



West Virginia DEPARTMENT OF
EDUCATION

Nita M. Lowey

21st Century Community Learning Center

Technical Assistance Call

April 8, 2025

Agenda

- Review of the Action Plan Components
 - Goals
 - Objectives
 - Strategies
 - Outputs
 - Progress Indicators
 - Evaluation Plan
- Review of the Family Engagement Plan
- Questions regarding 21st CCLC Grant Competition

21st Century Nita M. Lowey Community Learning Center (21st CCLC)

- Funded through Title IV, Part B of the federal Elementary and Secondary Education Act
- Provides federal funding to establish high-quality afterschool programs in community learning centers
- Targets students who are at risk of academic failure and their families



**WEST VIRGINIA'S 21st CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations



West Virginia DEPARTMENT OF
EDUCATION

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

Action Plan Format

Goal 1: Increase Academic Achievement (Minimum 2 and Maximum 3 Objectives)

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan

Goal 2: Increase Family Engagement (Minimum 2 and Maximum 3 Objectives)

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan



Action Plan Objectives

- Objectives are detailed statements of intended results.
- **Two SMART objectives** are required for each goal (3 max.).
- Objectives are to be Specific, Measurable, Achievable, Relevant, and Timebound.

Objectives: What is the growth or change that is measurable?

By the end of the school year, at least 75% of K-5 students who attend the 21st CCLC program for at least 60 hours, will meet their individual targets for expected growth from the i-Ready BOY (beginning-of- year) to the EOY (end-of-year) benchmark in English Language Arts

By the end of the school year, at least 75% 6-8 grade students who attend the 21st CCLC program for at least 60 hours, will maintain a C average or above in Language Arts during the school year

Outputs or Objectives for Increasing Family Engagement in Child's Education

Example 1

- By the end of the school year, the afterschool program will aim to achieve a 35% parent participation rate during scheduled virtual family events.

Example 2

- By the end of each year, at least 80% of parents who attended at least one family engagement event and completed an end of year parent survey, will report being a stronger advocate for their student and more connected to their student's academic needs

Rubric: Objective

		POINTS			
		Zero	One	Two	Three
4.	Goal 1: Objectives Goal 1 includes a minimum of two objectives to meet the statewide goal of increasing academic achievement. Program objectives are Specific, Measurable, Attainable, Realistic, and Time-Bound	No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 1.	Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.	Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.	All S.M.A.R.T. attributes are present across the objectives.



Action Plan Strategies

Strategies are actions needed to meet short-term outcomes and annual objectives

Strategies: What actions will you take to make this short-term change happen?

Evidence-based tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards (WVCCRS) for ELA for all ages. Resources include staff, high interest text, computer software.

Small or whole group repeated readings (including read aloud and theater) and collaborative discussions to improve comprehension with high-interest, grade-level texts. Youth choice and WVCCRS for ELA, Social Studies, and Science will be used to guide text/topic selection and instruction. (K-8)

Homework will be completed daily by the middle school and staff will work with students to ensure homework is submitted. (6-8)

Rubric: Strategies for Student Academic Achievement

	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
Goal 1: Strategies describe actions needed to meet annual objectives.	Strategies are missing or do not include any details regarding specific grade-level audiences (K-2, Middle School, etc.), and frequency of interventions/actions.	Strategies include some details regarding specific grade-level audiences, and frequency of interventions/actions, but the strategies do not support attainment of the objectives.	Strategies include most details regarding specific grade-level audiences, frequency of interventions/actions, and support the attainment of the objectives, but the details are not fully clear.	Strategies include all details regarding specific grade-level audiences, frequency of interventions/actions, and details are clear and likely to lead to meeting the objectives.



Rubric: Strategies for Family Engagement

	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
Goal 2: Strategies Goal 2 strategies describe actions needed to meet annual objectives.	Strategies are missing or do not include any details regarding specific family audiences (foster parents, grandparents, K-5 parents, etc.), and frequency of interventions/actions.	Strategies include some details regarding specific family audiences, and frequency of interventions/actions, but the strategies do not support attainment of the objectives.	Strategies include most details regarding specific family audiences, frequency of interventions/actions, and support the attainment of the objectives, but the details are not fully clear.	Strategies include all details regarding specific family audiences, frequency of interventions/actions, and details are clear and likely to lead to meeting the objectives.



Action Plan Outcomes

- Outcomes are short-term, specific, measurable changes that will likely occur as a result of listed strategies, and that will be used to demonstrate progress toward annual objectives.

Outcomes: What are the steps to complete to achieve the objective?

Students will master explicitly taught foundational reading and writing skills.

Students will demonstrate improved fluency with grade-level passages based on topics and texts under study.

Middle School students will have a monthly homework completion rate of 90%

Middle School students' 9-week grades will meet C average or better.

Rubric: Outcomes

ACTION 2. ACTION N	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
Goal 1: Outcomes Goal 1 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate	Short-term changes are missing or do not demonstrate progress toward Goal 1 objectives.	Short-term changes mostly demonstrate progress toward Goal 1 objectives, but are not specific, attainable, and/or measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and most are specific, attainable, and measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and all are specific, attainable, and measurable.



Action Plan Progress Indicators

Process Indicator(s): What are the tools?

1. iReady progress monitoring assessments for foundational skills
2. Formative assessment documented by tutors with anecdotal notes, checklists, and rubrics while students practice ELA skills

Data sources and methods used to measure short-term outcomes such as students' individual, small-group, or whole-group progress toward annual objectives

Rubric for Progress Indicators

	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
Goal 1: Progress Indicator(s) Goal 1 progress indicators include data sources and evaluation methods used to measure short-term outcomes.	Data sources and evaluation methods are not listed or are not connected with the short-term outcomes.	Data sources and evaluation methods are listed, but do not adequately measure the short-term outcomes.	Data sources and evaluation methods are listed and connected with the short-term outcomes, but not all may be feasible.	Data sources and evaluation methods are listed, clearly connected with the short-term outcomes, and are feasible.



Action Plan Evaluation Plan

Process for collecting evidence of progress toward short-term outcomes and annual objectives, including how this information will be used to drive changes in program decision-making

Evaluation Plan

i-Ready progress reports will be used by tutor and evaluator to document K-5 student growth and determine future for growth in ELA

For interventions only, all students will be grouped according to skills needed by tutor
Ongoing formative assessment and anecdotal notes will be used by tutor to assess all individual skill progress

Monthly review of 6-8 grade students' grades to identify achievement and areas needing improvement by individual students and tutor

Feedback discussions (every nine weeks) with students and site coordinator to determine various future ELA enrichment activities (K-8)

Rubric: Evaluation Plan

SECTION 2. ACTION PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
8.	Goal 1: Evaluation Plan Goal 1 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.



Action Plan Summary

- Components are connected to each other and the needs statement
- Objectives are SMART and focus on academic achievement and family engagement.
- The proposed evaluation instrument measure what the applicant proposes to determine if outcomes and objectives are being met.
- The strategies likely to meet outcomes and objectives.
- The evaluation plan includes responsible persons, frequency of assessment, and how the evaluation will be used to drive decisions and programmatic change.

Questions on Action Plan



Family Engagement

The plan is aimed at improving caregivers' involvement in their child's learning at home, afterschool, or school.



Parent and Family Engagement Plan:



- Use evidence-based or best practice
- Aimed at improving parents'/guardians' involvement in their children's learning
- Support the connection between parent and their child's learning needs
- Involve parents and community in planning, implementation, evaluation, and decision-making
- Ensure equitable access to all families including members with special needs

Rubric: Family Engagement Plan

SECTION 4. PARENT AND FAMILY ENGAGEMENT	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
The family engagement plan is linked to the needs identified in the Statement of Need section as well as the Action Plan.	The family engagement plan is either missing or is not connected to the Statement of Need and the Action Plan.	The family engagement plan is linked with the Statement of Need or the Action Plan, but not both.	The family engagement plan is linked with the Statement of Need as well as the Action Plan but could benefit from additional clarification.	The family engagement plan is clearly linked with the Statement of Need as well as the Action Plan.
The family engagement plan describes how the program will involve parents, families, and/or community members. Family engagement activities are aimed at improving parents'/guardians' involvement in their children's learning either at home, at programs sponsored by the center, at school, or elsewhere.	Family engagement activities are not described or will likely have negligible or adverse impacts.	Family engagement activities are described, but the tentative impact or the feasibility of the methods require substantial clarifications or corrections.	The family engagement activities will likely lead to positive impacts with family engagement, but it is unclear how community member support is involved or how consistent staff-family communications will occur.	The family engagement activities will likely lead to positive impacts with family engagement, including support by community members and regular interactions between program staff and families.



Rubric Family Engagement Plan

SECTION 4. PARENT AND FAMILY ENGAGEMENT	POINTS			
	<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
The family engagement plan includes steps to ensure equitable access to, and participation by, family members, including those with special needs.	The proposed plan does not include steps to ensure that all family members will have equitable access.	The proposed plan vaguely describes equitable access and inclusion but requires substantial clarification.	The proposed plan describes strategies to better ensure equitable access and inclusion but could benefit from additional clarification.	The proposed plan is detailed and will likely lead to equitable access and inclusion for all family members across various demographics and exceptionalities.
The family engagement plan describes implementation plans using evidence-based practices and/or curriculum.	The proposed plan is missing evidence-based practices or uses undocumented sources.	The proposed plan mentions best practices, but the evidenced-based connections are unclear.	The proposed plan describes best practices, but the details are not fully connected with nationally recognized databases or research-backed sources.	The proposed plan is clearly linked with nationally recognized databases or research-backed practices that have been vetted by experts in youth development and related fields.



Questions

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