West Virginia 21st Century Community Learning Centers (21st CCLC) Local Annual Evaluation Report

1. Program Overview

Grantee Name: Southern Educational Services Cooperative - BLAST

Grant Cycle (Years): Year 2

Site(s) Included: Glade Elementary, Summers County Comprehensive High School and Valley PK-8

Program Director: Charles Phillips

Evaluation Period (School Year): 2024-2025

External/Local Evaluator (if applicable): N/A

Brief Program Description:

The BLAST Grant served K-12 students in Fayette, Summers and Webster Counties at Valley PK-8, Summers County Comprehensive High School and Glade Elementary respectively. Programming offered included WVDE 21st CCLC grant approved activities such as academic enrichment, well-rounded educational activities, tutoring, homework help, credit recovery, STEM/STEAM, literacy education programs, healthy and active lifestyles, technology, expanded library services, etc. These activities support both school-day learning and student learning at home through family engagement.

2. Goals and Objectives

The 21st CCLC program goals included: 1.) Increased Academic Achievement and 2.) Increased Family Engagement.

1.) **Objectives for Increased Academic Achievement**

- By the end of each school year, 50 percent of students will show growth in English/Language Arts as demonstrated by the iReady Assessment, Cambium Benchmark, IXL Diagnostics, et al. (i.e. 1-25 points, 26-50 points, 51-75 points, etc.).
- By the end of each school year, 50 percent of students will show growth in Math as demonstrated by the iReady Assessment, Cambium Benchmark, Horizon Benchmark, et al. (i.e. 1-25 points, 26-50 points, 51-75 points, etc.).
- By the end of each school year, 50 percent of students will show improvement in homework completion rates with an Overall Rating of Completing and Turning in Homework (Almost Always, Needs Improvement, Inconsistent and Rarely). Areas of focus include: Brings Required Materials, Is Respectful of Peers, Uses Time Wisely, Demonstrates Positive Work Habits, Cooperates w/ Teachers, Work was Completed Independently, Work was Completed w/ Peer Assistance, Work was Completed, Student Demonstrated Understanding, Student Did Appear to Understand Assignment Objective(s) - as evidenced by the SESC's Data Tracking Database (grades, formal assessments, homework, behavior, physical fitness).
- By the end of each school year, 50 percent of students will show improvement in grades (increased letter grade and/or percentage points) as evidenced by the SESC's Data Tracking Database (grades, formal assessments, homework, behavior, physical fitness) and students' school report cards.

2.) **Objective for Increased Family Engagement**

- By the end of each program year (Fall to Spring), a minimum of 35 parent/community members will have attended Career Exploration/Adult Education/Opportunity classes, with attendance increasing by 10 percent each year of the grant.
- A minimum of 60 percent of parents/community members who attend programs offered through the 21st CCLC afterschool program will report an increase in knowledge/skill level in the course/training in which they participated based on a participation survey.
- Plan 3 + Parent/Family Engagement Events throughout the year so that parents can come to afterschool and engage in these activities w/ their children, spend quality time together in afterschool, see what their child is learning, learn more about the afterschool program, etc.

3. Program Implementation

See Attached 21APR Reports for Activities Data

The main focus of professional development for staff were grant requirements and job responsibilities specific training so that staff could be successful in their role as afterschool program staff while adhering to grant program requirements. At the beginning of the year,

the SESC Program Coordinator compiled a list of potential training ideas for staff and ask staff to add to this list and/or let him know what types of training that they would like to receive. The Program Coordinator also shared any potential training opportunities received from the WVDE, et al. and other afterschool program related resources. Any trainings/conferences, etc. that the Program Coordinator attended, he always took back useful information to share w/ staff during monthly/bi-monthly sites visits. Each site/grant also saw an increase in staff attending WVDE, et al. sponsored conferences and/or trainings. Aside from trainings, the Program Coordinator also tried to supplement professional development w/ afterschool focused literature and resources. Training, professional development and literature/resources include:

Site Orientations; monthly/bi-monthly site visits; WVEIS Data App training; Program Requirements; Compliance Monitoring; 21st CCLC NTAC: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/21st-cclc-national-technicalassistance-center-ntac/; First Aid/CPR; Inventory Tracking & Sustainability Plans; Afterschool Attendance & Retention - Bridging the Gap Between Students Served, ADA & Getting to 90 Hours; Evidence-Based Practices; WV Statewide Afterschool Network: WV AFTERSCHOOL PROGRAM QUALITY STANDARDS ASSESSMENT TOOL & Research.

During the month of September 2024, staff were trained on "Afterschool Attendance & Retention - Bridging the Gap Between Students Served, ADA & Getting to 90 Hours". Materials/Topics included:

1.) Effective Strategies to Retain Students in Afterschool Programs: Create a Welcoming Environment, Engaging Activities, Student Voice & Choice, Consistent Communication, Professional Development for Staff and Strong Community Partnerships;
2.) Examining Practices of Staff Recruitment and Retention in Afterschool Programs;
3.) Secrets of Successful Afterschool Programs; and
4.) 10 Recruitment Strategies to Boost Program Participation: Align your program with student needs, Share your story, Encourage word-of-mouth recruiting, Use digital marketing tools to promote your program, Demonstrate the importance of program participation to students and their families, Get involved in the community, Build connections with school teachers, Appeal to students first, Provide enrichment activities that combine learning with fun and Be flexible.

Training and evaluation questions included:

1. Why is having an attendance strategy so important when it comes to retention, consistency, programming, grant goals, etc.?
2. What strategies stick out to you most and why?
3. What strategies is your site already employing?
4. What new strategies do you want to implement and why?
5. How will you effectively and efficiently implement any new strategies?

6. What barriers might affect implementing any of these strategies?
7. How do you plan to evaluate and track attendance and retention strategy outcomes?

During the month of January 2025, staff were trained on Evidenced-Based Practices and The Wallace Foundation's *The Value of Out of School Time Programs*, et al.

Evidenced Based Practices

- https://ies.ed.gov/EvidenceBased/afterschool/as-step2.asp
- https://wallacefoundation.org/learn-how-afterschool-programs-can-help-children (See Attached)
- https://newsroom.unl.edu/announce/csmce/5272/29630
- https://www.evidencebasedteaching.org/
- https://www.physiology.org/professional-development/career/cpe/evidence-based-teaching?SSO=Y

Training and evaluation questions included:

1. Define evidence-based practices as it relates to afterschool programming.
2. Why is evidence-based practices crucial to afterschool programming and student learning/development?
3. What evidence-based practices are you already utilizing in your afterschool programs?
4. Provide 3-5 evidence-based practice strategies that you learned about in this training.
5. What new evidence-based practices do you plan to utilize moving forward in your afterschool programs?

During the month of March 2025, staff were trained on the WV Statewide Afterschool Network: WV AFTERSCHOOL PROGRAM QUALITY STANDARDS ASSESSMENT TOOL & Research. Training and evaluation questions included:

1. Having just wrapped up the training topic on Evidenced-Based Practices, how do you see that strategy working together in conjunction with quality program planning for afterschool?
2. Would you describe current programing as robust, engaging, hands-on, interactive and exciting? How would your students describe it?
3. What processes are currently implemented when planning afterschool programming? What is working well? What can be improved? Are there any challenges?
4. How are you evaluating and/or measuring the overall effectiveness of your programming?
5. Is there anything that you will do differently in terms of afterschool programming after this training and if so, please describe.
6. Are there any further resources, trainings, strategies, guidance, etc. that you need from me?

Staff are also invited to attend fall, spring and summer WVDE, regional and national conferences focused on 21st CCLC programming, student support and well-being, etc. Staff attendance has continued to increase for these in recent months.

Site staff collaborate with school administration, school day staff and/or county school systems in various capacities. County Superintendents and School Principals agreed to and signed Memorandums of Understanding with the SESC as part of the Request for Proposal/grant application process for 21st CCLC to be included at their school/site. This

creates buy-in and support at a leadership level that trickles down to staff running the program at the site. Principals are invited to monthly/bi-monthly site visits between the SESC Program Coordinator, Site Coordinator and/or site staff. Each site provides the use of various spaces at their school for afterschool programming use (i.e. gym, cafeteria, classrooms, playground, theater, etc.) as well as technology/supplies use (i.e. computers, printers, copiers, miscellaneous supplies, etc.) and meals/snacks through the CACFP as part of afterschool programming. Glade Elementary provided a county employee as an on-site cook as part of the CACFP afterschool snack/meal program component. The SESC provides each site with a 21st CCLC Afterschool Program Handbook, which includes examples of various forms used to communicate with school day staff in terms of behavior, academic performance, homework, etc. (i.e. Student Homework Assignments Form Samples, Progress Form Samples, Teacher Feedback Form, Behavior Documentation Form, etc.). While these forms can prove useful, many of the school day staff are also afterschool program staff and are aware of what's going on during the school day and how that might impact afterschool programming. Site Coordinators report that there is a lot of informal communication between school day staff and afterschool program staff related to student well-being, behavior, academic performance, homework help, family issues, etc. as well as email contact between teachers/staff. This is very helpful in terms of afterschool program planning both on a student by student basis as well as for the program as a whole. These constituents are also included as part of each site's Advisory Council and invited to various programmatic events throughout the school year. The successes that have resulted from these collaborations include the buy-in/support received, the in-kind support received as well as the "all hands on deck" approach, for which these programs could not operate. Staff (who have already demanding, full-time day jobs) simply could not fulfill their afterschool duties without these collaborations in place. Most importantly, programming is most positively affected by these collaborations.

Glade - We are a small school, so the afterschool staff and the school staff see each other regularly/are the same people on staff. When a student is falling behind or "forgets" their homework, the school day staff finds the afterschool teacher and gives them the exact instructions on what the child needs to turn in or what needs to be studied for an upcoming test. Also, the school day staff and the afterschool staff work closely when it comes to behaviors with the students. They will often give each other a heads-up when an event has happened in either setting. The students see us working together as a team to not only make our program successful but the school and the student. Glade held 2 Advisory Council Meetings this year.

SCCHS - The site coordinator meets regularly with the school administration about the program. The family coordinator and staff hold regular informal discussions about students and their needs with the school day teachers. The site coordinator communicates with the transportation director when a change is needed for site transportation. The site coordinator communicates regularly with the cafeteria manager about snacks provided for students. SCCHS held 2 Advisory Council Meetings this year.

See Attached 21APR Reports for Staffing Data

4. Participation Data

See Attached 21APR Reports for Participation Data

Overview

Students Served:	345
Days in Operation:	149
Sum of Site Hours in Operation:	832.8166666666666

The Average Daily Attendance during the previous school year was 73.64. This is an increase of 18.64 students. Years 2-5 require grants to meet 90 percent of their proposed ADA during the school year - we exceeded this requirement by 10 percent (100 + percent ADA). We also served 36 more students this year and operated 5 more days (71.74 hours) compared to last year. Lastly, "Students who Attended At Least 90 hours" increased by 9 percent compared to last year (36 percent vs. 27 percent - 110 students vs. 71 students). It's important to note that all sites saw an increase in "Students who Attended at Least 90 hours": Glade - 24 percent to 37 percent (13 percent increase); Valley PK-8 - 38 percent to 49 percent (11 percent increase); and SCCHS - 21 percent to 25 percent (4 percent increase).

2024-25 School Year

Students Served:	302
Days in Operation:	139
Sum of Site Hours in Operation:	751.82
Average Daily Attendance:	92.28
Students who Attended At Least 90 hours:	110 (36%)

2023-24 School Year

Students Served:	266
Days in Operation:	134
Sum of Site Hours in Operation:	680.08
Average Daily Attendance:	73.64
Students who Attended At Least 90 hours:	71 (27%)

Summary for SESC - Fayette, Summers, Webster (2018-2023) (09/01/2024 - 06/30/2025)	
Students Served:	345
Days in Operation:	149
Sum of Site Hours in Operation:	832.82
Average Daily Attendance:	91.49
Students who Attended Less Than 20 days:	178 (52%)
Students who Attended At Least 20 days (but less than 30):	35 (10%)
Students who Attended At Least 30 days:	132 (38%)
Students who Attended Less Than 60 hours:	199 (58%)
Students who Attended At Least 60 hours (but less than 90):	31 (9%)
Students who Attended At Least 90 hours:	115 (33%)

Demographics

Hours Attended	Low SES		Special Education		All
Any	231	(66.96%)	70	(20.29%)	345
< 15	48	(65.75%)	15	(20.55%)	73
[15, 45)	76	(72.38%)	27	(25.71%)	105
[45, 90)	33	(63.46%)	10	(19.23%)	52
[90, 180)	49	(67.12%)	10	(13.70%)	73
[180, 270)	25	(59.52%)	8	(19.05%)	42
≥ 270	0	(0.00%)	0	(0.00%)	0

"Students who Attended At Least 90 hours" increased by 9 percent compared to last year (36 percent vs. 27 percent - 110 students vs. 71 students). It's important to note that all sites saw an increase in "Students who Attended at Least 90 hours": Glade - 24 percent to 37 percent (13 percent increase); Valley PK-8 - 38 percent to 49 percent (11 percent increase); and SCCHS - 21 percent to 25 percent (4 percent increase).
During the month of September 2024, staff were trained on "Afterschool Attendance & Retention - Bridging the Gap Between Students Served, ADA & Getting to 90 Hours". Materials/Topics included: 1.) Effective Strategies to Retain Students in Afterschool Programs: Create a Welcoming Environment, Engaging Activities, Student Voice & Choice, Consistent Communication, Professional Development for Staff and Strong Community Partnerships; 2.) Examining Practices of Staff Recruitment and Retention in Afterschool Programs; 3.) Secrets of Successful Afterschool Programs; and 4.) 10 Recruitment Strategies to Boost Program Participation: Align your program with student needs, Share your story, Encourage word-of-mouth recruiting, Use digital marketing tools to promote your program, Demonstrate the importance of program participation to students and their families, Get involved in the community, Build connections with school teachers, Appeal to students first, Provide enrichment activities that combine learning with fun and Be flexible.

Training and evaluation questions included:

- Why is having an attendance strategy so important when it comes to retention, consistency, programming, grant goals, etc.?
- What strategies stick out to you most and why?
- What strategies is your site already employing?
- What new strategies do you want to implement and why?
- How will you effectively and efficiently implement any new strategies?
- What barriers might affect implementing any of these strategies?
- How do you plan to evaluate and track attendance and retention strategy outcomes?

Given the data referenced above and increase in the number and percent of students who attended 90 + hours, this training seemed to effective. We will repeat this training again at the beginning of the 2025-26 school year and will also work w/ staff, school administration, parents/caregivers, community members and the sites' Advisory Councils to continue to make improvements and gains in terms of consistent student attendance and retention.

Afterschool programs continually compete w/ other school/community programs, such as football, basketball, little league, soccer, cheer, etc. We will continue to address this w/ parents and students, to talk about the importance of afterschool and consistent attendance (the research behind afterschool programming) and to offer some sort of incentive for regular attendance. Parents and students were surveyed at the beginning of the year to see what kind of programming would interest them most - this proved beneficial in terms of student and parent buy-in. Sites will continue to offer more exciting, engaging, interactive programs such as drones, 3D printing projects, robotics, etc. We will also continue to work with school administration staff and look at the possibility of requiring afterschool programming for students who are struggling academically (we will add Proximity Tutoring as a program option for next year - it was included in this year's grant but no sites implemented it). Credit Recovery will also be included at SCCHS. Valley PK-8 added grade levels not previously served in prior years. Strategies for parents include more volunteer opportunities, more parent engagement events (and sooner in the school year), Adult Education opportunities for parents through the SESC's Adult Education Program (Benitez Jackson) and providing more support to parents through the Cook Center for Human Connection.

Site Name	Start Date	Hours or Days of Operation
* Glade Elementary	* 09/03/2024	* 266.25 (119 days)
* Valley PK-8	* 09/03/2024	* 232.50 (93 days)
* Summers County Comprehensive High School	* 09/09/2024	* 263.07 (118 days)

While Valley served 17 more students this year and operated 12 more days (48.5 hours) compared to last year, Valley PK-8 is the only site that did not meet the requirement of 250 program hours (7 program days @ 2.5 hours per day = 17.5 hours short). While they are the only site that has 2.5 hours of daily programming, they still did not meet this goal. Reasons included: weather related cancellations (18), buses not running/not enough drivers (3), not enough staff (6), other school related events (i.e. PTA, Homecoming, teacher training, etc.)

(6) - for a total of 33 days missed. They could have very easily exceeded the goal of 250 program hours if not for these reasons.

The main specific strategy to ensure that the goal of 250 program hours is met is to start programming in 2025-26 by 9/2/25 and to end on 5/29/26. Strategies that were discussed throughout this past year and will be used again for next year include: 1.) an extra 30 minutes of programming each day if necessary, 2.) adding Fridays as a program day, 3.) weekend programming on Saturdays and/or Sundays. The Site Coordinator at Valley needs to work w/ county transportation to ensure that there will always be enough bus drivers. The ability to hire more than enough staff at Valley has also been a struggle even though the Site Coordinator has inquired at the local college, tried to recruit Valley staff, etc. of which will continue to take place. The SESC Program Coordinator will continue to track program days/hours monthly this year, using each site's monthly submissions of timesheets, site calendars, lesson plans, monthly summary report (implemented in January 2024), etc. The Program Coordinator printed out and included the WVDE WVEIS Data App Site Summary Reports for each site to supplement tracking/reporting. This tracking and reporting was discussed w/ Site Coordinators at monthly/bi-monthly site visits. Valley PK-8 was short by 17.5 hours (7 program days @ 2.5 hours per day). The SESC Site Coordinator will monitor Valley PK-8 more closely next year. This topic was discussed at our year-end program close out luncheon at Pasquale's in Beckley on 5/31. As part of the closeout for this past year, sites have already been asked to ensure that administration in charge of buses, food service, facilities, etc. are made aware of and prepared for a start date of 9/2/2025. An "All Staff Orientation Training" is scheduled for August 18 prior to the start of the afterschool program year (and before teachers start back to school) and program hours will be a major agenda item.

5. Progress Toward Goals

Outcomes for Increased Academic Achievement

ELA

Glade
*43.5 percent (40 of 92) demonstrated an increase in their score for the ELA Benchmark. The collective increase was 1,145 points for an average increase of 28.6 points per student.

Valley PK-8
*87.5 percent (42 of 48) demonstrated an increase in their score for the ELA Benchmark. The collective increase was 1,965 points for an average increase of 46.7 points per student.

SCCHS
*90 percent (26 of 29) demonstrated an increase in their Cambium Benchmark score for the ELA Benchmark (grades 6-8). The collective increase was 1,226 points for an average increase of 47 points per student.

*82 percent (9 of 11) demonstrated an increase in their Horizon Benchmark score for the ELA Benchmark (grades 9-11). The collective increase was 580 points for an average increase of 64 points per student.

Math

Glade
*50 percent (46 of 92) demonstrated an increase in their score for the Math Benchmark. The collective increase was 2,026 points for an average increase of 44 points per student.

Valley PK-8
*91 percent (42 of 46) demonstrated an increase in their score for the Math Benchmark. The collective increase was 1,350 points for an average increase of 32.1 points per student.

SCCHS
*96.5 percent (28 of 29) demonstrated an increase in their Cambium Benchmark score for the Math Benchmark (grades 6-8). The collective increase was 1,908 points for an average increase of 68 points per student.

*45 percent (5 of 11) demonstrated an increase in their Horizon Benchmark score for the Math Benchmark (grades 9-11). The collective increase was 600 points for an average increase of 120 points per student.

Homework Completion Rates

Glade
*88 percent Almost Always bring required materials
*89 percent Almost Always are respectful to peers
*88 percent Almost Always use their time wisely
*88 percent Almost Always demonstrate positive habits
*96 percent Almost Always cooperate w/ teachers
*90 percent always turn in their homework

Valley PK-8
*85 percent Almost Always bring required materials
*87 percent Almost Always are respectful to peers
*85 percent Almost Always use their time wisely
*85 percent Almost Always demonstrate positive habits
*85 percent Almost Always cooperate w/ teachers
*35 percent always turn in their homework; 37 percent usually turn in their homework; 72 percent always or usually turn in their homework

SCCHS
*82 percent Almost Always bring required materials
*73 percent Almost Always are respectful to peers
*73 percent Almost Always use their time wisely
*73 percent Almost Always demonstrate positive habits
*92 percent Almost Always cooperate w/ teachers
*12 percent always turn in their homework; 69 percent usually turn in their homework; 82 percent always or usually turn in their homework

Grades

Glade

*20 of the 50 3rd - 5th grade students increased their ELA grades from Q1 to Q4, which is 40 percent.
*36 of the 50 3rd - 5th grade students increased their Math grades from Q1 to Q4, which is 72 percent.
*Q1 had 5 students with an "A" average in ELA; there were 10 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 3 students with a "D" or "F" average in ELA; there was 1 student w/ a "D" average in ELA at the end of Q4.
*Q1 had 8 students with an "A" average in Math; there were 24 students w/ an "A" average in Math at the end of Q4.
*Q1 had 4 students with a "D" or "F" average in Math; there were 0 students w/ a "D" or "F" average in Math at the end of Q4.

Valley PK-8
*16 of the 48 students increased their ELA grades from Q1 to Q4, which is 33 percent.
*16 of the 48 students increased their Math grades from Q1 to Q4, which is 33 percent.
*Q1 had 0 students with an "A" average in ELA; there were 8 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 4 students with a "D" or "F" average in ELA; there was 1 student w/ a "D" average in ELA at the end of Q4.
*Q1 had 1 student with an "A" average in Math; there were 9 students w/ an "A" average in Math at the end of Q4.
*Q1 had 3 students with a "D" or "F" average in Math; there was 1 student w/ a "D" average in Math at the end of Q4.

SCCHS
*21 of the 49 students increased their ELA grades from Q1 to Q4, which is 43 percent.
*20 of the 49 students increased their Math grades from Q1 to Q4, which is 41 percent.
*Q1 had 3 students with an "A" average in ELA; there were 9 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 5 students with a "D" or "F" average in ELA; there were 2 students w/ a "D" average and 1 with an "F" average in ELA at the end of Q4.
*Q1 had 6 students with an "A" average in Math; there were 11 students w/ an "A" average in Math at the end of Q4.
*Q1 had 2 students with a "D" or "F" average in Math; there was 0 students w/ a "D" or "F" average in Math at the end of Q4.

Outcomes for Increased Family Engagement

Even though sites met w/ Adult Education Coordinators in August prior to afterschool beginning to learn about resources that they had available, providing the Adult Education Resource materials to parents/caregivers, asking parents what they wanted in the way of training, resources, etc. in the Parent Survey, these events did not come to fruition. Nor were any parents signed up for the Parent Guidance resource.

SCCHS - Parent participation in the family engagement activities and surveys was very low. The most success was the phone calls home by the family coordinator. The improvement plan for next year involved an interview with students and parents before the student is accepted into the program. During the interview the site coordinator will explain the

purpose of the program, the attendance requirements, the behavior expectations of the program, determine the "why" the child is participating, and set an outcome goal.

This goal was met. Each site held 3 plus Parent/Family Engagement Events in which parents, caregivers and family members were invited. Beginning and end year parent and student surveys were completed but not summarized. Sign-in sheets were utilized. Per the Site Coordinators, parents and students enjoyed the events and programming.

2 Survey Results - Glade
10/11 Event - 70 percent (14/20) rated the event as excellent; 85 percent (17/20) as organized; 100 percent (20/20) as enjoyable time spent w/ their child; and 90 percent (18/20) as activities that would be utilized at home

11/15 Event - 100 percent (11/11) rated the event as excellent, organized, as enjoyable time spent w/ their child and as activities that would be utilized at home

2 Survey Results - SCCHS
12/19 Event - 100 percent (7/7) rated the event as excellent, organized, as enjoyable time spent w/ their child and as activities that would be utilized at home

4/3 Event - 100 percent (3/3) rated the event as excellent, organized, as enjoyable time spent w/ their child and as activities that would be utilized at home

6. Student Outcomes

See Above (Progress Towards Goals, #5)

See Attached 21APR Reports for Outcomes Data (School Year Only – Summer Not Included)

7. Family Engagement Outcomes

See Above (Progress Towards Goals, #5)

See Attached Results – FY26 Continuation Report

8. Program Strengths

Program strengths include: well-qualified staff, staff to student ratios, buy-in and support from respective county BOEs and schools, enrollment numbers and ADA continue to increase, quality programming, communication between Program Director and staff, quality fiscal process and support, frequent site visit monitoring, monthly processes and procedures, etc.

9. Areas for Improvement

Ares for program improvement include: possibly partnering w/ a professional evaluator, strengthening data collection/tracking/reporting, improving family engagement practices, consistent program event surveying, etc.

10. Continuous Improvement Plan

Academic Achievement – The results are being used to determine areas of weakness or struggles for students academically in ELA, Math, assessments, homework, etc. Identifying weaknesses can assist afterschool staff, teachers, parents, students, etc. w/ afterschool planning, the types of programming to be offered and what is going to be most beneficial to student growth and student support from adults and strategies to assist students w/ goal setting.
To further enhance academic achievement, ongoing collaboration between afterschool staff, teachers, and families will be encouraged. Regular data reviews and targeted interventions should be scheduled throughout the year to address identified academic challenges. Additionally, professional development for staff on effective support strategies can strengthen program impact and ensure sustained student growth.

Family Engagement – These events and the results are being used to improve the afterschool program by allowing parents, caregivers and families opportunities to be a part of their child's education, spend quality time w/ them in afterschool programming, understand what their children are working on in afterschool programming, getting to know afterschool programming staff, forming partnerships w/ families, allowing for more buy-in from parents, students feeling as if they have caring adults in their lives, etc.

Glade - Next year we would like to get Communities in Schools, Camden Family Health, 4-H and some of the Webster County BOE members involved w/ our family engagement activities. We would like to do a training or class before the actual activity. Things I think the parents would be interested in, include attendance boosting ideas, healthcare, counseling, bullying, etc. This year afterschool staff utilized Behavior Documentation Forms in the SESC 21st CCLC Handbook and only 5 were sent home to parents.

SCCHS - The target audience for family engagement outreach and communication is students in grades 6- 12. The majority of families participating in the program are grades 6 - 8. Twenty five families received quarter communication through email, phone calls, or face to face communication by the family coordinator. Other examples of communication were social media, parent meetings for students in grade 6 through the SAT process, open houses, meet the teacher nights. informational pamphlets, surveys, and a tailgate for education night. An example of a letter communication sent out to parents/caregivers included a resource from WVU Center for Excellence on Anger Management for Youth on 2/6.

SCCHS BLAST will revamp the family engagement practices for next year. We will continue to have face to face engagement opportunities at a minimum of once per quarter. We are going to have to consider and implement alternative ways to communicate with families such as using social media, the school website, partnering with other programs such as gear up, and attending other school functions such as sporting events. We currently partner with other school organizations such as band, football teams, and eSports to provide homework assistance and snacks to their students. The program pamphlets have had some success and word of mouth has been the most successful. We plan to use social media next year more by

creating informational videos about programming and offer additional support through video newsletters.