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

1. Program Overview

Grantee Name: Southern Educational Services Cooperative - WEST

Grant Cycle (Years): Year 5

Site(s) Included: Webster County High School and Webster Springs Elementary

Program Director: Charles Phillips

Evaluation Period (School Year): 2024-2025

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

Brief Program Description:

The WEST Grant served K-12 students in Webster County at Webster County High School and Webster Springs 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 the school year 70% of students will attend a minimum of 20 days per year, with 50% attending at least 30 days or more.
- By the end of each school year, 50 percent of students will show growth in English/Language Arts as demonstrated by the iReady Assessment (i.e. 1-25 points, 26-50 points, 51-75 points, etc.) and/or classroom grades.
- By the end of each school year, 50 percent of students will show growth in Math as demonstrated by the iReady Assessment (i.e. 1-25 points, 26-50 points, 51-75 points, etc.) and/or classroom grades.
- By the end of each school year a minimum of 75% of regular attendees will show improved homework completion rates as demonstrated by the SESC Benchmarking Data Assessment Tool.

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

- By the end of each Program Year (Fall to Spring) a minimum of 35 parents/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% 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 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.

See Attached 21APR Reports for Staffing Data

4. Participation Data

See Attached 21APR Reports for Participation Data

Overview

Students Served:	190
Days in Operation:	126
Sum of Site Hours in Operation:	477.75

In the original grant application the proposed ADA for Webster County High School was 50 and for Webster Springs Elementary was 55 for an average ADA of 52.5 or 105 students total. The current ADA for Webster County High School is 35.14 (28.75 last year) and for Webster Springs Elementary is 23 (20.46 last year) for an average ADA of 29.07 (24.6 last year) or 58.14 students (49.21 students last year). Webster County High School served 108 students (137 students last year) while Webster Springs Elementary served 73 students (61 students last year) for a total of 181 students (198 students last year) over 116 days of operation (117 days last year - 115 and 99 respectively) and 435.75 hours (367.97 hours last year) - 230 and 205.75 respectively.

The total number of students served decreased by 15. Days in operation decreased by 1 day. Hours of operation increased by 67.78 hours. ADA increased by 8.93 students. Students who attended at least 90 hours increased by 18 percent or 31 students.

What we noticed is lack of consistent attendance for a lot of our students. One reason for this is that afterschool competes w/ other school/community programs, such as football, basketball, little league, soccer, cheer, etc. Future plans include to address this w/ parents and students, to talk about the importance of afterschool (the research) and consistent attendance and to offer some sort of incentive for regular attendance. All sites were encouraged to send out afterschool applications again in January once students returned from Christmas Break to try and increase enrollment. This number was not met last year either. The original goal of 105 was probably set too high.

Summary for SESC: Webster (09/01/2024 - 06/30/2025)

Students Served:	190
Days in Operation:	126
Sum of Site Hours in Operation:	477.75
Average Daily Attendance:	55.50
Students who Attended Less Than 20 days:	75 (39%)
Students who Attended At Least 20 days (but less than 30):	28 (15%)
Students who Attended At Least 30 days:	87 (46%)
Students who Attended Less Than 60 hours:	103 (54%)
Students who Attended At Least 60 hours (but less than 90):	25 (13%)
Students who Attended At Least 90 hours:	62 (33%)

Demographics

Hours Attended	Low SES		Special Education		All
Any	123	(64.74%)	34	(17.89%)	190
< 15	13	(59.09%)	4	(18.18%)	22
[15, 45)	37	(57.81%)	10	(15.63%)	64
[45, 90)	32	(76.19%)	7	(16.67%)	42
[90, 180)	39	(68.42%)	13	(22.81%)	57
[180, 270)	2	(40.00%)	0	(0.00%)	5
≥ 270	0	(0.00%)	0	(0.00%)	0

Students who attended at least 90 hours increased by 18 percent or 31 students from 16 percent and 31 students last year to 34 percent and 62 students this year. It's important to note that both sites saw an increase in "Students who Attended at Least 90 hours": WCHS - 8 percent to 34 percent (26 percent increase - 11 to 37 students); WSES - 33 percent to 34 percent (1 percent increase - 20 to 25 students).

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). 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
* Webster County High School	* 09/03/2024 Clear	* 230 hours (115 days)
* Webster Springs Elementary School	* 09/09/2024 Clear	* 205.75 hours (99 days)

Based upon the following RFP requirement, WCHS met this goal but WSES was short by 1 day: Grants awarded prior to 2023 are required to operate during the school year a minimum of 100 days for K-8 (4 days a week) and 75 days (3 days a week) for HS and 75 days for a program combining MS and HS. While this is the goal, we've been operating both of these sites as if they were on the current RFP of 250 program hours, etc. in preparation for a potential new 5 year grant starting during the 2026-27 school year. WCHS had 21 missed days due to a funeral for a student, Professional Learning Days (3), Parent Teacher Conferences, Faculty Senate and weather (13). WSES had 19 missed days due to a funeral for a student, Professional Learning Days (3), Parent Teacher Conferences, Faculty Senate and weather (14) and their last day of afterschool programming was on 5/1. One day could have easily been made up.

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

Attendance

WCHS

Students who Attended At Least 20 days (but less than 30):	19 (18%)
Students who Attended At Least 30 days:	56 (52%)
Students who Attended Less Than 60 hours:	52 (48%)
Students who Attended At Least 60 hours (but less than 90):	19 (18%)
Students who Attended At Least 90 hours:	37 (34%)

WSES

Students who Attended At Least 20 days (but less than 30):	8 (11%)
Students who Attended At Least 30 days:	31 (42%)
Students who Attended Less Than 60 hours:	42 (58%)
Students who Attended At Least 60 hours (but less than 90):	6 (8%)
Students who Attended At Least 90 hours:	25 (34%)

ELA

WCHS
*10 of the 76 students increased their ELA grades from Q1 to Q4, which is 13 percent.
*Q1 had 0 students with an "A" average in ELA; there were 7 students w/ an "A" average in ELA at the end of Q4.
*Q1 had 1 student with an "F" average in ELA; there were 0 students w/ an "F" average in ELA at the end of Q4.

*WCHS reported that grades 9-12 did not take any benchmark assessment data. No data was provided for grades 6-8 in terms of benchmark assessment data in ELA or Math.

WSES
*51 percent (37 of 73) demonstrated an increase in their score for the ELA Benchmark. The collective increase was 1,413 points for an average increase of 38.1 points per student.

WSES
*11 of the 73 students increased their ELA grades from Q1 to Q4, which is 15 percent.
*Q1 had 4 students with an "A" average in ELA; there were 4 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 were 1 students w/ a "D" average and 0 with an "F" average in ELA at the end of Q4.

Math

WCHS
*37 of the 76 students increased their Math grades from Q1 to Q4, which is 49 percent.
*Q1 had 0 students with an "A" average in Math; there were 17 students w/ an "A" average in Math at the end of Q4.
*Q1 had 17 students with a "D" or "F" average in Math; there was 2 students w/ a "D" or "F" average in Math at the end of Q4.

*WCHS reported that grades 9-12 did not take any benchmark assessment data. No data was provided for grades 6-8 in terms of benchmark assessment data in ELA or Math.

WSES
*53 percent (39 of 73) demonstrated an increase in their score for the Math Benchmark. The collective increase was 1,020 points for an average increase of 26.1 points per student.

WSES
*21 of the 73 students increased their Math grades from Q1 to Q4, which is 29 percent.
*Q1 had 5 students with an "A" average in Math; there were 10 students w/ an "A" average in Math at the end of Q4.
*Q1 had 0 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.

Homework

WCHS
*69 percent Almost Always bring required materials

*99 percent Almost Always are respectful to peers
*69 percent Almost Always use their time wisely
*70 percent Almost Always demonstrate positive habits
*70 percent Almost Always cooperate w/ teachers
*83 percent always turn in their homework; 87.5 percent always or usually turn in their homework

WSES
*100 percent Almost Always bring required materials
*92percent Almost Always are respectful to peers
*92 percent Almost Always use their time wisely
*92 percent Almost Always demonstrate positive habits
*92 percent Almost Always cooperate w/ teachers
*100 percent usually turn in their homework

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 by WCHS. WSES Surveys reported 100 percent Excellent, Organized, Quality Time Spent w/ Child, Usable Activity at Home, etc. 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.

WSES - I would like to hold at least 5 events next year. I would like to redo the homework help event. I want advertise more and try to bring in more parents.

WCHS - I would like to do more activities.