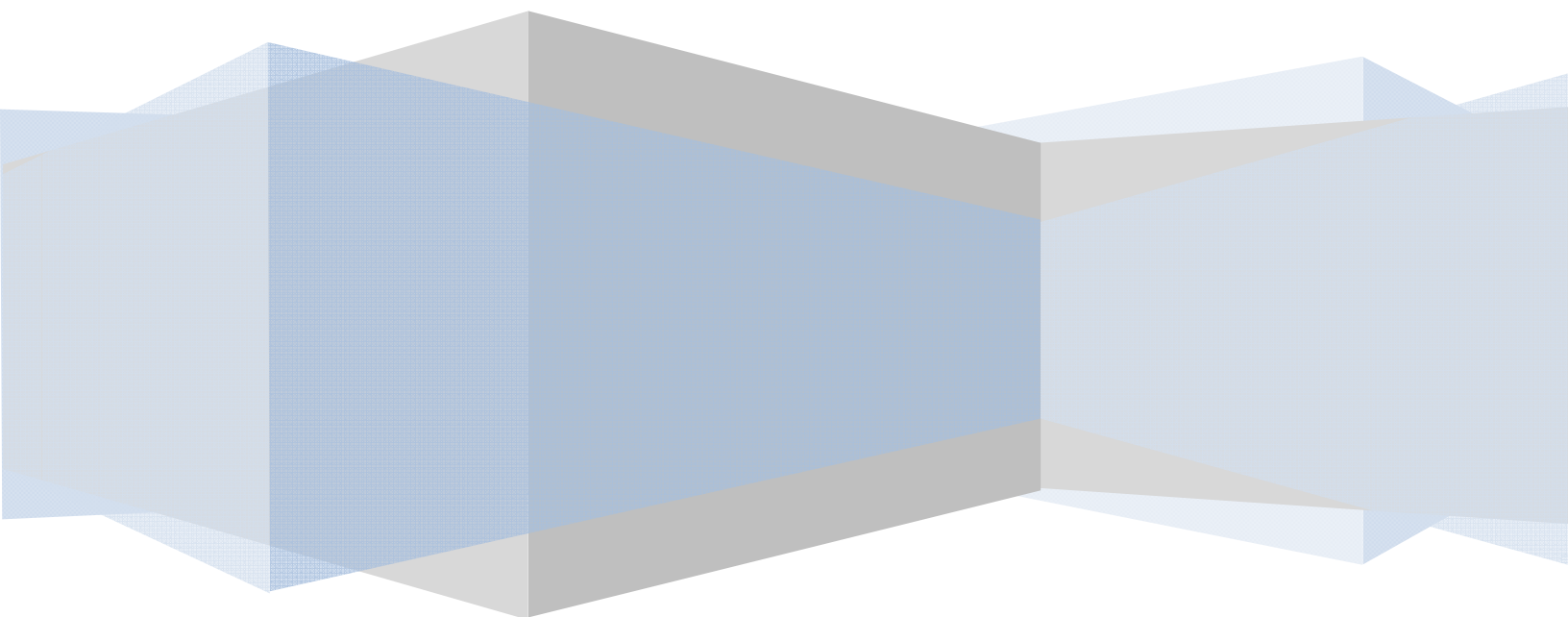


**West Virginia Department of Education
Division of Curriculum and Instructional Services**

21st Century Community Learning Centers

A Descriptive Evaluation for 2009-2010

Office of Research





**West Virginia Board of Education
2010-11**

Priscilla M. Haden, President
Jenny N. Phillips, Vice President
Robert W. Dunlevy, Secretary

Michael I. Green, Member
Burma Hatfield, Member
Lowell E. Johnson, Member
L. Wade Linger, Jr., Member
Gayle C. Manchin, Member
William M. White, Member

Brian E. Noland, Ex Officio
Chancellor
West Virginia Higher Education Policy Commission

James L. Skidmore, Ex Officio
Chancellor
West Virginia Council for Community and Technical College Education

Steven L. Paine, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

**21st Century Community Learning Centers
A Descriptive Evaluation for 2009-2010**

Office of Research

Division of Curriculum and Instructional Services

West Virginia Department of Education

Charleston, West Virginia

West Virginia Department of Education
Division of Curriculum and Instructional Services
Office of Research
Capitol Complex, Building 6, Room 722
1900 Kanawha Boulevard East
Charleston, WV 25305
<http://wvde.state.wv.us/>

November 2010

Robert Hull
Assistant Superintendent
Division of Curriculum and
Instructional Services

Larry J. White
Executive Director
Office of Research

Content Contact

Nate Hixson, *Assistant Director*, Office of Research
nhixson@access.k12.wv.us

Suggested Citation

West Virginia Department of Education (2010). *21st Century Community Learning Centers: A descriptive evaluation for 2009-2010*. Charleston, WV: Author, Division of Curriculum and Instructional Services, Office of Research.

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 2010 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 2009-2010 school year. A series of analyses were run using descriptive statistics from the surveys.

Findings

Of the 5,811 teacher surveys sent by the West Virginia Department of Education, Office of Research, 4,795 were filled out and returned, which represents a response rate of 83%. 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 13 to 105 days in the 2009-2010 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.
- Sixteen (73%) of the 22 program directors reported that their family involvement activities were at least moderately successful while 6 (27%) 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.

Contents

Executive Summary.....	iii
Part I. Teacher Survey	1
Introduction.....	1
Methods	1
Findings	2
Student demographics	2
Why students are attending CCLC	4
Reasons for referral	4
Student behaviors that need improvement	4
Discussion.....	6
Reasons for referrals compared with perceived changes in behavior at year’s end	7
Behaviors needing improvement compared with perceived changes in behavior at year’s end.	7
Recommendations.....	8
Part II. Program Director Survey.....	9
Introduction.....	9
Methods	9
Findings	9
Volunteer use	9
Collaboration	11
Training topics and needs	13
Family involvement	14
Prevention (alcohol, tobacco, and substance abuse prevention programs)	15
Peer observation process	17
Program monitoring process	17
Program successes	17
Program challenges	18
Program directors’ recommendations	18

Discussion of Findings	19
Recommendations.....	19
References	20
Appendix A	21
Appendix B	25

List of Tables

Table 1. Program Attendance Dose Strength (Days per student)	3
Table 2. Sources of Volunteers Used by CCLC Programs 2005-2010	10
Table 3. Types of Collaboration with Community Organizations Utilized by CCLC Programs 12	
Table 4. Engagement in and Success of Family Involvement Activities	14
Table 5. Number of Training Activities Held and Number of Students and Parents who..	16

List of Figures

Figure 1. Number and Percentage of Student Participants by Grade Level.....	2
Figure 2. Number and Percentage of Students Referred to CLCC by Reason for Referral....	4
Figure 3. Number and Percentage of CCLC Students by Behaviors Needing Improvement.	5
Figure 4 Behaviors Teaches Assessed for Change.....	6
Figure 5. Number and Percentage of Program Directors Who Received Training in Various Topics 13	
Figure 6. Number and Percentage of Program Directors Who Received Training in Various Topics 14	

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 2010 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 2010, 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 referred students to the CCLC program. Teachers filled out the surveys at the end of the 2009-2010 school year. A series of analyses were run using descriptive statistics based on the participants' responses.

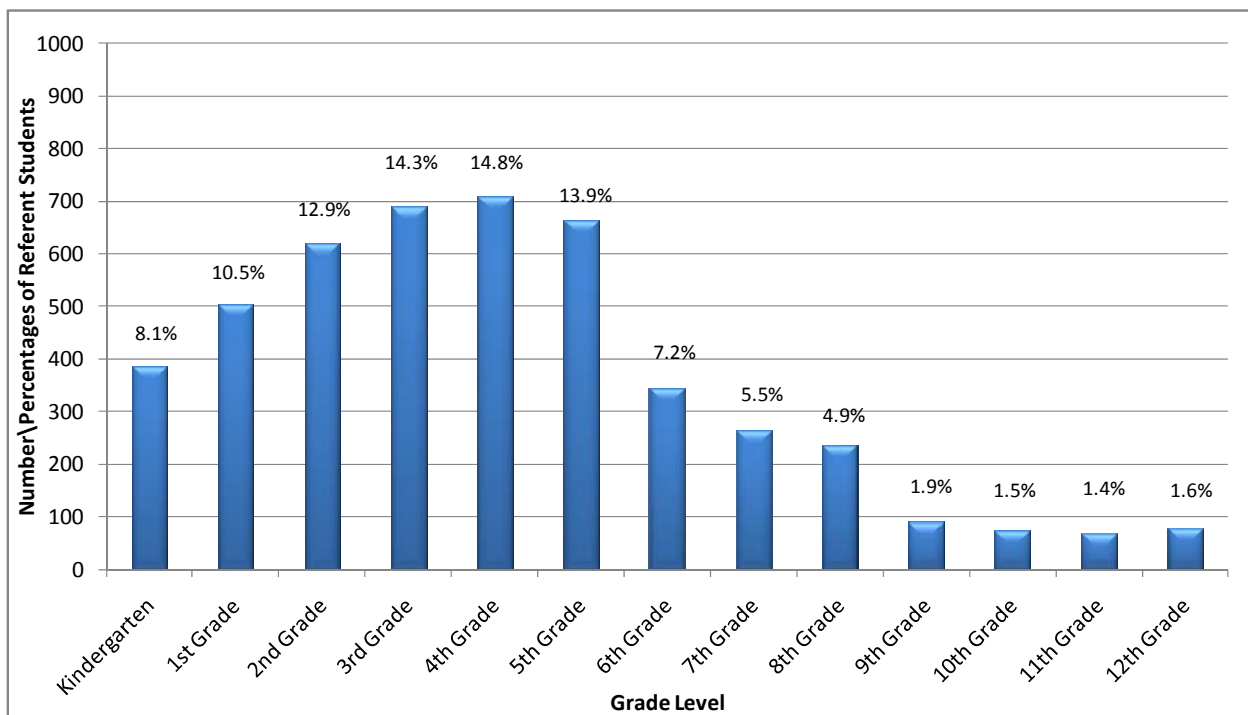
Findings

Of the 5,811 survey forms sent to teachers, 4,795 were returned to the Office of Research, which represented an 82.5% 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 WV CCLC program, the following findings are based on the teacher survey responses, which report on only 4,795 of the students served.

Student demographics

Figure 1 shows the number of students served by grade, based on the survey. The teachers reported that 3,570 of the 4,795 students, or 74.5%, were in elementary school (grades kindergarten through 5). Teachers reported 844 students or 17.6% were in middle school (grades 6-8) and 310 or 6.5% were in high school (grades 9-12) in 2009-2010. There were an additional 71 students (1.5%) for whom teachers did not indicate a grade level.

Figure 1. Number and Percentage of Student Participants by Grade Level



Program attendance dose strength data

Eighteen of 23 Community Learning Centers reported the total number of days individual student participants attended a CCLC program for 2009-2010 (i.e., “dose strength”) (Table 1). The average number of days attended ranged from 13.40 to 104.65 depending on the program.

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

Program	Days per student		
	N	Mean	SD
Barbour County- KidREACH World Vision			
Cabell County - The Bob Burdette Center, Inc and Boys and Girls Club of Huntington	392	52.43	51.09
Calhoun County	237	13.40	14.17
Clay County	1352	18.16	18.49
Fayette County - New River Health Association, Inc.	266	25.61	17.39
Kanawha County - Partnership of African American Churches - Communities Closing The Gap	266	62.59	48.57
Kanawha County - The Bob Burdette Center, Inc. and Pro-Kids, Inc.	164	104.65	51.99
Lincoln County	62	31.10	23.06
Lincoln/Logan Counties - Step-by-Step	166	37.52	27.87
Marion County	69	72.94	42.29
McDowell County - Dreams	NR		
Mercer County	32	22.41	15.95
Monongalia County - Kaleidoscope	283	51.27	44.03
Monroe County	99	17.61	17.36
Nicholas County - Project Connect	289	20.97	10.84
Ohio County - Anchor	272	28.79	29.59
Preston County 21st Century Community Learning Centers	432	31.30	22.66
RESA I (Project Challenge)	415	19.17	19.53
RESA 4	570	22.68	19.45
RESA 7	959	31.57	22.73
Ritchie County (S.T.A.R.S.)	NR		
Roane/Jackson Counties - PATCH 21	NR		
Wayne County and Playmates Child Development	NR		

Note. NR = Not reported.

Why students are attending CCLC

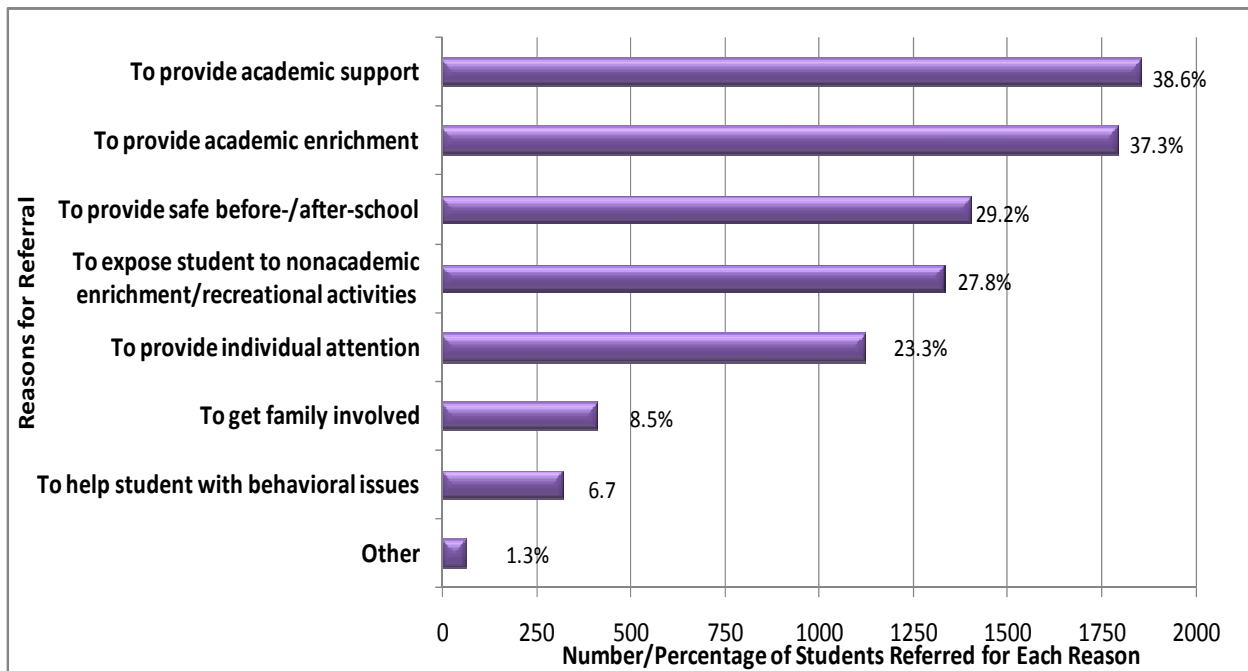
Our description of the reasons for which students attend a CCLC is based on teacher survey information. The response rate for the teacher surveys was less than 100%; therefore, we do not have reasons for referral for all students who attended CCLC. We also do not know if the students, or their parents, 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
- provide a safe before-/after-school environment.

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



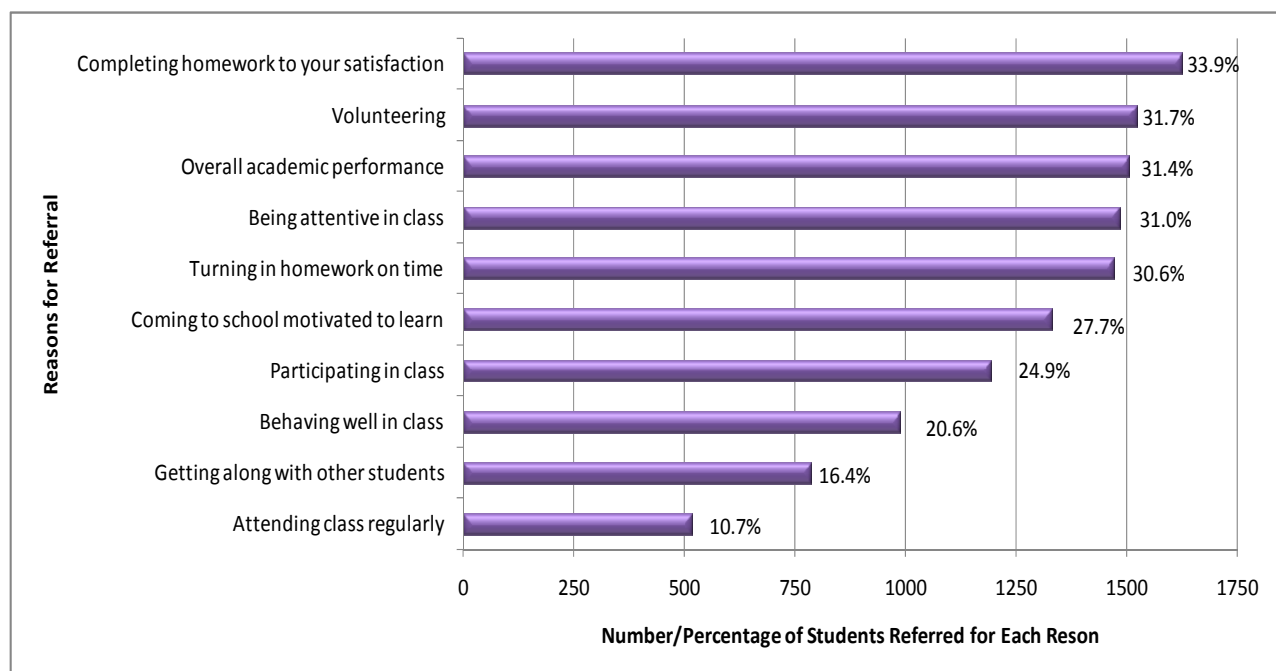
Student behaviors that need improvement

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 10.8% to 33.9% of the behaviors. The top seven behaviors for which teachers indicated students needed improvement were

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

Figure 3. Number and Percentage of CCLC Students by Behaviors Needing Improvement



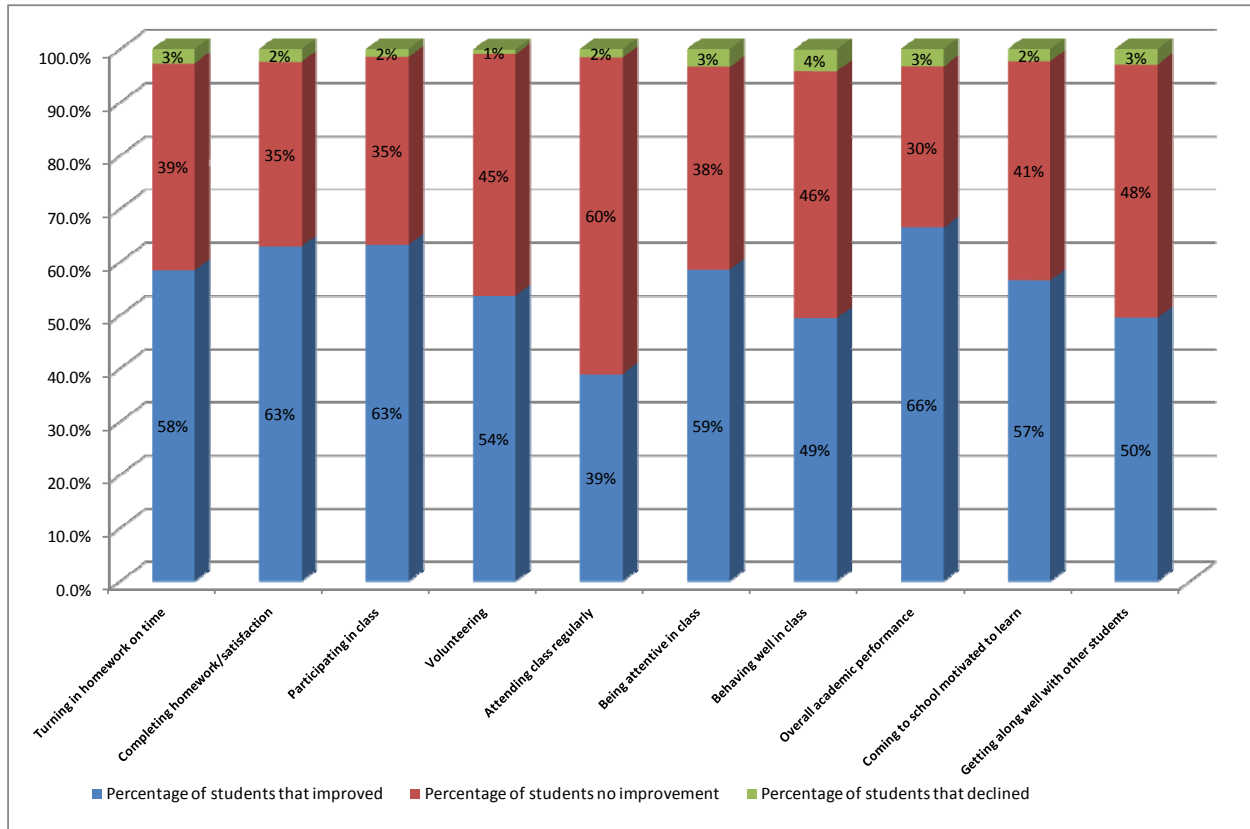
Changes in behavior

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

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

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 2009-2010 school year. The mean number of days per student attendance ranged from about 13 to 105 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 academic performance, participating in class, and completing homework to teachers' satisfaction. 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. provide a safe before-/after-school environment.

Teachers perceived students to have exhibited improvement in nearly all behaviors. The only behavior students continued to struggle with was in attending class regularly. Net improvement was reported in the following behaviors (Figure 3) in descending order

1. overall academic performance;
2. participating in class;
3. completing homework to your satisfaction;
4. being attentive in class;
5. turning in homework on time;
6. coming to school motivated to learn;
7. volunteering;
8. getting along with other students; and
9. behaving well in class.

There could be many reasons for the perceived improvement in academic performance, and CCLC may not have been a factor. However, it is encouraging that areas of student behavior improvement are closely associated with the top reasons for referral.

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**
- Volunteering
- **Overall academic performance**
- Being attentive in class
- Turning in homework on time
- Coming to school motivated to learn
- **Participating in class**

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 2009-2010 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, 22 were returned (96%). 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 6 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 2010, followed by the Service Learning (higher education and K-12 students) categories.

Table 2. Sources of Volunteers Used by CCLC Programs 2005-2010

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

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 (41%)
4. Very successful (50%)

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, Lincoln/Logan Counties Step-by-Step program had the most active partners (58) and Monongalia and Monroe Counties had the highest number of one-time events (15). Wayne County and Playmates Child Development program had the highest number of organizations with which they exchange information and shared resources (50 each). Clay County had the highest number of coordinated services (32) with organizations. RESA I had the most joint projects over time (14).

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 21 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.

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 17 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 2009-2010, and the strained economic conditions, which collaborators to limit 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- KidREACH World Vision	11	13	4	0	1	2
Cabell County—The Bob Burdette Center, Inc and Boys and Girls Club of Huntington	19	2	0	5	5	2
Calhoun County	7	10	10	10	10	4
Clay County	32	32	32	12	32	12
Fayette County—New River Health Association, Inc.	5	5	5	3	5	4
Kanawha County—Partnership of African American Churches—Communities Closing The Gap	10	8	6	0	7	7
Kanawha County—The Bob Burdette Center, Inc. and Pro-Kids, Inc.	0	0	0	0	0	0
Lincoln County	11	11	11	3	3	7
Lincoln/Logan Counties—Step-by-Step	58	40	25	6	12	4
Marion County	12	30	5	2	10	6
McDowell County—Dreams	28	10	18	7	28	13
Mercer County	7	2	1	0	5	0
Monongalia County—Kaleidoscope	9	3	5	15	7	3
Monroe County	28	24	11	15	11	11
Nicholas County—Project Connect	12	3	2	3	2	3
Ohio County—Anchor	10	10	3	3	10	3
Roane/Jackson Counties—PATCH 21	30	30	30	10	5	5
RESA 1	3	14	3	8	14	14
RESA 4	24	30	13	2	13	3
RESA 7	15	15	5	8	3	5
Ritchie County (S.T.A.R.S.)	12	5	5	3	3	3
Wayne County and Playmates Child Development	25	50	50+	5	10	At least 10

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 federal/state requirements (12.1%), best practices in afterschool programming (10.9%), and project management, program sustainability and WV Statewide Afterschool Network (10.3% each).

Program directors' four major training topic needs were best practices in afterschool programming (15.9%), program sustainability (14.8%), family involvement (13.6%), and communications/marketing (10.2%)

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

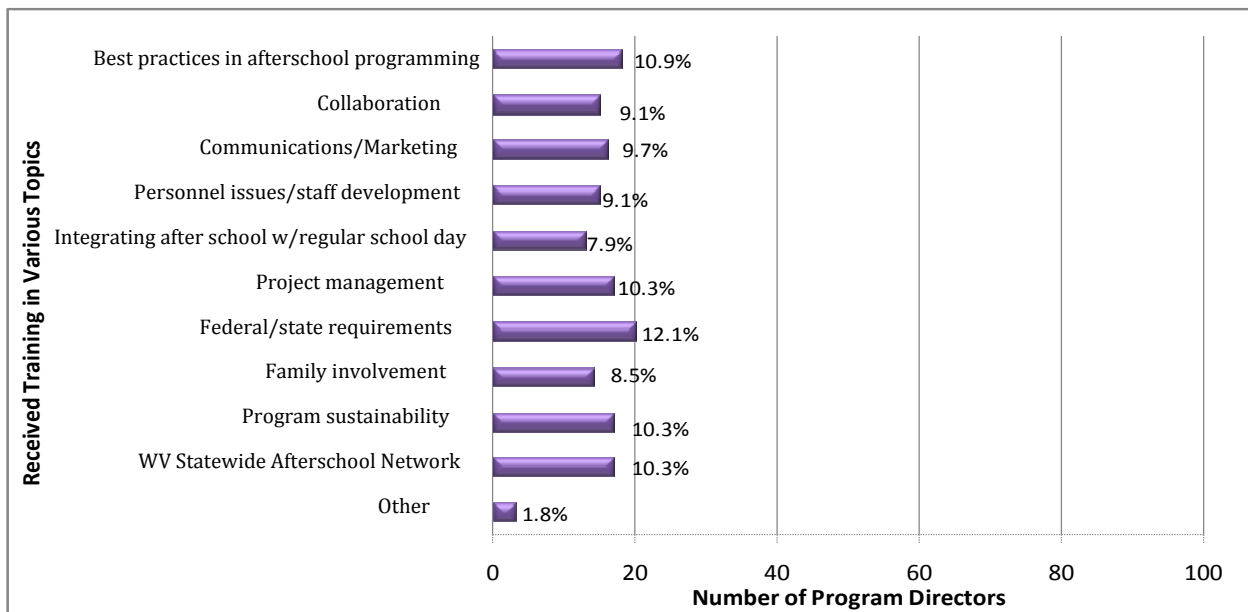
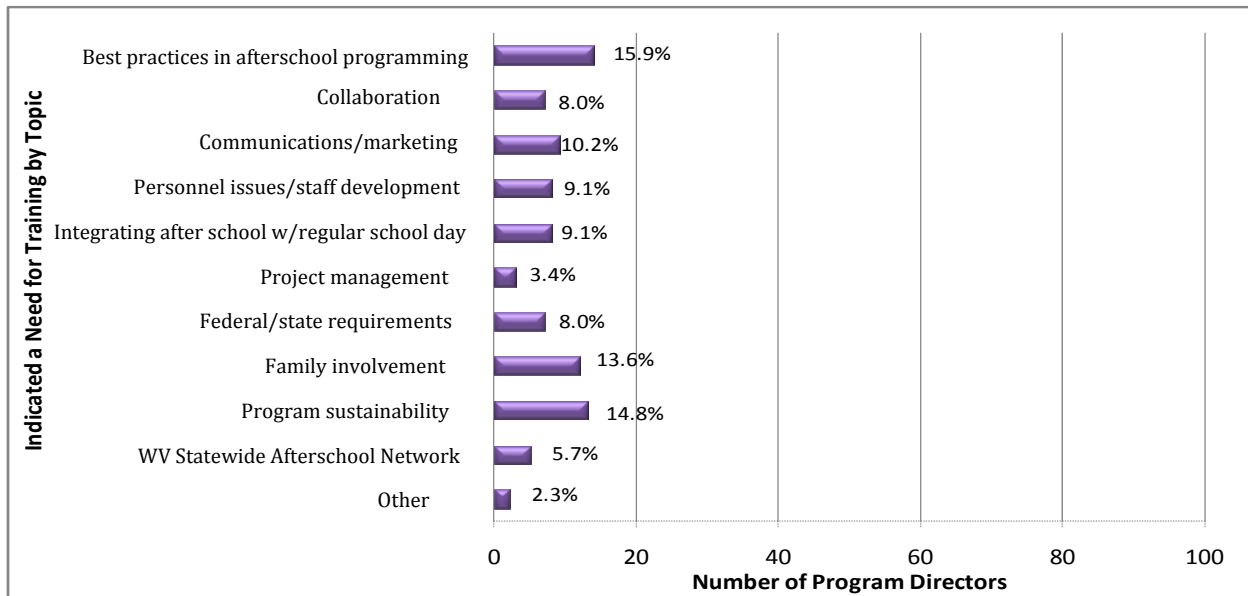


Figure 6. Number and Percentage of Program Directors Who Received Training in Various Topics



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 that “About 10% of our overall project involves families.” Based on the responses that included the number of activities involving families, Clay County had the most (50) (see Table 4). Among all respondents, including those that did not report a number, 6 (28.6%) felt activities involving families had great success and reached or exceeded target goals, while 10 more (45.4%) felt activities involving families had moderate success, almost reaching target goals (see Table 5). Another six 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- KidREACH World Vision	*	2
Cabell County—The Bob Burdette Center, Inc and Boys and Girls Club of Huntington	*	4
Calhoun County	*	4
Clay County	50	2
Fayette County—New River Health Association, Inc.	8	3
Kanawha County—Partnership of African American Churches—Communities Closing The Gap	6	3
Kanawha County—The Bob Burdette Center, Inc. and Pro-Kids,	*	3

Program	Family involvement	
	Number of activities	Overall rating (1-4)
Inc.		
Lincoln County	6	3
Lincoln/Logan Counties—Step-by-Step	*	3
Marion County	*	3
McDowell County—Dreams	13	4
Mercer County	*	3
Monongalia County—Kaleidoscope	*	2
Monroe County	7	2
Nicholas County—Project Connect	*	2
Ohio County—Anchor	4	3
Roane/Jackson Counties—PATCH 21	25	3
RESA 1	1	3
RESA 4	5	2
RESA 7	42	4
Ritchie County (S.T.A.R.S.)	35	4
Wayne County and Playmates Child Development	20	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 reported the highest number of activities (200) related to prevention programming. Across all program directors responding, 11,538 students and 951 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- KidREACH World Vision	*	83	0
Cabell County—The Bob Burdette Center, Inc and Boys and Girls Club of Huntington	8	30	0
Calhoun County	1	125	85
Clay County	12	500	50
Fayette County—New River Health Association, Inc.	3	70	30
Kanawha County—Partnership of African American Churches—Communities Closing The Gap	2	118	31
Kanawha County—The Bob Burdette Center, Inc. and Pro-Kids, Inc.	5	123	6
Lincoln County	0	0	0
Lincoln/Logan Counties—Step-by-Step	3	158	60
Marion County	16	345	100
McDowell County—Dreams	7	527	149
Mercer County	*	200	0
Monongalia County—Kaleidoscope	*	20	0
Monroe County	30	134	13
Nicholas County—Project Connect	1	100	20
Ohio County—Anchor	4	57	12
Roane/Jackson Counties—PATCH 21	200	5000	50
RESA 1	3	58	0
RESA 4	15	1000	0
RESA 7	40	630	20
Ritchie County (S.T.A.R.S.)	10	260	25
Wayne County and Playmates Child Development	100	2000	300
Barbour County- KidREACH World Vision	*	83	0
Cabell County—The Bob Burdette Center, Inc and Boys and Girls Club of Huntington	8	30	0
Calhoun County	1	125	85

*Could not determine a number from the response given

Peer observation process

Seventeen of 22 program directors (77.3%) reported that the peer observation visits were very helpful; they learned more about their program and received useful recommendations. CCLC received 10 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.

Program monitoring process

Sixteen of the 22 program directors (72.7%) reported that monitoring visits by WVDE staff in 2009-2010 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 four 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 21 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 were mentioned at least twice:

- **academic/behavior improvement;**
- **tutoring programs;**
- training activities;
- technical and/or vocational program;
- certification/employability enhancement; and
- **service learning.**

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 two program directors, and positive collaboration/partnership was mentioned explicitly by at least four. 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 21 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. attendance

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 three categories:

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

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://wvde.state.wv.us/21stcclc/>

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)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

21st CCLC #	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Program Site #		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Please answer the questions by completely filling in the bubble indicating your answer using a #2 pencil only. The 21st CCLC program refers to the before- and/or after-school program listed on the cover sheet.

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?

K 1 2 3 4 5 6 7 8 9 10 11 12

3. What is the name of the school the 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 (excluding 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)

- 0 Mark here if you did not refer this student to the 21st CCLC Program
- 1 To get the student's family involved
- 2 To provide a safe before-/after-school environment
- 3 To provide the student with academic enrichment opportunities
- 4 To provide the student with individual attention
- 5 To provide academic support (tutoring, remediation)
- 6 To get the student help with behavioral issues
- 7 To expose the student to non-academic enrichment/recreational activities
- 8 Other: _____

11. To what extent do you agree that, in general, this 21st CCLC program has been valuable for this student?

1 Strongly disagree 2 Disagree 3 Have no opinion 4 Agree 5 Strongly agree

12. To what extent do you agree that the 21st CCLC program is helping this student improve academically?

1 Strongly disagree 2 Disagree 3 Have no opinion 4 Agree 5 Strongly agree

(Please complete back side of page)

Earlier in the school year, how was this student performing in each of the following areas?

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. 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	Improvement Slight	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. 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 program coordinator.

Appendix B

Program Director's Survey with Responses

Results from the West Virginia 21st CCLC Program Program Director's Survey Spring, 2010

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 items of the survey below. This survey replaces the program director interview conducted in previous years. 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 ksmith@access.k12.wv.us by June 30, 2010.

Volunteers

If your program uses volunteers, what sources have you used? Check any that apply for the June, 2009-June, 2010 period.

Response

- 4 AmeriCorps
- 0 AmeriCorps Promise Fellow
- 5 AmeriCorps VISTA
- 8 Senior Corps (Retired and Senior Volunteers, Foster Grandparent Program)
- 0 Citizen Community Corps
- 14 Service Learning (K-12 students)
- 10 Service Learning (Higher Education students)
- 18 Community Members
- 10 Local Clubs (e.g. Kiwanis, Lions)
- 9 Church Members
- 5 Other, please describe:
 - Local college students
 - Red Hat Group
 - 4-H Club
 - Staff at both high schools have volunteered
 - Choosy Nurses-Nutrition training, WV Extension-Sports/Nutrition, our Mayor, Police Chief, and Super Intendment, The Harp Player, Junior League-Kids in the Kitchen, Marshall University Football Players and Cheer leaders, Parents and other community members that will share their special skills.

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

Response

0.0% Not Applicable (no volunteers used)

9.1% Not successful

40.9% Moderately successful

50.0% Very successful

Please explain why:

Reasons for being Moderately or Very Successful

- We have VISTA members to organize the volunteers and train them. We can always improve in this area.
- The volunteers we had were committed to serving and enjoyed doing what they done to help the program.
- Our funding was cut, but we were still able to provide services to the projected number of students and families because of our volunteers.
- We continue to receive a large number of volunteers from WVU. They assist us in providing addition programming that would not be available without their help
- We have Americorp volunteers for the past six years and it has worked very well for our program.
- They have helped us to serve more children and added many different talents and ideas to the program.
- Through volunteer contributions, our students have been able to participate in a wide array of activities not otherwise possible.
- We don't use them as much as we should.
- Psychology interns and WVU students were consistent in their attendance and were excellent mentors and assistants in classes conducted at Kaleidoscope sites.
- We can always use more volunteers - This year things were really hard to schedule because of snow - we kept having to cancel people coming in, bad weather prevented some of our older mentors from volunteering, and we were reluctant to make any big plans.
- This is year one for Project Connect. There were issues with weather that created unavoidable difficulties.
- We have between 500 and 1000 volunteer hours per semester. These are, for the most part, college students in education majors.
- We are community based and have a great network of collaborators.
- This was the first year for the Beckley Stratton project. It is expected that volunteerism will increase next year.
- The programs have been successful with the volunteers we have had. It seems that more of our parents have went to work in the afternoons given the current economic times and are no longer available to volunteer. We have experienced the same with our college student volunteers as more of them are working more hours than in the past.
- 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.
- Playmates/Wayne County has established a strong community since of ownership and our volunteers play an important role in the success of our programs. We could not financially afford to pay all of the additional people who are very valuable to our programs, without volunteers we could not offer as many experiences and activities as we currently offer.

Reasons for being Not Successful

- I am not sure why. We have reached out to the community and to churches specifically. Apathy? Nervousness? Not Sure.
- I think there should have been much more use of volunteers in the programs to assist with tutoring, homework help, and to provide enrichment activities.

Collaboration

Please think about the organizations that actively played a part in your program in 2009-2010.

How many active partnering organizations does your program have? **Average = 17**

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

Response

- 8** All are effective, positive partnerships
- 12** Most are effective, positive partnerships
- 1** About half are effective, positive partnerships
- 0** 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

- 16.5** With how many organizations do you exchange information?
- 11.6** With how many organizations do you share resources?
- 5.7** With how many organizations do you co-sponsor one-time events?
- 9.3** With how many organizations do you coordinate services?
- 5.8** 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

- Relationships and mentors for our kids.
- Improved program for the children.
- Collaboration with additional projects.
- A sense of togetherness and purpose, finding out that all community organizations have the same goals.
- Without the collaboration of organizations students would have missed out on a lot of good projects and services.
- Free Facilities - One partner upgraded facilities and added a kitchen to meet health department requirements This meant, participants were able to receive a full supper subsidized by CACFP. Free Transportation - Churches provided vans and drivers. Fine Arts Program - Clay Center purchases instruments and provided instructors.

- Knowing which agencies and organizations are going to really cooperate and collaborate with the after school program.
- Along with creating more opportunities to engage secondary students during the school year, our collaborations enable us to continue expanding our summer of service programs.
- The connections we have made and then many times they are able to come in and provide a program for our students or help us with an activity.
- 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.
- We have generated a real interest in Science in Grades K-8.
- Developing additional services for students at Westwood Middle and The Shack Saturday program.
- the Art Explorers program from Ogleby and the Science Kits that we prepared based on CYFAR were fabulous for the middle school kids.
- The best outcome of collaboration has been the sharing of ideas.
- All of our partners joined us for Lights On. We also had a wonderful collaboration with a new partner which resulted in a nine week parenting initiative that brought mothers and daughters together for fitness and health activities. Another partner joined us at the Afterschool Day at the Legislature.
- Constant networking and sharing resources for overall community improvement across the community.
- Strengthening of community partnerships and additional services provided to youth.
- It has been very beneficial to have the support of other organizations in the counties where we have afterschool programs through additional manpower. Volunteers assist with some of the programming without digging into the grant dollars.
- The best thing has come from our school systems that are utilizing ARRA funds to provide afterschool services (our schools are Title 1) such as additional bussing, more tutors, additional technology resources, etc. I fear that these are short lived as they were unwilling to commit these resources before the additional monies.
- The students' sense of accomplishment when they completed a project.
- The best thing about collaboration for us is the community ownership and validation of the importance of the program.

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

Responses

- Just basically getting in touch with people, getting people to communicate, getting them to actually show up for events, not nearly enough people wanting to be involved.
- I have found everyone to be cooperative.
- Monies available to do more projects.
- Getting plans into action, getting community organizations to realize that I need them consistently at certain school on whatever night and keeping it going. And also, getting the DATA!!!!!!!!!!!!!!
- N/A
- Expected services and resources from two long term partners were reduced due to economic conditions.
- NA
- Available funding and outside resources continue to diminish forcing our collaborative to revise, downsize or delay aspects of our initial plan. The growing strain of these concerns is demoralizing, though each member of the collaborative remains committed to sustaining afterschool program services for children and their families.
- Trying to meet the needs or schedules of all involved.
- Many partners seem to have reduced funding due to federal grant cuts. We're having to find new ways to do more with less.

- We are still working on coordinating our sites and the availability of the medical team to do wellness checks. It has been sporadic.
- Lack of communication from a major partner, lack of follow-through from 2 organizations requiring additional staffing and support from Kaleidoscope.
- State Title I rules or lack of funding prevents them from contributing to Energy Express summer programs.
- Again, weather played havoc with everyone's schedule.
- None
- Finding time to collaborate is difficult across many organizations, but is well worth the time invested.
- The most frustrating aspect of collaboration is that some did not provide the resources they had agreed to provide. If all of the collaborators would have carried through with what they had promised, we could have saved several thousand dollars.
- Some of the quality partnerships we had in the past have been harmed by the economic times – businesses are less likely to pay employees or allow them to leave work early (unpaid) to do presentations. Two years ago this wasn't an issue but it is increasingly as professionals we've used for years aren't available anymore
- We simply ran out of time. The weather interrupted many of our plans.
- All of our partnership is willing to participate with services but most agencies cannot provide any cash collaboration

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 2009-2010.

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.

Training topic	Organization conducting	Your rating of quality (1=low to 5=high)
Best practices in afterschool programming	Afterschool Alliance	5
	Foundations Inc.	4
	National	3
	Other WV CCLC Programs	5, 5, 5, 5, 5
	USDE	5, 5, 5
	VISTA	5
	World Vision	4
	WV CCLC	3
	WVDE	4, 5, 5, 5, 5, 5, 4, 5, 4, 4, 5
	WVSAN	5
Collaboration	Afterschool Alliance	4, 4
	BOOST	4
	Foundations Inc.	3

Appendix B

Training topic	Organization conducting	Your rating of quality (1=low to 5=high)
	FRN	5
	National	3
	NCBOE	5
	Other WV CCLC Programs	4, 5
	University	5
	USDE	4, 4, 3
	VISTA	5
	World Vision	3
	WV CCLC	3
	WVDE	4, 4, 4, 5, 5, 5, 4, 5
Communications/Marketing	Afterschool Alliance	4
	BCGA	5
	Foundations Inc.	2
	National	4
	Other WV CCLC Programs	4, 5, 3, 5, 5
	University	5
	USDE	4, 4
	VISTA	
	WVDE	4, 5, 5, 4, 5, 4
Personnel development issues/staff	Afterschool Alliance	5
	Foundations Inc.	2
	Lincoln County Sch.	5
	Local	5
	NCBOE	5
	Other WV CCLC Programs	5, 5
	University	5, 5
	USDE	5
	VISTA	5
	World Vision	2
	WVDE	5, 3, 5, 5, 5, 4, 4, 5, 4

Training topic	Organization conducting	Your rating of quality (1=low to 5=high)
	WV Extension	5
Integrating afterschool with the regular school day	Afterschool Alliance	4
	BOOST	4
	Foundations Inc.	2
	Local	5, 5
	NCBOE	5
	Other WV CCLC Programs	4, 5, 5
	USDE	4
	WV CCLC	3
	WVDE	4, 5, 5, 5, 5, 5, 4
Project management	Afterschool Alliance	5
	Foundations Inc.	2
	Other WV CCLC Programs	5
	Our Own Collaboration	4
	USDE	5
	VISTA	5
	World Vision	2
	WV CCLC	3, 5
	WVDE	4, 5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 4
Federal/state requirements	AAA	5
	Afterschool Alliance	5
	Foundations Inc.	3
	Other WV CCLC Programs	5, 5
	USDE	5, 5, 4, 3
	WV CCLC	4
	WVDE	4, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 4
	Afterschool Alliance	3
	Foundations Inc.	2
	Lincoln County Sch.	5
	Local	5

Appendix B

Training topic	Organization conducting	Your rating of quality (1=low to 5=high)
	Other WV CCLC Programs	4, 5, 4, 5, 4, 4
	USDE	3, 4, 5
	VISTA	5
	WVDE	3, 4, 5, 5, 3, 5, 4
Program sustainability	Afterschool Alliance	4
	BCGA	5
	BOOST	5
	Other WV CCLC Programs	3, 5, 4, 5
	USDE	4, 3, 3
	VISTA	5
	WVDE	4, 3, 3, 5, 5, 4, 2, 5, 5, 4, 4, 4
WV Statewide Afterschool Network	AAA	5
	WV Afterschool Network	5, 4, 5, 5, 1, 4
	WV CCLC	2
	WVDE	5, 4, 1, 5, 5, 5, 5, 3
Other:	National Conference in DC - Ed. Dept	5
	Behavior Issues Renee Verbanic	6
	Outside vendors provided by WVDE	4

Help WVDE plan to address your training needs in 2010-2011. 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	18	10.9%
Collaboration	15	9.1%
Communications/Marketing	16	9.7%

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)
Personnel issues/staff dev.	15	9.1%
Integrating afterschool with the regular school day	13	7.9%
Project management	17	10.3%
Federal/state requirements	20	12.1%
Family Involvement	14	8.5%
Program sustainability	17	10.3%
WV Statewide Afterschool Network	17	10.3%
Other:	3	1.8%

Family Involvement

How many components or activities of your overall program involved families in 2009-2010?

Response: Average = 17; Range = 1 to 50

How successful has your program been in involving families?

Response:

- 0.0% Not at all successful
- 28.6% Some success, but well below target goals
- 42.9% Moderate success, almost to target goals
- 28.6% 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 2009-2010 addressed the importance of preventing alcohol, tobacco, and substance abuse prevention?

Response: Average = 24; Range = 1 to 200

How many participants in your program's activities received training on alcohol, tobacco, and substance abuse prevention during 2009-2010?

Students

Response: Average = 524; Range = 0 to 5,000

Adult Family Members

Response: Average = 43; Range = 0 to 149

Peer Observation Process

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

Response:

- 77.3% Very helpful, I learned about my program and received useful recommendations
- 13.6% Moderately helpful, I learned my program's strengths and challenges
- 0.0% 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:

- Found it to be a very valuable experience.
- It is a useful tool. It might be helpful to the WVDE to piggy back onto the LPO to save time and steps.
- I think it is a needed process to help everyone improve their sites.
- It's good to get an outsider's view of your Program!
- This is always a positive experience. I especially like the interviews of parents and students. It is another way we gather input to make our program stronger.
- Very good and unique process for the nation.
- Peer Reviewers were extremely helpful in getting the RESA I program started successfully.
- Some suggestions for making the program better would have been nice.
- I found having three separate peer reviewers this year (in the past we had the same person do all three or two of the three) provided more feedback and generated more suggestions overall!!!!!!
- Peer observation is an opportunity to get feedback from an outside person who understands what a program should look like as well as offering new ideas to both the evaluated program and the evaluator to take back ideas that are working in your program to strengthen their own. It is a win-win process.

Program Monitoring Process

How helpful have the monitoring visits by WVDE staff to your site been in 2009-2010?

Response:

- 72.7% Very helpful, I learned about my program and centers, shared the report with staff and stakeholders, and identified new resources
- 22.7% 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
- 0.0% Not applicable, my program as not visited by a WVDE monitor this year

Other comments about the 21st CVCLC Program Monitoring Process

Responses:

- It has been a very good report to share with Mercer County's Superintendent of Schools and the Board members.
- The WVDE staff always do a very professional job.
- The program mentor teacher was extremely helpful in initiating and improving the project.

- The monitoring process provides the State team with the information needed as well as at the local level brings the full advisory team together to review, reflect, and make a plan for continuous improvement of the program.

Program Successes

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

Responses:

- I have really great site coordinators, which makes the program a success for each community. Although enrollment wasn't as high as projected, the core group of kids that attended were very regular attendees. We did rather well meeting all the grant requirements, given this was Year 1 and my first time working with a grant.
- Stability of staff has improved, improved stability of membership, position of program coordinator
- Our Saturday Fun and Learning Days have been the biggest program success. We offer training for the parents along with fun activities for the children. The parents and children are re-united and complete crafts or other activities as a family together.
- Collaborations, scheduling and meetings for feedback with principals and site coordinators.
- Students enjoy coming to the program. The program is in its second year and I look forward to an increase in student participation. Students had an after-school program once again.
- Simply, being able to have a program with the reduced funding has been a tremendous success. Also, a retired principal accepted the position of student advocate which improved the communication and collaboration with schools 100%. Due to the improved communication we were able to coordinate efforts on behalf of individual students and more effectively assist in academic and behavior improvement.
- The increase in enrollment and the steady sustaining of quality staff.
- The West Virginia Dreamers Collaborative worked diligently to overcome a range of unexpected challenges, including loss of funding and inclement weather. We also deepened the foundation necessary to increasing the engagement of secondary students at all sites.
- Our service projects are very good because they teach the students and help the community. I think our work with the schools have been better because we have started sharing data and helping the students to better prepare for the WESTEST 2 and school work. We offer a variety of programs for the students to participate.
- Student participation rates at most sites; 2) overall utilization of collaborating partners; and 3) blending of money from other federal programs to accomplish 21st CCLC goals.
- Our increased awareness of Science and our Child Nutrition program
- Staff development, especially in the areas of behavior issues and supporting achievement in reading and math; Support through AARA funding from Title 1 for certified teachers to work with identified students in reading and math.
- Collaboration in summer program (FLOW, Energy Express, Arts); Service project of kids making bags for Welcome Wagon; limited success with a few teachers participating in week long after school catch-up for their school day class in the after-school program.
- Our peer tutoring and our testing center has been going well.
- Our collaborations are very strong and they have actually taken the initiative of getting media coverage for us. Our mother/daughter program was a great success. The Lights On Celebration featured a Proclamation from the Mayor!
- Service learning, fiscal management, total number of students served, and unique programs that interest at-risk students.
- Community involvement, increasing enrollment, and 45 of 60 students increased achievement
- The community supports in the Connections grant programs were well-received by the community members. The technical/vocational programs at the high school sites helped the students (and some community members) receive certifications to help them become employable.
- Our homework help and tutoring are very successful and highly rated among parents while our recreation is highly rated among the students.

- The academic and technological aspects of the program have been very well received and appreciated.
- Student's participation has increased and additional community partners want to be a part of the programs.

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:

- We have had a challenge with recruiting volunteers. We had a great group of core volunteers who got us through, but I would love to be able to add to the number for next year. We also struggled with the finance curriculum, so we are looking to replace it in Year 2.
- Cut in funding from United Way, maintaining appropriate training for staff
- One of the biggest challenges is finding time and personnel to do drug, alcohol and tobacco programs after-school with our youth. We are utilizing a VISTA to do Too Good For Drug training at the two elementary schools one day a week.
- 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! 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.
- 1).We had a lot of snow days in our county. 2).We had two programs that started late.
- Two long term partners significantly reduced assistance to our program. To deal with this, we created several partnerships able to provide one-time assistance only or piece milled the services/resources available. Also, it was difficult to provide an acceptable level of staff development which we were able to address through free training and scholarships provided by partners and other organizations with similar goals and/or missions.
- Snow days
- The unexpected loss of several funding sources presented significant challenges in terms of providing planned activities, supporting the intended number of staff members, and engaging the planned number of students. Inclement winter weather also interrupted our program schedule at each site, creating an unintended one month gap in services, which affected student attendance even after we restarted in late February.
- One challenge we face is that we have students that would like to be in our program but do not have enough room to accommodate them. We are looking for other avenues to include them or open a different site
- This year there were no major difficulties. While parent participation has been an issue in the past, we are continuing the expansion of family-oriented offerings to ensure that we continue to meet goals in this area. Inclement weather.
- To better coordinate our site activities with our health fitness team; to keep all of our staff working in the program.
- Less funding requiring different staffing pattern for site coordinators which translated into less coordination time from them and much more for the project director.
- Snow, snow, snow, big buddies didn't get traction because of bad weather when kids were finally ready to be in it, kids needing to catch up after snow, most teachers still didn't want to stay after-school, but we increased communication among the teacher (those who stayed and those who didn't).
- The age group we are attempting to serve is a difficult one—secondary students. The cancellation of staff development because of excessive snow days has also been a challenge.

- The high school program is successful but we do not have sustained attendance numbers. This was our first year. Next year we plan to add a faculty sponsor and be listed as a club during activity period. The school is moving its very successful mentoring program to our after school program.
- Lack of statewide collaboration and awareness of other programs and their assets to the after school arena (boys and girls, 4-h, boy/girl scouts, YMCA, etc.) we have focused to collaborate locally.
- The program got a delayed start but efforts were made to recruit students at the beginning of the program. Data collection was a challenge. However, learning about the After School Matters program improved our capability.
- There has been a problem with getting some of the site coordinators to get their work done in a timely manner. Another big issue has been the lack of commitment by the partners to carry through with their promises.
- Sustainability, especially given the economic downturn that many of our communities are still facing.
- The weather was a big challenge this past school year. We had to cancel many of our activities.
- Not enough funding to serve all students on the waiting lists.

Recommendations

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

Responses:

- Just more specific, basic help with people who are completely new to doing this.
- 1. 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 tops 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? 2. 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 involves in their children's education cannot afford to pay for these meals daily. Everyone knows it. I can't figure this out??? There are offices and departments at all levels, national, state, AND local that need to collaborate. 3. Thank you and please share my thoughts with the world?
- We need more funding. I think we need someone appointed in the Director's position.
- Having Afterschool Matters notebooks at the beginning of the year would make it easier for teachers to track information on an on-going basis.
- Developing a theme for the meetings/trainings with enough notice about the topics to make a decision concerning staff who may want to attend, e.g. sustainability or programming in order to really focus the discussion and training
- The networking that conferencing provides is invaluable.
- We appreciate the support and help from the state department, especially Benitex Jackson, Josh Asbury and Hazra Alladin. Concerns are always answered immediately.
- More meetings to discuss successes/challenges with other directors.
- Having a new state director in place ASAP. I fear the absence (as the posting has been removed) of someone in this position quickly will ultimately be bad for the programs.
- If the State team would compare the number of students being served in each County to the amount of dollars being given to the Counties. Some Counties are serving many students with less funding those Counties serving a few students.