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

## 1. Program Overview

Grantee Name: Southern Educational Services Cooperative - SUMMERS

Grant Cycle (Years): Year 2

Site(s) Included: Hinton Area Elementary and Talcott Elementary

Program Director: Charles Phillips

Evaluation Period (School Year): 2024-2025

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

Brief Program Description:

The SUMMERS Grant served K-5 students in Summers County at Hinton Area Elementary and Talcott Elementary respectively. Programming offered included WVDE 21st CCLC grant approved activities such as academic enrichment, well-rounded educational activities, tutoring, homework help, 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, aimswebPlus, 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, aimswebPlus, 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 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. 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 e-mail 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. Talcott held 1 Advisory Council Meeting this year.

HAE - After-school coordinator communicates w/ staff by e-mail, talking in person, giving our flyers to students. Several workers are teachers themselves and have students in the program so they can discuss or know what students need. We also set up an After-school Dojo class for communication as well. E-mail does the best working w/ staff and communication.

See Attached 21APR Reports for Staffing Data

## 4. Participation Data

See Attached 21APR Reports for Participation Data

## Overview

| | |
|---|---|
| **Students Served:** | 231 |
| **Days in Operation:** | 125 |
| **Sum of Site Hours in Operation:** | 587.05 |

The Average Daily Attendance during the previous school year was 56.21. This is an increase of 25.34 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 41 more students this year and operated 19 more days (67.17 hours) compared to last year. Lastly, "Students who Attended At Least 90 hours" increased by 15 percent compared to last year (42 percent vs. 27 percent - 87 students vs. 45 students). It's important to note that Talcott Elementary saw an increase in "Students who Attended at Least 90 hours": 22 percent to 53 percent (31 percent increase). HAE decreased by 1 percent compared to last year (31 percent vs. 32 percent).

**2024-25 School Year**

| | |
|---|---|
| Students Served: | 207 |
| Days in Operation: | 119 |
| Sum of Site Hours in Operation: | 479.05 |
| Average Daily Attendance: | 81.55 |
| Students who Attended At Least 90 hours: | 87 (42%) |

**2023-24 School Year**

| | |
|---|---|
| Students Served: | 166 |
| Days in Operation: | 100 |
| Sum of Site Hours in Operation: | 411.88 |
| Average Daily Attendance: | 56.21 |
| Students who Attended At Least 90 hours: | 45 (27%) |

## Summary for SESC Summers (09/01/2024 - 06/30/2025)

| | |
|---|---|
| Students Served: | 231 |
| Days in Operation: | 125 |
| Sum of Site Hours in Operation: | 587.05 |
| Average Daily Attendance: | 82.29 |
| Students who Attended Less Than 20 days: | 83 (36%) |
| Students who Attended At Least 20 days (but less than 30): | 19 (8%) |
| Students who Attended At Least 30 days: | 129 (56%) |
| **Students who Attended Less Than 60 hours:** | 109 (47%) |
| **Students who Attended At Least 60 hours (but less than 90):** | 35 (15%) |
| **Students who Attended At Least 90 hours:** | 87 (38%) |

**Demographics**

| Hours Attended | Low SES | | Special Education | | All |
|---|---|---|---|---|---|
| **Any** | 169 | (73.16%) | 71 | (30.74%) | 231 |
| **< 15** | 25 | (80.65%) | 13 | (41.94%) | 31 |
| **[15, 45)** | 46 | (74.19%) | 17 | (27.42%) | 62 |
| **[45, 90)** | 36 | (70.59%) | 16 | (31.37%) | 51 |
| **[90, 180)** | 47 | (71.21%) | 18 | (27.27%) | 66 |
| **[180, 270)** | 15 | (71.43%) | 7 | (33.33%) | 21 |
| **≥ 270** | 0 | (0.00%) | 0 | (0.00%) | 0 |

"Students who Attended At Least 90 hours" increased by 15 percent compared to last year (42 percent vs. 27 percent - 87 students vs. 45 students). It's important to note that Talcott Elementary saw an increase in "Students who Attended at Least 90 hours": 22 percent to 53 percent (31 percent increase). HAE decreased by 1 percent compared to last year (31 percent vs. 32 percent).

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 continue offering Proximity Tutoring as a program option for next year. 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 |
|---|---|---|
| Hinton Area Elementary | 09/11/2024 Clear | 239.55 (110 days) |
| Talcott Elementary | 09/09/2024 Clear | 239.50 (114 days) |

While we served 41 more students this year and operated 19 more days (67.17 hours) overall as a grant compared to last year, neither site met the goal of 250 program hours. HAE was short by 10.45 hours or 5.225 days (20 missed days) and Talcott was short by 10.5 hours or 5.25 days (22 missed days). Both sites were affected mostly by weather cancellations. While there were a couple cancellations due to Parent Teacher Conferences (2), Halloween, a power outage, not enough staff (1), etc., the majority of the cancellations were due to weather November through February (16-18 days).

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 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. 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**

HAE
*100 percent of K-2 students (10 of 10) demonstrated an increase in their score for the ELA Benchmark using aimswebPlus. The collective increase was 319 points for an average increase of 31.9 points per student.
*74 percent of 3rd-5th grade students (37 of 50) demonstrated an increase in their score for the ELA Benchmark using Cambium Benchmarks. The collective increase was 1,777 points for an average increase of 48 points per student.

Talcott
*52 percent of K-5 students (48 of 93) demonstrated an increase in their score for the ELA Benchmark using aimswebPlus. The collective increase was 948 points for an average increase of 19.75 points per student.

**Math**

HAE
*90 percent of K-2 students (9 of 10) demonstrated an increase in their score for the Math Benchmark using aimswebPlus. The collective increase was 245 points for an average increase of 27.2 points per student.
*86 percent of 3rd-5th grade students (43 of 50) demonstrated an increase in their score for the Math Benchmark using Cambium Benchmarks. The collective increase was 1,335 points for an average increase of 31 points per student.

Talcott

*56 percent of K-5 students (52 of 93) demonstrated an increase in their score for the Math Benchmark using aimswebPlus. The collective increase was 1,580 points for an average increase of 30.38 points per student.

**Homework Completion Rates**

HAE
*65.5 percent Almost Always bring required materials
*76 percent Almost Always are respectful to peers
*76 percent Almost Always use their time wisely
*83 percent Almost Always demonstrate positive habits
*76 percent Almost Always cooperate w/ teachers
*17 percent always or usually turn in their homework

Talcott
*94 percent Almost Always bring required materials
*93 percent Almost Always are respectful to peers
*95 percent Almost Always use their time wisely
*98 percent Almost Always demonstrate positive habits
*95 percent Almost Always cooperate w/ teachers
*3 percent always or usually turn in their homework

**Grades**

HAE
*28 of the 58 students increased their ELA grades from Q1 to Q4, which is 48 percent.
*20 of the 58 students increased their Math grades from Q1 to Q4, which is 34 percent.
*Q1 had 6 students with an "A" average in ELA; there were 18 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 4 students with an "F" average in ELA; there were 0 students w/ 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 were 0 students w/ a "D" or "F" average in Math at the end of Q4.

Talcott
*46 of the 93 students increased their ELA grades from Q1 to Q4, which is 49 percent.
*47 of the 93 students increased their Math grades from Q1 to Q4, which is 51 percent.
*Q1 had 18 students with an "A" average in ELA; there were 25 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 2 students with a "D" or "F" average in ELA; there were 0 students w/ a "D" or "F" average in ELA at the end of Q4.
*Q1 had 28 students with an "A" average in Math; there were 43 students w/ an "A" average in Math at the end of Q4.
*Q1 had 0 students with an "F" average in Math; there were 0 students w/ an "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.

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. No event surveys were conducted. Sign-in sheets were utilized. Per the Site Coordinators, parents and students enjoyed the events and programming.

## 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.

**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.

Talcott - I definitely recommend teaming up with your Title 1 crew for all Family Nights. They are able to help provide things we do not, and vice versa. It has been a wonderful collaboration.

HAE - We really have to gauge our family engagement activities on what the parents and students would want. We want as much parent involvement as possible. We hope the beginning of year and end of year surveys will help guide which way we want our events to lead. We also want to partner more with our school and work w/ them that might have an event and do a cross over.