



Dallas Elementary School District #327

A 21st Century Community Learning Center



After-School Program

EVALUATION

FY11

Part I. Overview and History of Program

Overview - Dallas ESD #327 seeks to provide a quality after-school program that will improve students' academic performance and provide enrichment opportunities and expanded technology and library access in a safe, secure environment.

In addition to homework services and daily enrichment, the Dallas City Elementary After-School Program (ASP) will offer good character education, free snacks and cultural and recreational opportunities. To foster family involvement, the program holds 5 Family Nights during the school year. The program is provided at no charge to participants to guarantee access and promote retention. Feedback from state and local assessments, school-day teachers, administration, parents, partners, and after-school staff provides guidance for continuous program improvement.

Dallas ESD #327 partners with the University of Illinois Hancock County Extension Center, the Hancock County Sheriff, and Carthage Memorial Hospital to provide programming for students and parents and training for after-school staff.

History – Established with a federal 21st CCLC grant in FY02, the Dallas City Elementary ASP has seen significant changes over 10 years of programming. From the scope of the grant, starting as a community learning center for all adults and children in our school district, we have evolved to a narrower focus as an after-school program that serves students and their families.

The original grant proposal, written for FY02, was intended to boost the community after the closure of its only high school and after the poor economy had forced the closing of multiple businesses in town. Grant funds were used to convert the aging high school facility into a community center with a reading room, gym, boxing club and fitness center, after-school program and adult classes open year-round. ASP students were bused to the program from the elementary school. In FY00, prior to receiving funding, only 59% of Dallas City Elementary students met or exceeded the state average on the ISAT.

When our initial grant period ended in 2004, the district applied for renewed funding from the State of Illinois, which had assumed responsibility for the 21st CCLC grants from the federal government. The grant proposal was approved, with a 5-year grant period. ASP students continued to take the one-mile bus trip to the community center in town at the close of the school day. Summer school was offered every year using grant funds. This grant period ended in 2009, and once again the district applied for and received renewed funding. District ISAT scores in 2008 rose to 76% "meets or exceeds," up from 59% in 2000 - a strong endorsement for our ASP. Unfortunately in October 2009, the district was forced to close the community center because it could not afford costly repairs to preserve and maintain the safety of the facility. Since then, our ASP has been held in the elementary school building. During this grant period, instead of offering summer school, the district has offered a summer reading program.

Now in our third year of grant funding, the Dallas City Elementary ASP has once again undergone a major change, this time in attendance structure. Originally offered to all students in PreK through 8th grade on an as-needed basis, even a drop-in service, our ASP now has an attendance cap of 70 students,

out of a total enrollment of 230 students. This compares to nearly 170 students enrolled in the ASP during FY11. Attendance is limited to K-8th grade, and is mandatory Monday through Thursday. At-risk and low-income students are given first priority for enrollment. Parents sign a registration form that enlists their participation in 3 out of 5 Family Nights. These changes were recommended by our ISBE Principal Consultant in April 2011 to improve the effectiveness of our program.

After 10 years of 21st CCLC funding, the Dallas ESD #327 ASP has seen numerous changes, both internally and externally. Some of our families have used the program for the entire 10 years. We employ tutors in our program that came through it as students. Since the beginning, we have served as a safety net for at-risk and low-income students.

Part II. Program Implementation through FY 2011

Descriptions and data on program thru FY 2011: who was served, when services were offered, staffing and governance.

II.A. Students Served

Recruitment of Students.

Priority for enrollment is given to students who are at risk of academic failure. These students are identified by test scores, local assessments and grades. Low-income students also receive special consideration for enrollment.

Coordination of the selection process is simplified because we only have one site. Initial recruitment takes place at school registration. More often than not, the parent or guardian takes the proactive step of enrolling the student in the ASP when he/she registers for school. Otherwise, our principal uses test scores and local assessment from teachers to identify struggling students, then relays the information to the ASP coordinator. The principal communicates with the ASP coordinator on a daily basis. The coordinator contacts the student’s parent or guardian and recommends enrollment.

Student Enrollment by Site.

Students Served <u>Only in Summer</u>	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total unduplicated enrollment	NA	8			
a) # of students attending less than 30 days	NA	8			
b) # of students attending 30-59 days	NA	0			
c) # of students attending 60-89 days	NA	0			
d) # of students attending 90+ days	NA	0			

Students Served <u>Only in School Year</u>	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total unduplicated enrollment	65	139			
a) # of students attending less than 30 days	24	63			
b) # of students attending 30-59 days	41	35			
c) # of students attending 60-89 days	NA	24			
d) # of students attending 90+ days	NA	52			

Students Served in <u>Both Summer and School Year</u>	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
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Total unduplicated enrollment	NA	27			
a) # of students attending less than 30 days	NA	0			
b) # of students attending 30-59 days	NA	0			
c) # of students attending 60-89 days	NA	0			
d) # of students attending 90+ days	NA	27			

Demographic Characteristics of Students.

Number of Students Attending <u>30 or more days</u>	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total unduplicated enrollment	41	111			
Male	27	60			
Female	14	51			
Grade					
PK	5	15			
K	5	10			
1	5	11			
2	0	12			
3	5	7			
4	5	13			
5	0	12			
6	0	11			
7	5	14			
8 (*First year of grant – 11 students whose grade levels are unknown)	0*	6			
Racial/Ethnic Group					
1. American Indian/Alaska Native	0	0			
2. Asian/Pacific Islander	0	0			
3. Black or African American	0	5			
4. Hispanic or Latino	0	0			
5. White	41	111			
6. Multiracial	0	0			
Do not know	0	0			
Limited English Proficient					
Yes	0	0			
Disability Status (Not LEP)					
Yes	0	22			
Free or Reduced Lunch					

Yes	18	79			
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Number of Students Attending Less Than 30 days	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total unduplicated enrollment	25	63			
Male	23	24			
Female	2	39			
Grade					
PK	1	8			
K	5	5			
1	5	8			
2	5	7			
3	10	6			
4	0	5			
5	8	5			
6	0	5			
7	3	6			
8	10	8			
Racial/Ethnic Group					
1. American Indian/Alaska Native	0	0			
2. Asian/Pacific Islander	0	0			
3. Black or African American	0	0			
4. Hispanic or Latino	0	0			
5. White	25	63			
6. Multiracial	0	0			
Do not know	0	0			
Limited English Proficient					
Yes	0	0			
Disability Status (Not LEP)					
Yes	0	13			
Free or Reduced Lunch					
Yes	20	28			

Student Retention Strategies. Parents have the final word on whether a student attends our program, and this has a lot to do with our student retention. According to our parent survey in Fall 2011, the most important reason parents enrolled their children in the ASP was for homework assistance. Feedback on the program from parents has been 100% positive. Experience has shown, however, that when a parent places little value on school work and the student does not enjoy the program, he or she

will drop out. To attract and retain students, we try to offer special programming, extra computer time, and opportunities for group recreation for which students don't have time during the school day.

Average Daily Attendance.

Average Daily Attendance	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Overall Average Daily Attendance	NA	54			
a) ADA for Summer Program	0	42			
b) ADA for After-School Program	NA	65			

Family Participation. Describe the family programming provided with 21st CCLC funds. Do not include activities funded through other sources. Beginning with the current year, report on the total unduplicated family units participating as a percentage of the total number of family units (see chart in Fall Survey). In FY11 we served 54 out of 106 families (51%), with 28 family units attending our Fall Open House and 54 families attending our Family Reading Night in March. In FY10 we held a Fall Open House. Attendance records for that event are not available. This year in FY12 we have stepped up our family involvement activities, with 5 Family Nights for the school year, compared to the 2 events we held last year. These evenings begin with a meal, followed by a speaker to improve adult skills, a fun family activity and donated door prizes as an incentive to attend. Our partners - the Hancock County Sheriff, the University of Illinois Hancock County Extension Office, and Memorial Hospital in Carthage – are providing the qualified speakers for these evenings. With 2 Family Nights held so far, we've served 23 out of 42 ASP families (80 people all together).

Summary: Students Served

First and foremost, there are obvious discrepancies in the FY10 reported PPICS data for attendance. Some columns don't add up to the totals given, and there are entire categories of data that are missing (e.g., A summer reading program was held in FY10, but no data have been reported). FY10 data should have been very similar to FY11 data. The staff member responsible for PPICS reports at the time is no longer employed by the district.

Next, due to a major change in our attendance policy, the data we will record in the next 3 years will differ widely from the attendance numbers so far. We know from past experience that it is difficult to impact student academic achievement without consistent attendance in the after-school program. In the past, enrollment was open to all students in pre-school through 8th grade, with no attendance requirement. Total school enrollment fluctuates between 220 and 250 from year to year. Last year 174 out of 220 students enrolled in the after-school program (79% of all students), and 111 of those students (55%) were regular attendees. This year we established an enrollment cap of 70 students, which is about 30% of all students. ASP enrollment has grown from 51 students at the beginning of the

school year to 72 students on December 1, 2011, with average daily attendance currently at 59 students per day.

Our strategies for recruitment and retention of students and families are generally sound. For the entire history of the program, we have had no problems recruiting and retaining students. Program enrollment is currently at capacity; however, parent surveys conducted at the beginning of this school year indicate a small group of families who cannot provide transportation from the program. These are families of at-risk and low-income students. The coordinator makes an effort to encourage carpooling among families of ASP students, but the school prefers to continue our current no-transportation policy so as to have more grant funding available for staff.

Conclusions – The change in our attendance requirement has created a wait-and-see situation for future planning. What we know so far is that our enrollment numbers are lower this year by 59%, but average daily attendance is only 9% less than last year. At this time we are in the process of hiring another teacher to accommodate our growing enrollment.

II.B. Program Operations.

Hours of Operation - Summer	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total Number of Weeks Site is Open	0	4			
Typical Number of Days per Week	0	1			
Typical Number of Hours per Week	0	2			
Days in the Week in Session	-	Wed.			
Hours of Operation - School Year					
Hours of Operation - School Year	First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
Total Number of Weeks Site is Open	36	37			
Typical Number of Days per Week	5	5			
Typical Number of Hours per Week	13	13			
Days in the Week in Session	M-F	M-F			

Governance structure. The Dallas City Elementary ASP leadership team consists of the following:

- The grant administrator, our superintendent. The superintendent answers to the school board. (Not paid from grant funds.)
- Our principal is responsible for the grant budget and continuation application and supervising the ASP site coordinator. (Not paid from grant funds.)

- The site coordinator/project director oversees program staff, plans programming and writes state reports.
- The ASP advisory group meets informally and consists of the leadership team, several volunteer parents, interested staff members, and our partners. All constituents are represented in that all have a voice. Surveys of parents, students, ASP staff, and school-day teachers ensure that their interests and concerns are represented.

Staffing Data

Staffing	First year of grant		Second year of grant		Third year of grant		Fourth year of grant		Fifth year of grant	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Certified teachers from school of students	-	3	-	2						
Certified teacher but not from school of students	-	0	-	0						
Others with college degree who teach/tutor in 21st CCLC	-	0	-	0						
Other without college degree who teach/tutor in 21st CCLC	-	11	-	11						
Others with college degree, but do not teach/tutor in 21st CCLC	-	0	-	0						
Others without college degree, but do not teach/tutor in 21st CCLC	-	1	-	1						
Administrators/coordinators for 21st CCLC with a college degree	-	2	-	1						
Administrators/coordinators for 21st CCLC without a college degree	-	0	-	0						
TOTAL	-	17	-	15						

Staffing Ratio

1 staff to 7 students.

Staff Training

Dallas ESD #327 has one ASP site at Dallas City Elementary School. ASP teachers, tutors and the front desk staffer attended the following professional development trainings, each about one hour long:

- Orientation, ASP procedures, resources, and computer access (Provider: site coordinator) 10 teachers/tutors, front desk staffer attended.
- Emergency procedures (Provider: site coordinator) 9 teachers/tutors, front desk staffer, and 2 volunteers attended.
- 7 Habits of Highly Effective People (Provider: 2 school-day teachers certified in 7 Habits) 8 teachers/tutors, ASP coordinator attended
- First Aid (Provider: our partner, Memorial Hospital) 4 teachers/tutors and ASP coordinator attended.
- Mandated Reporter (online training) 12 teachers/tutors, front desk staffer, and ASP coordinator attended.
- Games for academic enrichment (Provider: site coordinator) 8 teachers/tutors attended.
- Using the After-School Training Toolkit (Provider: site coordinator) 8 teachers/tutors attended.

Two ASP teachers attended the day-long 21st CCLC New Staff Orientation on September 28, 2010.

The site coordinator attended the required 21st CCLC Fall 2010 Workshop and the 21st CCLC Spring 2011 Conference (each one day long); a one-day 21st CCLC Evaluation Workshop in February 2011; First Time Supervisor's Training for one day in March 2011 in Bloomington, provided by the Illinois AfterSchool Network.

Staff Turnover

Not shown on the chart below is turnover in the ASP site coordinator position since the ASP program began in FY02. Six people have held that title in 10 years, five of them since FY05. That position is budgeted with a starting wage of \$10 per hour for 4 hours per day, 10 months per year. It is important to note that because this is a very small school, the site coordinator also bears many of the responsibilities of a project director, making it difficult to meet the job requirements in the space of 4 hours per day, regardless of the pay.

Turnover among teachers/tutors may be attributed to few hours and low pay (part-time job with starting hourly wage of \$8.25). Another factor is the program hours, 3:00-5:30, which can interfere with family time. This is a rural area with no public transportation and gas prices are high; there are qualified candidates in the district, but they have a long commute.

In spite of its drawbacks, working in the ASP has its rewards. According to a staff satisfaction survey conducted in Fall 2010, 100% of staff reported that they were "Very Satisfied" or "Satisfied" with their jobs. Satisfaction in 14 other categories was good also. Dissatisfaction was noted in these areas: physical work environment – 22% (sharing space with day-time staff); salary – 11%; workload – 11%; job security – 11%; and recognition for their work – 11%.

On a final note, Dallas City Elementary has a new principal this year; the former principal took a position in another school district last spring.

Number of Staff Who Left During the Year	FY10 First year of grant	Second year of grant	Third year of grant	Fourth year of grant	Fifth year of grant
21st CCLC Coordinator	1	0			
21st CCLC teachers/tutors	8	7			
21st CCLC other staff	1	1			

Summary. At 1:7, our staff to student ratio is slightly lower than last year (1:8). Although our average daily attendance is only 9% lower than last year; our staff numbers are 20% lower due to turnover. We have experienced a proportionally higher enrollment of students in our 5th-6th grade group since the beginning of this school year (from 10 to 18 students) that has created the need for another program teacher. Past experience with the ASP has proven that it’s hard to plan for these fluctuations, and best to remain flexible as the year progresses.

Part III. Objectives Assessment

Statewide Objective #1. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.

Activities that address this objective: all students have technology access for school work and for fun; all students participate in art class every other day; optional guitar lessons are offered twice weekly during the 2nd and 4th quarters; all students have PE activities every other day; during free time students enjoy games and puzzles.

Performance indicator 1a. Students participating in the program will have a higher attendance rate and a change in their attitudes toward school. Measurement 1a: attendance rates found on report card at year end.

School-wide attendance for FY 11 was 95% compared to 95% in FY10. According to Teacher Surveys collected at the end of FY11, 86% of our ASP students did not need to improve in “Attending class regularly,” compared to 48% statewide. Of the 14% that needed to improve, 19% showed some improvement in attendance. 38% showed no change in attendance and 13% showed a slight decline.

Performance indicator 1b. Students participating in the program will graduate from school. Measurement 1b: Graduation rate (report card), parent survey (student attendance and attitudes), student survey (student attitudes). All collected at year end.

Dallas City Elementary had a graduation rate of 100%. According to our Parent Survey collected in Fall 2010, 75% reported that their children liked school more because of the ASP. A Student Survey conducted in Spring 2011 showed that 76% of ASP students liked the program.

Statewide Objective #2. Participants in the program will demonstrate increased academic achievement.

Activities that address this objective: homework time and homework assistance; worksheets to improve reading, math or science; small group instruction and large group instruction in reading and math; one-on-one tutoring; problem-based or interactive activity to improve reading, math, or science; computer-based academic instruction to improve reading, math, or science.

Performance indicator 2a. State assessment scores of participants will show an increase in performance. Participants will show progress in reading and math scores on the state assessment. Measurement 2a: the individual students' scores on local assessments and on ISAT collected at year end.

School-wide ISAT composite scores in FY11 show that 79% of our students meet or exceed state academic standards, compared to the State average of 82%. This score is slightly less than the 80% reported in FY10. 84.5% of our students meet or exceed in mathematics, compared to 82.3% in FY10. In reading/language arts, 71.8% of our students meet or exceed, compared to 73.8% in FY10.

Performance indicator 2b. Participants will show an improvement in academic achievement. Measurement 2b: Retention rate and/or promotion rate of participants and found in report card at year end.

In FY11, Dallas City Elementary retained 3 students, none of whom were regular attendees of the ASP. Data for grades on regular attendees is only available for students in 4th-8th grade. Younger students use a different grading system that makes comparison difficult. According to FY11 data, 36% of ASP students were able to improve their math grade or maintained an A from Fall to Spring; 25% of ASP students were able to improve their reading/language arts grade or maintained an A from Fall to Spring.

Dallas City Elementary is now in Academic Warning Early Status, due to its reading scores. As a district, our ISAT scores are trending upward along with the State's; however we are consistently behind in reading. As a result, our ASP places the greatest emphasis on reading activities during academic time. ASP teachers are required to document classroom academic activities on monthly planning calendars.

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

Activities that address this objective: 7 Habits program; anti-bullying unit; outstanding student recognition in ASP newsletter.

Performance indicator 3. 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 3: Number of instances of student violence and suspensions found in report card at year, parent, and student surveys conducted pre- and post-year.

The FY11 student discipline log showed 210 incidents committed by 74 students during the school year, not counting tardies and cell phone violations. 95 (45%) of the offenses were committed by 35 ASP

students who were regular program attendees. A total of 37 suspensions was recorded; ASP students received 18 suspensions (or 49%).

The number of instances for drug and alcohol use is negligible – this is a rural area with no gangs, and these are elementary school students.

According to a Parent Survey collected in Fall 2010, 57% of parents reported that the ASP helped their children improve their behavior some or very much, with 33% reporting that their children’s behavior did not need to improve. 76% of students surveyed in Spring 2011 said they liked the program. 64% of students enrolled in the program attended on a regular basis.

Teachers surveyed in Spring 2011 reported that 50% of ASP students did not need to improve their behavior. Of the students whose behavior warranted improvement, 64% improved their behavior during the school year, leaving only 19% of students who had no change or whose behavior worsened.

Statewide Objective #4. The 21st CCLC program will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.

Activities that address this objective: Family Nights include all family members of ASP students. Collaborating partners provide speakers and resources to students and their families at these family nights, as well as programming during after-school time and training for staff development.

Performance indicator 4a. The grantee will offer enrichment and other support services for families of participants. Measurement 4a: Activities offered.

The Dallas City Elementary ASP offered 2 Family Nights in FY11: an Open House in Fall and a Family Reading Night in Spring. We served 54 of 106 families, or 51%. In FY10 no records were found for family involvement, other than that a Fall Open House was held. In FY12 we have increased family activities to 5 events to strengthen our family involvement.

Performance indicator 4b. The families will get more involved in their children’s education and become more responsible citizens benefiting the whole community. Measurement 4b: Type and extent of collaborations by term and parent survey conducted pre- and post-year.

Our partners are the University of Illinois Hancock County Extension, the Hancock County Sheriff, Carl Sandburg College Family Literacy Coalition, and Memorial Hospital in Carthage, all of whom originally partnered with us to provide programming for students, families, and staff.

A parent survey conducted in Fall 2010 shows that 84% believed the ASP was helping their children do better in school. Comments at the end of the survey were 100% positive.

Statewide Objective #5. These programs will serve children and community members with the greatest needs for expanded learning opportunities.

Activities that address this objective: ASP Recruitment during school registration days; RtI (Response to Intervention) students are recommended to the ASP by school-day teachers.

Performance indicator 5. Majority of grants will be awarded in high-poverty communities. Measurement 5: Free and reduced lunch eligibility of participants on enrollment form at beginning of the year; participants' test scores, grades and promotion rates from school test data for child and year-end report card.

Free and reduced lunch eligibility of participants in Fall 2010 was around 60-62%.

School-wide ISAT composite scores in FY11 show that 79% of our students meet or exceed state academic standards, compared to the State average of 82%. 84.5% of our students meet or exceed in mathematics, compared to 82.3% in FY10. In reading/language arts, 71.8% of our students meet or exceed, compared to 73.8% in FY10.

In FY11, Dallas City Elementary retained 3 students, none of whom were regular attendees of the ASP. According to FY11 data, 64% of ASP students stayed the same or had lower math grades from Fall to Spring; 75% of ASP students stayed the same or had lower reading/language arts grades from Fall to Spring.

Dallas City Elementary is now in Academic Warning Early Status, due to its reading scores. As a district, our ISAT scores are trending upward along with the State's; however we are consistently behind in reading. As a result, our ASP places the greatest emphasis on reading activities during academic time. ASP teachers are required to document classroom academic activities on monthly planning calendars.

Statewide Objective #6. 21st CCLC program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the *No Child Left Behind Act* definitions and National Staff Development Council's professional development standards.

Activities that address this objective: monthly staff meetings and trainings (see Staff Training section above); attendance by site coordinator and other staff at 21st CCLC-mandated training workshops in fall and spring. Other trainings as deemed appropriate by ASP leadership team.

Performance indicator 6. All center's 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 (ongoing collection of sign-in sheets), and evaluation of workshops effectiveness from anonymous surveys.

Dallas ESD #327 has one ASP site at Dallas City Elementary School. ASP teachers, tutors and the front desk staffer attended the following professional development trainings, each about one hour long:

- Orientation, ASP procedures, resources, and computer access (Provider: site coordinator) 10 teachers/tutors, front desk staffer attended.

- Emergency procedures (Provider: site coordinator) 9 teachers/tutors, front desk staffer, and 2 volunteers attended.
- 7 Habits of Highly Effective People (Provider: 2 school-day teachers certified in 7 Habits) 8 teachers/tutors, ASP coordinator attended
- First Aid (Provider: our partner, Memorial Hospital) 4 teachers/tutors and ASP coordinator attended.
- Mandated Reporter (online training) 12 teachers/tutors, front desk staffer, and ASP coordinator attended.
- Games for academic enrichment (Provider: site coordinator) 8 teachers/tutors attended.
- Using the After-School Training Toolkit (Provider: site coordinator) 8 teachers/tutors attended.

Staff reported in a Fall 2010 survey that 55% were satisfied with access to training opportunities. 33% were neither satisfied nor dissatisfied, and 11% were dissatisfied with access to training opportunities. One staff training evaluation was completed after a 7 Habits training. 100% responded that they were very satisfied or somewhat satisfied in every category relating to the training.

Two ASP teachers attended the day-long 21st CCLC New Staff Orientation on September 28, 2010.

The site coordinator attended the required 21st CCLC Fall 2010 Workshop and the 21st CCLC Spring 2011 Conference (each one day long); a one-day 21st CCLC Evaluation Workshop in February 2011; First Time Supervisor's Training for one day in March 2011 in Bloomington, provided by the Illinois AfterSchool Network.

Statewide Objective #7. 21st CCLC program projects will use the funding most efficiently by coordinating and collaborating with state and other funding sources, agencies, and other community projects to supplement the program, and not supplant the funds, and to eventually become self-sustaining.

Activities that address this objective: ASP Advisory Board meets to discuss opportunities and plans for sustainability. Site coordinator pursues, maintains and furthers collaborative efforts with partners.

Performance indicator 7. All grantees will provide a detailed plan of coordination and collaboration efforts. Measurement 7: List of collaborating agencies and types of services, with yearly letters of agreement from collaborating agencies.

Our partners are the University of Illinois Hancock County Extension, the Hancock County Sheriff, Carl Sandburg College Family Literacy Coalition, and Memorial Hospital in Carthage, all of whom originally partnered with us to provide programming. Our partners provide free programming valued at an estimated \$100 an hour average, based on type of instruction provided, qualifications of the instructor, number of students involved, supplies needed, etc. Frequency and type of programming varies according to the partner, but none of the programming is on a daily basis. In FY 11, due to internal changes within these partner organizations and her own inexperience, the new site coordinator was only able to utilize programming from one partner on one occasion.

One goal in FY12 is to strengthen our partnerships to provide more programming. Our ASP and these partners continue to share similar missions, but we have significant barriers. Communication and coordination can be difficult at times and the distance works against us, as these partners are located in a town 16 miles away. Patience helps. Another barrier is planning time. Planning activities would be easier if the site coordinator worked some hours in the summer, but even then, barriers may exist from the partner's side. For example, the Hancock County Extension underwent a major restructuring, resulting in a long transition due to staff trainings and program changes. They were unable to provide us with any type of programming until our September staff meeting. Now however, they have committed to providing twice monthly health and wellness activities for the rest of the year. Another partner, Carl Sandburg College (CSC) Family Literacy, cannot provide our program with any services unless our families sign up for their program, all because of their grant restrictions. Although CSC staff members have visited our building 3 times, they have not been able to recruit any ASP families for their program. The Hancock County Sheriff is willing and able to provide programming for students and families several times this year, and has been encouraged to visit often. Memorial Hospital has agreed to provide programming on health-related issues for students, families and staff trainings. In past grant years, the Hancock County Extension has been our strongest partner, providing monthly nutrition activities for our students. Programming provided by the other 3 partners has amounted to no more than 2-4 times per year in the past.

Sustainability of the various program components at this time - One critical component of our program is our facility, which is completely sustainable due to state and federal funding for the school day. Use of the facility includes technology and library access. Another critical component is staff, which is not sustainable at this time and at this level. Unless our partners are able to step up their programming, the existing partnerships will not be sufficient to sustain the program.

We have an ASP Advisory Board to work toward sustainability, but it lacks strong leadership and proactive members. Parents are openly supportive of our program, but reluctant to step into leadership roles to foster sustainability. Because this is an isolated, rural, low-income community, there are no collaborating agencies to provide staff or programming (or funding for either) on a daily basis. We have discussed charging parents for the program, and 75% of parents surveyed in Spring 2011 reported that they would be willing to pay some amount. The feasibility of this option is questionable: the students who need the program the most come from low-income families. In FY11, 71% of regular attendees were free and reduced lunch. In addition, billing creates another staff member that needs to be paid.

Other Findings. According to our Fall 2010 survey, 100% of our parents are supportive and appreciative of our program. Some of their comments:

- "I think the after-school program is all the way around beneficial. Love it!"
- "Thanks for caring!"
- "My kids love it!"
- "Program is very beneficial and a great opportunity for kids."

Based on our current situation, with few outside resources and a need for additional services for at-risk students, Dallas ESD#327 may be able to continue its ASP on a smaller scale. Decreasing program hours to one or one-and-a-half hours per day and limiting enrollment might be feasible, but given the State budget issues, nothing is for sure.

Part IV. Overall Recommendations, Action Plans, and Tracking of Improvements

Progress made on recommendations from the previous year's evaluation.

This is the first year Dallas ESD #327 has conducted an internal evaluation of its 21st Century Community Learning Center. Progress on this year's recommendations will be reported in next year's evaluation.

Due to the small size of our program and our rural isolation, Dallas City Elementary is limited in the programming it can provide and the partnerships that are available. Our small size can be a definite advantage, however, in regard to our personal relationships with students and their families. We have almost daily contact with parents and other family members and a team approach to assist struggling students. The site coordinator works side-by-side with school-day and after-school staff and parents to put those students back on track using encouragement and positive reinforcement as much as possible. Seeing these students outside of the school setting on a frequent basis is another way of strengthening the bonds, and a way to accept the child as a person instead of just a student whose test scores are not good enough.

One example that illustrates our personal relationship with our ASP students was briefly mentioned in the Staffing Summary. When our 5th and 6th grade ASP group grew from 10 to 18 students, we were experiencing more and more behavior problems. Group statistics looked like this:

- 39% come from single parent homes
- 78% are free and reduced lunch
- 67% had D's and F's in core subjects
- 33% had IEP's
- 55% meet on ISAT reading; 78% meet on ISAT math

The 2 teachers assigned to that group have gone above and beyond to work with these students. They experience more disruptive behavior than day-time staff due to the group dynamic, yet they still maintain good relationships with the students. The program will continue to monitor the statistics for this group for the rest of the year as we try different methods to improve behavior and grades.

One of the program's biggest strengths is its staff. In spite of staff turnover, it is gratifying to see the level of dedication, effort, patience, and creativity expended by this group. Our art program is known and respected throughout the surrounding counties for outstanding work displayed all over the school,

and the art teacher continues her awesome efforts during ASP time. The relationships these teachers forge with our students make a social and emotional difference in students' attitudes toward the program and school in general, whether or not there is academic improvement. One could argue that our decline in academic improvement is not due to an ineffective program, but that the ASP prevented a steeper decline.

Action plans involve strengthening our reading activities using individual student assessments, increasing family involvement through more frequent family events and exploring more sustainability options with assistance from our advisory committee and ISBE. We will maintain our close relationships with students and their families as we always have, with frequent, positive communication.

Part V. Dissemination of Evaluation

The evaluation will be disseminated to the school board, ASP advisory board, posted on the ASP bulletin board in the lobby for parents, discussed at a parent night, posted on the school website, emailed to the online community newsletter and to each partner. The evaluation will be used to generate a conversation with all stakeholders for continuous improvement and create a map to guide the sustainability of our program.