

2019-2020 Grant Evaluation Report
21st Century Community Learning Centers Program
Cohort 19

Program Sites:

Galesburg High School
Monmouth-Roseville High School
Abingdon-Avon High School

Henderson, Knox, Mercer, and Warren Counties
Regional Office of Education #33
105 North E Street
Monmouth, IL 61462

Prepared by:

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I. Grant Information

Henderson, Knox, Mercer and Warren Counties Regional Office of Education #33 was awarded an FY19 21st Century Community Learning Centers Grant (21stCCLC) in 2018. This grant allowed Regional Office of Education #33 to establish a comprehensive, innovative, developmental and research based extended learning program for students and families of greatest need in three different school districts and facilities in their West Central Illinois region, Galesburg High School, Monmouth-Roseville High School and Abingdon-Avon High School. Galesburg High School and Abingdon-Avon High School are located in Knox County, and Monmouth-Roseville High School is located in Warren County. The Regional Office of education #33 provides a mission to serve students and their families through a four-county region located in West Central Illinois.

This report is written for the second year of this award of implementation.. The grant is managed by a Program Director and each of the three sites are managed by individual Site Coordinators located and housed at each site.

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II. Overview and History of Program

The Henderson, Knox, Mercer and Warren Counties ROE was awarded this 21stCCLC grant to create community learning centers providing students with additional academic support, exposure to a broad array of enrichment experiences, parent education and family programming. The overall goal is to develop a comprehensive extended learning program that will support student achievement, improve attendance, develop positive character, decrease discipline referrals, and increase family involvement.

The primary goals of 21st Century CLCs are to promote increases in academic performance, improvement in behavior, and increased involvement in school and school-based activities. The remaining objectives relate to the operations of each of the three centers.

Objectives/Goals

All 21st Century CLC sites are required to work toward seven common objectives:

1. Participants in the programs will demonstrate increased academic achievement.
2. Participants will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreational activities.
3. Participants will demonstrate social benefits and exhibit positive behavioral changes.
4. Programs will provide opportunities for the community to be involved and increase family involvement of participating children.
5. The programs will provide opportunities, with priority given to all students who are the lowest performing and in the greatest need of academic assistance.
6. Professional development will be offered by the 21st CCLC programs and ISBE to meet the needs of the program, staff, and students.
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.

The 21stCCLC grant sites target the most at-risk populations in grades 9-12 and their families. Grant-wide, students in qualifying buildings exceed or meet the state average in most characteristics that label a student at-risk, most clearly in the areas of Mobility, Chronic Absenteeism, Dropout Rate and Chronic Truancy.

Characteristic	Abingdon-Avon HS	Galesburg HS	Monmouth-Roseville HS	State
English Language Learner	1%	3%	13%	12%
Disability	13%	14%	9%	16%
Low Income	45%	53%	45%	49%
Homeless	2%	1%	1%	2%
Mobility	12%	19%	9%	7%
Chronic	27%	32%	26%	18%

Absenteeism				
Dropout Rate	6%	6%	4%	4%
Chronically Truant	24%	22%	13%	13%

2019 SAT scores indicate students in the qualifying buildings perform below state averages in ELA and Math. The data below details the percentage of students who met or exceeded expectations on the SAT assessment. State averages are collected from the Illinois State Report Card. It should be noted that 80% of Monmouth-Roseville students are high poverty students.

SAT Score	Abingdon-Avon HS	Galesburg HS	Monmouth-Roseville HS	State
ELA	25%	29%	22%	37%
Math	8%	22%	18%	34%

The communities served by this grant are remote and isolated lacking many youth activities such as dance, music, art, science and technology. There are few YMCA programs offered to high school students, no structured Boys & Girls Clubs, community recreation centers or public transportation in Abingdon-Avon. Although Galesburg and Monmouth have a YMCA and local park districts, there is either little programming offered that is geared toward high school students after school or they are fee-based programs that are cost-prohibitive to many students. Transportation to and from these programs is also a barrier to participation in fee-based, community before and after school programs. Community input consistently lists after school activities as a priority need. The 21stCCLC grant offers opportunities to extend student learning, build stronger families and establish healthier communities.

Impact of COVID

Shelley Ashbaugh, Site Coordinator: Abingdon-Avon High School

A-AHS 2019-2020 school year was on track to end well with the 21st CCLC readily meeting the attendance goal of 30+ day regular student attendance, then the Covid-19 Virus came into play. As of March 17th, A-AHS school district was closed down and the educational world went full remote. 21st CCLC programming has become a challenge to implement after that March date with all of the restrictions and mandates put into place for all school facilities.

The prompt notification that staff was to leave the building presented many problems in that this was to only be for two weeks and staff members tried to pack up as much of an office as possible. There was no staff that was allowed back into the school or any office until after the 4th of July weekend 2020, some 15 weeks later.

Contact with students and their family members became hard but was done through Google Classroom, Google Meets, emails, texts, phone calls, social media, mailings or district apps. Assuming that all other 21st CCLC programs were doing the same things to keep in touch with their staff as well.

As time went on, A-AHS students lost interest and viewed this time as their Summer had begun. Any attempts at reaching out were not always responded to and the positive relationships with the students were suffering! Programming via remote was very difficult and the 21st CCLC staff was amazing in their attempts to also stay in touch with the students. ESports continued to play remotely, but not all

students had the means at home to play due to poor internet connections or their computers did not have the speed capabilities to keep up with matches. Strength and Conditioning remained a constant with the instructors sending 'at home' workouts to the students via email or Google. Robotics continued to meet via Zoom briefly, but did not continue after April.

There were three cancelled family events during this time as well. Spring Family Paint Night, TWISTER year end family celebration and sharing of work and Freshman Orientation were events that had to be canceled with lost contact with each respected group as recipients of 21st CCLC programming hours. The Summer Program was also a challenge and most difficult. With the COVID rules and regulations from the IDPH, CDC and District #276, the fears of parents and students added to the summer heat, sadly had a direct effect and the programming was not well attended as in the first year for comparison. All field trips had to be canceled. Strength and Conditioning and ESports were still going on remotely and well attended. Book Club was added as a remote activity and met twice weekly via Google Classroom and interested students were delivered a book via door drop for participation. Virtual field trips were posted to social media and sent to student/family emails for an added offering.

Monthly in person family events were canceled, but two drive thru family activities were held. These were the Freshman and New Student Orientation "Welcome to AAHS" with program information and school supplies being given out and a Senior 2020 Time Capsule Family event. These were scheduled for the summer and were well attended.

COVID has impacted everything about how the program is implemented and carried on. It has taken patience, creativity and love as well as caused frustration, stress and struggles for all staff, students and their families!! Change has been inevitable and we continue on to make a difference for the better in the lives of our students, their families and hopefully our communities

Summative Review of COVID during Spring/ Summer 2020 at Galesburg High School

Galesburg High School was just like any other school district in Illinois when the shutdown occurred as students never returned back to the building. There was no further direct contact with students as all Districts faced shutdown orders and many unknowns. Health departments and school district administration was very instrumental with the guidelines that were to be followed at GHS as well as every other school district in the nation. Every aspect of 21st CCLC was virtual programming. Weekly meetings and daily reports were issued to staff to assess the number of positive cases throughout the school district. There were many unknowns at this time as students fell off of the grid with little to no contact whereas they were reaching their 30-day attendance within GHS Programming. Attempts to reach out to students were made by email, social messenger and through a friend of a friend for needs and for continued communication. The cell phone became the connection to the outside world for social interactions. The Summer programming was the first instructional time that was offered and this was virtual only with limited staff and outreach. As with other 21st CCLC programming, GHS was in this pandemic to begin planning for the Fall months as school would begin with a new Freshman class of students as the directives we planned for changes to all Parent Materials and registration for 21st CCLC Programs.

Amy Snell, Site Coordinator- Monmouth-Roseville High School

After the statewide shutdown on March 13, M-RHS maintained contact with students through email, door drop bags, Google Classroom, social media and the school website. Internet and broadband access was a significant issue for students. M-RHS ESports and Film Club programs were most affected by these issues. When staff reached out to students, it was very hard to get responses.

M-RHS school district was adamant about not providing any programming in person throughout the spring and summer, therefore for safety reasons and because of district policy, many very popular events were canceled, the First Wednesday Arts Night Family, Steel Band Field trip, the 2020 drama

production, all Environmental Club activities were canceled. In addition the popular SAT/PSAT review was canceled, due to the cancellation of testing. The sewing program had to move to an appointment-only approach in June in order to finish their t-shirt quilt project. Health department social-distancing guidelines were followed.

21st CCLC Staff loved to implement 21st CCLC Programming through family “door drop” activity bags as it was an opportunity to communicate with students and see how they were doing. Staff had some students excited to serial people in person from a distance with a mask-on as deliveries of additional bags were made. Staff was even able to see some students at their places of employment during door drops and took that opportunity to talk to them. Creativity and connections made positive connections with students during this pandemic time.

II.A. Evaluation Methods

While an outside evaluator has been hired to work with the 21stCCLC team, the evaluation process is more inclusive by tapping information from all staff and collectively monitoring the progress of the program. Key questions that guide the evaluation progress are driven by the goals and the seven objectives of the 21st CCLC grant as established by the US Department of Education, making sure any planned activity directly relates to the stated objective. The Site Coordinators collect data on a daily basis. This data is summarized in a monthly report that is submitted to the Project Director which includes attendance data, student programming and activities, professional development, community partners and success stories. Monthly meetings with 21st CCLC staff provide the framework for progress monitoring with a focus on continuous improvement. Additional documentation, including public-relation and recruitment material; photos of daily programming and special events, field trips and parent programming; and samples of program materials is kept on file at the program sites. The following data is used for this report:

Data	How Collected	When Collected
Teacher Survey	Site coordinators collect teacher surveys for every regularly attending student.	May
Report Card Grades and Daily Assignments/Homework Completion	Site coordinators use a school software program for daily checks of homework completion and to monitor student grades. Site coordinators collect report card grades twice per year.	Daily
Attendance Data	Attendance is taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily
Monthly Reports	Reports are submitted to the Director monthly. These reports include programming, parent education and family event data and professional development information.	Monthly

GATA Report Data	Reports are submitted quarterly to ISBE in order to remain in compliance for funding.	Quarterly
Grant Periodic Report Data	Reports are submitted quarterly to ISBE and include data and evidence of compliance in all 7 objectives of 21st CCLC programming.	Quarterly
21Apr Data	Reports are submitted to the federal government three times per year with data regarding daily programming in the areas of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Data Warehouse and Benchmarking Tool Data	Reports are submitted to the Illinois Report Card through NIU. ISBE oversees this process. These reports contain data regarding daily programming in the area of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Spring Survey Data	This report is submitted to ISBE and includes descriptions of programming and activities during the school year. Teacher survey data is a key component to this report.	Once per year
Biannual Call	The Project Director speaks twice per year with their principal consultant and reviews a list of standard communication items that address daily programming including the registration process, enrollment numbers, family programming and student programming, as well as data collection, professional development and ISBE support.	Twice per year

III. PROGRAM IMPLEMENTATION

III.A. Students Served
 Recruitment and Retention of Students

As this was the second year of operation for this grant, students that previously participated in the program were recruited for re-enrollment at all three sites. Teachers also identified students that have struggled academically for priority enrollment and invited them to join the program. Students that participated in FY 19 were also contacted and asked to re-enroll. The Program Director and Site Coordinators provide ongoing information to each school about the program in regard to recruitment of new students and available space. Report cards are reviewed at the quarter in order to identify students that may be eligible but not enrolled in the program. Ineligibility lists are reviewed regularly and report cards are reviewed at the quarter in order to identify students that may be eligible but not enrolled in the program. At Abingdon-Avon, a letter is mailed to incoming freshman families that includes information about the 21CCLC program and inviting them to participate in the program, as well as a

survey asking for input on 21CCLC programming and family events. The Abingdon-Avon site coordinator also attended Parent/Teacher conferences in November and March and was able to discuss the 21CCLC program with families, in particular with the parents of students who were struggling academically. The Monmouth-Roseville High School site coordinator attended the school PTC meeting in October to discuss the 21CCLC program. She distributed surveys asking for input about programming, however no one returned the surveys. Monmouth-Roseville High School 21CCLC also provided information about the program to students and parents at the Incoming Freshman Orientation in March. This site coordinator is new to this position and worked hard throughout the school year to develop solid relationships with staff, students and families. Many students who enroll at the Monmouth-Roseville High School site are doing so because of their positive experiences with the Monmouth-Roseville Junior High School program (Cohort 15), and in particular the Theater Arts program.

The program handbook for Monmouth-Roseville High School includes the following description of recruitment practices:

The Monmouth-Roseville TITANS Program's mission is to expand Monmouth-Roseville's students' opportunity to participate in high-quality educational, recreational, cultural, and community enrichment programs before and after the regular school day. We strive to provide safe, supervised environments for students that increase school and community connectedness, enrichment opportunities, academic achievement, physical activities, and social/life skills while promoting fun.

In order to maximize the after school program's benefits, students are strongly encouraged to attend the program daily when the program is in session. Regular attendance will aid in improving academic performance and attitudes toward school. This is not a drop-in program.

The program handbook for Galesburg High School includes the following description of recruitment and retention practices:

The 21st Century Community Learning Centers (CCLC) is an out of school time program offered FREE OF CHARGE. The program offers academic, leadership and enrichment opportunities for students and families. Bus services will be available throughout the course of the program and you will be notified if your child is eligible for transportation. The After School Learning Program is offered for students in 9th and 10th grade. Family group activities will be offered on some weekends and evenings. Please attend as many activities as possible. Family participation is very important to our grant because 21CCLC has a dual capacity framework, meaning we serve both students and families. Your child is expected to meet expectations and participate. Instructors use positive reinforcement during the out of school time program to keep a positive and fun learning environment! To maintain a good learning environment, we will not allow harassment or bullying. We have a "zero tolerance" policy for any weapons or controlled substances. Expectations during the out of school time program are the same as during the traditional learning day. Please read and discuss this family handbook with your child.

The program handbook for Monmouth-Roseville High School includes the following description of recruitment and retention practices:

Opportunities for students to earn incentives will be provided throughout the program year. These incentive opportunities are dependent upon the student's attendance and other learning activities throughout the daily program. The more days a student attends, the better opportunity he/she has of becoming a positive role model for others.

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families and by providing engaging enrichment programming that is of high interest to students. Galesburg High School administered a survey asking students if they are interested in participating in the afterschool program and provided a list of possible enrichment activities for them to choose from. Students were also able to write-in their own ideas. Student input and voice are important to student recruitment and retention. Certified school district staff members take an active interest in the experiences of each child. Staff members use positive reinforcement to encourage prosocial behavior and discipline is non-punitive. Staff members strive to build activities into the schedule based on student preferences, including time for indoor and outdoor activities, while continuing to uphold the primary academic goals of the program. Program staff keep students and families informed about programming and activities through the use of the school website and app, social media, emails, all-calls, home mailings fliers and through the daily announcements at school. When students are absent for multiple days, 21st CCLC staff members make phone calls home to inquire about the absences and encourage attendance.

Student Enrollment by Program Site

Abingdon-Avon High School: (target enrollment: 75- Students)

Students Served in School Year	Year 1	Year 2
Total Unduplicated Enrollment/Regular Attendees	116/21	186/66
Total Unduplicated Enrollment School Year only	116	80
a) Number of students attending less than 30 days	95	120
b) Number of students attending 30-59 days	18	41
c) Number of students attending 60-89 days	3	13
d) Number of students attending 90+ days	0	12

Galesburg High School: (target enrollment: 100- Students)

Students Served in School Year	Year 1	Year 2
Total Unduplicated Enrollment/Regular Attendees	185/47	240/103
Total Unduplicated Enrollment School Year only	185	103
a) Number of students attending less than 30 days	138	137
b) Number of students attending 30-59 days	45	100
c) Number of students attending 60-89 days	2	3
d) Number of students attending 90+ days	0	0

Monmouth-Roseville High School: (target enrollment: 100- Students)

Students Served in School Year	Year 1	Year 2
Total Unduplicated Enrollment/Regular Attendees	169/49	231/30
Total Unduplicated Enrollment School Year only	169	231
a) Number of students attending less than 30 days	120	201
b) Number of students attending 30-59 days	37	26
c) Number of students attending 60-89 days	8	3
d) Number of students attending 90+ days	4	1

Student Demographic Characteristics

Abingdon-Avon High School- 30 Days or More	Year 1	Year 2
Total Unduplicated Enrollment	21	66
Male	15	53
Female	6	13
Grade		
9	9	11
10	7	24
11	4	17
12	1	14
Racial/Ethnic Group		
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Black or African American	0	0
Hispanic or Latino	0	2
White	21	64
Multiracial	0	0
Do Not Know	0	0
Limited English Proficient Students	0	0
Students with Disability/IEP (Not LEP)	0	2
Students Receiving Free or Reduced Lunch	8	20

Abingdon-Avon High School- Less Than 30 Days	Year 1	Year 2
Total Unduplicated Enrollment	95	120
Male	46	36
Female	49	84
Grade		
9	34	38
10	21	36
11	35	25
12	5	21
Racial/Ethnic Group		
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Black or African American	0	0
Hispanic or Latino	0	2
White	95	110
Multiracial	0	8
Do Not Know	0	0
Limited English Proficient Students	0	0
Students with Disability/IEP (Not LEP)	2	13
Students Receiving Free or Reduced Lunch	35	55

Galesburg High School- 30 Days or More	Year 1	Year 2
Total Unduplicated Enrollment	47	103
Male	24	51
Female	23	52
Grade		
9	27	73
10	20	30
Racial/Ethnic Group		
American Indian/Alaska Native	0	0
Asian/Pacific Islander	1	0
Black or African American	9	24
Hispanic or Latino	2	9
White	28	57
Multiracial	7	10
Do Not Know	0	3
Limited English Proficient Students	0	0
Students with Disability/IEP (Not LEP)	5	13
Students Receiving Free or Reduced Lunch	36	58

Galesburg High School- Less Than 30 Days	Year 1	Year 2-
Total Unduplicated Enrollment	138	137
Male	73	71
Female	65	66
Grade		
9	72	72
10	66	65
Racial/Ethnic Group		
American Indian/Alaska Native	0	0
Asian/Pacific Islander	0	0
Black or African American	15	16
Hispanic or Latino	13	12
White	92	91
Multiracial	18	18
Do Not Know	0	0
Limited English Proficient Students	0	0
Students with Disability/IEP (Not LEP)	10	10
Students Receiving Free or Reduced Lunch	88	87

Monmouth-Roseville High School- 30 Days or More	Year 1	Year 2
Total Unduplicated Enrollment	49	30
Male	29	17
Female	20	13
Grade		
9	22	7
10	13	14
11	7	5
12	7	4
Racial/Ethnic Group		
American Indian/Alaska Native	0	1
Asian/Pacific Islander	NA	1
Black or African American	NA	0
Hispanic or Latino	NA	3
White	NA	25
Multiracial	NA	0
Do Not Know	0	0
Limited English Proficient Students	0	0
Students with Disability/IEP or 504 (Not LEP)	NA	4
Students Receiving Free or Reduced Lunch	49	7

Monmouth-Roseville High School- Less Than 30 Days	Year 1	Year 2
Total Unduplicated Enrollment	120	201
Male	40	84
Female	80	117
Grade		
9	29	50
10	36	55
11	34	49
12	21	47
Racial/Ethnic Group		
American Indian/Alaska Native	0	2
Asian/Pacific Islander	NA	12
Black or African American	NA	10
Hispanic or Latino	NA	50
White	NA	121
Multiracial	NA	4
Do Not Know	0	2
Limited English Proficient Students	0	20
Students with Disability/IEP or 504 (Not LEP)	NA	18
Students Receiving Free or Reduced Lunch	120	68

Family Participation

Several programs were made available to family members of program participants throughout the year.

Family and Parent Education Events included:

Event	Site	Number of Parents/Caregivers
Family Thanksgiving Feast	Galesburg High School	22
Family Paint Night- Fall	Abingdon-Avon High School	21
Family Paint Night- Winter	Abingdon-Avon High School	23
FAFSA Night	Abingdon-Avon High School	11
Family DIY Evergreen Event	Abingdon-Avon High School	45
Family Senior Time Capsule Event	Abingdon-Avon High School	57
Family Game Night	Monmouth-Roseville High School	3
Cookies and Karaoke Family Night	Monmouth-Roseville High School	9
Pallet Project Family Night	Monmouth-Roseville High School	7
Dual Credit Information Night	Monmouth-Roseville High School	15

School Year Activities

During the school year, program staff provided daily academic remediation and enrichment activities, physical activity, and team building opportunities as part of the program structure. Additionally, time was provided for students to work on homework and receive academic assistance and tutoring each day. Site coordinators keep lesson plans on site and include activity descriptions with standards descriptors in monthly reports that are submitted to the ROE.

The following enrichment programming was provided and during the 2019-2020 year:

Abingdon-Avon High School offered multiple enrichment programs including: Morning- Open Gym, Homework Help, Library Club Afternoon- What's Cooking Club, Hooks and Needles Club, Bowling, Art Club, Strength and Conditioning Club, homework help and tutoring, Horticulture Club, ESports, Robotics Club, Cafeteria Club Sunday Afternoons- SAT Test Prep

Galesburg High School offered Homework Hub, Strength and Conditioning, Arts and Crafts, Open Studio, Meeple People, Fearlessly Girls, Dungeons and Dragons Club, Robotics and Recreational Activities.

Monmouth-Roseville High School offered multiple enrichment programs, including: Morning- writing assistance, homework help and ELL homework help Afternoon- Anime, Tabletop Game Club, SAT Prep, Improv, Film Club, Environmental Club, Knitting/Crocheting Club, Guitar Club, Language Learning Club, Chess Club, Tutoring, Study Table, ESports, Coding, Dance Club, Winter Guard and Photography Club.

In addition to school day programming, regular family programming was offered at all three sites. Involving parents and caregivers in the 21st CCLC program builds healthy relationships between students and their caregivers as well as offering parents an opportunity to participate in a school related activity in a positive way. Parents of at-risk students, generally speaking, are more prone to having negative attitudes toward school. These attitudes can potentially be handed down to their child. Positive parent-child programming affords both the student and parent a chance to alter these views. These are wonderful SEL opportunities for all involved.

Summer Activities

Summer programming was offered at all three sites.

Abingdon-Avon High School offered summer school focused on arts and crafts, physical fitness, cooking classes, Hooks-n-Needles Club and video gaming. Opportunities to connect with friends and try something new was encouraged, which are key to student social-emotional development.

Galesburg High School offered summer school focused on cooking, crafts, video games, fitness, Fearlessly Girls Club, and round table discussions. Students were able to develop friendships and get to know one another in a new and different setting. Students enjoyed the summer opportunities.

Monmouth-Roseville High School offered their annual summer theater production, as well as Book Club, crafts, Math remediation and enrichment, anime, fitness and computer/theater technology.

Summary

Sites	Enrollment Goal	Actual Enrollment
Abingdon-Avon HS	75	186

Galesburg	100	240
Monmouth-Roseville HS	100	231

Looking at the data for 2019-2020 a few points jump out. All sites are exceeding their enrollment goals and the site coordinators should be commended for their efforts. Galesburg increased their percentages of regularly attending students. The high number of enrolled students speaks to the promotion of the program, the quality of activities provided and the buy-in by the high school staff and administration. This is an exceptional accomplishment, especially for high school sites.

Family events were offered to families at all program sites and all 21CCLC parents were invited to attend these programs. As second year programs, parents are beginning to understand that family/parent programming is a part of the 21CCLC grant. Second semester programming was impacted by the statewide shutdown due from the COVID-19 Public Health Pandemic.

The retention strategies put into place at each site have been motivating to students. Demographic data shows that the program is reaching out to a diverse group representing the community at large. All sites have been running above enrollment goals. High school programs typically have lower rates of regular attendance than elementary sites. This is often due to conflicting schedules with extra-curricular activities and obligations after school including caring for younger siblings and/or after school employment.

Challenges:

As staff changes from time-to-time, the site coordinator at this site resigned and a new one was hired in September 2019. FY20 has been a rebuilding year for Monmouth-Roseville High School. COVID shut down the programs and therefore negatively affected attendance data. Other challenges include the fact that this is a newer grant at these high school sites. In the first few years a big challenge is communicating to parents and students the number of high-quality opportunities that 21stCCLC grants are able to provide, and then getting students to enroll in and participate in programming. Newer grants often take some time to “get their feet under them” and put processes in place that make sense for day-to-day operations. Additionally, most programs, no matter how long they have been in existence, find it an ongoing challenge to keep high school students in the regularly attending category and to attract additional students. The site coordinator position is key to the success of the high school programs through the creation of after school interventions that are compatible and interesting to students this age. High school sports and clubs play a competitive role for available after school hours for students. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students. It is often more difficult to get the parents of high school students “through the door” for family events and parent education. Engagement decreases as parents expect their older student to take more responsibility for their education. Additional obstacles include conflicting parent work schedules and once students are capable of providing their own transportation to school, parents do not attend events because they do not have to accompany their child to the school.

As the program continues to gain ground and becomes more familiar with parents and teachers, recruitment needs to remain focused on students deemed most a-risk and most likely to benefit from program interventions.

Program Improvement:

Related to recruitment, the plan is to continue the strategies put in place to actively recruit students who have previously been involved in 21CCLC and those identified as most likely to benefit from programming. The site coordinator, teachers and counselors should develop a list of students at the end of each grading period that should be invited to participate in programming. Relationships currently exist within each school based site and software is used to access grades and homework completion currently. Teachers will discuss this referral with parents at parent-teacher conferences and the site coordinator will follow-up by answering parent questions and completing student registration with these targeted students identified at quarter end.

While the retention strategies have been effective and have increased retention rates, staff should examine reasons for non-attendance and aim to identify students that are regularly absent from the program. Site coordinators should survey students to see if the incentives for participation should continue or new ones put in place, and to determine the strengths of the program and identify the highest-interest activities that could potentially protect against non-attendance or attrition. Students missing multiple days should be identified for mentoring, encouraged to engage in high-interest activities or other appropriate interventions. Staff should continue to focus on the goal of having 90% of all enrolled students attend programming 30 days or more.

Site coordinators should continue to focus on reaching the parent participation goal specific to their center with a focus on getting new parents involved. Surveying parents on their interests and needs and catering family and parent education to those needs is recommended. Parent interest surveys could be included in student enrollment packets.

III.B. Program Operations

Program Hours

Galesburg High School	Year 1	Year 2
Total Number of Weeks Site is Open	33	32
Typical Number of Days per Week	4	5
Typical Number of Hours per Week	9.5	12
Monmouth-Roseville High School	Year 1	Year 2
Total Number of Weeks Site is Open	31	36
Typical Number of Days per Week	5	5
Typical Number of Hours per Week	12	13

Abingdon-Avon High School	Year 1	Year 2
Total Number of Weeks Site is Open	29	38
Typical Number of Days per Week	5	5-6
Typical Number of Hours per Week	13	15-17

These sites met every available day that was not affected by winter weather cancelations, district calendar constraints and the COVID shutdown The Project Director and Site Coordinators should be commended for this accomplishment.

Staffing

Henderson, Knox, Mercer and Warren ROE #33 employs a Project Director that is responsible for overall program management. Each site employs a Site Coordinator, who works full-time for 21st Century Community Learning Centers (21stCCLC). The Site Coordinator is responsible for planning program activities, providing direct supervision of staff members and students, ensuring policies and procedures are followed, responding to data requests, and providing intervention when needed. Additional staff members may include school day teachers, non-teaching school day staff, college student workers and high school student workers. Additional partners may be subcontracted for provision of activities and mentoring. The Regional Superintendent of Schools serves as the administrative agent for this grant funding and the program is facilitated by fiscal support staff within the ROE #33.

Galesburg High School Staffing	Year 1	Year 2
School Day Teachers	12	14
Center Administrators	2	2
Other non-teaching school day staff	4	12
Parents	0	0
College students	2	0
High school students	0	0
Other community members	4	2
Other non-school day staff, some or no college	0	0
Total	24	30

A total of 7 individuals volunteered time at the Galesburg High School 21CCLC program.

Monmouth-Roseville High School Staffing	Year 1	Year 2
School Day Teachers	10	18
Center Administrators	2	2
Other non-teaching school day staff	6	5
Parents	0	0
College students	0	1
High school students	0	0
Other community members	0	5
Other non-school day staff, some or no college	0	0
Total	18	31

There were 13 volunteers at the Monmouth-Roseville High School 21CCLC program, including college-aged students, parents, teachers, community members and administrators.

Abingdon-Avon High School	Year 1	Year 2
School Day Teachers	9	17
Center Administrators	1	1
Other non-teaching school day staff	4	8
Parents	0	0
College students	0	0
High school students	0	0
Other community members	0	0
Other non-school day staff, some or no college	0	0
Total	14	25

There was support staff and counseling staff that served as volunteers at Abingdon-Avon High School 21CCLC program in FY20.

Staffing Ratio

Galesburg High School: 1 teacher/staff to 3 students

Monmouth-Roseville High School: 1 teacher/staff to 7 students

Abingdon-Avon High School: 1 teacher/staff to 3 students

The ratio of staff to students depends on the needs of a particular site as well as the availability of staff. In this region there are a limited number of teachers and staff due to the rural location and many of these individuals are engaged in other after school activities such as sponsoring clubs and coaching sports teams. However, these sites should be commended for the low teacher to student ratios. These are exceptional ratios for high school programs.

Staff Turnover

Galesburg High School: no one left during the year

Monmouth-Roseville High School: the new Site Coordinator began her duties in October 2019

Abingdon-Avon High School: no one left during the school year

Staff Training

All adult staff attended an orientation meeting regarding programming structure and grant requirements and a mandated reporter training provided by DCFS prior to the start of the after school program. Additional professional development training available to staff are listed below. Some staff training has been site specific. The teachers, aides and other school staff working for the 21stCCLC participated in on-site SIP days and regular staff meetings. The school district as a partnering agency, ensures these professional development days address issues related to the host school, personnel topics, and specific curricula and activities unique to the school site. The training need has either been identified as a program need or as an individual need. Site Coordinators received professional development monthly at the Henderson, Knox, Mercer and Warren ROE. The Project Director attended all required ISBE workshops, training and webinars, both in-person and remote.

Topic	Staff Attending	Provider
Program Orientation	Site Coordinators	ROE
Mandated Reporter Training	All staff	DCFS
Creating Connections- Trauma Informed Practices	Abingdon-Avon Site Coordinator, Monmouth-Roseville HS Site Coordinator	ROE 33 and ROE 26
How High Do You Bounce?-Building Resilience	Monmouth-Roseville HS Site Coordinator	U of I Extension
Supporting Staff and Families During School Closure	Monmouth-Roseville HS Site Coordinator	US Dept of Education-Y4Y
New Leaders Academy- Everything 21stCCLC	Monmouth-Roseville HS Site Coordinator	US Dept of Education-Y4Y
Dig Into the Basics	Monmouth-Roseville HS Site Coordinator	US Dept of Education-Y4Y

Intentional Activity Design is Key to Student Outcomes	Monmouth-Roseville HS Site Coordinator	US Dept of Education-Y4Y
Caregiver Self-Care: Overcoming the Challenges	Monmouth-Roseville HS Site Coordinator	U of I Extension
Who Gets Grandma's Pie Plate	Monmouth-Roseville HS Site Coordinator	U of I Extension
Someday is Today- Live Your Bucket List	Monmouth-Roseville HS Site Coordinator	U of I Extension

Program Governance

The 21CCLC grant sites were administered through the Henderson, Knox, Mercer and Warren ROE which was responsible for the overarching operations across these programs. This includes the original grant proposals and continuation, compliance, evaluation, hiring of site coordinators, and facilitating professional development. Each site was run by a site coordinator who worked closely with the host school and an administrative advisory team that meets monthly or as-needed. Governance is facilitated by regular meetings between Site Coordinators and ROE staff, and a systematic record keeping and reporting system that highlights successes, as well as challenges that need to be addressed. This aspect of the 21CCLC operation works well without problems reported during the grant period.

Summary

Data:

In terms of staff hiring, development and retention, the programs were strong. The staff was highly qualified in that most adult staff members were also district employees and were well acquainted with the students, teachers, administration, some families and all students.

The average staffing ratio across all sites was one staff member for less than 10 students. This low ratio allows for relationship building, and academic and behavioral support.

All staff attended multiple training sessions. There was a strong professional development focus on quality day-to-day program operations. However the diversity of PD offerings throughout the year highlights the well-rounded approach to program improvement.

Challenges:

New grants need time in order to discover which processes and procedures work best for their individual sites. Additionally, scheduling common time for professional development opportunities for staff other than site coordinators is difficult as there is very limited time not already dedicated to programming or school hours. Holding training for teachers and staff that work during program hours presents the problem of supporting the after school program with fewer staff or finding replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend training.

Program Improvement:

One unintended benefit of school closures due to COVID was that it allowed staff more time to attend online training. In the future, this type of professional development and training should be explored as a solution to finding common time for offering 21CCLC PD face to face.

The staff ratio at each site has been appropriate for both academic and enrichment programming. The program has benefited from low staff turnover, adding consistency to after school programming.

IV. Progress Toward Objectives

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

Activities: The 21st CCLC program provides academic intervention and support through before and after school and summer programs. Tutoring and homework help is provided to ensure students develop improved achievement outcomes. This assistance provides additional information to students to better understand homework directions, extend concept comprehension and encourage completion of assigned work. In addition, STEM programming was provided by staff and community partners.

The focus of the academic intervention is to:

- Help prepare students for classroom lessons by providing background knowledge or skills needed to be successful in classroom instruction and participation
- Support students with homework completion and re-teach concepts that continues to be a struggle for the student
- Provide enrichment, remedial, homework strategies, tutoring and RTI strategies that aligned with the school day curriculum and Core Standards are provided to students through interactive materials.

Measures, Data Collection and Analysis:

Teacher Survey: Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective. The return rate for Teacher Surveys on regularly attending students was high, as indicated by the following return rates: Galesburg High School- 97%; Monmouth-Roseville High School- 100% and Abingdon-Avon High School-100%.

The following chart shows the percentage of improvement for regularly attending students that, in the opinion of their teachers, needed to improve and demonstrated improvement in the significant, moderate or slight categories on the teacher surveys. Data is also provided on students that, in the opinion of their classroom teacher, did not need to make improvements in those categories.

2019-2020 School Year All Regular Attendees	Students that Needed to Improve % Improvement			Did Not Need to Improve		
	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS

Turning in homework	73%	59%	52%	18%	31%	63%
Completing homework	69%	64%	54%	17%	29%	67%
Participating in class	86%	59%	56%	31%	29%	66%
Volunteering (e.g. for extra credit)	90%	64%	26%	60%	27%	63%
Attending class regularly	65%	47%	20%	38%	52%	86%
Being attentive in class	66%	56%	58%	44%	47%	74%
Behaving well in class	62%	56%	62%	18%	48%	82%
Academic performance	72%	62%	58%	29%	32%	64%
Coming to school motivated to learn	75%	45%	47%	33%	35%	74%
Getting along well with other students	47%	60%	50%	36%	41%	75%

Based upon teacher perspective, the 21CCLC program is making a difference in academic performance for those students who regularly attend. Teachers survey also showed that on average 41% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 72% at Galesburg High School, 62% at Monmouth-Roseville High School and 58% at Abingdon-Avon High School showed improvement. This clearly indicates that the 21CCLC programs are enrolling some of the most academically at-risk students and those students are making academic improvement.

Student Grades: Additional academic data is gathered from the actual grade changes from first quarter to end of year report cards. This data may be considered somewhat less subjective in that the grades are collected from teacher grade books rather than teacher’s judgment. The numbers below reflect the percentage of regularly attending students that showed improvement in math and reading, grades 9-12.

Math grade changes for attendees:

	Monmouth-Roseville HS	Abingdon-Avon HS
Increased their grade by half a grade or more.	30%	38%

Decreased their grade by half a grade or more.	41%	2%
Neither increased or decreased their grade.	29%	60%

Reading grade changes for attendees:

	Monmouth-Roseville HS	Abingdon-Avon HS
Increased their grade by half a grade or more.	43%	45%
Decreased their grade by half a grade or more.	23%	3%
Neither increased or decreased their grade.	34%	52%

Because Galesburg High School operates on the 4 block, the students are not in math and english classes all year long. All of the math and english classes for Freshman and Sophomores are 2 term classes, so the students either took a class in the fall or a class in the spring. In some cases, students may have taken a math class in both the fall and the spring, but may not have done that with English. Therefore, for reporting purposes, grade change in reading and math is unavailable.

Limitations of Data: Due to COVID and the changes in the delivery of academic content, varying levels of support from home and limitations in access to technology and internet, report cards grades may not measure true academic growth in FY20. Academic data is collected from report card data, teacher survey data, and SAT data on students in grades 9-12. However, the SAT was not administered in FY20 due to the statewide shutdown. Therefore, report card grades and teacher surveys are the only academic data available in FY20.

Academic data is readily available to the site coordinator and collected from report card data and teacher survey data. The teacher survey return rate goal is 100%.

Challenges: Because of the statewide shutdown and closure of schools, some students struggled with remote learning after March 13 and student grades may not be a true reflection of student academic growth. Also, prior to March 13, while report card data is collected for reporting purposes on students twice a year, it is difficult to put a consistent system in place in the after school program to monitor academic progress more frequently. Eligibility lists are checked daily in order to monitor student homework completion and classroom test performance. Therefore, tailoring academic remediation and enrichment to individual student needs is being accomplished as long as teachers are updating their gradebooks regularly. It is also challenging not to have more growth rate data on all students. This is a common problem for students in the upper grades as academic progress is not monitored as closely or consistently through the use of benchmarking tests. Although it is difficult to objectively determine the

impact 21st CCLC programming has on academic progress, for students that regularly attend, the additional support is making a difference based on teacher surveys and student report card grades.

Summary: Some positive variables that have an impact on objective outcomes include:

- Little turnover in before and after school staff
- Students are receiving reading and math interventions and instruction from certified staff and/or school day staff
- Teachers, counselors, principals and parents are making referrals to the program
- All sites ran above enrollment goals
- Strong return rate on Teacher Surveys
- Teacher surveys indicate teachers are seeing a high rate of students improving academic performance

One of the primary goals is to increase student academic achievement in both reading and math. Grades are used on a daily basis for homework help, student homework completion and handing homework in. Grades are used at both sites to monitor student growth and progress. Access is given to site coordinators for daily lesson plan prep. Teacher surveys indicate an increase in academic performance. ELA and Math grade changes were significant, over 10%, at each of the reporting sites. However, although data shows that improvements continue to be made, there remain a number of students at each location that actually show no increase or a decline in grades. That being said, it was an unusual year and in the opinion of the evaluator, there should be little weight given to report card data due to the virtual delivery of academic instruction in the spring of 2020, and all of the complications associated with this novel delivery system.

The collection of different academic data points for Galesburg High School will be explored next year.

Recommendations: It is important to continue to examine the practices used in academic intervention/enrichment activities. There should be a clear link between student need and the interventions provided either before or after school. All after school interventions should continue to be tied to grade level standards. Continued communication between the classroom teachers and after school tutors is needed to maximize student performance outcomes.

Review district benchmark data on a quarterly basis in order to monitor reading and math progress more frequently. The assessment piece is a vital component to the process and allows all teachers to make instructional decisions in the classroom in a consistent manner across the district. The collaborative partnership between classroom teachers and the 21CCLC staff should have a positive outcome on student performance.

Objective #1 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

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

The 21CCLC program has provided diverse experiences through the enrichment activities that provide students with opportunities for exposure to the arts, life-long recreational activities, and sports. These opportunities encourage attendance not only during after school programming, but during the school day as well. It should be noted that Monmouth-Roseville High School has a strong theater arts program that is provided through 21stCCLC. This program has become helpful for students transitioning from Monmouth-Roseville Junior High to the high school after their 8th grade year. This particular enrichment activity is an example of the strong connection between two grant cohorts and the collaborative approach this grant is using in order to ensure student success.

Activities: The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. Enrichment experiences included:

Abingdon-Avon High School offered multiple enrichment programs including: Morning- Open Gym, Homework Help, Library Club Afternoon- What's Cooking Club, Hooks and Needles Club, Bowling, Art Club, Strength and Conditioning Club, homework help and tutoring, Horticulture Club, ESports, Robotics Club, Cafeteria Club Sunday Afternoons- SAT Test Prep

Galesburg High School offered Homework Hub, Strength and Conditioning, Arts and Crafts, Open Studio, Meeple People, Fearlessly Girls, Dungeons and Dragons Club, Robotics and Recreational Activities.

Monmouth-Roseville High School offered multiple enrichment programs, including: Morning- writing assistance, homework help and ELL homework help Afternoon- Anime, Tabletop Game Club, SAT Prep, Improv, Film Club, Environmental Club, Knitting/Crocheting Club, Guitar Club, Language Learning Club, Chess Club, Tutoring, Study Table, ESports, Coding, Dance Club, Winter Guard and Photography Club.

Due to the demographics of the students participating in the 21CCLC program, financial concerns and lack of opportunities for enrichment programming due to the isolated location of these communities would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school programming. COVID also prevented any Spring/Summer field trip opportunities for program offerings to fulfill these enrichment components that occurred during year one of this funding period.

Measures, Data Collection and Analysis:

The monthly reports and sign-in sheets demonstrate that a variety of activities were offered across a range of interests and topics. The activities and clubs that were offered were unique to the student's school experience and not offered anywhere else during the school day. Daily attendance logs were kept for each activity and all offerings were clearly well received due to high attendance rates.

Limitations of Data: Due to COVID it was not possible to administer an end of year survey to students and parents at Galesburg HS and Abingdon-Avon HS, and the response rate at Monmouth-Roseville HS was low (survey results can be found in the Attachments at the end of this report). Additionally, in many cases, attendance is not within the control of the students in the program. They may miss school due to reasons related to illness, lack of transportation, or competing responsibilities at home including childcare for younger siblings or the necessity to work an after school job. Thus, targeting students for

improved attendance when much of the student's attendance is within the control of the parent or outside circumstances rather than the student, may be ineffective.

Challenges: The COVID shutdown was a challenge. Speaking to programming prior to mid-March, we know that students are getting more exposure to enrichment activities as a result of the 21CCLC program since there is limited opportunity otherwise, however we don't know which experiences were most appealing to students. Additionally, identifying and locating providers for consistent, high-quality and popular student programming is challenging. Occasionally providers, because they are volunteers or do not typically work in a traditional school setting, struggle to make connections with the students. Also, utilizing school staff to provide enrichment programming can be a challenge, as many teachers and staff sponsor school-offered clubs and sports teams.

Summary and Recommendations: The opportunities provided to the 21CCLC students are diverse and something not offered during the school day and/or in the community. High school students enjoyed the activities as demonstrated by regular attendance data. Project staff should administer a standardized parent and student survey and incorporate questions that would give objective feedback about the enrichment experiences and student perspective on the effectiveness of academic and homework interventions. The formation of a Kids Council would be effective in collecting information about student perspectives and recommendations for program improvement.

Project staff should work on the identification of students with high rates of school-day absences and implement after school attendance incentives for those students, align students with low levels of engagement with opportunities for mentoring, SEL instruction and team building activities.

Tracking of student and parent impressions should become a priority in the upcoming school year. Tracking school day and after school attendance should continue for the upcoming school year.

Objective #2 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

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

The 21CCLC program provides a variety of quality programming in various areas of youth development through the afterschool program. 21CCLC provided life skills programming, tutoring, mentoring and positive youth development through exposure to mentors and positive adult role models. The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. As an example, female students at Galesburg High School participate in a club called Fearlessly GIRL. It is an organization with a curriculum that focuses on supporting and encouraging young women to be kinder to themselves and each other. Also, Abingdon-Avon High School partners with the Abingdon Police Department to provide Stay-In-School programming.

Activities: An array of activities providing enrichment and development of social-emotional skills was offered during year two. Program site coordinators and staff guided youth behavior development during all elements of programming by developing supportive relationships with youth, providing anticipatory

guidance, and providing correction with skill development when necessary. Staff communicated regularly with teachers for feedback.

Measures, Data Collection and Analysis

Teacher Survey: Annual teacher survey provides additional information about student outcomes from the classroom teacher perspective.

% of regularly attending students showing improvement who, according to their teacher, needed to improve

	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS
Behaving Well	62%	56%	62%
Getting Along with Others	47%	60%	50%

% of regularly attending students not needing to improve

	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS
Behaving Well	18%	48%	82%
Getting Along with Others	36%	41%	75%

Significant social and/or behavioral issues are not an ongoing concern with the school day teachers of 21stCCLC students. If issues arise during after school that teachers feel the need for additional support, the site principals, site coordinator and/or grant director are available for assistance.

Limitations of Data: Behavioral improvements in the after school program may not necessarily generalize to the school day because the school day generally has a higher degree of structure; thus behavioral change may not be reflected in teacher ratings.

Challenges: Measuring students’ social-emotional learning changes is difficult due to the lack of sensitivity in assessment tools, bias or lack of background information from the individual completing the assessment and confidentiality issues.

Summary and Recommendations: Teachers reported progress socially in students as a result of participation in the 21CCLC program. Due to teacher survey feedback about the number of students not needing to improve their behavior, negative behaviors are not a concern during the 21CCLC program. However, all students will benefit from continued opportunities to participate in mentoring, team building and SEL activities.

Staff should continue to teach and reinforce clear, positively stated expectations for behavior. Galesburg High School offered and discussed a behavior contract for programming attendance and continue to build upon this with the parent contact for this discussion.

Objective #3 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

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

Activities: During the second year of the programs, multiple partners with signed agreements were actively supporting the program. The support ranged from providing goods or materials, volunteering, providing programming or contributed funds. Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report.

Contributing Partners FY20:

Partner	Site	Contribution
United Way of Knox County	Galesburg High School	Snacks for students after school
Fearlessly Girl	Galesburg High School	Rally and promotion of positive self-esteem and empowerment for girls
Monmouth College	Monmouth-Roseville High School	FAFSA Night programming
Carl Sandburg College	Monmouth-Roseville High School	FAFSA Night programming
Warren County Library	Monmouth-Roseville High School	Host Anime Club
Monmouth-Roseville Drama Club	Monmouth-Roseville High School	Assist 21stCCLC drama productions
United Methodist Church, Abingdon	Abingdon-Avon High School	Assist in the delivery of Thanksgiving food baskets/Community Service
OSF St Mary Hospital	Abingdon-Avon High School	Students donate hand-made blankets to the hospital
Dick Blick Art Materials	Abingdon-Avon High School	Donated paint brushes and tote bags to program

United Way of Knox County	Abingdon-Avon High School	Food Service Program
Abingdon Community Center	Abingdon-Avon High School	Assist in packing Christmas food baskets and depositing in cars for delivery/Community Service
Abbe Lanes	Abingdon-Avon High School	Bowling
Western Illinois University	Abingdon-Avon High School	High Ropes Program
Carl Sandburg College	Abingdon-Avon High School	Use of ESports arena/College visit
HyVee, Galesburg	Abingdon-Avon High School	Cooking class support
Dollar General	Abingdon-Avon High School	Snack donations
HiLo Grocery Store	Abingdon-Avon High School	Snack and water donations
The Greenhouse, Galesburg	Abingdon-Avon High School	Flower donation for beautification projects, discounts on supplies for family events
Abingdon Police Dept	Abingdon-Avon High School	Provide Stay-In-School and community/school events
Holt Supply, Galesburg	Abingdon-Avon High School	Provided discount on project materials for family events and student activities
Office Specialist, Galesburg	Abingdon-Avon High School	Provided discount on project materials for family events and student activities
WalMart, Galesburg	Abingdon-Avon High School	Supplies
Lowe's, Galesburg	Abingdon-Avon High School	Building supplies and program materials
Menard's, Galesburg	Abingdon-Avon High School	Building supplies and program materials
JoAnn Fabric	Abingdon-Avon High School	Craft supplies

Assessment, Data Collection and Analysis: Each partner has a signed agreement. A log is kept on each partner and their contribution. Based upon the involvement and contribution of partners during all project years, the Site Coordinators have effectively reached out and incorporated community resources into the program. This is demonstrated through the ongoing in-kind and financial contributions of local agencies.

Parents are required to sign in at all Parent/Child and Parent-Only events and workshops.

A list of Parent/Child and Parent-Only programs is listed earlier in this report.

Percentage of Parents Participating:

	Year 1	Year 2
Galesburg HS	16%	21%
Monmouth-Roseville HS	25%	50%
Abingdon-Avon HS	51%	86%

Limitations of Data: The data provides information about the involvement of the partners and support provided to the program. A partner feedback form may provide additional information on both funding avenues and direct family/parent programming available through Partner agencies. Additionally, surveying parents after every family and parent program would be useful in determining programs and workshops of greatest interest for 21CCLC families.

Challenges: The biggest challenge this year was the cancelation of multiple family/parent programs due to the COVID shutdown. However, the most common challenge is to continue to find a way to engage parents yearly. Childcare, work schedules, attitudes toward school and other barriers impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.

Summary and Recommendations: The staff is to be commended for the strong attendance at family and parent programming. All sites did a commendable job of reaching out to parents. New programs often struggle to provide family programming due to the tremendous amount of time and effort that is devoted to the new day-to-day operations of the program and family programming gets “pushed to the back burner”. This was not the case with this newer cohort and the site coordinators and Project Director should be commended for the commitment to this requirement of the grant. Identifying additional partners to involve each year will strengthen the services and sustainability plans. Developing a survey to use with parents related to parent education maintains parent participation by providing workshops and programs that parents identify as a need. Staff should continue to address obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to continue to maintain parent involvement.

Objective #4 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective # 5: Programs will serve students with the greatest need of academic assistance.

Activities: Each site qualifying for the grant serves high poverty students in the district. Site coordinators work closely with school staff in attempts to identify the students most in need for 21CCLC. Teacher recommendations, assessment results and daily performance are used as indicators when making referrals. The process for referral to the program is ongoing throughout the year as seats become available and as students move towards the 30-day attendance requirement.

Assessment, Data Collection and Analysis: Attention is focused on enrolling students with the highest need into the program. Teachers are the primary referral source to 21CCLC. Report card grades are reviewed daily, weekly and quarterly for further identification of students. A collection of evidence shows that 21CCLC staff is identifying some of the neediest students for the program.

Demographic Data- Regularly Attending Students

- 43% are eligible for free/reduced lunch
- 10% are eligible for special education services

Teacher Survey- Regularly Attending Students- Percentage of Students that Needed Improvement

- 64% needed improvement in turning in homework
- 63% needed improvement in completing homework
- 57% needed improvement in participating in class
- 44% needed improvement in volunteering in class
- 43% needed improvement in attending class regularly
- 45% needed improvement in being attentive in class
- 54% needed improvement in behaving well in class
- 58% needed improvement in academics
- 52% needed improvement in motivation
- 51% needed improvement in getting along with other students

This data shows that students participating in 21CCLC are recruited from a high needs group of students. It includes students with IEP's and those eligible for free/reduced lunch.

Limitations of Data: Free and reduced-fee meal eligibility is determined by an application completed by parents indicating low-income status. Parents do not always complete this application, which may affect the numbers of students qualifying as eligible. Also, as students get older and become aware of the social stigma connected to free/reduced lunch, some may ask their parents to not fill out the application, therefore the data may not reflect the actual percentage of students who qualify for free/reduced lunch.

Challenges: Site coordinators have developed very effective systems for keeping demographic and academic data on all participating students, and students are added as space is available. Data has not been collected on the number of students eligible for the program when space is no longer available.

Summary and Recommendations: Based on demographics and teacher survey data, 21CCLC is serving some of the lowest performing students in their districts. Using teacher recommendations to target students lets them reach the population in most need. Teachers demonstrate more of an investment in the process when he/she has identified the student need and ongoing coordination of interventions with site coordinator and 21CCLC staff . This method will continue for the 2020-2021 year.

Objective #5 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

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

Activities: Staff participate in a variety of training and workshops provided to improve and maintain the quality of the program. Professional development occurs in three ways: district-offered; 21stCCLC staff offered as a team; and/or requests made by staff to attend conferences or workshops in areas of need or interest. Staff training has been site specific. The training need has either been identified as a program need or an individual need.

See the Staff Training table in Section III. B. Program Operations.

Measures, Data Collection and Analysis: Staff attendance is collected at each PD.

Limitations of Data: Professional Development surveys were not disseminated to staff.

Challenges: A procedure was not in place to collect staff feedback upon completion of each PD. Additionally, because most staff members work in the schools during the regular school day, finding time to offer Professional Development is challenging.

As stated earlier in the report, one unintended benefit of school closures due to COVID was that it allowed staff more time to attend online training. In the future, this type of professional development and training should be explored as a solution to finding common time for offering 21CCLC PD face to face.

Summary and Recommendations: A form should be developed and used upon completion of each PD. This staff feedback should provide direction for future staff development. PD evaluation form will be on file at the Regional Office of Education.

Online and web-based professional development should be explored in FY21.

Objective #6 has been met.

Data will be **disseminated** via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Objective #7: Project will create a sustainability plan to continue the program beyond the federal funding period.

Henderson, Knox, Mercer and Warren ROE and Site Coordinators brought together multiple community partners to assist with many activities of the 21stCCLC after school program. All partners were involved in the shared vision building and assisting with planning results and outcomes that were mutually defined goals, intervention strategies and activities. Partners have stepped forward from all areas of the region in order to make this a comprehensive program and to share their expertise and time to help students achieve academic standards and master new skills. Partners come from the social services area, health industry, civic organizations, colleges and universities, businesses, public libraries, city government, special needs agencies, and the Regional Office of Education.

A list of all contributing partners is included earlier in this report in the Objective #4 narrative on pages 30 and 31.

Lists of coordinating/collaborating agencies and types of services, along with letters of agreement are maintained. All community partners, whether contracted or in-kind, have provided letters of commitment stating intent to provide services beyond the funding as feasible.

While the subcontractors and in-kind contributors have expressed a willingness to work together with the 21CCLC programs to sustain their involvement, real funding constraints in conjunction with burgeoning service populations limit the capacity of community agencies to provide unfunded services. Additionally, the availability of federal, state and foundation funding is limited due to tax revenues and investment returns, and high numbers of organizations asking for support.

The goal of project staff was to engage partners with purpose in order to develop a variety of programs and enrichment opportunities, and sites have met that goal. An Advisory Board has been developed at each site with the specific purpose of ongoing dialogue related to sustainability.

The 21CCLC staff has done a good job incorporating a number of partners into the program. The positive and productive relationships with community partners will help build long-term sustainability of some of the program components.

Objective #7 has been met.

V. Overall Recommendations and Action Plans

The following recommendations are overarching across all sites. Students in this program attend programs across three districts and two counties, therefore overall recommendations are generalized in order to apply to all sites. It is recommended that this report is used to build goals for each individual site within the grant cohort.

Progress includes: teacher surveys were collected for most students; little turnover in before and after school staff; students receive reading and math interventions and instruction from qualified staff; teachers, counselors, principals and parents are making referrals to the program; sites run above enrollment goals; parent/family participation is strong; and a variety of activities are being implemented in before/after school program to engage students in the learning process and provide additional enrichment experiences.

One of the primary goals is to increase student academic achievement in both reading and math. The data shows mixed improvements depending on the site. There do remain a number of students at each location that show no increase or a decline in grades. It must be noted however, that due to COVID, many students struggled with remote learning in 2020 due to technology issues and other family-related responsibilities. Therefore, grades do not hold much weight in this report. Once academic delivery returns to normal, because academic monitoring at the upper grade levels can be challenging and site-specific, it is recommended that site coordinators continue to communicate with classroom teachers and administrators about their specific data needs at each site during the 2020-2021 school year.

Due to the outreach efforts of the site coordinators, parents were offered a diverse number of programs through 21stCCLC. Notification of events is given to parents in a timely manner. 21stCCLC

staff has done a good job offering diverse opportunities for families from education through parent-child activities. Staff should continue to add to the existing strategies in order to maintain parent involvement.

Community partners continue to support the program giving both monetary, time and service donations. The relationship with partners has been building the foundation for sustaining the program over time.

The following recommendations focus on fine-tuning some elements of the program, to increase student retention, review ways to monitor student academic growth, to increase parental involvement and strengthen long term sustainability. Recommendations for the 2020-2021 year primarily focus on increasing regularly attending students in the 21stCCLC programs.

Recommendation	Plan	Track Progress
Continue current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period.	Site coordinator, teachers and counselors will develop a list of students either failing or not making progress at the end of each grading period to be recruited for 21stCCLC programming..	Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.
<p>Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended.</p> <p>Track student attendance rates with particular focus given to students close to the 30 day attendance mark.</p> <p>Use attendance incentives for students as they reach 30, 60 and 90 days.</p>	<p>Site coordinators will have a focus group at each site and report back at the monthly meeting.</p> <p>Site Coordinators will track rates of regular attendance while working toward the 90% regular attendee goal and report back at the monthly meeting.</p> <p>Track attendance regularly and reward students at regular intervals.</p>	<p>Minutes from the student focus group will be given to the grant director including plans for using student information.</p> <p>Monthly retention data will be shared with the Grant Director.</p> <p>Data will be reported at monthly meetings with the grant director and evaluator.</p>
Continue to use multiple points of data, including SAT results (when administered), teacher referral and local benchmarks to identify the neediest students.	When the district receives state assessment data, site coordinators and curriculum director will review each attendee’s information and summarize findings.	Site coordinators will complete sections on Excel documents and present findings and recommendations to grant director and evaluator.

<p>Site coordinators will collect teacher surveys on 100% of all students attending 30 days or more.</p> <p>Site Coordinator will administer a parent survey in the spring of 2021 to the parent/head of household for each regularly attending student. The survey will measure impressions of the 21CCLC program, and student behavior and academic performance.</p> <p>Site Coordinator will administer a student survey to all regularly attending students. The survey will measure student impressions of the 21CCLC program, student academic performance and social interactions.</p>	<p>Site coordinators will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Fall 2020 through Summer 2021.</p> <p>Site coordinator will collect parent surveys with a return rate goal of 50%.</p> <p>Site coordinator will collect student surveys with a return rate of 100%</p>	<p>Track student attendance and returned teacher surveys in Excel documents.</p> <p>Site coordinator will track the returned parent surveys in the Excel document.</p> <p>Site coordinator will track the returned student surveys in the Excel document.</p>
<p>Reach out to parents who have not regularly participated in the 21stCCLC family/parent programs or activities.</p> <p>Send home regular newsletters and/or promote programs through social media.</p> <p>Programming information and highlights of activities and students should be the focus.</p>	<p>Site coordinators will identify 10 parents at each site that have not regularly participated and make personal contacts to those parents in attempts to maintain site goals for parent participation.</p> <p>Site coordinators will communicate with families regularly through newsletters and social media posts.</p>	<p>The number of parents attending 21stCCLC activities will be on file in the Grant Director's office.</p> <p>File newsletters electronically or in binder in the Grant Director's office.</p>
<p>Gather parental feedback about parent-child activities and workshops.</p>	<p>Develop a parent survey to be completed at the end of each parent-child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.</p>	<p>Site coordinators will complete a summary sheet after the planned event. This will be reported to the Grant Director for future planning purposes.</p>
<p>Curriculum goals</p>		

Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science.	Review of intervention lesson plans will show evidence of targeted instruction.	Progress monitoring data will be on file in the Director's office.
Grant Director and District Curriculum Directors will continue to work with site coordinators and staff to develop standard based learning activities for math, literacy, science and the arts.	Monthly meetings will be used to have discussions about the link between after school academics, curriculum benchmarks and student goals and growth.	Minutes and action plans will be on file in the Grant Director's office.
Identify strategies for infusing literacy and math goals into STEM activities.	21stCCLC staff should meet to discuss further integration of curriculum so that STEM activities are more routinely incorporated with academic plans rather than stand alone activities.	A list of plans that have been implemented will be on file in the Grant Director office that will include teacher feedback of the lesson.
Sustainability Goals		
Continue to explore ways for 21stCCLC to support district and Title plans.	Collaborate when offering family events.	Collect sign in sheets at family events and track attendance on an Excel document.
Continue efforts towards sustainability through community partners and grants.	Grant Director will offer an annual partner meeting in order to share the needs for sustainability and identify partners that may provide more financial support.	List of funding sources and grants will be on file in the Grant Director's office.

VI. Dissemination of Evaluation

Data will be disseminated via this report, which is shared and discussed with staff members, school and district administrators, and grant partners. This report may also be presented at meetings with community members.

Attachments:

Teacher Survey: all sites

Parent Survey: Monmouth-Roseville High School

Student Survey: Monmouth-Roseville High School

Student Interest Survey: Galesburg High School

**21st Century
Teacher Survey
2019-2020
Galesburg High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	18%	32%	21%	7%	10%	9%	2%	1%
Completing Homework to Satisfaction	17%	15%	27%	15%	23%	1%	2%	0%
Participating in Class	31%	19%	16%	24%	8%	2%	0%	0%
Volunteering	60%	14%	15%	7%	4%	0%	0%	0%
Attending Class Regularly	38%	17%	13%	10%	22%	0%	0%	0%
Being Attentive in Class	44%	12%	9%	16%	16%	2%	1%	0%
Behaving Well in Class	18%	23%	12%	16%	28%	3%	0%	0%
Academic Performance	29%	18%	20%	13%	15%	3%	2%	0%
Coming to School Motivated to Learn	33%	13%	20%	18%	14%	1%	1%	0%
Getting Along Well with Other Students	36%	15%	15%	5%	30%	2%	1%	1%

**21st Century
Teacher Survey
2019-2020
Monmouth-Roseville High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	31%	9%	6%	25%	19%	6%	4%	0%
Completing Homework	29%	13%	6%	26%	16%	4%	6%	0%
Participating in Class	29%	10%	16%	16%	23%	6%	0%	0%
Volunteering in Class	27%	7%	17%	23%	23%	3%	0%	0%
Attending Class Regularly	52%	13%	13%	6%	13%	10%	3%	0%
Being Attentive in Class	47%	0%	17%	13%	13%	7%	3%	0%
Behaving Well in Class	48%	4%	10%	16%	19%	3%	0%	0%
Academic Performance	32%	6%	16%	19%	16%	6%	5%	0%
Motivated to Learn	35%	4%	10%	16%	26%	6%	3%	0%
Gets Along Well with Other Students	41%	12%	12%	12%	23%	0%	0%	0%

**21st Century
Teacher Survey
2019-2020
Abingdon-Avon High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	63%	4%	0%	15%	15%	3%	0%	0%
Completing Homework	67%	1%	3%	14%	12%	3%	0%	0%
Participating in Class	66%	0%	7%	12%	15%	0%	0%	0%
Volunteering in Class	63%	0%	0%	10%	27%	0%	0%	0%
Attending Class Regularly	86%	0%	1%	1%	11%	1%	0%	0%
Being Attentive in Class	74%	0%	5%	10%	11%	0%	0%	0%
Behaving Well in Class	82%	0%	4%	7%	7%	0%	0%	0%
Academic Performance	64%	0%	1%	20%	15%	0%	0%	0%
Motivated to Learn	74%	0%	1%	1%	14%	0%	0%	0%
Gets Along Well with Other Students	75%	0%	2%	11%	12%	0%	0%	0%

**Parent Survey
2019-2020
Monmouth-Roseville High School**

Eight parent responses- not enough to be statistically significant. The survey is normally administered in the spring, but due to COVID, the response rate was low.

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The after school program is helping my child to get his/her homework done.	25%	0%	75%	0%	0%
The after school program is helping my child's grade improve in school.	25%	25%	50%	0%	0%
The after school program is helping my child's behavior improve in school.	25%	38%	38%	0%	0%
The after school program provides a safe environment for my child.	75%	25%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	75%	25%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	75%	25%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	75%	25%	0%	0%	0%
My child enjoys the after school program.	87%	13%	0%	0%	0%
I am satisfied with the after school program.	87%	13%	0%	0%	0%
I am comfortable communicating with the staff in the after school program.	75%	0%	25%	0%	0%
The after school program keeps me informed about what is happening during after school time.	25%	25%	38%	0%	12%
I consider myself to be involved in my child's education.	74%	13%	13%	0%	0%

The narratives in the surveys indicated that parents are pleased with new skills students are learning as well as the opportunities to share interests outside of the traditional classroom setting. Parents would like staff to keep them updated on what is happening with the program, post pictures, ect.

**Student Survey
Spring 2020
Monmouth-Roseville High School**

8 Student responses- not enough to be statistically significant. The survey is normally administered in the spring, but due to COVID, the response rate was low.

	Always	Sometimes	Never
Do you look forward to going to the after school program?	87%	13%	0%
Do you know the rules and expectations for the after school program?	100%	0%	0%
Do you feel safe after school?	100%	0%	0%
Do your parents talk to you about school or homework?	37%	63%	0%
Do your parents check your homework?	0%	75%	25%
Do your parents encourage you to do well in school?	100%	0%	0%
Do you get along with other kids at the after school program?	87%	13%	0%
Do you like the activities offered in the after school program?	87%	13%	0%
Are your grades better because of the after school program?	25%	62%	13%
Do you finish your homework during the after school program?	0%	50%	50%
Do you try hard in school because of the after school program?	75%	50%	25%
Do you like your after school teachers and site coordinator?	75%	25%	0%

The narratives in the surveys indicated the students enjoy spending time with their friends, the enrichment activities, and they say they are having fun. The only recommended change to the program is the addition of a printed monthly calendar so students are able to arrange their schedules to attend the programs they enjoy the most.

**Galesburg High School
Student Interest Survey
FY20**

Which statement best describes your feelings about attending an afterschool program:	137 Responses
I already participate in afterschool activities.	30%
I would definitely be interested in going to the afterschool program.	17%
I have other responsibilities after school and cannot go to the afterschool program.	1%
I would not be interested in going to the afterschool program.	3%
I may be interested in going to the afterschool program.	49%

Number of Students that would like to participate in these club:

Cooking	72
Field Trips	65
Photography	46
Music	38
Art	37
Horseback Riding	29
Computer Club	24
Painting	24
Candle Making	23
Dance	22
Homework Help/Tutoring	22
Bowling	21
Sculpting	19
Basketball	17

Meditation	17
Sewing	16
Book Club	15
Yoga	15
Chess	14
Crafts	14
Poetry	9