



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Department of Education
21st Century Community Learning Centers
FY 22 Common Data Elements Form



Subgrantee: Quitman Elementary School Date: June 23, 2022

Attendance

Total Number of Students Targeted	Registered Students Attending at least 1 day or 1 hour	# of Students Attending ≥ 30 days or 90 hours	Total Number of Parent Opportunities	Cumulative Total Number of Parents Attending
Number: 120	Number: 160	Number: 137	Number: 9	Number: 196

Objectives

Total Objectives	Met	Not Met	Other
Number: 10	Number: 10	Number: 0	Number: 0

GTID

Number of Student GTIDs Reported in Cayen	192
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Report Card Grades

A. English Language Arts

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade				
	A	B	C	D or F	A	B	C	D or F	
Number	19	49	37	23	21	41	39	27	
Identify the preferred if it is not letter grades								Percent	

B. Math

Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade				
	A	B	C	D or F	A	B	C	D or F	
Number	35	37	39	18	37	42	22	28	
Identify the preferred if it is not letter grades								Percent	

Teacher Reported Engagement in Learning Survey

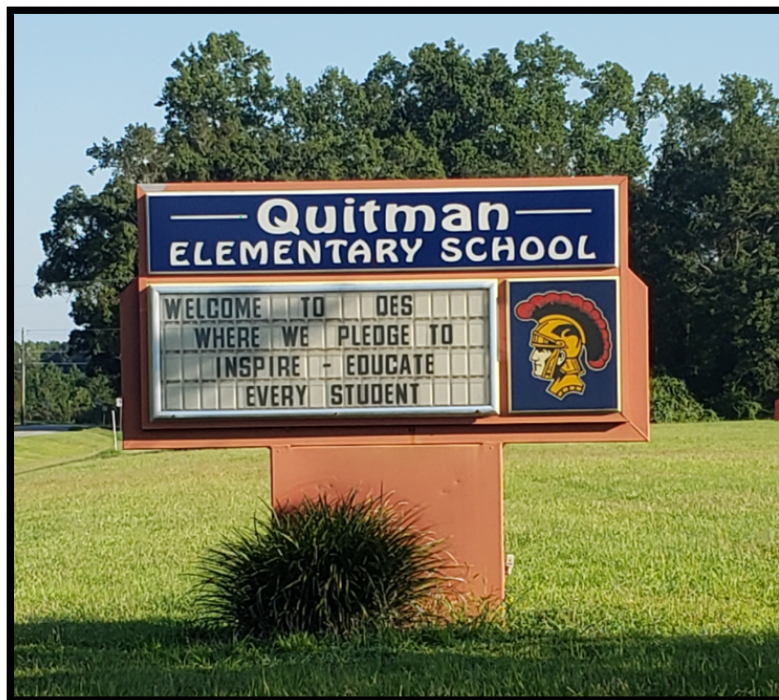
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	9	%	39	%	24	%	23
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	7	%	9	%	23	%	32	%	30
Survey Question #3: Demonstrates a motivation to learn?										
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
184	%	7	%	7	%	23	%	28	%	36

Partners

Number of	Total Amount of Contributions
24	8,975

Quitman Elementary School

*21st CENTURY COMMUNITY LEARNING
CENTER*



SUMMATIVE EVALUATION REPORT

2021-2022

June 23, 2022

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The 21st Century Community Learning Center

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.

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 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

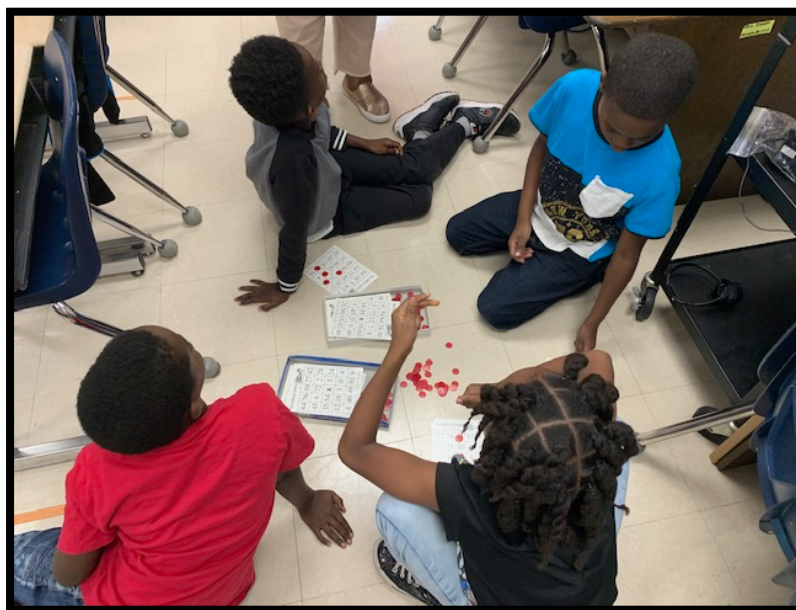
OVERVIEW AND HISTORY

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. Quitman Elementary began providing 21st CCLCs in 2006. Currently, program services are being administered and monitored under the direction of the Program Director (Ms. Kimberly Boykin). 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 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 Quitman Elementary School's 21st CCLC Program and are shared with the Department of Education, Quitman Elementary School's admin staff, Site Coordinators, and 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.



21st CCLC Student Attendance & Enrollment

STUDENT ATTENDANCE

Quitman Elementary School is in Quitman, Georgia and operates within the Brooks County School District. Quitman Elementary School is a Title 1 school and is currently serving 741 PK-5 students. 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 192 students registered for Quitman Elementary between August 2021 and May 2022. One-hundred and thirty-seven (137) of those students attended Quitman Elementary for 30 or more days.

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 Attended (Attended 1 Day or 1 hour)</i>	<i>Regularly Attending Students (Attended 30 days or more)</i>
<i>Quitman Elementary School</i>	<i>160</i>	<i>137</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 103.1 average daily attendance. Quitman Elementary School was well on its way to achieving its target population of 120 students. Quitman Elementary School’s last day of the program was May 19, 2022.

Table 2: Average Daily Student Attendance

<i>School Sites</i>	<i>Average Daily Attendance</i>
<i>Quitman Elementary School</i>	<i>103.1</i>

Source: CAYEN

DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 137 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 160 students who attended one hour or more. Each Quitman Elementary School students were identified as eligible for free or reduced lunch. The homogeneity of the Quitman Elementary School Program closely reflects that of the community in which majority of students are of African American decent. The Quitman Elementary School Program’s demographic information is listed in Table 4.

Table 4: Demographic characteristics of the students who regularly attended Quitman Elementary School Program.

	Quitman Elementary School		
	# Students	Percent	
Total	160	100%	
Grade			
PK	17	11%	
K	25	16%	
1	16	10%	
2	26	16%	
3	23	14%	
4	28	18%	
5	24	15%	
Gender			
Female	82	52%	
Male	77	48%	
Race/Ethnicity			
Black	126	79%	
White	24	15%	
Hispanic	6	4%	
2 or more races	3	2%	
Other			
Not proficient in English	5	3%	
Free/Reduced Lunch	160	100%	
Special Education	6	6%	

Providing A Quality 21st CCLC Program Operation

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 19, 2022, as scheduled. All Quitman 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 Quitman Elementary 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. Quitman Elementary School also offered two field trips on Saturday and offered 4 Saturday Sessions.

During 2021-2022, Quitman Elementary School began providing services on September 1, 2021 and ended on May 19, 2022. The program was open for 124 program days after school.

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 Quitman Elementary School Program’s hours of operation during the school year, 4 days per week, for 3.25 hours per day.

Table 5: The Quitman 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 hours per week:	
			After School	Weekend
Quitman Elementary School	33	4	13	0

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21st CCLC Quality of Staffing

STAFFING CHARACTERISTICS

Ms. Kimberly Boykin, Site Coordinator relies heavily on professionally qualified and experienced program staff and service providers. Quitman Elementary School was staffed with 1 full-time Site Coordinator who was responsible for planning activities and overseeing daily operations. Quitman 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 9 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. Quitman Elementary School-Summative Report 2021-2022

Table 6 shows the demographics of 21st CCLC staff. A total of 9 certified teachers were employed, 3 high school staff members, 2 community members, 2 subcontracted staff, and 15 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	2	0
High School Student	3	0
Parents	0	0
School Day Teacher	9	0
Other Non-Teaching School Staff	15	0
Subcontracted Staff	2	0
Other	0	
Total	32	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, Ms. Kimberly Boykin worked directly, collaboratively, and provides steering and oversight with the site director on major program choices addressing funding, staffing, resources, and special events.

Quitman 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 21st CCLC program, Ms. Melissa Alexander and Ms. Kimberly Boykin 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. Kimberly Boykin. Professional Development sessions were based on Formative Assessment, teacher request, PBIS, and QES staff observation of need. Professional development session topics included:

- GS Thrill Share Training
- Compliance Modules
- Foundations Beyond School Conference
- National Youth at Risk
- Introduction to Social Emotional Learning
- Introduction to Project Based Learning
- Engaging Learners through Hands-On Learning
- iReady
- Compliance Director
- PBIS Monthly Meeting
- Kimberly Boykin: Y4Y Creating a Positive Learning Environment
- Melissa Alexander: Department of Behavior Health and Developmental Disabilities' Georgia Recovery Project's: Stress and Building Resilience Virtual Workshop 1

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. Kimberly Boykin managed to provide parents with several opportunities for involvement. Quitman Elementary School hosted 8 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. Kimberly Boykin 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.

Parent Opportunity	# of Parents
Paving the Way to a Healthy Life	10
Literacy Night	8
Lights on Afterschool	10
Veteran's Day	46
Finding Calm in the Chaos in Christmas	36
Family Literacy Game Night	41
Math Night	17
Black History	20
Advisory Team Meeting	8
Total: 9	196

21st CCLC Objective Assessment

PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Quitman Elementary 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 21st 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 21st 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 21st CCLC program the opportunities for positive involvement and development.

This Summative Evaluation Report is designed to highlight the strengths and accomplishments of Quitman Elementary School and suggest recommendation to support ongoing sustainability.

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Status of Program Objectives

Table 8: Quitman Elementary School 21st CCLC Grant Goals, Objectives, and Status

Goal 1	Measurable Objectives	Activities	Status/Comments
	1.1) A minimum of 65% of regularly participating grade students will meet or exceed local standards in English/Language Arts as established for each grade level.	1.1.1 Instruction and tutoring on skills and specific subject requirements; innovative learning methods; project-based and hands-on learning. 1.1. 2. Test preparation for statewide assessments, to include study, research, and writing skills for each grade level. 1.1.3) iReady Academy standards-based computer curriculum.	Met 92% _meet or exceed local standards in English/Language Arts as established for each grade level.
	1.2) A minimum of regularly participating students (attending 30 days or more) at Quitman Elementary School will meet or exceed local standards in Math as established for each grade level.	1.2.1) Instruction and tutoring on skills and specific requirements; innovative learning methods; project-based and hands-on learning.	Met 95% _meet or exceed local standards in English/Language Arts as established for each grade level.

		<p>1.2.2) Test preparation for regular school day tests; to include study, research, and writing skills for each grade level.</p> <p>1.2.3) iReady Academy standards-based computer curriculum.</p>	
	<p>1.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Quitman Elementary School will meet or exceed local standards in Science as established for each grade level.</p>	<p>1.3.1) Instruction and tutoring on skills and specific subject requirements; innovative learning methods; project-based and hands-on learning.</p> <p>1.3.2) Test preparation for regular school day tests; to include study, research, and writing skills for each grade level.</p> <p>1.3.3) iReady Academy standards-based computer curriculum.</p>	<p>Met 100%_meet or exceed local standards in Science as established for each grade level.</p>
	<p>1.4) A minimum of 65% of regularly participating students (attending 30 days or more) at Quitman Elementary School will meet or exceed local standards in Social Studies as established for each grade level.</p>	<p>1.4.1) Instruction and tutoring on skills and specific subject requirement; innovative learning methods; project-based and hands-on learning.</p> <p>1.4.2) Test preparation for regular school day tests, to include study, research, and writing skills for each grade level.</p>	<p>Met 100%_meet or exceed local standards in Social Studies as established for each grade level.</p>

		1.4.3) iReady Academy standards-based computer curriculum.	
	1.5) A minimum of 65% of regularly participating students (attending 30 days or more) at Quitman Elementary School will demonstrate improvement in homework completion annually.	1.5.1) Regular communication between 21st CCLC staff and regular day school teachers on homework assignments and projects. 1.5.2) Homework assistance provided by certified teachers; checking student work for completion and accuracy.	Met

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 Quitman 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.	Met
	2.2) A minimum of 65% of regularly participating students (attending 30 days or more) at Quitman 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.	Met
	2.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Quitman 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.	Met

		2.3.2) Instilling student confidence and self-esteem with enrichment activities, including arts instruction, STEM (Science, Technology, Engineering, Math); fitness and physical health; character development, and field trips.	
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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 Quitman Elementary 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.	Met
	3.2) A minimum of 75% of the Quitman 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 guest speakers.	Met

Evaluation Overview

PARENT, TEACHER AND STUDENT SURVEYS

Multiple measures were used to evaluate Quitman Elementary Schools program. The parent, teacher, and student surveys are used to monitor progress and make decisions for Quitman Elementary School's 21st 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. Parent and student surveys were not collected during this school term. However, parent opinions on staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors regarding the overall program are vital. 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 21st CCLC Program.

SITE VISITS

During the two site visits, external evaluators also obtained additional observational data. The goal of the site visits was to observe activities and lessons as they were being implemented, as well as to collect documentation that would aid in the program's evaluation. The Program Director and the GADOE Evaluation Specialist also paid repeated visits to the site.

OTHER TECHNIQUES

1. Collected and analyzed secondary data gathered from CAYEN
2. Collected and analyzed secondary data gathered from Ms. Melissa Alexander.

DATA COLLECTION SCHEDULE

Table 9: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2022
Student & Parent Survey	Cayen
Analysis of GA Milestones Data	Embargoed/ Did not collect
Analysis of CAYEN Data	Ongoing

Source: CAYEN and site schedule

Teacher Engagement Survey

TEACHER SURVEYS

In spring 2022, a survey was administered to the regular day teacher of the students who participated in the program. The Teacher Engagement in Learning Survey was completed by the school day teacher of every student grade attending at least one hour of programming during the school year. The school day teachers had knowledge of the student's performance and instructs the student in a core academic subject. The teachers' results assist with guiding the curriculum and suggest improvements for the 21st CCLC Program. The survey is focused on their engagement in the 2021-2022 school year. Survey responses are summarized in Table 10.

Table 10: Teacher reported Engagement in Learning Survey

Survey Items and Response Frequencies Total Number of Students Rated = 184				
To What Extent has the student changed:				
1. Satisfactorily completes homework assignments?				
Significant Decline 8(4%)	Slight Decline 17(9%)	Did Not Need to Improve 72(39%)	Slight Improvement 44(24%)	Significant Improvement 43(23%)
2. Participates in class and is attentive?				
Significant Decline 12(7%)	Slight Decline 16(9%)	Did Not Need to Improve 42(23%)	Slight Improvement 59(32%)	Significant Improvement 55(30%)
3. Demonstrates a motivation to learn?				
Significant Decline 12(7%)	Slight Decline 12(7%)	Did Not Need to Improve 42(23%)	Slight Improvement 52(28%)	Significant Improvement 66(36%)

Program Implementation

PROGRAM ACTIVITIES

The primary activities of the Quitman Elementary School program are listed below:

- Arts & Music
- Community/Service Learning
- Academic Enrichment Activity
- Truancy Prevention
- Tutoring
- Homework Help
- Physical Activity
- Counseling Program
- Virtual-Community/Service Learning
- Character Education

Progress Towards Sustainability

PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Quitman Elementary 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: Quitman Elementary School - Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Beth Lee	Provided In-kind Donations	\$100.00
Beth Lee	Provided Technical Assistance	\$50.00
Brooks County School Board of Education	Provided In-kind	\$5,000.00
Brooks County Family Connection	Provided Programming/Activity	\$100.00
Brooks County Farm Bureau	Provided In-kind Donations	\$100.00
Brooks County GEMA/911	Provided In-kind Donations	\$200.00
Brooks County Sheriff's Department	Provided Technical Assistance	\$1200.00
Chamber Of Commerce	Provided Technical Assistance	\$200.00
Chip Carroll	Provided In-kind Donations	\$100.00
Citizens National Bank	Funding, volunteers	\$100.00
Gabriella Potts	Funding, volunteers	\$50.00

Geneva Mobley	In-kind, volunteers	\$50.00
Janie Jones	Provided Goods/Materials	\$75.00
Kimberly Gatlins	Provided Goods/Materials	\$100.00
Makenzie Alexander	Provided In-kind Donations	\$100.00
Melissa Alexander	Provided In-kind Donations	\$200.00
Melissa Alexander	Provided Goods/Materials	\$200.00
Monica Wallace	Provided Programming/Activity	\$50.00
Phyllis Dean	Provided In-kind Donations	\$50.00
Quitman Free-Press	Provided In-kind Donations	\$50.00
Rob Shipman	Provided Goods/Materials	\$500.00
Rob Shipman	Provided In-kind	\$300.00
Tonia Brandon	Provided In-kind Donations	\$50.00
Tonja Healey	Provided Technical Assistance	\$50.00
Grand Total Contributions		8,975.00

Success Stories

STORY 1:

Curtis joined the program at the start of the 2021-2022 school year. He has always been a respectful student but would find himself in minor situations from time to time. About two months into the program, Curtis was involved in an incident and was facing termination from the after-school program. After conducting a meeting with administrators and his parent, we decided that it would be best to allow him to return at the start of the second semester pending a revised one incident contract. Upon his return, I noticed a change in him immediately. He was more attentive and aware of his association. He begins demonstrating his love for the program. Curtis fought to remain in the after-school program, and I could do nothing less than honor that. He's an amazing 5th grader and an awesome leader to his peers. I'm so happy that he decided to be the change we desire to see in this program. We don't give up on our students, we motivate them to be better. I know he will do great things as he embarks on his journey to middle school.



Overall Recommendations

RECOMMENDATIONS:

The Quitman Elementary School's 21st CCLC program is led by a team of dedicated and experienced individuals at the program and site level. Brooks County School District worked to develop and implement a strong program-staffing the program with motivated teachers and staff members who engaged the students and piqued student interest in the topics being taught.

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

1. Quitman Elementary School is encouraged to continue work to implement activities to increase student engagement and continue to use hands-on manipulatives in the classroom.
2. Quitman Elementary School continues to foster community relationships and target those that might contribute to long-term sustainability.
3. Quitman Elementary School continues the students, parent advisory, and focus sessions and considers implementing appropriate ideas and suggestions in a timely manner, which will assist with program ownership.
4. Brainstorm ideas with staff and seek out resources on coordinating after-school with the regular school day. One example might be http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf
5. Two strategies for improving student reading that has 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 conversations 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 at Quitman Elementary School has met a critical need for their students. The district should commend everyone involved with the program for a job well done.

