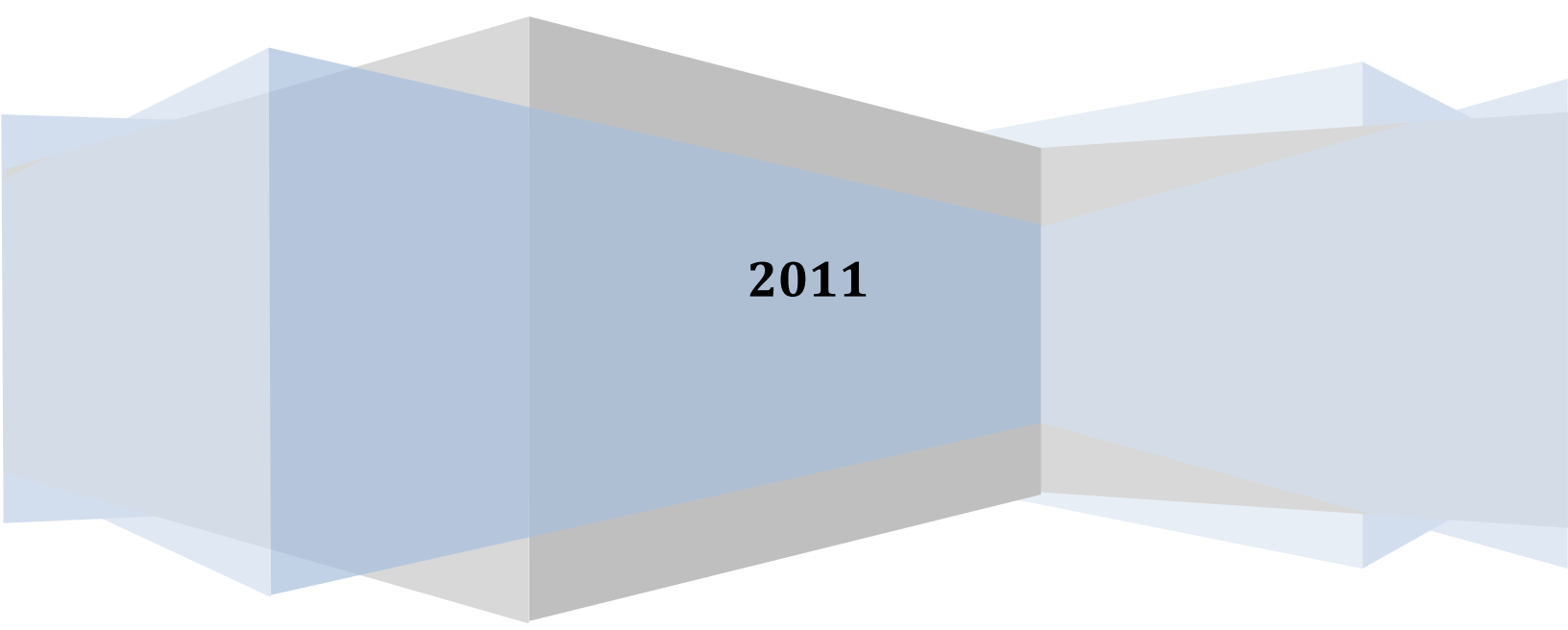


**West Virginia Department of Education
Division of Curriculum and Instructional Services**

21st Century Community Learning Centers

A Descriptive Evaluation for 2010–2011

Office of Research



2011



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**21st Century Community Learning Centers
A Descriptive Evaluation for 2010-2011**

Office of Research

Division of Curriculum and Instructional Services

West Virginia Department of Education

Charleston, West Virginia

West Virginia Department of Education
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Executive Summary

The West Virginia Department of Education (WVDE) has implemented a program, the 21st Century Community Learning Centers (CCLC), to help establish local community learning centers that provide academic enrichment opportunities for children to

- meet state and local student standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

This evaluation of CCLC for 2011 consists of a descriptive analysis of the teacher and program director surveys, as well as a compilation of the dose strength data for each of the individual programs.

Methods

Two survey instruments were used, one for program directors and one for teachers from schools participating in the CCLC program. Both survey instruments were adapted from instruments used in previous years, and originally developed by Edvantia, a research and evaluation corporation located in Charleston, WV. Instruments were mailed from the WVDE Office of Research to all CCLC program directors, who then distributed them to all site coordinators. Site coordinators sent the teacher survey on to all teachers who had referred students to the CCLC program. Both surveys were filled out at the end of the 2010-2011 school year. A series of analyses were run using descriptive statistics from the surveys.

Findings

Of the 6,075 teacher surveys sent by the West Virginia Department of Education, Office of Research, 4,279 were filled out and returned, which represents a response rate of 70.4%. The following findings were derived from these surveys.

Teacher Surveys

Our descriptive analysis included determining the characteristics of the students referred to CCLC, the reasons for their referral, and the teachers' perceptions of the impact of CCLC on the students each referred. Based on those analyses, we found the following:

For the students enrolled in CCLC for whom a teacher survey was returned, perceived performance on behaviors related to academic performance, participating in class, and completing homework to your satisfaction were the most improved behaviors. We do not show whether CCLC attendance was the cause for those perceived improvements.

These improvements correspond with two of the three reasons for which many of the children were referred to CCLC—providing academic support and providing academic enrichment opportunities.

Dose Strength Data

- More than 6000 students, mostly in the elementary school grades, attended the West Virginia CCLC program an average number of days per student ranging from 12 to 82 days in the 2010-2011 school year, depending on the program. This is similar to the mean dose strength in the three previous years.

Program Director Surveys

We analyzed the responses of the program directors to the survey questions, relating, if relevant, the results of the numerical assessments of their programs with their responses to the open-ended survey questions regarding overall successes and challenges for their programs. Based on those analyses, we found:

- The activities of the centers, as detailed in the more quantitative aspects of the Program Directors Survey, reveal that the centers are, from the perspective of the program directors, fulfilling the three main purposes of the CCLC program.
- Program directors were able to cite a wide variety of perceived successes, and some challenges, including positive aspects of the program volunteers and collaborators. They also felt that the peer observation and program monitoring processes were beneficial.
- Fifteen (68%) of the 22 program directors responding reported that their family involvement activities were at least moderately or completely successful while none of the program directors considered their family involvement to be not at all successful.

Recommendations

- Based on these findings, we make the following recommendations:
- Continue the CCLC program, as the teachers' perceptions of student improvement are encouraging, although we cannot show that the improvement is a direct result of their attendance at a CCLC center.
- CCLC program manager should inquire further of the program directors regarding the perceived success and challenges with family and parent involvement, and work with the directors to minimize the challenges.

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Part I. Teacher Survey

Introduction

The West Virginia Department of Education (WVDE) has implemented a program, the 21st Century Community Learning Centers (CCLC), to help establish local community learning centers that provide academic enrichment opportunities for children to

- meet state and local student standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

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 (SEA).

WVDE makes competitive local grants (based on available federal funding) to eligible organizations to support the implementation of community learning centers that will assist 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.

In this document, we describe the utilization of the CCLC program for school year 2011 in terms of dose strength measured through attendance records. In addition, we provide information regarding student demographics; reasons that teachers referred the students; behaviors that teachers thought students needed to improve; and changes in student behaviors by the end of school year 2011, as perceived by their classroom teachers. Our examination of the available information regarding reasons students attend CCLC and student outcomes is descriptive only, and we are not able to show causation in terms of program attributes and student outcomes. Any outcome we describe, positive or negative, might be caused by factors wholly unrelated to the CCLC program.

Methods

The study participants included all teachers who had referred students to the CCLC program. Data collected from teachers included questions about students who had participated in any CCLC program for 30 or more days.

The survey forms used were scannable and had been adapted by the Office of Research from an instrument used in previous years, which was originally developed by Edvantia, a research and evaluation corporation located in Charleston, WV (see Appendix A). Instruments were mailed from the WVDE Office of Research to all CCLC program directors, who then distributed them to all site coordinators. Site coordinators sent the teacher survey on to all teachers who had students that participated in the CCLC program. Teachers filled out the surveys at the end of the 2010-2011

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

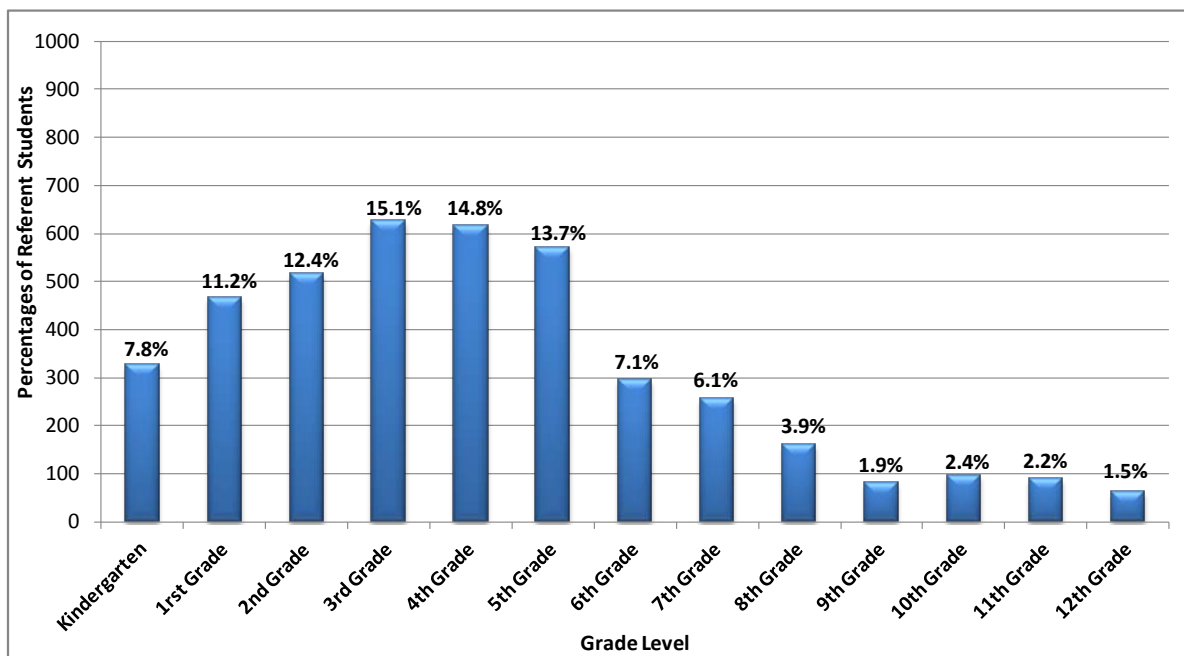
Findings

Of the 6,075 survey forms sent to teachers, 4,279 (including prekindergarten and others) were returned to the Office of Research, which represented a 70.4% response rate. The following findings were derived from an analysis of the data from the survey forms. It should be noted that, although more than 6,000 students were served by the West Virginia CCLC program, the following findings are based on the teacher survey responses, which report on only 4,279 of the students served.

Student demographics

Figure 1 shows the number of students served by grade, based on the survey. The teachers reported that 3,124 of the 4,279 students, or 73%, were in elementary school (grades kindergarten through 5). Teachers reported 711 students or 16.6% were in middle school (grades 6-8) and 331 or 7.7% were in high school (grades 9-12) in 2010-2011. There were an additional 113 students (2.6%) for whom teachers did not indicate a grade level, marked prekindergarten or other.

Figure 1. Percentage of Student Participants by Grade Level



Program attendance dose strength data

Seventeen of 23 Community Learning Centers reported the total number of days individual student participants attended a CCLC program (i.e., “dose strength”) (Table 1). The average number of days attended ranged from 11.93 to 82.16 depending on the program.

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

Program	Days per student		
	N	Mean	SD
Barbour County—World Vision, Inc. (KidREACH)	NR*		
Cabell County—Boys and Girls Club of Huntington	327	32.65	41.64
Calhoun County	115	17.09	16.03
Clay County	366	18.56	19.67
Fayette County—New River Health Association, Inc.	50	28.70	16.68
Kanawha County—Partnership of African American Churches (PAAC)— Communities Closing The Achievement Gap	227	60.38	49.80
Kanawha County—The Bob Burdette Center and Pro-Kids, Inc.— Charleston Extended Learning Centers	247	82.16	53.34
Lincoln County	470	22.04	22.10
Lincoln/Logan Counties—Step-by-Step	101	38.55	21.69
Marion County	NR*		
McDowell County—Dreams & Dreams 2	NR*		
Mercer County	NR*		
Monongalia County—Kaleidoscope	NR*		
Monroe County	NR*		
Nicholas County—Project Connect	NR*		
Ohio County—Anchor	112	53.99	24.67
Preston County	NR*		
RESA 1—Project Challenge	58	17.33	20.53
RESA 4 (Expansion)	133	11.93	12.03
RESA 4 (Connections)	158	12.58	11.33
RESA 7 (Project Issaic)	451	35.48	27.84
RESA 7 (Expansion 2)	304	43.43	35.44
RESA 7 (Expansion 3)	209	45.20	39.03
Ritchie County (S.T.A.R.S.)	326	30.00	21.81
Roane/Jackson Counties—PATCH 21	NR*		
Wayne County Community Learning Centers and Wayne County Schools and Playmates Child Development (Expansion)	NR*		

*NR = Not reported

Why students are attending CCLC

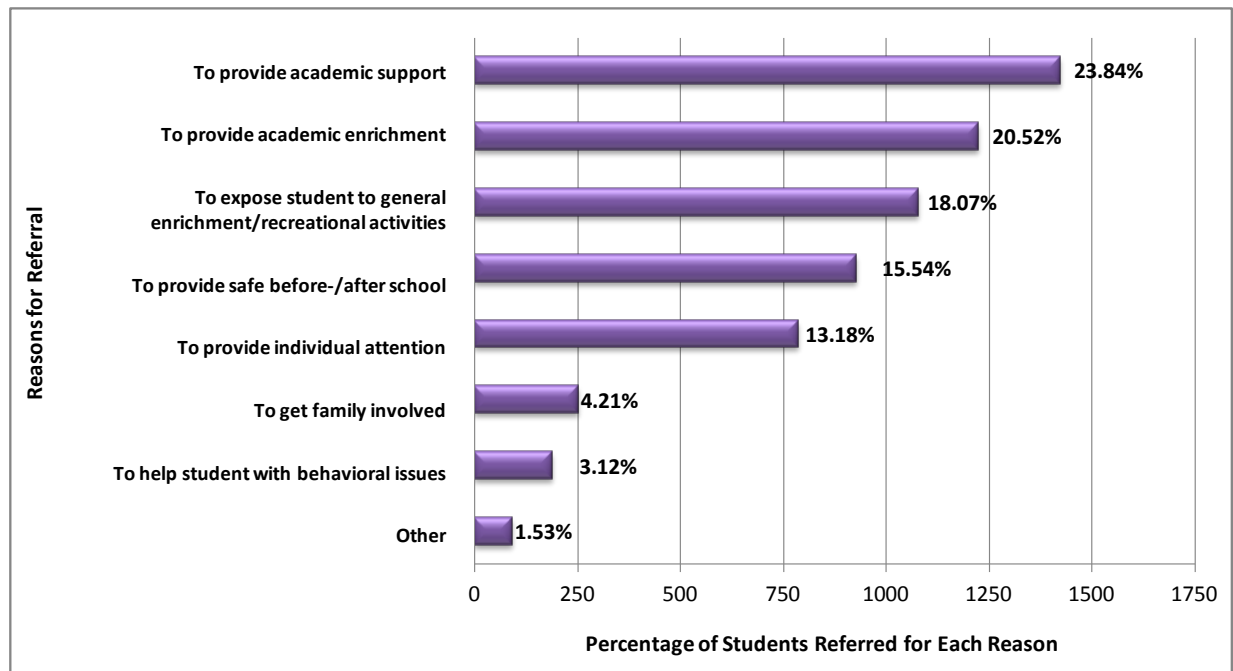
Our description of the reasons for which students attend a CCLC is based on teacher survey information. The response rate for the teacher surveys was less than 100%; therefore, we do not have reasons for referral for all students who attended CCLC. We also do not know if the students, or their parents,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

Reasons for referral

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

- provide academic support (tutoring, remediation);
- provide student with academic enrichment opportunities; and
- expose student to general enrichment/recreation activities.

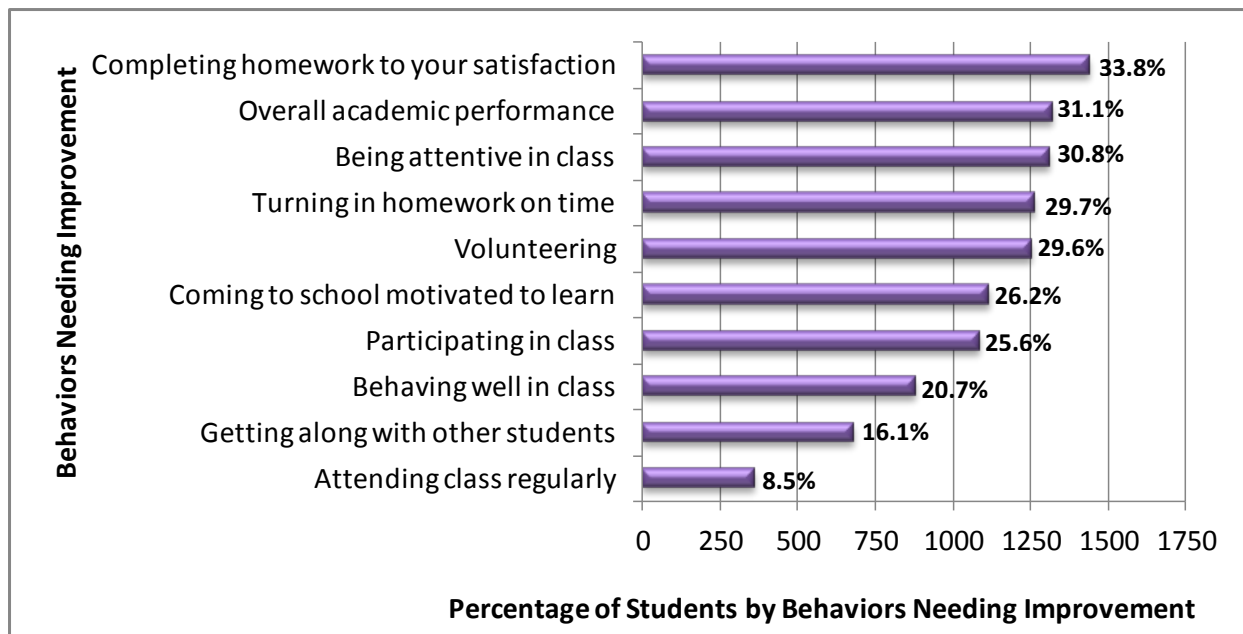
Figure 2. Percentage of Students Referred to CLCC by Reason for Referral



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 ranged from 8.5% to 33.8% of the behaviors. The top seven behaviors for which teachers indicated students needed improvement were

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

Figure 3. Percentage of CCLC Students by Behaviors Needing Improvement

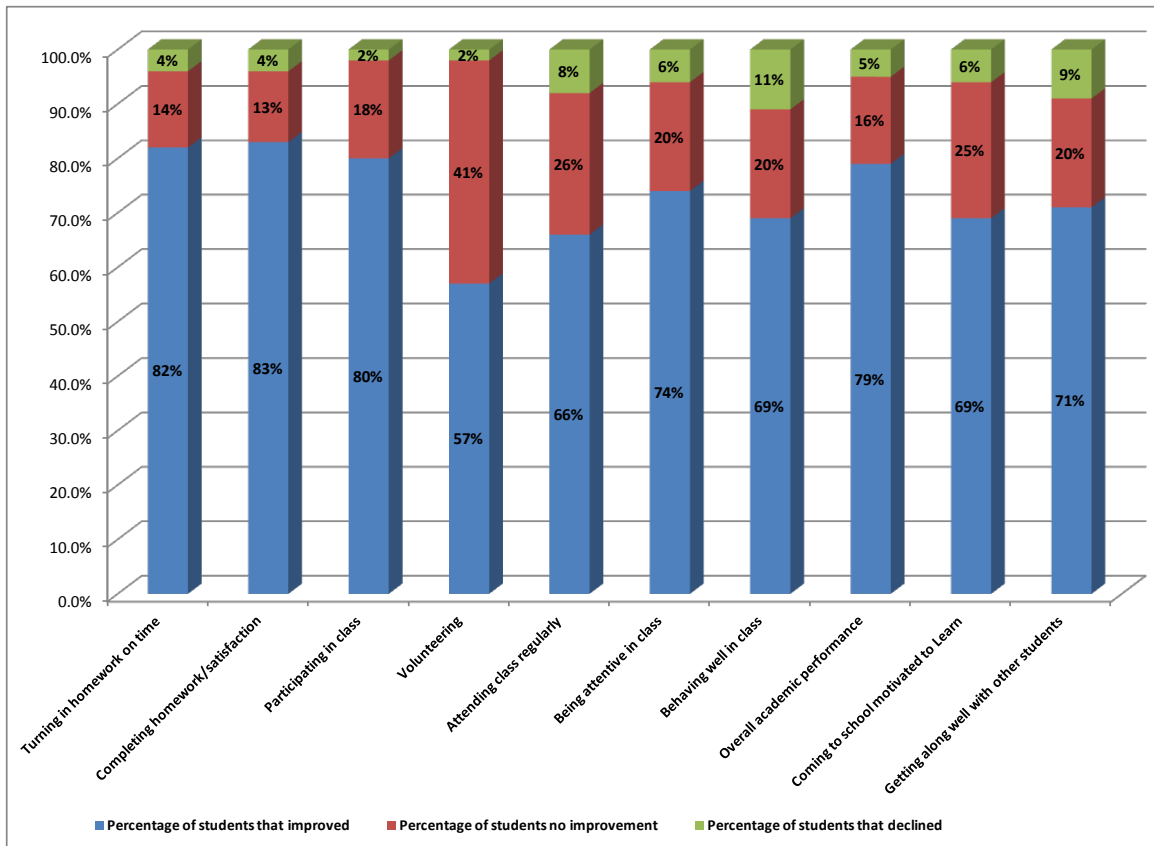
Changes in behavior

Teachers also reported on how they viewed the students' change in key behaviors by the end of the school year. While some of these perceived changes in behaviors may have been due to the students' attendance at the CCLC, we have no way to determine what actually caused the change in the student's behavior, and we cannot assume that the CCLC attendance was a key factor in the perceived improvement.

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

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

Figure 4 Behaviors Teachers Assessed for Change



Discussion

More than 6,000 students, mostly in the elementary grades, attended West Virginia CCLC programs in the 2010-2011 school year. The mean number of days per student attendance ranged from about 12 to 82 days, depending on the program (see Table 1).

The information provided in the teacher surveys was not sufficient to determine if CCLC attendance improved student behaviors; however, the information provided by the teachers regarding the reasons they referred students, and the behaviors that they felt the students needed to improve can be used as a *before* or retrospective snapshot of students' needs. We can also use the information provided by the teachers on the perceptions of the changes in student behavior at the end of the year as an *after* snapshot of the growth of the students, in terms of behaviors, during the school year. We should note that the surveys were filled out at the end of the year, so that *the before* snapshot was recorded after the fact.

Our findings show that of the students enrolled in CCLC, (for whom we have data in the form of a returned survey,) teachers perceived the greatest improvements in behaviors related to volunteering, participating in class, completing homework to teachers' satisfaction, turning in homework, and academic performance. We do not know if CCLC attendance was the cause for those perceived improvements.

Reasons for referrals compared with perceived changes in behavior at year's end

The top three reasons in descending order for referral were to (Figure 2)

1. provide academic support (tutoring, remediation);
2. provide student with academic enrichment opportunities; and
3. expose students to general enrichment/recreation activities.

Teachers perceived students to have exhibited improvement only in behaving well in class, all others declined.

Behaviors needing improvement compared with perceived changes in behavior at year's end.

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

- **Completing homework to your satisfaction**
- **Turning in homework on time**
- **Participating in class**
- **Overall academic performance**
- Being attentive in class
- Getting along well with other students

The students' behavior did not improve to the same degree in all areas that teachers perceived they needed improvement. There could be many reasons for the perceived levels of improvement, and CCLC may not have been a factor. It is encouraging for the students that they improved in behaviors associated with their homework and academic performance.

Recommendations

While we could not show the effect of CCLC on student behavior, students who attended CCLC for whom we had data from teachers' surveys did appear to improve with regard to some of the behaviors teachers identified as needing improvement. This suggests that there may be some positive effects of students' attendance at CCLC. In the absence of information suggesting negative effects, studies showing better effects from other programs, or a study that shows that the positive changes conclusively occurred because of other factors, we recommend that CCLC or similar programs continue.

Part II. Program Director Survey

Introduction

The West Virginia Department of Education (WVDE) has implemented a program, the 21st Century Community Learning Centers (CCLC), to help establish local community learning centers that provide academic enrichment opportunities for children to

- meet state and local student standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

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 (SEA).

WVDE makes competitive local grants (based on available federal funding) to eligible organizations to support the implementation of community learning centers that will assist 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.

In this section of the report, we describe the program directors' responses to both multiple choice and open-ended survey questions.

Methods

This part of the descriptive evaluation of the CCLC program involved a survey of all CCLC program directors. The survey form was developed by the Office of Research and the Office of the 21st Century Community Learning Centers program (see Appendix B). Instruments were mailed from the WVDE Office of Research to all CCLC program directors, who filled out the surveys at the end of the 2010-2011 school year. A series of analyses were run using descriptive statistics based on the survey participants' responses.

Findings

Of the 23 survey forms sent to program directors, 23 were returned (100%). The remainder of this document contains a section for each of the question topics, followed by a discussion of findings and recommendation sections. Complete results for each question, including responses to open-ended questions are included in Appendix B.

Volunteer use

Volunteers are recruited from several sources. Table 2 shows 7 years of data about the number of programs using volunteers from various sources. The Community Members category has remained the most abundant source of volunteers across all years from 2005 to 2011, followed by the Service Learning (higher education and K-12 students) categories.

Table 2. Sources of Volunteers Used by CCLC Programs 2005-2011

Volunteer sources	Number of programs						
	2005	2006	2007	2008	2009	2010	2011
Community members	21	22	15	11	14	18	20
Service learning (higher education)	15	18	7	4	6	10	8
Service learning (K-12 students)	17	16	8	5	8	14	16
Parents, parent groups (ex. PTA)	11	14	0	0	0	0	1
Local clubs (e.g. Kiwanis, Lions, 4-H)	6	13	9	3	3	10	12
Church members	7	10	8	2	6	9	10
Senior corps	1	10	7	5	5	8	6
Local businesses	5	8	3	0	0	0	0
AmeriCorps state	5	7	7	4	4	4	9
AmeriCorps VISTA	8	6	2	3	6	5	6
AmeriCorps promise fellow	2	1	0	0	0	0	0
Citizens community corps	0	0	1	1	0	0	1
Other	8	11	3	0	0	5	6

The Program Director Survey included the following question concerning volunteers:

How successful do you feel your experiences have been with volunteers this year?

1. Not Applicable (no volunteers used) (0%)
2. Not successful (9%)
3. Moderately successful (39%)
4. Very successful (52%)

Please explain why: _____

CCLC received 19 comments in response to the “Please explain why” portion of the question. Several responses included multiple considerations regarding volunteers. In general, the program directors appreciated their volunteers. Some felt they needed more volunteers and expressed their expectation to expand volunteer efforts in future years. Program directors also felt that volunteers helped with specific programs and provided positive role models. Some reported certain barriers such as inclement weather or the poor economic conditions that impeded volunteer efforts. The directors felt that they could improve this aspect of the program by working on recruiting and retention of volunteers, and by improving the reliability of the volunteers. Last year’s survey provided similar results regarding volunteers.

Collaboration

As shown in Table 3, RESA VII program had the most active partners (50) and Marion County had the highest number of one-time events (21). Marion County had the highest number of organizations with which they exchange information (54). Clay County had the highest number of coordinated services (32) with organizations. Kanawha County PAAC had the most joint projects over time (16).

The open-ended survey questions revealed the positive aspects of the collaboration, as well as some challenges. The Program Director Survey included two open-ended questions concerning collaboration as follows:

1. What is the best thing that has come from your collaborations over the past year?
2. What has been the most frustrating or disappointing aspect of your collaboration?

CCLC received 22 responses regarding the first question, some of which included multiple “best things.” The program directors felt that their collaborations provided

1. academic enrichment;
2. expanded services for adults and children;
3. community awareness and recognition;
4. resources; and
5. learning opportunities and accomplishments.

One of the purposes of the CCLC program is to bring enrichment opportunities to the students, and some of the directors cited doing just that as a “best thing.” Last year’s survey provided similar results.

CCLC received 19 responses regarding the second question, three of which included multiple “frustrations.” The program directors felt that collaboration challenges included

1. getting enough time to manage the collaborations;
2. lack of funding;
3. limited outside resources;
4. communication with collaborators; and
5. dependability.

Although last year’s survey provided similar results regarding collaborations, two issues beyond the control of centers were mentioned that hadn’t appeared previously. Those related to challenges resulting from the extremely inclement weather during the winter of 2010-2011, and the strained economic conditions, which lead to collaborators limiting their contributions.

Table 3. Types of Collaboration with Community Organizations Utilized by CCLC Programs

Program	Number of active partners	Exchange information	Share resources	One-time events	Coordinated services	Joint projects over time
Barbour County—World Vision, Inc. (KidREACH)	5	2	4	3	4	3
Cabell County—Boys and Girls Club of Huntington	ND*	ND*	ND*	ND*	ND*	ND*
Calhoun County	10	15	10	12	12	7
Clay County	32	32	32	12	32	12
Fayette County—New River Health Association, Inc.	6	5	6	5	5	5
Kanawha County—Partnership of African American Churches (PAAC)—Communities Closing The Achievement Gap	18	6	1	2	6	16
Kanawha County—The Bob Burdette Center and Pro-Kids, Inc.—Charleston Extended Learning Centers	15	4	1	0	6	0
Lincoln County	7	12	3	3	7	7
Lincoln/Logan Counties—Step-by-Step	27	50	7	9	10	10
Marion County	10	54	5	21	13	3
McDowell County—Dreams & Dreams 2	26	25	4	11	26	9
Mercer County	5	5	2	0	2	0
Monongalia County—Kaleidoscope	12	24	12	8	24	10
Monroe County	34	34	8	4	5	5
Nicholas County—Project Connect	5	5	5	2	0	1
Ohio County—Anchor II	9	5	5	0	9	6
Roane/Jackson Counties—PATCH 21	30	40	5	5	10	5
RESA 1—Project Challenge	10	3	0	2	3	2
RESA 4	3	13	13	13	14	14
RESA 7	50	20	8	3	5	3
Ritchie County (S.T.A.R.S.)	12	7	7	7	7	7
Wayne County Community Learning Centers and Wayne County Schools and Playmates Child Development (Expansion)	40	40	15	20	15	5

*ND = No Data

Training topics and needs

Program directors were asked about the types of training and technical assistance they received from a variety of sources over the past year (see Figure 5). They then were asked what types of training or technical assistance they desired in the upcoming year (see Figure 6). Topics were organized into several content areas. Program directors' major training topics last year were program sustainability (13.8%), best practices in afterschool programming (12.9%), family

involvement (11.2%), and both communication/marketing and integrating afterschool with regular school day (10.3%).

Program directors' major training topic needs last year were program sustainability (13.1%), best practices in afterschool programming (12.2%), communications/marketing, integrating afterschool with regular school day, and family involvement all with (11.2%).

Figure 5. Percentage of Program Directors Who Received Training in Various Topics

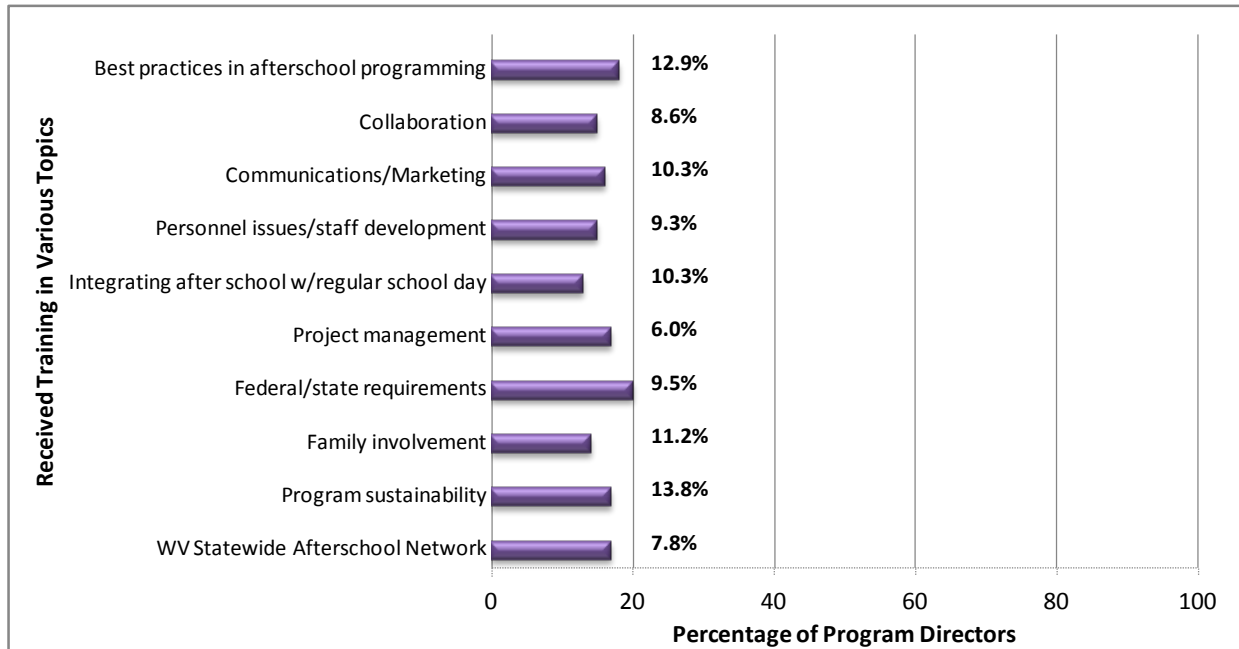
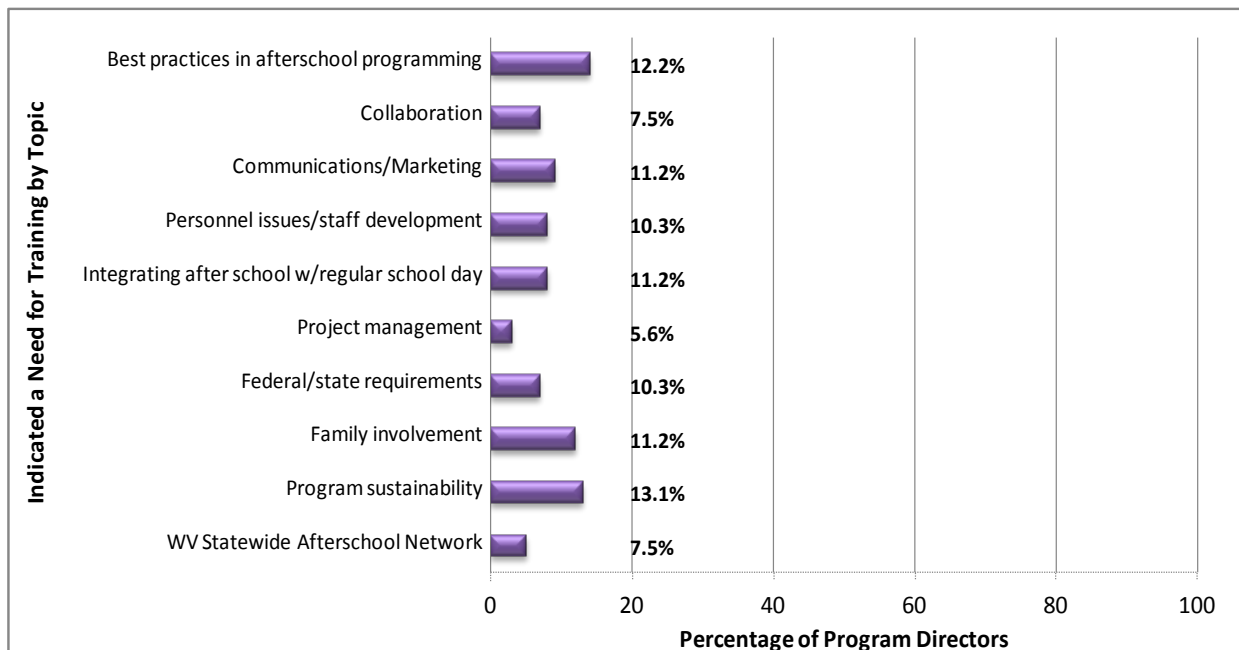


Figure 6. Percentage of Program Directors Who Indicated a Need for Training by Topic



Family Involvement

From the responses received it was sometimes difficult to determine the number of program components or activities that involved parents. For example, one respondent reported, “About 10% of our overall project involves families.” Based on the responses that included the number of activities involving families, Wayne County had the most (120) (see Table 4). Among all respondents, including those that did not report a number, 3 (17.65%) felt activities involving families had great success and reached or exceeded target goals, while 9 more (52.9%) felt activities involving families had moderate success, almost reaching target goals (see Table 5). None of the program directors rated their family involvement efforts as not at all successful.

Table 4. Engagement in and Success of Family Involvement Activities

Program	Family involvement	
	Number of activities	Overall rating (1-4)
Barbour County—World Vision, Inc. (KidREACH)	6	3
Cabell County—Boys and Girls Club of Huntington	*	*
Calhoun County	5	2
Clay County	50	3
Fayette County—New River Health Association, Inc.	10	2
Kanawha County—Partnership of African American Churches (PAAC)—Communities Closing The Achievement Gap	2	3
Kanawha County—The Bob Burdette Center and Pro-Kids, Inc.—Charleston Extended Learning Centers	2	3
Lincoln County	2	4
Lincoln/Logan Counties—Step-by-Step	*	*
Marion County	27	3
McDowell County—Dreams & Dreams 2	13	3
Monongalia County—Kaleidoscope	2	2
Nicholas County—Project Connect	5	2
Roane/Jackson Counties—PATCH 21	20	3
RESA 1—Project Challenge	3	2
RESA 4	3	3
RESA 7	28	3
Ritchie County (S.T.A.R.S.)	35	4
Wayne County Community Learning Centers and Wayne County Schools and Playmates Child Development (Expansion)	120	4

*No response or could not determine a number from the response given

Note: Overall ratings: 1=Not at all successful; 2=Some success, but well below target goals; 3=Moderate success, almost to target goals; 4=Great success, reached or exceeded target goals.

Prevention (alcohol, tobacco, and substance abuse prevention programs)

Table 5 shows the number of activities, as well as the number of students and families trained for alcohol, tobacco, and substance abuse prevention programs provided by the program directors. Roane and Jackson Counties—PATCH 21 and McDowell County reported the highest number of activities (50) related to prevention programming. Across all program directors responding, 4,872 students and 671 family members were reported to have been trained on preventing alcohol, tobacco and substance abuse last year.

Table 5. Number of Training Activities Held and Number of Students and Parents who Received Training in Alcohol, Tobacco, and Substance Abuse Prevention

Program directors	Prevention program		
	Number of activities	Trained students	Trained family
Barbour County—World Vision, Inc. (KidREACH)	0	0	0
Cabell County—Boys and Girls Club of Huntington	0	0	0
Calhoun County	4	175	100
Clay County	12	500	50
Fayette County—New River Health Association, Inc.	4	75	10
Kanawha County—Partnership of African American Churches (PAAC)—Communities Closing The Achievement Gap	3	97	24
Kanawha County—The Bob Burdette Center and Pro-Kids, Inc.—Charleston Extended Learning Centers	2	30	0
Lincoln County	6	231	12
Lincoln/Logan Counties—Step-by-Step	2	145	53
Marion County	*	200	0
McDowell County—Dreams & Dreams 2	50	183	24
Mercer County	*	200	20
Monongalia County—Kaleidoscope	2	300	0
Monroe County	13	46	8
Nicholas County—Project Connect	2	30	0
Ohio County—Anchor	*	40	0
Preston County	3	30	0
Roane/Jackson Counties—PATCH 21	50	150	20
RESA 1—Project Challenge	3	40	0
RESA 4	3	1300	NA
RESA 7	32	390	0
Ritchie County (S.T.A.R.S.)	10	260	5
Wayne County Community Learning Centers and Wayne County Schools and Playmates Child Development (Expansion)	40	450	300

*Could not determine a number from the response given

Peer observation process

Seventeen of 23 program directors (73.9%) reported that the peer observation visits were very helpful; they learned more about their program and received useful recommendations. CCLC received 14 comments from program directors. In general, the peer observation process was widely appreciated, and the observers were well liked. Comments indicated that having an outsider's view and recommendations were particularly useful in strengthening their programs. One respondent felt one observation doesn't provide opportunity to network.

Program monitoring process

Fourteen of the 23 program directors (60.9%) reported that monitoring visits by WVDE staff in 2010-2011 were very helpful, they learned more about their program and centers, they were able to share the report with staff and stakeholders, and identified new resources. CCLC received nine comments from program directors. The Program Monitoring Process was uniformly appreciated by those program directors who made comments, and some thought of it as a way to "review, reflect, and make a plan for continuous improvement." Last year's survey provided similar results regarding program monitoring.

Program successes

The program directors were asked the following question, "In the past year, what two or three aspects of your program have been going particularly well?" CCLC received 22 comments from program directors, all but one of which provided at least two examples of successes. There were two broad categories of successes: those that involved attributes of the program or site, and those that involved specific activities.

In the lists below, items in bold were mentioned at least twice. The success related to the program or site was:

- **collaboration;**
- leveraging other resources/funding;
- **increased enrollment;**
- **staff stability/capacity/professional development; and**
- **increased participation/attendance.**

The successes related to specific activities are listed, with those in bold being mentioned at least twice:

- **academic;**
- **tutoring programs;**
- training activities;
- technical and/or vocational programs;
- community projects;
- **service learning; and**
- summer programs

The three purposes of the CCLC program are to

1. meet state and local student standards in core academic subjects;
2. offer students a broad array of enrichment activities that can complement their regular academic programs; and
3. offer literacy and other educational services to the families of participating children.

Academic gains were mentioned as a "best thing" by at least four program directors, and positive collaboration/partnership was mentioned explicitly by at least seven. While there were some differences in the types of activities listed as best things when compared to last year's survey, there was considerable overlap.

Program challenges

The program directors were asked the following 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?" CCLC received 22 comments from program directors, many of which cited multiple examples of challenges. The nature of the challenges varied widely, but some were mentioned by several directors. The following are listed in order of how many directors cited them as challenges, from most to least:

1. weather
2. funding
3. staffing/volunteer recruitment
4. economy
5. community involvement
6. school leadership
7. parent involvement
8. lack of communication
9. lack of facilities
10. sustainability
11. tutors
12. canceling activities

Program directors' recommendations

Program directors were asked to describe any recommendations they would make to improve the statewide CCLC program. CCLC received recommendations from 10 respondents, several of whom provided multiple recommendations. These recommendations can be divided into five categories:

- focus on meetings/trainings/TA and information about new programs;
- help secure funding through federal grants or other sources;
- more networking within programs to share ideas;
- streamline grant process; and
- more collaboration.

Discussion of Findings

The activities of the centers, as detailed in the more quantitative aspects of the Program Directors Survey, reveal that the centers are, from the perspective of the program directors, fulfilling the three main purposes of the CCLC program. As detailed in the responses to the open-ended questions, the CCLC program is not perceived to be without its challenges. However, program directors were able to cite a wide variety of perceived successes, including positive aspects of the program volunteers and collaborators. They also felt that the peer observation and program monitoring processes were beneficial.

Recommendations

Based on all of the responses to the Program Directors Survey, we recommend that the CCLC program manager work with the directors to minimize the challenges. In particular, several of the program directors' recommendations are concrete and actionable, and the program manager should consider acting on the recommendations that do not require much additional effort or expense, such as developing a website or blog where program directors and the program manager can share ideas.

References

Harrington, S. (2008). *21st Century Community Learning Centers: Soaring beyond expectations*. Retrieved March 13, 2008 from <http://21stcclc.k12.wv.us/main.htm>

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, §, Stat. 1425 (2002)

Appendix A

Teacher Survey

WV 21st Century Community Learning Center Program Teacher Survey

Program Use Only	Student ID Number (WVEIS) 	21st CCLC # 	Program Site # 	Marking Instructions
	<ul style="list-style-type: none"> Use a No. 2 pencil only. Do not use ink, ballpoint, or felt tip pens. Make solid marks that fill the response completely. Erase cleanly any marks you wish to change. Make no stray marks on this form. <p style="text-align: center;"> CORRECT: ● INCORRECT: ☒ ☓ ☹ ☺ </p> <p style="font-size: 10px;"> Please answer the questions by <u>completely</u> filling in the bubble indicating your answer. The 21st Century Community Learning Center program refers to the before- and/or after-school program listed on the cover sheet. </p>			

1. Which do you teach? (Choose one) multi-subject math English/language arts other subject

2. What is the grade level in which this student is currently enrolled?
 PK K 1 2 3 4 5 6 7 8 9 10 11 12 Other _____

3. What is the name of the school this student attends?

4. Is the student a boy or a girl?

Please indicate whether this student

	Yes	No	Don't Know
5. Is a Limited English Proficient/English Language Learner.	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> D
6. Is in Special Education (<u>excluding</u> gifted).	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> D
7. Qualifies for free or reduced cost meals.	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> D
8. Has fallen behind in schoolwork this year because of a health or family problem.	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> D
9. Currently has a diagnosed physical or emotional disability that affects schoolwork.	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> D

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

<input type="radio"/> Mark here if you did not refer this student to the 21st CCLC Program	<input type="radio"/> To provide academic support (tutoring, remediation)
<input type="radio"/> To get the student's family involved	<input type="radio"/> To get the student help with behavioral issues
<input type="radio"/> To provide a safe before-/after-school environment	<input type="radio"/> To expose the student to general enrichment/recreational activities
<input type="radio"/> To provide the student with academic enrichment opportunities	<input type="radio"/> Other
<input type="radio"/> To provide the student with individual attention	

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

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

(Please complete the back side of this page)

<i>Earlier in the school year, how was this student performing in each of the following areas?</i>	Not Acceptable Needed to Improve	Acceptable Level of Functioning
13. Turning in his or her homework on time.	0	1
14. Completing homework to your satisfaction.	0	1
15. Participating in class.	0	1
16. Volunteering (e.g., for extra credit or more responsibilities).	0	1
17. Attending class regularly.	0	1
18. Being attentive in class.	0	1
19. Behaving well in class.	0	1
20. Displaying overall academic performance.	0	1
21. Coming to school motivated to learn.	0	1
22. Getting along well with other students.	0	1

Over the course of this school year, to what extent has this student changed his or her behavior in the following ways?

	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
23. Turning in his or her homework on time.	7	6	5	4	3	2	1
24. Completing homework to your satisfaction.	7	6	5	4	3	2	1
25. Participating in class.	7	6	5	4	3	2	1
26. Volunteering (e.g., for extra credit or more responsibilities).	7	6	5	4	3	2	1
27. Attending class regularly.	7	6	5	4	3	2	1
28. Being attentive in class.	7	6	5	4	3	2	1
29. Behaving well in class.	7	6	5	4	3	2	1
30. Displaying overall academic performance.	7	6	5	4	3	2	1
31. Coming to school motivated to learn.	7	6	5	4	3	2	1
32. Getting along well with other students.	7	6	5	4	3	2	1

Thank you for your time. Please return the survey to the 21st CCLC site coordinator.

Appendix B

Program Director's Survey with Responses

Results from the West Virginia 21st CCLC Program Program Director's Survey Spring, 2011

The West Virginia Department of Education staff aim for continuous improvement of services to the sub grantees of the 21st Century Community Learning Centers Program. To help them achieve this goal, please respond to each item of the survey below. It should take you approximately 20 minutes to complete. All responses will be aggregated for analysis and reporting and no program-identifying information will be included with any response. Thank you for completing this survey and returning it to WVDE evaluator Larry White lwhite@access.k12.wv.us or Kris Smith klsmith@access.k12.wv.us by May 20, 2011.

Volunteers

If your program uses volunteers, what sources have you used? Check any that apply for the June, 2010–June, 2011 period.

Response

- 9** AmeriCorps
- 0** AmeriCorps Promise Fellow
- 6** AmeriCorps VISTA
- 6** Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)
- 1** Citizen Community Corps
- 16** Service Learning (K-12 students)
- 8** Service Learning (Higher Education students)
- 20** Community Members
- 12** Local Clubs (e.g. Kiwanis, Lions)
- 10** Church Members
- 7** Other, please describe:
 - 4-H Extension
 - 4-H/WVU Extension Services
 - Local Chamber of Commerce, American Cancer Society, Department of Natural Resources, Local Retirees
 - Marshall University Students, youth workforce
 - Volunteers from alternative breaks
 - College volunteers
 - Parents from feeder schools

How successful do you feel your experiences have been with volunteers this year?

Response

- 0.0% Not Applicable (no volunteers used)
- 9% Not successful
- 39% Moderately successful
- 52% Very successful

Please explain why:

Reasons for being Moderately or Very Successful

- Individuals and groups have been very productive.
- Our communication about volunteer programs truly needs to be enhanced. We can only afford so many AmeriCorps and are only assigned 2 VISTA per year. They are limited on what they can do. The AmeriCorps and VISTA both work to develop volunteer programs, but this seems to always be a weak area for us. Parent involvement is also a weak area due to the same reasons. It is just difficult getting them involved. We have very good responses on specific events or occasions.
- Originally volunteers only donated their time. Later they became ambassadors for the program, securing supplies, other resources, new partners and students.
- The volunteers are always willing to step in and help with the students.
- Volunteers, besides bringing fresh energy to the project also provide a wide range of role models, opportunities to hear about college life, different areas of work, etc.
- Because we are wanting to expand our program and one of the churches has offered the use of their building and help us. Our student workers/volunteers help in a variety of ways and I think we help them as well. One girl did her senior project with us.
- Through volunteer contributions, our students have been able to participate in a wide array of activities not otherwise possible.
- We have volunteers who help out with the programs who add their expertise to certain activities. An example would be we have a volunteer who conducts our Steel Drum band at BIS--it is very positive and they even have performed for outside groups within the community.
- The students have loved the volunteers and they have been helpful.
- AmeriCorps is very valuable, would like to get more boomers involved. Personnel is the key - if the mentoring coordinator recruits enthusiastically it works, if not, it doesn't.
- The availability of volunteers is a barrier. However, both sites have available retired persons.
- We continue to use college volunteers from West Liberty University and Wheeling Jesuit. We have a long term relationship with WLU who now requires volunteer hours at Anchor as part of coursework. We have between 4 and 12 students every evening from colleges and high school and middle school volunteers.

- Most of the volunteers with whom we have worked have been involved in community-based projects. We would like to see more volunteer participation at CLC sites.
- We have had more community involvement this year and our volunteers were an asset to our program.
- Our experiences have only been moderately successful because some volunteers did not follow through with their commitments to the program.
- Volunteers provided their expertise with a number of arts and crafts. They also provided an extra "set of hands" to assist with projects and field trips. The students loved the extra adult attention. The volunteers loved working with the children.
- I feel like we have a lot of success with our volunteers because we have them go through an orientation session and also a training period. This way they get to know the employees, the program and the routine and this helps to better prepare them for their experience with our programs.

Reasons for being Not Successful

- We have had a really hard time getting very many volunteers to participate. The couple of sites that have volunteer have good, consistent ones. The sites without, have none.
- I don't think our site coordinators put much effort into seeing outside sources for assisting in the afterschool program.

Collaboration

Please think about the organizations that actively played a part in your program in 2010-2011.

How many active partnering organizations does your program have? **Average = 19**

How would you characterize the relationships you have with your collaborating partners?

Response

- 10** All are effective, positive partnerships
- 11** Most are effective, positive partnerships
- 0** About half are effective, positive partnerships
- 1** A few are effective, positive partnerships
- 0** None are effective, positive partnerships

Please think about the schools, community-based organizations, faith-based organizations, volunteer service organizations, libraries, museums, businesses, county or city government agencies, colleges or universities, health care organizations, national organizations or others with whom you share information.

Average number per program

- 18.5** With how many organizations do you exchange information?
- 7.3** With how many organizations do you share resources?

6.8 With how many organizations do you co-sponsor one-time events?

10.2 With how many organizations do you coordinate services?

6.2 With how many organizations do you undertake joint projects over time?

What is the best thing that has come from your collaborations over the past year?

Responses

- When the partners are working together there is a direct positive impact on the children through programming, facilities and resources.
- We have Saturday Fun Days five times a year and with funding issues we could not have had Saturday Fun Days without the collaboration of other organizations and volunteers.
- A sense of togetherness and purpose, finding out that all community organizations have the same goals.
- I think that we have provided after-school services to students that need it. The collaboration partners are always willing to offer support and assistance for special events. I give much recognition to the Fayette County Board of Education for their support and the in-kind services that they give; such as transportation, use of their facilities, the use of computer labs, gymnasiums, and food services to the program.
- We are able to provide services in one on one and small group settings because of the number of higher education volunteers and community members who are retired teachers. There is an increase in the number of remedial activities performed and this has resulted in grade improvement in the majority of encounters. We are able to continue our level of services despite extensive budget cuts because of the high school volunteers (peer mentors). We are in the third year of a fine arts program which provides lessons and instruments. This program is totally funded by a partner.
- The collaboration and partnerships created to write and grant funds to support program activities and operations of the Center. Several community partners have served as mentors for the students in the program. Increased exposure of the programs and services offered by the BBC. The collaboration and partnerships have also increased the number of programs that can be offered to the students and their families.
- In Lincoln County if agencies do not collaborate with each other resources are very difficult to obtain. The agencies that this program collaborates with has been very successful.
- We are pretty flexible and stress finding something positive to work together on even as different organizations wax and wane in their ability to work with us. We greatly increased the number of students getting critical skills tutoring by providing the food, collaborating on transportation, and having exciting enrichment activities available at the same time (both school year and full year). At some sites in the counties we served not a single student signed up for critical skills summer programs from the school district. We had both very successful summer programs and were able to provide the setting for dozens of students to receive tutoring during the school year.
- Having the opportunity to provide additional learning opportunities to the children attending the afterschool program by exposing them to experiences they may not otherwise have.
- Some of the best results of collaboration include additional paid afterschool staff members sponsored by Title I and nutritional programs sponsored by McDowell County Food Service. Workshops and presentations made by collaborating partners have greatly expanded offerings for students and their parents or guardians.

- The most recent improvement is a better quality Drug Free program-SADD.
- More and varied experiences and learning projects for the students.
- Watershed program for students in summer program. AmeriCorps members as tutors and parent resource. AmeriCorps members to get artists involved (quilts).
- Broadened base of opportunity. Potential for entrepreneurial development.
- We have had many good things happen. Two of our partners, Wheeling Symphony and Oglebay Institute collaborated with us to bring a series of Wheeling Symphony ensembles to our students and parents at the Stifel Fine Arts Center.
- Our collaborations have helped spread the word about the importance of after school programs, which has increased community and agency support. We have developed better relationships with community partners, which has ultimately translated into better service delivery in a number of areas.
- One of the best things this year was our collaboration with WVU/SEMAA NASA. NASA sponsored a six-weeks robotics course for our students at their \$350,000.00 state of the art facility. We bussed the students to the lab on a weekly basis. Our next collaboration was with Mountain State University's Culinary Department who provided a 6-week nutrition course and students were educated on nutrition and healthy eating and had an opportunity to sample a variety of vegetables and other foods. RESA I sponsored Wellnex Wednesday's and provided an instructor as guest speakers who taught wellness and offered a variety of classes. The Drug Free All Stars - WV Blazers professional basketball team contributed their time to educate the students on drugs and did a basketball exhibition. This is our second year with the DARE drug prevention program and looking forward to a third year. The most important thing is we are establishing new collaborations and continuing with established ones.
- Students have benefitted from the work.
- The volunteers bring in a fresh perspective for our afterschool program which revitalizes the program. We have also created strong partnerships with these volunteers and they help with several of our programs in various capacities.
- The students' sense of accomplishment when they completed a project. We were able to expose to various enrichment activities. Organizations could teach concepts more effectively and with a bigger impact than our staff.
- Better services and activities for our students.
- I feel like our on-going success with the 21st century afterschool programs in Wayne County is the best thing that comes from our strong collaboration with all our partners. The collaboration helps to provide on-going, quality afterschool programs to more than 2,400 students and families in Wayne County. These programs are successful because we all continue to work together to provide the best possible experiences for the students and families.

What has been the most frustrating or disappointing aspect of your collaboration?

Responses

- Partners not able or willing to cooperate and failing to communicate this until the last minute
- Our community is so small that we have "tapped" all of the resources available as far as collaborators are concerned.
- Getting plans into action, getting community organizations to realize that I need them consistently at certain schools on whatever night and keeping it going. And also, getting the DATA!!!!!!!!!!!!!! Community organizations do not always realize the

importance of data nor do they realize that we are on a consistent schedule. This is difficult.

- We had our funding cut this year This is our second year of funding from the WVDOE 21st CCLC grant. We had initially applied for \$300,000 we were awarded \$150,000 and we were cut the second year to \$139,000, it look like we will probably be cut the fourth and fifth year. We have had to make significant cuts in our programming, such as special programs, field trips, and family fun nights. I would hope that the WVDOE would restore funding back to its original funded source. The Fayette County Board of Education starting their own afterschool program and not contacting me first for a partnership or collaboration with their program.
- For several years government housing projects have received dollars to provide services to the children of tenants. This has been eliminated, in turn we lost a facility with classrooms, music room, library and computer lab. This facility also housed our kitchen which was used to cook supper for all the afterschool sites. A poor economy and numerous federal cuts have trickled down to us through cuts in our own funding and cuts in funding and services provided by partners. Our only saving grace has been our volunteers.
- None.
- The few and thankfully they are few that want to control all aspects of programs and resources.
- Not being able to do advance planning with the school system with the same program. The lack of collaborative ability in the summer of 2010 led to a number of students not getting the tutoring they needed and deserved. We work in two different school systems. One is willing to look forward consistently and the other has difficulty doing that. We ultimately make everything work well during the school year in both settings but hope to move forward with more advanced planning during the summer when we have such incredible access to both students and resources. Of course, the school systems rarely knowing for sure what their Title I or other special program budgets until very late in the year makes this difficult as well.
- One particular organization was not consistent with the schedule we were provided and failed to notify us when changes occurred.
- Many partnering educational programs seem to have reduced funding due to federal grant cuts. On the other hand, meeting this issue is better preparing us for reduced 21st CCLC funding in years four and five. We have also had one partner drop its AmeriCorps/VISTA component.
- Sometimes it is difficult to get them in the schools/sites at the times we need them to be there.
- Finding time to collaborate.
- Limited funding has made it difficult to explore/incorporate activities to promote partnerships.
- We have not had any challenges this year.
- Time...there doesn't seem to be enough time to attend all meetings/participate in all events.
- I have not been disappointed or frustrated with any of our collaborations. We need more and will be working toward getting more this coming year.
- Outside the schools, there hasn't been a lot of collaboration.

- Some people/groups will volunteer and then they will cancel at the last minute, not realizing how difficult it is to change our schedule and how disappointed the students are when they have been looking forward to an activity or speaker.
- We simply ran out of time. The weather interrupted many of our plans. Scheduling requires a lot of time.
- The WVDE. Lack of communication, leadership, and help with our program.
- N/A

Professional Development and Technical Assistance

Please think about the Grantee Training conferences and any regional or national 21st CCLC training events you have attended during 2010-2011.

On the table below, please write in the organization conducting the training from the following list: WVDE, US Department of Education, directors/staff of other WV 21st CCLC programs, directors/staff of other states' 21st CCLC programs, university faculty, or others – please specify. Then please rate the quality of the training you have received on each topic from 1=low to 5=high quality.

Organization Conducting PD	Best Practices in Afterschool Programming	
	Number	Mean
WVDE	8	4.00
WVDE/USDE/After School Alliance	1	5.00
USDOE	1	4.00
WV and Other States 21st Century CCLC	1	5.00
Step by Step	1	5.00
WV 21st CCLC	2	3.25
Other 21st CCLC States	1	2.50
National	1	3.00
University Faculty	1	3.50
NAA Conference	1	5.00
WVDE Foundation	1	4.00
WVDE/USDE	1	4.00
Quad State Conference	1	5.00
Directors/Staff	1	5.00
Other	1	3.00
Overall Quality	23	4.02

Organization Conducting PD	Collaboration	
	Number	Mean
WVDE	6	4.00
WVDE/USDE/After School Alliance	1	4.00
USDOE	2	4.50
WV and Other States 21st Century CCLC	1	4.00
Step by Step	1	4.00
WV 21st CCLC	2	4.00
Other 21st CCLC States	1	4.00
National	1	3.00
WVDE Foundation	1	3.00
Quad State Conference	1	5.00
Other	1	3.00
Overall Quality	18	3.94
Organization Conducting PD	Communications/Marketing	

	Number	Mean
WVDE	3	3.33
WVDE/USDE/After School Alliance	1	4.00
WV and Other States 21st Century CCLC	1	3.00
WV 21st CCLC	2	3.15
USDE	1	2.00
National	1	4.00
NAA Conference	1	2.30
Peer Evaluator	1	5.00
WVDE Foundation	1	3.00
Quad State Conference	1	5.00
Directors/Staff	1	5.00
Other	1	2.00
Overall Quality	15	3.44

Organization Conducting PD	Personnel Issues/Staff Development	
	Number	Mean
WVDE	4	3.50
WVDE/USDE/After School Alliance	1	5.00
LCBOE	1	3.00
Step by Step	1	5.00
WV 21st CCLC	1	5.00
Local	1	5.00
NAA Conference	1	4.00
WVDE Foundation	1	4.00
WVDE/USDE/21st CCLC	1	3.00
Directors/Staff	1	5.00
Other	1	4.00
Overall Quality	14	3.71

Organization Conducting PD	Integrating After School with Regular School Day	
	Number	Mean
WVDE	5	3.08
WVDE/USDE/After School Alliance	1	4.00
USDOE	1	4.00
LCBOE	1	3.00
WV 21st CCLC	2	3.70
Local	1	5.00
WVDE/USDE/21st CCLC	1	4.00
NAA Conference	1	5.00
WVDE Foundation	1	4.00
Quad State Conference	1	5.00
Staff of Other States	1	4.00
Other	2	3.00
Overall Quality	18	3.71

Organization Conducting PD	Project Management	
	Number	Mean
WVDE	8	3.66
WVDE/USDE/After School Alliance	1	5.00
USDE/WVDE	1	4.00
Other States 21st Century	1	3.30
WV 21st CCLC	3	4.00
Step by Step	1	4.00
Other 21st CCLC States	1	3.30
Directors/Staff	1	5.00
Other	1	3.00
Overall Quality	18	3.83

Organization Conducting PD	Federal/State Requirements	
	Number	Mean
WVDE	9	4.22
WVDE/USDE/After School Alliance	1	5.00
USDOE	1	5.00
WV 21st CCLC	3	5.00
WVDE/USDE	2	4.50
Overall Quality	16	4.50

Organization Conducting PD	Family Involvement	
	Number	Mean
WVDE	4	3.60
WVDE/USDE/After School Alliance	1	3.00
WV & Other States 21st Century	1	3.00
WV 21st CCLC	4	3.85
Other 21st CCLC States	1	2.40
NAA Conference	2	3.70
WVDE Foundation	1	3.00
Local	1	4.00
WVDE/USDE/21st CCLC	1	2.00
Directors/Staff	1	5.00
Other	1	2.00
Overall Quality	18	3.42

Organization Conducting PD	Program Sustainability	
	Number	Mean
WVDE	5	3.40
WVDE/USDE/After School Alliance	1	4.00
USDOE	1	5.00
WV & Other States 21st Century CCLC	1	4.00
Step by Step	1	4.00
WV 21st CCLC	2	4.50
Regional 21st	1	5.00
WVDE/USDE/21st CCLC	1	2.00
WVDE/USDE	1	4.00
Directors/Staff	1	5.00
Other	1	3.00
Overall Quality	16	3.88

Organization Conducting PD	WV Statewide Afterschool Network	
	Number	Mean
WVDE	8	3.75
AA	1	5.00
WV 21st CCLC	3	4.00
Other 21st CCLC States		
Other	1	4.00
Overall Quality	13	3.92

Organization Conducting PD	Other	
	Number	Mean
Step by Step	1	5.00
Anchor: First Aid, AED, CPR	1	5.00
Overall Quality	2	5.00

Help WVDE plan to address your training needs in 2011-2012. On the table below, please check the needs you or your staff has for professional development or technical assistance in any area listed. Also, please indicate if you would prefer to receive professional development, TA, and/or to identify information resources. Respond for any topic or preference.

Training Topic	Number who selected this topic for professional development (PD) or technical assistance (TA)	Percent who selected this topic for professional development (PD) or technical assistance (TA)
Best Practices in Afterschool Programming	23	13.5%
Collaboration	18	10.5%
Communications/Marketing	15	8.8%
Personnel Issues/Staff Development	14	8.2%
Integrating Afterschool with the Regular School Day	18	10.5%
Project Management	18	10.5%
Federal/State Requirements	16	9.4%
Family Involvement	18	10.5%
Program Sustainability	16	9.4%
WV Statewide Afterschool Network	13	7.6%
Other:	2	1.2%

Family Involvement

How many components or activities of your overall program involved families in 2010-2011?

Response: Average = 20; Range = 2 to 120

How successful has your program been in involving families?

Response:

- 0.0%** Not at all successful
- 31.8%** Some success, but well below target goals
- 50.0%** Moderate success, almost to target goals
- 18.2%** Great success, reached or exceeded target goals
- 0.0%** Not applicable, no family components

Alcohol, Tobacco, and Substance Abuse Prevention Programming

How many activities of your overall program in 2010-2011 addressed the importance of preventing alcohol, tobacco, and substance abuse prevention?

Response: Average = 14; Range = 2 to 50

How many participants in your program's activities received training on alcohol, tobacco, and substance abuse prevention during 2010-2011?

Students

Response: Average = 244; Range = 30 to 1,300

Adult Family Members

Response: Average = 33; Range = 0 to 300

Peer Observation Process

How helpful have been the peer observation visit and report to your program?

Response:

- 73.9%** Very helpful, I learned about my program and received useful recommendations
- 17.4%** Moderately helpful, I learned my program's strengths and challenges
- 8.7%** Neutral, it validated what I was doing right, but I could use more information to improve
- 0.0%** Not very helpful, I did not learn from the process
- 0.0%** Not applicable – I haven't had a peer observation

Other comments about the 21st CCLC Peer Observation Process

Responses:

- As someone who still considers his/herself to be new, it is a very useful tool. Perhaps if this process is changed, new programs could still have a peer visit the first two or three years, as an option.
- It is a useful tool. It might be helpful to the WVDE to piggy back onto the LPO to save time and steps.
- The Peer Observation was conducted for the BBC on April 13, 2011. Discussions with the assigned observer were very informative and productive. We discussed various programs and assessments as well as various ways to increase and improve parental involvement with program activities. Also, on April 13, 21st Century/WVDE staff also toured the Bob Burdette Center, Inc. facilities and spoke with staff, students and board members. The Peer Observer also participated in the tour and the discussions afterwards. Overall, the day was a success and provided opportunities for BBC staff and constituents to ask questions and to become more knowledgeable about current trends and expectations. However, to date we have not received the peer observation report.
- It is a very pleasant experience and helps with small concerns that pop up with any program.
- Always a highlight of the year--helps us realize how much we know as well as trade ideas.
- It is helpful in evaluating your success and getting suggestions for your programs. Also, it is a very good report to share with my Superintendent of Schools and the BOE members.
- It really gives us time and motivation to analyze our own program. It is fun to be able to show other people all the components of our program. We always learn new things to make our program better.
- Networking is very helpful. But one visit from one peer observer does not seem to provide opportunity to network.

- It's an enjoyable process, but information obtained is not always follow-up on (our fault).
- Our peer observation was very helpful. We were given some very helpful information that we have since implemented and adding to improve the afterschool program. Very professional and knowledgeable. It was a pleasure having him with us.
- I think the amount of money for the process could be better used elsewhere in the program. I'm not sure how much the observers change their reports from one site to another.
- Bob was so kind yet very helpful in giving suggestions. He gave me names of specific people around the state that I could call. He also shared strategies that he had used. I found all of his comments to be very helpful.
- This program is the best part of having assistance via the WVDE. Having an experienced person on site with previous knowledge of after school programs is very valuable.
- I think the peer observation process is a nice tool to have because it allows staff to visit other programs and see how they do things within their sites which can give them new ideas to take back to their own programs. Also, it allows the peer observer the opportunity to offer any advice to the site they are visiting about an area that they may need additional help in.

Program Monitoring Process

How helpful have the monitoring visits by WVDE staff to your site been in 2010-2011?

Response:

- 63.6%** Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources
- 31.8%** Helpful, I learned areas of strength and challenge and identified ways to overcome barriers
- 0.0%** Neutral, the information presented was accurate, I learned nothing new.
- 0.0%** Not helpful, information presented was incomplete or inaccurate and I learned nothing new.
- 4.6%** Not applicable, my program as not visited by a WVDE monitor this year

Other comments about the 21st CCLC Program Monitoring Process

Responses:

- It is a great tool to learn about what we are doing well and what we should still be looking to implement.
- The monitoring is scheduled for Monday, June 13, 2011.
- The visit with Marsha Bailes and Benitez Jackson on April 13, 2011 was very helpful in identifying program strength and weakness and identifying current trends in afterschool programs and WVDE program expectations.
- This reflects our visit last June for the previous fiscal year. We will be visited after this report is due for the present year.

- This is another report that I can use to share with my Superintendent and BOE members as well as evaluate my progress.
- Also gives us an opportunity and impetus to bring everything together and to see everything that we are doing to create a quality program.
- Monitoring is scheduled for Tuesday, May 24th.
- Having a monitor that has previous leadership in a 21st CCLC program is a great help.
- I believe that the monitoring visits by the WVDE staff are very helpful to our sites. This allows the program to be able to show the WVDE what takes place at the sites on a daily basis and helps paint a clear picture for the WVDE staff. Actually visiting the programs allows them to have a better understanding of what is taking place throughout the sites.

Program Successes

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

Responses:

- Enrollment improved for us this year, which was great. The creativity of the curriculum taught during the enrichment portion is a definite strength of our site coordinators. Plus, one of the things I love most about our program is the relationships built between the staff (including mentors) and the kids.
- Our Saturday Fun Days continue to be the most successful component of our project. It gives us a large audience to present information to not only students, but their parents. Our summer program is very well attended every year. We collaborate with Energy Express to offer an all day program for students along with credit recovery for middle and high school students.
- Collaborations, Scheduling, Meetings for feedback with principals and site coordinators.
- I have very good and qualified staff working for me.
- Level and diversity of volunteers. Collaboration with Public School System. Fine Arts Program.
- The implementation and maintenance of the Second Step program (addresses drug, tobacco and alcohol use and appropriate control of emotions) for students in all grade levels (K-12). The increase use of peer mentors/tutors to address the academic need of students through homework assistance and tutoring while they serve as healthy adult role models for the students enrolled in the afterschool program.
- Attendance increased and participation of students was constant. Staff was dependable. Transportation was great this year.
- Theme based training for five week units in after school. We have really stepped up the content of our enrichment. Expansion of number of tutors provided by the school system via critical skills and Title I. Developing a more intensive model of gathering benchmark data from the school system for focusing tutoring and homework help (as well as targeting recruitment for next year).
- Junior Volunteer Program (recruited 50 volunteers from the local junior highs and high schools which have maintained consistent attendance). Partnership with the City of Fairmont to renovate the local park. Increased self-confidence and academic achievement.

- Student participation rates are excellent and have continued to increase at most sites. Utilization of collaborating partners has provided a wide array of activities for students and families.
- We are fully implementing the Geofitness program at our sites to encourage a more active lifestyle. We are completing the service learning requirements at most sites which we feel are very positive. We are seeing improvements in student achievement grade wise.
- Homework help has improved students' academic success. Attendance has increased. More volunteers from collaborating partners.
- The summer collaboration with Energy Express. Artists collaboration with quilts. Watershed collaboration with summer program.
- Activities that involve project-based learning have been very successful. Students have been responsive and engaged in our culinary related classes, for example.
- We have had excellent programs and collaborations. We did a television shoot for WV Public Broadcasting, had the Mayor and state senator at our Lights On at the Stifel Center and had a great series of symphony events. Our student council sponsored several service projects. Our staff is excellent and we have volunteers. Our county is very supportive.
- Collaboration, attendance
- Community Partnerships and the quality of classes and programs offered to students.
- Community Suppers, Teen Court, CNA Course.
- Every year the rotation schedule has improved for optimum activities and learning. Most of our staff members are attending new trainings and bringing those ideas back to the program. Community collaboration is also rising for all of our schools.
- Community Service Projects have been excellent. The academic and technological aspects of the program have been very well received and appreciated.
- Student participation, having student participants that are at risk.
- Our continued strong collaboration with our partners is a key piece of our program and helps to keep us constantly progressing. Another success is our technology labs that have been added throughout a lot of our programs. I feel like students and families have really benefited from and enjoyed these additions and upgrades. Finally, I feel like our programs do very well with their community service projects. We do many projects throughout the year that get the students, their families and the community members involved in and we always have great success with these.

Program Challenges

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?

Responses:

- Getting volunteers and planning exciting field trips were a challenge this past year.
- Funding is always the biggest challenge. To be able to accomplish the goals that we have with limited funding is a challenge, but we have become very creative and have great partners who offer volunteer staff and materials.
- I want as many kids as possible involved. Teachers are sometimes an obstacle to motivating kids to come to afterschool because they want a small teacher to student ratio! There is no correlation to these 2 aspects, and both are critical

issues! Teachers need to make the most out of volunteers for those teacher to student ratios, we want all kids to show up and be welcomed. Principals are so, so busy. They are the directors for their schools, but they truly do not have the time to be deeply involved. We do not have the \$ to do all the things that are necessary for a perfect program. We are appreciative for all that we are given and it is critical to our youth! We always want more (and I am sorry about that). Parent involvement and getting community programs going are difficult. Getting data from community groups doing activities in afterschool is also difficult. Data is not important to those folks that you are not paying. We work hard to make sure that all of our programs during afterschool time are consistent.

- Funding cuts, limited the amount of programs provided. Snow days limited the number of program days. More student and parent participation.
- Budget cuts and re-alignment within Partner Organizations and decreased funding from WV 21st CCLC have caused reduced staff activities within our program. We depend too heavily on volunteers and have not had as much staff development time as originally anticipated. Program staff works in the office during the day and at sites in the afternoon.
- Parent involvement has always been and continues to serve as a challenge. However, this year staff have engaged parents in dialogue by asking questions, distributing program information and displaying student achievement and performance measures by the sign-out area as parents pick up their children. Through those efforts, parents are in turn asking more questions regarding behavior and programs. Funding to hire and offer more tutors to provide intrusive and intentional tutoring for the students in the program is another challenge.
- Weather had to change ending dates by two weeks. When funding was reduced in this county it created a strain on all that must deal with providing quality services to students and paying the bills.
- The weather, the weather, the weather--very hard to maintain momentum. Even when school system is open, the buses don't necessarily run up the isolated hollows where our students live. The last minute cuts from the budget problems statewide were a real blow. It makes us uneasy about planning ambitious programs. Our families are having a much harder time with this economy. Gas prices bring down parent participation.
- Decreased funding (seek additional grants as they become available, sponsored local fundraisers, seek financial contributions from local businesses, foundations, and government agencies. Due to the economy, we believe that is why it has been harder to get additional funding). Lack of buy-in from regular school day teachers (communicate in person, send emails, written memos, spoke at each faculty senate). Lack of facility space (submitted a 21st CCLC expansion grant in an attempt to provide at least 40 children with afterschool services that have been on a wait list during the 2010-2011 school year).
- We are continuing to address the issue of low parent participation through the expansion of family-oriented offerings.
- We are still not getting the results on WESTEST that we had hoped would happen. There have been gains but not significant gains. We have been working on the basic skills in math and English believing we can "shore up" certain skills or gaps our students may have in those areas. We also have had a struggle to get

our Health care professionals in the schools, so we purchased equipment that would help the teachers monitor their health statistics on a bimonthly basis.

- Getting parents involved; more newsletters and invitations to events. Time for brainstorming and more events with collaborating partners.
- Parents wanting homework to be the highest priority is still a challenge. Teachers at one of the schools not wanting to stay to teach in the program.
- Our students are secondary students. There are a multitude of activities that compete for their time - some appropriate, some not. We have tried to overcome these challenges by surveying students regarding their interests. Fly tying and cake decorating are two activities that have had a lot of student engagement. In addition, we have worked with our dropout prevention specialists at each school to target our students who are most at risk.
- We have had a very good year. We had significant building remodeling all year which made after school parent events very difficult since everyone had to exit the building at 5:00 for construction.
- Lack of money: we started doing fundraisers, which helps with field trips and incentives for participants, but does not help with staffing issues.
- Our biggest challenge was the weather and getting back to consistent days of programming classes. Due to staff absences in the purchasing department orders were taking an extremely long time to process. As a result, we were assigned a staff member that takes care of all our purchases and the process has speeded up considerably.
- Getting reports from coordinators in a timely fashion. Hard to change since they are hired thru their county Board of Education. Visiting the sites as much as I'd like. Weather played a major role and some sites are almost 2 hours away.
- One major challenge is staff not reporting off in a timely manner causing the site coordinator to scramble to find a replacement. We have enforced our absence policy, which include dismissal if the problem persists, and it seems to have made a difference. One of our directors was assigned to a new position and finding a qualified candidate to replace her was extremely difficult. This challenge was overcome when we hired a wonderful new director who is very qualified and meshes well with the program. We are facing the 25% decrease in one of our grants and it has been very difficult to receive transportation assistance from a few counties. We are still in the process of finding a solution to this problem.
- Trying to stay within budgets with \$15,000 cut. The weather was a big challenge this past school year. We had to cancel many of our activities.
- Lack of communication from the WVDE.
- The only challenge I feel that we have is that several of our sites are very rural and have a very high need for transportation to get the students home in the evenings once the programs end.

Recommendations

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

Responses:

- I would love to have a different data-gathering program. One that is web-based would be fabulous. My site coordinators and I find After School Matters to be cumbersome.
- There are other federal grants that would work perfectly with the 21st CCLC programs. However, it is so, so difficult to get them. I write them every year and every year I get turned down. We need technical assistance in getting these grants so we can combine them to have more successful programs. We need grant writing assistance (perhaps RESA's would help) and perhaps we need to look at regional collaborations! We NEED (and I scream this from the top of our mountains!) afterschool suppers. School system nutritional directors will NOT touch this. Our kids are hungry and need those dinners in afterschool. Enrollment would soar! But School lunch programs say the paper work is too much and there are too many problems (separate storage of food, separate buying of food, etc.). The food services folks are the ones that have to hire the people, order the food, prepare, and manage the kitchens (THEIR facilities)! We have no one else to take this on. I know that School Lunch and Adult/Child Care Folks share the same office at the state level and probably at the Federal level. Why can't they work something out to make this easier for school personnel? We need to collaborate with other programs to get activity buses funded. They are so expensive and a 21st CCLC can't pay for everything, staff and buses. ALSO, statistics, research, and WVDE and USDE all tell us over and over that volunteers and parent involvement are so important to our programs. Then when we beg and stand on our heads to get these folks in, then we can't serve them a meal, they have to pay for it. Those parents that we really need to be involved in their children's education cannot afford to pay for these meals daily. Everyone knows it. I can't figure this out??? These are offices and departments at all levels, national, state, AND local that need to collaborate. Thank you and please share my thoughts with the world.
- I hope that the WVDOE will reinstate the funding back to its original amount granted.
- Regular meetings, more than the conferences, to discuss and collaborate on ideas, programming, assessment and other program related topics.
- We need regional opportunities to share best practices. With every penny pinched and accounted for, having the statewide trainings at places like Stonewall are a real budget buster. Also, it would be great to share with folks who are mostly likely to be able to do common training and resource sharing. There has got to be a way to get the feds to let folks know how much the state is going to have to grant to new projects. Having the fed cutbacks mean no new projects last year makes it very hard to get people to enter into a planning process for the future.
- We're excited to participate in CIPAS.
- None.
- (Thank you.)

- Our sites would like very much to participate in visits to other secondary, school-based sites that have been successful.
- I think West Virginia does an excellent job of informing us about events and research. Sometimes the timelines for responding are a little stringent.
- I would like to see a state website for 21st CCLC's where we can share ideas, share what our programs are doing and maybe some online training for staff.
- Take a close look at the Peer Observation process. Streamline the grant application process.
- I think that more collaboration among 21st CCLC programs in the state would be very beneficial because we would know how some of the other programs are handling the same issues that we are facing.
- More opportunities to communicate with other directors and 21st Century Staff. Could we set up a blog or have more frequent seminars?
- Improve communication, training, and understanding of the programs in the state. We need a hands on approach to make programs better.
- NA

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