

**2019-2020 Grant Evaluation Report**  
**21<sup>st</sup> Century Community Learning Centers Program**  
**Cohort 13**

**Program Site: United High School CUSD #304**

**Henderson, Knox, Mercer, and Warren Counties**  
**Regional Office of Education #33**  
**105 North E Street**  
**Monmouth, IL 61462**

Prepared by:

Jodee Craven, Grant Evaluator

10 Brook View Drive

La Salle, IL 60115

[jcraven@d231.rochelle.net](mailto:jcraven@d231.rochelle.net)

## **I. Grant Information**

Henderson, Knox, Mercer and Warren Counties Regional Office of Education was awarded an FY13 Nita M. Lowey 21st Century Community Learning Centers Grant (21stCCLC) with the original award in 2012. This grant allows the Regional Office of Education #33 to establish a comprehensive, innovative, developmental and research based extended learning program for students and families of greatest need at United High School in Warren County.

The 21CCLC grant was awarded a continuation award for another five years of funding and is in its eighth year of implementation and is composed of one program site within the Henderson, Knox, Mercer and Warren Counties Regional Office of Education region. The grant is managed by a Program Director and a Site Coordinator. The grant site that is evaluated in this report is United High School and will be referred to as the BOOST (Bringing Out Our Students Talents) Program.

Doug Dennison, Site Coordinator  
United High School  
1905 100th Street  
Monmouth, IL 61462  
(309)734-9413

Jana Cavanaugh, Project Director  
HKMW ROE #33  
105 North E Street  
Monmouth, IL 61462  
jcavanaugh@ROE33.NET

## II. Overview and History of Program

The Henderson, Knox, Mercer and Warren Counties ROE designed this 21st CCLC grant to create community learning centers providing students with additional academic support, exposure to a broad array of enrichment experiences, parent education and family programming. The overall goal is to develop a comprehensive extended learning program that will support student achievement, improve attendance when needed, develop positive character, decrease discipline referrals as needed, and increase family involvement.

The primary goals of Nita M. Lowey 21<sup>st</sup> Century CLCs are to promote increases in academic performance, improvement in behavior, and increased involvement in school and school-based activities. The remaining objectives relate to the operation of the 21stCCLC center.

### Objectives/Goals

All 21st Century CLC sites are required to work toward seven common objectives:

1. Participants in the programs will demonstrate increased academic achievement.
2. Participants will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreational activities.
3. Participants will demonstrate social benefits and exhibit positive behavioral changes.
4. Programs will provide opportunities for the community to be involved and increase family involvement of participating children.
5. The programs will provide opportunities, with priority given to all students who are the lowest performing and in the greatest need of academic assistance.
6. Professional development will be offered by the 21<sup>st</sup> CCLC programs and ISBE to meet the needs of the program, staff, and students.
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.

The 21st CCLC grant sites target the most at-risk population in grades 9-12 and their families. Students at Unitec High School meet the state average in many characteristics that label a student at-risk.

Characteristic	United High School	State
English Language Learner	0%	12%
Disability	11%	16%
Low Income	33%	49%
Homeless	0%	2%
Mobility	5%	7%
Chronic Absenteeism	14%	18%
Dropout Rate	3%	4%
Chronically Truant	3%	13%

2019 SAT scores indicate students in the qualifying building perform at state averages in ELA and below the state average in Math. The data below details the percentage of students who met or exceeded expectations on the SAT assessments. State averages are collected from the Illinois State Report Card.

SAT	Site	State
ELA	37%	37%
Math	32%	35%

The communities served by this grant are remote and isolated lacking many youth activities such as dance, music, art, science and technology. There are no Boys & Girls Clubs, community recreation centers or public transportation. Community input consistently lists after school activities as a priority need. The 21CCLC grant offers opportunities to extend student learning, build stronger families and establish healthier communities.

No significant program changes were made in FY20 until the state-wide shutdown in March of 2020.

**COVID IMPACT**

The site coordinator at this grant site provided a COVID impact statement to be included in the local evaluation report. It is important to communicate within this report the unique student and family impacts experienced at this site and how the site coordinator and staff responded to those needs. The amount of time and effort that the site coordinator put into maintaining contact with his students as well as the time and effort put into creating meaningful activities, speaks to his dedication to “his kids”. Below you will find Doug’s statement.

**Doug Dennison, Site Coordinator-**

The COVID shutdown literally knocked most of our BOOST programming out. Uncertainty and no guidance, along with fears led to just being stuck. Staff quickly became frustrated, students quickly became unengaged, families became frustrated and everything became a spiraling circle. We were able to change direction a little and got some things going remotely, using Google Classroom, Google Meet and Zoom. Lack of computers, internet service or just poor resources hurt our rural community. Phone calls, home visits (not safe), texts, emails and mail became even more important to stay connected.

Many students and families shut down and did not want to be bothered. Others took advantage of the meal program while others took advantage of the chromebook distribution. I did some “door drops” of activity bags, school supplies and hygiene products. Sometimes I was met with a smile and appreciation and others were not so pleasant.

My role became very much more of a supporter and helper, doing anything I could to help our building. I did wellness calls, packed meals, checked in with staff, provided information on local social service programs and aid. I represented the BOOST program and trying to stay connected to everyone became my number one goal. I worked even closer with administration on simple day to day things, as staff was not in the building.

Our ESports and Broadcasting Clubs tried to continue from home. This was a struggle, but connections with our students were attempted and in some cases successful. Our wellness/personal training program started up through Google Classroom and got a great response. These students were eager to do something to get active and to connect with others. The SEL had been missing since March.

By the time the school year ended, frustration and uncertainty had taken its toll on everyone. Summer was finally here..no more school!

We were able to recruit some staff and students for our summer program, but it wasn't easy. Our wellness/personal training program once again led the way with daily workout posts, Google Classroom, Google Meets, social media posts and video posts for both boys and girls. Our staff and students did a great job! Our Book Club and Broadcasting Club, although small in numbers, seemed to be providing a positive outlet also. Academics shifted to a more secondary aspect and making personal connections and a sense of belonging became the priority.

I completed weekly emails to each student, by classes, which led to a few solid on-going conversations. A couple more door drop projects were completed, which is a very huge task and time consuming, but worth it when you can see and feel the appreciation from the students and families.

In mid to late June the boys wellness/personal training program decided to meet in person, as the IHSA, IHD and governor came out with new guidelines to allow doing so. We worked very closely with school administration, and local and state health departments to meet the health and safety guidelines in order to do this. We changed our program hours to three morning shifts and one evening shift to meet the allowed number of participants. We reconfigured the equipment in the weight room to meet six foot spacing in order to make this happen. The boys responded well in both numbers and their respect for the safety guidelines. Not only were we lifting weights, but we were speaking face to face, sharing stories and laughter and building relationships. I should specify we followed the masking guidelines and socially distanced. We continued this until mid-July, when guidelines were changed again to allow more numbers to be together until the end of August. We provided this programming without incident and with zero positive COVID cases.

We provided health, recreation, fitness, SEL, Math, life lessons and connections...safely!

## II.A. Evaluation Methods

While an outside evaluator has been hired to work with the 21st Century CLC team, the evaluation process is more inclusive by tapping information from all staff and collectively monitoring the progress of the program. Key questions that guide the evaluation progress are driven by the goals and the seven objectives of the 21st CCLC grant as established by the US Department of Education, making sure any planned activity directly relates to the stated objective. The Site Coordinator collected data on a daily basis. This data is summarized in a monthly report that is submitted to the Project Director which includes attendance and demographic data, student programming and activities, professional development, community partners and success stories. Monthly meetings with 21st Century CLC staff provide the framework for progress monitoring with a focus on continuous improvement. These meetings also provide opportunities for round-table discussions and opportunities for area resource sharing for partnering agency support. Additional documentation, including public-relation and recruitment material; photos of daily programming and special events, field trips and parent programming; and samples of program materials is kept on file at the program site. The following data is used for this report:

Data	How Collected	When Collected
Teacher Survey	Site coordinators collect teacher surveys for every regularly attending student.	Spring
Report Card Grades	Site coordinators collect report card grades.	Each semester

Attendance Data	Attendance is taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily
Monthly Reports	Reports are submitted to the Director monthly. These reports include programming, parent education and family event data and professional development information.	Monthly
GATA Report Data	Reports are submitted quarterly to ISBE in order to remain in compliance for funding.	Quarterly
Grant Periodic Report Data	Reports are submitted quarterly to ISBE and include data and evidence of compliance in all 7 objectives of 21st CCLC programming.	Quarterly
21APR Data	Reports are submitted to the federal government three times per year with data regarding daily programming in the areas of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Data Warehouse and Benchmarking Tool Data	Reports are submitted to the Illinois Report Card through NIU. ISBE oversees this process. These reports contain data regarding daily programming in the area of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Spring Survey Data	This report is submitted to ISBE and includes descriptions of programming and activities during the school year. Teacher survey data is a key component to this report.	Once per year
Biannual Call	Project Director speak twice per year with their principal consultant and review a list of standard communication items that address daily programming including the registration process, enrollment numbers, family programming and student programming, as well as data collection, professional development and ISBE support.	Twice per year

**III. PROGRAM IMPLEMENTATION**

**III. A. Students Served**

Recruitment and Retention of Students

As this was the eighth year of operation for this grant, students that previously participated in the program were recruited for re-enrollment. Teachers also identified students that have struggled

academically for priority enrollment and invited them to join the program. The Program Director and Site Coordinator provide ongoing information to the school about the program in regard to recruitment of new students and available space. Gradebooks are reviewed regularly for incomplete assignments. Students are also referred based upon ineligibility lists, report card grades and school administration referrals and at the quarter in order to identify students that may be eligible and then enrolled in the program.

The BOOST program site coordinator has an informational table at the school district's Registration Day, Incoming Freshman Backpack/Open House night, meets with the Parents during Parent/Teacher Conferences held twice a year, as well as Senior Night in February. This gives the site coordinator an opportunity to meet students and parents as well as answer questions about the BOOST program and register students for the 21CCLC program. This face to face interaction and marketing of the program to students and families is incredibly important to the recruitment process. Doug Dennison, United High School Site Coordinator, also attended parent/teacher conferences in October in order to discuss with parents the opportunities available during the BOOST program for student academic assistance and enrichment opportunities.

The program handbook includes the following description of recruitment and retention practices: *Student Enrichment Club is open to all United High School students and their families. No student will be denied participation, but we will specifically target those struggling students with the help of administration, teachers, counselors, parent and program staff recommendations. Program Site Coordinator will work directly with school personnel to seek out and recruit these students. We are not intended to be a drop-in program and strongly encourage regular attendance. Regular attendance proves to help improve academic performance and attitudes towards school.*

*Opportunities for students to earn incentives will be provided throughout the Student Enrichment Club. Incentives can be earned with consistent, regular attendance, positive behavior, academic improvement and active participation in activities being offered. All students will have the opportunity to earn incentive rewards daily, weekly, monthly and annually. Those students who attend Club thirty or more days and meet all program criteria will become eligible for a field trip, to be determined, at the end of the school year.*

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families and by providing engaging enrichment programming that is of high interest to students. Certified school district staff members take an active interest in the experiences of each student. Staff members use positive reinforcement to encourage prosocial behavior and discipline is non-punitive. Staff members strive to build activities into the schedule based on student preferences, including time for indoor and outdoor recreation and enrichment, while continuing to uphold the primary academic goals of the program. Student homework completion and grade progress is incentivized with opportunities for field trips and additional input in opportunities for programming. This is another example of staff encouraging positive behavior through relationship-building and 21st Century CLC programming. Program staff keep students and families informed about programming and activities through the use of the United High School website, social media, emails, all-calls, home mailings fliers and through the daily announcements at school. When students are absent for multiple days, 21st Century CLC staff members make phone calls home to inquire about the absences and encourage attendance.

## Student Enrollment

**United High School: (target enrollment: 85)**

	Year 6	Year 7	Year 8
Total Unduplicated Enrollment/Regular Attendees	-	186/85	185/105
Total Unduplicated Enrollment School Year only	-	186	185
a) Number of students attending less than 30 days	-	101	80
b) Number of students attending 30-59 days	-	57	90
c) Number of students attending 60-89 days	-	18	10
d) Number of students attending 90+ days	-	10	5

## Student Demographic Characteristics

United High School- 30 Days or More	Year 6	Year 7	Year 8
<b>Total Unduplicated Enrollment</b>	-	85	105
<b>Male</b>	-	69	69
<b>Female</b>	-	16	36
<b>Grade</b>	-		
9	-	25	27
10	-	23	36
11	-	24	21
12	-	13	21
<b>Racial/Ethnic Group</b>			
American Indian/Alaska Native	-	0	0
Asian/Pacific Islander	-	1	0
Black or African American	-	0	0
Hispanic or Latino	-	2	1



White	-	82	103
Multiracial	-	0	1
Do Not Know	-	0	0
<b>Limited English Proficient Students</b>	-	0	0
<b>Students with Disability/IEP (Not LEP)</b>	-	15	36
<b>Students Receiving Free or Reduced Lunch</b>	-	21	27

United High School- Less Than 30 Days	Year 6	Year 7	Year 8
<b>Total Unduplicated Enrollment:</b>	-	102	80
<b>Male</b>	-	29	30
<b>Female</b>	-	73	50
<b>Grade</b>			
9	-	39	23
10	-	23	17
11	-	16	19
12	-	24	21
<b>Racial/Ethnic Group</b>			
American Indian/Alaska Native	-	0	0
Asian/Pacific Islander	-	2	0
Black or African American	-	2	0
Hispanic or Latino	-	3	0
White	-	95	80
Multiracial	-	0	0
Do Not Know	-	0	0
<b>Limited English Proficient Students</b>	-	0	0
<b>Students with Disability/IEP (Not LEP)</b>	-	6	17
<b>Students: Free or Reduced Lunch</b>	-	21	17

## Family Participation

Several programs were made available to family members of program participants throughout the year.

### Family and Parent Education Events included:

Event	Number of Parents/Caregivers
Incoming Freshman Backpack/Open House Night	150
Dual Credit Parent Meeting	8
Parent-Teacher Conferences	38
College Prep Academy	2

## School Year Activities

During the school year, program staff provided daily academic remediation and enrichment activities, physical activity, and team building opportunities as part of the program structure. Additionally, time was provided for students to work on homework and receive academic assistance and tutoring each day. Site coordinators keep lesson plans on site and include activity descriptions with standards descriptors in monthly reports that are submitted to the ROE.

The following enrichment programming was provided and during the 2019-2020 year:

United High School offered morning programming (including homework help and tutoring, check-in and organization), as well as after school homework help and tutoring, fitness agility and speed training, fitness using weights and conditioning, E-Sports Club, Woodworking Club, Science Club, College-Prep Class, Broadcasting Club and Art Club. The E-Sports Club was invited to Carl Sandburg College to learn about ESports and tour their E-Sports facility. Carl Sandburg coaches and team members mentored the BOOST ESports team members by sharing information and gaming strategies as well as competing against the Carl Sandburg College team. The morning ended by BOOST competing against Galesburg High School. The students enjoyed being on a college campus and it was a great opportunity for them to have a “college experience”.

In addition to school day programming, family programming was offered at this site. Involving parents and caregivers in the 21st CCLC program builds healthy relationships between students and their caregivers as well as offering parents an opportunity to participate in a school related activity in a positive way. Parents of at-risk students, generally speaking, are more prone to having negative attitudes toward school. These attitudes can potentially be handed down to their child. Positive parent-child programming affords both the student and parent a chance to rethink these attitudes. These are wonderful SEL opportunities for all involved.

## Summer Activities

United High School offered fitness training, math enrichment, Broadcasting and Reading Clubs, Art Club and Karate Club. Students were able to develop friendships and a sense of team, improve problem solving skills, learned how to work with other people and improved their social skills, all of which are key components to social-emotional learning. Students were able to improve their math skills, build confidence in front of a camera, improved their art skills, and learned how to “think outside the box”. It was a successful summer.

## Summary

Site	Enrollment Goal	Actual Enrollment
United High School	85	185

Looking at the data for FY20 a few points jump out. BOOST exceeded their enrollment goal and the site coordinator should be commended for his efforts. This site had 105 students attend 30 days or more in FY20 which is above the state enrollment goal in the grant. This is an exceptional accomplishment, considering COVID shut the program down early and it is a high school site, which generally struggles with the retention of students in afterschool programs.

Family events were offered to families at this program site and all BOOST parents were invited to attend these programs. 100% of parents/caregivers of regularly attending students attended at least one event at this site. The site coordinator should be commended for his efforts, again because programming ended early due to COVID and additional family programming was canceled, and because oftentimes high school sites struggle to get parents to attend family events and parent education programs.

The retention strategies put into place at each site have been motivating to students. Demographic data shows that the program is reaching out to a diverse group of students representing the community at large. This site has been running above its enrollment goal. High school programs often have lower rates of regular attendance than elementary sites. This is often due to conflicting schedules with extra-curricular activities and obligations after school including caring for younger siblings and/or after school employment. Clearly at this site those obstacles are not the case and students are making attendance a priority.

### Challenges:

Although this site reached its enrollment goal, it is an ongoing challenge to keep high school students in the regularly attending category and to attract additional students. The site coordinator position is key to the success of this high school program through the creation of after school interventions that are compatible and interesting to high school students. High school sports and clubs play a competitive role for available after school hours for students, as well as after school employment and responsibilities for caring for younger siblings. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students.

**Program Improvement:**

Related to recruitment, the plan is to continue the strategies put in place to actively recruit students who have previously been involved in 21stCCLC and those identified as most likely to benefit from programming. This site is operating above its enrollment goal and should be commended for its efforts. The site coordinator, teachers and counselors should continue to develop lists of students at the end of each grading period that should be invited to participate in programming. Teachers should continue to discuss this referral with parents at parent-teacher conferences and the site coordinator will follow-up by answering parent questions and completing student registrations.

While the retention strategies have been effective and will continue at this site, staff should examine reasons for non-attendance and aim to identify students that are regularly absent from the program. The site coordinator should survey students to see if the incentives for participation should continue or if new ones should be put in place, and to determine the strengths of the program and identify high-interest, engaging activities that protect against non-attendance or attrition. A standard student survey should be administered at the end of the school year in order to assist in driving programming decisions for the following school year. This will allow the site coordinator time to recruit staff to offer high-interest programming that is ready to be rolled out immediately at the start of the fall semester. Students missing multiple days should be identified for mentoring, high-interest activities or other interventions. Staff should focus on the goal of having 90% of all enrolled students attend programming 30 days or more.

The event with the strongest parent participation is Incoming Freshman/Backpack Night. The site coordinator should explore offering additional parent education programming as well as family events. It would be helpful to survey parents about their interest in parent-only education programs. This site has an excellent record of communicating with parents. The site coordinator is to be commended for the high level of parent participation in the program.

**III.B. Program Operations**

**Program Hours**

United High School	Year 7	Year 8
Total Number of Weeks Site is Open	45	39* program closed temporarily during shutdown
Typical Number of Days per Week	5	5
Typical Number of Hours per Week	18.5	17.5

**Staffing**

Henderson, Knox, Mercer and Warren Counties ROE employs a Project Director who is responsible for overall program management, including budget and financial reporting, federal and state monitoring and reporting, compliance and completion. The Director also oversees the day-to-day operations for staffing needs and student instruction to best meet the grant narrative, and oversees staff development in order to stay current with components of the continuation application. This site employs a Site

Coordinator, who works full-time for 21st Century Community Learning Centers (21st CCLC). The Site Coordinator is responsible for planning program activities, providing direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed. Additional staff members may include school day teachers, non-teaching school day staff, college student workers and high school student workers. Additional partners may be subcontracted for provision of activities and mentoring.

United High School Staffing	FY19 Paid	FY19 Volunteer	FY20 Paid	FY20 Volunteer
School Day Teachers	12	3	16	0
Center Administrators	2	5	0	2
Other non-teaching school day staff	2	5	2	0
Parents	0	7	0	0
College students	0	0	0	0
High school students	0	0	0	0
Community members	0	9	2	5
Other non-school day staff, some or no college	0	0	4	0
Total	16	29	24	7

**Staffing Ratio**

United High School: 1 teacher/staff to 4.3 students

The ratio of staff to students depends on the needs of a particular site as well as the availability of staff. In this region there are a limited number of teachers and staff due to the rural location, and many of these individuals are engaged in other after school activities such as sponsoring clubs and coaching sports teams.

**Staff Turnover**

United High School: no one left during the year

**Staff Training**

All adult staff attended an orientation meeting regarding programming structure and grant requirements and a mandated reporter training provided by DCFS prior to the start of the after school program. The site coordinator, teachers, aides and other school staff working for the 21st Century CLC

participated in on-site SIP days and regular staff meetings at United High School. The school district as a partnering agency, ensured these professional development days addressed issues related to the host school, personnel topics, and specific curricula and activities unique to the school site. The training need has either been identified as a program need or as an individual need. Site Coordinators received professional development monthly at the Henderson, Knox, Mercer and Warren ROE. The Project Director attended all required ISBE workshops, training and webinars, both in-person and remote.

### **Program Governance**

The 21st Century CLC grant sites were administered through the Henderson, Knox, Mercer and Warren ROE which was responsible for the overarching operations across these programs. This includes the original grant proposal and continuation, compliance, evaluation, hiring of the site coordinator, and facilitating professional development. This site was run by a site coordinator who worked closely with the host school and an advisory board that meets a minimum of twice a year. Governance is facilitated by regular meetings between the Site Coordinator and ROE staff, and a systematic record keeping and reporting system that highlights successes, as well as challenges that need to be addressed. This aspect of the 21CCLC operation works well without problems reported during the grant period.

### **Summary**

#### **Data:**

In terms of staff hiring, development and retention, the program was strong. The staff was highly qualified in that most adult staff members were also district employees and were well acquainted with the students, teachers, administration, some families and all students.

The average staffing ratio at this site was one staff member for approximately four students. This low ratio allows for relationship building, and academic and behavioral support.

All staff attended multiple training sessions. There was a strong professional development focus on quality day-to-day program operations. The PD offerings indicate a well-rounded approach to program improvement.

#### **Challenges:**

Scheduling common time for professional development opportunities for staff that are specific to 21st CCLC programming, other than for site coordinators, is difficult as there is very limited time not already dedicated to programming or school hours. Holding training for teachers and staff that work during program hours presents the problem of supporting the after school program with fewer staff or finding replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend training.

#### **Program Improvement:**

One unintended benefit of school closures due to COVID was that it allowed staff more time to attend online training. In the future, this type of professional development and training should be explored as a solution to finding common time for offering 21CCLC PD face to face.

The staff ratio at each site has been appropriate for both academic and enrichment programming. The program has benefited from low staff turnover from year to year adding consistency to after school programming.

There are no program improvement recommendations.

#### IV. Progress Toward Objectives

##### Objective 1. Participants in the program will demonstrate increased academic achievement.

**Activities:** The 21st CCLC program provides academic intervention and support through before and after school and summer programs. Tutoring and homework help is provided to ensure students develop improved achievement outcomes. This assistance provides additional information to students to better understand homework directions, extend concept comprehension and encourage completion of assigned work. The focus of the academic intervention is to:

- Help prepare students for classroom lessons by providing background knowledge or skills needed to be successful in classroom instruction and participation
- Support students with homework completion and re-teach concepts that continues to be a struggle for the student
- Provide enrichment, remedial, homework strategies, tutoring and RTI strategies that aligned with the school day curriculum and Core Standards are provided to students through interactive materials.

##### Measures, Data Collection and Analysis:

**Teacher Survey:** Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rate: United High School- 78%.

The following chart shows the percentage of improvement for regularly attending students that, in the opinion of their teachers, needed to improve and demonstrated improvement in the significant, moderate or slight categories on the teacher surveys. Data is also provided on students that, in the opinion of their classroom teacher, did not need to make improvements in those categories.

2019-2020 School Year All Regular Attendees	Students that Needed to Improve % Improvement	Did Not Need to Improve
Turning in homework	87%	37%
Completing homework	91%	30%
Participating in class	83%	28%
Volunteering (e.g. for extra credit)	65%	38%
Attending class regularly	62%	68%

Being attentive in class	83%	43%
Behaving well in class	59%	67%
Academic performance	85%	35%
Coming to school motivated to learn	79%	42%
Getting along well with other students	65%	58%

Based upon teacher survey responses, the 21st Century CLC program is making a difference in academic performance for those students who regularly attend. Teachers survey also showed that on average only 35% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 85% at United High School showed improvement. This clearly indicates that BOOST is enrolling some of the most academically at-risk students at United High School and those students are making academic improvement.

It should be noted that several district teachers that work in the BOOST have letters of support on file and sing the program’s praises. They appreciate the opportunity to work with the students outside of the regular academic day and mention the academic gains they are seeing in many students, as well as note the wide variety of enrichment opportunities provided to the students and the correlation between those opportunities and academic improvement.

**Student Grades:** Additional academic data is gathered from the actual grade changes from first quarter to end of year report cards. This data may be considered somewhat less subjective in that the grades are collected from teacher grade books rather than teacher’s judgment. The numbers below reflect the percentage of regularly attending students that showed improvement in math and reading, grades 9-12.

Math grade changes for attendees:

	United High School
Increased their grade by half a grade or more.	51%
Decreased their grade by half a grade or more.	42%
Neither increased or decreased their grade.	7%

Reading grade changes for attendees:

	United High School
Increased their grade by half a grade or more.	57%



Decreased their grade by half a grade or more.	10%
Neither increased or decreased their grade.	33%

Of the students whose grades neither increased or decreased, 63% showed no change in their math grade and 50% showed no change in their English grade from Q1 to Q4 because the student had an A in the class both quarters.

Report cards show that there was strong academic improvement from Q1 to Q4 in both Math and English.

The **SAT** assessment was not administered in FY20.

**Limitations of Data:** Due to COVID and the changes in the delivery of academic content, varying levels of support from home and limitations in access to technology and internet, report cards grades may not measure true academic growth in FY20. Academic data is collected from report card data, teacher survey data, and SAT data on students in grades 9-12. However, the SAT was not administered in FY20 due to the statewide shutdown. Therefore, report card grades and teacher surveys are the only academic data available in FY20.

Academic data is readily available to the site coordinator and collected from report card data and teacher survey data. The teacher survey return rate goal is 100%.

**Challenges:** Because of the statewide shutdown and closure of schools, some students struggled with remote learning after March 13 and student grades may not be a true reflection of student academic growth. Also, while report card data is collected for reporting purposes on students twice a year, it is difficult to put a consistent system in place in the after school program to monitor academic progress more frequently. Eligibility lists are checked daily in order to monitor student homework completion and classroom test performance. Therefore, tailoring academic remediation and enrichment to individual student needs is being accomplished as long as teachers are updating their gradebooks regularly. It is also challenging not to have more growth rate data on all students. This is a common problem for students in the upper grades as academic progress is not monitored as closely or consistently through the use of benchmarking tests. Although it is difficult to objectively determine the impact 21st CCLC programming has on academic progress, for students that regularly attend, the additional support is making a difference based on teacher surveys and student report card grades..

**Summary:** Some positive variables that have an impact on objective outcomes include:

- Little turnover in before and after school staff
- Students are receiving reading and math interventions and instruction from certified staff and/or school day staff
- Teachers, counselors, principals and parents are making referrals to the program
- Sites ran above its enrollment goal
- Teacher surveys indicate teachers are seeing a high rate of students improving academic performance

One of the primary goals is to increase student academic achievement in both reading and math. Grades are used on a daily basis for homework help, student homework completion and handing homework in. Grades are used at this site to monitor student growth and progress. Access is given to the

site coordinator for daily lesson plan prep. Teacher surveys indicate an increase in academic performance. ELA and Math grade changes were significant, over 10%, at each of the reporting sites.

**Recommendations:** It is important to continue to examine the practices used in academic intervention/enrichment activities. There should continue to be a clear link between student need and the interventions provided either before or after school. All after school interventions should be tied to grade level standards. Continued communication between the classroom teachers and after school tutors is encouraged to maximize student performance outcomes.

Review district benchmark data, if available, on a quarterly basis in order to monitor reading and math progress more frequently. The assessment piece is a vital component to the process and allows all teachers to make instructional decisions in the classroom in a consistent manner across the district. The collaborative partnership between classroom teachers and the 21stCCLC staff should continue to have a positive outcome on student performance.

Objective #1 was met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

**Objective #2: Participants will demonstrate an increased involvement in school activities and will have opportunities in other subject areas such as technology, arts, music, theater, sports and other recreation activities.**

The 21stCCLC program has provided diverse experiences through the enrichment activities that provide students with opportunities for exposure to the arts, life-long recreational activities, and sports. These opportunities encourage attendance not only during after school programming, but during the school day as well.

**Activities:** The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. BOOST offered morning programming (including homework help and tutoring, check-in and organization), as well as after school homework help and tutoring, fitness agility and speed training, fitness using weights and conditioning, E-Sports Club, Woodworking Club, Science Club, College-Prep Class, Broadcasting Club and Art Club. The E-Sports Club was invited to Carl Sandburg College to learn about ESports and tour their E-Sports facility. Carl Sandburg coaches and team members mentored the BOOST ESports team members by sharing information and gaming strategies as well as competing against the Carl Sandburg College team. The morning ended by BOOST competing against Galesburg High School. The students enjoyed being on a college campus and it was a great opportunity for them to have a “college experience”.

Due to the demographics of the students participating in the 21CCLC program, financial concerns and lack of opportunities for enrichment programming due to the isolated location of these communities would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school programming. .

**Measures, Data Collection and Analysis:**

The monthly reports and sign-in sheets demonstrate that a variety of activities were offered across a range of interests and topics. The activities and clubs that were offered were unique to the student's school experience and not offered anywhere else during the school day. The fitness-focused activities were enriching programs that were offered during the school day, but teachers were able to build upon the current curriculum. Daily attendance logs were kept for each activity and all offerings were clearly well received due to high attendance rates.

**Limitations of Data:** Due to COVID it was not possible to administer an end of year survey to students and parents on their impressions of the BOOST program, including their opinions about the enrichment programming. Also in many cases, program attendance is not within the control of the students in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared for school, lack of transportation, or competing responsibilities at home and/or work. Many students are responsible for the child care of younger siblings after school. Thus, targeting students for improved attendance when much of the student's attendance is within the control of the parent rather than the student, may be ineffective.

**Challenges:** The COVID shutdown was a challenge. Speaking to programming prior to mid-March, we know that students are getting more exposure to enrichment activities as a result of the 21stCCLC program since there is limited opportunity otherwise, however we don't know which experiences were most appealing to students. Additionally, identifying and locating providers for consistent, high-quality and popular student programming is challenging. Occasionally providers, because they are volunteers or do not typically work in a traditional school setting, struggle to make connections with the students. Also, utilizing school staff to provide enrichment programming can be a challenge, as many teachers and staff sponsor school-offered clubs and sports teams.

**Summary and Recommendations:** The opportunities provided to the 21stCCLC students are diverse and something not offered during the school day and/or in the community. BOOST students enjoyed the activities as demonstrated by regular attendance data. Project staff should administer standardized parent and student surveys at the end of the year in order to receive objective feedback about the enrichment experiences and student perspective on the effectiveness of academic and homework interventions. The formation of a Kids Council would be effective in collecting information about student perspectives and recommendations for program improvement.

Project staff should continue to work on the identification of students with high rates of school-day absences and implement after school attendance incentives for those students, align students with low levels of engagement with opportunities for mentoring, SEL instruction and team building activities.

Objective #2 was met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

**Objective #3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.**

The 21stCCLC program provides a variety of quality programming in various areas of youth development through the afterschool program. 21stCCLC provided life skills programming, tutoring, mentoring and

positive youth development through exposure to mentors and positive adult role models. The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community.

**Activities:** An array of activities providing enrichment and development of social-emotional skills was offered during the eighth year. One very successful activity with a strong SEL component was the Bi-County Youth Coalition Teen Leadership Conference in November. A large number BOOST students participated in the conference and benefited from the guest speakers and activities.

The program site coordinator and staff guided youth behavior development during all elements of programming by developing supportive relationships with youth, providing anticipatory guidance, and providing correction with skill development when necessary. Staff communicated regularly with teachers for feedback.

**Measures, Data Collection and Analysis**

**Teacher Survey:** Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective.

% of regularly attending students showing improvement

	United High School
Behaving Well	59%
Getting Along with Others	65%

% of regularly attending students not needing to improve

	United High School
Behaving Well	67%
Getting Along with Others	58%

Significant social and/or behavioral issues are not an ongoing concern with the school day teachers of BOOST students. If issues arise during after school and teachers feel the need for additional support, the site principals, site coordinator and/or grant director are available for assistance.

**Limitations of Data:** Behavioral improvements in the after school program may not necessarily generalize to the school day because the school day generally has a higher degree of structure; thus behavioral change may not be reflected in teacher ratings.

**Challenges:** Measuring students’ social-emotional learning changes is difficult due to the lack of sensitivity in assessment tools, bias or lack of background information from the individual completing the assessment and confidentiality issues.

**Summary and Recommendations:** Teachers reported progress socially in students as a result of participation in the 21stCCLC program. Due to teacher survey feedback about the number of students not needing to improve their behavior as well as the number of students who needed to improve their behavior and did, negative behaviors are not seen as a concern during the BOOST program. However, all students will benefit from continued opportunities to participate in mentoring, team building and SEL activities.

Staff should continue to teach and reinforce clear, positively stated expectations for behavior.

Objective #3 was met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

**Objective 4: The 21CCLC program will provide opportunities for the community to be involved and will increase family involvement of the participating children.**

**Activities:** During year eight of the project, multiple partners with signed agreements were actively supporting the program. The support ranged from providing goods or materials, volunteering, providing programming or contributed funds.

Contributing partners FY20:

Partner	Site	Contribution
Grothmann Farms	United	Small Business/Agriculture Field Trip
Monmouth College Athletic Dept	United	Motivational Speakers/Fitness Training/Agility Workouts/Trainer-Kinesiology-Recovery
M&E Catering	United	Food for Freshman Open House/Backpack Night
Knox College	United	FAFSA Night
Carl Sandburg College	United	Dual Credit Night/ESports/College Field Trip
McDonalds/Dairy Queen	United	Gift Cards/Coupons
MTC Communications	United	“Teacher/Program the Month” Award
Carl Sandburg College and the Bi-County Youth Coalition of Henderson and Knox Counties	United- Freshmen	Teen Leadership Conference
United School District, High School, Maintenance, Transportation, School Board, Administration	United	Volunteer speakers, building, materials, transportation
United HS Staff and Monmouth	United	Christmas Ornaments and Cards/Community

Nursing Home		Service
Prairie State Communications/WMOI/WRAM Radio	United	Interviews promoting the program/Broadcasting Club
Peoples Do-It Center Hardware Store	United Sophomores	Woodworking Club
Monmouth Police Dept/Warren Co Sheriff's Dept/Warren Co CourtHouse	United	Job Shadowing

Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report. Parent education/activities and family programming were offered through the BOOST program, including the following:

Event	Number of Parents/Caregivers
Incoming Freshman Backpack/Open House Night	150
Dual Credit Parent Meeting	8
Parent-Teacher Conferences	38
College Prep Academy	2

**Assessment, Data Collection and Analysis:** Each partner has a signed agreement. A log is kept on each partner and their contribution. Based upon the involvement and contribution of partners during all project years, the Site Coordinator has effectively reached out and incorporated community resources into the program. This is demonstrated through the ongoing in-kind and financial contributions of local agencies.

Parents are required to sign in at all Parent/Child and Parent-Only events and workshops. A parent survey was administered in October and included the question, "Would you be interested in attending any parent programming sponsored by the BOOST Program?" and 17% of the respondents said they would like to participate. Although the response indicates a low level of interest, parents do attend events that directly relate to their student's academic success, for example the Incoming Freshman Backpack/Open House Night.

**Percentage of Parents Participating:**

	Year 7	Year 8
United High School	100%	100%

**Limitations of Data:** The data provides information about the involvement of the partners and support provided to the program. A partner feedback form may provide additional information on both funding avenues and direct family/parent programming available through Partner agencies.

**Challenges:** The challenge is to continue to find a way to engage parents yearly. Childcare, work schedules, attitudes toward school and other barriers impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.

**Summary and Recommendations:** The staff is to be commended for the high attendance at family and parent programming that is offered. This site does an exceptional job of communicating with parents. There is strong involvement from the community as demonstrated by the number of active community partners. Identifying additional partners to involve each year will strengthen the services and sustainability plans. Staff should continue to address obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to continue to maintain parent involvement. Staff should consider creating a parent interest survey and develop parent education programming around those survey results.

Partnerships are a strength of this program.

Object #4 was met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

#### **Objective # 5: Programs will serve students with the greatest need of academic assistance.**

**Activities:** The BOOST program serves high poverty students in the district. The site coordinator works closely with school staff in attempts to identify the students most in need for 21stCCLC. Teacher recommendations, assessment results and daily performance are used as indicators when making referrals. The process for referral to the program is ongoing throughout the year.

**Assessment, Data Collection and Analysis:** Attention is focused on enrolling students with the highest need into the program. Teachers are the primary referral source to BOOST. Report card grades are reviewed quarterly for further identification of students. A collection of evidence shows that 21stCCLC staff is identifying some of the neediest students for the program.

#### **Demographic Data- Regularly Attending Students**

- 26% are eligible for free/reduced lunch
- 34% are eligible for special education services

#### **Teacher Survey- Regularly Attending Students- Percentage of Students that Needed Improvement**

- 63% needed improvement in turning in homework
- 70% needed improvement in completing homework
- 72% needed improvement in participating in class
- 62% needed improvement in volunteering in class

- 32% needed improvement in attending class regularly
- 57% needed improvement in being attentive in class
- 33% needed improvement in behaving well in class
- 65% needed improvement in academics
- 58% needed improvement in motivation
- 42% needed improvement in getting along with other students

This data shows that students participating in 21stCCLC are recruited from a high needs group of students. It includes students with IEP's and those eligible for free/reduced lunch.

**Limitations of Data:** Free and reduced-fee meal eligibility is determined by an application completed by parents indicating low-income status. Parents do not always complete this application, which may affect the numbers of students qualifying as eligible. Also, as students get older and become aware of the social stigma connected to free/reduced lunch, some may ask their parents to not fill out the application, therefore the data may not reflect the actual percentage of students who qualify for free/reduced lunch.

**Challenges:** The site coordinator has developed a very effective system for keeping demographic and academic data on all participating students and there are no challenges in identifying and recruiting and serving students most in need of assistance.

**Summary and Recommendations:** Based on demographics and teacher survey data, BOOST is serving some of the lowest performing students in the district. Using teacher recommendations to target students lets them reach the population in most need. Teachers demonstrate more of an investment in the process when he/she has identified the student need and ongoing coordination of interventions with the site coordinator and 21stCCLC staff. This method will continue for the 2020-21 year. The data shows that the 21stCCLC program has made significant progress over the past eight years in recruiting and retaining students in the program. Processes and procedures for all aspects of the program have been written and included in a parent handbook. This written information provides a clear description of the program and eligibility for students.

Objective #5 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

**Objective #6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff and students.**

**Activities:** Staff participated in a variety of training and workshops to improve and maintain the quality of the program. Professional development occurs in three ways: district-offered; 21stCCLC staff offered as a team; and/or requests made by staff to attend conferences or workshops in the area of need or interest. Staff training has been site specific. The training need has either been identified as a program need or an individual need.

See the Staff Training table in Section III. B. Program Operations.



**Measures, Data Collection and Analysis:** Staff attendance is collected at each PD.

**Limitations of Data:** Professional Development surveys were not disseminated to staff.

**Challenges:** A procedure was not in place to collect staff feedback upon completion of each PD. Additionally, because most staff members work in the schools during the regular school day, finding time to offer Professional Development is challenging.

**Summary and Recommendations:** A form should be developed and used upon completion of each PD. This staff feedback should provide direction for future staff development. PD evaluation form will be on file at the Regional Office of Education.

As stated earlier in the report, one unintended benefit of school closures due to COVID was that it allowed staff more time to attend online training. In the future, this type of professional development and training should be explored as a solution to finding common time for offering 21CCLC PD face to face.

Objective #6 was met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

**Objective #7: Project will create a sustainability plan to continue the program beyond the federal funding period.**

The BOOST site coordinator, Doug Dennison, led sustainability meetings with stakeholders at United High School, leading discussions on program improvement, goals, possible programming at the end of the grant cycle, and student and staff interests and needs. Henderson, Knox, Mercer and Warren Counties ROE and the BOOST site coordinator brought together multiple community partners to assist with many activities during the 21stCCLC after school program. All partners were involved in the shared vision building and assisting with planning results and outcomes that were mutually defined goals, intervention strategies and activities. Partners have stepped forward from all areas of the region in order to make this a comprehensive program and to share their expertise and time to help students achieve academic standards and master new skills. Partners come from the social services area, health industry, civic organizations, colleges and universities, businesses, city government, special needs agencies, and the Regional Office of Education.

A list of all contributing partners is included earlier in this report in the Objective #4 narrative on pages 20 and 21.

Lists of coordinating/collaborating agencies and types of services, along with letters of agreement are maintained. All community partners, whether contracted or in-kind, have provided letters of commitment stating intent to provide services beyond the funding as feasible.

While the subcontractors and in-kind contributors have expressed a willingness to work together with the 21stCCLC programs to sustain their involvement, real funding constraints in conjunction with burgeoning service populations limit the capacity of community agencies to provide unfunded services.

Additionally, the availability of federal, state and foundation funding is limited due to tax revenues and investment returns, and high numbers of organizations asking for support.

Involving partners is a success of this project. The goal of project staff was to engage partners with purpose in order to develop a variety of programs and enrichment opportunities, and staff has met this goal. An Advisory Board has been developed at each site with the specific purpose of ongoing dialogue related to sustainability.

The 21stCCLC staff has done a good job incorporating a number of partners into the program. The positive and productive relationships with community partners will help build long-term sustainability of some of the program components.

Objective #7 was met.

## **V. Overall Recommendations and Action Plans**

Accomplishments in FY20 includes: grades and the teacher survey were collected for most students; little turnover in before and after school staff; students receive academic interventions and instruction from qualified staff; teachers, counselors, principals and parents are making referrals to the program; site runs above enrollment capacity; parent/family participation is extremely strong; and a variety of activities are being implemented in before/after school program to engage students in the learning process and provide additional enrichment experiences.

One of the primary goals is to increase student academic achievement in both reading and math. The data shows that improvements are being made. Because academic monitoring at the upper grade levels can be challenging and site-specific, it is recommended that the site coordinator continues to communicate with classroom teachers and administrators about his specific data needs at his site during the 2020-2021 school year.

Due to the outreach efforts of the site coordinator, a large percentage of parents have attended programs offered through 21stCCLC. Notification of events is given to parents in a timely manner. 21stCCLC staff has done an excellent job offering diverse opportunities for families from education through parent-child activities. Staff should continue to add to the existing strategies in order to maintain parent involvement.

Community partners continue to support the program giving both monetary, time and service donations. The relationship with partners has been building the foundation for sustaining the program over time.

The following recommendations focus on fine-tuning some elements of the program, to increase student retention, review ways to monitor student academic growth, to maintain parental involvement and strengthen long term sustainability. Recommendations for the 2020-2021 year primarily focus on continuing to increase regularly attending students in the BOOST program.

Recommendation	Plan	Track Progress
<p>Continue current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period.</p>	<p>Site coordinator, teachers and counselors will develop a list of students either failing or not making progress at the end of each grading period to be recruited for 21stCCLC programming.</p>	<p>Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.</p>
<p>Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended.</p> <p>Track student attendance rates with particular focus given to students close to the 30 day attendance mark.</p> <p>Use attendance incentives for students as they reach 30, 60 and 90 days.</p>	<p>Site coordinator will develop a student focus group and report back at the monthly meeting.</p> <p>Site Coordinator will track rates of regular attendance while working toward the 90% regular attendee goal and report back at the monthly meeting.</p> <p>Track attendance regularly and reward students at regular intervals.</p>	<p>Minutes from the student focus group will be given to the grant director including plans for using student information.</p> <p>Monthly retention data will be shared with the Grant Director.</p> <p>Data will be reported at monthly meetings with the grant director and evaluator.</p>
<p>Continue to use multiple points of data, including SAT results (when administered), teacher referral and local benchmarks to identify the neediest students.</p>	<p>When the district receives state assessment data, site coordinator and curriculum director will review each attendee's information and summarize findings.</p>	<p>Site coordinator will complete a section on the Excel document and present findings and recommendations to the grant director and evaluator.</p>
<p>Site coordinator will collect teacher surveys on 100% of all students attending 30 days or more.</p> <p>Site Coordinator will administer a parent survey in the spring of 2021 to the parent/head of household for each regularly attending student. The survey will measure impressions of BOOST</p>	<p>Site coordinator will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Fall 2020 through Summer 2021.</p> <p>Site coordinator will collect parent surveys with a return rate goal of 50%.</p>	<p>Track student attendance and returned teacher surveys in Excel documents.</p> <p>Site coordinator will track the returned parent surveys in the Excel document.</p> <p>Site coordinator will track the returned</p>

<p>program, and student behavior and academic performance.</p> <p>Site Coordinator will administer a student survey to all regularly attending students. The survey will measure student impressions of BOOST program, student academic performance and social interactions.</p>	<p>Site coordinator will collect student surveys with a return rate of 100%</p>	<p>student surveys in the Excel document.</p>
<p>Send home regular newsletters and/or promote programs through social media. Programming information and highlights of activities and students should be the focus.</p>	<p>Site coordinator will communicate with families regularly through newsletters and social media posts.</p>	<p>File newsletters electronically or in binder in Grant Director's office.</p>
<p>Gather parental feedback about parent-child activities and workshops.</p>	<p>Develop a parent survey to be completed at the end of each parent-child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.</p>	<p>Site coordinator will complete a summary sheet after the planned event. This will be reported to the Grant Director for future planning purposes.</p>
<p><b>Curriculum goals</b></p>		
<p>Academic activities will continue to address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science.</p>	<p>Review of intervention lesson plans will show evidence of targeted instruction.</p>	<p>Progress monitoring data will be on file in the Director's office.</p>
<p>Grant Director and District Curriculum Director will continue to work with the site coordinator and staff to develop standard based learning activities for math, literacy, science and the arts.</p>	<p>Monthly meetings will be used to have discussions about the link between after school academics, curriculum benchmarks and student goals and growth.</p>	<p>Minutes and action plans will be on file in the Grant Director's office.</p>
<p>Identify strategies for infusing literacy and math goals into STEM activities.</p>	<p>21stCCLC staff should meet to discuss further integration of curriculum so that STEM activities are more routinely incorporated with academic plans rather than stand alone activities.</p>	<p>A list of plans that have been implemented will be on file in the Grant Director office that will include teacher feedback of the lesson.</p>

Sustainability Goals		
Continue to explore ways for 21stCCLC to support district and Title plans.	Collaborate when offering family events.	Collect sign in sheets at family events and track attendance on Excel documents.
Continue efforts towards sustainability through community partners and grants.	Grant Director will offer an annual partner meeting in order to share the needs for sustainability and identify partners that may provide more financial support.	List of funding sources and grants will be on file in the Grant Director's office.

## VI. Dissemination of Evaluation

Data will be disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

### Attachments:

**Teacher Survey: United High School**

**Parent Survey- October 2019, Parent/Teacher Conferences: United High School**

**Parent Survey- March 2020, Dual Credit Meeting: United High School**

**21<sup>st</sup> Century  
Teacher Survey  
2019-2020  
United High School**

**Summary of regular attendees.**

<b>Category</b>	<b>Did Not Need</b>	<b>Significant Improve</b>	<b>Moderate Improve</b>	<b>Slight Improve</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Moderate Decline</b>	<b>Significant Decline</b>
Turning in Homework on Time	37%	13%	13%	28%	7%	2%	0%	0%
Completing Homework to Satisfaction	30%	16%	22%	26%	4%	2%	0%	0%
Participating in Class	28%	15%	23%	22%	9%	3%	0%	0%
Volunteering	38%	7%	20%	13%	21%	1%	0%	0%
Attending Class Regularly	68%	1%	6%	12%	10%	2%	1%	0%
Being Attentive in Class	43%	9%	11%	27%	6%	4%	0%	0%
Behaving Well in Class	67%	2%	5%	12%	10%	4%	0%	0%
Academic Performance	35%	13%	10%	33%	7%	2%	0%	0%
Coming to School Motivated to Learn	42%	7%	12%	28%	9%	2%	0%	0%
Getting Along Well with Other Students	58%	3%	12%	12%	12%	3%	0%	0%

**Parent Survey  
Parent/Teacher Conferences  
October 2019**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Somewhat</b>
<b>Had you heard of our BOOST program before tonight/today?</b>	29	1	0
<b>Has your son/daughter attended any of our BOOST Program activities?</b>	24	5	0
<b>If so, have they talked positively about attending?</b>	22	2	0
<b>If so, have you seen a change in grades?</b>	17	4	3
<b>If so, have you seen a change in attitude towards school?</b>	15	7	2
<b>Are you happy with what you're seeing/hearing with our BOOST Program?</b>	28	1	0
<b>Would you recommend our BOOST program to other parents?</b>	28	1	0
<b>Would you be interested in attending any parent programming sponsored by our BOOST Program?</b>	5	24	0

Parents who indicated they would be interested in attending additional programming recommended painting classes, exercise or fitness classes and arts and crafts classes.

**Parent Survey  
Dual Credit Informational Night  
March, 2020**

Question	Yes	No
Did you enjoy tonight's BOOST Family Night Event?	8	0
Did you find tonight's event and information helpful?	8	0
Has your student attended any of our BOOST Programs?	8	0
If yes, has your student had a positive experience when attending our BOOST Program?	8	0
Have you attended a BOOST Program Family Night Event prior to tonight?	7	1
If yes, have you had a positive experience when attending our Family Night Events?	0	0
Would you recommend our BOOST Program Family Night Events to other families?	8	0

Parents who indicated they would be interested in attending additional programming recommended painting classes and a game night.