



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**



<b>Subgrantee: Brooks County High School</b>	<b>Date: June 23, 2022</b>
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**1. 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: 55	Number: 47	Number: 25	Number: 9	Number: 45

**2. Objectives**

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

**3. GTID**

Number of Student GTIDs Reported in Cayen	127
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**4. Report Card Grades**

**4A. English Language Arts**

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
0	6	18	9	14	11	19	6	11
Identify the preferred if it is not letter grades					Percent			

**4B. Math**

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
0	4	12	17	14	4	18	13	12
Identify the preferred if it is not letter grades					Percent			

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

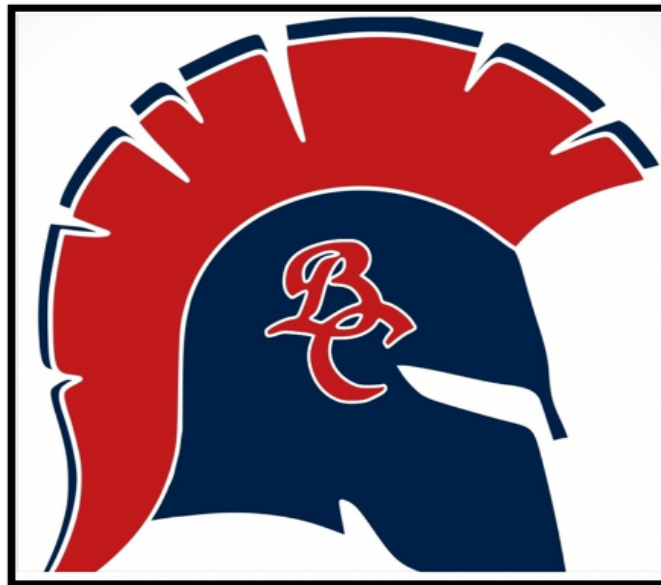
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	4	%	16	%	18	%	43	%	18
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	9	%	12	%	15	%	39	%	25
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	10	%	9	%	15	%	33	%	33
	67									

**6. Partners**

Number of	Total Amount of Contributions
21	11,225

# Brooks County High School

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



## SUMMATIVE EVALUATION REPORT

*2021-2022*

*June 23, 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 High School began providing 21st CCLCs in 2006. Currently, program services are being administered and



monitored under the direction of the Program Director, Ms. Sonya Franklin. 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 High

School's 21st CCLC Program and are shared with the Department of Education, Brooks County High 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.



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

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## STUDENT ATTENDANCE

Brooks County High School is located in Quitman, Georgia and operates within the Brooks County School District. Brooks County High School is a Title 1 school and is currently serving 475 9<sup>th</sup>-12<sup>th</sup> grade students. The 21<sup>st</sup> CCLC target population will be 55 students in grades 9-12 in afterschool hours during the school year; 45 students, grades 9-12, during the summer program; 50 on Saturday and at least 40 of their adult family members. One hundred percent of BCHS 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 127 students registered for Brooks County High School between September 2021 and May 2022. Twenty-five (25) of those students attended Brooks County High School for 30 days or more.



Enrollment data was retrieved from CAYEN After-School System. Table 1 provides a breakdown of Total Participants and hours by Grade Level.

*Table 1: 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
9 <sup>th</sup>	16	4	3	1	3	2	3
10 <sup>th</sup>	16	5	0	3	3	4	1
11 <sup>th</sup>	11	2	1	1	1	2	4
12 <sup>th</sup>	4	2	0	0	1	1	0
Total	47	13	4	5	8	9	8

### 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 a daily average of 15 participants of its proposed average daily attendance across all program components. The program was working towards increasing enrollment while developing a plan to increase the daily attendance of those students already enrolled. However, due to the continuation the pandemic, the numbers were low and families with hesitate to participate in the program.

*Table 2: Average Daily Student Attendance*

<i>School Sites</i>	<i>Average Daily Attendance</i>
<i>Brooks County High School</i>	<i>15</i>

*Source: CAYEN*

**DEMOGRAPHICS OF STUDENT ATTENDEES**

A total of 47 students were recorded as total participants for one or more hours on the “Demographic Information Report” in CAYEN. Table 3 indicates the demographic characteristics of the 47 students who participated the Brooks County High School Program. Each Brooks County High School students were identified as eligible for free or reduced lunch. The homogeneity of the Brooks County High School Program closely reflects that of the community in which most students are of African American decent. The Brooks County High School Program’s demographic information is listed in Table 3.

Table 3: Demographic characteristics of total students and who participated one or more hours in Brooks County High School Program.

	Brooks County High School	
	# Students	Percent
Total	47	100%
9	16	34%
10	16	34%
11	11	23%
12	4	9%
Female	20	43%
Male	27	57%
Black	26	55%
White	12	26%
Hispanic	9	19%
2 or more races	0	0%
Not proficient in English	0	0%
Free/Reduced Lunch	47	100%
Special Education	5	38%
Family Member	15	15%

# *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 High School students, 9th through 12th, were eligible to enroll in the program. Recruitment was ongoing process. Promotional flyers and application forms were sent to all families at the Brooks County High School Program in collaboration with community partners provided expanded learning opportunities through academic and cultural enrichment program. Specific academic needs at BCHS 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 local standards set by Brooks County School District for 9th through 12th.



During 2021-2022, Brooks County High School began providing services on September 1, 2021, and ended on May 19, 2022. As accepted, the program was open for 124 program days of after school this school year. Brooks County High School also offered 5 Saturday sessions.

Name of Session	Date	# of Attendees
Credit Recovery Session	December 11, 2021	0 students, 2 staff
Career and College Readiness Workshop	January 29, 2022	5 students, 3 staff, 1 parent
Saturday Field Trip	February 19	9 students, 1 staff
Saturday Field Trip	April 30	0 students, 1 staff
Saturday Field Trip	May 7	0 students, 1 staff

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 Brooks County High 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 High 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
Brooks County High School	33	4	13	0

# 21st CCLC Quality of Staffing

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## STAFFING CHARACTERISTICS

Ms. Sonya Franklin, Site Coordinator relies heavily on well-qualified and experienced program staff and service providers. Brooks County High School was staffed with 1 full-time Site Coordinator who was responsible for planning activities and overseeing daily operations. Brooks County High 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 8 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 8 certified teachers were employed and 6 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	2	0
College Student	0	0
Community Member	0	1
High School Student	0	0
Parents	0	0
School Day Teacher	8	0
Other Non-Teaching School Staff	5	1
Subcontracted Staff	0	0
Other	0	0
<b>Total</b>	<b>15</b>	<b>2</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, Ms. Sonya Franklin 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 High 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. Melissa Alexander and Sonya Franklin, 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 Coordinator. Professional Development sessions were based on teacher request and 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
- Edmentum
- Compliance Director
- PBIS Monthly Meeting
- Sonya Franklin: 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, teachers, parents, and community partners) are equipped with the skills they need to ensure the program is successful. During School Year 21-22, Ms. Sonya Franklin reports 9 parent opportunities.

Session	# of Parents Attending
Health and wellness, social emotional learning	5
Literacy (academics)	4
Lights on Afterschool	7
Veterans Day Program	5
Finding Calm in the Chaos of Christmas	5
Family Literacy Game Night	1
Math Night	1
Advisory Team Meeting	7
Spring Into Health and Wellness	10

# *21st CCLC Objective Assessment*

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## PROGRAM OUTCOMES

Academic Excellence, LLC served as the external evaluator for Brooks County High School. The program aims to achieve ten 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 character, behavior, and responsibility.

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



This Summative Evaluation Report is designed to highlight the strengths and accomplishments of Brooks County High School and suggest recommendations to support ongoing sustainability. Only the students regularly attending the 21st CCLC program 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. Also, the state department has an embargo on the GA Milestones scores according to the Testing Coordinator, Ms. Tonja Healey.



# Status of Program Objectives

Table 7: Brooks County High 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 60% of regularly participating students (attending 30 days or more) at Brooks County High 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> 84% met or exceed English Language Arts: 21/25
	1.2) A minimum of 60% of regularly participating 21 <sup>st</sup> CCLC Brooks County High 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> 80% met or exceeded standards in math: 20/25

	<p>1.3) A minimum of 60% of regularly participating students (attending 30 days or more) at Brooks County High School will meet or exceed local standards in Science.</p>	<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. 1.3.2) Test preparation for regular school day test, including study and research skills.</p>	<p><b>Met</b> 88% met or exceeded science standards: 22/25</p>
	<p>1.4) A minimum of 60% regularly participating students (attending 30 days or more) at Brooks County High School will meet or exceed local standards in Social Studies.</p>	<p>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.</p>	<p><b>Met</b> 80% met or exceeded standards in math: 20/25</p>
	<p>1.5) A minimum of 60% of regularly participating students (attending 30 days or more) at Brooks County High School will demonstrate improvement in homework completion and accuracy.</p>	<p>1.5.1) Regular communication between 21<sup>st</sup> CCLC staff and regular day school teachers on homework assignments and projects.</p>	<p><b>Met</b> 61% Total students meeting objective: 41/67</p>

Goal 2	Measurable Objectives	Activities	Status/Comments
Youth Development	2.1) A minimum of 60% of regularly participating students (attending 30 days or more) at Brooks County High School 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> 60% met or exceeded science standards: 15/25
	2.2) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County High 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> 64% students met

	2.3) A minimum of 65% of regularly participating students (attending 30 days or more) at Brooks County High 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>
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Goal 3	Measurable Objectives	Activities	Status/Comments
Family Engagement	3.1) A minimum of 40 adult family members of participating students at Brooks County High School will attend at least one parent/family development opportunity annually.	3.1.1) Family development opportunities offered monthly with pertinent information, topics, and speakers.	<b>MET</b>
	3.2) A minimum of 75% of the Brooks County High 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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## SITE VISITS

Also, external evaluators retrieved additional observational data during the 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 8: Data Collection Activities

Activity	Dates
Regular Day Teacher Engagement Survey	Spring 2022
Analysis of GA Milestones Data	Embargoed; Per Testing Coordinator Tonja Healey June 16, 2022
Report Cards Grades	Cayen

Source: CAYEN and site schedule

## TEACHER ENGAGEMENT SURVEYS

The Teacher Engagement in Learning Survey was completed by the school day teacher of every student in grades 9<sup>th</sup>-12<sup>th</sup> 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. The total number of respondents was 67.

# *Teacher Engagement Survey*

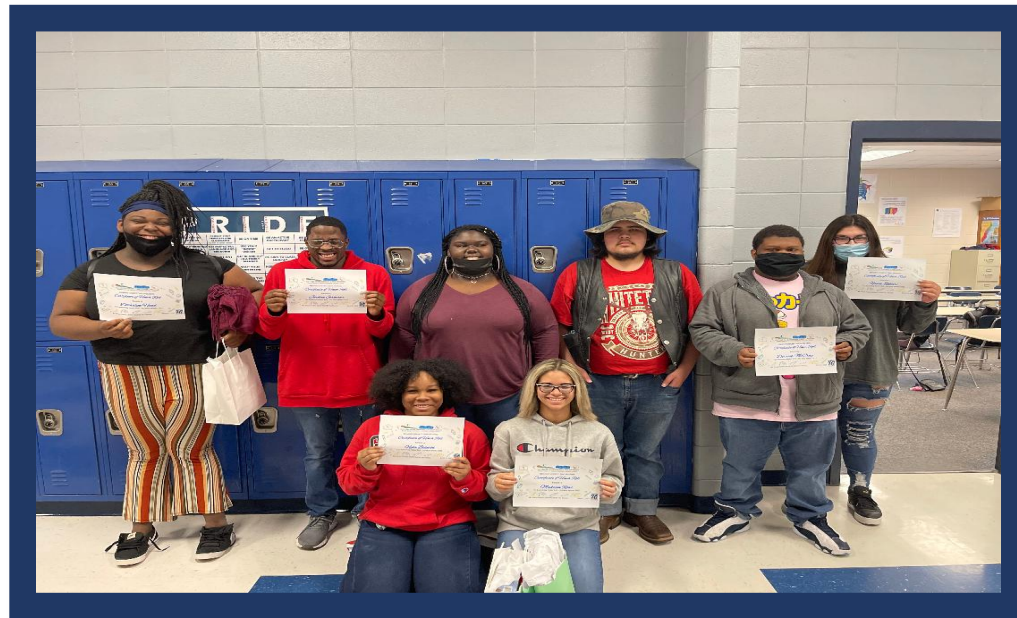
## Teacher Surveys

In spring 2022, a survey was administered to the regular day teacher of the students who participated in the program. The 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 reported Engagement in Learning Survey

Survey Items and Response Frequencies							
Total Number of Students Rated = 67							
<b>To What Extent has the Student changed:</b>							
<b>1. Satisfactorily completes homework assignments?</b>							
Significant Decline 3 (4%)	Slight Decline 11 (16%)	Did Not Need to Improve 12 (18%)	Slight Improvement 29 (43%)	Significant Improvement 12 (18%)			
<b>2. Participates in class and is attentive?</b>							

Significant Decline 6 (9%)	Slight Decline 8 (12%)	Did Not Need to Improve 10 (15%)	Slight Improvement 26 (39%)	Significant Improvement 17 (25%)			
<b>3. Demonstrates a motivation to learn?</b>							
Significant Decline 7 (10%)	Slight Decline 6 (9%)	Did Not Need to Improve 10 (15%)	Slight Improvement 22 (33%)	Significant Improvement 22 (33%)			



# *Program Implementation*

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## *PROGRAM ACTIVITIES*

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

- Academic Enrichment/Tutoring
- Well-rounded Education Activities
- Virtual - Literacy
- Recreation Activities
- Homework Help
- Healthy and Active Lifestyle
- Arts and Crafts
- Physical Activity
- Virtual-Community/Service Learning
- Counseling Program/Mentoring & Character Ed
- Assistance Prevention-Truancy Suspended or Expelled
- College & Career Readiness
- Edmentum



# Progress Towards Sustainability

## PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Brooks County High School program continues to work diligently toward sustaining and gaining new partnerships that will support the activities of the program long term. Table 10 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 High School – Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Family Connection	Volunteers, donations, supplies	\$500.00
Brooks County Board of Education	Funding, volunteers	\$5,000.00
Brooks County Public Library	Volunteers, programming, materials, technology	\$200.00
Brooks County High School	In-kind; paid staffing; materials, supplies; staff	\$2,500.00
Brooks County Sheriff's Department	In-kind, volunteers	\$1,200.00
Chamber of Commerce	Technical Assistance	\$200.00
Chip Carroll	Donation, volunteers	\$100.00
Citizens National Bank	Goods/Materials	\$100.00
Gabrielle Potts	Donation, volunteers	\$50.00
Geneva Mobley	Technical Assistance	\$200.00
Janie Jones	Goods/Materials	\$75.00
Makenzie Alexander	In-kind Donation	\$100.00
Melissa Alexander	Goods/Materials	\$200.00
Melissa Alexander	In-kind Donations	\$200.00
Quitman Free-Press Site	In-kind Donations	\$100.00
Rob Shipman	Programming/Activity-Related	\$500.00
Sonya Franklin	In-kind Donations	\$50.00
Tonja Healey	Technical Assistance	\$50.00
<b>Grand Total Contributions</b>		<b>\$11,225.00</b>

# Success Story

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## SUCCESS STORY "SCHOOL DAY TEACHER"

Alfredo Rheame joined BCHS 21st CCLC Afterschool program at the start of 2021-2022 school year. He has been an active participant and a very respectful young man. Around the end of the first semester, I realized Alfredo began having trouble comprehending in his math class. I reviewed his grades with him, and I discussed what we could do to help him improve his understanding in class. Being the mature student he is, we decided he needed a smaller learning environment.

At the beginning of the second semester Mr. Rheame transferred to Delta Innovative School. While there he still attended ECHOES every day and received extra 1:1 assistance in all of his classes. I have seen a significant improvement in his attitude and grades. At the end of the school year he was ahead of pace towards graduation. He received BCHS ECHOES the student of the year award, perfect attendance, and AB honor roll award. He was also awarded by Delta Innovative School a \$500 scholarship for having the highest GPA in his History class. His courage and dedication to be a better student and individual is what we desire to see in this program. I am happy for him and cannot wait to see what the future holds for him. I know he will do well in all his future endeavors.



# Overall Recommendations

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## RECOMMENDATIONS:

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

1. Brooks County High School is encouraged to continue work to implement activities and field trips to increase student engagement and focus on student interest.
2. Brooks County High School 21<sup>st</sup> CCLC program continues to cultivate community relationships, focusing on those that can help to ensure long-term viability.
3. Brooks County High School 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.
4. Although Brooks County High School 21<sup>st</sup> CCLC program did not provide adult family member activities that would attract most of the adult family members of actively participating 21<sup>st</sup> CCLC students, the number of students with adult family members engaged in 21<sup>st</sup> CCLC activities was lower than expected. BCHS 21<sup>st</sup> CCLC program is encouraged to strive towards as high of a rate as possible, and is encouraged to develop a plan for increased parent and adult family member participation in literacy events and adult activities. This should be a written plan and/or list of ideas for engaging adult family members and increasing involvement.
5. 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](http://afterschoolalliance.org/documents/issue_briefs/issue_schoolDay_50.pdf)

Site visits and conversations with members of the staff confirmed the program continues to operate in the best interest of students. The district should commend everyone involved with the program for a job well done.

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