21st Century Community Learning Centers

A Descriptive Evaluation for 2014-2015
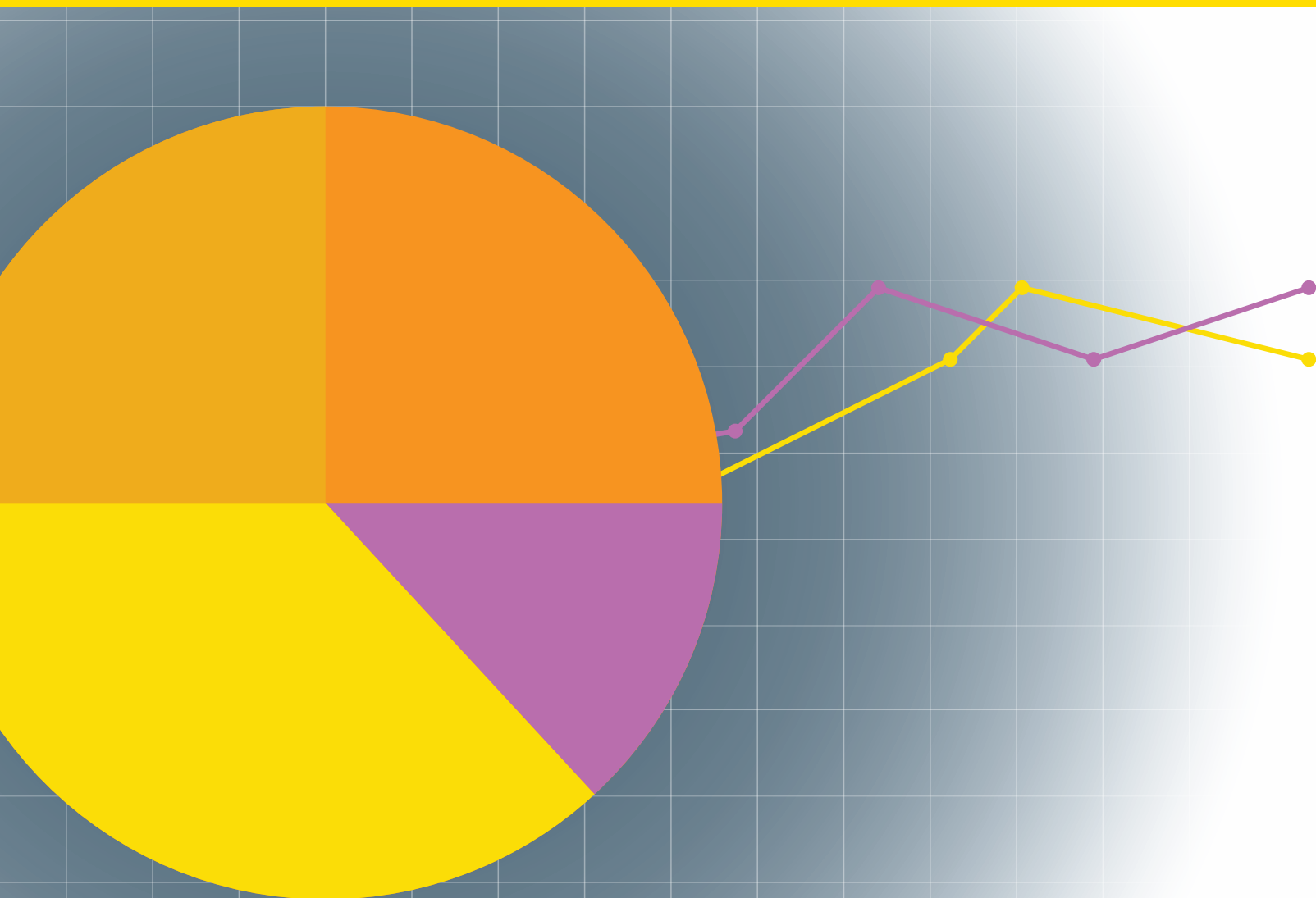
West Virginia **Department of EDUCATION**

Office of Research

21st Century Community Learning Centers, 2014-2015

A Descriptive Evaluation

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December 2015

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Executive Summary

This evaluation study provides information about the implementation and outcomes of the 21st Century Community Learning Centers (21st CCLC) program in West Virginia, from September 2014 through May 2015.

Method of study. The report draws on information from online surveys of 23 directors of 21st CCLC programs and from school teachers for 929 of the 11,299 participating students. It also draws on West Virginia General Summative Assessment (WVGSA) scores provided by the West Virginia Department of Education (WVDE) for students who participated in a 21st CCLC program for at least 30 days (1,864), and a matching group of 1,864 nonparticipants used as a control. The students were grouped by grade level and compared in mathematics and English/language arts (ELA) using scale score means for Grades 4–11.

Findings. Most participating students were in the elementary grades. The mean number of days students attended ranged from about 2 to 108 days, depending on the program. Teachers perceived the greatest improvements in participating students' behaviors related to turning in homework on time, participating in class, completing homework to teachers' satisfaction, and academic performance. Regarding 21st CCLC program volunteers, the largest sources were K-12 service learning programs (36.8%), parents (20.2%), and higher education service learning programs (14.8%). The groups with which program directors reported the greatest level of success were higher education service learning programs (3.8 on a 4.0 scale), community organizations (3.6 of 4.0), and K-12 service learning programs (3.6 of 4.0). Regarding work with partners, the most frequent types of support received were program resources (28.2%), programming (22.1%), and joint planning (18.0%).

With the exception of a few activities, all program directors who had engaged in the various partnership activities considered them to be effective. Program directors said they needed more professional development in program sustainability, more technical assistance in program evaluation, and more information resources in STEM/STEAM. As for parent and community involvement, more than 60% of program directors indicated they either had no family component or they had only slight success in their efforts to involve parents/guardians or other adult community members. In responses to open-ended questions, program directors indicated programs for students and better student attendance/participation were the most successful. The program directors felt the greatest challenges were personnel issues, parent engagement and support, and funding and sustainability. Lastly, program directors were asked to make recommendations for how to improve the program for the future. Most program directors who commented wrote about redundancies in reporting, the hard-to-use WVEIS 21st CCLC data collection interface, and the inability to utilize data entered.

The quasi-experimental study in mathematics using scale score means for Grades 4-11 showed the observed differences were not statistically significant. The quasi-experimental study in ELA using scale score means for Grades 4-11 also showed that the observed differences were not statistically significant.

Limitations of study. We cannot assume that the 21st CCLC attendance was a key factor in the improvement of behaviors perceived by teachers. Some results are based on perceptions of teachers and program directors.

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Introduction

The West Virginia Department of Education (WVDE) has implemented a program, the 21st Century Community Learning Centers (21st CCLC), to provide opportunities for communities to establish or expand activities in communities that

1. provide opportunities for academic enrichment, including providing tutorial services to help students—particularly students who attend low-performing schools—to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;

2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

3. offer families of students served by community learning centers opportunities for literacy and related educational development.

The 21st CCLC program was authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, which transferred administration of the program from the U. S. Department of Education to state education agencies.

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 2014 through May 2015.

Evaluation Questions

This evaluation study addresses several broad evaluation questions:

EQ1 *Student participation and impacts.* Which students were referred to 21st CCLC, for what reasons, at what levels of participation, and to what effect?

EQ2 *Volunteers and partnerships.* How did programs operate with regard to volunteers, partnerships, and information sharing?

EQ3 *Professional development and technical assistance.* How well did professional development and technical assistance support 21st CCLC programs, which formats are preferred, and what topics are most needed?

EQ4   *Parent and community involvement.* What was the level of success in involving parents and community members?

EQ5   *Improvement and accountability processes.* How helpful to 21st CCLC programs were improvement and accountability processes?

EQ6   *Successes, challenges, and recommendations.* What do program directors view as their major successes, challenges, and recommendations for the future of the program?

Methods

We addressed EQ1 using responses to the 21st Century Community Learning Centers (21st CCLC) Teacher Survey from teachers who taught participating students during the regular school year; their responses were analyzed using descriptive statistics. We determined levels of participation in each program based on program directors' reports of student attendance in the 21st CCLC database; these reports are also used as the source of data about the number of days of participation (dose strength) for individual students. Using quasi-experimental methods we tested impacts on West Virginia General Summative Assessment (WVGSA) scores provided by the West Virginia Department of Education (WVDE) for students who participated in a 21st CCLC program for at least 30 days. Data were collected from the 21st CCLC and West Virginia Education Information System (WVEIS) reporting systems.

The remaining five evaluation questions (EQ2–EQ6) were addressed using responses from the 21st CCLC Program Directors Survey, which were analyzed using descriptive statistics. This survey questionnaire was streamlined in April 2015 to reduce the burden on program directors while still collecting sufficient data to adequately address each of the evaluation questions.

A summary of the methods and data sources used in this study can be found in Table 1. A more detailed description of the methods is included in Appendix A. Survey instruments are in Appendix B, and informed consent forms are in Appendix C.

Study Participants and Sampling

The study included student subjects, whose regular school-day teachers were contacted for their observations about changes in their behavior and performance (see Teacher Survey in Appendix B). The study used students' WVGSA scores in a quasi-experimental analysis. In this analysis, we selected the student treatment group contingent upon their having participated in a 21st CCLC for at least 30 days; we also used scores from a matching control group of students not known to have been participants. The only other participants and subjects in the study were 21st CCLC program directors, all of whom were contacted to participate in the study.

Table 1.   Summary of Evaluation Questions and Data Collection Methods

Evaluation question	Method of analysis/ *data source*	Results reported
EQ1. Student participation and impacts. Which students were referred to 21st CCLC, for what reasons, at what levels of participation, and to what effect?	Descriptive statistics/ *Online 21st CCLC Teacher Survey*	Among students who had participated in a 21st CCLC for at least 30 days, • Which behaviors did teachers identify as needing improvement? • Which behaviors did teachers report as having improved?
	Descriptive statistics/ *WVDE 21st CCLC database*	• What was the distribution of students by grade level? • Across programs, what was the level of participation (dose strength)?
	Quasi-experimental study/ *General Summative Assessment scores and WVDE 21st CCLC database*	Among students who had participated in a 21st CCLC for at least 30 days, • What was the impact of 21st CCLC participation on 2-year English/language arts (ELA) and mathematics gains?* • What was the impact of 21st CCLC participation on end-of-year ELA and mathematics achievement?* • What were the year-to-year changes in ELA and mathematics achievement for each group (*21st CCLC* participants and nonparticipants) independently?* • Were ELA and mathematics gains experienced by 21st CCLC participants significantly different from those gains experienced by nonparticipants?*
EQ2. Volunteers and partnerships. How did programs operate with regard to volunteers and partnerships?	Descriptive statistics/ *Online 21st CCLC Program Director Survey*	• How many volunteers were involved in programs and from which sources? • At what level of success did program directors work with each source of volunteers? • How many partners did programs work with, and what was the nature of partners' support? • How effective were collaborations with partners?
EQ3. Professional development and technical assistance. How well did professional development and technical assistance support 21st CCLCs, which formats are preferred, and what topics are most needed?	Descriptive statistics/ *Online 21st CCLC Program Director Survey*	• What was the quality of professional development offered by *counties and RESAs* on various topics; and what is the ongoing need for more on these topics from these sources? • What was the quality of professional development offered by *WVDE* on various topics; and what is the ongoing need for more on these topics from this source? • What was the quality of professional development offered by the *U.S. Department of Education* on various topics; and what is the ongoing need for more on these topics from this source? • How helpful were various forms of technical assistance? *Continued next page*

Table 1.   Summary of Evaluation Questions and Data Collection Methods

Evaluation question	Method of analysis/ *data source*	Results reported
EQ4. Parent and community involvement. What was the level of success in involving parents and community members?	Descriptive statistics/ *Online 21st CCLC Program Director Survey*	• How successful were programs in involving parents, guardians, and community members? • How many adults were involved in 21st CCLC activities and what was the nature of their involvement?
EQ5. Improvement and accountability processes. How helpful to 21st CCLCs were improvement and accountability processes?	Descriptive statistics/ *Online 21st CCLC Program Director Survey*	• How helpful was the continuous improvement process for after school (CIPAS)? • How helpful were the WVDE monitoring visits?
EQ6. Successes, challenges, and recommendations. What do program directors view as their major successes, challenges, and recommendations for the future of the program?	Descriptive statistics/ *Online 21st CCLC Program Director Survey*	• What did program directors view as their major successes? • What did program directors view as their major challenges? • What specific professional development or technical assistance topics would you find most helpful for WVDE staff to deliver during the upcoming school year? • What recommendations did program directors have for improving the 21st CCLC program?

*In 2014-2015 this analysis will not be available due to the change from WESTEST 2 to the Smarter Balanced-based general summative assessment. These analyses will resume in 2015-2016 when two years of student scores will once again be available.

Results

   Approximately 11,229 students were served by the West Virginia 21st Century Community Learning Centers (21st CCLC) program. We received 929 teacher survey responses, which were used for all analyses in response to EQ1 except for determining grade level.

   We received responses from all 23 program directors who were contacted for the program director survey and all 23 program directors responded to the request for information about student attendance.

EQ1 Student Participation and Impacts

Which students were referred to 21st CCLC, for what reasons, at what levels of participation, and to what effect?

Student participation by grade level

Most student participants—6,742 of 11,299 or 60.7% were in elementary school (Grades PK–5). An additional 2,798 or 24.8% were in middle school (Grades 6–8), and 1,757 or 15.6% were in high school (Grades 9–12) in 2014–2015. See Figure 1.

Student behaviors in need of improvement

Teachers rated students in terms of their need for improvement on 10 selected behaviors. Teachers were invited to select all behaviors relevant to each student. Figure 2 illustrates the percentage of all 21st CCLC-enrolled students for whom we have reports indicating the need for improvement in each behavior. The top five behaviors teachers indicated students needed improvement were (descending order) (a) completing homework to teachers' satisfaction, (b) academic performance, (c) turning in homework on time, (d) being attentive in class, and (e) coming to school motivated to learn.

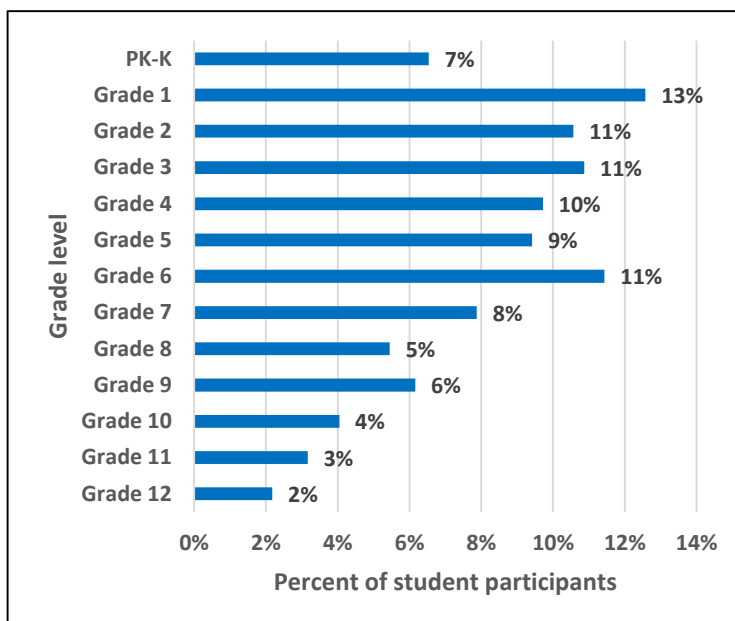
Figure 1. *Percentage of Student Participation by Grade Level*
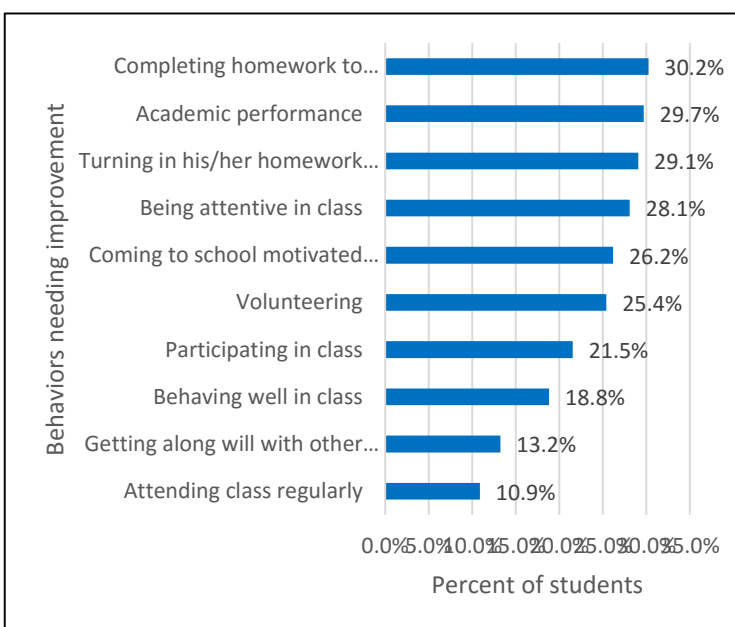Data source: 2015 CCLC teacher survey May-June 2015

Figure 2. *Percentage of CCLC Students by Behaviors Needing Improvement*
Data source: 2015 CCLC teacher survey May-June 2015

Student change in behaviors

Teachers also reported on how they viewed students' change in key behaviors by the end of the year.

Figure 3 displays the percentage of students teachers thought had improved, stayed the same, or worsened for each of the rated behaviors. Very few students were rated by their teachers as having declined in the level of their behavior.

Levels of participation (dose strength)

All 23 program directors reported the total number of days individual student participants attended each 21st CCLC program (i.e., dose strength). Based on these data, we calculated the average number of days attended per student for each program (see Table 2). Average attendance rates ranged from 1 to 108.4 days.
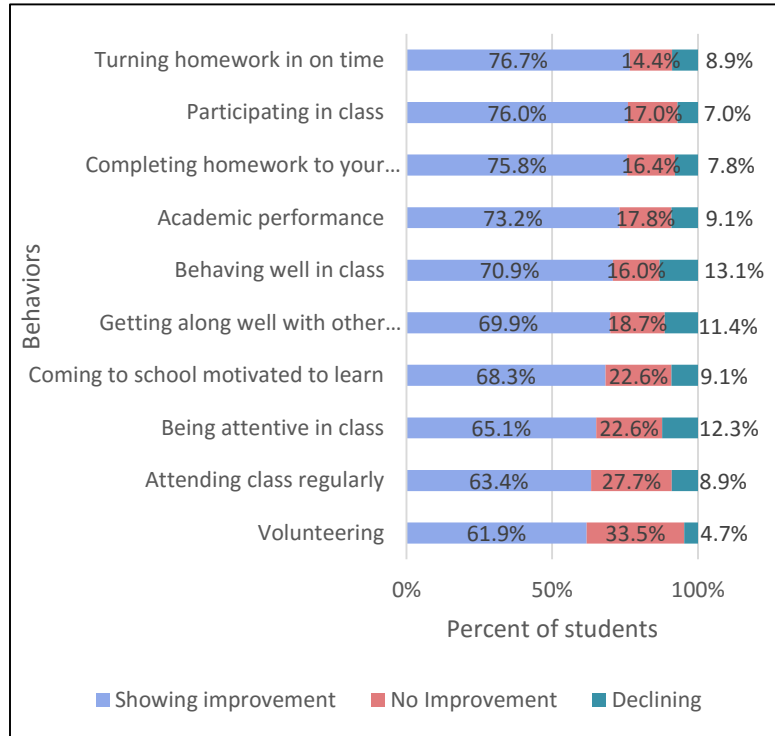
Figure 3. *Percentage of Students That Teachers Assessed as Showing Behavior Improvement, No Improvement, or Decline.*

Data source: 2015 CCLC teacher survey May-June 2015

Table 2.   Program Attendance Dose Strength (Days per Student)

21st CCLC programs	County(ies)	Number of students	Total number of days	Average number of days	Standard deviation in days
Total		10,626	353,488	33.3	38.7
After School Explorers-Preston County	Preston	525	23,788	45.3	27.1
BLAST	Braxton, Fayette, Nicholas, and Greenbrier	247	11,012	44.6	24.7
Boys and girls club of the Eastern Panhandle Center	Berkeley	188	6,797	36.2	26.9
Charleston Extended Learning Centers-Bob Burdette Center	Kanawha	196	21,241	108.4	58.1
CONNECTIONS	Kanawha	42	74	1.8	2.6
DREAMS1	McDowell	211	4,361	20.7	23.5
DREAMS2	McDowell	878	22,457	25.6	20.1
FAST	Fayette	230	3,642	15.8	15.0

Table 2 continues on next page

Table 2.   Program Attendance Dose Strength (Days per Student)

21st CCLC programs	County(ies)	Number of students	Total number of days	Average number of days	Standard deviation in days
HRDF-EEFRC The Challenge of Champions Afterschool Program	Kanawha	133	8,104	60.9	56.4
Jackson County Patch	Jackson	404	30,499	75.5	32.4
Kaleidoscope Community Learning Centers	Monongalia	96	117	1.2	0.5
KidREACH World Vision	Barbour	135	7,037	52.1	36.4
Lincoln County 21st CCLC	Lincoln	358	7,248	20.2	23.2
Mason County Patch	Mason	439	6,643	15.1	10.0
Mingo County Youth Education Program	Mingo	77	1,515	19.7	25.0
Monongalia County Schools Kaleidoscope	Monongalia	35	35	1.0	0.0
Morgantown Connections	Monongalia	55	5,373	97.7	47.9
Mountaineer Boys & Girls Club	Monongalia	94	2,831	30.1	29.0
Partnership of African American Churches' Communities Closing the Gap	Kanawha	158	12,595	79.7	61.8
Partnership of African-American Churches-4 sites	Kanawha	79	242	3.1	1.5
PATCH Ravenswood	Jackson	85	2,302	27.1	12.9
Project GOAL	Boone	199	2,901	14.6	17.0
Project ISAAC	Barbour, Harrison, Marion, and Upshur	418	10,794	25.8	26.3
Ritchie County STARS	Ritchie	181	9,099	50.3	24.6
Roane County PATCH	Roane	667	12,956	19.4	22.4
Salvation Army Boys & Girls Club St. Albans	Kanawha	98	3,712	37.9	2.1
SPLASH	Braxton, Webster, Pocahontas, and Nicholas	397	4,448	11.2	12.4
Spring Hill Elementary	Kanawha	376	7,931	21.1	31.1
STARS	Ritchie	217	2,030	9.4	7.6
SUCCESS	Braxton, Fayette, Nicholas, and Webster	586	7,195	12.3	13.9
Wayne County Community Learning Centers	Wayne	2,649	106,693	40.3	48.1
West Virginia Dreamers After School Program at South Park	Kanawha	80	3,632	45.4	33.1
West Virginia Dreamers Afterschool at MAN (Man Elementary)	Logan	93	4,184	45.0	26.1

Data source: 21st CCLC program director-supplied lists of students who participated in their program

Impact of student participation

In 2015 a new online assessment, the West Virginia General Summative Assessment (WVGSA), was administered to students in Grades 3–11 for both mathematics and English/language arts (ELA). Consequently only one year of assessment data were available for analysis and only one impact question could be addressed, that is, "Among students who had participated in a 21st CCLC for at least 30 days (experimental group), were their ELA and mathematics gains significantly different from gains experienced by nonparticipants (control group)?"

The control group students were selected using propensity score matching (PSM) on specific criteria (see Appendix A, page 19 for a detailed description of methods used).There were 1,864 student in both the experimental and control groups in Grades 3-11.

Table 3 presents the results of independent samples *t* tests used to determine the statistical significance of differences in mathematics mean scale scores between Group 1 (21st CCLC participants) and Group 0 (nonparticipants) for Grades 4–11. In no case were the slight differences observed statistically significant.

Table 3.   Comparison Between 21st CCLC Participants and Nonparticipants in Mathematics

Group	Grade	N	Mean	Std. deviation	t	df	Sig. (2 tail)*
1-21st CCLC participants	4	507	2,452.2	72.9	.273	1,012	.785
0-Nonparticipants	4	507	2,450.9	76.3			
1-21st CCLC participants	5	465	2,472.1	82.0	-.302	928	.762
0-Nonparticipants	5	465	2,473.7	79.1			
1-21st CCLC participants	6	350	2,466.0	95.4	-.110	698	.912
0-Nonparticipants	6	350	2,466.8	90.0			
1-21st CCLC participants	7	195	2,482.4	90.6	-.423	388	.673
0-Nonparticipants	7	195	2,486.3	89.6			
1-21st CCLC participants	8	176	2,483.7	97.8	.394	350	.694
0-Nonparticipants	8	176	2,479.5	101.6			
1-21st CCLC participants	9	84	2,472.8	83.5	-.387	166	.699
0-Nonparticipants	9	84	2,478.2	97.6			
1-21st CCLC participants	10	48	2,492.2	80.0	.163	94	.871
0-Nonparticipants	10	48	2,489.2	98.1			
1-21st CCLC participants	11	39	2,512.4	106.4	.771	76	.443
0-Nonparticipants	11	39	2,494.7	96.1			
*p<.05 for significance							

Table 4 presents the results of independent *t* tests used to determine the statistical significance of differences in ELA mean scale scores between Group 1 (21st CCLC participants) and Group 0 (nonparticipants) for Grades 4–11. In no case were the observed differences statistically significant, although for Grade 4 the difference between the groups approached statistical significance, with the nonparticipant group scoring higher than the 21st CCLC participants.

Table 4.　　Comparison Between 21st CCLC Participants and Nonparticipants in English/Language Arts

Group	Grade	N	Mean	Std. deviation	t	df	Sig. (2 tail)*
1-21st CCLC participants	4	507	2,444.8	88.5	-1.919	1012	.055
0-Nonparticipants	4	507	2,455.5	88.5			
1-21st CCLC participants	5	465	2,488.3	85.5	-.306	928	.760
0-Nonparticipants	5	465	2,490.0	85.9			
1-21st CCLC participants	6	350	2,491.8	88.9	.190	698	.849
0-Nonparticipants	6	350	2,490.5	83.9			
1-21st CCLC participants	7	195	2,512.8	91.2	-.644	388	.520
0-Nonparticipants	7	195	2,518.8	90.4			
1-21st CCLC participants	8	176	2,521.8	82.5	-.500	350	.617
0-Nonparticipants	8	176	2,526.3	84.5			
1-21st CCLC participants	9	84	2,513.5	95.6	-.973	166	.332
0-Nonparticipants	9	84	2,527.9	96.2			
1-21st CCLC participants	10	48	2,528.4	99.3	-.217	94	.829
0-Nonparticipants	10	48	2,532.7	97.5			
1-21st CCLC participants	11	39	2,557.5	105.4	1.772	76	.080
0-Nonparticipants	11	39	2,513.9	112.0			

EQ2 Volunteers and Partnerships

How did programs operate with regard to volunteers and partnerships?

Volunteers

Based on reports from program directors, volunteers were recruited from several sources as shown in Table 5. In sheer numbers, K-12 service learning programs were the largest source of volunteers (n = 1,148), followed by parents (n = 631) and higher education students service learning programs (n = 460; Figure 4). Using Table 5, here are the groups of volunteers with which program directors reported as the most successfully integrated into their programs. Higher education service-learning programs received an average rating of 3.8 on a 4-point scale with 1 being no success and 4 being great success. Community organizations and K-12 service-learning programs also received high ratings at an average of 3.6. Finally, two smaller groups, AmeriCorps and faith-based organizations came in at 3.5—still quite a high rating on a 4-point scale.

Table 5.   Number of Volunteers Recruits by Program and Success Rate

	Number programs with volunteers	Percent of programs that recruited volunteers from this source	Number	Percent of all volunteers	Success rate
Overall			3,117	100.0	3.5
Service learning (K-12 students)	18	78.3	1148	36.8	3.6
Parents	20	87.0	631	20.2	3.2
Service learning (higher education students)	14	60.9	460	14.8	3.8
Community organizations	17	73.9	230	7.4	3.6
Faculty members	16	69.6	184	5.9	3.4
Local businesses	18	78.3	171	5.5	3.4
AmeriCorps	11	47.8	104	3.3	3.5
Faith-based organizations	14	60.9	72	2.3	3.4
Other	5	21.7	55	1.8	3.8
Local clubs (e.g. Kiwanis, Lions)	10	43.5	35	1.1	3.2
Senior corps	6	26.1	27	0.9	3.5

Data source: 2015 21st CCLC program director survey May-June 2015
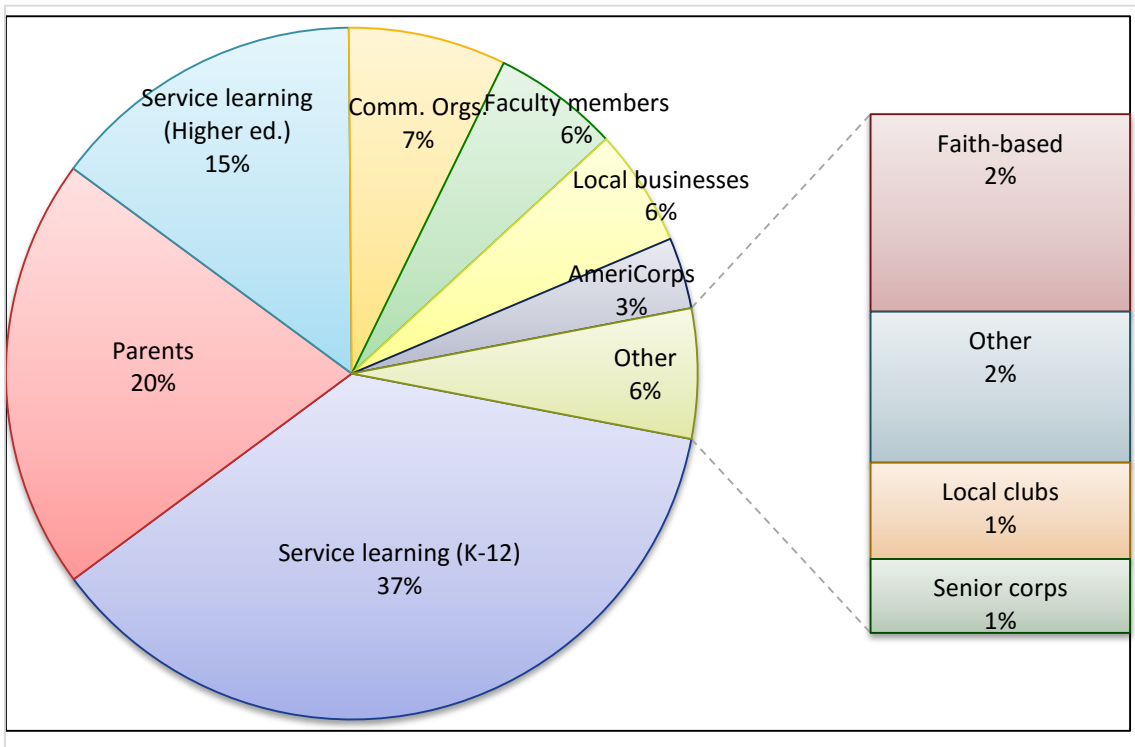
Figure 4.   Percent of Volunteers by Source
Data source: 2015 CCLC program director survey May-June 2015

Partnerships

Based on reports from program directors, programs engaged in a variety of functions with partners, the three most frequently cited functions (see Table 6) were resources (212 or 28.2%), programming (166 or 22.1%), and joint planning (135 or 18.0%). All of the partnership ratings were successful.

Table 6.   Number of Partners by Function and Success Rate

Function	Number of partnerships	Percent of partnerships	Mean success rating
Training	78	10.4	3.4
Evaluation	41	5.5	3.5
Programming	166	22.1	3.5
Resources	212	28.2	3.6
Funding	82	10.9	3.6
Joint planning	135	18.0	3.7
Management	38	5.1	3.8

EQ3 Professional Development and Technical Assistance

How well did professional development and technical assistance support 21st CCLC programs, which formats are preferred, and what topics are most needed?

Professional development

As shown in Table 7, West Virginia program directors overall received the most training from the WVDE, followed by counties/RESAs, and the U.S. Department of Education (USED). The best attended trainings were on, in descending order, family involvement, programming, and federal/state requirement.

Ratings of the effectiveness of the trainings were similar for all three sources (Table 7). The topics receiving the highest ratings included, in descending order, federal/state requirements, programming, and collaboration. The lowest-rated topics included, in descending order, family involvement, and policy and advocacy (both with mean scores of 2.9), and program sustainability (2.6).

Table 7. Professional Development Training by Topic and Provider

Professional development topic	USED		WVDE		County/RESA		Overall	
	Number attended	Average effective-ness rating	Number attended	Average effective-ness rating	Number attended	Average effective-ness rating	Number attended	Average effective-ness rating
Programming	8	3.4	20	3.3	17	3.2	45	3.3
Collaboration	5	3.4	18	3.1	12	3.3	35	3.3
Communications marketing	5	2.8	10	3.0	12	3.3	27	3.0
Staff development	6	3.2	16	3.3	14	3.3	36	3.2
Integrating afterschool with the regular school day	5	2.8	17	3.2	11	3.2	33	3.1
Project management	7	3.0	17	3.1	10	3.2	34	3.1
Federal/state requirements	9	3.6	20	3.4	11	3.5	40	3.5
Family involvement	10	3.0	21	2.8	15	2.9	46	2.9
Program sustainability	5	2.4	22	2.5	12	3.0	39	2.6
STEM/STEAM	6	3.3	21	3.1	12	3.2	39	3.2
Program evaluation	7	2.7	17	3.2	10	3.2	34	3.0
Policy and advocacy	7	2.6	18	2.8	10	3.2	35	2.9

Data source: 2015 21st CCLC program director survey May-June 2015

Technical assistance

Based on program director responses (see Table 8), site visits had the highest rating for helpfulness, with a 3.8 mean rating on a 4-point scale; emails and phone/conference calls, tied for second, both with mean ratings of 3.5.

Table 8. Technical Assistance and Helpfulness Rating

Type of TA	N	Helpfulness
Site visit	21	3.8
Email	22	3.5
Phone/conference call	22	3.5
CIPAS	17	3.3
Action plan feedback	14	3.2
Webinar	17	3.0
Peer learning teams	13	2.5

Data source: 2015 21st CCLC program director survey May-June 2015

Future needs for professional development and technical assistance

Regarding professional development needed in the future, the most requested topics were program sustainability and staff development (Figure 5). This is notable in light of the low ratings they gave for training they had already received on this topic (see Table 7).

Figure 6 shows a summary of program director responses to open-ended questions that asked about topics for which they need additional professional development and technical assistance. Again, sustainability headed the list but other topics, not on the multiple-choice list, ranked very high, especially, professional development and technical assistance regarding personnel issues and training, and online data reporting and use.
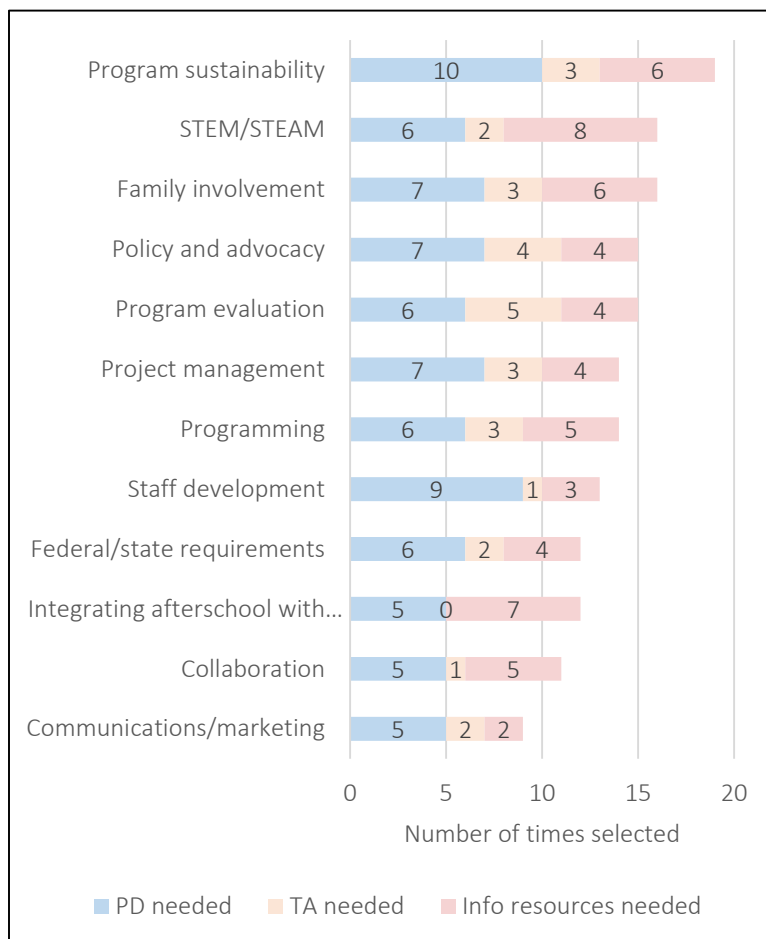
Figure 5. Most-Needed Topics for Profession Development, Technical Assistance, and Information Resources (Multiple Choice Items)

Data source: 2015 CCLC program director survey May-June 2015

Taking a deeper look at the top four expressed needs for profession development and technical assistance, these are comments from program directors, paraphrased for brevity.

- *Sustainability*—(a) how to find fiscal support, (b) programs that include pay and non-pay participants, that is, sliding scales, (c) federal rules on reporting program income, (d) guidance on processes and good formats for presenting a sustainability plan, (e) how to create sustainability.

- *Personnel issues and training*—(a) how to improve two-way communications with site staff, (b) staff engagement, (c) how to find quality staff for rural sites, especially coordinator positions, and (d) staff training, including finding great presenters, (e) basic, critical training resources for new staff, and (f) diversity training.

- *Online data and reporting*—(a) online data collection, (b) data entry information, (c) use of data site, (d) a new user friendly PPICS (data system) and professional development on its usage, (e) working with the West Virginia Education Information System (WVEIS), and (f) training on WVEIS, particularly in how to access reports to use when seeking additional funding opportunities.

- *Parent engagement*—(a) working together on developing materials that can be used at parent workshops and given to families to take home to work with their kids, and (b) finding ways of increasing parent engagement suitable for rural communities.
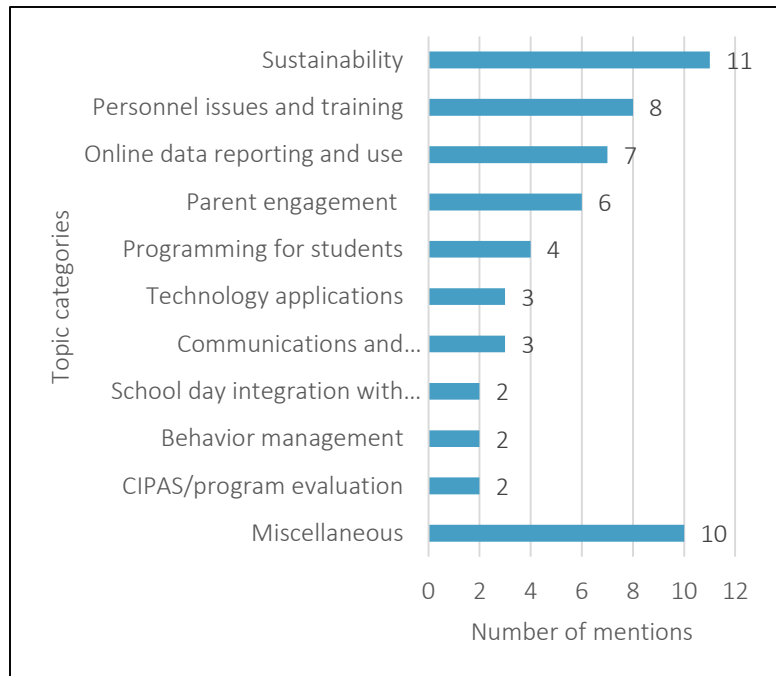
Figure 6. *Most Needed Topics for Profession Development, Technical Assistance, and Information Resources (Open-Ended Questions)*

Data source: 2015 CCLC program director survey May-June 2015

EQ4 Parent and Community Involvement

What was the level of success in involving parents and community members?

Figure 7 illustrates the level of success involving parents and community, based on responses from program directors. More than 60% of program directors indicated they either had no family component (22%) or they had only slight success in their efforts to involve parents/guardians or other adult community members (39%). A small minority reports great success (4%).
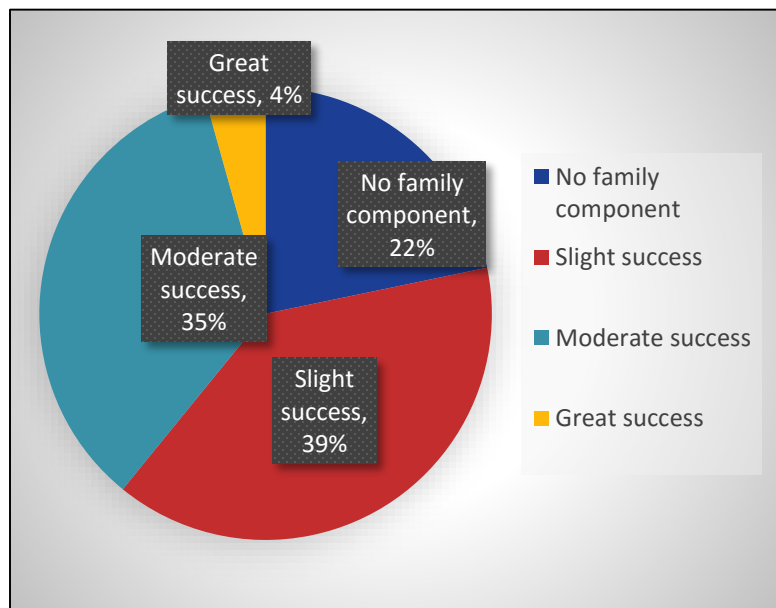
Figure 7. *Level of Success Involving Parents and Community*

Data source: 2015 CCLC program director survey May-June 2015

EQ5 Improvement and Accountability Processes

How helpful to 21st CCLC programs were improvement and accountability processes?

Based on program director responses (see Figure 8) 59% felt monitoring visits were very helpful, 32% felt monitoring visits were moderately helpful, and 9% had no visits.
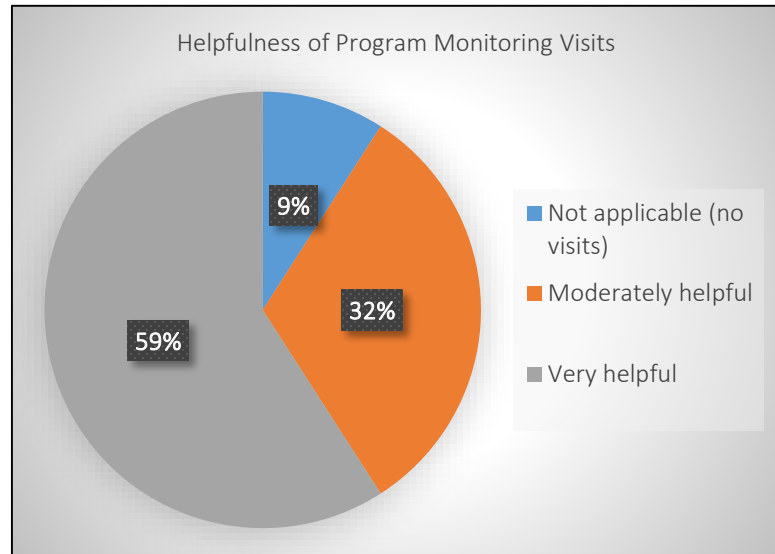
Figure 8.   Improvement and accountability process
Data source: 2015 CCLC program director survey May-June 2015

EQ6 Successes, Challenges, and Recommendations

What do program directors view as their major successes, challenges, and recommendations for the future of the program?

Program success

Program directors completed open-ended questions which asked what two or three aspects of their programs had gone particularly well. Categories of responses emerged, as shown in Figure 9. We will take a closer look at specific comments in the top two categories—programs for students and better student attendance/participation, paraphrased as follows:

- *Programs for students*—(a) *Student engagement*, such as making the content that we tutor hands on and fun for the students to learn the skills that they are missing during the regular school day, and getting students excited about learning and joining in unique experiences they may never have been exposed to; (b) wood working *vocational enrichment*; (c) *STEM and STEAM* programs, including for example, Ev3 Robotics, STEM/NASA SEMAA-training, Girl Talk with Dr. Yoost-Telemedicine, and ongoing activities facilitated by grant partners and community organizations; (d) cooperation with *WVU Extension-Energy Express*; (e) *professional presenters* for nutrition, character education, drug and alcohol prevention; (f) *field trips* to library, Humane Society, and state park; and (g) the richness of offerings at *summer camp*.

- *Better student attendance/participation*—(a) Students at one program really showed ownership over their site and the program, including being vocal in what programming worked for them and what did not; (b) the bond [students] formed was a family bond, and many improved attendance during the school day primarily so they could attend the afterschool program.
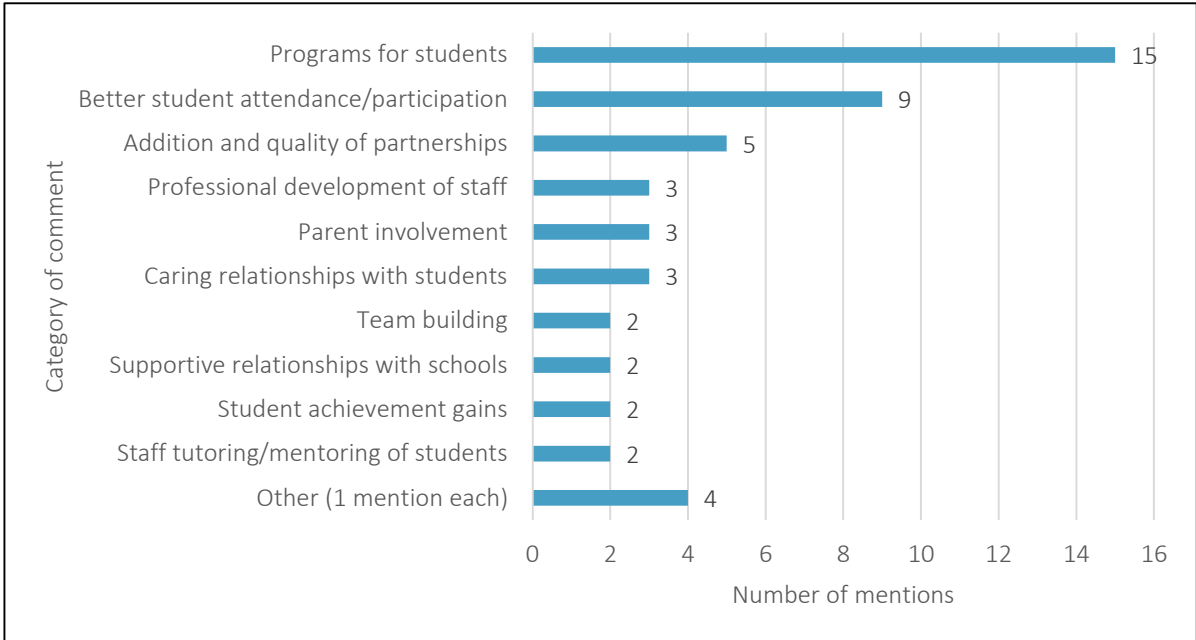
Figure 9.   Summary of Program Successes
Data source: 2015 CCLC program director survey May-June 2015

Program challenges

Turning now to open-ended questions about challenges, at the top of the list were personnel issues, parent engagement and support, and the perennial funding and sustainability challenge (see Figure 10). More specific detail about each of these three challenges is paraphrased as follows:

- *Personnel issues*—(a) hiring, including finding summer staff members, finding quality new hire staff in this county, and hiring qualified staff at the new high school program; (b) training, including new site coordinators, project
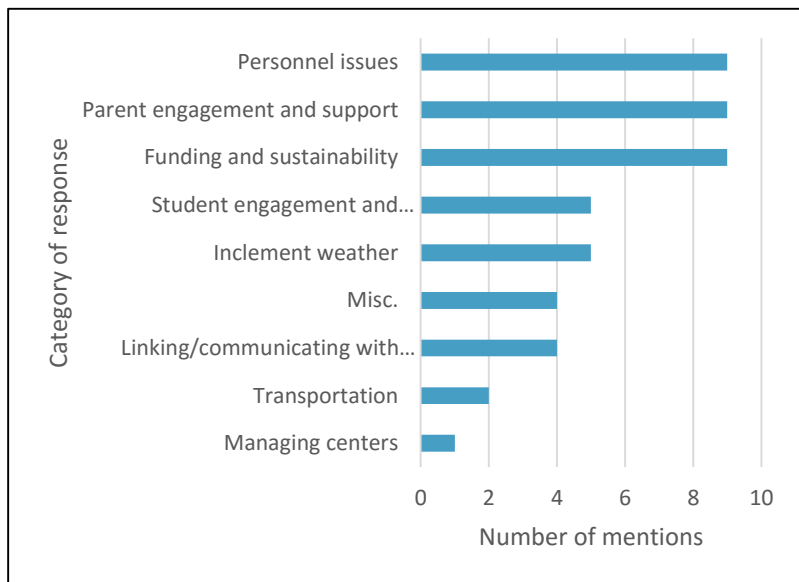
Figure 10.   Summary of Program Challenges
Data source: 2015 CCLC program director survey May-June 2015

director, and new fiscal agent CEO/president; (c) laying off/firing staff for various reasons throughout the year, and the impacts on students.

- *Improving parental engagement*—some approaches included (a) putting a variety of new programs in place to make our school more inviting, (b) hosting more events outside regular program hours when parents can be involved in the program, (c) forming a parent focus group, (d) sending text messages and video clips to parents, and (e) inviting more families to stay and help and communicate.

- *Funding and sustainability*—challenges have included (a) overcoming the complexity of a freshman program and inexperience with grants; (b) delay in the grant awards; (c) cash flow, despite the efforts of WVDE staff to get drawdowns completed as soon as possible; and (d) increase in the number of families need assistance to attend the afterschool program.

Recommendations

Lastly, program directors were asked to make recommendations for how to improve the program in the future (see Figure 11). As you can see, improving the WVEIS reporting system was the most frequent recommendation. Most program directors who commented wrote about redundancies in the reporting, hard-to-use interfaces, and the inability to utilize data entered. One of the comments provided some detail about the nature of the problems with the WVEIS system:

> One of the biggest problems that we deal with is the WVEIS 21st CCLC data collection system. There needs to be a way to make the system more user friendly. There are too many menu and drop downs to try and figure out where the information needs to go. Also we have problems with being able to see the information once it is in the system. Right now it is set up like a black hole where the information goes in but you can't get the information back out.
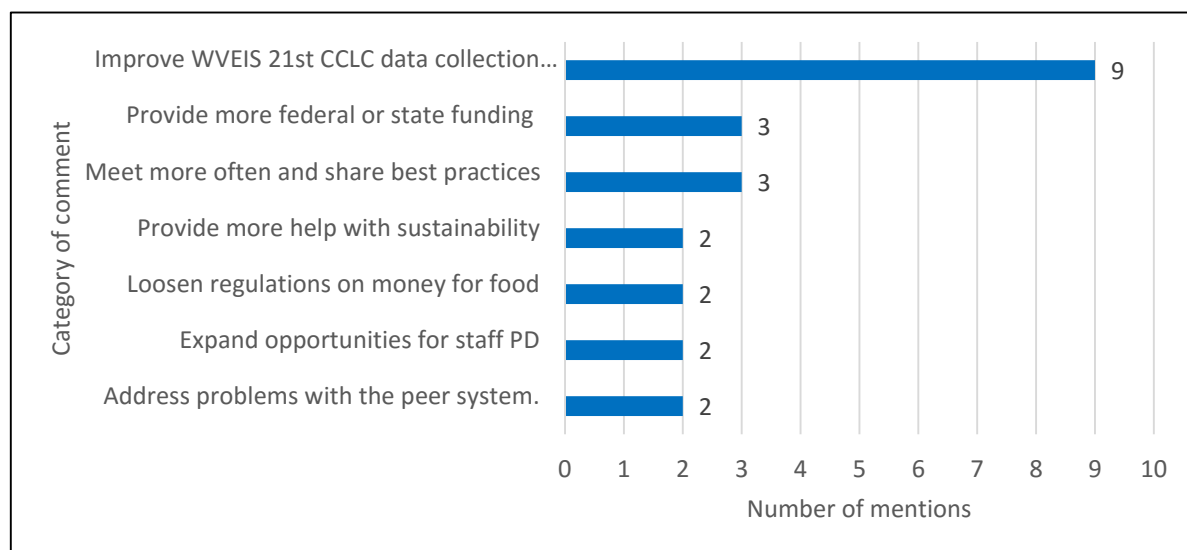
Figure 11.   Recommendations
Data source: 2015 CCLC program director survey May-June 2015

Another program director offered a suggestion about how to approach solving the problems;

> Convene a team of program staff members to continue the development of the WVEIS 21st CCLC Reporting System. This group would make recommendations for continued system improvements—such as system navigation, and report generation.

Discussion and Conclusions

The 21st Century Community Learning Centers (21st CCLC) program in West Virginia continues to touch many young lives in the state, at its best providing a safe haven where students learn both experientially and academically. Teachers report student improvement in turning in high quality homework assignments on time, behavior during class and with other students, academic performance, and motivation to learn. With only one year of assessment data due to the change to the new West Virginia General Summative Assessment, it is not possible to confirm improvements in academic performance using quasi-experimental methods, but that may be possible in 2015-2016, once there are two years of testing data.

Programs had well-identified sources of volunteers and partners, and have access to ongoing professional development and technical assistance. Program directors appreciate the feedback they receive during monitoring visits, as they work to continuously improve their programs. Parent and community involvement is reported to be an ongoing challenge, although a small number of programs report some success in involving parents using various outreach, programming, and technological methods.

Programs struggle with reductions in funding and achieving sustainability. However, the most persistent and vociferous complaints raised by program directors relate to the inadequate data systems that continue to plague the 21st CCLCs and their evaluation. These inadequacies have resulted in the following negative impacts:

- Poor database interfaces cost staff tremendous amounts of wasted time in meeting their reporting obligations—time that could be far better spent on improving programs for children and families; and
- Staff cannot access data they have inputted, thus impeding their ability to use data to plan for their programs.

West Virginia Department of Education (WVDE) staff performing this evaluation also experienced a lack of access to data needed for conducting teacher surveys, resulting in delays that reduced response rates and produced lower-quality data about impacts on students.

The WVDE can enhance the accountability and evaluation of the 21st CCLC program by addressing the data system challenges reported by the program directors. A strong evaluation plan based on a quality data system is essential to the success of the 21st CCLC program.

Appendix A. Detailed Description of Study Methods

Methods Used to Address EQ1

Descriptive statistics using West Virginia Department of Education (WVDE) 21st Century Community Learning Center (21st CCLC) database

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.

Descriptive statistics using online 21st CCLC Teacher Survey

Based on responses to the Teacher Survey (see Appendix B), we calculated an effect size of the program on various behaviors by using a retrospective pre-post measure. Based on responses to the Teacher Survey and the WVDE 21st CCLC database, we determined if there was a relationship between reasons for referral and the length of time students spent in the program beyond 30 days.

Population characteristics and sampling procedures

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, which will be kept in program directors' offices until April of each year, and then sent to the WVDE Office of Research, Accountability, and Data Governance. Denial of consent was logged into the 21st CCLC database maintained at WVDE, using a checkbox added to the system for the 2015-2016 school year and thereafter.

Quasi-experimental study

We conducted a quasi-experimental examination of 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.

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 matched using propensity scores, matching a variety of demographic and performance covariates. 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 (not the teacher survey dataset), we identified students who

- were in Grade 4 or above
- who had test records for both school years
- who received scale scores for both mathematics and ELA
- who had a complete set of demographic covariate variables to be used during matching
- who were not retained from one year to the next.

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

We used propensity score matching (PSM) to select a matched comparison group for each grade level. 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 will then specify the PSM models, which derived conditional probabilities for each student by regressing the binary group membership variable on the following covariates: (a) prior academic achievement in both mathematics and ELA, (b) gender, (c) race/ethnicity, (d) free/reduced-price lunch eligibility, and (e) special education eligibility. Grade level was held constant by conducting matching independently within each grade. 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. Verification analyses was conducted to check that this matching methodology identified an adequately balanced comparison group for hypothesis testing[1].

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

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[1] We will use chi squared analyses to verify the two groups did not differ on categorical demographic variables. We will use independent samples t-tests to verify the two groups did not differ on prior academic achievement in ELA and mathematics.

school year would experience differential gains when compared with similar students not known to have participated in 21st CCLC.[2]

Covariates in this study included students' gender, race/ethnicity, special education eligibility, free/reduced-price lunch eligibility, and prior academic achievement in mathematics and ELA.

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

Ten sets of analyses were ran using *t* tests or ANOVAs, to answer the following four questions:

1. What was the impact of 21st CCLC participation on 1-year mathematics and ELA gains? (Sets 1 and 2)
2. What was the impact of 21st CCLC participation on end-of-year mathematics and ELA achievement? (Sets 3 and 4)
3. What were the year-to-year changes in mathematics and ELA achievement for each group (CCLC participants and nonparticipants) independently?[2] (Sets 5–8)
4. Were mathematics and ELA scores attained by 21st CCLC participants significantly different from those attained by nonparticipants? (Sets 9 and 10)

Details about these tests are described next.

Question A (Sets 1 and 2) were addressed using a series of independent samples *t* tests. These analyses used group membership as the independent variable and mean WVGSA scale score gains from the one school year to the next (e.g., 2015–2016 to 2016–2017) in mathematics and ELA as the outcome variables. Each grade level and content area combination were tested independently to estimate impact of the 21st CCLC program. In sum, we conducted 16 tests:

- Eight tests (one per grade for Grades 4–11) examined the impact of group membership *on* year-to-year WVGSA mathematics gains to determine whether 21st CCLC students (treatment) experienced greater gains than students who did not receive the treatment (control).

- Eight tests (one per grade for Grades 4–11) examined the impact of group membership on year-to-year WVGSA ELA gains to determine whether 21st CCLC students (treatment) experienced greater gains than students who did not receive the treatment (control).

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[2] We were unable to perform this analysis for the 2014-2015, the first year the new WVGSA based on Smarter Balanced was used in West Virginia. Beginning in 2015-2016, this analysis will again be possible, as we will have two years of data. We were, however, able to make a comparison between the participating and nonparticipating students' growth data.

Question B was addressed using a series of independent samples *t* tests (Sets 3 and 4). These analyses used group membership as the independent variable and mean study year WVGSA outcomes in mathematics and ELA as the outcome variables. Each grade level and content area combination were tested independently to estimate impact of the 21st CCLC program in the study year. In sum, we conducted 16 tests:

5. Eight tests (one per grade for Grades 4–11) examined the impact of group membership on study year WVGSA mathematics outcomes to determine whether 21st CCLC students (treatment) scored higher than students who did not receive the treatment (control).

6. Eight tests (one per grade for Grades 4–11) examined the impact of group membership on study year WVGSA ELA outcomes to determine whether 21st CCLC students (treatment) scored higher than students who did not receive the treatment (control).

Question C was addressed using a series of paired *t* tests (Sets 5 -8). Analysis Sets 5 and 6 focused on the 21st CCLC students and used time as the independent variable and students' mean study year and prior year WVGSA scale scores in mathematics and ELA as the outcome variables. Each grade level and content area combination were tested independently. In sum, we conducted 16 tests:

7. Eight tests (one per grade for Grades 4–11) examined the impact of time on WVGSA outcomes to determine whether 21st CCLC students exhibited higher achievement in mathematics during the study school year when compared to their own mathematics results for the prior academic year.

8. Eight tests (one per grade for Grades 4–11) examined the impact of time on WVGSA outcomes to determine whether 21st CCLC students exhibited higher achievement in ELA during the study school year when compared to their own ELA results for the prior academic year.

Analysis Sets 7 and 8 also used a series of paired *t* tests but focused on the control group (non 21st CCLC students). These analyses used time as the independent variable and mean study year and prior year WVGSA scale scores in mathematics and ELA as the outcome variables. Each grade level and content area combination were tested independently. In sum, we conducted 16 tests:

9. Eight tests (one per grade for Grades 4–11) examined the impact of time on WVGSA outcomes to determine whether control group students exhibited higher achievement in mathematics during the study school year when compared to their own mathematics results for the prior academic year.

10. Eight tests (one per grade for Grades 4–11) examined the impact of time on WVGSA outcomes to determine whether control group students exhibited higher achievement in ELA during the study school year when compared to their own ELA results for the prior academic year.

Question D was addressed in analysis Sets 9 and 10 using repeated measures analysis of variance (RM ANOVA) tests. These analyses used two predictor variables, group membership and time, as independent variables predicting the outcome of WVGSA performance in

mathematics and ELA. In these analyses we looked for a significant interaction effect to indicate one group scored differently from the other over time. In sum we conducted 16 tests:

11. Eight tests (one per grade for Grades 4–11) examined the interaction of group and time on WVGSA mathematics outcomes to determine whether students in the treatment group scored significantly higher than students in the control group over time.

12. Eight tests (one per grade for Grades 4–11) examined the interaction of group and time on WVGSA ELA outcomes to determine whether students in the treatment group scored significantly higher than students in the control group over time.

Methods Used to Address EQ2.–EQ6.

The final evaluation questions were addressed using descriptive statistics and qualitative analysis of responses to the Online 21st CCLC Program Directors Survey (see Appendix B).

Appendix B. Survey Questionnaires

See next pages.

Program Director Survey

VOLUNTEER PROGRAMS

If your program uses volunteers, which sources have you used, how many, and with what level of success?

	Number of volunteers	Not applicable (none used)	No success	Slight success	Moderate success	Great success
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)		○	○	○	○	○
Senior Corps (retired and senior volunteers, Foster Grand-parent Program)		○	○	○	○	○
Service learning (K-12 students)		○	○	○	○	○
Service learning (higher education students)		○	○	○	○	○
Local businesses		○	○	○	○	○
Community organizations		○	○	○	○	○
Faith-based organizations		○	○	○	○	○
Parents		○	○	○	○	○
Faculty members		○	○	○	○	○
Local clubs (e.g. Kiwanis, Lions)		○	○	○	○	○
Other		○	○	○	○	○

<u>PARTNERSHIPS</u>

If your program uses partners, please indicate for each of the following forms of support, how many partners you have engaged and at what level of success.

	Number of partners	Not applicable (none used)	No success	Slight success	Moderate success	Great success
Joint planning		○	○	○	○	○
Resources		○	○	○	○	○
Funding		○	○	○	○	○
Programming		○	○	○	○	○
Training		○	○	○	○	○
Management		○	○	○	○	○
Evaluation		○	○	○	○	○
Other		○	○	○	○	○

PROFESSIONAL DEVELOPMENT—COUNTY OR RESA

For each of the following topics, please rate the level of effectiveness of any **COUNTY OR RESA** training you have received during this program year.						Please check the preferred format(s) if you need more information on this topic from the **COUNTY or RESA**.		
	Not applicable (none attended)	Not effective	Slightly effective	Moderately effective	Highly effective	Professional development	Technical assistance	Information resources
Programming	○	○	○	○	○	☐	☐	☐
Collaboration	○	○	○	○	○	☐	☐	☐
Communications/marketing	○	○	○	○	○	☐	☐	☐
Staff development	○	○	○	○	○	☐	☐	☐
Integrating afterschool with the regular school day	○	○	○	○	○	☐	☐	☐
Project management	○	○	○	○	○	☐	☐	☐
Federal/state requirements	○	○	○	○	○	☐	☐	☐
Family involvement	○	○	○	○	○	☐	☐	☐
Program sustainability	○	○	○	○	○	☐	☐	☐
Stem/steam	○	○	○	○	○	☐	☐	☐
Program evaluation	○	○	○	○	○	☐	☐	☐
Policy and advocacy	○	○	○	○	○	☐	☐	☐
Other	○	○	○	○	○	☐	☐	☐

PROFESSIONAL DEVELOPMENT—WEST VIRGINIA DEPARTMENT OF EDUCATION

For each of the following topics, please rate the level of effectiveness of any **West Virginia Department of Education** training you have received during this program year.	Not applicable (none attended)	Not effective	Slightly effective	Moderately effective	Highly effective	Please check the preferred format(s) if you need more information on this topic from the **WVDE**.		
						Professional development	Technical assistance	Information resources
Programming	○	○	○	○	○	☐	☐	☐
Collaboration	○	○	○	○	○	☐	☐	☐
Communications/marketing	○	○	○	○	○	☐	☐	☐
Staff development	○	○	○	○	○	☐	☐	☐
Integrating afterschool with the regular school day	○	○	○	○	○	☐	☐	☐
Project management	○	○	○	○	○	☐	☐	☐
Federal/state requirements	○	○	○	○	○	☐	☐	☐
Family involvement	○	○	○	○	○	☐	☐	☐
Program sustainability	○	○	○	○	○	☐	☐	☐
Stem/steam	○	○	○	○	○	☐	☐	☐
Program evaluation	○	○	○	○	○	☐	☐	☐
Policy and advocacy	○	○	○	○	○	☐	☐	☐
Other	○	○	○	○	○	☐	☐	☐

PROFESSIONAL DEVELOPMENT—UNITED STATES DEPARTMENT OF EDUCATION

For each of the following topics, please rate the level of effectiveness of any **United States Department of Education** training you have received during this program year.						Please check the preferred format(s) if you need more information on this topic from the **U.S. Department of Education**.		
	Not applicable (none attended)	Not effective	Slightly effective	Moderately effective	Highly effective	Professional development	Technical assistance	Information resources
Programming	○	○	○	○	○	☐	☐	☐
Collaboration	○	○	○	○	○	☐	☐	☐
Communications/marketing	○	○	○	○	○	☐	☐	☐
Staff development	○	○	○	○	○	☐	☐	☐
Integrating afterschool with the regular school day	○	○	○	○	○	☐	☐	☐
Project management	○	○	○	○	○	☐	☐	☐
Federal/state requirements	○	○	○	○	○	☐	☐	☐
Family involvement	○	○	○	○	○	☐	☐	☐
Program sustainability	○	○	○	○	○	☐	☐	☐
Stem/steam	○	○	○	○	○	☐	☐	☐
Program evaluation	○	○	○	○	○	☐	☐	☐
Policy and advocacy	○	○	○	○	○	☐	☐	☐
Other	○	○	○	○	○	☐	☐	☐

TECHNICAL ASSISTANCE

Please indicate level of helpfulness of each of the following forms of technical assistance you may have received.

	Not applicable (none received)	Not helpful	Slightly helpful	Moderately helpful	Very helpful
Email	○	○	○	○	○
Phone call/conference call	○	○	○	○	○
Webinar	○	○	○	○	○
Action plan feedback	○	○	○	○	○
Peer learning teams	○	○	○	○	○
Site visit	○	○	○	○	○
CIPAS	○	○	○	○	○

<u>PARENT/COMMUNITY INVOLVEMENT</u>

Parent/Community Involvement

	Not applicable (no family compo-nents)	No success	Slight success	Moderate success	Great success
Please rate your level of success in involving parents/guardians or other adult community members.	◯	◯	◯	◯	◯
How many adults have participated in your programs by . . .					

Attending programs designed for them?	
Helping with program planning?	
Participating in program evaluations?	
Helping deliver services?	

CONTINUOUS IMPROVEMENT PROCESS

How helpful has the Continuous Improvement Process for After School (CIPAS) been to your program?

Not applicable	Not very helpful	Neutral	Moderately helpful	Very helpful
I did not complete process.	I did not learn from the process.	It validated what I was doing right, but I could use more information to improve.	I learned my program's strengths and challenges	I learned about my program and received useful recommendations.
○	○	○	○	○

PROGRAM MONITORING PROGRESS

How helpful have the monitoring visits by WVDE staff to your site been this year?

Not applicable	Not very helpful	Neutral	Moderately helpful	Very helpful
My program was not visited by a WVDE monitor this year.	Information presented was incomplete or inaccurate and I learned nothing new.	The information presented was accurate, but I learned nothing new.	I learned areas of strength and challenge and identified ways to overcome barriers.	I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources.
○	○	○	○	○

SUCCESSES/CHALLENGES/RECOMMENDATIONS

Program Successes/Program Challenges/Recommendations

In the past year, what two or three aspects of your program have been going particularly well?	1.
	2.
	3.
In the past year, what have been the two or three biggest challenges facing your program?	1.
	2.
	3.
What three specific professional development or technical assistance topics would you find most helpful for WVDE staff to deliver during the upcoming school year?	1.
	2.
	3.
What recommendations do you have for improving the statewide 21st CCLC program overall?	1.
	2.
	3.

Teacher Survey

TEACHER SURVEY: 21ST CENTURY COMMUNITY LEARNING CENTER

Teacher email [ ]   Student ID [ ]   Grant ID [ ]   Center ID [ ]

Areas of performance:	Earlier this year this student's performance was:		If **not acceptable**, what level of change has this student shown during the course of the year?						
	Acceptable	Not acceptable	Significant improvement	Moderate improvement	Slight improvement	No change	Slight decline	Moderate decline	Significant decline
1. Turning in his/her homework on time	○	○	○	○	○	○	○	○	○
2. Completing homework to your satisfaction	○	○	○	○	○	○	○	○	○
3. Participating in class	○	○	○	○	○	○	○	○	○
4. Volunteering (for example, for extra credit or more responsibilities)	○	○	○	○	○	○	○	○	○
5. Attending class regularly	○	○	○	○	○	○	○	○	○
6. Being attentive in class	○	○	○	○	○	○	○	○	○
7. Behaving well in class	○	○	○	○	○	○	○	○	○
8. Academic performance	○	○	○	○	○	○	○	○	○
9. Coming to school motivated to learn	○	○	○	○	○	○	○	○	○
10. Getting along well with other students	○	○	○	○	○	○	○	○	○

Appendix C. Informed Consent Forms

Informed Consent of Parents/Guardians

[Printed on WVDE letterhead]

2015-2016 Evaluation of West Virginia's
21st Century Community Learning Center Program
Parent/Guardian Informed Consent

I understand that the afterschool program my child will attend will be evaluated by the West Virginia Department of Education (WVDE). The purpose of the evaluation study is *to find out how well the program is working.* What the WVDE learns from this study may help improve the program in the future. Later this school year, we would like to ask your child's teacher about the amount of progress your child has made. Any information we would gather would be protected and your child would never be identified. The information provided would be combined with information from others, and reported as a group.

Allowing your child to take part in this study in the way just described will put your child at no more risk than he or she would experience during any normal day. Although your child may not benefit directly by being part of the study, it is possible that because of what we learn, the program may improve to better meet his or her needs or the needs of other students.

Neither you nor your child will receive any money or other reward for taking part in this study. Allowing your child to be part of the study is completely voluntary. If you decide not to allow your child to be part of it, there will be no penalties or loss of benefits to you or your child.

To allow us to collect this information from your child's teacher there is no action you need to take. Thank you!

If you do NOT want your child to be part of the study, just fill in the information below and return this form to the afterschool program coordinator.

Do NOT include my child in the evaluation study.

Child's name (please print): _____

Parent/guardian signature: _____ Date: _____

Name of afterschool program: (to be filled in by program staff):

_____

For more information about the education program we are studying, you may contact Josh Asbury (304-872-6440, jmasbury@k12.wv.us) or Benitez Jackson (304-256-4712; bljackso@k12.wv.us). If you have

questions about this evaluation study, you may contact Patricia Hammer (304-558-2546; phammer@k12.wv.us). This study has been reviewed and approved by the West Virginia Department of Education Institutional Review Board (IRB-WVDE-XXX)). If you want to know more about the review of this study, you may contact the WVDE IRB cochair, Andy Whisman (awhisman.k12.wv.us).

Informed Consent for Teacher Survey

By filling out this survey, you are agreeing to take part in an evaluation study. The purpose of the study is to evaluate the effectiveness of the 21st Century Community Learning Center (21st CCLC) program. What we learn from this study may help improve this program or other afterschool programs in the future. Your participation in the study is limited to completing a brief survey about each of your students, which should not take more than 3–4 minutes for each student. You will be presented with a series of items and asked to indicate your responses by either checking off a rating.

Taking part in this study will put you at no more risk than you would experience during any normal day. Although you may not benefit directly by taking part in the study, it is possible that because of what we learn, the program may improve to better meet your needs or the needs of students. Your responses to this survey will be protected and will never be revealed as coming from you. All responses will be combined and reported as a group.

You will receive no monetary or other reward for taking part in this research study. Filling out the survey is completely voluntary. If you decide not to take part or to stop at any time, there will be no penalties or loss of benefits to you. For more information about the education program we are studying, you may contact Josh Asbury (304-872-6440, jmasbury@k12.wv.us) or Benitez Jackson (304-256-4712; bljackso@k12.wv.us). If you have questions about this evaluation study, you may contact Patricia Hammer (304-558-2546; phammer@k12.wv.us). This study has been reviewed and approved by the West Virginia Department of Education Institutional Review Board (IRB-WVDE-XXX)). If you want to know more about the review of this study, you may contact the WVDE IRB cochair, Andy Whisman (awhisman.k12.wv.us).

Thank you for taking part in this important effort.

Informed Consent for Program Director Survey

By filling out this survey, you are agreeing to take part in an evaluation study. The purpose of the study is to find out how well various aspects of the 21st Century Community Learning Center program are working and to gather information that can be used to guide the program in the future. What we learn from this study may help improve the program or other education programs. To be part of the study, all you need to do is complete a survey by checking off your answers to the questions. Some questions ask you to write an answer in a text box. Filling out the survey should not take more than 30 minutes.

Taking part in this study will put you at no more risk than you would experience during any normal day. Although you may not benefit directly by taking part in the study, it is possible that because of what we learn, the program may improve to better meet your needs or the needs of students. Your responses to this survey will be protected and will never be revealed as coming from you. Your responses will be combined with responses from others, and reported as a group.

You will receive no money or other reward for taking part in this research study. Filling out the survey is completely voluntary. If you decide not to take part or to stop at any time, there will be no penalties or loss of benefits to you. For more information about the education program we are studying, you may contact Josh Asbury (304-872-6440, jmasbury@k12.wv.us) or Benitez Jackson (304-256-4712; bljackso@k12.wv.us). If you have questions about this evaluation study, you may contact Patricia Hammer (304-558-2546; phammer@k12.wv.us). This study has been reviewed and approved by the West Virginia Department of Education Institutional Review Board (IRB-WVDE-XXX)). If you want to know more about the review of this study, you may contact the WVDE IRB cochair, Andy Whisman (awhisman.k12.wv.us).

Thank you for taking part in this important effort.