



Quitman Elementary School

*21st CENTURY COMMUNITY LEARNING
CENTER*

SUMMATIVE EVALUATION REPORT
2022-2023

Table of Contents

The Need for Afterschool Programs.....	3
21st CCLC Overview and History.....	6
21st CCLC Student Attendance & Enrollment	8
Average Daily Attendance	9
Student Demographics.....	10
21st CCLC Program Operations.....	10
Quality and Staffing	12
Staff Qualification and Professional Development.....	13
Objective Assessment.....	17
Goals and Objectives.....	18
Evaluation Overview.....	22
Teacher Surveys.....	23
Program Implementation	24
Progress Towards Sustainability.....	25
Recommendations.....	27

Improving Quality Through Summative Evaluation

OVERVIEW AND HISTORY

The significance of high-quality afterschool programs and their positive impacts cannot be overstated. The 21st CCLC program was established and has expanded to provide enriching experiences for students beyond regular school hours. To uphold the quality standards and measure progress toward program objectives, evaluation plays a crucial role. Program evaluation not only offers valuable insights for making necessary adjustments, but it also ensures effective monitoring of afterschool program quality. Therefore, it is essential to establish evaluation procedures to accurately assess and uphold the quality of these 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 Site Coordinator, Mr. Winfred Williams. The Mr. Williams 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 2022-2023. 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. 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 K-5 students. Pre-K students attend the program and come from the Brooks County Early Learning Center. One hundred percent of QES students are receiving free lunches. According to the latest available Census data 2020, Brooks County, GA had a population of 15.5 thousand people with a median age of 43.6 and a median household income of \$37,516. Between 2019 and 2020 the population of Brooks County, GA declined from 15,590 to 15,548, a -0.269% decrease and its median household income declined from \$38,285 to \$37,516, a -2.01% decrease.

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 243 students registered for Quitman Elementary between August 2022 and May 2023. Of 243 students registered, 163(67%) attended 1 hour or more and one hundred twenty-three (123) of those students attended Quitman Elementary School for 30 days or more.

Table 1: Total Participants & Hours by Grade Level

<i>Total Participants & Hours by Grade Level</i>							
Grade Level	Total	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>=270 Hours
PK	7	0	1	0	3	0	4
K	19	0	1	1	5	1	11
1st	23	0	3	5	4	4	9
2 nd	26	0	2	4	6	1	12
3 rd	22	0	2	4	4	1	11
4 th	37	3	2	5	9	2	16
5 th	29	0	2	6	5	4	12
Total	163	3	11	25	36	13	75

Table 2: Student Grade Level: Regular Participants (30+ Days)

123 Students	30-59 Days	60-89 Days	90 or More Days
Quitman Elementary	38	11	74

Source: CAYEN

AVERAGE DAILY ATTENDANCE

In this summative report, the evaluation focuses not only on tracking the progress of regular student attendance but also on assessing the program's advancement in meeting the proposed average daily attendance of student participants. It is crucial to examine this aspect to gauge the program's effectiveness and its ability to attract and engage students consistently. As illustrated in Table 3, the program has successfully achieved an average daily attendance of 90, indicating positive strides towards meeting the target population of 120. It is evident that Quitman Elementary School has made substantial progress in this regard. It is important to note that the program concluded on May 23, 2023, marking the end of activities at Quitman Elementary School.

Table 3: Average Daily Student Attendance

<i>School Sites</i>	<i>Average Daily Attendance</i>
<i>Quitman Elementary School</i>	<i>90</i>

Source: CAYEN

DEMOGRAPHICS OF STUDENT ATTENDEES

A total of 123 students were recorded as regular attendees on the “Demographic Information Report” in CAYEN. Table 4 indicates the demographic characteristics of the 163 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	163	100%	
Grade			
PK	7	11%	
K	19	16%	
1	23	10%	
2	26	16%	
3	22	14%	
4	37	18%	
5	29	15%	
Gender			
Female	86	52%	
Male	77	48%	
Race/Ethnicity			
Black	136	79%	
White	15	15%	
Hispanic	7	4%	
2 or more races	5	2%	
Other			
Not proficient in English	5	3%	
Free/Reduced Lunch	163	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 23, 2023, 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 three field trips for Saturday Sessions.



During 2022-2023, Quitman Elementary School began providing services on August 29, 2022, and ended on May 23, 2023. The program was open for 134 program days after school. Quitman Elementary School also offered 3 Saturday sessions.

Name of Session	Date	# of Attendees
Flint River Aquarium	March 18, 2023	9
VSU Science Saturday	October 22, 202	28
Copeland African American Museum	March 4, 2023	8

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 2022-2023 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	34	4	12	3

21st CCLC Quality of Staffing

STAFFING CHARACTERISTICS

Mr. Williams, 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.

Table 6 shows the demographics of 21st CCLC staff. A total of 9 certified teachers were employed, 3 high school staff members, 3 subcontracted staff, and 13 non-teaching school staff members that provided services during the academic year.

Table 6: Regular Staff by Paid and Volunteer Status

Staff Type	2022-2023 School Year	
	Paid	Volunteer
Administrator	1	0
College Student	0	0
Community Member	0	0
High School Student	3	0
Parents	0	0
School Day Teacher	9	0
Other Non-Teaching School Staff	13	0
Subcontracted Staff	3	0
Other	0	0
Total	29	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. It is important to highlight the initial orientation provided to staff members. During this orientation, the school outlined the mission and vision of the 21st CCLC program, shared information about the service delivery model, and set expectations for desired outcomes. To further support the services provided through the program, Ms. Melissa Alexander and Mr. Williams jointly conducted Professional Development sessions for the staff. These sessions aimed to enhance the knowledge and skills of the staff members.

The staff at Quitman Elementary School demonstrated enthusiasm and actively participated in various training opportunities throughout the year. The Site Coordinator, Mr. Williams, organized and offered several Professional Development opportunities. These sessions were tailored to address specific needs identified through formative assessments, teacher requests, Positive Behavioral Interventions and Supports (PBIS), and observations made by the Quitman Elementary School (QES) staff. Professional development session topics included:

Professional Development Sessions		
21st CCLC 2022 Summer Symposium	Introduction to Social Emotional Learning	Engaging Learners through Hands-On Learning
Compliance Director Modules	Intro to Project Based Learning	Family Engagement with Y4Y
Help! How Do I Manage All These Moving Parts	Intentional Activity Design	Everything 21st CCLC
Foundations Beyond School Conference	Y4Y Coaching My Staff: Intro to 21st CCLC	PBIS Monthly Meeting

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. Williams managed to provide parents with several opportunities for involvement. Quitman Elementary School 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 Mr. Williams 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
Parent Orientation	63
Advisory Council Meeting -October	4
Parents Are An Important Piece	12
Advisory Council Team Meeting-April	0
Lights on Afterschool	0
Fall Open House & Orientation 1	8
Fall Open House & Orientation 2	126
Collaborative Black History Program	48
Spring Into STEM	6
Total: 9	267

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.

Status of Program Objectives

Table 7: 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 Reading standards-based computer curriculum.	MET: 90% (N=75/83 reported) met or exceeded their ELA report grades
	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: 94% (N=78/83 reported) met or exceeded their math report grades

		<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 Math 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 standards-based computer curriculum.</p>	<p>MET: 100%</p> <p>(N=22/22 reported) met or exceeded their science report grades</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%</p> <p>(N=57/57 reported) met or exceeded their social studies report grades</p>	

		1.4.3) IReady 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: 86% (N=143/166 reported) demonstrated slight to significant improvement in homework completion.

Goal 2	Measurable Objectives	Activities	Status/Comments
Youth Development	2.1) A minimum of 65% of regularly participating students (attending 30 days or more) at 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: 76% (N=96/127 reported) were absent 15 days or less during the school day.
	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: 86% (N=142/166 reported) maintained or improved classroom participation.
	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.	
--	--	--	--

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 182 parents attend at least one Parent Opportunity.
	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

Quitman Elementary Schools program successfully obtained responses from the state-mandated end-of-year teacher surveys, which were distributed to school day teachers responsible for each participating student. These surveys were conveniently distributed through an online link platform. The results of the end-of-year teacher survey, presented in Table 8, are expressed as percentages. The response rate for teacher completion was satisfactory, and teachers expressed a positive level of satisfaction with the program's impact on student engagement. 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.

DATA COLLECTION SCHEDULE

Table 8: Data Collection Activities

Activity	Dates
Regular Day Teacher Survey	Spring 2023
Student & Parent Survey	Cayen
Analysis of CAYEN Data	Ongoing

Source: CAYEN and site schedule

Teacher Engagement Survey

TEACHER SURVEYS

In spring 2023, 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 2022-2023 school year. Survey responses are summarized in Table 9.

Table 9: Teacher reported Engagement in Learning Survey

Survey Items and Response Frequencies Total Number of Students Rated = 166				
To What Extent has the student changed:				
1. Satisfactorily completes homework assignments?				
Significant Decline 11(7%)	Slight Decline 12(7%)	Did Not Need to Improve 62(37%)	Slight Improvement 44(27%)	Significant Improvement 37(22%)
2. Participates in class and is attentive?				
Significant Decline 7(4%)	Slight Decline 17(10%)	Did Not Need to Improve 47(28%)	Slight Improvement 54(33%)	Significant Improvement 41(25%)
3. Demonstrates a motivation to learn?				
Significant Decline 11(7%)	Slight Decline 10(6%)	Did Not Need to Improve 47(28%)	Slight Improvement 53(32%)	Significant Improvement 45(27%)

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
- Character Education



Progress Towards Sustainability

PARTNERSHIP DEVELOPMENT AND SUSTAINABILITY PLAN

Quitman Elementary will continue exploring additional partnerships and strengthening existing relationships with current partners. QES aims to seek funding opportunities actively and systematically from various sources, including local, state, federal, corporate, and private organizations known for supporting afterschool and prevention programs.

The partners involved in this endeavor include the Brooks County School Board of Education, which provided \$5,000.00 in programming and activities. Brooks County Family Connection contributed \$250.00 towards programming and activities. The Boys and Girls Club extended their support through in-kind donations worth \$2,000.00. The Brooks County Sheriff's Department offered technical assistance valued at \$300.00. The Brooks County Library contributed \$200.00 towards programming and activities. Quitman Elementary provided in-kind donations amounting to \$1,000.00. Finally, Rob Shipman provided goods and materials worth \$500.00 to support the program's initiatives.

These partnerships and collaborative efforts will not only enhance the resources available for the program but also foster a broader network of support for the afterschool and prevention initiatives. The commitment to actively seek additional funding reflects a dedication to sustaining and expanding the impact of the program in serving the needs of the community and its students.

Table 10: Quitman Elementary School - Partners

Community Partners		
Organization	Contribution Type	Contribution Amount
Brooks County School Board of Education	Provided Programming/Activity	\$5,000.00
Brooks County Family Connection	Provided Programming/Activity	\$250.00
Boys and Girls Club	Provided In-kind Donations	\$2,000.00
Brooks County Sheriff's Department	Provided Technical Assistance	\$300.00
Brooks County Library	Provided Programming/Activity	\$200.00
Quitman Elementary	Provided In-kind Donations	\$1,000.00
Rob Shipman	Provided Goods/Materials	\$500.00
Grand Total Contributions		\$9,250.00



Success Stories

STORY 1:

Zion Silas is a 3rd grade student who entered the program not meeting classroom expectations in the Regular Day Classroom. He lost a lot of instructional time due to behavior. This student was able to improve his behavior during ECHOES and in his Regular Day Classroom, his grades improved greatly, and this year he was an Honor Roll Student and was promoted to the 4th Grade.



Overall Recommendations

RECOMMENDATIONS:

The program's implementation and efforts have effectively addressed the critical needs of the students and families it serves, providing a safe and supportive environment for academic enrichment and holistic development. Recommendation: Given the program's exceptional performance in meeting all grant objectives, it is recommended that the program continues its implementation and strives for continuous improvement. To sustain the program's success, the following recommendations are proposed: **Program Expansion:** Considering the program's effectiveness in achieving its objectives, explore opportunities to expand the program's reach to serve a larger number of students and families. **Professional Development and Training:** Continue to invest in the professional development of program staff and service providers. Offer opportunities for skill-building, staying updated on best practices, and exploring innovative instructional approaches. **Sustainability:** Develop a comprehensive sustainability plan to ensure the program's long-term viability and impact. Identify potential funding sources, establish partnerships, and explore opportunities for integration within existing school and community frameworks. This will help secure resources and support for the program beyond the grant period.

By implementing these recommendations, the program can build upon its current success and strive for continuous improvement, ultimately leading to sustained positive outcomes for the students and families it serves.