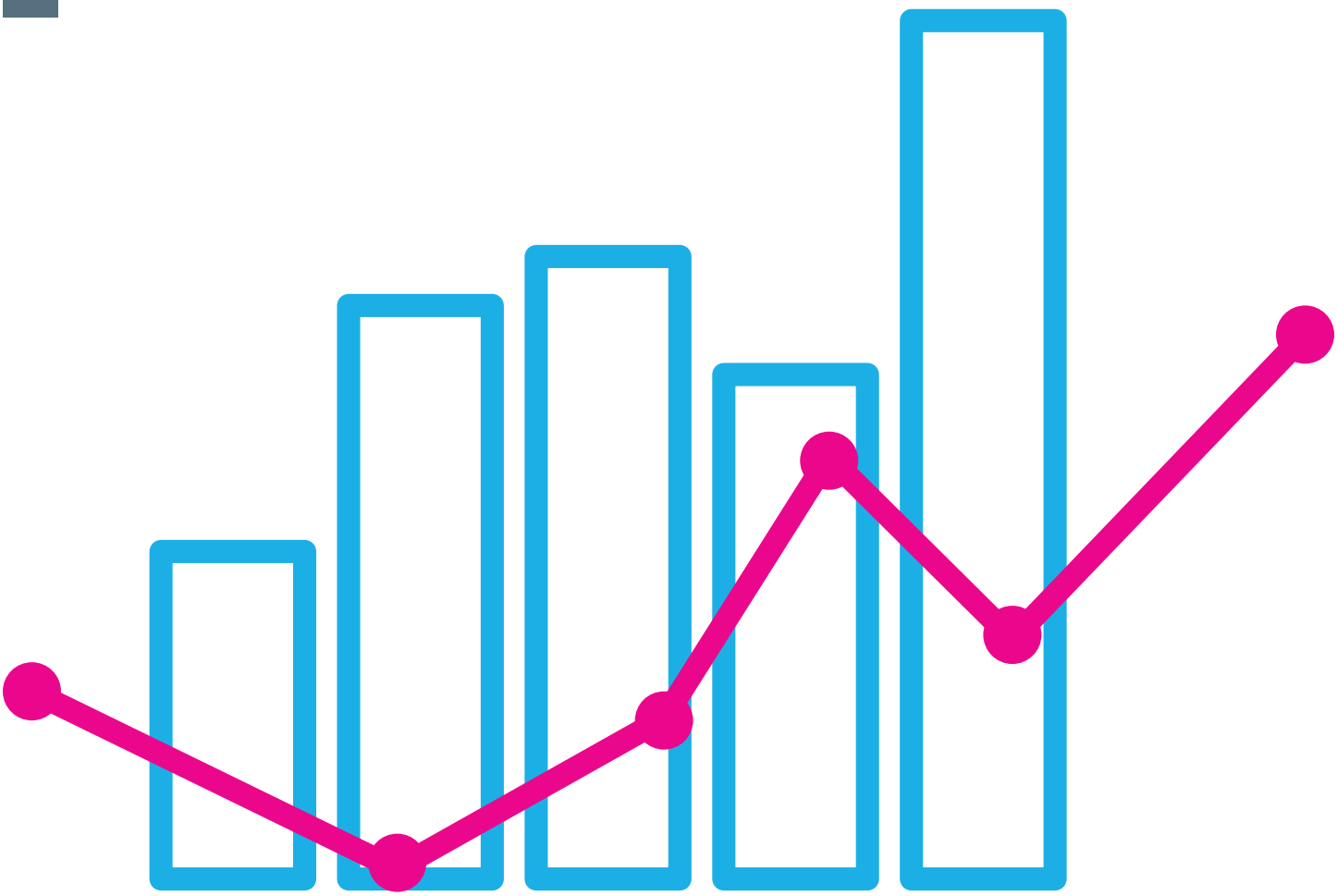
21ST CENTURY COMMUNITY LEARNING CENTERS 2015-2016:

A Descriptive Evaluation



West Virginia Department of EDUCATION
Research, Accountability, & Data Governance

21st Century Community Learning Centers 2015-2016

A Descriptive Evaluation

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This research study was reviewed and approved by the West Virginia Department of Education Institutional Review Board (IRB-WVDE-31). Should you desire additional details about this study's approval status, contact the WVDE IRB cochairperson, Amber Stohr (astohr@k12.wv.us).

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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 2015 through May 2016, in which 12,388 students participated overall.

Method of study. The report draws on information from online surveys of directors of thirty-six 21st CCLC programs and from regular-day school teachers of 2,034 of the 5,163 students who participated in programming for at least 30 days. It also draws on West Virginia General Summative Assessment (WVGSA) scores for 1,864 of the students who participated for at least 30 days, 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 changes in scale score means for Grades 4–11. The mean performance level changes for the two groups were also compared, aggregated by programmatic level.

Findings. Most participating students were in the elementary grades. The mean number of days students attended ranged from about 12 to 112 days by program. Teachers reported that about 60% of students improved their behavior in the regular classroom and nearly 70% improved in completing their homework and class participation. The quasi-experimental study using scale score means for Grades 4-11 showed no statistically significant differences between the 21st CCLC participants and nonparticipants, except for fourth graders in ELA, with participants having a slight edge on nonparticipants. The comparison by programmatic level showed a statistically significant higher gain in ELA among nonparticipant elementary students compared with participants and a significantly higher gain in mathematics performance levels among participating high school students compared with nonparticipating high school students.

The largest sources of program volunteers were K-12 service learning programs, parents, and higher education service learning programs. The groups with which program directors reported working most successfully were community organizations, higher education service learning programs, and local businesses. Regarding work with partners, the most frequent types of support received were in programming, program resources, and evaluation.

All program directors considered their various partnership activities to be at least moderately effective. Program directors reported their greatest need for more professional development to be in programming, for technical assistance in federal/state requirements; and for information resources in programming and collaboration. More than 60% of program directors reported at least moderate success in parent and community involvement, which is a large gain compared with less than 40% the previous year. In responses to open-ended questions, the most frequently mentioned successes were in the area of program improvement, most often-mentioned challenges were in staffing and staff development. Lastly, program directors were asked to make recommendations for how to improve the program for the future. Among program directors who commented, the most frequently

mentioned recommendations were for more networking opportunities and sharing of best practices, and for additional improvements in the reporting systems.

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.

Introduction

The West Virginia Department of Education (WVDE) administers 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 participating students 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.[1]

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 2015 through May 2016.

Evaluation Questions

This evaluation study addresses several broad evaluation questions:

EQ1 *Student participation and impacts*. Which students were referred to 21st CCLC, 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?

[1] The Every Student Succeeds Act, signed into law Dec. 20, 2015, also authorizes the 21st CCLC program; however, its provisions do not take full effect until the 2017-2018 school year.

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 classroom teachers of students who had participated in a 21st CCLC program for at least 30 days during the regular school year and whose parents had provided consent. Teachers' responses were analyzed using descriptive statistics. We determined levels of participation in each program based on 21st CCLC entry of daily student attendance in the 21st CCLC database; these data were also used to determine 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 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 Director 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.

Participants in the study included teachers of students who had attended the 21st CCLC program for at least 30 days, whose parents had not denied consent for their participation in the study. In the quasi-experimental 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.

A more detailed description of the methods is included in Appendix A, page 17. Survey instruments are in Appendix B, page 20, and sample informed consent forms can be found in Appendix C, page 24. A brief summary of the methods and data sources used in this study can be found in Table 1.

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 report as having improved?
	Descriptive statistics/ *WVDE 21st CCLC database*	What was the distribution of attendance 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?
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?

Table 1. Summary of Evaluation Questions and Data Collection Methods

Evaluation question	Method of analysis/ data source	Results reported
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 did program directors think would be most helpful for WVDE staff to deliver during the upcoming school year? What recommendations did program directors have for improving the 21st CCLC program?

Results

Of the 12,387 students served by the 21st Century Community Learning Centers (21st CCLC), 5,377 attended the program for 30 or more days during the regular school year. We received 2,034 Teacher Survey responses that provided information about 30-or-more-day students. All 27 program directors responded to the Program Director Survey; they provided separate responses for each grant held by their organization, resulting in 36 completed surveys.

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—6,900 of 12,387 or 55.7% were in elementary school (Grades PK–5). An additional 3,239 or 26.2% were in middle school (Grades 6–8), and 2,246 or 18.1% were in high school (Grades 9–12) in 2015–2016. See Figure 1 for a breakdown by individual grade.[2]

[2] Grade levels for two students were coded incorrectly and were therefore excluded from these counts.

Levels of participation (dose strength)

Using data entered into the 21st CCLC database, we calculated the average number of days attended per student and the percentage of enrollment that attended for 30 or more days for each program and the state overall (see Table 2). For the state overall, the average number of days attended per student was 36.1. Average attendance rates for the programs ranged from 11.8 (Boone County Public Schools) to 111.6 days (Bob Burdette Center). As for the percentage of students enrolled who attended 30 or more days, the overall rate was 41.7%. Programs ranged from 10.7% (PATCH-Mason County) to 88.8% for the Bob Burdette Center.

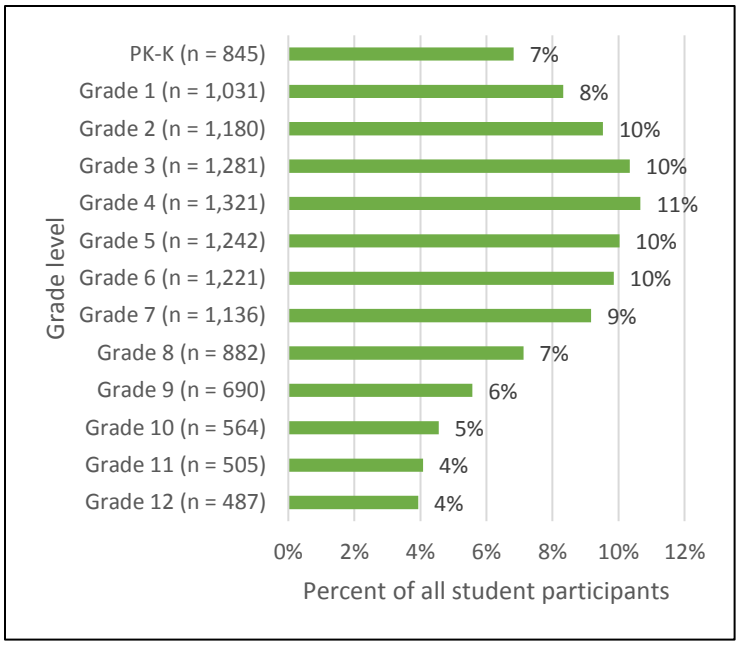


Figure 1. Percentage of Student Participation by Grade Level

Data source: 21st CCLC database for 2015-2016 regular school year

Table 2. Program Attendance Dose Strength

21st CCLC program	Total enrollment (N)	Total days attended	Mean days attended per student	Students with 30+ days (N)	Students with 30+ days (%)
All	12,388	447,276	36.1	5,163	41.7
Bob Burdette Center	188	20,983	111.6	167	88.8
Marion County Public Schools	309	27,094	87.7	271	87.7
World Vision	142	8,856	62.4	111	78.2
Ritchie County Public Schools	216	11,542	53.4	164	75.9
Salvation Army Boys and Girls Club	160	12,614	78.8	120	75.0
Preston County Public Schools	481	26,682	55.5	354	73.6
Partnership of African-American Churches	163	13,832	84.9	117	71.8
Mountaineer Boys and Girls Club	278	20,079	72.2	186	66.9
Lincoln County Public Schools	509	16,424	32.3	306	60.1
Morgan County Public Schools	410	14,871	36.1	227	55.4
Human Resource Development Foundation	135	8,339	61.8	70	51.9
Boys and Girls Club, Eastern Panhandle	347	11,765	33.9	162	46.7
Step-by-Step	272	9,131	33.6	126	46.3
Clay Center	147	5,431	36.9	64	43.5
RESA 7	637	21,310	33.5	272	42.7
Wayne County Public Schools	2,709	103,782	38.3	1120	41.3

Table 2 continues next page

Table 2. Program Attendance Dose Strength

21st CCLC program	Total enrollment (N)	Total days attended	Mean days attended per student	Students with 30+ days (N)	Students with 30+ days (%)
McDowell County Public Schools	894	21,299	23.8	303	33.9
Cabell County Public Schools	276	8,795	31.9	93	33.7
PATCH-Jackson County	700	19,194	27.4	202	28.9
PATCH-Ravenswood	319	7,885	24.7	85	26.6
RESA 4	1,469	30,521	20.8	348	23.7
RESA 2	193	3,341	17.3	44	22.8
PATCH-Roane County	820	15,831	19.3	182	22.2
Boone County Public Schools	289	3,420	11.8	33	11.4
PATCH-Mason County	337	4,255	12.6	36	10.7

Data source: 21st CCLC database 2015-2016 regular school year

Student changes in behavior

Teachers rated the degree of improvement of 2,034 students on two measures—homework completion and class participation, and student behavior—using the following scale: *3* = improvement, *2* = no change, and *1* = decline (see Appendix B, page 23 for survey screen).

As shown in Figure 2, teachers reported nearly 60% of students improved their behavior since they began participating in the 21st CCLC program, and nearly 70% improved their homework completion and class participation.

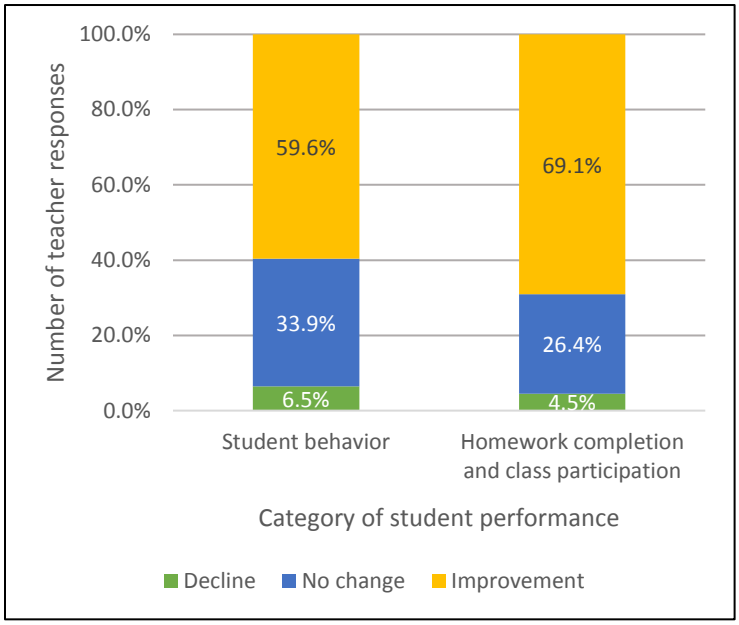


Figure 2. Percentage of 21st CCLC Students by Behaviors Needing Improvement

Data source: 21st CCLC Teacher Survey May-June 2016

Impact of student participation

The second administration of a new online assessment, the West Virginia General Summative Assessment (WVGSA) took place in the spring of 2016, which allowed us to study gain scores for the first time. The test was administered to students in Grades 3–11 for both mathematics and English/language arts (ELA).

To study academic impacts, we conducted a quasi-experimental study comparing an experimental group of students who had participated in 21st CCLC programming for at least 30 days and a control group of similar students not known to have participated in the program. The control group students were selected using propensity score matching (PSM) on specific criteria

(see Appendix A, page 17 for more details of methods used).There were 1,864 students in both the experimental (21st CCLC participant) and the control (non-participant) groups in Grades 4-11.

Table 3 presents the results of independent samples *t* tests used to determine any statistically significant differences between 21st CCLC participants and nonparticipants in ELA mean scale score declines/gains from 2015 to 2016 on the WVGSA for each grade level. In no case were the slight differences observed statistically significant.

We also examined differences between 21st CCLC participants' and nonparticipants, by programmatic level (Table 4). In this case, we used ELA performance levels instead of

Table 3. Comparison of 1-Year ELA Point Declines/Gains for 21st CCLC Participants and Nonparticipant on WVGSA: 2015 to 2016 Testing Years

Grade	Group	N	Mean gain/loss	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
3 to 4	Nonparticipant	592	41.03	56.810	2.335	.387
	Participant	592	43.82	54.044	2.221	
4 to 5	Nonparticipant	456	47.94	53.633	2.512	.140
	Participant	456	42.83	50.795	2.379	
5 to 6	Nonparticipant	409	17.47	53.584	2.650	.697
	Participant	409	18.92	52.510	2.596	
6 to 7	Nonparticipant	369	31.82	58.326	3.036	.821
	Participant	369	32.76	54.766	2.851	
7 to 8	Nonparticipant	254	19.58	48.923	3.070	.558
	Participant	254	22.28	54.650	3.429	
8 to 9	Nonparticipant	92	-8.49	63.021	6.570	.504
	Participant	92	-1.98	68.758	7.169	
9 to 10	Nonparticipant	127	10.35	69.721	6.187	.549
	Participant	127	5.29	64.688	5.740	
10 to 11	Nonparticipant	71	7.66	84.540	10.033	.064
	Participant	71	31.89	69.090	8.200	

Data source: WVEIS 2015 and 2016 WVGSA test scores

Table 4. Comparison of 21st CCLC Participants' and Nonparticipants' WVGSA ELA Performance Level 1-Year Declines/Gains by Programmatic Level: 2015 to 2016

Program level	Number	Performance level decline/gain	Group: Nonparticipants	Group: Participants
Elementary	2096	Decline	17.8%$_a$	18.0%$_a$
		No change	56.9%$_a$	60.6%$_a$
		Gain	25.3%$_a$	21.4%$_b$
Middle	2064	Decline	18.0%$_a$	17.7%$_a$
		No change	61.2%$_a$	61.5%$_a$
		Gain	20.7%$_a$	20.7%$_a$
High	580	Decline	21.4%$_a$	16.6%$_a$
		No change	56.9%$_a$	57.6%$_a$
		Gain	21.7%$_a$	25.9%$_a$

Note: Highlighted cells show the only differences that were statistically significant. Data source: WVEIS 2015 and 2016 WVGSA performance levels

scale scores, looking at the percentages of students who declined at least one performance level, stayed the same, or gained at least one performance level. We used a chi-square test to check the statistical significance of any differences between the two groups. At the elementary school level there was a statistically significant difference between 21st CCLC participants and nonparticipants with a higher percentage of nonparticipants (25.3%) gaining at least on performance level than participants (21.4%).

The same tests were applied to 21st CCLC participant and non-participant math scores and performance levels. Table 5 presents the results of independent samples *t* tests used to determine any statistically significant differences between 21st CCLC participants and nonparticipants in math scale scores. The only statistically significant differences among the groups was for Grades 3 to 4, where 21st CCLC participants outgained nonparticipants.

Table 5. Comparison of 1-Year Math Scale WVGSA Score Gains for 21st CCLC Participant and Nonparticipant: 2015 to 2016 Testing Years

Grade	Group	N	Mean gain/loss	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
3 to 4	Nonparticipant	592	41.65	44.176	1.816	.014
	Participant	592	47.83	42.433	1.744	
4 to 5	Nonparticipant	456	32.29	44.809	2.098	.243
	Participant	456	28.72	47.549	2.227	
5 to 6	Nonparticipant	409	11.69	55.933	2.766	.084
	Participant	409	4.77	58.598	2.897	
6 to 7	Nonparticipant	369	21.75	60.522	3.151	.216
	Participant	369	26.84	50.629	2.636	
7 to 8	Nonparticipant	254	18.16	68.045	4.270	.703
	Participant	254	20.30	57.870	3.631	
8 to 9	Nonparticipant	92	-19.63	84.342	8.793	.220
	Participant	92	-4.82	79.013	8.238	
9 to 10	Nonparticipant	127	16.78	86.230	7.652	.506
	Participant	127	10.05	74.300	6.593	
10 to 11	Nonparticipant	71	9.25	73.548	8.728	.295
	Participant	71	22.27	73.899	8.770	

*Highlighted cells show only statistically significant differences between the two groups (.05 confidence level). Data source: WVEIS 2015 and 2016 WVGSA test scores

Table 6. Comparison of 21st CCLC Participants' and Nonparticipants' WVGSA Math Performance Level 1-Year Declines/Gains by Programmatic Level: 2015 to 2016

Program level	Number	Perf. level decline/gain	Group	
			Nonparticipants	Participants
Elementary	2096	Decline	21.4%$_a$	18.9%$_a$
		No change	59.4%$_a$	61.8%$_a$
		Gain	19.2%$_a$	19.3%$_a$
Middle	2064	Decline	16.3%$_a$	14.1%$_a$
		No change	65.8%$_a$	68.9%$_a$
		Gain	17.9%$_a$	17.0%$_a$
High	580	Decline	19.7%$_a$	16.9%$_a$
		No change	69.0%$_a$	65.5%$_a$
		Gain	11.4%$_a$	17.6%$_b$

Note: Highlighted cells show the only differences that were statistically significant. Data source: WVEIS 2015 and 2016 WVGSA performance levels

Table 6 shows a statistically significant difference at the high school level, with more 21st CCLC participants (17.6%) experiencing at least a one-level gain in performance than nonparticipants (11.4%).

EQ2 Volunteers and Partnerships

How did programs operate with regard to volunteers and partnerships?

Volunteers

Program directors reported recruiting volunteers from several sources as shown in Table 7. In sheer numbers, K-12 service learning programs were the largest source of volunteers (n = 744), followed by parents (n = 565), and higher education students service learning programs (n = 526). As shown in Table 7, the groups of volunteers that program directors reported as the most successfully integrated into their programs included community organizations, higher education service learning students, local businesses, and faculty members.

Table 7. Number of Volunteers Recruits by Source and Success Rate

	Total volunteers	Percent using this source	Level of success
Community organizations	290	83.3	3.7
Service learning (Higher educ. students)	526	58.3	3.5
Local businesses	250	77.8	3.5
Faculty members	275	69.4	3.4
Service learning (K-12 students)	744	63.9	3.3
AmeriCorps	117	50.0	3.2
Local clubs (e.g. Kiwanis, Lions)	73	55.6	3.2
Faith-based organizations	168	63.9	3.2
Parents	565	86.1	3.1
Senior volunteers	50	27.8	3.0
Other	66	13.9	2.7

NOTE: 36 of 36 program directors responded to this portion of the survey.

Scale: 1 = no success, 2 = slight success, 3 = moderate success, and 4 = great success. Data source: 2016 21st CCLC Program Director Survey May-June 2016

Partnerships

Based on reports from program directors, programs engaged in a variety of functions with partners. The functions with the greatest number of engaged partners (see Table 8) were resources (292

Table 8. Number and Percent of Partners by Function, Success Rate

Function	Total partners engaged in this activity	Percent of programs with partners in this activity	Level of success
Training	103	77.1	3.6
Joint planning	189	80.0	3.5
Resources	292	91.4	3.5
Programming	220	97.1	3.4
Management	89	57.1	3.4
Funding	89	74.3	3.2
Evaluation	63	82.9	3.2
Other*	7	5.7	4.0

NOTE: 36 of 36 program directors responded to this portion of the survey.

SCALE: 1 = no success, 2 = slight success, 3 = moderate success, and 4 = great success.

Data source: 2016 21st CCLC Program Director Survey May-June 2016

partners; 91.4% programs with partners in this activity); programming (220 partners; 97.1% programs with partners in this activity), and joint planning (189 partners; 80% programs with partners in this activity). Program directors rated all activities engaged in with partners as at least moderately successful, with training, joint planning, and resources as having the highest level of success.

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 9, West Virginia program directors overall received the most training from the WVDE and the U.S. Department of Education (USED). The best attended trainings for all three sources combined in descending order were, programming (64), federal/state requirements (60), collaboration (55), and family involvement (55).

Ratings of the effectiveness of the trainings were similar for all three sources (Table 9). The topics receiving *highly effective* ratings (>3.5 on a 4-point scale) included communications/ marketing (USED), staff development (USED), and federal/state requirements (WVDE). Two

Table 9. Number of Program Directors Who Reported Attending Professional Development on This Topic and Mean Rating by Source of Professional Development

	All sources	LEA/RESA		WVDE		USED	
Topic	Number	Number	Mean rating	Number	Mean rating	Number	Mean rating
All topics	89	23	3.1	33	3.2	33	3.2
Programming	64	21	3.0	33	3.3	10	3.2
Collaboration	55	21	3.4	29	3.2	5	3.4
Communications/marketing	44	16	2.7	24	3.0	4	3.8
Staff development	53	19	3.5	26	3.2	8	3.6
Integrating afterschool w/ regular school day	54	16	3.1	28	3.1	10	2.4
Project management	49	15	3.2	28	3.3	6	3.3
Federal/state requirements	60	17	3.2	32	3.6	11	2.8
Family involvement	55	16	2.9	28	2.8	11	2.5
Program sustainability	43	10	2.7	28	2.6	5	3.0
STEM/STEAM	52	16	3.5	31	3.5	5	3.4
Program evaluation	45	14	3.1	26	3.4	5	3.4
Policy and advocacy	38	12	2.8	20	3.0	6	3.2

NOTE: Of the 36 Program Director Survey responses, 23 responded as having attended professional development provided by LEA/RESA sources; 33 responded as having attended professional development from WVDE and USED sources.

SCALE: 1 = not effective, 2 = slightly effective, 3 = moderately effective, 4 = highly effective

Data source: 2016 21st CCLC Program Director Survey May-June 2016

topics received mean ratings in the *slightly effective* range (≤ 2.5), both from USED: integrating afterschool with the regular school day and family involvement. All other topics from all other sources had mean ratings in the *moderately effective* range.

Technical assistance

Program directors reported that emails, phone calls/conference calls, and site visits were *very helpful* forms of technical assistance (Figure 3). All other forms received average ratings of *moderately helpful*.

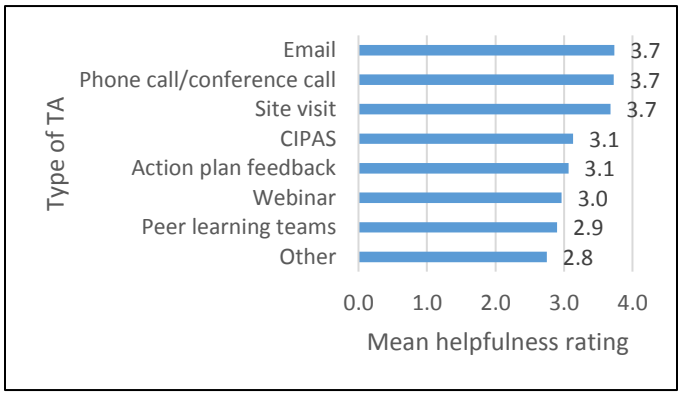


Figure 3. Helpfulness of Various Types of Technical Assistance

NOTE: Directors of all 36 programs responded to this portion of the 2016 21st CCLC Program Director Survey May-June 2016

SCALE: 1 = not helpful, 2 = slightly helpful, 3 = moderately helpful, 4 = very helpful

Future needs for professional development, technical assistance, and information resources

Regarding professional development needed in the future, the three most requested topics were programming, program sustainability, and family involvement (Figure 4). Program directors reported the greatest need for technical assistance in federal/state requirements, collaboration, project

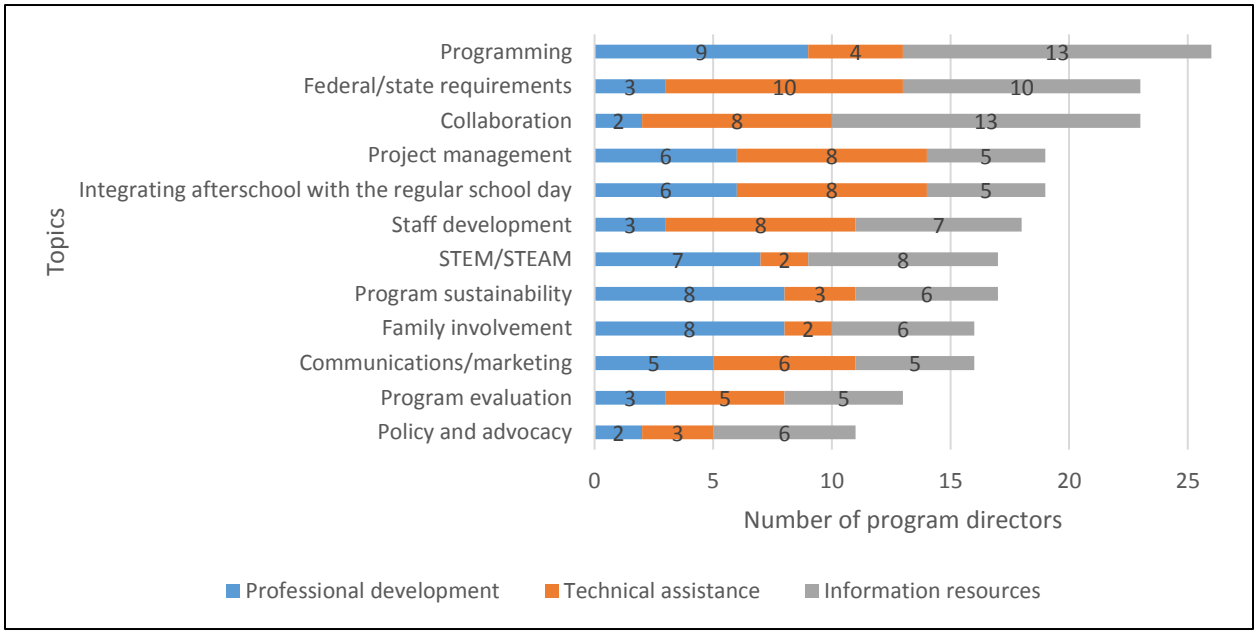


Figure 4. Most-Needed Topics for Profession Development, Technical Assistance, and Information Resources

Data source: 2016 21st CCLC Program Director Survey May-June 2016

management, integrating afterschool with the regular school day, and staff development. Relatively large numbers of program directors want information resources on programming, collaboration, federal state requirements, and STEM/STEAM. It is notable that for these four topics, more program directors indicate a need for information resources than for the other two forms of support (professional development and technical assistance).

In addition to the multiple choice questions summarized above, program directors had the opportunity to respond to an open-ended question about their needs for professional development. Their responses are summarized below.

Topics with at least six mentions included the following:

- *Sustainability, sustainability plans, and fundraising* - 19 mentions (e.g. grant reviewers' expectations for sustainability plans, trends in future funding, development of endowments)
- *Family engagement/involvement* – eight mentions (e.g., editing home-learning packets, increasing attendance at family events)
- *Data entry and reporting* – seven mentions
- *Collecting, interpreting, and analyzing academic data* – six mentions
- *Use of volunteers* – six mentions (e.g., AmeriCorps, community volunteers)

EQ4 Parent and Community Involvement

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

Program directors reported greater success involving parents and community members than in the previous year. In the 2015 survey, about 60% of directors reported slight success at best; however, in 2016 a comparable percentage reported moderate or great success (Figure 5).

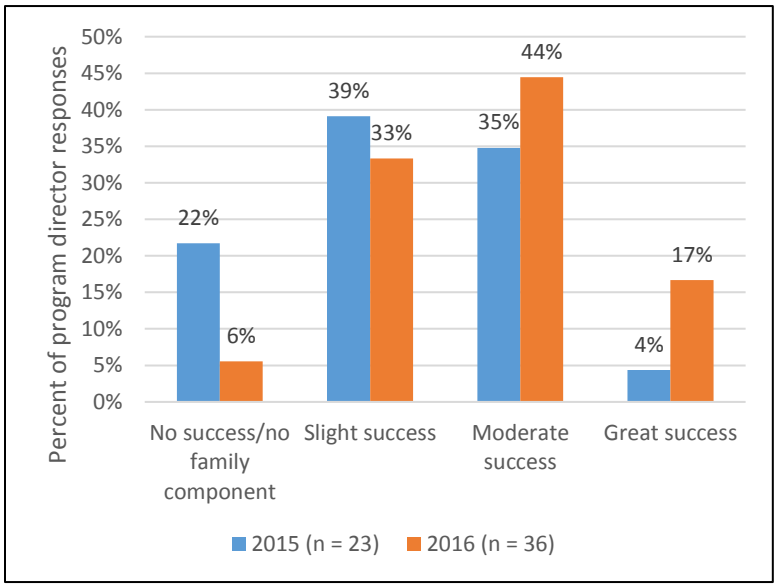


Figure 5. Level of Success Involving Parents and Community
Data source: 21st CCLC Program Director Survey May-June 2016

Program directors were also asked about attendance of adults at four types of activities. As shown in Table 10, the greatest level of participation—an average across the programs of 70 participants—was "attending programs designed for them." The other three response options each had average participation of fewer than 20 adults.

Table 10. Parent and Community Member Participation by Type of Activity

	Mean number of participants
Attending programs designed for them	70.3
Helping with program planning	11.4
Participating in program evaluations	17.4
Helping deliver services	11.9

Data source: 21st CCLC Program Director Survey May-June 2016

EQ5 Improvement and Accountability Processes

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

Figure 6 shows the large majority of program directors found both improvement and accountability process to be helpful, although the WVDE monitoring visits receive more *moderately helpful* and *very helpful* ratings than the continuous improvement process for after school (CIPAS) did. Six program directors indicated the CIPAS was not applicable and three that the WVDE monitoring process was not applicable, because they had not completed the process or had not received a visit.

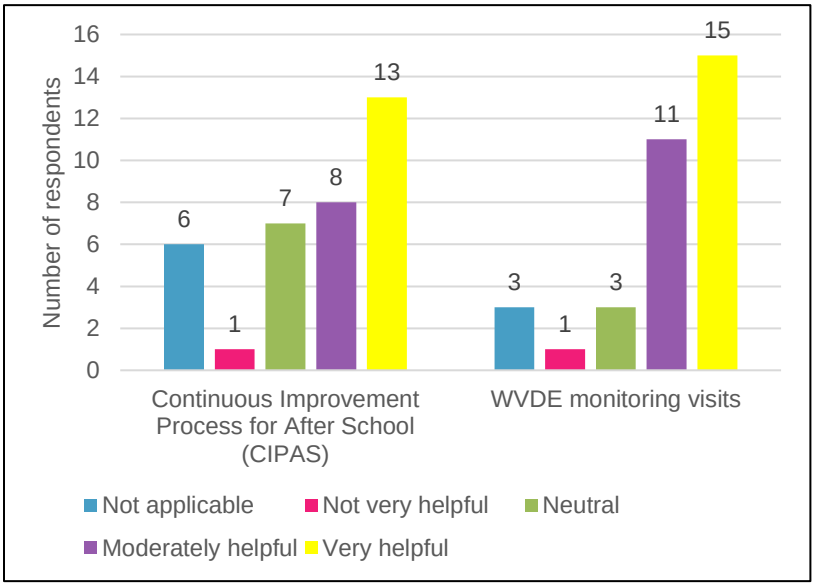


Figure 6. Helpfulness of Improvement and Accountability Processes

Data source: 2016 21st CCLC Program Director Survey May-June 2016

EQ6 Successes, Challenges, and Recommendations

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

Successes

Program improvement. About two thirds of program directors mentioned improvements in the variety and quality of their programming. Aside from the frequent mentions of homework help

and tutoring, and there were frequent mentions of literacy activities (there were no similar mentions of math activities). Programs mentioned having enrichment and recreational activities available for after students finished their homework, such as at one program, "gym games, art, recording studio, music mentor sessions, dance, computer based learning, x-box learning, nature learning lab, and gardening." Other programs mentioned robotics, cooking, hunter safety, "Girls Who Code," Legos activities, and others.

One program described their success this way, "We continue to be able to provide a safe environment for students to complete homework, receive tutoring and academic enrichment, participate in recreation and have a snack."

Family and community involvement. The multiple choice section of the survey showed that 61% of programs directors indicated moderate to great success in the area of family and community involvement, compared with 39% in 2014-2015. Success narratives included the following examples:

- **Community engagement and sustainability**
  - "A group of about 15 with stakeholder interview[s] for another 30 took part in planning the renewal grant for this area."
  - "At a youth summit teens identified the need to learn about work futures and over 37 businesses responded by pledging their support for programing."
  - “We have increased our partnerships and solidified our presence in the community.”
  - “Project staff have attended additional community events to promote the program.”
- **Family and community events**
  - “Greatly increased our community relations through our once a month family night. Which average 70 student and family participants.”
  - “At one site we started making invitations for the students to invite parents, grandparents, and community/school members, with these we have seen a large increase in participation in these events.”
- **Interagency collaboration**, included working with housing authorities, health departments and nonprofits

School system engagement/support. Seven programs reported increased collaboration with school systems. Examples included expansion to additional schools within districts, provision of office space by another school (Preston High School), and the schools helping more to promote the program.

Working with university student volunteers was cited by five program directors. Colleges and universities mentioned included the University of Charleston, Berea College, Earlham College, West Virginia State University, Fairmont State University, Pierpont Technical College, and Blue Ridge Community and Technical College. The multiple choice portion of the survey, in a question about sources of volunteers, indicated that the slight majority who used volunteers from higher education gave those volunteers high ratings.

Staffing and staff development. Six program directors mentioned improvements in their staffing with, in two cases, benefits for students in making some staffing changes. Only one program counted the provision of ongoing, monthly professional development as one of their successes in their success narratives.

Student participation. Seven mentioned improvements in student participation and attendance.

Challenges

Staffing and staff development. Thirteen program directors mentioned staffing challenges, including the need for training for staff and to increase staff retention, the need for additional staff to keep up with growing student participation and to fill openings created by staff turnover. They also mentioned difficulties in hiring substitutes and filling tutoring positions.

Collaboration with regular-day teachers and administrators. County and school administrative staff can stand in the way of progress--two examples in one county. There was a lack of cooperation in extending transportation to a new site. At one school a principal refused to cooperate, making it necessary to work directly with individual teachers. However, athletic coaches at another school helped advocate for use of the programs with their athletes.

Funding and sustainability. Eight program directors mentioned funding, including challenges making payroll, providing scholarships to attend afterschool and summer programs, finding administrative time to write grants, and obtaining long-term funding from partners.

Improving family and community involvement continues to be a challenge for eight program directors. To address the issue some reported sending special invitations to targeted parents, re-establishing advisory councils, setting up special programs for fathers, expanding offerings, and conducting parent surveys.

Student participation. Seven program directors reported difficulties with keeping students in the program and maintaining their consistent attendance. "...there is a revolving door of children entering and leaving the schools like most areas of West Virginia hit hard by the economic downturn." This includes one area, where there is high "turnover among families at particular housing developments." Solutions sought included developing "a valley wide solution so we can follow kids as they move from development to development." Athletic programs also pull students away from afterschool programs, especially in the spring.

Discussion and Implications

Program directors reported significant progress in several areas, including program improvement, school system engagement and support, working with university student volunteers, staffing and staff development, and student participation. Perhaps most notably, however, were the reports and ratings indicating more success with parent and community engagement.

Program directors also identified challenges they encountered in the area of staffing related to retaining and hiring staff and providing ongoing training. Sometimes uncooperative school administrators throw up obstacles to the kind of collaboration that needs to take place between regular-day teachers and 21st Century Community Learning Centers (21st CCLC) staff in order to provide appropriate services for students. Funding is a perennial problem, and some programs continue to struggle with family and community involvement. Seven programs struggled with student retention. This challenge was born out in average percentages of students who attended 30 days or more, which ranged from about 11% to nearly 90%. Perhaps there are things programs struggling with student retention can learn from those that are having more success.

Program directors made the following recommendations:

- **Provide program directors with networking opportunities, site visits.** There were 10 mentions of the desire for networking opportunities among program directors for the purpose of sharing best practices. There were also numerous requests for more sharing of best practices during training, and a few calls for fewer sales presentations.
- **Improve reporting platforms and processes; use results for program improvement.** There were far fewer requests related to improving online reporting systems than in previous years, and three mentions of recent improvements to some of the systems. Still there were a few calls for more streamlining and the reduction of redundancy in reporting.

Improvements were made to the Program Director Survey in 2015-2016 in response to recommendations made in recent years. Also, due to relaxing of some federal requirements the Teacher Survey was greatly simplified, which seems to have resulted in a higher number of teacher responses. Still a detailed look at what data are collected and how those data are used for fulfilling federal requirements and program improvement could help further streamline the system.

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 compared with a matched group of students who were not known to have participated.

Population characteristics

The treatment group consisted of students who participated in at least 30 days of 21st CCLC intervention as documented in the WVDE 21st CCLC database. The comparison group was 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 then 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.[3]

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

Measures and covariates

This portion of the study includes an examination of student achievement data from the West Virginia General Summative Assessment (WVGSA). We analyzed individual students' scale scores, and gain scores in both mathematics and ELA. Gain scores were operationalized as the change in student scale scores from the previous school year to the study school year, with the expectation that students who participated in 21st CCLC during the study school year would experience differential gains when compared with similar students not known to have participated in 21st CCLC.

Data collection methods

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

Research design

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

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

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

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 Director Survey (see Appendix B, page 20 for screen shots of the questionnaire). Responses to multiple choice questions were tabulated and interpreted, and open-ended questions were analyzed using the RQDA qualitative data software application.

Appendix B

Program Director and Teacher Survey Questionnaires

Program Director Questionnaire

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 (AmericCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	14	○	●	○	○	◉
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	0	◉	●	○	○	○
Service Learning (K-12 students)	10	○	●	○	◉	○
Service Learning (Higher Education students)	10	○	●	○	◉	○
Local Businesses	37	○	●	○	○	◉
Community Organizations	21	○	●	○	○	◉
Faith Based Organizations	2	○	●	◉	○	○
Parents	21	○	●	○	◉	○
Faculty Members	27	○	●	○	○	◉
Local Clubs (e.g. Kiwanis, Lions)	0	◉	●	○	○	○
Other	11	○	●	○	◉	○

Survey Closed on July 31, 2016

Partnerships

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

	Number of Partners	Not Applicable (no partnership)	No Success	Slight Success	Moderate Success	Great Success
Joint Planning	57	○	●	○	○	◉
Resources	48	○	●	○	○	◉
Funding	8	○	●	○	◉	○
Programming	68	○	●	○	○	◉
Training	9	○	●	○	○	◉
Management	1	○	●	○	◉	○
Evaluation	6	○	●	○	◉	○
Other	0	◉	●	○	○	○

Survey Closed on July 31, 2016

Professional Development—Counties and RESAs

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.

	Not applicable (none attended)	1-Not effective	2-Slightly effective	3-Moderately effective	4-Highly effective	Please check the preferred format if more information is required on this topic from the COUNTY or RESA: 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 WVDE training you have received during this program year.

	Not applicable (none attended)	1-Not effective	2-Slightly effective	3-Moderately effective	4-Highly effective	Please check the preferred format if more information is required 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—U.S. Department of Education

For each of the following topics, please rate the level of effectiveness of any USDE training you have received during this program year.

	Not applicable (none attended)	1-Not effective	2-Slightly effective	3-Moderately effective	4-Highly effective	Please check the preferred format if more information is required on this topic from the USDE: 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 the level of helpfulness of each of the following forms of technical assistance you may have received.	Not applicable (none received)	1-not helpful	2-slightly helpful	3-moderately helpful	4-very helpful
Email	○	○	○	○	◉
Phone Call/Conference Call	○	○	○	○	◉
Webinar	◉	○	○	○	○
Action Plan Feedback	○	○	○	◉	○
Peer Learning Teams	◉	○	○	○	○
Site Visit	◉	○	○	○	○
CIPAS	○	○	○	○	◉
Other	◉	○	○	○	○

Parent/Community Involvement

Parent and Community Involvement					
How successful has your program been in involving parents/guardians or other adult community members?	Not Applicable (no family components)	No success	Slight success	Moderate Success	Great success
	○	○	○	○	◉

How many adults have participated in your programs by ...	
Attending programs designed for them?	113
Helping with program planning?	5
Participating in program evaluations?	5
Helping deliver services?	10

Continuous Improvement Process

CIPAS - Continuous Improvement Process for After School

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

Not applicable - I didn't complete the CIPAS process	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.
○	○	○	○	◉

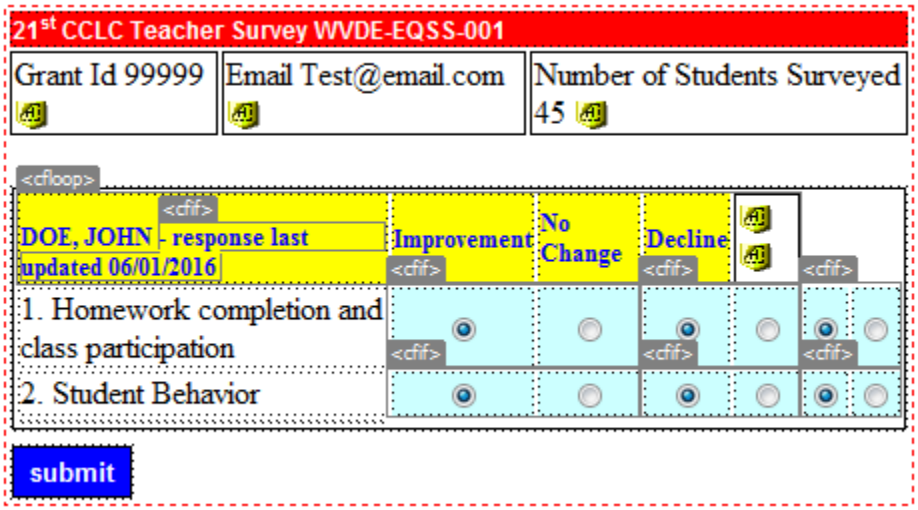
Program Monitoring Process

Program Monitoring Process

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

Not applicable - I didn't complete the CIPAS process	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.
○	○	○	◉	○

Teacher Survey



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-031)). 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).

Parents: Keep a copy of this form for your records.

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-031)). 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.

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West Virginia Department of EDUCATION

Michael J. Martirano, Ed.D.
State Superintendent of Schools