



# Mississippi 21st Century Community Learning Centers, 2021 Project Year

*Program Evaluation Annual Report*

Bureau of Program Evaluation

November 2022

Office of Educational  
Accountability

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## TERMS AND DEFINITIONS

TERM	DEFINITION
<b>Attendee</b>	A student who attended at least one time, but fewer than 30 days in an academic year
<b>Cayen</b>	An electronic reporting platform designed for 21CCLC reporting, and purchased in 2020 by the Mississippi Department of Education for subgrantee reporting
<b>ELL</b>	English-language learner
<b>GPRA</b>	Government Performance and Results Act, enacted in 1993 to improve program management for federal government programs.
<b>LEA</b>	Local education agency or school district
<b>Regular participant</b>	A student who attended for at least 30 days in an academic year
<b>SEA</b>	State education agency
<b>Subgrantee</b>	Entity or organization that has been funded by the Mississippi Department of Education (MDE) using federal program funds to administer a 21CCLC. Subgrantees may be school districts, for-profit entities, nonprofit organizations, or faith-based organizations
<b>21CCLC</b>	21 <sup>st</sup> Century Community Learning Centers

## EXECUTIVE SUMMARY

Under federal legislation (Title IV, Part B, as reauthorized by The Every Student Succeeds Act), the purpose of the 21<sup>st</sup> Century Community Learning Centers (21CCLC) program is to create community-based learning centers that reinforce and complement the school day through youth development activities, service learning, STEM education, the arts, and academic enrichment. The State of Mississippi was awarded continuation funding in 2018 to sustain and develop new 21CCLC programs in high-poverty and low-performing districts around the state.

To determine the effectiveness of the 21CCLC program, this evaluation used qualitative and quantitative methods conducted for the 2021 evaluation project year. The study reflects survey data, sub-grantee evaluation reports, data reported by subgrantees for federal evaluation purposes, and site director interviews, to ensure that all stakeholders are represented. Based on the available evidence, the evaluator concludes that the work appears to be on track, but that it is difficult to draw reliable conclusions about quality and performance due to a lack of evaluative data.

## SUMMARY OF FINDINGS

Major findings of the evaluation are listed below as part of this executive summary and detailed on page 25 of this report. Key outcomes center around the support offered by the Office of Federal Programs at the MDE and the value of programming provided by 21CCLC projects and are as follows:

1. Subgrantees made considerable efforts to continue to offer programs during pandemic shutdowns and believe that 21CCLC programs have helped keep students from falling further behind academically.
2. Subgrantees are not reporting data as required by SEA or federal granting guidelines, and there has been insufficient oversight on the part of the SEA to build capacity or a sense of urgency for doing so.

## EVALUATION RECOMMENDATIONS

Recommendations as a result of this evaluation center around data reporting requirements as follows, and are described on report page 25:

1. Train subgrantees on the process for reporting data in Cayen, and monitor that they are doing so properly.
2. Clearly communicate the upcoming changes in data reporting requirements as required by the U.S. Department of Education.
3. A Corrective Action Plan (CAP) should be developed by the 21CCLC program staff to address problems outlined in this report, and to ensure that data collection issues are corrected.

**\*\*Concludes Executive Summary Section\*\***



## CHAPTER ONE: INTRODUCTION

This evaluation was conducted at the request of Mississippi Department of Education (MDE) leadership to review the practices and effectiveness of the Mississippi 21<sup>st</sup> Century Community Learning Centers program.

Questions about the findings and supporting data should be directed to the MDE Office of Educational Accountability.

### ORGANIZATION OF REPORT

After beginning with a chapter that provides relevant background and evaluation design details, the remainder of the report is organized by presentation of findings to numbered evaluation questions.

### RESULTS OF PREVIOUS EVALUATIONS

Due to the Covid-19 pandemic and resultant educational disruptions during 2020, the Office of Federal Programs requested a waiver from the U.S. Department of Education for the 2020 21CCLC report. Therefore, the most recent report on file is that of the 2019 project year, which was conducted by the Bureau of Program Evaluation in the Office of Educational Accountability at the MDE and included the following major findings:

1. Subgrantees are pleased with the quality and nature of the support they receive from the Office of Federal Programs at the MDE.
2. Center administrators report that the programming they provide has resulted in real student gains, both academically and behaviorally.

The 2019 report made the following recommendations:

1. Continue to raise expectations for subgrantee data reporting.
2. Communicate to subgrantees the extent to which programmatic operations can be revised after project has been funded.

A copy of that report is available to review by request through the Office of Educational Accountability at the Mississippi Department of Education.

## CHAPTER TWO: METHODOLOGY AND CONTEXT

### OVERVIEW OF PROJECT

Under federal legislation (Title IV, Part B, as reauthorized by the Every Student Succeeds Act, 2015), the purpose of the 21<sup>st</sup> Century Community Learning Centers (21CCLC) program is to create community-based learning centers that reinforce and complement the school day through youth development activities, service learning, STEM education, the arts, and academic enrichment.

Part B of Title IV specifies the purpose of the 21CCLC program to include the provision of academic enrichment and expanded opportunities to youth, particularly those who



attend low-performing schools, and to better equip those students to meet the State’s academic standards. As such, 21CCLC activities are meant to reinforce the school day—not simply extend it—using enrichment activities of high-interest and relevance. Additionally, 21CCLC guidance mandates a strong family engagement component, including opportunities for literacy and educational development.

Funds are awarded to state education agencies (SEAs) to distribute to subgrantees who propose programs that meet state goals and Part B standards. Local education agencies (LEAs), for-profit entities, nonprofits, and other community-based organizations are eligible to apply for 21CCLC funds, which are awarded using a rigorous peer-review process that meets federal and state standards.

### EVALUATION APPROACH

Program evaluation is about collecting information about a project, program or some aspect thereof in order to make necessary decisions about its effectiveness. The reasons for this internal evaluation project include:

- Performance improvement
- Outcome assessment
- Program justification

A participatory, non-experimental evaluation plan was developed to measure achievement of the major goals and objectives of the project. Using a mixed-methods approach, the evaluator gathered and analyzed evidence to inform improvements to and gauge the success of the grant project. Accordingly, the evaluator has collected both qualitative and quantitative data for ongoing monitoring to identify the need for any program adjustments.

A true participatory approach to evaluation maximizes a sense of ownership among relevant parties, and accurately represents individual stakeholder voice. To that end, the evaluation design includes both parent voice and case study centers. Three 21CCLC directors were selected at random using a stratified random sampling approach (using region as the delimiting variable) at the beginning of the evaluation period, and were interviewed twice during the project year to get a sense of their thoughts about the work; directors were assured of evaluator anonymity to support candid response.

### EVALUATION SCOPE

This evaluation encompasses study of 33 subgrantees overseeing 115 centers that, according to the Office of Federal Programs, operated during all or part of the project year (Summer 2020, Fall 2020, and Spring 2021):

### **2021 Program Providers and Centers**

**Alcorn School District**

- Alcorn Central Elementary
- Alcorn Central Middle
- Alcorn Central High
- Kossuth Elementary
- Kossuth Middle
- Kossuth High
- Biggersville Elementary
- Biggersville High

**Boys and Girls Clubs of Central Mississippi**

- Sykes Unit
- Walker Unit
- Canton Unit
- Capital Unit

**Boys and Girls Clubs of the Gulf Coast**

- Forest Heights
- IP Center at North Bay
- Qatar Center
- Hancock County Unit
- 19th Street Center

**Calhoun County School District**

- Calhoun County Career and Technical Center

**Canton Public School District**

- Canton Elementary
- Jimmie Goodloe Elementary
- McNeal Elementary
- Rueben B. Myers School of Arts and Sciences

**Carroll County School District**

- Marshall Elementary
- J.Z. George High

**CHEER**

- Brinkley Middle
- Lanier High
- Callaway High
- Powell Middle
- Kirksey Middle

**Columbia School District**

- Columbia Primary
- Columbia Elementary

- Jefferson Middle
- Columbia High

**COOL Education**

- Forrest Elementary
- Ann Smith Elementary

**Corinth School District**

- Corinth Elementary
- Corinth High
- Corinth Middle
- Ripley Middle

**Delta Foundation**

- O'Bannon High
- Riverside High

**Franklin County School District**

- Franklin Elementary
- Franklin Middle

**Grenada School District**

- Grenada Elementary PreK-3
- Grenada Elementary 4-5
- Grenada Middle
- Grenada High

**Hazlehurst City School District**

- Hazlehurst Elementary
- Hazlehurst Middle

**Hollandale School District**

- Sanders Elementary
- Simmons High

**Holmes County School District**

- William Sullivan Elementary/Middle
- S.V. Marshall Elementary/Middle
- Durant Elementary
- Goodman Pickens Elementary

**Jefferson County School District**

- Jefferson County Elementary
- Jefferson County High
- Jefferson County Upper Elementary
- Jefferson County Junior High

**Kirkland Group**

- Charleston Elementary
- Charleston Middle
- McCoy Elementary

**Lamar County School District**

- Baxterville Attendance Center

- Lumberton Middle
- Oak Grove Middle
- Purvis Middle
- Sumrall Middle

**Leake County School District**

- Leake County Elementary

**Louisville Municipal School District**

- Fair Elementary
- Louisville Elementary
- Eiland Middle
- Louisville High
- Nanih Waiya Attendance Center
- Noxapater Attendance Center

**McComb School District**

- Kennedy Early Childhood Center

**Mississippi Delta Academies**

- Leflore Legacy Academy

**Perry County School District**

- Runnelstown Elementary
- South Perry Elementary
- Perry Central High

**Quitman School District**

- Quitman Co. Elementary/Middle
- Madison S. Palmer High

**Save the Children**

- Brooks Elementary
- I.T. Montgomery Elementary
- East Marion Elementary
- R.H. Bearden Elementary

**South Panola School District**

- Batesville Elementary
- Batesville Intermediate
- Batesville Middle

- Batesville Jr. High
- Pope Elementary
- Batesville High

**Spring Initiative**

- Coahoma County Jr/Sr High
- Lyon Elementary
- Sherard Elementary
- Clarksdale High
- J.W. Stampley 9th Grade
- W.A. Higgins Middle
- Oakhurst Intermediate Academy
- Heidelberg Elementary
- George H. Oliver Elementary
- Booker T. Washington Elementary
- First United Methodist Church
- Saint George's Episcopal Church
- Coahoma County Elementary

**SR1**

- Hawkins Middle
- Callaway High
- Murrah High

**Starkville Oktibbeha School District**

- Starkville High
- Overstreet Elementary
- Armstrong Middle

**Tougaloo College**

- Michelle Obama Early College High

**Union Public School District**

- Union Elementary
- Union Middle
- Union High

**Wilkinson County School District**

- William Winans Middle

EVALUATION QUESTIONS

Evaluation questions were developed by the MDE Bureau of Evaluation in

collaboration with the Office of Federal Programs (OFP), the MDE office responsible for administering 21CCLC, and are as follows:

1. *How successful were subgrantees in implementing 21CCLC programs?*
  - A. *What assistance did subgrantees receive from MDE and did it impact their performance?*
  - B. *To what extent did subgrantees implement programs as proposed?*
2. *Did subgrantees achieve MDE's short term and intermediate outcomes?*
  - J. *To what extent have expected changes in behavior or academic achievement occurred among students?*
  - K. *How satisfied were parents with 21CCLC programming?*
  - L. *What level of progress have subgrantees made towards their proposed objectives?*
3. *What modifications should MDE and its subgrantees make to accomplish the long-term goals of the State Board of Education?*
  - A. *What challenges did subgrantees experience in implementing their programs?*
  - B. *What types of assistance do subgrantees need to promote their progress?*

#### ANALYSIS

Quantitative data are analyzed using SPSS (v. 27), a statistical platform developed by IBM. Qualitative data are coded using the Coding Analysis Toolkit, an open-access qualitative package. Unless specified otherwise, surveys are hosted on SurveyMonkey. All data collected as part of the evaluation will remain confidential and stored on the secure servers of the Mississippi Department of Education.

#### LIMITATIONS

The indicator data provide substantial information to describe the project, with the following limitations:

- Self-report data from surveys and interviews are subject to social desirability biases on the part of respondents, and at this small scale, are impossible to validate.
- Similarly, reliability of the conclusions based on survey data is heavily dependent on the number of responses; reminders for every survey are sent twice over two weeks, but response rates vary.

#### MISSISSIPPI 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS DEMOGRAPHICS AND PROGRAMMING CONTEXT

## Demographics

Subgrantees reported that a total of 5,643 students registered for programming in summer, fall, or spring of the 2021 performance year. Because there is a good deal of missing data as reported by subgrantees, it is difficult to get a sense of demographics for these registrants. Subgrantees are responsible for entering official registration, attendance, and outcome data into the Cayen software system; however, it is estimated that fewer than half of programs did so as required. Thus, the information available for students who registered and attended is insufficient for robust generalizations, but represented below (Figures 1 through 4, and Tables 1 and 2).

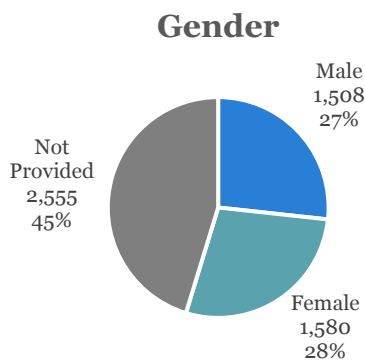


Figure 1. Registration by gender, N =5,643

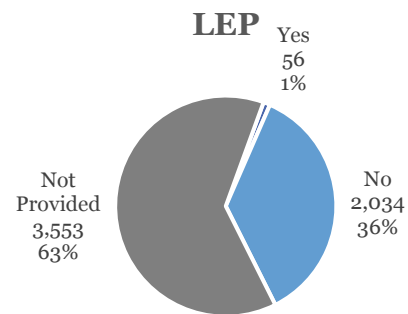


Figure 2. Registration by English proficiency, N =5,643

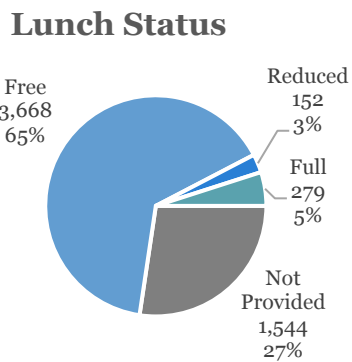


Figure 3. Registration by socioeconomic status, N =5,643

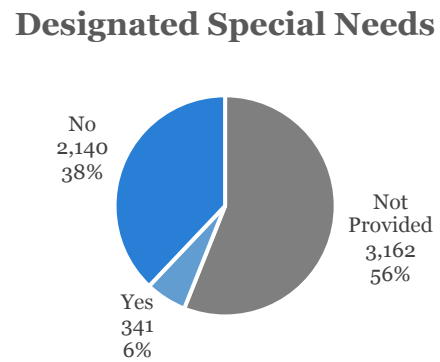


Figure 4. Registration by SPED classification, N =5,643

Ethnicity	Registration n (% of total)
Black (not Hispanic)	2565 (45.5%)

Ethnicity	Registration n (% of total)
Asian	22 (<1%)
Two or more races	115 (2%)
Hispanic	88 (1.6%)
Other	4 (<1%)
White (not Hispanic)	1314 (23.3%)
Data not provided	1535 (27.2%)

Table 1. Registration by ethnicity, N =5,643

Grade Level	Registration n (% of total)
Pre-K	40 (.7%)
K	183 (3.2%)
1	272 (4.8%)
2	262 (4.6%)
3	374 (6.6%)
4	268 (4.7%)
5	303 (5.4%)
6	377 (6.7%)
7	314 (5.6%)
8	257 (4.6%)
9	222 (3.9%)
10	212 (3.8%)
11	98 (1.7%)
12	39 (.7%)
Grade-level data missing	2422 (42.9%)

Table 2. Registration by grade level, N =5,643

Although the number of students registered ( $n = 5,643$ ) was large, Cayen reporting software (purchased in 2020 and required by the MDE for subgrantees to report center attendance, activity, and outcome data) indicates that there were 3,136 students who officially participated and who were marked “present” by administrators at least once during the project year (June 1, 2020 through May 31, 2021). Both the true number of participants and their demographic data is difficult to estimate, as several subgrantees reported *only* registrants, with no attendance data at all. It is unknown, therefore, whether those centers saw *all* registrants participate at least once, or no registrants participate. Although the evaluator made every effort to parse more details about who had attended programming (and how often), information was either missing or incomplete. Some subgrantees said they kept their own data “on paper in our files,” while others were willing to provide attendance data securely via the district federal programs directors’ electronic records. Overall, it was extremely difficult for the evaluator to obtain complete, reliable data about the most basic program functions (i.e., which students attended and how often). Although Cayen is the reporting method of record according to the MDE, fewer than half of subgrantees used the software with fidelity, and at least three districts had not received any login credentials to do so by the end of the reporting period, according to these administrators.

In accordance with federal guidelines, students who register and attend for at least 30 days during the school year are classified as *regular participants*. The distinction between registrants who rarely attend and *regular participants* is

important, as there is ample research to support a strong positive relationship between 21<sup>st</sup> CCLC attendance rates and academic success (Afterschool Alliance, 2021; Anfinson & Oehrlein, n.d.; Kwon, Naftzger & Vinson, 2009). For this report, students who did not meet the 30-day attendance threshold will be classified as “attendees,” to distinguish them from *regular participants*.

As with attendee data, it is unlikely that the number of regular participants reported in Cayen is fully accurate. Sixteen of 31 subgrantees did not report attendance data at all. For the 15 centers and districts whose data were complete and available, there was a total of 420 regular participants with 30+ days of attendance. Demographics available for those students are reported in Figures 5 through 8 and Table 3, below.

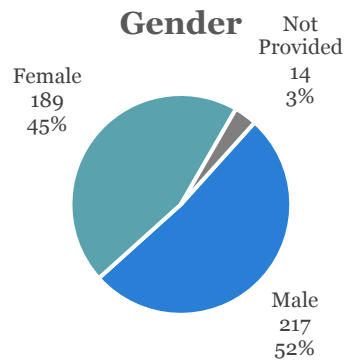


Figure 5. Regular participants by gender, N =420

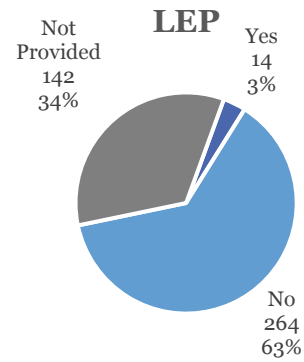


Figure 6. Regular participants by English proficiency, N =420

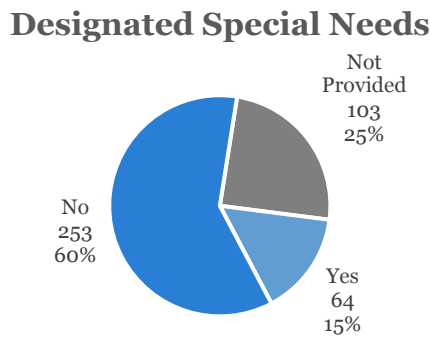


Figure 7. Regular participants by SPED classification, N =420.

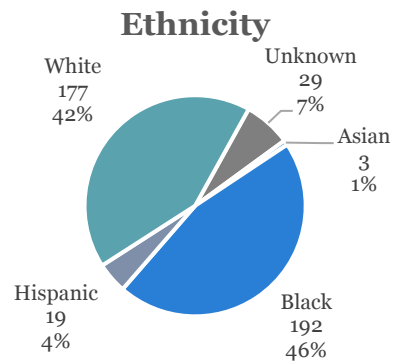


Figure 8. Regular participants by ethnicity, N =420



Age/Grade	Total Attendance N (% of total)
Pre-K	21 (5%)
K	7 (1.7%)
1	46 (11%)
2	53 (12.6%)
3	51 (12.1%)
4	24 (5.7%)
5	55 (13.1%)
6	67 (16%)
7	21 (5%)
8	27 (6.4%)
9	27 (6.4%)
10	10 (2.4%)
11	9 (2.1%)
12	2 (.5%)

Table 3. Regular participants by grade, N =420

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### Center Activities and Staffing Patterns

It is important to note contextual factors present during the 2020-21 project year. During the spring of 2020, schools nationwide closed in observance of health protocols spurred by the Covid-19 pandemic. By summer 2020 (the beginning of the project year), Mississippi’s subgrantee summer programs were largely either virtual or on-hold; those that were virtual were impacted in service delivery by poor attendance, lack of digital capacity, and staffing challenges. In focus group interviews conducted with center directors during spring 2021, there was consensus that summer programs were a disappointment in terms of attendance on the part of both teachers and students. About 40% of centers attempted some virtual programming, with limited success.

By the fall 2020 semester, 52% of directors reported that services were being offered in hybrid fashion (a mixture of virtual and face-to-face) with Covid protocols in place for student and staff safety. Directors remarked that getting teachers and students to attend was a major challenge. There was some confusion about administering programs, too, with several subgrantees reporting lack of communication about grant status, in particular that the MDE asked them to wait before starting programming. According to one director

“Our proposal said we would start programs on October 1 [2020], and we were ready for that. We had already allotted teacher money. But we could not get guidance from [Federal Programs staff]. Finally, in December, we were given the go-ahead to begin our middle and high school programs, which I did immediately. But we were not allowed to start our new [elementary school program] grant and I can’t understand why. We were notified of funding in August but were just told that the grant ‘wasn’t ready.’

Ultimately, I went higher in the MDE chain and received permission to start immediately. There was a lot of blame about why we had received the run-around, and who was responsible for the wrong information and confusion. This year, of all years, we needed to get kids started on October 1 as promised. And now we have over \$130,000 that we had budgeted for fall teachers that we have to re-budget on something. Supplies, maybe.”

By spring of 2021, center directors felt more confident that schools would be able to remain open and afterschool patterns were more reliable. Attendance began to improve and stabilize; about 58% of centers reported being open for face-to-face programs for the spring semester. The remainder reported that some shutdowns had occurred, when programming went virtual, but that those closures had been time-limited and sporadic. In surveys and focus group interviews, center staff and directors frequently mentioned that they felt a new sense of urgency to offer programming that students needed after a year of disrupted educational experiences. One director said

“I noticed that students were far behind academically. Although my center had intended to focus a good deal on enrichment classes this year, teachers noticed that students mostly needed remediation and tutoring to make up for time lost to Covid shutdowns; I will warn you now that our center activities will look very different in reporting this year, to reflect the needs of students. We estimate that about 40% of our students in the district need remediation classes just to be promoted to the next grade. So that’s what we’re focused on in afterschool. We’re swamped. The superintendent is now scrambling to open more afterschool spots.”

Despite pandemic challenges, centers led students in a variety of academic and enrichment activities. As was also the case with demographic data, subgrantees often omitted or documented conflicting information about center activities. Nevertheless, it is reasonable to assume that regular core academic instruction and support constituted most of the programming, along with an opportunity for afterschool exercise. Tutoring and homework were the most regularly occurring areas of focus, but some centers also offered ancillary and support services like English-language learner (ELL) assistance, leadership development and community service projects.

Figure 9, below, shows the percentage of centers that reported offering specific programming, for both regular school year and summer sessions. No centers reported activity information in Cayen for summer programs, but a follow-up survey of center directors yielded some information, reflected in the graphic. Similarly, fewer than 10% of centers reported any activity information in Cayen for

fall of 2020 and spring of 2021, but the evaluator was able to glean additional information through survey data. As with demographics and attendance data, the evaluator cautions against drawing inferences from unreliable data.

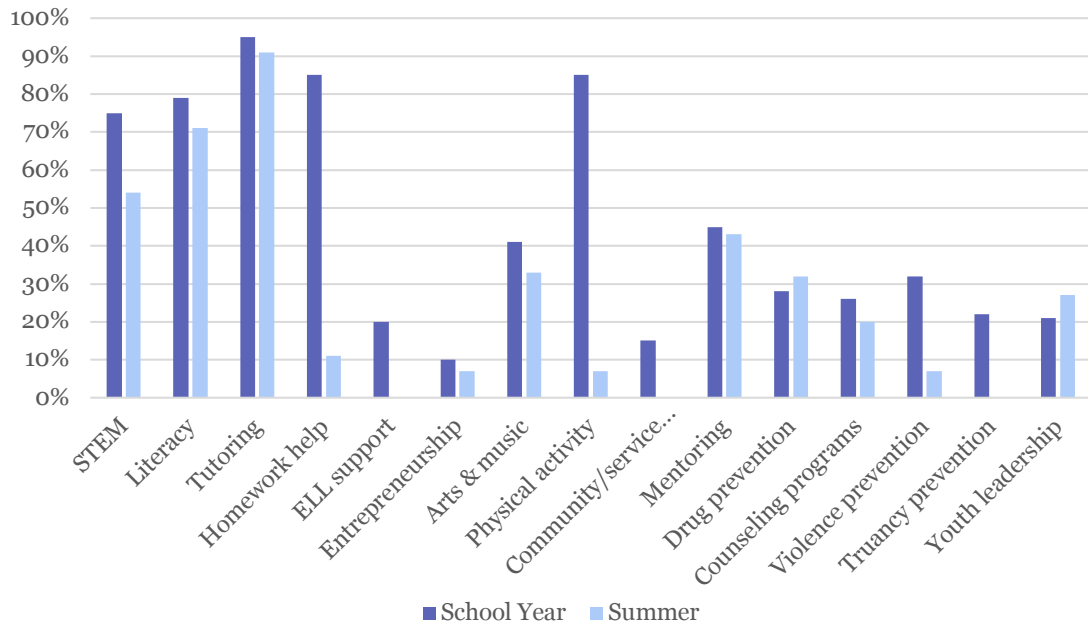


Figure 9. Center activities, regular school year and summer sessions for 2020-21 school year

Youth program staffing patterns are important, because research has demonstrated the benefits of credentialed teachers for improving student outcomes (Darling-Hammond, Holtzman, Gatlin, & Vh, 2005). In Mississippi’s 21CCLC programs, fully licensed teachers make up the large majority of after-school and summer staff. In about 96% of centers, the teachers who teach during the regular school day also work with students after school; this is helpful, as the teachers better understand the context of the assignments and can use the after-school time to give individualized and targeted instruction to their classroom students. On average, licensed teachers and administrators made up 94% of 21CCLC staffing in Mississippi.

CHAPTER THREE: FINDINGS

**Q1.HOW SUCCESSFUL WERE SUB-GRANTEES IN IMPLEMENTING 21<sup>ST</sup> CCLC PROGRAMS?**

**Q1.A. What assistance did sub-grantees receive from MDE and did it impact their performance?**

To gauge project success and challenges, the evaluator sent a survey link to all 33 center directors, asking them to reflect on the year. The initial survey invitation was emailed June 2, 2021, and closed June 15, 2021. Directors who did respond to the survey were reminded twice during the survey period; the resultant number of survey respondents was  $n = 25$ , a 78% completion rate. Of those, 76% ( $n = 19$ ) described their role as project coordinator, 4% ( $n = 1$ ) said they served as site coordinators for their project, and 24% ( $n = 6$ ) answered indicated that they were district Federal Program Directors.

All ( $n = 25$ ) respondents indicated that they had attended at least one professional development opportunity offered through the MDE, and that those had been helpful for program administration and operations, budget management, project sustainability, student academic support, and student/family support; importantly, a majority agreed that the MDE had provided useful assistance for every topic (Table 4).

<b>MDE Support Offered</b>	<b>Attending (%)</b>	<b>Percent of Attendees That “This Training Was Helpful for our Program or Center”</b>
<b>Program administration/operations</b>	27 (100%)	81%
<b>Budget management</b>	20 (74%)	80%
<b>Project sustainability</b>	25 (93%)	77%
<b>Academic support</b>	24 (89%)	89%
<b>Student/family support</b>	19 (70%)	64%

*Table 4. Center administrator training attendance*

There is evidence that the support topics that were offered by the MDE were closely aligned to center needs and were designed to increase student and family success. When asked whether technical assistance provided had matched their needs, all respondents ( $n = 25$ ) agreed that it had (Figure 10).

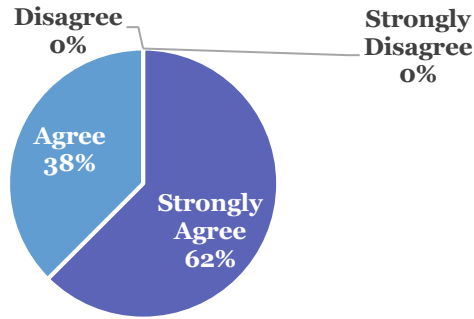


Figure 10. “The technical assistance provided by the MDE aligned to administrative needs and helped staff members become more effective.”

Interviews were conducted with three focus-center administrators, as described in the “Evaluation Approach” section of this report (p. 3). During those interviews, directors were asked, “What kinds of assistance have you received from MDE this past year [June 2020 through May 2021] and how has it impacted your performance?” Directors specifically mentioned the helpfulness of MDE personnel: “The [Federal Programs] office was understanding of Covid realities and that what we promised we’d do in the [grant] proposal would change, like we wouldn’t be able to hold Parent Nights, and so on. [Federal Programs personnel were] understanding and helpful. They called to check on us frequently.”

Survey data show that when center administrators provided professional development to their own staff, those trainings mirrored the priorities set by the MDE for 21CCLC programs. Reflecting pandemic operations, 65% ( $n = 15$ ) of directors answered that health and safety training of staff had been a priority. Almost all (91%) had held at least one training to orient staff to 21CCLC objectives, policies, and operations. And about 52% of administrators had trained teachers directly on STEM education and tutoring.

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**Q1.B. To what extent did sub-grantees implement programs as proposed?**

In general, center directors reported that they were satisfied that they had implemented their programs as written in their funding proposals. As represented in Figure 11, 88% ( $n = 22$ ) of respondents believed that they had met their proposal commitments “completely” or “to a large extent.” Only 12% ( $n = 3$ ) believed they “needed improvement” in this area.

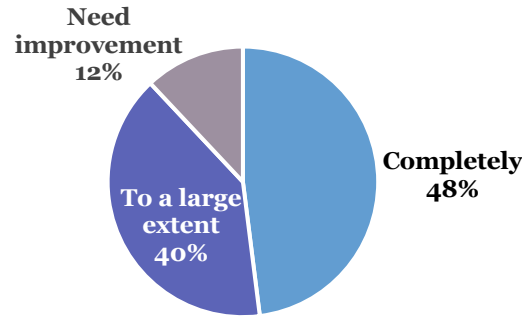


Figure 11. “To what extent do you believe you have aligned your program to what you described in your funding proposal?” (Self-reported data)

Discrepancies between the number of students proposed to be served versus students who were regular attendees in 21<sup>st</sup> CCLC programming exist for 100% of subgrantees. In total among all 33 subgrantee funded projects, it was proposed that at least 6,870 Mississippi students would be served as regular attendees of afterschool programming; however, only a total of 420 students attended regularly over the 2020-21 school year, according to Cayen software reports, representing a surfeit of 6,450 regular participants (Table 5, below). As is evident from the table, there is important data missing from 18 of the 33 subgrantees (55%) which make calculations of actual attendance shortfalls impossible, despite evaluator attempts to locate or extrapolate for missing information (highlighted blue). Nevertheless, as given, it appears that 5 of the 33 (about 15%) subgrantees would not have met proposal targets, even if non-regular attendees were included in the tally. Although these numbers are unusually low, no doubt owing to Covid shutdowns and summer program cancellations, there has been a general trend over the last few years of Mississippi 21CCLC programs not meeting targeted enrollment and attendance numbers.

Table 5 also notes the submission of the annual subgrantee external evaluation report. All subgrantees submitted external program evaluations as required, and those evaluations generally reported that centers were making progress toward the goals and objectives set forth in the original program proposal. Getting those evaluations submitted by subgrantees, however, was difficult. Reports were due to the MDE in August 2021 but the agency was still emailing grantees about missing evaluations as late as December 2021.

<b>Subgrantee</b>	<b>Proposed Regular Participants</b>	<b>Total Attendees</b>	<b>Regular Participants</b>	<b>Difference</b>	<b>Submitted Required Evaluation</b>
<b>Alcorn County Schools</b>	490	66	0	-490	Yes
<b>Boys and Girls Club of Central Mississippi</b>	100	26	0	-100	Yes
<b>Boys and Girls Club of the Gulf Coast</b>	180	No data	No data	Unknown	Yes
<b>Calhoun County Schools</b>	120	101	42	-78	Yes
<b>Canton Public Schools</b>	Not available	No data	No data	Unknown	Yes
<b>CHEER, Inc.</b>	385	No data	No data	Unknown	Yes
<b>Columbia School District</b>	825	419	127	-698	Yes
<b>COOL Education</b>	200	No data	No data	Unknown	Yes
<b>Corinth School District</b>	575	No data	No data	Unknown	Yes
<b>Delta Foundation</b>	240	59	0	-240	Yes
<b>Franklin County Schools</b>	Not available	74	0	Unknown	Yes
<b>Grenada School District</b>	450	617	5	-445	Yes
<b>Hazlehurst School District</b>	Not available	No data	No data	Unknown	Yes
<b>Hollandale School District</b>	120	No data	No data	Unknown	Yes
<b>Holmes County Schools</b>	Not available	No data	No data	Unknown	Yes
<b>Jefferson County Schools</b>	130	69	17	-113	Yes
<b>Kirkland Group</b>	150	No data	No data	Unknown	Yes
<b>Lamar County Schools</b>	825	No data	No data	Unknown	Yes
<b>Leake County Schools</b>	150	No data	No data	Unknown	Yes
<b>Louisville Municipal School District</b>	240	No data	No data	Unknown	Yes
<b>McComb School District</b>	60	No data	No data	Unknown	Yes



Subgrantee	Proposed Regular Participants	Total Attendees	Regular Participants	Difference	Submitted Required Evaluation
<b>Mississippi Delta Academies</b>	120	No data	No data	Unknown	Yes
<b>Perry County Schools</b>	120	267	0	-120	Yes
<b>Quitman School District</b>	Not available	4	0	Unknown	Yes
<b>Save the Children</b>	170	222	38	-132	Yes
<b>South Panola School District</b>	475	592	66	-409	Yes
<b>Spring Initiative</b>	50	60	0	-50	Yes
<b>SRCool1</b>	200	No data	No data	Unknown	Yes
<b>Starkville Oktibbeha Schools</b>	150	No data	No data	Unknown	Yes
<b>Tougaloo College</b>	85	90	0	-85	Yes
<b>Union Public Schools</b>	200	165	124	-76	Yes
<b>Wilkinson County Schools</b>	60	17	1	-59	Yes

Table 5. Proposed participation numbers versus actual

As part of the RFP process, centers were asked to plan strategies for recruitment and enrollment of 21CCLC students. A survey of directors revealed that teacher or school recommendations was the most popular method for identification (used by 79% of centers), followed by academic assessments or screeners (75% of centers) (Table 6).

What strategies or information did you use to identify students to enroll in your program for this school year? Select all that apply.	n (%) answering
<b>Academic assessment or screeners</b>	18 (75%)
<b>Demographic data</b>	4 (17%)
<b>Parent referral</b>	14 (58%)
<b>Program has open enrollment</b>	14 (58%)
<b>Social services or community agency</b>	3 (13%)
<b>Report card grades</b>	13(55%)
<b>Siblings attend</b>	8 (33%)

What strategies or information did you use to identify students to enroll in your program for this school year? Select all that apply.	n (%) answering
<b>Insufficient credits to graduate</b>	2 (8%)
<b>Teacher/school recommendation</b>	22 (85%)
<b>Program does not use any formal processes to identify students</b>	1 (4%)

Table 6. Strategies for identification and recruitment

To encourage regular and repeated student attendance, directors responding to the operations survey most often used high-interest activities to incentivize attendance (88%), followed by contacting parents when children were absent from the program (83%). Nevertheless, 100% of program directors answering the survey agreed that they had trouble with student attendance and retention. Administrators identified several reasons that contributed to the challenge; answers that received greater than 20% agreement appear in Figure 12, below.

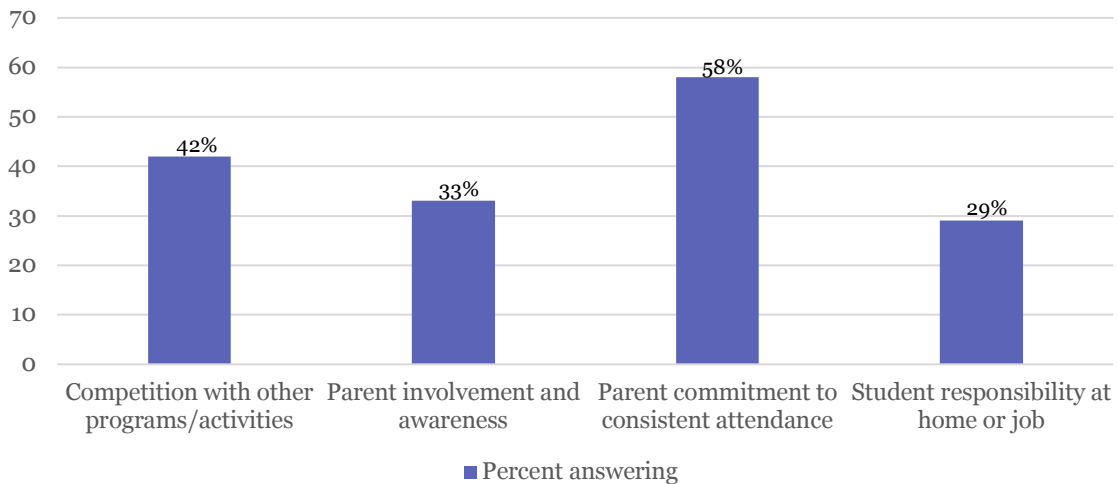


Figure 12. “What difficulties have you experienced with recruitment and retention of students?”

To provide tailored academic services to 21CCLC participants, centers used a variety of methods to identify students’ academic and behavioral needs. The majority (92%,  $n = 22$ ) of program directors that responded to a questionnaire about student services said that they most often used student assessment data, report card grades, and teacher feedback to inform instructional decisions; Figure 13 shows all answers receiving more than 20% agreement.

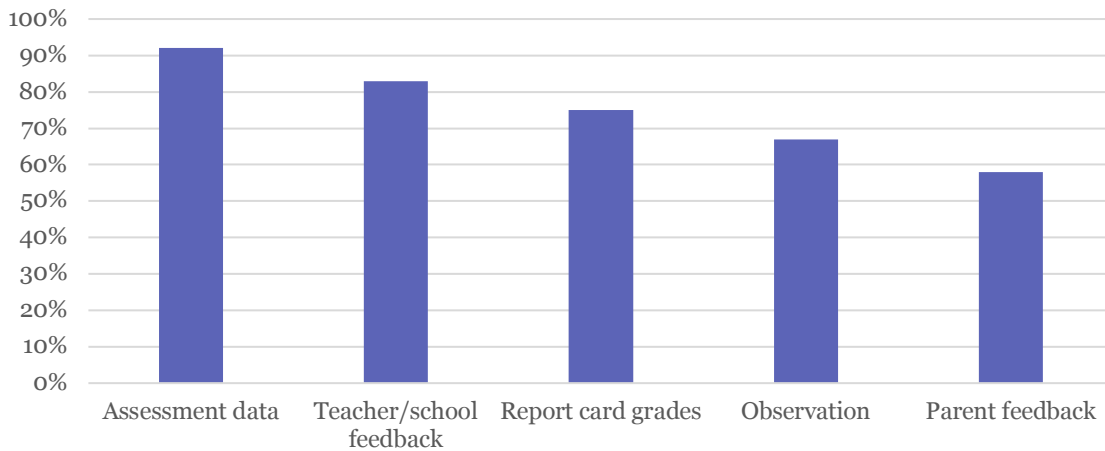


Figure 13. “What strategies do you use to identify students’ needs?”

## Q2. DID SUB-GRANTEES ACHIEVE MDE’S SHORT-TERM AND INTERMEDIATE OUTCOMES?

### Q2.A. To what extent have expected changes in school behavior or academic achievement occurred among students?

Center directors were required to report whether regular attendees improved in math, reading, classroom behavior, homework completion, and class participation. To do this generally, directors communicate with the regular classroom teachers to determine whether (1) there was improvement, (2) there was no change, or (3) no improvement had been needed. None of the required data appeared in Cayen to answer these questions. It is reasonable to assume that the testing waivers received by states impacted the absence of data for test scores, but even teacher reports were absent. This is a particular problem, as these data are required by U.S. Department of Education to gauge program quality and impacts.

To address the issue of missing data, the evaluator communicated several times with centers about submitting reports, data reports, external evaluations, et cetera on time. However, the difficulty in getting good data from subgrantees was a persistent problem across the evaluation year. To explain unreliable data, in particular, the evaluator asked center directors whether there was difficulty communicating with regular school-day teachers and staff to inform program linkages. Directors, however, did not experience a difficulty in such communication. In fact, 96% ( $n = 23$ ) of respondents said that communication with school-day teachers was not a problem because the program staff *are* 21CCLC students’ regular teachers.

Having regular day teachers as 21CCLC was an asset for alignment to the district curriculum. Administrators were asked to describe how the 21CCLC staff integrate the school day curricula into program activities. About one third ( $n = 8$ ) mentioned that 21CCLC activities were aligned during regular school professional learning community (PLC) meetings, and all school-based center directors indicated that after-school teachers collaborated frequently in person with school-day faculty. Centers that are not part of a school or district (i.e., nonprofits, faith-based organizations) said that their staff were in regular communication via phone, email, or face-to-face meetings. All 23 respondents indicated that they were satisfied with the amount of collaboration between regular-day and afterschool teachers.

Center staff were asked to indicate which strategies they used to enhance student behavior and regular school day attendance. Most often, they named character education activities and communication with teachers and parents. Figure 14 exhibits the most frequent responses, for both domains (behavior and school attendance).

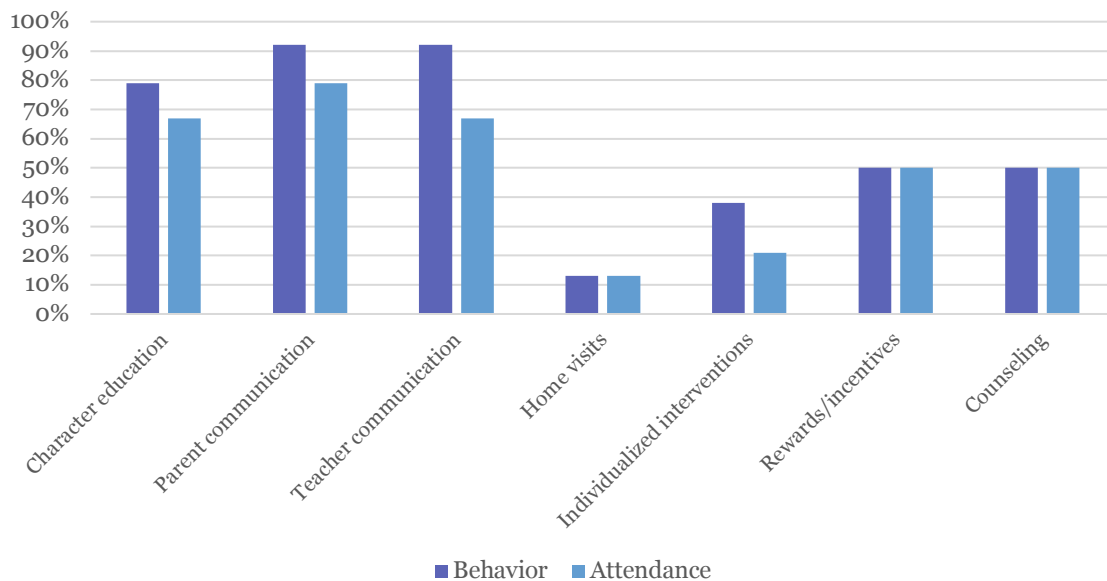


Figure 14. Most common strategies for school attendance and behavioral improvement

## Q2.B. How satisfied were parents with 21CCLC programming?

There are two broad areas by which 21CCLC serves parents and families: student support and adult learning. Figure 15, below, represents the variety of methods programs used to communicate with parents and families. Notable is the variety and creativity that 21CCLC staff have employed to ensure that families are well-

informed and community stakeholders are also apprised of program activities. Figure 16, immediately following Figure 15, represents the frequency of family events for family engagement and adult learning objectives. As expected, Covid negatively impacted the ability of schools to host in-person family and adult learning activities. Nevertheless, in focus group interviews, directors expressed that they had been creative about getting parents into online or virtual family nights.

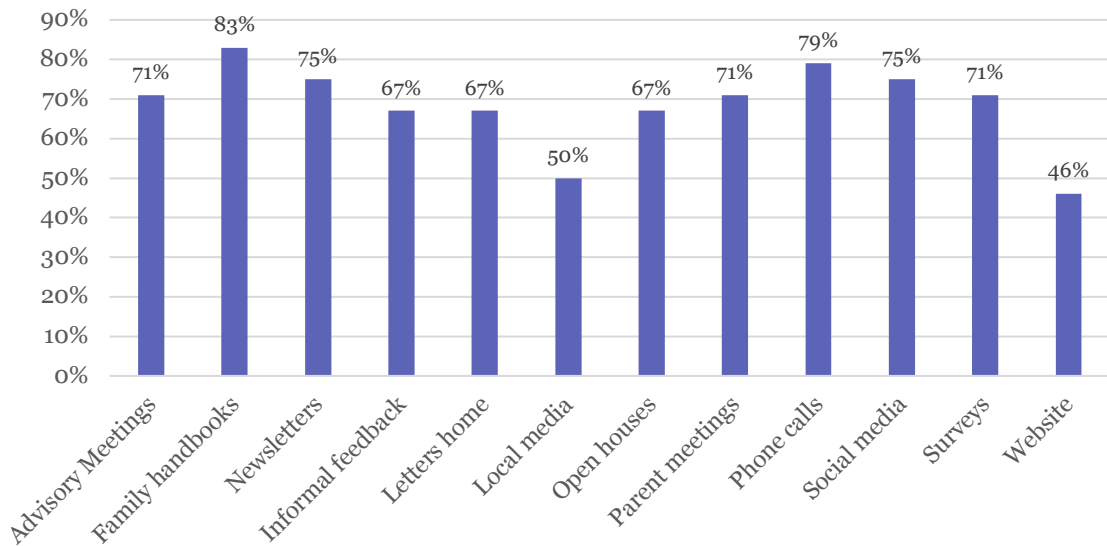


Figure 15. “What strategies do you use to communicate with parents and the community?”

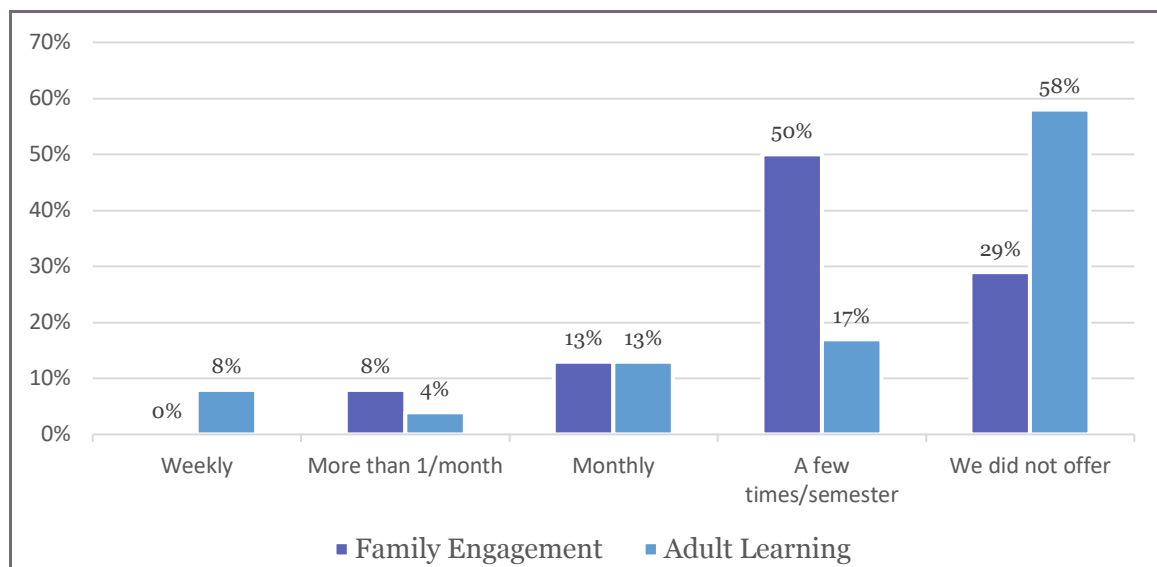


Figure 16. Frequency of family activities

There was also notable variety in the programming offered for families. Center directors (n = 30) named more than 90 activities offered to parents and community over the course of the school year. Qualitative analysis was performed to distill responses to the most critical themes, represented in Figure 17 (for clarity, only topics receiving at least 20% of mentions were included).

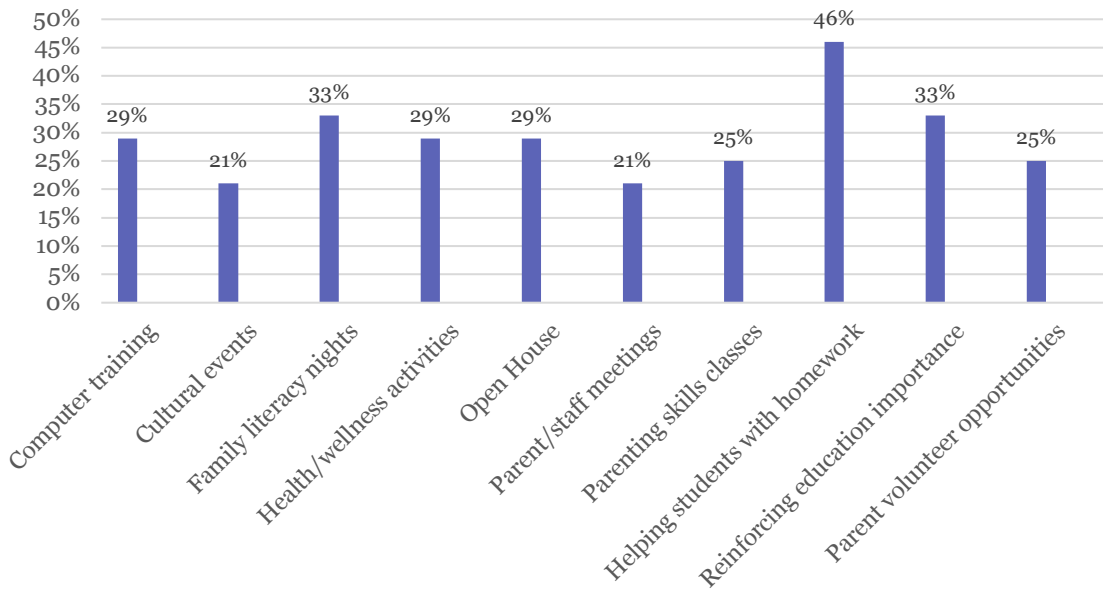


Figure 17. Nature of family activities

Despite best efforts to keep stakeholders engaged, subgrantees expressed dissatisfaction with participation levels. On average, 21CCLC center directors estimated that only about 33% of students had a parent show up to at least one family engagement activity or event, and just 28% of directors said they were satisfied with the level of community engagement.

Parents, for their part, were asked about their attendance at family events. A survey hosted by SurveyMonkey and distributed by center staff to parents, at the request of the evaluator, garnered 35 responses. When asked about their attendance, about 20% (n = 7) said they'd attended one event, 14% (n = 5) attended more than one, and a plurality (37%, n = 13) said they had not known about any events offered by their child's 21CCLC center. It is reasonable to conclude that despite centers' best efforts at communicating information about upcoming events, these attempts need redoubling.

Nevertheless, parents who *did* attend activities generally expressed satisfaction that the programming had been valuable and had met their needs. Of 7 parents

who went to at least one event, a majority (85%,  $n = 6$ ) said they were “mostly” or “extremely satisfied” with the quality. And when questioned about opportunities to meet with their child’s 21CCLC teachers, a majority (71%,  $n = 25$ ) of survey respondents answering agreed that they had ample opportunities to discuss their child’s needs, interests, or successes.

Figure 18 below exhibits parents’ ( $n = 35$ ) overall levels of satisfaction on a variety of measures. Answers of “don’t know or neutral” were omitted; hence percentages may not total to 100. The data reveal that parents are mostly satisfied with programming, communication, individualization of services, and the impacts that program participation has had on their child’s behavior.

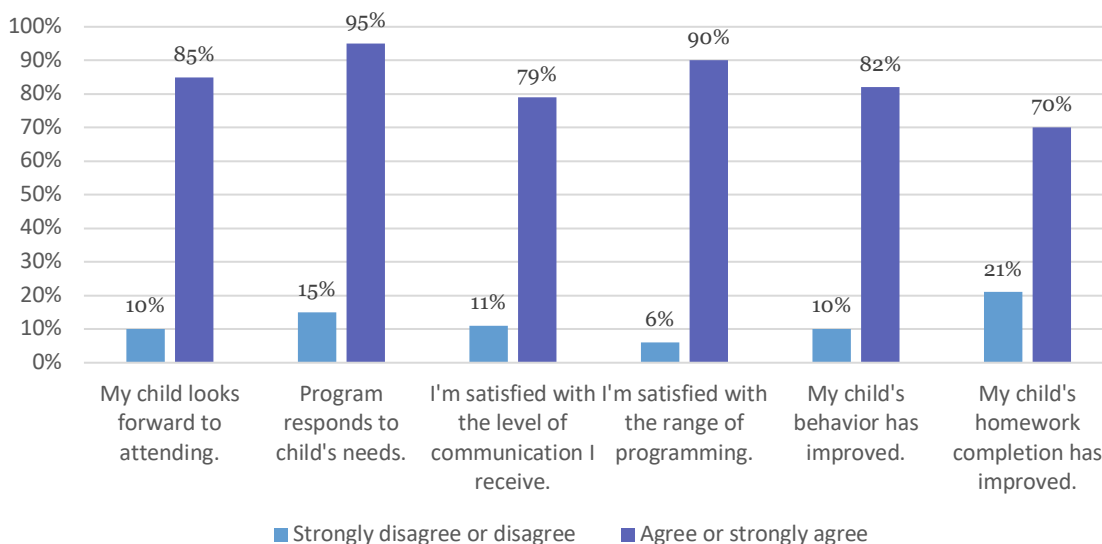


Figure 18. “Please rate your satisfaction with the following aspects of your child’s after-school provider.”

### Q.2.C. What level of progress have subgrantees made towards their proposed objectives?

In interviews and surveys, subgrantees generally were pleased with their progress toward program objectives. Although many specifically used the phrase “learning curve” to discuss ways they’d had to revise their original objectives during a pandemic, there were definite points of pride:

“We’ve been so proud to report on the resilience of our students in spite of coronavirus. They’ve really come up. Yes, they struggled because of schools being closed but they’ve come so far since we were able to restart afterschool. It’s one of the brightest spots in my year, to be honest, seeing how kids who had fallen through the cracks had



been able to catch up. And our afterschool kids' 3<sup>rd</sup> grade reading test scores just blew me away. I really feel like we helped do that.”

Applicants to the RFP are asked to provide detailed information about how they will sustain program provisions after the funding cycle has ended. For this evaluation year, 8 subgrantees responding to the survey were in the final grant year. Of those, 50% ( $n = 4$ ) said they would continue offering programming the following year through alternative funding sources. These sustainability numbers lag federal levels of program viability after funding, with about 75% of 21CCLC programs nationwide continuing to offer services after the granting period (US Department of Education, 2018).

### Q3. WHAT MODIFICATIONS SHOULD MDE AND ITS SUB-GRANTEES MAKE IN ORDER TO ACCOMPLISH THE LONG-TERM GOALS OF THE STATE BOARD OF EDUCATION?

Q3.A. What challenges did sub-grantees experience in implementing their programs?

A recurrent theme in both surveys and interviews of administrators was the difficulty of meeting student attendance numbers (reflected in Table 5, pp. 16-17), which they ascribed to the Covid pandemic and school shutdowns. Although some directors were encouraged by attendance gains in the spring semester, most still expressed frustration and worry about grant proposal shortfalls.

Q3.B. What types of assistance do sub-grantees need to promote progress?

During surveys and interviews, several center administrators expressed frustration and a lack of clarity regarding data reporting requirements and processes. Although the majority of subgrantees had been trained on the Cayen reporting software prior to Covid impacts, there was general confusion and requests for refresher information. Excerpts from multiple interviews and surveys have been transcribed below.

- “We were told to enter data in MCAPS, and so we did. We followed up and were told our information had been entered perfectly. Then later we received a letter saying that we had 24 indicators wrong. What a headache.”
- “We were told we had to be submitting in 21 APR or we weren't in compliance. We don't even understand what is needed. And now Cayen is what we're supposed to be using. But look, we're finished with the year, and we never even received Cayen login information,

so I don't know how on earth we were supposed to upload anything to that.”

- “There’s so much overlap of data needing to be entered multiple times. It takes forever and yet MDE has told us we can only pay a data secretary 5 hours per day. We have no idea how we’re supposed to do this. We’ve asked and asked but no one can tell us how to streamline or even what we’re supposed to be doing.”

## EVALUATION FINDINGS

- **Subgrantees made considerable efforts to continue to offer programming during pandemic shutdowns, and believe that the programming they provide has resulted in real student gains.** Despite the challenges and difficulties, program directors frequently expressed that their programs had benefitted children both socially and academically. Center directors especially felt the importance of their programs for remediating learning and skills that had been lost due to school shutdowns.
- **Subgrantees are not reporting data as required by SEA or federal granting guidelines, and there has been insufficient oversight on the part of the SEA to build capacity or a sense of urgency for doing so.** Cayen reporting software is not being used by subgrantees with fidelity and there is a serious lack of data that are required by U.S. Department of Education regulations.

## EVALUATION RECOMMENDATIONS

- **Train subgrantees on the process for reporting data in Cayen, and monitor that they are doing so properly.** The purchase of Cayen software licenses during the previous project year was lauded by this evaluator as well-advised and necessary. However, subgrantees are simply not using this software, resulting in serious failure to meet federal reporting requirements. Training and monitoring of data reporting must be a continuous effort.
- **Clearly communicate the upcoming changes in data reporting requirements as required by the U.S. Department of Education,** and develop processes and procedures to help subgrantees meet the new requirements. Subgrantees have had trouble meeting the most basic expectations for data reporting for this project year; the changes that took effect in the 2022 program year will represent a much more rigorous standard.
- **Evaluation demonstrates a need for a Corrective Action Plan (CAP) authored by the Office of Federal Programs to address problems around data reporting by subgrantees and data collection. This is of particular importance considering heightened Government Performance and Results Act (GPRA) requirements beginning with the 2022 report. The**

**CAP will require quarterly progress reports to the Accountability Subcommittee of the Mississippi State Board of Education beginning April 2023. A draft of the CAP document should be submitted to the Office of Educational Accountability no later than December 31, 2022, for attachment to this report (Appendix A) and approval by the Chief Academic Officer at the MDE and the State Superintendent of Education at the MDE.**

## CONCLUSION

The 21CCLC initiative is an important one for students in Mississippi, and the project has the potential to have large impacts on student success. To maximize this potential, it is imperative that SEA administrators more closely monitor and develop capacity around data reporting, student enrollment, and program administration on the part of subgrantees.

## REFERENCES

Additional sources used in developing the evaluation conceptual framework, model, and methodology:

21<sup>st</sup> Century Community Learning Centers Overview of the 21<sup>st</sup> CCLC Annual Performance Data: 2016-2017. (U.S. Department of Education, Office of Elementary and Secondary Education, 21<sup>st</sup> Century Community Learning Centers, Sylvia Lyles, Program Director).

Afterschool Alliance (March, 2021). *The academic and social and emotional benefits of participation in 21<sup>st</sup> Century Community Learning Centers*. Retrieved from <https://afterschoolalliance.org/documents/21stCCLC-Research-Brief-2021.pdf>

Anfinson, A. & Oehrlein, S. (n.d.) *Quality improvement and successes for 21<sup>st</sup> Century Community Learning Centers in Minnesota*. The Expanded Learning & Afterschool Project. Retrieved from <https://www.expandinglearning.org/expandingminds/article/quality-improvement-and-successes-21st-century-community-learning-centers>

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Kwon, S., Naftzger, N., & Vinson, M. (2009). *21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Analytic Support for Evaluation and Program Monitoring: An Overview of the 21<sup>st</sup> CCLC Performance Data: 2007-08*. Prepared for: U.S. Department of Education, Office of Elementary and Secondary Education, 21<sup>st</sup> Century Community Learning Centers, Sylvia Lyles, Program Director.

*The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users*. (Joint Committee on Standards for Educational Evaluation).



2022 Project Year

Office of Educational Accountability | Bureau of Program Evaluation  
 21<sup>st</sup> Century Community Learning Centers Program Evaluation CAP  
 Project Year 2022 (Summer 2021, Fall 2021, Spring 2022)

Report Recommendation	Summary of Correction Action	Responsible Staff	Action Steps Taken to Date	Benchmarks	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion
		<i>Who is assigned to resolve the finding?</i>	<i>As of December 2022</i>	<i>What are progress benchmarks throughout implementation?</i>		<i>Insert start and end dates</i>
1	Collecting information for 21 APR Reporting (Summer 2021, Fall 2021, and Spring 2022)	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Greg Smith - Director	1. OFP will collect MSIS student data from all subgrantees by January 17, 2023. Subgrantees will upload student information in SharePoint folder for security purposes. <ul style="list-style-type: none"> <li>a. Porsha Jordan will send daily reminders to upload student information (January 6-17)</li> <li>b. On January 13, 2023, Porsha Jordan &amp; Dalphiney Bell will make phone contacts for any remaining subgrantees that have not uploaded in Sharepoint or if the</li> </ul>	1. Greg Smith and Dalphiney Bell will check for to ensure 100% upload in SharePoint by all Subgrantees by January 17, 2023  2. Greg Smith will verify the information to ensure 100% accuracy of the submitted student information by January 17, 2023  3. OFP will verify the data from OTSS to ensure 100% completion by January 20, 2023	1. OFP will meet with BPE to discuss status of MSIS Student Data Collection on January 17 <sup>th</sup> .  2. OFP will meet with BPE to discuss GPRA data reported by OTSS for 21APR Data entry on January 19, 2023 after the SBE board meeting.  3. OFP will meet with BPE to discuss the progress of data entry in 21APR by subgrantees on January 26, 2023  4. OFP will meet with BPE to discuss the final 21APR Report on January 30, 2023  5. OFP will provide BPE the available data needed to complete	Start Date- January 2, 2023- End Date- February 7, 2023  -January 18: all student information received from subgrantees  -January 20: completed report from OTSS sent to subgrantees for 21APR data entry  -January 27: all 21APR data submitted by all subgrantees  -February 1: OFP certify 21APR Data  -February 7: available data submitted to BPE

Office of Educational Accountability | Bureau of Program Evaluation  
 21<sup>st</sup> Century Community Learning Centers Program Evaluation CAP  
 Project Year 2022 (Summer 2021, Fall 2021, Spring 2022)

Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
			<p>information is incomplete.</p> <ol style="list-style-type: none"> <li>2. OFP will provide a technical assistance session on January 10, 2023, to provide guidance on the data collection                             <ol style="list-style-type: none"> <li>a. 21<sup>st</sup> CCLC Team will provide individual assistance as needed to collect all data (January 10-17, 2023)</li> </ol> </li> <li>3. OFP will send the completed and verified data to OTSS on January 18, 2023, to collect achievement data, GPA, attendance, and behavioral information from each student identified by the subgrantees</li> </ol>	<ol style="list-style-type: none"> <li>4. Greg Smith and Dalphiney Bell will verify that all subgrantees have submitted data in 21APR by January 27, 2023</li> <li>5. OFP will verify and ensure 100% accuracy of 21APR data by January 31, 2023</li> <li>6. OFP will certify the data in 21APR by February 1, 2023</li> </ol>	<p>the 2023 Evaluation Report</p>	<p>to complete the 21<sup>st</sup>CCLC 2022 Evaluation Report</p>



Office of Educational Accountability | Bureau of Program Evaluation  
 21<sup>st</sup> Century Community Learning Centers Program Evaluation CAP  
 Project Year 2022 (Summer 2021, Fall 2021, Spring 2022)

Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
			4. OTSS will provide OFP with the completed information for subgrantee entry in 21APR by January 20, 2023  5. OFP will verify the data from OTSS, and then send the updated MSIS Student Data spreadsheet to subgrantees by COB January 20, 2023, for data entry in 21APR  6. Subgrantees will have until January 28 <sup>th</sup> to enter all required data for 21APR. a. OFP will assist subgrantees if needed with 21APR data entry (January 23-27, 2023)  7. OFP will check 21APR daily for data submission			

Mississippi Department of Education

Office of Educational Accountability | Bureau of Program Evaluation  
 21<sup>st</sup> Century Community Learning Centers Program Evaluation CAP  
 Project Year 2022 (Summer 2021, Fall 2021, Spring 2022)

Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
			a. Greg Smith will check 21APR for data completion b. Dalphiney Bell and Porsha Jordan will contact individual subgrantees for any data errors, incompleteness, or non-compliance  8. OFP will verify the 21APR data and certify by February 1, 2023			
2a	Develop a system for collecting data that is required by new GPRA guidance for achievement on state assessments (ELA and math for	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director	1. OFP will define “growth” in the same manner as described in the State’s accountability model. a. Any student that received a positive point for	OFP will follow the same Benchmark listed in Report Recommendation #1, due to the information being collected simultaneously in	OFP will meet with BPE as listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	OFP will follow the same timelines for CAP Completion as listed in Report Recommendation #1, due to the information

Office of Educational Accountability | Bureau of Program Evaluation  
 21<sup>st</sup> Century Community Learning Centers Program Evaluation CAP  
 Project Year 2022 (Summer 2021, Fall 2021, Spring 2022)

Report Recommendation	Summary of Correction Action	Responsible Staff	Action Steps Taken to Date	Benchmarks	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion
		<i>Who is assigned to resolve the finding?</i>	<i>As of December 2022</i>	<i>What are progress benchmarks throughout implementation?</i>		<i>Insert start and end dates</i>
	grades 4-8) (GPRA #1)  Also recommended that the state define and communicate what “growth” means under GPRA measure #1.	Greg Smith - Director	growth in the MDE’s Accountability model will be marked as a student that has demonstrated growth on the state assessment under GPRA Measure #1  OFP will follow the same actions steps listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet	the MSIS Student Data spreadsheet		being collected simultaneously in the MSIS Student Data spreadsheet
<b>2b</b>	Develop a system for collecting data that is required by new GPRA guidance for GPA for students in	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director	1. OFP will calculate GPA as follows: - English and Math are the only two courses considered in the GPA calculations	OFP will follow the same Benchmark listed in Report Recommendation #1, due to the information being collected simultaneously in	OFP will meet with BPE as listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet	OFP will following the same timelines for CAP Completion as listed in Report Recommendation #1, due to the

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Report Recommendation	Summary of Correction Action	Responsible Staff	Action Steps Taken to Date	Benchmarks	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion
		<i>Who is assigned to resolve the finding?</i>	<i>As of December 2022</i>	<i>What are progress benchmarks throughout implementation?</i>		<i>Insert start and end dates</i>
	grades 7-8 and 10-12 (GPRA #2)  Also recommended that the state define and communicate what “improved” means under GPRA measure #2.	Greg Smith - Director	<ul style="list-style-type: none"> <li>- 4 points: 90-100 (A) (4.0)</li> <li>- 3 points: 80-89 (B) (3.0 – 3.9)</li> <li>- 2 points: 70 – 79 (C) (2.0-2.9)</li> <li>- 1 point: 65 – 69 (D) (1.0 – 1.9)</li> <li>- 0 point: 0 – 64 (F) (anything below a 1.0)</li> </ul> <p>2. OFP will define “improved GPA” as a .2 increase in GPA from the previous year GPA.</p> <p>OFP will follow the same actions steps listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet</p>	the MSIS Student Data spreadsheet.		information being collected simultaneously in the MSIS Student Data spreadsheet
2c	Develop a system for collecting data that is required by new GPRA	Porsha Jordan - 21 <sup>st</sup>	1. OFP has defined “improved attendance rate” as a student with a 5% increase of	OFP will follow the same Benchmark listed in Report Recommendation	OFP will meet with BPE as listed in Report Recommendation #1, due to the information	OFP will following the same timelines for CAP

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Report Recommendation	Summary of Correction Action	Responsible Staff	Action Steps Taken to Date	Benchmarks	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion
		<i>Who is assigned to resolve the finding?</i>	<i>As of December 2022</i>	<i>What are progress benchmarks throughout implementation?</i>		<i>Insert start and end dates</i>
	guidance for school attendance for grades 1-12 (GPRA #3)  Also recommended that the state define and communicate what “improved” means under GPRA measure #3.	CCLC State Coordinator  Kerry Thomas – Director  Greg Smith - Director	attendance from the previous school year  OFP will follow the same actions steps listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet	#1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet	being collected simultaneously in the MSIS Student Data spreadsheet	Completion as listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet
<b>2d</b>	Develop a system for collecting data that is required by new GPRA guidance for behavior (grades 1-12) (GPRA #4)  Also recommended that the state define and communicate what “decrease” means under	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Greg Smith - Director	1. OFP has defined “decrease in in-school suspension” as a student a 5% decrease in in-school suspension rate from the previous school year  OFP will follow the same actions steps listed in Report Recommendation #1, due to the information being collected	OFP will follow the same Benchmark listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	OFP will meet with BPE as listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet	OFP will following the same timelines for CAP Completion as listed in Report Recommendation #1, due to the information being collected simultaneously in the MSIS Student Data spreadsheet

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Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
	GPR measure #4.		simultaneously in the MSIS Student Data spreadsheet.			
2e	Develop a system for collecting data that is required by new GPR measure #5 for grades 1-5 (GPR #5)  Also recommended that the state define and communicate what “improvement” means under GPR measure #5, and which educators (e.g., classroom teachers, guidance counselors, etc.) will report.	N/A	Upon approval from USDE, Mississippi will not report on engagement in 21APR.		N/A	N/A



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Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
1	Train subgrantees on the process for reporting activities, staffing, and participation data in Cayen, and monitor that they are doing so properly	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Dr. Diona Stevenson – Bureau Director	1) Meet with Cayen to discuss the data system and a plan of action for data submission for Summer 2022, Fall, 2022, and Spring 2023 (had two meetings in December 2022)  2) Internal System Training on Cayen with 21 <sup>st</sup> CCLC Team and OFP Directors on January 6, 2023  3) Subgrantee will attend a mandatory informational training with Cayen on January 18, 2023 (virtual meeting – 4 hours)  4) Subgrantee will attend a mandatory in-person meeting to onboard all subgrantee/site information in Cayen on January 19 or January 20, 2023	1. Dalphiney Bell and Greg Smith will ensure all subgrantee and site information are updated in Cayen by January 30, 2023 (Summer 2022, Fall 2022, and Spring 2023)  2. Porsha Jordan and Greg Smith will run weekly data reports to ensure all subgrantees enter information in Cayen as requested by OFP  3. Any subgrantees	- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last week of each month until June 30, 2023)  - OFP can provide weekly, bi-weekly, or monthly reports from Cayen as requested for data progress monitoring to BPE	January 2, 2023 – November 1, 2023  May 26-all 21 <sup>st</sup> CCLC program data entered in Cayen for Summer 2022, Fall 2022, and Spring 2023, excluding GRPA #1, 2, 3, and 4



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			<p>(mandatory attendance)</p> <p>5) Subgrantee must have all site information completed by January 30, 2023</p> <p>6) Subgrantee must have all Summer 2022 activities completed in Cayen by February 14, 2023</p> <p>a) Greg Smith will run a weekly report to ensure all Summer information has been entered by February 14, 2023</p> <p>7) Subgrantee must continue to use Cayen for all 21<sup>st</sup> CCLC reporting (Fall 2022 and Spring 2023)</p> <p>a) Greg Smith will run a weekly</p>	<p>with missing or incomplete data will be notified with a 3-day turnaround to input or complete data request</p> <p>4. 21<sup>st</sup> CCLC Team will meet with the Executive Director every Monday to ensure 100% of data entry in Cayen</p> <p>5. OFP will conduct desk review on selected subgrantees every week to ensure 100% accuracy of data reported in Cayen</p>		

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			report to ensure data entry for all subgrantees  8) Subgrantees must enter all 21 <sup>st</sup> CCLC program data in Cayen by May 26, 2023, for Fall 2022 and Spring 2023 data reporting with the exception of GPRA #1, 2, 3, and 4  9) Any new grantees will go through an introductory training with Cayen, with a follow-up in-person meeting for on-boarding information into Cayen in May 2022 (FY23 Awards and new 21 <sup>st</sup> CCLC personnel)			
2a	Develop a system for collecting data that is required by new GPRA guidance for	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator	1. OFP will define “growth” in the same manner as described in the State’s accountability model.	1. Greg Smith and Dalphiney Bell will check to ensure	- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last	January 2, 2023 – November 1, 2023

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	<p>achievement on state assessments (ELA and math for grades 4-8) (GPRA #1)</p> <p>Also recommended that the state define and communicate what “growth” means under GPRA measure #1.</p>	<p>Kerry Thomas – Director</p> <p>Dr. Diona Stevenson – Bureau Director</p>	<p>a. Any student that received a positive point for growth in the MDE’s Accountability model will be marked as a student that has demonstrated growth on the state assessment under GPRA Measure #1</p> <p>2. OFP will collect MSIS student data from all subgrantees by May 19, 2023. Subgrantees will upload student information in SharePoint folder for security purposes</p> <p>a. Porsha Jordan will send weekly reminders to</p>	<p>100% upload in SharePoint by all Subgrantees by May 19, 2023.</p> <p>2. Greg Smith will verify the information to ensure 100% accuracy of the submitted student information by May 19, 2023.</p> <p>3. OFP will verify the data from OTSS to ensure 100% completion of GPRA Requirements #1, 2, 3, and 4.</p> <p>4. OFP will work with Cayen to upload OTSS report in</p>	<p>week of each month until June 30, 2023)</p> <p>- OFP can provide weekly, bi-weekly, or monthly reports from Cayen as requested for data progress monitoring to BPE.</p>	

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			upload student information in SharePoint b. 21 <sup>st</sup> CCLC Team will make phone contact as needed to subgrantees that have not uploaded in Sharepoint or if the information is incomplete 3. OFP will provide a technical assistance session on April 25, 2023, to provide guidance on the data collection a. 21 <sup>st</sup> CCLC Team will provide individual assistance as needed to	Cayen to ensure 100% of data accuracy. The MSIS Student Data Report will not be completed until the release of the FY23 State Assessment Results.		

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			<p>collect all data.</p> <p>4. OFP will send the completed and verified data to OTSS on May 24, 2023, to collect achievement data, GPA, attendance, and behavioral information from each student identified by the subgrantees</p> <p>5. OTSS will provide OFP with the completed information for subgrantee entry in Cayen once SY 2022-2023 student achievement data is released.</p> <p>6. OFP will verify the data from OTSS, and then send the updated MSIS Student Data spreadsheet to subgrantees for manual entry or to</p>			

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Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
			Cayen for automatic upload  7. Subgrantees will have 20 days since receiving the report to finalize and certify all required data for Cayen <ul style="list-style-type: none"> <li>a. OFP will assist subgrantees if needed with Cayen</li> </ul>			
<b>2b</b>	Develop a system for collecting data that is required by new GPRA guidance for GPA for students in grades 7-8 and 10-12 (GPRA #2)  Also recommended that the state define and communicate what “improved” means under	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Dr. Diona Stevenson – Bureau Director	1. OFP will calculate GPA as follows: <ul style="list-style-type: none"> <li>- English and Math are the only two courses considered in the GPA calculations</li> <li>- 4 points: 90-100 (A) (4.0)</li> <li>- 3 points: 80-89 (B) (3.0 – 3.9)</li> <li>- 2 points: 70 – 79 (C) (2.0-2.9)</li> <li>- 1 point: 65 – 69 (D) (1.0 – 1.9)</li> </ul>	OFP will follow the same benchmarks listed in Report Recommendation #2a, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	<ul style="list-style-type: none"> <li>- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last week of each month until June 30, 2023)</li> <li>- OFP and BPE will resume monthly meeting once FY23 State Assessments Results are released</li> <li>- OFP can provide weekly, bi-weekly, or monthly reports</li> </ul>	January 2, 2023 – November 1, 2023

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	GPRA measure #2.		<ul style="list-style-type: none"> <li>- 0 point: 0 – 64 (F) (anything below a 1.0)</li> <li>2. OFP will define “improved GPA” as a .2 increase in GPA from the previous year GPA.</li> </ul> <p>OFP will follow the same actions steps listed in Report Recommendation #2a, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.</p>		from Cayen as requested for data progress monitoring to BPE.	
2c	Develop a system for collecting data that is required by new GPRA guidance for school attendance for grades 1-12 (GPRA #3)  Also recommended	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Dr. Diona Stevenson – Bureau Director	<ol style="list-style-type: none"> <li>1. OFP has defined “improved attendance rate” as a student with a 5% increase of attendance from the previous school year</li> </ol> <p>OFP will follow the same actions steps listed in Report Recommendation #2a, due to the information being collected</p>	OFP will follow the same benchmarks listed in Report Recommendation #2a, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	<ul style="list-style-type: none"> <li>- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last week of each month until June 30, 2023)</li> <li>- OFP and BPE will resume monthly meeting once FY23 State Assessments Results are released</li> </ul>	January 2, 2023 – November 1, 2023

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Report Recommendation	Summary of Correction Action	Responsible Staff  <i>Who is assigned to resolve the finding?</i>	Action Steps Taken to Date  <i>As of December 2022</i>	Benchmarks  <i>What are progress benchmarks throughout implementation?</i>	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion  <i>Insert start and end dates</i>
	that the state define and communicate what “improved” means under GPRA measure #3.		simultaneously in the MSIS Student Data spreadsheet.		- OFP can provide weekly, bi-weekly, or monthly reports from Cayen as requested for data progress monitoring to BPE	
<b>2d</b>	Develop a system for collecting data that is required by new GPRA guidance for behavior (grades 1-12) (GPRA #4)  Also recommended that the state define and communicate what “decrease” means under GPRA measure #4.	Porsha Jordan - 21 <sup>st</sup> CCLC State Coordinator  Kerry Thomas – Director  Dr. Diona Stevenson – Bureau Director	1. OFP has defined “decrease in in-school suspension” as a student a 5% decrease in in-school suspension rate from the previous school year  OFP will follow the same actions steps listed in Report Recommendation #2a, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	OFP will follow the same benchmarks listed in Report Recommendation #2a, due to the information being collected simultaneously in the MSIS Student Data spreadsheet.	- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last week of each month until June 30, 2023)  - OFP and BPE will resume monthly meeting once FY23 State Assessments Results are released  - OFP can provide weekly, bi-weekly, or monthly reports from Cayen as requested for data progress monitoring to BPE	January 2, 2023 – November 1, 2023



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Report Recommendation	Summary of Correction Action	Responsible Staff	Action Steps Taken to Date	Benchmarks	BPE and OFP Meetings/Collaborations on CAP Progress	Timelines for CAP Completion
		<i>Who is assigned to resolve the finding?</i>	<i>As of December 2022</i>	<i>What are progress benchmarks throughout implementation?</i>		<i>Insert start and end dates</i>
<b>2e</b>	<p>Develop a system for collecting data that is required by new GPRA guidance for engagement for grades 1-5 (GPRA #5)</p> <p>Also recommended that the state define and communicate what “improvement” means under GPRA measure #5, and which educators (e.g., classroom teachers, guidance counselors, etc.) will report.</p>	<p>Porsha Jordan - 21<sup>st</sup> CCLC State Coordinator</p> <p>Kerry Thomas – Director</p> <p>Dr. Diona Stevenson – Bureau Director</p>	<p>1) OFP will collect teacher engagement surveys electronically in Cayen beginning March 20, 2023. (See attachment)</p> <p>2) OFP has defined any positive score from the survey as demonstrated improvement in teacher reported engagement in learning</p> <p>3) Cayen will send reminder emails to complete the survey until the deadline, April 30<sup>th</sup></p> <p>a) Dalphiney Bell and Porsha Jordan will run a weekly status report from Cayen</p> <p>b) Porsha Jordan will notify any subgrantees weekly with a</p>	<p>1. Dalphiney Bell and Greg Smith will work with subgrantees to ensure 100% of teacher contact information is entered in Cayen by March 1, 2023</p> <p>2. Greg Smith and Kerry Thomas will work with Cayen to ensure the teacher engagement survey is 100% ready for release by March 10, 2023</p> <p>3. Porsha Jordan and Kerry Thomas will</p>	<p>- Monthly meeting between OFP and BPE to discuss the progress of OFP with data collection (last week of each month until June 30, 2023)</p> <p>- OFP can provide weekly, bi-weekly, or monthly reports from Cayen as requested for data progress monitoring to BPE</p>	<p>January 2, 2023 – November 1, 2023</p> <p>April 30- Deadline for Teacher Engagement Surveys</p> <p>May 9- Discussion with BPE regarding results from Teacher Engagement Surveys</p>

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			survey participation of 75% or lower	ensure OFP will collect at least 75% of student engagement surveys by April 30, 2023		



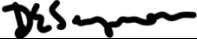
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**OFFICE OF EDUCATIONAL ACCOUNTABILITY**  
**Bureau of Program Evaluation**  
Routing and Transmittal Form

Document: 21<sup>st</sup> Century Community Learning Centers 2021 Project Year Program Evaluation Report and Corrective Action Plan **See Note A, p. 2**

Contact: Dr. Dana Seymour, Bureau Director, Program Evaluation

Signature & Date:  1/4/2023

**REVIEW BY OFFICE EDUCATIONAL ACCOUNTABILITY:**

Approved                       Disapproved                       Approved with marked changes



\_\_\_\_\_  
Donna Hales, Bureau Manager, Bureau of Program Evaluation

1/4/2023  
Date

Approved                       Disapproved                       Approved with marked changes



\_\_\_\_\_  
Sonya M. Amis, Deputy State Superintendent

1/5/2023  
Date

Comments: \_\_\_\_\_

**REVIEW BY OFFICE OF ACADEMIC EDUCATION:**

Approved                       Disapproved                       Approved with marked changes



\_\_\_\_\_  
Dr. Judy Nelson, Executive Director, Office of Federal Programs

01/06/2023  
Date

Comments: \_\_\_\_\_

Approved                       Disapproved                       Approved with marked changes



\_\_\_\_\_  
Wendy Clemons, Interim Chief Academic Officer

1/9/2023  
Date

**REVIEW BY STATE SUPERINTENDENT OF EDUCATION:**

Approved

Disapproved

Approved with marked changes

*Kim S. Benton*

Dr. Kim Benton, Interim State Superintendent of Education

*1/13/23*

Date

Comments: \_\_\_\_\_

**Note A:** Original report transmittal was approved on 9/22/22 by Donna Hales, 10/9/2022 by Sonya Amis, and 11/1/2022 by both Dr. Judy Nelson and Wendy Clemons. Report contents were reviewed and discussed with Dr. Benton and Dr. Judy Nelson on 11/28/2022 and again on 12/8/2022. In those discussions, Dr. Benton instructed that a CAP be developed and submitted to the Program Evaluator by the Office of Federal Programs no later than 12/31/2022, for attachment as an Appendix to the final 2021 Project Year report. Under the terms of the CAP, the Office of Federal Programs is given complete authority by the Interim State Superintendent over CAP activities and monitoring, and shall report CAP progress and status to the Accountability Subcommittee of the State Board of Education quarterly beginning in April 2023. Dr. Seymour received the CAP from Dr. Nelson on 1/4/2023 and attached a copy to the report as Appendix A (as noted in the Evaluation Recommendations section, pp. 25-26) for review by the Chief Academic Officer and the Interim State Superintendent.

At the 11/28/2022 meeting, Dr. Benton and Dr. Nelson requested that Dr. Seymour pause work on the 2022 Project Year evaluation report until the MDE Office of Federal Programs can provide sufficient 2021-22 academic year data to meet the federal Department of Education requirements. The 2022 evaluation report will not be completed by the Bureau of Program Evaluation until sufficient data needed to complete the evaluation is obtained by the Federal Programs Office and access is provided to the Bureau of Program Evaluation by Dr. Nelson.

At the December 8, 2022 meeting, the Bureau of Program Evaluation was informed that the Office of Federal Programs at MDE will contract with an external provider to provide the 2023 Project Year report ; as of the date of that meeting, all work on the 2023 Project Year evaluation in the Bureau of Program Evaluation ceased as directed by the Interim State Superintendent. Signed copies of that Evaluation Cancellation form are available by request from Dr. Dana Seymour in the Office of Educational Accountability. The Office of Federal Programs will issue the external evaluation RFP in Spring 2023.