

**Statewide Evaluation**  
**21<sup>st</sup> Century Community Learning Centers in Illinois**  
**2015-16**

**Richland County CUSD #1**

Project Director: Sherry Geier

Site Managers: Kristen Redman, Neilly Mays, Sherry Slankard, & Michelle Klingler

Outside Evaluator: Sonja Music

Superintendent: Larry Bussard

I. Grant Information .....	3
II. Overview and History of Program .....	3
FY2015 Grant.....	4
FY2016 Grant.....	5
II.A. Evaluation Methods.....	6
III. Program Implementation	
III.A. Students Served	
Recruitment and Retention of Students .....	8
Student Enrollment by Site .....	8
Average Daily Attendance .....	19
Summary - Student Attendance .....	20
Family Participation .....	21
Summary – Family Participation .....	21
III.B. Program Operations.....	22
Staffing .....	23
Staff Training .....	26
Staff Turnover .....	27
Staff Ratios and Makeup.....	27
Program Governance.....	31
Summary – Staff.....	31
IV. Objectives Assessment .....	32
Objective 1 – Academic Achievement .....	32
Objective 2 – Increased Involvement .....	38
Objective 3 – Social Benefits and Positive Behavioral Changes .....	40
Objective 4 – Community and Family.....	41
Objective 5 – Serving those with Greatest Needs .....	43
Objective 6 – Professional Development.....	44
Objective 7 – Effective Use of Funding .....	45
Other Objectives/Findings .....	46
V. Overall Recommendations.....	46
VI. Dissemination of Evaluation.....	48

**Statewide Evaluation  
ISBE 21<sup>st</sup> Century Community Learning Center Program  
Richland County CUSD#1  
2015-2016**

**I. Grant Information**

As part of the FY15 21<sup>st</sup> Century Community Learning Centers (21stCCLC) Cohort, the Richland County Community Unit School District #1 served students and families who attended the Richland County Middle School and the Richland County Elementary School during the 2015/16 school year through a 21<sup>st</sup> Century Community Learning Centers Program grant. Grades supported through the program included middle school grades 6-8 and Richland County Elementary grades 3-5. The parochial school, St. Joseph's Catholic School, also sends students to the program. The program was offered from September 2015-April 2016, and a four-week summer program was offered in July 2015. The district also has a high school (grades 9-12) not served by the grant.

Effective July 1, 2014, the East Richland CUSD#1 annexed in the West Richland CUSD#2 school district, creating a county-wide district for Richland County. July 1, 2015, the new district name legally changed to: Richland County Community Unit School District #1. This also created changes to school building names and 21stCCLC program sites for the 2015/16 school year. The elementary school is now called Richland County Elementary School, the Middle School is now called Richland County Middle School, and the high school is now called Richland County High School. The West Richland Elementary School closed at the end of the 2014/15 school year. Those students now attend the Richland County Elementary School.

21<sup>st</sup> CCLC sites now include Richland County Elementary School – East, Richland County Elementary School – West, and Richland County Middle School.

**II. Overview and History of Program**

A 21st Century Community Learning Program was initiated in the fall of 2009 in the East Richland School District with an after school program scheduled from 3:00-6:00 Mondays-Thursdays for the middle school students. A nutritious snack and transportation were provided through the East Richland School District. Academics/tutoring/homework help was scheduled until 4:00 each day, and enrichment activities were scheduled for the remainder of the time. It was hoped that funds (\$150,000) would support a summer school program, as well. Indeed, funds did stretch to provide a four week summer school program that met Monday-Thursday. Each week included a field trip on Friday for students who had attended regularly throughout the week. The library offered students access to reading material throughout the summer months, and transportation was provided to and from the program Monday-Thursday.

A change for Year Two was an adjustment for time. Students were offered the opportunity to receive tutoring/homework help for a 30 minute time period before school. This was determined after surveys and discussions revealed that students were getting home very late (as a rural

district, bus routes are approximately one hour in length), leaving little family time in the evenings. Also, student athletes were able to take advantage of help to maintain grades throughout the various sports seasons. The new hours of the program became 7:20-7:50 a.m., and 3:00-5:30 p.m. This still allowed students time to eat breakfast (school district provided), if they so chose. The summer school program remained unchanged from Year Two to Year Three.

The final three school years of the program were essentially mirror images of the program during Year Two. A change in site managers, additional efforts to search out additional community partners, volunteers, and activities with potential to collaborate with the program, and a shifting focus to college, career, and citizenship readiness kept the program fresh for staff, students, and families.

### **The FY2015 grant:**

East Richland Community Unit School District #1 (ERCU#1) in Richland County, Illinois established and maintained 21st Century Community Learning Centers (21st CCLC) at three sites to work with low performing public and private schools and provide students with academic enrichment opportunities and activities designed to complement the students' regular academic programs and increase college, career, and citizenship readiness skills. A before and after school program, summer school program, family education and supports, and teacher professional development were offered as the program strives to: improve student achievement; increase student attendance; increase students' social-emotional skills; increase community collaboration; coordinate programs within Richland County; provide professional development to personnel; and provide sustainable programs through collaboration.

The four schools targeted for funding included: East Richland Elementary School (grades 3-5), East Richland Middle School (grades 6-8), West Richland Elementary School (grades K-5), and St. Joseph's Catholic School (grades 3-8), all in Richland County. Sites included: East Richland Elementary School, East Richland Middle School, and West Richland Elementary School. A 30 minute (approx) before school program provided academic support and physical activity (allowing students time to eat breakfast before school begins). The after school program began immediately upon the conclusion of the school day and continued until approximately 5:30 p.m. A nutritional snack was provided at the start of the program each day, four days per week for 14 weeks during the school year, beginning the first week of February. The summer school program provided four days per week, for four weeks, during the six week window of time before the regular school year begins. Students and families use this time as a transition back to school, regular schedules, and a refresher for academics to alleviate the summer loss of learning.

State and local assessment data reveals a gap in learning for low-income students. Poverty rates have grown steadily through the years. Though located in a rural, rather isolated portion of the state, the ERCU#1 support these students to shrink the gaps in the core academic subjects with the 21<sup>st</sup> CCLC programs. Expanding the time students spend in purposeful and enriching activities, while working with the programs and strategies utilized by the school year/school day teachers, a positive academic atmosphere for students to find success has been developed. The program provided remedial activities, academic enrichment, STEAM activities, arts and music, entrepreneurial and career development education, recreational activities, expanded library and

technology programs, family involvement, counseling and character (citizenship) education, data notebooks and individual learning plans, field trips, on-line learning, physical activity and nutrition instruction, mentoring, and 21<sup>st</sup> Century Skills.

The intended outcome is that students who regularly attend the 21<sup>st</sup> CCLC programs provided by ERCU#1 will be more successful transitioning into high school and later in life into college or career because of the skills and confidence gained. By "front-loading" the students and preparing the families for the successes to come, the too often accepted expectations of growing up in poverty will be replaced by self-confidence, planning, and goal setting. The mentoring offered by program, school, and community members for the students and families will make a difference in the lives of this generation.

Assessing, evaluating, and sharing the data collected through the program and each school office is a vital component to improving and sustaining the program. This process began with the meetings and conversations held while writing the grant proposal and continued once grant funds were determined. Meetings were scheduled with staff and the committee including partners, co-applicant representatives, parents, students, and community members. Formal evaluation and data collection has been designed and reported to the Illinois State Board of Education, the Education Development Center, and the ERCU #1 School Board, and administration.

Many staff who worked with the previously funded 21<sup>st</sup> CCLC at the middle school site brought experience to the new program and additional staff has been added to replace those who have resigned or retired. Five year project director, Sherry Geier, remained part of the team, serving as project director, making data collection, assessments, and reporting for a new program a smooth transition. The Middle School counselor continued to work with students and parents, also bridging the gap between families and community services. District accountants were familiar with the financial aspects of the program as an in-kind benefit through the East Richland School District. Key players were prepared to reinstate the program at the middle school in a timely and efficient manner, and became invaluable resources as additional sites are added to mentor new staff, create schedules, and develop curriculum.

### **The FY2016 Grant Program Information:**

The 2015-16 program remained the same for the Richland County Middle School site. The Site Managers remained intact and most staff returned for the school year program. With the beginning of the school year, all public school elementary students (PK-5) attend the Richland County Elementary School. This created changes with end of program transportation needs (one less building to pick up from, scheduled drop-off times) and the enrichment and physical fitness activities that could be offered. With the additional participants attending at the same physical location as the other elementary students, there was less gym space, different needs to transport students to off-campus activities. Overall, staff members remained consistent, including Site Managers. Many of the staff members who worked with students at the former West Richland Elementary School site, were willing and excited to continue their work at the Richland County Elementary School-West site.

## II.A. Evaluation Methods

This report evaluates the 21<sup>st</sup> Century Community Learning Centers Program for the Richland County CUSD#1 in Richland County, Illinois. The data was collected in cooperation with school day and 21<sup>st</sup> CCLC staff. The data and information was then reviewed and evaluated by the Project Director, Sherry Geier. The outside evaluator is the administrative assistant to the Superintendent and does not work directly with the 21<sup>st</sup> CCLC program. The outside evaluator utilizes knowledge of the school district to evaluate the program.

The **questions** considered necessary were “how can we, as a community and school, **1)** collaboratively work with low performing public and private schools; and **2)** provide students with academic enrichment opportunities, activities designed to complement the students’ regular academic programs, in addition to increasing college and career readiness and citizenship readiness skills”?

Identified **resources (Inputs/Assets)** included:

- Human resources and talent (e.g., administrative staff, program staff, parents, tutors, community volunteers, District and School administration, office staff, School Board, etc.)
- Financial support (e.g., State and Federal grant funding and programs, District in-kind support, community volunteers and supplies, collaborative relationships, etc.)
- Organizational tools (e.g., committees, board members, data collection and tracking tools, etc.)
- Community contributions (e.g., partnerships, business volunteers, family/parent educational workshops, etc.)
- Supplies (e.g., equipment, books and materials, etc.)
- In-kind donations (e.g., transportation, food services program organization to provide snacks, meeting space, etc.)

**Activities** included:

- Meetings held to gather input, build excitement, recruit staff and students, more closely examine needs at each site/program and grade level
- Before school program planned and implemented, after school program planned and implemented, summer school program planned and implemented for students in grades K-8 serving four buildings. Snacks and transportation provided.
- Surveys, data collection, and evaluation (formal and informal, quantitative and qualitative)

**Outputs** (those who participated and benefitted from its services) participants in the program included:

- Students in grades K-8, from three Richland County schools, targeting students who are high poverty, struggle academically, need social emotional supports, would benefit from exposure to college, career, or citizenship readiness activities, are anticipated to need support transitioning to high school/college/careers.
- Parents and families who need support raising families in Richland County’s changing economic atmosphere.

- Teachers/Faculty who want to provide more experiences and instruction than the school day allows for students who are falling behind, or need meaningful adult relationships
- Counselors who cannot reach every student during the regular school day
- Principals/Administrators looking for assistance in increasing attendance and test scores
- Community leaders who want to be part of the solution for the families in their community

**Outcomes/Changes** sought through program participants' level of functioning include:

- Attitudes (e.g., increased number of student aspiring to go to college, better self image and understanding, decreased office referrals)
- Behavior (e.g., increased attendance rates, increased student engagement, more classroom and homework submitted to teachers)
- Knowledge (e.g., a greater awareness of steps to college, higher test scores)
- Skills (e.g., increased understanding and awareness of personal health and wellness, increased number of students performing at grade level in math and language arts/reading)
- Status (e.g., increase number of students attempting new activities, more students enroll in and complete college and career prep classes)

**Impact** (the long-term outcomes might be):

- Increasing the percentage skilled labor in Richland County
- Closing the student achievement gap
- Increasing health and wellness for Richland County residents

Data collection methods: Program staff work closely with school day office staff to collect the data required to prepare a thorough and complete evaluation that will improve the program in the future. Data collected include, but are not limited to: school day attendance, grades, high stakes test scores, teacher surveys, and behavior/office referrals. In addition to school day information, 21<sup>st</sup> CCLC staff collect attendance data, free and reduced information, racial/ethnic group information, gender, contact information, activities attended, homework/missing assignments from school day, and qualitative and quantitative information that is gathered from periodic student surveys. Parent surveys, sign in sheets, and family activity evaluations are also collected. Teacher input is gathered formally and informally through the use of surveys, staff meetings, and evaluations. Google docs have become an integral part of the data gathering and information sharing process for the 21stCCLC for Richland County. Transportation information is shared between the transportation garage and after school staff. Attendance sheets are shared among site managers, project director, snack staff, and office staff. This real-time information allows staff to know almost immediately how many students are present on any given day and immediately answer parent questions about a student's attendance. In addition, access can be gained from any location with internet access. This is an effective way to submit and access the most up-to-date information.

### **III. Program Implementation**

#### **III.A. Students Served**

## Recruitment and Retention of Students

Students are identified and selected for participation in the program through a variety of **recruitment** strategies. The Richland County CUSD#1's 21<sup>st</sup> CCLC recruited those students who were the lowest-achieving and in the most need of academic assistance. Referrals and requests were made by classroom teachers, school administrators, school counselors, parents, community members, agency groups, and the students themselves. Students were accepted into the program due to academic need, social-emotional need, lack of before- and/or after-school supervision, or interest in programs offered. Students who had been receiving academic supports via the Title I tutoring program were targeted to attend the 21<sup>st</sup> CCLC on additional days or to remain at the program during additional hours offered.

**Retention** strategies were not a focus for the program during the 2015-2016 school year. Site managers' efforts were placed on staff recruitment and placement and developing routines and procedures that could be duplicated in upcoming grant years. Indirectly, these issues create an environment that will increase the student retention for the program.

### Student Enrollment by Site

The data in this section includes Student Enrollment by Site over the year(s) of the program.

#### Richland County Elementary -East (grades 3-5)

Table 1

Summer and School Year Richland County Elementary – East (grades 3-5)	1 <sup>st</sup> Year of Grant Su2014 SY2014-15	2 <sup>nd</sup> Year of Grant Su2015 SY2015-16	3 <sup>rd</sup> Year of Grant Su2016 SY2016-17	4 <sup>th</sup> Year of Grant Su2017 SY2017-18	5 <sup>th</sup> Year of Grant Su2018 SY2018-19
Total Unduplicated Enrollment	N/A	39			
a) Number of students attending less than 30 days	N/A	9			
b) Number of students attending 30-59 days	N/A	6			
c) Number of students attending 60-89 days	N/A	9			
d) Number of students attending 90+ days	N/A	15			



Table 2

<b>Summer Only Richland County Elementary – East (grades 3-5)</b>	<b>1<sup>st</sup> Year of Grant Su2014</b>	<b>2<sup>nd</sup> Year of Grant Su2015</b>	<b>3<sup>rd</sup> Year of Grant Su2016</b>	<b>4<sup>th</sup> Year of Grant Su2017</b>	<b>5<sup>th</sup> Year of Grant Su2018</b>
Total Unduplicated Enrollment	N/A	0			
a) Number of students attending less than 30 days	N/A	0			
b) Number of students attending 30-59 days	N/A	0			
c) Number of students attending 60-89 days	N/A	0			
d) Number of students attending 90+ days	N/A	0			

Table 3

<b>School Year Only Richland County Elementary - East (grades 3-5)</b>	<b>1<sup>st</sup> Year of Grant SY2014-15</b>	<b>2<sup>nd</sup> Year of Grant SY2015-16</b>	<b>3<sup>rd</sup> Year of Grant SY2016-17</b>	<b>4<sup>th</sup> Year of Grant SY2017-18</b>	<b>5<sup>th</sup> Year of Grant SY2018-19</b>
Total Unduplicated Enrollment	172	111			
a) Number of students attending less than 30 days	118	42			
b) Number of students attending 30-59 days	54	29			
c) Number of students attending 60-89 days	0	29			
d) Number of students attending 90+ days	0	11			

**Richland County Elementary -West (grades K-5)**

Table 4

<b>Summer and School Year Richland County Elementary – West (grades K-5)</b>	<b>1<sup>st</sup> Year of Grant Su2014 SY2014- 15</b>	<b>2<sup>nd</sup> Year of Grant Su2015 SY2015-16</b>	<b>3<sup>rd</sup> Year of Grant Su2016 SY2016-17</b>	<b>4<sup>th</sup> Year of Grant Su2017 SY2017-18</b>	<b>5<sup>th</sup> Year of Grant Su2018 SY2018-19</b>
Total Unduplicated Enrollment	N/A	4			
a) Number of students attending less than 30 days	N/A	0			
b) Number of students attending 30-59 days	N/A	0			
c) Number of students attending 60-89 days	N/A	2			
d) Number of students attending 90+ days	N/A	2			

Table 5

<b>Summer Only Richland County Elementary – West (grades K-5)</b>	<b>1<sup>st</sup> Year of Grant Su2014</b>	<b>2<sup>nd</sup> Year of Grant Su2015</b>	<b>3<sup>rd</sup> Year of Grant Su2016</b>	<b>4<sup>th</sup> Year of Grant Su2017</b>	<b>5<sup>th</sup> Year of Grant Su2018</b>
Total Unduplicated Enrollment	N/A	0			
a) Number of students attending less than 30 days	N/A	0			
b) Number of students attending 30-59 days	N/A	0			
c) Number of students attending 60-89 days	N/A	0			
d) Number of students attending 90+ days	N/A	0			

Table 6

<b>School Year Only Richland County Elementary - West (grades K-5)</b>	<b>1<sup>st</sup> Year of Grant SY2014-15</b>	<b>2<sup>nd</sup> Year of Grant SY2015-16</b>	<b>3<sup>rd</sup> Year of Grant SY2016-17</b>	<b>4<sup>th</sup> Year of Grant SY2017-18</b>	<b>5<sup>th</sup> Year of Grant SY2018-19</b>
Total Unduplicated Enrollment	N/A	45			
a) Number of students attending less than 30 days	N/A	13			
b) Number of students attending 30-59 days	N/A	12			
c) Number of students attending 60-89 days	N/A	17			
d) Number of students attending 90+ days	N/A	3			

Richland County Middle School Table 7

<b>Summer and School Year Richland County Middle School</b>	<b>1<sup>st</sup> Year of Grant Su2014 SY2014-15</b>	<b>2<sup>nd</sup> Year of Grant Su2015 SY2015-16</b>	<b>3<sup>rd</sup> Year of Grant Su2016 SY2016-17</b>	<b>4<sup>th</sup> Year of Grant Su2017 SY2017-18</b>	<b>5<sup>th</sup> Year of Grant Su2018 SY2018-19</b>
Total Unduplicated Enrollment	N/A	60			
a) Number of students attending less than 30 days	N/A	27			
b) Number of students attending 30-59 days	N/A	15			
c) Number of students attending 60-89 days	N/A	11			
d) Number of students attending 90+ days	N/A	7			

Table 8

<b>School Year Only</b> Richland County Middle School	<b>1<sup>st</sup> Year of Grant SY2014-15</b>	<b>2<sup>nd</sup> Year of Grant SY2015-16</b>	<b>3<sup>rd</sup> Year of Grant SY2016-17</b>	<b>4<sup>th</sup> Year of Grant SY2017-18</b>	<b>5<sup>th</sup> Year of Grant SY2018-19</b>
Total Unduplicated Enrollment	75	95			
a) Number of students attending less than 30 days	51	51			
b) Number of students attending 30-59 days	24	25			
c) Number of students attending 60-89 days	0	18			
d) Number of students attending 90+ days	0	1			

Table 9

<b>Summer Only</b> Richland County Middle School	<b>1<sup>st</sup> Year of Grant Su2014</b>	<b>2<sup>nd</sup> Year of Grant Su2015</b>	<b>3<sup>rd</sup> Year of Grant Su2016</b>	<b>4<sup>th</sup> Year of Grant Su2017</b>	<b>5<sup>th</sup> Year of Grant Su2018</b>
Total Unduplicated Enrollment	N/A	14			
a) Number of students attending less than 30 days	N/A	14			
b) Number of students attending 30-59 days	N/A	0			
c) Number of students attending 60-89 days	N/A	0			
d) Number of students attending 90+ days	N/A	0			

**Demographic Characteristics of Students - Table 10**

<b>Number of Students Attending <u>Less than 30 Days</u> Richland County Elementary-East (grades 3-5)</b>	<b>First Year of Grant SY2014-15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018-19</b>
Total Unduplicated Enrollment	118	51			
Male	64	15			
Female	54	36			
<b>GRADE</b>					
PK	N/A	N/A			
K	N/A	N/A			
1	N/A	N/A			
2	N/A	N/A			
3	33	9			
4	33	12			
5	52	30			
6	N/A	N/A			
7	N/A	N/A			
8	N/A	N/A			
9	N/A	N/A			
10	N/A	N/A			
11	N/A	N/A			
12	N/A	N/A			
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	1			
Black or African American	0	0			
Hispanic or Latino	0	0			
White	111	45			
Multiracial	7	5			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	0	0			
<b>Disability Status (Not LEP)</b>					
Yes	12	4			
<b>Free or Reduced Lunch</b>					
Yes	83	17			

Table 11

<b>Number of Students Attending More than 30 Days Richland County Elementary-East (grades 3-8)</b>	<b>First Year of Grant SY2014-15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018-19</b>
Total Unduplicated Enrollment	54	99			
Male	15	43			
Female	39	56			
<b>GRADE</b>					
PK	N/A	N/A			
K	N/A	N/A			
1	N/A	N/A			
2	N/A	N/A			
3	18	33			
4	25	27			
5	11	39			
6	N/A	N/A			
7	N/A	N/A			
8	N/A	N/A			
9	N/A	N/A			
10	N/A	N/A			
11	N/A	N/A			
12	N/A	N/A			
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	1			
Black or African American	2	1			
Hispanic or Latino	0	0			
White	47	80			
Multiracial	5	17			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	1	0			
<b>Disability Status (Not LEP)</b>					
Yes	3	15			
<b>Free or Reduced Lunch</b>					
Yes	42	78			

Table 12

<b>Number of Students Attending <u>Less than 30 Days</u></b>	<b>First Year of Grant (grades k-5)</b>	<b>Second Year of Grant</b>	<b>Third Year of Grant</b>	<b>Fourth Year of Grant</b>	<b>Fifth Year of Grant</b>
<b>Richland County Elementary-West</b>	<b>Su2015 SY2014-15</b>	<b>Su2016 SY2015-16</b>	<b>Su2017 SY2016-17</b>	<b>Su2018 SY2017-18</b>	<b>Su2019 SY2018-19</b>
Total Unduplicated Enrollment	29	13			
Male	15	4			
Female	14	9			
<b>GRADE</b>					
PK	N/A	N/A			
K	0	4			
1	9	5			
2	6	0			
3	3	1			
4	3	0			
5	8	3			
6	N/A	N/A			
7	N/A	N/A			
8	N/A	N/A			
9	N/A	N/A			
10	N/A	N/A			
11	N/A	N/A			
12	N/A	N/A			
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	0			
Black or African American	0	1			
Hispanic or Latino	0	0			
White	29	12			
Multiracial	0	0			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	0	0			
<b>Disability Status (Not LEP)</b>					
Yes	0	3			
<b>Free or Reduced Lunch</b>					
Yes	14	13			

Table 13

<b>Number of Students Attending <u>More than 30 Days</u></b> <b>Richland County Elementary-West</b>	<b>First Year of Grant</b> <b>(grades k-5)</b> <b>SY2014-15</b>	<b>Second Year of Grant</b> <b>Su2015</b> <b>SY2015-16</b>	<b>Third Year of Grant</b> <b>Su2016</b> <b>SY2016-17</b>	<b>Fourth Year of Grant</b> <b>Su2017</b> <b>SY2017-18</b>	<b>Fifth Year of Grant</b> <b>Su2018</b> <b>SY2018-19</b>
Total Unduplicated Enrollment	31	36			
Male	18	19			
Female	13	17			
<b>GRADE</b>					
PK	N/A	N/A			
K	5	4			
1	4	8			
2	2	6			
3	7	5			
4	5	6			
5	8	7			
6	N/A	N/A			
7	N/A	N/A			
8	N/A	N/A			
9	N/A	N/A			
10	N/A	N/A			
11	N/A	N/A			
12	N/A	N/A			
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	0	0			
Black or African American	0	1			
Hispanic or Latino	0	0			
White	30	34			
Multiracial	1	1			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	0	0			
<b>Disability Status (Not LEP)</b>					
Yes	0	11			
<b>Free or Reduced Lunch</b>					
Yes	29	32			



Table 14

<b>Number of Students Attending <u>Less than 30 Days</u></b> <b>Richland County Middle School</b>	<b>First Year of Grant</b> <b>SY2014-15</b>	<b>Second Year of Grant</b> <b>Su2015</b> <b>SY2015-16</b>	<b>Third Year of Grant</b> <b>Su2016</b> <b>SY2016-17</b>	<b>Fourth Year of Grant</b> <b>Su2017</b> <b>SY2017-18</b>	<b>Fifth Year of Grant</b> <b>Su2018</b> <b>SY2018-19</b>
Total Unduplicated Enrollment	51	92			
Male	22	41			
Female	29	51			
<b>GRADE</b>					
PK	N/A	N/A			
K	N/A	N/A			
1	N/A	N/A			
2	N/A	N/A			
3	N/A	N/A			
4	N/A	N/A			
5	N/A	N/A			
6	30	28			
7	8	40			
8	13	24			
9	N/A	N/A			
10	N/A	N/A			
11	N/A	N/A			
12	N/A	N/A			
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	1			
Asian/Pacific Islander	0	1			
Black or African American	1	1			
Hispanic or Latino	0	1			
White	50	87			
Multiracial	0	1			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	0	0			
<b>Disability Status (Not LEP)</b>					
Yes	1	14			
<b>Free or Reduced Lunch</b>					
Yes	23	51			

Table 15

<b>Number of Students Attending <u>More than 30 Days</u> Richland County Middle School</b>	<b>First Year of Grant SY2014-15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018-19</b>
Total Unduplicated Enrollment	24	76			
Male	14	40			
Female	10	36			
<b>GRADE</b>					
PK	N/A	N/A			
K	N/A	N/A			
1	N/A	N/A			
2	N/A	N/A			
3	N/A	N/A			
4	N/A	N/A			
5	N/A	N/A			
6	14	29			
7	4	35			
8	6	12			
9	N/A				
10	N/A				
11	N/A				
12	N/A				
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0			
Asian/Pacific Islander	1	1			
Black or African American	3	2			
Hispanic or Latino	0	0			
White	20	68			
Multiracial	0	5			
Do not Know	0	0			
<b>Limited English Proficient</b>					
Yes	1	0			
<b>Disability Status (Not LEP)</b>					
Yes	4	15			
<b>Free or Reduced Lunch</b>					
Yes	14	58			

### Average Daily Attendance

Table 16

<b>Site Name: Richland County Elementary- East</b>	<b>First Year of Grant (Gr3-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016- 17</b>	<b>Fourth Year of Grant Su2017 SY2017- 18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Overall Average Daily Attendance (ADA)	92	82			
a) ADA for Summer Program	N/A	78			
b) ADA for Afterschool Program	92	124			
c) ADA for Before School Program	25	22			
d) ADA for weekend/holiday Program	N/A	N/A			

Table 17

<b>Site Name: Richland County Elementary- West</b>	<b>First Year of Grant (GrK-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016- 17</b>	<b>Fourth Year of Grant Su2017 SY2017- 18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Overall Average Daily Attendance (ADA)	28	58			
a) ADA for Summer Program	N/A	Combined with Richland County Elementary-East			
b) ADA for Afterschool Program	28	28			
c) ADA for Before School Program	15	3			
d) ADA for weekend/holiday Program	N/A	N/A			

Table 18

<b>Site Name: Richland County Middle School</b>	<b>First Year of Grant (Gr6-8) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016- 17</b>	<b>Fourth Year of Grant Su2017 SY2017- 18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Overall Average Daily Attendance (ADA)	44	58			
a) ADA for Summer Program	N/A	96			
b) ADA for Afterschool Program	44	58			
c) ADA for Before School Program	6	3			
d) ADA for weekend/holiday Program	N/A	N/A			

### Summary

**Data:** The attendance data shows that the buildings with a larger, overall student population were able to support a larger average daily attendance. The middle school has few students attend the morning program. The Richland County Elementary-East & West Schools morning program were better attended in comparison to 2014-2015.

**Challenges:** Morning program attendance is largely connected to bus schedules. As a rural program, many students depend on transportation via bus each day. The bus schedule is set to deliver students to school in time to eat breakfast, with no consideration of morning program attendance.

**Program Improvement:** To improve the morning attendance at the middle school site, additional activities will be added to the program. Students and parents will be surveyed to determine what activities might entice students to get to school in time to participate in 21<sup>st</sup> CCLC activities and eat breakfast before beginning their school day learning. Initial attendance this year has almost doubled.

## Family Participation

Table 19

Richland County Elementary (East & West) & Richland County Middle School Sites in collaboration with School District programs			#of Participants connected to 21stCCLC
Date	Activity	# of Participants	
10-2-15	Stakeholder's Meeting	13	3
10-15-15	Safety in Our Community	75	67
1-19-16	Dave Ramsey Workshop	26	10
1-26-16	Dave Ramsey Workshop	26	9
2-2-16	Dave Ramsey Workshop	21	9
2-9-16	Dave Ramsey Workshop	20	7
2-16-16	Dave Ramsey Workshop	14	5
2-23-16	Dave Ramsey Workshop	16	6
2-23-16	Internet Safety	11	3

The family programming provided collaboratively with the staff and funds from 21<sup>st</sup> CCLC along with other school district and community resources provided families with a combination of education and entertainment. The table provided gives information for the number of families who participated.

### Summary

**Data:** Family programs that were best attended by 21<sup>st</sup> CCLC families included those that promoted betterment of the family unit as a whole, rather than focusing on “parenting” or when the child can attend with the parent and enjoy an activity together.

**Challenges:** Finding time to attend activities is a challenge. Family work and activity schedules are already full. Finding topics that parents/families are willing to make the effort to attend and take time away from other commitments or relaxation time is difficult. If the activity offered is not easily connected or relevant to everyday life, the perceived value is low and so is attendance.

**Program Improvement:** Efforts are being made to offer parents events/activities that are conveniently timed (right after school, right after the 21<sup>st</sup> CCLC program). Babysitting is generally offered as needed. Parent surveys and evaluations from previous activities are considered. Technology will be utilized in different ways for the upcoming year/program to alert and invite parents/families when opportunities are available for education and engagement. For example, parents will be contacted through the use of the “Skylert” program which will allow parent contacts and invitations to events to be made through email. The option of texting is also available, but currently not used. This route will be utilized as soon as the IT staff can make it accessible. Another tool that has been discussed, but not utilized is short videos for parent education, tips, reminders, etc. This option could provide a scheduled and routine way to provide information to parents. Family support that needs expansion within our program is the connections that parents and families of ELL students require.

**III.B. Program Operations**

Table 20

<b>Site Name: Richland County Elementary-East</b>	<b>First Year of Grant (Gr 3-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Total Number of Weeks Site is Open	14	28			
Typical Number of Days per Week	4	4			
Typical Number of Hours per Week	12	12			

Table 21

<b>Site Name: Richland County Elementary-West</b>	<b>First Year of Grant (GrK-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Total Number of Weeks Site is Open	14	28			
Typical Number of Days per Week	4	4			
Typical Number of Hours per Week	12	12			

Table 22

<b>Site Name: Richland County Middle School</b>	<b>First Year of Grant (Gr6-8) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Total Number of Weeks Site is Open	14	28			
Typical Number of Days per Week	4	4			
Typical Number of Hours per Week	12	12			

**Staffing**

Table 23

<b>Site Name: Richland County Elementary-East</b>	<b>First Year of Grant (Gr 3-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Certified teachers from school of students	FT - 0 PT - 15	FT - 0 PT - 18	FT PT	FT PT	FT PT
Certified teacher, but not from the school of the students	FT - 0 PT - 5	FT - 0 PT - 0	FT PT	FT PT	FT PT
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 1	FT - 0 PT - 10	FT PT	FT PT	FT PT
Others without college degree who teach/tutor in 21stCCLC	FT - 0 PT - 10	FT - 0 PT - 6	FT PT	FT PT	FT PT
Others with college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT	FT PT
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 3	FT - 0 PT - 0	FT PT	FT PT	FT PT
Administrators/coordinators with a college degree	FT - 0 PT - 1	FT - 0 PT - 1	FT PT	FT PT	FT PT
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT	FT PT
Totals	FT - 0 PT - 35	FT - 0 PT - 35	FT PT	FT PT	FT PT

Table 24

<b>Site Name: Richland County Elementary-West</b>	<b>First Year of Grant (GrK-5) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Certified teachers from school of students	FT - 0 PT - 13	FT - 0 PT - 6	N/A	N/A	N/A
Certified teacher, but not from the school of the students	FT - 0 PT - 3	FT - 0 PT - 0	N/A	N/A	N/A
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 4	FT - 0 PT - 0	N/A	N/A	N/A
Others without college degree who teach/tutor in 21stCCLC	FT - 0 PT - 2	FT - 0 PT - 0	N/A	N/A	N/A
Others with college degree who do not teach/tutor in 21stCCLC	FT PT	FT - 0 PT - 0	N/A	N/A	N/A
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 2	FT - 0 PT - 0	N/A	N/A	N/A
Administrators/coordinators with a college degree	FT - 0 PT - 2	FT - 0 PT - 0	N/A	N/A	N/A
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0	N/A	N/A	N/A
Totals	FT - 0 PT - 26	FT - 0 PT - 6	N/A	N/A	N/A



Table 25

<b>Site Name: Richland County Middle School</b>	<b>First Year of Grant (Gr6-8) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Certified teachers from school of students	FT - 0 PT - 8	FT - 0 PT - 7	FT PT	FT PT	FT PT
Certified teacher, but not from the school of the students	FT - 0 PT - 5	FT - 0 PT - 1	FT PT	FT PT	FT PT
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 3	FT - 0 PT - 5	FT PT	FT PT	FT PT
Others without college degree who teach/tutor in 21stCCLC	FT - 0 PT - 13	FT - 0 PT - 8	FT PT	FT PT	FT PT
Others with college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 2	FT - 0 PT - 1	FT PT	FT PT	FT PT
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 1	FT - 0 PT - 2	FT PT	FT PT	FT PT
Administrators/coordinators with a college degree	FT - 0 PT - 2	FT - 0 PT - 1	FT PT	FT PT	FT PT
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT	FT PT
Totals	FT - 0 PT - 34	FT - 0 PT - 25	FT PT	FT PT	FT PT

### Staff Training

Describe the professional development provided to staff during the past year. Include by site, who (use job titles) completed what training, the length of training, and the provider.

Table 26

<b>Site Name: Richland County Elementary-East &amp; West Second Year of Grant (Gr K-8) SY2015-16</b>				
<b>Date</b>	<b>Title/Name of Professional Development</b>	<b># of staff in attendance</b>	<b>Length of Training</b>	<b>Provider</b>
8-27-15	Tiger Zone Meeting	35	30 minutes	Sherry Geier

Table 27

<b>Site Name: Richland County Elementary-East, West &amp; Middle Schools Second Year of Grant (Gr 3-5) SY2015-16</b>				
<b>Date</b>	<b>Title/Name of Professional Development</b>	<b># of staff in attendance</b>	<b>Length of Training</b>	<b>Provider</b>
7-6-15	Summer 5 <sup>th</sup> Block Meeting	15	1 hour	Sherry Geier
5-27-15	At-Risk for Middle School	5	1 hour	IL Dept. of Public Health
2-12-16	Staff Development/Growth Mindset	9	2 hours	Sherry Geier
12-30-15	Growth Mindset	8	Monthly Face-to face Meetings & Weekly posts	Sherry Geier
1-4-16	Growth Mindset Book Club	12	Monthly Face-to face Meetings & Weekly posts	Sherry Geier
11-23-15	Growth Mindset	14	1 hour	Sherry Geier
9-1-15	5 <sup>th</sup> Block Staff Meeting	15	1 hour	Sherry Slankard
5-2-16 & 5-3-16	Spring Conference for Director & Site Managers	5	2 days	21 <sup>st</sup> CCLC
Ongoing	DCFS Mandated Reporting Training	All	Online	Bushue Human Resources

## Staff Turnover

Table 28

<b>Site Name: Richland County Elementary School (East &amp; West)</b>	<b>First Year of Grant SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Administrators/Directors/ Coordinators	1	0			
Teachers/Tutors	0	0			
Total	1	0			

Table 29

<b>Site Name: Richland County Middle School</b>	<b>First Year of Grant (Gr6-8) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Administrators/Directors/ Coordinators	0	0			
Teachers/Tutors	0	0			
Total	0	0			

## Staff Ratios and Makeup

Table 30

<b>Site Name: Richland County Elementary School</b>	<b>First Year of Grant SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Staff:Student Ratio	1:7	1:5			
#Volunteers	0	0			
# Paraprofessionals	14	4			
#Certified Teachers	20	18			
# Others-Administrators	1	1			

Table 31

<b>Site Name: Richland County Elementary School-West</b>	<b>First Year of Grant SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Staff:Student Ratio	1:5	1:7			
#Volunteers	0	0			
# Paraprofessionals	8	0			
#Certified Teachers	16	6			
# Others-Administrators	2	0			

Table 32

<b>Site Name: Richland County Middle School</b>	<b>First Year of Grant (Gr6-8) SY2014- 15</b>	<b>Second Year of Grant Su2015 SY2015-16</b>	<b>Third Year of Grant Su2016 SY2016-17</b>	<b>Fourth Year of Grant Su2017 SY2017-18</b>	<b>Fifth Year of Grant Su2018 SY2018- 19</b>
Staff:Student Ratio	1:4	1:7			
#Volunteers	0	0			
# Paraprofessionals	19	3			
#Certified Teachers	13	7			
# Others-Administrators	2	0			

### Teacher Surveys

Table 33

<b>21st CCLC Annual Teacher Survey (Richland County Elementary-East &amp; West)</b>		
<b>Survey Question</b>	<b>Teachers' Responses</b>	
	<b>Yes</b>	<b>No</b>
<b>1. Activities:</b>		
Does the program offer enough variety of activities to students?	9	2
Do the activities you lead require prep time?	9	2
Do you have the resources you need to lead the activities that are scheduled?	11	0
Do you have ideas for additional activities?	9	3

Additional comments/recommendations		<p>1) More community activities, take to nursery homes, police, firemen, plant flowers throughout town, city clean up day, volunteer work around town.</p> <p>2) We need other options during the first hour, possibly from 4:00 - 4:30. Additional activities such as knitting, publishing their own books, book trailers. Open library for checkouts &amp; reading. Set up a listening center for them where they could listen/read along with picture books.</p>					
<b>2. Leadership:</b>							
Do you feel supported in your position with the program?		12			0		
Do you feel that your ideas are heard?		11			1		
Additional comments/recommendations							
<b>3. Professional Development:</b>		<b>Online</b>	<b>Face-to-face</b>	<b>Workshops</b>	<b>Conferences</b>	<b>Meetings</b>	<b>Other</b>
Do you prefer:		5	5	1	0	0	0
What would help you work more effectively with our students?		<p>1) Limit of kids, more time for session</p> <p>2) A better way to communicate both ways with teachers - what do they need from us during tutoring &amp; what things we see students doing in Tiger Zone?</p>					
Additional comments/recommendations							
<b>4. Scheduling:</b>		<b>Yes</b>			<b>No</b>		
Does the current schedule work for your site/students?		10			1		
Additional comments/recommendations		Too long in first block. Cut it to half hour or at least 45 min. This would allow groups such as cooking more time. Students having a choice after 4:00 would help greatly.					
<b>5. Students:</b>							
Could we/should we serve more or different students?		7			4		
If yes, please share ideas:		<p>1) Off-campus activities such as movies, bowling, skating, plays.</p> <p>2) Offer 1 or 2 week programs or camps &amp; advertise: Join for a week/2 weekd of making your own book, or tennis, or creating a play, etc.</p> <p>3) Bowling, movies, skating, plays</p> <p>4) Maybe have students sign up for one trimester at a time.</p>					

	5) All children should be included 6) Off-campus experiences (skating, bowling, plays/musical)	
Would you send your own child to this program?	11	1
Additional comments/recommendations	My tutoring group has approx. 8 kids & usually 4 or 5 adults. We do not need to many people. It is a waste!	

Table 34

<i>21st CCLC Annual Teacher Survey</i> (Richland County Middle)						
Survey Question	Teachers' Responses					
	Yes	No				
<b>1. Activities:</b>						
Does the program offer enough variety of activities to students?	15	1				
Do the activities you lead require prep time?	7	10				
Do you have the resources you need to lead the activities that are scheduled?	17	0				
Do you have ideas for additional activities?	6	8				
Additional comments/recommendations	1) Funding for snacks/food 2) Rock wall climbing in Spring, planting flowers/trees, snowflake making, 9-square					
<b>2. Leadership:</b>						
Do you feel supported in your position with the program?	17	0				
Do you feel that your ideas are heard?	17	0				
Additional comments/recommendations	1) High School kids should turn in phones before working. 2) All leaders must be consistent with rules for the kids and what is allowed.					
<b>3. Professional Development:</b>						
Do you prefer:	Online	Face-to-face	Workshops	Conferences	Meetings	Other
	3	6	4	1	2	0
What would help you work more effectively with our students?	1) Physical Activities, communication, expectations 2) Ideas of things I can do with interested students 3) Having all the homework assignments/notes printed out.					

Additional comments/recommendations		
<b>4. Scheduling:</b>	<b>Yes</b>	<b>No</b>
Does the current schedule work for your site/students?	17	0
Additional comments/recommendations		
<b>5. Students:</b>		
Could we/should we serve more or different students?	6	9
If yes, please share ideas:	1) Let parents know about program (tell them directly). It's not just for disadvantaged kids. 2) If they need the help and attention, then they should be given that opportunity.	
Would you send your own child to this program?	14	2
Additional comments/recommendations	1) More active, less sitting, better, healthier snacks, less sugar	

**Sources:** Teacher Survey, Sign-in Sheets at Professional Learning Activities

**Intervals:** End of each Semester (Fall/Spring)

### Program Governance

The 21st CCLC program for the Richland County CUSD#1 is organized by program leadership including a project director and site managers. The project director is fundamentally in charge of compliance, the budget, data collection, and aggregation for reporting purposes. The project director meets regularly with school day staff and administration, district administration and accounting office staff, site managers, and site office staff. The project director also attends meetings and professional development. Site managers are responsible for the day-to-day operation of the programs and sites. Site managers create schedules, distribute time sheets, find substitutes, handle discipline issues, and parent concerns.

In addition to leadership/administrative staff, an Advisory/Stakeholder's Board also exists. This group meets not less than once per year to receive updates, provide feedback, and help make decisions for the program going forward. A student advisory board is in place for the (2016-17) school year. Student input is also gathered through surveys and informal, anecdotal conversations. Parent/family input is gathered through the use of surveys and anecdotal information.

### Summary

**Data:**

- Staff members do not leave the program.
- Professional development is adequate.

- Staff surveys reflect that the majority of respondents have positive comments about the program overall, including program hours, activities offered, and overall student behavior.
- The ratio of staff to students is fairly consistent throughout the three sites.

#### **Challenges:**

- Staff members are offered the opportunity to offer activities and programs to the students that match their strengths and interests and personal schedules. This allows more job satisfaction and fewer turnovers. This is difficult for site managers to create schedules and make sure all students have choices each day.
- Some staff members are unwilling to develop activities and rely on site managers to plan activities or place them in supervisory roles that require no planning.
- Professional development is offered to all, offered in a variety of formats, and is relevant to the needs of the program and individual. Not all staff participates in professional learning opportunities.

#### **Program Improvement:**

- Expectations are to continue to offer staff members choice in relationship to schedules, activities/lessons, and professional development. A low staff turnover rate is evidence that current practices are effective.
- Hiring practices were re-evaluated and staff: student ratios were re-considered for the 2016-17 school year program.

## **IV. Progress toward Objectives**

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

**Performance Indicator 1a.** The state assessment scores of the participants will show an increase in performance. Participants will show progress in reading and mathematics scores on the state assessment.

#### **Measurement 1a.**

PARCC test scores comparing SY2014-15 to SY2015-16 for grades 3 through 8 will be reviewed. Scores for students who attended the program 30 days or more will be compared to determine how many increased, decreased, and remained the same using the ISBE rating scale of 1-5 with “5” being exceeded expectations, “4” met expectations, “3” approached expectations, “2” partially met expectations, “1” did not yet meet expectations.



**Richland County Elementary School-East**

Chart 1

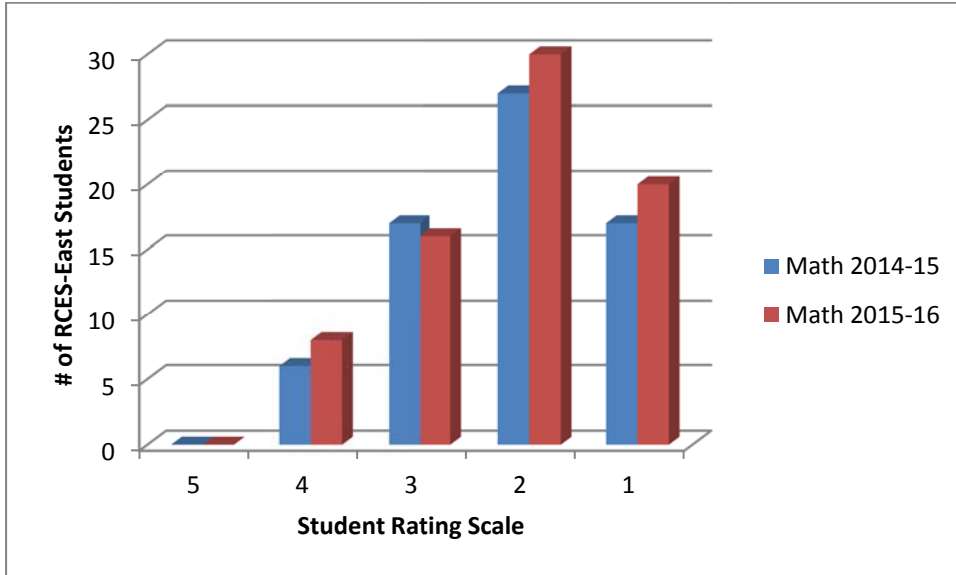
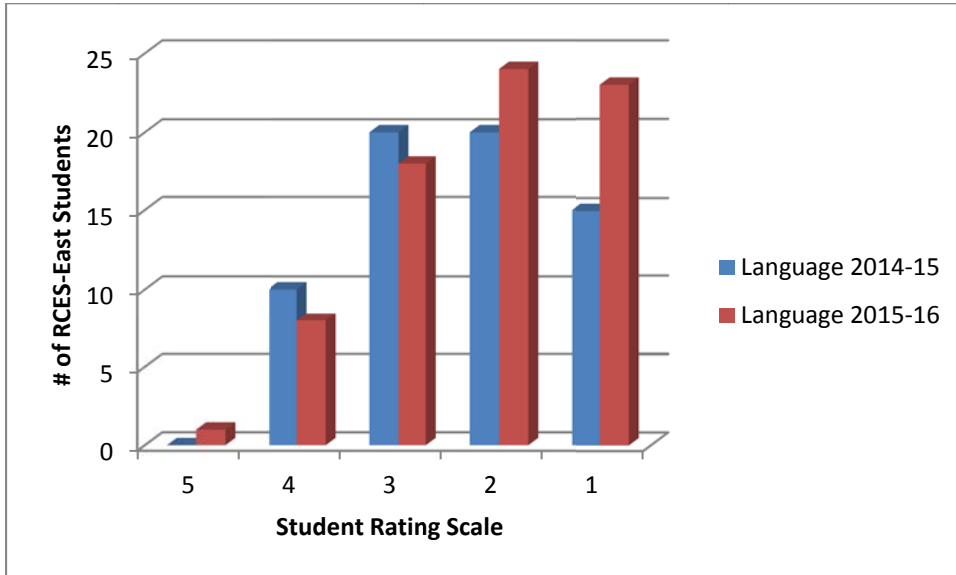


Chart 2



**Richland County Elementary School-West**

Chart 3

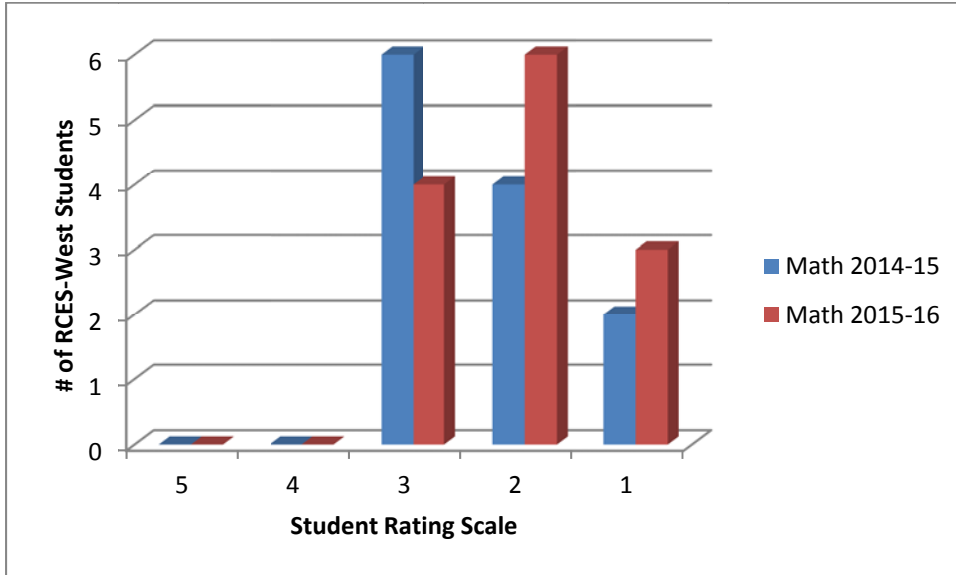
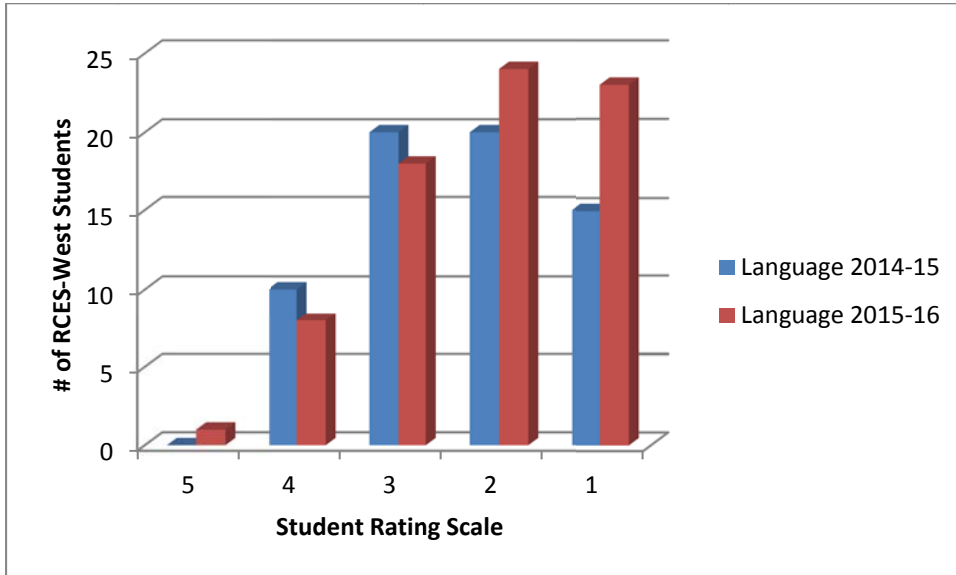


Chart 4



**Richland County Middle School**

Chart 5

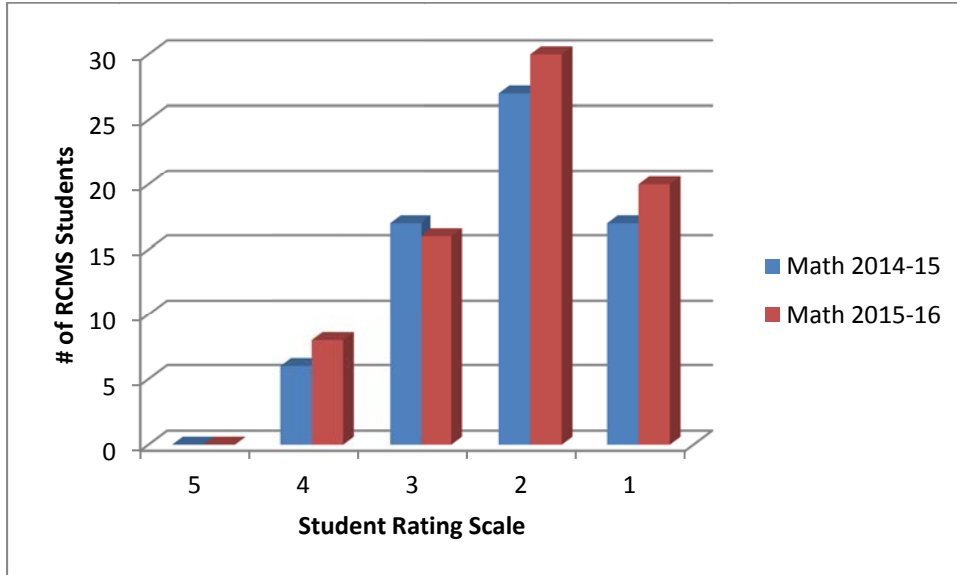
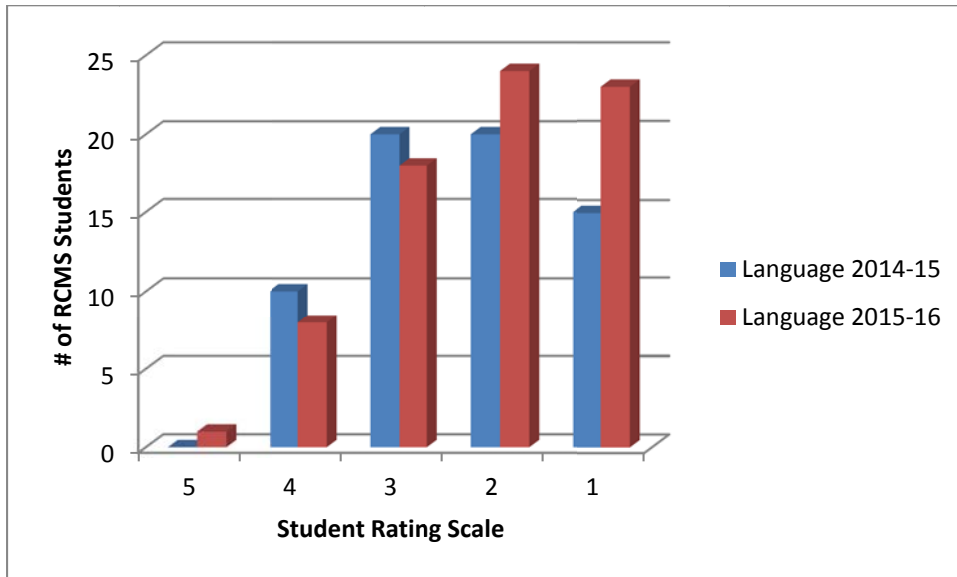


Chart 6



**Performance Indicator 1b.** Participants will show improvement in academic achievement.  
(Students who attended >30 days).

**Measurement 1b.** Individual student's grades, Retention rate and/or promotion of participants.

**Sources:** Report Card/Student Information System Reports

**Intervals:** By Term, End of Year

### Teacher Survey Results - All Sites/Grades K-8

Table 35

<60 Attendance Days								
	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Slight decline	Moderate decline	Significant Decline
Turning in homework on time	45	7	12	21	21	3	1	0
Completing homework to teacher satisfaction	39	9	16	22	19	2	2	0
Participating in class	38	5	18	19	30	0	0	0
Volunteering	38	6	9	20	37	0	0	0
Attending class regularly	72	5	3	5	23	1	0	1
Being attentive in class	41	5	11	22	25	3	0	0
Behaving well in class	62	4	11	11	17	4	1	0
Academic performance	29	10	20	33	15	0	0	0
Coming to school motivated to learn	43	6	10	25	26	1	1	0
Getting along well with other students	67	3	9	13	17	1	0	0

Table 36

60-89 Attendance Days								
	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Slight decline	Moderate decline	Significant Decline
Turning in homework on time	38	16	11	28	17	3	1	0
Completing homework to teacher satisfaction	31	16	17	17	22	2	1	0
Participating in class	35	9	22	22	28	0	0	0
Volunteering	43	6	14	14	37	1	0	0
Attending class regularly	71	6	6	6	22	1	0	0
Being attentive in class	32	10	20	20	22	3	0	0
Behaving well in class	54	6	8	8	21	2	1	0
Academic performance	19	23	20	20	17	3	0	0
Coming to school motivated to learn	40	9	15	15	24	2	2	0
Getting along well with other students	63	7	8	8	14	5	1	1

Table 37

>89 Attendance Days								
	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Slight decline	Moderate decline	Significant Decline
Turning in homework on time	23	3	6	7	8	0	0	0
Completing homework to teacher satisfaction	18	3	9	19	7	0	0	0
Participating in class	23	1	6	20	7	0	0	0
Volunteering	20	1	5	13	15	0	0	0
Attending class regularly	36	0	1	10	11	0	0	0
Being attentive in class	20	2	6	26	8	0	0	0
Behaving well in class	26	1	5	23	7	2	0	0
Academic performance	19	4	7	33	4	0	0	0
Coming to school motivated to learn	15	1	3	24	11	1	0	0
Getting along well with other students	25	1	3	7	7	4	0	0

**Activities:**

Academic tutoring and homework assistance was offered to students who attended the program at all sites.

**Measures, Data Collection, and Analysis:**

Data collected includes teacher surveys (end of year), report card grades, comparing first marking period and last marking period (for grade levels using that system).

**Limitations of Data:**

The state assessment for this past year was PARCC testing. Standards based grading is being phased in at the elementary level. Grades K-2 utilize that system of reporting and each year the practice will progress to the next grade level. SY2015-16 Grades K-1 only have teacher survey information to report.

**Challenges:**

PARCC testing is for grades 3 through 8 limiting the ability to compare progress throughout all grades. Additionally, PARCC testing has been administered for only two years.

Standards based grading cannot be reported in the same manner as traditional grades.

Teacher Surveys will reflect bias.

### Summary and Recommendations:

All sites offer devoted homework/tutoring time each day. The middle school site manager checks grades and has implemented a policy reflective of students who play sports. If a student is flunking a class, he/she is not eligible for the enrichment and fun portions of the program until that situation is rectified.

Site managers are in constant contact with school day counselors, teachers, and administrators. Staff can be hired to decrease the ratio of student: teacher during homework/tutoring time as needed.

### 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, and sports and other recreation activities.

**Performance Indicator 2a.** Students participating in the program will have a higher attendance rate and changes in their attitudes toward school.

**Measurement 2a:** Attendance rates, student survey, activity attendance

**Sources:** Student Survey, Activity Attendance Records

**Intervals:** By Term

Table 38 - Richland County Elementary-East - Avg # of students who participate when that activity is offered

Activity Type	Art/ Craft	Academic/ Homework	Computers/ Technology	Cooking/ Relationship	Library	Physical Fitness	Recreation	Science
Avg#	18	42	28	10	8	30	21	10

Table 39 - Richland County Elementary-Est - Avg # of students who participate when that activity is offered

Activity Type	Art/ Craft	Academic/ Homework	Computers/ Technology	Cooking/ Relationship	Library	Physical Fitness	Recreation	Science
Avg#	18	42	28	10	8	30	21	10

Table 40 - Richland County Middle School- Avg # of students who participate when that activity is offered

Activity Type	4-H/ AG	Art/ Craft	Academic/ Homework	Advisory	Band/Music	Coll/Car.	Community Service	Computers/ Technology	Cooking/ Relationship	Library	Physical Fitness	Recreation	Science
Avg#	6	10	19	3	20	N/A	8	10	20	N/A	13	11	11

## Student Survey-End of Year- Richland County Elementary-East &amp; West

Table 41

<b>Activity</b>	<b>Loved it</b>	<b>Liked it</b>	<b>Needs Improvement</b>	<b>Wouldn't do it again</b>
Taekwondo	5	4	3	9
Science Experiment	24	8	2	3
Bowling	23	7	8	4
Skating	31	4	5	3
Humane Society	7	3	3	3
Kickball	26	7	3	6
Dodgeball	30	9	3	3
Football	14	1	2	6
Fox River Apartments	7	2	5	5
Volleyball	24	7	5	5
Legos	27	7	2	2
Cooking	33	3	3	2
Sidewalk Chalk	26	14	2	1
Run/Walking	18	10	6	12
Computers	46	9	2	1
Library	23	12	6	5
Arts & Crafts	25	10	2	4
Karaoke	20	8	2	7
Fashion/Nails	30	7	2	5
Games (Card & Board)	31	9	3	10
Weather	6	7	4	10

## Student Survey –End of Year-Richland County Middle School

Table 42

<b>Activity</b> (Rated on a scale of 1-5, with 5 being the highest rating)	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Homework Help	10	6	5	1	1
Off-campus Activities	19	2	3	0	0
Physical Fitness	16	7	1	0	0
Arts & Crafts	14	3	4	0	3
Misc.	13	14	1	0	1

**Performance Indicator 2b.** Students participating in the program will graduate from school.

**Measurement 2b.** Student Survey, Attendance Rates

**Sources:** Student Survey (student attendance and attitudes), Student Information System Reports

**Intervals:** End of Year

### **Activities:**

Students are offered choice of a wide variety of activities and field trips on a daily basis to capitalize on student interest. Staff members are encouraged to offer programs and activities that match the goals of the program in non-traditional ways.

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

Attendance in activities is tracked on a daily basis. Attendance at each program site is tracked immediately. Students must be signed out by an adult to leave the program before the end of the day. School day attendance is mandatory for students to attend the after school program.

### **Limitations of Data:**

Not every student completes the student survey. In general, the survey is offered to students electronically or in hard copy form for a two day period. If a student does not attend the program those days, it is likely that child will not complete the survey.

### **Challenges:**

It is difficult to determine if school day attendance is increased due to the 21<sup>st</sup> CCLC program with the current methods of collecting attendance data.

### **Summary and Recommendations:**

The data currently collected in the areas of Objective 2a and 2b is insufficient to draw conclusions. A question will be added to student and parent surveys to better determine if the program makes a difference in a child's decision to attend school during the day. Another question will be added to discern if students are participating in activities that will help to keep them in school longer/graduating high school or that make them feel better about themselves in general. All data collected is shared with site managers immediately. By offering a variety of activities, staff are attempting to introduce students to opportunities that would otherwise be unavailable to students.

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

**Performance Indicator 3a.** Students in the program will show improvements in measures such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.

**Measurement 3a.** Teacher, parent, and student surveys will be reviewed.



**Sources:** Teacher Survey

**Intervals:** End of Year

**Activities:**

Site managers strive to make the program one of positive relationships with the students and meeting the child's needs. Counselors are available to students and families who participate in the program. A student/parent /faculty handbook is available.

**Measures, Data Collection, and Analysis:**

The classroom teacher survey is collected at the end of the school year program. Student and family surveys are collected at the end of the semester.

**Limitations of Data:**

Only two pieces of data is collected. Teacher bias can come into play with the surveys. Classroom teacher surveys, collected at the end of the program only, do not allow for adjustments to be made until the next year.

**Challenges:**

Though the handbook is available and presented to parents, it is not easy to determine if parents and students have read the material. Not all staff members work to create positive relationships with students, but participate instead for the additional pay. Those staff members are often rigid and do not allow students the flexibility that is encouraged for the after school setting.

**Summary and Recommendations:**

Continued efforts will be made by site managers to reinforce school day learning in the area of behavior and making good choices. Clear routines and procedures will be set to eliminate and "get in front of" potential issues. Students will be helped to make connections and direct instruction in this area part of every conversation with students having behavior or attitude issues. Consideration will be given to starting social-emotional groups that will meet with counselors during the after school program. Survey questions will be reviewed before December 2016 dissemination.

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

**Performance Indicator 4a.** The grantees will offer enrichment and other support services for families of participants

**Measurement 4a.** Activities offered

**Sources:** Description of activities, Attendance/participation (See Tables 16-18 & 36-38)

**Intervals:** By term

**Performance Indicator 4b.** All families of participants will have opportunities to be more involved in their children's education and increase their children's learning opportunities.

**Measurement 4b.** The type and extent of collaborations and parent/adult satisfaction survey.

**Sources:** Parent/adult satisfaction survey (See Tables 33-37 & 43)

**Intervals:** Post program surveys

Table 43-Sample family event evaluation (Dave Ramsey Financial Series)

Question	Responses
This workshop was helpful to me as a parent?	73.3% marked "Very Helpful"
The best feature of this 6 week course was:	"Charts, Special Speaker, Ways to Save"; "Good clear speaking & great information"; "Taxes & savings"; "Learning Dave's rules & learning ways to save"; "Getting out of debt and saving"; "Just hearing the facts about smart money and how to get on track with spouse about budgets."; "It was all good!".
I am interested in participating in more classes to hear the rest of the material covered by Dave Ramsey:	100% marked "Yes"
Other comments:	"Really enjoyed the class"; "Time is perfect. Thanks for providing water & snacks!"; "Thank you for the information!"; "Would enjoy one for young children just to plant the seed in my 3 <sup>rd</sup> graders' mind."; "Enjoyed learning to save in other ways."; "Very helpful".
Other topics not related to Dave Ramsey that I would be interested in learning about?	"Not sure what else Dave Ramsey offers but would come to the class."; "Definitely more money management, savings, etc."; "Effective parenting that is stress free on parent and child, if possible. Just wanna be a great parent of a capable child going into the big world."

### Activities:

Families are invited to attend activities/events/educational opportunities that are offered collaboratively with the school district and community organizations.

### Measures, Data Collection, and Analysis:

Attendance at events is recorded through registration sheets at each event. Completion of evaluation forms is a mandatory expectation at each event. Evaluation forms have been presented in electronic and paper formats.

### Limitations of Data:

Evaluation forms are not completed by all participants. People who do not attend any/few events often do not ever complete a survey or evaluation form, thereby their voices/opinions are never heard.

### **Challenges:**

Families are busy. Activities/events connected to school and after school programs are not a priority when so many other options are available. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities. It is somewhat difficult to market an activity that encourages parents to become “better parents”. Parents prefer to attend activities that improve the family unit as a whole rather than singling out the parents.

### **Summary and Recommendations:**

Parents and families have to see an immediate payback to attend face-to-face events. The activities best attended were those in which students were performing or showing work (entertainment) and the ones that allowed families to take away with something they viewed as valuable (financial planning and strategies through the Dave Ramsey series). More investigation will be placed into developing activities that will educate as well as meet the needs of today’s families. Other formats for family engagement will be explored.

**Objective 5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.**

**Performance Indicator 5.** Majority of grants will be awarded in high-poverty communities.

**Measurement 5.** Free and reduced lunch eligibility of participants and participants’ test scores, grades, and promotion rates.

**Sources:** Free and Reduced data from Tables 10-15

**Intervals:** Beginning of year

Table 44

	<b>Richland Count Elementary-East</b>	<b>Richland Count Elementary-West</b>	<b>Richland County Middle School</b>
<b>Free/Reduced % &lt;30 Days</b>	33% (17/51)	100% (13/13)	55% (51/92)
<b>Free/Reduced % &gt;30 Days</b>	79% (78/99)	100% (32/32)	76% (58/76)

### **Activities:**

Students who are invited/encouraged to attend the program are those that school day staff or community organizations have referred as being at risk in some way. Other students are welcomed to the program.

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

Tables 10-15 reveal the demographics of the students who participated in the 21stCCLC program during 2015-2016.

### **Limitations of Data:**

No limitations are viewed for the examination of this data. School day office staff and administration provide the necessary information about each student participant using student information system data.

### **Challenges:**

Program staff, site managers, and project director always question if students who are of the most need attend the program. Due to the rural location of the sites, some students who would benefit from the program were not allowed to attend due to transportation issues (transportation is provided, but only to bus stops, if a family member cannot make it to the bus stop, some students are excluded), family obligations (older students are needed to babysit younger students), or other obligations for the student (i.e. sports) or family members (i.e. work, taking care of aging parents).

### **Summary and Recommendations:**

Current practices and procedures for recruiting and retaining at risk students are working. SY2015-16 free and reduced percentages for program participants were slightly higher than school day percentages for the overall school population. Teachers encourage students who are struggling academically to register for the program.

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

**Performance Indicator 6.** All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program.

**Measurement 6.** Number of workshops and topics addressed by each, attendance at workshops.

**Sources:** Logs of workshops (topics, attendance) See Tables 26 & 27

**Intervals:** Ongoing

### **Activities:**

Professional development is offered to 21<sup>st</sup> CCLC staff on an as-needed/as-wanted basis as well as a required basis.

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

Attendance at events is recorded through registration sheets at each event. Completion of evaluation forms is a mandatory expectation at each event. Evaluation forms have been presented in both electronic and paper formats.

### **Limitations of Data:**

Evaluation forms are not completed by all participants. People who do not attend any/few events often do not ever complete a survey or evaluation form, thereby their voices/opinions are never heard. Often, anecdotal questions are left unanswered. Some events are only attended by one staff member (i.e. project director).

### **Challenges:**

Adults/teachers are busy. Many school day staff are employed by the after school program. After working all day, then adding another one-three hours to that work day and meet their own family commitments, leaves little time or desire to attend professional learning. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities.

### **Summary and Recommendations:**

Use of web-based/electronic professional development opportunities will be offered to staff, allowing people to gain the knowledge at a time that is convenient for them. Mandatory meetings and trainings will continue to be attended by appropriate staff as determined by ISBE. For the SY2016-17 school year, staff will be allowed to choose topics and delivery formats that support their learning styles and time availability. Site managers will offer one-four hours of professional learning that staff can use to meet and plan together, research, work through online training (i.e. Y4Y offerings), meet with site managers, or choose a book or journal article to read together and study.

### **Objective 7. Projects will create sustainability plans to continue the programs beyond the federal funding period.**

**Performance Indicator 7.** All grantees will provide the detail plan of coordination and collaboration efforts.

**Measurement 7.** List of coordinating/collaborating agencies and types of services.

**Sources:** Lists and Letters

**Intervals:** Annual

With the assistance of all of the many identified agencies, clubs, and organizations, RCCUSD#1 has been able to offer a continuum of services to the students and their families. RCCUSD#1 implemented Full-Service Community Schools Programs in each of the three schools, ensuring on-going coordination of academic, social and health services through established community partnerships. Families' involvement is critically important in supporting the student's success

throughout the 21<sup>st</sup> CCLC programs of Richland County. Our named partners including: Olney Community College (OCC); Trust Bank; First National Bank in Olney; Rotary Groups; Interagency Networking Group; and other local agencies and organizations including SWAN (Stop Women Abuse Now), Good Samaritan of Richland County, Olney Elks Club, Master's Hand, and Big Brother, Big Sister of Richland County, have assisted the district for many years in addressing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of the students served. Connections with these groups, especially the banking community have led to discussions for the future.

The components of the program that will be the most difficult to sustain will be the salaries for the certified and non-certified (but very committed) staff. These effects will be most noticed during the homework and tutoring components of the program initially. A lack of transportation for students, especially the younger ones and ones who live in rural/remote locations and for those whose parents do not have a reliable means of transportation will also be a barrier. Salaries and transportation are the two biggest expenses for the program.

Program staff has been fortunate to develop collaborative relationships with the 4-H and Ag in the Classroom providers in our county. Their programs also provide funding and staffing to offer children and families opportunities that would otherwise not exist. These newly developed partnerships have become a source of new ideas and prospects for our students. Their focus is on science, technology, engineering and mathematics (STEM), which is well aligned to several of our academic and college and career readiness goals for the 21<sup>st</sup> CCLC. Olney Central College (OCC) has also been instrumental in offering activity space, field trip destinations (to observe their programs in action), and other supports. Big Brother/Big Sister has shared in offering parent/family programming, a benefit to both groups.

The advisory group consists of the listed partners. In addition to this group, beginning in fall 2016, student advisory groups will also be developed at each location to get real-time feedback from the students and give them a voice in the program. Ideas from those advisory group meetings will be shared electronically with staff members so the student ideas can become reality with the support of the adults.

### **Other Objectives/Findings:**

Successes not measured by a table or chart:

- Students want to come on days when the program is not available.
- Having to turn people away who want to work with the kids and program-Site Managers have a waiting list of people who want to become part of the program.
- A custodian with a love for fishing has started a fishing club with middle school students. Not only do students learn how to fish, but also how to clean and prepare the fish to eat. Students are able to participate in Taekwondo.
- Students appreciate exploring their community through field trips.

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

Strengths:

- Academic tutoring and homework assistance was offered to students who attended the program at all sites. Teachers saw an improvement in student academic performance.

- Students are offered choice of a wide variety of activities and field trips on a daily basis to capitalize on student interest. Staff members are encouraged to offer programs and activities that match the goals of the program in non-traditional ways.
- Site managers strive to make the program one of positive relationships with the students and meeting the child's needs. Counselors are available to students and families who participate in the program. A student/parent /faculty handbook is available.
- Families are invited to attend activities/events/educational opportunities that are offered collaboratively with the school district and community organizations.
- Students who are invited/encouraged to attend the program are those that school day staff or community organizations have referred as being at risk in some way. Other students are welcomed to the program.
- Professional development is offered to 21stCCLC staff on an as-needed/as-wanted basis as well as a required basis. Staff have been offered, when appropriate, online training (i.e. Y4Y), in addition to face-to-face.
- With the assistance of all of the many identified agencies, clubs, and organizations, RCCUSD#1 has been able to offer a continuum of services to the students and their families. RCCUSD#1 implemented Full-Service Community Schools Programs in each of the three schools, ensuring on-going coordination of academic, social and health services through established community partnerships.

#### Challenges:

- Communication-Though the handbook is available and presented to parents, it is not easy to determine if parents and students have read the material and bulletin. Not all staff members work to create positive relationships with students, but participate instead for the additional pay. Those staff members are often rigid and do not allow students the flexibility that is encouraged for the after school setting.
- Family Engagement-Families are busy. Activities/events connected to school and after school programs are not a priority when so many other options are available. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities.
- Transportation-Program staff, site managers, and project director always question if students who are of the most need attend the program. Due to the rural location of the sites, some students who would benefit from the program were not allowed to attend due to transportation issues (transportation is provided, but only to bus stops, if a family member cannot make it to the bus stop, some students are excluded), family obligations (older students are needed to babysit younger students), or other obligations for the student (i.e. sports) or family members (i.e. work, taking care of aging parents).
- Professional Learning-Adults/teachers are busy. Many school day staff are employed by the after school program. After working all day, then adding another one-three hours to that work day, leaves little time to expand one's mind, ideas, or personal growth. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities.

#### Recommendations:

- A question will be added to student and parent surveys to better determine if the program makes a difference in a child's decision to attend school during the day. Another question will be added to discern if students are participating in activities that will help to

keep them in school longer/graduating high school or that make them feel better about themselves in general. (Project Director will add the additional questions to the spring student survey template provided to Site Managers)

- Continued efforts will be made by site managers to reinforce school day learning in the area of behavior and making good choices. Clear routines and procedures will be set to eliminate and “get in front of” potential issues. Students will be helped to make connections and direct instruction in this area part of every conversation with students having behavior or attitude issues. Consideration will be given to starting social-emotional groups that will meet with counselors during the after school program. (Site Managers will check with counselors)
- Parents and families have to see an immediate payback to attend face-to-face events. The activities best attended were those in which students were performing or showing work (entertainment) and the ones that allowed families to take away with something they viewed as valuable (i.e. Dave Ramsey budgeting series). More investigation will be placed into developing activities that will educate as well as meet the needs of today’s families. (Project Director and Site Managers will continue to meet with school district family coordinator and outside organizations to find the best use of time and energies focused on family engagement.)
- More use of web-based/electronic professional development opportunities will be offered to staff, allowing people to gain the knowledge at a time that is convenient for them. Mandatory meetings and trainings will continue to be attended by appropriate staff as determined by ISBE. (Project Director will research best practices around professional development)
- Continued networking and program advertising and promotions will be utilized to let more people in the community realize the vital work that is happening with Richland County youth during the 21<sup>st</sup> CCLC program. (Project Director and Site Managers will publicize via social media and the local newspaper, attend meetings for local organizations when invited, and be positive models for staff and community members)

## **VI. Dissemination of Evaluation**

This evaluation will be submitted electronically to the EDC to meet the requirements of the grant. A copy will also be sent (electronically) to the consultant at ISBE’s College and Career Readiness Division connected to the Richland County CUSD#1 grant. In addition, the evaluation will be presented to the Richland County CUSD#1 School Board and administrators during the November 2016 school board meeting. This will be in conjunction with a presentation about the benefits of the 21<sup>st</sup> CCLC for the students of Richland County. After presentation to the Board of Education, the evaluation report will be posted on the district website.