



West Virginia DEPARTMENT OF
EDUCATION

Nita M. Lowey

21st Century Community Learning Centers

Technical Assistance Call

April 15, 2025

Grant Purposes



- Provide academic enrichment and tutoring
- Offer families active and meaningful engagement in their children's education
- Offer students a broad array of additional services, well-rounded educational programs, and activities

Afterschool Design and Measures of Effectiveness

The programs developed for this proposal must:

- Be based on an assessment of objective data regarding the need
- **Be based on established performance objectives**
- **Be based, if appropriate, on scientific research that provides evidence that the program or activity will help students meet the state academic achievement standards**
- **Ensure that measure of student success align with the regular academic program of the school and the needs of the students**
- Collect the data necessary for the measures of student



Approved Activities May Include:

Remedial Education

Drug and Violence Prevention Programs

Resilience Programs

STEM Activities

Arts and Music Activities

Tutoring and Mentoring Programs

Recreational, Fitness, and Wellness Activities

Positive Youth Development Activities

Literacy and Math Enrichments

Apprenticeships or Internships

Expanded Library Hours

Parent Involvement

Character Education

Entrepreneurial Education

Financial Literacy Programs

Nutrition and Health Programs

Service Learning and Service Projects

Career and Technical Programs



Specifics regarding the Afterschool Implementation Plan (API)



API: Recruitment and Retention



- Describe strategies for recruitment and retention of at-risk students
- Describe plans for targeting students' academic needs
- Ensure equitable access for students, staff and family members
- Plans for serving students with special needs

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
14.	The narrative explains strategies for recruiting and retaining at-risk students and maximizing these students' participation, including a description of how practices will be equitable and inclusive.	Recruitment and retention strategies are not provided or are entirely passive (e.g., only sending out flyers, "open to all").	Recruitment and retention plan provides some details on either engaging at-risk students or credible strategies.	Recruitment and retention plan provides details on both engaging targeted at-risk students and credible strategies, but the descriptions are not complete or likely to lead to success.	Recruitment and retention plan to engage at-risk, targeted students is both reasonable and success probable. Credible strategies to maximize both the number of students attending and continue participating are well explained.
15.	The narrative explains how the program will ensure equitable access to, and participation by, students and program personnel with special needs.	No procedures exist to support students with IEPs, 504 Plans, and English Learner Plans.	A procedure is mentioned that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but is not specific or is not set-up to meet individualized student needs.	An adequate procedure is described that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but the details included for staffing and resources are not thorough.	Equitable access is provided for all students and procedures exist to support students with IEPs, 504 Plans, and English Learner Plans, with specific details included for staffing and resources.



API: Program Operations

Include the following for each site

- Weekly schedule, include activities
- Hours of operation and total number of hours
- Start by October 15
- Operate for 250 hours during school year
- Provide summer program information, if applicable



Afterschool Program Implementation	Points			
	0	1	2	3
The program implementation plan includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year. Applicant indicates a minimum requirement of 250 hours during the school year will be met.	Details are missing for the program calendar or programming time does not add up to 250 hours during the school year.	Details are unclear as to whether the program starts by October 15th and meets the requirements of 250 program hours during the school year.	The program starts by October 15th and meets the requirements of 250 program hours during the school year.	The program starts by October 15th and exceeds requirements of 250 program hours during the school year.



SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
17.	A program schedule is provided for each site with time allotted to program components and activities and ensures separate times for meals, homework assistance/tutoring, and enrichment activities. Required components are meal time, homework assistance/tutoring, and enrichment activities.	Program schedule is missing, of poor quality, not pre-determined, or most required components are missing.	A program schedule is present but may be unclear with some program components or time allotments missing or does not provide separate times for meals, homework assistance/tutoring, and enrichment activities.	A program schedule is present and includes separate times for meals, homework assistance/tutoring, and enrichment activities as well as details regarding the time allotted to program components and activities.	A program schedule is present and includes separate times for meals, homework assistance/tutoring, and enrichment activities as well as details regarding time allotted to program components and activities. The program schedule provides details related to how it may vary according to site or grade-levels served.



API: Program Design

For each site and/or different student grade levels:

- Describe evidence-based practices and curriculum, and alignment to WV standards (ELA, Math, & enrichments)
- Link program activities and curriculum to school day learning (ELA, Math, & enrichments)
- Describe a continuous quality improvement process and
- Provide strategies for implementing optional summer programs, if applicable



3 Indicators: ELA, Mathematics, and Enrichments

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
19.	The program implementation plan describes the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR mathematics content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or the WVCCR mathematics content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and the WVCCR mathematics content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR mathematics content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.



Continuous Quality Improvement

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
21.	The continuous quality improvement (CQI) process that includes details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards).	A plan for CQI processes is not included, is missing multiple components, or is not a CQI process.	A plan is described for CQI processes, but there are minimal details related to staffing, timeframes, or rubrics/instruments	A plan is described for CQI processes with details related to staffing, timeframes, and rubrics/instruments, but could benefit from additional clarification.	A plan is fully described for CQI processes with details related to staffing, timeframes, and rubrics/instruments. Stakeholders are involved in the CQI processes and receive regular updates and/or results.



What questions do you have about the
Afterschool Program Implementation
Plan?



Facility Plan

- Describe each facility, including
 - accessibility and safety
 - specific areas or rooms available to be used
- Address availability of transportation
- Detail the emergency exit plan and emergency readiness plan and how the plans will be communicated and practiced



SECTION 5. FACILITY PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
26.	The narrative describes how the facility or facilities are safe, adequate, and accessible. Specific facility description should include the interior and exterior space of each facility that will be used, how the rooms and outside areas will be sufficient for all program activities and number of anticipated students, and how the facility is accessible to persons with disabilities. Each afterschool site facility is described.	A description of the facilities to be used is missing, or it cannot be determined if the facilities are safe, adequate, and accessible.	A description is present for some but not all of the facilities being used, or the descriptions provided are vague and do not guarantee that the facilities are safe, adequate, and accessible.	A description is present for every facility being used, but additional clarification is needed to guarantee that all facilities are safe, adequate, and/or accessible.	A description is present for every facility being used and it is clear that all facilities are safe, adequate, and accessible.
27.	The facility plan explains how student travel (e.g., dismissal procedures, bussing) to and from the 21st CCLC site will be safe and, if applicable, includes a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.	The facility plan does not describe transportation provisions or does not provide details that ensure student safety.	The facility plan provides generic details related to student travel to and from the afterschool sites, but the information is not specific to each site, or clarification is needed to ensure student safety.	The facility plan contains information for each site, and provides details that ensure student safety, but could benefit from additional clarification.	The facility plan describes all viable and applicable transportation options provided for students and provides clear details that ensure student safety.



Facility Plan	Points			
	0	1	2	3
The plan for emergency exit and emergency readiness are created or modified for the afterschool program and each site, and describe, how information will be communicated to the staff, students, and parents, and how drills will be conducted.	The plans are missing or meet very few criteria.	The plans address some components, but not all, and those addressed require substantial clarification.	The plans meet most specified criteria, and all components are described, but could benefit from additional clarification on a specific component.	The plans meet all specified criteria, is specified to each site, accounts for multiple different plausible scenarios, and will be clearly communicated to all stakeholders.



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