

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

Cohort 15

Program Sites:

**Mercer County High School
and
Monmouth-Roseville Junior High School**

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

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I. Grant Information

Henderson, Knox, Mercer and Warren Counties Regional Office of Education was awarded an FY15 21st Century Community Learning Centers Grant (21stCCLC) originally in 2014. This grant was then renewed last year to further allow the 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 two school buildings in their region.

The 21stCCLC grant is in its sixth (renewal) year of implementation and is composed of two different program sites within the Henderson, Knox, Mercer and Warren Counties Regional Office of Education region. The grant is managed by a Program Director and each of the two sites is managed by a Site Coordinator. The two grant sites evaluated in this report are Mercer County High School and Monmouth-Roseville Junior High School.

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II. Overview and History of Program

The Henderson, Knox, Mercer and Warren Counties ROE #33 designed this 21stCCLC funded 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 when needed, develop positive character, decrease discipline referrals as needed, 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 two 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 7-12 and their families. Grant-wide, students in qualifying buildings meet the state average in many characteristics that label a student at-risk.

Characteristic	Mercer County HS	Monmouth-Roseville Jr HS	State
English Language Learner	0%	13%	12%
Disability	10%	11%	16%
Low Income	35%	46%	49%
Homeless	2%	1%	2%
Mobility	8%	6%	7%
Chronic Absenteeism	15%	26%	18%

Dropout Rate	4%	-	4%
Chronically Truant	7%	9%	13%

2019 IAR and SAT scores indicate students in the qualifying buildings perform at or below state averages in ELA and Math. The data below details the percentage of students who met or exceeded expectations on the IAR and SAT assessments. State averages are collected from the Illinois State Report Card.

SAT	Mercer Co HS	State
ELA	41%	37%
Math	34%	35%

IAR	Monmouth-Roseville Jr HS	State
ELA	41%	38%
Math	9%	32%

The communities served by this grant are remote and isolated lacking many youth activities such as dance, music, art, science and technology. There are no, Boys & Girls Clubs, community recreation centers or public transportation in the Mercer County High School area. Although Monmouth and Aledo has a YMCA and a local park district, there is either little programming offered that is geared toward older 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. Both of these districts have sparse population pockets that travel on district busing for periods of time to reach the school attendance centers. 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

Site coordinators at each grant site provided COVID impact statements to be included in the local evaluation report. Because this grant includes sites that serve students in grades 7 through 12 in two buildings and two districts across two counties, and school administrators responded to the state shutdown in different manners, each site responded to the COVID shutdown differently. Therefore, it is important to communicate within this report the unique student and family impacts at each site and how each site responded to those needs. Below you will find those statements.

Lindsey Beighle, Site Coordinator, Mercer County High School-Mercer County located on the Mississippi River

Mercer County High School started their mandatory school shutdown on March 16 and turned to remote learning. COVID impacted the Soaring Eagles program weeks before this though. There were family events planned for the spring, such as: Family Meal Prep Night with HyVee grocery store, Family Fitness class with the Mercer County YMCA and Freshman Orientation on March 23. All programs were canceled, including the Freshman Orientation where we sent home informational folders with them

instead of the normal face-to-face event.

We had to modify our program to do the best we could with the knowledge we had in the *present* moment. There was no way to plan for future days, weeks or months because *no one* had any information on what was going on. *No one* knew what was in store for the months to follow to finish out the 2019-2020 school year.

It was my first year as a 21CCLC Site Coordinator, and as the year progressed I felt like I was getting into a steady stride with students, staff and programming going into the fourth quarter of the school year. Then COVID threw up a big flashing stop sign, and with so much uncertainty, it really hurt student participation and attendance as we finished the school year. I made efforts to continually try to offer the best version of the Soaring Eagles program as possible.

A positive that about through COVID is that myself along with my staff had to learn new ways to reach kids remotely. We set-up virtual options using Google Meets and other online avenues. It was a consistent learning experience and process. "Door drops" were something new that was also offered during the shutdown. Geographically, we are the fifth largest school district in Illinois. We cover so much ground in our school district, but the majority of it is rural ground without many opportunities in the area. Doing door drops was a good way to talk with both the parents, guardians and kids. Although it was nice to talk with the parents and kids, it was reinforced that there is great need out there and we have to work hard to continue to serve these kids, family as well as our school and community that need us so much. Some of the living situations I witnessed made me work harder to provide what we can through 21CCLC. Creativity and perseverance are two positive words I would use to describe my staff and myself during this tough time in history.

Doug Dennison, Site Coordinator, Monmouth-Roseville Junior High School-

April and May were difficult months for everyone with no real guidance on what anyone should or could be doing for anything, including 21CCLC programming. Information was difficult to come by or was overloaded with conflicting information.

Just trying to keep some contacts and connections going with students and families became the goal. Support was a huge part of every working day. Safety for my own family and myself was always heavily on my mind.

Phone calls, emails, Zoom and Google meetings became the most important means of communication. However, service issues, family responsibilities and no devices or technology in our students' homes became huge roadblocks.

Monmouth-Roseville school district locked down all buildings and any type of face to face activities, other than drive-up meals for families were not allowed. We, along with regular school day staff were not allowed to offer face to face activities. Drive-bys and quick door drops were utilized, but not encouraged by the school district.

The narratives from Lindsey and Doug illustrate two different experiences with student programming during the shutdown. It is clear that there was no correct answer on how to respond to COVID in schools, and both site coordinators offered support to their students and families to the best of their abilities within the parameters set by their respective school districts. The other message that clearly comes through is that the site coordinators and staff were worried about their students and families and frustrated that they, for safety's sake, could not do more to help them. Staff across both districts should be commended for their efforts to maintain contact with students and families. This required a massive amount of time and effort, and all involved went above and beyond to offer assistance.

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 and demographic 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. These meetings also provide opportunities for round-table discussions and opportunities for area resource sharing for partnering agency support. 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.	Spring
Report Card Grades	Site coordinators collect report card grades.	Each semester
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 sixth year of operation for this grant, students that previously participated in the program were recruited for re-enrollment. Teachers also identified students that have struggled academically for priority enrollment and invited them to join the program. 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 regularly in order to identify students that may be eligible but not enrolled in the program. The site coordinator for Monmouth-Roseville Junior High participates in Registration Day, Backpack Night and Parent/Teacher Conferences by setting up a table with information about the 21CCLC program and is available to answer parent and student questions. This has proven to be an effective recruitment practice. This site also participated in the local Homecoming parade. This helps to raise the visibility of the program as well as to give the junior high students an opportunity to feel a part of the school community.

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

The Soaring Eagles program will support academic achievement; provide engaging activities that will entice students to interact with other students and give them supportive groups to broaden their sense of school community; teach life skills; provide a safe and inviting atmosphere, and provide relationships with teachers, staff and community members outside of their regular duties that will give students a fun learning atmosphere where they feel they can interact openly.

We pride the Soaring Eagles program in creating extended day learning opportunities connected to the regular school day, but outside of regular school hours. Students will be encouraged to explore their

unique learning styles and individual personalities and have fun while doing so. High school can be tough for students as they learn and discover who they are and what their future holds. We intend to make the Soaring Eagles program a learning and discovery process of fun and positive experiences.

The Soaring Eagles program is open to all Mercer County High School students. No student will be denied participation. We are not intended to be a drop-in program and strongly encourage regular attendance. Regular attendance will aid in improving academic performance and will help instill positive attitudes about school.

The program handbook for Monmouth-Roseville Junior High School (80% high poverty) includes the following description of recruitment and retention practices:

VOICE program is open to all Monmouth-Roseville Junior High School students and their families. No student will be denied participation, but will specifically target those struggling students with the help of administration, teachers, counselors, parents and program staff recommendations and referrals. The program Site Coordinator will work directly with school personnel to seek out and recruit these students. We are not intended to be a drop-in program and strongly encourage regular attendance. Regular attendance proves to help improve academic performance and attitudes toward school.

Opportunities for students to earn incentives will be provided throughout the Student Enrichment Club. Incentives can be earned with consistent, regular attendance, positive behavior, academic improvement, and active participation in activities being offered. All students will have the opportunity to earn incentive rewards daily, weekly, monthly and annually. Those students who attend Club thirty or more days and meet all program criteria, will become eligible for a field trip, to be determined, at the end of the school year. We intend for these incentives to help with our retention of program students.

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families. 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. Student homework completion and grade progress is incentivized with opportunities for field trips and additional input in opportunities for programming. This is another example of staff encouraging positive behavior through relationship-building and 21st CCLC programming. When students are absent for multiple days, 21st CCLC staff members make phone calls home to inquire about the absences and encourage attendance. The site coordinator for Monmouth-Roseville Junior High also sat in on Parent/Teacher conferences for students who are enrolled in the 21CCLC program in order to help in creating a plan to help struggling students. The Mercer County High School site coordinator surveyed the students in the early fall and asked them to identify activities or clubs that they may be interested in participating in. Providing the students an opportunity to have their voices heard is an effective recruitment and retention strategy. The site coordinator for Mercer County High School also sat in on Parent/Teacher conferences for students who are enrolled in the 21CCLC program in order to help in creating a plan to help struggling students. As a first year site coordinator for Mercer County, these efforts helped her establish relationships with all stakeholders in the 21CCLC program. Teachers, parents and students came to view Lindsey as a reliable resource for academic remediation and enrichment programming.

Student Enrollment by Program Site

Mercer County High School: (target enrollment: 100-Students)

	Year 5	Year 6
Total Unduplicated Enrollment/Regular Attendees	157/91	256/71
Total Unduplicated Enrollment School Year only	157	256
a) Number of students attending less than 30 days	66	185
b) Number of students attending 30-59 days	91	70
c) Number of students attending 60-89 days	0	1
d) Number of students attending 90+ days	0	0

Monmouth-Roseville Junior High School: (target enrollment: 55-Students)

	Year 5	Year 6
Total Unduplicated Enrollment/Regular Attendees	92/45	71/35
Total Unduplicated Enrollment School Year only	92	71
a) Number of students attending less than 30 days	47	36
b) Number of students attending 30-59 days	36	31
c) Number of students attending 60-89 days	6	3
d) Number of students attending 90+ days	3	1

Student Demographic Characteristics

(Data for first Four Years Were completed by Another External Evaluator)

Mercer County High School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment	-	-	-	-	91	71
Male	-	-	-	-	44	50
Female	-	-	-	-	47	21
Grade	-	-	-			
9	-	-	-	-	24	21
10	-	-	-	-	31	19
11	-	-	-	-	23	19
12	-	-	-	-	13	12
Racial/Ethnic Group						
American Indian/Alaska Native	-	-	-	-	0	0
Asian/Pacific Islander	-	-	-	-	1	0
Black or African American	-	-	-	-	2	4
Hispanic or Latino	-	-	-	-	1	0
White	-	-	-	-	85	64
Multiracial	-	-	-	-	2	3
Do Not Know	-	-	-	-	0	0
Limited English Proficient Students	-	-	-	-	0	0
Students with Disability/IEP (Not LEP)	-	-	-	-	0	3
Students Receiving Free or Reduced Lunch	-	-	-	-	24	

Mercer County High School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	-	-	-	-	66	185
Male	-	-	-	-	24	75
Female	-	-	-	-	42	110
Grade						
9	-	-	-	-	15	50
10	-	-	-	-	20	34
11	-	-	-	-	16	44
12	-	-	-	-	15	57
Racial/Ethnic Group						
American Indian/Alaska Native	-	-	-	-	0	0
Asian/Pacific Islander	-	-	-	-	1	0
Black or African American	-	-	-	-	0	5
Hispanic or Latino	-	-	-	-	0	2
White	-	-	-	-	63	166
Multiracial	-	-	-	-	2	12
Do Not Know	-	-	-	-	0	0
Limited English Proficient Students	-	-	-	-	0	0
Students with Disability/IEP (Not LEP)	-	-	-	-	6	18
Students: Free or Reduced Lunch	-	-	-	-	20	51

Monmouth-Roseville Junior High School- 30 Days or More	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	-	-	-	-	45	35
Male	-	-	-	-	21	13
Female	-	-	-	-	24	22
Grade						
7	-	-	-	-	23	16
8	-	-	-	-	22	19
Racial/Ethnic Group						
American Indian/Alaska Native	-	-	-	-	0	1
Asian/Pacific Islander	-	-	-	-	0	0
Black or African American	-	-	-	-	2	2
Hispanic or Latino	-	-	-	-	4	5
White	-	-	-	-	36	27
Multiracial	-	-	-	-	3	0
Do Not Know	-	-	-	-	0	0
Limited English Proficient Students	-	-	-	-	0	0
Students with Disability/IEP (Not LEP)	-	-	-	-	9	10
Students: Free or Reduced Lunch	-	-	-	-	45	35

Monmouth-Roseville Junior High School- Less Than 30 Days	Year I	Year II	Year III	Year IV	Year V	Year VI
Total Unduplicated Enrollment:	-	-	-	-	47	36
Male	-	-	-	-	13	16
Female	-	-	-	-	34	20
Grade						
7	-	-	-	-	24	20
8	-	-	-	-	23	16
Racial/Ethnic Group						
American Indian/Alaska Native	-	-	-	-	0	0
Asian/Pacific Islander	-	-	-	-	0	0
Black or African American	-	-	-	-	3	0
Hispanic or Latino	-	-	-	-	9	5
White	-	-	-	-	35	30
Multiracial	-	-	-	-	0	1
Do Not Know	-	-	-	-	0	0
Limited English Proficient Students	-	-	-	-	0	0
Students with Disability/IEP (Not LEP)	-	-	-	-	9	10
Students: Free or Reduced Lunch	-	-	-	-	47	36

Family Participation

Several programs were made available to family members of program participants throughout the year. Mercer County High School offered an exceptional number of programs, considering the state-wide shutdown occurred in the middle March. The site coordinator is commended for her efforts in this area.

Family and Parent Education Events included:

Event	Site	Number of Parents/Caregivers
Senior Jump Start	Mercer Co HS	44
Family Paint Night- Fall	Mercer Co HS	13
Financial Aid Night	Mercer Co HS	27
College/FAFSA Completion Night	Mercer Co HS	20
Family Paint Night- Winter	Mercer Co HS	15
Brooks Gibbs- Raising Emotionally Resilient Kids	Mercer Co HS	19
Family Yoga Night	Mercer Co HS	6
Family Paint Night- Spring	Mercer Co HS	15
Parent/Teacher Conferences	Monmouth-Roseville Jr HS	39
Cookies and Karaoke	Monmouth-Roseville Jr HS	4
Family Game Night	Monmouth-Roseville Jr HS	1

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:

Mercer Co High School: Morning Program- Homework Help, Math Lab, Starbooks Afternoon Program- Homework Help, Open Library, Math Makers, Jt Musical, Peer Mentoring Group, Principals Cabinet, Creative Writing, Book Club, Body Conditioning, Dungeons and Dragons Club, SAT Prep, Baking, Science Olympiad and Car Restoration. It should be noted that the Science Olympiad took 3rd place at the sectional competition and qualified for state competition for the first time in the history of the school's program. Unfortunately, due to COVID the state competition was cancelled.

Monmouth-Roseville Jr High School offered Homework Help and Tutoring, Theater Arts, STEM, Board and Card Games, Arts and Crafts, Movie Club, SEL activities and Flags/Color Guard.

In addition to school day programming, regular family programming was offered at these 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 embraced by 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.

The Mercer County site surveyed parents and caregivers after each of their events and the response was overwhelmingly positive. There was a lot of excitement about the programming that was offered and many parents asked for more of the same. Surveying caregivers immediately after an event is an effective way to establish communication and cater programming to their specific needs.

Summer Activities

Mercer County High School offered multiple opportunities to students including Math and ELA remediation through summer school, crafts, games, fitness, yoga and band. 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 Junior High School offered Science Club, Band, Cooking Club/Math in the Kitchen, karate, Book Club and the summer play. The students also performed in a play that was the capstone of the summer program. For many students, this was their first time on stage and it was a very enriching experience. The days building up to the play performance was also key to student SEL as they were interviewed for both the newspaper and radio station. Another highlight for the junior high students was the Math in the Kitchen program, highlighting the importance of math while cooking.

Summary

Sites	Enrollment Goal	Actual 21st CCLC Enrollment
Mercer Co HS	100	256
Monmouth-Roseville Jr HS	55	71

Looking at the data for 2019-2020 a few points jump out. Both sites are exceeding their enrollment goal and the site coordinators should be commended for their efforts. Both sites had high percentages of students attending 30 days or more in FY20. This is an exceptional accomplishment for two reasons, one being that they are junior high and high school sites and sites that work with that age group typically struggle with student retention, and the other reason is that because of the statewide shutdown both programs were unable to finish their school year.

Family events were offered to families at both program sites and all 21stCCLC parents were invited to attend these programs. 100% of parents/caregivers were invited to attend the events at both sites and attendance was high. Site Coordinators should be commended for their efforts.

The retention strategies put into place at each site have been motivating to students. Demographic data shows that the programs are reaching out to a diverse group representing the communities at large. Both sites have been running above their enrollment goals.

Challenges:

COVID shut down the programs and therefore negatively affected attendance data.

It is an ongoing challenge to keep junior high and high school students in the regularly attending category and to attract additional students. The site coordinator position is key to the success of the junior high and high school programs through the creation of after school interventions that are compatible and interesting to the junior high and high school students. Junior high and high school sports and clubs play a competitive role for available after school hours for students, as well as after school employment and responsibilities for caring for younger siblings. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students. The rural site of the Monmouth-Roseville Junior High School also presents a challenge to offered programming as this has been identified and some programming then was offered at Monmouth-Roseville High School where the majority of the students reside.

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 21stCCLC and those identified as most likely to benefit from programming. These sites are operating above their enrollment goals and should be commended for their efforts. The site coordinators, teachers and counselors should continue to develop lists of students at the end of each grading period that should be invited to participate in programming. Teachers will continue to discuss this referral with parents at parent-teacher conferences and the site coordinators will follow-up by answering parent questions and completing student registration.

While the retention strategies have been effective and will continue at each site, staff should continue to examine reasons for non-attendance and aim to identify students that are regularly absent from the program. Site coordinators should also continue to 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 high-interest of engaging activities that protect against non-attendance or attrition. Students missing multiple days should be identified for mentoring, high-interest activities or other interventions. Staff should 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. Both sites have an excellent record of communicating with families. They are to be commended for the high level of parent participation in the program.

III.B. Program Operations

Program Hours

Mercer County High School	Year V	Year VI
Total Number of Weeks Site is Open	42	36* program closed temporarily during shutdown
Typical Number of Days per Week	5	5
Typical Number of Hours per Week	13	13
Monmouth-Roseville Junior High School	Year V	Year VI
Total Number of Weeks Site is Open	42	36* program closed temporarily during shutdown
Typical Number of Days per Week	5	5
Typical Number of Hours per Week	12.5	12.5

Staffing

Henderson, Knox, Mercer and Warren Counties ROE 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.

Mercer County High School Staffing	FY 19 Paid	FY 19 Volunteer	FY 20 Paid	FY 20 Volunteer
School Day Teachers	17	6	23	0
Center Administrators	2	5	0	2
Other non-teaching school day staff	3	10	7	2

Parents	0	7	0	0
College students	3	2	0	0
High school students	0	0	0	0
Community members	0	4	0	3
Other non-school day staff, some or no college	0	0	0	0
Total	25	34	30	7

Monmouth-Roseville Junior High School Staffing	FY 19 Paid	FY 19 Volunteer	FY 20 Paid	FY 20 Volunteer
School Day Teachers	12	5	12	0
Center Administrators	2	4	0	1
Other non-teaching school day staff	3	3	1	1
Parents	0	7	0	0
College students	2	3	0	0
High school students	0	0	0	0
Community members	0	6	3	3
Other non-school day staff, some or no college	0	0	0	0
Total	19	28	16	5

Staffing Ratio

Mercer County High School: 1 teacher/staff to 8 students

Monmouth-Roseville Junior High School: 1 teacher/staff to 4 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.

Staff Turnover

Mercer County High School: no one left during the year

Monmouth-Roseville Junior High School: no staff member left during the school year and another staff member was a summer-only employee

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 also 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.

Program Governance

The 21stCCLC grant sites were administered through Henderson, Knox, Mercer and Warren Counties ROE which was responsible for the overarching operations across these programs. This includes the original/renewal 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 board that meets a minimum of twice a year and routinely monthly at staff meetings held on-site (s). 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 21stCCLC 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:

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 from year to year adding consistency to after school programming.

There are no program improvement recommendations.

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.

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: Mercer Co High School- 100%; Monmouth-Roseville Junior High School- 97%. Both sites are school-based 21st CCLC Programs.

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 % Who Improved		Did Not Need to Improve	
	Mercer Co HS	Monmouth-Roseville Jr HS	Mercer Co HS	Monmouth-Roseville Jr HS
Turning in homework	60%	100%	42%	3%
Completing homework	67%	100%	38%	0%
Participating in class	63%	100%	37%	0%
Volunteering (e.g. for extra credit)	23%	100%	43%	3%
Attending class regularly	23%	97%	72%	3%
Being attentive in class	58%	97%	40%	3%
Behaving well in class	41%	100%	59%	3%
Academic performance	64%	100%	45%	0%
Coming to school motivated to learn	51%	100%	49%	3%
Getting along well with other students	43%	100%	67%	3%

Based upon the teacher perspective, the 21stCCLC program is making a difference in academic performance for those students who regularly attend. Teachers survey also showed that on average only 23% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 63% at Mercer County High School and 100% at Monmouth-Roseville Junior High School showed improvement. This clearly indicates that the 21CCLC programs are enrolling some of the most academically at-risk students at Mercer County High School and Monmouth-Roseville Junior High School and those students are making academic improvement.

It should be noted that several district teachers that work in the VOICE program at Monmouth-Roseville Junior High have letters of support on file and sing the program’s praises. They appreciate the opportunity to work with the students outside of the regular academic day and mention the academic gains they are seeing in many students, as well as note the wide variety of enrichment opportunities provided to the students and the correlation between those opportunities and academic improvement. Students have also submitted thank you notes for the academic help and support. Clearly the program is having a positive impact on those participating.

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 7-12.

Math grade changes for attendees:

	Mercer Co HS	Monmouth-Roseville Jr HS
Increased their grade by half a grade or more.	50%	40%
Decreased their grade by half a grade or more.	NA	31%
Neither increased or decreased their grade.	NA	29%

Reading grade changes for attendees:

	Mercer Co HS	Monmouth-Roseville Jr HS
Increased their grade by half a grade or more.	42%	46%
Decreased their grade by half a grade or more.	NA	46%
Neither increased or decreased their grade.	NA	8%

The **SAT** and **IAR** assessments were not administered in FY20.

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 IAR and SAT data on students in grades 7-12. However, both the IAR and SAT were 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
- Both sites ran above their enrollment goal
- 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, 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.

Recommendations: It is important to continue to examine the practices used in academic intervention/enrichment activities. There should continue to be a clear link between student need and the interventions provided either before or after school. All after school interventions should be tied to grade level standards. Continued communication between the classroom teachers and after school tutors will 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 21stCCLC 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 21stCCLC 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 Junior High has a strong theater arts program that is provided through 21stCCLC. This program has become helpful for students transitioning to Monmouth-Roseville 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:

Mercer Co High School: Morning Program- Homework Help, Math Lab, Starbooks Afternoon Program- Homework Help, Open Library, Math Makers, Jt Musical, Peer Mentoring Group, Principals Cabinet, Creative Writing, Book Club, Body Conditioning, Dungeons and Dragons Club, SAT Prep, Baking, Science Olympiad and Car Restoration. It should be noted that the Science Olympiad took 3rd place at the sectional competition and qualified for state competition for the first time in the history of the school's program. Unfortunately, due to COVID the state competition was cancelled.

Monmouth-Roseville Jr High School offered Homework Help and Tutoring, Theater Arts, STEM, Board and Card Games, Arts and Crafts, Movie Club, SEL activities and Flags/Color Guard.

Due to the demographics of the students participating in the 21stCCLC program, financial concerns and lack of opportunities for enrichment programming due to the isolated location of these communities this would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school programming. .

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 on their impressions of the 21CCLC programs, including their opinions about the enrichment programming. Also, in many cases, program attendance is not within the control of the students in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared for school, lack of transportation, or competing responsibilities at home and/or work. Many students are responsible for the child care of younger siblings after school. Thus, targeting students for improved attendance when much of the student's attendance is within the control of the parent 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 21stCCLC

programs 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 21stCCLC students are diverse and something not offered during the school day and/or in the community. Both junior high and 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 continue to 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 21stCCLC program provides a variety of quality programming in various areas of youth development through the afterschool program. 21stCCLC 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.

Activities: An array of activities providing enrichment and development of social-emotional skills was offered during year six. At Mercer High School two targeted SEL programs included the Peer Mentoring Group and the Principal's Cabinet. These clubs allowed students to find their voice and practice leadership skills. At Monmouth-Roseville Junior High School, one of the most popular programs, the Theater Arts club, offers students opportunities to gain confidence in public speaking and leadership skills. 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. There is wonderful depth of SEL programming at these sites.

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

	Mercer County High School	Monmouth-Roseville Jr High School
Behaving Well	41%	100%
Getting Along with Others	43%	100%

% of regularly attending students not needing to improve

	Mercer County High School	Monmouth-Roseville Jr High School
Behaving Well	59%	3%
Getting Along with Others	67%	3%

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. The district PBIS program is used at Monmouth-Roseville Junior High and students can earn “Titans Bucks” during after school time for positive behavior.

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 21stCCLC 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 21stCCLC 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.

Objective #3 was 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 21stCCLC program will provide opportunities for the community to be involved and will increase family involvement of the participating children.

Activities: During year six of the program, multiple partners with signed agreements were actively supporting the program. The support ranged from providing goods or materials, volunteering, providing programming or contributed funds.

Contributing Partners FY20:

Partner	Site	Contribution
Mercer Manor Nursing Home	Mercer Co HS	Students play games with residents/made fleece blankets/Community Service
Mercer County YMCA	Mercer Co HS	Led Family Yoga Night/ *other events were planned but canceled due to COVID
Aledo Flower Shop	Mercer Co HS	Led Floral Workshop
Mercer Co Principal	Mercer Co HS	Principal's Cabinet- Student Input/Leadership
Community Band	Mercer Co HS	Students participate in the local community band through both practices and performances
Community Members/Trades People	Mercer Co HS	Car Restoration Project
University of Illinois Extension	Mercer Co HS	Provided materials to give to students during COVID shutdown
Anonymous Mercer Co HS Staff Members	Mercer Co HS	Donated t-shirts for National Kindness Day
Dick Blick Art Supplies	Mercer Co HS	Donated paint brushes for Family Paint Nights
Monmouth-Roseville High School Drama Students	Monmouth-Roseville Jr HS	Mentored/Directed/Helping with the play "You're a Good Man, Charlie Brown"

Warren Co Library	Monmouth-Roseville Jr HS	Sponsored a preview to the play
Monmouth-Roseville Music Boosters	Monmouth-Roseville Jr HS	Support of Play and Pizza Party
Monmouth-Roseville HS	Monmouth-Roseville Jr HS	Use of facilities
M&E Catering	Monmouth-Roseville Jr HS	Snacks at Family Preview Night for the play
Monmouth Review Atlas Newspaper/Galesburg Register Mail Newspaper	Monmouth-Roseville Jr HS	Interviewed students and printed stories about the play
Prairie State Communications Radio Station WMOI/WRAM Monmouth and WGIL Galesburg	Monmouth-Roseville Jr HS	Provided radio station tour and interviewed students on live radio about the play
Farm Bureau	Monmouth-Roseville Jr HS	Ag-based STEM and educational opportunities for students
Sleepy Hollow Pumpkin Patch	Monmouth-Roseville Jr HS	Pumpkin donations
Roseville Rehab/Assisted Living Center	Monmouth-Roseville Jr HS	Made and shared holiday cards/Community Service
"Ag Lady"	Monmouth-Roseville Jr HS	Lessons on agriculture, specifically butter

Parent/Child activities and Parent-Only programming and attendance information are discussed previously in this report. Parent education/activities and family programming were offered through the 21CCLC program, including the following:

Event	Site	Number of Parents/Caregivers
Senior Jump Start	Mercer Co HS	44
Family Paint Night- Fall	Mercer Co HS	13
Financial Aid Night	Mercer Co HS	27

College/FAFSA Completion Night	Mercer Co HS	20
Family Paint Night- Winter	Mercer Co HS	15
Brooks Gibbs- Raising Emotionally Resilient Kids	Mercer Co HS	19
Family Yoga Night	Mercer Co HS	6
Family Paint Night- Spring	Mercer Co HS	15
Parent/Teacher Conferences	Monmouth-Roseville Jr HS	39
Cookies and Karaoke	Monmouth-Roseville Jr HS	4
Family Game Night	Monmouth-Roseville Jr HS	1

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 5	Year 6
Mercer County High School	100%	100%
Monmouth-Roseville Jr High	100%	100%

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.

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 high attendance at family and parent programming that is offered. This site does an exceptional job of communicating with parents. There is strong involvement from the community as demonstrated by the number of active community partners. Identifying additional partners to involve each year will strengthen the services and sustainability plans. 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. Staff should consider creating a parent interest survey and develop parent education programming around those survey results.

Partnerships are a strength of both programs.

Objective #4 was 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 districts. Site coordinators work closely with school staff in attempts to identify the students most in need for 21stCCLC. 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.

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 21stCCLC. Report card grades are reviewed regularly for further identification of students. A collection of evidence shows that 21stCCLC staff is identifying some of the neediest students for the program.

Demographic Data- Regularly Attending Students

- 42% are eligible for free/reduced lunch
- 13% are eligible for special education services

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

- 67% needed improvement in turning in homework
- 71% needed improvement in completing homework
- 72% needed improvement in participating in class
- 67% needed improvement in volunteering in class
- 45% needed improvement in attending class regularly
- 69% needed improvement in being attentive in class
- 55% needed improvement in behaving well in class
- 66% needed improvement in academics
- 62% needed improvement in motivation
- 48% needed improvement in getting along with other students

This data shows that students participating in 21stCCLC 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: The site coordinators have developed a very effective system for keeping demographic and academic data on all participating students and there are no challenges in identifying and recruiting and serving students most in need of assistance.

Summary and Recommendations: Based on demographics and teacher survey data, 21stCCLC 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 the site coordinator and 21stCCLC staff. This method will continue for the 2020-2021 year. The data shows that the 21stCCLC program has made significant progress over the past six years in recruiting and retaining students in the program. Processes and procedures for all aspects of the program have been written and included in a parent handbook and staff handbook. This written information provides a clear description of the program and eligibility for students.

Objective #5 was 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 was 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 Counties ROE and the 21CCLC site coordinators brought together multiple community partners to assist with many activities during 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, 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 26 and 27.

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 21stCCLC 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.

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

The 21stCCLC 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 was met.

V. Overall Recommendations and Action Plans

The following recommendations are overarching across both sites. Students in this grant range in age from seventh through twelfth grade across two districts and two counties, therefore overall recommendations are generalized in order to apply to both sites. It is recommended that this report is used to build goals for each individual site within the grant cohort.

Accomplishments in FY20 includes: grades and teacher survey 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 extremely 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 that some improvements are being made however there remain a number of students at each location that actually 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, a large percentage of parents attended programs offered through 21stCCLC in FY20. Notification of events was given to parents in a timely manner. 21stCCLC staff has done an excellent 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 maintain parental involvement and strengthen long term sustainability. Because retention at the upper grade levels is universally a challenge, recommendations for the 2020-2021 year primarily focus on increasing regularly attending students in the 21stCCLC programs.

Recommendation	Plan	Track Progress
<p>Continue current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period.</p>	<p>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..</p>	<p>Quarterly reports will be given to the grant director with recruitment recommendations and/or challenges.</p>
<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>
<p>Continue to use multiple points of data, including IAR and SAT results, teacher referral and local benchmarks to identify the neediest students.</p>	<p>When the district receives state assessment data, site coordinators and curriculum director will review each attendee's information and summarize findings.</p>	<p>Site coordinators will complete sections on Excel documents and present findings and recommendations to grant director and evaluator.</p>
<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</p>	<p>Site coordinators will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Fall 2019 through Summer 2020.</p> <p>Site coordinator will collect parent surveys with a return rate goal of 50%.</p>	<p>Track student attendance and returned teacher surveys in an Excel document.</p> <p>Site coordinator will track the returned parent surveys in the Excel document.</p> <p>Site coordinator will track the returned</p>

<p>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 coordinator will collect student surveys with a return rate of 100%</p>	<p>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>		
<p>Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science.</p>	<p>Review of intervention lesson plans will show evidence of targeted instruction.</p>	<p>Progress monitoring data will be on file in the Director's office.</p>

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 Excel documents.
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: Mercer County High School, Monmouth-Roseville Junior High School

Parent Survey: Mercer County High School

Student Survey: Mercer County High School

Student Interest Survey: Mercer County High School

Parent Survey: Monmouth-Roseville JH- During Parent/Teacher Conferences- October 2019

Post-Event Parent Survey: Monmouth-Roseville JH- Administered after Family Events (Family Game Night and Cookies and Karaoke)

**21st Century
Teacher Survey
2019-2020
Mercer County 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	42%	2%	11%	21%	17%	7%	0%	0%
Completing Homework to Satisfaction	38%	5%	15%	21%	14%	7%	0%	0%
Participating in Class	37%	7%	17%	15%	20%	4%	0%	0%
Volunteering	43%	2%	3%	8%	42%	2%	0%	0%
Attending Class Regularly	72%	1%	1%	5%	17%	5%	0%	0%
Being Attentive in Class	40%	4%	8%	22%	21%	3%	2%	0%
Behaving Well in Class	59%	4%	7%	7%	22%	1%	1%	0%
Academic Performance	45%	2%	10%	23%	16%	4%	0%	0%
Coming to School Motivated to Learn	49%	3%	7%	16%	21%	3%	2%	0%
Getting Along Well with Other Students	67%	1%	7%	7%	18%	1%	0%	0%

**21st Century
Teacher Survey
2019-2020
Monmouth-Roseville Junior 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	3%	79%	15%	3%	0%	0%	0%	0%
Completing Homework	0%	82%	15%	3%	0%	0%	0%	0%
Participating in Class	0%	79%	12%	9%	0%	0%	0%	0%
Volunteering in Class	3%	76%	15%	6%	0%	0%	0%	0%
Attending Class Regularly	3%	76%	15%	3%	3%	0%	0%	0%
Being Attentive in Class	3%	74%	18%	3%	3%	0%	0%	0%
Behaving Well in Class	3%	76%	21%	0%	0%	0%	0%	0%
Academic Performance	0%	79%	15%	6%	0%	0%	0%	0%
Motivated to Learn	3%	76%	15%	6%	0%	0%	0%	0%
Gets Along Well with Other Students	3%	79%	18%	0%	0%	0%	0%	0%

**21st CCLC Parent Survey
2019-2020
Mercer County High School**

Two 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.	0%	100%	0%	0%	0%
The after school program is helping my child's grade improve in school.	0%	100%	0%	0%	0%
The after school program is helping my child's behavior improve in school.	100%	0%	0%	0%	0%
The after school program provides a safe environment for my child.	100%	0%	0%	0%	0%
The after school program provides constructive activities for my child once his/her homework is done.	100%	0%	0%	0%	0%
My child's interactions with staff members at the after school program are positive.	100%	0%	0%	0%	0%
My child's interactions with other youth at the after school program are positive.	100%	0%	0%	0%	0%
My child enjoys the after school program.	100%	0%	0%	0%	0%
I am satisfied with the after school program.	100%	0%	0%	0%	0%
I am comfortable communicating with the staff in the after school program.	100%	0%	0%	0%	0%

The after school program keeps me informed about what is happening during after school time.	50%	50%	0%	0%	0%
I consider myself to be involved in my child's education.	100%	0%	0%	0%	0%

**Student Survey
Spring 2020
Mercer County High School**

Two 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?	50%	50%	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?	50%	50%	0%
Do your parents check your homework?	0%	50%	50%
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?	100%	0%	0%
Do you like the activities offered in the after school program?	100%	0%	0%
Are your grades better because of the after school program?	0%	100%	0%
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?	0%	100%	0%
Do you like your after school teachers and site coordinator?	100%	0%	0%

**21st Century Grant
Student Interest Survey
Spring 2020
Mercer County High School**

17 responses

Enrichment Activity	Number of Students Interested
Video Gaming	9
Robotics	7
Movie Review Club	6
Cooking/Baking Club	4
ESports	4
Outdoor Games	4
Chess Club	3
Yoga	2
Woodworking	2
Painting	2
Horticulture	2
Community Volunteering	2
Bowling	2
Justice Seekers	1
Debate Club	1
Automotive/Trades Group	1
Breakout EDU	1

**Monmouth-Roseville Parent Survey
October 2019
32 Responses**

October 2019 Survey	Yes	No
Had you heard of the VOICE program before tonight?	88%	12%
Has your child attended any of the VOICE program activities?	34%	66%
If so, have they talked positively about attending?	100%	0%
If so, have you seen a change in grades?	73%	27%
If so, have you seen a change in attitude toward school?	73%	27%
Are you happy with what you're seeing/hearing with our VOICE program?	100%	0%
Would you recommend the VOICE program to other parents?	100%	0%
Would you be interested in attending any parent programming sponsored by our VOICE program?	6%	94%

Those that would be interested in attending parent programming would like to VOICE to offer games, crafts, painting and art classes.

**Monmouth-Roseville Junior High Post-Family Event Survey Results
6 Responses**

5 parents have students that attend VOICES regularly; 1 parent has a student that attends VOICES occasionally

3 parents had not attended a VOICES family event before; 3 parents had attended a VOICES family event before

Parents attended the events in order to spend time together, to have fun and gather information

All 6 parents would be interested in attending more family events

Parents are interested in game nights and arts and craft nights

1 parent was interested in volunteering for the VOICE program; 5 parents were not interested in volunteering for the VOICE program