We Are Community!

**NITA M. LOWERY 21ST CENTURY COMMUNITY LEARNING
CENTERS PROGRAM EVALUATION SUMMATIVE REPORT**

Submitted To:

Mississippi Department of Education

August 26, 2020

JEFFERSON COUNTY SCHOOL DISTRICT | FAYETTE, MS

TITLE PAGE

- **Program:** Nita M. Lowery 21ST Century Community Learning Centers Program

- **School District:** Jefferson County School District

- **Project:** *Project We Are Community!* - 2020 Program Evaluation Summative Report

- **Project Website:** https://www.jcpsd.net/wearecommunity

- **External Evaluator Organization:** Devoted2Education LLC, Dr. Martha S. Liddell, Chief Academic Officer / External Evaluator

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LIST OF ACRONYMS

21stCCLC – Nita M. Lowery 21st Century Community Learning Centers

CAO – Chief Academic Officer

CEP – Comprehensive Evaluation Report

ELL –English Language Learners

JCES – Jefferson County Elementary School

JCUES – Jefferson County Upper Elementary School

JCHS – Jefferson County High School

JCSD – Jefferson County School District

LEA – Local Education Agency

MAAP – Mississippi Academic Assessment Program

MCCRS – Mississippi College and Career-Ready Standards

MDE – Mississippi Department of Education

MKAS – Mississippi K-3 Assessment Support System

MSIS – Mississippi Student Information System

PBL – Projects-Based Learning

PREPS - Program of Research and Evaluation for Public Schools

Project WAC – Project We Are Community! STEM and The Arts in Grades 6-8

SPED – Special Education

STEM – Science, Technology Engineering and Math

SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats

TOPS Framework – Targeting Outcomes of Programs

EXECUTIVE SUMMARY

Project WAC responds to the identified needs of students and families: gaps in achievement, a lack of comprehensive after-school programming in Fayette, MS; behavioral issues; and families ill-prepared economically and otherwise to support their child's learning processes. The extended day program operates at three schools: Jefferson County Elementary School served approximately 428 students in grades 1-4, Jefferson County Upper Elementary served approximately 192 students in grades 5-6, and Jefferson County High School served approximately 304 students in Grades 9-12 in the 2019-2020 school year. **The We Are Community!** *21ˢᵗ Century Community Learning Centers* **(21stCCLC) program operated three days per week for 9 hours total targeting students in grades 1-5 and grades 9-11**. After-school programming was held for the ***100 Grade 1-5 students*** at the Jefferson County Elementary School. ***30 students in Grades 9-11*** participated at the program at the Jefferson County High School site. A summer school program ran for 4 hours per day from 8:00 am to noon, 4 days per week at each site (until virtual methods were required by COVID-19). The 21stCCLC program offers a variety of activities on a rotating basis that includes academics, Arts, recreation, financial literacy, leadership, character development and other unique opportunities such as STEM and Projects-Based Learning (PBL) activities. No private schools were eligible to participate in this program.

The expected outcomes of JCSD 21stCCLC program are to increase the rate and level of achievement, promote character development through community-based enrichment, include parental participation in the teaching-learning process by connecting the community to the schools. Students that attended the JCSD 21stCCLC program for 30 or more days (*either in traditional or virtual formats*) thereby are considered "regular" attendees. Three overarching goals were identified to guide the implementation of this Jefferson County School District's 21stCCLC program: **Goal 1 -** *Improve student achievement,* **Goal 2 -** *Foster responsibility and positive behaviors,* **and Goal 3 –** *Include parents in the teaching-learning process*. **The project website can be found here, https://www.jcpsd.net/wearecommunity.**

Strong bonds were formed within the Fayette, Mississippi community aimed at connecting schools-families-communities. Partners for the successful implementation of the JCSD 21stCCLC program have been integrally involved in the project strategies are **Taylor's Chapel**: Reverend Jaron Barnes, **Greater Faith Worship Center**: Bishop J.L. Hammitte, Sr., **East Mount Olive Baptist Church**: Rev. Dr. Tracy A. Collins, **Spirit Filled Life Church**: Pastor Larry Shannon, and **The XChange Center Church of Christ**: Rev. V. Davis. This fine team of community leaders bring a range of expertise, energy, and insight to the JCSD 21stCCLC students, parents, teachers, and families.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

2019-2020 School Year

We are Community!
21st CCLC Afterschool Program Evaluation Report

August 23, 2020

The purpose of the herein Nita M. Lowery 21st Century Community Learning Centers Evaluation Summative Report for **Project We Are Community! (Project WAC)** is to provide a comprehensive project evaluation that provides both baseline and continuous improvement data regarding the program's implementation. The purpose for this evaluation report and data collection is to provide program staff with a useful guide for reporting information about the program's implementation, outcomes, and objectives status to improve program effectiveness, efficiency, and quality. The report is organized into two main sections.

▲ **Program Evaluation Achievement Data for Baseline Year Prior to Program Year 1**
▲ **2020 Program Evaluation Summative Report Year 1**

Program Evaluation Summative Report
Questions and Tools

A. Overview of Comprehensive Evaluation Plan: **Project WAC** evaluation utilizes both process and outcome evaluation methodologies. In establishing our evaluation protocol, we addressed both the implementation and results in our evaluation. To address the quality of both the implementation and outcomes of *Project WAC*, we considered two primary questions in each area:

PROCESS EVALUATION

1) **To what extent has the program been implemented and how successfully is it functioning?**

   a) Is it functioning as planned?

   b) Is service delivery on target?

   c) Are all targeted participants involved? Why or why not?

   d) Are resources allocated as intended?

   e) Are activities/program components in place?

2) **How can the program be improved?**

   a) What, if any, are the barriers to implementation?

   b) What changes are needed to overcome any identified barriers?

   c) What changes are needed to improve program operations and service delivery?

   d) How has the program attempted to overcome these barriers?

   e) Have these changes been successful?

OUTCOME EVALUATION

1) **To what extent has the project achieved its stated goals and objectives?**

2) **What other outcomes, both anticipated and unanticipated, have occurred?**

   a) Are the unanticipated outcomes positive or negative?

   b) If negative, what changes were developed to eliminate the outcomes?

   c) If positive, what changes were made to ensure that the outcomes became systemic?

APPROACH

Approach: To answer these evaluation questions, our independent evaluator will use a mixed-methods approach (Stufflebeam, 2001; Tashakkori & Teddlie, 1998). The mixed-methods approach uses both quantitative and qualitative measures to assess program implementation and effectiveness. Our evaluation will ensure that we collect, analyze, and report on information that will be useful to key program stakeholders to support, refine, and improve the *Project WAC* 21st CCLC program.

INSTRUMENTS

Instruments: The evaluator used program-specific surveys and questionnaires in addition to administrative records, structured site-visit observations, MAAP test scores, grades, and key informant interviews in the program evaluation process. Additionally, the evaluator used an implementation matrix to assess the extent of program implementation and a *Program Quality Self-Assessment Tool* and Instruments developed by the **Center for Quality After-School Partnerships** to assess the quality of program implementation at the site. The implementation matrix quantifies the *extent* of program implementation at any single point in time. **The Program Quality Self-Assessment Tool** (New York State Afterschool Network, 2020) helps staff to self-assess the program to ensure its alignment with the *10 factors* known to contribute to high-quality afterschool programming:

1) **Environment/climate,**
2) **Administration/organization,**
3) **Relationships,**
4) **Staffing/professional development,**
5) **Programming/activities,**
6) **Linkages between regular-day and afterschool,**
7) **Youth participation/engagement,**
8) **Parent/family/community partnerships,**
9) **Sustainability, and**
10) **Measuring outcomes and evaluation.**

DATA ANALYSIS

Data Analysis: Information from the ***Project WAC 21st Century Community Learning Center*** program-specific ***qualitative data*** (Likert scale and open-ended survey responses) is categorized into predetermined and emergent themes and then analyzed to assess the degree of consensus between respondents. Data from quantitative sources is analyzed using simple descriptive statistics including means, standard deviations, and frequencies. Data from the ***Implementation Matrix*** and ***Program Quality Self-Assessment Tool*** is analyzed and reported to both site-level and program-level staff to monitor progress and assist in the development of any corrective actions needed to improve program quality. Following each program year, data from reports will be presented in a format including graphs, tables, and charts, and pictures all easily utilized by staff.

DATA COLLECTION SCHEDULE

Data Collection Schedule: The data was collected by the external evaluator as follows: teacher professional development questionnaire (May); student surveys (April-May), District and site coordinator interviews (June), *Program Quality Self-Assessment Tool and Implementation Matrix* (May). Throughout the year, data from attendance records, behavior records analysis, and secondary sources such as student progress reports were collected as they become available.

RESPONSIBILITIES OF THE EXTERNAL EVALUATOR

Responsibilities and Experience of the External Evaluator: The external evaluator was selected due to her vast experience in effective program management, evaluation, and understanding of the *21st Century Community Learning Centers Program*. An evaluation plan was established for Year 1 (2019-2020 school year) of **Project We are Community!**, herein referred to as **Project WAC**, and ensures the program meets the goals and objectives established for the program by the Mississippi Department of Education. The evaluator's involvement will continue throughout the years for the program to maintain improvement trends and revise areas of concern in a timely manner. A key role of the evaluator is to coordinate evaluation meetings; design of all evaluation instruments; collection of all data; analysis of the data; professional development training (as necessary) and reporting of findings via snapshots, written reports, and in-person briefings that are in sync with the reporting requirements for the 21st Century Community

Learning Centers Program. All reporting will reflect a focus on comparing project processes and outcomes against any existing baseline data and/or each previous year's data.

Dissemination of Findings

Plan for Dissemination of Findings: Formal reporting to the project director, site coordinators, and district-level administrators will occur annually, planning meetings will be held each Fall and again at the end of the year. These meetings will focus on path-forward planning, evaluation protocols, findings, annual performance report data, and evaluator recommendations for improvement and refinement of the program to ensure success with meeting their project goals and objectives. We will also re-visit our program goals and objectives with key stakeholders to ensure the maintaining of alignment with the underlying rationale of the program and avoid "program drift."

External Evaluator Role: The evaluator will provide key stakeholders, including the project director, site coordinators, community partners, program participants, and district staff with written reports of evaluation findings. In addition, our external evaluator will provide site-level staff with written evaluation "snapshots" that highlight recent findings from evaluation efforts, identify local resources, and describe the latest best practices research in afterschool programming.

PROGRAM BACKGROUND

Mississippi Department of Education State Board of Education approved a 21st Century Learning Communities grant to the Jefferson County School District in 2019. The district's program version of the 21st CCLC is *Project WAC*. The program seeks to significantly improve students' academic achievement and prepare students for postsecondary success. Ancillary program goals include engaging parents and community in the education process to increase retention and successful matriculation of students through post-secondary learning. The advisory committee for *Project WAC* were the following:

- Edward Reed, Chair
- Michael Anderson
- Jaron Barnes
- Kayla Carpenter
- Sonya Colenberg
- Jasmine Ellis
- Treveon Fulton
- Annie Turner

Jefferson County Elementary School

Jefferson County Elementary School's dedicated staff and parents believe that the school is an integral part of every child's social, emotional, physical, and intellectual development. We recognize that each child has different learning capabilities and needs, and we strive to work together to meet these needs. We encourage and support each child in reaching his or her full potential. Jefferson County Elementary School served approximately 428 students in grades Pre-K-4 in the 2019-2020 school year. JCES is a Comprehensive Support and Improvement site. *The Project Coordinator, Alma R. Jones, Ed.S., maintained a student/teacher ratio not exceeding 15:1 for the 21stCCLC program at Jefferson County Elementary School site.*

Jefferson County Upper Elementary School

Jefferson County Upper Elementary School's dedicated staff and parents believe that the school is an integral part of every child's social, emotional, physical, and intellectual development. We recognize that each child has different learning capabilities and needs, and we strive to work together to meet these needs. We encourage and support each child in reaching his or her full potential. Jefferson County Upper Elementary School served approximately 192 students in grades 5-6 in the 2019-2020 school year. JCUES is a Comprehensive Support and Improvement site. *Only students in grade 5 participated in this project.* Participants in this program attended at the JCES project site.

Jefferson County High School

Jefferson County High School's philosophy is to inspire all students to cultivate marketable 21st Century skills. These skills include reading, writing, mathematics, computer knowledge, collaboration, and the integrity of being a responsible and productive citizen. ***The Site Supervisor, Principal, maintained a student/teacher ratio not exceeding 15:1 for the 21stCCLC program at Jefferson County High School.***

ATTENDANCE AND PARTICIPATION

Attendance and Participation: The expected outcomes of the JCSD 21stCCLC program is to increase student achievement, expand student participation in after-school and summer school programs, increase youth development and leadership activities and increase family engagement. A total of approximately 130 students attended the JCSD 21stCCLC program for 30 or more days thereby are considered "regular" attendees. Three overarching goals guide the implementation of Jefferson County's 21stCCLC program: Goal 1 - *Improve academic achievement*, Goal 2 - *Foster responsibility and positive behaviors,* and Goal 3 - *Include parents in the teaching-learning process*. Jefferson County Elementary School and Jefferson County Upper Elementary School served students in grades 1 – 5, and Jefferson County High School served students in Grades 9 - 11. *Attendance records were maintained at each school site and reviewed regularly by the Project Director, Ms. Alma Rankin-Jones. **A student staff ratio of 15:1 was maintained throughout the program.***

INDEPENDENT THIRD-PARTY EVALUATION CONDUCTED ANNUALLY

An independent, third party evaluation was conducted by our external independent evaluator, Dr. Martha S. Liddell, Chief Academic Officer (CAO) for Devoted2Education, LLC. The district's leadership team believed it to be vital to provide an external analysis and environmental scan to ensure the fidelity and integrity of the program is maintained. The External Evaluator role as CAO uniquely qualifies her to serve as an education and administratively trained external evaluator.

EVALUATION PROCESS IDENTIFIES BOTH STRENGTHS AND WEAKNESSES

The external evaluation process offers greater flexibility and awareness of the project's strengths and weaknesses without reservations that can plague internal evaluators who are vested in the school district. We believe an open, non-biased dialogue is the best approach for program refinement and growth. The following is a comprehensive evaluation report describes and documents program implementation and any significant barriers that were encountered along the way, and outcomes that we can attribute to the strategies and activities conducted as part of the program during Year 1. Annual evaluation activities included reviewing classroom observation and student achievement data and program quality data obtained through student and teacher surveys and parent surveys as well as feedback and strategy contacts with program administrators. As a result, key themes emerged as necessary to maintain gains realized through the 21st Century grant activities.

STRENGTHEN PARENTAL INVOLVEMENT IN ENRICHMENT ACTIVITIES

FOCUSED ON BUILDING STRONG BONDS WITH PARENTS

The external evaluator ensures that coaching and reapplication of working models of parental involvement occurs. Parental partnerships enhance the effectiveness of afterschool programming, because parent who support extended learning environments are much more likely to volunteer in the program and participate in activities designed to strengthen partnerships.

STAFF TRAINING PROFESSIONAL DEVELOPMENT

FOCUSED ON DATA-DRIVEN INSTRUCTION

Professional development training identified is necessary to enhance further the quality of services provided by the afterschool academic and enrichment teachers. This training will focus primarily on strengthening the link between enrichment activities, parental involvement, and community involvement and student achievement. The training provides an opportunity to capitalize on the evaluator's extensive knowledge of "best practices" that are yielding favorable results in other locations. Several training sessions would provide the dual benefit of increasing instructor capability as well as allow a just-in-time SWOT (SWOT: **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) analysis to head off any potential threats.

FOCUSED ON STANDARDS-BASED TEACHING AND LEARNING

The program used MAAP Practice Tests, Core Standards, Differentiated Instruction, and Brainchild as their primary curricula for the afterschool program. This can be enhanced by broadening the scope of project-based learning opportunities to allow for "real-world application of the Language and Math skills developed during the tutoring. In addition, the strategic focus targets strategies that link regular school day with after school staff to ensure the learning needs of all students are addressed more effectively. *Certified teachers were used to deliver the program's instructional delivery plan and tutoring for the 21stCCLC program. Their input is included in the program's quality implementation survey data.*

RESEARCH-BASED BEST PRACTICES FOR TEACHING & LEARNING

Research-based instructional materials were provided for the program as well as ramping up the use STEM activities and instructional technology, service learning, and projects-based learning in modeled from the *National Science Foundation* and *Buck Institute on Quality Education* (https://www.pblworks.org/). The center staff will make visits to other 21st Century Community Learning Centers Programs in the state to garner a diversity of opinion and strategies for implementing after school and summer school program that keeps students, parents and the community engaged.

The Project WAC Program

The Jefferson County School District Project WAC Program, in a coordinated effort between students' family members, community partners, local businesses, and community organizations targets students in Jefferson County School District (JCSD). Planners of **Project WAC** established a comprehensive set of program goals and objectives and performance objectives including those specified as mandatory for the 21st CCLC program by the *Mississippi Department of Education*.

Project-Based Learning → ← **Service Learning**
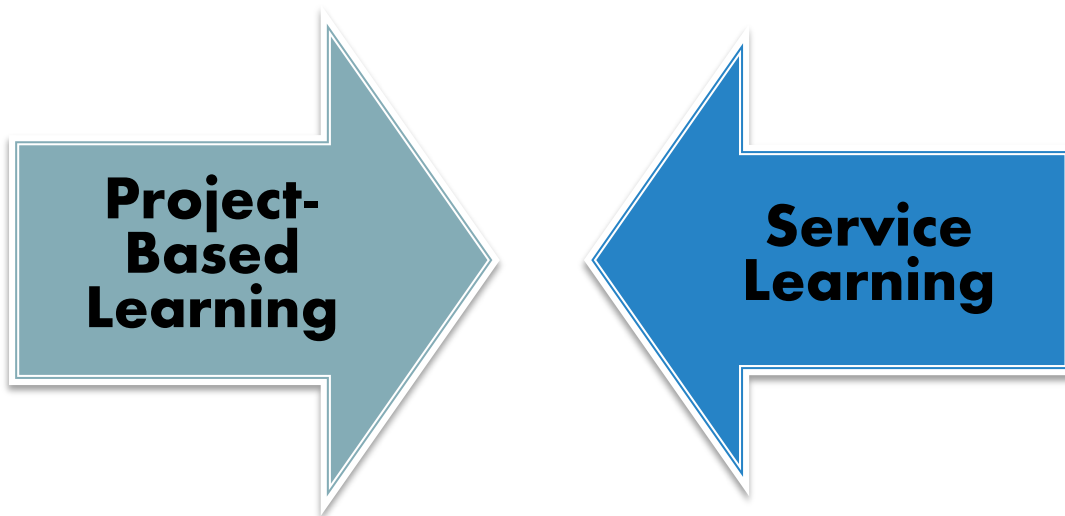
The following are the three overarching goals along with identified objectives guide program implementation each program year for the duration of the program (quality test at the end of the program years). Goals are objectives are tracked annually by the external evaluator for progress and fidelity of program implementation and refinement needs.

PROJECT WAC GOALS AND OBJECTIVES

Goal 1: Improve academic achievement

Objective 1.1 At least 50% of regularly attending students Grades 1-5 will meet grade-level ELA benchmarks.

Objective 1.2 At least 80% of regularly attending Grade 3 students will demonstrate Reading proficiency

Objective 1.3 At least 70% of regularly attending Grade 1-3 participants will meet the new local benchmarks for grade promotion.

Objective 1.4 At least 50% of regularly attending students in Grades 1-5 will demonstrate Math proficiency.

Objective 1.5 At least 50% of regularly attending students in Grades 1-5 will demonstrate Science proficiency.

Objective 1.6 At least 50% of regularly participating secondary students taking the ACT will show improvement in scores, pre- and post.

Objective 1.7 Beginning in Year 2, at least 70% students taking the ACT who have been regular participants for at least 2 years will score a composite of 17 or above on the ACT.

Objective 1.8 By the end of the project period, the number and percent of students in dual enrollment classes will increase from 14.2% to 17%.

Goal 2: Foster responsibility and positive behaviors

Objective 2.1 At least 80% of regular participants will be absent from school fewer than 8 days.

Objective 2.2 Each project year, at least 6 21st CCLC personnel, parents, and/or community collaborative representatives will complete Tier 1 Positive Behavior Interventions and Supports (PBIS) training.

Objective 2.3 Each project year, at least 90% of parents of regularly attending participants will report improved attitudes and growth in character development.

Objective 2.4 Each project year, at least 80% of classroom teachers will report improved behavior among regularly participating 21st CCLC students.

Goal 3: Include parents in the teaching-learning process

Objective 3.1 At least 80% of parents will observe and/or participate with his/her child for at least 1 hour every week.

Objective 3.2 At least 80% of parents of regularly attending participants will report using at least two (2) strategies or ideas from parent training at home.

Objective 3.3 At least 20 adult family members of project participants annually will participate in an activity to encourage them to explore learning options for GED, career training, and /or college degree.

Evaluation Approach and Methods

The evaluation process is based on the mixed-methods approach (Stufflebeam, 2001; Patton, 2002) which employs both quantitative and qualitative measures and procedures. The mixed-methods approach allows evaluators to choose methods that can effectively address the study's questions, regardless of whether they are either quantitative or qualitative in nature.

Targeted Evaluation for Year 1

The Year 1 evaluation focused on whether Program Administrators and staff were successful in implementing the activities and strategies of their *21st Century Community Learning Centers* (21st CCLC) afterschool program. The results from these activities should create a baseline for future project years.

The following ACTIVITIES were designed to support increased student achievement —

▲ Collaboration by **Project WAC** staff and community supporters provided enrichment activities designed to increase the desire of the students to participate in their own personal development.

▲ **Project WAC** teachers employ differentiated instruction, to promote academic achievement in high-risk and minority students.

▲ Academic enrichment activities are motivators of student attendance and promote healthy student interaction.

▲ *Project WAC* afterschool students receive character education through conducting worthwhile community service projects.

The following ACTIVITIES were designed to target to family members included—

▲ Parents were encouraged to volunteer during the program.

▲ Increasing awareness of parents/adults about the importance of family involvement in their child's education, through various publicity mediums. These included school newsletters, flyers, handouts, and church announcements.

SUMMARY OF OPERATIONS PROGRAM OVERVIEW
Jefferson County School District

Table 1: Schedule of After-School Activities (Mon, Tues, Wed)

GRADES 1-5			GRADES 9-11		
3:20 PM	DAILY	Greeting, check-in and snack	3:35 PM	DAILY	Greeting, check-in and snack
3:40 PM	DAILY	Restroom and water break	3:45 PM	DAILY	Homework and tutoring stations
3:45 PM	DAILY	*Move to Learn*	4:15 PM	DAILY	Gym time, stretch, PE, intramural
3:55 PM	DAILY	Homework help and tutoring	4:35 PM	DAILY	Restroom, water break
4:25 PM	DAILY	2 Groups rotate days for Math/ELA support and STEM	4:45 PM		MONDAY – Math Support TUESDAY –ELA Support WEDNESDAY – Science Support
5:25 PM		Rotation of arts/crafts, "Financial Fitness for Life" financial literacy, hands-on science, character education, logic and coding, library time	5:45 PM		ENCRICHMENT ACTIVITIES (Rotation of arts, VEX robotics, financial literacy, character education/leadership, robotics, library time, service learning)
6:20 PM		Dismissal to buses or authorized individual	6:35 PM		Dismissal to buses or authorized individual

We Are COMMUNITY! offers 9 hours of service weekly by scheduling 3-hour segments, 3 days per week, for both age groups.

21st CCLC CORE ACTIVITIES

The *Project WAC* program includes activities focused on safe and appropriate afterschool enrichment designed to increase academic performance, character development, and parental involvement in the educational process.

Table 2: Summary of Activities

Year 1, Project WAC Key Activities	
❑ **Academic Enrichment**	❑ **Character Development**
❑ **Language Arts Tutoring**	❑ **Educational Field Trips**
❑ **Mathematics Tutoring**	❑ **Kids College and Recreation**
❑ **English Tutoring**	❑ **Life Skills**
❑ **Science Tutoring**	❑ **Art**
❑ **Computer Lab**	❑ **Parent Involvement**

PROGRESS TOWARD GOALS AND OBJECTIVES

Academic Performance

The *Mississippi State Assessment System* is designed to measure how well students acquire the skills and knowledge described in the Mississippi Curriculum Standards. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the subject, and to gauge the quality of education throughout Mississippi (https://www.mdek12.org/). Two outcome objectives of the program measure the reduction in "failure" rates of students (not meeting MS Curriculum Framework Standards in tested areas each year.

The 2018-2019 school year, prior to the program will serve as the baseline for the academic objectives. Year 1 evaluates the effectiveness of the program overall. When Year 2 data from the 2020-2021 school year is gathered, it will be used to measure impacts of the program on the Year 1 and Year 2 academic objectives. Prior year data has been provided for informational and baseline purposes. Due to the postponement of state assessments for the 2019-2020 school year due to COVID-19, the state assessment data for JCSD is shown for the 2018-2019 school year. This is the baseline data for *Project WAC*. Moving forward the assessment data will be further stratified to greater demonstrate the level of impact the 21st Century Program strategies is having on improving student achievement. The results are reported following each project year's evaluation cycle, and reported to the school district, and the MDE via the annual evaluation summative report. ***If postponement of statewide assessments persists in the 2020-2021 school year due to COVID-19, alternate quantitative measures within the school district will be used to measure achievement growth for the targeted populations.***

STATE ASSESSMENT RESULTS

Achievement and Growth Data

JEFFERSON COUNTY SCHOOL DISTRICT

Table 3: MDE Accountability Data for District

2018 Official Grade	Graduation Rate	Acceleration	College Career Readiness	Growth English	Growth Math
F	87.6%	59.2%	8.4%	42.6%	47.1%

NOTE: Due to the elimination of state testing for the 2019-2020 school year, 2018 results are shown for ***baseline purposes*** and will be used to make comparisons about the program impacts after Year 2 of the *Project WAC* program state results are released. Local results will also be gathered in case state tests are not offered in the 2020-2021 school year.

Table 4: MDE Accountability Data for Targeted Schools

	School	English Low Growth	English Proficiency	Math Low Growth	Math Proficiency	Chronically Absent Students
2018-2019	JC Elementary School (Grade D)	75.0%	26.1%	49.1%	17.6%	12.8%
	JC Upper Elementary (Grade F)	35.2%	10.2%	46.6%	10.7%	<5.0%
	Jefferson Co. High School (Grade D)	53.8%	24.5%	82.7%	23.4%	19.9%
2019-2020	NO RESULTS DUE TO COVID-19 EXEMPTION.					

Other notable numbers for Jefferson County High School for the 2018-2019 school year.

US History Proficiency	*33.8%*
Science Proficiency	*24.5%*
College & Career Readiness	*8.4%*
Graduation Rate	*87.6%*

JCSD ELA MISSISSIPPI ASSESSMENT PROGRAM BASELINE RESULTS

Table 5: End-of-Year MAAP ELA Data

	School	Level 1 (PCT)	Level 2 (PCT)	Level 3 (PCT)	Level 4 (PCT)	Level 5 (PCT)
2018-2019	Jefferson County Elementary	11-20%	31-40%	21-30%	21-30%	0-10%
	Jefferson County Upper Elementary	11-20%	31-40%	31-40%	0-10%	0-10%
	Jefferson County High School	21-30%	21-30%	21-30%	11-20%	0-10%
2019-2020	*DUE TO COVID-19, MAAP ASSESSMENTS WERE NOT ADMINISTERED TO PUBLIC SCHOOL DISTRICTS IN MISSISSIPPI.*					

JCSD MATHEMATICS MISSISSIPPI ASSESSMENT PROGRAM BASELINE RESULTS

Table 6: End-of-Year MAAP Mathematics Data

	School	Level 1 (PCT)	Level 2 (PCT)	Level 3 (PCT)	Level 4 (PCT)	Level 5 (PCT)
2018-2019	Jefferson County Elementary	11-20%	31-40%	21-30%	11-20%	0-10%
	Jefferson County Upper Elementary	21-30%	31-40%	21-30%	0-10%	0-10%
	Jefferson County High School	0-10%	31-40%	31-40%	11-20%	0-10%
2019-2020	*DUE TO COVID-19, MAAP ASSESSMENTS WERE NOT DELIVERED TO PUBLIC SCHOOL DISTRICTS IN MISSISSIPPI.*					

JCSD SCIENCE MISSISSIPPI ASSESSMENT PROGRAM BASELINE RESULTS

Table 7: End-of-Year MAAP Science Data

|	School	Level 1 (PCT)	Level 2 (PCT)	Level 3 (PCT)	Level 4 (PCT)	Level 5 (PCT)
2018-2019	Jefferson County Elementary	N/A	N/A	N/A	N/A	N/A
	Jefferson County Upper Elementary	21-30%	31-40%	21-30%	11-20%	0-10%
	Jefferson County High School	21-30%	21-30%	21-30%	11-20%	0-10%
2019-2020	*DUE TO COVID-19, MAAP ASSESSMENTS WERE NOT DELIVERED TO PUBLIC SCHOOL DISTRICTS IN MISSISSIPPI.*					

Progress toward goals continuation:

QUALITATIVE ANALYSIS OF PROGRAM

The Jefferson County School District 21st CCLC Program Director supervised the administration of the **Project WAC** online surveys pulled directly from the suggested survey questions in the *Mississippi Department of Education 21stCCLC Application* to students, teachers, and parents. The surveys assess students', parents', and teachers' perceptions and reactions to school and their feelings of self-esteem using a 5-point Likert-type scale ranging from "1–Disagree a lot to 5–Agree a lot." The purpose of the surveys are is to understand how students' self-esteem and attitudes toward school changed over the course of the program year, the teachers' self-efficacy and program ratings changed, and the influence the program had on parents of the students in the program. The surveys used data from the students, parents, and teachers to provide a balanced and objective look at the changes experienced in the *Project WAC* program participants.

The infographic shows the relationship between process and procedural outcomes and strategies reviewed and evaluated.
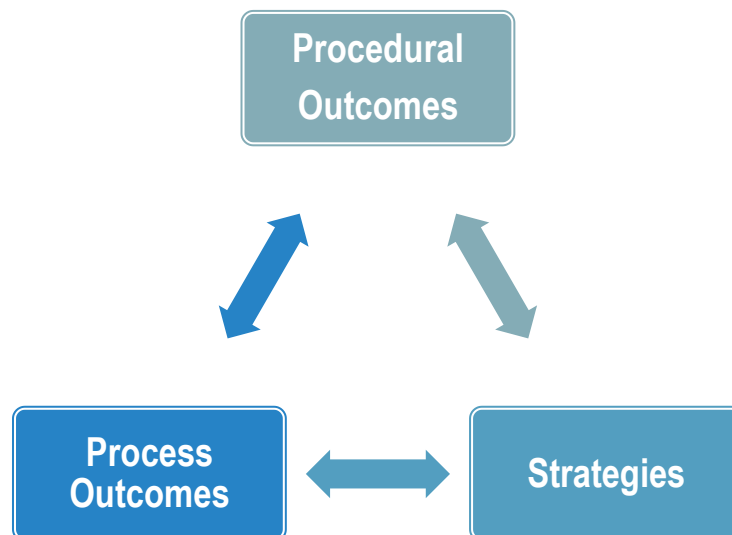
Results show the number of students, teachers, and parents who participated in the *2020 21stCCLC Surveys*. **Program results are presented in the following tables along with a brief description of the key indications of each graph.**

STUDENT SURVEYS

Jefferson County Elementary School – Student Responses
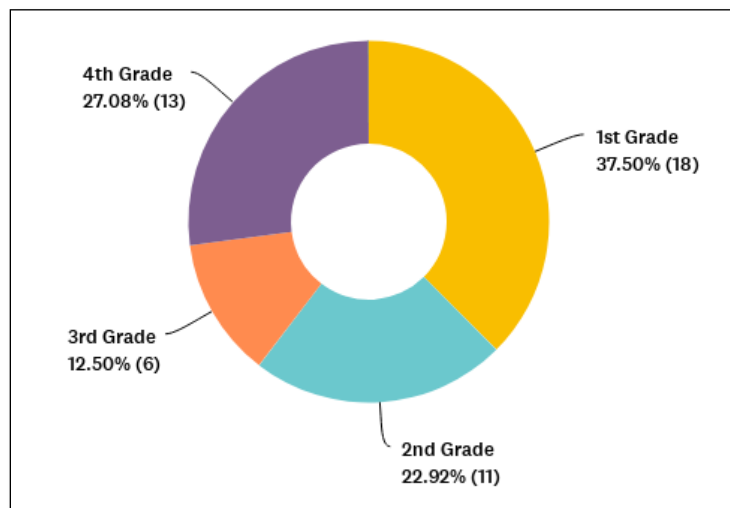
**KEY INDICATORS:** There was an even student distribution across grades. This is excellent as the *Project WAC* program progresses in future years.
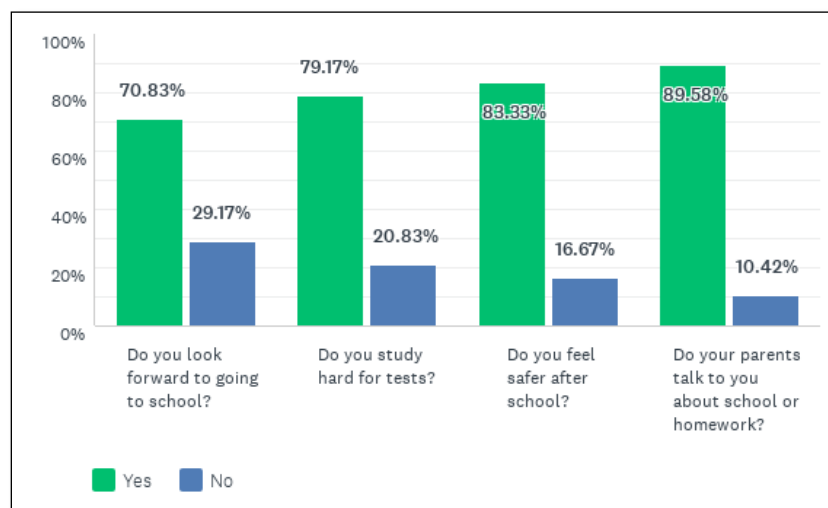

KEY INDICATORS: The students' responses display an overall "good" feeling about school (70.83%), a feeling of safety (83.33%), and a comfort level with the studying (79.17%). Future years should see an upward trend in school.
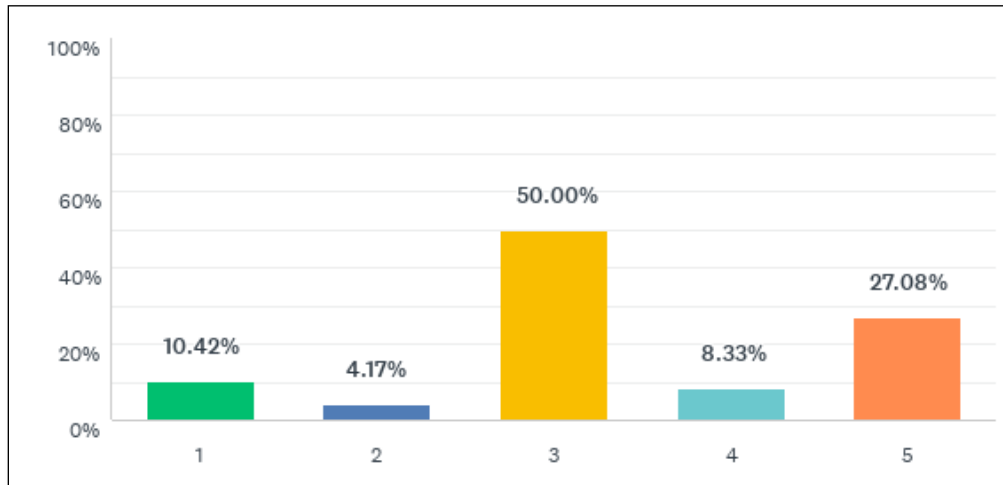
KEY INDICATORS: Student Attendance Overview; as denoted in the graph, 86% of the students attended the *Project WAC* program three or more times per week. We will adjust this item to reflect online/F2F programming in Year 2.
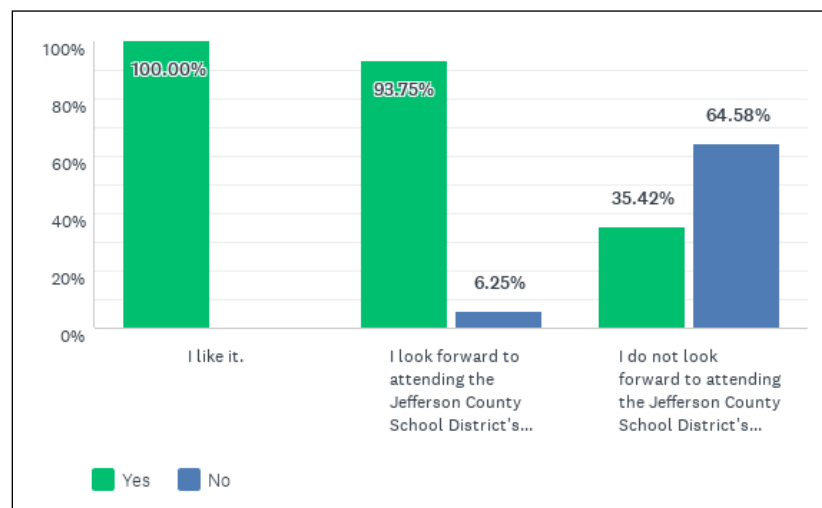
KEY INDICATORS: Student's feelings about the *Project WAC* program; the chart shows that an overwhelming majority (93.75%) of the students looked forward to attending the program.
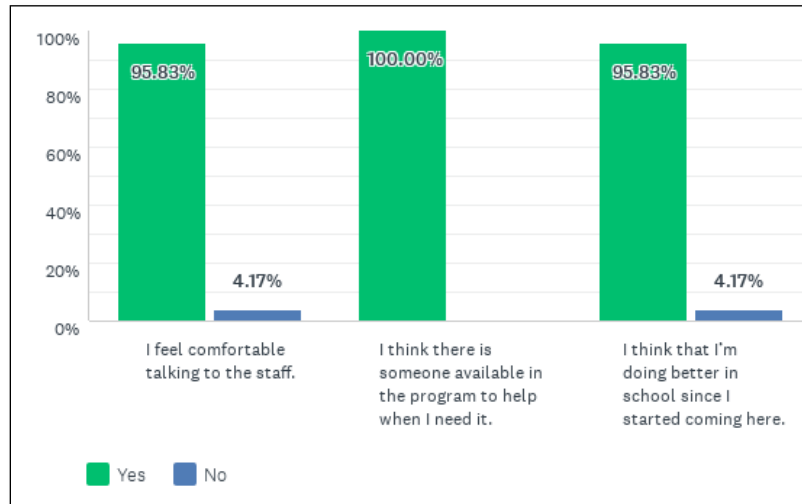
KEY INDICATORS: The program's staff is engaging the students to the point where an overwhelming number of students are comfortable with the staff (95.83%). This is a key strength of instructors in afterschool programs and their ability to engage students in a less threatening environment. The students involved in the *Project WAC* program felt that it helped their academic performance after the fact (95.83%).
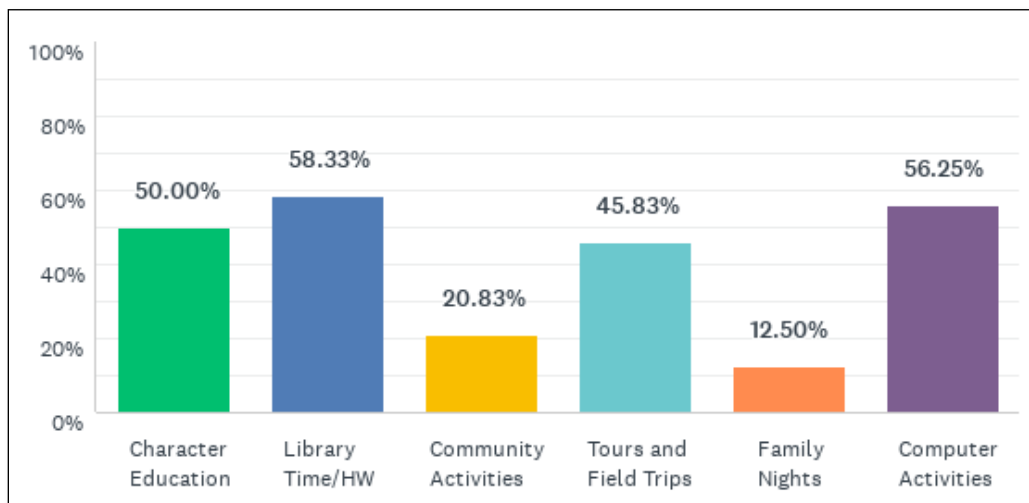

KEY INDICATORS: This chart highlights that it produces positive behaviors in the students because of their participation. Over 45% of the students who responded to the survey stated they liked character education, computer activities, tours/field trips. Library/homework time rated the highest among students at 58.33%.

# Jefferson County Upper Elementary School – Student Responses
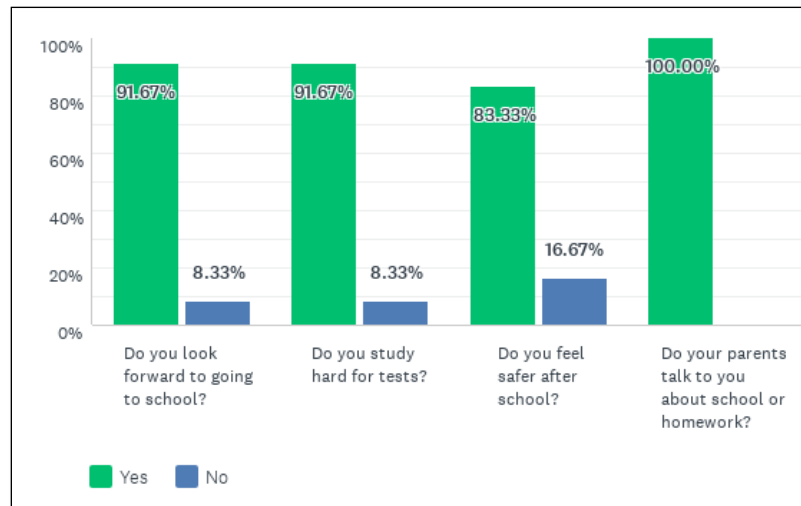
KEY INDICATORS: The students' responses display that most participants look forward going to school (91.67%), a general, overall feeling of safety (83.33%), and a comfort level with the studying for tests (91.67%).
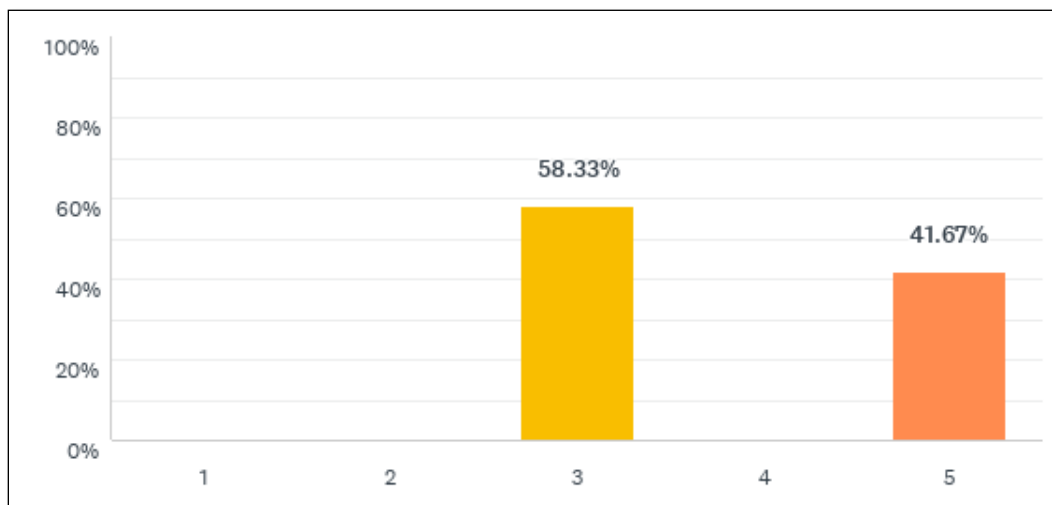

KEY INDICATORS: Student Attendance Overview; as denoted in the graph, 100% of the students attended the *Project WAC* program three or more times per week. We will adjust this item to reflect online/F2F programming in Year 2.
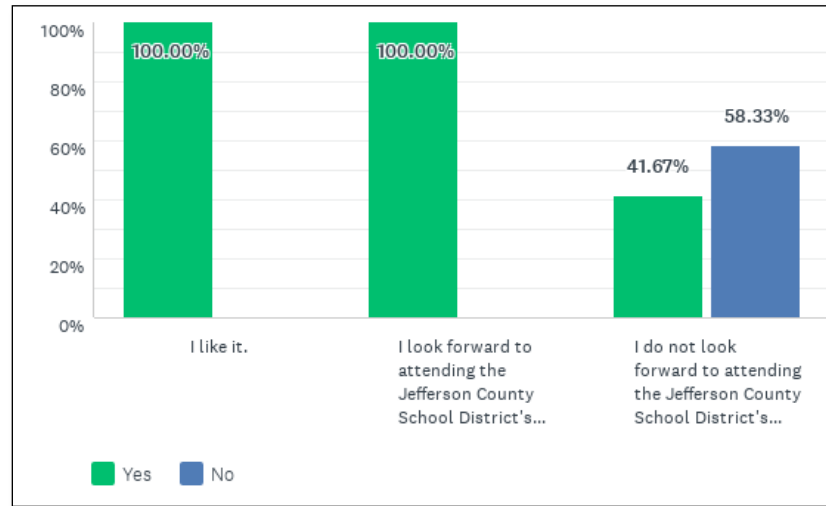
KEY INDICATORS: Student's feelings about the *Project WAC* program; the chart shows that an overwhelming majority (100.00%) of the students looked forward to attending the program.
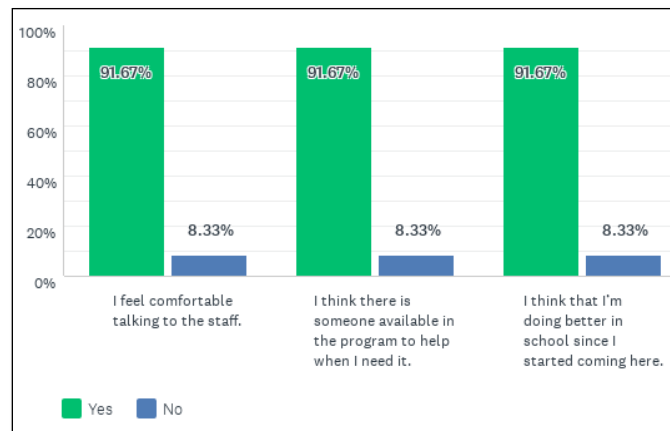

KEY INDICATORS: The program's staff is engaging the students to the point where an overwhelming number of students are comfortable with the staff (73.73%). This is a key strength of instructors in afterschool programs and their ability to engage students in a less threatening environment. The students involved in the *Project WAC* program felt that it helped their academic performance after the fact (84.75%).
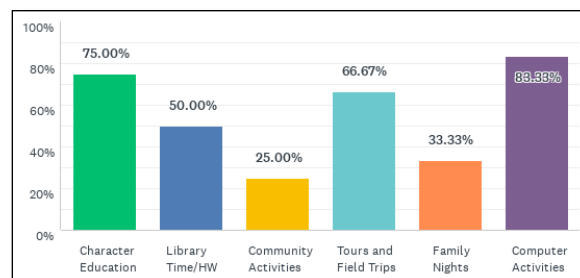

KEY INDICATORS: This chart highlights that it produces positive behaviors in the students because of their participation. Over 50% of the students who responded to the survey stated they liked character education, library/homework time, and tours/field trips. Computer activities rated the highest among students at 83.33%.

Jefferson County High School – Student Responses
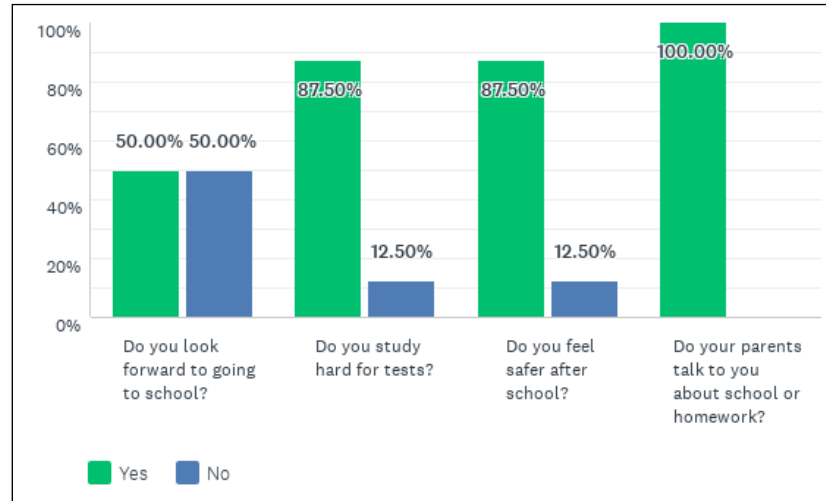
KEY INDICATORS: The students' responses were "mixed" on their feelings about school (50.00%). But, they were positive in having a feeling of safety (87.50%) and a comfort level with the studying (87.50%).
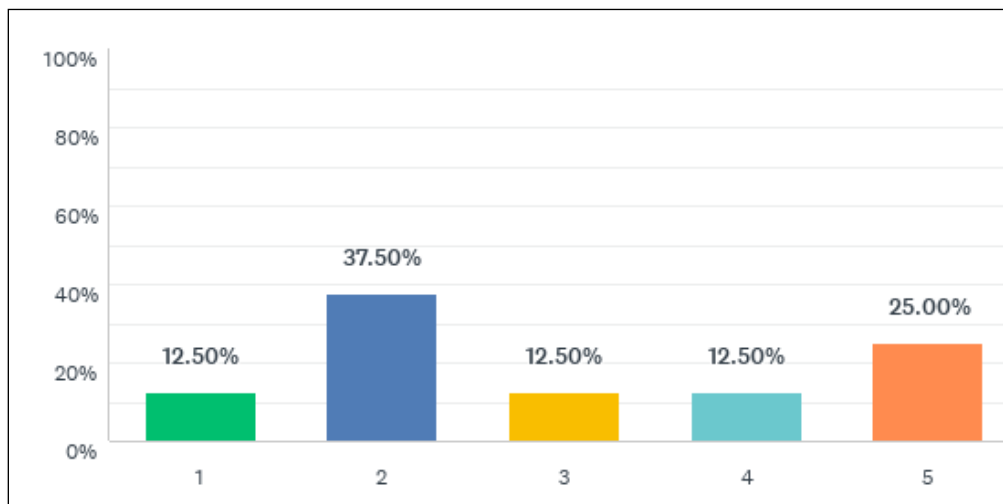
KEY INDICATORS: Student Attendance Overview; as denoted in the graph, 50% of the students that responded to the survey attended the *Project WAC* program three or more times per week. *This is typical in high school age students. However, the program staff should focus to improve this number in future years.*
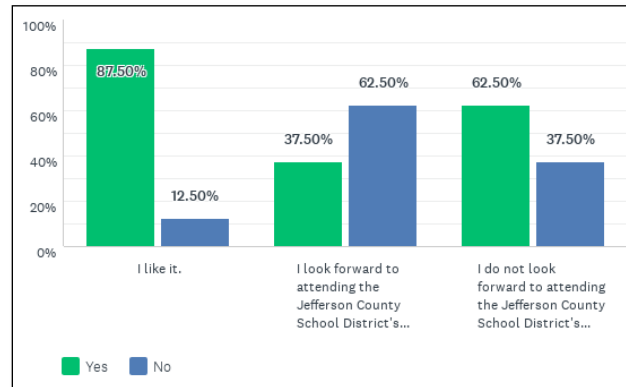
KEY INDICATORS: Student's feelings about program; the chart shows that an overwhelming majority of the students like *Project WAC* program (87.50%), but do not like attending school (62.50%).
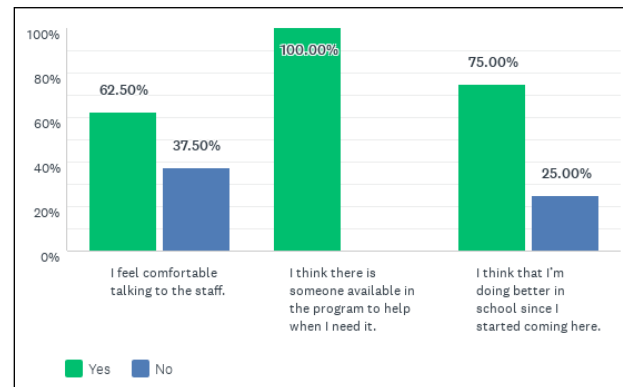
KEY INDICATORS: The program's staff is engaging the students to the point where an overwhelming number of students (87.50%) are comfortable with the staff. This is a key strength of instructors i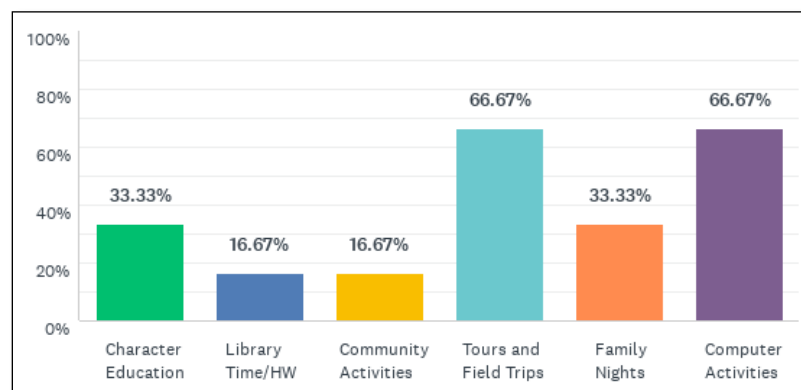n afterschool programs and their ability to engage students in a less threatening environment. The students involved in the program felt that it helped their academic performance after the fact (88.39%).

KEY INDICATORS: This chart highlights that the numbers were low relative to enjoyment of activities. However, this can be attributed to lack of full implementation due to COVID-19. However, over 66% of the students who responded to the survey stated they liked tours and field trips, and the computer activities in the *Project WAC* program.

Key Suggestions and Comments from Students for Program Staff

- MORE incentives for students who show up and work each day in class via zoom... Great program
- List places in local areas to see if we can identify them or locate them according to directions given. Maps Keys Groups take tours to parks or outdoor activities. (small groups)
- More studies and things and trips to help us learn
- Please provide additional snacks for us because we go to lunch at 10:30. We stay after school until 6:30. We are very hungry at 3:00.
- I liked the way the teachers taught us and they were fun.
- I Thank each and every one for trying to help me thought out the year of 2020 I'm looking forward to come back to school this year

TEACHER SURVEYS

All Teacher Responses
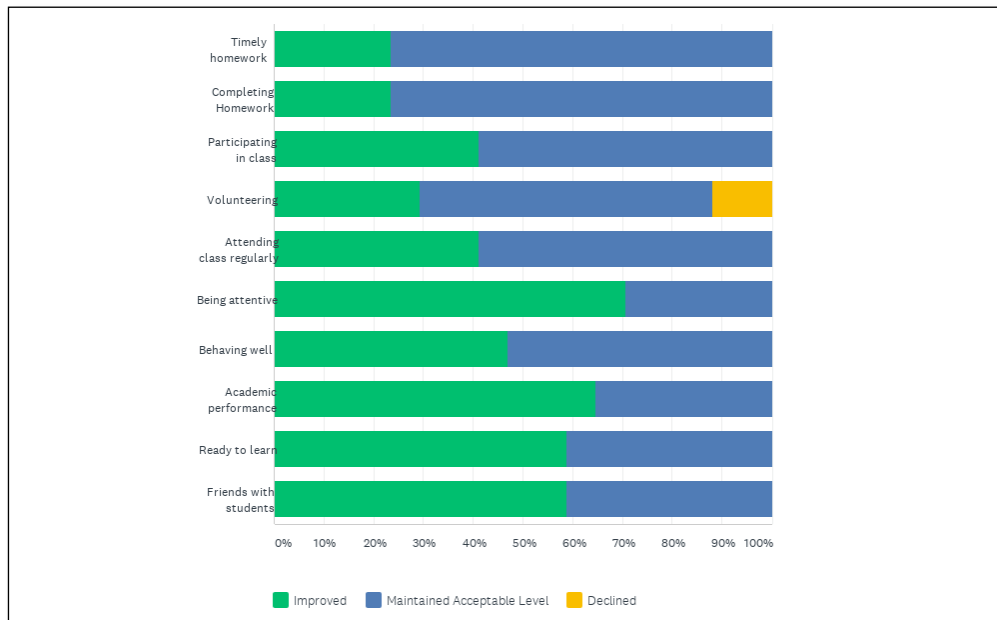
KEY INDICATORS: This graph demonstrates that most of the students in the program either maintained an acceptable level or improved over these student behavior criteria.
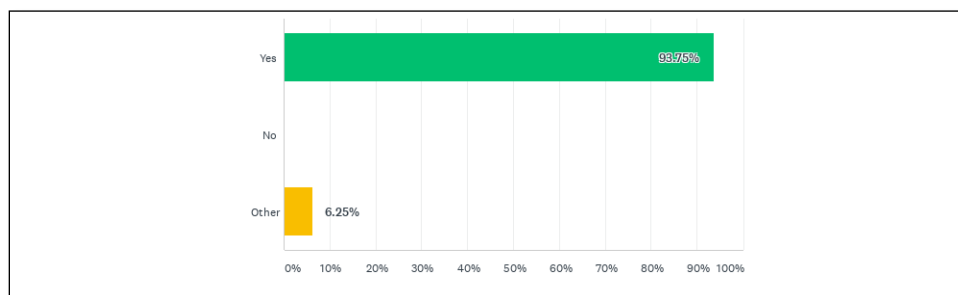
KEY INDICATORS: This chart emphasizes that the program's staff feels like the program is positively impacting students regardless of the school they attend in the district (98.46%). Teachers did recommend that the program continue add more theme-based enrichment activities that promote learning through fun engagement and provide more hands-on activities.

PARENT SURVEYS

Jefferson County Elementary School – Parent Responses
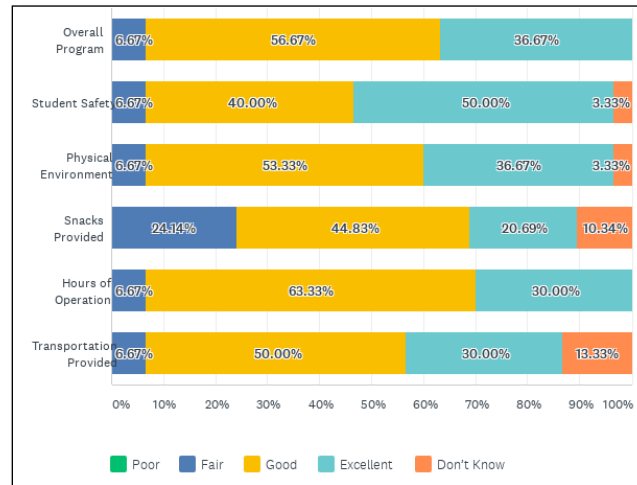
KEY INDICATORS: This graph's data indicates that the parents' perceptions of the overall safety (93.33%) and comfort of their children (93.33%) while attending *Project WAC* was excellent. This speaks to the ability of the afterschool staff to control the atmosphere and provide for the basic needs of the students while in their care.
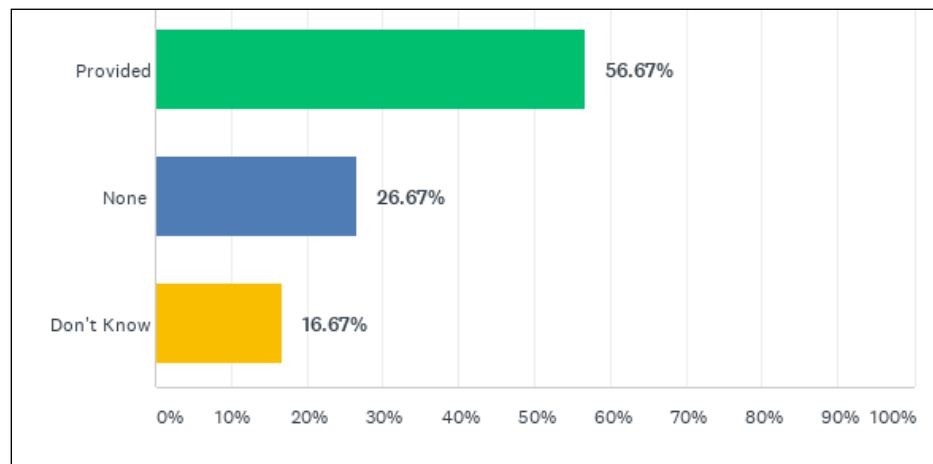
KEY INDICATORS: Not all parents seemed to know about the transportation to and from the program (16.67%).
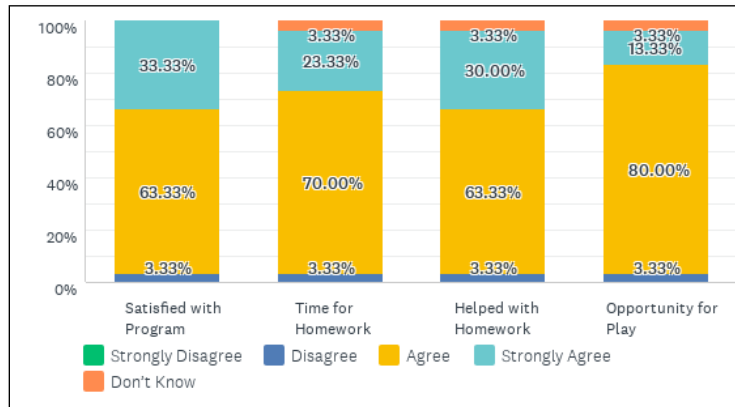
KEY INDICATORS This graph shows the parents felt the program valued both the academic (96.67%) and enrichment (96.67%) offered by the *Project WAC* program. The homework help provided was deemed adequate by the parents according to the survey responses (96.77%).
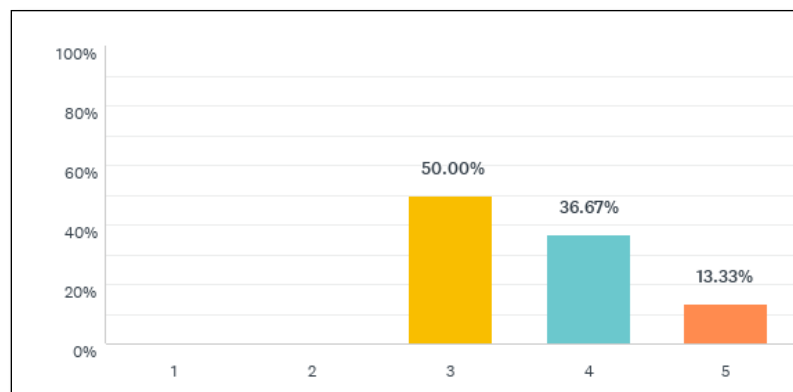
KEY INDICATORS: Half of the parents indicated that they believed that 3 or more days per week was the appropriate amount of afterschool program time. This is a strong supporting indication that they perceive real benefits in the program and are being thoughtful in their responses.
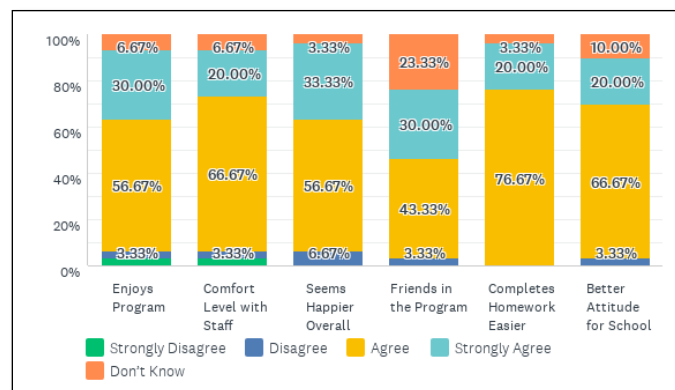
KEY INDICATORS: This graph shows good overall satisfaction with the perceived impact of the program on the parent's children. Over 96% of parents agreed their child enjoys the program, is happier, completes homework easier, has a better attitude towards school, and are comfotable with the staff.
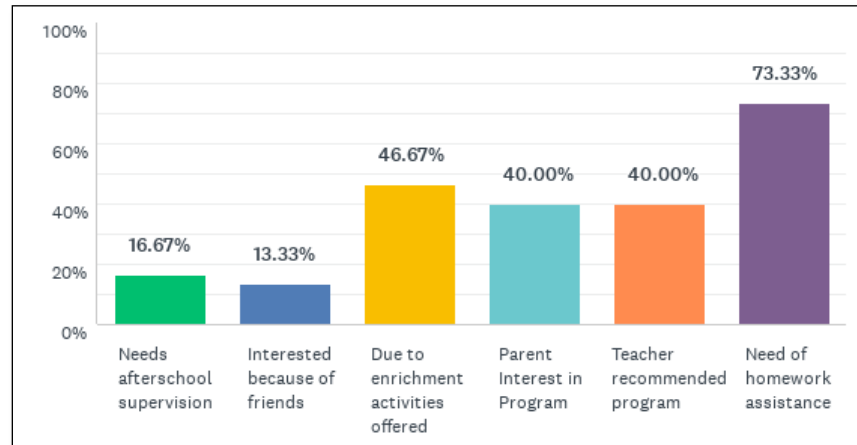
KEY INDICATORS: This graph shows parent interest, enrichment activities, and homework assistance as the top reasons for student participation. These results suggest *Project WAC* is a meaningful program design for parents.

KEY INDICATORS: All (100%) of the parents have had an opportunity to observe the *Project WAC* program. This is a strong base for parental involvement. This indicates that the program allows for "incidental" contact between the parents and the program.
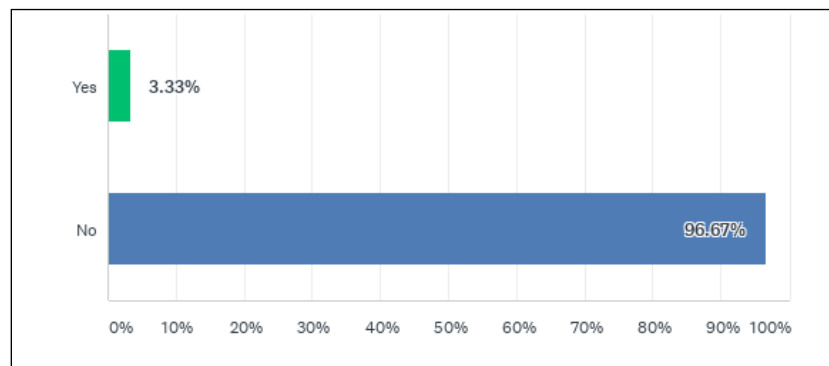
KEY INDICATORS: There is opportunity around engaging the parents. This should rise in future years as parents get more acclimated to the program's activities.

# Jefferson County Upper Elementary School – Parent Responses
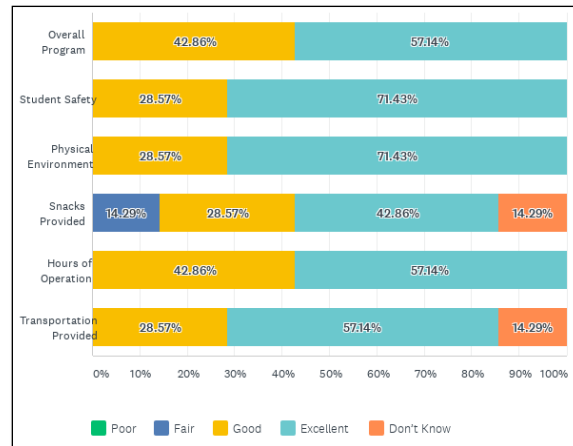
KEY INDICATORS: This graph's data indicates that the parents' perceptions of the overall safety (71.43%) and comfort of their children (71.43%) while attending *Project WAC* was excellent. This speaks to the ability of the afterschool staff to control the atmosphere and provide for the basic needs of the students while in their care.
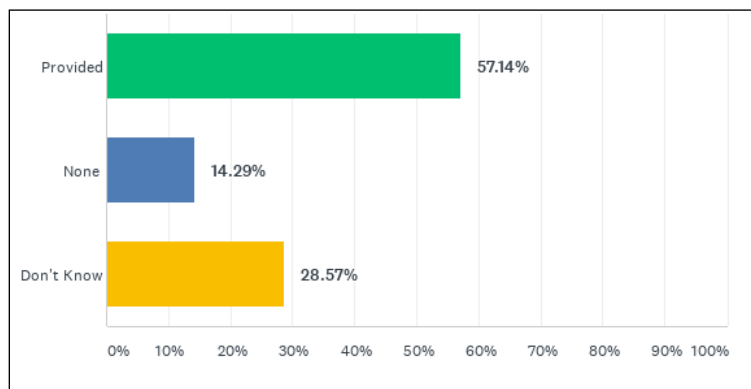

**KEY INDICATORS:** Some parents that did not know about transportation to and from the program (28.57%).
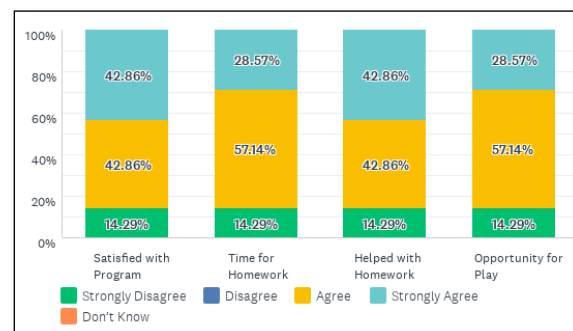
KEY INDICATORS This graph shows the parents felt the program valued both the academic (85.71%) and enrichment (85.71%) offered by the program. The homework help provided was deemed adequate by the parents according to the survey responses (85.71%).
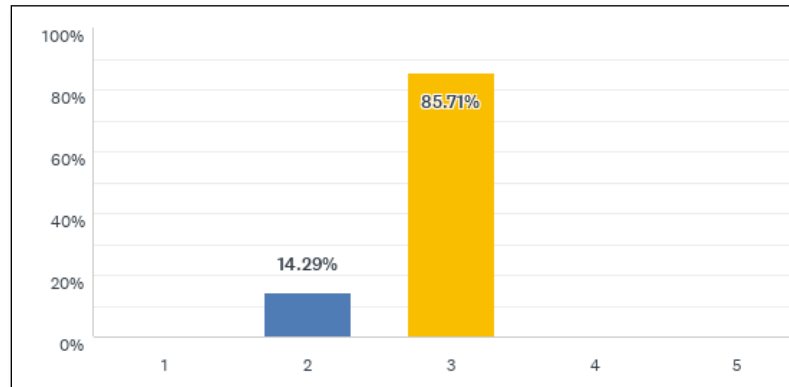
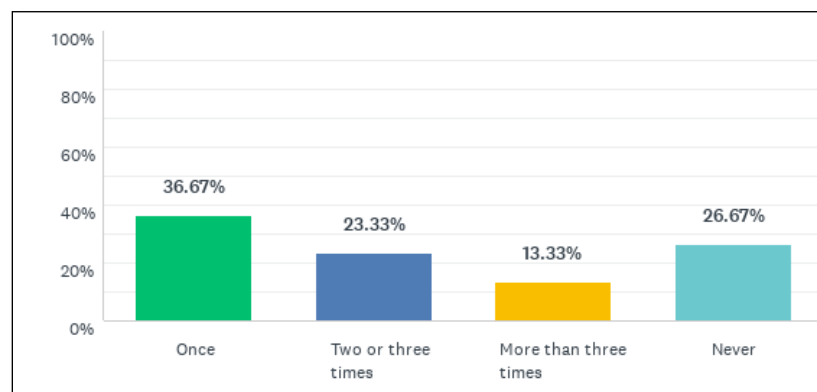**KEY INDICATORS:** Half of the parents indicated that they believed that 3 days per week was the appropriate amount of afterschool program time. This is good indicator that the current design works for students in this school.
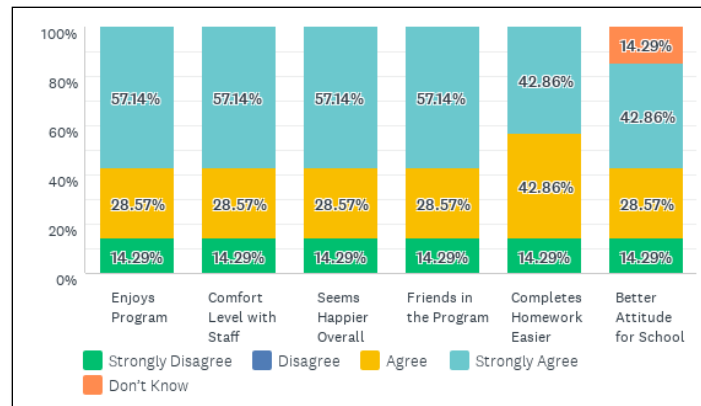
**KEY INDICATORS:** This graph shows good overall satisfaction with the perceived impact of the program on the parent's children. Parents are comfortable with their children being in this program. Over 85% of parents agreed their child enjoys the program, is happier, completes homework easier, has a better attitude towards school, and are comfotable with the staff.
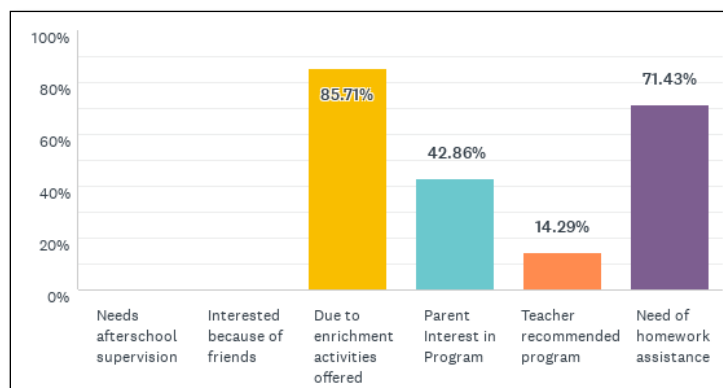
KEY INDICATORS: This graph shows parent interest, student interest, and homework assistance as the top reasons for student participation. These reasons are aligned with the identified "top reasons" parents allow students to attend afterschool programs.
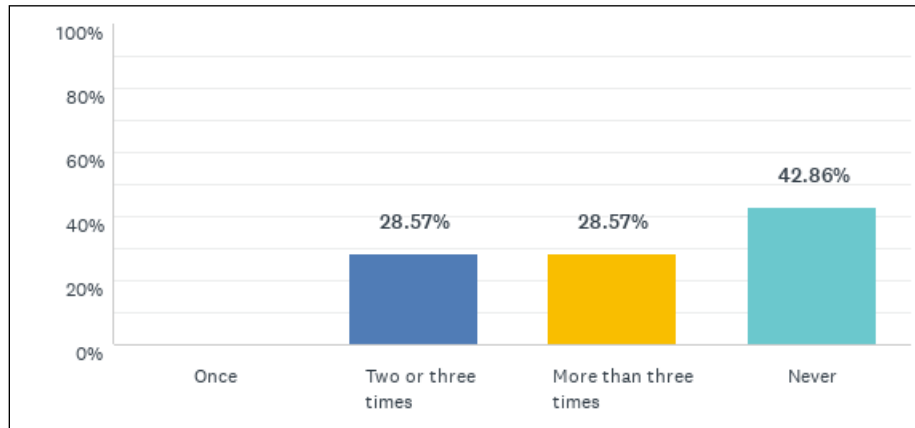
KEY INDICATORS: All of the parents have had an opportunity to observe the *Project WAC* program at least two or more times. This is a strong base for parental involvement for students that attend this school.
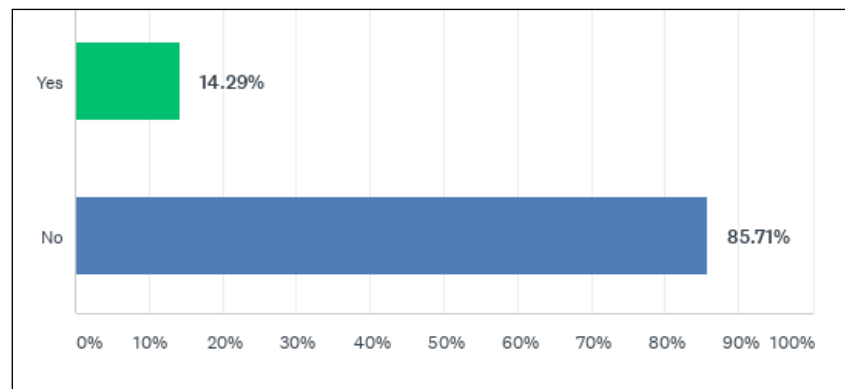
KEY INDICATORS: There is opportunity around engaging the parents more in future years. Consider using the program's *Remind app* to poll parents directly on ideal times that fit their schedules for involvement.

Jefferson High School Responses

County – Parent

Q15 Why does your child attend the 21st Century Program? (Please check all that apply.)

- Needs afterschool supervision: 33.33%
- Interested because of friends: 66.67%
- Due to enrichment activities offered: 33.33%
- Parent Interest in Program: (none shown)
- Teacher recommended program: 33.33%
- Need of homework assistance: 66.67%

- Snacks Provided: Fair 33.33%, Good 33.33%, Excellent 33.33%
- Hours of Operation: Good 66.67%, Excellent 33.33%
- Transportation Provided: Good 66.67%, Excellent 33.33%

Legend: Poor, Fair, Good, Excellent, Don't Know

KEY INDICATORS: This graph's data indicates that the parents' perceptions of the overall safety (100.00%) and comfort of their children (100.00%%) while attending *Project WAC* was good or excellent. This speaks to the ability of the afterschool staff to control the atmosphere and provide for the basic needs of the students while in their care.


- Provided: 100.00%
- None
- Don't Know
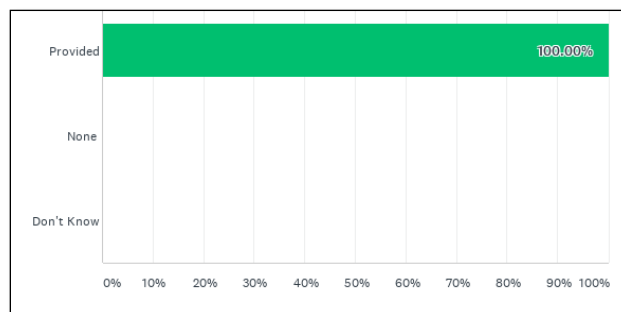
KEY INDICATORS: Students did have adequate transportation to and from the *Project WAC* program (90.57%).

- Satisfied with Program: Agree 66.67%, Strongly Agree 33.33%
- Time for Homework: Agree 100.00%
- Helped with Homework: Agree 100.00%
- Opportunity for Play: Agree 100.00%

Legend: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know
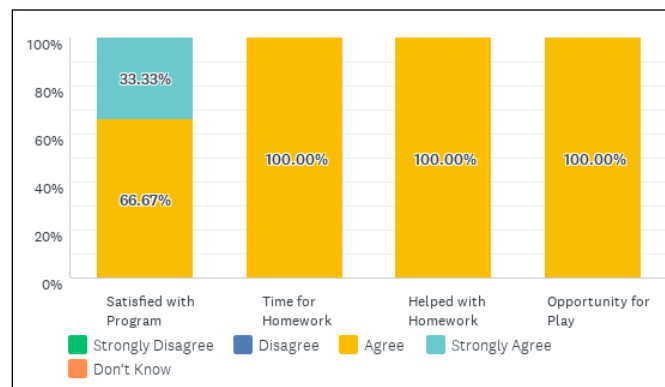
KEY INDICATORS: This graph shows the parents felt the program valued both the academic (96.33%) and enrichment (98.67%) offered by the *Project WAC* program.
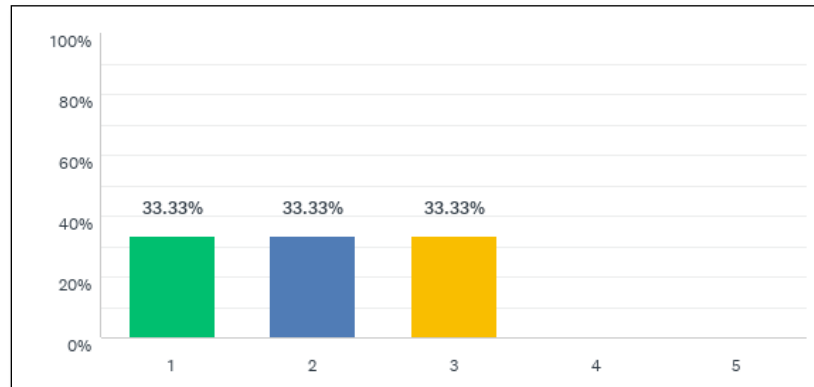
KEY INDICATORS: Parents were mixed on the number of days per week was the appropriate amount of afterschool program time. This should be followed closely for the programming at this school in future years.
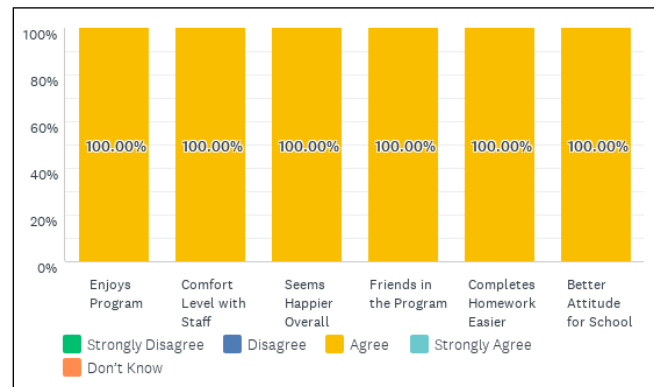

KEY INDICATORS: This graph shows good overall satisfaction with the perceived impact of the program on the parent's children. All of the parents responding to the survey agreed their child enjoys the *Project WAC* program, is happier, completes homework easier, has a better attitude towards school, and are comfortable with the staff.
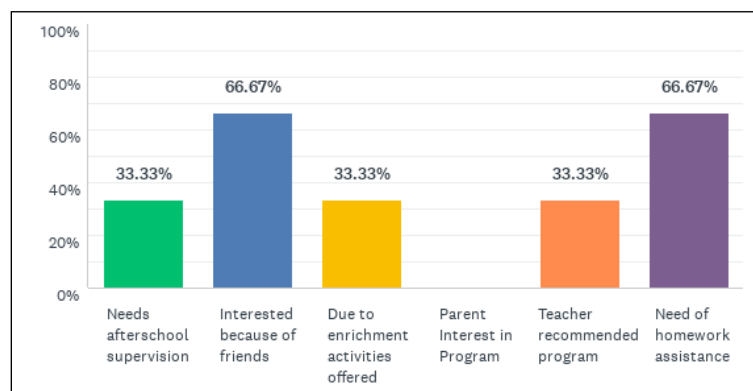
KEY INDICATORS: This graph shows students were interested due to friends and the desire for homework assistance (66.67%). Responses indicate that parents did not influence student participation in the program (0.00%).
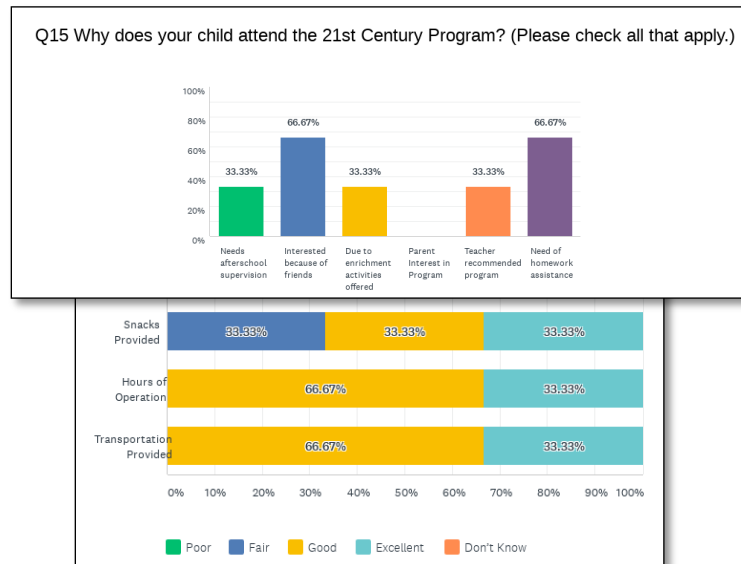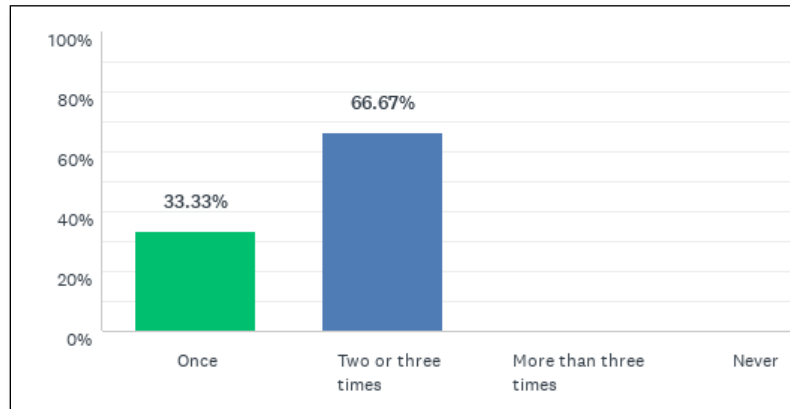
KEY INDICATORS: All of the parents responding have had an opportunity to observe the *Project WAC* program. This is a strong base for parental involvement. The percentage of parental invovlment should improve once school programming returns to "normal" from COVID-19 restrictions.
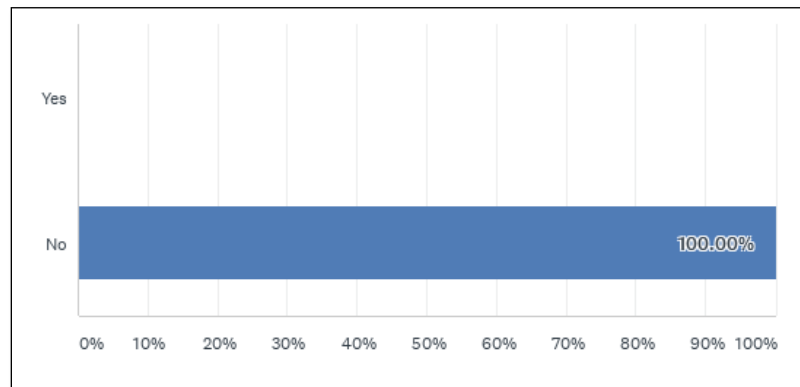
KEY INDICATORS: There is opportunity to continue to engage the parents (100.00% - No). This is an area of need for the program's success at this site.

Progress toward goals continuation:

Status of Goals and Objectives:

Goal 1: Improve student achievement

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
Objective 1.1: *At least 50% of regularly attending students Grades 1-5 will meet grade-level ELA benchmarks*	*Status of Stated Objective* **Year 1 Results:** Partially Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **N/A** **Comments:** *Due to COVID-19, state tests were not offered to school districts. Only local assessment data was able to be used for this objective*.
Objective 1.2: *At least 80% of regularly attending Grade 3 students will demonstrate Reading proficiency*	*Status of Stated Objective* **Year 1 Results:** Partially Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **N/A** *Jefferson County High School* – **N/A** **Comments:** *Due to COVID-19, state tests were not offered to school districts. Only local assessment data was able to be used for this objective*.
Objective 1.3: *At least 70% of regularly attending Grade 1-3 participants will meet the new local benchmarks for grade promotion*	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **N/A** *Jefferson County High School* – **N/A**

Objective 1.4: *At least 50% of regularly attending students in Grades 1-5 will demonstrate Math proficiency*	*Status of Stated Objective* **Year 1 Results:** Partially Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **N/A** **Comments:** *Due to COVID-19, state tests were not offered to school districts. Only local assessment data was able to be used for this objective.*
Objective 1.5: *At least 50% of regularly attending students in Grades 1-5 will demonstrate Science proficiency*	*Status of Stated Objective* **Year 1 Results:** Partially Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **N/A** **Comments:** *Due to COVID-19, state tests were not offered to school districts. Only local assessment data was able to be used for this objective.*
Objective 1.6: *At least 50% of regularly participating secondary students taking the ACT will show improvement in scores, pre- and post*	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **N/A** *Jefferson County Upper Elem.* – **N/A** *Jefferson County High School* – **Met**
Objective 1.7: *Beginning in Year 2, at least 70% students taking the ACT who have been regular participants for at least 2 years will score a composite of 17 or above on the ACT*	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **N/A** *Jefferson County Upper Elem.* – **N/A** *Jefferson County High School* – **Met**

Objective 1.8: By the end of the project period, the number and percent of students in dual enrollment classes will increase from 14.2% to 17%	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **N/A** *Jefferson County Upper Elem.* – **N/A** *Jefferson County High School* – **Met**

Goal 2: Foster responsibility and positive behaviors

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
Objective 2.1: At least 80% of regular participants will be absent from school fewer than 8 days	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **Met**
Objective 2.2: Each project year, at least 6 21st CCLC personnel, parents, and/or community collaborative representatives will complete Tier 1 Positive Behavior Interventions and Supports (PBIS) training	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **Met**
Objective 2.3: Each project year, at least 90% of parents of regularly attending participants will report improved attitudes and growth in character development	*Status of Stated Objective* **Year 1 Results:** Met **Data Source:** Project WAC records	*Jefferson County Elementary* – **Met** *Jefferson County Upper Elem.* – **Met** *Jefferson County High School* – **Met**

Objective 2.4: Each project year, at least 80% of classroom teachers will report improved behavior among regularly participating 21st CCLC students	***Status of Stated Objective*** **Year 1 Results:** Met **Data Source:** Project WAC records	***Jefferson County Elementary*** – **Met** ***Jefferson County Upper Elem.*** – **Met** ***Jefferson County High School*** – **Met**

Goal 3: Include parents in the teaching-learning process

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
Objective 3.1: At least 80% of parents will observe and/or participate with his/her child for at least 1 hour every week	***Status of Stated Objective*** **Year 1 Results:** Met **Data Source:** Project WAC records	***Jefferson County Elementary*** – **Met** ***Jefferson County Upper Elem.*** – **Met** ***Jefferson County High School*** – **Met**
Objective 3.2: At least 80% of parents of regularly attending participants will report using at least two (2) strategies or ideas from parent training at home	***Status of Stated Objective*** **Year 1 Results:** Met **Data Source:** Project WAC records	***Jefferson County Elementary*** – **Met** ***Jefferson County Upper Elem.*** – **Met** ***Jefferson County High School*** – **Met**
Objective 3.3: At least 20 adult family members of project participants annually will participate in an activity to encourage them to explore learning options for GED, career training, and /or college degree	***Status of Stated Objective*** **Year 1 Results:** Met **Data Source:** Project WAC records	***Jefferson County Elementary*** – **Met** ***Jefferson County Upper Elem.*** – **Met** ***Jefferson County High School*** – **Met**

SUSTAINABILITY PLAN

Project WAC Annual Sustainability Plan reflects a thoughtful and comprehensive assessment of the implementation of the *21st Century Community Leaning Centers Program* in the Jefferson County School District in Fayette, Mississippi. The district is dedicated to the success of the program and has committed tremendous energy toward assessing its progress toward goals. The project's leadership team has planned several next steps for the upcoming school year including more parent involvement training and opportunities, implementing instructional strategies that differ from the regular school day including projects-based and service learning and strategic staff training based on survey results. These strategies will continue to be sustained when funding ends through school and community partnerships and funding opportunities. Strong bonds are formed within the Fayette, Mississippi community aimed at connecting schools-families-communities. Partners for the successful sustainability of the JCSD 21stCCLC program have been integrally involved in the project strategies are:

- ▸ *City of Fayette, MS*

- ▸ *Taylor's Chapel:* *Reverend Jaron Barnes*

- ▸ *Greater Faith Worship Center:* *Bishop J.L. Hammitte, Sr.*

- ▸ *East Mount Olive Baptist Church:* *Rev. Dr. Tracy A. Collins*

- ▸ *Spirit Filled Life Church:* *Pastor Larry Shannon*

- ▸ *The XChange Center Church of Christ:* *Rev. V. Davis*

This fine team of community leaders bring a range of expertise, energy, and insight to the JCSD 21stCCLC students, parents, teachers, and families. Each community organization have pledged support and resources toward the sustainability of *Project WAC* as described in the following table.

PROJECT WAC SUSTAINABILITY PLAN

21stCCLC School & Community Partnerships

Community Partnership	*Sustainability Pledge*
▶ **Jefferson County School District**	- *Service as project's lead applicant and fiscal agent; collaboration and coordination for staffing, facilities, project partnerships, shared professional development, transportation/fuel for busses, project programming and accountability*
▶ **Jefferson County Elementary School**	- *Identification and recruitment of students meeting 21st CCLC enrollment priorities, communication between faculty and project faculty and staff, facilities for summer activities, and sharing of data for evaluation*
▶ **Jefferson County Upper Elementary**	- *Identification and recruitment of students meeting 21st CCLC enrollment priorities, communication between faculty and project faculty and staff, facilities for summer activities, and sharing of data for evaluation*
▶ **Jefferson County High School**	- *Identification and recruitment of students meeting 21st CCLC enrollment priorities, communication between faculty and project faculty and staff, facilities for summer activities, and sharing of data for evaluation*
▶ **Jefferson County School District Food Service Department**	- *Provision of snacks and summer feeding program meals meeting USDA School Lunch Program requirements*
▶ **Jefferson County Board of Supervisors**	- *Commitment to consider requests for funding of supplementary activities beyond the limits of the project budget*

▸ **Jefferson County Public Library**	- *Summer Reading Program collaboration, coordination of service learning for participants to visit nursing homes and Head Start centers to perform Poetry Out Loud selections, read aloud, help with games, etc.*
▸ **Jefferson Comprehensive Health Center**	- *School based health services, parent training sessions on healthy lifestyles, preventive health, nutrition, etc.*
▸ **United Mississippi Bank**	- *"Financial Fitness for Life" financial literacy sessions*
▸ **MSU/Jefferson County Extension Service**	- *Research-based "Leadership Skills" character education, interactive communication, and leadership development sessions for participants at all six project sites*
▸ **Jefferson County Sheriff's Office**	- *Safety of students, parents, and staff at project sites throughout Jefferson County; making stops to visit with participants and/or parents about safety issues*
▸ **Fayette Police Department**	- *Maintaining law enforcement presence in and around project sites and visiting with participants and/or parents about safety issues*

The Jefferson County School District Project WAC and Sustainability Enrichment Plan for students will focus specifically on incentives based on achievement. Students will be taken on college and enrichment field trips next program year related to the curriculum and designed to get students motivated academic and post-secondary education success.

Some other collaborators with whom JCSD has consulted about participation include MDE's Office of Compulsory School Attendance, and Alcorn State University regarding expansion of "Saturday Science" sessions (several JCSD students already participate) and volunteer assistance with VEX Robotics.

Project WAC offers high poverty students in Fayette, Mississippi, opportunities for enriched learning, tutoring, and mentoring. We look forward to another successful year participating in the 21stCCLC program.

JCSD 21STCCLC MISSION AND VISION

The mission and vison of JCSD 21stCCLC program aligns with that of the Mississippi Department of Education to "create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens and to provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community."

The JCSD 21stCCLC leadership team and staff adhere with the following goals of the MS State Board of Education.

▸ All Students Proficient and Showing Growth in All Assessed Areas

▸ Every Student Graduates from High School and is Ready for College and Career

▸ Every Child Has Access to a High-Quality Early Childhood Program Every School Has Effective Teachers and Leaders

▸ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

▸ Every School and District is Rated a "C" or Higher

JEFFERSON COUNTY SCHOOL DISTRICT
INTERVIEW SUMMARY

Interview with

JEFFERSON COUNTY SCHOOL DISTRICT

21STCCLC DISTRICT DIRECTOR

Leadership Staff interview conducted by the External Evaluator with Ms. Alma Rankin-Jones, Project Director for the 21stCCLC Program for Jefferson County School District.

Ms. **Rankin-Jones** is the main line of communication between the external evaluator and the 21stCCLC staff who are assigned under his direction. The following broad-based interview questions are designed as a tool to give the assigned 21stCCLC Project Director an opportunity to provide input, feedback, guidance, and ideas for improvement for the program.

1. **Ms. Rankin-Jones, as Project Director, how would you describe how having 21stCCLC grant funds are used primarily at the 21stCCLC school site?**

   Funds are used to provide enrichment activities to students grades 1-5 and 9-11. All spending is aligned to the program budget. Funds cover expenditures such as staffing, instructional supplies and resources to promote STEM engagement.

2. **Ms. Rankin-Jones, how would you describe the impact that the 21stCCLC Program is having overall on student achievement for students participating in the program?**

   The program had an impactful effect on students. In reviewing data, several program participants made significant gains in benchmark data. Teachers also saw improvements in behavior and the program provided opportunities for enrichment activities. As a result of the programing, parents were also engaged and supportive.

3. **Ms. Rankin-Jones, describe the nature of parent involvement at the 21stCCLC school sites as a result of the 21stCCLC program?**

Parents participated in orientation activities and were very engaged during summer programming. Parents worked with teachers to ensure students received instruction following changes in programing due to COVID-19. In many instances of virtual programming, the parents assisted students at home. Two-way communication with teachers and parents increased as well.

4. **Ms. Rankin-Jones, after conferencing with the Administrator assigned to the 21stCCLC school site(s) in your school district as requested by the external evaluator, describe his or her response to this question: Has discipline improved at your school as a result of participation in the 21stCCLC program? Explain.**

When conferencing with the elementary school principal, he indicated that he had no clear answer as to whether disciplined improved as a result of participation in 21st CCLC. However, it can be noted that discipline infractions as a whole decreased during the 2019-20 school year compared to the previous school year.

5. **Ms. Rankin-Jones, are some things that you believe could be improved regarding your school district's implementation of the 21stCCLC Program?**

Based on last year's programming, the more emphasis should be placed on recruiting high school participants. The enrollment for grades K-5 was much higher than grades 9-11. Also, more opportunities to engage with parents virtually can also help the program improve.

6. **Ms. Rankin-Jones, share a program highlight or success story from this project year from the 21stCCLC program.**

Highlights of the program include the engagement of students during summer enrichment using virtual platforms. Highlights of the program include the engagement of students during summer enrichment using virtual platforms. Students were excited to attend "virtual fieldtrips" and the parents were actively engaged with supporting the students with online programming. Students were excited to attend "virtual fieldtrips" and the parents were actively engaged with supporting the students with online programming.

7. **Ms. Rankin-Jones, what was the biggest challenge your district had to face while implementing the 21stCCLC program this project year?**

Our greatest challenge was moving from a traditional setting to online programming. However, the teachers, staff, and family made the transition possible.

JEFFERSON COUNTY SCHOOL DISTRICT
21STCCLC PROGRAM EVALUATOR
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

21st Century Community Learning Centers provide essential support to students who are often underserved and help close educational opportunity and achievement gaps. Students in afterschool attend school more often, do better in school, gain skills for success, and are more likely to graduate. The students in *Project WAC* made strides in their academic work. Based on the results from the MAAP tests, *Project WAC* provided activities that allowed the students to gain knowledge and successfully perform at higher levels.

Survey results indicated that parents were satisfied with their child's 21st CCLC program. Having afterschool choices helps parents keep their jobs, helps students succeed, and helps ensure businesses can hire the local workforce they need to thrive. These responses emphasize the importance of this program to engage all stakeholders to improve the overall impact of its outreach on students in the district.

Structured afterschool program costs vary widely depending on the organization and other available funding. 21st Century Community Learning Centers work closely with schools, youth and community groups, faith-based organizations, and businesses. Continue to use virtual and technology methods to continue building the sense of community, even in these uncertain times. The documentation for the program on the project's website, https://www.jcpsd.net/wearecommunity, and the use of *Remind* are two effective steps to strengthening the bond between the schools and community.

All the goals were met and highlight the program is on-track with the initiatives set in place by the program planners. However, more detailed academic and social-emotional learning progress should be implemented by the program. Moreover, retention and recruitment strategies should be enhanced to target more non-traditional and at-risk students.

Recommendations

1. Identify at-risk students at the high school level for mentoring, intervention, or activities to increase engagement and investment during program time.

2. Provide incentives to at least one target area based on each school site's needs. Use assessment data to identify targeted area for Year 4.

3. Incentivize parental/guardian attendance at parent events based on community needs and interest to increase family involvement and participation. **Use video services to allow parents to view virtually.**

4. Consider sending a quarterly newsletter **through the school district program's Remind group** to families to increase engagement and awareness.

5. Extend personal invitations to specific families to face-to-face or virtual events.

6. Disaggregate achievement data to highlight growth among students and schools. This could highlight environmental impacts or staffing impacts on student growth.

7. Shift activities, as needed, to provide more academic support to students.

APPENDICES

Project WAC Evaluation Approach and Checklists

Overview

The evaluation plan involves internal and external evaluation for the **Project WAC 21st CCLC Program**. In conducting this comprehensive, five-year evaluation, a mixed-methods approach will be used, which employs both quantitative and qualitative measures to assess program implementation and effectiveness. The Jefferson County School District collaborative is committed to the utilization-focused approach which ensures that we collect, analyze, and report on information useful to key program stakeholders to support, refine, and improve the 21st CCLC program.

Evaluation Approach

We will use a mix of process and outcome evaluations to address key questions about the program and its effects. Figure 1 presents the hierarchical framework for evaluation that will be used to guide our work with the Project WAC program. Based upon Bennett and Rockwell's model, *Targeting Outcomes of Programs* (*TOPs*), this framework outlines the hierarchical steps required to reach full program impact. Levels one through four represent areas for *process* evaluation, where we assess program implementation and determine the fidelity between the program in theory and the program in action. Alternatively, levels five through seven identify areas for *outcome* evaluation. Here, our focus is on reporting the effects of cumulative program actions that can be reasonably attributed to the program.
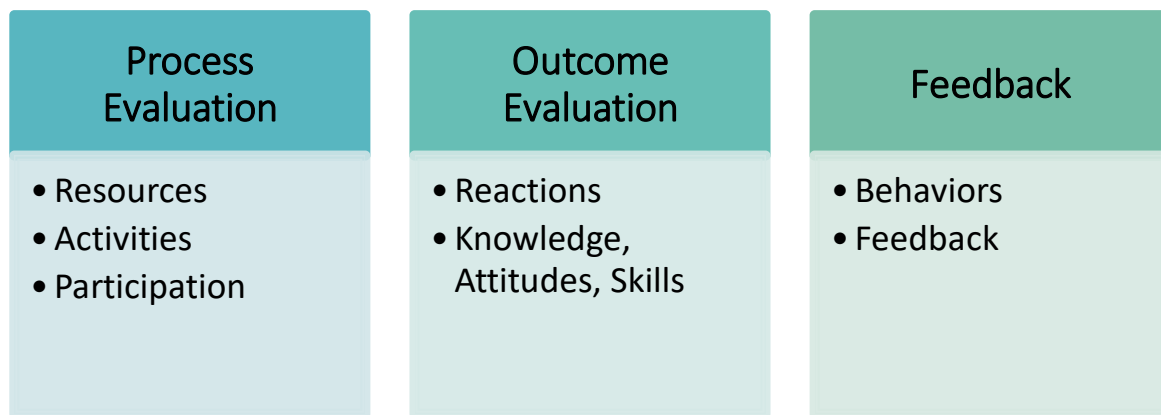
TOPS Framework

Four process levels required to achieve program implementation:

1) Allocation of necessary *resources*
2) Performance of planned a*ctivities*
3) Sufficient engagement of *participants*
4) Positive *reactions* of stakeholders, with adjustments to program made as needed

Three outcome levels that result if program implementation has been achieved:

1) Short-term outcomes, usually associated with changes in *knowledge, attitudes, skills, and aspirations*

2) Intermediate-term outcomes, reflected in changes in *behavior or practices*

3) Long-term impact, as seen in changes in *social, economic or environmental condition* and often expressed as rates (ex; graduation rate)

Figure 1: Targeting Outcomes of Programs (*TOPs*) Framework:

Process Evaluation	Outcome Evaluation	Feedback
• Resources • Activities • Participation	• Reactions • Knowledge, Attitudes, Skills	• Behaviors • Feedback

Our **process evaluation** examines the extent of program implementation and targets the first four levels of the *TOPs Framework*: Resources, activities, Participation, and Reactions by asking the following questions:

1) **To what extent has the program been implemented**; is it functioning successfully, as planned? Are activities/program components in place? Are all targeted participants involved? Why or why not? Are resources allocated as intended?

2) **How can the program be improved**? What if any, are the barriers to implementation? What changes are needed to overcome any identified barriers? How has the program attempted to overcome these barriers? Have these changes been successful? What changes are needed to improve program operations and service delivery?

Our **outcome evaluation** assesses the effects of the program on participants, Levels 5-7 of the TOPS framework and has three overarching components:

1) To what extent has the project achieved its stated goals and objectives?

2) What other outcomes, both anticipated and unanticipated, have occurred? Are these unanticipated outcomes positive or negative?

3) To what extent does variation in the quality and quantity of afterschool programming result in systematic variation in outcomes? Are there variations manifested within each site?

Instruments
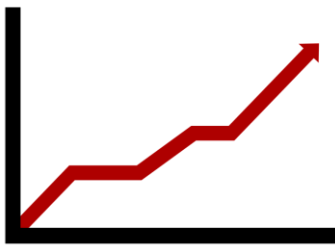
The evaluation team used program-specific surveys and questionnaires and use these tools in addition to administrative records, structured site-visit observations, secondary source data (test scores, grades), and key informant interviews in the program evaluation process. Additionally, an implementation matrix to assess the extent of program implementation and work with the Program Coordinator to modify a *Program Quality Self-Assessment Tool developed by the New York State Afterschool Network* is used to monitor progress. The quality assessment tool helps staff to self-assess the program to ensure its alignment with the several factors known to contribute to high-quality afterschool programming: environment/climate, administration/organization, relationships, staffing/professional development, programming/activities, linkages between regular day and afterschool, youth participation/engagement, parent/family/community partnerships, sustainability, and measuring outcomes and evaluation.

Source: http://networkforyouthsuccess.org/qsa/elements-program-quality/

(Program Quality Self-Assessment Tool developed by the New York State Afterschool Network) Accessed: July 30, 2020)

Qualitative Analysis

Information from **qualitative data** (open-ended survey responses) will be categorized into pre-determined and emergent themes and then analyzed to assess valence, type, and degree of consensus between respondents. Data from *quantitative sources* will be analyzed using simple descriptive statistics including means, standard deviations, and frequencies. Data from the *Implementation Matrix and Program Quality Self-Assessment* tool will be analyzed and reported semi-annually to both site-level and program-level staff to monitor progress and assist in the development of any corrective actions needed

to improve program quality. Data will be triangulated to enhance the credibility and validity of results.

Data reports will be presented in a format including graphs, tables, and charts, all easily utilized by staff.

Project WAC Qualitative Analysis Timeline Evaluation Checklist and Services		
Program Year 1: 2019-2020	***Development of Evaluation Tools***	***Program Years 2-3***
Fall **October - November** **Meetings:** New grant orientation meeting: • Orientation to Evaluation Plan and Process • Review Implementation Assessment Tools **Evaluation Meeting:** • Discuss allocation of resources • Review/revise Imp. Matrix tool • Review/approve online surveys and set dates for administration. **Conference w/ Principal & Leadership Team** • Implementation Planning • Discuss professional development needs • Instructional Needs • Partnership Planning Site Coordinator **Interview:** • Structured Interview • Review data from Implementation Matrix **Survey Administration** • Online Pre-test Student Attitude Survey • Online Survey of Teacher Professional Development Needs Assessment	▸ Implementation Matrix ✔ ▸ Online Survey of Teacher Professional Development Needs ✔ ▸ Online Pre-test Student Attitude Survey ✔ ▸ Grant Goals & Objectives chart ✔	**Meetings:** *Annual Evaluation Kickoff meeting:* **April – May** • *Identify Needs* • *Program Structure* • *Program Requirements* • *Timelines for current year* • *Structured Interview* • *Review Implementation Matrix* **Survey Administration** • *Online Student Attitude Survey* • *Online Survey of Teacher Professional Development Needs*

Winter November - January	**Meetings:** Mid-Year Meeting: Attendees: Leadership Team/Advisory Team • Discuss recommendations for improvement and refinement • Discuss options for additional surveys: Community & Stakeholders	▶ Evaluation snapshots, highlighting recent findings ▶ Prepare Structure for the Advisory Board ▶ Modify Program Quality Assessment Tool	**Meetings:** *Mid-year Meeting: June – July* **Attendees:** *Leadership/Advisory Team* • *Review and discuss recent findings for school engagement.* • *Discuss recommendations for improvement and refinement* • *Review APR requirements, dates, and responsibilities.*
Spring April - May	**Meetings:** Site Coordinator Informal Interviews (1 each site): • Structured Interview • Update Implementation Matrix, 2nd administration **Survey Administration** • Online Post-test Student Attitude Survey • Online Parent Survey • Program Quality Assessment Tool	▶ Online retrospective Parent Survey (scannable paper survey, optional) ▶ Online Student Post-test Survey (revised per client's request: added questions about afterschool program experiences and likes and dislikes ▶ Evaluation snapshots, highlighting recent findings ▶ Review MSIS data management system results, report gaps in data to Program Coordinator	**Meetings:** *Site Coordinator Interviews (1 each site): April* • *Structured Interview* • *Update Implementation Matrix, 2nd administration Conference Call Meeting (s) w/ Program Coordinator* *Survey Administration* • *Online Pre-test Student Attitude Survey (engagement in school)* • *Online Parent Survey (engagement in child's education)* • *Quality Assessment Tool (Program Staff members)*

| Spring -Summer
April - June | *Meetings:*

End of Year Meeting:

Attendees:

Project director, program coordinator, site coordinators, district and school-level administrators

• *Review and discuss recent findings (implementation progress, students' pre-test levels of school engagement.)*
• *Discuss APR status of objectives*

• *Discuss recommendations for improvement and refinement.*

Conference Call Meeting (s) w/ Program Coordinator | *Spring – Summer*

▸ **Review MSIS data** *management system results; add Objective Status information to system, and advise Program Coordinator on how and when to certify APR data.*

▸ *Assist Project Leaders in preparing End of Year Report for Continuation Funding*

▸ *End of Year Evaluation Report to Project Leaders*

▸ *APR: develop Status of Objectives, Project-level section of APR* | *Meetings:*

End of Year Meeting:
July/August

Attendees:

Project director, program coordinator, site coordinators, district, and school-level administrators

• *Review and discuss recent findings (implementation progress)*

• *Discuss APR status of objectives*

• *Discuss recommendations for improvement and refinement.*

Conference Call Meeting (s) w/ Program Coordinator |

Project WAC
Project Staff Checklist

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Program Name/District: _____

Project Director _____

EXTERNAL EVALUATOR

_____

21st CCLC STAFF

Name: _____   Position: _____

Name: _____   Position: _____

Name: _____   Position: _____

Name: _____   Position : _____

Name: _____   Position: _____

REGULAR PROGRAM STAFF

Name: _____   Position: _____

Name: _____   Position: _____

Name: _____   Position: _____

Name: _____   Position: _____

SCHOOL / CENTER ADMINISTRATORS

Name: _____   Name: _____

Name: _____   Name: _____

Project WAC
Monitoring and Self-Assessment Tool Checklist

I. Goal Setting, Management, Sustainability

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. The project is on schedule as described in the approved application.	- Quarterly Reports - Data - Program report - Other: please explain	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has made efforts to gain other sources of funding or in-kind resources for the sustainability of the program.	- Description of any grants or resources program has attempted to secure - Other: please explain	☐ Completed ☐ Sufficient Progress ✔ ☐ Partial Compliance ☐ Non-Compliant

II. Staffing & Professional Development

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. The project director and site coordinators have been implementing the program per the approved application.	- Job Descriptions - Time and Activity Sheets - Activities completed - Interviews	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. Staff meetings are held frequently.	- Meeting agendas, minutes - Staff Calendar	☐ Completed ☐ Sufficient Progress ✔ ☐ Partial Compliance ☐ Non-Compliant

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
3. Program staff has been trained to work in close collaboration with the regular school day staff and community partners.	- Meeting agendas, calendars - Staff interviews - Other: please explain:	❑ Completed ✔ ❑ Sufficient Progress ❑ Partial Compliance ❑ Non-Compliant

III. Partnerships & Collaborations

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. Collaborators have provided programs and services in accordance with the application.	- List and/or description of services provided - Written agreements - Interviews - Other: please explain:	❑ Completed ✔ ❑ Sufficient Progress ❑ Partial Compliance ❑ Non-Compliant
2. The program has made efforts to establish and maintain partners and collaborators to ensure long-term commitments of resources and fiscal and human capital.	- Interviews - Written agreements	❑ Completed ❑ Sufficient Progress ✔ ❑ Partial Compliance ❑ Non-Compliant

IV. Participant Involvement

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. The program has identified and is servicing eligible students and their families consistent with the approved application.	- Participant list - Registration form - Activity logs - Other: please explain:	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has advertised the program and services.	- Newspaper, radio, TV ads - School postings, announcements - Outreach activities - Other: please explain	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
3. The program has provided activities and services to the students and their families in accordance with their application.	- Participant list - Registration form - Activity logs - Other: please explain	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
4. Transportation has been provided for activities.	- Transportation logs - Other: explain	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
5. If applicable, the program has accommodated children with special needs.	- Documentation of accommodations provided. - Example: transportation, aides, etc.	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant

V. Linkages between School Day and Afterschool

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. Project Director and/or site coordinator has met with school day staff.	- Meeting schedules, minutes - Correspondence	☑ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program staff engages in on-going communication with the in-school teaching staff • To supplement regular school educational activities; and • To inform and to receive information from in-school teachers on students' performance.	- Meeting minutes, agendas - Correspondence - Other: please explain:	☑ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
3. The program integrates the school day curricula into its activities.	-Description of activities - Curriculum Alignment - Curricula materials - Course outlines - Other: please explain:	☑ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant

VI. Academic and Enrichment Components

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. The activities provided are consistent with the application and are based on the needs of the students.	- Student needs assessment - Teacher and/or family Other: please explain:	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant

VII. Evaluation of Program Progress and Effectiveness

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. The program has evaluated its' progress towards meeting	- Status of program indicators - Analysis of Data	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program is using information collected for continuous improvement?	- Changes made to program based on feedback - Reports - Surveys - Other: please explain	☐ Completed ☐ Sufficient Progress ✔ ☐ Partial Compliance ☐ Non-Compliant

VIII. Safety, Health, Nutrition

REQUIREMENTS	DOCUMENTATION/EVIDENCE	STATUS
1. Emergency contact information for students and staff is maintained in a central location.	- Staff and student emergency contact information - Other: please explain:	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has established procedures for authorized student pick-ups and has provided these procedures to staff and families.	- Parental Release Forms - Sign-in/Sign Out Forms - Other: please explain:	☐ Completed ✔ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant

Project WAC Bio of Project Evaluator

Devoted2education, LLC Chief Academic Officer, Dr. Martha S. Liddell, serves as the External Evaluator and 21st CCLC Technical Assistance Services Provider for *the Jefferson County School District*. The primary role of the external evaluator for the district is to effectively implement and facilitate a research-based evaluation protocol that is consistent with the Mississippi Department of Education's requirement for annual evaluation and reporting for the *Nita M. Flowers 21st Century Community Learning Centers Program (21st CCLC)*.

EXTERNAL EVALUATOR QUALIFICATIONS

▲ The external evaluator is abreast of the federal and state regulations that govern the *Nita M. Flowers 21st Century Community Learning Centers Program*.

▲ The external evaluator has experience directing and evaluating 21st CCLC Programs.

▲ The external evaluator has 30 years of experience implementing, administering, and evaluating educational programs.

▲ The external evaluator has over 20 years of experience in project evaluations and grants management.

▲ The external evaluator holds a Doctorate Degree for Mississippi State University in Educational Leadership and School Administration. The external evaluator also holds an Educational Specialist Degree Curriculum, Master's Degree in Curriculum with a minor in Reading and a bachelor's degree in Education.

▲ The external evaluator is a certified grants specialist from the *Grantsmanship Center* in Anaheim, California.

▲ The external evaluator is a certified professional development specialist by the *Flowing Wells Center for Professional Development*, Flowing Wells, Arizona.

▲ The external evaluator is a trained non-profit services consultant by the *Mississippi Center for Non-Profits*.

▲ The external evaluator is a trained in the principles of the *Small Business Administration* (SBA) for certification/consultants.

▲ The external evaluator serves as a grant reviewer for the *U.S. Department of Education*.

- The external evaluator and/or professionally trained qualified associates will conduct visits to the school district to conduct site visits (no less than 4 times per year) preferably during report card grading periods since this is a good time to review program progress.

- The external evaluator and/or professional associates will attend 21st CCLC Advisory Council Meetings and conduct technical services training as needed.

- The external evaluator and/or professional associates will work collaboratively with the project directors in collecting data and determining program revisions for continuous improvement.

▼ The external evaluator will use MDE's (state) reporting forms when collecting and reporting on data related to the project's goals and objectives.

▼ The external evaluator is trained in the 21st CCLC data collection system.

▼ The external evaluator will complete a summative assessment using surveys and survey reports to benchmark progress, collect data and implement refinements as needed.

▼ The external evaluator will complete an end-of-year summative report and submit to the school district for submission to the funding agency as determined by MDE's guidelines.

▼ The external evaluator at district request will provide advice regarding appropriate data collection tools and evaluation design in the development of the grant project.

▲ The external evaluator will be accessible for questions and technical assistance as needed.

▲ The external evaluator will maintain regular communication with 21st CCLC leaders and be responsive to their needs.

▲ The external evaluator will serve as an independent contractor for the grant, but realizes the project's leaders and staff are clients to be treated with respect and will uphold the highest ethical behavior related to district, student, parent and stakeholder information obtained through evaluation services protocol.

Mississippi Department of Education's (MDE) Nita M. Flowers 21st Century Community Learning Centers Program (21st CCLC) recognizes the importance of grantees implementing a comprehensive evaluation process to ensure grant funds are being used appropriately and responsibly. As the implementation cycle proceeds, the External Evaluator will provide on-going project evaluation services of the district's 21st CCLC program. In order to provide a high-quality summative external evaluation that adheres to the MDE 21stCCLC program guidelines for effective project evaluation, the evaluator refers to the *Joint Committee on Standards for Educational Evaluation Program Evaluation Standards: A Guide for Evaluators and Evaluation Users, 3rd Edition; 2010 by SAGE Publications Incorporated.*

Project WAC
DATA COLLECTION TOOLS SURVEY INSTRUMENTS

JEFFERSON
COUNTY SCHOOL DISTRICT
INSPIRING EXCELLENCE, PROMOTING SUCCESS

Spring 2020 Jefferson County School District 21st CCLC Student Survey

21st Century Community Learning Center Program Ratings

Thanks for participating in our program as a student! We would like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed the program and so we know what you thought about the quality of the program. Please rate your program experience at the Spring 2020 Jefferson County School District's 21st CCLC as honestly as possible. Your answers make a difference in improving the program on a yearly basis.

* 1. Name:

[   ]

* 2. Grade: (Please select only one.)

○ Pre-K	○ 4	○ 9
○ K	○ 5	○ 10
○ 1	○ 6	○ 11
○ 2	○ 7	○ 12
○ 3	○ 8	

3. What school do you attend?

○ Jefferson County Elementary School

○ Jefferson County Upper Elementary School

○ Jefferson County Junior High School

○ Jefferson County High School

1

* 4. Please choose either Yes or No to each question.

	Yes	No
Do you look forward to going to school?	○	○
Do you study hard for tests?	○	○
Do you feel safer after school?	○	○
Do your parents talk to you about school or homework?	○	○

* 5. How many days a week do you attend the Jefferson County School District's 21st CCLC program?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Thanks for participating in our 21st CCLC program this year! We would like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed the program and so we know what you thought about the quality of the program.

* 6. Please choose either Yes or No to each question.

Enjoyable?

	Yes	No
I like it.	○	○
I look forward to attending the Jefferson County School District's 21st CCLC program.	○	○
I do not look forward to attending the Jefferson County School District's 21st CCLC program.	○	○

* 7. Please choose either Yes or No to each question.

High quality?

	Yes	No
I feel comfortable talking to the Jefferson County School District's 21st CCLC staff.	○	○
I think there is someone available in the program to help when I need it.	○	○
I think that I'm doing better in school since I started coming here.	○	○

2

8. What activities did you like best in the Jefferson County School District's 21st CCLC program? (Check ALL that apply.)

- [ ] Character Education
- [ ] Library Time/Homework
- [ ] Advance Your Swagger
- [ ] Tours and Field Trips
- [ ] Family Nights
- [ ] Computer Activities

Other (please specify)

9. What suggestions do you have to improve the Jefferson County School District's 21st CCLC program for next year?

Thank you for your time!

3

Spring 2020 Jefferson County School District 21st CCLC Parent Inventory

General Questions

The Delta Foundation for Jefferson County School District's 21st Century Community Learning Center Program would like you to respond to a few general questions and also to share your thoughts and ideas about the out-of-school-time activities and services being provided in our community. What do you think of your child's 21st Century Program in your school district? Your answers will help make the program better for future students and families.

* 1. Parent/Guardian Name:

[ ]

* 2. Please enter the following:

Today's Date:

Date

[MM/DD/YYYY]

* 3. Please enter your name(s) of your students in the program.

[ ]

4. What school(s) do your children attend?

[ ] Jefferson County Elementary School

[ ] Jefferson County Upper Elementary School

[ ] Jefferson County Junior High School

[ ] Jefferson County High School

1

* 5. Please select the grade your child was in the current school year. (Please select only one.)

- ○ Pre-K
- ○ K
- ○ 1
- ○ 2
- ○ 3

- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8

- ○ 9
- ○ 10
- ○ 11
- ○ 12

* 6. How many years has your child been in the 21st Century program at this school?

○ Less than one   ○ 1   ○ 2   ○ 3 or more

* 7. Please identify any activities or services that you participated in at the community learning center.

>

* 8. Please select Yes or No to respond to the following questions.

	Yes	No
Did you feel that the services/activities offered were helpful and/or worthwhile for you?	○	○
Were you comfortable working with the community learning center staff?	○	○
Did the facility have adequate resources and meet your needs?	○	○
Did you get the help you were looking for?	○	○
Did you feel the services and activities offered for your children were worthwhile?	○	○
Has the center had a positive impact on any or all of your children?	○	○
Did you feel that there was good communication between the regular school staff and the out-of-school-time program?	○	○
Have you talked to your children about the program and about school in general?	○	○

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* 9. How would you rate your child's out-of-school time program in the following areas? Select one answer per question.

	Poor	Fair	Good	Excellent	Don't Know
The overall 21st Century program	◯	◯	◯	◯	◯
The safety of your child while he/she is at the 21st Century program	◯	◯	◯	◯	◯
The atmosphere and comfort of the room(s) in which the 21st Century program operates	◯	◯	◯	◯	◯
The snacks that are served to your child on a daily basis	◯	◯	◯	◯	◯
The hours of operation	◯	◯	◯	◯	◯
The transportation provided, if any	◯	◯	◯	◯	◯

* 10. Was transportation provided?

◯ Provided ◯ None ◯ Don't Know

* 11. To what extent do you agree or disagree with the following statements about the program? (Select one answer per question.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I am satisfied with the kinds of programs and activities offered at the 21st Century program.	◯	◯	◯	◯	◯
There is adequate quiet time for my child to complete homework.	◯	◯	◯	◯	◯
The 21st Century program has helped my child get his/her homework done on time.	◯	◯	◯	◯	◯
There is adequate opportunity for physical activity.	◯	◯	◯	◯	◯

* 12. How many days per week of after-school would be ideal for your child?

◯ 1 ◯ 2 ◯ 3 ◯ 4 ◯ 5

3

* 13. To what extent do you agree or disagree with the following statements describing your child's experience in the 21st Century Program? (Select one answer per question.)

My child...

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Enjoys attending the 21st Century program.	○	○	○	○	○
Feels comfortable with the 21st Century staff.	○	○	○	○	○
Seems happier or less stressed since participating in the 21st Century program.	○	○	○	○	○
Has friends in the 21st Century program.	○	○	○	○	○
Completes homework with greater ease.	○	○	○	○	○
Has a better attitude towards school.	○	○	○	○	○

* 14. To what extent do you agree or disagree with the following statements about the afterschool staff? (Select one answer per question.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I am comfortable talking with the staff.	○	○	○	○	○
The staff welcomes suggestions from parents.	○	○	○	○	○
The staff keeps me informed about my child's day at the 21st Century program.	○	○	○	○	○
The staff welcomes parents who wish to observe.	○	○	○	○	○
I am comfortable with how the staff handles discipline problems.	○	○	○	○	○
The staff encourages positive interactions among the children.	○	○	○	○	○
I am satisfied with the number of adult staff available to work with the students.	○	○	○	○	○
I am satisfied with the manner adult staff interact with the students.	○	○	○	○	○
The staff has clearly informed me about how to contact them during the afterschool program.	○	○	○	○	○
I am satisfied with the overall performance of the 21st Century staff.	○	○	○	○	○

4

* 15. Why does your child attend the 21st Century Program? (Please check all that apply.)

- ☐ Student needs afterschool supervision
- ☐ Student is interested because friends are attending
- ☐ Student is interested because of the enrichment activities offered
- ☐ Parent is interested in enrichment programs
- ☐ Teacher recommended program
- ☐ Student needs homework assistance

Additional reasons for attending program:

* 16. What would your child be doing after school if he/she were not attending this program? (Please check all that apply.)

- ☐ Attending a private daycare center
- ☐ Cared for by neighbors or relatives
- ☐ Staying at home with adult supervision
- ☐ Staying home alone
- ☐ Attending a variety of places over the week
- ☐ Additional afterschool options

Please give us your comments on the 21st Century Community Learning Centers Program.

17. What do you like best about the 21st Century Program?

18. What are some things you would like to see changed?

5

* 19. How many times did you go to the afterschool program?

- ◯ Once
- ◯ Two or three times
- ◯ More than three times
- ◯ Never

* 20. Have you been involved as a volunteer in the 21st Century program?

◯ Yes ◯ N
o

If yes, how do you participate?

[   ]

21. If you would like to make additional comments, suggestions, or ask questions about the 21st Century Community Learning Center Program, please use the space below.

[   ]

Thank you for taking the time to complete the survey and for any comments or suggestions you may have included.

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Spring 2020 Jefferson County School District 21st CCLC Teacher Program Ratings Survey

Program Perceptions

Please rate your program experience in the Jefferson County School District's 21st CCLC program as honestly as possible. Your answers make a difference in improving the program on a yearly basis.

* 1. Teacher Name:

* 2. Today's Date:

Date

Date

MM/DD/YYYY

3. What school do you currently teach primarily?

- [ ] Jefferson County Elementary School
- [ ] Jefferson County Upper Elementary School
- [ ] Jefferson County Junior High School
- [ ] Jefferson County High School

Please provide answers to the following questions to reflect your overall perceptions of the out-of-school time program. Please feel free to add your comments as appropriate.

1

* 4. Do you feel that the Jefferson County School District's 21st CCLC program offers assistance to students that relates to what is being taught during the regular school day?

○ Yes ○ N ○ Othe
　　　　　 o 　　　 r

Comment:

* 5. Do you feel that the Jefferson County School District's 21st CCLC program offers an adequate variety of enrichment activities to participants?

○ Yes ○ N ○ Othe
　　　　　 o 　　　 r

Comment:

* 6. Do you feel that you have been adequately informed about the Jefferson County School District's 21st CCLC program and do you feel that you understand the reasons for having the program?

○ Yes ○ N ○ Othe
　　　　　 o 　　　 r

Comment:

* 7. Do you communicate or interact with the Jefferson County School District's 21st CCLC administration frequently?

○ Yes ○ N ○ Othe
　　　　　 o 　　　 r

Comment:

2

* 8. Overall, do you think that the Jefferson County School District's 21st CCLC program is having a positive impact on participants?

◯ Yes ◯ No ◯ Other

Comment:

9. **What suggestions do you have for improving the Jefferson County School District's 21st CCLC program in future years? These suggestions could address participant travel, project days, project length, project topics, or project design.**

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JEFFERSON
COUNTY SCHOOL DISTRICT

INSPIRING EXCELLENCE, PROMOTING SUCCESS

Spring 2020 Jefferson County School District 21st CCLC Teacher Student Behaviors Survey

1. Student Behaviors

The purpose of this survey is to determine whether regular attendees' behavior improved or did not improve in certain areas due to the Jefferson County School District's 21st CCLC project. Regular attendees are students who have attended the program 30 days or more during the school year.

* 1. Teacher Name:

[   ]

* 2. Please enter today's date:

Date (MM/DD/YYYY)

Date

[MM/DD/YYYY]

3. What school do you currently teach primarily?

- [ ] Jefferson County Elementary School
- [ ] Jefferson County upper Elementary School
- [ ] Jefferson County Junior High School
- [ ] Jefferson County High School

1

* 4. Select the grade level of your students.

☐ Pre-K	☐ 4	☐ 9
☐ K	☐ 5	☐ 10
☐ 1	☐ 6	☐ 11
☐ 2	☐ 7	☐ 12
☐ 3	☐ 8	

* 5. Subject(s) taught if students taught were at middle or high school level:

☐ Language Arts

☐ Math

☐ Reading

☐ Science

☐ Social Studies

☐ Other (please specify)

[   ]

* 6. Over the past school year, rate the following statements for the majority of your students on the average.

	Improved	Maintained Acceptable Level	Declined
Turning in her/his homework on time	○	○	○
Completing homework to your satisfaction	○	○	○
Participating in class	○	○	○
Volunteering (e.g., for extra credit or more responsibilities)	○	○	○
Attending class regularly	○	○	○
Being attentive in class	○	○	○
Behaving well in class	○	○	○
Classroom academic performance	○	○	○
Coming to school ready/prepared to learn	○	○	○
Getting along well with other students	○	○	○

Thank you for your participation in this survey!

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PROJECT WAC

We Are Community!

End of Report