

**JEFFERSON COUNTY
SCHOOL DISTRICT**

***We Are
Community!***

*Nita M. Lowey 21st Century
Community Learning Centers
Program Evaluation
SUMMATIVE REPORT 2025*

Submitted by:

**JEFFERSON COUNTY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
DR. ADRIAN HAMMITTE**

**942 Main Street | PO Box 157
Fayette, MS 39069**



TITLE PAGE

- **Program:** Nita M. Lowey 21st Century Community Learning Centers Program
- **School District:** Jefferson County School District
- **Project:** *Project We Are Community!* - 2024 – 2025 Program Evaluation Summative Report
- **Project Website:** <https://www.jcpsd.net/wearecommunity>
- **External Evaluator Organization:** Devoted2Education LLC, Dr. Martha S. Liddell, External Evaluator
- **Evaluator Contact Information:**
 - **Mailing Address:** Post Office Box 1475, West Point, MS 39773
 - **Business Number:** (662) 889-7003
 - **Email:** sue.devoted2ed@gmail.com



TABLE OF CONTENTS

TITLE PAGE	2
TABLE OF CONTENTS	3
LIST OF ACRONYMS	5
JCSD 21ST CCLC EDUCATIONAL AND ENRICHMENT	13
CORE ACTIVITIES CHART	13
JCSD 21ST CCLC STAFF TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES.....	16
▶ GOAL 2: FOSTER RESPONSIBILITY AND POSITIVE BEHAVIORS.....	19
▶ GOAL 3: INCLUDE PARENTS IN THE TEACHING-LEARNING PROGRAM.....	19
JCSD 21ST CCLC PROGRAM APPROVED	86
GOALS AND OBJECTIVES.....	86
JCSD 21ST CCLC PROGRAM	87
DATA COLLECTED, EVALUATION METHODS,.....	87
RESULTS AND OUTCOMES.....	87
21ST CCLC PROGRAM EVALUATION SUMMATIVE REPORT	91
QUESTIONS & TOOLS	91
PROCESS EVALUATION	95
OUTCOME EVALUATION.....	95
MIXED METHODS APPROACH	97
INSTRUMENTS	100
REFERENCES:	100
<i>PROGRAM QUALITY SELF-ASSESSMENT TOOL</i> , NEW YORK STATE AFTERSCHOOL NETWORK, 2020.....	100
DATA ANALYSIS.....	101
DATA COLLECTION SCHEDULE.....	101
RESPONSIBILITIES OF THE EXTERNAL EVALUATOR.....	101
DISSEMINATION OF FINDINGS	102
PROJECT “WE ARE COMMUNITY!”	103
MONITORING AND SELF-ASSESSMENT TOOL CHECKLIST	103



I. GOAL SETTING, MANAGEMENT, SUSTAINABILITY	103
II. STAFFING & PROFESSIONAL DEVELOPMENT	103
III. PARTNERSHIPS & COLLABORATIONS	104
IV. PARTICIPANT INVOLVEMENT	104
V. LINKAGES BETWEEN SCHOOL DAY AND AFTERSCHOOL	105
VI. ACADEMIC AND ENRICHMENT COMPONENTS	106
VII. EVALUATION OF PROGRAM PROGRESS AND EFFECTIVENESS	106
VIII. SAFETY, HEALTH, NUTRITION	106
PROJECT WAC SUSTAINABILITY PLAN CONT.	107
COMMUNITY PARTNERS21 ST CCLC SCHOOL AND COMMUNITY PARTNERSHIPS	107
JEFFERSON COUNTY SCHOOL DISTRICT SUSTAINABILITY PLEDGE	107
21STCCLC PROJECT WAC ADVISORY COUNCIL	109
MAINTAIN STRONG PARENTS & COMMUNITY BOND	110
EVERY CHILD MATTERS.	110
FOCUSE ON STANDARDS-BASED TEACHING AND LEARNING	115
RESEARCH-BASED BEST PRACTICES FOR TEACHING & LEARNING	115
MAINTAIN FLEXIBLE OPERATIONAL SCHEDULES SUMMARY OF OPERATIONS PROGRAM	
OVERVIEW JEFFERSON COUNTY SCHOOL DISTRICT / PROJECT WAC	119
<i>Table 1: 21stCCLC Schedule of After-School Activities (Mon, Tues, Wed)</i>	<i>119</i>
KNOW YOUR CORE ACTIVITIES WORK	120
<i>Table 2: Summary of Activities</i>	<i>120</i>
KNOW HOW TO SUSTAIN YOUR	121
21STCCLC PROGRAM	121
JJEFFERSON COUNTY SCHOOL DISTRICT 21ST CCLC PROGRAM EVALUATOR CONCLUSIONS	
AND RECOMMENDATIONS	122
CONCLUSIONS	122
EVALUATOR RECOMMENDATIONS FOR THE 21STCCLC AFTER SCHOOL AND SUMMER PROGRAM	
.....	123
APPENDICES	124



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

JCUES – Jefferson County Upper Elementary School

JCHS – Jefferson County High School

JCSD – Jefferson County School District

LEA – Local Education Agency

MAAP – Mississippi Academic Assessment Program

MCCRS – Mississippi College and Career-Ready Standards

MDE – Mississippi Department of Education

MKAS – Mississippi K-3 Assessment Support System

MSIS – Mississippi Student Information System

PBL – Projects-Based Learning

PREPS - Program of Research and Evaluation for Public Schools

Project WAC – Project We Are Community!

SPED – Special Education

STEM – Science, Technology Engineering and Math

SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats

TOPS Framework – Targeting Outcomes of Programs



JEFFERSON COUNTY SCHOOL DISTRICT

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

1. OVERVIEW AND HISTORY

JEFFERSON COUNTY | JEFFERSON COUNTY SCHOOL DISTRICT

GENERAL OVERVIEW AND HISTORY

The Jefferson County School District educates over 1,200 Pre-K students through 12th-grade students. The JCSD is located in Jefferson County, Mississippi. This district is composed of an elementary school, junior high school, and a high school. 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 city of Fayette is served by the Jefferson County School District. Jefferson County School District is located in Fayette, Mississippi. Fayette is a city in Jefferson County, Mississippi. The population was 1,614 at the 2010 census. It is the county seat of Jefferson County. (U.S. Census, 2010). The table shows the racial and ethnic composition demographics for Fayette, MS.

Race / Ethnicity (NH = Non-Hispanic)	Pop 2000	Pop 2010	Pop 2020	% 2000	% 2010	% 2020
White alone (NH)	43	26	15	1.92%	1.61%	1.04%
Black or African American alone (NH)	2,170	1,577	1,379	96.79%	97.71%	95.43%
Native American or Alaska Native alone (NH)	2	3	1	0.09%	0.19%	0.07%
Asian alone (NH)	5	0	5	0.22%	0.00%	0.35%
Pacific Islander alone (NH)	0	0	2	0.00%	0.00%	0.14%
Some Other Race alone (NH)	0	0	0	0.00%	0.00%	0.00%
Mixed Race or Multi-Racial (NH)	8	5	16	0.36%	0.31%	1.11%
Hispanic or Latino (any race)	14	3	27	0.62%	0.19%	1.87%
Total	2,242	1,614	1,445	100.00%	100.00%	100.00%



Dr. Adrian Hammitte
Superintendent of Education

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.” **Jefferson County School District (JCS D)** has a long history of educational dedication. 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.

According to a publication in “*Just My Mississippi*”, Dr. Adrian D. Hammitte, the Superintendent of the Jefferson County School District, is a shining example of dedication, innovation, and community engagement in the field of education. His leadership has not only transformed the district but also set a benchmark for other educational programs across the country. Under Hammitte's leadership, the Jefferson County School District has made significant strides in academic performance. One of the most notable achievements is the promotion of all third-grade scholars to the fourth grade for the first time since the implementation of the Literacy-Based Promotion Act (LBPA). This accomplishment is a testament to the district's shift in instructional practices and the use of high-quality instructional materials. The district's focus on ensuring that every child has access to grade-level content has been instrumental in achieving educational equity and student success. (<https://www.justmymississippi.com/view-post/2100>).



District Vision Statement: The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence” producing life-long learners who are college and career ready. **District Mission Statement:** The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

State assessment data shows a steady increase in student achievement as well. For the 2022-2023 school year, JCSD earned a solid **B-rating** placing among one of the fastest growing school districts in the state for closing the achievement gap.

THE JEFFERSON COUNTY SCHOOL DISTRICT

PROGRESS AND IMPROVEMENTS

The Jefferson County School District is widely recognized as an educational leader in the State of Mississippi, Southeast region, and nationally. Due to the leadership of its distinguished Superintendent of Education, Dr. Adrain Hammitte and his dedicated leadership team, JCSD, stands an exemplary example of educational progress and improvements for innovation and excellence in student learning. Some of the district’s notable accomplishments are noted herein. The Jefferson County School District’s accountability rating reached an all-time high during the 2022-23 school year. The Mississippi State Board of Education approved official grades for Mississippi schools and districts, and Jefferson County School District earned 647 points, which equates to a **B-rating**.

Jefferson County Elementary School was honored as an *Emerging Science of Reading School* by the Mississippi Department of Education. This prestigious designation is awarded to schools that have trained teachers in the science of reading, transformed instructional practices, and created a school culture dedicated to building skillful, strong readers from kindergarten - third grade. *The Mississippi State Board of Education* approved Jefferson County School District (JCSD) as an *Early Learning Collaborative* (ELC). As a result, JCSD joins a distinct group of 35 districts that will provide high-quality early childhood education pre-K programs to 4-year-old students. In 2022, the *Jefferson County School District* was awarded a *21st Century Community Learning Centers. The 21stCCLC Program* provides students with academic enrichment opportunities, along with activities designed to complement the students’ regular academic program.

In 2022, the *Jefferson County School District* was awarded a *21st Century Community Learning Centers*. *The 21stCCLC Program* provides students with academic enrichment opportunities, along with activities designed to complement the students' regular academic program. The Jefferson County School District *21stCCLC Program "WE ARE COMMUNITY!"* serves primarily low-income children that need expanded learning opportunities beyond school hours to help them succeed in school. By implementing the 21stCCLC program over the past years, significant gains in student learning attitudes have been observed. The grant program's *Goals and Objectives* has been successfully met for the past 2 years in a row. The 21stCCLC District Project Director, Dr. Alma Rankin. The 21stCCLC sites at Jefferson County Elementary School and Jefferson County High School will provide a range of high-quality services to support student learning and development. The services are provided by licensed and/or paraprofessionals. The 21stCCLC project is intended to:

- ▶ **Increase the rate and level of achievement.**
- ▶ **Promote character development; and**
- ▶ **Include parental participation in the teaching-learning process.**



The grant program's *Goals and Objectives* has been successfully met for the past 2 years in a row. The 21stCCLC District Project Director, Dr. Alma Rankin. The 21stCCLC sites at Jefferson County Elementary School and Jefferson County High School will provide a range of high-quality services to support student learning and development. The services are provided by licensed and/or paraprofessionals. The 21stCCLC project is intended to:

- ▶ **Increase the rate and level of achievement.**
- ▶ **Promote character development; and**
- ▶ **Include parental participation in the teaching-learning process.**



Dr. Alma Rankin-Jones
21stCCLC Project Director



2. STUDENT ATTENDANCE AND ENROLLMENT

JEFFERSON COUNTY SCHOOL DISTRICT ATTENDANCE AND ENROLLMENT

The JCSD 21stCCLC Program has had a steady attendance and enrollment over the past 2 years with more than 80% of targeted students attending at least 40 days of the program year. The expected outcomes of the JCSD 21st CCLC program are 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 40 or more days thereby are considered “regular” attendees. Three (3) 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.

Student Attendance and Enrollment Charts for each 21stCCLC site, include:

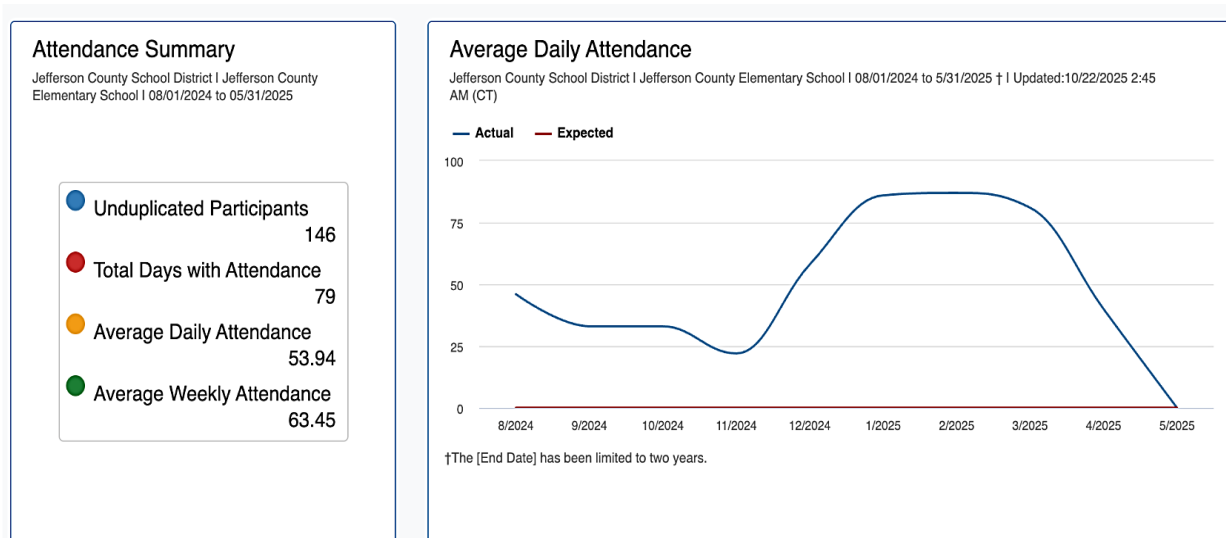
Total Student Enrollment - 145

Regularly participating student enrollment (students with 40 hours or more of attendance)- 106

Student demographics (gender, ethnicity, grade levels, subgroups if available)

- **Black-145**
- **White-1**
- **Two or More Races-2**
- **Male-63**
- **Female-81**
- **Special Needs-14**
- **Average Daily Attendance (ADA)-Daily: 53.94 Weekly 63.45**

Student Attendance and ADA Charts for each 21stCCLC site, include:



The Jefferson County School District (JCSD), *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 was operated at one site and included students from: Jefferson County Elementary School, which serves approximately 150 21stCCLC students in grades first through fourth at Jefferson County Elementary School. According to attendance reports, 21stCCLC student participants average daily attendance rate was 53.94 %. Their weekly attendance rate was 63.45%. Participants’ total days of attendance exceeded 40 days with the total days of attendance being 79 days. Attendance records were maintained at each school site and reviewed regularly by the Project Director, Dr. Alma Rankin-Jones.

Dr. Jones holds a Doctor of Education degree from Belhaven University, she has a Specialist degree in Educational Leadership and Administration from Jackson State University, and a Master of Arts in Teaching from Alcorn State University. She has earned multiple honors, such as the Employee of the Month and the Administrator of the Month, for her outstanding performance and contributions to the district. Her core competencies include academic development, professional development, teacher training, educational leadership, curriculum design, instructional technology, and data analysis. She is committed to enhancing the quality of education and fostering a culture of excellence and equity for all students and staff at JCSD.

3. PROGRAM OPERATIONS

JEFFERSON COUNTY SCHOOL DISTRICT

“WE ARE COMMUNITY!”

PROGRAM OPERATIONS

JCSD “WE ARE COMMUNITY” PROGRAM OPERATIONS



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 146 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

The expected outcomes of JCSD 21st CCLC program are to increase the rate and level of achievement, promote character development through community-based enrichment, and include parental participation in the teaching-learning process by connecting the community to the schools. Students that attended the JCSD 21st CCLC program for 40 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 JCSD Family.



Jefferson County School District 21stCCLC Program “WE ARE COMMUNITY!” (WAC) operations include both an After-school program and summer program annually with a menu specific educational and enrichment activities shown below. The efficient and high-quality implementation of the JCSD 21stCCLC program is a priority for administrations and educators.

JCSD 21st CCLC EDUCATIONAL AND ENRICHMENT CORE ACTIVITIES CHART

Project WAC Key Activities

▶ Academic Enrichment	▶ Character Development
▶ ELA / Language Arts	▶ Educational Field Trips
▶ Mathematics	▶ Kids College and Recreation
▶ Projects-Based Learning Units	▶ Social-Emotional Learning (SEL) / ▶ Life Skills
▶ Science / STEM Tutoring and Enrichment Activities	▶ Projects-Based Learning ▶ Art
▶ Computer Lab	▶ Parental Involvement Activities



JCSD 21stCCLC Project Services Chart shown below includes information that is shared with students and parents as well as community stakeholders and potential sustainability partners to ensure positive understandings are promoted throughout the district.

WAC PROJECT SERVICES CHART	
Report of the 21stCCLC Program Site Schedule and Services Chart	
▪	Days of operation (school year and summer, if applicable) Monday-Wednesday
▪	Hours per day 3:30-6:30 P.M.
▪	Weeks of operation= August 19, 2024-May 14, 2025; Summer: June 2-26, 2025 (M-Th; 8:00-12:00)
▪	Components offered (academic enrichment, youth development, family engagement, etc.) • Academic Enrichment • Homework Help • Arts/Crafts • Physical Education • STEM • Spanish

4. QUALITY OF STAFFING



The Jefferson County School District quality of staffing and professional development plan and opportunities are an important part of the school's district's commitment to academic excellence and the complete education of the "whole child." **The JCSD 21CCLC Program** site's pivotal focus lies in establishing high-quality staffing priorities that will ensure the success and impact of after-school and summer learning initiatives. These staffing quality priorities are essential to creating an enriching environment, and to developing a framework that addresses appropriate staff-to-student ratios, staff qualifications, and a robust professional development plan tailored to the unique needs of the community.

The staffing model promotes a student-to-staff ratio that promotes personalized attention and effective educational experiences. The 21stCCLC program aimed for a ratio of 1:10 in after-school programs to allow tutors and enrichment coordinators to provide individualized support, engage students meaningfully, and foster a sense of community among participants. The District's careful calibration ensured that staff could closely monitor student progress, facilitate tailored instruction, and manage group dynamics effectively. This low ratio is particularly essential as many students in the district face socio-economic challenges and may require additional academic support.



The JCSD 21stCCLC Program staff qualifications prioritized hiring qualified staff who both have an educational background and the intrinsic enthusiasm necessary to guide students positively. In line with this goal, ideal candidates for the 21stCCLC After School and Summer Program possessed at least a bachelor's degree in education, youth development, or related fields. In some cases, highly qualified and specially trained paraprofessional were recruited who have exemplary classroom-level experience in working with the school's student intervention and progress monitoring curriculum and technology tools.

Special emphasis was placed on recruiting staff with training in areas such as special education, diversity, and social-emotional Learning (SEL), and community engagement. Knowledge in these domains strengthened both their academic and pedagogical competencies, but also their cultural competencies. Additionally, efforts to recruit, train, and retain high-quality staff included.

- 21stCCLC Staff Trainings (Orientation for Fall and Summer)
- Enrichment Focused Programming “Flying Classroom Teacher Training”
- Technology Focused Programming “Class VR Training for Teachers”

JCSD 21stCCLC STAFF TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Jefferson County School District 21stCCLC Program staff training and professional Development recognizing that ongoing professional development is paramount for the continuous growth of staff and the program itself, the 21CCLC initiative outlines a comprehensive training strategy. Professional development workshops focused on the following critical research-based professional development areas that address the needs of the whole child.

- 1. Culturally Relevant Pedagogy:** Staff receive on-going training on how to create inclusive environments where all students feel valued and understood is crucial. This will enable staff to leverage students' cultural backgrounds to enhance engagement and learning.



2. Behavior Management Strategies: Staff receive on-going training on that providing staff with positive behavior management techniques will help them to create a nurturing environment where students can thrive and feel safe.

3. Curriculum and Instruction: Staff receive on-going training on that focusing on differentiated instruction, STEM education practices, and arts integration will empower staff to implement innovative lesson plans that resonate with students' interests.

4. Social-Emotional Learning (SEL): Staff receive on-going training in SEL methods to cultivate students' emotional intelligence, self-awareness, and interpersonal skills, equipping them to navigate both academic and social challenges effectively.

5. Family and Community Engagement: Staff receive on-going training on best practices for establishing partnerships with families and local organizations. Engaging families in their children's learning experiences fosters a collaborative approach to education and strengthens community ties.

6. Assessment and Data Utilization: Staff receive on-going training on how to assess student progress effectively and use data to inform instruction. Understanding how to analyze data not only aids in identifying areas for student improvement but also assists in refining program offerings to better meet student needs.

The JCSD 21stCCLC Program “quality of staffing” principles are deeply rooted in fostering a dedicated, well-trained staff committed to student success and community engagement. This will ultimately lead to improved outcomes, not just in academics, but in the holistic development of the children they serve.

5. OBJECTIVE ASSESSMENT

JEFFERSON COUNTY SCHOOL DISTRICT

“WE ARE COMMUNITY!”

21STCCLC PROGRAM GOALS AND OBJECTIVES

The following are the three (3) 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 monitored and tracked annually by the external evaluator to ensure fidelity of program implementation and to determine refinement needs.**

▶ **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.

JEFFERSON COUNTY SCHOOL DISTRICT

2024-2025 ACCOUNTABILITY AND STUDENT ACHIEVEMENT DATA



The Mississippi Academic Assessment Program (MAAP) system is designed to measure how well students acquire the skills and knowledge described in the *Mississippi Curriculum Standards and College and Career Ready Standards*. The assessment system yields crucial 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. Two outcome objectives of the program measure the reduction in “failure” rates of students not meeting standards.

The 2021-2022 school year serves as the **baseline** year for the project’s goals and objectives and other measures. Going forward, the assessment data will be further stratified to demonstrate the level of impact the 21st CCLC program strategies are having on improving student achievement. The results are reported following each project year’s evaluation cycle, and reported to the school district, and the MDE via the annual evaluation report.

The Mississippi Statewide Accountability System is a single “A” through “F” school and district accountability system. Click any chart to get detailed information on the measure. Student Assessment Results: The following sections show detailed information on student performance and participation on statewide assessments. The following student performance shows detailed information about each level of performance on statewide assessments by student subgroups as reported on the *MS Succeeds Report Card* for the 2024-2025 school year.

JEFFERSON COUNTY SCHOOL DISTRICT

STATE ASSESSMENT RESULTS FOR THE CURRENT SCHOOL YEAR



JEFFERSON COUNTY SCHOOL DISTRICT

DISTRICT REPORT CARD FOR 2024-2025



District Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Jefferson County School District

Fayette, MS



942 MAIN STREET
Fayette, MS 39069



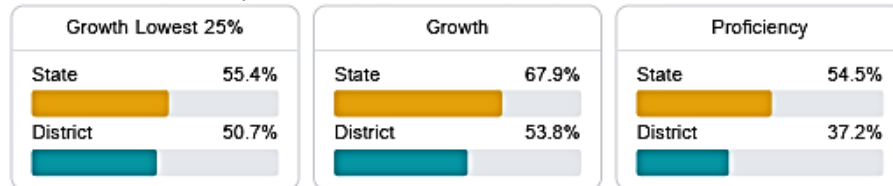
ADRIAN HAMMITTE
ahammitte@jcpsd.net

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

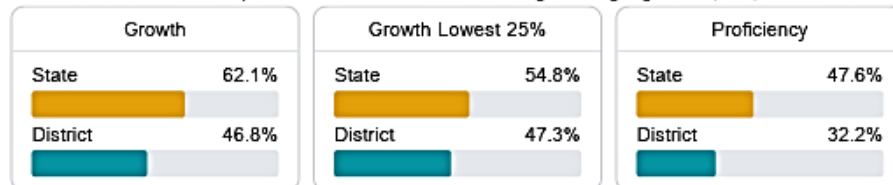
Math

Measurements of student performance on the statewide math assessment.



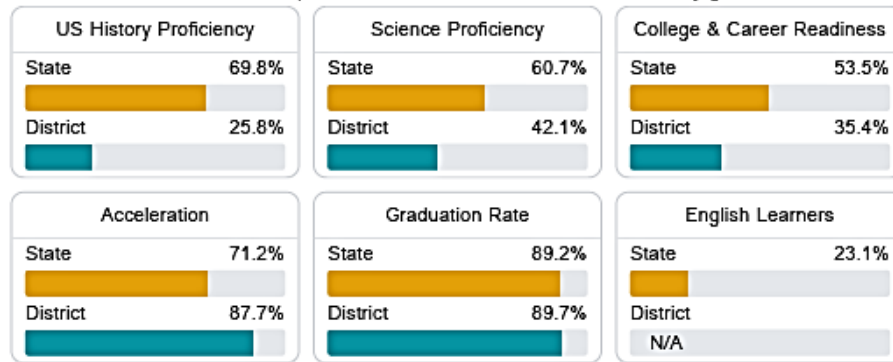
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.



2024 - 2025

Jefferson County School District

Detailed Assessment and Other Data

Student Performance

The following information shows each level of student performance on statewide assessments.

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 7.7%	District 26.2%	District 34.5%	District 24.5%	District 7.1%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.8%	State 16.5%	State 29.4%	State 29.5%	State 15.9%
District 16.8%	District 25.1%	District 29.7%	District 22.0%	District 6.4%
Minimal	Basic	Passing	Proficient	Advanced

Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 12.3%	State 11.8%	State 20.1%	State 33.9%	State 21.9%
District 24.5%	District 16.5%	District 27.5%	District 25.3%	District 6.2%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation



Other Data



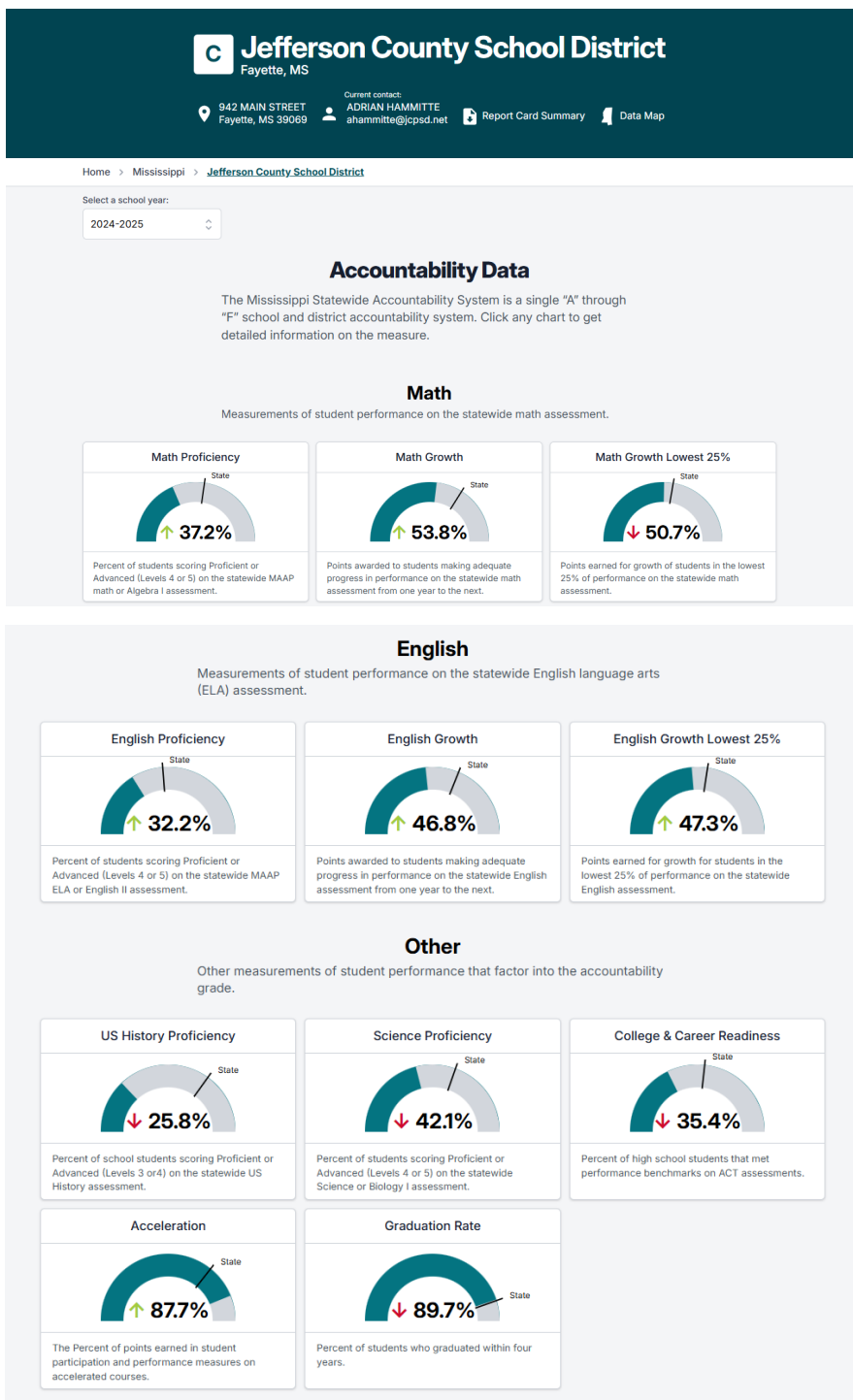
13.8 %

Chronic Absenteeism



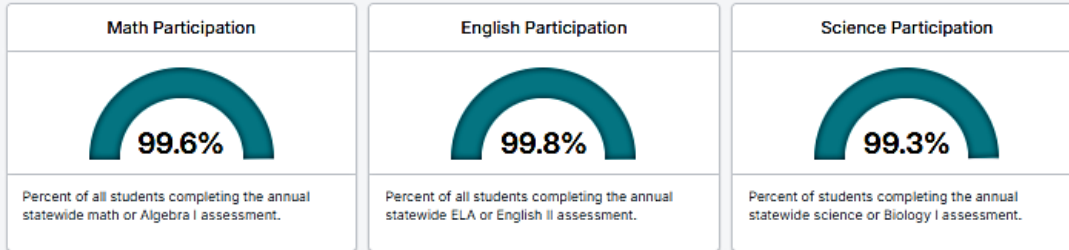
JEFFERSON COUNTY SCHOOL DISTRICT

ACHIEVEMENT AND ACCOUNTABILITY RESULTS



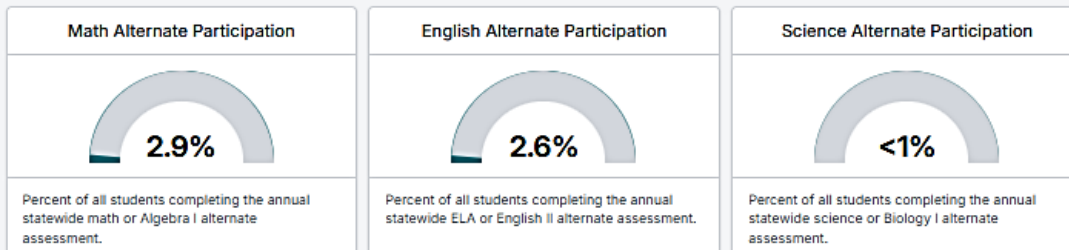
Student Participation

The percent of all students enrolled in a Mississippi public school who participated in the yearly statewide assessments.



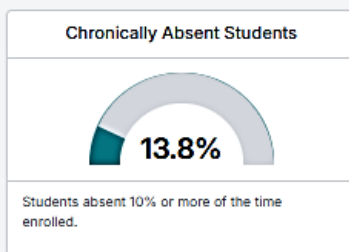
Alternate Participation

The percent of students in Mississippi public schools who participated in the yearly statewide alternate assessment for students with significant cognitive disabilities.



Other Measures

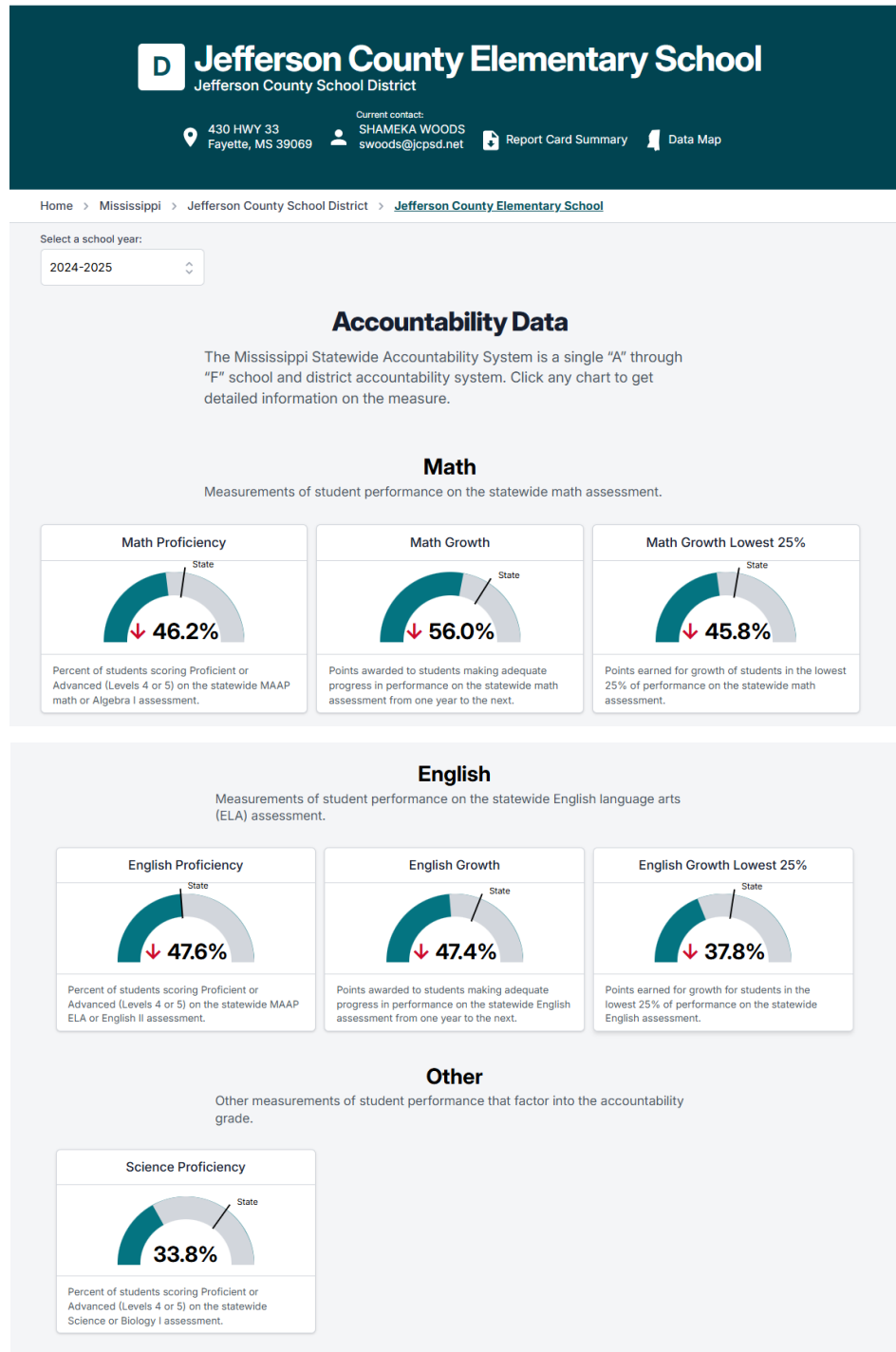
This section contains information on absenteeism, discipline, advanced coursework, and college/university enrollment. Click any chart to get detailed information on the measure.





JEFFERSON COUNTY ELEMENTARY SCHOOL

21STCCLC PROJECT SITE STATE ASSESSMENT RESULTS



JEFFERSON COUNTY SCHOOL DISTRICT

PROJECT “WE ARE COMMUNITY!” QUALITATIVE SURVEY RESULTS

STUDENTS, TEACHERS, AND PARENTS



The project’s external evaluator prepared research driven *21stCCLC Survey Instruments* for program participants (students, teaches, and parents) to determine attitudes, needs, and perceptions of the “We Are Community” project. The following sections give a comprehensive overview of the participants’ survey responses and improvement feedback shown in charts and graphs and descriptions whereby participants were asked to make suggestions for improvement.



JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

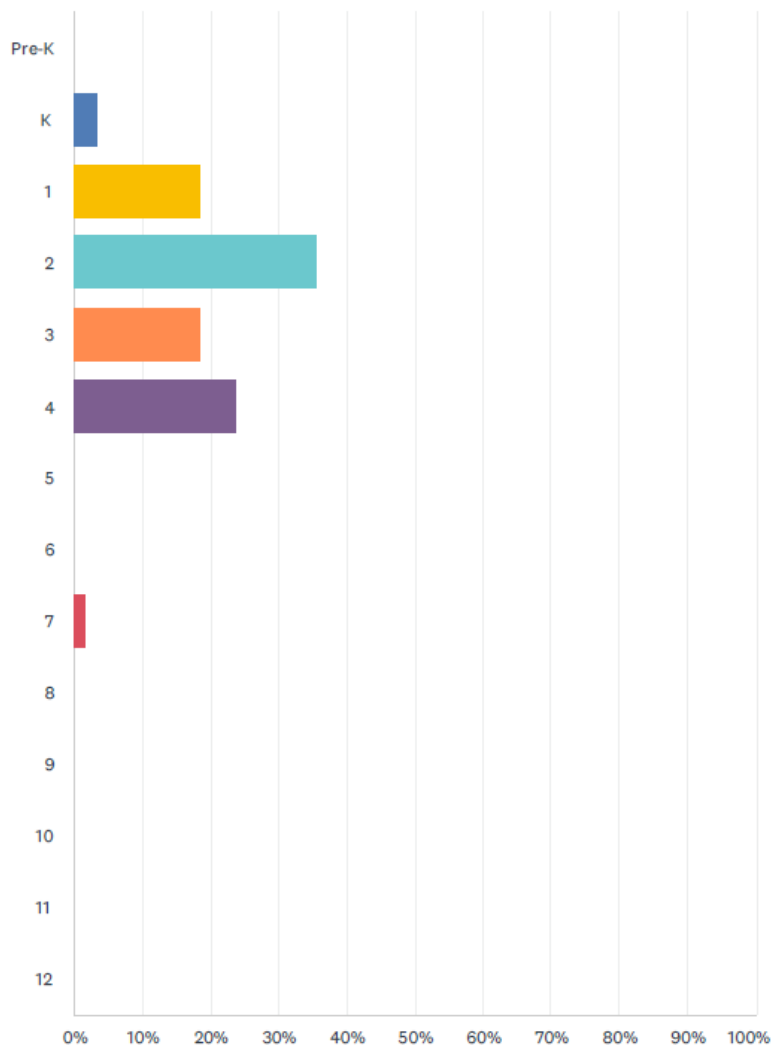
“WE ARE COMMUNITY” STUDENT SURVEY RESULTS

Q1. Type your name.

Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0





*Project WE ARE COMMUNITY!
21st Century Community Learning Center Program
2024-2025 Program Evaluation Summative Report*

Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

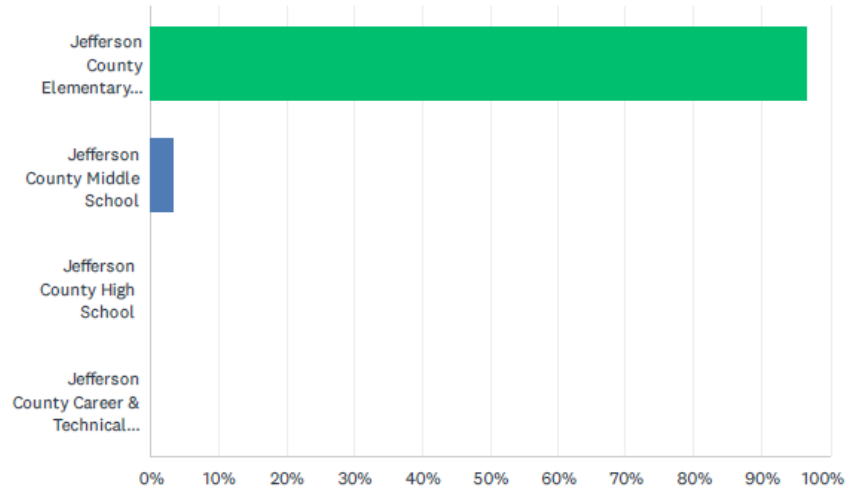
ANSWER CHOICES	RESPONSES	
Pre-K	0.00%	0
K	3.39%	2
1	18.64%	11
2	35.59%	21
3	18.64%	11
4	23.73%	14
5	0.00%	0
6	0.00%	0
7	1.69%	1
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
Total Respondents: 59		



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q3 What school do you attend?

Answered: 59 Skipped: 0



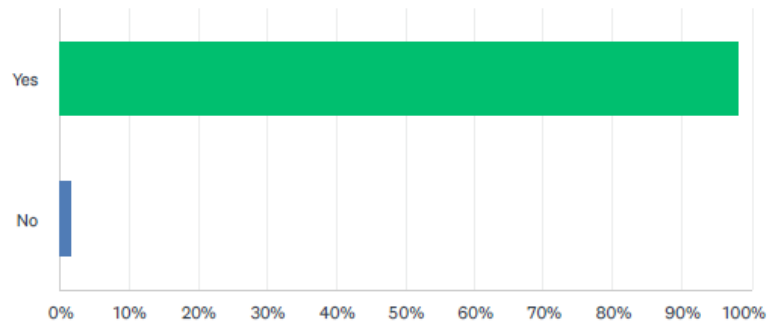
ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	96.61%	57
Jefferson County Middle School	3.39%	2
Jefferson County High School	0.00%	0
Jefferson County Career & Technical Center	0.00%	0
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q4 Do you look forward to going to school?

Answered: 59 Skipped: 0



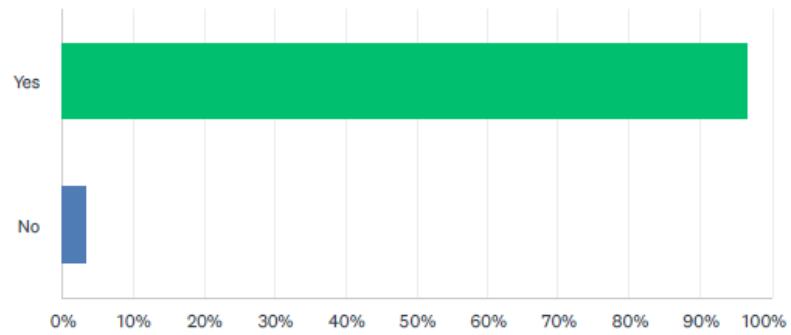
ANSWER CHOICES	RESPONSES	
Yes	98.31%	58
No	1.69%	1
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q5 Do you study hard for tests?

Answered: 59 Skipped: 0



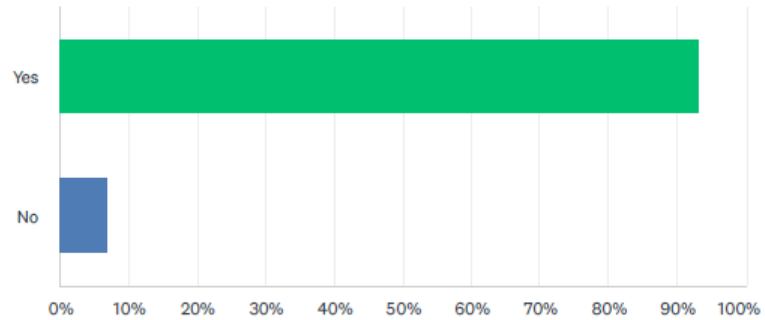
ANSWER CHOICES	RESPONSES	
Yes	96.61%	57
No	3.39%	2
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q6 Do you feel safe in our program?

Answered: 59 Skipped: 0

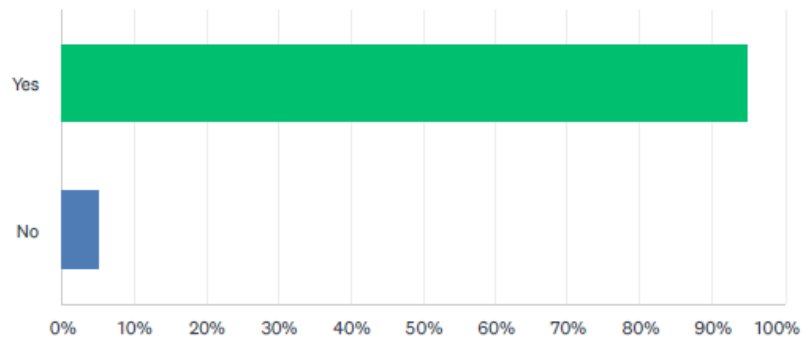


ANSWER CHOICES		RESPONSES	
Yes		93.22%	55
No		6.78%	4
TOTAL			59



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

Answered: 59 Skipped: 0



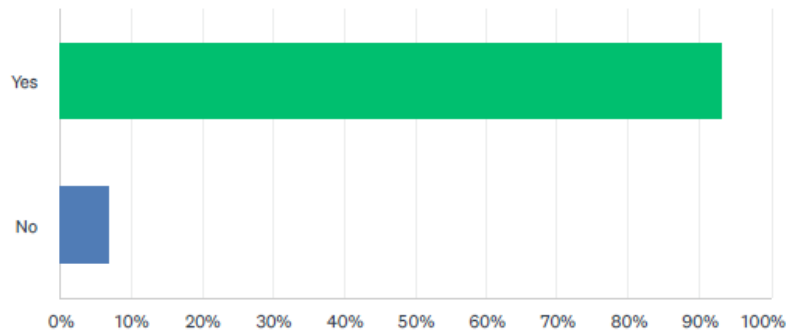
ANSWER CHOICES	RESPONSES	
Yes	94.92%	56
No	5.08%	3
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



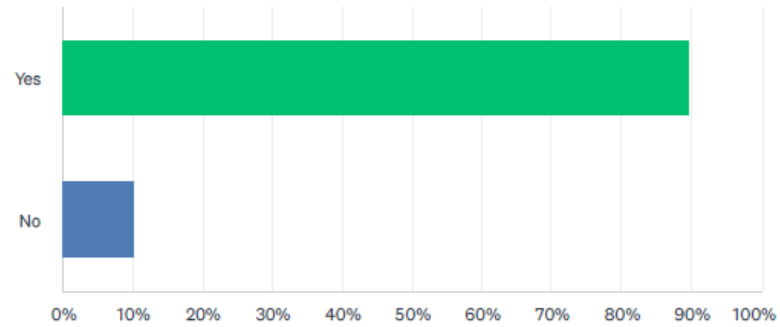
ANSWER CHOICES	RESPONSES	
Yes	93.22%	55
No	6.78%	4
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q9 Do you feel happy when you attend our program?

Answered: 59 Skipped: 0



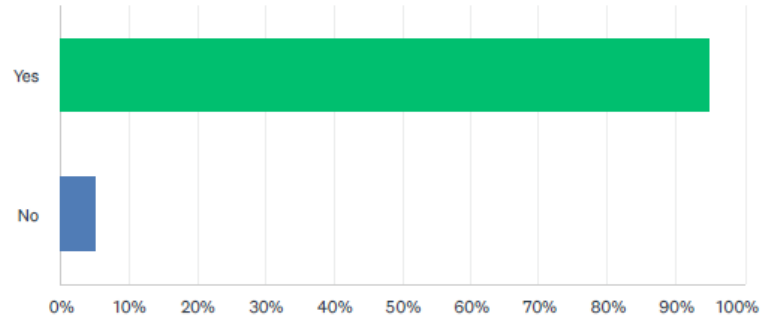
ANSWER CHOICES		RESPONSES	
Yes		89.83%	53
No		10.17%	6
TOTAL			59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



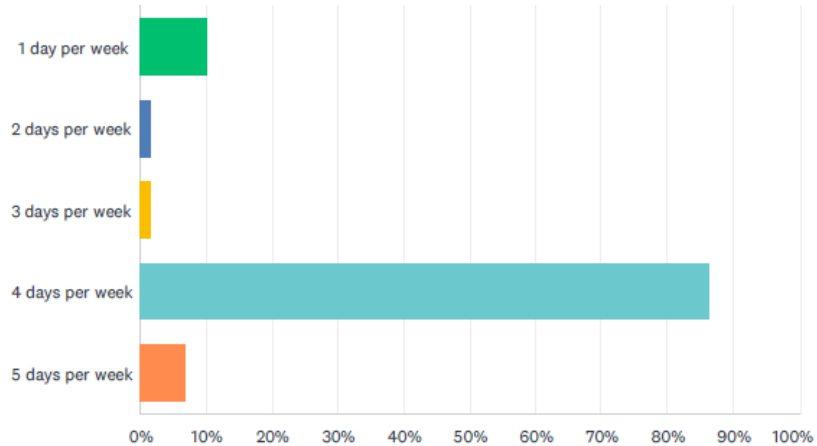
ANSWER CHOICES	RESPONSES
Yes	94.92% 56
No	5.08% 3
TOTAL	59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



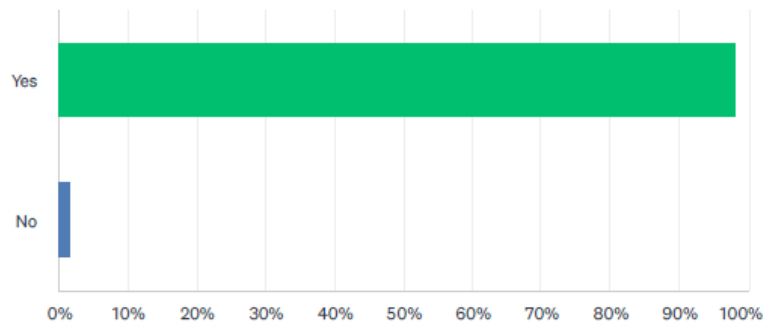
ANSWER CHOICES	RESPONSES	
1 day per week	10.17%	6
2 days per week	1.69%	1
3 days per week	1.69%	1
4 days per week	86.44%	51
5 days per week	6.78%	4
Total Respondents: 59		



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q12 I like it.

Answered: 59 Skipped: 0



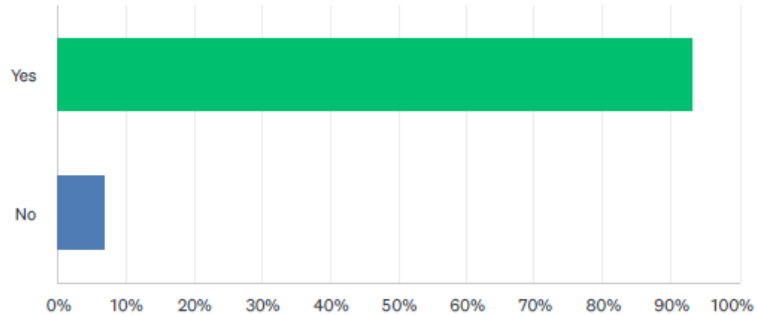
ANSWER CHOICES	RESPONSES	
Yes	98.31%	58
No	1.69%	1
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q13 I look forward to attending the program.

Answered: 59 Skipped: 0



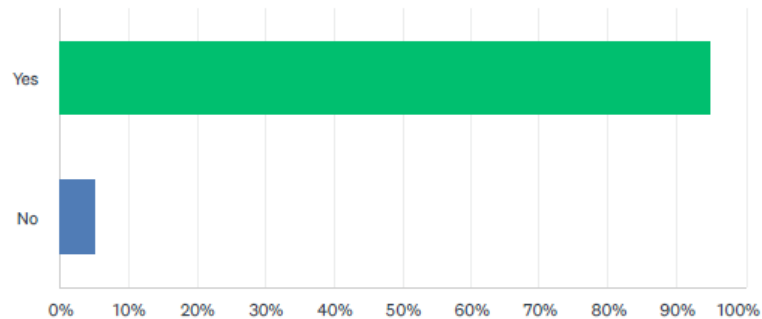
ANSWER CHOICES	RESPONSES	
Yes	93.22%	55
No	6.78%	4
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q14 I look forward to seeing my classmates.

Answered: 59 Skipped: 0



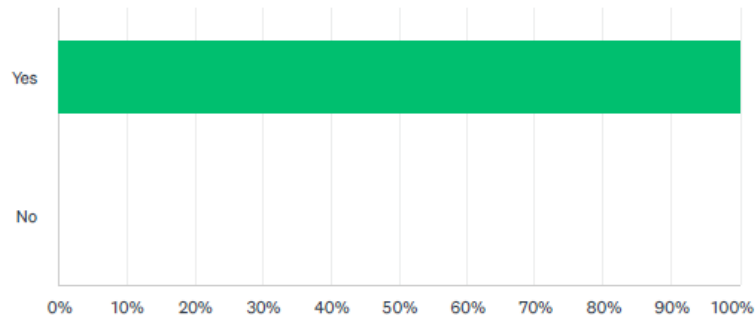
ANSWER CHOICES	RESPONSES	
Yes	94.92%	56
No	5.08%	3
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q15 I look forward to seeing my teachers.

Answered: 59 Skipped: 0



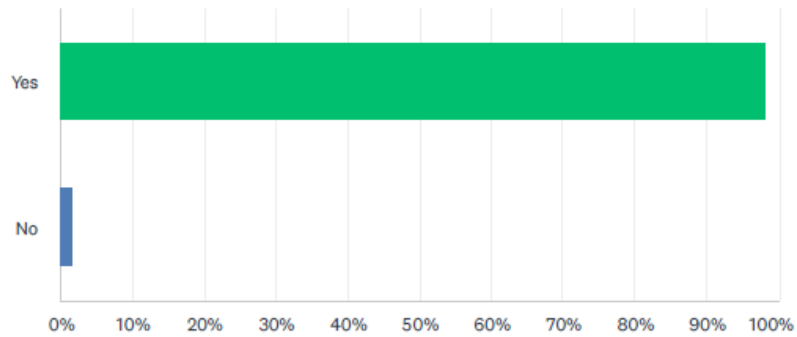
ANSWER CHOICES	RESPONSES	
Yes	100.00%	59
No	0.00%	0
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q16 I look forward to participating in program activities.

Answered: 59 Skipped: 0



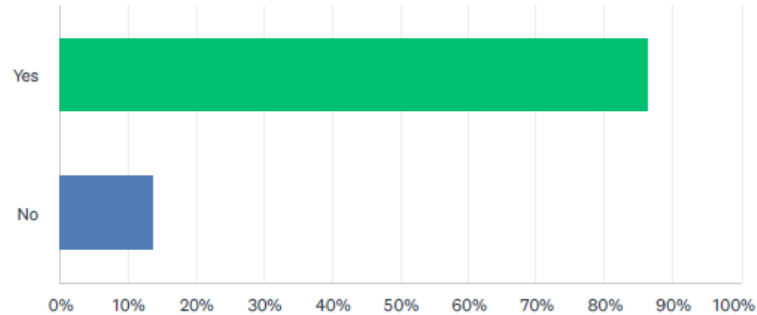
ANSWER CHOICES	RESPONSES	
Yes	98.31%	58
No	1.69%	1
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q17 I feel comfortable talking to program staff.

Answered: 59 Skipped: 0



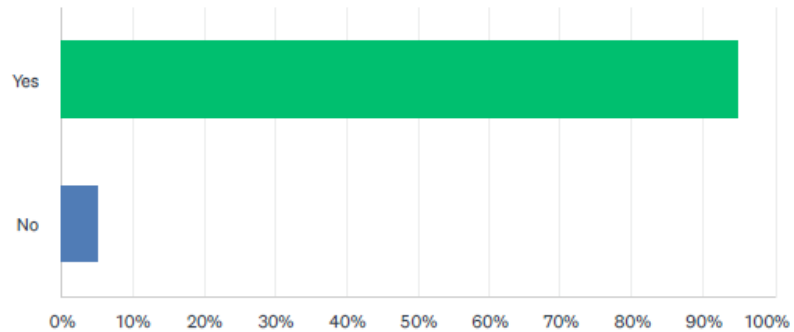
ANSWER CHOICES	RESPONSES	
Yes	86.44%	51
No	13.56%	8
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



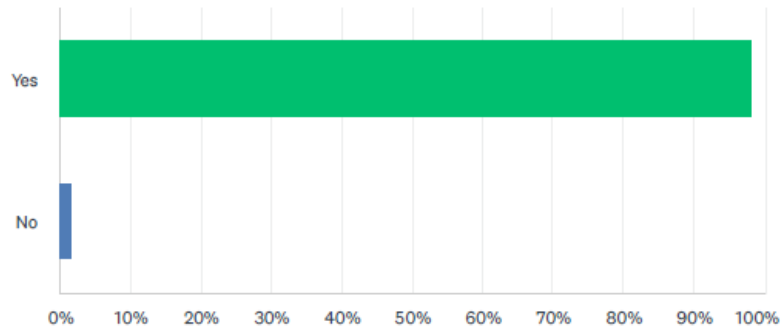
ANSWER CHOICES	RESPONSES	
Yes	94.92%	56
No	5.08%	3
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



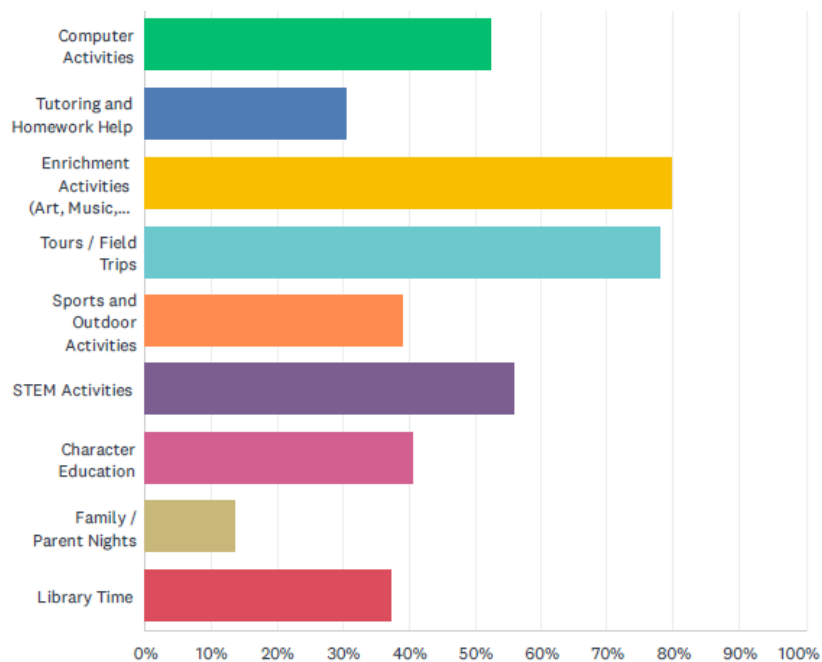
ANSWER CHOICES	RESPONSES	
Yes	98.31%	58
No	1.69%	1
TOTAL		59



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

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

Answered: 59 Skipped: 0



ANSWER CHOICES	RESPONSES	
Computer Activities	52.54%	31
Tutoring and Homework Help	30.51%	18
Enrichment Activities (Art, Music, Drawing, Games, etc.)	79.66%	47
Tours / Field Trips	77.97%	46
Sports and Outdoor Activities	38.98%	23
STEM Activities	55.93%	33
Character Education	40.68%	24
Family / Parent Nights	13.56%	8
Library Time	37.29%	22
Total Respondents: 59		



Jefferson County School District 21stCCLC WE ARE COMMUNITY Student Survey 2025

Q21. What suggestions do you have to improve the 21stCCLC Program at your school.

#	RESPONSES
1	
2	N/A
3	n/a
4	N/A
5	N/A
6	N/A
7	none
8	N/A
9	none
10	none
11	non
12	good
13	good
14	na
15	I want to do more art, painting, and craft activities.
16	jjh
17	It was good
18	N/A
19	none
20	More hands-on activities.
21	good
22	N/A
23	It was great
24	N/A
25	To make learning more fun
26	to make learning more fun an Activities I'm not say it is bad I like it but yea
27	To make learning fun through studying a lot of activies
28	in to make activities more fun
29	to make learning fun
30	more time to study to make learning fun
31	N/A



*Project WE ARE COMMUNITY!
21st Century Community Learning Center Program
2024-2025 Program Evaluation Summative Report*

32	N/A
33	More Field Trips
34	More Field Trips outside of Natchez and Jackson
35	Have fun
36	Water parks Field trips
37	better cleaning, never go outside because kids get hurt , and go on field trips every thursday
38	Everything was great
39	Better cleaning and and the other kids need to stop failing grades and more outside time
40	Everything is great
41	better food more sports, painting, snack time, extra play time,extra hour, tacos every Tuesday, pizzy Thursday, chicken tenders on wenday,spaghetti Monday extra sleeping time , on zoom, get at 2:00 pm out at only come on friday,take computer home to get on zoom Friday tushey
42	better food like monday spaghetti tuesday tacos wensday chicken tenders Thursday is pizza in zoom on friday
43	Better food,more sports,snack time,extra play,extra hours, tacos every Tuesday, Thursday pizza day,Chickin tendars on Wednesday , Monday spaghetti,extra sleeping time, Zoom get out at 2:00 pm ,only come on Friday, take the computers come to get on zoom send it on gmail
44	Better food ,outside activities,when we go on field trip let the kids get some food if they have money.
45	Better cleaning and more outside time
46	better food
47	better food clean up the school
48	Everything is great
49	more learning, start teaching more things
50	N/A
51	More Field Trips
52	play games
53	Art,better food like subway cookies and pizza hut in pancake no more cereal
54	do field trips every week.
55	buying us some snacks everyday make us bring our eletronical devices and donating these poor children like me.
56	kjmrwo
57	More field trips such as the trampoline house, New Orleans Zoo and Aquarium. More yoga activities and building activities.
58	N/A
59	More Field Trips

JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

“WE ARE COMMUNITY” STUDENT SURVEY RESULTS TAKEAWAYS

The Jefferson County School District Student Survey results key takeaways show students collected responses and perceptions toward the 21st Century Community Learning Centers program. The survey data shows the student demographics and participation.

21STCCLC STUDENT SURVEY KEY TAKE-AWAYS:

There were 59 students who participated in the survey.

- Majority (96.61%) attend Jefferson County Elementary School.
- Grade distribution: 2nd grade (35.59%) had the highest responses, followed by 1st (18.64%) and 4th (23.73%).

Attitudes Towards School and Program: Students expressed the following positive feelings about their school experience and the program.

- 98.31% of students look forward to going to school.
- 96.61% study hard for tests.
- 93.22% feel safe in the program.
- 89.83% feel happy attending the program.

Parental Involvement and Support: The survey assessed the level of parental engagement in students' education.

- 94.92% of students reported that their parents talk to them about school or homework.

Program Effectiveness and Improvement:

Students shared the following perceptions of the program's impact on their study habits and overall experience.

- 93.22% believe the program improves their study habits.
- 98.31% feel they are doing better in school since attending the program.



Interaction and Social Environment: The survey evaluated the following students' social interactions within the program.

- 94.92% enjoy interacting with other students.
- 100% look forward to seeing their teachers.

Attendance Frequency in the Program: The survey gathered the following data on how often students attend the program.

- 86.44% attend 4 days per week.
- 10.17% attend 1 day per week.

Student Preferences for Program Activities: Students indicated the following favorite activities within the program.

- 79.66% enjoy enrichment activities (Art, Music, etc.).
- 77.97% like tours/field trips.
- 52.54% prefer computer activities.

Suggestions for Program Improvement: Students provided the following feedback on how to enhance the program experience.

Common suggestions included:

- More field trips, hands-on activities,
- Better food options.
- Specific requests for activities like art, sports, and more engaging learning methods were noted.



JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

“WE ARE COMMUNITY” TEACHER SURVEY RESULTS

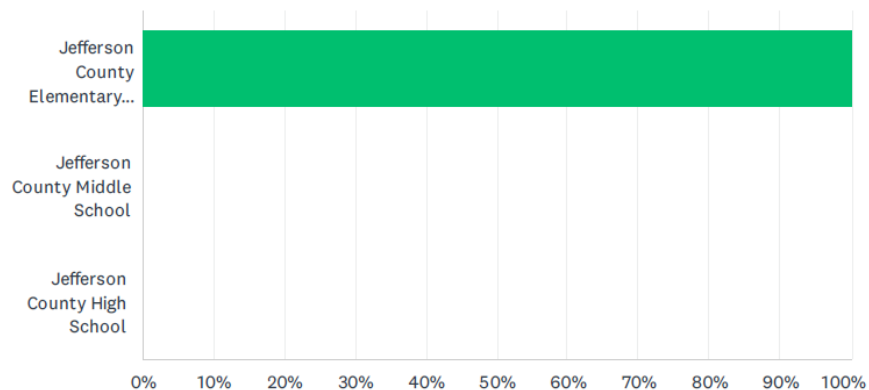
Q1. Teacher Name

Q2. Today's Date:

Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q3 What school do you currently teach primarily?

Answered: 14 Skipped: 0



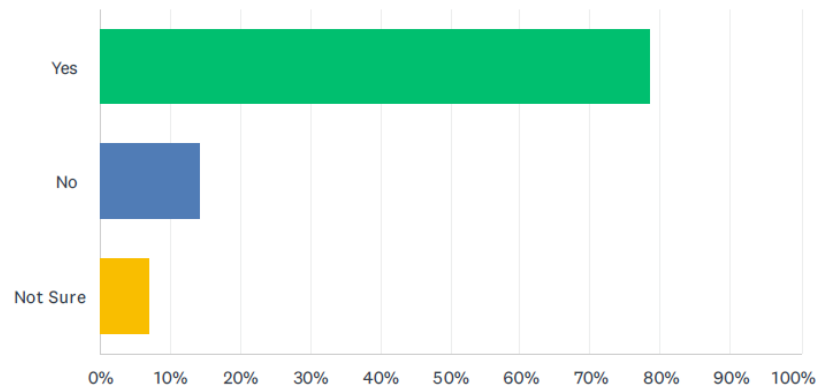
ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	100.00%	14
Jefferson County Middle School	0.00%	0
Jefferson County High School	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q4 Have you observed any improvements in student behavior as a result
of the program?

Answered: 14 Skipped: 0



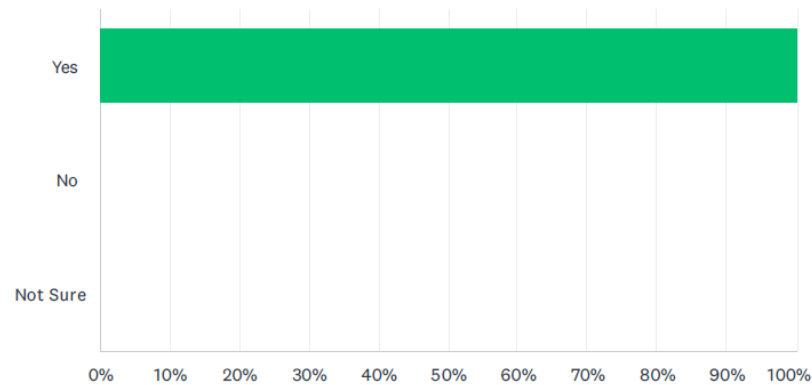
ANSWER CHOICES	RESPONSES	
Yes	78.57%	11
No	14.29%	2
Not Sure	7.14%	1
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q5 Do you believe the program has contributed to improved student
grades?

Answered: 14 Skipped: 0



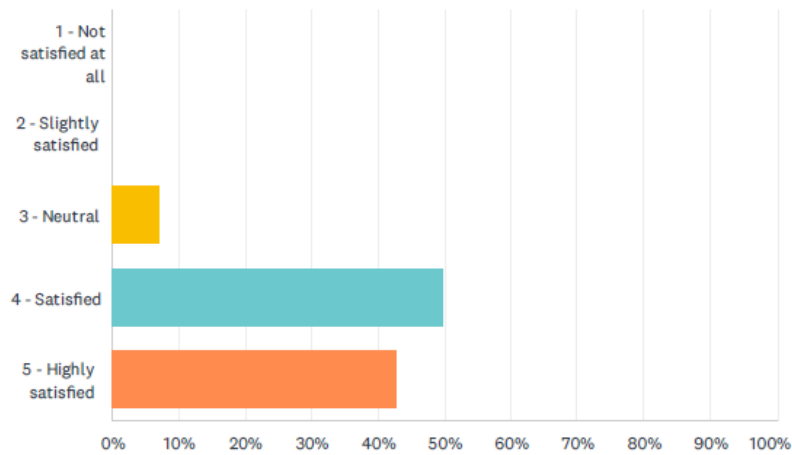
ANSWER CHOICES		RESPONSES	
Yes		100.00%	14
No		0.00%	0
Not Sure		0.00%	0
TOTAL			14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q6 How satisfied are the students with the program? (1 being the least satisfied and 5 being the most satisfied)

Answered: 14 Skipped: 0



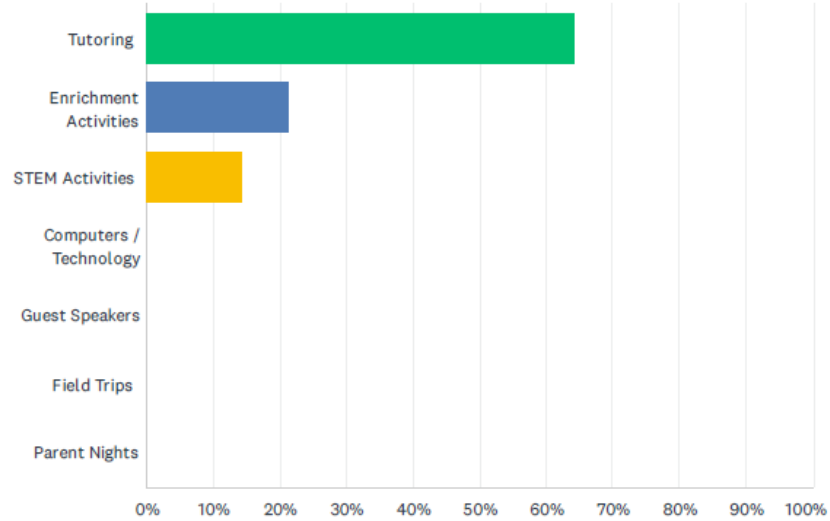
ANSWER CHOICES	RESPONSES	
1 - Not satisfied at all	0.00%	0
2 - Slightly satisfied	0.00%	0
3 - Neutral	7.14%	1
4 - Satisfied	50.00%	7
5 - Highly satisfied	42.86%	6
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q7 Which 21stCCLC Program activities did you like best this year?

Answered: 14 Skipped: 0



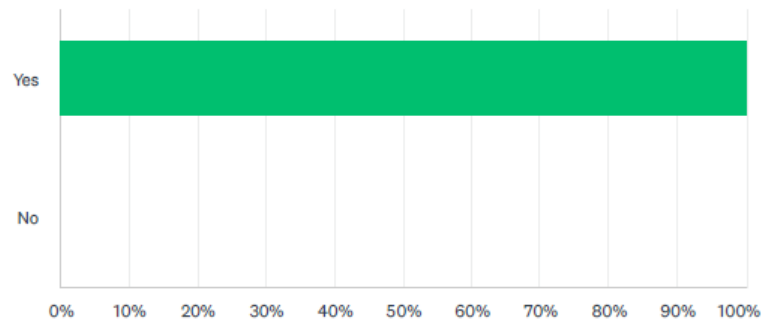
ANSWER CHOICES	RESPONSES	
Tutoring	64.29%	9
Enrichment Activities	21.43%	3
STEM Activities	14.29%	2
Computers / Technology	0.00%	0
Guest Speakers	0.00%	0
Field Trips	0.00%	0
Parent Nights	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q8 Do you feel that the program offers assistance to students that relates to what you are teaching in the classroom?

Answered: 14 Skipped: 0



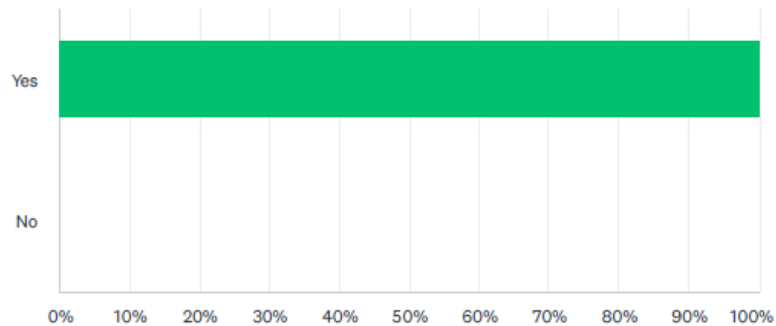
ANSWER CHOICES	RESPONSES	
Yes	100.00%	14
No	0.00%	0
Total Respondents: 14		



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

**Q9 Do you feel that the 21stCCLC program offers adequate enrichment
activities for participants?**

Answered: 14 Skipped: 0



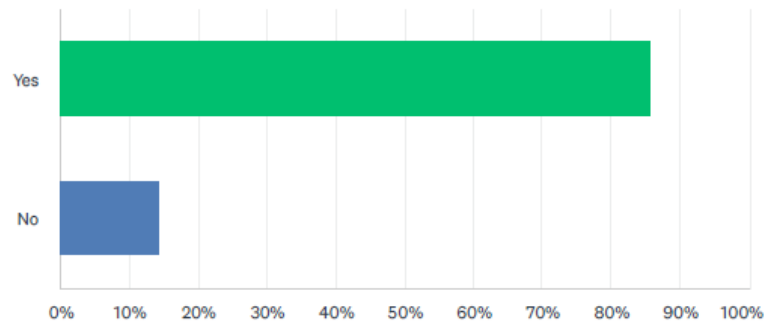
ANSWER CHOICES		RESPONSES	
Yes		100.00%	14
No		0.00%	0
TOTAL			14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q10 Do you communicate or interact with the 21stCCLC program administrator during the school year?

Answered: 14 Skipped: 0



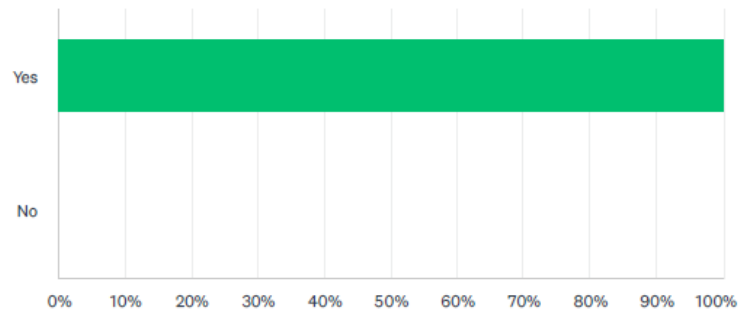
ANSWER CHOICES	RESPONSES	
Yes	85.71%	12
No	14.29%	2
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q11 Overall, do you think the 21stCCLC program is having a positive impact on participants?

Answered: 14 Skipped: 0



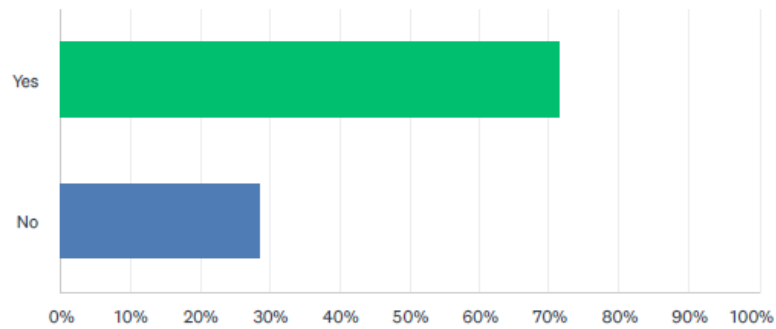
ANSWER CHOICES	RESPONSES	
Yes	100.00%	14
No	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q12 Do you think the 21stCCLC program is helping to decrease discipline problems in the school?

Answered: 14 Skipped: 0



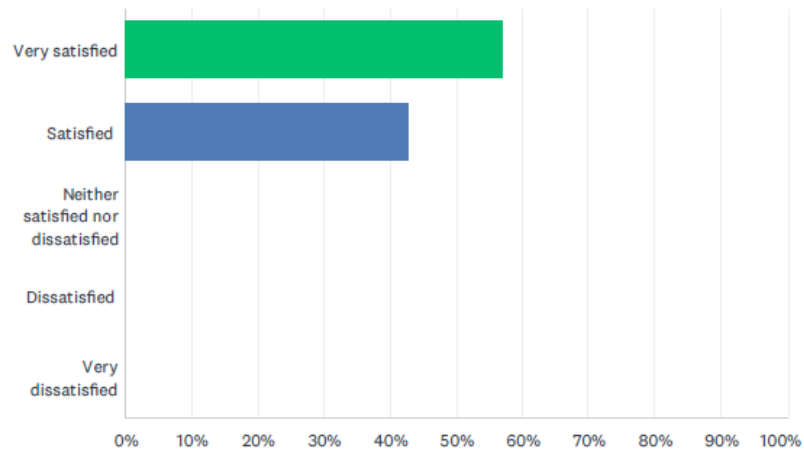
ANSWER CHOICES	RESPONSES	
Yes	71.43%	10
No	28.57%	4
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

**Q13 How satisfied are you with the availability of computers and devices
for student learning at your school?**

Answered: 14 Skipped: 0



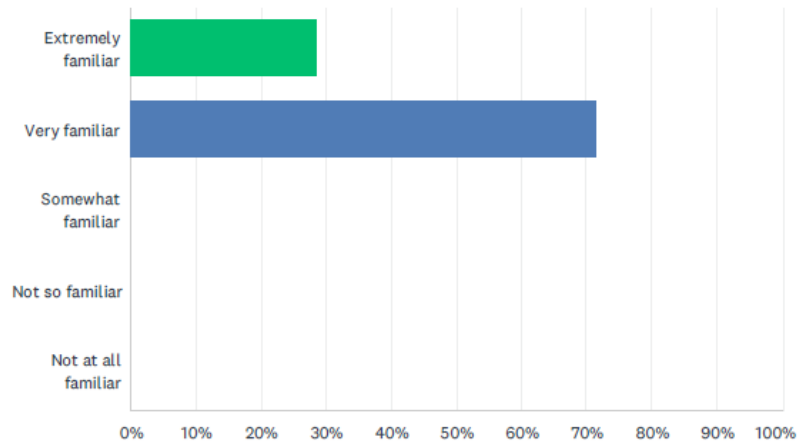
ANSWER CHOICES	RESPONSES	
Very satisfied	57.14%	8
Satisfied	42.86%	6
Neither satisfied nor dissatisfied	0.00%	0
Dissatisfied	0.00%	0
Very dissatisfied	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

**Q14 How familiar are you with the curriculum materials being used in the
21stCCLC program?**

Answered: 14 Skipped: 0



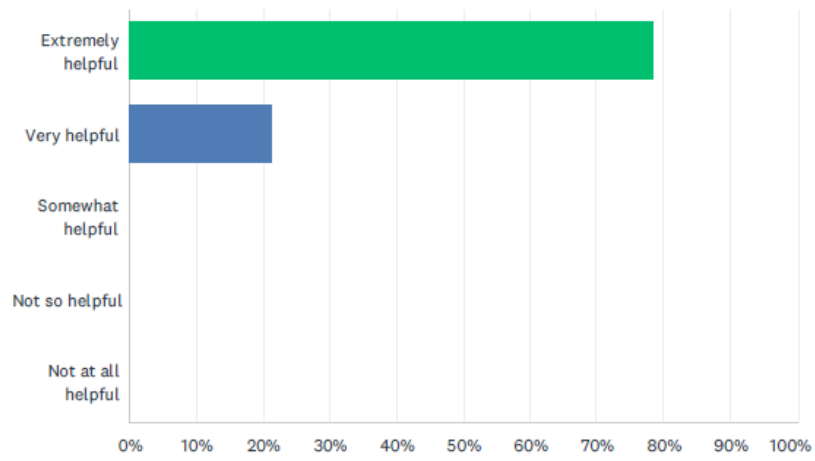
ANSWER CHOICES	RESPONSES	
Extremely familiar	28.57%	4
Very familiar	71.43%	10
Somewhat familiar	0.00%	0
Not so familiar	0.00%	0
Not at all familiar	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

**Q15 How would you rate the teachers attitudes towards having the
21stCCLC program at your school/site?**

Answered: 14 Skipped: 0



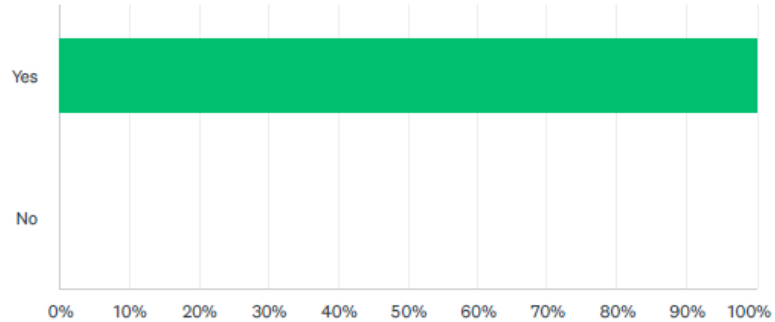
ANSWER CHOICES	RESPONSES	
Extremely helpful	78.57%	11
Very helpful	21.43%	3
Somewhat helpful	0.00%	0
Not so helpful	0.00%	0
Not at all helpful	0.00%	0
TOTAL		14



Jefferson County School District WE ARE COMMUNITY 21stCCLC Teacher Program Ratings Survey
2025

Q16 Do you feel you have competent and caring teachers at your school?

Answered: 14 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		100.00%	14
No		0.00%	0
TOTAL			14



Q17. What suggestions do you have for improving the 21stCCLC programming the future? These suggestions could include the number of project days, participant's' attendance, professional development, curriculum needs, technology needs, etc.

#	RESPONSES
1	NA
2	None
3	N
4	I think that the program is very useful in my district. The program director and director make sure that everything is needed so that high-quality learning is taking place.
5	More students involvement as far as technology use.
6	Not applicable
7	N/A
8	I don't have any suggestions. Job well done!



JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

“WE ARE COMMUNITY” TEACHER SURVEY RESULTS TAKEAWAYS

The Jefferson County School District Teacher Survey results key takeaways show teachers collected responses and perceptions toward the 21st Century Community Learning Centers program. The survey data shows the student demographics and participation.

21STCCLC TEACHER SURVEY KEY TAKE-AWAYS:

Teacher Responses and Participation: The survey collected responses from teachers regarding their experiences and perceptions of the 21stCCLC program.

- 14 teachers participated in the survey.
- Teachers from Jefferson County Elementary School were the only respondents.

Observations on Student Behavior: Teachers reported the following significant improvements in student behavior due to the program.

- 78.57% (11 out of 14) observed improvements in student behavior.
- 14.29% (2 out of 14) did not observe improvements.
- 7.14% (1 out of 14) were unsure about the impact.

Impact on Student Grades: All teachers believe the program has positively influenced student grades. 100% (14 out of 14) of teachers agreed that the program contributed to improved student grades.

Student Satisfaction with the Program: The majority of students are satisfied with the program's offerings.

- 50% (7 out of 14) of teachers rated student satisfaction as "Satisfied."
- 42.86% (6 out of 14) rated it as "Highly satisfied."
- 7.14% (1 out of 14) reported students as "Neutral."

Preferred Program Activities: Tutoring was the most favored activity among teachers. The following responses were made.



- 64.29% (9 out of 14) preferred tutoring.
- 21.43% (3 out of 14) liked enrichment activities.
- 14.29% (2 out of 14) favored STEM activities.

Program Assistance Relevance: Teachers feel the program aligns well with classroom teaching. 100% (14 out of 14) of teachers believe the program offers relevant assistance to students.

Adequacy of Enrichment Activities: Teachers unanimously agree on the adequacy of enrichment activities. 100% (14 out of 14) feel the program provides sufficient enrichment activities.

Communication with Program Administrator: Most teachers interact with the program administrator throughout the year as shown in the following survey results.

- 85.71% (12 out of 14) reported regular communication.
- 14.29% (2 out of 14) did not communicate with the administrator.

Overall Program Impact: Teachers unanimously believe the program has a positive impact on participants. 100% (14 out of 14) agree that the program positively affects students.

Discipline Problem Reduction: A majority of teachers feel the program helps reduce discipline issues as shown here.

- 71.43% (10 out of 14) believe it decreases discipline problems.
- 28.57% (4 out of 14) do not think it has this effect.

Satisfaction with Technology Availability: Teachers are generally satisfied with the availability of technology for learning.

- 57.14% (8 out of 14) are "Very satisfied."
- 42.86% (6 out of 14) are "Satisfied."

Familiarity with Curriculum Materials: Most teachers are familiar with the curriculum used in the program.

- 28.57% (4 out of 14) are "Extremely familiar."
- 71.43% (10 out of 14) are "Very familiar."



Teacher Attitudes Towards the Program: Teachers view their colleagues as supportive of the program as shown by the survey results.

- 78.57% (11 out of 14) find teacher attitudes "Extremely helpful."
- 21.43% (3 out of 14) consider them "Very helpful."

Competence and Care of Teachers: All teachers feel confident in the competence and care of their colleagues. 100% (14 out of 14) agree that they have competent and caring teachers.

Suggestions for Program Improvement: Teachers provided limited suggestions for enhancing the program. Suggestions included increasing student involvement in technology use. Some responses indicated no suggestions or expressed satisfaction with the current program.



JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

“WE ARE COMMUNITY” PARENT SURVEY RESULTS

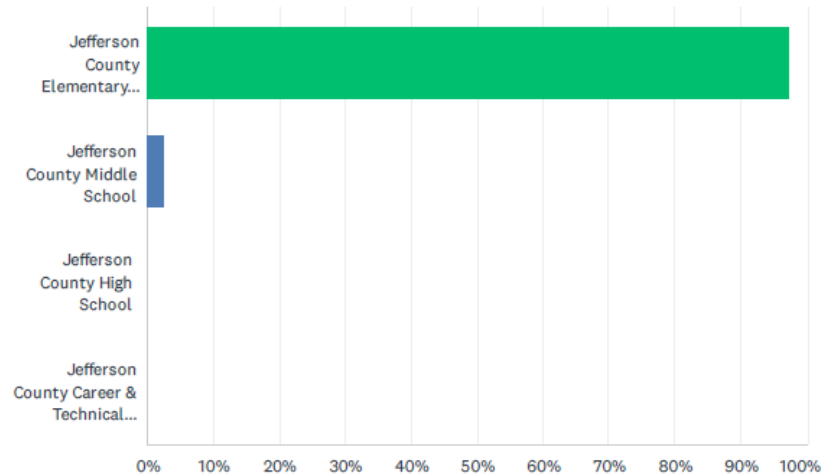
Q1. Type Your First and Last Name

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

Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

Q3 What school does your child attend?

Answered: 39 Skipped: 1



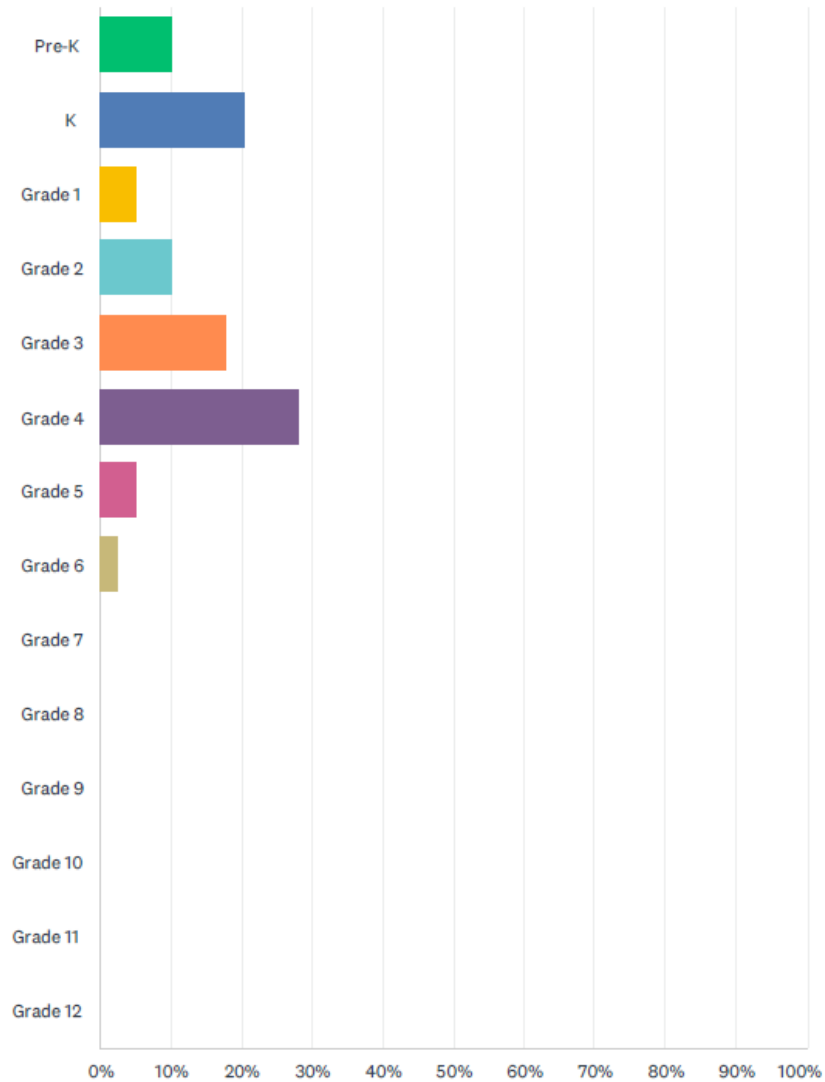
ANSWER CHOICES	RESPONSES	
Jefferson County Elementary School	97.44%	38
Jefferson County Middle School	2.56%	1
Jefferson County High School	0.00%	0
Jefferson County Career & Technical Center	0.00%	0
TOTAL		39



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

Q4 What grade is your child?

Answered: 39 Skipped: 1





*Project WE ARE COMMUNITY!
21st Century Community Learning Center Program
2024-2025 Program Evaluation Summative Report*

Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

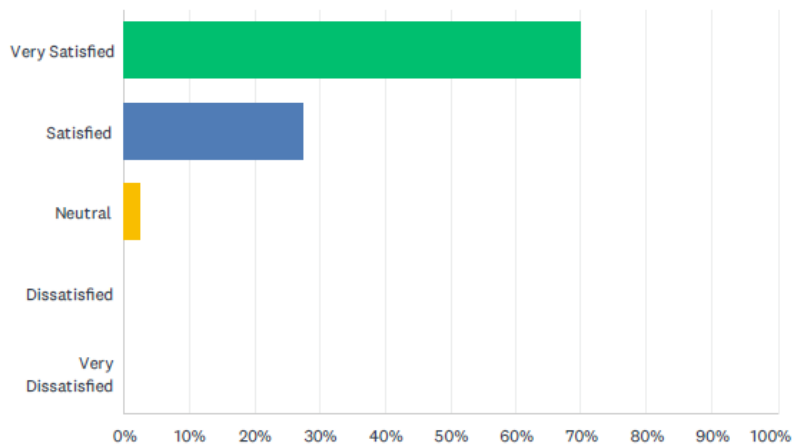
ANSWER CHOICES	RESPONSES	
Pre-K	10.26%	4
K	20.51%	8
Grade 1	5.13%	2
Grade 2	10.26%	4
Grade 3	17.95%	7
Grade 4	28.21%	11
Grade 5	5.13%	2
Grade 6	2.56%	1
Grade 7	0.00%	0
Grade 8	0.00%	0
Grade 9	0.00%	0
Grade 10	0.00%	0
Grade 11	0.00%	0
Grade 12	0.00%	0
Total Respondents: 39		



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



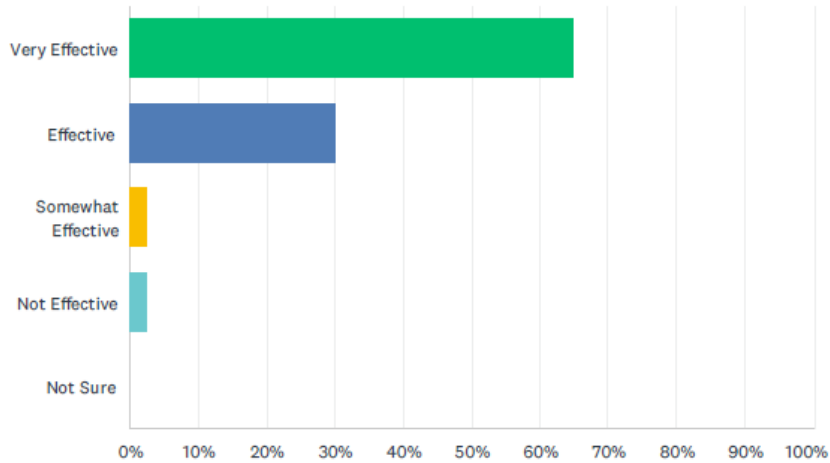
ANSWER CHOICES	RESPONSES	
Very Satisfied	70.00%	28
Satisfied	27.50%	11
Neutral	2.50%	1
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



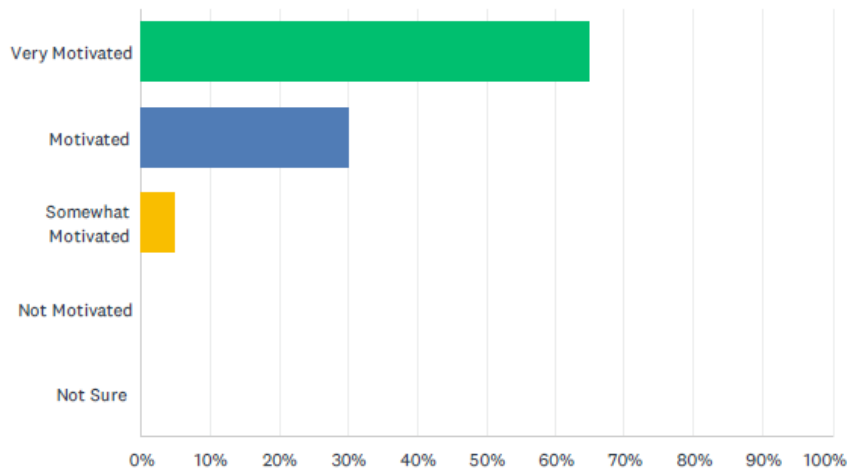
ANSWER CHOICES	RESPONSES	
Very Effective	65.00%	26
Effective	30.00%	12
Somewhat Effective	2.50%	1
Not Effective	2.50%	1
Not Sure	0.00%	0
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



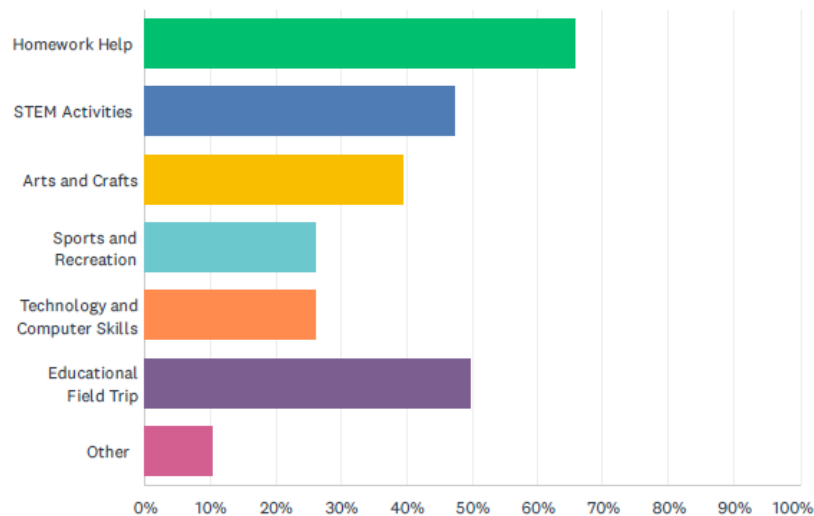
ANSWER CHOICES		RESPONSES	
Very Motivated		65.00%	26
Motivated		30.00%	12
Somewhat Motivated		5.00%	2
Not Motivated		0.00%	0
Not Sure		0.00%	0
TOTAL			40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 38 Skipped: 2



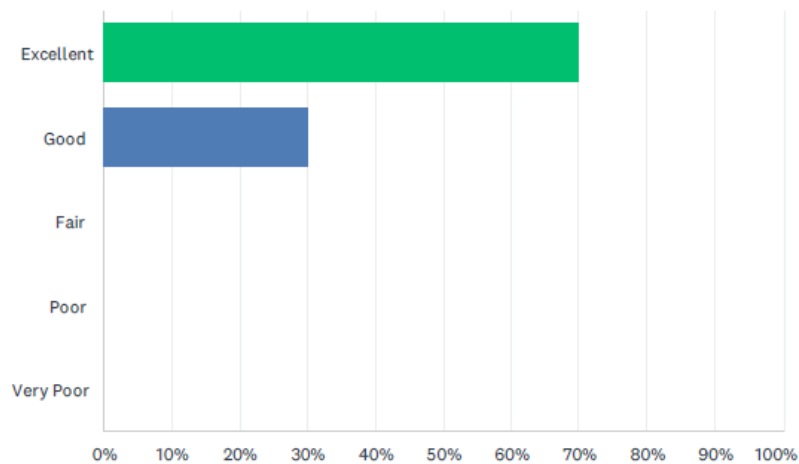
ANSWER CHOICES	RESPONSES	
Homework Help	65.79%	25
STEM Activities	47.37%	18
Arts and Crafts	39.47%	15
Sports and Recreation	26.32%	10
Technology and Computer Skills	26.32%	10
Educational Field Trip	50.00%	19
Other	10.53%	4
Total Respondents: 38		



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



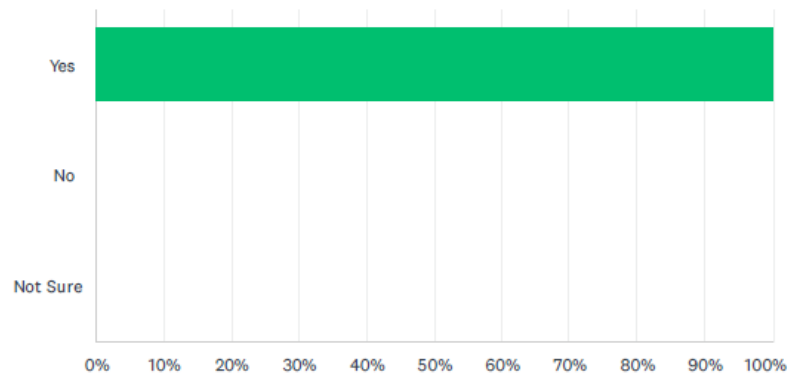
ANSWER CHOICES	RESPONSES	
Excellent	70.00%	28
Good	30.00%	12
Fair	0.00%	0
Poor	0.00%	0
Very Poor	0.00%	0
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



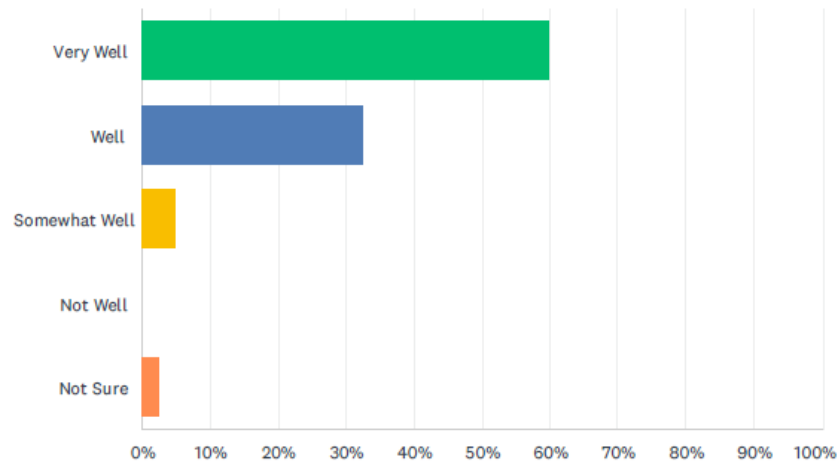
ANSWER CHOICES	RESPONSES	
Yes	100.00%	40
No	0.00%	0
Not Sure	0.00%	0
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



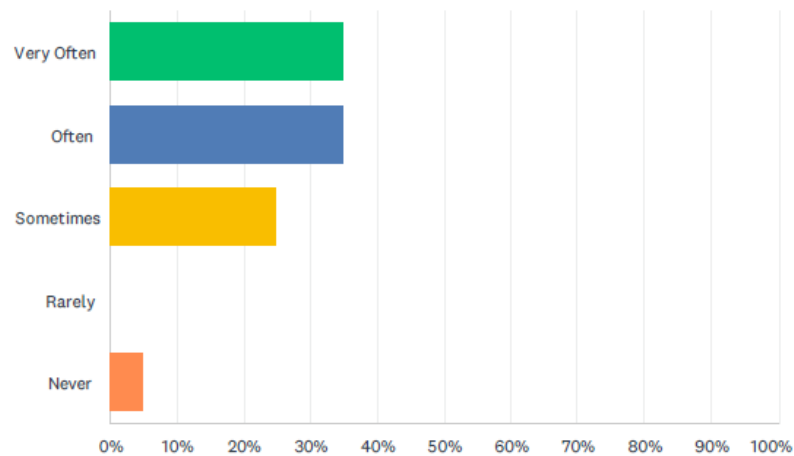
ANSWER CHOICES	RESPONSES	
Very Well	60.00%	24
Well	32.50%	13
Somewhat Well	5.00%	2
Not Well	0.00%	0
Not Sure	2.50%	1
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



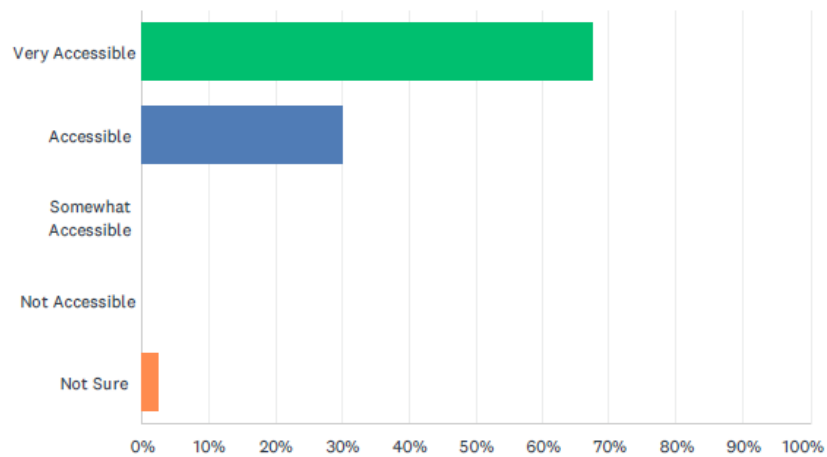
ANSWER CHOICES	RESPONSES	
Very Often	35.00%	14
Often	35.00%	14
Sometimes	25.00%	10
Rarely	0.00%	0
Never	5.00%	2
TOTAL		40



Jefferson County School District 21stCCLC Program WE ARE COMMUNITY Parent Survey 2025

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

Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very Accessible	67.50%	27
Accessible	30.00%	12
Somewhat Accessible	0.00%	0
Not Accessible	0.00%	0
Not Sure	2.50%	1
TOTAL		40



Q14. What additional resources does your child need in the program or school in general?

#	RESPONSES
1	As of now the staff are doing a tremendous job. I have no complaints.
2	Less state tests more actual learning
3	NA
4	The program is very helpful. I do feel as if the children need to be challenged more in their learning. I understand that their is a particular curriculum the school must follow in each grade level; however, if the child's academic skill set is showing that the child has developed beyond that particular grade level I feel that the school should also test for a higher grade level understanding in preparedness of that child's particular development to later qualify that child for advanced learning. An advanced learning curriculum if I had to put a label on it would be nice to see if the child has developmental skills to learn at a higher skill set. This is just a suggestion.
5	Skills weekly guide
6	None
7	More help
8	None
9	None at this time.
10	N/A
11	She is doing well and I am pleased with the resources. Thank you !!!!!
12	None
13	Extra help in reading and spelling forth grade with a first grade level in reading comprehension! I could use all of the help that I can get when it comes to trying to help me with helping my child master reading and spelling skills
14	None at the moment I think my child doing well in school



JEFFERSON COUNTY SCHOOL DISTRICT PROJECT

“WE ARE COMMUNITY” PARENT SURVEY RESULTS TAKEAWAYS

The Jefferson County School District Parent Survey results key takeaways show parents collected responses and perceptions toward the 21st Century Community Learning Centers program. The survey data shows the student demographics and participation.

21STCCLC PARENT SURVEY KEY TAKE-AWAYS:

This parent survey for the Jefferson County School District's 21st Century Community Learning Centers (21stCCLC) program, collected the following information about students and their schools for the year 2025.

Parent and Child Information Collection: The survey collected personal and educational information from parents regarding their children.

- 39 parents provided their names.
- Each parent was asked to submit a separate survey for each child.
- The majority of children attend Jefferson County Elementary School (97.44%).

Child's Grade Level Distribution: The survey gathered the following data on the grade levels of the children enrolled in the program.

- 10.26% (4) are in Pre-K.
- 20.51% (8) are in Kindergarten.
- 28.21% (11) are in Grade 4, the highest percentage.
- No children are in Grades 7-12.

Satisfaction with the 21st CCLC Program: Parents expressed the following satisfaction with the overall quality of the program.

- 70% (28) are very satisfied with the program.
- 27.5% (11) are satisfied.
- 2.5% (1) are neutral, with no parents dissatisfied.

Effectiveness in Academic Improvement: The survey assessed the following parents' perceptions of the program's effectiveness in enhancing academic performance.

- 65% (26) believe the program is very effective.
- 30% (12) find it effective.
- 2.5% (1) feel it is somewhat effective, while another 2.5% think it is not effective.

Child Motivation and Learning: The survey evaluated the following program influences children's on how children are motivated to learn.

- 65% (26) of parents report their children are very motivated.
- 30% (12) say their children are motivated.
- 5% (2) feel their children are somewhat motivated.

Participation in Academic Activities: The survey identified the various academic and enrichment activities children participate in.

- 65.79% (25) engage in Homework Help.
- 50% (19) participate in Educational Field Trips.
- 47.37% (18) are involved in STEM Activities.

Quality of Activities Provided: Parents rated the quality of academic and enrichment activities offered by the program.

- 70% (28) rated the activities as excellent.
- 30% (12) rated them as good.
- No parents rated the activities as fair, poor, or very poor.

Achievement Gap Closure Perception: The survey asked parents if they believe the program helps close achievement gaps for their children. 100% (40) of parents answered yes, indicating strong confidence in the program's impact.



College and Career Readiness Preparation: The survey assessed how well the program prepares children for future educational and career opportunities.

- 60% (24) feel the program prepares their children very well.
- 32.5% (13) believe it prepares them well.
- 5% (2) think it prepares them somewhat well.

Communication with Program Staff: The survey evaluated how often parents communicate with program staff regarding their child's progress.

- 35% (14) communicate very often.
- 35% (14) communicate often.
- 25% (10) communicate sometimes.

Accessibility of Program Staff: Parents rated the accessibility of program staff when they have questions or concerns.

- 67.5% (27) find the staff very accessible.
- 30% (12) find them accessible.
- 2.5% (1) are not sure about staff accessibility.

Additional Resources Needed: Parents provided feedback on additional resources their children may need in the program or school. Some parents expressed satisfaction with current resources, while others suggested more challenges in learning. Specific requests included extra help in reading and spelling for children struggling in those areas.

6. OTHER OBSERVATIONS

JCSD 21st CCLC PROGRAM APPROVED GOALS AND OBJECTIVES

The Evaluation was conducted by a qualified and objective External Evaluator.



This section of the 21stCCLC Summative Evaluation reports the Mississippi Department of Education (MDE) Approved Goals and Objectives. For each Goal and Objective, this section provides a description of the 21stCCLC Program activities related to implementation, data collection and evaluation methods used, the timeline for implementation, and results and outcomes from the analysis of data. The Mississippi Department of Education 21stCCLC Program relies on honest, external feedback on the effectiveness and quality of implementation and the status toward the project's goals that shall be conducted by an experienced and professionally trained external evaluator, holding a Bachelor's and Master's Degree in Elementary Education with K-8 Reading and Curriculum Development emphasis. She holds a Specialists Degree in Educational Leadership, and Educational Doctorate in School Administration from *Mississippi State University*. She has 15 years of experience in writing, directing, managing, and evaluating the 21stCCLC for Mississippi school districts across the state since 2010.

JCSD 21st CCLC PROGRAM

DATA COLLECTED, EVALUATION METHODS, RESULTS AND OUTCOMES

The annual external evaluation of the 21stCCLC program in the *Jefferson County School District* aimed to evaluate the following key indicators for program quality.

- **Assess Program Effectiveness:** Evaluate the overall impact of the program on student achievement, engagement, and social-emotional development for grades 6-8.
- **Identify Strengths and Areas for Improvement:** Highlight successful strategies and pinpoint areas needing enhancement to better serve students and families.
- **Ensure Accountability:** Provide stakeholders—including school administrators, parents, and community partners—with transparent reporting on program outcomes and resource utilization.
- **Inform Future Planning:** Gather insights to guide program adjustments and the allocation of resources, ensuring the program evolves to meet the changing needs of students and the community.

THE EVALUATION PROCESS AND REPORTING OUTCOMES

- **Establish Evaluation Goals and Questions:** Collaborate with stakeholders to define specific objectives and outcomes to be measured.
- **Select an External Evaluator:** Engage an independent evaluation firm or expert with experience in educational program assessments.
- **Data Collection of Qualitative and Quantitative Data:** Gather data on student attendance, academic performance (test scores, grades), and program participation rates. This involves careful investigation and reporting of students' school-based and state-level achievement data to measure student growth.
- **Qualitative Data:** Conduct surveys of program participants, teachers, and students, and conduct interviews with program leaders to collect feedback on program effectiveness, satisfaction, and areas for improvement.

- **Data Analysis:** Analyze collected data to identify trends, correlations, and impacts related to the program’s objectives. Data analysis involved comparing outcomes for program participants and obtaining survey data from teachers across the school.
- **Reporting Findings:** Compile a comprehensive report summarizing the evaluation results, including both quantitative and qualitative findings. Highlight key successes, challenges, and recommendations for program improvement.
- **Stakeholder Feedback:** Findings will be accessible to stakeholders, including school board members, educators, parents, and community partners. Focus group discussions to gather additional insights and foster collaborative planning for the upcoming year will begin immediately following the release of the 21stCCLC Annual Report release date.
- **Action Plan Development:** Based on evaluation findings and stakeholder feedback, an action will be developed that outlines specific strategies for improvement and enhancements to the program for the following year.
- **Continuous Monitoring:** A system for ongoing assessment and feedback of the 21stCCLC program will be established to ensure that the program remains responsive to student needs and continues to achieve its intended outcomes. By conducting an annual, thorough and systematic evaluation process that aims to maximize the positive impact of the 21st CCLC program on elementary school students and foster a dynamic learning environment that supports academic success and community engagement.

DATA COLLECTION TOOL – THE TOPS FRAMEWORK FOR THE 21STCCLC PROJECT EVALUATION

The following section describes in detail the **Evaluation Purpose** and **Evaluation Questions** utilized by the 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 “*Targeting Outcomes of Programs Framework*.” (TOPS) The TOPS Framework 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 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. This evaluation tool 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. The External Evaluator selected the time-tested and proven **TOPS Framework** to evaluate the *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. (*TOPS Framework*, Accessed

September 1, 2025, <https://digitalcommons.unl.edu/aglecfaacpub/48/>)



21STCCLC PROGRAM EVALUATION SUMMATIVE REPORT

QUESTIONS & TOOLS

2024-2025
School
Year

***Project: “WE ARE
COMMUNITY!”***

**JEFFERSON COUNTY
SCHOOL DISTRICT**

**21st CCLC After School
Program Evaluation Report**

October 31, 2025

The purpose of the Nita M. Lowey 21st Century Community Learning Centers Evaluation Summative Report for **Project: “We Are Community!” (Project WAC)** is to provide a comprehensive annual project evaluation that provides both achievement and continuous improvement regarding the program’s implementation. The purpose for this evaluation report and data collection analysis is to provide program staff with a useful guide for reporting information about the program’s implementation, outcomes, and objectives status to improve program quality and effectiveness, and make refinements and adjustments to the program as needed.



PROJECT “WAC” 21STCCLC TIMELINE, EVALUATION AND CHECKLIST ANALYSIS

<i>2024-2025 / Qualitative Analysis</i> <i>Timeline Evaluation Checklist and Services</i>		
Program Year 2024 - 2025	Development of Evaluation Tools	Program Strategies
Fall October - November <u>Meetings:</u> New grant orientation meeting: - Orientation to Evaluation Plan and Process - Review Implementation Assessment Tools <u>Evaluation Meeting:</u> - Discuss allocation of resources - Review/revise Imp. Matrix tool - Review/approve online surveys and set dates for administration. Conference w/ Principal & Leadership Team - Implementation Planning - Discuss professional development needs - Instructional Needs - Partnership Planning Site Coordinator <u>Interview:</u> - Structured Interview - Review data from Implementation Matrix <u>Survey Administration</u> - Online Pre-test Student Attitude Survey - Online Survey of Teacher Professional Development Needs Assessment	- Implementation Matrix ✓ - Survey of Teacher Professional Development Needs ✓ - Online Pre-test Student Attitude Survey ✓ - Grant Goals & Objectives chart ✓	Meetings: <i>Annual Evaluation Kickoff meeting:</i> April – May - Identify Needs - Program Structure - Program Requirements - Timelines for current year - Structured Interview - Review Implementation Matrix Survey Administration - Online Student Attitude Survey - Online Survey of Teacher Professional Development Needs

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

Spring -Summer April - June	Meetings: End of Year Meeting: Attendees: Project director, program coordinator, site coordinators, district, and school-level administrators - Review and discuss recent findings (implementation progress, students' pre-test levels of school engagement.) - Discuss APR status of objectives - Discuss recommendations for improvement and refinement. Conference Call Meeting (s) w/ Program Coordinator	Spring – Summer - Review MSIS data management system results; add Objective Status information to system and advise Program Coordinator on how and when to certify APR data. - Assist Project Leaders in preparing End of Year Report for Continuation Funding - End of Year Evaluation Report to Project Leaders - APR: develop Status of Objectives, Project-level section of APR	Meetings: End of Year Meeting: July/August Attendees: Project director, program coordinator, site coordinators, district, and school-level administrators - Review and discuss recent findings (implementation progress) - Discuss APR status of objectives - Discuss recommendation s for improvement and refinement. Conference Call Meeting (s) w/ Program Coordinator
---	---	--	---

THE PROJECT WAC EXTERNAL EVALUATION PLAN

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?



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?



The report is organized into two main sections based on the time-tested ***TOPS Framework*** (*Targeting Outcomes of Programs*).

▲ **Program Evaluation Achievement Data**

▲ **Program Evaluation Summative Evaluation Report**

Overview of Comprehensive Evaluation Plan: The evaluation utilizes both process and outcome Evaluation methodologies based on the TOPS Framework to ensure an objective assessment of the Project Goals and Objectives and ensuring alignment to any MDE approved amendments and modifications.

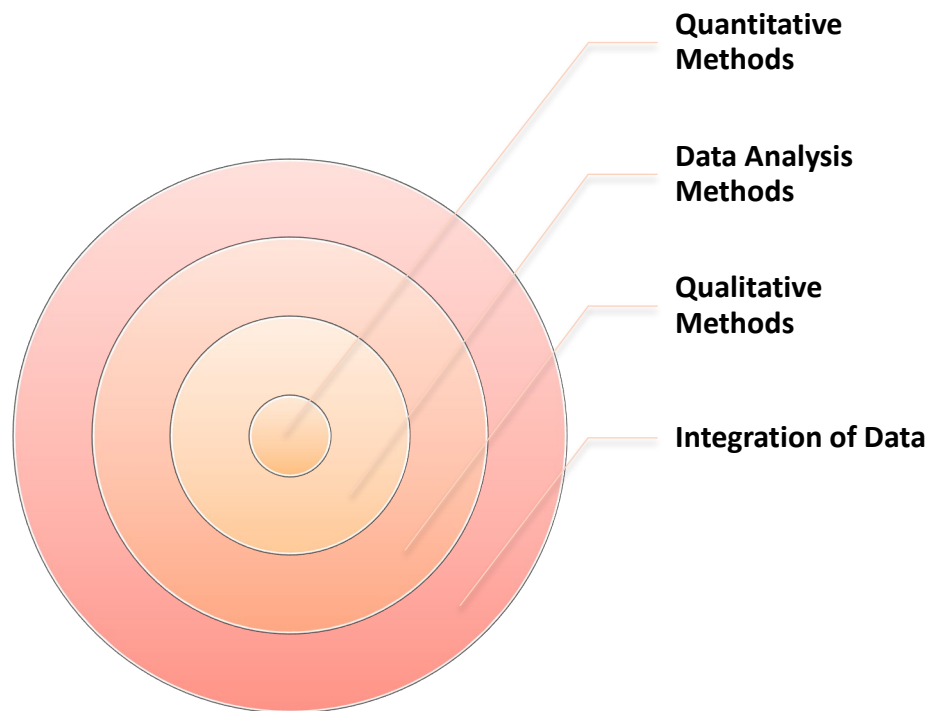
References:

Targeting Outcomes of Programs Framework, TOPS Framework, Accessed October 1, 2025, <https://digitalcommons.unl.edu/aglecfacpub/48/>.

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 approach to evaluation.

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.

DATA COLLECTION SCHEDULE

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



7. PROGRESS TOWARD SUSTAINABILITY

PROJECT “WE ARE COMMUNITY!”

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.	- Quarterly Reports - Data - Program report - Other: please explain	☒ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has made efforts to gain other sources of funding or in-kind resources for the sustainability of the program.	- Description of any grants or resources program has attempted to secure - Other: please explain	☐ Completed ☒ Sufficient Progress ✓ ☐ Partial Compliance ☐ Non-Compliant
II. Staffing & Professional Development		
REQUIREMENTS	DOCUMENTATION/EVIDENCE	
1. The project director and site coordinators have been implementing the program per the approved application.	- Job Descriptions - Time and Activity Sheets - Activities completed - Interviews	☒ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. Staff meetings are held frequently.	- Meeting agendas, minutes - Staff Calendar	☐ Completed ☒ Sufficient Progress ✓ ☐ Partial Compliance ☐ Non-Compliant
3. Program staff have been trained to work in close collaboration with the regular school day staff and community partners.	- Meeting agendas, calendars - Staff interviews	☒ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant



	- Other: please explain:	
III. Partnerships & Collaborations		
	DOCUMENTATION/EVIDENCE	
1. Collaborators have provided programs and services in accordance with the application.	- List and/or description of services provided - Written agreements - Interviews - Other: please explain:	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has made efforts to establish and maintain partners and collaborators to ensure long-term commitments of resources and fiscal and human capital.	- Interviews - Written agreements	☐ Completed ☐ Sufficient Progress ✓ ☐ Partial Compliance ☐ Non-Compliant
IV. Participant Involvement		
	DOCUMENTATION/EVIDENCE	
1. The program has identified and is servicing eligible students and their families consistent with the approved application.	- Participant list - Registration form - Activity logs - Other: please explain:	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
2. The program has advertised the program and services.	- Newspaper, radio, TV ads - School postings, announcements - Outreach activities - Other: please explain	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
3. The program has provided activities and services to the students and their families in accordance with their application.	- Participant list - Registration form	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant



	- Activity logs - Other: please explain	
4. Transportation has been provided for activities.	- Transportation logs - Other: explain	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant
5. If applicable, the program has accommodated children with special needs.	- Documentation of accommodations provided. - Example: transportation, aides, etc.	☐ Completed ✓ ☐ Sufficient Progress ☐ Partial Compliance ☐ Non-Compliant

V. Linkages between School Day and Afterschool

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

VI. Academic and Enrichment Components

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

VII. Evaluation of Program Progress and Effectiveness

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

VIII. Safety, Health, Nutrition

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



PROJECT WAC SUSTAINABILITY PLAN CONT.

21st CCLC School and Community Partnerships JEFFERSON COUNTY SCHOOL DISTRICT SUSTAINABILITY PLEDGE	
▸ Jefferson County School District	- <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>
▸ Jefferson County Elementary School	- <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>
▸ Jefferson County Upper Elementary	- <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>
▸ Jefferson County School District Food Service Department	- <i>Provision of snacks and summer feeding program meals meeting USDA School Lunch Program requirements</i>
▸ Jefferson County Board of Supervisors	- <i>Commitment to consider requests for funding of supplementary activities beyond the limits of the project budget</i>
▸ Jefferson County Public Library	- <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>
▸ Jefferson Comprehensive Health Center	- <i>School based health services, parent training sessions on healthy lifestyles, preventive health, nutrition, etc.</i>



▶ United Mississippi Bank	- <i>“Financial Fitness for Life” financial literacy sessions</i>
▶ MSU/Jefferson County Extension Service	- <i>Research-based “Leadership Skills” character education, interactive communication, and leadership development sessions for participants at all six project sites</i>
▶ Jefferson County Sheriff’s Office	- <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>
▶ Fayette Police Department	- <i>Maintaining law enforcement presence in and around project sites and visiting with participants and/or parents about safety issues</i>

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.

21STCCLC PROJECT WAC ADVISORY COUNCIL

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 post-secondary 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



8. OVERALL RECOMMENDATIONS

MAINTAIN STRONG PARENTS & COMMUNITY BOND

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.



EVERY CHILD MATTERS.

STRENGTHEN FOCUS ON MORE PARENTAL INVOLVEMENT ACTIVITIES



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.

MAINTAIN 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: Strengths, Weaknesses, Opportunities, and Threats) analysis to head off potential threats and misunderstandings.

ASSESS PROGRAM STRATEGICALLY ANNUALLY

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, enhance 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:

Bradshaw, D., King, R., & Thibodeau, M. (2008). *Strategic Planning in Higher Education: Implementing and Sustaining Long-Term Initiatives*. Jossey-Bass.

Dyson, R. G. (2004). Strategic development and SWOT analysis at the University of Warwick. *European Journal of Operational Research*, 152(3), 631-640.

Joyce, P., & Paquin, R. (2016). The SWOT Analysis in Higher Education Institutions: Issues and Challenges in Implementation. *International Journal of Business and Management*, 3(4), 45-55.

Perera, J., & Peiró, J. (2012). Strategic management of education through SWOT analysis: Methods and Applications. *Education Research and Perspectives*, 39(1), 16-29.

Piercy, N. F., & Giles, W. J. (2009). Making SWOT Analysis Work. *Long Range Planning*, 22(5), 40-50.

Schlegelmilch, B. B. (2016). *Global Marketing and Market Segmentation for Educational Programs*. Springer.

FOCUSE 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.”

RAMP UP ENRICHMENT / REAL-BASED LEARNING WITH 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.

References:

- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S. M., Schirm, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement: A Practice Guide. National Center for Education Evaluation and Regional Assistance.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.



- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3-4), 369-398.
- Darling-Hammond, L., Barron, B., Pearson, P. D., Schoenfeld, A. H., Stage, E. K., Zimmerman, T. D., Cervetti, G. N., & Tilson, J. L. (2008). *Powerful learning: What we know about teaching for understanding*. Jossey-Bass.
- Holmes, V. L., Parker, M. A., & Gibson, M. L. (2017). Exploring student and teacher perceptions of project-based learning in an after-school STEM program. *Journal of STEM Education*, 18(1), 29-37.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Nellie Mae Education Foundation.
- Thomas, J. W. (2000). *A review of research on project-based learning*. Autodesk Foundation.



MAINTAIN FLEXIBLE OPERATIONAL SCHEDULES

SUMMARY OF OPERATIONS PROGRAM OVERVIEW

Jefferson County School District / Project WAC

Table 1: 21stCCLC 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.jcpsd.net/wearecommunity>) located on the school district's website.

KNOW YOUR CORE ACTIVITIES WORK

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

2024-2025, 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

KNOW HOW TO SUSTAIN YOUR 21STCCLC PROGRAM

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.



JEFFERSON COUNTY SCHOOL DISTRICT

21st CCLC PROGRAM EVALUATOR

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

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

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.

EVALUATOR RECOMMENDATIONS FOR THE 21STCCLC AFTER SCHOOL AND SUMMER PROGRAM

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

1. Continue to increase students' exposure to high-quality enrichment activities in the program, including educational field trips.
2. Continue to increase students' exposure to the ARTS.
3. Continue to increase students' exposure to sports / sports recreation, and outside activities.
4. Continue to 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. Continue to 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. Continue to disaggregate achievement data to highlight growth among students and schools. This could highlight environmental impacts or staffing impacts on student growth.
9. Continue to shift activities, as needed, to provide more academic support to students.

21STCCLC PROJECT “WE ARE COMMUNITY!” SUMMATIVE ANNUAL EVALUATION REPORT



Photo Credit: Superintendent Hammitte, www.jcpsd.net

JEFFERSON COUNTY SCHOOL DISTRICT !

“The Joy Factor Lives Here!”

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



End of Report.

