

Final Report 2018-2019: Cohort 13

Name of LEA/CBO: Club Bulldogs Afterschool Program

School(s) Served: Buhl Elementary School

Location of Program: Buhl, Alabama

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Executive Summary

Evaluation Purpose and Evaluation Questions

The purpose of this program evaluation is to determine if, and to what extent, the Club Bulldogs program is reaching established program goals. This is the second year of the grant cycle for the Club Bulldogs Afterschool Program, and the findings and recommendations will help guide continued implementation of the program in future years. The research questions that guided the evaluation focused on 6 key areas: 1.) academic improvement, 2.) school attendance, 3.) familial involvement, 4.) behavioral and social skills, 5.) interest and implementation in STEM, and 6.) socially responsible global citizens.

The following evaluation questions guide the program evaluation: 1.) What impact does the Club Bulldogs Afterschool Program have on academic achievement in core subject areas?; 2.) Does regular school day attendance improve over the course of the school year for Club Bulldogs participants?; 3.) Does familial attendance at Club Bulldogs parent/family events improve over the course of the school year?; 4.) Do Club Bulldogs participants demonstrate improved social behavior over time?; 5.) Do program participants show an increased interest in Science, Technology, Engineering, and Math (STEM) related careers and activities after participating in the Club Bulldogs Afterschool Program?; and 6.) What impact does the Club Bulldogs Afterschool Program have on the development of socially responsible global citizens?

Project Background

This is the second year of the grant cycle for the 21st Century CLC Club Bulldogs Afterschool Program at Buhl Elementary School (BES). Students and their families would not have afterschool opportunities without the Club Bulldogs Afterschool Program. Tuscaloosa's One Place (TOP) partnered with the Tuscaloosa County School System (TCSS) to provide a multi-tiered academic enrichment program for BES, a Title 1 school.

Buhl Elementary School is located in a remote rural section of west Tuscaloosa County. The need for a 21st CCLC is great with the academic, social, and familial challenges faced by its students. Additionally, there is a critical need to offer CLC programming at BES. Students are disadvantaged due to a lack of aspiration and an unawareness of their future potential including higher education opportunities. Parental apathy and a lack of involvement exacerbate this disadvantage. Programming developed by TOP, TCSS, and community partners helped to address numerous issues faced by students and their families in order to ensure that they benefit from targeted services provided by the CLC.

The evaluation of the Club Bulldogs program intended to examine if the program was meeting programming goals. This process was facilitated by an external evaluator who collected data relating to program goals and objectives to determine if the program was meeting goals as well as to provide feedback and recommendations.

Evaluation Design, Methods and Limitations

This evaluation used both quantitative and qualitative data to determine if the Club Bulldogs Afterschool Program reached program goals. Quantitative data included: EZ-reports, attendance records from the Club Bulldogs program, sign-in records from parent events, and student, teacher, and parent surveys. To analyze and describe the quantitative data, the evaluator used descriptive statistics. Qualitative data included focus groups with parents, teachers, and students and helped to give context

to the quantitative findings. The qualitative and quantitative findings helped inform recommendations for program improvement.

No known limitations were present in the current evaluation. First, the grant stated that ACT Aspire data would be analyzed for Objective 1.2; however, this assessment tool is no longer used at Buhl Elementary School or by ALSDE. To address this, we used English and math scores from the Global Scholar assessment to understand student success in math and English on standardized assessments.

Findings and conclusions

Goal 1: Provide academic support to improve achievement in the core subject areas English Language Literacy and Mathematical Foundations to advance College and Career Readiness as measured by state and local standards.

- Objective/Outcome 1.1: 50% of CLC students attending 30 days or more will increase their semester language literacy average or math average from fall to spring as indicated by students' report cards furthering their academic achievement.

Achieved: 54% increased their math average (10% maintained). 49% increased their reading average (20% maintained). 74% improved in reading or math or both.

- Objective/Outcome 1.2: 10% of 3rd-5th graders attending 30 days or more will improve their standardized assessment score in reading or math from the 1st benchmark evaluation to the last with an expected outcome of progression towards College/Career Readiness.

Achieved: Global Scholar assessment data was used as the standardized assessment for reading and math for students. 81% of students improved on math. 97% improved on reading. 100% improved in math or reading or both.

- Objective/Outcome 1.3: There will be a 5% or higher increase in the number of students reaching benchmark from the first to last DIBELS reading assessments for students attending program 30 days or more in grades K-2 indicating improved academic achievement.

Achieved: 50% of students reached benchmark. 97% improved their DIBELS score (K letter naming fluency, 1st grade correct letter sounds, 2nd oral reading fluency).

Goal 2: Increase student attendance during the regular school day.

- Objective/Outcome 2.1: 10% of program participants will decrease/maintain their total number of absences between end of 1st semester and 2nd semester as indicated by school data with an expected outcome of increased academic success.

Achieved: 55% of students improved or maintained absences from the fall to the spring semester. The total number of absences decreased between semesters from 278.5 in the fall to 264 in the spring.

Goal 3: Increase family involvement in their child(ren)'s education.

- Objective/Outcome 3.1: 40% of CLC family units whose participants attend 30+ days will attend at least one parent/family event as documented by event sign-in sheets with an expected outcome of strengthening the familial/school connection educating their child(ren).

Achieved: 67% of Club Bulldogs family units attended at least one parent event.

Goal 4: Improve students' behavior during the regular school day.

- Objective/Outcome 4.1: CLC students will either maintain their number of discipline referrals or have 10% fewer referrals between end of 1st semester and end of 2nd semester as shown by school data with an expected outcome of improved academic success.

Achieved: 86% of students maintained their number of discipline referrals between semesters with 0 referrals for the whole year.

- Objective/Outcome 4.2: 25% of CLC students will have an improved sense of self-esteem and concern for others as shown by increased life skills scores from pre/post test results with an expected outcome of improved peer and school staff interactions.

Achieved: 65% of Club Bulldogs students who took both the pre and post *Why Try* tests scores improved.

Goal 5: Implement STEM (science, technology, engineering, and math) activities to foster student interest in those areas and expose them to STEM-related careers.

- Objective/Outcome 5.1: BES students will participate in weekly STEM related, hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects to encourage students' interest in STEM courses and expose them to STEM related careers.

Achieved: STEM activities were offered weekly. There were 101 days with STEM activities during the regular school year.

Goal 6: Develop socially responsible global citizens through implementation of service learning projects.

- Objective/Outcome 6.1: CLC students will conduct service-learning projects to provide them opportunities to participate in guided action addressing community needs with expected outcomes of increasing self-efficacy, empathy, and respect for others.

Achieved: 100% of students participated in a service learning project.

Conclusions

Based upon the reported findings, The Club Bulldogs Afterschool Program at Buhl Elementary School seems to be a beneficial program for the students and families in the Buhl, Alabama community. A large number of students at Buhl Elementary School are below reading and math proficiency levels, an issue the Club Bulldogs Afterschool Program attempts to address. For example, there was a large percentage of Club Bulldogs students who had improved scores in Math, Reading or both in addition to

standardized test scores (e.g. DIBELS, Global Scholar). During the parent focus group, parents and caregivers shared stories of how the program helped their kids raise their grades and increase social skills. Additionally students gained an improved sense of self-esteem and increased life skills scores. STEM activities were offered weekly and all students participated in a service learning project. Attendance and behavior referrals were improved or maintained for the majority of the students. These improvements illustrate just how Club Bulldogs help students during the regular school day and how the program has impacted students and families in a positive way. The Club Bulldogs did very well at engaging parents with a significant portion attending at least one parent event. During the students' focus group, the youth reported that the program helped them learn while also allowing them to have fun.

Overview of the Evaluation Plan

The purpose of this program evaluation is to determine if, and to what extent, the Club Bulldogs program is reaching program goals. This is the second year of the grant cycle for the Club Bulldogs Afterschool Program and the findings from this program evaluation will help with the implementation of the program in future years. The following evaluation questions guide the program evaluation:

1. What impact does the Club Bulldogs Afterschool Program have on academic achievement in core subject areas?
 - a. Goal 1
 - b. Objective 1.1
 - c. Objective 1.2
 - d. Objective 1.3
2. Does regular school day attendance improve over the course of the school year for Club Bulldogs participants?
 - a. Goal 2
 - b. Objective 2.1
3. Does familial attendance at Club Bulldogs parent/family events improve over the course of the school year?
 - a. Goal 3
 - b. Objective 3.1
4. Do Club Bulldogs participants demonstrate improved social behavior over time?
 - a. Goal 4
 - b. Objective 4.1
 - c. Objective 4.2
5. Do program participants show an increased interest in Science, Technology, Engineering, and Math (STEM) related careers and activities after participating in the Club Bulldogs Afterschool Program?
 - a. Goal 5
 - b. Objective 5.1
6. What impact does the Club Bulldogs Afterschool Program have on the development of socially responsible global citizens?
 - a. Goal 6

b. Objective 6.1

Results

- *Program Operations*

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
Buhl Elementary School	5	160	34	10	158

- Staffing

- Paid

- Teachers-15 total teachers (Fall and Spring) including subs and aids
- Subcontractors 4 (Fall and Spring)
- Two (2) Tuscaloosa’s One Place Staff
 - Program Coordinator
 - Program Director

- Volunteers

- Volunteer AmeriCorps Member (October-May)
- UA (HD 382) Human Development students
- Read Alabama UA Honors College
- Total volunteer hours: 508 hours for the academic year

- Staffing Ratio

- Classes in Fall and Spring: K, 1st grade, 2nd grade, 3rd grade, 4th/5th grade
- 1 teacher per class for K, 2nd grade, 3rd grade, 4th/5th grade, one teacher and an aid in 1st grade
 - K – 1:8 (fall) and 1:10 (spring)
 - 2nd – 1:6 (fall) and 1:6 (spring)
 - 3rd – 1:14 (fall) and 1:15(spring)
 - 4th and 5th-1:11 (fall) 1:11 (spring)
- 1 teacher and 1 aid with 1st grade
 - 2:16 (fall) and 2:17 (spring)

- Staff Training

Name	Staff Training	Dates	Hours
Aleighta Lockhart	2018 Child Abuse Mandated Reporters Training- Alabama Dep. Of Human Res	8/4/2017	1
Aleighta Lockhart	ACEA Conference	2/25/2019-2/27/2019	21
Aleighta Lockhart	CPR Training	1/18/2019	2
Aleighta Lockhart	Resiliency Training	3/28/2019	1
Rene’ Jones	Resiliency Training	10/16/2018	2
Rene’ Jones	Staff Retreat Stillman	2/18/2019	8

Rene' Jones	Safety Training Officer Chavez	2/19/2019	.75
Rene' Jones	Resiliency Training Part 2	3/28/2019	1
Rene' Jones	21st Century Grant Training	4/12/2019	4
Rene' Jones	Emergency Management	6/4/2019	3.5
Rene' Jones	Mandated Reporter Training	7/15/2019	.5
Buhl Staff			
Brittany Milligan, Jordan Smith, Jessica McRee, Kristen Morrison, Theresa Battle, Krissy Holcomb, Tammy Plowman, Blake Scott	2018 Child Abuse Mandated Reporters Training- Alabama Dept. of Human Resources	Required trainings by TCSS	.5
	Sexual Harassment		.25
	Automated External Defibrillator		.25
	Run, Hide, Fight Active Shooter Response		.25
	Blood Borne Pathogen Exposure Prevention		.25
	Medication Administration		.25
ALSDE Diabetes Training	.25		
Krissy Holcomb, Kristen Morrison, Theresa Battle, Kim Hodge, Jordan Smith, Charlene Harbin, Tammy Plowman	Timekeeping policies, safety, receipting money- Led by Program Director	1/10/19	1

- Activities:
 - Fall 2018

Activity Name	Description of Activity	Category (s)	Target Population	Frequency of Activity	Partner Involved
Gymnastics	Students completed different activity stations.	Physical activity, enrichment	All Students, ESL	Once a week- 30 minutes 9/11-11/16	Bama Bounders
Tuscaloosa County Schools	Provided a site for the program in addition to designated program space and teachers	STEM, enrichment, academics math, reading main areas, life skills	All Students, ESL	5 days a week	Tuscaloosa County School System
STEM Activities	Engaged students with weekly hands-on STEM Activities	Science, technology, engineering, math, academics	All Students, ESL	Weekly	Program Teachers

Why Try	Resiliency education lessons taught weekly to students grades K-5 th	Life skills, enrichment	All Students, ESL	Once a week sessions	Club Bulldogs program teacher- Theresa Battle
Computer lab	Students played educational games and/or practiced keyboarding using Typing Agent on computers	Technology Academic Enrichment	All Students, ESL	Each grade-twice weekly	Program teachers
Physical Education either structured or free play	Students played outside to get physical activity time	Physical education	All Students, ESL	Each grade-one-two times weekly	Program Teachers
Snapology	STEM activities building with Legos	Academics Enrichment STEM	All Students, ESL	October & November Weekly/3 rd Grade 35 minutes, 4 th and 5 th grade one hour	Program teachers/ Snapology instructor
Arts/Crafts	Children created arts and crafts with teacher	Art, enrichment	All Students, ESL	One-two times weekly All grades 30-45 minutes	Program teachers
Bricks 4 Kidz	STEM activities building with Legos	Academics Enrichment STEM	All Students, ESL	08/27/18-09/24/18 K-5 th weekly [M]	Bricks 4 Kidz
Homework/remediation	Homework/remediation time with focus on reading and math.	Literacy Academics	All Students, ESL	Each day (weekly) All grades	Program teachers

READ Alabama	UA Honors College group that works one on one with students on reading	Reading, Literacy Academic Enrichment	All Students, ESL	Once a week Grades 1-2 One Hour Approximately 10 weeks	READ Alabama volunteers
Skills Centers	Students practiced different skills at each station	Reading Math Literacy Academics	All Students, ESL	Kindergarten once a week	Program teacher
Theme Activities	Centered on different literacies 21 st Century wanted taught (financial, drug education, environmental, cultural, etc.)	Enrichment	All Students, ESL	All grades once a week	Program teacher
Math games	Played games to enhance math skills	Academic Enrichment Literacy Math	All students, ESL	Once a week 3 rd -5 th August-Sept., December K-2 nd once each week	Program teachers

Spring 2019

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Nutrition	Weekly classes taught to students about healthy nutrition/ cooking easy recipes	Nutrition, enrichment	All Students, ESL	Once a week, 3 rd -5 th ; 30 minutes 8 lessons starting 2/14	Angel Wallace-Tuscaloosa County Extension Office
READ Alabama	UA honors college group that works one	Reading, Literacy	All Students, ESL	Once a week 3 rd grade One Hour	Read Alabama volunteers

	on one with students on reading	Academic Enrichment		Approximately 10 weeks	
STEM Activities	Engaged students with hands-on STEM Activities	Science, Technology, Engineering, Math Academic	All Students, ESL	All grades- 30 minutes	Program teachers
Why Try	Resiliency education lessons taught weekly to students in K-5 th	Life skills, enrichment	All Students, ESL	Weekly- 30 minutes each grade	Why Try- taught by program teacher- Theresa Battle
Arts/Crafts	Children created arts and crafts with teacher	Art, enrichment	All Students, ESL	Once or twice weekly 30-45 minutes	Program teachers
Computer lab	Students played educational games and/or practiced keyboarding using Typing Agent on computers	Technology Academic Enrichment	All Students, ESL	Twice weekly/all grades 30-45 minutes	Program teachers
Physical activity free or structured	Students played outside to get physical activity time	Physical education	All Students, ESL	Twice each week each grade	Program teachers
Reading comprehension activities	Practiced reading comprehension skills; AR books utilized in applicable grades	Reading, Literacy Academics	All students, ESL	Once each week/All grades; 30 minutes	Program teachers
Math Games	Played games to enhance math skills	Math, Academics	All Students, ESL	Wednesday/K-2 nd Grade 35 minutes	Program teachers
Homework/remediation	Homework/remediation time for students	Academics Literacy Focus on math, reading	All Students, ESL	4 days each week all grades 30-45 minutes	Program teachers

Skill Centers	Centers to enhance reading and math skills	Reading, Math, Literacy, Academics	All Students, ESL	Weekly/K 35 minutes	Program teachers
Snapology	STEM building with legos	Enrichment STEM Academics	All Students, ESL	Weekly/3 rd Grade 35 minutes, 4 th and 5 th grade one hour	Program teachers/Snapology instructor
Bricks 4 Kidz	STEM Building with Legos	Enrichment STEM Academics	All Students, ESL	Weekly/K-2 nd Grade 30-35 minutes March-April	Program teachers/Bricks 4 Kidz Instructor
Dance	Students learned dances to popular kids songs	Physical Education Enrichment	All Students, ESL	Weekly/K-2 nd grade 30-35 minutes	Program teachers/Mr. Slater
Theme Activities	Centered on different literacies 21 st Century wanted taught (financial, drug education, environmental, cultural, etc.)	Enrichment	All Students, ESL	K-3 Once each week	Program teachers
Uptown Art	Students painted a canvas following step-by-step instructions	Enrichment Arts Education	All	1 time event 4/15	Uptown Art rep. Program Teachers

Parent Involvement Fall 2018

Activity Name	Description	Number in Attendance	Educational Purpose of Activity
Club Bulldogs Parent Orientation night 9/11/2018	Meeting to review the Student/Parent Handbook and set expectations for the year	31 adults/parents	Review the Student/Parent Handbook and set expectations for the year
Joint Meeting with Buhl PTO/Club Bulldogs 11/5/2018	Joint meeting with Buhl PTO for Veterans Day Program	7 adults/parents	Family Education night Tuscaloosa's One Place Parenting Department speaker

Holiday Party 12/10/2018	Parents assisted their children in decorating ornaments and cookies.	9 adults/parents	Family Involvement event for parents to participate in activities the children are doing in Club Bulldogs
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Parent Involvement Spring 2019

Activity Name	Description	Number in Attendance	Educational Purpose of Activity
Club Bulldog Spring Parent Night- 04/24/19	Children enjoyed fun activities while parents attended focus group	19 adults/parents 24 students	Parents provided feedback regarding Club Bulldogs, received program updates and information about summer programming, requested service learning project support, completed surveys
End of the Year Celebration 5/17	Recognition ceremony as a celebration for accomplishments made during the year in Club Bulldogs	11 adults/parents 11 students	Family Involvement: Parents were able to celebrate the accomplishments of their children

Demographic Information

- Grades served: K-5
- Number of students proposed (from Grant Application): 75
- Number of students served: 77
- Number of students participating less than 30 days: 5
- Number of regularly participating (30 days): 12
- Number of students participating 60 days: 3
- Number of students participating 90 days: 57
- Number of families proposed to serve (from Grant Application): 50
- Number of families served: 52

<u>Student Enrollment</u>	<u>Enrolled</u>
Total Unduplicated Enrollment	
Male	43
Female	34
Grade	
<u>K</u>	14
<u>1</u>	19
<u>2</u>	10

<u>Student Enrollment</u>	<u>Enrolled</u>
<u>3</u>	17
<u>4</u>	7
<u>5</u>	10
<u>Race/Ethnicity</u>	
<u>American Indian/Alaska Native</u>	0
<u>Asian/Pacific Islander</u>	0
<u>Black or African American</u>	1
<u>Hispanic or Latino</u>	0
<u>White</u>	71
<u>Multiracial</u>	1
<u>Some other race</u>	4

Findings:

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
<p>What impact does the Club Bulldogs Afterschool Program have on academic achievement in core subject areas?</p>	<p>Goal 1: Provide academic support to improve achievement in the core subject areas English Language Literacy and Mathematical Foundations to advance College and Career Readiness as measured by state and local standards.</p>	<p>College student mentoring UA Honors College Tutoring Homework Assistance Reading and Math Academic remediation</p>	<p>Measurement for goal 1 included data collected through report card grades in core subject areas, standardized assessment scores, and teacher, parent and student surveys. Analysis includes proportions of student scores in the various areas and focus on improvement, maintenance, and declining and measures of</p>	<p>Report card data received from program coordinator on July 19, 2019. Standardized test scores received from program coordinator on July 19, 2019. Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p>	<p>Goal 1: Goal Met The majority of Club Bulldogs improved math or reading grades, ACT Aspire scores, and DIBELS benchmark scores when comparing data from the fall semester to the spring semester.</p>	<p>The academic needs for students should be addressed by continued use of grade appropriate instruction. Track student grades throughout the year and provide targeted instruction for subjects that students are not reaching expected levels.</p>
	<p>Objective 1.1: 50% of CLC students attending 30 days or more will increase their semester language literacy</p>			<p>Focus groups took place in March, April & May 2019.</p>	<p>Objective 1.1: Objective Met Of the 69 students with available data, 69% (n=48) of Club Bulldogs</p>	<p>Continue providing academic enrichment, tutoring, and homework assistance that targets reading and math.</p>

	<p>average or math average from fall to spring as indicated by students' report cards furthering their academic achievement.</p>		<p>academic achievement.</p> <p>Qualitative analysis of focus group data</p>		<p>students improved or maintained reading grades from the fall semester to the spring semester.</p> <p>Of the 69 students with available data, 64% of students improved or maintained math grades from the fall semester to the spring semester.</p> <p>Of the 69 students with available data, 74% (n=51) of Club Bulldogs Students improved or maintained reading or math scores from the fall to the</p>	<p>Provide teachers with schedule of grade levels that they will work with at least one week in advance to allow adequate preparation time to afterschool curriculum.</p> <p>Continue to utilize system for communicating academic, social, and emotional growth to parents.</p>
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					<p>spring semesters.</p> <p>The majority of students (80%) report that the program helps them read better, and 57% of students report doing better in math. It should be noted that (26%) of students “didn’t know” if the program helped with reading and math.</p> <p>Teacher surveys suggest that all students improved (n=16; 41%) or did not need to improve (n=14; 35%) their academic performance. Additionally, teachers report</p>	
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					<p>that 98% (n=39) of students improved or did not need to improve when responding to the statement “completing homework to your satisfaction.</p> <p>Many parents (n=35, 73%) agreed or strongly agreed with the statement: “My child’s reading grades are improving.” However, 10% (n=5) of parents disagreed with the statement. Additionally, 56% (n=27), agreed with the statement “My child’s math grades are</p>	
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					improving, while 23% (n=11) disagreed.	
	<p>Objective 1.2: 10% of 3rd-5th graders attending 30 days or more will improve their standardized assessment score in reading or math from the 1st benchmark evaluation to the last with an expected outcome of progression towards College/Career Readiness.</p>				<p>Objective 1.2: Objective Met</p> <p>Global Scholar assessment data was used as the standardized assessment for reading and math for students.</p> <p>Of the 31 students with available data, 100% (n=31) improved Global Scholar scores on math, reading, or both.</p> <p>Fall and spring semester Global Scholar reading scores were available for 31 students.</p>	<p>Continue providing academic enrichment activities, tutoring, and homework assistance to Club Bulldogs students.</p> <p>Provide students with test taking strategies that will help improve Global Scholar assessment scores in the future.</p>

					<p>The majority (97%; n=30) improved Global Scholar reading scores.</p> <p>Fall and spring semester Global Scholar math scores were available for 31 students. Of these students, 81% (n=25) improved math scores.</p>	
	<p><u>Objective 1.3:</u> There will be a 5% or higher increase in the number of students reaching benchmark from the first to last DIBELS reading assessments for students attending program 30 days or more in grades</p>				<p>Objective 1.3: Objective Met</p> <p>Of the 36 Club Bulldogs students with available data, 97% (n=35) improved scores on the DIBELS reading assessment.</p>	<p>Continue providing students with activities to improve reading assessment scores.</p> <p>Continue working with the READ Alabama program and other programs to continue student growth in reading skills and comprehension.</p>

	K-2 indicating improved academic achievement.				The total number of students reaching grade level benchmark levels was 50%.	
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Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Does regular school day attendance improve over the course of the school year for Club Bulldogs participants?	Goal 2: Increase student attendance during the regular school day.	College student mentoring Field Trips Recreational afterschool enrichment activities	Measurement and analysis for goal two include reviewing school attendance records to understand if the Club Bulldogs program is related to increased regular school day attendance.	School attendance records received from program coordinator on July 19, 2019. Focus groups took place in March 2019.	Goal 2: Goal Met The majority of students improved or maintained regular school day attendance.	Program staff should continue to monitor regular school day attendance for Club Bulldog students and provide targeted case management for families of students who have excessive regular school day absences. This will not only improve student regular school day outcomes but also improve student exposure to Club Bulldog activities.
	Objective 2.1: 10% of program participants will decrease/maintain their total number of absences between end of	Bama Bounders			Objective 2.1: Objective Met 55% of students improved or maintained	

	<p>1st semester and 2nd semester as indicated by school data with an expected outcome of increased academic success.</p>		<p>Qualitative analysis of focus group data</p>		<p>absences from the fall to the spring semester. The total number of absences decreased between semesters from 278.5 in the fall to 264 in the spring.</p> <p>According to teacher surveys, 32% (n=13) of students improved or maintained class attendance. Additionally, the majority of students (n=27; 68%) did not need to improve their regular class attendance.</p>	<p>Continue making Club Bulldogs exciting and educationally beneficial for students to ensure that participants will continue attending the program.</p>
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Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Does familial attendance at Club Bulldogs parent/family events improve over the course of the school year?	<p>Goal 3: Increase family involvement in their child(ren)'s education.</p>	<p>Parent Education Nights</p> <p>Monthly Newsletter</p> <p>Parent Volunteer Opportunities</p> <p>Family Case Management Services</p>	<p>Assessment for goal 3 includes analysis of the number of parents who attend parent events using sign-in sheets from family related school events. Additionally, surveys of teachers, parents and students are examined to see how parents and caregivers perceive Club Bulldogs.</p>	<p>Parent event attendance records received from program coordinator on July 19, 2019.</p> <p>Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p> <p>Focus groups took place in April 2019.</p>	<p>Goal 3: Goal Met</p> <p>The parents or caregivers of the majority (67%) of Club Bulldogs students attended at least one parent event. Newsletters were sent home with students to inform parents and caregivers of Club Bulldogs information and events.</p>	<p>Parents and caregivers seem engaged with the Club Bulldogs Afterschool Program. Continue fostering relationships between parents/caregivers with the goal of this relationship translating to the relationship parents have with Buhl Elementary. Create more tech-friendly ways of communicating with parents such as texting apps or email vs. paper newsletters. Communicate staff changes with parents to create transparency.</p>
	<p>Objective 3.1: 40% of CLC family units whose</p>		<p>Qualitative analysis of focus group data</p>		<p>Objective 3.1: Objective Met</p>	<p>Continue providing parent events that foster parent engagement with the</p>

	<p>participants attend 30+ days will attend at least one parent/family event as documented by event sign-in sheets with an expected outcome of strengthening the familial/school connection educating their child(ren).</p>				<p>Of the 77 students enrolled in the Club Bulldogs Afterschool program, the parents or caregivers of 52 students (67%) attended at least one parent event.</p> <p>18 parents attended the focus group to gather data about their participation in the program.</p>	<p>Club Bulldogs program.</p> <p>Survey parents for topics they would like covered in future afterschool events.</p> <p>Provide additional volunteering opportunities to parents with the goal of fostering relationships between parents/caregivers and the regular school day teachers and Club Bulldogs program staff.</p>
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Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Do Club Bulldogs participants demonstrate improved social behavior over time?	<p>Goal 4: Improve students' behavior during the regular school day.</p>	<p><i>Why Try</i></p> <p><i>Resiliency</i></p> <p><i>Education</i></p> <p><i>Program</i></p> <p>College Student Mentoring</p> <p>Parent Education Nights</p>	<p>Goal 4 uses regular school day discipline records to determine if students who participate in Club Bulldogs improve or maintain regular school day behavioral infractions. Analysis of Why Try pre/posttests help to understand the impact that the Why Try program has on students understanding of prosocial behaviors. Survey of teacher, parents and students are</p>	<p>Regular school day behavior records received from program coordinator on September 19, 2019.</p> <p>Why Try pre/post test data received from program coordinator on July 19, 2019.</p> <p>Teacher, parent, and student surveys received from program coordinator on September 19, 2019.</p>	<p>Goal 4: Goal Met</p> <p>Club Bulldogs students maintained behavioral infractions during the regular school year and the majority (65%) of students with complete data for the Why Try program improved on scores from pretest to posttest.</p>	
	<p>Objective: 4.1: CLC students will either maintain their number of discipline referrals or have 10% fewer referrals</p>	<p>Objective 4.1: Objective Met</p> <p>86% of students maintained their number of discipline</p>			<p>Continue providing behaviors cues to students during the Club Bulldogs program.</p>	

	<p>between end of 1st semester and end of 2nd semester as shown by school data with an expected outcome of improved academic success.</p>		<p>used to understand program participant's perceptions of the impact of Club Bulldogs on student behavior.</p> <p>Qualitative analysis of focus group data</p>	<p>Focus groups took place in May 2019.</p>	<p>referrals between semesters with 0 referrals for the whole year.</p> <p>Data from teacher surveys suggests that the majority of Club Bulldogs students (n=31; 79%) improved or did not need to improve their behavior in class.</p> <p>Parent surveys were returned for 48 students. 61% (n=29) of parents agree or strongly agree with the statement that my child gets along better with others, while the other 25% (n=12) responded</p>	<p>Program staff should continue modeling prosocial behaviors during the Club Bulldogs Afterschool Program.</p>
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					“don’t know or not applicable”.	
	<p>Objective 4.2: 25% of CLC students will have an improved sense of self-esteem and concern for others as shown by increased Why Try scores from pre/post test results with an expected outcome of improved peer and school staff interactions.</p>				<p>Objective 4.2: Objective Met</p> <p>Of the 51 students with complete data for the Why Try measure, 65% (n=33) improved scores from pretest to posttest.</p>	<p>Provide the Why Try program early in the academic year to ensure that students are able to use the skills learned throughout the school year.</p>

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Do program participants show an increased interest in Science, Technology, Engineering, and Math (STEM) related	Goal 5: Implement STEM (science, technology, engineering, and math) activities to foster student interest in those areas and expose them to STEM-related careers.	Bricks 4 Kidz Snapology Druid City Garden Project	Analysis for goal 5 uses attendance rosters (EZ Reports) to determine likely exposure to STEM activities. We do not have an	Club Bulldogs STEM attendance records received on July 19, 2019. Teacher, parent, and student	Goal 5: Goal Met Club Bulldogs participants were exposed to STEM activities weekly.	STEM activities appear to be a strength of the Club Bulldogs Afterschool Program. The program should continue offering STEM activities

careers and activities after participating in the Club Bulldogs Afterschool Program?	Objective 5.1: BES students will participate in weekly STEM related, hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects to encourage students' interest in STEM courses and expose them to STEM related careers.		instrument to measure student perception of STEM careers and activities, thus exposure is used as the variable of interest. Qualitative analysis of focus group data	surveys received from program coordinator on September 19, 2019. Focus groups took place in May 2019.	Objective 5.1: Objective Met	to program participants. Continue providing program staff with supplies necessary to offer high quality STEM activities. Be sure to meet with staff and discuss needs.
	STEM activities were offered weekly. STEM activities were offered to students at least every week of program operations, with a total of 101 days with scheduled STEM activities.					

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
What impact does the Club Bulldogs Afterschool Program have on the development of socially responsible global citizens?	Goal 6: Develop socially responsible global citizens through implementation of service learning projects.	Service Learning Projects	Analysis for goal 6 focuses on the number of students who completed and attended service learning and enrichment activities	Participation in service learning and enrichment activities records received from program coordinator on September 29, 2019.	Goal 6: Goal Met All students enrolled in Club Bulldogs participated in a service learning project aimed at developing globally	Continue providing service learning activities to Club Bulldogs program participants. <ul style="list-style-type: none"> • Continue to provide opportunities for Club Bulldogs students to

			Qualitative analysis of focus group data	Focus groups took place in May 2019.	responsible citizens.	develop their own service learning projects with the goal of to increase students' awareness of issues within their community. Also, provide opportunities for students to present their ideas and projects to the larger community in order to promote engagement between BES and the Buhl community.
	<p>Objective 6.1: CLC students will conduct service-learning projects to provide them opportunities to participate in guided action addressing community needs with expected outcomes of increasing self-efficacy, empathy, and respect for others.</p>				<p>Objective 6.1: Objective Met</p> <p>100% of students participated in a service learning project.</p>	

APT-O:

The APT observation occurred at Buhl Elementary School in the cafeteria and in an classroom. Program staff and the program coordinator were present and interacted with students in both locations. Observations for homework/academic support as well as an overall evaluation of the environment were conducted. Observation of students during STEM activities was not possible due to scheduling conflicts. The findings from the APT-O are as follows:

- Programing space supported goals of programing.
 - The space and classrooms were welcoming and inviting.
 - Space was organized, colorful, and displayed various artwork produced by the students.
- Interactions were positive. Students were observed reading and practicing spelling with one another as well as with the teachers. One student was observed giving another student a hug as encouragement to join their activity.
- Program staff were engaged in the activities and addressed any behavioral issues accordingly. It was evident that staff were encouraging to one another and to the students.
- Students were able to spread out and to choose different spaces within the classrooms to do an activity.
- Overall students listened to the teachers and were cooperative with one another.

Adherence to the grant application-

The Club Bulldogs Afterschool Program offered all the services stated during the regular school year. They served the proposed number of students by offering an affordable alternative when compared to the previously established extended day program. Club Bulldogs partnered with a number of community agencies to provide services to participants and their families. Program staff completed the required training and hired an adequate number of program staff. Students in the Club Bulldogs program were exposed to STEM activities at least weekly, nutrition programs, physical education (structured or free play), arts and crafts, service learning project, and character education (e.g. Why Try). The program offered 5 different parent events for parent or caregivers of Club Bulldogs students to attend.

Qualitative Findings.

All parents, students, and teachers were invited to participate in independent focus groups about Club Bulldogs. The sample for the focus groups consisted of (18)parents, (16) students, and (6) teachers. We were unable to have multiple focus groups due to time constraints.

Parent

The parent focus group was offered on April 24th 2019. All parents were invited and 18 attended. The majority of participants had very positive feedback about the program including examples of how the program has helped their kids in terms of grades, physical health, and social interactions. Other parents discussed that transportation and meals provided is convenient. Participants suggested that extended program hours past noon during the summer would be beneficial for working parents and consistency with homework completion would be helpful. Parents also discussed a desire for better communication between the staff and them, for example, “staff to communicate any staff changes” and

to engage in text messaging as a means of delivering news, events, etc. vs. paper letters that are sent home with the students. Another theme was a reported frustration with “not paying attention to IEPs” and the three strike rule. A couple of parents expressed that their kids’ IEPs were not utilized and that more specialized and individualized attention would benefit some kids.

Student

The student focus groups occurred on May 10th 2019. There were 16 students present for the focus group. Students expressed their thoughts about the afterschool program. Two students shared that “it helps me do my homework” and that “it helps me learn.” Students shared what they liked about the program and responses ranged from arts and crafts to playing outside and Bricks 4 Kids. The majority of the participants indicated that they really enjoy the teachers, with only one stating “one of the teachers yells a lot.”

Students appeared to appreciate the activities component and would like for the current activities to continue. One student stated that they liked Club Bulldogs because they enjoyed the “Why Try” program and they had fun while attending the program.

Another topic discussed was parental involvement as far as volunteering. Some students said that parents were not involved with the Club Bulldogs program but they all said that they would like parents to volunteer more, however, because of work, it is difficult for them to participate.

Teacher

The teacher focus group was offered on March 20th 2019, with six present. Communication and resources were the major themes from the teacher focus group. Communication was discussed several times throughout the focus group in which teachers gave examples of how they have asked for items and those items are provided. For example, one teacher mentioned “whatever we need, we get such as walkie talkies to communicate when we are outside.” Participants stated that communication between teachers and program staff has been positive and that staff has “done a great job at keeping teachers informed.” The teachers discussed the importance of the program and how it “provides opportunities for kids they wouldn’t have otherwise.” Handwriting has improved and the program allows for more individualized attention for students that allows teachers to build relationships. Some teachers talked about the 3 strike rule and how some kids are “put out because of this rule and this is tough.” Overall, teachers agreed that events created for parents have been positive such as the cookie decorating event and the Christmas party.

Limitations and Questions that could not be answered:

The Why Try pretest and posttest measures were missing for some of the program students. While we were able to demonstrate that a majority of students with complete data improved between testing points, we do not have a complete picture of the impact of the Why Try program. In future years, we will train program staff to be certain complete data is gathered.

Summer Program

Overview of Program

The BES summer program will provide a safe, structured environment for rising K-5th graders. The program will run Monday – Friday from 8:00 am – 12:00 pm for four weeks in June for a total of 20 program days. Transportation and breakfast and lunch will be provided. The

summer program will provide an opportunity for the children to enjoy more engaging, new experiences and special events.

Students engaged in a service learning project where students drew pictures and/or wrote letters to place in books to be donated to Lee County children to let them know Club Bulldogs was thinking about them post tornado. There was a continued focus on Math and Reading skill acquisition as well as arts and crafts, team building, cultural exploration, financial literacy, and life skills. Multiple field trips were scheduled with one of the field trips involving Ozobots brought to program as an onsite field trip by a representative of the Tuscaloosa Public Library. Students learned about how the human body can conduct electricity through activities with shapes and play-dough. Other field trips included a visit to Palmore Splash Pad and a free movie at the Cobb theater with lunch at a local park afterwards.

3. Program Operations

Days of Operation - June 3rd – June 28th

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Buhl Elementary School	20	4	20

Staffing-

Paid:

K/1st- 2 teachers

2nd/3rd – 2 teachers

4th/5th – 1 teacher

Volunteers:

Volunteer AmeriCorps Member

Activities

Career Exploration	Students explored different career fields and learned vocabulary involving each field.	Life skills, enrichment	All students, ESL	Once a week all grades	Program teachers
Cultural Exploration	Students learned about cultures around the world and	Enrichment	All Students, ESL	All students, [W]	Program teachers

	traditions that are upheld by each group of people.				
Financial Literacy	Students were able to learn about finances and how to manage money through various activities	Life Skills Enrichment	All students, ESL	All students [M]	Program teachers
Schoolyard Roots	Students went outside to learn about the garden and plants and how they grow.	Enrichment	All students, ESL	All students [TH]	Program teachers
Team Building	Students participated in activities where they had to work together to complete a task or win a game.	Enrichment	All students, ESL	All students Once a week	Program teachers
STEM Activities	Students learned through hands-on STEM activities	Science, Math, Technology, Engineering Academics	All Students, ESL	All grades- 30 minutes Twice weekly	Program teachers
Life Skills	Zones of Regulation lessons where children learned about emotions and ways to handle negative ones appropriately	Life Skills	All students, ESL	Once each week One hour 2-5	TCSS Social Workers Program teachers

Arts/Crafts	Children created weekly themed arts or crafts with teacher	Arts Education Enrichment	All Students, ESL	Once a week 30-45 minutes	Program teachers
Computer lab	Students played learning and educational games on computers	Technology	All Students, ESL	3-4 times each week all grades 30-45 minutes	Program teachers
Physical Activity Structured or free	Students played outside to get physical activity time	Physical Education Wellness	All Students, ESL	3-4 times each week all grades	Program teachers
Teachers' Choice	Teachers' choice for student activities: Legos, centers, movies, crafts, etc.	Enrichment STEM	ESL, All students	K/1 st once weekly	Program teachers
Ozobots (onsite field trip) 6/14	Students learned about how the human body can conduct electricity and what it means to short-circuit through activities with shapes and play-dough	On-sight Field Trip STEM Academics	ESL, all students, parents	All grades; 8:30-11:00AM	Tuscaloosa Public Library
Field Trip- movie and park 6/20	Students saw Penguins of Madagascar movie then ate lunch at a local park	Field Trip	ESL, all students, parents	All grades; 9:00-1:30	Cobb Movie Theatre and Airport Park

Field trip: Palmore Splash Pad	Students participated in water related activities	Field Trip	ESL, all students	06/05/19 all grades 9:30-1:00	Tuscaloosa, AL (Palmore Park)
Service Learning Day	Students drew pictures and/or wrote letters to place in books to be donated to Lee County children to let know thinking about them post tornado	Life Skills	ESL, all students	06/13/19	Program teachers
Math and Reading	Students completed academic reinforcement activities to lessen the “summer slide” with skills	Academics Literacy Math Reading	ESL, all students	Math two or three days/week Reading two or three days/week All grades	Program teachers

Parent Involvement Summer 2019

Activity Name	Description	Number in Attendance	Educational Purpose of Activity
End of Summer Program Family Fun Day 06/28/19	Classes rotated to STEM and physical activities, explored a firetruck and EMS vehicle, and water stations. Attending parents participated in the activities with their children.	8 family units	Learn about STEM and promote family engagement at a family fun day to celebrate summer.

<u>Student Enrollment</u>	<u>Enrolled</u>
<u>Total Unduplicated Enrollment</u>	
<u>Male</u>	20
<u>Female</u>	14
<u>Grade</u>	
<u>K</u>	6
<u>1</u>	4
<u>2</u>	10
<u>3</u>	7
<u>4</u>	6
<u>5</u>	1
<u>Race/Ethnicity</u>	
<u>American Indian/Alaska Native</u>	0
<u>Asian/Pacific Islander</u>	0
<u>Black or African American</u>	0
<u>Hispanic or Latino</u>	0
<u>White</u>	28
<u>Multiracial</u>	1
<u>Some other race</u>	5

Adherence to the grant application-

The Club Bulldogs Summer Program met summer programing goals. Students participated in 3 field trips (Ozobots, Palmore Splash Pad, and a trip to the movies and a local park). Students were exposed to STEM related activities twice a week and academic instruction daily. In addition, students were exposed to team building and career exploration weekly. Students also had the opportunity to engage in computer activities, free play, and Schoolyard Roots in which they learned about the garden.

Results and Recommendations

The Club Bulldogs accomplished the majority of their programing goals for the summer, including the implementation of weekly STEM activities and STEM focused field trips.

In future years of the Club Bulldogs summer program, programming should focus on continuing to collaborate with communities for additional service learning projects. There needs to be a focus on including parents in all of the field trips, not just STEM-focused activities. There was not a variety of activities dedicated to nutrition and health. Going forward, it will be important to focus on incorporating more activities geared towards healthy eating and nutrition.

Plan for Utilizing and Sharing Results

The Club Bulldogs Afterschool Program is a newly established program that offers academic, emotional, and social education for at risk students in Buhl, Alabama. The Club Bulldogs Afterschool Program made progress on their stated programming goals. The majority of students in the Club Bulldogs program improved academically, as evidenced by increasing grades and standardized test scores. Students also improved in areas of social interaction and behavior as evidenced by qualitative data provided from the focus groups. Additionally, students engaged with STEM activities at least weekly. While progress was made on the programming goals, it was disclosed that communication between parents and program staff could be improved. This communication would help encourage transparency and engagement from the parents. The program coordinator seems to be responsive to the needs of the students, staff, and parents so improvement is no doubt possible.

Sharing results:

The executive summary of this program will be provided to teachers, school administration, the Tuscaloosa County school district, and the board of Tuscaloosa's One Place. Stakeholders are able to request a copy of the complete evaluation for review. Upon request, a summary of the final evaluation report will be presented at the Advisory Council meeting, where stakeholders may further discuss the evaluation and request additional information.

Appendices

1. Focus Group Questions
2. Student Survey
3. Parent Survey
4. Teacher Survey

Focus Group Questions

Parent Focus Group Questionsⁱ

1. Do you think there is a need for the after school program) at your school? If yes, why? If no, why not?
 - a. Do you feel that there are enough staff? Too many?
 - b. Do you feel the staff are approachable/helpful? If yes, how have they helped your family?
2. Why did you enroll your son/daughter in this program?
3. Does your son/daughter enjoy going to the after school program?
4. How Do you think the program has affected your son/daughter in the following areas:
 - a. Behavior
 - b. School performance
 - c. Attitude/motivation
5. What do you know about how the school and afterschool program work together?
6. Is the program convenient for you? (Timeframes, summer programming, snack, transportation, etc.)
7. Have you attended or volunteered for any Parent Nights or program events, ? If yes, can you provide some examples
 - a. Has this impacted your involvement during the school day. If yes, how? If no, why not?
8. What are the best things about the program?
9. What are some things that need to be changed?

Student Focus Group Questionsⁱⁱ

1. What do you think of the after school program?
 - a. Why do you go? What do you like about it? What do you dislike about it?
 - b. Does the program help you to think about being a scientist, engineer or working with computers when you grow up? Why or why not?
2. Do you think the program benefits you as a student? If yes, how? If no, why not? (positive or negative, academic, social, personal development, school connection)? Please elaborate and give examples
 - a. What would you like to change / improve?
 - b. What would make want to come to the program more?
 - c. Why do students stop coming to the program?
3. What do you think about the staff (use the Site Coordinator and Lead Teacher's name, volunteer group names)?
 - a. Do you like the staff? Do they help you with school?
4. How should parents be involved?
 - a. Do your parents volunteer with the program? If yes, how? If no, why not?
 - b. Do you think parents should volunteer?

Teacher Focus Group Questionsⁱ

1. Do participants enjoy the after school program?
2. How do you think the program has affected participants in the following areas:
 - a. Behavior
 - b. School performance
 - c. Attitude/motivation
3. What types of support do you receive from the program staff (other program staff, site coordinator, Site Supervisor)? From the school principal? From parents?
4. How often do you communicate with school day staff? With the site coordinator?
5. What systems are in place for communication (ex. Student logs, regular meetings)?
6. What are some challenges you have experienced in the program so far?
7. What are some successes you have experienced in the program so far?
8. Does the program encourage parental involvement? How many parents volunteer

ⁱ <http://educationnorthwest.org/sites/default/files/ost-tools.pdf>

ⁱⁱ [http://www.appliedsurveyresearch.org/storage/database/program-evaluations/ravenswoodcityschooldistrict/Students Perception ofthe Cesar Chavez Afterschool Program.pdf](http://www.appliedsurveyresearch.org/storage/database/program-evaluations/ravenswoodcityschooldistrict/Students%20Perception%20of%20the%20Cesar%20Chavez%20Afterschool%20Program.pdf)

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.					

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.					

DOE Teacher Survey

	Did Not Need To Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.								
Completing homework to your satisfaction.								
Participating in class.								
Volunteering (e.g., for extra credit or more responsibilities).								
Attending class regularly.								
Being attentive in class.								
Behaving well in class.								
Academic performance.								
Coming to school motivated to learn.								
Getting along well with other students.								