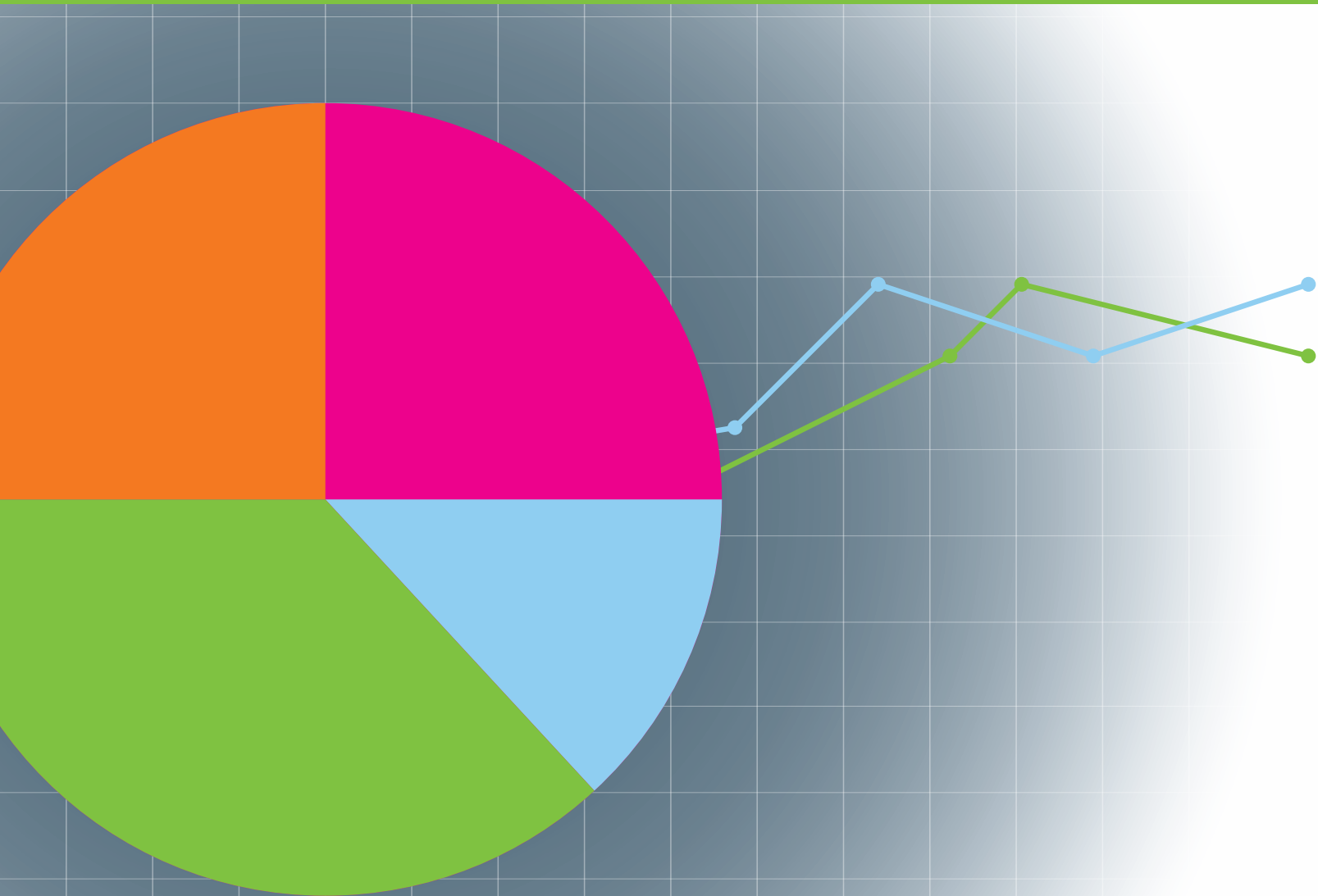


21st Century Community Learning Centers

A Descriptive Evaluation for 2013-2014





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21st Century Community Learning Centers

A Descriptive Evaluation for 2013-2014

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This research study was reviewed and approved by the West Virginia Department of Education Institutional Review Board (WVDE-IRB-CIS-002). Should you desire additional details about this study's approval status, you may contact the WVDE IRB chairperson, Patricia Cahape Hammer (phammer@k12.wv.us).

Executive Summary

This evaluation study provides descriptive information about the implementation and outcomes of the 21st Century Community Learning Centers (CCLC) program in West Virginia, from September 2013 through May 2014.

Method of study. The report draws on information from online surveys of directors of 27 CCLC programs and from school teachers for 2,117 of the 11,432 participating students.

Findings. Most participating students were in the elementary grades. The mean number of days students attended ranged from about 9 to 93 days, depending on the program. Teachers perceived the greatest improvements in participating students' behaviors related to completing homework to teachers' satisfaction, participating in class, turning in homework on time, and being attentive in class. Regarding CCLC program volunteers, the largest sources were K-12 and higher education service learning programs. The groups with which program directors reported the greatest level of success were local clubs, AmeriCorps, and local businesses. Regarding work with partners, the most frequent types of support received were program resources, joint planning, and programming. With the exception of a few activities, 80% or more of program directors who had engaged in the various partnership activities considered them to be effective. Regarding professional development, the topics best attended by program directors were programming, staff development, family involvement, integrating afterschool with the regular school day, STEM/STEAM, and federal/state requirements. As for parent and community involvement, two thirds reported being well below target goals or having no success at all. Program directors reported offering more than 400 substance abuse prevention activities, involving more than 5,700 students and nearly 700 adults. Less than a third of directors reported that the continuous improvement process for after school (CIPAS) was very helpful; however, a strong majority (61.5%) of program directors indicated that WVDE monitoring visits were very helpful.

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

Recommendations. The following recommendations are based primarily on our analysis of what program directors themselves thought would improve the program.

- Provide more opportunities for networking among program staff to encourage the sharing of best practices.
- Make reasonable efforts to reduce the reporting burden and other compliance-related tasks in order to reserve time for program implementation. Balance any reduction in such requirements with the need to keep grantees accountable and focused on improving program delivery.

- Revamp state evaluation reporting systems and online databases to be less cumbersome and more user friendly, and provide more training in how to use them.
- Focus more professional development on programming and staff development.
- Provide additional technical assistance to support programming and federal/state requirements
- Provide more information resources on programming and program sustainability.

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Introduction

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

1. provide opportunities for academic enrichment, including providing tutorial services to help students—particularly students who attend low-performing schools—to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development.

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

WVDE makes competitive local grants based on available federal funding to eligible organizations to support the implementation of community learning centers that will aid student learning and development. Eligible applicants are public and private agencies, city and county governmental agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

The purpose of this evaluation study is to provide descriptive information about the implementation and outcomes of the CCLC program in West Virginia, during the period from September 2013 through May 2014.

Evaluation Questions

This evaluation study addresses several broad evaluation questions:

- EQ1 *Student participation.* Which students were referred to CCLC, for what reasons, at what levels of participation, and to what effect?
- EQ2 *Volunteers and partnerships.* How did programs operate with regard to volunteers, partnerships, and information sharing?
- EQ3 *Professional development and technical assistance.* How well did professional development and technical assistance support CCLC programs, which formats are preferred, and what topics are most needed?

- EQ4 *Parent and community involvement.* What was the level of success in involving parents and community members?
- EQ5 *Substance abuse prevention.* What was the level of involvement in substance abuse prevention activities?
- EQ6 *Improvement and accountability processes.* How helpful to CCLC programs were improvement and accountability processes?
- EQ7 *Successes, challenges, and recommendations.* What do program directors view as their major successes, challenges, and recommendations for the future of the program?

Methods

Participant Characteristics and Sampling Procedures

Twenty-seven CCLC programs, some with multiple centers, were funded for the 2013-2014 school year. This report draws on information from directors of those programs, and school teachers of students who participated in the CCLC program for at least 30 days. Federal criteria require that states make awards to applicants that will primarily serve students that attend schools with a high concentration of low-income students, giving priority to applicants serving children in high-priority schools. All 27 CCLC program directors were included in the study, as were all teachers of students served by the program.

Measures

In 2014 the teacher and program director questionnaires were again posted online. The online teacher questionnaire was adapted from an instrument we used in previous years, which was originally developed by Edvantia, a research and evaluation corporation, which was located in Charleston, WV (see Appendix A. Teacher Questionnaire, page 19). This was the third year of use for the most recent version of the program director survey instrument, which underwent a substantial revision in 2012 (see Appendix B. Program Director Questionnaire, page 21). Student grade levels were determined by matching lists of students provided by each of the CCLC programs with their records in the West Virginia Education Information System (WVEIS); these same lists also provided days of attendance for each student.

Research Design

Program directors received an e-mail message from the WVDE Office of Research in spring of 2014, requesting directors' participation in recruiting teachers to respond to the online teacher survey, which collected data about students in their classes who were enrolled in a CCLC program. The e-mail message included a link to the survey instrument, which program directors were asked to forward to all teachers in the school(s) served by their program. CCLC staff sent multiple reminders to program directors, who in turn monitored teacher responses.

In addition, program directors were asked to fill out the online program director survey questionnaire in spring of 2014. Teachers and program directors completed the surveys at the end of the 2013-2014 school year.

Lastly, in a separate e-mail communication from CCLC, program directors were asked to submit to the Office of Research a list of WVEIS IDs for students who had participated in the CCLC program, including attendance for each student.

A series of analyses were run using descriptive statistics based on the participants' responses.

Results

Approximately 11,432 students were served by the West Virginia 21st Century Community Learning Centers (CCLC) program. We received 2,118 teacher survey responses, which were used for all analyses in response to EQ1 except for determining grade level

We received responses from all 27 program directors who were contacted for the program director survey and all 27 program directors responded to the request for information about student attendance

Based on data from the two surveys, we report the following results for each evaluation question.

EQ1. Student Participation

Which students (i.e., what grade levels) were referred to CCLC, for what reasons, at what levels of participation, and to what effect?

Most student participants—1,609 of 2,118 or 74.5%—were in elementary school (Grades kindergarten through 5). An additional 361 students or 18.1% were in middle school (Grades 6–8), and 148 or 7.4% were in high school (Grades 9–12) in 2013-2014 (Figure 1).

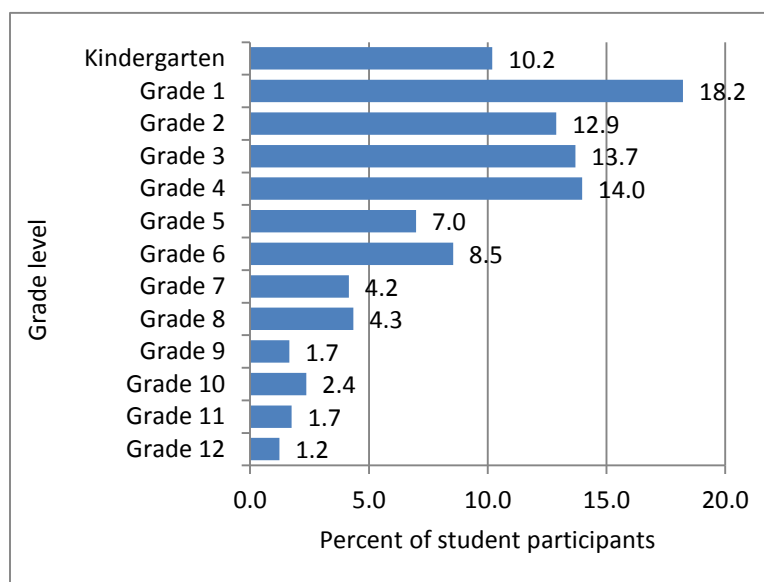


Figure 1. *Percentage of Student Participation by Grade Level*
About three quarters of the 2,118 students about whom teachers reported were in elementary school grades.

Data source: 2014 CCLC teacher survey, May–June 2014.

Reasons for referral

The teacher survey provided nine response choices to identify reasons for referring students to CCLC. Teachers were allowed to choose all applicable reasons for each student. Figure 2 shows the referral results presented as a percentage of all students for whom we received reports. The top three reasons for a teacher to refer a student were to provide

- academic support (tutoring, remediation);
- academic enrichment; and
- individual attention.

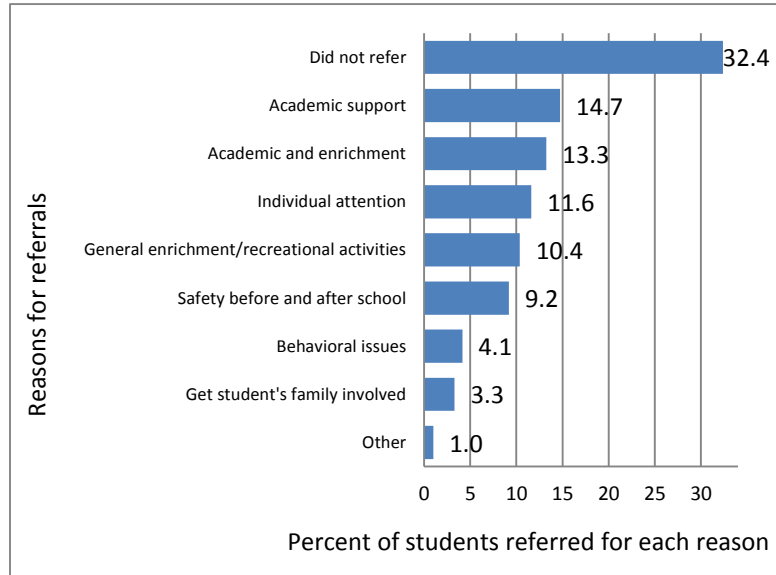


Figure 2. Percentage of Students Referred to CCLC by Reason for Referral

Data source: 2014 CCLC teacher survey, May–June 2014.

Additionally, 32.4% of respondents indicated they did not refer the student.

Student behaviors that need improvement

Teachers also rated students in terms of their need for improvement on 10 selected behaviors. Teachers were invited to select all behaviors relevant to each student. Figure 3 illustrates the percentage of all CCLC-enrolled students for whom we had reports that needed improvement in each behavior. The top five behaviors teachers indicated students needed improvement were (in descending order)

- completing homework to teachers' satisfaction;
- overall academic performance;
- being attentive in class;
- turning in homework on time; and
- volunteering.

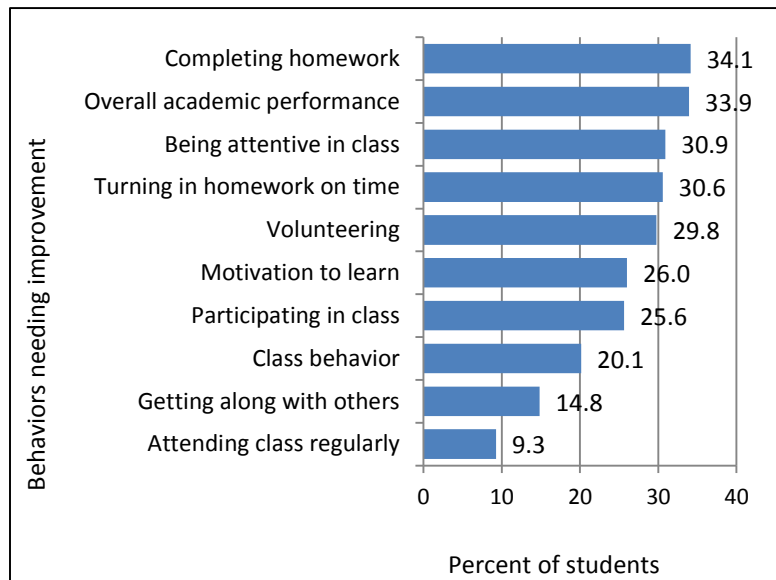


Figure 3. Percentage of CCLC Students by Behaviors Needing Improvement

Data source: 2014 CCLC teacher survey, May–June 2014.

Changes in behavior

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

Figure 4 displays the percentage of students teachers thought had improved, stayed the same, or worsened for each of the rated behaviors. Very few students were rated by their teachers as having grown worse in their behaviors. Behaviors for which students were rated as having a higher percentage of moderate or significant improvement and a lower percentage of no change were (in descending order)

- completing homework to teachers' satisfaction;
- participating in class;
- turning in homework on time;
- being attentive in class; and
- behaving well in class.

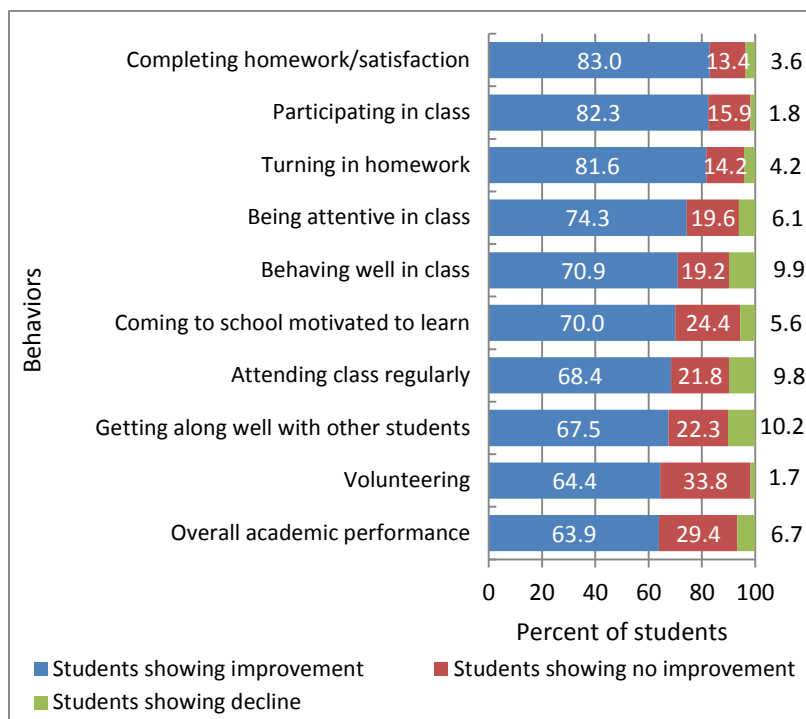


Figure 4. Percent of Students That Teachers Assessed as Showing Behavior Improvement, No Improvement, or Decline

Data source: 2014 CCLC teacher survey, May–June 2014.

Levels of participation (dose strength)

All 27 program directors reported the total number of days individual student participants attended each CCLC program (i.e., *dose strength*). Based on these data, we calculated the average number of days attended per student for each program (see Table 1). Averages ranged from 9.0 days at the Nicholas County Schools program to 92.8 days at the Bob Burdette Center, Inc. (Kanawha County).

Table 1. Program Attendance Dose Strength (Days per Student)

CCLC programs	County(ies)	Number of students	Total number of days	Average number of days	Standard deviation in days
Total		11,432	364,821	31.9	33.9
Anchor Program/Ohio County Schools	Ohio	210	8,063	38.4	30.9
Bob Burdette Center, Inc.	Kanawha	237	21,995	92.8	50.4
Boone County Schools	Boone	98	1,194	12.2	10.6
Boys & Girls Club of the Eastern Panhandle	Berkeley	227	7,390	32.6	36.4
Cabell County Schools	Cabell	179	9,005	50.3	35.9
Calhoun County Schools	Calhoun	312	5,205	16.7	16.1
Clay Center	Boone	187	6,605	35.3	30.4
Human Resource Development Foundation	Kanawha	75	1,187	15.8	7.1
Lincoln County Schools	Lincoln	789	19,930	25.3	16.5
Marion County Schools	Marian	231	18,248	79.0	40.6
McDowell County Schools	McDowell	731	19,563	26.8	22.6
Monongalia County Schools	Monongalia	409	19,229	47.0	45.7
Mountaineer Boys and Girls Club	Monongalia	107	3,899	36.4	41.3
New River Health	Fayette	148	3,359	22.7	15.3
Nicholas County Schools	Nicholas	224	2,009	9.0	11.4
Partnership of African American Churches	Kanawha	190	8,931	47.0	45.5
PATCH	Jackson, Mason, Roane	1,514	22,812	15.1	17.0
Preston County Schools	Preston	266	10,305	38.7	24.9
RESA 1	Raleigh/Summers	127	2,531	19.9	19.5
RESA 2	Mingo	100	1,329	13.3	13.5
RESA 4	Braxton, Fayette, Nicholas, Pocahontas, Webster	1,061	14,989	14.1	15.8
RESA 7	Barbour, Harrison, Lewis, Preston, Taylor	457	14,888	32.6	24.0
Ritchie County Schools	Ritchie	633	20,045	31.7	25.8
Salvation Army Boys and Girls Club	Kanawha	139	11,374	81.8	30.3
Step-by-Step	Kanawha, Lincoln, Logan	227	11,939	52.6	24.8
Wayne County Schools/Playmates	Wayne	2,443	90,424	37.0	38.9
World Vision	Barbour	111	8,373	75.4	25.0

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

EQ2. Volunteers and Partnerships

How did programs operate, in terms of volunteers, partnerships, and information sharing?

Volunteer use

Based on reports from program directors, volunteers were recruited from several sources as shown in Table 2. In sheer numbers, K-12 service learning programs were the largest source of volunteers (n = 429), followed by higher education service learning programs (n = 375), and parents (n = 345; see Appendix C, Table A 1, page 27, for a breakdown by program). Over 80% of program directors reported being very successful in working with, in descending order, local clubs, AmeriCorps, local businesses, “other”, and higher education students in service learning programs. More mixed results were experienced in working with senior corps and parent volunteers. Notably, less than half of program directors reported having volunteers from AmeriCorps, faith-based organizations, local clubs, senior corps, or “other” sources.

Table 2. Sources of Volunteers Used by the 21st Century Community Learning Centers Programs and Level of Reported Success for Each (2013-2014)

Source of volunteers	Number of volunteers	Programs that used this source		Program directors' reported level of success in working with each source of volunteers					
				Not successful		Moderately successful		Very successful	
				N	%	N	%	N	%
Total	1,859								
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	115	7	25.9	0	0.0	1	14.3	6	85.7
Community organizations	126	18	66.7	1	5.6	5	27.8	12	66.7
Faculty members	137	19	70.4	0	0.0	5	26.3	14	73.7
Faith-based organizations	49	13	48.1	1	7.7	2	15.4	10	76.9
Local businesses	209	14	51.9	1	7.1	1	7.1	12	85.7
Local clubs (e.g. Kiwanis, Lions)	25	10	37.0	1	10.0	0	0.0	9	90.0
Parents	345	22	81.5	2	9.1	13	59.1	7	31.8
Senior corps (retired and senior volunteers, Foster Grandparent Program)	33	11	40.7	2	18.2	3	27.3	6	54.5
Service learning (higher education students)	375	16	59.3	1	6.3	2	12.5	13	81.3
Service learning (K-12 students)	429	16	59.3	1	6.3	4	25.0	11	68.8
Other	16	6	22.2	0	0.0	1	16.7	5	83.3

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 28). Those looking for information about working with volunteers may benefit from reading through the full set of comments.

Partnerships

Based on reports from program directors, programs engaged in a variety of activities with partners. The three most frequently cited types of activity or support were, in descending order, providing program resources, joint planning, and programming (see Appendix C, Table A 2, page 35, for a breakdown by program). All 27 program directors reported engaging in program resource activities/supports with their partners. With the exception of a couple of activities, 80% or more of program directors who had engaged in the various partnership activities considered them to be effective. The two exceptions, which showed slightly more mixed results were partnerships engaged in programming and evaluation activities, with about a quarter to a third of program directors (respectively) indicating them to be only somewhat effective (see Table 3).

Table 3. Type of Partnership Activity/Support Engaged in by the 21st Century Community Learning Centers Programs and Level of Reported Success for Each (2013-2014)

Type of partnership activity/support	Number of partnerships	Participated in this activity/support		Program directors' reported level of effectiveness of partner activities/support					
				Not effective		Somewhat effective		Effective	
		N	%	N	%	N	%	N	%
Total	899								
Evaluation	71	22	81.5	0	0.0	8	36.4	14	63.6
Funding	81	23	85.2	0	0.0	3	13.0	20	87.0
Joint Planning	187	22	81.5	0	0.0	3	13.6	19	86.4
Management	75	16	59.3	0	0.0	2	12.5	14	87.5
Programming	149	23	85.2	0	0.0	6	26.1	17	73.9
Resources	227	27	100.0	0	0.0	3	11.1	24	88.9
Training	78	23	85.2	0	0.0	4	17.4	19	82.6
Other	31	5	18.5	1	20.0	0	0.0	4	80.0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 36).

Information sharing with partners

Based on reports from program directors, programs engaged in a variety of information sharing with partners. The four most frequent topics of information sharing were, in descending order, resources, cosponsoring one-time events, programming, and joint planning (see Appendix C, Table A 3, page 50 for a breakdown by program). With two exceptions, more than 80% of program director who reported engaging in an information sharing topic with their partners, indicated that it had been effective (see Table 4). The two exceptions were training and evaluation, which 69.2% and 73.3% of program directors reported as effective.

Program directors provided individual explanations for their success or lack of success in information sharing with partners on the various topics (see Appendix C, page 51).

Table 4. Type of Partnership Activity/Support Engaged in by the 21st Century Community Learning Centers Programs and Level of Reported Success for Each (2013-2014)

Type of partnership information sharing	Number of partnerships	Participated in information sharing on this topic		Program directors' reported overall level of effectiveness of partner information sharing					
				Not effective		Somewhat effective		Effective	
		N	%	N	%	N	%	N	%
Total	511								
Co-sponsor one-time events	90	16	64.0	0	0.0	3	18.8	13	81.3
Evaluation	39	15	60.0	0	0.0	4	26.7	11	73.3
Funding	37	15	60.0	0	0.0	1	6.7	14	93.3
Joint Planning	72	20	80.0	0	0.0	3	15.0	17	85.0
Management	30	11	44.0	0	0.0	1	9.1	10	90.9
Programming	78	17	68.0	1	5.9	0	0.0	16	94.1
Resources	116	18	72.0	0	0.0	3	16.7	15	83.3
Training	31	13	52.0	0	0.0	4	30.8	9	69.2
Other	18	3	12.0	0	0.0	0	0.0	3	100.0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ3. Professional Development and Technical Assistance

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

Quality of professional development received and future needs

Program directors were asked to reflect on the professional development they had received since July 1, 2013, and to indicate for a variety of topics the level of quality on a 5-point scale ranging from 1 (*Low*) to 5 (*High*), with a midpoint of 3 (*Moderate*). They were given the option to select *Not applicable* in cases where they had not attended training on a particular topic. Eight of 25 program directors that responded to this part of the survey attended professional development on all topics listed (see Appendix C, Table A 4, page 62 for a breakdown by program and comments). The topics that had the highest participation by program directors were programming (n = 24), staff development (n = 24), family involvement (n = 22), STEM/STEAM (n = 22), and federal/state requirements (n = 21). Overall, program directors rated training to be of *somewhat high* quality (average 3.9 on a 5-point scale). The topics receiving the highest average quality ratings were programming (4.3); collaboration (4.2); and integrating afterschool with the regular school day, project management, staff development, and STEM/STEAM (all four with a 4.1 average rating). The topic that received the lowest average rating was program sustainability (3.2 average). Program directors provided lists of professional development providers from which they had received training (see Appendix C, page 64 for these lists arranged by topic and the quality ratings given for each).

Table 5. Reported Quality of Professional Development Attended by Topic

Topic area	Mean rating	Number of ratings	Standard deviation
Total all topics	3.9	240	1.019
Collaboration	4.2	20	1.015
Communications/marketing	3.9	18	1.349
Family involvement	3.7	22	1.041
Federal/state requirements	3.6	21	1.284
Integrating afterschool with the regular school day	4.1	19	0.937
Policy and advocacy	3.6	14	0.842
Program evaluation	3.9	18	0.900
Program sustainability	3.2	18	0.943
Programming	4.3	24	1.008
Project management	4.1	18	0.802
Staff development	4.1	24	0.929
STEM/STEAM	4.1	22	0.811

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

The survey also asked for which topics program directors thought they needed additional support, and for each topic, what would be the preferred format (Table 6). The largest percentage of program directors expressed the need for more professional development on programming and staff development (56% for both topics). The two topics that ranked highest for additional needed technical assistance were programming (40%) and federal/state requirements (32%). More information resources were needed by program directors on programming (52%) and program sustainability (40%). Program directors elaborated on some of these topics. Readers of this report are encouraged to turn to “Lists of needed support by topic area” found on page 74 in Appendix C for this additional information.

Table 6. Number and Percent of Program Directors Indicating the Need for Additional Support by Topic and Preferred Format

	Number and percent of program directors indicating a need					
	Professional development		Technical assistance		Information resources	
	N	%	N	%	N	%
Collaboration	11	44.0	7	28.0	7	28.0
Communications/marketing	6	24.0	3	12.0	7	28.0
Family involvement	9	36.0	5	20.0	7	28.0
Federal/state requirements	7	28.0	8	32.0	6	24.0
Integrating afterschool with regular school day	8	32.0	2	8.0	4	16.0
Policy and advocacy	3	12.0	2	8.0	3	12.0
Program evaluation	2	8.0	2	8.0	7	28.0
Program sustainability	7	28.0	5	20.0	10	40.0
Programming	14	56.0	10	40.0	13	52.0
Project management	9	36.0	7	28.0	8	32.0
Staff development	14	56.0	4	16.0	9	36.0
STEM/STEAM	7	28.0	5	20.0	6	24.0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Helpfulness of technical assistance received

When asked about the helpfulness of the technical assistance they received, program directors indicated that overall, the technical assistance had been at least *somewhat high* in its level of helpfulness (4.0 average rating on a 5-point scale). Types of technical assistance rated highest included email, site visit (both at 4.6 average), and phone call/conference call (4.2 average) (Table 7). See Appendix C, Table A 6, page 82 for a breakdown by program).

Table 7. Helpfulness of Technical Assistance by Type

Type of technical assistance	Number reported as not offered	Number rated	Mean helpfulness rating*	Std. deviation
Total	42	174	4.0	0.964
Action Plan Feedback	0	27	3.9	0.751
CIPAS	1	26	3.8	0.849
Email	0	27	4.6	0.747
Peer Learning Teams	12	15	3.1	1.060
Phone Call/Conference Call	0	27	4.2	0.974
Site Visit	4	23	4.6	0.583
Webinar	1	26	3.7	0.892
Other	24	3	3.7	2.309

* The helpfulness rating was based on a 5-point scale: 1 (low), 2 (somewhat low), 3 (average), 4 (somewhat high), 5 (high).

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ4. Parent and Community Involvement

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

About two thirds of program directors indicated that they were either not at all successful or that they were, at best, well below target goals for parent and community involvement (Table 8). The remaining one third of directors indicated they had moderate success, and had almost reached target goals. More than 1,100 adults were involved in program activities, many in program planning and evaluation activities (Table 9). See, Table A 7, page 83, for a breakdown by program and Comments on page 84 for program directors' observations about their successes and challenges in involving parents and guardians.

Table 8. Success of Programs in Involving Parents/Guardians or Other Adult Community Members

Response options	Number	Percent
Total	27	100.0
Great success, reached or exceeded target goals	0	0.0
Moderate success, almost to target goals	9	33.3
Some success but well below target goals	17	63.0
Not at all successful	1	3.7
Not applicable, no family components	0	0.0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Table 9. Number of Adult Program Participants by Type of Activities

Type of Involvement	Number
Adult program participants	1,170
Adult program participants in program planning	317
Adult program participants in program evaluation	292
Adult program participants in service delivery	223

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ5. Substance Abuse Prevention

What was the level of involvement in substance abuse prevention activities?

Overall, program directors reported offering 403 activities that addressed alcohol, tobacco, and substance abuse prevention; participation in those activities included 5,734 students and 697 adults (Table 10). See Appendix C, Table A 8, page 87 for a breakdown by program.

Table 10. Number of Activities, and Participants in Activities, That Addressed Substance Abuse Prevention

Survey question	Total
How many activities of your overall program addressed the importance of preventing alcohol, tobacco, and substance abuse prevention?	403
How many students in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	5,734
How many parents/guardians/adult community members in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	697

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ6. Improvement and Accountability Processes

How helpful to CCLC programs were improvement and accountability processes?

Continuous improvement process for after school (CIPAS)

Most program directors found the continuous improvement process for after school (CIPAS) moderately (59.3%) or very helpful (29.6%; Table 11). See Appendix C, Table A 9, page 88, for a breakdown by program and comments by program directors.

Table 11. Helpfulness of the Continuous Improvement Process for After School Programs

How helpful has the CIPAS been to your program?	Responses	
	Number	Percent
Total	27	100.0
Very helpful, I learned about my program and received useful recommendations	8	29.6
Moderately helpful, I learned my program's strengths and challenges	16	59.3
Neutral, it validated what I was doing right, but I could use more information to improve	2	7.4
Not very helpful, I did not learn from the process	0	0.0
Not applicable	1	3.7

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

WVDE monitoring visits

Likewise, a large majority found the WVDE monitoring visits very helpful (61.5%; Table 12). See Appendix C, Table A 10, page 91 for a breakdown by program and comments by program directors.

Table 12. Helpfulness of WVDE Monitoring Visits

How helpful have the monitoring visits by WVDE staff to your site been this year?	Number	Percent
Total	26	100.0
Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources	16	61.5
Moderately helpful, I learned areas of strength and challenge and identified ways to overcome barriers	4	15.4
Neutral, the information presented was accurate, but I learned nothing new	0	0.0
Not very helpful, information presented was incomplete or inaccurate and I learned nothing new	0	0.0
Not applicable	6	23.1

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ7. Successes, Challenges, and Recommendations

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

Successes

The most frequently cited successes (15 mentions) by directors were in the area of student engagement, including high attendance and student successes. For example,

This year the afterschool programs had 50+ students that participated in the fitness program. Sixth Grade participant at the East Park Site came in 2nd overall in the Running for Kids 5K.

We have seen a difference made in the lives of some of these students. For example each site has their own 'success' story. . . a student that has stepped up to become a leader and has benefited greatly by the program.

The three most successful aspects of the program this year would have to be the nomination and then being awarded the WV Governor's Arts in Education Award for 2014, our Voices of the Mountain Theatre project with Van Jr. High students, and then the overall success in encouraging and empowering our students to lead peer projects throughout the school year.

. . . the positive relationships developed between the Teacher/Tutors and the students has been amazing and has made a difference in terms of students' academic performance during the regular school day and with their parents . . .

Other frequently mentioned successes were strong partnership collaborations (8 mentions); regular- and after-school program integration (5 mentions); and tutoring programs involving teachers (4 mentions). See Appendix C, EQ7. Successes, Challenges, and Recommendations, page 93, for the full set of comments.

Challenges

When asked to describe their greatest challenges in the past year, by far, program directors' most often cited challenge was increasing parent involvement (15 mentions) .

Getting more parents to attend parent trainings. We made adjustments to entice parents to attend by offering "fun family" activities in conjunction with the training.

Parent Involvement is our biggest challenge. I have attended several trainings on parent involvement and they have not been helpful.

The biggest challenge has been getting the parents of our students more involved. More parents have participated this year. However, the participation rate is still not by any means where it should be.

Parent involvement continued to be somewhat of a struggle however we did improve our numbers by being to have more options with food offerings thanks to additional outside funding sources .

Nine program directors mentioned the impact on the continuity of program caused by the severe 2013-2014 winter, and the water crisis that closed schools in nine counties for a week or more.

. . . with the start of 2014 most our schools faced missing at least 30 days of missed school.

The weather was a huge hurdle this school year; It was hard to get continuity . . .

the severe weather has definitely been the greatest challenge of this first cycle with schools being closed for most of January, February, and early March . . .

Other frequently mentioned challenges included adapting to reduced funding (6 mentions) and breakdowns in communication and collaboration with school staff and administrators (5 mentions).

Recommendations for program improvement

Professional development suggestions topped the list of recommendations (11 mentions) followed closely by recommendations for improving the data entry, reporting, and tracking systems (9 mentions). Several professional development recommendations urged providing opportunities for staff to learn from their peers in other programs, as reflected in these examples:

I would like to see more observation being done where directors can visit sites that are strong in certain areas. I feel the sharing of successful programs and letting people know what has worked for them and what were the challenges would go a long way for improving the whole state.

I would love to have more sharing activities with other directors.

I love it when we can meet together and talk; Sometimes we are too close to our problems and can't seem to find a solution; When we share --someone always comes up with some workable solutions . . .

Other recommendations for professional development topics are included in the full set of comments in Appendix C (page 93).

As mentioned, there were many recommendations for improving the online reporting databases and for streamlining the reporting system. Here are examples:

The most important recommendations are for our data systems. The WVEIS-PPICS program needs to be simplified and separate director/coordinator roles (as we discussed in Charleston recently). CIPAS needs to allow year-round access to data in order to be helpful.

The data collection website situation needs to change or HIGHLY improve by the beginning of the 2014-15 school year. Would love (at this point) to be able to use a third-party website.

Contract web developers with stronger coding skills and the capacity to develop a responsive, user-friendly database with relevant reporting capabilities.

The data collection system needs to be easier to use and there needs to be more training on how to input all of the data that is needed into the system.

Review the numerous reporting requirements and address the duplication of reports through CIPAS, PPICs, and state reports such as the continuation report.

Discussion

The following is a summary of the findings for all seven evaluation questions.

EQ1. Student Participation

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

The teacher survey data revealed that 74.5% of participating students were in elementary grades (K-5), 18.1% in middle school grades (6-8) and 7.4% were in high school grades (9-12) in 2013-2014.

Of nine survey response options teachers could select as reasons for referring students, the most selected three included to provide the student with (a) academic support (tutoring, remediation), (b) academic enrichment opportunities, and (c) individual attention. Teachers were asked to rate each student's need for improvement on 10 selected behaviors. The top four behaviors identified for improvement included (a) completing homework to the teacher's satisfaction, (b) overall academic performance, (c) being attentive in class, and (d) turning in homework on time. According to educators, the area in least need of improvement among students was attending class regularly. Teacher responses regarding reasons for referral and needs for improvement were primarily tied to academic performance, not social skills or behavior. The great majority of teachers reported improvements in targeted behaviors, especially (a) completing homework to the teacher's satisfaction (83.0% of students), (b) participating in class (82.3%), and turning in homework (81.6%). The behaviors showing the lowest percentages of student improvement were volunteering (64.4% of students improved) and overall academic performance (63.9%).

EQ2. Volunteers and Partnerships

How did programs operate with regard to volunteers, partnerships, and information sharing?

As in previous years, K-12 service learning programs were the largest source of volunteers for the CCLC program, with higher education service learning programs a close second (429 and 375 volunteers respectively). Other significant volunteer groups in descending order, included parents, local businesses, faculty members, community organizations, and AmeriCorps. Over 80% of program directors reported being very successful in working with, in descending order, local clubs, AmeriCorps, local businesses, “other,” and higher education students in service learning programs. More mixed results were experienced in working with senior corps and parent volunteers.

Looking at partners, the most prevalent activities or supports provided were program resources, joint planning, and programming. With the exception of a couple of activities, 80% or more of program directors who had engaged in the various partnership activities considered them to be effective. The two exceptions, which showed slightly more mixed results were partnerships engaged in programming and evaluation activities, with about a quarter to a third of program directors (respectively) indicating them to be only somewhat effective.

Information sharing among partners frequently involved the following areas: joint planning, programming, and resources.

EQ3. Professional Development and Technical Assistance

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

We found that a third of program directors attended professional development on all topics offered. However, the topics most frequently attended focused on programming, staff development, family involvement, STEM/STEAM, and federal/state requirements. The highest rated professional development experiences included programming, collaboration, integrating afterschool with the regular school day, project management, staff development, and STEM/STEAM. The lowest quality ratings were observed for the topic of program sustainability.

The professional development topics identified as needing more attention by the largest percentage of program directors included programming and staff development. The two topics that ranked highest for additional needed technical assistance were programming and federal/state requirements. More information resources were needed by program directors on programming and program sustainability. Program directors indicated that site visits, emails, and phone calls/conference calls as the highest rated forms of technical assistance. So, in all three categories of support, programming was the topic most requested by program directors.

EQ4. Parent and Community Involvement

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

A third of directors reported they had moderate success and were almost to their target goals for parent and community involvement, while the remaining two thirds reported being well below target goals or having no success at all. More than 1,100 adults were involved in program activities, many in program planning and evaluation activities.

EQ5. Substance Abuse Prevention

What was the level of involvement in substance abuse prevention activities?

Based on program director reports, just over 400 activities addressing substance abuse prevention were provided during this year. Participants in these activities included more than 5,700 students and nearly 700 adults.

EQ6. Improvement and Accountability Processes

How helpful to CCLC programs were improvement and accountability processes?

Less than a third of directors reported that the continuous improvement process for after school (CIPAS) was very helpful; however, a strong majority (61.5%) of program directors indicated that WVDE monitoring visits were very helpful.

EQ7. Successes, Challenges, and Recommendations

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

The most frequently cited successes (15 mentions) by directors were in the area of student engagement, including high attendance and student successes. Other frequently mentioned successes were strong partnership collaborations (8 mentions); regular- and after-school program integration (5 mentions); and tutoring programs involving teachers (4 mentions).

When asked to describe their greatest challenges in the past year, by far, program directors' most often cited challenge was increasing parent involvement (15 mentions). Nine program directors mentioned the impact on the continuity of programs caused by the severe 2013-2014 winter and the water crisis that closed schools in nine counties for a week or more. Other frequently mentioned challenges included adapting to reduced funding (6 mentions) and breakdowns in communication and collaboration with school staff and administrators (5 mentions).

Professional development suggestions topped the list of recommendations for program improvement (11 mentions) followed closely by recommendations for improving the data entry, reporting, and tracking systems (9 mentions). Several professional development recommendations urged providing opportunities for staff to learn from staff in other programs.

Limitations of the Study

As in prior evaluation studies, we are limited in that our knowledge of the reasons that students are referred to participate in CCLC is based solely upon self-reported teacher data. Self-report surveys are subject to various forms of bias (e.g., recall, social desirability, etc.) and as a result may be inaccurate. Furthermore, not all teachers responded to the CCLC teacher survey. Therefore, we do not have a comprehensive understanding of why some students are referred to CCLC. This study design is also not sufficient to determine the cause of any of the teacher-reported changes in student behaviors. That is, any positive changes reported by educators may not be a result of participation in the CCLC program. While all program directors participated in the evaluation, not all completed the survey.

Recommendations

The following recommendations are based primarily on our analysis of what program directors themselves thought would improve the program.

- Provide more opportunities for networking among program staff to encourage the sharing of best practices.
- Make reasonable efforts to reduce the reporting burden and other compliance-related tasks in order to reserve time for program implementation. Balance any reduction in such requirements with the need to keep grantees accountable and focused on improving program delivery.
- Revamp state evaluation reporting systems and online databases to be less cumbersome and more user friendly, and provide more training in how to use them.
- Focus more professional development on programming and staff development
- Provide additional technical assistance to support programming and federal/state requirements
- Provide more information resources on programming and program sustainability.

Appendix A. Teacher Questionnaire

21st CCLC Teacher Survey WVDE-EQSS-001

Student ID Number (WVEIS) Grant Id Center

WVEIS County Codes

1. Which do you teach?
 Multi-Subject Math English/Language Arts

2. What were your reasons for referring this student to the 21st Century Community Learning Center (21st CCLC) program? (Mark all that apply)

Mark here if you did not refer this student to the 21st CCLC Program

To get the student's family involved

To provide a safe before-/after-school environment

To provide the student with academic enrichment opportunities

To provide the student with individual attention

To provide academic support (tutoring, remediation)

To get the student help with behavioral issues

To expose the student to general enrichment/recreational activities

Other

3. To what extent do you agree that, in general, this 21st CCLC program has been valuable for this student?
 Strongly disagree Disagree Have no opinion Agree Strongly agree

4. To what extent do you agree that the 21st CCLC program is helping this student improve academically?
 Strongly disagree Disagree Have no opinion Agree Strongly agree

5. Has this student fallen behind in schoolwork this year because of a health or family problem?
 Yes No Don't Know

6. Has there been a diagnosed physical or emotional disability that affects schoolwork?
 Yes No Don't Know

		Not Needed to Improve	Acceptable Level of Functioning		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Earlier in the school year, how was this student performing in each of the following areas?											
7. Turning in homework on time		<input type="radio"/>	<input type="radio"/>	Over the course of this school year, to what extent has this student changed his or her behavior in the following ways?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Completing homework to your satisfaction		<input type="radio"/>	<input type="radio"/>	17. Turning in homework on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participating in class		<input type="radio"/>	<input type="radio"/>	18. Completing homework to your satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Volunteering (e.g., for extra credit or more responsibilities)		<input type="radio"/>	<input type="radio"/>	19. Participating in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Attending class regularly		<input type="radio"/>	<input type="radio"/>	20. Volunteering (e.g., for extra credit or more responsibilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Being attentive in class		<input type="radio"/>	<input type="radio"/>	21. Attending class regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Behaving well in class		<input type="radio"/>	<input type="radio"/>	22. Being attentive in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Displaying overall academic performance		<input type="radio"/>	<input type="radio"/>	23. Behaving well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Coming to school motivated to learn		<input type="radio"/>	<input type="radio"/>	24. Displaying overall academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Getting along well with other students		<input type="radio"/>	<input type="radio"/>	25. Coming to school motivated to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				26. Getting along well with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your email address


Confirm your email

Survey Password

[submit](#)

Appendix B. Program Director Questionnaire

21st CCLC Surveys



- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
- Continuous Improvement Process
- Program Monitoring Process
- Successes/Challenges/Recommendations


Survey WVDE-EQSS-78
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Survey Closed on July 1st, 2013

If your program uses volunteers, what sources have you used and please rate the success of those experiences?

	Number of Volunteers	Not Applicable (no volunteers used)	Not Successful	Moderately Successful	Very Successful
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Service Learning (K-12 students)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Service Learning (Higher Education students)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Local Businesses	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Community Organizations	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Faith Based Organizations	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Parents	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Faculty Members	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Local Clubs (e.g. Kiwanis, Lions)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					
Other	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful: <input type="text"/>					

21st CCLC Surveys




- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
- Continuous Improvement Process
- Program Monitoring Process
- Successes/Challenges/Recommendations

Survey WVDE-EQSS-78
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If your program utilizes partnerships, please identify and rate the effectiveness of those experiences.

	Number of Partners	Not Applicable (no partnership)	Not Effective	Somewhat Effective	Effective
Joint Planning	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Resources	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Funding	<input type="text"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Programming	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Training	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Management	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Evaluation	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Other	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		

21st CCLC Surveys




- Director Survey
 - Volunteer Programs
 - Partnerships
 - Information Sharing
 - Professional Development
 - Technical Assistance
 - Parent/Community Involvement
 - Substance Abuse Prevention
 - Continuous Improvement Process
 - Program Monitoring Process
 - Successes/Challenges/Recommendations

Survey WVDE-EQSS-78
 abcde Testing
[Glossary](#)

If your program utilizes Information Sharings, please identify and rate the effectiveness of those experiences.

	Number of Partners	Not Applicable (no Information Sharing)	Not Effective	Somewhat Effective	Effective
Joint Planning	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Resources	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Funding	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Programming	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Training	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Management	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Evaluation	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Co-Sponsor one-time events	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		
Other	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the partners:			Please explain why effective or not effective:		

21st CCLC Surveys <<




- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
- Continuous Improvement Process
- Program Monitoring Process
- Successes/Challenges/Recommendations

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Please rate the degree of helpfulness as regards assistance received.

	Not Offered	1-low	2-somewhat low	3-average	4-somewhat high	5-high
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone Call/Conference Call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Action Plan Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Learning Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Site Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIPAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21st CCLC Surveys <<




- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
- Continuous Improvement Process
- Program Monitoring Process
- Successes/Challenges/Recommendations

Survey WVDE-EQSS-78
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[Glossary](#)

Parent and Community Involvement

How many adult program participants?	<input type="text"/>										
How many in program planning?	<input type="text"/>										
How many in program evaluation?	<input type="text"/>										
How many in delivery of services?	<input type="text"/>										
How successful has your program been in involving parents/guardians or other adult community members?	<table border="1"> <thead> <tr> <th>Not Applicable, no family components</th> <th>Not at All Successful</th> <th>Some Success, but well below target goals</th> <th>Moderate Success, almost to target goals</th> <th>Great Success, reached or exceeded target goals</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Not Applicable, no family components	Not at All Successful	Some Success, but well below target goals	Moderate Success, almost to target goals	Great Success, reached or exceeded target goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not Applicable, no family components	Not at All Successful	Some Success, but well below target goals	Moderate Success, almost to target goals	Great Success, reached or exceeded target goals							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>							
Why was your program successful in involving parents/guardians or other adult community members?	<input type="text"/>										
Why was your program not successful in involving parents/guardians or other adult community members?	<input type="text"/>										

21st CCLC Surveys <<



- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
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- Successes/Challenges/Recommendations

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Alcohol, Tobacco, and Substance Abuse Prevention Programming

How many activities of your overall program addressed the importance of preventing alcohol, tobacco, and substance abuse prevention?

How many students in your program's activities received training on alcohol, tobacco, and substance abuse prevention?

How many parents/guardians/adult community members in your program's activities received training on alcohol, tobacco, and substance abuse prevention?

21st CCLC Surveys <<




- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
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- Successes/Challenges/Recommendations

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CIPAS - Continuous Improvement Process for After School

	Not applicable - I didn't complete the CIPAS process	Not very helpful, I did not learn from the process	Neutral, it validated what I was doing right, but I could use more information to improve	Moderately helpful, I learned my program's strengths and challenges	Very helpful, I learned about my program and received useful recommendations
How helpful has the CIPAS been to your program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments about the CIPAS process:	<input style="width: 100%;" type="text"/>				

21st CCLC Surveys <<



- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
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Program Monitoring Process

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

Not applicable - my program was not visited by a WVDE monitor this year	Not very helpful, information presented was incomplete or inaccurate and I learned nothing new	Neutral, the information presented was accurate, but I learned nothing new	Moderately helpful, I learned areas of strength and challenge and identified ways to overcome barriers	Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the 21st CCLC Program Monitoring Process:

21st CCLC Surveys <<



- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
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Survey WVDE-EQSS-78
abcde Testing
[Glossary](#)

Program Successes/Program Challenges/Recommendations

In the past year, what two or three aspects of your program have been going particularly well?

In the past year, what have been the two or three biggest challenges facing your program and what adjustments have you made to overcome the challenges?

Describe any recommendations you would suggest to improve the statewide 21st CCLC Program.

Appendix C. Program Directors' Comments

EQ2. Volunteers

Table A 1. Number of Volunteers by Source of Volunteers by Program

Program	Sources of volunteers											
	All sources	AmeriCorps*	Community	Faculty	Faith based	Local businesses	Local clubs (e.g. Kiwanis, Lions)	Parents	Senior corps**	Service learning HE***	Service learning K-12	Other
Total	1,859	115	126	137	49	209	25	345	33	375	429	16
Anchor Program/Ohio County Schools	71	0	8	0	4	5	0	0	0	54	0	0
Bob Burdette Center, Inc.	59	3	0	2	8	35	0	4	0	0	7	0
Boone County Schools	9	0	9	0	0	0	0	0	0	0	0	0
Boys and Girls Club of the Eastern Panhandle	14	0	4	4	0	0	0	0	1	0	3	2
Cabell County Schools	41	0	3	25	1	4	2	6	0	0	0	0
Calhoun County Schools	19	0	5	2	1	1	1	3	3	1	2	0
Clay Center	6	0	0	2	0	0	0	1	0	0	2	1
Human Resource Development Foundation	172	4	0	2	8	14	0	5	6	128	5	0
Lincoln County Schools	0	0	0	0	0	0	0	0	0	0	0	0
Marion County Schools	128	0	16	8	2	38	0	17	1	3	43	0
McDowell County Schools	273	0	12	15	2	0	6	30	3	5	200	0
Monongalia County Schools	0	0	0	0	0	0	0	0	0	0	0	0
Mountaineer Boys and Girls Club	129	4	0	0	0	40	0	25	0	60	0	0
New River Health	8	7	0	0	0	0	0	0	1	0	0	0
Nicholas County Schools	32	0	2	20	0	0	0	5	0	0	5	0
Partnership of African American Churches	29	0	0	0	0	0	0	6	0	11	12	0
PATCH	133	0	10	10	2	30	1	10	10	20	40	0
Preston County Schools	77	1	5	5	1	12	1	50	0	1	0	1
RESA 1	27	0	10	0	8	0	4	5	0	0	0	0
RESA 2	51	0	0	0	0	0	0	50	0	0	0	1
RESA 4	19	0	4	3	0	0	0	11	1	0	0	0
RESA 7	35	0	8	5	0	0	0	10	0	2	10	0
Ritchie County Schools	60	0	3	10	0	5	2	21	5	2	12	0
Salvation Army Boys and Girls Club	42	0	0	0	0	0	0	15	2	25	0	0
Step-by-Step	218	40	8	5	10	12	5	60	0	42	25	11
Wayne County Schools/Playmates	187	56	17	17	2	11	3	0	0	21	60	0
World Vision	20	0	2	2	0	2	0	11	0	0	3	0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

*AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)

**Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)

***Service Learning (Higher Education students)

****Service Learning (K-12 students)

Comments

Level of success	Narrative
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	
Very successful	<p>We have AmeriCorps as a partner and provide family engagement opportunities to encourage parent volunteers</p> <p>Individuals are very motivated and provide a good return on investment.</p> <p>Mindy the AmeriCorps at Kingwood Elementary did a great job assisting with tutoring and one to one tutoring with students. She also recruited additional volunteers to help with the ASE program as well as special projects</p> <p>they was able to come & assist with the senior & after school program & help start new programs such as a work out , writing, computer classes & read aloud</p>
Moderately successful	<p>At our Beardsfork site Americorp and Vista Volunteers were used to implement programs with the students, such and fish and stream analyzes and gardening projects.</p>
Community Organizations	
Very successful	<p>Dr.Pino,MU, Wal-Mart,We have a great partnership withMU and with Wal-Mart. Dr. Pino does a weekly class on health and nutrition with our students.</p> <p>They have brought programs and events to students to learn from that normally are not offered to them.</p> <p>We have successful programs run by our community partners. They are able to offer additional programming that we would not otherwise be able to offer.</p> <p>The Preston Prevention Partnership (PPP) served as the Advisory Board for the ASE program, offering technical support and guidance for various programming issues through monthly meetings. The PPP was a successful community organization to work with.</p> <p>The Preston County Family Resource Network (PCFRN) provided various presenters to the program sites. Presenters included such organizations as RDVIC. The PCFRN was a successful community organization to work with.</p> <p>Preston Arts Council in conjunction with the WVU Humanities Council was a successful partnership in that JoAnn Peterson presented a live historical account of Mary Lincoln at each of the sites.</p> <p>Food For Preston worked with ASE to teach the participants about hunger and homelessness. ASE participants painted and sold plates as part of the awareness effort.</p> <p>Tucker Community Foundation, efforts are underway to begin an endowment that will help sustain and build children's programs in Preston County. This has the makings of a very successful partnership.</p> <p>Local organizations provide facility space, free admissions to local recreational activities, programming, and additional staffing to the afterschool programs.</p> <p>People that the students know from the community are working with them in a very different capacity than what they are used to doing. CPR training--students received CPR cards. Counseling from a person who successfully fought her drug addiction. Law officers in the capacity as a person who would help instead of intimidate the students.</p>

Level of success	Narrative
	<p>We have a long standing relationship with many community agencies and we have a history of working collaboratively with community organization. This practice builds trust and respect allowing collaboration.</p> <p>Work through our FRN and have many organizations that will come into the schools each year.</p>
Moderately successful	<p>Parks and Rec, 4H, and the extension offices have been great to work with in the program.</p> <p>Stop Coalition participated in WHAM, Diabetes program, Road Runners offered enrichment programs and parent programming.</p> <p>When used, it was successful but not often enough.</p> <p>The volunteers were successful because of the prior training and expectations that were conveyed to the involved participants.</p>
Not successful	<p>Big Brothers Big Sisters worked with our program at the very beginning of the year, as well as in previous years. My experience with their program has left a lot to be desired. Often, "Bigs" would not show up for our selected students to spend time with, and would not call in advance to let us know. It became impossible to pinpoint how often they were going to come, and so the services were not beneficial to the students chosen for this program. Many students and parents were dissatisfied with the inconsistency.</p>
Faculty Members	
Very successful	<p>This is a successful partnership because we have a vested interest in the success of our students</p> <p>We have had many certified teachers work for Kaleidoscope over the year, and it has always helped raise the bar for the quality of our programming. Each of our seven sites this year was coordinated by a certified teacher.</p> <p>Theses in-school daily teachers staying after school to voluntarily help tutor in certain subjects have been extremely successful for some of our students. The students see that their teachers do genuinely care so about the success they could have in those subjects that they are also willing to stay after school with them to study extra with them.</p> <p>School staff provide a good contact to the school and are helpful when trying to get student information.</p> <p>Regular day teachers and Title I faculty served as tutors and assisted with homework completion. By having the regular day teachers active in afterschool, the students were more likely to complete homework and get caught up on missing work as the communication between afterschool and the school day staff was on-going.</p> <p>they work in the school as well as in our after school program & mentor program</p> <p>Aurora—The Title I Parent Volunteer Coordinator was very helpful in collaborating with the school staff and ASE staff regarding students. Cindy Stone the school secretary was invaluable in sharing information.</p> <p>Bruceton—The Principal served as the Site Coordinator and the instructor was also a school day teacher. This in general was a successful relationship; however, the principal serves a large school and has no assistant. There was some front office turn over in the secretarial position. Communication and collaboration should increase considerably with a new permanent secretary, Susan Moran.</p>

Level of success	Narrative
	<p>Fellowsville Elementary’s overlap of daytime staff included the Title I Parent Volunteer Coordinator as well as the part time Title I teacher. Communications between the school day staff and after school staff seemed to go well.</p> <p>Kingwood Elementary faculty members included the Title I Parent Volunteer Coordinator as well as 2 day staff teachers. The sub at the site is a retired teacher from the school. The Project Director served on the KES Leadership Committee.</p> <p>Each of these relationships is developing, necessary and successful in the promotion of the ASE program.</p>
Moderately successful	<p>The Art teacher and PE teachers provided enrichment programming on an ongoing basis. Faculty members collaborated with YEP staff to drive student need. Fortunate to have that many staff members to stay without getting paid. Successful when used.</p> <p>If their friends work at the program more school staff members are willing to but some time into the program.</p>
Faith Based Organizations	
Very successful	<p>Again through our FRN and the work we do with Catholic Charities.</p> <p>The volunteers were successful because of the prior training and expectations that were conveyed to the involved participants.</p> <p>Elizabeth Memorial United Methodist Church, Frist Presbyterian church, Baptist Temple, St. John's Episcopal Kanawha United Presbyterian, St. Mark's Central community tabernacle Abundant life they donate to our program as well serve on one of our board</p> <p>Life United Methodist Church provides 25 weekend backpacks to families in need of nutritional assistance during the weekends. Branch Church has made its facilities available in should an emergency occur and if additional program space is needed.</p> <p>A new program was offered in drama that was a great success.</p> <p>Church volunteers are very dedicated and consistent. A good source for mentors.</p>
Moderately successful	<p>The Aurora Project, a non-denominational faith-based initiative, provided programming on Wednesdays at the Aurora site. In general, the Aurora project was a successful partnership but communications could have been better.</p> <p>Local faith based organizations offer activities that we participate in.</p>
Not successful	<p>We did not make the connection with faith based organizations during this initial mid-year start-up of the program.</p>
Local Businesses	
Very successful	<p>United Way Day of Caring volunteers were able to accomplish one-day projects and led to further opportunities later in the year.</p> <p>Wendy's , McDonald, Enterprise, CVS, Krogers, Family Dollar, Moses Cadillac, Chase Bank & Appalachian baseball Park Gino, Tudors, Contemporary galleries, green's feed & seed, Harris Brothers, some of our Nip credit pclients & partners</p> <p>Community Events help educate local businesses</p> <p>Childrens Discovery Museum, WVU 4-H Extension services, and a local balloon artist were all part of our new partners for this school year. They contributed by bringing academic components to the table for our scheduled class times, and</p>

Level of success	Narrative
	<p>helped boost interest in arts and sciences. Our balloon artist was present during special event functions to draw in bigger crowds.</p> <p>Huggins Rentals provides office space to the program director which is necessary for the success of the program.</p> <p>Pioneer Press offers office space to the program assistant which necessary for the success of the program.</p> <p>The Preston County Chamber of Commerce offered their business window to create a display during the month of March 2014 which was very beneficial in promoting the Afterschool Program.</p> <p>Preston Memorial Hospital provided a free space at various Health Fairs to promote the ASE program.</p> <p>HOSPICE provided a free space at various Health Fairs to promote the ASE program.</p> <p>The local media published multiple articles as related to the ASE program—WFSP, WKMM, the Dominion Post, The Preston County Journal/News, the Garrett County Republican, WBOY and WDTV</p> <p>Local businesses sponsored two major fundraisers, Vera Bradley Bingo and 5K Running for Kids Race, in order to raise money to operate two six week summer programs in Marion County.</p>
Moderately successful	It has open doors for students to see what careers our in the area.
Not successful	The program began in January. Limited responses from local businesses during this start-up phase. Efforts for the summer and fall are more promising.
Local Clubs (e.g. Kiwanis, Lions)	
Very successful	<p>Kingwood Rotary was helpful in providing dictionaries to every 3rd grade student in Preston County.</p> <p>Help every year on our Drug Violence Free Awareness Day by setting up tables, giving out information etc...</p> <p>American Legion, Huntington Chamber of Commerce, Rotary</p>
Not successful	The program began in January. Weather impacted our volunteer recruitment efforts.
Other	
Very successful	<p>We are able to offer programming that we would not be able to offer without these volunteers.</p> <p>Retired teacher's from the community are also wonderful members to volunteer for programs. We've had tremendous success with our volunteer retired teacher who cares about the future of these students and is making the sacrifice of learning new techniques and standards to teach students after school during tutoring time for Explore and Soar.</p> <p>Energy Express is a collaborative partner in providing a 6 week summer literacy program to 40 students at Kingwood Elementary.</p> <p>We had an instructors who WAS TRAINED AND CERTIFIED by the West Virginia State University did implemented NASA/ SEMMA classes with students</p>
Moderately successful	A grant from RESA Wellness coordinator provided materials and funding for enrichment programming.

Level of success	Narrative
Parents	
Very successful	<p>Parents plan and organize special events at the club.</p> <p>Having a parent invest their time and energy into our after school program has been very successful. They almost become an overall Explore and Soar parent instead of just the parent of a single child. They generally care about each student their and bring their strengths to share with all of them.</p> <p>They come & volunteer @ our family fun nights</p>
Moderately successful	<p>Successful because we had at least a few parents who came in but wish we had more.</p> <p>Please explain why successful or not successful:</p> <p>This is still a work in progress as parents in general think of ASE as a child care program instead of an enrichment program.</p> <p>One parent actively gave presentations at Kingwood Elementary, Bruceton School and Aurora Schools as a representative from the Health Department.</p> <p>Other parents volunteered to donate supplies or items to raffle.</p> <p>Parents helped with the "Family Movie Night" at each ASE site.</p> <p>Used mostly as aides, not presenters.</p> <p>Parents serve as volunteers chaperones, assists with fundraisers, and special events, and donate items for fundraisers. parents as volunteers would be more beneficial if the volunteer time was consistent and the parents would adhere to their commitments.</p> <p>Parents are an asset to the program but not a consistent source of volunteers</p> <p>That parent volunteers that show up are great to work with and if they have free time like to show up. I think if we would add a component that would make volunteering easy for parents we would get more participation.</p> <p>Parents completed a needs assessment giving feedback on types of services they wanted for their children and topics of interest to them that the 21st CCLC might offer. Open houses were held at both YEP Centers.</p>
Not successful	<p>Over the year, we have attempted to speak with parents about volunteering as guest speakers for some of our themed classes, or to help out during special events. We have even listed this as an option for parents in our seasonal newsletters, but received no bites.</p> <p>Personal parental expectations created very uncomfortable environment for students. Parents found it difficult to follow rules for discipline outlined in the Parent Handbook and accepting the authority of Site Coordinators. Parents rarely participated in volunteer orientations.</p>
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	
Very successful	<p>2 foster grannies & 3 seniors F.G. work in yhe class rooms with students home work assist & seniors work in front office, computer room & kitchen</p> <p>The East Park Site had a retired Title I teacher that volunteered two days per week in order to provide individual and small group tutoring to those students struggling academically in Math & Language Arts. Her experience as a classroom teacher was vital in the success during her time spent at the program.</p> <p>They helped with one on one tutoring.</p>

Level of success	Narrative
Moderately successful	<p>we had a Senior Volunteer who assisted with homework help and supervision</p> <p>The retired senior program is a wonderful program and we have had great success with volunteers from this program.</p> <p>Travel/ Schedule is a problem with our RSVP. Many are already stationed at our Elem. schools from 8-3 in the day.</p>
Not successful	<p>Just not called on enough.</p> <p>The program began in January. Weather impacted our volunteer recruitment efforts.</p>

Service Learning (Higher Education students)

Very successful	<p>The future student teacher are a great fit for our program because it allows them to work with students in a different setting.</p> <p>A West Virginia University student came to the Bruceton program on a series of Wednesdays to help with special projects.</p> <p>Students from BSC came in to do STEM with Kimball Elem.</p> <p>Fairmont State University students provided hands on science activities and demonstrations as part of their college methods course to students in the after-school program. Activities were beneficial to both college students and after-school participants.</p> <p>Work study students implemented specialized programs.</p> <p>Several WVU departments sent volunteers from their programs to help with ours. This was very successful, because it gave our students more individuals to interact with, and more helpers during homework time. The drawback is that because this is a volunteer service, some WVU students took this as an opportunity to lounge around and not contribute. Contact with supervisors about this was not incredibly effective. Better guidelines could be developed for these students.</p> <p>The program started with 20+ volunteers and soon decreased to 3. The volunteers that remained with the program were excellent tutors, role models and caring mentors. Additionally, through a partnership with WVSU, science majors conducted STEM activities 2 times per week, 6 weeks per semester. The students energetically participated in the activities and pre/post surveys indicated positive learning outcomes.</p> <p>From University of Charleston, did mentoring, bullying, & work with students to them ready fro college life.</p> <p>We are located in Cabell/Wayne Counties near Marshall University</p>
Moderately successful	<p>Depending on how many student teachers and pre teachers are around the school site determines how many of these students can participate.</p>
Not successful	<p>The program began in January. Weather impacted our volunteer recruitment efforts.</p>

Service Learning (K-12 students)

Very successful	<p>had students from our feeders high school & job corp to come in & teach our students trades that they had learned such building character, solving problems, relationships, making the right decision.</p> <p>This has been the most successful group along with parents. When transportation is provided there are more opportunities for students to participate.</p> <p>Sevice Learning is a written part of our goals and objectives for each 21st Century site, therefor supports the culture for service learning culture</p>
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Level of success	Narrative
	<p>The junior volunteers provided much needed assistance to the enrichment instructors by mentoring club members during recreational; activities, assisting with homework and enrichment activities; monitoring restroom breaks, and serving supper; as well as assisting in cleanup.</p> <p>Our students were a wonderful asset at one of our sites. They not only tutored, but ran a science program as well.</p> <p>High school students served as mentors and instructors. They received training in communications, Maslow's Hierarchy, planning lessons, CPR, and Supportive Peers As Resources for Knowledge. They were essential to program operations allowing more opportunities for students to receive one on one and small group tutoring. Additionally, understanding the impact role models have on younger students created an environment which stimulated personal academic success and increased social maturity.</p> <p>Having students closer to the age of our participating Explore and Soar students work with them as tutors or mentors in some capacity has always been a success. They look up to them and admire them, so often times they will follow instruction and absorb information from more easily than adults. These teenage volunteers also bring a certain kind of energy to the program that we do not see from some of the adults who work with us on a regular basis.</p> <p>Great opportunity for our students to give back to the community. Humane Society, Doantions collected for cancer /autistic students, Xmas at Nursing home etc..</p>
Moderately successful	<p>High school students are helpful but sometimes need extra guidance and are not always consistent or available.</p> <p>Each ASE SITE hosted an event to increase student awareness of hunger issues in Preston County. Food For Preston is the local agency that operates 11 food banks in the county along with the Back Pack feeding program for students in need across Preston County. ASE students painted a plate to support the FOOD for Preston effort. Painted plates sold for \$5.00.</p> <p>Central Middle School Student and a Preston High Student who had younger siblings in the ASE program volunteers as mentors and helped with the program as needed.</p> <p>Two high school students did service hours with one of our site locations. One of the high school students was very helpful, and generally good about keeping the kids on task. The other tended to be more of a hindrance than a help, often complaining about any tasks assigned to her, and wanting to hang out with the younger students instead.</p>
Not successful	<p>The program began in January. Weather impacted our volunteer recruitment efforts. The 21st CCLC program has plans to incorporate K-12 students.</p>
<p>Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014</p>	

EQ2. Partnerships

Table A 2. Number of Partnerships by Type of Support by Program

Program	Number of partnerships by type of support								
	All types	Evaluation	Funding	Joint planning	Management	Programming	Resources	Training	Other
Grand Total	899	71	81	187	75	149	227	78	31
Anchor Program/Ohio County Schools	9	1	1	0	1	4	1	1	0
Bob Burdette Center, Inc.	16	7	0	1	0	4	4	0	0
Boone County Schools	10	1	2	2	0	2	2	1	0
Boys and Girls Club of the Eastern Panhandle	0	0	0	0	0	0	0	0	0
Cabell County Schools	16	0	1	4	0	2	8	1	0
Calhoun County Schools	25	1	2	13	1	3	3	2	0
Clay Center	7	0	1	0	0	0	1	4	1
Human Resource Development Foundation	39	8	7	0	14	4	6	0	0
Lincoln County Schools	7	1	0	1	0	2	3	0	0
Marion County Schools	41	2	1	1	3	8	24	2	0
McDowell County Schools	53	4	5	11	9	9	7	8	0
Monongalia County Schools	4	0	0	0	0	0	4	0	0
Mountaineer Boys and Girls Club	11	0	5	2	0	2	1	1	0
New River Health	14	2	0	12	0	0	0	0	0
Nicholas County Schools	0	0	0	0	0	0	0	0	0
Partnership of African American Churches	28	4	1	8	3	0	9	3	0
PATCH	28	1	4	10	1	5	5	2	0
Preston County Schools	27	1	3	4	7	6	3	3	0
RESA 1	39	4	12	4	2	4	12	1	0
RESA 2	9	0	1	4	2	0	1	1	0
RESA 4	16	0	5	0	0	0	10	1	0
RESA 7	129	11	0	49	13	21	25	10	0
Ritchie County Schools	40	4	4	4	4	10	10	4	0
Salvation Army Boys and Girls Club	22	1	1	9	0	8	3	0	0
Step-by-Step	228	13	21	38	13	41	73	29	0
Wayne County Schools/Playmates	68	3	3	6	2	10	10	4	30
World Vision	13	2	1	4	0	4	2	0	0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Comments

Effectiveness Partnerships	Narrative
Evaluation	
Effective Nicholas County BOE, RESA IV, RHS SIG Grant, CIPAS Save the Children(monitor),CIPAS, 21st Century CALHOUN COUNTY BOARD OF EDUCATION	CIPAS objective evaluation
McRel International? (don't know if this is a partnership)	Since this is the first year that we have had the grant, we are now in the process of writing the first evaluation. All of the components that go into an evaluation were overwhelming and McRel was very helpful (so far) in having a template and some of the writing done to complete this process.
CIPAS	
Lincoln County family Resource Network	This partner collaborated on a community survey to gather data for the sites and programs
Marshall University, Wayne County WVEIS Director	
Playmates	
Beckley Stratton Middle School, Just for Kids, Beckley Area Foundation, RESA 1	The program was evaluated both at mid-term and end of the year. The council reviewed all activities, made suggestions, and implementations were then carried out based on surveys, needs assessment, etc.
Clay Center for the Arts, WVSUCASTEM, WVU Extension, Dr. Jeanette Farmer	Evaluation plan and program benefited from the expertise of subject specific experts
CIPAS, WVDE, Advisory Council, Parent Advisory Council	Evaluation has been conducted through the CIPAS process as well as other methods such as student data collected through WESTEST 2 as specified in our grant application. These data and CIPAS feedback have been reviewed by our Advisory Council and used to shape current and future initiatives.
Renee' garland, Sandra Barkey, Carolyn Wesly, Gregory Quinn, Shannon Wright, Shannon Robinson, Radedda Miller DaAnne Newton, Consulia Shelton & Tamika Wilborn	meet quarterly to make sure goals are being met as well as the beginning of year to set goals
Barbour County Schools Taylor County Schools Harrison County Schools Preston County Schools Linda Casto Anna Jarvis Elementary Philippi Middle School Central Preston Middle School Nutter Fort Intermediate School Nutter Fort Primary RESA 7	All of these partners helped with data collection used in the evaluation process.

Effectiveness	Partnerships	Narrative
Somewhat effective	CIPAS	Some of the evaluation suggestions have not changed from last year, even though we have changed policies.
	CIPAS Very time consuming and a difficult system to use but provides an accurate evaluation of the program	
	Ohio County Schools	Principals at all schools have provided input on how goals are set and the evaluation process. Using the Board Office to provide benchmarks that we should meet and having the ability to make provide the test scores has been a great relationship.
	WVDOE AND NEW RIVER HEALTH ASSOCIATION	PROGRAM MONITORED BY THE WEST VIRGINIA DEPARTMENT OF EDUCATION AND THE PROGRAM DIRECTOR WAS EVALUATED BY THE NEW RIVER HEALTH ASSOCIATION SUPERVISOR
	CIPAS and WVU	CIPAS-was a self-evaluation and helped us to see what we needed to work on to improve our sites. For our evaluation, we have partnered with WVU and the Program Evaluation class. We started a little late with this, but in the future I think it will be very beneficial. The student visited our sites and used our data for their evaluation.
	FRN, Ext. Office Ritchie County Schools; WVU Extension; Parkersburg Boys & Girls Club; Ritchie County Library;	
	Grandview Elementary, J.E. Robins Elementary, Mary C. Snow West Side Elementary, Piedmont Elementary, Watts Elementary, Stonewall Jackson Middle, Capital High	It is sometimes difficult to obtain student report card data from the schools due to time constraints and dependence on individual teacher to pull report card grades.
Funding		
Effective	Monongalia County Schools / 21 CCLC	Funding in part through the 21st Century Grant and through Monongalia County Schools.
	Believe in WV, Emmanuel Baptist Church, The Greater Kanawha Valley Foundation, Individuals	These partners are vital to covering costs not covered under 21st Century. They contribute to program sustainability.
	Nicholas County BOE, RESA IV, RHS SIG Grant	Could not have survived on last year of funding without assistance
	WVDOE	
	United Way	
	Title I, 21st Century Grant	
	Women of Vision	
	Clay Center for the Arts	57 students were provided instructors and musical instruments
	Alpha Natural Resources	This provided funding source provided support for field trips, parent/community events, and

Effectiveness Partnerships	Narrative
	rewards for our participating students throughout the year. Without this support many highlights of the year wouldn't have been made possible.
WVU Extension Services, Calhoun County Schools	
The Clay Center	In-Kind contributions from the partners--we will see more advantages that are presented by these partners when the year is more "normal"-
Southern West Virginia Community and Technical College	-without as many days lost to weather/water.
Wayne County BOE, Playmates CDC, WVDOE(21st Century Learning project)	
21st Century Preston County Schools	21st Century is ground zero for the success of the current program. Without this funding the program would not be able to operate.
Tucker County Foundation	
	Preston County Schools offers a great deal of in-kind support to the program. This support includes the nutrition provided to participants, some busing, space, utilities, computer access, internet access, recreational opportunities.
	Efforts are currently under way to get an endowment started to fund the future of the programming in Preston County through Tucker County Foundation.
Ritchie County Schools; WVU Extension Service; Parkersburg Boys & Girls Club; Ritchie County Library;	
McDowell County Schools, McDowell County Title I, McDowell County Child Nutrition Program, WVU Ext., WVU CHOICES	Classrooms, gym space, food, cooks, additional teachers, and other logistics are provided by MCS, CNP, and Title I. WVU and Children's Aid Society provide materials for STEM, wellness, career readiness, and other goals.
Braxton County Schools, Fayette County Schools, Nicholas County Schools, Pocahontas County Schools, Webster County Schools	Provided buses (fuel, maintenance, some drivers), one site staff member
City of Morgantown, Monongalia County Commission, State of WV, Mon County Board of Education	Organizations support our efforts
Nip credit partners, 21st CCLC donations, music mentor grant,	help pay staff & keep program running.
Somewhat effective	Oglebay Institute provides matching funds for programs that they offer and include the Anchor Program in grant opportunities.
Wellness Coordinator at RESA 2	Provided additional support not allowed by the grant in terms of stipends for PE teachers and materials such as pedometers and stability balls

Effectiveness Partnerships		Narrative
	Boys & Girls Clubs of Marion County	the Boys & Girls Clubs sponsor fundraisers to raise money for summer programs and additional enrichment activities during the school year. Monies raised are used to provide scholarships to those families in need; as well as to pay for additional enrichment instructors as needed.
Joint planning		
Effective	Carolyn Wesley advisory committee (on evaluation)	CW. grant writer & the committee help with planning
	Nicholas County BOE, RESA IV, RHS SIG Grant	funding purposes
	PRO-Kids	BBC and PRO-Kids meet monthly to plan and to discuss issues or problems. The partnership is helpful to learn about outside opportunities and get ideas.
	Lincoln Primary Care Center	
	Title I	Parent workshops were provided to assist parents with educational strategies to help their children by providing educational strategies. Title I provided the training to parents and after-school staff provided recreational activities for the students.
	Kaleidoscope, WVU Office of Service Learning	similar goals
	WVU Extension; Ritchie County Schools; Parkersburg Boys and Girls Club; Ritchie County Library;	
	Wellness Coordinator at RESA 2 Stop Coalition Diabetes Coalition Road Runners STEM Coordinator	Multiple partners contributed to a successful start to the program.
	Dr. Pino, Wal-Mart, Jr. League, MU	
	Beckley Stratton Middle School, Just for Kids, Beckley Area Foundation, RESA 1	The partners were very helpful in offering their advice and expertise to make the program more successful and attractive to the students
	Preston Prevention Partnership PC FRN PCS Nutrition program EdVenture Group	Each of these partnerships are effective in building and sustaining the current after school efforts. Many of Preston County groups and organizations are interested in assisting with providing a better quality education to the children of Preston County.
	FRN, Board of Ed., WAC, Ext. Office	
	Wayne County BOE, Title I Director, Playmates Leadership, Private School Principal, LEA principal	
Clay Center for the Arts, WVSUCASTEM, Institute Church of the Nazarene, Charleston Parks and Recreation, Levi Missionary Baptist Church,	Bringing partners to the table created an ownership environment which led to all partners feeling personally responsible for the success of	

Effectiveness	Partnerships	Narrative
	Dunbar Middle School, Dr. Jeanette Farmer, Dr. Michelle Easton	the program and students. This ultimately produced additional opportunities for resources, services and increased support/cooperation from school day staff
	Advisory Council and Board Members	
	Title I, Parent Advisory Council, Principals representing each of seven schools, WVU, FACES	We have representatives from all relevant stakeholder groups, follow best practices for organization, and have made effective incremental improvements in steering the program.
	WE HAD AN ADVISORY COMMITTEE THAT MET QUARTERLY	WE DISCUSSED THE FUTURE OF THE PROGRAM
Somewhat effective	Southern West Virginia Community and Technical College	The Clay Center provided wonderful mentors for the program:
	The Clay Center	<p>Two 6 six week sessions at each site. Van's numbers were down so for the second mentoring session, we put the middle school's – SOAR and EXPLORE Grant participants and the Project GOAL's participants together and used one mentor for the combination (Tae Kwan Do-Self Defense). The Clay Center was an excellent partner for GOAL, they provided quality people who enjoyed students and had a lot to offer our students in the way of experience and career mentoring.</p> <p>Our other partner--Southern West Virginia Community and Technical College is going through an administrative transition and the person who was partnering with GOAL took another job in a different area. I have met several times with the new administration and feel that we are ready to start working with them on the career mentors for the fall. A technology scavenger hunt-competition is already on the schedule for October. The college student career mentors will be meeting once a month with the GOAL participants.</p> <p>Because of the two different experiences that we had with our partners--one good and one nonexistent, that is why I marked somewhat effective.</p>
	Calhoun County Schools, Calhoun Co. Public Library, Calhoun Family Resource Network, Calhoun Co. Board of Education, Community Resources Inc., Calhoun County DHHR, DART, Heartwood in the Hills, Minnie Hamilton Health Care System, Tobacco Prevention Coalition, WVU Extension Service, Westbrook Health Services, Family Resource Network	

Effectiveness Partnerships	Narrative
<p>RESA 7 – College Foundation of West Virginia RESA 7 – Adolescent Health RESA 7 – Adult Basic Education RESA 7 – Pathways through American History RESA 7 – Public Service Training RESA 7 – Regional School Wellness Harrison County Schools Harrison County Board of Education Nutter Fort Primary School Nutter Fort Intermediate School Preston County Schools Preston County Board of Education Central Preston Middle School Preston High School Alex Lewis, Pharmacist Arthurdale Heritage, Inc. Dana Powell, Community Resource Coordinator Harrison County Child Advocacy Center Harrison County Parent/Educator Resource Center Harrison County Prosecutor’s Office Debbie Spadafore Alderson-Broadus College Anna Jarvis Elementary Kim Jennings Barbara Mouser Philippi Elementary School Faculty Senate Philippi Middle School Faculty Senate Linda Casto World Vision Taylor County Schools Barbour County Schools Harrison County Sheriff’s Department Homeless Grant of Preston County McDonalds Mid-Atlantic Aerospace Complex Pierpont Community & Technical College United Way of Harrison County, Inc. West Virginia University Harrison County Extension Office Harrison County 4-H West Virginia University Entomology Shannon Carnes Arts And Treasures Education Alliance Heart and Hand House Taylor County Circuit Court</p>	<p>The Partners that participated were great to deal with during the program. There were some partners that there services couldn't be used because community members did not sign up for those services.</p>
Management	
Effective	<p>Advisory Council, Youth Advisory Council Cslhoun County Board of Education</p>

Effectiveness Partnerships	Narrative
Ohio County Schools	Using Ohio County Schools' HR department to aid in the hiring process and dealing with personal issues has been a great partnership. The Board Office has also assisted in final, transportation, and invoicing for bills.
Wayne County BOE/Playmates CDC RESA 2 WVDE	
Beckley Stratton Middle School, RESA 1	Both partners had input into the management aspect of the CCLC Program.
Marion County Board of Education (Administrators school sites)	Administrators assisted with afterschool recruitment, disciplinary issues as needed, and ensuring adequate space was available for afterschool activities.
Ritchie County Schools; WVU Extension Service; Parkersburg Boys & Girls Club; Ritchie County Library;	
Ange Varner, PCS Special Education Coordinator, the primary contact regarding programming.	Ange Varner, PCS Special Education Coordinator, the primary contact regarding programming.
Susie Huggins, Project Director, is actively interested in the success of the program.	Susie Huggins, Project Director, is actively interested in the success of the program.
Laurie Noland, Project Assistant, is actively interested in the success of the program.	Laurie Noland, Project Assistant, is actively interested in the success of the program.
Site Coordinators at each site provide direction and leadership at the respective site.	Site Coordinators at each site provide direction and leadership at the respective site.
McDowell County Schools, McDowell County Title I, McDowell County Child Nutrition Program, WVU Ext., WVU CHOICES, NASA SEMAA, Title I, Parent Advisory Council, Principals	Stakeholders from each of the above organizations have at least one participant in our Advisory Council, which has been the primary guide for the program, utilizing teacher feedback, student test data, and student/parent surveys. The council has helped identify additional partnerships and community service opportunities.
Barbour County Schools Taylor County Schools Harrison County Schools Preston County Schools Linda Casto Anna Jarvis Elementary Philippi Middle School Central Preston Middle School Nutter Fort Intermediate School Nutter Fort Primary RESA 7 Harrison County Board of Education Philippi Elementary School Faculty Senate Philippi Middle School Faculty Senate	Partners had to have input on transportation, food service, scheduling, facility use, and staffing.

Effectiveness	Partnerships	Narrative
	Sandra barkey, mary booker, Freda harmon, Elizabeth kerns, Richard lindseyii, Barbara lacy, bonnie mcclung, harriet leurant, carol Mollohan, susan Mollohan, Robert sheets, tiffany redman, Carolyn walker sarah walker	they are the board of directors that help manage the program.
Somewhat effective	Nicholas County BOE, RESA IV, RHS SIG Grant Institute Church of the Nazarene, Charleston Parks and Recreation, Levi Missionary Baptist Church	data bases Individual program management increased sustainability of the programs
Programming		
Effective	Clay Center for the Arts, WVSUCASTEM, WVU Extension, Charleston Parks and Recreation, Black Diamond Girl Scout Council	Each partner provided best practice programming creating additional enrichment activity offerings for students
	WEST VIRGINIA STATE UNIVERSITY NASA/SEMMA	SUPPLIED TRAINING AND MATERIALS FOR PROGRAM INSTRUCTION
	Girl Scouts of the Nations Capitol, BOLD	We have had a very successful relationship with these partners that provide programming for our members.
	Same as for resources: Childrens Discovery Museum, Pet Helpers, WVU 4H Extension, and Mr. Twister Balloon Artist	All helped provide class-time programming options, and hands-on educational experiences.
	Save The Children Lincoln Primary Care Center	partners provided quality programs for attending students
	WVU Extension WVU Extension Services, Calhoun County Schools	
	Beckley Stratton Middle School, Just for Kids, Beckley Area Foundation, RESA 1	At the advisory council meetings, the four partners listed worked very well together in planning specific educational activities for our youth.
	Oglebay Institute, House of the Carpenter, Westbanko, and WVU Extension Office	All of the programs that are offered are from professionals in their field of experience. These enrichment programs have given the Anchor program great success.
	Rhonda drake, Carolyn hess, taran miller Girls Scouts of Black Diamond Council, University of Charleston, YMCA, Appalachian Children's Choir, WVSU, Kanawha County Public Library, Nai Huan Chi Karate Union, Kanawha Players	they are certified teacher for Krd-12 grade
	Fairmont State University, Girl Scouts of Black Diamond Council, Literacy Volunteers of Marion County, Marion County Family Resource Network, Marion County Public Library, NASA IV & V, Seven Stories Theater Company, West Virginia University Extension Services	The additional partnerships strengthened the afterschool program by providing activities in hands on science, health & fitness, nutrition, prevention awareness and character education, as well as the fine arts.
	WVU Ext., WVU CHOICES, SAFE, Children's Home Society of WV, NASA SEMAA / WVU,	Our partners provide a broad array of programming for a broad array of student and parent

Effectiveness Partnerships	Narrative
Robert C. Byrd Center for Rural Health, McDowell County Career Technical Center, Children's Aid Society, Catholic Charities of WV	demographics, including career and character mentoring, STEM activities, drug/alcohol/violence, bullying, health, math, science, reading, social and emotional health, adult literacy, and opportunities for at-risk youth.
Ritchie County Schools; Ritchie County Regional Health Center; WVU @ Parkersburg; WVU Extension; Ritchie County Fitness Center; Ritchie County Library; Ritchie County Sheriff's Office; West Virginia State Police; Glenville State College; Parkersburg Boys & Girls Club	
4-H, Y4Y website, Lego Robotics, NASA Education Center, Carnegie Science Center, Wayne County BOE, Playmates CDC	
Stop Coalition Diabetes Coalition Road Runners Wellness Coordinator at RESA 2 STEM Coordinator	Multiple partners contributed to a successful start to the program.
Each Site Coordinator and Instructor plays a key role in the programming offered to the ASE participants.	Each Site Coordinator and Instructor plays a key role in the programming offered to the ASE participants.
The EdVenture Group offers pre and post testing services to build outcome measurement capacity.	The EdVenture Group offers pre and post testing services to build outcome measurement capacity.
Somewhat effective Nicholas County BOE, RESA IV, RHS SIG Grant Mon County Board of Education, WVU Extension	joint activities between middle and high schools similar goals, objectives and clients
The Clay Center Southern West Virginia Community and Technical College	Because of an administrative change at the SWVCTC, they did not participate in the grant this year.
Arts in Action, West Virginia State University, Child Evangelism Fellowship, Charleston Baptist Temple	WVSU provides STEM opportunities provided by trained individuals. Arts in Action also provides dance classes. They provide diversity to the program offerings. One challenge is that communication is not always at the level it needs to be.
FRN, Board of Ed., WAC, Ext. Office Mid-Atlantic Aerospace Complex Pierpont Community & Technical College United Way of Harrison County, Inc. West Virginia University Harrison County Extension Office Harrison County 4-H West Virginia University Entomology Shannon Carnes Arts And Treasures Harrison County Sheriff's Department	

Effectiveness Partnerships	Narrative
Alex Lewis, Pharmacist Arthurdale Heritage, Inc. Dana Powell, Community Resource Coordinator Harrison County Child Advocacy Center Harrison County Parent/Educator Resource Center Harrison County Prosecutor's Office Debbie Spadafore Alderson-Broadus College RESA 7 – Pathways through American History	
Resources	
Effective Nicholas County BOE, RESA IV, RHS SIG Grant FAYETTE COUNTY BOARD OF EDUCATION, WEST VIRGINIA UNIVERSTITY NASA/SEMMA PROGRAM	transportation, food service
Ohio County Schools	Having the school system partner with the after school program by providing the use of the school buildings, equipment, supplies and transportation has been the most effective partnership because we are using the best our county has to offer.
Boone County Schools	This partnership allows our program to use county transportation, school custodial services, installation of software onto county servers, and overall school site coordination.
Stop Coalition	Multiple partners contributed to a successful start to the program.
The Clay Center Southern West Virginia Community and Technical College	In-Kind contributions from the partners and Boone County Schools--facilities and discounted student costs, volunteering of time, etc.
Boone County Schools FRN, Ext. Office Michaels, Staples, Kohls	
WVU Extension Service, Minnie Hamilton Health Care, Family Resource Network	
Lincoln Primary Care Center Lincoln County Family Resource Network	Partners provided valuable resources to the community and attending students through guides and quality programs.
WVU Extension Huggins Rentals Pioneer Press The EdVenture Group	Huggins Rentals This continues to be an effective relationship by providing office space and some financial in kind donation to the program. Pioneer Press This continues to be a successful relationship by

Effectiveness Partnerships	Narrative
	<p>providing office space for the program assistant.</p> <p>The EdVenture Group This continues to be a positive growing relationship in the development of the staff and quality outcome measurement.</p>
<p>Mr. Twister Balloon Artist, Pet Helpers (Fairmont, WV), West Virginia Childrens Discovery Museum, WVU 4H Extension</p>	<p>These partners listed to the left were very beneficial for our programming this year. They provided services such as creating class time activities relative to the monthly themes, providing educational time for students on topics we had not covered, and providing entertainment during special events. These partners all helped create interest in our students, and strengthen our programming.</p>
<p>Calvary Baptist Church, Charleston Baptist Temple, Emmanuel Baptist Church, West Charleston Baptist Church</p>	<p>These partners provide in-kind facilities and utilities and, in some cases, transportation. Without these partners, The Bob Burdette Center and PRO-Kids would not be able to function.</p>
<p>chas. business, komax, us foods, office max, corey brothers,</p>	<p>able to set up accounts & they serve us well</p>
<p>McDowell County Schools, McDowell County Title I, McDowell County Child Nutrition Program, WVU Ext., WVU CHOICES, NASA SEMAA / WVU, Children's Aid Society</p>	<p>Classrooms, gym space, food, cooks, additional teachers, and other logistics are provided by MCS, CNP, and Title I. WVU and Children's Aid Society provide materials for STEM, wellness, career readiness, and other goals.</p>
<p>MU, Wal-Mart, St. Mary's, Title I, Dr. Pino, Garden Club, Staff,</p>	
<p>Clay Center for the Arts, WVSUCASTEM, WVU Extension, Institute Church of the Nazarene, Charleston Parks and Recreation, Levi Missionary Baptist Church, Shiloh Missionary Baptist Church, Black Diamond Girl Scout Council, Wendy's International</p>	<p>We were able to conduct a \$265,000 program with a \$138,750 21st CCLC contribution</p>
<p>Ansted Middle, Collins Middle, Oak Hill High, Braxton County High, Valley High, Webster County High, Braxton Middle, Glade Middle, Marlinton Middle, Richwood Middle</p>	<p>Facilities and janitorial services were provided.</p>
<p>Ritchie County Schools; Ritchie Regional Health Center; WVU @ Parkersburg; WVU Extension Service; Ritchie County Fitness Center; Ritchie County Library; Ritchie County Sheriff's Office; Ritchie County State Police; Glenville State College; Parkersburg Boys & Girls Club;</p>	
<p>WV Extension, Wayne County BOE, Playmates CDC, Southwestern Headstart, USDA, Cabell County FRN, Wayne County FRN, Prestara Drug Awareness Specialist,</p>	

Effectiveness	Partnerships	Narrative
	Raleigh County Public Library, Beckley Area Foundation, NASA, Just for Kids (WV), WV Regional Jail Authority, Youth Museum of Southern WV, Beckley Elementary School, Raleigh County Board of Health, RESA 1, VR Quest, WV Statewide Afterschool Network, City of Beckley	All partners always stepped up to the plate and helped out in any possible way. The partners were very effective.
	Branch Church, Fairmont State University, Girl Scouts of Black Diamond Council, Life United Methodist Church, Literacy Volunteers of Marion County, Marion County Family Resource Network, Marion County Health Department, MCPARC, Marion County Public Library, NASA IV & V, WVU Extension Services, Fairmont Federal Credit Union, CASA of Marion County, American Cancer Society, Big Brothers Big Sisters of North Central WV; Try Again Homes; Burlington Family Services, FAST Circle of Parents, Fairmont Rehab Center of Fairmont General Hospital, Habitat for Humanity, North Central WV Head Start, Project CHAT, WV Division of Forestry, Suicide Prevention Network	The listed organizations were available during Lights On! Afterschool in order to provide those in attendance with family and youth services available in Marion County. The event was publicized in the local newspaper and all students attending K-8 grades in Marion County received flyers to attend the event in order to reach the residents of Marion County.
Somewhat effective	Berkeley County Board of Education, Berkeley County Transportation Department	We have an effective relationship that works most of the time with our county partners.
	United Way of Monongalia County Arthurdale Heritage, Inc. Dana Powell, Community Resource Coordinator Harrison County Child Advocacy Center Harrison County Parent/Educator Resource Center Alderson-Broadus College Anna Jarvis Elementary Kim Jennings Barbara Mouser World Vision Taylor County Schools Barbour County Schools Harrison County Sheriff's Department Homeless Grant of Preston County McDonalds Mid-Atlantic Aerospace Complex Pierpont Community & Technical College United Way of Harrison County, Inc. West Virginia University Harrison County Extension Office Harrison County 4-H West Virginia University Entomology Arts And Treasures Education Alliance Heart and Hand House	United Way supports our goals

Training

Effectiveness	Partnerships	Narrative
Effective	Charleston Fire Department	Easy to work with and provides a needed services.
	Monongalia County Schools	Medical staff helped CPR certify staff at the beginning of the year.
	WVDE	
	WVDOE	
	Boone County Schools	The opportunity is given GOAL staff to participate in any of the county's PD/training that occurs that might benefit them. Special workshops/trainings have been arranged specifically for GOAL staff (APEX Learning, PLATO, CPR for Staff).
	RESA 1 (Program Development, Special Education, and Wellness)	RESA 1 provided the training for all the employees throughout the school year.
	RESA 4	RESA staff provided PD for site tutors and additional site staff.
	RESA 2	provided staff with the professional development needed to implement the YEP programming and utilize the iPad lab purchased with grant monies
	Mingo County tech support for Ipad training	
	Save The Children	
	NASA IV & V, Marion County Board Of Education	NASA IV & V provided professional development to the site coordinators and enrichment instructors in order for STEAM activities to be implemented during the afterschool programs. We participated in PD provided by the Marion County BOE, such as Common Core, Smarter-Balanced Assessment, Technology, and Working with Families.
	Calhoun County Schools, Tobacco Coalition	
	Preston County Schools offers staff development that ASE staff are welcome to attend.	Preston County Schools offers staff development that ASE staff are welcome to attend.
	The EdVenture Group visited each site to offer training on provided materials and outcome measurement testing. The Program Director provided the ASE staff with information on various webinars as made available.	The EdVenture Group visited each site to offer training on provided materials and outcome measurement testing. The Program Director provided the ASE staff with information on various webinars as made available.
WVSUCASTEM, WVU Extension, Charleston Fire Department	Increased staff knowledge and effectiveness	
Wayne County BOE, Playmates CDC, WV Extension, Y4Y webinars		
Appalachian Artist Collective, Cambridge Martial Arts, BridgeValley Community and Technical College, and NASA IV & V	These partners provided mentor sessions or curriculum assistance throughout the school year by either in person hands-on projects with students or through personalized kits and professional development they have provided for site coordinators.	

Effectiveness	Partnerships	Narrative
	Ritchie County Schools; Parkersburg Boys & Girls Club; WVU Extension Service; Ritchie County Library	
	McDowell County Schools, McDowell County Title I, McDowell County Child Nutrition Program, WVU Ext., WVU CHOICES, NASA SEMAA, Title I, Principals	Partners have provided staff training that focuses on activities relevant to and directly delivered to students in the after-school environment, such as the NASA SEMAA training provided by Crystal Bishop of WVU.
Somewhat effective	Nicholas County BOE, RESA IV, RHS SIG Grant Mon County Board of Education Ohio County Schools	Food service training training is not consistent throughout the year Having the board office's support in training has help a lot. Looking to the future I would like to get more outside experts in after school programming to provide additional trainings.
	RESA 7 – College Foundation of West Virginia RESA 7 – Adolescent Health RESA 7 – Adult Basic Education RESA 7 – Public Service Training RESA 7 – Regional School Wellness Shannon Carnes	
Other		
Effective	Local school principals/community site directors	
Not effective	Tamarack Foundation	Not able to make connection to be able to progress any further in planning tactics to utilize partnership effectively at this time.
Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014		

EQ2. Information Sharing

Table A 3. Number of Partnerships by Type of Information Sharing by Program

Program	Number of partnerships by type of information sharing									
	Grand totals	Co-sponsor 1-time events	Evaluation	Funding	Joint planning	Management	Programming	Resources	Training	Other
Total	511	90	39	37	72	30	78	116	31	18
Anchor Program/Ohio										
County Schools	8	0	1	1	0	1	3	1	1	0
Bob Burdette Center, Inc.	11	1	7	0	2	0	0	0	1	0
Boone County Schools	9	3	0	1	2	0	1	2	0	0
Boys and Girls Club of the Eastern Panhandle	0	0	0	0	0	0	0	0	0	0
Cabell County Schools	0	0	0	0	0	0	0	0	0	0
Calhoun County Schools	19	1	1	2	6	1	4	2	2	0
Clay Center	0	0	0	0	0	0	0	0	0	0
Human Resource Development Foundation	39	0	0	10	6	0	9	13	1	0
Lincoln County Schools	10	3	1	0	3	0	0	3	0	0
Marion County Schools	40	2	3	3	1	2	8	20	1	0
McDowell County Schools	65	11	3	2	6	2	9	13	8	11
Monongalia County Schools	0	0	0	0	0	0	0	0	0	0
Mountaineer Boys and Girls Club	21	10	0	5	2	0	3	1	0	0
Nicholas County Schools	0	0	0	0	0	0	0	0	0	0
Partnership of African American Churches	2	0	1	0	1	0	0	0	0	0
PATCH	48	15	1	4	10	1	5	10	2	0
Preston County Schools	17	3	0	0	2	2	0	10	0	0
RESA 1	15	3	0	0	4	2	4	0	2	0
RESA 2	0	0	0	0	0	0	0	0	0	0
RESA 4	0	0	0	0	0	0	0	0	0	0
RESA 7	74	1	11	0	10	12	14	22	4	0
Ritchie County Schools	64	25	4	3	4	4	10	10	4	0
Salvation Army Boys and Girls Club	3	0	1	1	1	0	0	0	0	0
Wayne County Schools/Playmates	51	10	3	4	8	3	6	6	4	7
World Vision	15	2	2	1	4	0	2	3	1	0

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Comments

Effectiveness	Partners	Explanation for outcome
Co-sponsor one-time events		
Effective	United Way Community Agencies FAMILY RESOURCE NETWORK FRN, Ext. Office Three Rivers Festival Committee, MCPARC	Provided volunteers for clean-up project. The Boys & Girls Clubs of Marion County partners with the Three Rivers Festival and MCPARC to sponsor the Running for Kids 5K Race.
	Title 1, Lions/Kiwanis/Elks/Moose clubs as well as area businesses who help with our Drug Violence Awareness Day	This year was our annual Drug Violence Free Awareness Day which marked 23rd year. We've had the same partners who had helped throughout the 23 years.
	WVU Pharmacy School	WVU Pharmacy students volunteered with us during the fall of 2013 to gather ideas for a spring event. In April of 2014 WVU finished collaboration with Kaleidoscope on a special Saturday health fair event. WVU students researched health related topics and put together visual presentation stations for students and parents to visit, as well as health related games for the students to play and win prizes. Kaleidoscope helped sponsor this event and advertised out to all seven locations. Over 50 families showed up for the special event, which was very successful. Also during this event, Kaleidoscope utilized another resource -- our Mr. Twister balloon specialist, who helped draw people in by providing free balloon services for those waiting in line.
	Fraternities, sororities, civic organizations	They provide support on Fun Fridays or at awards ceremonies
	Family Life Expo--Preston Prevention Partnership underwrote the cost of the rental for the Craig Civic Center	Family Life Expo--Preston Prevention Partnership underwrote the cost of the rental for the Craig Civic Center
	Buckwheat Festival—WVU Extension provided display space for the ASE display.	Buckwheat Festival—WVU Extension provided display space for the ASE display.
	Chamber Window—The Preston County Chamber of Commerce provided in	Chamber Window—The Preston County Chamber of Commerce provided in
	WV Regional Jail Authority, Youth Museum, Raleigh County Board of Health	The presentations and field trips were very beneficial and enjoyable to the students.

Effectiveness	Partners	Explanation for outcome
	Prestara Mental Health Services, Carnigie Science Center, Marshall University Lego Robotic Cordinator, United Way, Huntington Parks and Rec, Dreamland Pool, Spare Time Recreation, Huntington Arts Museum, Prestara Mental Health Services, Ceredo Police Dept., and Cabell Huntington Hospital	Parentners value their part in helping to provide services and/or activities for the students in Wayne County.
Somewhat effective	Lincoln Primary Care Center Lincoln County Family Resource Network WVU Extension	As a collabortive we offered a career and information workshop for parents.
	Nicholas County BOE, RESA IV, RHS SIG Grant	
	Harrison County Parks and Recreation	Planning with the summer program.
Not applicable (no partners)	Lemonade Days; Various volunteers to present one time sessions such as ATV safety; Humane Society; American Cancer Society;	
Evaluation		
Effective	Ohio County Schools	Having the ability to partner with regular day teachers and principles has help to gage the success of the Anchor Program.
	CIPAS, 21st Century, Save the Children(monitor)	
	Calhoun County Board of Education	
	Lincoln County Family Resource Network	Through our collabortion we were able to develop, distribute a community survey the data gathered benifted all stakeholders.
	CIPAS, WVDOE, and WVU	All three gave us insights on how to improve our program. It was also beneficial that they put in writing the good things that we are doing in our afterschool programs.
	Nicholas County BOE, RESA IV, RHS SIG Grant	
	Dr. Jeanette Farmer	Subject specific expertise
	Barbour County Schools Taylor County Schools Harrison County Schools Preston County Schools Linda Casto Anna Jarvis Elementary Philippi Middle School Central Preston Middle School Nutter Fort Intermediate School Nutter Fort Primary RESA 7	Helping to collect data to use in the evaluation process.
	Ritchie County Schools; WVU Extension; Ritchie County Library;	
	CIPAS	

Effectiveness	Partners	Explanation for outcome
Somewhat effective	Grandview Elementary, J.E. Robins Elementary, Mary C. Snow West Side Elementary, Watts Elementary, Piedmont Elementary, Stonewall Jackson Middle, Capital High	Sometimes difficult to get all report cards from teachers due to time constraint and other obligations.
	CIPAS WAC, Ext. Office Staff --- volunteers from WVU	Two evaluations are done throughout the school year -- once in December and once at the end of the program year. Staff is also asked to evaluate themselves prior to their evaluation meeting, to help see where they think their strengths and weaknesses lie.
Not applicable (no partners)	WVDE, CIPAS, and parent/student/staff surveys	Evaluations are completed from the top down. We use the information from the beginning of the year when we meet till our last meeting to make sure we are covers our weaknesses.
	There is currently no evaluation for the sharing of information? Marshall University Research and Development, WaYne County WVEIS Cordinator, playmates CDC	Marshall is contracted to annalize student achivement, activities, and behavioral incidents, Project Director works closely with the individual school principals and the Wayne County WVEIS Director to track the students achievement, attendance, and behavior incidents. Marshall Research and Dev. evaluator has access to all student and program activities to annalize student and project success and assist with continous improvement plans.
Funding		
Effective	Oglebay Institute	We have students that meet the at risk population which helps Oglebay Institute receive grant funding which helps use in free programing.
	Believe in WV, Emmanuel Baptist Church, the Greater Kanawha Valley Foundation 21st Century, Title I Calhoun County Schools, WVU Extension Service JJDP, music Mentor, 21st CCLC, Greater Kanawha Valley Foundation, PIP, Community Participation grant, Nip credit, Walk -4- Kids, Dip Dinner & donations WOV	Fill in gaps not covered by 21st Century Help us as a program to build a safe haven place for the students of our program, & to give back to the community.

Effectiveness	Partners	Explanation for outcome
	Boys & Girls Clubs of Marion County, Title I, MCPARC, Marion County BOE	Each year, Boys & Girls Clubs of Marion County sponsor two major fundraisers, Vera Bradley Bingo & Running for kids 5K, which provided financial assistance and scholarships for the summer programs held at East Park & Blackshere. Title I provides financial support in order to provide 10 scholarships at each site during the summer program. MCPARC provides paid staffing to assist with the Running for Kids 5K Race. Marion County BOE provides sites, transportation, and programs used in the schools.
	Title 1, Marshall University-RCB Center for Rural Health	Blended money for services in afterschool so more students could participate. MU provided buses and food for students to visit their campus.
	Mon County Board of Education, Unite Way, State of WV, City of Morgantown, Monongalia County Commission	Funding agencies require reports
	Nicholas County BOE, RESA IV, RHS SIG Grant	
	Ritchie County Schools; WVU Extension; Parkersburg Boys & Girls Club;	
	United Way	
	Wayne County BOE, Playmates CDC, USDA, WVDHHR	WCCLC project partners blend all possible funding sources to provide services to the students and their families. With out blended funding Wayne County could not serve as many students.
Somewhat effective	Parents and the Community Information sharing was important in several fund raisers such as the Santa Letter, the Food For Preston Plates, and the Family Movie Night.	
Joint Planning		
Effective	PRO-Kids	PRO-Kids and BBC share information about available opportunities and work on resolving any challenges each faces.
	Save the Children, Staff, Advisory Council, Youth Advisory Council	
	Family Resource Network, WVU Extension Service, Tobacco Coalition, Westbrook, Calhoun County Schools, Minnie Hamilton Health Care System	
	Parks / Rec, West Virginia State University, University of Charleston, Debbie McHenry & Elaine Moore Aka Sorority	
	FRN, Board of Ed, Ext. Office, WAC	

Effectiveness	Partners	Explanation for outcome
	Lincoln Primary Care Center Lincoln County Family Resource Network WVU Extension	as a collaborative we were able to work together to offer and provide quality programming and workshops for the community, students, and parents.
	Title I	The site coordinator and Title I faculty at Blackshere collaborated to provide a family night where parents were provided strategies to assist their children with academic needs while afterschool staff provided activities for the children. In addition, both groups planned activities for both parents and children to participate in order to increase their awareness of the importance of health, nutrition, and physical activity. The attendance at both sessions exceeded expectations.
	WVU McDowell County Extension Services, Children's Aid Society, Marshall University, WVU Choices, McDowell County Faces, and McDowell County Title 1 program.	Share ideas, program implementations that will be provided, blended funding through T1 and co Parent Advisory Committee.
	Nicholas County BOE, RESA IV, RHS SIG Grant	funding
	WVSU CASTEM	Subject specific expertise compared on national levels
	ASE Administrative team Very good job in organizing the program.	ASE Administrative team Very good job in organizing the program.
	Preston County Schools. Very good at organizing the support services.	Preston County Schools. Very good at organizing the support services.
	Beckley Stratton Middle School, Just for Kids, Beckley Area Foundation, RESA 1	All entities worked together in sharing information with the students, parents, the school, and the community through media coverage on a regular basis.
	WVU Extension Office, 4H, Lewis County Sheriffs Department, Taylor County FRN, School Districts	Partners Bring lots of ideas and resources to the table.
	WVU Extension; Ritchie County Schools; Parkersburg Boys & Girls Club; Ritchie County Library;	
	Advisory Council and Board Members	
	Wayne county BOE, Playmates CDC, Federal Programs Director, Principals, Parents, WVU Extension, and Prestara Mental Health Services	Joint planning is the key to project success. Everyone must be willing to look at the needs of the community and be willing to bring their ideas and resources to the joint planning table and commite to the project.
Somewhat effective	The Clay Center Southern West Virginia Community and Technical College	The two partners play an active role in the planning for the grant, however, SWVCTC did not have the vehicle in place to do their part for this first year.

Effectiveness	Partners	Explanation for outcome
	WVU departments	Joint planning was utilized for a special event that both Kaleidoscope and WVU helped collaborate over. Details about this event are listed below under "co-sponsor one-time event"
	Kaleidoscope and WVU Office of Service Learning	similar goals and tasks
Management		
Effective	Ohio County Schools	Have the board office's support for the program has provided a great benefit.
	Save the Children, 21st Century	
	Calhoun County Board of Education	
	Marion County Board of Education, Boys & Girls Clubs of Marion County	Board of Education was responsible for the fiscal management of the 21st CCLC Grant. In addition, the principals at all three sites assisted the site coordinators with disciplinary needs as required by the site coordinator, ensuring adequate space was made available for the afterschool program, as well as referring students to participate in the afterschool program. The Boys & Girls Clubs of Marion County has established a volunteer board of directors that assist with program needs.
	McDowell County Schools and Site Coordinator	Schools provide information the the Site Coordinator to help extend the regular day into the after school day with out hassle. Planning meetings are held throughout the year to make sure that all is going well for what's best for kids.
	The program administration shared all information with staff and parents through a variety of sources such as email communications and PRESTON READS Facebook page.	
	Beckley Stratton Middle School, RESA 1	Both partners had provided open lines of communication regarding the management piece of the program.
	Ritchie County Schools; Parkersburg Boys & Girls Club; WVU Extension; Ritchie County Library	
	Playmates CDC and Wayne County BOE, WCCLC'S 21st Century Advisory Committee	WCCLC 21st Century is a joint project, we have a clear and detailed MOU, a strong advisory committee and all stakeholders value their role in the project.
Somewhat effective	Nicholas County BOE, RESA IV, RHS SIG Grant	

Effectiveness	Partners	Explanation for outcome
Not applicable (no partners)	Barbour County Schools Taylor County Schools Harrison County Schools Preston County Schools Linda Casto Anna Jarvis Elementary Philippi Middle School Central Preston Middle School Nutter Fort Intermediate School Nutter Fort Primary RESA 7 Harrison Count	
Programming		
Effective	Oglebay Institute, House of the Carpenter and WVU Extension Office	All three partners provide programming to the Anchor program that meets the needs of the students.
	The Clay Center	The collaboration with the sharing of mentors from the Clay Center was excellent, the people chosen were very kid-friendly and helped the program to achieve some success.
	Save the Children, Staff	
	Calhoun County Schools, WVU Extension Service, Minnie Hamilton Health Care System, Tobacco Coalition	
	the after school staff k-12th grade Rhonda drake, Carolyn hess, William lee, taran miller, Shannon wright, obi Henderson Shannon robinson, david loyd	able to help students with home work, projects & prepare for college
	FRN, Ext. Office	
	Fairmont State University, Girl Scouts of Black Diamond Council, Literacy Volunteers of Marion County Marion County Family Resource Network, Marion County Public Library, NASA IV & V, Seven Stories Theater Company, West Virginia University Extension Services.	The partnerships that are listed played a crucial role in providing additional programs that enhanced the following components of the afterschool program: science, fine arts, character education, prevention awareness, health, nutrition, expanded library hours, and reading enrichment.
	WVU Extension, WVU Choices, McDowell County FACES/HOPE, Stop the Hurt, SAFE, WVSU, MU, and T1	T1 provided personnel for presentiaions for our PAC meetings. The other partners provided personnel to come into the sites to present to students/parents on different topics that were brought up during surveys or PAC meetings.
WVU Extension Services, Childrens Discovery Museum	Several partners provided hour long programming during designated days throughout the year. These groups brought in science and art related themes for the children to work with, to help expand their	

Effectiveness	Partners	Explanation for outcome
		knowledge and promote these other academic related organizations.
	Nicholas County BOE, RESA IV, RHS SIG Grant WVSU CASTEM	Subject specific expertise
	ASE shares information with the Community regarding programming. ASE is a very transparent program and participation is encouraged at any level.	ASE shares information with the Community regarding programming. ASE is a very transparent program and participation is encouraged at any level.
	Beckley Stratton Middle School, Just for Kids, Beckley Area Foundation, RESA 1	The 21st CCLC did an excellent job keeping the media informed about upcoming events. The local newspaper and the local news stations on several occasions showcased the events that were held in the 21st CCLC Afterschool Program.
	Ritchie County Schools; Ritchie County Regional Health Center; WVU @ Parkersburg; WVU Extension; Ritchie County Fitness Center; Ritchie County Library; Ritchie County Sheriff's Office; West Virginia State Police; Glenville State College; Parkersburg Boys & Girls Club;	
	WVU Extension, Wayne County Tech/Vocational Coordinator, Cabell County BOE	Programming is costly, if project leadership works together to provide programming, the students and families are offered the highest level of programming without utilizing project grant funds.
Not effective	Kaleidoscope, Shack Neighborhood House, United Way	Each organization has their own programs
Not applicable (no partners)	Girl Scouts of the Nations Capitol	
	Preston County Schools Central Preston Middle School Preston High School Harrison County Child Advocacy Center Harrison County Prosecutor's Office Debbie Spadafore Alderson-Broadus College Kim Jennings Barbara Mouser Harrison County Sheriff's Department	

Effectiveness	Partners	Explanation for outcome
Resources		
Effective	Ohio County Schools	Sharing resources with the County School System is smart and cost effective.
	MU, Wal-Mart, St. Mary's, Title I, Dr. Pino, Garden Club, Staff,	
	Calhoun County Schools, WVU Extension Service	
	Wendy's, McDonalds, believe west Virginia, our local churches (8) green feed & seed, Krogers	
	FRN, Ext. Office, BOE	
	Lincoln Primary Care Center Lincoln County Family Resource Network WVU Extension	Through board and advisory meeting we were able to share ideas and success of our collaborative programs.
	Girl Scouts of Black Diamond Council, Marion County Family Resource Network, Marion County Health Department, Marion County Parks & Recreation, Marion County Public Library, West Virginia University Extension Services, Fairmont Federal Credit Union, American Cancer Society, Big Brothers Big Sisters of North Central West Virginia, Try Again Homes, CASA of Marion County, Burlington Family Services, FAST Circle of Parents, Project CHAT, Fairmont Rehab Center of Fairmont General Hospital, Habitat for Humanity, North Central West Virginia Head Start, Division of Forestry, Suicide Prevention Network	The listed organizations provided family and youth related resources that their agencies have available in Marion County during the annual Lights On! Afterschool Rally. The event is publicized via the local media networks; as well as informational flyers sent home to all school aged children in Marion County Public Schools and Fairmont Catholic.
	WVU McDowell County Extension Services, Children's Aid Society, Marshall University, WVU Choices, McDowell County Faces, and McDowell County Title 1 program, SAFE, Stop the Hurt, WV State Univ. Reconnecting McDowell, and Career Tec. Center	Several assisted with enrichment activities such as a visit to Marshall's Medical Center, Choices provided instructors during different times of the year, WVSU provided STEM initiatives, and the others provided resources, programming or training.
	WVU, Morgantown Boys & Girls Club	All resources gathered by Kaleidoscope have been shared with neighboring organizations such as the Morgantown Boys & Girls Club and Kidematics.
	Nicholas County BOE, RESA IV, RHS SIG Grant	
	ASE uses a variety of resources to meet the information needs of the program. Currently notes can be sent home with students, there is an email list serve, ASE hosts a web page on the PCS main web page, PRESTON READS is a Facebook social media source. AS	ASE uses a variety of resources to meet the information needs of the program. Currently notes can be sent home with students, there is an email list serve, ASE hosts a web page on the PCS main web page, PRESTON READS is a Facebook social media source. AS

Effectiveness	Partners	Explanation for outcome
	Gilbert Newspaper Williamson Daily News school website RESA 2 website social media	use of various media sources have allowed parents and community to be informed of the YEP programming
	Ritchie County Schools; Ritchie Regional Health Center; WVU @ Parkersburg; WVU Extension Service; ritchie County Fitness Center; Ritchie County Library; Ritchie County Sheriff's Office; West Virginia State Police; Glenville State College; Parkersburg Boys & Girls Club;	
	WVU Extension, Wayne County BOE, Playmates CDC, Cabell/Wayne FRNs, AmeriCorps	
Somewhat effective	The Clay Center Southern West Virginia Community and Technical College	Contributions of buses from the Soar and Explore Grant, in-kind contributions of personnel time and assets are included.
	United Way	United Way shares resource opportunities
	Harrison County Schools Harrison County Board of Education Nutter Fort Primary School Nutter Fort Intermediate School Preston County Schools Preston County Board of Education Central Preston Middle School Preston High School Harrison County Parent/Educator Resource Center Alderson-Broadus College Anna Jarvis Elementary Kim Jennings Barbara Mouser Philippi Elementary School Faculty Senate Philippi Middle School Faculty Senate Linda Casto World Vision Taylor County Schools Barbour County Schools McDonalds Pierpont Community & Technical College Harrison County Extension Office Harrison County 4-H	
Not applicable (no partners)	Berkeley County Board of Education, Berkeley County Transportation Department	
Training		
Effective	Save the Children, 21st Century Calhoun County Schools, Tobacco Coalition	
	HRDF Shannon Robinson	Mentoring in healthy living

Effectiveness	Partners	Explanation for outcome
	Ext. Office	
	NASA IV & V	NASA IV & V provided professional development opportunities that were required of all site coordinators and at least 1 enrichment instructor. Following the professional development, programs in GPS/Geocaching, Rocketry, and Robotics were offered to increase the availability of STEAM activities in afterschool.
	Title 1, WVDE, WVU Extension, WVU Choices, WVSU, MU, McDowell County Schools, and Children's Aid Society	All evaluations filled out after workshop or conference were positive and the trainings were a success.
	Beckley Stratton Middle School, RESA 1	The staff was always provided information about upcoming event and other concerns.
	Ritchie County Schools; WVU Extension; Ritchie County Library; Parkersburg Boys & Girls Club	
	WVU Extention, Wayne County 4H, Wayne County BOE, Playmates CDC	WCCLC utilizes all high quality training oppertunities available in our service area.
Somewhat effective	Ohio County Schools	Using the HR department of Ohio County Schools is very helpful with training new staff.
	WVDE	
	Nicholas County BOE, RESA IV, RHS SIG Grant	
Not applicable (no partners)	There was no training on information sharing.	There was no training on information sharing.
	RESA 7	
	RESA 7 – Public Service Training	
	RESA 7 – Regional School Wellness	
	Shannon Carnes	
Other		
Effective	WVU McDowell County Extension Services, McDowell County FACES/HOPE,SAFE, Stop the Hurt, Reconnecting McDowell, Career Tec Students, Railroad, Sheriff Dept. Lions/Moose/Elks/Kiwanis, and local businesses.	This year was our annual Drug Violence Free Awareness Day which marked 23rd year. We've had the same partners who had helped throughout the 23 years.
	City of Kenova, Wayne/Cabell Libraries, Spare Time Recreation, Huntington Art Musuem, and Huntington Parks and Recreation, and James Kent Tennis Clinics	Playmates and Wayne County BOE work collaboratively with parents, community members and businesses to support out of school time activities for the students of Wayne County. Project leadership ensure that the project is highly publisized to educate the importance and student success if everyone works together to keep a strong program.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ3. Professional Development

Table A 4. Quality of Professional Development by Topic by Program

Program	Rating by topic of professional development*											
	Collaboration	Communications/marketing	Family involvement	Federal/state requirements	Integrating afterschool with the regular school day	Policy and advocacy	Program evaluation	Program sustainability	Programming	Project management	Staff development	STEM/STEAM
Average rating	4.2	3.9	3.7	3.6	4.1	3.6	3.9	3.2	4.3	4.1	4.1	4.1
Total program directors attended	20	18	22	21	19	14	18	18	24	18	24	22
Anchor Program/Ohio County Schools	4	NA	3	4	3	4	NA	4	4	NA	4	5
Bob Burdette Center, Inc.	NA	4	3	NA	NA	NA	NA	3	4	NA	4	4
Boone County Schools	5	NA	3	4	4	3	3	3	5	3	4	3
Boys and Girls Club of the Eastern Panhandle	4	4	4	4	4	NA	3	NA	4	NA	NA	4
Cabell County Schools	5	NA	NA	NA	5	NA	NA	NA	5	NA	5	NA
Calhoun County Schools	4	4	4	3	5	3	3	3	5	3	3	4
Clay Center	5	NA	3	NA	NA	NA	4	NA	4	4	4	NA
Lincoln County Schools	4	4	4	4	4	NA	NA	3	4	4	5	3
Marion County Schools	5	5	5	5	5	4	4	3	5	5	5	5
McDowell County Schools	4	5	5	4	4	4	4	3	4	4	4	4
Monongalia County Schools	4	NA	3	NA	NA	NA	NA	NA	5	NA	3	5
Mountaineer Boys and Girls Club	NA	2	3	1	NA	NA	3	2	4	3	5	4
Nicholas County Schools	NA	NA	3	2	4	2	4	NA	NA	NA	3	3
Partnership of African American Churches	5	5	5	5	5	5	5	4	4	5	5	5
PATCH	NA	NA	NA	2	2	NA	NA	NA	2	NA	2	3
Preston County Schools	5	5	5	5	NA	NA	5	3	5	5	5	5
RESA 1	5	5	NA	4	4	4	4	2	5	3	5	3
RESA 2	3	1	4	4	NA	NA	3	2	3	4	3	4
RESA 4	4	4	3	4	3	3	NA	NA	4	3	4	NA
RESA 7	1	1	1	1	3	NA	2	2	3	4	3	3
Ritchie County Schools	4	4	4	4	5	3	4	4	4	4	4	4
Salvation Army Boys and Girls Club	NA	5	3	2	5	3	5	3	5	5	5	5
Step-by-Step	5	5	5	4	5	4	5	5	5	5	5	5
Wayne County Schools/ Playmates	5	5	5	5	5	5	5	5	5	5	5	5
World Vision	3	3	3	5	3	4	4	4	4	4	3	4

*The quality rating was based on a 5-point scale, as follows: 1 (low), 2 (somewhat low), 3 (moderate), 4 (somewhat high), 5 (high); NA indicates not applicable.

Table A 5. Future Need for Professional Development, Technical Assistance, and Information Resources, by Program

	Topic and type of support needed (Y = yes)																	
	Overall total yeses	Collaboration	Communications/marketing	Family involvement	Federal/state requirements	Integrating after-school w/regular school day	Policy and advocacy	Program evaluation	Program sustainability	Programming	Project management	Staff development	STEM/STEAM	Other				
Sponsoring Organization	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R	P T I D A R
All programs total yeses	9 6 8 9 1 8	1 7 7 1	6 3 7 3	9 5 7 5	7 8 6 7	8 2 4 8	3 2 3 3	2 2 7 2	7 5 1 5	1 1 1 1	1 9 7 9	8 1 4 8	9 7 5 9	6 2 1 6	2 1 1 2	1 1 1 1	1 1 1 1	1 1 1 1
Anchor Program/Ohio County Schools	0 0 0																	
Bob Burdette Center, Inc.	0 1 1											Y Y						
Boone County Schools	9 6 5	Y Y Y		Y Y	Y Y	Y Y			Y Y	Y Y Y Y	Y Y	Y Y Y						
Boys and Girls Club of the Eastern Panhandle	0 0 0																	
Cabell County Schools	3 1 7	Y Y		Y		Y Y			Y Y	Y	Y Y	Y						
Calhoun County Schools	7 0 4		Y	Y Y	Y	Y			Y	Y Y	Y	Y	Y					
Clay Center	5 3 4	Y Y						Y		Y Y Y	Y	Y	Y			Y Y Y		
Lincoln County Schools	1 2 5 0	Y Y	Y	Y Y	Y Y	Y Y			Y	Y Y Y	Y Y Y	Y						
Marion County Schools	1 0 2								Y Y	Y								
McDowell County Schools	5 1 1 0 2	Y Y Y Y	Y Y	Y	Y Y	Y Y	Y Y	Y Y	Y Y	Y Y	Y Y Y Y	Y Y Y Y						
Monongalia County Schools	3 0 2	Y								Y Y	Y		Y			Y		
Mountaineer Boys and Girls Club	4 3 0		Y	Y	Y				Y	Y	Y				Y			
Nicholas County Schools	7 3 4			Y	Y Y Y Y		Y			Y Y Y Y	Y Y Y Y							
Partnership of African American Churches	0 0 0																	
PATCH	3 2 2				Y Y	Y				Y Y Y		Y			Y			
Preston County Schools	4 7 9	Y Y Y	Y Y	Y Y	Y Y Y	Y				Y Y Y Y Y Y Y					Y Y			
RESA 1	6 3 0	Y Y	Y			Y				Y Y	Y Y	Y						
RESA 2	2 3 5	Y Y		Y	Y					Y Y	Y Y Y Y							
RESA 4	9 5 3		Y	Y Y	Y Y		Y	Y	Y	Y Y Y Y Y	Y	Y Y	Y					
RESA 7	4 3 5		Y Y Y Y	Y Y					Y Y	Y Y Y Y		Y						
Ritchie County Schools	8 1 7	Y	Y	Y Y	Y	Y	Y		Y Y Y Y	Y	Y Y	Y	Y					
Salvation Army Boys and Girls Club	0 0 0																	
Step-by-Step	0 0 0																	
Wayne County Schools/Playmates	9 8 1 1	Y Y Y Y	Y Y	Y Y Y Y			Y Y Y	Y Y Y Y Y Y	Y	Y Y Y Y Y Y Y	Y Y Y Y	Y Y Y Y						
World Vision	0 0 0																	

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Lists of professional development providers by topic and quality rating

Quality rating	Professional development providers
Collaboration	
High	<ul style="list-style-type: none"> • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • Staff, Save the Children,SCRATCH, • Peer Learning Teams-WVDE, Peer Learning Facilitators • WVDE, National Afterschool Association, ASCD • USDOE Staff, WVDE 21st CCLC Staff, 21st CCLC State Programs, 21st Century Grant Services, WVDE Peer Learning Facilitator, Y4Y Website • Everything we do deals with collaborating with someone. ASE collaborated with the EdVenture Group to offer the ASE orientation. • WVDE 21st CCLC Staff provided assistance and PD sessions. RESA provided information on this in their training sessions. • 21st CCLC Quad State Conference • Corporation for National and Community Service • Faces of Leadership • Grow Appalachia • Leslie Stone • Team for WV Children • Transformation Specialist • Try This Conference • Vaughn Grisham • WV Center for Civic Life • WV Community Development Hub • WV Healthy Kids and Families Coalition • WVDE Spring Conference • Wayne County BOE, Playmates CDC, USDA, WVU Extension and WV DOE 21st Century Programming
Somewhat high	<ul style="list-style-type: none"> • NAA and WVDE • Indiana Afterschool Network, WVDE • WVDE, 21st CCLC • 21st Century Multi State conference WV 21st State Directors Conference Parent Involvement Workshops/Webinars • WVDE-21st CCLC, WVDE-Child Nutrition, McDowell County Schools, WVU Extension, WVU Choices, WVSU, Career Tec. Center • 21 CCLC Spring Conference (2014) • WVDE, WVSAN, Multi-state Conference • Quad State Conference; Bidder's Conference; Spring Conference
Moderate	<ul style="list-style-type: none"> • WVDE 21st CCLC • Foundations, Inc.

Quality rating	Professional development providers
Low	<ul style="list-style-type: none"> RESA 2 and RESA 7 worked together to answer some questions about after school programs.
Communications/Marketing	
High	<ul style="list-style-type: none"> WVDE, National Afterschol Association WVDE-21st CCLC, WVDE-Child Nutrition, McDowell County Schools, WVDE 21st CCLC Staff, Education Alliance, 21st Century Grant Services, WV Healthy Kids Preston County Schools Darla Moyers offered training on how to use the PCS web page to promote the ASE program. WVDE 21st CCLC Staff provided assistance and PD sessions. RESA provided information on communication with the members of the Advisory Council. BOOST-CA, Multi State Conference-IN 21st CCLC Quad State Conference Corporation for National and Community Service Faces of Leadership Family Leadership First Grow Appalachia Leslie Stone Team for WV Children Transformation Specialist Try This Conference Vaughn Grisham WV Anti-Bullying Coalition WV Center for Civic Life WV Community Development Hub WV Healthy Kids and Families Coalition WVDE Spring Conference Marshall Univ., Wayne County BOE, Playmates CDC, Lamar Advertising, and project partners.
Somewhat high	<ul style="list-style-type: none"> Network for Good Indiana Afterschool Network, WVDE WVDE, 21st CCLC 21st Century Multi State conference WV 21st State Directors Conference RESA 4, WVDE Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider
Moderate	<ul style="list-style-type: none"> Foundations, Inc.
Low	<ul style="list-style-type: none"> Multi-state Conference
Family involvement	
High	<ul style="list-style-type: none"> WVDE, NAA, Marion BOE, ASCD WVDE-21st CCLC, WVDE-Child Nutrition, USDE, McDowell County Schools, WVDE, USDOE Staff, WVDE 21st CCLC Staff, 21st Century Grant Services, WVDE Peer Learning Facilitator, 21st CCLC State Programs The PCS Title I Parent Volunteer Coordinators met monthly from October to June. Each meeting featured a speaker on topics such as Pressley Ridge, Mountainheart, the Catholic Charities snap program along with the AmeriCorps healthy living initiative. 21st CCLC Quad State Conference Corporation for National and Community Service

Quality rating	Professional development providers
	<ul style="list-style-type: none"> Faces of Leadership Family Leadership First Grow Appalachia Kanawha County Schools Lincoln County Schools Logan County Schools Team for WV Children Transformation Spec • WV DOE, Wayne County BOE, Playmates CDC
Somewhat high	<ul style="list-style-type: none"> • Indiana Afterschool Network, WVDE • WVDE, 21st CCLC • 21st Century Multi State conference WV 21st State Directors Conference Parent Involvement Workshops/Webinars • Monthly conference calls Webinar • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider
Moderate	<ul style="list-style-type: none"> • WVDE • Linda Robinson • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • Part of the 21 CCLC Spring Conference centered around the topic of "Family Involvement" -- however, personally did not find this part of the training helpful. Several follow-up webinars related to this topic have occurred, but Operations Specialist was unable to schedule time for these. • Boys/Girls Clubs of America • more PD was offered in this area • USDOE, WVDE • BOOST-CA, Multi-State Conference-IN • Foundations, Inc.; Dept of Ed.; World Vision
Low	<ul style="list-style-type: none"> • FERP
Federal/state requirements	
High	<ul style="list-style-type: none"> • WVDE • WVDE 21st CCLC Staff • Charlene Strahin, PCS Nutritionist Josh Asbury, 21st Century • WV DOE • Foundations, Inc.; Dept of Ed.
Somewhat high	<ul style="list-style-type: none"> • NAA and WVDE • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference)

Quality rating	Professional development providers
	<p>Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice)</p> <ul style="list-style-type: none"> • WVDE • opportunities were discussed through professional development activities offered at both conferences. • WVDE-21st CCLC, WVDE-Child Nutrition, USDE, McDowell County Schools, WVDE, • WVDE 21st CCLC Staff, RESA 1 • Directors' Meetings Quad State Conference WVDE 21st CCLC • WVDE • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider • 21st CCLC Quad State Conference Corporation for National and Community Service Kanawha County Schools Lincoln County Schools Logan County Schools Transformation Specialist WV Anti-Bullying Coalition WVDE Spring Conference WVDE Office of Child Nutrition
Moderate	<ul style="list-style-type: none"> • WVDE, 21st CCLC • fed dept of ed, wvde • 21st Century Multi State Conference-IN
Low	<ul style="list-style-type: none"> • DHHR - Dept of maternal and infant care
Integrating afterschool with the regular school day	
High	<ul style="list-style-type: none"> • After School and Regular Day School are the same people • WVDE, 21st CCLC • WVDE, NAA, • USDOE Staff, WVDE 21st CCLC Staff, 4Y Website • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider • BOOST-CA, Multi-State Conference-IN • 21st CCLC Quad State Conference Corporation for National and Community Service Kanawha County Schools Lincoln County Schools Logan County Schools Transformation Specialist WV Anti-Bullying Coalition WVDE Spring Conference • Wayne County BOE, School Principals, regular day teachers/afterschool teachers,families and students.

Quality rating	Professional development providers
Somewhat high	<ul style="list-style-type: none"> • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • Indiana Afterschool Network • 21st Century Multi State conference WV 21st State Directors Conference • WVDE-21st CCLC, WVDE-Child Nutrition, USDE, McDowell County Schools, WVDE, RESA 1, • Combined with SIG. Most staff were BOE employees • Regular meeting with the teaching staff at Beckley Stratton Middle School
Moderate	<ul style="list-style-type: none"> • NAA and WVDE • • RESA 7, State Department, Multi-state Conference • Foundations, Inc.; Dept of Ed.
Somewhat low	<ul style="list-style-type: none"> • fed dept of ed, wvde
Other	
High	<ul style="list-style-type: none"> • Faces of Leadership Conference August 6-8 2014, National AfterSchool Association Conference February 28-March 3 2014, Franklin Covey Leader In Me Conference March 5-8 2014, Quad State Conference September 2014, Regional 21st CCLC Conference Williamsburg VA, April monitoring visit with Josh Asbury
Policy and advocacy	
High	<ul style="list-style-type: none"> • Education Alliance, 21st Century Grant Services, WV Healthy Kids and Families • Marshall University, Project Leadership and Advisory Committee
Somewhat high	<ul style="list-style-type: none"> • NAA • WVDE • Quad State Conference- 21st CCLC State Programs: Indiana, Kentucky, Ohio, Tennessee, and West Virginia • WVDE 21st CCLC Staff, RESA 1 • 21st CCLC Quad State Conference Corporation for National and Community Service Faces of Leadership Family Leadership First Kanawha County Schools Leslie Stone Lincoln County Schools Logan County Schools Team for WV Children Transformation Specialist • Foundations, Inc.; Dept of Ed.; World Vision
Moderate	<ul style="list-style-type: none"> • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management,

Quality rating	Professional development providers
	NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) <ul style="list-style-type: none"> • WVDE, 21st CCLC • WVDE, WVSAN • Quad State Conference; Bidder's Conference; Spring Conference; • BOOST-CA, Director's Conference-Morgantown, Multi State Conference-IN
Somewhat low	<ul style="list-style-type: none"> • Was late on board as directors so I am not sure I was fully aware of these
Program evaluation	
High	<ul style="list-style-type: none"> • WVDE 21st CCLC Staff, WVDE Office of Research, Keys 4 Healthy Kids • CIPAS • CIPAS • 21st CCLC Quad State Conference Corporation for National and Community Service Kanawha County Schools Lincoln County Schools Logan County Schools Team for WV Children Transformation Specialist WV Community Development Hub WVDE Spring Conference • Marshall University, Project Leadership, WV DOE
Somewhat high	<ul style="list-style-type: none"> • Goal, Objectives, Logic Model and Evaluation Plan work session-WVDE Office of Research • WVDE • Quad State Conference- 21st CCLC State Programs: Indiana, Kentucky, Ohio, Tennessee, and West Virginia • CIPAS provided an objective evaluation based on evidence. • WVDE 21st CCLC Staff, RESA 1 • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider; CIPAS; Monitoring visits; • Foundations, Inc.; Dept of Ed.; World Vision
Moderate	<ul style="list-style-type: none"> • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • WVDE • WVDE, 21st CCLC • 21st Century, DHHR • WVDE 21st CCLC New Director's Meeting

Quality rating	Professional development providers
Somewhat low	<ul style="list-style-type: none"> WVDE, 1st year director meetings
Program sustainability	
High	<ul style="list-style-type: none"> 21st CCLC Quad State Conference Corporation for National and Community Service Faces of Leadership Grow Appalachia Leslie Stone Team for WV Children Transformation Specialist Try This Conference Vaughn Grisham WV Center for Civic Life WV Community Development Hub Playmates CDC, Wayne County BOE, Community partnerships
Somewhat high	<ul style="list-style-type: none"> NAA USDOE Staff, WVDE 21st CCLC Staff, Education Alliance, 21st CCLC State Programs Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider Foundations, Inc.; Dept of Ed.
Moderate	<ul style="list-style-type: none"> National Afterschool Association WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) WVDE, 21st CCLC 21st Century Multi State conference WV 21st State Directors Conference WVDE WVDE-21st CCLC, WVDE-Child Nutrition, USDE, McDowell County Schools, WVDE, Tucker County Foundation BOOST-CA, Director's Conference-Morgantown, Multi State Conference - IN
Somewhat low	<ul style="list-style-type: none"> Boys/Girls Clubs of America WVDE 21st CCLC Staff, RESA 1 Directors' Meeting WVDE 21st CCLC RESA 7 WVDE Y4Y
Programming	
High	<ul style="list-style-type: none"> WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V

Quality rating	Professional development providers
	<p>Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice)</p> <ul style="list-style-type: none"> • Save the Children, 21st Century, Multi-State Conference, Spring Conference, CCBOE • WVDE, 21st CCLC • WVDE, National Afterschool Association, Marion County BOE, ASCD • NASA kit training, 21 CCLC 2014 Spring Conference • 21st Century Multi State conference in Indianapolis <p>WV State Mini Conference in Morgantown Jim Harris training, Taylor County FRN Bullying training, Monongalia County Schools ASE Orientation with the EdVenture Group</p> <ul style="list-style-type: none"> • RESA 1, Pre-Grant Site Meeting, Technical Assistance Program • BOOST Conference CA, Director's Conference-Morgantown, Multi-State Conference-IN • 21st CCLC Quad State Conference <p>Corporation for National and Community Service Faces of Leadership Family Leadership First Grow Appalachia Team for WV Children Transformation Specialist Try This Conference WV Anti-Bullying Coalition WV Center for Civic Life</p> <ul style="list-style-type: none"> • WV DOE 21st Century, Wayne County BOE, Playmates CDC, Quad State Conference and 21st Century Federal Program Director
Somewhat high	<ul style="list-style-type: none"> • NAA, WVDE • You for Youth, WV Dept of Ed • Indiana Afterschool Network • Spring Conference-April 2014 (Duane Rupert/Terri Towle, WVDE 21st CCLC Staff, Volunteer WV, Education Alliance, NASA IV&V) • 21st Century Multi State conference WV 21st State Directors Conference Parent Involvement Workshops/Webinars • WVDE-21st CCLC, WVDE-Child Nutrition, McDowell County Schools, WVU Extension, WVU Choices, WVSU, • Monongalia County Board of Education, Boys/Girls Clubs of America, DHHR • WVDE 21st CCLC Staff, WVDE Office of Instruction, NASA IV, 21st CCLC State Programs • WVDE, Multi-state conference • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider • Foundations, Inc; World Vision, Inc; Dept of Ed.
Moderate	<ul style="list-style-type: none"> • Quad State Conference in September-21st CCLC programs Directors' Meetings-Jan and April-WVDE 21st CCLC Family engagement-Community of Practice-Monthly conference calls Webinar-Engaging Families of Children with Disabilities • State Training, Conferences

Quality rating	Professional development providers
Somewhat low	<ul style="list-style-type: none"> • fed dept of ed, wvde
Project management	
High	<ul style="list-style-type: none"> • WVDE, NAA, • WVDE 21st CCLC Staff, 21st Century Grant Services, 21st CCLC State Programs • 21st Century CIPAS • BOOST-CA, Multi State Conference-IN • 21st CCLC Quad State Conference Corporation for National and Community Service Faces of Leadership Grow Appalachia Team for WV Children Transformation Specialist WV Community Development Hub WVDE Spring Conference • Wayne County BOE, Playmates CDC, and WCCLC Advisory Committee
Somewhat high	<ul style="list-style-type: none"> • 21st CCLC Bidders Conference Webinar-WVDE 21st CCLC Staff • 21st Century Multi State conference WV 21st State Directors Conference • WVDE-21st CCLC, WVDE-Child Nutrition, USDE, McDowell County Schools, WVDE, • WVDE 21st CCLC Directors' Meeting Quad State Meeting • RESA 7 • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider • Foundations, Inc.; Dept of Ed.; World Vision
Moderate	<ul style="list-style-type: none"> • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • WVDE, 21st CCLC • Boys/Girls Clubs of America • WVDE 21st CCLC Staff, RESA 1 • WVDE
Staff development	
High	<ul style="list-style-type: none"> • Save the Children, CCBOE, • 21st Century Multi State conference WV 21st State Directors Conference • WVDE, National Afterschool Association, ASCD • Boys/Girls Clubs of America • WVDE 21st CCLC Staff, Y4Y Website

Quality rating	Professional development providers
	<ul style="list-style-type: none"> • ASE 21st Century PPP PCFRN Tucker County Community Foundation • WVDE 21st CCLC Staff, RESA 1 • BOOST-CA, Multi-State Conference-IN • 21st CCLC Quad State Conference Corporation for National and Community Service Faces of Leadership Kanawha County Schools Lincoln County Schools Logan County Schools Transformation Specialist WVDE Spring Conference • Wayne County BOE and Playmates collaborate on staff development activities to prevent duplication and maximize resources. WV DOE provide valuable staff development during the annual 21st conferences and the Quad state conference.
Somewhat high	<ul style="list-style-type: none"> • NAA • You for Youth • WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) • Common Core Webinar-WVDE Office of Instruction • WVDE-21st CCLC, WVDE-Child Nutrition, McDowell County Schools, WVU Extension, WVU Choices, WVSU, Career Tec. Center, WVDE, RESA 1, • WVDE, RESA 4, WVSAN • Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider
Moderate	<ul style="list-style-type: none"> • WVDE, 21st CCLC • CPR and CPI training provided to staff during fall of 2013. Staff also met with coordinators once per week to discuss behavior issues, class time activity ideas, and ways to improve communication among peers and students. • BOE required trainings.....RESA database management • Directors' Meetings Quad State Conference • RESA 7, State Department • Foundations, Inc.; Dept. of Ed.
Somewhat low	<ul style="list-style-type: none"> • fed dept of ed, wvde
STEM/STEAM	
High	<ul style="list-style-type: none"> • NAA and WVDE • WVDE, NAA, Marion BOE, ASCD, NASA

Quality rating	Professional development providers
	<ul style="list-style-type: none"> NASA training attended in 2013 to increase science related activities at the sites. Children's Discovery Museum also brought in several lessons centered around a science theme. WVDE 21st CCLC Staff, WVDE Office of Instruction, NASA IV, 21st CCLC State Programs, Y4Y Website The EdVenture Group BOOST-CA, Director's Conference-Morgantown, Multi State Conference-IN 21st CCLC Quad State Conference Corporation for National and Community Service Grow Appalachia Transformation Specialist Try This Conference WV Anti-Bullying Coalition WV Healthy Kids and Families Coalition WVDE Spring Conference Marshall University, Project staff, WV Extension, Y4Y and WV DOE
Somewhat high	<ul style="list-style-type: none"> You for Youth Indiana Afterschool Network, WVDE WVDE, 21st CCLC Quad State Conference- 21st CCLC State Programs: Indiana, Kentucky, Ohio, Tennessee, and West Virginia NASA Spring Directors' Conference Quad State Conference; Bidder's Conference; Spring Conference; Webinars from Linda Robinson- Family Resource Regional Provider Foundations, Inc.; Dept of Ed.
Moderate	<ul style="list-style-type: none"> WVDE 21st CCLC staff 21st CCLC State Programs (Quad State Conference) Duane Rupert/Terri Towle Volunteer Management, NASA IV&V Volunteer WV Education Alliance WVDE Office of Research Linda Robinson (Family Engagement Community of Practice) PATCH Morgantown training in spring but would have been better in fall. WVDE 21st CCLC Staff, RESA 1 Stemfinity WVDE Y4Y

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Lists of needed support by topic area

Respondents were asked to indicate the nature of additional information they need and the preferred format.

Format preferred	Specific topic
Collaboration	Anytime we can get together to bounce ideas around would be great.

Format preferred		Specific topic	
PD	TA	BOth conferences and the workshops offered networking opportunities for multi program collaboration.	
PD	TA	collaboration with community partners	
PD	TA	IR	<p>EdVenture Preston County Schools 21st Century Preston Prevention Partnership PC Family Resource Network. WVU Extension</p> <p>EdVenture offered training in pre and post testing of students enrolled in the ASE program. PCS offered training in web top and other technology related training related to the web page. PPP offered training on prevention PCFRN offered the Jim Harris training on families. The program director attended the Bullying training offered by Mon County Schools. WVU extension offered training on Farm to Food and how to develop a high tunnel.</p>
PD	TA	IR	Family Involvement, STEM/SEMAA resources, activities students can build on through life, Career readiness activities, Nutrition resources for families, STEM (You for Youth-Monique McDowell-Russell and Jessica Chung, Jennifer Robertson-Honecker WVU STEM),
PD			How to strengthen collabloration
PD	TA	IR	New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD		IR	Policy & Advocacy, Program Evaluation, Stem/STEAM, Program Sustainability, Family Involvement, Federal/State Requirements, Project Management, Integrating AfterSchool with Regular School Day, Staff Management, Communications/Marketing, Collaboration, Programming
PD			Spring conference helped Directors from programs state-wide collaborate on ideas to improve parent involvement, resources to improve the quality of programming, etc. Programs discussed techniques that work, and do not work.
PD	TA	IR	Wayne County BOE and Playmates share training, teachers, resources, and technical assistance in all aspects of the project. In addition, our state directors provide valuable training, on-site technical assistance and on-going information and resources to support project success.
PD	TA		WVDE 21st CCLC Staff provided assistance and PD sessions.

Communications/Marketing			
PD		IR	Program aand Product opportunities were made available through outside vendors at the multi state conference and the WVDE state ditectors conference.
PD		IR	Family Engagement (Linda Robinson),), Round Tables (Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using benchmark data to track student progress, Lemonade Day, CACFP (at-risk afterschool meals)PAC (Parent Advisory Counsel),

Format preferred		Specific topic	
TA	IR	Marketing involved parent emails, parent link communications, local traditional media such as radio stations and newspapers along with the PRESTON READS Facebook page.	
PD		PD was given on a variety of topics including lesson plans, confidentiality, Next Gen Common Core Standards, health issues, special education topics, etc.	
TA	IR	I feel there can be a lot of information that can be passed around with what is working with other programs.	
PD	IR	Ways to strengthen digitally;	
PD	IR	Project partners provide training on communication and education of the project success. WCCLC partners with Lamar advertising to provide informational bill boards to families, business leaders, and community stake holders.	
Family Involvement			
PD	TA	New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice	
PD	IR	Family Involvement activities and opportunities were discussed through professional development opportunities at both conferences and different Parent involvement workshops.	
PD	IR	Meeting the needs of children of Poverty, Successful Parent Advisory Councils,	
PD		family involvement	
TA	IR	Each presentation focused on educating local Title I Parent Volunteer Coordinators about programs, services and referrals that are available in the community to help parents and the community become more successful and independent.	
		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress	
	IR	as available	
PD	TA	IR	I attended all of the FERP training that were offered and I found that most of the information was geared toward other states and more towards urban area programs instead of rural programs.
PD			Always need more help in this area; Hard to accomplish;
PD		IR	Family engagement/involvement opportunities are provided at the local and state level for project leadership and staff. WCCLC also employes a Family Engagement Coordinator that strenthens our project.
Federal/State Requirements			
PD	TA		New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD		IR	Federal and state requirements were discussed at both conferences through professional development activites and in open discussion.
	TA	IR	Requirements, policy, food,
	TA	IR	Mrs. Strahin offered regular assistance on the snacks/dinner portion of the program.

Format preferred	Specific topic		
		Mr. Asbury provided regular communication regarding upcoming deadlines and needed documentation. He provided assistance as needed to meet reporting requirements.	
		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress	
	IR	as new requirements are determined	
PD		Updates in this area especially	
PD	TA	IR	WV DOE state 21st Century Directors plan and facilitate professional development oppertunities and provide on-going information and resources to ensure project successes.
Integrating Afterschool with the Regular School Day			
PD		IR	Quad State Conference, Spring Conference
PD			Possible collaborative oppertunities were discussed through professional development activities offered at both conferences.
	TA	IR	Quad Conference, Optimizing Student Learning Inside and Outside of the classroom, CACFP (at-risk afterschool meals, • Technical Assistance Program Visits
PD		IR	Attended Kingwood Elementary Leadership committee meetings
			Attended Preston County School Title I Parent Volunteer program monthly meetings.
PD			meeting occur during the specific teacher's planning periods.
			This one is hard because what works in one area might not work in another.
PD			Our program is strong in this aspect but we can always improve;
Other			
PD	TA	IR	Policy & Advocacy, Program Evaluation, Stem/STEAM, Program Sustainability, Family Involvement, Federal/State Requirements, Project Management, Integrating AfterSchool with Regular School Day, Staff Management, Communications/Marketing, Collaboration, Programming
Policy and Advocacy			
			New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
			PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress
PD			Hard for us to do in rural county with limited resources;
PD	TA	IR	Marshall Univl. Eval team provide annual report to use as an advocacy tool for state and county decision makers and legislators. Project leadership participate in county and state committees to provide information and resources to stake holders
Program Evaluation			
			New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice

Format preferred		Specific topic
	IR	people or companies that would provide a program evaluation
TA	IR	21st CCLC Evaluation Report Summary-New online tool
		Worked tirelessly to complete CIPAS report. Very cumbersome way to evaluate a program.
		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress
PD	IR	Webinars, phone calls, program reports
	IR	A list of all evaluations and what each evaluation needs for documentation before the programs begin in the fall.
	IR	CIPAS and Monitoring Visits
TA	IR	Marshall provides information and resources to share with project stake holders, Project leadership develops plans and collect program information for program eval. WV DOE offer training on state and federal evaluation requirements. Our State Director provides on-site monitoring and Evaluation with project feedback.
Program Sustainability		
PD	TA	New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD	IR	Opportunities for program sustainability was discussed at both conferences.
PD	IR	Sustainability is very hard and any suggestions or resources that we could get on this subject would be very beneficial.
	TA	IR How to sustain your program when there is no funding?? Afterschool supper.
		IR Met with Tucker County Foundation staff on how to start the endowment process.
		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress
	TA	IR Need additional assistance and resources to create a sustainable program
PD	TA	IR This is very hard for our county where funds are very limited;
PD	TA	IR Project written sustainability plan includes participation,commitment,and on-going involment to sustain the program.
Programming		
PD	TA	IR New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD	TA	IR strategic/sustainability planning, advocacy, parental engagement, Ementoring, round table discussions (programming, staff training, electronic data, NASA, volunteer management, fundraising)
PD	TA	The conferences and workshops were very helpful they provided new programs possibilites as well as network opportunities.
	TA	IR Cyber bullying, Lifetime sports, SEMAA, STEM,Technical Assistance Program Visits,Quad State Conference,

Format preferred		Specific topic
PD	IR	Operations Specialist and 2 Site Coordinators attended a NASA training in Fairmont, WV that trained them on Lego robotics kit use that coordinators then applied to their site locations. Operations Specialist also attended a 21 CCLC conference that discuss
PD		youth development strategies
PD	TA IR	Please describe the Professional Development, Technical Assistance, or Information Resources requested: Local—Orientation September 13; Midyear Meeting State—Spring Conference Regional—none offered National—Indiana September 21st Century EdVenture Orientation and Midyear Meeting consisted of presenting various program information to the 13-14 ASE staff. The EdVenture program offered pre and post testing reading materials to each site as well as numerous activities to incorporate into the learning. The National Conference provided numerous learning opportunities in training sessions, with speakers at luncheons and during the exhibit areas along with meeting fellow program professionals The state spring conference offered training on various program functions as well as programming opportunities such as Y4Y.
PD	TA	RESA 1 provided inservices titled "A Successful After School Program". WVDE 21st CCLC Staff provided assistance and PD sessions.
	IR	Can always use additional information resources
PD	TA IR	More information and better explanations about how to use the WVEIS Data Collection system. Informational materials about what needs to be done and when it is due.
	IR	Ideas for Parent Engagement; Ideas for various programs for students;
PD	IR	Attended confereces and face to face trainings
Project Management		
PD	IR	Quad State Conference, Spring Conference
	TA	preparation for reapplying to next years grant process
PD	IR	Project management ideas and activites opportunities were discussed through professional development activities offered at both conferences.
	TA IR	Afterschool meals information, staff evaluations,record keeping
PD	TA IR	21st Century provided leadership and instruction to pace the program as well as to encourage the program to complete paperwork in a timely fashion CIPAS provides an in depth review of the program by having the Project Director complete a rigorous program
PD	TA	WVDE 21st CCLC Staff was always available for support and assistance.
PD	TA IR	On-going PD is always necessary
	IR	Need to be reminded of due dates; A master calendar would be nice;
	TA IR	WCCLC Advisory Committee and Project leadership works collaboratively to ensure project success.
Staff Development		
	TA IR	other free available staff trainings

Format preferred		Specific topic
PD	IR	Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD	IR	preparation for instruction of and incorporation of Common Core into After School.
PD		through both conferences professional development opportunities were made available as part of the conference program.
PD	TA IR	Family Involvement, STEM/SEMAA resources, activities students can build on through life, Career readiness activities, Nutrition resources for families, STEM (You for Youth-Monique McDowell-Russell and Jessica Chung, Jennifer Robertson-Honecker WVU STEM),
		ASE hosted staff development for the entire Preston County program in September. Training was offered to each site regarding paperwork.
		21st Century offered the Spring conference as well as the national conference.
		The PPP offered training and awareness at monthly meetings.
		The PCFRN hosts a presenter at each monthly meeting to promote a county program.
		The Tucker County Community Foundation met with the Project Director to develop a plan for endowment for sustainability.
PD		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Progr
PD		More opportunities for PD would be appreciated.
PD	IR	Ways to state expectations of personnel better; How to handle problems & perhaps dismiss an employee;
PD	TA IR	Local partnerships provide required project trainings and programming. The WV DOE provides staff development in areas of planning, oversight, and programming.
STEM/STEAM		
PD	TA	New grantee conference calls, Quad State Conference, Pre-Grant Site Meeting, Technical Assistance Program Visit, New Directors' Meeting, Spring Conference on programming, staff training, electronic data, NASA, volunteer management, fundraising, onsite monitoring visit, Family Engagement Community of Practice
PD		this organization participated in the State conference where they conducted short professional development workshops for attendees.
PD	TA IR	Spring Conference- STEM (You for Youth-Monique McDowell-Russell and Jessica Chung, Jennifer Robertson-Honecker WVU STEM), Project Based Learning, Planning for Quality Activities, Enhancing programs Professional Development Practices, (You for Youth-Monique
	TA	All STEM related trainings offered at the Fairmont Site
	TA IR	Met on a semi regular basis to develop programming potentials with STEM, STEAM and STREAM.
		PD was provided at the State CCLC Spring Conference on helpful topics including STEM, Project Based learning, Planning for Quality Activities, Enhancing Programs, PD

Format preferred			Specific topic
			Practices, Family Engagement, Marketing and Leveraging Funds, Meaningful Mentorship Programs, Using Benchmark Data to Track Student Progress
		IR	Products that are available; Information on how other projects implement
PD	TA	IR	STEAM is part of the culture of WCCLC site programing. Hands on project based activities utilizing the STEAM model motivates the students as well as the teachers and staff that work in the programs.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ3. Degree of Helpfulness of Technical Assistance

Table A 6. Degree of Helpfulness by Type of Technical Assistance by Program

	Rating of helpfulness by type of technical assistance*							
	Action plan feedback	CIPAS	Email	Other	Peer learning teams	Phone call/ conference call	Site visit	Webinar
Average rating	3.9	3.8	4.6	3.7	3.1	4.2	4.6	3.7
Anchor Program/Ohio County Schools	3	4	5	NA	NA	4	NA	3
Bob Burdette Center, Inc.	3	3	5	NA	NA	3	NA	3
Boone County Schools	5	5	5	NA	NA	5	5	3
Boys and Girls Club of the Eastern Panhandle	4	3	5	NA	NA	4	4	NA
Cabell County Schools	4	3	4	NA	NA	4	5	3
Calhoun County Schools	5	5	5	NA	2	5	5	4
Clay Center Human Resource Development Foundation	4	4	5	NA	3	4	5	3
Lincoln County Schools	3	4	5	NA	NA	4	4	4
Marion County Schools	4	4	4	NA	NA	4	4	4
McDowell County Schools	3	4	5	NA	1	5	5	3
McDowell County Schools	4	3	5	NA	3	5	5	3
Monongalia County Schools	3	3	3	NA	3	3	4	3
Mountaineer Boys and Girls Club	3	3	4	NA	NA	3	5	4
New River Health	4	4	4	NA	4	4	4	5
Nicholas County Schools	4	4	4	NA	3	3	NA	4
Partnership of African American Churches	5	4	5	NA	3	2	NA	5
PATCH	3	NA	2	NA	4	2	3	2
Preston County Schools	4	2	5	NA	2	5	4	3
RESA 1	4	3	5	NA	5	5	5	5
RESA 2	4	3	5	NA	NA	5	5	4
RESA 4	4	4	5	NA	NA	5	5	4
RESA 7	3	3	4	NA	NA	5	4	2
Ritchie County Schools	5	5	5	NA	5	5	5	4
Salvation Army Boys and Girls Club	3	5	5	NA	NA	5	5	4
Step-by-Step	5	5	5	5	3	5	5	5
Wayne County Schools/ Playmates	5	5	5	5	3	5	5	5
World Vision	4	4	5	1	3	5	5	3

* The helpfulness rating was based on a 5-point scale: 1 (low), 2 (somewhat low), 3 (average), 4 (somewhat high), 5 (high).

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ4. Parent and Community Involvement

Table A 7. Level of Parent/Guardian Participation and Degree of Success

Sponsoring organization	Success rating*	Number of parent participants and type of involvement			
		Partici- pants	Program planning	Program evaluation	Service delivery
Total parents involved, all programs		1,170	317	292	223
Anchor Program/Ohio County Schools	2	50	7	6	12
Bob Burdette Center, Inc.	2	25	2	2	4
Boone County Schools	2	25	10	1	9
Boys and Girls Club of the Eastern Panhandle	2	25	1	NA	NA
Cabell County Schools	3	NA	8	8	NA
Calhoun County Schools	2	38	5	2	3
Clay Center	2	52	3	2	1
Human Resource Development Foundation	3	20	8	NA	NA
World Vision	2	11	15	55	6
Lincoln County Schools	2	65	10	2	10
Marion County Schools	3	17	16	NA	12
McDowell County Schools	3	50	12	5	11
Monongalia County Schools	1	NA	NA	NA	NA
Mountaineer Boys and Girls Club	3	12	12	NA	4
New River Health	2	28	5	12	10
Nicholas County Schools	3	20	3	3	25
Partnership of African American Churches	2	11	4	NA	4
PATCH	3	40	20	5	20
Preston County Schools	2	NA	10	10	10
RESA 1	2	8	1	1	4
RESA 2	2	50	15	NA	15
RESA 4	2	11	NA	3	NA
RESA 7	2	170	10	88	15
Ritchie County Schools	2	125	5	5	15
Salvation Army Boys and Girls Club	2	11	8	2	1
Step-by-Step	3	250	115	75	22
Wayne County Schools/Playmates	3	56	12	5	10

* Success ratings: NA (not applicable, no family components); 1 (not at all successful); 2 (some success but well below target goals); 3 (moderate success, almost to target goals); and 4 (great success, reached or exceeded target goals).

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Comments

Program directors were asked, “Why was your program successful in involving parents/guardians or other adult community members?” They provided the following comments, presented here by level of success.

Level of success	Explanations of SUCCESS
Moderate success, almost to target goals	<ul style="list-style-type: none"> • Not as successful as we would like to be. • parents like personal contact • Strong community collaborations are due to effective and on-going communication; as well as drawing from the interests & talents of community members in order to enhance programming at the afterschool sites • I feel our PAC-Parent Advisory Counsel who met once a month brought additional members into the afterschool arena. • Appointed them to very specific task oriented committees • provided enrichment classes and activities • we have a good base of programs that involve parents • This year we were tremendously successful in engaging parents and adult community members in developing strategies for expanding and sustaining after school and other supports for children and families. As an example, the leadership training series we have sponsored for several years for community based advocacy groups including parents, grandparents, educators and local administrators evolved into a bi-county initiative, the Lincoln-Logan Dreamers, and involved community members in strategic planning, identifying best practices, recruiting volunteers for school year and summer programs, and planning for sustainability of our programs. <p>Our programs continue to nurture long-standing relationships with parents, grandparents, and family members. Our continuous efforts to survey parents, inform parents, make "good news" phone calls and in other ways praise them and their children are valued among families. Similarly, whether visiting their homes, meeting them at the library or Hardees, we make a strong effort to meet parents where they are and not always require them to come to us.</p> <ul style="list-style-type: none"> • Volunteer Opportunities offered to families and parent trainings
Some success but well below target goals	<ul style="list-style-type: none"> • Providing programming lead by a well-known community leader contributed to successes. • The numbers above include the parents and community that helped to write the grant. Since this was the first year, I felt that it was indicative that they be included in the count. When parents were asked specifically to attend a meeting, for example, the onsite monitoring, each parent did take the time out of their schedule to come and be interviewed. We had very low numbers for the Open House and almost nonexistent participation in the Web design, internet safety, and cyber-bullying workshops that we had for the parents at all three sites. • We were successful in getting repeat parents to participate in programming. • We are increasing our parent involvement, however we are still having difficulties in this area. • The enthusiasm and teacher involvement had a positive effect on participation. The adult /parent workshops that were the most successful involved their students. • PARENTS CAME AND PARTICIPATED ON A COUPLE EVENTS THAT WE HAD SCHEDULED BUT THE PARTICIPATION WAS LOWER THAN EXPECTED

Level of success	Explanations of SUCCESS
	<ul style="list-style-type: none"> • This year the ASE program was more successful in involving parents/guardians and other adult community members based on administration and staffing efforts. More people were made aware of “After School Explorers” than in previous years based on an aggressive awareness campaign and by asking the community to get involved in the program. The program director regularly attended the Title I Parent Volunteer program meetings, the PC Family Resource Network monthly meetings as well as the Preston Prevention Partnership meetings. ASE had a display at the Preston County Buckwheat Festival. In March 2014 ASE was the featured display in the PC Chamber of Commerce window. ASE actively participated in the Family Life Expo hosting a display, coloring tables and 3 family friendly science experiments. ASE participated in the PHS After Prom event. ASE hosts an information page on the county school web page and a Facebook page entitled Preston Reads. Adults regularly volunteered at the Aurora School on Wednesday through a church outreach program. Volunteers were also regularly available at the Kingwood Elementary site along with older student volunteers from Central Preston Middle School and Preston High School. • The YEP liaison was instrumental in involving parents and community. • It wasn't. • The biggest way that we are successful is when we try to hide the learning that parents will participate in. If we can schedule something fun and then also do something to have the parents learn we receive a much better response. • N/A
Not at all successful	<ul style="list-style-type: none"> • The only adults involved with the program were volunteers from WVU. No parents/guardians of students enrolled in the program participated or volunteered during events.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Program directors were also asked, “Why was your program not successful in involving parents/guardians or other adult community members?” They provided the following comments, present here by level of perceived success.

Level of success	Explanations of LACK OF SUCCESS
Moderate success, almost to target goals	<ul style="list-style-type: none"> • Time management is an issue when trying to involve parents in afterschool activities. Issues that we experience are: afterschool participants are involved in multiple activities beyond the school day. Thus, parents are constantly "on the go." The work schedules of our parents also prevent many from participating in afterschool activities. • time required to volunteer during their work time • our programs are during the time of parents working
Some success but well below target goals	<ul style="list-style-type: none"> • Improved communication could lead to more success. • Parental apathy, lack of transportation, parents needed to work on the scheduled days of workshops, in general, all the trademarks of families of poverty. • We were not able to capture the number of parent participants that we wanted to. • It is hard to get parents involved in after school activities in our community. Many live in rural areas and down back roads and the cost of gas to travel out is a hardship on many families in our area.

Level of success	Explanations of LACK OF SUCCESS
	<ul style="list-style-type: none"> • We have many difficulties in this area due to many of our parents not having transportation to the school for functions and our area being extremely rural. Some of our participating students live 40 minutes to an hour away from the school. Parents are also working or watching siblings and can't visit the site. However, we do receive many phone calls from parents saying how much they appreciate the program and how much their children enjoy staying with us after school. • The most successful programs involved the elementary sites. The community workshops did not show as much success, I believe many factors contributed to the low or no attendance; weather, time, schedules. • WEATHER AND SCHOOL CANCELATION PLAYED A PART IN HOW MANY EVENTS THAT WERE PLANNED, ONCE WE CANCELLED EVENTS IT WAS ALMOST IMPOSSIBLE TO GET EVENTS SCHEDULED, BECAUSE THE SCHOOL HAD EVENTS SCHEDULED TO. • The majority of parents are single head of households. They have 2+ children and numerous demands on their time. They attend one- time events such as the Concerts or Lights On but rarely are willing to attend several session workshops. Many have had poor educational experiences and do not desire or are unable to academically assist children. They depend on the afterschool program to act as intermediaries in child's education rather than acquiring parenting/academic skills. • ASE has a changing face in Preston County. This year ASE was successful in recruiting some volunteers to support the program efforts. ASE is currently evolving into a different program concept that does not include dropping off a student for ASE but INCLUDES the family component into ASE as well. This new concept has met with various responses such as "if I am going to have to be with my child I might as well take my child home". So a changing paradigm increases the need for program goal awareness. • Overall I think the program was lacking in parental involvement. We would offer interesting programs to parents but only a handful would show up for the sessions. Overall, the school community lacks parental involvement in most all areas. Many parents of middle school students do not feel that their involvement is important to their student's success. • Program did not start until January and was severely impacted by weather conditions. • Sire coordinators did little to schedule actinides/training a for adults and I didn't push them enough to do so. • There are many reason why are program are not successful about bringing in more parents. It can be community issues, issues with the school, work, not wanting to be involved with the program are just a few. • The weather this winter and spring was a major factor in our involvement of parents & volunteers; • Parents do not have time to get involved. • We are not sure, we have tried prizes, food, etc.
Not at all successful	<ul style="list-style-type: none"> • Kaleidoscope attempted to get parent involvement at sites several times throughout the year, by advertising the option in site newsletters, putting up signs prior to special events, etc. Kaleidoscope received no feedback from parents about this.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Number of Substance Abuse Prevention Activities and Participants in Those Activities, by Program

EQ5. Substance Abuse Prevention

Table A 8. Number of Activities, and Participants in Activities, that Addressed Substance Abuse Prevention by Program

Sponsoring organization	Number of activities and participants in substance abuse prevention		
	Program activities	Participating students	Participating adults
Total, all programs	403	5734	697
Anchor Program/Ohio County Schools	6	65	0
Bob Burdette Center, Inc.	1	180	0
Boone County Schools	4	100	0
Boys and Girls Club of the Eastern Panhandle	3	141	51
Cabell County Schools	5	85	0
Calhoun County Schools	3	142	38
Clay Center	6	156	0
Human Resource Development Foundation	8	13	0
World Vision	21	100	5
Lincoln County Schools	0	0	0
Marion County Schools	5	283	0
McDowell County Schools	150	408	250
Monongalia County Schools	1	30	0
Mountaineer Boys and Girls Club	2	60	4
Nicholas County Schools	0	0	0
Partnership of African American Churches	2	110	4
PATCH	40	200	40
Preston County Schools	4	294	50
RESA 1	3	40	8
RESA 2	2	30	5
RESA 4	30	900	0
RESA 7	30	400	15
Ritchie County Schools	50	656	25
Salvation Army Boys and Girls Club	2	55	0
Step-by-Step	10	300	125
Wayne County Schools/Playmates	15	986	77

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ6. Continuous Improvement Process

Table A 9. Helpfulness of Continuous Improvement Process for After School (CIPAS) Process by Program

Program	Helpfulness rating
Calhoun County Schools	very helpful
Clay Center	very helpful
Lincoln County Schools	very helpful
RESA 1	very helpful
RESA 4	very helpful
Ritchie County Schools	very helpful
Step-by-Step	very helpful
Wayne County Schools/Playmates	very helpful
Anchor Program/Ohio County Schools	moderately helpful
Bob Burdette Center, Inc.	moderately helpful
Boone County Schools	moderately helpful
Boys and Girls Club of the Eastern Panhandle	moderately helpful
Human Resource Development Foundation	moderately helpful
World Vision	moderately helpful
Marion County Schools	moderately helpful
McDowell County Schools	moderately helpful
Monongalia County Schools	moderately helpful
New River Health	moderately helpful
Nicholas County Schools	moderately helpful
Partnership of African American Churches	moderately helpful
Preston County Schools	moderately helpful
RESA 2	moderately helpful
RESA 7	moderately helpful
Salvation Army Boys and Girls Club	moderately helpful
PATCH	not applicable
Cabell County Schools	neutral
Mountaineer Boys and Girls Club	neutral

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Comments

When asked, “How helpful has the CIPAS been to your program?”, Program directors provided the following comments, arranged by level of helpfulness.

Helpfulness	Comments
Very helpful	<ul style="list-style-type: none"> CIPAS has been very helpful to our program in that it provides a lengthy reflection process. It also provides a time when leaders in the education field who have worked extensively with 21st CCLC and after school programs can discuss pros and cons of what we are currently doing with our students and community. Having an outside viewer who cares of your success view your progress can be helpful through the process of evaluation. Many things that have been successful with

Helpfulness	Comments
	<p>our program have been suggestions spurred in conversations had with Duane Rupert.</p> <ul style="list-style-type: none"> • It was a beneficial and helpful document. • Opens your eyes! • The application of this program was user friendly, the format and instructions were easy to follow. Though there were areas of redundancy the feedback was helpful. • The Data base provides organization and feedback for improvement plans • This year, we elected to engage a CIPAS reviewer native to West Virginia. Our reviewer, a veteran WV educator and school administrator, worked closely with our program sites, conducted multiple site visits, and used several surveys instruments to collect reflections from individuals representing all aspects of the program experience. We received rich feedback from this effort and are eager to build on our internal assessment in the coming program year. • Very few problems this program year; If a problem occurred, it was addressed immediately;
Moderately helpful	<ul style="list-style-type: none"> • COMMENTS FOR PREVIOUS SECTION THERE WAS NO OPPORTUNITY TO LIST.... • Each ASE program site, Aurora School, Bruceton School, Fellowsville Elementary and Kingwood Elementary helped a participant stay away from various substances by being in a safe after school program. Each site participated in the Lights on After School event in October. • Fellowsville held a family event for Lights on After School which included tours of a fire truck as well as an ambulance. The county drug dogs were on hand to visit with students while their handlers talked to students and parents about the importance of saying no to drugs. Most of the school attendees attended this event along with family and community. • Each ASE site hosted a “Family Movie Night” to promote the importance of spending time as a family. This was presented based on interest through returned parent surveys. • ASE participated in the Family Life Expo in conjunction with the Preston Prevention Partnership to promote the importance of family and making good decisions while staying away from drugs. • The program director attended a legislative dinner in December with the Preston County Family Resource Network to talk with our respective legislators on issues that would be addressed in the February legislative session. • The Preston Prevention Partnership held monthly meetings that put agencies and community together to address the substance issues in Preston County. • ASE hosts the “PRESTON READS” Facebook page which includes posts on substance prevention. • CIPAS COMMENTS..... • As a second year program director I found parts of the process useful while other parts were redundant. The format was difficult to use and the data saving was at best poor. The concept of the tool was useful but the actual tool was not user friendly. I found that being asked the various questions made me more aware of the program operation but the time spent completing the CIPAS report took away from the local program. Uploading materials was cumbersome and repetitive. I did like being able to use last year’s answer and expand on what was demonstrated previously. I appreciated the recommendations from the report; however,

Helpfulness	Comments
	<p>as I completed the report, I could have ended with nearly the same recommendations based on what was demonstrated by my own findings. I would have preferred a word document that I could have prepared the answers in and then cut and pasted those answers into the data collection system. As in this case I have chosen to cut and paste each page into a word document and prepare the ASE answer then paste it into the designed format.</p> <ul style="list-style-type: none"> • First and second year were more helpful, probably because it was new. They sometimes offer suggestions that just aren't applicable because they don't know our communities. • I find that it helps us to take a deeper look at our program. It helps us to find the great things about our program and also what we need to improve on to make our programs better. • Just by completing the CIPAS process I was able to learn about things that I could do better in the program. • The CIPAS process came so early in the initial implementation of the 21st CCLC that it was not as helpful as it will be in subsequent years when we have a full year's implementation as a basis to respond to the seven areas and the indicators. Having been in actual operation only a few days made the process less helpful. • The CIPAS served as a reminder of what best practices the BBC needs to work to improve. • There are too many questions that ask the same thing but in a different way. This results in the process taking longer than it had to and some frustration. The process was helpful to me because I was a first year director and this helped me take a closer look at what all needs to be accomplished to have a successful after school program. • Thinking about the data points throughout the year is definitely helpful as we frame program activities. However, it isn't helpful that we can't view our own data once the input window closes. It doesn't allow us to use our CIPAS data when preparing end-of-year reports such as the one for Monitoring or this survey. • This year with it being the second year that we have used CIPAS, we found that the information was repetitive and that the new information we upload was not taken into account. The suggestions were the exact same as they were last year, although we had made significant changes to the program. • Year one was extremely helpful. But, once you acquire initial evaluation, understanding of the rubrics, and steps to developing your action plan, the uploading process is more time consuming than necessary to have a comprehensive understanding of your program strengths and challenges
Neutral	<ul style="list-style-type: none"> • CIPAS takes a lot of time to complete and the CIPAS person that I had to communicate with was not an easy person to work with. I would prefer not to use CIPAS in the future.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ6. WVDE Monitoring Visits

Table A 10. Helpfulness of WVDE Monitoring Visits by Program

Program	Helpfulness rating
Boone County Schools	very helpful
Cabell County Schools	very helpful
Calhoun County Schools	very helpful
Clay Center	very helpful
Human Resource Development Foundation	very helpful
Lincoln County Schools	very helpful
Marion County Schools	very helpful
McDowell County Schools	very helpful
Mountaineer Boys and Girls Club	very helpful
RESA 1	very helpful
RESA 2	very helpful
RESA 4	very helpful
Salvation Army Boys and Girls Club	very helpful
Step-by-Step	very helpful
Wayne County Schools/Playmates	very helpful
World Vision	very helpful
Boys and Girls Club of the Eastern Panhandle	moderately helpful
New River Health	moderately helpful
PATCH	moderately helpful
RESA 7	moderately helpful
Partnership of African American Churches	not applicable
Bob Burdette Center, Inc.	not applicable
Monongalia County Schools	not applicable
Nicholas County Schools	not applicable
Preston County Schools	not applicable
Anchor Program/Ohio County Schools	not applicable

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

Comments

When asked, “How helpful have the monitoring visits by WVDE staff to your site been this year?”, program directors provided the following comments, arranged by level of helpfulness.

Helpfulness	Comments
Very helpful	<ul style="list-style-type: none"> • The guys do a great job! • These to me are the most helpful moments during the year. If schedules would permit, more than one per year would be extremely helpful. Perhaps a mid year visit followed by the final end of year monitoring visit. We are very proud of what we do with our students and are always eager to share that with others, as well as hear how there could be improvements to perhaps reach out to them more effectively. Letting stakeholders and other staff visit with WVDE staff is

Helpfulness	Comments
	<p>always a pleasure as well. They get to share about their roles in person and express any needs or concerns. The visits are quite thorough and the fact that the monitors are always quite available throughout the year to answer questions helps you to be extremely prepared for the in person visit.</p> <ul style="list-style-type: none"> • Receipt of the Monitoring Report is pending. Benitez Jackson conducted our monitoring visit, and we highly valued both his demeanor and his feedback. He approached the process with appreciation and acknowledgement of the good work done by our staff. • The comments and suggestions will enable me to make the necessary changes in my programs for a more successful year. • It is beneficial that they visit our sites so they can see the resources that the grant is providing for the county. Afterschool staff also has the opportunity to speak to the team • Found the Site Visits to be the most effective method to identify strenghts and weaknesses. Organization emphasis adjusted because of discussion taken place during Site visits. • The 21st CCLC Program Monitoring has been very helpful. Working with the Gilbert MS site to prepare for the monitoring visit was informative and helped to organize and capture the work of the YEP at that site. • The monitoring visit was very successful and they interviewed principals, students and parents to see how they perceive our program. It is helpful to strengthen our program and address areas of concern that we may have overlooked. In the fall, we will be sharing the information with all stakeholders which include: afterschool staff, principals, superintendent, grant partners, and board of directors.b • I enjoyed the Monitoring Process because helped me view every aspect of the program and have someone evaluate our progress in a positive manner.I can also put a plan in place to improve our program this year. • Monitoring is very helpful, it is an opportunity for parents, teachers, students and advisory members to communicate with 21st Century Directors • The WVDE 21st CCLC Staff was extremely helpful and offered suggestions, recommendations, and ideas to make the program even better for our students.
Moderately helpful	<ul style="list-style-type: none"> • We strive to keep up with the changes and information that is asked of us, so that our program runs to meet its fullest potential.
Not applicable	<ul style="list-style-type: none"> • Although ASE was not monitored in this fifth year of funding, last year's monitoring review was a great learning opportunity. I would recommend that program directors travel to other programs to see how those sites operate to learn new techniques and opportunities to improve programs. However, in preparing for monitoring, PPICS, CIPAS and at the Director's report as well as entering data into WVEIS there seemed to be an overabundance of reporting redundancy. ASE understands that need for reporting; however, there should be a more unified way to meet this need. • When all our time is spend reporting and recording when do we have time for innovation? • Kaleidoscope was not given a site visit this year, due to it being the final year of the program.

Data source: 2013-2014 21st Century Community Learning Center Program Director Survey, administered in June-July 2014

EQ7. Successes, Challenges, and Recommendations

Comments about successes

- WE MAINTAINED OUR NUMBER OF STUDENTS FOR THE YEAR AND ALL PROGRAMS CONTINUED EVEN THOUGH IT WAS OUR FIFTH YEAR OF FUNDING IN WHICH WE TAKE THAT BUDGET CUT.
- " The tutoring component of our programs have strengthened due to the involvement of regular school day teachers, retired teachers, and Title I teachers assisting with homework help, individual, and small group tutoring.
- The GO FAR Program continues to grow. This year the afterschool programs had 50+ students that participated in the fitness program. Sixth Grade participant at the East Park Site came in 2nd overall in the Running for Kids 5K."
- sustainability, program variety, community support
- Programming, interaction with school administration, engaging the student on a regular basis.
- Staff (instructors) hired are high quality, professionals that have the student's interests first. It has been a pleasure working with these people. We have seen a difference made in the lives of some of these students. For example each site has their own "success" story; a student that has stepped up to become a leader and has benefited greatly by the program. I feel that the dedication and caring that the staff has for their students has made all the difference in the world. Strong relationships between staff and students!
- Collecting resources has been going well. We created partnerships with new organizations like the Childrens Discovery Museum, and continued to utilize resources like WVU for volunteers and program activities. Parent communication has also gone well, although it has not translated into more parent involvement. Parents have, however, given good feedback on receiving items such as newsletters, that help keep them updated on what their children are doing, and site blogs that have helped parents follow along with the activities and participate with their children at home.
- Even through the struggles of the start of 2014, we have had a wonderful year. The three most successful aspects of the program this year would have to be the nomination and then being awarded the WV Governor's Arts in Education Award for 2014, our Voices of the Mountain Theatre project with Van Jr. High students, and then the overall success in encouraging and empowering our students to lead peer projects throughout the school year. Fine art is a loved subject at all of sites, which encompasses art, theatre, and music. We have found various mentor sessions to bring into our program to strengthen these skills and encourage this career path as a future for our students all while still incorporating the recommended important science, technology, engineering, and math. Our students have also taken to acting and screenwriting, so we developed and very special project to become an annual event hosted at the Clay Center to showcase their talent through professional actors live on stage for the community and then the following day live on stage for their school community as well. The self confidence this built was incredible and couldn't be replaced. The peer led projects also brought in new sense of team building and respect amongst the students. We have struggles with bullying at times and this addressed it head on putting everyone in similar shoes, feeling the exact same pressures, which led to conversations that strengthened bonds between them that wouldn't have been made if we hadn't tried this experience.
- school staff participation, steady attendance, multiple choices of activities, tutoring available
- Our increased integration of STEM activities has been exciting. NASA SEMAA and the WVU Ext. were key players in this increase, and our instructors have also done a great job of learning and delivering instruction in new ways. We've also increased physical activity in our programs which has led to increased attendance and satisfaction, according to surveys.
- Relationship and support of school day staff and program alignment with school day
- our mother& daughter tea time, basketball team getting our student to learn about healthy eating, living, & exercise.
- Tutoing has proven results of student improvements, STEAM activities increases student attendance and has been a motivation for involved project teachers and staff.

Comments about successes

- The involvement level of our students has always been very successful. The students in the CCLC Afterschool Program love being a part of the program and enjoy it tremendously. In addition, the staff loves their job and gives and gives daily to make learning fun with hands-on, exciting, and well rounded educational opportunities.
- I think we do a wonderful job in linking the after school program to the regular school day by using the data generated from our benchmark assessments;
- The Advisory Council is finally up and running; our partnerships have really developed into strong programming; attendance remains steady and pretty high at the majority of our sites.
- My staff turnover rate has decreased since last year.
- One success has been the link created between the school day and afterschool day through tutors and through partners such as Keys 4 Healthy Kids. We also improved program implementation and developed stronger partnerships with some of our program partners.
- High number of regular attendees at a few middle schools, county collaboration on transportation
- We have had success collaborating with outside organizations that provide enrichment programs for our students. We started creative after clubs for middle and high schools to increase enrollment into the program. With the bad winter that we had this year, resulted in creating some additional challenges. With that being said I feel we started something good. Another success was a parent involvement activity were we took both parent and child to see a play at a local theater. We were very surprised at the number and could have used another bus for transportation.
- We have had great success in recruiting members for our programs.
- *"*Increasing our partnerships for advocacy and sustainability through Lincoln Logan Dreamers.*
- **Expanded support for our instructional staff and school sites through our academic coach.*
- **Great increase in families willing to engage their students in school based programs*
- **Terrific feedback from administrators, teachers and students themselves on improved school engagement."*
- 1. Our work in conjunction with Save the Children. 2. The use of our HUPC to make adjustments to programs when needed. 3. The increase in attendance at Calhoun Middle/High School.
- I feel that our successes are attendance at some sites we regularly have 70-85 students a night in the program. The quality of our program is another success we strive to make sure that we are doing everything possible for our students in attendance.
- Introducing several new STEAM programs that offered more student involved activities. Enthusiastic teachers and students.
- Successes: the positive relationships developed between the Teacher/Tutors and the students has been amazing and has made a difference in terms of students' academic performance during the regular school day and with their parents; being able to form and begin to work with 21st CCLC YEP Advisory Boards at each YEP Center has been successful;
- "1. A new project director was hired in 12-13 in the 4th year of the funding cycle. Hurdling a steep learning curve, the new director has aided the ASE program to make great strides in meeting the mandates associated with the program.
- 2. This year 13-14 a new project assistant was hired. Her competences and dogged determination has met the needs of the constant data entry.
- 3. The Advisory Council and sustainability efforts are visible in the growth of the program
- TEAM BUILDING has been a focal point of the ASE leadership with in the school as well as outside the school. Efforts have been made to connect with all school staff who have an interest or role with the program. In addition to school administrative staff and regular day teachers, PTO and Title I programs have been included in communications. This also includes serving on the leadership committee at Kingwood Elementary. The principal at Bruceton School is a site coordinator. Preston County Schools has actively included the 21st Century program on their web page. Three of the four sites are Title I schools. The Title I Parent Volunteer program has been contacted to recruit volunteers to the after school program.

Comments about successes

- The ASE program has been active in the local Preston County Family Resource Network (PCFRN) attending monthly general membership meetings as well as an occasional PCFRN Board of Directors meetings. ASE has also been active with the Preston Prevention Partnership who acts as the Advisory Council to the ASE. Charlene Strahin, the Preston County Schools (PCS) Nutrition Coordinator, included ASE on the County Wellness Committee.
- The ASE program has worked to be more transparent in the community by sending emails to parents regarding programming issues such as cancellations due to snow days. ASE also hosts and promotes "PRESTON READS" on Facebook which focuses on positive educational information and opportunities.
- ASE has worked on sustainability this year by hosting a fund raisers such as the Santa Letter, concessions at Family Movie Night, a drawing at Aurora School, selling plates to support Food for Preston and offering the community the opportunity to purchase ASE T-shirts. ASE has met with the Tucker Community Foundation to establish an endowment fund to support the program as well as to participate in the "RUN FOR IT" event.
- Finally, we have survived the year. We have had staff turn over in years four and five of the grant and still managed to offer a quality program to participants."

Comments about challenges

- FORTH AND FIFTH YEAR BUDGET CUT ALWAYS PRESENT ITSELF AS A PROBLEM. WE CHOOSE TO KEEP ALL PROGRAMS OPEN, WE JUST CUT THE WEEKS OF SERVICE. THIS WORKED WELL WITH CONTINUING PROGRAMS AND KEEPING STAFF.
- "One of the most challenging aspects that our sites experienced was increasing Parental Involvement. In order to address this issue, site coordinators began collaborating with Title I in hopes of increasing adult participation.
- Low attendance at the Blackshere Site was also a concern. We believe the low attendance was due to transportation needs and will be looking in to providing another bus run in that area next year.
- Funding to ensure the operation of a six week summer program at Blackshere and East Park is always a concern.. Fundraisers are planned throughout the year in order to ensure a summer program is in place."
- turn over due to aging teacher population, basis for program policies and direction at federal level
- weather resulted in the closure of school for a number of days. Difficult to maintain program continuity, engaging the classroom teacher and many parents.
- The biggest challenge is getting the parents of these students involved. They are too busy just getting by with life and their troubles to invest much time in the future of their student's education. They need to get food on the table, get to their jobs and pay the bills.
- Parent involvement has always been a big challenge. Despite several advertisements for parents to become guest speakers (during cultural themed months) or volunteers during events, we received 0 parent participants over the 2013-2014 school year. Another challenged we faced was good communication with teachers/principals -- often, sites were disrupted when other school events occurred during programming hours, with no previous notification of the event. In the future, better collaboration and communication with the schools would vastly improve the program.
- Struggles were also seen this pass year. The biggest struggle being with the start of 2014 most our schools faced missing at least 30 days of missed school. With that many regular school days missed getting back into a regular attendance for extended time following the day can a struggle. However, we did pull it together and managed as best we could. Parent involvement continued to be somewhat of a struggle however we did improve our numbers by being to have more options with food offerings thanks to additional outside funding sources. We still faces challenges with our bus transportation partners and at times food service. With those being provided by other partners I work with my parameters to solve to problems as efficiently and quickly as possible.
- slim budget for last year, director position requires much more time than I can give...Not clear training for WVEIS data entry. We had been using After School Matters and then at the last minute

Comments about challenges

told to use WVEIS. It was a great deal of time transferring data. We should have just done WVEIS to being with.

- Parent involvement continues to be a point that requires a great deal of effort. We've had staff training for increasing parent engagement in general and for specific parent-focused activities. As a result, we've seen an increase in family involvement, but this continues to be an area in which we'll focus.
- We were in Year 5 of our funding and experienced an increase in students. We constantly walked a tight rope between providing safe quality services to students and discontinuing enrollment to students and families who so desperately needed them. Our total focus became the student. Staff members volunteered as many hours as they were paid and administrative staff postponed necessary tasks to devote attention to student needs which created additional challenges
- getting parents to come to support getting our high school involved, getting the information on the students
- Weather issues that prevent student participation and transportation of students.
- The biggest challenge has been getting the parents of our students more involved. More parents have participated this year. However, the participation rate is still not by any means where it should be.
- The weather was a huge hurdle this school year; It was hard to get continuity; I also had some problems with teacher burnout;
- Weather this past winter; family involvement always is an issue; volunteer recruitment
- Parent participation, We continue to invite parents and supply them with information concerning our program. share our successes. Another challenge is getting food for the students when we start the program before the summer lunch program begins. To overcome this challenge we use our business partners to help us. (Wal-Mart)
- Parent Involvement is our biggest challenge. I have attended several trainings on parent involvement and they have not been helpful.
- One of the biggest challenges has been staff turnover and the difficulty of finding well-qualified staff members for part-time positions. Another challenges has been competing with afterschool responsibilities of teachers who serve as tutors. We have had to adjust tutoring services days and times as well as redistribute full-time staff to other sites.
- Attendance at the high school sites, counties not providing supper, a few unmotivated site coordinators hired by the counties
- The biggest challenge we faced was having me as the new director. The first semester was more on the job training and the second semester was me trying to make improvements where I could. Now having one year under my belt I feel much better on managing staff and improving the over all program. Another large challenge was that this was the last year of the grant funding of the program. As a result of that, I was tasked with reapplying to the grant which was a large task. I hope that I will be successful and not let the area down.
- We have difficulties reaching school administrators. Our program would run more effectively, if we had administrators at the school sites that respond to emails or phone calls.
- "*Maintaining momentum with our support for children given the loss of nearly six weeks of programing because of the water crisis. We extended our program as late as we could in the school year as a result.
- *Even with the overwhelming enthusiasm, programmatic support, and funding investments made by local school systems - reluctance to provide access to student data, concerns regarding the legality of sharing data for evaluation purposes, and time constraints endured by school administrators and staff impede progress toward collaborative and comprehensive evaluation of program participant performance.
- *The WVDE online database system constructed this year for collecting 21st CCLC program data is woefully inadequate both in form and function."

Comments about challenges

- 1. Getting more parents to attend parent trainings. We made adjustments to entice parents to attend by offering "fun family" activities in conjunction with the training. 2. Attendance for After School programs. We surveyed students and parents about classes they would like to see being offered and made adjustments to the classes being offered in our After School Programs. 3. County budget cuts - this effected our use of the buildings for summer school. We were able to still offer summer school with the help of WVU Extension Agency.
- There are challenges everyday to deal with in 21st CCLC. I feel that the biggest challenge is parent involvement and Attendance. Parent involve the biggest thing that we try and do is to keep trying any and all ideas. If something works at one site we try and use it at another site. For attendance numbers seem to fluctuate throughout the year depending on what sport season is in session and what is taking place during the school year. We try to provided a quality program to keep students interested and try to make sure that we are always helping student's needs.
- Parent involvement and weather cancellations causing programs to be rescheduled or cancelled.
- Challenges: the severe weather has definitely been the greatest challenge of this first cycle with schools being closed for most of January, February, and early March; a second challenge has been in recruiting the numbers we had projected and getting the students to attend consistently enough to have the needed continuity and to impact their academic performances; and the challenge of implementing the community/parent engagement portion of the program.
- "In the past year, what have been the two or three biggest challenges facing your program and what adjustments have you made to overcome the challenges? 1. Paperwork and reporting requirements are cumbersome and endless. Changes were made in payroll this year to address the lack of turned in lesson plans from last year, in that with each timesheet, the next two weeks' lesson plans were required to be submitted also.
- 2. Endless winter, this year there were an excessive number of snow days, causing the program operation to halt. The program calendar was extended for 3 weeks to help fill the educational void of the hardships of winter.
- 3. Parent involvement. One parent told staff "If I wanted to come to the ASE program with my kid, I would just keep my kid at home". In an attempt to change the anti-education culture of Preston County efforts were made this year in the ASE program to ask parents on the Parent Survey about donating items and volunteering. Some inroads were made. Each site held a Family Movie Night for participants.
- 4. Access to funds from Preston County Schools. The Project Director included benefits and retirement into the county and state approved budget but was denied those benefits. The background check purchase order has yet to be approved by PCS even though mandated by program.
- 2. In the past year ASE has faced a few challenges and adjustments were made to overcome those situations. With this program you can learn something new every day. In hiring quality staff there is a desire for benefits. Although there was funding in the budget for those staff benefits Preston County Schools (PCS) denied those costs. The staff member affected continued working although extremely frustrated. No one at the state level helped with this matter either. Purchase orders for mandatory background checks on volunteers were denied several times by the CFO of Preston County Schools. It is very difficult to properly spend a budget when another source is the guardian of the funds. Snow Days were a huge challenge this year. Last year when that was addressed there was no answer. This year three weeks were added to the end of the ASE program year to help offset the excessive snow days. The level of reporting required sometimes reduces the time available to offer quality programming. To properly run a grant there is a need for full time administration in completing reports, ordering supplies, collecting reports, making sure everything is running smoothly and securing needed data."

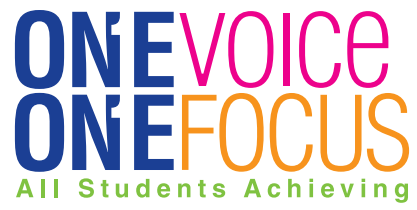
Comments about ways to improve the program

Comments about challenges

- I WOULD BRING BACK THE PEER REVIEWS AND HAVE BI-WEEKLY WEBINAR TRAINING FROM THE WVDOE.
- More support in regards to working with the special needs population.
- provide a direction for programs on a 5 yr plan
- training on how best to engage the classroom teacher
- A more reliable way to track and enter data.
- Legislators and our Governor need to care more. Is this something you can fix directly or we can fix directly, of course not. We are definitely trying and we need to keep trying. Until more of them genuinely care, we are doing and you all are doing great with what they provide and allow us to do.
- encourage community based and ran programs.
- The most important recommendations are for our data systems. The WVEIS-PPICS program needs to be simplified and separate director/coordinator roles (as we discussed in Charleston recently). CIPAS needs to allow year-round access to data in order to be helpful.
- The WVDE 21st CCLC Staff is exceptional. They are excellent in responding to the needs of individual program staff and constantly solicit input from programs when designing conferences and development opportunities. I recommend you continue doing what you already do so well. Thanks
- I would like to learn more about the grant & what to as well is how to do the reports.
- Additional Funding
- The 21st CCLC Program has two dedicated and hardworking individuals at the help. Josh and Benitez are dedicated, enthusiastic, and helpful in every aspect of the way. They love what they do and it shows daily!!
- I love it when we can meet together and talk; Sometimes we are too close to our problems and can't seem to find a solution; When we share --someone always comes up with some workable solutions;
- The data collection website situation needs to change or HIGHLY improve by the beginning of the 2014-15 school year. Would love (at this point) to be able to use a third-party website.
- Make provisions in the grant to provide food for the students.
- Too much data reporting.
- Provide regional staff training opportunities for direct service staff on Out of Calendar days.
- I would love to have more sharing activities with other directors.
- I would like to see more observation being done where directors can visit sites that are strong in certain areas. I feel the sharing of successful programs and letting people know what has worked for them and what were the challenges would go a long way for improving the whole state.
- "*Expanded opportunities to share best practices among our peers.
- *There is a lot of interest among our partners in developing home learning packets for parents as part of the strategy for engaging parents. We could really use some training on that (and a clear opinion from the department on whether or not this will count toward our obligations).
- *Contract web developers with stronger coding skills and the capacity to develop a responsive, user-friendly database with relevant reporting capabilities."
- none
- "I think the thing that holds us back the most is not being able to supply food for students. Sometimes we travel for field trips and would like to supply food for our students but are not able to do so with 21st CCLC money.
- The data collection system needs to be easier to use and there needs to be more training on how to input all of the data that is needed into the system."
- Though I am sure this will not come back, but the ability to offer food at parent workshops increased attendance.

Comments about challenges

- Review the numerous reporting requirements and address the duplication of reports through CIPAS, PPICs, and state reports such as the continuation report. Plan a state meeting or use an existing state meeting to focus on the issue of parent and community engagement as this appears to be a common area of challenges for many programs, both new and veteran programs.
- "There are several recommendations that would prove helpful in the operation of the statewide program.
- The first would be to help program directors maneuver through the budgeting requirements when asked for such budget items as benefits. When a superintendent signs a budget and it is approved by the state how can those funds not be spent on what the funds were ear marked for?
- A second recommendation would be to offer WVEIS training to make data reporting less cumbersome.
- A third recommendation would be to design a system of reporting as to what you actually want to know. Hours and hours of work on reports are not helping with the immediate learning needs of participants. Often the reports take a large portion of time away from the actual program needs.
- WVEIS Training
- A Calendar with reporting deadlines"



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