/38 76%	28/38 74%	29/38 76%	75%
Oscar Adams Elementary	4/27 14%	6/27 22%	6/27 22%	19%	19/27 70%	18/27 67%	18/27 67%	68%
Walnut Park Elementary	8/26 31%	9/26 35%	7/26 27%	31%	19/26 73%	20/26 77%	19/26 73%	74%

Question #1 - True or False - All liquids will mix together. **(False)**

Question #2 - True or False - A state of matter can change. **(True)**

Question #3 - True or False - The process of a solid turning into a gas is called sublimation. **(True)**

Lesson Plan Cover Page

Quarter	2QT
Compliance #	19
Site	Striplin
Subject Area	Service Learning
Lesson Title	Understanding Service Learning
Grade Level	4-5
Date	12/6/2022
Teacher	Mrs. Vance



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.



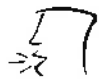
Benefits of Service-learning

- 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.



- KEY -

“Service-learning” Quiz

- 1. TRUE or FALSE. Service-learning and community service are the same.**

FALSE. Service-learning adds a reflection component to help participants learn from the experience and apply it to their lives.

- 2. TRUE or FALSE. Reflection sets service-learning apart from other types of service.**

TRUE.

- 3. TRUE or FALSE. Application of skills learned is not an important component of service-learning.**

FALSE. Applying what has been learned from the service-learning experience is an important part of service-learning.

- 4. TRUE or FALSE. Through service-learning students hone life skills.**

TRUE.

- 5. TRUE or FALSE. Service-learning teaches volunteers about themselves, their community and the world around them.**

TRUE.





STEM Lesson Plan

Name of Program	Rocket Science
Synopsis	This program will explore the parts of a rocket and the use of air and chemical reactions to launch rockets into the air. The kids will learn about the Bernoulli principle, some rocket history, parts of a rocket, aerodynamics, and the power of air/gas.
Objective (Standards)	The students will learn about rocket launches and how the parts of a rocket make it easier to pass through the Earth's atmosphere.
Anticipated Learner Outcomes	<ul style="list-style-type: none"> • The students will learn that air is a gas made up of nitrogen, oxygen and other gases. • The kids will learn that objects are shaped a certain way based on how easy it will be for them to pass through air (aerodynamic). • The kids will store air and use it to launch a rocket. • The kids will learn the parts of a rocket. • Students will learn about aerodynamics. Each student will receive their own straw rocket.

School	Pre Test Question 1 # of correct responses	Pre Test Question 2 # of correct responses	Pre Test Question 3 # of correct responses	Average % Correct	Post Test Question 1	Post Test Question 2	Post Test Question 3	Average % Correct
Donahoo Elementary	8/31 26%	9/31 29%	8/31 26%	27%	22/31 71%	21/31 68%	23/31 74%	71%
Eura Brown Elementary	10/27 37%	10/27 37%	11/27 41%	38%	20/27 74%	20/27 74%	19/27 70%	73%
Floyd Elementary	8/31 26%	7/31 23%	10/31 32%	27%	17/31 55%	16/31 52%	17/31 55%	54%
Mitchell Elementary	6/29 21%	7/29 24%	6/29 21%	22%	19/29 66%	18/29 62%	20/29 69%	66%
Striplin Elementary	11/33 33%	10/33 30%	9/33 27%	30%	21/33 64%	20/33 61%	22/33 67%	64%
Oscar Adams Elementary	7/29 24%	7/29 24%	8/29 28%	25%	18/29 62%	20/29 70%	21/29 72%	68%
Walnut Park Elementary	3/20 15%	4/20 20%	3/20 15%	17%	15/20 75%	15/20 75%	16/20 80%	77%

Question #1 - True or False - Without air, we would not have flight. (True)

Question #2 - True or False - The basic parts of a rocket are nose, body, wings, and engine. (False)

Question #3 - True or False - The NASA missions to the moon were called the Apollo missions. (True)

Lesson Plan Cover Page

Quarter	4QT
Compliance #	19
Site	Striplin
Subject Area	Service Learning
Lesson Title	The 5 Ports To Service
Grade Level	2 - 3
Date	5/1/2023
Teacher	Mrs. Vance



The service-learning process mirrors other youth-centered methods. See the chart in the handouts below correlating the similar steps of four critical-thinking strategies.

Investigate > Plan > Act > Reflect > Demonstrate



Step One: **Investigate** Community and Self

Investigation may involve youth in the following actions that define purpose and solidify youth ownership in the process:

- Identify interests and skills – what we care about and are good at

- Learn about community resources – research, field trips, and guest speakers
- Identify community needs – What could be improved? What is needed?
- Research an issue area and ways to address it - Toolkits for Issues We Care About
- Make a problem statement.

Get Started with these Community Builders

One of the ideas below can help determine the focus for learning and service.

1. You're building community engagement, so look to your neighborhood or community for unique resources and experts, needs, or events as a starting place.
2. The time of year may determine your focus. Look at the calendar of service to get ideas related to national events, like Martin Luther King, Jr. Day or a cultural celebration.
3. Use the Build Community activities to explore what youth care about. Following their interests and community needs sparks more engagement.
4. A good book may initiate conversations about things we can do. These Learning to Give literature guides provide discussion prompts for diverse books.

Example from a fourth-grade teacher: We entered "river" in the search because we have access to a river, and our class was talking about clean water systems. The lesson plan gave us the framework to investigate the scientific process and link it to language arts and social studies. We tested our river water and then organized a community clean-up project.

Research the Chosen Issue and How to Address It



Spark youth voice and choice to narrow the topic, collect information, and state a problem that can be addressed by the group. Here are ways youth learn more about an identified need:

- interview community members or experts (local nonprofits are a good resource of information)
- take a survey
- research and read literature
- observe a place (local farm, museum, retirement facility, etc.) or situation in person

This resource can guide the four types of research.

Make a Problem Statement

Help youth assert a problem statement about the needs/problem they found in their investigation. This statement gives structure to the planning of the service action.

Examples:

1. The students took a survey about the type of bullying present at school. As a result of the survey, they state the problem that *students are not skilled in conflict communication*.
2. After research and observation, the youth conclude that *human-environment interactions have negatively impacted the Great Lakes ecosystem*.

Investigate > **Plan** > Act > Reflect > Demonstrate



Step Two: **Plan** Service and Prepare for Action

It's time for youth to design a plan to address the identified need in the problem statement. The role of the adult or facilitator is to guide youth toward independence, giving them as much voice and responsibility as they are ready for. Help them brainstorm possible actions to take. Encourage critical thinking and communication skills to narrow the options, verify the plan addresses a need, and determine next steps.

Be a reality check and ask questions. For example, if young people decide it is a good idea to donate collected used crayons to a neighboring school, make sure they communicate with the receiving school to ask whether this is something they want and in what form they would like the donations.

A workable plan is divided into action steps that can be checked off as they are completed. Below is a sample plan where teens identified the problem of pollution in a local river and planned a clean-up day in collaboration with a local environmental nonprofit.

1. First, they wrote the plan in action steps on sticky notes: 1) contact the nonprofit, 2) determine a date, 3) make posters, 4) ask for donations of supplies, 5) get permission, and so on.
2. Second, they put the steps in order on a board in a timeline.
3. Third, they assigned names on different color sticky notes to take on different tasks.

4. Fourth, as the group started taking action, they keep track of progress on the planning board and held each other accountable for their tasks.

Lean into youth voice and choice in the planning while you step back. Invite youth ownership and responsibility for planning through these suggestions to move from Adulthood to Adult Supported.

Planning tools and suggestions:

- Learning to Give has toolkits organized by issue areas. Toolkits serve as planning guides and include background information, project ideas, and community resources.
- See the handouts below for planning guides. This blank guide is useful for documenting the service-learning process.
- During group discussions, carefully consider the *power of the pause*. Young people need time to process the question and their answers and to navigate the social environment; silence allows for deliberate thinking. Giving questions in advance and allowing thinking time increases the quality of discussions.
- Magnify the impact of field trips by connecting social studies, language arts, art, and the philanthropic theme.
Example: Use visual literacy strategies on a field trip to the art museum in discussions related to your service issue area.
- Relate their action to historical context by visiting local museums and historic sites. Learn about people, events, and organizations in history related to voluntary action for the common good.



Investigate > Plan > **Act** > Reflect > Demonstrate



Step Three: Take **Action!**

The action young people take to address a need empowers them to recognize they are capable of making a difference. The real-world experience extends thinking and broadens their world to see diverse places, people, and opportunities available to them. Read about the four types of service.

Recognizing that their actions matter is the first step on the path to **lifelong empowerment and engagement in the community**.

Document your planning and action steps in journals and with photos. Have young people write essays and poems about their experience and understanding of the issue and philanthropic concepts. These data tools will be used to communicate to others and validate the internal and external experiences of the givers. The documentation is also important so the experiment can be duplicated by others or repeated and improved upon in following years.

When the recipients of the service acknowledge what the young people have done, they get the most powerful reinforcement that what they do matters. Whenever possible, include the recipients in conversations and reflection.



Investigate > Plan > Act > **Reflect** > Demonstrate



Step Four: **Reflect** on Process and Impact

1. Like in a scientific experiment, analyzing the service-learning process and action helps young people understand and internalize their action, impact, and possibility. Open-ended questions will provide opportunities to consider broader issues in the community and reflect upon their role as an individual in the neighborhood and the global community.
2. View the facilitator mini-course Reflection in Service for background and ideas. This Reflection Guide asks participants to consider what, so what, and now what.
3. As you facilitate the critical thinking process, use the collected data and scaffolding to help youth form connections and analysis. Guide youth to interpret and communicate cause-effect relationships.
4. Ask what they observed about responsibility and the effect of individuals acting for the common good.
5. Engage youth in a variety of post-service reflection activities (writing, physical activity, music, discussion, social media, video, and art) to extend their thinking.

Investigate > Plan > Act > Reflect > **Demonstrate**



Step Five: **Demonstrate** to an Audience

When we communicate results to an outside audience, including community partners, we have an opportunity to articulate learning, impact, and connections. Guide youth to share their process of discovery, planning, academic and philanthropic knowledge, and the impact of their service. This may take different forms, such as these examples:

- a formal presentation to parents
- a grant proposal for funding to a youth council of a community foundation
- a film or creative work of performance or visual art that shares their story
- essays, poems, and songs
- a celebratory party with the recipients of their service
- a media presentation (link to a guide)

Note: When working with community partners, the initial contact should be the first step of many. Start small with an ask, such as inviting a guest speaker to meet the youth for 45 minutes. Community partners require clarity to provide



needed support for any joint endeavor. The final presentation should demonstrate reaching the objectives communicated with the partner.

Final Advice

- **Educators:** Remember to recommend service-learning as a strategy in the School Improvement Plan! Student stories of impact are a great tool for sharing the transformational nature of service-learning and philanthropy education. Include administration and school board members in your demonstration. Service-learning empowers better human beings and improves your professional teaching evaluation!
- Service Sparks guides provide ideas for service projects, as a jumpstart to action.
- These evaluations may be completed by parents and families, community partners, students, and teachers, and may be used in conjunction with any Learning to Give lesson, toolkit, or resource to measure impact. The goal is to help you collect information about the impact of your philanthropy and service-learning instruction.
- As youth connect with people in the community, use Learning to Give's Open Doors to Your Community guides as a stepping stone to growing the list of community partners.
- The Stages of Service Learning -- This facilitator mini-course introduces service-learning with a brief overview of strategies and helpful tips.

Related Resources

Youth Group Facilitator Guide

Veterans and People Who Serve

Service Sparks: Advocacy Posters

A central illustration on a dark purple background features a stylized atom with a red nucleus and three white elliptical orbits containing orange and yellow spheres. Surrounding the atom are various scientific icons: a glowing yellow lightbulb, a blue and red pill, a yellow and black radiation symbol, a blue and red test tube with a red drop, a red and yellow test tube, and a molecular structure with orange and green spheres.

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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
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May, 2002- December, 2003
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Bachelor's of Science
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Master's of Arts
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Liberty University, Lynchburg Virginia

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August 2006- December 2008
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Lifetime Experience

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Director of Achievement Services
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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



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