

# 21st Century Community Learning Centers

A Descriptive Evaluation for 2012-2013





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# 21st Century Community Learning Centers

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## A Descriptive Evaluation for 2012-2013

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

## Executive Summary

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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 2012 through May 2013.

*Method of study.* The report draws on information from online surveys of directors of 30 CCLC programs and from school teachers for 4,102 participating students.

*Findings.* Most participating students were in the elementary grades. The mean number of days students attended ranged from about 2 to 93 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, the largest sources were K-12 service learning programs, parents and faculty members, local businesses, and postsecondary service learning programs. The groups with which program directors reported the greatest level of success were "other" (100%) and service learning K-12 (99.7%). 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. As for 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 600 substance abuse prevention activities, involving more than 7,000 students and nearly 1,600 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 two of the programs.

*Recommendations.* Topics for which program directors reported needing additional professional development include programming, staff development, and STEM/STEAM. For technical assistance, requested topics include program evaluation, program sustainability, and project management. Parent involvement, too, seems to need attention. Additional recommendations include the following:

- Provide more opportunities for networking among program staff to encourage the sharing of best practices.
- Improve both the frequency and quality of communication with program staff. Doing so will improve understanding of program requirements.
- To the extent possible provide technical assistance and professional development support to grantees to maximize their capacity to successfully implement their programs.
- Make reasonable efforts to reduce the reporting burden and other compliance-related tasks in order to reserve time for program implementation. Balance any reduction in such requirements with the need to keep grantees accountable and focused on improving program delivery.
- Consider revising state evaluation instruments to be less cumbersome and redundant.

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## Introduction

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

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

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

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

The purpose of this evaluation study is to provide descriptive information about the implementation and outcomes of the CCLC program in West Virginia, during the period from September 2012 through May 2013.

### 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

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## Participant Characteristics and Sampling Procedures

Thirty-eight 21st Century Community Learning Centers (CCLCs) were funded for the 2012-2013 school year. This report draws on information from directors of those programs, and school teachers of students who participated in the CCLC program for at least 30 days. Federal criteria require that states make awards to applicants that will primarily serve students that attend schools with a high concentration of low-income students, giving priority to applicants serving children in high-priority schools. Program directors from all 38 CCLCs were included in the study, as were all teachers of students served by the program.

## Measures

In 2013 the program director and teacher questionnaires were again posted online. The online teacher questionnaire was adapted from an instrument we used in previous years, which was originally developed by Edvantia, a research and evaluation corporation located in Charleston, WV (see Appendix A). Last year staff from the Office of Research and the CCLC program collaborated in a fairly extensive revision of the program director survey instrument, 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 2013, 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 2013. Teachers and program directors completed the surveys at the end of the 2012-2013 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 4,102 teacher survey responses, which were used for all analyses in response to EQ1 except for determining grade level. To determine grade level, 232 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 371 incomplete responses were eliminated during data cleaning because they could not be matched to students in the WVEIS, or because the grade level of the student was unknown. The remaining 3,499 responses were used for determining the percentage of student participation by grade level.

Of the 38 program directors who were contacted for the program director survey, we received responses from all but two. The programs in Kanawha County (Human Resource Development Foundation) and Monroe County (Our Own Backyard) did not submit survey responses. Thirty-four of the 38 program directors responded to the request for information about student attendance. Nonrespondents included programs in Mercer County, Monroe County (Our Own Backyard), and RESA 7.

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—2,648 of 3,499 or 75.7%—were in elementary school (Grades kindergarten through 5). An additional 612 students or 17.5% were in middle school (Grades 6–8), and 239 or 6.8% were in high school (Grades 9–12) in 2012–2013.

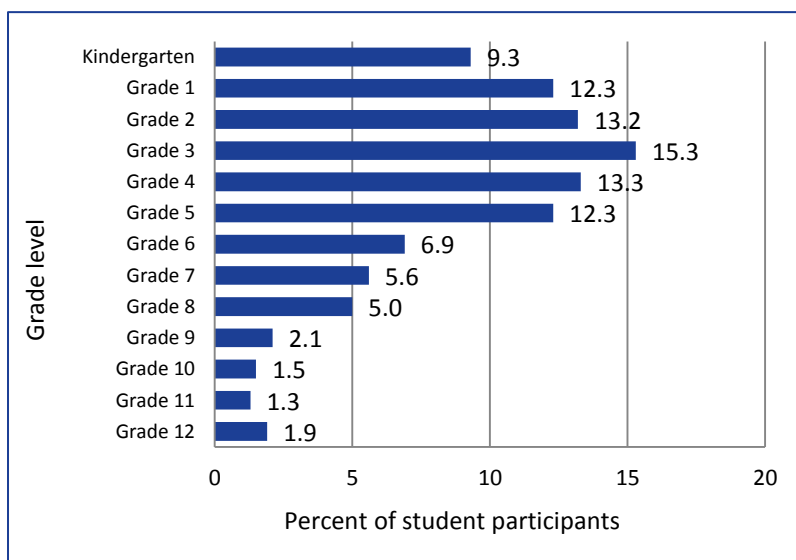


Figure 1. Percentage of Student Participation by Grade Level

### Reasons for referral

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

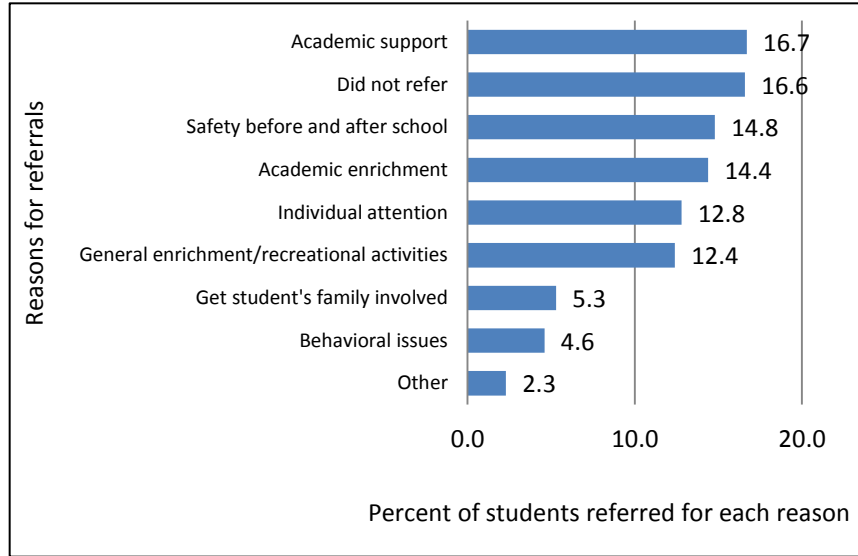


Figure 2. Percentage of Various Reasons for Referral

- academic support (tutoring, remediation);
- a safe before-/after-school environment; and
- academic enrichment.

Additionally, 16.6% of respondents indicated they did not refer the student.

### 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 12.3% to 38.7%. The top five behaviors for which teachers indicated students needed improvement in descending order were

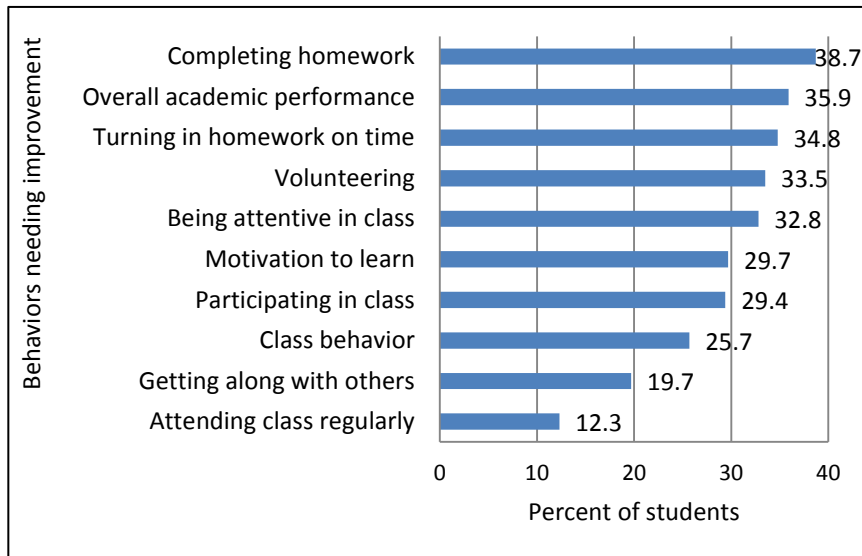


Figure 3. Percentage of CCLC Students by Behaviors Needing Improvement

- completing homework to your satisfaction;



- overall academic performance;
- turning in homework on time;
- volunteering;
- being attentive 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 that teachers thought had improved, stayed the same, or worsened for each of the rated behaviors. Very few students were rated by their teachers as having grown worse in their behaviors. Behaviors for which students were rated as having a higher percentage of moderate or significant improvement and a lower percentage of no change were (in descending order)

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

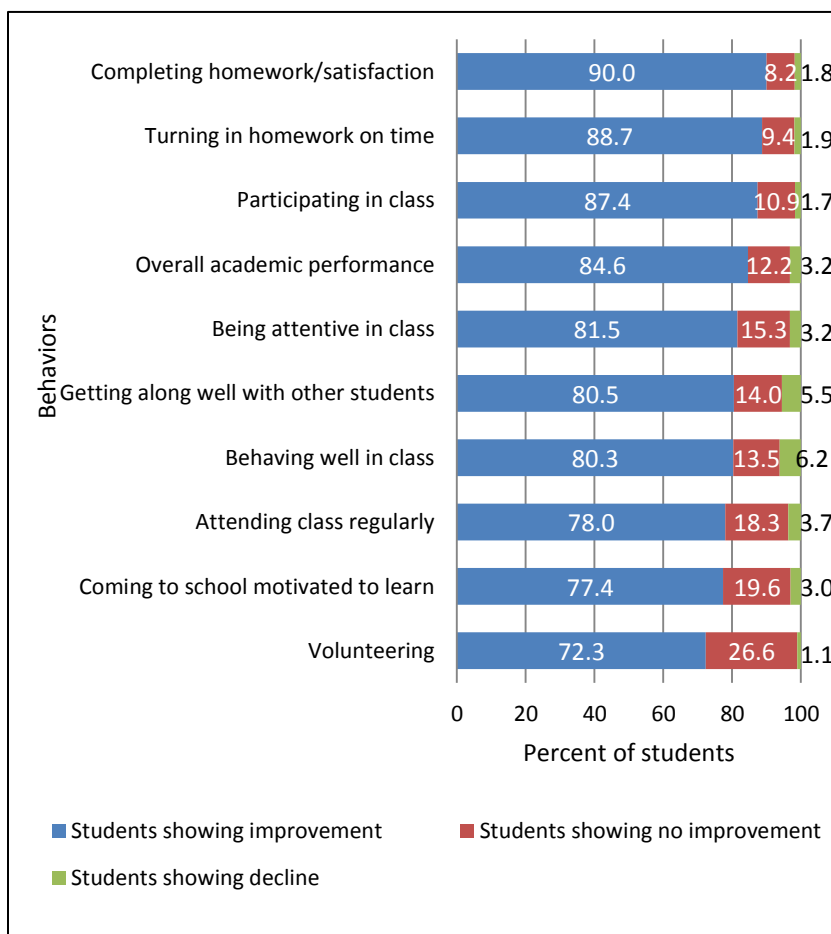


Figure 4. Percent of Students That Teachers Assessed as Showing Behavior Improvement, No Improvement, or Decline

### Levels of participation (dose strength)

Thirty-four of 38 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 2.3 (Lincoln County–21st CCLC) to 93.3 (Kanawha County–Bob Burdette Center, Inc.; see Table 1).

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

Program	Days per student		
	N	Mean	SD
Barbour County–World Vision, Inc.	154	57.12	36.28
Berkeley County–Boys and Girls Club of the Eastern Panhandle	148	40.53	32.95
Boone County–The Clay Center	115	29.19	25.77
Cabell County–Spring Hill Elementary	186	41.06	30.29
Cabell/Wayne Counties–Boys and Girls Club of Huntington	442	57.62	52.24
Calhoun County–Heads Up	324	10.94	10.34
Clay County–21 <sup>st</sup> CCLC Expansion Project	1,189	16.30	18.54
Fayette County–New River Health Association, Inc.	203	29.03	18.05
Kanawha County–Bob Burdette Center, Inc.	117	93.26	55.45
Kanawha County–Human Resource Development Foundation	19	69.95	27.44
Kanawha County–Partnership of African American Churches	261	61.54	58.11
Kanawha County–Salvation Army Boys and Girls Club of Charleston	295	80.94	67.49
Lincoln County–21 <sup>st</sup> CCLC	183	2.30	6.30
Lincoln/Logan Counties–Step-by-Step	201	36.93	28.68
Marion County–21 <sup>st</sup> CCLC	237	83.20	39.23
McDowell County–Dreams	170	42.39	26.58
McDowell County–Dreams 2	290	22.99	18.77
Mercer County–21 <sup>st</sup> CCLC	NR		
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	216	17.72	8.10
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	79	12.56	10.81
Monroe County–Our Own Back Yard	NR		
Nicholas County–Project Connect	224	19.01	19.93
Ohio County–Anchor	192	40.71	32.12
PATCH 21–Jackson County	330	24.44	19.26
PATCH 21–Mason County	354	16.56	15.86
PATCH 21–Roane County	426	15.72	27.08
Preston County–Afterschool Explorers	397	29.90	22.61
RESA 1–Project Challenge	120	26.34	23.47
RESA 4–Connections	299	17.19	14.99
RESA 4–Fast	202	11.04	12.71
RESA 4–Soundtrack	208	31.13	26.13
RESA 7	NR		
RESA 7–Preston and Harrison	91	58.26	29.29
RESA 7–Project ISAAC	NR		
Ritchie County–S.T.A.R.S.	379	41.41	31.60
Wayne County Community Learning Centers–1	266	38.80	34.95
Wayne County Community Learning Centers–2	303	56.48	48.89
Wayne County Community Learning Centers–3	1,526	40.18	39.96

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 (see Appendix C, EQ2. Volunteers, page 37 for a breakdown by program). The great majority (8 of 11 or 73%) reported being very successful working with all sources of volunteers. Service learning (K-12) 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 local clubs and AmeriCorps (Table 2).

**Table 2. Sources of Volunteers Used by the 21st Century Community Learning Centers Programs (2012–2013) and Level of Success for Each in 2013**

Source of volunteers	Number of volunteers	Reported level of success in working with each source			
		Percent not applicable (no volunteers)	Percent not successful	Percent moderately successful	Percent very successful
Total	4,481				
AmeriCorps (AmeriCorps Promise Fellow, AmeriCorps VISTA, Citizen Community Corps)	82	0.0	0.0	4.9	95.1
Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)	31	0.0	0.0	29.0	71.0
Service learning (K-12 students)	2,548	0.0	0.0	0.3	99.7
Service learning (higher education students)	219	0.4	1.4	12.8	85.4
Local businesses	186	0.0	0.5	6.5	93.0
Community organizations	246	0.0	0.0	14.6	85.4
Faith-based organizations	85	0.0	0.0	8.2	91.8
Parents	509	0.7	1.8	56.2	41.3
Faculty members	379	0.0	0.0	6.6	93.4
Local clubs (e.g. Kiwanis, Lions)	124	0.0	0.0	4.0	96.0
Other	72	0.0	0.0	0.0	100.0

Program directors provided individual explanations for their success or lack of success in working with these various sources (see Appendix C, page 38). 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**

AmeriCorp members do the fun and messy stuff with the students.

AmeriCorps Director is on the project planning committee

The AmeriCorps member and the two VISTAs assisted with implementing the programs at both sites and conducted the Arts program.

### **Community organizations**

Community Organizations serve as members of HUPC and help determine activities and programs to be offered in the county. Members of the HUPC have volunteered their time to help and serve as speakers/presenters at parent trainings and open houses.

Members of the community organizations presented and involved the students in worthwhile educational sessions.

The community organizations provided assistance with offering programs at the afterschool sites, facility space for programs and meetings, as well as made financial contributions.

### **Faith-Local businesses**

Branch Church provided transportation to those afterschool participants wishing to participate in the AWANA Program; as well as provide facility space for programs. Faith United Methodist Church provided 21 Weekend "BackPacks" with nutritional food items to needy families.

Calvary Baptist Church provides a church staff member who volunteers to transport the children from the school to the afterschool program four days a week. West Charleston Baptist Church also has 1 to 2 church members that regularly volunteer in the afterschool program. One has served as an aid in the Karate class. Volunteers from Emmanuel serve as mentors. These volunteers are successful because they are more consistent and long-term volunteers.

They provided over 40 hours of outside cleaning, painting, etc.

Each site is either housed in a church or supported by a local congregation. The volunteers have proven to be very successful in assisting with daily program activities and soliciting other church members for funds and resources necessary to meeting the...

### **Local clubs**

Kiwanis club members helped us to secure plants and to plant them in our community garden. They were helpful because of their expertise.

Marshall Greek Life provided excellent programming Trunk-R-Treat and sports equipment.

Very pleased to inform the students about their organization; Very happy to meet students' needs through donations of supplies and or funds.

**Other**

During the summer the BBC has youth volunteers through an organization called YouthWorks! A different group of approximately 10 people who volunteer each week during our summer program. They are great to provide one-on-one attention to the children and to do maintenance work around the facilities.

They volunteered for the Career/College Readiness program. One was from the local radio station, and the other was from the Department of Natural Resources.

**Parents**

Finding time to volunteer is the greatest challenge for our parents. Many would love to do this, but it conflicts with their schedules. The parents we did have loved the experience. We will continue to recruit our parents and make this a successful program.

Help coordinate and set up for family trainings [and] open houses. I would like to have parents more involved in our After School program, serving as instructors or even guest speakers.

Primarily parents volunteer for field trips, not for day-to-day mentoring.

We had parents volunteer to help with special events such as the Dance Recital. They were a great help getting all the girls ready and they were themselves excited about the event and helped create a positive, upbeat atmosphere.

Parent volunteers created volatile situations that were contrary to program goals. Despite the activity or group the parent was assigned to assist, their primary focus was on their child. The parent frequently provided unnecessary discipline that...

**Faculty members**

Each site has at least one teacher or principal who donate time to the program.

Faculty members volunteered to help students with career/college readiness programs and special enrichment programs.

Faculty members worked with students on make up work or projects that needed assistance. Teachers will tell the instructors at the beginning of the session that specific students were needed for a certain time period. The students were pleased to get the additional help and assistance.

Freely give their time and talents.

They were happy to get to know children in their schools that they don't normally work with; Offered them a change of pace; They also enjoyed working with other subject matter than what they normally teach; They were also happy to have extra time to work with some students.

### **Senior corps**

Retired volunteers are very dedicated and [committed].

This individual was seen as a grandmother figure and the students gravitated to her.

Very patient with students; give lots of individual attention.

Very successful they helped out in all program areas.

### **Service learning (higher education students)**

No colleges within EASY driving distance to sites

The college student assisted with homework help and provided one on one tutoring to students needing extra help. In addition, the student assisted with fundraising efforts that benefited the county's summer programs.

We had the WVSU Basketball [team] come into do a one-time volunteer experience. They were great with the kids. The only drawback is that they only volunteered that one time due to their busy schedules. The kids really enjoyed having them and asked for weeks after they came when they would come back.

College students are participating through specific classes at Marshall University, the professors have become collaborative partners and are utilizing the 21st Century sites for project based experience for college students.

They came to volunteer on a consistent basis and wanted to work with kids.

Very cooperative; Had already completed child development courses so they had an understanding of child development . . .

### **Service learning (K-12 students)**

A number of our older students volunteered in our program. It was somewhat successful in that they were able to get their volunteer hours and we had some extra help with the younger kids. One challenge was differentiating when the student was a participant or a volunteer and maintaining the expectations that apply to each role. One big success was a high school student who worked part-time through HRDF also volunteers many days she was not working to help with a student with special needs. She did great with him and was very helpful.

Enjoy [working] with younger students; many of the students were planning on pursuing a teaching career--they wanted to learn as much as they could;

Junior high and high school students serve as mentors to after school participants; as well as assist enrichment instructors with activities during the after-school and summer programs.

### **Partnerships**

Based on reports from program directors, programs engaged in a variety of activities with partners. The four most frequently cited types of activity or support were providing resources, joint planning, funding, and programming (see Appendix C, EQ2. Partnerships, page 44 for a breakdown by program). Partnerships engaged in funding, programming, and other were reported to be the most effective, while the least effective were partnerships en-

gaged in evaluation or joint planning (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 45). Here are highlights from those comments, arranged by type of activity shown in Table 3.

**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	66	10.6	3.0	21.2	65.2
Funding	253	3.9	0.0	0.8	95.3
Joint planning	264	25.0	0.0	9.1	65.9
Management	51	11.8	0.0	0.0	88.2
Other	9	0.0	0.0	11.1	88.9
Programming	242	2.5	0.0	3.7	93.8
Resources	281	13.9	0.0	3.9	82.2
Training	132	4.5	0.0	9.1	86.4

### **Evaluation**

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

Survey are taken from Title 1 and 21st CCLC to see how we can strengthen our program.

[T]his was a requirement from WVDE. Lincoln County [didn't] learn any surprises or anything that can be useful for future purposes.

Disconnected

The Advisory Council reviewed the program with the staff and discussed the successes and the improvements.

The school[s] are helpful to provide student report cards. One challenge is obtaining student standardized test scores even with signed parent permission forms.

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

Helped to evaluate our strengths and weaknesses so we may run a more effective program

### **Funding**

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

The foundation provided a grant for materials in our afterschool program focusing on 3D technology. The students will create their own educational software that can be later utilized at home.

Funds provided by these partners make it possible to serve the number of students we do.

### ***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.

We have strong communication. All partners are on the Advisory Board with monthly meetings and frequent email via a mail list. All community organizations are represented in mail list, but they must partner with us to be on the Advisory Board.

[T]hese partners come together to provide limited county resources to provide services to children and families in Lincoln County.

The College 101 program at Preston High was very successful. Pierpont C&TC provided the instructor and materials for the students. The partnership formed with Pierpont C&TC has been very valuable and will continue to grow as the grant continues.

### ***Management***

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

These people have come together for over twenty years to provide quality services to children and families in Lincoln County.

Several members of RESA 1 serve on the advisory council of the afterschool program.

### ***Programming***

More than one program director mentioned that their partners were often the source of content knowledge or expertise.

Still in planning process, but will be effective for students and their families once this inclusion can begin.

HRDF provides school-aged staff members who provide extra hands to help with afterschool activities. These staff lower[s] our student to staff ratio and provide one-on-one attention to students who need it.

### ***Resources***

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

This partnership allows our program to use county transportation, school custodial services, installation of software onto county servers, and overall coordination.

Helped provide curriculum on Finance Literacy, first year doing this, BOE provides supper, facilities, and transportation



Without all partners either providing space, transportation, or personnel for our program, our program would not have been fully functioning.

These partnerships have been very effective and allow us to run programming, provide programming, amongst other aspects of Project Learn.

All groups were a great help in providing resources involving supplies during presentations and the library is piloting a book program for middle school students.

### Training

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

These trainings are not only providing knowledge for our site coordinators, but they also provide fun learning for them as well. They have allowed interesting science topics to be discussed and studied during after school while increasing student's interest in other similar topics and subjects.

Keys 4 Healthy Kids provided training for BBC staff concerning nutrition and child wellness with brought expertise and a professional's perspective. Watts Elementary also invited two staff members from the BBC to participate in their 7 Habits Training which is used in a number of school we serve. This allowed us to be more in line with the school day.

### 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 programming, joint planning, resources, and training (see Appendix C, page 60 for a breakdown by program). Partnerships engaged in information sharing about other, funding, resources, and joint planning were reported to be the most effective, while the least effective were evaluation and management, 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 62).

**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	94	18.1	0.0	0.0	81.9
Evaluation	57	7.0	0.0	38.6	54.4
Funding	98	4.1	0.0	5.1	90.8
Joint planning	179	5.0	0.0	9.0	86.0
Management	43	14.0	18.6	2.3	65.1
Other	1	0.0	0.0	0.0	100.0
Programming	199	5.0	0.0	10.1	84.9
Resources	143	6.3	0.0	4.2	89.5
Training	115	9.6	0.0	13.9	76.5

### 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, 2012, 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, EQ3. Professional Development Quality, page 71 for a breakdown by program and comments). The topics that had the highest attendance by program directors were staff development; programming; and program sustainability, STEM/STEAM, and program evaluation. Overall, program directors rated training to be of *somewhat high* quality (3.83 average). Aside from the *Other* category, the topics receiving the highest quality ratings were staff development (4.07), programming, and integrating afterschool with the regular school day (4.04, respectively). The topic that received the lowest average rating was *program sustainability* (3.46 average, Table 5). Program directors provided lists of professional development providers from which they had received training (see Appendix C, page 71 for these lists arranged by topic and the quality ratings given for each).

**Table 5. Quality of Professional Development Attended by Topic**

Topic area	Training attended		Mean quality rating*
	Not applicable	(N of program directors)	
Total (all topics)	106	297	3.83
Other	30	1	5.00
Staff development	2	29	4.07
Programming	3	28	4.04
Integrating afterschool with the regular school day	7	24	4.04
STEM/STEAM	5	26	3.92
Program evaluation	5	26	3.85
Project management	12	19	3.84
Federal/state requirements	7	24	3.83
Collaboration	6	25	3.80
Family involvement	7	24	3.79
Policy and advocacy	6	25	3.64
Communications/marketing	11	20	3.50
Program sustainability	5	26	3.46

\* 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)

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). The largest percentage of program directors expressed a need for more professional development on program sustainability, and staff development. The three topics that ranked highest for additional needed technical assistance were program evaluation, integrating afterschool with the regular school day, and policy and advocacy—although only a third of the program directors indicated this need. More information resources were needed by at least 40% of program directors on the topics of communications/marketing, program evaluation, project management, STEM/STEAM, and policy and advocacy (see Appendix C, page 73). Program directors elaborated on some of these topics. Readers of this report are encouraged to turn to “Lists of professional development providers by topic” found on page 75 in Appendix C for this additional useful information.

**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	33.33	26.67	40.00
Communications/marketing	30.00	15.00	55.00
Family involvement	37.93	24.14	37.93
Federal/state requirements	34.62	26.92	38.46
Integrating afterschool with the regular school day	36.67	33.33	30.00
Other	0.00	0.00	0.00
Policy and advocacy	25.00	32.14	42.86
Program evaluation	20.00	36.67	43.33
Program sustainability	44.00	20.00	36.00
Programming	38.10	23.81	38.10
Project management	38.10	19.05	42.86
Staff development	43.24	24.32	32.43
STEM/STEAM	40.00	17.14	42.86

### 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 other, site visit, email, and phone call/conference call (Table 7). See Appendix C, Table A 6, page 93 for a breakdown by program).

**Table 7. Helpfulness of Technical Assistance by Type**

Type of technical assistance	Not offered	Mean helpfulness rating*
Overall helpfulness		3.99
Other	31	4.75
Site visit	2	4.36
Email	0	4.31
Phone call/conference call	0	4.11
Action plan feedback	1	3.94
Peer learning teams	3	3.75
CIPAs	1	3.71
Webinar	0	3.63

\* 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 45.7% of directors indicated they nearly met, reached, or exceeded target goals. More than 3,200 adults were involved in program activities, most (1,832) in evaluation activities (Table 9). See Appendix C, EQ4. Parent and Community Involvement, page 94 for a breakdown by program and Appendix C. Program Directors' Comments, page 95 for program director comments.

### Reasons for success

Three main themes emerged in program directors' comments about reasons for their successes. First, three programs commented on communication, staff, parents/family, and community members, as evidenced in the following comments:

We made a concentrated effort this year to organize more programs for adults and did a better job in communicating with parents

Parents fill out needs and interest surveys and from the feedback that is the activities and/or support provided

Parent's involvement make[s] it possible to have better communication and support family needs in the project

Program directors described *ongoing, even daily contact with parents*, for example,

Our Parent Committee planned and implemented special events for our club.

The program that interest parents are the key. Surveys and face to face meeting where parents are made to feel a part of the program. Parents are encouraged to participate in all programs at the level they feel the most comfortable. [C]ommunity partners made the programs successful.

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). For example, with regard to scheduling,

[P]arents working during program hours

Parents who pick up their kids [are] not willing to take time and others who ride the bus seldom are willing to come in. Many who we serve are low socio-economic and aren't interested.

Our program hopes to include more parents next year by offering them pertinent classes and end the sessions with a donate meal from a local restaurant.

Due to the rural location of some sites, parental involvement was difficult to obtain.

The time that the program takes place is also a time shared with parents who work evenings or who have other responsibilities such as taking care of siblings and so on. Also, many of our families live quite a distance away from the school locations, are unable to get transportation, and so on. Due to restrictions we have tried utilizing take home activities.

We were not successful in parent attendance when concerning an ongoing parent class. We will work to resolve this issue.

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	35	100.0
Great success—reached or exceeded target goals	5	14.3
Moderate success—almost to target goals	11	31.4
Some success—but well below target goals	18	51.4
Not applicable—no family components	1	2.9

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

Type of involvement	Number
Adult program participants (overall)	3,272
Adult program participants in program planning	734
Adult program participants in program evaluation	1,832
Adult program participants in delivery of services	388

## EQ5. Substance Abuse Prevention

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

Overall, program directors reported offering 676 activities that addressed substance abuse prevention; participation in those activities included 8,123 students and 1,640 adults (Table 10). See Appendix C, EQ5. Substance Abuse Prevention, page 99 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?	676
How many students in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	8,123
How many parents/guardians/adult community members in your program's activities received training on alcohol, tobacco, and substance abuse prevention?	1,640

## 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 (71.4%; Table 11) See Appendix C, Table A 9, page 100 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:

Very organized, helpful in planning and information sharing to stakeholders.

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:

[Excellent] feedback, professional evaluators, and prompt feedback and follow up.

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

Helps you realize where you are and ways to improve.

[V]ery helpful

It makes you look at your program and offers recommendations for improvement.

**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	35	100
Not very helpful, I did not learn from the process	3	8.6
Neutral, it validated what I was doing right, but I could use more information to improve	6	17.1
Moderately helpful, I learned my program's strengths and challenges	12	34.3
Very helpful, I learned about my program and received useful recommendations	13	37.1
Not applicable	1	2.9

### WVDE monitoring visits

Likewise, the great majority found the WVDE monitoring visits moderately or very helpful (77.1%; Table 12). See Appendix C, Table A 10, page 102 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:

It is great to have the TA provided as needed and response is quick.

Looks at your programs and offers recommendations, works with you as needed to implement the recommendations.

React quickly to questions and provide great technical assistance.

Seven comments noted how much they appreciated being visited by WVDE.

Benitez did my monitoring and he gave valuable input and helped identify areas for improvement.

Receipt of the Monitoring Report is pending. Benitez Jackson conducted our monitoring visit, and we highly valued both his demeanor and his feedback. He approached the process with appreciation and acknowledgement of the good work done by our staff. He implicitly understood the philosophy, context, challenges and opportunities we encounter, and he offered relevant input for our consideration.

State staff were very helpful, provided feedback, they met with advisory committee, site supervisors, parents, students, community partners. The follow up report was professional and helpful for information sharing for all stakeholders

The WV team was also available at all times to help us in any possible way. They were a wonderful, supportive, and enthusiastic.

WVDE staff very helpful and supportive. Monitors great with project communication with parents, principals, students and advisory members

WVDOE have been very helpful with feedback and communication to all of our project stakeholders. Their visits validate the state support in county 21st century services.

Comments showed a sense of having their hard work acknowledged and validated.

**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	35	100.0
Not very helpful, information presented was incomplete or inaccurate and I learned nothing new	0	0.0
Neutral, the information presented was accurate, but I learned nothing new	3	8.6
Moderately helpful, I learned areas of strength and challenge and identified ways to overcome barriers	11	31.4
Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources	16	45.7
Not applicable	5	14.3

## EQ7. Successes, Challenges, and Recommendations

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

### Successes

Program directors cited several examples of successes they had encountered. The most prevalent themes included the quality of programming offered to participants through the project and increased program attendance, student achievement, and community involvement. Several other comments focused on the fact that the integration of a supper program was a great success. Often this theme co-occurred with the themes of parent and community involvement. Other common themes included the quality of staffing and collaboration/relationship building among partners.

### Challenges

Program directors frequently indicated that generating consistent parent involvement was the greatest challenge they encountered. Many also indicated that the adequacy of funding was a barrier to successful program implementation. The burden of data collection and the requirements surrounding some program evaluation tasks were also reported frequently as challenges. Several directors also mentioned staff turnover in both their own programs and schools, as well as student transportation as serious issues. Challenges cited by fewer program directors included various obstacles from the WVDE, the quality of their own program leadership, and staffing issues.

### Recommendations for program improvement

By far, the most common recommendation from program directors was to provide more opportunities for program staff to network with each other or to otherwise facilitate information sharing among grantees. Respondents indicated that doing so would greatly benefit program quality. Other recommendations included, providing program staff with more access to quality professional development and technical assistance resources, revising or otherwise minimizing associated data collection/compliance activities, providing more frequent and better communication to grantees, and reducing reporting burdens.



## Discussion

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### EQ1. Student Participation

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

Over 75.7% of the students reported from the teacher survey data were from elementary grades (K-5), 17.5% from the middle school grades (6-8) and 6.8% were from high school grades (9-12) in 2012-2013 (Figure 1).

There were nine response options for the reasons for teachers to refer students; the top three reasons selected were to provide (a) academic support, (b) a safe before-/after-school environment, and (c) academic enrichment for school year 2012-2013. As in previous evaluations, teachers were also asked to rate students in terms of their need for improvement on selected behavior for school year 2012-2013. The top three reasons in terms of need for improvement were (a) completing homework, (b) overall academic performance, and (c) turning in homework on time for school year 2012-2013. According to educators, the area in least need of improvement among students was attending class regularly. Teacher responses on reasons for referral and reasons for improvement are primarily tied to academic performance.

### EQ2. Volunteers and Partnerships

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

As in previous years, K-12 service learning programs were the largest source of volunteers for the CCLC program. Other significant volunteer groups included, (a) parents, (b) faculty members, (c) community organizations, (d) service learning (higher education students), and (e) local businesses. Program directors again indicated that they had the greatest success working with K-12 service learning programs. While this group received the highest ratings, program directors reported they were very successful working with all volunteers.

The most prevalent activities or supports conducted by partners focused upon program resources and joint planning. However, partnerships focused on funding, programming, and other topics were reported to be the most effective. The least effective partnerships were those centered on evaluation activities.

Information sharing among partners frequently involved the following areas: (a) programming, (b) joint planning, (c) resources and (d) training. According to participants, information sharing about funding, resources, joint planning, and programming were most effective; the least information sharing occurred with respect to evaluation and management.

### **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?*

As in previous years, we found that most program directors attended professional development on all topics offered. However, the topics most frequently attended included (a) programming, (b) staff development, (c) program sustainability, (d) STEM/STEAM, and (e) program evaluation. The highest rated professional development experiences included programming, staff development, STEM/STEAM, and program evaluation. The lowest quality ratings were observed for the topic of program sustainability.

Many program directors stated they require more professional development on the following topics: (a) program sustainability, (b) staff development, (c) programming, and (d) project management. Additional technical assistance is necessary in supporting program evaluation, integrating afterschool with the regular school day, and policy and advocacy. More information was requested on the topics of communications/marketing, program evaluation, project management, STEM/STEAM, and policy and advocacy. Program directors indicated that site visits, emails, and phone calls/conference calls as the highest rated forms of technical assistance.

### **EQ4. Parent and Community Involvement**

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

According to program directors, many programs exhibited little to no parent or community involvement. However, 45.7% of directors reported they nearly met, reached, or exceeded target goals in this area. As has been found in prior evaluation studies of the CCLC program, the most commonly reported reasons for success in this area included: (a) types of activities, (b) ongoing contact with parents, and (c) a shared commitment to the program. Barriers to success included 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?*

Based on program director reports, approximately 676 activities addressing substance abuse prevention were provided during this year. Approximately 8,123 students and 1,640 adults participated in these activities.

### **EQ6. Improvement and Accountability Processes**

*How helpful to CCLC programs were improvement and accountability processes?*

A majority of program directors reported that the continuous improvement process for after school (CIPAS) was either moderately or very helpful. Furthermore, many program directors stated WVDE monitoring visits were also moderately or very helpful.

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## 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 cited several examples of successes they had encountered. The most prevalent themes included the quality of programming offered to participants through the project and increased program attendance, student achievement, and community involvement. Several other comments focused on the fact that the integration of a supper program was a great success. Often this theme co-occurred with the themes of parent and community involvement. Other common themes included the quality of staffing and collaboration/relationship building among partners.

Program directors frequently indicated that generating consistent parent involvement was the greatest challenge they encountered. Many also indicated that the adequacy of funding was a barrier to successful program implementation. The burden of data collection and the requirements surrounding some program evaluation tasks were also reported frequently as challenges. Several directors also mentioned staff turnover both in their own programs and schools, as well as student transportation as serious issues. Challenges cited by fewer program directors included various obstacles from the WVDE, the quality of their own program leadership, and staffing issues.

By far, the most common recommendation from program directors was to provide more opportunities for program staff to network with each other or to otherwise facilitate information sharing among grantees. Respondents indicated that doing so would greatly benefit program quality. Other recommendations included, providing program staff with more access to quality professional development and technical assistance resources, revising or otherwise minimizing associated data collection/compliance activities, providing more frequent and better communication to grantees, and reducing reporting burdens.

### Limitations of the Study

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



## Recommendations

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

- Provide more opportunities for networking among program staff to encourage the sharing of best practices.
- Improve both the frequency and quality of communication with program staff. Doing so will improve understanding of program requirements.
- To the extent possible provide technical assistance and professional development support to grantees to maximize their capacity to successfully implement their programs.
- Make reasonable efforts to reduce the reporting burden and other compliance-related tasks in order to reserve time for program implementation. Balance any reduction in such requirements with the need to keep grantees accountable and focused on improving program delivery.
- Consider revising state evaluation instruments to be less cumbersome and redundant.



# Appendix A. Teacher Questionnaire

**21<sup>st</sup> CCLC Teacher Survey WVDE-EQSS-001**

Student ID Number (WVEIS)  Grant Id  Center

WVEIS County Codes

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

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

Mark here if you did not refer this student to the 21<sup>st</sup> CCLC Program

To get the student's family involved

To provide a safe before-/after-school environment

To provide the student with academic enrichment opportunities

To provide the student with individual attention

To provide academic support (tutoring, remediation)

To get the student help with behavioral issues

To expose the student to general enrichment/recreational activities

Other

**3. To what extent do you agree that, in general, this 21<sup>st</sup> 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 21<sup>st</sup> 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 Level of Functioning		Over the course of this school year, to what extent has this student changed his or her behavior in the following ways?						
	Accepted to Improve	Level of Functioning	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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
25. Coming to school motivated to learn			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Getting along well with other students			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your email address  Confirm your email  Survey Password





# Appendix B. Program Director Questionnaire

21st CCLC Surveys

West Virginia Department of **EDUCATION**

Director Survey

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

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

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

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

21st CCLC Surveys

West Virginia Department of **EDUCATION**

Director Survey

- Volunteer Programs
- Partnerships
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- Professional Development
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Survey WVDE-EQSS-78  
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Survey Closed on July 1st, 2013

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:					

Survey Closed on July 1, 2013

21st CCLC Surveys



- Director Survey
- Volunteer Programs
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Survey Closed on July 1st, 2013

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

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

Survey Closed on July 1, 2013

21st CCLC Surveys



- Director Survey
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Survey Closed on July 1st, 2013

Please think about any local, state, regional or national training related to out-of-school time that you have attended between July 1, 2012 and the present.

	Not Applicable	1-Low	2-Somewhat Low	3-Moderate	4-Somewhat High	5-High
<b>Programming</b>	<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:						
<b>Collaboration</b>	<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:						
<b>Communications/Marketing</b>	<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:						
<b>Staff Development</b>	<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:						
<b>Integrating Afterschool with the Regular School Day</b>	<input checked="" 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:						
<b>Project Management</b>	<input checked="" 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:						
<b>Federal/State Requirements</b>	<input checked="" 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:						
<b>Family Involvement</b>	<input checked="" 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:						
<b>Program Sustainability</b>	<input checked="" 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:						
<b>STEM/STEAM</b>	<input checked="" 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:						
<b>Program Evaluation</b>	<input checked="" 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:						
<b>Policy and Advocacy</b>	<input checked="" 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:						
<b>Other</b>	<input checked="" 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:						

update

21st CCLC Surveys



- Director Survey
- Volunteer Programs
- Partnerships
- Information Sharing
- Professional Development
- Technical Assistance
- Parent/Community Involvement
- Substance Abuse Prevention
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Please rate the degree of helpfulness as regards assistance received.

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

Survey Closed on July 1, 2013

21st CCLC Surveys



- Director Survey
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Survey Closed on July 1st, 2013

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?

Why was your program not successful in involving parents/guardians or other adult community members?

Survey Closed on July 1, 2013

21st CCLC Surveys



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

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Survey Closed on July 1st, 2013

**Alcohol, Tobacco, and Substance Abuse Prevention Programming**


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

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

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

Survey Closed on July 1, 2013

21st CCLC Surveys



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

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Survey Closed on July 1st, 2013

**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:

Survey Closed on July 1, 2013

21st CCLC Surveys



- Director Survey
- Volunteer Programs
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Survey Closed on July 1st, 2013

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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
○	●	●	●	●

**Comments about the 21<sup>st</sup> CCLC Program Monitoring Process:**

Survey Closed on July 1, 2013

21st CCLC Surveys



- Director Survey
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Survey Closed on July 1st, 2013

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**Program Successes/Program Challenges/Recommendations**

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

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

Describe any recommendations you would suggest to improve the statewide 21<sup>st</sup> CCLC Program.

Survey Closed on July 1, 2013

## 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	Parents	Faculty members	Senior corps	Service learning (IHE)	Service learning (K12)
Total	4,481	82	246	85	186	124	72	509	379	31	219	2,548
Barbour County–World Vision, Inc.	37	0	6	0	2	0	0	25	0	1	1	2
Berkeley County–Boys and Girls Club of the Eastern Panhandle	42	0	7	0	0	0	12	4	6	1	8	4
Boone County–The Clay Center	1	0	0	0	0	0	0	0	1	0	0	0
Cabell County–Spring Hill Elementary	23	0	3	0	3	2	0	6	5	0	4	0
Cabell/Wayne Counties–Boys and Girls Club of Huntington	216	0	20	35	80	75	0	0	3	0	3	0
Calhoun County–Heads Up	20	0	8	0	0	0	0	6	6	0	0	0
Clay County–21 <sup>st</sup> CCLC Expansion Project	226	8	26	3	5	3	0	120	60	1	0	0
Fayette County–New River Health Association, Inc.	12	4	3	1	0	0	0	0	1	2	0	1
Kanawha County–Bob Burdette Center, Inc.	94	0	6	10	0	2	50	3	0	0	20	3
Kanawha County–Human Resource Development Foundation	NR											
Kanawha County–Partnership of African American Churches	45	0	15	8	0	0	0	3	0	0	0	19
Kanawha County–Salvation Army Boys and Girls Club of Charleston	22	0	3	1	0	0	0	8	0	2	8	0
Lincoln County–21 <sup>st</sup> CCLC	65	5	4	1	4	0	0	15	35	1	0	0
Lincoln/Logan Counties–Step-by-Step	158	26	6	10	8	5	8	40	3	0	20	32
Marion County–21 <sup>st</sup> CCLC	62	0	7	2	0	3	0	0	0	0	1	49
McDowell County–Dreams	61	4	8	2	0	3	0	15	18	1	0	10
McDowell County–Dreams 2	61	4	8	2	0	3	0	15	18	1	0	10
Mercer County–21 <sup>st</sup> CCLC	12	0	8	0	0	0	0	0	4	0	0	0
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	99	2	5	0	4	0	0	3	25	0	60	0
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	125	3	1	0	4	0	0	6	0	0	1	110
Monroe County–Our Own Back Yard	NR											
Nicholas County–Project Connect	25	0	4	0	5	0	0	6	10	0	0	0
Ohio County–Anchor	36	0	0	0	0	0	0	0	0	0	36	0
PATCH 21–Jackson County	34	0	20	0	10	0	0	0	1	0	3	0
PATCH 21–Mason County	573	0	5	0	10	0	0	40	32	0	4	482
PATCH 21–Roane County	780	0	10	3	30	0	0	50	40	11	12	624

*Table A 1 continues on next page*

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

Program	Total	AmeriCorps	Community	Faith based	Local businesses	Local club(s)	Other	Parents	Faculty members	Senior corps	Service learning (IHE)	Service learning (K-12)
Preston County--Afterschool Explorers	82	0	20	0	1	20	0	20	20	0	0	1
RESA 1--Project Challenge	20	0	2	3	3	0	0	5	6	0	1	0
RESA 4--Connections	3	0	2	0	0	0	0	0	1	0	0	0
RESA 4--Fast	3	0	1	0	0	0	0	0	2	0	0	0
RESA 4--Soundtrack	9	0	2	0	0	0	0	0	3	1	0	3
RESA 7	62	0	12	1	2	0	0	4	18	0	0	25
RESA 7--Preston and Harrison	5	0	1	0	0	0	2	0	2	0	0	0
RESA 7--Project ISAAC	18	0	7	0	1	0	0	3	6	0	1	0
Ritchie County--S.T.A.R.S.	74	0	5	0	0	3	0	15	30	4	2	15
Wayne County Community Learning Centers--1	516	12	3	1	8	2	0	36	11	2	6	435
Wayne County Community Learning Centers--2	390	7	4	1	2	2	0	26	6	1	16	325
Wayne County Community Learning Centers--3	470	7	4	1	4	1	0	35	6	2	12	398

NR = Not reported

**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)**

4 (very successful)

- Americorp members do the fun and messy stuff with the students.
- AmeriCorps
- AmeriCorps Director is on the project planning committee
- The AmeriCorps member and the two VISTAs assisted with implementing the programs at both sites and conducted the Arts program.

**Community organizations**

3 (moderately successful)

- Didn't occur as often as it could have
- Students were able to participate in community activities
- The Junior League of Charleston provided the BBC with Thanksgiving Dinner this year. The event was a success and the students enjoyed the food. Unfortunately is was a one-time event. I have been in contact with the Community Vice President to increase Junior League participation throughout the school year.
- West Virginia State University NAACP Chapter participants volunteered to tutor students. We consider the endeavor a success because many of our students need individual and/or small group tutoring activities. The benefit to students could have been great



## 4 (very successful)

- 4-H and WVU Extension agents were helpful
- Assisted in providing free services to our families.
- Community Organizations serve as members of HUPC and help determine activities and programs to be offered in the county. Members of the HUPC have volunteered their time to help and serve as speakers/presenters at parent trainings and open houses.
- Girl Scouts, Mt Hope Children's Council, and WVU Extension 4-H
- great networking
- Guest speakers to target goals and objectives of grant
- Harrison County Parks and Recreation had a volunteer who helped at the Nutter Fort Primary/Intermediate site.
- Libraries, schools, extension services and other community organizations provide programming and/or staff
- Members of the community organizations presented and involved the students in worthwhile educational sessions.
- Not sure of an exact number but the PCFRN membership is great to work with.
- Offered programs not provided by the club.
- Primarily as guest speakers, one or two times to visit only
- Render services to the program.
- The community organizations provided assistance with offering programs at the afterschool sites, facility space for programs and meetings, as well as made financial contributions.
- the community organizations were committed to the after school program.
- The community takes ownership in the projects
- They provided an excellent program in February
- They were very pleased to explain their organizational jobs to the students; They seemed to enjoy the interaction;
- We have established partnerships with several community organizations where programs are offered and run by volunteers. This has been extremely successful this year.

**Faith based organizations**

## 1 (not applicable)

- Not sure why, but don't have any FBOs that provide volunteers for us
- Would like to develop this opportunity

## 3 (moderately successful)

- Center Point Baptist Church collaborated with the afterschool for family fun day.

## 4 (very successful)

- Branch Church provided transportation to those afterschool participants wishing to participate in the AWANA Program; as well as provide facility space for programs. Faith United Methodist Church provided 21 Weekend "BackPacks" with nutritional food items to needy families.
- Calvary Baptist Church provides a church staff member who volunteers to transport the children from the school to the afterschool program four days a week. West Charleston Baptist Church also has 1 to 2 church members that regularly volunteer in the afterschool program. One has served as an aid in the Karate class. Volunteers from Emmanuel serve as mentors. These volunteers are successful because they are more consistent and long-term volunteers.
- great networking
- Many of the students and their families are part of the faith based activities
- One member of a church group worked with the students on a regular basis.
- The volunteered and helped in all program areas.

4 (very successful)

- They provided over 40 hours of outside cleaning, painting, etc.
  - Each site is either housed in a church or supported by a local congregation. The volunteers have proven to be very successful in assisting with daily program activities and soliciting other church members for funds and resources necessary to meeting the
- 

**Local businesses**

3 (moderately successful)

- Students were engaged.

4 (very successful)

- All provided free services to our participants and their families.
  - great networking
  - Guest speakers to target goals and objectives of grant
  - Local businesses are allowing employees to donate time during their regular work week hours to assist 21st century students in technology, carpentry, cooking and/or other skills they students are interested in.
  - McDonalds, Dity National Bank, Gino,s and florist donated items to programs that were requested.
  - Part of the business stratigic plans
  - The people from the businesses enjoyed working with the students. They had a wonderful time!
  - The Preston County Chamber of Commerce gave us free use of their Chamber Window for the month of March 2013
  - They provided excellent programming / did good work painting, cleaning, etc.
  - They supply services and supplies when needed.
  - This was a new approach for us, worked well though slight, it was very specific
  - we network very well
- 

**Local clubs (e.g. Kiwanis, Lions)**

1 (not applicable)

- We have attended meetings, no luck

3 (moderately successful)

- Made financial contributions for the summer programs.

4 (very successful)

- Bring a variety of expeirnces for our students that they may otherwise not recieve.
  - CEOs helped at several sites.
  - Kiwanis club members helped us to secure plants and to plant them in our community garden. They were helpful because of their expertise.
  - Marshall Greek Life provided excellent programming Trunk-R-Treat and sports equipment
  - Rotary, chamber of commerce
  - Very pleased to inform the students about their organization; Very happy to meet students' needs through donations of supplies and or funds
-

**Other**

1 (not applicable)

- It was successful because we were able to collaborate with different organizations and they were able to see what our programs were all about.

4 (very successful)

- During the summer the BBC has youth volunteers through an organization called YouthWorks! A different group of approximately 10 people who volunteer each week during our summer program. They are great to provide one-on-one attention to the children and to do maintenance work around the facilities.
- They volunteered for the Career/College Readiness program. One was from the local radio station, and the other was from the Department of Natural Resources.
- We have had volunteers with multiple backgrounds who want to volunteer and work with our members this year. We have successfully worked to recruit volunteers this year.

**Parents**

3 (moderately successful)

- Although not tracked parents helped with various activities. Plan to build on this for next year.
- Finding time to volunteer is the greatest challenge for our parents. Many would love to do this, but it conflicts with their schedules. The parents we did have loved the experience. We will continue to recruit our parents and make this a successful program.
- Help coordinate and set up for family trainings and open houses. I would like to have parents more involved in our After School program, serving as instructors or even guest speakers.
- most parents work
- most parents work during programs
- Parents saw activities in action and were participants.
- Primarily parents volunteer for field trips, not for day-to-day mentoring

4 (very successful)

- Needed lots of guidance and job specific instruction;
- Our parent committee planned special events for our club.
- Parents are invited to participate in strengthening Families activities and/or sponsored trainings
- Parents want to be involved in their children's education and enrichment activities, evening activities provide the time for parent engagement
- The parents helped with various art projects with the students and were well received.
- Their services were helpful and input for the advisory council on needs to be addressed.
- To give them an opportunity to experience the same things that the children are doing.
- We had parents volunteer to help with special events such as the Dance Recital. They were a great help getting all the girls ready and they were themselves excited about the event and helped create a positive, upbeat atmosphere.
- Parent volunteers created volatile situations that were contrary to program goals. Despite the activity or group the parent was assigned to assist, their primary focus was on their child. The parent frequently provided unnecessary discipline that und

**Faculty members**

3 (moderately successful)

- Teachers were very helpful supporting the AfterSchool program. Would like to track this more next year.

4 (very successful)

- Each site has at least one teacher or principal who donate time to the program
- Each site has volunteers staff from their faculty members from that specific school or community site
- Faculty members volunteered to help students with career/college readiness programs and special enrichment programs.
- Faculty members worked with students on make up work or projects that needed assistance. Teachers will tell the instructors at the beginning of the session that specific students were needed for a certain time period. The students were pleased to get the additional help and assistance.
- Freely give their time and talents.
- Guest speakers to target goals and objectives of grant
- most staff is made of faculty
- Offered an archery program was successful
- Provided valuable technical assistance
- Regular Day/After School Connection
- Teacher who stayed after to help with math and reading. Most students registered in after school program shared her as a teacher, so she enjoyed being able to give them each extra time during our program.
- the faculty members have been with the program since the beginning and have bought into the afterschool program.
- They were happy to get to know children in their schools that they don't normally work with; Offered them a change of pace; They also enjoyed working with other subject matter than what they normally teach; They were also happy to have extra time to work with some students;
- This year we have several faculty members as well as administration serving on the HUPC. We had to faculty members volunteer to teach After School classes.
- volunteered hours for music and other enrichment
- We have been more successful this year in recruiting faculty members to help with programming. We only had 6 this year, but we look to see this number continue to grow.

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

1 (not applicable)

- one site utilizes a senior center
- Retired volunteers are very dedicated and committed
- This individual was seen as a grandmother figure and the students gravitated to her.
- Very patient with students; Give lots of individual attention.
- Very successful they helped out in all program areas.
- We have been working with the program for several years and have had a very successful candidate from this program this year.

3 (moderately successful)

- The age group is very dependable
-

**Service learning (higher education students)**

1 (not applicable)

- No colleges within EASY driving distance to sites
- Provided our South site with enrichment activities after homework completion.

2 (not successful)

- Their goals from Marshall University were not clearly defined.

3 (moderately successful)

- Again, unsure why...has been more successful in past
- The college student assisted with homework help and provided one on one tutoring to students needing extra help. In addition, the student assisted with fundraising efforts that benefited the county's summer programs.
- We had the WVSU Basketball come into do a one-time volunteer experience. They were great with the kids. The only draw back is that they only volunteered that one time due to their busy schedules. The kids really enjoyed having them and asked for weeks after they came when they would come back.

4 (very successful)

- College students are participating through specific classes at Marshall University, the professors have become collaborative partners and are utilizing the 21st Century sites for project based experience for college students.
- mandatory at each site
- mandatory for each site
- Students receive credit for projects
- They helped plan and implement programs.
- The student was very good and related well with the students
- They came to volunteer on a consistent basis and wanted to work with kids.
- They offer the program one on one tutoring.
- Very cooperative; Had already completed child development courses so they had an understanding of child development;
- We have had several students work with our members this year. We along, with colleges and universities, have stepped up our recruiting efforts and have had very successful year.
- wonderful help from education majors working as assistants

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

3 (moderately successful)

- A number of our older students volunteered in our program. It was somewhat successful in that they were able to get their volunteer hours and we had some extra help with the younger kids. One challenge was differentiating when the student was a participant or a volunteers and maintaining the expectations that apply to each role. One big success was a high school student who worked part-time through HRDF also volunteers many days she was not working to help with a student with special needs. She did great with him and was very helpful.
- Not sure why not more successful
- Student did a nice job

4 (very successful)

- All of our attendees participated in service learning projects at their site. All six projects were completed successfully.
- Enjoy working with younger students; Many of the students were planning on pursuing a teaching career -- they wanted to learn as much as they could;
- Every site participates in service learning projects of their choice according to the needs of the community

4 (very successful)

- Junior high and high school students serve as mentors to after school participants; as well as assist enrichment instructors with activities during the afterschool and summer programs.
- kids enjoyed working on the projects
- mandatory at each site
- mandatory for each site
- Student and AmeriCorps members select the projects
- We have a successful Jr. Staff program. The one student was able to find transportation to assist at the Orchard View Site.

## 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
Total	66	253	264	51	9	242	281	132
Barbour County–World Vision, Inc.	1	4	5	0	1	1	5	0
Berkeley County–Boys and Girls Club of the Eastern Panhandle	0	0	3	0	4	6	8	0
Boone County–The Clay Center	0	0	0	0	1	0	1	1
Cabell County Schools–Spring Hill Elementary	1	3	2	1	0	3	1	3
Cabell/Wayne Counties–Boys and Girls Club of Huntington	3	175	3	0	0	2	0	2
Calhoun County–Heads Up	1	3	9	1	0	9	9	3
Clay County–21 <sup>st</sup> CCLC Expansion Project	0	0	29	0	0	0	0	0
Fayette County–New River Health Association, Inc.	0	2	2	0	0	0	1	2
Kanawha County–Bob Burdette Center, Inc.	8	10	1	0	1	8	6	2
Kanawha County–Human Resource Development Foundation	NR							
Kanawha County–Partnership of African American Churches	4	0	5	0	0	5	9	2
Kanawha County–Salvation Army Boys and Girls Club of Charleston	0	0	1	0	0	10	3	0
Lincoln County–21 <sup>st</sup> CCLC	2	5	7	8	0	5	5	3
Lincoln/Logan Counties–Step-by-Step	11	20	30	11	0	39	63	32
Marion County–21 <sup>st</sup> CCLC	NR							
McDowell County–Dreams	6	3	9	4	0	6	9	6
McDowell County–Dreams 2	6	3	9	4	0	6	9	6
Mercer County–21 <sup>st</sup> CCLC	0	0	8	0	0	6	8	6
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	1	3	3	1	0	4	4	2
Monongalia County–Mountaineer Boys and Girls Club								
Morgantown Connections	0	1	2	0	0	2	4	0
Monroe County–Our Own Back Yard	NR							
Nicholas County–Project Connect	1	1	6	0	0	0	6	2
Ohio County–Anchor	0	0	3	1	0	6	1	0
PATCH 21–Jackson County	1	3	5	5	0	30	30	3

Table A 2 continues on next page

**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
PATCH 21–Mason County	3	3	3	2	0	2	3	2
PATCH 21–Roane County	2	3	5	2	0	4	5	3
Preston County–Afterschool Explorers	1	0	20	1	0	1	4	1
RESA 1–Project Challenge	1	1	1	1	0	2	3	1
RESA 4–Connections	0	0	0	0	0	1	6	1
RESA 4–Fast	0	0	0	0	0	2	4	0
RESA 4–Soundtrack	0	0	0	0	0	2	8	0
RESA 7	1	1	50	1	0	50	21	31
RESA 7–Project ISAAC	1	1	10	0	0	7	10	7
RESA 7–Preston and Harrison	NR							
Ritchie County–S.T.A.R.S.	2	2	3	1	0	12	6	4
Wayne County Community Learning Centers–1	3	2	6	2	0	5	7	3
Wayne County Community Learning Centers–2	3	2	12	3	2	0	15	0
Wayne County Community Learning Centers–3	3	2	12	2	0	6	7	4

NR = Not reported

**Comments**

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

**Evaluation**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>CIPAS</li> <li>Parents, regular day staff, Site Coord., after school staff, 21st CCLC Dir., and students.</li> </ul>	<ul style="list-style-type: none"> <li>Survey are taken from Title 1 and 21st CCLC to see how we can strengthen our program.</li> </ul>
1 (not effective)	
<ul style="list-style-type: none"> <li>WVDE, CIPAS</li> </ul>	<ul style="list-style-type: none"> <li>this was a requirement from WVDE. Lincoln County learn any surprises or anything that can be un- seful for furture purposes</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>CIPAS</li> <li>patch, mcboe, helianthus</li> </ul>	<ul style="list-style-type: none"> <li>Disconnected</li> </ul>
<ul style="list-style-type: none"> <li>The Advisory Council is comprised on business and community people in the area.</li> </ul>	<ul style="list-style-type: none"> <li>The Advisory Council reviewed the program with the staff and discussed the successes and the im- provements.</li> </ul>
<ul style="list-style-type: none"> <li>Watts Elementary, J.E. Robins Elementary, Grandview Elementary, West Side Elementary, Piedmont Elementary, Stonewall Jackson Middle, Horace Mann Middle, Capitol High</li> </ul>	<ul style="list-style-type: none"> <li>The school are helpful to provide student report cards. One challenge is obtaining student stand- arized test scores even with signed parent per- mission forms.</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
3 (effective)	
<ul style="list-style-type: none"> <li>Calhoun County Board Of Education</li> </ul>	<ul style="list-style-type: none"> <li>Provided facilities, transportation</li> </ul>
<ul style="list-style-type: none"> <li>Chapmanville High Chapmanville Middle Harts PreK-8 Jeanie Budrus Lincoln County Schools Lincoln High Logan County Schools Man Elementary Man Middle Omar Elementary Transformation Specialists</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS (Cayen Systems)</li> </ul>	<ul style="list-style-type: none"> <li>Very helpful suggestions and program improvement planning</li> </ul>
<ul style="list-style-type: none"> <li>CIPAS Duane Rupert</li> </ul>	<ul style="list-style-type: none"> <li>Provides guidance</li> </ul>
<ul style="list-style-type: none"> <li>Helianthus</li> </ul>	<ul style="list-style-type: none"> <li>Very positive experience</li> </ul>
<ul style="list-style-type: none"> <li>Marshall University, Playmates CDC, Wayne County BOE</li> </ul>	
<ul style="list-style-type: none"> <li>Marshall University, Playmates CDC, Wayne County BOE</li> </ul>	<ul style="list-style-type: none"> <li>Experts in evaluation process, information collection is valid and consistent</li> </ul>
<ul style="list-style-type: none"> <li>Marshall University, Playmates CDC, Wayne County BOE, local schools and community partners</li> </ul>	
<ul style="list-style-type: none"> <li>Parents, regular day staff, Site Coor., after school staff, 21st CCLC Dir., and students.</li> </ul>	<ul style="list-style-type: none"> <li>Survey are taken from Title 1 and 21st CCLC to see how we can strengthen our program.</li> </ul>
<ul style="list-style-type: none"> <li>Save the Children Clay County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative Reporting and Local Evaluations</li> </ul>
<ul style="list-style-type: none"> <li>Title I</li> </ul>	
<ul style="list-style-type: none"> <li>United Way, Boys &amp; Girls Club of America, CIPAS</li> </ul>	<ul style="list-style-type: none"> <li>Helped to evaluate our strengths and weaknesses so we may run a more effective program</li> </ul>
<ul style="list-style-type: none"> <li>WV Dept. of Education CIPAS</li> </ul>	<ul style="list-style-type: none"> <li>Assisted with being able to articulate goals and create a plan of evaluation;</li> </ul>
<ul style="list-style-type: none"> <li>wvde, patch</li> </ul>	
<ul style="list-style-type: none"> <li>WVSU Education Department, Keys 4 Healthy Kids, Dr. Jeanette Farmer/Marshall Graduate School, Dr. Nancy O'Hara Tompkins/WVU Prevention Research</li> </ul>	<ul style="list-style-type: none"> <li>WVSU and Keys for Healthy kids bring a method for evaluation with their programming. Dr. Farmer provides standardized student testing and Dr. Tompkins provides program evaluation</li> </ul>

**Funding**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>DHHR, Lincoln County FRN, Black Diamond Girl Scout, United Way of Central WV, WVU Extension</li> </ul>	<ul style="list-style-type: none"> <li>In-kind resources. No money changed hands.</li> </ul>
<ul style="list-style-type: none"> <li>Playmates CDC, Wayne County BOE</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, SIG Grants, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>Blending money from different sources</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>In-Kind offered by the Fayette County BOE, and Southern Appalachian Labor School</li> </ul>	
3 (effective)	
<ul style="list-style-type: none"> <li>BB&amp;T, Charleston Baptist Temple, Emmanuel Baptist Church, Junior League of Charleston, West Side Neighborhood Association, Believe in WV,</li> </ul>	<ul style="list-style-type: none"> <li>Funds provided by these partners make it possible to serve the number of students we do.</li> </ul>



PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Children in Poverty, Gaunch Family, Greater Kanawha Valley Foundation, Mayor's Office of Economic and Community Development</p>	
<ul style="list-style-type: none"> <li>Beckley Area Foundation</li> </ul>	<ul style="list-style-type: none"> <li>The foundation provided a grant for materials in our afterschool program focusing on 3D technology. The students will create their own educational software that can be later utilized at home.</li> </ul>
<ul style="list-style-type: none"> <li>Berea College Appalachian Fund Clay Community Arts Commission of National and Community Service Corporation for National and Community Service DHHR Family Leadership First Greater Kanawha Valley Foundation Lincoln County Commission Lincoln County Partners in Prevention Lincoln County Schools Logan County Family Resource Network Logan County Partners in Prevention Logan County Schools Man PTA West Virginia Anti Bullying Coalition WV Developmental Disability Planning Council WVDE Office of Childhood Nutrition WVU Extension – Lincoln County WVU Extension – Logan County WV Development Office</li> </ul>	
<ul style="list-style-type: none"> <li>Central WV United Way</li> </ul>	<ul style="list-style-type: none"> <li>Funding for programs.</li> </ul>
<ul style="list-style-type: none"> <li>Champion Industries, Coca-Cola Consolidated, RAZE, Boys &amp; Girls Club of America, United Way, 47 local businesses, 100 individuals,</li> </ul>	<ul style="list-style-type: none"> <li>Provided a large amount of funding for our program</li> </ul>
<ul style="list-style-type: none"> <li>jcboe, patch, wvde</li> </ul>	
<ul style="list-style-type: none"> <li>Marshall University, Playmates CDC, Wayne County BOE, WV DOE</li> </ul>	
<ul style="list-style-type: none"> <li>Minnie Hamilton, Tobacco Coalition, Family Resource Inc.</li> </ul>	<ul style="list-style-type: none"> <li>Helped with parent trainings and refreshments</li> </ul>
<ul style="list-style-type: none"> <li>MU Med School, Huntington PD, Jr. League, MU Harless Center, MU PD, Wal-Mart, St. Mary's</li> </ul>	<ul style="list-style-type: none"> <li>Give resources that the school or the grant do not cover.</li> </ul>
<ul style="list-style-type: none"> <li>NASA, WV Legislature, Mon Co Schools</li> </ul>	<ul style="list-style-type: none"> <li>Grants and funds, in-kind financial support</li> </ul>
<ul style="list-style-type: none"> <li>Nicholas County Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>Critical resources such as after school sites and transportation</li> </ul>
<ul style="list-style-type: none"> <li>Nicholas County Schools Title I</li> </ul>	<ul style="list-style-type: none"> <li>provided a tutor and transportation at one site</li> </ul>
<ul style="list-style-type: none"> <li>RESA 7</li> </ul>	
<ul style="list-style-type: none"> <li>RESA 7 in-kind contributions</li> </ul>	
<ul style="list-style-type: none"> <li>Ritchie County Schools - Step 7; Title I; Special Education; WVU Extension;</li> </ul>	<ul style="list-style-type: none"> <li>Sharing results of program was important;</li> </ul>
<ul style="list-style-type: none"> <li>Salvation Army, United Way, Donations</li> </ul>	
<ul style="list-style-type: none"> <li>Save the Children Title I Homeless Critical Skills GEAR Up</li> </ul>	<ul style="list-style-type: none"> <li>Effective for 12-13 by providing staff development and resources.</li> </ul>
<ul style="list-style-type: none"> <li>Title 1, SIG Grants, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>Blending money from different sources</li> </ul>
<ul style="list-style-type: none"> <li>Wayne County BOE, Playmates CDC</li> </ul>	<ul style="list-style-type: none"> <li>Sharing Resources, facilities, staff, transportation</li> </ul>
<ul style="list-style-type: none"> <li>Women of Vision, BC Bank, Freedom Bank, Premiere Bank</li> </ul>	<ul style="list-style-type: none"> <li>Helped purchase Finance Literacy curriculum, first year doing this</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>wvde, patch, mcboe</li> </ul>	
<ul style="list-style-type: none"> <li>wvde, rcboe, patch</li> </ul>	

**Joint planning**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>Effective steering committee</li> </ul>
<ul style="list-style-type: none"> <li>Caleb Madia, WVU Extension Office, WV Civil Air Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Library, Patricia Hoffman, Rose Saunders, Doris Garcia, Kevin Edgidi, Shriff Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Olivia Osborne, Holly Bagdanich, Stepnie Cottriell, Sammie Stevenski, Kelly Horton, Sara COx, Virginia Chapman, Lucas Kinder, Judy Hirsch, Cecilia Bowen, Rose Suanders, WOW Factory, Melanie Gilmore, Debbie Man, J.J.Hines, Sydney Stalnaker, Dale Michael, John Michael, Debbie Mann</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV, BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>Community and school system collaborating effectively.</li> </ul>
1 (not effective)	
<ul style="list-style-type: none"> <li>Active partners on Advisory Council: FRN, Heart &amp; Hand, Local Principal, Extension office, Parent</li> </ul>	<ul style="list-style-type: none"> <li>Wish more invited partners would participate on council</li> </ul>
<ul style="list-style-type: none"> <li>Family Center of Richwood, Family Resource Network, DNR, Red Cross, Nicholas County Circuit Court, American Cancer Society</li> </ul>	
<ul style="list-style-type: none"> <li>Fayette County BOE and Southern Appalachian Labor School</li> </ul>	
<ul style="list-style-type: none"> <li>wvde, patch, mcboe</li> </ul>	
3 (effective)	
<ul style="list-style-type: none"> <li>Advisory Council, JERE,</li> </ul>	
<ul style="list-style-type: none"> <li>Cabell &amp; Wayne County Schools, Huntington public libraries, Huntington Museum of Art</li> </ul>	<ul style="list-style-type: none"> <li>Excellent programming / academic opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Calhoun County Library, Community Resources Incorporated, Department Of Health And Human Resources, Family Resource Network, Minnie Hamilton Health System, Westbrook Mental Health, WVU Extension Service, Tobacco Prevention Coalition</li> </ul>	<ul style="list-style-type: none"> <li>HUPC, Heads Up Partnership Committee works well together to provide quality programs for the community.</li> </ul>
<ul style="list-style-type: none"> <li>Couch Stout (Fitness Gram equipment), Karen</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Boylard, Harrison County Schools, Family Resource Network, Harrison County 4-H, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</p>	
<ul style="list-style-type: none"> <li>• Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom iREAD</li> </ul>	<ul style="list-style-type: none"> <li>• We have strong communication. All partners are on the Advisory Board with monthly meetings and frequent email via a mail list. All community organizations are represented in mail list, but they must partner with us to be on the Advisory Board.</li> </ul>
<ul style="list-style-type: none"> <li>• Lincoln County BOE, Lincoln County FRN, Lincoln County EDA, Lincoln Primary Care Center, DHHR, Marshall University Graduate Center, United Way of Central WV, Black Diamond Girl Scouts Council, WVU Extension,</li> </ul>	<ul style="list-style-type: none"> <li>• these partners come together to provide limited county resources to provide services to children and families in Lincoln County.</li> </ul>
<ul style="list-style-type: none"> <li>• Lincoln County Schools Logan County Schools Omar Elementary Harts PreK-8 Chapmanville High Chapmanville Middle Lincoln High Man Elementary Man Middle Berea College Appalachian Fund 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 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 Keys 4 Healthy Communities Earlham College Bonner Foundation Berea College Crafts Program Lincoln County Partners in Prevention Logan County Partners in Prevention WVSU Extension</li> </ul>	
<ul style="list-style-type: none"> <li>• Members of the PCFRN</li> </ul>	
<ul style="list-style-type: none"> <li>• MU Med School, Huntington PD, Jr. League, MU Harless Center, MU PD, Wal-Mart, St. Mary's</li> </ul>	<ul style="list-style-type: none"> <li>• They offer expertise in their field.</li> </ul>
<ul style="list-style-type: none"> <li>• North Middle School Books &amp; Ball Program, North Middle School, North Middle School SIG After-school Program</li> </ul>	<ul style="list-style-type: none"> <li>• The partnerships were very effective in offering multiple choices for middle school Learn members.</li> </ul>
<ul style="list-style-type: none"> <li>• Ohio County Schools, Oglebay Institute, West Liberty State University</li> </ul>	<ul style="list-style-type: none"> <li>• Joint Planning seems to always work for the best</li> </ul>
<ul style="list-style-type: none"> <li>• Parents, Advisory Committee, Wayne County BOE, Playmates CDC, DHHR, Cabell and Wayne Extension Services, County Food Director, Transportation Director, County Asst. Superintendant,</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Education Supervisors,	
<ul style="list-style-type: none"> <li>PERC, Attendance and Homeless</li> <li>Pierpont Community &amp; Technical College</li> </ul>	<ul style="list-style-type: none"> <li>Integral to parent involvement</li> <li>The College 101 program at Preston High was very successful. Pierpont C&amp;TC provided the instructor and materials for the students. The partnership formed with Pierpont C&amp;TC has been very valuable and will continue to grow as the grant continues.</li> </ul>
<ul style="list-style-type: none"> <li>PRO-Kids</li> </ul>	<ul style="list-style-type: none"> <li>Together we are able to collaborate about after-school activities and brainstorm ideas.</li> </ul>
<ul style="list-style-type: none"> <li>RESA 1</li> </ul>	<ul style="list-style-type: none"> <li>Some of the staff at RESA 1 were active in the afterschool program and offered their expertise in several areas.</li> </ul>
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV,Catholic Charities of WV , BSC,HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>Community and school system collaborating effectively.</li> </ul>
<ul style="list-style-type: none"> <li>Wayne County BOE, Special Education, Wayne County Food Program, Playmates CDC, Principals, Directors, Wayne County Extension, DHHR, River Valley Child Development Services, Wayne County Pre-k, AmeriCorps</li> </ul>	
<ul style="list-style-type: none"> <li>wvde, fhc, coa, rcboe,patch</li> </ul>	<ul style="list-style-type: none"> <li>very good networking</li> </ul>
<ul style="list-style-type: none"> <li>WVU Extension Service; Ritchie County Library; Ritchie County Fitness Center;Ritchie County Schools - Title I and Special Education Staff</li> </ul>	<ul style="list-style-type: none"> <li>All partners had a vested interest; We met often and communicated our needs well;</li> </ul>
<ul style="list-style-type: none"> <li>West Virginia State University Education Department, Clay Center for the Arts, Keys 4 Healthy Kids, Charleston Parks and Recreation, Dr. Nancy O'Hara Tompkins/WVU Prevention Research</li> </ul>	<ul style="list-style-type: none"> <li>WVSU Education Department provides STEM Activities, Clay Center provides Fine Arts Programming, Keys 4 Healthy Kids facilitated implementation of Site Wellness Plan and Site Health/Nutrition Policies, Charleston Parks and Recreation shares in the operation</li> </ul>

**Management**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>Director, Site Coordinators, Aiden, and Dir. Finance</li> </ul>	<ul style="list-style-type: none"> <li>Effective because we have to follow the policies of the BOE.</li> </ul>
<ul style="list-style-type: none"> <li>Wayne County BOE,Playmates CDC</li> </ul>	<ul style="list-style-type: none"> <li>Partnership and joint planning</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>21st Century Advisory board(including parents), Playmates CDC, Wayne County BOE</li> </ul>	<ul style="list-style-type: none"> <li>Partnership and joint planning</li> </ul>
<ul style="list-style-type: none"> <li>Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>Effective steering committee</li> </ul>
<ul style="list-style-type: none"> <li>Calhoun County Board Of Education</li> </ul>	<ul style="list-style-type: none"> <li>Allows the program to utilize county facilities for our programs, as well as transportation and finance services.</li> </ul>
<ul style="list-style-type: none"> <li>Chapmanville High Chapmanville Middle Harts PreK-8 Jeanie Budrus Lincoln County Schools Lin-</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>coln High Logan County Schools Man Elementary</li> <li>Man Middle Omar Elementary Transformation Specialists</li> </ul>	
<ul style="list-style-type: none"> <li>Director, Site Coordinators, Aiden, and Dir. Finance</li> </ul>	<ul style="list-style-type: none"> <li>Effective because we have to follow the policies of the BOE.</li> </ul>
<ul style="list-style-type: none"> <li>EdVenture</li> </ul>	
<ul style="list-style-type: none"> <li>Lincoln County BOE, Lincoln Primary Care Center, Lincoln County FRN, WVU Extension, Marshall University Graduate School, DHHR, United Way of Central WV,, 4 Principals from the four sites, Parents, grandparents and community reps.</li> </ul>	<ul style="list-style-type: none"> <li>These people have come together for over twenty years to provide quality services to children and families in Lincoln County.</li> </ul>
<ul style="list-style-type: none"> <li>Mon Co Schools</li> </ul>	<ul style="list-style-type: none"> <li>Provide Director at no charge</li> </ul>
<ul style="list-style-type: none"> <li>Ohio County Schools</li> </ul>	
<ul style="list-style-type: none"> <li>patch, mcboe</li> </ul>	
<ul style="list-style-type: none"> <li>patch, rcboe</li> </ul>	
<ul style="list-style-type: none"> <li>Playmates CDC and Wayne County BOE</li> </ul>	
<ul style="list-style-type: none"> <li>RESA 1</li> </ul>	<ul style="list-style-type: none"> <li>Several members of RESA 1 serve on the advisory council of the afterschool program.</li> </ul>
<ul style="list-style-type: none"> <li>RESA 7</li> </ul>	
<ul style="list-style-type: none"> <li>Ritchie County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Shared common goals</li> </ul>
<ul style="list-style-type: none"> <li>Save the Children Clay County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative Reports and Local Evaluations</li> </ul>
<ul style="list-style-type: none"> <li>The Salvation Army</li> </ul>	

**Other**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>Tamarack</li> </ul>	<ul style="list-style-type: none"> <li>Still in planning process, but will be effective for students and their families once this inclusion can begin.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>Harrison Co. Parks and Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Provided an individual to assist at the Nutter Fort Primary/Intermediate site ti assist with programming.</li> </ul>
<ul style="list-style-type: none"> <li>Human Resource Development Fund</li> </ul>	<ul style="list-style-type: none"> <li>HRDF provides school-aged staff members who provide extra hands to help with afterschool activities. These staff lower our student to staff ratio and provide one-on-one attention to students who need it.</li> </ul>
<ul style="list-style-type: none"> <li>Juvenile Drug Court, United Way of River Cities Drug Prevention</li> </ul>	<ul style="list-style-type: none"> <li>Partners who are currently working with students and families for drug awarness and education</li> </ul>
<ul style="list-style-type: none"> <li>Stanwich Church of CT</li> </ul>	<ul style="list-style-type: none"> <li>Provided backpacks for our county back-to-school event</li> </ul>
<ul style="list-style-type: none"> <li>Valley College, Blue Ridge Community &amp; Technical College, Shepherd University, Title V</li> </ul>	<ul style="list-style-type: none"> <li>These partnerships have been effective. We work together to recruit volunteers for our programs.</li> </ul>

**Programming**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>Regular Day staff, afterschool staff, site coor., principals, Title 1, and 21st Dir.</li> </ul>	<ul style="list-style-type: none"> <li>During team level collaborations, the group looks at WESTEST data, beachmarks, acuity, or weaknesses they see in the classrooms setting.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>Bridgemont Community College</li> <li>NASA SEMMA, Just for Kids WV</li> </ul>	<ul style="list-style-type: none"> <li>started late, needed more time</li> <li>Personnel from NASA provided materials and information on NASA offerings. Just for Kids WV provided our students with sessions on substance abuse.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>Arts in Action, Child Evangelism Fellowship, Marshall University/West Virginia State University SCITALKS, Girl Scouts, Charleston Fire Department, WV National Guard, Charleston Police, Kanawha County Public Library</li> </ul>	<ul style="list-style-type: none"> <li>Some of these partners provided one-time programming opportunities which are helpful in bringing variety to afterschool. Others provide ongoing programming which is helpful for consistency. Most of these partners are very reliable and helpful in bringing expertise that our staff do not possess.</li> </ul>
<ul style="list-style-type: none"> <li>Berea College Craft Program Chapmanville High Chapmanville Middle Clay Community Arts Commission of National and Community Service Corporation for National and Community Service DEP DHHR Earlham College EPA Family Leadership First Greater Kanawha Valley Foundation Grow Appalachia Harts PreK-8 Kanawha Valley Connections Lincoln Ambulance Authority Lincoln County Schools Lincoln County Youth and Prevention Coalition Lincoln High Logan County Family Resource Network Logan County Schools Logan Empowerment and Development Logan Police Man Elementary Man Middle Marshall Graduate College (School of Education and Professional Counseling Program) Marshall University – College of Liberal Arts NASA Aerospace Lab Omar Cub Scout Pack 1 Omar Elementary PIECES of Logan County Transformation Specialists West Virginia Anti Bullying Coalition WV State Police WV State University WVU Extension – Lincoln County WVU Extension – Logan County WVU Medical School WVSU Extension</li> </ul>	
<ul style="list-style-type: none"> <li>Boys &amp; Girls Club of America, 4-H</li> </ul>	<ul style="list-style-type: none"> <li>Their programs were used and well received by our children</li> </ul>
<ul style="list-style-type: none"> <li>Caleb Madia, WVU Extension Office, WV Civil Air Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Library, Patricia Hoffman, Rose Saunders, Doris Garcia, Kevin Edgidi, Shriff Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Olivia Osborne, Holly Bagdanich, Stepnie Cottriell, Sammie Stevenski, Kelly Horton, Sara COx, Virginia Chapman, Lucas Kinder, Judy Hirsch, Cecilia Bowen, Rose Suanders, WOW Factory, Melanie Gilmore, Debbie Man, J.J.Hines, Sydney Stalnaker, Dale Michael, John Michael, Debbie Mann</p>	
<ul style="list-style-type: none"> <li>• Calhoun County Library, Community Resources Incorporated, Department Of Health And Human Resources, Family Resource Network, Minnie Hamilton Health System, Westbrook Mental Health, WVU Extension Service, Tobacco Prevention Coalition</li> </ul>	<ul style="list-style-type: none"> <li>• Taught character education classes</li> </ul>
<ul style="list-style-type: none"> <li>• EdVenture</li> </ul>	
<ul style="list-style-type: none"> <li>• EdVenture Group, Mon Co Schools, PERC, WVU Extension</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Guidance</li> </ul>
<ul style="list-style-type: none"> <li>• Family Resource Network, Harrison Co. YMCA, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>• Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom iREAD</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development and programs enrich our centers.</li> </ul>
<ul style="list-style-type: none"> <li>• Girl Scouts of the Nation's Capitol, BOLD Coalition, Martinsburg Public Library, Eagle School Intermediate Title 1 Program, Potomac Valley Audubon Society, Burke St. Promise Neighborhood Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• These programs are very effective and allow us to bring in additional programs that we may not have been able to do otherwise.</li> </ul>
<ul style="list-style-type: none"> <li>• Girl Scouts, Karate, Kanawha Players</li> </ul>	
<ul style="list-style-type: none"> <li>• Lincoln Primary care Center, Black Diamond Girl Scouts and 4H leaders, Lincoln County BOE and DHHR</li> </ul>	<ul style="list-style-type: none"> <li>• Agencies brought their own national accreditate programs to the students and families of Lincoln County</li> </ul>
<ul style="list-style-type: none"> <li>• MU Med School, Huntington PD, Jr. League, MU Harless Center, MU PD, Wal-Mart, St. Mary's</li> </ul>	<ul style="list-style-type: none"> <li>• They add enrichment to the program.</li> </ul>
<ul style="list-style-type: none"> <li>• Mylan Pharmaceuticals, Citizens Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted a free resume workshop and money workshop for parents and community members. All parents surveyed reported the workshop was helpful.</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>Ohio County Schools, Oglebay Institute, WLSU</li> <li>patch, mcboe</li> </ul>	
<ul style="list-style-type: none"> <li>Pierpont C&amp;TC, Dana Powell, NASA IV&amp;V, Clarksburg City Police, Hong Shu, Kim Metheny, Kim Richison-Bell, Alfred Kerns, Bailey Brown, John Lilly.</li> </ul>	<ul style="list-style-type: none"> <li>The programming provided assisted sites in meeting grant goals and objectives.</li> </ul>
<ul style="list-style-type: none"> <li>Primarily Extension Office and local banks worked together, also we had various guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Ext Office great partner</li> </ul>
<ul style="list-style-type: none"> <li>Refer to Grant Partners</li> </ul>	<ul style="list-style-type: none"> <li>Effective Guest speakers and program implementation</li> </ul>
<ul style="list-style-type: none"> <li>Regular Day staff, afterschool staff, site coord., principals, Title 1, and 21st Dir.</li> </ul>	<ul style="list-style-type: none"> <li>During team level collaborations, the group looks at WESTEST data, benchmarks, acuity, or weaknesses they see in the classrooms setting.</li> </ul>
<ul style="list-style-type: none"> <li>Ritchie County Schools; Ritchie County Fitness Center; Ritchie County Primary Care; WVU Extension; Ritchie County Library; Ritchie County Sheriff's Office; WV State Police; Community Organizations such as Volunteer Fire Depts. Ambulance Authority; Woman's Club; Lions Club</li> </ul>	<ul style="list-style-type: none"> <li>Sharing results and communication was key.</li> </ul>
<ul style="list-style-type: none"> <li>Wayne County BOE, Playmates CDC, City of Kenova, WVU Extension, Cabell and Wayne Extension, Marshall University</li> </ul>	
<ul style="list-style-type: none"> <li>Wayne County Schools, Playmates Child Dev. Centers, City of Kenova, Wayne/Cabell Extension Services, Spare Time, Huntington Parks and Recreation, Ritter Park Tennis Center, Dreamland Pools, Wayne County Tech and Vocational Centers, United Way, Huntington Boys and Girls Clubs, Cabell County Libraries, United Bank, St. Marys Hospital, Cabell County BOE</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing all resources available</li> </ul>
<ul style="list-style-type: none"> <li>wvde, rcboe, patch, coa</li> </ul>	
<ul style="list-style-type: none"> <li>WVU Extension, Dreamland Pool, Spare Time, Wayne County Extension, Cabell County Extension, Marshall University, Cabell County Libraries</li> </ul>	
<ul style="list-style-type: none"> <li>WVU Extensions in 2 counties</li> </ul>	<ul style="list-style-type: none"> <li>additional programming at no cost; kids enjoyed it a lot</li> </ul>
<ul style="list-style-type: none"> <li>Black Diamond Girl Scouts, WVSU Education Department, Clay Center for the Arts, Charleston Parks and Recreation, WVSU Extension</li> </ul>	<ul style="list-style-type: none"> <li>These partners provide student programming which frees staff members and volunteers to participate in uninterrupted site planning, staff development and team meetings.</li> </ul>



**Resources**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>MU Med School, Huntington PD, Jr. League, MU Harless Center, MU PD, Wal-Mart, St. Mary's</li> </ul>	<ul style="list-style-type: none"> <li>Offer resources to enhance our program</li> </ul>
<ul style="list-style-type: none"> <li>Refer to Grant Partners</li> </ul>	<ul style="list-style-type: none"> <li>Available upon request</li> </ul>
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV, BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>Our resources and planning team are one and all.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>wvde, patch, mcboe</li> </ul>	
3 (effective)	
<ul style="list-style-type: none"> <li>Ansted Elementary, Craigsville Elementary, Crichton Elementary, New River Elementary, White Sulphur Springs Elementary, Fayette County Schools, Nicholas County Schools, Greenbrier County Schools</li> </ul>	<ul style="list-style-type: none"> <li>smooth transition from regular day to afterschool</li> </ul>
<ul style="list-style-type: none"> <li>Aurora School; Bruceton School; Fellowsville School; Kingwood Elementary</li> </ul>	
<ul style="list-style-type: none"> <li>Berea College Appalachian Fund Berea College Crafts Program Bonner Foundation Brothers of the Wheel Chapmanville High Chapmanville Middle Clay Community Arts Commission of National and Community Service Corporation for National and Community Service DEP DHHR Earlham College EPA Family Leadership First Family Worker Farm First Baptist Church Goshen Project Greater Kanawha Valley Foundation Grow Appalachia Harts Head Start Harts PK-8 Human Resource Development Foundation Huntington Food Bank Jeanie Budrus Kanawha Valley Connections Keys 4 Healthy Communities Lincoln Ambulance Authority Lincoln County Commission Lincoln County Partners in Prevention Lincoln County Schools Lincoln County Youth and Prevention Coalition Lincoln High Lincoln Journal Logan County Family Resource Network Logan County Partners in Prevention Logan County Schools Logan Empowerment and Development Logan Mission Logan Police Man Elementary Man Middle Man PTA Marshall Graduate College (School of Education and Professional Counseling Program) Marshall University – College of Liberal Arts NASA Aerospace Lab Omar Cub Scout Pack 1 Omar Elementary PIECES of Logan County Southern West Virginia Technical and Community College Switzer Church of God Toyota Motor Manufacturing of WV Transformation Specialists Wall Service Award Fund Washington and Lee University West Virginia</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Anti Bullying Coalition WV Center for Civic Life WV State Police WV State University WVOW Radio Station WVSU Extension WVU Extension – Lincoln County WVU Extension – Logan County WVU Medical School</p>	
<ul style="list-style-type: none"> <li>black Diamond Girl Scout Council, Lincoln Primary Care Center, Lincoln County FRN, WVU Extension, DHHR</li> </ul>	<ul style="list-style-type: none"> <li>Provided in-kind resources to the after school program</li> </ul>
<ul style="list-style-type: none"> <li>Boone Co. Schools</li> </ul>	<ul style="list-style-type: none"> <li>This partnership allows our program to use county transportation, school custodial services, installation of software onto county servers, and overall coordination.</li> </ul>
<ul style="list-style-type: none"> <li>Braxton County High, Braxton County Schools, Valley High, Fayette County Schools, Webster County High, Webster County Schools</li> </ul>	<ul style="list-style-type: none"> <li>allowed for a smooth transition from regular day to afterschool, transportation</li> </ul>
<ul style="list-style-type: none"> <li>Calhoun County Library, Community Resources Incorporated, Department Of Health And Human Resources, Family Resource Network, Minnie Hamilton Health System, Westbrook Mental Health, WVU Extension Service, Tobacco Prevention Coalition</li> </ul>	<ul style="list-style-type: none"> <li>Variety of community members serve on the HUPC</li> </ul>
<ul style="list-style-type: none"> <li>Couch Stout (Fitness Gram equipment), Karen Boylard, Harrison County Schools, Family Resource Network, Harrison County 4-H, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>Extension Office, BC Bank, Freedom Bank, Premier Bank, BOE</li> </ul>	<ul style="list-style-type: none"> <li>Helped provide curriculum on Finance Literacy, first year doing this, BOE provides supper, facilities, transportation</li> </ul>
<ul style="list-style-type: none"> <li>Facility - Pool</li> </ul>	
<ul style="list-style-type: none"> <li>Family Center of Richwood, Family Resource Network, DNR, Red Cross, Nicholas County Circuit Court, American Cancer Society</li> </ul>	<ul style="list-style-type: none"> <li>Engaged students in worthwhile efforts.</li> </ul>
<ul style="list-style-type: none"> <li>Fayette county BOE suply buses, and meals to the program</li> </ul>	
<ul style="list-style-type: none"> <li>Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom iREAD</li> </ul>	
<ul style="list-style-type: none"> <li>Resources may be in the form of volunteers, time, and/or curricula and programs.</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>Monongalia Co. Schools, Monongalia Co. Transportation, WVU Work Study Office, WVU Center for Civic Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Without all partners either providing space, transportation, or personnel for our program, our program would not have been fully functioning.</li> </ul>
<ul style="list-style-type: none"> <li>North Middle School Books &amp; Ball Program, North Middle School, North Middle School SIG After-school Program, Eagle School Intermediate, Orchard View Intermediate, Berkeley County Board of Education, Eagle School Intermediate Title 1 Program, Burke St. Promise Neighborhood Initiative</li> </ul>	<ul style="list-style-type: none"> <li>These partnerships have been very effective and allow us to run programming, provide programming, amongst other aspects of Project Learn.</li> </ul>
<ul style="list-style-type: none"> <li>Ohio County Public Library</li> </ul>	
<ul style="list-style-type: none"> <li>Paula Cross, Mannington Home Center, Bobbie Benson, Lora Deese, Our Father's Ministry, WVU Extension Office, Virginia Dobreff, Michelle Toothman, Marion Co. Clerks Office, Glenn Tacy, Staff Fairmont Senior High School, Grace Faye, McDonalds, Rosemary Michael, Rose Saunders, Robin Haught, Kevin Egidi, Jason Morris, Natalie Summers, Stephanie Cummins, WOW Factory, Robin Haught</li> </ul>	
<ul style="list-style-type: none"> <li>Raleigh County Public Library, RESA 1 Adolescent Health Initiative, NASA</li> </ul>	<ul style="list-style-type: none"> <li>All groups were a great help in providing resources involving supplies during presentations and the library is piloting a book program for middle school students.</li> </ul>
<ul style="list-style-type: none"> <li>RESA 7, Harrison County Schools, Preston County Schools</li> </ul>	<ul style="list-style-type: none"> <li>We have great support from both Harrison and Preston counties. They are always supportive of Project ISAAC and willing to provide facilities, technology, transportation, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Ritchie County Schools; Ritchie County Primary Care; WVU Extension; Ritchie County Library; Ritchie County Sheriff's Office; Ritchie County Fitness Center;</li> </ul>	<ul style="list-style-type: none"> <li>Communication was the key!</li> </ul>
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV, BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>Our resources and planning team are one and all.</li> </ul>
<ul style="list-style-type: none"> <li>Watne County BOE, Playmates CDC, City of Kenova, WVU Extension, Cabell and Wayne Extension, Marshall University</li> </ul>	
<ul style="list-style-type: none"> <li>Wayne County Schools, Playmates Child Dev. Centers, City of Kenova, Wayne/Cabell Extension Services, Spare Time, Huntington Parks and Recreation, Ritter Park Tennis Center, Dreamland Pools, Wayne County Tech and Vocational Centers, United Way, Huntington Boys and Girls Clubs, Cabell County Libraries, United Bank, St. Marys Hospital, Cabell County BOE</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration</li> </ul>
<ul style="list-style-type: none"> <li>West Virginia State University Extension, West Virginia University Extension, NASA, Emmanuel Baptist Church, West Charleston Baptist Church,</li> </ul>	<ul style="list-style-type: none"> <li>These partners provide us resources for enrichment activities and some materials. One challenge with working with NASA is their distance from our</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>Calvary Baptist Church</li> </ul>	<ul style="list-style-type: none"> <li>location makes it difficult to attend training and obtain materials. Church partners provide in-kind facilities and utilities. The in-kind costs are invaluable to running the afterschool program.</li> </ul>
<ul style="list-style-type: none"> <li>wvde, fhc, coa, rcboe, patch</li> <li>WVU Extension, Dreamland Pool, Spare Time, Wayne County Extension, Cabell County Extension, Marshall University, Cabell County Libraries</li> </ul>	
<ul style="list-style-type: none"> <li>WVU Office of Service Learning, WVU Extension, WVU Public Relations class, WVU Psychology class</li> </ul>	<ul style="list-style-type: none"> <li>Provide needed physical support</li> </ul>
<ul style="list-style-type: none"> <li>WVU Extension, Black Diamond Girl Scouts, Charleston Parks and Recreation, Levi Missionary Baptist Church, New Covenant Community Development, Clay Center for the Arts, Saving Our Children, Shiloh Missionary Baptist Church, Wendy's International</li> </ul>	<ul style="list-style-type: none"> <li>These partners provided approximately \$500,000.00 in staff, curriculum, facilities, transportation, equipment, supplies and services for program operation</li> </ul>

**Training**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no partnership)	
<ul style="list-style-type: none"> <li>Title 1, Y4Y, SAFE, WVU 4-h Extension, CASE WV, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>We survey staff to see what kind of training they would need for their job. All technology comes from the county.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>patch, jcoe, wvde</li> <li>WVDE, Lincoln County BOE, United Way of Cent, trqal WV</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the topic of training</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>Berea College Appalachian Fund Chapmanville High Chapmanville Middle Clay Community Arts Commission of National and Community Service Corporation for National and Community Service DEP DHHR EPA Family Leadership First Grow Appalachia Harts PreK-8 Hope Valley Dream Center Junior Master Gardeners Lincoln County Schools Lincoln County Youth and Prevention Coalition Lincoln High Logan County Schools Man Elementary Man Middle Marshall Graduate College (School of Education and Professional Counseling Program) Marshall University – College of Liberal Arts NASA Aerospace Lab Omar Elementary Transformation Specialists West Virginia Anti Bullying Coalition WV Center for Civic Life WV State University WVSU Extension WVU Extension – Lincoln County WVU Extension – Logan County WVU Medical School</li> </ul>	
<ul style="list-style-type: none"> <li>BGCA, Multi State Conference &amp; Foundations</li> </ul>	
<ul style="list-style-type: none"> <li>Caleb Madia, WVU Extension Office, WV Civil Air</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Library, Patricia Hoffman, Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Judy Hirsch, WOW Factory, Debbie Mann</p>	
<ul style="list-style-type: none"> <li>• Creative Cakes, American Red Cross</li> <li>• EdVenture</li> </ul>	<ul style="list-style-type: none"> <li>• Students were very engaged.</li> </ul>
<ul style="list-style-type: none"> <li>• Family Resource Network, Harrison Co. YMCA, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>• KEYS 4 Healthy Kids, Watts Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Keys 4 Healthy Kids provided a training for BBC staff concerning nutrition and child wellness with brought expertise and a professional's perspective. Watts Elementary also invited two staff members from the BBC to participate in their 7 Habits Training which is used in a number of school we serve. This allowed us to be more in line with the school day.</li> </ul>
<ul style="list-style-type: none"> <li>• Life Bridge, Mon Co Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Train Americorps members to work with instructors and Schools provide essential training</li> </ul>
<ul style="list-style-type: none"> <li>• Minnie Hamilton, Westbrook, Tobacco Coalition</li> </ul>	<ul style="list-style-type: none"> <li>• Free training/workshop presenters</li> </ul>
<ul style="list-style-type: none"> <li>• MU PD</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
<ul style="list-style-type: none"> <li>• NASA</li> </ul>	<ul style="list-style-type: none"> <li>• NASA provided training for our teachers and tutors.</li> </ul>
<ul style="list-style-type: none"> <li>• NASA IV &amp; V</li> </ul>	<ul style="list-style-type: none"> <li>• These trainings are not only providing knowledge for our site coordinators, but they also provide fun learning for them as well. They have allowed interesting science topics to be discussed and studied during after school while increasing students interest in other similar topics and subjects.</li> </ul>
<ul style="list-style-type: none"> <li>• patch, mcboe</li> </ul>	
<ul style="list-style-type: none"> <li>• Ritchie County Schools; WVDE; Multi-State Conference; NASA trainings;</li> </ul>	<ul style="list-style-type: none"> <li>• We carefully chose people to attend the training sessions who would use the information effectively</li> </ul>
<ul style="list-style-type: none"> <li>• Save the Children iREAD Girl Scouts 4-H Title 2 Title 1 Office of Exceptional Children Gear Up Clay County Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Good researched-based staff development</li> </ul>
<ul style="list-style-type: none"> <li>• The WV DOE and the National BOE has offered training opportunity via webinars and state and National training conferences</li> </ul>	
<ul style="list-style-type: none"> <li>• Title 1, Y4Y, SAFE, WVU 4-h Extension, CASE WV, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>• We survey staff to see what kind of training they would need for their job. All technology comes</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE from the county.
<ul style="list-style-type: none"> <li>• Watne County BOE, Playmates CDC, City of Kenova, WVU Extension, Cabell and Wayne Extension, Marshall University</li> </ul>	
<ul style="list-style-type: none"> <li>• Wayne County Schools, Playmates Child Dev. Centers, City of Kenova, Wayne/Cabell Extension Services, Spare Time, Huntington Parks and Recreation, Ritter Park Tennis Center, Dreamland Pools, Wayne County Tech and Vocational Centers, United Way, Huntington Boys and Girls Clubs, Cabell County Libraries, United Bank, St. Marys Hospital, Cabell County BOE</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing experts in each area of training needs</li> </ul>
<ul style="list-style-type: none"> <li>• WV Extension, Cabell County Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with Cabell was sometimes difficult. WV Extension was a great training experience</li> </ul>
<ul style="list-style-type: none"> <li>• wvde, patch, rcboe</li> </ul>	
<ul style="list-style-type: none"> <li>• WVSAN</li> </ul>	<ul style="list-style-type: none"> <li>• great ideas for site coordinators/site staff</li> </ul>
<ul style="list-style-type: none"> <li>• WVU Extension, NASA Education Center, Wayne County BOE, Playmates CDC, AmeriCorps</li> </ul>	
<ul style="list-style-type: none"> <li>• WVU Extension, Keys 4 Healthy Kids</li> </ul>	<ul style="list-style-type: none"> <li>• These partners provide staff development, technical support and incentives to promote successful program implementation</li> </ul>

## 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.	0	1	0	1	1	0	0	1	0
Berkeley County–Boys and Girls Club of the Eastern Panhandle	2	1	0	0	0	0	3	1	0
Boone County–The Clay Center	0	0	0	0	0	0	0	0	0
Cabell County Schools–Spring Hill Elementary	0	0	0	0	0	0	0	0	0
Cabell/Wayne Counties–Boys and Girls Club of Huntington	0	0	0	0	0	0	0	0	0
Calhoun County–Heads Up	0	0	0	0	0	0	0	1	0
Clay County–21 <sup>st</sup> CCLC Expansion Project	0	0	0	0	0	0	0	0	0
Fayette County–New River Health Association, Inc.	0	0	1	1	1	0	2	4	0
Kanawha County–Bob Burdette Center, Inc.	1	0	1	3	0	0	1	0	0
Kanawha County–Human Resource Development Foundation	NR								

*Table A 3 continues on next page*

**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
Kanawha County–Partnership of African American Churches	0	0	0	2	0	0	2	1	0
Kanawha County–Salvation Army Boys and Girls Club of Charleston	8	0	2	3	3	1	2	1	0
Lincoln County-21 <sup>st</sup> CCLC	5	6	3	4	4	8	8	3	0
Lincoln/Logan Counties–Step-by-Step	30	63	63	63	32	11	11	26	0
Marion County-21 <sup>st</sup> CCLC	2	2	2	1	1	0	0	13	0
McDowell County–Dreams	9	9	3	6	3	4	6	13	0
McDowell County–Dreams 2	9	9	3	6	3	6	4	13	0
Mercer County–21st CCLC	6	0	0	8	8	0	0	0	0
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	2	2	8	3	5	3	0	5	0
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	2	2	1	2	0	0	0	0	0
Monroe County–Our Own Back Yard	NR								
Nicholas County–Project Connect	0	0	0	0	0	0	0	0	0
Ohio County–Anchor	NR								
PATCH 21–Jackson County	3	3	3	2	3	2	3	3	0
PATCH 21–Mason County	2	2	2	3	3	2	3	0	0
PATCH 21–Roane County	3	3	3	3	3	2	3	5	0
Preston County–Afterschool Explorers	30	4	0	6	3	1	3	1	0
RESA 1–Project Challenge	1	1	0	4	1	1	1	0	0
RESA 4–Connections	0	0	0	0	0	0	0	0	0
RESA 4–Fast	0	0	0	0	0	0	0	0	0
RESA 4–Soundtrack	0	0	0	0	0	0	0	0	0
RESA 7	50	21	1	50	31	1	1	0	0
RESA 7–Preston and Harrison	1	3	0	10	0	0	1	0	1
RESA 7–Project ISAAC	10	10	1	7	7	0	1	0	0
Ritchie County–S.T.A.R.S.	3	1	1	11	3	1	2	3	0
Wayne County Community Learning Centers–1	NR								
Wayne County Community Learning Centers–2	NR								
Wayne County Community Learning Centers–3	NR								

\*Programs showing a “0” were answered and programs showing “NR” were not reported

## Comments

### Co-sponsor one-time events

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>FRN</li> </ul>	<ul style="list-style-type: none"> <li>Successful sharing of resources and lists of people for backpack distribution</li> </ul>
<ul style="list-style-type: none"> <li>Lincoln Primary Care Center, Lincoln County Family Resource Network, DHHR</li> </ul>	<ul style="list-style-type: none"> <li>Family Event</li> </ul>
<ul style="list-style-type: none"> <li>McDowell County, WVU Extension, Southern WV Coalfields Tobacco Coalition, CASE WV, Lions Club, American Legion, Day Report, McDowell Co. Sheriff Dept., CCC, Big Creek People in Action, Wendy's, McDowell, Clean water conservation, and more</li> </ul>	<ul style="list-style-type: none"> <li>Violence/Drug Free Awareness Day which brings in close to 500 students, parents, and community representatives. This was our 21st annual alternative day.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>Eagle School Intermediate Title 1 Program</li> </ul>	<ul style="list-style-type: none"> <li>Parents were able to learn about Everyday Math in the one time collaborative event.</li> </ul>
<ul style="list-style-type: none"> <li>Family Resource Network</li> </ul>	<ul style="list-style-type: none"> <li>Co-Sponsored "A Day At The Park"</li> </ul>
<ul style="list-style-type: none"> <li>Family Resource Network Health Department Parents as Teachers WV PBS</li> </ul>	<ul style="list-style-type: none"> <li>They have good programs</li> </ul>
<ul style="list-style-type: none"> <li>McDowell County, WVU Extension, Southern WV Coalfields Tobacco Coalition, CASE WV, Lions Club, American Legion, Day Report, McDowell Co. Sheriff Dept., CCC, Big Creek People in Action, Wendy's, McDowell, Clean water conservation, and more</li> </ul>	<ul style="list-style-type: none"> <li>Violence/Drug Free Awareness Day which brings in close to 500 students, parents, and community representatives. This was our 21st annual alternative day.</li> </ul>
<ul style="list-style-type: none"> <li>North Bend State Park; Parkersburg Actors' Guild; Theatre Dept. Ritchie County High School;</li> </ul>	<ul style="list-style-type: none"> <li>Partners can better meet our needs</li> </ul>
<ul style="list-style-type: none"> <li>patch, jcooe, city of ripley</li> </ul>	
<ul style="list-style-type: none"> <li>patch, rcooe, fhc, coa, city of spencer</li> </ul>	
<ul style="list-style-type: none"> <li>PC Health Department; Preston Prevention</li> </ul>	
<ul style="list-style-type: none"> <li>PERC, Mason Dixon Elementary, Mylan Park Elementary, Brookhaven Elementary, North Elementary</li> </ul>	
<ul style="list-style-type: none"> <li>West Virginia Division of Forestry; WVU Extension Services; WV Birth to Three; Pregnancy Resource Center of Marion County; Child Care Resource Center; Communities of Shalom Inc; Family Leadership First; Fairmont Rehab Center; Project CHAT; Try Again Homes; Fairmont Federal Credit Union; Literacy Volunteers of Marion County; Marion County WIC;</li> </ul>	<ul style="list-style-type: none"> <li>provided needed services for our sites</li> </ul>
<ul style="list-style-type: none"> <li>WVU Extension, Fayette County BOE, Mt Hope Children's Council, WV State University</li> </ul>	
<ul style="list-style-type: none"> <li>YMCA Tennis Across America</li> </ul>	
<ul style="list-style-type: none"> <li>Clay Center for the Arts</li> </ul>	<ul style="list-style-type: none"> <li>Supports continued funding and increases program exposure</li> </ul>



**Evaluation**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>Parents, regular day staff, Site Coord., after school staff, and students.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-post surveys to students, parents, staff, and afterschool instructors to see where our strengths and weaknesses are.</li> </ul>
<ul style="list-style-type: none"> <li>Save the Children Office of Exceptional Children iREAD Title 2 Gear Up Clay County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative reports are shared with all parties.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>21st Century Grant Services</li> </ul>	<ul style="list-style-type: none"> <li>The CIPAS process was challenging to complete during the first year of funding. Our sites were not able to start until late October/November; therefore, there were a lot of items that were not available until later in the school year.</li> </ul>
<ul style="list-style-type: none"> <li>Eagle School Intermediate, Orchard View Intermediate, North Middle School</li> </ul>	<ul style="list-style-type: none"> <li>Orchard View was successful in sharing Fitness Gram scores. All schools were effective in sharing interim and report card information.</li> </ul>
<ul style="list-style-type: none"> <li>Marshall University/WV State University SCI-TALKS, Kanawha County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation information shared helps the BBC make a stronger case for its effectiveness and ability to raise the academic achievement of students. Sometimes there is difficulty gaining the information from KCS.</li> </ul>
<ul style="list-style-type: none"> <li>Parents, regular day staff, Site Coord., after school staff, and students.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-post surveys to students, parents, staff, and afterschool instructors to see where our strengths and weaknesses are.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>CIPAS</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS and WV Department of Education</li> </ul>	
<ul style="list-style-type: none"> <li>CIPAS, Advisory Council Committee</li> </ul>	
<ul style="list-style-type: none"> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Valuable information to assist with student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>Lincoln County BOE, Lincoln Primary Care Center,, DHHR, WVU Extension, United Way of Central WV Lincoln County FRN, Marshall University Graduate School, WVDE</li> </ul>	<ul style="list-style-type: none"> <li>Information from the CIPAS report was shared with all of the partners and the community at large.</li> </ul>
<ul style="list-style-type: none"> <li>Marion BOE, CIPAS, WVDE 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>Marion BOE helps us with our financial evaluation, CIPAS evaluated our program and gave insightful information, and the WVDE 21st CCLC provided guidance in developing evaluation of program and set up peer learning teams.</li> </ul>
<ul style="list-style-type: none"> <li>mcboe, patch, helianthus</li> </ul>	<ul style="list-style-type: none"> <li>our evaluation program provided insight to our weaknesses.</li> </ul>
<ul style="list-style-type: none"> <li>patch, jboe, helianthus</li> </ul>	
<ul style="list-style-type: none"> <li>patch, rcboe, helianthus</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>RESA 1</li> </ul>	<ul style="list-style-type: none"> <li>The program was looked at very closely by the staff at RESA 1.</li> </ul>
<ul style="list-style-type: none"> <li>Title I, CIPAS, Monitoring Tool</li> </ul>	
<ul style="list-style-type: none"> <li>WV Dept. of Education; CIPAS</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations assist us in seeing growth;</li> </ul>
<ul style="list-style-type: none"> <li>WVSU Education Department and Keys 4 Healthy Kids</li> </ul>	<ul style="list-style-type: none"> <li>Measured program and student effectiveness in pursuit of individual partner goals, program revisions and future levels of support</li> </ul>

**Funding**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>WV Department of Education</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, SIG Grants, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>Funding sources comes from within McDowell County.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>Lincoln Primary Care Center, Black Diamond Girlscouts and 4-H leaders</li> </ul>	<ul style="list-style-type: none"> <li>Funding was only received from the Grant. In-kind was received from the partners in materials and services.</li> </ul>
<ul style="list-style-type: none"> <li>wvde, mcboe</li> </ul>	<ul style="list-style-type: none"> <li>funding is based around the grant and local contribution</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>United Way</li> </ul>	<ul style="list-style-type: none"> <li>Provides funding for programs.</li> </ul>
<ul style="list-style-type: none"> <li>United Way, Salvation Army Future of America Dinner</li> </ul>	
<ul style="list-style-type: none"> <li>wvde, jcboe, patch</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, SIG Grants, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>Funding sources comes from within McDowell County.</li> </ul>
<ul style="list-style-type: none"> <li>Marion County Commission; Boys &amp; Girls Clubs of Marion County</li> </ul>	<ul style="list-style-type: none"> <li>These groups are always helpful in providing some funds for our sites.</li> </ul>
<ul style="list-style-type: none"> <li>patch, rcboe, wvde</li> </ul>	
<ul style="list-style-type: none"> <li>Save the Children Title 1 Office of Exceptional Children Critical Skills Gear Up Homeless</li> </ul>	<ul style="list-style-type: none"> <li>Enables us to add programs</li> </ul>
<ul style="list-style-type: none"> <li>RESA 7</li> </ul>	
<ul style="list-style-type: none"> <li>PRO-Kids</li> </ul>	<ul style="list-style-type: none"> <li>The BBC and PRO-Kids share information about different funding opportunities that are available which opens doors for more opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Monongalia County School sites, Boys &amp; Girls Club</li> </ul>	
<ul style="list-style-type: none"> <li>RESA 7 -in-kind contributions</li> </ul>	
<ul style="list-style-type: none"> <li>Ritchie County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Sharing positive results makes partners more likely to allocate funds for next year;</li> </ul>

**Joint planning**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV, BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>The majority of the community groups we share ideas comes from within the FRN family which meets monthly</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>The Advisory Council met monthly to discuss upcoming events and recommendations for success.</li> </ul>
<ul style="list-style-type: none"> <li>Boys &amp; Girls Clubs of Marion County; Marion County Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>Our Boys &amp; girls clubs of marion county help to make up our advisory board-but they do not seem to have a lot of input. they make suggestions but we need to get them more involved. As for the Board of education, we have a person at central office (me) who relays information.</li> </ul>
<ul style="list-style-type: none"> <li>North Middle School SIG Afterschool Program, North Middle School Books &amp; Balls Program</li> </ul>	<ul style="list-style-type: none"> <li>There were mild communication issues that made joint planning somewhat effective.</li> </ul>
<ul style="list-style-type: none"> <li>wvde, mcboe</li> </ul>	<ul style="list-style-type: none"> <li>working with changes at the wvde level and how that effects grant capacity and effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>wvde, patch, jcboe</li> </ul>	
3 (effective)	
<ul style="list-style-type: none"> <li>Advisory Council Members</li> </ul>	
<ul style="list-style-type: none"> <li>Caleb Madia, WVU Extension Office, WV Civil Air Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Library, Patricia Hoffman, Rose Saunders, Doris Garcia, Kevin Edgidi, Shriff Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Olivia Osborne, Holly Bagdanich, Stepnie Cottriell, Sammie Stevenski, Kelly Horton, Sara COx, Virginia Chapman, Lucas Kinder, Judy Hirsch, Cecilia Bowen, Rose Suanders, WOW Factory, Melanie Gilmore, Debbie Man, J.J.Hines, Sydney Stalnaker, Dale Michael, John Michael, Debbie Mann</li> </ul>	
<ul style="list-style-type: none"> <li>Couch Stout (Fitness Gram equipment), Karen Boylard, Harrison County Schools, Family Resource Network, Harrison County 4-H, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary</li> </ul>	<ul style="list-style-type: none"> <li>Great communication programs</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom iREAD	
<ul style="list-style-type: none"> <li>• HPD</li> <li>• LPCC, Marshall University Graduate Center, WVU Extension, Family Resource Center, board of Education</li> <li>• Mon Co. Transportation, South Middle school</li> <li>• patch, rcboe, wvde</li> <li>• PCFRN Membership; Preston Prevention</li> <li>• PERC, Mon Co Schools</li> <li>• Pierpont Community &amp; Technical College</li> </ul>	<ul style="list-style-type: none"> <li>• Share safety information.</li> <li>• In Lincoln County all agencies work together to share information and have for a very long time.</li> <li>• Coordinate schedules and availability</li> </ul>
<ul style="list-style-type: none"> <li>• PRO-Kids</li> </ul>	<ul style="list-style-type: none"> <li>• The BBC and PRO-Kids share information about grant and programming opportunities that help strengthen each organization.</li> </ul>
<ul style="list-style-type: none"> <li>• Ritchie County Schools; Ritchie County Library; WVU Extension Service</li> </ul>	<ul style="list-style-type: none"> <li>• Increases communication between partners</li> </ul>
<ul style="list-style-type: none"> <li>• Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV, BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the community groups we share ideas comes from within the FRN family which meets monthly</li> </ul>

**Management**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>• Director, Site Coordinators, Aiden, and Dir. Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Effective because we have to follow the policies of the BOE.</li> </ul>
<ul style="list-style-type: none"> <li>• Lincoln County BOE, Lincoln Primary Care Center, DHHR, Lincoln County FRN, Marshall University Graduate School, UNited Way of Central WV, Lincoln County EDA, WVU extension, Principals from each site(4) 6 community reps. 4 family reps.</li> </ul>	<ul style="list-style-type: none"> <li>• These individuals have worked together for over twenty years and took on the responsibility of forming the 21st Century Advisory Council to oversee the afterschool program.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>• Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• The Advisory Council advised the program monthly.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>• Director, Site Coordinators, Aiden, and Dir. Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Effective because we have to follow the policies of the BOE.</li> </ul>
<ul style="list-style-type: none"> <li>• patch, jcboe</li> <li>• patch, mcboe</li> </ul>	<ul style="list-style-type: none"> <li>• management between the program and school system has excellent communication</li> </ul>
<ul style="list-style-type: none"> <li>• patch, rcboe</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<ul style="list-style-type: none"> <li>Preston County Schools</li> <li>RESA 7</li> <li>Ritchie County Schools</li> <li>Salvation Army</li> <li>Save the Children Office of Exceptional Children iREAD Title 2 Gear Up Clay County Schools</li> <li>WVDE Staff visits, Conferences</li> </ul>	<ul style="list-style-type: none"> <li>We have common goals</li> <li>Admins involved in site observations and reporting</li> </ul>

**Other**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
3 (effective)	
<ul style="list-style-type: none"> <li>Harrison Co. Parks and Recreation</li> </ul>	<ul style="list-style-type: none"> <li>Provided an individual to assist at the Nutter Fort Primary/Intermediate site with their programming.</li> </ul>

**Programming**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>CIPAS and WVDOE</li> <li>PRO-Kids, WV State University, WV University</li> </ul>	<ul style="list-style-type: none"> <li>Shared information about programming helps the BBC incorporate a diversity of activities into its program.</li> </ul>
<ul style="list-style-type: none"> <li>Regular Day staff, afterschool staff, site coor., principals, Title 1, and 21st Dir.</li> </ul>	<ul style="list-style-type: none"> <li>All parties share information regarding their students during regular day and afterschool.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>patch, rcboe, wvde</li> <li>Regular Day staff, afterschool staff, site coor., principals, Title 1, and 21st Dir.</li> <li>wvde, mcboe, patch</li> </ul>	<ul style="list-style-type: none"> <li>All parties share information regarding their students during regular day and afterschool.</li> <li>changes in the scope of after school are changing the way our programs are administered</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>black Diamond Girl Scout Council, 4-H, Lincoln Primary Care Center, United Way of Central WV</li> <li>Boys &amp; Girls Club, NASA, WDVE Staff</li> <li>Caleb Madia, WVU Extension Office, WV Civil Air Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Library, Patricia Hoffman, Rose Saunders, Doris Garcia, Kevin Edgidi, Shriff Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Olivia Osborne, Holly</li> </ul>	<ul style="list-style-type: none"> <li>The four agencies mentioned have their own materials and information that is provided to the students. Many of them are national accredited programs.</li> </ul>

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>Bagdanich, Stepnie Cottriell, Sammie Stevenski, Kelly Horton, Sara COx, Virginia Chapman, Lucas Kinder, Judy Hirsch, Cecilia Bowen, Rose Suanders, WOW Factory, Melanie Gilmore, Debbie Man, J.J.Hines, Sydney Stalnaker, Dale Michael, John Michael, Debbie Mann</p>	
<ul style="list-style-type: none"> <li>Family Resource Network, Harrison Co. YMCA, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>Fellow 21st Century Programs; EdVenture</li> </ul>	
<ul style="list-style-type: none"> <li>Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Enriches our programs</li> </ul>
<ul style="list-style-type: none"> <li>Karate, Girl Scouts, Kanawha Players</li> </ul>	
<ul style="list-style-type: none"> <li>Marion County Family Resource Network</li> </ul>	<ul style="list-style-type: none"> <li>The Family Resource Network provides several programs for our sites.</li> </ul>
<ul style="list-style-type: none"> <li>Mylan, Citizen's Bank</li> </ul>	<ul style="list-style-type: none"> <li>Provides information to our families</li> </ul>
<ul style="list-style-type: none"> <li>NASA</li> </ul>	<ul style="list-style-type: none"> <li>Provided training and use of equipment for all trained staff</li> </ul>
<ul style="list-style-type: none"> <li>patch, jcboc</li> </ul>	
<ul style="list-style-type: none"> <li>Pierpont Community &amp; Technical College, Dana Powell, NASA IV&amp;V, Clarksburg City Polics, Hong Shu, Kim Metheny, Alfred Kerns, Bailey Brown, John Lilly, Kim Richison-Bell</li> </ul>	<ul style="list-style-type: none"> <li>The programming provided by these individuals assisted the sites in</li> </ul>
<ul style="list-style-type: none"> <li>Ritchie County Schools; Ritchie County Primary Care; WVU Extension Ritchie County Fitness Center; Ritchie County Library; Ritchie County Sheriff's Office; WV State Police; Community Organizations such as Fire Depts. Emergency Squads; Service organizations such as the Lions and Woman's Clubs;</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing that we are working towards a common goal is important</li> </ul>
<ul style="list-style-type: none"> <li>The Register Herald, WOAY, WVVA, Fox 59</li> </ul>	<ul style="list-style-type: none"> <li>Any programs that were scheduled were advertised through our local media outlets.</li> </ul>
<ul style="list-style-type: none"> <li>WVSU Education Department and Keys 4 Healthy Kids</li> </ul>	<ul style="list-style-type: none"> <li>Measured program effectiveness to support future improvements and funding</li> </ul>

**Resources**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>SALS, WVDOE, WVU Extension, Fayette County BOE,</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV , BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>I believe that everyone is willingly to do whats best for our students and have shared resources in many ways.</li> </ul>
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>patch, rcboe, wvde</li> </ul>	
<ul style="list-style-type: none"> <li>BOE</li> </ul>	<ul style="list-style-type: none"> <li>MOU assures that school staff will share info with our staff (and vice versa) but school staff often do not; BOE office will share data information when needed</li> </ul>
<ul style="list-style-type: none"> <li>wvde, mcboe</li> </ul>	<ul style="list-style-type: none"> <li>resources from the boe are based around facilities</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>WVU Work Study and Center for Civic Engagement</li> </ul>	<ul style="list-style-type: none"> <li>Provides work studies and volunteers to fill our needs.</li> </ul>
<ul style="list-style-type: none"> <li>Berkeley County Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>We were able to capture data and information on each one of our registered Project Learn members.</li> </ul>
<ul style="list-style-type: none"> <li>RESA 7, Harrison County Schools, Preston County Schools,</li> </ul>	<ul style="list-style-type: none"> <li>We have great support from both Harrison and Preston counties. They are always supportive of Project ISAAC and willing to provide facilities, technology, transportation, etc.</li> </ul>
<ul style="list-style-type: none"> <li>wvde, patch, jboe</li> </ul>	
<ul style="list-style-type: none"> <li>Marshall University Graduate School, LPCC, DHHR, Black Diamond Girl Scout Council, 4-H Leaders, Board of Education, United Way of Central WV</li> </ul>	<ul style="list-style-type: none"> <li>The partners to this grant have been very supportive in providing resources when needed to the students and their families</li> </ul>
<ul style="list-style-type: none"> <li>Title 1, Child Nutrition, FRN, 4-H, CASE WV, Catholic Charities of WV , BSC, HOPE Coalition, and others who are part of our FRN family</li> </ul>	<ul style="list-style-type: none"> <li>I believe that everyone is willingly to do whats best for our students and have shared resources in many ways.</li> </ul>
<ul style="list-style-type: none"> <li>Girl Scouts of Black Diamond Council; Marion County Family Resource Network</li> </ul>	<ul style="list-style-type: none"> <li>The Girl Scouts and Family Resource Network provides our sites with information and classes.</li> </ul>
<ul style="list-style-type: none"> <li>Girl Scouts 4-H Little League Basketball Parents as Teacher RESA 3 Youth Advantage Catholic Church Family Resource Network Health Department DHHR WV PBS Clay County Books 4 Kids Primary Care Wellness Centers EMS Police Charleston Catholic Legislative Partners Parks and Recreation Office of Exceptional Children Title I Clay Library Braxton Extension Service Local churches Northgate Church Save the Children Imagination Library Guitars in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Time and curriculum enriches our programs.</li> </ul>
<ul style="list-style-type: none"> <li>Paula Cross, Mannington Home Center, Bobbie Benson, Lora Deese, Our Father's Ministry, WVU Extension Office, Virginia Dobreff, Michelle Toothman, Marion Co. Clerks Office, Glenn Tacy, Staff Fairmont Senior High School , Grace Faye, McDon-</li> </ul>	

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
<p>alds, Rosemary Michael, Rose Saunders, Robin Haught, Kevin Egidi, Jason Morris, Natalie Summers, Stephanie Cummans, WOW Factory, Robin Haught</p>	
<ul style="list-style-type: none"> <li>Boys &amp; Girls Club, Monongalia County School sites</li> </ul>	
<ul style="list-style-type: none"> <li>Aurora School; Bruceton School; Kingwood Elementary, Fellowsville School</li> </ul>	
<ul style="list-style-type: none"> <li>The Register Herald</li> </ul>	<ul style="list-style-type: none"> <li>The local newspaper was very generous in reporting on upcoming events and showcasing our program.</li> </ul>
<ul style="list-style-type: none"> <li>Couch Stout (Fitness Gram equipment), Karen Boylard, Harrison County Schools, Family Resource Network, Harrison County 4-H, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>Ritchie County Schools</li> </ul>	<ul style="list-style-type: none"> <li>Sharing results makes them more likely to fund programs next year;</li> </ul>

**Training**

PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
0 (not applicable, no information sharing)	
<ul style="list-style-type: none"> <li>Family Resource Network, Harrison Co. YMCA, NASA, WV Humanities Council, Pierpont Technical and Community College, Sergeant First Class Joseph B. Watern, Chevee Dodd</li> </ul>	
<ul style="list-style-type: none"> <li>Title 1, Y4Y, SAFE, WVU 4-h Extension, CASE WV, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>The county (since resources are minimal) collaborate with each of the groups listed to get the best resources for our students.</li> </ul>
<ul style="list-style-type: none"> <li>WV Department of Education</li> </ul>	
2 (somewhat effective)	
<ul style="list-style-type: none"> <li>BOE</li> </ul>	<ul style="list-style-type: none"> <li>Allows us to attend teacher trainings before school begins</li> </ul>
<ul style="list-style-type: none"> <li>patch, rcboe, wvde</li> </ul>	
<ul style="list-style-type: none"> <li>WVDE, DHHR, LPCC, United Way of Central WV</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the topic of training, but most were somewhat effective.</li> </ul>
3 (effective)	
<ul style="list-style-type: none"> <li>Boys &amp; Girls Club, Mon Co Schools, PERC, WDVE Staff, NASA</li> </ul>	
<ul style="list-style-type: none"> <li>Caleb Madia, WVU Extension Office, WV Civil Air Patrol, RESA 7, Liz Serrine, Sherry and Jim Reiser, Danielle Lipscomb, Missy Hinton, Ashley Gum, Ashton Haddix, Paige Bibey, Patty Butler, Representative McKinly, WBOY, Jane Gilcrest, Marion Co. Clerks Office, Glenn Tacy, Fairmont Senior High School Volunteer, Carly Fox, Marion Co. Public Li-</li> </ul>	



PARTNERS	EXPLANATION WHY EFFECTIVE/NOT EFFECTIVE
brary, Patricia Hoffman, Ron Carpenter, Deputy Chief Wright, Anna Gillespie, Rayanna Tonkery, Katlyn Wilt, Viginia Chapman, Judy Hirsch, WOW Factory, Debbie Mann	
<ul style="list-style-type: none"> <li>• Employees from RESA 1</li> </ul>	<ul style="list-style-type: none"> <li>• Employees provided training as needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Lego Robotics, Stem Training, BGCA</li> </ul>	
<ul style="list-style-type: none"> <li>• Marion County Schools, WVDE 21st CCLC, Education Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• Provided training for the directors or staff and most of the time it was free of charge and something that we needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Nashville Conference, Peer Training, EdVenture</li> </ul>	
<ul style="list-style-type: none"> <li>• Ritchie County Schools; WV Dept of Education; Multi-State Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing helps to meet our needs;</li> </ul>
<ul style="list-style-type: none"> <li>• Save the Children Office of Exceptional Children iREAD Title 2 Gear Up Clay County Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Researched-based training based on NextGeneration standards</li> </ul>
<ul style="list-style-type: none"> <li>• Title 1, Y4Y, SAFE, WVU 4-h Extension, CASE WV, 21st CCLC</li> </ul>	<ul style="list-style-type: none"> <li>• The county (since resources are minimal) collaborate with each of the groups listed to get the best resources for our students.</li> </ul>
<ul style="list-style-type: none"> <li>• wvde, mcboe, patch</li> </ul>	<ul style="list-style-type: none"> <li>• patch training programs are very effective</li> </ul>
<ul style="list-style-type: none"> <li>• wvde, patch, jboe</li> </ul>	

### EQ3. Professional Development Quality

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

Program	Rating by topic of professional development*												
	Collaboration	Communications/marketing	Staff development Integrating afterschool with the regular school day	Project management	Federal/state requirements	Family involvement	Program sustainability	Programming	STEM/STEAM	Program evaluation	Policy and advocacy	Other	
Barbour County–World Vision, Inc.	4	3	4	3	4	3	3	4	4	3	3	0	
Berkeley County–Boys and Girls Club of the Eastern Panhandle	0	3	4	4	4	3	0	5	4	4	4	0	
Boone County–The Clay Center	0	0	3	3	0	0	0	3	0	0	0	0	
Cabell County–Spring Hill Elementary	0	0	5	5	0	5	5	5	5	5	5	0	
Cabell/Wayne Counties–Huntington Boys and Girls Club	5	0	5	0	5	5	5	4	0	3	0	0	
Calhoun County–Heads Up	3	3	3	3	3	3	3	5	3	3	3	0	
Clay County–21 <sup>st</sup> CCLC Expansion Project	5	5	5	5	5	5	4	5	4	5	5	0	
Fayette County–New River Health Association, Inc.	4	4	4	0	4	4	3	4	4	4	4	0	
Kanawha County–Bob Burdette Center, Inc.	3	3	4	0	4	3	3	4	4	4	3	0	

*Table A 4 continued on next page*

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

Program	Rating by topic of professional development*												
	Collaboration	Communications/marketing	Staff development Integrating afterschool with the regular school day	Project management	Federal/state requirements	Family involvement	Program sustainability	Programming	STEM/STEAM	Program evaluation	Policy and advocacy	Other	
Kanawha County–Human Resource Development Foundation	NR												
Kanawha County–Partnership of African American Churches	5	5	3	4	5	5	3	5	4	5	5	4	0
Kanawha County–Salvation Army Boys and Girls Club of Charleston	3	0	5	4	0	0	4	3	5	5	3	3	0
Lincoln County–21 <sup>st</sup> CCLC	NR												
Lincoln/Logan–Step-by-Step	5	5	5	5	5	5	5	5	5	5	5	5	0
Marion County–21 <sup>st</sup> CCLC	5	5	5	5	5	5	5	5	5	5	5	5	5
McDowell County–Dreams	4	3	4	4	3	4	5	3	3	4	3	4	0
McDowell County–Dreams 2	4	3	4	4	3	4	5	3	3	4	3	4	0
Mercer County–21 <sup>st</sup> CCLC	4	3	4	4	4	4	4	3	4	3	5	3	0
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	4	0	4	4	0	4	0	4	4	4	4	4	0
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	0	0	5	0	0	0	4	5	0	4	0	0	0
Monroe County–Our Own Back Yard	NR												
Nicholas County–Project Connect	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio County–Anchor	NR												
PATCH 21–Jackson County	3	2	3	0	2	1	1	1	4	1	4	1	0
PATCH 21–Mason County	1	1	1	0	0	0	0	0	1	0	0	0	0
PATCH 21–Roane County	3	5	5	2	4	2	2	2	3	2	2	2	0
Preston County–Afterschool Explorers	5	5	5	5	5	5	5	3	5	5	5	5	0
RESA 1–Project Challenge	1	1	4	3	3	3	0	2	4	3	2	2	0
RESA 4–Connections	4	0	4	4	0	4	3	3	4	4	4	4	0
RESA 4–Fast	4	0	4	0	0	3	0	3	4	4	4	4	0
RESA 4–Soundtrack	4	0	4	4	0	4	3	3	4	4	3	4	0
RESA 7	4	3	4	4	4	4	4	5	4	3	4	5	0
RESA 7–Preston and Harrison	3	3	3	3	3	3	3	3	3	4	3	1	0
RESA 7–Project ISAAC	0	0	0	0	0	0	0	0	0	0	0	0	0
Ritchie County–S.T.A.R.S.	5	5	5	5	4	3	4	3	5	5	5	4	0
Wayne County Community Learning Centers–1	NR												
Wayne County Community Learning Centers–2	NR												
Wayne County Community Learning Centers–3	NR												

\*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.

NR = Not reported

### EQ3. Future Need for Professional Development, Technical Assistance, and Information Resources

**Table A 5. Future Need for Professional Development by Topic and Format, by Program**

Program	Topic and whether—and what type of—support is needed (Y = yes)																																								
	Collaboration			Communications/marketing			Family involvement			Federal/state requirements			Integrating school day			Other			Policy and advocacy			Program evaluation			Program sustainability			Programming			Project management			Staff development			STEM/STEAM				
	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR	PD	TA	IR					
Barbour County—World Vision, Inc.																																									
Berkeley County—Boys and Girls Club of the Eastern Panhandle						Y					Y									Y			Y	Y			Y	Y				Y	Y				Y				
Boone County—The Clay Center																																									
Cabell County—Spring Hill Elementary																				Y	Y	Y																			
Cabell/Wayne Counties—Boys and Girls Club of Huntington																																									
Calhoun County—Heads Up	Y					Y				Y									Y			Y	Y	Y			Y								Y			Y			
Clay County—21 CCLC Expansion Project	Y	Y	Y			Y	Y	Y		Y	Y	Y							Y	Y	Y	Y	Y	Y			Y	Y	Y						Y	Y	Y	Y	Y		
Fayette County—New River Health Association, Inc.																																									
Kanawha County—Bob Burdette Center, Inc.								Y																																	
Kanawha County—Human Resource Development Foundation																																									
Kanawha County—Partnership of African American Churches																																									
Kanawha County—Salvation Army Boys and Girls Club of Charleston	Y	Y	Y																																						
Lincoln County—21 <sup>st</sup> CCLC																																									
Lincoln/Logan Counties—Step-by-Step																																									
Marion County—21 <sup>st</sup> CCLC						Y				Y											Y							Y								Y	Y	Y	Y	Y	
McDowell County—Dreams	Y	Y	Y			Y	Y	Y	Y		Y	Y								Y	Y		Y	Y			Y	Y	Y	Y					Y	Y	Y	Y	Y	Y	
McDowell County—Dreams 2	Y	Y	Y			Y	Y	Y	Y		Y	Y								Y	Y		Y	Y			Y	Y	Y	Y											
Mercer County—21 <sup>st</sup> Century																																									Y
Monongalia County—Kaleidoscope 21 <sup>st</sup> CCLC						Y																																			

Table A 5 continues on next page



## 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
1 (not applicable)	<ul style="list-style-type: none"> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>I attended the WV State Conference on 21st Century CCLC.</li> <li>wvde, regional 21st cclc, national 21st cclc</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>Foundations Conference &amp; 21st Century Multi-State Conference</li> <li>USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE Office of School Improvement</li> <li>jcboe, patch, wvde</li> <li>wvde, patch, rcboe</li> <li>Via email the collaborative meetings, HUPC</li> <li>USDOE 21st CCLC, WVDE 21st Century</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>Framing Your Success, 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC, Building Climate to Improve Culture, Common Core/Next Generation Standards</li> <li>WVDE</li> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>WVDE, Peer Learning teams</li> <li>Foundations Inc, World Vision, WVDE, Multi State Conf, Acuity</li> <li>Quad State Conference</li> <li>Framing Your Success, 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC, Building Climate to Improve Culture, Common Core/Next Generation Standards</li> <li>21st CCLC peer learning teams</li> <li>Peer Learning Teams, WVSAN</li> <li>WVDE 21st CCLC, 21st CCLC State Programs, SDOE You for Youth Website CIPAS Team, Peer Learning Teams</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>WVDE 21st CCLC, QUAD State 21st CCLC, Peer Learning Facilitators, national after-school association conference</li> <li>21st CCLC, Cabell County Schools</li> <li>WVDE Clay County Schools Save the Children Office of Exceptional Children Title 1 RESA 3</li> <li>Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>PCFRN, 21st Century, Presotn Prevention, Title I</li> <li>Duane Rupert/Terri Towle; WVDE 21st CCLC Staff WVDE Peer Learning Facilitators</li> </ul>

**Communications/marketing**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
2 (low)	<ul style="list-style-type: none"> <li>wvde, regional 21st cclc, national 21st cclc</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>wvde, patch, jcboe</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>The FAIR School</li> <li>21st CCLC State Programs</li> <li>21st CCLC Spring Conference, School Improvement Leadership PLC, Building Climate to Improve Culture</li> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>Foundations Inc</li> <li>Nashville Quad Conference</li> <li>WVDE 21st CCLC</li> <li>21st CCLC Spring Conference, School Improvement Leadership PLC, Building Climate to Improve Culture</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>Quad State Conference</li> <li>WVDE 21st CCLC, 21st CCLC State Programs, Keys 4 Healthy Kids, USDOE You for Youth Website, CIPAS Team, Peer Learning Teams</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>WVDE 21st CCLC, Quad State 21st CCLC, Peer Learning Facilitators, National After-school Association conference</li> <li>patch, rcboe</li> <li>WVDE Clay County Schools Save the Children Office of Exceptional Children Title 1 RESA 3</li> <li>Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>EdVenture, Preston Prevention, National Conference</li> <li>Quad State Conference; WVDE Peer Learning Facilitators; WVDE 21st CCLC Staff; Education Alliance;</li> </ul>

**Family involvement**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>WVDE 21st CCLC Conference</li> <li>I attended the WV State 21st Century Conference</li> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>wvde, regional 21st cclc, national 21st cclc</li> <li>National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>wvde</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>patch, wvde</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>KIPP Journey Academy, Athens City, TN Schools</li> <li>USDOE 21st CCLC Staff, 21st CCLC State Programs</li> </ul>

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
	<ul style="list-style-type: none"> <li>• WVDE, WVSAN</li> <li>• USDE, WVDE, WVSAN</li> <li>• Foundations Inc, WVDE, Multi State Conf, Kids Day at the Legislature</li> <li>• Fall Conference, Calhoun County Board Of Education</li> <li>• USDOE 21st CCLC, WVDE 21st CCLC, 21st CCLC Peer Learning Teams</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, Keys 4 Healthy Kids, USDOE You for Youth Website</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• 21 Century</li> <li>• Foundations Conference &amp; 21st Century Multi-State Conference</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• WVDOE, Quad State Training</li> <li>• Peer Learning facilitators; Spring Conference; Quad-State Conference; Monitoring Visits; Ritchie County Schools Title I sessions</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century, Save the Children</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, 21st CCLC Spring Conference, Marsha Tate (Preparing your Child to learn), School Improvement Leadership PLC, Building Climate to Improve Culture</li> <li>• WVDE 21st CCLC, quad state 21st CCLC, national afterschool association conference, duane rupert/terry towle, Marion County Schools</li> <li>• 21st CCLC</li> </ul>

**Federal/state requirements**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> <li>• WV Directors Conference Charleston WV</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>• wvde</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• wvde, patch</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• USDOE 21st CCLC Staff, 21st CCLC State Programs</li> <li>• Fall Conference</li> <li>• I attended the WV State 21st Century Conference,</li> <li>• WVDE 21st CCLC staff; Spring conference in Charleston; Quad-State Conference in Nashville</li> <li>• WVDE, USDE</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• U.S. Department of Education</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference,</li> <li>• WVDE, USDE</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• WVDE, USDE</li> <li>• Foundations Inc, Multi State Conf</li> <li>• WVDOE</li> <li>• USDOE 21st CCLC, Multi-State 21st CCLC</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference,</li> <li>• WVDE 21st CCLC Webinar</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• WVDE 21st CCLC, USDOE 21st CCLC,</li> <li>• 21st CCLC</li> </ul>

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
	<ul style="list-style-type: none"> <li>• WVDE and Quad State</li> <li>• Commission for National and Community Service Corporation for National and Community Service Department of Health and Human Resources Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV SU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• CIPAS, Monitoring Tool, Peer Meetings</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, CIPAS Team</li> <li>• WVDE Office of Instruction, WVDE 21st CCLC, 21st CCLC State Programs, CIPAS, Peer Learning Teams</li> </ul>

***Integrating afterschool with the regular school day***

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• Foundations, Inc., WVDE</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• patch, rcboe, wvde</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE Acuity training</li> <li>• Foundations Inc, WVDE, Multi State Conf, Acuity</li> <li>• USDOE 21st CCLC, WVDE 21st CCLC</li> <li>• I attended the State Conference on 21st Century CCLC.</li> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference, Accuity Training</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• Foundations Conference &amp; 21st Century Multi-State Conference</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC,</li> <li>• USDE, WVDE</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• WVDE, USDE</li> <li>• Quad State Training</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC,</li> <li>• WVDE 21st CCLC Webinar</li> <li>• WVDE Office of Instruction, WVDE 21st CCLC, 21st CCLC State Programs, USDOE You for Youth Website</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century, Save the Children</li> <li>• WVDE 21st CCLC, quad state 21st CCLC conference, USDOE 21st CCLC, WVDE office of instruction, Marion County Schools</li> <li>• 21st CCLC</li> <li>• WVDE and Quad-State</li> <li>• Fall Conference</li> </ul>



**Other**

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**QUALITY RATING    PROFESSIONAL DEVELOPMENT PROVIDERS**

6 (high)                      •    Marion County Schools

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**Policy and advocacy**

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**QUALITY RATING    PROFESSIONAL DEVELOPMENT PROVIDERS**

1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference, WV Directors Conference Charleston WV</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>• wvde</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• patch, wvde</li> <li>• Topics were addressed briefly.</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• Foundations Conference &amp; 21st Century Multi-State Conference</li> <li>• Foundations Inc., Multi State, WVSAN</li> <li>• Fall Conference</li> <li>• WVDE 21st CCLC</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• U.S. Department of Education</li> <li>• 21st CCLC, Multi-State, and Southeast Regional conferences.</li> <li>• WVSAN</li> <li>• WVSAN, USDE, WVDE</li> <li>• WVDOE</li> <li>• 21st CCLC, Multi-State, and Southeast Regional conferences.</li> <li>• WDVE and Quad state 21st CCLC conferences</li> <li>• Spring Conference; Quad-State Conference</li> <li>• WVSAN</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, WVU Extension, Keys 4 Healthy Kids, CIPAS, Peer Learning Teams</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century, Save the Children</li> <li>• WVDE 21st CCLC, USDOE 21st CCLC, peer learning facilitators, duane rupert/terry towle</li> <li>• WVDE Clay County Schools Save the Children Office of Exceptional Children Title 1 RESA 3</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• PCFRN, PC Health Department</li> </ul>

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**Program evaluation**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference, WV Directos Conference Charleston WV</li> <li>• patch, helianthus, wvde</li> <li>• I attended the WV State 21st Century Conference</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• Foundations &amp; 21st Century Multi-State Conference</li> <li>• WVDE 21st CCLC Staff, 21st Century Services, Inc.</li> <li>• 21st CCLC Spring Conference, School Improvement Leadership PLC,</li> <li>• 21st Century Services, WVDE</li> <li>• CIPAS/21st CCLC Conference</li> <li>• WVDE, Acuity</li> <li>• Fall Conference</li> <li>• 21st CCLC Spring Conference, School Improvement Leadership PLC,</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• Terri Towle, Duane Rupert</li> <li>• patch, helianthus</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• 21st Century Services, WVDE</li> <li>• CIPAS, WVDOE</li> <li>• WVDE 21st CCLC</li> <li>• WVDE 21st CCLC conference and staff review, CIPAS</li> <li>• 21st Century Services, WVDE</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century, Save the Children, CIPAS</li> <li>• WVDE 21st CCLC, Terry Towle/Duane Rupert, WVDE office of research</li> <li>• WVDE, Quad State, CIPAS, Clay County Schools</li> <li>• Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• CIPAS, Monitoring tool</li> <li>• Spring Conference; Quad-State Conference in Nashville</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, CIPAS, Peer Learning Teams, WVDE Office of Research</li> </ul>

**Program sustainability**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>• wvde</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• patch, wvde</li> <li>• I attended the WV State 21st Century Conference.</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• Foundatons &amp; 21st Century Multi-State Conference</li> <li>• USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE, Peer Learning</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, 21st CCLC Spring Conference</li> <li>• 21st Century Services</li> <li>• 21st Century Services, USDE, WVDE</li> <li>• Foundations Inc, WVDE, Multi State Conf</li> <li>• Fall Conference</li> <li>• WVDOE</li> <li>• WVDE 21st CCLC</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, 21st CCLC Spring Conference</li> <li>• PCFRN and much of community in general</li> <li>• Peer Learning facilitators; Spring Conference in Charleston; Quad-State conference in Nashville</li> <li>• 21st Century Services</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• WVDE</li> <li>• Boys &amp; Girls Club Training, WVDE 21st CCLC conference</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century</li> <li>• 21st Century, Save the Children</li> <li>• WVDE 21st CCLC</li> <li>• 21st CCLC</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, CIPAS Team, Peer Learning Teams</li> </ul>

**Programming**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>wvde, regional 21st cclc, national 21st cclc</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>USDOE 21st CCLC Staff</li> <li>Framing Your Success, 21st CCLC Multi State Conference, USDE Southeast Regional Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC, Building Climate to Improve Culture, Common Core/Next Generation Standards,</li> <li>wvde, patch, rcboe</li> <li>Framing Your Success, 21st CCLC Multi State Conference, USDE Southeast Regional Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC, Building Climate to Improve Culture, Common Core/Next Generation Standards,</li> <li>National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference, Accuity Training</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>wvde, jcboe, patch</li> <li>WVDE, USDE, Foundations, Inc.</li> <li>21st CCLC, NASA, WV Extension</li> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams,</li> <li>USDE, WVDE, Foundations, Inc., STEMfinity, WV SAN</li> <li>Foundations Inc, Y4Y, WVDE, Multi State Conf, NASA</li> <li>WV DOE</li> <li>USDOE 21st CCLC, Multi-State 21st CCLC</li> <li>21st CCLC conferences, Boys &amp; Girls Club, WVDE Conference, WVDE Webinar</li> <li>I attended the WV State Conference on 21st Century CCLC.</li> <li>USDE, WVDE, Foundations, Inc.</li> <li>WVDE Office of Instruction, WVDE 21st CCLC, 21st CCLC State Programs, WVU Extension, Keys 4 Healthy Kids, USDOE You for Youth Website, NASA IV</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>Virginia Department of Education, NASA Langley Research Center, Edvance Research, STEMfinity, GenMove USA, Clever Crazes for Kids, GeoMotion, Kentucky Department of Education, Hooked on Science, LTS Education Systems, Inc., The Education Alliance, NASA IV&amp;V Educator Resource Center</li> <li>21st Century, Save the Children</li> <li>Foundations Conference, 21st Century Multi-State Conference, Lego Robotics Training &amp; STEM Training</li> <li>WVDE 21st CCLC, 21st CCLC Quad State programs, USDOE 21st CCLC, Volunteer WV, Education Alliance, NASA IV &amp; V, Marion County Schools, WVDE, national afterschool association conference</li> <li>WVDE Clay County Schools Save the Children Office of Exceptional Children Title 1 RE-SA 3</li> <li>Calhoun County Board Of Education, 21st Century Fall Conference</li> <li>Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-</li> </ul>

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
	Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County
	<ul style="list-style-type: none"> <li>National Conference in Nashville; 3 Peer Learning Sessions, Legislative Dinner, FRN Survey Dinner</li> <li>Multi-State Conference in Nashville; Peer Learning Teams; Common Core Webinar; WVDE 21st CCLC staff;</li> </ul>

**Project management**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>wvde, regional 21st cclc, national 21st cclc</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>wvde, jcboe, patch</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>USDOE 21st CCLC Staff, 21st CCLC State Programs, Peer Learning Teams</li> <li>Framing Your Success, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC,</li> <li>Foundations Inc, WVDE</li> <li>Fall Conference</li> <li>Framing Your Success, 21st CCLC Spring Conference, Summer Leadership Retreat, School Improvement Leadership PLC,</li> <li>Sessions were offered on how to best manage the grant in both a fiscal and successful manner.</li> <li>National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>Josh Asbury, Marsha Bailes, Terri Towle</li> <li>patch, rcboe</li> <li>21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>WVDE 21st Staff monitoring visit; Spring Conference; Quad-State conference in Nashville; Webinars on data collection; Peer Learning Facilitators</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>Save the Children Webinar</li> <li>WVDE 21st CCLC,</li> <li>WVDE and Quad State</li> <li>Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>National Conference</li> </ul>

**Staff development**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>• wvde, regional 21st cclc, national 21st cclc</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• patch, jcboe, wvde</li> <li>• Calhoun County Board Of Edcation Professional Development</li> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference, Accuity Training</li> <li>• WVDE Office of Instruction, WVDE 21st CCLC, 21st CCLC State Programs, WVU Extension, Keys 4 Healthy Kids, USDOE You for Youth Website</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• Boys &amp; Girls Clubs of America Leadership University</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, Building Climate to Improve Culture, Common Core/Next Generation Standards,</li> <li>• WVDE, WVSAN</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• WVDE, WVSAN, STEMfinity</li> <li>• Foundations Inc, World Vision, WVDE, Multi State, NASA</li> <li>• WVDOE</li> <li>• USDOE 21st CCLC, WVDE 21st CCLC</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, Summer Leadership Retreat, Building Climate to Improve Culture, Common Core/Next Generation Standards,</li> <li>• WVDE 21st CCLCWebinar</li> <li>• I attended webinars on afterschool programs that were presented by state and national speakers.</li> <li>• WVDE, WVSAN</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• Boys &amp; Girls Club of America</li> <li>• 21st Century, Save the Children</li> <li>• Foundations Conference &amp; 21st Century Multi-State Conference</li> <li>• WVDE 21st CCLC, 21st CCLC Quad State conference, national afterschool association conference, education alliance, Marion county Schools</li> <li>• patch, rcboe</li> <li>• WV Extension</li> <li>• WVDE Clay County Schools Save the Children Office of Exceptional Children Title 1 RE-SA 3</li> <li>• Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• EdVenture, Peer Learning</li> <li>• Ritchie County Schools; WVDE 21st CCLC Staff; WVDE Peer Learning Facilitators; Quad State Conference in Nashville;</li> </ul>

**STEM/STEAM**

QUALITY RATING	PROFESSIONAL DEVELOPMENT PROVIDERS
1 (not applicable)	<ul style="list-style-type: none"> <li>• WV Extension, NASA</li> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training</li> <li>• wvde, regional 21st cclc, national 21st cclc</li> <li>• National Conference New Orleans LA, Multi State Conference Nashville TN, Jacksonville FL Conference, Williamsburg Va Conference</li> </ul>
2 (low)	<ul style="list-style-type: none"> <li>• wvde</li> </ul>
3 (somewhat low)	<ul style="list-style-type: none"> <li>• patch, wvde</li> </ul>
4 (moderate)	<ul style="list-style-type: none"> <li>• 21st CCLC Quad State Conference. 21st CCLC Spring State Training, Peer Learning Teams</li> <li>• Fall Conference</li> <li>• I attended the WV State 21st Century Conference.</li> </ul>
5 (somewhat high)	<ul style="list-style-type: none"> <li>• 21st Century</li> <li>• STEMfinity, GenMove USA</li> <li>• USDOE 21st CCLC Staff, 21st CCLC State Programs, WVDE Office of Instruction, NASA IV&amp;V</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, SEMAA, WVU Extension/STEM Curriculum, BSC robotics,</li> <li>• STEMfinity</li> <li>• WVDE, Quad-State</li> <li>• STEMfinity</li> <li>• Foundations, WVDE, Multi State Conf</li> <li>• West Virginia State University NASA SEMMA training, Quad State Conference</li> <li>• USDOE 21st CCLC, Multi-State 21st CCLC</li> <li>• 21st CCLC Multi State Conference, 21st CCLC Spring Conference, SEMAA, WVU Extension/STEM Curriculum, BSC robotics,</li> <li>• EdVenture Group, WDVE and Quad state 21st CCLC conferences</li> <li>• STEMfinity</li> </ul>
6 (high)	<ul style="list-style-type: none"> <li>• 21st Century, Save the Children</li> <li>• Foundations, 21st Century Multi-State Conference, Lego Robotics &amp; STEM Training</li> <li>• WVDE 21st CCLC, quad state 21st CCLC, National afterschool association conference, USDOE21st CCLC, NASA IV &amp; V</li> <li>• Berea College Commission for National and Community Service Corporation for National and Community Service Department of Environmental Protection Department of Health and Human Resources Environmental Protection Agency Family Leadership First Junior Master Gardeners Lincoln County Schools Logan County Schools Swamp Gravy Team for WV Children Transformation Specialists United States Department of Education Vaughn and Sandy Grisham West Virginia Department of Education WV Anti-Bullying Coalition WV Developmental Disabilities Planning Council WV Healthy Kids and Families Coalition WVSU Extension WVU Extension Lincoln County WVU Extension Logan County</li> <li>• EdVenture</li> <li>• Spring Conference in Charleston; Quad-State conference in Nashville; Peer Learning facilitators</li> <li>• WVDE 21st CCLC, 21st CCLC State Programs, WVU Extension, USDOE You for Youth Website, NASA IV</li> </ul>

## 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"> <li>Looking for more information on organizations that we can collaborate with.</li> <li>Method used by other organizations</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>All the sessions provided PD training and providing information and how best to collaborate with local businesses in the area.</li> <li>Learned techniques on collaboration.</li> <li>Tips on increasing collaboration opportunities in rural counties</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>County has had several Common Core WS and Leadership retreats to focus on WESTEST data. Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Finding Effective Partners and Turning Partners into Collaborators, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>Assistance with advisory councils, legislative updates</li> <li>Conferences, Meetings, and Webinars</li> <li>County has had several Common Core WS and Leadership retreats to focus on WESTEST data. Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Finding Effective Partners and Turning Partners into Collaborators, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> </ul>
professional development	<ul style="list-style-type: none"> <li>Information about PPICS, data entry</li> </ul>
technical assistance	<ul style="list-style-type: none"> <li>Collaborating with local partners varies dramatically from site to site. On-site technical assistance would be helpful so that we can show the community more about the program, and enlist them in our program goals.</li> <li>Help with various concerns, forming advisory councils</li> </ul>

### ***Communications/marketing***

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>Attended the Bridging Learning through 21st CCLC Opportunities Conference</li> <li>Free email clients like Constant Contact</li> <li>General information on the grant process and ways it is implemented were directed.</li> <li>Information is always welcome on how to market and communicate to the community about our program</li> <li>Method used by other organizations</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>Learned better ways to communicate and market the program</li> <li>We can always use more information in this area</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs", Re-Imagine School-Community Partnerships: Fair+Program, Afterschool Network / McDowell County "Day at the Legislature.</li> </ul>



FORMAT PREFERRED	SPECIFIC TOPIC
	<ul style="list-style-type: none"> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs", Re-Imagine School-Community Partnerships: Fair+Program, Afterschool Network /McDowell County "Day at the Legislature.</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>Conferences, Meetings, and Webinars</li> </ul>
professional development	<ul style="list-style-type: none"> <li>After school information, summer school, parent involvement</li> <li>research based marketing for programs</li> </ul>

**Family involvement**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>Attended the 2012 Multi-State CCLC Conference</li> <li>Community Garden</li> <li>information on better ways to involve the family in our program</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>We can always use help in how to reach more parents;</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>Attended monthly meetings on Parenting and volunteering at Title I schools. Attended Kindergarten Readiness training and Make and Take Homework Station.</li> <li>Conferences, Meetings and Webinars</li> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Intentional Connection: Increasing Parent/Family Involvement and Increasing Community Engagement, bring in different presenter during our PAC Meeting with parents.</li> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Intentional Connection: Increasing Parent/Family Involvement and Increasing Community Engagement, bring in different presenter during our PAC Meeting with parents.</li> <li>Suggestions and information on how to continually involve the parents in our program.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>The speakers spoke on the many topics at length.</li> </ul>
technical assistance, professional development	<ul style="list-style-type: none"> <li>Programs offered at conferences to include family members</li> </ul>

**Federal/state requirements**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>Attended the Bridging Learning through 21st CCLC Opportunities Conference</li> <li>information to keep us updated</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>Lots of work to document program and make sure that we are doing what we are supposed to do.</li> <li>Newsletter or monthly update would be great; It is hard to know where to look for federal and state requirements;</li> </ul>

FORMAT PREFERRED	SPECIFIC TOPIC
information resources, technical assistance	<ul style="list-style-type: none"> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> </ul>
information resources, technical assistance, pro- fessional development	<ul style="list-style-type: none"> <li>Conferences, Meetings, and Webinars</li> <li>The conference was very helpful in all aspects.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>research based requirements that are accurate</li> </ul>
technical assistance, pro- fessional development	<ul style="list-style-type: none"> <li>Bidders Conference, National Conference</li> <li>Bidders Conference, National Conference</li> </ul>

### ***Integrating afterschool with the regular school day***

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>Information on better ways to get the school involved in afterschool</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>How to work with the regular school day</li> <li>Sharing sessions with other sites for ideas of how we can improve</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs", Y4Y. We meet with Principals and school staff on integrating Afterschool with the regular school day at the beginning of each school and revisit it throughout the year.</li> <li>Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Dr. Lyles "Academic Improvement and Teacher Quality Programs", Y4Y. We meet with Principals and school staff on integrating Afterschool with the regular school day at the beginning of each school and revisit it throughout the year.</li> </ul>
information resources, technical assistance, pro- fessional development	<ul style="list-style-type: none"> <li>Conferences, Meetings, and Webinars</li> </ul>
information resources, technical assistance, pro- fessional development	<ul style="list-style-type: none"> <li>Resources provided were used during the day and during the after school program.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>research based program integration building</li> <li>Speakers provided ideas regarding how best to integrate afterschool programs.</li> </ul>
technical assistance	<ul style="list-style-type: none"> <li>How to incorporate community based afterschool programs into school five-year/strategic plans</li> </ul>
technical assistance, pro- fessional development	<ul style="list-style-type: none"> <li>creating a smooth transition from regular day to afterschool</li> <li>trainings were offered on a variety of topics</li> </ul>

**Policy and advocacy**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• Attended the Bridging Learning through 21st CCLC Opportunities Conference</li> <li>• Information was provided on policy and advocacy.</li> <li>• new policy information and how better to advocate for our program</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• Attended Legislative Dinner, Attended PCFRN survey night</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Developing a Compelling story for Afterschool: Role of Advocacy, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Developing a Compelling story for Afterschool: Role of Advocacy, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>• Provided guidelines for the program.</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Conferences, Meetings, and Webinars</li> <li>• I know it is important, it is just hard to work it in with all the other tasks</li> <li>• More support in any format would be beneficial.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• research based advocacy building help</li> <li>• What kind of advocacy is allowable for afterschool administrative staff</li> </ul>
technical assistance	<ul style="list-style-type: none"> <li>• our voice on the hill</li> <li>• Working to keep and secure additional funding</li> </ul>

**Program evaluation**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• Data collection databases</li> <li>• information to keep us up to date</li> <li>• The topic was addressed.</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• Effective ways of improving our evaluation techniques</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>• 21st Century Grant Services. Attended the 21st CCLC Spring Conference</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Strategic Planning and Sustainability: Putting it all Together, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Strategic Planning and Sustainability: Putting it all Together, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>• The continual improvement process of evaluation is a good idea; however, it is challenging to complete in your first year.</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Conferences, Meetings, Webinars, Guides</li> </ul>

FORMAT PREFERRED	SPECIFIC TOPIC
professional development	<ul style="list-style-type: none"> <li>• Feed back on the effectiveness of our program and ways to improve.</li> <li>• In depth review of the program. With me being new very educational and informative.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• research based evaluation capacity building resources</li> </ul>
technical assistance	<ul style="list-style-type: none"> <li>• CIPAS review, monitoring</li> <li>• Helped with understanding where the program is and ways to make it better</li> </ul>

### ***Program sustainability***

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Strategic Planning and Sustainability: Putting It All Together, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Strategic Planning and Sustainability: Putting It All Together, Dr. Lyles "Academic Improvement and Teacher Quality Programs",</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• Learned about how to sustain a program. Lots of support and in-kind donations very limited financial resources.</li> <li>• We can always use ideas for sustainability especially in rural counties with few resources</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>• CIPAS, Elevator speech</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Conference, meetings, and webinars</li> <li>• Provided resource information.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• research based sustainability capacity building</li> <li>• This topic was not addressed in enough detail.</li> </ul>
technical assistance, professional development	<ul style="list-style-type: none"> <li>• Fundraising opportunities</li> <li>• ideas for maintaining the program when funding is gone</li> </ul>

### ***Programming***

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• patch training is very effective for our employees</li> <li>• 21st CCLC grant compliance, engagement of parents, use of technology</li> <li>• Always looking for more resources and information about helping students</li> <li>• Sending research on best practices as it comes out would be beneficial</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• Additional training on common core; New materials available</li> <li>• Attended the Bridging Learning through 21st CCLC Opportunities Conference. Attended the 2012 Multi-State CCLC Conference. Attended the 21st CCLC Spring Conference.</li> </ul>

FORMAT PREFERRED	SPECIFIC TOPIC
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Conferences, Meetings, and Webinars</li> <li>• Information on how the program should be presented to the students. And ways to get and use resources.</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Bridging Middle to HS Gap, Building an Intentional Program, Strategic Planning for After School, and Thriving and Building on the Strengths of Children and Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Bridging Middle to HS Gap, Building an Intentional Program, Strategic Planning for After School, and Thriving and Building on the Strengths of Children and Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> <li>• Learned about the programming of the program.</li> <li>• National Conference, various effective strategies</li> <li>• We were provided with assistance in completing the reports.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• After school ideas</li> <li>• practical programming best practices in relation to wv rural programs</li> </ul>

**Project management**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• information on better ways to manage a program</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• Anything that will help us to do our jobs more efficiently and effectively</li> <li>• How to operate an AfterSchool program.</li> <li>• Sessions on budgeting were addressed.</li> </ul>
information resources, technical assistance	<ul style="list-style-type: none"> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as;Role of Advisory Councils and Other Stakeholders in Strategic Planning,Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as;Role of Advisory Councils and Other Stakeholders in Strategic Planning,Dr. Lyles "Academic Improvement and Teacher Quality Programs".</li> <li>• PLT Meetings, Attended the 21st CCLC Spring Conference.</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Community forum with other centers.</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• Conference, Meetings, and Webinars</li> <li>• research based management program assistance and building</li> </ul>

**Staff development**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources, professional development	<ul style="list-style-type: none"> <li>• Common Core is going to be a hot topic as well as the new testing product</li> </ul>

FORMAT PREFERRED	SPECIFIC TOPIC
	<ul style="list-style-type: none"> <li>• Learned how others do our job.</li> <li>• staff development ideas</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Conferences, Meetings, and Webinars</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Flying Wild, Rockets to Racecars, Y4Y, STEMA. Our county has had several individuals who have worked with parent (Marsha Tate, Cyber bully, Technology training,</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; Flying Wild, Rockets to Racecars, Y4Y, STEMA. Our county has had several individuals who have worked with parent (Marsha Tate, Cyber bully, Technology training,</li> <li>• Trained the staff.</li> <li>• Various strategy components, Health Rocks, parent training</li> </ul>
professional development	<ul style="list-style-type: none"> <li>• Advance Management Training</li> <li>• Leadership University Classes</li> <li>• research based development and capacity building</li> </ul>
technical assistance	<ul style="list-style-type: none"> <li>• Completing forms in a timely and orderly fashion.</li> </ul>

### **STEM/STEAM**

FORMAT PREFERRED	SPECIFIC TOPIC
information resources	<ul style="list-style-type: none"> <li>• Attended the 2012 Multi-State CCLC Conference</li> <li>• Rockets to Race Cars</li> </ul>
information resources, professional development	<ul style="list-style-type: none"> <li>• stem, steam, stream, ect. research based capacity building</li> <li>• A group from NASA spoke on the STEM/STEAM initiative.</li> <li>• Conferences, Meetings, Webinars</li> <li>• Lots of good materials are out there--would be nice to have someone who has used specific materials to share their experiences.</li> <li>• pd on STEAM activities-information on places to find these activities.</li> <li>• Resources/tools were explained and demonstrated</li> </ul>
information resources, technical assistance, professional development	<ul style="list-style-type: none"> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; NASA/SEMAA, WVU 4/H Extension Services, BSC robotics</li> <li>• Information was gathered at 21st CCLC, Multi-State, and Southeast Regional conferences that provided information for 21st CCLC staff such as; NASA/SEMAA, WVU 4/H Extension Services, BSC robotics</li> <li>• Learned how to use the EdVenture materials for the 4 sites.</li> <li>• Provided us with the program foundation and presentation.</li> <li>• Tools and resources</li> <li>• Use of resources/tools</li> </ul>

### 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	CIPAS	Email	Other	Peer learning teams	Phone/conference call	Site visit	Webinar
Barbour County–World Vision, Inc.	5	5	4	0	3	4	4	3
Berkeley County–Boys and Girls Club of the Eastern Panhandle	5	4	4	0	4	5	4	3
Boone County–The Clay Center	4	3	3	0	5	3	5	3
Cabell County–Spring Hill Elementary	5	4	4	0	0	5	5	5
Cabell/Wayne Counties–Boys and Girls Club of Huntington	0	4	4	5	0	4	0	5
Calhoun County–Heads Up	5	4	5	5	3	4	5	3
Clay County–21 <sup>st</sup> CCLC Expansion Project	3	3	5	0	3	4	5	5
Fayette County–New River Health Association, Inc.	4	4	4	0	4	4	4	4
Kanawha County–Bob Burdette Center, Inc.	2	3	5	0	4	5	4	3
Kanawha County–Human Resource Development Foundation	NR							
Kanawha County–Partnership of African American Churches	NR							
Kanawha County–Salvation Army Boys and Girls Club of Charleston	5	5	5	0	4	5	5	3
Lincoln County–21 <sup>st</sup> CCLC	2	1	3	0	4	1	4	1
Lincoln/Logan Counties–Step-by-Step	5	3	5	0	3	4	5	3
Marion County–21 <sup>st</sup> CCLC	5	5	5	0	4	5	5	5
McDowell County–Dreams	4	3	5	0	4	5	5	5
McDowell County–Dreams 2	4	3	5	0	4	5	5	5
Mercer County–21 <sup>st</sup> CCLC	4	4	3	0	4	4	4	4
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	4	3	5	0	5	5	4	4
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	2	4	4	0	4	4	4	3
Monroe County–Our Own Back Yard	NR							
Nicholas County–Project Connect	3	1	4	0	4	4	3	1
Ohio County–Anchor	3	5	5	4	4	4	5	3
PATCH 21–Jackson County	3	2	2	0	4	3	3	3
PATCH 21–Mason County	2	0	2	0	4	1	4	1
PATCH 21–Roane County	1	1	1	0	2	1	1	1
Preston County–Afterschool Explorers	5	5	5	0	5	5	5	5
RESA 1–Project Challenge	4	5	5	0	4	5	5	5
RESA 4 Connections	4	4	5	0	4	4	4	4
RESA 4 Fast	4	4	5	0	4	4	4	4
RESA 4-Soundtrack	4	4	5	0	4	4	4	4
RESA 7	5	4	4	0	4	4	5	3
RESA 7-Preston and Harrison	3	3	5	0	4	4	4	3

*Table A 6 continues on next page*

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

Program	Degree of helpfulness*							
	Action plan feedback	CIPAS	Email	Other	Peer learning teams	Phone/conference call	Site visit	Webinar
RESA 7-Project ISAAC	5	4	5	0	0	5	0	5
Ritchie County–S.T.A.R.S.	5	4	5	0	5	5	5	3
Wayne County Community Learning Centers–1	5	5	5	0	2	5	5	5
Wayne County Community Learning Centers–2	5	5	5	5	2	5	5	5
Wayne County Community Learning Centers–3	5	5	5	0	2	5	5	5

NR = Not reported

## 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
Barbour County–World Vision, Inc.	3	45	7	45	10
Berkeley County–Boys and Girls Club of the Eastern Panhandle	2	25	3	2	0
Boone County–The Clay Center	2	93	1	0	0
Cabell County–Spring Hill Elementary	2	40	20	40	20
Cabell/Wayne Counties–Boys and Girls Club of Huntington	3	75	0	0	5
Calhoun County–Heads Up	3	41	3	0	2
Clay County–21 <sup>st</sup> CCLC Expansion Project	4	647	29	29	29
Fayette County–New River Health Association, Inc.	2	0	0	0	0
Kanawha County–Bob Burdette Center, Inc.	0	2	12	3	27
Kanawha County–Human Resource Development Foundation	NR				
Kanawha County–Partnership of African American Churches	3	27	13	2	22
Kanawha County–Salvation Army Boys and Girls Club of Charleston	3	50	8	9	8
Lincoln County–21 <sup>st</sup> CCLC	4	157	14	97	8
Lincoln/Logan Counties–Step-by-Step	3	150	500	325	25
Marion County–21 <sup>st</sup> CCLC	2	86	0	0	0
McDowell County–Dreams	3	125	9	6	3
McDowell County–Dreams 2	3	125	9	6	3
Mercer County–21 <sup>st</sup> CCLC	2	164	10	3	10
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	2	3	1	2	3

*Table A 7 continues on next page*



**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
Monongalia–Mountaineer Boys and Girls Club Morgantown Connections	2	54	6	6	5
Monroe County–Our Own Back Yard	NR				
Nicholas County–Project Connect	3	10	2	6	3
Ohio–Anchor	NR				
PATCH 21–Jackson County	3	3	10	5	10
PATCH 21–Mason County	2	40	5	5	40
PATCH 21–Roane County	2	40	10	15	40
Preston County–Afterschool Explorers	2	20	0	10	5
RESA 1–Project Challenge	2	5	4	3	3
RESA 4–Connections	2	4	0	0	0
RESA 4–Fast	2	15	0	0	0
RESA 4–Soundtrack	2	30	0	0	0
RESA 7	2	85	2	216	2
RESA 7–Preston and Harrison	2	89	0	79	10
RESA 7–Project ISAAC	2	190	10	108	0
Ritchie County–S.T.A.R.S.	3	733	5	733	5
Wayne County Community Learning Centers–1	4	28	27	12	54
Wayne County Community Learning Centers–2	4	36	8	3	15
Wayne County Community Learning Centers–3	4	35	6	62	21

\*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.

NR = Not reported

## 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"> <li>The BBC was successful in providing adult education courses that were not previously available. We were also able to get family and community members involved in volunteering with the dance program. Parents served as backstage parents during the recital and also help us when we participated in the Arts In Action finale at their recital. Three church member were involved with mentoring this past year. 11 community members served on our Board of Directors or Sustainability Sub-Committee including 1 parent.</li> </ul>
2 (some success)	<ul style="list-style-type: none"> <li>Community members were involved because of volunteer requirements</li> <li>Fellowsville had parents help with several events like Literacy night. However, we did a poor job of documenting who helped. Many baked goods were provided for the event. We need to do a better job of capturing data.</li> </ul>

LEVEL OF SUCCESS	EXPLANATIONS
	<ul style="list-style-type: none"> <li>● Getting the parents to attend was the most important part. Once parents attended, they were more likely to want to come back and participate. Our program did have some success but we are working hard to entice our parents to our program so that they can be a strong partner.</li> <li>● Our Club parents are more involved and are willing to tell us their needs.</li> <li>● Parent participation always seems to be a challenge. This year, the programs that saw the most participation were ones that either include "fun" activities such as Zumba or career planning.</li> <li>● parent-family night activities</li> <li>● the program in mason is new and we are working on building capacity for parents</li> <li>● We are beginning to get more parents interested in the program.</li> <li>● We have been successful this year in recruiting additional volunteers to help with program evaluation.</li> <li>● We have developed a documented method to send parent involvement programming home with students for family completion. We used a health &amp; nutrition handout with activities and a vocabulary diary that was utilized during the second half of this year's program.</li> </ul>
3 (moderate success)	<ul style="list-style-type: none"> <li>● Had skills to offer.</li> <li>● Our Parent Committee planned an &amp; implemented special events for our club.</li> <li>● 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. We also succeeded in forging a new collaborative and with it an ongoing sustainable structure for parent education in Logan County. The model that has emerged utilizes training workshops, family learning packets completed in the home, and family field trips to help adults and children strengthen their education side-by-side.</li> <li>● The 5 adults who volunteered did a good job delivering program</li> <li>● The afterschool sites invited parents into the programs to see the activities they were working on. They were also seen out in the community with service learning projects.</li> <li>● Those that attended gave our workshops 100% satisfaction on the surveys handed out at the end of the workshops.</li> <li>● We made a concentrated effort this year to organize more programs for adults and did a better job in communicating with parents;</li> <li>● We were successful in utilizing parents in implementation of programs</li> <li>● Our program was well below Parent Participation Target. But, is receiving good participation from community and congregational members. Parents are usually too busy, have other demands, or too tired to attend anything other than semi-annual concerts or</li> </ul>
4 (great success)	<ul style="list-style-type: none"> <li>● On going communication with families and community members</li> <li>● Parents fill out needs and interest surveys and from the feedback, that is the activities and/or support provided</li> <li>● Parents involvement make it possible to have better communication and support family needs in the project</li> <li>● The program that interest parents are the key. Surveys and face to face meeting where parents are made to feel a part of the program. Parents are encouraged to participate in all programs at the level they feel the most comfortable. community</li> </ul>

LEVEL OF SUCCESS	EXPLANATIONS
	partners made the programs successful.
	<ul style="list-style-type: none"> <li>We had activities that were of interest to them. They were involved in planning.</li> </ul>

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"> <li>One challenge was getting parents to attend the adult education courses even though we conducted a survey to see what parents would be interested in and provided door prizes and activities for their children during the course.</li> </ul>
3 (some success)	<ul style="list-style-type: none"> <li>Parents at our South site do not have a relationship with the staff, therefore expressing their needs is lacking.</li> <li>We have not been successful in involving parents in programming. Parents came to events that their children were a part of, but we could not get many parents to come out to other programs. We are working on this for the next year.</li> <li>We need to expose more parents to our new program.</li> <li>Parent involvement has been a big challenge. The staff members promote events through newsletters, fliers, and special reminders, but the turnout continues to be disappointing. Many parents do not have a means of transportation, so even trying to plan around their schedules does not enable them to come to events.</li> <li>Usually because parents/guardians aren't invited.</li> <li>At the start of the program, site coordinators sent out an interest survey for parents to complete in regards to the type of educational programs parents would be interested in attending with their children; as well as identify the day(s) of the week and time frame that would best suit their needs. Based on the interest forms, family fun nights and educational workshops were planned; however, participation was less than desirable. Childcare and meals were provided at all events as well.</li> <li>parents working during program hours</li> <li>As a new director, I did not realize the importance of parent involvement until later in the year; however if we do get the grant it will be a priority.</li> <li>As a new director, I did not realize the importance of parent involvement until later in the year; however if we do get the grant it will be a priority.</li> <li>Due to the rural nature of some of the sites, parental involvement was difficult to obtain.</li> <li>Programming is not offered as it should be</li> <li>we developed a parent handbook and questionnaire tha will be given out this coming year.</li> <li>Parents who pick up their kids ae not willing to take time and others who ride the bus seldom are willing to come in. Many who we serve are low socio-economic and aren't interested.</li> <li>We need to do a better job of documenting parent involvement.</li> <li>Our program hopes to include more parents next year by offering them pertinent classes and end the sessions with a donate meal from a local restaurant.</li> <li>Due to the rural location of some sites, parental involvement was difficult to obtain.</li> <li>They usually aren't asked to participate.</li> <li>our programs are switching from service learning and parent nights to the parent learning in an ongoing educational manner. this is the transition period</li> </ul>

LEVEL OF SUCCESS	EXPLANATIONS
4 (moderate success)	<ul style="list-style-type: none"> <li>• The time that the program takes place is also a time shared with parents who work evenings or who have other responsibilities such as taking care of siblings and so on. Also, many of our families live quite a distance away from the school locations, are unable to get transportation, and so on. Due to restrictions we have tried utilizing take home activities.</li> <li>• We were not successful in parent attendance when concerning an ongoing parent class. We will work to resolve this issue.</li> <li>• Adult learning opportunities were offered but were not attended</li> <li>• Adult learning opportunities were offered but were not attended</li> <li>• We have never been successful in having many parents participate in our monthly meetings. We have several volunteer for field trips and to come to Super Day, but not as many as we would like.</li> <li>• I feel our adult program participant numbers were low this year due to the fact that we changed how we executed our Parent Programs. In the past Heads Up has had a Family Fun and Learning Day "Saturday Fun Day". This event has been offered for several years in a specific way. Due to some changes made this year we were unable to provide the same activities that we offered in the past. I think this change is a result of our low number of participants this year. However, the HUPC has brainstormed new ideas after analyzing our survey data that we hope to change the number of participants for next year.</li> <li>• Economic constraints, gas prices, inclement weather, substance abuse, disability, competition for time all affect and suppress adult participation. Two program sites, newly established last year, are working to deepen their ties to the community and building relationships with families who are not used to involving their children in out-of-school time activities nor being involved themselves.</li> <li>• Parents are either reluctant to visit school sites or busy.</li> <li>• We need to find the programs that the parents want and also what we think that they need</li> </ul>
5 (great success)	<ul style="list-style-type: none"> <li>• We always want to increase in participation</li> </ul>

## EQ5. Substance Abuse Prevention

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

Program	Number of activities and participants in substance abuse prevention		
	Program activities	Participating students	Participating adults
Barbour County–World Vision, Inc.	38	125	10
Berkeley County–Boys and Girls Club of the Eastern Panhandle	3	100	25
Boone County–The Clay Center	12	55	6
Cabell County–Spring Hill Elementary	5	110	0
Cabell/Wayne Counties–Boys and Girls Club of Huntington	1	30	0
Calhoun County–Heads Up	2	45	41
Clay County–21 <sup>st</sup> CCLC Expansion Project	6	600	50
Fayette County–New River Health Association, Inc.	4	80	10
Kanawha County–Bob Burdette Center, Inc.	2	200	0
Kanawha County–Human Resource Development Foundation	NR		
Kanawha County–Partnership of African American Churches	3	138	19
Kanawha County–Salvation Army Boys and Girls Club of Charleston	2	155	50
Lincoln County–21 <sup>st</sup> CCLC	6	97	4
Lincoln/Logan Counties–Step-by-Step	10	360	50
Marion County–21 <sup>st</sup> CCLC	3	329	5
McDowell County–Dreams	12	326	35
McDowell County–Dreams 2	12	286	35
Mercer County–21 <sup>st</sup> CCLC	8	254	0
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	7	250	0
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	19	60	0
Monroe County–Our Own Back Yard	NR		
Nicholas County–Project Connect	2	60	2
Ohio County–Anchor	NR		
PATCH 21–Jackson	20	331	331
PATCH 21–Mason County	30	482	40
PATCH 21–Roane	25	450	450
Preston County–Afterschool Explorers	5	362	0
RESA 1–Project Challenge	2	30	5
RESA 4–Connections	9	150	0
RESA 4–Fast	5	200	0
RESA 4–Soundtrack	10	250	0
RESA 7	20	216	73
RESA 7–Preston and Harrison	7	30	0
RESA 7–Project ISAAC	15	108	37
Ritchie County–S.T.A.R.S.	25	272	200
Wayne County Community Learning Centers–1	201	778	55
Wayne County Community Learning Centers–2	75	352	52
Wayne County Community Learning Centers–3	70	452	55

NR = No response

## EQ6. Continuous Improvement Process

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

Program	Helpfulness rating
Barbour County–World Vision, Inc.	very helpful
Berkeley County–Boys and Girls Club of the Eastern Panhandle	moderately helpful
Boone County–The Clay Center	moderately helpful
Cabell County–Spring Hill Elementary	neutral
Cabell/Wayne Counties–Boys and Girls Club of Huntington	moderately helpful
Calhoun County–Heads Up	moderately helpful
Clay County–21 <sup>st</sup> CCLC Expansion Project	moderately helpful
Fayette County–New River Health Association, Inc.	very helpful
Kanawha County–Bob Burdette Center, Inc.	neutral
Kanawha County–Human Resource Development Foundation	NR
Kanawha County–Partnership of African American Churches	very helpful
Kanawha County–Salvation Army Boys and Girls Club of Charleston	moderately helpful
Lincoln County–21 <sup>st</sup> CCLC	not very helpful
Lincoln/Logan Counties–Step-by-Step	very helpful
Marion County–21 <sup>st</sup> CCLC	very helpful
McDowell County–Dreams	neutral
McDowell County–Dreams 2	neutral
Mercer County–21 <sup>st</sup> CCLC	moderately helpful
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	moderately helpful
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	very helpful
Monroe County–Our Own Back Yard	NR
Nicholas County–Project Connect	neutral
Ohio County–Anchor	NR
PATCH 21–Jackson County	not applicable
PATCH 21–Mason County	not very helpful
PATCH 21–Roane County	not very helpful
Preston County–Afterschool Explorers	very helpful
RESA 1–Project Challenge	very helpful
RESA 4–Connections	very helpful
RESA 4–Fast	very helpful
RESA 4–Soundtrack	moderately helpful
RESA 7	moderately helpful
RESA 7–Preston and Harrison	neutral
RESA 7–Project ISAAC	moderately helpful
Ritchie County–S.T.A.R.S.	moderately helpful
Wayne County Community Learning Centers–1	very helpful
Wayne County Community Learning Centers–2	very helpful
Wayne County Community Learning Centers–3	very helpful
NR = Not reported	

## 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"> <li>• It would have been nice to receive information that was helpful. The process for the second year was long and unproductive. Information had to be submitted and great confusion from system that was not working correctly. Then receiving the final document took weeks and had to be requested on three separate occasions. WVDE if they are going to require this program needs to do a better job of assisting program directors instead of passing the buck.</li> <li>• we used helanthus, cipas not helpful</li> </ul>
3 (moderately helpful)	<ul style="list-style-type: none"> <li>• Helps you realize where you are and ways to improve</li> <li>• I found the process to be very lengthy. In getting the initial draft back, I found that there were several elements that I was told I needed to develop and work on. I had already attached these to CIPAS as they exist in our organization. I also did not understand all of their comments and looked for more explanation, but there was none.</li> <li>• It seemed more geared to meeting grant requirements than improving the program.</li> <li>• very helpful</li> <li>• Very time consuming but definitely showed areas of strength and areas that need more developing.</li> <li>• CIPAS is performed by persons who have not visited even one site in any county that I know of. In addition, the tool used to evaluate programs could be used to evaluate a full-blown school day program. After school is limited and should be asked to focus on one or two critical areas.</li> <li>• Since the BBC participated in the CIPAS process with the same organization as the previous year, the BBC was able to update information that the organization already had, which made the process a little easier. The feedback received confirmed much of what the BBC already knew in terms of strengths and opportunities for improvement. The CIPAS report did include some helpful ideas and sources of funding that are currently untapped by the BBC.</li> <li>• The CIPAS process was challenging to complete during the first year of funding. Our sites were not able to start until late October/November; therefore, there were a lot of items that were not available until later in the school year.</li> <li>• The results were vague.</li> </ul>
4 (very helpful)	<ul style="list-style-type: none"> <li>• Although the timing of the first year was very inconvenient, this past year went very well. Great feedback and relative action plans</li> <li>• CIPAS process has helped our county to be more efficient and the continuous improvement process has helped the project to be organized and to identify strengths and areas of growth.</li> <li>• CIPAS was very helpful, because it made us take a look at our program and see the strengths and weaknesses. CIPAS had some good suggestions, but I liked it best because it made us aware of what we needed to work on.</li> <li>• Excellent feedback, professional evaluators, and prompt feedback and follow up.</li> <li>• It is cumbersome but does make you look at what you are doing and offers recommendations</li> </ul>

HELPFULNESS	COMMENTS
	<ul style="list-style-type: none"> <li>• It makes you look at your program and offers recommendations for improvement.</li> <li>• Last year, our program participated in CIPAS as conducted by 21st Century Grant Services. That experience it provided value to our program in that it affirmed program accomplishments and offered yet another layer of credibility and national recognition to the program. This year, we elected to engage a CIPAS reviewer native to West Virginia. Our reviewer, a veteran WV educator and school administrator, worked closely with our program sites, conducted multiple site visits, and used several surveys instruments to collect reflections from individuals representing all aspects of the program experience. We received rich feedback from this effort and are eager to build on our internal assessment in the coming program year.</li> <li>• Very organized, helpful in planning and information sharing to stakeholders</li> <li>• Although I had a good idea of program deficiencies, CIPAS provided a structure to review the severity of deficiencies, prioritize and begin the improvement process. CIPAS staff is extremely experienced and offered excellent suggestions for improvement.</li> </ul>

## EQ6. WVDE Monitoring Visits

**Table A 10. Helpfulness of WVDE Monitoring Visits by Program**

Program	Helpfulness rating
Barbour County–World Vision, Inc.	moderately helpful
Berkeley County–Boys and Girls Club of the Eastern Panhandle	not applicable
Boone County–The Clay Center	moderately helpful
Cabell County–Spring Hill Elementary	moderately helpful
Cabell/Wayne Counties–Huntington Boys and Girls Club	not applicable
Calhoun County–Heads Up	very helpful
Clay County	not applicable
Fayette County–New River Health Association, Inc.	moderately helpful
Kanawha County–Bob Burdette Center, Inc.	moderately helpful
Kanawha County–Human Resources Development Foundation	NR
Kanawha County–Partnership of African American Churches	very helpful
Kanawha County–Salvation Army Boys and Girls Club of Charleston	very helpful
Lincoln County–21 <sup>st</sup> CCLC	moderately helpful
Lincoln/Logan Counties–Step-by-Step	very helpful
Marion County–21 <sup>st</sup> CCLC	not applicable
McDowell County–Dreams	very helpful
McDowell County–Dreams 2	very helpful
Mercer County–21 <sup>st</sup> CCLC	not applicable
Monongalia County–Kaleidoscope 21 <sup>st</sup> CCLC	moderately helpful
Monongalia County–Mountaineer Boys and Girls Club Morgantown Connections	moderately helpful
Monroe County–Our Own Back Yard	NR
Nicholas County–Project Connect	moderately helpful
Ohio County–Anchor	NR
PATCH 21–Jackson County	neutral

*Table A 10 continues on next page*



**Table A 10. Helpfulness of WVDE Monitoring Visits by Program**

Program	Helpfulness rating
PATCH 21–Mason County	neutral
PATCH 21–Roane County	neutral
Preston County–Afterschool Explorers	very helpful
RESA 1–Project Challenge	very helpful
RESA 4–Connections	very helpful
RESA 4–Fast	very helpful
RESA 4–Soundtrack	very helpful
RESA 7	very helpful
RESA 7–Preston and Harrison	moderately helpful
RESA 7–Project ISAAC	very helpful
Ritchie County–S.T.A.R.S.	moderately helpful
Wayne County Community Learning Centers–1	very helpful
Wayne County Community Learning Centers–2	very helpful
Wayne County Community Learning Centers–3	very helpful
NR = No response	

### 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
0 (not applicable)	<ul style="list-style-type: none"> <li>While we have had a monitoring visit this year, we have not received a report from this. I am saying not applicable due to not have feedback.</li> </ul>
3 (moderately helpful)	<ul style="list-style-type: none"> <li>As with CIPAS, this was challenging at times since the program is in its first year of funding, and was not able to start until late October/November. The monitoring visit went well, and feedback that was given will help to strengthen the program in the future.</li> <li>I enjoy showing off our good programs in Ritchie County!</li> <li>I have no problem with this process but it is sad that programs that are given exceptional rating are informed that their must be a negative finding on the report because there is always room for improvement. Wich is so true but it would have been nice to have receive a word of appreciation instead of always fearing the cold, unfeeling criticism from WVDE.</li> <li>It was more "meeting the grant" driven and not program quality improvement.</li> <li>Nicholas County has the advantage of having its program coordinator in close proximity.</li> <li>The monitoring visit was helpful in that through Benitez's focus groups we were able to get another view and feedback from program participants, parents and stakeholders. It was also helpful to have Benitez talk to one of our site coordinator's where we had a student with special needs that posed challenges to program safety and delivery. Unfortunately the student was not there that day for Benitez to observe.</li> <li>They were very helpful in reviewing our program and we look forward to great improvements next year.</li> </ul>

HELPFULNESS	COMMENTS
4 (very helpful)	<ul style="list-style-type: none"> <li>• We always learn something during the site visits by the WVDE staff. Great way to keep improving our program.</li> <li>• Benitez did my monitoring and he gave valuable input and helped identify areas for improvement.</li> <li>• It is great to have the TA provided as needed and response is quick.</li> <li>• Looks at your programs and offers recommendations, works with you as needed to implement the recommendations.</li> <li>• React quickly to questions and provide great technical assistance.</li> <li>• Receipt of the Monitoring Report is pending. Benitez Jackson conducted our monitoring visit, and we highly valued both his demeanor and his feedback. He approached the process with appreciation and acknowledgement of the good work done by our staff. He implicitly understood the philosophy, context, challenges and opportunities we encounter, and he offered relevant input for our consideration.</li> <li>• State staff were very helpful, provided feedback, they met with advisory committee, site supervisors, parents, students, community partners. The follow up report was professional and helpful for information sharing for all stakeholders</li> <li>• The WV team was also available at all times to help us in any possible way. They were a wonderful, supportive, and enthusiastic.</li> <li>• very helpful</li> <li>• WVDE staff very helpful and supportive. Monitors great with project communication with parents, principals, students and advisory members</li> <li>• WVDOE have been very helpful with feedback and communication to all of our project stakeholders. Their visits validate the state support in county 21st century services.</li> <li>• Monitoring visits are an excellent source of training. They provided an opportunity to uncover and improve program deficiencies and reinforce areas that are being done well. This removes all uncertainty. I especially appreciate the opportunity to address</li> </ul>

## 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.

- Enrollment for the programs was better than expected. The woodworking class has been a huge hit with the participants.
- One aspect that has gone particularly well has been the involvement with the schools and administration. They have been more active and have helped to recruit members for Project Learn. We have had more teachers involved and more targeted programming. Another aspect is that we have had an entirely new population of members, who we could not serve before.
- The tutoring, student learning and actual structure of the program.
- Our programs have been so successful due to the fact that we were able to hire more staff and train those staff. 2. Our collaborating partners have been an asset to the success of our programs.

- A majority of the staff at Nutter Fort have worked with the program before, so starting the program there was effortless. The parents, students, staff, and administrators were eager to have the program back and get started. While staffing was a challenge at Central Preston Middle/Preston High, we ended up with a strong staff, especially in the academic areas, who created a wonderful learning environment for the children.
- Our enrichment programs do a great job of gaining student interest while maintaining educational focus. We also do a fantastic job with the structuring of our programs including staffing. Our cost per child is also a high mark of our program.
- The number of students attending the programs. the involvement of family members especially in the parent/child computer class. The staff which is a driving force, believing in after school programs for all children. An Advisory Board that will continue to work together to bring servicesto students and their families in Lincoln County.
- PAC(Parent Advisory Council)STEM activities, and adding supper to our afterschool program.
- Great attendance; supper program
- The programs continue to maintain a high average daily attendance which has resulted in a wait list. Community service projects continue to be a success in Marion County. Throughout the reporting period, 21st CCLC participants sponsor food drives; supply drives for the local animal shelter, send greeting cards to the veterans; collect pop tabs for the Ronald McDonald House; and maintain a local park.
- unique programming, passing a sustainable levy
- although student achievement data will probably not meet the goal, student progress has been shown. Community agencies have become active again.
- although student achievement data will probably not meet the goal, student progress has been shown. Community agencies have become active again.
- Program, particularly STEM programs, were well attended and were hands on. Homework help and tutoring were also better attended then in years past.
- Communication among partners Parent Involvement Lesson planning using Next Generation Standards Afterschool supper
- Staff retention, certified teachers, regular and afterschool collabortion
- Most grant goals and objectives were clearly understood by staff and met. The members of the Afterschool Community are passionate and work hard to ensure that the program runs smoothly and is beneficial to the students.
- Site coordinators care about the program, beginning to seek out additional programing options
- Collaboration with local partners, more participation with advocacy at the state level
- I feel our After School Programs offered at the 2 elementary sites have been successful as well as our summer school program. Our data this year showed the majority of students that attended our After School Programs increased their benchmark scores from the beginning of the school year to the end of the school year.
- program numbers were up from previous year, we served dinner in all the programs
- One aspect of the program that has gone particularly well over the past year is the addition of the tutoring program. Students have been receptive to the tutoring and it is reflected in grades and test scores. Although not well attended, another positive aspect is that we were able to provide parent ed courses on nutrition and parenting. A third positive aspect is strengthening of some partnership including those with Calvary Baptist Church and Marshall University/WV State University. The pastor of Calvary Baptist joined the Board of Director's this year. Marshall University/WV State University began their SCI-TALKS Program at one of our sites.

- A great success has been our weathering a variety of funding storms (which nonetheless had an impact on our overall attendance). One school system with which we partner went through a lengthy period of sorting out what funds would be available for tutoring support but ultimately prevailed and identified funding allowing them to follow through on their commitment mid-year. Another school system with which we partner was deeply affected by the federal sequestration, which abruptly ended funding for both tutors and bus drivers - but swift response and strong support from the WVDE enabled us to revive a program site that had been forced to suspend operations. Students attending that program were able to finish out the school year. Summer programs are also an important opportunity for us to work with students in greater depth and we were hit by a 50% cut to our staffing for summer programs (as it was, our program was one of only two statewide that were allowed to have summer associates through the AmeriCorps\*VISTA program). We managed to eek out eleven summer VISTA associates plus funding for a twelfth staff member so we could staff five summer programs. To insure continuity of program operations in this climate was amazing—to actually expand our sites was a miracle. We have always emphasized the use of community-based educators as key members of our teams, and our commitment to engage family and community members as educators brings breadth and depth to the afterschool experience. Likewise, employment in our afterschool program invariably makes an impact of community staff members, who find themselves energized and empowered to further their education. A chance meeting between Doug Walters, our professional development specialist, and a former enrichment leader drove home this point—when Doug noted he had not seen Marlene in a while, she shared that she had had to resign her position with the afterschool program to go back to college. She stressed that without the experience of being part of the afterschool family she would never have taken that step in her life.
- PAC(Parent Advisory Council)STEM activities, and adding supper to our afterschool program.
- Identifying student needs, working more with teachers, more professional staff, peer meetings
- Participation by day teachers and students at Nicholas County High School has been exciting.
- Great program staff. 2. COmmunity is aware of program. 3. Children improve
- The various offerings that are provided by the afterschool program are a wonderful bonus to our program. In addition, our students have been exposed to learning experience such as videotaping, photographing, and other activities that they would not be able to participate without the afterschool program. Students love the program and consider it a privilege to participate. Our workers are champions of the program and very supportive.
- Most grant goals and objectives were clearly understood by staff and met. The members of the Afterschool Community are passionate and work hard to ensure that the program runs smoothly and is beneficial to the students.
- I feel we do a good job tying after school programs to the regular school day and in using data from benchmark assessments to meet the needs of studnets;
- programing and student attendance
- Participation in the programs, variety of programming.
- our continued work with the schools and staff, our unique programs for at-risk students, and our work to help at-risk students
- Student attendance, grade improvement, evaluation and data tracking

- This past year has allowed the programming we offer to become incredibly strong. The mentors that work with our students are invested and are able to really make a connection with students and share how what they are learning can be used in any other areas they may be interested in pursuing. Though having a very specific attendance requirement for each of our site locations, the students who attended the most frequently really took charge and made it their program. We were able to see many of them gain so much self confidence and social interaction skills which also assists in them having confidence in the classroom and in their school work or testing.
- The greatest improvement has been the development and/or empowerment of site advisory councils. Council members have become champions for our programs. They are constantly seeking additional resources and singing the praises of the program and staff in

### **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.

- The biggest challenge was preparing for the CIPAS reporting. Processes have been implemented to reduce the work load next year.
- We have had challenges in getting our parents involved. Initially we had a challenge braided Project Learn with two afterschool programs already in place at North Middle School. Programming and staffing worked out and the program was a success.
- Working successfully and closer with the fiscal agent and the hiring of our tutors.
- This is our first year with the grant and it was slow getting it started in the beginning. 2. Not knowing what PPICS, CIPAS, Monitoring Tool, Teacher Surveys & Continuation Report was all about.
- Parental involvement continues to be a struggle. Parents are surveyed, and activities are planned around their schedule, but that still does not guarantee they will show up. Not having access to the new data collection system has been a struggle, especially when trying to complete Continuation Report. However, I think it is going to be very beneficial for the future, especially when it comes to the teacher surveys.
- We struggled with getting parents into an "on-going" class throughout the year. We are restructuring our classing to help combat our low attendance.
- Same challenges for the past two and one half years. WVDE does not care for the hard work that the programs are doing and continuously place more and more road blocks. The program has adjusted to all of the required requirements that have been placed before us.
- Being able to provide refreshments for parent involvement activities and we tried to partner with Title 1 or Gear-up when we could. Social Workers/Mental Health, we are trying to find additional funds to have counseling in the afterschool program.
- Not enough parent involvement, not making use of partnerships
- As always, funding remains the biggest challenge. With that said, site coordinators continue to seek funding through local fundraisers, business donations & sponsorships; and local grants and foundations. Due to poor leadership at one of the sites, if in existence next year, the program will be restructured to have a Program Director that oversees all three sites.
- conforming to the wvde's changes in serving children
- Sustainability and parent involvement. The advisory group has been addressing ideas regarding sustainability. We have received training to increase parent involvement.

- Sustainability and parent involvement. The advisory group has been addressing ideas regarding sustainability. We have received training to increase parent involvement.
- Staff retention and parent involvement were the biggest challenges. We've overcome staff retention by quickly replacing leaving staff with new hires. Parent involvement has been harder to overcome but we continue to make efforts in involving them.
- Funding issues, we have had to lose activities that we were used to doing. Also, we couldn't have a full summer school this year due to we paid for the previous summer with 5th year of grant. We are totally dependant on our partners for summer activities this year.
- transportation
- Although, the data tracking on EZ-Reports is good, there is still room for improvement with accurately obtaining all of the data needed for this survey. The program has multi-components and some data is difficult to accurately obtain due to the scope of the program.
- Attendance is an issue in the high schools, very little parent/other adult participation
- Data Collection! Volunteer recruitment (we just reconfigured groups and rooms to make do)
- One of the biggest challenges has been our After School Program offered at our Middle/High School. The number of Heads Up participants had been declining over the last few years. This year we hired a site coordinator and surveyed students, parents, and staff to see why our enrollment was so low. As a result of this, we have been slowly adding classes that the students suggested and our enrollment is steadily increasing. We are not where we want to be yet, however I feel if we continue to listen to the needs/wants of the staff and students the enrollment will increase. A student focus group was also added to the High School to help advocate for our program.
- 4th year budget cuts, we continue to serve all previous sites just serve shorter weeks.
- One of the biggest challenges has been serving a student with special needs who poses a threat to program safety and delivery. We made adjustment by seeking additional staff through HRDF's Youth Empowerment Program. We ha one school-aged youth who worked with him through this program for part of the week. She did a great job working with him and was very patient. We also met with the student's parent and teacher to get ideas about how to best work with him. Staff also attended a seminar on working with children who have autism. A second challenge was gaining parent participation in adult ed courses. Although we conducted a survey and provided courses based on interested expressed in the survey, few parents attended. Parent participation in the dance program has been strong and is one way we have gotten parents into the program. The BBC has made adjustments by deciding to host a mandatory parent orientation before afterschool begins in the fall.
- The incredible uncertainty of funding. While overcoming those challenges to provide service was a great triumph it took a toll on our programs. Parents pulled their children from after school programs in one county when the county took so long to provide tutors. As a result, it was very difficult to rebuild momentum in the midst of flu and bad weather season that followed. In another county, while we were able to restore services after the federal sequester induced interruption (which we learned of with two days notice), we still were unable to recapture the previous average daily attendance. 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.

- Being able to provide refreshments for parent involvement activities and we tried to partner with Title 1 or Gear-up when we could. Social Workers/Mental Health, we are trying to find additional funds to have counseling in the afterschool program.
- Parent concern and involvement, maintaining staff for more than one year.
- Our funding has been reduced to just around \$100,000. The budget is tight.
- New Project Director--Lead would not help. 2. Lead COordinator resigned
- Our greatest challenges are having more involved parents and attempting to raise funds for our program to continue. We are making baby steps but would like to see more progress being made in these endeavors.
- As a new project director, I have faced the challenge of transitioning into a new role. Parental involvement has also been a challenge. I have utilized RESA 7 staff previously involved in Project ISAAC, the peer learning team, and staff members to navigate through this transitional year.
- Having enough funds for specific activities is always a challenge; We have to become very creative in blending and braiding funds;
- transportation is one of the biggest challenges we face. We collaborate to provide some transportation but the overall cost of transportation is very expensive
- Consistency in staff, overcoming the "tutoring" label to the entire program.
- converting to the WVDE idea of after school (lower numbers of students for a longer duration) from our open to every student approach. the transition has been rough. we are currently converting our program structure to adapt to the changes. this is a challenge as it will take time to change and see success.
- funding for transportation in our most rural areas
- We also faced many challenges this year with staff changes and each of our schools changing principals. One site even changed principals three times. This disruption caused some disruption in our attendance and caused the start of one site be delayed a month behind the other two sites. As with last year, we still struggle to find volunteers for the program and even at times struggle to find paid staffing. Due to the smaller locations teachers are already overscheduled with many other tasks and responsibilities which cannot allow anything else to be added. Due to this struggle, the program does at times struggle with attendance because a great many students in this particular setting can overwhelm one teacher. The addition of our high school team leaders has been a wonderful contribution, but the program could still benefit greatly from finding more adult bodies to be present.
- Our greatest challenge is directly linked with our greatest improvement. Being in Year 4, our funding has been drastically reduced. Yet, our advisory councils and other champions have done an excellent job in communicating the benefits of our program.

#### **Comments about ways to improve the program.**

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

- Giving programs a better description on the reports, websites, surveys, etc that are required to be submitted with a timeline of due dates at the beginning of the school year.
- None at this time.
- The only thing I can think of would be to better prepare first year participants on all of the above criteria.
- Communication is key.



- Some one who really cares about afterschool programs that serve all students.
- It doesn't seem like we get a chance to really network at our meetings. I also know that time is short but I think all programs have something to offer to the other sites.
- n/a
- Make the grant deadlines in very early spring so that summer school plans can be made.
- Getting the state-wide programs together
- Although, the data tracking on EZ-Reports is good, there is still room for improvement with accurately obtaining all of the data needed for this survey. The program has multi-components and some data is difficult to accurately obtain due to the scope of the program.
- Would love to hire third party data collection
- no recommendations at this time
- Need to continue the webinar training and the WV State Conferences
- One recommendation would be to provide more opportunities for Program Directors to share successes and challenges. Localized Peer Learning Teams might be one way to do this.
- Compared to last year, we applaud intentional efforts in certain areas to reduce the administrative and reporting burden unnecessarily placed on local grantees. In other areas, those burdens persist and have grown. At the same time, the monetary investment allowed for administrative expenses is grossly smaller than what is needed to meet the time and effort expectations. Afterschool programs are being expected to do more and more with less and less. We need advocates, and we need to advocate for ourselves, to ensure a healthy and more reasonable balance between the investments made in afterschool programs across the state and the expectations placed on the same. "The people and communities served by our programs don't need low overhead - they need high performance." Similarly an emerging policy that would drastically decrease a program's funding if it does not meet inordinate performance standards will serve to starve and dismantle programs rather than promote accountability and improvement in performance. This policy should be re-examined and overhauled to ensure a more collaborative and productive outcome. Despite these challenges, we appreciate the diligence and cooperative spirit of all who contribute to the perpetuation and growth of the statewide program.
- It doesn't seem like we get a chance to really network at our meetings. I also know that time is short but I think all programs have something to offer to the other sites.
- Regionalize supervision and work more on program improvement with more visits, hold more peer meetings in a region, contract people to do objective reviews. There is more effort to meet federal grant requirements than to create meaningful programs.
- Reduce the amount of redundant, excessive reporting/monitoring requirements. This survey, for example, asks the same questions that are in at least two other required documents. 2) Encourage sites to focus on one or two critical needs. The current requirements imply that after school needs to have an action plan for every area of a student's academic needs. The after school setting should be one where students are excited to attend, where learning happens that couldn't happen during the school day. 21st has left its original intent: A safe, engaging place for latch-key kids. I'm afraid 21st has been NLCBized.
- All I do is federal reports. I barely get to spend any time with actual programming or time to fund raise or grant write to help the program become more self supportive. A program like this is of great value to the communities. We are very poor and there is no way community funds can underwrite a program like this. How about more train-



ing on how poverty counties can figure out how to afford these types of wonderful programs with limited resources.

- WV is on the forefront of the afterschool program. The WV team works very hard, is always available for assistance, and makes us feel very comfortable in discussing both the good points as well as the struggling issues we may have with the program.
- Although, the data tracking on EZ-Reports is good, there is still room for improvement with accurately obtaining all of the data needed for this survey. The program has multi-components and some data is difficult to accurately obtain due to the scope of the program.
- We can never have enough communication between sites and from the state department; Sharing sessions are wonderful --helps us to solve everyday problems;
- Professional development and information sharing between all sites in place of peer learning teams
- more communication, a working data collection system, more knowledgeable technical assistance.
- sharing of continuous improvement plans between state wide sites to learn from others experience of what is working well or not
- It is quite understandable that any program be required to serve a certain amount of the community, but there should definitely be more understanding and consideration for the location and geographical region a program is serving. With our program we have definitely found that a quality over quantity theme has been incredibly helpful to teachers and mentors. When our numbers have reached closer to 50 students per site, the program and activities are just not as strong and appreciated by students compared to when we have had 15-25 present during the same activities. Also, it should be taken into account the number of working parents who are unable, even if they have the desire, to attend community involvement activities.
- The only recommendation I had has already been addressed. When we applied for funding we requested \$235,000. The WVDE 21st CCLC Staff understanding the great need that exists in our low income high poverty communities were able to provide \$185,000.





