



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

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



**Subgrantee: Brooks County Middle School** **Date: June 23, 2022**

<b>1. Attendance</b>				
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: 80	Number: 97	Number: 45	Number: 9	Number: 56

<b>2. Objectives</b>				
Total Objectives	Met	Not Met	Other	
Number: 10	Number: 9	Number: 1	Number: 0	Number: 0

<b>3. GTID</b>				
Number of Student GTIDs Reported in Cayen	126			

**4. Report Card Grades**

<b>4A. English Language Arts</b>								
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> 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
18	10	19	34	16	9	25	33	12
Identify the preferred if it is not letter grades							percent	

<b>4B. Math</b>								
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 <sup>st</sup> 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
23	2	19	38	14	3	16	43	11
Identify the preferred if it is not letter grades							percent	

**5. Teacher Reported Engagement in Learning Survey**

Total Number of Surveys Completed	<b>Survey Question #1: Satisfactorily completes homework or assignments?</b>										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	5	%	16	%	27	%	32	%	20	
	<b>Survey Question #2: Participates in class and is attentive?</b>										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	9	%	18	%	15	%	35	%	23	
	<b>Survey Question #3: Demonstrates a motivation to learn?</b>										
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	10	%	15	%	13	%	37	%	26	
	124										

<b>6. Partners</b>		
Number of	Total Amount of Contributions	
19	7,825	

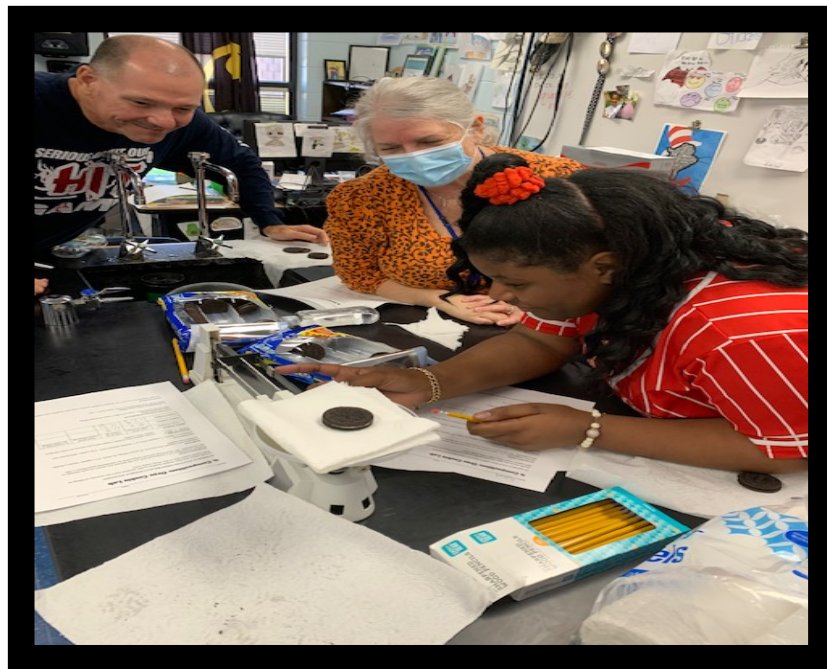
# Brooks County Middle School

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

## SUMMATIVE EVALUATION REPORT

2021-2022

*June 22, 2022*



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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

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, Ms. India Bradly. 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 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 126 students registered for Brooks County Middle School between September 2021 and May 2022. Forty-five (45) 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 Registered and Regularly Student Attendees*

<i>School Sites</i>	<i>Total Students Registered</i>	<i>Regularly Attending Students (Attended 30 days or more)</i>
<i>Brooks County Middle School</i>	<i>126</i>	<i>45</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 35.08 average daily attendance.

*Table 2: Average Daily Student Attendance*

<i>School Sites</i>	<i>Average Daily Attendance (Proposed)</i>
<i>Brooks County Middle School</i>	<i>35.08</i>

Source: CAYEN

## STUDENT GRADE LEVELS

To understand which students are being served at Brooks County Middle School, data was submitted on the characteristics of all student participants served during the 2021-2022 school year. A total of 97 students were recorded on the APR Report for total participants and hours by grade level.

Table 3: Total Participants & Hours by Grade Level

<i>Total Participants &amp; Hours by Grade Level</i>							
Grade Level	Total	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>=270 Hours
6	55	0	8	16	10	6	15
7	15	0	1	3	2	3	6
8	27	1	7	13	3	1	2
Total	97	1	16	32	15	10	23

Source: CAYEN

## DEMOGRAPHICS OF TOTAL STUDENT PARTICIPANTS

A total of 97 students were recorded as total participants on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 97 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	97	100%
6th	55	57%
7th	15	15%
8th	27	28%
Gender		
Female	46	47%
Male	51	53%
Race/Ethnicity		
Black	73	75%
White	9	9%
Hispanic	11	11%
2 or more races	4	4%
Data Not Provided	1	1%
Population Specifics		
Not proficient in English	0	0%
Free/Reduced Lunch	31	100%
Special Education	8	8%
Family Members	11	11%

# *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 19, 2022. 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. Brooks County Middle School offered 4 Saturday Field Trips.

<b>Location</b>	<b>Date</b>	<b># of Attendees</b>
Jack Hadley Museum	February 19, 2022	20 students, 2 staff
VSU STEAM Center	March 12, 2022	20 students, 2 staff
Show Me Snakes	March 26, 2022	20 students, 2 staff
VSU Dual Saturday Academy	April 16, 2022	6, 2 staff, 1 parent

During School Year 2021-2022, Brooks County Middle School began providing services on September 1, 2021, and ended on May 19, 2022. The program was open for 124 program days 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 2021-2022 Program Operations				
School Sites	Total Number of Weeks Open	Typical Number Days Per Week Open	Typical number of hours/sessions per week:	
			After School	Weekend/Field Trips
Brooks County Middle School	31	4	13	0/4



# 21st CCLC Quality of Staffing

## STAFFING CHARACTERISTICS

Ms. India Bradley, Site Coordinator relies heavily on well-qualified and experienced program staff and service providers. Brooks County Middle School was staffed with 1 full-time Site Coordinator who 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 11 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 11 certified teachers were employed, 3 high school staff members, 3 subcontracted staff, and 9 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	2
High School Student	3	0
Parents	0	0
School Day Teacher	11	0
Other Non-Teaching School Staff	9	1
Subcontracted Staff	3	0
Other	2	0
Total	27	3

## 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. India Bradley worked directly, collaboratively, and provides steering 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, Ms. India Bradley and Ms. Melissa Alexander 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. India Bradley. Professional Development sessions were based on Formative Assessment, teacher request, PBIS and BCMS staff observation of need. Professional development session topics included:

- Thrill Share Training
- Foundations Beyond School Conference
- National Youth at Risk
- Introduction to Social Emotional Learning
- Introduction to Project Based Learning
- Engaging Learners through Hands-On Learning
- Compliance Director
- PBIS Monthly Meeting
- India Bradley: 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. India Bradley has successfully managed to provide parents with several opportunities for involvement. Brooks County Middle School 21<sup>st</sup> CCLC hosted 9 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. India Bradley 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	# Attended
Paving the Way to A Healthy Life	3
Literacy Night	1
Lights On Afterschool	2
Veteran's Day Program	12
Finding Calm in the Chaos of Christmas	2
Family Literacy Game Night	2
Math Night	1
Advisory Team Meeting	7
Recovery Credit	26
<b>Total: 9</b>	<b>56</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.

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# Status of Program Objectives

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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.  1.1.2). Test preparation for statewide assessments, to include study, research, and writing skills for each grade level.	<b>Met</b> <b>93%</b> Total students meeting objective: 43/46
	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>85%</b> Total students meeting objective: 39/46

		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.	<p>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.</p> <p>1.3.2) Test preparation for regular school day tests, including study and research skills.</p>	<b>Met</b> <b>96%</b> Total students meeting objective: 44/46
	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.	<p>1.4.1) Instruction and tutoring on skills and specific requirements; innovative learning methods; project-based and hands-on learning.</p> <p>1.4.2) Test preparation for regular school day tests; to include study and research skills.</p>	<b>Met</b> <b>100%</b> Total students meeting objective: 46/46

	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.	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.	<b>Met:</b> Students demonstrated improvement in homework completion.
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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.	2.1.1) Quality programming, assistance, and encouragement to strengthen student performance and confidence. 2.1.2) Working with day school official 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> <b>78%</b> Total students meeting objective

	<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.</p>	<p>2.2.1) Improving student confidence in the area of classroom participation with smaller group settings during 21st CCLC hours.</p>	<p><b>MET</b></p>
	<p>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>	<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>	<p><b>MET</b></p>

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>Did Not Meet 30/60</b>
	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.	<b>Met</b>

# Evaluation Overview

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## 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 Ms. India Bradley.

## DATA COLLECTION SCHEDULE

Table 9: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2022
Student Survey	Spring 2022
Analysis of Report Grades	Spring 2022
Analysis of CAYEN Data	Ongoing
Other Techniques	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 = 124				
<b>To What Extent has the student changed:</b>				
<b>1. Satisfactorily completes homework assignments?</b>				
Significant Decline 6(5%)	Slight Decline 20(16%)	Did Not Need to Improve 33(27%)	Slight Improvement 40(32%)	Significant Improvement 25 (20%)
<b>2. Participates in class and is attentive?</b>				
Significant Decline 11(9%)	Slight Decline 22(18%)	Did Not Need to Improve 18(15%)	Slight Improvement 44(35%)	Significant Improvement 29(23%)
<b>3. Demonstrates a motivation to learn?</b>				
Significant Decline 12(10%)	Slight Decline 18(15%)	Did Not Need to Improve 16(13%)	Slight Improvement 46(37%)	Significant Improvement 32(26%)



# *Program Implementation*

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## PROGRAM ACTIVITIES

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

- Community / Service Learning
- Counseling Programs-Mentoring & Character Ed
- Academic Enrichment Activity
- Parent Involvement/Enrichment Activity
- Enrichment Activities
- Recreation Activities
- Homework Help
- Truancy, Suspend, or Expelled Prevention
- Virtual-Community/Service Learning



# 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
Abilene Renfro	In-kind Donations	\$50.00
Beth Lee	Technical Assistance	\$50.00
Brooks County Board of Education	In-kind Donations	\$5000.00
Brooks Couty Family Connection	Programing/Activity-Related	\$200.00
Brooks County Farm Bureau	In-kind Donations	\$100.00
Brooks County Sheriff's Department	Technical Assistance	\$1,200.00
Chamber Of Commerce	Technical Assistance	\$200.00
Chip Carroll	In-kind Donations	\$100.00
Citizens National Bank	Funding, volunteers	\$100.00
Deborah Demps	Programing/Activity Related	\$75.00
Geneva Mobley	In-kind Donations	\$50.00
India Bradley	Provided Goods/Materials	\$75.00
Janie Jones	Provided Goods/Materials	\$75.00
Makenzie Alexander	Provided Goods/Materials	\$50.00
Melissa Alexander	In-kind Donations	\$200.00
Quitman Free-Press	In-kind, volunteers	\$100.00
Sandra McDonald	Provided Goods/Materials	\$100.00
Toni Brandon	Provided In-kind Donations	\$50.00
Tonya Healey	Provided Technical Assistance	\$50.00
<b>Grand Total Contributions</b>		<b>\$7,825.00</b>

# *Success Story*

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## *SUCCESS STORY “SCHOOL DAY TEACHER”*

BCMS seventh grader, KenNiyah Brown, is a great example of what an ECHOES student should strive to be. Her behavior from the beginning of the school year until now has greatly improved. Throughout the year KenNiyah has continually improved her behavior and grades. She has strived to complete all assignments in the allotted time and has even chosen to help her peers complete their assignments for class. KenNiyah’s amazing character development and work ethic also allowed her to receive ECHOES Most Improved Award during the end of the year honors night program. Academic growth, character development and parent involvement are the goals set for the ECHOES program at BCMS. KenNiyah has been able to be successful in achieving all of these.



# 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 will continue to successfully provide quality after-school programming. It continues to meet all requirements of the 21<sup>st</sup> CCLC Initiative as well as the expectations of the parents of enrolled students.
2. Brooks County Middle School's 21st CCLC program will continue to assess and improve security measures for the inside and outside of the facility.
3. Brooks County Middle School is encouraged to continue to foster community relationships and target those that might contribute to long-term sustainability.
4. Brooks County Middle School continues to include skill-based professional development topics during a scheduled staff meeting as well as continues to work to input data in Cayen.
5. 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.
6. 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).
7. 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 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 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.