
Final Report SWAG Program

Final Report 2018-219: Cohort 12

Name of LEA/CBO: Tuscaloosa County School District/ Tuscaloosa's One Place

School(s) Served: Davis Emerson Middle School

Location of Program: Cottondale, AL

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Date: October 3, 2019

Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to determine if the Students Working and Achieving Greatness (SWAG) program at Davis Emerson Middle School (DEMS) reached program goals during the third year of the grant cycle. Several research questions guided the evaluation and focused on five key areas: 1.) academic improvement, 2.) regular school day attendance; 3.) behavioral improvement, 4.) parental involvement, and 5.) interest in STEM activities and careers.

The evaluation aimed to answer the following research questions:

- 1.) Did the SWAG program participants show improvements in academic achievement in the core subject areas during the school year?
- 2.) Did the SWAG program participants show improvements in their attendance records?
- 3.) Did the SWAG program participants demonstrate improvements in social behavior during the school year?
- 4.) Did family involvement in the school and with their child's education increase during the school year?
- 5.) Did participants show an increased interest in STEM activities?

The results from this evaluation will be provided to school administration, the Tuscaloosa County School District, and Tuscaloosa's One Place.

Project Background

This is the third year of the grant cycle for the Students Working and Achieving Greatness (SWAG) program at Davis Emerson Middle School (DEMS). The CLC grant is administered by Tuscaloosa's One Place (TOP) in collaboration with the DEMS Principal and Tuscaloosa County School System (TCSS) Central office staff. This program served students in grades 6th through 8th grades living in Cottondale, Alabama. The program operated Tuesday–Thursday from 3:15 – 5:00 P.M. for 34 weeks during the academic year and 8:00 – 12:00 P.M. Monday-Friday for 4 weeks (20 days) during the summer (total of 38 weeks, 116 days for the entire year). Eastern Tuscaloosa County experiences high poverty, is highly transient, lacks community pride, and continues to rebuild and recover from the tornado on April 27, 2011. Continuing CLC services through the SWAG program is critical to providing students after-school/summer programs that promote educational success, offer meaningful enrichment opportunities, and increased stability.

Evaluation Design, Methods and Limitations

This evaluation used both qualitative and quantitative data to determine if the SWAG program reached program goals. Quantitative data was collected using EZ reports, parent event sign-in sheet records, academic (standardized assessment and report card), attendance and behavioral records, and pre/post-Why Try surveys. To analyze the quantitative data, the evaluator used frequency values and descriptive statistics. Qualitative data was collected in the form of focus groups. The qualitative findings help the evaluator and Tuscaloosa's One Place further understand the quantitative findings, as well as to make recommendations for program

improvement. The qualitative data also gives insight into where and how program participants would like to see changes in the program. Qualitative and quantitative data were integrated to help better understand the impact of the SWAG program on students, parents, and the broader community.

Several limitations were present in the current evaluation. Findings from the focus group interview with the parents/guardians may not represent overall attitudes and opinions that parents/guardians have toward the program. This is because all the parents and guardians who participated in the focus group were recruited during a family event, and as a result, families who did not attend any family events during the academic year were not represented in the focus group. Additionally, the three focus groups were independently conducted among the program teachers, students, and parents/guardians.

Findings

Goal 1: Provide an academic enrichment program designed to improve student achievement in core subject areas as measured by state and local standards.

- Objective/Outcome 1:1 25% of CLC students will improve their semester average in language arts or math from fall to spring with the outcome being improved academic achievement.
 - **Achieved:** 71.6 % of students (38/53) improved in at least one academic subject area between 1st and 2nd semester.

- Objective/Outcome 1:2 40% of CLC students will score at or above average in reading on the May Global Scholar assessment in May.
 - **Achieved:** 48% of students (24/50) scored at or above average in reading on the May Global Scholar assessment.

- Objective/Outcome 1:3 25% of CLC students will score at or above average in math on the May Global Scholar assessment in May.
 - **Achieved:** 61.5% of students (32/52) scored above average in math on the May Global Scholar assessment.

Goal 2: Increase student attendance.

- Objective/Outcome 2.1: 10% of program participants will decrease their total number of absences from the end of 1st semester to the end of 2nd semester with an expected outcome of increased academic success.
 - **Achieved:** 34% of students (18/53) decreased their total number of absences from the end of 1st semester to the end of 2nd semester. Overall, the number of participant absences the first semester was 148, the number of participant absences during the second semester was decreased to 128.

- Objective/Outcome 2.2: 10% of program participants will decrease their total number of tardies from the end of 1st semester to the end of 2nd semester.
 - **Achieved:**36% of students (19/53) decreased their total number of tardies from the end of 1st semester to the end of 2nd semester. Overall, the number of participant tardies first semester was 116; the number of participant tardies second semester was decreased to 109.

Goal 3: Demonstrate positive decision-making leading to improved social skills.

- Objective/Outcome 3:1: Students in CLC will have 10% fewer discipline referrals from the end of 1st semester to the end of 2nd semester as shown by school data.
 - **Achieved:** The disciplinary referrals between the end of 1st semester (87) and the end of 2nd semester (51) decreased by 41.5%. Also, 41.5% of students (22/53) had fewer discipline referrals from the end of the 1st semester to the end of the 2nd semester.
- Objective/Outcome 3:2: 20% of CLC participants will demonstrate an improved sense of self-esteem/concern for others as shown by increased life skills scores from pretest to post test results.
 - **Achieved:** 63% of students (34/54) showed improvement from their pre-test scores to their post-test scores.

Goal 4: Promote positive parent/child interaction.

- Objective/Outcome 4:1: 100 % of CLC families will receive case management services thereby strengthening the families as documented in case file notes.
 - **Achieved:** All registered families (n=48) received case management services.
- Objective/Outcome 4:2: 30% of CLC parents/guardians/and/or other family members will attend a parent/family event with an expected outcome of improved parent/child relationships.
 - **Achieved:** 38% of families (18/48) attended at least one parent/family event.

Goal 5: Increase student interest in science, technology, engineering, and math (STEM) while exposing them to STEM-related careers.

- Objective/Outcome 5:1 Students will engage in weekly STEM activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.
 - **Achieved:** STEM activities were offered throughout the year, and students who attended were exposed.
- Objective/Outcome 5:2 Students will be introduced to STEM-related career opportunities as shown by teacher plans.

Achieved: Students were exposed to job training/career opportunities through STEM and enrichment activities.

Conclusions

All of the program goals were met and the SWAG program seemed to benefit the students at Davis Emerson Middle School academically, behaviorally, and socially. These are important benchmarks because the students in the SWAG program are considered “at risk” for academic and behavioral issues. This evaluation indicated that the SWAG program was beneficial to the students who participated. The program provided a variety of activities that assisted students academically, behaviorally, and socially.

Overview of the Evaluation Plan

The purpose of this evaluation is to determine whether the SWAG program reached the program goals in the most effective and efficient way. This is the third year of the grant cycle; Tuscaloosa’s One Place and the Grant Funders (Department of Education; 21st Century Community Learning Centers) wish to understand if and where the SWAG program at Davis Emerson Middle School is making progress. This evaluation will analyze both quantitative and qualitative data.

The evaluation aimed to answer the following research questions:

- 1.) Did the SWAG program participants show improvements in academic achievement in the core subject areas during the school year?
- 2.) Did the SWAG program participants show improvements in their attendance records?
- 3.) Did the SWAG program participants demonstrate improvements in social behavior during the school year?
- 4.) Did family involvement in the school and with their child’s education increase during the school year?
- 5.) Did participants show an increased interest in STEM activities?

The results of this evaluation will be used to assist in program improvement and modification. Program administrators and the evaluator will use the results to develop action plans focused on program effectiveness and efficiency.

Results

- *Program Operations*

Name of Site(s)	Number of Days Per Week Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Davis Emerson Middle School	3	34	5 hours and 15 minutes each week

- Paid Staffing
 - 3 Teachers
 - 2 Substitute Teachers

- Volunteer Organizational Partners (3)
 - T-Snip
 - University of Alabama (UA) Honors College
 - 1 Americorp volunteer

- Staffing Ratio
 - **Fall**
 - ***Snack: (3:54)***

 - ***Academic classes***
 - ❖ 6th Grade- 1:18 (One teacher rotated on the schedule.)
 - ❖ 7th Grade- 1:15 (One teacher rotated on the schedule.)
 - ❖ 8th Grade- 1:15 (One teacher rotated on the schedule.)

 - ***Enrichment***
 - ❖ Arts/crafts, computer/I-pads, PE, and Life Skills: Same ratios as listed above.
 - ❖ 6th Grade: 18 students/1 teacher + volunteers
 - ❖ 7th Grade:15 students/1 teacher + volunteers
 - ❖ 8th Grade:15 students/1 teacher + volunteers

 - **Spring**
 - ***Snack: (2:54)***

 - ***Academic classes***
 - ❖ 6th Grade- 1:18 (One teacher rotated on the schedule.)
 - ❖ 7th Grade- 1:15 (One teacher rotated on the schedule.)
 - ❖ 8th Grade- 1:15 (One teacher rotated on the schedule.)

 - ***Enrichment***
 - ❖ Arts/crafts, computer/I-pads, Life Skills, and TSNIP: Same ratios as listed above.
 - ❖ 6th Grade: 18 students/1 teacher + volunteers
 - ❖ 7th Grade:15 students/1 teacher + volunteers
 - ❖ 8th Grade:15 students/1 teacher + volunteers

- Staff Training

Staff Name/Title	Training/Provider	Date	Hour(s)
Afterschool Director Rene Jones	Resiliency Training	10/16/18	2
	Staff Retreat Stillman	2/18/19	8
	Safety Training Officer Chavez	2/19/19	.75
	Resiliency Training Part 2	3/28/19	1
	21st Century Grant Training	4/12/19	4
	Emergency Management	6/14/19	3.5
	Mandated Reporter Training	7/15/19	.5
Afterschool Coordinator Reagan Colburn	Mandated Reporter Training	9/24/18	1
	Resiliency Training	10/16/18	2
	Staff Retreat Stillman	2/18/19	8
	Safety Training Officer Chavez	2/19/19	.75
	Resiliency Training Part 2	3/28/19	1
	CPR Training	6/17/19	3
Afterschool Lead Teacher John Dixon Goodson	De-Escalation and Restraint Training	3/8/19	5.50
	Math and Algebra I Training	9/4/18	3
	Full Managing Crisis Safely Training	3/1/18	12
	CPR Training	6/17/19	3
	Time Keeping	8/28/19	.5
	Safety Training	8/28/19	.75
Afterschool Teacher Bobbie Stark Lottie Lewis	Assisting Students with Medication	8/6/18	6
	Sexual Harassment	9/5/18	.25
	Automated External Defibrillator	9/5/18	.25
	Run, Hide, Fight Active Shooter Response	8/12/18	.15
	Bloodborne Pathogen Exposure Prevention	9/4/18	.25
	Medication Administration	9/5/18	.25
	ALSDE Diabetes Training	8/12/18	.15
	CPR Training	6/17/19	3
	Time Keeping	8/28/19	.5
	Safety Training	8/28/19	.75
	Run, Hide, Fight Active Shooter Response	8/12/18	.15
	Sexual Harassment	9/5/18	.25
	Time Keeping	8/28/19	.5
	Safety Training	8/28/19	.75

- Volunteer training: Each volunteer, whether a group or individual, receives a Volunteer Guide that outlines expectations of volunteers from either the program coordinator or Tuscaloosa One Place's volunteer coordinator. One of those individuals reviews the

contents of the guide during an orientation (varying dates & length of time), and each volunteer signs/submits a confidentiality statement. Student leaders of large groups of volunteers also conduct their own orientations (varying date & length of time) to review their group's expectations for working with students in the schools.

- Staff Turnover- The SWAG program did not experience any staff turnover during the 2018-2019 academic year.

Fall 2018 Activity Chart

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Math Homework with Mobimax	Work on math homework with computer program	Academic Remediation	Students	weekly	Staff Teachers
Service Learning Project	Trick-or-Treated for can goods	Special Event	Students	Once	Staff Teachers
Honors College/ DREAM Fieldtrip	Life Skills- College campus visit	Character Education	Students	weekly	Volunteers and Teacher Staff at UA
Why Try	Life Skills	Character Education	Students	weekly	Staff Teachers
Team Building	Each week is a different activity	Enrichment	Students	weekly	Staff Teachers
Computer	Work on computer skills via Mobimax and Everfi	Academic Remediation	Students	weekly	Staff Teachers
Successful Living	Life Skills; food preparation and garden planting	Character Education	Students	weekly	Staff Teachers
STEM	Science research on flowers, crystallization, and chemical reactions	STEM Activities	Students	weekly	Staff Teachers
Tinsel Trail Field Trip	Trail scavenger hunt	Special Event	Students	Once	Staff Teachers

Spring 2019 Activity Chart

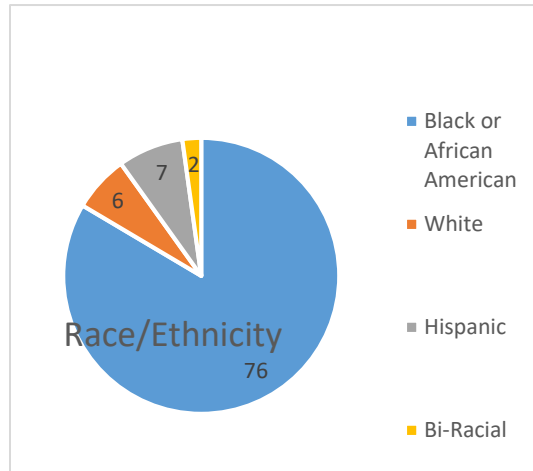
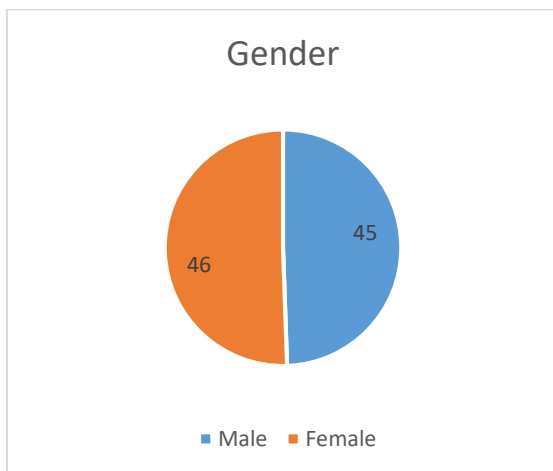
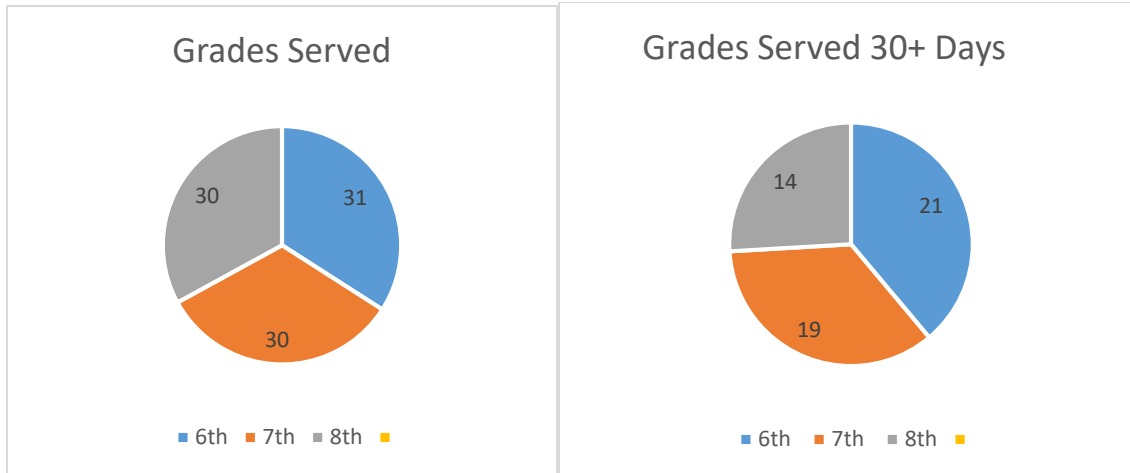
Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Math Homework with Mobimax	Work on math homework with computer program	Academic Remediation	Students	weekly	Staff Teachers
Why Try	Life Skills	Character Education	Students	weekly	Staff Teachers
Arts/Crafts	Each week is a different activity	Enrichment	Students	weekly	Staff Teachers
Computer	Work on computer skills	Academic Remediation	Students	weekly	Staff Teachers

Successful Living	Life Skills; food preparation and garden planting	Character Education	Students	weekly	Staff Teachers
STEM	Science ; research on flowers, crystallization, and chemical reactions	STEAM Activities	Students	weekly	Staff Teachers
Honors College DREAM	Life Skills	Character Education	Students	weekly	Volunteers and Teacher Staff at UA
T-Snip Service Learning	Learned about the need to spayed and neuter cats to decrease/control the feral & unwanted cat population	Enrichment	Students	weekly	Volunteers and Teacher Staff at UA
Dynamic Education Adventures	Hands-on, interactive engineering program	STEM Activity	Students	Once	Staff Teachers Jan Mattingly

Demographic Information

- Grades served: 6th – 8th Grades
- Number of students proposed (from Grant Application): 75
- Number of students served: 91
- Number of students participating less than 30 days: 37
- Number of regularly participating 30-59 days: 18
- Number of students participating 60-89 days: 32
- Number of students participating 90 days: 4
- Number of families proposed to serve (from Grant Application): 60
- Number of families served: 48

Student Enrollment	Enrolled
Total Unduplicated Enrollment	91
Gender	
Female	46
Male	45
Grade	
6 th	31
7 th	30
8 th	30
Race/Ethnicity	
Black or African American	76
White	6
Hispanic	7
Bi-racial	2



Parental Involvement

Activity Name	Date	Description	Number in Attendance	Educational Purpose of Activity
Parent Orientation	9/18/2018	Information about the program for parents	9	Informed parents about important program dates for the year and discussed attendance, rules, transportation, communication and safety.
Ornament Parent Night	12/5/18	Students and parents worked together to create an ornament	8	Promoting family involvement by getting parents and students to work together to complete a project.
Spring Parent Night	5/7/19	Get parents and kids doing things together	4	Parents and students spent time together playing and talking together
End of Year Program	5/16/19	Slide show summer details	1	Let parents see slide show

Findings

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline
<p>1.) Did the SWAG program participants show improvements in academic achievement in the core subject areas during the school year?</p>	<p>Goal 1: Provide an academic enrichment program designed to improve student achievement in core subject areas as measured by state and local standards.</p> <p>Objective/Outcome 1.1: 1:1 25% of CLC students will improve their semester average in language arts or math from fall to spring with the outcome being improved academic achievement.</p> <p>Objective/Outcome 1.2: 40% of CLC students will score at or above average in reading on the May Global Scholar assessment in May.</p> <p>Objective/Outcome 1.3 25% of CLC students will score at or above average in math on the May Global Scholar assessment in May.</p>	<p>College mentors</p> <p>Tutoring</p> <p>Homework</p>	<p>Reading and Math Report Card Grades. Report card data were available 53 students in the program (n=53). There were 38 students (72%) who showed an increase in report card grades in reading and/or math.</p> <p>Reading Scores Global Scholar There were data on 50 students who took the Global Scholar Reading Assessment in May. 48% of the students (24/50) scored at or above average on the May Reading Assessment.</p> <p>Math Scores Global Scholar There were data on 52 students who took the May Global Scholar Math Assessment (n=52). 62% of students (32/52) scored above average on the May Math Assessment</p>	<p>Report card grades, Reading Periodics test scores on the ACT Aspire and Math Periodics test scores on the ACT Aspire were received on July 17, 2019.</p>
<p>2.) Did the SWAG program participants show improvements in their attendance records?</p>	<p>Goal 2: Increase student attendance.</p> <p>Objective/Outcome 2.1: 10% of program participants will decrease their total number of absences from the end of 1st semester to the end of 2nd semester with an expected outcome of increased academic success.</p>	<p>STEM Activities</p> <p>Mentoring with UA Honors College volunteers</p> <p>Science Lessons from American Chemical Society</p>	<p>School Attendance Records</p> <p>Absent records were available for 53 students in the program (n=53). 34% of the students (18/53) decreased their total number of absences from the end of 1st semester to the end of 2nd semester</p>	<p>Attendance records were received on July 17, 2019.</p>

	Objective/Outcome 2.2: 10% of program participants will decrease their total number of tardies from the end of 1st semester to the end of 2nd semester.		Tardy records were available for 53 students in the program (n=53). 36% of the students (19/53) decreased their total number of tardies from the end of 1st semester to the end of 2nd semester.	
3.) Did the SWAG program participants demonstrate improvements in social behavior during the school year?	<p>Goal 3: Demonstrate positive decision-making leading to improved social skills.</p> <p>Objective/Outcome 3.1: Students in CLC will have 10% fewer discipline referrals from the end of 1st semester to the end of 2nd semester as shown by school data.</p> <p>Objective/Outcome 3.2: 20% of CLC participants will demonstrate an improved sense of self-esteem/concern for others as shown by increased life skills scores from pretest to post test results.</p>	<p>Why Try Life Skills Character Education</p> <p>Mentoring from UA Honors College</p>	<p>School Day Discipline Records disciplinary referrals between the end of 1st semester (87) and the end of 2nd semester (51) decreased by 41.5%.</p> <p>Why Try pre/post surveys Data were available on 54 students who took the pre and post surveys for the Why Try Resiliency program (n=54). 63% of students (34/54) showed improvement from their pre-test scores to their post-test scores</p>	Behavioral records and Why Try pre/post scores were received on July 17, 2019.
4.) Did family involvement in the school and with their child's education increase during the school year?	<p>Goal 4: Promote positive parent/child interaction.</p> <p>Objective/Outcome 4.1: 100 % of CLC families will receive case management services thereby strengthening the families as documented in case file notes.</p>	<p>Parent Education Nights</p> <p>Monthly Newsletters</p> <p>Family Case Management Services</p>	<p>Data from Case File Notes After school and summer programming are two of the services that Tuscaloosa's One Place offers as an agency; therefore, families who enrolled students into the program(s) received services; additional services were provided to meet</p>	End of year report for 2018-2019 school year was received on July 17, 2019.

	Objective/Outcome 4.2: 30% of CLC parents/guardians/and/or other family members will attend a parent/family event with an expected outcome of improved parent/child relationships.		specific needs when communicated by families. Parent Sign-in Sheets There were 48 families registered for this school year (n=48). 18 families (38%) participated in at least 1 parent/family event.	
5.) Did participants show an increased interest in STEM activities?	Goal 5: Increase student interest in science, technology, engineering, and math (STEM) while exposing them to STEM-related careers. Objective/Outcome 5.1: Students will engage in weekly STEM activities as shown by teachers' lesson plans, pictorial documentation, and completed projects. Objective/Outcome 5.2: Students will be introduced to STEM-related career opportunities as shown by teacher plans.	Science Experiments Robotics Interactive Learning Building Projects	2018-2019 End of Year Report The report showed that 100% of students participated in STEM activities.	End of year report for 2018-2019 school year was received on July 17, 2019.

Recommendations

Evaluation Question	Goals and Objectives	Assessment, Data Collection, & Analysis	Status and Recommendations
<p>1.) Did the SWAG program participants show improvements in academic achievement in the core subject areas during the school year?</p>	<p>Goal 1: Provide an academic enrichment program designed to improve student achievement in core subject areas as measured by state and local standards.</p> <p>Objective/Outcome 1.1: 1:1 25% of CLC students will improve their semester average in language arts or math from fall to spring with the outcome being improved academic achievement.</p> <p>Objective/Outcome 1.2: 40% of CLC students will score at or above average in reading on the May Global Scholar assessment in May.</p> <p>Objective/Outcome 1.3: 25% of CLC students will score at or above average in math on the May Global Scholar assessment in May.</p>	<p>Reading and Math Report Card Grades. Report card data were available 53 students in the program (n=53). There were 38 students (72%) who showed an increase in report card grades in reading and/or math.</p> <p>Reading Scores Global Scholar There were data on 50 students who took the Global Scholar Reading Assessment in May. 48% of the students (24/50) scored at or above average on the May Reading Assessment.</p> <p>Math Scores Global Scholar There were data on 52 students who took the May Global Scholar Math Assessment (n=52). 62% of students (32/52) scored above average on the May Math Assessment</p>	<p>Goal/Objective 1.1 Met Offer incentives for making Honor Roll as a motivation to increase report card grades</p> <p>Goal/Objective 1.2 & 1.3 Met Continue meeting these objectives next year by providing remediation to students whose results show them at risk on the math and reading standardized tests.</p>
<p>2.) Did the SWAG program participants show improvements in</p>	<p>Goal 2: Increase student attendance.</p> <p>Objective/Outcome 2.1: 10% of program</p>		

<p>their attendance records?</p>	<p>participants will decrease their total number of absences from the end of 1st semester to the end of 2nd semester with an expected outcome of increased academic success.</p> <p>Objective/Outcome 2.2: 10% of program participants will decrease their total number of tardies from the end of 1st semester to the end of 2nd semester.</p>	<p>School Attendance Records</p> <p>Absent records were available for 53 students in the program (n=53). 34% of the students (18/53) decreased their total number of absences from the end of 1st semester to the end of 2nd semester</p> <p>Tardy records were available for 53 students in the program (n=53). 36% of the students (19/53) decreased their total number of tardies from the end of 1st semester to the end of 2nd semester.</p>	<p>Goal/Objective 2.1 & 2.2 Met Offer a “Perfect Attendance” award each nine weeks grading period as an incentive to increase school attendance. Provide incentives for monthly program attendance goals since students can’t attend program unless they attended school.</p>
<p>3.) Did the SWAG program participants demonstrate improvements in social behavior during the school year?</p>	<p>Goal 3: Demonstrate positive decision-making leading to improved social skills.</p> <p>Objective/Outcome 3.1: Students in CLC will have 10% fewer discipline referrals from the end of 1st semester to the end of 2nd semester as shown by school data.</p> <p>Objective/Outcome 3.2: 20% of CLC participants will demonstrate an improved sense of self-esteem/concern for others as shown by increased life skills scores from pretest to post test results.</p>	<p>School Day Discipline Records disciplinary referrals between the end of 1st semester (87) and the end of 2nd semester (51) decreased by 41.5%.</p> <p>Why Try pre/post surveys Data were available on 54 students who took the pre and post surveys for the Why Try Resiliency program (n=54). 63% of students (34/54) showed improvement from their pre-test scores to their post-test scores.</p>	<p>Goal/Objective 3.1 Met Offer some type of incentive or award for the students who go an entire nine week grading period without receiving a disciplinary infraction.</p> <p>Goal/Objective 3.2 Met Continue exposing the students to activities that help them develop and strengthen positive character traits, self-control, and social skills.</p>

<p>4.) Did family involvement in the school and with their child's education increase during the school year?</p>	<p>Goal 4: Promote positive parent/child interaction.</p> <p>Objective/Outcome 4.1: 100 % of CLC families will receive case management services thereby strengthening the families as documented in case file notes.</p> <p>Objective/Outcome 4.2: 30% of CLC parents/guardians/and/or other family members will attend a parent/family event with an expected outcome of improved parent/child relationships.</p>	<p>Data from Case File Notes After school and summer programming are two of the services that Tuscaloosa's One Place offers as an agency; therefore, families who enrolled students into the program(s) received services; additional services were provided to meet specific needs when communicated by families.</p> <p>Parent Sign-in Sheets There were 48 families registered for this school year (n=48). 18 families (38%) participated in at least 1 parent/family event.</p>	<p>Goal/Objective 4.1 & 4.2 Met</p> <p>Continue maintaining rapport and open communication with the families</p>
<p>5.) Did participants show an increased interest in STEM activities?</p>	<p>Goal 5: Increase student interest in science, technology, engineering, and math (STEM) while exposing them to STEM-related careers.</p> <p>Objective/Outcome 5.1: Students will engage in weekly STEM activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.</p> <p>Objective/Outcome 5.2: Students will be introduced to STEM-related career opportunities as shown by teacher plans.</p>	<p>2018-2019 End of Year Report The report showed that 100% of students participated in STEM activities.</p>	<p>Goal/Objective 5.1 & 5.2 Met</p> <p>Get feedback from students on new types of STEM related activities they would enjoy conducting in order to minimize boredom and increase intellectual stimuli from new activities</p>

Qualitative Findings

Three focus group meetings were held during this academic year. On May 7, 2019, a focus group meeting was conducted with a sample of parents (n=4). Although all four parents agreed that they did not notice a difference in their children’s grades after starting the program, they all agreed that their children became more sociable after starting the program. The only recommended change was that they received more communication on academic progress.

On February 14, 2019, a focus group meeting was conducted with a sample of students (n= 4). Two students stated the program helped them get into the advanced classes that are offered during school. The two suggestions on improving the program were adding more fieldtrips and offering better food. On February 14, 2019, another focus group meeting was conducted with a sample of program teachers (n=2). They both had positive attitudes toward the SWAG program and stated that the program was beneficial towards the students’ social development. The example used was that students in program have a sense of comradery with each other during school hours. They stated that a challenge in the program was maintaining the students’ attention span and motivation after being in school all day. The only program recommendation made was incorporating a semester long STEM project.

Summer Program

A multi-tiered summer academy was offered for 4 weeks (20 days) beginning in June from 8:00–12:00 P.M. Monday – Friday. The summer program was designed to improve academic retention and to provide students with structured activities in a safe environment. Program teachers provided academic instruction, with an emphasis on reading and math. Students were exposed to a variety of enrichment, hands on learning activities and educational field trip opportunities. The CLC Site Coordinator was responsible for the program operations.

Program Operations: Started on June 3, 2019 and ended on June 28, 2019

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Computer	Work on computer skills	Academic Remediation	Students	Weekly	Staff Teachers
Fun Math	Work on Math Remediation	Academic Remediation	Students	Weekly	Staff Teachers
Reading/Orientation	Work on Reading Remediation	Academic Remediation	Students	Weekly	Staff Teachers
3D Pens/Printers	Freehand Creation of 3D Objects	Enrichment	Students	Weekly	Staff Teachers
Art	Weekly Art Activities	Enrichment	Students	Weekly	Staff Teachers
Physical Activity	Weekly Physical Activities	Enrichment	Students	Weekly	Staff Teachers
Montgomery Zoo	Self-guided Tour of Wild Life	Special Events	Students	Once	Staff Teachers
Water Day	Built a Huge Slip and Slide	Special Events	Students	Once	Staff Teachers

STEM	Weekly STEM Experiments	STEM Activity	Students	Weekly	Staff Teachers
Fayette Aquatic Center	Safety around Water Education	Special Event	Students	Once	Staff Teachers
Desoto Caverns	Self-guided Tour of the Caverns	Special Events	Students	Once	Staff Teachers
All Fired Up	Paint Planters for Planting Plants	Special Events	Students	Once	Staff Teachers
Bricks 4 Kidz	Built Workable Robots	STEM Activity	Students	Once	Staff Teachers

Demographics

Student Enrollment	Enrolled
Total Unduplicated Enrollment	60
Gender	
Male	29
Female	31
Grade	
6th	18
7th	16
8th	14
9th	12
Race/Ethnicity	
Black or African American	52
White	5
Hispanic	3

Adherence to the grant application

The summer program was implemented as described in the original grant application.

Results and Recommendations

The SWAG summer program was designed to: mitigate academic losses that occur in summer, help the new students transition from elementary to middle school while allowing the 7th and 8th graders an opportunity to be leaders and mentors for these students. Learning activities were also conducted that reinforced math and reading skills. Experiential learning opportunities were conducted through project-based learning, STEM activities, and several fieldtrips. It is recommended that multiple fieldtrip opportunities continue to get offered next year because most of the students have limited mobility and rarely have opportunities to travel and visit interesting places due to poverty related issues within their families.

The program has made significant progress since the first year, as evidenced by meeting all the program goals. The findings suggest that the program is benefiting students academically, behaviorally, and socially. Disciplinary infractions during the school day are decreasing while the attendance rates are going up. Academic improvements were made on both report card grades and standardized test scores. Results from the student surveys showed that 87% of students noted that the program helped them improve in math. Also, the parent surveys show that 90% of parents indicated that their children reading grades have improved since attending the program.

Plan for Utilizing and Sharing Results

The executive summary of this program evaluation will be provided to teachers, school administration, the Tuscaloosa County school district, and the board of Tuscaloosa's One Place. In addition to the executive summary, stakeholders will be able to request a full copy of the evaluation for review. A summary of the report will be presented at the Advisory Council meeting, where community members may request additional information. Parents will be notified about the results through the Advisory Council meeting and a brief excerpt in a monthly newsletter.

Appendices
21st CCLC Afterschool Staff Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
There are sufficient materials/resources to support program activities.					
Staff are given a thorough orientation to the program and job responsibilities before starting.					
There are program policies and procedures in place to protect the safety of all children and staff.					
Staff receives adequate ongoing support to make their work environment a positive and enjoyable place to be.					
Staff training needs are surveyed and relevant professional development is provided.					
Staff/child ratios allow staff to meet the needs of all children.					
The side director displays sound and effective management of the site and staff.					
Staff feels valued.					
There is good communication between the side director and the staff.					
There is good communication between the afterschool program and the school day teachers.					
The students seem to enjoy participating in the program.					
The program takes into consideration the needs of students and their families.					
Parent engagement activities are based on parent surveys.					
There is a good balance between academic and enrichment activities in the program.					
The program helps student improve academically.					
The program focuses on improving student behavior through character building, leadership, anti-bullying, ect. activities and curriculums.					

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

- Behavior management
- STEM activities
- Helping students with homework
- Helping students with math
- Art and Music ideas
- P.E. and Wellness activities
- Communication with Parents
- Children with special needs
- Connecting Afterschool with the School day
- Programming ideas
- Helping students with reading
- Parent Engagement
- Scheduling

What are your greatest successes?

What are your biggest challenges?

Any suggestions for program improvement?

21st CCLC Afterschool Parent/Guardian Survey					
	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
My Child's reading grades are improving since attending the afterschool program.					
My Child's math grades are improving since attending the afterschool program.					
My Child enjoys the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.					
My child gets along better with others since attending the afterschool program.					
My Child's school day attendance has improved since attending the afterschool program.					
The afterschool program staff maintains frequent communication with me.					
I am pleased with the parent involvement provided through the afterschool program.					
The afterschool staff treats my child with respect and listens to what he/she has to say.					
The afterschool program has systems in place to ensure my child is safe.					
I am satisfied with the afterschool program.					

21st CCLC Afterschool Student Survey					
	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
The afterschool program helps me improve in reading.					
The afterschool program helps me improve in math.					
I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program.					
The afterschool program helps me behave in the school day program.					
My school day attendance has improved since attending the afterschool program.					
The afterschool staff helps me with my homework.					
I have opportunities to make suggestions for activities.					
I am treated fairly by the afterschool staff.					
When I am at the afterschool program I feel safe.					
I like the afterschool program.					



Pre / Post WT: _____

ID: _____

Date Entered: __/__/__

WhyTry Measure-R

Below is a list of items that describe people. Please circle the number for each item that best describes you. If you “strongly disagree” with the item, circle “1,” if you “disagree” with the item circle “2,” if you are “undecided” circle “3,” if you “agree” with the item circle “4,” and if you “strongly agree” with the item, circle “5.” There are no right or wrong answers. Read the items carefully and if you have any questions you may ask for help from your teacher.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I have a dream or goal for my life.	1	2	3	4	5
2. The choices I make today will affect my future.	1	2	3	4	5
3. When I face challenges, I am more likely to give up than try harder.	1	2	3	4	5
4. I let other people help me when I have a problem.	1	2	3	4	5
5. I believe that laws and rules make my life more difficult.	1	2	3	4	5
6. Challenges are opportunities for motivation and growth.	1	2	3	4	5
7. I see my future as positive and full of potential.	1	2	3	4	5
8. I am willing to work for something that I really want.	1	2	3	4	5
9. There are a lot of adults who care about me.	1	2	3	4	5
10. If someone treats me bad, I am more likely to ignore him/her and walk away rather than lash back.	1	2	3	4	5
11. I can think of lots of people who can help me to solve a problem.	1	2	3	4	5
12. I focus on what is right about me rather than what is wrong with me.	1	2	3	4	5
13. There is at least one adult at my school that I can trust.	1	2	3	4	5
14. I have the power to avoid getting into trouble in my life.	1	2	3	4	5



Pre / Post WT 2

ID: _____

Date Entered: __/__/__

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. I often do things that I really don't want to do because it will make me look cool in front of my friends.	1	2	3	4	5
16. I think my challenges at home will make me get into trouble.	1	2	3	4	5
17. I can tell the difference between friends that pull me down and friends that lift me up.	1	2	3	4	5
18. I think my challenges at school will make me get into trouble.	1	2	3	4	5
19. I see getting help from others as a sign of weakness.	1	2	3	4	5
20. There are many adults that I can count on.	1	2	3	4	5
21. I understand the consequences of the things that I do.	1	2	3	4	5
22. I can help people see the good things about me.	1	2	3	4	5
23. I know how to solve the difficult problems I face in life.	1	2	3	4	5
24. I can see the opportunities that lie ahead of me in the future.	1	2	3	4	5
25. I know how to keep myself motivated when things are hard.	1	2	3	4	5
26. I feel close to people at this school.	1	2	3	4	5
27. I am happy to be at this school.	1	2	3	4	5