

**2018-2019 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**  
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## **I. Grant Information**

Henderson, Knox, Mercer and Warren Counties Regional Office of Education was awarded an FY13 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 seventh 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 program.

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## 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 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. Grant-wide, students in qualifying buildings exceed or meet the state average in most characteristics that label a student at-risk.

Characteristic	Grant	State
English Language Learner	1%	12%
Disability	11%	15%
Low Income	38%	49%
Homeless	0%	2%
Mobility	7%	7%

2018 SAT scores indicate students in the qualifying building perform above state averages in ELA and 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	51%	37%
Math	38%	34%

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 FY19.

## II.A. Evaluation Methods

While an outside evaluator has been hired to work with the 21CCLC 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 Coordinators collect 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 CCLC 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 sites. The following data is used for this report:

Data	How Collected	When Collected
Teacher Survey	Site coordinators collect teacher survey for every regularly attending student.	May
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

### III. PROGRAM IMPLEMENTATION

#### III. A. Students Served

##### Recruitment and Retention of Students

As this was the seventh 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. Report cards are reviewed regularly for incomplete assignments. Students are also referred based upon ineligibility lists and school administration referrals and at the quarter in order to identify students that may be eligible and then enrolled in the program.

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families. Certified school district staff members take an active interest in the experiences of each child. Staff members use positive reinforcement to encourage pro-social 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 play, 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 CCLC programming. When students are absent for multiple days, 21st CCLC staff members make phone calls home to inquire about the absences and encourage attendance.

### Student Enrollment by Program Site

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

Students Served in School Year Only	Year 6	Year 7
Total Unduplicated Enrollment/Regular Attendees	-	78/23
Total Unduplicated Enrollment School Year only	-	78
a) Number of students attending less than 30 days	-	55
b) Number of students attending 30-59 days	-	10
c) Number of students attending 60-89 days	-	9
d) Number of students attending 90+ days	-	4

Students Served in Summer Only	Year 6	Year 7
Total Unduplicated Enrollment	-	4
a) Number of students attending less than 30 days	-	4
b) Number of students attending 30-59 days	-	-
c) Number of students attending 60-89 days	-	-
d) Number of students attending 90+ days	-	-

Students Served in Both Summer and School Year	Year 6	Year 7
Total Unduplicated Enrollment/Regular Attendees	-	104/62
Total Unduplicated Enrollment	-	104
a) Number of students attending less than 30 days	-	42
b) Number of students attending 30-59 days	-	47
c) Number of students attending 60-89 days	-	9
d) Number of students attending 90+ days	-	6

### Student Demographic Characteristics

United High School- 30 Days or More	Year 6	Year 7
<b>Total Unduplicated Enrollment</b>	-	85
<b>Male</b>	-	69
<b>Female</b>	-	16
<b>Grade</b>	-	
9	-	25
10	-	23
11	-	24
12	-	13
<b>Racial/Ethnic Group</b>		
American Indian/Alaska Native	-	0
Asian/Pacific Islander	-	1
Black or African American	-	0
Hispanic or Latino	-	2
White	-	82
Multiracial	-	0
Do Not Know	-	0
<b>Limited English Proficient Students</b>	-	0
<b>Students with Disability/IEP (Not LEP)</b>	-	15
<b>Students Receiving Free or Reduced Lunch</b>	-	21

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



### Average Daily Attendance (ADA) by Program Site

United High School ADA	Year 6	Year 7
Overall Average Daily Attendance (ADA)	-	76.32
a) ADA for Summer Program	-	52.67
b) ADA for After School Program	-	64.49
c) ADA for Before School Program	-	16.89
d) ADA for weekend/holiday program	-	-

### Family Participation

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

### Family and Parent Education Events included:

Event	Site	Number of Parents/Caregivers
Student Art Show	United	57
Incoming Freshman Orientation	United	104
Family Painting Night- Winter	United	11
Family Painting Night- Fall	United	15
Parent-Teacher Conferences	United	76
FAFSA Workshop	United	14
Registration Day	United	14
Backpack/Open House Night	United	138

## 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 2018-2019 year:

United High School offered morning programming, homework help and tutoring, fitness agility and speed, fitness using weights and conditioning, Social Media/Broadcasting Club, Science Club, Gaming Club, Community Service Club, Art Club, Woodworking Club.

In addition to school day programming, regular 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 embraced by their child. Positive parent-child programming affords both the student and parent a chance to alter these views. These are wonderful SEL opportunities for all involved.

## Summer Activities

**United High School** offered summer school for seven weeks, four days a week for 3 hours a day. The focus of summer programming was "The & Habits of Highly Successful Teens" and STEM, ELA, music, blogging and video editing was incorporated into the study of the book. Students also participated in physical activity, mentoring, forensics and the arts.

## Summary

Site	Enrollment Goal	Actual Enrollment
United High School	85	186

Looking at the data for 2018-2019 a few points jump out. BOOST is exceeding their enrollment goal and the site coordinator should be commended for his efforts. This site had 85 students attend 30 days or more in FY19 which is the state enrollment goal in the grant. This is an exceptional accomplishment, especially for a high school site.

Family events were offered to families at this program site and all BOOST parents were invited to attend these programs. 100% of parents/caregivers attended at least one event at this site. The site coordinator should be commended for his efforts.

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 representing the community at large. This site has been running at enrollment capacity. 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.

#### **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. 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 registration.

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 new ones put in place, and to determine the strengths of the program and high-interest of engaging activities that protect against non-attendance or attrition. 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 site coordinator should continue to focus on reaching the parent participation goal specific to his center with a focus on getting new parents involved. This site has an excellent record of communicating with parents. He is to be commended for the high level of parent participation in the program.

### **III.B. Program Operations**

#### **Program Hours**

<b>United High School</b>	<b>Year 7</b>
Total Number of Weeks Site is Open	45
Typical Number of Days per Week	5
Typical Number of Hours per Week	18.5

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

## Staffing Ratio

United High School: 1 teacher/staff to 12 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. Additional professional development trainings available to staff are listed below. Some staff training has been site specific. The teachers, aides and other school staff working for the 21stCCLC participated in on-site SIP days and regular staff meetings. The school district as a partnering agency, ensure these professional development days address 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.

Topic	Staff Attending	Provider
Program Orientation	Site Coordinator	ROE
Mandated Reporter Training	All staff	DCFS
21CCLC Fall Workshop	Project Director	ISBE / IQA
Toxic Stress and Emotional Poverty in Schools	Site Coordinator	United CUSD 304
21CCLC Spring Workshop	Project Director	ISBE / IQA
Spring Conference	Site Coordinator and Project Director	IQA / AIR / ISBE

## Program Governance

The 21CCLC 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 proposals and continuation, compliance, evaluation, hiring of site coordinators, 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 programs were strong. The staff was highly qualified in that all 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 12 students. This low ratio allows for relationship building, and academic and behavioral support.

All staff attended multiple trainings. There was a strong professional development focus on quality day-to-day program operations. The diversity of PD offerings throughout the year highlights the 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 trainings 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 trainings.

### **Program Improvement:**

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.

## **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. In addition, STEM programming was provided by staff and community partners.

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- 87%.

The chart below provides data on the percentage of regularly attending students demonstrating an 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.

2018-19 School Year All Regular Attendees	Students that Needed to Improve % Improvement	Did Not Need to Improve
	United High School	United High School
Turning in homework	50%	38%
Completing homework	59%	26%
Participating in class	57%	26%
Volunteering (e.g. for extra credit)	41%	22%
Attending class regularly	21%	64%
Being attentive in class	48%	40%
Behaving well in class	33%	53%
Academic performance	58%	22%
Coming to school motivated to learn	24%	63%
Getting along well with other students	16%	78%

Based upon teacher perspective, the 21st CCLC program is making a difference in academic performance for those students who regularly attend. Teachers survey also showed that on average only 22% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 74% at United High School showed improvement. This clearly indicates that the 21stCCLC sites are enrolling some of the neediest students in their districts.

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.	16%
Decreased their grade by half a grade or more.	27%
Neither increased or decreased their grade.	57%

Reading grade changes for attendees:

	United High School
Increased their grade by half a grade or more.	29%
Decreased their grade by half a grade or more.	24%
Neither increased or decreased their grade.	47%

Report card data shows the need to continue to evaluate and monitor academic curriculum and interventions in the after school program.

**Limitations of Data:** Academic data is readily available and collected from report card data and teacher survey data. The teacher survey return rate goal is 100%. Previous state assessment data was not reported.

**Challenges:** 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.

**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
- All sites ran at or close to enrollment capacity
- 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. However, although data shows that improvements are being made, there remain a number of students at each location that actually show no increase or a decline in grades.

Historical SAT data will be used in 2019-2020 to further assess growth.

**Recommendations:** It is important to examine the practices used in academic intervention/enrichment activities. There should 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 needed 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 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 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. Enrichment experiences are provided at least an hour a week. Some activities included: fitness agility and speed, fitness using weights and conditioning, Social Media/Broadcasting Club, Science Club, Gaming Club, Community Service Club, Art Club, Woodworking Club. Freshman students were also given the opportunity to attend a conference titled “Teen Leadership Conference” sponsored by the Bi-County Youth Coalition of Henderson and Warren Counties. 68 freshmen students attended this conference.

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 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:** In many cases, 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:** 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.

**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 create standardized parent and student surveys and incorporate questions that would give 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 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.

Tracking of student and parent impressions, and school day and after school attendance should continue for the upcoming school year.

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 seventh year. 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	33%
Getting Along with Others	16%

% of regularly attending students not needing to improve

	United High School
Behaving Well	53%

Getting Along with Others	78%
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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 that 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, negative behaviors are not a concern during the 21stCCLC 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 seven 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. Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report.

**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 list of Parent/Child and Parent-Only programs is listed earlier in this report.

**Percentage of Parents Participating:**

	Year 7
United High School	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. This site does an exceptional job of communicating with parents. 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.

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 site qualifying for the grant 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 as seats become available.

**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**

- 22% are eligible for free/reduced lunch
- 12% are eligible for special education services

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

- 62% needed improvement in turning in homework

- 74% needed improvement in completing homework
- 74% needed improvement in participating in class
- 78% needed improvement in volunteering in class
- 36% needed improvement in attending class regularly
- 60% needed improvement in being attentive in class
- 47% needed improvement in behaving well in class
- 78% needed improvement in academics
- 37% needed improvement in motivation
- 22% 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 students are added as space is available. Data has not been collected on the number of students eligible for the program when space is no longer available.

**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 2019-20 year. The data shows that the 21stCCLC program has made significant progress over the past seven 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 participate in a variety of trainings/workshops provided 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 conference/workshop in 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.

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.**

Henderson, Knox, Mercer and Warren Counties ROE and the BOOST site coordinator brought together multiple community partners to assist with many activities of 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 social services area, health industry, civic organizations, colleges and universities, businesses, public libraries, city government, special needs agencies, and the Regional Office of Education.

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.

Contributing partners FY19:

Partner	Site	Contribution
Grothmann Farms	United	Small Business/Agriculture Field Trip
Monmouth College Football Program	United	Motivational Speaker
M&E Catering	United	Snacks at Family Preview Night for the play

Monmouth College College of Fine Arts	United	"Classics Day" Field Trip/ Student Participation
Monmouth College	United	Observe the Moon Night STEM opportunity
Blick Art Supplies	United	
County Market	United	
Carl Sandburg College and the Bi-County Youth Coalition of Henderson and Knox Counties	United- Freshmen	Teen Leadership Conference
Alexis Christmas Walk Committee	United	Window Painting/Community Service
Monmouth Nursing Home	United	Christmas Ornaments and Cards/Community Service
Various Local Professionals	United	Job Shadowing
Carl Sandburg College and the Bi-County Youth Coalition of Henderson and Knox Counties	United Sophomores	Career Fair
MTC Communications	United	Hosted End of Year Celebration

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. 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

Progress includes: grades and the teacher survey were collected for most students; little turnover in before and after school staff; students receive reading and math interventions and instruction from qualified staff; teachers, counselors, principals and parents are making referrals to the program; sites run 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 some improvements are being made however there remain a number of students at each location that actually show no increase or a decline in grades. 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 2019-2020 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 2019-2020 year primarily focus on increasing regularly attending students in the 21stCCLC programs.

Recommendation	Plan	Track Progress
Continue current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period.	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.	Quarterly report will be given to grant director with recruitment recommendations and/or challenges.
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.  Track student attendance rates with particular focus given to students close to the 30 day attendance mark.	Site coordinator will develop a student focus group and report back at the monthly meeting.  Site Coordinator will track rates of regular attendance while working toward the 90% regular attendee goal and report back at the monthly meeting.	Minutes from the student focus group will be given to grant director including plans for using student information.  Monthly retention data will be shared with the Grant Director.  Data will be reported at monthly meeting with

Use attendance incentives for students as they reach 30, 60 and 90 days.	Track attendance regularly and reward students at regular intervals.	grant director and evaluator.
Continue to use multiple points of data, including SAT results, teacher referral and local benchmarks to identify the neediest students.	When district receives state assessment data, site coordinator and curriculum director will review each attendee's information and summarize findings.	Site coordinator will complete section on Excel document and present findings and recommendations to grant director and evaluator.
Site coordinator will collect teacher surveys on 100% of all students attending 30 days or more.	Site coordinator will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Fall 2019 through Summer 2020.	Track student attendance and returned teacher surveys in Excel document.
Reach out to parents who have not regularly participated in the 21stCCLC family/parent programs or activities.  Send home regular newsletters and/or promote program through social media. Programming information and highlights of activities and students should be the focus.	Site coordinator will identify 10 parents at each site that have not regularly participated and make personal contacts to those parents in attempts to maintain site goals for parent participation.  Site coordinator will communicate with families regularly through newsletters and social media posts.	The number of parents attending 21stCCLC activities will be on file in the Grant Director's office.  File newsletters electronically or in binder in Grant Director's office.
Gather parental feedback about parent-child activities and workshops.	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.	Site coordinator will complete a summary sheet after planned event. This will be reported to Grant Director for future planning purposes.
<b>Curriculum goals</b>		
Academic activities will address specific learning topics and standards that are linked to the	Review of intervention lesson plans will show evidence of targeted instruction.	Progress monitoring data will be on file in Director's office.

school-day goals, particularly in literacy, math and science.		
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.	Monthly meetings will be used to have discussions about the link between after school academics, curriculum benchmarks and student goals and growth.	Minutes and action plans will be on file in the Grant Director's office.
Identify strategies for infusing literacy and math goals into STEM activities.	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.	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.
<b>Sustainability Goals</b>		
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 document.
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 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**

**21<sup>st</sup> Century  
Teacher Survey  
2018-2019  
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>
<b>Turning in Homework on Time</b>	<b>38%</b>	<b>23%</b>	<b>5%</b>	<b>22%</b>	<b>7%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>
<b>Completing Homework to Satisfaction</b>	<b>26%</b>	<b>23%</b>	<b>18%</b>	<b>18%</b>	<b>11%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>
<b>Participating in Class</b>	<b>26%</b>	<b>10%</b>	<b>18%</b>	<b>29%</b>	<b>12%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>
<b>Volunteering</b>	<b>22%</b>	<b>10%</b>	<b>4%</b>	<b>27%</b>	<b>37%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Attending Class Regularly</b>	<b>64%</b>	<b>4%</b>	<b>3%</b>	<b>14%</b>	<b>12%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
<b>Being Attentive in Class</b>	<b>40%</b>	<b>15%</b>	<b>10%</b>	<b>23%</b>	<b>10%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
<b>Behaving Well in Class</b>	<b>53%</b>	<b>5%</b>	<b>5%</b>	<b>23%</b>	<b>10%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>
<b>Academic Performance</b>	<b>22%</b>	<b>19%</b>	<b>10%</b>	<b>29%</b>	<b>10%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>
<b>Coming to School Motivated to Learn</b>	<b>63%</b>	<b>3%</b>	<b>5%</b>	<b>16%</b>	<b>10%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
<b>Getting Along Well with Other Students</b>	<b>78%</b>	<b>4%</b>	<b>5%</b>	<b>7%</b>	<b>3%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>

