
Final Report



Final Report 2021 – 2022: Cohort 15

Name of LEA/CBO: Tuscaloosa's One Place

School(s) Served: Collins-Riverside Intermediate School

Location of Program (City, State): Northport, Alabama

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Executive Summary

1.1 Evaluation Purpose and Evaluation Questions

The purpose of this program evaluation is to determine if, and to what extent, the Tiger Pride Afterschool program is reaching established program goals. This is the second year of the grant cycle for the Tiger Pride 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 six (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.) community engagement through service learning. The following evaluation questions guide the program evaluation: 1.) What impact does the Tiger Pride 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 Tiger Pride participants?; 3.) Does familial attendance at Tiger Pride parent/family events improve over the course of the school year?; 4.) Do Tiger Pride 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 Tiger Pride Afterschool Program?; and 6.) Does the Tiger Pride Afterschool Program increase community engagement through the implementation of service learning opportunities?

1.2 Project Background

This is the third year of the grant cycle for the 21st Century CLC Tiger Pride Afterschool Program at Collins-Riverside Intermediate School (CRIS), formerly named Collins-Riverside Middle School. Due to a restructuring of grade levels at several schools in the County system, the school is now named Collins-Riverside Intermediate School (CRIS). Students and their families would not have afterschool opportunities without the Tiger Pride Afterschool Program. The CRIS Afterschool Program is the only established afterschool program at this location and aims to provide students and their families with a program that fosters positive life choices with the goals of academic and social success. Tuscaloosa's One Place (TOP) partnered with the Tuscaloosa County School System (TCSS) to provide a multi-tiered academic and enrichment program for CRIS, which is located in a high poverty area with three public housing complexes within its school zone. Although 100% of students received free lunch in 2021-2022 due to the COVID pandemic, 69% of CRIS' enrolled students met the qualifications to receive free/reduced lunch in 2021-2022. The type of poverty within CRIS is characterized by familial issues like single/undereducated parents, illiteracy, grandparents as guardians, little or no early childhood education, transiency, substandard housing, substance abuse, and unhealthy living conditions, which often result in academic and social challenges for the impoverished children. There is a significant number of students who are below proficiency rates for reading and math. According to I-Ready, at the beginning of the school year, out of a total number of 348 students 62% or 217 students were below proficiency for reading, and 59% or 208 students were below proficiency for math. At the end of the school year, 175 students were below proficiency for reading and 127 students were below proficiency at math. It is important to note that the program did not have the

same students at the end of the 2020-2021 school year as it did at the start of the 2021-2022 school year. The evaluation of the Tiger Pride program intended to examine if the program was meeting programing 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.

1.3 Evaluation Design, Methods and Limitations

This evaluation used both quantitative and qualitative data to determine if the Tiger Pride Afterschool Program reached program goals. Quantitative data included: EZ-reports, attendance records from the Afterschool 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 individual interviews with parents and teachers and a focus group with students and helped to give context to the quantitative findings. The qualitative and quantitative findings helped inform recommendations for program improvement.

1.4 Findings and Conclusions

The CRIS Afterschool Program met most all measurable program goals during the second year of the grant cycle. A large majority, 66% of students maintained or improved their initial letter grade in either math or English when comparing the fall to spring semester. It is important to note that, 38% of students made gains in math proficiency and 56% made gains in reading proficiency. Parent surveys suggest that 79% of parents (n=9) report child's reading grades are improving since attending the CRIS Afterschool Program, while 84% of parents report their child's math grades are improving. It is noteworthy to highlight that 37.5% of students had more than 14 absences. Further communication with teachers, staff, and parents is necessary to determine any existing barriers that prevent participants from attending the program. Additionally, over half or (54%) of parents of program students attended at least one parent/family event and 37.5% of students received an out of school suspension. According to completed surveys, 69% of teachers reported that students either did not need to improve or did improve their behavior in class. Students were offered STEM activities and those present participated in at least one activity. All students engaged in at least one service-learning project during the academic year and 1 project during summer program.

2.0 Overview of the Evaluation Plan

The purpose of this program evaluation is to determine if, and to what extent, the Tiger Pride program is reaching program goals. This is the second year of the grant cycle for the Tiger Pride Afterschool Program and the findings from this program evaluation will help with the implementation of the program in future years as Tiger Pride continues under Cohort 15 funding. The following evaluation questions guide the program evaluation:

1. What impact does the Tiger Pride Afterschool Program have on academic achievement in core subject areas?

- a. Goal 1
- b. Objective 1.1

2. Does regular school day attendance improve over the course of the school year for Tiger Pride participants?

- a. Goal 2
- b. Objective 2.1

3. Does familial attendance at Tiger Pride parent/family events improve over the course of the school year?

- a. Goal 3
- b. Objective 3.1

4. Do Tiger Pride participants demonstrate improved social behavior over time?

- a. Goal 4
- b. Objective 4.1

5. Do program participants show an increased interest in Science, Technology, Engineering, and Math (STEM) related careers and activities after participating in the Tiger Pride Afterschool Program?

- a. Goal 5
- b. Objective 5.1

6. Does the Tiger Pride Afterschool Program increase community engagement through the implementation of service-learning opportunities?

- a. Goal 6
- b. Objective 6.1

3.0 Results

3.1 Program Operations

Table 3.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Collins-Riverside Intermediate School	4	140	36	8	132

3.11 Staffing

3.11 Staffing Type

Total Number of Paid Staff: 7

Staff Member Name	Category (teacher, college, high school)
Ivy Rogers August – October 7, 2021	Site Coordinator, administrative
Beatrina Williams October 12, 2022 - current	
Rene Jones	After School Programs Director, administrative
Andra Craig	Teacher Lead Teacher when coordinator absent
Mishon Flanigan	Teacher
Sophia Williams	Teacher
Nathaniel Burch	Teacher

Total Number of Volunteers: 31

3.11 Staffing Ratio

Grade Level	# of Staff Members	# of Students	Activity (ies) & why extra staffing if applicable
5/6	1-3	Avg. daily attendance 19	Planning time was scheduled for staff during program time. A staff member was available to assist with targeted activities.

LAST NAME	FIRST NAME	DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/ TRAINING	TOTAL HOURS
Jones	Rene	3/23/2022	HICA	ANFRC	Hispanic Interest Coalition of Alabama services for Latino families	1
Jones	Rene	3/15/2022	eGAP Training 2.0	Camille Finley	Updates on GAP's changes that will apply to Cohort 16 grant entry	1
Jones	Rene	3/2-3/4 2022	Required ACEA Conference	Cindy Warren	Breakout sessions, keynote speakers	13.5
Jones	Rene	2/23/2022	Walking Classroom Webinar	Walking Classroom	Presentation about pre-loaded MP3 players with kid friendly podcasts starting with 3 rd grade	1
Jones	Rene	2/8/2022	Alabama's 21 st Century Regional Zoom Meeting https://auburn.zoom.us/j/84107303341	Camille Finley/ Annette Scogin	Informational meeting about upcoming grant writing opportunity	1.5
Jones	Rene	1/13/2022	Y4Y	Y4Y	Online training that reviewed the websites resources developed specifically for 21 st Century programs	1.5
Jones	Rene	10/20-22 2021	Required 21 st Century Professional Development Conference	Federal Programs 21 st Century	Programming updates, trainings, expectations	15
					TOTAL HOURS	34.5

Last Name	First Name	TITLE/DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	Date	Total Hours	PROVIDER OF PROF. DEV./ TRAINING
Williams	Beatrina	Required ACEA Conference: Breakout sessions, keynote speakers Building Bridges	3/2-3/4 2022	17	Cindy Warren
Williams	Beatrina	Required 21 st Century Professional Development Conference: Programming updates, trainings, expectations	10/21-22 2021	15	Federal Programs 21 st Century
Williams	Beatrina	Mandatory Training/Staff Orientation Safety Early Checkouts, Timekeeping, & Purchasing	4/5/22	.5	Rene Jones
Williams	Beatrina	Safe Schools: Watched multiple videos and took quizzes	8/18/21	3	TCSS
				Total Hours 35.5	
Flanigan	Mishon	CRIS 2021-2022 School-Wide Initial Training Beginning of the Year Training with all Faculty and Staff Members	8/6/21	6	CRIS
		Mandatory Training/Staff Orientation Safety Early Checkouts, Timekeeping, & Purchasing	8/11/21	1.5	Rene Jones
		CRIS I-Ready Training More Training on the County-Wide Tool I-Ready	8/20/21	1	CRIS
		On-line CPR Training for 21 st Century CPR Training with questions at the end of video for understanding how to do CPR if needed	8/31/21	1	National CPR Foundation online training
		CRIS Better Communication Training School Status Training on New Communication Tool for contacting parents	10/28/21	2	TCSS
		CRIS EI IELP and Accommodations Training Learning more about Accommodations for ELL Students	11/2/21	1	TCSS
				Total Hours 12.5	
Craig	Andra	CRIS 2021-2022 School-wide-Initial training School-wide training implementation	8/6/21	6	TCSS

		CRIS I-Ready Training I-Ready implementation for students and how to analyze data	8/20/21	1	UA/UWA
		CRIS IELP and Accommodations Training Session CRIS IELP and accommodations Implementation	11/2/21	1	UA/UWA
		CRIS Smartboard Training Session Smart Board Implementation	1/13/22	1	UA/UWA
		Mandatory Training Staff orientation Safety Early Checkouts, Timekeeping, & Purchasing	8/11/22	1.5	Rene' Jones
				Total Hours 10.5	
Williams	Sophia	Bridge Builders Conference	11/18/21	6	Tuscaloosa's One Place
		Mandatory Training Safe Schools videos	9/29/21	3	TCSS
				Total Hours 9	
Burch	Nathaniel	Mandatory Training/Staff Orientation Safety Early Checkouts, Timekeeping, & Purchasing	4/25/22	.5	Rene' Jones
				Total Hours .5	

3.11 Staff Strengths/Challenges: Detail any issues, such as turnover/reason, challenges, burnout, etc.

The coordinator did not indicate any challenges she experienced with her staff members.

Detail strengths of staff

Most notably, Tiger Pride took five field trips during the summer with one of them to Dauphin Island Sea Lab. The amount of time allotted to complete 21st CCLC requirements was sufficient. The new coordinator worked hard to learn all 21st CCLC requirements. The staff did a great job and turned their lesson plans in in a timely manner.

The coordinator and staff are strong at Collins-Riverside. They are great sources of knowledge for the program, particularly the site coordinator. She is the school's office manager, so she knows most all families who participate in program. She brings a sense of calm to a program serving intermediate students. She is open to ideas suggested by the director. All staff worked well together and cooperated with each other/site coordinator. Staff developed a good rapport with the students through high engagement with them. During summer program, staff did a good job following the schedule and implementing all scheduled activities. Particularly beneficial was having a male staff member since male role models are often scarce in the lives of the students served by the program. The coordinator strived to implement grant components as written.

Table 3.2 Activities Fall

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
STEM STEM: Hands-on activities targeting the content areas of STEM. Dynamic Education: Students participated in two interactive science shows.	STEM, literacy, College & Career Readiness	All students	Once a week Twice during semester	Jan Mattingly, the Science Lady, DEA
Arts Education Alabama Blues Project: Students learned about the history of blues music and were introduced to the harmonica and guitar. Canvas and Crafts: Students painted a canvas following step-by-step instructions Get Rhythm: Interactive drum sessions teaching rhythmic patterns	Enrichment	All students	10 weeks 3 times/ semester 4 times/semester	Alabama Blues Project Canvas and Crafts John Scalici Get Rhythm
21st CCLC Literacies The grant funding Tiger Pride requires these areas/literacies to be taught during program: environmental education, financial literacy, nutrition, and career awareness.	Enrichment Character Development Life Skills	All students	Monday 1st Cultural Ed. 2nd Careers 3rd Environmental 4th Drugs/Alcohol Use Prevention Thursday Financial Literacy	
Physical Activity Structured and free play	Enrichment, Wellness	All students	3 times/week	
Academic Assistance & Remediation Homework, tutoring	Language Arts and Math Literacy College and Career Readiness	All students	3 times/week	

Technology Students worked on web-based individual learning paths	College & Career Readiness	All students	3 times/week	
Service Learning Students prepared for the fall project Beat Auburn/Beat Hunger as they learned about service and its importance	Enrichment	All students	Weekly 11/4-11/18, 2022	UA's Beat Auburn/Beat Hunger contacts Margo Bohannon Sara Frances Berte
Catch Kids Club Nutrition Students learned ways to live a healthy lifestyle particularly eating healthy foods	Enrichment Character Development	All students	Once a week 6th grade Once a week before/after Als Pals 5th	
Life Skills <i>ARISE</i> curricula are used to teach students to positively navigate their world and strengthen students' social and emotional skills--bullying/violence prevention.	Enrichment Character Development	All students	Once a week	
Mentoring Al's Pals mentors worked with 5 th grade students on life skills and academics.	Enrichment and character development	5th grade students	Once a week for 10 weeks	UA Center for Service and Leadership

Table 3.2 Activities Spring

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
STEM STEM: Hands-on activities targeting the content areas of STEM, including Coding/Robotics-Ozobots	STEM, literacy, College & Career Readiness	All students	Once a week	

Dynamic Education: Students participated in interactive science activities.: McWane on the Go: Enlightening Electricity			1 time/semester 1 time/semester	Jan Mattingly, the Science Lady, DEA McWane Science Ctr.
Arts Education Canvas and Crafts: Students created art following step-by-step instructions	Enrichment	All students	1 time/semester	Canvas and Crafts
21st CCLC Literacies The grant funding Tiger Pride requires these areas/literacies to be taught during program: environmental education, financial literacy, nutrition, and career awareness.	Enrichment Character Development Life Skills	All students	Bi-monthly on Tuesdays Financial Literacy Monday 1st Cultural Ed. 2nd Careers 3rd Environmental 4th Drugs/Alcohol Use Prevention	
Physical Activity Structured/free play Kickboxing	Enrichment/Wellness	5th grade 6th grade 6th grade	3 times/week 2 times/week 1 time/week	 Volunteer Natalia Molska
Academic Assistance & Remediation Homework, tutoring	Language Arts and Math Literacy College and Career Readiness	All students	3 times/week	
Scholastics magazines Magazines providing students additional practice with reading comprehension/math skills and a different way to learn about STEM	Language Arts and Math Literacy STEM College and Career Readiness	All students	1 time/week	

Technology Students worked on web-based individual learning paths	College & Career Readiness	All students	3 times/week	
Service Learning Students participated in a spring recycling project as they learned about service and its importance	Enrichment Character Development Life Skills	All students	1/week 4/28-5/19, 2022	
Catch Kids Nutrition Students learned ways to live a healthy lifestyle particularly eating healthy foods	Enrichment Character Development	All students	Once a week Bi-monthly on Tuesdays 5th and 6th	
Life Skills <i>ARISE</i> curricula are used to teach students to positively navigate their world and strengthen students' social and emotional skills. Topics like bullying/violence prevention and avoidance of drug/alcohol use are also covered	Enrichment Character Development	All students	Once a week Wednesday 5th Thursday 6th	
Mentoring Al's Pals mentors worked with 5 th grade students on life skills and academics.	Enrichment and Character Development	5th grade students	Once a week for 10 weeks	UA Center for Service and Leadership
Black History Month Activities	Language Arts Literacy Enrichment	All students	Once a week 1/5-1/27, 2022	
Music Students learned about tone/rhythmic patterns, creating patterns with voice & percussion instruments, music and body awareness/movements & collaborated together to create music.	Enrichment Arts Education	All students	Once a week 2/8-5/24, 2022	

3.13 Demographic Information

Table 3.3 Grant Data

From Grant Application	Data
Grades served	5th/6th
Number of students proposed	50
Number of families proposed to serve	45

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
Number of families served	30
Number of students served:	54
Number of students participating 1 to 29 days	22
Number of regularly participating 30 to 59 days	15
Number of students participating 60 to 89 days	6
Number of students participating 90 or more days	11

Table 3.5 Participant Gender

<u>Gender – Total Unduplicated Enrollment</u>	<u>Student</u>
<u>Male</u>	29
<u>Female</u>	25

Table 3.6 Participant Grades

<u>Grade – Total Unduplicated Enrollment</u>	<u>Student</u>
<u>5th</u>	26
<u>6th</u>	28

Table 3.7 Participant Race

<u>Race/Ethnicity</u>	<u>Student</u>
<u>American Indian/Alaska Native</u>	<u>0</u>
<u>Asian/Pacific Islander</u>	<u>1</u>
<u>Black or African American</u>	<u>37</u>
<u>Hispanic or Latino</u>	<u>9</u>
<u>White</u>	<u>5</u>
<u>Multiracial</u>	<u>1</u>
<u>Unknown Ethnicity</u>	<u>1</u>

Table 3.8 Participant Education Program

Education Program	Yes	No	Unknown
ESL/LEP	0	54	0
Special Education	4	50	0
Bilingual	8	46	0
Gifted & Talented	0	54	0
Homeless	0	54	0
Total	12	258	0

3.14 Parental Involvement

Table 3.9 Parental Involvement Activities

Activity/Description	Number in Attendance	Educational Purpose of Activity
Parent Involvement	1	Fall Advisory Council 12/6/21
Parent Involvement	0	Tinsel Trail Scavenger Hunt 12/10/2021
Parent Involvement	14	Alabama Blues Project Performance/Parent Orientation 11/2/21
Parent Education	0	Food for Thought: Healthy Holiday Eating 11/19/2021
Parent Education	0	Cyber Security Education Event 2/28/22
Parent Involvement	10	Parent Focus Group/Music Presentation 4/26
Parent Involvement	15	Spring Advisory Council/End of the Year Celebration 05/19/2022

4.0 Findings

Table 4.1 Chart Example

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
What impact does the CRIS Afterschool Program have on academic success in Reading and Math?	<p>Goal 1: Provide academic enrichment and remediation opportunities to improve student achievement to meet challenging state academic standards for reading/math</p> <p>*Objective 1:1 40% of CLC participants will improve their semester average in language arts or math from fall to spring as indicated by report cards.</p>	<p>Tutoring Homework</p> <p>Assistance Reading and Math</p> <p>Academic Remediation</p>	<p>Report card grades in language arts and math</p> <p>Teacher, parent and student surveys</p> <p>Focus group data</p>	<p>Report card data received from program coordinator on September 3, 2022.</p> <p>Teacher, parent, and student surveys received from program coordinator on September 3, 2022</p> <p>Individual & Focus Group interviews took place in November 2021 & April 2022.</p>	<p>Goal 1: Goal Met</p> <p>Objective 1: Objective Met</p> <p>English scores improved from fall semester to spring semester for 18 of 32 students (56%) while math scores improved for 12 of 32 students (38%) enrolled in the afterschool program. It is important to note that</p>	<p>Continue providing academic assistance for students in the CRIS Afterschool Program.</p> <p>Track student regular school day academics and provide specialized instruction for students who are falling behind in math, English, or both.</p> <p>Develop a system for communicating academic growth to parents.</p>

					<p>66% of students (n=21) maintained or improved their initial letter grade in either math or English when comparing the fall to spring semester.</p> <p>Surveys responses from 47 teachers suggest that the majority (n=27; 57%) of students improved academic performance, while 21% (n=10) did not need to improve.</p> <p>Student surveys were available for 18 students.</p>	
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					<p>Participants (n=16; 89%) agreed with the statement asking if the program helps them do better in reading and (n=15; 83%) agreed with the statement asking if the program helps them do better in math.</p> <p>Parent surveys suggest that 79% of parents (n=15) report child's reading grades are improving since attending the CRIS Afterschool Program, while 84%</p>	
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					of parents report their child's math grades are improving.	
Does regular school day attendance increase over the course of the school year for participants?	<p>Goal 2: Increase attendance for the regular school day.</p> <p>Objective 2.1: 95% of students will accumulate no more than 14 absences for the school year as documented by report cards.</p>	<p>Physical Activity</p> <p>Afterschool Enrichment Activities</p>	<p>School attendance records</p> <p>Focus group data</p>	<p>School attendance records received from program coordinator on September 3, 2022.</p> <p>Individual & Focus Group Interviews took place in November 2021 & April 2022.</p>	<p>Goal 2: Goal Not Met</p> <p>Objective 2.1 Objective Not Met</p> <p>12 out of 32 students or 37.5% of students had more than 14 absences.</p>	<p>Continue making the CRIS Afterschool Program exciting so students want to enroll and attend, thus increasing the likelihood of regular school day attendance.</p> <p>Set monthly attendance goals for program, requiring fewer absences as time progresses to earn no cost incentives.</p> <p>Communicate with parents to determine any existing barriers that prevent participants from attending the program.</p> <p>Provide targeted case management for families of students who have excessive regular school day absences.</p>
Does familial attendance increase for CRIS Afterschool Program family/parent events	<p>Goal 3: Increase parent and family engagement</p>	<p>Parent Education Nights</p> <p>Monthly Newsletter</p>	<p>Sign-in sheets from family related school events</p>	<p>Parent event sign-in records received from program coordinator on</p>	<p>Goal 3: Goal Met</p> <p>Objective 3.1:</p>	<p>Continue fostering relationships with the parents and caregivers of CRIS Afterschool Program students.</p>

during the course of the school year?	*Objective 3:1: 30% of CLC family units will attend at least one program or parent/family event as documented by event sign-in sheets.	Family Case Management Services	Survey of teachers, parents and students Focus group data	September 8, 2021. Teacher, parent, and student surveys received from program coordinator on September 3, 2022. Individual & Focus Group interviews took place in November 2021 & April 2022.	Objective Met 18 family units or 60% attended at least one parent event. Of the 19 parents who completed the parent survey, 84% (n=16) agreed or strongly agreed with the statement that they are pleased with the parent involvement opportunities provided through the afterschool program.	Provide parents and caregivers with additional opportunities to participate with the program. For example, volunteering opportunities to help facilitate snack time or assisting teachers and other program staff in the daily operations of the program. Engage in ongoing communication with parents about the CRIS Afterschool Program. Survey parents and caregivers about parent event topics that may interest them to further improve attendance at parent events. Provide translated materials for Spanish-speaking parents to advertise events and opportunities for involvement.
Do participants' behavior improve throughout the course of the school year?	Goal 4: Improve student behavior throughout the regular school day	<i>ARISE</i> and <i>Why Try</i> curricula activities	School day discipline records Survey of teacher, parents and students	Regular school day discipline records received from program coordinator on	Goal 4: Goal Met Objective 4.1:	Program staff should continue modeling positive behavior to students through their interactions with each other and students.

	<p>Objective 4.1: No more than 20% of students will receive an office referral resulting in suspension for the school year as measured by suspensions in the school's data management system, i.e. i-Now.</p>	Team building activities	Focus group data	<p>September 3, 2022.</p> <p>Teacher, parent, and student surveys received from program coordinator on September 3, 2022.</p> <p>Individual & Focus Group interviews took place in November 2021 & April 2022.</p>	<p>Objective Not Met</p> <p>12 out of 32 students or 37.5% received an out of school suspension</p> <p>76% of teachers reported that students either did not need to improve or did improve their behavior in class.</p>	<p>Provide incentives for students who do improve behavioral infractions from the fall to the spring semester.</p> <p>Increase parental involvement and provide targeted trauma-informed case management services for families of students with increased infractions.</p>
Do CRIS Afterschool program participants show an increased interest in STEM activities?	<p>Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities</p> <p>Objective 5.1: CLC students will participate in weekly STEM related, hands-on activities as shown by teachers' lesson plans, pictorial</p>	<p>Enrichment Activities</p> <p>STEM</p> <p>Computer lab/keyboarding, coding/Robotics-Ozobots, I-pads</p>	<p>Attendance rosters (EZ Reports)</p> <p>Focus group data</p>	<p>Attendance records received from program coordinator on September 3, 2022.</p> <p>Individual & Focus Group interviews took place in November 2021 & April 2022.</p>	<p>Goal 5: Goal Met</p> <p>Objective 5.1: Objective Met</p> <p>All students who were present on days where hands-on STEM activities</p>	<p>Continue offering weekly STEM activities to CRIS Afterschool Program students.</p> <p>Continue to provide students opportunities to code and work with robotics.</p>

	documentation, and completed projects.				were scheduled participated in the activities. All CRIS Afterschool Program participants attended at least one STEM activity in the fall and spring	
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Does the Tiger Pride Afterschool Program increase community engagement through the implementation of service learning opportunities?	<p>Goal 6:1 Provide service learning opportunities</p> <p>Objective 6:1: Students will participate in at least 1 service learning project during the academic year and 1 project during summer program to help address identified community needs as documented by teachers' lesson plans, pictorial documentation, and completed projects.</p>	Service Learning Projects	<p>Attendance records from service learning and enrichment activities</p> <p>Focus group data</p>	<p>Service-learning project attendance records received from program coordinator on September 24, 2022.</p> <p>Individual & Focus Group interviews took place in November 2021 & April 2022.</p>	<p>Goal 6: Goal Met</p> <p>Objective 6.1: Objective Met</p> <p>All students (100%) engaged in at least one service-learning project during the academic year and 1 project during summer program.</p>	<p>Continue providing service learning opportunities to CRIS Afterschool Program students.</p> <p>Invite parents to participate in the service learning projects to encourage further service to the community outside of the school setting.</p>
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4.1 Bulleted Example

APT-O:

The APT observation occurred at Collins-Riverside Intermediate School in the playground area. Program staff and the program coordinator were present and interacted with students. Observations for overall program ratings and impressions were conducted. Specifically, the evaluator observed youth participating in a cultural awareness activity where students colored flags and drew pictures of what the Fourth of July meant to them and a discussion about the recycling project. The teachers interacted with the students in a very positive manner.

The findings from the APT-O are as follows:

- Staff engage in friendly exchanges with youth.
 - Staff showed interest in youth as individuals and were responsive to youth.
 - The teachers shared the students' coloring sheets with the class.
 - The staff-youth interactions were positive and respectful.
- Interactions were positive. Students were energetic and excited to have report to the class how many plastic bottles had been collected for the recycling project.
- Overall, students were cooperative and engaged in the various activities and discussion.

Adherence to the grant application

The Tiger Pride Afterschool Program offered all the services stated during the regular school year. The program served a majority of proposed number of students because CRIS parents needed a safe, structured environment for their children after school. The Tiger Pride Afterschool Program partnered with a number of community agencies to provide services to participants and their families. A majority of program staff completed the required training and hired an adequate number of program staff. Students in the Afterschool program were exposed to STEM activities almost every week, weekly, technology programs including coding and robotics, healthy choices and nutrition programs, physical education (structured or free play), arts and crafts, and a service-learning project, and character development (e.g. Why Try). The program offered 7 different parent events for parent or caregivers of students to attend. As part of the Tiger Pride service learning project, students collected a total of 436 cans of food.

Qualitative Findings

All parents, students, and teachers were invited to participate in separate focus groups about Tiger Pride. Historically, focus groups have been conducted in-person with participants. As we continued to navigate through COVID-19 precautions, some interviews with teachers and students were conducted individually. In addition, one parent focus group and one student focus group were conducted in-person. Interested participants who provided consent were given a choice to be contacted via phone, email, in-person or via Zoom. Participation is voluntary and as families were still navigating challenges of living in a pandemic, numbers of participants for the

parent and student interviews/focus groups decreased this year. The sample for the interviews and focus group consisted of (14) parent, (10) students, and (2) teachers.

Parents

The parents who agreed to participate chose to meet during a parent event at CRIS (April 26th, 2022). The participants shared that they enrolled their children to receive help with homework as well as to engage in activities. One parent in particular shared that the program “gets the kids out of the house and decreases the time spent playing on their phones.” They indicated that the program has helped their children improve their grades and provides opportunities for homework help. The participants had no feedback as far as proposed program changes. Overall, the participants seemed to be pleased with the afterschool program and were incredibly grateful to all of the staff for their continued support. Following the focus group, parents were then invited to watch the students perform “Man in the Mirror” by Michael Jackson.

Teachers

Two teachers agreed to participate for an in-person interview. The first teacher indicated that the program has helped some kids “get caught up and focus on school” by providing extra re-directing. They indicated that overall, students seem to really enjoy the afterschool program and that the program has impacted the students in terms of their academic and behavioral performance. They shared that support from staff has been phenomenal and that “anything we’ve asked for, we’ve gotten.” Teacher two corroborated previous responses by adding that the program has been very positive impacts and that students do better in the afterschool program because it’s smaller. The teacher shared that “the program gives kids a chance to catch up.” Overall, the teachers described no major challenges within the program other than a few behavior issues and that it can be challenging to get the students to understand that tasks need to be completed after being in school all day. The teachers shared that they have seen successful turnouts at parent events specifically when the kids are performing and there is food provided.

Students

Ten students participated in providing feedback about the afterschool program throughout the year. Overall, the youth shared that they love getting to spend time with their friends, play outside, have snacks, and improve their grades in reading and math. One student shared “I appreciate activities with Ms. Flanigan.” The students unanimously agreed that they enjoy the science experiments. Two students indicated that they also enjoy “help with homework” and they like the teachers. Comments were positive and the students seem to really enjoy the program. When asked about recommendations for changes to the program students responses included: “more outside time.”

Limitations and Questions that could not be answered

Student enrollment continued to suffer in 2021-22 as COVID negatively affected school day attendance and interest in participating in anything school related. Although enrollment was not what it should have been, the year 2021-22 was much more successful than the previous year, perhaps because Collins became an intermediate school serving younger 5th/6th grade students rather than 6th-8th. Even though there were questions targeting participation in the program

during the pandemic, it would be useful to explore how families have been impacted and to see if this information provides insight into why attendance is lower than previous years.

5.0 Summer Program

5.1 Overview of Summer Program

A CRIS summer program provided a safe, structured environment for rising 5th & 6th grade students in summer 2022. The program ran Monday – Friday from 8:00 A.M. – 12:00 P.M. for 5 weeks beginning June 6, 2022, and ending July 8, 2022, for a total of 24 program days/with a minimum of 20 contact hours per week. Summer's focus on academics should result in stronger fall benchmark assessment results. Certified teachers provided math and financial literacy instruction. Cultural educational activities provided students with the opportunity to learn about what it's like to be a kid in another country and academic literacy helped to promote reading comprehension skills. Canvas and craft activities fostered an appreciation for art and music encouraged students to learn about music and body awareness, collaboration, and creating patterns with voice and instruments.

Service learning, a required component of summer programming, took place through a recycling project as part of environmental education. Physical education, some of which incorporated Catch Kids Club activities, along with the *ARISE* and *Catch Kids Club* Nutrition and Wellness program promoted health and wellness, which are grantor's areas of focus. Students learned about the importance of eating healthy food and living a healthy lifestyle.

Field Trips

Five field trips were taken during summer program. All of the trips were pre-approved by the CLC's Technical Advisor who reviewed lesson plans linked to SDE Course of Study objectives for each grade level for each trip. Those field trips included:

June 10, 2022-Montgomery Zoo -5 adults/25 children

June 17, 2022- Huntsville Space and Rocket Center 5 adults/29 children

June 24,2022-Desoto Caverns 5 adults/26 children

July 1,2022-McWane Science Center 5 adults/ 20 children

July 8, 2022- Dauphin Island 5 adults/19 children

The field trip to a local recycling center did not occur as the celebratory culmination of the summer service-learning project.

5.2 Summer Program Operations

The program will run Monday – Friday from 8:00 A.M. – 12:00 P.M. for 5 weeks beginning June 6, 2022, and ending July 8, 2022, for a total of 25 program days/with a minimum of 20 contact hours per week.

Table 5.1 Summer Site Information

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Collins-Riverside Intermediate School	24 (No program July 4 th)	5	21.25 (Additional time due to field trip days)

5.3 Summer Staffing

Total Number of Paid Staff: 7

Staff Member Name	Category (teacher, college, high school)
Beatrina Williams	Site Coordinator, administrative
Rene Jones	After School Programs Director, administrative
Micah Hall	Certified teacher
Andra Craig	Certified school staff member
Sophia Williams	Degreed, non-certified school staff member
Mishon Flanigan	Certified school staff member
Nathaniel Burch	Certified school staff member

Total Number of Volunteers: 0

Table 5.2 Summer Activities

Activity/ Description	Type of Activity	Target Population	Frequency of Activity	Partner	# Students	# Staff
21st CCLC Literacies The grant funding Tiger Pride requires these areas/literacies to be taught during program: environmental education, financial literacy, and career awareness	Enrichment Character Development Life Skills	All students	1/week Financial Wed.		32	1
			1/week 6/6-6/27, 2022 Career Exploration		32	2
			1/week Environmental Education		32	2
Breakfast/Lunch	Nutrition/Wellness	All students	Every day of program 1 breakfast & 1 lunch 30 minutes each	Child Nutrition Program	32	4
Computer Lab	Technology	All students	1 time/week 45 minutes		32	2
Arts Education Music Students learned about tone/rhythmic patterns, creating patterns with voice & percussion instruments, music and body awareness/ movements & collaborated together to create music. Art	Arts Education Enrichment Music Art	All students	1 time/week 45 minutes		32	2
			1 time/week 30 minutes		32	2
Cultural Education	Enrichment 21st CCLC Literacy Life Skills	All students	1/week 30 minutes		20	1
Catch Kids Club Nutrition Students learned about the importance of eating healthy food to live a healthy lifestyle	Enrichment 21st CCLC Literacy Life Skills Wellness	All students	1 time/week 30 minutes		32	1

Physical Activity Structured activities to promote a healthy lifestyle	Enrichment Wellness		1 time/week 30 minutes 2 sessions		32	1
Skilltastics Structured activities to promote a healthy lifestyle	Enrichment Wellness	All students	1 time/week 30 minutes		32	2
Physical Activity Free play gym/outside	Enrichment Wellness	All students	1 time/week 45 minutes 2 sessions 1 time/week 30 minutes		32 32	1 2
Team Building Activities to develop positive peer interaction and cooperation while working together to accomplish a goal	Enrichment Character Development Life Skills	All students	1 time/week 20 minutes		32	2
Pre/Post Field Trip Activities Activities designed to introduce students to their field trip location and what to expect to learn and follow up activities to reinforce what was learned on the trips	Enrichment STEM	All students	1 time/week for each 30 minutes		32	3
Service Learning Students participated in a recycling project as they learned about service and its importance	Enrichment Character Development Life Skills	All students	1 time/week 45 minutes		32	4
ARISE curricula are used to teach students to positively navigate their world and strengthen students' social and emotional skills--	Enrichment 21st CCLC Literacies Life Skills Character Development	All students	2 times/week 30 minutes		32	2

bullying/violence prevention.						
Reading: Students reinforced their reading comprehension skills.	College and Career Readiness Academic Literacy	All students	3 times/week 30-40 minutes		32	2-3
Scholastics magazines Magazines providing students additional practice with reading comprehension/math skills and a different way to learn about STEM	Language Arts and Math Literacy STEM College & Career Readiness	All students	1 time/week 30 minutes 1 session for each grade level		32	1
Interactive Math Students practiced basic skills.	College & Career Readiness Academic Literacy	All students	2 times/week 30 minutes		32	2
STEM STEM: Hands-on activities targeting the content areas of STEM	STEM, literacy, College & Career Readiness	All students	1 time/week 45 minutes 2 sessions		32	2
Intermediate School Orientation/Opening Lockers: Students learned about navigating their new school.	Life Skills Enrichment	5th grade students	1 time/week 15 minutes		12	4
Canvas & Crafts Special Event: Students followed step-by-step instructions to create an art canvas	Arts Education Art Enrichment	All students	2 times during the program 6/6/22 7/6/22	Canvas and Crafts	32	2
End of Summer Celebration	Family Involvement Event	All students Parents	One time event		16 students 7 adults	4
Parent Orientation	Family Involvement Event	Parents	One time event		17 adults	4

5.4 Summer Demographics

Table 5.3 Grade Level

<u>Student Enrollment</u>	<u>Enrolled</u>
Total Unduplicated Enrollment	32
Male	14
Female	19
Grade	
5th	15
6th	18

Table 5.4 Participant Race/Ethnicity

<u>Race/Ethnicity</u>	<u>Student</u>
<u>American Indian/Alaska Native</u>	<u>0</u>
<u>Asian/Pacific Islander</u>	<u>0</u>
<u>Black or African American</u>	<u>17</u>
<u>Hispanic or Latino</u>	<u>10</u>
<u>White</u>	<u>1</u>
<u>Some other race</u>	<u>2</u>
<u>Unknown race/ethnicity</u>	<u>3</u>

Table 5.5 Participant Education Program

Education Program			
Education Program	Yes	No	Unknown
ESL/LEP	0	54	0
Special Education	4	50	0
Bilingual	8	46	0
Gifted & Talented	0	54	0
Homeless	0	54	0
Total	12	258	0

6.0 Adherence to the Grant Application

The school system restructured grade levels at the school to serve 5th and 6th graders only which is different than 6th-8th graders in previous years of the grant. Rising 5th and 6th graders from three elementary schools were able to establish connections with school staff and administration. The CRIS Summer Program was offered for the third time stated in the grant application. Transportation and breakfast and lunch were provided. Hot meals were prepared by CNP staff except for field trip days when sack lunches were provided; one field trip also had a sack breakfast provided. The average number of hours per week was 21.25; hours per week varied depending on the length of the field trip each week. The CRIS Summer Program was able to offer several enrichment and academic activities including *ARISE* and *Catch Kids*, cultural education, financial literacy to learn how to spend money wisely, career readiness and awareness to share their career aspirations and learn more about careers available to them, a Canvas & Crafts event, and an intermediate school orientation where students could learn about navigating their new school.

7.0 Results and Recommendations

The CRIS Afterschool Program exposed program participants to additional opportunities to learn and retain knowledge gained during the regular school year. The summer program did provide students with the opportunity to engage with the teachers and fellow students which proved to be particularly important for rising 5th and 6th graders. It is highly recommended that the summer program continues to allow for stronger relationships between students, the school, and the community.

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

During the third year of the grant cycle for the CRIS Afterschool Program at Collins-Riverside Intermediate School, the program met all measurable programming goals and objectives with the exception of increasing attendance rates for students and improving student behavior. The majority of students improved on math and/or reading and completed surveys showed that parents did see positive academic improvements. The CRIS Afterschool Program should continue providing homework assistance and academic to CRIS Afterschool Program students in order to see academic growth among more students. There was an increase in family involvement at 60% which shows a positive trend. The program would benefit from continued focus on developing rapport with families and encouraging targeted-case management and other individualized services for those students with increased absences and infractions. Further investigation into the decreased attendance rates is necessary to determine the causes and potential barriers for students and their families. STEM activities were offered and all students who attended the CRIS Afterschool Program on STEM days participated in the hands-on activities. Finally, the program aims to develop socially responsible global citizens by offering service-learning projects such as the canned food drive and the recycling project. Even though we were unable to determine how these service-learning projects influence program participants, but we can reasonably conclude that students gained a unique perspective of their community that they might not otherwise get the opportunity to develop.

Sharing Results

Findings including the finalized report as well as the executive summary from this evaluation will be presented to all stakeholders such as program teachers, school administration, the Tuscaloosa County school district, and the board of Tuscaloosa's One Place. Findings from the final report will be presented during the Advisory Council meetings upon request. During the Advisory Council meetings, stakeholders have opportunities to provide feedback and discuss strategies to improve the CRIS Afterschool Program. Overall, the information will be used to guide future development and continuation of the program.

9.0 Appendices

Amber Sutton, PhD, LICSW

Curriculum Vitae

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EDUCATION

2022	PhD	University of Alabama School of Social Work <i>Dissertation: Bringing our Sisters Out of the Shadows: Unmasking the Fatal Link Between COVID-19, Intimate Partner Violence, and Intimate Femicide for Women in Alabama.</i>
2015	MSW	Washington University in St. Louis Concentration: Intimate Partner and Sexual Violence CDC Certificate Program
2012	BSW	University of Montevallo Major: Social Work/Minor: Sociology President of the Social Work Student Organization

RESEARCHINTERESTS

Intimate partner violence [IPV] and intimate femicide [IF]; reproductive coercion; IPV in rural communities; animal abuse and partner violence; trauma-informed management within non-profits; social justice; feminist research.

ACADEMIC POSITIONS

2022-Present **Assistant Professor of Social Work**
Auburn University at Montgomery

RESEARCHEXPERIENCE

2022 **Summer Mentor**
2022 Dissertation Writing Challenge, University of Alabama

- Coordinate and facilitate 6 weekly meetings with graduate students.
- Offer support, encouragement, and advice to students working on their dissertation projects.

- ## TEACHING EXPERIENCE

- 34

University of Alabama at Birmingham (UAB). Birmingham, AL.

- Summer 2021 **Course Instructor:** OL SW 442: Social Work Practice with Communities
University of Alabama (UA) School of Social Work. Tuscaloosa, AL.
- Fall 2020/2022 **Credentialed Course Instructor:** SW 599 VT: Violence Across the
LifeCourse
University of Alabama at Birmingham (UAB). Birmingham, AL.
- Fall 2019 **Teaching Assistant:** OL SW 549: Crisis Intervention
University of Alabama (UA) School of Social Work. Tuscaloosa, AL.

PEER REVIEWED PUBLICATIONS

- Sutton, A.** (2021). Designing and teaching an anti-violence course in the year 2020: Navigating the pandemic, protests, and politics. *Reflections: Narratives of Professional Helping*.
- Beech, H., **Sutton, A.**, & Cheatham, L. (2021). Parenting, privilege, and pandemic: From surviving to thriving as a mother in the academy. *Qualitative Social Work*.
<https://doi.org/10.1177/1473325020973328>
- Sutton, A.**, Beech, H., Ozturk, B., & Nelson-Gardell, D. (2020). Preparing mental health professionals to work with survivors of intimate partner violence: A comprehensive systematic review of the literature. *Affilia: Journal of Women and Social Work*.
- Sutton, A.**, Beech, H.H., & Nelson-Gardell, D. (2020). Intimate partner violence and reproductive coercion. In *Oxford Research Encyclopedia of Social Work*. Oxford University Press. doi: <https://doi.org/10.1093/acrefore/9780199975839.013.1368>
- Rahill, G., Joshi, M., Zlotnick, C., Lamour, S. Beech, H., **Sutton, A.**, Burris, C. & Phycien, P. (2020). "Give me proof": A covert but coercive form of non-partner sexual violence contributing to teen pregnancy in Haiti and opportunities for mental health intervention. *Journal of Aggression, Maltreatment & Trauma*.
- Beech, H., **Sutton, A.** & Potock, C. (2020). Preliminary lessons learned from facilitating group work for justice-involved women in rural communities: A case study in an Alabama correctional facility in the Era of COVID-19. *International Social Work*.

BOOK CHAPTERS

- Sutton, A.**, & Carlson, C. (2019). Advocating for Self-Determination, Arriving at Safety: How Social Workers Can Address Ethical Dilemmas in Intimate Partner Violence. In *The Routledge Handbook for Social Work Ethics and Values*. S. Marson & R. McKinney (Eds.). London: Routledge Press

Sutton, A., & Howard, A. (2018). Safety Planning with Survivors of Sex Trafficking and Commercial Sexual Exploitation. In *Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation*. A. Nichols, T. Edmond & E. Heil (Eds.). New York: Columbia University Press.

MANUSCRIPTS IN PROGRESS

Sutton, A., & Beech, H. (*Submitted for review*). Pandemic, portrayal, and perception: A media analysis of intimate partner violence and intimate femicide in Alabama newspapers during COVID-19. *Advances in Social Work*.

Sutton, A., & Beech, H. (*Submitted for review*). The impact of stay-at-home orders on safety and stability for women: A Topical Review of intimate partner violence and intimate femicide in the United States during the initial phase of COVID-19. *Journal of Family Violence*.

Johnson, K., Binon, S., Waller, B., **Sutton, A.**, Wilkes, S., Payne-Foster, P., & Carlson, C. (*Submitted for review*). Left behind in U.S.' Deep South. Deep South-Specific Risks the Impact on HIV and Intimate Partner Violence Prevention Efforts Targeting Black Women: An Opinion Article. *Frontiers in Reproductive Health*.

Sutton, A. (*Submitted for review*). 'It was like a volcano erupted': Community-based advocates' observations of intimate partner violence and intimate femicide in Alabama during COVID-19. *Violence Against Women*.

Beech, H., & **Sutton, A.** (*Submitted for review*). The dangers of cultural competence and a call for an urgent paradigm shift towards cultural humility in the profession of social work. *Critical Social Work*.

Beech, H. & **Sutton, A.** (*Submitted for review*). Cultural humility in social work education: A systematic review. *Journal of Social Work Education*.

DISSEMINATION OF WORK THROUGH THE MEDIA

Sutton, A. (2022, July 22). Research Is... and Social Work Is... Poetic Analysis as a Reflective Activity. *The New Social Worker*. [Research Is... and Social Work Is... Poetic Analysis as a Reflective Activity - SocialWorker.com](https://www.socialworker.com/research-is-and-social-work-is-poetic-analysis-as-a-reflective-activity/)

Sutton, A., Burdette, I., Chavez-Martinez, J., Dussich, J., Kramer-Williams, C., Kramer, K., Marsh, H., Shunnarah, R., Trammel, N., Vain, A. & Wolfe, E. (2022, April 29). The Power of Words: Using Poetic Analysis in a Social Work Research Course. *Teaching and Learning in Social Work*. <https://laureliversonhitchcock.org/2022/04/29/the-power-of-words-using-poetic-analysis-in-a-social-work-research-course/>

Vagianos, A. (2021). The Texas Abortion Ban Handed Abusers a Whole New Tool To Control Their Victims With. *HuffPost*. https://www.huffpost.com/entry/texas-abortion-ban-abusers-control-victims_n_6176e950e4b066de4f65ffeb

- Sutton, A.** (2021). The Injustice of the Texas Abortion Ban and a Call to Rehumanize Women: A Social Worker's Reflection. *Engendered*. Retrieved from <https://medium.com/engendered/the-injustice-of-the-texas-abortion-ban-and-a-call-to-rehumanize-women-a-social-workers-ab91f38a1062>
- Beech, H., & **Sutton, A.** (2021). Forced Sterilization is a Form of Systemic Reproductive Coercion. *Impakter*. Retrieved from <https://impakter.com/forced-sterilization-systemic-reproductive-coercion/>
- Sutton, A.,** & Beech, H. (2020). *Reform and Reimagine Birmingham Public Safety 2021 Report* (pp. 1-44) (United States, City of Birmingham, Peace and Policy). Birmingham, AL: Birmingham Public Safety Task Force.
- Smith, L. (Producer). Beech, H. & **Sutton, A.** (2020, October 21). Maternal Health & Intimate Partner Violence [Audio podcast]. Retrieved from <https://radiopublic.com/the-advocates-academy-WDNkgA/s1!aca85#t=2450>
- Sutton, A.,** & Beech, H. (2020, September 30). Raven Swain's killing calls for action against femicides in Alabama. Retrieved September 30, 2020, from <https://www.al.com/opinion/2020/09/raven-swains-killing-calls-for-action-against-femicides-in-alabama.html>
- Sutton, A.** (2020, September 11). Gun Violence: How Better Gun Control in the U.S. can Save Black Women. *Impakter*. Retrieved from <https://impakter.com/gun-violence-better-gun-control-save-black-women/>
- Sutton, A.** (2020, August 12). Black Women Matter: How U.S. Court Systems Should Respond to Intimate Partner Violence. *Impakter*. Retrieved from <https://impakter.com/black-women-matter-intimate-partner-violence/>
- Miller, D. (2020, March 12). *Doctoral students beginning mixed-methods study with focus on women*. Retrieved from <https://socialwork.ua.edu/blog/beeceh-sutton-moving-forward-with-research-partnerships-in-perry-county/>
- Sutton, A.,** & Beech, H. (2020, January 11). *How Social Workers Can Help Survivors of Reproductive Coercion and Intimate Partner Violence*. Retrieved from <http://www.socialworkblog.org/practice-and-professional-development/2020/01/how-social-workers-can-help-survivors-of-reproductive-coercion-and-intimate-partner-violence/>
- 3 Killed in Alabama Act of Domestic Violence Inspires Fight for Gun Reform*. Abbey Crain, AL.com. (November, 2019).
- Social Work Student Writes Policy Brief*. National Link Coalition, 12(8) (August 2019).
- Sutton, A.** (2019). How protecting pets can help protect victims of domestic violence (Policy Brief). *Scholars Strategy Network*

DIRECT PRACTICE EXPERIENCE

2022-Present **Contract Therapist**
BetterHelp

2021-2022 **Contract Practitioner-Therapist**
Talkspace

- Provided telehealth services to clients through a secure and confidential platform
- Utilized feminist therapy techniques to assist survivors of intimate partner violence

2020 **Group Facilitator**
Aid to Inmate Mothers, Inc. Montgomery Women's Correctional Facility

- Created and co-facilitated a 6-week health course for justice-involved women

2019-Present **Mom**
Sutton Household

- Transform crises into opportunities and facilitate conflict resolution
- Coordinate schedules, budgets, and provide supervision

2018-2021 **Trauma Systems Therapy Team Member**
Youth Services Institute Tuscaloosa, AL

- Participated in weekly team meetings
- Coordinated and assessed client needs and implemented Trauma Systems Therapy

2018-2019 **Family Therapy Clinic Volunteer**
College of Community Health Sciences Tuscaloosa, AL

- Collaborated with a multi-disciplinary team to observe and evaluate families
- Served as an active member of the therapy team process by utilizing the Family Therapy approach

2018 **Group Facilitator**
AL. Department of Youth Services Tuscaloosa, AL

- Designed and implemented curriculum for WOW (Working on Womanhood) Program
- Facilitated 8-week healthy relationship group for participants at the Girls Intensive Education & Treatment Facility

2017-2018 **Community Services Director**
Safehouse of Shelby County, Inc. Pelham, AL

- Interfaced and engaged with clients to ensure quality of service
- Maintained all programs within grant guidelines, ACADV, ACAR and professional ethics
- Provided community presentations related to domestic & sexual violence
- Supervised SANE, Legal, Community Case management and Prevention programs
- Collected and compiled monthly reports and provided program updates to funding agencies

2016-2017 **Prevention and Intervention Education Coordinator**

Safehouse of Shelby County, Inc. Pelham, AL

- Provided supervision and feedback to reporting staff
- Recorded and maintained all necessary data including session attendance and curriculum evaluations in compliance with program and grant requirements
- Delivered prevention education curriculum to school students, as well as professional trainings and workshops to community groups
- Built and maintained relationships with the Board of Education, teachers, counselors, and professionals working with youth and college students in SafeHouse's service areas

2016 **Outreach Coordinator & Crisis Intervention Advocate**

YWCA Woman's Place St. Louis, MO

- Assisted survivors with accessing resources and support services
- Maintained current partnerships and obtained new collaborations through outreach efforts and violence prevention presentations
- Facilitated domestic violence support groups, empowerment workshops & bystander intervention classes
- Collected statistical data and evaluations to measure program's response to survivors of violence

2015-2016 **Support Advocate**

Saint Martha's Hall St. Louis, MO

- Assisted in maintaining shelter confidentiality and a safe environment
- Provided emergency transportation, advocacy, supplies, referrals, and support to clients on a needed basis
- Maintained and collected accurate client information

2015 **Volunteer**

Woman's Place St. Louis, MO

- Provided crisis intervention to survivors of intimate partner & sexual violence

- Assisted with office support such as data entry, filing and office organization & published marketing materials for various agency events and fundraisers
- Maintained accurate resource directory and provided clients with individualized referrals

2015

Intern Advocate Caseworker

St. Louis Circuit Attorney's Victim Services Unit St. Louis, MO

- Managed caseload of 144 felony domestic violence cases through monthly outreach and provided accompaniment to court, Warrant Office and Grand Jury
- Advocated for victims with employers, landlords and social service agencies and provided resource referrals
- Assisted victims in both misdemeanor and felony domestic violence cases by providing case updates, crisis intervention, safety planning and assistance in applying for orders of protection

2013-2014

Prevention Education Specialist

Safehouse of Shelby County, Inc. Pelham, AL

- Presented 191 Dating & Sexual violence prevention programs to high schools and community agencies to reduce future occurrence of Intimate Partner Violence--Program reached 12,244 individuals
- Assisted in securing state-allocated funds in the amount of \$20,000 by completing two Alabama Dept. of Public Health grants in order to maintain the Sexual Violence Prevention Education Program in designated service areas
- Participated in domestic and sexual violence monthly on-call rotation team by attending SART meetings and responding to shelter advocate's calls
- Collected and maintained data for 1,448 pre & post-test surveys by entering participants' responses to measure overall effectiveness and community need for the evidence-based curriculum-- *Safe Dates*

2012-2013

AmeriCorps Member

YWCA Birmingham, AL

2012

Social Work Intern

University of Montevallo Counseling & Career Services Montevallo, AL

GRANTS

Lee, A., Hernandez-Reif, M., Horan, H., & **Sutton, A.** (Submitted 3/21). SAFE Espacio. Rita & Alex Hillman Foundation.

Carlson, C., Johnson, K., Wilkes, S. & **Sutton, A.** (Submitted 6/19). Preventing HIV Infection in Women through Expanded Intimate Partner Violence (IPV) Prevention, Screening, and Response Services. Department of Health and Human Services: Office of the Assistant Secretary for Health, Office on Women's Health.

PROFESSIONAL SERVICE

2022-Present Manuscript Reviewer, *Advances in Social Work*
2021-Present Manuscript Reviewer, *Journal of Family Violence*
2020-Present Core Leadership Team Member-City of Birmingham Women's Initiative
2019-Board Member: National Coalition Against Domestic Violence (NCADV)
2019-Manuscript Reviewer, *Best Practices in Mental Health (BPMH)* Journal, March 2019

PROFESSIONAL CREDENTIALS & AFFILIATIONS

2019-Present: Licensed Independent Clinical Social Worker - #4346C: Alabama State Board of Social Work Examiners
2019-Present: Member, Scholars Strategy Network
2019-Present: Member, National Center for Faculty Development & Diversity
2018 Student Member, Society for Social Work and Research

AWARDS

2021 Distinguished Young Alumna – The University of Montevallo
2021 Graduate Council Fellowship
2021 Summer Research Funding
2020 Outstanding Commitment to Research
2018 National Alumni Association Fellowship
2015 AASECT Winter Institute Fellow
2014 George Warren Brown Scholarship
2013 Phenomenal Face of Greatness Award-Outstanding community & professional service
2011 Roxie Craig Scholarship
2012 Exemplary Community Service

INVITED PRESENTATIONS AND WORKSHOPS

Sutton, A., & Beech, H. (October 2022). A Feminist Pedagogy of Self-Care: Helping Educators and Students Thrive in Social Work Education. Alabama Mississippi Social Work Education Conference, Meridian, MS.

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Appendix B – Signature Page

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