

# Brooks County Middle School

## *21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER*

### SUMMATIVE EVALUATION REPORT

2020-2021

*June 14, 2021*



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# *The 21st Century Community Learning Center*

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## THE NEED FOR AFTERSCHOOL PROGRAMS

An incredible need exists for afterschool activities giving suitable youth supervision in an organized and supervised environment. Literature proposes that students and guardians are well served by youth programs amid afterschool hours. Programs can focus on social, educational, and recreational activities for youngsters, while shielding them from undesirable situations (Posner & Vandell, 1994; Riley, 1994). These afterschool programs have become an important component for communities that provide their students with constructive activities during after school hours. Quality after school programs have been found to help students academically and socially as well as expand students' exposure to new activities.

Research shows a number of positive impacts on children and families but depending on the types of activities offered. The most prevalent benefit for children participating in afterschool activity, is that children are kept safe and out of danger. Research has shown the following benefits of regular participation in a high-quality program: Gains in academic grades and standardized test scores, Improved motivation and dedication to school and learning and Increased interest in school just to name a few. Afterschool programs can also offer opportunities children did not know were possible and help children to see life's possibilities that, with commitment and tenacity are reachable.

A key benefit of Afterschool Programs has been to improve school attendance, test scores, and grades. Participation in afterschool programs have also been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and increase parental involvement, which is crucial to student success. In addition to providing services to students, 21st CCLC programs aim to

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engage adult family members by providing services that meet their unique needs. Additional components offered through 21st CCLC programs include homework assistance, project and problem-based learning activities, character education, physical education and recreational activities, and dropout prevention.

The 21st CCLC programs are funded through the Elementary and Secondary Act (ESEA) which has specific aims:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards
- Offer students an array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students
- Offer adult family members of students served by community learning centers opportunities for literacy and related educational development

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# *Improving Quality Through Summative Evaluation*

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## OVERVIEW AND HISTORY

Given the impacts of high-quality afterschool programs, federal, state, city, and community efforts and initiatives across the U.S. have established and expanded afterschool enrichment programs. Evaluation of program quality is important to maintaining high quality programs and assessing progress towards achieving the program objectives. Program evaluation provides information for adjustments. It is also important to carefully establish evaluation procedures to effectively monitor the quality of after school programs.

As specified in the grant, the program evaluation plan consisted of a formative and a summative evaluation applying both qualitative and quantitative data. Brooks County Middle School began providing 21st CCLCs in 2006, a Community Advisory Team has been active in supporting and advising the program and determining local needs. The team members are kept well-informed as to the progress of the 21<sup>st</sup> CCLC



students annually through the Evaluation Results. They have gained input from the community, and all agree that the 21<sup>st</sup> CCLC program has benefited the students and families of Brooks County greatly, and they believe that the county would suffer definite hardships if the program were not to continue. Currently, program services are being administered and monitored under the direction of the Program Director, Dr. Linnie B. Taylor. The Program Director continues to oversee and report

internal program improvements with a continued desire to implement recommended changes from past evaluations. The objective of this report is to provide a comprehensive overview of observations and findings on the identified program sites for the entire academic year of 2020-2021. It represents an analysis of required data, by GaDOE collected throughout the academic year in order to provide a comprehensive evaluation in keeping with best practice standards and recommendations for 21st CCLC evaluations by the federal government and professional literature.

The results from the evaluation are intended to be used to improve Brooks County Middle School's 21st CCLC Program and are shared with the Department of Education, Brooks County Middle School's admin staff, Site Coordinators, Board Members, program partners, and made available to the public upon request. For the Summative Evaluation, all possible variables were assessed as reported, based on the data provided by the 21st CCLC Program. Using available data, the primary components of this Summative Evaluation are: (1) Student Attendance and Enrollment (2) Program Operation (e.g., days, hours, and weeks of operation for each component), (3) Quality of Staffing (e.g., Student: Staff Ratio, Staff Training, and Use of Certified Teachers), (4) Objective Assessment (e.g., activities, data collected, timeline, analysis and results), (5) Progress towards Sustainability (e.g., partnership development, partner maintenance, and contributions to the program), and (6) Overall Recommendations to enhance program quality. Qualitative data were gathered through site visits to each of the school sites. During the site visits, classroom observations, informal interviews with Site Coordinator, teachers, parents, and students were conducted when possible. To enhance the quality and effectiveness of the 21st CCLC Program, it is necessary to establish a mechanism that links the program evaluation process with program improvement actions.



# *21<sup>st</sup> CCLC Student Attendance & Enrollment*

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## STUDENT ATTENDANCE

Brooks County Middle School is located in Quitman, Georgia and operates within the Brooks County School District. Brooks County Middle School is a Title 1 school and is currently serving 473 students. The 21<sup>st</sup> CCLC target population is 80 students in grades 6-8 in the afterschool hours during the school year. One hundred percent of BCMS students are receiving free lunches.

According to the latest available statistics (Kids Count, Georgia Family Connection Partnership), in 2012, 39.6% of the children in Brooks County lived in poverty, in comparison with the state average of 27.3%

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or “enrollment” in the program is categorized by student attendance of at least one day in the 21<sup>st</sup> CCLC program during the program reporting period. “Regularly participating” is categorized as student attendance of more than 30-



days throughout the program period covered by the report. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. A total of 78 students registered for Brooks County Middle School between September 2020 and May 2021. Thirty-One (31) of those students attended Brooks County Middle School for 30 days or more.



Table 1 provides a breakdown of student and regular attendees by school sites. Enrollment data was retrieved from CAYEN After-School System.

*Table 1: Total Student Enrollment and Regularly Student Attendees*

<i>School Sites</i>	<i>Total Students Enrolled (Attended 1 Day or more)</i>	<i>Regularly Attending Students (Attended 30 days or more)</i>
<i>Brooks County Middle School</i>	<i>78</i>	<i>31</i>

*Source: CAYEN*

### AVERAGE DAILY ATTENDANCE

For the purposes of this evaluation, in addition to assessing progress towards regular student attendance, it is also important to explore whether the program is making progress toward meeting the proposed average daily attendance of student participants. As shown in Table 2, the program achieved 23 average daily attendance. Brooks County Middle School was well on their way to achieve their target population.

*Table 2: Average Daily Student Attendance*

<i>School Sites</i>	<i>Average Daily Attendance (Proposed)</i>
<i>Brooks County Middle School</i>	<i>23</i>

*Source: CAYEN*

### STUDENT GRADE LEVELS

To understand which students being served at Brooks County Middle School, data was submitted on the characteristics of all student participants served during the 2020-2021 school year. A total of 31 students were recorded as regular attendees on the “District Site Summary Report”.

Table 3: Student Grade Level: Regular Participants (30+ Days)

31 Students	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Brooks County Middle School	13	9	9

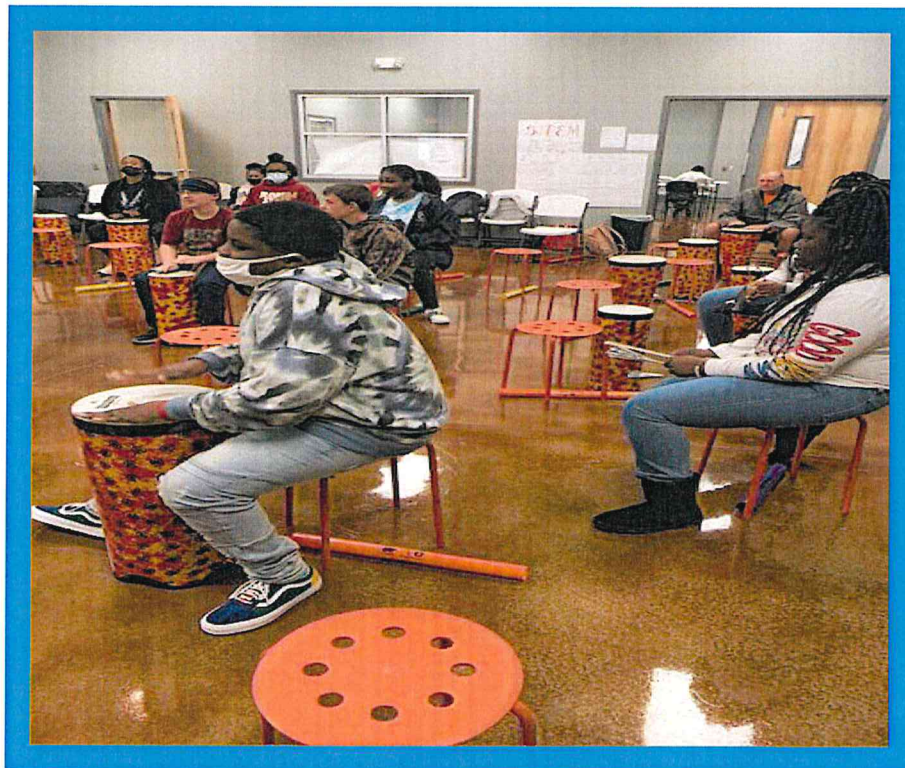
Source: CAYEN

### DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 31 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 31 students who regularly attended Brooks County Middle School Program. Each of BCMS students were identified as eligible for free or reduced lunch. The homogeneity of the Brooks County Middle School Program closely reflects that of the community in which majority of students are of African American decent. The Brooks County Middle School Program’s demographic information is listed in Table 4.

Table 4: Demographic characteristics of the students who regularly attended Brooks County Middle School Program.

Brooks County Middle School		
	# Students	Percent
Total	31	100%
6th	13	42%
7th	9	29%
8th	9	29%
Gender		
Female	15	48%
Male	16	52%
Race/Ethnicity		
Black	20	65%
White	9	29%
Hispanic	0	0%
2 or more races	2	6%
Population Specifics		
Not proficient in English	0	0%
Free/Reduced Lunch	31	100%
Special Education	8	26%
Family Members	9	29%





# ***Providing A Quality 21<sup>st</sup> CCLC Program Operation***

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## PROGRAM OPERATION

It is required that each 21st CCLC Program center must “begin services within one week of the school start date and continue through at least one week before the end of the school year.” The program ended on May 13, 2021. All Brooks County Middle School students, 6<sup>th</sup> grade-8<sup>th</sup> grade, were eligible to enroll in program. Recruitment was an on-going process. Promotional flyers and application forms were sent to all families at the Brooks County Middle School Program in collaboration with community partners provided expanded learning opportunities through academic and cultural enrichment program. The focus was on academic remediation/enrichment in the core content area (math, reading/ELA, science, and social studies) aligned to Georgia Standards, homework assistance, cultural enrichment through project-based learning activities, and a variety of enrichment activities.

During School Year 2020-2021, Brooks County Middle School began providing services on September 9, 2020, and ended on May 13, 2021. The program was open for 102 program days of after school program this school year.

The academics used a ratio of 10:1 student to teacher ratio. During onsite visits, it was evident that the academic goals as described in the grant were being taught. Table 5 displays Brooks County Middle School Program’s hours of operation during the school year, 4 days per week, for 3.25 hours per day.

Table 5: The Brooks County Middle School Program Hours of Operation

School Year 2020-2021 Program Operations				
School Sites	Total Number of Weeks Open	Typical Number Days Per Week Open	Typical number of hours per week:	
			After School	Weekend
Brooks County Middle School	20	4	13	0





# 21st CCLC Quality of Staffing

## STAFFING CHARACTERISTICS

Ms. Sandra McDonald, Site Coordinator relies heavily on well qualified and experienced program staff and service providers. Brooks County Middle School was staffed with 1 fulltime Site Coordinator which was responsible for planning activities and overseeing daily operations. Brooks County Middle School staff are dedicated with a high level of commitment to serving the students within the program. The site is staffed based on the rate of student enrollment.

The academic activities include instruction by 7 certified teachers, small group instruction, tutorial services, test preparation, and computer-based assistance to reinforce and compliment the regular school day academic program. Teachers were staffed in a 10:1 student to teacher ratio.

Table 6 shows the demographics of 21st CCLC staff. A total of 7 certified teachers were employed, 2 high school staff members, and 5 non-teaching school staff members that provided services during the academic year.

Table 6: Regular Staff by Paid and Volunteer Status

Staff Type	2020-2021 School Year	
	Paid	Volunteer
Administrator	1	0
College Student	0	0
Community Member	0	0
High School Student	2	0
Parents	0	0
School Day Teacher	7	0
Other Non-Teaching School Staff	5	0
Subcontracted Staff	0	0
Other	2	0
Total	17	0



## STAFF QUALIFICATION AND PROFESSIONAL DEVELOPMENT

A top-quality program depends heavily upon qualified and seasoned program employees. Brooks County School District encompasses a clearly outlined structure. The Program Director, Dr. Linnie B. Taylor worked directly, collaboratively, and provides steerage and oversight with the site director on major program choices addressing funding, staffing, resources, and special events.

Brooks County Middle School provided an initial orientation staff. This orientation outlined the mission and vision, info regarding the service delivery model and expectations of outcomes. To support services provided through the 21<sup>st</sup> CCLC program, Dr. Linnie B. Taylor and Ms. Sandra McDonald conjointly offered Professional Development to staff. Staff were inspired and frequently participated in numerous trainings throughout the year. Professional Development opportunities were offered and organized by the Site Director, Ms. Sandra McDonald. Professional Development sessions were based on Formative Assessment, teacher request, PBIS and BCMS staff observation of need. Professional development session topics included:

- GSAN Mental Health, GSAN COVID-19, GSAN Building Resilience in Youth, GSAN Stress Management for Youth Development Professionals
- A Framework for Understanding Poverty
- A student Guide to cultural diversity
- A Student Guide to Implicit Bias
- Harassment and Discrimination Prevention
- A student guide to sexual violence and prevention
- Adult and Child CPR, Basic First Aid
- COVID-19: What you need to know
- Cyberbullying
- Family Educational Rights and Privacy (FERPA)
- GCF: Internet Safety for Kids
- Making Educators Partners in Suicide Prevention
- Preventing Cuts, Scrapes, and Punctures
- Safety and Survival in Active shooter event
- Slips, Trips and Falls
- Stop Bullying
- Suicide Prevention: Saving lives one Community at a time
- Working with Minors

### STAFF PROVIDING PARENT OPPORTUNITIES

Effective leaders require a great deal of persistence to implement a quality 21st CCLC program. The leadership is essential to ensure that stakeholders (e.g., program staff, students, teacher, parents, and community partners) are equipped with the skills they need to ensure the program is successful. The Site Coordinator Ms. Sandra McDonald has successfully managed to provide parents with several opportunities for involvement. Brooks County Middle School 21<sup>st</sup> CCLC hosted 5 parent involvement activities. It was important that most family members of students were able to attend the monthly meetings. Therefore, several strategies were implemented by Ms. Sandra McDonald to engage parents and inform them of the 21st CCLC program. Informational letters and enrollment packets were sent to target parents prior to the start of the program to encourage parents to enroll their child in the program and notify them of the Family Involvement Activities that were held.

Table 7: Schedule of Family Involvement Activities

Parent Involvement Activity
Family Engagement-September-Orientation
Veteran's Day Celebration
Family Engagement-October-Family Wellness
Family Engagement-February-Black History Program
Family Engagement-December-Virtual Guide to Raising Digital Natives
<b>Total: 5</b>

# *21st CCLC Objective Assessment*

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## PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Brooks County Middle School. The program aims to achieve ten objectives. The first five objectives deal with academic performance in reading, math, and science. The three goals of the program are to engage children in enrichment activities to facilitate the following:

Goal 1: Provide opportunities for academic improvement for 21<sup>st</sup> CCLC students, so they meet or exceed state and local performance standards in core academic areas of English/Language Arts, Math Science, and Social Studies.

Goal 2: Improve positive 21<sup>st</sup> CCLC student outcomes in the areas of attendance, character, behavior, and responsibility.

Goal 3: Offer adult family members of students who are served by the 21<sup>st</sup> CCLC program the opportunities for positive involvement and development.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of Brooks County Middle School and suggest recommendation to support ongoing sustainability. Please note, Brooks County Middle School GA Milestone scores are embargoed. Therefore,

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# *Status of Program Objectives*

Table 8: Brooks County Middle School 21<sup>st</sup> CCLC Grant Goals, Objectives, and Status

Goal 1	Measurable Objectives	Activities	Status/Comments
Improve Student Academic Achievement	1.1) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in English/Language.	1.1.1) 1. Instruction and tutoring on skills and specific subject. requirements, including Georgia Performance Standards; innovative learning methods; project-based and hands-on learning.	<b>Met</b> <b>94%</b> Total students meeting objective: 29/31
		1.1.2). Test preparation for statewide assessments, to include study, research, and writing skills for each grade level.	
	1.2) A minimum of 65% of regularly participating students will meet or exceed local assessments for Math.	1.2.1) Instruction and tutoring on skills and specific subject requirements; innovative learning methods; project-based and hands-on learning.	<b>Met</b> <b>90%</b> Total students meeting objective: 28/31

		1.2.2) Test preparation for regular school day tests, including study and research skills.	
	1.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in Science.	1.3.1) Instruction and tutoring on skills and specific subject requirements, including Georgia Performance Standards, innovative learning methods; project-based and hands-on learning.  1.3.2) Test preparation for regular school day tests, including study and research skills.	<b>Met</b> <b>100%</b> Total students meeting objective: 31/31
	1.4) A minimum of regularly participating students (attending 30 days or more) at Brooks County Middle School will meet or exceed local standards in Social Studies.	1.4.1) Instruction and tutoring on skills and specific requirements; innovative learning methods; project-based and hands-on learning.  1.4.2) Test preparation for regular school day tests; to include study and research skills.	<b>Met</b> <b>100%</b> Total students meeting objective: 31/31

	1.5) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in homework completion annually.	<p>1.5.1) Regular communication between 21st CCLC staff and regular day school teachers on homework assignments and projects.</p> <p>1.5.2) Homework assistance provided by certified teachers; checking student work for completion and accuracy.</p>	<p><b>Met:</b> 74% of the students demonstrated improvement in homework completion. 23/31</p>
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Goal 2	Measurable Objectives	Activities	Status/Comments
Youth Development	2.1) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will be absent 15 days or less during the regular school day.	<p>2.1.1) Quality programming, assistance, and encouragement to strengthen student performance and confidence.</p> <p>2.1.2) Working with day school official and parents to ensure that student attendance policies are enforced.</p> <p>2.1.3) Provide programming for parents and students that reinforces the benefits of good attendance.</p>	<p><b>Met:</b> 68% of the students were absent 15 days or less during the regular school day. 21/31</p>



	2.2) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in class participation.	2.2.1) Improving student confidence in the area of classroom participation with smaller group settings during 21st CCLC hours.	<b>Did Not Meet:</b> 60% of student improved in class participated as reported by teachers. 18/30
	2.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County Middle School will demonstrate improvement in character development and behavior.	<p>2.2.2) Enrichment activities to enhance student experience, including STEAM(Science, Technology, Engineering, Arts, and Math), fitness, and swimming.</p> <p>2.3.1) Mentoring and encouragement through positive instruction in character education and resistance of risky behaviors.</p> <p>2.3.2) Enrichment activities to enhance student opportunities, including field trips, college visits, and guest speakers.</p>	<b>Did Not Meet:</b> 47% of student improved in class participated as reported by teachers. 14/30

Goal 3	Measurable Objectives	Activities	Status/Comments
Family Engagement	3.1) A minimum of 60 adult family members of participating students at Brooks County Middle School will attend at least one development opportunity annually.	3.1.1) Offering quality family development opportunities monthly with pertinent information, topics, and guest speakers.	<b>Met:</b> 65 family members participated in a Parent Engagement Opportunity.
	3.2) A minimum of 75% of the Brooks County Middle School adult family members who attend at least one family-related development session will state they have gained increased knowledge regarding their child's academic status and success.	3.2.1) Monthly family development opportunities with pertinent information, topics, and guest speakers.  3.2.2) Planned opportunities for adult family members to learn of student progress and achievement within the 21 <sup>st</sup> CCLC program as related to the goals and objectives of the program.	Unable to Determine: No parent survey

# *Evaluation Overview*

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## *PARENT, TEACHER AND STUDENT SURVEYS*

Multiple measures were used to evaluate Brooks County Middle School Program. The parent, teacher, and student surveys are used to monitor progress and make decisions for Brooks County Middle School's 21<sup>st</sup> CCLC program activities and projects that are a grant requirement. Stakeholder feedback is intended to guide the continuous improvement process and should enable the identification of successful aspects of the program and areas in need of improvement. BCMS did not receive Parent Surveys. The parent opinions on staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors regarding the overall program would have been helpful. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether certain criteria are being met such as quality homework completion, student's ability to get along with others, and students' behavior. The teachers' results assist with guiding the curriculum and suggest improvements for the 21<sup>st</sup> CCLC Program.

## *TEACHER SURVEY*

In spring 2021, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. The survey includes 30 items on an 8-point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.



### SITE VISITS

Also, external evaluators retrieved additional observational data during the 2 site visits. The purpose of the site visits was to observe activities and lessons during the implementation and collect documentation that would assist in the evaluation of the program. The site was also visited multiple times by the Program Director and the GADOE Evaluation Specialist.

### OTHER TECHNIQUES

1. Collected and analyzed secondary data gathered from CAYEN
2. Collected and analyzed secondary data gathered from Dr. Lennie B. Taylor.

### DATA COLLECTION SCHEDULE

Table 9: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2021
Student Survey	Spring 2021
Analysis of Report Grades	Spring 2021
Analysis of CAYEN Data	Ongoing
Other Techniques	Ongoing

*Source: CAYEN and site schedule*

# Teacher Survey

## TEACHER SURVEYS

In spring 2021, a survey was administered to the regular day teacher of the students who participated in the program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to afterschool programs over the course of the program. Survey responses are summarized in Table 10.

Table 10: Teacher Survey-Percentage of Need to Improve to Significant Decline

Survey Items and Response Frequencies						
Total Number of Students Rated = 30						
To What Extent has the Student changed:						
1. Turning in his/her homework on time.						
No Need to Improve 7 (23%)	Significant Improvement 7 (23%)	Moderate Improvement 5 (17%)	Slight Improvement 4 (13%)	No Change 3 (10%)	Slight Decline 0 (0%)	Moderate Decline 1 (3%)
2. Completing homework to your satisfaction?						
No Need to Improve 3 (10%)	Significant Improvement 10 (33%)	Moderate Improvement 6 (20%)	Slight Improvement 3 (10%)	No Change 3 (10%)	Slight Decline 1 (3%)	Moderate Decline 1 (3%)
3. Participating in class?						
No Need to Improve 3 (10%)	Significant Improvement 11 (37%)	Moderate Improvement 5 (17%)	Slight Improvement 2 (7%)	No Change 2 (7%)	Slight Decline 1 (3%)	Moderate Decline 4 (13%)
						Significant Decline 2 (7%)

4. Volunteering?							
No Need to Improve 4 (13%)	Significant Improvement 8 (27%)	Moderate Improvement 6 (20%)	Slight Improvement 2 (7%)	No Change 7 (23%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)	Significant Decline 01 3 (10%)
5. Attending Class?							
No Need to Improve 16 (53%)	Significant Improvement 3 (10%)	Moderate Improvement 0 (0%)	Slight Improvement 1 (3%)	No Change 5 (17%)	Slight Decline 1 (3%)	Moderate Decline 2 (7%)	Significant Decline 2 (7%)
To What Extent has the Student changed:							
6. Being attentive in class?							
No Need to Improve 7 (23%)	Significant Improvement 6 (20%)	Moderate Improvement 5 (17%)	Slight Improvement 3 (10%)	No Change 1 (3%)	Slight Decline 1 (3%)	Moderate Decline 4 (13%)	Significant Decline 3 (10%)
7. Behaving well in class?							
No Need to Improve 12 (40%)	Significant Improvement 5 (17%)	Moderate Improvement 2 (7%)	Slight Improvement 2 (7%)	No Change 2 (7%)	Slight Decline 5 (17%)	Moderate Decline 1(3%)	Significant Decline 1(3%)
8. Academic Performance?							
No Need to Improve 0 (0%)	Significant Improvement 10 (33%)	Moderate Improvement 8 (27%)	Slight Improvement 5 (17%)	No Change 1(3%)	Slight Decline 1 (3%)	Moderate Decline 1(3%)	Significant Decline 4 (13%)
9. Coming to school ready to learn?							
No Need to Improve 3 (10%)	Significant Improvement 9 (30%)	Moderate Improvement 7 (23%)	Slight Improvement 2 (7%)	No Change 2 (7%)	Slight Decline 2 (7%)	Moderate Decline 1 (3%)	Significant Decline 4 (13%)
10. Getting along well with other students?							
No Need to Improve 14 (47%)	Significant Improvement 3 (10%)	Moderate Improvement 0 (0%)	Slight Improvement 3 (10%)	No Change 6 (20%)	Slight Decline 3 (10%)	Moderate Decline 0 (0%)	Significant Decline 1 (3%)



## STUDENT SURVEYS

In the spring of 2021, a survey was administered to student who participated in Brooks County Middle School's 21<sup>st</sup> CCLC program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially.

### **Ratings from 21st CCLC APR Student Survey Results**

<b>Student Survey Items and Response Frequencies Number of Students Responding=5</b>				
<b>1. I like the 21st CCLC Program</b>				
Strongly Agree 0	Agree 2	Neither Agree/ Disagree 1	Disagree 0	Strongly Disagree 0
<b>2. My overall behavior has improved because of the 21st CCLC program.</b>				
Strongly Agree 0	Agree 1	Neither Agree/ Disagree 0	Disagree 1	Strongly Disagree 1
<b>3. The 21<sup>st</sup> CCLC program helps me complete and turn in my homework on time.</b>				
Strongly Agree 1	Agree 0	Neither Agree/ Disagree 0	Disagree 1	Strongly Disagree 1
<b>4. I'm doing better in school since I started coming to the 21st CCLC program.</b>				
Strongly Agree 0	Agree 2	Neither Agree/ Disagree 0	Disagree 0	Strongly Disagree 1
<b>5. I feel better about myself because of the 21st CCLC program.</b>				
Strongly Agree 0	Agree 0	Neither Agree/ Disagree 2	Disagree 0	Strongly Disagree 1
<b>6. I have made new friends because of the 21st CCLC program.</b>				
Strongly Agree 1	Agree 1	Neither Agree/ Disagree 0	Disagree 1	Strongly Disagree 0

# *Program Implementation*

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## PROGRAM ACTIVITIES

The primary activities of Brooks County Middle School program are listed below:

- Tutoring
- Homework Help
- Arts and Crafts
- Physical Activity
- Community / Service Learning
- Truancy Prevention



# Progress Towards Sustainability

## PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Brooks County Middle School program continues to work diligently toward sustaining and gaining new partnerships that will support the programs activities long term. Table 11 indicates the partners, their organization type, and the estimated values of their contribution made to enhance the activities offered to regularly participating students.

Table 11: Brooks County Middle School - Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Brooks County Farm Bureau	Funding, volunteers	\$500.00
Brooks County Public Library	Volunteers, programming, materials, technology	\$2,000.00
Brooks County Middle School	In-kind; paid staffing; materials, supplies; staff	\$2,500.00
Brooks County Sheriff Department	In-kind, volunteers	\$2,500.00
Citizens National Bank	Funding, volunteers	\$1,200.00
Colony Bank	Funding, volunteers	\$1,200.00
Family Connection	Donations, supplies	\$1,000.00
Presbyterian Home and Retirement Community	In-kind, volunteers	\$600.00
Quitman Brooks County Chamber of Commerce	In-kind, volunteers	\$500.00
Quitman Brooks County Historical Museum and Cultural Center	Volunteers, donations, supplies	\$600.00
Valdosta State University	Volunteers, donations, supplies	\$2,000.00
Grand Total Contributions		\$14,600.00

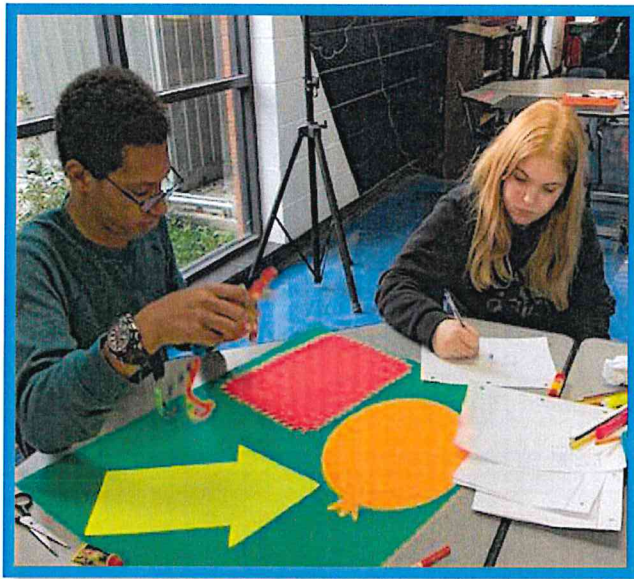


# Success Story

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## Student 1 Success Story:

I've had several students exceed in many areas this school year, even with our "not so normal" school year. One student in particular is a gifted student in our TORCH program who has no academic deficiencies, in fact she has maintained "A" Honor Roll this school year. However, her mom listed on her health form for ECHOES that she does have autism and has always struggled with socializing. Mom



told me that is the reason she enrolled her in the ECHOES after school program. In the beginning she was very shy and introverted. She would not carry on a conversation with others, but talked frequently to herself which made her a target for teasing from other students. The student has come out of her shell quite a bit and carries on conversations with other students and teachers, both in the after-school program and during the

school day. The student participates in activities with other students both in enrichment and in the after school academic class. She speaks out during class answering and asking questions. Her mom has been very pleased with her social growth this school year.

students with assignments, homework, and projects. She was also always helping her teachers and myself with running errands and other small jobs we needed done.

## *Challenges*

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The evaluation team asked the site coordinator about challenges that were experienced throughout the year. She shared, “There was a lack of staff that applied to work this school year with former staff as well as new staff members. Fewer students enrolled in the program this school year. My enrollment was less than half of what it has been in years past. When speaking with parents about enrolling their child, parents told me their child did not need the program this school year because they felt that their child would be placed into the next grade level no matter what their grades were due to what happened last school year. All students were placed into the next grade level, including students who were failing when school ended in March 2020. Fewer students were recommended for the after-school program by teachers this school year. We were not allowed to have face-to-face parent/family events this school year which affected students and parents/guardians negatively. We were also not allowed to take our students on Saturday field trips, which also affected our students negatively. The Saturday field trips also included an academic morning session and then an afternoon hands-on session. Many of the students never leave Brooks Co. to experience any cultural, Art, or STEM related activities and the Saturday sessions and field trips provided just that. The overall attitude toward the after-school program and participation in the after-school program was much different this school year”.

## *Additional Support*

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The evaluation team also asked site coordinator about way in which the program could better meet the needs of students and families for Summer 2021 and Fall 2021. She shared that, “Everything such as; provided tangible supplies, provided activity/enrichment supplies, conducted remote interactions with families, conducted remote interactions with students, supplied personal protective equipment, and provided meals to families. Face-to-face 21<sup>st</sup> CCLC parent/family events were not held this school year so meals were not provided. Live and recorded meetings and events were held on Facebook for parents/guardians to tune in live or watch later. Parents were asked to comment with their name and their child’s name(s) for each meeting and event. There was not a huge audience for the live or recorded meetings or events. The school system has provided food for students who were virtual this school year, parents/guardians must pick up the food bag weekly. The school system has also provided food bags on Fridays for students who attend on campus to take home for the weekend. The school system starting providing lunch for students last year approximately a month after school ended in March. There was a pick-up location in Quitman and another one in Morven for a hot lunch each day. After a couple of weeks of doing that, the system then started providing food bags that contained enough food for breakfast and lunch for a week. Those bags were distributed via school buses throughout the county in several pick-up locations.





# *Overall Recommendations*

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## RECOMMENDATIONS:

The evaluator's overall recommendation for continued success included each of the following:

1. Brooks County Middle School is encouraged to continue work to implement activities to increase student engagement and continue to use hands on manipulatives in the classroom.
2. Brooks County Middle School's 21st CCLC program experienced some difficulty with achieving the proposed level of student services, as indicated by the average daily attendance reported in Cayen. The 21st CCLC Program proposed to serve a specific number of students per day of operation, and the program should increase focus on ensuring this level of student services is achieved throughout the program year. Brooks County Middle School is encouraged to first work towards increasing enrollment well above the number of students needed to meet daily attendance numbers, then developing a plan to increase the retention and daily attendance of those students already enrolled. It may be necessary for the program to consider new projects or new strategies to help encourage enrolled students to attend the program more regularly (or attract new students into the program).
3. Continue to work to input data in Cayen.
4. Two strategies for improving student reading that have been shown to be effective in after schools are one-to-one tutoring and providing books to students. Providing books to students is particularly effective in tandem with tutoring. Consider additional resources for more ideas, such as the Expanded Learning and Afterschool Project.  
(<https://www.expandinglearning.org/expandingminds/article/using-afterschool-and-summer-learning-improve-literacy-skills>)

Site visits and conversation with members of the staff confirmed the program continues to operate in the best interest of students. OVERALL, it appears that the 21st CCLC program Brooks County Middle School has met a critical need for their students. The district should commend everyone involved with the program for a job well done.

