



# Nita M. Lowey 21st Century Community Learning Centers

*2020-2021 Evaluation*



**West Virginia Board of Education**

**2021-2022**

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# Program Description

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## Background and Context

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program is a formula grant program maintained by the Office of Academic Improvement within the Office of Elementary and Secondary Education at the United States Department of Education (USED) to support the “creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools” (USED, 2018). The 21<sup>st</sup> CCLC program was authorized under Title IV, Part B, of the Elementary and Secondary Education Act (20 U.S.C. 7171), which transferred administration of the program from the USED to state education agencies when No Child Left Behind was enacted.

In line with federal legislation, the West Virginia Department of Education (WVDE) administers 21<sup>st</sup> CCLC in the state to provide opportunities for communities to establish or expand activities that:

1. **provide opportunities for academic enrichment, including providing tutoring services to help students—particularly students who attend low-performing schools—to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics (ESEA § 4201(a)(1));**
2. **offer students a broad array of additional services, programs, and activities—such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; mathematics, science, career and technical programs; and character education programs—that are designed to reinforce and complement the regular academic program of participating students (ESEA § 4201(a)(2)); and**
3. **offer families of participating students opportunities for literacy and related educational development (ESEA § 4201(a)(3)).**

A summary of the federally-based funding provided to WVDE for 21<sup>st</sup> CCLC over the past 11 years is displayed in Figure 1 for informational purposes. Using available federal funding, WVDE provides for competitive local grants to eligible organizations for supporting the implementation of community learning centers that 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.

During the 2020-2021 school year, there were a total of 41 subgrantees with active projects spanning 173 fiscally unique sites. Identifying information for these subgrantees by programmatic year is contained in Table 1.

**Funds for State Formula-Allocated Programs**  
**21st CCLC Program for West Virginia**

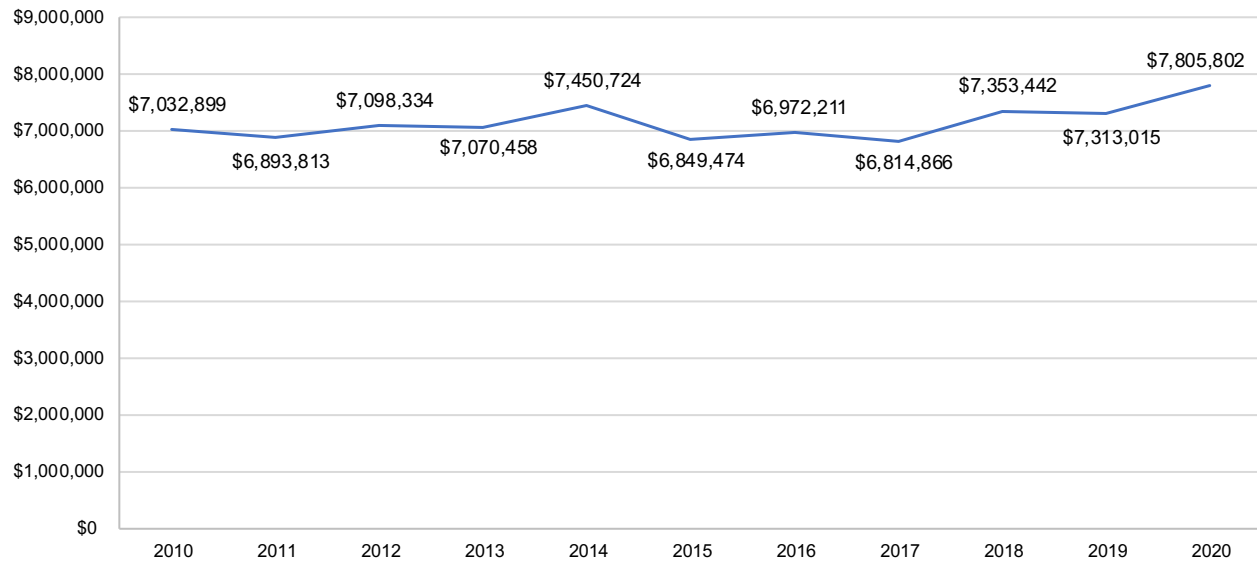


Figure 1. Federal funding made available to WVDE for 21<sup>st</sup> CCLC.

Table 1. List of grantees.

Start Year	Grant Name	Grant Type
2016-2017	Calhoun County (ASPIRE)	School District
	Playmates Child Development Centers (2016-2021)	Community Based
	PATCH 21 (Mason County)	Community Based
	Step by Step – Man	Community Based
2017-2018	Boys and Girls Club of the Eastern Panhandle	Community Based
	Cabell County (Save the Children)	School District
	Clay County (REACH 1)	School District
	Clay County (REACH 2)	School District
	Greenbrier County (Building E-STEAM)	School District
	Lincoln County (Project Pride)	School District
	Mountaineer Boys and Girls Club (University High School)	Community Based
	Nicholas County Schools	School District
	Playmates Child Development Centers (2017-2022)	Community Based
	Step by Step – Lincoln/Logan	Community Based
2018-2019	Boone County Schools (Project GOAL 2.0)	School District
	Marion County Schools	School District
	McDowell County Schools (2018-2023)	School District
	Playmates Child Development Centers (2018-2023)	Community Based
	PATCH 21 (Roane 2018-2023)	Community Based
	Salvation Army Boys and Girls Club of Charleston	Faith Based
	Save the Children - Fayette	Faith Based
	Step by Step - Kanawha (2018-2023)	Community Based
	SESC - Fayette, Greenbrier, Webster (2018-2023)	Community Based
	World Vision, Inc. - KidREACH II (2018-2023)	Faith Based

Start Year	Grant Name	Grant Type
2019-2020	Bob Burdette Center Afterschool Program	Faith Based
	Boys and Girls Club of Parkersburg	Community Based
	Greenbrier Elementary (2019-2024)	School District
	Morgan County (2019-2024)	School District
	Mountaineer Connections (Mountaineer Boys and Girls Club)	Community Based
	Partnership of African American Churches	Faith Based
	Playmates Child Development Centers (2019-2024)	Community Based
	Preston County Elementary (2019-2024)	School District
	Preston County Middle (2019-2024)	School District
	Project ISAAC (Harrison and Upshur)	School District
	Project ISAAC (Monongalia and Randolph)	School District
	World Vision, Inc. - KidREACH III (2019-2024)	Faith Based
2020-2021	Coda Mountain Academy - Fayette	Community Based
	Morgan County (2020-2025)	School District
	Save the Children - Gilmer	Faith Based
	Save the Children - Nicholas	Faith Based
	SESC - Monroe	Community Based

Within WV, there are two platforms that support 21<sup>st</sup> CCLC data collection activities and serve as repositories of information across each of the program sites. The first is the WVDE 21<sup>st</sup> CCLC data application, which houses fields for data entry (e.g., program details, site information, activities, student information, attendance) and contains the ability to export reports by topic (e.g., activities, participation, staffing, outcomes). Use of this platform is primarily to collect and summarize information that is subsequently uploaded into the federal data reporting system, 21APR. The second WV-specific application is the WVDE 21<sup>st</sup> CCLC monitoring application, which is used to meet required compliance monitoring and allows for program directors to upload evidence in support of various critical elements that demonstrate fidelity to implementation.

Online professional learning and technical assistance for 21<sup>st</sup> CCLC is made available by USED through the *You for Youth* (Y4Y) professional learning community. Resources and networking opportunities exist for state coordinators, program directors, site coordinators, and other 21<sup>st</sup> CCLC practitioners. Additionally, the 21<sup>st</sup> CCLC Coordinators at WVDE provide similar support for all the subgrantees throughout the state.

### **Waiver of ESEA § 4201(b)(1)(A) Definition**

A waiver request related to the definition for “Community Learning Center(s)” was first posted in the Federal Register on September 3, 2020, and invited waiver requests from state education agencies (SEAs) during a 60-day window ([link to notice](#)). West Virginia applied for and received the waiver request ([link to approval letter](#)) to allow for implementation of 21<sup>st</sup> CCLC services and programming during regular school day hours (so long as the feeder school facilities were not open) during the remainder of the 2020-2021 school year.

## Evaluation History

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A cursory overview of the evaluation history is provided in Table 2. The highlights/recommendations contained within the table are either direct quotes or paraphrased excerpts from the final evaluation reports for the relevant years.

Revisiting the history of program evaluation activities is important for setting the expectations under which the stakeholders have interacted with the WVDE evaluator(s). The use of teacher surveys and program director surveys has been present in all of evaluations listed in Table 2. The exigency for the surveys in the current evaluation plan is continued based upon their historical usefulness in making claims related to program effectiveness from critical stakeholder groups.

In general, the evaluation described for 2020-2021 builds upon program evaluation designs from more recent years. The evaluation questions and logic model were developed in 2016 and are still in use for the current evaluation due to their utility. The evaluation logic model (see Appendix A; also, see Hammer, 2018), for example, only has minor updates from the previous years' evaluations. One recommendation in the 2017-2018 program evaluation report was to further focus the logic model in subsequent years. As a result, the last evaluation question (i.e., EQ6) from previous evaluation studies has been omitted in the current investigation. However, the other five evaluation questions remain in-tact. Maintaining this continuity in the evaluation studies, as desired by the Office of Federal Programs & Support at the WVDE, has allowed for trend analyses and a more complete understanding of implementation fidelity over time. Using recommendations from previous years' evaluations, the methodology of the 2020-2021 evaluation should ideally capture perceptions of program effectiveness from multiple angles by incorporating new stakeholder measures (e.g., perceptions of student engagement).

*Table 2. Highlights and recommendations from the past five years of program evaluation activities.*

Year	Highlights/Recommendations
2015-2016	<ul style="list-style-type: none"><li>• All program directors considered their various partnership activities to be at least moderately effective.</li><li>• Regarding work with partners, the most frequent types of support received were in programming, program resources, and evaluation.</li><li>• In responses to open-ended questions, the most frequently mentioned successes by program directors were in the area of program improvement, and the most often-mentioned challenges were in staffing and staff development.</li></ul>
2016-2017	<ul style="list-style-type: none"><li>• In Fall 2016, a logic model was developed to guide program improvement across the state and to provide the basis of a new evaluation plan.</li><li>• With regards to program sustainability, program directors indicated a relative lack of professional development and technical assistance focused on: (a) how to encourage schools to include 21<sup>st</sup> CCLC programs in their strategic plans; (b) resource development outreach and marketing; (c) fund raising; and (d) grant writing.</li></ul>



Year	Highlights/Recommendations
2017-2018	<ul style="list-style-type: none"> <li>Regarding 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 21<sup>st</sup> CCLC attendance may be responsible for these higher ratings. The higher ratings in the area of student 21<sup>st</sup> CCLC attendance coincide with improvements in student attendance over-all and at the elementary level.</li> <li>Regarding family and community development, programs reported advanced levels of implementation in their evidence-based practices to maintain and enhance family involvement.</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>Site management, as it supports quality of programs with respect to safe and supportive environments, was reported to have a small correlation with year of grant (i.e., year of program implementation), while other factors (i.e., family programming/engagement, breadth and depth of enrichment programs offered to students, and use and influence of advisory council) were reported to have moderate correlations. Primarily, this effect could be attributed to some sites having stronger site management observed in just years one or two of grant implementation, while the other factors tend to take longer to develop.</li> <li>The results of the teacher survey, while parsimonious, cannot be readily interpreted as to whether or not the observed changes in the noted indicators (i.e., homework completion and class participation, and student behavior) actually led to positive outcomes (just changes). Therefore, a modification to the instrument is needed for the 2019-2020 program evaluation in order to simultaneously gather information about performance and progress.</li> </ul>
2019-2020	<ul style="list-style-type: none"> <li>A series of analyses aimed at the usability of the WVDE 21<sup>st</sup> CCLC data application were conducted. In short, a new data entry system was recommended to better ensure long-term sustainability and interpretability of the data, documentation practices within the data system itself, and ease of use and access for subgrantee program directors and their staff.</li> <li>Increased availability of data summaries for the 21<sup>st</sup> CCLC SEA Coordinators as well as subgrantee program directors led to improvements in the fidelity of data entry, as well as enhanced data quality verifications. Similar summaries were recommended for standard operational use in future implementation years.</li> </ul>

# Evaluation Overview and Questions

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## Evaluation Rationale and Philosophy

Evaluation is typically defined as judging the merit or worth of a program, policy, or system (Scriven, 1991). The purpose of this program evaluation is to provide information about the implementation and outcomes of the 21<sup>st</sup> CCLC program in West Virginia, during the period from July 2020 through June 2021. For clarification purposes, the evaluand (which is the subject/program which is being evaluated) is the 21<sup>st</sup> CCLC program in West Virginia. The key stakeholders invested in the success of the program are the WVDE Federal Programs staff, subgrantee program directors and site coordinators, community partners, and the students and their families who are involved with the 21<sup>st</sup> CCLC sites outside of normal school hours.

Ultimately, the evaluation serves a *summative* interpretation and use for the implementation of the 21<sup>st</sup> CCLC program statewide during the 2020-2021 school year. Though, after initial client meetings with the WVDE Office of Federal Programs & Support, it has been determined that it is appropriate to include a *formative* component of the evaluation that addresses the desire to improve program implementation and sustainability even within the current school year. Formative evaluations “provide information for program improvement [and] often, such evaluations provide information to judge the merit or worth of one part of a program” (Fitzpatrick, Sanders, & Worthen, 2011, p. 20). Process evaluation provides information about how to modify 21<sup>st</sup> CCLC implementation according to how well it is currently being implemented across all sites, the barriers to success, supports for implementation, etc. Altogether, the evaluation provides information that can be used in program decision-making such as how to increase the effectiveness and/or efficiency of program implementation at schools that have already adopted the program, as well as potential types of technical assistance to provide with future groups of subgrantees.

The evaluator for this project was Dr. Jonathan D. Rollins III, who works as a Coordinator within the Data Analysis and Research Services team in the Office of Data Management and Information Systems at the WVDE. For this reason, the scope of any analyses was part of an *internal* evaluation in that it was conducted by an evaluator employed within the same SEA. However, the evaluator is not part of the Office of Federal Programs and Support, and reports to a different set of supervisors in a separate part of the organizational structure, which may reduce bias with respect to 21<sup>st</sup> CCLC.

The evaluation is defined in part by including aspects of a *utilization-focused* evaluation approach that centered on increasing the use of the evaluation findings. Utilization-focused evaluation is a decision-oriented approach based on two primary assumptions: (1) “The primary purpose of evaluation is to inform decisions,” and (2) “Use is most likely to occur if the evaluator identifies one or more stakeholders who care about the evaluation and are in a position to use it” (Fitzpatrick et al., 2011, p. 179). Additionally, according to Patton (1997), “Intended users are more likely to use evaluations if they understand and feel ownership of the evaluation process and findings; they are more likely to understand and feel ownership if they’ve been actively involved” (p. 22). The evaluator has met with the 21<sup>st</sup> CCLC WVDE Coordinators to obtain their perspectives and expectations for what the evaluation will accomplish; doing so will hopefully increase use of the evaluation findings.

For purposes of this evaluation, the evaluator's role is "evaluator as teacher" (Patton, 1997). This responsibility means that the evaluator pays careful attention to ensuring that the clients (the WVDE Federal Programs staff), as well as other stakeholders, are able to understand the findings by taking as much time as necessary to explain any findings from the evaluation. Weekly to monthly evaluation meetings are currently being implemented to promote transparency and understanding of the program evaluation process.

### **Evaluation Synopsis**

In Fall 2016, an evaluation logic model was developed by the former program evaluator. Stakeholder input on the logic model was gathered at the October 2016 multi-state conference in Chattanooga, TN. The final logic model delineated the following outcomes:

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; and
5. Increasing family and community involvement.

The 2020-2021 program evaluation continues to be based on this evaluation logic model (only with minor modifications). The evaluation logic model can be found in Appendix A.

## Evaluation Questions

A total of five evaluation questions were specified for this evaluation. Evaluation questions, like research questions, guide the inquiry and methodology and are tightly coupled with the overarching purpose.

The following evaluation questions (EQs) were investigated:

To what extent did:

- EQ1. Participation in 21<sup>st</sup> CCLC enrichment programs increase students' literacy and numeracy skills?
- EQ2. Participation in 21<sup>st</sup> CCLC enrichment programs improve students' social/emotional skills, behavior, and resilience?
- EQ3. Programs operate as high quality, safe, and supportive environments?
- EQ4. The sustainability of programs improve?
- EQ5. Community and family involvement increase?

## Standards Use and Metaevaluation

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The guiding practices of the evaluation will be based upon the Joint Committee on Standards for Educational Evaluation (Yarbrough, *et. al.*, 2011). Essentially, the standards are typically used to ensure that (1) the evaluation is geared toward meeting the stakeholders' needs, (2) the process is accurate and timely, (3) the practices are ethical, (4) the evaluation is honest and trustworthy, and (5) the evaluation will have proper documentation and accountability. The evaluator reviewed the standards to ensure that all applicable standards were addressed appropriately in design, implementation, analysis, and reporting. Limitations of the evaluation were considered as well.

As it relates to the quality of the evaluation, a metaevaluation will also be performed. Stufflebeam (2001) provides a fairly comprehensive checklist which will be used to ensure that all reasonable steps are being taken to structure and help ensure a fair and accessible evaluation. A more recent metaevaluation checklist provided by the Joint Committee on Standards for Educational Evaluation (2018) will also be used.

The metaevaluation will be performed alongside the evaluation to verify findings and retain objectivity. Any discrepant findings will be discussed and resolved prior to reporting the results. The metaevaluation is being performed to maintain a bias-free and fair interpretation of the findings (Datta, 2000). This step is particularly important in the context of internal evaluations. For instance, trying to de-emphasize the values of the evaluator also implies not placing value on one stakeholder group over another, such as colleagues in an SEA (King & Stevahn, 2002). The benefits are not only for objectivity in reporting the findings, but also in boosting accountability and client and stakeholder protection within the evaluation. A final consideration is that the use of the Joint Committee on Standards for Educational Evaluation (2011) also brings in third-party objective guidelines, which help bolster the validity of reaching more objective conclusions.

Additionally, ethical implications of the findings must be clarified. An unintended consequence of the evaluation could have been that program directors become more acutely aware of family involvement and engagement as a result of a survey and focus group discussion. While this consequence is not a bad outcome, it is important to note as a possibility. Furthermore, admissions of bias are important considerations for understanding how metaevaluation can be specifically applied to the evaluation results. The evaluator may be a single person for an unspecified period of time, which could allow the possibility of a narrower perspective in the interpretation of the findings. However, reviews of documents by other WVDE staff and the use of the metaevaluation techniques outlined above will largely mitigate any unintended outcomes.

# Data Sources and Collection

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## Data Collection Procedures

Various data collection procedures were employed to answer each of the evaluation questions. Survey data addressing implementation questions were analyzed using qualitative and descriptive data analysis. Analysis of extant data, using matching groups of participating and nonparticipating students, allowed 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.

The evaluation design included both quantitative and qualitative methods. Using a combination of the two methodological approaches produces a better representation of the program as a whole. Data collection consisted of multiple data sources, including surveys, focus groups, and artifacts and secondary data, as a way to increase the validity and accuracy of the evaluation findings.

All surveys described herein were based upon a cross-sectional design (i.e., collecting data at one point in time). Surveys were administered to two stakeholder groups: school-day teachers and subgrantee program directors. Since the entire population of relevant school-day teachers and program directors received copies of their respective surveys, no sampling considerations were needed. Survey implementation considerations consisted primarily of strategies to bolster response rates in the respective populations. The focus group data also were collected from program directors at a single timepoint.

The formal evaluation plan was submitted to the WVDE IRB and approved with Expedited status (IRB-WVDE-048).

## School-Day Teacher Survey

Surveys were used to collect information regarding homework completion / class participation, and student behavior from school-day teachers of students who attended the 21<sup>st</sup> CCLC program for at least 15 days, and whose parents had not denied consent for their participation in the study. Consent forms were given to parents at the time they registered their children; parents were instructed that if they agreed to allow their children be part of the evaluation, no action was necessary. If they denied consent, they returned the signed form, which was kept in program directors' offices until April of each year, and then sent to the WVDE Office of Data Management and Information Systems. Denial of consent was logged into the 21<sup>st</sup> CCLC database maintained at WVDE by the data app developer.

The survey given to school-day teachers was modified from years prior to ensure that baseline performance was contrasted with end-of-year performance. To meet federal reporting requirements in 21APR, the results for both *Homework Completion / Class Participation*, and *Student Behavior* must be reported in terms of “Decline”, “No Change”, or “Improvement.” Hypothetically under previous years’ surveys, a student’s behavior could improve but generally still be dire. Concluding that the student’s behavior improved could falsely lead one to believe that his/her behavior was appropriate or good. Using perception of pre-post intervention could help the Office of Federal Programs and Support interpret and use the information more

meaningfully, while still meeting federal reporting requirements by calculating the requisite change observed for the two constructs. A third question for student engagement was piloted in 2020-2021 in anticipation of its operational use beginning in 2021-2022.

Each participant received an introductory email outlining the purpose of the evaluation, the methods of data collection in which they are being asked to participate, the timeline for the data collection, and contact information for follow-up questions. Teachers were then emailed an anonymous link to the survey and were able to give electronic consent at the start of the survey.

A copy of the teacher survey instrument, accompanied by the consent language, can be found in Appendix B.

### **Program Director Survey**

The overarching purpose of the program director survey was to capture self-reported measures of program effectiveness, program sustainability, and areas for improvement that the program directors have observed across each of their sites. The survey contained items that align with each of the five evaluation questions. The program director survey remains largely unchanged from the previous year's evaluation. Notably, some updates were made regarding the questions surrounding professional development based upon feedback from a few program directors.

A copy of the program director survey instrument can be found in Appendix C.

### **Program Director Focus Group**

During the program evaluation update presentation in March 2021, multiple program directors requested a meeting with the statewide program evaluator to discuss their current practices with family engagement and to receive technical assistance with ideas and strategies to monitor and evaluate family engagement within their local evaluations. As such, an unstructured focus group was convened in April 2021 with the primary focus being to supplement documentation regarding the ways in which grantees have implemented new strategies and expanded existing strategies to increase family engagement.

### **Artifacts and Extant Data**

Data previously collected by the program were also analyzed. Relevant items include program fliers, banners, and other written or visual representations of program activities. As outlined in the next section in more detail, additional data were queried (for one or more years, when appropriate) and used to answer evaluation questions as they relate to the evaluation logic model: demographic information, summative assessment scores, attendance during regular school day, attendance at 21<sup>st</sup> CCLC program site (i.e., dose strength), and teacher survey data.

# Methods

## Overview

The below table provides a mapping between the EQs and general aspects of the methodology, including the data sources, sample characteristics, and analyses involved. Extant data came from both the 21<sup>st</sup> CCLC database as well as WVEIS (the statewide longitudinal data system for regular school day data). Collected data included surveys, focus group notes, and artifacts.

More detailed information for each EQ is provided in the narrative that follows the table.

*Table 3. General methodology details by evaluation question.*

Evaluation Question	Data Source(s)	Sample Characteristics	Analyses
EQ1. ELA and Math Improvement	<ul style="list-style-type: none"><li>• EOY assessment data</li><li>• Teacher Survey</li></ul>	<ul style="list-style-type: none"><li>• Matched sample of 21<sup>st</sup> CCLC participants and other students</li></ul>	<ul style="list-style-type: none"><li>• Quasi-experimental design looking for within- and between-group differences</li></ul>
EQ2. Social-Emotional Improvement	<ul style="list-style-type: none"><li>• EOY attendance data (regular school day)</li><li>• Teacher Survey</li></ul>	<ul style="list-style-type: none"><li>• Matched sample of 21<sup>st</sup> CCLC participants and other students</li></ul>	<ul style="list-style-type: none"><li>• Quasi-experimental design looking for within- and between-group differences</li></ul>
EQ3. Safe and Supportive Environment	<ul style="list-style-type: none"><li>• Continuation/Progress Reports</li><li>• Artifacts (e.g., media articles)</li></ul>	<ul style="list-style-type: none"><li>• Current program directors as of Spring 2021</li></ul>	<ul style="list-style-type: none"><li>• Informal case study</li><li>• Artifact analysis</li></ul>
EQ4. Program Sustainability	<ul style="list-style-type: none"><li>• Program director survey</li></ul>	<ul style="list-style-type: none"><li>• Current program directors as of Spring 2021</li></ul>	<ul style="list-style-type: none"><li>• Descriptive and trend analyses</li></ul>
EQ5. Community/Family Involvement	<ul style="list-style-type: none"><li>• Program director focus group</li></ul>	<ul style="list-style-type: none"><li>• Current program directors as of Spring 2021</li></ul>	<ul style="list-style-type: none"><li>• Content and thematic analysis of focus group notes</li></ul>

## Procedures for Creating Matched Samples

### Approach

Coarsened Exact Matching (CEM; Iacus, King, & Porro, 2012) is a statistical procedure that creates a matched comparison set for a given data set. For example, 21<sup>st</sup> CCLC is considered a “treatment”, in research terms, in that it provides an intervention that is intended to increase student performance among various indicators. CEM creates a matched data set for a “control” group who did not receive an intervention through 21<sup>st</sup> CCLC. The data are matched on an individual student basis, with the option of allowing a one-to-many match (i.e., for each 21<sup>st</sup>



CCLC student, allowing for multiple non-21<sup>st</sup> CCLC matches that are weighted accordingly to account for the amount of data).

A total of seven categorical variables were used in the matching process in the below quasi-experimental analyses. For categorical variables, CEM conducts an exact match across all variables. For continuous variables, CEM “coarsens” it into categories/bins that can either be specified in advance of the analysis or during it. For example, grade-levels were collapsed into grade spans (i.e., PK–02, 03–05, 06–08, 09–12), and race was collapsed to be dichotomous (i.e., white, non-white). Previous year absence status was collapsed into three categories (i.e., chronically absent, needs attention, and no absence issues).

Table 4. Seven categorical variables used in the CEM procedure.

<b>Variable</b>	<b>Variable Type</b>
<b>School ID</b>	Categorical
<b>Grade-Span</b> (Collapsed Categories)	Categorical
<b>Gender</b>	Categorical
<b>Race</b> (Collapsed Categories)	Categorical
<b>Special Education Status</b>	Categorical
<b>Direct Certification</b> (Proxy for low SES status)	Categorical
<b>Previous Year Absence Status</b> (Three Categories)	Categorical

### **Data Inclusion Criteria**

Students were included in the “treatment” group when the following criteria were met:

- had WVEIS IDs;
- participated in 21<sup>st</sup> CCLC in SY 2020-2021; and,
- had WVEIS outcome data during 2019-2020 and 2020-2021.

Students were excluded from the “control” group when the following criteria were met:

- did not have a WVEIS ID; and,
- participated in 21<sup>st</sup> CCLC prior to SY 2020-2021 and also did not participate in 21<sup>st</sup> CCLC in SY 2020-2021.

For the below analyses, the data inclusion criterion and CEM procedure yielded a total of 5,449 students who participated in 21<sup>st</sup> CCLC programming in SY 2021 and a corresponding match of 24,162 students who did not (see Table 5). Of the remaining 674 records with 21<sup>st</sup> CCLC attendance for which no matches could be found, the primary reason was because an exact match could not be found across the list of demographic variables within each relevant school. While additional follow-up procedures could have been conducted to find matches for those records (e.g., propensity score matching, Mahalanobis distance matching), there was concern that doing so would further contaminate the more precise controls used to create the original matched sample.

Table 5. The breakdown of matched and unmatched records yielded by the CEM procedure.

	Control Group	Treatment Group
All Records	218,198	6,123
Matched Records	24,162	5,449
Unmatched Records	194,036	674

## Program Operations

Because of the unique nature of 2020-2021 being significantly impacted by the coronavirus pandemic, special attention is placed on descriptive and in-depth statistical analyses of questions pertinent to the regular-school day waiver, attendance by programmatic offering modality, as well as an analysis of the translation of 21<sup>st</sup> CCLC attendance in days to an equivalent measure in hours (see Equation Sets 1 and 2 in Appendix D for further details).

### EQ1. To what extent did participation in 21<sup>st</sup> CCLC enrichment programs increase students' literacy and numeracy skills?

The evaluator conducted a quasi-experimental examination of existing student general summative assessment data obtained from the West Virginia Education Information System (WVEIS) in mathematics and English/language arts (ELA) for students who participated at a 21<sup>st</sup> CCLC site during the one-school-year study period compared with a matched group of students identified as non-participants. Due to the coronavirus pandemic, there were limitations in approaching the measurement of “growth” due to gaps in the longitudinal data. The lack of assessment data from Spring 2020 did not allow for a pre-post comparison, even with the resumption of statewide assessment in Spring 2021. With at least two years of data, it would have been possible to calculate progress in a manner identical to the Federal accountability system, with an extension of that methodology to students who do not normally meet accountability inclusion criteria. Doing so would have allowed for a more regimented regression-based approach to complement the already matched data set.

However, inferences between groups and relative differences were still possible to calculate. The outcome measures of interest were the general summative assessment scores from Spring 2021 for ELA and mathematics, as well as teacher-reported measures for two questions from the annual survey (i.e., (1) homework completion & classroom participation, and (2) student engagement). A quasi-experimental approach was used to compare mean differences and effect sizes of program participants by attendance bands for Spring 2021 general summative assessment scores to corresponding matches in the control group. Historically reported attendance bands for 21<sup>st</sup> CCLC attendance (i.e., 1–29 days, 30–59 days, 60–89 days, and 90+ days) were used as the grouping variable for program participants. Results were presented using clustered bar plots. For the teacher survey responses, the quasi-experimental approach was not possible because there were not survey responses for non-participants. Additionally, the lowest amount of participation considered for the survey was 15 days of attendance in 21<sup>st</sup> CCLC programming (which differs intentionally from the 30-day requirement which is required for reporting purposes in 21APR). Descriptive statistics were used to summarize the proportion

of students whose teachers perceived improvement from the start to the end of the school year and split by 21<sup>st</sup> CCLC attendance bands. Results were displayed in a side-by-side bar plot.

## **EQ2. To what extent did participation in 21<sup>st</sup> CCLC enrichment programs improve students' social/emotional skills, behavior, and resilience?**

Social-emotional skills and behavior were analyzed using two primary sources of data: teacher survey responses and attendance data (both regular school day and 21<sup>st</sup> CCLC).

### ***Social-Emotional Skills and Behavior***

Teacher survey responses were analyzed in lieu of disciplinary referrals because many misbehaviors in the classroom are corrected through routine classroom management techniques and do not require the formality of referrals. Particularly, elementary students do not receive as many referrals as secondary students, and hence the results would have had limited utility. Similar to EQ1, descriptive statistics were used to summarize the proportion of students whose teachers perceived improvement from the start to the end of the school year by 21<sup>st</sup> CCLC attendance bands.

### ***Resilience***

Attendance data were used as a single proxy indicator for resilience. The reason for doing so is because students who are growing in resilience are anticipated to adapt in response to adverse scenarios and be integrated within the school environment on a more regular basis. Furthermore, although attendance is an indirect indicator, it is not dependent upon subjective interpretation (either self-reported or via observation). Future evaluation studies may consider different strategies, similar to those used in the past (see Hammer, 2018), when pandemic responses by program sites and schools are limited or relatively non-existent.

A linear mixed model was specified to analyze and isolate the impact of 21<sup>st</sup> CCLC attendance on improving absence rates during the regular school day (see Equation Set 3 in Appendix D for supporting technical details). The model allowed for variability in attendance and absence rates across 21<sup>st</sup> CCLC sites, accounted for students' regular-day school, and controlled for students' previous school year absence rates. A brief narrative is used to capture the primary findings in the Results section, but an extended set of findings are available in Appendix D for interested readers.

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

An informal case study was done of the Continuation/Progress reports submitted by grantees in the Grants and Planning System (GPS). These reports are required annually by all grantees at the conclusion of years 1–4 of their grants. The case study is described as informal because the depth and scope of the analysis was not as technical in nature as true case study research would demand; although, the intention and methods used were similar. Narratives presented within the Continuation/Progress reports were screened and a single grantee was selected based upon the following criteria: (1) the narrative of the impact statement described supports

that extended beyond the students being served; (2) the supports were holistic in addressing the whole child; and, (3) cooperation with schools and/or community partners were described.

Artifact analysis of media articles was also performed. With further specificity, content and narrative analysis were used across four media articles that met at least two of the three same criteria outlined for the Continuation/Progress reports above. The goal of the artifact analysis was to identify convergent and divergent topics between the Continuation/Progress report and media articles (which all represented different grantees in this instance). As a further step to bolster interpretation, the findings were triangulated with the student focus group findings from 2019-2020.

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

The sustainability of 21<sup>st</sup> CCLC programming is much more involved than just securing additional funding streams. In order to provide a more complete picture, program director survey data related to professional learning and technical assistance with grant writing and fund raising was analyzed. Furthermore, descriptive statistics were calculated on self-reported supplemental funds.

Volunteer hours were also examined as a contributing factor to sustainability. Specifically, descriptive analyses were performed with both self-reported volunteer hours as well as program director survey data on successes and challenges in recruiting community members and family members as volunteers.

No attempt was made to parse the data by grantee type or year of implementation due to the irregularities of programmatic operations which emerged as a result of the pandemic.

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

In complement with the data presented for EQ4, a qualitative approach was taken to answer EQ5. An unstructured focus group with program directors was conducted in April 2021 to determine the types of strategies programs are using to increase community and family involvement (and subsequently, engagement), as well as the successes and challenges in doing so, especially during a pandemic year. Content analysis (for overt topics, words, and phrases) as well as thematic analysis (for latent topics, trends, and assumptions) were conducted using notes from the discussion to arrive at convergent and divergent themes. The meeting was held virtually through Microsoft Teams, and nine program directors participated in the video call. The conversation was unstructured at the request of program directors (partially due to the dual goal of receiving technical assistance with their local program evaluations), though question prompts were prepared and asked throughout the flow of discussion in order to ensure that the following topics were covered: (1) implementation of new strategies to increase family engagement that were adaptations to blended and remote programmatic modalities; and, (2) expansion of existing strategies to increase family engagement. While particular focus was placed on family engagement, program directors simultaneously spoke about community member volunteers as well.

# Findings

## Program Operations

The coronavirus pandemic brought many changes to the daily operations of afterschool program providers. As a result, education stakeholders have raised questions regarding the degree to which various instructional and support modalities (i.e., on-site versus off-site) have impacted student learning and outcomes goals. Attendance within the new 21<sup>st</sup> CCLC data system is collected at the student-level, and contains start and end times, calculated durations, remote status, as well as an indicator for whether any of the attendance time occurred during regular school day hours. These newer variables allow for more descriptive summaries to be produced than ever before and contribute novel predictors within more structured statistical analyses.

In total during the 2020-2021 year, approximately 82.6% of all 21<sup>st</sup> CCLC attendance records were logged as having occurred outside of school hours, while the remaining 17.4% of attendance records occurred during regular school day hours. In fact, for the sites that did operate for any amount of time during regular school hours, they spent an average of 82 days (or a median of 75.5 days) doing so.

On average, for each day students were present they were spending roughly 2.5 – 3 hours in afterschool programming (see Table 6). When considering only attendance records that occurred outside of school hours, the average amount of time spent per day by students attending in-person afterschool programming was higher than those in remote sessions across all grade bands (see Table 7).

Table 6. Average hours of 21<sup>st</sup> CCLC attendance per day by grade band and session type.

Grade Band	Outside of School Time	During Regular School Time
PreK – G02	3.13 hrs/day	9.62 hrs/day
G03 – G05	2.73 hrs/day	6.81 hrs/day
G06 – G08	2.67 hrs/day	5.38 hrs/day
G09 – G12	2.53 hrs/day	3.12 hrs/day

Table 7. Average and median hours of 21<sup>st</sup> CCLC attendance per day by grade band and modality.

Grade Band	In-Person		Remote	
	Average	Median	Average	Median
PreK – G02	3.21 hrs/day	3.50 hrs/day	2.95 hrs/day	3.00 hrs/day
G03 – G05	2.77 hrs/day	2.50 hrs/day	2.56 hrs/day	2.47 hrs/day
G06 – G08	2.75 hrs/day	2.56 hrs/day	2.17 hrs/day	2.02 hrs/day
G09 – G12	2.58 hrs/day	2.50 hrs/day	2.38 hrs/day	2.50 hrs/day

A state-level weekly trend of attendance by program modality is displayed below in Figure 2. Overall, the Fall semester began with more in-person programming, but slowly both fully in-person and fully remote program modalities occurred in similar amounts as the winter holiday season progressed. It wasn't until after the New Year that in-person programming began to resume in amounts similar to early-to-mid fall. After President's Day, in-person programming levels increased substantially through the end of the Spring semester. In part, this increase could be due to the emergence of COVID vaccinations.

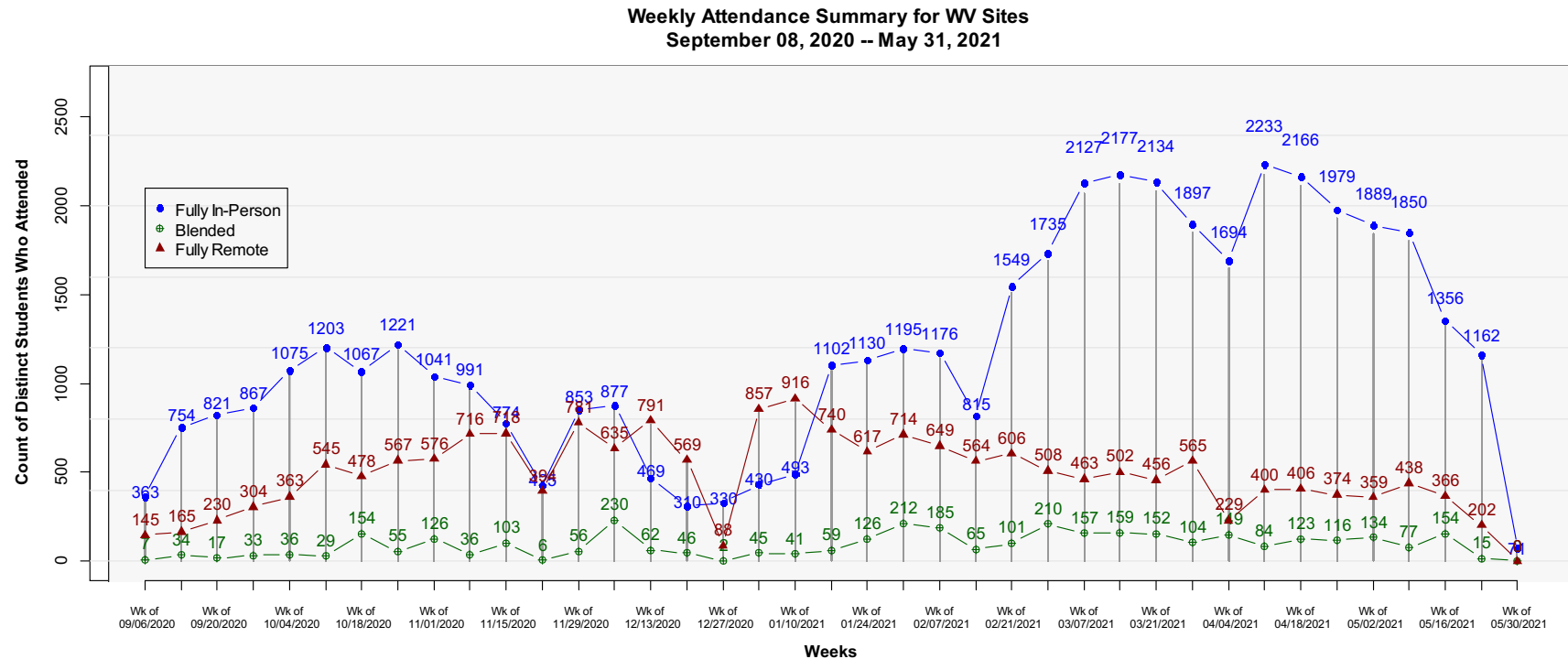


Figure 2. Statewide weekly attendance counts by programmatic modality.

Attendance within the new app was tracked in minutes in order to better correspond with the new GPRA requirements that would be anticipated for operational use in subsequent years. As a result, the amount of student attendance is summarized in terms of days and hours in Tables 8 and 9, respectively. A little more than one-third of students participated 30 days or more. Roughly the same percentage participated 90 hours or more.

*Table 8. Number of participants by attendance amount (in days).*

Attendance Amount (Days)	Number of Students	Percentage of Students
0 – 29 Days	4,713	65.5 %
30 – 59 Days	1,206	16.8 %
60 – 89 Days	534	7.4 %
90+ Days	745	10.3 %

*Table 9. Number of participants by attendance amount (in hours).*

Attendance Amount (Hours)	Number of Students	Percentage of Students
Less than 15	1,433	19.9 %
15 or More, Less than 45	1,861	25.8 %
45 or More, Less than 90	1,516	21.0 %
90 or More, Less than 180	1,159	16.1 %
180 or More, Less than 270	310	4.3 %
270 or More	934	12.9 %

Naturally, the question concerning the relationship between days and hours is of interest because of the historical requirement that sites should have at least 70% of enrolled students attending a minimum of 20 days and at least 50% attending a minimum of 30 days. An attempt was made herein to answer that question, but fundamentally this type of decision should be made using data based upon an operational year of hourly data (i.e., 2021-2022) and not a pilot year (i.e., 2020-2021).

In order to conduct such an analysis, some assumptions were made. Any 21<sup>st</sup> CCLC attendance data between 07/01/2020 and 06/30/2021 were used. But those data were used only if the attendance occurred outside of regular school hours (because the waiver would not apply in future years) and if the attendance record was less than 300 minutes (in an attempt to exclude extraneous attendance records that were of questionable accuracy). Two additional assumptions could be made with respect to the direction of the translation between days and hours and are thus split into two sets of results to address both options.

- **Assumption 1:** The translation could be from days to hours, and not vice versa. This directional relationship could take into account the site wherein the attendance occurred, and subsequently better capture the relationship in a way that is not site-dependent.
- **Assumption 2:** Second, the translation could occur either direction (i.e., days to hours, or hours to days), in which case the values could be linked to allow for a concordance relationship.

Under assumption 1, one day translates to roughly 2 hours on average (see Appendix D, Equation Set 1 for more technical details). However, this relationship does not allow for any claims to be made with respect to how hours translate to days, and it inherently considers variability across sites. Under assumption 2, the relationship is different and increases based on the number of days, although this finding would be expected (see Appendix D, Equation Set 2 for more technical details). Table 10 displays a comparison of the two assumptions by selected daily attendance amounts. While calculating any average of the values in the table is not appropriate, the findings do highlight that the assumptions matter and are dependent upon the number of days. In essence, assumption 1 provides a linear answer where the direction of translation matters (i.e., days → hours) while assumption 2 provides a non-linear answer where the direction of translation is not a critical issue (i.e., days → hours, or hours → days). Further exploration should be given to this topic using operational data from SY 2021-2022 to better inform decision-making.

*Table 10. Translation of days to hours, by assumption made.*

Attendance Amount	Assumption 1 (Linear Mixed Model)	Assumption 2 (Equipercntile Linking)
15 Days	30.5 Hrs	31.5 Hrs
30 Days	62.1 Hrs	61.8 Hrs
60 Days	129.6 Hrs	122.6 Hrs
90 Days	204.0 Hrs	218.2 Hrs
120 Days	244.9 Hrs	322.6 Hrs

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

As mentioned in the methodology, there were limitations in approaching the measurement of “growth” due to gaps in the longitudinal data. However, inferences between groups and relative differences were still possible to calculate.

Figure 3 contains the ELA proficiency rates on EOY summative assessments for the matched samples of 21<sup>st</sup> CCLC attendees and the respective matching students in the control group.



There was a monotonically increasing trend for 21<sup>st</sup> CCLC attendees by hours of program attendance that seems to suggest that increased participation in 21<sup>st</sup> CCLC led to consistently higher performance at an aggregate level. Also of note, the gap between the treatment and control groups became smaller as attendance in 21<sup>st</sup> CCLC increased, which could be interpreted as evidence that 21<sup>st</sup> CCLC potentially helped accelerate learning gains. More specifically, the Cohen's  $h$  values for the four comparisons within the graph were: 0.138, 0.139, 0.054, and 0.08. While all of these effect sizes were small, they were particularly small for 21<sup>st</sup> CCLC attendance beyond 60 days.

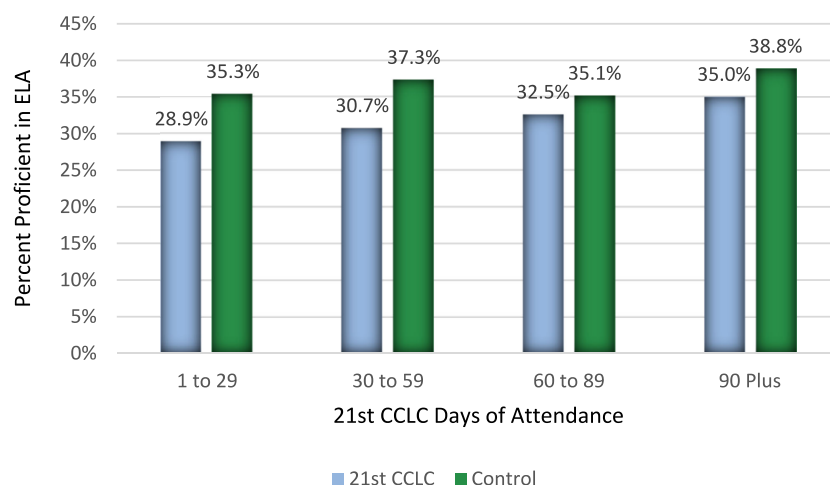


Figure 3. Comparison of ELA proficiency rates between 21<sup>st</sup> CCLC attendees, split by 21<sup>st</sup> CCLC attendance bands, and matched samples.

Figure 4 contains similar information for mathematics. An increasing monotonic trend appeared for both groups, which was an interesting artifact of the data given that previous year's assessment performance could not be controlled for in the matching process. Like the findings for ELA, it appeared that the gap between the treatment and control groups decreased as the amount of participation in 21<sup>st</sup> CCLC increased. More specifically, the Cohen's  $h$  values for the four comparisons within the graph were: 0.122, 0.119, 0.100, and 0.059. While all of these effect sizes were small, it was particularly small for 21<sup>st</sup> CCLC attendance beyond 90 days.

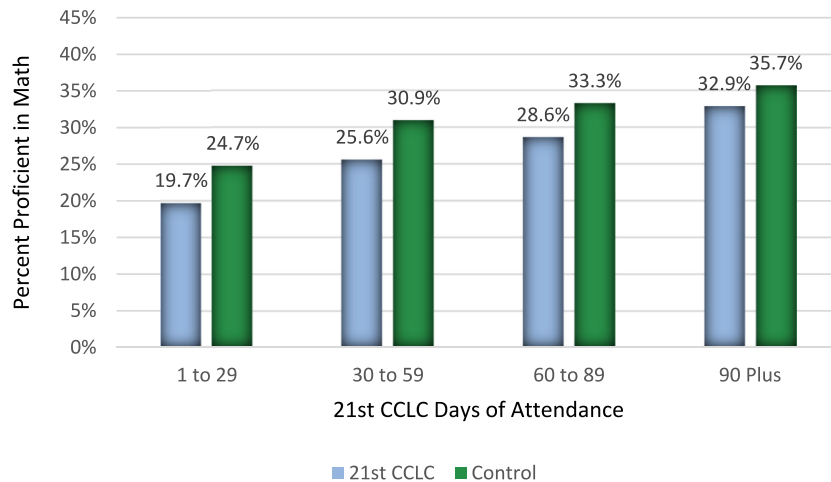


Figure 4. Comparison of mathematics proficiency rates between 21<sup>st</sup> CCLC attendees, split by 21<sup>st</sup> CCLC attendance bands, and matched samples.

Teacher-reported measures were also analyzed to determine if the impact of 21<sup>st</sup> CCLC was observed by teachers in the classroom. Figure 5 parses the improvement rates for two questions (i.e., (1) homework completion & classroom participation, and (2) student engagement) by the amount of 21<sup>st</sup> CCLC attendance. There were no discernable trends except that students appeared to benefit ever slightly more with 30 or more days of 21<sup>st</sup> CCLC attendance when compared with the group having 15 to 29 days of attendance. Nevertheless, at least 6-in-10 students' ELA or mathematics teacher perceived improvement on academic factors.

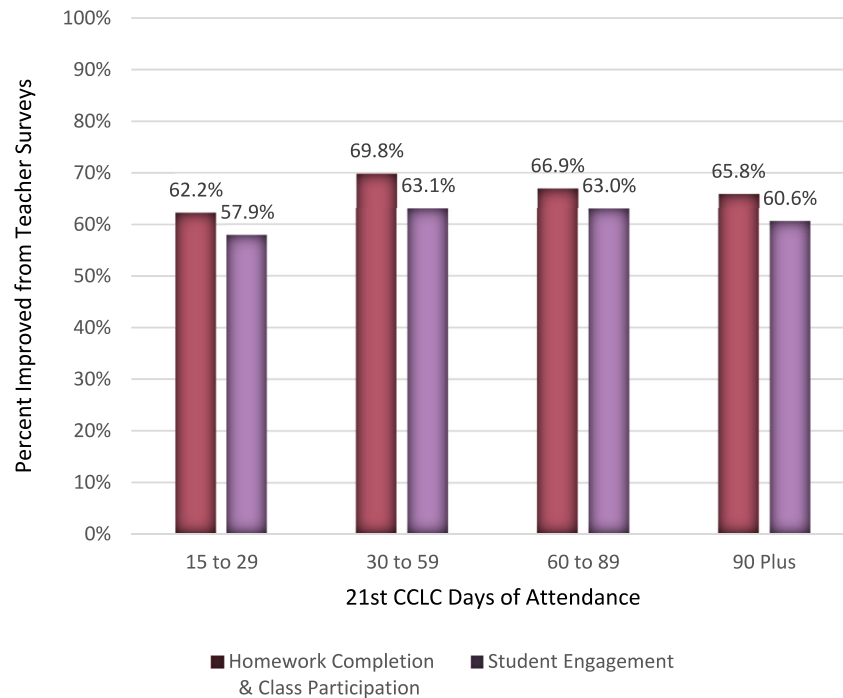


Figure 5. Improvement reported on academic factors through the teacher survey, split by 21<sup>st</sup> CCLC attendance bands.

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

### **Social-Emotional Skills and Behavior**

Teacher perceptions of student behavior did not reveal any meaningful trends as 21<sup>st</sup> CCLC attendance increased (see Figure 6). It was hypothesized that student behavior was impacted in inconsistent and unpredictable ways as a result of the irregular and disrupted learning conditions caused by the pandemic (Hanover Research, 2020; Keels, 2021; Hanover Research, 2022).

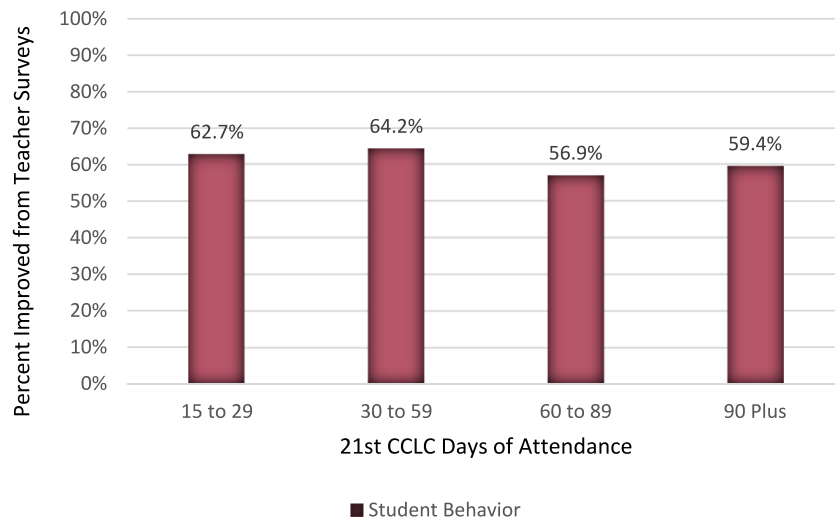


Figure 6. Improvement reported on student behavior through the teacher survey, split by 21<sup>st</sup> CCLC attendance bands.

## Resilience

After accounting for variability across 21st CCLC sites and regular-day schools, and controlling for students' previous school year absence rates, attending 21st CCLC programming for approximately 47 days was associated with one less day of absence during the regular school day (see Equation Set 3 in Appendix D for supporting technical details). While this finding seems paramount, it is important to caution against sweeping generalizations. In particular, only 8.4% of the variability ( $R_m^2 = .084$ ) in absence rates was accounted for by the regression model fixed effects (i.e., days of afterschool attendance in SY 2021 and absence rates in SY 2020), which entails that 91.6% of the variability was not explained by the fixed effects.

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

An informal case study was done of the Continuation/Progress reports submitted by grantees. One scenario stood out in particular. A faith-based grantee developed a trusting relationship with a secondary school student and came to discover that the student's home life was strife with financial difficulties and food insecurity. After encouraging the student to enroll in the 21<sup>st</sup> CCLC program, along with a few of the student's siblings, the afterschool program staff were able to coordinate with the students' teachers to develop plans for tutoring and daily homework help. Moreover, the afterschool program staff coordinated with another community program as well as other groups within their faith community to further assist the family with obtaining necessary supports to move into a more stable home environment. Importantly, this example highlights the power of a 21<sup>st</sup> CCLC program not only implementing a safe and supportive environment at their site, but also working with students' families to achieve the same in their home environment. Other Continuation/Progress reports touched upon similar themes of building trusting relationships with students and their family members. A varied number of supports through their programs included both site-specific as well as community-

partner resources to help families be better connected with their students' learning and holistic well-being.

Consistent themes were found in artifact analysis of newspaper articles. Some examples are discussed without specific attribution. As an initial example, one newspaper article interviewed a program director who discussed the importance of providing students with a supportive environment where they can be engaged in meaningful activities with adults who care, which subsequently removes barriers and improves accessibility to improving students' social-emotional well-being. Another grantee partnered with an organization to provide a virtual enrichment program for teenage girls to find empowerment by helping the female students identify and overcome barriers in order to increase their self-worth and success in school. These additional examples underscore the numerous strategies and modalities that grantees were using in 2020-2021 to support students in the classroom and with social-emotional well-being.

These reports and analyses of artifacts resonate with the findings of the student focus groups conducted as part of the 2019-2020 program evaluation. However, triangulating the present and the past findings seems to suggest that some sites are supporting students with social-emotional health more so than other sites. Future evaluations will likely explore this discrepancy further.

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

##### ***Supplemental Funding***

Supplemental funding has direct ties with the sustainability of a 21<sup>st</sup> CCLC program. Even in the Request for Proposal responses that applicants submit early in the process, sustainability is a 15-point component of the scoring model. In particular, the focus of the grant funding for 21<sup>st</sup> CCLC is to promote long-term planning and implementation of community learning centers even after the cessation of grant funding. In particular, reapplicants are supposed to provide details on how sustainability efforts from their previous grants have lessened the need for the same amount of funding with another five-year grant cycle.

In total, 15 of the grants (as reported from 8 program directors) specifically were not able to claim that they had any supplemental funding during 2020-2021. Of those who did report having received supplemental funding, the average value was approximately \$83,670.47 (while the median value was \$24,085). Some program directors specifically recommended that the WVDE provide additional training related to sustainability, marketing, and allowable fundraising. In fact, Figure 7 contains the program directors' perspectives on professional learning and technical assistance in topics which relate to sustainability. It is important to note that the question does not specifically mention professional learning or technical assistance offered solely by the WVDE, but in more general terms. However, given the findings, it seems prudent that the WVDE could take action to fill in the gap with additional technical assistance on fundraising. Over half of the grantees are endorsing fundraising as an area of needed help.

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.

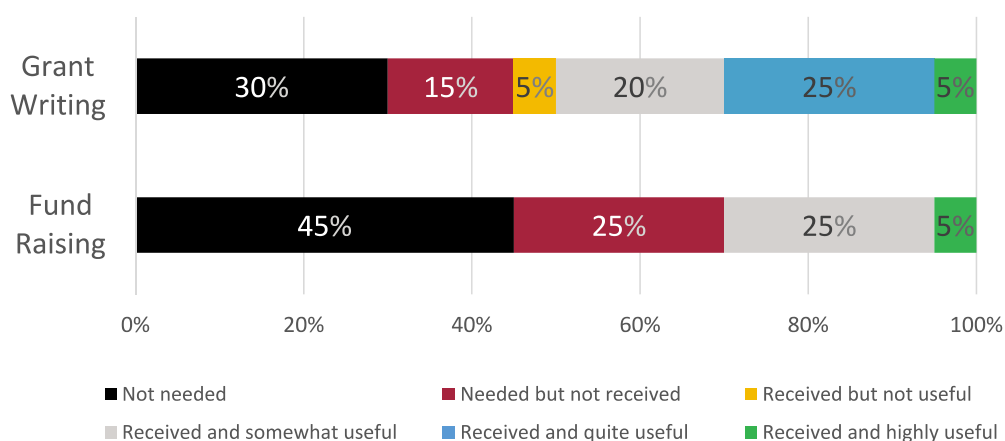


Figure 7. Self-reported perceptions of professional learning and technical assistance needed and/or received.

During the Spring 2021 meeting with program directors (which occurred before the focus group), certain program directors with non-profit organizations mentioned that pandemic funding (e.g., Elementary and Secondary School Emergency Relief Fund) was counter-productive for non-profits because school systems had other and new sources of money to tap into first, and non-profits were being left out of those discussions and learning recovery work.

## Volunteer Hours

Finding volunteers in the midst of the pandemic was a huge challenge for grantees even despite them implementing creative and thorough strategies. Distressingly, 15 of the grants (as reported from 9 program directors) specifically were not able to claim that they had any volunteer hours during 2020-2021. One of the most commonly mentioned challenges was by non-profit grantees who normally use public school space and the resulting limitations in access to school buildings due to pandemic safety protocols.

Grantees also shared successes with being able to partner with colleges/universities to secure volunteer college/university students to conduct virtual tutoring and homework completion with students. Others were able to recruit new volunteers who were county-level school employees, school day teachers and family members of children in the programs. Of grantees who were able to secure volunteers during 2020-2021, they were able to do so for an average of 301 hours across grants.

Program directors were also asked to rate the degree of success that they had in being able to recruit community members and family members as volunteers (see Figure 8). In short, grantees reported having more issues in recruiting family members than community members.

This finding supports the notion that grantees may need additional support from the WVDE in innovative recruiting strategies or access to toolkits that can be used to increase the volunteer rates of family members. While some obstacles are not able to be overcome (e.g., family members' work schedules), there may be other asynchronous strategies that could be explored to invite volunteers during non-operational hours.

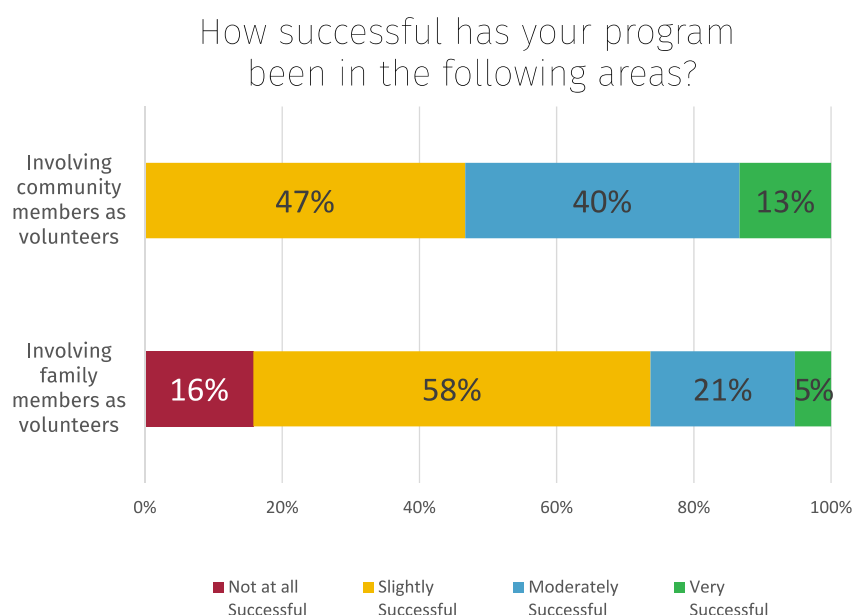


Figure 8. Self-reported successes (and difficulties) in recruiting community and family member volunteers.

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

An unstructured focus group with program directors in April 2021 revealed numerous strategies that 21<sup>st</sup> CCLC programs were using to engage family members. Predominantly, program directors view the support that they provide to parents and caregivers as a means to ultimately support students. Site staff were offered training in order to provide a support system for parents that involved helping them with finding needed resources and maintaining consistent communication. A few examples were provided to that effect. First, it is not uncommon for parents/caregivers to recall their own negative experiences in traditional school environments, which can make them apprehensive to talk with principals and teachers. The 21<sup>st</sup> CCLC sites provided support in bridging those communication gaps (i.e., translated “school-speak” to reduce anxiety and improve understanding, helped parents/caregivers to see educators as “normal” people) and supporting parents with contacting the appropriate school staff regarding their child’s school experiences (particularly, in some cases, parents/caregivers did not know who to contact). In doing so, parents were able to feel an increased acceptance into the school community and not only be in communication with the school when their child was misbehaving, for instance.

Importantly, involvement was described as a pre-requisite for engagement. Moreover, involvement was outlined as being substantially more than parents/caregivers simply

attending events held by 21<sup>st</sup> CCLC sites. Ultimately, while involvement is more tangible and can be measured more directly (e.g., event attendance), family engagement primarily happens in the students' home or primary nighttime residence. One solution provided as a means to increase family engagement was for 21<sup>st</sup> CCLC site staff to encourage and broker a "contract" between children and their parents regarding both parties being engaged in various school activities and processes.

However, despite having many successes, program directors also described challenges that their staff encountered when attempting to increase parental/caregiver involvement. Transportation issues that families may face tended to be a frequently cited reason. Other program directors mentioned that parents/caregivers who may not currently be U.S. citizens had fears of non-family members being knowledgeable about their home life, and hence their immigration status (to cite a specific example). Grandparents who serve as caregivers often have not been involved in a school environment in decades and are not sure how to re-connect when there are more technological complexities involved in everyday schooling. Relatedly, some grandparents confided in program directors or site staff that they were afraid of losing custody of their grandchildren because they weren't able to keep up with what was happening with their grandchild in school.

Despite these concerns, site coordinators found ways to help parents/caregivers feel more excited about their children's school work. In particular, family engagement increased during COVID-19 in ways that were previously not routine. For instance, time/schedule conflicts and transportation issues became less of a burden that would have normally prevented some family members from being more engaged. The increased reliance on technology also proved to increase the frequency of communication between 21<sup>st</sup> CCLC sites and parents/caregivers (e.g., Facebook messages). Furthermore, the increase in home visits also allowed for delivery of meals, activity packets, and home learning packets that helped to promote parent/caregiver agency in assisting with school work completion. In fact, some site staff had changed responsibilities that required them to conduct more home visits because they did not have as many duties at the 21<sup>st</sup> CCLC site facility.

Ultimately, the program directors underscored that a primary goal in increasing family involvement was to empower parents to be change agents. In doing so, site staff across 21<sup>st</sup> CCLC sites should provide encouragement and reassurance to parents/caregivers. More specifically, parents/caregivers often want to hear that they have more of a knowledge base and competency in dealing with school matters than what they may feel they do. Program directors advocated for additional strategies as well. One example involved a whole-family approach to support younger siblings of students and their caregivers with literacy materials using supplementing funding sources (in support of ESEA § 4201(a)(3)).

In light of these numerous strategies, there were also multiple ways in which site staff monitored parent/caregiver involvement. Sometimes informal data (e.g., conversations during home visits and messages via e-mail/messaging applications) were tracked more formally in spreadsheets. To provide an example, data regarding food, books sent to families, and returned work packets were tracked and monitored by one program. Additional programs used more formal measures, such as checklists and questionnaires, to collect data from parents/caregivers directly.



Taken as a whole, program directors reported the collection of evidence increased connections between schools, 21<sup>st</sup> CCLC sites, and families, as well as improved parental/caregiver capacity building. While these successes were reported, some associated drawbacks were mentioned. Some site staff had pre-existing responsibilities with their own families that prohibited them from making home visits. Other site staff were more elderly and were afraid of contracting COVID-19 while making home visits.

# End-of-Year Recommendations

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## Commendations

It is important to highlight aspects of 21<sup>st</sup> CCLC implementation in West Virginia that were especially successful in the 2020-2021 school year. The items in this list may not necessarily align with specific evaluation questions but demonstrate the general implementation of 21<sup>st</sup> CCLC statewide in support of the program goals.

1. The re-development of the WVDE 21<sup>st</sup> CCLC application (app) was widely regarded by all stakeholder groups as a substantial improvement (see Appendix E for screenshots of select screens within the app). Many app users reported that the new app far surpassed the abilities and usability of the previous app. In fact, the database for the new app touted an impressive 66 tables and 804 variables (334 of which were unique) that stored and populated information within the app across more than 39 screens at the program director level (and a total of 59 screens when counting SEA-level access). Of those 39 screens, there are:
  - a. 13 screens which allow for data entry/editing (some of which also serve as a data-display screen, such as the *Student Info* screen);
  - b. 9 summary/reporting screens (not including any which also serve as data-entry screens);
  - c. 3 general information screens (i.e., App Tips, FAQs, User Profile); and,
  - d. 14 passive pages which are designed to elicit user input or route between specific screens (e.g., Login, Terms of Service, Home, landing pages with sets of specific page links).
2. The response of the WVDE 21<sup>st</sup> CCLC team to the coronavirus pandemic continued to be flexible and adaptive to unique needs that have arisen because of the pandemic. Three flexibilities stood out as being particularly effective and beneficial to grantees:
  - a. The renewability policy was modified to allow for a potential sixth year of operations in cases where grantees were unable to operate normally during the fifth (and normally final) year of their grant. If a grantee was unable to draw down the majority of funds in what would have been year five of their grant cycle, they were allowed an extra year to draw down those funds and spend them.
  - b. A summer addendum opportunity allowed grantees to add new sites, on condition that they met the primary requirements (e.g., 40% of the student population identified as having direct certification status).
  - c. Grant rollovers and rejection of grant funds were allowed. For example, unspent funds from FY 2020-2021 could be retained for FY 2021-2022, pending approval of a plan for expenditures. On the other hand, if a program was unable to operate in the expected time frame (e.g., lack of staffing or facilities), then it was possible for the time frame to shift (e.g., to the summer months) to allow for those funds to be used. Otherwise, those funds would be reverted back to WVDE and offered as a supplemental grant to other grantees.

3. An increase in professional learning offered through both synchronous and asynchronous means increased system coherence throughout the state and fostered relationship building among grantees. Many program directors reported that the compilation of shared resources by the 21<sup>st</sup> CCLC SEA coordinators and the availability of recorded trainings was very helpful.
4. New and deepened relationships were built between grantees and students' families as well as community members. A subsequent increase in the number of home visits and the frequency of e-mails and phone calls was reported by program directors as a success.
5. The 21<sup>st</sup> CCLC Multistate conference is an annual joint effort of multiple SEAs (i.e., Indiana, Kentucky, Tennessee, and West Virginia). Each fall the conference is organized and hosted by a different state to offer grantees across each of the states an opportunity for professional learning and networking. The 2020 Virtual Multistate conference was hosted by the WVDE, in partnership with the West Virginia Statewide Afterschool Network (WVSAN), as well as extended collaborations with the West Virginia University Foundation, West Virginia Department of Health and Human Resources (WVDHHR), and the West Virginia Extension Service. Further technical assistance came through the Charles S. Mott Foundation and Collaborative Communications. A survey was given to participants asking about the extent to which the conference was successful. Out of the 309 total survey respondents, 92 were specifically from West Virginia. The participants from all four states largely reported that the conference was successful or very successful across each of the items, which were:
  - a. *Providing high quality keynote speakers.* (97%)
  - b. *Equipping you with resources that can be used for your work.* (95%)
  - c. *Making connections between your local work and national efforts related to afterschool.* (95%)
  - d. *Deepening your understanding of issues confronting the field of afterschool.* (94%)
  - e. *Providing a variety of session types.* (93%)
6. Multiple grantees applied for and were successfully approved by WVDHHR to have sites on the list of [Registered Critical Child Care Sites](#) during the coronavirus pandemic.

## Recommendations

While the program celebrated successes and has many strengths, a few areas should be considered for programmatic improvement. These recommendations relate to state-level policy decisions and do not necessarily reflect recommendations related to daily programmatic operations (primarily due to limitations in generalizing the findings to future time frames where the coronavirus pandemic has minimal impact).

1. The current WVDE 21<sup>st</sup> CCLC app requires grantees to enter daily activity data at an aggregate level. While the benefit afforded to grantees is a substantially reduced data entry burden, the primary limitation is the inability to use student-level activity data to perform more advanced analyses. For instance, having student-level activity data would allow the evaluation to explore questions related to the association between participation in certain types of activities and students' continued attendance in the afterschool program or improvements noted in the regular school day. As a pilot opportunity, the WVDE should consider creating a screen within the app that allows for grantees to optionally submit student-level activity data. As a corollary, a reporting screen should be available within the app that summarizes that information in a way that assists grantees with analyses relevant to their local evaluations. An initial discussion should be held with the state-level advisory council to explore this topic in further depth.
2. The WVDE should consider including criteria within the RFP scoring process that considers the fidelity of implementation of previous grantees who are reapplying for a 21<sup>st</sup> CCLC grant. To provide an example of how this process is being considered by another SEA, the Iowa Department of Education implements a similar type of requirement under 8.3 in their rubric of scoring criteria (see p. 42–43; [link to RFA](#)). It is also possible that similar rigor and expectations could be contained within the continuation reports to help support grantees throughout the life of their grant cycle to better ensure that point deductions are less likely to occur in the event of reapplication in the future.
3. As the new GPRA measures become operational, the WVDE should consider updating its guidance on the number of days/hours required by grantees for student participation. For example, the prior years' guidance has been that *"Based on 21st CCLC student registration, sites will have at least 70% of enrolled students attending a minimum of 20 days and at least 50% attending a minimum of 30 days."* Due to the transition in the time measurement for student attendance (i.e., minutes/hours instead of days), it will be necessary to create guidance that is based upon hours of attendance. Future evaluation analyses could be used to help answer this question, if desired by the Office of Federal Programs & Support.

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## Appendix A. Evaluation Logic Model

Work Area	Inputs	Outputs	Data Sources	Outcomes	Outcome Indicators and Data Sources		Impacts
<i>What are major components of this effort?</i>	<i>Who will support the work?</i>	<i>What services and products will be created?</i>	<i>How will we know the status of the outputs?</i>	<i>What will be the results?</i>	<i>What evidence do we have that we are progressing toward envisioned outcomes?</i>	<i>Data source/Methods of analysis      Indicators of success</i>	<i>What will be the ultimate impact?</i>
1. Student literacy/ numeracy	Programs	<b>[1.1.a]</b> Collaborations with other entities to support literacy <b>[1.1.b]</b> Engaged students in various literacy activities <b>[1.1.c]</b> Written, intentional teaching in literacy <b>[1.1.d]</b> Collaborations with other entities to support mathematics <b>[1.1.e]</b> Engaged students in various mathematics activities <b>[1.1.f]</b> Written, intentional teaching in mathematics	Program director survey	Higher quality enrichment programs that increase students' literacy and numeracy skills	WVEIS and 21 <sup>st</sup> 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 WVSGA scores in <b>[1.0.a]</b> English/language arts  <b>[1.0.b]</b> Mathematics	A statewide system that supports students' academic and social/emotional development and positive behavior outcomes
	Programs/ WVDE	<b>[1.1.g]</b> Regional and statewide face-to-face meetings for professional learning, networking, and sharing best practices in literacy and math skills support.	WVDE coordinators survey				
2. Student social/ emotional skills, behavior, confidence	Programs	<b>[2.1.a]</b> Collaborations with regional organizations (formerly 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 <b>[2.1.b]</b> Service learning and community service activities for students	Program director survey	Higher quality enrichment programs that increase students' social/ emotional skills, behavior, and resilience	WVEIS and 21 <sup>st</sup> CCLC database/Descriptive statistics, quasi-experimental comparison of students in the program with matching students not in the program  21 <sup>st</sup> CCLC Teacher Survey/Comparison of teacher ratings for students with 30, 60, 90, and 120+ days of attendance	Comparative improvement in <b>[2.0.a]</b> Regular school attendance  <b>[2.0.b]</b> Discipline referrals <b>[2.0.c]</b> Teacher ratings	
	WVDE	<b>[2.1.c]</b> Ongoing training for program staff on social/emotional development <b>[2.1.d]</b> State/regional meetings with social/emotional focus	Program director survey, WVDE coordinators survey		21 <sup>st</sup> CCLC database	<b>[2.0.d]</b> Self-reported improvement from program directors	

Work Area	Inputs	Outputs	Data Sources	Outcomes	Outcome Indicators and Data Sources		Impacts
<i>What are major components of this effort?</i>	<i>Who will support the work?</i>	<i>What services and products will be created?</i>	<i>How will we know the status of the outputs?</i>	<i>What will be the results?</i>	<i>What evidence do we have that we are progressing toward envisioned outcomes?</i> <i>Data source/Methods of analysis</i>	<i>Indicators of success</i>	<i>What will be the ultimate impact?</i>
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	All programs operating as high quality, safe, and supportive environments	Annual student supporting environment survey/ <i>Descriptive statistics</i> by program	[3.O.a] Improvements in student perceptions about safety and supportiveness of programs	A statewide system that supports students' academic and social/emotional development and positive behavior outcomes
	WVDE	[3.I.c] Consistent 21 <sup>st</sup> CCLC attendance guidance, and procedures to monitor and maintain/increase attendance	WVDE coordinators survey		21 <sup>st</sup> CCLC database/Average days of participation by program (growth trend from 2015-2016)	[3.O.b] Improvements in student retention	
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 21 <sup>st</sup> CCLC in their school strategic plans	Program director survey	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 21 <sup>st</sup> CCLC program in their annual strategic plans	
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	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	
	WVDE	[5.I.e] Approved partner list [5.I.f] Examples of family needs assessment surveys	WVDE coordinators survey				



# Appendix B. Teacher Survey (with Consent Language)

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## Informed Consent of Parents/Guardians

Note: The following readability indices were calculated for the below parent letter:

Coleman-Liau Grade-Level = 9.82

Flesch-Kincaid = 8.58

Mean Sentence Length = 15.88

Mean Word Syllables = 1.52

[Printed on WVDE letterhead]

2020-2021 Evaluation of West Virginia's  
21st Century Community Learning Center Program

### Parent/Guardian Denial of Consent

I understand that the afterschool program my child will attend will be evaluated by the West Virginia Department of Education (WVDE). The purpose of the evaluation study is *to find out how well the program is working*. What the WVDE learns from this study may help improve the program in the future. Later this school year, we would like to ask your child's teacher about the amount of progress your child has made. Any information we would gather would be protected and your child would never be identified. The information provided would be combined with information from others, and reported as a group.

Allowing your child to take part in this study in the way just described will put your child at no more risk than he or she would experience during any normal day. Although your child may not benefit directly by being part of the study, it is possible that because of what we learn, the program may improve to better meet his or her needs or the needs of other students.

Neither you nor your child will receive any money or other reward for taking part in this study. Allowing your child to be part of the study is completely voluntary. If you decide not to allow your child to be part of it, there will be no penalties or loss of benefits to you or your child.

To allow us to collect this information from your child's teacher there is no action you need to take.

Thank you!

If you do NOT want your child to be part of the study, just fill in the information below and return this form to the afterschool program coordinator.

☐ Do NOT include my child in the evaluation study.

Child's name (please print): \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of afterschool program: (to be filled in by program staff):  
\_\_\_\_\_

For more information about the education program we are studying, you may contact Sherry Swint (sherry.swint@k12.wv.us) or David Lee (david.lee@k12.wv.us). If you have questions about this evaluation study, you may contact Jonathan Rollins (jonathan.rollins@k12.wv.us). This study has been reviewed and approved by the West Virginia Department of Education Institutional Review Board (IRB-WVDE-048)). If you want to know more about the review of this study, you may contact the WVDE IRB cochair, Amber Stohr ([astohr@k12.wv.us](mailto:astohr@k12.wv.us)).

Parents: Keep a copy of this form for your records.

## E-mail Notifications for Teacher Survey

*[The below message is the initial e-mail invitation that a given teacher receives.]*

Dear West Virginia Educator,

We have contacted you because you have at least one student who has regularly participated in the 21st Century Community Learning Centers (21st CCLC) afterschool program site and we need your feedback. The form is very easy to fill out and is an important part of the Annual Performance Report that WV is required to complete in order to continue receiving federal funding for 21st CCLC.

You will be asked to answer a brief set of multiple-choice questions about any changes you may have seen in your students' performance during the past school year regarding homework completion and class participation, and overall behavior. **To complete the feedback form, just [click here](#).** This link will take you directly to the feedback form where you can answer the two questions for each student listed.

**Make sure that you click SUBMIT when finished.**

Please note that parents of the students listed have provided consent for us to collect this information. Further, your responses will be completely confidential. We will report this information only in aggregate, so neither you nor your students will be identified.

Thank you so much for your time!

The West Virginia Department of Education

*This message was automatically generated. Please do not reply to this email. Any questions should be directed to [surveys.wvde@k12.wv.us](mailto:surveys.wvde@k12.wv.us).*

*[The below message is the first e-mail reminder that a given teacher receives if they have not responded within two weeks of initially receiving the survey invitation.]*

Dear West Virginia Educator,

Around two weeks ago a message was sent to you and other teachers across the state asking for a very brief (3-question) progress report on students attending 21st Century Community Learning Centers (21st CCLC) afterschool programs. Some teachers were apprehensive about the message because it asked people to click on a link. Please be assured that the request is legitimate and takes you to a form generated by the WVEIS system.

This e-mail is a quick reminder that you have at least one student who has regularly participated in a 21st CCLC afterschool program site and we need your feedback as part of the Annual Performance Report that WV is required to complete in order to continue receiving federal funding for 21st CCLC.

The form consists of only three multiple-choice questions for each student listed to get your feedback on any changes you may have seen in your students' performance during the past school year regarding homework completion and class participation, behavior, and overall engagement.

**To complete the feedback form, please [click here](#).** This link will take you directly to the feedback form.

**Make sure that you click SUBMIT when finished.**

Please note that parents of the students listed have provided consent for us to collect this information. Further, your responses will be completely confidential. We will report this information only in aggregate so neither you nor your students will be identified.

Thank you so much for your time!

The West Virginia Department of Education

*This message was automatically generated. Please do not reply to this email. Any questions should be directed to [surveys.wvde@k12.wv.us](mailto:surveys.wvde@k12.wv.us).*

*[The below message is the second e-mail reminder that a given teacher receives if they have not responded within four weeks of initially receiving the survey invitation.]*

Dear West Virginia Educator,

In the preceding weeks a message was sent to you and other teachers across the state asking for a very brief (3-question) progress report on students attending 21st Century Community Learning Centers (21st CCLC) afterschool programs. Some teachers were apprehensive about the message because it asked people to click on a link. Please be assured that the request is legitimate and takes you to a form generated by the WVEIS system.

We are contacting you to remind you again that you have at least one student who has regularly participated in a 21st CCLC afterschool program site, and we are requesting your feedback as part of the Annual Performance Report that WV is required to complete in order to continue receiving federal funding for 21st CCLC.

The feedback form we are requesting you fill out is quick and easy. It consists of only three multiple-choice questions for each student listed to get your feedback on any changes you may have seen in your students' performance during the past school year regarding homework completion and class participation, behavior, and overall engagement.

[Click here](#) to go directly to the feedback form.

Make sure that you click SUBMIT when finished.

Again, the parents of the students listed have provided consent for us to collect this information, and your responses will be completely confidential. We will report this feedback information only in aggregate so neither you nor your students will be identified.

Thank you so much for your time!

The West Virginia Department of Education

*This message was automatically generated. Please do not reply to this email. Any questions should be directed to [surveys.wvde@k12.wv.us](mailto:surveys.wvde@k12.wv.us).*

*[The below message is the e-mail invitation that a given teacher receives if they have already completed the survey but additional students have met the criteria for being included in the survey collection before the close of the survey window.]*

Dear West Virginia Educator,

Firstly, thank you for completing the feedback form regarding your students who have participated in a 21st Century Community Learning Centers (21st CCLC) afterschool program site.

We are contacting you again to let you know that more of your students have been added to the survey list because they have met the minimum attendance requirements, and we ask that you give your feedback. Remember that this feedback is an important part of the Annual Performance Report that WV is required to complete in order to continue receiving federal funding for 21st CCLC.

**To complete the feedback form for these additional students, please [click here](#).**

**Make sure that you click SUBMIT when finished.**

We would like to remind you that the parents of the students listed in this feedback form have provided consent for us to collect this information and your responses will be completely confidential as feedback will be reported only in aggregate so neither you nor your students will be identified.

Thank you so much for your time!

The West Virginia Department of Education

*This message was automatically generated. Please do not reply to this email. Any questions should be directed to [surveys.wvde@k12.wv.us](mailto:surveys.wvde@k12.wv.us).*

Teacher Survey Questions

Teacher Survey

Please rate any changes you have observed for each student for the following areas that you believe can be directly attributed to the 21st Century afterschool program. Your responses to this survey are confidential. Neither you nor your students will be identified when this data is reported. Remember to submit this survey after completion.

XXXXXXXX, XXXXXXXX (DOB: XXX-XX-XXXX, WVEIS#: XXX-XXXX-XXXX)

☐ This is not my student.

Homework Completion and Class Participation

Before 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent
After 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent

Student Behavior

Before 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent
After 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent

Student Engagement

Before 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent
After 21CCLC:	<input type="radio"/> Unsatisfactory	<input type="radio"/> A little bit of a problem	<input type="radio"/> Not good or bad	<input type="radio"/> Moderately good	<input type="radio"/> Excellent

# Appendix C. Program Director 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County extension agent, 4H, or FFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local partners or community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WVDE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 21<sup>st</sup> CCLC?

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Receiving reading/literacy tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading/literacy games or hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping other students with reading/literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other reading/literacy activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County extension agent, 4H, or FFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local partners or community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WVDE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	To a small extent	To a moderate extent	To a large extent	All the time or nearly all the time
Other agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 21<sup>st</sup> CCLC?

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Receiving math tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math games or hands-on math activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping other students with math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other math activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math/numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County extension agent, 4H, or FFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local partners or community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WVDE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe					



7. **[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 resiliency training, prevention programs, group counseling, teamwork strategies, 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County extension agent, 4H, or FFA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local partners or community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WVDE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe					

8. **[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 21<sup>st</sup> CCLC?**

	0%-10%	10%-20%	20%-30%	30%-40%	40%-50%	50%-60%	60%-70%	70%-80%	80%-90%	90%-100%
Service-learning projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-emotional or character education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other social/emotional or character building activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe										

9. **[Implementation]** For each of the following topics, please estimate what percentage of your site staff participated in professional development that you have offered to them.

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students' persistence toward graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing positive behavior supports / behavior management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning service learning or community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 3. Quality of programs, safe and supportive environments

10. [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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-bullying programming and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A trauma informed environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handle With Care WV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Youth Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 4. Program sustainability

11. [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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach to schools for inclusion of the 21st CCLCs in supporting schools' strategic plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource development outreach and marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming partner MOUs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fund raising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. [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 <b>not</b> include a \$ sign)

13. [Outcome] How many schools does your program serve? \_\_\_\_\_

14. [Outcome] In how many of those schools' strategic plans is 21<sup>st</sup> CCLC included? \_\_\_\_\_

## Section 5. Community and Family Involvement

15. [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

16. [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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. [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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have established policies and procedures to promote family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate and build trusting relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are intentional about staff hiring and training to promote effective staff-family interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect families to each other, to the program staff, to schools, and to other community institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help support families and their basic needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: Items in this set based on Little (2013).

18. [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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. [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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving hoped-for turnouts at activities planned for families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving hoped-for turnouts for activities inviting the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving family members as volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving community members as volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section 6. Successes, Challenges, and Recommendations

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


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


22. Please make up to three recommendations for improving West Virginia's 21<sup>st</sup> CCLC program in the coming years.


## Appendix D. Details for Technical Analyses

### Equation Set 1: Regression of Days to Hours

A linear mixed model was fit (using the *lme4* package in R) to predict the number of hours present based upon a fixed factor for days present in 21<sup>st</sup> CCLC programming and a random factor for site, where the global intercept was constrained to zero and the site-level intercepts were also constrained to zero but the slopes were allowed to vary ( $R_m^2 = .783$ ;  $R_c^2 = .993$ ).

Subscripts for the variables include:

- $i$  = Student
- $j$  = 21st CCLC site

$$\widehat{HoursPresent}_i \sim N(\mu, \sigma^2) \quad (1a)$$

$$\mu = 2.07\beta_{1,j(i)} * DaysPresent \quad (1b)$$

$$\widehat{HoursPresent}_i = \beta_{1,j(i)} * DaysPresent \quad (1c)$$

$$\beta_{1j} \sim N(0, \sigma = 0.81) \quad (1d)$$

```
Linear mixed model fit by REML. t-tests use Satterthwaite's method [lmerModLmerTest]
Formula: HoursPresent ~ -1 + DaysPresent + (-1 + DaysPresent | SITEID)
Data: x

REML criterion at convergence: 33537.8

Scaled residuals:
    Min       1Q   Median       3Q      Max
-11.0777  -0.0296   0.0006   0.0875   8.4254

Random effects:
 Groups   Name                Variance Std.Dev.
SITEID    DaysPresent    0.6582    0.8113
Residual                    39.4193    6.2785
Number of obs: 5047, groups: SITEID, 132

Fixed effects:
              Estimate Std. Error    df t value Pr(>|t|)
DaysPresent    2.06647    0.07502 120.12173   27.54  <2e-16 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

The slopes by Site ID are omitted herein to better protect the anonymity of sites. However, those slopes were used to populate the expected values shown within the report.

## Equation Set 2: Equipercntile Linking of Days and Hours

A single-group design equipercntile linking approach was used (using the *equate* package in R) to build a relationship between the days a student attended 21<sup>st</sup> CCLC programming and the number of hours attended. Doing so appropriately captures the departure from linearity as the number of days/hours increases. Pre-smoothing (i.e., localized predictions on the relative frequency distribution of days to better approximate a population distribution) was applied using a log-linear polynomial function (Haberman, 1974, 1978; Holland & Thayer, 1987, 2000; Hanson, 1990). It is important to note that the relationship is not a true equating because the values are not interchangeable (i.e., days and hours are different measures that do not have a one-to-one relationship in this example and are thus collected on separate scales).

Notation for the variables include:

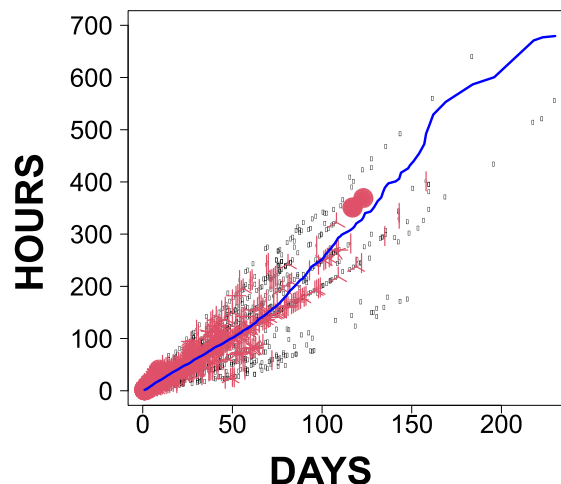
- *equip* is the equipercntile linking function
- $Q^{-1}$  is the inverse percntile function for hours
- $P$  is the percntile function for days

$$equip_{Hours}(Days) = Q^{-1}[P(Days)] \quad (2a)$$

The linking relationship, inclusive of the presmoothing function, appears to be moment preserving at least up to the third order.

Moment	Days	Hours	Days ⇔ Hours
Mean	27.36	62.12	61.58
SD	31.78	82.64	81.95
Skew	1.75	2.32	2.42
Kurtosis (Excess)	6.07	8.69	10.15
Minimum	1.00	0.17	1.58
Maximum	230.00	640.00	679.42
Sample Size	5,047	5,047	5,047

The sunflower plot captures the relationship between days and hours attended. The areas in pink represent a higher number of data points, and the blue line is the equipercntile linking function.



### Equation Set 3: Absence Rates

The below equations and output are for the quasi-experimental analysis of absence rate data for EQ2.

Subscripts for the variables include:

- $i$  = Student
- $j$  = 21st CCLC site
- $k$  = Regular-day school

The following model specification assumptions were made:

- The effect of 21<sup>st</sup> CCLC is not assumed to be the same for all sites (due to different operating schedules, for example), where both site-specific intercepts are freed-up for estimation as well as the slopes for days attended (while the slopes for previous year absence rate are fixed): ( $DAYSATTENDED.2021|SiteID$ ).
- The model should account for students' previous year absence rate (where the 2019-2020 absence rate is a continuous fixed effect, or covariate).
- The model should account for the influence of the current school a student is in, where by-school variability is taken into consideration (as a random effect with freed-up intercepts but fixed slopes): ( $1|SchoolID$ ).

The below equations are for the unstandardized solution to better facilitate interpretation.

$$AbsenceRate(SY2021)_i \sim N(\mu, \sigma^2) \quad (3a)$$

$$\mu = 0.0387\alpha_{j(i),k(i)} - 0.0001\beta_{1j(i)}(DaysAttendedAfterschool(SY2021)) + 0.3518\beta_2(AbsenceRate(SY2020)) \quad (3b)$$

$$AbsenceRate(SY2021)_i = \alpha_{j(i),k(i)} - \beta_{1j(i)}(DaysAttendedAfterschool(SY2021)) + \beta_2(AbsenceRate(SY2020)) \quad (3c)$$

$$\alpha_j \sim N(0, \sigma = 0.0176) \quad (3d)$$

$$\alpha_k \sim N(0, \sigma = 0.0313) \quad (3e)$$

The *lmer* model summary with unstandardized coefficients was as follows:

```
Linear mixed model fit by REML. t-tests use Satterthwaite's method ['lmerModLmerTest']
Formula: Pct2021 ~ DAYSATTENDED.2021 + Pct1920 + (DAYSATTENDED.2021|SiteID) + (1|SchoolID)
Data: m.data2
Weights: weights
Control: lmerControl(optCtrl = list(maxfun = 30000))

REML criterion at convergence: -55235.7

Scaled residuals:
   Min       1Q   Median       3Q      Max
-9.5851 -0.3598 -0.1084  0.1362 24.8886
```

```

Random effects:
Groups      Name                Variance Std.Dev. Corr
SchoolID (Intercept)          9.826e-04 0.0313465
SiteID (Intercept)            3.114e-04 0.0176476
          DAYSATTENDED.2021  1.578e-08 0.0001256 -1.00
Residual                      4.672e-03 0.0683511
Number of obs: 29611, groups: SchoolID, 243; SiteID, 140

Fixed effects:
              Estimate Std. Error      df t value Pr(>|t|)
(Intercept)    3.871e-02  3.093e-03 2.719e+02  12.52 < 2e-16 ***
DAYSATTENDED.2021 -1.181e-04  2.865e-05 7.779e+01  -4.12 9.37e-05 ***
Pct1920         3.518e-01  6.206e-03 2.956e+04  56.68 < 2e-16 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Correlation of Fixed Effects:
      (Intr) DAYSAT
DAYSATTENDE -0.484
Pct1920      -0.133  0.024
optimizer (nloptwrap) convergence code: 0 (OK)
boundary (singular) fit: see help('issingular')

```

The *lmer* model summary with standardized coefficients was as follows:

```

Linear mixed model fit by REML. t-tests use Satterthwaite's method ['lmerModLmerTest']
Formula: Pct2021 ~ DAYSATTENDED.2021 + Pct1920 + (DAYSATTENDED.2021|SiteID) + (1|SchoolID)
Data: m.data3
Weights: weights
Control: lmerControl(optimizer = list(maxfun = 50000))

REML criterion at convergence: 94721.3

Scaled residuals:
    Min       1Q   Median       3Q      Max
-9.5874 -0.3598 -0.1084  0.1363 24.8874

Random effects:
Groups      Name                Variance Std.Dev. Corr
SchoolID (Intercept)          0.153309 0.39155
SiteID (Intercept)            0.044664 0.21134
          DAYSATTENDED.2021  0.001026 0.03204  -1.00
Residual                      0.739863 0.86015
Number of obs: 29611, groups: SchoolID, 243; SiteID, 140

Fixed effects:
              Estimate Std. Error      df t value Pr(>|t|)
(Intercept)    8.716e-02  3.742e-02 2.780e+02  2.329  0.0206 *
DAYSATTENDED.2021 -3.038e-02  7.359e-03 8.497e+01 -4.128 8.51e-05 ***
Pct1920         2.913e-01  5.139e-03 2.956e+04 56.678 < 2e-16 ***
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Correlation of Fixed Effects:
      (Intr) DAYSAT
DAYSATTENDE -0.444
Pct1920      -0.004  0.024
optimizer (nloptwrap) convergence code: 0 (OK)
Model failed to converge with max|grad| = 0.00399109 (tol = 0.002, component 1)

```

A null model was specified by removing the variables related to 21<sup>st</sup> CCLC (i.e., Pct2021 ~ Pct1920 + (1|SchoolID)). Because the null model was nested within the full model, a likelihood ratio test was performed.. The findings could be interpreted to support that 21<sup>st</sup> CCLC attendance added to the predictive utility of the model a significant amount ( $\chi^2(4)=102.34$ ,  $p < .001$ ), as well as the statistical significance of the fixed effect for days attendance in 21<sup>st</sup> CCLC.

Model	npar	AIC	BIC	logLik	deviance	Chisq	df	Pr(>Chisq)
Null	4	94,810	94,843	-47,401	94,802			
Full	8	94,716	94,782	-47,350	94,700	102.34	4	< 0.001



However, the practical significance of the model was not supported in two ways. First, the  $R^2$  value of the fixed effect(s) within the full model did not have very much explanatory power ( $R_m^2 = .084$ ;  $R_c^2 = .278$ ), which was even less than the null model ( $R_m^2 = .086$ ;  $R_c^2 = .245$ ), albeit negligibly. Second, an effect size calculation (c.f., Hedges, 2007) that examines the ratio of the contribution of the fixed effect in question (i.e., Days of Attendance in 21<sup>st</sup> CCLC) with respect to the variability from the random effects (which are essentially the “error” variability components controlled for statistically within the model). This effect size can be interpreted similarly to Cohen’s  $d$  or Hedge’s  $g$ . The equations for the calculation, and the derived value, are presented below. When using the standardized coefficients, which allows for commensurate scaling of the variables, the equation yields an inconsequential effect size of -0.031.

$$\delta_t = \frac{\beta_{DAYSATTENDED2021}}{\sqrt{\sigma_{\alpha_j(i)}^2 + \sigma_{\alpha_k(i)}^2 + \sigma_{\beta_{1j}}^2 + \sigma_{\varepsilon}^2}}$$

$$\delta_t = \frac{-0.03038}{\sqrt{0.044664 + 0.153309 + 0.001026 + 0.739863}}$$

$$\delta_t = \frac{-0.03038}{0.968948915}$$

$$\delta_t = -0.031353562$$

## Appendix E. Sample of Screenshots from New WVDE App

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### Login Screen

#### 21st Century Community Learning Center

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##### Login

	<input type="text" value="Email"/>
	<input type="password" value="Password"/>

LOGIN

[Forgot your password?](#)

### Terms of Use

#### 21st Century Community Learning Center

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##### Terms of Use

This web application was created by the West Virginia Department of Education (WVDE) to collect data for the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) program. Data submitted within this system are used to meet Federal reporting requirements for 21st CCLC, inform the state-wide program evaluation, and provide summaries to 21st CCLC program directors and coordinators to inform on-going program activities. Only authorized users are allowed to access this WVDE application. By clicking "I Agree" below, you are verifying that you are accessing this system through legitimate means and are the authorized user. Otherwise, click the "Exit" button.












☒ I Agree \*

Agree & Continue

## Program Director Home Page

### 21st Century Community Learning Center










#### Home

 Student Enrollment	 Enter Activity Data	 Monitoring Tools
 User Management	 Attendance	 Generate 21APR Reports
 Student Information	 Teacher Surveys Overview	 Resources
 User Profile	 21 APR Timeframes	

## Site Coordinator Home Page

### 21st Century Community Learning Center

#### Home

 Student Enrollment	 Enter Activity Data	 Monitoring Tools
 Manage Site Staff	 Attendance	 Student Information
 Teacher Surveys Overview	 Resources	 User Profile

## Attendance Data Entry Screen

### 21st Century Community Learning Center

#### Enter Attendance

Please select a site and a date to get your list of students.

Select a Grant:

Select a Site:

Select a Date:

Student Name	Birthdate	Present	Start Time	End Time	Remote
Filter...	Filter...				
		ALL	ALL	ALL	ALL
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	03:45 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	03:00 PM <input type="text"/>	04:30 PM <input type="text"/>	<input checked="" type="checkbox"/>

Save & Submit

## Attendance Trends Screen

### 21st Century Community Learning Center

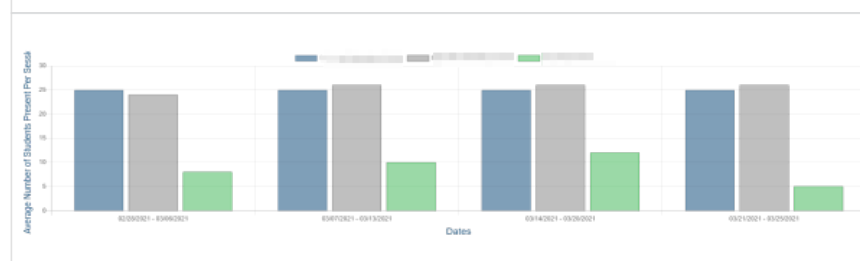
#### View Attendance Trends

Select a Grant:

Select a Start Date:

Select an End Date:

Generate Charts



## Activity Data Entry Screen

### 21st Century Community Learning Center

#### Enter Activities

Activities categories have changed! Please hover over the **info icon** ⓘ next to each category name to see the old categories that map to it.

You can also visit The [App Tips Sheet](#) page under **Section 4: Attendance and Activity Data Entry Instructions** to see a table explaining how the old categories map to the new categories.

Select a Grant:

Select a Site:

Select a Date:

Activity	Did Activity	Maximum Number of Elementary Students:	Maximum Number of Elementary Minutes:	Maximum Number of Secondary Students:	Maximum Number of Secondary Minutes:
		Number of Elementary Students	Minutes per Elementary Student	Number of Secondary Students	Minutes per Secondary Student
Academic Enrichment ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Well-rounded Education Activities ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Literacy Education ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Healthy and Active Lifestyle ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Services for Individuals with Disabilities ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Activities for English Learners ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Cultural Programs ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Telecommunications and Technology Education ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expanded Library Service Hours ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parenting Skills and Family Literacy ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistance to Students who have been Truant, Suspended, or Expelled ⓘ	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Drug and Violence Prevention and Counseling ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science, Technology, Engineering, and Mathematics ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Career Competencies and Career Readiness ⓘ	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Submit







W. Clayton Burch  
West Virginia Superintendent of Schools