



21st Century Community Learning Centers

A Descriptive Evaluation for 2011-2012



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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 2011 through May 2012.

Method of study. The report draws on information from online surveys of directors of 24 CCLC programs and from school teachers of nearly 4,000 participating students.

Findings. Most participating students were in the elementary grades. The mean number of days students attended ranged from about 14 to 96 days, depending on the program. Teachers perceived the greatest improvements in participating students' behaviors related to promptness and quality of homework turned in, overall academic performance, and participation in class. Regarding CCLC program volunteers, largest sources were K-12 service learning programs, parents and faculty members, local businesses, and postsecondary service learning programs. Although AmeriCorps was not the largest source of volunteers, it was the group with which program directors reported the greatest level of success. Regarding work with partners, the two most frequent types of support received from partners were programming and resources. Partnerships engaged in funding, programming, resources, and training were reported to be the most effective. Regarding professional development, the topics best attended by program directors were programming, STEM/STEAM, and program evaluation. Regarding parent and community involvement, more than half of program directors indicated they either had no family components in their programs or that they were, at best, well below target goals. Of those who reported success in this area, three main themes emerged as reasons for their successes: (a) the right types of activities, (b) ongoing, even daily contact with parents, and (c) a shared commitment to the program, which involved engaging parents in meaningful work toward program goals. Program directors reported offering more than 300 substance abuse prevention activities, involving more than 11,000 students and nearly 900 adults. Nearly three quarters of program directors found the continuous improvement process for after school moderately or very helpful. Likewise, the great majority found the WVDE monitoring visits moderately or very helpful.

Limitations of study. We cannot assume that the CCLC attendance was a key factor in the improvement of behaviors perceived by teachers. We did not hear from all program directors, so we lack information about at least three of the programs.

Recommendations. Topics that program directors reported needing additional professional development include programming, staff development, and STEM/STEAM; for technical assistance topics include program evaluation, program sustainability, and project management. Parent involvement, too, seems to need attention. Avoid requiring major effort from program staff for program monitoring and evaluation at the beginning of the school

year and look for ways to streamline reporting and data collection requirements. Continue with current practices for WVDE site visits, which program directors seem to greatly appreciate. Involve program directors in providing input when planning takes place for program improvements. Consider publishing a calendar for the full year, at the beginning of the school year.

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Introduction

The West Virginia Department of Education (WVDE) has implemented a program, the 21st Century Community Learning Centers (CCLC), is to provide opportunities for communities to establish or expand activities in community learning centers 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 2011 through May 2012.

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-four 21st Century Community Learning Centers (CCLCs) were funded for the 2011-2012 school year. The 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. Program directors from all 24 CCLCs were included in the study, as were all teachers of students served by the program.

Measures

In 2012 for the first time, the program director and teacher questionnaires were 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 located in Charleston, WV (see Appendix A). Staff from the Office of Research and the CCLC program collaborated in a fairly extensive revision of the program director survey instrument this year, in order to avoid repetition, clarify, enhance ease of response, and to collect additional information (see Appendix B). 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 2012, 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 2012. Teachers and program directors completed the surveys at the end of the 2011-2012 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 6,000 students were served by the West Virginia 21st Century Community Learning Centers (CCLC) program. We received 4,331 teacher survey responses, which were used for all analyses in response to EQ1 except for determining grade level. To determine grade level, 344 responses were eliminated from the sample because they were the second or third response about a single student (i.e., only the first response, based on the date stamp in the database, was used for each student). Another 711 incomplete responses were eliminated during data cleaning because they could not be matched to students in the WVEIS, and an additional 145 responses were eliminated because the grade level of the student was unknown. The remaining 3,131 responses were used for determining the percentage of student participation by grade level.

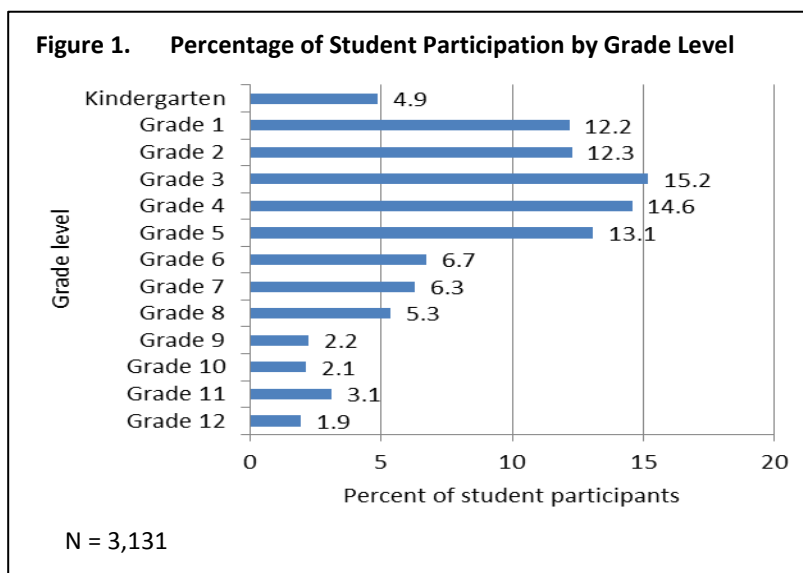
Of the 24 program directors who were contacted for the program director survey, we received responses from all but three. In some cases, individual program directors submitted responses for multiple programs sites; consequently, in most cases we have reports for 27 or 28 individual programs. The programs in Monroe County (Our Own Backyard), Nicholas County (Project Connect), and Ohio County (Anchor II) did not submit survey responses. Twenty of the 24 program directors responded to the request for information about student attendance. Nonrespondents included programs in Jackson/Mason/Roane Counties (PATCH 21), Monongalia County (Kaleidoscope 21st CCLC), Monroe County (Our Own Backyard), and Nicholas County (Project Connect).

Based on data provided by teacher and program director respondents we report the following results in response to the evaluation questions.

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?

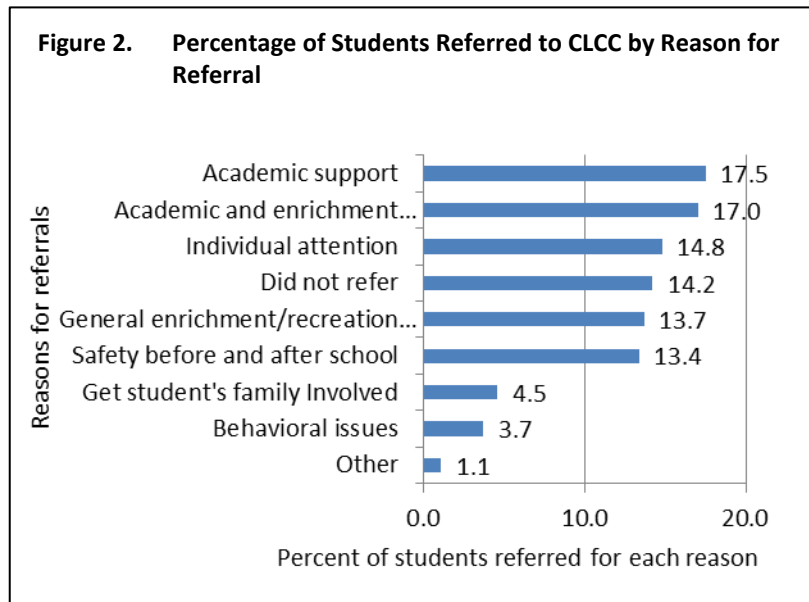
Figure 1 shows the percentage of students served by grade, based on the teacher survey. Most students—2,263 of 3,131 or 72.3%—were in elementary school (Grades kindergarten through 5). An additional 575 students or 18.4% were in middle school (Grades 6–8), and 293 or 9.4% were in high school (Grades 9–12) in 2011–2012.



Reasons for referral

The teacher survey provided eight 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. The top three reasons for a teacher to refer a student were to

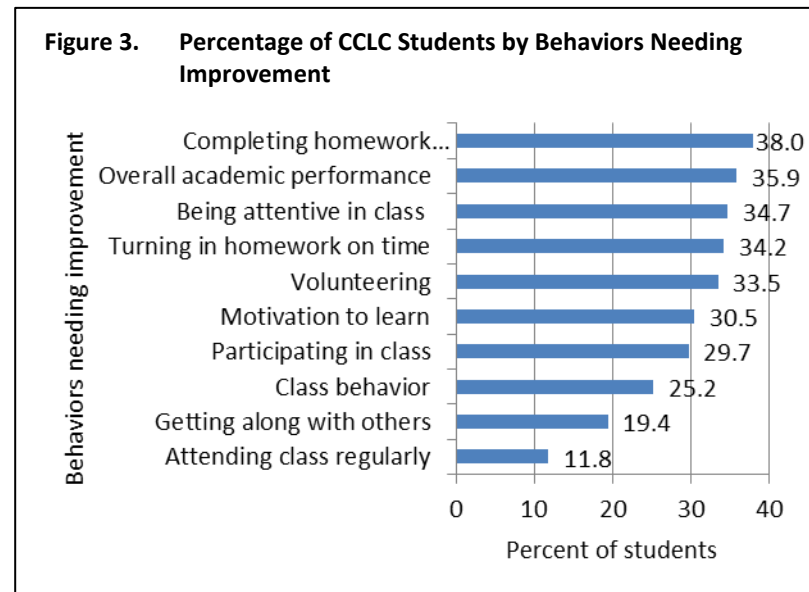
- provide academic support (tutoring, remediation);
- provide student with academic enrichment opportunities; and
- provide individual attention.



Student behaviors that need improvement

Teachers were also asked to rate students in terms of their need for improvement on selected behaviors. Teachers were not asked to limit their responses to a specific number of behaviors, but to choose all that were relevant to each student. Figure 3 illustrates the percentage of all CCLC-enrolled students needing improvement in each of 10 selected behaviors. The percentages of students needing improvement for particular behaviors ranged from 11.8% to 38.0%. The top seven behaviors for which teachers indicated students needed improvement were

- completing homework to your satisfaction;
- overall academic performance;
- being attentive in class;
- turning in homework on time;
- volunteering;
- coming to school motivated to learn; and
- participating in class.

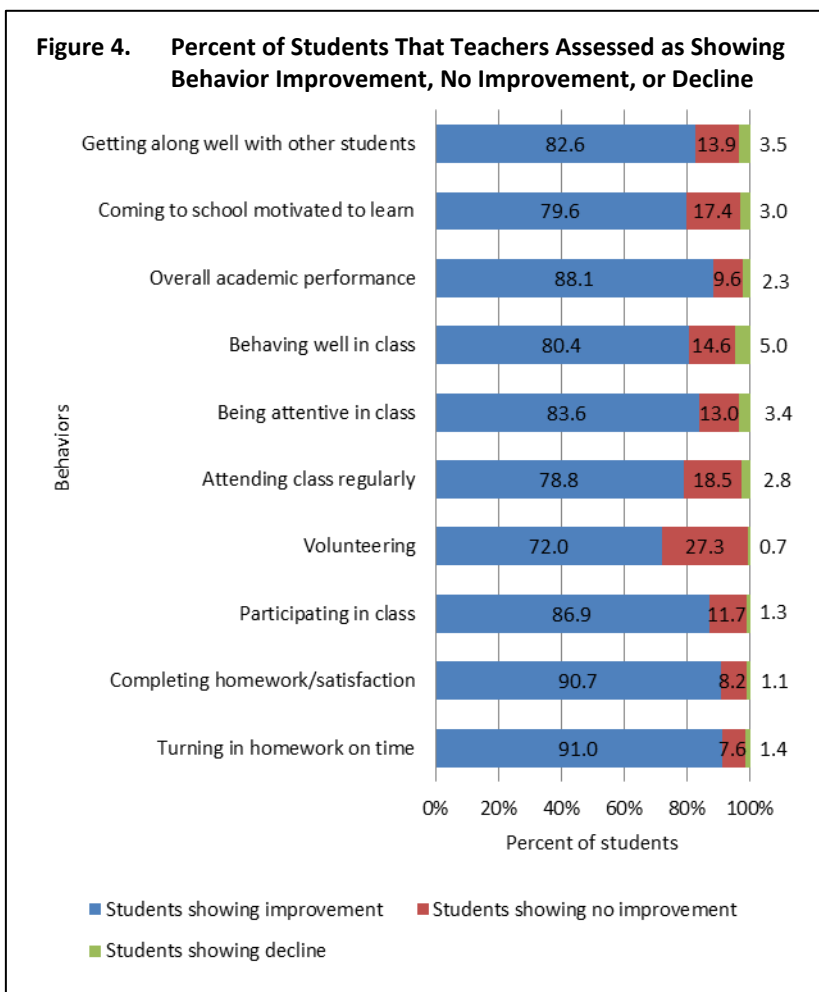


Changes in behavior

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)

- volunteering;
- completing homework to your satisfaction;
- participating in class;
- turning in homework; and
- academic performance.



Levels of participation (dose strength)

Twenty of 24 program directors reported the total number of days individual student participants attended a CCLC program (i.e., *dose strength*). Based on these data, we calculated the average number of days attended per student for each program. Averages ranged from 14.3 to 96.3 (Table 1).

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

Program	Days per student		
	N	Mean	SD
Barbour County—World Vision, Inc. (KidREACH)	155	68.93	38.80
Boone County—The Clay Center—Explore and Soar	146	24.88	23.69
Cabell/Wayne Counties—Boys and Girls Club of Huntington	498	73.69	64.37
Calhoun County—Heads Up	167	14.35	13.59
Clay County	1290	22.28	23.38
Fayette County—New River Health Association, Inc.	201	32.65	25.00
Jackson/Mason/Roane Counties—PATCH 21st CCLC	NR*		
Kanawha County—Partnership of African American Churches (PAAC)— Communities Closing the Gap	216	69.00	52.35
Kanawha County—The Bob Burdette Center, Inc	234	96.35	50.48
Lincoln County	668	37.25	31.48
Lincoln/Logan Counties—WV Dreamers Afterschool Program	251	46.07	28.88
Marion County	121	83.32	38.91
McDowell County—Dreams and Dreams 2	417	24.88	24.05
Mercer County	394	37.77	39.14
Monongalia County—Kaleidoscope	NR*		
Monroe County—Our Own Backyard	NR*		
Nicholas County—Project Connect	NR*		
Ohio County—Anchor	185	41.11	31.58
Preston County—Afterschool Explorers	455	31.33	25.28
RESA 1—Project Challenge	116	26.66	21.89
RESA 4	930	23.33	21.59
RESA 7—Project ISAAC	1014	40.77	35.20
Ritchie County (S.T.A.R.S.)	700	42.69	25.35
Wayne County Community Learning Centers	1583	32.93	34.41

*NR = Not reported

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. By far, K-12 service learning programs were the largest source of volunteers, followed by parents or faculty members (see Appendix C, Table A 1, p. 43 for a breakdown by program). The great majority reported being very successful working with all sources of volunteers. AmeriCorps ranked highest, in terms of the percent of program directors who reported they were very successful. Program directors also reported a great deal of success working with K-12 service learning students, which is notable considering what a large source of volunteers this group represents (Table 2).

Table 2. Sources of Volunteers Used by the 21st Century Community Learning Centers Programs (2011–2012) and Level of Success for Each in 2012

Source of volunteers	Number of volunteers	Reported level of success in working with each source		
		Percent not successful	Percent moderately successful	Percent very successful
Grand Total	9,085			
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	174	0.0	2.9	97.1
Community organizations	141	0.0	25.8	74.2
Faith-based organizations	63	0.0	32.8	67.2
Local businesses	255	4.7	21.6	73.7
Local clubs (e.g. Kiwanis, Lions)	86	0.0	25.5	74.5
Other	64	0.0	9.1	90.9
Parent or faculty members	738	0.4	22.2	77.4
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	67	1.5	34.3	64.2
Service learning (higher education students)	221	0.0	31.6	78.1
Service learning (K-12 students)	7,276	0.0	6.2	93.7

Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 44). Following are examples of comments received for each of the sources of volunteers listed in Table 2. In most cases program directors did not explain *why* particular groups of volunteers were successful, instead explaining *how* the volunteers had contributed to the program. Program directors looking for ideas about how to work with volunteers would benefit from reading through the full set of comments in the appendix.

AmeriCorps

AmeriCorps members take the lead on STEM activities at each site

ClubService AmeriCorps members served as mentors to afterschool participants

PRO-Kids has one Americorps member who works at their site. This volunteer has been successful because she is able to visit the school and assist with grant reporting and other tasks.

The [volunteers] give a lot of support to the program. They assist with several program projects such as the gardening club project, the watershed program, and the meal and transportation.

Community organizations

City of Charleston Policemen, Pastors and other community members created the “Boys to Men” and “Girl Talks” mentoring programs. The program had a positive effect on student achievement and attitude.

Community organizations provided additional enrichment programming with the focus on health and fitness; as well as providing mentors for afterschool participants.

We have had overwhelming success with community organizations, particularly United Way. They have a regular schedule with our program and are very dependable.

Faith-based organizations

Church members from the various churches that serve as site locations provide volunteers who service in a variety of way . . . All of these volunteers are effective in their service because they have defined roles for which they are familiar.

Faith based programs offered additional programming to students beyond the afterschool program. Additionally, a "Back Pack Program" was started to provided meals to families in need on the weekend when school was not in session.

Local businesses

[S]everal businesses-Amazon, Kohl's, AC Moore, Old Navy, Elder[-Beerman], -do employee / [community] service.

They have donated supplies, given presentations, and worked as mentors for our students.

Local clubs

Our partnership with a local club has had mixed results--there have been many cancellations for scheduled presentations. When the presentations do occur, though, they are very helpful for the students.

Several members from West Charleston Kiwanis Club serve as volunteers with the BBC community garden. They offer expertise and are successful because they have a defined role.

Other

[R]etired teachers helped with studies and reading.

Professors and presenters from various [college and university] programs have volunteered to lead activities and explorations that students have greatly enjoyed.

Parent or faculty members

All of our staff work in the same school as the afterschool program. Nice transition.

Parents are able to network and serve as supports for one another. Enhances parent-child relationships.

[S]ome school faculty serve as volunteers in the afterschool programs. They are very effective because they are aware of what is going on at the schools and can give students more specialized support.

Senior corps

Grandparents make a connection with the children.

There are two foster grandparents who volunteers at one site, they give supervision and mentor leadership. They assist with homework help.

Service learning (higher education students)

Being College students, they are a little more mature than the high school students and can accept more responsibility.

Students required to gain volunteer hours through our program to complete courses. Some students take more initiative and work well with program and students.

Service learning (K-12 students)

These volunteers were moderately successful. They were able to provide extra help in the homework classrooms. However, they were sometimes [inconsistent] in their ability to volunteer.

Many of the students view the teenagers as positive role models. Many of the high school tutors are role models.

Partnerships

Based on reports from program directors, programs engaged in a variety of activities with partners. The two most frequent types of activity or support were programming and resources (see Appendix C, Table A 2, page 49 for a breakdown by program). Partnerships engaged in funding, programming, resources, and training were reported to be the most effective, while the least effective were partnerships engaged in evaluation (the *other* category was found least applicable, see Table 3). Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 49). Here are highlights from those comments, arranged by type of activity shown in Table 3.

Evaluation

Reasons why partnerships were not effective or only somewhat effective included the following comment:

Goals are set, data is collected but rarely are partners able to sit down and review program results as a team. Because of the level of involvement partners instinctively know when programs are successful or not. But, due to the gap in collection and assessment the communication is lacking.

On the other hand an example of an effective partnership in the area of evaluation included the following program director explanation:

RESA 7 is an effective partner because the staff is knowledgeable with the grant writing, implementation, evaluation, and sustainability process.

Funding

Related to funding, the following explanations, among others, were offered to explain successful work with partners in the area of funding:

These [partner] sources of funding have been vital to ensure to functioning of the BBC. They contribute to the BBC's sustainability. Each has their own procedure for applying and reporting that are clearly outlined.

The entire fine arts component was built on funding from Clay Center. The East End Community Garden was supported with funding from Keys 4 Healthy Kids. The local churches donated funds for supplies and to assist with program field trips and activities

Joint planning

With regard to working with partners in joint planning, most often, program directors referred to their work with schools, other social service agencies, and community development agencies. Here are highlights of their comments.

Yearly discussions are made on how to cooperate.

[T]hese agencies work very well together because of the limited services and resources in Lincoln County

Each partner represented and was familiar with the particular needs of their community site. Each one came to the table with ideas and resources for addressing the needs of the whole child. The Clay Center provided the subject matter expertise to assist in the further development of an effective arts program.

Knowledgeable staff to help with the grant writing, implementation, evaluation, and sustainability process. Counties and schools help set the site schedule and plan the implementation of the program. Community groups planned in advance with site coordinators for programs throughout the year.

Management

Comments about working with partners in the area of management were based in these same community relationships.

All of these partners bring the knowledge of their local communities. The daily emails and phone calls are imperative to the smooth operation of the program.

These agencies make up the Advisory Board to this grant.

Programming

More than one program director mentioned that their partners were often the source of content knowledge or expertise. Here are two comments that explained a difficulty and a benefit.

These programs were effective for the most part. However, we did have some difficulty with some organizations being [consistent] in program delivery for various reasons. . . .

The partners providing the programming are subject matter experts, [therefore] providing the most effective delivery mechanism

Resources

Program directors were clear about the essential nature of the resources provided by their partners, as exemplified in these comments.

The church provided in-kind space and volunteers, which is an invaluable resource. The afterschool programs would not be able to function without their support.

Kanawha County Library provided [children's] books to be used afterschool which provided students with a variety of material and enhance the resources available to them.

. . . sends resources, resources for high school students, technology and software, free books for students, staff development for parent involvement, resources for students, Food for needy families, programs for kids, Resources for families., books . . .

Companies are part of the planning and know the needs of the club; they donate time and materials.

These resources are effective because they play a key role in the lives of the students who participate in Project ISAAC through their education.

Training

Program directors described a host of staff development and training activities available through work with partners. Here are just two examples:

CONNECT CCR&R is a very helpful resource for information related to child development and working with children. The Behavior Specialist at CONNECT was very helpful in providing resources and meeting with me as I planned [in-house] training for staff. WVU Extension also provided the BBC Program Director with a helpful training for STEM Programming. One of the reasons this training was so effective is that it also provided supplies to conduct the STEM project in the [after]school program.

We can attend any training that is provided to teachers in Marion County so that we can stay up to date with what is going on in the school.

Table 3. Number and Effectiveness of Partnerships by Type of Partnership

Type of partnership activity/support	Number of partnerships	Reported level of effectiveness in utilizing partnerships			
		Percent not applicable (no partners)	Percent not effective	Percent somewhat effective	Percent effective
Evaluation	77	33.3	7.4	22.2	37.0
Funding	160	29.6	0.0	22.2	48.1
Joint Planning	176	22.2	0.0	3.7	74.1
Management	99	25.9	0.0	7.4	66.7
Other	5	77.8	0.0	3.7	18.5
Programming	254	11.1	0.0	11.1	77.8
Resources	245	3.7	0.0	11.1	85.2
Training	178	14.8	0.0	11.1	74.1

Information sharing with partners

Based on reports from program directors, programs engaged in a variety of information sharing with partners. The four most frequent types of information sharing were joint planning, programming, resources, and training (see Appendix C, Table A 3, page 65 for a breakdown by program). Partnerships engaged in information sharing about cosponsoring a one-time event, programming, and resources were reported to be the most effective, while the least effective were information sharing about evaluation or funding (the *other* category was found least applicable, see Table 4). Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 66).

Co-sponsor one-time events

Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.

All partners share contact information and promote each other's events

Evaluation

These [partner] schools are used to providing student grades to the BBC and do so readily, provided the necessary parental permissions.

Teacher surveys are more difficult to get returned. Teachers are already very busy with paperwork and sometimes [it's] hard for them to see how filling out the survey directly benefits them.

[It is] effective because [it's] an onsite evaluation

Funding

PRO-Kids applies for many of the same grants as the BBC and is able to help answer any question about the grant process. They are also helpful in suggesting resource for funding that the BBC may not know about.

Working together works! News letters are sent to approximately 600 to share information.

Partners consistently share information on resources or funding available. Using “Constant Contact” web based email system the program is starting to share more information concerning program benefits and importance to community

Joint planning

The partners to this grant have worked together before this grant and will continue to work for the good of students in Lincoln County.

Everyone knows what each other is [doing].

Information [s]haring takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.

Management

The active board represents the broad community with both knowledge base and financial assistance.

We maintain constant contact and share any information that may potentially affect the program, students or their families

They participate in Regional Advisory Council and work together to ensure grant goals are met.

Other

We really need to be able to use an online data collection program to replace AfterSchool Matters

Programming

Sharing programs with other community organizations provides a wider base of educational experiences for the youth.

Resources

FRN brings to the table area resources so that everyone is aware of what each other is doing.

KEYS often sends out email with information about various resources in the community related to childhood obesity.

Training

CONNECT CCR&R are available to share information about training and direct me to usefully resources. They are very [knowledgeable] in the field of child development.

[T]he fall retreat for staff is a time when the partners to this grant provide training opportunities.

Their feedback helps to plan trainings and determines what was helpful and what we should continue doing.

Table 4. Number and Effectiveness of Information Sharing by Type of Information Sharing

Type of information sharing	Number of partnerships	Reported level of effectiveness in information sharing			
		Percent not applicable (no partners)	Percent not effective	Percent somewhat effective	Percent effective
Co-sponsor one-time events	114	25.0	0.0	12.5	62.5
Evaluation	71	41.7	0.0	29.2	29.2
Funding	118	37.5	0.0	29.2	33.3
Joint planning	132	29.2	0.0	20.8	50.0
Management	91	45.8	0.0	0.0	54.2
Other	8	87.5	0.0	8.3	4.2
Programming	148	29.2	0.0	8.3	62.5
Resources	147	25.0	0.0	8.3	66.7
Training	140	33.3	0.0	16.7	50.0

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, 2011, and to indicate for a variety of topics the level of quality on a 5-point Likert-type 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. The great majority of program directors attended professional development on all topics listed (the exception being the *Other* category; see Appendix C, Table A 4, page 75 for a breakdown by program and comments). The topics that received the most attention from program directors were programming (all but 1 director attended training), STEM/STEAM (all but 2), and program evaluation (all but 3). Overall, program directors rated training to be of *somewhat high* quality (3.7 average). Aside from the *Other* category, the topics receiving the highest quality ratings were *project management* (4.05 average) and *integrating afterschool with the regular school day* (3.91). The topic that received the lowest average rating was *policy and advocacy* (3.25 average, Table 5). Program directors provided lists of professional development providers from which they had received training (see Appendix C, page 77 for these lists arranged by topic and the quality ratings given for each).

The survey also asked about which topics program directors thought they needed additional informational support, and for each topic, which would be the preferred format Table 6. Nearly half or more of program directors expressed a need for more professional development on programming, staff development, and STEM/STEAM. The three topics that ranked highest for additional needed technical assistance were program evaluation, program sustainability, and project management—although only a quarter or fewer program directors indicated this need. More information resources were needed by at least 40% of program

directors on the topics of family involvement, federal/state requirements, program evaluation, and program sustainability (see Appendix C, page 77). Program directors elaborated on some of these topics. Readers of this report are encouraged to turn to “Detailed information about topics,” found on page 83 in Appendix C for this additional useful information.

Table 5. Quality of Professional Development Attended by Topic

Topic area	Not applicable	Training attended (N of program directors)	Mean quality rating*
Total (all topics)	76	275	3.70
Collaboration	4	23	3.83
Communications/marketing	8	19	3.53
Family involvement	5	22	3.59
Federal/state requirements	5	22	3.73
Integrating afterschool with the regular school day	4	23	3.91
Other	20	7	4.14
Policy and advocacy	7	20	3.25
Program evaluation	3	24	3.42
Program sustainability	4	23	3.43
Programming	1	26	3.85
Project management	8	19	4.05
Staff development	5	22	3.82
STEM/STEAM	2	25	3.80

* The quality rating was based on a 5-point Likert-type scale, as follows: 1 (low), 2 (somewhat low), 3 (moderate), 4 (somewhat high), 5 (high)

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

Topic area	Percent of program directors indicating a need		
	Professional development	Technical assistance	Information resources
Collaboration	40.7	18.5	33.3
Communications/marketing	25.9	3.7	33.3
Family involvement	37.0	14.8	44.4
Federal/state requirements	25.9	18.5	44.4
Integrating afterschool with the regular school day	25.9	14.8	25.9
Other	3.7	0.0	14.8
Policy and advocacy	22.2	11.1	37.0
Program evaluation	25.9	22.2	44.4
Program sustainability	29.6	22.2	40.7
Programming	51.9	18.5	33.3
Project management	40.7	25.9	37.0
Staff development	55.6	11.1	33.3
STEM/STEAM	48.1	7.4	29.6

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. Types of technical assistance that were rated highest included email, phone calls/conference calls, site visits, and webinars. An unspecified *other* category also received high ratings, but only 8 of the 27 respondents participated in other forms of technical assistance, while 19 did not (Table 7). See Appendix C, Table A 6, page 87 for a breakdown by program).

Table 7. Helpfulness of Technical Assistance by Type

Type of technical assistance	Not offered	Mean helpfulness rating*
Overall helpfulness		3.64
Action plan feedback	1	3.54
Bi-monthly report feedback	2	3.12
CIPAs		3.63
Email		4.00
Other	19	4.38
Peer learning teams	3	2.88
Phone call/conference call		3.81
Site visit		4.00
Webinar		3.81

* The quality rating was based on a 5-point Likert-type scale, as follows: 1 (low), 2 (somewhat low), 3 (average), 4 (somewhat high), 5 (high)

EQ4. Parent and Community Involvement

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

More than half of program directors indicated that they either had no family components in their programs or that they were, at best, well below target goals for parent and community involvement (Table 8). The remaining 42% of directors indicated they nearly met, reached, or exceeded target goals. More than 3,200 adults were involved in program activities, most (2,044) in evaluation activities (Table 9). See Appendix C, Table A 7, page 88 for a breakdown by program and program director comments.

Reasons for success

Three main themes emerged in program directors' comments about reasons for their successes. First, six programs seem to have figured out what *types of activities* would be of interest to parents of children in their programs, as evidenced in the following comments:

We offered things that interested them.

We were more successful this year than in year's past. I believe we had quality activities for parents.

[We] engaged them in learning activities with their children.
Six program directors described *ongoing, even daily contact with parents*, for example,

Our programs have nurtured long-standing relationships with parents, grandparents, and family members. . .

[We] inform parents, make "good news" phone calls and in other ways praise them and their children . . .

Six program directors described *a shared commitment with parents to the program*, and engaging parents in meaningful work toward program goals:

[We target] parents that could take the lead and/or [facilitate] projects with the students.

Most of my parent volunteers come to help with our Saturday Fun Day activities. Parents and community members support this program that they are willing to help to keep it successful.

Volunteers were always welcomed and put to work whenever they could attend.

[We] help them become more comfortable and needed in the program site activities.

Program directors also credited *parent surveys* and making a strong effort to “meet parents where they are and not always require them to come to us” as the basis of success.

Reasons for lack of success

Some program directors described obstacles to parent involvement that they continue to struggle with, especially *scheduling conflicts* (five comments) and *lack of transportation* (four comments). For example, with regard to scheduling,

We are competing with sports and other school activities.

Other parents work evenings, and they would have to take off work to attend program events.

Transportation to events appears to be an important obstacle for four others:

Our rural sites have many problems with transportation (a lot of parents have no means of transporting themselves to school events).

At existing sites, economic constraints, gas prices, and inclement weather suppressed adult participation compared to previous years.

Two program directors expressed difficulty in hitting on activities of interest to the parents they serve:

We have tried several programs: A Writing Center to assist w/resumes, academics & writing for enjoyment, cooking classes to improve family nutrition, and a Steel Drum Ensemble. None were successful. When surveyed parents expressed very little interest in programming and 97% expressed they could not make the time commitment

We continue to try to improve, but it is very difficult to inspire and motivate adults to want to attend. Having the iREAD program, however, gave us a new audience of adults.

A few others acknowledged that they needed to focus on the issue and do more planning.

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

Response options	Number	Percent
Total	26	100.0
Great success—reached or exceeded target goals	5	19.2
Moderate success—almost to target goals	6	23.1
Some success—but well below target goals	12	46.2
Not at all successful	1	3.8
Not applicable—no family components	2	7.7

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

Type of involvement	Number
Adult program participants (overall)	3,207
Adult program participants in program planning	472
Adult program participants in program evaluation	2,044
Adult program participants in delivery of services	1,130

EQ5. Substance Abuse Prevention

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

Overall, program directors reported offering more than 300 activities that addressed substance abuse prevention; participation in those activities included more than 11,000 students and nearly 900 adults (Table 10). See Appendix C, Table A 8, page 91 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?	310
How many students in your program’s activities received training on alcohol, tobacco, and substance abuse prevention?	11,175
How many parents/guardians/adult community members in your program’s activities received training on alcohol, tobacco, and substance abuse prevention?	888

EQ6. Improvement and Accountability Processes

How helpful to CCLC programs were improvement and accountability processes?

CIPAS

Most program directors found the continuous improvement process for after school (CIPAS) moderately or very helpful (71.5%; Table 11) See Appendix C, Table A 9, page 92 for a breakdown by program and comments by program directors. One comment, in particular, seemed to sum up the major themes running through the comments:

We really liked the result and our evaluator. But, we did not like the redundancy of the questions or when we were asked to complete it since it aligned with the beginning of the program year when it is such a busy time. We would like to be able to upload and update continuously after the evaluation is complete for the year.

In other words, there was high praise from most program directors (11 comments) for the *process*, including the outside reviewers (peer and consultant) and reports, as shown in this comment:

The CIPAS process was helpful in seeing our strengths and pointing out what we needed to work on. Having us put it on paper, made us take a closer look at our program and change things as needed. Change is sometimes a slow process, but we are working towards our goals.

Four additional comments noted CIPAS as being a useful *tool*; for example,

. . . site-level paper documentation/portfolios, Afterschool Matters, and Advisory/planning meetings have been and continue to be insightful tools, used well within our program.

At the same time, directors shared some common complaints about the *scheduling* of the process and the *redundancy* of some of the content they were required to upload. As for scheduling, program directors offered various scenarios for improvement:

The timing of the process was not the best--it came at a particularly busy time; December would have been better . . .

The CIPAS process would have been more useful if we had gathered information over the summer, received feedback in August, and created an action plan for the year.

. . . I would like to be working on it continually instead of waiting until fall.

Redundancy was noted by three directors, as exemplified in this comment:

I think alot of the questions were the same. I would like to see the questions fit more in line with the WVDE monitoring process.

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	28	100.0
Not very helpful, I did not learn from the process	4	14.3
Neutral, it validated what I was doing right, but I could use more information to improve	4	14.3
Moderately helpful, I learned my program’s strengths and challenges	5	17.9
Very helpful, I learned about my program and received useful recommendations	15	53.6

WVDE monitoring visits

Likewise, the great majority found the WVDE monitoring visits moderately or very helpful (81.4%; Table 12). See Appendix C, Table A 10, page 94 for a breakdown by program and comments by program directors. While five of the program directors indicated they were still awaiting their site visit reports (which have since been completed), most of the 20 comments were very positive. Seven comments noted the usefulness and relevance of the input provided by the WVDE staff both during the site visit and at other times, as exemplified in these comments:

. . . [The WVDE staff member] implicitly understood the philosophy, context, challenges and opportunities we encounter, and . . . offered relevant input for our consideration.

The specialist coach has been very helpful and answers my questions and concerns in a timely manner. He is [always] willing to help.

Five comments noted how much they appreciated being visited by WVDE staff, as in these two comments:

I appreciate being able to show the WVDE staff our programs.

I thought it was a wonderful experience to have our 21CCLC State Director to visit our county. I was glad she came to see what we had to offer our students, our strengths, and our weaknesses.

Comments showed a sense of having their hard work acknowledged and validated, which was important “to project staff that are providing daily services to students and their families.”

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	27	100.0
Not very helpful, information presented was incomplete or inaccurate and I learned nothing new	3	11.1
Neutral, the information presented was accurate, but I learned nothing new	2	7.4
Moderately helpful, I learned areas of strength and challenge and identified ways to overcome barriers	9	33.3
Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources	13	48.1

EQ7. Successes, Challenges, and Recommendations

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

The following is a summary of major themes in what program directors reported. To read the full set of program director comments, see Appendix C, EQ7. Successes, Challenges, and Recommendations, page 95.

Successes

Program directors wrote with enthusiasm about particular successes, many expressing an overall sense of accomplishment (see Appendix C, page 95). The two strongest themes, mentioned in at least 10 comments, were successes with community and family involvement and with an increasingly skilled and stable staff. For example with regard to *community and family involvement*,

Our staff . . . has spent [a lot] of time this year making sure that we are having family nights and involving parents.

This year we took a great leap forward in our capacity to build long term stakeholder groups for these programs and communities. In September we sent a group of six community members (from 16 to 69) affiliated with the site on Big Ugly Creek to the Brushy Fork Institute for a training . . . on community development, after which they formed a monthly “Chat and Chew” to develop ideas for community improvement. In May all five of our sites fielded representatives to a two[-]day training by the [same trainers] at the Big Ugly Community Center. We see this as a model for support and advocacy in future years.

Successes in *developing skills and stabilizing staff* included comments about reducing turnover, building confidence, and beneficial staff development; for example,

Our site coordinators, mentors, and professionals and have also been successful in providing outstanding role model examples . . .

Other strong themes, mentioned in about a half dozen comments included the following, each followed by one or two example comments:

- *New and successful activities*

The gardening club, the Red Cross Club and the Dance clubs were new programs and huge successes.

- *Collaboration with schools and alignment between the regular and afterschool classrooms*

Field trips were improved this year with more related activities in the classroom.

We have made significant progress in aligning with the school day. All site coordinators completed the USDOE You for Youth ‘Aligning With the School Day Module’. The Student/Parent Contracts and Teacher Communication Forms were successfully implemented and are being used.

- *Data use and evaluation*

Our data collection has also gone very well this year, and I think this is partly due to the bi-monthly reports.

We do an excellent job of analysis of benchmark data and planning accordingly for each child.

- *Student achievement*

Students involved are increasing their marks and earning higher grades by completing homework and having extra time to gain assistance if needed.

Many students also saw academic success. 93% of BBC students scored a “C” average or above on their final report card and 77% of BBC students scored a “B” average or above. In addition, 16% of BBC students increased their overall GPA from semester 1 to semester 2. 79% of PRO-Kids students have stayed at a good level or improved in grades.

- *Student participation*

. . . steady growth of average daily attendance . . .

We had more 30 day students participate this year than before.

Challenges

Program directors provided 48 comments in response to the question, “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?” (see Appendix C, Comments about challenges, page 97). While some program directors reported successes with community and family involvement, other program directors continued to struggle with this aspect of their program. There were 13 comments describing challenges with *parent involvement* and another four describing challenges with *community members and partners*, for example,

Parent involvement continues to be a struggle; we have tried to plan activities around their schedules that involve their needs and interests.

Engaging parents also continues to be a challenge even when they are invited to fun events that include food.

The current year’s challenges include difficulty obtaining volunteers. Students who could have benefited from tutoring and mentoring were unable to receive those services because a lack of volunteers.

The other challenge mentioned multiple times (10) was funding cuts and the need to become self-sustaining. For example,

Our biggest challenges are when we get to the 25% decrease in funding years and we have to cut our budget. We would love our budgets to be consistent. I know we are working on sustainability, but the reality is that any cut is negative.

Not having a full budget has hindered our program. We had our funding cut this year. This is our second year of funding from the WVDOE 21st CCLC grant. We had initially applied for \$300,000 we were awarded \$150,000 and we were cut the second year to \$139,000, it look like we will probably be cut the fourth and

fifth year. We have had to make significant cuts in our programming, such as special programs, field trips, and family fun nights. I would hope that the WVDOE would restore funding back to its original funded source.

The biggest challenge has always been and remains funding. . . .

Recommendations for program improvement

In response to the instructions, “Describe any recommendations you would suggest to improve the statewide 21st CCLC program,” program directors provided 32 comments (see Appendix C, “Comments about ways to improve the program. 99). One of the two aspects of the program that received the greatest number of recommendations (eight) was *reporting*, for example,

I . . . suggest streamlining the reporting, especially for the end of the year. There are a number of reports and surveys and they are very redundant in the information they request.

Less paperwork/reporting requirements; a lot of the same information is given repeatedly and takes away time from working the program more effectively.

Push to get one web based reporting system

Perhaps relatedly, program directors called for improved—or better access to—evaluation and reporting tools, as revealed in the following comments:

. . . better evaluation tools . . .

We would like to be able to access the CIPAS tools all year to gather our resources.

And lastly, we very much need an online data collection program to replace AfterSchool Matters!!!!!!

The other aspect of the program that received a high number of comments (eight), was better *communication* with WVDE CCLC program staff, especially in *managing reporting and other obligations and the change process*.

I would [like] to receive a list with mandatory meetings/workshops and report due dates at the beginning of each year . . .

It would also be helpful to have feedback on bi-monthly reports. I never received anything other than a message that they had been received, and I would have liked knowing if the reports were meeting expectations.

The evolution of the statewide program naturally results in disruptive changes, many productive, others less so. In any event, change management is best served through collaborative decision-making processes as well as continuous communication. On the latter point, knowing that a change is under consideration or pending is as helpful as an announcement that the change has occurred. On the former point, even if a change is inevitable, involving program directors in the change management process allows them to provide important input in the timing, format, or other pertinent yet flexible aspects of the change.

Finally, *help with transportation* and *additional training* were both the subjects of recommendations, each receiving four comments, as exemplified below:

State-wide support to provide transportation in all counties with a 21st Century Project.

. . . [T]ransportation planning for county transportation directors to encourage possible work plans and/or include 21st site Directors to [transportation] PD at the state trainings to help support collaboration

Workshops/webinars on programs and ideas for our programs

. . . [T]here needs to be a "sit-down" time for training for new employees. I would like to have a conference time to discuss the program prior to the school year starting.

Discussion

EQ1. Student Participation

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

Of the students about whom we have teacher survey data, most were in the elementary grades. The mean number of days per student attendance ranged from about 14 to 96 days, depending on the program (see Table 1).

The information provided in the teacher surveys at the end of the year was not sufficient to determine if CCLC attendance improved student behaviors; however, the information regarding the reasons teachers referred students, and the behaviors that they felt the students needed to improve can be used as a retrospective *before* snapshot of students' needs. We can also use teacher perceptions of the changes in student behavior as an *after* snapshot of student growth related to several behaviors during the course of the school year.

Our findings show that of the students enrolled in CCLC (for whom we have data in the form of a returned survey), teachers perceived the greatest improvements in behaviors related to (in descending order) turning in homework on time, completing homework to teachers' satisfaction, overall academic performance, and participating in class.

The top three reasons for a teacher to refer a student were (in descending order) to

1. provide academic support (tutoring, remediation);
2. provide student with academic enrichment opportunities; and
3. provide individual attention. (Figure 2)

Teachers perceived high percentages of students who needed improvement with regard to the seven behaviors listed below (in descending order). Those behaviors shown in italics were associated with teacher perceptions of greatest improvement by the end of the school year (Figure 3):

1. *Completing homework to your satisfaction*
2. *Overall academic performance*
3. Being attentive in class
4. *Turning in homework on time*
5. Volunteering
6. Coming to school motivated to learn; and
7. *Participating in class*

The students' behavior did not improve to the same degree in all areas that teachers thought they needed improvement. There could be many reasons for the perceived levels of improvement, and CCLC may have been a factor. It is encouraging that students were per-

ceived to have improved in behaviors associated with their homework and academic performance.

EQ2. Volunteers and Partnerships

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

By far, K-12 service learning programs were the largest source of volunteers, and directors report great success in working with them. Other major sources of volunteers included (in descending order), parents and faculty members, local businesses, and postsecondary service learning programs. Although AmeriCorps was not the largest source of volunteers, it was the group with which program directors reported the greatest level of success—an impressive 97% reporting they were very successful working with this group. All in all, the great majority of program directors reported they were very successful working with all sources of volunteers listed in the survey.

Based on reports from program directors, programs engaged in a variety of activities with partners. The two most frequent types of activity or support were programming and resources. Partnerships engaged in funding, programming, resources, and training were reported to be the most effective, while the least effective were partnerships engaged in evaluation.

The four most frequent types of information sharing involved joint planning, programming, resources, and training. Partnerships engaged in information sharing about co-sponsoring a one-time event, programming, and resources were reported to be the most effective, while the least effective were information sharing about evaluation or funding.

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?

The great majority of program directors attended professional development on all topics listed. The topics that received the most attention from program directors were programming, STEM/STEAM, and program evaluation. Overall, program directors rated training to be of somewhat high quality. The topics receiving the highest quality ratings were project management and integrating afterschool with the regular school day. The topic that received the lowest average rating was policy and advocacy.

As for topics that program directors thought need additional attention going forward, nearly half or more of program directors expressed a need for more professional development on programming, staff development, and STEM/STEAM. The three topics that ranked highest for additional needed technical assistance were program evaluation, program sustainability, and project management—although only a quarter or fewer program directors indicated this need. More information resources were needed by at least 40% of program directors on the topics of family involvement, federal/state requirements, program evaluation, and program sustainability.

When asked about technical assistance, the types of technical assistance rated highest included email, phone calls/conference calls, site visits, and webinars.

EQ4. Parent and Community Involvement

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

More than half of program directors indicated that they either had no family components in their programs or that they were, at best, well below target goals for parent and community involvement. The remaining 42% of directors indicated they nearly met, reached, or exceeded target goals. Three main themes emerged in program directors' comments about reasons for their successes: (a) types of activities, (b) ongoing, even daily contact with parents, and (c) a shared commitment to the program, which involved engaging parents in meaningful work toward program goals. Program directors who were experiencing a lack of success pointed to scheduling conflicts, transportation problems, and difficulty identifying activities of interest to parents.

EQ5. Substance Abuse Prevention

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

Overall, program directors reported offering more than 300 activities that addressed substance abuse prevention; participation in those activities included more than 11,000 students and nearly 900 adults.

EQ6. Improvement and Accountability Processes

How helpful to CCLC programs were improvement and accountability processes?

Nearly three quarters of program directors found the continuous improvement process for after school (CIPAS) moderately or very helpful. They especially appreciated the process, including the outside reviewers, and the tools provided for data collection. They suggested improvements in scheduling to avoid the beginning of the new school year, and in reporting—suggesting a reduction in the redundancy of the questions within the CIPAS process and better alignment with the WVDE process to reduce duplication of effort.

Likewise, the great majority found the WVDE monitoring visits moderately or very helpful. Program directors generally found the site visits affirming and respectful, producing useful insights and ideas about program improvement.

EQ7. Successes, Challenges, and Recommendations

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

Program directors wrote with enthusiasm about particular successes, many expressing an overall sense of accomplishment. The two strongest themes, mentioned in at least 10 comments, were successes with community and family involvement and with an increasingly

skilled and stable staff. Other strong themes included successes in providing new and useful activities, collaboration with schools and alignment between the regular and afterschool classrooms, data use and evaluation, student achievement, and growth in student participation.

Challenges most often reported included those associated with improving parent and community involvement, and dealing with funding cuts and sustainability.

Major recommendations for program improvement included streamlining reporting, improving the functioning of and access to evaluation tools, and improving communication with WVDE CCLC program staff—especially with regard to advance notice about reporting and other obligations, and soliciting input from the program directors when it comes to making changes in the CCLC program.

Limitations of the Study

Our description of the reasons for which students attend a CCLC is based on teacher survey information. The response rate for the teacher surveys was less than 100%; therefore, we do not have reasons for referral for all students who attended CCLC. We also do not know if the students, or their parents, would agree with the teachers' assessments of need for referral or need to improve behaviors.

While some of the perceived changes in behaviors may have been due to the students' attendance at the CCLC, we have no way to determine what actually caused the change in the student's behavior, and we cannot assume that the CCLC attendance was a key factor in the perceived improvement.

We did not hear from all program directors, so we lack information about at least three of the programs.

Recommendations

The following recommendations are based primarily on our analysis of program director comments.

- Focus professional development on the topics of programming, staff development, and STEM/STEAM.
- Focus technical assistance on program evaluation, program sustainability, and project management. This assistance would best be delivered via e-mail, phone calls/conference calls, site visits, and webinars.
- With less than half of program directors reporting any degree of success with parent involvement, this topic, too, seems to need attention, especially in helping identify activities of interest to parents and creative ways to overcome transportation and scheduling challenges.
- Re-examine the schedule for the CIPAS process and, if possible, avoid requiring major effort from program staff at the beginning of the school year.
- Look for ways to streamline reporting and data collection requirements to reduce redundancy and the burden on program staff.
- Continue with current practices in WVDE site visits, which program directors seem to greatly appreciate.
- Involve program staff in providing input when planning takes place for program improvements.
- Provide program staff, especially new directors, with plenty of advance notice about their obligations to participate in meetings and evaluation activities. Consider publishing a calendar for the full year, at the beginning of the school year.

This was the first year for conducting the teacher and program director surveys using an online system. There was a high level of participation of teachers in the online survey resulting in the submission of information for about two thirds of the students who participated in the CCLC program; however, a better system needs to be found for submitting student IDs, so valuable data will not be lost due to our inability to match students with their WVEIS records. The program director survey needs some refinement in the construction of the questions, to solicit the type of information needed; for example, program directors tended to give descriptions of their successful activities instead of explanations for why the activities were successful. Also, WVDE CCLC staff need to consider how they will use some of the information they requested—such as lists of specific partners—which must have been time-consuming for directors to provide, but in the end may not provide actionable information.

Appendix A. Teacher Questionnaire

21st CCLC Teacher Survey WVDE-EQSS-001

Student ID Number (WVEIS)	Grant	Center	1. Which do you teach? <input type="radio"/> Multi-Subject <input type="radio"/> Math <input type="radio"/> English/Language Arts <input type="radio"/> Other Subjects
0	0	0	2. What were your reasons for referring this student to the 21 st Century Community Learning Center (21 st CCLC) program? (Mark all that apply)
1	1	1	<input type="checkbox"/> Mark here if you did not refer this student to the 21 st CCLC Program
2	2	2	<input type="checkbox"/> To get the student's family involved
3	3	3	<input type="checkbox"/> To provide a safe before-/after-school environment
4	4	4	<input type="checkbox"/> To provide the student with academic enrichment opportunities
5	5	5	<input type="checkbox"/> To provide the student with individual attention
6	6	6	<input type="checkbox"/> To provide academic support (tutoring, remediation)
7	7	7	<input type="checkbox"/> To get the student help with behavioral issues
8	8	8	<input type="checkbox"/> To expose the student to general enrichment/recreational activities
9	9	9	<input type="checkbox"/> 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

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

Appendix B. Program Director Questionnaire

21st CCLC Surveys



- Director Survey
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 - [Partnerships](#)
 - [Information Sharing](#)
 - [Professional Development](#)
 - [Technical Assistance](#)
 - [Parent/Community Involvement](#)
 - [Substance Abuse Prevention](#)
 - [Continuous Improvement Process](#)
 - [Program Monitoring Process](#)
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-
- [Successes/Challenges /Recommendations](#)

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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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Service Learning (K-12 students)	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Service Learning (Higher Education students)	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Local Businesses	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Community Organizations	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Faith Based Organizations	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Parent or Faculty Members	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Local Clubs (e.g. Kiwanis, Lions)	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					
Other	<input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain why successful or not successful:					

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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 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:		

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

	Number of Partners	Not Applicable (no InformationSharing)	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:		

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Please think about any local, state, regional or national training related to out-of-school time that you have attended between July 1, 2011 and the present.

	Not Applicable	1-Low	2-Somewhat Low	3-Moderate	4-Somewhat High	5-High
Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Communications/Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Integrating Afterschool with the Regular School Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Federal/State Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Family Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						
Program Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the organization(s) conducting professional development you have attended:						
Please check the preferred format if more information is required on this topic:						
<input type="checkbox"/> Professional Development <input type="checkbox"/> Technical Assistance <input type="checkbox"/> Information Resources						
Please describe the Professional Development, Technical Assistance, or Information Resources requested:						

Items continued next page

STEM/STEAM

Please list the organization(s) conducting professional development you have attended:

Please check the preferred format if more information is required on this topic:
 Professional Development Technical Assistance Information Resources

Please describe the Professional Development, Technical Assistance, or Information Resources requested:

Program Evaluation

Please list the organization(s) conducting professional development you have attended:

Please check the preferred format if more information is required on this topic:
 Professional Development Technical Assistance Information Resources

Please describe the Professional Development, Technical Assistance, or Information Resources requested:

Policy and Advocacy

Please list the organization(s) conducting professional development you have attended:

Please check the preferred format if more information is required on this topic:
 Professional Development Technical Assistance Information Resources

Please describe the Professional Development, Technical Assistance, or Information Resources requested:

Other


Please list the organization(s) conducting professional development you have attended:

Please check the preferred format if more information is required on this topic:
 Professional Development Technical Assistance Information Resources

Please describe the Professional Development, Technical Assistance, or Information Resources requested:

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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"/>
Bi-Monthly Report Feedback	<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"/>

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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"/>

	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
How successful has your program been in involving parents/guardians or other adult community members?	<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 style="width: 95%;" type="text"/>				
Why was your program not successful in involving parents/guardians or other adult community members?	<input style="width: 95%;" type="text"/>				

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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?	<input type="text"/>
How many students in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	<input type="text"/>
How many parents/guardians/adult community members in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	<input type="text"/>

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CIPAS - Continuous Improvement Process for After School


How helpful has the CIPAS been to your program?

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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments about the CIPAS process:

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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:

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<p>21st CCLC Surveys <<</p>  <p>Director Survey</p> <ul style="list-style-type: none">Volunteer ProgramsPartnershipsInformation SharingProfessional DevelopmentTechnical AssistanceParent/Community InvolvementSubstance Abuse PreventionContinuous Improvement ProcessProgram Monitoring ProcessSuccesses/Challenges/Recommendations	<p>Survey WVDE-EQSS-78 abcde Testing Glossary</p> <p>Survey Closed on July 1st, 2012</p> <p>Program Successes/Program Challenges/Recommendations</p> <p>In the past year, what two or three aspects of your program have been going particularly well?</p> <p>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?</p> <p>Describe any recommendations you would suggest to improve the statewide 21st CCLC Program.</p> <p>Survey Closed on July 1, 2012</p>
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Appendix C. Program Directors' Comments

EQ2. Volunteers

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

Program	Total	AmeriCorps	Community	Faith based	Local businesses	Local club(s)	Other	Parent or faculty	Senior corps	Service learning (IHE)	Service learning (K12)
Total	9,055	174	141	63	255	56	64	738	67	221	7,276
Accent Education (New River Health)	8	4	0	0	0	0	0	0	2	0	2
Anchor	6	0	6	0	0	0	0	0	0	0	0
Bob Burdette	123	1	0	24	1	3	0	4	1	1	88
Boone County/The Clay Center	43	0	3	0	0	0	0	15	0	25	0
Calhoun County Schools	21	0	1	0	2	0	0	12	1	0	5
Clay County Schools	78	8	32	2	12	0	0	12	1	0	11
Huntington Boys and Girls Club	68	0	5	2	28	3	30	0	0	0	0
Lincoln County Schools	222	7	7	1	2	0	0	25	5	0	175
Marion County Schools	154	2	3	2	34	5	4	0	0	26	78
McDowell County Schools–Dreams 2	719	0	8	2	13	4	0	345	0	0	347
Mercer County Schools	14	5	0	0	1	0	0	2	0	4	2
Monongalia County Schools	32	0	3	0	2	0	9	3	0	15	0
Partnership of African American Churches	56	0	3	5	0	0	0	16	0	13	19
PATCH–Jackson	90	2	12	2	25	1	0	25	0	5	18
PATCH–Mason	48	2	5	0	15	0	0	14	0	0	12
PATCH–Roane	118	4	8	2	30	2	0	12	2	8	50
Preston County Schools	50	0	2	0	12	0	0	35	0	0	1
RESA 1	2	0	0	0	0	0	0	1	0	0	1
RESA 4–Soundtrack	27	0	6	0	12	0	0	8	1	0	0
RESA 7–Expansion 2	42	0	7	0	16	1	5	5	0	5	3
RESA 7–Project ISSAC	0	0	0	0	0	0	0	0	0	0	0
Ritchie County Schools	32	0	3	0	5	2	0	5	3	2	12
Step-by-Step	420	22	7	4	8	10	6	50	0	63	250
Wayne County Playmates	6,656	117	20	16	37	25	5	135	51	50	6,200
World Vision	26	0	0	1	0	0	5	14	0	4	2

Comments

For each of the sources of volunteers, the survey asked participants to “Please explain why successful or not successful.” The following responses were received.

AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizens Community Corps)

3 (moderately successful)

- Volunteers had to cancel at times. When they were there, it was very helpful.

4 (very successful)

- 1st year
- american redcross
- Americorp members are placed at each site.
- AmeriCorps members take the lead on STEM activities at each site, each member is assigned to a site and that member serves at least 900 hours annually as well as recruits additional volunteers for each project
- ClubService AmeriCorps members served as mentors to afterschool participants; as well as gained skills that promote leadership and strong work ethiocs. At the end of their service, the participants received a monetary stipend to be used for their post secondary education.
- PRO-Kids has one Americorps member who works at their site. This volunteer has been successful because she is able to visit the school and assist with grant reporting and other tasks.
- The vouluteers give a lot of support to the program. They assist with several program projects such as the gardening club project, the watershed program, and the meal and transportation.

Community organizations

1 (not applicable)

- Program participants enjoyed the programming that was offered and were eager to participate.
- The community organization have been very successful

3 (moderately successful)

- Playmates/Wayne County partner with community service organizations to find out the community needs, these organization help to distribute and or help with the outreach for service projects.
- we will build this
- WVU Extension Service was beneficial

4 (very successful)

- Boy/Girl Scouts provide services to interested participants where they may not otherwise be offered the programming.
- City of Charleston Policemen, Pastors and other community members created the “Boys to Men” and “Girl Talks” mentoring programs. The program had a positive effect on student achievement and attitude. The 2011/2012 session ended with a field trip to the White House sponsored by the US Secret Service Bureau. The program was so successful that a localized version will be implemented at all sites during the 2012/2013 year
- Community organizations provided additional enrichment programming with the focus on health and fitness; as well as providing mentors for afterschool participants.
- Public Library, Museum of Art, 4H, Girl Scouts, Marshall University
- Small community and everyboby is willinly to help each other out.
- They provide programs, supplies, and expertise.
- We have had overwhelming success with community organizations, particularly United Way. They have a regular schedule with our program and are very dependable.

Faith based organizations

1 (not applicable)

- 1st year
- Served as members of the Advisory Council and resources in meeting the needs of the program, participants and their families. Also, see "Community Organizations"

3 (moderately successful)

- Playmates/Wayne County partner with local churches and youth groups to provide program activities; basket ball camps, day camp activities, and family support activities.
- There are the Faith Based Organizations that come to our FRN meetings.

4 (very successful)

- 1 church group helped with physical plant; 1 group did activities on a weekly basis
- Church members from the various churches that serve as site locations provide volunteers who service in a variety of ways. At West Charleston, church members regularly volunteer to prepare dinner for students at that site. In addition, the pastor of the church served as a volunteer Site Coordinator for 3/4 of the year. A member from Calvary regularly uses the church van to transport students from school to after school. We also have members from Emmanuel Baptist Church who serve as mentors. All of these volunteers are effective in their service because they have defined roles for which they are familiar. We would like to have more volunteers from the churches which serve as our site hosts.
- Faith based programs offered additional programming to students beyond the afterschool program. Additionally, a "Back Pack Program" was started to provide meals to families in need on the weekend when school was not in session.

Local businesses

2 (not successful)

- site coordinators did not take advantage of the volunteers

3 (moderately successful)

- Help with our service learning projects and also with our Violence/Drug Free Alternative Day.
- Lincoln County have few local businesses and the ones used have been successfully.
- Local businesses in each community support the 21st Century Service projects by offering supplies and/or volunteer time.
- The businesses were willing to assist when students could get to the businesses. The business community has a hard time getting to the sites.

4 (very successful)

- Businesses sponsored fundraising events
- to assist with the efforts to raise money for the two summer programs in Marion County
- City National Bank conducted a program on the value of money and saving for elementary-aged students. The volunteer was very prepared and obviously had experience working with children. She provided the students with materials to take home.
- great buy in from community
- Participation in Lights On, and other program events, is often what encourages many families to attend (due to the variety of activities).
- several businesses-Amazon, Kohl's, AC Moore, Old Navy, Elderbeerman, - do employee / community service
- They provide expertise and supplies for many of our community projects.
- We have had very successful partnerships with our active local businesses. They have donated supplies, given presentations, and worked as mentors for our students.
- we will build on this

Local clubs (e.g. Kiwanis, Lions)

1 (not applicable)

- Financial contributions were made to the summer programs.

3 (moderately successful)

- Our partnership with a local club has had mixed results--there have been many cancellations for scheduled presentations. When the presentations do occur, though, they are very helpful for the students.
- Out reach through their members.
- Support financially and provide an activity.

4 (very successful)

- Several members from West Charleston Kiwanis Club serve as volunteers with the BBC community garden. They offer expertise and are successful because they have a defined role.
- They provide funds, supplies, and expertise.
- Very supportive of anything we ask of them.

Other

1 (not applicable)

- Common goals of supporting children

4 (very successful)

- Marshall University Greek Organizations;
- retired teachers helped with studies and reading
- We have had great success with partnerships with local colleges and universities (outside of the service learning component). Professors and presenters from various programs have volunteered to lead activities and explorations that students have greatly enjoyed.

Parent or faculty members

1 (not applicable)

- Served as members of the Advisory Council and as resources in meeting the needs of the program. Also, see "Community Organizations"

3 (moderately successful)

- Faculty donated some hours for programming, parents helped with activities
- Our parents have trouble finding transportation and the faculty members have so much obligations they don't feel like they have the time to donate to the program.
- Parent education activities bring families to the sites which in turn parents support volunteer activities.

4 (very successful)

- All of our staff work in the same school as the afterschool program Nice transition.
- Especially at the middle school level, regular day teachers have successfully volunteered during our program. They usually give their time during homework help when students have been having a particularly rough time with a certain concept during the day.
- Parents and faculty members helped with the community projects.
- Parents are able to network and serve as supports for one another. Enhances parent-child relationships.
- These parents who volunteered provided homework assistance to students in the afterschool program. These volunteers were successful because they provided one-on-one assistance to students who need more attention, freeing up staff to help other students.
- In addition, some school faculty serve as volunteers in the afterschool programs. They are very effective because they are aware of what is going on at the schools and can give students more specialized support.
- They provide resources and expertise.

- work in progress

Senior Corps (retired and senior volunteers, Foster Grandparent Program)

1 (not applicable)

- 1st year
- none in area

2 (not successful)

- A couple of years ago, we had some RSVP staying for our afterschool program but it had fallen apart because of transportation and money.
- site coordinators did not ask for help

3 (moderately successful)

- There is one retired volunteer working with students at each site.
- This volunteer was moderately successful because she was able to provide one-on-one help to students who needed it. Formerly, she worked as a teacher aid so she had experience working with children in an educational setting. However, it was sometimes a challenge to get her to align her philosophy of discipline with that of the BBC.
- Typically retired grandparents wanting to participate in their families programs

4 (very successful)

- Grandparents make a connection with the children.
- There are two foster grandparents who volunteers at one site, they give supervision and mentor leadership. They assist with homework help.

Service learning (higher education students)

1 (not applicable)

- Student Volunteers from West Virginia State University NAACP Chapter provided one on one tutoring for students experiencing difficulty. Marshall University Science Department provided the STEM enrichment activity, "Comets". Teachers taught the curriculum assisted by site staff. This created enrichment activities for the students and learning opportunities for the staff

3 (moderately successful)

- For the most part, this is successful, but transportation to our rural sites has been an issue.
- Student teachers and observers were good to assist with reading.
- We had one volunteer who was getting volunteer hours for a medical school requirement. He was helpful working with the students and had a lot of knowledge to help them. However, he was unable to be consistent due to school obligations and related schedules that changed often.

4 (very successful)

- Allows college students that need community service and our students love having them there and learnig from them and meeting them.
- Being College students, they are a little more mature than the high school students and can accept more responsibility.
- Playmates/Wayne County have 15 college students that participate in Service Learning, mainly recruited by AmeriCorps members
- Students required to gain volunteer hours through our program to complete courses. Some students take more initiative and work well with program and students.
- use of college students
- We partner with the local university in our town. They send us volunteers who also need to gain course credit. This has worked out to be a viable solution for the students and our organization.

Service learning (K-12 students)

1 (not applicable)

- High School students participated as Peer Mentors. They were trained using the "SPARK" Supportive Peers As Resources for Knowledge Curriculum. The project was a benefit in multiple ways. It increased one on one and small group tutoring opportunities for other program participants and served as a Community Service Project for Peer Mentors. Additionally, it became a catalyst for creating responsibility, learning engagement and civic commitment for Peer Mentors.

2 (not successful)

- Lack of interest

3 (moderately successful)

- Each site takes on a Service project each year.
- Some students who were in our program and moved to the middle or high school come back to volunteer. It is successful with the students who see their role as helping the younger students, not as continuing their time as participants in the program.
- These volunteers were moderately successful. They were able to provide extra help in the homework classrooms. However, they were sometimes inconsistent in their ability to volunteer.
- In addition, during the summer the BBC hosts teams of youth groups who volunteer a week at a time. These students interact with the children at the BBC by engaging in the planned activities with them and playing games with them during free time. These extra volunteers in the summer are great for keeping the kids engaged which helps with behavior issues.

4 (very successful)

- All students participate in community projects, the 175 represents the students who were very involved in the planning and executed the community project
 - Each 21st Century site students decide what two communitiy projects they will participate annually. A 21st Century staff facilitate, the students plan and recruit community members, after each project each group has a reflection celebration.
 - embedded at each site
 - helps the junior and high school students to be more responsible and also helps them develop their leadership skills
 - manditory for each program
 - Many of the students view the teenagers as positive role models. Many of the high school tutors are role models.
 - The two high school students that work in the after-school program really enjoy working with the students and the students really enjoy them as well.
-

EQ2. Partnerships

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

Program	Number of partnerships by type of support							
	Evaluation	Funding	Joint planning	Management	Other	Programming	Resources	Training
Accent Education (New River Health)	0	0	0	0	0	0	0	0
Bob Burdette	0	0	0	0	0	0	0	0
Boone County/The Clay Center	0	0	4	0	0	2	2	1
Calhoun County Schools	0	0	14	0	0	7	5	4
Clay County Schools	0	0	0	0	0	19	0	0
Huntington Boys and Girls Club	0	0	0	0	0	0	0	0
Lincoln County Schools	1	0	0	0	0	0	0	0
Marion County Schools	0	0	0	0	0	0	0	0
McDowell County Schools-Dreams 2	0	0	0	0	0	0	0	0
Mercer County Schools	0	0	0	0	0	0	1	0
Monongalia County Schools	0	0	0	0	0	3	0	1
Partnership of African American Churches	0	0	0	0	0	0	0	0
PATCH-Jackson	2	0	15	2	0	2	25	2
PATCH-Mason	2	2	25	1	0	0	0	0
PATCH-Roane	3	3	30	2	0	2	15	2
Preston County Schools	0	0	0	0	0	0	0	0
RESA 1	0	1	5	1	0	5	5	2
RESA 4-Soundtrack	0	0	0	0	0	0	0	0
RESA 7-Expansion 2	0	0	0	0	0	0	0	0
RESA 7-Project ISSAC	0	2	12	0	0	0	0	0
Ritchie County Schools	0	0	0	0	0	16	16	0
Step-by-Step	13	22	26	13	0	43	56	35
Wayne County Playmates-1	50	50	18	50	5	60	40	60
Wayne County Playmates-2	3	40	12	15	0	40	40	10
Wayne County Playmates-3	0	0	0	0	0	0	0	0
Wayne County Playmates-Expansion	3	40	15	15	0	55	40	61
World Vision	0	0	0	0	0	0	0	0

Comments

Program directors were asked to rate the following types of partnerships experiences.

Evaluation

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
1 (not effective)	
<ul style="list-style-type: none"> United Way of Central WV provides evaluation to its members. The WVDE required that we participate in the CIPAS evaluation program 	
<ul style="list-style-type: none"> Clay Center for the Arts and Sciences, Marshall University, West Virginia University Extension and Workforce Investment of Kanawha County 	<ul style="list-style-type: none"> Goals are set, data is collected but rarely are partners able to sit down and review program results as a team. Because of the level of involvement partners instinctively know when programs are successful or not. But, due to the gap in collection and assessment the communication is lacking.
2 (somewhat effective)	
<ul style="list-style-type: none"> Grandview Elementary, J.E. Robins Elementary, Piedmont Elementary, Watts Elementary, West Side Elementary, Horace Mann Middle, John Adams Middle, Stonewall Jackson Middle, Capital High, George Washington High, South Charleston High 	<ul style="list-style-type: none"> All school are very helpful in providing student grades to the BBC. Obtaining the teacher surveys were a little more difficult. Many teachers did complete them. However, there were quite a few that have not. Part of this may be due to the change in the way in which they are administered. It is easier to ignore or forget an online survey than a hard copy. In addition, our program was unable to fill in student and site numbers for the teacher which could lead to some errors and places more work on the teachers.
<ul style="list-style-type: none"> Staff, Parents, and Community 	<ul style="list-style-type: none"> Surveys by other resources gives us feedback on our strengths and weaknesses
<ul style="list-style-type: none"> cipis, helianthus 	
<ul style="list-style-type: none"> cipis, helianthus 	
<ul style="list-style-type: none"> cipis, patch, helianthus 	
3 (effective)	
<ul style="list-style-type: none"> Clay County Schools, WVDE 	<ul style="list-style-type: none"> Local Evaluation, CIPAS, and WVDE Monitoring
<ul style="list-style-type: none"> 21st CCLC; United Way, CIPAS, Monitoring Tool WV Dept. Of Ed.,Boys and Girls Clubs of America 	<ul style="list-style-type: none"> The club is monitored by Boys and Girls Clubs of America, WV Dept of Education, United Way, and the WV NIP Program. All measure similar outcomes.
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)
<ul style="list-style-type: none"> CIPAS, WVDE 	<ul style="list-style-type: none"> Helped with ideas for improvement
<ul style="list-style-type: none"> RESA 7, Project ISAAC Site Coordinators 	<ul style="list-style-type: none"> RESA 7 is an effective partner because the staff is knowledgeable with the grant writing, implementation, evaluation, and sustainability process. The Project ISAAC site coordinators are effective be-

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
	cause they work with the students on a daily basis. They know and have an understanding of the grant goals as well as the community where the site is located.
<ul style="list-style-type: none"> • Same as above 	
<ul style="list-style-type: none"> • Lincoln County Schools, Logan County Schools, Lincoln County Youth and Prevention Coalition, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Transformation Specialists, Jeanie Budrus 	
<ul style="list-style-type: none"> • Playmates, Wayne/Cabell BOE, and Marshall Research and Dev. 	

Funding

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> • Box tops for Education, Campbell soup labels, Ink cartridges, BelksCommunity Day, Jc Penney(grant), Mollahan foundation, Nick's Kids-Nick Saban foundation, coco Cola, catholic daughters of Immaculate conception, Gateway United Methodist church, friends of the Library, farming-ton City council, Mannington elks, consol Energy, White Hall town council, kiawanis club, Parks and Recreation 	<ul style="list-style-type: none"> • They are effective for this year but will have to write new grants, collect new tiems for money.
<ul style="list-style-type: none"> • wvde, patch, jackson county schools 	<ul style="list-style-type: none"> • funding cut by the wvde
<ul style="list-style-type: none"> • patch, rc schools, wvde 	
<ul style="list-style-type: none"> • Raleigh County Schools 	
<ul style="list-style-type: none"> • Raleigh County Schools and Summers County Schools 	
3 (effective)	
<ul style="list-style-type: none"> • The Greater Kanawha Valley Foundation, Emmanuel Baptist Church, Believe in West Virginia Youth Encouragers Network, KEYS4Healthy Kids Neighborhood Action Fund, Community Participation Grant, donations 	<ul style="list-style-type: none"> • These sources of funding have been vital to ensure to functioning of the BBC. They contribute to the BBC's sustainability. Each has their own procedure for applying and reporting that are clearly outlined.
<ul style="list-style-type: none"> • Special Ed, Title I, Gear Up, SES, Homeless grant, Save the Children 	<ul style="list-style-type: none"> • funding, programs
<ul style="list-style-type: none"> • Champion Industries, Guyan International, Prichard Electric, Prunty Law Offices, Robert C. Jones Alloy, and many other community contributions. 	<ul style="list-style-type: none"> • Many community and business contribute monies to the club yearly.
<ul style="list-style-type: none"> • McDowell County School (T1), WalMart, and CASE WV 	<ul style="list-style-type: none"> • Yes, because its all the resources that have stood by us.
<ul style="list-style-type: none"> • Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, Shiloh Missionary Baptist Church, Clay Center for the Arts and Sciences, Keys for Healthy 	<ul style="list-style-type: none"> • The entire fine arts component was built on funding from Clay Center. The East End Community Garden was supported with funding from Keys 4 Healthy Kids. The local churches donated funds

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Kids	for supplies and to assist with program field trips and activities
<ul style="list-style-type: none"> patch, wvde, mason county schools Braxton County Schools, Fayette County Schools, Greenbrier County Schools, Nicholas County Schools, Webster County Schools 	<ul style="list-style-type: none"> Provided facilities and reduced transportation costs
<ul style="list-style-type: none"> Same as above 	<ul style="list-style-type: none"> We obtained \$51,000 from Title I; \$7,000 from Special Education; \$2,000 from Parkersburg Area Foundation; \$49,000 from reimbursement for supper
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Berea College, Clay Community Arts, Commission of National and Community Service, Corporation for National and Community Service, Family Leadership First, Greater Kanawha Valley Foundation, Lincoln County Counseling Collaborative, Lincoln County Family Resource Network, Lincoln County Youth and Prevention Coalition, Logan County Family Resource Network, PIECES of Logan County, West Virginia Anti Bullying Coalition, WV Healthy Kids and Families Coalition, DHHR, Lincoln County Commission, Switzer Church of God, Toyota Motor Manufacturing of WV, Wall Service Award Fund, WVU Extension – Lincoln County, WVU Extension – Logan County 	
<ul style="list-style-type: none"> All of our partners, resources provide in-kind funding that make our program successful 	
<ul style="list-style-type: none"> Barbour BOE, AB College 	<ul style="list-style-type: none"> Both partners fulfilled commitments made in grant

Joint Planning

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> PRO-Kids 	<ul style="list-style-type: none"> In January, BBC staff began meeting regularly with PRO-Kids to discuss programming and adherence to 21st CCLC program goals and objectives. Doing so opened up lines of communication between the two organizations and contributed to idea sharing and improved programming.
3 (effective)	
<ul style="list-style-type: none"> NASA IV&V, Boone Co. Schools, Tamarack, Red Cross 	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> Calhoun County Board of Education, Calhoun Family Resource Network, Calhoun community Resources Incorporated, Calhoun County Public Library, WV Dept. of Health and Human Resources, Domestic Abuse Response Team, Heartwood in the Hills, LK Area Development Corporation, Minnie Hamilton Health System, Calhoun County Tobacco Coalition, Westbrook Health Services, WVU Extension Service, Calhoun Middle High School Youth Force, Parent Educator Resource Center 	
<ul style="list-style-type: none"> Girl Scouts, Extension Service, Gear Up, RESA 3, Clay County Library, WV PBS, Workforce, AmeriCorps*VISTA, Title I, Special Education, iREAD, Fairview Baptist Temple, Clay County Commission, Clay FRN, Clay County Health Dept., Clay County Parks and Recreation, Parents as Teachers, Sheriff's Dept., Save the Children 	<ul style="list-style-type: none"> Programs during afterschool and summer school, 4-H programs during afterschool and summer school, Afterschool recovery programs at the high school, staff dev and operation of SES at CCMS, Summer school programs, Super Why and Electric Company, Summer programs, Staff development and placement of members, strategic planning, afterschool and summer school programs, programs for adults, afterschool programs for kids, programs for adults and kids, programs, programs, Swimming pool programs in summer school, programs for adults, assemblies and programs for kids, programs
<ul style="list-style-type: none"> Cabell/Wayne School Systems, Huntington Museum of Art, Cabell Co. Public Libraries, United Way 	<ul style="list-style-type: none"> Yearly discussions are made on how to cooperate.
<ul style="list-style-type: none"> Lincoln County FRN, Lincoln County DHHR, Lincoln County EDA, Lincoln Primary Care Center, United Way of Central WV LifeBridge Americorp Program, Marshall University, WVU Extension Service, Wall Foundation and Black Diamond Girl Scout 	<ul style="list-style-type: none"> these agencies work very well together because of the limited services and resources in Lincoln County
<ul style="list-style-type: none"> FACES, McDowell County Schools, Stop the Hurt, 4-H, HOPE Coalition 	<ul style="list-style-type: none"> Small community and everyone works together
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, Shiloh Missionary Baptist Church, Clay Center for the Arts and Sciences, 	<ul style="list-style-type: none"> Each partner represented and was familiar with the particular needs of their community site. Each one came to the table with ideas and resources for addressing the needs of the whole child. The Clay Center provided the subject matter expertise to assist in the further development of an effective arts program.
<ul style="list-style-type: none"> WestVirginia University Parkersburg, Jackson County Center, 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff, 3. Health Providers – Jackson General Hospital, Worldwide Chiropractic & Sports Medicine, 4. Jackson County Newspapers, 5. WCEF radio 	
<ul style="list-style-type: none"> Mayor of Point Pleasant, Mason County Sheriff's 	

PARTNERS

EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE

Department, Point Pleasant Fire Department, Point Pleasant City Police, Mason County Courthouse, Mason County Health Department, Department of Health and Human Resources, Marshall University MOVC, Mason County Chamber of Commerce, Farmer’s Bank, Hogg & Zuspan, Point Pleasant Register, WBYG 99.5 FM / 1030 AM, Mason County Library, Mason County Action Group, Inc. Gene Salem Senior Center, Wellness Center, Icon Fitness, Wahama Junior/Senior High School, Leon Elementary, Roosevelt Elementary School, New Haven Elementary, Ashton Elementary School, Beale Elementary, Hannan Junior/Senior High School, Point Pleasant Primary School, Point Pleasant Junior/Senior High School, Mason County Career Center, Point Pleasant Intermediate School

- We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College , 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health Care , 4. Roane County Schools, Roane County Board of Education Roane General Hospital Fitness Center, Speciality Graphics

- WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service, Preston County Sports Camp, NASA

- Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)

- WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools

- RESA 7, Harrison County Schools, West Milford Elementary, South Harrison Middle, Barbour County Schools, Philippi Elementary, Marion County Schools, West Fairmont Middle, Rivesville Elementary/Middle, Doddridge County Schools, Doddridge Co. Elementary, Doddridge Co. Middle, Preston County Schools, Valley Elemenaty, West Preston Middle, Lewis County Schools, Robert L. Bland Middle, Berkley County Schools, Charles Town Middle, Boys & Girls Club of Martinsburg, Jefferson County Schools, North Jefferson Elementary, Harrison Co. United Way, Doddridge Co. SAPC, Harrison County 4H.

- Knowledgeable staff to help with the grant writing, implementation, evaluation, and sustainability process. Counties and schools help set the site schedule and plan the implementation of the program. Community groups planned in advance with site coordinators for programs throughout the year.

- School personnel - one representative from each site, Parent representative from each school, Ritchie County Primary Care, Regeneration, Inc.,

- All of the partners cannot attend the meetings. Since we have moved to a more-meeting format, more of them have attended.

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Ritchie County FRN, WVU at Parkersburg, WVU Extension Service, Ritchie County Fitness Center, Ritchie County Library, Ritchie County Sheriff's Office, West Virginia State Police, Glenville State College</p>	
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Berea College, Clay Community Arts, Commission of National and Community Service, Corporation for National and Community Service, Family Leadership First, Greater Kanawha Valley Foundation, Grow Appalachia, Jeanie Budrus, Lincoln County Counseling Collaborative, Lincoln County Family Resource Network, Lincoln County Youth and Prevention Coalition, Logan County Family Resource Network, PIECES of Logan County, Transformation Specialists, West Virginia Anti Bullying Coalition, WV Healthy Kids and Families Coalition 	
<ul style="list-style-type: none"> Cabell/Wayne BOE, Title I, Elementary, Middle, and High school education supervisors, Assitant Superintendant, Pre-K coordinator, Transportation leasion, Community Site Directors, Parents, Faith based organizations 	

Management

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> West Charleston Baptist Church 	<ul style="list-style-type: none"> For 3/4 of the year, West Charleston Baptist Church provided a volunteer Site Coordinator for the afterschool program. The person filling this position was very effective and invaluable. However, when the volunteer was no longer able to serve in this capacity, it placed an unforeseen burden on the BBC because there was a lack of funds to hire someone to fill this position. Thankfully, we were able to do so through 21st CCLC Supplemental Funds. However, it is necessary to raise funds for this position for the next school year.
3 (effective)	
<ul style="list-style-type: none"> Raleigh County Schools 	
<ul style="list-style-type: none"> New River Health Association Inc. 	<ul style="list-style-type: none"> New River Health Health is the fiscal agent in this grant, but they offer supervision and financial management of the funds.
<ul style="list-style-type: none"> Clay County Schools, WVDE 	<ul style="list-style-type: none"> Supervision, Monitoring, Data Collection, Staff Dev.

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> Board of Directors made up of the community, Executive Director, Director of Operations and safety, Educational Coordinator, Unit Directors 	<ul style="list-style-type: none"> The Boys and Girls Clubs function under a 35 member Board of Directors. Members of the board represent many different community areas. They meet monthly.
<ul style="list-style-type: none"> Lincoln County FRN, EDA, DHHR, WVU Extension Lincoln Primary Care Center, Black Diamond Girl Scouts, Marshall University Graduate Center, Wall Foundation, and the Lincoln County Board of Education 	<ul style="list-style-type: none"> These agencies make up the Advisory Board to this grant.
<ul style="list-style-type: none"> McDowell County Schools 	<ul style="list-style-type: none"> We have to follow state guidelines
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, and Shiloh Missionary Baptist Church 	<ul style="list-style-type: none"> All of these partners bring the knowledge of their local communities. The daily emails and phone calls are imperative to the smooth operation of the program.
<ul style="list-style-type: none"> patch jackson co boe 	
<ul style="list-style-type: none"> patch 	
<ul style="list-style-type: none"> patch rc schools 	
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)
<ul style="list-style-type: none"> RESA 7, WVDE 21 CCLC Staff 	<ul style="list-style-type: none"> Knowledgeable staff to help with the grant writing, implementation, evaluation, and sustainability process.
<ul style="list-style-type: none"> Same as above 	
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Lincoln County Youth and Prevention Coalition, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Transformation Specialists, Jeanie Budrus 	
<ul style="list-style-type: none"> At least 15 actively involved in the management team. 	

Other

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
3 (effective)	
<ul style="list-style-type: none"> BB&T, Sport Mart, West Charleston Kiwanis Club, West Side Neighborhood Association 	<ul style="list-style-type: none"> These organizations filled specific roles and were effective because those role are clearly defined. In addition their roles were less integral to the afterschool program so there were fewer expectations.

Programming

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> Arts In Action, Girl Scouts, Child Evangelism Fellowship, Camp Cowen, City National Bank, Health Rocks, River Cities Ballet 	<ul style="list-style-type: none"> These programs were effective for the most part. However, we did have some difficulty with some organizations being consistant in program delivery for various reasons. The most successful were the organizations that came prepared for each program and were consistant.
<ul style="list-style-type: none"> FACES, McDowell County Schools, Stop the Hurt,4-H,HOPE Coalition 	<ul style="list-style-type: none"> Different input from different resources
<ul style="list-style-type: none"> Chamber of Commerce, Women's Aid in Crisis, Sherrif's Dept 	<ul style="list-style-type: none"> Not all partners participated to the extent outlined in the grant
3 (effective)	
<ul style="list-style-type: none"> WV State University and WVU 4-H Extention 	<ul style="list-style-type: none"> Both these partners have offered programming
<ul style="list-style-type: none"> NASA IV&V and Tamarack 	
<ul style="list-style-type: none"> Calhoun County Board of Educatin, Calhoun Family Resource Network, Calhoun County PUblic Library, Minnie Hamilton Health System, Calhoun County Tobacco Colition, WVU Extension Service, Parent Educator Resource Center 	
<ul style="list-style-type: none"> Same as joint planning 	
<ul style="list-style-type: none"> Spring Hill Elementary, Marshall University Healthy Herd Camps, WV Extension Agency, Girl Scouts, 	<ul style="list-style-type: none"> Community and business organizations join hands to provide a variety of programs for the members.
<ul style="list-style-type: none"> Lincoln Primary Care Center, Black Diamond Girl Scouts, WVU Extension 	<ul style="list-style-type: none"> The partners provide valuable programs to the after school program.
<ul style="list-style-type: none"> Marion County BOE, Roc body Inc., Mystic arts, WVU Extension-Health Rocks, Fairmont State University, Girl Scouts, 	<ul style="list-style-type: none"> All of these partners help make our program better.
<ul style="list-style-type: none"> Parent Ed Resource, WVU Extension,BOPARC, Boys & Girls Club, 	
<ul style="list-style-type: none"> Charleston Parks and Recreation, Clay Center for the Arts and Sciences, West Virginia State University Extension, West Virginia University, Kanawha County Schools, Black Diamond Girl Scout Council, Marshall University 	<ul style="list-style-type: none"> The partners providing the programming are subject matter experts, therefore providing the most effective delivery mechanism

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> patch jackson co boe patch, wvde, mason county schools, boyscouts, girl scouts, local businesses 	<ul style="list-style-type: none"> our programs are unique
<ul style="list-style-type: none"> patch rc schools WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service, Preston County Sports Camp, NASA 	<ul style="list-style-type: none"> Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)
<ul style="list-style-type: none"> WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools 	
<ul style="list-style-type: none"> Alderson Broaddus College, Bi-County Nutrition, Doddridge County SAPC, Doddridge County Library Services, Raze, Doddridge County SADD, WV Farm Bureau, WV National Youth Leadership Initiative, Girl Scouts, Jane Gilcrist, WVU Extension Office, College Foundation of WV, NASA IV & V, Mid-Atlantic Aerospace Complex, Pam Nolan, Patricia Michael, WVU School of Pharmacy, Etep & Shaffer Law Firm, Harrison Co. 4-H, Harrison Co. Sheriff's Department, Harrison County United Way, WV Raptors, Snake Man, Dean Harman. 	<ul style="list-style-type: none"> These partners help with programs and activities that cover a wide range of topics to help meet our grant goals. Topics include, but are not limited to careers, multicultural topics, health/nutrition, physical activity, money management, substance abuse prevention, WV folklore and heritage, and STEAM.
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Berea College, Clay Community Arts, Commission of National and Community Service, Corporation for National and Community Service, Family Leadership First, Greater Kanawha Valley Foundation, Lincoln County Counseling Collaborative, Lincoln County Youth and Prevention Coalition, Logan County Family Resource Network, PIECES of Logan County, West Virginia Anti Bullying Coalition, WV Healthy Kids and Families Coalition, DHHR, WVU Extension – Lincoln County, WVU Extension – Logan County, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Grow Appalachia, Transformation Specialists, DEP, Earlham College, EPA, Kanawha Valley Connections, Lincoln Ambulance Authority, Logan Police, Marshall Graduate College (School of Education and Professional Counseling Program), Marshall University – College of Liberal Arts, NASA Aerospace Lab, Omar Cub Scout Pack 1, Richmond University, Rock Camp for Girls Appalachia, Washington and Lee University, WV 	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>State Police, WV State University, WVU Medical School</p>	
<ul style="list-style-type: none"> School based site coordinators, community based site coordinators, project directors, regular day teachers, after school teachers, parents and students 	

Resources

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> Calvary Baptist Church, Charleston Baptist Temple, Emmanuel Baptist Church, West Charleston Baptist Church, Foster Grandparent Program, Youth Empowerment Program, West Virginia State University Extension Services, Kanawha County Public Library 	<ul style="list-style-type: none"> When contacted, it was often difficult to get some staff members at WVSU to return calls regarding programming. Calls made at the end of the year revealed that WVSU Extension is short staffed and unable to provide programming as they were in the past. However, the youth development area of the Extension has offered to provide us training and resources for the BBC to implement 4H next school year. The church provided in-kind space and volunteers, which is an invaluable resource. The afterschool programs would not be able to function without their support. Kanawha County Library provided childrens books to be used afterschool which provided students with a variety of material and enhance the resources available to them.
<ul style="list-style-type: none"> The WVU Extension Office provides an assistant director for our program but with only one person, she is limited to the number of visits she has with each school. 	
<ul style="list-style-type: none"> Barbour BOE, Chamber of Commerce, New Covenant Church, Women's Aid in Crisis 	<ul style="list-style-type: none"> Not all partners provided agreed upon services to the extent outlined in the grant.
3 (effective)	
<ul style="list-style-type: none"> Fayette County Board of Education, Southern Appalachian Labor School, WVU 4-H Extention, Fayette County Vollunteers, MtHope Children Council, WV State University and American Red Cross 	<ul style="list-style-type: none"> Mostly all the partners named provide resources to the program, whether it's in in-kind services, program needs, programs, building and equipment resources.
<ul style="list-style-type: none"> NASA IV&V and Tamarack 	
<ul style="list-style-type: none"> Calhoun County Board of Education, Calhoun FRN, WVU Extention Service, Parent Educator Resource Center 	
<ul style="list-style-type: none"> YWCA Resolve, Gear Up, Special Ed, Imagination Library, Edvantia, Adolescent Health Initiative, Mountaineer Food Bank, State Farm, Clay County Health Dept., Save the Children 	<ul style="list-style-type: none"> sends resources, resources for high school students, technology and software, free books for students, staff development for parent involvement, resources for students, Food for needy

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
	families, programs for kids, Resources for families., books for AR
<ul style="list-style-type: none"> Pritchard Electric, Superior Office, Robert C. Jones Alloy, 	<ul style="list-style-type: none"> Companies are part of the planning and know the needs of the club; they donate time and materials.
<ul style="list-style-type: none"> Lincoln Primary Care Center, Lincoln FRN, Lincoln DHHR, Lincoln County EDA, United Way of Central WV, WVU Extension, Black Diamond Girl Scouts, Marshall University, and the Wall Foundation 	<ul style="list-style-type: none"> Limited resources makes excellent partners
<ul style="list-style-type: none"> Marion county Schools, and Title 1 	<ul style="list-style-type: none"> We work hand in hand with the school system and can use thier resources as well as Title 1 providing assistance.(like with family nights)
<ul style="list-style-type: none"> FACES,HOPE,4H,Stop the Hurt,BSC,McDowell County School,CASE WV,McDowell County Sheriff Department 	<ul style="list-style-type: none"> Small community and everyone works together
<ul style="list-style-type: none"> BOPARC, Parent Ed Resource, Title I, Boys & Girls Club, 	<ul style="list-style-type: none"> Similar goals and objectives that complement each other.
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, Shiloh Missionary Baptist Church, Clay Center for the Arts and Sciences, West Virginia State University Extension, Wendy’s International, Workforce Investment of Kanawha County,Keys 4 Healthy Kids 	<ul style="list-style-type: none"> Partners provided or were knowledgable of resources available in the communities
<ul style="list-style-type: none"> WestVirginia University Parkersburg, Jackson County Center , 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff , 3. Health Providers – Jackson General Hospital, Worldwide Chiropractic & Sports Medicine, 4. Jackson County Newspapers , 5. WCEF radio 	
<ul style="list-style-type: none"> Mayor of Point Pleasant, Mason County Sheriff’s Department, Point Pleasant Fire Department, Point Pleasant City Police, Mason County Courthouse, Mason County Health Department, Department of Health and Human Resources, Marshall University MOVC, Mason County Chamber of Commerce, Farmer’s Bank, Hogg & Zuspan, Point Pleasant Register, WBYG 99.5 FM / 1030 AM, Mason County Library, Mason County Action Group, Inc. Gene Salem Senior Center, Wellness Center, Icon Fitness, Wahama Junior/Senior High School, Leon Elementary, Roosevelt Elementary School, New Haven Elementary, Ashton Elementary School, Beale Elementary, Hannan Junior/Senior High School, Point Pleasant Primary School, Point Pleasant 	<ul style="list-style-type: none"> great community collaboration, will continue to get better

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Junior/Senior High School, Mason County Career Center, Point Pleasant Intermediate School</p>	
<ul style="list-style-type: none"> We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College , 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health Care , 4. Roane County Schools, Roane County Board of Education , 5. Roane General Hospital Fitness Center, Speciality Graphics 	
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service, Preston County Sports Camp, NASA 	<ul style="list-style-type: none"> Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)
<ul style="list-style-type: none"> WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools 	
<ul style="list-style-type: none"> WVU Extension Services, Ansted Elementary School, Craigsville Elementary School, Crichton Elementary School, New River Elementary School, White Sulphur Springs Elementary School, Ansted Middle School, Collins Middle School, Braxton County High School, Oak Hill High School, Valley High School, Webster County High School 	<ul style="list-style-type: none"> facilities, copying
<ul style="list-style-type: none"> RESA 7, Harrison County Schools, Barbour County Schools, Marion County Schools, Doddridge County Schools, Preston County Schools, Lewis County Schools, Berkley County Schools, Boys & Girls Club of Martinsburg, Jefferson County Schools. 	<ul style="list-style-type: none"> These resources are effective because they play a key role in the lives of the students who participate in Project ISAAC through their education.
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Berea College, Clay Community Arts, Commission of National and Community Service, Corporation for National and Community Service, Family Leadership First, Greater Kanawha Valley Foundation, Grow Appalachia, Lincoln County Counseling Collaborative, Lincoln County Family Resource Network, Lincoln County Youth and Prevention Coalition, Logan County Family Resource Network, PIECES of Logan County, Transformation Specialists, West Virginia Anti Bullying Coalition, WV Healthy Kids and Families Coalition, DEP, DHHR, Earlham College, EPA, Family Worker Farm, First Baptist Church, Human Re- 	

PARTNERS

EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE

source Development Foundation, Kanawha Valley Connections, Lincoln Ambulance Authority, Lincoln County Commission, Lincoln Journal, Logan Mission, Logan Police, Marshall Graduate College (School of Education and Professional Counseling Program), Marshall University – College of Liberal Arts, NASA Aerospace Lab, Omar Cub Scout Pack 1, Richmond University, Rock Camp for Girls Appalachia, Switzer Church of God, Toyota Motor Manufacturing of WV, Wall Service Award Fund, Washington and Lee University, WV Center for Civic Life, WV State Police, WV State University, WVOW Radio Station, WVU Extension – Lincoln County, WVU Extension – Logan County, WVU Medical School, Jeanie Budrus

- 24 schools, 6 community sites, local businesses

Training

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> • McDowell County Schools, WVDE, BSC • WVDE, RESA 4 	<ul style="list-style-type: none"> • We offer PD through our BOE, WVDE and BSC. • Could have been used more effectively
3 (effective)	
<ul style="list-style-type: none"> • CONNECT CCR&R, Charleston Fire Department, West Virginia University Extension Services 	<ul style="list-style-type: none"> • CONNECT CCR&R is a very helpful resource for information related to child development and working with children. The Behavior Specialist at CONNECT was very helpful in providing resources and meeting with me as I planned in-house training for staff. WVU Extension also provided the BBC Program Director with a helpful training for STEM Programming. One of the reasons this training was so effective is that it also provided supplies to conduct the STEM project in the afterschool program.
<ul style="list-style-type: none"> • NASA IV&V • Parent Educator Resource Center, Calhoun County Board of Education, Calhoun County Substance Abuse, Minnie Hamilton Health Systems 	
<ul style="list-style-type: none"> • Save the Children, Edvantia, RESA 3, Clay County Schools, WVDE, 21st CCLC, Read Aloud, AmeriCorps*VISTA 	<ul style="list-style-type: none"> • good staff development, same, same, same, same, same, same, same
<ul style="list-style-type: none"> • 21 CCLC; WV Extension Agency, WV Dept of Education, Boys and Girls Club of America; 	<ul style="list-style-type: none"> • All available trainings from 21st CCLC was utilized; Nila Cobb has done a series of trainings for the staff. Staff have attended trainings provided by the Department of Education, Staff have been trained by the Boys and Girls Clubs of America staff.

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> WVU Extension, United Way of CWV LifeBridge Americorp, DHHR and Lincoln Primary Care Center 	<ul style="list-style-type: none"> These prtners provide training opportunities to the after school staff and the community.
<ul style="list-style-type: none"> Marion County BOE 	<ul style="list-style-type: none"> We can attend any training that is provided to teachers in Marion County so that we can stay up to date with what is going on in the school.
<ul style="list-style-type: none"> Mon County Schools 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> West Virginia State University Extension, West Virginia University Extension, Kanawha County Schools and Keys 4 Healthy Kids 	<ul style="list-style-type: none"> All of these were very effective train the trainer trainings. It would be great to have the funding/resources to offer them to the entire staff
<ul style="list-style-type: none"> patch jackson co boe 	
<ul style="list-style-type: none"> wvde, patch 	<ul style="list-style-type: none"> we do comprehensive training
<ul style="list-style-type: none"> patch rc schools 	
<ul style="list-style-type: none"> NASA 	<ul style="list-style-type: none"> Without our partners we would not be able to offer some of the programming that helps give our program its appeal and success (Lights On, Family Life Expo, STEM programming, field trips, etc.)
<ul style="list-style-type: none"> RESA 1 Program Development, WVSU NASA SEMAA 	
<ul style="list-style-type: none"> RESA 7 Mary Weikle and Nancy Ancell 	<ul style="list-style-type: none"> RESA 7 provided meeting space and resources for fall training. Mary & Nancy did presentations for fall training.
<ul style="list-style-type: none"> Same as above 	
<ul style="list-style-type: none"> Lincoln County Schools, Logan County Schools, Berea College, Clay Community Arts, Commission of National and Community Service, Corporation for National and Community Service, Family Leadership First, Lincoln County Counseling Collaborative, Lincoln County Youth and Prevention Coalition, PIECES of Logan County, West Virginia Anti Bullying Coalition, WV Healthy Kids and Families Coalition, DHHR, WVU Extension – Lincoln County, WVU Extension – Logan County, Omar Elementary, Harts Primary, Harts Intermediate, Chapmanville High, Chapmanville Middle, Lincoln High, Man Elementary, Man Middle, Grow Appalachia, Transformation Specialists, DEP, EPA, Marshall Graduate College (School of Education and Professional Counseling Program), Marshall University – College of Liberal Arts, NASA Aerospace Lab, Rock Camp for Girls Appalachia, WV State University, WVU Medical School, Toyota Motor Manufacturing of WV, WV Center for Civic Life 	
<ul style="list-style-type: none"> WV extension, Cabell/Wayne Drug Court, Valley Health Drug Prevention, Local Cabell/Wayne BOE's, United Way, Project staff, Faith based partners, and local police departments. 	

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								
	Joint planning	Resources	Funding	Programming	Training	Management	Evaluation	Co-sponsor one-time events	Other
Barbour County—World Vision, Inc. (KidREACH)	0	1	0	0	0	0	0	4	0
Boone County—The Clay Center	0	0	0	0	0	0	0	0	0
Cabell/Wayne Counties—Boys and Girls Club of Huntington	3	4	155	11	4	41	4	1	0
Calhoun County—Heads Up	0	0	0	0	0	0	0	0	0
Clay County	19	10	6	18	8	2	2	3	0
Fayette County—New River Health Association, Inc.	NA	NA	NA	NA	NA	NA	NA	NA	NA
Jackson/Mason/Roane Counties—PATCH 21st CCLC	52	32	9	5	6	5	10	53	0
Kanawha—Partnership of African American Churches—Communities Closing the Gap	5	2	6	0	0	5	0	4	0
Kanawha County—The Bob Burdette Center, Inc.	1	0	0	0	1	0	11	0	0
Lincoln County	9	4	0	4	5	0	1	2	0
Lincoln/Logan Counties—WV Dreamers After-school Program	NA	NA	NA	NA	NA	NA	NA	NA	NA
Marion County	0	3	17	5	1	0	0	2	0
McDowell County—Dreams 1 and 2	5	1	2	1	3	1	3	2	0
Mercer County	1	0	0	0	0	0	0	0	0
Monongalia County—Kaleidoscope	0	0	2	1	2	1	0	0	0
Monroe County—Our Own Backyard—Our Own Back Yard	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nicholas County—Project Connect	NA	NA	NA	NA	NA	NA	NA	NA	NA
Ohio County—Anchor	NA	NA	NA	NA	NA	NA	NA	NA	NA
Preston County—Afterschool Explorers	6	6	0	6	2	0	0	6	0
RESA 7—Project Challenge	5	5	0	5	0	0	0	2	0
RESA 4	0	0	0	0	0	0	0	0	0
RESA 7—Project ISAAC	1	10	0	24	0	0	1	2	0
Ritchie County (S.T.A.R.S.)	16	16	16	16	16	16	16	3	0
Wayne County Community Learning Centers	36	80	90	100	110	68	43	50	8

Comments

Co-sponsor one-time events

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> WalMart, CASE WV Appalachian Community Fund & Kanawha County Schools/WESTEST; Keys 4 Healthy Kids/Cooking Class; Office of Minority Health/Health Fair 	<ul style="list-style-type: none"> Help with Violence & Drug Free Awareness Day Parent Attendance Low for WESTEST and Cooking Class; Health Fair was very effective - great participation
<ul style="list-style-type: none"> WVU Girls Basketball 	<ul style="list-style-type: none"> This was a nice reward for the students and their families to attend the PINK basketball game after learning about Breast Cancer awareness.
3 (effective)	
<ul style="list-style-type: none"> Sheriff's Assoc., Clay FRN, Clay County Health Dept 	
<ul style="list-style-type: none"> Optimist Club 	<ul style="list-style-type: none"> Community youth at large invited to participate in a day event on Martin Luther King Day.
<ul style="list-style-type: none"> United Way of Central WV LifeBridge Americorp Program and Lincoln Primary Care Center 	
<ul style="list-style-type: none"> Fairmont credit union, WOW Factory 	<ul style="list-style-type: none"> helped the students and parents learn valuable lessons.
<ul style="list-style-type: none"> WestVirginia University Parkersburg, Jackson County Center , 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff , 3. Health Providers – Jackson General Hospital, Worldwide Chiropractic & Sports Medicine, 4. Jackson County Newspapers , 5. WCEF radio 	
<ul style="list-style-type: none"> mason county schools 	
<ul style="list-style-type: none"> We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College , 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health Care , 4. Roane County Schools, Roane County Board of Education , 5. Roane General Hospital Fitness Center, Speciality Graphics 	
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
<ul style="list-style-type: none"> WVSU NASA SEMAA, RESA 1 	
<ul style="list-style-type: none"> WVSU NASA SEMAA 	
<ul style="list-style-type: none"> North Bend State Park, Ritchie County Drama Club, Challenge WV 	
<ul style="list-style-type: none"> FRN, WIC, Extension Office, Philippi Main Street 	<ul style="list-style-type: none"> All partners share contact information and promote each other's events
<ul style="list-style-type: none"> WestVirginia University Parkersburg, Jackson County Center , 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff , 3. Health Providers – Jackson General Hospital, Worldwide 	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Chiropractic & Sports Medicine, 4. Jackson County Newspapers , 5. WCEF radio	
<ul style="list-style-type: none"> • mason county schools • We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College , 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health Care , 4. Roane County Schools, Roane County Board of Education , 5. Roane General Hospital Fitness Center, Speciality Graphics 	
<ul style="list-style-type: none"> • WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> • Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
<ul style="list-style-type: none"> • WVSU NASA SEMAA, RESA 1 	
<ul style="list-style-type: none"> • WVSU NASA SEMAA 	
<ul style="list-style-type: none"> • North Bend State Park, Ritchie County Drama Club, Challenge WV 	
<ul style="list-style-type: none"> • FRN, WIC, Extension Office, Philippi Main Street 	<ul style="list-style-type: none"> • All partners share contact information and promote each other's events

Evaluation

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> • CIPAS 	<ul style="list-style-type: none"> • Required by WVDE to participate in CIPAS
<ul style="list-style-type: none"> • 21stCLCC 	<ul style="list-style-type: none"> • CIPAS gives structure and review to evaluation
<ul style="list-style-type: none"> • 2 (somewhat effective) 	
<ul style="list-style-type: none"> • Grandview Elementary, J.E. Robins Elementary, Piedmont Elementary, Watts Elementary, West Side Elementary, Horace Mann Middle, John Adams Middle, Stonewall Jackson Middle, Capital High, George Washington High, South Charleston High 	<ul style="list-style-type: none"> • These schools are used to providing student grades to the BBC and do so readily, provided the necessary parental permissions. <p>Teacher surveys are more difficult to get returned. Teachers are already very busy with paperwork and sometimes its hard for them to see how filling out the survey directly benefits them.</p>
<ul style="list-style-type: none"> • Surveys 	
<ul style="list-style-type: none"> • Marshall University 	<ul style="list-style-type: none"> • Provided the evaluative data from "Comets"
<ul style="list-style-type: none"> • patch wvde cipis helianthus 	
<ul style="list-style-type: none"> • patch cipis helianthus 	
3 (effective)	
<ul style="list-style-type: none"> • 21st CCLC Monitoring Team; CIPAS; United Way; BGCA 	<ul style="list-style-type: none"> • The 21st CCLC evaluations have been helpful with the goal of continuous improvement.
<ul style="list-style-type: none"> • WVDE, McDowell County Schools, FACES (FRN) 	<ul style="list-style-type: none"> • Effective because its an onsite evaluation
<ul style="list-style-type: none"> • wvde, cipis, helianthus 	
<ul style="list-style-type: none"> • RESA 7, Project ISAAC Site Coordinators, Teachers from the schools we serve. 	<ul style="list-style-type: none"> • RESA 7 is an effective partner because the staff is knowledgeable with the grant writing, implementation, evaluation, and sustainability process. The Project ISAAC site coordinators are effective be-

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
	cause they work with the students on a daily basis. They know and have an understanding of the grant goals as well as the community where the site is located. The teachers complete surveys on each Project ISAAC regular attendee.

Funding

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> Box tops for Education, Campbell soup labels, Ink cartridges, BelksCommunity Day, Jc Penney(grant), Mollahan foundation, Nick's Kids-Nick Saban foundation, coco Cola, catholic daughters of Immaculate conception, Gateway United Methodist church, friends of the Library, farming-ton City council, Mannington elks, consol Energy, White Hall town council, kiawanis club, Parks and Recreation 	<ul style="list-style-type: none"> They are effective for this year but will have to write new grants, collect new tiems for money.
<ul style="list-style-type: none"> PERC, BOPARC 	<ul style="list-style-type: none"> Cost doesn't necessarily balance benefit but showcases programs
<ul style="list-style-type: none"> wvde patch jackson co boe 	<ul style="list-style-type: none"> wvde funding cuts
<ul style="list-style-type: none"> wvde, patch, mason county schools 	
<ul style="list-style-type: none"> patch wvde rc schools 	
3 (effective)	
<ul style="list-style-type: none"> PRO-Kids 	<ul style="list-style-type: none"> PRO-Kids applies for many of the same grants as the BBC and is able to help answer any question about the grant process. They are also helpful in suggesting resource for funding that the BBC may not know about.
<ul style="list-style-type: none"> Funding donations by business, community, and individuals; Trusts; United Way; Department of Education 	<ul style="list-style-type: none"> Working together works!News letters are sent to approximately 600 to share information.
<ul style="list-style-type: none"> McDowell County Schools-T1 	<ul style="list-style-type: none"> Couldn't make ends meet without their help
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Keys 4 Healthy Kids, Marshall University, West Virginia University Extension, West Virginia State University Extension and Advisory Council Members 	<ul style="list-style-type: none"> Partners consistently share information on resources or funding available. Using "Constant Contact" web based email system the program is starting to share more information concerning program benefits and importance to community
<ul style="list-style-type: none"> RESA 7, Harrison County Schools, West Milford Elementary, South Harrison Middle, Barbour County Schools, Philippi Elementary, Marion County Schools, West Fairmont Middle, Rivesville Elementary/Middle, Doddridge County Schools, Doddridge Co. Elementary, Doddridge Co. Middle, Preston County Schools, Valley Elemenaty, West Preston Middle, Lewis County Schools, Robert L. Bland Middle, Berkley County Schools, Charles Town Middle, Boys & Girls Club of Martinsburg, Jefferson County Schools, North Jefferson Elementary, 	<ul style="list-style-type: none"> Counties and schools sign MOU's and are aware of funding and management of the grant.

Joint planning

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, Shiloh Missionary Baptist Church, Clay Center for the Arts and Sciences, 	<ul style="list-style-type: none"> The program has implemented information sharing with the individual advisory councils; these councils include representatives from the partner organization listed. Because we are in the initial stages different forms of communication are being trialed to determine which is best for the individual team members.
<ul style="list-style-type: none"> Mayor of Point Pleasant, Mason County Sheriff's Department, Point Pleasant Fire Department, Point Pleasant City Police, Mason County Courthouse, Mason County Health Department, Department of Health and Human Resources, Marshall University MOVC, Mason County Chamber of Commerce, Farmer's Bank, Hogg & Zuspan, Point Pleasant Register, WBYG 99.5 FM / 1030 AM, Mason County Library, Mason County Action Group, Inc. Gene Salem Senior Center, Wellness Center, Icon Fitness, Wahama Junior/Senior High School, Leon Elementary, Roosevelt Elementary School, New Haven Elementary, Ashton Elementary School, Beale Elementary, Hannan Junior/Senior High School, Point Pleasant Primary School, Point Pleasant Junior/Senior High School, Mason County Career Center, Point Pleasant Intermediate School 	
<ul style="list-style-type: none"> WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools 	
3 (effective)	
<ul style="list-style-type: none"> Cabell and Wayne Counties school systems; United Way 	
<ul style="list-style-type: none"> Lincoln County FRN, Lincoln County EDA, Lincoln Primary Care Center, United Way of Central WV, Black Diamond Girl Scout Counsel, Marshall University, Walls Foundation Lincoln County DHHR DHHR, WVU Extension 	<ul style="list-style-type: none"> The partners to this grant have worked together before this grant and will continue to work for the good of students in Lincoln County.
<ul style="list-style-type: none"> FACES, HOPE Coalition, 4H, McDowell County Schools, Stop the Hurt 	<ul style="list-style-type: none"> Everyone knows what each other is doing
<ul style="list-style-type: none"> West Virginia University Parkersburg, Jackson County Center, 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff, 3. Health Providers – Jackson General Hospital, Worldwide Chiropractic & Sports Medicine, 4. Jackson County Newspapers, 5. WCEF radio 	
<ul style="list-style-type: none"> We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College, 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health 	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Care , 4. Roane County Schools, Roane County Board of Education , 5. Roane General Hospital Fitness Center, Speciality Graphics	
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
<ul style="list-style-type: none"> RESA 7, WVDE 21st CCLC Staff, Project ISAAC Directors, Project ISAAC site coordinators and staff 	<ul style="list-style-type: none"> RESA 7 has experience in grant writing, implementation, and evaluation. WVDE 21st CCLC Staff has been a great resource in helping with planning, implementation, evaluation, etc. Project ISAAC site coordinators and staff participate in Advisory Council meetings.
<ul style="list-style-type: none"> Please refer to partnership section 	

Management

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
3 (effective)	
<ul style="list-style-type: none"> 35 Board Members; 1 Executive Director; 1 Director of Operations, 1 Educational Coordinator; 3 Unit Directors 	<ul style="list-style-type: none"> The active board represents the broad community with both knowledge base and financial assistance.
<ul style="list-style-type: none"> McDowell County Schools 	<ul style="list-style-type: none"> State Guidelines
<ul style="list-style-type: none"> Monongalia County Schools 	<ul style="list-style-type: none"> Policy guidelines and support
<ul style="list-style-type: none"> City of Charleston Parks and Recreation, Institute Church of the Nazarene, Levi Missionary Baptist Church, New Covenant Missionary Baptist Church, and Shiloh Missionary Baptist Church 	<ul style="list-style-type: none"> We maintain constant contact and share any information that may potentially affect the program, students or their families
<ul style="list-style-type: none"> patch jackson co boe 	
<ul style="list-style-type: none"> patch 	
<ul style="list-style-type: none"> patch rc schools 	
<ul style="list-style-type: none"> RESA 7, Project ISAAC Directors, Project ISAAC Site Coordinators, Harrison County Schools, Barbour County Schools, Marion County Schools, Doddridge County Schools, Preston County Schools, Lewis County Schools, Berkley County Schools, Boys & Girls Club of Martinsburg, Jefferson County Schools. 	<ul style="list-style-type: none"> They participate in Regional Advisory Council and work together to ensure grant goals are met.

Other

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
	<ul style="list-style-type: none"> We really need to be able to use an online data collection program to replace AfterSchool Matters

Programming

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> West Virginia State University 	<ul style="list-style-type: none"> It has been difficult to get information from WV SU this year because of their many changes but they have many sources of information on youth development programming and have offered to share information and provide resources to guide us in program development.

<ul style="list-style-type: none"> WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools 	
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3 (effective)	
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<ul style="list-style-type: none"> Boys and Girls Clubs of America; Cabell & Wayne Counties school systems; Huntington Museum of Art; Huntington Public Libraries; Marshall University; 4H - WV Extension; 31 Gifts; Contact; Old Navy; 	<ul style="list-style-type: none"> Sharing programs with other community organizations provides a wider base of educational experiences for the youth.
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<ul style="list-style-type: none"> WVU Extension, Lincoln Primary Care Center Black Diamond Girl Scout Life Bridge Americorp Program 	
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<ul style="list-style-type: none"> Marion County BOE, Roc body Inc., New Mystic Arts, WVU Extension-Health Rocks, Fairmont State University, 	<ul style="list-style-type: none"> All of these partners help make our program better.
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<ul style="list-style-type: none"> McDowell County Schools 	<ul style="list-style-type: none"> County provides training that is needed by the 21st CCLC staff.
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<ul style="list-style-type: none"> WVU Extension 	<ul style="list-style-type: none"> Provides variations in activities and educational format
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<ul style="list-style-type: none"> patch 	
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<ul style="list-style-type: none"> patch rc schools 	
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<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
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<ul style="list-style-type: none"> Alderson Broaddus College, Bi-County Nutrition, Doddridge County SAPC, Doddridge County Library Services, Raze, Doddridge County SADD, WV Farm Bureau, WV National Youth Leadership Initiative, Girl Scouts, Jane Gilcrist, WVU Extension Office, College Foundation of WV, NASA IV & V, Mid-Atlantic Aerospace Complex, Pam Nolan, Patricia Michael, WVU School of Pharmacy, Etep & Shaffer Law Firm, Harrison Co. 4-H, Harrison Co. Sheriff's 	<ul style="list-style-type: none"> These partners help with programs and activities that cover a wide range of topics to help meet our grant goals. Topics include, but are not limited to careers, multicultural topics, health/nutrition, physical activity, money management, substance abuse prevention, WV folklore and heritage, and STEAM.
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PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Department, Harrison County United Way, WV Raptors, Snake Man, Dean Harman.	

Resources

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	

- Mayor of Point Pleasant, Mason County Sheriff’s Department, Point Pleasant Fire Department, Point Pleasant City Police, Mason County Court-house, Mason County Health Department, Department of Health and Human Resources, Marshall University MOVC, Mason County Chamber of Commerce, Farmer’s Bank, Hogg & Zuspan, Point Pleasant Register, WBYG 99.5 FM / 1030 AM, Mason County Library, Mason County Action Group, Inc. Gene Salem Senior Center, Wellness Center, Icon Fitness, Wahama Junior/Senior High School, Leon Elementary, Roosevelt Elementary School, New Haven Elementary, Ashton Elementary School, Beale Elementary, Hannan Junior/Senior High School, Point Pleasant Primary School, Point Pleasant Junior/Senior High School, Mason County Career Center, Point Pleasant Intermediate School

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| <ul style="list-style-type: none"> • Barbour BOE | <ul style="list-style-type: none"> • Sometimes information gathering meets obstacles at the BOE |
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3 (effective)	
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| <ul style="list-style-type: none"> • KEYS4 Healthy Kids | <ul style="list-style-type: none"> • KEYS often sends out email with information about various resources in the community related to childhood obesity. |
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- Cabell & Wayne School Systems; United Way; Non-Profit leadership group; Drop Out Prevention committee

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| <ul style="list-style-type: none"> • Lincoln Primary Care, FRN, DHHR, WVU Extension and United Way of Central WV | <ul style="list-style-type: none"> • Resources are limited in Lincoln County so we all work together. |
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| <ul style="list-style-type: none"> • Marion county Schools, Boys & Girls Clubs of Marion County, and Title 1 | <ul style="list-style-type: none"> • We work hand in hand with the school system and can use thier resources as well as Title 1 providing assistance.(like with family nights)Boys & Girls Clubs of MARion County provides a prevention/volunteer coordinator at the East Park Site whom is also available to assist other site coordinators. |
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| <ul style="list-style-type: none"> • FACES | <ul style="list-style-type: none"> • FRN brings to the table area resources so that everyone is aware of what each other is doing. |
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| <ul style="list-style-type: none"> • City of Charleston Parks and Recreation, Keys 4 Healthy Kids | <ul style="list-style-type: none"> • Partners consistently share information on resources or funding available. Using “Constant Contact” web based email system the program is starting to share more information concerning program benefits and importance to community |
|--|--|

- WestVirginia University Parkersburg, Jackson

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>County Center , 2. City of Ripley, City of Ripley Police Dept., Jackson County Sheriff , 3. Health Providers – Jackson General Hospital, Worldwide Chiropractic & Sports Medicine, 4. Jackson County Newspapers , 5. WCEF radio</p>	
<ul style="list-style-type: none"> We have over 30 collaborating organizations. Some examples are: , 1. Glenville State College , 2. Roane County Committee on Aging, 3. Health Providers – Roane General Hospital, Family Health Care , 4. Roane County Schools, Roane County Board of Education , 5. Roane General Hospital Fitness Center, Speciality Graphics 	
<ul style="list-style-type: none"> WV Dept. of Health and Human Resources, Preston County Caring Council/Family Resource Network, Preston County Starting Points Center, Preston Prevention Partnership, Preston County Health Dept., WVU Extension Service 	<ul style="list-style-type: none"> Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
<ul style="list-style-type: none"> WVSU NASA SEMAA, Solid Waste Authority, RESA 1 Adolescent Health, RESA 1 Wellness, Raleigh County Schools 	
<ul style="list-style-type: none"> RESA 7, Harrison County Schools, Barbour County Schools, Marion County Schools, Doddridge County Schools, Preston County Schools, Lewis County Schools, Berkley County Schools, Boys & Girls Club of Martinsburg, Jefferson County Schools. 	<ul style="list-style-type: none"> They offer great insight into working the program at their site because they are knowledgeable of the school, area, and families within that community.

Training

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> Marion County BOE 	<ul style="list-style-type: none"> We can attend any training that is provided to teachers in Marion County so that we can stay up to date with what is going on in the school.
<ul style="list-style-type: none"> WVDE, McDowell County Schools, and Blfd, State College 	<ul style="list-style-type: none"> It's the only training that is provided at our level
3 (effective)	
<ul style="list-style-type: none"> CONNECT CCR&R 	<ul style="list-style-type: none"> CONNECT CCR&R are available to share information about training and direct me to usefully resources. They are very knowledgeable in the field of child development.
<ul style="list-style-type: none"> 21st CCLC - WV Department of Education; WV Extension Agency; Boys and Girls Clubs of AMerica; Drop Out Prevention Conference 	<ul style="list-style-type: none"> Goals of the different programs overlap providing a better focus on the needs of the youth.
<ul style="list-style-type: none"> Lincoln Primary Care Center, LifeBridge Americorp Program, DHHR and Black Diamond Girl Scout Counsel WVU Extension 	<ul style="list-style-type: none"> the fall retreat for staff is a time when the partners to this grant provide training opportunities.
<ul style="list-style-type: none"> Monongalia County Schools, Boys & Girls Club 	<ul style="list-style-type: none"> Administrative, Bullying, Harassment and character training
<ul style="list-style-type: none"> patch jackson co boe 	
<ul style="list-style-type: none"> wvde, patch 	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> • patch rc schools • NASA, WV SAN 	<ul style="list-style-type: none"> • Information Sharing takes place with all partners at monthly FRN meetings where we gather information to disseminate to our staff and families.
<ul style="list-style-type: none"> • Project ISAAC Directors, site coordinators, and staff. 	<ul style="list-style-type: none"> • Their feedback helps to plan trainings and determines what was helpful and what we should continue doing.

EQ3. Professional Development Quality

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

	Rating by topic of professional development*													
	Collaboration	Communications/ marketing	Family involvement	Federal/state requirements	Integrating after/ regular school day	Other	Policy and advocacy	Program evaluation	Program sustainability	Programming	Project management	Staff development	STEM/STEAM	
Accent Education (New River Health)	0	0	4	0	0	0	0	0	4	4	0	0	4	
Bob Burdette	3	0	0	0	0	4	0	3	3	0	0	0	0	
Boone County/The Clay Center	0	0	0	4	4	0	0	4	0	3	5	0	5	
Calhoun County Schools	4	4	4	4	4	4	4	4	4	4	4	4	4	
Clay County Schools	5	5	5	5	5	5	5	5	5	5	5	5	5	
Huntington Boys and Girls Club	4	4	4	5	4	0	5	5	4	4	5	5	4	
Lincoln County Schools	3	0	4	0	3	0	0	2	0	3	0	4	3	
Marion County Schools	4	3	3	4	3	0	3	4	3	5	3	3	2	
McDowell County Schools-Dreams 2	4	0	4	4	5	0	4	4	3	4	4	4	3	
Mercer County Schools	3	0	2	3	4	0	1	2	3	3	0	3	1	
Monongalia County Schools	0	4	0	0	4	0	0	3	0	4	0	4	4	
Partnership of African American Churches	5	5	5	5	5	0	5	5	5	5	5	5	5	
PATCH-Jackson	2	1	2	1	2	0	1	1	1	2	2	1	2	
PATCH-Mason	3	3	1	1	2	0	1	1	1	3	2	2	1	
PATCH-Roane	2	1	2	1	1	0	1	2	1	3	2	2	2	
Preston County Schools	0	0	0	0	0	0	0	0	0	5	0	0	5	
RESA 1	4	4	4	3	4	0	3	3	4	4	3	4	4	
RESA 4-Soundtrack	3	3	3	4	3	0	3	4	2	3	0	3	4	
RESA 7-Expansion 2	2	3	4	3	3	0	1	2	1	3	3	0	5	
RESA 7-Project ISSAC	3	3	0	3	0	0	0	3	5	3	0	3	0	
Ritchie County Schools	5	0	3	5	5	0	4	4	4	5	5	5	5	
Step-by-Step	5	4	5	3	5	0	4	0	5	5	5	5	5	
Wayne County Playmates-1	5	4	4	5	5	4	4	5	4	5	5	5	5	
Wayne County Playmates-2	5	4	5	5	5	5	4	5	5	5	5	5	5	
Wayne County Playmates-3	5	4	4	5	5	4	4	4	4	3	5	4	4	
Wayne County Playmates-Expansion	5	4	4	5	5	3	4	4	4	3	5	4	4	
World Vision	4	4	3	4	4	0	4	3	4	4	4	4	4	

* The quality rating was based on a 5-point Likert-type scale, as follows: 1 (low), 2 (somewhat low), 3 (moderate), 4 (somewhat high), 5 (high); a 0 indicates not applicable.

Lists of professional development providers by topic

The survey requested respondents to “Please list the organization(s) conducting professional development you have attended.” Respondents provided the following list.

Collaboration

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
3 (somewhat low)	<ul style="list-style-type: none"> • WVDE, regional, national, state • WVDE state regional national • USDOE 21st CCLC Staff, 21st CCLC State Programs, The Edventure Group, WVDE, SREB, WVDE Office of School Improvement
4 (moderate)	<ul style="list-style-type: none"> • WVDE SIS Workshop • WVDE • RESA 1, 21st CCLC After-School teachers • WVDE, state, regional, national, patch • WVDE, USDOE
5 (somewhat high)	<ul style="list-style-type: none"> • WV Department of Ed.; Drop Out Prevention - community format; • Pre-Grant site Meetings-WVDE 21st CCLC, Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV • McDowell County Schools and 21st CCLC, WVDE • Multi-State Conference and Health Rocks! • Quad State and Beyond School Hours
6 (high)	<ul style="list-style-type: none"> • WVDE, , 21st CCLC • USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, 21st Century Services, Education Alliance, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV) , WVDE/Office of School Improvement, WVSAN • Food Service Webinar, Quad State Conference, Structuring Out-of-School Time, Peer Learning Teams • Brushy Fork Institute • Local County Boards of Ed

Communications/marketing

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> • WVDE, regional, national, state • WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> • Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV • WVDE, state, regional, national, patch • USDOE, WVDE • 21st CCLC State programs
5 (somewhat high)	<ul style="list-style-type: none"> • Boys and Girls Clubs of America, 21st CCLC staff • BOYS& GIRLS CLUB • Multi-State Conference and Health Rocks! • WVU Extension • Rotary, United Way, Chamber of Commerce • World Vision's Train the Trainers
6 (high)	<ul style="list-style-type: none"> • WVDE, 21st CCLC • USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, 21st Century Services, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV) , WVDE Office of Child Nutrition

Family involvement

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> WVDE, state, regional, national
3 (somewhat low)	<ul style="list-style-type: none"> WVDE, regional, national, state WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> webinar on parental involvement-PTO Today, USDOE Monitoring Visit, Quad State Conference CIPAS, Quad State, Beyond School Hours, Bi-Monthly
5 (somewhat high)	<ul style="list-style-type: none"> USDOE in Washington D.C. WV Department of Education; 21st CCLC; United Way WVDE WVDE and McDowell County Schools Multi-State Conference and Health Rocks! USDOE 21st CCLC Staff, 21st CCLC State Programs
6 (high)	<ul style="list-style-type: none"> Edvantia, WVDE, 21st CCLC USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV), Keys 4 Healthy Kids (NAPSACC) Vaughn Grisham; Brushy Fork Institute; Family Leadership First Local Boards of Ed., school based sites, community based sites

Federal/state requirements

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> WVDE, regional, national, state WVDE, state, regional, national WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> Multi-State Conference and Health Rocks! USDOE 21st CCLC Staff, WVDE Office of Child Nutrition, 21st CCLC State Programs WVDE
5 (somewhat high)	<ul style="list-style-type: none"> Learning Points Association Food Service Webinar-WVDE Office of Child Nutrition, Pre-Grant Meetings-WVDE 21st CCLC, Technical assistance program visits-WVDE 21st CCLC, Monitoring Visits-WVDE 21st CCLC, End of year presentation report feedback-WVDE 21st CCLC WVDE USDOE, WVDE Quad State Conf., Beyond School Hours, CIPAS, PPICS, Edventure Group
6 (high)	<ul style="list-style-type: none"> WVDE, 21st CCLC 21st CCLC; WV Department of Education USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, WVDE Office of Child Nutrition, WVDE (Office of Instruction & Office of School Improvement), WVSAN, Learning Points Assoc. Monitoring Visit, Quad State Conference, WVDE Office of Child Nutrition Monitoring Visit WV DOE, Local Boards of Ed, Community partner

Integrating afterschool with the regular school day

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> WVDE state regional national

3 (somewhat low)	<ul style="list-style-type: none"> • WVDE, regional, national, state • WVDE, state, regional, national, patch
4 (moderate)	<ul style="list-style-type: none"> • WVDE • Common Core Webinar-WVDE office of Instruction, • WVDE, USDOE • USDOE 21st CCLC Staff, 21st CCLC State Programs, The Edventure Group, WVDE, SREB, WVDE Office of Instruction, WVDE Office of School Improvement
5 (somewhat high)	<ul style="list-style-type: none"> • The Edventure Group, WVDE, SREB/WVDE Office of Instruction/WVDE Office of School Improvement • 21st CCLC; WV Department of Education; United Way • Collaboration between regular school day teachers and 21st CCLC teachers was commendable. Both regular and after-school teachers planned and worked together to provide students with the most beneficial services they could. • EdVenture Group • Multi-State Conference and Health Rocks! • The Edventure Group, Quad State, Beyond School Hours, CIPAS
6 (high)	<ul style="list-style-type: none"> • WVDE, 21st CCLC • McDowell County Schools and 21st CCLC Staff • USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV) , Edventure Group • Quad State Conference, CIPAS Webinar, Structuring Out-of-School Time • Doug Walters • Local Boards of Ed and Community Partners

Other

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
5 (somewhat high)	<ul style="list-style-type: none"> • West Virginia Department of Education
6 (high)	<ul style="list-style-type: none"> • Multiple community agencies provide PD opportunities for our staff

Policy and advocacy

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> • WVDE, regional, national, state • WVDE, state, regional, national • WVDE state regional national • 21st CCLC State Programs, WVDE, Peer Learning Facilitators
4 (moderate)	<ul style="list-style-type: none"> • Peer Learning Teams- WVDE, Peer learning Facilitators • Multi-State Conference and Health Rocks! • USDOE, USDOE
5 (somewhat high)	<ul style="list-style-type: none"> • WVDE and McDowell County Schools • CIPAS webinar, Quad State Conference, Peer Learning Team meeting • West Virginia Center for Civic Life • Afterschool at the legislature, WV Extension • Beyond School Hours, CIPAS, Quad State, WV Train the Trainer, Peer Learning
6 (high)	<ul style="list-style-type: none"> • WVDE, 21st CCLC • 21st CCLC; WV Department of Education • WVDE 21st CCLC Staff, 21st Century Services, Foundations Inc. (Beyond School Hours Conf.), WVSAN

Program evaluation

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> WVDOE
2 (low)	<ul style="list-style-type: none"> WVDE, regional, national, state WVDE, state, regional, national
3 (somewhat low)	<ul style="list-style-type: none"> WVDE CIPAS WVDE state regional national CIPIS 21st Century Services, Inc., WVDE 21st CCLC Staff
4 (moderate)	<ul style="list-style-type: none"> Learning Point Associates Monongalia County Schools Multi-State Conference and Health Rocks! CIPAS, Quad State, PPICS, Beyond School Hours, Peer Learning
5 (somewhat high)	<ul style="list-style-type: none"> WVDE 21st CCLC Staff/CIPAS CIPAS Webinar-21st Century Services, Inc., Bi-Monthly report feedback-WVDE 21st CCLC, Monitoring Visits-WVDE 21st CCLC, mEnd of year program presentation feedback-WVDE 21st CCLC WVDE and McDowell County Schools 21st Century Services, Inc., WVDE CIPAS webinar, Quad State Conference, Monitoring Visit, Bi-Monthly report feedback, Peer Learning Team meeting
6 (high)	<ul style="list-style-type: none"> WVDE, 21st CCLC 21st CCLC; CIPAS WVDE 21st CCLC Staff, 21st Century Services, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV), Learning Points Assoc. Wayne/Cabell BOE, Playmates CDC, Marshall Research and Dev. Center

Program sustainability

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> WVDE, regional, national, state WVDE, state, regional, national WVDE state regional national USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE, Peer Learning Facilitators
3 (somewhat low)	<ul style="list-style-type: none"> USDOE
4 (moderate)	<ul style="list-style-type: none"> Grant Training Center Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV WVDE
5 (somewhat high)	<ul style="list-style-type: none"> Boys and Girls Clubs of America; 21st CCLC; WV Department of Education; United Way; Multi-State Conference and Health Rocks! CIPAS Webinar, Monitoring Visit, Peer Learning Team, Quad State Conference CIPAS, Quad State, Beyond School Hours
6 (high)	<ul style="list-style-type: none"> WVDE, 21st CCLC USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV) Grant Training Center Vaughn Grisham; Brushy Fork Wayne/Cabell Boards of Ed, Playmates, Community partners

Programming

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
3 (somewhat low)	<ul style="list-style-type: none"> WVDE, regional, national, state
4 (moderate)	<ul style="list-style-type: none"> WVSAN WVDE RESA 1 trainings, Staff training at local sites WVDE, state, regional, national, patch WVDE state regional national USDOE, WVDE Office of Child Nutrition, 21st Century Services, Inc., The Education Alliance, 21st CCLC State Programs (Kentucky, Ohio, Tennessee, West Virginia), The Edventure Group, SREB USDOE 21st CCLC Staff
5 (somewhat high)	<ul style="list-style-type: none"> USDOE in Washington D.C. 21st CCLC including the Quad State Conference; WV Department of Education; Boys and Girls Club of America; WV Extension Agency, NASA, local Drop Out Prevention; United Way WVDE, 21st CCLC, McDowell County Schools, National Presenters EdVenture Group Multi-State Conference and Health Rocks! Quad State Conference, Beyond School Hours Nat'l Conf., TechXcite, Health Rocks, NASA Rocketry
6 (high)	<ul style="list-style-type: none"> WVDE, 21st CCLC food service webinar-WVDE office of Child Nutrition, Pre-Grant site Meetings-WVDE 21st CCLC, Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV, USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc (Beyond School Hours Conf.), 21st Century Services, Education Alliance, 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV), WVDE Office of Child Nutrition, Edventure Group, WVDE (Office of Instruction & Office of School Improvement), WVSAN, SREB, NASA IV & V NASA, WVSAN CIPAS Webinar, Quad State Conference, Structuring Out-of-School time, Title I Parent Engagement Workshop, Monitoring Visit, TechXcite, Peer Learning Team, Rocketry Doug Walters WV Department of Ed,

Project management

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
3 (somewhat low)	<ul style="list-style-type: none"> WVDE, regional, national, state WVDE, state, regional, national, patch WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV, Pre-Grant Meetings-WVDE 21st CCLC Staff, PPICS webinar-Learning Points Association Multi-State Conference and Health Rocks! 21st Century Services, Inc., USDOE 21st CCLC Staff, 21st CCLC State Programs
5 (somewhat high)	<ul style="list-style-type: none"> WVDE Food Service, CIPAS, Quad State Conf., WV Train the Trainers, Bi-Monthly Report, PPICS Webinar, Beyond School Hours
6 (high)	<ul style="list-style-type: none"> WVDE, Peer Learning Facilitators/WVDE 21st CCLC staff

- WVDE, 21st CCLC
- 21st CCLC; CIPAS; Monitoring Team; United Way
- USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, 21st Century Services, Education Alliance, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV), WVDE Office of Child Nutrition, Edventure Group, WVDE Office of School Improvement, SREB, NASA IV & V
- Monitoring visit, Quad State Conference, Bi-Monthly Reports, Peer Learning Teams
- WVU Extension
- Local Boards of Ed. and Community Partner

Staff development

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> • WVDE, regional, national, state
3 (somewhat low)	<ul style="list-style-type: none"> • WVDE, state, regional, national, patch • WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> • Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV, Structuring Out-of School time to Improve Academic Achievement-The Edventure Group, WVDE, & SREB, PPICS webinar-Learning Point Association, Common Core webinar-WVDE office of Instruction • Several staff development sessions were available but I was not aware of them at the time. • WVDE
5 (somewhat high)	<ul style="list-style-type: none"> • WVDE • WVDE and McDowell County Schools • Monongalia County Schools • Multi-State Conference and Health Rocks! • Food Service, Ementoring, CIPAS Webinar, Quad State Conf., PPICS Webinar, Beyond School Hours, Peer Learning Teams, World Vision's Train the Trainers
6 (high)	<ul style="list-style-type: none"> • WVDE, Read Aloud WV, Edvantia, RESA 3, 21st CCLC, Save the Children • 21st CCLC staff, WV Extension Agency, Boys and Girls Clubs of America, NASA • USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV) , Edventure Group • Food Service Webinar, Quad State Conference • Doug Walters • Local Boards of Ed, Community Partners, Quad state 21st Century conference, WV Dep. of Ed trainings, NASA Education Center, Marshall STEM Center

STEM/STEAM

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> • WVDE, state, regional, national
3 (somewhat low)	<ul style="list-style-type: none"> • Quad State Conference-21st CCLC programs: Kentucky, Ohio, Tennessee, and WV • WVDE, regional, national, state • WVDE state regional national
4 (moderate)	<ul style="list-style-type: none"> • WVDE NASA • WVDE
5 (somewhat high)	<ul style="list-style-type: none"> • USDOE offered program at Washington D.C. and WVDOE in Stonewall • West Virginia University Extension Agency; 21st CCLC; NASA

	<ul style="list-style-type: none"> • EdVenture Group, Oglebay Institute • Multi-State Conference and Health Rocks! • NASA, WVU Extension Services • Quad State, Beyond School Hours, The Edventure Group, TechXcite, NASA Rocketry
6 (high)	<ul style="list-style-type: none"> • WVSAN/NASA IV and V • WVDE, 21st CCLC • USDOE 21st CCLC Staff, WVDE 21st CCLC Staff, Foundations Inc. (Beyond School Hours Conf.), 21st CCLC Regional State Programs (Kentucky, Ohio, Tennessee, WV , Edventure Group, WVSAN, SREB, NASA IV & V • NASA, WVSAN • USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE Office of Instruction, NASA IV & V • Quad State Conference, Rocketry, Bi-Monthly Report Feedback • NASA; Lego Robotics; Clay Center • 4-H, program STEAM coordinator, teachers, regular day teachers, staff oversight, Clay Center, NASA education center.

Detailed information about topics

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

Collaboration

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Again, I am new to the director's position and I have new teachers at sites. We would like a little more guidance.
professional development	<ul style="list-style-type: none"> • Any tips on collaboration • Data collection and information sharing for planning and tracking individual student success • Any that would improve the instruction of the after school staff.
technical assistance	<ul style="list-style-type: none"> • Collaborating with local partners varies dramatically from program to program and site to site. On-site technical assistance would be very helpful so the community and what we have to work with could be seen.

Communications/marketing

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Community Outreach and information sharing
professional development	<ul style="list-style-type: none"> • Fund Raising, presenting the organization to the public
professional development, information resources	<ul style="list-style-type: none"> • Need more information and ideas of how to spread the word and get others involved.

Family involvement

FORMAT PREFERRED	SPECIFIC TOPIC
professional development, information resources	<ul style="list-style-type: none"> • Always need ideas on ways to involve parents. • How tos on getting parents involved especially in rural areas; • Monthly parent education activities and volunteer opportunities
professional development,	<ul style="list-style-type: none"> • Planning programs that interest hard-to-reach parents; Resources for low-

technical assistance, information resources	cost or free parenting workshops
technical assistance, information resources	<ul style="list-style-type: none"> • T1 has done several sessions this year on parental involvement which increase the number of parents in the program.

Federal/state requirements

FORMAT PREFERRED	SPECIFIC TOPIC
not specified	<ul style="list-style-type: none"> • It would be nice to have a yearly training for new staff to go over any state and federal requirements.
information resources	<ul style="list-style-type: none"> • PPICS webinar • always need updated and information on regulations and requirements
professional development, information resources	<ul style="list-style-type: none"> • We need to be reminded on compliance issues;
technical assistance, information resources	<ul style="list-style-type: none"> • Grant Requirements • Webinars, audit training, annual monitoring visits

Integrating afterschool with the regular school day

FORMAT PREFERRED	SPECIFIC TOPIC
not specified	<ul style="list-style-type: none"> • Structuring Out- of- School Time to Improve Academic Achievement/Common Core Webinar/School improvement Specialist Workshop
information resources	<ul style="list-style-type: none"> • Techniques to make adapt materials for different age groups • Tips and easy tools to help make communication better and more efficient between after school and the regular school day
professional development	<ul style="list-style-type: none"> • Attending month faculty trainings, sharing parent education activities, and summer PD activities.
technical assistance, information resources	<ul style="list-style-type: none"> • Staff are all professional employees who work at the same school they teach in and the afternoon. Integrating into the after school works well.

Other

FORMAT PREFERRED	SPECIFIC TOPIC
professional development	<ul style="list-style-type: none"> • Drug Prevention PD and planning, Healthy lifestyles, Strengthening Families, Positive Behavior Support.

Policy and advocacy

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Policy Handbook is offered at the beginning of each year.
professional development	<ul style="list-style-type: none"> • This is a weak area for me. I need some concrete suggestions.
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • More support in any format would be beneficial.

Program evaluation

FORMAT PREFERRED	SPECIFIC TOPIC
professional development	<ul style="list-style-type: none"> • Dealing with young children and discipline techniques
professional development, information resources	<ul style="list-style-type: none"> • Anything we can do to prevent so much duplication of reports
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • Monitoring Visits/Site evaluation
technical assistance	<ul style="list-style-type: none"> • One on One Peer observation
technical assistance, information resources	<ul style="list-style-type: none"> • The continual improvement process of evaluation was a good idea, but the timing was terrible, and the technical support was insufficient. In the future, getting a report and forming an action plan at the beginning of the year would be better. I would also appreciate getting feedback on bi-monthly reports, since notification of receipt was all that was received. • Marshall University utilizes the information collected from WVIIES and after-school matters from each of the sites and creates an annual report and continuous improvement feedback.

Program sustainability

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • need resources and ideas • How to sustain your program
professional development	<ul style="list-style-type: none"> • Need any ideas we can use on sustainability after the grant funding
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • Everyone stressed building a sustainability plan, but I have yet to be presented with a realistic way to do so.

Programming

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Sending research on best practices as it comes out would be beneficial. • Presented pilot program for STEAM with site coordinators and Principal on difference between school day and out of school time.
professional development	<ul style="list-style-type: none"> • Health Rocks • Any programs/resources that have worked in other rural sites
professional development,	<ul style="list-style-type: none"> • Always need ideas on programming

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • Being new to the program in its final year has been difficult. I haven't had a lot of local assistance and I feel as though I have been at disadvantage when reports are due and trainings are offered. I would like more informational meetings. • All that would improve the culture of our after schools programs.
technical assistance	<ul style="list-style-type: none"> • Annual Reports, site visits for feedback

Project management

FORMAT PREFERRED	SPECIFIC TOPIC
professional development	<ul style="list-style-type: none"> • Organization tools to help the directors use time more efficiently
professional development, information resources	<ul style="list-style-type: none"> • I would like to know how others set up the programs and manage several sites. • Planning retreats, monthly meetings, principal meetings, and advisory meetings
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • State and Mid-Year Conferences
technical assistance	<ul style="list-style-type: none"> • Peer Learning Teams/Technical Assistance Action Plan Desk-top Conferencing/ Bi- Monthly report Feedback (via email and phone call) • The specifics of project managements vary from program to program, so program-specific assistance would be beneficial.

Staff development

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Team-building for staff to create a more cohesive and effective atmosphere • More ideas to help train staff members;
professional development	<ul style="list-style-type: none"> • Sessions on how to organize staff trainings to meet the needs of all positions would be beneficial. • TITLE I and Special Education Training dealing with low SES and special needs
professional development, information resources	<ul style="list-style-type: none"> • Need staff development on developing a great program and ideas of how to implement a great program and lessons.
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • Instructional, staff readiness and preparedness.

STEM/STEAM

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> • Development to programs to include STEAM in daily activities
professional development, information resources	<ul style="list-style-type: none"> • How to obtain information and people to help present STEAM • Please provide continued information on these kinds of resources--they have been great
professional development, technical assistance	<ul style="list-style-type: none"> • STEM workshops held by the Department
professional development, technical assistance, information resources	<ul style="list-style-type: none"> • TechXcite (STEM)/Rocketry (STEM)

EQ3. Assessment of Degree of Helpfulness of Technical Assistance

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

Program	Degree of helpfulness*									
	Action plan feedback	Bimonthly report feedback	CIPAS	Email	Other	Peer learning teams	Phone / conference call	Site visit	Webinar	
Accent Education (New River Health)	4	2	5	5	0	4	5	5	5	
Bob Burdette	4	0	3	4	0	4	3	3	3	
Boone County/The Clay Center	4	3	5	3	0	5	4	3	4	
Calhoun County Schools	5	4	5	5	0	4	4	5	5	
Clay County Schools	4	4	4	5	0	4	5	5	4	
Huntington Boys and Girls Club	5	5	5	5	0	5	5	5	5	
Lincoln County Schools	1	1	1	3	0	4	3	3	3	
Marion County Schools	5	5	5	5	5	3	5	5	5	
McDowell County Schools-Dreams 2	0	5	5	5	5	0	5	5	5	
Mercer County Schools	3	3	3	3	0	3	3	3	3	
Monongalia County Schools	3	0	4	4	4	2	4	4	4	
Partnership of African American Churches	5	5	5	5	0	1	5	5	5	
PATCH-Jackson	1	1	1	1	0	1	1	1	1	
PATCH-Mason	1	1	1	1	0	1	1	1	1	
PATCH-Roane	1	1	1	1	0	1	1	1	1	
Preston County Schools	4	1	3	3	0	1	1	4	3	
RESA 1	4	4	2	4	0	2	4	5	5	
RESA 4-Soundtrack	4	3	4	4	0	0	3	4	4	
RESA 7-Expansion 2	3	1	2	5	0	2	3	4	2	
RESA 7-Project ISSAC	5	4	3	5	0	3	5	4	5	
Ritchie County Schools	4	3	3	4	0	5	4	5	4	
Step-by-Step	3	3	3	4	3	4	4	4	3	
Wayne County Playmates-1	5	4	5	5	5	2	5	5	4	
Wayne County Playmates-2	5	4	5	4	3	2	5	4	5	
Wayne County Playmates-3	2	4	5	5	5	0	5	5	5	
Wayne County Playmates-Expansion	4	4	5	5	5	2	5	5	5	
World Vision	3	3	5	5	0	4	5	5	4	

* The degree of helpfulness rating was based on a 5-point Likert-type scale, as follows: 1 (low), 2 (somewhat low), 3 (average), 4 (somewhat high), 5 (high); a 0 indicates not offered.

EQ4. Parent and Community Involvement

Table A 7. Degree of Success of Parent/Guardian and Other Community Member Involvement

Program	Level of success*	Number of participants and type of involvement			
		Overall	Program planning	Program evaluation	Delivery of services
Accent Education (New River Health)	NR	NR	NR	NR	NR
Bob Burdette	2	0	0	0	0
Boone County/The Clay Center	0	1	2	8	5
Calhoun County Schools	3	85	3	0	12
Clay County Schools	3	779	40	25	38
Huntington Boys and Girls Club	4	20	144	650	2
Lincoln County Schools	2	111	5	4	5
Marion County Schools	2	146	10	146	4
McDowell County Schools-Dreams 2	2	10	5	5	10
Mercer County Schools	2	5	0	0	4
Monongalia County Schools	2	188	3	7	40
Partnership of African American Churches	2	43	12	0	7
PATCH-Jackson	2	35	5	12	20
PATCH-Mason	2	20	5	5	10
PATCH-Roane	2	30	12	8	30
Preston County Schools	2	61	0	0	20
RESA 1	1	10	7	0	1
RESA 4-Soundtrack	3	30	0	0	5
RESA 7-Expansion 2	2	477	7	440	107
RESA 7-Project ISSAC	3	50	2	0	0
Ritchie County Schools	3	429	5	429	12
Step-by-Step	4	250	50	120	189
Wayne County					
Playmates-1	4	150	50	50	150
Playmates-2	4	61	15	40	150
Playmates-3	4	51	40	40	150
Playmates-Exp.	3	150	40	50	150
World Vision	0	15	10	5	9

NR = no response

*Level of success was indicated using a 4-point Likert-type scale, including, 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). Additionally, 0 indicated not applicable, no family components.

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 perceived success.

LEVEL OF SUCCESS	EXPLANATIONS
0 (not applicable)	<ul style="list-style-type: none"> Most of my parent volunteers come to help with our Saturday Fun Day activities. Parents and community members support this program that they are willing to help to keep it successful.
2 (some success)	<ul style="list-style-type: none"> the parents helped with fundraisers, (which we had many) We had some of our parent programs during our club time. We offered things that interested them. Extra help with the students was helpful in meeting timelines. Volunteers were always welcomed and put to work whenever they could attend. Similar goals Attending partnership meetings and talking with parents on a daily basis has increased parent/community involvement, but not to the level that we would like. not very successful we have regular parents participate we fell short of our goals
3 (moderate success)	<ul style="list-style-type: none"> We were more successful this year than in year's past. I believe we had quality activities for parents. Phone surveys giving strengths, weaknesses and suggestions proved valuable. Sites did their best to plan events to best accommodate parents/guardians and other adult community members. Events were planned with their interests and needs in mind (based on parent survey results) and engaged them in learning activities with their children. We had a variety of workshops. Some sites offered more than others; Our programs have nurtured 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.
4 (great success)	<ul style="list-style-type: none"> Information sharing, inviting parents and community members to specific activities to help them become more comfortable and needed in the program site activities. encouraging them to come to the program on daily bases and not waiting for one time events Targeting parents that could take the lead and/or facilitate projects with the students this program off workshops/trainings that are important to adults in the community. The staff of the program works very hard to recruit parents into the programs.

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, presented here by level of perceived success.

LEVEL OF SUCCESS	EXPLANATIONS
0 (not applicable)	<ul style="list-style-type: none"> Parent/adult programming has always been a challenge. The BBC is investigating ways in which to provide adult programming but it will be difficult, if not impossible to do without some kind of funding.
1 (not at all successful)	<ul style="list-style-type: none"> I never really monitored the sites well enough to make sure that parents/other adults were invited to participate or to see if there were enough program opportunities for them

2 (some success)

- Communication is a struggle when reaching households. We are now implementing autocalls and various mailing systems to better reach our parents and community. Schedules are also varying and at time do not allow parents to visit. Transportation to the school can also be a struggle for parents.
- FOOD-, we had a hard time getting parents and the community into the schools without refreshments.
- We are competing with sports and other school activities. We need to reach out to the community more and not just our parents.
- We live in a rural area and transportation is difficult for many parents and the community members.
- We have tried several programs: A Writing Center to assist w/resumes, academics & writing for enjoyment, cooking classes to improve family nutrition, and a Steel Drum Ensemble. None were successful. When surveyed parents expressed very little interest in programming and 97% expressed they could not make the time commitment.
- We need to do a better job of encouraging participation in this regard. It seems that we often get caught up in the hectic day-to-day running of the program, and haven't always taken the time to see what level of involvement folks are interested in.
- 1st year
- we fell short of our goals for parent participation
- we don't have a sufficient plan
- Not sure

4 (moderate success)

- We continue to try to improve, but it is very difficult to inspire and motivate adults to want to attend. Having the iREAD program, however, gave us a new audience of adults.
 - Documentation is a weakness.
 - Our rural sites have many problems with transportation (a lot of parents have no means of transporting themselves to school events). Other parents work evenings, and they would have to take off work to attend program events.
 - Some parents work and do not want to go to an activity after work; Some parents have drug and alcohol issues and would be disruptive and embarrassing to their children if they came to a parent workshop.
 - At existing sites, economic constraints, gas prices, and inclement weather suppressed adult participation compared to previous years. Likewise, two program sites, which were newly established this year, are building momentum and we look to see parent engagement increase in successive years.
 - We are still trying to evaluating and survey families to find out what would increase their participation in all aspects of the program.
-

EQ5. Substance Abuse Prevention

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

	Number of activities and participants in substance abuse prevention		
	Program activities	Participating students	Participating adults
Accent Education (New River Health)	3	48	3
Bob Burdette	2	200	0
Boone County/The Clay Center	0	0	0
Calhoun County Schools	3	83	68
Clay County Schools	6	120	7
Huntington Boys and Girls Club	4	40	0
Lincoln County Schools	8	222	5
Marion County Schools	2	245	25
McDowell County Schools-Dreams 2	10	275	300
Mercer County Schools	1	1	0
Monongalia County Schools	7	378	0
Partnership of African American Churches	5	138	7
PATCH-Jackson	40	500	50
PATCH-Roane	18	80	20
Preston County Schools	3	207	0
RESA 1	10	60	1
RESA 4-Soundtrack	25	450	6
RESA 7-Expansion 2	70	800	45
RESA 7-Project ISSAC	2	62	0
Ritchie County Schools	5	516	51
Step-by-Step	6	250	50
Wayne County Playmates-1	25	1500	150
Wayne County Playmates-2	12	2000	30
Wayne County Playmates-3	12	1500	30
Wayne County Playmates-Expansion	20	1500	40
World Vision	11	0	0

EQ6. Continuous Improvement Process

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

	Helpfulness rating
Accent Education (New River Health)	very helpful
Anchor	very helpful
Bob Burdette	very helpful
Boone County/The Clay Center	moderately helpful
Calhoun County Schools	very helpful
Clay County Schools	moderately helpful
Huntington Boys and Girls Club	very helpful
Lincoln County Schools	not very helpful
Marion County Schools	very helpful
McDowell County Schools-Dreams 2	very helpful
Mercer County Schools	neutral
Monongalia County Schools	very helpful
Partnership of African American Churches	very helpful
PATCH-Jackson	not very helpful
PATCH-Mason	not very helpful
PATCH-Roane	not very helpful
Preston County Schools	moderately helpful
RESA 1	neutral
RESA 4-Soundtrack	very helpful
RESA 7-Expansion 2	neutral
RESA 7-Project ISSAC	neutral
Ritchie County Schools	moderately helpful
Step-by-Step	moderately helpful
Wayne County Playmates-1	very helpful
Wayne County Playmates-2	very helpful
Wayne County Playmates-3	very helpful
Wayne County Playmates-Expansion	very helpful
World Vision	very helpful

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
1 (not very helpful)	<ul style="list-style-type: none"> • too long to load documents • self evaluation was not helpful, feedback and peer meeting not helpful
2 (neutral)	<ul style="list-style-type: none"> • The CIPAS process would have been more useful if we had gathered information over the summer, received feedback in August, and created an action plan for the year. I feel this would have been more realistic and less hectic for everyone involved. I wasn't contacted by my peer learning facilitator until April, and this did not provide

HELPFULNESS	COMMENTS
3 (moderately helpful)	<p data-bbox="516 239 1414 327">us enough time to develop a reasonable plan to put in place by the end of the program year. Also, the CIPAS webinar would have been more helpful if it addressed content; it was useless to anyone who already knew how to upload a document.</p> <ul data-bbox="479 338 1414 722" style="list-style-type: none"> <li data-bbox="479 338 1414 426">• I think a lot of the questions were the same. I would like to see the questions fit more in line with the WVDE monitoring process. Also, I would like to be working on it continually instead of waiting until fall. <li data-bbox="479 436 1414 525">• The timing of the process was not the best--it came at a particularly busy time; December would have been better; I think I can do a better job with the process this year because I will have my data better organized. <li data-bbox="479 535 1414 722">• While CIPAS created unnecessary logistical obstacles for program staff, it provided value to the program in that it affirmed program accomplishments and offered yet another layer of credibility and national recognition to the program. The glowing remarks found in the final report will strengthen outreach and advocacy efforts. Likewise, the consultants themselves in their interactions with program staff were highly respectful, appreciative, and did offer several new ideas for consideration.
4 (very helpful)	<ul data-bbox="479 732 1414 1822" style="list-style-type: none"> <li data-bbox="479 732 1414 789">• I felt that the CIPAS program has been most helpful, I think it is a valuable assessment tool to use in self evaluation of your program. <li data-bbox="479 800 1414 888">• I found CIPAS helpful because I was new to this program. Uploading and completing some of the repetitive sections was tedious but discussion with the reviewers and their suggestions were helpful in the end. <li data-bbox="479 898 1414 1020">• The most valuable aspect of the CIPAS is the action plan and the Peer Learning Teams that provide support and experience. Having people and organizations who are doing the same kind of work and face similar challenges are helpful for developing workable solutions. <li data-bbox="479 1031 1414 1119">• It was helpful to have an outside observer assess our program. However, site-level paper documentation/portfolios, Afterschool Matters, and Advisory/planning meetings have been and continue to be insightful tools, used well within our program. <li data-bbox="479 1129 1414 1251">• The CIPAS process was helpful in seeing our strengths and pointing out what we needed to work on. Having us put it on paper, made us take a closer look at our program and change things as needed. Change is sometimes a slow process, but we are working towards our goals. <li data-bbox="479 1262 935 1283">• Forces us to stay focused on objectives <li data-bbox="479 1293 1414 1480">• CIPAS was one of the most grueling processes we've participated in. Additionally, it was one of the most successful. The final ratings were right on target and the opportunities identified were extremely insightful. We were able to successfully develop advisory and peer mentor councils at each of the sites. Because of the decrease in funding for Year 4 staff, advisory councils, mentors and community advocates are proceeding through the improvement process with great urgency. <li data-bbox="479 1491 1187 1512">• CIPAS very organized and user friendly data collection method <li data-bbox="479 1522 1414 1579">• CIPAS helped each program to organize documented activities, supported continuous improvement, and provided written feedback to support program success. <li data-bbox="479 1589 1292 1610">• Excellent data collections and provided perfect overview from feedback <li data-bbox="479 1621 1414 1698">• CIPAS was an excellent tool, it would be great to be able to upload throughout the year. <li data-bbox="479 1709 1414 1822">• We really liked the result and our evaluator. But, we did not like the redundancy of the questions or when we were asked to complete it since it aligned with the beginning of the program year when it is such a busy time. We would like to be able to upload and update continuously after the evaluation is complete for the year.

EQ6. WVDE Monitoring Visits

Table A 10. Helpfulness of WVDE Monitoring Visits by Program

Program name	Helpfulness rating
Accent Ecucaion (New River Health)	Very helpful
Bob Burdette	Moderately helpful
Boone County/The Clay Center	Moderately helpful
Calhoun County Schools	Moderately helpful
Clay County Schools	Very helpful
Huntington Boys and Girls Club	Very helpful
Lincoln County Schools	Moderately helpful
Marion County Schools	Very helpful
McDowell County Schools-Dreams 2	Very helpful
Mercer County Schools	Moderately helpful
Monongalia County Schools	Very helpful
Partnership of African American Churches	Very helpful
PATCH-Jackson	Not very helpful
PATCH-Mason	Not very helpful
PATCH-Roane	Not very helpful
Preston County Schools	Neutral
RESA 1	Moderately helpful
RESA 4-Soundtrack	Very helpful
RESA 7-Expansion 2	Neutral
RESA 7-Project ISSAC	Moderately helpful
Ritchie County Schools	Very helpful
Step-by-Step	Moderately helpful
Wayne County Playmates-1	Very helpful
Wayne County Playmates-2	Very helpful
Wayne County Playmates-3	Very helpful
Wayne County Playmates-Expansion	Very helpful
World Vision	Moderately helpful

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
1 (not very helpful)	<ul style="list-style-type: none"> • i have not recieved any feedback from the monitoring visit • still haven't recieved our monitoring report • did not get any feedback yet.
2 (neutral)	<ul style="list-style-type: none"> • The monitoring tool felt like we were recreating the CIPAS documents. The visit went well; I am currently waiting for feedback.
3 (moderately helpful)	<ul style="list-style-type: none"> • The specialist coach has been very helpful and answers my questions and concerns in a timely manner. He is alwasys willing to help.

HELPFULNESS	COMMENTS
4 (very helpful)	<ul style="list-style-type: none"> • As a new Program Director, this visit so soon after I started was helpful in learning about some aspects and requirement of 21st Century. It helped me identified areas of the program that need improved. • It is very helpful, we just can't always implement all of the suggestions made. • Receipt of the Monitoring Report is pending. [WVDE staff member] 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. He implicitly understood the philosophy, context, challenges and opportunities we encounter, and he offered relevant input for our consideration. <hr/> <ul style="list-style-type: none"> • I appreciate being able to show the WVDE staff our programs. • It is always good to have a fresh set of eyes on programs and share ideas from other groups. • I thought it was a wonderful experience to have our 21CCLC State Director to visit our county. I was glad she came to see what we had to offer our students, our strengths, and our weaknesses. • I feel the WVDE Monitoring Process was very insightful. I appreciate the visit from [WVDE staff members]. They were very helpful in giving feedback on things I can do to improve my program. • Every program can improve and we always welcome visits and suggestions on how we can improve. The sites and information helped to make us more efficient and accountable. • Annual monitoring provides the opportunity to spend one-on-one with WVDOE staff, give parents opportunity to provide input to WVDOE and validates program to project staff that are providing daily services to students and their families. Written feedback gives a snap shot of how the program is operating from an outside perspective. • Validates program activities and shows support from WVDOE • Individual contact with WVDOE staff • WVDOE staff very supportive through feedback and technical assistance anytime our program staff requested support

EQ7. Successes, Challenges, and Recommendations

Comments about successes

In response to the question, “What two or three aspects of your program have been going particularly well?,” program directors made the following comments.

- The supper program started out rocky, but it has turned out to be a huge success. Our attendance usually dips in the spring, but we feel it's stayed consistent because of the suppers. A couple of our sites have enjoyed wonderful (regular!) partnerships with community organizations. These organizations have exposed students to many new experiences through active, hands-on learning. Our data collection has also gone very well this year, and I think this is partly due to the bi-monthly reports.
- Staffing, student attendance, advisory council
- Student attendance and achievement scores have gone higher.
- unique programs, building confidence with the teachers, building trust in community
- student participation, community involvement, school support
- unique programming, student participation, community networking

- The teachers' dedication and commitment to the program; increased test scores; collaboration between regular school day teachers and 21st CCLC teachers.
- Reducing turnover of site coordinators; increasing sites and attendance
- Working together with other community programs to share programs.; Opportunities for staff trainings; steady growth of average daily attendance; parent involvement survey
- Our staff is usually very consistent, but has spent a lot of time this year making sure that we are having family nights and involving parents. We spend time working together to make sure that our schools are consistent in what we offer so that kids have the same opportunities across the county.
- Field trips were improved this year with more related activities in the classroom; we have built a stronger relationship with the BOE; best overall staff group we have had in the three years.
- I think we do an outstanding job of offering interventions to those children who need a little extra help following the school day. We do an excellent job of analysis of benchmark data and planning accordingly for each child. I also feel that we do a great job of offering art, music, and enrichment activities to our students;
- Collaboration
- Collaboration and data collection
- Collaboration and evaluation
- Collaboration and evaluation
- Partnerships are a strength in Preston County—Afterschool Explorers, as they provide us with opportunities for special programming for program participants. The fact that our staff are also school-day teachers is a strength and helps us ensure that our activities align with school-day content.
- We had more 30 day students participate this year than before. The gardening club, the Red Cross Club and the Dance clubs were new programs and huge successes.
- The coordinators from each site meet each Friday and can plan things together. This had made the sites more cohesive. Our activities and regular lessons are going well.
- Students involved are increasing their marks and earning higher grades by completing homework and having extra time to gain assistance if needed. The students in our Explore and Soar program have also found it possible to develop friendships through the program and has given them ownership in their schools. Our site coordinators, mentors, and professionals and have also been successful in providing outstanding role model examples, increasing student interest in sciences and the arts, and have created a terrifically safe environment for the students to feel comfortable and confident.
- Staff development trainings, program activities/consistent staff, student progress
- Saturday Fun Days are always a highlight of our Heads Up program also our HUPC committee meet regularly to keep our program strong, also one site in the county has really strived to add new activities to their after school program.
- The expansion of our programs to the historically traumatized and underserved Man/Bufalo Creek area was a dream come true. We had consulted individuals in the coalfields for years about the area most in need of these services and this community repeatedly was cited. It was fitting that we were able to launch an array of services and bring such hope to families during the same year as the 40th anniversary of the community's greatest tragedy (the 1972 flood through which so many were killed, injured and left homeless due to the mining pond that broke and wiped out the valley that is the catchment area for these schools).
- With over forty years as a West Virginia educator, school administrator, and WVDE professional development coordinator, Doug Walters provided valuable service to our program staff through monthly training sessions, professional development workshops, and one-on-one mentoring sessions.
- We continue to deepen our capacity to coordinate program evaluation efforts. Ongoing negotiation with school systems to access relevant student data and the addition of highly qualified evaluation specialists as contracted staff members should result over time in more usable quantitative data
- This year we took a great leap forward in our capacity to build long term stakeholder groups for these programs and communities. In September we sent a group of six community members (from 16 to 69) affiliated with the site on Big Ugly Creek to the Brushy Fork Institute for a training with Vaughn and Sandy Grisham on community development, after which they formed a monthly "Chat and Chew" to develop

ideas for community improvement. In May all five of our sites fielded representatives to a two day training by the Grishams at the Big Ugly Community Center. We see this as a model for support and advocacy in future years.)

- Tutoring and homework help, the healthy lifestyles component
- Working with T1 to help with the funding it it was sufficient.
- Resources with our FRN, and our Violence Drug Free Awareness Day.
- One success experienced this year was implementing more structure into the afterschool program. Students engaged in more educational activities, including STEM programming which was prepared by the BBC Program Director. Students enjoyed the STEM activities and we plan to get more students involved with them next year. Dance classes through Arts in Action were also a success. The students involved enjoyed the classes and approximately 200 parents, relatives and community members attended the recital.
- Many students also saw academic success. 93% of BBC students scored a "C" average or above on their final report card and 77% of BBC students scored a "B" average or above. In addition, 16% of BBC students increased their overall GPA from semester 1 to semester 2. 79% of PRO-Kids students have stayed at a good level or improved in grades.
- This year, as a result of the Action Plan, representatives from each afterschool site began meeting together on a monthly basis to better coordinate services and ensure that all goals were being met. This facilitated more communication and has worked to strengthen all sites.
- In addition, the BBC and PRO-Kids' strengths include the trust and familiarity they have established within their service areas and with parents. The longevity of these programs contributes to this trust and is an important factor in all other successes that these programs experience.
- We have made significant progress in aligning with the school day. All site coordinators completed the USDOE You for Youth "Aligning With the School Day Module". The Student/Parent Contracts and Teacher Communication Forms were successfully implemented and are being used. Although CIPAS was one of the most grueling processes we've participated in, it also proved to be one of the most successful. The level of interest and support from newly formed advisory councils has been great. Lastly, our partnership with Marshall and West Virginia State University to conduct STEM activities through the In Service Training of their Science Department has proven to be very profitable from funding and quality of curriculum delivery aspects.

Comments about challenges

In response to the question, "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?," program directors made the following comments.

- Parent involvement continues to be a struggle; we have tried to plan activities around their schedules that involve their needs and interests. Building a sustainability plan has been challenging; we developed our CIPAS action plan to address this.
- parent involvement (more focus on events that would interest parents/communication), funding (seeking additional county support/seeking grants/meeting with U.S. representative),excessive paperwork and reporting.
- The director at the state level is a major challenge. If explanations would be given it would be helpful. The fact that instead of helping programs it is a continous find something wrong is draining on all who really care about the afterschool programs.
- monitoring programs, adjustment to patch programs, evaluation of instructors
- funding, lack of communication by wvde
- parent participation, met with local principals to plan for next year and parent involvement.
- Parent involvement - PTO programs, supper program, and trainings; Lack of knowledge - I personally felt unprepared when I took over the position of director. I relied on RESA 1 to assist me and [WVDE staff member] has been a tremendous help to me.
- Turnover of instructors; funding and budget balancing;increasing parent involvement and concern

- Parent involvement documentation: conversations with relevant partners have begun; results of parent survey included the formation of the 'Club News' newsletter written by the members for parents to provide more communication to the parents. Monies for this project was provided by the extra funds from 21st CCLC.
- Additional staff trainings to provide working together time. The extra monies provided by 21st CCLC gave an opportunity to do this.
- Our biggest challenges are when we get to the 25% decrease in funding years and we have to cut our budget. We would love our budgets to be consistent. I know we are working on sustainability, but the reality is that any cut is negative.
- Partners are not engaged to the program at the level they committed to; we have had many World Vision staff/process changes in the past year; the US Dept of Education disallowed the use of grant funds for food.
- Parent workshops have been problematic; Most of the sites did a good job but all could improve; We had a couple of sites that got behind on recording their data on After School Matters - I'm looking forward to having a system that is centrally based so that I can get involved early on in providing assistance to get the data recorded.
- Transportation cost
- local evaluation process
- transportation
- transportation
- Lack of financial resources and an increase in responsibilities that take away time from the program itself.
- I had a heart attack mid- program and was out for over a month, I felt that a lot of projects and programs did not happen because I was not there. I work along and there is no one else to carry the program if I am not available. We will address in the near future. Not having a full budget has hindered or program. We had our funding cut this year. This is our second year of funding from the WVDOE 21st CCLC grant. We had initially applied for \$300,000 we were awarded \$150,000 and we were cut the second year to \$139,000, it look like we will probably be cut the fourth and fifth year. We have had to make significant cuts in our programming, such as special programs, field trips, and family fun nights. I would hope that the WVDOE would restore funding back to its original funded source.
- Budget cut was one of the major hurdles and we have found other grants and did fundraising to supplement the budget cut. We wanted to collect more data- we have added to our lesson plans so that we collect information about each lesson and if the students have reached their goal. We are using Acuity to get the benchmark data for each student. we still need to do more surveys.
- The biggest challenges our program has been faced with this first year is keeping attendance numbers increasing, gaining community involvement, and having parents become involved and attend our adult education program opportunities. We are now using auto-call systems, mailing systems, and are beginning to involve our advisory council. The advisory council consists of members of the Boone Co. community and members of the school staff/faculty. Adjustments to the after school schedule and activities are also planned to increase and keep attendance steady.
- Parent involvement and program sustainability; offer more workshops & activities for parents to attend; more correspondence with parents and the community; applying for additional grant funding.
- I am a new director so many things have challenging to me this first year. Challenges for myself have been learning all the rules and regulations that go along with the 21st century grant and at the same time continue with high quality programs that have been offered in the past. One of our biggest challenges facing our program will be revamping our Saturday Fun Days to fit in with state and federal regulations. I believe with the help of our partnership committee we have been able to solve the issues for next year.
- We support collaborative efforts to focus, minimize, and streamline reporting expectations. Time spent inputting the same data set into multiple reports recieved in disparate formats is time away from program development.
- 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.

- Parent/Community Involvement and developing partnerships. Community liaisons should be making connections but haven't been very successful in doing that.
- Being able to use food as an incentive to get parents into our centers and we haven't really come up with an adjustment yet.
- Parental Involvement-centers are working on establishing goals for parental involvement.
- The current year's challenges include difficulty obtaining volunteers and engaging parents. Students who could have benefited from tutoring and mentoring were unable to receive those services because a lack of volunteers. The BBC has taken steps to recruit more volunteers including developing a volunteer job description and attending the Generation Charleston Non-profit marketplace in order to recruit volunteers. The BBC has also reached out to locate groups and organizations to recruit volunteers. The BBC will continue these efforts in an attempt to provide tutors and mentors to students after school.
- Engaging parents also continues to be a challenge even when they are invited to fun events that include food. The BBC has explored a number of ways to include adult programming including working with RESA III. The BBC will continue to explore these options and work to provide opportunities to adults. Discussions with the CIPAS Peer Learning Team have also provided some insights into parent involvement which include parent/child projects and activities.
- The biggest challenge has always been and remains funding. Our organization is part of several networks addressing at risk populations, particularly children. Through these networks we have been able to partner, and to receive resources and funding to keep the program going. We have partnered with Institutions of higher education to have access to teachers and the supplies needed for STEM activities. We partnered with multiple groups who have received funding to coordinate activities for at risk and minority populations and groups concerned with overall children's health. Additionally, we are alert to grant opportunities on a program and site level. Local advisory councils were formed this past year and they are making some progress in advertising the program and tapping into contributions from local businesses to purchase supplies and incentives for the students. The City of Charleston and local churches are very supportive in providing facilities, transportation, supplies, volunteers and addressing individual student needs.

Comments about ways to improve the program.

In response to the request, "Describe any recommendations you would suggest to improve the statewide 21st CCLC program," program directors made the following comments.

- Although changes are necessary to improve our programs, too many changes at once are overwhelming (it's hard to fully benefit from any one change when being pulled in so many different directions by the others). It would also be helpful to have feedback on bi-monthly reports. I never received anything other than a message that they had been received, and I would have liked knowing if the reports were meeting expectations.
- Decrease of paperwork documentation, statewide advertisement about 21st CCLCs, continued state funding of current programs
- Caring about the students.
- better communication from wvde, better advocacy for programs
- better communication, better evaluation tools,
- improve communication and get input from directors before making decisions about after school
- I have already expressed this, but I really think there needs to be a "sit-down" time for training for new employees. I would like to have a conference time to discuss the program prior to the school year starting.
- Push to get one web based reporting system
- the number of reports requiring the same information is cumbersome and time consuming.
- Continue to work on funding for the state level. Our programs are great candidates for other federal grants (Counseling, Reduce Alcohol, Carol White Phys. Ed), yet they are not being awarded to our state (few). We need to work on ways to leverage this funding for our programs, whether it is regionally, or to specific programs.

- The Peer Learning Teams seem like a good idea, we are just early in the process. Also, the CIPAS evaluation needs to be completed sometime other than when programs are gearing up for the year. We would like to be able to access the CIPAS tools all year to gather our resources. And lastly, we very much need an online data collection program to replace AfterSchool Matters!!!!!!
- It seems we have such a duplication of reports --CIPAS & Continuation Report are very similar;
- State-wide support to provide transportation in all counties with a 21st Century Project.
- transportation support
- state support for afterschool transportation
- transportation planning for county transportation directors to encourage possible work plans and/or include 21st site Directors to transportation PD at the state trainings to help support collaboration
- If possible, it would be great if additional reports, evaluations, presentations, etc. were not required (beyond the current demands). While these aspects are important in terms of advocating for funding, it seems that state-level directors and monitors may be better suited to manage some of this, as it takes away from direct-service to local children and families.
- Although I have enjoyed the technical supervision from the WVDOE, I would like for the State WVDOE conduct one or two day trainings just for our state programs.
- Workshops/webinars on programs and ideas for our programs
- Communications between the WVDE and site directors need to be more consistent. A suggestion would be to send out a list of forms, numbers, reports that are due, are past due, etc. should be sent out at the start of every month. This would help to prevent something not being completed or forgotten until the deadline or past. Perhaps at the start of every year a packet of hard copy versions of all forms and reports should be sent to directors, along with an email with the attachment. There has to be a way to keep these items in a more organized order and scheduled reminders would definitely be helpful for the directors.
- Less paperwork/reporting requirements; a lot of the same information is given repeatedly and takes away time from working the program more effectively.
- I would love to receive a list with mandatory meetings/workshops and report due dates at the beginning of each year so new program directors like myself can try to run a successful program.
- The evolution of the statewide program naturally results in disruptive changes, many productive, others less so. In any event, change management is best served through collaborative decision-making processes as well as continuous communication. On the latter point, knowing that a change is under consideration or pending is as helpful as an announcement that the change has occurred. On the former point, even if a change is inevitable, involving program directors in the change management process allows them to provide important input in the timing, format, or other pertinent yet flexible aspects of the change.
- Ultimately, we appreciate the diligence and cooperative spirit of all who contribute to the perpetuation and growth of the statewide program.
- I think there is a little too much micromanaging going on at the state level. Grants are approved based on goals and activities listed in the application and then directors/coordinators are asked to make changes.
- Food to get parents into the schools.
- One recommendation is to facilitate more communication among Program Directors in order to share ideas and information that will help improve each program. I would also suggest streamlining the reporting, especially for the end of the year. There are a number of reports and surveys and they are very redundant in the information they request.
- Thank you for all your hard work in creating better reporting systems. It would be super helpful if you could integrate Continuation and Project Director Survey Reports.

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Charles K. Heinlein
State Superintendent of Schools