

21st CCLC External Evaluation Guided Reflection Documentation

The 21st CCLC grantee's program administrator and certified external evaluator must complete this reflection tool as the official documentation of the 21st CCLC External Evaluation. The program administrator and local evaluator should meet twice to reflect on 1) the local context and 2) the data reports in relation to the Cohort 8 Goals and Objectives of the grant. Additional staff may be involved at the discretion of the program administrator and with the agreement of the external evaluator.

Instructions

The certified external evaluator should complete all sections of this report using the framework and charts provided (keep the document in the landscape position). There are eight sections of the Guided Reflection Documentation.

Part A: Additional Data Collection by the External Evaluator

1. Grantee/Evaluator Information
2. Program Overview
3. Local Context
4. Review of Progress on Previously Selected Objectives

Part B: Data Charts

5. Review of Data Reports

Part C: Narrative Responses

6. Status of Current Year's Objectives
7. Longitudinal Progress
8. 21st Century Community Learning Center Evaluation Summary (submitted in separate document template)

Sections 1-4 should be completed following the first face-to-face meeting (prior to 6/30/17) based on the external evaluators notes from the first meeting.

Sections 5-8 should be completed by the external evaluator once they have received the data (8/15/17) and before the second face-to-face meeting with the program director. Note: There are selected questions that should be completed following the second meeting, but for the most part, the Guided Reflection Documentation and Evaluation Summary should be completed prior to the second face-to-face meeting so that the program director can review the information prior to the meeting. This will allow the external evaluator and program director to focus on

responding to the specific questions identified for the second meeting and provide the program director an opportunity to clarify previously provided information and provide additional context/clarification as needed.

The Review of Data Reports chart should be completed as it is presented. The cells in the Review of Data Reports chart should expand as information is entered. Please do not adjust or delete unused chart columns.

The Guided Reflection Documentation and Evaluation Summary are due to DESE on 10/15/17. The external evaluator should submit the documentation to the grantee prior to 10/15/17. The grantee will then turn in the Guided Reflection Documentation to their DESE Supervisor.

Part A: Additional Data Collection by the External Evaluator

Grantee/Evaluator Information

21st CCLC Grantee: LINC - Grandview

Cohort #: 8

Year in the grant: 3

External Evaluator: Vicki Stein

Date of Local Context Meeting: May 24, 2017

Attendees at Local Context Meeting: LaToya Vaughn, Shanice Garlington, Andrew Weisberg

Sites Visited by External Evaluator: Conn West Elementary, Belvidere Elementary

Date of Status of Goals and Objectives Meeting: September 21, 2017

Attendees at Status of Goals and Objectives Meeting: Andrew Weisberg, Shanice Garlington, Terri Fletcher,

Program Overview

Name(s) of sites: Conn West Elementary and Belvidere Elementary

Please provide a 2-3 paragraph description of the program that includes at minimum the grades/ages served (Elementary, Middle, High School), how often the youth at each site meet, the types of activities provided, and approximate attendance and enrollments

Programs at Belvidere and Conn West operate 7:00-9:00 AM and 3:50-6:00 PM, Monday through Friday on days school is in session. The school provides a snack right after dismissal and Harvesters provides dinner later in the program.

Enrollment at Conn West is 160 with average attendance of 100. Belvidere enrollment is 155 and average attendance is 110.

Activities available at Belvidere include LINC Chess, Kids in the Kitchen, 4-H Clothing, 4-H WeDo Robotics, 4-H Clover Kids, Boy Scouts, Girl Scouts, Basketball, Cheerleading, Good News and Sewing Club. Homework help is provided by staff during the program as needed.

Conn West activities include LINC Chess, 4-H Film and Photography, 4-H Club Robotics, Kids in the Kitchen, Girl Scouts, Boy Scouts, Fitness Forever, Cooking Club, Movie Day, Sports Club, Games and Crafts, Praise Team, Singing Club and Gardening. Staff also provide homework help as needed during the program.

Local Context

The Local Context section of the Guided Reflection document should be completed by the external evaluator following a face-to-face discussion that takes place before June 30th. All four items should be completed for each question. Please do not change the format used below.

- 1) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to successfully increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

Youth:

Both programs feel there is good interaction between youth and staff. This helps staff share their knowledge of STEM and conduct activities. The increased positive communication with open ended questions allowed choice so youth could look forward to what was coming for the week. Conn West parents were pleased because they saw the improvements in their children. Parents at Belvidere were not really involved.

Conn West had parent volunteers in the program and good involvement in their site council. This helped the understanding of what LINC does – it is not just babysitting. It is not unusual for children to cry when parents pickup because they don't want to go home yet. They want to stay and participate in the activities as they are engaged and having fun. Most parents offer to come back later.

At Belvidere, once staff learned about STEM and got involved, they enjoyed it. Then they really got into the activities with the youth.

Both programs reported poor behaviors are a challenge for all programming activities. There have been times bad behavior has caused other children to leave the program.

Staff:

At Conn West, when staff know youth are struggling with a subject, they go talk to the school staff to find activities to help the youth. This helps build relations with youth, parents and the school.

Program staff have an interest in professional development They want to know more especially since they are a STEM site.

Programming can be challenging as young staff are not knowledgeable. Professional development can be a challenge. Most would benefit from training before they start to work. They want to be sure staff is always modeling proper behavior and are prepared to for activities that are planned.

Some staff don't know how to read so it is difficult to do lesson plans, etc.

School:

At Belvidere, the lack of communication with the school staff makes it hard to plan and do anything positive. Many times, they learn from the custodial staff when they arrive they will not have use of areas of the building because of other activities. The school secretary doesn't let them know when students are or are not riding the bus or supposed to be staying for the program.

At the beginning of the school year at Conn West, the school staff didn't want to share anything due to past experiences with the program in the building. The teachers weren't receptive. However, there was always an excellent relationship with the building principal. The site coordinator has regular meetings in her office and regular emails. She includes program staff in Christmas gifts and other types of appreciation and recognition. In return, the program showed appreciation of the principal and other building staff.

Over time, the relationship with all building staff at Conn West has improved greatly. The program went from having no use of classroom space to regular use of the computer lab, library, art room and music room plus six other classrooms. Teachers often come to staff and let them know what is happening with children in the program – if someone in the family is ill or has passed, etc. There are also good relationships with the school secretary and custodial staff.

At Belvidere, the principal usually had the staff communicate with the program. Near the end of the school year, there was no communication with the principal. She did give them more classrooms because she wanted LINC to take more students.

Community:

Belvidere has a great relationship with the church across the street. They provide the Back Snacks for youth. They provide assistance for special events at the program. The pastor sends emails and stops by to see if all is going well. In return, program staff help out at church events. The church also does a Good News Club for the youth.

Conn West has some relationships with the community, but wants to build more. This summer, three members of the site council are going into the community to build relationships. The program does work with the Grandview Parks Department and the local library branch brought books to the program for youth to read.

- 2) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement (this could include, but is not limited to staffing, continuous improvement, engaging instruction, family communication, and school alignment).

Youth:

Youth have lots of choices at both programs. The Clubs are good ways to engage youth in meaningful opportunities and hands on activities. Behavior issues can impact their ability to have positive interactions during the program and learn during the activity.

Youth are able to engage in quality STEM activities that help make connections between the school and families.

When you provide quality programming, you get more youth enrolled. When you get more enrolled, you need more staff. That has been a challenge this year.

Staff:

Not having enough staff can be a real challenge. And then training for staff is a major issue. New staff have no idea what to do. They need to know how to create lesson plans and implement STEM and other activities. They need help on how to deal with different personalities, behavior issues, youth with various IEPs, etc.

Staff are willing to learn and do encourage positive interactions among students. They work well as a team. When one child responds differently with different staff, staff are willing to trade off to help that student succeed. They try to offer choice and create a fun environment that supports learning. Most develop an ability to communicate with school personnel.

One challenge for the program is when they don't clean up after themselves and program activities as this created problems with school staff.

School:

By having such good communication with the school, Conn West was able to relay pertinent information to families about what was going on during the school day. At Belvidere, not having communication with the school day staff caused issues on a daily basis.

Once Conn West got access to more classrooms, they were able to provide a more intimate setting for learning activities. Computer access helps with testing preparation.

Community:

Both programs partner with the local library branch which brought books to the school for the youth.

At Conn West, Parks and Recreation created an obstacle course for students on the last day of school. Harvesters provided the Back Snacks each week at Conn West and the evening meal at both programs.

Conn West has used local restaurants to provide food for site council meetings.

- 3) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to enhance youth's college and career readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, team work, accountability), and commitment to learning (initiative, study skills, homework completion).

Youth:

Both Conn West and Belvidere build character in youth using programs such as Boy and Girl Scouts, Kids in the Kitchen, Chess Club, Homework Help, Gardening, Dance and the Good News Club. They have a Character Counts basketball team.

Belvidere had a Career Day when youth dressed like their chosen career. The program had them present information about the career to other youth. They also had elections where youth learned by doing about voter registration, campaigns, and actually voting for class presidents.

Conn West had a STEM Day where parents came and youth shared activities for families.

One challenge was that when staff is not well prepared or don't offer choice, youth act out.

Staff:

When staff is not properly trained, there are challenges across the board. One observation was that over time, the pool of available staff has gone down. This is due in part to the amount of time it takes to get background checks completed. College students who would be good candidates, need to get to work as soon as possible and can't wait a couple of months for that approval. Most of the staff working now has not been to college so college and career readiness are not something they know and can share with youth. If staff can't read or do math, they can't help with homework. Many don't have a good work ethic.

Most exhibit a willingness to learn and work with youth and want more training. Some are able to accept constructive criticism and do model good behavior. When they have regular attendance, they see better behaviors and stability with the children in the program.

When they work as a team, there is not much room for manipulation by youth or families.

Staff do make time during program activities for homework help.

School:

Communication about student behavior is a positive for Conn West and a negative for Belvidere.

The Career Day held at Belvidere was a positive for youth as they learned about different careers. Both schools recognize youth with positive attendance, honor roll, etc.

By allowing access to the computer lab at both schools, they made a positive impact on youth in the programs.

Community:

Boy and Girl Scouts help youth with personal social skills.

Both programs want to build more community relationships across the Grandview district.

Review of Progress on Previously Selected Objectives

- 1) How has the program used the previous years' External Evaluation to improve and refine the afterschool program? What specific areas (use objective numbers 1.1-3.5) did the program work on this year based on last year's data. How did the program try to make changes in that area? Please give specific examples.

Conn-West – 2.2 This school year, LINC has developed a positive working relationship with the principal, school personnel, children and families. This has allowed continued communication for what the needs are by the school and the parents. Staff received training to support implementation of STEM activities and they collaborate with the school to help support reading, math, and science goals. Some of the supported efforts were the partnership with the public library, 4-H, cooking with math classes, and many science activities. Because of increased communication, positive relationships, and the ability to build towards an organized program they had the support of the school, parent and community volunteers. This led to successful staff involvement and commitment, Site Council meetings, children and families engaged.

Part B: Data Charts

The following sections are to be completed by the external evaluator after receiving the data reports (8/15/17), but before meeting with the program director for the second face-to-face discussion. Please do not change the format of the charts.

Review of Data Reports

- 1) Using the data provided in the External Evaluator Site Summary Reports, mark the status of the sites for this year's data (Met or Not Met), list any sites that did not meet the objective, and list the relevant data for each site.

Objective	Status: Met or Not Met (at all sites)	If Not Met, which site(s)	Data (for all sites) or missing data comments
1.1 – Reading Grades	Met		B – 66.7% CW – 60.5%

1.2 – Math Grades	Not Met	Belvidere	B – 45.5% CW – 65.7%
1.3 – Science Grades	Met		B – 70.2% CW – 58.1%
1.4 – Reading Efficacy	Met		B – 73.7% CW – 84.9%
1.5 – Math Efficacy	Met		B – 76.0% CW – 89.2%
1.6 – Science Efficacy	Met		B – 74.3% CW – 100.0%
2.1 – PQA	Met		B – 3.46 CW – 4.33
2.2 – Organizational Context	Met		B – 3.43, 4.16 CW – 3.66, 4.16
2.3 – Instructional Context	Met		B – 4.38, 4.11 CW – 4.48, 4.24
2.4 – External Relationships	Not Met	Conn West	B – 3.33, 3.13 CW – 3.49, 2.49
3.1 – School Day Attendance	FY17 - Not Applicable		
3.2 – Program Attendance	Met		B – 77.8% CW – 73.7%
3.3 – Behavior	FY17 - Not Applicable		
3.4 – Personal and Social Skills	Met		B – 85.9% CW – 96.8%
3.5 – Commitment to Learning	Met		B – 88.0% CW – 98.9%

- 2) Using the previous evaluation(s) and this year's data, fill out the longitudinal chart. Mark items that were "Met" or "Not Met" (with M or N). List the sites that did not meet the objective with their data.

Objective	Year 1 – M/N	Sites Not Met	Year 2 – M/N	Sites Not Met	Year 3 – M/N	Sites Not Met	Year 4 – M/N	Sites Not Met	Year 5 – M/N	Sites Not Met	Comments
1.1 – Reading Grades	Met		Not Met	Belvidere	Met						
1.2 – Math	Met		Met		Not Met	Belvidere					

Grades											
1.3 – Science Grades	Met		Met		Met						
1.4 – Reading Efficacy	Met		Met	Conn West No Data	Met						
1.5 – Math Efficacy	Met		Met	Conn West No Data	Met						
1.6 – Science Efficacy	Met		Met	Conn West No Data	Met						
2.1 – PQA	Met		Met		Met						
2.2 – Organizational Context	Met		Not Met	Belvidere Conn West	Met						
2.3 – Instructional Context	Met		Met		Met						
2.4 – External Relationships	Not Met	Belvidere	Not Met	Belvidere Conn West Incomplete Data	Not Met	Conn West					
3.1 – School Day Attendance	FY15 - Not Applicable		FY16 - Not Applicable		FY17 - Not Applicable						
3.2 – Program Attendance	Met		Met		Met						
3.3 – Behavior	FY15 - Not Applicable		FY16 - Not Applicable		FY17 - Not Applicable						
3.4 – Personal and Social Skills	Met		Met	Conn West No Data	Met						
3.5 – Commitment to Learning	Met		Met	Conn West No Data	Met						

Part C: Narrative Responses

The following sections are to be completed by the external evaluator based on the data above prior to meeting with the program director for the second face-to-face discussion.

Status of Current Year's Objectives

For each item below, the external evaluator should complete the first set of questions prior to the face-to-face meeting with the program director. The second set of questions can encourage discussion between the external evaluator and the program director. The external evaluator should complete those questions following the meeting.

- 1) Goal 1 – Grades (1.1-1.3) and Self-efficacy (1.4-1.6) – For each subject area (Reading, Math, and Science), what trends can be seen across all sites? In which subjects are youth succeeding? In which subjects do they need more assistance? How does the self-efficacy survey data fit/not fit with the grades data? Are there particular sites that do better/worse than others?

Reading

Both sites met the goal objectives, but were below the average for all sites with this grant type. Belvidere did not meet the goal last year, but did this year. Self-efficacy for both sites was at least 10 points above their percentage point of meeting the goal with Conn West almost 30 points above. Self-efficacy for both was above the state average.

Math

Belvidere did not meet the goal reaching only 45.5% while their Self-efficacy was 76.0%. Self-efficacy for Conn West was more than 15% higher the average who met the goal.

Science

Both sites met the goal, but were below the state average. Both were above the average on self-efficacy. Conn West youth had 100% indicating high level of interest and engagement in STEM.

How does the local context fit this data? Why might some sites do better or worse than other sites in a particular subject? Why is the program succeeding or struggling in a particular subject area? (Answer based on the discussion at the second meeting.)

Conn West efficacy was high due to new consistent coordinator and staff who provided engaging activities to support academics. Emails were sent to principal to make connections with classroom teachers on what they are teaching in their classrooms. Staff met with teachers and were able to build on that curriculum. Staff was responsible for conducting STEM activities four days a week. This included lesson plans that were carried out.

There was a new principal and coordinator at Belvidere which caused some communication issues with little or no sharing of information about the school day.

- 2) Goal 2 – PQA (2.1) – What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites?

Both sites met the goal for 2.1, but Belvidere scored lower than the state average by more than .5 points. Strengths for both programs were Safe Environment and Extended Observation. Engagement was lowest or second lowest for both sites. School-Age Planning (Belvidere) and Reflection (Conn West lowest overall) were the lowest in this area. Belvidere's lowest score was in Child-Centered Space.

How does the local context fit this data? Why might some sites do better or worse than other sites in a particular domain or scale? Why is the program succeeding or struggling in a particular domains or scales? (Answer based on the discussion at the second meeting.)

The lack of relationship between the principal and new site coordinator at Belvidere created space issues. The program was allowed to use the gym, but the gym teacher did not want them in their space.

Youth at Conn West had homework time and by communicating with classroom teachers they were able to coordinate activities to support academics with lesson plans that were used. Additional staff training could be needed to help staff learn to use learning questions. 4H did provide lesson planning training which was beneficial.

- 3) Goal 2 – Leading Indicators – 2.2 Organizational Context (Staffing Model and Continuous Improvement) – What can be said about the Organizational Context based on the local context interview and survey data above? Are there site-specific issues in these areas? Are there management trends that surface?

Both programs met the goal, but Staffing Model was lower than the average for both sites. Local context indicates a general consensus the programs have challenges with staff. There were reports of difficulty hiring due to the length of time required for background checks, small pools of available candidates, and then a lack of adequate training for staff.

Continuous improvement for both sites was above the average, with strong communication scores at all levels for both.

Why is the program succeeding or struggling with staffing and continuous improvement? (Answer based on the discussion at the second meeting.)

Both programs were short of staff making it difficult to always carry out planned activities. Both dealt with a lack of staff and new staff coming to the program with little or no experience or adequate training.

- 4) Goal 2 – Leading Indicators – 2.3 Instructional Context (Academic Press and Engaging Instruction) – What can be said about the Instructional Context based on the local context interview and survey data above? Are there site-specific trends in these areas? Do the youth and staff seem in agreement about the Instructional Context?

Both sites met the goal and were above the state average. Academic press was strong for both sites. One area of possible focus for Belvidere was their lowest score (3.25), “The staff here understand my homework and can help me when I get stuck.” Local context indicated a challenge with education levels of some staff. While Belvidere’s Instructional Quality average was 3.18, it was their lowest area with the lowest being a Supportive Environment (3.09).

Conn West youth rated both these areas slightly higher than staff while at Belvidere the opposite was true.

Why is the program succeeding or struggling with academic press and engaging instruction? (Answer based on the discussion at the second meeting.)

Homework time is scheduled each day after snack at Conn West. Belvidere also has homework time scheduled every day. Staff turnover probably contributed to the lower scores in Supportive Environment at Belvidere.

- 5) Goal 2 – Leading Indicators – 2.4 External Relationships (Family Communication and School Alignment) – What trends are seen in the External Relationships section based on the local context interview and survey data above? Consider the additional family and school district administrator data in the Results of the Afterschool Surveys Report to help convey the status of the External Relationships.

Belvidere met the goal, but Conn West did not. The challenge for both was the Student Data Scale. Conn West rated 1.0 and Belvidere 2.0. Both indicated 1.0 on the ability to review achievement test scores or grades from the previous year. Local context seems to indicate challenges early in the year in relationships with the school as a result of past experience, however that relationship and communication seems to have improved during the year. Conn West’s School Administrator rated most items 4.0 with the exception of 1.0 for afterschool staff being invited to school meetings, professional development coordination and sharing grades and test scores.

Regular communication between afterschool staff and school teachers was rated 3.0. There was no data from Belvidere's School Administrator.

Family Communication for both was above the goal, however family member recruitment for participation was the lowest for both. Family responses tended to be higher than staff and directors. This would seem to indicate good relationships with families as they appear to be pleased with services provided. One area of focus for Belvidere from the director survey would be to provide parenting information and opportunities for personal growth. Conn West director survey indicated a need for a variety of services for families including parenting information, GED, other personal growth, and links to other services for families.

Why is the program succeeding or struggling with family communication and school alignment? (Answer based on the discussion at the second meeting.)

Conn West parents are encouraged to view and become engaged in program activities which builds relationships with that group leader. order to provide better support for academics.

Belvidere's new site coordinator and the new principal did not have a good relationship, but the site coordinator worked to involve families in the program as much as possible.

Budgets for the year did not include options for adult education and those meeting expenses.

- 6) Goal 3 – Program Attendance (3.2) – What are the program attendance trends across all sites? Are there particular sites that are doing well/struggling with program attendance? How does this fit with the local context? (*Note: Data is only provided for 3.2 – Program Attendance. You do not need to comment on the school day attendance and school day suspensions.*)

Both programs have strong attendance with both over 70%. Belvidere is slightly higher at 77.8% and Belvidere at 73.7%. Local context indicates positive relationships between staff and children in the program and children enjoy the activities. Family data shows strong support and good relationships also. These all contribute to good program attendance.

What factors affect the program's attendance rates? Why might some sites do better or worse than other sites? Why is the program succeeding or struggling with the program attendance objective? (Answer based on the discussion at the second meeting.)

The youth want to be in the programs and families want them to be there.

- 7) Goal 3 – Personal and Social Skills (3.4) – Across all sites, what are the trends on the youth surveys? Which areas might warrant more focus? Are there individual site differences? How does the local context fit this data?

Both sites were well above the goal of 70% with Conn West at 96.8% and Belvidere 85.9%. Conn West students rated all items near or above 4.5. Belvidere had a few areas below 4.0, but all above 3.75. Their lowest areas were getting along with adults (3.77), and it is easy for me to stay focused on projects that last more than one week (3.82). Local context showing strong relationships between staff and youth as well as supportive activities such as Character Counts area making a difference.

Why is the program succeeding or struggling with the personal and social skills youth outcomes? (Answer based on the discussion at the second meeting.)

Youth and staff do have good relationships in the programs with positive interactions. This positive impact builds on what youth are learning in Character Counts and other on-site programs.

- 8) Goal 3 – Commitment to Learning (3.5) – Across all sites, what are the trends on the youth surveys? Which areas might warrant more focus? Are there individual site differences? How does the local context fit this data?

Both sites exceeded the goal with Belvidere at 88% and Conn West 98.9%. While still strong numbers, the lowest area for Belvidere was paying attention in class (4.03) and getting homework done when in the program (4.11). Local context showed many activities within the programs that supported the idea of a commitment to learning. Youth excitement about the STEM activities and support for homework time during the program also contributed.

Why is the program succeeding or struggling with the commitment to learning youth outcomes? (Answer based on the discussion at the second meeting.)

Youth enjoy the relationships with both the staff members and the topics being covered in the programs.

- 9) Additional Family, Staff, School Administrator, and Community Partner data – Does this data support the other data already reviewed? Are there specific concerns (at one site or across all sites) that the program should consider (e.g., families connected, staff supported, school administrators and community partners informed)?

Belvidere had no data from school administrator or community partners. However, data from family and staff all strongly supported other data and information about the program. Additional data for Conn West also supported previously reported information.

One area of possible focus for both programs in the district is better communication across the community about what the programs actually do and activities they provide.

Longitudinal Progress

For each item below, the external evaluator should complete the first set of questions prior to the face-to-face meeting with the program director. The second set should be completed following the meeting with the program director.

1. What trends are noted across time related to the specific objectives (1.1-3.5)?

Goals 1.1-1.6 have generally been met for the three years with the exception of Belvidere Goal 1.1 last year and 1.2 this year.

External Relationships have been a challenge for the past three years. Belvidere did not meet the goal for the first two years (no data for Conn West last year) and this year Conn West did not meet it.

If not previously discussed in the Status of Current Year's Objectives above, please discuss the local context or reasons why a particular objective may be not met for multiple years. (Answer based on the discussion at the second meeting.)

Turnover of staff and coordinators in the past have impacted goals for that year.

2. For the specific objective(s) that the program identified to work on during the past year (discussed in Review of Progress on Previously Selected Objectives in Part A above), what progress can be seen in the available data?

At Conn West, the focus on Goal 2.2 is reflected in a score of 4.33 on the overall PQA.

The site coordinator at Belvidere is no longer with the program and did not complete the request for information at the spring meeting.

What factors contributed to or detracted from the progress? How does this fit with the local context? (Answer based on the discussion at the second meeting.)

Building relationships at Conn West on all levels - principal, teachers, custodial staff, parents, etc. - have made an impact across the program.

3. For the next year, which objective(s) might the program select for improvement? (Note: Action plans will be developed with the Afterschool Regional Educator.)

Suggested areas of focus include:

- Increase staff training both before they begin working with youth and continuing throughout the year
- Continue building relationships with school staff at all levels to help with school alignment
- Increasing communication with the community in general
- Belvidere needs to increase space available for program use

21st Century Community Learning Center Evaluation Summary

The external evaluator should prepare an evaluation summary using the template provided. The 2-page document should summarize the information in the Guided Reflection Documentation about each of the three afterschool goals. The evaluation summary should be submitted in the template provided so that there is consistent presentation of the 21st CCLC funding and evaluation expectations.

Although the summary should be brief (expected to be 2 pages and not more than 3), this document represents the culmination of the evaluation and relies on the ability of the external evaluator to succinctly capture the status of the afterschool program.