



MAKING AN IMPACT: COMMUNITY SCHOOLS IN ILLINOIS

What site-level evidence can tell us about what Illinois community schools are measuring, what outcomes are being achieved across the state, and how future data collection and evaluation should look to move the work forward

COMMUNITY SCHOOLS

A community school is one which actively works to improve student learning, to strengthen families, and to develop effective communities in support of children and families. Community schools foster shared leadership and responsibility for student achievement and healthy communities. They coordinate access to existing resources and identify new resources necessary for supporting students and strengthening families, using the school as a hub of community learning and activity. An essential element of the community school model is the Resource Coordinator, or the professional dedicated to establishing and facilitating community partnerships and managing the resources and services within a school.

THE DATA ROUNDTABLE PROJECT

The districts and organizations included in this brief participated in the Federation for Community Schools' data roundtable project during the 2012-2013 year, during which members met to discuss the data they were tracking, the outcomes of their work, and recommendations for future data collection and analysis by community schools.

The data illustrated in this brief depicts a sampling of the site-level outcomes reached by a few of Illinois' community schools. This brief provides but a snapshot of the work being done in both the community schools referenced and those across the state.

Below is a brief description of the five districts, initiatives, and organizations whose outcomes are included in this brief: **East Richland Community Unit School District, Enlace Chicago, Family Focus, Logan Square Neighborhood Association, and Peoria Full Service Community Schools Initiative.**

East Richland Community Unit School District

East Richland Community Unit School District #1 (ERCUSD) is a unified K-12 district located in Olney, Illinois that serves the cities and towns of Berryville, Calhoun, Claremont, Dundas, Olney, Parkersburg, and Stringtown. The district is comprised of three schools: East Richland Elementary School, East Richland Middle School, and East Richland High School. The district's community schools initiative includes peer tutoring across grade levels and schools, school-wide efforts promoting students' holistic development and academic growth, a school-based community gym, college courses for parents, and parent-led workshops. The district is also applying for a grant to develop a school-based health center. This work is done with funding from the 21st Century Community Learning Center (CCLC) grant and in collaboration with private and public organizations, including Olney Central College, Good Samaritan of Richland County, Salvation Army, SWAN, Inc. homeless shelter, and Master's Hands, an outreach project of Olney's Church of the Nazarene.¹

Illinois Community Schools By the Numbers

Illinois is home to over **130 community schools** in rural, urban, and suburban areas, with over **80 community schools** in the City of Chicago alone. This work is led by over **30 lead partners**, including school districts, nonprofit agencies, and community-based organizations.

For a closer look at Illinois' community schools, please visit the Federation's **interactive community schools map.**

Enlace Chicago

Enlace Chicago is a community organization that serves the Little Village community in Chicago's southwest side. Enlace Chicago's work is focused on four program areas: community education, community enrichment, economic development, and violence prevention. Continuously funded through the 21st CCLC grant, Chicago Public Schools Community Schools Initiative, United Way of Metropolitan Chicago, McCormick Foundation, and Polk Bros. Foundation, Enlace Chicago operates in eight Chicago Public Schools, annually serving over 1,200 youth and 600 parents. Enlace's community schools include Eli Whitney Elementary School, Rosario Castellanos Elementary School, Farragut Career Academy, Madero Middle School, and the Little Village Lawndale High School Campus (made up of Social Justice High School, Infinity Math, Science and Technology High School, Multicultural Academy of Scholarship High School, and World Language High School.) Academic Acceleration/ Intervention and Enrichment programs for students include math and reading intervention, performing and visual arts, sports youth development, mentorship and behavior intervention, and STEM-based classes, all of which are aligned to state standards. Resource Coordinators have also established adult programming including ESL, GED, computers, yoga, dance and aerobics classes, family workshops, and childcare support.²

Family Focus

Family Focus is a Chicago-based nonprofit organization dedicated to promoting the wellbeing of parents and children living in low-income communities. The organization operates 24 community schools in Chicago and surrounding areas. The outcomes highlighted in this brief are those of a cohort of seven Chicago schools having just completed their third year of 21st CCLC funding: Carrie Jacobs Bond Elementary School, William P. Nixon Elementary School, William H. King Elementary School, William Penn Elementary School, Theodore Roosevelt High School, Jesse Sherwood Elementary School, and Walter Reed Elementary School (now closed). During the 2011-2012 school year, 661 students participated in community school programming across all seven sites. Under the direction of a Resource Coordinator, each school operated programming for 12 hours a

week for at least 28 weeks. While Family Focus' programming depends on the unique characteristics of each school, services include standards-based curricula, afterschool academics and enrichment, support groups, health and life skills education, mentoring, and summer programming for students; computer literacy, job readiness, and financial literacy classes for parents; and fitness classes for families.⁴

Logan Square Neighborhood Association

Logan Square Neighborhood Association (LSNA) has served the Logan Square community of Chicago for over fifty years. Currently, LSNA operates four school community learning centers: Ames Middle School, Funston Elementary School, James Monroe Elementary School, and Mozart Elementary School. LSNA's community schools serve a primarily Latino immigrant population. Through partnerships with several community agencies, LSNA's community schools provide tutoring, arts-based enrichment, and sports for students; ESL, GED, literacy, and citizenship classes for adults; and childcare, educational events, and support services for families. LSNA is also widely recognized for its Parent Mentor and Tutor Program.⁵

Peoria Full Service Community Schools Initiative

The Peoria Full Service Community Schools Initiative is a partnership between Peoria School District 150 and Bradley University, specifically its College of Education and Health Sciences and Institute for Principled Leadership in Public Education. The community schools model was introduced in 2006 by the Regional Office of Education and Peoria School District 150 and is currently implemented at three schools in Peoria's Manual Attendance Area: Harrison Community Learning Center, Trewyn K-8, and Manual Academy. Challenges facing families in the Peoria area include high rates of crime, poverty, unemployment and resources. As such, one of the goals of the Initiative is to provide needed resources as well as access to on-site services and programs for families and students. In addition to the Initiative's efforts to support academics, each of the schools is equipped with a health clinic that is operated by Methodist Medical Center and a mental health services program that is funded by the Heart of Illinois United Way.⁶

WHAT THE DATA SHOWS: POSITIVE OUTCOMES ACROSS THE COMMUNITY SCHOOL PILLARS

Site-based evaluations of community school initiatives in Illinois have demonstrated a number of positive outcomes across the four pillars of community schools: **Academic Development and Enrichment, Strengthening Families, Healthy Minds and Bodies, and Community Involvement.**

Students involved in community school academic programs have shown improvements in both academic behaviors and grades. Moreover, the outcomes highlighted in this brief show that dosage—how often and consistently students participate in community school programming—matters for academic improvement. Community schools recognize the importance of parent and family engagement and structure opportunities for students' family members to develop and utilize their skills to better the school community. The resources provided through community school partnerships help connect students and their families with essential physical and mental health services. By opening up the possibilities for interaction between the school and community, community schools offer more opportunities for growth amongst students, their families, and their communities.

ACADEMIC DEVELOPMENT & ENRICHMENT

Given the myriad of factors that contribute to academic development, improving the performance of students who are struggling academically has long been one of schools' greatest challenges.⁸ Research has shown that high-quality academic and enrichment programs can impact students' growth in academic behaviors, test scores, grades, and engagement in school.^{9,10,11} Community schools approach the challenge of supporting academic development by emphasizing high-quality extended learning opportunities that connect to but do not replicate classroom activities. This focus on integrated learning ensures that out-of-school time programs provide time for students to build on the skills being developed during the school day.

Making a difference for faculty and staff

Full-service community schools support teachers and staff in their work by creating an environment in which students and families receive the resources they need to actively engage in school and in the classroom. In 2010, a qualitative case study gathered information on Peoria's Garfield Primary School, then a full-service community school*, and a comparable Peoria school that had not adopted the community school model. The study revealed stark differences in teachers' perspectives regarding their job expectations and responsibilities; **37% of the comparison school's faculty viewed their**

responsibilities as extending to supportive service providers for their students, while 71% of Garfield's teachers believed they were able to focus on teaching, learning, and academics while in the classroom.¹⁰

Improving academic behaviors

According to data collected through the PPICs** teacher survey completed by faculty at three of Enlace's community schools, classroom teachers reported observing improved academic behaviors in students who regularly participated in Enlace out-of-school programming, including:

- a **62% improvement rate in classroom behavior among all regular program participants**, and
- a **69% improvement rate in homework completion and class participation among regular program participants.**

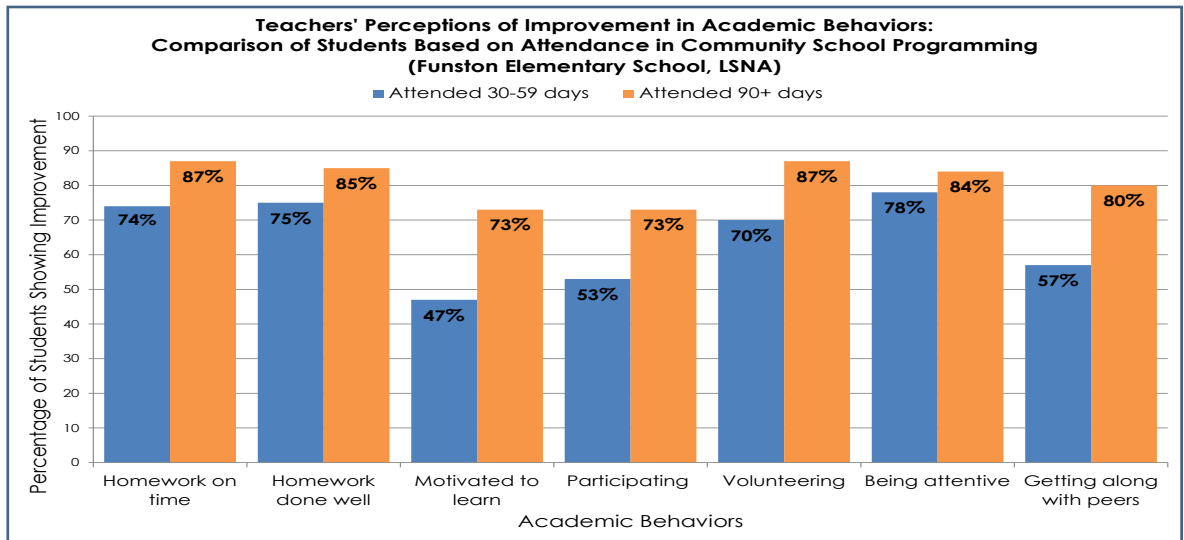
Further qualitative data showed that **principals attributed students' academic and motivational growth to their participation in community school programming.³**

*Garfield Primary School closed in 2011.

**PPICS (Profile and Performance Information Collection) is the data collection system used by 21st CCLC grantees to inform their Annual Performance Reports.

Dosage matters for improving academic behaviors

Community school teachers perceived larger growth in the academic behaviors of students who attended 90 days or more of programming compared to students who attended 30-59 days. At Funston Elementary School, **a larger percentage of students who had participated in community school programming on a consistent basis showed improvements in important academic behaviors when compared to students who had attended fewer days.**⁵



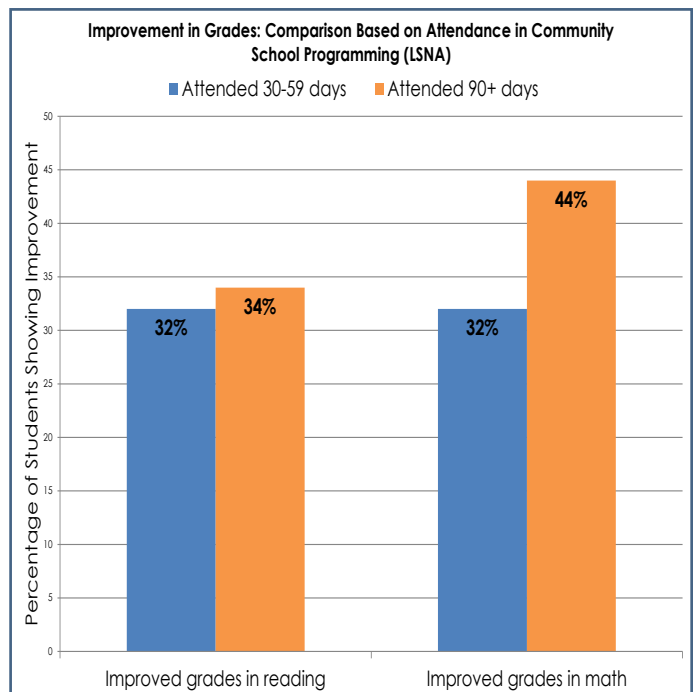
Improving academic performance

Over the course of the 2011-2012 school year, students who regularly attended Family Focus' afterschool programming showed improvement in their Reading and Math grades. **About 34% of students in the cohort exhibited an increase in their Reading grades, and 32% of students in the cohort exhibited an increase in their Math grades.** Participation in afterschool programming was also connected with lower Reading and Math course failure rates. After the first quarter of the school year, 102 student participants (23%) and 81 students (18%) had received a failing grade (D or F) in Reading and Math (451 participants total). **44% of those participants who had failed Reading in the first quarter increased their grade to a C or higher by the fourth quarter, while 48% of students who had failed Math increased their grade to a C or higher by the same time.**⁴

Students in three of Enlace Chicago's 21st CCLC-funded academic enrichment programs showed similar improvement in their Math and English grades during the 2011-2012 school year. **50% of regular program participants showed an improvement in their Math grades from fall to spring quarter, while 36% of participants showed an increase in their Reading grades.**³

Dosage matters for improving academic performance

LSNA gathered data on the academic performance of students participating in the community schools program, measured at the beginning and end of the 2011-2012 school year. The data shows a relationship between students' improvement in math and reading grades and the number of days they participated in programming: **a larger percentage of students who had consistently attended community school programming showed improvements in their grades when compared to students who had attended fewer days.**⁵

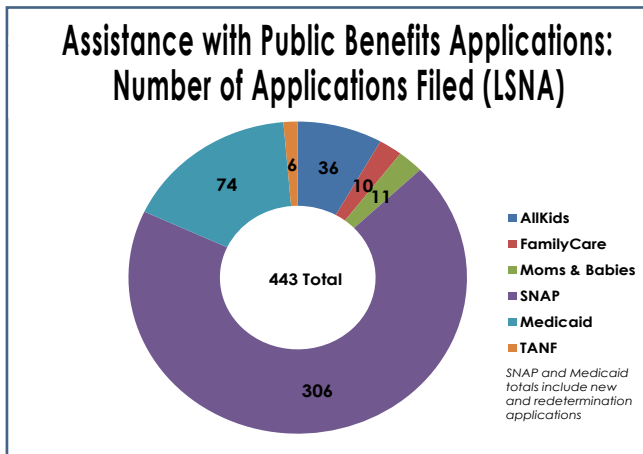


STRENGTHENING FAMILIES

Extensive research has emphasized the importance of parents' engagement in their children's learning.¹² For many families, though, significant challenges make it difficult for them to be involved in their children's education. The school plays a vital role in structuring opportunities for parents and families to become more involved; this role is especially important for those families that are struggling. Community schools help support families by developing access to essential services and creating opportunities for family members to cultivate and utilize skills that enhance their abilities to contribute to their schools and larger communities.

Connecting to necessary supports and services

Through information-sharing and direct assistance with applications, LSNA's community schools help connect families to important services. **During 2012, LSNA assisted with 443 applications to healthcare coverage through Illinois AllKids, FamilyCare, and Medicaid, pregnancy and infant healthcare through Moms & Babies, SNAP food assistance, and TANF financial assistance.**¹³



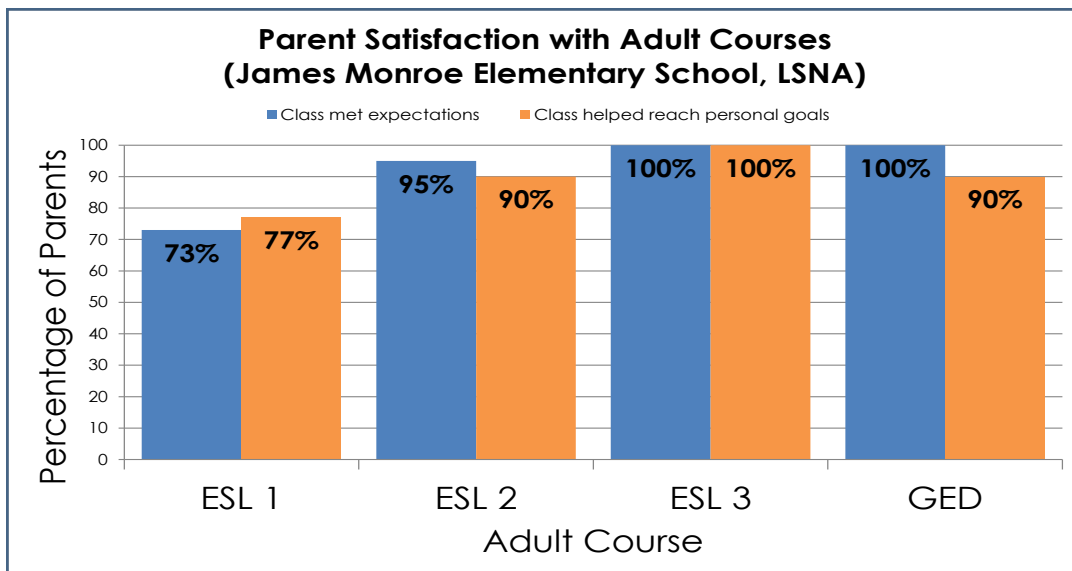
Engaging parents as learners

To provide an educational opportunities for community adults, East Richland Middle School partnered with Olney Central College (OCC) to offer Bridges Out of Poverty, an introductory economics course that focused on budgeting and self-exploration. The three-hour course met weekly over the course of one semester. The adults enrolled in the course were provided transportation, meals, and childcare, as well as a fee-waiver upon completion. All of the adults who completed the course are now fully employed or attending OCC, including:

- 1 adult who was recently accepted into the Radiography program at OCC,
- 1 adult who received a \$450 scholarship and used it to pay off past OCC fees,
- 1 adult who enrolled in OCC classes to continue his education, and
- 1 adult who returned to East Richland Middle School to teach other parents about budgeting.¹

Creating positive and relevant learning experiences

LSNA offered parent courses at its four community schools during the 2011-2012 school year. 516 adults enrolled in courses such as computers, GED review in English and Spanish, literacy, and parent mentoring.⁵ **At James Monroe Elementary School alone, 14 programs offered 1,356 instructional hours to 300 parents. Overall, parents were generally satisfied with how well the classes met their expectations and helped them to reach personal goals.**¹³



HEALTHY MINDS AND BODIES

The research is clear: students' physical, mental, and social-emotional health is highly influential to their performance in the classroom.¹⁴ Many children in need of mental health services do not receive them, but most of those who are able to access services receive them from school-based providers.¹⁵ Given that many students in need of physical and mental health support will likely receive it from their school, community schools can provide essential services for students by implementing supports in a thoughtful, strategic manner. Research has also shown that relationships with mentoring adults can be extremely impactful on students' success in their schools and communities.⁸ By opening up the possibilities of stakeholders to be included in the school, community schools maximize opportunities for students to develop positive relationships with both peers and adults.

Providing school-based physical health services

Peoria's Methodist Medical Center runs school-based health clinics in all three of Peoria's community schools. **As of March 2013, there have been a total of 6,933 health clinic visits. The in-school health clinics have also provided 1,268 important medical services.⁶**

Offering in-school mental health support

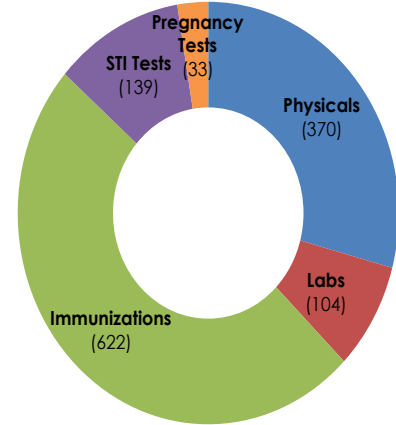
During the 2012-2013 school year, Peoria's United Way in-school mental health program, housed in the district's three community schools, served 143 unduplicated clients, with on-site staff members logging almost 3,300 service hours.

In-school mental health services included crisis intervention, case management, individual and group counseling, and urgent assessments. Additionally, one school hosted "Coffee with the Counselors" for teachers to talk through their stress issues and learn coping tools that prepare them to better respond to students' needs.⁶

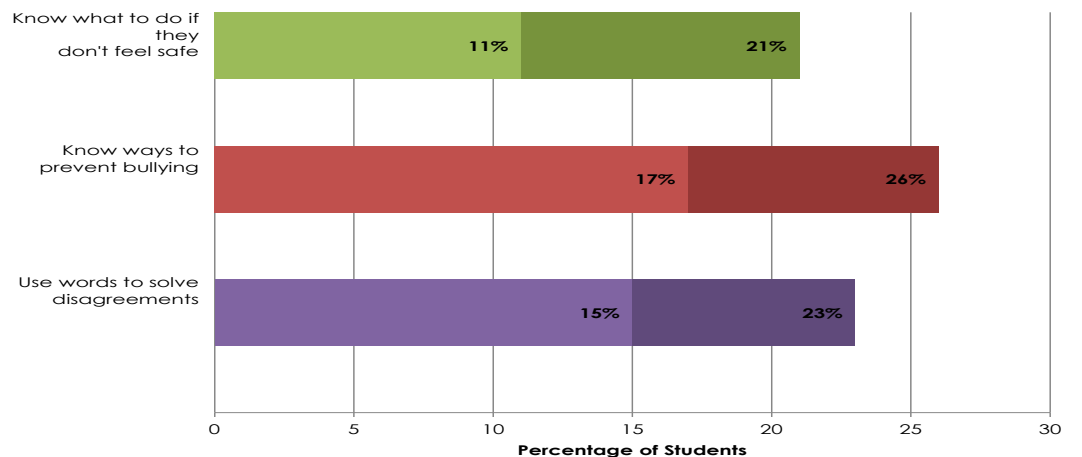
Creating safer school communities

Especially in communities challenged by violence, school-based opportunities can help students develop skills and attitudes that can contribute to increasing students' feelings of safety and creating safe school communities. Students in Enlace Chicago's academic enrichment programs indicated growth in a number of skills connected to building and maintaining safe communities. **Students reported increased confidence in knowing strategies to help prevent bullying (an increase of 9 percent); knowing what to do when they don't feel safe (an increase of 10 percent); and using words to solve disagreements (an increase of 8 percent.)³**

**Additional Medical Services Offered
(Methodist Medical Center In-School Health Clinics)**



**Students' Self-Reports of Safe Skills and Behaviors
(Enlace Chicago)**

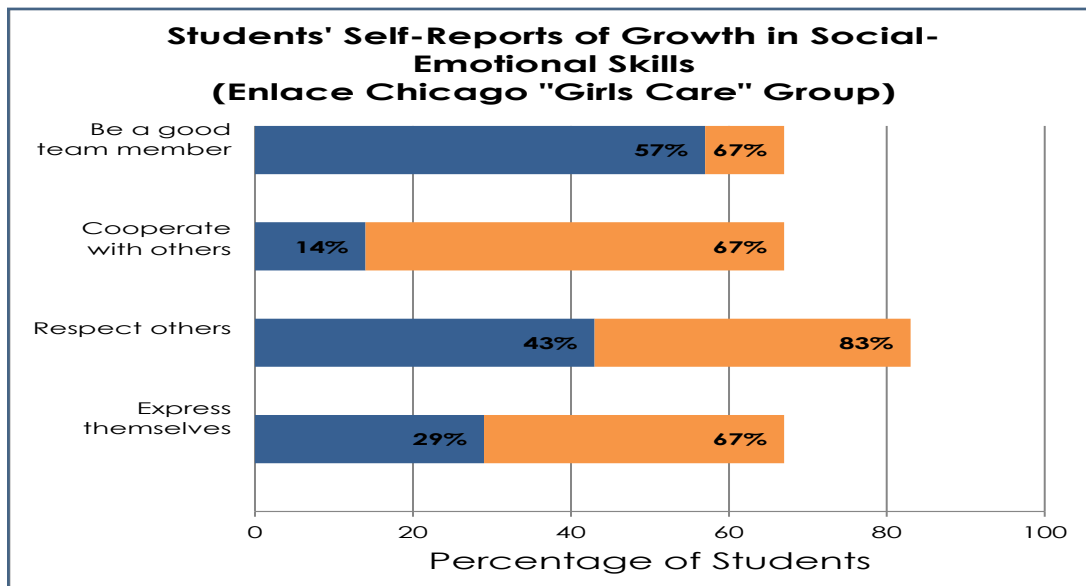
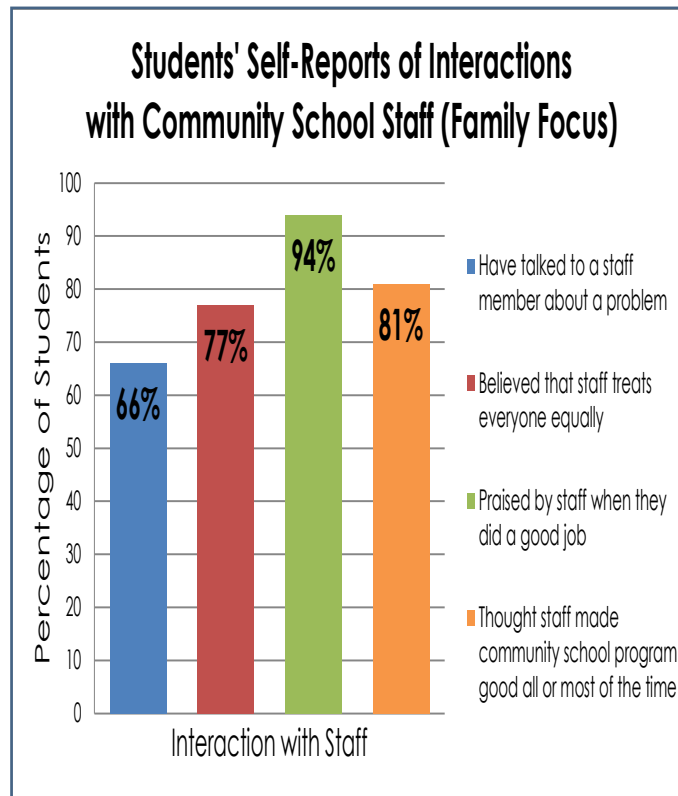


Developing positive relationships with adults

Based on self-report surveys, students in Family Focus' afterschool programs affirmed a number of indicators related to developing positive relationships with community school adults. **Students reported that they had talked to a Family Focus staff member about a problem or would if the need arose (66 percent); believed the staff treated everyone equally all or most of the time (77 percent); had been praised by staff when they did a good job (94 percent); and thought that staff made the program good all or most of the time (88 percent).**⁴

Developing social-emotional skills

In January of 2012, Enlace Chicago piloted "Girls Care," a group for sixth grade girls who had been identified as needing support to address their behavioral challenges. The group's activities, unified by an arts-based curriculum, intentionally incorporated opportunities for the students to develop their social-emotional skills. **Student participants reported growth on a number of indicators related to social-emotional learning, including their ability to be a good team member (an increase of 38 percent); respect others (an increase of 40 percent); cooperate with others (an increase of 53 percent); and express themselves better (an increase of 10 percent).**³



Improving students' behavior and self-concept

Family Focus' community school Resource Coordinators ensure that exercises and activities teaching positive decision-making skills are incorporated into community school programming. Character development programs are present at all of the schools or character development principles are integrated into existing activities such as creative writing classes and mentoring clubs. On the End-Of-Year Parent Survey, **63% of parents indicated that they had noticed improvement in their child's behavior. Additionally, the majority of students (a range of 70% to 96%) at all seven schools reported that they like themselves for who they are.**⁴

COMMUNITY INVOLVEMENT

Research has shown that, when established effectively, school-community partnerships can drive school and student improvement.¹¹ When schools and their communities collaborate, additional services and resources can be brought to bear on student and family needs. By intentionally bringing in various community stakeholders to serve as both leaders and learners, community schools create opportunities for community involvement and growth. This involvement comes in many forms, including community school advisory boards, parent and family engagement programs, and volunteer opportunities that offer community members the opportunity to get involved with the school and students the opportunity to give back to their community. In community schools, there is a presence of the community in the school and of the school in the community.

Engaging parents as leaders

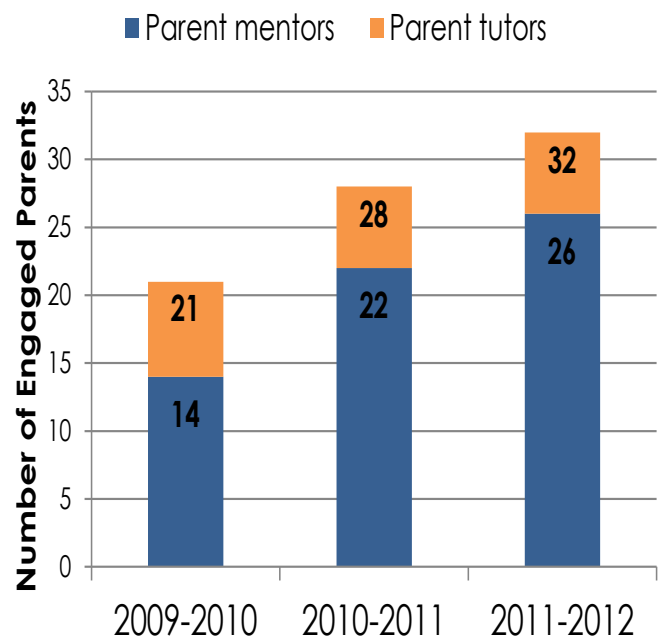
During the 2011-2012 school year, East Richland's Thrifty Living Series provided a series of monthly educational workshops for parents. **The majority of the Thrifty Living Series workshops were organized and led by parent volunteers.** Each night of the series focused on a different topic. Workshops included:

- Couponing, which hosted 80 attendees.
- Gardening, which focused on container gardening and maintaining a small backyard.
- Basic sewing skills, which focused on repairing clothing by sewing on buttons and hemming.
- and Crockpot cooking.¹

Utilizing parents' skills and talents

LSNA's Parent Mentor and Tutor Program provides parents with the training and supports needed to actively engage in the child's school. Parent Mentors, parents who have volunteered and successfully completed an interview process and background check with a school administrator, are trained to assist teachers with students who are struggling in the classroom. Mentors participate in a week-long leadership training focusing on self-confidence, goal-setting, and community involvement. Mentors contribute about 100 hours of their time and receive a small stipend for their work. Parent Tutors, who are generally graduates of the Parent Mentor program, are assigned a group of students to tutor throughout the year with the goal of improving students' ISAT scores. **The number of parents engaged through the program at James Monroe Elementary School has grown consistently over the past three years, growing from a database of 21 parents to 32 consistent parent mentors and tutors.**¹³

Parent Mentor/Tutor Database (James Monroe Elementary School, LSNA)



Providing community spaces

The City of Olney has commercial fitness centers but no public gymnasium. **The East Richland Middle School Fitness Center serves as an affordable community gym for school staff, high school students, and community members.** The community gym is open before and after school, all weekend, and during the summer. 85% of the members use the gym more than twice a week. **Of the gym's 98 members:**

- 68 are school employees,
- 26 are retired teachers and community members, and
- 4 are high school students.¹

DATA COLLECTION IN COMMUNITY SCHOOLS: CURRENT TRENDS AND RECOMMENDATIONS FOR FUTURE WORK

Along with the sharing of outcomes, data roundtable members discussed current trends in data collection and what indicators they thought were especially important both in understanding their own community schools work and communicating the work to a larger audience. The data roundtable generated the following list of reflections and recommendations for moving community school data collection forward, as well as the resources and strategies that will be necessary to overcome challenges to these efforts.

What data should be collected in order to more comprehensively understand and communicate the impact community schools can have?

Much of the data collected around community school work measures the size and scope of programs and services. These numbers are certainly important: indicators such as the number and duration of student programs and family events, attendance counts, and measures of regular participation can help to illustrate the breadth of services offered through community schools.

Academics are often the primary outcome considered in evaluating the impact of out-of-school time programs. **While academic indicators are certainly important in supporting the credibility of community school initiatives, further emphasis is now being placed on the correlation between these programs and other important factors, including social-emotional wellbeing, health and wellness measures, and youth development milestones.** As community schools evaluate their impact on student and parent outcomes, the dosage of services and programs is of growing concern; as the correlation between participation and outcomes is better understood, community schools can develop their ability to provide an effective amount of resources to students and families.

There is also growing interest in community schools' interactions with their larger communities, including their impact on indicators such as adult and youth employment, mobility rates, and juvenile delinquency. Another important piece of community schools' partnerships with their communities is how community adults, including parents and volunteers, are leveraged in order to provide leadership and resources that are unique and beneficial.

The Resource Coordinator is an essential piece of the community school model. More data is needed to communicate the unique role of the Resource Coordinator in managing partnerships and working toward the coordination, alignment, and integration of programs and services.

In some cases, improving data collection and evaluation processes involves using data that is already collected in different ways in order to assess community schools' role in tackling complex challenges. Program attendance, truancy, and student mobility data can be analyzed to better understand how community schools can encourage student retention in programs given multiple barriers to participation. Students' growth in academic and technical skills, participation in work-study programs, college admission rates, and job placement rates can be used to assess how the community school model supports career and college readiness for students and adults. Additionally, indicators related to important educational transitions such as kindergarten readiness,

What challenges do community schools face in gathering data, and what resources or strategies do community school professionals need in order to address these challenges?

The community school model calls for a unique approach to education in which working toward student achievement, family wellbeing, and community health are considered the shared responsibilities of members of the larger school community. This given, it can be challenging to illustrate how the community school model can lead to different outcomes when compared to schools following a more traditional approach. **In order to show the unique impacts of the community school model, those responsible for data collection and evaluation can begin the process by identifying a comparable non-community school and use this as an ongoing point of comparison.**

The community school model is predicated upon partnerships between the school and multiple community agencies and groups. As such, it is imperative that information is shared across partners in order to evaluate a community school's impacts on student, family, and community indicators. Often, access to information, as well as the timeliness of this access, can be a challenge. **Schools and partners can address this challenge by creating an up-front data sharing agreement, including a thorough data collection and evaluation plan.**

For many schools, thorough data collection and assessment can be difficult due to limited resources. **If community schools are able to hire an external evaluator, this process requires close collaboration between the evaluator and Resource Coordinator in order to ensure that the data collected is then used to inform decisions around program implementation and improvement. In the absence of a formal evaluator, schools and agencies must develop their capacity for basic data collection and evaluation by connecting their Resource Coordinator or other staff member to relevant professional development.** Community schools can also consult with their local universities on how best to conduct their data analysis; for instance, Peoria Full Service Community Schools Initiative accessed expertise offered at Bradley University and the Sycamore Community Unit School District partnered with the Northern Illinois University Psychology Department.

Illustrating the correlation between out-of-school time programming and other important indicators such as social-emotional wellbeing, physical health and wellness, youth development, and community-wide factors requires a very thoughtful process. As part of this process, **community school professionals can consult with professionals in other fields on which data to track to show impact and how to connect these indicators to the community school model** (for example, an economist could offer insight on how to go about connecting a community school's work to community-wide employment indicators.)

This brief highlights only a few examples of the powerful work of which community schools are capable. It is essential that those working in community schools continue to implement thoughtful data collection and evaluation processes. To do so will require a collaborative effort between community school professionals to share their own outcomes, the challenges they have encountered in collecting different forms of data, and the best practices they have developed to interpret data and use it to improve their work. There is a breadth of evidence available on the impacts that community schools have had on students, families, and communities throughout Illinois. Moving forward, an emphasis on the thoughtful analysis of data and presentation of outcomes can work to both inform community school professionals of the progress and challenges in their own work and highlight for the larger community the powerful work that community schools have already accomplished.

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ADDENDUM

Community school funding sources and aligned outcomes

Community schools use diversified funding sources to support their work, and these sources often come with their own set of data collection and evaluation requirements. Below is a snapshot of 21st Century Community Learning Centers and Teen REACH--two prominent community school funding sources in Illinois: the service priorities of each source, the outcomes expected of grantees, and the data points used to measure progress.

21st Century Community Learning Centers (CCLC)

A primary source of funding for many community schools in Illinois, the 21st CCLC grant supports academic enrichment programs during out of school hours. 21st CCLC funds have been used to support academic enrichment activities for students and their families, supportive services such as counseling and drug and violence prevention programs; enrichment and recreation such as art and music; technology education programs; and character education programs. Grants are awarded to States, which distribute competitive subgrants to LEAs and public or private organizations. Priority is given to subgrantees serving students in high poverty and low-performing schools.^{1, 2}

Below is a brief outline of 21st CCLC subgrantees' requirements as designated by the Department of Education and Illinois State Board of Education, including the overall goal, the associated performance objective, and the data sources subgrantees use as performance measures:

Goal 1: Schools will improve student achievement in core academic areas.

Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.

- Participants' ISAT and PSAT test scores, namely in reading and mathematics
- Participants' other test scores

Goal 2: Schools will show an increase in student attendance and graduation from high school.

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

- Attendance rates
- Increased academic activities
- Parent survey
- Student survey

- Dropout rates/graduation rates
- Retention rates and/or promotion rates
- Student participants will enroll in colleges after graduating from high schools
- Student participants will be prepared for careers after graduating from high school

Goal 3: Schools will see an increase in the social-emotional skills of their students

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

- ISBE social-emotional descriptors to determine the improvement of students
- Number of instances of student violence and suspensions
- Number of students using drugs and alcohol
- Teacher/parent and student survey

Goal 4: Programs will collaborate with the community.

Objective 4.1: Programs will provide opportunities for the community to be involved.

- The activities that are offered

Objective 4.2: Programs will increase family involvement of the participating children.

- Type and extent of collaborations with families
- Parent/adult satisfaction survey

Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.

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

Student data sources:

- Free and reduced-price lunch eligibility of participants
- Test scores, grades, and promotion rates

Subgrantee data sources:

- School improvement academic status list
- Lowest-achieving schools list

Goal 6: Programs will provide ongoing professional development to program personnel.

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

- Number of workshops and topics addressed by each
- Attendance at workshops; evaluation of workshops' effectiveness

Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

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

- Lists of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies
- Memorandum of understanding between the fiscal agent and primary partner of each subgrant to identify the roles and responsibilities of each entity

Teen REACH (Responsibility, Education, Achievement, Caring, and Hope)

Funded by the Illinois Department of Human Services (DHS), Teen REACH supports programs and services provided to youth ages 11-17 years old during non-school hours. Teen REACH programs are meant to improve academic performance, develop life skills, offer cultural, athletic, artistic, and recreational opportunities, and increase parental engagement. Teen REACH grantees are required to provide services in six core service areas, as outlined by DHS.⁴

Below is an outline of Teen REACH programs' six required core service areas and the outcomes associated with each, provided by Illinois DHS:

Core service area 1: Improving educational performance

- Maintained or improved school attendance
- Maintained or improved school attendance
- Maintained or improved grades or progress reporting in school
- Developed or improved career aspirations and choices

Core service area 2: Life skills education

- Increased knowledge of harmful effects of alcohol and substance use and abuse
- Increased knowledge of harmful effects of early sexual activity and pregnancy
- Increased anger management and conflict resolution skills
- Increased decision-making and problem-solving skills of their students

Core service area 3: Parental involvement

- Increased parental monitoring of academic performance
- Increased parental understanding of child and adolescent developmental stages and appropriate expectations
- Increased positive and effective parental communication with children and teens regarding alcohol, tobacco and other drug use, sexual activity, abstinence and other life skills

- Increased structured activities that promote positive family interaction

Core service area 4: Recreation, sports, cultural and artistic

- Increased level of physical activity through program offerings
- Demonstrated sportsmanship and athletic skills
- Engagement in cultural enrichment and fine art activities

Core service area 5: Positive adult mentors

- Increased support to participants during times of personal or social stress
- Increased support for decision making.
- Increased access to support with academic tasks and/or homework
- Increased opportunities for career awareness and mentoring

Core service area 6: Service learning activities

- Youth determine and meet real, defined community needs through program offerings
- Learning beyond the classroom through active participation in service experiences
- Development and use of skills and knowledge in real-life situations
- Increased time spent on reflection through thinking, discussing and/or writing about service experiences
- Youth feel sense of belonging to a community and an awareness of their responsibility to that community⁵

Additional reporting measures required of grantees:

- Open 240 days per year
- At least 80% of projected youth attendance hours (as outlined in the Youth Attendance Plan) are achieved
- At least 80% of average daily attendance is achieved
- 85% or more youth receiving services will be 11 to 17 years old
- At least 50% enrolled youth will attend an average of three days of programming per week
- The average cost per attendance hour will be \$4.50 per youth attendance hour.⁴

REFERENCES

- 1 Department of Education. <http://www2.ed.gov/programs/21stcclc/index.html>
- 2 Illinois State Board of Education. <http://www.isbe.net/21cclc/>
- 3 Illinois State Board of Education. (June 2011.) Illinois State Plan for 21st Century Community Learning Center Providers. Retrieved from http://www.isbe.net/21cclc/PDF/21stCCLC_state_plan0711.pdf.)
- 4 Department of Human Services. Teen Reach. <http://www.dhs.state.il.us/page.aspx?item=59442>
- 5 Department of Human Services. Teen Reach Program Standards. <http://www.dhs.state.il.us/page.aspx?item=65960>