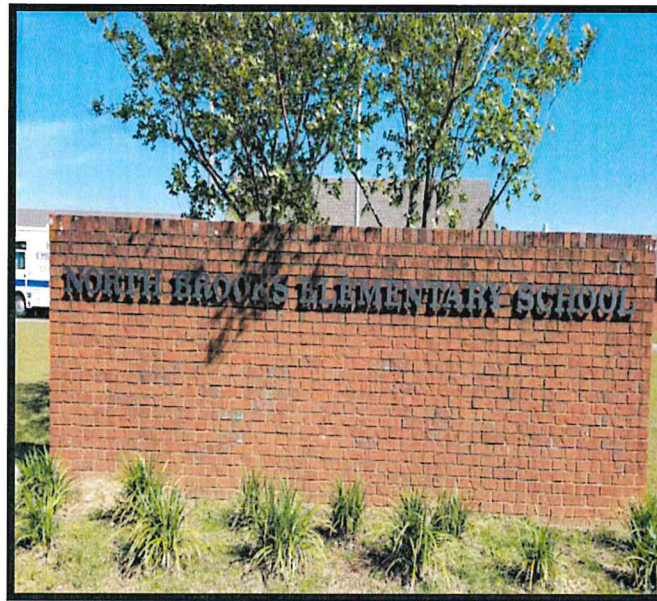


*21<sup>st</sup> CENTURY COMMUNITY LEARNING  
CENTER*

# **North Brooks Elementary School**



## **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 youth supervision in an organized and suitable environment. Research demonstrates that students and guardians are well served by afterschool youth programs. These programs offer social, educational, and recreational activities for youngsters, while shielding them from undesirable situations (Posner & Vandell, 1994; Riley, 1994). Afterschool programs have become an important component for communities that provide their students with constructive activities that are enriching and keep them out of trouble. Also, a key benefit of afterschool programs has been to improve school attendance, test scores, and grades. In fact, quality afterschool 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, depending on the types of activities offered. 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. 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. In the afterschool space, activities should therefore be focused on enriching students outside of the traditional curriculum. For instance, students can explore projects focused on travel, banking, technology, entrepreneurship, understanding credit, health and nutrition, and etc. Being able to provide students with these important topics supports afterschool programs as opportunities to further help students.



The most prevalent benefit for children participating in afterschool activity, is that children are kept safe and out of danger. Additionally, afterschool programs help bridge the gap between schools and parents or guardians. Participation in afterschool programs has been linked to a decrease in problem behaviors (e.g., drug use, aggression, gang activity) and an increase parental involvement, which is crucial to student success. In addition to providing services to students, 21st CCLC programs aim to 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. Overall, afterschool programs provide multiple benefits and opportunities for students and educators.

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. North Brooks Elementary began providing 21st CCLCs in 2006. Currently, program services are being administered and monitored under the direction of the Program Director, Dr. Lynn 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 2021-2022. 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 North Brooks Elementary School's 21st CCLC Program and are shared with the Department of Education, North Brooks Elementary School's admin staff, Site Coordinators, 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.

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

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## STUDENT ATTENDANCE

North Brooks Elementary is located in Morven, Georgia and operates within the Brooks County School District. North Brooks Elementary is a Title 1 school and is currently serving 384 PK-5 students. The 21<sup>st</sup> CCLC target population will be 115 students in grades PK-5 in afterschool hours during the school year; 60 students, grades PK-5, during the summer program; and at least 60 of their adult family members. One hundred percent of QES 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 21st 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 93 students registered for North Brooks Elementary between August 2019 and March 2020. One-hundred seventeen (76) of those students attended North Brooks Elementary 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>North Brooks Elementary School</i>	93	76

*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 an overall average of 66% of their proposed average daily attendance across all program components. NBES was well on their way to achieving their target population of 115. The program was working towards increasing enrollment while developing a plan to increase the daily attendance of those students already enrolled.

*Table 2: Average Daily Student Attendance*

<i>School Sites</i>	<i>Average Daily Attendance (Proposed)</i>
<i>North Brooks Elementary School</i>	53

*Source: CAYEN*

### STUDENT GRADE LEVELS

To understand which students being served at North Brooks Elementary, data was submitted on the characteristics of all student participants served during the 2020-2021 school year. A total of 76 students were recorded as regular attendees on the “District Site Summary Report”.

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

76 Students	PK	K	1	2	3	4	5
North Brooks Elementary School	3	10	9	16	14	10	14

*Source: CAYEN*

### DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 76 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 76 students who regularly attended North Brooks Elementary Program. Each North Brooks Elementary students were identified as eligible for free or reduced lunch. The homogeneity of the North Brooks Elementary Program closely reflects that of the community in which majority of students are of African American decent. The North Brooks Elementary Program’s demographic information is listed in Table 4.

Table 4: Demographic characteristics of the students who regularly attended North Brooks Elementary Program.

	North Brooks Elementary School		
	# Students	Percent	
Total	76	100%	
Grade			
PK	3	4%	
K	10	13%	
1	9	12%	
2	16	21%	
3	14	18%	
4	10	13%	
5	14	18%	
Gender			
Female	39	51%	
Male	37	49%	
Race/Ethnicity			
Black	30	39%	
White	30	39%	
Hispanic	4	5%	
2 or more races	2	3%	
Other			
Not proficient in English	3	4%	
Free/Reduced Lunch	93	100%	
Special Education	5	7%	
Family Members	44	58%	

# *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 as schedule. All North Brooks Elementary School students, PK through 5th, were eligible to enroll in program. Recruitment was an on-going process. Promotional flyers and application forms were sent to all families at the North Brooks Elementary School Program in collaboration with community partners provided expanded learning opportunities through academic and cultural enrichment program. Specific academic needs at NBES for 21<sup>st</sup> CCLC programming include further concentration in the areas of math, reading/ELA, science, and social studies. Academic criteria are set by the Georgia Milestones Assessment System, which is the end of grade assessment for third through fifth grades. In grades K-2, system and state assessments are utilized to determine student needs. Pre-K students are evaluated by the Georgia Pre-K Child Assessment, and those requirements, along with teacher recommendations.

During 2020-2021, North Brooks Elementary School began providing services September 9, 2021, and ended on May 13, 2021. The program was open for 102 program days of after school as scheduled.

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 North Brooks Elementary School Program’s hours of operation during the school year, 4 days per week, for 3 hours per day.



Table 5: The North Brooks Elementary School Program Hours of Operation

School Year 2021-2022 Program Operations				
School Sites	Total Number of Weeks Open	Typical Number Days Per Week Open	Typical number of hour per week:	
			After School	Weekend
North Brooks Elementary School	20	4	12	0

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# 21st CCLC Quality of Staffing

## STAFFING CHARACTERISTICS

Ms. LeThonia Garison, Site Coordinator relies heavily on well qualified and experienced program staff and service providers. North Brooks Elementary School was staffed with 1 fulltime Site Coordinator which was responsible for planning activities and overseeing daily operations. North Brooks Elementary 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 19 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 3 certified teachers were employed, 1 high school staff members, and 8 non-teaching school staff members that provided services during the academic year.

Table 6: Regular Staff by Paid and Volunteer Status

Staff Type	2021-2022 School Year	
	Paid	Volunteer
Administrator	1	0
College Student	0	0
Community Member	0	0
High School Student	1	0
Parents	0	0
School Day Teacher	3	0
Other Non-Teaching School Staff	8	0
Subcontracted Staff	0	0
Other	3	
<b>Total</b>	<b>16</b>	<b>0</b>

## 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.

North Brooks Elementary 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 Taylor and Ms. LeThonia Garison, Site Coordinator 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. LeThonia Garison. Professional Development sessions were based on Formative Assessment, teacher request, PBIS and NBES 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. During School Year 20-21, Ms. Garison provided 7 parent opportunities.

Parent Opportunity	Date	# of Parents
3 <sup>rd</sup> Grade Virtual Parent Night	2/25/21	2
Black History Program	2/25/21	11
Adult Education Program	12/7/2020	6
A Parent's Guide to Raising Digital Natives	12/8/2020	2
Parent Orientation	9/14/20 & 9/15/20	52
Family Wellness Night	10/20/20	9
Veteran Day Program	11/13/20	15

# 21st CCLC Objective Assessment

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## PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for North Brooks Elementary School. The program aims to achieve eleven objectives. The first six 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.

Goal 2: Improve positive 21<sup>st</sup> CCLC student outcomes in the areas of school attendance, class participation, and character development.

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 North Brooks Elementary School and suggest recommendation to support ongoing sustainability. Only the students regularly attending the 21st CCLC program (N=76) are explored regarding student impact data (as per the US Department of Education). “Regularly participating” students are the only participants considered by the United States Department of Education as having received a sufficient dosage of afterschool programming for meaningful impact analysis.

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# Status of Program Objectives

Table 8: North Brooks Elementary 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 North Brooks Elementary School will meet or exceed local standard in English/Language Arts.	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. 1.1.2) Test preparation for regular school day tests, including study and research skills.	<b>Met</b> 98% of total students with Report Grades met objective
	1.2) A minimum of 65% of regularly participating 21 <sup>st</sup> CCLC North Brook Elementary School (30 days or more) will meet or exceed local standards in Math.	1.2.1) 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> 98% of total students with Report Card Grades met objective



	1.3) A minimum of 65% of regularly participating students (attending 30 days or more) at North Brooks Elementary 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 test, including study and research skills.	<b>Met</b> <b>100%</b> of total students met objective
	1.4) A minimum of 65% regularly participating students (attending 30 days or more) at North Brooks Elementary 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, research, and writing skills for each grade level.	<b>Met</b> <b>100%</b> of total students met objective
	1.5) A minimum of 65% of regularly participating students (attending 30 days or more) at North Brooks Elementary School will demonstrate improvement in homework completion and accuracy.	1.5.1) Regular communication between 21 <sup>st</sup> CCLC staff and regular day school teachers on homework assignments and projects.	<b>Met</b> <b>69%</b> of students demonstrated homework completion.

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 North Brooks Elementary School will be absent 15 days or less during the regular school day.	2.1.1) Quality programming, assistance, and encouragement to strengthen student performance and confidence. 2.1.2) Working with day school officials and parents to ensure that student attendance policies are enforced. 2.1.3) Provide programming for parents and students that reinforces the benefits of good attendance.	<b>Met:</b> 88% of student improved in class participated as reported by teachers.
	2.2) A minimum of 65% of regularly participating students (attending 30 days or more) at North Brooks Elementary 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. 2.2.2) Enrichment activities to enhance student experiences, including STEAM (Science, Technology, Engineering, Arts, and Math), fitness, and swimming.	<b>Met:</b> 86% of student improved in class participated as reported by teachers.

	2.3) A minimum of 65% of regularly participating students (attending 30 days or more) at North Brooks Elementary School will demonstrate improvement in character development and behavior.	2.3.1) Mentoring and encouragement through positive instruction in character education and resistance of risky behaviors. 2.3.2) Enrichment activities to enhance student opportunities, including field trips, college visits, and guest speakers.	<b>Met</b> 88% of student improved in class participated as reported by teachers.
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Goal 3	Measurable Objectives	Activities	Status/Comments
Family Engagement	3.1) A minimum of 60 adult family members of participating students at North Brooks Elementary School will attend at least one development opportunity annually.	3.1.1) Family development opportunities offered monthly with pertinent information, topics, and speakers.	<b>Met</b> 97 parents attend at least 1 opportunity
	3.2) A minimum of 75% of the North Brooks Elementary 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 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.	<b>Met</b>



# *Evaluation Overview*

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## *PARENT SURVEYS*

Multiple measures are normally used to evaluate North Brooks Elementary School 21<sup>st</sup> CCLC program. Given the unique position. Teacher surveys are used to collect information about changes in each individual student's behavior during the program year. The surveys were distributed to school-day teacher for each student attend the 21<sup>st</sup> CCLC program. Overall, results suggest the 21<sup>st</sup> CCLC program had a very positive and significant impact on the majority of 21<sup>st</sup> CCLC students. The teachers' results normally assist with guiding the curriculum and suggest improvements for the 21st CCLC Program.

## *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

### DATA COLLECTION SCHEDULE

Table 9: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2021
Student Survey	Cayen
Parent Survey	Cayen
Analysis of GA Milestones Data	Embargoed; No Data Reported
Report Cards Grades	Cayen

# Teacher Survey

## ACADEMIC PERFORMANCE-STUDENT REPORT CARD GRADES

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 Improver to Significant Decline

Survey Items and Response Frequencies						
Total Number of Students Rated = 74						
To What Extent has the Student changed:						
1. Turning in his/her homework on time.						
No Need to Improve 22(30%)	Significant Improvement 18 (24%)	Moderate Improvement 12 (16%)	Slight Improvement 6 (8%)	No Change 13 (18%)	Slight Decline 1 (1%)	Moderate Decline 2 (3%)
2. Completing homework to your satisfaction?						
No Need to Improve 20 (27%)	Significant Improvement 21 (28%)	Moderate Improvement 13 (18%)	Slight Improvement 5 (7%)	No Change 13 (18%)	Slight Decline 0(0%)	Moderate Decline 2 (3%)
3. Participating in class?						
No Need to Improve 13 (18%)	Significant Improvement 19 (26%)	Moderate Improvement 26 (35%)	Slight Improvement 6 (8%)	No Change 10 (14%)	Slight Decline 0(0%)	Moderate Decline 0(0%)



<b>4. Volunteering?</b>						
No Need to Improve 13 (18%)	Significant Improvement 19 (26%)	Moderate Improvement 20 (27%)	Slight Improvement 9 (12%)	No Change 13 (18%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)
<b>5. Attending Class?</b>						
No Need to Improve 42 (57%)	Significant Improvement 11 (15%)	Moderate Improvement 2 (3%)	Slight Improvement 5 (7%)	No Change 14 (19%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)
<b>To What Extent has the Student changed:</b>						
<b>6. Being attentive in class?</b>						
No Need to Improve 18 (24%)	Significant Improvement 16 (22%)	Moderate Improvement 20 (27%)	Slight Improvement 6 (8%)	No Change 11 (15%)	Slight Decline 3 (4%)	Moderate Decline 0 (0%)
<b>7. Behaving well in class?</b>						
No Need to Improve 26 (35%)	Significant Improvement 11 (15%)	Moderate Improvement 14 (19%)	Slight Improvement 8 (11%)	No Change 12 (16%)	Slight Decline 3 (4%)	Moderate Decline 0 (0%)
<b>8. Academic Performance?</b>						
No Need to Improve 7 (9%)	Significant Improvement 22 (30%)	Moderate Improvement 21 (28%)	Slight Improvement 14 (19%)	No Change 9 (12%)	Slight Decline 1 (1%)	Moderate Decline 0 (0%)
<b>9. Coming to school ready to learn?</b>						
No Need to Improve 16 (22%)	Significant Improvement 16 (22%)	Moderate Improvement 20 (27%)	Slight Improvement 10 (14%)	No Change 12 (16%)	Slight Decline 0 (0%)	Moderate Decline 0 (0%)
<b>10. Getting along well with other students?</b>						
No Need to Improve 33 (45%)	Significant Improvement 11 (15%)	Moderate Improvement 14 (19%)	Slight Improvement 7 (9%)	No Change 8 (11%)	Slight Decline 1 (1%)	Moderate Decline 0 (0%)

### PROGRAM SURVEYS

In the spring of 2021, a survey was administered to the adult family members of students who participated in the North Brooks Elementary School's 21<sup>st</sup> CCLC program. The purpose of the survey was to assess the level of engagement of each family member and overall satisfaction with the program.

#### Parent Survey-Percentage Agreeing to Strongly Disagreeing

Parent Survey Items and Response Frequencies Number of Parents Responding=26				
<b>1. The program is helping my child's behavior improve.</b>				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
15	9	2	0	0
<b>2. The program is helping my child to complete and turn in his/her homework on time.</b>				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
19	4	3	0	0
<b>3. How satisfied are you with your child's 21st CCLC Program?</b>				
Very Satisfied	Satisfied	Neither Agree/ Disagree	Somewhat Dissatisfied	Very Dissatisfied
23	2	1	0	0
<b>4. Prior to your child participating in 21st CCLC Program, where did your child usually go after school?</b>				
Home Alone	Home w/ Siblings, Parents, Guardian, Sitter	Home of Someone Else	Someplace Else for Activities	Other
1	18	4	1	2
<b>5. How did you find out about 21st CCLC Program?</b>				
School Agency	Another Parent	Community Organization	Another Student	Other
21	2	0	0	2
<b>6. The program is helping my child's reading skills improve</b>				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
15	9	1	1	0
<b>7. The program is helping my child's math skills improve.</b>				
Strongly Agree	Agree	Neither Agree/ Disagree	Disagree	No Answer
13	9	3	1	0

In the spring of 2021, a survey was administered to student who participated in the North Brooks Elementary 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**

Student Survey Items and Response Frequencies Number of Students Responding=40				
1. I like the 21st CCLC Program				
Strongly Agree 32	Agree 5	Neither Agree/ Disagree 1	Disagree 0	Strongly Disagree 2
2. My overall behavior has improved because of the 21st CCLC program.				
Strongly Agree 24	Agree 4	Neither Agree/ Disagree 7	Disagree 0	Strongly Disagree 5
3. The 21 <sup>st</sup> CCLC program helps me complete and turn in my homework on time.				
Strongly Agree 30	Agree 0	Neither Agree/ Disagree 4	Disagree 1	Strongly Disagree 5
4. I'm doing better in school since I started coming to the 21st CCLC program.				
Strongly Agree 24	Agree 7	Neither Agree/ Disagree 5	Disagree 1	Strongly Disagree 3
5. I feel better about myself because of the 21st CCLC program.				
Strongly Agree 25	Agree 8	Neither Agree/ Disagree 1	Disagree 0	Strongly Disagree 4
6. I have made new friends because of the 21st CCLC program.				
Strongly Agree 26	Agree 4	Neither Agree/ Disagree 4	Disagree 0	Strongly Disagree 4



# *Program Implementation*

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## *PROGRAM ACTIVITIES*

The primary activities of North Brooks Elementary School program are listed below:

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

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# *Success Story*

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## *STORY 1*

Where does one begin to speak about the journey that has brought us to where we are now?

The path was long and winding. Bumpy and definitely mind boggling. Sometimes it seemed as though we spoke a language that was not his. He often brought up aliens and how he couldn't wait to get home to eat his supper, play his video games and sleep. Keeping him in his chair and not laying in it was a task. Learning not to speak out was another daily challenge.

When he sought to be “the funny guy” in class, time seemed to stand still while the room erupted in laughter. His progress is remarkable and he has learned how to be a good student. Now just a quick look his way reverses the unwanted behavior trying to take him back. He is helpful, a rule follower, and now the monitor of bad behavior in the class. We are so proud of Colton who has become an exemplary student in ECHOES.

# Progress Towards Sustainability

## PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

North Brooks Elementary 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: North Brooks Elementary – Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Brooks County Family Connection	Volunteers, donation, supplies	\$500.00
Brooks County Farm Bureau	Funding, volunteers	\$500.00
Brooks County Public Library	Volunteers, programming, materials, technology	\$2,500.00
North Brooks Elementary	In-kind; paid staffing; materials, supplies; staff	\$2,500.00
Brooks County Sheriff Department	In-kind, volunteers	\$2,000.00
Citizens National Bank	Funding, volunteers	\$1,200.00
Colony Bank	Donation, volunteers	\$1,200.00
Presbyterian Home and Retirement Community	Mentoring, volunteers	\$600.00
Quitman-Brooks County Chamber of Commerce	Volunteers, publicity	\$500.00
Quitman-Brooks County Historical Museum and Cultural Center	Volunteers, donations	\$600.00
<b>Grand Total Contributions</b>		<b>\$12,100.00</b>



# Overall Recommendations

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## RECOMMENDATIONS:

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

1. North Brooks Elementary is encouraged to continue work to implement activities to increase student engagement and continue to use hands on manipulatives in the classroom.
2. North Brooks Elementary 21<sup>st</sup> CCLC program should continue collecting grades, as suggested by GaDOE for next school year. The program should collect grades from at least two grading periods for ELA, Math, Science and Social Studies in Cayen. Grades should be collected for all students that attended the program and especially if they attended more than 29 days. Also, ensure all GA Milestone scores are in Cayen.
3. With staff changes, the Site Coordinator (with Program Director's guidance) should review the 21<sup>st</sup> CCLC program objectives to ensure they understand how activities align with program goals and objectives. This can be accomplished through a staff meeting or training session.
4. Ensure Site Coordinators provide External Evaluator with requested data in a timely manner.

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 21<sup>st</sup> CCLC program at North Brooks Elementary has met a critical need for their students. The district should commend everyone involved with the program for a job well done.