

Jackson Public School District 21st Century Community Learning Center

Clausell, Boyd, French, Johnson, Lake, Lee,
Poindexter, Raines, Wilkins, and

Woodville Heights Elementary

Blackburn, Brinkley, Peeples and Whitten
Middle

2015-2016

Tonya Southern-Morgan
21st Century Facilitator

Dr. Abby Webley
Project Coordinator
Jackson Public School District Schools

District 21st Century Community Learning Center Evaluation Year 1 and Year 5– FY 2016

Overview and History of Program

The 21st Century Community Learning Center program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) and *No Child Left behind Act of 2001 (NCLB)*. The 21st CCLC grantees in Mississippi are required to provide academic enrichment opportunities in before-school and after-school activities (including the summer) for students attending low-performing schools. These activities will help advance student achievement and meet the local and state academic standards in the areas such as reading, mathematics, and science.

The Jackson Public School District Community Learning Center (JPS CCLC) Project was awarded 2 Cohort grants during school year and summer 2015-2016 and resulted in an after-school program at 14 locations within the district— Jackson Public School District Elementary Schools: Clausell, Boyd, Johnson, Lake, Lee, Poindexter, Raines, Wilkins, and Woodville Heights (700 students) and Jackson Public School District Middle Schools Blackburn, Brinkley Peeples, and Whitten (400 students). The program ran Monday through Thursday from 2:15 p.m. until 5:30 p.m. (Middle schools) for approximately 20 weeks during the regular school year and operated 4 weeks during the summer of 2016. Dr. Abby Webley served as the project coordinator and Tonya Southern Morgan serviced as the 21st Century Facilitator during year of the project. Academic and enrichment instruction were delivered by certified and/or trained personnel that supplemented the traditional school activities and allowed for academic and personal growth. The project focused on meeting the needs of all at-risk learners and their families. Enrichment activities during the program included reading, math, fine arts, recreational

activities, family literacy, parental education, and computer literacy. As a requirement of the grant application, Jackson Public School District Community Learning Center set individual program goals and measurable objectives in addition to the federal targets. These objectives, as well as the federal targets, and the program's success in meeting them are described in the evaluation narrative.

Student Attendance and Enrollment

Student Participation

The Jackson Public School District Community Learning Center set a goal of providing 1200 at-risk students the support and guidance of the program at 14 school locations. The 21st Century CLC served over 900 regular attendees.

Project Goal Status 2016: Did Not Met

The Jackson Public School District CLC served 900 regular attendees, at-risk students during the 2015-2016 school year.

Program Operation

Hours of Operation for Student Participants

The Jackson Public School District Community Learning Center operated from October 2015 until June 29, 2016 during the 2015-2016 school year with an after-school component that met Monday-Thursday each week from 2:30 p.m. until 5:30 p.m. The JPS CCLC met at least 10 hours per week exceeding the minimum requirement of operation—9 hours per week, and at-risk students served 39 days. Students were served a snack everyday at the beginning of the after-school component of the program.

Project Goal Status 2015: **MET**

The Jackson Public School District Community Learning Center met the minimum requirement of serving students 9 hours per week.

Parent Component

The Jackson Public School District Community Learning Center served parents throughout the school year. Meeting topics included:

- Parent Academies
- Discipline and Teens
- Building Self Esteem
- Monitoring Your Teen's Computer

Quality of Staffing

The Jackson Public School District Community Learning Center was served by a select group of certified and non-certified personnel with a variety of experience. All personnel employed by or volunteering with the 21st Century Program were screened with a comprehensive background check. The faculty, staff, and volunteers of the program are all dedicated, experienced, and well-trained practitioners with a variety of talents and skills.

Assessment of Objectives

Student Outcome Indicators/Federal Targets

Student Outcome Federal Target 1—Reading/Language Arts

45% of students participating in the program will improve their reading and language arts grades.

Of the 900 regular attendees, 48 students (**43%**) improved their reading/language arts grade from first to third quarter.

Project Goal Status 2015-16: **DID NOT MEET**

Student Outcome Federal Target 2—Mathematics

45% of students participating in the program will improve their mathematics grades.

Of the 900 regular attendees, (**40%**) improved their mathematics grade from first to third quarter.

Project Goal Status 2015-16: **DID NOT MEET**

Student Outcome Federal Target 3—Homework Completion and Class Participation

75% of students participating in the program will demonstrate improvement in homework completion and class participation.

Students participated in a survey to determine the effectiveness of the program. Of the questions asked, students responded to homework tutoring.

Survey: Did the tutoring you received in the program help you with your homework?

Helped me a lot ***and*** Helped me a little bit – **80%**

Didn't really help very much – 20%

Project Goal Status 2015-16: **MET**

Student Outcome Federal Target 4—Behavior

75% of students participating in the program will demonstrate improvement in behavior.

Twenty-one percent (**55%**) of regular attendees improved their school behavior. The data was derived by comparing discipline referral data of regular attendees in 2014 (before program began – baseline data) to 2015 (first year of implementation).

Project Goal Status 2015-16: **DID NOT MEET**

Program Implementation Indicators/Federal Targets

Program Implementation Federal Target 1—Core Academic Content in Out-of-School Time Centers

85% of out-of-school time centers offer academic enrichment, support activities and programming to support learning outside of core academic content areas and technology.

In the After-School Program of the Jackson Public School District CLC, two core academic areas of reading/language arts and math, along with enrichment activities are emphasized **91.67%** of the time. The schedule is as follows:

Snacks – 15 minutes

Math and Reading – 90 minutes

Enrichment Activities – 30 minutes

Project Goal Status 2015-16: **MET**

Jackson Public School District Community Learning Center Measureable Objectives

JPS CCLC Objective 1—Student Attendance

Targeted student attendance will improve by 20%.

Fifty-seven (57) of the 900 regular attendees had attendance data for 2015. Forty-two percent (**25%**) improved their attendance as a result of their participation in the JPS CCLC.

Project Goal Status 2015-16: **MET**

JPS CCLC Objective 2—MAP Performance—Reading/English Language Arts

The number of targeted students in grades 3 – 8 who meet proficiency on the reading/English language arts MAP will increase by 5%.

The regular attendees MCT2 Reading performance for 2015 was 64.5 percent meets and exceeds and for 2016 was 50 percent which did not meet.

Project Goal Status 2015-16: **DID NOT MET**

The regular attendees MCT2 English Language Arts performance for 2015 was 63.7 percent and MAP did not exceed for 2016 at 55.1 percent.

Project Goal Status 2015-16: **DID NOT MET**

JPS CCLC Objective 3— MAP Performance —Mathematics

The number of targeted students in grades 3 – 8 who meet proficiency on the mathematics MCT2 will increase by 5%.

The regular attendees MCT2 Mathematics performance for 2015 was 51.9 percent and did and 2015 was 45.9 percent, which did not meet.

Project Goal Status 2015-16: **DID NOT MEET**

JPS CCLC Objective 4—Course Performance—Science

45% of the targeted students will increase passing grades in science.

The change in science grade throughout the duration of the program is not able to be calculated with submitted data. Year-end data indicates the course grade average in science was 82 percent. No pre-course data is available for comparison.

Project Goal Status 2015-16: **DATA UNAVAILABLE FOR COMPARISON**

JPS CCLC Objective 5—Parent Survey Participation

Participation in parent surveys will increase by 50%.

Pre and post surveys administered to parents of JPS CCLC participating students during the 2015 school year indicated over 25 percent of parents participated in the survey as compared to the 2016 school year. Twenty-five (25) percent participation will serve as baseline data for the 2016 school year.

Project Goal Status 2015-16: **MET**

Other Relevant Findings

Jackson Public School District Community Learning Center is a well-organized program with motivated teachers working to advance and improve the lives of children in their community. The program boasts a strong after-school curriculum and implementation that has led to success in many areas including mathematics. Success occurred through a strong curricular focus and homework assistance. The program goals still provide some challenges for the staff and administration; however, they perceive these challenges as opportunities to improve and help their students achieve, advance, and move to successful completion and graduation from high school. Their challenge is for students to experience success and translate that success to a desire to participate in post-secondary opportunities.

Progress Towards Sustainability

Jackson Public School District 21st Century Community Learning Center has already begun work to sustain the after-school program. Technology resources provided through this grant will continue to provide a guided instructional program for Community Learning Center students in the future. The staff is currently looking for alternative grant applications that will replace funding once the grant is concluded. They intend to reapply for 21st Century funds as they become available and as they qualify. A possible option for enrichment instruction and participation may be the consideration of community volunteers.

Partners & Duties

In compliance with each Memorandum of Understanding, the Jackson Public School District CLC partnered with Mississippi Arts Museum, Mississippi Natural Science Museum, and Sporty Sprouts, Jackson Public School District Mentor and Volunteer Program, and the Jackson Public School District Collaborative. The list below includes the service(s) provided by each partner.

- Mississippi Natural Science museum provided teachers with free professional development workshops, on site hands on science demonstrations at participating schools.
- Sporty Sprouts-offered fitness and wellness programs to all for students and parents at all the schools..
- Jackson Public School District Mentor and Volunteer Program – recruited and trained persons to be mentors
- Jackson Public School District Collaborative – will recruit and retain mentors.

Overall Recommendation and Next Steps

The Jackson Public School District 21st Century Community Learning Center set federal and program targets. Through setting benchmark goals, Jackson Public School District CLC met a majority of federal and program targets. All targets, federal and program, are expansive and comprehensive; they represent a strong effort to effect change and positive growth. Areas for improvement in 2017 includes: Reading/Language Arts, Behavior, Parent use of Parent Portal, and MCT2 Mathematics. Additionally, science and social studies grades should be monitored with greater diligence.

A focused approach to collecting the best source of qualitative and quantitative data for evaluation should be pursued and implemented.

Progress are being made by the Jackson Public School District 21st Century Community Learning Center grant in assisting students with homework tutorial, character education, and improvement of critical district and state assessments. The project appears ready to take the next steps in improving students' academic and social achievement.