



SUMMATIVE EVALUATION
BROOKS COUNTY HIGH SCHOOL
ECHOES PROGRAM

Every Child Has the Opportunity to Excel and Succeed

Submitted to:
Georgia Department of Education
21ST CENTURY COMMUNITY LEARNING CENTER
Office of School Improvement
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6/10/19
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ORGANIZATIONAL OVERVIEW AND HISTORY

The 21st Century Community Learning Centers grant initiative in Brooks County was initially established in 2006, and has been one of the most effective programs to have ever been implemented in the County. The award for this year enabled Brooks County to establish programs at two elementary schools and one middle school.

In 2010, 21st CCLC funding was again awarded to Brooks County High School. Continued funding for Quitman Elementary, North Brooks Elementary, and Brooks County Middle School was awarded in 2011, with each site obtaining its own sub-grant funding. Since the implementation of the 21st CCLC Program, the school system has seen great strides in the areas of promotion rates and graduation rates. Stakeholders such as the School Superintendent, members of the Board of Education, the Brooks County Family Connection (co-applicant), school administrators, faculty, counselors, parents, and students agree that the 21st CCLC program has been instrumental in achieving the success the school system, and specifically Brooks County High School, have had over the past several years.

21ST CCLC OVERVIEW & HISTORY

ECHOES is an acronym which stands for "Every Child Has the Opportunity to Excel and Succeed." It is the Afterschool Learning and Enrichment Program in the Brooks County School System. It is a federal program entitled "21st Century Community Learning Centers," from the No Child Left Behind Act.

ECHOES target population is 55 students in grades 9-12 in the afterschool hours during the school year; 45 students, grades 9-12, during the summer program; and at least 60 of their adult family members. Students who are determined to be in need of the program's academic and enrichment services will be the program's priority. Since 2010, a 21st CCLC program has been in

place at BCHS, with definitive results and benefits in the academic areas of End-of-Course test scores, grades, promotion rates, and homework completion. The program has also proven successful in improving student school attendance, behavior, and class participation.

A large component of the program is Parent and Family Involvement. Family meetings are held monthly, with instructional programs planned for parents and others who are involved with the ECHOES students. Family members will receive help in such areas as assisting students with homework, study habits, and test preparation. Parent involvement with a student's schoolwork is essential for successful students, and successful students are invaluable to a community. This improves the graduation rate and builds a stronger labor force for businesses. We are also providing a safe, structured environment for up to 400 students in the afterschool hours, a time when many children are on the streets or home alone.

PROGRAM OPERATION

The program proposed to serve a minimum of 55 students in grades 9-12 from Brooks County High School and at least 60 of their family members. The program at the BCHS site proposed to serve approximately 55 students daily, and provide services for a minimum of 12 hours per week, Monday through Thursday, 2:45p.m.-5:45 p.m., for at least 30 weeks (120 days) per year during the regular school year and at least 32 hours per week, Monday through Thursday, 8:00 a.m.-4:00 p.m. for eight weeks during the school year. These services were offered to all enrollees each day of the program.

At the beginning of each school year, teachers recommend students who they feel could benefit from the extra assistance that ECHOES provides. These students who were served in the program the previous year (whole year), was given the first opportunity to enroll. During this

period, the Site Directors at the school contacts staff via email for teacher referrals. The remaining slots were filled with other students on a first-come, first-serve basis.

Students had a nutritious snack, and then they spend one and a half hours on academics with certified teachers, working on their homework and receiving reinforcement in Reading, Language Arts, and Math. They work on preparing for standardized tests and on computer-based curriculum that assesses their progress as they master skills. They also participate in Enrichment and Recreational activities, such as Arts and Crafts, Drama, and organized team sports. ECHOES also offers a Summer Program, with a concentration on Credit Repair and Recovery.

ECHOES provided enrichment activities for the students who are enrolled. They included fitness, nutrition, art, and drama. They also took educational field trips to cultural events and locations, such as plays and museums, and we sometimes have interesting guest speakers. They provided information on such things as college and career planning, nutrition and fitness, and even fashion and makeup tips. The program also offers Character Education, dealing with issues such as bullying, drug and alcohol abuse, and respect for others.

The table below is an outline of the daily schedule at Brooks County High School

	Monday	Tuesday	Wednesday	Thursday
2:45-3:45 PM	Snacks/Homework	Snacks/Homework	Snacks/Homework	Snacks/Homework
3:45-4:45 1 st Period	1st Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**	1st Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**	1st Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**	2nd Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**
4:45-5:45	2nd Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social	Enrichment	2nd Period 9 th , 10 th , 11 th , 12 th (Math, Science, Social	Enrichment

2 nd Period	Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**	**Fine Arts, Mentoring, Guest Speakers, Group Games, Board Games, Character ED, Financial Literacy	Studies, English LA, Credit Recovery) ** Students will have personalized schedules based on classes taken**	**Fine Arts, Mentoring, Guest Speakers, Group Games, Board Games, Character ED, Financial Literacy
5:45	Dismissal	Dismissal	Dismissal	Dismissal
** Tuesdays/Thursdays will be enrichment days. Enrichment Activity will change. Refer to Monthly calendar for activities and times**				

On the High School Level, the program offered a variety of enrichment and extracurricular field trips for the participants under their College and Career Readiness component. Some of these activities included a field trip to Fort Valley State University, College Application Day, Saturday School Milestones Prep, Career Day, field trip to St. Augustine. For art & music, the participants had a field trip to La Festival del Pueblo.

The Community Service component included a Lights on After School Celebration, a Veteran's Day Celebration and a Holiday Safety/Parent Meeting. A Money Simulation training was also provided through their Entrepreneurship Program. They also provided homework help, tutoring, Credit Recovery and Literacy events.

For STEM Horticulture and Choice, they developed programs such as STEM Choice, How to become an Electrician and a field trip to Thompson Farms.

The ECHOES Program is a very fine example of how 21st Century Community Learning Centers programs should operate. The staff has done an outstanding job of chronicling program highlights on FB. They should be commended for the way they have successfully incorporated Social Media into their after school program. They managed to paint a picture of their program through FB. By viewing their page, any prudent person can visualize what goes on in their after

school program. The summative will capture some of those pictures and highlights from this current school term.

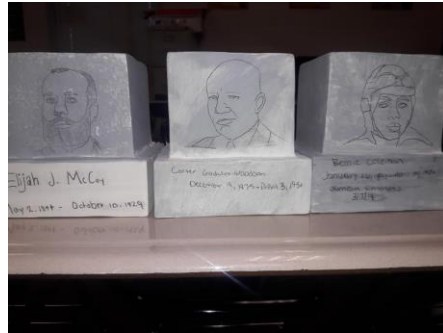
The pictures below are BCHS ECHOES Horticulture Class putting a Beehive together for the Bee Club at QES.



BCHS ECHOES students, in conjunction with AVID, took a beautiful campus tour of Fort Valley State University and attended the Georgia National Fair. Students had the opportunity to gain insight on the requirements to attend the university and to see what college life is all about.



The Below Pictures are From the Art in History Project Completed by the Students



The Below Picture is from the Thompson Farms Field Trip



BCHS ECHOES students attended the Mad City Money Simulation in Tallahassee, FL presented by the League of Southeastern Credit Union and co-sponsored by Envision Credit Union. Students participated in real world scenarios on being fiscally responsible. They were very engaged and learned a new appreciation for money management.



BCHS ECHOES held Free College Application Day on Saturday, November 10th at Brooks County High School. ECHOES students, BCHS seniors, and parents had the opportunity

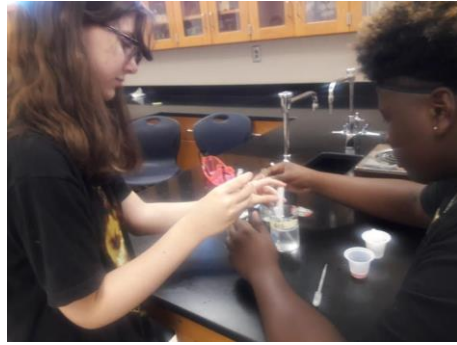
to attend a workshop to apply to their school of choice in the state of GA. Students were also given a packet detailing information needed to attend college and for those that are career and military bound along with their transcript. The day ended with a delicious lunch for the workshop participants.



In October 2018, Brooks County High School ECHOES Program sponsored several teambuilding activities such as Over and Under, Jump the River, Get Up.



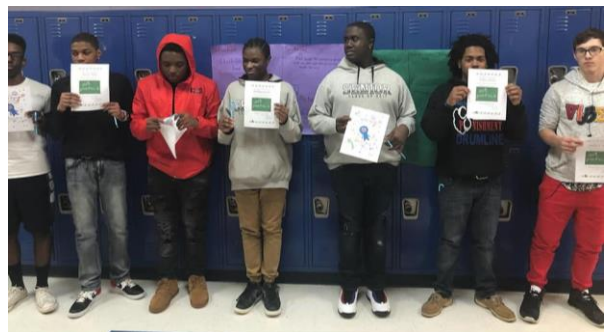
BCHS ECHOES students are completing a science lab testing the catalyst enzyme in the liver and how it breaks down hydrogen peroxide into oxygen in water.



Below, BCHS ECHOES students and staff traveled to beautiful St. Augustine, FL. Students had the opportunity to go to the Ripley's Believe It or Not Odditorium to view weird treasures accumulated from around the world. They also took a Red Train tour of historic St. Augustine.



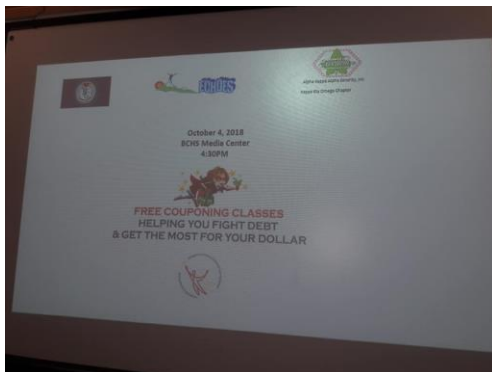
BCHS ECHOES students were rewarded for achieving A/AB Honor Roll and for having Perfect Attendance during the month of December.



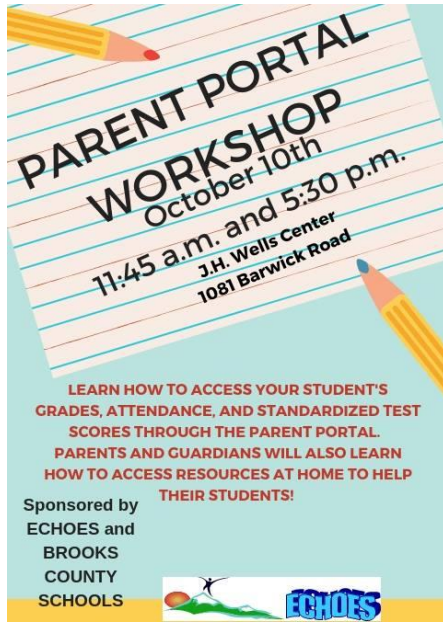
FAMILY ENGAGEMENT

Family involvement and instruction are important components of 21st CCLC programming at BCHS. The program will continue to offer innovative and relevant parent opportunities, including such topics as "Providing Homework Assistance to Your Child" and "Navigating the High School Testing Process." Other opportunities include the "Teen Maze," where high school students and parents are given the opportunity to experience the consequences of making the right or wrong decisions. A workshop to accompany this for parents will address the topic "How to Help Your Child Make the Right Choices." Parents and family members will be given opportunities to suggest topics for programming and will provide input as to the effectiveness of the sessions.

BCHS ECHOES held its first parent meeting, Couponing 101 and it was a success! Parents came out to learn about the many ways to save money when shopping for many items used in our daily lives. Ms. Tawanda Rose, 21st CCLC ECHOES Program Director, shared a wealth of knowledge and her love of couponing with the parents and BCHS staff.



The Picture below are flyers for a Parent Meeting which provided parents with great opportunity to fulfill your parent meeting obligation for 1st semester as well as a flyer for the Free College Application Day.



BCHS Seniors and Parents , you are invited to attend Free College Application Day at Brooks County High School on Saturday, November 10, 2018 from 9:00 am to 12:00 pm.

Students will have the chance to complete a free application to the college/colleges of their choice and also learn about Resume' writing. Lunch will be provided to all participants.

*****Mrs. Dasyam will be onsite to help students with the process*****

TRANSPORTATION

Transportation was provided by the Brooks County School System Transportation Department. The buses are maintained by the school Transportation Department and adhere to all state regulations. Insurance, driver qualifications and training, semi-annual driving record checks, and bus maintenance records were maintained by the Transportation Department and were available upon request. All bus drivers and the Transportation Administrator will have a yearly Criminal Background Check and be in good standing in this regard. Two buses will be used for the afterschool program and two will be used for the summer program. During the summer program, students will be picked up in the mornings and dropped off at designated points. The Transportation Administrator will determine routes and drop-off and pick-up times, and will assign and supervise drivers, including substitute drivers. The Transportation Administrator and Site Director will be available by phone during all travel times for students. Bus discipline policies will

be enforced to ensure all student safety. Each bus has a working video camera, and videotapes will be accessed through the Transportation Administrator if necessary.

Because the sites, Brooks County High School and the Wells Education Center, and the school buses are under the regulatory standards of the Brooks County School System and the state of Georgia, accessibility under the Americans with Disability Act (ADA) will apply. The Transportation Policies, and Student Safety and Emergency Procedures were included in the Parent/Student Handbook and Staff Handbook.

QUALITY OF STAFF

The program employed a total of 27 staff members. This includes: a Program Director; Site Director; Clerical/Data Collector; 10 other certified teachers; and 14 paraprofessionals or staff. All teachers utilized by our program are certified. The staff demographic profile is as follows: 79% female and 21% male; 25% white, and 75% African American. Our student: staff ratio for academic activities is no more than 10:1. Our student: staff ratio for other non-academic activities is no more than 15:1.

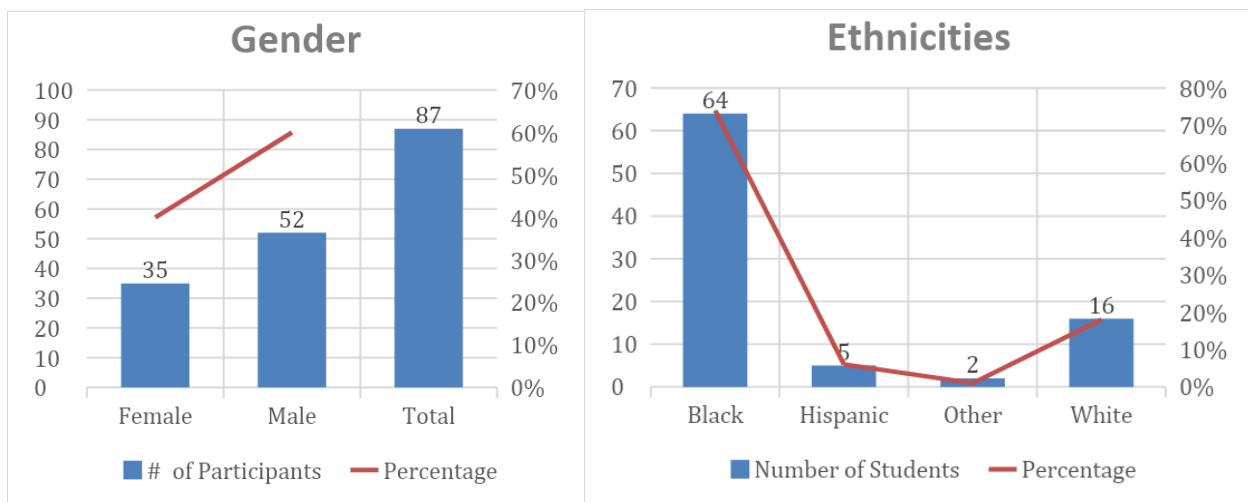
Staff and volunteer development continued to be a major focus throughout the program. Ten (10) opportunities were offered during the year with an average of 27 participants attending. Opportunities provided include:

Staff and/or Volunteer Training 2018-2019 School Year		
Date of training	Description of Training Provided	Number of Participants
7/11/18-7/12/18	Subgrantee Training	4
8/29/18	Staff orientation	81
9/26/18-9/28/18	ASYD Conference Columbus GA	5

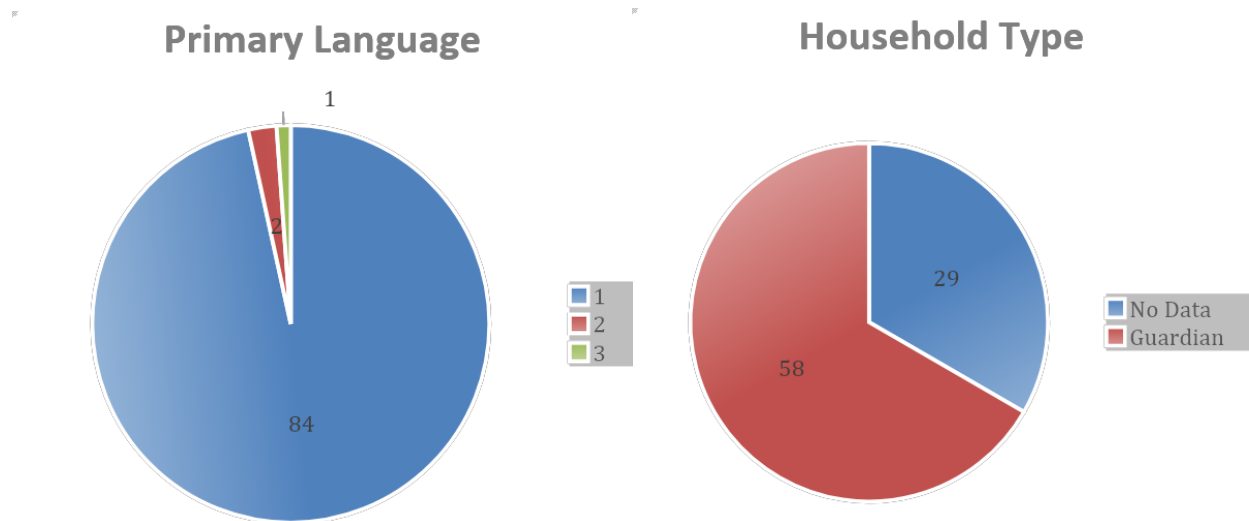
Staff and/or Volunteer Training 2018-2019 School Year		
Date of training	Description of Training Provided	Number of Participants
9/13/18	Tri Regional Brown Bag	5
11/15/18	Staff Development: A Framework for Understanding Poverty: Hidden Rules Among Classes	82
12/11/18	Region 6 Brown Bag	5
2/4/19	Cultural Sensitivity	4
3/3/19-3/6/19	National Youth at Risk Conference	4
5/2/19	Region 6 Brown Bag	5
5/2/19	Staff Development: PBIS and Equity	69

DEMOGRAPHICS

The charts below display the demographic profile of the 21st CCLC program participants. The demographic information is based on a total of 87 students registered in the program. There are a total of 52 males and 35 females in the program. Seventy-four (74%) of the participants are Black, 18% White, 6% Hispanic and 1% other.

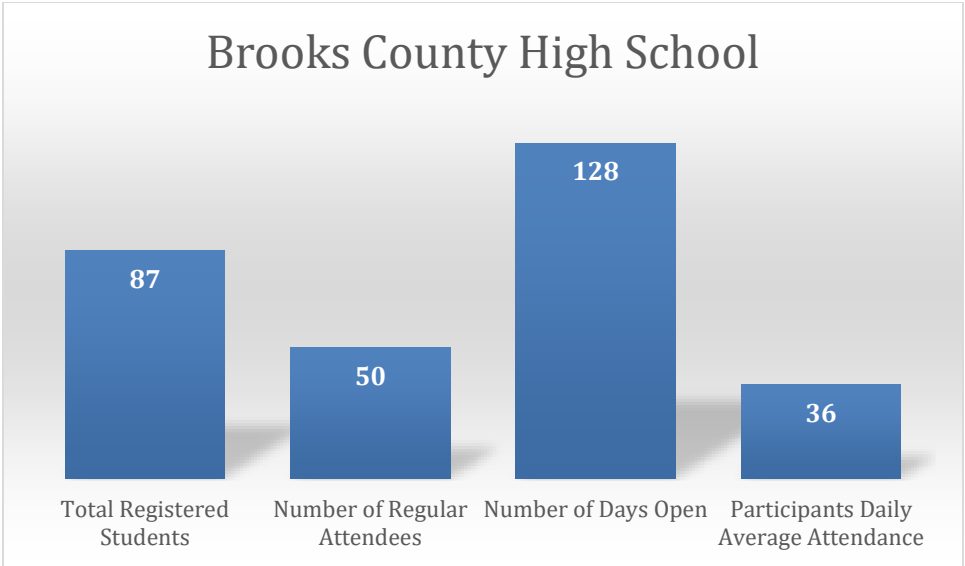


Brooks County is a poor county and all students receive free lunch. The primary language of the participants is English at 97%. Another 3% of the participating student's primary language is Spanish. When asked about the household type, 58 students (67%) parents provided no data. Another 33% indicated they lived with a guardian.

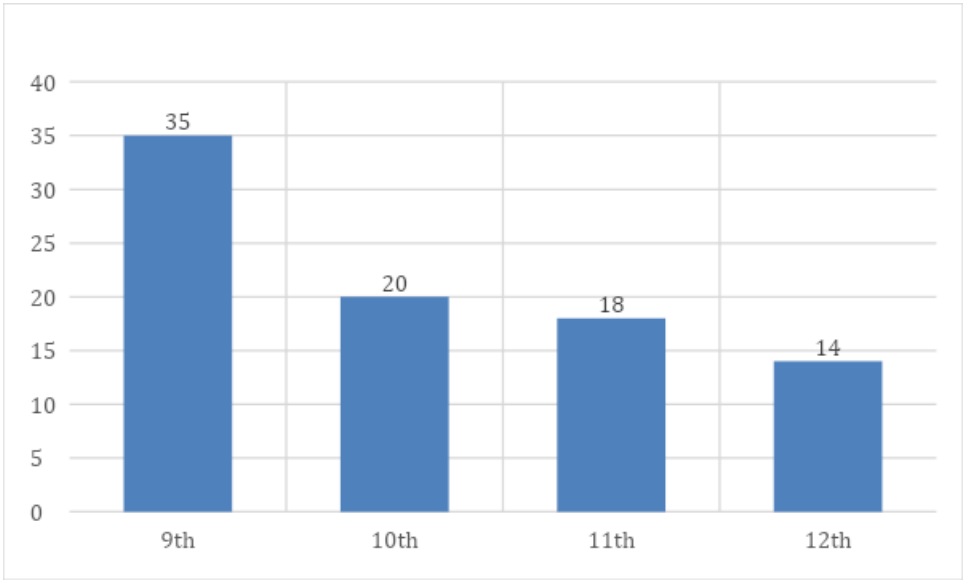


STUDENT ENROLLMENT & ATTENDANCE

There is a total of 87 registered students with 50 students being regular attendees. The average days of attendance for regular participants is 36 days out of the 128 days the program has been open.



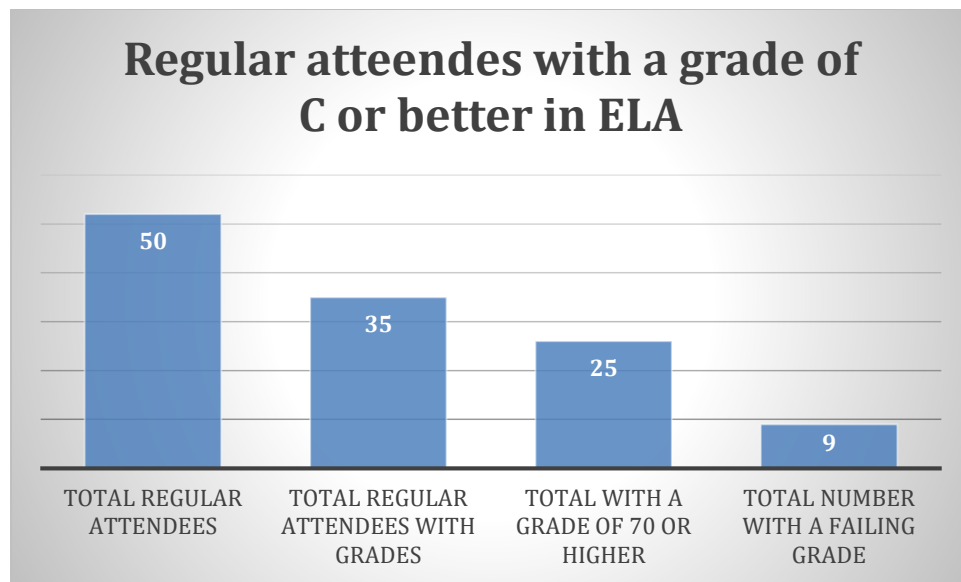
The chart below displays the grade level and the number of students registered per grade level. This is a common trend to see the lower grades with the most students registered. The higher the grade level the less the participation.



PROGRAM OBJECTIVES

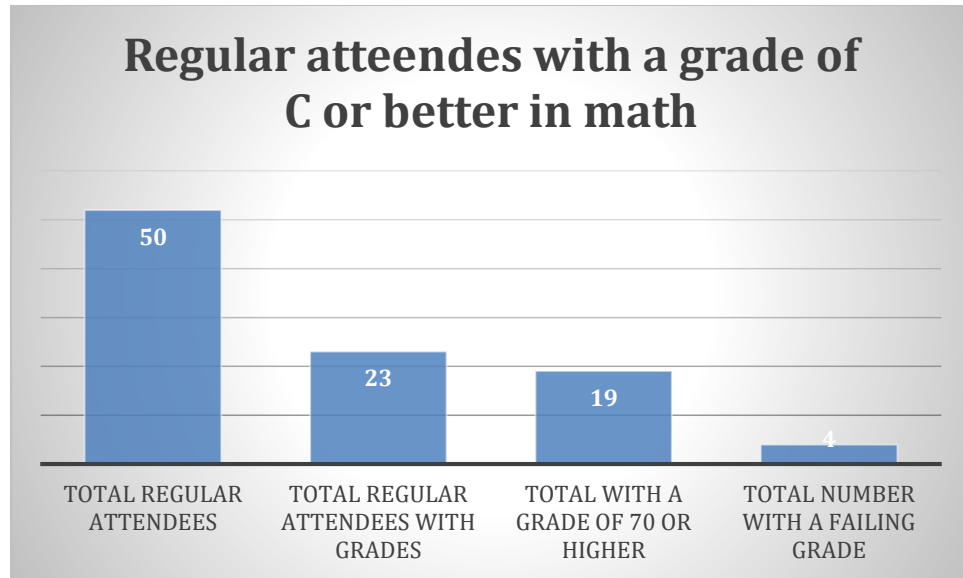
Objective 1.1: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in English/Language Arts. **This objective was met at 71%.**

Twenty-five (71%) of the students who are considered regular attendees received a grade of C or better on their end of year report card.



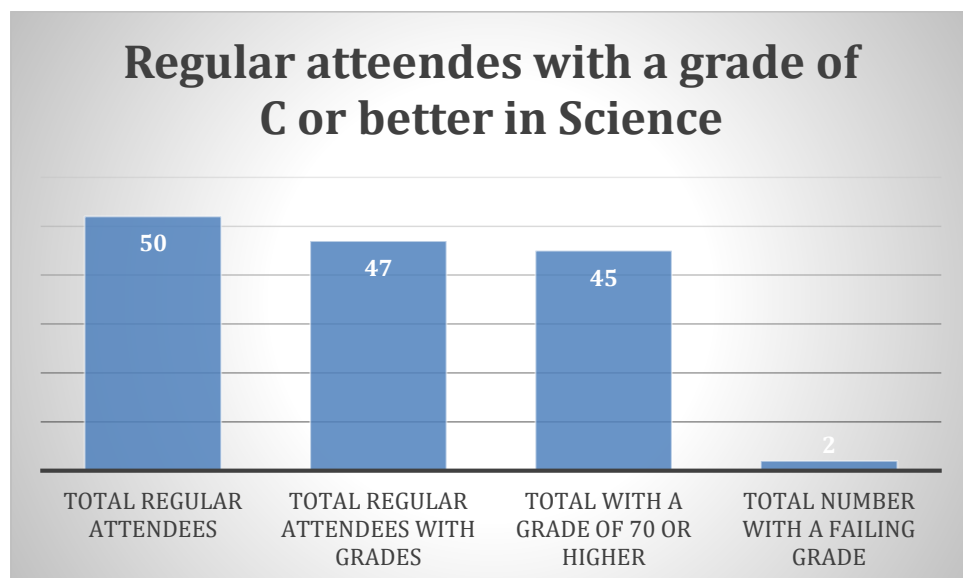
Objective 1.2: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in Math. **This objective was met.**

Again in the area of math, 50 students were considered to be regular attendees. Twenty-three students remained in the program to end the fourth grading term. Nineteen (83%) maintained a grade of C (70) or higher.



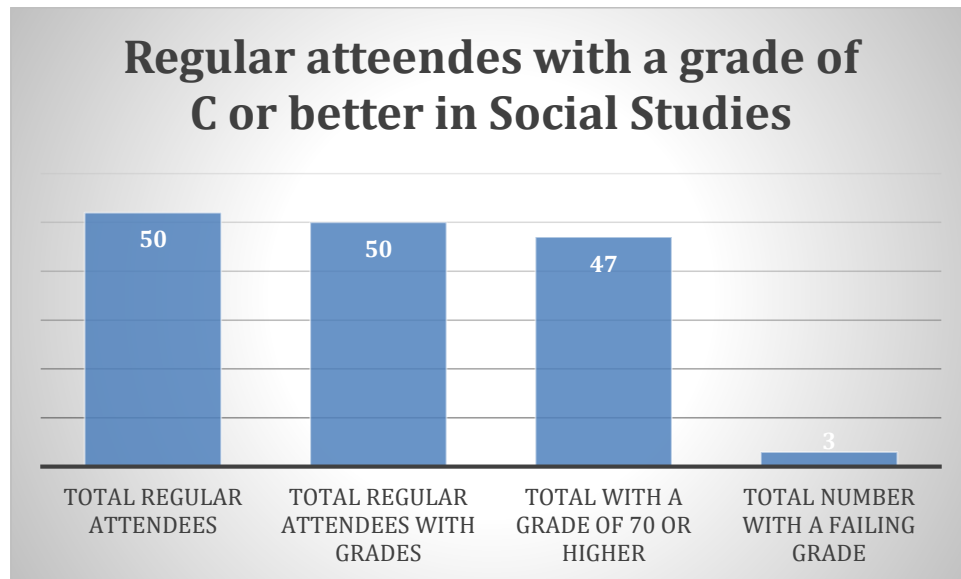
Objective 1.3: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in Science. **This objective was met at 96%**

There were a total of 50 students considered to be regular attendees at the high school. Of the 52 students, 47 students remained consistent in attendance throughout the program. Forty-five (96%) of the students maintained a grade of C or higher.

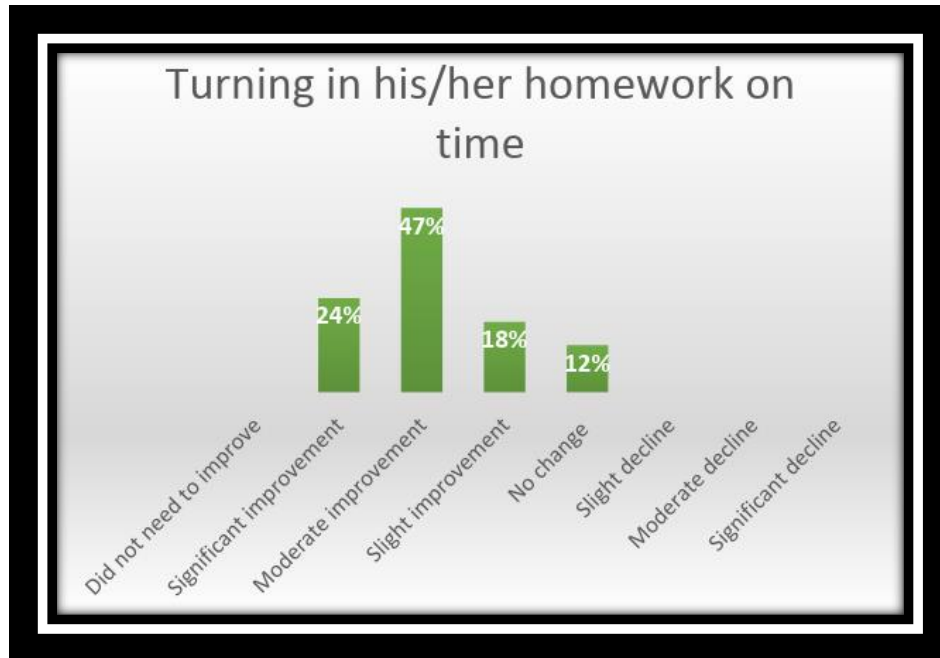


Objective 1.4: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in Social Studies. **This objective was met at 94%.**

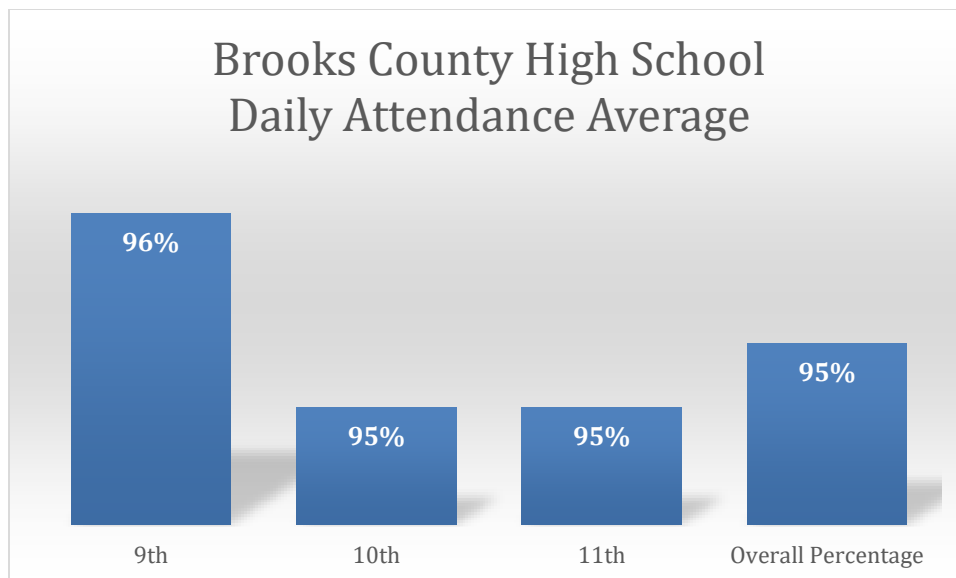
Forty-seven students (94%) maintained a grade of C or higher from the 1st to the 4th grading period.



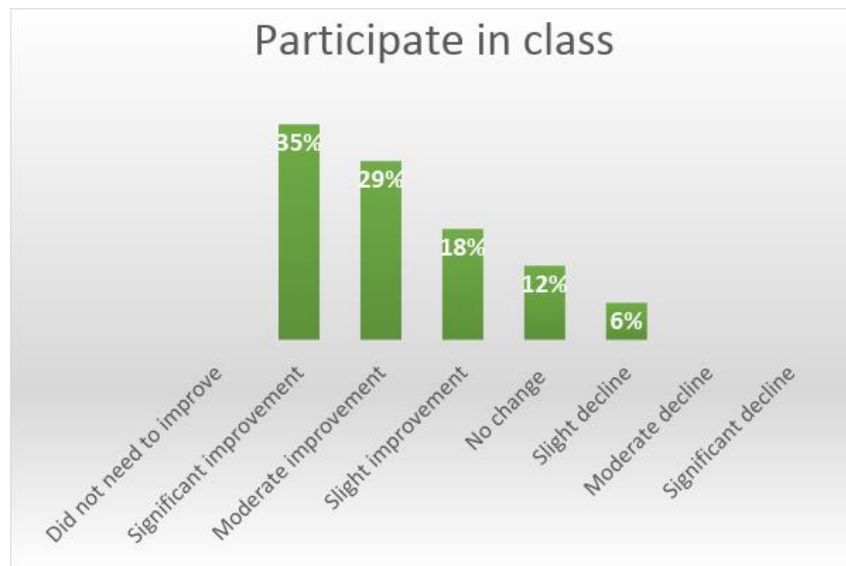
Objective 1.5: A minimum of 60% of regularly participating students 21st CCLC BCHS (attending 30 or more days) will demonstrate improvement in homework completion annually. Seventeen teachers responded to the survey. Of the teachers who responded, they felt 89% of the students began turning in his/her homework. **This objective was met.**



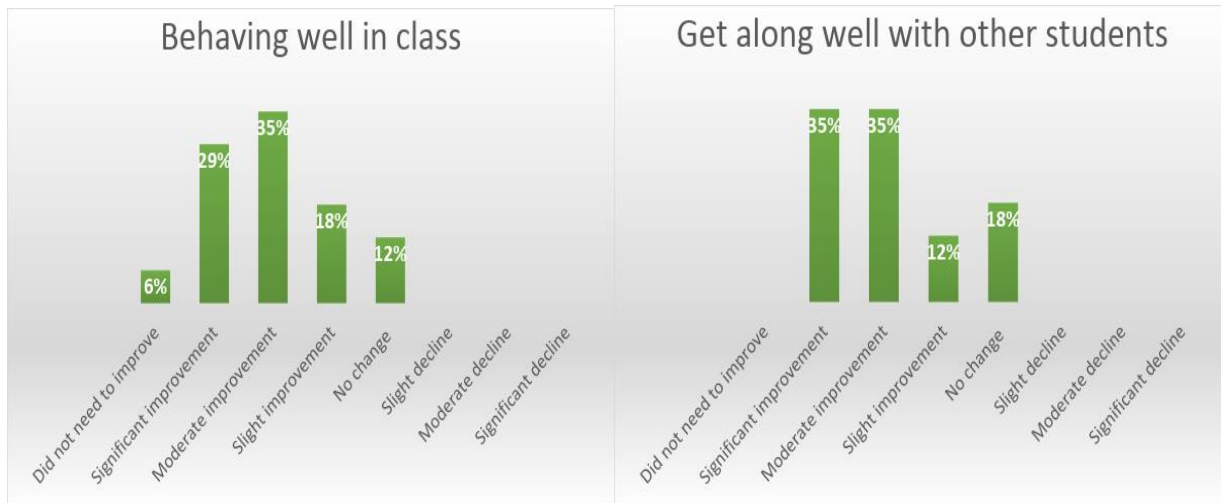
Objective 2:1: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will be absent 15 days or less during the regular school day. Ninety-five (95%) percent of the regular participating students were absent 15 days or less for the 2018-2019 school term for day school. **This objective was met.**



Objective 2:2: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County Middle School will demonstrate improvement in class participation. According to the survey respondents, it was found that 82% of the regular attendees participated in class more as a result of their participation in the 21st CCLC program. **The objective was met.**



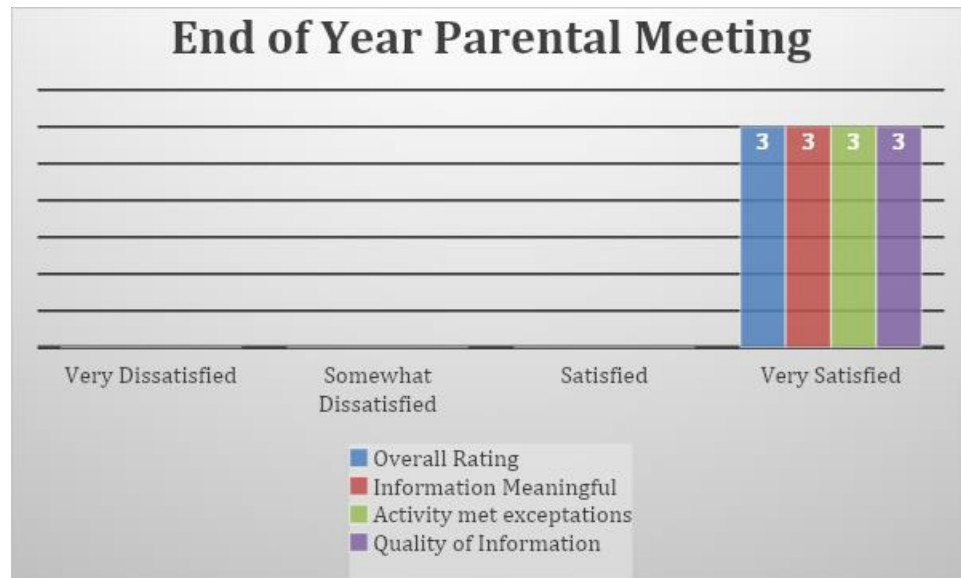
Objective 2:3: A minimum of 65% of regularly participating students (attending 30 or more days) at Brooks County High School will demonstrate improvement in character development and behavior. Eighty-two (82%) of the participants showed improvement in behaving in class. It was also concluded that 82% of the students began to get along well with others students. **This objective was met.**



Objective 3:1: A minimum of 60 adult family members of participating students at Brooks County High School will attend at least one development opportunity annually. There was a total of 17 parent opportunities offered throughout the year that included but is not limited to State of the School Address, Holiday Safety, La Festival del Pueblo, Lights on After School, and more. Ninety-six (96) parents attended one or more of these events. **This objective was met.**

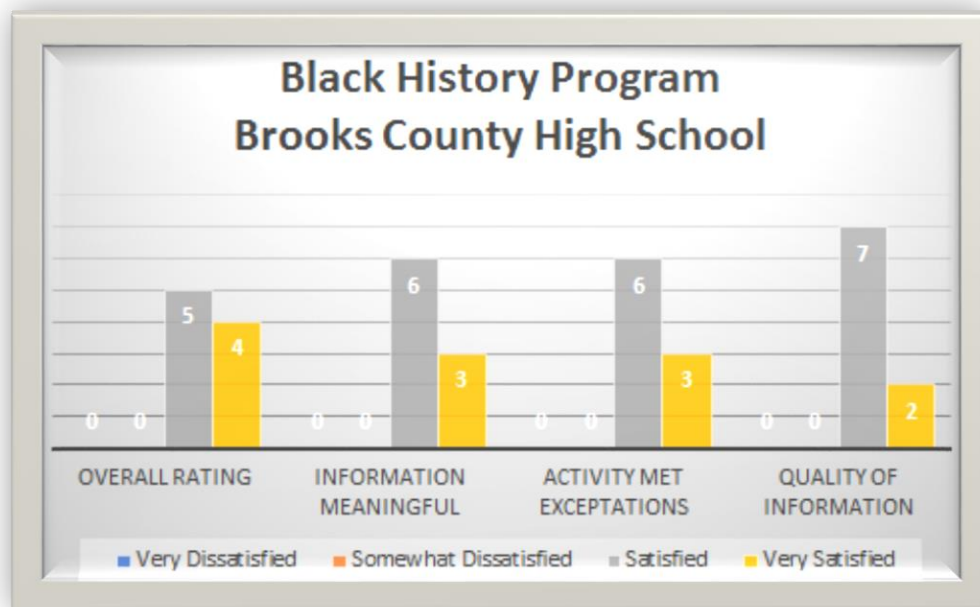
Objective 3:2: A minimum of 75% of the Brooks County High School adult family members who attend at least one family-related development session will state they have gained increased knowledge regarding their child's academic status and success. **This objective was met.**

The end of year parent meeting was utilized to measure this objective. 100% of the parents stated they were very satisfied with the information received.

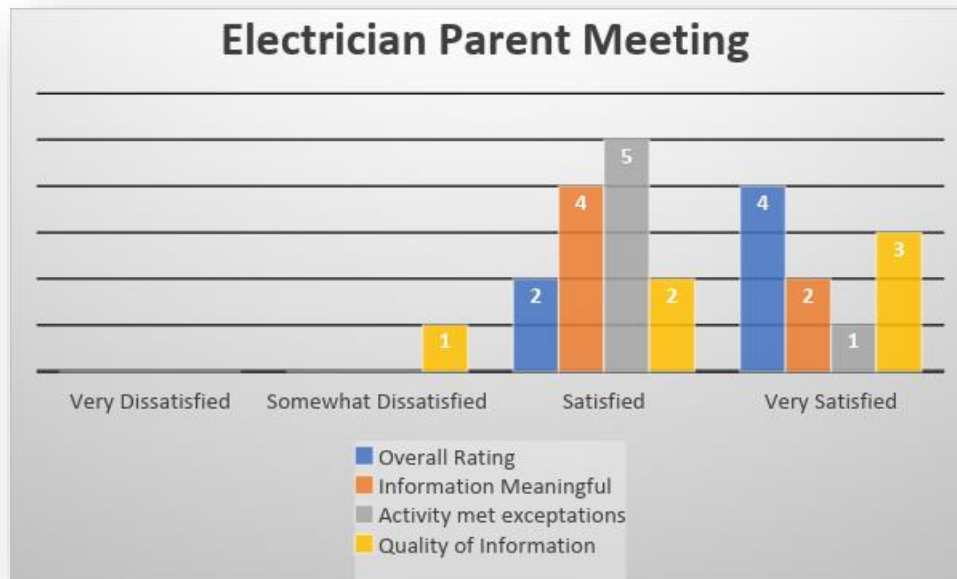


PARENTAL INVOLVEMENT ACTIVITIES

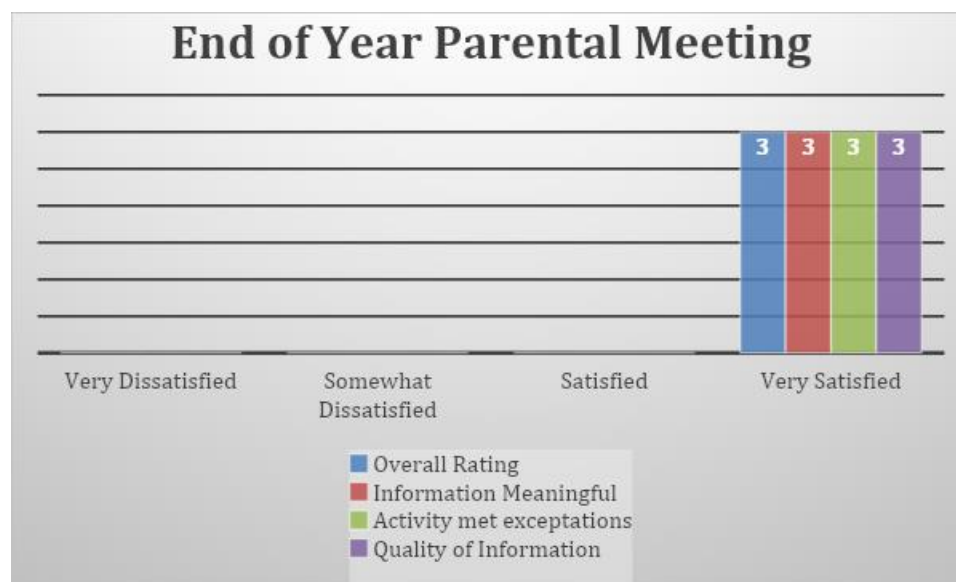
Brooks County High School held a Black History Program. There were a total of 9 parents in attendance. In review of the chart below, it can be determined, the parents were satisfied to very satisfied with the program.



Another parental involvement activity involved an Electrician speaking with parents. Six parents attended the activity and were satisfied to very satisfied with the information received.

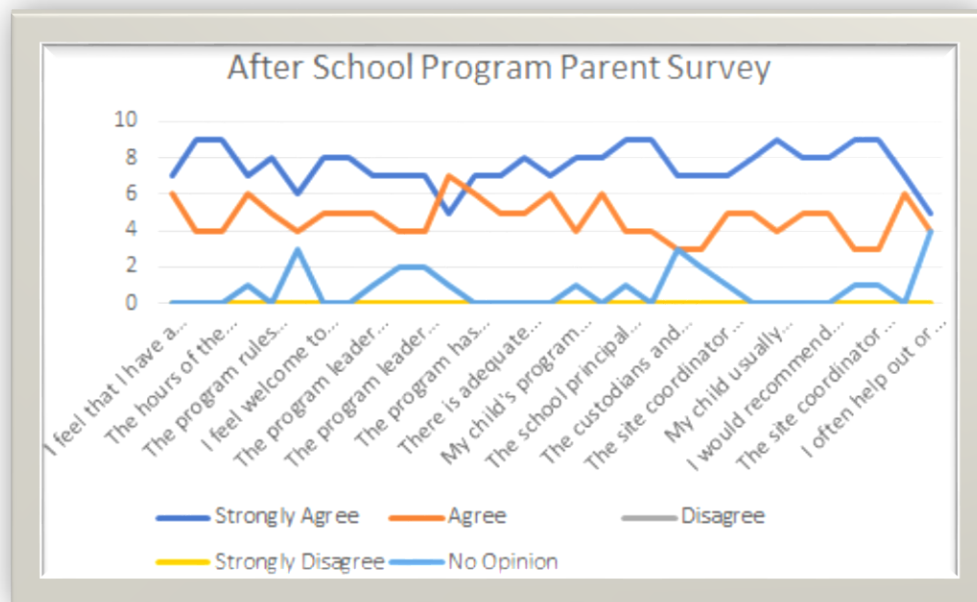


The end of the year parental involvement meeting was held in May. Three parents were in attendance and all three agreed they were very satisfied with the meeting.



Parents were asked to complete a survey on their overall perception of the entire program. Of the student participants, only 13 parents returned the survey. As seen in the chart below, the parents who responded to the survey agreed to strongly agreed, the 21st CCLC program was a success. This was determined by the responses to various questions on the survey. Some of the statements that were strongly agreed to included but is not limited to:

- I feel welcome to visit the program.
- The program leader recognizes my child's academic needs.
- My child has access to quality materials and curriculum related resources in the program.
- I feel that I have a clear understanding of the program's goals and objectives.
- The program has helped by child do better in school.
- It is important to my child's program leader that my child do well in school.
- I encourage my child to complete his/her homework, even he/she is having trouble with assignments.
- The program rules and policies have been clearly communicated to me.



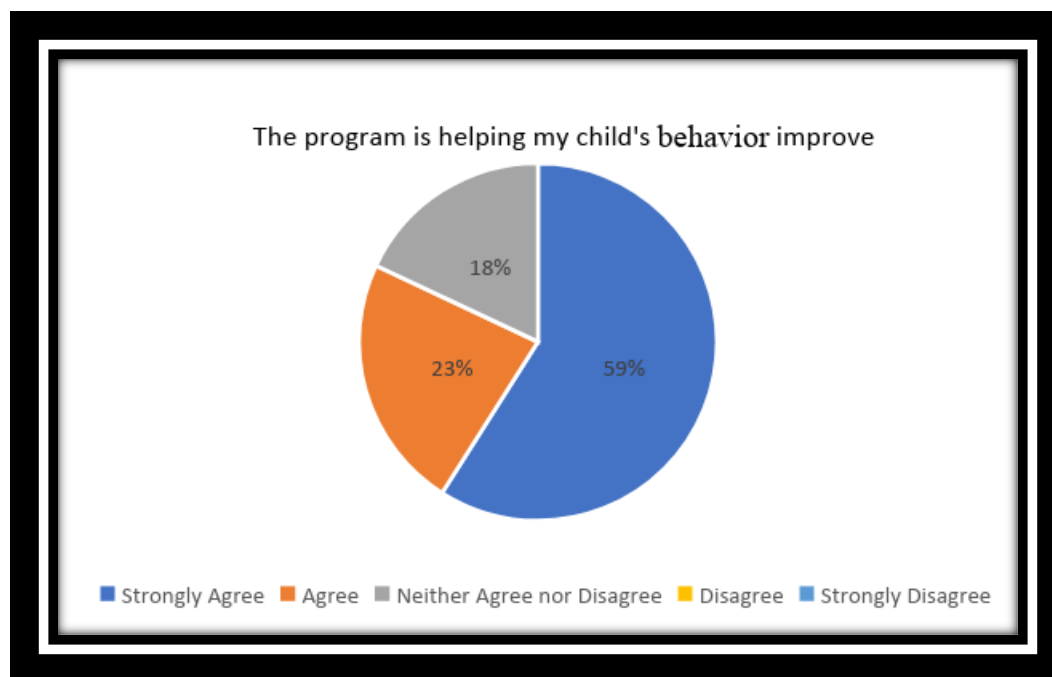
SURVEY DATA

Parent Survey Results

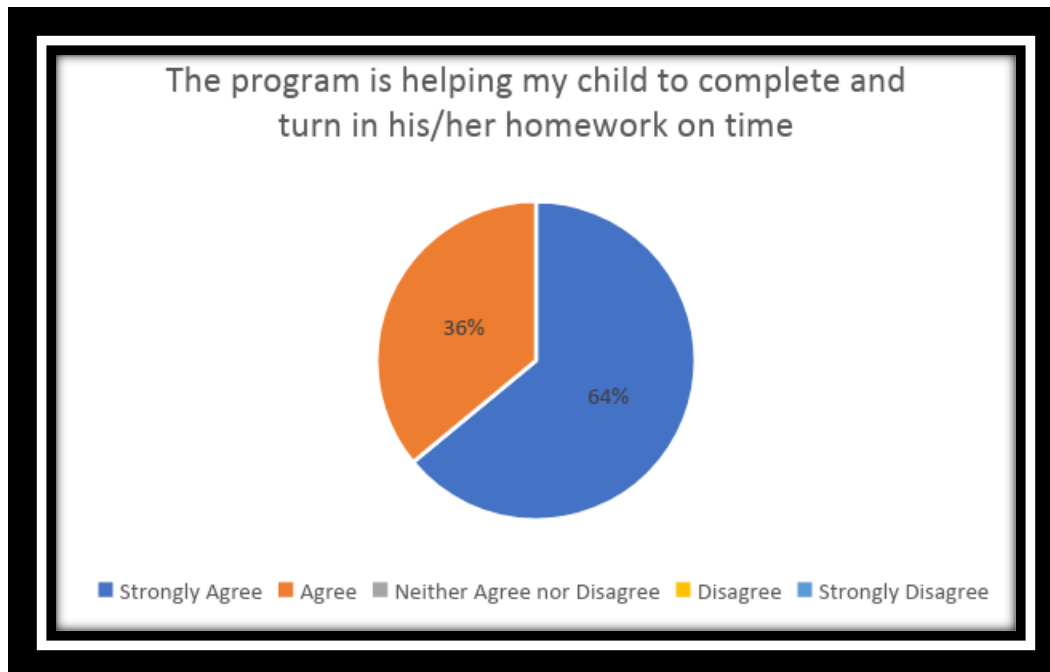
A survey was distributed to parents of the afterschool students. Items focused on perceived program satisfaction and overall how the program has impacted their student's learning. The below section discusses the parent survey results. For questions 1, 2, 3, 6, and 7, the following scale was utilized. Twenty-two parents completed surveys in reference to their perception of the ECHOS program. Specific questions were asked and the results are as follows:

SA-Strongly Agree A – Agree NAD-Neither agree nor disagree SD – Strongly disagree

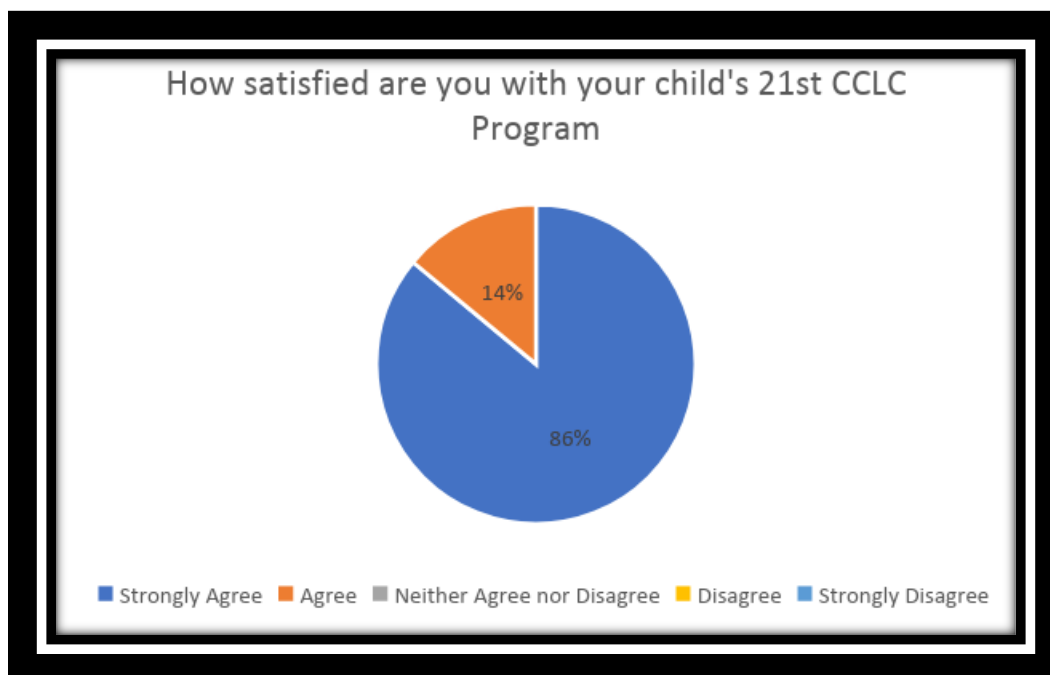
Question #1: The program is helping my child's behavior improve. Eighty-two (82%) agreed to strongly agreed that the program is helping their child's behavior improve.



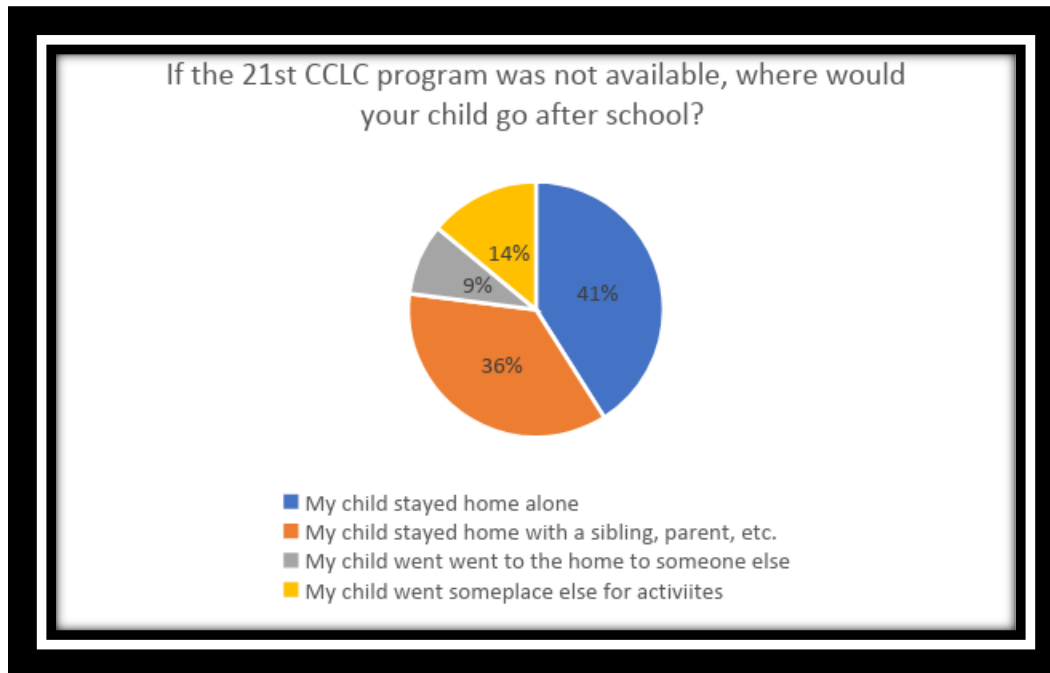
Question #2: The program is helping my child to complete and turn in his/her homework on time. One hundred (100%) of the parents agreed to strongly agreed the program assisted with their child's homework.



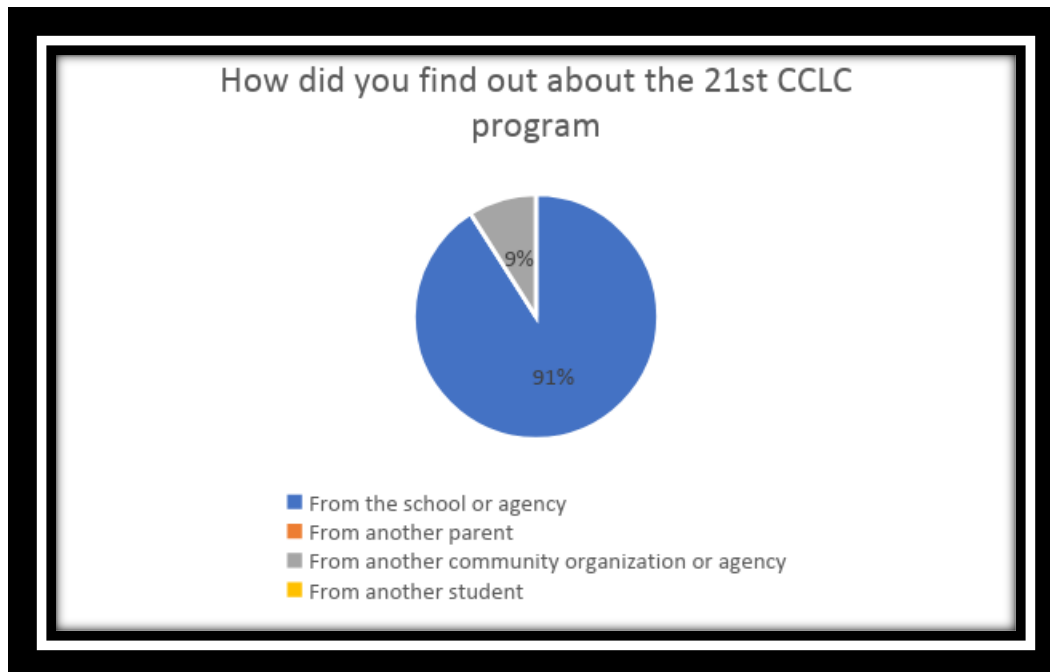
Question #3: How satisfied are you with your child's 21st CCLC program? One hundred (100%) of the parents agreed to strongly agreed they were satisfied with the program.



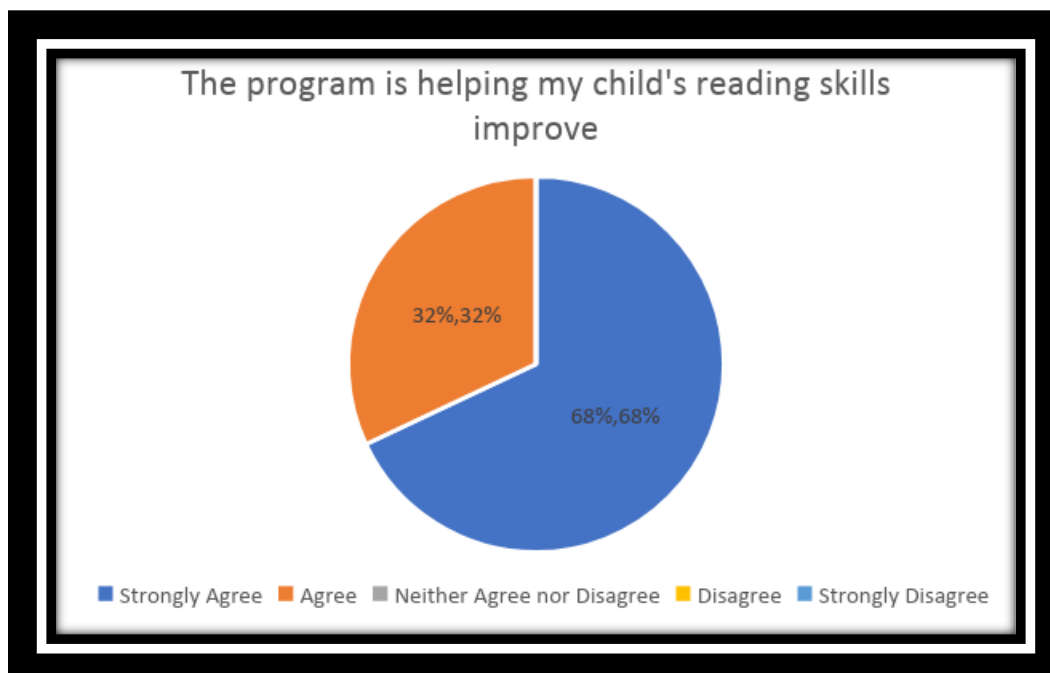
Question #4: If the 21st CCLC program was not available, where would your child go after school? Forty-one (41%) of the students were staying home alone prior to attending the program. This has been an asset for many students.



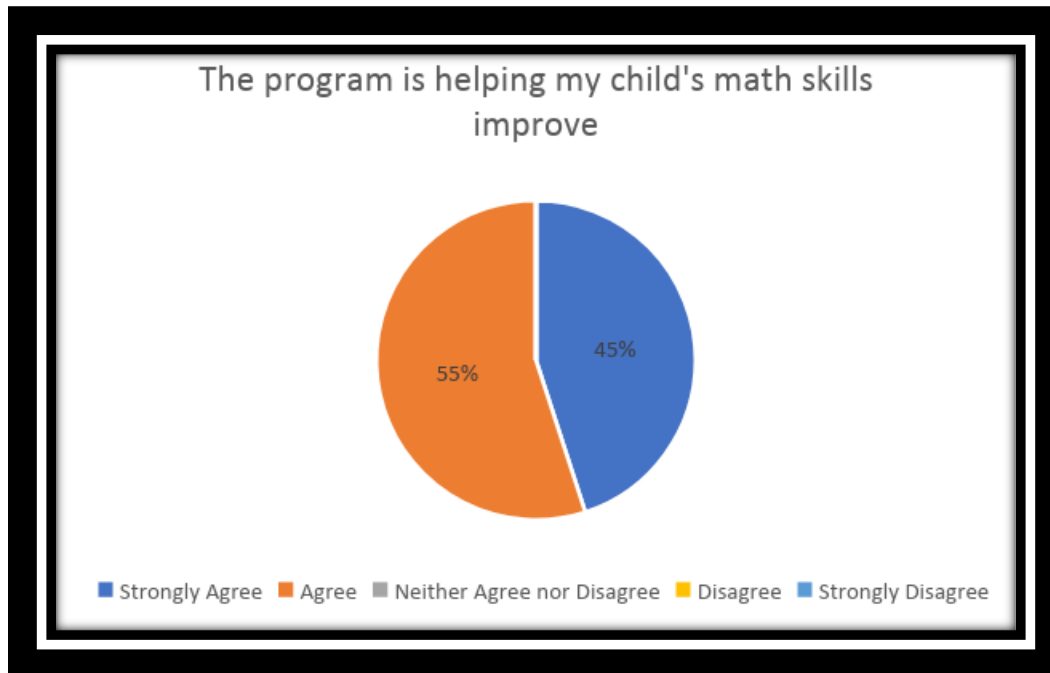
Question #5: How did you find out about the 21st CCLC program? An overwhelming 91% of the program participant's parents found out about the program from the school.



Question #6: The program is helping my child's reading skills improve. One hundred (100%) of the parents agreed to strongly agreed the program assisted in improving their child's reading skills.



Question #7: The program is helping my child's math skills improve. One hundred (100%) of the parent's agreed to strongly agreed the program has assisted in improving their child's math skills.



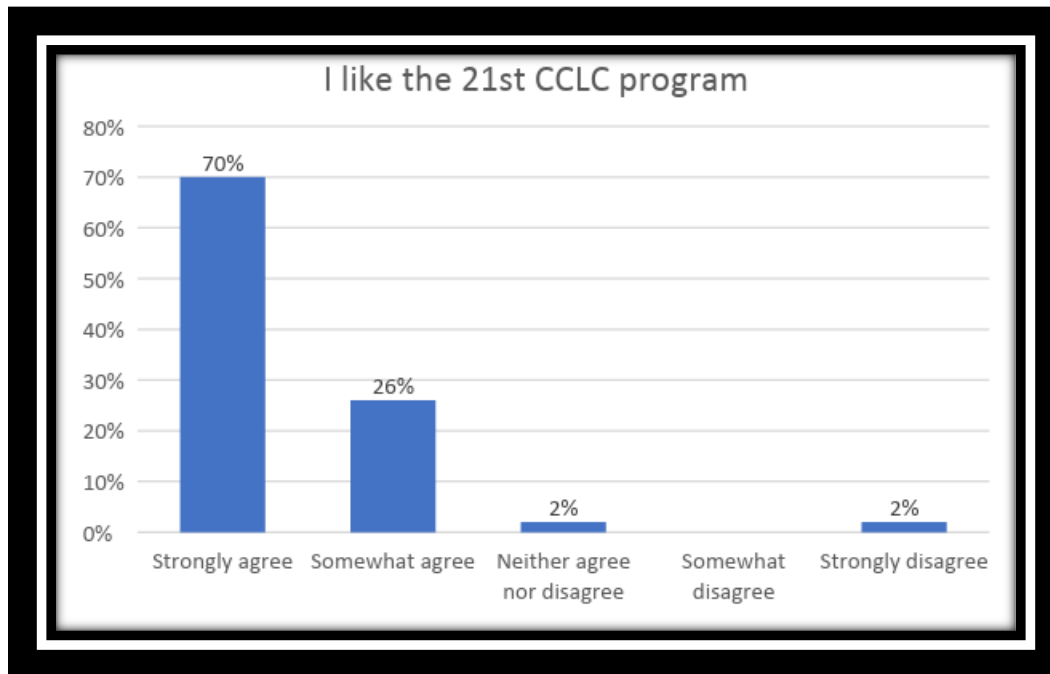
Student Programmatic Responses

A survey was distributed to the students of the 21st CCLC program to determine their perception of the program and how they felt the program was assisting them academically and behaviorally. The results in this section for questions 1-6 are explained utilizing the scale below.

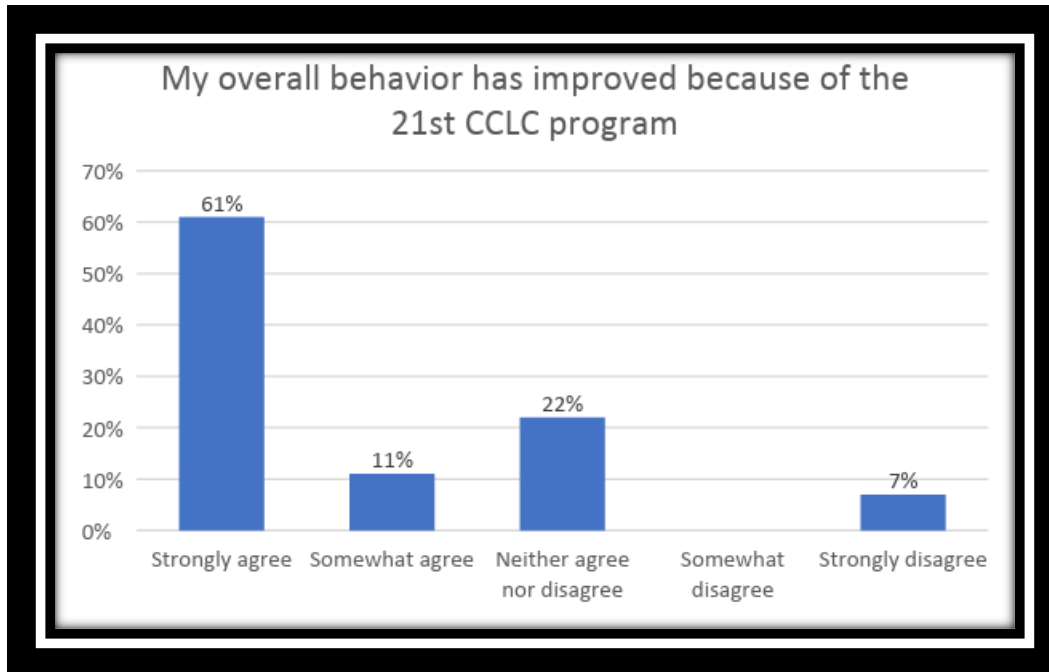
SA – Strongly Agree
SWA – Somewhat Agree
NAD – Neither Agree or Disagree
SWD – Somewhat Disagree
STRD – Strongly Disagree

A survey was distributed to the students of the 21st CCLC program to determine their perception of the program and how they felt the program was assisting them academically and behaviorally.

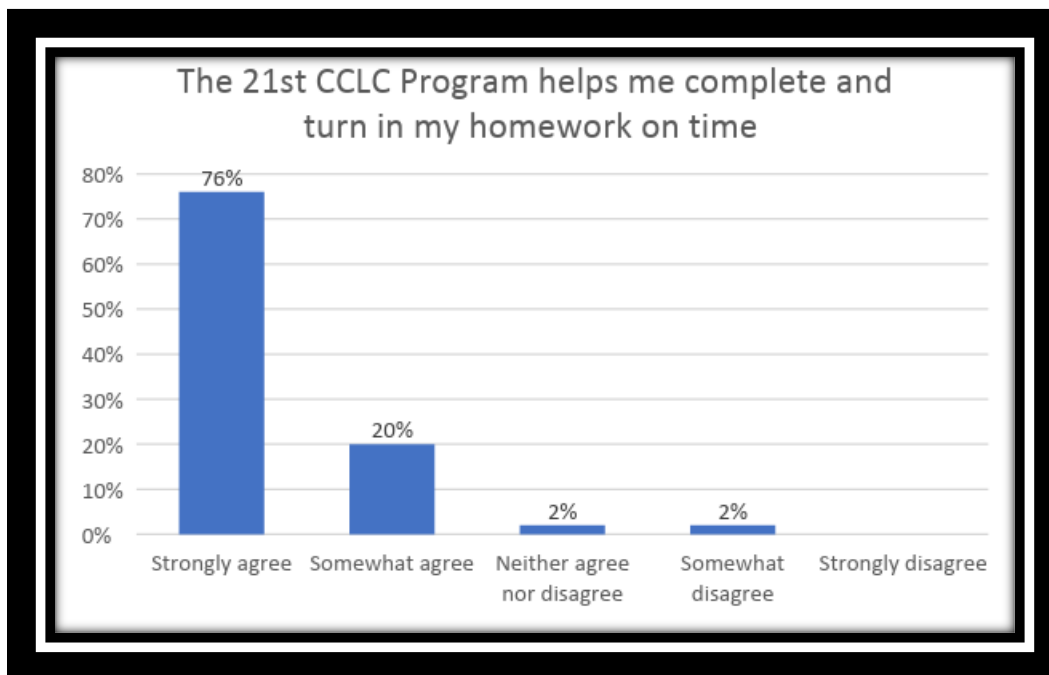
Question #1: I like the 21st CCLC program. The majority of the students (96%) expressed they liked the program.



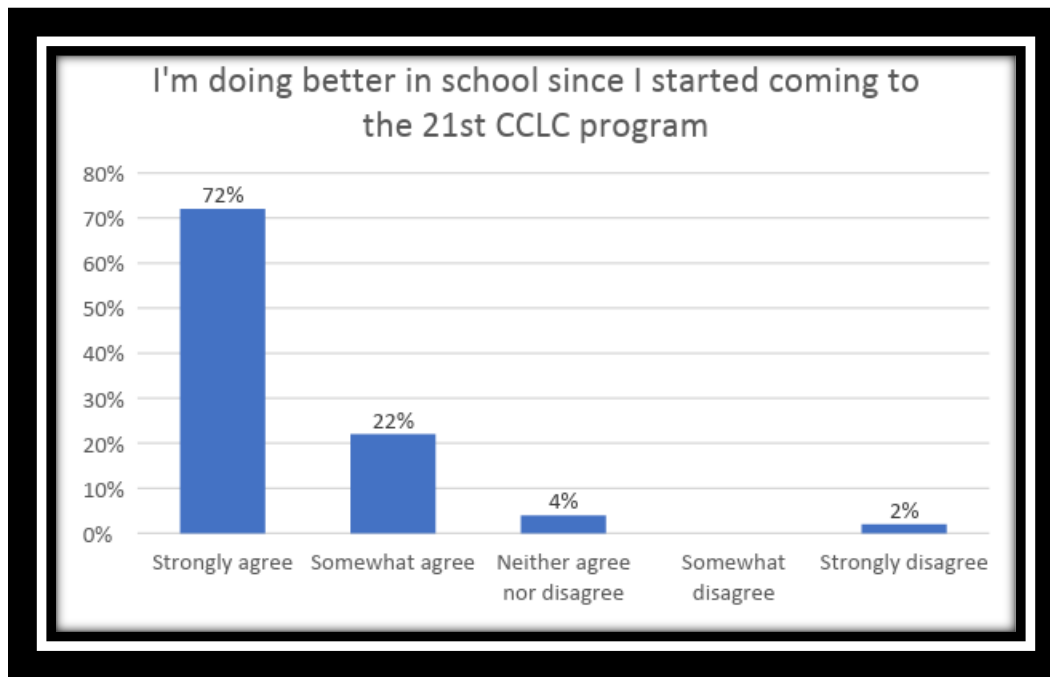
Question #2: My overall behavior has improved because of the 21st CCLC program. As noted, 72% of the students somewhat agreed to strongly agreed the program had assisted in improving their behavior.



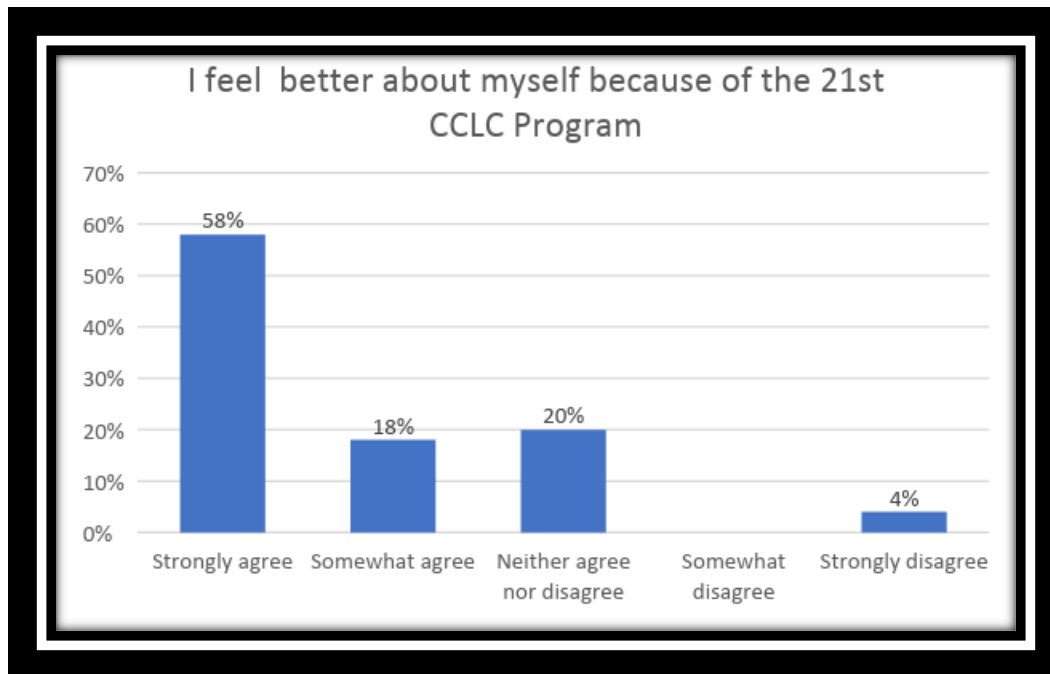
Question #3: The 21st CCLC program helps me complete and turn in my homework on time. Ninety-six (96%) of the students somewhat agreed to strongly agreed the program had assisted them with completing and turning their homework in on time.



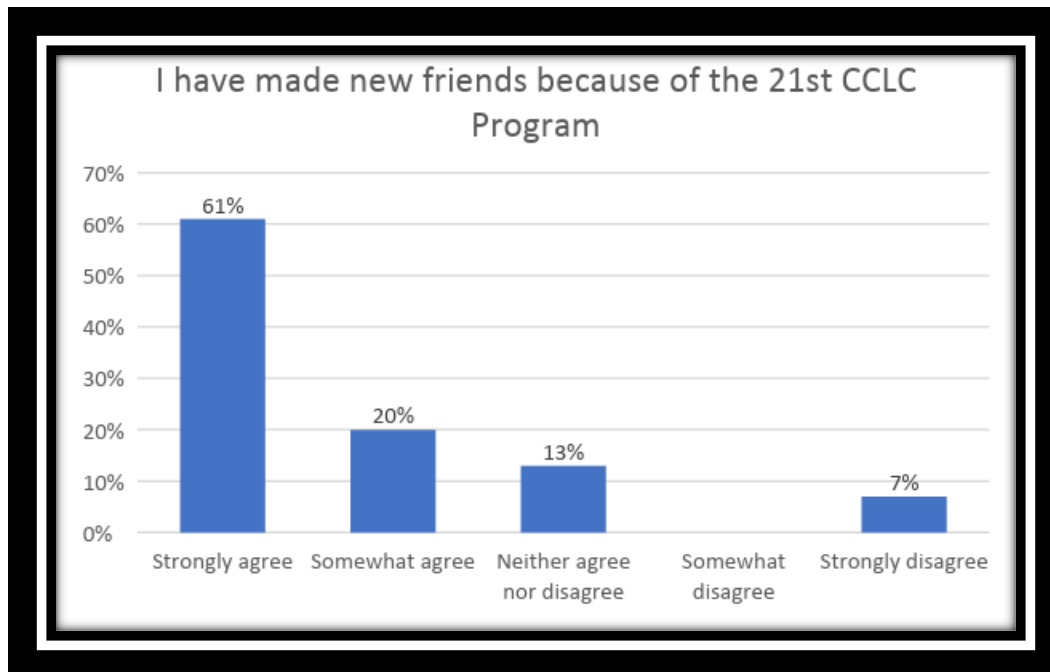
Question #4: I'm doing better in school since I started coming to the 21st CCLC program. An overwhelming 94% of the students felt they were doing better in school since they had started the afterschool program.



Question #5: I feel better about myself because of the 21st CCLC program. Seventy-six (76%) of the students somewhat agreed to agreed that felt better about themselves since they began the program.



Question #6: I have made new friends because of the 21st CCLC program. Eighty-one (81%) of the students somewhat agreed to strongly agreed they had made new friends since they had begun participation in the program.

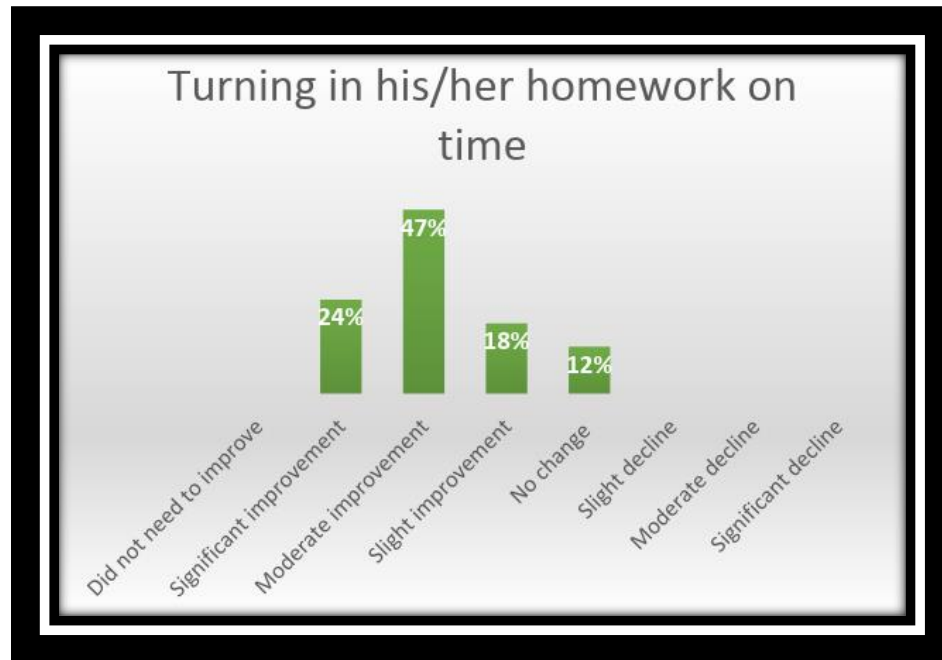


Teacher Survey Results (N=17)

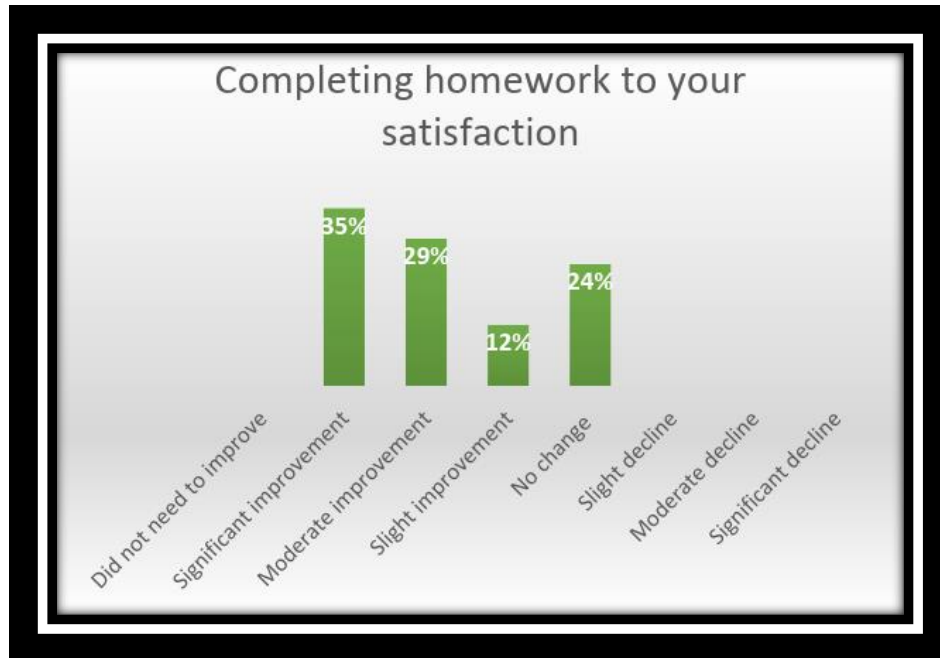
A survey was distributed to teachers whose students were in the afterschool program. Survey questions asked about various aspects of the program, to determine their perceived changes in student attitudes, knowledge, and performance due to participation in the program. Teachers were asked a series of questions to respond to each question beginning with: To what extent has the student changed? The scale below assists with interpreting the results.

DNI – Did not need to improve
SI – Significant improvement
MI – Moderate improvement
SLI – Slight improvement
NC – No change
SD – Slight decline
MD – Moderate decline
SFD – Significant decline

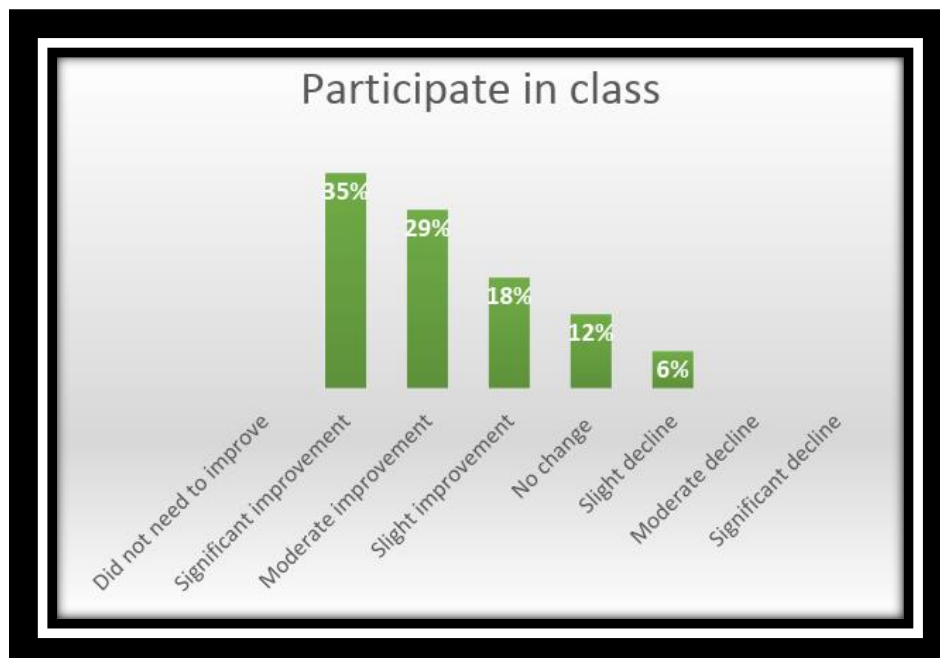
Question #1: Turning in his/her homework on time. The respondents to this question felt 89% of the students had made slight to significant improve when it came to turning in his/her homework on time.



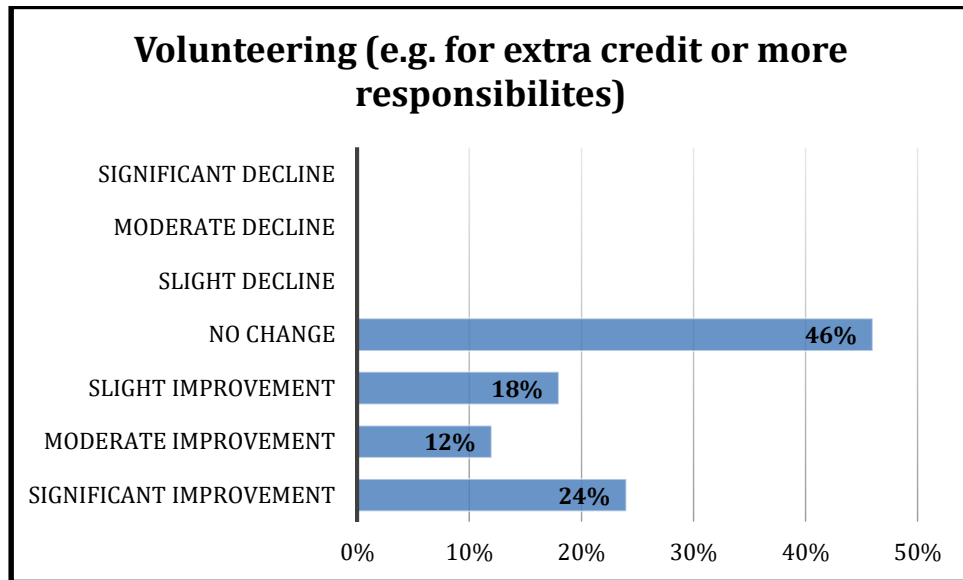
Question #2: Completing homework to your satisfaction. The teachers agreed that 76% of the students made slight to significant improvement in this area.



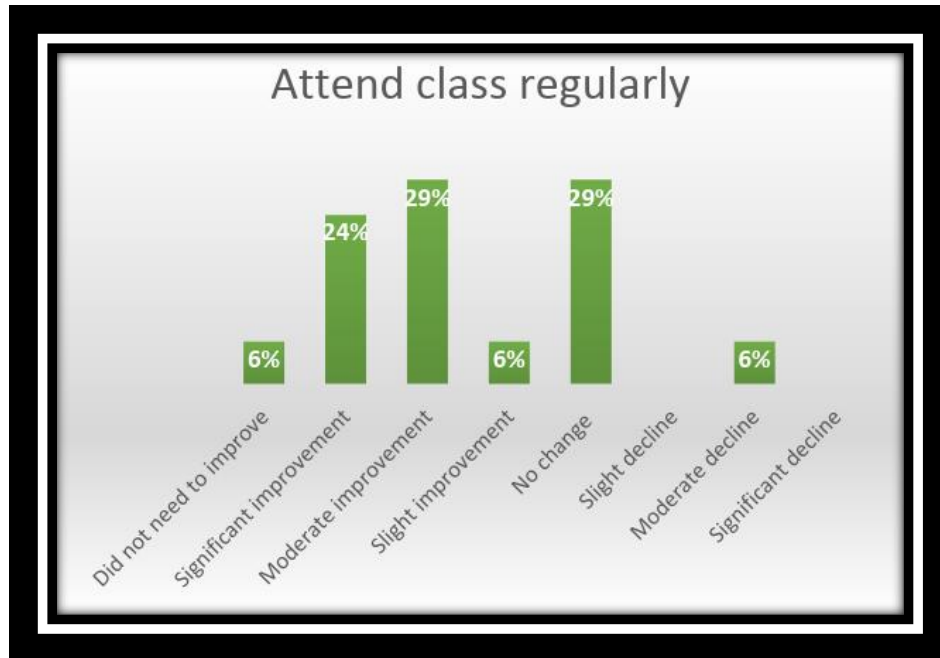
Question #3: Participate in class. Of the day school respondents, it was found that 82% of the 21st CCLC program began to participate in class as a result of their participation in class.



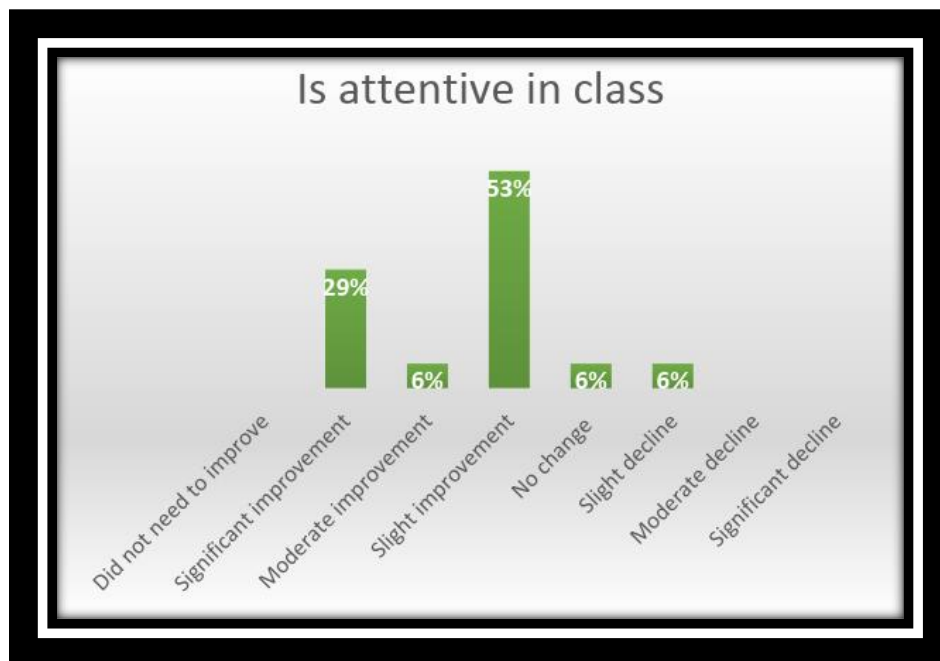
Question #4: Volunteering. Fifty-four (54%) of the 21st CCLC program participants made slight to significant improvement in volunteering in class.



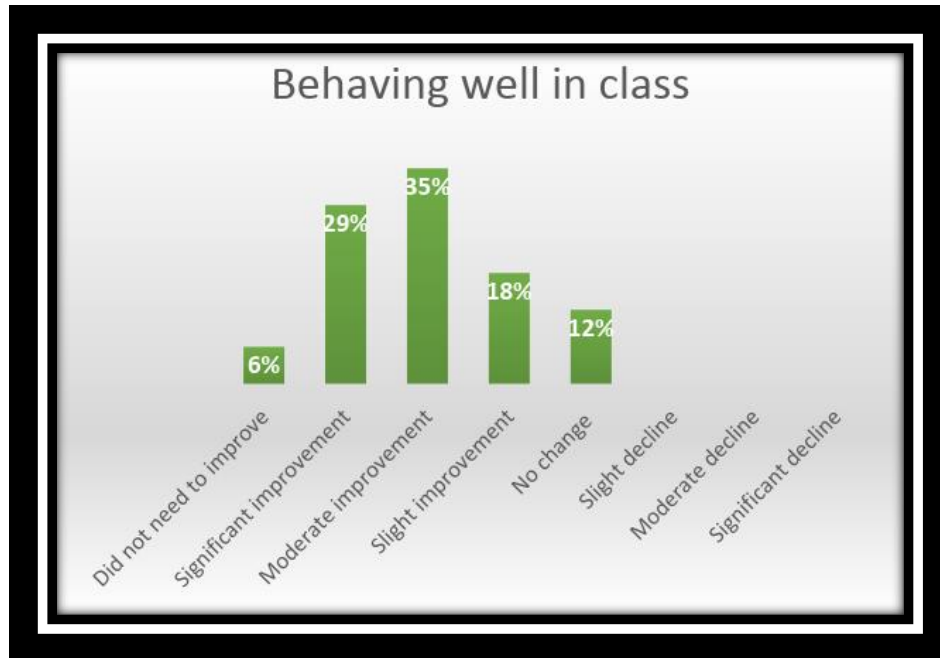
Question #5: Attend class regularly? The survey respondents felt that 59% of the 21st CCLC program participants showed slight to significant improvement in attending class regularly.



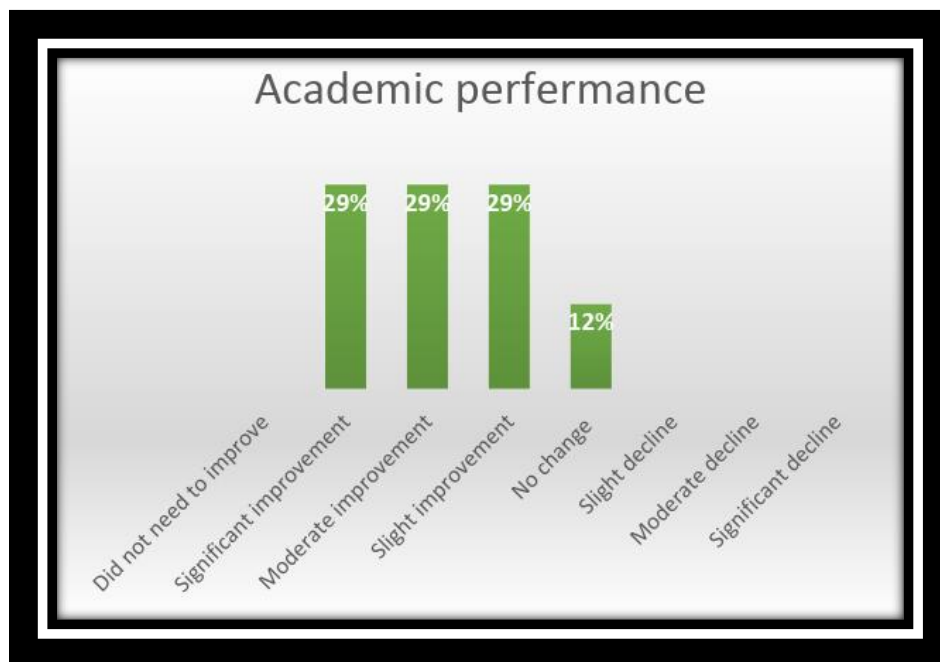
Question #6: Is attentive in class. Eighty-eight (88%) percent of the program participants became more attentive in class because of their participation in the program.



Question #7: Behaving well in class. Eighty-two (82%) of the program participants showed slight to significant improvement in behaving in class according to the survey respondents.



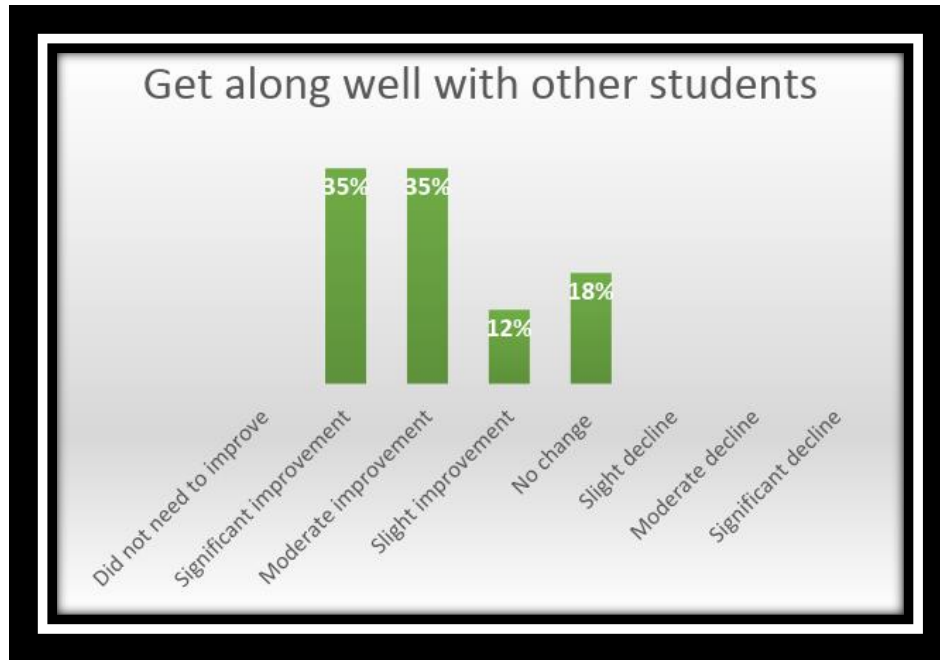
Question #8: Academic Performance? Eighty-seven (87%) of the participants made slight to significant improvement in the area of academic performance since their participation in the 21st CCLC program.



Question #9: Come to school motivated to learn? According to the survey respondents, 71% of the 21st CCLC program made slight to significant improvement in the area of coming to school motivated to learn.



Question #10: Get along well with other students? According to survey respondents, 82% of the program participants showed slight to significant change in getting along well with other students.



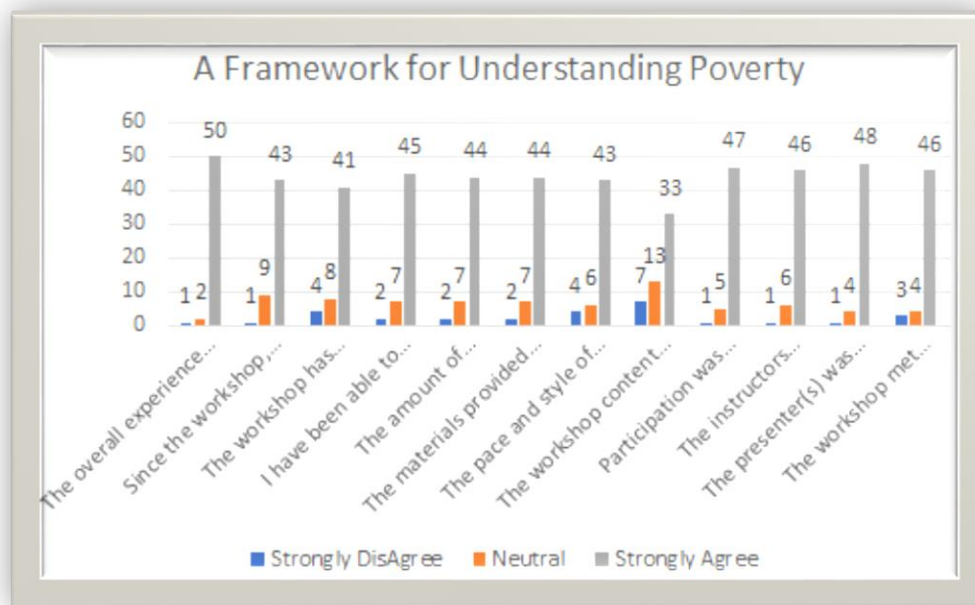
PROFESSIONAL DEVELOPMENT SURVEY DATA

Staff Development opportunities were offered to all staff in the Brooks County School System. These results are a combination of all four schools (Brooks County High, Brooks Middle, North Brooks Elementary, and Quitman Elementary).

Professional Development #1: A Framework for Understanding Poverty: Hidden Rules Among Classes.

N=53

Respondents were asked to respond to a series of questions. As noted in the chart below, it can be concluded the workshop was a success for the majority of the participants.



Participants were also asked to respond to 3 open response questions. Questions and responses are as follows.

What were the major strengths of the workshop? What was the most useful?

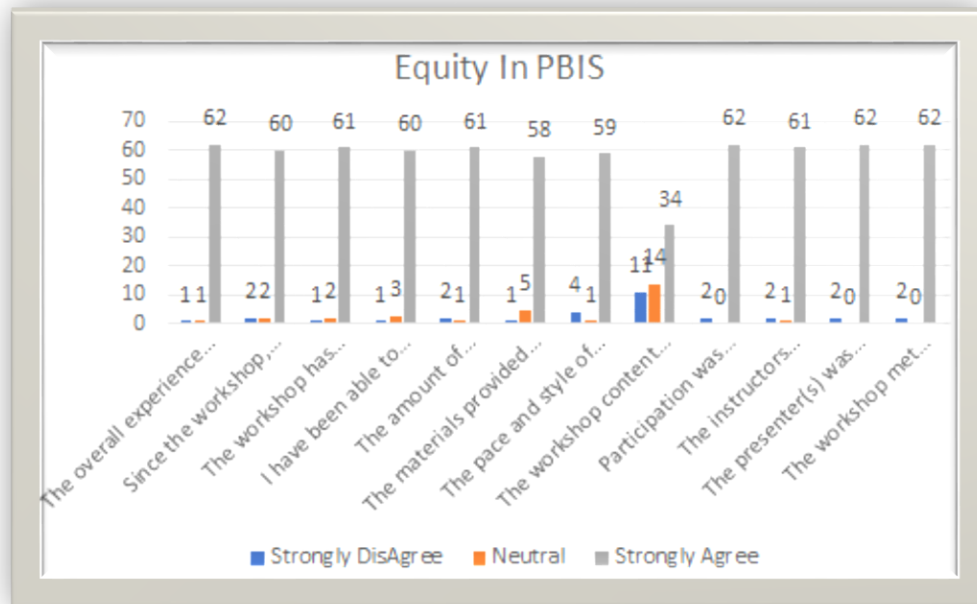
- The poverty information was very pertinent to our students we teach every day
- The workshop was interactive and a reminder that we work with children from all walks of life or many cultures.
- Powerpoint and knowledge of speaker
- Powerpoint was useful (3)
- Correlated with the type of students we teach which helped us empathize certain situations.
- **What aspects of the workshop could be improved and how?**
- A job or presentation well done
- The small strips of paper would not stay on the chart
- Time management
- Smaller groups for better discussions
- Make sure everybody understanding and is engaged in the meetings
- More time
- Having the ability to go through the entire workshop not just parts of it.
- Bring in a guest who is qualified to present programs outside of Brooks County staff
- Meeting space (2)

Can the workbook, or provided handouts, be improved and how?

- It was brief and to the point and that's what we like.
- Providing updated information
- The chart that was used, I felt had too many options for the time frame we had
- Have more videos

Professional Development #2 Equity in PBIS Training

In review of the second staff development. Of the 64 participants, it can be seen the majority of the staff strongly agreed the professional development activity was useful for them. The below chart gives an image of the number of participants and how each responded to each question.



The participants were also asked to respond to three open ended questions. The questions are listed below along with the responses.

What were the major strengths of the workshop? What was the most useful?

- Giving positive feedback
- Knowledge of the presenter (5)
- The steps and strategies
- Listing the ways you can make your classroom more enjoyable
- The powerpoint and knowledge of the presenter (3)
- Giving more insight and information of PBIS and how it works
- Sharing information about the benefits of PBIS. The videos on the do's and don'ts.

- Door prizes, personal examples
- Videos (4)
- The equity in PBIS
- Rubber bands & 5:1 ratio (3)
- Informative and practical
- Engaging activities
- Strategies learning how to recognize and improve behavior toward the kids
- Being more direct in a positive way
- Yummy treats (2)
- Real strategies
- The instructor grasped the audience attention by using comprehensive terms and understanding everyday situations that happen in schools

What aspects of the workshop could be improved and how?

- Aspects of the workshops that can be improved is how you relay the messages to the audience
- Different videos (seen these a lot)
- Show more examples of how to decrease unwanted behaviors to all educators
- Show more videos of real-life PBIS working in a school like NBES.
- More focus on how to get kids to consistently commit to PBIS
- Give advice on how to make students care
- More time
- A copy of the PowerPoint

Can the workbook, or provided handouts, be improved and how?

Find videos that show students exhibiting negative behavior and how to correct the negative behavior using PBIS strategies.

OBSERVATIONS & RECOMMENDATIONS THROUGHOUT THE YEAR

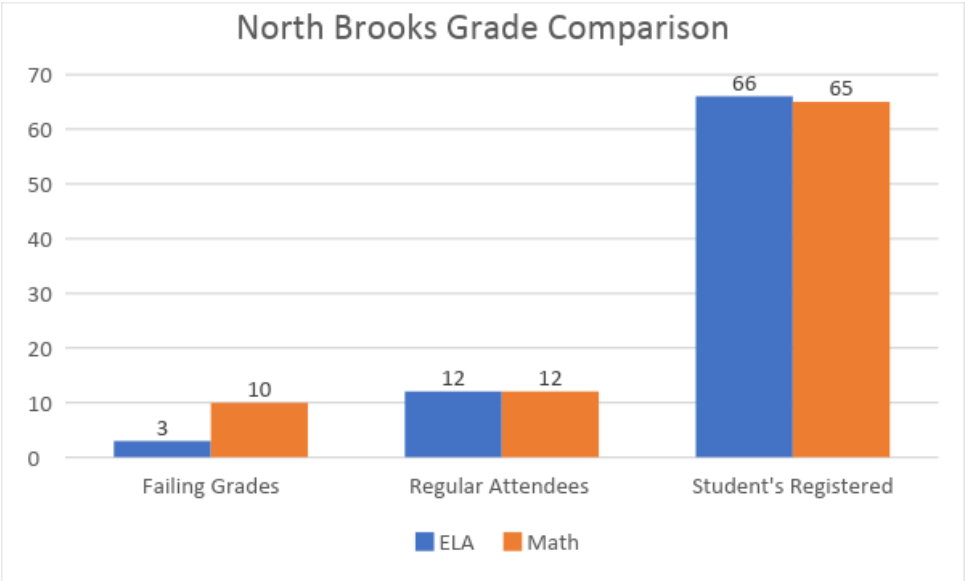
Date of Observation: November 12, 2018	Site Name & Location: Brooks County High School 1801 Moultrie Highway, Quitman, Georgia
This report documents the findings and recommendations for a site visit to Brooks County High school on November 12, 2018. The students in grades 9-12 are afforded the opportunity to attend the program Mondays through Thursdays for three hours per day with an average of twelve hours per week.	
Environment & Climate	The facilities are a safe and clean environment. The climate is nurturing with a fair, but firm nudge used for those that find themselves off task.
Relationship & Engagement	The staff seems to demonstrate a positive relationship with the students while all interactions support the program's goal. The students, upon being interviewed, stated that they enjoyed attending the program and many chose to attend the program voluntarily. Students stated that their parents also played a role in them participating in the program
Administration & Organization	The program has a well-developed infrastructure and staff in place to ensure the program objectives are being carried out with fidelity. Program activities being implemented were meaningful and purposeful for all students.
Programming/Activities	<p>The students were able to begin on their homework immediately after enjoying an afternoon snack. The transition was orderly and seamless. The students were then transitioned to the specific academic courses such as English, Math, Science or Social Studies. In the Science block, the students were on Quizlet and competing in teams to respond to questions directed at a standard. The program relies on staff and student assistants. The staff are certified in the areas in which they teach or supervise the students. Student assistants were very helpful in teaching the subject matter. Even though the attendees were their peers, students appeared to be learning from each other.</p> <p>Students are not allowed to have cell phones which deters unnecessary distractions. Excellent</p>
Recommendations:	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> ● Fill vacancies as soon as possible with qualified staff. ● Cut down the "snack time" and move into homework or individual sessions. ● Offer incentives for students to attend on a regular basis. ● Offer individualized tutoring for students who are failing and/or develop a contract between student and program staff to assist in improving grades.

	<ul style="list-style-type: none"> Review the concepts being taught in math to determine if there is an alignment of the day school and what specific skills need to be taught in the afternoon ECHO's program.
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DATA REVIEW FOR BROOKS COUNTY HIGH SCHOOL

Grades were reviewed for the 1st nine weeks grading period in the area of ELA and Math. In the area of ELA 12 students were reported in Cayen as regular attendees and 66 students are registered in the system. Therefore, only 18% of the students are attending on a regular basis. Of the 12 regular attendees, three are failing in ELA.

In the area of math, sixty-five students were reported as attendees in the program, again, only 12 were reported as regular attendees. Of the 12 regular attendees, 10 students are currently failing.



Date of Observation: January 17, 2019	Site Name & Location: Brooks County High School 1801 Moultrie Highway, Quitman, Georgia
This report documents the findings and recommendations for a site visit to Brooks County High school on January 17, 2019. The students in grades 9-12 are afforded the opportunity to attend the program Mondays through Thursdays for three hours per day with an average of twelve hours per week.	
Environment & Climate	The facilities are a safe and clean environment. The climate is nurturing with a fair, but firm nudge used for those that find themselves off task. The school facilities and academic environment are very conducive to student learning. The staff was very welcoming and appeared to support student learning.
Relationship & Engagement	The staff demonstrated a positive relationship with the students while all interactions supported the program's goal.
Administration & Organization	The program has a well-developed infrastructure and staff in place to ensure the program objectives are being carried out with fidelity. Program activities being implemented were meaningful and purposeful for all students.
Programming/Activities	<p>There were ten students present in the credit recovery class. All students were on task. There were some teacher volunteers who were present (not employed by ECHOS) assisting students with work. This was a great gesture. The school resource officer conducted the character education sessions, which is a great idea.</p> <p>During the 10th grade geometry class, in speaking with a young lady, she stated her grade had "went up" in geometry as a result of her attending the after school program. She also stated she did not mind coming to the program because it was helping her to bring up her grades.</p> <p>The 9th and 10th graders were in Environmental Science and Biology. There were only 4 students and they were reviewing for a test.</p>
Recommendations:	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • There still appears to be staff vacancies. Continue to try and fill these positions as soon as possible with qualified staff. • Continue to offer incentives for students to attend on a regular basis. Attendance was low on the day of this visit. • Offer individualized tutoring for students who are failing and/or develop a contract between student and program staff to assist in improving grades.

	<ul style="list-style-type: none">• If at all possible, try and have grades entered into Cayen at least two weeks after the close of each grading period.
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Data Review

Data was not available for the second nine weeks on the date the report was prepared.

Overall Objective Status

OBJECTIVE	Status
Objective 1.1: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in English/Language Arts.	This objective was met at 71%
Objective 1.2: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in math.	This objective was met at 83%
Objective 1.3: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in science.	This objective was met at 96%
Objective 1.4: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will meet or exceed local standards in social studies.	This objective was met at 94%
Objective 1.5: A minimum of 60% of regularly participating students 21 st CCLC BCHS (attending 30 or more days) will demonstrate improvement in homework completion annually.	This objective was met at 89%
Objective 2.1: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will be absent 15 days or less during the regular school day.	This objective was met at 95%
Objective 2.2: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will demonstrate improvement in class participation	This objective was met at 82%
Objective 2.3: A minimum of 60% of regularly participating students (attending 30 or more days) at Brooks County High School will demonstrate improvement in character development and behavior.	This objective was met at 82%
Objective 3.1: A minimum of 60 adult family members of participating students at Brooks County High School will attend at least one development opportunity annually.	This objective was met at 100% (96 parents in attendance)
Objective 3.2: A minimum of 75% 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.	This objective was met at 100%

Overall Program Recommendations

- Implement activities that will attract and maintain students who are in grades 9-12. Conduct a needs assessment to determine what activities and programs are needed and of interest to students. Advertise in advance for exciting and programming for high school students could increase attendance for older students.
- Site coordinator should continue to explore methods for recruiting new students and improving attendance rates of existing students in order to reach full capacity. Social media, presentations at parent-teacher meetings, and collaboration with community organizations and churches could prove useful in increasing participation in afterschool programming. Because the program has sufficient staffing levels to meet student-teacher ratios, program sites are recommended to recruit and enroll students even above the capacity of the program site to ensure that sufficient numbers of students attend each day.
- Provide more professional development opportunities related to needs of the program and explore various methods of delivery such as webinars. Continue to offer hands-on trainings, particularly through related conferences and workshops.
- Continue to offer a variety of parental involvement activities. Explore the possibility of adding to the Facebook Page and/or website to include a resource center for the program. The resource center could include but not be limited to, frequently asked questions and answers, homework resources and assistance, interactive websites to be utilized at home, and helpful hints.
- Continue to showcase and promote the commitment to fun, hands-on, engaged learning activities through the 21st CCLC program that is documented through results-oriented

accountability in an effort to recruit new and maintain current community partners. The more community partners will assist in program sustainability after the grant period has ended.

- Develop surveys for all stakeholders (parents, community sponsors, etc.) that can be completed via survey monkey or some other electronic method. Make these surveys available after workshops, etc. via your Facebook page, twitter, etc.

SUSTAINABILITY PLAN

This school year (2018-2019) was the fifth and final year for subgrants 5, 6, and 7, which are North Brooks Elementary, Brooks County Middle School, and Brooks County High School. These three schools will continue to receive the current funding until the end of the summer program in June. Since the inception of the funding of the grants, the 21st CCLC Program Director has continuously found partnerships to improve the sustainability plan for the Brooks County ECHOES Afterschool Program.

In 2014-2015, Quitman Elementary School (subgrant #8) lost 21st CCLC funding. Once this happened, Brooks County Schools and the superintendent at that time recognized the need for a quality afterschool program at that location. After communication between parents, administrators, and faculty; the Board of Education voted to fund an abbreviated afterschool program which was to be tailored after 21st CCLC. This abbreviated program was designed to enable QES students a chance to receive continuous afterschool instruction and enrichment activities. Brooks County Schools and the community understands the importance of investing in Brooks County students through a quality afterschool program. Building a quality academic and

enrichment afterschool program is essential for students in Brooks County to remain successful. It will help prepare them to be responsible and career minded 21st century students.

When people feel that they have a voice, they are more willingly to show commitment to something. For this reason, all stakeholders in Brooks County have been well informed of the benefits and developments when Brooks County Schools Afterschool program receive 21st CCLC funding. The yearly evaluation results are shared with the Brooks County Board of Education, Brooks County Family Connection (co-applicant), 21st CCLC community advisory team, school administrators, local organizations, 21st CCLC staff (Staff Orientation), parents (Parent Orientation meetings), and students. These results are published in the local newspaper and on the school's website. When information is shared about the 21st CCLC program, the community (stakeholders) can see the positive impact that ECHOES 21st CCLC is having on hard working families. Stakeholders are seeing how the program is making an impact in students' work force readiness and college-career readiness which will help the community's wellbeing. Our collaborative partners (Brooks County Schools, Brooks County Family Connection, Brooks County Farm Bureau, and Brooks County Boys & Girls Club) have been informed about the sustainability of the 21st CCLC program in Brooks County once 21st CCLC ends. The program director is actively researching additional funding sources than can possibly include applying for supplemental grants from corporations, corporate foundations, and local funds that will serve the targeted number of students at each school. Brooks County Board of Education, the superintendent, school administrators, and faculty all agree that there is a definite need for 21st CCLC programming and funding for the students in our community.

In the final year of subgrants #6, 7, & 8, fewer supplies and technology will be needed. Brooks County School system will continue to provide all of its previously in-kind services, such

as use of the buildings, use of school buses, technology, and access to its financial personnel. The USDA school nutrition program will continue to provide healthy and nutritious snacks to the afterschool students. They will provide breakfast and lunch during the summer program which begin in June. Brooks County Family connection has agreed to offer additional funding as needed for parent meeting and professional development if needed. Brooks County Family Connection has been committed to helping 21st CCLC ECHOES help in identifying at risk students/families, applying for supplemental grants, and providing additional support and resources to 21st CCLC families.

In this final year of 21st CCLC funding for subgrants 6, 7, & 8, the Program Director, Site Directors, parent, and students will work closely with BCFC and the Community Advisory Team to research and secure future funding for the subgrants. With the help and support of other community partners we will be able to sustain the program during the final year and beyond. Below are a list of the community partners and their possible contributions.

- Brooks County Schools (in kind donations i.e. use of buildings, utilities, etc.)
- Lee and Pickels Drugs (Monetary donations)
- Citizens National Bank (Monetary donations, securing of corporate funding, volunteers)
- Brooks County Sherriff Department (in-kind services i.e. background checks, student mentoring, security)
- Colony Bank (monetary donations, scholarships, securing of corporate funding)
- Quitman Chamber of Commerce (volunteers, mentoring, securing of corporate funding)
- Presbyterian Home and Retirement Community (volunteers, securing of corporate funding)
- Colquitt EMC (monetary donations, scholarship donations, securing of corporate funding)
- Wiregrass Technical Institute (in kind services, driver's educational material)

- Valdosta State University (donations of supplies, career counseling, field trips, technology, family classes and instruction)
- Brooks County Public Library (volunteers, technology, assistance in publicity)
- Quitman Free Press (publicity of program)
- Brooks County Farm Bureau (monetary donations, scholarship information, volunteers)
- Envision Credit Union (monetary donations, mini grant opportunities, financial literacy classes)

These partners have demonstrated their commitment to help with quality programming that will allow the program to continue to serve the youth in our community.

Lastly, the Program director, site directors, parents and students will collaborate with these partners to find ways to pursue this program's success. The annual evaluation result which includes the success of the program will be shared with these partners to encourage the school system, existing partners, and potential partners to realize the importance of keeping continuing funding for quality afterschool hours programing for Brooks County students and their families.