Final Report

Final Report 2021 – 2022: Cohort 14

Name of LEA/CBO: Phenix City

School(s) Served: Westview Elementary School

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

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Program Director: Michelle Lian, mlian@pcboe.net

Technical Advisor: TBD

Date: September 30, 2022

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1.0 Executive Summary

The 21st CCLC program at Westview Elementary School in Phenix City, Alabama exceeded or partially met all of their program goals during the 2021-2022 school year. Four goals were exceeded and two goals were partially met. These successes are notable because of the sustained impact of the Covid-19 pandemic in this community. The 21st CCLC program at Westview Elementary also demonstrated where they incorporated feedback from previous years of the grant, which is another notable success. The following subsections of this report include a summary of the evaluation questions, the project background, the evaluation design, and the findings and conclusions.

1.1 Evaluation Purpose and Evaluation Questions

The focus of the present report will be on the extent to which the 21st Century Community Learning Center (CCLC), as represented by its constituent program elements, was successful in achieving its main goals. The primary purpose of the evaluation was to provide technical services to the stakeholders of the program with sufficient information to allow meaningful decision-making as indicated in this summary of the third year of this grant. Thus, the greatest portion of evaluation time and resources were devoted to identification, collection, and synthesis of appropriate data. In addition to the general evaluation approach (for whom, under what conditions, and to what extent the program has meet its goals or did not meet them), the questions addressed in this evaluation focused on six over-arching goals of the program.

The purpose of the Westview Elementary School 21st CCLC program (EXCEL2020) was to provide a high-quality afterschool program that responded to the identified needs of students and their families by: addressing academic enrichment in math and reading, addressing development in reading skills, having a program students find satisfying, providing opportunities

for students to learn new things, and fostering parental participation and engagement with the program. The related evaluation goals are based on the explicit goals and related benchmarks of this 21st CCLC site. The first goal was to provide (1.) Academic Enrichment (Reading): To increase Reading growth for all participating students in the afterschool program, as indicated by (a.) All students will show an increase of 5% in growth in Reading skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Reading and Scantron data. The second program goal addressed (2.) Academic Enrichment (Math): To increase Math growth for all participating students in the afterschool program, with a specific indicator of (a.) All students will show an increase of 5% in growth in Math skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Math data. The third program goal was to (3.) Develop Reading Skills: To increase the volume of books read by students, which had the specific objective of (a.) All students will increase words read by exceeding individual reading goals by 5% at the end of the year per the Accelerated Reader Program. The fourth program goal assessed the (4.) Satisfaction with the Program: To increase student motivation for regular school and the afterschool/summer programs, as indicated by: (a.) 90% of regular program participants will indicate satisfaction with EXCEL2020 activities on quarterly student surveys. The fifth program goal, (5.) Learning new skills: To increase student engagement in the afterschool and summer programs, had the specific measure to have (a.) At least 70% of regular program participants indicate that they learned to do something new through EXCEL2020 activities on quarterly student surveys. The final program goal addressed (6.) Family involvement: To increase parental engagement at afterschool parenting workshops, where (a.) At least 25 parents participated a parenting workshop annually, based on workshop

sign-in sheets. The evaluation goals articulated in this report are specific to the needs of the local population and the goals of the 21st CCLC program.

1.2 Project Background

Westview Elementary School, a high poverty, high need school in Phenix City, Alabama, provides services and resources for young people and their families beyond the traditional school day through the EXCEL program. For the 2021-2022 school year, the original plan for the 21st CCLC program at Westview Elementary School was to serve students in grades K-5 after school from 3:45pm until 5:45pm, five days a week (Monday through Friday). In addition, the Westview Elementary 21st CCLC site had a summer program across 4 weeks during the summer. The program operated at Westview Elementary School (1012 Engersoll Drive, Phenix City, Al 36867).

1.3 Evaluation Design, Methods and Limitations

To the extent possible and reasonable, the Holistic Model of Evaluation was used in the present project. The Model was refined by the Auburn Center for Evaluation to meet the dual and simultaneous goals of: (1) Providing information to program staff and stakeholders that can be used through the project to make programmatic decisions and to improve the overall program on an ongoing basis (program improvement), and (2) Providing information to program staff and stakeholders on how well the program is working (program valuation).

Data collection that occurred over the past year used electronic data collected by the site, interviews and surveys with program stakeholders, and observational data collected during site visits. To conduct such an evaluation, the evaluator used her expertise in both qualitative data (interviewing/observing) and quantitative data (numerical data and statistics) to measure the progress of the program. During the evaluation, three site visits occurred: December 6, 2021,

April 27, 2022, and June 24, 2022. These visits were conducted to interview program personnel, observe program facilities and services, and to conduct focus group interviews with participants and other stakeholders as they were available. These techniques are well-suited for testing whether the 21st CCLC programs may have promoted educational changes in the students.

In addition, using multiple methods of data collection for each goal supports triangulation, which is a systematic process of confirmation that establishes interpretive credibility. Triangulation was used to the extent possible through two strategies: 1) triangulating among methods of gathering data (e.g., surveys, interviews, documentation, etc.) and 2) triangulating using multiple sources of data (e.g., program service recipients, program administrators, etc.).

Although efforts were made to minimize the inherent limitations of this evaluation, there were some external circumstances due to the Covid-19 pandemic that affected the 21st CCLC program. Other potential limitations, including those that make up the risk for limitations during typical years, include potential inconsistencies between what was entered into the EZ report program or other data collection programs and what actually happened during the year. These errors could potentially not account for all the benefits to students throughout the year. Together, the evaluator and the site director worked to overcome these challenges as best possible so that the present report is an accurate representation of the program, even in the face of challenges associated with the Covid-19 pandemic.

1.4 Findings and Conclusions

All program goals were addressed in the 2021-2022 Westview Elementary School 21st CCLC program. Four of the goals were met with resounding success (e.g., increasing student satisfaction, teaching students something new, etc.). Two goals were partially met (i.e., hitting 5% increases for all students in reading and math). The data provided by site director and the interview and observational data collected by the evaluator indicate that this site did an exceptional job implementing programming that benefitted students. The staff in this program worked relentlessly in order to meet their evaluation goals for this year and their hard work has paid off with profound benefits to students.

2.0 Overview of the Evaluation Plan

The purpose of this evaluation was to, as much as possible, examine the extent to which the 21st CCLC site was successful in achieving its main goals during the 2021-2022 school year. The report is presented in September 2022 as a year-end summary of the 2021-2022 school year and as a summative report at the conclusion of the three-year grant cycle. The findings of this report will be used to understand the successes of this program and to provide information to stakeholders that can inform decision-making around any future afterschool program at WES.

The purpose of the Westview Elementary School 21st CCLC program (EXCEL2020) was to provide a high-quality afterschool program that responded to the identified needs of students and their families by: addressing academic enrichment in math and reading, addressing development in reading skills, having a program students find satisfying, providing opportunities for students to learn new things, and fostering parental participation and engagement with the program. The related evaluation goals are based on the explicit goals and related benchmarks of this 21st CCLC site. The first goal was to provide (1.) Academic Enrichment (Reading): To

increase Reading growth for all participating students in the afterschool program, as indicated by (a.) All students will show an increase of 5% in growth in Reading skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Reading and Scantron data. The second program goal addressed (2.) Academic Enrichment (Math): To increase Math growth for all participating students in the afterschool program, with a specific indicator of (a.) All students will show an increase of 5% in growth in Math skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Math data. The third program goal was to (3.) Develop Reading Skills: To increase the volume of books read by students, which had the specific objective of (a.) All students will increase words read by exceeding individual reading goals by 5% at the end of the year per the Accelerated Reader Program. The fourth program goal assessed the (4.) Satisfaction with the Program: To increase student motivation for regular school and the afterschool/summer programs, as indicated by: (a.) 90% of regular program participants will indicate satisfaction with EXCEL2020 activities on quarterly student surveys. The fifth program goal, (5.) Learning new skills: To increase student engagement in the afterschool and summer programs, had the specific measure to have (a.) At least 70% of regular program participants indicate that they learned to do something new through EXCEL2020 activities on quarterly student surveys. The final program goal addressed (6.) Family involvement: To increase parental engagement at afterschool parenting workshops, where (a.) At least 25 parents participated a parenting workshop annually, based on workshop sign-in sheets. The evaluation goals articulated in this report are specific to the needs of the local population and the goals of the 21st CCLC program.

3.0 Results

The evaluation goals for this project were assessed primarily using data provided by the site as well as data collected during three in-person site visits. The site visits included semi-structured individual interviews with staff and students as well as observational data collection windows. Additional data sources included EZ reports software, student surveys, parent surveys, teacher surveys, iSip standardized testing scores, parent sign ins, and programming descriptions. The relative success and attainment of each of the six program goals are explored below using multiple data points from multiple data sources when applicable and available.

The first goal of this program was to provide academic enrichment in Reading during the 21st CCLC program. Students were asked how much they agree with the statement, "the afterschool program helps me improve in reading." A majority of students said they strongly agreed (n=50; 58.8%), and almost all students strongly agreed or agreed (n=28; 32.9% for agreed; n=78; 91.8% combined). Parents of students were invited to complete a survey that asked the extent to which they agreed with the statement, "my child's reading grades are improving since attending the afterschool program." Of the 26 parents that responded, almost all agreed (n=6; 23%) or strongly agreed (n=17; 65%). One parent strongly disagreed (4%) and two parents didn't know or the question didn't apply to them (8%).

Teachers were asked to rate the progress, if any, they have seen from students who attended the 21st CCLC program across a variety of measures. When asked about changes in general "academic performance," teachers said a majority of students improved to some degree. There were 13 students who demonstrated significant improvement (17%), 10 who demonstrated moderate improvement (13%), and 14 who demonstrated slight improvement (19%). Thirteen students in total demonstrated a decline this year with two each indicating a

moderate decline (3%) and a significant decline (3%). There were eight students (11%) who did not change this year and 17 (23%) who did not need to improve.

During the site visits, the evaluator observed the students interacting with reading comprehension materials in a variety of ways. For example, students were engaging with rhyming through music, some students were practicing concrete nouns, others were discussing reading comprehension, and others were talking about higher-order thinking in texts. These methods provided opportunities for students to participate in small and whole reading groups, whole program activities, and individual work on their own or with a teacher. When asked if they'd read more books this year or last year, students across interviews agreed that they read "A LOOOT of books in afterschool." One student confidentially and enthusiastically shared, "I'm the best reader in the WHOLE WIDE WORLD! I read a WHOLE chapter book today!" Site visits to this program indicate that reading skills are a central focus of this program and students generally enjoyed and were engaged during activities focused on reading skills.

The subgoal of the first site goal was that (a.) All students will show an increase of 5% in growth in Reading skills by the end of the year, in comparison to beginning of the year baseline data, for all participating students in the after-school program. This site initially planned to use Star testing data for this goal, but the entire school shifted to use iSip testing data, which is included in the present report. The iSip data showed that 68.8% of students (n=88) achieved an increase of 5% or more from the beginning of the year to the end of the year. However, 27.3% of students demonstrated improvements, just between 0.0% - 4.90% so they fell short of this objective. Because 90% of students either scored the same or better on the assessment at the end of the year, and only 10% of students had a lower score at the end of the year, this objective is partially met.

The second site goal addressed academic enrichment in Math. Students were asked how much they agree with the statement, "the afterschool program helps me improve in math." A majority of students said they strongly agreed (n=53; 62.4%), and almost all students strongly agreed or agreed (n=29; 34.1% for agreed; n=82; 96.5% combined). Parents were invited to complete a survey that asked the extent to which they agreed with the statement, "my child's math grades are improving since attending the afterschool program." Of the 26 parents that responded, almost all agreed (n=8; 31%) or strongly agreed (n=15; 58%). One parent strongly disagreed (4%) and two parents didn't know or the question didn't apply to them (8%).

Teachers were provided an opportunity to indicate the extent to which their students who attend the 21st CCLC program have demonstrated improvements in general "academic performance." Teachers rated most students as improving to some degree. Refer to goal one for specifics on this survey item.

When students were asked in interviews to share something they are learning in afterschool that is new to them, that they didn't know last year, many responses were related to math concepts. Students named multiplication, measuring, and "doing hard math questions."

The subgoal for this site's second goal was (a.) All students will show an increase of 5% in growth in Math skills by the end of the year, in comparison to beginning of the year baseline data, for all participating students in the after-school program.

This site initially planned to use Star testing data and Scantron data for this goal, but the entire school system shifted to iSip testing data to them replace them, which is included in the present report. The iSip data showed that 57.4% of students (n=74) achieved an increase of 5% or more from the beginning of the year to the end of the year. However, 29.5% of students demonstrated improvements between 0.0% - 4.90% so they fell short of this objective. Because

86.8% of students either scored the same or better on the assessment at the end of the year, and only 13.2% of students had a lower score at the end of the year, this objective is partially met.

The third program goal aimed to develop reading skills among the program participants. The evaluator observed students interacting with reading concepts and materials in different ways to build reading skills and fluency. For a more details account of those findings, please refer to goal one. The variety in reading activities provided by the program along with the attention placed on individual reading strengths and weaknesses demonstrates this 21st CCLC program's dedication to promoting the development of reading skills.

The subgoal for the third site goal was that (a.) All students will increase words read by exceeding individual reading goals by 5% at the end of the year per the Accelerated Reader Program. The Accelerated Reader program is a computer-based program utilized by the 21st CCLC program at Westview Elementary School to monitor reading practices and progress among students. This program allows teachers to assess students' individual reading levels and gives students reading comprehension resources (e.g., activities, quizzes) to facilitate the development of reading skills. In the Accelerated Reader Program, all students (100%) increased their Accelerated Reader word count goals by 5% or more. This goal is exceeded and it is considered to be a notable strength of the program.

The fourth program goal addressed program satisfaction among the participants who regularly attended. Parents were invited to complete a survey that asked the extent to which they agreed with the statement, "I am satisfied with the afterschool program." Of the 26 parents that responded to this item, almost all agreed (n=6; 23%) or strongly agreed (n=18;

69%). One parent strongly disagreed (4%) and one parents didn't know or the question didn't apply to them (4%). Students across all interviews agreed with their parents but to a stronger extent. Students love the program and they were eager to share those feelings; in one interview, four students simultaneously shouted "YES!" when asked "Do you like coming to after school here?" Students were observed to be happily engaging with program activities across all observations, and there was a comfortable routine that allowed a culture of warmness and contentment among students and staff.

The objective for the fourth site goal was that (a.) 90% of regular program participants will indicate satisfaction with EXCEL2020 activities on quarterly student surveys. The program administered a survey to the participants this year and 85 students responded. This response rate indicates a 33% increase in the number of students who responded this year compared to last year. It was recommended at the end of year one that efforts be focused on increasing access to and participation in this survey and continuing to increase the number of students who participated again this year shows that this site is dedicated to incorporating feedback to improve the quality of their program. This is an important strength of the Westview Elementary School program.

As part of the survey, students were asked a variety of questions to elicit their feelings on different ideas about the program including their interactions with and perceptions of staff, the facilities, and the programming. The survey was presented as a Likert-type scale response survey with options 1-Strongly Disagree, 2-Disagree, 3-I Don't Know, 4-Agree, 5-Strongly Agree. In determining whether students indicated satisfaction with the EXCEL program, only answers that were "Agree" or "Strongly Agree" were counted. To calculate the percentage of students who expressed satisfaction, the total number of students who indicated "Agree" or "Strongly Agree"

to each question were divided by the total number of actual answers to each question rather than by the overall number of surveys submitted because students may not have answered all questions.

For the first survey item, "I like the after-school program," 91.8% of students (n=78) indicated that they agreed or strongly agreed with the statement. For the second item, "I enjoy the STEM and Smart Lab activities available in the after school program," 98.8% of students, all but one, (n=84) indicated that they agreed or strongly agreed with the statement. This goal is met and it is considered to be a strength of the program.

The fifth goal of this program was for students to learn new skills. When asked in interviews to name some new things they were learning in this program, students quickly and easily recounted new skills. See goal two for a more detailed account of the interviews. Observations included some time dedicated to practicing established skills but there were also lots of occasions when students were being introduced to new content. For example, students in one group were being taught the difference between adjectives and verbs. Parents also easily listed new skills their children were learning in interviews, and teachers shared examples of students learning new vocabulary words at very impressive rates along with other concepts both incidentally as well as part of structured academic lessons.

The specific indicator for the site's fifth program goal was (a.) At least 70% of regular program participants will indicate they have learned to do something new through EXCEL2020 activities on quarterly student surveys. The student survey provided by the site to evaluators did not include any questions that addressed if students agreed that they were learning new things in the program generally, but there was one question assessing reading improvement and one

question assessing math improvement. These two survey items were used as a proxy for assessing if students learned to do something new in the 21st CCLC program.

The students who completed the survey responded to the items, "the after-school program helps me improve in reading" and "the after-school program helps me improve in math." Of those students, almost all indicated that they either agreed or strongly agreed with both statements. For more detailed information on these data, please reference goal 1 and goal 2 in this section of the report.

When asked directly if they learned something new in afterschool, almost all students agreed; they were asked how much they agree with the statement, "I have learned to do something new during the after-school program." Forty-eight students strongly agreed (56.5%) and 31 agreed (36.5%). Together 79 students agreed or strongly agreed that they have learned something new in afterschool (92.9%). This goal is exceeded and is a strength of the program.

The sixth and final program goal addressed the extent of family involvement in the 21st CCLC program. Parents were invited to complete a survey that asked the extent to which they agreed with the statement, "I am pleased with the parent involvement opportunities provided through the afterschool program." Of the 26 parents that responded, most agreed (n=7; 27%) or strongly agreed (n=13; 50%). One parent strongly disagreed (4%) and two parents didn't know or the question didn't apply to them (8%). In interviews, parents almost all expressed their satisfaction with the program and all it offers their family. One parent made a specific request for "more activities like building the car," but in general, the parents who were interviewed had attended and enjoyed the family involvement activities this year.

The subgoal for the program's final site goal was to have (a.) At least 25 parents participated a parenting workshop annually. The site was only able to hold three opportunities for parent involvement this year and due to ongoing Covid restrictions. This goal is exceeded because there were more than 25 parents who attended the summer orientation workshop.

3.1 Program Operations

Table 3.1 Site Information

Name of Site(s)	Number of Days Per Week Site(s) are Open	Proposed Number of Days Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week	Actual Number of Days Open
Westview Elementary School	5	180	36	10	180

3.11 Staffing

- Type (number and percentages)
    - Paid vs Volunteer: 13 paid staff and 1 volunteer staff reported
    - Category: 13 teachers and 1 other (Extension Service Volunteer)
- Staffing Ratio
    - Based on official attendance and staffing data, there was a staffing ratio average of 1 staff to 13 students.
- Staff Training
    - During the 2021-2022 school year, teachers received new hire training, Sonday Systems training, and STEM Literacy training. The new hire trainings were held once in October 2021 for six hours and again in June 2022 for two

hours. The Truman Pierce Institute at Auburn University held a 2-hour STEM

Literacy ELA Integration Training in June 2022 for two hours.

- Staff Strengths/Challenges
  - There was no staff turnover this year, but the site did face a lot of teacher

    absences. Covid protocol was still in place for the 2021-2022 school year so

    teachers had to quarantine for five days when they were exposed to someone

    who tested positive. This created challenges around covering for absent staff,

    especially because substitute workers were hard to find at times. The site

    director did a great job ensuring that an increase in teacher absences did not

    take away from the quality of the services provided. In fact, the site director

    ended up with groups of students during the afterschool program at least once

    a week if not more!

3.12 Activities

Table 3.2 Activities

Activity Name: Description of Activity	Type of Activity	Target Population	Frequency of Activity	Partner Involved
Reading Recovery and Enrichment	Enrichment, Tutoring	All students	Daily	EXCEL staff
Math Recovery and Enrichment	Enrichment, Tutoring	All students	Daily	EXCEL staff
4H Extension Services	Enrichment, Other	Students in grades 4 & 5	Once per Month	Russell County Extension Services 4H (Meagan Kerns)
Hoops on the Hill Basketball Club	Enrichment, Recreation	All students	Every Tuesday	EXCEL staff
Choir	Enrichment	All students	Every Thursday plus two performances	EXCEL staff
SmartLab	STEM	All students	One week per month	EXCEL staff

3.13 Demographic Information

Table 3.3 Grant Data

From Grant Application	Data
Grades served	K-5
Number of students proposed	100
Number of families proposed to serve	80

Table 3.4 Participant Attendance

Participant Count by Days Attended	Student
Number of families served	70
Number of students served:	128

Site	Registered Participants	Enrolled Participants	Attended Participants	Attended Participant Days	Program					ADA		Participant Average	
					Days Scheduled	Days Attd	Hours Attd.	Weeks Attd	DaysWk Attd	#	%	Days Attd	Hours Attd
Westview Elementary School	128	128	128	14,874	178	178	400:30	38	5	84	90.24	116	259:28

Table 3.5 Participant Gender

Gender – Total Unduplicated Enrollment	Student
Male	50
Female	78

Table 3.6 Participant Grades

Grade – Total Unduplicated Enrollment	Student
K	18
1	21
2	16
3	19
4	28
5	26

Table 3.7 Participant Race

Race/Ethnicity	Student
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	120
Hispanic or Latino	3
White	5
Multiracial	0
Do not Know	0

There were 0 ESL and 9 Special Education students served at this site this year.

3.14 Parental Involvement

Table 3.8 Parental Involvement Activities

Activity/Description	Number in Attendance	Educational Purpose of Activity
Parent Orientation for Year 11/19/2022	12	Rules and policies of out of school program, etc.
Parent Orientation for Summer 5/17/2022	58	Family Support
STEM Parent activity	N/A	STEM support

4.0 Findings

Table 4.1 Chart

Evaluation Question	Goals and Objectives	Activities	Assessments, Data Collection, & Analysis	Timeline	Status	Recommendations
Did the program provide academic enrichment in Reading?	All students will show an increase of 5% in growth in Reading skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Reading and Scantron data.	All Program Activities; Reading activities	iSip Reading scores; site visit observations; surveys; interviews	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Partially Met	It is recommended that the site continue to provide academic enrichment in Reading for all students, especially those who improved by <5% this year.
Did the program provide academic enrichment in Math?	All students will show an increase of 5% in growth in Math skills by the end of the year, in comparison to beginning of the year baseline data, based on iSip Math data.	All Program Activities; Math activities	iSip Math scores; site visit observations; surveys; interviews	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Partially Met	It is recommended that the site continue to provide academic enrichment in Math for all students, especially those who improved by <5% this year.
Did the program increase reading skills among the participants?	All students will increase words read by exceeding individual reading goals by 5% at end of year per Accelerated Reader program.	All Program Activities; Reading activities	Accelerated Reader Program, Site visit observations	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Exceeded	Wow, these AR word counts at the end of the year are mind-blowing! Incredible job!
Were the participants of the program satisfied?	90% of regular program participants will indicate satisfaction with EXCEL2020 activities on quarterly student surveys.	All Program Activities	Student Surveys; Site-visit observations	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Exceeded	Students really love this program, and their families are satisfied as well.
Did program participants learn something new?	At least 70% of regular program participants will indicate they have learned to do something new through EXCEL2020 activities on quarterly student surveys.	All Program Activities	Student Surveys, Site-visit observations; Interviews	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Exceeded	Great work creating a program where students are learning lots of new things!
Did the program provide family involvement opportunities?	At least 25 parents will participate annually in an afterschool parenting workshop, based on workshop sign-in sheets.	Parent Orientation for the year and for summer; one other participation opportunities	Sign-in Sheets; Parent Surveys	Three site visits were conducted: 12/6/2021, 4/27/2022, and 6/24/2022. All other data were provided to the evaluator during August 2022.	Goal Exceeded	Work to increase involvement in these activities in accordance with Covid restrictions.

4.1 Bulleted Example

o **Narrative description of observations:** According to the observation forms completed during three site visits this year, students and teachers were consistently engaged during this program. Everyone seemed to be having a good time: teachers were warm, the site director was enthusiastic and clearly well-loved, and students seemed comfortable and happy. Teachers were responsive to students and the interactions between them were notably warm and positive. The day-to-day climate is a strength of this program. The program space was conducive to learning and appropriately organized. In addition to demonstrating excellent behavior, students, along with parents and program instructors, showed high levels of patience, understanding, and adaptability. The program pace was calm and flexible, allowing for an appropriate respond to interruptions as necessary while allowing all students enough time to finish their assigned tasks before moving on. Rules and limits were applied fairly across groups of youth, and there was a mix of instructional approaches observed. Although ongoing challenges brought on by the pandemic created a number of difficult circumstances for this year, all stakeholders worked together to overcome these challenges in order to deliver the best programming possible.

o **Adherence to the grant application-** This school year was fraught with challenges due to the ongoing COVID-19 pandemic, including teachers and students facing mandatory isolation and quarantine requirements throughout the year. In spite of these and other challenges, the Westview Elementary School program was able to present students with an engaging program that was aligned with the program description in the grant application.

o **Qualitative Findings.** There are no additional, unreported qualitative data.

o **Other Findings**. There are no additional data or findings to report outside of the scope of the evaluation questions.

- **Discuss evaluation questions that could not be answered in this report due to data limitations:** There are no other evaluation questions that could not be answered in the report.

5.0 Summer Program

5.1 Overview of Summer Program

The summer program at Westview Elementary School ran from June 6th to July 1st, 2022 for a total of 25 hours per week. The program offered reading and math support, STEM education, extended library time, Arts assemblies, and several field trips. Students in the 4th and 5th grade who were not performing at grade level were required to attend the summer program, and with space available, all students in grades K-5 were allowed to participate.

5.2 Summer Program Operations

The program, called EXCELling around the World, operated on Monday-Friday from 7:30am to 12:30pm across 4 weeks from June 6th to July 1st 2022. The program aimed to help support students who were not performing at grade level with support in reading, math, and STEM. Breakfast and lunch were provided to students at no cost, and transportation was provided for students living in the WES attendance zone.

Table 5.1 Summer Site Information

Name of Site(s)	Number of Days Site(s) are Open	Number of Weeks the Site(s) are Open	Number of Hours Per Week
Westview Elementary School	20	4	25 hours

5.3 Summer Staffing

o Type (number and percentages)

- 10 paid staff (100%), 0 volunteer staff

- Category: 11 teachers

- o Staffing Ratio

  - Based on attendance and staffing data, the staffing ratio for the summer was 11 staff to at most 64 students, or one staff member to 5 or 6 students.

Table 5.2 Summer Activities

Activity/Description	Type of Activity(s)	Target Population(s)	Frequency of Activity	Partner Involved
Reading Recovery	Enrichment, Tutoring	K-3 received 3 hours daily 4th and 5th grades received 2 hours daily	2 or 3 hours daily	WES Staff
Math	Enrichment, Tutoring	K-3 received 30 min per day; 4th and 5th received 1 hour daily	30 min or 1 hour daily	WES Staff
SmartLab/STEM Daily	STEM	All Students	30 minutes daily	WES Staff
PE	Recreation	All Students	30 minutes daily	WES Staff
Art	Enrichment	All Students	30 minutes daily	WES Staff
Library	Expanded Library Hours	All Students	Flex	WES Staff
Field Trips (bowling and LegoLand)	Enrichment	All Students	Two days	WES Staff
Fab Arts Literacy Performance	Enrichment, Other	All Students	Every Friday	Fab Arts
Coca-Cola Space and Science Center Mobile Planetarium and UV Hands-on Activity	STEM	All Students	Once	WES Staff

5.4 Summer Demographics

Table 5.3 Grade Level Race/Ethnicity

EXAMPLE: **Student Enrollment**	**Enrolled**
Total Unduplicated Enrollment	64
Male	26
Female	38
Grade	
K	4
1	6
2	10
3	6
4	19
5	19

Table 5.4 Participant

Race/Ethnicity	**Student**
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	56
Hispanic or Latino	0
White	6
Multiracial	0
Do not Know or Some Other Race	2

6.0 Adherence to the Grant Application

Despite a couple of minor programming adjustments to adhere to safety guidelines related to the Covid-19 Pandemic, this program accurately and effectively implemented the summer program as described in the grant application this year.

7.0 Results and Recommendations

Based on the available data, the summer program reached their desired outcome. Many of the activities this summer provided opportunities for students to gain and use new academic skills (particularly in reading, STEM, art, and math). The program atmosphere, pace, and student-centered activities allowed participants to fully engage in enriching experiences that will help them succeed next year.

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

ALSDE, the Site Coordinator, and the superintendent will receive the full report. It will be shared with all stakeholders including but not limited to the advisory committee. The advisory committee will be challenged to review findings from the report and then give feedback as to future changes.

9.0 Appendices

The interview protocols used in this evaluation are included in Appendix A. There were no data tables omitted from the results section, and an abbreviated version of the External Evaluator's curriculum vitae is included in Appendix B. The Grantee Signature page follows the appendices.

Appendix A

21st CCLC Grant Protocol Interview Protocol

<u>Students:</u>

1. What kinds of things have you learned about coming here? Reading? Math? (Goals 1 and 2)

2. Do you read more books this year than you did last year? (Goal 3)

3. Do you like coming here? (Goal 4)

4. Tell me about something that you are learning how to do here that you didn't know how to do last year. (Goal 5)

5. Does your family come to after-school activities with you? (Goal 6)

<u>Parents:</u>

1. Have grades or test scores gone up for your student? If so, in which ones? (Goals 1 and 2)

2. Does your child read more because of this program? (Goal 3)

3. Do you think your child coming to this program helps them be more motivated? (Goal 4)

4. Does your child enjoy coming here? (Goal 4)

5. What kinds of new things does your child learn coming to this program? (Goal 5)

6. Have you or do you plan to attend a Parenting Workshop? If you have been, what kinds of things did you learn? (Goal 6)

7. Are you satisfied with the after-school activities? Do you wish they would add anything for your child?

<u>Teachers:</u>

1. Tell me about any academic benefits you see among students who attend the program versus those who do not. (Goals 1 and 2)

2. Do EXCEL2020 students read more than students who don't come to the program? (Goal 3)

3. Do you think the program helps students be more motivated? (Goal 4)

4. Do you think students who come enjoy this program? (Goal 4)

5. What kinds of new things do students learn this program? (Goal 5)

6. Have you noticed changes in parental/family involvement for students who attend? (Goal 6)

Evaluator's CV

Lisa Simmons
Abbreviated Curriculum Vitae
September 2021

EDUCATION
2012-2017
Degree:	Doctor of Philosophy
Location:	Auburn University, Auburn, Alabama
Major:	Educational Psychology
Concentration:	Educational Research, Measurement and Evaluation
Certificate:	Program Evaluation
Dissertation:	The Relationship between Delinquency and Creative Writing for Detained Adolescent Males

2011-2012
Certification:	Teaching Credential: Exceptional Student Education, K-12
Location:	University of West Florida

2009-2011
Degree:	Master of Arts
Location:	Teachers College, Columbia University, NY, New York
Major:	Developmental Psychology

2004-2008
Degree:	Bachelor of Arts
Location:	Auburn University, Auburn, Alabama

PROFESSIONAL AFFILIATIONS
Association for Psychological Science (Student Member; 2006, 2007)
American Psychological Association (Student Member; 2006)
Southeastern Psychological Association (2007, 2012, 2018)
Alabama Association for Applied Behavior Analysis (Professional Member; 2008)
Southeast Evaluation Association (Student Member; Professional Member)
American Evaluation Association (Professional Member; 2018, 2019)
University-Based Evaluation Centers TIG, American Evaluation Association (2019)

AWARDS AND HONORS
2020   Nominated as Auburn University Supervisor of the Year
2019   Elected to Alabama Humanities Foundation Young Professionals Board
2013   Elected as Student Sector Representative for Southeast Evaluation Association
2008   Senior Honors Scholar, Auburn University
2008   Georgia Vallery Award Outstanding Senior Psychology Major, Auburn University
2007   Second place, Sigma Xi Podium Presentation Competition, Auburn University
2006   Elected to Vice President of Membership, Psi Chi, Auburn University
2005   Elected to Psi Chi, the National Honor Society in Psychology

REVIEWER / JUDGE

2020   Auburn Research: Virtual Student Symposium, Auburn University (judge)
2020   Peer Reviewer, American Educational Research Association 2021 conference, applied (reviewer)
2019   Peer Reviewer for American Educational Research Association 2020 conference, Division H, Section 2, Program Evaluation in Schools (reviewer)
2018   This is Research Student Symposium, Auburn University (judge)

UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICE

2020   Departmental: Promotion and Tenure Guidelines Review Committee, Member
2018-2021   University: Faculty Research Committee, Member
2018-2019   Departmental: Transforming Culture Committee, Chair
2018   University: Hunger Solutions Institute

STUDENT RESEARCH EXPERIENCE

Summer 2012 – Summer 2015
Title: Research Coordinator; Graduate Research Assistantship at Auburn University
Supervisor: Barry Burkhart, Ph.D.
Location: Auburn University, Auburn, AL; Department of Youth Services, Mt. Meigs, AL
Duties: worked alongside employees of Alabama's Department of Youth Services at the Mt. Meigs juvenile detention facility with adolescents detained for a sexual offense or a non-sexual offense; scheduled, trained, and supervised a team of approximately 15 undergraduate research assistants in the administration and scoring of 10 self-report measures (e.g., Million Adolescent Clinical Inventory [MACI], Reynolds Adolescent Depression Scale [RADS], Adolescent Substance Abuse Subtle Screening Inventory [SASSI-A2], etc.); managed assessment done by 6 graduate student interns; coordinated clinical rotation of 3 therapy interns; occasionally conducted intake interviews and prepared presentations and state reports on inmates; helped prepare and submit annual documents for the IRB process; prepared research presentations for regional conferences

Spring 2010 – Summer 2011
Title: Research Coordinator
Supervisor: Susan L. Rosenthal, Ph.D.
Location: Columbia University Medical Center, New York, NY
Duties: assisted in questionnaire item creation with a team of medical doctors in the Department of Pediatrics and the School of Public Health; reviewed manuscripts for publication; administered surveys about attitudes toward neonatal male circumcision to parents in the waiting room of a pediatric clinic; scheduled and supervised four research assistants; created the scoring manual for and coded international qualitative data on herpes stigma; collaborated on poster presentations and manuscript submission at the university and national level; prepared biographical sketches for grant submissions; analyzed data with supervision

Spring 2006 – Spring 2008
Title: Research Assistant
Supervisor: Chris Correia, Ph.D.
Location: Auburn University, Auburn, AL

Duties:	completed the online National Institute of Health ethics training; participated in weekly lab meetings and was involved with 3 studies: Study 1 (Brief Abstinence Test for College Student Smokers): completed biosafety training, assisted in creation of a computerized reinforcer preference task, obtained carbon monoxide readings from undergraduate participants, analyzed biological samples, administered computerized task, presented findings Study 2 (Novel Choice Task for College Student Smokers): coordinated all screening and lab sessions for participants and research assistants; ran survey and laboratory sessions; collected and entered data; assisted in analyzing data Study 3 (21st Birthday Celebrations): assisted in the writing of a proposal for the IRB; observed and assisted in writing a grant for the NIAAA [National Institute for Alcohol Abuse and Alcoholism]; collected and entered data; analyzed data with supervision; prepared thesis with findings to earn distinction as Senior Honors Scholar; prepared a manuscript draft for publication submission

ACADEMIC TEACHING EXPERIENCE AND TRANING

Fall 2021

Title:	Child Development, Learning, Motivation, and Assessment
Location:	Auburn University, College of Education
Duties:	Taught online, asynchronous 6 hour undergraduate course.

Fall 2014

Title:	Instructor, Success Strategies for First Year Experience
Location:	Auburn University, Office of Undergraduate Studies
Duties:	lectured weekly, maintained office hours weekly, answered questions in person, over email, and using an online course platform (i.e., Canvas), posted lecture materials and related content to online course platform

Fall 2014 – Spring 2015

Title:	Writing Consultant
Location:	Auburn University, Miller Writing Center
Duties:	tutored individual undergraduate and graduate students with various writing projects and assignments across many disciplines at Auburn University

Fall 2013

Title:	Graduate Teaching Assistant for Child Development, Learning, Motivation, and Assessment
Location:	Auburn University, College of Education
Duties:	graded exams, lectured, answered questions, interacted with students via online course platform (i.e., Canvas)

Summer 2007

Title:	Undergraduate Teaching Assistant for Introduction to Psychology
Location:	Auburn University, Psychology Department
Duties:	lectured for one class on a topic, assisted in answering questions and supporting the professor and the Graduate Teaching Assistants

Summer 2006 – Summer 2007

Title:	Academic Tutor
Location:	Auburn University, Athletic Division
Duties:	tutored individual and small groups of Division I athletes in Statistics,

Psychology, and Sociology

RELEVANT WORK EXPERIENCE

Summer 2017 – present
Title:	Assistant Research Professor, Educational Foundations, Leadership & Technology Department, College of Education
Supervisors:	Sheri Downer, Department Chair (2012-2019), Jim Witte, Interim Department Chair (2020), James Statterfield (2020-present)
Location:	Auburn Center for Evaluation, Auburn University, Auburn, AL
Duties:	conduct external evaluations on grants across the University, state, and region; authored reports in accordance with grant requirements; supported authorship and submission of grants; supervised Graduate Research Assistant

Summer 2015 – Spring 2017
Title:	Graduate Research Assistant
Location:	Auburn Center for Evaluation, Auburn University, Auburn, AL
Duties:	conducted evaluations on grants across the state and region (e.g., 21st Century Community Learning Center grants); worked to establish and maintain community and university partnerships

Summer 2011 – Summer 2012
Title:	Lead Teacher
Location:	The Little Tree Preschool of The Learning Tree, Inc., Auburn, AL
Duties:	taught with students ages 3 - 7 who had a diagnosis of autism and/or other developmental delays as well as their typically developing peers; supervised 2 teaching assistants; trained undergraduate volunteers on individualized behavior and education plans for 6 students on my case load; contributed to the writing of and implementation of individualized education plans; created and implemented token economy

Summer 2008 – Fall 2009
Title:	Residential Support Supervisor
Location:	The Learning Tree, Inc., Tallassee, AL
Duties:	worked with students with multiple disabilities; supervised and trained direct care staff on individualized behavior plans for 10 students on my case load; contributed to the writing of and implementation of behavior modification plans and individualized education plans as part of a 3-person team that also included a certified teacher and a board certified behavior analyst

Fall 2007 – Spring 2008
Title:	Preschool Instructor
Location:	ABC123, Auburn, Alabama
Duties:	worked part-time in a community pre-school program for children ages 3-5; implemented curriculum and supervised activities several days a week

Fall 2006 - Spring 2008
Title:	After-School Program Instructor
Location:	Yarbrough Elementary, Auburn, Alabama
Duties:	worked with students in grades Kindergarten – 5; was responsible for a weekly rotation of activities for each grade including outdoor skills, chess, and academic games; supervised homework time for students in grades 4 and 5 daily

WORKSHOPS AND SYMPOSIA

Simmons, L. & Duffy, A. (2018, March). *The social justice role of evaluators in evaluation context.* Workshop and presentation accepted at the annual workshop of the Southeast Evaluation Association, Tallahassee, FL.

Simmons, L., Norwood-Strickland, A., Newman, J., Kantra, L., & Burkart, B. R. (2013, March). *Next-generation programming: Providing psychological services to difficult adolescent populations.* Workshop and presentation accepted at the annual conference of the Southeastern Psychological Association, Atlanta, GA.

ORAL PRESENTATIONS

Henry, D., **Simmons, L,** & Duffy, A. (2018, March). *Building the center: Lessons learned from the startup of a university evaluation center at Auburn.* Paper presented at the annual workshop of the Southeast Evaluation Association, Tallahassee, FL.

*Simmons, L. & Newman, J. L. (2015, March). *Use of expressive writing intervention in a detained male adolescent population.* Paper presented at the annual workshop and conference of the Southeastern Psychological Association, Hilton Head, SC.
*Paper nominated for Outstanding Graduate Student Presentation.

Simmons, L. & Burkart, B. R. (2013, January). *Conceptual domains relevant to comprehensive assessment of treatment effectiveness.* Paper presented at the annual workshop of the Southeast Evaluation Association, Tallahassee, FL.

Bisono, G.M., **Simmons, L.**, Volk, R.J., Quinn, T.C., Rosenthal, S.L. (2012, April). *Attitudes about neonatal male circumcision in a hispanic population in New York City.* Paper presented at the annual meeting of the Pediatric Academic Societies, Boston, MA.

Simmons, L., Bradford, D. E., Brice, S. E., Martin, K., Irons, J. G. & Correia, C. J. (2007, November). *A brief abstinence test for college student smokers.* Paper presented at the annual meeting of the Alabama Psychological Association, Birmingham, Alabama.

Simmons, L., Bradford, D. E., Brice, S. E., Martin, K., Irons, J. G. & Correia, C. J. (2007, November). *A brief abstinence test for college student smokers.* Paper presented at the annual Psi Chi Undergraduate Research Festival, Auburn, Alabama.

*Simmons, L., Irons, J. G., Correia, C. J., Brice S. E., & Bradford, D. E. (2007, April). *A novel choice procedure: Empirical assessment of the adequacy of potential monetary reinforcers for college student smokers.* Paper presented at the Undergraduate Research Forum, Auburn University.
*Received second place in the University research competition.

Irons, J. G., Bradford, D. E., Grand, J., McGrew, J., Brice, S. E., **Simmons, L.**, & Correia, C. J. (2007, February). *Physiological and mood effects of caffeine on healthy young adults.* Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.

Irons, J. G., Correia, C. J., Bradford, D. E., Brice, S. E., & **Simmons, L.** (2006, November). *Empirical assessment of potential reinforcer preferences in college student smokers.* Paper presented at Auburn University Psychology

Department12th Annual Graduate Research Festival, Auburn, Alabama.

POSTER PRESENTATIONS

Mims, B.D., **Simmons, L.**, & Norwood-Strickland, A. (2014, March). *Autism Symptoms in Juvenile Delinquents*. Paper presented at the Southeastern Psychological Association Convention, Nashville, Tennessee.

Bisono, G.M., **Simmons, L**., Volk, R. J., Meyer, D., Quinn, T. C., Rosenthal, S. L. (April, 2012). *Attitudes about neonatal male circumcision in a Hispanic population in New York City.* Poster presented at the annual meeting of the Pediatric Academic Societies, Boston, MA.

Shearer, L., **Simmons, L.,** Mindel, A., Stanberry, L. R., Rosenthal, S.L. (July, 2011). *Reducing the stigma of herpes simplex virus (HSV) infection through brief publicly-generated videos.* Poster presented at the annual meeting of the International Society of Sexually Transmitted Diseases Research, Quebec City, Canada.

Simmons, L., Day, J., Muse, L., Hauenstein, J., Correia, C.J. (November, 2008). *Personality traits and expected drinking behavior during 21st birthday celebrations.* Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL.

Rousseau, G., Holt, J., **Simmons, L.**, Cullen, Z., & Correia, C.J. (November, 2008). *Drinking to cope moderates the relationship between induced mood and the reinforcing value of alcohol*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Orlando, FL.

Simmons, L., Day, J., Muse, L., Hauenstein, J., & Correia, C. J. (April, 2008). *Personality traits and expected drinking behavior during 21st birthday celebrations*. Poster presented at the annual Auburn University Undergraduate Research Forum, Auburn, AL.

Day, J., Muse, L., Hauenstein, J., **Simmons, L**., & Correia, C. J. (November, 2007). *Expected and actual drinking behavior during 21st birthday celebrations*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Irons, J. G., Brice S. E., Bradford, D. E., **Simmons, L**., & Correia, C. J. (2007, November). *The reinforcer preference task: A novel choice procedure for assessment of incentive adequacy*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Muse, L, Hauenstein, J., **Simmons, L.**, Day, J., & Correia, C. (2007, November). *Normative beliefs about alcohol consumption during 21st birthday c*elebrations*. Poster presented at the annual meeting of the Alabama Psychological Association, Birmingham, Alabama.

Day, J., Heidelberg, N., **Simmons, L.**, Brice, S. E., Mitra-Varma, K., & Correia, C. J. (2007, November). *Prevalence and correlated of drinking game participation among students attending National Alcohol Screening Day*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Irons, J. G., Correia, C. J., Brice S. E., Bradford, D. E., & **Simmons, L.**, (2007, May). *A Novel Choice Procedure: Empirical Assessment of the adequacy of potential monetary*

reinforcers for college student smokers. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C.

Bhaju, J., O'Leary, V. E., Bell, C., Brewer, C., Hauenstein, J., Nelson, K., **Simmons, L.** (August, 2006). *Gender differences in Nepali's self-construal and attitudes toward women*. Poster presented at the annual meeting of the American Psychological Association, New Orleans.

O'Leary, V. E., Bhaju, J., Bell, C., Brewer, C., Hauenstein, J., Nelson, K., & **Simmons, L.** (2006, May). *Attitudes toward women, self-construal, and self-esteem: Some surprising findings from Nepal*. Poster presented at the annual meetings of the Association for Psychological Science, New York.

SCHOLARLY PUBLICATIONS

Bisono, G.M., **Simmons, L.,** Volk, R.J., Meyer, D., Quinn, T.C., & Rosenthal, S.L. (2012). Attitudes and decision making about neonatal male circumcision in a Hispanic population in New York City. Clinical Pediatrics, 51(10):956-963.

Shearer, L., **Simmons, L.,** Mindel, A., Stanberry, L. R., Rosenthal, S.L. (2012). Reducing the stigma of herpes simplex virus (HSV) infection: Lessons from an online video contest. Sex Health, 9(5): 438-444.

Cameron, J.M., Heidelberg, N., **Simmons, L**., Lyle, S.B., Mitra-Varma K., & Correia, C.J. (2010). Drinking game participation among undergraduate students attending National Alcohol Screening Day. Journal of American College Health, 58(5):499-506.

Day-Cameron, J.M., Muse, L., Hauenstein, J., **Simmons, L.,** & Correia, C.J. (2009). Alcohol use by undergraduates on the twenty-first birthday: Predictors of actual consumption, anticipated consumption, and normative beliefs. Psychology of Addictive Behaviors, 23(4), 695-701.

References available upon request.

Grantee Signature Page

Reviewed by: _Michelle Lian_ Position: _Site Coordinator_

Date _9/23/22_ External Evaluator Signature: _Lisa Simmons_