
Final Report



Final Report 2021 – 2022: Cohort 14

Name of LEA/CBO: Tuscaloosa One Place/Jr. PATS

School(s) Served: Englewood Elementary School

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

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1.0 Executive Summary

1.1 Evaluation Purpose and Evaluation Questions

The purpose of this evaluation is to determine if the Englewood program reached program goals during the second year of the grant cycle. Several research questions guided the evaluation and focused on six key areas: 1.) academic improvement, 2.) regular school day attendance, 3.) parental involvement, 4.) behavioral improvement, 5.) interest in STEM activities and careers, and 6.) service learning opportunities.

The evaluation answered the following research questions:

- 1.) Do the Jr. PATS program participants show improvement in the key academic areas of reading and math during the school year?
- 2.) Do the Jr. PATS program participants show improvements in their attendance records?
- 3.) Does family involvement in the school and with their child's education increase during the school year?
- 4.) Do the Jr. PATS program participants demonstrate improvements in social behavior during the school year?
- 5.) Do participants show an increased interest in STEM activities?
- 6.) Do the Jr. PATS program participants actively engage in service learning projects to help identify and address community needs?

The results from this evaluation will be provided to school administrators, the Tuscaloosa County Board of Education, and Tuscaloosa's One Place. Other stakeholders, including parents and enrichment providers, will also have an opportunity to review the report's findings. This information will guide program improvement during the following year of this grant cycle and future grant cycles if funding is approved.

1.2 Project Background

The Englewood Elementary School (EES) Jr. PATS afterschool program is in the third year of the Cohort 14 grant cycle. This is the third CLC grant that this school received. The CLC grant is administered by Tuscaloosa's One Place (TOP) in collaboration with the Tuscaloosa County School System. The CLC grant is administered by Tuscaloosa's One Place (TOP) in collaboration with the Tuscaloosa County School System. This program serves students in grades 3rd – 5th attending Englewood Elementary School in southern Tuscaloosa County in the Taylorville community. Other than the CCL grant, no other funding is currently available for this program.

EES is a Title I school with a population of 497 students and feeder school to Hillcrest Middle School. Extended day after school programming was offered prior to the CLC program and continues to be offered in addition to Jr. PATS. EES. Multiple risk factors exist for many students attending Englewood: poverty and substandard housing, parents lacking parenting skills, single parent homes, homes where grandparents or aunts/uncles are raising the children rather than the parents, blended homes with step-dads, homes with live-in boyfriends, and limited early childhood education. This year, 58.5% of students qualify for free/reduced lunch. This percentage ticked up from 54% last year who qualified although 100% received free lunch due to extended COVID regulations. The effects of the long-term pandemic on Englewood's students and their academic success is quite apparent. At the end of 2021-2022, administration reported 54% of students scoring below proficiency in reading and 66% scoring below proficiency in math. Discipline issues leading to suspension or expulsion numbered 61 at EES last year.

The program proposed to serve 75 students and 70 families during the 2021-2022 academic year, and the program served 99 students and 71 families during this academic year. The program was open 38 weeks, 169 days during the school year (excluding school holidays or inclement weather days), and a total of 24 days for 5 weeks during the summer. The purpose of the program was to provide academic, behavioral, and social support for 2.5 additional hours beyond the school day (3:00 – 5:30 pm, Monday – Friday). The weekly activities included: academic enrichment, academic support (through homework assistance, reading/math interventions and remediation programs), STEM activities, service learning, character education/life skills development, mentoring program, family involvement events, and recreational/wellness/enrichment activities.

The 5 days per week Jr. PATS program offers an array of enrichment activities beyond academics that vary each semester. Homework and remediation time for math/reading is scheduled multiple days each week. Students from the University of Alabama's Al's Pals program individually mentor and tutor Jr. PATS participants two days per week both semesters during the school year. The CLC provides service learning opportunities that teach students leadership and planning skills and promote critical thinking while motivating students and building pride in service. Weekly life skill lessons using the approved evidenced based *Why Try Resiliency Education* and *Arise* curricula are taught. Students learn skills that help them identify their individual strengths and make choices that result in positive outcomes. To ensure student nutritional welfare, the Child Nutrition Program (CNP) provides a healthy snack prior to the start of program each day and a breakfast/lunch during summer program. TOP partners with TCSS to provide transportation home for program participants during the academic year and to/from program during summer programming.

Additionally, enrichment activities, such as computer time, art/music education, physical activity, service learning projects, 21st Century literacy areas including environmental, career, financial, cultural awareness and drug/alcohol dangers education, etc. encourage attendance and positive behaviors. Scheduled parent education/family involvement activities and programs encourage greater adult participation in the lives of their children with the goal of strengthening

families. Families also receive case management services and are encouraged to participate in a broad array of services offered at TOP.

1.3 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 Likert-type survey results from students, parents, and teachers. To analyze the quantitative data, the evaluator used frequency values and descriptive statistics.

Qualitative data were collected in the form of focus groups from a sample of students and teachers. The qualitative findings help the evaluator and Tuscaloosa's One Place further understand the quantitative findings, as well as to make recommendations for program improvement. The qualitative data also gives insight into where and how program participants would like to see changes in the program. Qualitative and quantitative data were integrated to help better understand the impact of the program on students, parents, and the broader community.

Several methodological limitations for this current evaluation are worth noting. Only two teachers were able to participate in the focus group interview because the other teachers were too busy working with students. Therefore, the data somewhat lacked depth due to the small sample size. Also, this evaluator made two onsite visits in attempt to recruit parents/guardians for a focus group interview and all efforts were unsuccessful due to all the parents/guardians declining to participate, with all stating they were too busy.

1.4 Findings and Conclusions

Goal 1: Improve students' academic achievement to meet challenging state academic standards for reading/math

- **Objective 1.1:** 50% of 3rd-5th grade students will increase their semester reading or math grade on report cards from fall to spring.
 - **Goal Achieved:** 67% of students (49/73) improved in at least one academic area between the fall and spring semester. Also, 23% of students (17/73) improved both math and reading between the fall and spring semester.

Goal 2: Increase regular school day attendance

- **Objective 2.1:** 95% of students will accumulate no more than 14 absences for the school year as documented by report cards.

- **Goal Not Achieved:** 75% of students 55/73 accumulated no more than 14 absences for the school year as documented by report cards.

Goal 3: Increase parent and family engagement

- **Objective 3.1:** 40% of CLC family units will attend at least one program/parent/family event as documented by event sign-in sheets.
 - **Goal Achieved:** 51% of family units (36/71) attended at least on program parent/family event as documented by event sign-in sheets.

Goal 4: Improve student behavior throughout the regular school day

- **Objective 4.1:** 10% or less of students will receive an office referral resulting in suspension for the school year as measured by suspensions in INOW.
 - **Goal Not Achieved:** 14% of students (10/73 students) received an office referral resulting in suspension from the school as measured by suspension in INOW.
- **Objective 4.2:** 40% of students will demonstrate understanding of positive life skills strategies they can apply daily as shown by increased scores from pre-test to post-test results on life skills curricula.
 - **Goal Achieved:** 92% of students (61/66) increased scores from pre-test to post-test results on life skills curricula.

Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities

- **Objective 5.1:** CLC students will participate in STEM related, hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.
 - **Goal Achieved:** Weekly STEM activities were scheduled on Fridays for both semesters during the school year and students who attended were exposed.

Goal 6: Provide service learning opportunities

- **Objective 6.1:** Jr. PATS students will participate in 1 service learning project each semester to help address identified community needs as documented by teachers' lesson plans, pictorial documentation, and completed projects.
 - **Goal Achieved:** Students participated in a Beat Auburn Beat Hunger service learning project during the fall semester by collecting and

donating 1138 canned foods to the local soup kitchen in efforts to help address identified community needs. Students participated in the T-SNIP campaign service learning project for the spring. Cans were donated to T-SNIP for the purpose of recycling the aluminum and the proceeds went towards spaying and neutering pets.

Conclusions

Based on the academic goals (academic improvement: Goal 1 and STEM engagement: Goal 5) and social goals (family involvement: Goal 3 and social learning activity participation: Goal 6) being met, findings suggest that students benefited from the program academically and socially. Report card grades showed that over two-thirds of program students (67%, n=47) improved in at least one academic area between the fall and spring semester. Also, nearly one-fourth of students (23%, n=17) improved in both math and reading between the fall and spring semester

Results also suggest students benefited from the program socially. This is evidenced by data results showing that over half of the families (51%, n=36) attended at least one family event. Also service learning projects were conducted during both semesters and students had the opportunity to help make positive social changes in their community.

At best, findings suggest that students moderately benefited from the program behaviorally. The program students appeared to be well behaved during all three on-site visits during program hours this academic year. However, based on Goal 4/ Objective 4.1 not being met (office referrals resulting in suspension) behavioral problems appear to be a minor issue during the school day. This unmet goal does not appear to be a significant problem because the goal was unmet by only 4%. This goal was to have 10% or less of students receive an office referral resulting in suspension from the school as measured by suspension in INOW and results showed 14% of students (10/73 students) received an office referral resulting in suspension. On a positive note, other findings suggest student still benefited from the program behaviorally. Results showed that 92% of students (61/66) increased scores from pre-test to post-test results on life skills curricula.

The second goal (attendance) was the only other unmet goal. Results showed that 75% of students 55/73 accumulated no more than 14 absences for the school year as documented by report cards. However, one point is worth considering when appraising this unmet goal. Findings from the focus group interviews showed that students are still in the process of getting back into the routine of things at school since returning from the school closing during the Covid-19 pandemic.

2.0 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 Cohort 14 grant cycle. Tuscaloosa’s One Place, its joint partner the Tuscaloosa County Board of Education, and the Grant Funders (Department of Education/ALSDE 21st Century Community Learning Centers) wish to understand if the Jr. PATS program at Englewood Elementary School (EES) made progress. This evaluation will analyze both quantitative and qualitative data.

This evaluation aims to answer six 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?
- 6.) Do the Englewood program participants actively engage in service learning projects to help identify and address community needs?

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.

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
Englewood Elementary School	5 Days per Week	173 Days	38 Weeks	12.5 Hrs. per week	169 Days

3.1 Staffing

- **Paid Staffing: (8)**
 - Teachers (3)
 - Substitute Teacher (1)
 - Teacher Aid (1)
 - Site Coordinator (1)
 - Program Director (1)

- **Organizational Partners**
 - John Scalici/African Drums (Paid)
 - Alabama Blues Project (Paid)
 - Canvas and Crafts (Paid)
 - AL's Pals

- **Staffing Ratio:** These ratios were fluid throughout the semester depending on enrollments and dropped students.
 - The average daily attendance was 50 students with 4 staff members present equaling 1:12.5.
 - AL's Pals mentors met with students 1:1 two days each week, thus lowering the ratio number of adults to students.

- **Staff Training:** For additional staff training data, please refer to the appendices.

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,	13.5

					keynote speakers	
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

3.2 Activities

Table 3.2 Fall and Spring Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
STEAM/ Science, Technology, Engineering, Art and Math Education	College and Career Readiness Literacy STEM	Students	Once a Week	Jr. PATS Staff
Computer	College and Career Readiness Literacy Reading & Math Technology	Students	Once a Week	Jr. PATS Staff

Homework/Remediation	College and Career Readiness Literacy Reading & Math	Students	Three Times a Week	Jr. PATS Staff
<i>Why Try</i> : An evidenced-based program that centers on social/emotional learning, positive social interactions, particularly with peers, and coping skills for challenging life problems.	Character Development Life Skills	Students	Once a Week	Jr. PATS Staff
Life Skills: Additional activities apart from <i>Why Try</i> selected by teachers to provide further character development opportunities to students	Character Development Life Skills	Students	Once a Week	Jr. PATS Staff
Themed Activities 21 st CCLC Literacies: Cultural Awareness, Nutrition, Drug Use Prevention, Financial Literacy, Careers, Environmental Awareness	Enrichment Life Skills Character Development	Students	Twice a Week	Jr. PATS Staff
Physical Activity: Structured Sports Group Exercise Activities	Wellness Enrichment	Students	Every Day	Jr. PATS Staff
Snack: The CNP provided students nutritious snacks prior to programming.	Nutrition Wellness	Students	Every Day	TCSS CNP/Jr. PATS Staff
Art: Hands-on arts and crafts activities tied to educational material covered during program	Arts Education Art Enrichment	Students	Once a Week	Jr. PATS Staff
Al's PALS Mentoring Program: One-on-one virtual meetings with volunteers who assisted with tutoring in math and reading	Mentoring Tutoring Reading & Math Literacy	Students	Once a Week 10 weeks Both semesters	Al's Pals University of Alabama/ Jr. PATS Staff
John Scalici/African Drums	Arts Education Music	Students	Twice Fall Semester	John Scalici/ Jr. PATS Staff
Alabama Blues Project: Students learned about the history of Blues	Arts Education Music	Students	10 weeks Fall Semester	B.J. Reed Alabama Blues Project

music in Alabama and some Blues songs. They were introduced to instruments used in that genre, i.e. harmonica, guitar.				Jr. PATS Staff
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3.3 Demographic Information

Table 3.3 Grant Data from Grant Application

Grades served	3rd-5th
Number of students proposed	75
Number of families proposed to serve	70

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
Number of families served	71
Number of students served (+30 Days)	99 total 79 attended 30+ days
Number of students participating 1 to 29 days	20
Number of regularly participating 30 to 59 days	16
Number of students participating 60 to 89 days	16
Number of students participating 90 or more days	47

Table 3.5 Participant Gender

Gender – Total Unduplicated Enrollment	Student
Male	43
Female	56

Table 3.6 Participant Grades (data from excel doc. N=69)

Grade – Total Unduplicated Enrollment	Students
3rd	33
4th	29
5th	37

Table 3.7 Participant Race

Race/Ethnicity	Student
Black or African American	90
White	6
Some other race	3

3.4 Parental Involvement

Table 3.8 Parental Involvement Activities

Activity/Description	Number in Attendance (Adults)	Educational Purpose of Activity
Parent Orientation 9/15/21	18	Review the Student/Parent Handbook that details program participation expectations for students and parents.
Alabama Blues Concert 10/22/21	24	Students shared what they had learned about Blues music in Alabama and performed songs.
Tinsel Trail Scavenger Hunt 12/10/21	4	Families completed a scavenger hunt sheet identifying businesses around Tuscaloosa that matched categories on the sheet to introduce them to businesses they may not known exist in Tuscaloosa for career awareness.
Advisory Council Fall 2021 12/14/21	0	Required Advisory Council meeting where stakeholders learn about the evaluation results from the previous year and program activities for the fall along with being provided the opportunity to give feedback about Jr. PATS and offer suggestions for improvement.
Emil Ekiyor Meet & Greet Shoe Campaign Kickoff 4/14/22	3	Jr. PATS partner Al's Pals set up a meet & greet with this UA football player who plans to donate shoes to schools to help financially challenged families that have the Al's Pals program in after school.
Advisory Council Spring 2022 5/17/22 Talent Show 5/17/22	27	Required Advisory Council meeting where stakeholders learn about program activities for the spring along and receive an overview of summer programming along with being provided the opportunity to give feedback about Jr. PATS and offer suggestions for improvement. Students performed for attendees, whether they chose the talent or program-prepared performance.

4.0 Findings

Table 4.1 Findings Chart

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
Do the Jr. PATS program participants show improvement in the key academic areas of reading and math during the school year?	<p>Goal 1: Improve students' academic achievement to meet challenging state academic standards for reading/math</p> <p>Objective 1.1: 50% of 3rd-5th grade students will increase their semester reading or math grade on report cards from fall to spring.</p>	<p>College Mentors</p> <p>Tutoring</p> <p>Homework</p>	<p>Goal Achieved: Reading and math report card grades showed that 67% of students (49/73) improved in at least one academic area between the fall and spring semester. Also, 23% of students (17/73) improved both math and reading between the fall and spring semester.</p>	<p>Report card grades were received on August 1st, 2022.</p>	<p>Goal Met</p>	<p>Praise students for improving their grades and offer incentives for making the honor roll. Also, targeted remedial tutoring occurred and needs to continue.</p>
Do the Jr. PATS program participants show improvements in their attendance records?	<p>Goal 2: Increase regular school day attendance</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>STEM Projects</p> <p>Perfect Attendance Award</p> <p>Physical Activity</p> <p>College Mentors</p>	<p>Goal NOT Achieved: Attendance records showed that 75% of students 55/73 accumulated no more than 14 absences for the school year as documented by report cards.</p>	<p>Attendance records were received on August 1st, 2022.</p>	<p>Goal Not Met</p>	<p>Offer incentives for students who are actively attending school and honor students with a "perfect attendance" award each semester for not missing any school days</p> <p>Communicate with parents/guardians and inquiry about underlining issues that may be impacting their attendance.</p>
Does family involvement in the school and with their child's education increase during the school year?	<p>Goal 3: Increase parent and family engagement</p> <p>Objective 3.1: 40% of CLC family units will attend at least one</p>	<p>Parent Involvement/ Education Nights</p> <p>Monthly Newsletters</p>	<p>Goal Achieved: 51% of family units (36/71) attended at least on program parent/family event as documented by event sign-in sheets.</p>	<p>Records from the parent sign-in sheets were received</p>	<p>Goal Met</p>	<p>Continue promoting these events and building rapport with the families. Also, try</p>

	program parent/family event as documented by event sign-in sheets.	Group Text Message Reminders		on August 1 st , 2022.		communicating with parents via social media, such as creating a Facebook group page.
Do the Jr. PATS program participants demonstrate improvements in social behavior during the school year?	<p>Goal 4: Improve student behavior throughout the regular school day</p> <p>Objective 4.1: 10% or less of students will receive an office referral resulting in suspension for the school year as measured by suspensions in INOW.</p> <p>Objective 4.2: 40% of students will demonstrate understanding of positive life skills strategies they can apply daily as shown by increased scores from pre-test to post-test results on life skills curricula.</p>	<p><i>Why Try</i> Life Skills</p> <p>College Mentors</p> <p>“Cookie Party” for going 6 weeks without receiving an office referral</p>	<p>Goal Not Achieved: 14% of students (10/73 students) received an office referral resulting in suspension from the school as measured by suspension in INOW.</p> <p>Goal Achieved: 92% of students (61/66) increased scores from pre-test to post-test results on life skills curricula.</p>	<p>Behavioral reports were received on August 1st, 2022.</p> <p><i>Why Try</i> test were received on received on August 1st, 2022.</p>	<p>Goal/ Objective 4.1 Not Met</p> <p>Goal/ Objective 4.2 Met</p>	<p>Offer incentives for students who do not have any office referrals resulting in suspensions.</p> <p>Have staff continue promoting the importance of having positive life skills.</p>
Do 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 STEM related,</p>	<p>Science Experiments</p> <p>Interactive Learning</p>	<p>Goal Achieved: Weekly STEM activities were scheduled on Fridays for both semesters</p>	<p>The end of year report for 2020-2021 school year</p>	<p>Goal Met</p>	<p>Get feedback from students on new types of STEM related activities they would enjoy conducting in efforts to minimize boredom and increase</p>

	hands-on activities as shown by teachers' lesson plans, pictorial documentation, and completed projects.		during the school year and students who attended were exposed.	received on August 1st, 2022.		intellectual stimuli from new activities.
Do the Jr. PATS program participants actively engage in service learning projects to help identify and address community needs?	<p>Goal 6: Provide service learning opportunities</p> <p>Objective 6:1: Jr. PATS students will participate in 1 service learning project each semester to help address identified community needs as documented by teachers' lesson plans, pictorial documentation, and completed projects.</p>	<p>Service Learning Projects:</p> <p>Beat Auburn Beat Hunger in the fall</p> <p>Cans for Critters in the spring</p>	<p>Goal Achieved: Students participated in a Beat Auburn Beat Hunger service learning project during the fall semester by collecting and donating 1138 canned foods to the local soup kitchen, and during the spring semester.</p> <p>Students participated in the T-SNIP campaign service learning project spring by collecting aluminum cans and donating them to T-SNIP in efforts to help address identified community needs.</p>	The end of year report for the 2021-2022 school year was received August 1st, 2022.	Goal Met	Get feedback from students on new types of service learning opportunities they would like to participate in to promote service engagement.

4.2 Qualitative Findings

Two focus group meetings were held during the academic year. On May 5th, 2022, one focus group meeting was conducted with a sample of teachers and another focus group meeting was conducted with a sample of students. It is worth noting that this evaluator made two onsite visits in attempt to recruit parents/guardians for a focus group interview and efforts to recruit parents/guardians were unsuccessful during both onsite visits.

The staff focus group meeting was conducted with 2 teachers. When inquiring about the challenges of the program, both teachers stated that “returning to normalcy” while the Covid pandemic is “winding down” has been the greatest program challenge. When inquiring about program successes, both teachers stated that the challenge of “returning to normalcy” is beginning to improve and that they have noticed improvements in academic performance and behavior since the last academic year.

The student focus group meeting was conducted with a sample of 6 students (2 students from each grade). When participants were asked what they liked about the program, responses included: assistance with homework, learning new things, water games, spending time with “nice teachers”, and physical activities. When participants were asked what they disliked about the program, the only response was from one participant and she stated that some of the staff members yell the program students. When participants were asked what changes would make the program better, responses included: allowing students to play together with other students from different grades, more physical activity time, and more science experiments. When participants were asked how often their parents/guardians attend scheduled program family events, all six participants stated that none of their parents/guardians attend the family events.

4.2 Quantitative Findings

A total of 70 students completed the 21st CCLC Afterschool Student Survey via EZ Reports. The survey consisted of 10 closed-ended Likert scale items. See the Student Survey Analysis Report in the Appendices for more details.

A total of 35 parents/guardians completed the 21st CCLC Afterschool Parent/Guardian Survey via EZ Reports. The survey also consisted of 10 closed-ended Likert scale items. See the Parent/Guardian Survey Analysis Report in the Appendices for more details.

A total of 85 teachers completed the 21st CCLC DOE Teacher Survey via EZ Reports. The survey also consisted of 10 closed-ended Likert scale items. See the Teacher Survey Analysis Report in the Appendices for more details.

5.0 Summer Program

5.1 Overview of Summer Program

The EES summer program provided a safe, structured environment during the summer of 2022, for rising 3rd-5th grade students. The program ran Monday – Friday, June 6, 2022, = July 8, 2022, from 7:30 A.M. – 12:00 P.M. for 5 weeks (24 days). Transportation to and from program was provided by the Tuscaloosa County Schools Transportation Department along with a daily nutritious breakfast and lunch provided by the system’s Child Nutrition Program.

The summer program was designed to improve academic retention. The goal of the instruction was to mitigate academic losses referred to as “the summer slide” exacerbated by the interruption of traditional instruction. The summer focus on academics should result in stronger fall benchmark assessment results. A certified teacher provided math and reading instruction. Students were exposed to a variety of enrichment, hands on learning activities and educational field trip opportunities. The CLC Site Coordinator was responsible for the program operations.

5.2 Summer Program Operations

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
Englewood Elementary School	24	5	Average of 24 hours/week

5.3 Summer Staffing

- Paid Staffing:
 - Teachers (5)
 - Bus Driver (1)
 - Site Coordinator (1)
 - Program Director (1)

Table 5.2 Summer Activities

Activity/Description	Type of Activity	Target Population	Frequency of Activity	Partner (If applicable)	Students	Staff
STEAM/Science, Technology, Engineering, Art and Math Education	College and Career Readiness Literacy STEM	Students	4 Days a Week	Jr. PATS Staff	All	One
Canvas and Crafts	Art Education Art	Students	1 time a Week	Canvas and Crafts	All	One
STEAM Enrichment Activity	Science for Everyone interactive science show	Students	Once	N/A	All	ALL
Physical Activity	Wellness Enrichment	Students	4 Days a Week	Jr. PATS Staff	All	One
Breakfast and Lunch	Nutrition	Students	Every Day	TCSS CNP /Jr. PATS Staff	All	Four
Remedial Math and Reading Education for Academic Retention Purposes	Math and Reading Literacy College and Career Readiness	Students	1 Day a Week	Jr. PATS Staff	All	One
Art	Arts Education Enrichment	Students	2 Days a Week	Jr. PATS Staff	All	One
Safety Skills: Students learned about basic first aid.	Enrichment Life Skills	Students	1 Day a Week	Jr. PATS Staff	All	One
Themed Activities: Cooking, Health and Hygiene, Emotions, Time Management	Enrichment Life Skills Character Development	Students	2 Days a Week	Jr. PATS Staff	All	One

Life Skills: Activities apart from <i>Why Try</i> selected by teachers to provide further character development opportunities to students	Life Skills Character Development	Students	2 Days a Week	Jr. PATS staff	All	One
Cultural Education: Students researched multiple cultures online to compare/contrast them.	Enrichment 21 st Century Focus Area	Students	1 Day a Week			
Field Trip McWane Science Center	Enrichment STEM Field Trip	Students	One Day	Jr. PATS Staff	All	Five
Field Trip Space and Rocket Center	Enrichment Field Trip	Students	One Day	Jr. PATS Staff	All	Five
Field Trip Desoto Caverns	Enrichment Field Trip	Students	One Day	Jr. PATS Staff	All	Five
Field Trip Dauphin Island	Enrichment Field Trip STEM	Students	One Day	Jr. PATS Staff	All	Five
Field Trip Montgomery Zoo	Enrichment Field Trip	Students	One Day	Jr. PATS Staff	All	Five

5.4 Summer Demographics

Table 5.3: Gender, Grade Level, and Participant Race/Ethnicity

Student Enrollment	Enrolled
Total Unduplicated Enrollment	71
Gender	
Male	22
Female	49
Grade	
3rd	19
4th	15
5th	16
	21
Race/Ethnicity	
Black or African American	65
White	3
Other Race	3

6.0 Adherence to the Grant Application

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

7.0 Results and Recommendations

This evaluation aimed to measure whether students showed an increased interest in Science, Technology, Technology, Engineering, and Math (STEM) activities after participating in the summer program. During the student focus group, students who attended the summer program during the previous grant cycle mentioned how much they enjoyed the fieldtrips and how it inspired them to pursue STEM related careers in the future. It is recommended that fieldtrips continue because the students benefit from the educational based environmental stimuli that is outside of the school campus.

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

The executive summary of this program evaluation will be provided to teachers, school administrators, 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 their monthly newsletter.

9.0 Appendices

Focus Group Questions

Student Focus Group Questions

1. What do you think of the after school program?
 - a. Why do you go? What do you like about it? What do you dislike about it?
 - b. Does the program help you to think about being a scientist, engineer or working with computers when you grow up? Why or why not?

2. Do you think the program benefits you as a student? If yes, how? If no, why not? (positive or negative, academic, social, personal development, school connection)?
Please elaborate and give examples
 - a. What would you like to change / improve?
 - b. What would make want to come to the program more?
 - c. Why do students stop coming to the program?

3. What do you think about the staff (use the Site Coordinator and Lead Teacher's name, volunteer group names)?
 - a. Do you like the staff? Do they help you with school?

4. How should parents be involved?
 - a. Do your parents volunteer with the program? If yes, how? If no, why not?
Do you think parents should volunteer?

Teacher Focus Group Questions

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

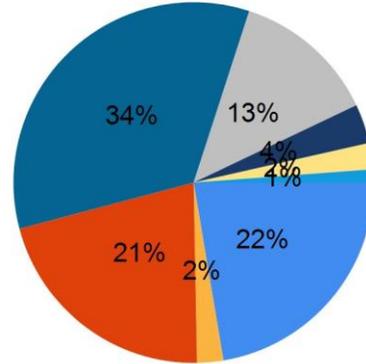
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response

Total Responses: 85

Responses

- Did Not Need To Improve (19)
- Significant Improvement (2)
- Moderate Improvement (18)
- Slight Improvement (29)
- No Change (11)
- Slight Decline (3)
- Moderate Decline (2)
- Significant Decline (1)



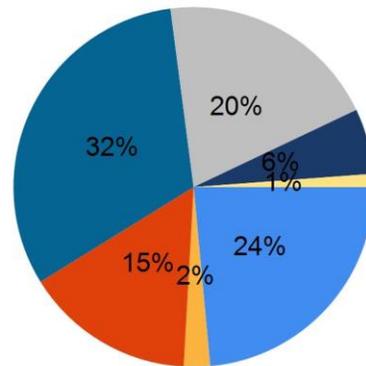
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

Total Responses: 85

Responses

- Did Not Need To Improve (20)
- Significant Improvement (2)
- Moderate Improvement (13)
- Slight Improvement (27)
- No Change (17)
- Slight Decline (5)
- Moderate Decline (1)



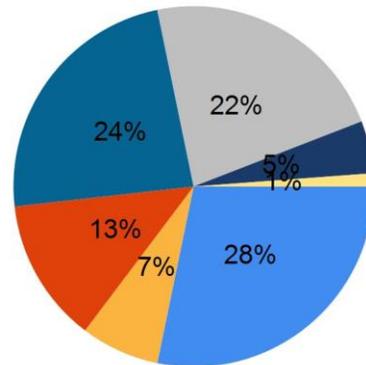
3. Participating in class.

Response Type: Mandatory - Select one response

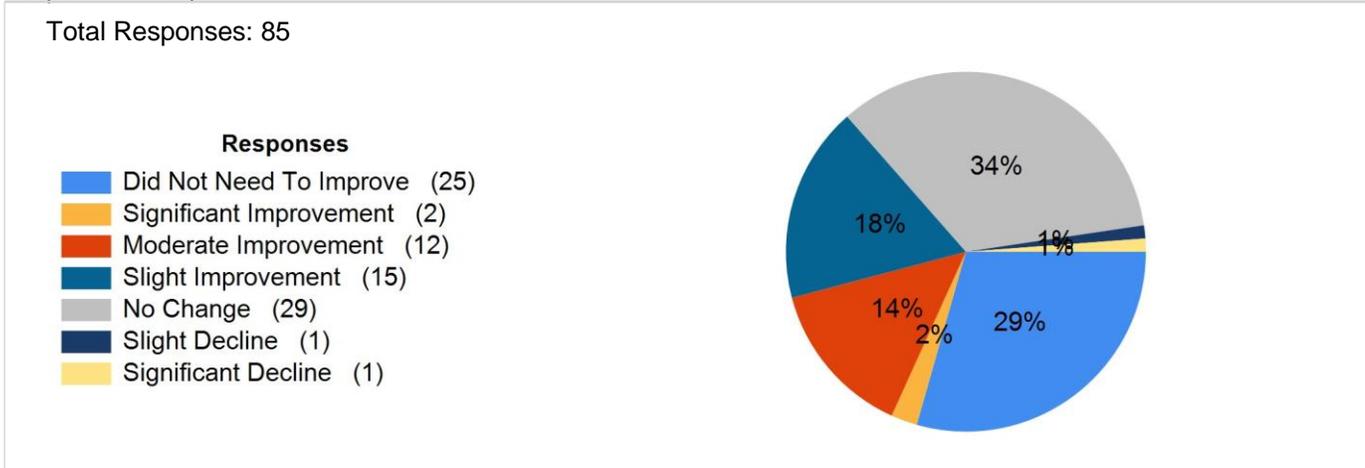
Total Responses: 85

Responses

- Did Not Need To Improve (24)
- Significant Improvement (6)
- Moderate Improvement (11)
- Slight Improvement (20)
- No Change (19)
- Slight Decline (4)
- Significant Decline (1)

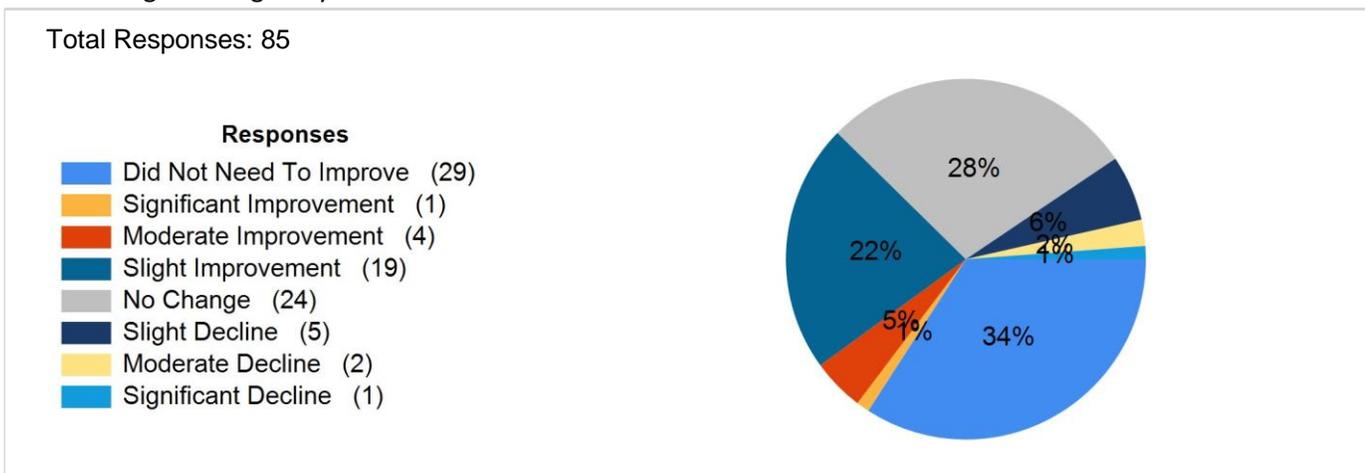


4. Volunteering (e.g., for extra credit or more responsibilities).



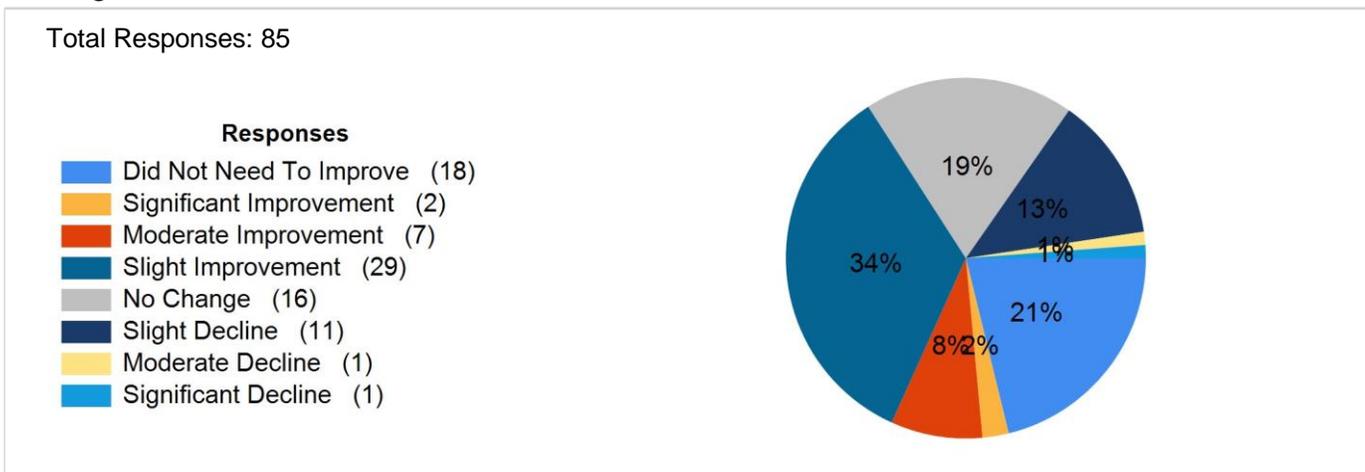
5. Attending class regularly.

Response Type: Mandatory - Select one response



6. Being attentive in class.

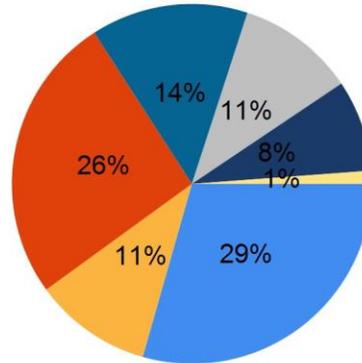
Response Type: Mandatory - Select one response



7. Behaving well in class.

Total Responses: 85

- Responses**
- Did Not Need To Improve (25)
 - Moderate Improvement (9)
 - Slight Improvement (22)
 - No Change (12)
 - Slight Decline (9)
 - Moderate Decline (7)
 - Significant Decline (1)

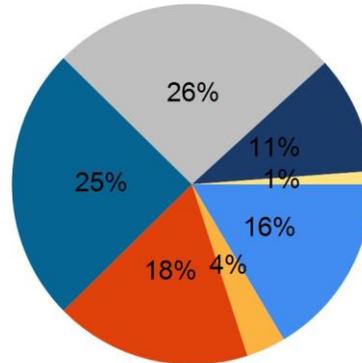


8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 85

- Responses**
- Did Not Need To Improve (14)
 - Significant Improvement (3)
 - Moderate Improvement (15)
 - Slight Improvement (21)
 - No Change (22)
 - Slight Decline (9)
 - Moderate Decline (1)

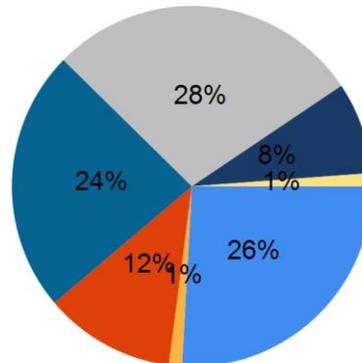


9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 85

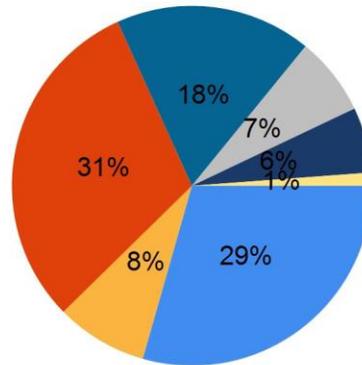
- Responses**
- Did Not Need To Improve (22)
 - Significant Improvement (1)
 - Moderate Improvement (10)
 - Slight Improvement (20)
 - No Change (24)
 - Slight Decline (7)
 - Moderate Decline (1)



10. Getting along well with other students.

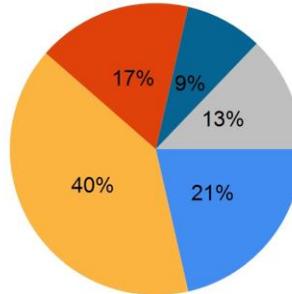
Total Responses: 85

- Responses**
- Did Not Need To Improve (25)
 - Moderate Improvement (7)
 - Slight Improvement (26)
 - No Change (15)
 - Slight Decline (6)
 - Moderate Decline (5)
 - Significant Decline (1)



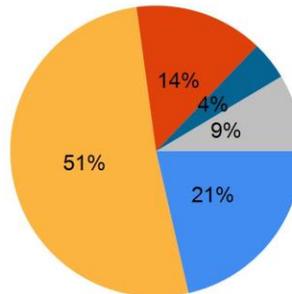
1. The afterschool program helps me improve in reading. Response Type: Mandatory - Select one response

Total Responses: 70



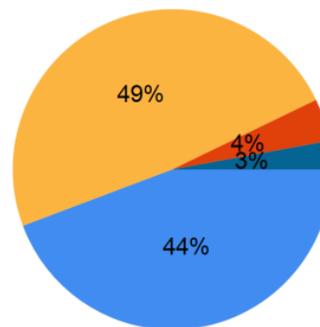
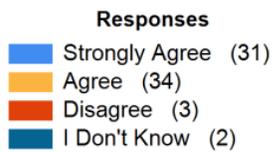
2. The afterschool program helps me improve in math. Response Type: Mandatory - Select one response

Total Responses: 70



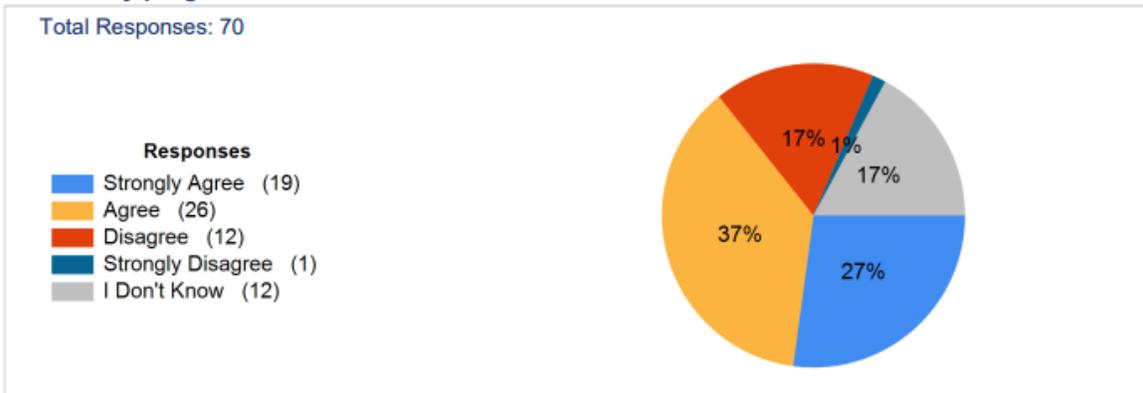
3. I enjoy the Science, Technology, Engineering and Math (STEM) activities available in the afterschool program. Response Type: Mandatory - Select one response

Total Responses: 70



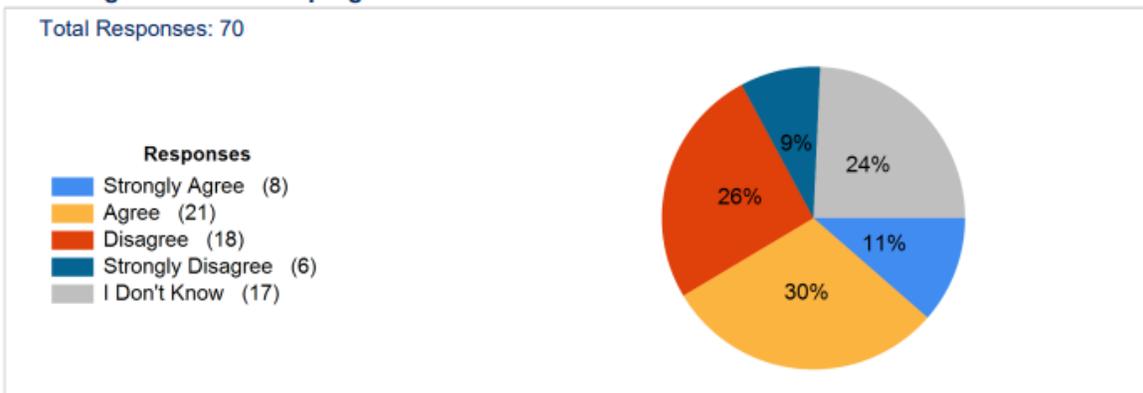
4. The afterschool program helps me behave better in the school day program.

Response Type: Mandatory - Select one response



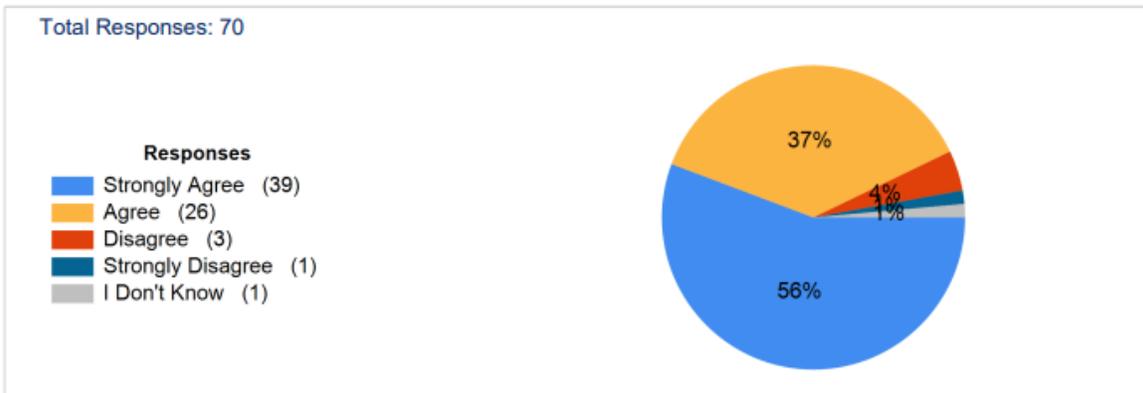
5. My school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response



6. The afterschool staff helps me with my homework.

Response Type: Mandatory - Select one response



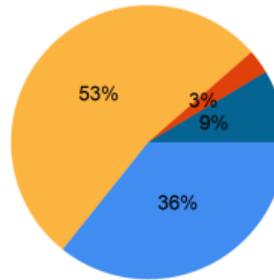
Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

7. I have opportunities to make suggestions for activities. Response Type: Mandatory - Select one response

Total Responses: 70

- Responses**
- Strongly Agree (25)
 - Agree (37)
 - Strongly Disagree (2)
 - I Don't Know (6)

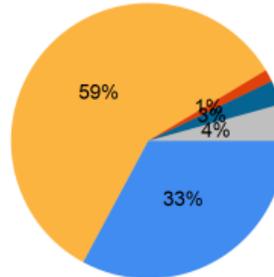


8. I am treated fairly by the afterschool staff.

Response Type: Mandatory - Select one response

Total Responses: 70

- Responses**
- Strongly Agree (23)
 - Agree (41)
 - Disagree (1)
 - Strongly Disagree (2)
 - I Don't Know (3)

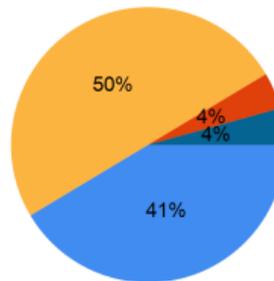


9. When I am at the afterschool program I feel safe.

Response Type: Mandatory - Select one response

Total Responses: 70

- Responses**
- Strongly Agree (29)
 - Agree (35)
 - Strongly Disagree (3)
 - I Don't Know (3)

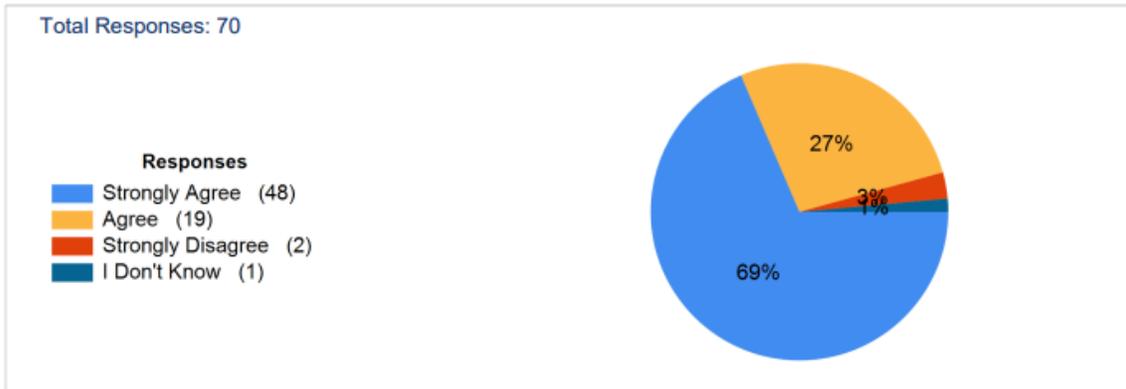


Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2022)

10. I like the afterschool program.

Response Type: Mandatory - Select one response

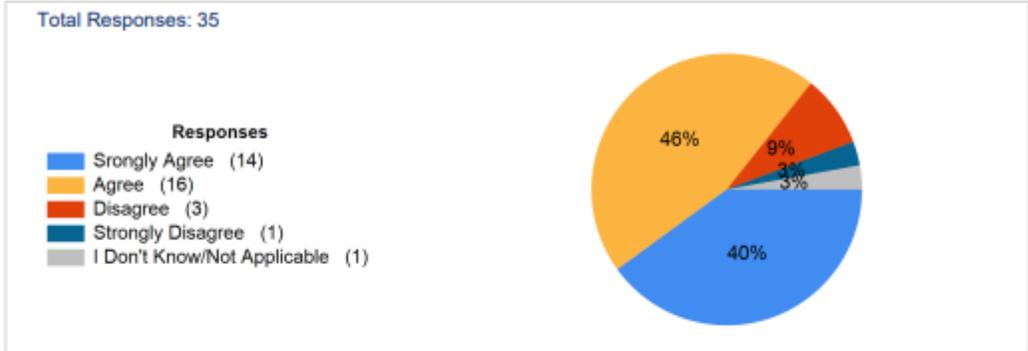


Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

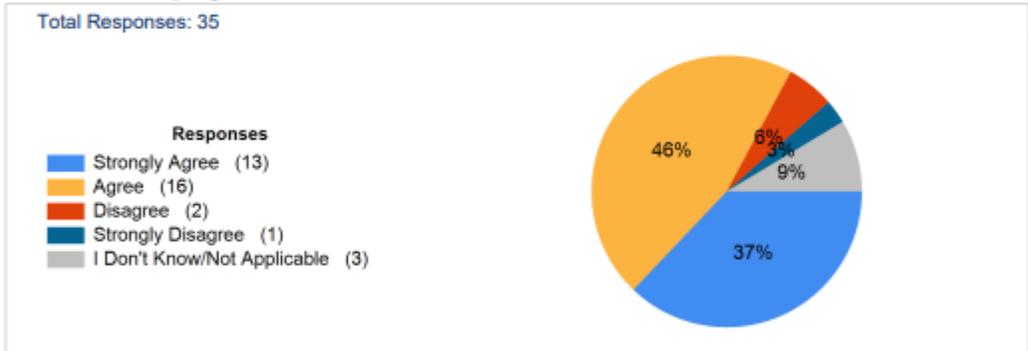
1. My child's reading grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response



2. My child's math grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response



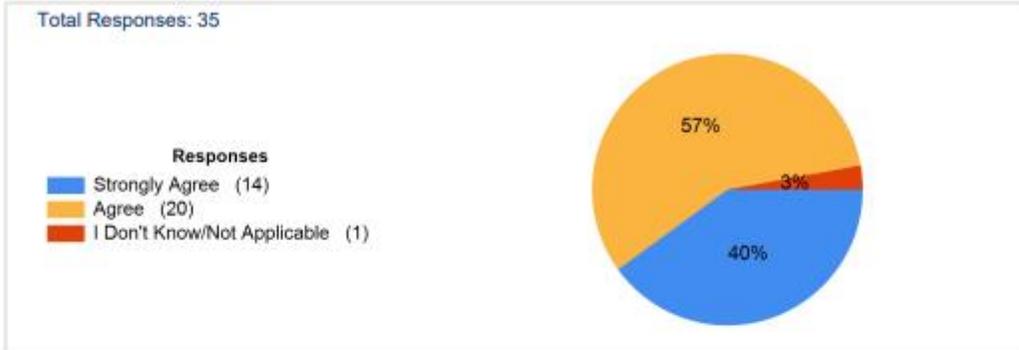
3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.

Response Type: Mandatory - Select one response

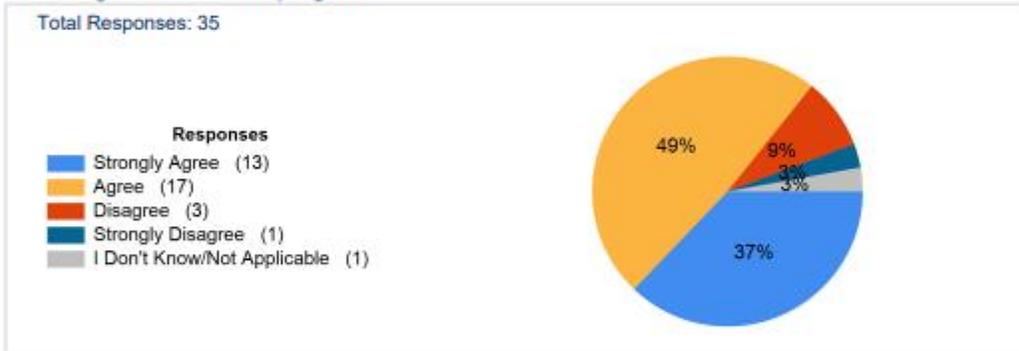


Survey Analysis Report | 21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

4. My child gets along better with others since attending the afterschool program. Response Type: Mandatory - Select one response



5. My child's school day attendance has improved since attending the afterschool program. Response Type: Mandatory - Select one response



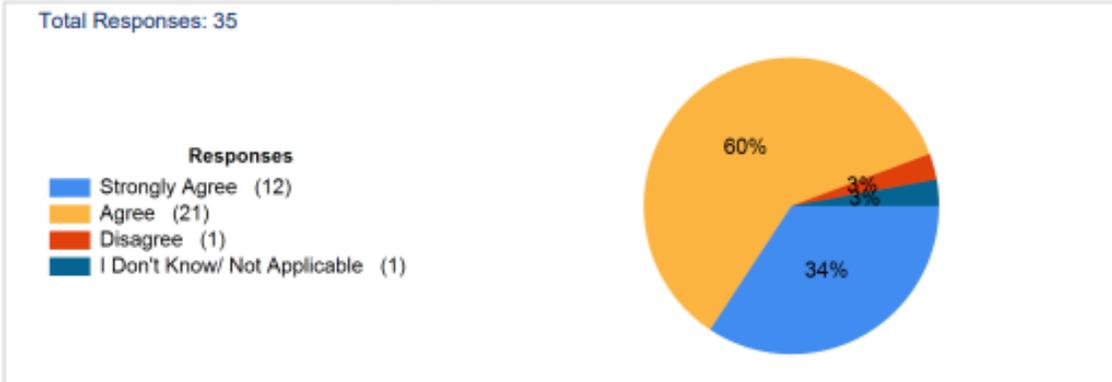
6. The afterschool program staff maintains frequent communication with me. Response Type: Mandatory - Select one response



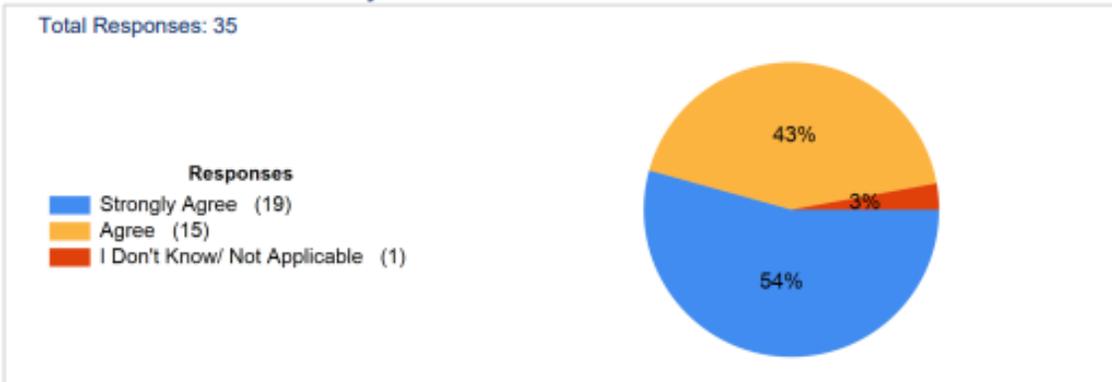
Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

7. I am pleased with the parent involvement opportunities provided through the afterschool program. Response Type: Mandatory - Select one response



8. The afterschool staff treats my child with respect and listens to what he/she has to say. Response Type: Mandatory - Select one response



9. The afterschool program has systems in place to ensure my child is safe. Response Type: Mandatory - Select one response

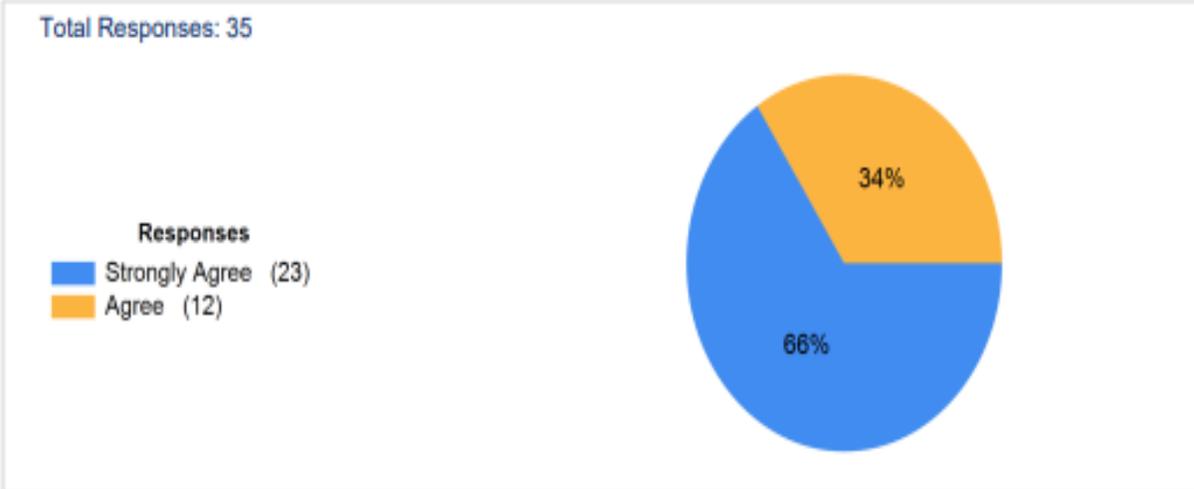


Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2022)

10. I am satisfied with the afterschool program.

Response Type: Mandatory - Select one response



Staff Training

NAME/TITLE	DATE/ TRAINING	HOURS	PROVIDER
Reagan Colburn Afterschool Coordinator	10/20-10/22/21: 21sCC Fall Conference	8	ALSDE
	3/2-3/4/2022: ACEA Conference	10.5	ALSDE
	9/14/21:CPR	1	National CPR Foundation (NCPRF)
	9/21/21: 2021 Child Abuse Reporting	1	Alabama Department of Human Resources (ADHR)
Monica Cooper-Turner Teacher	8/14/21:CPR	1	NCPRF
	8/9/21: Safe School	4	Tuscaloosa County School System (TCSS)
Lisa Kennedy Teacher	9/9/21: Medication	5	TCSS
	9/14/21: CPR	1	NCPRF
	10/11/21: Managing Crisis	6	TCSS
Shirlene Harris Teacher	8/4/21: Mandatory Reporting & Power School PD	3 4	TCSS
	2/8/22: Course of Study Planning	3.5	TCSS
	9/14/21:CPR	1	NCPRF
Kaniya Cooper Teacher	9/14/21:CPR	1	NCPRF
	9/21/21: 2021 Child Abuse Reporting	2	ADHR
	10/18/21: Bridge Builders Conference	6	Alabama One

Grantee Signature Page

By signing this document, you are certifying that you submitted the included data to your External Evaluator and received a copy and reviewed this Final Report. Final Reports should be shared with School Administrators and all other stakeholders of the Englewood Elementary Jr. PATS 21st CCLC Program.



10/10/2022

Signature of Program Director

Date



10/10/2022

Signature of External Evaluator

Date
