
Final Report Englewood Program

Final Report 2018-2019: Cohort 12

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

School(s) Served: Englewood Elementary School

Location of Program (City, State): Tuscaloosa, AL

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Date: October 3, 2019

Executive Summary

Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to determine if the Englewood program 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.) parental involvement, 4.) behavioral improvement, and 5.) interest in STEM activities and careers.

The evaluation answered the following research questions:

- 1.) Did students in the Englewood program demonstrate improved reading and math scores over the course of the school year?
- 2.) Did regular school day attendance improve over the course of the school year?
- 3.) Did family involvement in Englewood program activities increase over the course of the school year?
- 4.) Did students in the Englewood program demonstrate improved social behavior?
- 5.) Did students show an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating in the Englewood program?

Project Background

This was the third year of the grant cycle for the Jr. PATS program at Englewood Elementary School (EES). The CLC grant is administered by Tuscaloosa's One Place (TOP) in collaboration with the EES Principal and Tuscaloosa County School System. This program serves students in grades 3rd – 5th attending Englewood Elementary School in Tuscaloosa, Alabama. Englewood Elementary School is located in south Tuscaloosa, Alabama, in Taylorville where demographics have changed dramatically since the April 2011 tornado tore through Tuscaloosa. Two major housing developments and several low-income neighborhoods were destroyed, forcing families to South Tuscaloosa where government/affordable housing were available. Multiple risk factors for students exist, such as substandard housing, single parent homes, grandparents as guardians, limited early childhood education, and poverty. The program proposed to serve 75-90 students and 75 families during the 2018-2019 academic year. The program was open 5 days a week for 38 weeks, 162 days (including summer and excluding school holidays or inclement weather days). The purpose of the program was to provide academic, behavioral, and social supports for two (2) additional hours beyond the school day (from 3:00 – 5:00 pm Monday – Friday during the academic year). The weekly activities included: Academic Enrichment; Academic Support (through homework assistance, reading/math intervention and remediation programs), STEM Activities, Service Learning, Character Education/Life Skills Development, Leadership Programs, Family Involvement Events, and Recreational Activities.

Evaluation Design, Methods and Limitations

This evaluation used both qualitative and quantitative data to determine if the Englewood program reached program goals. Quantitative data was collected using EZ reports, parent event sign-in sheet records, academic and behavioral records, and student, parent, and teacher surveys. To analyze the quantitative data, the evaluator used frequency values and descriptive statistics. Qualitative data was collected in the form of focus groups interviews with program staff, students, and parents/guardians. The qualitative findings helped the evaluator and Tuscaloosa's One Place further understand the quantitative findings, as well as to make recommendations for program improvement. Additionally, the qualitative data give insight into where and how program participants would like to see changes in the program. Qualitative and quantitative data were integrated to better understand the impact of the Englewood program on students 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 upon student achievement in core subject areas as measured by state and local standards.

- Objective/Outcome 1.1: During the school year, 50% of CLC students will improve in at least one academic area on report cards from fall to spring with the outcome being improved academic achievement.
 - **Achieved:** 69% of students (51/74) showed an increase in report card grades in reading and/or math. Among the reading grades, 53% (39/74) of the students showed an increase in their reading grades and 43% (32 /74) showed an increase in their math grades.
- Objective/Outcome 1.2: At the end of the school year, 50% of CLC students in grades 3 – 5 will make gains in reading and math proficiency on standardized assessments.
 - **Achieved:** 77% of 3rd-5th grade students (57/74) showed an increase in reading and/or math proficiency on the *Global Scholar Scantron Performance Series* test.

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

- Objective/Outcome 2.1: During the school year, participants will reduce/maintain a 10% reduction in the number of student absences.

- **Not Achieved:** There were 223 absences in the fall and 279 in the spring semester. The total numbers of absences increased between the fall and spring semester. However, half of the students (37/74) either maintained or improved their attendance records between the fall and spring semester.

Goal 3: To increase parental involvement in the school and encourage parents to partner with the school in educating their children.

- Objective/Outcome 3.1: During the school year, 40% of families will participate in at least one Family Night, service learning project, or community event.
 - **Achieved:** 51% of families (33/65) attended at least one Family Night, service learning project or a community event.

Goal 4 Reduce the number of office referrals for behavioral problems.

- Objective/Outcome 4.1: At the end of the school year, CLC participants will reduce/maintain discipline referrals by 10%.
 - **Not Achieved:** There were a total of 35 office referrals during the fall semester and 52 during the spring semester. The total number of office referrals increased between the fall and spring semester. However, 78% of students showed an improvement or maintained behavioral infractions between the fall and spring semesters.
- Objective/Outcome 4.2: By the end of the school year, CLC participants will show through life skills pre and post test scores an improvement in making positive choices.
 - **Achieved:** 71% of students (49/69) increased scores on the Why Try Life Skills survey. There were nine students who did not complete a pre and post test.

Goal 5: To implement science, technology, engineering, and math (STEM) activities as correlated to the regular school day.

- Objective/Outcome 5.1: As shown by attendance, all students will participate in weekly STEM related hands-on activities.
 - **Achieved:** STEM activities were offered regularly throughout the year, and students who attended were exposed. Also, among the students who took a student survey (n=58), 76% indicated that they enjoyed STEM activities available in the afterschool program.

Conclusions

The Englewood program seemed to help the enrolled students at Englewood Elementary School. Considering that all the academic goals and objectives were met, it seems that students benefited

from this program academically. However, the program did not meet the behavior and social goals because absences and office referrals both increased from the fall to spring semester. These are important benchmarks because the students in the Englewood program are considered “at risk” for academic and behavioral issues. This was evidenced by the goals not being met. Although these goals were not met, it demonstrates a need for this program because interventions can be implemented during the 2019-2020 school year that focus on improving behavior and increasing school attendance.

Overview of the Evaluation Plan

The purpose of this evaluation is to determine whether the Englewood 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 the Englewood program at Englewood Elementary School (EES) made progress. This evaluation will analyze both quantitative and qualitative data.

This evaluation aims to answer five research questions:

- 1.) Did students in the Englewood program demonstrate improved reading and math scores over the course of the school year?
- 2.) Did regular school day attendance improve over the course of the school year?
- 3.) Did family involvement in Englewood program activities increase over the course of the school year?
- 4.) Did students in the Englewood program improve social behavior during the school year?
- 5.) Did students show an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating in the Englewood program?

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
Englewood Elementary School	5	34	10 hours per week

- o Paid Staffing – 8 Teachers and Substitutes
- o Volunteer Organizational Partners (5) and Additional UA Class Assignments
 - Honors College READ Alabama: University of Alabama (UA)
 - AL’s Pals (UA)
 - Discovery Buddies (UA)
 - Americorp volunteer
 - BBVA Compass Bank
 - Human Development Course HD382 (UA)
- **Staffing Ratio:** These ratios were fluid throughout the year depending on enrollments and dropped students. *These numbers are the largest numbers for each grade during 2018-2019. Any time the number is larger than 15 there was a Lead Teacher, Coordinator or AmeriCorp worker there to assist.*
- 3th grade (1 class for this grade level)
 - o For academics, character education, service learning projects, and STEM: 1:17
 - o For AI’s PALS: 1 supervising teacher; 1 mentor for each student
 - o For READ: 1 supervising teacher; - 1 mentor for each student
 - o For Discovery Buddies: 1 supervising teacher; 2 mentors for each student
- 4th grade (2 classes for this grade level)
 - o For academics, character education, service learning projects, physical activity, computer, and STEM: 2:29
 - o For AI’s PALS: 1 supervising teacher; 1 mentor for each student
 - o For Discovery Buddies: 1 supervising teacher; 2 mentors for each student
- 5th grade (1 class for this grade level)
 - o For academics, character education, service learning projects, physical activity, computer, and STEM: 1:22
 - o For AI’s PALS: 1 supervising teacher and 1 mentor for each student
 - o For Discovery Buddies: 1 supervising teacher and 2 mentors for each student
- **Staff Training**
 - o Program volunteers received orientation from Tuscaloosa’s One Place that addressed rules/expectations, such as dress code, reporting of student issues, etc. in addition to signing a confidentiality waiver.
 - Student volunteers received additional training if they volunteered as part of a course.
 - Program teachers received staff development training through the Tuscaloosa County School district.

Staff Name/Title	Training/Provider	Date	Hour(s)
Afterschool Director Rene Jones	Resiliency Training Staff Retreat Stillman Safety Training Officer Chavez Resiliency Training Part 2 21st Century Grant Training Emergency Management Mandated Reporter Training	10/16/18 2/18/19 2/19/19 3/28/19 4/12/19 6/14/19 7/15/19	2 8 .75 1 4 3.5 .5
Afterschool Coordinator Reagan Colburn	Mandated Reporter Training Resiliency Training Staff Retreat Stillman Safety Training Officer Chavez Resiliency Training Part 2 CPR Training	9/24/18 10/16/18 2/18/19 2/19/19 3/28/19 6/17/19	1 2 8 .75 1 3
Afterschool Lead Teacher Monica Turner	Assisting Student with Medication Sexual Harassment Automated External Defibrillator Run, Hide, Fight Active Shooter Response Bloodborne Pathogen Exposure Prevention Medication Administration ALSDE Diabetes Training 2017 Child Abuse Mandated Reporter Training Safety Training Time Keeping Training	8/6/18 9/5/18 9/5/18 8/12/18 9/4/18 9/5/18 8/12/18 11/14/17 8/29/18 8/29/18	6 .25 .25 .15 .25 .25 .15 .50 .25 .25
Afterschool Teachers Lisa Kennedy Shirlene Harris	Assisting student with Medication Sexual Harassment Automated External Defibrillator Run, Hide, Fight Active Shooter Response Bloodborne Pathogen Exposure Prevention Medication Administration ALSDE Diabetes Training 2017 Child Abuse Mandated Reporter Training CPR Training Safety Training Time Keeping Training 2017 Child Abuse Mandated Reporter Training PLC at Work Safety Training Time Keeping Training	8/6/18 9/5/18 9/5/18 8/12/18 9/4/18 9/5/18 8/12/18 11/14/17 6/17/19 8/29/18 8/29/18 11/14/17 8/24/18 8/29/18 8/29/18	6 .25 .25 .15 .25 .25 .15 .50 3 .25 .25 .50 13 .25 .25

Macie Smith	CPR Training	6/17/19	3
	Adult Abuse Training		
	Child Abuse Training	4/1/19	1
	CPR Training	4/1/19	1
		6/17/19	3

- Staff Turnover: There was not any staff turnover during this academic year.

Activities

Fall of 2018 Activity Chart

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Snack	Students consumed a healthy meal.	Nutrition	Students	Every day	TCSS CNP, Coordinator and Teachers
STEM	Hands-on activities and experiments	Science, Technology, Engineering, and Math	Students	Multiple times a week	Teacher
Computer	Computer skills training based on curriculum from www.typing.com	Academic STEM	Students	Once a week	Teacher
Fun Math	Math skills practice	Academic Literacy Math	Students	Multiple times a week	Teacher
Homework/ Remediation	Students received homework assistance from their teachers along with math/reading remediation.	Academic Literacy Math Reading	Students	Once a day	Teachers
READ Alabama	UA mentors assisted students in practicing reading comprehension skills.	Academic Literacy Reading	Students	Once a week	Honors College University of Alabama Teachers

Healthy Lifestyle	Life skills on health and well being	Enrichment Wellness	Students	Once a week	Teachers
Discovery Buddies	UA students taught S.T.E.M. lessons and conducted hands on experiments with the students.	STEM	Students	Once a week	Discovery Buddies University of Alabama Teachers
<i>Why Try</i>	A ten unit curriculum designed to help students learn coping skills, peer and adult interaction skills and other skills to positively navigate their world program	Enrichment Character Development	Students	Once a week	Program Teacher
Al's Pals	1:1 student mentoring and homework assistance	Enrichment Academic	Students	Twice per week	Al's Pals University of Alabama Teachers
Physical Activities	Physical Education	Enrichment Wellness	Students	Multiple times a week	Teachers
Art	Arts Education	Enrichment	Students	Once a week	Teachers
All Fired Up!	Onsite field trip where students followed step-by-step instructions to create a canvas	Special Event Arts Education	Students	Twice this semester	All Fired Up!
Beat Auburn, Beat Hunger	Collection of can goods donated to charity	Special Event Character Education	Students	Once	Teachers/Coordinator

Spring of 2019 Activity Chart

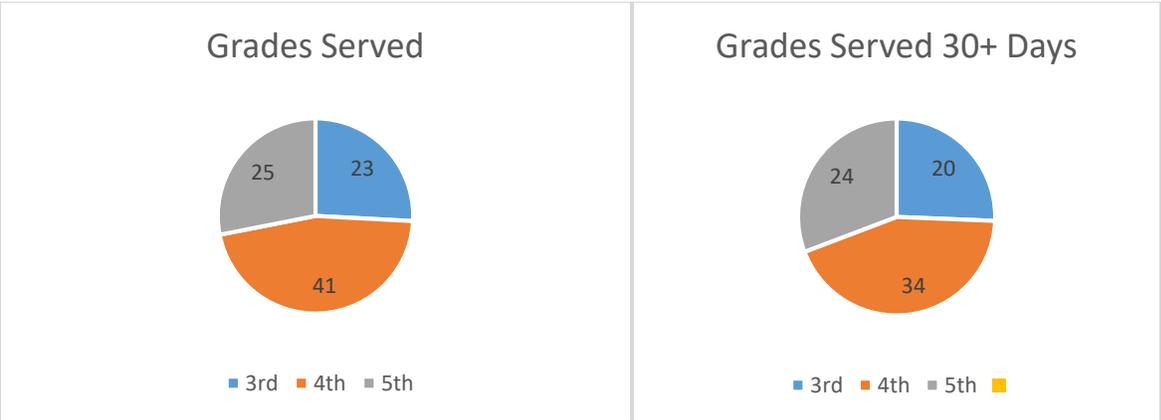
Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
Snack	Students consumed a healthy meal.	Nutrition	Students	Every day	TCSS CNP and Coordinator/Teacher
Homework/Remediation	Students received homework assistance from their teachers along with math/reading	Academic Literacy Math Reading	Students	Once a day	/Teacher
READ Alabama	UA mentors assisted students in practicing reading comprehension skills.	Academic Literacy Reading	Students	Once a week	Honors College University of Alabama Teacher
Computer Skills	Computer skills (typing.com)_	STEM	Students	Multiple times a week	Teacher
Discovery Buddies	UA students taught S.T.E.M. lessons and conducted hands on experiments with the students.	STEM	Students	Once a week	Discovery Buddies University of Alabama Teacher
Physical Activities	Physical Education	Enrichment Wellness	Students	Once a day	Teacher
<i>Why Try</i>	A ten unit curriculum designed to help students learn coping skills, peer and adult interaction skills and other skills to positively navigate	Enrichment Character Development	Students	Once a week	Why Try? Teacher
Al's Pals	1:1 student mentoring and homework assistance	Enrichment Academic	Students	Multiple times a week	Al's Pals University of Alabama Teacher

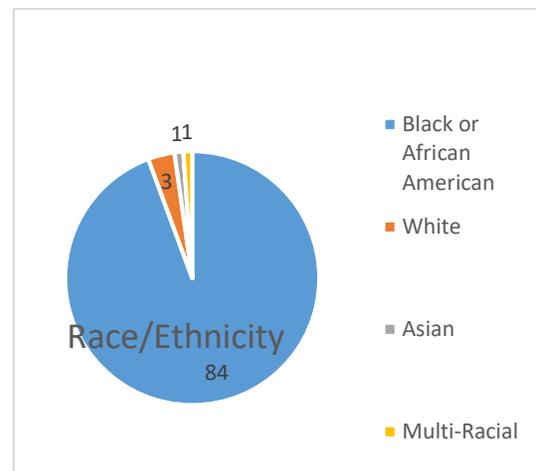
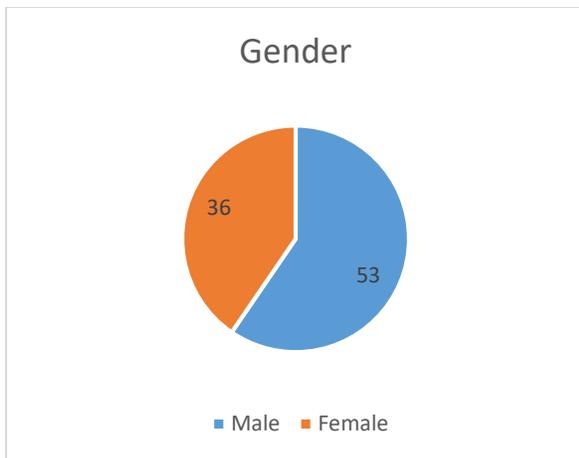
STEM	Science, Technology, Engineering, and Math Education	Science, Technology, Engineering, and Math Education	Students	Multiple times a week	Teacher
BBVA Compass Bank	Financial Literacy/Education	Special Event	Students	Once this semester	Bank staff volunteers/ Teacher
Dynamic Education Adventures	An interactive science show	Special Event	Students	Once this semester	Dynamic Education Staff/ Teacher
All Fired Up	Onsite field trip where students followed step-by-step instructions to create a canvas	Special Event	Students	Once this semester	All Fired Up Staff/ Teacher
End of Year Celebration	Celebrating the end of Jr. PATS by recognizing students and viewing program photos.	Special Event	Students/Parents	Once a semester	Teacher
Service Learning Project	Student memorial built behind school in honor of a student	Special Event Character Education	Students	Semester Project	Student memorial built behind school for in honor of student.

- *Demographic Information*

- Grades served: 3rd-5th Grade
- Number of students proposed (from Grant Application): 75-90
- Number of students served: 89
- Number of students participating less than 30 days: 10
- Number of regularly participating (30 days): 12
- Number of students participating 60 days: 10
- Number of students participating 90 days: 57
- Number of families proposed to serve (from Grant Application): 75
- Number of families served: 65

Student Enrollment	Enrolled
Total Unduplicated Enrollment	89
Gender	
Male	53
Female	36
Grade	
3 rd	23
4 th	41
5 th	25
Race/Ethnicity	
Black or African American	84
White	3
Asian	1
Multi-Racial	1





Parental Involvement

Activity Name	Description	Number in Attendance	Educational Purpose of Activity	Date
Parent Night Orientation	Gave new and returning parents an overview of program activities and expectations	15	Program overview	09/17/2018
Parent Night-Ornament Party	Share with parents about student activities and progress. Students and parents created Christmas reindeer and handprint ornaments together.	6	Program update about semester Family Involvement	12/11/2018
Parent Night-Dash 'n Dot Extravaganza	Share with parents about student activities and progress. Students taught parents basic coding and programming skills learned during program	15	Program update about semester Family Involvement	04/29/2019

	using Dash 'n Dot programmable robots to complete a maze challenge.			
End of Year Celebration	Ice cream party where parents viewed PowerPoint with student activities. and Students were recognized with awards.	10	Educate parents on what students learned during program	05/15/2019

Findings

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline
1.) Did students in the Englewood program demonstrate improved reading and math scores over the course of the school year?	<p>Goal 1: Improve academic achievements in the core subject areas as measured by state and local standards.</p> <p><u>Objective/Outcome 1.1:</u> During the school year, 50% of CLC students will improve in at least one academic area on report cards from fall to spring with the outcome being improved academic achievement.</p> <p><u>Objective/Outcome 1.2:</u> At the end of the school year, 50% of CLC students in grades 3 - 5 will make gains in reading and math proficiency on standardized assessments.</p>	<p>College Mentors</p> <p>Tutoring</p> <p>Homework</p>	<p>Reading and Math Report Card Grades Report card data were available for 78 of the students in the program (n=74). Report card data revealed that 69% of the students (n=51) improved in math and/or reading grades between the fall and spring semester.</p> <p>Global Scholar Math and Reading Assessments 77% of 3rd-5th grade students (57/74) showed an increase in reading and/or math proficiency on the Global Scholar test.</p>	<p>Reports from the Global Scholar Scantron Performance Series Reading and Math Assessments and report card grades were received on July 11, 2019.</p>

<p>2.) Did regular school day attendance improve over the course of the school year?</p>	<p>Goal 2: Increase student attendance during the regular school day.</p> <p><u>Objective/Outcome 2.1:</u> During the school year, participants will reduce/maintain a 10% reduction in the number student absences.</p>	<p>STEM Projects</p> <p>College Mentors Arts and Crafts</p>	<p>School Attendance Records</p> <p>Attendance data were available for 74 of the students in the program (n=74). There were 223 absences in the fall and 279 in the spring semester. The total numbers of absences increased between the fall and spring semester. However, half of the students (37/74) either maintained or improved their attendance records between the fall and spring semester.</p>	<p>School attendance records were received on July 11, 2019.</p>
<p>3.) Did family involvement in Englewood program activities increase over the course of the school year?</p>	<p>Goal 3: To increase parental involvement in the school and encourage parents to partner with the school in educating their children.</p> <p><u>Objective/Outcome 3.1:</u> During the school year, 40% of families will participate in at least one Family Night, learning project or community event.</p>	<p>Parent Involvement/ Education Nights</p> <p>Monthly Newsletters</p>	<p>Sign-in Sheets from Family Related School Events.</p> <p>Among the 65 family units in the Englewood program, 51% of the parents/guardians attended at least 1 family event (n=33).</p>	<p>Family involvement data were received on July 11, 2019.</p>
<p>4.) Did students in the Englewood program demonstrate improved</p>	<p>Goal 4: Reduce the number of office referrals for behavioral problems.</p> <p><u>Objective/Outcome 4.1:</u> At the end of the school year,</p>	<p>Why Try Life Skills</p> <p>College Mentors</p>	<p>School Day Discipline Records</p> <p>School disciplinary records were available for 74 students in the program (n=74). There</p>	<p>Behavioral reports and Why Try Life Skills scores were received on July 11, 2019.</p>

<p>social behavior?</p>	<p>CLC participants will reduce/maintain discipline referrals by 10%.</p> <p><u>Objective/Outcome 4:2:</u> By the end of the school year, CLC participants will show through life skills pre and post test scores an improvement in making positive choices.</p>		<p>were a total of 35 office referrals during the fall semester and 52 during the spring semester. The total number of office referrals increased between the fall and spring semester. However, 78% of students showed an improvement or maintained behavioral infractions between the fall and spring semesters.</p> <p>Why Try pre/post tests</p> <p>Data were available on 69 students who took the pre and post-test for the Why Try Life Skills survey (n=69). Scores increased between the pre and post-test for 71% of the students (n=49).</p>	
<p>5.) Did students show an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating</p>	<p>Goal 5: To implement science, technology, engineering, math (STEM) activities, as correlated to the regular school day.</p> <p><u>Objective/Outcome 5.1:</u> As shown by attendance, all students will participate in</p>	<p>Science Experiments</p> <p>Interactive Learning</p> <p>College Mentors</p>	<p>Attendance Records</p> <p>STEM activities were offered regularly throughout the year, and students who attended were exposed.</p>	<p>Lesson plans and semester schedules were received on July 11, 2019.</p>

in the Englewood program?	weekly STEM related hands on activities.			
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Recommendations

Evaluation Question	Goals and Objectives	Assessment, Data Collection, & Analysis	Status and Recommendations
1.) Did students in the Englewood program demonstrate improved reading and math scores over the course of the school year?	<p>Goal 1: Improve academic achievements in the core subject areas as measured by state and local standards.</p> <p><u>Objective/Outcome 1.1:</u> During the school year, 50% of CLC students will improve in at least one academic area on report cards from fall to spring with the outcome being improved academic achievement.</p> <p><u>Objective/Outcome 1.2:</u> At the end of the school year, 50% of CLC students in grades 3 - 5 will make gains in reading and math proficiency on standardized assessments.</p>	<p>Reading and Math Report Card Grades Report card data were available for 78 of the students in the program (n=74). Report card data revealed that 69% of the students (n=51) improved in math and/or reading grades between the fall and spring semester.</p> <p>Global Scholar Math and Reading Assessments 77% of 3rd-5th grade students (57/74) showed an increase in reading and/or math proficiency on the Global Scholar test.</p>	<p>Goal/Objective 1.1 Met Continue meeting this objective next year by providing remediation to students whose results show them below average on their report card grades</p> <p>Goal/Objective 1.2 Met Offer incentives and academic achievement awards in efforts to motivate students to continue this exceptional level of performance.</p>
2.) Did regular school day attendance improve over the course of the school year?	<p>Goal 2: Increase student attendance during the regular school day.</p> <p><u>Objective/Outcome 2.1:</u> During the school year, participants will reduce/maintain a 10% reduction in the number student absences.</p>	<p>School Attendance Records Attendance data were available for 74 of the students in the program (n=74). There were 223 absences in the fall and 279 in the spring semester. The total</p>	<p>Goal 2 Not Met The Site Coordinator could partner with the school social worker to inquire about unmet family needs that may be contributing to the excessive absences.</p>

		numbers of absences increased between the fall and spring semester. However, half of the students (37/74) either maintained or improved their attendance records between the fall and spring semester.	
3.) Did family involvement in Englewood program activities increase over the course of the school year?	<p>Goal 3: To increase parental involvement in the school and encourage parents to partner with the school in educating their children.</p> <p><u>Objective/Outcome 3.1:</u> During the school year, 40% of families will participate in at least one Family Night, service learning project or community event.</p>	<p>Sign-in Sheets from Family Related School Events.</p> <p>Among the 65 family units in the Englewood program, 51% of the parents/guardians attended at least 1 family event (n=33).</p>	<p>Goal 3 Met Continue scheduling family events since over half of the families attended at least one. Also, staff and students should consider having a discussion on developing an action plan to increase parental involvement in the program.</p>
4.) Did students in the Englewood program demonstrate improved social behavior?	<p>Goal 4: Reduce the number of office referrals for behavioral problems.</p> <p><u>Objective/Outcome 4.1:</u> At the end of the school year, CLC participants will reduce/maintain discipline referrals by 10%.</p> <p><u>Objective/Outcome 4.2:</u> By the end of the school year, CLC participants will show</p>	<p>School Day Discipline Records</p> <p>School disciplinary records were available for 74 students in the program (n=74). There were a total of 35 office referrals during the fall semester and 52 during the spring semester. The total number of office referrals increased between the fall and spring semester. However, 78% of students showed an improvement or maintained behavioral</p>	<p>Goal/Objective 4.1 Not Met The Site Coordinator could partner with the school social worker to inquire about unmet family needs that may be contributing to behavioral problems.</p> <p>Goal/Objective 4.2 Met Continue exposing the students to activities that help them develop</p>

	through life skills pre and post test scores an improvement in making positive choices.	<p>infractions between the fall and spring semesters.</p> <p>Why Try pre/post tests</p> <p>Data were available on 69 students who took the pre and post-test for the Why Try Life Skills survey (n=69). Scores increased between the pre and post-test for 71% of the students (n=49).</p>	and strengthen positive decision making capabilities.
5.) Did students show an increased interest in Science, Technology, Engineering, and Math (STEM) activities after participating in the Englewood program?	<p>Goal 5: To implement science, technology, engineering, math (STEM) activities, as correlated to the regular school day.</p> <p><u>Objective/Outcome 5.1:</u> As shown by attendance, all students will participate in weekly STEM related hands on activities.</p>	<p>Attendance Records</p> <p>STEM activities were offered regularly throughout the year, and students who attended were exposed.</p>	<p>Goal 5 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 the academic year. On February 25th, 2019, one focus group meeting was conducted with a sample of three staff members (one from each grade). The teachers had very positive attitudes toward the Englewood program and stated that the program was beneficial towards the students’ academic performance and character development. Specifically, they stated it helps improve the Accelerated Reader (AR) grades. They also contributed part of the program’s success to the open communication between the program coordinator, staff members, and the school principal.

On February 13th, 2019, one focus group meeting was conducted with a sample seven students (3rd grade: n=2, 4th grade: n=2, 5th grade: n=3). All students had positive attitudes toward the program and staff. The staff members were described as understanding, nice, and easy to talk to. However, they did mention a few minor things that they did not like about the programs, and they consisted of limited play time, waiting on teachers, and having to read all the time.

A focus group meeting was conducted with the parents/guardians (n=6) on April 29th, 2019. There was agreement that their children seemed to benefit most from the one-on-one mentoring and tutoring from the college students in the AL’s Pals Program. The two suggested changes were having bus transportation available after school and that program information is sent out in group text messages.

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 children with structured activities in a safe environment. The program provided academic instruction, with an emphasis on reading and math, with instruction provided by teachers. Students were exposed to a variety of enrichment, hands on learning activities and educational field trip opportunities. Breakfast and lunch were provided through the Child Nutrition Program. The CLC Site Coordinator was responsible for the program operations.

Program Operations

The summer program started on June 3, 2019, and ended on June 28, 2019.

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

Activity Name	Description of Activity	Category(ies)	Target Population	Frequency of Activity	Partner Involved
STEM	Hands-on activities and experiments	Science, Technology, Engineering, Math Education	Students	Multiple times a week	Coordinator/Teachers
Physical Activities	Physical Education	Enrichment Wellness	Students	Multiple times a week	Coordinator/Teachers
Math and Reading Activities	Math and Reading	Academic	Students	Multiple times a week	Coordinator/Teachers

Art	Students completed various art projects.	Enrichment Arts Education	Students	Multiple times a week	Coordinator/Teachers
Cultural Education	Learn about cultures different from own	Enrichment	Students	Multiple times a week	Coordinator/Teachers
Life Skills	Life skills and self-care strategies and activities	Enrichment	Students	Multiple times a week	TOP Social workers/ Coordinator/Teachers
Water Day	Physical activity and water safety skills	Special Event	Students	Once	Coordinator/Teachers
Field Trip to Burritt on the Mountain	Alabama history education	Special Event	Students	Once	Coordinator/Teachers/ Museum and Park Staff
Field Trip to Montgomery Zoo	Self-guided Tour of Wild Life	Special Event	Students	Once	Coordinator/Teachers/ Montgomery Zoo Staff
Breakfast	Meal	Nutrition	Students	Every day	TCSS CNP Coordinator/Teacher
Lunch	Meal	Nutrition	Students	Every day	TCSS CNP Coordinator/Teacher

Demographics

Student Enrollment	Enrolled
Total Unduplicated Enrollment	66
Gender	
Male	34
Female	32
Grade	
3 rd	16
4 th	15

Student Enrollment	Enrolled
5 th	17
6 th	18
Race/Ethnicity	
Black or African American	64
Other Race	1
White	1

Adherence to the grant application

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

Results and Recommendations

This evaluation aimed to measure if students showed an increased interest in Science, Technology, Technology, Engineering, and Math (STEM) activities after participating in the summer program. In efforts to maintain student participation, it is recommended that fun activities and fieldtrips are also scheduled the following summer.

Plan for Utilizing and Sharing Results

All of the academic goals and objectives were met this academic year. The program seemed to help students academically. Although the behavior and social goals were not met, the overall data suggest behavior and attendance still improved. This is evidenced by half of the students improving or maintaining their attendance records between the fall and spring semester (37/74) and 78% of students reducing or maintaining the number of office referrals between semesters (58/75).

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

