

US Virgin Islands 21st CCLC State Evaluation 2017-2018



THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION

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Executive Summary

The mission of the Virgin Islands Department of Education's (VIDE) 21st Century Community Learning Centers (CCLC) program is to support the creation of Community Learning Centers that will advance children, more specifically student's attendance and academic achievement within the territory of the United States Virgin Islands. Our Sub-Grantees achieve this task by offering the students and their families an array of activities and subjects like Science, Technology, English, Math, Engineering, Computer Science, and Career Exploration during non-school hours to complement their standard academic courses.

The territory of the United States Virgin Islands (USVI) is comprised of St Thomas, St. John, and St Croix with an estimated population of 107,268 as of 2017. VIDE 21st CCLC State Office is administered by the US Virgin Islands Department of Education (VIDE). Since their implementation in 2009, the US Virgin Islands 21st Century Community Learning Centers assisted the department to expand learning opportunities for students during non-school hours, primarily to meet the priorities outlined in the Government's Performance and Results Act (GPRA) of 1993. Passage and funding were authorized via Every Student Succeeds Act (ESSA) of December 2015 that re-authorized what was at the time the 50-year-old Elementary and Secondary Education Act (ESEA). ESEA regulations were the nation's national education law and longstanding commitment to equal opportunity for all students.

Sub-Grantees were from a wide spectrum of public and private organizations such as schools, non-profit agencies, faith-based organizations, and institutions of higher education. The information compiled for this evaluation represents data collected for five (5) sub-grantee programs, within the school districts of St Thomas, St John, and St Croix, during the period of 2017 - 2018. VIDE 21st CCLC Programs lost six (6) Sub-Grantee programs from eleven (11) sites during the school terms of 2017 – 2018. The loss of these programs was due to the widespread destruction caused by two category 5 hurricanes, Irma and Maria, September 2017. This natural disaster not only delayed the re-opening of schools; but, also caused a domino effect that resulted in some of the programs losing allotted funding due to inability to re-open.

VIDE 21st CCLC afterschool and summer programs provides a wide range of benefits to our youth, their families, and the communities they reside in through the array of academic and enrichment activities. Each site is free to incorporate a wealth of knowledge and events through their partnerships, volunteers, and staff to support and improve the quality of the 21st CCLC program. Data collected such as Grades, State Assessments, and Teacher Reported improvements are submitted via the 21st CCLC Data Collection Systems (201APR). These three outcomes are used to report state performance in accordance to GPRA.

Following are the Sub-Grantees that survived and returned to services for the 2017-2018 period. The mass destruction left very few options for relocation to other facilities that were safe to accommodate the volume of participants in need of the programs benefits. This gave light to the facts that many of our sub-grantees did not have emergency measures and budgets in place to handle such a setback to the infrastructure of their programs. Grounds keeping, limited transportation, lunch, afterschool snacks, and secure IT Infrastructure for data submission and reporting was and still is a challenge to procure. Officers of the programs had no other option to utilize their personal resources to maintain the operations of their centers. Naturally the impact of the storms and limited budget also resulted in the number of attendees that were able to return to the programs.

Eulalie Rivera Elementary

74 elementary students were enrolled at Eulalie Rivera Elementary School on the Island of St Croix. While this school suffered damages, they were able to reopen November 2017 under split session conditions. 21st CCLC program officers of that site were able to assist by implementing before care sessions to care for students that had afternoon class schedules. They also acquired a faith-based facility to accommodate additional students in need.

Helping Children Work

As a community-based organization, Helping Children Work of St Croix had 65 students in attendance from elementary and secondary schools within the surrounding area. This program's primary strength is in assisting troubled youths and later expanded their services to include afterschool and computer lab services.

Lockhart Elementary School and Dolphin 21st CCLC

Lockhart Elementary School had over 100 students enrolled in their afterschool program. This school also suffered delays in re-opening, but eventually re-opened November 2017. It served as one of the hurricane shelters during both hurricanes and was occupied by residents that were homeless due to the damages of their homes.

USVI Department of Education, Charlotte Amalie High School

Charlotte Amalie High School identified 222 participants in their program. Despite the damages at this school, its size allowed space for other 21st CCLC to coexist, split session classes, and construction for temporary modular classrooms.

VI Ja Goju Jitsu Ryu Federation, St.Thomas Parental Committee, Inc

This community-based center is located at Alfredo Andrews Elementary School on St Croix. Following hurricanes Irma and Maria, the program was able to relocate to a nearby community center where it was able to provide services in Science, Reading, Mathematics, Martial Arts, Agriculture, Art, CERT and environmental Education. Despite the strenuous situation the program was able to provide some normalcy and extra attention for children who were then attending school on a split-session schedule.

Despite the challenges that Hurricanes Irma and Maria brought to the Virgin Islands in 2017 it has remained the primary focus of the Virgin Islands Department of Education and its 21st Century Community Centers Learning Program to provide programs that nurture the overall development and learning of all children. The stories and growth of the programs mentioned in this evaluation speak to the dedication and commitment that both the programs and the VIDE have to the children of the Virgin Islands.

Evaluation Method

According to the U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>), the purpose of 21st Century Community Learning Centers is to create programs for students during non-school hours that will help students with academic achievement in core subjects as well as provide enrichment activities and educational services to the families of participating children.

The evaluation of the 21st CCLC Program in the Virgin Islands consisted of gathering data, analyzing data and providing a coherent summary of the program. The main emphasis of this evaluation was on GPRA Measures as well as attendance data. To gather data, a survey was developed for sub-grantees to easily report on the basics of their programs. In addition, personal contact with Directors was utilized to obtain additional data as needed. The Virgin Islands Department of Education was instrumental in obtaining the data requested.

Initial Data Survey

The initial data survey included questions on the following main areas.

1. General Information
2. Attendance Data
3. GPRA Data
4. Snacks and Meals
5. Social Media

Follow up Data Requests

In addition to the initial data survey, a request was sent to each sub-grantee for the following items.

1. A narrative of how the September, 2017 hurricanes impacted the school/site, with emphasis on the 21st CCLC Program, including pictures.
2. The latest local evaluation. (Due to the impact of the hurricanes, a current evaluation was not available for any sub-grantee.)
3. Pictures of students engaged in 21st CCLC activities with captions.

Program Findings

Introduction

In determining how well the 21st CCLC Program in performing in the Virgin Islands for 2017-2018, it is necessary to discuss the impact of Hurricanes Irma and Maria. As data gathering proceeded, it became evident the impact of the hurricanes was severe, resulting in damage to school structures and loss of utilities, including internet access. The start of schools was delayed for months and many campuses shared their facilities with schools who were damaged. All of these challenges affected the 21st CCLC Programs.

The Virgin Islands Department of Education released a Post Hurricane Irma and Hurricane Maria Status Report in February of 2018. Highlights of the report are listed below and illustrate the difficulties schools, including those with 21st CCLC Programs faced. Items in *italics* are section titles from the report.

- *Introduction.* On September 6 and 16, 2017, Hurricanes Irma and Maria devastated the Virgin Islands. Leaving our Territory and educational system inutter chaos. Moving our community forward would be in the hearts of everyone in our community and in the Department of Education. The elderly, our children, the poor and those who are ill are the most affected by these circumstances. The Department of Education plays a unique role in our community; as a whole, our community is defined by the children enrolled in our educational system. This leaves us with a single choice of restoring instructional sessions as quickly as reasonably possible; to start our Territory towards the rebuilding our communities and restoring a sense of normalcy.
- *Unapologetic Urgency.* At the Department of Education our responsibility to the community was clear. Assess our immediate community, determine how our families feared through these storms and get our facilities up and running.
- *Assessing Our Facilities.* The Honorable Kenneth E. Mapp made an initial estimated request for emergency support from the Federal Government in excess of \$750,000,000.00 to help the Public Education System recover. The 2.9 million square feet of our public instructional education system suffered irreparable damage, some of which can be seen and damage that will surface years later.
- *Instructional Education Facilities.* Post disasters we have shuttered 10 school campuses in the Territory. (Note: almost one third of all campuses.)

The report contained a section on the condition of campuses. All campuses with 21st CCLC Programs were identified as non-operational-shuttered with the exception of Lockhart Elementary School. However, Lockhart Elementary School was designated as a shelter and school could not meet there until November of 2017.

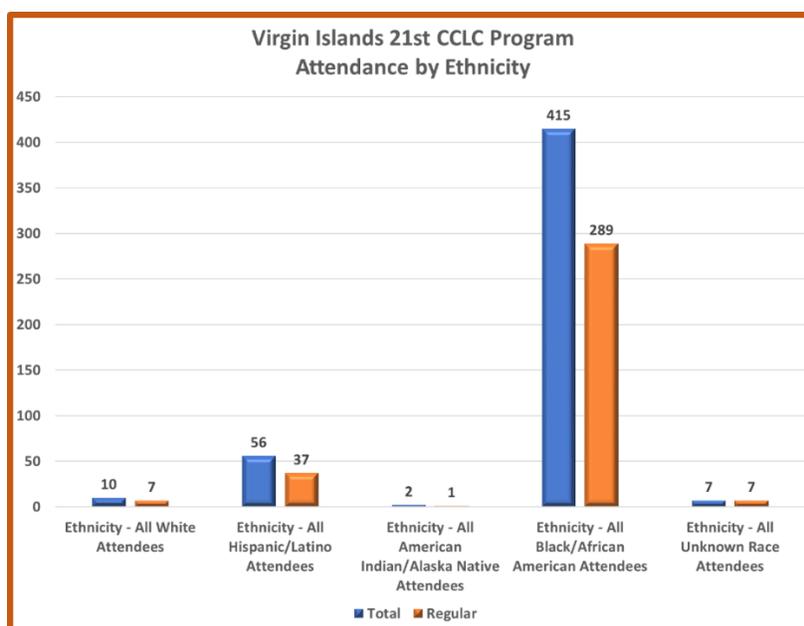
Even with these challenges, the 21st CCLC Programs operated at least in part for the 2017-2018 school year.

Attendance

The 2017-2018 21st CCLC Programs served a total of 492 students, 345 (70%) of which were identified as regular attendees. Students eligible for Free and Reduced Price Lunch (FRPL) totaled 196 (40%). The number of FRPL students reported may be more than reported here due to some missing data.

21st CCLC Program- Attendance Data	Virgin Islands 21st CCLC Totals	
Attendees	Total	Regular*
Total Students	492	345
Male	244	173
Female	248	170
Ethnicity		
Ethnicity - All White Attendees	10	7
Ethnicity - All Hispanic/Latino Attendees	56	37
Ethnicity - All American Indian/Alaska Native Attendees	2	1
Ethnicity - All Black/African American Attendees	415	289
Ethnicity - All Unknown Race Attendees	7	7
Special Needs		
Special Needs - All Limited English Proficiency (LEP Attendees	10	10
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	196	168
Special Needs - All Other Special Needs Attendees	5	2
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

The diversity of the students in the program is shown in the chart below. Black/African American attendees numbered 415 (84%) and Hispanic/Latino attendees numbered 56 (11%). Proportionally, the 21st CCLC Program serves more Black/African American students when compared to the total school population of 78%.



GPRA Data

Determining student progress using GRPA measures was a challenge. Hurricane damage caused many tests normally used for GPRA Measures to be dropped for 2017-2018 and alternative instruments were not always applicable. The following table aggregates all the GPRA data submitted. It is incomplete due to the lack of data. For example, two of the sub-grantees did not have data to report as of this state evaluation and other sub-grantees were only able to obtain data for some measures. This resulted in small numbers of students being evaluated. However, the data obtained did show improvement in both academic and behavioral areas.

21 st CCLC Program – GPRA Data	Virgin Islands 21 st CCLC Program – State Totals		
	GPR Measure	# Needing Improvement	# Improved
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	6	6	100%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	107	56	52%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	113	62	55%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	12	10	83%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	83	50	60%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	95	60	63%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	32	5	16%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	91	59	65%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	34	31	91%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	7	6	86%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	41	37	90%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	54	36	67%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	22	14	64%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	76	50	66%

For improvement in mathematics, 65% of all students exhibited improvement and for English, 63% of all students exhibited improvement.

For elementary students identified as needing to improve their proficiency in reading, 16% improved.

For secondary students identified as needing to improve their proficiency in mathematics, 65% improved.

For students who were identified as needing to improve their performance in homework completion and class participation, 90% improved.

For students who were identified as needing to improve their behavior, 66% improved.

Snacks and Meals

Three of the sub-grantees offered snacks to attendees and one sub-grantee offered full meals most of the time. One sub-grantee did not offer food because they moved to a before school program that did not start until 10:00 am. All food offered met or exceeded USDA Guidelines.

Social Media

Only one sub-grantee reported a website for the program. One sub-grantee was not aware that of the 21st CCLC requirement that the local evaluation be posted. Two sub-grantees reported that they did not have a website and one sub-grantee did not respond to this survey question.

Summary and Recommendations

Summary

Despite the devastation caused by two hurricanes in September of 2017, the 21st CCLC Programs offered services to 492 students. Schools opened late (November, 2017 in most cases) and many schools were closed causing their students to share opened campuses on a split half/day schedule. Data for GPRA Measures was not available for several 21st CCLC Programs, resulting in low numbers of students with data. The Virgin Islands 21st CCLC Program is commended for continuing operations in the midst of hurricane recovery efforts.

Recommendations

These recommendations are made based on what may be needed in the future as schools begin operating in a normal mode post hurricane.

- A timeline for 21st CCLC sub-grantees should be developed and communicated. This timeline should include dates for data gathering and submission of needed documents.
- The Virgin Islands Department of Education (VI DE) should provide guidelines on what is needed in a local evaluation. The guidelines could be a template to be used by all sub-grantees.
- Training on local evaluations and 21st CCLC requirements (e.g., websites, GPRA data, etc.) should be provided to sub-grantees and local evaluators.
- A formal communication process should be implemented among the sub-grantees and the VI DE to facilitate collecting of data, providing information on federal requirements, etc.
- Sub-grantees mentioned the difficulty of obtaining local evaluators. One possibility that should be investigated is if the University of the Virgin Islands can assist with evaluations, especially with site visits.

Grantees

The Virgin Islands had five sub-grantees for the 21st CCLC Program. The five sub-grantees received a total of \$622,000 for the 2017-2018 school year. The table below lists each sub-grantee, the performance year of the grant, the locations of centers and the grant award for each sub-grantee.

Sub-Grantee	Performance Year	Center Locations	Grant Award
Eulalie Rivera Elementary School	Year 1-100%	Eulalie Rivera Elementary School, Frederiksted, St. Croix	172,000
Helping Children Work	Year 4-75%	HCW Facility	75,000
Lockhart Elementary School Dolphin 21st CCCLC	Year 4-75%	Lockhart Elementary School	187,500
U.S. Virgin Islands Department of Education	Year 4-75%	Charlotte Amalie High School	112,500
Virgin Islands Ja Goju Jitsu-Ryu Federation St. Thomas Parental Committee, Inc.	Year 4-75%	Alfredo Andrews Elementary School	75,000

The following Grantees Section of the Virgin Islands State Evaluation provides a synopsis of each sub-grantee’s 21st CCLC Program. Each synopsis consists of attendance data, GPRA data and other information as provided by the sub-grantees to the state evaluators. For example, sub-grantees provided information on the impact of Hurricanes Irma and Maria in September, 2017.

EULALIE RIVERA ELEMENTARY SCHOOL

EULALIE RIVERA ELEMENTARY SCHOOL, FREDERIKSTED, ST. CROIX



Students learning about compost

Overview

The 21st CCLC Program at Eulalie Rivera Elementary School had a total attendance in 2017-2018 of 74 students with 48 (65%) identified as regular attendees. In modifying the program from an after-school program to a before-school program, snacks were not offered. For 2017-2018, the program felt the impact of the hurricanes in September of 2017. In response to information requested by state evaluators, Loretta Morehead, Director of the Program and Acting Principal, provided a statement on the impact of the hurricanes. She reported:

Hurricanes Irma and Maria destroyed the Eulalie Rivera Elementary School's kindergarten and first grade wing. The classrooms were completely destroyed along with all of the contents, including teaching materials and technology. Additionally, the administrative office lost the roof and one third grade classroom suffered roof damage. The entry and exit gates were blown down exposing the school to horses and dogs from the community. As such, school was delayed in opening and students began school with a split session in November, 2017.

The 21st Century Program began in January due to the availability of an accessible location that would accommodate students before school hours. Students were able to attend before school from 8:00-10:30. The schedule enabled students to work on academic deficits during the hours before school; especially helpful since we were on a modified school day. On Saturdays, students played sports such as baseball and they worked in our garden.



Hurricane Damage at Eulalie Rivera Elementary School

Attendance

Eulalie Rivera Elementary School had a total of 74 total attendees for the 21st CCLC Program. Of these attendees, 48 or 65 percent were regular attendees. The 21st CCLC Program was unable to provide the minimum of 60 contact hours per month because the host school was severely damaged by Hurricanes Irma and Maria. The program did not begin until January of 2018 and the program could only meet in the morning and on Saturday as a result of the late school start times.

21 st CCLC Program- Attendance Data	Eulalie Rivera Elementary School – Eulalie Rivera Elementary School, Frederiksted, St. Croix	
Attendees	Total	Regular*
Total Students	74	48
Male	38	21
Female	36	25
Ethnicity - All White Attendees	0	0
Ethnicity - All Hispanic/Latino Attendees	8	4
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	60	35
Ethnicity - All Unknown Race Attendees	6	6
Special Needs - All Limited English Proficiency (LEP Attendees	0	0
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	0	0
Special Needs - All Other Special Needs Attendees	5	2

**Regular attendees are defined as students who attended the program for 30 or more days.*

Diversity was seen in the attendance data with 60 or 81% of total attendees identified as Black/African American and 8 or 11% of total attendees identified as Hispanic/Latino. Six students were of an unknown race.

The data provided listed no students as qualifying for Free and Reduced Price Lunch (FRPL).

GPRA Measures

An additional impact of the September, 2107 hurricanes was the unavailability of GPRA Data. The Eulalie Rivera Elementary School 21st CCLC Program only serves elementary students so GPRA Measures referring to secondary students are not applicable. Statements were provided for each elementary GPRA Measure on why the data was not available.

GPRA Measure 1, The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.

GPRA Measure 4, The number of elementary 21st Century regular program participants who improved in English from fall to spring.

GPRA Measure 7, The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.

Statement from Program Director on GPRA Measures 1, 4 and 7.

Due to the devastation of the host school, and the overall infrastructure of the education system in the USVI, the state test Smarter Balance was not administered during SY 2017-2018. Further, the school year was severely interrupted. Therefore, no data on GPRA Measures 1,4 and 7 is available for this reporting period.

GPRA Measure 9, The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.

GPRA Measure 12, The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.

Statement from Program Director on GPRA Measures 1, 4 and 7.

Due to the devastation of the host school, and the overall infrastructure of the education system in the USVI, the teacher survey was not administered during SY 2017-2018. Further, the school year was severely interrupted. Therefore, no data on GPRA Measures 9 and 12 is available for this reporting period. As a result, a process evaluation was conducted, and outcome evaluation will be conducted for the 2018-2019 SY.

Summary

The devastation of Hurricanes Irma and Maria in September, 2017 added many problems to be overcome for Eulalie Rivera Elementary School. Damage to the school was severe and this led to the postponement of classes until November, 2017 and for a split schedule that did not allow full classroom time. The 21st CCLC Program could not meet after school due to the schedule and moved to a morning and Saturday schedule. To best assist students, the 21st CCLC Program focused on academics in the morning program

and used Saturdays for other activities. Data for GPRA Measures was not available but plans are in place to have data for the 2018-2019 school year.



Students in morning physical activity

**HELPING CHILDREN WORK
HCW FACILITY**

Overview

The 21st CCLC Program at the HCW Facility had a total attendance in 2017-2018 of 65 students with 40 identified as regular attendees. The summer program had 20 total attendees and 8 of them were identified as regular attendees. Most of the time, students received meals that met USDA guidelines.

Attendance

The HCW Facility had a total of 65 total attendees for the 21st CCLC Program. Of these attendees, 40 or 62 percent were regular attendees.

21 st CCLC Program- Attendance Data	Helping Children Work – HCW Facility	
	Total	Regular*
Attendees		
Total Students	65	40
Male	37	23
Female	28	17
Ethnicity - All White Attendees	3	3
Ethnicity - All Hispanic/Latino Attendees	5	5
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	57	32
Ethnicity - All Unknown Race Attendees	0	0
Special Needs - All Limited English Proficiency (LEP Attendees	0	0
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	65	40
Special Needs - All Other Special Needs Attendees	0	0
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

Diversity was seen in the attendance data with 57 or 88% of total attendees identified as Black/African American, 5 or 8% of total attendees identified as Hispanic/Latino, and 3 or 5% of total attendees identified as White.

One hundred percent of students were identified as meeting Free and Reduced Price Lunch (FRPL) criteria.

GPRA

GPRA Data was provided for all GPRA Measures.

21 st CCLC Program – GPRA Data	Helping Children Work – HCW Facility		
GPR Measure	# Needing Improvement	# Improved	% Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	40	37	93%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	40	33	83%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	80	70	88%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	10	8	80%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	30	27	90%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	40	35	88%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	30	3	10%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	30	3	10%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	30	27	90%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	40	33	83%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	70	60	86%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	20	12	60%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	16	9	56%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	36	21	58%

For GPRA Measure 3, *The number of all 21st Century regular program participants who improved in mathematics from fall to spring*, 80 students were identified as needing improvement and 70 students or 88% exhibited improvement. However, it should be noted that the total number of students reported in the program was 65, 15 students less than the total identified as needing improvement. This discrepancy in the number of students was not clarified.

For GPRA Measure 6, *The number of middle/high school 21st Century regular program participants who improved in English from fall to spring*, 30 students were identified as needing improvement and 27 students or 90% exhibited improvement.

For GPRA Measure 7, *The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading*, 30 students were identified as needing improvement and 3 students or 10% exhibited improvement.

For GPRA Measure 8, *The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics*, 30 students were identified as needing improvement and 3 students or 10% exhibited improvement.

For GPRA Measure 11, *The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation*, 70 students were identified as needing improvement and 60 students or 86% exhibited improvement. However, it should be noted that the total number of students reported in the program was 65, 15 students less than the total identified as needing improvement. This discrepancy in the number of students was not clarified.

For GPRA Measure 14, *The number of all 21st Century regular program participants with teacher-reported improvements in student behavior*, 36 students were identified as needing improvement and 21 students or 58% exhibited improvement.

Summary

The Helping Children Work 21st CCLC Program data exhibited success. The program served 65 total students and all of them met Free and Reduced Lunch Criteria. Academic and behavioral progress was shown with GPRA Measures although there were some unexplained discrepancies regarding the number of students. No information was received on the impact of Hurricanes Irma and Maria in September, 2017.

LOCKHART ELEMENTARY SCHOOL DOLPHIN 21ST CCCLC
LOCKHART ELEMENTARY SCHOOL



Parents, staff, and students who participated in the School Clean Up project

Overview

The 21st CCLC Program at Lockhart Elementary School had a total attendance in 2017-2018 of 100 students, all of them (100%) identified as regular attendees. The summer program had 111 total attendees and all of them were identified as regular attendees. The 2016-2017 Local Evaluation Report for the Lockhart Elementary School 21st CCLC Program stated the program was developed to “provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. A wide range of high-quality services have been provided to support student learning and growth; including academic enrichment, intervention programs, tutorial support, counseling, homework assistance, service learning opportunities, wellness activities, as well as recreational activities to include health and fitness and a cultural program which will provide students with exposure to traditions that are part of Virgin Islands’ culture” (*Local Evaluation*). A nutritious snack that exceeded USDA guidelines was offered to all attendees. For 2017-2018, Hurricanes Irma and Maria caused difficulties for the 21st CCLC Program. In response to information requested by state evaluators, Rhashaunda Charles-Jones, Assistant Director of the Program, provided the following information.

Although there were minimum damages to Lockhart’s school physical infrastructure, Lockhart’s students were not able to return until November 13, 2017 (over 2 months from the initial starting date). This is because Lockhart Elementary school was used as a shelter for the time-frame mentioned above. The teachers, students, and parents were getting back to some sort of normalcy upon the return of the students. Many individuals still did not have electricity at this time. To consider the safety of the 21st CCLC students, parents, and staff, the administrative team decided to start fresh in January. Due to technological issues, we were not able to use clevercrazes.com (*educational enrichment website*) as frequently as we did in the past.

Attendance

Lockhart Elementary School had a total of 100 total attendees for the 21st CCLC Program. Of these attendees, 100 or 100 percent were regular attendees. In 2016-2017 the program had 141 total attendees. The loss in attendance for 2017-2018 was due to Hurricanes Irma and Maria.

21 st CCLC Program- Attendance Data	Lockhart Elementary School Dolphin 21 st CCLC – Lockhart Elementary School	
Attendees	Total	Regular*
Total Students	100	100
Male	34	34
Female	66	66
Ethnicity - All White Attendees	1	1
Ethnicity - All Hispanic/Latino Attendees	5	5
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	94	94
Ethnicity - All Unknown Race Attendees	0	0
Special Needs - All Limited English Proficiency (LEP Attendees	10	10
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	100	100
Special Needs - All Other Special Needs Attendees	0	0
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

Diversity was seen in the attendance data with 94 or 94% of total attendees identified as Black/African American, 5 or 5% of total attendees identified as Hispanic/Latino, and 1 or 1% of total attendees identified as.

One hundred percent of attendees were identified as meeting Free and Reduced Price Lunch (FRPL) criteria.

GPRA

GRPA Data was provided on GPRA Measures used for measuring attendees’ academic achievement.

21st CCLC Program – GPRA Data	Lockhart Elementary School Dolphin 21st CCLC – Lockhart Elementary School		
GPR Measure	# Needing Improvement	# Improved	% Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	6	6	100%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	1	1	100%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	7	7	100%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	2	2	100%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	1	0	0%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	3	2	67%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	2	2	100%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	1	1	100%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	34	31	91%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	7	6	86%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	41	37	90%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	34	24	71%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	6	5	83%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	40	29	73%

For improvement in mathematics (GPRA Measures 1-3), seven students were identified as needing improvement and all seven or one hundred percent improved.

For improvement in English (GPRA Measures 4-6), two elementary and one secondary student were identified as needing improvement. Both elementary students improved while the secondary student did not.

For GPRA Measure 7, *The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading*, two students were identified as needing improvement and both students exhibited improvement.

For GPRA Measure 8, *The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics*, one student was identified as needing improvement and that student exhibited improvement.

For teacher-reported improvement in homework completion and class participation (GPRA Measures 9-11), 41 students were identified as needing improvement and 37 or 90% improved.

For teacher-reported improvements in student behavior, (GPRA Measures 12-14), 40 students were identified as needing improvement and 29 or 73% improved.

Summary

Lockhart Elementary School was not critically damaged by Hurricanes Irma and Maria in September, 2017. However, since the school was used as a shelter, classes were not able to begin until November, 2017 and the 21st CCLC Program was not started until January of 2018. However, the 21st CCLC Program still served 100 students and all 100 were regular attendees. Students improved their academic performance, classroom participation and behavior as shown by GPRA measures.



Students receiving snacks and/or a meal

U.S. VIRGIN ISLANDS DEPARTMENT OF EDUCATION

CHARLOTTE AMALIE HIGH SCHOOL



Students present their project on The Writing Process to their classmates during Language Arts

Overview

The 21st CCLC Program at Charlotte Amalie High School had a total attendance in 2017-2018 of 222 students with 129 identified as regular attendees. The summer program had 63 total attendees and all of them were identified as regular attendees. In providing activities, the program “sought to integrate core academic subjects with a high level of fidelity through the project-based learning and teaching methods” (2014-2015 *local evaluation*). A nutritious snack that met USDA guidelines was offered to all attendees although this was challenging as seen in the statement on hurricane impact below. For 2017-2018, the program was severely affected by the hurricanes in September of 2017. In response to information requested by state evaluators, Joel Buchanan, Director of the Program, provided a document titled *Impact of Hurricanes Irma and Maria*. He reported:

Hurricanes Irma and Maria roared through the Virgin Islands in September 2017. One year later, the impact is still evident. There is a new normal that now prevails. However, everyone who experienced those powerful category five storms is simply happy to have survived to tell the tale.

Life following the hurricanes was surreal. One moment we were taking the amenities of living in a high-tech modernized society for granted and the next we were thrust violently back in time. We are still in recovery.

- Many of our families lost their homes entirely or occupied homes covered by a blue tarp provided by FEMA. Teaching and Learning as a priority were pushed aside by more immediate needs such as food and shelter.

- The VIDE was forced to dump much of its food supplies that served the Child Nutrition /Lunch Program due to spoilage following the loss of electricity. The provision of a nutritious snack as part of our After School became a challenge.
- Standing in long lines for hours became a daily routine for many in our community.
- The destruction of several schools led to double sessions. We shared our campus with our feeder school, Addelita Cancryn Junior High School. This created a number of challenges including a 50% reduction in instructional time. School started at midday and ended late into the evening. Parents and students struggled to coordinate schedules that normally allowed for participation in our After School 21st C program and other extra-curricular activities.
- Enrollment declined sharply by almost 40% as parents sought alternatives and refuge on the mainland USA.
- Lack of electricity: Long after the re-opening of Charlotte Amalie High School much of the Virgin Islands remained in the dark. No electrical power. This challenge speaks for itself as students and teachers were forced to maximize the use of daylight.
- Lack of communication: Many of the services that we take for granted were not available. The lack of Internet and telephone service made communication with parents virtually impossible. Students who were used to using the internet-based programs for assistance found themselves without this vital learning support.

Under these challenging circumstances CAHS Higher Heights 21st Century Community Learning Center continues to be a beacon of light to many students who rely on the program for support. Our extended library hours provided access to the limited Internet service that slowly became available in parts of the school. Tutorials and Credit Recovery made the difference for many students.

Our summer camp program, aptly dubbed ESCAPE provided an outlet for about 40 students (half the number of students who usually sign up for our summer program). The struggle continues – we may be down but definitely – not out.



U.S. Secretary of Education DeVos listens intently as students discuss the impact of the storms.

Attendance

Charlotte Amalie High School had a total of 222 total attendees for the 21st CCLC Program. Of these attendees, 129 or 58 percent were regular attendees. To illustrate one impact of Hurricanes Irma and Maria, in 2014-2015 the program had 379 total attendees with 307 of those identified as regular attendees.

21 st CCLC Program- Attendance Data	U.S. Virgin Islands Department of Education – Charlotte Amalie High School	
Attendees	Total	Regular*
Total Students	222	129
Male	118	79
Female	104	50
Ethnicity - All White Attendees	6	3
Ethnicity - All Hispanic/Latino Attendees	28	14
Ethnicity - All American Indian/Alaska Native Attendees	2	1
Ethnicity - All Black/African American Attendees	184	110
Ethnicity - All Unknown Race Attendees	**	**
Special Needs - All Limited English Proficiency (LEP Attendees	**	**
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	**	**
Special Needs - All Other Special Needs Attendees	**	**
*Regular attendees are defined as students who attended the program for 30 or more days. **No data was provided.		

Diversity was seen in the attendance data with 184 or 83% of total attendees identified as Black/African American, 28 or 13% of total attendees identified as Hispanic/Latino, 6 or 3% of total attendees identified as White and 2 or 1% of total attendees identified as American Indian/Alaska Native.

No data was provided on the number of students qualifying as meeting Free and Reduced Price Lunch (FRPL) criteria.

GPRA

GRPA Data was provided on most of the GPRA Measures used for measuring high school attendees’ academic achievement. Elementary data was not used due to the fact that the Charlotte Amalie High School Program is for secondary students only.

21 st CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – Charlotte Amalie High School		
GPR Measure	# Needing Improvement	# Improved	% Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	<i>na</i>	<i>na</i>	<i>na</i>
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	106	55	52%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	106	55	52%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	<i>na</i>	<i>na</i>	<i>na</i>
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	52	23	44%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	52	23	44%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	<i>na</i>	<i>na</i>	<i>na</i>
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	60	55	92%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	<i>na</i>	<i>na</i>	<i>na</i>
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	<i>na</i>	52	<i>na</i>
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	<i>na</i>	52	<i>na</i>
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	<i>na</i>	<i>na</i>	<i>na</i>
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	<i>na</i>	30	<i>na</i>
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	<i>na</i>	30	<i>na</i>

For GPRA Measure 2, *The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring*, 106 students were identified as needing improvement and 55 students or 52% exhibited improvement.

For GPRA Measure 5, *The number of middle/high school 21st Century regular program participants who improved in English from fall to spring*, 52 students were identified as needing improvement and 23 students or 44% exhibited improvement.

For GPRA Measure 8, *The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics*, 60 students were identified as needing improvement and 55 students or 92% exhibited improvement.

For GPRA Measure 10, *The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation*, data provided was not complete.

For GPRA Measure 13, *The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior*, data provided was not complete.

Summary

After the devastation of Hurricanes Irma and Maria in September, 2017 Charlotte Amalie High School had many challenges, including the 21st CCLC Program. For example, the loss of electricity caused much of the food supplies for the 21st CCLC program to be discarded. In addition, the program could only be held during daylight hours and the school facilities were shared with students from the feeder junior high school, resulting in the high school students attending classes for only half a day. Enrollment was down by approximately 40% due to many families leaving the Virgin Islands. Despite these challenges, the 21st CCLC Program continued and provided services needed by students, families, and the community. Students improved their academic performance as shown by GPRA measures.



Students engaged in a series of inquiry-based STEM lab activities



Students engaged in science water treatment experiment.

Overview

The 21st CCLC Program at Alfredo Andrews Elementary School had a total attendance in 2017-2018 of 31 students with 28 identified as regular attendees. The summer program served 45 students and all 45 students were identified as regular attendees. A nutritious snack that met USDA guidelines was offered to all attendees. For 2017-2018, the program was severely affected by the hurricanes in September of 2017. To make the situation even more challenging, immediately after the hurricanes the school was vandalized. In response to information requested by state evaluators, Marisa Allen, Director of the Program, provided information about the impact of Hurricanes Irma and Maria.

The 2017-2018 school year began on September 5, 2017. Our program began to plan for the upcoming program year. Our Year 3 was closed out, new agreement was signed and executed and we were beginning the school year with funds in the bank. Staff was hired and trained. Supplies were in place and we were excited about the start of the program.

As customary, we started with returning participants whom we call Ambassadors. They help to plan the open house where new participants are introduced to the program and begin the registration process.

Within two weeks, the territory was severely damaged by two hurricanes. The school where we operate our program, Alfredo Andrews Elementary School was damaged. There was some water damage in the room we utilized as an office and classroom.

We inspected the site on Friday, September 29, 2017. The room and assets appeared safe at the time. There were no plans to move anything at that time. We made another visit on Monday, October 2, 2017 and found that the school had been burglarized and vandalized. The inside window to our office was broken, the locked cabinet had been broken into, items (tablets) were stolen from the cabinet and the room was vandalized. We immediately filed a police report. The decision was made to begin moving our contents to a storage facility.

Once the assets were secured. We began a search for a location where we could continue the program. Due to the damage to several schools on St. Croix, classes were on double session. Our host school attended the afternoon session from 12:00 pm – 4:00 pm. We then planned to have our program in the morning from 7:45 am – 11:45 am.

Our major challenge was finding a location. We wanted a location near the school where our participants were attending, so they could utilize the school bus to get to school. We put in a request to the VI Sports Park and Recreation to use a community center that was directly across the street from the host school. We were unable to secure this location because there was a fee being requested to use the facility, which we were unable to pay.

After putting a notice on our Facebook page, a nearby community center allowed us to use their facility. We began our programming from February 26, 2018 until June 9, 2018. The program offered Science, Reading, Mathematics, Martial Arts, Agriculture, Art, CERT and Environmental Education. The one component that we were unable to provide due to the storm was computer access.

We were able to engage the participants in additional activities such as Community Emergency Response Team (CERT), disaster preparedness, and environmental education. This gave the participants and staff an opportunity to discuss how the storms had impacted them physically and emotionally, how they prepared for the storm, and what they learned to help them in the future.

Although we were grateful to have a place to serve our participants, the treatment we received from the community center's organization was not very good for a number of reasons. However, we made the best of it for the participants.

Overall, we overcame the obstacles that we encountered. We were pleased that our participants did not have to spend their mornings at home before they went to school. Our parents did not have to worry about their child being home alone as well as having to leaving work to take their child to school.

We held our summer session at the St. Croix Reformed Church. The staff and board were very welcoming. We had an excellent and successful summer.

We are now back at our original location, Alfredo Andrews Elementary School.



Vandalism damage that occurred after the hurricanes.

Attendance

Alfredo Andrews Elementary School had a total of 31 total attendees for the 21st CCLC Program. Of these attendees, 28 or 90 percent were regular attendees. To illustrate one impact of Hurricanes Irma and Maria, the summer program for 2017 was held before the hurricanes in September and had 45 total attendees with 45 of those identified as regular attendees.

21 st CCLC Program- Attendance Data	Virgin Islands Ja Goju Jitsu-Ryu Federation St. Thomas Parental Committee– Alfredo Andrews Elementary School	
Attendees	Total	Regular*
Total Students	31	28
Male	17	16
Female	14	12
Ethnicity - All White Attendees	0	0
Ethnicity - All Hispanic/Latino Attendees	10	9
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	20	18
Ethnicity - All Unknown Race Attendees	1	1
Special Needs - All Limited English Proficiency (LEP Attendees	0	0
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	31	28
Special Needs - All Other Special Needs Attendees	0	0

**Regular attendees are defined as students who attended the program for 30 or more days.*

Diversity was seen in the attendance data with 20 or 65% of total attendees identified as Black/African American, 10 or 32% of total attendees identified as Hispanic/Latino.

All of the students were identified as meeting the Free and Reduced Price Lunch (FRPL) criteria.

GPRA

GRPA Data for Alfredo Andrews Elementary School was not available at the time of this evaluation. Marisa Allen, Director of the 21st CCLC Program reported:

Our program did not operate for the fall 2017-2018 school year due to the hurricanes that devastated the U.S. Virgin Islands. The data we submitted in the survey was from March 2018 to June 2018.

We are still in the process of collecting some of the data to measure academic improvement. We anticipate entering the data into the APR system by November 15th.

Summary

Hurricanes Irma and Maria in September, 2017 damaged Alfredo Andrews Elementary School as well as other schools nearby. In addition, immediately after the hurricanes had passed, the 21st CCLC location was damaged by vandals. School times were shortened and finding a new location proved to be a challenge. A site was obtained and served from February to June. Despite these challenges, the 21st CCLC Program continued to operate and served 31 students, all of them eligible for the Free and Reduced Price Lunch and a healthy snack was served to all students in the Program. GPRA data was not available at the time of this evaluation.



Students selling their products at the 2018 Agriculture and Food Fair.

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