

Statewide Evaluation
21st Century Community Learning Centers in Illinois
2020-2021

Richland County CUSD #1

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Statewide Evaluation
ISBE 21st Century Community Learning Center Program
Richland County CUSD#1
2020-2021

I. Grant Information

As part of the FY21 21st Century Community Learning Centers (21stCCLC) Cohort, the Richland County Community Unit School District #1 served students and families who attended the Richland County Middle School and the Richland County Elementary School during the 2020/21 school year through a 21st Century Community Learning Centers Program grant. Grades supported through the program included middle school grades 6-8 and Richland County Elementary grades K-5. The parochial school, St. Joseph's Catholic School, also sends students to the program. The program was offered from September 2020-April 2021, and a six-week summer program was offered in June and July 2021. The district also has a high school (grades 9-12) not served by the grant.

Effective July 1, 2014, the East Richland CUSD#1 annexed in the West Richland CUSD#2 school district, creating a county-wide district for Richland County. July 1, 2015, the new district name legally changed to: Richland County Community Unit School District #1. This also created changes to school building names and 21stCCLC program sites for the 2015/16 school year. The elementary school is now called Richland County Elementary School, the Middle School is now called Richland County Middle School, and the high school is now called Richland County High School. The West Richland Elementary School closed at the end of the 2014/15 school year. Those students now attend the Richland County Elementary School.

21st CCLC sites now include Richland County Elementary School (East & West) and Richland County Middle School.

II. Overview and History of Program

A 21st Century Community Learning Program was initiated in the fall of 2009 in the East Richland School District with an after school program scheduled from 3:00-6:00 Mondays-Thursdays for the middle school students attending the East Richland Middle School and St. Joseph Parochial School. A nutritious snack and transportation were provided through the East Richland School District. Academics/tutoring/homework help was scheduled until 4:00 each day, and enrichment activities were scheduled for the remainder of the time. It was hoped that funds (\$150,000) would support a summer school program, as well. Indeed, funds did stretch to provide a four week summer school program that met Monday-Thursday. Each week included a field trip on Friday for students who had attended regularly throughout the week. The library offered students access to reading material throughout the summer months, and transportation was provided to and from the program Monday-Thursday. The program has grown exponentially since that initial year and now provides services to several students across Kindergarten through Grade Eight.

Assessing, evaluating, and sharing the data collected through the program and each school office is a vital component to improving and sustaining the program. This process began with the meetings and conversations held while writing the grant proposal and continued once grant funds were determined. Meetings were scheduled with staff and the committee including partners, co-applicant representatives, parents, students, and community members. Formal evaluation and data collection has been designed and reported to the Illinois State Board of Education, the Education Development Center, and the RCCU #1 School Board, and administration.

The FY2018 Grant Program Information:

The 2017-2018 21st Century program saw growth in programming and successful implementation of program objectives. Through use of student data collected from 2016-2017, adjustments were made at the elementary level to allow students more choice during enrichment time while continuing with the structured time of daily homework and tutoring. The adjustments and additions allowed for more hands-on learning and STEM activities to be introduced at earlier levels for the elementary students and increased the overall level of student engagement. The elementary programs continued to have stable leadership with nearly all of the previous year staff working with the students again. Community involvement was more difficult to obtain at the elementary level, but improvement plans for the 2018-2019 year included innovative ideas and proposals that were focused on increasing the community piece of the programs.

In 2017-2018, the middle school program continued to face challenges in finding knowledgeable teachers to help with advanced math and science homework. A strength of the program was the number of community members willing to work with students and bring outside resources to the after school program. In addition, another strength for RCMS was the consistency of the leadership and staff as it had remained stable for the year at the middle school level. The middle school program overall continued to be a success for Richland County students grades 6 – 8.

The FY2019 Grant Program Information:

The 2018-2019 21st Century program once again saw growth in programming and implementation of program objectives. Adjustments had been made the prior year at the elementary level to allow students increased opportunity for independent choice during enrichment time while continuing the structured tasks of daily homework and tutoring. Even more successful adjustments were implemented during the 2018-2019 program year for the upper elementary students. Direct hands on learning, music enrichment and STEM activities increased the overall level of student engagement. The elementary programs continued to have stable leadership with nearly all of the previous year staff working with the program again during the 2018-2019 program year. In addition, many of the local high school students, some who have been prior 21st CCLC attendees, began working for the program which in turn provided positive role models for the students.

During the 2018-2019 program year, the middle school program was able to employ certified teachers in the area of math and science that were able to help with advanced math and science homework. With the addition of teachers with specialties in math and science, RCMS saw a renewed interest and level of excitement in those areas. Community partnerships continued to

thrive at RCMS working in collaboration with program administration to bring outside resources into the classrooms.

The FY2020 Grant Program Information:

The 2019-2020 school year started out with new growth in our program objectives. Benefits were seen from the adjustments that had been made the previous years at the elementary level to allow students increased opportunity for independent choice during enrichment time while continuing the structured tasks of daily homework and tutoring. Although the regulations with COVID-19 gave us some unexpected challenges, we ventured into some new territory to increase student engagement focusing more on service learning projects and project based learning. Our program is fortunate that our leadership remains stable. We continued to have most of the previous year staff working with the program again. We have expanded our reach into the community and now have more college students involved and continue to have many of the local high school students, some who have been prior 21st CCLC attendees, now working for the program, as well. This not only provides positive role models for the 21st CCLC students, but helps the high school students to explore the educational career path for their future.

The middle school program was able to retain knowledgeable teachers to help with advanced math and science homework this year. Having a great STEM program at the sixth-eighth grade level has kept the momentum going for students learning in those areas. One of the strengths of the middle school program continues to be the number of community members willing to work with students and bring outside resources to the after school program. In addition, the leadership and staff at the middle school has now established consistency and has developed many positive relationships between administration, both program and school, teachers, staff and students.

The FY2021 Grant Program Information:

The 2020-2021 program year presented many challenges and required flexibility and cooperation. The school district's 21st CCLC program was able to offer in-person programming but with several restrictions. In order to offer in-person programming, 21st CCLC staff established cohorted groups of students based on school day classroom assignments. This was done to minimize exposure to different students and to assist in contact tracing. Further, students were required to stay in their cohorts throughout the program day. Instead of choice for students, students were scheduled on a rotating basis to participate in extension activities such as STEM, library/literacy and cooking. Program staff were encouraged to incorporate activities related to art and music during instructional times after the designated tutoring and/or homework time.

At the middle school, cohorted groups also were maintained but due to the structure of the middle school day, more student choice was available. The middle school was able to offer some virtual programming to students that were attending school virtually however, very few students took advantage of that option.

Overall, the primary focus of the 21st CCLC program for the 2020-2021 was to help address learning loss that occurred due to COVID-19. To further support students' academics, the program offered 6 weeks of summer programming devoted to academics.

Program Goals

The intended outcome of the 21st CCLC program is that students who regularly attend the 21st CCLC programs provided by RCCU#1 will be more successful transitioning into high school and later in life into college or career because of the skills and confidence gained through their participation. By "front-loading" the students and preparing the families for the successes to come, the too often accepted expectations of growing up in poverty will be replaced by self-confidence, planning, and goal setting. The mentoring offered by program, school, and community members for the students and families will make a difference in the lives of this generation and beyond.

Recommended Changes and Impact of COVID-19

Many adjustments had to be made at the elementary and middle school levels. These adjustments allowed students increased opportunity for independent choice during enrichment time while continuing the structured tasks of daily homework and tutoring while following safety precautions due to COVID-19. As mentioned in the previous years, the programs had implemented change for the upper elementary students to allow for more choice and more hands-on learning. That change was successful and the move to more direct hands-on learning, music enrichment and STEM activities had increased the overall level of student engagement.

With COVID-19, the programming had to pull back on some of those activities, however, students were still engaged and still showed growth overall during the year. The elementary programs continue to have stable leadership with many of the previous year staff working with the program again. In addition, many of the local high school and junior college students work for the program which provides younger positive role models for the students.

Although COVID-19 caused several issues for the entire educational system, the school district was able to return to in-person instruction in SY 2020-2021 which in turn allowed the district's 21st Century program to operate in person, as well. The academic programming included homework help continued as normal, but in small cohorts to allow for social distancing and ease of contact tracing. Attendance was less consistent than in previous years due to the program's ability to keep groups in cohorts and quarantining of both staff and students.

One new way the program was able to support and provide safe and fun family activities was to introduce "Drive-Thru" events. The 21st CCLC programs at the elementary school participated in collaboration with other grant funded programs to offer these events 3 times during the school year. In December 2020, the first drive-thru event was held. The focus of the "Winter" event was family engagement and literacy. Community donated bags of groceries were given to each family that participated along with a family game night kit. At the end of the school year, the program offered a "Drive-Thru Science Event." Science experiments were recorded and posted to YouTube and in a drive-thru fashion families were able to obtain and take home kits containing the items needed to complete the science experiments following the demonstrative videos.

One final opportunity for family participation was the end of the summer program family swim event at the local community swimming pool. Families from all three sites were invited to the evening event.

The program continues to make on-going open communication with parents/families a priority and continues to utilize written correspondence with families, but has also moved more towards other modes of communication to stay connected to our families and to keep them informed. Text messaging, emailing, phone calls/messages and social media are all modes of communication being utilized by the program.

II.A. Evaluation Methods

This report evaluates the 21st Century Community Learning Centers Program for the Richland County CUSD#1 in Richland County, Illinois. The data was collected in cooperation with the school day and 21st CCLC staff. The data and information was then reviewed and evaluated by the Project Director, Jennifer Tedford. The outside evaluators are Mindy Fox, the administrative assistant to the Superintendent and Sonja Music, the local school board secretary. Neither work directly with the 21st CCLC program. The outside evaluators utilize knowledge of the school district to evaluate the program. They may be contacted at the Richland County CUSD #1 618-395-2324, or by email at mfox@rccu1.net and smusic@rccu1.net.

The questions considered necessary were “how can we, as a community and school,
 1) collaboratively work with low performing public and private schools;
 2) provide students with academic enrichment opportunities, activities designed to complement the students’ regular academic programs, in addition to increasing college and career readiness and citizenship readiness skills; and
 3) provide these answers within the guidelines and parameters of the IDPH and ISBE recommendations and executive orders with regards to COVID-19.”

Identified **resources (Inputs/Assets)** included:

- Human resources and talent (e.g., administrative staff, program staff, parents, tutors, community volunteers, District and School administration, office staff, School Board, etc.)
- Financial support (e.g., State and Federal grant funding and programs, District in-kind support, community volunteers and supplies, collaborative relationships, etc.)
- Organizational tools (e.g., committees, board members, data collection and tracking tools, etc.)
- Community contributions (e.g., partnerships, business volunteers, family/parent educational workshops, etc.)
- Supplies (e.g., equipment, books and materials, etc.)
- In-kind donations (e.g., transportation, food services program organization to provide snacks, meeting space, etc.)

Activities included:

- Meetings held to gather input, build excitement, recruit staff and students, more closely examine needs at each site/program and grade level
- Before school program planned and implemented, after school program planned and implemented, summer school program planned and implemented for students in grades K-8 serving four buildings. Snacks and transportation provided.
- Surveys, data collection, and evaluation (formal and informal, quantitative and qualitative)

Outputs (those who participated and benefited from its services) participants in the program included:

- Students in grades K-8, from two Richland County schools who are:
 - high poverty,
 - struggle academically,
 - need social-emotional supports,
 - would benefit from exposure to college, career, or citizenship readiness activities,
 - are anticipated to need additional support transitioning to high school/college/careers.
- Parents and families who need support raising families in Richland County's changing economic atmosphere.
- Teachers/Faculty who want to provide more experiences and instruction than the school day allows for students who are falling behind, or need meaningful adult relationships
- Counselors who cannot reach every student during the regular school day
- Principals/Administrators looking for assistance in increasing attendance and test scores
- Community leaders who want to be part of the solution for the families in their community

Outcomes/Changes sought through program participants' level of functioning include:

- Attitudes (e.g., increased number of student aspiring to go to college, better self-image and understanding, decreased office referrals)
- Behavior (e.g., increased attendance rates, increased student engagement, more classroom and homework submitted to teachers)
- Knowledge (e.g., a greater awareness of steps to college, higher test scores)
- Skills (e.g., increased understanding and awareness of personal health and wellness, increased number of students performing at grade level in math and language arts/reading)
- Status (e.g., increase number of students attempting new activities, more students enroll in and complete college and career prep classes)

Impact (the long-term outcomes might be):

- Increasing the percentage of skilled labor in Richland County
- Closing the student achievement gap
- Increasing health and wellness for Richland County residents

Data collection methods: Program staff work closely with school day office staff to collect the data required to prepare a thorough and complete evaluation that will improve the program in the future. Data collected include, but are not limited to: school day attendance, grades, high stakes test scores, teacher surveys, and behavior/office referrals. In addition to school day information, 21st CCLC staff collect attendance data, free and reduced information, racial/ethnic group information, gender, ELL status, contact information, activities attended, homework/missing assignments from school day, and qualitative and quantitative information that is gathered from periodic student surveys. Parent surveys, sign in sheets, and family activity evaluations are also collected. Teacher input is gathered formally and informally through the use of surveys, staff meetings, and evaluations. Google docs have become an integral part of the data gathering and information sharing process for the 21stCCLC for Richland County. Transportation information is shared between the transportation garage and after school staff. Attendance sheets are shared among site managers, project director, snack staff, and office staff. This real-time information allows staff to know almost immediately how many students are present on any given day and immediately answer parent questions about a student's attendance. In addition, access can be gained from any location with internet access. This is an effective way to submit and access the most up-to-date information.

III. Program Implementation

III.A. Students Served

Recruitment and Retention of Students

Students are identified and selected for participation in the program through a variety of **recruitment** strategies. The Richland County CUSD#1's 21st CCLC recruited those students who were the lowest-achieving and in the most need of academic assistance. Referrals and requests were made by classroom teachers, school administrators, school counselors, parents, community members, agency groups, and the students themselves. Students were accepted into the program due to academic need, social-emotional need, lack of before- and/or after-school supervision, or interest in programs offered. Students referred by classroom teachers with the greatest academic needs were given priority of enrollment to help address the learning loss that occurred due to school closure/remote instruction as a result of COVID-19.

Retention strategies were not a focus for the program during the 2020-2021 school year due to COVID-19. Site managers' efforts were placed on securing adequate staff to provide cohorted groups and to develop engaging programming that motivated students to attend while aligning with health and safety mandates.

Student Enrollment by Site

The data in this section includes Student Enrollment by Site over the reported year(s) of the program.

Summer Enrollment By Site:

Site Name: Richland County Elementary - East	Su 19	Su 20
Total Unduplicated Enrollment	92	0
a) Number of students attending less than 30 days	92	0
b) Number of students attending 30-59 days	0	0
c) Number of students attending 60-89 days	0	0
d) Number of students attending 90+ days	0	0

Site Name: Richland County Elementary - West	Su 19	Su 20
Total Unduplicated Enrollment	40	42
a) Number of students attending less than 30 days	40	42
b) Number of students attending 30-59 days	0	0
c) Number of students attending 60-89 days	0	0
d) Number of students attending 90+ days	0	0

Site Name: Richland County Middle School	Su 19	Su 20
Total Unduplicated Enrollment	71	61
a) Number of students attending less than 30 days	71	61
b) Number of students attending 30-59 days	0	0
c) Number of students attending 60-89 days	0	0
d) Number of students attending 90+ days	0	0

Summer 2021 Enrollment By Site:

*Note that starting in Summer 2021, attendance data must be reported in hours instead of days.

Site Name: Richland County Elementary - East	Summer 2021
Total Unduplicated Enrollment	0
a) Number of students attending less than 15 hours	0
b) Number of students attending 15-45 hours	0
c) Number of students attending 46-90 hours	0
d) Number of students attending 91 – 180 hours	0
e) Number of students attending 181-270 hours	0
e) Number of students attending 271+ hours	0

Site Name: Richland County Elementary - West	Summer 2021
Total Unduplicated Enrollment	145
a) Number of students attending less than 15 hours	25
b) Number of students attending 15-45 hours	97
c) Number of students attending 46-90 hours	23
d) Number of students attending 91 – 180 hours	0
e) Number of students attending 181-270 hours	0
e) Number of students attending 271+ hours	0

Site Name: Richland County Middle School	Summer 2021
Total Unduplicated Enrollment	100
a) Number of students attending less than 15 hours	20
b) Number of students attending 15-45 hours	80
c) Number of students attending 46-90 hours	0
d) Number of students attending 91 – 180 hours	0
e) Number of students attending 181-270 hours	0
e) Number of students attending 271+ hours	0

Fall-Spring Enrollment By Site:

Site Name: Richland County Elementary - East	FY 19	FY20	FY21
Total Unduplicated Enrollment	125	127	90
a) Number of students attending less than 30 days	22	10	16
b) Number of students attending 30-59 days	27	35	48
c) Number of students attending 60-89 days	51	68	15
d) Number of students attending 90+ days	25	14	11

Site Name: Richland County Elementary - West	FY 19	FY20	FY21
Total Unduplicated Enrollment	61	121	134
a) Number of students attending less than 30 days	13	14	21
b) Number of students attending 30-59 days	21	46	46
c) Number of students attending 60-89 days	19	56	50
d) Number of students attending 90+ days	8	5	17

Site Name: Richland County Middle School	FY 19	FY20	FY21
Total Unduplicated Enrollment	171	144	126
a) Number of students attending less than 30 days	69	59	73
b) Number of students attending 30-59 days	43	56	45
c) Number of students attending 60-89 days	43	28	8
d) Number of students attending 90+ days	16	1	0

Demographics of students, by site:

Site Name: Richland County Elementary - East	FY 19	FY20	FY21
Total Unduplicated Enrollment	125	127	90
Male	76	74	44
Female	42	53	46
Not reported/Other	7	0	0
PK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	34	26	27
4	49	49	32
5	42	52	31
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A
American Indian/Alaska Native	0	1	1
Asian/Pacific Islander	0	0	0
Black or African American	3	2	1
Hispanic or Latino	7	7	3
White	101	112	81
Multiracial	6	5	4
Do Not Know	7	0	0
Limited English Proficient Students	4	1	1
Students with Disability (Not LEP)	29	27	13
Students Receiving Free or Reduced Lunch	89	100	55

Site Name: Richland County Elementary - West	FY 19	FY20	FY21
Total Unduplicated Enrollment	61	121	134
Male	36	70	75
Female	25	51	57
Not reported/Other	0	0	2
PK	0	0	0
K	11	33	34
1	10	40	37
2	11	35	46
3	11	13	5
4	10	0	6
5	8	0	6
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A

12	N/A	N/A	N/A
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	0	0	0
Black or African American	2	3	1
Hispanic or Latino	3	2	3
White	54	107	124
Multiracial	2	9	4
Do Not Know	0	0	2
Limited English Proficient Students	0	0	0
Students with Disability (Not LEP)	8	8	10
Students Receiving Free or Reduced Lunch	45	89	84

Site Name: Richland County Middle School	FY 19	FY20	FY21
Total Unduplicated Enrollment	171	144	126
Male	83	84	71
Female	86	60	55
Not reported/Other	2	0	0
PK	N/A	N/A	N/A
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	N/A	N/A	N/A
6	69	54	49
7	50	51	40
8	52	39	37
9	N/A	N/A	N/A
10	N/A	N/A	N/A
11	N/A	N/A	N/A
12	N/A	N/A	N/A
American Indian/Alaska Native	1	0	0
Asian/Pacific Islander	4	2	1
Black or African American	2	6	2
Hispanic or Latino	13	8	6
White	145	120	113
Multiracial	4	8	4
Do Not Know	2	0	0
Limited English Proficient Students	2	0	0
Students with Disability (Not LEP)	28	30	26
Students Receiving Free or Reduced Lunch	92	96	79

Average Daily Attendance:

For each site, include data on average daily attendance.

Average daily attendance by site:

Site Name: Richland County Elementary - East	SU 18 FY 19	SU 19 FY 20	SU 20 FY 21
Overall Average Daily Attendance (ADA)	63	66	N/A
a) ADA for Summer Program	10	7	N/A
b) ADA for Afterschool Program	64	62	N/A
c) ADA for Before School Program	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A

Site Name: Richland County Elementary - West	SU 18 FY 19	SU 19 FY 20	SU 20 FY 21
Overall Average Daily Attendance (ADA)	56	60	64*
a) ADA for Summer Program	10	7	25*
b) ADA for Afterschool Program	57	57	64*
c) ADA for Before School Program	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A

*ADA data reflects both the Richland County Elementary East & West Site combined and sites were not separated out during the 2020-2021 school year.

Site Name: Richland County Middle School	SU 18 FY 19	SU 19 FY 20	SU 20 FY 21
Overall Average Daily Attendance (ADA)	48	41	56
a) ADA for Summer Program	25	6	79
b) ADA for Afterschool Program	46	40	33
c) ADA for Before School Program	N/A	N/A	N/A
d) ADA for weekend/holiday Program	N/A	N/A	N/A

Summary

Data: The attendance data reflects the implications of restrictions that were put in place for COVID-19. Further measures to compare data in the future will need to be adjusted due to the change in reporting requirements for attendance from days to hours.

Challenges: It continues to be difficult to keep attendance for the before school program due to bus schedules for a rural program. Some children participate, but might only be in attendance for a few minutes, not realizing the benefits of the program. In addition, cohorting, student quarantines and staff shortages have impacted the overall programming.

Program Improvement: The next step to improve attendance while continuing to cohort and social distance is for site directors and the project director to keep a watchful eye on the students

who attend only partial days and work to address barriers that are preventing them from benefiting from attending fully. These students should be targeted after week 12 of the school year program. By interviewing these students and making personal connections, leadership would better understand why some students leave early or drop out of the program and guide decisions and adjustments to programming if indicated.

Family Participation

Richland County Elementary (East & West) & Richland County Middle School Sites in collaboration with School District programs			
Date	Activity	# of Participants	Percentage
12-8-2020	Winter Drive -Thru Event	12 Families	6%
2-25-2021	STEM Drive-Thru Event	9 Families	4%
6-8-2021	Science Experiment Drive-Thru Event	62 Families	25%
7-26-2021	Family Swim Event	22 Families	9%

The family programming provided collaboratively with the staff and funds from 21st CCLC along with other school district and community resources provided families with a combination of education and engagement activities they could do at home with their students. The table provided gives information for the number of families who participated. Currently, no purpose is served in having parents report which program/grant has brought them to the event. The goal is to have a family engagement/education program that serves as many people as possible without creating a hardship for families to choose between family time and attending school functions.

Summary

Data: Family programs were limited during the 2020-2021 school year due to COVID-19 restrictions. Data reflects one family per enrollment and does not take into account multiple children enrolled in the overall percentage. Data will need to be further broken down to gather a truly accurate picture of what percentage of students have a family member participate.

Challenges: Finding time to attend activities is a challenge. Family work and activity schedules are already full. Finding topics that parents/families are willing to make the effort to attend and take time away from other commitments or relaxation time is difficult. If the activity offered is not easily connected or relevant to everyday life, the perceived value is low and so is attendance. Of course, another challenge for the program this year was the health and safety procedures and restrictions due to the COVID-19 pandemic. Many of the events normally held were cancelled or held in a different format.

Program Improvement: One of the targeted groups of students for the 21st CCLC program are those living in poverty. The percentage of students served by this grant, attending 30 days or more, and receiving free/reduced priced lunches, has increased each year. Research and evidence on families living in poverty show that entertainment is a priority. The family

programming provided through the school district programs can provide entertainment in a manner that is wholesome, structured, systematic, and educationally focused while creating connections with the families. This is not the traditional image of parent education and engagement programs.

III.B. Program Operations

Program Hours by Site:

Site Name: Richland County Elem - East Hours of Operation – School Year	FY 19	FY 20	FY 21
Total Number of Weeks Site is Open	28	28	28
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	12	12	12

Site Name: Richland County Elem - West Hours of Operation – School Year	FY 19	FY 20	FY 21
Total Number of Weeks Site is Open	28	28	28
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	12	12	12

Site Name: Richland County Middle School Hours of Operation – School Year	FY 19	FY 20	FY 21
Total Number of Weeks Site is Open	28	28	28
Typical Number of Days per Week	4	4	4
Typical Number of Hours per Week	12	12	12

Staffing:

Staff Training - Richland County Elementary School - East/West:

Date	Title/Topic	Duration (hours)	# Staff Attending	Provider
8-3-2020	Needs-Based Community Mapping Webinar	1	1 (Site Manager)	You4Youth
8-4-2020	Building Your Network Webinar	1	1 (Site Manager)	You4Youth
8-5-2020	Implementing Partnerships Webinar	1	1 (Site Manager)	You4Youth
8-6-2020	Train and Maintain Webinar	1	1 (Site Manager)	You4Youth
9-25-2020	Beginning of the year training and meeting	1	17 (All Staff)	District
11-5-2020	STEM Webinar #2	1	2 (Site Managers)	ACT Now Illinois

11-18-2020	Lead Positive Conference	5	1 (Site Manager)	Jon Gordon
12-8/9-20	21st CCLC Virtual Fall Conference	6	2 (Site Managers)	Illinois Quality Afterschool/ISBE
12-15-20	Project Based Learning	1	2 (Site Managers)	You4Youth
12-15-20	Where We've Been and Where We're Going Webinar	1	1 (Site Manager)	Illinois Quality Afterschool
2-23-21	Focus on SEL - introducing CASEL's Reopening Road Map	1	2 (Site Managers)	Illinois Quality Afterschool
4-8-21	Webinar: Summer Strategies to Reach and Re-engage Priority Youth	1	1 (Site Manager)	Illinois Quality Afterschool
5-6-21 & 5-7-21	21st CCLC Virtual Spring Conference 2021	6	1 (Site Manager)	Illinois Quality Afterschool/ISBE

Staff Training - Richland County Middle School:

Date	Title/Topic	Duration (hours)	# Staff Attending	Provider
10/6 & 10/7/2020	Developmental Relationships: Bring Invention to Practice	4	1 (Site Director)	CenterStone
10/22/2020	Supporting Teen Self- Esteem during Adversity	1	1 (Site Director)	Lincoln Prairie Behavioral Health
12/2/2020	COVID-Related Stress and the Connection to Substance Use and Mental Health Issues	1	1 (Site Director)	North American Center for Continuing Medical Education
5/11/2021 & 5/19/2021	Creating Compassionate Communities	5	1 (Site Director)	CenterStone

Staff Training - All Sites:

Date	Title/Topic	Duration (hours)	# Staff Attending	Provider
9/3/2020	21st CCLC Administrator planning meeting (In Person)	2	5 (Project Director and Site directors/coordinators)	District

10/22/20	Building Blocks of Student Resilience: Relationships (Virtual)	1	1 (Project Director)	Illinois Quality Afterschool
11/5/2020	"How to Make STEM At-Home Kits" (Virtual)	1	1 (Project Director)	ACT Now Illinois
11/12/2020	SEL and Trauma-informed Practices: Creating a Supportive Environment (Virtual)	1	1 (Project Director)	ACT Now Illinois
11/18/2020	Lead Positive Conference (Virtual)	5	1 (Project Director)	Jon Gordon
11/19/2020	Becoming Resilient Organizations: Afterschool Beyond COVID-19 (Virtual)	1	1 (Project Director)	Illinois Quality Afterschool
12/3/2020	SEL Webinar #1 Relationship Skills	1	1 (Project Director)	ACT Now Illinois
12/8 & 12/9/2020	21st CCLC Virtual Fall Conference	6	1 (Project Director)	Illinois Quality Afterschool/ISBE
1/22/2021	21st CCLC required Project Directors Meeting (Virtual)	2	1 (Project Director)	Illinois Quality Afterschool/ISBE
2/4/2021	SEL Webinar #2 - Encouraging Young People to Make Responsible Decisions	1	1 (Project Director)	ACT Now Illinois
3/4/2021	SEL Webinar #3 - Self Management	1	1 (Project Director)	ACT Now Illinois
4/22 thru 4/28/2021	Power of Positive Summit (Virtual)	4	1 (Project Director)	Jon Gordon
5/6 & 5/7/2021	21st CCLC Virtual Spring Conference 2021	6	1 (Project Director)	Illinois Quality Afterschool/ISBE
5/11/2021	Leading with Justice For All: Are You Prepared? LGBTQ	3	1 (Project Director)	Illinois Principal Association

Staff Ratios and Makeup:

Site Name: Richland County Elementary - East	FY 19	FY 20	FY 21
Staff:Student Ratio	1:5	1:5	1:4
# Volunteers	0	0	0
# Paraprofessionals	6	4	3
# Certified Teachers	12	14	13
# Others-Administrators	8	7	8

Site Name: Richland County Elementary - East	SU 19	SU 20	SU 21
Staff: Student Ratio	1:8	0:0	0:0
# Volunteers	0	0	0
# Paraprofessionals	0	0	0
# Certified Teachers	5	0	0
# Others-Administrators	6	0	0

Site Name: Richland County Elementary - West	FY 19	FY 20	FY 21
Staff: Student Ratio	1:5	1:7	1:5
# Volunteers	0	0	0
# Paraprofessionals	3	4	3
# Certified Teachers	5	5	14
# Others-Administrators	5	8	9

Site Name: Richland County Elementary - West	SU 19	SU 20	SU 21
Staff: Student Ratio	1:6	1:3	1:3
# Volunteers	0	0	1
# Paraprofessionals	2	2	8
# Certified Teachers	4	11	27
# Others-Administrators	1	2	11

Site Name: Richland County Middle School	FY 19	FY 20	FY 21
Staff: Student Ratio	1:6	1:5	1:8
# Volunteers	0	0	0
# Paraprofessionals	7	7	4
# Certified Teachers	14	12	10
# Others-Administrators	9	10	1

Site Name: Richland County Middle School	SU 19	SU 20	SU 21
Staff: Student Ratio	1:3	1:5	1:4
# Volunteers	0	0	0
# Paraprofessionals	4	2	7
# Certified Teachers	10	7	13
# Others-Administrators	9	3	7

Program Governance

The 21st CCLC program for the Richland County CUSD#1 is organized by program leadership including a project director and site directors. The project director is fundamentally in charge of compliance, the budget, data collection, and aggregation for reporting purposes. The project director meets regularly with school day staff and administration, district administration and accounting office staff, site directors, and site office staff. The project director also attends meetings and professional development. Site directors are responsible for the day-to-day operation of the programs and sites. Site directors create schedules, find substitutes, handle discipline issues, and parent concerns.

In addition to leadership/administrative staff, an Advisory/Stakeholder's Board also exists. This group meets not less than once per year to receive updates, provide feedback, and help make decisions for the program going forward. Student input is also gathered through surveys and informal, anecdotal conversations. Parent/family input is gathered using surveys and anecdotal information. Due to COVID-19 the program was unable to host its annual Stakeholders meeting. The meeting will be held again during the 2021-2022 school year.

Summary

Data:

- Staff members do not leave the program.
- Professional development is adequate.
- The ratio of staff to students is consistent throughout the three sites.

Challenges:

- Staff members are offered the opportunity to offer activities and programs to the students that match their strengths and interests and personal schedules. This allows more job satisfaction and fewer turnovers. This is difficult for site directors to create schedules and make sure all students have choices each day.
- Some staff members are unwilling to develop activities and rely on site managers to plan activities or place them in supervisory roles that require no planning.
- Professional development is offered to all, offered in a variety of formats, and is relevant to the needs of the program and individual. Not all staff participate in professional learning opportunities.

Program Improvement:

- Expectations are to continue to offer staff members choice in relationship to schedules, activities/lessons, and professional development. A low staff turnover rate is evidence that current practices are effective.
- An effort will be made to include transportation staff in professional learning and staff meetings. Most behavior issues are connected to bus issues. This will be coordinated with the Transportation Director for the School District.

IV. Progress toward Objectives

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

Unfortunately, due to the school closure in the spring of 2020, and the hybrid school year of 2020-2021, the program was not able to compare any type of formalized assessment data for our students. Feedback related to academic performance was collected from the End of the Year Teacher Survey administered annually.

Teacher Survey Results

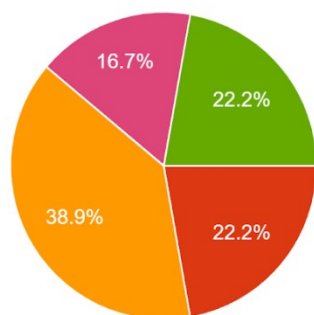
Richland County Middle School Site: Grades 6-8

The following pie charts illustrate the results of the teacher survey conducted with middle school teachers.

8th grade teacher survey data:

Turning in his/her homework on time

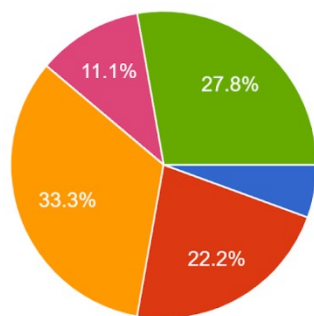
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

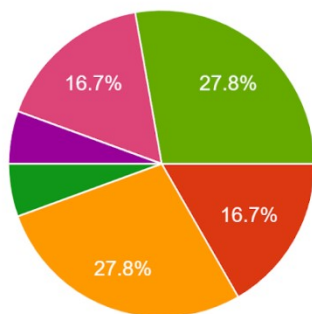
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

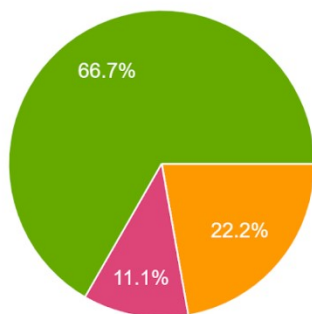
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

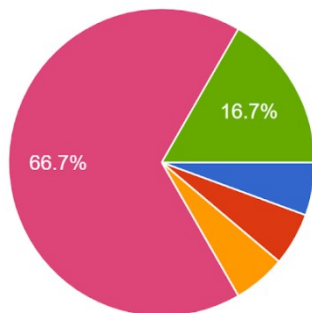
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

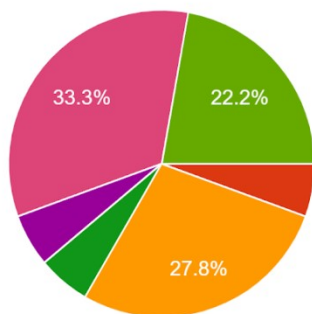
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

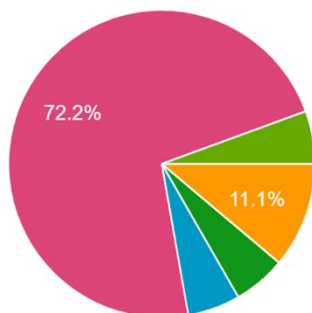
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

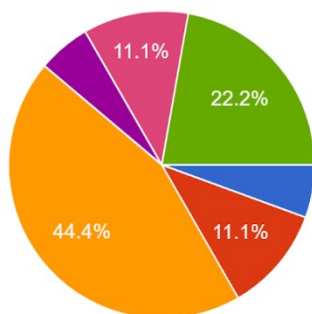
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

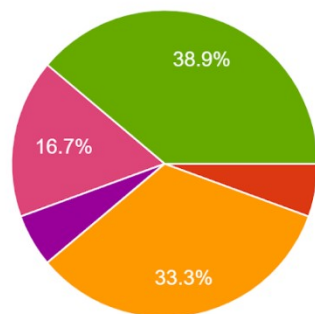
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

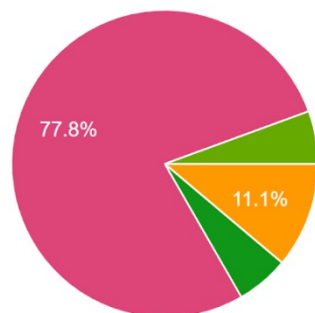
18 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

18 responses

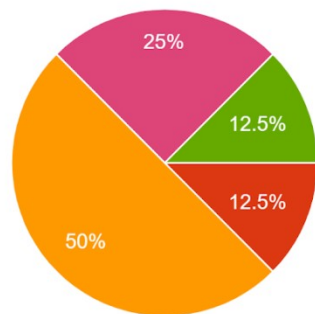


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

7th grade teacher survey data:

Turning in his/her homework on time

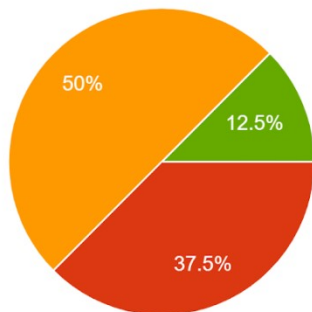
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

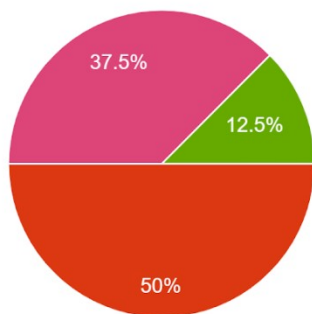
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

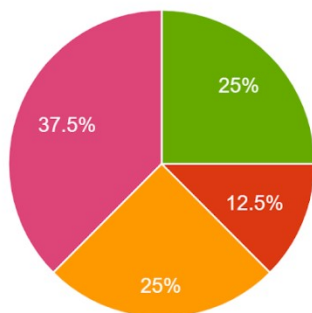
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

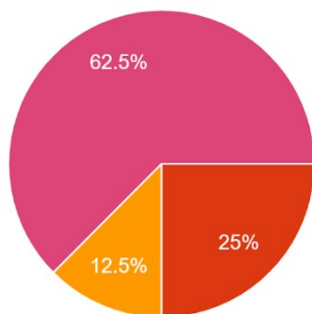
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

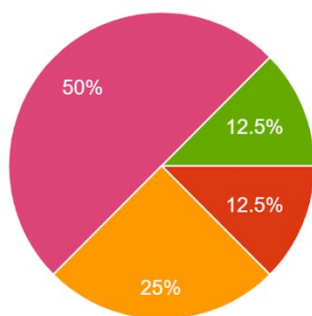
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

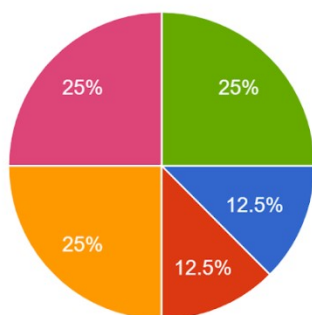
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

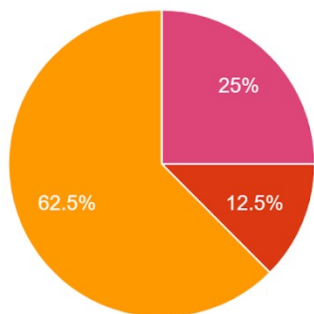
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

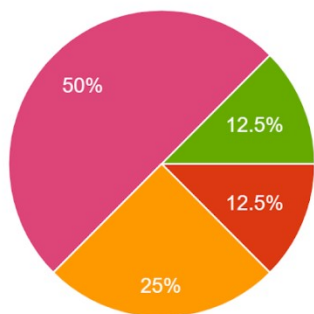
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

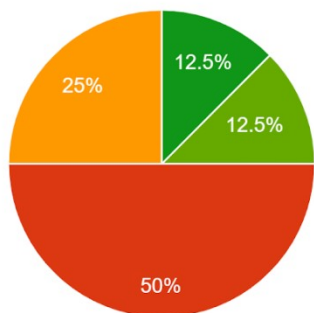
8 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

8 responses

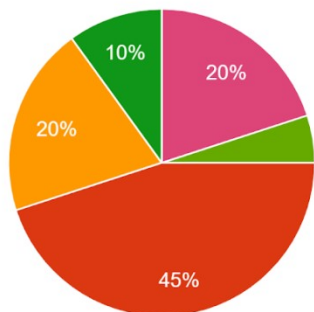


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

6th grade teacher survey data:

Turning in his/her homework on time

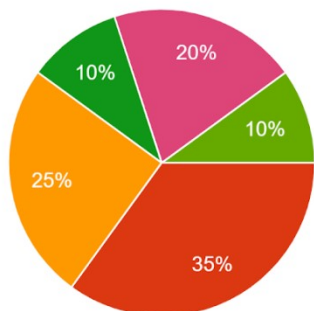
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

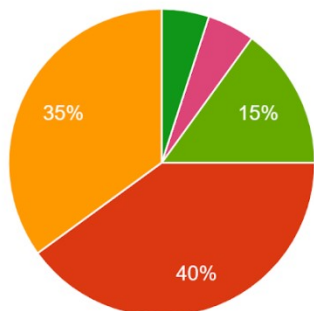
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

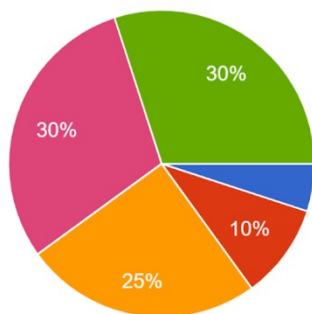
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

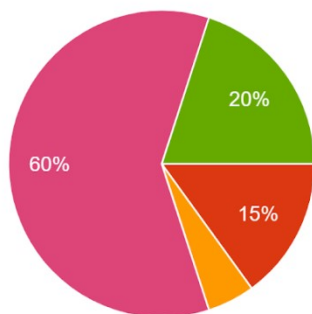
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

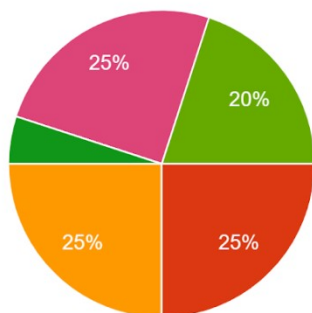
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

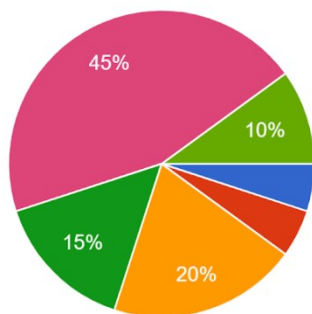
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

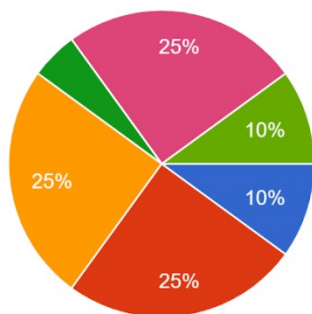
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

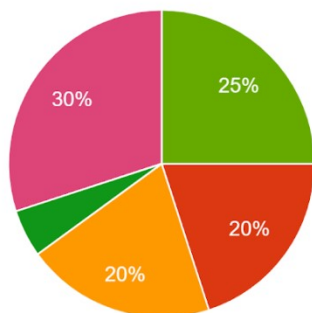
20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

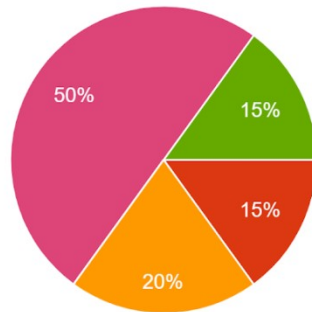
Coming to school motivated to learn.

20 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.
20 responses



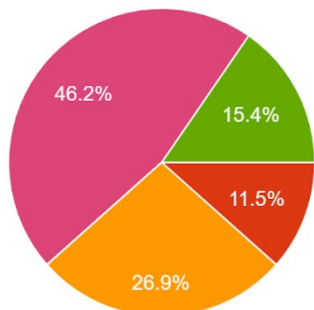
- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Richland County Elementary School - East: Grades 3rd-5th

5th grade teacher survey data:

Turning in his/her homework on time

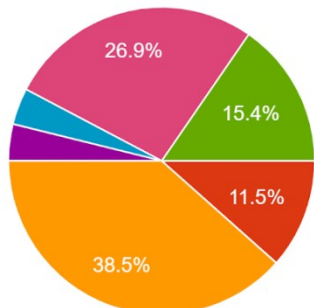
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

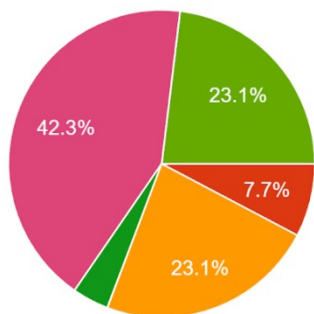
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

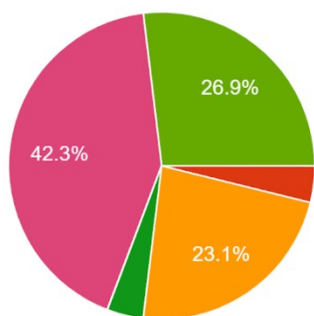
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

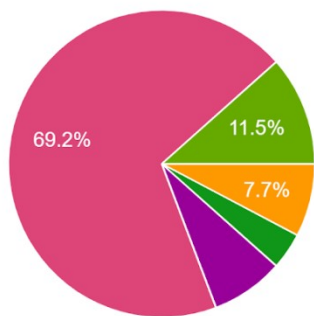
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

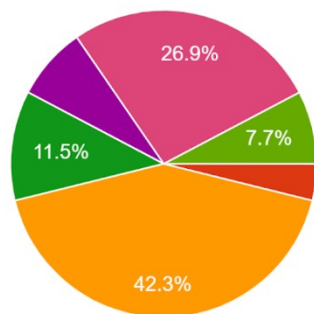
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

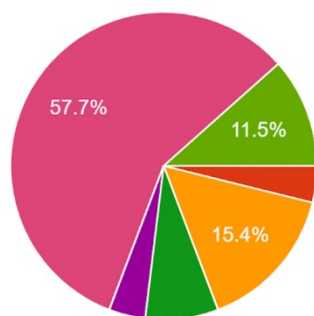
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

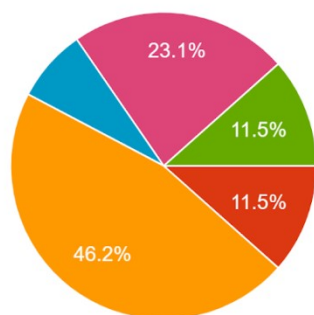
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

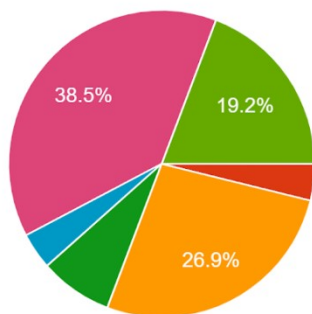
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

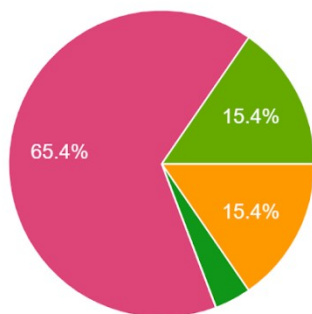
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

26 responses

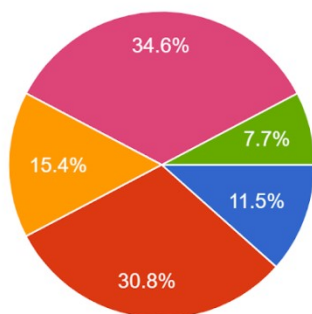


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

4th grade teacher survey data:

Turning in his/her homework on time

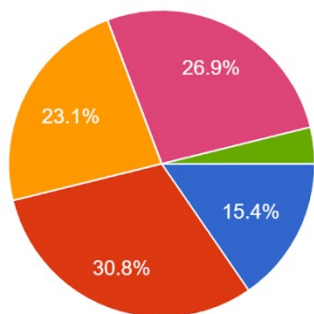
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

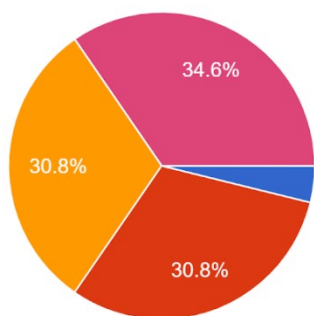
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

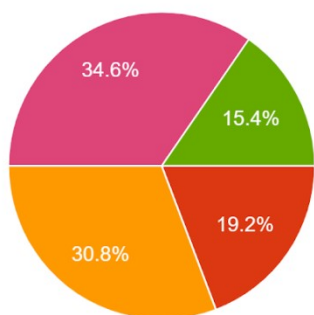
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

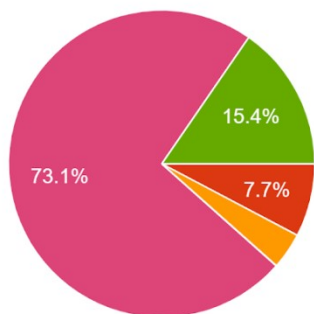
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

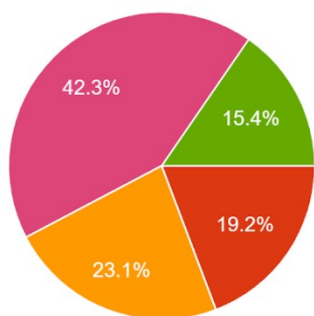
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

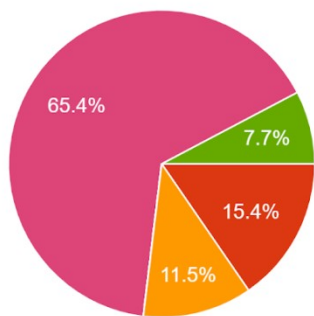
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

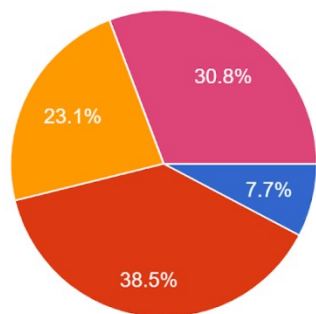
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

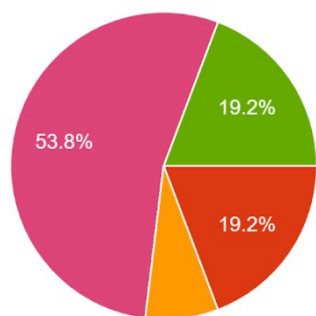
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

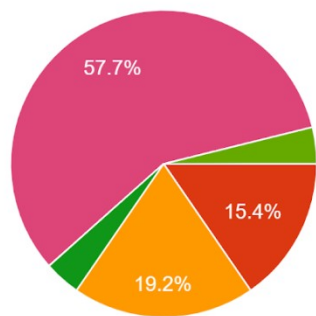
26 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

26 responses

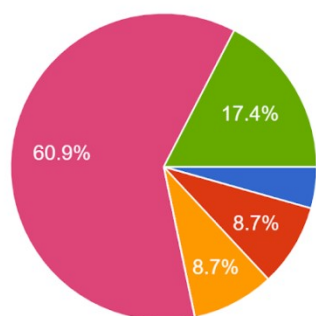


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

3rd grade teacher survey data:

Turning in his/her homework on time

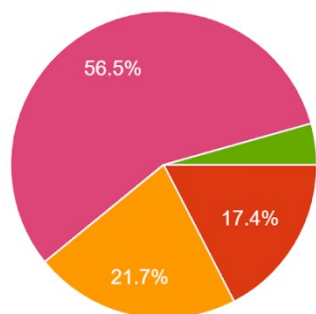
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

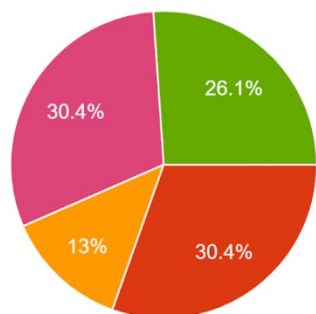
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

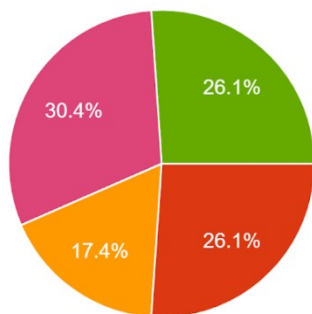
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

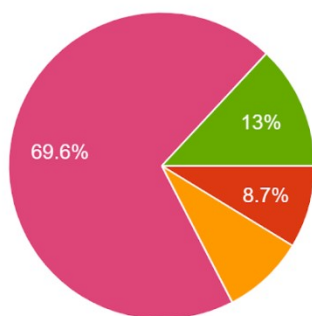
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

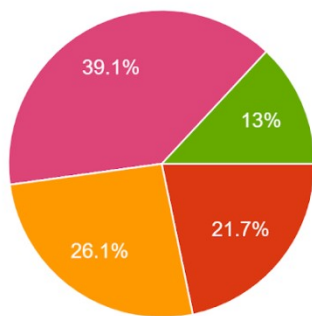
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

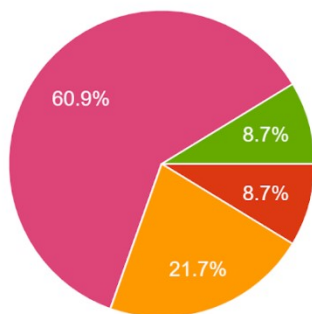
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

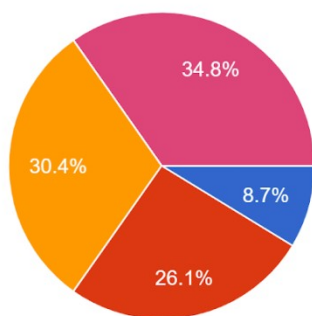
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

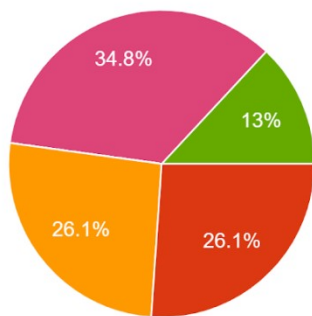
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

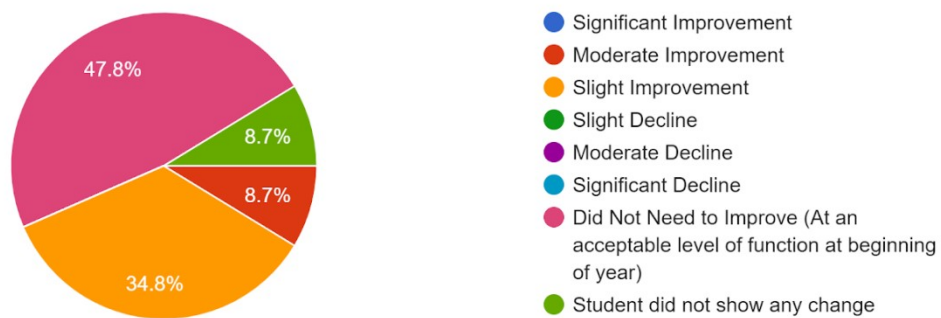
23 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

23 responses

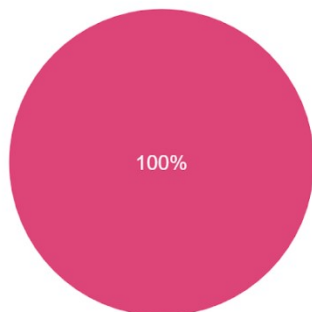


**Richland County Elementary School - West:
Grades K-5th**

5th grade teacher survey data:

Turning in his/her homework on time

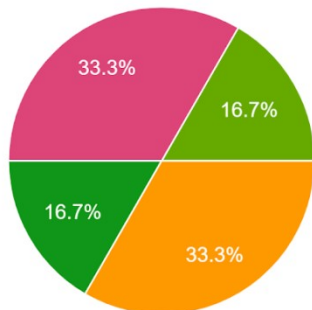
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

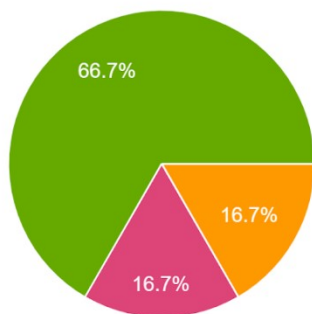
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

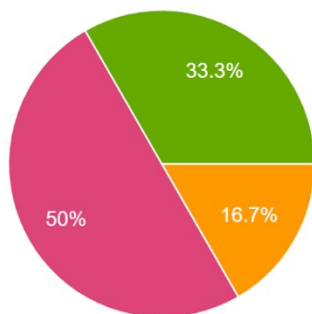
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

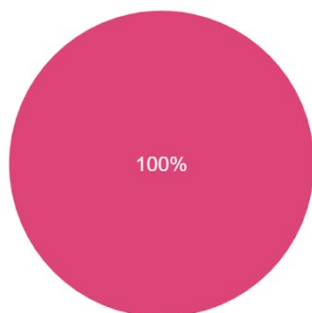
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

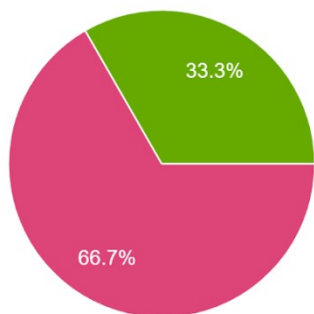
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

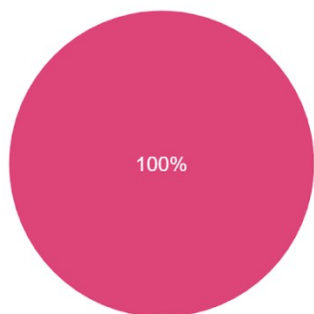
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

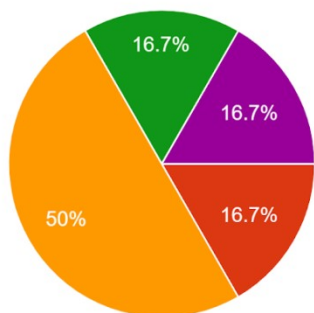
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

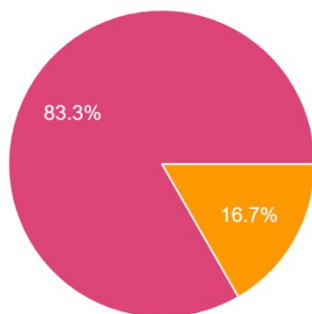
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

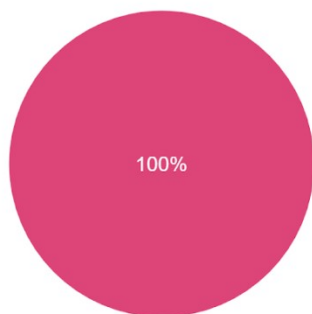
6 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

6 responses

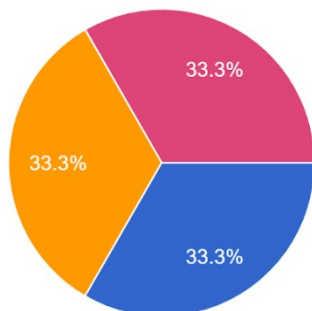


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

4th grade teacher survey data:

Turning in his/her homework on time

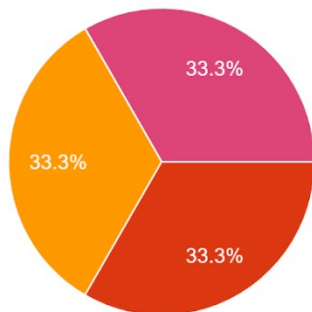
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

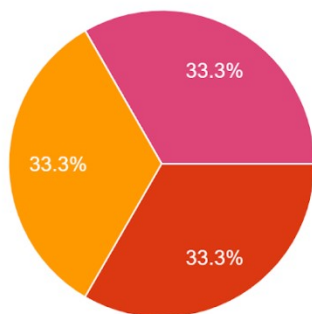
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

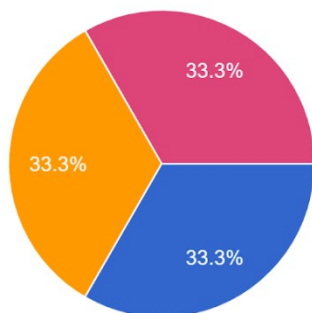
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

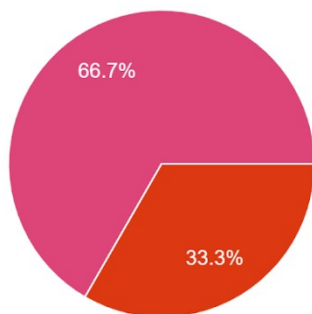
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

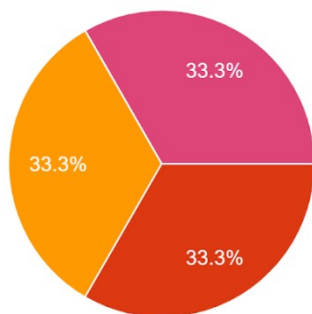
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

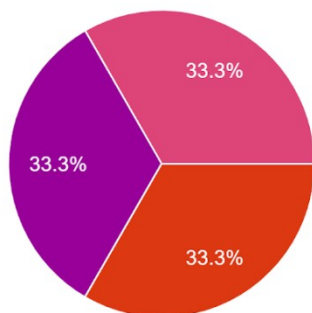
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

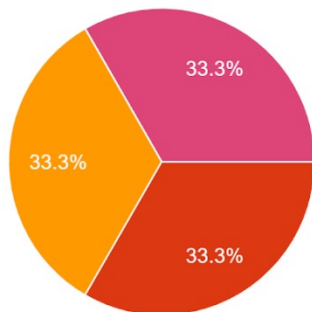
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

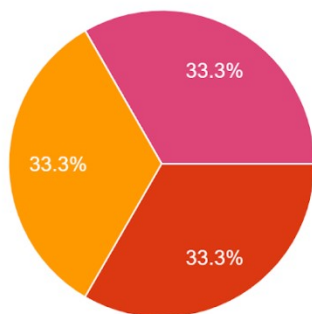
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

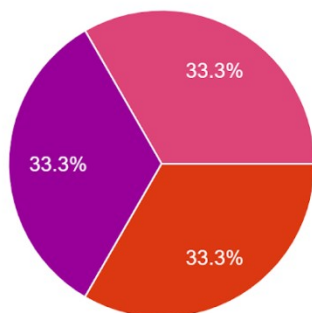
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

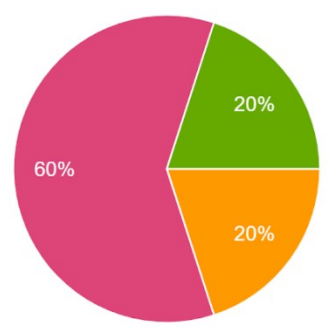
3 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

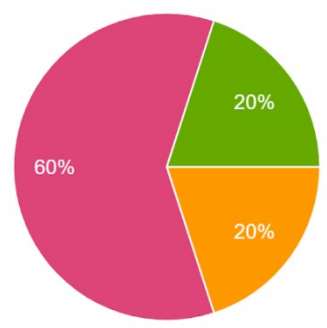
3rd grade teacher survey data:

Turning in his/her homework on time
5 responses



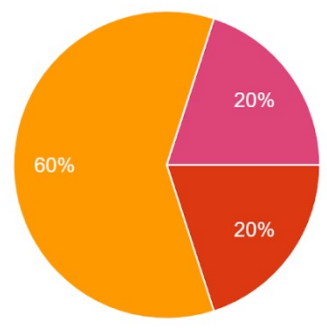
- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

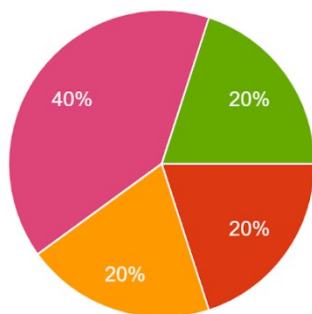
Participating in class.
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

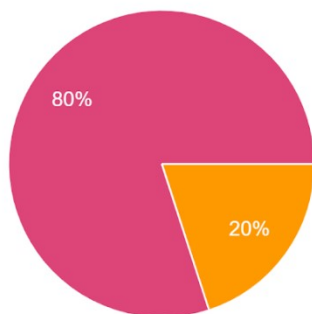
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

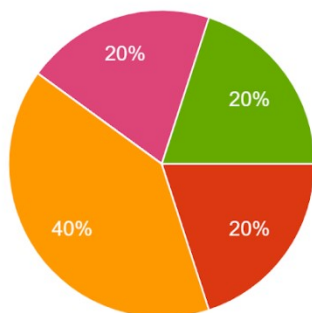
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

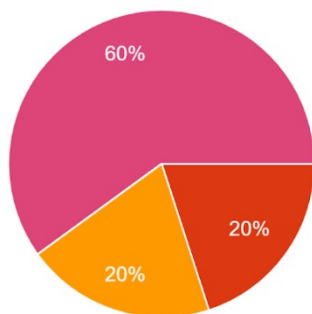
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

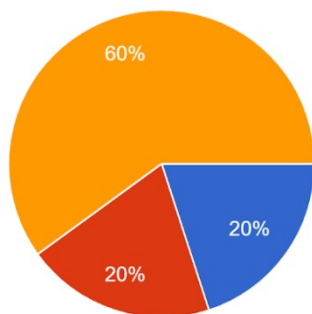
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

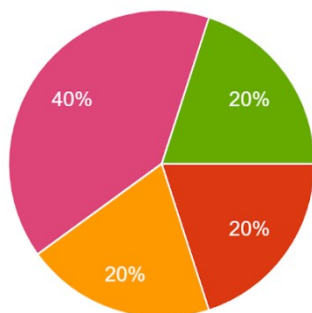
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

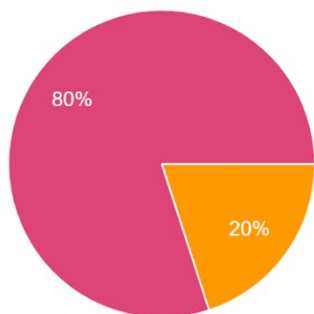
5 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

5 responses

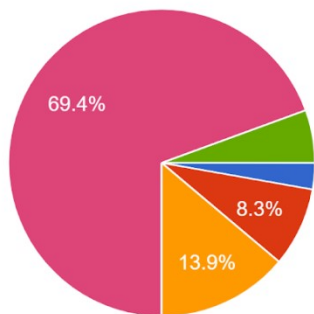


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

2nd grade teacher survey data:

Turning in his/her homework on time

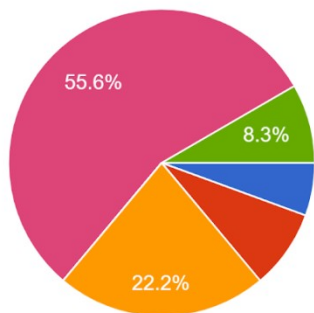
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

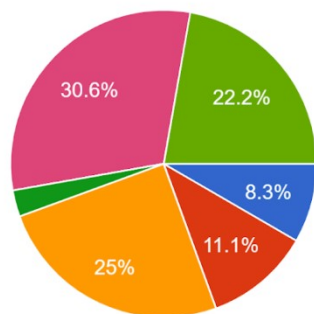
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

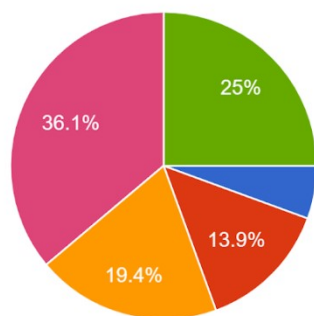
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

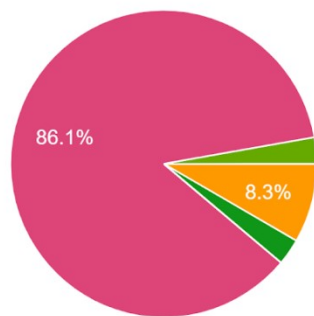
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

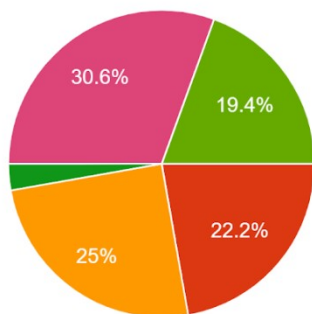
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

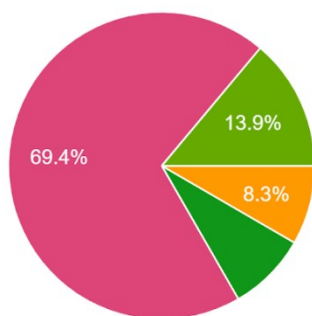
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

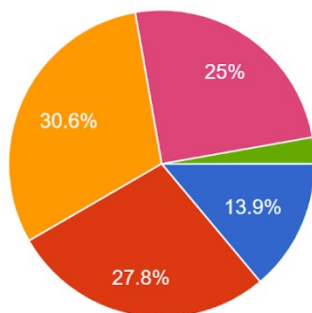
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

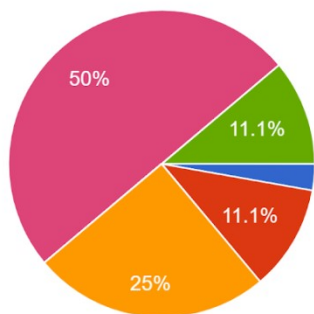
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

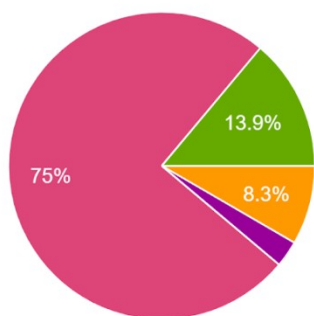
36 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

36 responses

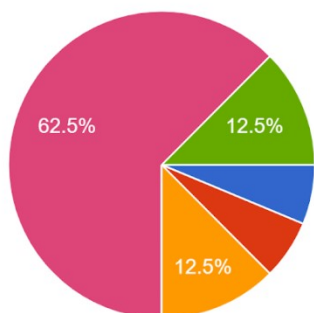


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

1st grade teacher survey data:

Turning in his/her homework on time

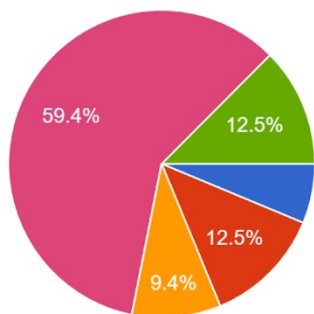
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

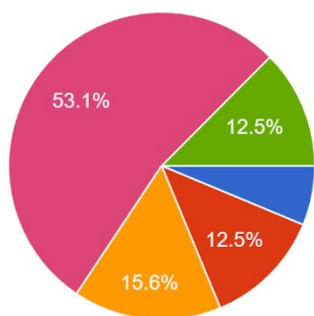
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

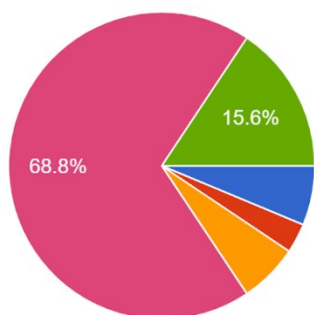
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Volunteering (e.g., for extra credit or more responsibilities).

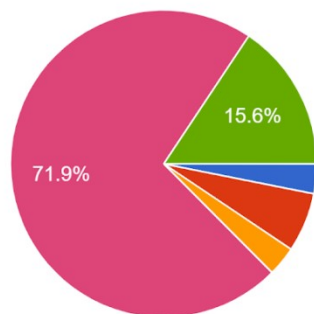
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Attending class regularly.

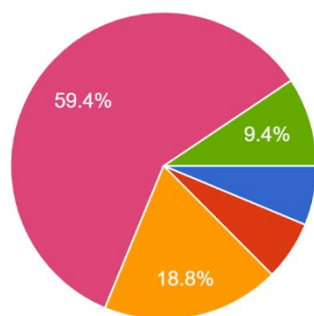
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Being attentive in class.

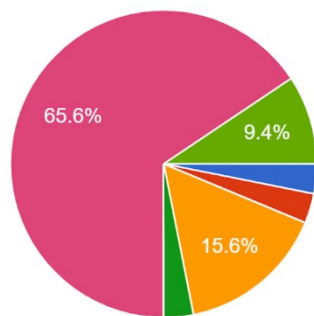
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Behaving well in class.

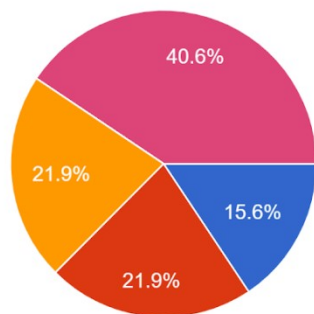
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Academic performance.

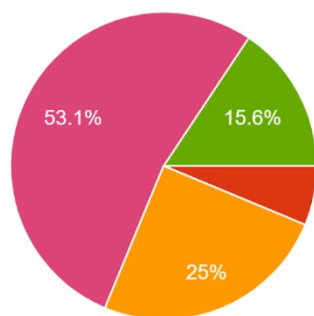
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Coming to school motivated to learn.

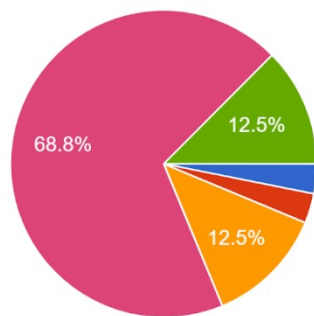
32 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Getting along well with other students.

32 responses

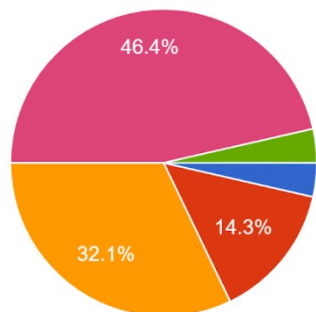


- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Kindergarten teacher survey data:

Turning in his/her homework on time

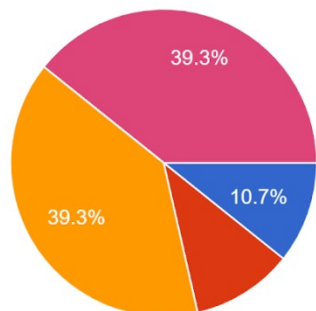
28 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Completing homework to your satisfaction.

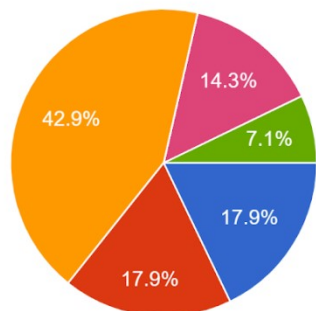
28 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

Participating in class.

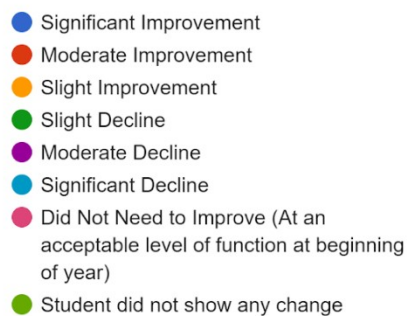
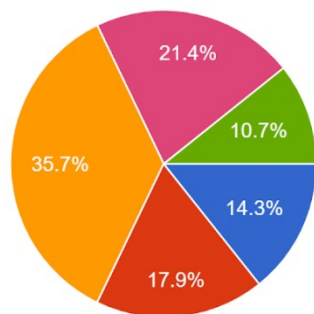
28 responses



- Significant Improvement
- Moderate Improvement
- Slight Improvement
- Slight Decline
- Moderate Decline
- Significant Decline
- Did Not Need to Improve (At an acceptable level of function at beginning of year)
- Student did not show any change

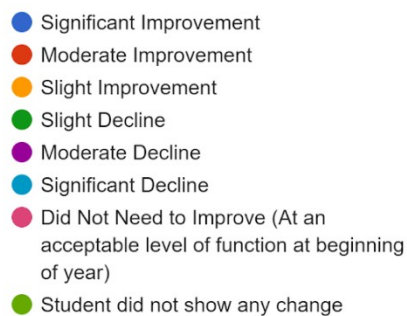
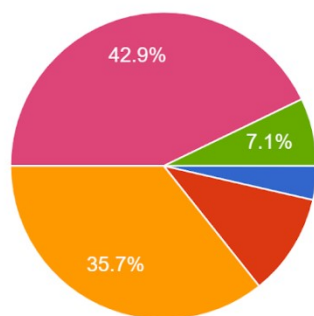
Volunteering (e.g., for extra credit or more responsibilities).

28 responses



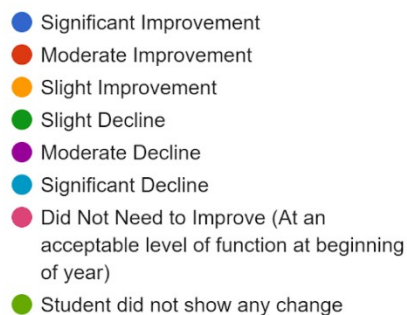
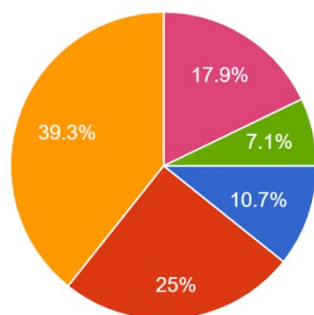
Attending class regularly.

28 responses



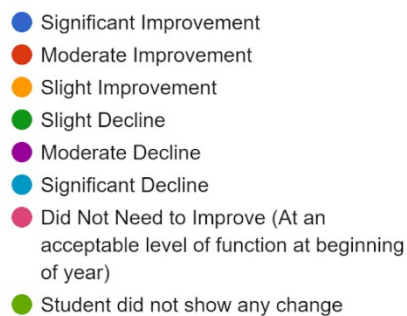
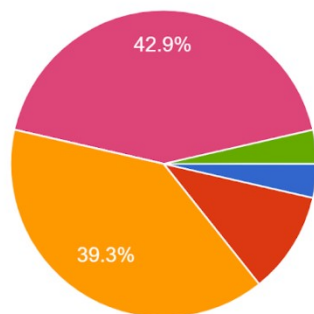
Being attentive in class.

28 responses



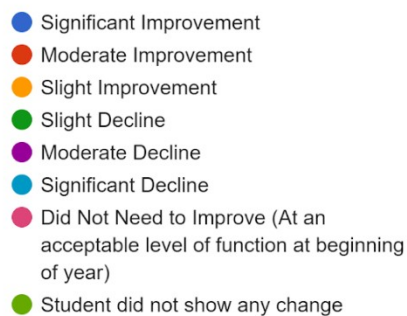
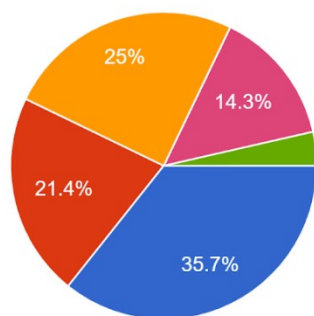
Behaving well in class.

28 responses



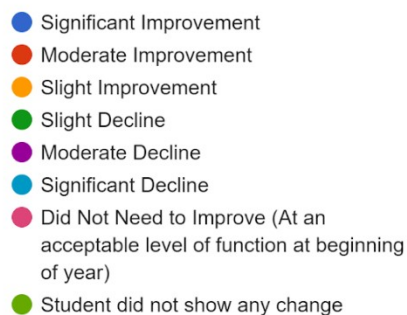
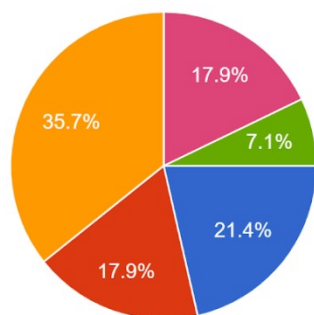
Academic performance.

28 responses



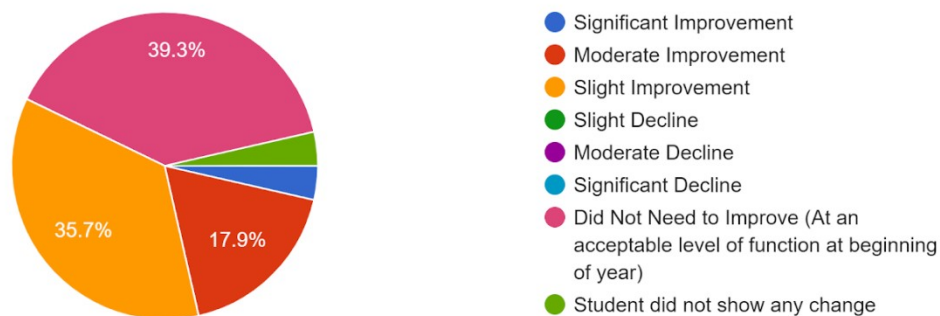
Coming to school motivated to learn.

28 responses



Getting along well with other students.

28 responses



Activities:

Academic tutoring and homework assistance was offered to students who attended the program at all three sites.

Measures, Data Collection, and Analysis:

Data collected includes teacher surveys (end of year).

Limitations of Data:

Data is based on the current year and no outside factors accounted for in the student academic performance. Programming begins early in the school year and changes in academic habits and behaviors may not clearly be reflected in the data. No formalized assessment data available.

Challenges:

Teacher Surveys reflect bias. Outside factors may impact student academic performance that is not accounted for in the survey data.

Summary and Recommendations:

All sites offer devoted homework/tutoring time each day. The middle school site director checks grades and has implemented a policy reflective of students who play sports. If a student is flunking a class, he/she is not eligible for the enrichment and fun portions of the program until that situation is rectified.

Site directors are in constant contact with school day counselors, teachers, and administrators. Staff can be assigned to monitor student grades at the elementary level and make sure students receive targeted intervention/instruction during the program.

Finally, all sites offer additional homework/tutoring time each morning for 1 hour before school starts. Students are able to bring in any work they were unable to complete at home for assistance from certified teachers or have the teachers assist them in studying for an upcoming test or quiz.

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, and sports and other recreation activities.

Richland County Elementary School East – Avg # of students who participate when that activity is offered

Activity Type	STEM	Literacy	Tutoring	Homework Help	English Language Learner Support	Arts & Music	Physical Activity	Community Service Learning	Youth Leadership
Avg#	5-10	5-10	0	More than 30	Less than 5	5-10	More than 30	Less than 5	5-10

Richland County Elementary School West – Avg # of students who participate when that activity is offered

Activity Type	STEM	Literacy	Tutoring	Homework Help	English Language Learners Support	Arts & Music	Physical Activity	Community Service Learning	Youth Leadership
Avg#	5-10	5-10	More than 30	11-20	0	5-10	More than 30	N/A	N/A

Richland County Middle School- Avg # of students who participate when that activity is offered

Activity Type	STEM	Literacy	Homework Help	Entrepreneurship	Arts & Music	Physical Activity	Community Service Learning	Drug Prevention	Youth Leadership
Avg#	5-10	Less than 5	21-30	21-30	5-10	21-30	Less than 5	N/A	N/A

Student Survey – End of Year – Richland County Elementary East & West

	It is very helpful and so much fun. I LOVE IT!	I like it. It helps me with homework and it's pretty fun.	It is ok, but I would rather go home.	I don't like it
How much do you like TigerZone?	63%	29.6%	7.4%	0

	Yes	No	Sometimes/ Maybe
Are you more likely to come to school on days that we have TigerZone?	51.9%	29.6%	18.5%
Do you act better at school so you can stay for TigerZone?	59.3%	18.5%	22.2%
Do the teachers seem happy to work at TigerZone?	81.5%	0	18.5%
What activities do you like to do at Tiger Zone?			Percentage
Fitness/Gym			43.6%
Creative Art			58.2%
Lego Builds/STEM Activities			58.2%
Cooking			85.5%
Computers			52.7%
Talent Show			38.2%
Science			60%
Homework/Tutoring			43.6%
Art Leadership			30.9%
Community Service			47.3%
Music			45.5%
What other fun or helpful things would you like to do at TigerZone?			
Answers: Play in the gym math kick ball cooking music Ukulele lessons, going outside Outside creative art Play with trains Draw Ninja Turtles			

Play on the playground get free time dodgeball we could work on planting trees we could make art out of food maybe a work out gym Enjoys hands on building kahoot Take a nature walk. Outside activities. Play No Go to the playground. Play at school. have an outside dance party do art I like to get my homework Dodgeball Freeze tag creative help me with homework Just Fun stuff play outside playing fbb Slime, outdoor activities, bike ride, Math going on the playground go outside and read			
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Student Surveys – End of Year – Richland County Middle School

** Student Survey data unavailable for 2020-2021 school year.

Activities:

Student offerings were very limited this year due to COVID-19. District required groups to remain cohorted and to minimize movement around the building to prevent cross-contamination. Outside resources were available on a very limited basis. Typically students grades 3-5th and 6th-8th are offered a wide variety of activities to choose from on a daily basis to capitalize on student interest. However, this year, students in grades 6th-8th had the options of 1 choice activity daily after their designated homework time. Elementary school students grades 3rd-5th had a scheduled rotation through activities such as gross motor, cooking, STEM and library following designated homework/tutoring time. Individual group teachers were encouraged to incorporate enrichment activities related to music and art when possible.

Measures, Data Collection, and Analysis:

Attendance in activities is tracked on a daily basis. Attendance at each program site is tracked immediately. Students must be signed out by an adult to leave the program before the end of the day. School day attendance is mandatory for students to attend the after school program.

Limitations of Data:

Mandatory health and safety restriction due to COVID-19 limited program staff and students ability to provide choice in activities and a robust enrichment portion of the program.

Challenges:

Mandatory health and safety restriction due to COVID-19. Limited access to community resources that promote the objective due to rural location.

Summary and Recommendations:

COVID-19 had a major negative impact towards progress on this objective during the 2020-2021 program year. Due to restrictions and safety measures, students' opportunities to participate in more diverse areas were greatly decreased. However, based on student survey data, students indicated that they enjoy participating in the after school program. It is recommended that site directors review student responses on engaging activities and look for ways to incorporate suggestions to the greatest extent possible. Also, although most students perceive the staff to enjoy participating in the 21st CCLC program, the project director and site directors will continue to monitor staff morale and participation in the daily activities offered through the program and provide support for employee mental health when possible.

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

In-person programming offered during the 2020-2021 school year. Students being back in-person for both school day instruction and the before school and after school programming helped students to return to a more sense of "normal". Opportunities for social interactions with peers and academic help provided positive social emotional benefits and interactions. Site directors strive to make the program one of positive relationships with the students and meeting the child's needs. Strong relationships were fostered with many of the students' regular school day teachers continuing to work with them after school. Counselors are available to students and families who participate in the program.

Measures, Data Collection, and Analysis:

The classroom teacher survey is collected at the end of the school year program. Student and family surveys are collected at the end of the semester.

Limitations of Data:

Only two pieces of data is collected. Teacher bias can come into play with the surveys. Classroom teacher surveys, collected at the end of the program only, do not allow for adjustments to be made until the next year.

Challenges:

Not all staff members work to create positive relationships with students, but participate instead for the additional pay. Those staff members are often rigid and do not allow students the flexibility that is encouraged for the after school setting.

Summary and Recommendations:

Site directors will make continued efforts to reinforce school day learning in the area of behavior and making good choices. Common vocabulary and on-going communication with building administration will be utilized to strengthen relationships and implement behavioral expectations aligned with school day expectations and behavioral goals. The more structured framework of programming during COVID-19 did result in less behavioral issues during the 2020-2021 school year both during the school day and during the after school program. Social-emotional programming such as Second Step after school is being reviewed as it aligns with the current school day programming utilized by the elementary school sites.

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

Activities:

Families are invited to attend activities/events/educational opportunities that are offered collaboratively with the school district and community organizations.

Measures, Data Collection, and Analysis:

Attendance at events is recorded through registration sheets at each event. Completion of evaluation forms is a mandatory expectation at each event. Evaluation forms have been presented in electronic and paper formats.

Limitations of Data:

Evaluation forms are not completed by all participants. People who do not attend any/few events often do not ever complete a survey or evaluation form, thereby their voices/opinions are never heard.

Challenges:

Community involvement and family engagement opportunities were extremely limited during the 2020-2021 program year due to COVID-19 due to fear of the virus and mandatory health and safety procedures and policies. To add to that, families are busy or becoming more disengaged. Activities/events connected to school and after school programs are not a priority with so many other options available. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities. It is somewhat difficult to market an activity that encourages parents to become “better parents”. Parents prefer to attend activities that improve the family unit or that include an entertainment element rather than singling out the parents.

Summary and Recommendations:

Parents and families must see an immediate payback to attend face-to-face events. The 21st CCLC program collaborated with other district initiatives to offer “Drive Thru” events that targeted promoting the family unit and interactions at home. Activities related to literacy, and STEM were incorporated into the Drive-Thru events to support core standards and academics. Other formats for family engagement will continue to be explored and the program will continue to enlist community resources and other district initiatives to engage families.

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

Activities:

Prior to registration, program staff reach out to classroom teachers for recommendations on students who they feel are most at-risk and would benefit from participation in the after school program. School day teachers reach out to those parents and recommend the program. The program has found that the initial contact coming from the classroom teacher has a greater potential of recruiting students most in need of the after school program. Once teacher referrals have been enrolled, registration opens to additional students who have an interest in participating in the program and are invited/encouraged to attend the program are those that school day staff or community organizations have referred as being at risk in some way. Other students are welcomed to the program.

Measures, Data Collection, and Analysis:

Data collected from sites reveal the demographics of the students who participated in the 21st CCLC program during 2020-2021.

Limitations of Data:

No limitations are viewed for the examination of this data. School day office staff and administration provide the necessary information about each student participant using student information system data.

Challenges:

Program staff, site directors, and project director always question if students who are of the most need attend the program. Due to the rural location of the sites, some students who would benefit from the program were not allowed to attend due to transportation issues (transportation is provided, but only to bus stops, if a family member cannot make it to the bus stop, some students are excluded), family obligations (older students are needed to babysit younger students), or other obligations for the student (i.e. sports) or family members (i.e. work, taking care of aging parents).

Summary and Recommendations:

Current practices and procedures for recruiting and retaining at-risk students are working. Classroom teachers being the initial point of contact with parents to encourage students who are struggling academically to register for the program is effective in assisting the program to reach those with the greatest need and ensure we are servicing those in need of academic support.

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

Activities:

Professional development is offered to 21st CCLC staff on an as-needed/as-wanted basis as well as a required basis.

Measures, Data Collection, and Analysis:

Attendance at events is recorded through sign-in sheets or registration confirmation from each event. Sign-in sheets, training agendas, evaluation forms used to document attendance.

Limitations of Data:

All participants do not complete evaluation forms. People who do not attend any/few events often do not ever complete a survey or evaluation form, thereby their voices/opinions are never heard. Often, anecdotal questions are left unanswered. Some events are only attended by one staff member (i.e. project director).

Challenges:

Adults/teachers are busy. The after-school program employs many school day staff. After working all day, then adding another one-three hours to that work day and meet their own family commitments, leaves little time or desire to attend professional learning. People like/prefer technology based methods of getting information as opposed to face-to-face opportunities.

Summary and Recommendations:

Use of web-based/electronic professional development opportunities will be offered to staff, allowing people to gain the knowledge at a time that is convenient for them. Mandatory meetings and trainings will continue to be attended by appropriate staff as determined by ISBE. For the SY2021-2022 school year, staff will be allowed to choose topics and delivery formats that support their learning styles and time availability. Site directors will offer one-four hours of professional learning that staff can use to meet and plan together, research, work through online training (i.e. Y4Y offerings), meet with directors, or choose a book or journal article to read together and study.

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

With the assistance of all of the many identified agencies, clubs, and organizations, Richland County CUSD#1 has been able to offer a continuum of services to the students and their families. Families' involvement is critically important in supporting the student's success throughout the 21st CCLC programs of Richland County. Our named partners including: Olney Community College (OCC); Trust Bank; First National Bank in Olney; Rotary Groups; Interagency Networking Group; and other local agencies and organizations including SWAN (Stop Women Abuse Now), Good Samaritan of Richland County, Olney Elks Club, and Master's Hand, have assisted the district for many years in addressing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of the students served. Connections with these groups, especially the banking communities have led to discussions for the future.

The continued components of the program that will be the most difficult to sustain will be the salaries for the certified and non-certified (but very committed) staff. These effects will be most noticed during the homework and tutoring components of the program initially. A lack of transportation for students, especially the younger ones and ones who live in rural/remote locations and for those whose parents do not have a reliable means of transportation will also be a barrier. Salaries and transportation are the two biggest expenses for the program.

Program staff has been fortunate to develop collaborative relationships with the 4-H and Ag in the Classroom providers in our county. Their programs also provide funding and staffing to offer children and families opportunities that would otherwise not exist. These partnerships continue to be a source of new ideas and prospects for our students. Their focus is on science, technology, engineering and mathematics (STEM), which is well aligned to several of our academic and college and career readiness goals for the 21st CCLC.

Other Objectives/Findings:

- Students want to come on days when the program is not available.
- Having to turn away people who want to work with the kids and program-Site directors have a waiting list of people who want to become part of the program.
- COVID-19 had a major impact on the extension activities during the 2020-2021 program year and will continue to have a significant impact on the 2021-2022 program year.

V. Overall Recommendations and Action Plans

Strengths:

- Classroom teachers are the best asset in the recruitment of students most in need of before and after school support.
- Academic tutoring and homework assistance offered to students who attended the program at all sites. Teachers report an improvement in student academic performance.
- Staff members are encouraged to offer programs and activities within their assigned cohorts that match the goals of the program in non-traditional ways.

- Site directors strive to make the program one of positive relationships with the students and meeting the child's needs. Counselors can be available to students and families who participate in the program upon request.
- Out of the Box thinking for family engagement. Families are invited to attend activities/events/educational opportunities that are offered collaboratively with the school district and community organizations.
- Strong referral system for students who are in need of programming through the schools and community.
- Professional development is offered to 21stCCLC staff on an as-needed/as-wanted basis as well as a required basis. Project administration recognizes the importance of professional learning and the impact it has on continuous quality improvement.
- Communication-utilization of automated system to share out information in a timely manner using preferred communication platform (eg. social media, text messaging)

Challenges:

- Limited opportunities due to COVID-19 precautions and restrictions.
- Not all staff members work to create positive relationships with students, but participate instead for the additional pay. Those staff members are often rigid and do not allow students the flexibility that is encouraged for the after school setting.
- Access to resources outside the school district and in the community. The school district is the primary source of supportive resources available in the community as a whole.
- Family Engagement- Disengagement of families from school and after school based functions in general. In addition, today's families are busy. Activities/events connected to school and after school programs are not a priority when so many other options are available.
- Transportation and highly rural area-Program staff, site directors, and project director always question if students who are of the most need attend the program.
- Access to professional learning activities - The majority of program staff are regular school day teachers and staff and are unable to participate in professional learning opportunities provided by after school organizations such as AIR, ACT Now and ISBE as they are busy fulfilling their school job responsibilities when trainings are offered. After working all day, then adding another one-three hours to that work day, leaves little time to expand one's mind, ideas, or personal growth.

Recommendations:

- Continue the on-going collaboration with classroom teachers for referrals and recruitment of students most in need of academic and/or social-emotional support offered by the after school program.
- Exploration of the Second Step for after school programs that aligns with the social-emotional curriculum utilized during the school day to support students' social-emotional well-being.
- Incorporate community resources back into programming to the greatest extent possible to promote career development and college readiness.
- Investigate family engagement strategies to increase family participation.

- Explore current professional development opportunities staff has access to and collaborate with district administration to secure training opportunities that support both school day and after school improvement.
- Continued networking and program advertising and promotions will be utilized to let more people in the community realize the vital work that is happening with Richland County youth during the 21st CCLC program. (Project Director and Site Directors will publicize via social media and the local newspaper, attend meetings for local organizations when invited, and be positive models for staff and community members)

VI. Dissemination of Evaluation

This evaluation will be submitted electronically to the EDC to meet the requirements of the grant. In addition, the evaluation will be presented to the Richland County CUSD#1 School Board and administrators during the January 2022 school board meeting. This will be in conjunction with a presentation about the benefits of the 21st CCLC for the students of Richland County. After presentation to the Board of Education, the evaluation report will be posted on the district website for public review.