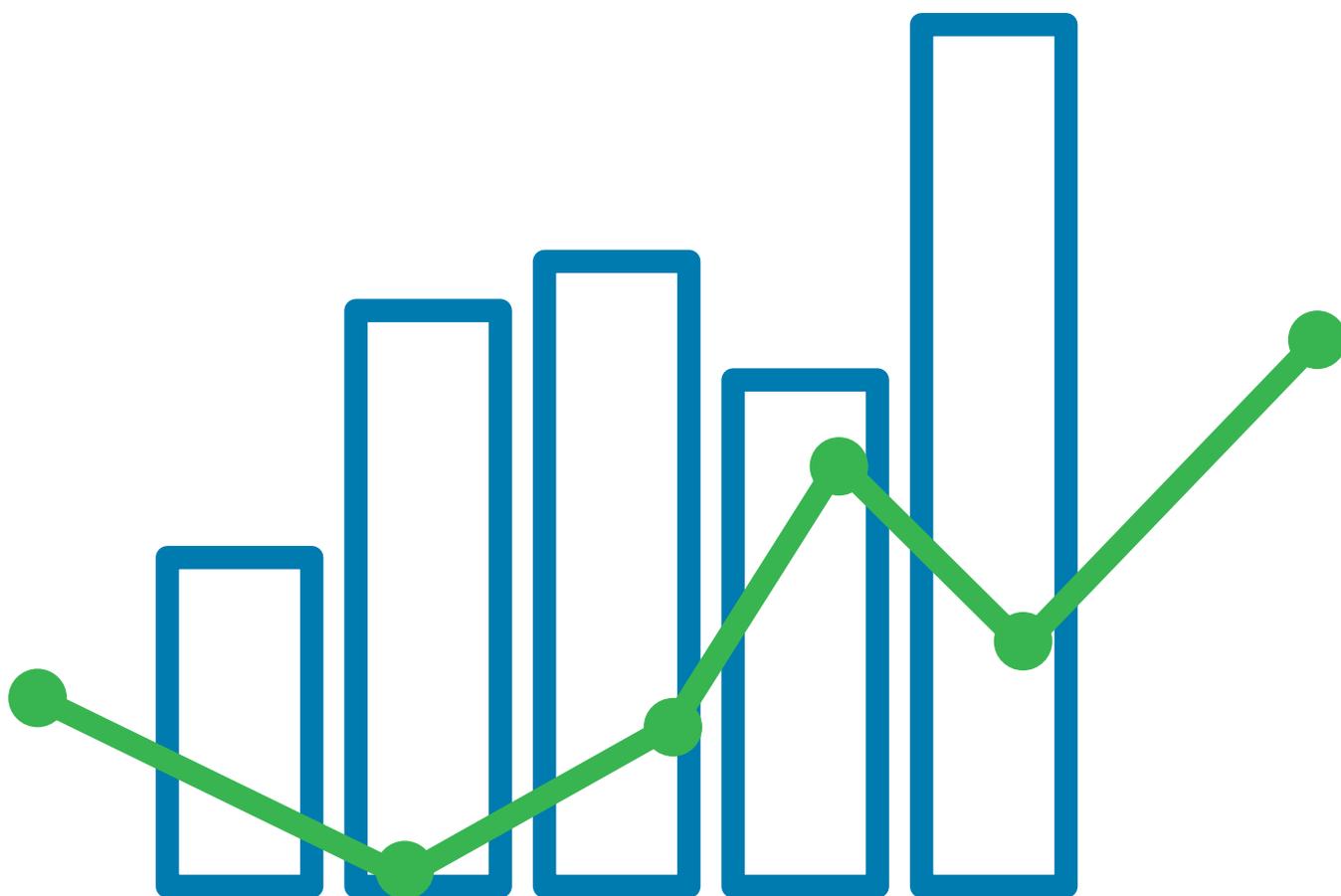


# 21ST CENTURY COMMUNITY LEARNING CENTERS: 2016-2017 Evaluation





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# 21st Century Community Learning Centers

2016-2017 Evaluation

Patricia Cahape Hammer



# West Virginia Department of Education

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December 2017

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## Keywords

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

## Suggested Citation

Hammer, P.C. (2017). *21st Century Community Learning Centers: 2016-2017 evaluation*. Charleston: West Virginia Department of Education, Office of Education Information Systems

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

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## INTRODUCTION

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

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

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

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

The purpose of this evaluation study is to provide information about the implementation and outcomes of the 21st CCLC program in West Virginia, during the period from September 2016 through May 2017.

### A Redesigned Evaluation Study

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

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

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

The evaluation includes measures of the outcomes and the outputs that program and WVDE staff began putting in place during the 2016-2017 program year to achieve the hoped-for outcomes. The study, therefore, included formative analysis of *output* implementation and summative analysis of the *outcomes*. The logic model, complete with indicators, can be found in Appendix A (page 19).

## Evaluation Questions

The following questions will be investigated:

To what extent did . . .

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

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## METHODS

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

Details about the output implementation indicators and the outcome impact indicators can be found in the logic model in Appendix A (page 19).

Methods are described in detail for each of the evaluation questions in Appendix B (page 24).

Survey instruments are in Appendix C (page 29).

### Data collection and reporting schedule

- Ongoing**      Students were enrolled in programs and parental informed consent (to participate in the evaluation study) forms were distributed to parents along with enrollment forms.
- Forms were returned from parents for denial of consent only.
- Site coordinators and program directors submitted program attendance and other required data into WWDE online 21st CCLC database.

- March 31** Program directors delivered all denial of consent forms to the WVDE Office of Research, Accountability, and Data Governance<sup>1</sup> obtained since the beginning of the enrollment period.
- April 1 - 15** WVDE Office of Data Management and Analysis staff checked denial of consent forms against the enrollment database.
- April 16** WVDE Office of Data Management and Analysis<sup>2</sup> extracted a file of students who had participated in the 21st CCLC program for at least 30 days, for whom we did NOT have a parental denial of consent form.
- April 23** WVDE Office of Data Management and Analysis used this file to contact students' teachers requesting their completion of survey forms for students in their regular classes. Teachers who had not yet completed the survey are contacted every four days for a maximum of four times.
- June 1-30** Program directors filled out the program directors' survey.
- July 15** WVDE 21st CCLC coordinators filled out coordinator's survey.
- October 24 - 25** WVDE Office of Data Management and Information Systems presented preliminary findings on full evaluation study at the 21st CCLC fall conference.  
The original Logic Model group reconvened to take a deeper dive into the evaluation study findings at a "Data Party."
- December 31** Final report, including a brief summary completed for use by the program directors and others.

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<sup>1</sup> In July 2017, the Department of Education underwent a reorganization. The Office of Research, Accountability, and Data Governance was disbanded, and the research component was included in the new Office of Data Management and Information Systems.

<sup>2</sup> This office, too, was included under the new Office of Data Management and Information Systems.

## FINDINGS

The first five evaluation questions (EQs) focus on *outcomes*, with EQ1 and EQ2 examining student outcomes and EQ3 – EQ5 examining program outcomes. EQ6 focuses on the implementation of outputs.

Dose strength is a major factor for understanding findings for EQ1 and EQ2. As can be seen in Figure 1, 43.6% of students who enroll in a 21st CCLC program participate for 30 or more days. Student retention for 30 or more days is highest among students in elementary grades (59%), and lowest among those in high school (17.6%). Middle school student retention falls in between (31.4%).

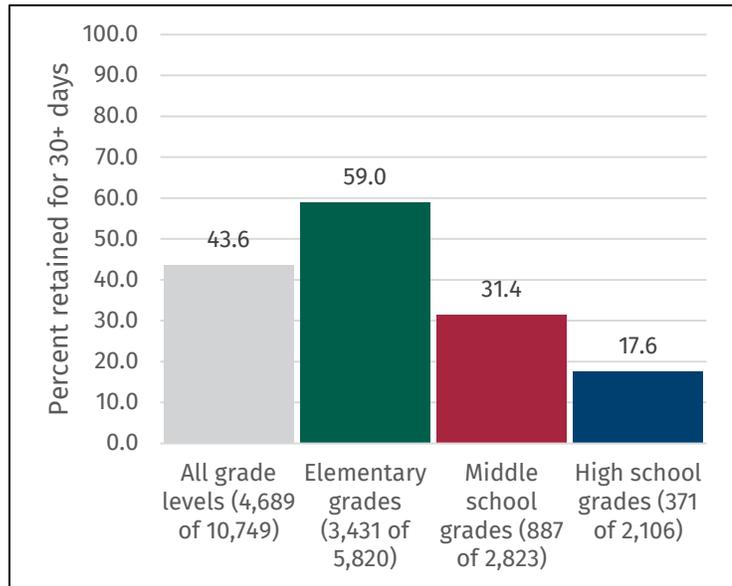


Figure 1. *Percentage of Students Enrolled in a 21st Century Community Learning Center Who Participated for 30 or More Days, by Programmatic Level*

Data source: 21st CCLC data system

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

To examine this question, propensity score matching (PSM) was used to select a matched comparison group for the entire population of 21st CCLC student participants (N = 10,749). This methodology employed logistic regression to select a comparison group that closely matched the treatment group (21st CCLC participants) on a variety of observed covariates, including (a) age, (b) grade, (c) sex, (d) ethnicity (Black, Hispanic, White, multiple, or other), (e) attendance at a school that receives free meals based on community eligibility, (f) direct provision of services, and (g) special education status. For more details, see “Measures and covariates,” page 25. Results for high school students are not included in the discussion below because their level of participation was too low to be able to make reliable observations about impacts on their performance.

**Reading proficiency.** Results on the 2017 West Virginia General Summative Assessment were used to compare rates of reading proficiency for the matching group of nonparticipating students with 21st CCLC students who participated at various levels (see Figure 2 below). The top bar represents the percentage of nonparticipating students who reached proficiency in reading. The second bar represents the proficiency rate of all students referred to the program who enrolled for at least one day. As noted in Figure 1 above, about 44% of students who enrolled in the program participated for 30 days or more. The third bar represents 21st CCLC students who participated 30 or more days in the program. The remaining bars show rates of proficiency in reading for various levels of 21st CCLC participation in 30-day increments.

The results showed that although the participating and nonparticipating students came from strongly similar backgrounds, statistically significantly fewer of the 21st CCLC students reached reading proficiency no matter how many days they were in the program—with one exception. The small group of students (n = 236) who remained in the program for 120 or more days reached proficiency at higher rates than either the matched group of nonparticipating students or their 21st CCLC peers whose participation was at any lower level. Most of the 120-plus-day students—that is, 203 of the 236—were in Grades 3 – 5. For more details on reading proficiency rates of elementary and middle school students, see EQ1. Student Reading/Mathematics Proficiency (page 42) and Table 2.

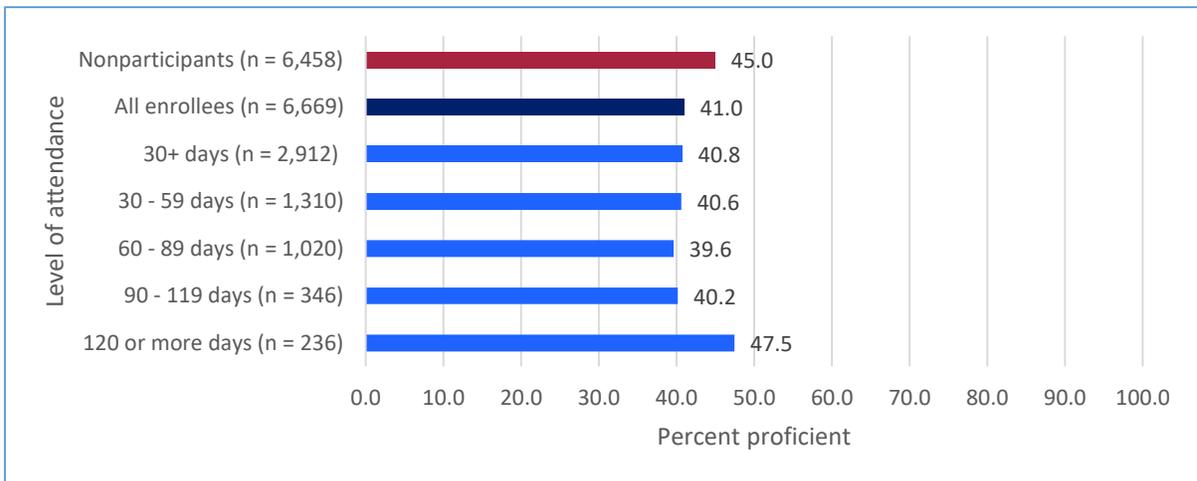


Figure 2. *Percentage Proficient in Reading by Level of Participation: All Programmatic Levels (Grades 3 - 8, 11)*

Data source: WVGSA Proficiency score

**Math proficiency.** Proficiency rates in math on the WVGSA paint a different picture (Figure 3). The comparison begins similarly, with nonparticipants outperforming the all 21st CCLC enrollees group by about 3 percentage points. Again, only 44% of 21st CCLC enrollees participated in the program

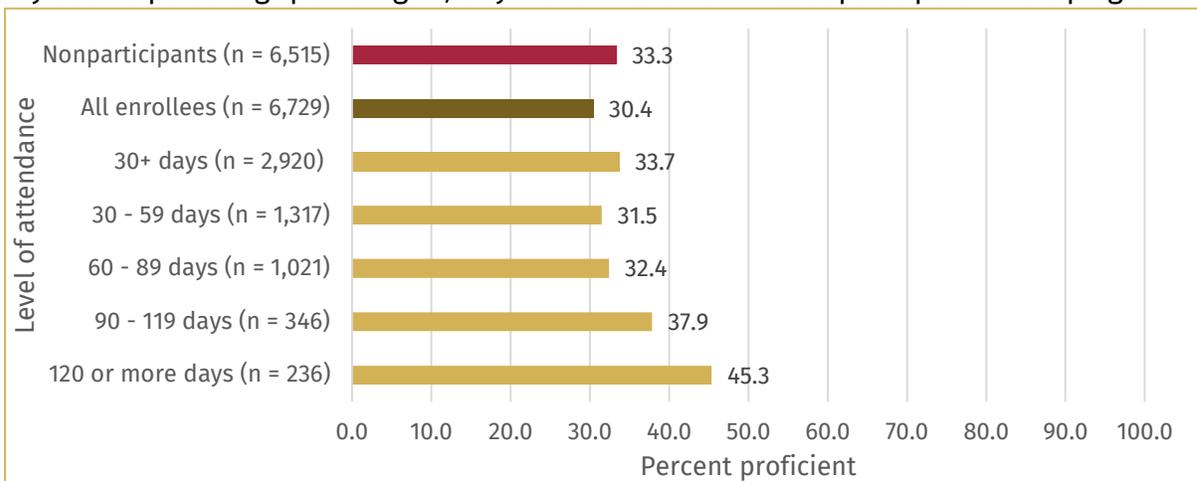


Figure 3. *Percentage Proficient in Math by Level of Participation: All Programmatic Levels (Grades 3–8, 11)*

Data source: WVGSA Proficiency score

for 30 or more days; however, those who did participate for that amount of time had slightly higher rates of math proficiency than the nonparticipating group. The nearly 600 21st CCLC students who attend for 90 or more days had notably higher proficiency rates than the matching group. There were steady gains beginning at 30–59 days, increasing with each 30-day increment. Higher attendance appeared to result in considerably higher math proficiency rates. For more information about proficiency rates at the elementary and middle school levels, see EQ1. Student Reading/Mathematics Proficiency (page 42) and Table 2 (page 44). Overall, the differences between regular attendees (30 or more days) and nonparticipants were not statistically significant.

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

Indicators to measure 21st CCLC students’ social/emotional growth included comparisons with the matching group (see EQ1) with regard to regular school day attendance and numbers of discipline referrals (DRs). We also used teacher ratings, comparing differences based on dose strength (i.e., number of days attended). As with EQ1, results for high school students are not included in the discussion below because their level of participation was too low to be able make reliable observations about impacts on their social/emotional skill development.

**Regular school day attendance.** Again we are looking at a comparison between the matched group of nonparticipating students and 21st CCLC students at various dose strengths (Figure 4). Overall, participation in 21st CCLC programs for 30 or more days resulted in statistically significant higher regular school day attendance rates (Table 2, page 44). Improvement in attendance in the regular school day began to exceed the matched students beginning after 30 days of 21st CCLC attendance and rose steadily at each higher level of 21st CCLC attendance.

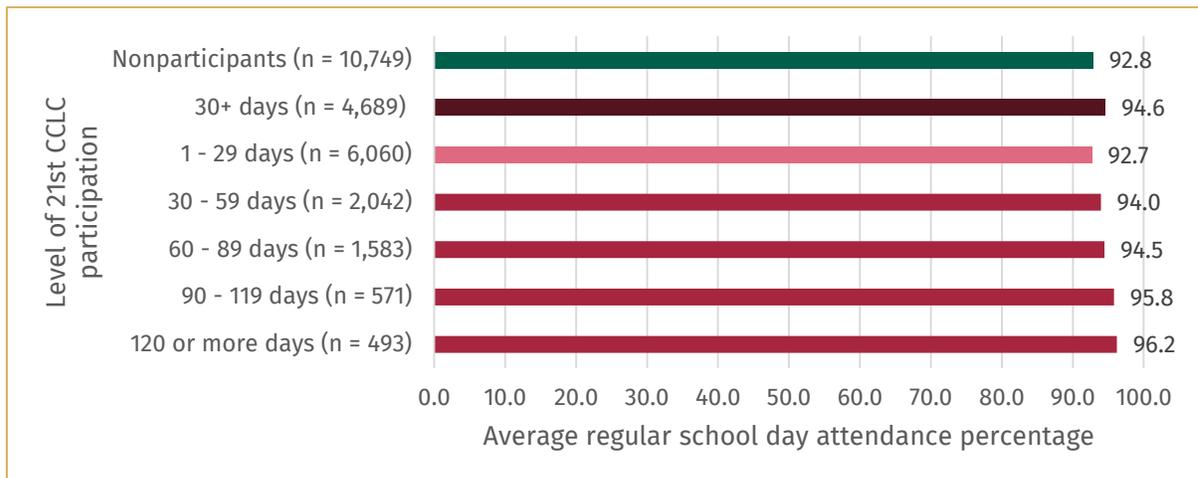


Figure 4. Average Percentage of Regular School Days Attended by Level of 21st CCLC Attendance (Grades K–12)

Data source: WWEIS

**Discipline referrals.** Overall, students who were regular participants--that is, who remained in the program for 30 or more days--showed a slight, non-significant decrease in the number of discipline referrals they received (Figure 5; Table 2, page 44). The reduction is dramatic after students attend for 60 or more days. If they were in for 120 or more days, the average number of discipline referrals was half that for the matched nonparticipating students.

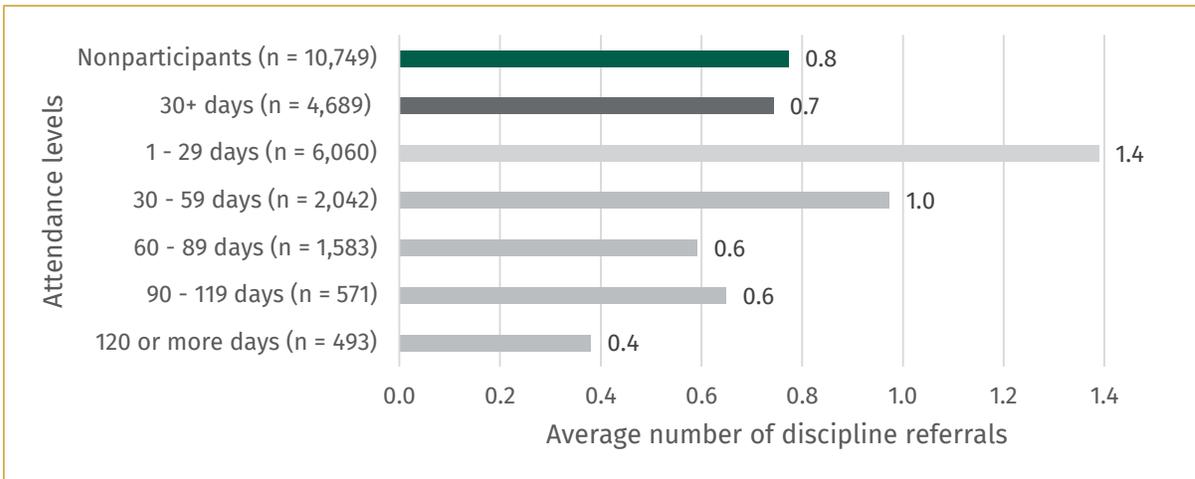


Figure 5. Average Number of Discipline Referrals (DRs) per Student by Level of 21st CCLC Attendance (Grades K-12)

Data source: WVEIS

**Teacher ratings.** Here there is no comparison to a matching group. Students are compared based on the level of their participation in a 21st CCLC program. In all three behavior areas (student behavior, class participation, and homework completion) and at every level of attendance, the majority of teachers thought students' behavior had improved rather than staying the same or worsening. There was a steady rise in the percentage of teachers reporting improvement as the

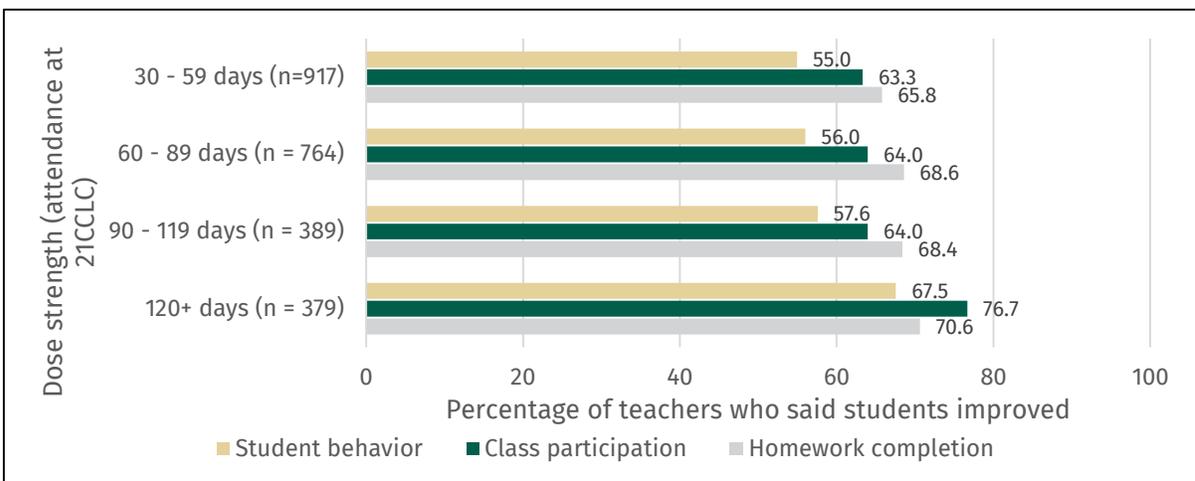


Figure 6. Percentage of Teachers Who Said Students Improved by Level of Attendance

Data source: Teacher Survey, May 2017

dose strength increased. The greatest gains for students were in class participation (13.4 percentage points) and student behavior (12.6 percentage points).

**Student resiliency.** A fourth measurement of students’ social/emotional growth will be made in the 2017-2018, when a student survey will be conducted (for details, see Pre-/posttest of student resiliency survey, page 26).

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

Two measures of this outcome are planned for 2017-2018: The student attendance rate in 21st CCLC programs (dose strength) and a student survey planned for April/May of 2018. The survey, which will be conducted in conjunction with the student resiliency survey mentioned above, will include two subdomains of the EDSCLS School Climate Questionnaire adapted for afterschool programs.

Student program attendance data were introduced at the beginning of this section in Figure 1 (page 4). Last year West Virginia had 10,749 students who were enrolled for at least a day in a 21st CCLC program (excluding summer programs). As you can see in Figure 7, most attended less than 30 days. Attendance rates in 21st CCLC programs are much higher for elementary grades than they are for middle or high school grades.

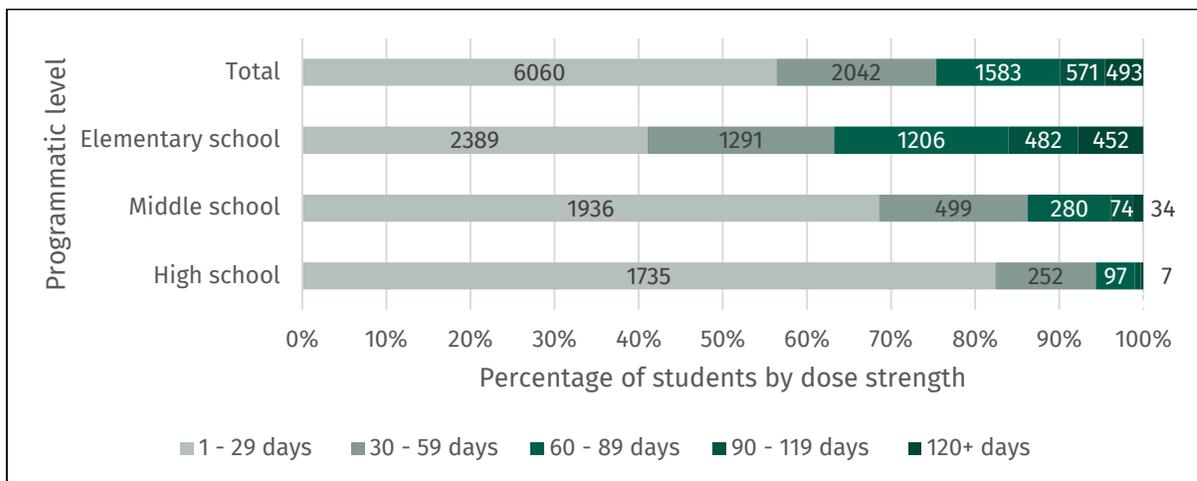


Figure 7. Levels of 21st CCLC Participation by Programmatic Level

Data source: 21st CCLC data system

High school students did not attend the program at levels likely to have an impact on developing their academic or social/emotional skills. The numbers of high school participants make it difficult to say anything definitive about them.

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

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

**Supplemental grants/fund raising dollars.** As shown in Figure 8, the ability of programs to raise additional funds seems to rise strongly during the third year and then level off.

**Volunteer hours.** Figure 9 displays the average number of volunteer hours for active grants by grant year. We had an outlier among the first-year grants that reported 6,276 volunteer hours. The red line shows how things would look minus the outlier, with an average of 244 hours. Programs gained more volunteer hours as they progressed through their grant years.

**Inclusion in schools' annual strategic plans.** One view of sustainability relates to how integral 21st CCLC programs are thought to be in improving student achievement and behavior. Being part of school strategic plans could be a way of gauging school's views of the importance of afterschool in advancing the school's goals.

Figure 10 shows that, at this point, about half of schools served by 21st CCLC have included the program in their strategic plans.

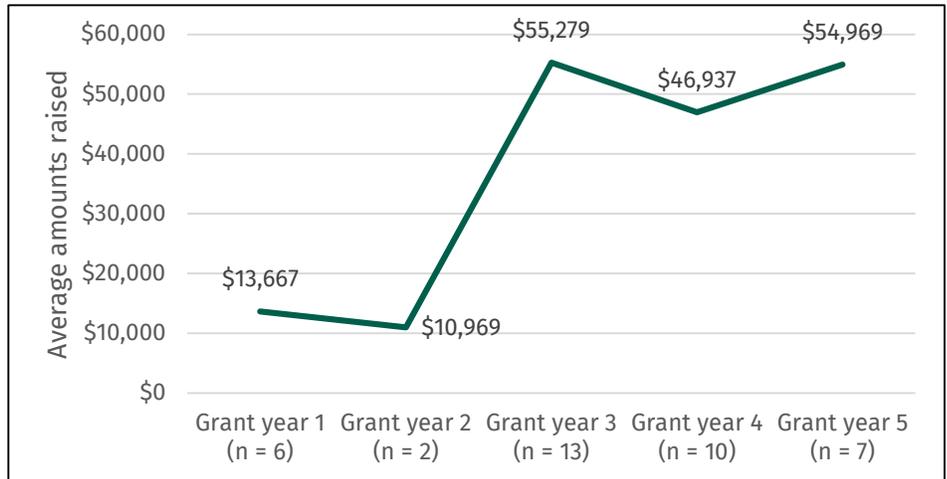


Figure 8. Average Supplemental Grant/Fund-Raising Dollars by Grant Year  
Data source: 2017 Program Directors Survey

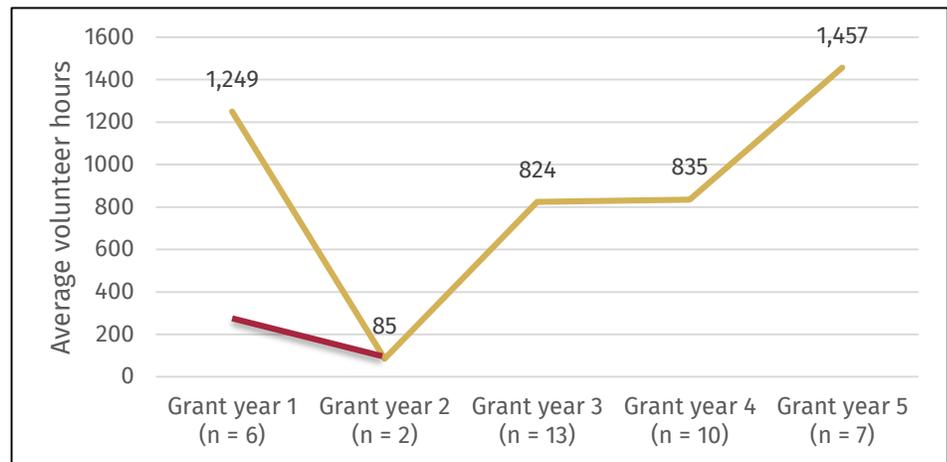


Figure 9. Average Number of Volunteer Hours Received by Grant Year  
Data source: 2017 Program Directors Survey

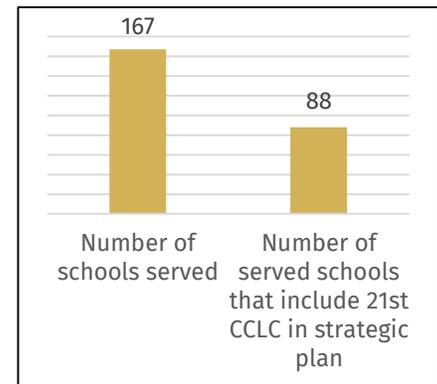


Figure 10. Number of Schools Served vs. Number With 21st CCLC in Their Strategic Plans

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

Using trend analysis, we will look at percentage increases by grant year in (a) involving family members/guardians in supporting their children’s learning; (b) participation in activities planned for families; (c) participation in activities inviting the community; (d) involving family members as volunteers; and (e) involving community members as volunteers. Selection of these measures was based on research compiled by the C.S. Mott Foundation-sponsored Expanded Learning and After-school Project (Little, 2013). Trends will be reported over time, with 2016-2017 being the baseline year.

Overall, program directors rated their programs moderately successful in family and community involvement. This year, I separated family involvement from community involvement to get a better sense of each. Involving family members as volunteers seemed to be the one aspect where they considered themselves only slightly successful.

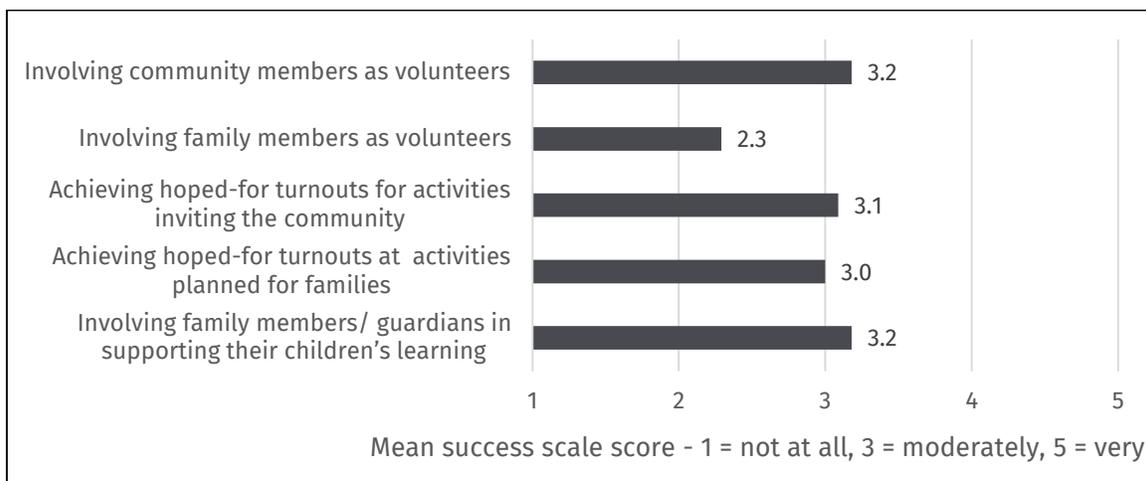


Figure 11. Reported Success in Family and Community Involvement: Average Score

Data source: Program Directors Survey 2017

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

Outputs were aligned with each of the above five outcomes in the logic model. They were planned to help the statewide network of 21st CCLCs maintain and improve products and services that would produce improvements in the outcomes. Findings for this portion of the study were derived from the Program Directors and WVDE Coordinators surveys.

Each of the outcomes had associated plans for products and services; program directors and the WVDE coordinators rated the level of implementation of the various components of their plans. All ratings were on a five-point scale, with 1 being a low level of implementation and 5 being a high level, well established product or service.

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

Collaborations to support literacy and numeracy and having a strong focus on literacy and numeracy at statewide and regional conferences were the two supportive services that lagged behind the others (Figure 12). Program directors reported strong engagement of students in learning activities related to reading and math and to a large extent, staff provide written, intentional teaching. Overall, math lags a bit behind reading in these practices.

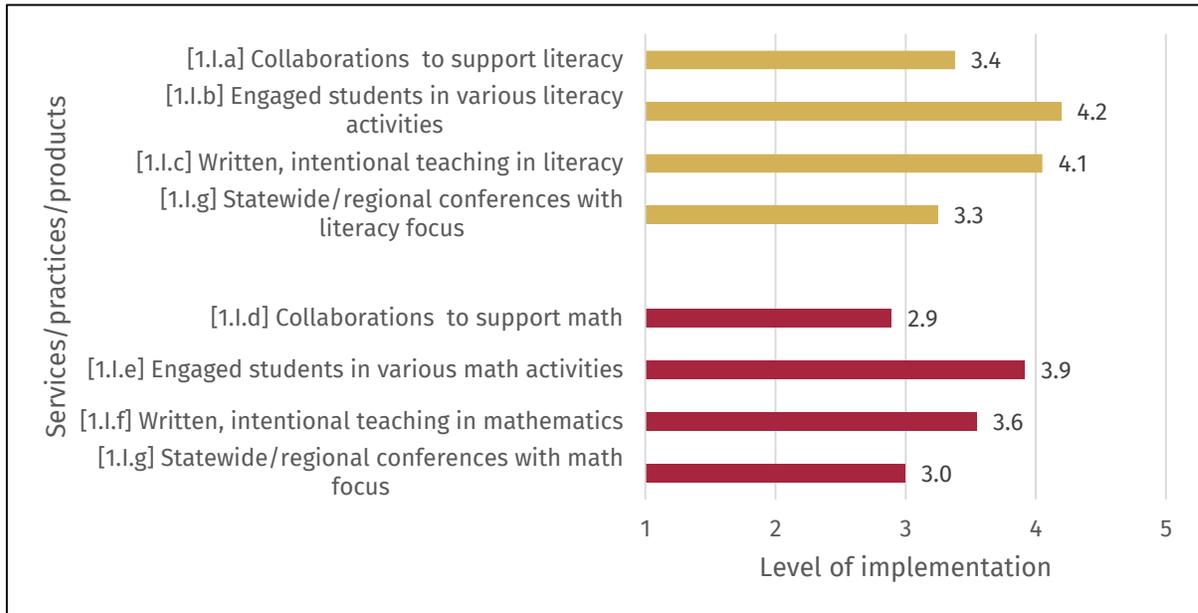


Figure 12. *Services and Products To Support Student Literacy and Numeracy*

Data source: Program Director Survey and WWDE Coordinator Survey. Note: The implementation scale was 1 = Not at all, 3 = To a moderate extent, 5 = To a very large extent

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

Most program directors reported engaging students in service learning and/or community service projects. Other strong areas were providing training for staff (Figure 13).

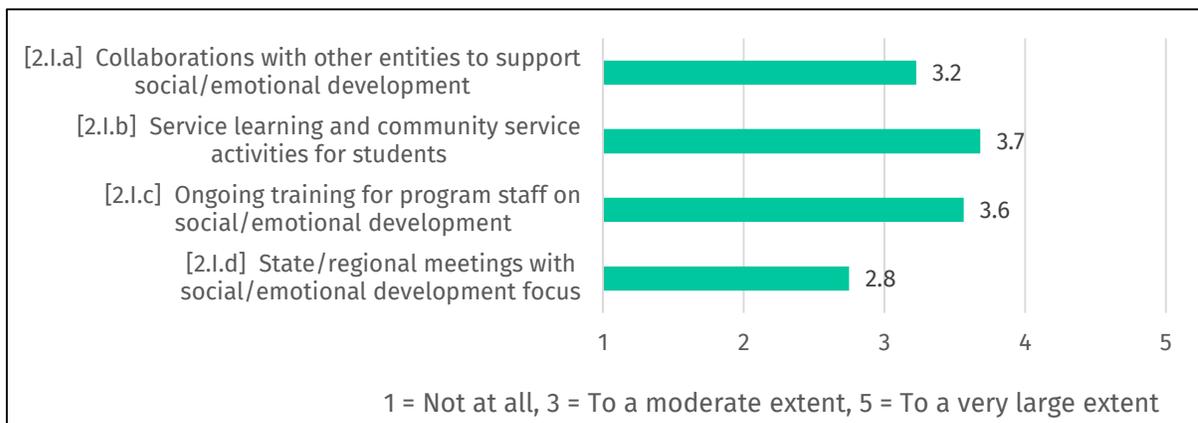


Figure 13. *Services and Products to Support Student Social/Emotional Development*

Data source: Program Director Survey and WWDE Coordinator Survey

The areas lagging behind were collaborating with other agencies or groups to support social/emotional development—and making sure there was a focus on this topic at regional and statewide conferences.

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

The WVDE coordinators reported that programs have well-implemented anti-bullying programs and supports for student attendance (Figure 14). Other training is at earlier implementation stages overall—such as trauma-informed environment and handle with care—training that could be important for students experiencing the effects of the opioid epidemic.

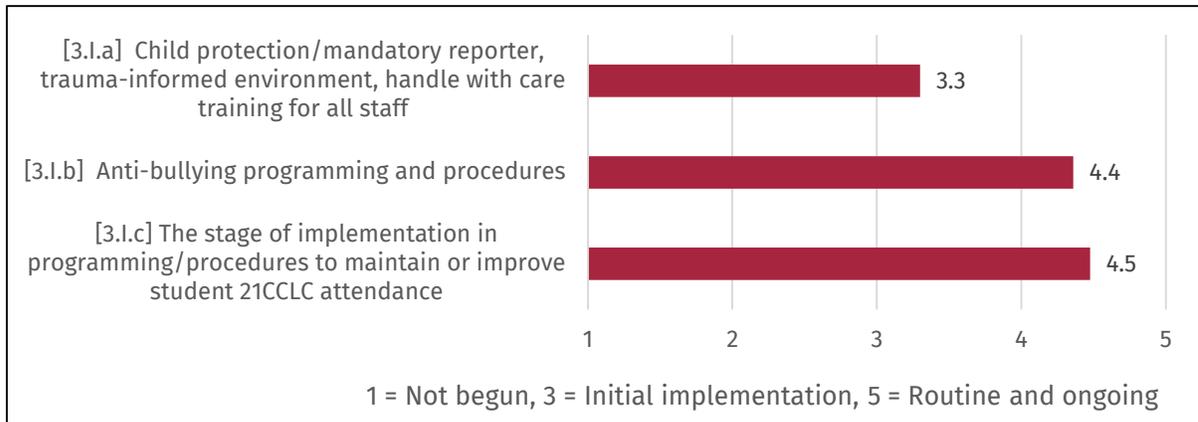


Figure 14. Services and Products to Support Safe and Supportive Environments

Data source: Program Director Survey and WVDE Coordinator Survey

### Increase in the sustainability of programs

The focus for this output was on the need for and quality of professional development and technical assistance offered during the 2016-2017 grant year.

Topic	Percent
4.1.a Strategic planning	27.3%
4.1.b Including 21st CCLCs in schools' strategic plans	9.1%
4.1.c Resource-development outreach and marketing	13.6%
4.1.d Forming partner MOUs	40.9%
4.1.e Fund raising	22.7%
4.1.e Grant writing	31.8%

Data source: Program Director Survey

For this question about PD, I wanted to know if the topics listed in the logic model were considered relevant or needed by the program directors. As shown in Table 1 below, the topics considered “not needed” by at least a quarter of program directors were, in descending order, forming partner MOUs, grant writing, and strategic planning.

As shown in Figure 15, only professional development and technical assistance on strategic planning and forming partner MOUs rose to the average rating of "Received and somewhat useful." For other topics, the average was reduced by significant numbers of program directors who indicate that they had a need for such PD and TA but had not received it.

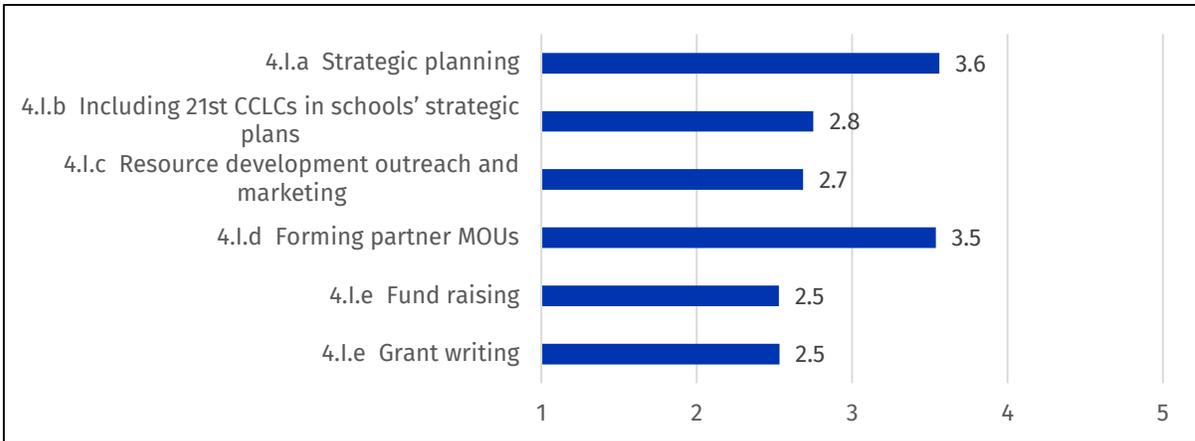


Figure 15. Usefulness of PD and TA on Program Sustainability

Scale 1 = Needed but not received; 2 = Received but not useful; 3 = Received and somewhat useful; 4 = Received and quite useful; 5 = Received and highly useful. Data source: Program Director Survey

### Increase in family and community involvement

Most programs reported well-implemented and ongoing evidence-based practices to maintain and enhance family involvement (Figure 16). Also most programs trained their volunteers at least annually. Recognition events for volunteers happened at least annually--but theoretically could happen more often. We may want to adjust the scale on this item. WVDE staff (including me) are still in planning stages for producing an approved partner list and providing examples of family needs assessments.

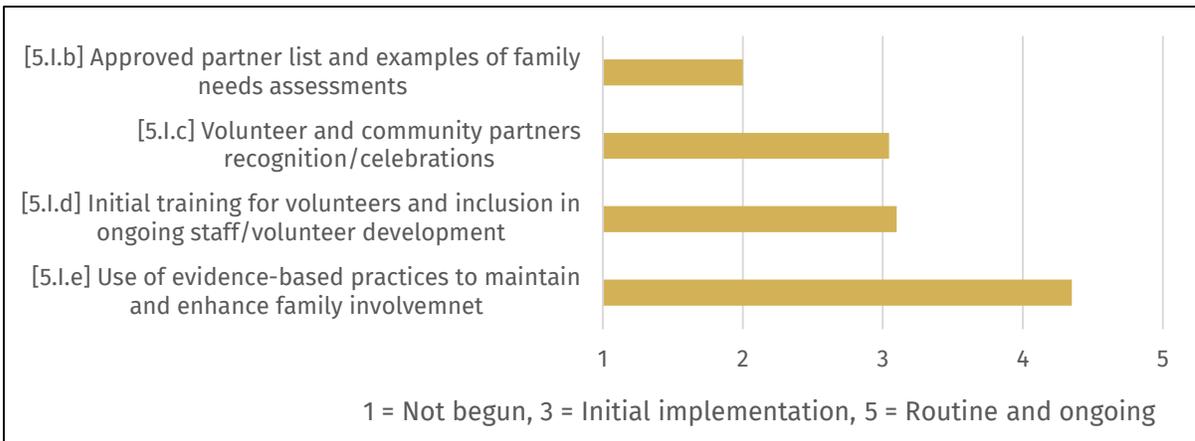


Figure 16. Services and Products to Support Community and Family Involvement

Data source: Program Director Survey

## Responses to Open-Ended Questions

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

### Successes

Figure 17 shows that the most often mentioned were projects and programming, including 13 mentions of successes in STEM/STEAM, literacy, and academic enrichment, followed by health and fitness projects. Program directors also cited successes in expanding collaborations, partnerships, and community involvement (12 mentions), as well as parent involvement (9 mentions).

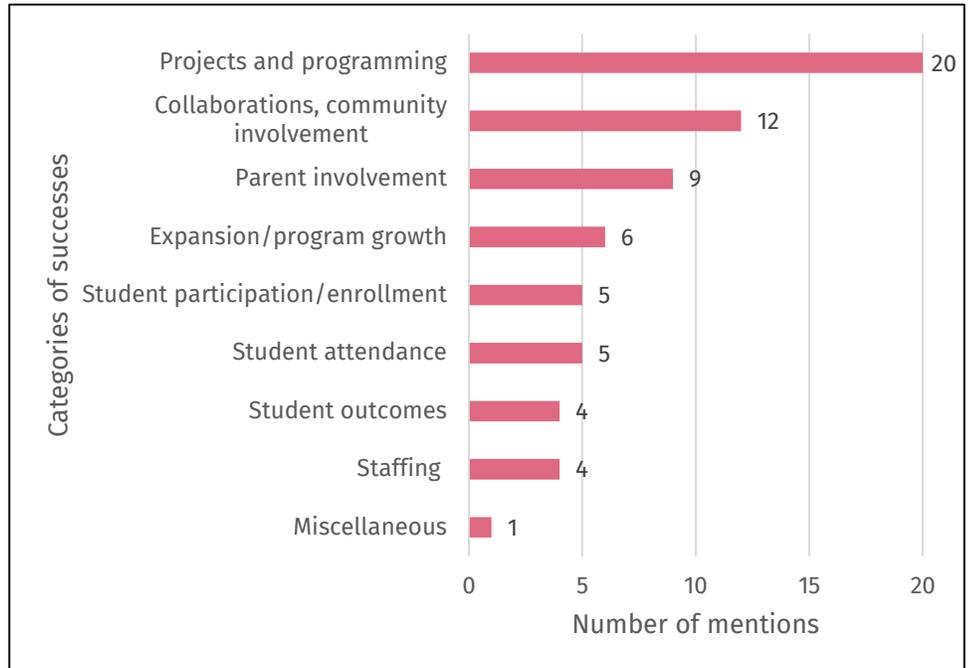


Figure 17. Categories of Successes Mentioned by Program Directors

Data source: Program Directors Survey

### Challenges

Figure 18 shows challenges identified under grant/program management focuses on staff turnover, staff training, and the online data system. Program directors also identified challenges in involving families in their children's education and in events. There was a great deal of anxiety about the future of RESAs (where some programs are situated) and about funding at the federal level.

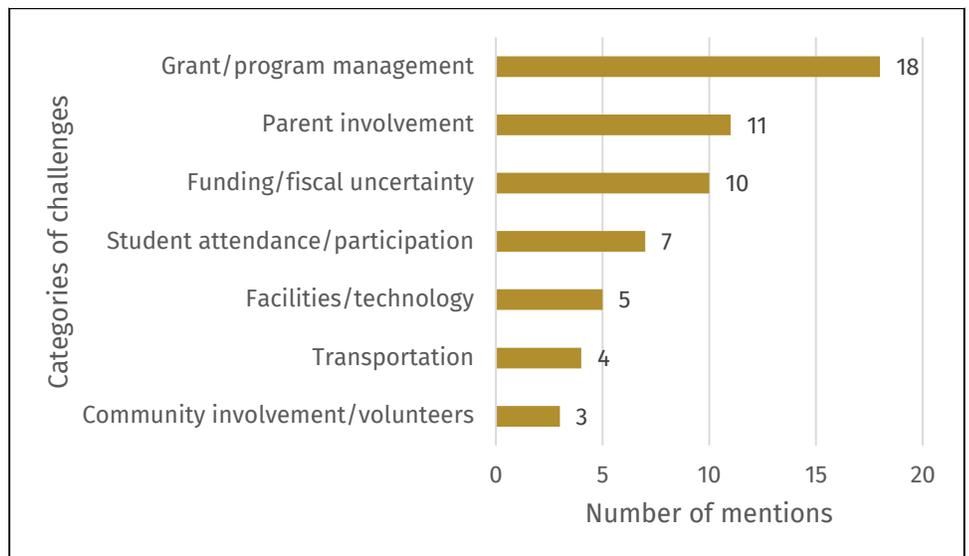


Figure 18 Categories of Challenges Mentioned by Program Directors

Data source: Program Directors Survey

## Recommendations

Figure 19 shows that most recommendations centered around professional development. Topping the list of recommendations for professional development was to continue regional meetings and opportunities for sharing and to increase opportunities to visit other sites. Other recommendations included more professional development on using data systems/reporting, supporting student learning, and grant writing/fundraising.

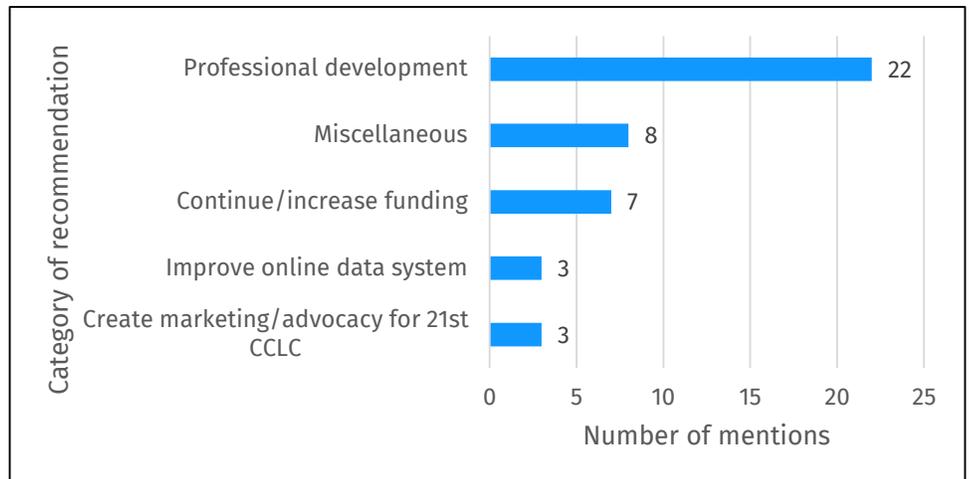


Figure 19. Categories of Recommendations Provided by Program Directors  
Data source: Program Directors Survey

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## DISCUSSION AND ACTION STEPS

This section is based in large part on a discussion that took place during the 21st CCLC Fall Conference on October 25, 2017, at Lakeview Resort, in Morgantown, WV. Participants included the members of the group that drafted the logic model underpinning this evaluation.<sup>3</sup> An overview of the findings was presented at a general session of the conference on the previous day; however, this group took a deeper dive into the findings, focusing especially on the logic model outcomes.

### Outcomes

#### 1. Improvements in students' literacy and numeracy skills

In comparing results for the 21st CCLC participants with a closely matched group of nonparticipants, the pattern showed students exceeding nonparticipants' average rate of proficiency in English/language arts on the WVGSA after being involved in the program for 120 or more days. Students in the 21st CCLC program for fewer than 120 days underperformed the nonparticipating group by about 5 percentage points. Unfortunately, only 233 students achieved that level of participation.

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<sup>3</sup> Members included Jeanette Barker (Playmates), Shelby Dettinger (Wayne County), Carol Malcom-Parsons (World Vision), Michael Tierney (Step-by-Step), Amy Wagoner (Wayne County), Zach Zdanek (PATCH 21, standing in for David McCutcheon); and Josh Asbury, Patricia Hammer, Benitez Jackson, and Jennifer Kozak (WVDE).

A similar pattern emerged for mathematics proficiency, although benefits seemed to begin accruing at lower levels of attendance—that is, beginning at 90 days of participation and climbing even higher at 120 days.

## **2. Improvements in students' social/emotional skills**

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

Students who participated in the 21st CCLC program for 30 or more days had higher rates of regular school attendance than students who did not participate in a 21st CCLC program.

Students who participated in the program for 60 or more days had far fewer discipline referrals than the average for the matching nonparticipating students.

The teacher survey did not include a matching group, but repeated this pattern—with greater percentages of students rated as being “improved” in their behavior, class participation, and homework completion for those who were in the program for 120 days or more.

Beginning in spring 2018, we will begin a measure of student resiliency, which should give us insights into both the current status of our students and growth over time.

### **DISCUSSION: Outcomes 1 and 2**

The pattern was clear: Students who had the longest participation did the best in their literacy, numeracy, and social/emotional performance. The group talked about how we cannot attribute a causal link between program participation and improved performance, but according to this model one could expect higher performance for students with higher participation.

A discussion ensued about what factors may be contributing to so many students participating for so few days. About 56% participate for fewer than 30 days and only about a quarter of students participated for 60 or more days. Some factors for middle school and high school students include competition with athletics and other afterschool activities. Also some high school students participate as they feel the need, for example, to prepare for exams or other challenges that require tutoring.

The most in-depth discussion had to do with the transience of many of the students being served by the 21st CCLC programs, especially in light of the opioid epidemic. Program directors noted that many students move from one relative's home to another while parents are incapacitated. Also, some of the students have periods of homelessness or are in foster care. All of these factors impact students' ability to attend both regular school and afterschool programs.

### **Action steps and ideas:**

- Work with coaches so they will encourage students to participate in afterschool around the practice schedule (some coaches already do).
- Design activities for high school students that help them with their community service hours or other service-oriented projects; possibly rebrand “afterschool” for this group, as it is thought to be for younger students.

- Learn more about the transience of 21st CCLC students compared with nonparticipating students (or even the 6,000 students who enroll but don't participate for 30 days). Take both a quantitative and qualitative approach.
  - Run some additional statistical analyses comparing mobility of 21st CCLC students with their matching peers.
  - Compare homelessness of the 21st CCLC students and matching students using WVEIS information.
  - Work with several program directors from around the state who would be willing to go through application forms to see who is signing applications—aunts, grandparents, parents, etc.
- Once more is known, come together again to discuss how to serve this population.
- The literacy, numeracy, attendance, and discipline referral analyses did not include an average for the 21st CCLC group. This additional data point will be included in the graphs presented at the conference. Note: The graphs in this report do include those averages.

### **3. Safe and supportive environments**

There were only two measures planned for this outcome. The first was a measure of levels of participation—retention—at the three programmatic levels. As discussed earlier, retention is an area that the program directors want to look at more closely.

In the 2017-2018 study, there will be an additional measure—results from an afterschool climate survey based on two subdomains from the U.S. Department of Education's school climate survey questionnaire. This survey will be administered in the spring of 2018.

#### **Action steps and ideas:**

- Depending upon what we learn from the studies mentioned above, begin planning various activities that could help the various populations who currently participate at low levels.
- Conduct the climate survey in the spring and have results ready for the Logic Model group and Advisory Board during the summer.

### **4. Program sustainability**

The first measure of this outcome was of growth in volunteer hours received in grant years during the five-year cycle. Program directors suggested that it would be helpful to break out community volunteers from national service volunteers, that is, those who receive some sort of compensation from the government such as tuition reimbursement or small stipends.

The second measure was growth in supplemental funding. Program directors noted that average supplemental grant- and fund-raising dollars tend to take a leap up in the third year, which is when programs begin to receive less funding. Also, for new program directors, it takes a couple of years to get their programs up and running, so they have more time to devote to fund raising in later years.

A third measure of sustainability was how well-integrated afterschool programs are with the schools they serve, especially as evidenced in their being part of schools' strategic plans. About half of the schools served included 21st CCLC in their strategic plans.

**Action steps and ideas:**

- Revise program directors' survey to break out community volunteer hours from national service volunteers.
- Develop at the state level materials that can be used to help promote the 21st CCLC program across the state, to help with sustaining current funding and raising supplemental funding.
- Collect ideas about how programs have been successful in having their schools include afterschool in their strategic plans, and include a panel at the next conference to include principals, program directors, and others who can provide some ideas about how to work more closely with schools to help schools meet their goals.
- Develop materials to help communicate how 21st CCLC can help individual students, including students with disabilities. Explore how to get included in students' IEPs.

**5. Community and family involvement**

The aforementioned study to investigate student mobility, homelessness, and other living situations may shed light on additional work that can be done in this area.

**Outputs**

**6. Implementation of the logic model in 2016-2017**

Time did not allow discussion of findings about implementation of services and products—or outputs in the logic model—intended to support the five sought-for outcomes. However, the findings from the program directors and WWDE coordinators surveys revealed the following strengths and weaknesses:

*Literacy and numeracy.* Program directors rated their programs high in terms of engaging students in literacy and numeracy activities. Lagging behind were collaborations with other agencies and organizations to support literacy and numeracy, and a strong focus on these two topics at the statewide and regional conferences.

*Social/emotional skill development.* Here, too, program directors indicated room for growth in their collaborations and focus at their regional meetings. But they indicated that they "to a large extent" engaged students in service learning and community service, and program staff in ongoing training on social/emotional development.

*Safe and supportive environments.* Program directors reported a high level of implementation for anti-bullying and attendance enhancement programs. Lagging behind was training focused on creating "trauma-informed environments" and "handle with care" procedures for children who had experienced violence or other serious events in their life outside of school.

*Program sustainability.* Program directors indicated a relative lack of professional development and technical assistance focused on (a) how to encourage schools to include 21st CCLC programs in their strategic plans; (b) resource development outreach and marketing; (c) fund raising; and (d) grant writing.

*Family and community development.* Programs reported advanced levels of implementation in following evidence-based practices to maintain and enhance family involvement. The WVDE coordinators reported being in the planning stages for providing programs with approved partners lists and examples of family needs assessments.

**Action steps and ideas:**

- Provide additional technical assistance or professional development on forming collaborations with other agencies to strengthen programming in literacy, numeracy, and social/emotional development.
- Strengthen the focus on these topics at statewide and regional conferences.
- Look into implementing programs such as trauma-informed environments and handle with care.
- Plan a statewide initiative to aid programs in having their sites included in the strategic plans of the schools they serve. This could include brochures, videos, testimonials, and so forth.
- Move forward with developing approved partners lists and examples of family needs assessments.

## Data systems

During the course of this evaluation we encountered challenges involving the 21st CCLC data system that resulted in our being less effective than we should have been in reaching the correct regular classroom teachers with the correct list of students for the Teacher Survey. WVDE coordinators for the 21st CCLC program, an Office of Education Information Systems coordinator, and I met on May 19 to discuss how to improve our processes and programming to run a better survey in 2018. A plan was put in place. Notes from the meeting, including action steps are included in Appendix F (page 49).



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## APPENDIX A. LOGIC MODEL

Next page

Work Area	Inputs	Outputs	Data sources
What are major components of this effort?	Who will support the work?	What services and products will be created?	How will we know the status of the outputs?
1. Student literacy/ numeracy	• Programs	<ul style="list-style-type: none"> <li>• [1.1.a] Collaborations with other entities to support literacy</li> <li>• [1.1.b] Engaged students in various literacy activities</li> <li>• [1.1.c] Written, intentional teaching in literacy</li> <li>• [1.1.d] Collaborations with other entities to support mathematics</li> <li>• [1.1.e] Engaged students in various mathematics activities</li> <li>• [1.1.f] Written, intentional teaching in mathematics</li> </ul>	Program director survey
	• Programs/ WVDE	<ul style="list-style-type: none"> <li>• [1.1.g] Regional and statewide face-to-face meetings for professional learning, net-working, and sharing best practices in literacy and math skills support</li> </ul>	WVDE coordinators survey
2. Student social/emotional skills, behavior, confidence	• Programs	<ul style="list-style-type: none"> <li>• [2.1.a] Collaborations with RESAs, LEAs, Extension, other entities to provide activities for students to support social/emotional skill development, positive behavior, persistence to graduation, and other character development</li> <li>• [2.1.b] Service learning and community service activities for students</li> </ul>	Program director survey
	• WVDE	<ul style="list-style-type: none"> <li>• [2.1.c] Ongoing training for program staff on social/emotional development</li> <li>• [2.1.d] State/regional meetings with social/emotional focus</li> </ul>	Program director survey, WVDE coordinators survey
3. Quality of programs, safe and supportive environments	• Programs	<ul style="list-style-type: none"> <li>• [3.1.a] Child protection/mandatory reporter training for all staff</li> <li>• [3.1.b] Anti-bullying programming and procedures</li> </ul>	Program director survey
	• WVDE	<ul style="list-style-type: none"> <li>• [3.1.c] Consistent 21st CCLC attendance guidance, and procedures to monitor and maintain/increase attendance</li> </ul>	WVDE coordinators survey
4. Program sustainability	• Programs/ WVDE	<ul style="list-style-type: none"> <li>• [4.1.a] Ongoing PD and mentoring in strategic planning</li> <li>• PD for program leadership/staff on resource development via <ul style="list-style-type: none"> <li>○ [4.1.b] Outreach, advocating, marketing, and educating community and local/statewide decision makers about the program</li> <li>○ [4.1.c] fund raising and grant writing</li> </ul> </li> <li>• [4.1.d] Support for program leadership in working with schools to have them include 21st CCLC in their school strategic plans</li> </ul>	Program director survey
5. Community and family involvement	• Program	<ul style="list-style-type: none"> <li>• [5.1.a] Advisory councils where family and community members are well represented</li> <li>• [5.1.b] Use of multiple resources to engage with students, families, and community members</li> <li>• [5.1.c] Initial training for volunteers and inclusion in ongoing staff/volunteer development</li> <li>• [5.1.d] Volunteer and community partners recognition/celebrations</li> </ul>	Program director survey
	• WVDE	<ul style="list-style-type: none"> <li>• [5.1.e] Approved partner list</li> <li>• [5.1.f] Examples of family needs assessment surveys</li> </ul>	WVDE coordinators survey

Outcomes	Outcome indicators and data sources		Impacts
What will be the results?	What evidence do we have that we are progressing toward envisioned outcomes?		What will be the ultimate impact?
	Data source/Methods of analysis	Indicators of success	
Higher quality enrichment programs that increase students' literacy and numeracy skills	WVEIS and 21st CCLC database/Descriptive statistics, quasi-experimental comparison of students in the program with matching students not in the program by dose strength  Breakdown by rural/urban and poverty levels (see Excel files with USDA designation by county and Census Bureau with poverty levels)	Comparative improvement in student WVGSA scores in [1.0.a] English/language arts  [1.0.b] Mathematics	A statewide system that supports students' academic and social/emotional development and positive behavior outcomes
Higher quality enrichment programs that increase students' social/emotional skills, behavior, and resilience	WVEIS and 21st CCLC database/Descriptive statistics, quasi-experimental comparison of students in the program with matching students not in the program	Comparative improvement in <ul style="list-style-type: none"> <li>[2.0.a] Regular school attendance</li> <li>[2.0.b] Discipline referrals</li> </ul>	
	21st CCLC Teacher Survey/ Comparison of teacher ratings for students with 30, 60, 90, and 120+ days of attendance	[2.0.c] Teacher ratings	
	21st CCLC database and pre/post CYRM resiliency survey/Comparison of means by dose strength  Individual program pre-post growth	[2.0.d] Improvement in resiliency scores with greater gains by higher dose strength	
All programs operating as high quality, safe, and supportive environments	Annual student supportive environment survey/Descriptive statistics by program	[3.0.a] Improvements in student perceptions about safety and supportiveness of programs	
	21st CCLC database/Average days of participation by program (growth trend from 2015-2016)	[3.0.b] Improvements in student retention	
Increase in the sustainability	Program directors survey/Frequencies, trend analysis  Report statewide and by program	Percentage increases by grant year in <ul style="list-style-type: none"> <li>[4.0.a] Partner MOUs—including value of in-kind and committed resources</li> <li>[4.0.b] Supplemental grants/funding obtained</li> </ul>	
		[4.0.c] Growth in the percentage of sites whose schools include their 21st CCLC program in their annual strategic plans	
Increase in family and community involvement	Program directors survey/Descriptive statistics and trends	Increase in <ul style="list-style-type: none"> <li>[5.0.a] Involving family members/guardians in supporting their children's learning</li> <li>[5.0.b] Participation in activities planned for families</li> <li>[5.0.c] Participation in activities inviting the community</li> <li>[5.0.d] Involving family members as volunteers</li> <li>[5.0.e] Involving community members as volunteers</li> </ul>	

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## APPENDIX B.

# DESCRIPTION OF METHODS

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

We examined existing student assessment data obtained from the West Virginia Education Information System (WVEIS) in mathematics and English/language arts (ELA) for students who participated in a 21st CCLC during the one-school-year study period compared with a matched group of students who were not known to have participated.

#### Population characteristics

The treatment group consisted of students who participated in at least 30 days of 21st CCLC intervention as documented in the WVDE 21st CCLC database. The comparison group was selected using propensity score matching. Analyses were conducted to examine both within- and between-group differences in student achievement.

#### Sampling procedures

From attendance records submitted by site managers to the WVDE 21st CCLC database, we identified students who

- were in Grade 3 or above
- who received scale scores for mathematics and ELA
- who had a complete set of demographic covariate variables to be used during matching

After removing students who do not meet all of these criteria, we were left with our final sample of 21st CCLC students.

We used propensity score matching (PSM) to select a matched comparison group for the entire population of 21st CCLC student participants. This methodology used logistic regression to select a comparison group that closely matched the treatment group on a variety of observed covariates. First, a binary indicator showed whether or not each student in the state participated in 21st CCLC during the study school year. Group 1 was defined as the treatment group (those students who attended 30 or more days in a 21st CCLC) and Group 0 was the control group (those students who did not participate in 21st CCLC during the school year studied). We then derived conditional probabilities for each student by regressing the binary group membership variable on the following covariates: (a) age, (b) grade, (c) sex, (d) ethnicity (Black, Hispanic, White, multiple, or other), (e) attendance at a school that receives free meals based on community eligibility, (f) direct certifica-

tion for services, and (g) special education status. Thus in this study the propensity score represents the predicted probability that a given student would attend 30 days of 21st CCLC based on this set of pre-intervention covariates. Finally, we used nearest-neighbor matching to select the most appropriate match for each 21st CCLC student. The propensity school matching was conducted using Match It in the R statistical application. Verification analyses were conducted in R to check that this matching methodology identified an adequately balanced comparison group for hypothesis testing. An examination of standard mean differences for all covariates revealed that all covariates fell well below .05, indicating a very strong match between the 21st CCLC students and the matching sample of a like number of students (n = 10,749).

### **Measures and covariates**

This portion of the study includes an examination of student achievement data from the West Virginia General Summative Assessment (WVGSA). We analyzed individual students' scale scores, and gain scores in both mathematics and ELA. Gain scores were operationalized as the change in student scale scores from the previous school year to the study school year, with the expectation that students who participated in 21st CCLC during the study school year would experience differential gains when compared with similar students not known to have participated in 21st CCLC. We also compared the differences at different dose strengths for 21st CCLC attendance; that is, for those students who attended 30 – 59 days, 60 – 89 days, and 90 days or more.

### **Data collection methods**

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

### **Research design**

Two sets of analyses were run to answer the question, “Was mathematics and ELA achievement attained by 21st CCLC participants significantly different from that attained by nonparticipants?”

The first analysis used independent samples *t* tests (one per grade for Grades 4–11) to determine whether students in the treatment group scored significantly higher than students in the control group on WVGSA mathematics outcomes. Another set of *t* tests were run for ELA outcomes.

The second analysis used a Pearson's chi-square test to determine whether students in the treatment and control groups—at three programmatic levels, including elementary school (Grades 4 through 5), middle school (Grades 6 through 8), and high school (Grades 9 through 11)—differed in making gains in their performance levels. The performance levels were on the following scale: 4 = exceeded the standard, 3 = met the standard, 2 = nearly met the standard, and 1 = has not met the standard.

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

We conducted a quasi-experimental examination of existing student attendance and discipline referral data obtained from WVEIS for students who participated for 30, 60, or 90+ days in a 21st CCLC

during the one-school-year study period compared with a matched group of students who were not known to have participated. We also compared teacher survey results for students who participated for 30, 60, or 90+ days in a 21st CCLC program, and we conducted a pre-/posttest survey of students' resiliency.

### **Quasi-experimental study**

Using the same samples of students drawn for the quasi-experimental study in EQ2, we compared student attendance and discipline referral rates. All data for this portion of this study was collected from two sources—the 21st CCLC database and WVEIS, both maintained by the WVDE.

Two sets of analyses were run to answer the question, “Did regular school attendance by 21st CCLC participants significantly differ from that attained by nonparticipants?”

The first analysis used independent samples *t* tests (one per grade for Grades 4–11) to determine whether students in the treatment group scored significantly higher than students in the control group.

The second analysis used a Pearson's chi-square test to determine whether students in the treatment and control groups—at three programmatic levels, including elementary school (Grades 4 through 5), middle school (Grades 6 through 8), and high school (Grades 9 through 11)—differed in making gains in their attendance levels.

We ran similar analyses using discipline referral data.

### **Descriptive statistics using online 21st CCLC Teacher Survey**

The sample for the Teacher Survey started with the teachers of those students who participated in the 21st CCLC program for at least 30 days whose parents had given passive consent. Consent forms were given to parents at the time they registered their children; parents were instructed that if they agreed to have their children be part of the evaluation, no action was necessary. If they denied consent, they returned the signed form. Before conducting the teacher survey all students whose parents had denied consent were removed from the pool of subjects about whom teachers were asked to rate behavioral improvements (i.e., homework completion, classroom participation, and overall behavior). Comparisons were made for students at varying dose strengths: 30, 60, and 90+ days of attendance in a 21st CCLC program. Independent samples *t* tests were used to determine if any differences were statistically significant, and Cohen's *d* was used to test the strength of the effect for students at the different attendance levels.

### **Pre-/posttest of student resiliency survey**

The sample for the student resiliency study also included students who participated in the 21st CCLC program for at least 30 days, whose parents had given passive consent. Early in the fall, we administered the pretest of the Child and Youth Resilience Measure (CYRM), developed and validated by the Resilience Research Centre (2016). We used both the Child Version for ages 5–9 years and the Youth Version for ages 10–23 years. We administered it again in early May. Comparisons were made for students at varying dose strengths: 30, 60, and 90+ days of attendance in a 21st CCLC program. Independent samples *t* tests will be used to determine if any differences were statistically significant, and Cohen's *d* was used to test the strength of the effect for students at the different attendance levels. See Appendix C for a copy of the questions.

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

#### **Annual survey of safe and supportive environments**

We will study improvements in student perceptions about the safety and supportiveness of 21st CCLC programs by using selected questions from the EDSCLS School Climate Questionnaire. In all we will use 12 questions, including seven questions from the Emotional Safety topic under the Safety domain, and five questions from the Instructional Environment topic under the Environment domain. Results will be tabulated by program and across the state. The survey will be administered at the same time as the student resiliency posttest survey in early May to the same group of students. See Appendix C for a copy of the survey questions.

#### **Student retention**

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

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

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

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

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

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

The program directors survey also includes a question about the number of schools they serve that currently include their 21st CCLC in the annual strategic plans. We will report trends over time, with 2017-2018 being the baseline year.

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

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

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

We will report trends over time, with 2016-2017 being the baseline year.

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

### **Data sources**

Using SurveyMonkey, the program directors survey was administered to all program directors in June 2017 (see WVDE Coordinators Survey, page 37).

The WVDE coordinators survey will be administered in early July.

### **Methods of analysis**

The program directors survey is organized by the five outcomes to collect information on implementation of the outputs identified in the logic model for each of the five work areas. Multiple-choice questions using a five-point scale will allow for an overall index describing the extent of the implementation of outputs for each work areas. The Index scores will be calculated for each program and for the state overall. The survey also includes three open-ended questions about successes, challenges, and recommendations. A qualitative content analysis of the responses will be conducted and reported at the state, not program, level.

The coordinators survey will be used qualitatively to supplement other data sources for each of the work area.

# APPENDIX C. SURVEY INSTRUMENTS

- 21st CCLC Teachers Survey
- 21st CCLC Program Directors Survey
- WVDE Coordinators Survey

## Teacher Survey

21 <sup>st</sup> CCLC Teacher Survey WVDE-EQSS-001				
Grant Id 2112	Email measter@k12.wv.us	Number of Students Surveyed 4		
Please rate any changes you have observed in this student for the following three areas:				
LAST NAME, FIRST NAME	Improvement	No Change	Decline	Not My Student
1. Homework Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate any changes you have observed in this student for the following three areas:				
LAST NAME, FIRST NAME	Improvement	No Change	Decline	Not My Student
1. Homework Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate any changes you have observed in this student for the following three areas:				
LAST NAME, FIRST NAME	Improvement	No Change	Decline	Not My Student
1. Homework Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate any changes you have observed in this student for the following three areas:				
LAST NAME, FIRST NAME	Improvement	No Change	Decline	Not My Student
1. Homework Completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Class Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[submit](#)

# Program Directors Survey

## Section 1. Student literacy and numeracy skill development

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

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent
Host or feeder school(s)	<input type="radio"/>				
County central office	<input type="radio"/>				
RESA	<input type="radio"/>				
County extension agent, 4H, or FFA	<input type="radio"/>				
Local partners or community organizations	<input type="radio"/>				
WVDE	<input type="radio"/>				
Other agencies	<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 21st 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"/>									
Reading/literacy games or hands-on activities	<input type="radio"/>									
Helping other students with reading/literacy	<input type="radio"/>									
Other reading/literacy activities	<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"/>				
County central office	<input type="radio"/>				
RESA	<input type="radio"/>				
County extension agent, 4H, or FFA	<input type="radio"/>				
Local partners or community organizations	<input type="radio"/>				
WVDE	<input type="radio"/>				
Other agencies	<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 21st 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"/>									
Math games or hands-on math activities	<input type="radio"/>									
Helping other students with math	<input type="radio"/>									
Other math activities	<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"/>				
Math/numeracy	<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"/>				
County central office	<input type="radio"/>				
RESA	<input type="radio"/>				
County extension agent, 4H, or FFA	<input type="radio"/>				
Local partners or community organizations	<input type="radio"/>				
WVDE	<input type="radio"/>				
Other	<input type="radio"/>				
Describe					

7. **[Implementation]** For this past regular school year, please estimate about what percentage of your students have engaged in the following **activities during their hours in 21st 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"/>									
Community service	<input type="radio"/>									
Social-emotional or character education activities	<input type="radio"/>									
Other social/emotional or character building activities	<input type="radio"/>									
Describe										

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

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

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

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

	Not yet begun/not applicable	Planning stages	Initial implementation	Full implementation	Routine and ongoing
Child protection/mandatory reporter staff training	<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"/>

**Section 4. Program sustainability**

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

	Not needed	Needed but not received	Received but not useful	Received and somewhat useful	Received and quite useful	Received and highly useful
Strategic planning	<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"/>

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

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

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

13. **[Outcome]** In how many of those schools' strategic plans is 21st CCLC included? \_\_\_\_\_

**Section 5. Community and Family Involvement**

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

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

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

Volunteers do not receive training at this time	When first signing up as a volunteer only	Annually	Two times a year	Three or more times a year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not yet begun/not applicable	Planning stages	Initial implementation	Full implementation	Routine and ongoing
Have adequate and welcoming space to engage families.	<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"/>

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

Seldom or never	Every other year	Annually	Every session or term	At least monthly
<input type="radio"/>				

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

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

**Section 6. Successes, Challenges, and Recommendations**

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


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


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


# WVDE Coordinators Survey

## Section 1. Student Literacy and Numeracy Skill Development

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

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

	Very low attendance	Low attendance	Moderate attendance	High attendance	Very high attendance
Northern regional meeting	<input type="radio"/>				
Southern regional meeting	<input type="radio"/>				

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

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	<input type="radio"/>				
Northern regional meeting	<input type="radio"/>				
Southern regional meeting	<input type="radio"/>				
Statewide meeting, Canaan	<input type="radio"/>				
Other meetings	<input type="radio"/>				
(describe)					

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

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	<input type="radio"/>				
Northern regional meeting	<input type="radio"/>				
Southern regional meeting	<input type="radio"/>				
Statewide meeting, Canaan	<input type="radio"/>				
Other meetings	<input type="radio"/>				
(describe)					

## Section 2. Student Social/Emotional Skill Development

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

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	<input type="radio"/>				
Northern regional meeting	<input type="radio"/>				
Southern regional meeting	<input type="radio"/>				
Statewide meeting, Canaan	<input type="radio"/>				
Other meetings	<input type="radio"/>				
(describe)					

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

	Not at all	To a slight extent	To a moderate extent	To a great extent	To a very great extent
Regional meeting, Chattanooga	<input type="radio"/>				
Northern regional meeting	<input type="radio"/>				
Southern regional meeting	<input type="radio"/>				
Statewide meeting, Canaan	<input type="radio"/>				
Other meetings	<input type="radio"/>				
(describe)					

## Section 3. Quality of Programs, Safe and Supportive Environments

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

Grantee	Not yet begun	Planning stages	Initial implementation	Full implementation	Sustained, ongoing
Bob Burdette Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boone County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boys and Girls Club of the Eastern Panhandle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cabell County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calhoun County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HRDF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grantee	Not yet begun	Planning stages	Initial implementation	Full implementation	Sustained, ongoing
Lincoln	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marion County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McDowell County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morgan County Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mountaineer Boys and Girls Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnership of African-American Churches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PATCH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preston County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESA 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESA 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESA 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ritchie County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salvation Army Boys and Girls Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Step-by-Step	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wayne County	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Section 4. Program Sustainability and Accountability**

[no questions for this outcome]

**Section 5. Community and Family Involvement**

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

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

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

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

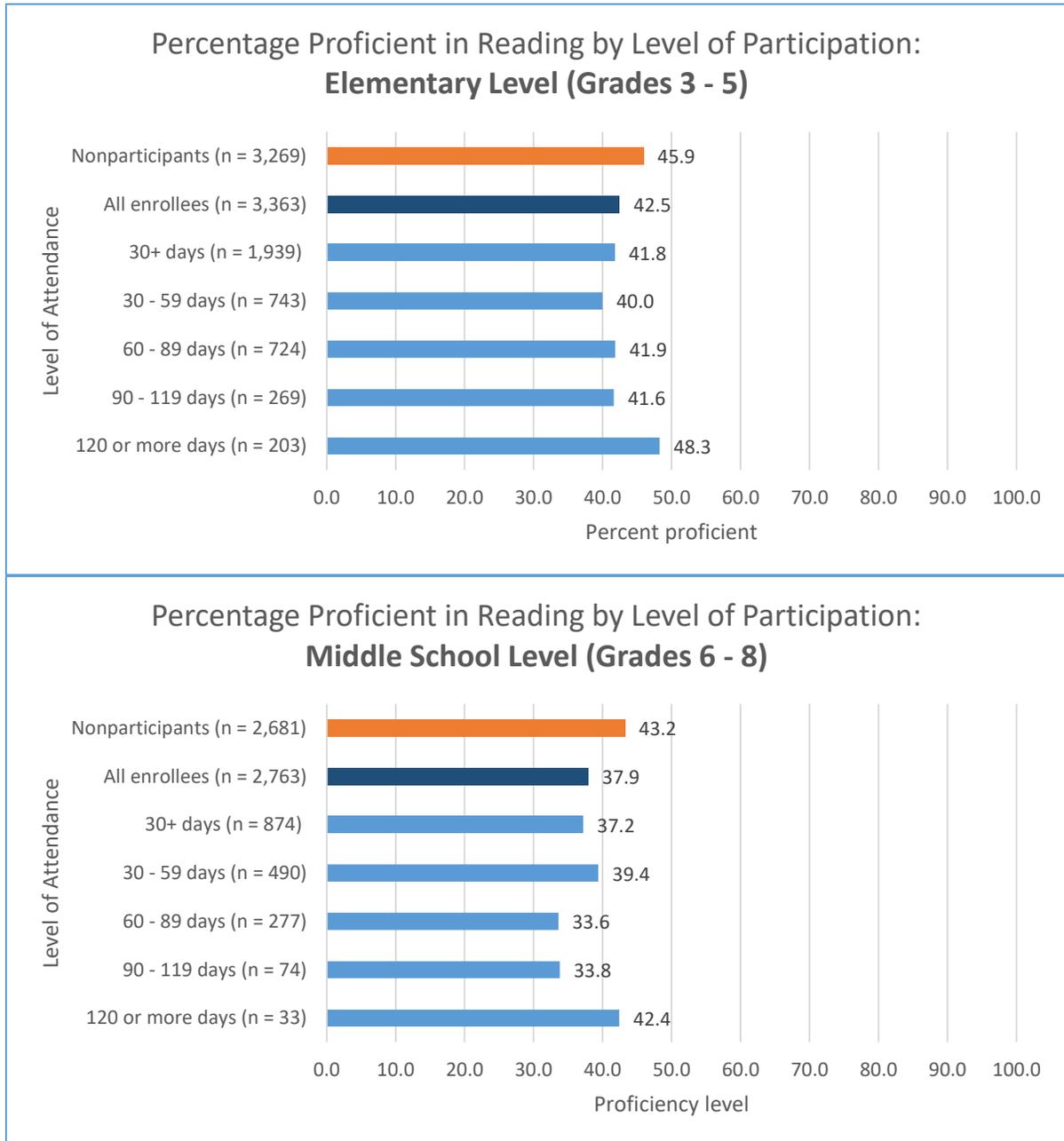
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APPENDIX D.  
SUPPLEMENTAL DATA  
AND GRAPHS

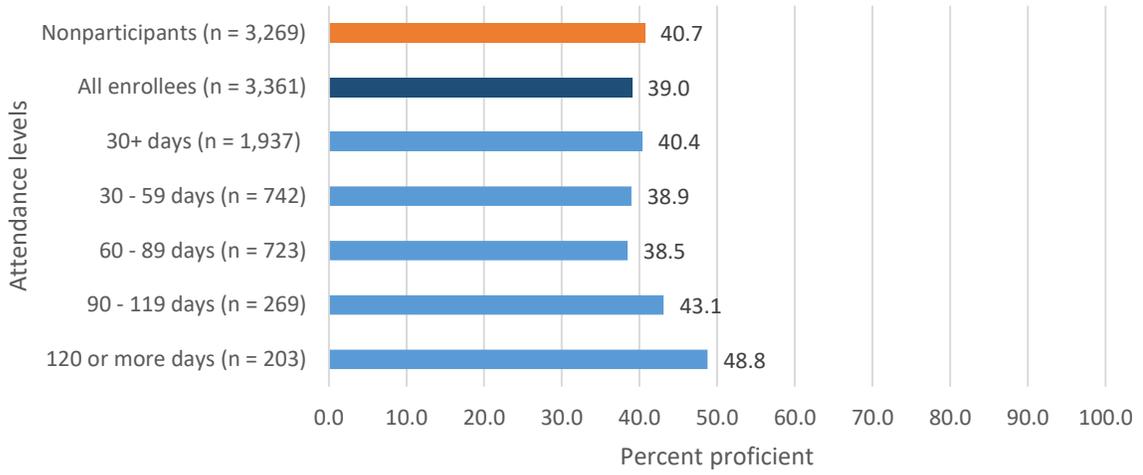
## EQ1. Student Reading/Mathematics Proficiency

Note: High school data are not reported because the numbers were too small.

Data source: WVGSA Proficiency scores



**Percentage Proficient in Math by Level of Participation:  
Elementary Level (Grades 3 - 5)**



**Percentage Proficient in Math by Level of Participation:  
Middle School Level (Grades 6 - 8)**

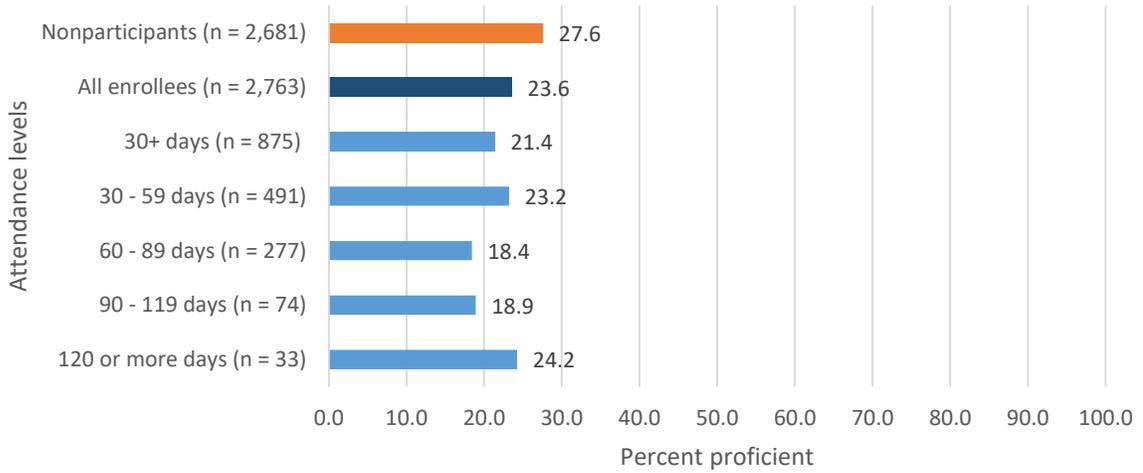


Table 2. Independent Samples T-Test Comparing Regularly Attending 21st CCLC Students with Nonparticipating Students: Proficiency in Math and Reading, Regular School Attendance, and Discipline Referrals

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Proficiency in math	Equal variances assumed	.549	.459	.372	9433	.710	.00391	.01051	-.01669	.02450
	Equal variances not assumed			.372	5601.170	.710	.00391	.01052	-.01671	.02453
Proficiency in reading	Equal variances assumed	67.898	.000	-3.815	9368	.000	-.04221	.01106	-.06389	-.02052
	Equal variances not assumed			-3.833	5676.268	.000	-.04221	.01101	-.06379	-.02062
Attendance percentage	Equal variances assumed	175.727	.000	11.484	15436	.000	1.7347	.1510	1.4386	2.0307
	Equal variances not assumed			14.376	14901.814	.000	1.7347	.1207	1.4982	1.9712
Number of discipline referrals	Equal variances assumed	1.389	.239	-.673	15436	.501	-.030	.045	-.118	.058
	Equal variances not assumed			-.698	9739.806	.485	-.030	.043	-.115	.055

# APPENDIX E. VERBATIM RESPONSES TO OPEN- ENDED QUESTIONS

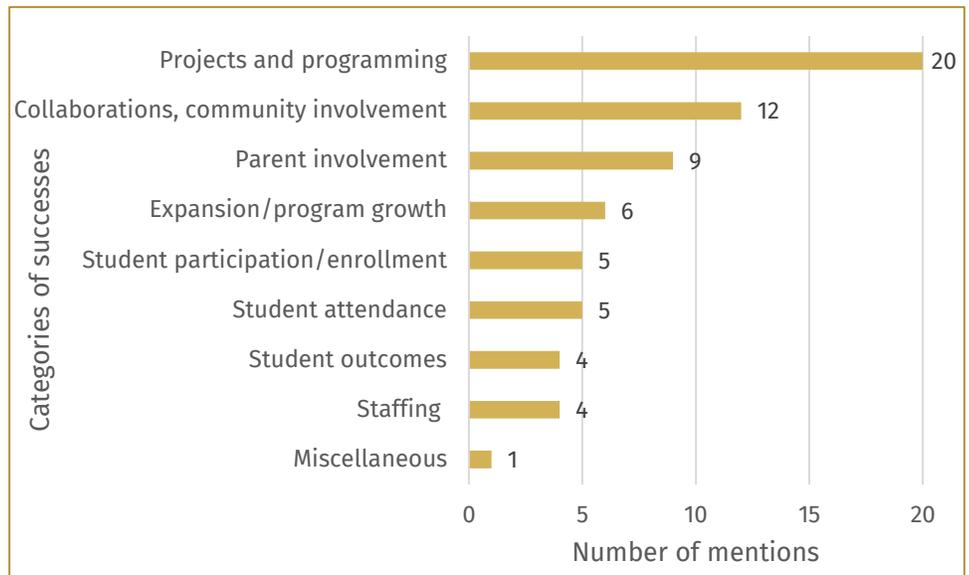
## SUCSESSES

### Projects and programming (20 mentions)

**STEM/STEAM, literacy, academic enrichment** ~ Implementation of STEM in all sites ~ Implemented 2 Girls Who Code Clubs and received national recognition from the White House - Computer Science for All ~ Incorporation of new enrichment activities ~ Increase in Literacy activities ~ Increased literacy and drama activities ~ Increased participation in STEAM Activities ~ Increased support of academic support ~ Increasing funds, training, and infrastructure for specialized projects in literacy and STEM ~ Literacy Program- vocabulary and comprehension through graphic novels, magazines, reading plays and analyzing song lyrics. ~ Number of students engaged in reading and literacy activities improved by over 50% ~ Obtaining two supplemental summer literacy grants ~ Robotics team advanced to the state ~ students excited by STEM activities ~ **Health/fitness** ~ Attended the Fitness Challenge in Charleston ~ fitness program results ~ Full dinner:) ~ Implemented Mental Health First Aid ~ River View was on PBS through our Telemedicine ~ **Other** ~ Adventure Team ~ service projects to community

### Collaborations, partnerships, community involvement (12 mentions)

Church mentoring with meals and board games once per month ~ Collaboration among Project GOAL instructors, Gear-Up Tutors, and AmeriCorps workers in providing services to the students of Boone County ~ community support increase on levy



funding ~ County wide Lights on After School Event ~ Developed additional partnerships (Project HALO/Harrison County Family Resource Network) ~ Increase in collaboration with feeder schools ~ Increase in the number of volunteers in the program ~ Increased community involvement ~ Increased community partners and programming ~ We have experienced new partnerships that have expanded our programming. ~ We have worked closely with our school board this year to offer classes that parents, staff, and members were able to take part in. ~ Worked with NASA and MIT to offer Zero Robotics ~

## Parent involvement (9 mentions)

**Offerings/outreach** ~ Calling All Fathers ~ Fellowsville Try This Family Cooking grant ~ Increased parent/community member offerings ~ Integrated Site Facebook Pages and Video texts as a vehicle for ongoing communication with parents and community ~ More opportunities for family involvement ~ **Level of participation** ~ An slight increase in parental involvement. ~ Family nights were a big success ~ Greatly increased attendance at family event nights ~ Increased parent/community member attendance at offerings ~

## Expansion/program growth (6 mentions)

Established new program within a school setting ~ Expansion to a new site ~ Growth of adding a middle/high school site ~ Increased student participation to include 2 other schools at the East Park Site ~ Maintaining (and expanding) ambitious summer programs for all students despite funding cutbacks ~ We have experienced program growth. ~

## Student attendance (5 mentions)

Consistency in student attendance ~ Faithful attendance ~ Higher regular attendance with 30+ days ~ Increase in attendance ~ increased attendance

## Student participation/enrollment (5 mentions)

Amount of students participating in programs ~ Doubled summer camp enrollment ~ Increase in the number of middle school students attending middle school sites ~ Increased program participants ~ One of our off sites (Ridgedale Elementary) grew by nearly 40 students ~

## Student outcomes (4 mentions)

Graduation rate increase at High School ~ Increase in student test scores ~ Number of students on Honor Roll increased by 5% from previous year ~ Student achievement ~

## Staffing (4 mentions)

Hired an unpaid intern from a community partner and her hours count toward her degree ~ Increased program capacity through new full-time staff hire ~ Successfully incorporated a part-time AmeriCorps member ~ Terrific cross site monthly training for our staff and core volunteers ~

# CHALLENGES

## Grant/program management (18 mentions)

**Staff turnover** ~ Change in site coordinators/staffing in the middle of school year. ~ Personnel retention at Richwood Middle/Cherry River Elementary ~ staff turnover ~ This year we had new coordinators at two of our sites. This is a challenge to build relationships with members, parents, and staff. In the end this was successful, but a challenge we had to overcome. ~ Turnover with both central office and school administration ~ **Staff training** ~ Better communicated expectations child protection reporting ~ lack of training for staff that are not supervisors/directors ~ Need for professional development for part-time staff ~ **Other** ~ Creating a marketing/communications plan ~ Getting teacher emails ~ Growing pains of learning about 21st Century grant, since it was our first year ~ Increase in the number of partners and contacts with feeder schools caused unrealistic demands on administrative team's time ~ Moving a site during the school year (although the

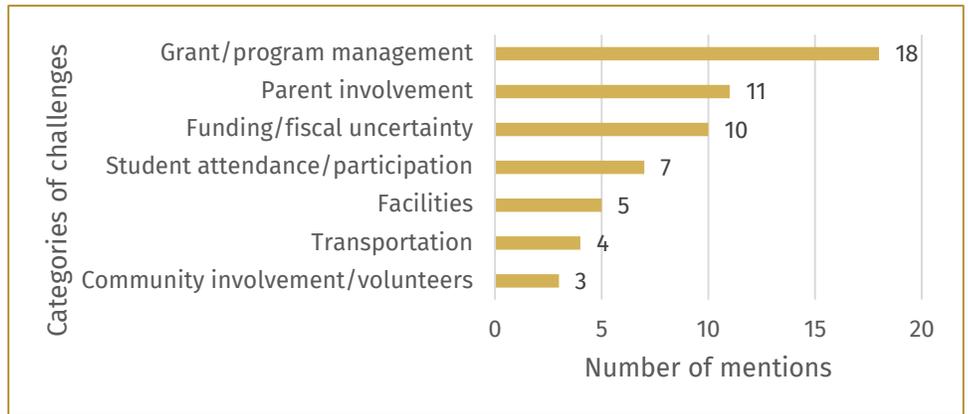
move was desired) ~ Staff completing paperwork in a timely manner ~ Time ~ Short-staffing in part-time positions ~

**Parent involvement (11 mentions)**

**In children's education**

~ Engaging parents in kids' education ~ Family chaos--the volatility of our kids' lives, particularly due to the drug crisis complicates consistent attendance ~

Parental Involvement in the student's educational processes ~ **Participating in events** ~ Family workshop attendance ~ Getting parents at some parent nights ~ parent participation/family engagement ~ **Program support** ~ Parent involvement in fundraising efforts ~ Parent volunteers ~ **Other** ~ Parent involvement ~ Parent Involvement ~ Parent involvement ~



**Funding/fiscal uncertainty (10 mentions)**

Not being secure in RESA's future to submit RFPs for future grants ~ RESA's impending closure ~ continuing programs with the fiscal uncertainty year to year ~ decline of funding for grants in year 4 and 5 ~ Delayed drawdown reimbursements ~ fear of losing program next year ~ Fund Raising ~ Funding ~ funding at federal level ~ sustainability ~

**Student attendance/participation (7 mentions)**

**Middle/high school** ~ Attendance at middle school in general ~ Enticing middle/high students to join ~ Teens and older children seem to be less attracted to afterschool programs ~ **Other** ~ Attendance at MC after 3 special events ~ Attendance issues due to program variations ~ Getting students to attend 30 days ~ Meeting anticipated attendance/participation at one of the sites. ~

**Transportation (4 mentions)**

Bus drivers - could not get consistent drivers for one site ~ Funding for transportation ~ Transportation - not enough transportation for all sites ~ Transportation ~

**Community involvement/volunteers (3 mentions)**

Community presence at GOAL activities ~ lack of volunteers ~ volunteers ~

**RECOMMENDATIONS**

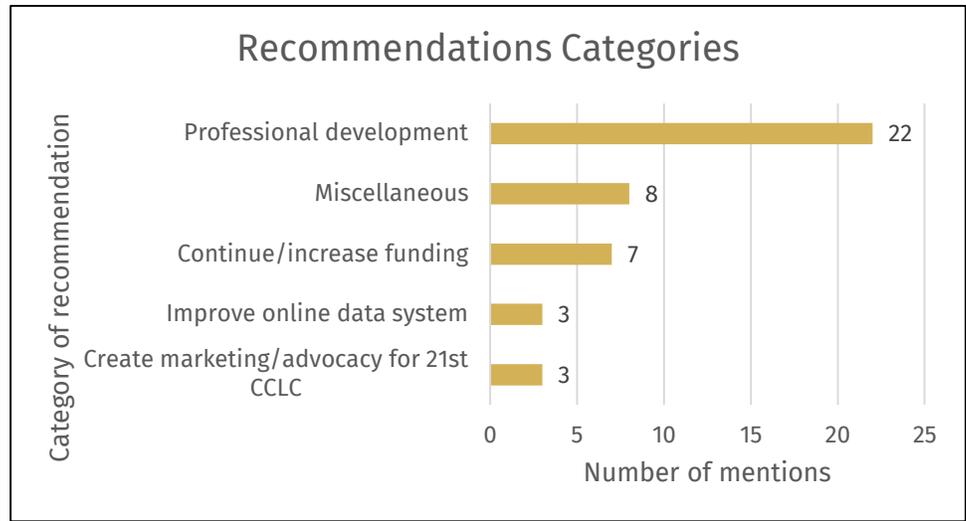
**Professional development (13 mentions)**

**Data systems/reporting** ~ Having a day of training/webinar available for new staff taking on the data systems ~ More guidance upfront on how to fill out forms or what will be needed ahead of time so we will know to prepare for it ~ Provide additional training on the data system ~ **Grant writing/fundraising** ~ Hold a grant writing course ~ Hold a workshop/session on fundraising for external assistance to ensure sustainability ~ We need coaching on things like sustainability plans--there are things sites get knocked on with proposals that we don't have good models to emulate

~ ~ **Supporting student learning** ~ ~ More hands on training for math games and promotion of numeracy (would be great to have supplements for STEM like there are with literacy (but don't cut literacy!) ~ ~ Provide professional development regarding the inclusion of special needs participants (Fetal Alcohol, Autism, Asperger's, Oppositional Defiant Disorder) ~ ~ **Other** ~ ~ Increased number of participants that can attend WVDE 21st Trainings ~ ~ PD on Saturday/Summer for staff who are teachers ~ ~ Provide CPI Training program assistants, instructors, and coordinators ~ ~ More training for new programs in their first year ~ ~ Help us with innovative ways to get parents involved ~ ~

**Funding (7 mentions)**

Allow existing programs to write grants for the entire amount when seeking additional funding beyond the fifth year. ~ ~ continue to support high poverty area schools through continued funding ~ ~ continuing with funding through the feds ~ ~ fund programs with a history of success ~ ~ get the state to help with funding ~ ~ Increasing sustainability options--such as fee for service ~ ~ More funding ~ ~



~ ~ fund programs with a history of success ~ ~ get the state to help with funding ~ ~ Increasing sustainability options--such as fee for service ~ ~ More funding ~ ~

**Online data system (3 mentions)**

Recreate the WVEIS program so that we can input enrollment each year. ~ ~ The data collection system is still no good. It seems like it asks for too much information. It's redundant and cumbersome. ~ ~ website with PDS, WVDE Monitoring tool and USDE monitoring tool (all in one place) ~ ~

**Marketing/advocacy for 21st CCLC (3 mentions)**

Better communication regarding advocacy opportunities for 21st CCLC ~ ~ build a statewide promotional campaign ~ ~ State wide marketing for the 21st Century programs ~ ~

**Miscellaneous (8 mentions)**

Change proposal format for Supplemental Grants, i.e. not in Excel ~ ~ Generate purchase orders throughout the year without fiscal agent 6-week blackout periods ~ ~ Money allowed to be spent on feeding parents when they do come to events ~ ~ More collaboration between other county programs with ours ~ ~ More communication ~ ~ More information regarding activities in the state - volunteer/community service ~ ~ Partner with more organizations that would provide unpaid interns. ~ ~ The fiscal agent does not have to be the school system ~ ~

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# APPENDIX F. TEACHER SURVEY TECHNOLOGY ISSUES

## **21st CCLC Teacher Survey Debriefing Meeting**

May 19, 2017

### **What to keep**

- Presentation to each teacher of a list of their students with the rating scale for each
- Use of my email address as sender
- User-friendly message

### **What to change**

- How teacher email addresses are entered into the system, to make sure we get as close to 100% as possible—and that teachers are receiving an updated list. I had several teachers who received lists of students from a year ago.
  - Delete teacher email addresses and nonconsents from the system when the survey is closed—July 1.
  - Set up editing in program to look for commas and other anomalies.
  - Run query on April 15 and pull Excel file of students who have hit 30 days but for whom we do not have teacher email address and or WVEIS ID and make sure program directors supply that information by April 25 (adjust to later dates if we have harder winter).
    - The only students who will not have a WVEIS number or teacher email address are home-schooled students and private/parochial students.
- We need to have a cutoff date when no more students are added to the survey, even if they hit the 30-day mark after that date—April 15 (or later, depending on the winter).
- Taking teachers off the reminder list after they have responded.
- Changing the message each time it goes out as a reminder.

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