21st Century Community Learning Centers

2017-2018 Evaluation

West Virginia Board of Education
2020-2021

Miller L. Hall, President
Thomas W. Campbell, CPA, Vice President
F. Scott Rotruck, Financial Officer

Robert W. Dunlevy, Member
A. Stanley Maynard, Ph.D., Member
Daniel D. Snavely, M.D., Member
Debra K. Sullivan, Member
Nancy J. White, Member
James S. Wilson, D.D.S., Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

W. Clayton Burch, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

West Virginia Department of Education

Division of Support & Accountability
Office of Data Analysis and Research
Building 6, Suite 750, State Capitol Complex
1900 Kanawha Boulevard East
Charleston, WV 25305
https://wvde.us/data-management-information-systems/

Steven L. Paine, Ed.D.
State Superintendent of Schools

Andy Whisman, Ph.D.
Executive Director
Office of Data Analysis and Research

Keywords

Afterschool programs, evaluation, parental involvement, community involvement, enrichment programs, tutoring, social/emotional skills, behavior, resilience, sustainability, safe and supportive environments

Suggested Citation

Hammer, P.C. (2018). *21st Century Community Learning Centers: 2017-2018 evaluation*. Charleston: West Virginia Department of Education, Office of Data Analysis and Research

This research study was reviewed and approved by the West Virginia Department of Education Institutional Re-view Board (IRB-WVDE-041). Should you desire additional details about this study's approval status, contact the WVDE IRB co-chairperson, Amber Stohr (*astohr@k12.wv.us*).

CONTENTS

Introduction 1

Evaluation Study 1

Evaluation Questions 2

Methods 2

Data collection and reporting schedule 2

Findings 4

Population characteristics 4

EQ1. To what extent did participation in 21CCLC enrichment programs increase students' literacy and numeracy skills? 5

EQ2. To what extent did participation in 21CCLC enrichment programs increase students' social/emotional skills, behavior, and resilience? 8

EQ3. To what extent did programs operate as high quality, safe, and supportive environments? 12

EQ4. To what extent did the sustainability of programs improve? 15

EQ5. To what extent did community and family involvement increase? 16

EQ6. To what extent did the grantees and statewide program staff implement their plan for *outputs* (i.e., products and services) described in the logic model? 16

Higher quality enrichment programs that increase students' literacy and numeracy skills .. 17

Higher quality enrichment programs that increase students' social/emotional skills, behavior, and resilience 17

All programs operating as high quality, safe, and supportive environments 18

Increase in the sustainability of programs 18

Increase in family and community involvement 19

Responses to Open-Ended Questions 20

Successes 20

Challenges 21

Recommendations 21

Discussion and Action Steps 23

Population Characteristics 23

Outcomes 23

1. Improvements in students' literacy and numeracy skills 23

2. Improvements in students' social/emotional skills 24

3. Safe and supportive environments. 24
4. Program sustainability 25
5. Community and family involvement 25
Outputs 25
6. Implementation of the logic model in 2016-2017 25
Suggested Action Steps 25
Data systems 26
Appendix A. Logic model 27
Appendix B. Description of Methods 30
EQ1. To what extent did participation in 21CCLC enrichment programs increase students' literacy and numeracy skills? 30
Population characteristics and sampling procedures 30
Measures and covariates 30
Data collection methods 31
Research design 31
EQ2. To what extent did participation in 21CCLC enrichment programs increase students' social/emotional skills, behavior, and resilience? 31
Research design 31
Descriptive statistics using online 21CCLC Teacher Survey 31
Student resiliency survey 32
EQ3. To what extent did programs operate as high quality, safe, and supportive environments? 32
Annual survey of safe and supportive environments 32
Student retention 32
EQ4. To what extent did the sustainability of programs improve? 32
EQ5. To what extent did community and family involvement increase? 33
EQ6. To what extent did the grantees and statewide program staff create products and services described in the logic model? 33
Data sources 33
Methods of analysis 33
Appendix C. Survey instruments 34
Teacher Survey 34
Child CYRM Survey Questions 35
Youth CYRM Survey Questions 36
Afterschool Program Climate Survey 37

Program Directors Survey 38
WVDE Coordinators Survey 45
Appendix D. Supplemental Data and Graphs 49
Child and Youth Resiliency Measure (CYRM) Results 49
Afterschool Program Climate Survey 50
Appendix E. Verbatim Responses to Open-Ended questions 52
SUCCESSES 52
Collaborations, community involvement (14) 52
Parent/family involvement (7) 53
Projects and programming for students: Miscellaneous (6) 53
Projects and programming for students: Literacy/STEM (10) 53
Projects and programming for students: Social-emotional (4) 53
Staffing/staff and volunteer development (5) 53
Student attendance (6) 53
Student outcomes (8) 53
Student participation/enrollment (5) 54
Other (2) 54
CHALLENGES 54
Community involvement/volunteers (3) 54
Coordination with/cooperation of schools/district (7) 54
Disruptions of school year (work stoppage, weather) (5) 54
Funding/fiscal uncertainty (7) 55
Grant/program management: Miscellaneous (3) 55
Grant/program management: Data issues (3) 55
Parent involvement (7) 55
Staffing/staff management (11) 55
Student attendance/participation (4) 55
Transportation (4) 55
Other (5) 55
RECOMMENDATIONS 56
Continue/increase funding (2) 56
Improve/streamline data collection systems (7) 56
Professional development: More of current approach (6) 56
Professional development: Other (4) 56
Professional development: Parent/community engagement (5) 57
Professional development: Program basics/new director support (7) 57

Support for better school/district communication and coordination (4) 57
Other (9) 57
Appendix F. Teacher Survey Technology Issues 58
References 59

LIST OF FIGURES

Figure 1. Risk of Being Homeless for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 4
Figure 2. Risk of Being Highly Mobile for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 5
Figure 3. Risk of Being in Foster Care for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 5
Figure 4. Percentage Proficient in Reading by Level of Participation: Elementary and Middle School Programmatic Levels 6
Figure 5. Percentage Proficient in Reading by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11) 6
Figure 6. Percentage Proficient in Math by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11) 7
Figure 7. Percentage Proficient in Math by Level of Participation: Elementary and Middle School Programmatic Levels 7
Figure 8. Average Percentage of Regular School Days Attended by Level of 21CCLC Participation (Grades K - 12) 8
Figure 9. Average Percentage of Discipline Referrals by Level of 21CCLC Participation (Grades K - 12) 9
Figure 10. Percentage of Students Rated by Teachers as "Improved" in Homework Completion/Class Participation and Student Behavior by Level of Participation 10
Figure 11. Child CYRM Average Scores in Three Domains and Eight Subdomains 11
Figure 12. Youth CYRM Average Scores in Three Domains and Eight Subdomains Compared with 12
Figure 13. Levels of 21CCLC Participation by Programmatic Level 13
Figure 14. Percentage Increase/Decrease from 2016-2017 to 2017-2018 of Students at Various Attendance Levels by Programmatic Level 13
Figure 15. Average Scores for Afterschool Program Climate by Domain and Individual Questions. 14
Figure 16. Percentage of Schools Served That Have 21CCLC in Their Strategic Plans, 2017 vs. 2018 . 15
Figure 17. Reported Success in Family and Community Involvement, 2017 vs. 2018 16

Figure 18. Services and Products to Support Student Literacy and Numeracy 17
Figure 19. Services and Products to Support Student Social/Emotional Development 18
Figure 20. Services and Products to Support Safe and Supportive Environments 18
Figure 21. Usefulness of PD and TA on Program Sustainability 19
Figure 22. Implementation of Research-Based Practices 20
Figure 23. Program Directors' Reports of Program Successes: Categories of Responses to Open-Ended Questions 21
Figure 24. Program Directors' Reports of Program Challenges: Categories of Responses to Open-Ended Questions 21
Figure 25. Program Directors' Recommendations: Categories of Responses to Open-Ended Questions 22
Figure 26. Afterschool Program Climate by Domain and Individual Grantee 50

Figure 1. Risk of Being Homeless for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 4
Figure 2. Risk of Being Highly Mobile for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 5
Figure 3. Risk of Being in Foster Care for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students 5
Figure 4. Percentage Proficient in Reading by Level of Participation: Elementary and Middle School Programmatic Levels 6
Figure 5. Percentage Proficient in Reading by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11) 6
Figure 6. Percentage Proficient in Math by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11) 7
Figure 7. Percentage Proficient in Math by Level of Participation: Elementary and Middle School Programmatic Levels 7
Figure 8. Average Percentage of Regular School Days Attended by Level of 21CCLC Participation (Grades K - 12) 8
Figure 9. Average Percentage of Discipline Referrals by Level of 21CCLC Participation (Grades K - 12) 9
Figure 10. Percentage of Students Rated by Teachers as "Improved" in Homework Completion/Class Participation and Student Behavior by Level of Participation 10
Figure 11. Child CYRM Average Scores in Three Domains and Eight Subdomains 11

Figure 12. Youth CYRM Average Scores in Three Domains and Eight Subdomains Compared with 12
Figure 13. Levels of 21CCLC Participation by Programmatic Level 13
Figure 14. Percentage Increase/Decrease from 2016-2017 to 2017-2018 of Students at Various Attendance Levels by Programmatic Level 13
Figure 15. Average Scores for Afterschool Program Climate by Domain and Individual Questions. 14
Figure 16. Percentage of Schools Served That Have 21CCLC in Their Strategic Plans, 2017 vs. 2018 . 15
Figure 17. Reported Success in Family and Community Involvement, 2017 vs. 2018 16
Figure 18. Services and Products to Support Student Literacy and Numeracy 17
Figure 19. Services and Products to Support Student Social/Emotional Development 18
Figure 20. Services and Products to Support Safe and Supportive Environments 18
Figure 21. Usefulness of PD and TA on Program Sustainability 19
Figure 22. Implementation of Research-Based Practices 20
Figure 23. Program Directors' Reports of Program Successes: Categories of Responses to Open-Ended Questions 21
Figure 24. Program Directors' Reports of Program Challenges: Categories of Responses to Open-Ended Questions 21
Figure 25. Program Directors' Recommendations: Categories of Responses to Open-Ended Questions 22
Figure 26. Afterschool Program Climate by Domain and Individual Grantee 50

LIST OF TABLES

Table 1. Average supplemental grant/fund raising dollars 15
Table 2. Average number of volunteer hours received 15
Table 3. Percentage of Respondents Who Thought PD or TA Was Not Needed or Needed But Not Received by Sustainability Strategy 19
Table 4. Comparison of Child CYRM Survey Results for 21CCLC Students, Grades 1-3, at Various Attendance Levels 49
Table 5. Comparison of Youth CYRM Survey Results for 21CCLC Students, Grades 4-12, at Various Attendance Levels 49

INTRODUCTION

The West Virginia Department of Education (WVDE) administers the 21st Century Community Learning Centers (21CCLC) to provide community learning centers that

> . . . provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. (U.S. Department of Education, n.d.)

The 21CCLC program was authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the 2015 Every Student Succeeds Act.

WVDE makes competitive local grants based on available federal funding to eligible organizations to support the implementation of community learning centers that will aid student learning and development. Eligible applicants are public and private agencies, city and county governmental agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

The purpose of this evaluation study is to provide information about the implementation and outcomes of the 21CCLC program in West Virginia, during the period from September 2017 through May 2018.

Evaluation Study

In September 2016, a logic model was developed to guide program improvement across the state and to provide the basis of a new evaluation plan. The logic model was introduced at the October 2016 conference in Chattanooga, TN, and comments were invited. The final logic model defined the following outcomes toward which all programs and the WVDE staff would strive:

1. High quality enrichment programs that increase students' literacy and numeracy skills
2. High quality enrichment programs that increase students' social/emotional skills, behavior, and resilience
3. All programs operating as high quality, safe, and supportive environments
4. Increasing sustainability
5. Increasing family and community involvement

Taken together, these outcomes represent a commitment to work toward a system of continuous improvement. The logic model also identified *outputs*—that is, services and products—that would be put in place to support movement toward the five outcomes listed above.

The 2017-2018 evaluation continues to be based on this logic model, and includes measures of the outcomes and the outputs that program and WVDE staff continued to put in place during the 2017-2018 program year to achieve the hoped-for outcomes. The study, therefore, included formative

analysis of *output* implementation and summative analysis of the *outcomes*. The logic model, complete with indicators, can be found in Appendix A (page 23).

Evaluation Questions

The following questions will be investigated:

To what extent did . . .

1. Participation in 21CCLC enrichment programs increase students' literacy and numeracy skills?
2. Participation in 21CCLC enrichment programs increase students' social/emotional skills, behavior, and resilience?
3. Programs operate as high quality, safe, and supportive environments?
4. The sustainability of programs improve?
5. Community and family involvement increase?
6. The grantees and statewide program staff implement their plan for outputs (i.e., products and services) described in the logic model?

METHODS

The evaluation employed multiple methods, including survey data collection using qualitative and description data analysis for implementation questions, and analysis of extant data, using matching groups of participating and nonparticipating students for comparisons of student outcomes.

Details about the output implementation indicators and the outcome impact indicators can be found in the logic model in Appendix A (page 23).

Methods are described in detail for each of the evaluation questions in Appendix B (page 30).

Survey instruments are in Appendix C (page 34).

Data collection and reporting schedule

Aug. 9 WVDE Office of Data Analysis and Research staff met with 21CCLC coordinators and program directors to review the logic model and evaluation plan from the previous year. Minor changes were made.

Aug. 15 - ongoing Students began being enrolled in 2017-2018 regular school year programs and parental informed consent (to participate in the evaluation study) forms were distributed to parents along with enrollment forms.

Forms were returned from parents for denial of consent only.

Site coordinators and program directors reported program attendance and other required data using the WVDE online 21CCLC database.

March 31	Program directors delivered all denial of consent forms to the WVDE Office of Data Analysis and Research obtained since the beginning of the enrollment period.
April 2	WVDE Office of Education Information Systems staff pulled data for all students who had participated in the 21CCLC program for at least 30 days
April 3–10	WVDE Office of Data Analysis and Research staff checked denial of consent forms against the enrollment data and assembled student survey packets for all 130 21CCLC sites
April 11	WVDE Office of Data Analysis and Research staff trained program directors at the 21CCLC spring conference in Glade Springs on how to protect students' confidentiality while conducting the resiliency and program climate surveys, and distributed all needed materials in individual packets for each site.
April 16–May 31	Program directors conducted student resiliency and climate surveys at individual sites and returned survey forms to WVDE Office of Data Analysis and Research staff, who inputted data into spreadsheets
May 3	WVDE Office of Education Information Systems staff extracted a file of students who had participated in the 21CCLC program for at least 30 days, for whom we did NOT have a parental denial of consent form.
May 8	WVDE Office of Education Information Systems staff used this file to contact students' teachers requesting their completion of survey forms for 21CCLC students in their regular classes. Teachers who had not yet completed the survey were contacted once a week for a maximum of four times.
June 1–30	Program directors filled out the program directors' survey and WVDE 21CCLC coordinators filled out coordinator's survey.
July 1-Aug. 31	WVDE Office of Data Analysis and Research staff analyzed data and prepared the evaluation report.

FINDINGS

The first five evaluation questions (EQs) focus on *outcomes*, with EQ1 and EQ2 examining student outcomes and EQ3 – EQ5 examining program outcomes. EQ6 focuses on the implementation of outputs. Before addressing the evaluation questions, this report addresses a question raised by the 21CCLC program directors about how 21CCLC students compare with non-21CCLC students wtih similar backgrounds with regard to homelessness, foster care, and transience.

Population characteristics

To examine this question, propensity score matching (PSM) was used to select a matched comparison group for the entire population of 21CCLC student participants, Grades K – 12. This methodology employed logistic regression to select a comparison group that closely matched the treatment group (21CCLC participants) on a variety of observed covariates, including (a) age, (b) grade, (c) sex, (d) ethnicity (Black, Hispanic, White, multiple, or other), (e) direct provision of services, and (f) special education status. For more details, see "Measures and covariates," page 30.

PSM resulted in a very strong match between the 21CCLC participants (n = 11,517) and nonparticipants (n = 11,517), yet there were some notable differences, as described next.

Homelessness. A smaller percentage of non-21CCLC students (3.9%) were homeless compared with students who participated in the program less than 30 days (6.5%) or 30 days or more (4.7%). Figure 1 shows the higher risk of being homeless for these short-term participants and regular participants compared with non-21CCLC participants.

Figure 1. *Risk of Being Homeless for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students*

Source: WVEIS 2017-2018 school year

Foster care. A smaller percentage of non-21CCLC students (4.2%) were in foster care compared with students who participated in the program less than 30 days (6.2%) or 30 days or more (4.4%). Figure 3 shows the higher risk of being in foster care for the short-term 21CCLC participants and regular participants compared with non-CCLC participants.

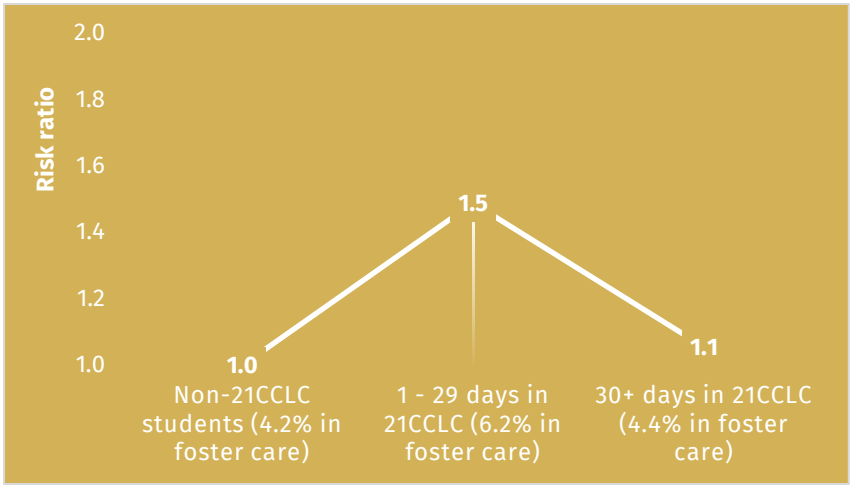


Figure 3. *Risk of Being in Foster Care for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students*

Source: WVEIS 2017-2018 school year

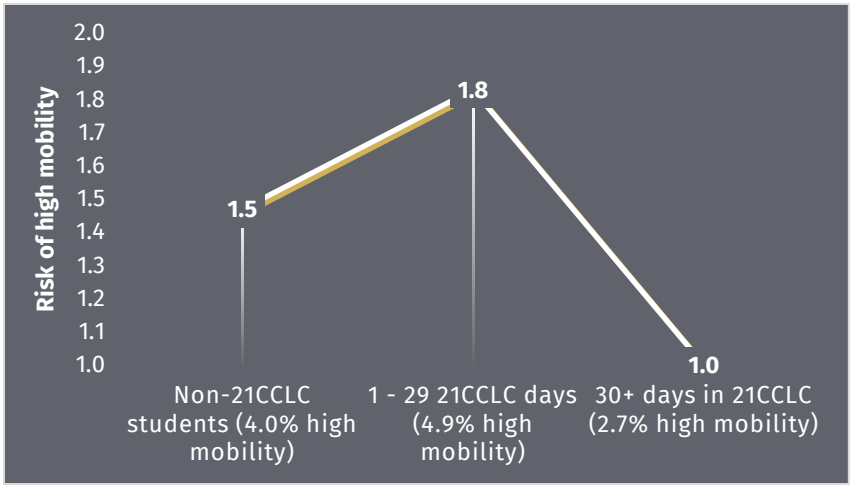


Figure 2. *Risk of Being Highly Mobile for Students Who Participated in the 21CCLC Program Compared to Matching Non-21CCLC Students*

Source: WVEIS 2017-2018 school year

High mobility. Of students who participated in 21CCLC for 30 or more days, a lower percentage (2.7%) were highly mobile—that is, moved 2 or more times during the 2017-2018 school year—compared with either the non-21CCLC students (4.0%) or 21CCLC students who participated in the program less than 30 days (4.9%). Figure 2 shows the risk of being highly mobile for these three groups of otherwise similar students.

In all three of the comparisons described above, students who were referred to a 21CCLC program, but participated for less than 30 days were at greater risk, whether of being homeless, in foster care, or highly mobile than either their closely matched non-21CCLC peers or students who remained in the program for 30 or more days.

EQ1. To what extent did participation in 21CCLC enrichment programs increase students' literacy and numeracy skills?

To examine this question, only students who participated in the West Virginia General Summative Assessment (WVGSA) for reading in Grades 3 – 8 and in the SAT in Grade 11 are included in the analysis—that is, 6,471 non-21CCLC students and 6,637 21CCLC participants.

Reading proficiency. Results on the 2018 WVGSA and SAT were used to compare rates of reading proficiency (i.e., Performance Levels 3 and 4) for the matching group of non-21CCLC students with 21CCLC students who participated at various levels (see Figure 5). The top bar represents the percentage of nonparticipating students who reached proficiency in reading. The second bar represents the proficiency rate of students referred to the program who enrolled for at least one day but participated for less than 30 days. The third bar through fifth bars represents rates of proficiency in reading at various levels of 21CCLC participation, in 30-day increments. In the population of tested students overall (Grades 3 - 8 and 11), it appears that students who were referred to 21CCLC had slightly greater challenges with reading than their matching peers—that is fewer of them scored at proficiency—and they showed little or no gain based on greater attendance in the program.

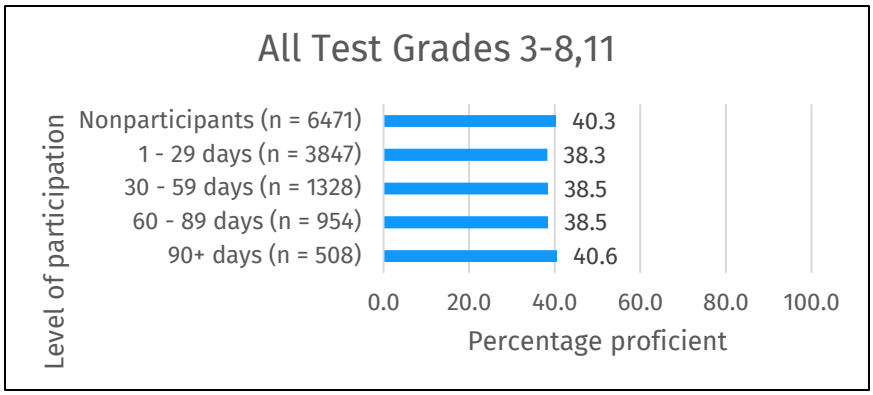


Figure 5. *Percentage Proficient in Reading by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11)*

Data source: WVGSA and SAT Proficiency scores for 2018

The pattern varied by programmatic level as shown in Figure 4. Elementary school 21CCLC students showed very little difference from nonparticipants, except for those who remained in the program for more than 90 days; that group of 21CCLC participants had about 3% more stu-

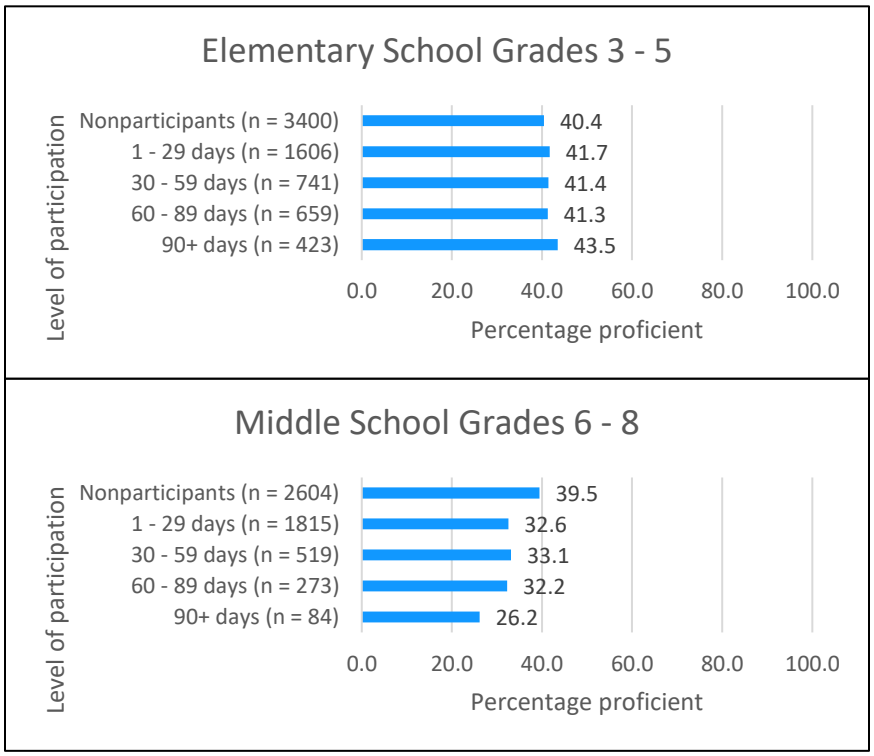


Figure 4. *Percentage Proficient in Reading by Level of Participation: Elementary and Middle School Programmatic Levels*

Data source: WVGSA and SAT Proficiency scores for 2018

dents who scored at proficiency. At middle school level fewer 21CCLC students, no matter what their attendance level, scored at proficiency; notably the small number (n = 84) who attended for 90 or more days had the lowest rate of proficiency. High school comparisons are not included separately because less than 100 students participated for 30 or more days, making comparisons unreliable.

Math proficiency. The picture for math looks different from that of reading (see Figure 6). While for reading there was not a strong pattern indicating a relationship between level of participation or non-participation in the 21CCLC program and proficiency—except possibly for middle school, where the relationship appears to be negative—in math for all tested grades grouped together, students who participated in the 21CCLC program for 30 or more days met proficiency at greater rates than those who did not participate.

This was also true for elementary school students. But again, students in middle school, even after 90 or more days in a 21CCLC program, did not reach proficiency at rates achieved by non-21CCLC participants.

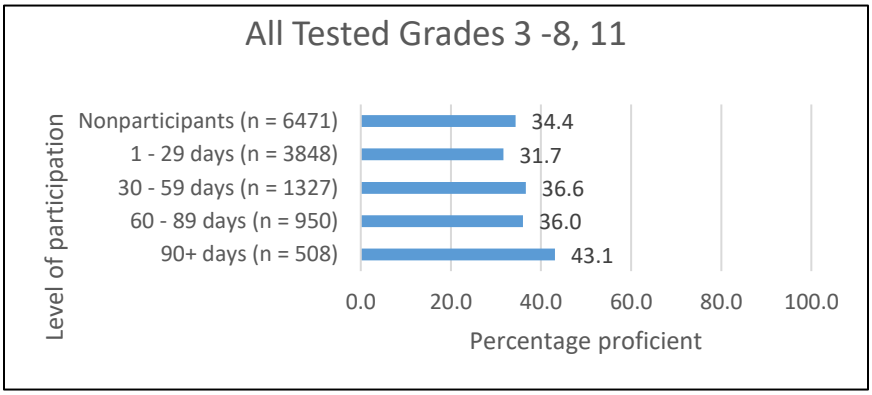


Figure 6. *Percentage Proficient in Math by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11)*

Data source: WVGSA and SAT Proficiency scores for 2018

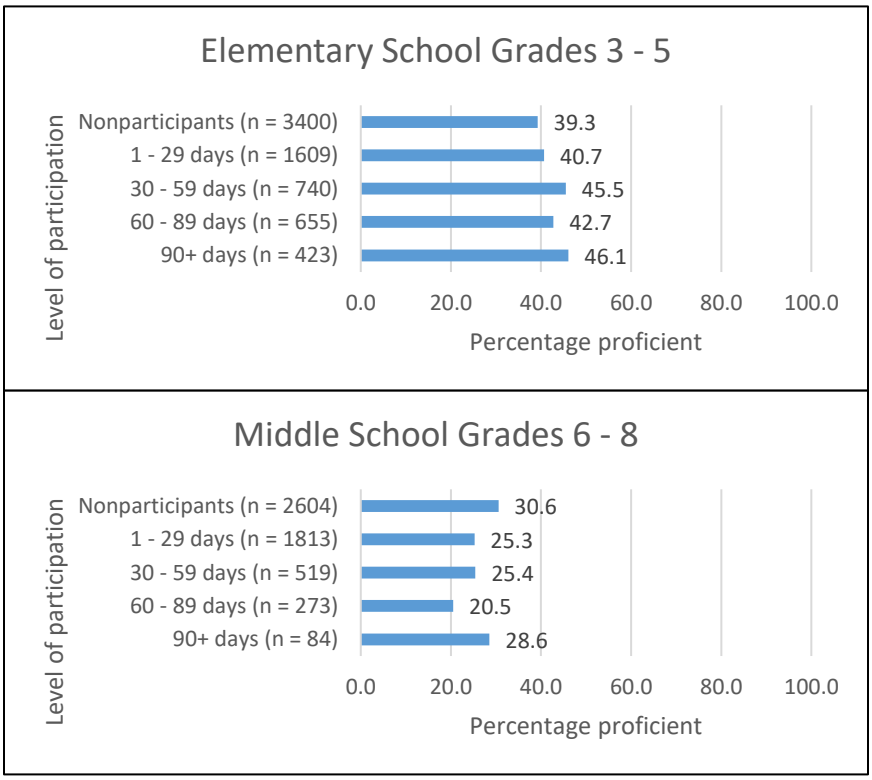


Figure 7. *Percentage Proficient in Math by Level of Participation: Elementary and Middle School Programmatic Levels*

Data source: WVGSA and SAT Proficiency scores for 2018

EQ2. To what extent did participation in 21CCLC enrichment programs increase students' social/emotional skills, behavior, and resilience?

Indicators to measure 21CCLC students' social/emotional growth included comparisons with the matching group of non-21CCLC students with regard to regular school day attendance and numbers of discipline referrals (DRs). For these comparisons, however, we are able to include students at all grade levels because attendance records, unlike assessment scores, are kept for all students.

We also used teacher ratings for all grade levels and measures of student resiliency for Grades 1 – 12 within the group of 21CCLC students only, comparing differences based on dose strength (i.e., number of days attended).

Regular school-day attendance. Looking at a comparison between the matched group of nonparticipating students and 21CCLC students at various levels of participation, students who attended a 21CCLC program for 30 or more days had higher regular school-day attendance rates (Figure 8). Improvement in attendance in the regular school day began to exceed the matched students beginning after 30 days of 21CCLC attendance and rose steadily at each higher level of 21CCLC attendance. There was little variation by programmatic level.

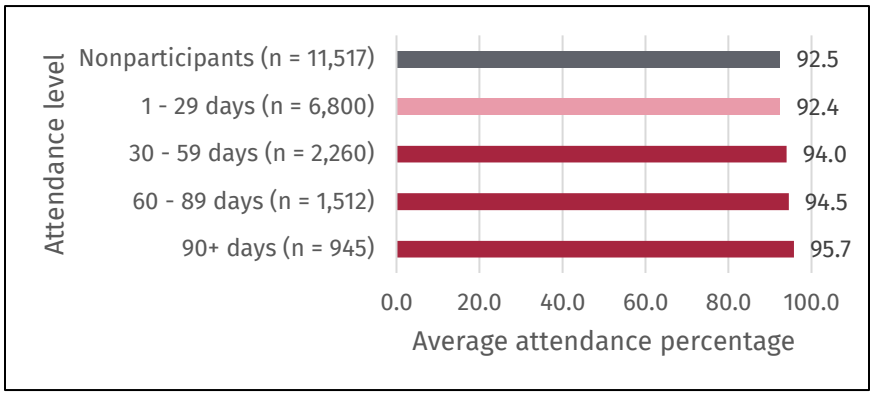


Figure 8. Average Percentage of Regular School Days Attended by Level of 21CCLC Participation (Grades K - 12)

Data source: WVEIS and 21CCLC attendance data

Discipline referrals. Students who were referred to 21CCLC but stayed in the program for fewer than 60 days had more discipline referrals than either their matched non-21CCLC peers or those who remained in the program for 60 or more days. This pattern held true for all grades combined, elementary grades, and middle school grades. High school, which had low numbers of students who attended for 30 or more days is not included in this comparison (Figure 9).

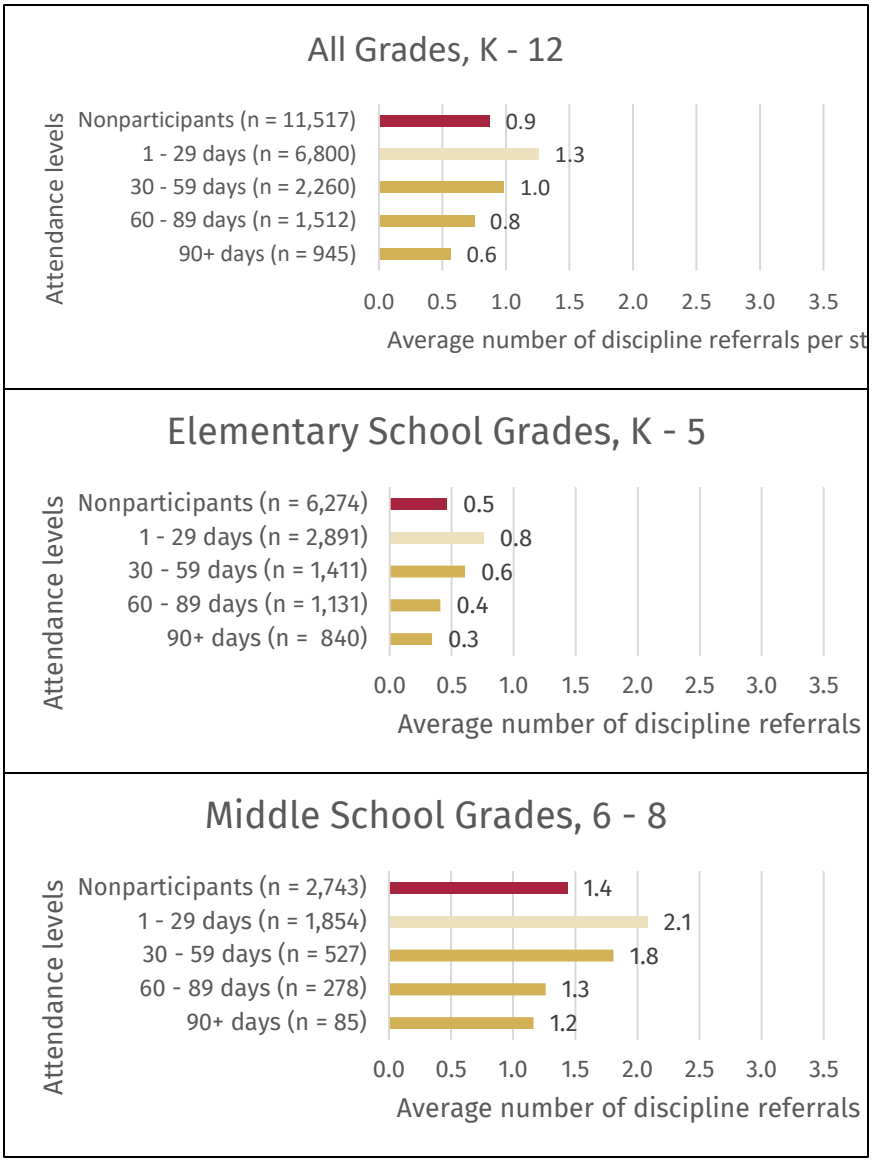


Figure 9. *Average Percentage of Discipline Referrals by Level of 21CCLC Participation (Grades K - 12)*

Data source: WVEIS discipline data and 21CCLC attendance data

Teacher ratings. Teachers provided ratings for 2,496 students (53%) of the 4,717 students who were in the program for 30 or more days as of May 3, 2018 (see Teacher Survey, page 34 for questions). For this analysis there is no comparison to a matching non-21CCLC group; instead, 21CCLC students are compared with each other based on the number of days they attended a 21CCLC program. As in previous years, higher percentages of teachers reported that students improved in their homework completion and class participation than in their behavior. There was no pattern of rising percentages of students rated "improved" based on higher participation in the program for either of the

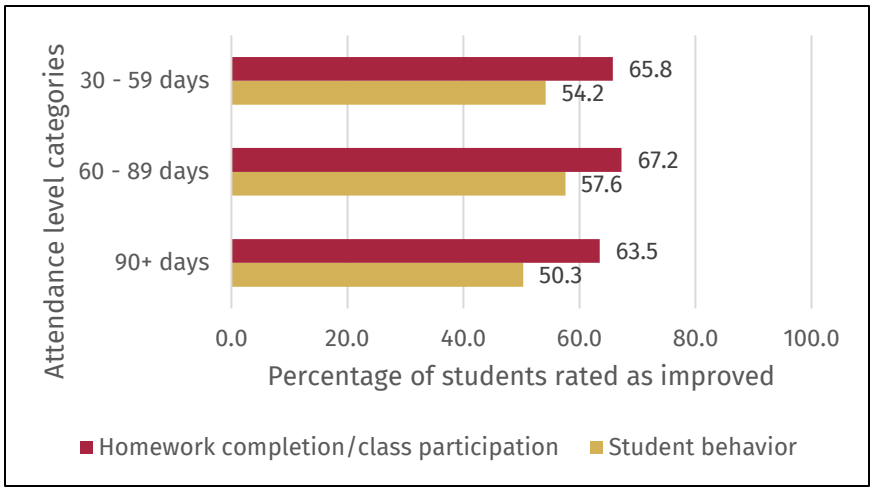


Figure 10. Percentage of Students Rated by Teachers as "Improved" in Homework Completion/Class Participation and Student Behavior by Level of Participation

Data source: 21CCLC database and Teacher Survey

student measures.[1] The highest levels for both measures were for students who participated for 60-89 days, but this improvement was not seen for students who attended 90 or more days.

Student resiliency. A fourth measurement of students' social/emotional growth was initiated at the end of the 2017-2018 school year. The instrument used, the Child and Youth Resiliency Measure (CYRM), was developed as part of the International Resiliency Project (IRP) in 14 communities around the world, including in the United States. It is a measure of the resources (individual, family/caregivers, and communal/cultural context) available to individuals that may bolster their resiliency—that is, their ability to overcome adversity and to persevere through challenges they encounter in school and life. The measure was tested extensively for content validity across cultures and, using factor analysis, the CYRM was shown to provide reliable measures of the three resource domains mentioned above, including 2–3 subdomains for each of the domains. The survey questions are shown in Appendix C. Survey instrumentsAppendix C (page 34).

Two versions of the instrument were used—the Child CYRM for students in Grades 1 – 3 and the Youth CYRM for students in Grades 4 and above. The domains and subdomains measured by the questions represent resources students might draw upon when they encounter adversity:

- **Individual resources**, including individual (a) personal skills, (b) peer support, and (c) social skills
- **Caregiver resources**, including (a) physical and (b) psychological caregiving
- **Contextual/community resources**, including (a) spiritual, (b) educational, and (c) cultural resources

[1] As in previous years, the Teacher Survey encountered multiple problems, some originating at the program level and some within the state data collection system. For a description of these issues, see Appendix X.

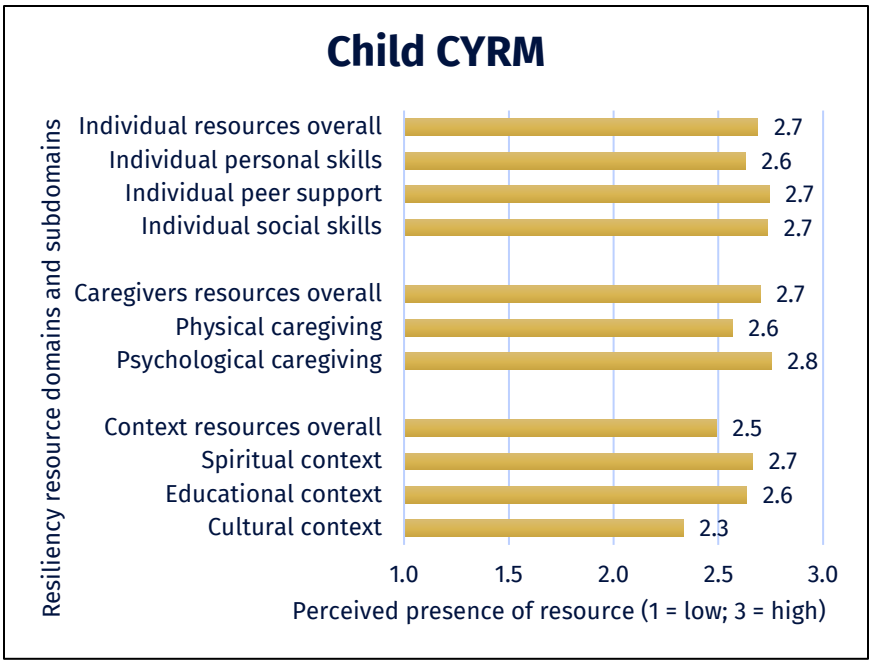


Figure 11. Child CYRM Average Scores in Three Domains and Eight Subdomains

Data source: Child CYRM Survey of 21CCLC students, Grades 1-3, spring 2018

The Child CYRM, administered to 1,166 21CCLC students, used 26 questions with a 3-point scale indicating low, medium, or high levels of agreement with possible descriptions of various aspects of their lives. Examples include how well supported they feel by their friends (Individual resources), how well their caregivers understand what is important to them (Caregiver resources), or how important getting an education is to them (Context resources). Figure 11 shows a slightly lower comparative presence of Context resources compared with Individual and Caregiver resources. The lowest subdomain score for the child survey was Cultural context. The highest was Psychological caregiving. A separate analysis of results for children who, as of April 2, 2018, had participated for 30 - 59 days, 60 - 89 days, or 90 or more days produced virtually identical results, so they are not shown here (see Table 4, page 49).

For the Youth CYRM, 28 question were used with a 5-point scale, again measuring low to high agreement with descriptive statements aligned with the three domains and eight subdomains (see Youth CYRM Survey Questions, page 36). Upon request, norming data were provided by the CYRM researchers, which was used for a comparison group called the *Research Group,* made up of approximately equal numbers of "high needs" and "low-risk" students (n =2,199), according to the researchers (Resilience Research Centre, 2016b).

As with the Child CYRM, Youth CYRM for this evaluation was administered only to students who had attended a 21CCLC program for at least 30 days as of April 2, 2018. More than 2,500 students in Grades 4 - 12 participated in the study. As shown in Figure 12, West Virginia students who participated in 21CCLC had higher scores for various components of resiliency than the Research Group. Further, whereas students in both groups scored lowest in "Spiritual context," West Virginia 21CCLC students scored only slightly lower. There was little variation among CYRM students who had participated at different levels, that is, for 30 - 59 days, 60 - 89 days, or 90 or more days (see Table 5, page 49).

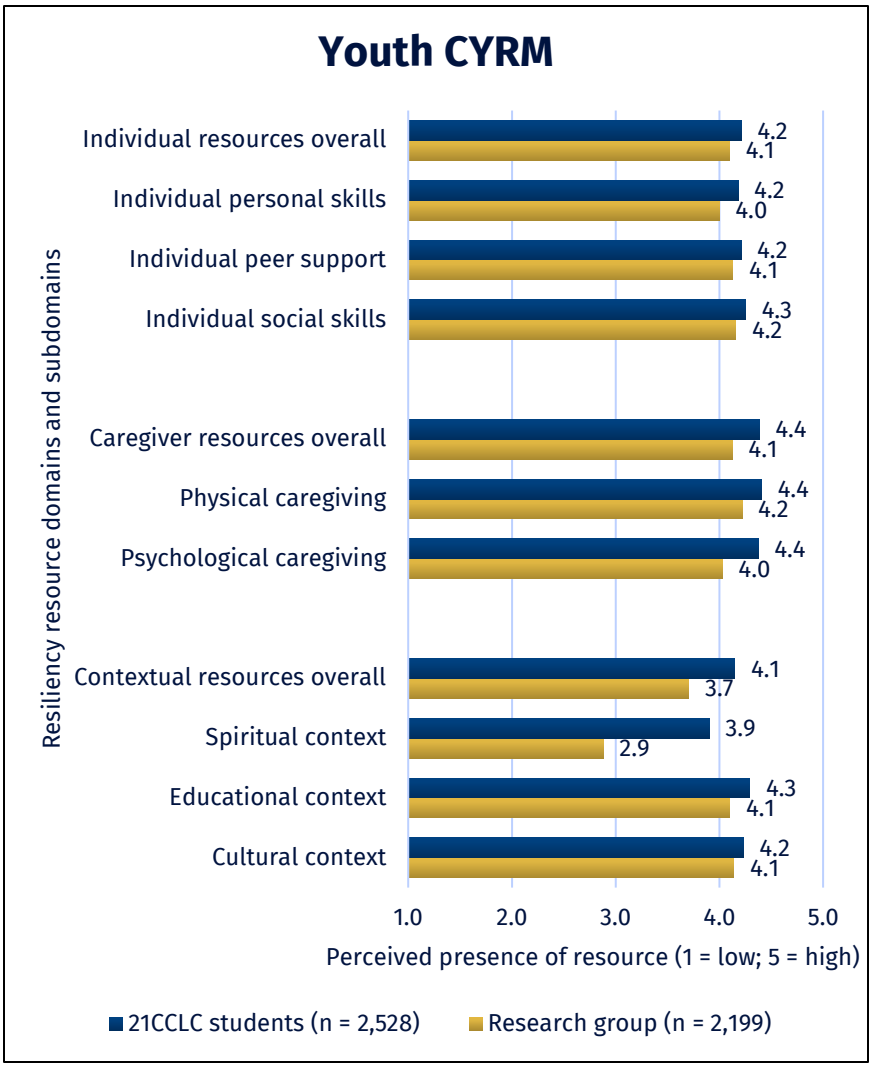


Figure 12. *Youth CYRM Average Scores in Three Domains and Eight Subdomains Compared with*

Data source: Youth CYRM Survey of 21CCLC students, Grades 4-12, spring 2018; Norming data (Research group) supplied by the Resiliency Center

EQ3. To what extent did programs operate as high quality, safe, and supportive environments?

We used two measures for this outcome: The student attendance rate in 21CCLC programs (dose strength) and a student climate survey, administered in April/May of 2018. The rationale for using student attendance rates as a measure of the quality, safety, and supportiveness of programs was that, over time, student retention levels would increase as these program qualities improved.

Student attendance rates. In 2017-2018, West Virginia had 11,517 students who were enrolled for at least a day in a 21CCLC program (excluding summer programs). With the exception of elementary school students, most students who enrolled in the 21CCLC program attended less than 30 days. Figure 13 shows the number of students who enrolled at each programmatic level, and within each level the percentage of students that attended at different participation intervals (i.e., 1 – 29 days and so forth).

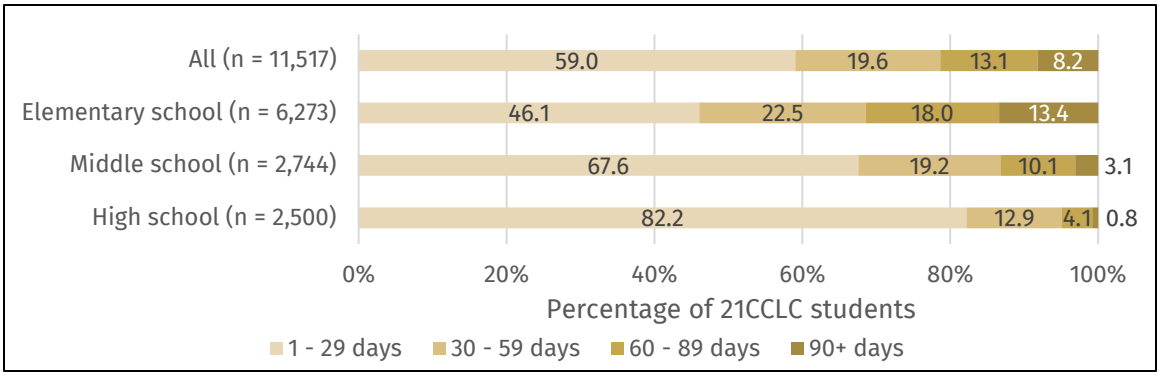


Figure 13. Levels of 21CCLC Participation by Programmatic Level
Data source: 21CCLC data system

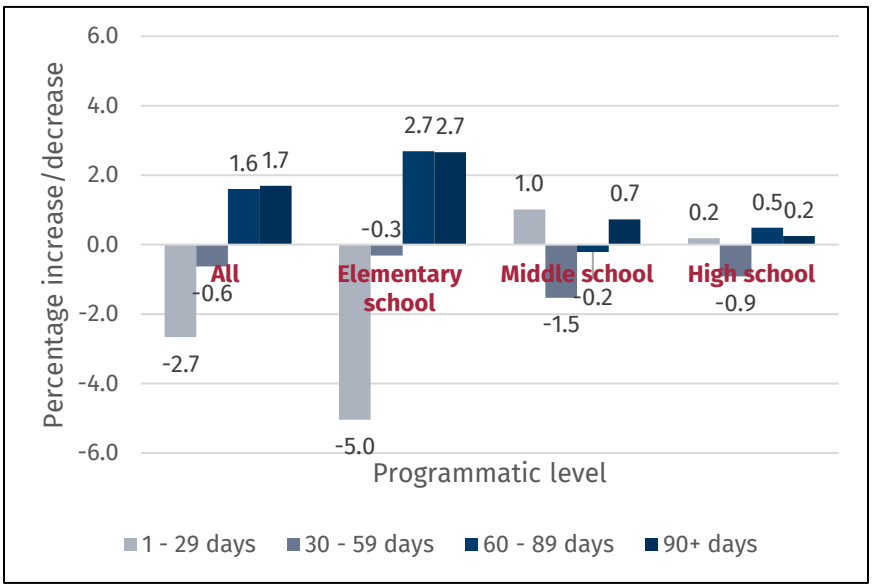


Figure 14. Percentage Increase/Decrease from 2016-2017 to 2017-2018 of Students at Various Attendance Levels by Programmatic Level
Data source: 21CCLC data system

Figure 14 reveals that for all programs and for elementary school programs students in the lower participation categories—i.e., 1–29 days and 30–59 days — decreased (see gray bars), while students at higher participation levels increased (see dark blue bars). The pattern is less clear for middle and high school, where the percentage change was smaller and did not show a clear shift of students from lower levels to higher levels of attendance.

Afterschool program climate. Students in Grades 4 and higher who had participated in the 21CCLC program for 30 or more days by April 2 were eligible to participate in the Afterschool Climate Survey. In all, 1,232 survey responses were collected. The survey adapted questions from two domains in the U.S. Department of Education's School Climate Surveys (National Center on Safe Supportive Learning Environments, n.d.). The domains used were Emotional Safety (Questions 1-7) and Instructional Environment (Questions 8-12; see questions in the Appendix, page 37). Average scores for each of the questions and the two domains are shown in Figure 15. Overall, the programs scored 4.0 for Emotional Safety and 4.2 for Instructional Environment on a 5-point scale, where 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; and 5 = A lot. In the Emotional Safety domain students' responses indicate particular strength in programs' ability to support a sense of belonging and social acceptance among the students; in the Instructional Environment domain, students report high expectations among program staff. Some areas that may warrant attention include interpersonal or social skill development (see Questions 2-4).

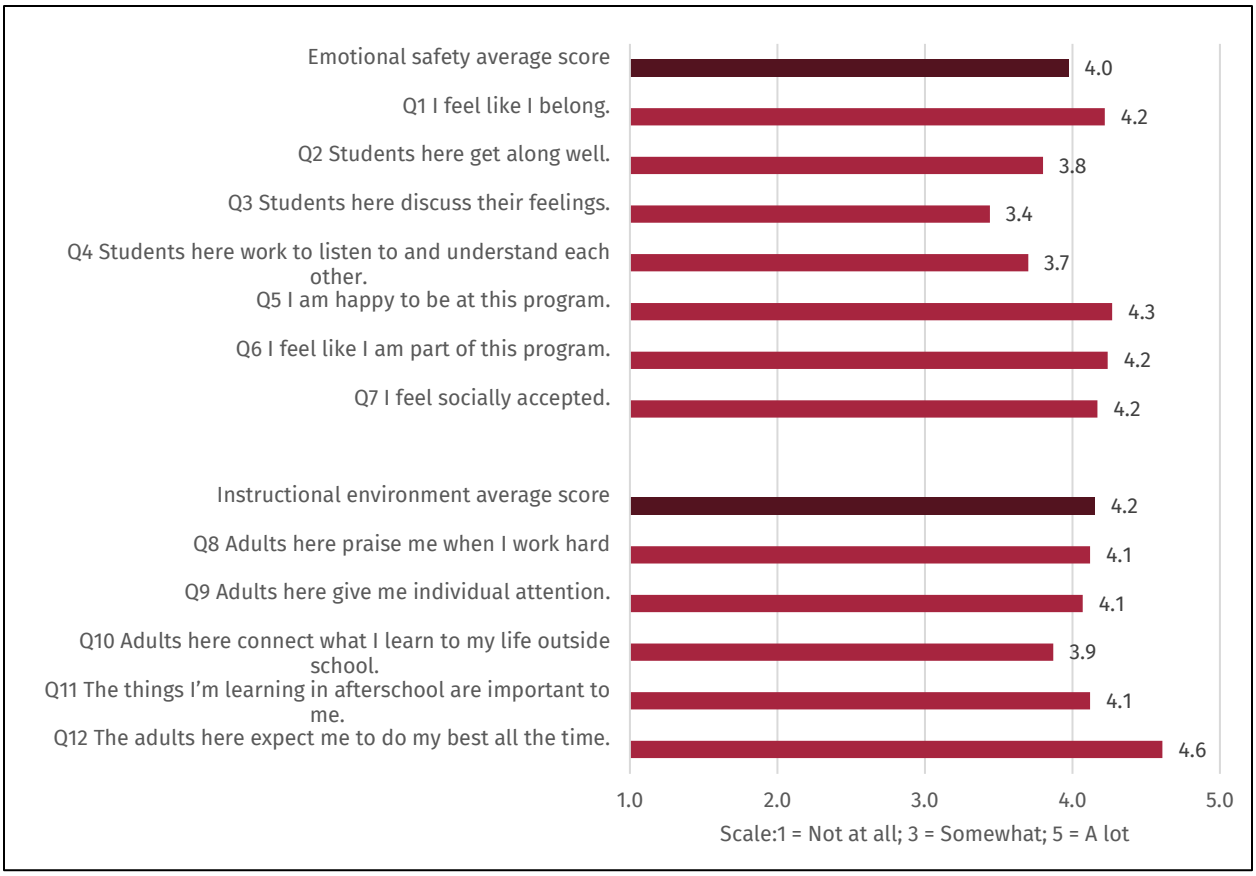


Figure 15. Average Scores for Afterschool Program Climate by Domain and Individual Questions
Data source: Afterschool Program Climate survey, spring 2018

Scores for the two domains by individual grantee are shown in Figure 26 (page 50) in the Appendix. Only two grantees had scores that, when rounded, fell below the "Quite a bit" level (4 on the 5-point

scale). Those grantees and others who would like to work on improving their climate might consider re-administering this brief survey periodically to see which topics addressed in the questions may warrant some staff training or other interventions.

EQ4. To what extent did the sustainability of programs improve?

Indicators for this outcome included measures of increases by grant year in volunteer hours and supplemental grants and fundraising, as well as growth by program year in the percentage of sites whose feeder schools include their 21CCLC program in their annual strategic plans.

Table 1. Average supplemental grant/fund raising dollars

	2016-2017	2017-2018	Difference
Grant year 1	$13,667	$13,392	$-(274)
Grant year 2	$10,969	$7,747	$-(3,222)
Grant year 3	$55,279		
Grant year 4	$46,937	$47,709	$772
Grant year 5	$54,969	$32,546	$-(22,423)

Data source: 2017 and 2018 Program Directors Surveys

Supplemental grants/fund raising dollars. Table 1 shows that average supplemental grant and fund-raising dollars were lower in 2017-2018 than they were in 2016-2017, especially in Year 5 of the grants, when they averaged more than $22,000 less. The Year 2 average amount was about $3,000 less, while Years 1 and 4 dollars in 2018 were within a few hundred dollars of what they were in 2017. There were no totals for Year 3 grants reported.

Table 2. Average number of volunteer hours received

	2016-2017	2017-2018	Difference
Grant year 1	1,249	1,137	-112
Grant year 2	85	2,195	2,110
Grant year 3	824		
Grant year 4	835	498	-337
Grant year 5	1,457	1,457	0

Data source: 2017 and 2018 Program Directors Surveys

Volunteer hours. Table 2 shows that volunteer hours for 2017-2018 were similar to 2016-2017 for Years 1 and 5. Year 2 grants averaged much higher in 2018—about 2,200 hours compared with less than 100 hours in 2017. Average volunteer hours in Year 4 were lower in 2017-2018 compared with 2016-2017. No Year 3 volunteer hours were reported. Overall there was little pattern to these findings that would have positive or negative implications for program sustainability.

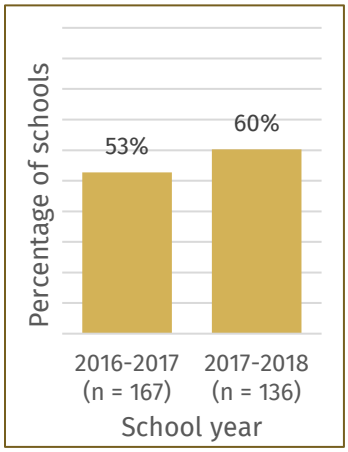


Figure 16. Percentage of Schools Served That Have 21CCLC in Their Strategic Plans, 2017 vs. 2018

Inclusion in schools' annual strategic plans. One view of sustainability relates to how integral 21CCLC programs are thought to be in improving student achievement and behavior by the counties within which they are located. Being part of school strategic plans could be a way of gauging school's views of the importance of afterschool in advancing their goals. Figure 16 shows that although there were a smaller number of schools served in 2017-2018 than the school year before, there was growth in the percentage of schools that were served, which had included the 21CCLC in their strategic plans.

EQ5. To what extent did community and family involvement increase?

To answer this question, we will look at percentage increases/decreases by grant year in (a) involving family members/guardians in supporting their children's learning; (b) participation in activities planned for families; (c) participation in activities inviting the community; (d) involving family members as volunteers; and (e) involving community members as volunteers. This is the first year we could make this comparison as 2016-2017 was the baseline year (see Figure 17).

Overall, program directors rated their programs moderately successful in family and community involvement, much like they did in 2016-2017. The greatest improvements were in involving family members as volunteers and achieving hoped-for turnouts at activities planned for families.

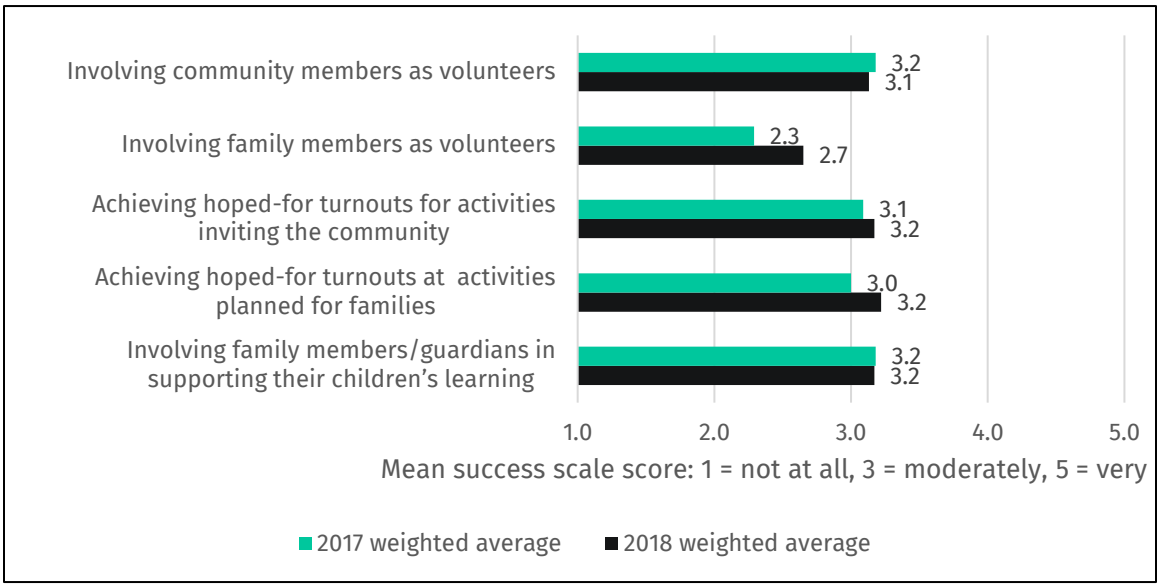


Figure 17. Reported Success in Family and Community Involvement, 2017 vs. 2018

Data source: Program Directors Survey 2017 and 2018

EQ6. To what extent did the grantees and statewide program staff implement their plan for *outputs* (i.e. , products and services) described in the logic model?

Outputs were aligned with each of the above five outcomes in the logic model and were planned to help the statewide network of 21CCLCs maintain and each of those outcomes. Findings for this portion of the study were derived from the Program Directors and WVDE Coordinators surveys.

Program directors and the WVDE coordinators rated the level of implementation of the various components of their plans. All ratings were on a five-point scale, with 1 being a low level and 5 being a high level of implementation. The results of the surveys are reported by each of the five outcome areas.

Higher quality enrichment programs that increase students' literacy and numeracy skills

Program directors indicated strong engagement of students in learning activities related to reading and math for a second year. The greatest gains compared with 2017 in services and products to support student literacy and numeracy were seen in collaborations with other organizations and agencies. The statewide and regional conference also increased their focus on mathematics compared with 2017.

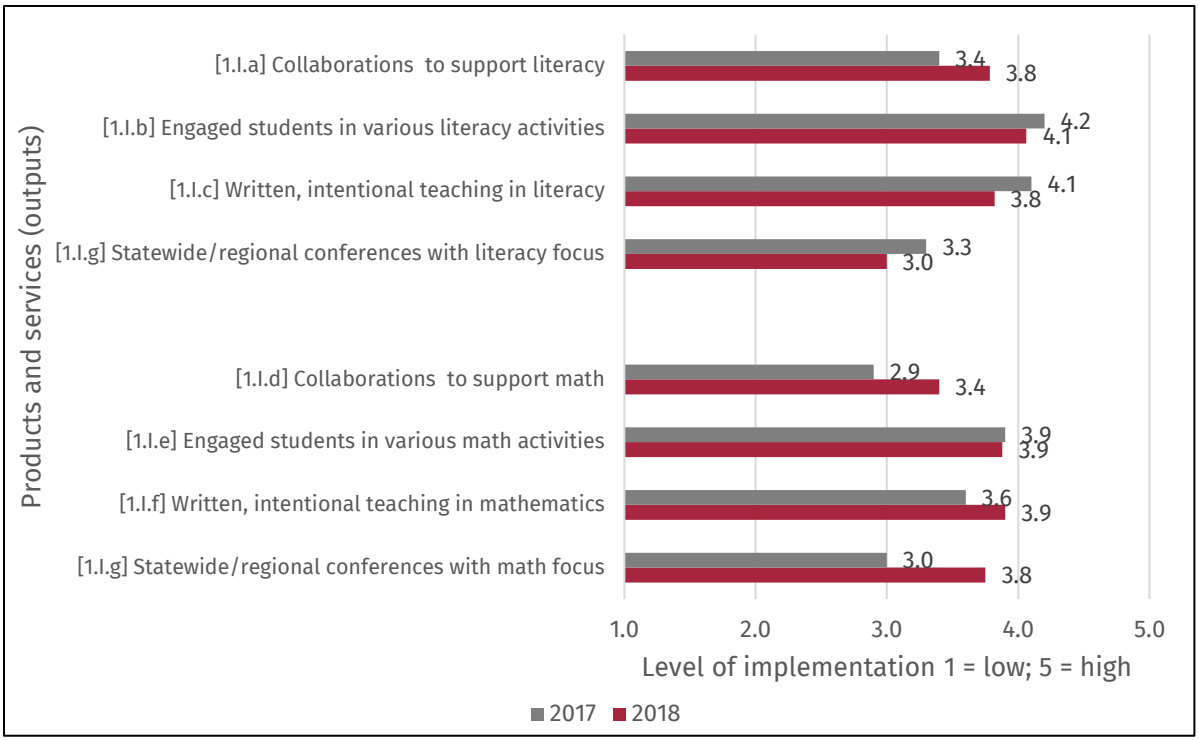


Figure 18. Services and Products to Support Student Literacy and Numeracy

Data source: 2017 and 2018 Program Director and WVDE Coordinator Surveys

Scale: 1 = Not yet begun/not applicable; 2 = Planning stages; 3 = Initial implementation; 4 = Full implementation; 5 = Routine and ongoing

Higher quality enrichment programs that increase students' social/emotional skills, behavior, and resilience

Increasing slightly over 2017, most program directors in 2018 reported engaging students in service learning and/or community service projects and collaborating with other entities to support social/emotional development (Figure 19**Error! Reference source not found.**). The state and regional meetings stepped up their focus on social/emotional development, jumping a full point on a 5-point scales.

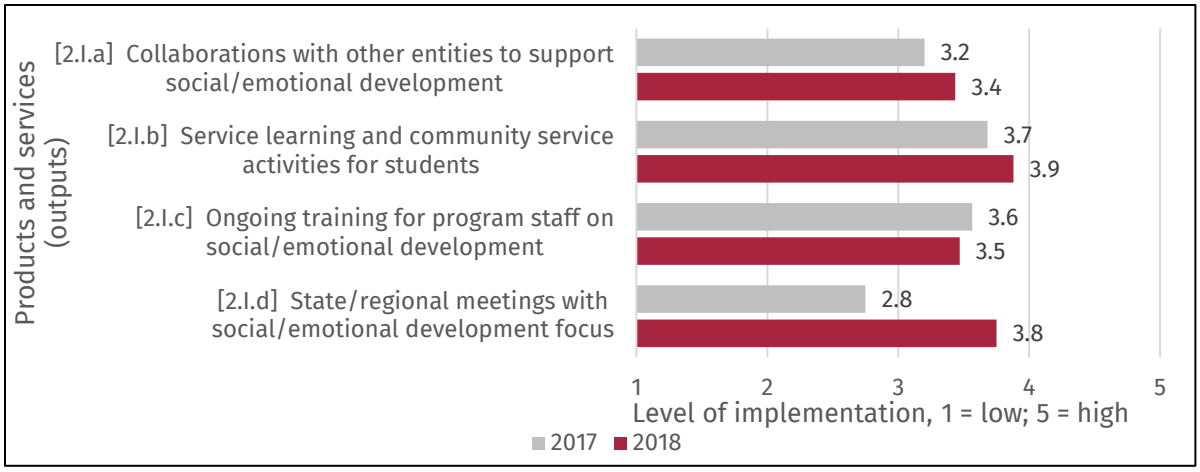


Figure 19. *Services and Products to Support Student Social/Emotional Development*

Data source: 2017 and 2018 Program Director and WVDE Coordinator Surveys

Scale: 1 = Not yet begun/not applicable; 2 = Planning stages; 3 = Initial implementation; 4 = Full implementation; 5 = Routine and ongoing

All programs operating as high quality, safe, and supportive environments

The measure for 3.I.a (see Figure 20) included implementation of training for all staff to support child protection/mandatory reporter, trauma-informed environment, and Handle with Care WV. Program directors reported implementation at the "routine and ongoing" stage (high level) for child protection/mandatory reporter training. There were gains in both of the latter two programs, which have reached "initial implementation" overall.

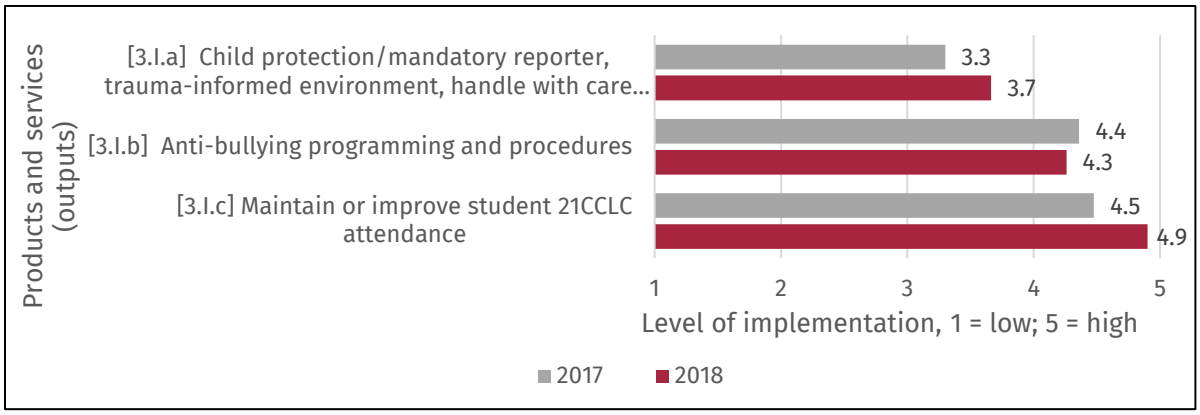


Figure 20. *Services and Products to Support Safe and Supportive Environments*

Scale: 1 = Not yet begun/not applicable; 2 = Planning stages; 3 = Initial implementation; 4 = Full implementation; 5 = Routine and ongoing

Data source: 2017 and 2018 Program Director and WVDE Coordinator Surveys

Increase in the sustainability of programs

Outputs included in the 21CCLC logic model intended to support sustainability of programs focused on professional development (PD) and technical assistance (TA) related to various sustainability

strategies. A question in the Program Directors Survey asked if the strategies listed in the logic model were considered relevant or needed by the program directors. As shown in **Error! Reference source not found.**, the topics considered "not needed" by at least a quarter of program directors were fund raising and grant writing. Those topics considered "needed but not received" by at least a quarter of program directors were, outreach to schools for inclusion of the 21st CCLCs in schools' strategic plans and fund raising.

Table 3. Percentage of Respondents Who Thought PD or TA Was Not Needed or Needed But Not Received by Sustainability Strategy

	Percent of respondents	
Topic	Not needed	Needed but not received
4.I.a Strategic planning	13%	17%
4.I.b Outreach to schools for inclusion of the 21st CCLCs in supporting schools' strategic plans	4%	30%
4.I.c Resource development outreach and marketing	13%	22%
4.I.d Forming partner MOUs	22%	13%
4.I.e Fund raising	30%	26%
4.I.f Grant writing	26%	22%

Data source: 2018 Program Director Survey

Program directors also rated PD and TA they had received on a 4-point scale (1 = not useful; 2 = somewhat useful; 3 = quite useful; and 4 = highly useful. Scores above 2.5 on this scale could be considered a rating of *quite useful.* PD and TA that achieved this level included, in descending order, strategic planning, grant writing, outreach to schools for inclusion in schools' strategic plans, and resource development and marketing (Figure 21).

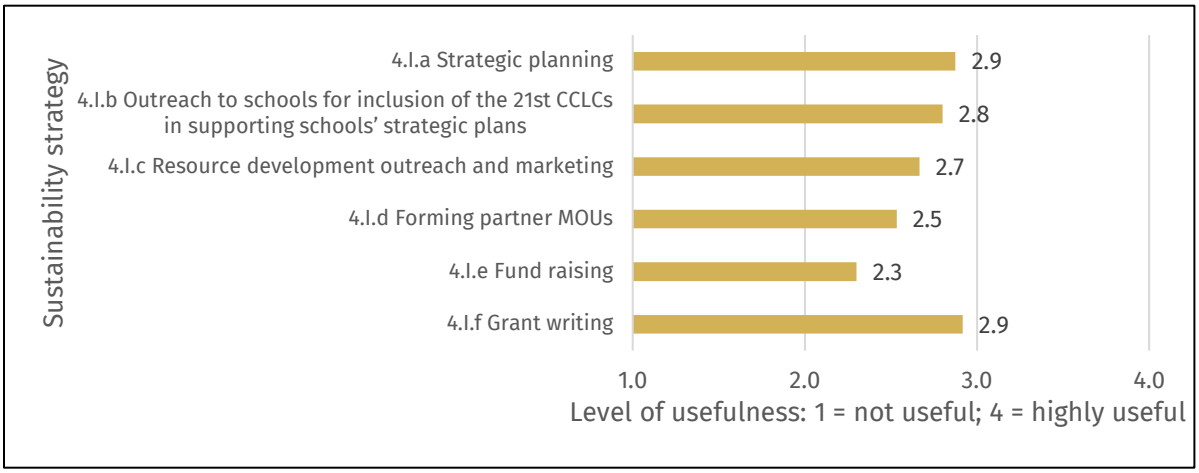


Figure 21. Usefulness of PD and TA on Program Sustainability

Scale 1 = Not useful; 2 = Somewhat useful; 3 = Quite useful; 4 = Highly useful. Data source: 2018 Program Director Survey

Increase in family and community involvement

Overall, program directors reported reaching the "full implementation" stage on all six of the research-based family engagement practices (Little, 2013) as shown in Figure 22. Programs have also

been successful in including family and community members on their advisory councils. The highest category of advisory council members tends to be partner organization staff members (37%) and the lowest, students' parents/guardians (26%). Community members made up 27%. Taken together, parents/guardians and community members made up more than half of advisory council members statewide.

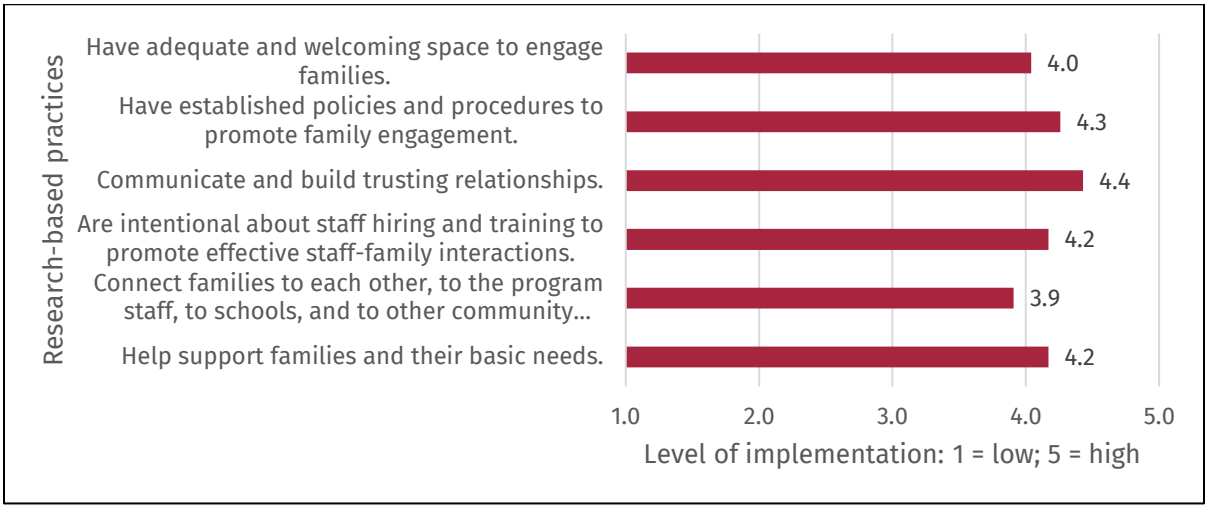


Figure 22. Implementation of Research-Based Practices

Scale: 1 = Not yet begun/not applicable; 2 = Planning stages; 3 = Initial implementation; 4 = Full implementation; 5 = Routine and ongoing

Responses to Open-Ended Questions

In the Program Directors Survey, respondents were asked to name up to three successes, challenges, and recommendations. Responses were categorized and the figures below display the topics by frequency. For a complete listing of the items, arranged by topic, see Appendix E (page 52).

Successes

Figure 23 shows that the most often mentioned successed were in the areas of collaborations and community involvement, projects and programming for students—including in literacy/STEM and social-emotional skills development in keeping with the logic model, as well as other topics—and observed student outcomes. Other notable successes mentioned were gains in student attendance and student participation/enrollment.

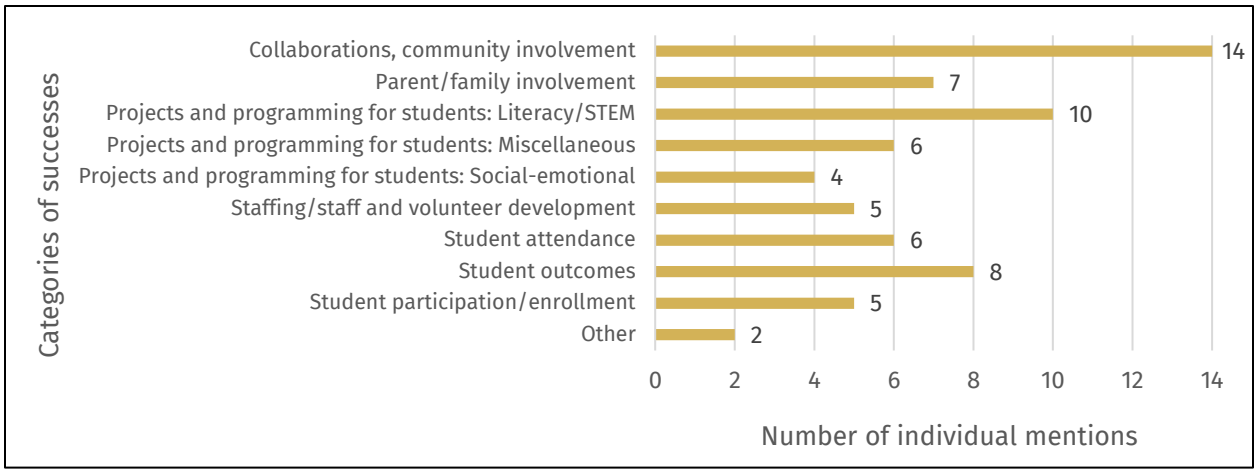


Figure 23. Program Directors' Reports of Program Successes: Categories of Responses to Open-Ended Questions

Data source: 2018 Program Directors Survey

Challenges

Staffing/staff management (i.e., hiring, retaining, training, and managing staff) was the area most often mentioned as challenging; other types of challenges most mentioned included coordination with/cooperation with schools and districts, operating with reductions in funding/fiscal uncertainty, and improving parent involvement, especially having parents engage in activities planned for them (Figure 24).

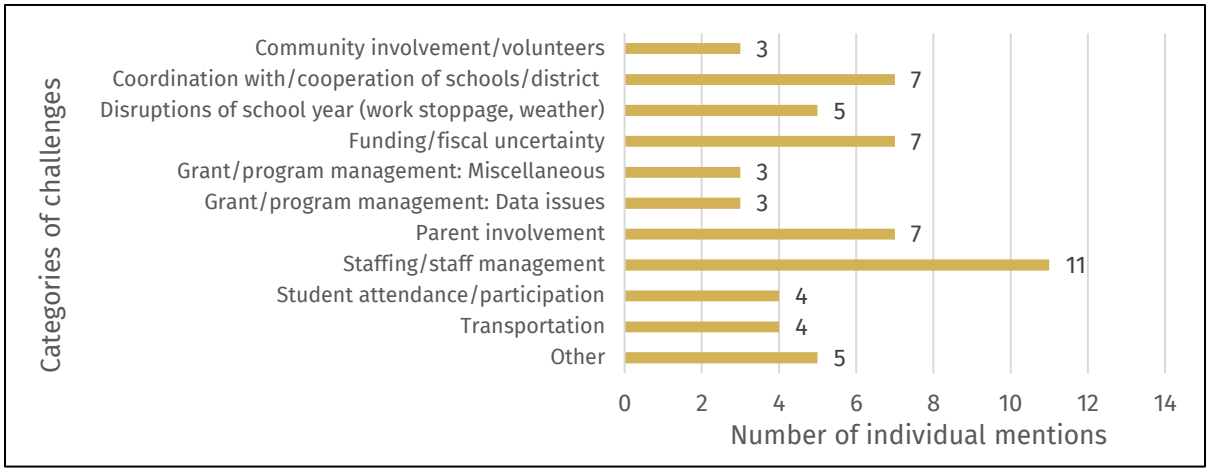


Figure 24. Program Directors' Reports of Program Challenges: Categories of Responses to Open-Ended Questions

Data source: 2018 Program Directors Survey

Recommendations

There were many recommendations for professional development, especially for new program staff and for improving parent and community engagement. Program directors also expressed sat-

isfaction with the current approach to professional development and urged continuation of the regional and statewide meetings. Lastly, program directors continue to recommend improvements in data collection systems.

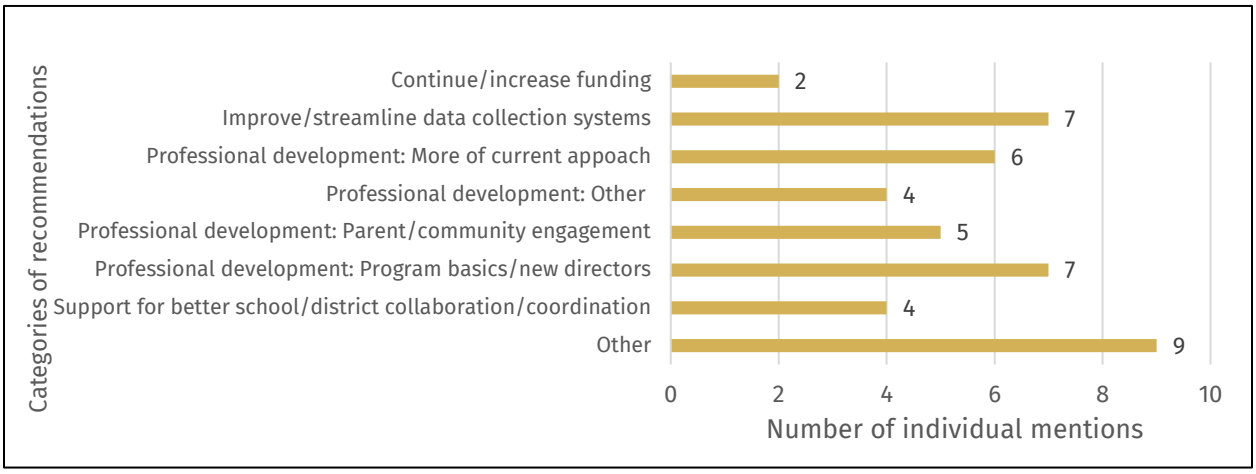


Figure 25. Program Directors' Recommendations: Categories of Responses to Open-Ended Questions
Data source: 2018 Program Directors Survey

DISCUSSION AND ACTION STEPS

This section is framed in part based on a discussion that took place during the 21CCLC Fall Conference on October 25, 2017, at Lakeview Resort, in Morgantown, WV. Participants included the members of the group that drafted the logic model underpinning this evaluation.[2]

Population Characteristics

Program directors at the October meeting wanted to know more about the students they were serving, especially information about the rates of homelessness, placement in foster care, and transience (or mobility) of students. The program directors suggested that once more was known, they would like to come together again and discuss how to serve this population. Those studies were done as part of this evaluation and showed that students who participated in 21CCLC programs for 30 or more days were slightly more at risk for homelessness and being in foster care, but were less at risk for being highly mobile. High mobility was defined for the purpose of this study as moving two or more times during the 2017-2018 regular school year. The group of students that enrolled in 21CCLC and attended only 1-29 days, however, was more at risk than either non-21CCLC participants or 30-or-more-day participants. These students had nearly twice the risk of non-21CCLC participants for homelessness and high mobility (1.7 times and 1.8 time respectively) and 1.5 times more at risk for being in foster care. Program directors may wish to consider doing some special planning for these short-term students, to see what can be done to retain more of them for higher levels of participation.

Outcomes

1. Improvements in students' literacy and numeracy skills

In comparing results for the 21CCLC participants with a closely matched group of non-21CCLC participants, the pattern showed little or no impact on the average rate of proficiency in English/language arts on the WVGSA overall. 21CCLC participants came into the program and remained at slightly lower rates of proficiency than their matching non-21CCLC peers. The only exceptions were the 500 students who remained in the program for 90 or more days; their proficiency rate was slightly higher (0.3%) than non-participants. The picture was slightly different for elementary grades, which showed 21CCLC students at a slightly higher rate of proficiency (about 1%) than non-participants for the first 89 days; the 423 students who remained in the program for 90 or more days had rates of proficiency about 3% higher than non-21CCLC student. Middle school students in

[2] Members included Jeanette Barker (Playmates), Shelby Dettinger (Wayne County), Carol Malcom-Parsons (World Vision), Michael Tierney (Step-by-Step), Amy Wagoner (Wayne County), Zach Zdanek (PATCH 21, standing in for David McCutcheon); and Josh Asbury, Patricia Hammer, Benitez Jackson, and Jennifer Kozak (WVDE).

the program performed at substantially lower rates of proficiency no matter how long they were in the program. There were insufficient data about high school students to include in this discussion.

Students seemed to benefit more in their rates of mathematics proficiency. Those who engaged in the program for at least 30 days scored at proficiency at higher rates than non-CCLC students; those who stayed in the program for 90 days (n = 508) had proficiency rates nearly 9% higher than non-21CCLC students. Elementary students exhibited this same pattern. Middle school students followed much the same pattern as they did in English/language arts, that is, there was little or no discernable positive impact.

2. Improvements in students' social/emotional skills

Here we looked at regular school day attendance, numbers of discipline referrals (DRs), and teacher ratings. Findings included the following:

- Students who participated in the 21CCLC program for 30 or more days had higher rates of regular school attendance than students who did not participate in a 21CCLC program.
- Students who participated in the program for 60 or more days had far fewer discipline referrals than the average for the matching group of non-21CCLC students.
- The teacher survey did not include a matching group, but a comparison of those who had different levels of attendance revealed that students who participated for 60-89 days had the highest numbers of rating as improved—higher even than those who participated for 90 or more days.
- Young children (Grades 1-3) who took the Child CYRM survey had a slightly lower comparative scores for Context resources, especially Cultural Context. The highest scores were for Psychological Caregiving. These findings held true no matter what their level of participation (30 - 59 days, 60 - 89 days, or 90 or more days). A measure of student resiliency among students in Grades 4-12 (Youth CYRM), indicated that 21CCLC students scored higher on every indicator than an international norming sample. These findings held true no matter what their level of participation

3. Safe and supportive environments.

There were only two measures planned for this outcome. The first was a measure of levels of participation—retention—at the three programmatic levels. The overall picture shows an improvement from 2016-2017 to 2017-2018, in that there were decreases in the percentages of students who participated at the two lowest levels (i.e., 1-29 days and 30-89 days) and increases in the higher levels (60-89 days and 90 or more days). This pattern was even stronger at the elementary programmatic level, but did not hold up for the middle school and high school programmatic levels.

The second measure focused on afterschool program climate. The scores were generally high for the instructional environment measure. The emotional safety measure was slightly lower, especially in the areas of how well students get along, how readily they discuss their feelings with each other, and how well they work to listen to and understand each other.

4. Program sustainability

A comparison with the 2016-2017 year showed a net gain in volunteer hours and a net loss in the average supplement grant and fund-raising dollars gained. A higher percentage of programs were included in the strategic plans of the schools they served compared with the previous year.

5. Community and family involvement

Programs are experiencing only moderate success in community and family involvement and are generally operating at levels similar to 2016-2017. There was a slight gain in the 2016-2017 lowest rated area—involving family members as volunteers—but this area of the five examined remains at the lowest level of success.

Outputs

6. Implementation of the logic model in 2016-2017

Findings from the Program Directors and WVDE Coordinators Surveys revealed the following strengths and weaknesses:

Literacy and numeracy. Program directors rated their programs high in terms of engaging students in literacy and numeracy activities. Lagging behind were collaborations with other agencies and organizations to support literacy and numeracy. Three of the four outputs indicators for implementation of math programming improved—as did rates of proficiency in math among students at higher levels of participation in 21CCLC. This may be coincidental, but it is notable.

Social/emotional skill development. Three of four outputs indicators showed improvement, most notably in the area of state and regional meetings' emphasis on social/emotional skill development.

Safe and supportive environments. Two of three indicators of output implementation showed improvement. Training at the spring conference on trauma-informed environments, as well as reported improvements in outputs to improve student 21CCLC attendance may be responsible for these higher ratings. The higher ratings in the area of student 21CCLC attendance coincide with improvements in student attendance overall and at the elementary level.

Program sustainability. Program directors indicated a relative lack of highly useful professional development and technical assistance focused on (a) resource development outreach and marketing; (b) forming partner MOUs; and (c) fund raising.

Family and community development. Programs reported advanced levels of implementation in their evidence-based practices to maintain and enhance family involvement.

Suggested Action Steps

1. Convene a working group, possibly involving a WVDE program evaluator, to look more closely at the large group of students who enroll in 21CCLC programs but participate for less than 30 days. The data in this study revealed that this group is at higher risk of being (a) homeless, (b) in foster care, and (c) highly mobile. These students also have the highest rates of discipline referrals. It is likely the issues will be different at the three programmatic

levels, but the issues need to be better understood in order to plan new strategies for retaining and serving these students.

2. Consider revising and refocusing the logic model. The logic model is complex and the measures are numerous. It has been in place now for two full years, so it may be time to think about scaling it back and sharpening the focus. For example, the resiliency measure seemed less useful than anticipated, while the climate measure seemed to provide information that could be used statewide for planning PD and TA and supports for students. The climate survey is short, easy to administer, and could be used multiple times at the local level to monitor how things are going.
3. Consider adding a parent survey. Community and family involvement continues to be a challenge for programs, and showed only moderate success in outcomes measures. A parent survey could provide useful information to inform programs' ongoing efforts to improve this aspect of 21CCLC programming.

Data systems

As in the past, during the course of this evaluation we encountered challenges involving the 21CCLC data system that resulted in our being less effective than we should have been in reaching the correct regular classroom teachers with the correct list of students for the Teacher Survey. Other issues with data related to data entry at the Grantee level. A few details about issues encountered are in Appendix F (page 58). The WVDE is overhauling its WVEIS data system, so this may be a good time to revamp the 21CCLC system as well. State coordinators will need to work closely with the WVDE Office of Data Management and Information Systems to realize this long-standing need for a better data system.

APPENDIX A. LOGIC MODEL

Next page

Work Area	Inputs	Outputs	Data sources
What are major components of this effort?	Who will support the work?	What services and products will be created?	How will we know the status of the outputs?
1. Student literacy/ numeracy	• Programs	• [1.I.a] Collaborations with other entities to support literacy • [1.I.b] Engaged students in various literacy activities • [1.I.c] Written, intentional teaching in literacy • [1.I.d] Collaborations with other entities to support mathematics • [1.I.e] Engaged students in various mathematics activities • [1.I.f] Written, intentional teaching in mathematics	Program director survey
	• Programs/ WVDE	• [1.I.g] Regional and statewide face-to-face meetings for professional learning, net-working, and sharing best practices in literacy and math skills support	WVDE coordinators survey
2. Student social/ emotional skills, behavior, confidence	• Programs	• [2.I.a] Collaborations with RESAs, LEAs, Extension, other entities to provide activities for students to support social/emotional skill development, positive behavior, persistence to graduation, and other character development • [2.I.b] Service learning and community service activities for students	Program director survey
	• WVDE	• [2.I.c] Ongoing training for program staff on social/emotional development • [2.I.d] State/regional meetings with social/emotional focus	Program director survey, WVDE coordinators survey
3. Quality of programs; safe and supportive environments	• Programs	• [3.I.a] Child protection/mandatory reporter training for all staff • [3.I.b] Anti-bullying programming and procedures	Program director survey
	• WVDE	• [3.I.c] Consistent 21st CCLC attendance guidance, and procedures to monitor and maintain/increase attendance	WVDE coordinators survey

4. Program sustainability	• Programs/ WVDE	• [4.I.a] Ongoing PD and mentoring in strategic planning
		• PD for program leadership/staff on resource development via
		  ○ [4.I.b] Outreach, advocating, marketing, and educating community and local/statewide decision makers about the program
		  ○ [4.I.c] fund raising and grant writing
		• [4.I.d] Support for program leadership in working with schools to have them include 21st CCLC in their school strategic plans
			Program director survey

5. Community and family involvement	• Program	• [5.I.a] Advisory councils where family and community members are well represented • [5.I.b] Use of multiple resources to engage with students, families, and community members • [5.I.c] Initial training for volunteers and inclusion in ongoing staff/volunteer development • [5.I.d] Volunteer and community partners recognition/celebrations	Program director survey
	• WVDE	• [5.I.e] Approved partner list • [5.I.f] Examples of family needs assessment surveys	WVDE coordinators survey

Outcomes	Outcome indicators and data sources		Impacts
	What evidence do we have that we are progressing toward envisioned outcomes?		
What will be the results?	Data source/Methods of analysis	Indicators of success	What will be the ultimate impact?
Higher quality enrichment programs that increase students' literacy and numeracy skills	WVEIS and 21st CCLC database/Descriptive statistics, quasi-experimental comparison of students in the program with matching students not in the program by dose strength Breakdown by rural/urban and poverty levels (see Excel files with USDA designation by county and Census Bureau with poverty levels)	Comparative improvement in student WVGSA scores in [1.O.a] English/language arts [1.O.b] Mathematics	A statewide system that supports students' academic and social/ emotional development and positive behavior outcomes
Higher quality enrichment programs that increase students' social/emotional skills, behavior, and resilience	WVEIS and 21st CCLC database/Descriptive statistics, quasi-experimental comparison of students in the program with matching students not in the program	Comparative improvement in • [2.O.a] Regular school attendance • [2.O.b] Discipline referrals	
	21st CCLC Teacher Survey/ Comparison of teacher ratings for students with 30, 60, 90, and 120+ days of attendance	[2.O.c] Teacher ratings	
	21st CCLC database and pre/post CYRM resiliency survey/*Comparison of means by dose strength* Individual program pre-post growth	[2.O.d] Improvement in resiliency scores with greater gains by higher dose strength	
All programs operating as high quality, safe, and supportive environments	Annual student supportive environment survey/*Descriptive statistics* by program	[3.O.a] Improvements in student perceptions about safety and supportiveness of programs	
	21st CCLC database/Average days of participation by program (growth trend from 2015-2016)	[3.O.b] Improvements in student retention	
Increase in the sustainability	Program directors survey/Frequencies, trend analysis Report statewide and by program	Percentage increases by grant year in • [4.O.a] Partner MOUs--including value of in-kind and committed resources • [4.O.b] Supplemental grants/funding obtained	
		[4.O.c] Growth in the percentage of sites whose schools include their 21st CCLC program in their annual strategic plans	
Increase in family and community involvement	Program directors survey/Descriptive statistics and trends	Increase in • [5.O.a] Involving family members/guardians in supporting their children's learning • [5.O.b] Participation in activities planned for families • [5.O.c] Participation in activities inviting the community • [5.O.d] Involving family members as volunteers • [5.O.e] Involving community members as volunteers	

APPENDIX B. DESCRIPTION OF METHODS

EQ1. To what extent did participation in 21CCLC enrichment programs increase students' literacy and numeracy skills?

We examined existing student assessment data obtained from the West Virginia Education Information System (WVEIS) in mathematics and English/language arts (ELA).

Population characteristics and sampling procedures

The treatment group consisted of students who participated for at least one day in a 21CCLC intervention as documented in the WVDE 21CCLC database. The comparison group was selected using propensity score matching.

We used propensity score matching (PSM) to select a matched comparison group for the entire population of 21CCLC student participants. This methodology used logistic regression to select a comparison group that closely matched the treatment group on a variety of observed covariates. Group 1 was defined as the treatment group (those students who attended 1 or more days in a 21CCLC as of April 2, 2018) and Group 0 was the control group (those students who did not participate in 21CCLC during the school year studied). We then derived conditional probabilities for each student by regressing the binary group membership variable on the following covariates: (a) age, (b) grade, (c) sex, (d) ethnicity (Black, Hispanic, White, multiple, or other), (e) direct certification for services (an SES indicator), and (f) special education status. Finally, we used nearest-neighbor matching to select the most appropriate match for each 21CCLC student. The propensity score matching was conducted using Match It in the R statistical application. Verification analyses were conducted in R to check that this matching methodology identified an adequately balanced comparison group. An examination of standard mean differences revealed that all covariates fell well below .05, indicating a very strong match between the 21CCLC students and the matching sample of a like number of students.

Measures and covariates

This portion of the study includes an examination of student performance levels from the West Virginia General Summative Assessment (WVGSA) for Grades 3-8 and the SAT for Grade 11. We compared the rates of proficiency (i.e., those who achieved at performance levels 3 or 4) at varying dose strengths for 21CCLC attendance; that is, for those students who did not participate in a 21CCLC program and those who attended a 21CCLC program at varying participation levels: 1 - 29 days, 30 – 59 days, 60 – 89 days, and 90 days or more.

Data collection methods

All data for this portion of this study was collected from two sources—the 21CCLC database and WVEIS summative assessment records file, both maintained by the WVDE.

Research design

Two sets of analyses were run to answer the question, "Was mathematics and ELA achievement attained by 21CCLC participants at various dose strengths significantly different from that attained by nonparticipants?" Crosstabs were used to find the mean rates of proficiency in ELA by dose strength. Separate tabulations were done for (a) all students in Grades 3-8 and 11, (b) elementary school students, (c) middle school students, and (d) high school students. The same set of tabulations was run for mean rates of proficiency in mathematics.

EQ2. To what extent did participation in 21CCLC enrichment programs increase students' social/emotional skills, behavior, and resilience?

Using the same sample of 21CCLC students and matching non-21CCLC students use for EQ1, we conducted an examination of existing student attendance and discipline referral data obtained from WVEIS and the 21CCLC database, comparing attendance and discipline referral rates for students who did not participate in a 21CCLC program and those who attended a 21CCLC program at varying participation levels (dose strengths): 1 - 29 days, 30 – 59 days, 60 – 89 days, and 90 days or more.

We also used teacher ratings for all grade levels and measures of student resiliency for Grades 1 – 12 within the group of 21CCLC students only, comparing differences based on dose strength (i.e., number of days attended).

Research design

Two sets of analyses were run to answer the question, "Did regular school attendance by 21CCLC participants significantly differ from that attained by nonparticipants?" Crosstabs were used to find the mean regular school day attendance rates by dose strength. Separate tabulations were done for (a) all students in Grades 1 - 12, (b) elementary school students, (c) middle school students, and (d) high school students. The same set of tabulations was run for mean rates of proficiency in mathematics.

We ran similar analyses using discipline referral data.

Descriptive statistics using online 21CCLC Teacher Survey

The sample for the Teacher Survey started with the teachers of those students who participated in the 21CCLC program for at least 30 days whose parents had given passive consent. Consent forms were given to parents at the time they registered their children; parents were instructed that if they agreed to have their children be part of the evaluation, no action was necessary. If they denied consent, they returned the signed form. Before conducting the teacher survey all students whose parents had denied consent were removed from the pool of subjects about whom teachers were asked to rate behavioral improvements (i.e., homework completion, classroom participation, and overall behavior). Comparisons were made for students at varying dose strengths: 30, 60, and 90+ days of attendance in a 21CCLC program. Independent samples *t* tests were used to determine if

any differences were statistically significant, and Cohen's *d* was used to test the strength of the effect for students at the different attendance levels.

Student resiliency survey

The sample for the student resiliency study also included students who participated in the 21CCLC program for at least 30 days, whose parents had given passive consent. Originally planned as a pre-/posttest, problems with 21CCLC data collection precluded conducting pretest in the fall, so data were collected once—during May and early June 2018. At that time we administered the Child and Youth Resilience Measure (CYRM), developed and validated by the Resilience Research Centre (2016). We used both the Child Version for students in Grades 1-3 and the Youth Version for students in Grades 4 and higher. Comparisons were made for students at varying dose strengths: 30, 60, and 90+ days of attendance in a 21CCLC program. See Appendix C for a copy of the questions.

EQ3. To what extent did programs operate as high quality, safe, and supportive environments?

Annual survey of safe and supportive environments

We studied student perceptions about the safety and supportiveness of 21CCLC programs by using selected questions from the EDSCLS School Climate Questionnaire. If this survey is conducted in subsequent years, trends can be tracked over time. In all we used 12 questions, including seven questions from the Emotional Safety topic under the Safety domain, and five questions from the Instructional Environment topic under the Environment domain. Results were tabulated by program and across the state. The survey was administered at the same time as the student resiliency survey in May and early June 2018 to the same group of students. See Appendix C for a copy of the survey questions.

Student retention

The following statistics were derived using data from the WVDE 21CCLC database:

- The number of students and their distribution by programmatic level
- The average student attendance (dose strength) by program

Data collected in this database were submitted by the site managers and program directors on a daily basis.

EQ4. To what extent did the sustainability of programs improve?

The program directors survey collected data for this outcome measure. Using trend analysis, we look at percentage increases by grant year in

- Partner MOUs--including value of in-kind and committed resources
- Supplemental grants/funding obtained

The program directors survey also included a question about the number of schools serves that currently include the 21CCLC in the annual strategic plans. We report trends over time, with 2016-2017 being the baseline year.

EQ5. To what extent did community and family involvement increase?

The program directors survey collected data for this outcome measure. Using trend analysis, we looked at annual percentage increases with 2016-2017 as the base year for each of the following measures:

- Involving family members/guardians in supporting their children's learning
- Participation in activities planned for families
- Participation in activities inviting the community
- Involving family members as volunteers
- Involving community members as volunteers

EQ6. To what extent did the grantees and statewide program staff create products and services described in the logic model?

Data sources

The program directors survey was administered to all program directors in June 2018 (see WVDE Coordinators SurveyProgram Directors Survey, page 38).

The WVDE coordinators survey will be administered in early July.

Methods of analysis

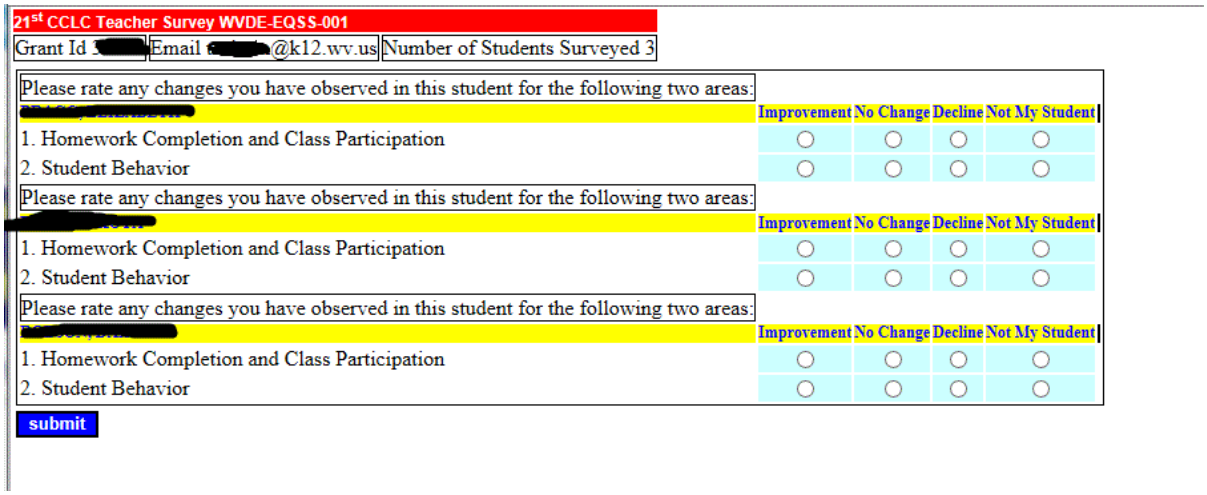
The program directors survey is organized by the five outcomes to collect information on implementation of the outputs identified in the logic model for each of the five work areas. Multiple-choice questions using a five-point scale allowed for an overall index describing the extent of the implementation of outputs for each of the five work areas (aligned with the evaluation questions). The Index scores were calculated for each program and for the state overall. Changes over time in levels of implementation were tracked with 2016-2017 as the base year. The survey also includes three open-ended questions about successes, challenges, and recommendations. A qualitative content analysis of the responses was conducted and reported at the state level.

The coordinators survey was used qualitatively to supplement other data sources for each of the work areas.

APPENDIX C. SURVEY INSTRUMENTS

- 21CCLC Teachers Survey
- Child CYRM Survey
- Youth CYRM Survey
- 21CCLC Program Directors Survey
- WVDE Coordinators Survey

Teacher Survey



21st CCLC Teacher Survey WVDE-EQSS-001

Grant Id [redacted] Email [redacted]@k12.wv.us Number of Students Surveyed 3

Please rate any changes you have observed in this student for the following two areas:

[redacted]

	Improvement	No Change	Decline	Not My Student
1. Homework Completion and Class Participation	○	○	○	○
2. Student Behavior	○	○	○	○

Please rate any changes you have observed in this student for the following two areas:

[redacted]

	Improvement	No Change	Decline	Not My Student
1. Homework Completion and Class Participation	○	○	○	○
2. Student Behavior	○	○	○	○

Please rate any changes you have observed in this student for the following two areas:

[redacted]

	Improvement	No Change	Decline	Not My Student
1. Homework Completion and Class Participation	○	○	○	○
2. Student Behavior	○	○	○	○

submit

Child CYRM Survey Questions

Scale: 1 = Yes, 2 = Sometimes, 3 = No

Note: This questionnaire was read to the student individually by a trained adult, who circled the response on an answer sheet.

1. Do you have people you want to be like?
2. Do you share with people around you?
3. Is doing well in school important to you?
4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?
5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?
6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?
7. Is there enough to eat in your home when you are hungry?
8. Do you try to finish activities that you start?
9. Do you know where your family comes from or know your family's history?
10. Do other children like to play with you?
11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?
12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)?
13. Do you have friends that care about you?
14. Do you know where to go to get help?
15. Do you feel you fit in with other children?
16. Do you think your family cares about you when times are hard (for example, if you have done something wrong or are sick)?
17. Do you think your friends care about you when times are hard (for example, if you have done something wrong or are sick)?
18. Are you treated fairly?
19. Do you have chances to show others that you are growing up and can do things by yourself?
20. Do you know what you are good at?
21. Do you participate in religious activities (such as church, mosque)?
22. Do you think it is important to help out in your community?
23. Do you feel safe when you are with your family?
24. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?
25. Do you like the way your family celebrates things (like holidays or learning about your culture)?
26. Do you like the way your community celebrates things (like holidays, festivals)?

Youth CYRM Survey Questions

Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; 5 = A lot

Note: This questionnaire was administered to students in groups by a trained adult.

1. I have people I look up to.
2. I cooperate with people around me.
3. Getting an education is important to me.
4. I know how to behave in different social situations.
5. My parent(s)/caregiver(s) watch me closely.
6. My parent(s)/caregiver(s) know a lot about me.
7. If I am hungry, there is enough to eat.
8. I try to finish what I start.
9. Spiritual beliefs are a source of strength for me.
10. I am proud of my ethnic background.
11. People think that I am fun to be with.
12. I talk to my family/caregiver(s) about how I feel.
13. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent).
14. I feel supported by my friends.
15. I know where to go in my community to get help.
16. I feel I belong at my school.
17. My family stands by me during difficult times.
18. My friends stand by me during difficult times.
19. I am treated fairly in my community.
20. I have opportunities to show others that I am becoming an adult and can act responsibly.
21. I am aware of my own strengths.
22. I participate in organized religious activities.
23. I think it is important to serve my community.
24. I feel safe when I am with my family/caregiver(s).
25. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others).
26. I enjoy my family's/caregiver's cultural and family traditions.
27. I enjoy my community's traditions.
28. I am proud to be a citizen of West Virginia.

Afterschool Program Climate Survey

	Q#	Not at All	A Little	Some-what	Quite a Bit	A Lot
I feel like I belong.	1.	1	2	3	4	5
Students in this program get along well with each other.	2.	1	2	3	4	5
In this program, students talk about the importance of understanding their own feelings and the feelings of others.	3.	1	2	3	4	5
In this program, students work on listening to others to understand what they are trying to say.	4.	1	2	3	4	5
I am happy to be in this program.	5.	1	2	3	4	5
I feel like I am part of this program.	6.	1	2	3	4	5
I feel socially accepted.	7.	1	2	3	4	5
The adults here praise me when I work hard.	8.	1	2	3	4	5
The adults here give me individual attention when I need it.	9.	1	2	3	4	5
The adults here often connect what I am learning to life outside school and this program.	10.	1	2	3	4	5
The things I'm learning in this program are important to me.	11.	1	2	3	4	5
The adults here expect me to do my best all the time.	12.	1	2	3	4	5

Program Directors Survey

Section 1. Student literacy and numeracy skill development

1. [Implementation] During this past regular school year, to what extent has your program worked with staff from the following agencies **to engage students in READING or LITERACY activities?**

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
Host or feeder school(s)	◯	◯	◯	◯	◯
County central office	◯	◯	◯	◯	◯
RESA	◯	◯	◯	◯	◯
County extension agent, 4H, or FFA	◯	◯	◯	◯	◯
Local partners or community organizations	◯	◯	◯	◯	◯
WVDE	◯	◯	◯	◯	◯
Other agencies	◯	◯	◯	◯	◯

Describe

2. [Implementation] For this past regular school year, please estimate about what percentage of students in your program have engaged in the following **READING OR LITERACY** activities during their hours in 21CCLC?

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Receiving reading/literacy tutoring	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Reading/literacy games or hands-on activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Helping other students with reading/literacy	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Other reading/literacy activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Describe

3. [Implementation] During this past regular school year, to what extent has your program worked with staff from the following groups **to engage students in MATH activities?**

	Not at all	To a small extent	To a moderate extent	To a large extent	All the time or nearly all the time
Host or feeder school(s)	◯	◯	◯	◯	◯
County central office	◯	◯	◯	◯	◯
RESA	◯	◯	◯	◯	◯
County extension agent, 4H, or FFA	◯	◯	◯	◯	◯
Local partners or community organizations	◯	◯	◯	◯	◯
WVDE	◯	◯	◯	◯	◯
Other agencies	◯	◯	◯	◯	◯

Describe

4. [Implementation] During this past regular school year, approximately what percentage of your students have engaged in the following **MATH activities** during their hours in 21CCLC?

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Receiving math tutoring	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Math games or hands-on math activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Helping other students with math	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Other math activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Describe

5. [Implementation] To what extent does your staff engage in **written, intentional teaching** for the following content areas:

	Not at all	To a small extent	To a moderate extent	To a great extent	Always or nearly always
Reading/literacy	◯	◯	◯	◯	◯
Math/numeracy	◯	◯	◯	◯	◯

Section 2. Student social/emotional skill development

6. [Implementation] During this past regular school year, to what extent has your program worked with staff from the following groups to engage students in ***social/emotional* activities or services**, such as persistence to graduation, positive behavior support, service learning, community service, or other related topics?

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
Host or feeder school(s)	◯	◯	◯	◯	◯
County central office	◯	◯	◯	◯	◯
RESA	◯	◯	◯	◯	◯
County extension agent, 4H, or FFA	◯	◯	◯	◯	◯
Local partners or community organizations	◯	◯	◯	◯	◯
WVDE	◯	◯	◯	◯	◯
Other	◯	◯	◯	◯	◯

Describe

7. [Implementation] For this past regular school year, please estimate about what percentage of your students have engaged in the following **activities during their hours in 21CCLC**?

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Service-learning projects	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Community service	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Social-emotional or character education activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Other social/emotional or character building activities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Describe

8. [Implementation] For each of the following topics, please estimate what percentage of your site staff participated in professional development or collaboration with other agencies.

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Developing students' social/emotional skills	○	○	○	○	○	○	○	○	○	○
Supporting students' persistence toward graduation	○	○	○	○	○	○	○	○	○	○
Providing positive behavior supports	○	○	○	○	○	○	○	○	○	○
Planning service learning or community service activities	○	○	○	○	○	○	○	○	○	○

Section 3. Quality of programs, safe and supportive environments

9. [Implementation] For each of the following topics, please indicate the stage of implementation your program achieved by the end of this school year.

	Not yet begun/not applicable	Planning stages	Initial implementation	Full implementation	Routine and ongoing
Child protection/mandatory reporter staff training	○	○	○	○	○
Anti-bullying programming and procedures	○	○	○	○	○
A trauma informed environment	○	○	○	○	○
Handle With Care WV	○	○	○	○	○

Section 4. Program sustainability

10. [Implementation] Please indicate the usefulness of professional development and technical assistance supports you and your staff have received in the past year to support the following activities.

	Not needed	Needed but not received	Received but not useful	Received and somewhat useful	Received and quite useful	Received and highly useful
Strategic planning	○	○	○	○	○	○
Outreach to schools for inclusion of the 21CCLCs in supporting schools' strategic plans	○	○	○	○	○	○
Resource development outreach and marketing	○	○	○	○	○	○
Forming partner MOUs	○	○	○	○	○	○
Fund raising	○	○	○	○	○	○
Grant writing	○	○	○	○	○	○

11. [Outcome] For each of the grants your program administers, please provide the following information

Grant ID	Grant year just completed (1 to 5)	Number of volunteer hours received (whole number)	Total dollars obtained through supplemental grants or fund raising (Do **not** include a $ sign)

12. [Outcome] How many schools does your program serve? _____

13. [Outcome] In how many of those schools' strategic plans is 21CCLC included? _____

Section 5. Community and Family Involvement

14. [Implementation] Please provide the following information about the make-up of your advisory council:

Total number of advisory council members	Number of participant parents/guardians	Number of partner staff members	Number of other community members

15. [Implementation] Family and community volunteers in our program receive training on the following schedule:

Volunteers do not receive training at this time	When first signing up as a volunteer only	Annually	Two times a year	Three or more times a year
○	○	○	○	○

16. [Implementation] To what extent would you say you have implemented the following family engagement practices?

	Not yet begun/not applicable	Planning stages	Initial implementation	Full implementation	Routine and ongoing
Have adequate and welcoming space to engage families.	○	○	○	○	○
Have established policies and procedures to promote family engagement.	○	○	○	○	○
Communicate and build trusting relationships.	○	○	○	○	○
Are intentional about staff hiring and training to promote effective staff-family interactions.	○	○	○	○	○
Connect families to each other, to the program staff, to schools, and to other community institutions.	○	○	○	○	○
Help support families and their basic needs.	○	○	○	○	○

17. [Implementation] How frequently do you celebrate or recognize volunteer and community partners? Check one.

Seldom or never	Every other year	Annually	Every session or term	At least monthly
○	○	○	○	○

18. [Outcome] How successful has your program been in the following areas?

	Not at all successful	Slightly successful	Moderately successful	Mostly successful	Very successful
Involving family members/guardians in supporting their children's learning	◯	◯	◯	◯	◯
Achieving hoped-for turnouts at activities planned for families	◯	◯	◯	◯	◯
Achieving hoped-for turnouts for activities inviting the community	◯	◯	◯	◯	◯
Involving family members as volunteers	◯	◯	◯	◯	◯
Involving community members as volunteers	◯	◯	◯	◯	◯

Section 6. Successes, Challenges, and Recommendations

19. Briefly describe up to three successes your program experienced this year.

20. Briefly describe up to three challenges your program experienced this year.

21. Please make up to three recommendations for improving West Virginia's 21CCLC program in the coming years.

WVDE Coordinators Survey

Section 1. Student Literacy and Numeracy Skill Development

One of the outputs in the 2016-2017 logic model was to hold **regional, face-to-face meetings** for professional learning, networking, and sharing of best practices in literacy and numeracy skill development.

How well-attended were the regional meetings (select one)?

	Very low attendance	Low attendance	Moderate attendance	High attendance	Very high attendance
Northern regional meeting	○	○	○	○	○
Southern regional meeting	○	○	○	○	○

To what extent was **reading/literacy** a focus of the following gatherings (select one)?

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	○	○	○	○	○
Northern regional meeting	○	○	○	○	○
Southern regional meeting	○	○	○	○	○
Statewide meeting, Canaan	○	○	○	○	○
Other meetings	○	○	○	○	○
(describe)					

To what extent was **mathematics/numeracy** a focus of the following gatherings (select one)?

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	○	○	○	○	○
Northern regional meeting	○	○	○	○	○
Southern regional meeting	○	○	○	○	○
Statewide meeting, Canaan	○	○	○	○	○
Other meetings	○	○	○	○	○
(describe)					

Section 2. Student Social/Emotional Skill Development

To what extent was **social/emotional skill development** a focus of the following gatherings?

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	○	○	○	○	○
Northern regional meeting	○	○	○	○	○
Southern regional meeting	○	○	○	○	○
Statewide meeting, Canaan	○	○	○	○	○
Other meetings	○	○	○	○	○
(describe)					

To what extent was support for planning and conducting **service learning and/or community service activities** a focus of the following gatherings?

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	○	○	○	○	○
Northern regional meeting	○	○	○	○	○
Southern regional meeting	○	○	○	○	○
Statewide meeting, Canaan	○	○	○	○	○
Other meetings	○	○	○	○	○
(describe)					

Section 3. Quality of Programs, Safe and Supportive Environments

For each grantee, indicate the stage of implementation they have reached in their programming and procedures to support procedures to monitor and **maintain or improve student 21CCLC attendance.** (Leave the row blank if you are unsure.)

Grantee	Not yet begun	Planning stages	Initial implementation	Full implementation	Sustained, ongoing
Bob Burdette Center	○	○	○	○	○
Boone County	○	○	○	○	○
Boys and Girls Club of the Eastern Panhandle	○	○	○	○	○
Cabell County	○	○	○	○	○
Calhoun County	○	○	○	○	○
HRDF	○	○	○	○	○

Grantee	Not yet be-gun	Planning stages	Initial imple-mentation	Full imple-mentation	Sustained, ongoing
Lincoln	O	O	O	O	O
Marion County	O	O	O	O	O
McDowell County	O	O	O	O	O
Morgan County Schools	O	O	O	O	O
Mountaineer Boys and Girls Club	O	O	O	O	O
Partnership of African-American Churches	O	O	O	O	O
PATCH	O	O	O	O	O
Preston County	O	O	O	O	O
RESA 2	O	O	O	O	O
RESA 4	O	O	O	O	O
RESA 7	O	O	O	O	O
Ritchie County	O	O	O	O	O
Salvation Army Boys and Girls Club	O	O	O	O	O
Step-by-Step	O	O	O	O	O
Wayne County	O	O	O	O	O
World Vision	O	O	O	O	O

Were programs' successes celebrated at the state level? ◯ Yes ◯ No

Section 4. Program Sustainability and Accountability

[no questions for this outcome]

Section 5. Community and Family Involvement

What is the status of creating an **approved partner list**? (Circle one)

1. Not yet begun
2. Planning stages
3. Initial implementation
4. Full implementation
5. Sustained or ongoing

What is the status of supplying programs with a standard **family needs assessment survey**? (Circle one)

1. Not yet begun
2. Planning stages
3. Initial implementation
4. Full implementation
5. Sustained or ongoing

APPENDIX D. SUPPLEMENTAL DATA AND GRAPHS

Child and Youth Resiliency Measure (CYRM) Results

Table 4. Comparison of Child CYRM Survey Results for 21CCLC Students, Grades 1-3, at Various Attendance Levels

	All (n = 1,166)	30 - 59 21CCLC days (n = 704)	60 - 89 21CCLC days (n = 294)	90+ 21CCLC days (n = 168)
Individual resources overall	2.7	2.7	2.7	2.7
• Personal skills	2.6	2.6	2.6	2.6
• Peer support	2.7	2.7	2.7	2.8
• Social skills	2.7	2.7	2.7	2.7
Caregivers resources overall	2.7	2.7	2.7	2.7
• Physical	2.6	2.6	2.5	2.6
• Psychological	2.8	2.8	2.7	2.7
Context resources overall	2.5	2.5	2.5	2.5
• Spiritual	2.7	2.7	2.6	2.6
• Educational	2.6	2.7	2.6	2.6
• Cultural	2.3	2.3	2.3	2.3

Scale: 1 = No, 2 = Sometimes, 3 = Yes
Data source: Child CYRM Survey of 21CCLC students, Grades 1-3, spring 2018

Table 5. Comparison of Youth CYRM Survey Results for 21CCLC Students, Grades 4-12, at Various Attendance Levels

	All (n = 2,528)	30 - 59 21CCLC days (n = 1,744)	60 - 89 21CCLC days (n = 542)	90+ 21CCLC days (n = 242)
Individual resources overall	4.2	4.2	4.2	4.1
• Personal skills	4.2	4.2	4.2	4.1
• Peer support	4.2	4.2	4.2	4.2
• Social skills	4.3	4.3	4.2	4.1
Caregivers resources overall	4.4	4.4	4.4	4.4
• Physical	4.4	4.4	4.4	4.3
• Psychological	4.4	4.4	4.4	4.4
Context resources overall	4.1	4.2	4.1	4.1
• Spiritual	3.9	3.9	3.8	4.1
• Educational	4.3	4.3	4.3	4.2
• Cultural	4.2	4.3	4.2	4.1

Scale: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; 5 = A lot
Data source: Youth CYRM Survey of 21CCLC students, Grades 4-12, spring 2018

Afterschool Program Climate Survey

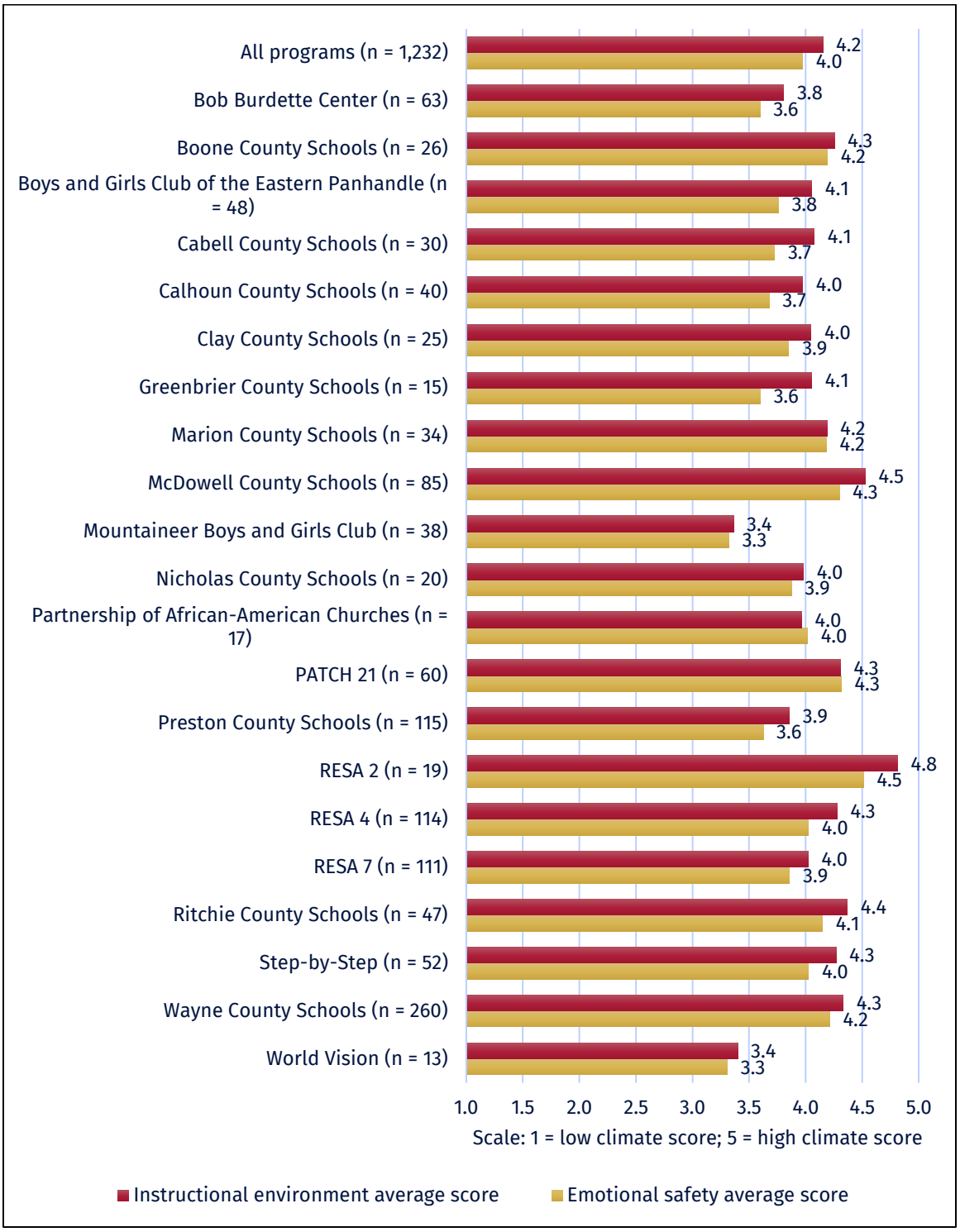


Figure 26. Afterschool Program Climate by Domain and Individual Grantee

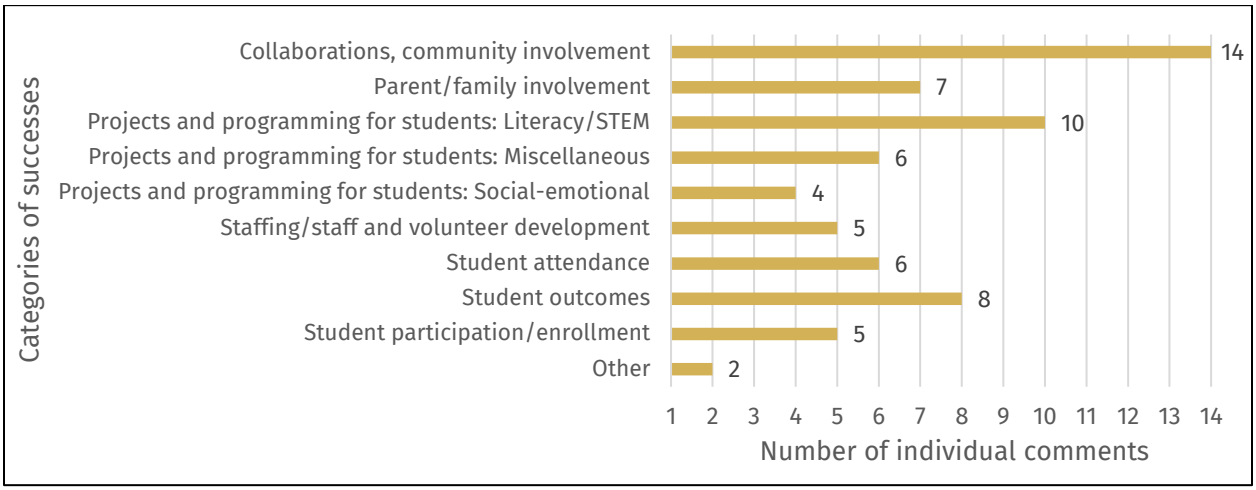
Data source: Afterschool Program Climate survey, spring 2018

APPENDIX E. VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

In this section, responses to the open-ended questions in the 2018 Program Directors Survey are arranged first by the three topics—that is, descriptions of successes and challenges, and lists of recommendations. For each of the three topics, written comments, just as they appeared in the survey responses, are included by broad categories. The figures display the prevalence of the categories.

SUCCESSES

Question 19. Briefly describe up to three successes your program experienced this year.



Collaborations, community involvement (14)

All three sites now have church mentors where the church provides a dinner and mentoring in a family environment. ~~ collaboration of all sites ~~ Community Involvement Increase at some sites ~~ Connection between regular day and extended learning ~~ Continue to garner interest and gain partners ~~ continued expansion of community development ~~ Engaging a wide range of stakeholders in developing strategic plans for each area ~~ Increased county, school, and community support of the 21CCLC programs ~~ Issues at Blackshere site were addressed and full support of school achieved. ~~ Political awareness brought to Marion county Boys and Girls club. ~~ Published and distributed annual report to stakeholders ~~ Strong, fully functioning Advisory Councils with active school day representation - Additionally, they participated in the selection of a web based curriculum to support literacy and math, and provide data linked with content standards. The license was $2,500 and despite being Low SES, they raised the money and purchased the curriculum. Their sense of ownership for the program has become overwhelming. ~~ Successful partnership with Save the Children ~~ We established roles and avenues for involvement for all players, including our Communities in Schools Partners, administrators, Site Coordinators, Program Directors, parents, and students.

Parent/family involvement (7)

Family days ~~ Family engagement events ~~ Family engagement activities participation increased by 50%. ~~ Increased the amount of parent/community members attending offerings at 21CCLC sites ~~ Involving parents daily through Dojo ~~ Parents involved in our Family Advisory Council ~~ Staff working to build relationships with families.

Projects and programming for students: Miscellaneous (6)

Able to provide opportunities for low income students ~~ Addition of our 4H program ~~ Provided programming during state teacher work stoppage ~~ The interest in culinary activities increased by 60%. ~~ Variety of offerings ~~ With the help of Clay Center for the Arts our music component was legitimized. Instructors began using 21st Century Music Education Content Standards and Objectives for WV Schools. This change allowed us to measure the progress of students and the quality of instruction.

Projects and programming for students: Literacy/STEM (10)

All sites have had 15 sessions of literacy coaching and the culminating activity was a trip to Books a Million to purchase a book. ~~ Annual STEM event ~~ Implemented Scratch computer coding ~~ Robotics ~~ STEM activities ~~ STEM Activities ~~ Supplemental grants received to provide math and reading interventionists for those students needing more support ~~ Teacher communication of book reports at Watson. ~~ The coding program which started out for middle and high school girls was expanded to all students, K - 12th grade ~~ We established programs at both schools to serve students' academic, social, and emotional needs.

Projects and programming for students: Social-emotional (4)

implementation of the leader in me program into the after-school program ~~ Incentive for outstanding behavior ~~ Piloting an ambitious mentoring model for highly at risk middle school students ~~ Students participated in a good drive to support less fortunate community members.

Staffing/staff and volunteer development (5)

Adding curriculum teams among staff to enhance lesson plans ~~ Highly effective staff PD ~~ Sites planning their own summer programming ~~ Team Building ~~ We established procedures for volunteers and student tutors.

Student attendance (6)

142 students attended 30 or more days, making them regular attenders ~~ Engaged students and consistent attendance ~~ Firmly established regular attendance to program ~~ Increased 30 day enrollees ~~ Middle/High school attendance has increased. ~~ One site has dramatically improved its attendance and participation.

Student outcomes (8)

decreased at-risk behaviors across program ~~ Explorers completing homework and having less behavioral issues ~~ Had over a 95% graduation rate at BSHS for the 3rd year. ~~ Over 90 percent of students who were regular attenders maintained or increased reading and math grades ~~ Several students graduated because of the credit recovery program for that site. ~~ Student Achievement

~~ Student learning increased with data as evidence. ~~ Students celebrated improved grades after first semester grades were released. The homework help was credited with increase.

Student participation/enrollment (5)

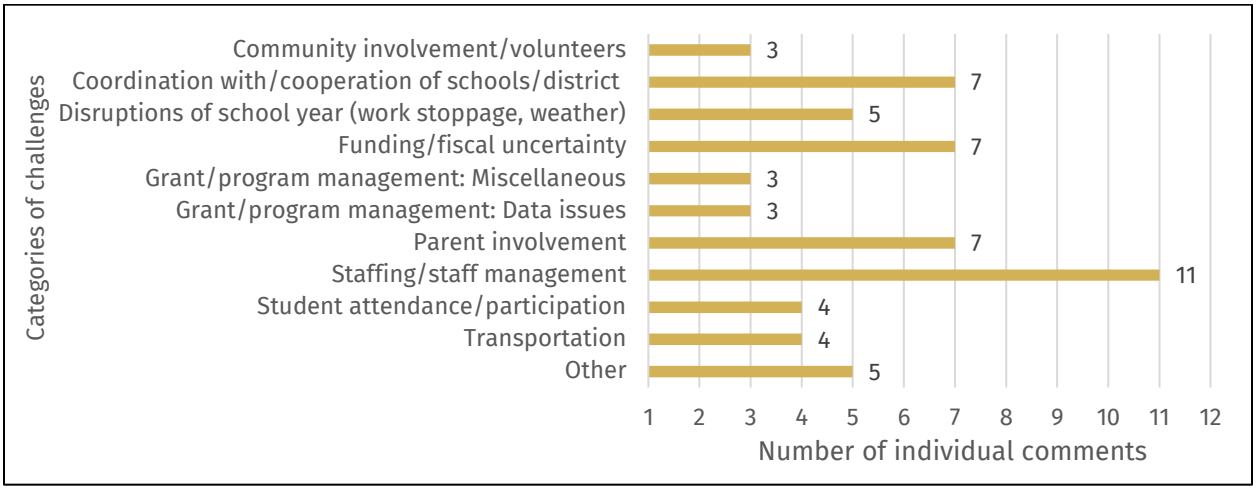
Enrollment ~~ great participation ~~ Increased participation ~~ Increased regular enrollment at middle school site. ~~ Reached Summer Camp capacity.

Other (2)

Child protection policies and procedures have been enhanced ~~ Smooth transition to a new school.

CHALLENGES

Question 20. Briefly describe up to three challenges your program experienced this year.



Community involvement/volunteers (3)

Community involvement (Lights On) ~~ Gaining volunteers without compensation ~~ Recruiting volunteers.

Coordination with/cooperation of schools/district (7)

Communication with school-day staff is often a challenge ~~ Establishing cooperation with some school principals and central office administrators ~~ Full buy-in at the middle school has not yet been achieved. ~~ Getting all counties to be willing to serve supper instead of snack at their respective 21CCLC school locations ~~ Integrating with additional after school activities (credit recovery, band, sports) to enroll all the students we serve ~~ School day Teacher communications ~~ School support at Watson. ~~ Providing continuity when the school year was so disrupted.

Disruptions of school year (work stoppage, weather) (5)

Teacher work stoppage ~~ The teachers strike made it extremely difficult to meet the physical needs of students and impossible to meet the academic goals that were set. ~~ weather ~~ weather/strike.

Funding/fiscal uncertainty (7)

Being in Year 4 with decreased funding was extremely difficult. There was little left after personnel expense which made it challenging to keep a quality program going without a reduction in services. As challenging as the reduction was, the parents, partners and community had the opportunity to show how important the program was to them. ~~ Funding for additional tutors is an on-going challenge ~~ It's not really a challenge, but I had to monitor our funds closely since the grant was cut because we are in our 4th year. ~~ lack of funding for 5th year transition ~~ Raising adequate funding ~~ Reduction in funds ~~ Uncertainty about future of program.

Grant/program management: Miscellaneous (3)

Implementing programmatic changes (house system, Minds-in-Motion) ~~ Lack of training on 21st Century requirements ~~ Scheduling.

Grant/program management: Data issues (3)

collecting data from each site ~~ Dividing time for both data and networking ~~ Receiving needed data.

Parent involvement (7)

Interaction between parents and Project GOAL instructors. ~~ Involving parents in after school activities was very challenging. ~~ Lack of full parent support ~~ Lack of parent participation in events. ~~ Lack of turn out for family/community engagement activities ~~ Parent/community member classes being offered consistently at all 21CCLC sites ~~ Participation of the parents in training sessions specifically geared to the adults.

Staffing/staff management (11)

Administrative turnover ~~ Being required to follow BOE HR hiring procedures limits access to the kind of staff who would be much more beneficial to the program. ~~ Getting staff to plan field trips ~~ Highly qualified math teachers are sometimes a challenge at the high school level ~~ Lack of hands-on, engaging lesson plans at some sites ~~ Lack of site effort to raise funds ~~ One Site Coordinator experienced significant illness, which affected participation and organization ~~ Staff turnover ~~ Staffing ~~ Time for staff to prepare as most are teachers ~~ Time to get all PD in.

Student attendance/participation (4)

Consistent enrollment ~~ Low student participation at the secondary level ~~ Sports participation ~~ Transient children.

Transportation (4)

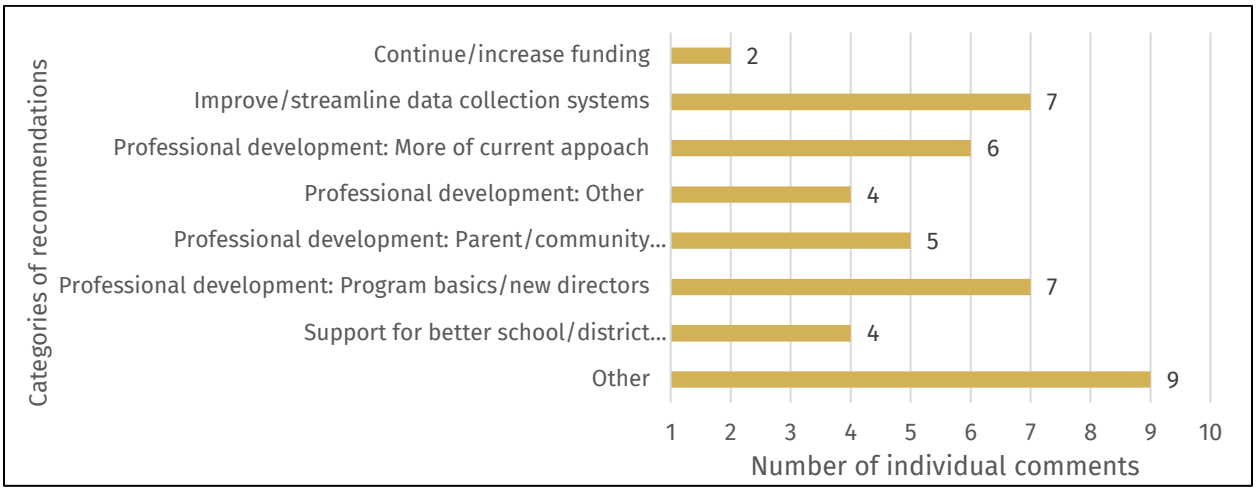
bus drivers ~~ Transportation cost for programs ~~ Transportation is always a challenge for those living in rural areas inconvenient to limited bus stops. ~~ Transportation is an on-going challenge.

Other (5)

Deletion of RESAs ~~ One site is under construction to add an elementary school wing, which interfered with some planned activities. ~~ Student behaviors. ~~ Student desire to do homework. ~~ surveys by wvde.

RECOMMENDATIONS

Question 21. Please make up to three recommendations for improving West Virginia's 21CCLC program in the coming years.



Continue/increase funding (2)

diversify funding to state level ~~ Secured long term funding.

Improve/streamline data collection systems (7)

Change/improve the Activities Report for data collection, it is backwards ~~ combine all data evaluation programs or make them so they are linked ~~ have meaningful student / teacher surveys ~~ Improve WV 21CCLC WVEIS site ~~ See feedback and revise the new on line application. the budget section and some aspects of uploading were particularly terrible ~~ The data collection system for attendance is difficult. WVEIS seems antiquated and isn't compatible with MAC, which is a problem. ~~ WVEIS: instead of keeping the names enrolled from previous years, let us start over so we can make sure the proper emails and grade levels are put in.

Professional development: More of current approach (6)

Continued innovative staff training and staff development + continued relationship building among different programs ~~ Keep doing what you're doing! WVDE is extremely receptive in proving professional development opportunities based on the needs of the programs. Knowing that WVDE is in the trenches supporting you in building effective programs is tremendously helpful. ~~ More site visits from officials ~~ Please continue the staff development/training sessions; we plan to bring more teachers to these trainings. ~~ We like the Regional Meetings ~~ We love being trained by Pat!

Professional development: Other (4)

Behavioral training ~~ Fall training to unify staff with correct protocols and lesson planning ideas ~~ Staff development training/time management ~~ technical support with online services.

Professional development: Parent/community engagement (5)

Additional supports for parent involvement ~~ Professional development on successful parent/community member offerings ~~ Training sessions on ways to engage parents and the community with the CCLC participants and instructors. ~~ We need more assistance with ideas to involve parents/family members. ~~ We would like to involve more grandparents; resources for this goal would be appreciated.

Professional development: Program basics/new director support (7)

A list of federal guidelines/expectations for programs provided to beginning directors ~~ Additional training for new/existing directors ~~ Have a conference for new administrators on the system, and what's expected of the grant ~~ More frequent support for first year directors of programs ~~ More support for first year programs ~~ More trainings on grant requirements ~~ Reintroduce Advisory Councils and its purpose.

Support for better school/district communication and coordination (4)

Communication to keep the central office, the school and the 21st program on the same page working in the same direction. ~~ More communication with school administration and county level directors ~~ Provide more guidance for working with schools to integrate 21st Century into county and individual school plans ~~ Since 21CCLC is part of the host school's strategic plan, I wonder if we could incorporate professional development specific to 21CCLC as part of the mandatory professional development. Many teachers who aren't 21CCLC tutors don't really understand the value. Let's work to get everyone on the same page.

Other (9)

Believe in and make summer programs count in reporting ~~ improve state after school network ~~ Make it easier to feed the parents and community that participate in the enrichment and training sessions. ~~ More flexibility with offerings ~~ On-going communication ~~ Our programs need engaged, young, enthusiastic people. It would be a great idea to establish a formal agreement between the WVDE office of Federal Programs and our local colleges and Universities to offer something beneficial to college students willing to serve in our programs. Many programs already do this, but making it part of curriculum at their schools would be a step in the right direction for sustainability. ~~ Requirement of parents using correct contact information. ~~ State wide push for program in the regards of it is open for all students, not just unprivileged students. ~~ We like the program.

APPENDIX F. TEACHER SURVEY TECHNOLOGY ISSUES

At the grantee level, there were hundreds of incorrect email addresses entered for teachers of students, as well as student attendance records that were not up-to-date at the time of the survey (May 8). In a large number of cases, the email address for staff managing 21CCLC sites were entered instead of the regular classroom teachers' email addresses. If this had not been caught and corrected, it would have resulted in 21CCLC staff rating the improvement of hundreds of students' classroom participation, homework completion, and overall behavior, instead of the students' regular classroom teachers.

Attendance records logged by some of the programs were not kept up-to-date. In some cases, this was because it was done monthly instead of daily; in other cases, 21CCLC grantee staff were irregular about entering the data. The result was that students who had actually reached the 30-day attendance level on April 2, and who should have been included in the resiliency survey and climate survey were left out. This was also true for the teacher survey; attendance records were not necessarily up-to-date on May 8, when the teacher survey began.

The state 21CCLC data system itself has also been fraught with problems for many years. This year, the following problems occurred:

- The initial emailing of the survey sent out multiple copies of the messages to individual teachers—sometimes as many as a dozen copies. This resulted in upset teachers and many who thought they had been hacked and didn't trust the survey after that.
- Although a cut-off date was requested (May 8) for including students and their teachers in the Teacher Survey, the system continued to add students and their teachers throughout May. This resulted in teachers who had filled out the survey for their students continuing to be contacted and presented with a list of their students with the addition of one or more students. Teachers did not necessarily recognize that the list was different and no explanation was offered for why they were being contacted again, so in many cases they filled out the survey multiple times.
- There were scores of reports from teachers that they were presented with lists of students they no longer taught but had taught in previous years—so teacher information was not being accurately recorded in the database.

REFERENCES

Liebenberg, L., Ungar, M., and LeBlanc, J. C. (2013). The CYRM-12: A brief measure of resilience. *Canadian Journal of Public Health, 104*(2), 131-135.

Little, P. (2013). Evidence-based strategies for supporting and enhancing family engagement. In T. K. Peterson (ed.*), Expanding minds and opportunities: Leveraging the power of afterschool and summer learning for student success*. Washington, DC: Collaborative Communications Group. Retrieved from http://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement.

National Center on Safe Supportive Learning Environments (n.d.) *ED School Climate Surveys (EDSCLS)*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from https://nces.ed.gov/surveys/edscls/questionnaires.asp.

Resilience Research Centre (2016a). *The Child and Youth Resilience Measure (CYRM) Child Version. User's manual*. Halifax, Nova Scotia, Canada: Dalhousie University, author. Retrieved from http://www.resilienceresearch.org/files/CYRM/Child - CYRM Manual.pdf.

Resilience Research Centre (2016b). *The Child and Youth Resilience Measure (CYRM) Youth Version. User's manual*. Halifax, Nova Scotia, Canada: Dalhousie University, author. Retrieved from http://www.resilienceresearch.org/files/CYRM/Youth - CYRM Manual.pdf.

U.S. Department of Education. (n.d.) 21st Century Community Learning Centers. Purpose. Retrieved from https://www2.ed.gov/programs/21stcclc/index.html.

Wang, Y., Murphy, K., Kantaparn, C. (2017). *Technical and Administration User Guide for the ED School Climate Surveys (EDSCLS)*. Washington, DC: National Center for Education Statistics. Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS_VM_2.7_UserGuide_03302017.pdf.

W. Clayton Burch
West Virginia Superintendent of Schools