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# Final Report

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## **Final Report 2022 - 2023: Cohort 16 (1<sup>st</sup> Grant Year)**

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

School(s) Served: Englewood Elementary School

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

External Evaluator: Brad Barber; bwbarber1@crimson.ua.edu

Program Director: Rene Jones; rjones@tuscaloosaoneplace.org

Technical Advisor: Dr. Rebecca Pines

Date: September 30th, 2023



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## **1.0 Executive Summary**

### **1.1 Evaluation Purpose and Evaluation Questions**

The purpose of this program evaluation is to determine if, and to what extent, the 21st Englewood Jr. Pats program at Englewood Elementary School (EES) is reaching the established program goals. This is the first year of the Cohort 16 grant cycle for the 21st Century Community Learning Center's (CLCC) Program at EES. The six research questions listed below guided the overall evaluation and each question addresses each of the specific goals. The findings from this evaluation will inform program improvements and modifications in the future. An action plan will be created to assist with identifying steps toward improvement and to highlight areas in which the program excelled. These reports will be sent to Tuscaloosa's One Place (TOP), Tuscaloosa County School System (TCSS), and Jr. Pats program administrators along with the Truman Pierce Institute and the grant's ALSDE/21st CCLC Technical Advisor.

**Research Question #1:** Do the EES program participants show improvement in the key academic areas of reading and math during the school year? This goal will be measured by comparing math and reading scores on i-Ready standardized benchmark assessments from initial to final benchmark testing to see if 60% of 3<sup>rd</sup>-5<sup>th</sup> grade students who attend Jr. PATS 90+ hours improved in either reading or math.

**Research Question #2:** Do the EES program participants show improvements in their attendance records? This goal will be measured by reviewing the students' program attendance records documented in EZ Reports and calculating whether 85% of students attended the program for 90+ hours during the academic year.

**Research Question #3:** Does family involvement in the school and with their child's education increase during the school year? This goal will be measured by reviewing event sign-in sheets and calculating whether 50% of CLC family units for students (attending 90+ program hours) attended at least one program/parent/family event during the academic year.

**Research Question #4:** Do the EES program participants demonstrate improvements in social behavior during the school year? This goal will be measured by reviewing the students' disciplinary referrals that result in out of school suspensions.

**Research Question #5:** Do participants show an increased interest in STEM activities? This goal will be measured to determine whether 75% of Jr. PATS students who attend 90+ hours attended program STEM activities 25+ days during the school year as documented by EZ Reports.

**Research Question #6:** Do the EES program participants actively engage in service-learning projects to help identify and address community needs? This goal will be measured by determining whether 70% of students who attended at least 90 program hours actively participated in service-learning projects, as documented by EZ Reports.

## **1.2 Project Background**

The Englewood Elementary School (EES) Jr. PATS after-school program is in the first year of the Cohort 16 grant cycle. 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 CLC grant, no other funding is currently available for this program.

EES is a Title I school with a population of 525 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. 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, 100% of students qualify for free/reduced lunch. The 2021-2022 ALSDE Report Card reported 49.7% of students were proficient in English Language Arts, but proficiency in math was much lower at 20.72%.

Scheduled activities included: academic enrichment, academic support (homework assistance, reading/math remediation), STEM activities, computer, service-learning, character education/life skills development, mentoring program, recreational/wellness/enrichment activities, themed activities (environment, careers, financial literacy, etc.), and family involvement activities.

## **1.3 Evaluation Design, Methods, and Limitations**

Methods used for this evaluation will be both quantitative and qualitative. The quantitative data consist of i-Ready benchmark assessment results, report card grades, program attendance records, school attendance records, school discipline records, and family event sign-in-sheets. These data were obtained through EZ reports and school records and from the program coordinator. To protect confidentiality, all data were stored on a passcode protected computer. Also, participants' identities were removed from data spreadsheets. Descriptive statistics and frequency tables were used to analyze and interpret the data findings.

The qualitative data consisted of a focus group interview with a sample of the students, their family members, and program teachers. The focus group interviews were conducted for the purpose of identifying the strengths and challenges of the program. This methodology technique was used in efforts to increase confidence and precision when interpreting results from the quantitative data findings.

The only indicated limitation could be the low participation rate in the parent and teacher focus groups. Focus groups can be time consuming and do not always fit in with the schedules of working parents. Another possible limitation of the parent focus group was that the parents/guardians were recruited during a family event, and there is a possibility that the

opinions of the participants may differ from the attitudes and opinions of parents/guardians who do not attend family events.

**1.4 Findings and Conclusions**

The academic goal was met this year. 90% of students (63/70) improved in either reading or math on i-Ready from the initial to final benchmark testing assessment.

Attendance, improved behavior, STEM engagement, and family involvement were the four unmet goals. 79% of students (71/90) attended 90+ program hours during the school year. 13% of students (9/71) attending 90+ hours received an out-of-school suspension during the school year. Although over half of the 90+ hour students (55%) participated in STEM activities 25+ days during the school year, the benchmark for this goal was 70%. Family involvement decreased compared to the 2021-2022 academic year. 13% of family units (9/69) attended at least one family event. See the Recommendations column on Table 6.1 for suggestions on improving future process.

Although Goal #6 (Service-Learning Project) was not measurable, the outcome was still positive. During the fall service-learning project, 250 non-perishable food items were collected for the Beat Auburn/Beat Hunger food drive. During the spring service-learning project students collected and donated 5 large garbage bags of aluminum cans to be recycled. During the summer service-learning project, students picked up trash and helped clean up outside around the school grounds. Unfortunately, Goal #6 was unmeasurable because the service-learning activities/hours spent doing them were not documented in EZ Reports during the 2022-2023 academic year.

**2.0 Program Operations**

**Table 2.1 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	5 Days per Week	174 Days	38 Weeks	12.5 Hrs. per week	171Days

**Table 2.2 Staffing**

- Paid Staffing:
  - Teachers (4)
  - Program Coordinator (1)
  - Program Director (1)

- Volunteer Organizational Partners (2)
  - Al's Pals mentoring program fall and spring
- Staffing Ratio: Ratios varied according to the activity scheduled.
  - 1:15
  
- Staff Training: See Appendix E for the staff development training details.

**Table 2.3 Activities**

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
<b>STEM/Science, Technology, Engineering, and Math:</b> Hands-on, interactive activities for each of the STEM content areas	College and Career Readiness STEM literacy	All students	Once a week	
<b>Technology:</b> Students used laptops to complete research during program for various activities, take AR tests, and read books.	College and Career Readiness Technology	All students	Once a Week	
<b>Academics Math/Reading:</b> Remediation/Enrichment	College and Career Readiness Reading Literacy Math Literacy	All students	Twice a week prior to and after Al's Pals (remediation)  Once a week entire semester (enrichment)	
<b>Why Try:</b> An evidenced-based program that centers on social/emotional learning, positive social interactions, particularly with peers, and coping skills for challenging life problems.	Well-rounded Education Activity Character Development Life Skills	All students	Once a week	
<b>Life Skills:</b> Additional activities apart from Why Try selected by teachers to navigate the real	Well-rounded Education Activity Enrichment	All students	Once a Week	

world, i.e. hygiene, safety, etc.				
<b>Themed Activities 21<sup>st</sup> CCLC Literacies:</b> Cultural Awareness, Nutrition, Drug Use Prevention, Financial Literacy, Careers, Environmental Awareness	Well-rounded Education Activity Enrichment Life Skills	All students	Twice a week	
<b>Physical Activity:</b> Structured Group Sports/ Exercise Activities	Healthy and Active Lifestyle Enrichment	All students	3-5 times/week  During Al's Pals (2 days for 9-10 weeks) movement activities were scheduled on M/W for 5-10 minutes.	
<b>Arts Education/Art:</b> Hands-on arts and crafts projects and activities tied to educational material covered during program.  Instructor-guided arts/crafts activities	Well-rounded Education Activity Enrichment	All students	Once a week prior to and after Al's Pals  3 times 9/1, 9/6, 9/9/22	Canvas & Crafts, Kelly Magadan
<b>Al's Pals Mentoring Program:</b> Students completed academic activities with their mentors that focused on reading/math and homework assistance, arts/crafts activities, physical activity, etc.	College & Career Readiness Reading/Math Literacy Character Development Arts Education Healthy & Active Lifestyle	All students	Twice a week for 9 weeks fall semester and 10 weeks spring semester	UA Center for Service & Leadership Al's Pals program

### **3.0 Demographic Information**

**Table 3.1 Grant Data**

<b>From Grant Application</b>	<b>Data</b>
Grades served	3 <sup>rd</sup> – 5 <sup>th</sup>
Number of students proposed	75
Number of families proposed to serve	60

**Table 3.2 Participant Attendance**

<b>Prek - 5th Grade</b>	<b>Total</b>
3 <sup>rd</sup> grade	27
4 <sup>th</sup> grade	34
5 <sup>th</sup> grade	29
Total	90

**Table 3.3 Grade Levels by Hour Band**

<b>Attendance - Pre-K - 5th Grade</b>							
<b>Grade Level</b>	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>	<b>Grade Level Totals</b>
3 <sup>rd</sup> grade	0	3	2	7	13	2	27
4 <sup>th</sup> grade	0	2	3	6	17	6	34
5 <sup>th</sup> grade	1	3	5	5	15	0	29
Hour Band Total	1	8	10	18	45	8	90

**Table 3.4 Race & Ethnicity**

<b>Race &amp; Ethnicity</b>	<b>Total PreK-5th</b>
American Indian or Alaska Native	0
Asian	0
Black or African American	80
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	7
Two or More Races	3
Data Not Provided	0

**Table 3.5 Participant Gender**

<b>Gender</b>	<b>Total PreK-5</b>
Male	37
Female	53

**Table 3.6 Population Specifics**

<b>Category</b>	<b>Total 3rd-5th</b>
Students who are English learners	0
Students who are economically disadvantaged	71
Family members of participants served	78
Special Needs/Disabilities	10

**Table 3.7 Student Grade Report (Aggregate)**

<b>School</b>	<b>Grading Period</b>	<b>Subject</b>	<b>Percent Grades (3<sup>rd</sup>-4<sup>th</sup>)</b>	<b>Total Student</b>	
<b>Englewood Elementary</b>	1 <sup>st</sup> Semester	English/Reading	<70	1	1.4%
			70-79	11	15.1%
			80-89	28	38.4%
			>=90	33	45.2%
			<b>Total</b>	<b>73</b>	<b>100%</b>
	2 <sup>nd</sup> Semester	English/Reading	<70	3	4.1%
			70-79	15	20.5%
			80-89	31	42.5%
			>=90	24	32.9%
			<b>Total</b>	<b>73</b>	<b>100%</b>
	1 <sup>st</sup> Semester	Math	<70	9	12.3%
			70-79	16	21.9%
			80-89	21	28.7%
			>=90	27	36.9%
			<b>Total</b>	<b>73</b>	<b>100%</b>
	2 <sup>nd</sup> Semester	Math	<70	7	9.6%
			70-79	15	20.5%
			80-89	32	43.8%
			>=90	19	26%
			<b>Total</b>	<b>73</b>	<b>100%</b>

**Table 3.8 Student Grade Report (Reading Comparison)**

<b>STUDENT GRADE REPORT (Comparison)</b>										
<b>Subject:</b>	English/Reading									
<b>Grading Period:</b>	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Englewood Elementary	73	100%	0	0%	26	35.6%	11	15.1%	36	49.3%

**Table 3.9 Student Grade Report (Mathematics Comparison)**

<b>STUDENT GRADE REPORT (Comparison)</b>										
<b>Subject:</b>	Mathematics									
<b>Grading Period:</b>	First Semester Grade vs. Second Semester Grade									
School	Total Student		No Change (Highest Grade)		Improved Grade		No Change		Declined Grade	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Englewood Elementary	73	100%	0	0%	33	45.2%	6	8.2%	34	46.5%

**4.0 GPRA Results**

**Goals and Measurable Objectives**

*Goal 1: Incorporate academic enrichment and remediation activities for students to meet challenging state academic standards for reading and math.*

**Objective/Outcome 1.1:** 60% of 3rd-5th grade students who attend 90+ hours will improve in either reading or math on standardized benchmark assessments, i.e., i-Ready, from initial to final benchmark testing.

**Goal Achieved:** 90% of students (63/70) improved in either reading or math on i-Ready from the initial to final benchmark testing assessment.

*Goal 2: Increase attendance for the regular school day*

**Objective/Outcome 2:1:** 85% of students will attend the program for 90+ hours during the school year, as documented by EZ Reports.

**Goal Not Achieved:** 79% of students (71/90) attended 90+ program hours during the school year.

***Goal 3: Increase parent and family engagement***

**Objective/Outcome 3:1:** 50% of CLC family units for students attending 90+ hours will attend at least one program/parent/family event as documented by event sign-in sheets.

**Goal Not Achieved:** 13% of family units (9/69) attended at least one family event. The Parental Involvement Activities Chart (Table 5.1) details the total number of family members who attended events.

***Goal 4: Improve student behavior throughout the regular school day***

**Objective/Outcome 4:1:** No more than 10% of students attending 90+ hours will receive an office referral resulting in out-of-school suspension for the school year as measured by suspensions in PowerSchool.

**Goal Not Achieved:** 13% of students (9/71) attending 90+ hours received out-of-school suspension for the school year.

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

**Objective/Outcome 5:1:** 70% of Jr. PATS students who attend 90+ hours will attend program STEM activities 20+ days during the school year as documented by EZ Reports.

**Goal Not Achieved:** 55% of students (39/71) participated in STEM activities 25+ days during the school year.

***Goal 6: Provide service-learning opportunities***

**Objective/Outcome 6:1:** 70% of Jr. PATS students who attend 90+ hours will participate in 1 service-learning project each semester during the school year and 1 project during summer programming to help address community needs, as documented by EZ Reports.

**Goal Not Measurable:** This goal was not measurable because activities/hours spent doing them were not documented in EZ Reports during the 2022-2023 academic year. However, service-learning projects were conducted during all three semesters. See Section 7 for more details.

**Percentage of Participants Improving on Reading/Language Arts State Assessments**

**Table 4.1 GPRA Measure (State Assessment – Reading/Language Arts):**

Reading/Language Arts						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	1	5	8	11	32	6
For how many of these students do you have outcome data to report?	0	0	0	1	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	1	0	0

**Percentage of Participants Improving on Mathematics State Assessments**

**Table 4.2 GPRA Measure (State Assessment - Mathematics)**

Mathematics						
	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more
You reported the following students in grades 4-8.	1	5	8	11	32	6
For how many of these students do you have outcome data to report?	0	0	0	1	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	0	0	1	0	0

**Table 4.3 GPRA Measure (Grade Point Average)**

**Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.**

**Table 4.4 GPRA Measure (Attendance)**

	<b>Attendance</b>					
	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>
You reported the following # students in grades 1-12.	1	8	10	18	45	8
How many of these # students had a school day attendance rate at or below 90% in the prior school year?	0	0	0	5	8	2
Of these # students, how many demonstrated an improved attendance rate in the current school year?	0	0	0	5	8	2

**Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.**

**Table 4.5 GPRA Measure (In-School Suspension)**

	<b>In-School Suspension</b>					
	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>
You reported the following # students in grades 1-12	1	8	10	18	45	8
For how many of these # students have the outcome data to report, and who had in-school suspension in the previous school year?	0	0	0	1	0	0
Of these # students, how many experienced a decrease in in-school suspensions in the current year?	0	0	0	1	0	0

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

**Table 4.6 GPRA Measure (Engagement in Learning)**

<b>Engagement in Learning</b>						
	<b>Less than 15 hours</b>	<b>15 – 44 hours</b>	<b>45 – 89 hours</b>	<b>90 – 179 hours</b>	<b>180 – 269 hours</b>	<b>270 hours or more</b>
You reported the following # students in grades 1-5.	1	8	10	18	45	8
For how many of these # students have the outcome data to report?	0	0	0	0	0	0
Of these # students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	0	0	0	0

## **5.0 Parental Involvement**

**Table 5.1 Parental Involvement Activities**

<b>Activity Category</b>	<b>Participants Attended</b>	<b>Total Hours Offered</b>
Fall Advisory Council Meeting (12/13/2022)	2	1
Art Night (04/20/2023)	9	2
Spring Advisory Council Meeting (05/09/2023)	2	1

## **6.0 Findings and Recommendations for the After-School Program**

**Table 6.1**

Evaluation Question	Goals and Objectives	Activities	Assessment, Data Collection, & Analysis	Timeline	Status	Recommendations
<p><b>Question#1:</b> Do the EES program participants show improvement in the key academic areas of reading and math during the school year?</p>	<p><b>Goal 1: Incorporate academic enrichment and remediation activities for students to meet challenging state academic standards for reading and math.</b></p> <p><b>*Objective 1.1:</b> 60% of 3<sup>rd</sup>-5<sup>th</sup> grade students who attend 90+ program hours will improve in either reading or math on standardized benchmark assessments, i.e., i-Ready, from initial to final benchmark testing.</p>	<p>Tutoring Homework Intervention  Computer programs</p>	<p><b>Goal Achieved:</b></p> <p>90% of students (63/70) improved in either reading or math on i-Ready from the initial to final benchmark testing assessment.</p>	<p>Reading and math scores were obtained in EZ Reports on 8/30/2023</p>	<p><b>Goal Met</b></p>	<p>Continue targeted remedial tutoring.</p> <p>Monitor academic improvements each semester and recognize students for their academic achievements.</p>
<p><b>Question #2:</b> Do the EES program participants show improvements in their attendance records?</p>	<p><b>Goal 2: Increase regular school day attendance.</b></p> <p><b>*Objective 2.1:</b> 85% of students will attend for 90+ program hours during the school year, as documented by EZ Reports.</p>	<p>Physical Activity  Al's Pals  Enrichment Activities</p>	<p><b>Goal Not Achieved:</b></p> <p>79% of students (71/90) attended 90+ program hours during the school year.</p>	<p>Attendance records from EZ Reports were generated on 8/30/2023</p>	<p><b>Goal Not Met</b></p>	<p>Continue offering engaging activities that motivate students about program participation.</p>
<p><b>Question #3:</b> Does family involvement in the school and with their child's education increase</p>	<p><b>Goal 3: Increase parent and family engagement.</b></p> <p><b>*Objective 3.1:</b> 50% of CLC family units for students attending 90+ hours will attend at least one program/parent/family event as</p>	<p>Family education/ involvement nights</p>	<p><b>Goal Not Achieved:</b></p> <p>13% of CLC family units (9/ 69) participated in at least one parent/family event.</p>	<p>Records from the parent sign-in sheets were received on 09/20/2023.</p>	<p><b>Goal Not Met</b></p>	<p>Schedule additional family involvement/ educational events.</p>

during the school year?	documented by event sign-in sheets.	Family case management services				Continue promoting these events and building rapport with the families.
<b>Question #4:</b> Do the EES program participants demonstrate improvements in social behavior during the school year?	<b>Goal 4: Improve student behavior throughout the regular school day.</b> <b>*Objective 4.1:</b> No more than 10% of students attending 90+ hours will receive an office referral resulting in out-of-school suspension.	<i>Why Try</i>	<b>Goal Not Achieved:</b> 13% of students (9/71) attending 90+ hours received out-of-school suspension for the school year.	Behavioral report received on 09/18/2023	<b>Goal Not Met</b>	When staff learn about students receiving an office referral, make the coordinator aware for her to collaborate with the school social worker.  Staff do check & connects during the school day and program to encourage appropriate behavior.
<b>Question #5:</b> Do participants show an increased interest in STEM activities?	<b>Goal 5: Implement Science, Technology, Engineering, and Math (STEM) activities</b> <b>*Objective 5.1:</b> 70% of program students who attend 90+ hours will attend program STEM activities 25+ days during the school year as	Science Experiments  Interactive Learning	<b>Goal Not Achieved:</b> 55% of program students (39/71) with 90+ program hours attended STEM activities at least 25 days.	The Participant Attendance by Activity report was received on 09/21/2023.	<b>Goal Not Met</b>	Implement STEM activities more than once a week.  Get feedback from students on new types of

	documented by EZ Reports.					STEM related activities in which they would enjoy participating in efforts to minimize boredom and increase intellectual stimuli from new activities.
<b>Question #6:</b> Do the EES program participants actively engage in service-learning projects to help identify and address community needs?	<b>Goal 6: Provide service-learning opportunities</b> <b>*Objective 6:1:</b> 70% of program students who attend 90+ hours will participate in 1 service-learning project each semester during the school year and 1 project during summer programming to help address community needs, as documented by EZ Reports	“Beat Auburn Beat Hunger” Fall Service-Learning Project  Recycling Spring Service-Learning Project  Trash Clean Up Summer Service Learning Project	<b>Goal Not Measurable</b>  This goal was not measurable because activities/hours spent doing them were not documented in EZ Reports during the 2022-2023 academic year.	The Participant Attendance by Activity report was received on 09/21/2023.	<b>Goal Not Measurable</b>	Continue conducting service-learning projects and document activities/hours in EZ.

## **7.0 Other Findings**

### **Adherence to the grant application**

The EES Afterschool Program offered all the services stated during the regular school year. The program served a majority of the proposed number of students because parents needed a safe, structured environment for their children after school. Jr. PATS partnered with a number of community agencies to provide services to participants and their families. In addition to academic enrichment and academic support (homework assistance, reading/math remediation), students in the program participated in numerous enrichment activities, including STEM activities, computer, character education/life skills development, mentoring program, recreational/wellness/enrichment activities, and themed activities (environment, careers, financial literacy, etc.) among others.

Students also participated in three service-learning projects. The program offered family events for parents/guardians and family members of the program students.

### **Qualitative Findings**

#### **Observation Visits**

In addition to the quantitative data obtained during the observation visits, qualitative observations were made that were not captured in the report. During the spring visit, the students were getting along very well while playing in the gym together. Also, both of the teachers were actively engaging with students while they were playing in the gym.

#### **Focus Group Interviews**

Three focus group meetings were held this academic year. All three focus group meetings were conducted with a sample of students, program teachers, parents/guardians on May 9th, 2023. The parent/guardian focus group meeting was conducted with 3 parents/guardians. All 3 participants stated the program has benefited their children academically and socially.

The student focus group meeting was conducted with 4 students. When asked what they liked most about the program, all participants stated they liked playing in the gym with others, and one participant added getting help with homework. When asked what they wanted to change most about the program, participants stated: more gym time, more gym equipment, longer program hours, and the last participant stated she wished the other kids were better behaved.

The staff focus group meeting was conducted with 2 teachers. When asked about the challenges in the program, both participants stated that the students' attention spans have decreased since Covid and that continues to be an issue. When asked about the program successes, both participants stated that program attendance has improved.

### **Limitations and Questions that could not be answered:**

The only indicated limitation could be the low participation rate in the parent and teacher focus groups. Focus groups can be time consuming and do not always fit in with the schedules of working parents. The teachers' focus group was small because there were only 2 teachers available for the focus group with both participating. Another possible limitation of the parent focus group was that the parents/guardians were recruited during a family event and there is a possibility that the opinions of the participants may differ from the attitudes and opinions of parents/guardians who do not attend family events.

Goal #6 (Service-Learning) was the only unmeasurable goal/objective that could not be answered. It was not measurable because the service-learning activities/hours spent doing them were not documented in EZ Reports during the 2022-2023 academic year. However, service-learning projects were conducted during all three semesters. During the fall service-learning project, 250 non-perishable food items were collected for the Beat Auburn/Beat Hunger food drive. During the spring service-learning project students collected and donated aluminum cans to be recycled. During the summer service-learning project, students picked up trash and helped clean up outside around the school grounds.

### **8.0 Summer Program**

#### **8.1 Overview of the Summer Program**

**Table 8.3 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	23	5	22.5

#### **8.4 Summer Staffing**

- Paid Staffing:
  - Teachers (4)
  - Assistants (1)
  - Site Coordinator (1)
  - Program Director (1)
  
- Staffing Ratio: Ratios varied according to the activity scheduled.
  - 1:8-15

**Table 8.5 Summer Activities**

<b>Activity/Description</b>	<b>Type of Activity</b>	<b>Target Population</b>	<b>Frequency of Activity</b>	<b>Partner (If applicable)</b>
<b>STEM:</b> Hands-on, interactive activities tied to the different STEM areas	College and Career Readiness STEM Literacy	All students	Three times a week	
<b>Structured Physical Activity:</b> Students participated in outdoor sports.	Healthy and Active Lifestyle Enrichment	All students	4 times a week	
<b>Academic/Reading &amp; Math Remediation:</b> Students practiced grade level/basic reading comprehension and math skills to reinforce them to lessen the summer slide in learning.	Math Literacy Reading Literacy College and Career Readiness	All students	Once a week	
<b>Arts Education/Art:</b> Students applied creativity skills to arts/crafts projects.	Well-rounded Education Activity Enrichment	All students	Once a week	
<b>Life/Safety Skills:</b> Students learned ways to navigate safely in the real world, i.e. basic first aid, hygiene, parents' contact information, etc.	Well-rounded Education Activity Enrichment	All students	Three times a week	
<b>Themed Activities:</b> 21 <sup>st</sup> CCLC literacies, i.e. environmental, career, financial, nutrition, etc.	Well-rounded Education Activity Enrichment Life Skills	All students	Twice a week	
<b>Cultural Education:</b> Students learned about cultures around the world with a focus on holidays.	Well-rounded Education Activity Enrichment	All students	Once a week	
<b>Fieldtrips</b> <b>McWane Science Center:</b> Students explored and experienced the four	Enrichment Well-rounded Education Activity College & Career Readiness	All students	Once 6/7/23	McWane Science Center

levels of exhibits at McWane that provide hands-on, interactive activities and demonstrations in STEM areas.	STEM Literacy			
<b>Burritt on the Mountain:</b> Students explored the Burritt mansion/museum, park, and surrounding buildings to learn Alabama history for this area of Huntsville. By exploring the preserved buildings and taking part in several interactive activities designed to showcase life in early Alabama, students gained a better understanding of the many differences that separate that time period from the world of today.	Enrichment Well-rounded Education Activity College & Career Readiness	All students	Once 7/5/23	Burritt on the Mountain
<b>Oak Mtn. State Park, Birds of Prey, Flipside:</b> An enrichment opportunity to build knowledge of animals and habitats with hands-on, real life experiences and interactions with birds of prey. This trip challenges students to examine what responsibilities people have to protect birds of prey and the environments they live in. Students practiced team building skills in the aqua sessions at Flipside.	Enrichment Well-rounded Education Activity College & Career Readiness STEM Literacy Character Education Team Building	All students	Once 6/16/23	Oak Mtn. State Park/ Alabama Birds of Prey Flipside
<b>Dauphin Island Sea Lab:</b> An enrichment opportunity to build on knowledge of animals and	Enrichment Well-rounded Education Activity	All students	Once 6/28/23	Dauphin Island Sea Lab

habitats with hands-on, real-life experiences and interactions with the ocean and sea life. This trip challenges students to examine what responsibilities people have to protect the animals and the environments they live in.	College & Career Readiness STEM Literacy			
<b>Montgomery Zoo:</b> Enrichment opportunity for students to build on knowledge of animals/habitats with hands-on, real-life experiences and interactions with animals to challenge students to examine what responsibilities people have to protect the animals and their environments.	Enrichment Well-rounded Education Activity College & Career Readiness STEM Literacy	All students	Once 6/21/23	Montgomery Zoo

**9.0 Summer Demographics** Summer program served 2022-2023 rising 2<sup>nd</sup> graders who did not have to attend their school's Summer Literacy Program along with 2023 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> graders. Englewood's Summer Literacy Program served 2022-2023 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> graders.

**Table 9.1 Participant Attendance**

Prek - 5th Grade	Total
3 <sup>rd</sup> grade	29
4 <sup>th</sup> grade	19
5 <sup>th</sup> grade	14
<b>Total</b>	62

**Table 9.2 Grade Levels by Hour Band**

Attendance - Pre-K - 4th Grade							
Grade Level	Less than 15 hours	15 – 44 hours	45 – 89 hours	90 – 179 hours	180 – 269 hours	270 hours or more	Grade Level Totals
3 <sup>rd</sup> grade	0	1	3	25	0	0	29
4 <sup>th</sup> grade	0	0	1	18	0	0	19
5 <sup>th</sup> grade	0	0	1	13	0	0	14
Hour Band Total	0	1	5	56	0	0	62

**Table 9.3 Race & Ethnicity**

Race & Ethnicity	Total PreK-4th
American Indian or Alaska Native	0
Asian	1
Black or African American	59
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	2
Two or More Races	0
Data Not Provided	0

**Table 9.4 Participant Gender**

Gender	Total PreK-4
Male	19
Female	43
Data Not Provided	NA

The APR Report also asked for data about how many ESL and Special Needs students are served. If the sites are collecting this data (which we can encourage them to do by filling in that section of the Student profile, this can also be included in the demographic data of the Final Report.

**Table 9.5 Population Specifics**

Category	Total PreK-4
Students who are English learners	0
Students who are economically disadvantaged	52
Family members of participants served	53

## **10.0 Adherence to the Grant Application**

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

## **11.0 Results and Recommendations for the Summer Program**

This evaluation aimed to evaluate whether students showed an increased interest in Science, Technology, Technology, Engineering, and Math (STEM) activities after participating in the summer program. This evaluation also measured whether students participated in the summer service-learning project. Both these objectives were met during 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. Also, program students helped clean up trash outside on the school grounds during the summer service-learning project. It is recommended that fieldtrips continue because the students benefit from the educational-based environmental stimuli that is outside of the school campus. It is recommended that service-learning projects continue because it helps improve social skills during the summer months.

## **12.0 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.

Findings suggest that, although there were setbacks since the 2021-2022 academic year, the program is making progress in achieving in meeting the academic goals and objectives. The program has shown improvements in academics compared to the prior academic year. Documentation seemed to be the main challenge this academic year. Although service-learning projects were conducted during all 3 semesters, the hours spent on them were not documented in EZ Reports. It is recommended that measures are set into place that ensure activities hours are properly uploaded into EZ Reports.

**13.0 Appendices**

**Appendix A - Signature Page**

Reviewed by  Position: Program Director Date: 9-30-2023

External Evaluator Signature:  Date: 9-30-2023

## **Appendix B - Observation Instruments (Fall, Spring, and Summer)**

# Overall Program Ratings & Impressions

Site ID: Englewood Elementary Observer ID: Brad Barber Date: 11-4-2022

(To be completed at the end of your observation visit)

## Locations Observed (check location(s) that apply)

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Off-Site
- Other (please describe)

A. Program Space Supports Goals of Programming	Rating
<p><b>1. Books, games and other program equipment are in good working condition.</b>  <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i></p>	1 2 3 4
<p><b>2. The environment is conducive to learning.</b>  <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i>  <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i></p>	1 2 3 4
<p><b>3. Space is well organized.</b>  <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i>  <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i></p>	1 2 3 4
<p><b>4. If program has own space, the indoor space reflects the work of children and youth.</b>  <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i>  <i>1=No youth products or artwork are displayed.</i></p>	1 2 3 4 N/A
<p><b>5. If program has own space, materials reflect a wide variety of youth experiences (abilities, cultures, ethnicities, races and/or religions).</b>  <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i>  <i>1=Visible materials do not reflect a diversity of backgrounds.</i></p>	1 2 3 4 N/A
<p><b>6. The space is accessible for all youth and staff.</b>  <i>1= Youth are excluded from activity due to limitations in environment</i></p>	1 2 3 4 N/A
<p><b>7. Staff can communicate with youth and/or their families in their home language(s).</b>  <i>1 = Staff can not communicate with youth and families.</i></p>	1 2 3 4 N/A

### Field Notes:

Classroom space was limited and students appeared to be cramped

### Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

**I=:** Anchor and/or (Example) of a "1" rating

### Rating Scale:

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

1

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program. October 2003. Revised October 2012 with generous funding from the WF Grant Foundation.

# Overall Program Ratings & Impressions

Site ID: \_\_\_\_\_

Observer ID: \_\_\_\_\_

Date: \_\_\_\_\_

*(To be completed at the end of your observation visit)*

**Important Note:** Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

B. Overall Ratings of Program Schedule & Offerings	Rating
<p>1. <b>Program pace is relaxed and flexible.</b>                      (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.)  <i>1=Program pace is very rushed and rigid.</i></p>	<p>1 2 <b>3</b> 4</p>
<p>2. <b>Program day flows smoothly, is organized.</b>                      (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.)  <i>1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</i></p>	<p>1 2 3 <b>4</b></p>
<p>3. <b>Program offers youth a balance of activities, variety of experiences.</b>                      (Ex: Both structured and unstructured time, quiet and active times, social and private times.)  <i>1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</i></p>	<p>1 2 3 <b>4</b></p>
<p>4. <b>Program offers youth a balance of instructional approaches.</b>                      (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.)  <i>1=Only one instructional approach was observed. (Ex: All adult directed.)</i></p>	<p>1 2 3 <b>4</b></p>
<p>5. <b>Program day offers a balance of group sizes.</b>                      (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.)  <i>1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</i></p>	<p>1 2 3 <b>4</b></p>

Field Notes:

**Item Format**

**Bold:** Anchor and/or (Example) of a "4" rating

**I=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

2

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program. October 2003. Revised October 2012 with generous funding from the WT Grant Foundation.

# Overall Program Ratings & Impressions

Site ID:

Observer ID:

Date:

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment	Rating
<p><b>1. Staff-youth interactions are positive and respectful.</b>                      (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.)                      1=Staff-youth interactions are often tense, negative and unfriendly.</p>	1 2 3 (4)
<p><b>2. Staff apply rules equitably and consistently.</b>                      Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth.                      1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</p>	1 2 3 (4)
<p><b>3. Staff are respectful and supportive of one another, cooperate with one another.</b>                      (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.)                      1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</p>	1 2 3 4 NA: Staff interaction was not observed during visit.
<p><b>4. Youth are kind, respectful and inclusive of each other.</b>                      Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured)                      1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</p>	1 2 3 (4)
<p><b>5. When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.</b>                      (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.)                      1=When minor conflicts occur, tensions escalate even with adult intervention.</p>	1 2 (3) (4) N/A
<p><b>6. When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</b>                      Staff intervene quickly and facilitate youth-youth conflict resolution.                      1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</p>	1 2 (3) 4 N/A

Field Notes:

**Item Format**

**Bold:** Anchor and/or (Example) of a "4" rating

**1=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True 3-Mostly True 4-Very True

3

Developed by Beth M. Miller & Wendy B. Surr, National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College in partnership with the Massachusetts Department of Elementary and Secondary Education 21st Century Community Learning Center Program, October 2003. Revised October 2012 with generous funding from the WT Grant Foundation.

Reviewed by

A handwritten signature in blue ink that reads "Rene Jones". The signature is written in a cursive style with a horizontal line underneath the name.

Position: Program Director Date: 11-4-2022

External Evaluator Signature:

A handwritten signature in blue ink that reads "Brad Barber". The signature is written in a cursive style with a horizontal line underneath the name.

Date: 11-4-2022

# Transition Time

Site ID: Englewood Elementary Observer ID: Brad Barber Date: 5-9-2023

Start Time 3:00  
End Time 3:10

### Location of Transition Time

(check location(s) that apply)

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)

Observed Number of staff 3  
Number of youth 41  
Entire transition time  Yes  No

### Brief Description of Transition Time

Students transitioned from snack time in the cafeteria to physical activities in the gym.

Transition Time Items	Rating
<b>1 Staff clearly communicate when it is time for a transition, and what they would like the youth to do.</b> Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.) 1=Staff provide little or no direction (when it is clearly needed).	1 2 3 <b>4</b> N/A
<b>2 Transitions run smoothly; youth know the routine.</b> 1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)	1 2 3 <b>4</b>
<b>3 Transitions are handled quickly.</b> (Ex: Youth move to the next activity within 2-3 minutes.) 1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)	1 2 <b>3</b> 4
<b>4 Staff interactions (manner, affect, tone) with youth are positive and supportive.</b> 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.	1 2 3 <b>4</b>
<b>5 Staff treat youth respectfully and assume best intentions.</b> (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view.) 1=Staff constantly correct, criticize, or reprimand youth.	1 2 3 <b>4</b>
<b>6 Staff use simple reminders and redirection to support positive behaviors.</b> Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations). 1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused: "How many times do I have to tell you not to...?")	1 2 3 <b>4</b>
<b>7 When addressing behavioral issues, staff use strategies that are developmentally appropriate.</b> 1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings).	1 2 3 4 <b>(N/A)</b>

Field Notes:

### Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

### Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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## Transition Time

Site ID: Englewood Elementary Observer ID: Brad Barber Date: 5-9-2023

### Notes:

It took 8 minutes for this transition because all the program students transitioned from the Cafeteria to the gym and there were only 3 teachers.

Reviewed by

A handwritten signature in blue ink that reads "Rene Jones". The signature is written in a cursive style with a horizontal line underneath the name.

Position: Program Director Date: 5-9-2023

External Evaluator Signature:

A handwritten signature in blue ink that reads "Brad Barber". The signature is written in a cursive style with a horizontal line underneath the name.

Date: 5-9-2023

# Activity Time

Site ID: Englewood Elementary Observer ID: Brad Barber Date: 6.6.2023

Activity Name: Art Class  
 Activity # \_\_\_\_\_

Location of Activity Time (check location(s) that apply)

- Classroom  Library
- Cafeteria  Off-Site (please explain)
- Gym  Other (please describe)
- Outdoors

Start Time 9:25 Minimum observation duration:  
 End Time 10:05 30 minutes or see Site Visit Plan

Observed Number of staff 1  
 Number of youth 14

Start of activity  End of activity  
 (check all that apply)

Type of Activity (check all that apply)

- Recreation/Choice
- Sports/Active Games
- Performing Arts/Music
- Games & Computer
- Academic Enrichment
- Arts & Crafts
- Tutoring/Targeted Skill-Building
- Community Service
- Skills Training
- Vocational Training
- Other (please describe) \_\_\_\_\_

Brief Description of Activity Time

Students draw and colored pictures.

Instructional Approach (check up to 3)

- Adult Led  Pairs
- Youth Led  Youth Work Independently
- Groups/Teams
- Other (please describe) \_\_\_\_\_

**Important Note:**

Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section in conjunction with the Activity Time section.

A. Organization of Activity	Rating
<b>1 Activities begin promptly.</b> (Ex: Youth wait less than 2-3 minutes.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 <b>4</b> N/A
<b>2 There are enough materials and supplies for the number of youth participating.</b> <i>1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)</i>	1 2 3 <b>4</b>
<b>3 Activity time is free from interruptions/distractions.</b> <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 <b>4</b>
<b>4 Staff create adjustments and accommodations for youth based on their experiences and needs.</b> (Ex: Youth with special needs, or English Language Learners are fully included) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 <b>N/A</b>

Field Notes:

**Item Format**

**Bold:** Anchor and/or (Example) of a "4" rating

**I=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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# Activity Time

Site ID: \_\_\_\_\_ Observer ID: \_\_\_\_\_ Date: \_\_\_\_\_

**Important Note:**

Observers should rate all Nature of Activity Items (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity).

B. Nature of Activity	Rating
<p><b>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time.</b>                      (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.)                      1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside.)</p>	1 2 <b>3</b> 4
<p><b>2 Activity is challenging, stimulates thinking.</b>                      Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.)                      1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</p>	1 2 3 <b>4</b>
<p><b>3 Activity offers youth choice and decision-making.</b>                      Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences.                      1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)</p>	1 2 3 <b>4</b>
<p><b>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.</b>                      Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.)                      1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)</p>	1 2 3 <b>4</b>

Field Notes:

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

**1=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

17

Gr. K-8, rev. Fall 2019

# Activity Time

Site ID: \_\_\_\_\_ Observer ID: \_\_\_\_\_ Date: \_\_\_\_\_

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
<p><b>1 Staff are energetic, enthusiastic, and/or upbeat.</b>                      All staff show consistent positive energy and enthusiasm.  <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i></p>	1 2 3 <b>4</b>
<p><b>2 Staff help spark and sustain youth's interest and curiosity throughout the activity.</b>                      (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.)  <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i></p>	1 2 3 <b>4</b>
<p><b>3 Staff are actively engaged in activities with youth.</b>                      (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth.) Note: Staff may rotate through group giving youth time just with peers or by themselves.  <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i></p>	1 2 3 <b>4</b>
<p><b>4 Staff encourage youth to share control, responsibility, and decision-making.</b>                      Staff want youth to play an active role in organizing, leading and/or making important decisions about the activity.  <i>1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)</i></p>	1 2 3 <b>4</b>
<p><b>5 When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers.</b>                      Staff guide youth's thinking and help them develop problem solving skills. (Ex: Ask "how", "why", "what-if" questions, help youth brainstorm potential solutions.)  <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i></p>	1 2 3 <b>4</b> N/A
<p><b>6 Staff ask open-ended questions to facilitate youth reflection during the activity.</b>                      Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning.  <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i></p>	1 2 3 <b>4</b>
<p><b>7 At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity.</b>                      Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned.  <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i></p>	1 2 3 4 <b>N/A</b>

Field Notes:

**Item Format**

**Bold:** Anchor and/or (Example) of a "4" rating

**1=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

18

Gr. K-8, rev. Fall 2019

# Activity Time

Site ID: \_\_\_\_\_ Observer ID: \_\_\_\_\_ Date: \_\_\_\_\_

D. Staff Positively Guide Youth Behavior	Rating
<b>1 Staff closely supervise youth and activities.</b> Staff are watching youth all the time, prevent unsafe or address disruptive behavior. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 <b>4</b>
<b>2 Staff interactions with youth (manner, affect, tone) are positive and supportive.</b> <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	1 2 3 <b>4</b>
<b>3 Staff treat youth respectfully and assume best intentions.</b> (Ex: Staff pull youth aside to discuss their behavior in private; hear youth's point of view.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 <b>4</b>
<b>4 Staff are able to quickly and positively gain youth's attention and cooperation when needed.</b> <i>1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.</i>	1 2 3 <b>4</b>
<b>5 Staff are flexible in their management of youth.</b> (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i>	1 2 3 <b>4</b>
<b>6 Staff use simple reminders and redirection to support positive behavior.</b> Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to...?")</i>	1 2 3 <b>4</b>
<b>7 When addressing behavioral issues, staff use strategies which are developmentally appropriate.*</b> <i>1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)</i>	1 2 3 4 <b>N/A</b>

Field Notes:

**Item Format**

**Bold:** Anchor and/or (Example) of a "4" rating

**1=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

19

Gr. K-8, rev. Fall 2019

# Activity Time

Site ID: \_\_\_\_\_ Observer ID: \_\_\_\_\_ Date: \_\_\_\_\_

E. Staff Build Relationships & Support Individual Youth	Rating	
<p><b>1 Staff engage in friendly exchanges (chats) with youth.</b>            Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth—inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.)  <i>1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</i></p>	1 2 3 <b>4</b>	(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns.)
<p><b>2 Staff encourage individual youth.</b>            (Ex: "I like your thinking." "I noticed that you are really taking your time on this project" "You can do it—give it another try.")  <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i></p>	1 2 3 <b>4</b>	
<p><b>3 Staff exhibit appropriate, professional conduct around youth.</b>  <i>1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)</i></p>	1 2 3 <b>4</b>	
<p><b>4 Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time.</b>            (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.)  <i>1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</i></p>	1 2 <b>3</b> 4	
<p><b>5 When youth need or ask for help, staff provide individualized assistance to youth.</b>            Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.)  <i>1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</i></p>	1 2 3 <b>4</b> N/A	
<p><b>6 When an individual youth is having a problem or is upset, staff pay attention and try to help them*.</b>            (Ex: When a youth has accidentally broken their project and is upset, staff offer comfort; stay and help youth calm down.)  <i>1= (Ex: Staff ignore or dismiss a youth who is crying.)</i></p>	1 2 3 4 <b>N/A</b>	

Field Notes:

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

**I=:** Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

20

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# Activity Time: Rating of Youth

Site ID: \_\_\_\_\_ Observer ID: \_\_\_\_\_ Date: \_\_\_\_\_

F. Youth Relations with Adults	Rating
<b>1 Youth show interest in staff; seek out positive contact/interactions.</b> (Ex: Youth show staff something they made, initiate friendly interactions.) 1=Youth actively avoid or ignore staff.	1 2 3 <b>4</b>
<b>2 Youth are cooperative with staff's requests or directions.</b> Youth comply or negotiate easily with staff. 1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)	1 2 3 <b>4</b>
<b>3 Youth listen (focus, pay attention) to staff.</b> (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) 1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)	1 2 3 <b>4</b>

Field Notes:

G. Youth Participation in Activity Time	Rating
<b>1 Youth are busy and engaged in conversation or activities.</b> All youth are included and constructively engaged throughout the activity. 1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)	1 2 3 <b>4</b>
<b>2 Youth follow program rules and behavioral expectations.</b> 1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)	1 2 3 <b>4</b>
<b>3 Youth appear in control; they regulate their behavior and energy to the environment.</b> During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. 1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity.)	1 2 3 <b>4</b>
<b>4 Youth help select, lead or contribute to the running of the activity.</b> Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up.) 1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)	1 2 3 <b>4</b>
<b>5 Youth are cognitively engaged and/or focused on solving problems.</b> (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) 1= Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)	1 2 3 <b>4</b>

Field Notes:

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating  
**1=:** Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

## Activity Time: Rating of Youth

Site ID:

Observer ID:

Date:

H. Peer Relations	Rating
<b>1 Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b> (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 <b>4</b>
<b>2 Youth listen (focus, pay attention) to each other.</b> (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating.)</i>	1 2 3 <b>4</b>
<b>3 Youth cooperate with each other.</b> (Ex: Share materials/space, help each other, take turns, compromise, problem solve.) <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	1 2 3 <b>4</b>

Field Notes:

### Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

*1=:* Anchor and/or (Example) of a "1" rating

### Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

22

Gr. K-8, rev. Fall 2019

## Activity Time

Site ID: Englewood Elementary Observer ID: Brad Barber Date: 6.6.2023

Students were praising each other on their paintings during the activity.

Reviewed by  Position: Program Director Date: 6-6-2023

External Evaluator Signature: 

## Appendix C – Lesson Plan

**I. ACADEMICS**

**1a. Quarterly Lesson Plans of enrichment,  
remediation and tutoring**

**Quarter 4 (April-May)**



21<sup>st</sup> CCLC Englewood Elementary Jr PATS After School Program 2022-2023

INSTRUCTIONAL UNIT:

Teacher: Ms. Harris

WEEK OF \_\_\_\_\_  
Grade Level(s): 4<sup>th</sup> + 5<sup>th</sup>

DATE 3-10-23

DAILY LESSON PLAN TITLE: \_\_\_\_\_

<b>Overview and Purpose:</b> <i>What will be learned? How is it useful?</i> - How to predict, connect w/ reading passage		<b>Education Standard:</b> <i>What standard is addressed or reinforced?</i>
<b>RFA Objective and/or State Standard #</b>	<b>Implementation</b>	<b>MATERIALS/RESOURCES</b>
<b>Prior Knowledge/Preparatory Activity</b>		<b>Materials Needed:</b> - hand out - pencil
<b>Assessment/Verification</b> 70% accuracy		<b>Other Resources:</b>
<b>Additional Information</b>		
<b>Activities:</b> Description: What is the activity and what will/did students do?	1. Students will read passage - Prediction - Make connection - create open-ended questions - visualization activity	<b>Additional Notes:</b>
<b>Follow-up Activity/Reflection</b>	check for comprehension by asking questions. - Have them explain their answer choice	
<b>Outcome / Evaluation</b>		

NOTES: Format can be used as Daily or Weekly Lesson Plan dependent on number of Objectives and/or number of Activities for each objective. Good idea to attach this to a Weekly Calendar.

Name: Alannah 17

Date: 2023

### THE BIRTHDAY SURPRISE

My name is Pete, and today is my birthday. I am so excited! I wake up early and jump out of bed as quick as a flash. I zoom down the stairs and run into the lounge room, where I see a pile of presents in the middle of the floor. There is also an enormous chocolate cake on the kitchen bench. I spend my morning unwrapping presents with my parents. I got a brand new bike and a cool school bag. In the afternoon my friends all arrive for my birthday party. There is a clown, a jumping castle, and lots of party food. We play many fun games like pass the parcel, pin the tail on the donkey, and musical chairs. Everyone is laughing and having a great time. At the end of the party, I get to hand out party bags to all my friends as they leave. My table is full of presents, and I can't wait to unwrap them all. That night my parents cook my favourite food, chicken schnitzel with chips and salad, and then we have leftover birthday cake for dessert.

I finally fall into bed with an enormous smile on my face. I am so exhausted, but I've had the best day ever, and I can't wait for my birthday next year!



PREDICTING - Do you think Pete will have a birthday party next year? Explain your answer using evidence.

Yes, because you have a birthday every year.

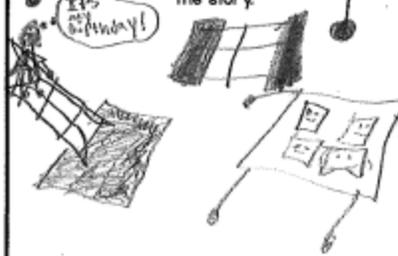
CONNECTING - Can you make a connection with the main character or any of the events in this story?

I can because my birthday is awesome to and really fun.

QUESTIONING - Write down three open-ended questions that you could ask the main character in this story.

- 1 How old are you turning?
- 2 When's your birthday?
- 3 What is chicken schnitzel?

VISUALISING - Draw a picture of the birthday party using the description in the story.



Name: Piphany

Date: \_\_\_\_\_

### THE BIRTHDAY SURPRISE

My name is Pete, and today is my birthday. I am so excited! I wake up early and jump out of bed as quick as a flash. I zoom down the stairs and run into the lounge room, where I see a pile of presents in the middle of the floor. There is also an enormous chocolate cake on the kitchen bench. I spend my morning unwrapping presents with my parents. I got a brand new bike and a cool school bag. In the afternoon my friends all arrive for my birthday party. There is a clown, a jumping castle, and lots of party food. We play many fun games like pass the parcel, pin the tail on the donkey, and musical chairs. Everyone is laughing and having a great time. At the end of the party, I get to hand out party bags to all my friends as they leave. My table is full of presents, and I can't wait to unwrap them all. That night my parents cook my favourite food, chicken schnitzel with chips and salad, and then we have leftover birthday cake for dessert. I finally fall into bed with an enormous smile on my face. I am so exhausted, but I've had the best day ever, and I can't wait for my birthday next year!



PREDICTING - Do you think Pete will have a birthday party next year? Explain your answer using

Yes, because everyone has a <sup>evidence</sup> birthday every YEAR.

CONNECTING - Can you make a connection with the main character or any of the events in this

I get presents on my <sup>story?</sup> birthday and I have delicious foods/desserts.

QUESTIONING - Write down three open-ended questions that you could ask the main character in this story.

- 1 when's your bday?
- 2 what is your fav gift?
- 3 how many gifts did you get

VISUALISING - Draw a picture of the birthday party using the description in the story.



## Appendix D - External Evaluator CV

### Curriculum Vitae

BRAD W. BARBER  
6532 Ash Hill Drive  
Tuscaloosa, AL 35405  
(205) 754-2665  
bwbarber1@crimson.ua.edu

### Education:

Doctor of Philosophy, School of Social Work  
University of Alabama, May 2020  
Dissertation: Attitudes and opinions toward stress-related support services among police  
in a Southern state: A qualitative study

Master of Criminal Justice  
University of Alabama, May 2013  
Thesis: Knowledge and attitudes toward HIV/AIDS and HIV law among probationers and  
parolees in Alabama

Bachelor of Business Management  
University of Memphis, July 2005

Associate of Business Administration  
Jackson State Community College, December 2003

### Professional Employment:

<b>Program Evaluator</b> (Tuscaloosa, AL) TUSCALOOSA'S ONE PLACE	2016 - Present
TRI-WIL, INC . (Woodstock, AL) <b>Executive Director</b> (2021 - 2023) <b>Program Consultant</b> (2007 - 2021) <b>Child Care Worker</b> (2005- 2007)	2005 - 2023
<b>Police Officer</b> (West Blocton, AL) WEST BLOCTON POLICE DEPARTMENT	2017 - 2023
<b>Probation/Parole Officer</b> (Tuscaloosa, AL) ALABAMA PAROLE BUREAU	2011 - 2020

<b>College Instructor</b> (Tuscaloosa, AL) SCHOOL OF SOCIAL WORK, UNIVERSITY OF ALABAMA	2015 - 2021
<b>Research Assistant</b> (Tuscaloosa, AL) SCHOOL OF SOCIAL WORK, UNIVERSITY OF ALABAMA	2015 - 2017
<b>Correctional Officer</b> (Centerville, AL) ALABAMA DEPARTMENT OF CORRECTIONS (ADOC)	2010 - 2011
<b>Police Officer</b> (Northport, AL) NORTHPORT POLICE DEPARTMENT	2007 - 2009
<b>Correctional Officer</b> (Whiteville, TN) HARDEMON COUNTY CORECTIONAL FACILITY	2002 - 2004

### **Publications:**

Herlihy, P. A., Rascati, J. N., & **Barber, B.** (2021). Best Practices in Working with Law Enforcement. *Journal of Employee Assistance*, 51(2), 28-31.

**Barber, B.** (2020). *Attitudes and opinions toward stress-related support services among police in a southern state: A qualitative study.* (Doctoral dissertation). Retrieved from <https://archive.hshsl.umaryland.edu/handle/10713/13626>

Yang, F., Maynard, Q. R., Young, S. R., Kenney, J. L., **Barber, B.**, Boltz, L., ... & Zhang, X. (2019). Qualitative research skills acquisition within social work doctoral education using project-based learning. *Qualitative Social Work*, 31(7), 844-854.

Lichtenstein, B., **Barber, B.**, & Partnership, T. W. A. A. O. (2016). A partnership approach to providing on-site HIV services for probationers and parolees: a pilot study from Alabama, USA. *Journal of the International AIDS Society*, 19(3), 1-7.

**Barber, B.** & Lichtenstein, B. (2015). Support for HIV Testing and HIV Criminalization among Offenders under Community Supervision. *Research in the Sociology of Health Care*, 33(1), 253-273.

Lichtenstein, B., & **Barber, B.** (2014). "Stigma, HIV Law, and HIV Testing Among Offenders Under Community Supervision". Book of Abstracts: World Congress of Sociology, XVIII International Sociological Association meeting, Yokohama, Japan.

**Barber B.** (2013). *Knowledge and attitudes toward HIV/AIDS and HIV law among probationers and parolees in Alabama.* (Master Thesis). Retrieved from <https://ir.ua.edu/handle/123456789/1783>

## **Presentations:**

**Barber, B.** (2019). Attitudes and opinions toward stress-related support services among police in a Southern state. Criminology Colloquium, University of Alabama, Department of Criminal Justice. Tuscaloosa, AL

Donnelly, E., & **Barber, B.** (2017). Finding first responders: Working with police, fire, and emergency medical professionals. Counsel of Social Work 63rd Annual Program Meeting, Dallas, TX.

**Barber, B.**, Bowman M., Yang, F., Arrington, J., Ellis, T., Smith, A., Steal, L., Nelson-Gardell, D. (2015). Extended Forensic Interviewing “On-the-Ground”: A Survey of Practitioners’ Descriptions. 31<sup>st</sup> International Symposium on Child Abuse, Huntsville, AL.

Lichtenstein, B. & **Barber, B.** (2014). Stigma, HIV Law, and HIV Testing among Offenders under Community Supervision. XVIII World Congress of Sociology, Yokohama, Japan.

**Barber, B.** (2013). Access to HIV Prevention Programs among Probationers and Parolees, Reentry Education and Linkages (REAL) Conference, Anniston, AL.

## **College Courses Taught:**

- Juvenile Delinquency, Undergraduate Course (Fall 2015 - Fall 2018)
- Child Welfare, Undergraduate Course (Spring 2016 and Spring 2017)
- History of Social Welfare, Undergraduate Course (Spring 2018)
- Social Work Research, Graduate Course (Spring 2021 and Summer 2021)
- Program Evaluation in Social Work, Graduate Course (Fall 2021)

## **Invited Guest Speaker Presentations**

Lecture on Alabama’s Probation Laws (Title 15), Joel Sogol’s Trial Advocacy II (Criminal Litigation) Class (LAW-604) School of Law, University of Alabama, 2014

Tactical Training and Experiences Responding to Emergencies as a SWAT and Riot Team Member, Christine Ivie’s Introduction to Law Enforcement Class (CJ-220), Department of Criminal Justice, University of Alabama, 2014

Working with Victims in Probation/Parole Work, Bethany Womack’s Introduction to Social Work Class (SW-100), School of Social Work, University of Alabama, 2014

Juvenile Delinquency, Christy Holt's Family and Child Welfare Class (SW-210), School of Social Work, University of Alabama, 2014

Social Work in the Criminal Justice Field, Bethany Womack's Introduction to Social Work Class (SW-100), School of Social Work, University of Alabama, 2013

Gender and Racial Dynamics among Probationers and Parolees, Dr. Ida Johnson's Seminar in Corrections Class (CJ-470), Department of Criminal Justice, University of Alabama, 2013

Job Duties of Alabama Probation and Parole Officers, Doug Klutz's Criminal Theories Class (CJ-300), Department of Criminal Justice, University of Alabama, 2013

Crisis Intervention, Dr. Danielle Molina's Helping and Advising Class (AHE-591), Department of Education, University of Alabama, 2013

### **Independent Study Research Projects**

Extended Forensic Interviewing  
Supervisor: Dr. Nelson-Gardell, School of Social Work  
University of Alabama, 2014 - 2015

Probation Revocation Characteristics and Social Demographics  
Supervisor: Dr. Ida Johnson, Department of Criminal Justice  
University of Alabama, 2012

### **Memberships and Certification Credentials:**

Crisis Prevention Intervention (CPI) Instructor Certification, Crisis Prevention Institute, 2021

Police Academy Instructor Certification in Stress Management: Alabama Peace Officers Standards and Training Commission, Tuscaloosa Alabama Police Academy, 2015

Motivational Interviewing, Alabama Law Enforcement Academy, 2015

Certificate in Active Shooter Training  
Alabama Peace Officers Standards and Training Commission, 2014

Media and Public Relations in Police Work  
Tuscaloosa Police Academy, 2014

Member of the Corrections Emergency Response Team (CERT), Alabama Department of Corrections, 2010-2011

Alabama Corrections Academy Certification, 2010

SWAT Nighthawk Certification, Alabama State Trooper Academy, 2009

Member of the Northport Alabama Police Tactical Response Unit, 2008-2009

APOST Certification: Alabama Peace Officers Standards and Training Commission, Tuscaloosa Alabama Police Academy, 2007

Impact Certification in Residential Child Care, Tri-Wil Inc., 2006

Crisis Prevention Intervention (CPI) Certification, Tri-Wil Inc., 2006

Member of the Special Operations Response Team (SORT), Corrections Corporation of America, 2003-2004

Correctional Officer Certification, Corrections Corporation of America (Hardeman County Correctional Facility), 2002

### **Professional and Academic Awards**

Doctoral Candidate Teacher of the Year Award, School of Social Work, University of Alabama, 2018

One of three finalists in the annual Sociologist AIDS Network (SAN) Scholarly Activity Award. "Are HIV laws a Barrier to HIV Control? Knowledge and Attitudes Toward HIV Criminalization and HIV Testing among Probationers and Parolees in a Southern State", 2013

Top Gun Marksmanship Award, Bibb County Correctional Facility: Alabama Department of Corrections, 2011

Top Gun Marksmanship Award, Bibb County Correctional Facility: Alabama Department of Corrections, 2010

Sharp Fitness Award, Tuscaloosa Police Academy (Class 07-02), ranked 1<sup>st</sup> place in physical fitness out of 37 graduates, 2007.

Appreciation for Outstanding Service to the Special Operations Response Team (SORT) Award, Hardeman County Correctional Facility, 2003

Appendix E – Staff Development Training



**21st CCLC Professional Development**

August 1, 2022 – July 31, 2023

*All 21st CCLC Employees Are Required a Minimum of 10 Hours of Professional Development*

**Grantee:** Tuscaloosa's One Place

**Site:** Buhl, Collins, Englewood, Matthews

**Employee:** Rene Jones

**Title:** Program Director

DATE	Title of Professional Development/Training	Provider	Description of Profession Development / Training	Total Hours
10/6/22	Virtual Nuts & Bolts Training	SDE	21st CCLC Programming Orientation	7.5
10/18/22	Nuts & Bolts 2 In-person Training	SDE	Y4Y Orientation, Monitoring	5
12/5/22	EZ, GRPA, eGAP	TPI	Orientation on those three areas	2
12/6/22	Lesson Planning	SDE, Janie Browning	Effective Program Planning	2
12/7/22	Operations Manual	SDE, Attorney	Policies/Procedures/Edgar	2
12/8/22	Financial Planning/Accountability	SDE, Attorney	Day 2 Attorney	1
12/13/22	Cohort 15 Quarterly Zoom	Paige Runnion	Dos and Don'ts for monitoring	.5
1/9/23	Office Hours	SDE	Cognia Dos and Don'ts	1
1/10/23	RFA 1, 2, 4, 5, 10, 11, 12, 13	SDE	Explanation of these components compared to monitoring document	2
1/17/23	RFA 5, 6, 7, 8, 20	SDE	Explanation of these components compared to monitoring document	2
1/24/23	RFA 18, 20	SDE	Explanation of these components compared to monitoring document	2
2/8/23	21st Century Mtg. ACEA	SDE	Makeup 1/31 training/mtg. w/TA	3
2/8-2/10/23	ACEA Conference	ACEA	[REDACTED]	15.75

Rene Jones  
Employee Signature

TOTAL HOURS 46.25  
2/13/23 Date



**21<sup>ST</sup> CCLC PROFESSIONAL DEVELOPMENT**

**August 1, 2022 – July 31, 2023**

*All 21<sup>st</sup> CCLC Employees Are Required a Minimum of 10 Hours of Professional Development*

**Grantee: Tuscaloosa's One Place**

**Site: Englewood Elementary School**

**Employee: Shirlene Harris**

**Title: Program Teacher**

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
8/9/22	Staff Orientation Mandatory Training: Safety, Purchasing Timekeeping, Early Checkouts	Reagan Colburn	21 <sup>st</sup> CCLC Required Training	1.5
8/6/22	Mental Health Awareness Training	TCSS	Mental Health Awareness Training	20 min
8/22/22	Mental Health Awareness Training	TCSS	Mental Health Awareness Training	20 min
8/12/22	Youth suicide Awareness, Prevention & Postvention	TCSS	Youth suicide: Awareness, Prevention & Postvention	39 min
8/16/22	Sexual Harassment: Student Issues & Response	TCSS	Sexual Harassment: Student Issues & Response	36 min
8/5/22	Seizure First Aid	TCSS	Seizure First Aid	12 min
8/5/22	Medication Admin.	TCSS	Medication Admin.	26 min
8/5/22	Health Emergencies	TCSS	Health Emergencies	13 min
8/16/22	Faculty & Staff Response to a Student in Crisis	TCSS	Faculty & Staff Response to a Student in Crisis	30 min
8/5/22	Employee/Volunteer Sexual Misconduct	TCSS	Employee/Volunteer Sexual Misconduct	10 min
8/5/22	Child Abuse: Mandatory Reporting	TCSS	Child Abuse: Mandatory Reporting	24 min
8/5/22	ALSD E Diabetes Training Presentation	TCSS	ALSD E Diabetes Training Presentation	10 min
			<b>TOTAL HOURS</b>	

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date





**21<sup>ST</sup> CCLC PROFESSIONAL DEVELOPMENT**

August 1, 2022 – July 31, 2023

All 21<sup>st</sup> CCLC Employees Are Required a Minimum of 10 Hours of Professional Development

Grantee: Tuscaloosa's One Place

Site: Englewood Elementary School

Employee: Reagan Colburn

Title: Site Coordinator

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
10/6/22	Fall Conference Zoom	SDE	Financial, EZ, GRPA, Evaluation	5.5
10/12/22	Fall Conference ASU	SDE	Compliance, Lesson Plans, Close-outs, Nutrition, TAs	7
10/11/22	Mandatory Reporting	SDE	Who/ how to report suspected abuse, recognizing signs	1.5
12/15/22	Zoom	SDE	EZ, GPRA, & GAP	2
12/16/22	Zoom	SDE	Lesson Planning	2
12/17/22	Zoom	SDE	Operations Manual	2
12/18/22	Zoom	SDE	Financial Planning	2
1/10/23	Zoom	SDE	Accountability, Guided Planning, Safety, Transportation Etc.	2
<b>TOTAL HOURS</b>				<b>24</b>

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date







**21<sup>ST</sup> CCLC PROFESSIONAL DEVELOPMENT**

**August 1, 2022 – July 31, 2023**

*All 21<sup>st</sup> CCLC Employees Are Required a Minimum of 10 Hours of Professional Development*

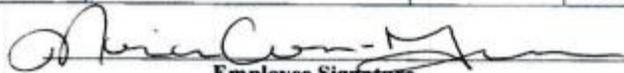
**Grantee: Tuscaloosa's One Place**

**Site: Englewood Elementary School**

**Employee: Monica Cooper-Turner**

**Title: Program Teacher**

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
	Staff Orientation Mandatory	Reagan Colburn	21 <sup>st</sup> CCLC Required Training	1.5
	Training: Safety, Purchasing			
	Timekeeping, Early Checkouts			
8/10/22	Employee/Volunteer Sexual Misconduct	TCSS	Employee/Volunteer Sexual Misconduct	10 min
"	Copyright Infringement	"	Copyright Infringement	26 min
8/9/22	Child Abuse: Mandatory Reporting	"	Child Abuse: Mandatory Reporting	24 min
8/9/22	Bloodborne Pathogen Exposure Prevention	"	Bloodborne Pathogen Exposure Prevention	17 min
"	ALSDE Diabetes Training Presentation	"	ALSDE Diabetes Training Presentation	10 min
"	AED	"	AED	22 min
8/10/22	Youth Suicide: Awareness, Prevention & Postvention	"	Youth Suicide: Awareness, Prevention & Postvention	39 min
8/11/22	TCSS Policies for Annual Review	"	TCSS Policies for Annual Review	20 min
"	TCSS Mental Health Awareness Training	"	TCSS Mental Health Awareness Training	20 min
"	TCSS Employee Handbook	"	TCSS Employee Handbook	2 hr
"	Sexual Harassment: Student Issues & Response	"	Sexual Harassment: Student Issues & Response	36 min
			<b>TOTAL HOURS</b>	<b>7.2 hr</b>

  
Employee Signature

9/29/23  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date





**21<sup>ST</sup> CCLC PROFESSIONAL DEVELOPMENT**

**August 1, 2022 – July 31, 2023**

*All 21<sup>st</sup> CCLC Employees Are Required a Minimum of 10 Hours of Professional Development*

**Grantee: Tuscaloosa's One Place**

**Site: Englewood Elementary School**

**Employee: Lisa Kennedy**

**Title: Program Teacher**

DATE	TITLE OF PROFESSIONAL DEVELOPMENT/ TRAINING	PROVIDER OF PROF. DEV./ TRAINING	DESCRIPTION OF PROFESSIONAL DEVELOPMENT/TRAINING	TOTAL HOURS
	Staff Orientation Mandatory	Reagan Colburn	21 <sup>st</sup> CCLC Required Training	1.5
	Training: Safety, Purchasing			
	Timekeeping, Early Checkouts			
8/4/22	AED	TCSS	AED	22min
9/7/22	ALSDE Diabetes Training Presentation	"	ALSDE Diabetes Training Presentation	10min
9/7/22	Bloodborne Pathogen Exposure Prevention	"	Bloodborne Pathogen Exposure Prevention	17min
9/10/22	Child Abuse: Mandatory Reporting	"	Child Abuse: Mandatory Reporting	24min
9/10/22	Copyright Infringement	"	Copyright Infringement	26min
9/10/22	Employee/Volunteer Sexual Misconduct	"	Employee/Volunteer Sexual Misconduct	10min
9/10/22	Faculty & Staff Response to a Student in Crisis	"	Faculty & Staff Response to a Student in Crisis	30min
9/10/22	Health Emergencies	"	Health Emergencies	13min
9/10/22	Medication Admin.	"	Medication Admin.	20min
9/10/22	Seizure First Aid	"	Seizure First Aid	12min
9/10/22	Sexual Harassment: Staff-to-Staff	"	Sexual Harassment: Staff-to-Staff	17min
			<b>TOTAL HOURS</b>	<b>4.85 hr</b>

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

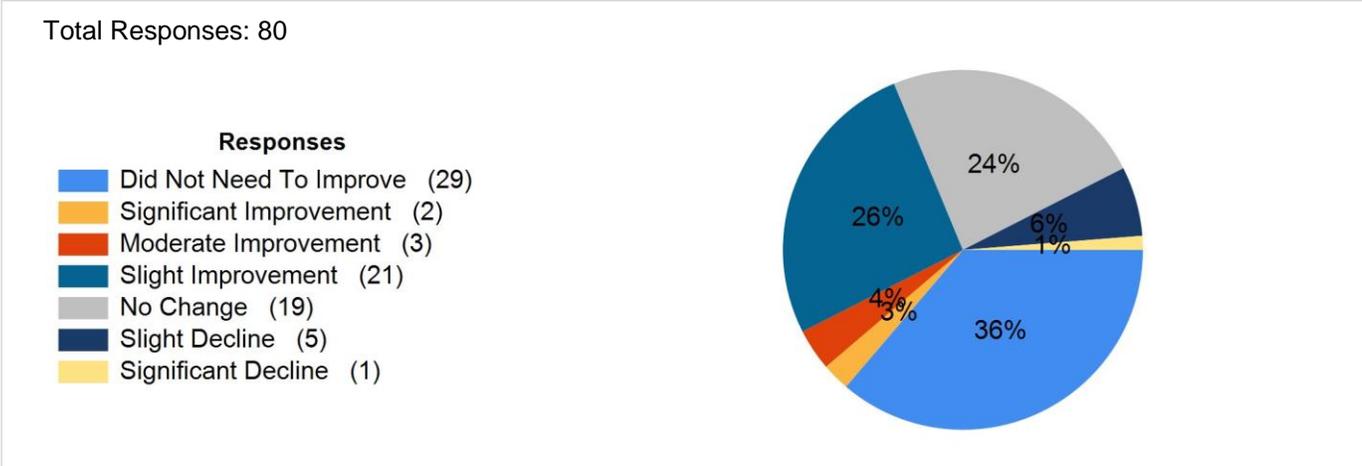
\_\_\_\_\_  
Date



**Appendix F – Teacher, Parent/Guardian, and Student Surveys**

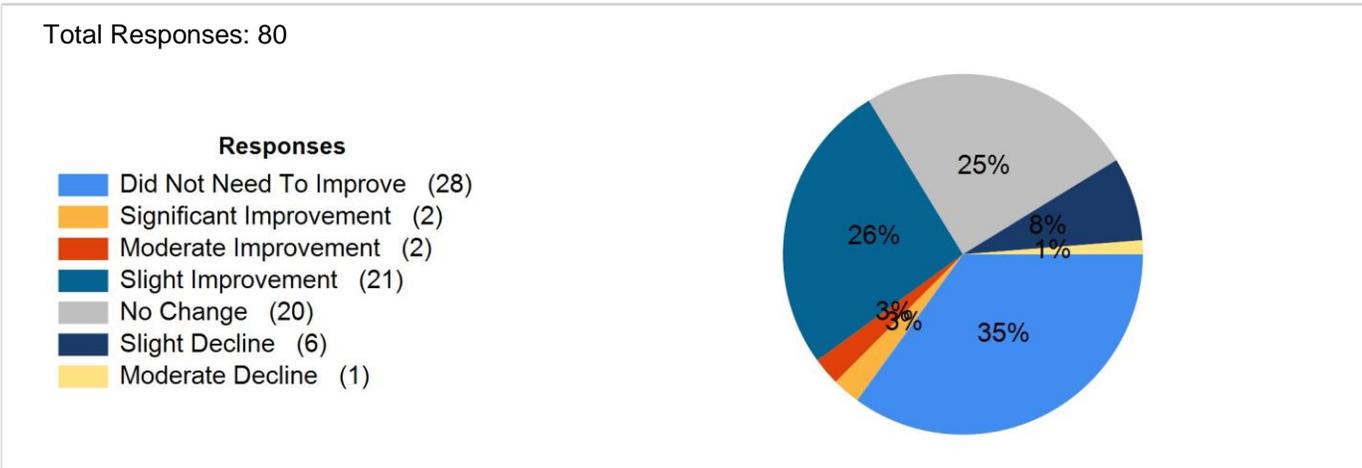
1. Turning in his/her homework on time.

Response Type: Mandatory - Select one response



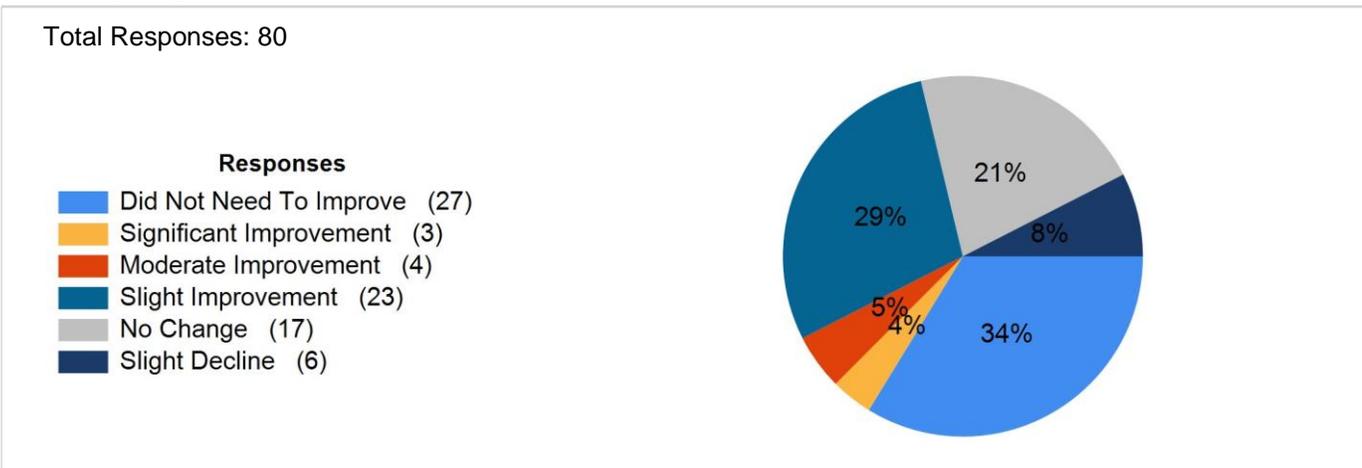
2. Completing homework to your satisfaction.

Response Type: Mandatory - Select one response

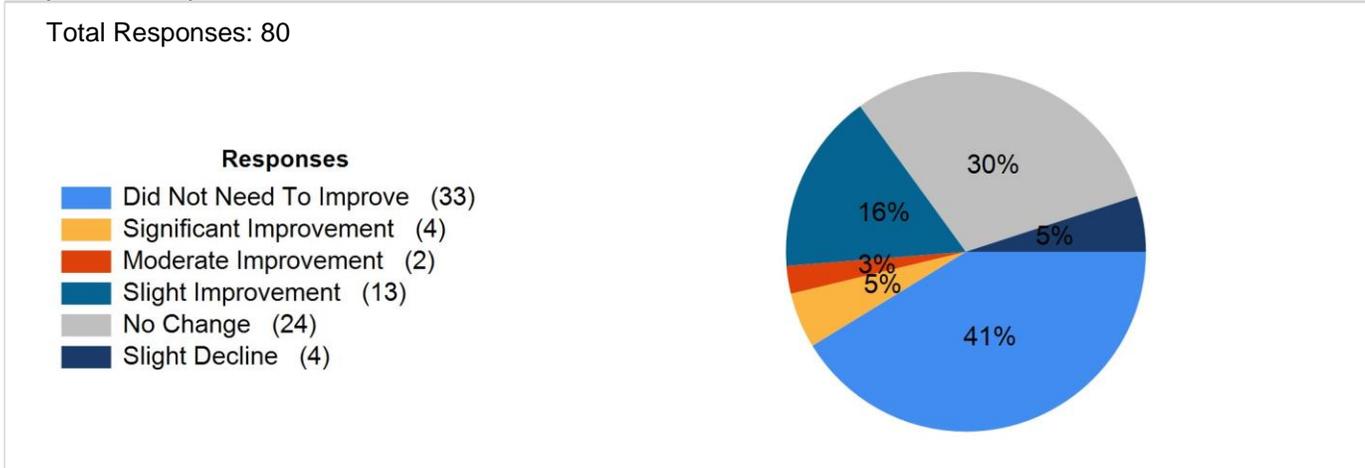


3. Participating in class.

Response Type: Mandatory - Select one response

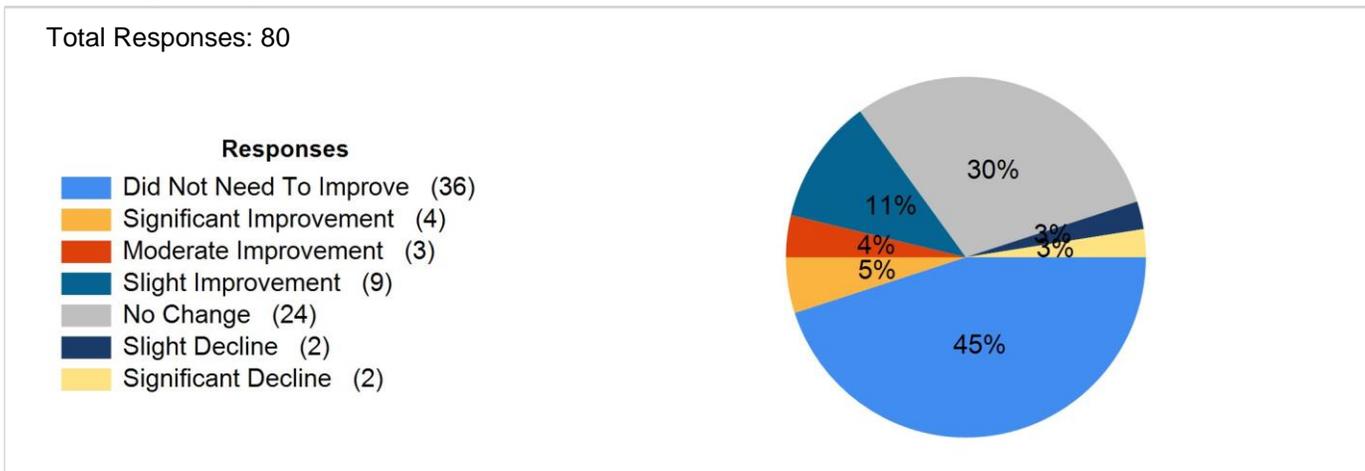


4. Volunteering (e.g., for extra credit or more responsibilities).



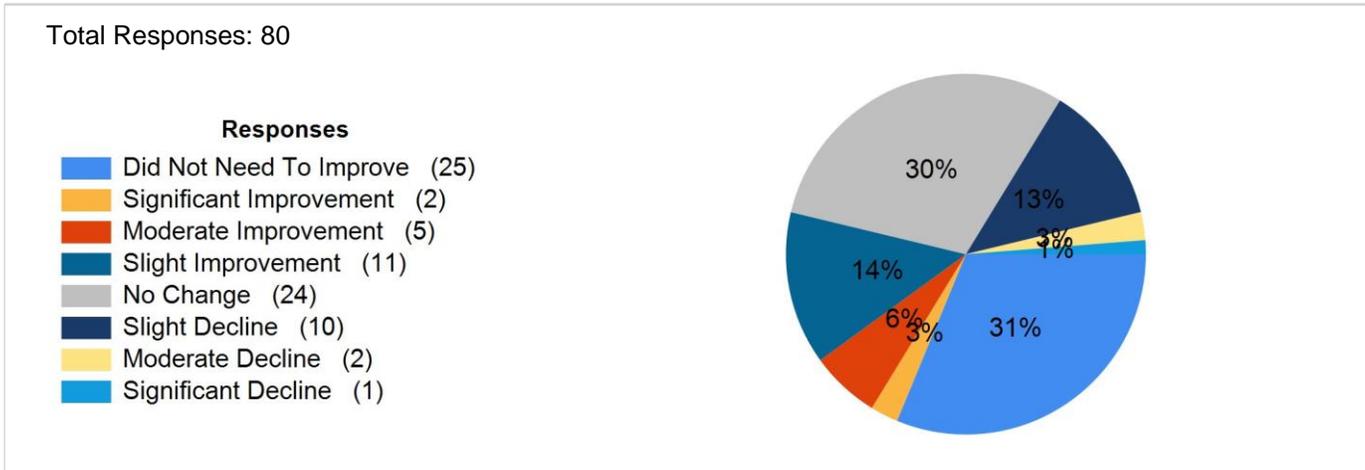
5. Attending class regularly.

Response Type: Mandatory - Select one response



6. Being attentive in class.

Response Type: Mandatory - Select one response

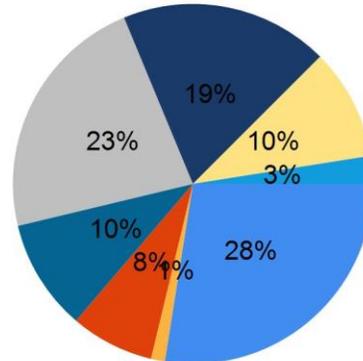


7. Behaving well in class.

Total Responses: 80

**Responses**

- Did Not Need To Improve (22)
- Significant Improvement (1)
- Moderate Improvement (6)
- Slight Improvement (8)
- No Change (18)
- Slight Decline (15)
- Moderate Decline (8)
- Significant Decline (2)



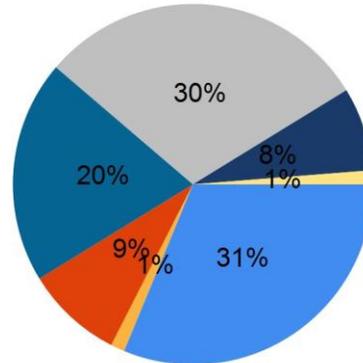
8. Academic performance.

Response Type: Mandatory - Select one response

Total Responses: 80

**Responses**

- Did Not Need To Improve (25)
- Significant Improvement (1)
- Moderate Improvement (7)
- Slight Improvement (16)
- No Change (24)
- Slight Decline (6)
- Moderate Decline (1)



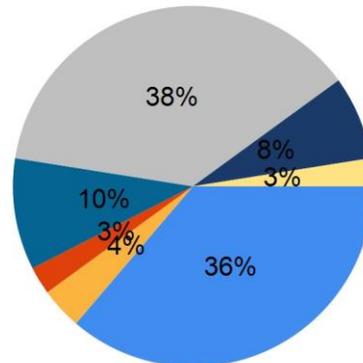
9. Coming to school motivated to learn.

Response Type: Mandatory - Select one response

Total Responses: 80

**Responses**

- Did Not Need To Improve (29)
- Significant Improvement (3)
- Moderate Improvement (2)
- Slight Improvement (8)
- No Change (30)
- Slight Decline (6)
- Moderate Decline (2)

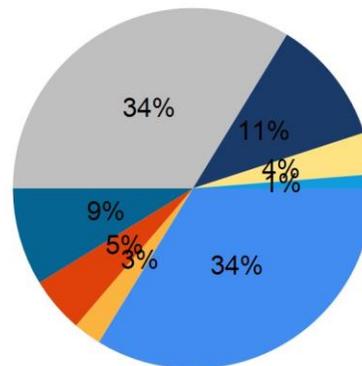


## 10. Getting along well with other students.

Total Responses: 80

**Responses**

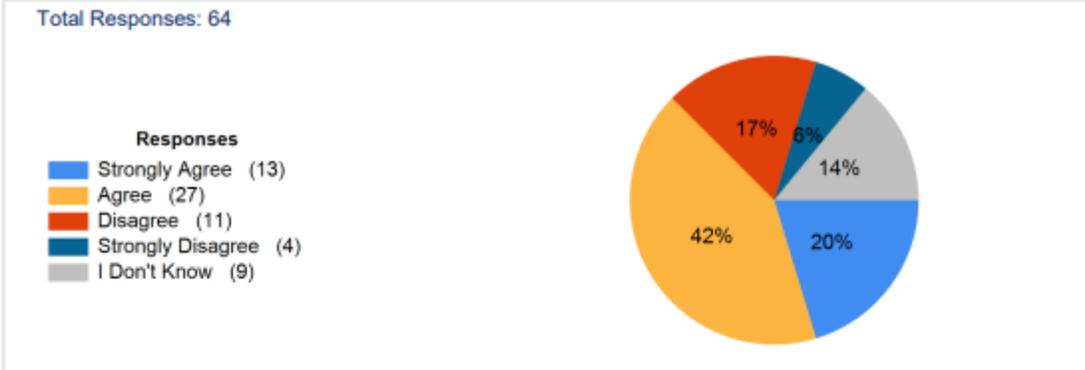
Did Not Need To Improve	(27)
Significant Improvement	(2)
Moderate Improvement	(4)
Slight Improvement	(7)
No Change	(27)
Slight Decline	(9)
Moderate Decline	(3)
Significant Decline	(1)



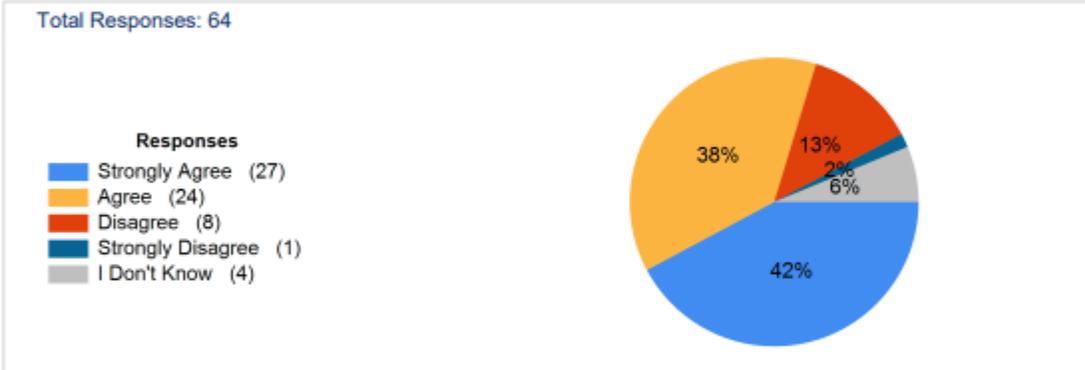
### Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

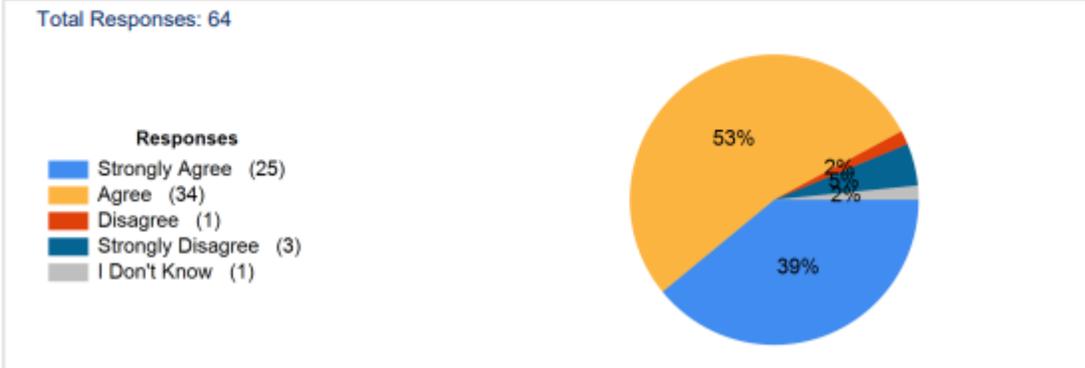
**1. The afterschool program helps me improve in reading.** Response Type: Mandatory - Select one response



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



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

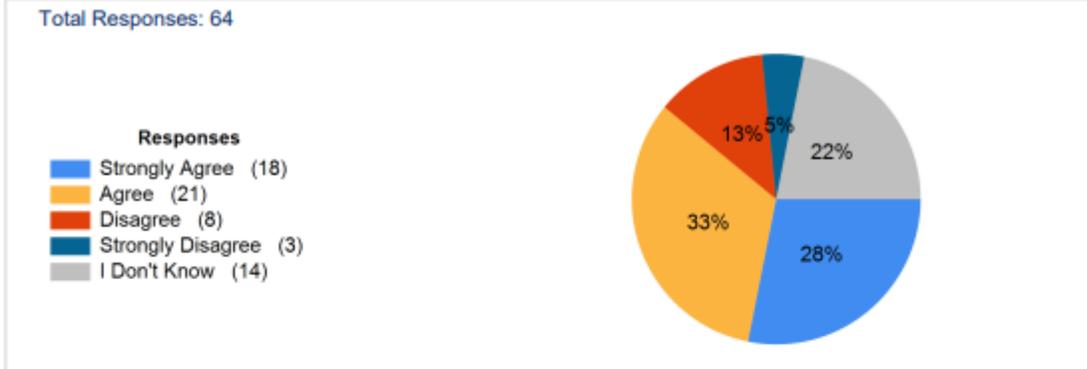


### Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

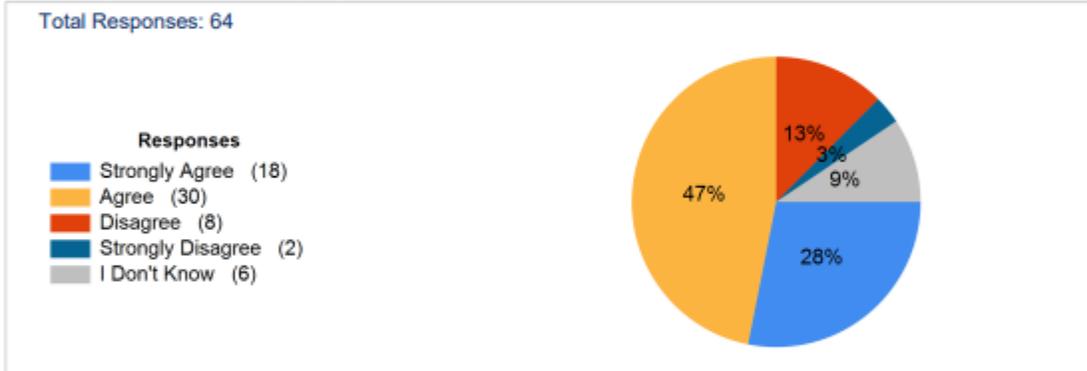
#### 4. The afterschool program helps me behave better in the school day program.

Response Type: Mandatory - Select one response



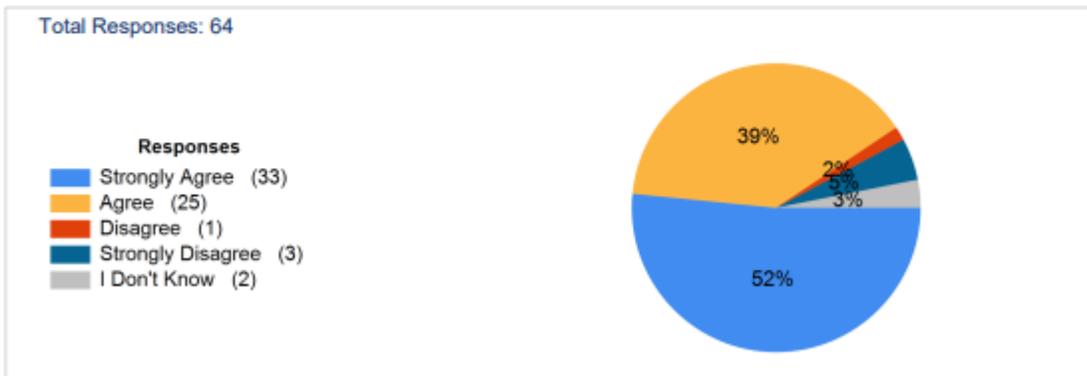
#### 5. My school day attendance has improved since attending the afterschool program.

Response Type: Mandatory - Select one response



#### 6. The afterschool staff helps me with my homework.

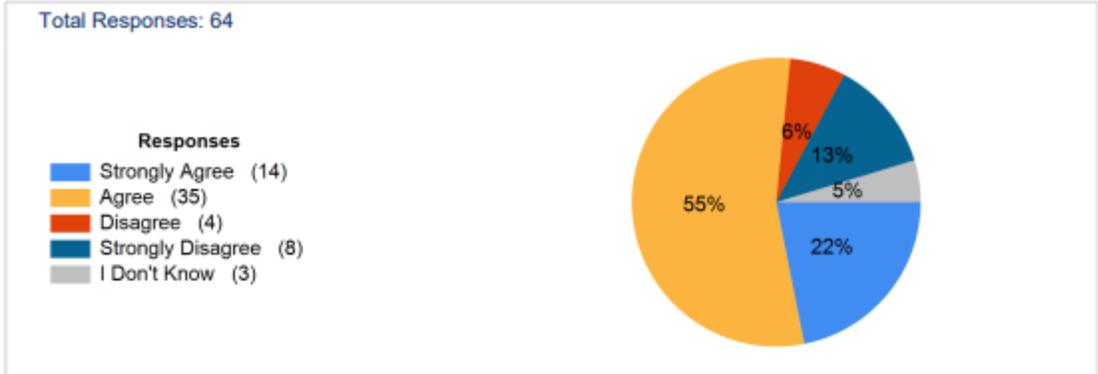
Response Type: Mandatory - Select one response



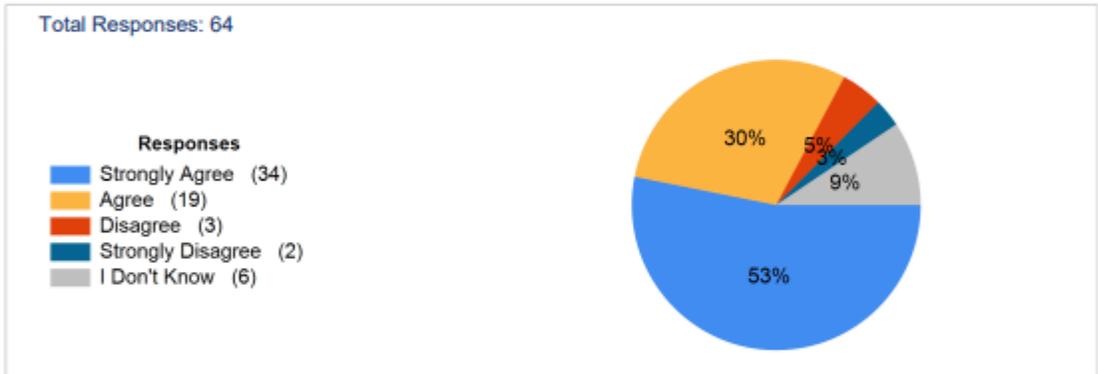
### Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

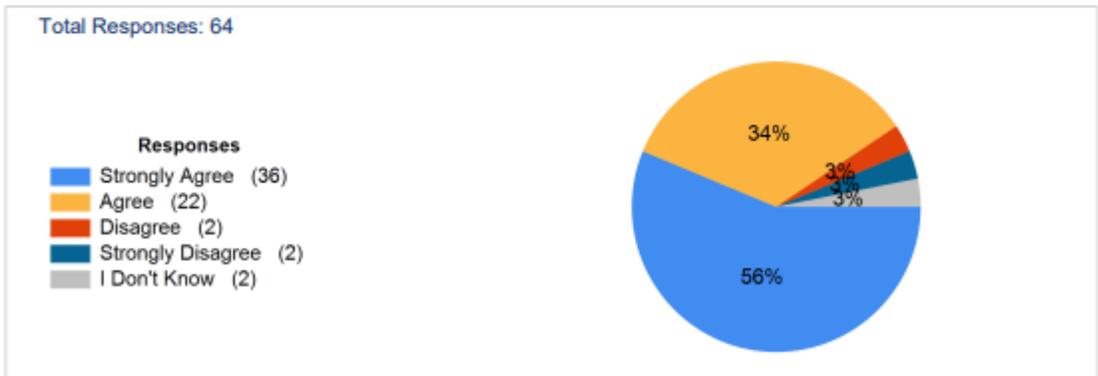
**7. I have opportunities to make suggestions for activities.** Response Type: Mandatory - Select one response



**8. I am treated fairly by the afterschool staff.** Response Type: Mandatory - Select one response



**9. When I am at the afterschool program I feel safe.** Response Type: Mandatory - Select one response



## Survey Analysis Report

21st CCLC Afterschool Student Survey (Spring 2023)

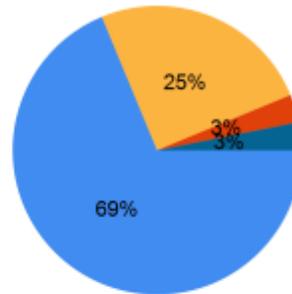
### 10. I like the afterschool program.

Response Type: Mandatory - Select one response

Total Responses: 64

**Responses**

Strongly Agree	(44)
Agree	(16)
Strongly Disagree	(2)
I Don't Know	(2)

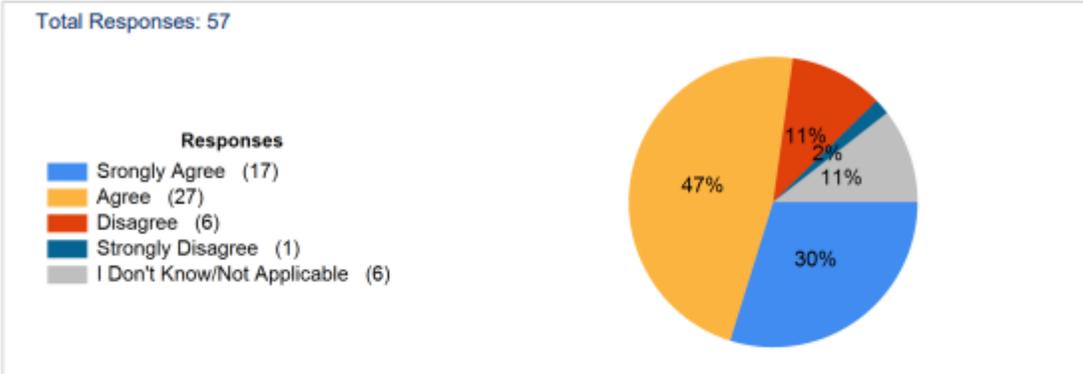


### Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

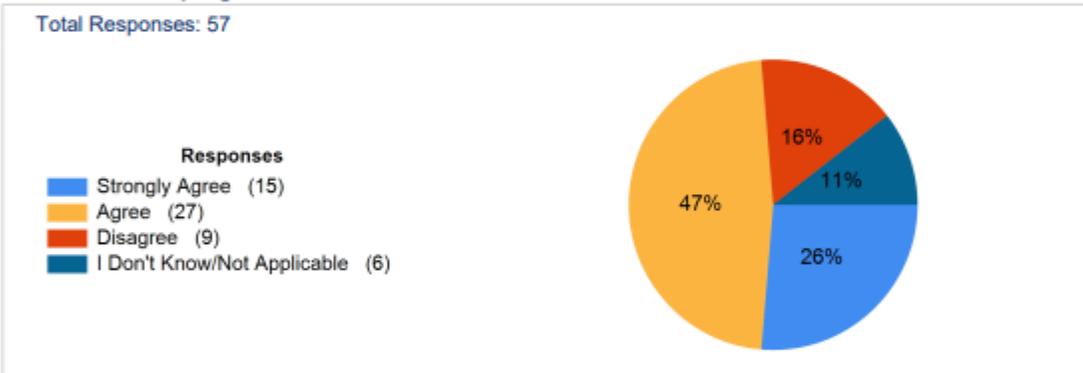
#### 1. My child's reading grades are improving since attending the afterschool program.

Response Type: Mandatory - Select one response



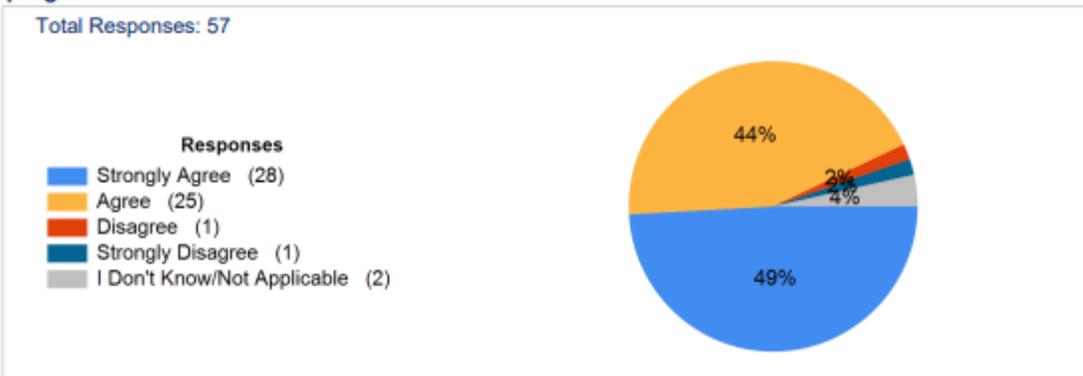
#### 2. My child's math grades are improving since attending the afterschool program.

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

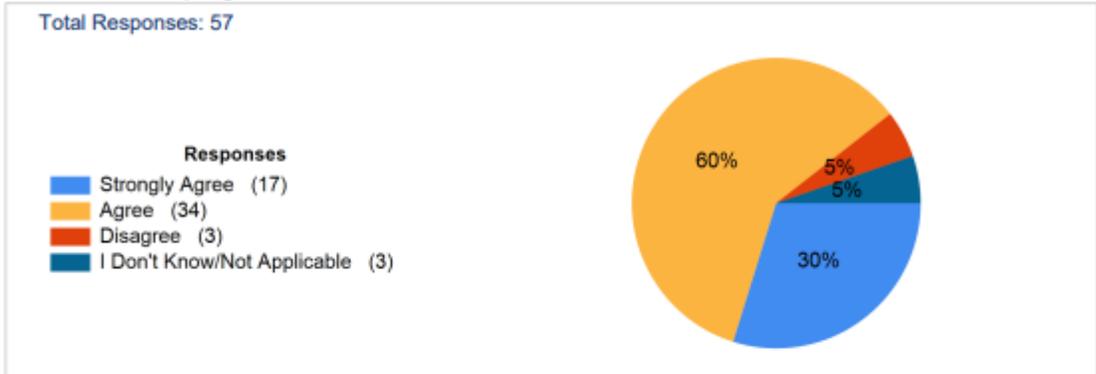


**Survey Analysis Report**

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

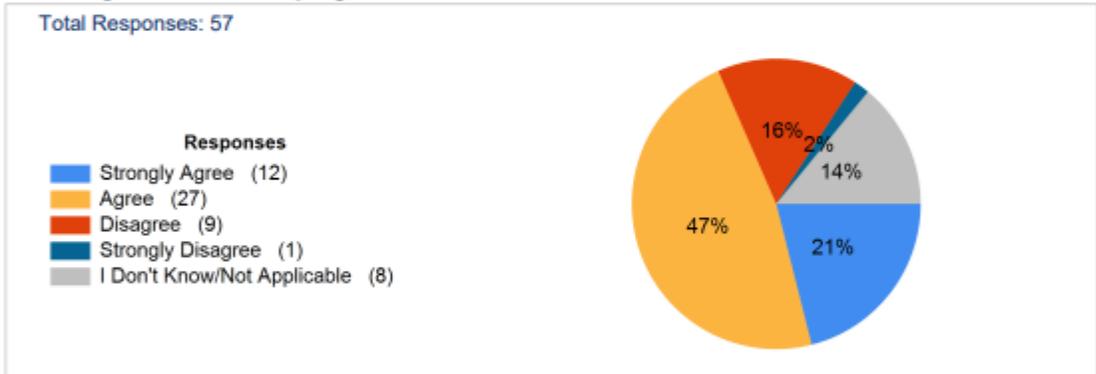
**4. My child gets along better with others since attending the afterschool program.**

Response Type: Mandatory - Select one response



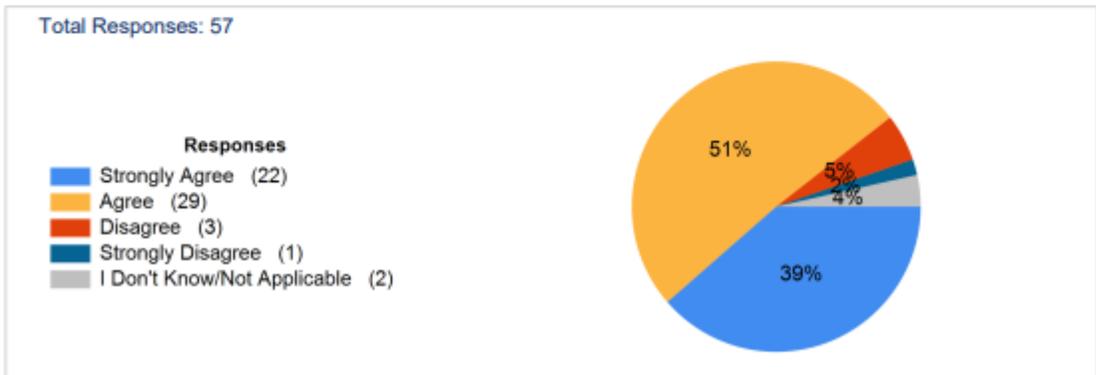
**5. My child's school day attendance has improved since attending the afterschool program.**

Response Type: Mandatory - Select one response



**6. The afterschool program staff maintains frequent communication with me.**

Response Type: Mandatory - Select one response



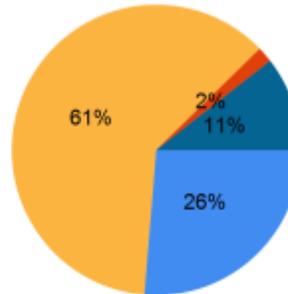
### Survey Analysis Report

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

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

Total Responses: 57

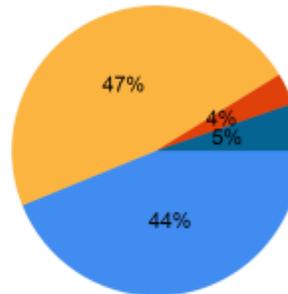
- Responses**
- Strongly Agree (15)
  - Agree (35)
  - Strongly Disagree (1)
  - I Don't Know/ Not Applicable (6)



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

Total Responses: 57

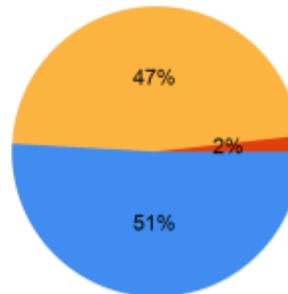
- Responses**
- Strongly Agree (25)
  - Agree (27)
  - Disagree (2)
  - I Don't Know/ Not Applicable (3)



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

Total Responses: 57

- Responses**
- Strongly Agree (29)
  - Agree (27)
  - Strongly Disagree (1)



**Survey Analysis Report**

21st CCLC Afterschool Parent/Guardian Survey (Spring 2023)

**10. I am satisfied with the afterschool program.**

Response Type: Mandatory - Select one response

