

# 21<sup>st</sup> Century Community Learning Centers

Implementation Planning

September 18, 2019



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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21<sup>st</sup> CCLC Program Coordinator

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION  
**STRATEGIC PLAN GOALS**

**1**

**All  
Students  
Proficient  
and Showing  
Growth in All  
Assessed  
Areas**



**2**

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



**3**

**Every  
Child Has  
Access  
to a High-  
Quality Early  
Childhood  
Program**



**4**

**Every  
School Has  
Effective  
Teachers and  
Leaders**



**5**

**Every  
Community  
Effectively  
Uses a  
World-Class  
Data System  
to Improve  
Student  
Outcomes**



**6**

**Every  
School and  
District is  
Rated “C” or  
Higher**



# AGENDA

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- **Program Updates**
- **Program Overview**
- **Program Monitoring**
- **21APR**
- **Request for Funds**
- **Evaluations**

# Program Updates

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- Cayen Systems
- Renewability
- Proposed 21<sup>st</sup> CCLC Methodology
- FY 20 STEAM RFP

# 21<sup>st</sup> CCLC Program Overview

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## Program Plan

- Use needs assessment data to drive program design and implementation
- Adhere to the minimum 9 hours, 3 days per week
- Recruit and retain students

# 21<sup>st</sup> CCLC Program Overview

## Staffing and Professional Development

- Implement the program's organizational, managerial, and staffing structure
- Adhere to district/organizational hiring procedures
- Acquire annual criminal background checks
- Develop a professional development plan
- Maintain time and effort records
- Maintain job descriptions for key personnel and certifications

# 21<sup>st</sup> CCLC Program Overview

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## Advisory Council and Operating Partnerships

- Include students, teachers, parents, community agencies, and private sector businesses
- Record meeting minutes and attendance lists
- Maintain copies of participation letters and partners table



# 21<sup>st</sup> CCLC Program Overview

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## Collaboration and Communication

- Disseminate program specific information to schools, LEAs, students, parents and the community in various languages (if applicable)
- Communicate process between staff of the schools and 21<sup>st</sup> CCLC program
- Create 21<sup>st</sup> CCLC student/parent/staff handbook

# 21<sup>st</sup> CCLC Program Overview

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## Sustainability Plan

- Establish and maintain a written sustainability plan
- Begin planning now
- Describe partner investments and associated timeframes
- Assign roles and responsibilities

# 21<sup>st</sup> CCLC Program Overview

## Program Amendments

Obtain prior approval from MDE in the case of:

- Revisions to the scope or objectives of the project
- Any budget revision over 10%
- Third party services to perform activities

## Record Keeping

- Maintain records for five years after grant award period ends
- Program and site documentation will be reviewed and monitored yearly

# 21<sup>st</sup> CCLC Program Overview

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## Parent and Family Engagement

- Schedule parent and family engagement activities
- Document activities
- Specify activities that encourage or enhance literacy

# Monitoring

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## Common Findings

- Communication with School Day Staff/Stakeholders
- Advisory Committees
- Sustainability Plans
- Volunteer Recruitment, Screening, and Training Procedures

# 21<sup>st</sup> CCLC Annual Performance Reports

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- **Summer 2018 - Closed**
- **Fall 2018 - Closed**
- **Spring 2019 – Submission window open until December 12, 2019**

# Request for Funds

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- All Request for Funds are due by the 5<sup>th</sup> of each month.
- Submit all forms to [21century@mdek12.org](mailto:21century@mdek12.org)

# Request for Funds

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- Request for Funds form and Monthly Report of Expenditures are both **REQUIRED**
- Signatures are required on both forms
- Amount requested (Request for Funds form) and the Expenditures This Month (Report of Expenditures) should match.



# Request for Funds

1/1/2017



## 21st Century Community Learning Centers Program CBO- Basic Monthly Report of Expenditures

This is a PDF fillable form. Some columns/rows will automatically add.



MISSISSIPPI  
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Applicant Agency Name:				Fiscal Year: 2018/2019	
Project Number:				Month:	
Total Grant Award Amount:					

Category	Approved Budget	Expenditures This Month	Expenditures Year to Date	Budget Balance	For MDE (OFF) USE Only
Certified Personnel	\$ -		\$ -	\$ -	
Unclassified Personnel			-	-	
Employee Benefits			-	-	
Travel			-	-	
Equipment			-	-	
Supplies			-	-	
Contractual	-		-	-	
Other	-		-	-	
Direct Costs	-		-	-	
Totals	\$ -	\$ -	\$ -	\$ -	
Total grant Award amount:		\$		-	
Total expenditures to date:		\$		-	
Amount Remaining on Project		\$		-	

*Grant funds must be spent, and goods and services received by the grant award end date. Carryover will not be allowed.*

**Certification:** I hereby certify that the expenditures/obligations reported were made and the program/project has been conducted in accordance with Title IV, Part B, 21st Century Community Education Program, state laws, regulations, and the MDE-approved grant application and amendments. Reimbursement is requested and the local match (cash or in-kind) requirement has been met and full records of receipts and expenditures have been maintained and are available for audit.

Preparer Name:	Preparer Title:	Preparer Phone:	Preparer E-mail:	Authorized Agent Date:
Authorized Agent Name:	Authorized Agent Title:	Authorized Agent Phone:	Authorized Agent E-mail:	Authorized Agent Signature:

**SEND SIGNED ORIGINAL TO: Mississippi Department of Education, Office of Federal Programs**  
**359 North West Street, Post Office Box 771, Jackson, MS 39205**  
**Office Phone: 601-359-3499**

# Request for Funds

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- If more than 10% of the allocation is moved, an amendment is required.
- Reimbursements will not be processed until the amendment has been approved.
- If less than 10% is moved, please send revised amount for file.

# Evaluation Guidance

Guidance from the Mississippi Department  
of Education

September 18th, 2019



**Dana Seymour**

Program Evaluator  
Office of Educational Accountability

# Topics

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- What is program evaluation, and why do we need one?
- What's my role as state-level evaluator?
- What's your role for program-level evaluation?
- Finding and working with an evaluator
- Evaluation Reports
- Data collection and quality

# What is program evaluation?

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- Answers specific questions about how well (or whether) a program is working
- Articulate the goals of the program being evaluated and specify how program effectiveness and progress towards program goals are measured (What does success look like?)
- Useful for explaining to stakeholders (funders, partners, etc.) how the program works, whether it has reached its goals, and what that success looks like in terms of student achievement or behavior changes
- Relies on a well-structured methodology and the accurate collection of data

# What is program evaluation?

1. **Goals:** What are you trying to do specifically with your program? Are you focusing on a specific service, such as community service? What activities would you offer to get you to that goal?
2. **Measures:** What measurements can you collect over time to track your progress for each of those goals?

*Example:* If your goal of providing community service opportunities is met, what differences would you expect to see in your participants? Improved leadership? Improved interest in social activities? Decline in negative attitudes or behavior?

3. **Collect Data:** Is the data for those indicators easily available and can it be consistently collected and analyzed?

*Example:* How would you find out whether students improved in leadership? What will you collect?

# Why perform an evaluation?

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- It is a requirement of your agreement to receive funds for your program
- To show your community and those you collaborate with that your efforts are having a tangible impact
- It demonstrates that you are worth investing in for the future (sustainability)
- It will inform program improvement by identifying service delivery challenges or professional development needs for the upcoming year

# My Role: State-Level Evaluation

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- Design evaluation
- Surveys, evaluation analysis
- Data analysis
- Focus centers
- Summary of findings, recommendations
- Report to state agency/board



# Your Role: Program-Level Evaluations

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- Contract an evaluator to report on your program's operations, successes, challenges
- Evaluation reports due annually to my office, and required for continuation of funding
- Report organized according to Office of Program Evaluation template (provided in spring)

# Your Role: Program-Level Evaluations

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- Most evaluation work will be done by the vendor you select
- Foundational elements of the evaluation require your input (you know your program best)
- You have done much of the work already! Your proposal included specific program goals, objectives, and performance measures

# Your Role: Program-Level Evaluation

- Your agreement with the evaluator should guarantee that items required under section 3.4 of the RFP are addressed in the report, and that evaluators specifically address how each activity satisfies the measures of effectiveness established under ESSA, Section 4205(B)(1).
- If you are an FBO or a CBO (or any non-district sub-grantee), you should determine the best way to gather student data and report it back to MDE, and if that means executing an MOU or data-sharing agreement, that process should start early so that it doesn't hinder you when it's time to start collecting and reporting data.

# Where do I start?

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## Finding an evaluator

University Departments of Education

Office of Program Evaluation

American Evaluation Association

Northwest Regional Educational Laboratory “Out of School Time Program Evaluation”

# Working with an Evaluator

The evaluation report should answer specific questions you as the coordinator have about your program's success. Are we meeting our program objectives?

- Have we reached the long-term goals of our program (*for sub-grantees in the final year of their grants*)?
- Are our staff receiving all professional development they require? Are they retaining and using the knowledge?
- What changes in student knowledge and behaviors are a result of the program?
- What impact has our program made with leadership building, homework completion, etc.?

# Working with a Local Evaluator (cont'd)

- Consider whether an MOU will be necessary with your vendor and school district partner to facilitate timely data sharing
- Report must clearly show progress in achieving program goals through the objectives, strategies, and activities established by the sub-grantee in the *Goals, Objectives, Activities, and Timeframe* sections of the grant proposal
- Programs must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development and Family Engagement. All goals must have at least two measurable objectives

# Evaluation Report Elements

The evaluator should structure the report based on the framework established by the American Institutes of Research for evaluation of after-school programs. I will send out a more detailed and complete list in spring, but to give you an idea, the following will be required at a minimum.

Title Page	Evaluation Methodology and Limitations
Table of Contents	Findings
List of Acronyms	Conclusions and Recommendations
Executive Summary	Appendices
Evaluation Purpose and Questions	References
Program Background	Evaluator Information

# Accuracy of Data is **CRITICAL**

- Accuracy is important. You will have to submit data to MDE, so you will be provided reporting templates to track your data. These can later be helpful in your 21APR data submissions as well
- You must track students by name and MSIS number (where available) for state comprehensive evaluation purposes.
- For attendance data, consider strategies to avoid data entry burnout or having to recreate attendance from memory, such as:
  - *Example:* Combine snack and attendance (students need to sign in to receive a snack)
  - *Example:* Start with 50 stickers with each student's name on them. Give the student a sticker each day he or she attends. Count how many stickers you have left at the end of the fall and spring.



# Student Data Reporting Template

Each center is required to submit data to MDE for fall, spring, and summer. These spreadsheets will cover the following PER STUDENT:

Days attended	Operation Times
MSIS ID (if applicable), Local ID (required if no MSIS ID)	Days/Weeks Open
Fall and Spring Grades in Math/ELA	Activities Provided by Type and Frequency
Grade Level, Center Name, Sub-Grantee Name	Staffing Breakdown (Volunteer vs Paid)

# Evaluation Data

What other types of data can be used in evaluating your program?

Quantitative	Qualitative
Surveys	Success Stories
Grades / Test Scores / Assessment Scores	Focus Groups
Disciplinary Reports	Interviews
Attendance	Observations
Demographics	Staff Development Notes
Parent Involvement	Newsletters
Programming Offered	



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