

# U.S. Virgin Islands

## Nita M. Lowey 21<sup>st</sup> CCLC

### State Evaluation 2019-2020



THE VIRGIN ISLANDS DEPARTMENT OF  
**EDUCATION**

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## Executive Summary

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The mission of the Virgin Islands Department of Education's (VIDE) Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC) program is to support the creation of Community Learning Centers that will advance children, more specifically student's attendance, academic achievement, student and family engagement within the territory of the United States Virgin Islands. Our Sub-Grantees achieved this task by offering the students and their families an array of activities and subjects like Science, Technology, English, Math, Engineering, Computer Science, Art, Cultural 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 104,788 as of 2019. VIDE 21<sup>st</sup> CCLC State Office is administered by the US Virgin Islands Department of Education (VIDE). Since their implementation in 2009, the US Virgin Islands 21<sup>st</sup> 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 was authorized via Every Student Exceeds 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.

VIDE 21<sup>st</sup> CCLC Sub-Grantees are 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 represent data collected from seven (7) sub-grantee programs, within the school districts of St Thomas/St John and St Croix, during the period of 2019-2020. VIDE 21<sup>st</sup> CCLC Programs lost (4) Sub-Grantee programs from eleven (11) sites during the school terms of 2017, 2018, and 2019. Closed programs were a result of Grant Award performance services expiration in accordance with their executed agreements. 21<sup>st</sup> CCLC Services did not resume until March of 2019 due to widespread destruction caused by two category 5 hurricanes, Irma and Maria September 2017. During the 2019-2020 performance period our after-school programs were further impacted by district closures in March 2020 to date, due to the COVID19 Pandemic. These natural disasters not only delayed the re-opening of schools, but also caused a domino effect that resulted in some of the programs losing allotted funding. Current programs rose to the ability to perform in new virtual learning environments or platforms to sustain their support services to students in need.

VIDE 21<sup>st</sup> CCLC afterschool and summer programs provide 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, annual assessment, and staff to support and improve the quality of the 21<sup>st</sup> CCLC program. Data collected such as grades, State Assessments, and Teacher Reported improvements are submitted via the 21<sup>st</sup> CCLC Data Collection Systems (21APR). These three outcomes are currently used to report state performance in accordance with the GPRA measures implemented by the programs.

Following is a list of the (7) seven Sub-Grantees that resumed or started services for the first time during the 2019-2020 period. They currently serve 11 sites within the St Thomas/St John and St Croix districts in the territory.

- Adelita Cancryn Junior High School (ACJHS)
- Caribbean Centers for Boys and Girls of the Virgin Islands (CCBG VI)
- Eulalie R. Rivera Elementary (ERR)
- John H. Woodson Junior High School
- Maphairian Inc.
- The Methodist Church St Thomas/St John Circuit, Inc.
- Yvonne E Milliner-Bowsky

## Snapshot 2019-2020

### U.S. Virgin Islands

### Nita M. Lowey 21st Century Community Learning Centers

The Nita M. Lowey 21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, supporting out-of-school time learning opportunities for students in high-poverty, low-performing areas. The U.S. Virgin Islands Department of Education administers 21<sup>st</sup>CCLC funding.

#### Academic Achievement

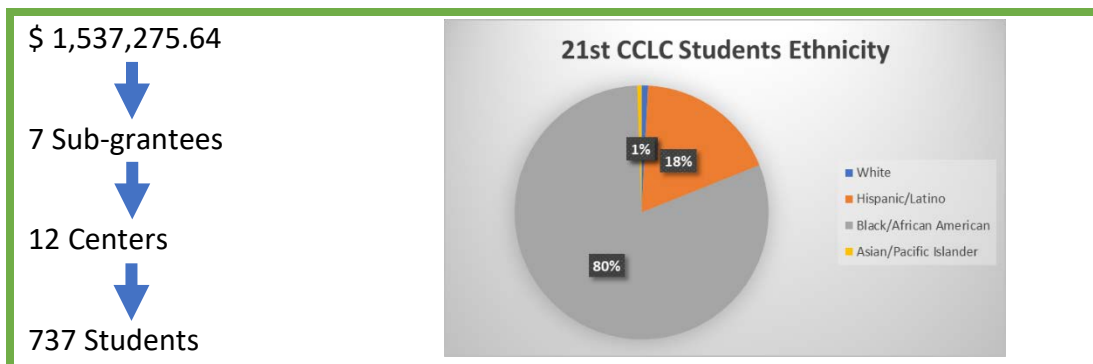
Focused on mathematics and English/reading support.

#### Student Behavior

Focused on homework completion, class participation and classroom behavior.

#### Enrichment

Focused on field trips, physical activities, speakers and STEM activities.



#### Government Performance and Results Act (GPRA) Measures

- 68% of students identified as needing improvement in mathematics improved (GPRA Measure 3).
- 72% of students identified as needing improvement in English improved (GPRA Measure 6).
- 44% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 7% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 47% of students improved in homework completion and class participation (GPRA Measure 11).
- 49% of students improved in student behavior (GPRA Measure 14).

## Evaluation Method

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According to the U.S. Department of Education, the purpose of 21<sup>st</sup> 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.

21st CCLC sub-grantees were required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA) to give a picture of program success. The GPRA data intends to measure student improvement based on how many regular attendees needed improvement. The U.S. Virgin Islands has designated the 14 GPRA Measures as the official objectives for each sub-grantee.

The evaluation of the 21<sup>st</sup> CCLC Program in the U.S. 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 Data Gathering Form was developed and sent to sub-grantees. The Data Gathering Form provided a mechanism for sub-grantees to report on the basics of their programs. In addition, personal contact with Directors was utilized to obtain additional data as needed. The U.S. Virgin Islands Department of Education provided additional data and was instrumental in obtaining the data requested. Conference calls with the U.S. Virgin Islands Department of Education were held to discuss Data Gathering Forms and review progress on the State Evaluation.

### **Data Gathering Form**

The Data Gathering Form included the following sections.

1. Overview including the General Information Table
2. Narrative Information
  - a. Summary of Program
  - b. Impact and Recovery from Hurricanes Irma and Maria in September of 2017
  - c. Impact of COVID-19
3. Demographic Data
  - a. 2018-2019 Attendance Data where applicable
  - b. 2019-2020 School Year Attendance Data
  - c. Summer of 2019 Attendance Data where applicable
  - d. Attendance Discussion
  - e. Parent Involvement
4. GPRA Data including Discussion
5. Anecdotal Data
  - a. Success Stories

- b. Quotes
  - c. Pictures
- 6. Sustainability Plans
- 7. Other Information

As Data Gathering Forms were received, they were analyzed and follow up communication was used to clarify data, including any missing sections. The Data Gathering Forms were reviewed by the State Evaluators and the U.S. Virgin Islands Department of Education.



## Program Findings

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### **Introduction**

Measuring the performance of the U.S. Virgin Islands 21<sup>st</sup> CCLC Program for 2019-2020 must include not only the continuing aftermath of Hurricanes Irma and Maria in September of 2017 but most importantly, the effects of the COVID-19 Pandemic. As detailed in the Sub-grantee section below, some sub-grantees were still rebuilding facilities damaged by the hurricanes when the Pandemic caused schools to be closed in March of 2020.

On March 13, 2020 Governor Bryan declared a State of Emergency in response to COVID-19 and directed all public schools closed, effective March 18, 2020 through April 14, 2020. On March 30, the State of Emergency was extended until April 30, 2020. Schools were effectively closed from March 18 to the end of the 2019-2020 school year.

These two catastrophic events affected the 21<sup>st</sup> CCLC Programs across the U.S. Virgin Islands. For example, restructuring of the school district due to the Hurricanes caused the Eulalie Rivera Elementary School Program to start late (October of 2019). Then all 21<sup>st</sup> CCLC Programs closed on March 18 as directed by the Governor's State of Emergency proclamation. Eulalie Rivera Elementary School thus only operated for approximately five months. This impacted student attendance and achievement data (GPRA Data was not available since standardized testing was suspended).

Although the timeframe for operating 21<sup>st</sup> CCLC Programs was shortened, the seven sub-grantees did provide services where possible, including transitioning to virtual programs.

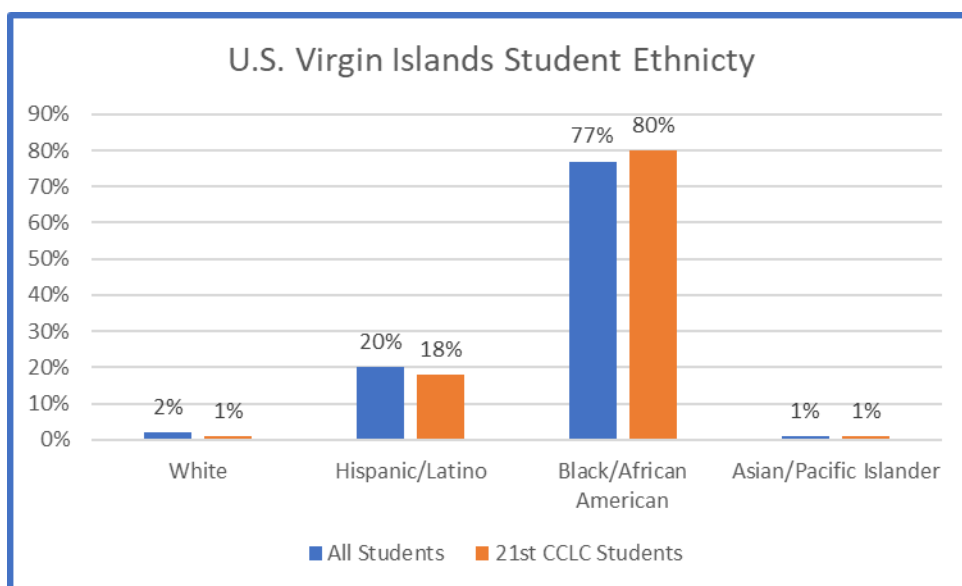


## **Attendance**

The 2019-2020 21<sup>st</sup> CCLC Programs served a total of 737 students, 562 (76 percent) of which were identified as regular attendees. Students eligible for Free and Reduced Price Lunch (FRPL) totaled 736 (100%).

21 <sup>st</sup> CCLC Program- Attendance Data	U.S. Virgin Islands 21 <sup>st</sup> CCLC Totals
<b>Attendees</b>	<b>Total</b>
Total Students	737
Male	365*
Female	363*
<b>Ethnicity</b>	
Ethnicity - All White Attendees	6
Ethnicity - All Hispanic/Latino Attendees	133
Ethnicity - All American Indian/Alaska Native Attendees	0
Ethnicity - All Black/African American Attendees	591
Ethnicity - All Unknown Race Attendees	3
<b>Special Needs</b>	
Special Needs - All Limited English Proficiency (LEP) Attendees	45
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	736
Special Needs - All Other Special Needs Attendees	36
<i>* Totals by gender and ethnicity do not add to the total students due to missing data.</i>	

The diversity of the students in the program is shown in the chart below. Black/African American attendees numbered 591 (80%) and Hispanic/Latino attendees numbered 133 (18%). Proportionally, the 21<sup>st</sup> CCLC Program serves more Black/African American students when compared to the total school population of 77%.



## **GPRA Data**

Determining student progress using GPRA measures was a challenge. Schools closed in March of 2020 and standardized tests were not administered in many schools. 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 (Eulalie R. Rivera School and Methodist Church -St. Thomas/St. John Circuit, Inc.) 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 <sup>st</sup> CCLC Program – GPRA Data		U.S. Virgin Islands 21 <sup>st</sup> CCLC Program – State Totals		
GPRA Measure		Students Needing Improvement	Students Who Improved	Percent Improvement
1.	The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	141	92	65%
2.	The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	191	133	70%
3.	The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	332	225	68%
4.	The number of elementary 21st Century regular program participants who improved in English from fall to spring.	142	91	64%
5.	The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	184	144	78%
6.	The number of all 21st Century regular program participants who improved in English from fall to spring.	326	235	72%
7.	The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	86	38	44%
8.	The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	109	8	7%
9.	The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	110	14	13%
10.	The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	147	106	72%
11.	The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	257	120	47%
12.	The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	6	5	83%
13.	The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	203	97	48%
14.	The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	209	102	49%

GPRA Measures 1-3. For improvement in mathematics, 68% of all students exhibited improvement.

GPRA Measures 4-6. For improvement in English, 72% of all students exhibited improvement.

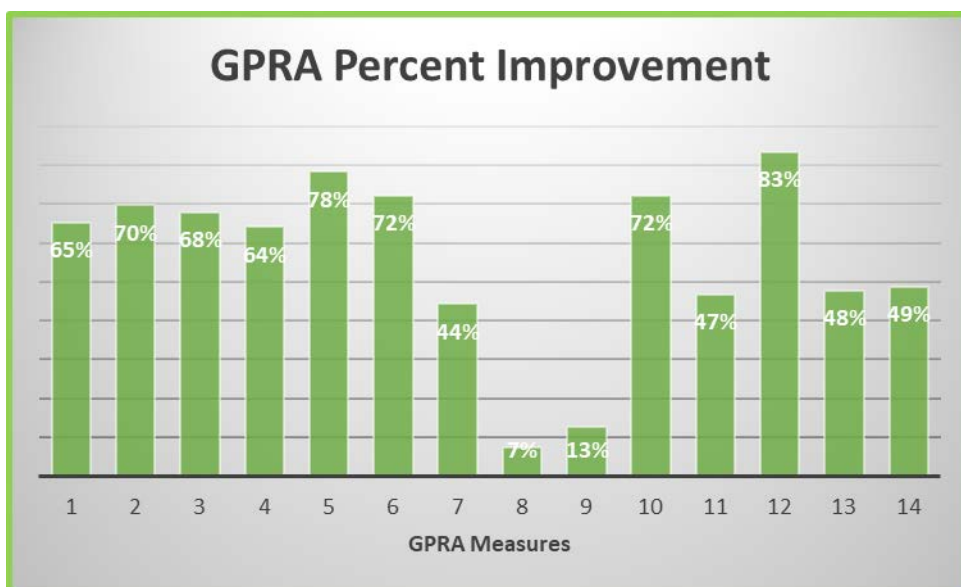
GPRA Measure 7. For elementary students identified as needing to improve their proficiency in reading, 44% improved.

GPRA Measure 8. For secondary students identified as needing to improve their proficiency in mathematics, 7% improved.

GPRA Measures 9-11. For students who were identified as needing to improve their performance in homework completion and class participation, 47% improved. Three sub-grantees did not submit data for GPRA Measures 9-11. With schools closing in March, it was difficult to obtain teacher surveys.

GPRA Measures 12-14. For students who were identified as needing to improve their behavior, 49% improved. Three sub-grantees did not submit data for GPRA Measures 12-14. With schools closing in March, it was difficult to obtain teacher surveys.

Below is a chart illustrating the GPRA Percent Improvement shown by the U.S. Virgin Islands 21<sup>st</sup> CCLC Programs.



The latest National Evaluation of 21<sup>st</sup> CCLC Programs covers the 2018-2019 school year. One area of focus in the report is GPRA Data. Below is a chart comparing the 2019-2020 U.S. Virgin Islands GPRA percentage improvements to the national data for 2018-2019. Since the national data has not changed significantly from when the GPRA Measures were implemented, this comparison is useful. Percentages in **red** indicate measures where the U.S. Virgin Islands outperformed the most recent national percentages.

21 <sup>st</sup> CCLC Program – GPRA Data		
GPRA Measure	2019-2020 U.S Virgin Islands Percentage Improvement	2018-2019 U.S. National Percentage Improvement*
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	65%	48%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	70%	47%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	68%	48%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	64%	48%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	78%	47%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	72%	48%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	44%	26%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	7%	19%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	13%	69%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%	70%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	47%	69%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	83%	62%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	48%	62%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	49%	62%
* Some states/territories did not submit data for the GPRA Measures		

## **Parent Involvement**

Parent Involvement was evident at all sub-grantee centers. Four of the seven sub-grantees had parent meetings. Two sub-grantees had four parent meetings, one sub-grantee had two meetings and one sub-grantee had one meeting. All sub-grantees reported that parents volunteered for various activities and support efforts while the program was held at the center sites. Once the schools closed in March of 2020 due to the Pandemic, in person parental contact was limited. All sites communicated with parents on a one-to-one basis using various methods including phone calls and electronic communication. Examples of parent activities are listed below.

- Addelita Cancryn Jr. High School. *HELIOPOLIS held four parent meetings for 2019-2020. At least 50 parents attended each meeting. Sessions offered included Financial Workshops, Quick and Nutritious Food Preparation, Internet Security, and Safe Social Media Use (Addelita Cancryn Jr. High School Data Gathering Form).*
- Caribbean Center for Boys and Girls. *During the Fall of 2019, parents participated in Family Activities like Hispanic Heritage month Family dance Classes, Mental Health awareness dinners, and Family game nights (Caribbean Center for Boys and Girls Data Gathering Form).*
- John H. Woodson Jr. High School. *In the months of April, 2019 to July of 2019; parents attended two pre-planned parent events showcasing student activities and involvement (John H. Woodson Jr. High School Data Gathering Form).*
- Maphairian Inc. *Prior to COVID, we had parents and members of the community come in and do story readings, or tell about their careers (Maphairian Inc Data Gathering Form).*

## **Success Stories**

Sub-grantees were asked to provide success stories for their 21<sup>st</sup> CCLC Program in the Data Gathering Form. A success story for all sub-grantees would be the continuation of their programs while recovering from hurricane damage and then coping with the COVID-19 Pandemic. Below are highlights of additional success stories.

- Addelita Cancryn Jr. High School. *Our Water Safety Program has received a lot of local attention to the point that newspaper articles have been written about us. As a result, Peter Holmberg, World Class Sailor who is from the USVI, has joined the program and takes our students sailing at the Nazareth Yacht Club. Magens Bay and the Yak Shack a local business provide a space and equipment, at discounted costs, for our students to be fully exposed to Water Safety and Water Recreation (Addelita Cancryn Jr. High School Data Gathering Form).*
- Eulalie R. Rivera School. *The ability of the program to adjust to a before-school format, due to the damage to the home school campus, to offer quality programming to the youth is a testament to the dedication of the staff and leadership of the Eulalie Rivera Elementary School (Eulalie R. Rivera School Data Gathering Form).*
- Maphairian Inc. One family had three children involved in the 21<sup>st</sup> CCLC Program, each with a different learning or behavior issue. By providing individualized support for each

child, the teachers helped each student become successful at school. In addition, behavior at home improved.

### Sustainability

Six of the seven sub-grantees have plans to continue their afterschool programs once 21<sup>st</sup> CCLC Grant Funds end. Sustainability plans included utilizing local funds, obtaining additional grant funding sources, charging fees, and increasing partnerships. Although no sub-grantee indicated they had a formal sustainability plan, one example of continuing the afterschool program is stated by the Caribbean Center for Boys and Girls.

*Should funding be decreased, the CCBGVI Executive Director and Board members have pledged a full scale fundraising effort to secure additional financial resources in the form of grants, pledges from community organizations and corporations and with supplementing program activities and staff through complementary local and state grant funding sources, such as we currently have obtained from LEPC, Human Services, Community Development Block Grant. Additionally, CCBGVI has cultivated some "Friends" who have contributed in the past and continue to do all they can to support CCBGVI.*

*The CCBGVI will continue to reach out to various community organizations to collaborate to ensure that we may utilize interns, volunteers, Vista Corps Members, and in addition in-kind space locations for activities (Caribbean Center for Boys and Girls Data Gathering Form).*

## Summary and Recommendations

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### **Summary**

Two catastrophes marked the 21<sup>st</sup> CCLC Programs in the U.S. Virgin Islands. Hurricanes Irma and Maria struck the islands in September of 2017. Many schools were still undergoing repairs as the 2019-2020 school year began. In March of 2020, all schools were closed due to the COVID-19 Pandemic. Despite these setbacks, the 2019-2020 21<sup>st</sup> CCLC Programs offered services to 737 students. Data for GPRA Measures was not available for several 21<sup>st</sup> CCLC Programs since data could not be collected (in some cases tests were suspended) and teacher surveys were difficult to administer once schools closed. The ability to continue to function in the face of hurricane recovery and school closings marked the U.S. Virgin Islands 21<sup>st</sup> CCLC Program as successful.

### **Recommendations**

Dr. Cravey and Mr. Sinclair have now completed two state evaluations for the U.S. Virgin Islands 21<sup>st</sup> CCLC (2017-2018 and 2019-2020 school years). The following recommendations are based on the evaluators perceived needs for future evaluations.

- In lieu of Data Gathering Forms used to gather data for the 2019-2020 State Evaluation, local evaluations should be structured to provide needed data for the State Evaluation. Any data gathering method should ensure that data matches data entered into the Federal APR System.
- The U.S. Virgin Islands Department of Education should provide guidelines on what is needed in a local evaluation. The guidelines could be a template to be used by all sub-grantees to ensure that a standard collection of data is performed.
- Training on local evaluations and 21<sup>st</sup> CCLC requirements (e.g., websites, GPRA data, etc.) should be provided to sub-grantees and local evaluators.
- A timeline for 21<sup>st</sup> CCLC sub-grantees should be developed and communicated. This timeline should include dates for data gathering and submission of needed documents.
- A formal communication process should be implemented among the sub-grantees, the U.S. Virgin Islands Department of Education, and the state evaluator to facilitate collecting of data, providing information on federal requirements, etc.
- State Evaluators should be involved in the entire evaluation process, including providing support to both the Department of Education and sub-grantees throughout the year. Therefore, the Contract for the State Evaluation should be for a one year timeframe.



## Grantees

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The U.S. Virgin Islands had seven sub-grantees for the 21<sup>st</sup> CCLC Program. The seven sub-grantees received a total of \$1,537,275.64 for the 2019-2020 school year. The table below lists each sub-grantee, the performance year of the grant, and the grant award for each sub-grantee.

Sub-Grantee	Performance Year	Grant Award
Addelita Cancryn Jr. High School	Year 2	\$293,253.49
Caribbean Center for Boys and Girls	Year 2	\$235,103.14
Eulalie R. Rivera School	Year 3	\$202,600.00
John H. Woodson Jr. High School	Year 3	\$175,000.00
Maphairian Inc.	Year 2	\$175,000.00
Methodist Church -St. Thomas/St. John Circuit, Inc.	Year 2	\$200,000.00
Yvonne Milliner-Bowsky Elementary	Year 2	\$256,319.01

The following Grantees Section of the U.S. Virgin Islands State Evaluation provides a synopsis of each sub-grantee's 21<sup>st</sup> 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 and the impact of the COVID-19 Pandemic.

**U.S. Virgin Islands Department of Education**  
**Addelita Cancryn Jr. High School**



*Students present their project on using geometry to make art.*

**Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Addelita Cancryn Jr. High School (HELIOPOLIS) had a total attendance of 102 (we have three different numbers for attendance in this writeup) students with all of them identified as regular attendees. The summer program had 60 total attendees and all of them were identified as regular attendees. The 21<sup>st</sup> CCLC Program focuses on academic support but also offers many enrichment classes. The motto of the HELIOPOLIS Program is that “All Learning Must be Fun”, (*Data Gathering Form*). One activity was two eight week Water Safety Classes taught on Magens Bay. Once students completed the eight week course, they were Junior Certified Swimmers. The HELIOPOLIS Program has community support as evidenced by the number of volunteers and donations, including greenhouses from Yacht Haven Grand and STEM materials from former Senator Jean Forde. Books and volunteer readers are provided by many private businesses.

The 21<sup>st</sup> CCLC Program was impacted by Hurricanes Irma and Maria, which devastated the U.S. Virgin Islands back to back in September of 2017. The Addelita Cancryn Jr. High School campus was destroyed and over a two year period was relocated to different campuses and is currently housed on the campus of the Lockhart Elementary School. Changes were made in the curriculum since the current location does not have water access. Activities such as fishing and Marine Biology Labs were discontinued.

The COVID-19 pandemic caused the 21<sup>st</sup> CCLC Program to be shortened by 2.5 months. The program was suspended on March 15 due to a Governor ordered lockdown of all

school campuses and associated programs. Some funds were repurposed to support virtual learning for staff and students.



*Water Safety Program at Magens Bay.*

### **Attendance**

Addelita Cancryn Jr. High School had a total of 102 attendees for the 21<sup>st</sup> CCLC Program. Of these attendees, all of them were regular attendees.

<b>21<sup>st</sup> CCLC Program- Attendance Data</b>		<b>U.S. Virgin Islands Department of Education – Addelita Cancryn Jr. High School</b>	
<b>Attendees</b>	<b>Total</b>	<b>Regular*</b>	
Total Students	102	102	
Male	46	46	
Female	56	56	
Ethnicity - All White Attendees	3	3	
Ethnicity - All Hispanic/Latino Attendees	0	0	
Ethnicity - All American Indian/Alaska Native Attendees	0	0	
Ethnicity - All Black/African American Attendees	97	97	

Asian/Pacific Islanders	2	2
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	102	102
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>		

Of total attendees, 97 students (95 percent) identified as Black/African American, three (three percent) of total attendees identified as White, and two (two percent) of total attendees identified as Asian/Pacific Islanders. All of the students were identified as Free and Reduced Priced Lunch. A partnership with Passport to Prosperity provided full meals to all students attending the HELIOPOLIS 21<sup>st</sup> CCLC Program. The Data Gathering Form reported that the full meals were a major factor in achieving 100% regular attendance. In addition, 60 students attended the summer program and all of them were regular attendees.

### **Parent Involvement**

HELIOPOLIS held four parent meetings for 2019-2020. At least 50 parents attended each meeting. Sessions offered included Financial Workshops, Quick and Nutritious Food Preparation, Internet Security, and Safe Social Media Use. Students' work was displayed to give parents insight into what the program does. Communication with parents was done on a personal basis, especially when students were absent, tardy, or disengaged.

### **GPRA Measures**

GRPA Data was provided on all secondary GPRA Measures. Elementary data was not used due to the fact that the HELIPOLIS Program is for Jr. High School Students.

21 <sup>st</sup> CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – Addelita Cancryn Jr. High School		
GPRA Measure	Students Needing Improvement	Students Who Improved	Percentage Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	na	na	na
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	58	32	55%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	58	32	55%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	na	na	na

5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	51	44	86%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	51	44	86%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	na	na	na
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	12	8	67%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	50	48	96%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	50	48	96%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	7	5	71%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	7	5	71%

For GPRA Measure 2, *The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring*, 58 students were identified as needing improvement and 32 students or 55 percent 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*, 51 students were identified as needing improvement and 44 students or 86 percent 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*, 12 students were identified as needing improvement and 8 students or 67 percent 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*, 50 students were identified as needing improvement and 48 students or 96 percent exhibited improvement.

For GPRA Measure 13, *The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior*, 7 students were identified as needing improvement and 5 students or 71 percent exhibited improvement.

### **Success Stories**

The Data Gathering Form from the Addelita Cancryn Jr. High School HELIOPOLIS 21<sup>st</sup> CCLC Program reported three success stories.

- *Our Water Safety Program has received a lot of local attention to the point that newspaper articles have been written about us. As a result, Peter Holmberg, World Class Sailor who is from the USVI, has joined the program and takes our students sailing at the Nazareth Yacht Club. Magens Bay and the Yak Shack a local business provide a space and equipment, at discounted costs, for our students to be fully exposed to Water Safety and Water Recreation.*
- *Our Parental Engagement Program is well supported by the STTJ District and the community. Ms. Jerae Forde, Director of School and Community Affairs works closely with our parents, providing training and referrals when necessary. She has been instrumental in providing speakers for our Parent Meetings (4 Mandatory per year) and assisting with organizing the Meeting's content and Delivery. We are supported by over 50% of our parents who attend our meetings faithfully because (according to surveys) they provide meaningful and relevant information.*
- *Our program, HELIOPOLIS, was invited to make a presentation at the annual Summer Conference for 21<sup>st</sup>. As the Director, I presented on Intentional Program Design; Mrs. Prentice, Counselor presented on the Social Emotional Design of the Program; Jerae Forde, District Director of School and Community Affairs presented on the importance of Parental Engagement. Subsequently, we have received invitations to submit proposals to other conferences.*

### **Summary**

Hurricanes Irma and Maria in September, 2017 destroyed the Addelita Cancryn Jr. High School campus. The students were relocated several times and are now at the new campus which was formerly Lockhart Elementary School. This relocation affected the HELIOPOLIS 21<sup>st</sup> CCLC Program several ways, including changes in activities. The COVID-19 Pandemic brought its own challenges as the school was shut down starting March 15, 2020. Even with these challenges, the 21<sup>st</sup> CCLC Program at Addelita Cancryn Jr. High School continued to perform well. The program served 102 students. All of them attended regularly and all of them were identified as FRPL. GPRA Data showed in improvement for all the secondary students identified as needing improvement. Of the identified students, 55 percent improved in mathematics, 86 percent improved in English and 67 percent became proficient in mathematics. Parents are involved in the program and at least 50 parents attended each of the four parent meetings. The 21<sup>st</sup> CCLC Program has planned for continuing the program if 21<sup>st</sup> CCLC grant funds are no longer available, including District Funding, fees, and additional grants and support from the community.



*Parent Engagement Meeting*

***“87% of parents stated they would recommend the 21<sup>st</sup> CCLC program to other parents.” (Data Gathering Form)***

***“73% of students reported they were never bored attending the 21<sup>st</sup> CCLC program.” (Data Gathering Form)***

***Students reported that the program helped them with academics. (Data Gathering Form):***

- ***84 percent for mathematics.***
- ***95 percent for reading skills.***
- ***91 percent for homework help.***



## U.S. Virgin Islands Department of Education Caribbean Centers for Boys and Girls VI



*Students at computer with teacher working on academics.*

### **Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Caribbean Centers for Boys and Girls VI provided afterschool programs at Christiansted, Frederiksted St. Croix, and the Bovoni Community Center on St. Thomas. The Program had a total attendance of 230 students with 193 (84 percent) identified as regular attendees. All of the students attending were identified as FRPL. The summer program had 166 total attendees and 131 (79 percent) of them were identified as regular attendees.

The Caribbean Centers for Boys and Girls VI program at the Christiansted Center was totally destroyed by Hurricanes Irma and Maria in 2017. Although the program continued in 2019-2020, attendance was lower and the Data Gathering Form reported that it was a challenge to get students to attend, stating *“Though children were eager to come out, it was very difficult to get the parents out to provide the necessary information for the application.”*

The COVID-19 pandemic caused the 2019-2020 21<sup>st</sup> CCLC Program to revert to a virtual environment beginning in March of 2020 when the Governor ordered a lockdown of all school campuses and associated programs. Attendance decreased due to the use of the virtual program.



*Students working with ocean water samples.*

### **Attendance**

Caribbean Centers for Boys and Girls VI had a total of 230 total attendees for the 2019-2020 21<sup>st</sup> CCLC Program. Regular attendees numbered 193 (84 percent).

<b>21<sup>st</sup> CCLC Program- Attendance Data</b>		<b>U.S. Virgin Islands Department of Education – Caribbean Centers for Boys and Girls VI</b>	
<b>Attendees</b>	<b>Total</b>	<b>Regular*</b>	
Total Students	230	193	
Male	111	94	
Female	119	99	
Ethnicity - All White Attendees	1	1	
Ethnicity - All Hispanic/Latino Attendees	67	41	
Ethnicity - All American Indian/Alaska Native Attendees	0	0	
Ethnicity - All Black/African American Attendees	162	151	

Asian/Pacific Islanders	0	0
Ethnicity - All Unknown Race Attendees	0	0
Special Needs - All Limited English Proficiency (LEP Attendees	<i>No Data Provided</i>	<i>No Data Provided</i>
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	230	193
Special Needs - All Other Special Needs Attendees	<i>No Data Provided</i>	<i>No Data Provided</i>
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

For 2019-2020, 162 students (70 percent) identified as Black/African American, 67 (29 percent) of total attendees identified as Hispanic, and 1 student (1 percent) identified as White. All students were identified as Free and Reduced Priced Lunch. In addition to the school year, Caribbean Centers for Boys and Girls VI also held a summer program in 2019 with a total attendance of 166 students.

### **Parent Involvement**

Caribbean Centers for Boys and Girls VI consistently communicated with parents. Parents were active in Family activities including Hispanic Heritage month Family dance Classes, Mental Health awareness dinners, and Family game nights. Parents were contacted with an outreach support initiative to assist them during the move to virtual learning due to the COVID-19 pandemic. Homework assistance was provided by center staff through online and phone support. *“CCBGVI regularly maintained an online presence via social media platforms with continual updates and advertisements of services” (Data Gathering Form).*

### **GPRA Measures**

GPRA Data was provided on academic improvement GPRA Measures. No data was available for proficiency levels (measure 7 and 8) due to summative tests being cancelled because of the COVID-19 Pandemic. Measures 9-14 are measured using teacher surveys. Teacher surveys were distributed but none were returned since school ended in March of 2020 due to the COVID-19 Pandemic.

21 <sup>st</sup> CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – Caribbean Centers for Boys and Girls VI		
GPRA Measure	Students Needing Improvement	Students Who Improved	Percentage Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	50	33	66%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	36	19	53%

3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	86	52	60%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	50	22	44%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	36	21	58%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	86	43	50%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	na	na	na
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	na	na	na
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na

For GPRA Measure 1, *The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring*, 50 students were identified as needing improvement and 33 students or 66 percent exhibited improvement.

For GPRA Measure 2, *The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring*, 36 students were identified as needing improvement and 19 students or 53 percent exhibited improvement.

For GPRA Measure 4, *The number of elementary 21st Century regular program participants who improved in English from fall to spring*, 50 students were identified as needing improvement and 22 students or 44 percent 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*, 36 students were identified as needing improvement and 21 students or 58 percent exhibited improvement.

## **Success Stories**

*“One success story that comes to mind is that of one of our 6<sup>th</sup> grade members that was failing and most likely would not be promoted to the 7<sup>th</sup> grade. Her parents reached out to us for support. Our Unit Director attended several school support meetings and was in contact with her regular school-day teacher to ensure she kept on track with her make-up work plan. Our Certified Teacher on staff scheduled the student for academic enrichment and tutoring. We continued virtual contact and tutoring with the student even after the COVID-19 Pandemic and the stay at home orders. We are happy to say that in June, the student was promoted to the 7<sup>th</sup> grade with the rest of her classmates. The family was over-joyed and couldn’t stop thanking us” (Data Gathering Form).*

## **Summary**

Caribbean Centers for Boys and Girls VI had three centers as part of the 21<sup>st</sup> CCLC Program. Altogether, the centers served 230 total students and 193 (84 percent) attended regularly. All of the students were identified as FRPL. The summer program had 166 total students. The center at Christiansted was destroyed by Hurricanes Irma and Maria with a loss in attendance being the main problem. The program was changed to a virtual environment when schools entered a lockdown due to the COVID-19 Pandemic, causing additional loss in attendance at all three centers. Parents were active as exhibited by their participation in Family activities. Communication with parents was done using personal contact via phone. In addition, Caribbean Centers for Boys and Girls VI maintained an online presence with social media platforms providing updates and advertisements of services. GPRA Data was reported for academic progress in mathematics and English. Of students identified as needing improvement, 60 percent improved in mathematics and 50 percent improved in English. Caribbean Centers for Boys and Girls VI has plans in place to continue the program if 21<sup>st</sup> CCLC grant funds are discontinued. The plans include obtaining funds from community organizations and corporations, local and state grant funding sources, and personal donations.



*Students displaying new garbage can messages for anti-liter campaign.*

***100% of students were identified as FRPL. (Data Gathering Form)***

***“Thank you for calling and checking in with my child to help with her school work.” (21<sup>st</sup> CCLC Parent)***

***“CCBGVI is a strong community and Nonprofit partner, we are proud to have them on the Consortium.” (St. Croix Foundation)***



**U.S. Virgin Islands Department of Education  
Eulalie Rivera Elementary School**



*Students working in container garden.*

**Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Eulalie Rivera Elementary School (SMARTPlus) had a total attendance of 74 students with 27 (42 percent) of them identified as regular attendees. The summer program had 64 total attendees and none of them were identified as regular attendees. The 21<sup>st</sup> CCLC Program included academic improvement activities for reading and mathematics utilizing the i-Ready Curriculum. Other activities included arts and crafts and gardening. All students received a daily snack.

Hurricanes Irma and Maria caused extensive damage to the school campus. The 2018-2019 school year resumed late and students attended a split session at another campus. The 21<sup>st</sup> CCLC Program was implemented as a before-school program from February-May of 2019. The school year was extended until late June of 2019 causing the summer 21<sup>st</sup> CCLC Program to have a delayed start. In addition, standardized testing was suspended for the school year. The 21<sup>st</sup> CCLC Program did not resume until October of 2019 due to restructuring of the school system due to the hurricanes.

The COVID-19 pandemic caused the 2019-2020 21<sup>st</sup> CCLC Program to end on March 15 since the Governor ordered a lockdown of all school campuses and associated programs.



Thus the 21<sup>st</sup> CCLC Program only operated from October, 2019 until March 15, 2020. The summer program was delivered as a virtual program using the distance learning model implemented by the school system.



*Students presenting a lesson on composting.*

### **Attendance**

Eulalie Rivera Elementary School had a total of 142 total attendees for the 2019-2020 21<sup>st</sup> CCLC Program. Of these attendees, 60 students or 42 percent of them were regular attendees. As seen in the table below, this was an increase of 68 students, a 92 percent increase in total students served.

21st CCLC Program – Attendance Data		U.S. Virgin Islands Department of Education – Eulalie Rivera Elementary School		
	2018-2019		2019-2020	
Attendees	Total	Regular*	Total	Regular*
Total Students	74	27	142	60
Male	38	15	72	33
Female	36	10	61	25
Ethnicity - All White Attendees	0	0	0	0
Ethnicity - All Hispanic/Latino Attendees	6	1	4	0

Ethnicity - All American Indian/Alaska Native Attendees	0	0	0	0
Ethnicity - All Black/African American Attendees	58	22	135	60
Asian/Pacific Islanders	0	0	0	0
Ethnicity - All Unknown Race Attendees	9	4	3	0
Special Needs - All Limited English Proficiency (LEP Attendees	0	0	0	0
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	74	27	142	60
Special Needs - All Other Special Needs Attendees	5	0	14	4
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>				

For 2019-2020, 135 students (95 percent) identified as Black/African American, four (three percent) of total attendees identified as Hispanic/Latino, and two (one percent) of total attendees identified as unknown race. All of the students were identified as Free and Reduced Priced Lunch. In addition to the school year, Eulalie Rivera Elementary School also held a summer program in both 2018-2019 and 2019-2020. In the summer of 2018, 38 students attended and 64 students attended in the summer of 2019. The Data Gathering Form stated that the gender numbers do not add to the total attendance due to data gathering errors.

### **Parent Involvement**

Eulalie Rivera Elementary School had the support of parents and the community for the SMARTPlus 21<sup>st</sup> CCLC Program. Community support was evident when a local church and housing complex allowed the Program to use their community centers during the 2018-2019 school year after the hurricane damage. Students attended the 21<sup>st</sup> CCLC Program during the morning and then the school district bused them to the school for the split scheduled time of 1:00 PM until 4:00 PM daily.

### **GPRA Measures**

GRPA Data was not available for the SMARTPlus 21<sup>st</sup> CCLC Program. The problems caused by the hurricanes of 2017 and the COVID-19 pandemic suspended school at times and standardized testing was not administered. The Program used iReady for Mathematics and English but testing was only done in the Fall of 2019. Because the COVID-19 pandemic suspended school in March of 2020, the Spring assessment was not given and progress could not be determined.

### **Success Stories**

Eulalie Rivera Elementary School reported that their greatest success with the 21<sup>st</sup> CCLC Program was adjusting to a before-school format that allowed parents to drop off students in the morning.

### **Summary**

The SMARTPlus 21<sup>st</sup> CCLC Program at Eulalie Rivera Elementary School continued despite problems caused by Hurricanes Irma and Maria in September, 2017 and the COVID-19 pandemic in 2020. Students were placed on a split schedule at a shared High School Campus. They attended school from 1:00 PM until 4:00 PM. The SMARTPlus Program was adjusted to provide services in the morning and students were bused from the Program to afternoon regular instruction at the High School Campus. The program served 142 students in 2019-2020 and all of them were identified as FRPL. GPRA Data was unavailable due to no testing once schools were closed in response to the COVID-19 Pandemic. Parents are involved in the program and community support helped house the program after the hurricanes damaged the campus. The 21<sup>st</sup> CCLC Program has planned for continuing the program if 21<sup>st</sup> CCLC grant funds are no longer available by utilizing local discretionary funds.



*Students working in school garden.*

***100% of students were identified as FRPL. (Data Gathering Form)***

***“I like when we exercised every day because I got a chance to stretch my body and stay fit for the 4 weeks.” (21<sup>st</sup> CCLC Summer Student)***

***“The increased enrollment for the 2019-2020 school year was a major accomplishment for the program administrators. The percentage of regular attendees increased to 46% and more boys than girls were enrolled.” (Data Gathering Form)***

**U.S. Virgin Islands Department of Education  
John H. Woodson Jr. High School**



*Students in homework and project class.*

**Overview**

John H. Woodson Jr. High School (Academic Warrior) had 129 total students in its 21<sup>st</sup> CCLC Program. Of the 129 students, 97 (75 percent) students were regular attendees. The Academic Warrior Program focused on reading comprehension deficits and mathematics needs. In addition, science was used as part of the reading classes. Other activities included robotics, band, dance, gardening, woodworking, poetry and inspirational painting. Parents attended events showcasing student activities and were regular classroom visitors.

Due to Hurricanes Irma and Maria, which devastated the U.S. Virgin Islands back to back in September of 2017, the campus at John H. Woodson Jr. High School was deemed unsafe. This caused the 21<sup>st</sup> CCLC Program implementation to be delayed until April of 2019. For the 2019-2020 school year, the 21<sup>st</sup> CCLC Program began in October of 2019. The delay in starting was due to hurricane damage or a change in leadership at John H. Woodson Jr. High School.



The COVID-19 pandemic caused the 21<sup>st</sup> CCLC Program to be suspended due to a Governor ordered lockdown of all school campuses and associated programs in March of 2020.



*Students building and programming robots.*

### **Attendance**

John H. Woodson Jr. High School had a total of 129 attendees for the 21<sup>st</sup> CCLC Program. Of these attendees, 97 (75%) were regular attendees.

<b>21<sup>st</sup> CCLC Program- Attendance Data</b>	<b>U.S. Virgin Islands Department of Education – John H. Woodson Jr. High School</b>	
<b>Attendees</b>	<b>Total</b>	<b>Regular*</b>
Total Students	129	97
Male	66	49
Female	63	48
Ethnicity - All White Attendees	1	1
Ethnicity - All Hispanic/Latino Attendees	38	29
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	90	67
Asian/Pacific Islanders	0	0
Ethnicity - All Unknown Race Attendees	0	0
Special Needs - All Limited English Proficiency (LEP Attendees)	15	15

Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	129	97
Special Needs - All Other Special Needs Attendees	15	15
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

Of total attendees, 90 students (70 percent) identified as Black/African American, 38 (29 percent) of total attendees identified as Hispanic/Latino, and 1 (1 percent) of total attendees identified as White. All of the students were identified as Free and Reduced Priced Lunch.

### **Parent Involvement**

The Academic Warriors Program held two parent meetings in the months of April, 2019 to July, 2019. For 2019-2020, parents visited classrooms from November, 2019 to March of 2020..

### **GPRA Measures**

GRPA Data was provided on all secondary GPRA Measures. Elementary data was not used due to the fact that the HELIPOLIS Program is for Jr. High School Students.

21 <sup>st</sup> CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – John H. Woodson Jr. High School		
GPRA Measure	Students Needing Improvement	Students Who Improved	Percentage Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	na	na	na
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	97	82	85%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	97	82	85%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	na	na	na
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	97	79	81%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	97	79	81%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	na	na	na
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	97	0	0%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na

10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	97	58	60%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	97	58	60%
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.	97	90	93%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	97	90	93%

For GPRA Measure 2, *The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring*, 97 students were identified as needing improvement and 82 students or 85 percent 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*, 97 students were identified as needing improvement and 79 students or 81 percent 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*, 97 students were identified as needing improvement and 0 students or 0 percent exhibited improvement. For GPRA Measure 8, the Data Gathering Form added this statement regarding improvement, *“Due to the level of student deficits in both reading and math, this category is statistically impossible for the program to meet. The student deficits were too far from “proficient” to make up in this short time period.”*

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*, 97 students were identified as needing improvement and 58 students or 60 percent exhibited improvement.

For GPRA Measure 13, *The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior*, 97 students were identified as needing improvement and 90 students or 93 percent exhibited improvement. John H. Woodson Jr. High School reported that GPRA Measure 13 improvement received the most compliments by parents and teachers.

### **Success Stories**

When John H. Woodson Jr. High School closed in March of 2020 due to the pandemic, teachers asked the 21<sup>st</sup> CCLC Reading Coach for assistance in teaching reading online. The



Data Gathering Form stated that due to the efforts of teachers in following the afterschool reading methods, students' reading comprehension did not drop.

### **Summary**

After Hurricanes Irma and Maria in September, 2017, the John H. Woodson Jr. High School campus was deemed unsafe, causing a delay in starting the 21<sup>st</sup> CCLC Program. For 2019-2020, the 21<sup>st</sup> CCLC Program (called the Academic Warriors) started anew in October of 2019. Total attendance for 2019-2020 was 129 and 97 students (75 percent) were regular attendees. All students were identified as FRPL.

GPRA Data showed in improvement for all the secondary students identified as needing improvement. Of the identified students, 85 percent improved in mathematics and 81 percent improved in English. Improvement in Proficiency data was not reported. For 2019-2020 parents attended events showcasing student activities and were regular classroom visitors. John H. Woodson Jr. High School has no plans to continue the 21<sup>st</sup> CCLC Program if 21<sup>st</sup> CCLC grant funds are no longer available.



*Students in band program.*

***"I can tell you that those students are able this year to understand procedures and use the strategies used last year this year. They are doing so much better!" (John H. Woodson teacher)***

***"93% of students needing improvement improved their behavior." (Data Gathering Form)***

***“85% of students needing improvement in mathematics improved.” (Data Gathering Form)***

***“81% of students needing improvement in English improved.” (Data Gathering Form)***

**U.S. Virgin Islands Department of Education  
Maphairian Inc.**



*Students learning about Fire Services.*

**Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Mapharian Inc. (The Phathem Achievement Program) had a total attendance of 20 students with 11 (55 percent) of them identified as regular attendees. All students identified as FRPL. Mapharian Inc. stated, *"The Phathem Achievement Program of Maphairian Inc., is intended to provide academic and extracurricular services to students through tutoring, mentoring, and other enrichment activities."*

Hurricanes Irma and Maria caused severe damage to two locations where 21<sup>st</sup> CCLC Programs operated, requiring over a year for repairs to be completed. In addition, students relocated out of the Mapharian Inc. area. Both these issues impacted the attendance rate negatively.

Due to the COVID-19 pandemic, the Phathem Achievement Program could not operate as planned. Changing to a virtual environment was not anticipated and computing equipment and additional services had to be obtained.



*Students working with teacher.*

### **Attendance**

Mapharian Inc. had a total of 20 total attendees for the 2019-2020 21<sup>st</sup> CCLC Program with 11 students (55 percent) identified as regular attendees.

<b>21<sup>st</sup> CCLC Program- Attendance Data</b>	<b>U.S. Virgin Islands Department of Education – Mapharian Inc.</b>	
Attendees	Total	Regular*
Total Students	20	11
Male	9	4
Female	11	7
Ethnicity - All White Attendees	0	0
Ethnicity - All Hispanic/Latino Attendees	4	0
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	16	11
Asian/Pacific Islanders	0	0
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	20	11
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>		

For 2019-2020, 16 students (80 percent) identified as Black/African American, and 4 students (20 percent) of total attendees identified as Hispanic/Latino. All attendees were identified as Free and Reduced Priced Lunch.

### **Parent Involvement**

Parents and members of the community came to the 21<sup>st</sup> CCLC Centers and provided storytelling and career path sessions. Parents also came to the Centers to observe.

### **GPRA Measures**

GPRA Data was provided on all elementary GPRA Measures.

21 <sup>st</sup> CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – Yvonne Milliner-Bowsky Elementary School		
GPRA Measure	Students Needing Improvement	Students Who Improved	Percentage Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	11	7	64%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	<i>na</i>	<i>na</i>	<i>na</i>
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	11	7	64%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	11	9	82%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	<i>na</i>	<i>na</i>	<i>na</i>
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	11	9	82%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	9	7	78%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	<i>na</i>	<i>na</i>	<i>na</i>
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	11	11	100%
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>	<i>na</i>	<i>na</i>
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	11	11	100%

12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	6	5	83%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	6	5	83%

For GPRA Measure 1, *The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring*, 11 students were identified as needing improvement and 7 students or 64 percent exhibited improvement.

For GPRA Measure 4, *The number of elementary 21st Century regular program participants who improved in English from fall to spring*, 11 students were identified as needing improvement and 9 students or 82 percent 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*, 9 students were identified as needing improvement and 7 students or 78 percent exhibited improvement.

For GPRA Measure 9, *The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation*, 11 students were identified as needing improvement and 11 students or 100 percent exhibited improvement.

For GPRA Measure 12, *The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior*, 6 students were identified as needing improvement and 5 students or 83 percent exhibited improvement.

### **Success Stories**

Mapharian Inc. reported a success story for a particular family with three children, each of whom had a different need. The 21<sup>st</sup> CCLC Program staff developed individualized instruction to help each of the students succeed. Mapharian Inc. stated, *“We believe the success story for this family is a perfect example for other families having multiple children. Each child struggles in different areas, and the teachers and administrators work together to find ways to reaching each student and meeting their individual needs.”*

### **Summary**

The 21<sup>st</sup> CCLC Program at Mapharian Inc. planned to operate three Centers. The Program was based on providing academic and extracurricular activities to students through tutoring, mentoring and enrichment. The program served 20 students in 2019-2020 and all of them were identified as FRPL. GPRA data indicated improvements in both English (82 percent) and mathematics (64 percent). In addition, 78 percent of students not



proficient in reading attained proficiency. Parents and community members helped the program by volunteering to do storytelling and career path sessions. Plans are in place to continue the 21<sup>st</sup> CCLC Program if grant funds are no longer available by fund raising, applying for other grants, and strengthening partnerships.



*Students working on project with teacher.*

***100% of students were identified as FRPL. (Data Gathering Form)***

***100% of identified students improved in homework completion and class participation. (Data Gathering Form)***

***“My kids want to go to after-school more than they want to go to school.”  
(21<sup>st</sup> CCLC Parent)***

***“I love Ms. Christopher, she is like my grandma even though she is my teacher.” (21<sup>st</sup> CCLC Student)***



**U.S. Virgin Islands Department of Education  
Methodist Church -St. Thomas/St. John Circuit, Inc.**



*Students working on granola bar project.*

**Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Methodist Church -St. Thomas/St. John Circuit, Inc. served students at Wesley Methodist Educational Complex and Christchurch Methodist Education and Outreach Services. The 21<sup>st</sup> CCLC Program had a total attendance of 15 students, none of whom were regular attendees. The Summer of 2019 Program had 97 total attendees. The Program reported that neither of the two sites operated long enough to meet the regular attendance requirement of 30 days. A variety of project-based activities and field trips were offered as well as activities that assisted students in meeting grade level subject matter deficiencies.

The Wesley Methodist Chapel was damaged by Hurricanes Irma and Maria in September 2017 and it took two years and four months to rebuild the Chapel. Not having the Chapel available reduced the space available for the 21<sup>st</sup> CCLC Program. When stay-at-home closures were issued in March, 2020 the Program closed after two weeks of operation. The program did not resume due to the lack of a site coordinator at the Christchurch Methodist Education and Outreach Services.



*Students preparing for egg drop challenge.*

### **Attendance**

Methodist Church -St. Thomas/St. John Circuit, Inc. had a total of 15 total attendees for the 2019-2020 21<sup>st</sup> CCLC Program. There were no regular attendees and all 15 students were identified as FRPL. IN addition, 97 students attended the Summer of 2019 Program.

<b>21<sup>st</sup> CCLC Program – Attendance Data</b>	<b>U.S. Virgin Islands Department of Education – Methodist Church -St. Thomas/St. John Circuit, Inc.</b>	
	<b>Total</b>	<b>Regular*</b>
Attendees		
Total Students	15	0
Male	8	0
Female	7	0
Ethnicity - All White Attendees	0	0
Ethnicity - All Hispanic/Latino Attendees	2	0
Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	13	0
Asian/Pacific Islanders	0	0
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	15	15
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>		

Of total attendees, 13 students (87 percent) identified as Black/African American and two (13 percent) of total attendees identified as Hispanic/Latino. All of the students were identified as Free and Reduced Priced Lunch. Methodist Church -St. Thomas/St. John Circuit, Inc. reported:

*The Summer Programs ran 4 and 5 weeks at Wesley Methodist Education Complex (July 7 to August 2, 2019) and Christchurch Methodist Education & Outreach Services (July 1 to August 2, 2019) sites, respectively. Neither program operated long enough to meet the attendance 30-day threshold. (Data Gathering Form)*

### **Parent Involvement**

Parents volunteered in various ways. Parents served as chaperones and made presentations. Other community members helped with activities and presentations as well as field trips. For example, *“one grandparent made a cultural presentation on the role and types of drums in the African culture” (Data Gathering Form).*

### **GPRA Measures**

GRPA data were not provided. Methodist Church -St. Thomas/St. John Circuit, Inc. reported that they were not available due to the loss of operation time and the interruption caused by the COVID-19 Pandemic.

### **Success Stories**

Success stories for the Methodist Church -St. Thomas/St. John Circuit, Inc. 21<sup>st</sup> CCLC Program included good communication between parents and staff. In addition, the no fee for attending was listed as a success story.

### **Summary**

The success of the 21<sup>st</sup> CCLC Program for the Methodist Church -St. Thomas/St. John Circuit, Inc. was one of survival. Hurricanes Irma and Maria in September, 2017 destroyed the Wesley Methodist Chapel and this restricted the number of students who could attend. The Chapel was not rebuilt until the Fall of 2020. The COVID-19 Pandemic closed all schools in March of 2020 and this resulted in no test scores being available for GPRA Measures reporting. Despite these setbacks, Methodist Church -St. Thomas/St. John

Circuit, Inc. was able to serve 15 students during the 2019-2020 school year and 97 students in the summer of 2019. The program was not able to operate the 30 days required to obtain any regular attendees. Parents volunteer as chaperones and provide some activity support along with other members of the community. Sustainability plans are in place.

*Partnerships have been formed with the University of the Virgin Islands Cooperative Extension Services, the Virgin Islands Next Generation Network, Community Foundation of the VI Angels program, Economic Development Commission companies and other agencies to provide support services and funding—funding being the most challenging. Applications are being submitted to entities who post Request for Proposals for grant funding which match the funding needs of the program. At the time 21 CCLC funds are no longer available, the plan is to institute a registration fee structure. As we anticipate another 2 years before funding will start to decrease, we are in the process of developing a funding raising strategy to include a video, a full-color brochure of program highlights and aspirations for the continued growth of the program. Many of the businesses and organizations on island, as well as select ones off-island, will be approached to support the endeavor. Those entities who are ready or pledge to be a partner will be invited to an event to sign off on the partnership. (Data Gathering Form)*



*Students participating in egg drop challenge.*

***““Why do we have stop?” (21<sup>st</sup> CCLC Student when told the Summer Program was about to end.)***



**U.S. Virgin Islands Department of Education  
Yvonne Milliner-Bowsky Elementary School**



*Students working on academics.*

**Overview**

For 2019-2020, the 21<sup>st</sup> CCLC Program at Yvonne Milliner-Bowsky Elementary School provided afterschool services for students in kindergarten through fifth grade. The Program had a total attendance of 99 students with all of them identified as regular attendees. Students identified as FRPL totaled 98 (99 percent). The summer program had 91 total attendees and none of them were identified as regular attendees. The data collection form reported, *“Our intent is to bridge the learning gap of our students who were affected by Hurricanes Irma and Maria and COVID-19. In addition, our goal is also to enhance student’s skills in Reading and Mathematics.”* The 21<sup>st</sup> CCLC Program targeted specific reading and mathematics skills utilizing the i-Ready platform and also included extracurricular activities including arts and craft, dance, drama, yoga, pantomime, hand bells and singing.

Yvonne Milliner-Bowsky Elementary School suffered structural damage from Hurricanes Irma and Maria. Repairing the damage caused the 2018-19 school year to begin a month and a half late.

The COVID-19 pandemic caused the 2019-2020 21<sup>st</sup> CCLC Program to be discontinued in March of 2020 when the Governor ordered a lockdown of all school campuses and associated programs. The summer program was delivered from June 22, 2020 until July 17, 2020 using virtual instruction.



*Students using i-Ready Program.*

### **Attendance**

Yvonne Milliner-Bowsky Elementary School had a total of 99 total attendees for the 2019-2020 21<sup>st</sup> CCLC Program. All of the attendees were identified as regular attendees.

<b>21<sup>st</sup> CCLC Program- Attendance Data</b>		<b>U.S. Virgin Islands Department of Education – Yvonne Milliner-Bowsky Elementary School</b>	
<b>Attendees</b>	<b>Total</b>	<b>Regular*</b>	
Total Students	99	99	
Male	53	53	
Female	46	46	
Ethnicity - All White Attendees	1	1	
Ethnicity - All Hispanic/Latino Attendees	18	18	

Ethnicity - All American Indian/Alaska Native Attendees	0	0
Ethnicity - All Black/African American Attendees	78	78
Asian/Pacific Islanders	2	2
Ethnicity - All Unknown Race Attendees	0	0
Special Needs - All Limited English Proficiency (LEP Attendees	30	30
Special Needs - All Free and Reduced Price Lunch (FRPL) Attendees	98	98
Special Needs - All Other Special Needs Attendees	7	7
<i>*Regular attendees are defined as students who attended the program for 30 or more days.</i>		

For 2019-2020, 78 students (79 percent) identified as Black/African American, 18 (18 percent) of total attendees identified as Hispanic, 2 students (2 percent) identified as Asian/Pacific Islander, and 1 student (1 percent) identified as White. 98 students (99 percent) were identified as Free and Reduced Priced Lunch. In addition to the school year, Yvonne Milliner-Bowsky Elementary School also held a summer program in 2020 utilizing a virtual program. In the summer of 2020, 91 students attended.

### **Parent Involvement**

Yvonne Milliner-Bowsky Elementary School began its 21<sup>st</sup> CCLC Program with a parent meeting that presented the focus and expectations of the Program. Parents were contacted via phone to update them on program changes. In addition, parents were called for student attendance or behavior problems. An end-of-year program was held for which parents were invited. Community members were considered an instrumental part of the 21<sup>st</sup> CCLC Program. They provided field trips and other activities.

### **GPRA Measures**

GRPA Data was provided on all elementary GPRA Measures. Secondary data was not reported due to the fact that the Yvonne Milliner-Bowsky Elementary School Program is for students in grades K-5.

21 <sup>st</sup> CCLC Program – GPRA Data	U.S. Virgin Islands Department of Education – Yvonne Milliner-Bowsky Elementary School		
GPRA Measure	Students Needing Improvement	Students Who Improved	Percentage Improvement
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	80	52	65%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	na	na	na

3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	80	52	65%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	81	60	74%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	na	na	na
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	81	60	74%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	77	31	40%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	na	na	na
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	99	3	3%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na	na	na
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	99	3	3%
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	99	2	2%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	na	na	na
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	99	2	2%

For GPRA Measure 1, *The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring*, 80 students were identified as needing improvement and 52 students or 65 percent exhibited improvement.

For GPRA Measure 4, *The number of elementary 21st Century regular program participants who improved in English from fall to spring*, 81 students were identified as needing improvement and 60 students or 74 percent 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*, 77 students were identified as needing improvement and 31 students or 40 percent exhibited improvement.

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



*participation, 99 students were identified as needing improvement and 3 students or 3 percent exhibited improvement.*

For GPRA Measure 12, *The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior*, 99 students were identified as needing improvement and 2 students or 2 percent exhibited improvement.

### **Success Stories**

Yvonne Milliner-Bowsky Elementary School reported five success stories (*Data Gathering Form*).

1. *Our parents are very pleased with the Marlins 21<sup>st</sup> CCLC program.*
2. *The presenters at all of our fieldtrips were very impressed with the behavior of our students.*
3. *It is evident that the knowledge gained on the field trips are used in the classroom.*
4. *The i-Ready data shows tremendous gains in Reading and Math.*
5. *The attendance was above average.*

### **Summary**

The 21<sup>st</sup> CCLC Program at Yvonne Milliner-Bowsky Elementary School officially began on July 1, 2019. The program focused on reading and mathematics skills. In addition, enrichment activities were conducted including field trips to Annaberg Ruins Sugar Plantation, the Fort Christian Museum, and Coral World Underwater Park. The COVID-19 pandemic resulted in schools being closed in March of 2020. The program served 99 students in 2019-2020 and 98 of them were identified as FRPL. GPRA data indicated improvements in both English (74%) and mathematics (65%). In addition, 40% of students not proficient in reading attained proficiency. Parents were contacted through phone calls and community support were considered instrumental in supporting students on field trips. Plans are in place to continue the 21<sup>st</sup> CCLC Program if grant funds are no longer available by utilizing District resources.



*Parents and students at end-of-year program.*

***99% of students were identified as FRPL. (Data Gathering Form)***

***“I liked the fact that when my child comes home her homework is done and checked. I also like the fact that my child is in a safe environment after school.” (21<sup>st</sup> CCLC Parent)***

***“I am pleased with your students’ behavior and enthusiasm to learn about the animals.” (Employee of Coral World)***

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