

JEFFERSON COUNTY SCHOOL DISTRICT
Nita M. Lowey 21st Century Community Learning Centers
2023-2024 Program Evaluation ANNUAL SUMMATIVE REPORT



WE ARE COMMUNITY!



Jefferson County School District

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Fayette, MS 39069

Dr. Adrian Hammitte, Superintendent

21stCCLC District Director, Dr. Alma Rankin

November 1, 2024



TITLE PAGE

- **Program:** Nita M. Lowey 21st Century Community Learning Centers Program
- **School District:** Jefferson County School District
- **Project:** *Project We Are Community!* - 2023 – 2024 Program Evaluation Summative Report
- **Project Website:** <https://www.jcpsd.net/wearecommunity>
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LIST OF ACRONYMS

21st CCLC – Nita M. Lowey 21st Century Community Learning Centers

CAO – Chief Academic Officer

CEP – Comprehensive Evaluation Report

ELL –English Language Learners

JCES – Jefferson County Elementary 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!

SPED – Special Education

STEM – Science, Technology Engineering and Math

SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats

TOPS Framework – Targeting Outcomes of Programs



EXECUTIVE SUMMARY

The Jefferson County School District (JCS D), Project WE ARE COMMUNITY! (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 After School program operated at one site and included students from: *Jefferson County Elementary School* served approximately 410 students in grades 1-4, 2023-2024 school year. The *We Are Community! 21st Century Community Learning Centers (21st CCLC)* program operated three days per week for 9 hours total targeting students in grades 1-4. After-school programming was held for the 80 Grade 1-4 students at Jefferson County Elementary School. A summer school program operated for 4 hours per day from 8:00 a.m. to noon, 4 days per week at each site. The 21stCCLC program offered a variety of activities on a rotating basis that included academics, Arts, recreation, financial literacy, leadership, character development and other unique opportunities such as STEM and hands-on-science activities. No private schools were eligible to participate in this program

Jefferson County School District (JCS D) has a long history of educational dedication. The JCS D is the proud home of students and educators. We educate over 1,200 pre-k through 12th-grade students. The Jefferson County School District is located in Jefferson County, Mississippi. The district office is located on South Main Street of Fayette, Mississippi. The administrative building was named after the first African American School Board Member, Mr. Robert L. Williams. The district’s purpose is to prepare our students to become literate, creative, self-confident, responsible citizens and lifelong learners. As they grow, they will be well-prepared to meet the challenges of adulthood, having the skills necessary to live happy and successful lives.

The expected outcomes of JCS D 21st CCLC 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 JCS D 21st CCLC 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 21st CCLC program: Goal 1 - *Improve student achievement*, Goal 2 - *Foster responsibility and positive behaviors*, and Goal 3 – *Include parents in the teaching-learning process*. Strong bonds were formed within the Fayette, Mississippi and surrounding community aimed at connecting schools-families-communities that lend tremendous insight and support for the JCS D Family.



EVALUATION PURPOSE AND EVALUATION QUESTIONS

**2023-2024
School
Year**

We Are Community! 21st CCLC Afterschool Program Evaluation Report

November 1, 2024

The purpose of the herein Nita M. Lowey 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 Data (Prior Year)**

▲ **Program Evaluation Summative Report for the 2023-2024 School Year**



Program Evaluation Summative Report

Questions and Tools

The TOPS Framework / Logic Model:

The following section describes in detail the **Evaluation Purpose** and **Evaluation Questions** utilized by the JCSD 21stCCLC program External Evaluator to analyze program effectiveness, internal and external evaluation process and procedures and related outcomes. This comprehensive approach is research-driven and provides insights into the evaluation process using benchmarks and comparisons developed by the University of Nebraska's **TOP Framework** (*Targeting Outcomes of Programs Framework*). **The TOPS Program (Targeting Outcomes of Programs)** was developed by Kay Rockwell, University of Nebraska and Claude Bennett, Cooperative State Research, Education and Extension Service, USDA. The program focuses on creating a systematic framework for evaluating the effectiveness of after-school and community programs, emphasizing measurable outcomes and continuous improvement. The TOPS Framework employs several time-tested and proven evaluation methods designed to measure program effectiveness comprehensively. These methods include:

- ▶ **Logic Models:** TOPS encourages the development of logic models that visually map out the program's inputs, activities, outputs, and desired outcomes. This helps clarify program goals and the relationship between activities and expected results.
- ▶ **Goal Setting:** Programs are guided to establish specific, measurable, achievable, relevant, and time-bound (SMART) goals. This ensures that evaluation criteria are clearly defined, and that success can be objectively assessed.
- ▶ **Outcome Measurement:** TOPS emphasizes collecting data on specific outcomes related to academic performance, social skills, and community involvement. This can include standardized test scores, attendance records, and surveys assessing student and parent satisfaction.
- ▶ **Pre- and Post-Assessment:** The framework recommends conducting pre- and post-assessments to measure changes in knowledge, skills, and attitudes resulting from program participation. This method provides concrete evidence of program impact.



- ▶ **Qualitative Feedback:** TOPS incorporates qualitative data collection methods, such as interviews and focus groups, to gain deeper insights into participants' experiences and the contextual factors influencing program outcomes.
- ▶ **Continuous Improvement:** The framework supports an iterative evaluation process, encouraging ongoing data collection and feedback to refine programs continually. This promotes adaptability and responsiveness to participant needs. (Rockwell and Bennett, 1995).

The **TOPS Framework** is particularly appropriate for the external evaluation of *the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)* program for several reasons. The TOPS methods are designed to assess the very outcomes that 21st CCLC programs aim to achieve, such as improved academic performance, increased student engagement, and enhanced family and community involvement. TOPS uses a combination of quantitative and qualitative data collection to provide a holistic view of program effectiveness. This is crucial for understanding the multifaceted impact of 21st CCLC programs on students, families, and the community.

The iterative nature of the TOPS evaluation process aligns well with the dynamic context of after-school programming, where feedback and adaptation are essential for meeting evolving student and community needs. TOPS encourages the involvement of various stakeholders in the evaluation process, which is vital for fostering collaboration among educators, parents, and community partners—key components of the 21st CCLC initiative. The structured methods within the TOPS Framework support evidence-based practices, enabling stakeholders to make informed decisions about program enhancements and resource allocation. (*TOPS Framework, Accessed October 1, 2024, <https://digitalcommons.unl.edu/aglecfacpub/48/>*)

The External Evaluator selected the time-tested and proven **TOPS Framework** to evaluate the *Holmes County Consolidated School District's Nita M. Lowey 21st Century Community Learning Centers* program to effectively measure its impact, support continuous improvement, and ensure alignment with the overarching goals of enhancing student achievement and community engagement.

References:

Targeting Outcomes of Programs Framework, TOPS Framework, Accessed October 1, 2024, <https://digitalcommons.unl.edu/aglecfacpub/48/>.



A. Overview of Comprehensive Evaluation Plan: Project WAC using the research-driven **TOPS Framework** evaluation utilizes both process and outcome evaluation methodologies. In establishing the evaluation protocol, the quality of implementation and outcomes of *Project WAC were considered* for two primary questions for 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?

notes

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?

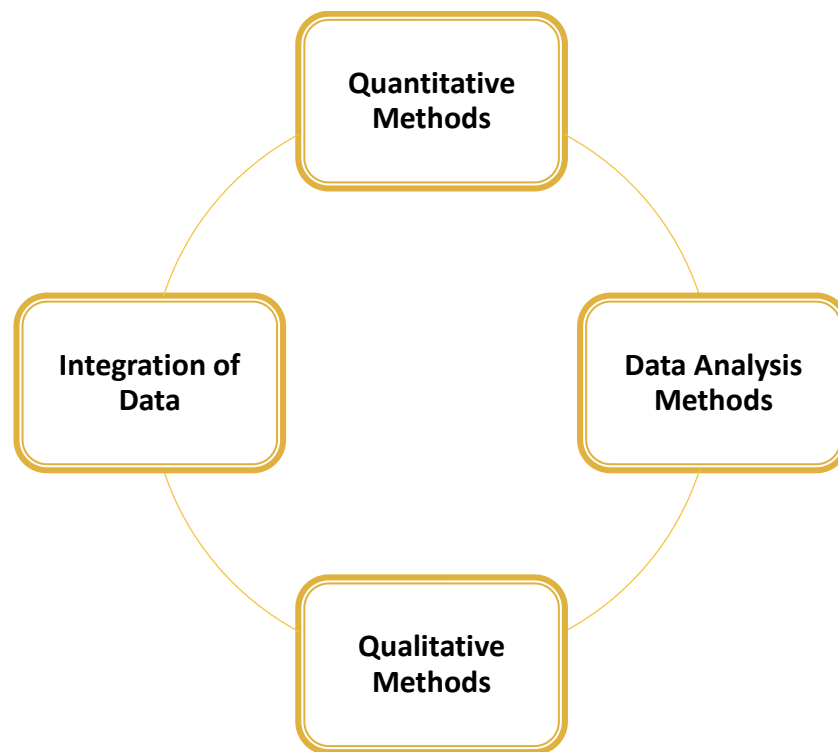
2) What other outcomes, both anticipated and unanticipated, have occurred?

- 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?

MIXED METHODS APPROACH

Approach: To answer these evaluation questions, our independent evaluator will use a **mixed-methods approach**. The mixed-methods approach uses both quantitative and qualitative measures to assess program implementation and effectiveness. The external evaluation ensures data collected and analyzed are reported in useful ways to *inform* key stakeholders of methods to build on, support, refine, and improve with regards to the **Project WAC 21st CCLC program**. The **mixed methods approach** combines both quantitative and qualitative data collection and analysis techniques when applied to the *Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)* program will allow a thorough and comprehensive evaluation approach.

Quantitative Methods:



Surveys: Structured surveys can be distributed to students, parents, and staff to gather numerical data on program satisfaction, academic progress, and engagement levels. Questions might include Likert scale items measuring attitudes towards learning and participation. This approach allowed the evaluator to capture a holistic view of the program’s effectiveness and impact. The research based mixed methods approach utilizes the following data collection methods and analysis, and metrics.



Academic Performance Metrics: Analyze standardized test scores, report card grades, attendance records, and other relevant academic indicators to quantitatively assess improvements in student performance.

Program Participation Rates: Collect data on attendance and participation rates to evaluate engagement levels over time.

Qualitative Methods:

Interviews: Conduct semi-structured interviews with students, parents, teachers, and program coordinators to gain in-depth insights into their experiences and perceptions of the program. This method allows for open-ended responses that can reveal nuanced views.

Focus Groups: Organize focus group discussions with stakeholders to explore common themes and gather collective feedback on program strengths and areas for improvement.

Observations: Implement observational assessments during program activities to understand participant engagement, interaction, and overall program atmosphere. This can provide context to the quantitative data.

Quantitative Analysis:

Use statistical techniques to analyze numerical data, such as descriptive statistics (mean, median, mode) to summarize key findings, and inferential statistics (t-tests, ANOVA) to determine if observed changes are statistically significant. Create visual representations, such as graphs and charts, to illustrate trends in academic performance and attendance over time.

Qualitative Analysis:

Employ thematic analysis to identify and analyze recurring themes and patterns in qualitative data collected from interviews, focus groups, and open-ended survey responses. Coding can help categorize data for deeper insights. Utilize narrative analysis to interpret personal stories and experiences shared by participants, providing context and depth to the quantitative findings.

Integration of Data

Triangulation: The mixed methods approach allows for triangulation, where findings from quantitative and qualitative data can be compared and contrasted. For example, improvements in test scores



(quantitative) can be supported by positive feedback from interviews (qualitative) about the impact of the program on student learning.

Complementarity: The qualitative data can help explain the "why" behind the trends observed in quantitative data, enriching the evaluation's insights and providing a more nuanced understanding of program effectiveness. (Source: Bamberger, M., Rugh, J., and Mabry, L., 2006, 'Mixed-Method Evaluation', Chapter 13, Sage Publications, California)

Using a mixed methods approach to evaluate the **Nita M. Lowey 21st Century Community Learning Centers Program**, the evaluator can provide a comprehensive framework to assess both the measurable outcomes and the personal experiences of participants. This holistic evaluation can inform program improvements, demonstrate accountability, and ultimately enhance student achievement and community engagement.

References:

Bamberger, M., Rugh, J., and Mabry, L., 2006, 'Mixed-Method Evaluation', Chapter 13, Sage Publications, California
<https://jamanetwork.com/journals/jamainternalmedicine/fullarticle/2621833>

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.**

References:

Program Quality Self-Assessment Tool, New York State Afterschool Network, 2020.



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.

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 developed for the *We Are Community! 21stCCLC project* herein referred to as *Project WAC* to ensure that 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; and reporting of findings. The external evaluation process reflects a focus on comparing project processes and outcomes against any existing baseline data and 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.” The external 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 “strategic information” that highlights recent findings from evaluation efforts and describes the latest best practices for after-school programming.

PROGRAM BACKGROUND

Mississippi Department of Education State Board of Education has approved a 21st Century Learning Communities grant to the Jefferson County School District. The District’s 21stCCLC 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:**

- 1) Edward Reed, Chair
- 2) Jaron Barnes
- 3) Vera Hall
- 4) Don Zella January
- 5) Kendrick January, Sr.
- 6) Annie Turner



JEFFERSON COUNTY ELEMENTARY SCHOOL

Office of Curriculum &
Instruction



Dr. Alma Rankin, Director



Jefferson County Elementary School has strong support from staff and parents who 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 their full potential. The JCES is a Comprehensive Support and Improvement site. The Project Director, Dr. Alma Rankin, maintained a student/teacher ratio of 15:1 for the 21st CCLC program at *Jefferson County Elementary School* site.



Jefferson County School District'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 their full potential.

ATTENDANCE AND PARTICIPATION

Attendance and Participation: The expected outcomes of the JCSD 21st CCLC 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. Students who attended the JCSD 21st CCLC program for 30 or more days thereby are considered “regular” attendees. Three overarching goals guide the implementation of Jefferson County’s 21st CCLC 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 will serve all 21stCCLC students participating in the project. **Attendance records were maintained at each school site and reviewed regularly by the Project Director, Mrs. Alma Rankin-Jones.**

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 year. Annual evaluation activities included reviewing classroom observation and student achievement data and program quality data obtained through students, teachers, and parent surveys as well as feedback from program administrators. As a result, key themes emerged as necessary to maintain gains realized through the 21st Century grant activities.



STRENGTHEN FOCUS ON PARENTAL INVOLVEMENT ACTIVITIES



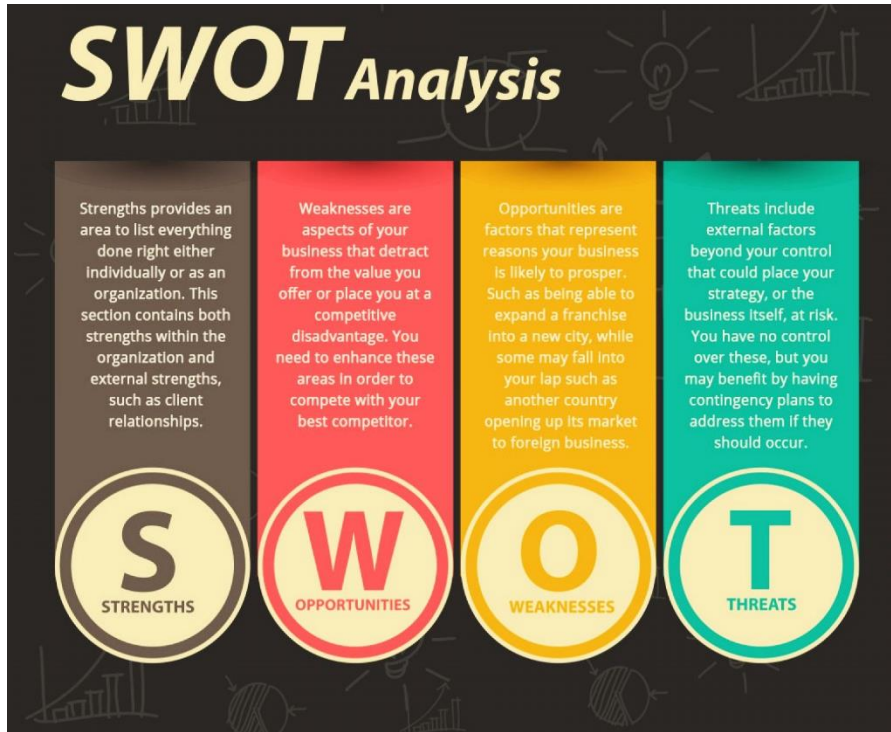
FOCUSED ON BUILDING STRONG BONDS WITH PARENTS

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.

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 focused primarily on strengthening the link between enrichment activities, parental involvement, 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 strategic planning sessions were provided through the **SWOT** (SWOT: **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) analysis to head off potential threats and misunderstandings.

Jefferson County School District 21stCCLC Program S.W.O.T. Analysis



A SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is a critical tool in strategic planning, helping educational programs identify internal and external factors that may affect their goals. By systematically examining these factors, educational institutions can make informed decisions to improve program offerings, optimize resources, and enhance overall program effectiveness. A SWOT analysis is used for strategic planning in educational programs. *(The external evaluator utilized the following research-based S.W.O.T. analysis protocols to evaluate the Jefferson County School District 21stCCLC program evaluation.)*

1. Identifying Strengths to Leverage Internal Resources

The "Strengths" component in SWOT analysis focuses on identifying the internal assets, capabilities, and achievements of an educational program. Strengths included experienced faculty, a high level of student engagement, robust curriculum design, strong industry partnerships, or access to unique resources like specialized technology. Identifying these strengths helped program leaders understand what aspects are functioning well and could be further leveraged or expanded (Perera & Peiró, 2012). In leveraging strengths, institutions can differentiate themselves in a competitive educational landscape (Schlegelmilch, 2016).



2. Recognizing Weaknesses for Internal Improvement

Weaknesses referred to the areas within the program that could hinder its success or reduce its value to students and stakeholders. These could include outdated curricula, limited resources, inadequate technology, or a lack of diversity in faculty expertise. Identifying weaknesses through SWOT analysis allowed program leaders to address and rectify internal issues, either by redirecting resources, securing additional funding, or making curriculum adjustments. By addressing these weaknesses, educational programs can foster a more supportive environment for student success, thereby improving outcomes and reputation (Dyson, 2004).

3. Capitalizing on Opportunities for Growth and Innovation

Opportunities in a SWOT analysis referred to external factors that the educational program could exploit for growth, innovation, or improvement. These included trends in education technology, rising demand for specific skills in the job market, potential partnerships, or funding opportunities (Bradshaw et al., 2008). Recognizing these opportunities is vital for strategic planning, as it allows educational programs to adapt to changing conditions and stay relevant. By capitalizing on external opportunities, educational institutions can expand their reach, attract diverse learners, and remain responsive to industry demands (Joyce & Paquin, 2016).

4. Mitigating Threats to Sustain Program Viability

Threats in SWOT analysis represent external challenges that may negatively impact the program, such as competition from other institutions, funding cuts, regulatory changes, or evolving market demands. Strategic planning requires identifying and addressing these threats to minimize potential risks. A proactive approach might involve diversifying funding sources, enhancing program flexibility, or aligning courses with industry standards. By anticipating and planning for threats, educational programs can maintain their relevance and sustainability in a competitive market (Piercy & Giles, 2009).

The SWOT analysis provided a structured approach to understanding the internal and external factors that influence educational programs. By identifying and leveraging strengths, addressing weaknesses, capitalizing on opportunities, and mitigating threats, institutions can develop a comprehensive strategic plan that enhances program effectiveness, improves student outcomes, and sustains long-term viability. The framework of a SWOT analysis encourages proactive planning, ensuring that educational programs remain adaptive, competitive, and aligned with both student needs and industry trends.



References:

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FOCUSED ON STANDARDS-BASED TEACHING AND LEARNING

The program used MAAP Practice Tests, Core Standards, Differentiated Instruction, and PBLs 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 21st CCLC program. Their input is included in the program’s quality implementation survey data.***

RESEARCH-BASED BEST PRACTICES FOR TEACHING & LEARNING

The JCSD 21ST CCLC program used research-driven curriculum and instruction including ***Projects-Based Learning*** (PBL) to ramp up STEM activities and instructional technology, service learning, and projects-based learning in modeled from the ***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 mission for Jefferson County School District is “to provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.” **The vision for JCSD** is to “be a premier educational institution, a source of pride and creativity, and the cornerstone of academic that produces life-long learners who are college and career ready.”



JCSD 21STCCLC PROJECTS-BASED LEARNING (PBL)

Project-Based Learning (PBL) has become a core instructional approach within the *21st Century Community Learning Centers (21st CCLC)* program, which aims to support academic enrichment in high-poverty and low-performing schools by providing students with expanded learning opportunities beyond traditional classroom hours. By implementing PBL, the 21st CCLC program creates engaging, relevant, and hands-on learning experiences that are tailored to the needs of 21st-century students, emphasizing collaboration, creativity, and problem-solving skills that are essential for both academic success and future career readiness.

1. Project-Based Learning and Active Student Engagement

Project-Based Learning is a student-centered teaching method in which students actively explore real-world problems and challenges, developing solutions in collaborative settings. In the context of the 21st CCLC, PBL allows students to engage with academic content in ways that connect directly to their lives, communities, and future aspirations. Research shows that PBL is associated with increased engagement and motivation among students, especially in after-school programs where students may need additional support and encouragement to excel academically (Bell, 2010). This active engagement aligns with the goals of the 21st CCLC, as it supports students in making meaningful connections between what they learn and their everyday lives (Thomas, 2000).

2. Developing 21st Century Skills through PBL

One of the key goals of the 21st CCLC program is to equip students with "21st-century skills," such as collaboration, communication, creativity, and critical thinking. PBL is particularly effective for fostering these skills, as it requires students to work in teams, communicate their ideas, and think creatively to solve complex problems (Darling-Hammond et al., 2008). By designing projects that demand these skills, 21st CCLC programs can better prepare students for the demands of higher education and the workforce. Studies have shown that students who engage in PBL in after-school programs tend to exhibit greater self-confidence, enhanced communication skills, and an improved ability to work collaboratively (Holmes et al., 2017).



3. Improving Academic Outcomes with PBL in 21st CCLC

PBL not only builds practical skills but also reinforces academic content in meaningful ways. By structuring projects around core academic standards and objectives, 21st CCLC programs can help students deepen their understanding of critical subjects while enhancing their ability to apply knowledge in new contexts. According to Blumenfeld et al. (1991), PBL enhances retention of knowledge because it requires students to use and apply concepts in real-world situations rather than simply memorizing facts for tests. Evaluations of 21st CCLC programs have shown that students who participate in PBL-based activities experience improvements in attendance, academic grades, and attitudes toward school, demonstrating the positive impact of these programs on academic success (Beckett et al., 2009).

4. Addressing Community Needs with Student-Led Projects

The 21st CCLC program prioritizes activities that not only support academic growth but also address community needs and promote civic engagement. Through PBL, students are encouraged to identify and address local issues, allowing them to take ownership of projects that benefit their communities. This aspect of PBL aligns with the 21st CCLC mission to foster community connections and make learning personally relevant for students (Miller, 2003). Such community-focused PBL projects can inspire students to become more involved in their communities and cultivate a lifelong commitment to civic engagement (Larson, 2000).

Project-Based Learning is a transformative instructional approach that enhances the educational experience for students in 21st Century Community Learning Centers. Through PBL, students gain critical skills for future success, improve academically, and develop meaningful connections with their communities. This alignment with the objectives of the 21st CCLC program makes PBL an invaluable component of after-school programming, providing high-quality, hands-on learning opportunities that prepare students to succeed in a rapidly evolving world.

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PROJECT “WE ARE COMMUNITY!”



The Jefferson County School District 21stCCLC Project WAC Program is a coordinated effort between students’ family members, community partners, local businesses, and community organizations targeting 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*.

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 that are tracked annually by the external evaluator for fidelity of program implementation and refinement needs.**

PROJECT WAC GOALS AND OBJECTIVES

► Goal 1: Improve Academic Achievement.

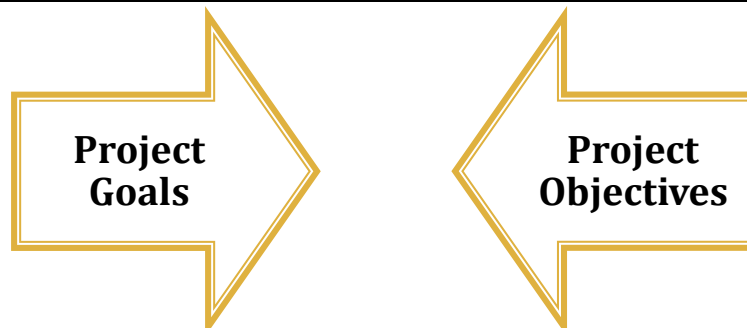
- **Objective 1.1** At least 50% of regularly attending students Grades 1-5 will meet grade-level ELA benchmarks.
- **Objective 1.2** At least 80% of regularly attending Grade 3 students will demonstrate Reading proficiency
- **Objective 1.3** At least 70% of regularly attending Grade 1-3 participants 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.

▶ 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 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 Program

- **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

The **2023-2024** 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 1-2			GRADES 3-4		
▶ 3:00 PM	DAILY	Greeting, check-in and snack	▶ 3:00 pm	DAILY	Greeting, check-in and snack
▶ 3:15 PM	DAILY	Restroom and water break	▶ 3:15 PM	DAILY	Homework and tutoring stations
▶ 3:30 PM	DAILY	<i>SEL (Social Emotional Learning) / Exercise Break</i>	▶ 3:30 pm	DAILY	<i>SEL (Social Emotional Learning) / Exercise Break</i>
▶ 3:45 PM	DAILY	Homework help and tutoring	▶ 3:45 pm	DAILY	Restroom, water break
▶ 4:25 PM	DAILY	2 Groups rotate days for Math/ELA support and STEM	▶ 4:25 pm	<u>MONDAY</u> – Math Support <u>TUESDAY</u> – ELA Support <u>WEDNESDAY</u> – Science Support	
▶ 5:25 PM	Rotation of arts/crafts, literacy, hands-on science, character education, library time, PBLs, enrichments		▶ 5:25 PM	<u>THURSDAY</u> – STEM <u>FRIDAY</u> – Gym	
▶ 6:00 PM	Dismissal to buses or authorized individual		▶ 6:00 PM	Dismissal to buses or authorized individual	

We Are COMMUNITY! offers 9 hours of service weekly by scheduling 3 days per week, for both age groups. More information about the program can be found on the program’s webpage (<https://www.icpsd.net/wearecommunity>) located on the school district’s website.

ELEMENTARY SCHOOLS / 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.



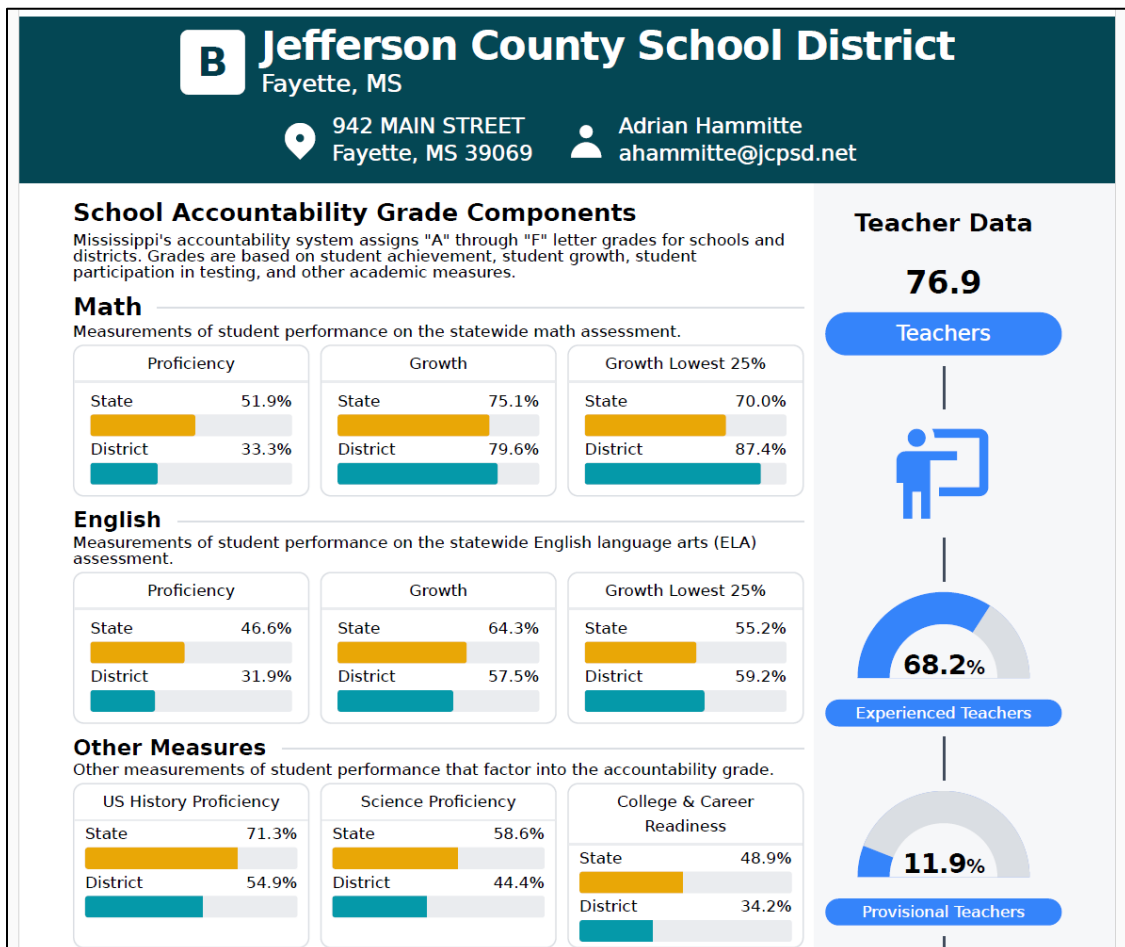
Table 2: Summary of Activities	
2023-2024, Project WAC Key Activities	
▶ Academic Enrichment	▶ Character Development
▶ Language Arts Tutoring	▶ Educational Field Trips
▶ Mathematics Tutoring	▶ Kids College and Recreation
▶ English Tutoring	▶ Life Skills
▶ Science Tutoring	▶ PBLs & Art
▶ Computer Lab	▶ Parent Involvement



PROGRESS TOWARD GOALS AND OBJECTIVES

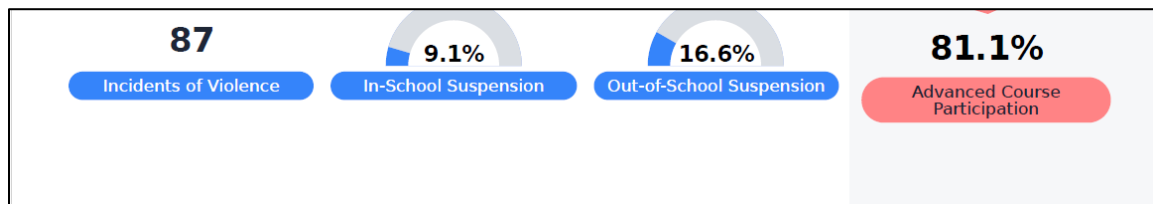
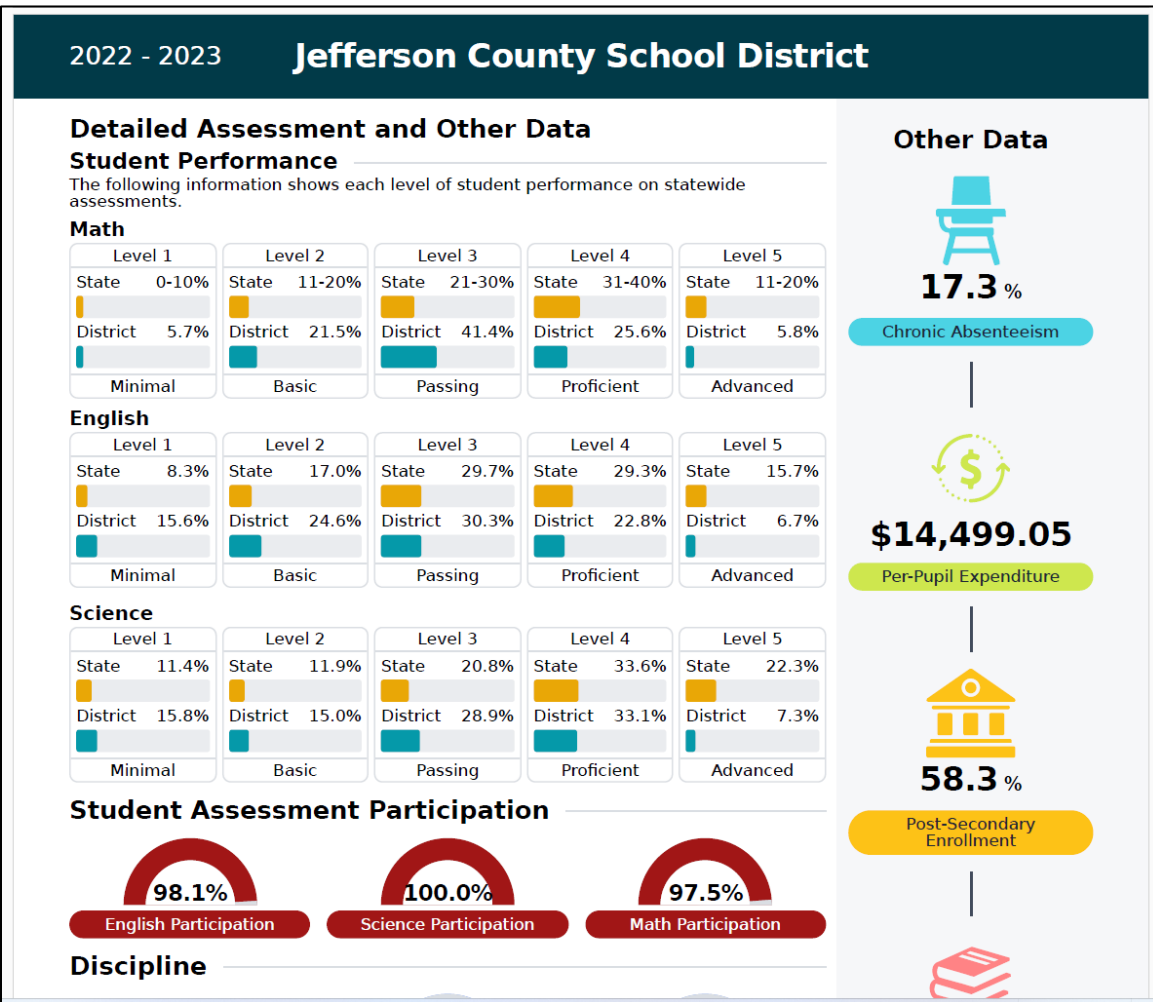
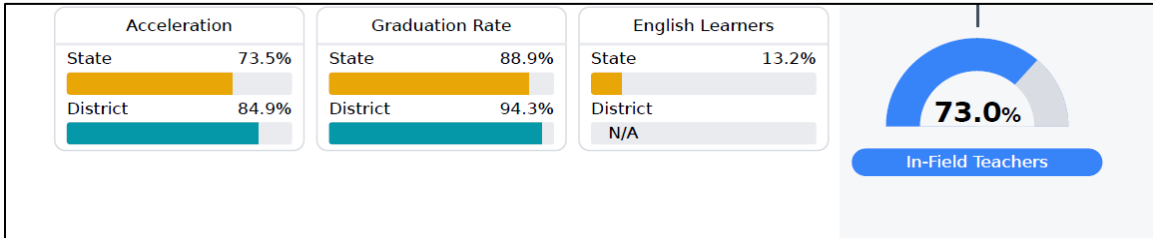
The **Mississippi State Assessment System** is designed to measure how well students acquire the skills and knowledge described in the Mississippi Curriculum Standards. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information 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 following charts from the 2022-2023 school year serve as the **baseline** for academic objectives. **The Mississippi Department of Education 2022-2023 Report Card results for Jefferson County School District students are reported as follows:**

ACADEMIC ACHIEVEMENT MEASURES 2022-2023





OTHER ACCOUNTABILITY MEASURES 2022-2023

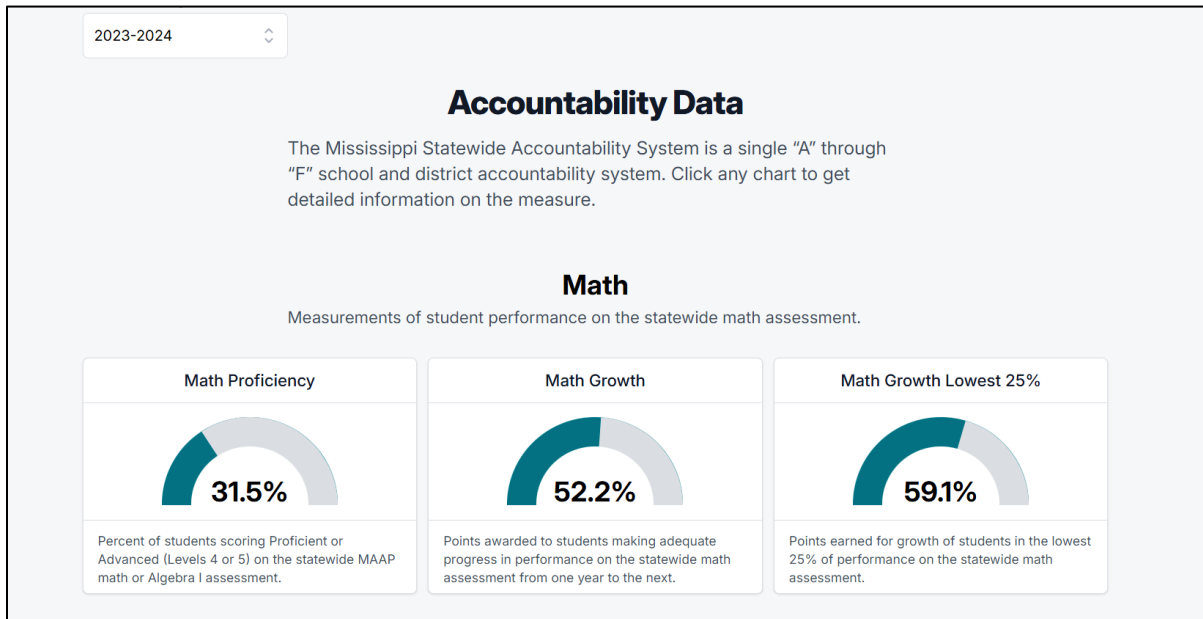
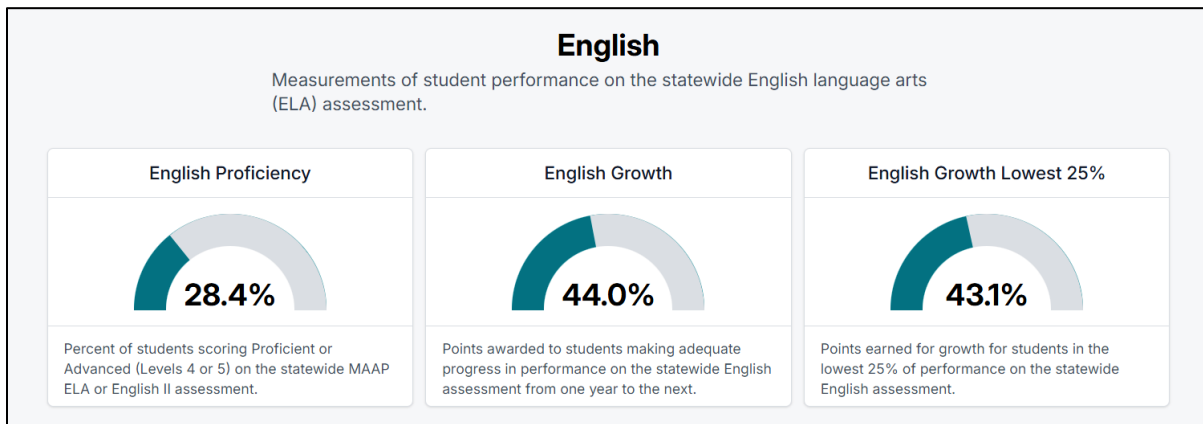




JEFFERSON COUNTY SCHOOL DISTRICT 2023-2024 STATE ASSESSMENTS RESULTS

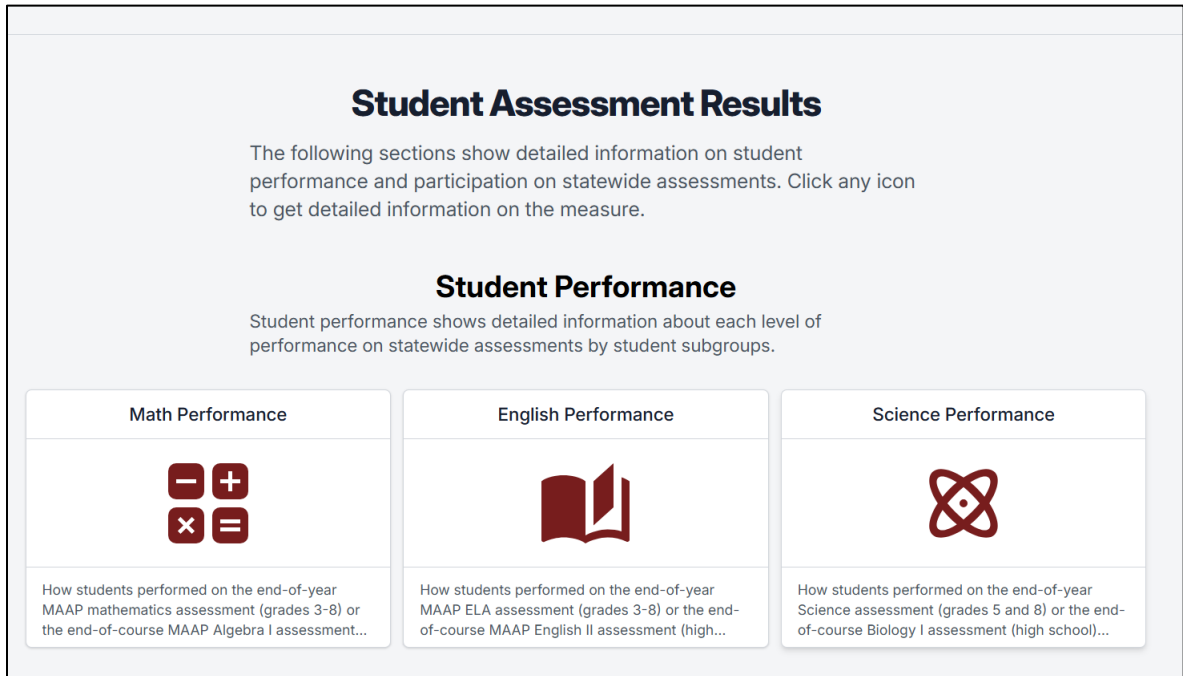
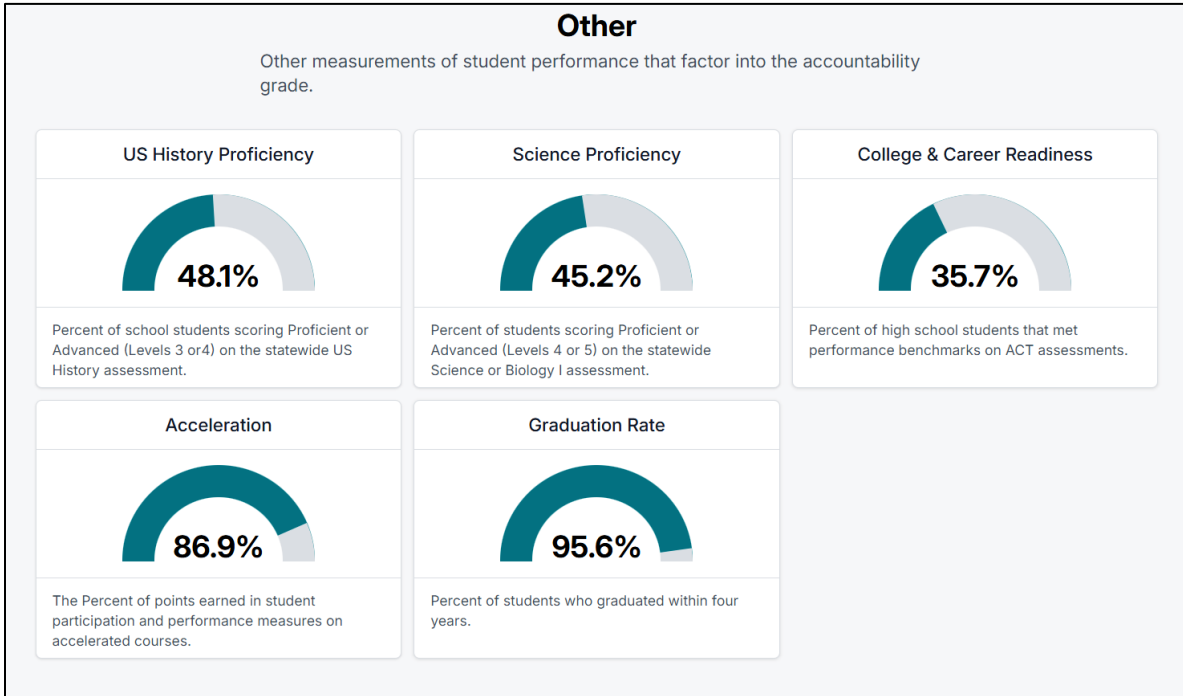
Achievement and Growth Data:

Student Assessment Results show detailed information on student performance and participation on statewide assessments. The **Mississippi Department of Education 2023-2024 Report Card** results for **Jefferson County School District** students are reported as follows: (Source: MDE, Student Assessment)



Results show how students performed on the end-of-year MAAP mathematics assessment (grades 3-8) or the end-of-course MAAP Algebra I assessment (high school).

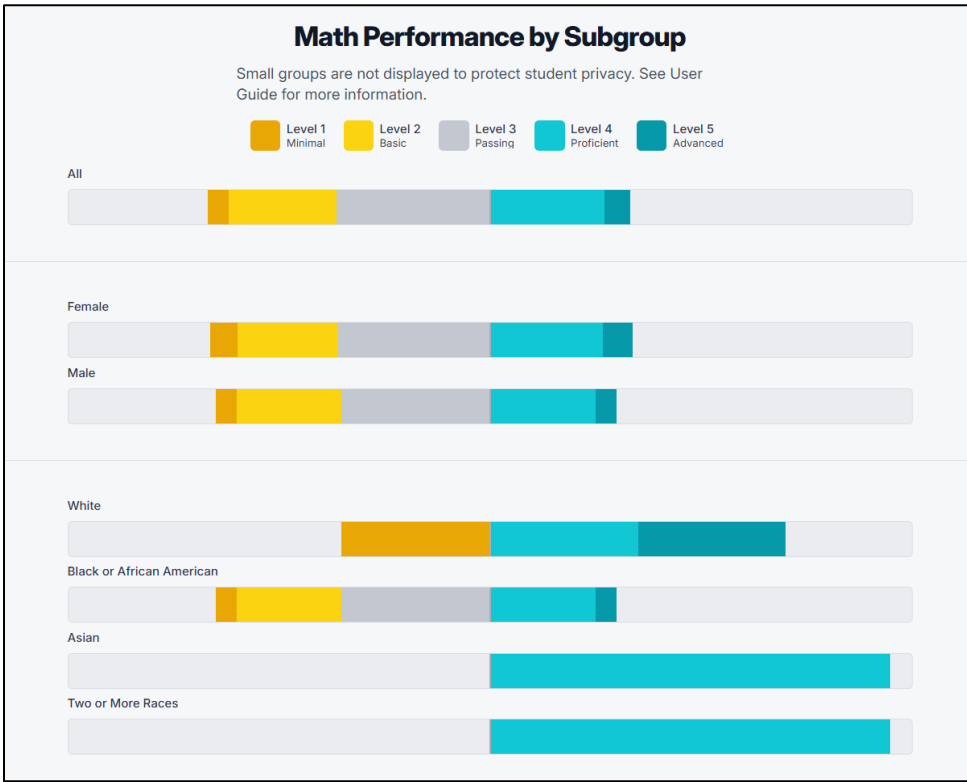
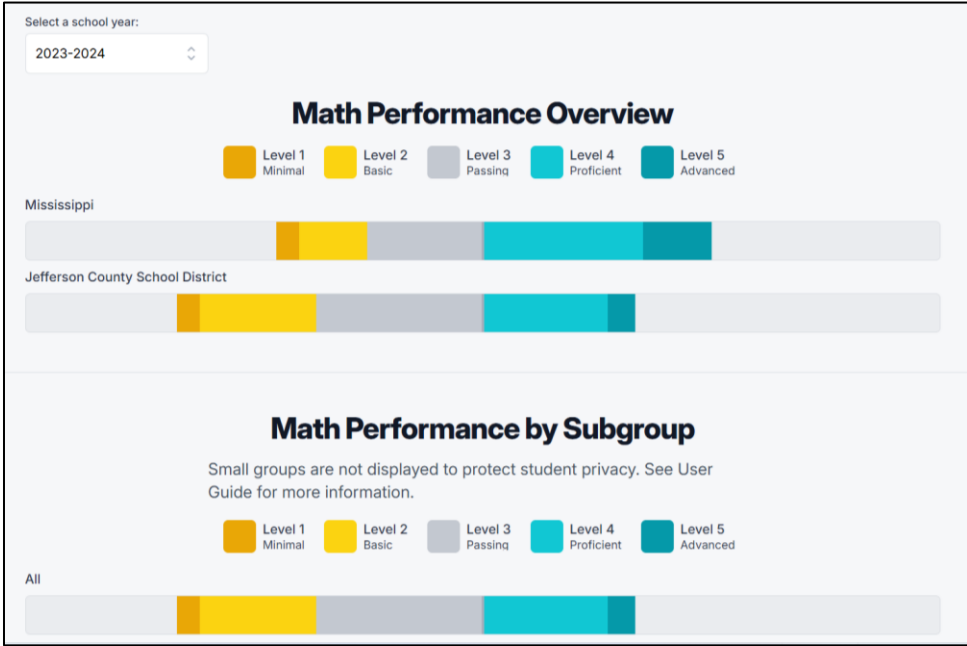
OTHER ACCOUNTABILITY MEASURES 2023-2024



Results show how students performed on the end-of-year MAAP mathematics assessment (grades 3-8) or the end-of-course MAAP Algebra I assessment (high school).

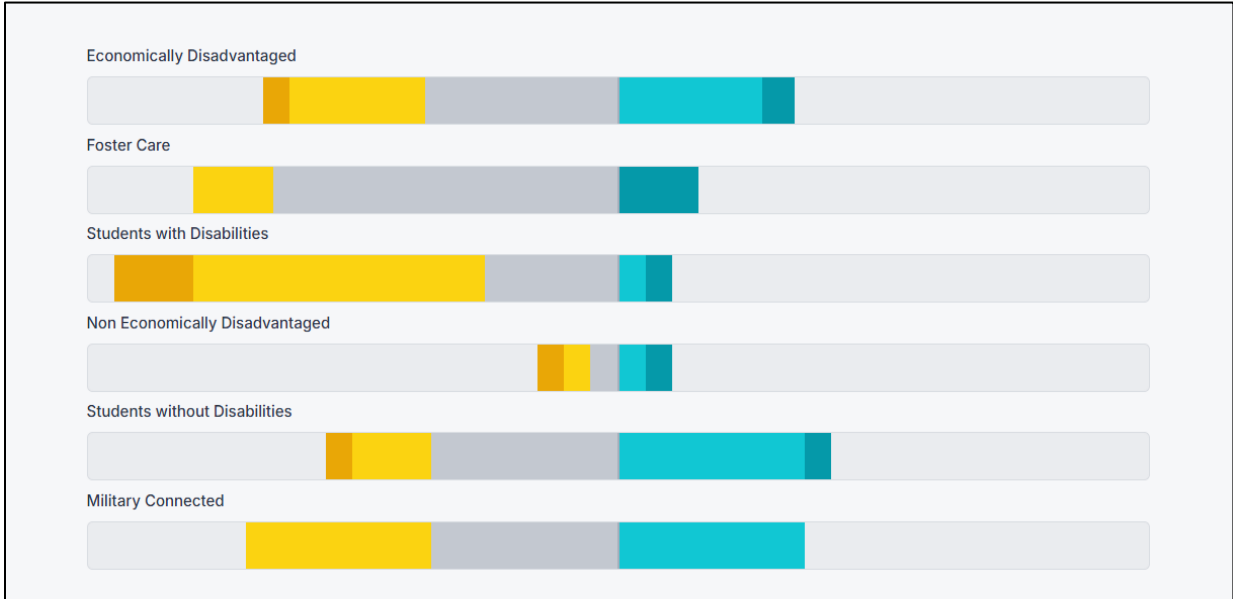


END OF YEAR MAAP MATH ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024





END OF YEAR MAAP MATH ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024



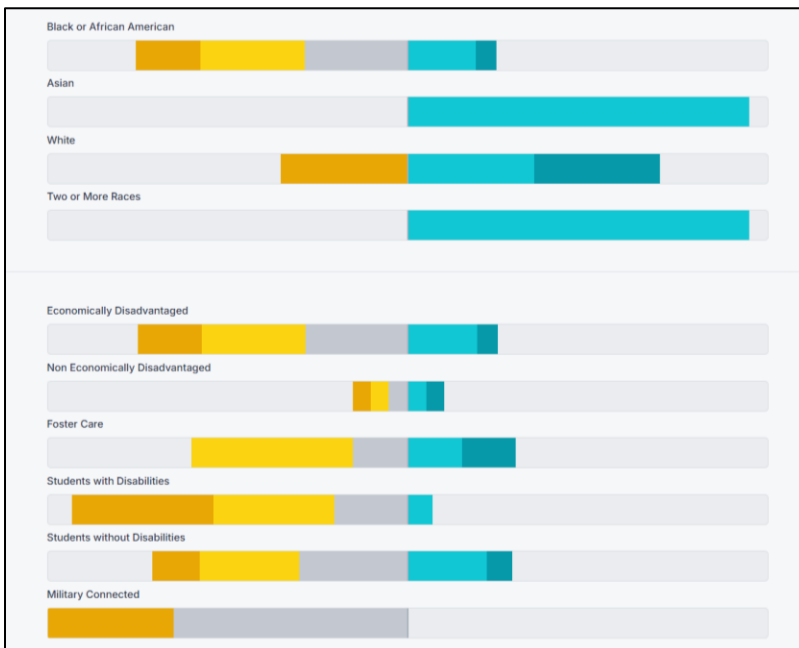
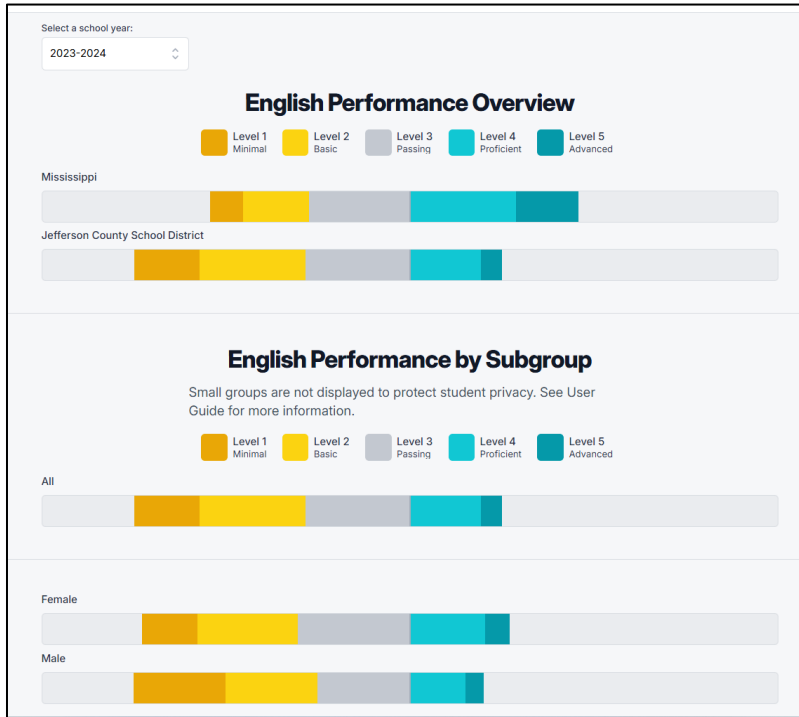
Math Performance Data

GROUP	STUDENTS	LEVEL 1	STUDENTS	LEVEL 2	STUDENTS	LEVEL 3	STUDENTS	LEVEL 4	STUDENTS	LEVEL 5
All	29	5.0%	148	25.6%	210	36.3%	157	27.1%	35	6.0%
Female	19	6.4%	71	24.0%	106	35.8%	79	26.7%	21	7.1%
Male	<10	0-10%	77	21-30%	104	31-40%	78	21-30%	14	0-10%
White	<10	31-40%		0.0%		0.0%	<10	31-40%	<10	31-40%
Black or African American	28	0-10%	148	21-30%	210	31-40%	154	21-30%	34	0-10%
Asian		0.0%		0.0%		0.0%	<10	91-100%		0.0%
Two or More Races		0.0%		0.0%		0.0%	<10	91-100%		0.0%
Economically Disadvantaged	29	5.0%	148	25.6%	210	36.3%	157	27.1%	35	6.0%
Foster Care		0.0%	<10	11-20%	<10	61-70%		0.0%	<10	11-20%
Students with Disabilities	14	11-20%	49	51-60%	24	21-30%	<10	0-10%	<10	0-10%
Non Economically Disadvantaged	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%
Students without Disabilities	15	0-10%	99	11-20%	186	31-40%	151	31-40%	34	0-10%
Military Connected		0.0%	<10	31-40%	<10	31-40%	<10	31-40%		0.0%

Results show how students performed on the end-of-year MAAP mathematics assessment (grades 3-8) or the end-of-course MAAP Algebra I assessment (high school).



END OF YEAR MAAP ENGLISH (ELA) ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024



The results show how students performed on the end-of-year MAAP ELA assessment (grades 3-8) or the end-of-course MAAP English II assessment (high school).



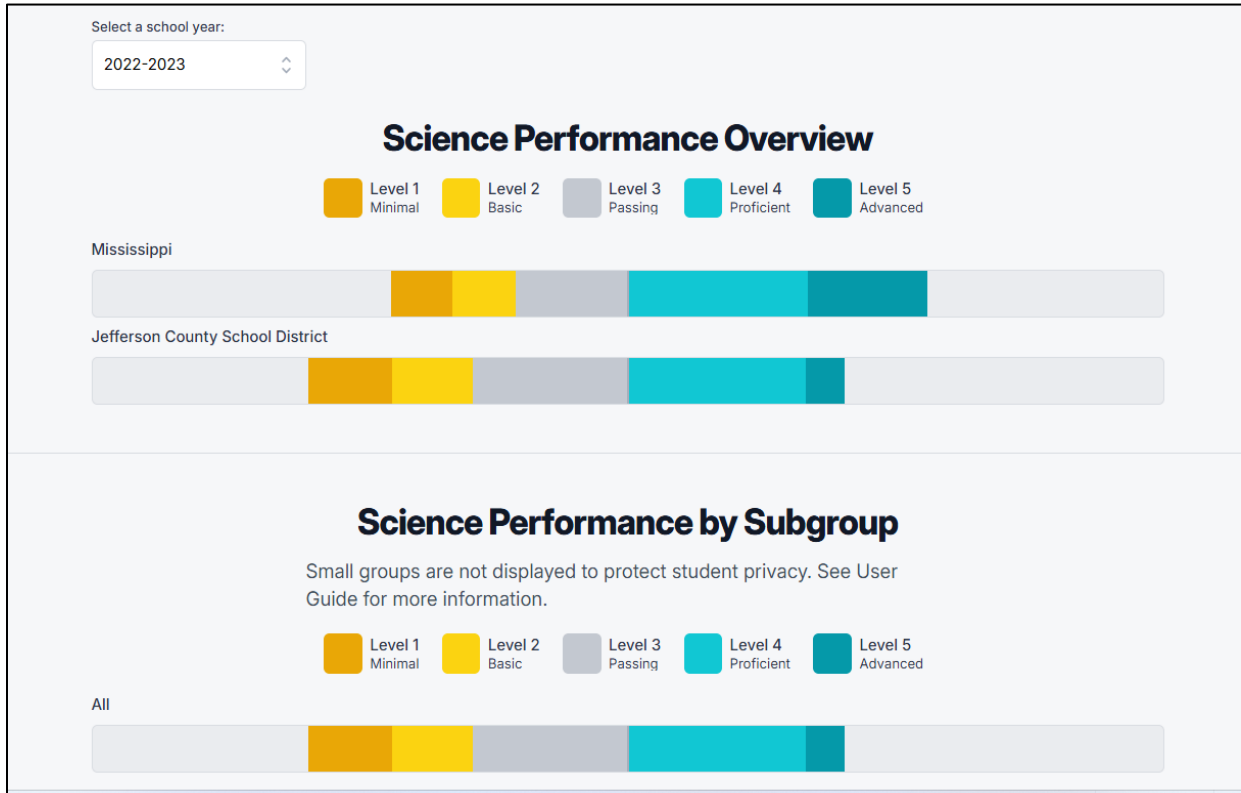
END OF YEAR MAAP ENGLISH (ELA) ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024

English Performance Data										
GROUP	STUDENTS	LEVEL 1	STUDENTS	LEVEL 2	STUDENTS	LEVEL 3	STUDENTS	LEVEL 4	STUDENTS	LEVEL 5
All	104	18.0%	167	28.8%	163	28.2%	111	19.2%	34	5.9%
Female	44	15.1%	80	27.5%	88	30.2%	59	20.3%	20	6.9%
Male	60	21-30%	87	21-30%	75	21-30%	52	11-20%	14	0-10%
Black or African American	103	17.9%	167	29.1%	163	28.4%	108	18.8%	33	5.8%
Asian		0.0%		0.0%		0.0%	<10	91-100%		0.0%
White	<10	31-40%		0.0%		0.0%	<10	31-40%	<10	31-40%
Two or More Races		0.0%		0.0%		0.0%	<10	91-100%		0.0%
Economically Disadvantaged	104	18.0%	167	28.8%	163	28.2%	111	19.2%	34	5.9%
Non Economically Disadvantaged	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%
Foster Care		0.0%	<10	41-50%	<10	11-20%	<10	11-20%	<10	11-20%
Students with Disabilities	41	39.4%	35	33.7%	21	20.2%	<10	6.7%		0.0%
Students without Disabilities	63	13.3%	132	27.8%	142	29.9%	104	21.9%	34	7.2%
Military Connected	<10	31-40%		0.0%	<10	61-70%		0.0%		0.0%

The results show how students performed on the end-of-year MAAP ELA assessment (grades 3-8) or the end-of-course MAAP English II assessment (high school).



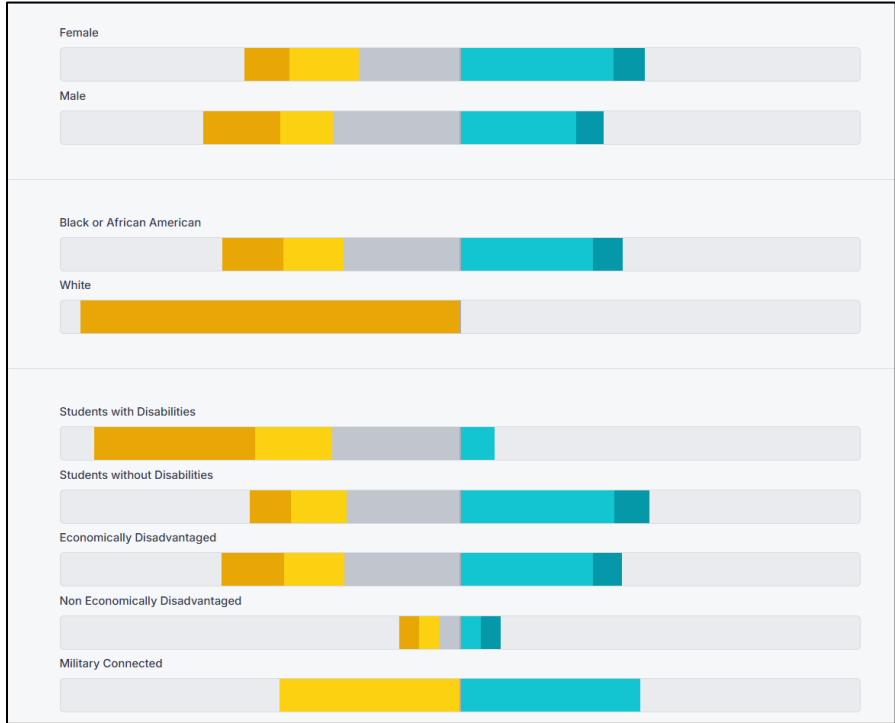
END OF YEAR MAAP SCIENCE ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024



The results show students performed on the end-of-year Science assessment (grades 5 and 8) or the end-of-course Biology I assessment (high school) determines how proficient the student is in the subject area.



END OF YEAR MAAP SCIENCE ASSESSMENT RESULTS BY SUBCATERGORIES 2023-2024



Science Performance Data										
GROUP	STUDENTS	LEVEL 1	STUDENTS	LEVEL 2	STUDENTS	LEVEL 3	STUDENTS	LEVEL 4	STUDENTS	LEVEL 5
All	41	15.8%	39	15.0%	75	28.9%	86	33.1%	19	7.3%
Female	13	11.3%	20	17.4%	29	25.2%	44	38.3%	<10	7.8%
Male	28	19.3%	19	13.1%	46	31.7%	42	29.0%	<10	6.9%
Black or African American	40	15.4%	39	15.1%	75	29.0%	86	33.2%	19	7.3%
White	<10	91-100%		0.0%		0.0%		0.0%		0.0%
Students with Disabilities	19	40.4%	<10	19.2%	15	31.9%	<10	8.5%		0.0%
Students without Disabilities	22	10.3%	30	14.1%	60	28.2%	82	38.5%	19	8.9%
Economically Disadvantaged	41	15.8%	39	15.0%	75	28.9%	86	33.1%	19	7.3%
Non Economically Disadvantaged	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%	<10	0-10%
Military Connected		0.0%	<10	41-50%		0.0%	<10	41-50%		0.0%

The results show students performed on the end-of-year Science assessment (grades 5 and 8) or the end-of-course Biology I assessment (high school) determines how proficient the student is in the subject area.

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 21st CCLC 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 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 District Superintendent, Dr. Adrian Hammitte, states in part that "We are extremely excited about the many great things happening in the district. I could not be prouder of the collaborative work being done to improve student achievement. As we strive for academic excellence, we are shifting our focus from a teacher-centered approach to a student-centered paradigm. We are implementing high-impact strategies and rigorous instructional approaches to meet the learning styles of students. We are also actively engaging parents and community stakeholders in the learning process. As Superintendent, my highest priority is to make sure that every child receives a high-quality education. We are putting systems in place to ensure student achievement improves at each school. In addition, we are promoting teaching and learning by fostering a positive school climate." (Source: *JCSD Superintendent Welcome Back Letter to students, parents, and teachers*)

QUALITATIVE ANALYSIS OF PROGRAM

S.M.A.R.T. GOALS



The **Project WE ARE COMMUNITY!** 21stCCLC program utilizes S.M.A.R.T. goals as recommended by the MDE to measure and monitor the quality of implementation and progress. **S.M.A.R.T.** goals—**Specific, Measurable, Achievable, Relevant, and Time-based**—have a significant positive impact on the evaluation of educational programs. Research shows that using S.M.A.R.T. goals enhances program accountability and effectiveness, as it allows for systematic tracking of progress and identification of areas needing improvement. For example, a study by Conzemius & O’Neill (2009) highlights that **S.M.A.R.T. goals facilitate a more structured evaluation process, leading to better-informed decisions about curriculum adjustments and resource allocation.** Additionally, Locke & Latham’s (2002) work on goal-setting theory supports the idea that well-defined, time-specific goals increase performance by providing clear direction and motivation for achieving desired outcomes. In essence, S.M.A.R.T. goals bring clarity, structure, and focus to educational program evaluations, fostering continuous improvement and success.

References:

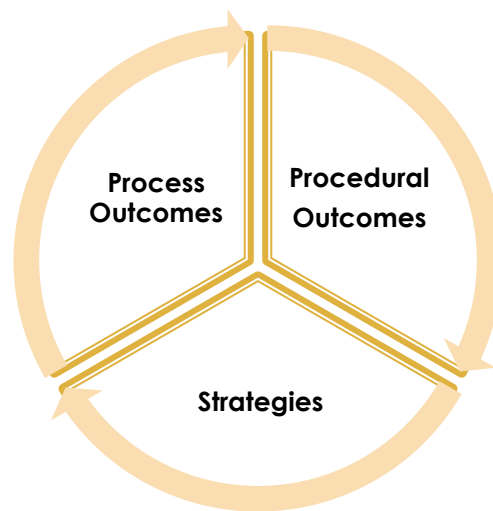
Conzemius, A., & O’Neill, J. (2009). *The Power of SMART Goals: Using Goals to Improve Student Learning.* Solution Tree Press.

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QUALITATIVE ANALYSIS OF PROGRAM

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.

The infographic shows the relationship between process and procedural outcomes and strategies reviewed and evaluated.



The **2023-2024** program year 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 staff and community supporters provided enrichment activities designed to increase the desire of the students to participate in their own personal development.
- ▲ *Project* 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* 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 announcements.



QUALITATIVE ANALYSIS OF PROGRAM

JEFFERSON COUNTY SCHOOL DISTRICT PROJECT WAC SURVEY RESPONSES

The following results show the number of students, teachers, and parents who participated in the 2023-2024 21st CCLC survey and their feelings toward the program. ***Program results are presented in the following tables along with a brief description of the key indications of each graph.***



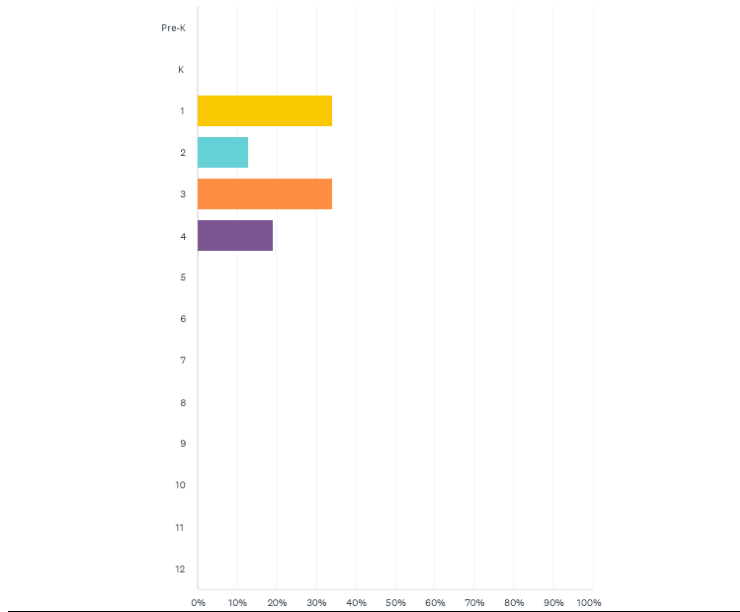
2023- 2024 STUDENT SURVEY DATA

Q.1. Type your name.

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q2 Select your grade. (Please select only one.)

Answered: 47 Skipped: 0



Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

ANSWER CHOICES	RESPONSES	
Pre-K	0.00%	0
K	0.00%	0
1	34.04%	16
2	12.77%	6
3	34.04%	16
4	19.15%	9
5	0.00%	0
6	0.00%	0
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
Total Respondents: 47		

The Responses Chart Summarizes Survey Results Findings.

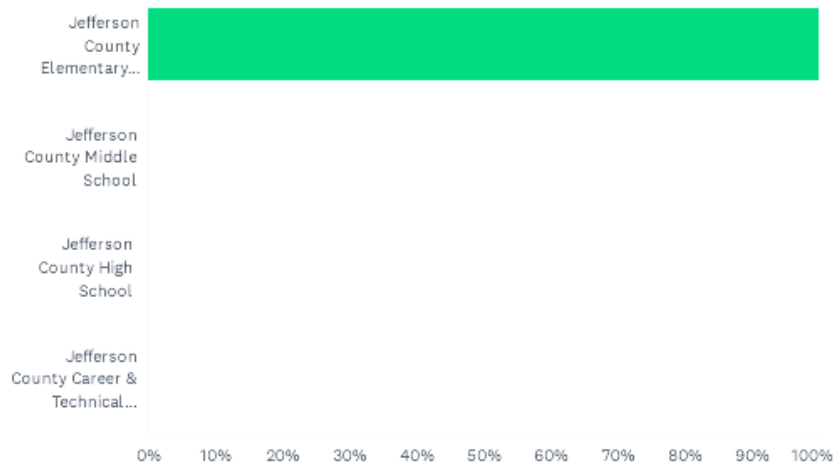


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q3 What school do you attend?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	100.00%	47
Jefferson County Middle School	0.00%	0
Jefferson County High School	0.00%	0
Jefferson County Career & Technical Center	0.00%	0
TOTAL		47

The Responses Chart Summarizes Survey Results Findings.

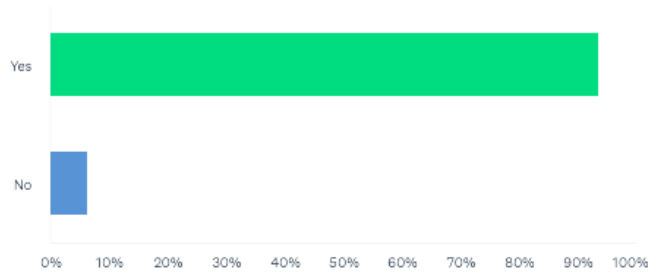


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q4 Do you look forward to going to school?

Answered: 47 Skipped: 0

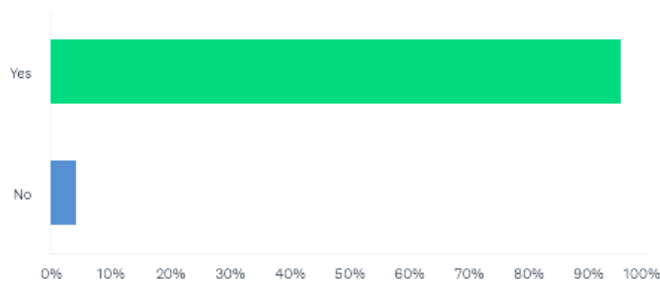


ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q5 Do you study hard for tests?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.74%	45
No	4.26%	2
TOTAL		47

The Responses Chart Summarizes Survey Results Findings.

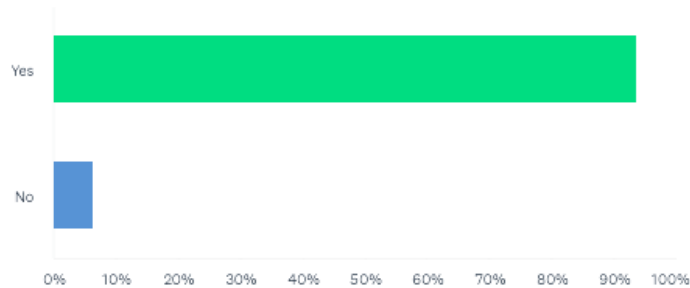


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q6 Do you feel safe in our program?

Answered: 47 Skipped: 0

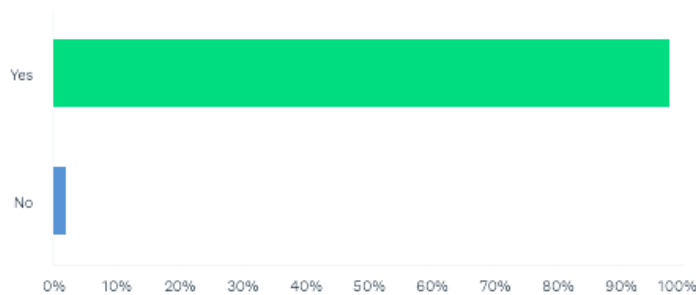


ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q7 Do your parents talk to you about school or homework?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

The Responses Chart Summarizes Survey Results Findings.

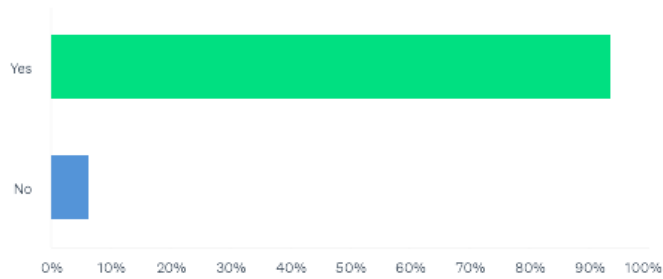


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q8 Do you feel that our program improves your study habits?

Answered: 47 Skipped: 0

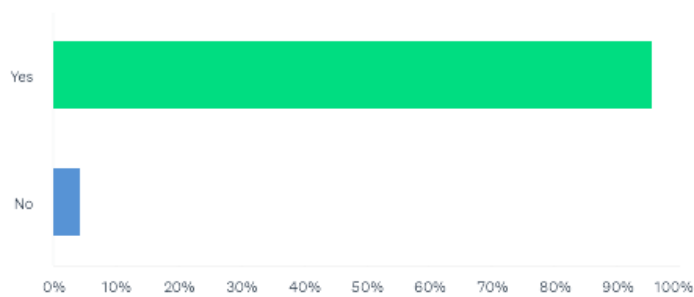


ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q9 Do you feel happy when you attend our program?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.74%	45
No	4.26%	2
TOTAL		47

The Responses Chart Summarizes Survey Results Findings.

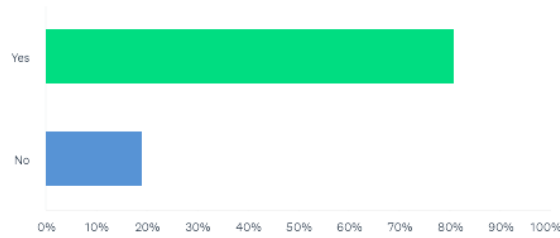


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q10 Do you like interacting with other students in the program?

Answered: 47 Skipped: 0

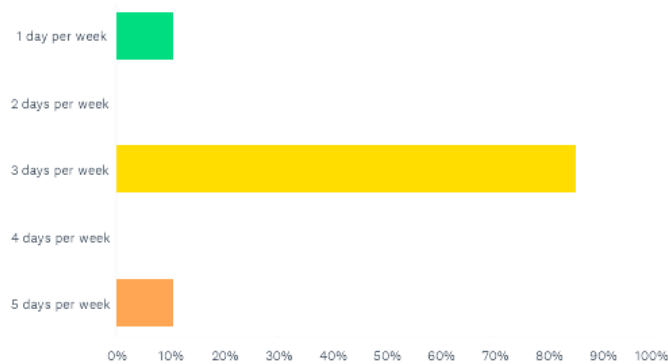


ANSWER CHOICES	RESPONSES	
Yes	80.85%	38
No	19.15%	9
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q11 How many days per week do you attend the program?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
1 day per week	10.64%	5
2 days per week	0.00%	0
3 days per week	85.11%	40
4 days per week	0.00%	0
5 days per week	10.64%	5
Total Respondents: 47		

The Responses Chart Summarizes Survey Results Findings.

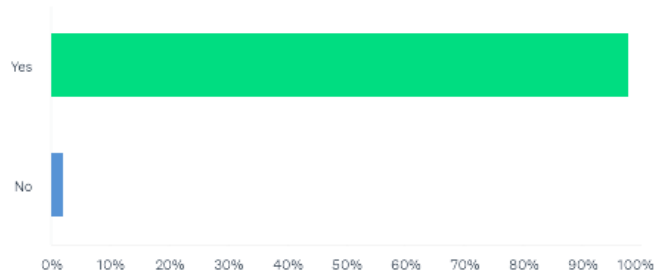


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q12 I like it.

Answered: 47 Skipped: 0

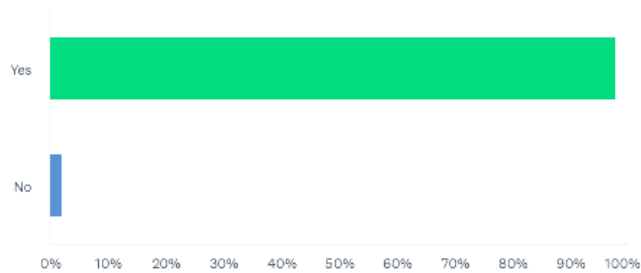


ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q13 I look forward to attending the program.

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

The Responses Chart Summarizes Survey Results Findings.

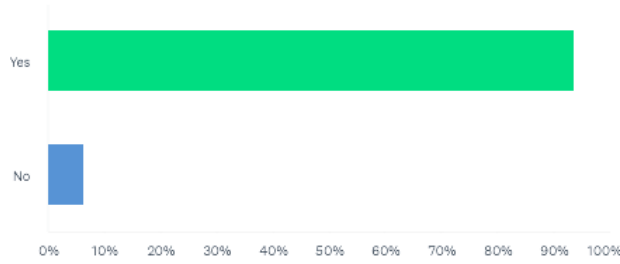


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q14 I look forward to seeing my classmates.

Answered: 47 Skipped: 0

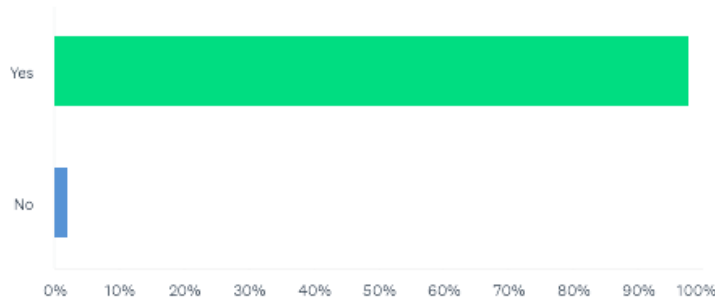


ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q15 I look forward to seeing my teachers.

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

The Responses Chart Summarizes Survey Results Findings

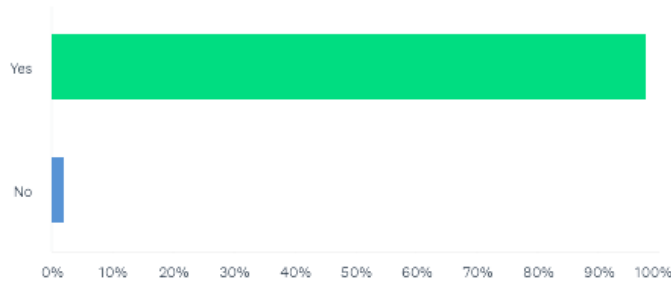


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q16 I look forward to participating in program activities.

Answered: 47 Skipped: 0

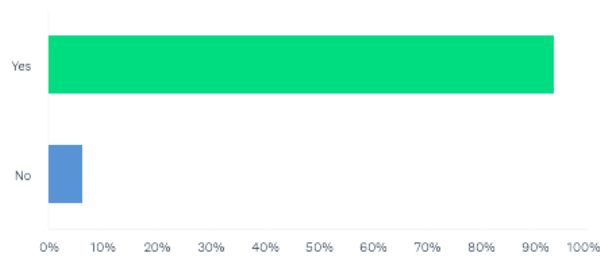


ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q17 I feel comfortable talking to program staff.

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

The Responses Chart Summarizes Survey Results Findings

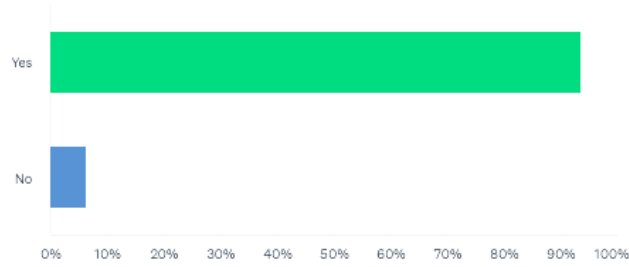


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q18 There is someone available in the program to help me in the program when I need it.

Answered: 47 Skipped: 0

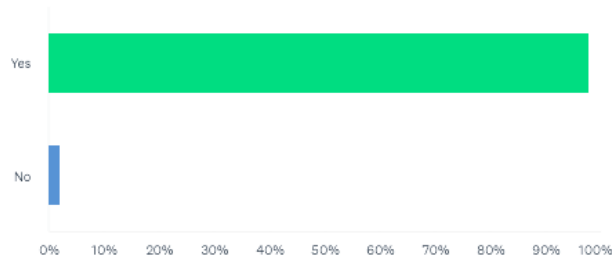


ANSWER CHOICES	RESPONSES	
Yes	93.62%	44
No	6.38%	3
TOTAL		47

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q19 I think I am doing better in school since I started attending the program.

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.87%	46
No	2.13%	1
TOTAL		47

The Responses Chart Summarizes Survey Results Findings

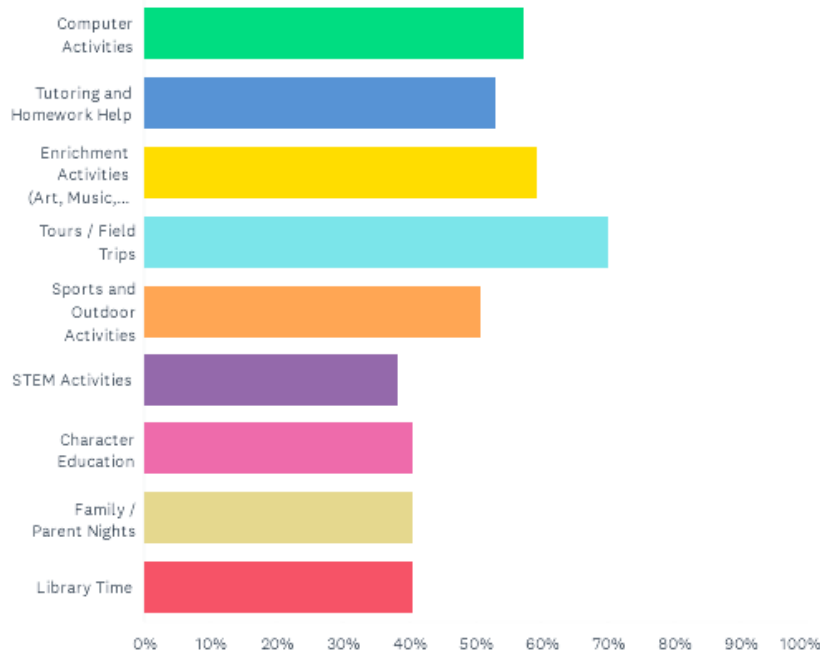


2023- 2024 STUDENT SURVEY DATA

Jefferson County School District WE ARE COMMUNITY Student Survey 2023-2024

Q20 What activities did you like best in the program? (Check ALL that apply.)

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES	
Computer Activities	57.45%	27
Tutoring and Homework Help	53.19%	25
Enrichment Activities (Art, Music, Drawing, Games, etc.)	59.57%	28
Tours / Field Trips	70.21%	33
Sports and Outdoor Activities	51.06%	24
STEM Activities	38.30%	18
Character Education	40.43%	19
Family / Parent Nights	40.43%	19
Library Time	40.43%	19
Total Respondents: 47		

The Responses Chart Summarizes Survey Results Findings



2023- 2024 STUDENT SURVEY DATA

Q.21. What Other Activities? (Please Explain).

Question Goal is to see what other activities students want or want more of to do to make the 21stCCLC more enjoyable for him or her. The student participants' feedback in part is summarized in Chart 1.

CHART 1: STUDENT OTHER ACTIVITIES

▶ I love painting and drawing.
▶ Art and Drawing
▶ Parties
▶ Go Outside
▶ None
▶ Homework
▶ Baseball
▶ Let us do Art.
▶ Art and Drawing
▶ Games, Free Time
▶ Parent Nights
▶ More Field Trips
▶ Sports
▶ Computer Activities, Art, Games
▶ Art and Drawing
▶ Math and Reading
▶ Touching Grass
▶ Painting
▶ None
▶ None
▶ None
▶ After School Activities
▶ None

The Responses Chart Summarizes Survey Results Findings



2023- 2024 STUDENT SURVEY DATA

Q.22. What Suggestions do you have to improve the 21stCCLC Program at your school?

The student participants' feedback in part is summarized in Chart 1.

CHART 2: STUDENTS SUGGESTIONS FOR IMPROVEMENT

▶ No
▶ N/A
▶ None
▶ None
▶ Outside
▶ No
▶ No
▶ None
▶ Listening
▶ N/A
▶ Baseball, Football, Basketball
▶ Do Fun Activities
▶ Baseball
▶ Good
N/A
▶ Softball
▶ Good
▶ Softball
▶ Art, PE, Cooking, Home, etc., Library Time
▶ More Field Trips
▶ More Science Projects
▶ Math
▶ Nothing
▶ None
▶ Cheer, Dance
▶ None

The Responses Chart Summarizes Survey Results Findings



2023- 2024 TEACHER SURVEY DATA

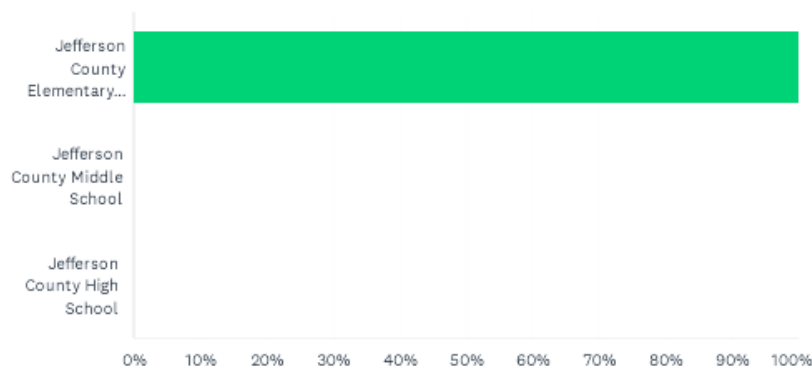
Q.1. Teacher Name

Q.2. Date

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q3 What school do you currently teach primarily?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	100.00%	23
Jefferson County Middle School	0.00%	0
Jefferson County High School	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings



2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q4 In your opinion, how has the program influenced students' motivation to learn?

Answered: 23 Skipped: 0

#	RESPONSES
1	Improvement in self motivation
2	Students ae more excited about learning and coming to after school.
3	Students' excitement and participation in their learning activities has increased since the program was put into place. Additionally, they are more open to working with classmates and learning new things, which shows that their views on education have improved.
4	In my opinion students are eager to attend the program because it gives them that extra boost to excel and their classroom giving them and advantage over the other students.
5	Greatly influenced
6	This program has motivated students to learn by offering small group and 1 on 1 enrichment activities.
7	Yes it has.
8	The program has motivated the students.
9	The program helps those who need extra support with daily skills and homework.
10	Students enjoy going to after school to get extra help when needed.
11	The kiddos really enjoy the after school program because they have an opportunity to explore skills and activities beyond the standard curriculum.
12	The program reinforces skills taught to give students a better understanding and boost confidence during the regular school day.
13	They make them want to learn more by being provided with the small setting accommodations
14	I feel that the program have influenced students motivation to learn.
15	It has students to be able to score well on assessments.
16	Students are excited to attend the after school program and engage in the STEM activities that are provided.
17	The program has influenced students to learn because they realize learning is not hard. With that extra push and the smaller group size, they become eager and ready to learn, when they thought it was impossible.
18	The students motivation to learn has changed due to them being able to engage more with the lesson by having a smaller group of students to learn with. .
19	Leading to higher achievement
20	Students are more motivated to learn due to the fact that they are having fun during the process.
21	Students have become positive and energetic in the classroom settings. They learn how to deal with their mistakes and learn how to ask questions.
22	They are very eager to come afterschool because we are creating fun with learning.
23	In my opinion students are eager to attend the program because it gives them that extra boost to excel and their classroom giving them and advantage over the other students.

The Responses Chart Summarizes Survey Results Findings



2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q5 How has the 21st Community Learning Center impacted student learning?

Answered: 23 Skipped: 0

RESPONSES

- 1 There has been a great impact on student learning.
- 2 Students are motivated to complete their assignments independently if/when he or she can before asking for help.
- 3 The 21st Century Community Learning Center Program has impacted student learning by giving them access to various educational opportunities that foster creativity and critical thinking. Additionally, it has created a nurturing atmosphere where children can work together and develop their social skills, which has enhanced their academic achievement and allowed them to grow personally.
- 4 It gives them that extra boost to excel and their classroom
- 5 Students learn to stay focus and concentrate more
- 6 This program has helped improved academic achievement as well as social emotional learning.
- 7 Recalling of steps to solving problems
- 8 Students are more focused and engaged in learning.
- 9 It has impacted students learning providing additional support, building confidence in those who may be struggling with their classwork.
- 10 Students are better prepared for their assignments in the classroom and on test day.
- 11 I personally saw a tremendous amount of growth, especially in reading, with the children who attended the program.
- 12 Most students who attend afterschool have a better grasp on academics.
- 13 It has given them the confidence to complete their assignments
- 14 The program has impacted student learning by providing additional support and assistance to what is learned during the regular school day.
- 15 Students have been able to learn with different hands-on activity. The students have shown growth academically.
- 16 Students in my class has demonstrated fluency in multiplication facts based on their attendance in the program. Students have also improved in subtraction.
- 17 The 21st Century Community Learning has impacted student learning in a major way. The students have shown significant growth in the classroom and a new found zest for learning, once they realize they can do the work.
- 18 It has given students more confidence to go in class and participate more with the lesson. It has also helped them understand lessons at a different rate than in class during regular school hours.
- 19 improved their performance
- 20 It has made the students more involved in the classroom due to them having communities and groups of students that attend the program .
- 21 Students in We Are Community program learn how to be socialable, are engaging in their activities, and have gain knowledge from the program.

The Responses Chart Summarizes Survey Results Findings

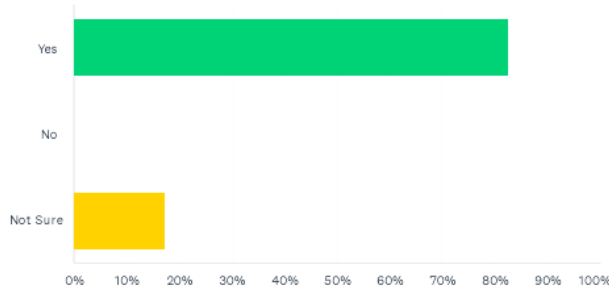


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q6 Have you observed any improvements in student behavior as a result of the program?

Answered: 23 Skipped: 0

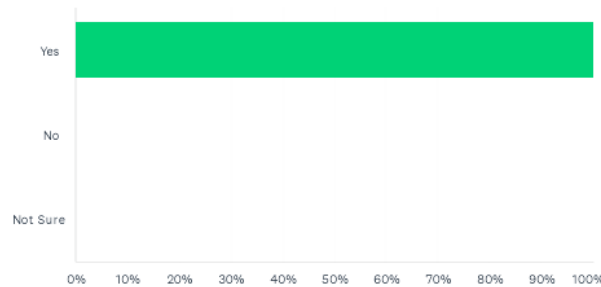


ANSWER CHOICES	RESPONSES	
Yes	82.61%	19
No	0.00%	0
Not Sure	17.39%	4
TOTAL		23

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q7 Do you believe the program has contributed to improved student grades?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	23
No	0.00%	0
Not Sure	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings



2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q8 What changes have you noticed in students' attitudes toward learning since the implementation of the program?

Answered: 23 Skipped: 0

#	RESPONSES
1	Students seem to have more interest in their academic performance.
2	Students are excited about learning new things and expanding knowledge on skills they have learned.
3	Students exhibit motivation and enthusiasm for their studies since the 21st Century Community Learning Center program was put into place. They exhibit a positive change in their general attitudes toward education as they participate more in cooperative learning activities.
4	Most I have noticed are more open to learning, engage in classroom activities with peers they normally would not and it puts a smile on their faces when they know they are doing well.
5	I recognize more and more students have engagement in learning
6	Students are more eager to learn. They are more comfortable asking questions when they don't understand something.
7	Eager to answer questions even if they get it wrong, students are still wanting to answer questions.
8	Students are eager to put in the effort.
9	Students have gained more confidence, are excited to attend and learn more and are more engaged in their learning.
10	Students seem more positive about having help after school.
11	They seem more keen to explore with learning and taking learning into their own hands.
12	Motivated to complete assignments with accuracy
13	More confident.
14	The students have become more eager in learning.
15	The students in the program are excited to come everyday and to enjoy an evening of learning.
16	My students encourage me to participate in STEM activities similar to what they do in the after school program.
17	The students have gone from I'm really not interested to "I can learn".
18	I have noticed that students have developed a more positive attitude towards learning. They are at the stage where they want to learn and are not afraid to ask questions or seek help.
19	curiosity & engagement
20	Students confidence as it relates to academics is very strong
21	Students in We are Community are respectful, social, and ready to gain more knowledge from activities that are provided to them.
22	The student's attitudes have change tremendously and very much care now.
23	Most I have noticed are more open to learning, engage in classroom activities with peers they normally would not and it puts a smile on their faces when they know they are doing well.

The Responses Chart Summarizes Survey Results Findings

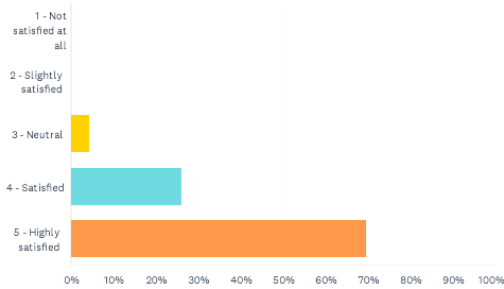


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q9 How satisfied are the students with the program? (1 being the least satisfied and 5 being the most satisfied)

Answered: 23 Skipped: 0

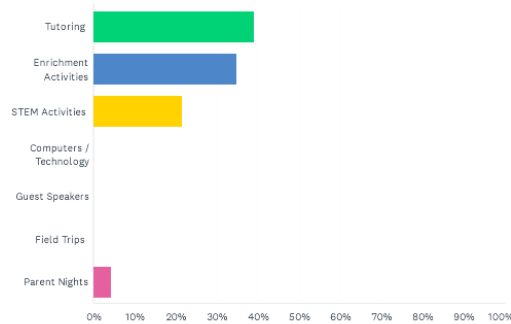


ANSWER CHOICES	RESPONSES	
1 - Not satisfied at all	0.00%	0
2 - Slightly satisfied	0.00%	0
3 - Neutral	4.35%	1
4 - Satisfied	26.09%	6
5 - Highly satisfied	69.57%	16
TOTAL		23

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q10 Which 21stCCLC Program activities did you like best this year?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Tutoring	39.13%	9
Enrichment Activities	34.78%	8
STEM Activities	21.74%	5
Computers / Technology	0.00%	0
Guest Speakers	0.00%	0
Field Trips	0.00%	0
Parent Nights	4.35%	1
TOTAL		23

The Responses Chart Summarizes Survey Results Findings

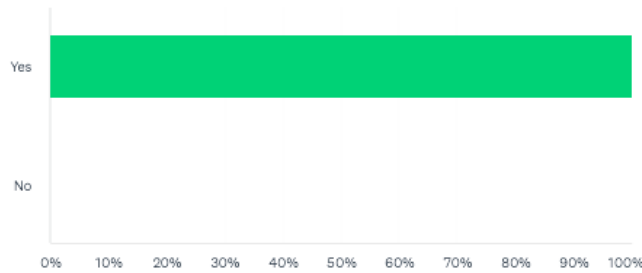


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q11 Do you feel that the program offers assistance to students that relates to what you are teaching in the classroom?

Answered: 23 Skipped: 0

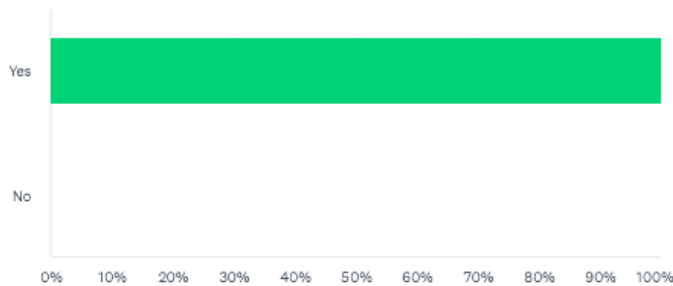


ANSWER CHOICES	RESPONSES	
Yes	100.00%	23
No	0.00%	0
Total Respondents: 23		

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q12 Do you feel that the 21stCCLC program offers adequate enrichment activities for participants?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	23
No	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings

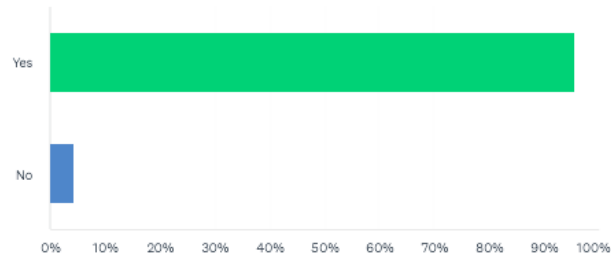


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q13 Do you communicate or interact with the 21stCCLC program administrator during the school year?

Answered: 23 Skipped: 0

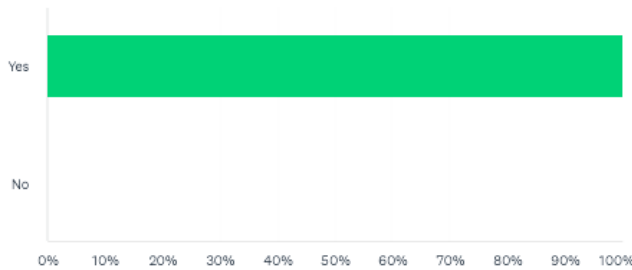


ANSWER CHOICES	RESPONSES	
Yes	95.65%	22
No	4.35%	1
TOTAL		23

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q14 Overall, do you think the 21stCCLC program is having a positive impact on participants?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	23
No	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings

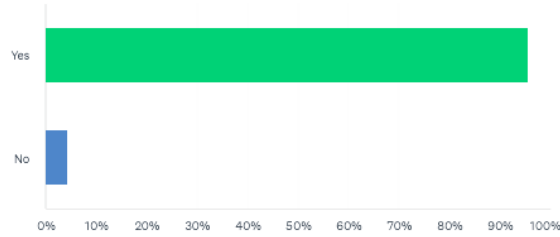


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q15 Do you think the 21stCCLC program is helping to decrease discipline problems in the school?

Answered: 23 Skipped: 0

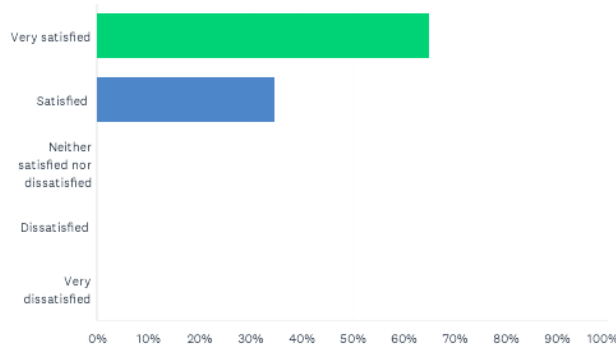


ANSWER CHOICES	RESPONSES	
Yes	95.65%	22
No	4.35%	1
TOTAL		23

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q16 How satisfied are you with the availability of computers and devices for student learning at your school?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	65.22%	15
Satisfied	34.78%	8
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings

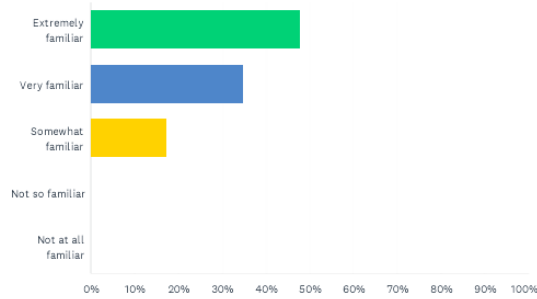


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q17 How familiar are you with the curriculum materials being used in the 21stCCLC program?

Answered: 23 Skipped: 0

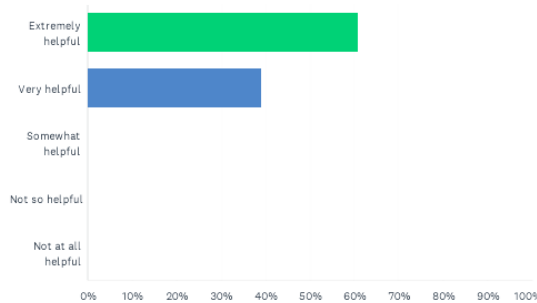


ANSWER CHOICES	RESPONSES	
Extremely familiar	47.83%	11
Very familiar	34.78%	8
Somewhat familiar	17.39%	4
Not so familiar	0.00%	0
Not at all familiar	0.00%	0
TOTAL		23

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
 2023-2024

Q18 How would you rate the teachers attitudes towards having the 21stCCLC program at your school/site?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely helpful	60.87%	14
Very helpful	39.13%	9
Somewhat helpful	0.00%	0
Not so helpful	0.00%	0
Not at all helpful	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings

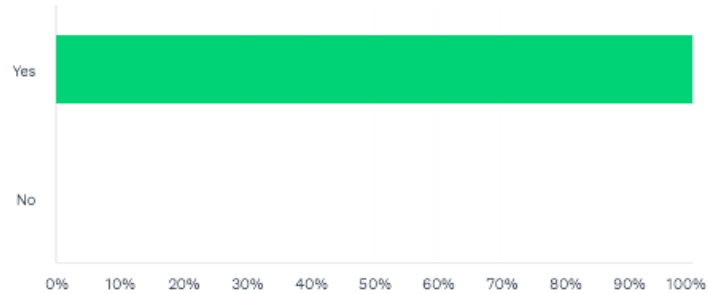


2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q19 Do you feel you have competent and caring teachers at your school?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	23
No	0.00%	0
TOTAL		23

The Responses Chart Summarizes Survey Results Findings



2023- 2024 TEACHER SURVEY DATA

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2023-2024

Q20 What suggestions do you have for improving the 21stCCLC program in the future? These suggestions could include the number of project days, participant's' attendance, professional development, curriculum needs, technology needs, etc.

Answered: 17 Skipped: 6

#	RESPONSES
1	Professional development
2	None
3	N/A
4	N/A
5	I feel that the programs should continue for years to come to help students become college and career ready.
6	More mastery checks, once a month or quarterly
7	none
8	n/a
9	None
10	The students enjoy being exposed to different things. I think that we should do more field trips for the students. This is a really great program and my students are excited about coming.
11	The number of field trips. I think students need to be exposed to as many different topics as possible.
12	NA
13	With the students being into technology, I believe they should go out to explore more of the world and learn life skills as well as build on knowledge obtain in school. Being more hands on and creative with the students can spark more interest for them to learn and encourage their peers to do the same.
14	Different activities & Field trips
15	None
16	N/A
17	N/A

The Responses Chart Summarizes Survey Results Findings



2023- 2024 PARENT SURVEY DATA

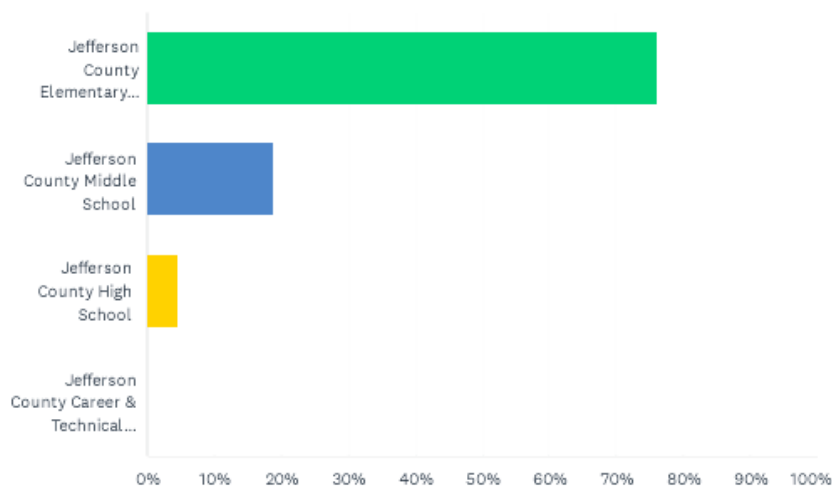
Q.1. Your Name.

Q.2. Child's Name

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q3 What school does your child attend?

Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	76.19%	16
Jefferson County Middle School	19.05%	4
Jefferson County High School	4.76%	1
Jefferson County Career & Technical Center	0.00%	0
TOTAL		21

The Responses Chart Summarizes Survey Results Findings

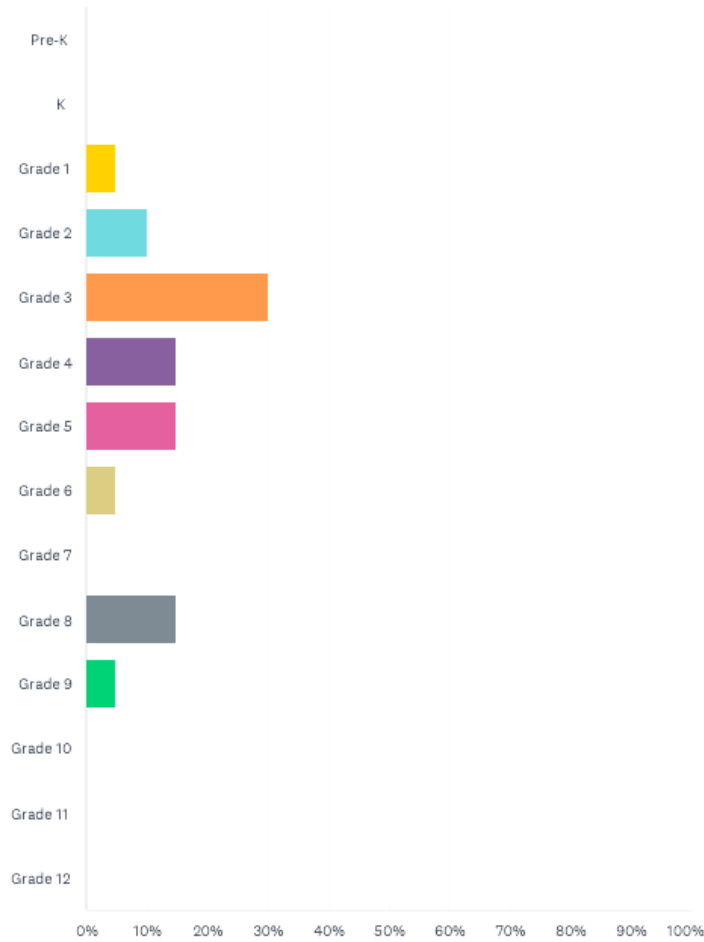


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q4 What grade is your child?

Answered: 20 Skipped: 1



The Responses Chart Summarizes Survey Results Findings



2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

ANSWER CHOICES	RESPONSES	
Pre-K	0.00%	0
K	0.00%	0
Grade 1	5.00%	1
Grade 2	10.00%	2
Grade 3	30.00%	6
Grade 4	15.00%	3
Grade 5	15.00%	3
Grade 6	5.00%	1
Grade 7	0.00%	0
Grade 8	15.00%	3
Grade 9	5.00%	1
Grade 10	0.00%	0
Grade 11	0.00%	0
Grade 12	0.00%	0
Total Respondents: 20		

The Responses Chart Summarizes Survey Results Findings

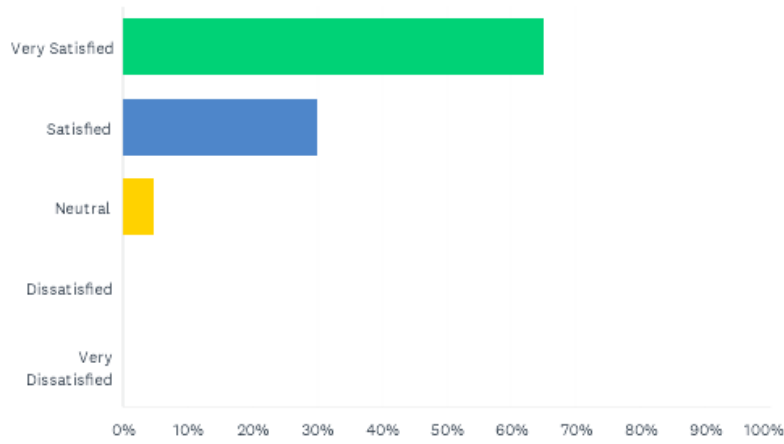


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q5 How satisfied are you with the overall quality of the 21st CCLC Program?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Satisfied	65.00%	13
Satisfied	30.00%	6
Neutral	5.00%	1
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
TOTAL		20

The Responses Chart Summarizes Survey Results Findings

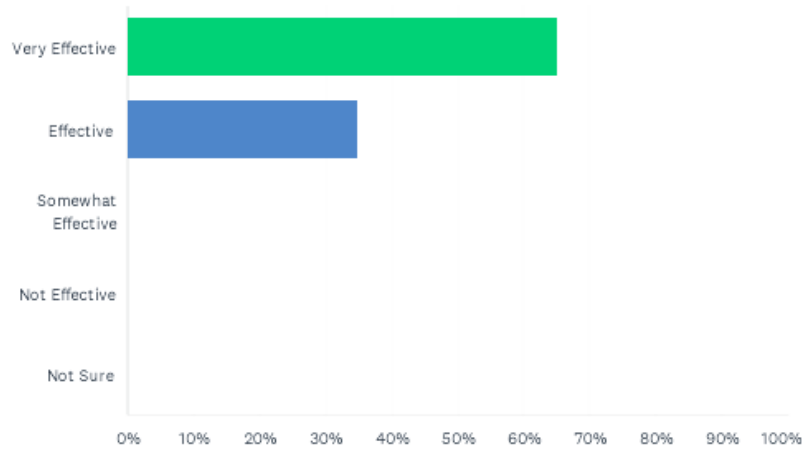


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q6 How effective do you think the program is in improving your child's academic performance?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Effective	65.00%	13
Effective	35.00%	7
Somewhat Effective	0.00%	0
Not Effective	0.00%	0
Not Sure	0.00%	0
TOTAL		20

The Responses Chart Summarizes Survey Results Findings

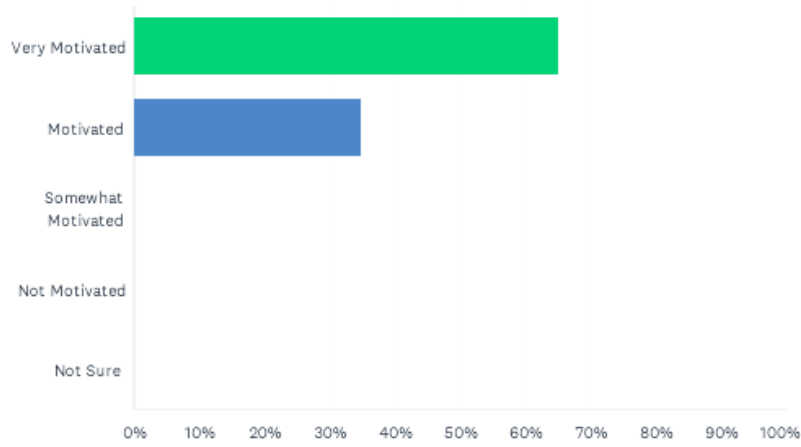


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q7 How motivated is your child to learn as a result of participating in the 21st CCLC Program?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Motivated	65.00%	13
Motivated	35.00%	7
Somewhat Motivated	0.00%	0
Not Motivated	0.00%	0
Not Sure	0.00%	0
TOTAL		20

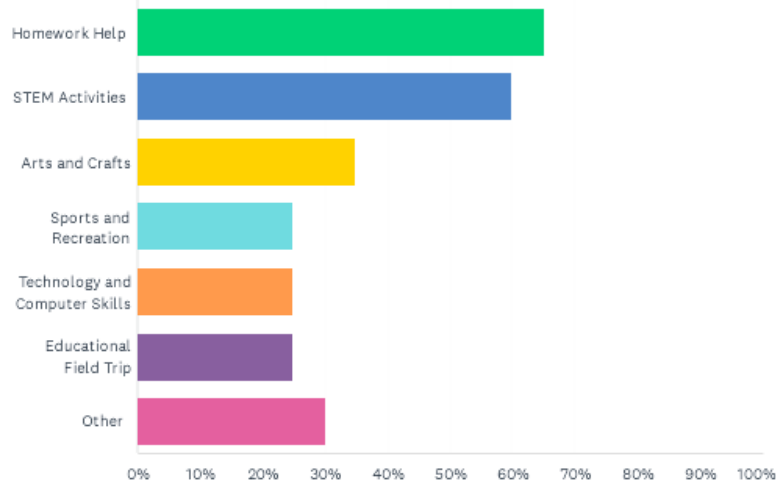
The Responses Chart Summarizes Survey Results Findings



Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q8 Which of the following academic and enrichment activities does your child participate in? (Select all that apply)

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Homework Help	65.00%	13
STEM Activities	60.00%	12
Arts and Crafts	35.00%	7
Sports and Recreation	25.00%	5
Technology and Computer Skills	25.00%	5
Educational Field Trip	25.00%	5
Other	30.00%	6
Total Respondents: 20		

The Responses Chart Summarizes Survey Results Findings

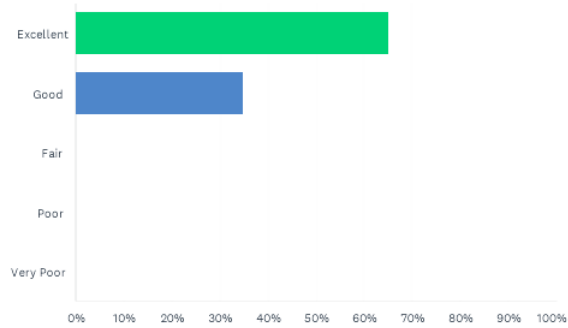


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q9 How would you rate the quality of the academic and enrichment activities provided?

Answered: 20 Skipped: 1

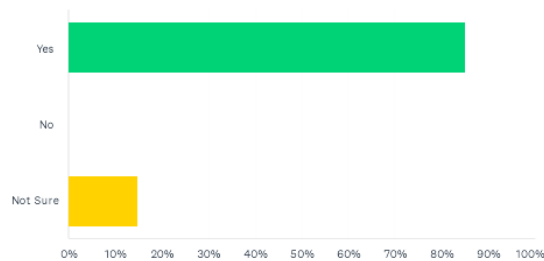


ANSWER CHOICES	RESPONSES	Count
Excellent	65.00%	13
Good	35.00%	7
Fair	0.00%	0
Poor	0.00%	0
Very Poor	0.00%	0
TOTAL		20

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q10 Do you feel that the program is helping to close the achievement gaps for your child?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	Count
Yes	85.00%	17
No	0.00%	0
Not Sure	15.00%	3
TOTAL		20

The Responses Chart Summarizes Survey Results Findings

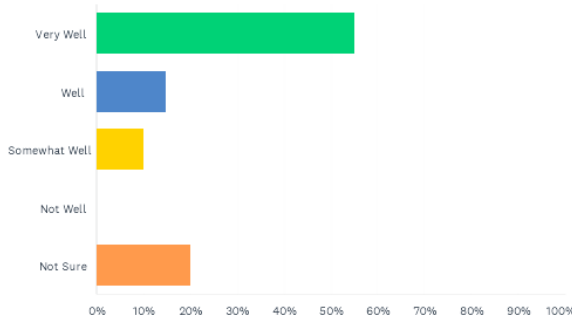


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q11 How well does the program prepare your child for college and career readiness?

Answered: 20 Skipped: 1

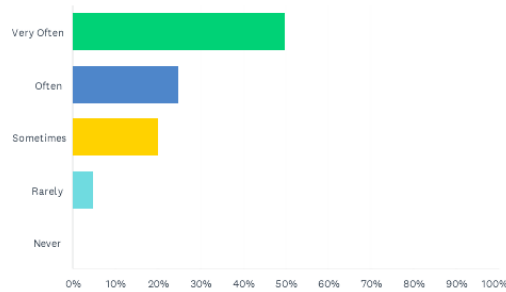


ANSWER CHOICES	RESPONSES	
Very Well	55.00%	11
Well	15.00%	3
Somewhat Well	10.00%	2
Not Well	0.00%	0
Not Sure	20.00%	4
TOTAL		20

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q12 How often do you communicate with the program staff about your child's progress?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Often	50.00%	10
Often	25.00%	5
Sometimes	20.00%	4
Rarely	5.00%	1
Never	0.00%	0
TOTAL		20

The Responses Chart Summarizes Survey Results Findings

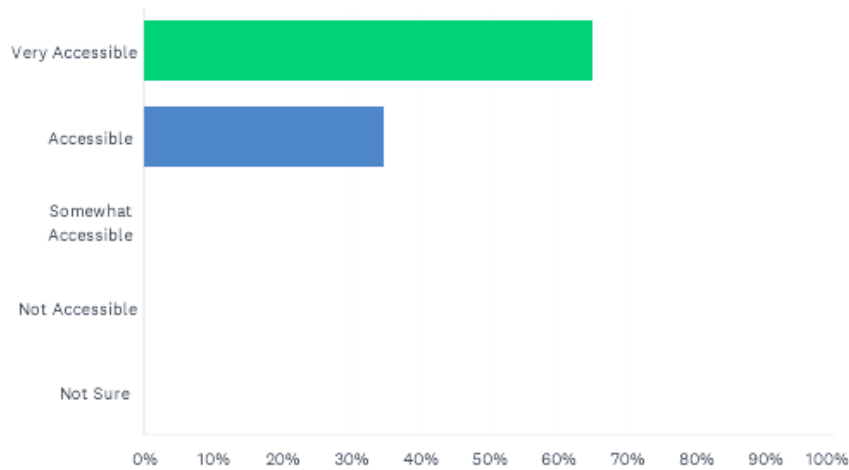


2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q13 How accessible is the program staff when you have questions or concerns?

Answered: 20 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very Accessible	65.00%	13
Accessible	35.00%	7
Somewhat Accessible	0.00%	0
Not Accessible	0.00%	0
Not Sure	0.00%	0
TOTAL		20

The Responses Chart Summarizes Survey Results Findings



2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q14 Do you have any additional comments or suggestions for the 21st CCLC Program?

Answered: 19 Skipped: 2

#	RESPONSES
1	No. I'm very satisfied
2	None at this time.
3	None at this time
4	None at this time
5	None
6	N/A
7	N/A
8	N/A
9	No
10	No
11	No
12	No
13	No everything is going well.
14	The program is excellent!
15	None
16	No
17	No
18	No
19	No

The Responses Chart Summarizes Survey Results Findings



2023- 2024 PARENT SURVEY DATA

Jefferson County School District 21stCCLC Program Parent Survey, 2023-2024

Q15 What additional resources does your child need in the program or school in general?

Answered: 17 Skipped: 4

#	RESPONSES
1	None
2	None at this time.
3	She has anger issues and she has problems with communication with others. She also has coping skills. She also has detachment skills and she needs to learn how to communicate an get along with others.
4	Help with on how to communicate with others
5	N/A
6	N/A
7	N/A
8	N/A
9	None at the moment..
10	Not sure
11	Not sure
12	Help him prepare for his 3rd grade reading test
13	Nothing at the moment.
14	Keep up the good work.
15	Not sure
16	Keep up the good work
17	Keep up the good work.

The Responses Chart Summarizes Survey Results Findings



STATUS OF GOALS AND OBJECTIVES

Goal 1: Improve Student Achievement

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
<i>Objective 1.1: At least 50% of regularly attending students Grades 1-5 will meet grade-level ELA benchmarks</i>	Status of Stated Objective <u>2023-2024 Results:</u> Partially Met Data Source: WAC records	<i>Jefferson County Elementary – Met</i>
<i>Objective 1.2: At least 80% of regularly attending Grade 3 students will demonstrate Reading proficiency</i>	Status of Stated Objective <u>2023-2024 Results:</u> Partially Met Data Source: WAC records	<i>Jefferson County Elementary – Met</i>
<i>Objective 1.3: At least 70% of regularly attending Grade 1-3 participants will meet the new local benchmarks for grade promotion</i>	Status of Stated Objective <u>2023-2024 Results:</u> Met Data Source: WAC records	<i>Jefferson County Elementary – Met</i>
<i>Objective 1.4: At least 50% of regularly attending students in Grades 1-5 will demonstrate Math proficiency</i>	Status of Stated Objective <u>2023-2024 Results:</u> Partially Met Data Source: WAC records	<i>Jefferson County Elementary – Met</i>
<i>Objective 1.5: At least 50% of regularly attending students in Grades 1-5 will demonstrate Science proficiency</i>	Status of Stated Objective <u>2023-2024 Results:</u> Partially Met / WAC records Data Source: WAC Records	<i>Jefferson County Elementary – Met</i>



Goal 2: Foster Responsibility and Positive Behaviors

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
<p>Objective 2.1: At least 80% of regular participants will be absent from school fewer than 8 days</p>	<p>Status of Stated Objective</p> <p>2023-2024 Results:</p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>
<p>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</p>	<p>Status of Stated Objective</p> <p>2023-2024 Results:</p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>
<p>Objective 2.3: Each project year, at least 90% of parents of regularly attending participants will report improved attitudes and growth in character development</p>	<p>Status of Stated Objective</p> <p>2023-2024 Results:</p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>
<p>Objective 2.4: Each project year, at least 80% of classroom teachers will report improved behavior among regularly participating 21st CCLC students</p>	<p>Status of Stated Objective</p> <p>2023-2024s:</p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>



Goal 3: Include Parents in the Teaching-Learning Process

OBJECTIVES	STATUS OF OBJECTIVES	CHALLENGES / COMMENTS
<p>Objective 3.1: <i>At least 80% of parents will observe and/or participate with his/her child for at least 1 hour every week</i></p>	<p>Status of Stated Objective</p> <p><u>2023-2024 Results:</u></p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>
<p>Objective 3.2: <i>At least 80% of parents of regularly attending participants will report using at least two (2) strategies or ideas from parent training at home</i></p>	<p>Status of Stated Objective</p> <p><u>2023-2024 Results:</u></p> <p>Met</p> <p>Data Source: WAC records</p>	<p>Jefferson County Elementary – Met</p>

SUSTAINABILITY PLAN

Project WAC Annual Sustainability Plan reflects a thoughtful and comprehensive assessment of the implementation of the *21st Century Community Learning Centers Program* in the *Jefferson County School District* in Fayette, Mississippi. The 21stCCLC program is located at **Jefferson County Elementary School** that has received from the MDE a grade of “**B**” this accountability period .The district is dedicated to the success of the program and has committed tremendous energy toward assessing its progress 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 21st CCLC 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 brings a range of expertise, energy, and insight to the **JCSD 21st CCLC** students, parents, teachers, and families. Each community organization has pledged support and resources toward the sustainability of **Project WAC** as described in the following table.



PROJECT WAC SUSTAINABILITY PLAN

21st CCLC School and Community Partnerships

JEFFERSON COUNTY SCHOOL DISTRICT SUSTAINABILITY PLEDGE

<p>▶ Jefferson County School District</p>	<ul style="list-style-type: none"> - <i>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</i>
<p>▶ Jefferson County Elementary School</p>	<ul style="list-style-type: none"> - <i>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</i>
<p>▶ Jefferson County School District Food Service Department</p>	<ul style="list-style-type: none"> - <i>Provision of snacks and summer feeding program meals meeting USDA School Lunch Program requirements</i>
<p>▶ Jefferson County Board of Supervisors</p>	<ul style="list-style-type: none"> - <i>Commitment to consider requests for funding of supplementary activities beyond the limits of the project budget</i>
<p>▶ Jefferson County Public Library</p>	<ul style="list-style-type: none"> - <i>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.</i>
<p>▶ Jefferson Comprehensive Health Center</p>	<ul style="list-style-type: none"> - <i>School based health services, parent training sessions on healthy lifestyles, preventive health, nutrition, etc.</i>
<p>▶ United Mississippi Bank</p>	<ul style="list-style-type: none"> - <i>“Financial Fitness for Life” financial literacy sessions</i>
<p>▶ MSU/Jefferson County Extension Service</p>	<ul style="list-style-type: none"> - <i>Research-based “Leadership Skills” character education, interactive communication, and</i>



	<p><i>leadership development sessions for participants at all six project sites</i></p>
<p>▶ Jefferson County Sheriff's Office</p>	<p>- <i>Safety of students, parents, and staff at project sites throughout Jefferson County; making stops to visit with participants and/or parents about safety issues</i></p>
<p>▶ Fayette Police Department</p>	<p>- <i>Maintaining law enforcement presence in and around project sites and visiting with participants and/or parents about safety issues</i></p>

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 SUSTAINABILITY PLAN



The Jefferson County School District , 21stCCLC program, Project WAC, offers high poverty students in Fayette, Mississippi, opportunities for enriched learning, tutoring, and mentoring. They look forward to another successful year participating in the 21st CCLC program as sustainability measures are implemented. The program is led by Dr. Adrian Hammitte, Superintendent of Education and Dr. Alma Rankin who has spearheaded the 21stCCLC program by providing District level support, curriculum, supervision, and other resources and partnerships to help sustain the program.



JCSD 21st CCLC MISSION AND VISION

*The **mission and vision** of JCSD 21st CCLC program aligns with that of the Nita M. Lowey 21st Century Community Learning Centers program, and 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 21st CCLC 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

21st CCLC PROGRAM EVALUATOR

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The “**WE ARE COMMUNITY!**” 21st Century Community Learning Centers provide essential support to students who are often underserved and help close educational opportunity and achievement gaps. Students in after school 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.icpsd.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 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. Consider increasing the recruiting year-round and using “word of mouth” strategies that have worked for other programs within your district.

EVALUATOR RECOMMENDATIONS FOR THE 21STCCLC AFTER SCHOOL AND SUMMER PROGRAM

Recommendations made after carefully analyzing the project's survey results.



1. Increase students' exposure to high-quality enrichment activities in the program, including educational field trips.
2. Increase students' exposure to the ARTS.
3. Increase students' exposure to sports / sports recreation, and outside activities.
4. 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.
5. 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.
6. Consider sending a monthly newsletter through the school district **program's Remind group** to families to increase engagement and awareness.
7. Extend personal invitations to specific families to face-to-face or virtual events, especially for hard-to-reach parents or disengaged parents.
8. Disaggregate achievement data to highlight growth among students and schools. This could highlight environmental impacts or staffing impacts on student growth.
9. Shift activities, as needed, to provide more academic support to students.

APPENDICES



Photo Credit: Superintendent Hammitte, www.jcpsd.net

CATCH THE “JOY FACTOR” AT JEFFERSON COUNTY SCHOOL DISTRICT !

*Everyone big or small in the JCSD makes learning full of joy
for students.*



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.

THE TOPS Framework

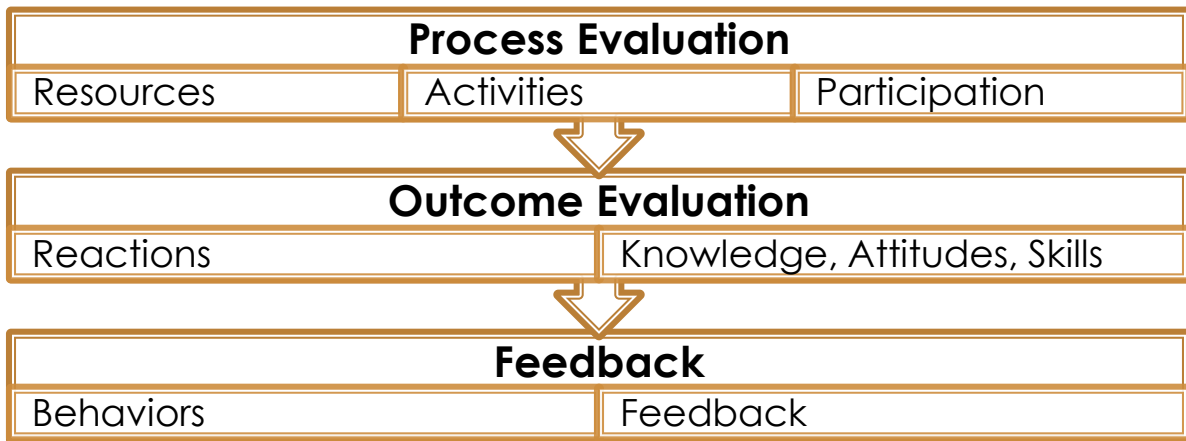
Four process levels required to achieve program implementation:

- ▶ Allocation of necessary **resources**
- ▶ Performance of planned **activities**
- ▶ Sufficient engagement of **participants**
- ▶ 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 (Example: graduation rate)

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



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/gsa/elements-program-quality/> (*Program Quality Self-Assessment Tool*

developed by the New York State Afterschool Network) Accessed: October 1, 2024.

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: 2023 - 2024	Development of Evaluation Tools	Program Year Evaluation Activities
<p style="text-align: center;">Fall October - November</p> <p>Meetings: New grant orientation meeting:</p> <ul style="list-style-type: none"> • Orientation to Evaluation Plan and Process • Review Implementation Assessment Tools <p>Evaluation Meeting:</p> <ul style="list-style-type: none"> • Discuss allocation of resources • Review/revise Imp. Matrix tool • Review/approve online surveys and set dates for administration. <p>Conference w/ Principal & Leadership Team</p> <ul style="list-style-type: none"> • Implementation Planning • Discuss professional development needs • Instructional Needs • Partnership Planning Site Coordinator <p>Interview:</p> <ul style="list-style-type: none"> • Structured Interview • Review data from Implementation Matrix <p>Survey Administration</p> <ul style="list-style-type: none"> • Online Pre-test Student Attitude Survey • Online Survey of Teacher Professional Development Needs Assessment 	<ul style="list-style-type: none"> ▶ Implementation Matrix ✓ ▶ Online Survey of Teacher Professional Development Needs ✓ ▶ Online Pre-test Student Attitude Survey ✓ ▶ Grant Goals & Objectives chart ✓ 	<p>Meetings:</p> <p><i>Annual Evaluation Kickoff meeting:</i></p> <p>April – May</p> <ul style="list-style-type: none"> • <i>Identify Needs</i> • <i>Program Structure</i> • <i>Program Requirements</i> • <i>Timelines for current year</i> • <i>Structured Interview</i> • <i>Review Implementation Matrix</i> <p>Survey Administration</p> <ul style="list-style-type: none"> • <i>Online Student Attitude Survey</i> • <i>Online Survey of Teacher Professional Development Needs</i>



<p style="font-size: 2em; margin: 0;">Winter</p> <p style="font-size: 2em; margin: 0;">November - January</p>	<p>Meetings:</p> <p>Mid-Year Meeting: Attendees: Leadership Team/Advisory Team</p> <ul style="list-style-type: none"> • Discuss recommendations for improvement and refinement • Discuss options for additional surveys: Community & Stakeholders 	<ul style="list-style-type: none"> ▶ Evaluation snapshots, highlighting recent findings ▶ Prepare Structure for the Advisory Board ▶ Modify Program Quality Assessment Tool 	<p>Meetings:</p> <p><i>Mid-year Meeting: June – July</i></p> <p>Attendees:</p> <p><i>Leadership/Advisory Team</i></p> <ul style="list-style-type: none"> • <i>Review and discuss recent findings for school engagement.</i> • <i>Discuss recommendations for improvement and refinement</i> • <i>Review APR requirements, dates, and responsibilities.</i>
	<p style="font-size: 2em; margin: 0;">Spring</p> <p style="font-size: 2em; margin: 0;">April - May</p>	<p>Meetings:</p> <p>Site Coordinator Informal Interviews (1 each site):</p> <ul style="list-style-type: none"> • Structured Interview • Update Implementation Matrix, 2nd administration <p>Survey Administration</p> <ul style="list-style-type: none"> • Online Post-test Student Attitude Survey • Online Parent Survey • Program Quality Assessment Tool 	<ul style="list-style-type: none"> ▶ 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



<p style="font-size: 2em; margin: 0;">Spring - Summer</p> <p style="font-size: 2em; margin: 0;">April - June</p>	<p>Meetings:</p> <p>End of Year Meeting:</p> <p>Attendees:</p> <p>Project director, program coordinator, site coordinators, district, and school-level administrators</p> <ul style="list-style-type: none"> • 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. <p>Conference Call Meeting (s) w/ Program Coordinator</p>	<p>Spring – Summer</p> <ul style="list-style-type: none"> ▶ 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 	<p>Meetings:</p> <p>End of Year Meeting: July/August</p> <p>Attendees:</p> <p>Project director, program coordinator, site coordinators, district, and school-level administrators</p> <ul style="list-style-type: none"> • Review and discuss recent findings (implementation progress) • Discuss APR status of objectives • Discuss recommendations for improvement and refinement. <p>Conference Call Meeting (s) w/ Program Coordinator</p>
	<p>Meetings:</p> <p>End of Year Meeting:</p> <p>Attendees:</p> <p>Project director, program coordinator, site coordinators, district, and school-level administrators</p> <ul style="list-style-type: none"> • 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. <p>Conference Call Meeting (s) w/ Program Coordinator</p>	<p>Spring – Summer</p> <ul style="list-style-type: none"> ▶ 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 	<p>Meetings:</p> <p>End of Year Meeting: July/August</p> <p>Attendees:</p> <p>Project director, program coordinator, site coordinators, district, and school-level administrators</p> <ul style="list-style-type: none"> • Review and discuss recent findings (implementation progress) • Discuss APR status of objectives • Discuss recommendations for improvement and refinement. <p>Conference Call Meeting (s) w/ Program Coordinator</p>



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		
	DOCUMENTATION/EVIDENCE	
1. The project is on schedule as described in the approved application.	<ul style="list-style-type: none"> - Quarterly Reports - Data - Program report - Other: please explain 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
2. The program has made efforts to gain other sources of funding or in-kind resources for the sustainability of the program.	<ul style="list-style-type: none"> - Description of any grants or resources program has attempted to secure - Other: please explain 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed <input type="checkbox"/> Sufficient Progress ✓ <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
II. Staffing and Professional Development		
	DOCUMENTATION/EVIDENCE	
1. The project director and site coordinators have been implementing the program per the approved application.	<ul style="list-style-type: none"> - Job Descriptions - Time and Activity Sheets - Activities completed - Interviews 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
2. Staff meetings are held frequently.	<ul style="list-style-type: none"> - Meeting agendas, minutes - Staff Calendar 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed <input type="checkbox"/> Sufficient Progress ✓ <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
3. Program staff has been trained to work in close collaboration with the regular school day staff and community partners.	<ul style="list-style-type: none"> - Meeting agendas, calendars - Staff interviews - Other: please explain: 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant



III. Partnerships and Collaborations		
	DOCUMENTATION/EVIDENCE	
1. Collaborators have provided programs and services in accordance with the application.	<ul style="list-style-type: none"> - List and/or description of services provided - Written agreements - Interviews - Other: please explain: 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> 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.	<ul style="list-style-type: none"> - Interviews - Written agreements 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Sufficient Progress ✓ <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
IV. Participant Involvement		
	DOCUMENTATION/EVIDENCE	
1. The program has identified and is servicing eligible students and their families consistent with the approved application.	<ul style="list-style-type: none"> - Participant list - Registration form - Activity logs - Other: please explain: 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
2. The program has advertised the program and services.	<ul style="list-style-type: none"> - Newspaper, radio, TV ads - School postings, announcements - Outreach activities - Other: please explain 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
3. The program has provided activities and services to the students and their families in accordance with their application.	<ul style="list-style-type: none"> - Participant list - Registration form - Activity logs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant



	- Other: please explain	
4. Transportation has been provided for activities.	- Transportation logs - Other: explain	<input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
5. If applicable, the program has accommodated children with special needs.	- Documentation of accommodations provided. - Example: transportation, aides, etc.	<input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant

V. Linkages between School Day and Afterschool

	DOCUMENTATION/EVIDENCE	
1. Project Director and/or site coordinator has met with school day staff.	- Meeting schedules, minutes - Correspondence	<input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
2. The program staff engages in on-going communication with the in-school teaching staff <ul style="list-style-type: none"> • 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:	<input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> 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:	<input checked="" type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant



VI. Academic and Enrichment Components		
	DOCUMENTATION/EVIDENCE	
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:	<input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
VII. Evaluation of Program Progress and Effectiveness		
	DOCUMENTATION/EVIDENCE	
1. The program has evaluated its' progress towards meeting program goals and objectives.	- Status of program indicators - Analysis of Data	<input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
2. The program is using information collected for continuous improvement?	- Changes made to program based on feedback - Reports - Surveys - Other: please explain	<input type="checkbox"/> Completed <input type="checkbox"/> Sufficient Progress ✓ <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant
VIII. Safety, Health, Nutrition		
	DOCUMENTATION/EVIDENCE	
1. Emergency contact information for students and staff is maintained in a central location.	- Staff and student emergency contact information - Other: please explain:	<input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> 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:	<input type="checkbox"/> Completed ✓ <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliant



EXTERNAL 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 28 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 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. Lowey 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. To provide a high-quality summative external evaluation that adheres to the MDE 21st CCLC 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.*





JEFFERSON COUNTY SCHOOL DISTRICT

“WE ARE COMMUNITY”

21ST CCLC PROJECT DIRECTOR, DR. ALMA RANKIN

Leadership Staff interview conducted by the External Evaluator with Dr. Alma Rankin-Jones Project Director for the WE ARE COMMUNITY 21stCCLC Program. 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. Please submit your responses to the External Evaluator as soon as possible. Thank you for your responses.

Dr. Rankin, as Project Director, how would you describe how having 21st CCLC grant funds are used primarily at the 21st CCLC school site?

As a Project Director, I would describe the use of 21st Century Community Learning Centers (21st CCLC) grant funds as primarily focused on enhancing academic enrichment and providing a safe, engaging environment for students beyond the regular school day. These funds are allocated to support programs that improve student achievement in core academic areas, such as reading and math, as well as provide opportunities for enrichment in areas like STEM, arts, and physical education.

Dr. Rankin, how would you describe the impact that the 21st CCLC Program is having overall on student achievement for students participating in the program?

The impact of the We Are Community 21st Century Community Learning Centers (21st CCLC) Program on student achievement can be described as significant, especially for students who actively participate in the program. The 21st CCLC Program provides additional instructional time and resources beyond the traditional school day, targeting academic areas where students may struggle, such as math, reading, and science. This additional support helps bridge learning gaps and reinforce skills that students need to succeed in the classroom.

Specifically, students in the program often demonstrate improvements in grades, standardized test scores, and overall academic performance. For example, 95% of regularly attending third grade students passed the Third Grade Reading Gate during the Spring 2024 administration of the assessment. They also tend to develop better study habits, greater motivation to learn, and improved engagement in school.



The program's focus on individualized attention and small group instruction allows educators to meet students where they are, which is crucial for addressing specific academic needs.

In addition to academic gains, the program fosters a more positive attitude toward learning and builds students' social and emotional skills, which are also critical for success in school and beyond. Through partnerships with schools and communities, the 21st CCLC Program not only enhances student achievement but also contributes to a more supportive learning environment that promotes long-term educational and personal success.

Dr. Rankin, describe the nature of parent involvement at the 21st CCLC school sites as a result of the 21st CCLC program?

The 21st Century Community Learning Centers (21st CCLC) program has had a meaningful impact on parent involvement at school sites, fostering stronger connections between families and the school community. One of the core goals of the program is to create opportunities for parents and caregivers to engage in their children's education and personal development through various family-focused events and activities. These activities include programs like Grandparents Game Night, where grandparents and students come together for fun, educational games that also encourage family bonding. Family engagement programs offer parents workshops on topics such as literacy, academic support strategies, and healthy lifestyles, giving them tools to better support their children's learning at home.

In addition to these, events such as Craft Night with Mom allow for hands-on creative activities that strengthen relationships between students and their families, all while enhancing learning through arts and crafts. Annual events, like the Christmas Program, serve as showcases for student talents and accomplishments, providing a platform for families to celebrate their children's achievements in academics and extracurricular activities. Through these initiatives, the 21st CCLC program helps foster a community where families feel connected to their children's education and the school. The result is a supportive network that not only enhances student success but also promotes positive family engagement.

Dr. Rankin, has discipline improved at your school as a result of participation in the 21st CCLC program? Explain.

Yes, discipline has notably improved at our school as a result of participation in the We Are Community 21st Century Community Learning Centers (21st CCLC) program. The program's structured, engaging



environment provides students with a positive and supportive space after school, which helps reduce behavior issues during the regular school day as well.

Several factors contribute to this improvement in discipline:

Counselor Support: With a dedicated counselor on hand, students have access to behavioral and emotional support that can address underlying issues contributing to disciplinary challenges. The counselor provides conflict resolution strategies, emotional regulation techniques, and one-on-one counseling when needed. This proactive approach helps students manage their behavior more effectively, reducing the need for disciplinary actions.

Structured Activities: The 21st CCLC program offers a wide range of enriching activities that keep students engaged and focused. These activities promote teamwork, respect for others, and personal responsibility, which naturally translate into better behavior both in the program and during the regular school day.

Positive Behavior Reinforcement: The program emphasizes rewarding positive behavior, which motivates students to maintain good conduct. This includes recognition for academic achievements, good citizenship, and participation in group activities.

Overall, by addressing both academic and emotional needs, the We Are Community 21st CCLC program creates a more holistic environment for students, leading to improvements in discipline and overall student well-being.

Dr. Rankin, are there some things that you believe could be improved regarding your school district's implementation of the 21st CCLC Program?

Yes, while the 21st Century Community Learning Centers (21st CCLC) Program has had a positive impact, there are always areas for improvement to maximize its effectiveness and reach. Some areas I believe could be improved in our district's implementation of the program include Increased Funding and Resources: While the 21st CCLC grant provides vital resources, additional funding could allow for further expansion of services, including more specialized staff, enhanced technology, and greater access to academic enrichment materials. This would help address the diverse needs of all students more comprehensively.

Extended Outreach to Families: Although there are many successful family engagement initiatives, reaching more families and consistently engaging them in program activities remains a challenge.



Developing more targeted outreach strategies, especially for underserved and hard-to-reach families, could further strengthen the home-school connection.

More Focus on Academic Alignment: There is room for improvement in aligning the 21st CCLC activities with in-school curricula. Closer coordination between afterschool program staff and teachers could ensure that the academic support provided after school directly reinforces what students are learning during the day, leading to greater academic gains.

Staff Training and Retention: Ensuring that all staff members, including volunteers, receive ongoing professional development is key to maintaining high program quality. At times, staffing can be a challenge due to turnover or limited training opportunities. A more structured professional development plan could help retain staff and ensure they are well-equipped to support students' academic and social-emotional needs.

Dr. Rankin, share a program highlight or success story from this project year from the 21st CCLC program.

One of the most significant highlights from this year in our 21st Century Community Learning Centers (21st CCLC) program is the remarkable achievement in third-grade reading. We are proud to share that 95% of our students passed the third grade reading assessment, a milestone that reflects the hard work and dedication of both the students and staff involved in the program. This success is the result of a focused effort on literacy through targeted interventions, personalized instruction, and engaging reading activities that help students build critical skills. The program provided additional small group tutoring and one-on-one support tailored to the individual needs of struggling readers. In addition, we collaborated closely with classroom teachers to ensure the afterschool reading curriculum was aligned with in-class instruction.

One example that stands out is a student who initially struggled with reading comprehension and fluency. Through consistent participation in the 21st CCLC afterschool literacy sessions, this student not only improved their reading skills but also developed a newfound confidence in their ability to succeed academically. The student went from performing below grade level to passing the reading assessment with flying colors, and their progress has inspired other students in the program as well.



This achievement not only highlights the effectiveness of the 21st CCLC program in boosting academic performance but also underscores the importance of providing students with the additional support and resources they need to thrive.

Dr. Rankin, what was the biggest challenge your district had to face while implementing the 21st CCLC program this project year?

The biggest challenge our district faced while implementing the 21st Century Community Learning Centers (21st CCLC) program this project year was staffing and retention. While the program has been highly successful in terms of student outcomes, ensuring that we had enough qualified staff to meet the needs of our students was a significant hurdle.

There were several factors contributing to this challenge:

Staff Turnover: Maintaining consistent staffing, especially with qualified educators and support personnel, proved difficult. This led to disruptions in program delivery, as students had to adjust to new staff members mid-year. In some cases, the need for new staff created gaps in programming or required additional training time for new hires to get up to speed with the program's goals and structure.

Recruiting Qualified Personnel: It has been challenging to attract enough qualified individuals to fill positions, particularly in areas requiring specialized skills like tutoring in math and literacy or managing enrichment activities. The after-school hours also presented scheduling conflicts for some potential staff members, limiting our pool of applicants.

Training and Professional Development: Even when we successfully hired staff, providing consistent professional development to ensure they were equipped with the necessary skills to support both academic and social-emotional needs was a challenge. Coordinating schedules for training while ensuring there was minimal disruption to programming required careful planning.

Despite these staffing challenges, the team we assembled remained committed to the program's success, and we were able to maintain the high quality of services offered to students. Moving forward, we are exploring strategies to improve recruitment and retention, such as offering more competitive compensation, providing additional support for staff development, and creating a stronger pipeline for prospective hires.



PROJECT WAC

DATA COLLECTION TOOLS SURVEY INSTRUMENTS

Jefferson County Student Survey 2023-2024

Thank you for participating in our program as a student! We would like to know your thoughts about this year's program. Please rate your experience about the quality of our program. Your feedback is greatly appreciated.

Q1: Type your name.

Q2: Select your grade. (Please select only one.)

Q3: What school do you attend?

Text: Please choose either Yes or No to each question.

Q4: Do you look forward to going to school?

Q5: Do you study hard for tests?

Q6: Do you feel safe in our program?

Q7: Do your parents talk to you about school or homework?

Q8: Do you feel that our program improves your study habits?

Q9: Do you feel happy when you attend our program?

Q10: Do you like interacting with other students in the program?

Q11: How many days per week do you attend the program?

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

Text: Enjoyable?

Q12: I like it.



Q13: I look forward to attending the program.

Q14: I look forward to seeing my classmates.

Q15: I look forward to seeing my teachers.

Q16: I look forward to participating in program activities.

Text: High Quality?

Q17: I feel comfortable talking to program staff.

Q18: There is someone available in the program to help me in the program when I need it.

Q19: I think I am doing better in school since I started attending the program.

Q20: What activities did you like best in the program? (Check ALL that apply.)

Q21: Other Activities (Please explain.)

Q22: What suggestions do you have to improve the 21stCCLC Program at your school.



PROJECT WAC

DATA COLLECTION TOOLS SURVEY INSTRUMENTS

Jefferson County Parent Survey 2023-2024

Jefferson County School District 21stCCLC Parent Survey 2023-2024

Q1: Type Your First and Last Name

Q2: Child's First and Last Name. (Complete a separate survey for each child.)

Q3: What school does your child attend?

Q4: What grade is your child?

Q5: How satisfied are you with the overall quality of the 21st CCLC Program?

Q6: How effective do you think the program is in improving your child's academic performance?

Q7: How motivated is your child to learn as a result of participating in the 21st CCLC Program?

Q8: Which of the following academic and enrichment activities does your child participate in? (Select all that apply)

Q9: How would you rate the quality of the academic and enrichment activities provided?

Q10: Do you feel that the program is helping to close the achievement gaps for your child?

Q11: How well does the program prepare your child for college and career readiness?

Q12: How often do you communicate with the program staff about your child's progress?

Q13: How accessible is the program staff when you have questions or concerns?

Q14: Do you have any additional comments or suggestions for the 21st CCLC Program?

Q15: What additional resources does your child need in the program or school?



PROJECT WAC

DATA COLLECTION TOOLS SURVEY INSTRUMENTS

Jefferson County Teacher Survey 2023-2024

Jefferson County School District 21st Century Community Learning Centers Program Teacher Survey

Q1: Teacher Name

Q2: Today's Date:

Q3: What school do you currently teach primarily?

Q4: In your opinion, how has the program influenced students' motivation to learn?

Q5: How has the 21st Community Learning Center impacted student learning?

Q6: Have you observed any improvements in student behavior as a result of the program?

Q7: Do you believe the program has contributed to improved student grades?

Q8: What changes have you noticed in students' attitudes toward learning since the implementation of the program?

Q9: How satisfied are the students with the program? (1 being the least satisfied and 5 being the most satisfied)

Q10: Which 21stCCLC Program activities did you like best this year?

Q11: Do you feel that the program offers assistance to students that relates to what you are teaching in the classroom?

Q12: Do you feel that the 21stCCLC program offers adequate enrichment activities for participants?

Q13: Do you communicate or interact with the 21stCCLC program administrator during the school year?

Q14: Overall, do you think the 21stCCLC program is having a positive impact on participants?

Q15: Do you think the 21stCCLC program is helping to decrease discipline problems in the school?

Q16: How satisfied are you with the availability of computers and devices for student learning at your school?

Q17: How familiar are you with the curriculum materials being used in the 21stCCLC program?

Q18: How would you rate the teachers' attitudes towards having the 21stCCLC program at your school/site?



Q19: Do you feel you have competent and caring teachers at your school?

Q20: What suggestions do you have for improving the 21stCCLC program in the future? These suggestions could include



PROJECT WAC



End of Report
