

GADSDEN CITY BOARD OF EDUCATION  
1016 CHESTNUT STREET  
GADSDEN, ALABAMA 35901

RAY THOMPSON ELEMENTARY SCHOOL  
236 GOLDENROD AVENUE  
GADSDEN, ALABAMA 35901

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER  
2019-2020 EVALUATION PLAN  
THE EDGE: "EXTENDED DAY GUIDED ENRICHMENT"  
COHORT 14

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RAY THOMPSON ELEMENTARY SCHOOL  
PROGRAM EVALUATION PLAN  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER

## INTRODUCTION

The goal of the evaluation of Ray Thompson Elementary School's 21<sup>st</sup> Century Community Learning Center (CLC) is to assess accurately the level of the program's success in meeting the learning needs of the students served, as well as their families and the greater Gadsden community. The evaluation process and plan will serve as a blueprint in developing future goals for the program as well as identifying possible needed program revisions. Both quantitative and qualitative data, and their analyses, will be utilized in determining the degree to which identified goals and objectives of the school's afterschool program, as well as its summer program, have been met in addition to the satisfaction levels of various stakeholders.

## PROGRAM DESCRIPTION AND BACKGROUND

The City of Gadsden is located some 50 miles northeast of Birmingham. It is the primary city within the Gadsden Metropolitan Statistical Area. In terms of the city's economic conditions, the most current unemployment rate is 3.3%. While the unemployment rate is quite low, approximately 27% of Gadsden's population lives below the poverty line which is much higher than the national average. Ray Thompson Elementary School is part of the Gadsden City School System which has a total enrollment of more than 5,000 students in 13 schools. Thompson Elementary has approximately 120 students in Pre-K through fifth grade. The student population is approximately 75% black, 16% white, and 8% Hispanic. Ninety-three percent (93%) of Thompson's student enrollment qualify for free or reduced-price school meals, the highest percentage within the local school system. Many of the school's students live in a nearby federal housing community or a local income-based apartment complex. Many households in the school's attendance zone are headed either by single parents or grandparents. Thirty-five percent (35%) of Thompson's students return from school each day to empty homes as their families are away during that time at their places of work.

Academically, past Scantron and STAR assessments show that thirty-nine percent (39%) of Thompson Elementary School students in grades K-5 were performing below proficiency in reading and language arts, while forty-four percent (44%) were performing below proficiency in mathematics. At the same time, the 2018-2019 State Report Card for the school showed gains being made with the school's overall report card score of a "58" in 2016-2017 going to a score of "71" the following year, and then to a "79" as reported with the last report cards' release by the Alabama State Department of Education.

The 21<sup>st</sup> CCLC at Thompson Elementary School is a collaborative effort between the school and Dynamic Education Adventures (DEA) to provide academic and enrichment activities that will help foster a continuing increase in student performance. Historically, there has been broad support across the school system and community for supporting Community Learning Centers, including Thompson Elementary School, within the school system. That support includes a high level of collaborative planning both in preparing the school's grant application and the resulting implementation of the afterschool and summer programs' components. In the past, the Gadsden City Board of Education formally has adopted a Resolution in support of Community Education and all its many aspects including 21<sup>st</sup> Century Community Learning Centers. In establishing a CLC at Thompson Elementary School, the site team used varied data in identifying the following areas needing to be provided through the grant:

- 1.) Academic and enrichment activities in reading, science and mathematics, aligned with the state courses of study;
- 2.) A safe, secure location providing quality afterschool care for students;
- 3.) Activities that promote healthy, nutritional food choices and reduce a sedentary lifestyle;
- 4.) Service learning projects empowering students to find and fulfill purpose within the community that also improve their problem-solving skills and deductive reasoning;
- 5.) Activities for parents and families in areas such as literacy, parenting skills, mathematics/science, and enrichment that promote their involvement in the school; and
- 6.) Implementing strategies to improve regular school day attendance and reduce the number of disciplinary offenses by program participating students.

Thompson Elementary School's CLC will serve its students in two ways. The afterschool program will operate five days a week (180) days from 3:00-5:30 pm during the school year with its days paralleling the school system's calendar. A summer program will serve students for five weeks with daily operating hours of 8:00 am – 5:30 pm. The school's classrooms, gymnasium, and lunchroom will house the CLC's operations.

Afterschool program staff include the Community Education/CCLC Coordinator; a secretary/bookkeeper; one program assistant; one lead teacher; one certified teacher; one enrichment leader; and two student assistants. The summer program staff will include one lead teacher; one certified teacher; one enrichment leader; two group leaders; and one custodian. Staff during the summer will rotate with the students in the afternoon while they gain instruction during enrichment activities.

The school's CLC has been designed and organized to address student and parent/family needs in several ways as reflected in the following section outlining program goals and measurable objectives.

## GOALS AND MEASURABLE OBJECTIVES

**Goal 1:** Increase student academic proficiency in the areas of reading and mathematics.

**Measurable Objectives:** Both DIBELS and the STAR Reading and Mathematics assessment will be utilized in measuring students' academic growth. A stated goal in the grant is realizing a two percent (2%) gain this first year of the grant in regularly participating students' academic growth as measured on DIBELS and the STAR Reading and Mathematics assessment, with there being a three percent (3%) gain the second year and a (5%) gain the second year.

**Goal 2:** Increase student academic proficiency in the area of science.

**Measurable Objectives:** Participating students attending the program regularly will realize a two percent (2%) gain on locally developed science benchmark assessments, with a three percent (3%) gain the second year and a five percent (5%) gain the third year.

**Goal 3:** Improve overall behavior and social skills for program participating students while also increasing their attendance during the regular school day.

**Measurable Objectives:** Participating students will see a decrease by five percent (5%) each year of the grant in the number of discipline referrals. Also, seventy-five percent (75%) of participating students will reduce their number of absences with the stated goal of eliminating all unexcused absences by the end of the second semester this school year.

**Goal 4:** Meet the identified needs of parents and families of participating students at the school.

**Measurable Objectives:** Following an initial goal of having sixty percent (60%) of students' parents and families attend and participate in various training and involvement opportunities the first year of the grant, there will be an annual increase of ten percent (10%) each following year.

**Goal 5:** Provide service learning opportunities that help program participating students learn the importance of community and serving others.

**Measurable Objective:** One hundred percent (100%) of students will receive training in the importance of service learning projects and participate in such a project.

**Goal 6:** Increase the understanding of key health concepts for students and their families.

**Measurable Objectives:** Fifty percent (50%) of students and their parents/families will participate in a “Family Health Wellness Night,” with there being a ten percent (10%) increase in participation each subsequent year of the grant.

## PARTNERSHIPS AND STAKEHOLDERS

Partnerships formed in support of the school's afterschool and summer programs include the Mary G. Hardin Center for Cultural Arts; the Gadsden Rotary Club; the school system's Child Nutrition Program; the Children's Policy Council; the Gadsden YMCA; the United Way's Success by Six; Gadsden's First United Methodist Church; the Alabama Department of Public Health; a local unit of the Girl Scouts of America; the Etowah County Cooperative Extension; and Gadsden State Community College's Adult Education program.

An Advisory Council will serve as a guiding organization to ensure the program continually moves in the direction considered best for students by all stakeholders. The council will meet at least twice a year. Members of the council will volunteer to assist at activities sponsored for parents and as may be needed during the program's daily operations. Council members also will serve as advocates throughout the community and assist in recruiting students who have specific needs that may be addressed through the afterschool program.

## ACADEMIC AND ENRICHMENT ACTIVITIES PROVIDED

During the regular school year's afterschool program, academic and enrichment activities to be provided students include such as the following:

- Technology-based learning projects
- Enrichment activities including art and music education
- STEAM workshops
- Cooperative learning
- Homework assistance
- Tutoring
- Service learning projects
- Nutrition and health education
- Physical fitness

Among the summer program's activities will be the following:

- Voyager curriculum program
- Enrichment activities including art, music, and drama
- Physical fitness
- Project-based learning
- Technology-based learning
- LEGO education curriculum
- STEAM Academy
- Weekly field trips

## PURPOSE OF THE EVALUATION

The guiding purpose of the program's evaluation is to provide an independent, impartial look at its effectiveness in meeting and realizing the identified goals and objectives found with the school's grant. Evaluation questions to be addressed include the following:

- 1.) What impact does the program have upon improving the academic proficiency of participating students in the areas of reading, mathematics, and science?
- 2.) What impact does the program have upon the establishment and implementation of a STEAM Academy for students?
- 3.) What impact does the program have upon improving the overall behavior and social skills of participating students while also increasing their attendance during the regular school day?
- 4.) What impact does the program have upon meeting the identified needs of parents and family members of participating students?
- 5.) What impact does the program have upon providing students with opportunities to participate in a service learning project?
- 6.) What impact does the program have upon increasing the understanding of key health concepts by students and their families?

## DATA COLLECTION AND METHODS

A wide range of measurement tools will be used in assessing the program's success. Quantitative and qualitative methods will be used in collecting and analyzing data relating to the grant's identified goals and their measurable objectives. Such evaluation tools as the following will be used: student academic performance data on assessments in reading, mathematics, and science; student discipline and attendance records; student, parent, and teacher survey responses; and sign-in sheets for parent/family programs.

Three APT-O onsite program observations (one each in the fall, spring, and summer) will be conducted by the external evaluator in cooperation with the program/site director. The APT-O anchor that will be used in the observations is "Overall Program Ratings & Impressions Sections A, B, and C." The observations' results will be incorporated into the final report along with other evaluation-related data.



## USING THE RESULTS

Useful, quality feedback as a result of the evaluation process will be provided to improve and strengthen the program. Collected and analyzed data will be used to assist the school and school system with identifying and developing goals for future years' programs. Final results of the evaluation will be shared with program staff, the school system's superintendent, members of the Gadsden City Board of Education, and other stakeholders in such settings as monthly board meetings or work sessions, and in various stakeholders' meetings held to review and discuss the results as well as to solicit feedback.

## APPENDICES

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APPENDIX ONE  
TIMELINE

## TIMELINE FOR 21<sup>st</sup> CCLC @ Thompson Elementary

October 2019: Inform partners and community of award; Advisory Council appointed; staff recruitment and selection begins; advisory council meets; evaluation instruments developed.

November 2019: afterschool reading, math, and science curriculum studied and purchased; community education menu of services disseminated to parents; meeting with school-day staff, Family Health/Wellness Night-ALDH.

December 2019: Advisory Council Meeting to discuss goals and objectives; Develop handbook; Surveys disseminated to participating students and parents; identification of at-risk students with aggressive recruitment program; Professional development activities for purchased curriculum and programs; Ongoing Activities: Student recruitment will be on-going. Monthly staff meeting at the program site: quarterly staff meeting with Coordinator. Data Collection will be on-going.

January 2020 Professional Development to discuss goals and objectives; First 9-week schedule developed; Kick off Rally/Family Night. Afterschool program begins at the project site with a Community Education Menu of Services disseminated; Parent Involvement/Literacy Classes begin; Data Collected; Needs Survey disseminated, STEAM Academy launched; use of Go Noodle begins. Ongoing Activities: Professional Development will be ongoing as needed: parent involvement/literacy activities will be scheduled at appropriate times.

February 2020: Afterschool program continues; Summer Program planning begins; Black History Program/Family Night; Data Collected.

March-May 2020: Afterschool program continues; 9-week schedule planning continues; Summer Program planning continues; Summer Program Registration begins; Evaluation and review for program changes and implementation; Parent/Student/Teacher Surveys collected and reviewed; Data Collected; STEAM Family Night.

June 2020: Summer Program Kick off Rally; Summer Program Begins; Data Collected Family Night-Health & Wellness-ALDPH.

July 2020: Summer Program ends; 1st-year program evaluation completed and submitted to appropriate agencies and stakeholders.

August 2020: Recruiting begins; Afterschool program begins; 9-week schedule planning continues.

September 2020: Continues through the end of the grant cycle; The Advisory Council, Central Office Personnel, School Administrators, and the Community Education Coordinator will continue planning for the sustaining of the program.

APPENDIX TWO  
LOGIC MODEL

### Thompson Elementary School's 21st CCLC Logic Model

Goal: What do you want to accomplish?

Inputs: What are your resources?

Outputs: What are your strategies and activities to achieve your goals?

Outcomes: What positive results will occur?

Performance Measures: What data will be used to improve the program?

Goals	Inputs	Outputs	Outcomes	Performance Measures
Provide afterschool and summer programs for academic skills, social and enrichment skills, and parental involvement activities with there being a specific emphasis upon increasing academic proficiency in reading, mathematics, and science	<ul style="list-style-type: none"> <li>• Program staff</li> <li>• Financial resources</li> <li>• School facilities</li> <li>• Wide range of activities and events</li> <li>• Volunteers and community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Academic skills enhancement</li> <li>• Social and enrichment skills</li> <li>• Homework Assistance</li> <li>• Mathematics and Reading tutoring</li> <li>• Computer opportunities</li> <li>• Summer Program</li> <li>• Technology-based learning projects</li> <li>• STEAM Academy with guidance from Dynamic Education Adventures (DEA)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student academic progress</li> <li>• Increased parental involvement</li> <li>• Improved student behavior during the regular school day</li> <li>• Increased student attendance during the regular school day</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• STAR Reading and Mathematics</li> <li>• Student Attendance Records</li> <li>• Sign-in Sheets</li> <li>• Parental Activities</li> <li>• Locally Developed Science Benchmark Assessments</li> </ul>
Improve overall behavior and social skills for program participating students while also increasing their attendance	<ul style="list-style-type: none"> <li>• Program staff</li> <li>• Parental involvement/engagement activities</li> <li>• Financial resources</li> <li>• Wide range of enrichment and academic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly monitoring of student attendance</li> <li>• Social-emotional learning strategies and leadership training implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased discipline referrals for students</li> <li>• Increased student attendance during the regular school day</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attendance Data</li> <li>• Student Discipline Records</li> <li>• School Incident Report (SIR)</li> </ul>

during the regular school day	<ul style="list-style-type: none"> <li>• Community partners and volunteers</li> <li>• Wide variety of activities</li> <li>• Technology-based learning projects</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of school counselor to assist with parent-teacher conferences</li> <li>• Optional family and community involvement components</li> <li>• Provided student incentives for positive behavior and attendance</li> </ul>		<ul style="list-style-type: none"> <li>• Surveys (students, parents, and teachers)</li> <li>• EZ Reports</li> </ul>
Meet the identified needs of parents and families of participating students at the school	<ul style="list-style-type: none"> <li>• Program staff</li> <li>• School facilities</li> <li>• Financial resources</li> <li>• Community partners and volunteers</li> <li>• Wide variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>• STEAM Night</li> <li>• Family Literacy Night</li> <li>• Get Moving Night-Health/wellness</li> <li>• Internet Safety Classes</li> <li>• Go Math Class Training</li> <li>• Adult Education Classes provided through partner Gadsden State Community College</li> <li>• Parenting Classes provided through partner The Family Success Center</li> <li>• EL Classes for non-English speaking family members</li> </ul>	<ul style="list-style-type: none"> <li>• Increased parental involvement and engagement</li> <li>• Increased student academic performance</li> <li>• Increased student attendance during the regular school day</li> <li>• Decreased student discipline referrals during the regular school day</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Family Attendance Rosters and Sign-In Sheets</li> <li>• Engagement by parents at the various provided activities</li> <li>• Parent volunteers assisting in CLC activities and events</li> </ul>
Provide students with service learning	<ul style="list-style-type: none"> <li>• Program staff</li> <li>• Community partners</li> </ul>	<ul style="list-style-type: none"> <li>• DEA will implement a service learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a science show that</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance records</li> </ul>

<p>opportunities that help them learn the importance of community and serving others</p>	<ul style="list-style-type: none"> <li>• Financial resources</li> <li>• School facilities</li> <li>• Dynamic Education Adventures (DEA)</li> </ul>	<p>project enabling students to master several small group science experiments incorporating the service learning components of investigation, preparation, action, reflection, as well as demonstration and celebration</p>	<p>will be presented to the residents of Serenity Living. Also, the students will present another show to parents and stakeholders at a Family STEAM Night Celebration</p>	<ul style="list-style-type: none"> <li>• Activities incorporating the five components of service learning</li> </ul>
<p>Increase students' and families' understanding of key health concepts</p>	<ul style="list-style-type: none"> <li>• Community partners such as the YMCA, the State Department of Public Health, and the Cooperative Extension</li> <li>• Program staff</li> <li>• School facilities</li> <li>• Financial resources</li> </ul>	<ul style="list-style-type: none"> <li>• Health and wellness family nights</li> <li>• Daily tips on healthy food choices and opportunities for intentional movement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved healthy lifestyles</li> <li>• Increased participation in health and wellness activities by students and families</li> <li>• Improved healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in participation in health and wellness activities by students and families as evidenced by such as sign-in sheets</li> <li>• Documentation of daily tips provided on healthy food choices</li> </ul>



APPENDIX THREE  
APT-O OBSERVATION FORM

# Overall Program Ratings & Impressions

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

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

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

(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>            (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>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>            (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>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>            All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)  <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>            Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)  <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:

### 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

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)*

**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>B. Overall Ratings of Program Schedule &amp; Offerings</b>	<b>Rating</b>
<p><b>1. 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>	1 2 3 4
<p><b>2. 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>	1 2 3 4
<p><b>3. 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>	1 2 3 4
<p><b>4. 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>	1 2 3 4
<p><b>5. 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>	1 2 3 4

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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# 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.)  <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i></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.  <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i></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.)  <i>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.)</i></p>	1 2 3 4
<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)  <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i></p>	1 2 3 4
<p><b>5. <u>When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.</u></b>            (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.)  <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i></p>	1 2 3 4 N/A
<p><b>6. <u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</u></b>            Staff intervene quickly and facilitate youth-youth conflict resolution.  <i>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.)</i></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

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APPENDIX FOUR  
SURVEYS





You are invited to complete this short questionnaire about your child's Afterschool program. Your responses will be kept confidential. Your feedback will help us improve our program. If you have more than one child in the program, please just complete one survey and think about all of your children when answering questions.

**How much do you agree with the following statements about the afterschool program?**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>I Don't Know/ Not Applicable</b>
1. My child's reading grades are improving since attending the afterschool program.					
2. My child's math grades are improving since attending the afterschool program.					
3. My child enjoys the science, technology, engineering and math (STEM) activities available in the afterschool program.					
4. My child gets along better with others since attending the afterschool program.					
5. My child's school day attendance has improved since attending the afterschool program.					
6. The afterschool program staff maintains frequent communication with me.					
7. I am pleased with the parent involvement opportunities provided through the afterschool program.					
8. The afterschool staff treats my child with respect and listens to what he/she has to say.					
9. The afterschool program has systems in place to ensure my child is safe.					
10. I am satisfied with the afterschool program.					

**Suggestions for improvement:**

## Student Survey 2019-20

	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 	I Don't Know ?
1.The afterschool program helps me improve in reading.					
2. The afterschool program helps me improve in math					
3.I enjoy the Science, Technology, Engineering and Math(STEM) activities available in the afterschool program					
4.The afterschool program helps me behave better in the school day program.					
5.My school day attendance has improved since attending the afterschool program.					
6.The afterschool staff helps me with my homework.					
7.I have opportunities to make suggestions for activities.					
8.I am treated fairly by the afterschool staff.					
9.When I am at the afterschool program I feel safe.					
10.I like the afterschool program.					

What I like most about the afterschool program:

What I like least about the afterschool program:



