

**Statewide Evaluation**  
**21<sup>st</sup> Century Community Learning Centers in Illinois**  
**2016-17**

**Richland County CUSD #1**

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**Statewide Evaluation**  
**ISBE 21<sup>st</sup> Century Community Learning Center Program**  
**Richland County CUSD#1**  
**2016-2017**

**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 2016/17 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 K-5. The parochial school, St. Joseph's Catholic School, also sends students to the program. The program was offered from September 2016-April 2017, and a four-week summer program was offered in July 2016. 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 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 attending the East Richland Middle School and St. Joseph Parochial School. 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.

## **The FY2017 Grant Program Information:**

The 2016-17 program was able to continue the successes of the previous year and adjust the areas of weakness. The elementary programs have had stable leadership and staffing. A challenge for the elementary aged children has been developing a system that allows student choice during enrichment times (like the middle school program) while providing structured time and effective homework and tutoring opportunities daily.

The middle school program is challenged to find enough school day teachers who are knowledgeable enough to help with the more complex and advanced math and science homework. Positives for the middle school remain the stable leadership and outside individuals who are interested in the kids and the program.

### **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, ELL status, 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 2016-2017 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	111	184		
a) Number of students attending less than 30	N/A	42	119		



days					
b) Number of students attending 30-59 days	N/A	29	36		
c) Number of students attending 60-89 days	N/A	29	52		
d) Number of students attending 90+ days	N/A	11	16		

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	95		
a) Number of students attending less than 30 days	N/A	0	95		
b) Number of students attending 30-59 days	N/A	0	0		
c) Number of students attending 60-89 days	N/A	0	0		
d) Number of students attending 90+ days	N/A	0	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	134		
a) Number of students attending less than 30 days	118	42	30		
b) Number of students attending 30-59 days	54	29	36		
c) Number of students attending 60-89 days	0	29	52		
d) Number of students attending 90+ days	0	11	16		

**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	45	60		
a) Number of students attending less than 30 days	N/A	13	20		
b) Number of students attending 30-59 days	N/A	12	14		
c) Number of students attending 60-89 days	N/A	17	23		
d) Number of students attending 90+ days	N/A	3	3		

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	0		
a) Number of students attending less than 30 days	N/A	0	0		
b) Number of students attending 30-59 days	N/A	0	0		
c) Number of students attending 60-89 days	N/A	0	0		
d) Number of students attending 90+ days	N/A	0	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	60		
a) Number of students attending less than 30 days	N/A	13	20		
b) Number of students attending 30-59 days	N/A	12	14		
c) Number of students attending 60-89 days	N/A	17	23		
d) Number of students attending 90+ days	N/A	3	3		

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	133		
a) Number of students attending less than 30 days	N/A	27	52		
b) Number of students attending 30-59 days	N/A	15	33		
c) Number of students attending 60-89 days	N/A	11	38		
d) Number of students attending 90+ days	N/A	7	10		

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	133		
a) Number of students attending less than 30 days	51	51	52		
b) Number of students attending 30-59 days	24	25	33		
c) Number of students attending 60-89 days	0	18	38		
d) Number of students attending 90+ days	0	1	10		

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	31		
a) Number of students attending less than 30 days	N/A	14	31		
b) Number of students attending 30-59 days	N/A	0	0		
c) Number of students attending 60-89 days	N/A	0	0		
d) Number of students attending 90+ days	N/A	0	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	61		
Male	64	15	36		
Female	54	36	25		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	N/A	N/A	8		
1	N/A	N/A	8		
2	N/A	N/A	8		
3	33	9	14		
4	33	12	9		
5	52	30	14		
6	N/A	N/A	N/A		
7	N/A	N/A	N/A		
8	N/A	N/A	N/A		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	1	2		
Black or African American	0	0	1		
Hispanic or Latino	0	0	7		
White	111	45	51		
Multiracial	7	5	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	0	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	12	4	6		
<b>Free or Reduced Lunch</b>					
Yes	83	17	23		

Table 11

<b>Number of Students Attending More than 30 Days 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	54	99	123		
Male	15	43	58		
Female	39	56	65		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	N/A	N/A	N/A		
1	N/A	N/A	N/A		
2	N/A	N/A	N/A		
3	18	33	41		
4	25	27	47		
5	11	39	35		
6	N/A	N/A	N/A		
7	N/A	N/A	N/A		
8	N/A	N/A	N/A		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	1	2		
Black or African American	2	1	3		
Hispanic or Latino	0	0	2		
White	47	80	116		
Multiracial	5	17	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	1	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	3	15	23		
<b>Free or Reduced Lunch</b>					
Yes	42	78	83		

Table 12

<b>Number of Students Attending <u>Less than 30 Days</u></b> <b>Richland County Elementary-West</b>	<b>First Year of Grant</b> <b>(grades k-5)</b> <b>Su2015</b> <b>SY2014-15</b>	<b>Second Year of Grant</b> <b>Su2016</b> <b>SY2015-16</b>	<b>Third Year of Grant</b> <b>Su2017</b> <b>SY2016-17</b>	<b>Fourth Year of Grant</b> <b>Su2018</b> <b>SY2017-18</b>	<b>Fifth Year of Grant</b> <b>Su2019</b> <b>SY2018-19</b>
Total Unduplicated Enrollment	29	13	20		
Male	15	4	8		
Female	14	9	12		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	0	4	4		
1	9	5	5		
2	6	0	5		
3	3	1	1		
4	3	0	1		
5	8	3	4		
6	N/A	N/A	N/A		
7	N/A	N/A	N/A		
8	N/A	N/A	N/A		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	0	0		
Black or African American	0	1	0		
Hispanic or Latino	0	0	1		
White	29	12	19		
Multiracial	0	0	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	0	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	0	3	2		
<b>Free or Reduced Lunch</b>					
Yes	14	13	8		

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	40		
Male	18	19	17		
Female	13	17	23		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	5	4	8		
1	4	8	8		
2	2	6	10		
3	7	5	5		
4	5	6	5		
5	8	7	4		
6	N/A	N/A	N/A		
7	N/A	N/A	N/A		
8	N/A	N/A	N/A		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	0	0	0		
Black or African American	0	1	3		
Hispanic or Latino	0	0	0		
White	30	34	37		
Multiracial	1	1	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	0	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	0	11	9		
<b>Free or Reduced Lunch</b>					
Yes	29	32	29		



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	52		
Male	22	41	31		
Female	29	51	21		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	N/A	N/A	N/A		
1	N/A	N/A	N/A		
2	N/A	N/A	N/A		
3	N/A	N/A	N/A		
4	N/A	N/A	N/A		
5	N/A	N/A	N/A		
6	30	28	24		
7	8	40	15		
8	13	24	13		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	1	0		
Asian/Pacific Islander	0	1	1		
Black or African American	1	1	1		
Hispanic or Latino	0	1	0		
White	50	87	50		
Multiracial	0	1	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	0	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	1	14	8		
<b>Free or Reduced Lunch</b>					
Yes	23	51	31		

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	81		
Male	14	40	47		
Female	10	36	34		
<b>GRADE</b>					
PK	N/A	N/A	N/A		
K	N/A	N/A	N/A		
1	N/A	N/A	N/A		
2	N/A	N/A	N/A		
3	N/A	N/A	N/A		
4	N/A	N/A	N/A		
5	N/A	N/A	N/A		
6	14	29	37		
7	4	35	23		
8	6	12	21		
9	N/A	N/A	N/A		
10	N/A	N/A	N/A		
11	N/A	N/A	N/A		
12	N/A	N/A	N/A		
<b>Racial/Ethnic Group</b>					
American Indian/Alaska Native	0	0	0		
Asian/Pacific Islander	1	1	3		
Black or African American	3	2	1		
Hispanic or Latino	0	0	3		
White	20	68	74		
Multiracial	0	5	0		
Do not Know	0	0	0		
<b>Limited English Proficient</b>					
Yes	1	0	0		
<b>Disability Status (Not LEP)</b>					
Yes	4	15	13		
<b>Free or Reduced Lunch</b>					
Yes	14	58	62		

### 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	95		
a) ADA for Summer Program	N/A	78	76		
b) ADA for Afterschool Program	92	124	95		
c) ADA for Before School Program	25	22	No separate attendance recorded for before school program		
d) ADA for weekend/holiday Program	N/A	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	77		
a) ADA for Summer Program	N/A	Combined with Richland County Elementary-East	Combined with Richland County Elementary-East		
b) ADA for Afterschool Program	28	28	77		
c) ADA for Before School Program	15	3	No separate attendance recorded for before school program		
d) ADA for weekend/holiday Program	N/A	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	64		
a) ADA for Summer Program	N/A	45	20		
b) ADA for Afterschool Program	44	58	64		
c) ADA for Before School Program	6	3	No separate attendance recorded for before school program		
d) ADA for weekend/holiday Program	N/A	N/A	N/A		

### Summary

**Data:** The attendance data show an overall increase in the number of students who are attending 30 days or more for each program while the overall number of students registered has stayed stable.

**Challenges:** It is difficult to keep attendance for the before school program due to bus schedules for a rural program. Some children participate, but might only be in attendance for a few minutes, not realizing the benefits of the program.

**Program Improvement:** The next step to improve attendance is for site managers and the project director to keep a watchful eye on the students who attend 20+ days and encourage them to attend enough days to add up to 30 or more. These students should be targeted after week 20 of the school year program. By interviewing these students and making personal connections, leadership would better understand why some students drop out and could make a positive impact on students' grades for the last weeks of the program.

### Family Participation

Table 19

<b>Richland County Elementary (East &amp; West) &amp; Richland County Middle School Sites in collaboration with School District programs</b>			<b>#of Participants connected to 21stCCLC</b>
<b>Date</b>	<b>Activity</b>	<b># of Participants</b>	
9-27-16	Wheels in Our Town	467	

10-25-16	Parent Workshop Mini Sessions	42	
11-15-16	Family Reading Night	433	
12-5-16	Family Workshop-Family Goals & Holiday Celebration	117	
1-26-17	Family Math & Science Night	565	
4-25-17	My Plate, My Family-Interactive Cooking Workshop	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. Currently, no purpose is served in having parents report which program/grant has brought them to the event. The goal is to have a family engagement/education program that serves as many people as possible without creating a hardship for families to choose between family time and attending school functions.

### Summary

**Data:** Family programs that were best attended by families included those that promoted entertainment for 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:** One of the targeted groups of students for the 21<sup>st</sup> CCLC program are those living in poverty. The percentage of students served by this grant, attending 30 days or more, and receiving free/reduced priced lunches, has increased each year. Research and evidence on families living in poverty show that entertainment is a priority. The family programming provided through the school district programs can provide entertainment in a manner that is wholesome, structured, systematic, and educationally focused while creating connections with the families. This is not the traditional image of parent education and engagement programs.

### III.B. Program Operations

Table 20

Site Name:	First Year of Grant (Gr 3-5) SY2014-	Second Year of Grant Su2015 SY2015-16	Third Year of Grant Su2016 SY2016-17	Fourth Year of Grant Su2017 SY2017-18	Fifth Year of Grant Su2018 SY2018-
Richland County Elementary-East					

	<b>15</b>				<b>19</b>
Total Number of Weeks Site is Open	14	28	28		
Typical Number of Days per Week	4	4	4		
Typical Number of Hours per Week	12	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	28		
Typical Number of Days per Week	4	4	4		
Typical Number of Hours per Week	12	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	28		
Typical Number of Days per Week	4	4	4		
Typical Number of Hours per Week	12	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	FT - 0	FT - 0	FT - 0	FT	FT

school of students	PT - 15	PT - 18	PT - 12	PT	PT
Certified teacher, but not from the school of the students	FT - 0 PT - 5	FT - 0 PT - 0	FT - 0 PT - 4	FT PT	FT PT
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 1	FT - 0 PT - 10	FT - 0 PT - 2	FT PT	FT PT
Others without college degree who teach/tutor in 21stCCLC	FT - 0 PT - 10	FT - 0 PT - 6	FT - 0 PT - 7	FT PT	FT PT
Others with college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 0	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 3	FT - 0 PT - 0	FT - 0 PT - 12	FT PT	FT PT
Administrators/coordinators with a college degree	FT - 0 PT - 1	FT - 0 PT - 1	FT - 0 PT - 1	FT PT	FT PT
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT
Totals	FT - 0 PT - 35	FT - 0 PT - 35	FT - 0 PT - 36	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	Combined with Richland County Elementary East	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
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 4	FT - 0 PT - 0		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
Others with college degree	FT	FT - 0		N/A	N/A

who do not teach/tutor in 21stCCLC	PT	PT - 0			
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 2	FT - 0 PT - 0		N/A	N/A
Administrators/coordinators with a college degree	FT - 0 PT - 2	FT - 0 PT - 0		N/A	N/A
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0		N/A	N/A
Totals	FT - 0 PT - 26	FT - 0 PT - 6		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 - 0 PT - 12	FT PT	FT PT
Certified teacher, but not from the school of the students	FT - 0 PT - 5	FT - 0 PT - 1	FT - 0 PT - 2	FT PT	FT PT
Others with college degree who teach/tutor in 21stCCLC	FT - 0 PT - 3	FT - 0 PT - 5	FT - 0 PT - 4	FT PT	FT PT
Others without college degree who teach/tutor in 21stCCLC	FT - 0 PT - 13	FT - 0 PT - 8	FT - 0 PT - 6	FT PT	FT PT
Others with college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 2	FT - 0 PT - 1	FT - 0 PT - 0	FT PT	FT PT
Others without college degree who do not teach/tutor in 21stCCLC	FT - 0 PT - 1	FT - 0 PT - 2	FT - 0 PT - 1	FT PT	FT PT
Administrators/coordinators with a college degree	FT - 0 PT - 2	FT - 0 PT - 1	FT - 0 PT - 1	FT PT	FT PT
Administrators/coordinators without a college degree	FT - 0 PT - 0	FT - 0 PT - 0	FT - 0 PT - 0	FT PT	FT PT
Totals	FT - 0 PT - 34	FT - 0 PT - 25	FT - 0 PT - 25	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 &amp; Middle School Third Year of Grant (Gr K-8) SY2016-17</b>				
<b>Date</b>	<b>Title/Name of Professional Development</b>	<b># of staff in attendance</b>		
7-14-16	Staff Meeting for Summer School 2016	30		
9-31-16	Tiger Zone Staff Meeting	24		
9-13-16	Professional Development Advisory Committee (PDAG) conference call	1		
10-27-16 through 11/8/16	Mandated Reporter training (online) for staff members not otherwise employed by school district	6		
11-8-16	Behavior Expectations for 5 <sup>th</sup> Block Staff	19		
11-15-16	PDAG conference call	1		
11-15-16	Tiger Zone Staff Meeting and Survey	17		
11-21-16	Webinar-Agriculture Afterschool-Cultivating STEM Success	1		
1-10-17	Project Directors' Workshop	1		
1-10-17	PDAG Face to Face meeting	1		
3-22-17	Professional Learning Webinar	1		
5-9-17	PDAG Face to Face meeting	1		
5-9-17 & 5-10-17	Spring Conference	4		

## Staff Turnover

Table 27

<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	0		
Teachers/Tutors	0	0	0		
Total	1	0	0		

Table 28

<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	0		
Teachers/Tutors	0	0	0		
Total	0	0	0		

## Staff Ratios and Makeup

Table 29

<b>Site Name: Richland County Elementary School - East</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	1:8		
#Volunteers	0	0	0		
# Paraprofessionals	14	4	4		
#Certified Teachers	20	18	16		
# Others-Administrators	1	1	1		

Table 30

<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	1:7		
#Volunteers	0	0	0		
# Paraprofessionals	8	0	2		
#Certified Teachers	16	6	7		
# Others-Administrators	2	0	0		

Table 31

<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	1:6		
#Volunteers	0	0	0		
# Paraprofessionals	19	3	2		
#Certified Teachers	13	7	19		
# Others-Administrators	2	0	1		

### Teacher Surveys

Table 32

<b><i>21st CCLC Annual Teacher Survey</i></b> (Richland County Elementary-East & West)		
<b>Survey Question</b>	<b>Teachers' Responses</b>	
	<b>Yes</b>	<b>No</b>
Students get adequate academic support during TigerZone.	100%	0
Enrichment opportunities are engaging for students.	100%	0
Do the right students attend TigerZone?	70%	30%
What professional learning do you need to be better prepared for this job?	None; time for planning.	
What, if any, changes need to be made before January 2018?	None; change clubs; more funding; snack time can be confusing.	

What activities should be added, deleted, or altered for the remainder of the school year program?	None; all seem ok at this time; change up in clubs for the kids; more time for some of the activities; more math support needed. If there is an OCC or high school musical, it would be nice to be able to watch a condensed version. Also, it would be cool if the cosmetology school had a couple students that would come as a special event so the girls could get hair styled.
Are there any businesses, organizations, or individuals who should be contacted to participate in TigerZone?	OCC

Table 33

<i>21st CCLC Annual Teacher Survey</i> (Richland County Middle)		
Survey Question	Teachers' Responses	
	Yes	No
Students get adequate academic support during 5 <sup>th</sup> Block.	100%	0
Enrichment opportunities are engaging for students.	100%	0
Do the right students attend 5 <sup>th</sup> Block?	90%	0
What professional learning do you need to be better prepared for this job?	None; what the kids are learning in school so I can be better help with their homework; need to prepare for the topic of the class. Ms. K explains everything I need to know about each experiment that we are doing before we do it. She keeps me in the know of everything. I enjoy working with her!	
What, if any, changes need to be made before January 2018?	None; make sure staff is informed about the new grades and homework room policies; more activities to lead; more to do with the trades/service industry.	
What activities should be added, deleted, or altered for the remainder of the school year program?	None; more constructive activities to do indoors; something to substitute for outside playing in winter (especially if we have no gym). If outside activities will be more structured as we talked that would be best. Also, I understand it's hard to get quality help from high schoolers/college agers, but giving them more instruction on our school day expectations and to give them good strategies on disciplining the kids or holding them accountable for good behavior. For example, I was outside once doing an activity and noticed that the kids	

	<p>playing kickball were being very rude to one another and calling names but the young people in charge did nothing to stop it or encourage better behavior. It doesn't take much to say when that happens that we don't want to be negative, we're here to have fun and be nice to each other or something like that without yelling at them. Maybe make them sit the game out for awhile if they don't comply, stuff like that. Letting students know more about what Science experiments we are doing, maybe more will come.</p>
<p>Are there any businesses, organizations, or individuals who should be contacted to participate in 5<sup>th</sup> Block?</p>	<p>Rotary; Girl/Boy Scouts – I think service ideas are important and scouting would be cool to get kids involved in if they don't otherwise get involved in any outside of school activities. Pizza Fast; Star Studio; Illinois Gym Club; Skating; Bowling; Service Projects; Beauty School.</p>

**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, 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 (2017-18) school year. Student input is also gathered through surveys and informal, anecdotal conversations. Parent/family input is gathered using surveys and anecdotal information.

### Summary

#### Data:

- Staff members do not leave the program.
- Professional development is adequate.
- Staff surveys reflect that most respondents have positive comments about the program overall, including program hours, activities offered, and overall student behavior.
- The ratio of staff to students is consistent throughout the three sites.

- Most behavior reports are submitted for bus issues.

**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.
- An effort will be made to include transportation staff in professional learning and staff meetings. Most behavior issues are connected to bus issues. This will be coordinated with the Transportation Director for the School District.

**IV. Progress toward Objectives**

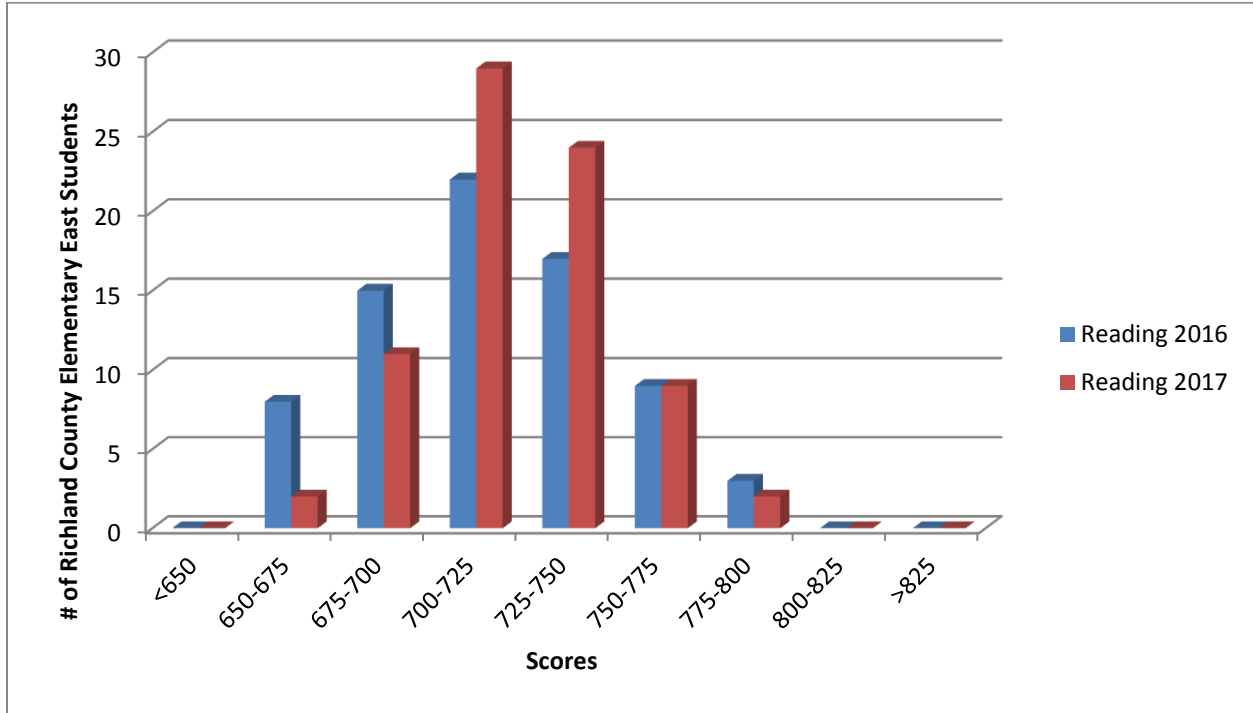
**Objective 1: Participants in the program will demonstrate increased academic achievement.**

**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.

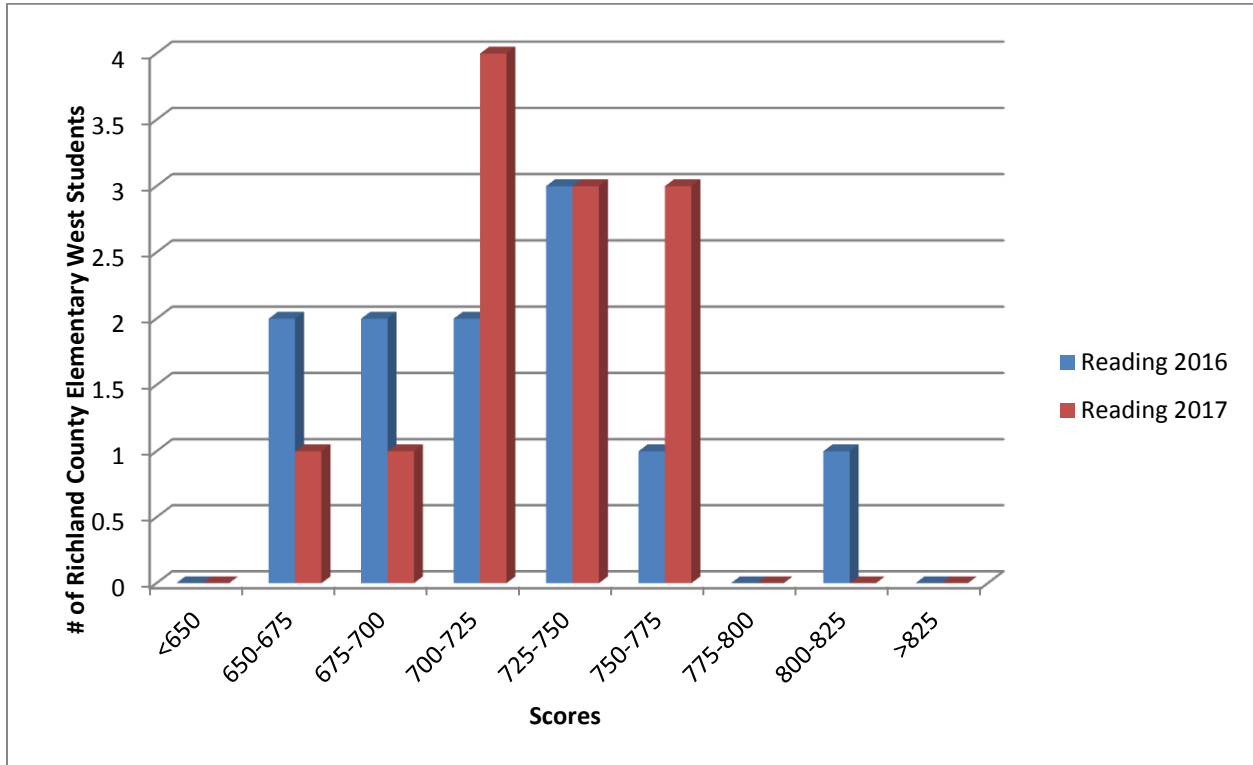
**Measurement 1a.**

PARCC test scores comparing SY2015-16 to SY2016-17 for grades 3 through 8 will be reviewed.

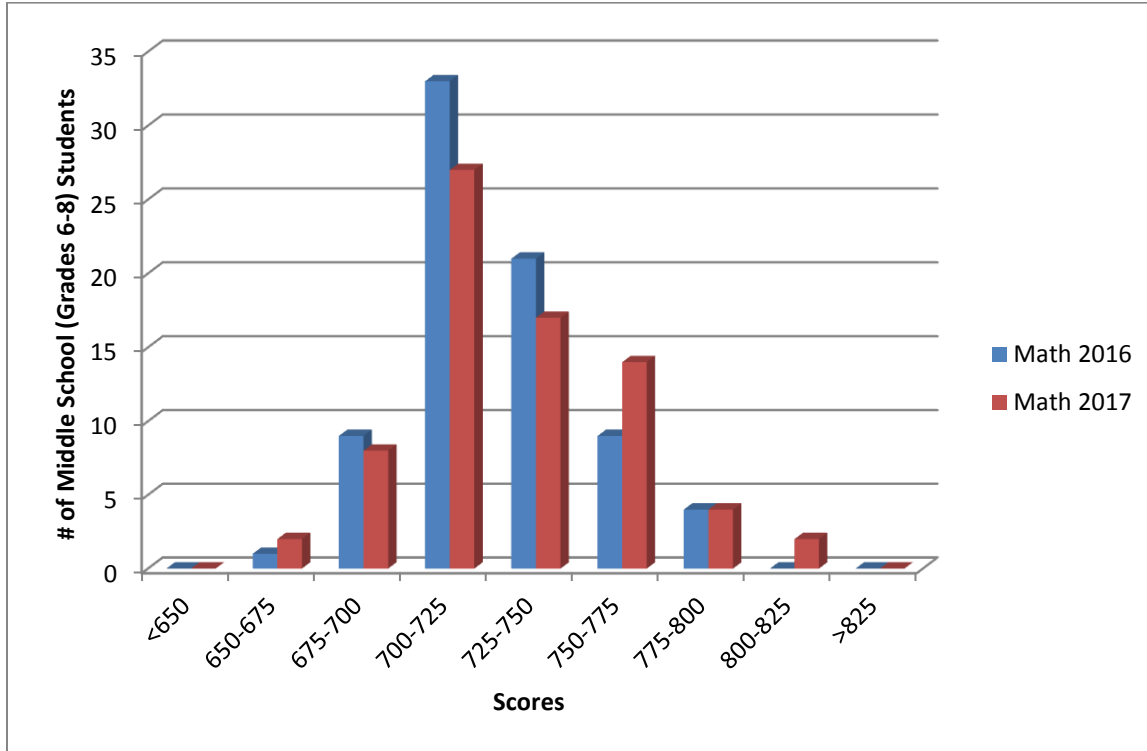
**Richland County Elementary School-East**  
Chart 1



**Richland County Elementary School-West**  
Chart 2



**Richland County Middle School**  
Chart 3



**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

**Sources:** Teacher Surveys

**Intervals:** End of Year

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

Table 34

<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 35

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 36

>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) and PARCC scores.

**Limitations of Data:**

The state assessment, PARCC, is in place for students in grades 3-8. Not all students within the school and state took the test using the same format (electronic and paper/pencil). Grades K-2 utilize Standards Based Grading system of reporting. Each year, that practice will progress to the next grade level. Standards Based Grading does not lend itself to comparing beginning and end of year grades. Therefore, the only consistent piece of assessment data, grades K-8 is the teacher survey. SY2016-2017 Grades K-2 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 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 assigned to monitor student grades at the elementary level and make sure students receive targeted intervention/instruction during the program.

**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 37 - Richland County Elementary-East & West - Avg # of students who participate when that activity is offered

Activity Type	Art/Craft	Math	Computers/Technology	Cooking	Theater	Physical Fitness	Student Leadership	Science
Avg#	25	12	33	28	31	21	22	26

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

Activity Type	Computers	Physical Fitness	Band/Karaoke	Arts/Crafts	Advisory/Counseling	Games	Foreign Language/Culture	Relationship/Life Skills	Reading/Homework	Science	Before School Activity	Recreation	Cooking	Debate Club	Drama Club	Auto Body	Legos	Math	Movie Night
Avg#	10	12	13	5	8	6	6	8	23	7	10	6	8	4	10	4	4	4	16

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

Table 39

Question	Responses			
<b>How much do you like Tiger Zone?</b> <i>(scale 1-4, 1=a little 4= a lot)</i>	1 12 (8.3%)	2 6 (4.2%)	3 15 (10.4%)	4 111 (77.1%)
<b>Do you attend the morning, afternoon, or both?</b>	Morning only 6.2%	Afternoon only 66%	Both morning & afternoon 27.8%	
<b>Are you more likely to come to school on days that TigerZone is happening?</b>	Yes 70.1%	No 7.7%	Maybe 22.2%	
<b>Are you more likely to behave better so you can participate in TigerZone?</b>	Yes 86.1%	No 4.9%	Maybe 9%	
<b>Do the grownups seem happy to work at TigerZone?</b>	Yes 82.6%	No 3.5%	Maybe 13.9%	
<b>Favorite Activities:</b> Snack, art, computers, games, kickball, games, computers, playing				

outside, movie, snacks, cooking, going off campus, cooking, teachers helping with homework, legos, running the track, dodgeball, Sparkle, crafts, reading, gym, fitness, painting, talking, science, playing inside, Mrs. Amy, science experiments, sitting, working, coloring.

**What would make TigerZone better?** More recess, candy, crafts, kickball, nothing, play games every day, gym class, go to the pool, go to farther away trips, more free choice, dodgeball, field trip, getting rid of lions, tigers, and bears, having more time, reading, better clubs, seconds on snack, more music, choosing where to go every day, ice cream party at end of month, people being good, not yelling, allow kids to sign up by grade level, longer, stay in classroom & play, video games, able to bring DS, more art, YouTube, stay on Friday, no rules, football, not cancel TigerZone when we get early, more computers, snack for every craft, kickball every day, get out earlier, short field trips, play in snow, no bullying, more games, open library, more coloring, scooters, eat more, do Minecraft, spend more time with friends, more crafts, no tutoring, more activities, more math time, do the same as last year, do cheer, if we could get along, vending machines, able to decorate the school, bring own electronics, better snacks, go to Holiday World, more time to work on homework, go outside everyday, more off-campus activities, pie for snack.

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

Table 40

<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:**

Site managers will make continued efforts 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 2017 dissemination, and any needed changes will be made accordingly.

**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

**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:**

Annual Illinois Survey-Richland County CUSD#1-2016-17

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 with so many other options 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 or that include an entertainment element rather than singling out the parents.

### **Summary and Recommendations:**

Parents and families must 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. 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 42

	<b>Richland County Elementary-East</b>	<b>Richland County Elementary-West</b>	<b>Richland County Middle School</b>
<b>Free/Reduced % &lt;30 Days</b>	38%	40%	60%
<b>Free/Reduced % &gt;30 Days</b>	68%	73%	77%

### **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 2016-2017.

### **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. SY2016-17 free and reduced percentages for program participants were higher than percentages for the overall school population, and the percentage of free and reduced rates for the number of students attending 30+ days increased. 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:**

All participants do not complete evaluation forms. 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. The after-school program employs many school day staff. 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 were 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 December 2017 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.