

ROCKFORD SCHOOL DISTRICT #205
21st CCLC AFTER-SCHOOL PROGRAMS



*HASKELL ELEMENTARY SCHOOL, WELSH ELEMENTARY SCHOOL,
WEST VIEW ELEMENTARY SCHOOL, & FLINN MIDDLE SCHOOL*

EVALUATION REPORT – FY 22

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I. GRANT INFORMATION

Grantee organization: Rockford Public School District 205

Cohort 22

Sites: Haskell Elementary School, Welsh Elementary School, West View Elementary School, and Flinn Middle School.

Programs goals.

- Focus on improving academic achievement in reading, math, and science,
- Facilitate students in meeting Common Core Standards, Illinois State Standards, and RPSD standards in core subjects,
- Increase involvement in activities and in other non-core subject areas (e.g., music, technology, arts),
- Target positive change in behavioral patterns of participants,
- Maximize community involvement.

IIA. OVERVIEW AND HISTORY OF THE PROGRAM

In September 2022, the Illinois State Board of Education (ISBE) awarded a five-year 21st CCLC grant to Rockford Public School District (RPSD) for after-school programming at four sites: Haskell Elementary School, Welsh Elementary School, West View Elementary School, and Flinn Middle School. The Rockford Public School District 21st Century Community Learning Centers After-school Program (21st CCLC) is designed to create community learning centers which provide students with academic enrichment opportunities as well as exposure to cultural experiences and provide parental education and involvement opportunities. The priorities include the following:

- Focus on improving academic achievement in reading, math, and science,
- Facilitate students in meeting Common Core Standards, Illinois State Standards, and RPSD standards in core subjects,
- Increase involvement in activities and in other non-core subject areas (e.g., music, technology, arts),
- Target positive change in behavioral patterns of participants,
- Maximize community involvement.

RPSD certified teachers provide 1) high quality instructional strategies based on scientific research and innovative best practices designed to increase achievement in reading, math, and science and 2) content consistent with the district curriculum and state standards utilizing materials that are appropriate for the age and academic level of students participating in the program. Each of the sites is overseen by a site coordinator and utilizes community agencies to provide additional specialized enrichment programs (i.e. arts, character education, drama, music, recreation). The programs followed the original proposal with fine tuning of programming to meet the needs of students.

IIB. EVALUATION METHODS

Evaluation Approach

The evaluation was conducted jointly between RPSD and 7 Island Associates. 7 Island Associates provided evaluation technical assistance during planning and data collection, analyzed all attendance, demographics, survey and outcomes data, produced all data documents, and collaborated with RPSD to produce this comprehensive report. RPSD collected all program and process data, attendance and demographic data, survey data and other outcomes data, and collaborated with 7 Island Associates to produce this comprehensive report.

Guiding questions for the evaluation were: Could academic improvement be demonstrated. Did the program have a positive effect in changing student's attendance, behavior and perceptions toward themselves, their teachers and school in general. Was the grant successful in enrolling the target number of students, were the students retained in the program?

Identification of data to be collected focused on data necessary to complete mandatory web-based reporting, examine progress toward ISBE 21st CCLC objectives, and compile this final evaluation report.

Communication between the 21st CCLC Project Director, a representative of 7 Island Associates and RPSD staff with knowledge of District data systems to discuss the types of academic, behavior, and attendance information available for use in the evaluation was primarily achieved by e-mail, phone and Zoom meetings. Data decisions took two factors into consideration 1) feasibility of obtaining the data and 2) usefulness in continuous program improvement efforts. Data obtained from the District system historically has included MAP scores, State assessments Illinois Assessment of Readiness and the achievement levels, secondary classroom grades, school-day absences, elementary discipline referrals, secondary out-of-school suspensions, and student retention.

Surveys Administered: Method & Response

The evaluation used surveys of students, parents, teachers and staff based on versions used in past 21st CCLC evaluations. Additionally, data was obtained from the District system including MAP scores, Illinois Assessment of Readiness achievement levels, secondary school classroom grades, school-day absences, elementary discipline referrals, secondary out-of-school suspensions.

Teacher Survey: The Teacher Survey is normally completed by classroom teachers from April through May. Primary classroom teachers completed the survey for the elementary students. A math or an English teacher completed the survey for secondary students. Surveys were conducted this year using Google docs. At the elementary level, 102 surveys were completed for a 60.0% response rate for all attendees and a 72.1% response rate for regular attendees (90 or more hours). At the secondary level, 1 survey was completed for 2.2% response rate for all attendees and a 0% response rate for regular attendees (90 or more hours). It should be noted that secondary teachers were not a focus of the survey for this grant period. See Appendix 1 – Tables 1-8 for full results.

Parent Surveys): The Parent Surveys were available to all parents through the district's 21st Century Program web portal regardless of their student's attendance frequency. No parent surveys (0.0% response) were completed at the elementary level and no parent surveys were

completed at the secondary level (0.0% response rate). See Appendix 1 – Tables 9 and 10 for full results.

Student Opinion Survey: The Student Opinion Survey (Baseline) was administered via Google Forms upon enrollment in the program. The Student Opinion Survey (EOY) were again completed via Google Forms in May. For the elementary site at baseline, 0 students completed the baseline survey (0.0% response) and at follow-up EOY Survey, 72 students completed the survey (42.4% response). The secondary attendees completed 0 baseline surveys (0.0%% response rate). The follow-up EOY Surveys were completed by 16 students (35.6% response rate). See Appendix 1 – Tables 13-16 for full results.

Agency & District Staff Survey: The Staff Survey was not administered for the 2021-2022 school year.

III. PROGRAM IMPLEMENTATION

Students and Families Served

Student Recruitment

At the elementary level, principals, school staff, and the project coordinator make the decision as to what grade levels will be targeted at their after-school site; targeting grades that will help meet the AYP goals, student attendance goals and meet the needs of the individual school and its families. Regular day teachers and the principals recommend students for enrollment in the after-school program that are in need of extra academic tutoring and who will benefit from the tutoring. Students are targeted on the basis of standardized testing scores, local assessment scores, and classroom performance. The after-school program staff are present at the districts August school registration sessions to help parents complete enrollment forms. Parents complete enrollment forms and are told if their child is chosen for the program through a confirmation letter. Priority is given to students who are recommended by their classroom teacher, who qualify for free or reduced lunch, who are homeless or those in difficult situations and would benefit from the safe environment of the after-school program. During the school year teachers recommend the program to parents during conferences or when students may experience academic or other difficulties. Our programs all target students who need further academic support to help them succeed in the classroom.

At the secondary school level, regular day teachers, counselors and the Principal recommend students for the program who are in need of extra academic tutoring and who will benefit from the tutoring for enrollment in the after-school program. After-school staff is also present at the district's August secondary registration sessions to explain programming and help parents complete the enrollment forms. Secondary students who participate in sports are also reminded to participate in after-school programs when they are done with their sport season.

Student Enrollment

The four programs served a total of 274 students. This was 68.5% of the goal of the 400 students estimated to be served. Haskell Elementary 80/100 (80.0%), Welsh Elementary 103/100 (103.0%), West View Elementary 46/100 (46.0%) and Flinn Middle 45/100 (45.0%). All schools except Welsh Elementary served fewer than the one hundred planned.

Almost half (48.5%) of elementary students attended ninety or more hours. This level of regular attendance for the middle school level stood at 4.4%.

Percent Attended Ninety or more hours

Site	FY 22	FY 23	FY 24
Haskell Elementary	62.5%		
Welsh Elementary	30.1%		
West View Elementary	65.2%		
Flinn Middle School	4.4%		

Hourly Attendance Categories

	FY 21	FY 22	FY 23
Haskell ES	80		
<15 hours	0.0%		
15-44 hours	23.8%		
45-89 hours	13.8%		
90-179 hours	13.8%		
180-269 hours	48.8%		
>=270 hours	0.0%		
Welsh ES	103		
<15 hours	21.4%		
15-44 hours	24.3%		
45-89 hours	24.3%		
90-179 hours	14.6%		
180-269 hours	15.5%		
>=270 hours	0.0%		
West View ES	46		
<15 hours	6.5%		
15-44 hours	15.2%		
45-89 hours	13.0%		
90-179 hours	34.8%		
180-269 hours	30.4%		
>=270 hours	0.0%		
Flinn MS	45		
<15 hours	17.8%		
15-44 hours	42.2%		
45-89 hours	35.6%		
90-179 hours	4.4%		
180-269 hours	0.0%		
>=270 hours	0.0%		

All Sites Combined

Students Served Only in Summer: All Sites Combined

	FY 21	FY 22	FY 23
Total	59		
<15 hours	15		
15-44 hours	34		
45-89 hours	10		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served Only in School Year: All Sites Combined

	FY 21	FY 22	FY 23
Total	189		
<15 hours	18		
15-44 hours	35		
45-89 hours	46		
90-179 hours	40		
180-269 hours	50		
>=270 hours	0		

Students Served in Both Summer & School Year: All Sites Combined

	FY 21	FY 22	FY 23
Total	26		
<15 hours	0		
15-44 hours	1		
45-89 hours	2		
90-179 hours	4		
180-269 hours	19		
>=270 hours	0		

Students Served TOTAL: All Sites Combined

	FY 21	FY 22	FY 23
Total	274		
<15 hours	33		
15-44 hours	70		
45-89 hours	58		
90-179 hours	44		
180-269 hours	69		
>=270 hours	0		

Haskell Elementary School

Students Served Only in Summer: Haskell Elementary School

	FY 21	FY 22	FY 23
Total	17		
<15 hours	0		
15-44 hours	17		
45-89 hours	0		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served Only in School Year: Haskell Elementary School

	FY 21	FY 22	FY 23
Total	49		
<15 hours	0		
15-44 hours	2		
45-89 hours	10		
90-179 hours	11		
180-269 hours	26		
>=270 hours	0		

Students Served in Both Summer & School Year: Haskell Elementary School

	FY 21	FY 22	FY 23
Total	14		
<15 hours	0		
15-44 hours	0		
45-89 hours	1		
90-179 hours	0		
180-269 hours	13		
>270 hours	0		

Students Served TOTAL: Haskell Elementary School

	FY 21	FY 22	FY 23
Total	50		
<15 hours	0		
15-44 hours	19		
45-89 hours	11		
90-179 hours	11		
180-269 hours	39		
>=270 hours	0		

Welsh Elementary School

Students Served Only in Summer: Welsh Elementary School

	FY 21	FY 22	FY 23
Total	42		
<15 hours	15		
15-44 hours	17		
45-89 hours	10		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served Only in School Year: Welsh Elementary School

	FY 21	FY 22	FY 23
Total	49		
<15 hours	7		
15-44 hours	7		
45-89 hours	14		
90-179 hours	11		
180-269 hours	10		
>=270 hours	0		

Students Served in Both Summer & School Year: Welsh Elementary School

	FY 21	FY 22	FY 23
Total	12		
<15 hours	0		
15-44 hours	1		
45-89 hours	1		
90-179 hours	4		
180-269 hours	6		
>=270 hours	0		

Students Served TOTAL: Welsh Elementary School

	FY 21	FY 22	FY 23
Total	103		
<15 hours	22		
15-44 hours	25		
45-89 hours	25		
90-179 hours	15		
180-269 hours	16		
>=270 hours	0		

West View Elementary School

Students Served Only in Summer: West View Elementary School

	FY 21	FY 22	FY 23
Total	0		
<15 hours	0		
15-44 hours	0		
45-89 hours	0		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served Only in School Year: West View Elementary School

	FY 21	FY 22	FY 23
Total	46		
<15 hours	3		
15-44 hours	7		
45-89 hours	6		
90-179 hours	16		
180-269 hours	14		
>270 hours	0		

Students Served in Both Summer & School Year: West View Elementary School

	FY 21	FY 22	FY 23
Total	0		
15-44 hours	0		
45-89 hours	0		
90-179 hours	0		
180-269 hours	0		
>270 hours	0		

Students Served TOTAL: West View Elementary School

	FY 21	FY 22	FY 23
Total	46		
<15 hours	3		
15-44 hours	7		
45-89 hours	6		
90-179 hours	16		
180-269 hours	14		
>270 hours	0		

Flinn Middle School

Students Served Only in Summer: Flinn Middle School

	FY 21	FY 22	FY 23
Total	0		
<15 hours	0		
15-44 hours	0		
45-89 hours	0		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served Only in School Year: Flinn Middle School

	FY 21	FY 22	FY 23
Total	45		
<15 hours	8		
15-44 hours	19		
45-89 hours	16		
90-179 hours	2		
180-269 hours	0		
>270 hours	0		

Students Served in Both Summer & School Year: Flinn Middle School

	FY 21	FY 22	FY 23
Total	0		
<15 hours	0		
15-44 hours	0		
45-89 hours	0		
90-179 hours	0		
180-269 hours	0		
>=270 hours	0		

Students Served TOTAL: Flinn Middle School

	FY 21	FY 22	FY 23
Total	45		
<15 hours	8		
15-44 hours	19		
45-89 hours	16		
90-179 hours	2		
180-269 hours	0		
>=270 hours	0		

Student Demographics

Across the four sites, more males (61.3%) than females (38.7%) enrolled in the after-school program. Over six in ten (60.2%) of attendees were African American. Caucasian students comprised 18.2% of attendees. Hispanic students comprised just over one-tenth (11.3%). Far fewer were either multiracial (8.0%), Asian (1.8%) or Native American/Alaska Native (0.4%). Grades K-8 were represented in the group of attendees, with the proportion peaking at 17.5% in fourth grade.

Rockford School District, due to high poverty levels, received a grant that provides breakfast and lunch to all students. This changed the procedure for counting free/reduced eligibility beginning in 2015-2016 as parents no longer have to fill out an application for their child to receive free or reduced lunch status. Currently, to count and document that free/reduced eligibility, the district uses state certification data. To have any fees waived, parents now need to show pay stubs for income levels. Many parents are reluctant to share that private information, further reducing the eligibility for qualifying for free/reduced status. Seven in ten students (70.1%) met eligibility for free or reduced lunch, less than one in ten (6.9%) had limited English proficiency, and almost one-fourth (24.5%) received Special Education services during the school day. (See Appendix 1 – Table18)

All Attendees: Haskell Elementary School

	FY 22	FY 23	FY 24
TOTAL	80		
GENDER			
Male	45		
Female	35		
Not reported/Other	0		
GRADE			
Kindergarten	14		
Grade 1	12		
Grade 2	9		
Grade 3	15		
Grade 4	17		
Grade 5	13		
RACE/ETHNIC			
American Indian/Alaskan Native	0		
Asian/Pacific Islander	5		
Black/African American	49		
Hispanic or Latino	7		
White	16		
Multiracial	3		
Do not know	0		
Other			
Students Receiving Free Or Reduced	48		
Students With Disability	11		
Limited English Proficient Students	7		

Regular Attendees (90 or more hours): Haskell Elementary School

	FY 22	FY 23	FY 24
TOTAL	50		
GENDER			
Male	30		
Female	20		
Not reported/Other	0		
GRADE			
Kindergarten	0		
Grade 1	9		
Grade 2	9		
Grade 3	9		
Grade 4	12		
Grade 5	11		
RACE/ETHNIC			
American Indian/Alaskan Native	0		
Asian/Pacific Islander	0		
Black/African American	34		
Hispanic or Latino	5		
White	8		
Multiracial	3		
Do not know	0		
Other			
Students Receiving Free Or Reduced	30		
Students With Disability	3		
Limited English Proficient Students	3		

Non-Regular Attendees (Less than 90 hours): Haskell Elementary School

	FY 22	FY 23	FY 24
TOTAL	30		
GENDER			
Male	15		
Female	15		
Not reported/Other	0		
GRADE			
Kindergarten	14		
Grade 1	3		
Grade 2	0		
Grade 3	6		
Grade 4	5		
Grade 5	2		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	5		
Black/African American	15		
Hispanic or Latino	2		
White	8		
Multiracial	0		
Do not know	0		
Other			
Students Receiving Free Or Reduced	18		
Students With Disability	8		
Limited English Proficient Students	4		

All Attendees: Welsh Elementary School

	FY 22	FY 23	FY 24
TOTAL	103		
GENDER			
Male	63		
Female	40		
Not reported/Other	0		
GRADE			
Kindergarten	14		
Grade 1	26		
Grade 2	24		
Grade 3	18		
Grade 4	15		
Grade 5	6		
RACE/ETHNIC			
American Indian/Alaska Native	1		
Asian/Pacific Islander	0		
Black/African American	65		
Hispanic or Latino	13		
White	16		
Multiracial	8		
Do not know	0		
Other			
Students Receiving Free Or Reduced	76		
Students With Disability	16		
Limited English Proficient Students	7		

Regular Attendees (90 or more hours): Welsh Elementary School

	FY 22	FY 23	FY 24
TOTAL	31		
GENDER			
Male	18		
Female	13		
Not reported/Other	0		
GRADE			
Kindergarten	0		
Grade 1	7		
Grade 2	7		
Grade 3	8		
Grade 4	7		
Grade 5	2		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	23		
Hispanic or Latino	1		
White	4		
Multiracial	3		
Do not know	0		
Other			
Students Receiving Free Or Reduced	23		
Students With Disability	7		
Limited English Proficient Students	0		

Non-Regular Attendees (Less than 90 hours): Welsh Elementary School

	FY 22	FY 23	FY 24
TOTAL	72		
GENDER			
Male	45		
Female	27		
Not reported/Other	0		
GRADE			
Kindergarten	14		
Grade 1	19		
Grade 2	17		
Grade 3	10		
Grade 4	8		
Grade 5	4		
RACE/ETHNIC			
American Indian/Alaska Native	1		
Asian/Pacific Islander	0		
Black/African American	42		
Hispanic or Latino	12		
White	12		
Multiracial	5		
Unknown	0		
Other			
Students Receiving Free Or Reduced	53		
Students With Disability	9		
Limited English Proficient Students	7		

All Attendees: West View Elementary School

	FY 22	FY 23	FY 24
TOTAL	46		
GENDER			
Male	23		
Female	23		
Not reported/Other	0		
GRADE			
Kindergarten	2		
Grade 1	1		
Grade 2	9		
Grade 3	9		
Grade 4	16		
Grade 5	9		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	32		
Hispanic or Latino	2		
White	8		
Multiracial	4		
Do not know	0		
Other			
Students Receiving Free Or Reduced	35		
Students With Disability	15		
Limited English Proficient Students	2		

Regular Attendees (90 or more hours): West View Elementary School

	FY 22	FY 23	FY 24
TOTAL	30		
GENDER			
Male	13		
Female	17		
Not reported/Other	0		
GRADE			
Kindergarten	2		
Grade 1	1		
Grade 2	5		
Grade 3	6		
Grade 4	10		
Grade 5	6		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	21		
Hispanic or Latino	2		
White	3		
Multiracial	4		
Do not know	0		
OTHER			
Students Receiving Free Or Reduced	21		
Students With Disability	13		
Limited English Proficient Students	2		

Non-Regular Attendees (Less than 90 hours): West View Elementary School

	FY 22	FY 23	FY 24
TOTAL	16		
GENDER			
Male	10		
Female	6		
Not reported/Other	0		
GRADE			
Kindergarten	0		
Grade 1	0		
Grade 2	4		
Grade 3	3		
Grade 4	6		
Grade 5	3		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	11		
Hispanic or Latino	0		
White	5		
Multiracial	0		
Do not know	0		
Other			
Students Receiving Free Or Reduced	14		
Students With Disability	2		
Limited English Proficient Students	0		

All Attendees: Flinn Middle School

	FY 22	FY 23	FY 24
TOTAL	45		
GENDER			
Male	37		
Female	8		
Not reported/Other	0		
GRADE			
Grade 6	16		
Grade 7	16		
Grade 8	13		
RACE/ETHNIC			
American Indian/Alaska Native			
Asian/Pacific Islander	0		
Black/African American	0		
Hispanic or Latino	19		
White	9		
Multiracial	10		
Do not know	7		
Other			
Students Receiving Free Or Reduced	33		
Students With Disability	25		
Limited English Proficient Students	3		

Regular Attendees (90 or more hours): Flinn Middle School

	FY 22	FY 23	FY 24
TOTAL	2		
GENDER			
Male	2		
Female	0		
Not reported/Other	0		
GRADE			
Grade 6	1		
Grade 7	1		
Grade 8	0		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	1		
Hispanic or Latino	1		
White	0		
Multiracial	0		
Do not know	0		
Other			
Students Receiving Free Or Reduced	1		
Students With Disability	1		
Limited English Proficient Students	0		

Non-Regular Attendees (Less than 90 hours): Flinn Middle School

	FY 22	FY 23	FY 24
TOTAL	43		
GENDER			
Male	35		
Female	8		
Not reported/Other	0		
GRADE			
Grade 6	15		
Grade 7	15		
Grade 8	13		
RACE/ETHNIC			
American Indian/Alaska Native	0		
Asian/Pacific Islander	0		
Black/African American	18		
Hispanic or Latino	8		
White	10		
Multiracial	7		
Do not know	0		
Other			
Students Receiving Free Or Reduced	32		
Students With Disability	24		
Limited English Proficient Students	3		

Attendee Type	Haskell	Welsh	West View	Flinn MS	All Elementary
< 90 Hours (Non-Regular Attendee)	62.5%	30.1%	65.2%	4.4%	48.5%
>= 90 Hours Days (Regular Attendee)	37.5%	69.9%	34.8%	95.6%	51.5%
<15 hours	0.0%	21.4%	6.5%	17.8%	10.9%
15-44 hours	23.8%	24.3%	15.2%	42.2%	22.3%
45-89 hours	13.8%	24.3%	13.0%	35.6%	18.3%
90-179 hours	13.8%	14.6%	34.8%	4.4%	18.3%
180-269 hours	48.8%	15.5%	30.4%	0.0%	30.1%
>270 hours	0.0%	0.0%	0.0%	0.0%	0.0%

Student Retention Strategies

Students and parents are given information at the beginning of the year explaining attendance policies and the relationship between attendance and student success. Each elementary site sets its "policy": Several schools limit five days of absence or leaving early to a warning letter; ten days of absence or leaving early being cause for dropping from the programs. Each site calls home or contacts parents if a student is missing from the program after checking on regular day attendance. Each site sets up its own motivation/incentive program to encourage attendance. Sites vary activities, field trips and special events to motivate consistent attendance and involve students in planning activities.

Middle school staff works to build a relationship with the students that help to motivate students to attend. Secondary students work within enrichment activities that offer motivation for students to attend regularly, from field trips or special activities as incentives and rewards. Communication with parents also helps to keep students in the program and attending.

Average Daily Attendance

Each site reports daily program attendance weekly throughout the program. Reports on average attendance, enrollment, and high attendance are presented to site coordinators and partner agencies each month to use as data for need to recruit more students, need to reward students, and to know current status towards meeting our goals. At the end of the year, daily attendance is averaged and shown as status in reaching enrollment and attendance goals. Average daily attendance decreased at elementary and secondary sites.

Average daily attendance, by site

Haskell Elementary School:	FY 22	FY 23	FY 24
Overall Average Daily Attendance (ADA)	42.4		
a) ADA for Summer Program	28.4		
b) ADA for Afterschool Program	42.9		
c) ADA for Before School Program	N/A		
d) ADA for weekend/holiday Program	N/A		

Average daily attendance, by site

Welsh Elementary School:	FY 22	FY 23	FY 24
Overall Average Daily Attendance (ADA)	27.8		
a) ADA for Summer Program	19.8		
b) ADA for Afterschool Program	29.5		
c) ADA for Before School Program	N/A		
d) ADA for weekend/holiday Program	N/A		

Average daily attendance, by site

West View Elementary School:	FY 22	FY 23	FY 24
Overall Average Daily Attendance (ADA)	25.3		
a) ADA for Summer Program	N/A		
b) ADA for Afterschool Program	25.3		
c) ADA for Before School Program	N/A		
d) ADA for weekend/holiday Program	N/A		

Average daily attendance, by site

Flinn Middle School:	FY 22	FY 23	FY 24
Overall Average Daily Attendance (ADA)	8.1		
a) ADA for Summer Program	N/A		
b) ADA for Afterschool Program	8.1		
c) ADA for Before School Program	N/A		
d) ADA for weekend/holiday Program	N/A		

Family Participation

At Haskell Elementary, family activities included Virtual Bingo and Easter Egg Olympics. West View hosted Winter Bingo, Black History Month Video Showing, Spring Art Activity, Math Tic Tac Toe and STEM night. Welsh family activities consisted of Family Bingo, Family Game Night and a Talent Show. Family activities at Flinn Middle School included Family Feud and Eggcellent Easter Hunt.

Summary: Students and Families Served

One elementary site, Welsh, slightly exceeded their enrollment goal. The other two elementary sites (Haskell and West View) and the secondary site did not reach their enrollment goals. Just under half (48.5%) of elementary students attended on a regular basis (90+ hours). The secondary site also did not meet its enrollment goal. At the secondary site, one-twentieth of the students (4.4%) attended on a regular basis. The population served was racially/ethnically diverse. Seven in ten elementary students and secondary students had limited English proficiency. One in five elementary students and over half of secondary students had special education needs. Seven in ten elementary students and secondary students qualified for Free/Reduced lunch.

The recruitment strategy at the elementary level, especially recruiting students through teacher recommendation, is successful, bringing the focus on the neediest of students. Elementary sites went directly to parents to encourage enrollment of these targeted students. Working with parents on retention, encouraging regular attendance, is another key strategy to successfully serve students. Having teachers and after-school staff directly communicate with parents helps to keep parents informed and involved with the program.

Secondary recruitment is a bit more difficult but working with teachers and counselors for recommendations of students to participate is helpful. Communicating with parents is the key to having parent support for retention in the program.

Family events will continue to be planned on a monthly basis at both elementary and secondary levels. Activities will target academic needs of students and interests of families. We fully hope to bring family participation to a high level through these monthly activities.

Program Operations

Hours of Operation

The elementary sites and the secondary site ran programming for 20 weeks, 5-days per week and 15 hours/week during the school year. A summer program was run at the Welsh for 1 week, 3 days and 4 hours per day. The Haskell site also had a summer program for 1 week, 5-days per week and 15 hours/week.

Summer Operation: Haskell Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	1		
Typical # Days per Week	5		
Typical # Hours per Week	25		

School Year Operation: Haskell Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	20		
Typical # Days per Week	5		
Typical # Hours per Week	15		

Summer Operation: Welsh Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	3		
Typical # Days per Week	5		
Typical # Hours per Week	20		

School Year Operation: Welsh Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	23		
Typical # Days per Week	5		
Typical # Hours per Week	15		

Summer Operation: West View Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	3		
Typical # Days per Week	5		
Typical # Hours per Week	4		

School Year Operation: West View Elementary School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	20		
Typical # Days per Week	5		
Typical # Hours per Week	15		

Summer Operation: Flinn Middle School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	0		
Typical # Days per Week	0		
Typical # Hours per Week	0		

School Year Operation: Flinn Middle School

	FY 21	FY 22	FY 23
Total # Weeks Site is Open	20		
Typical # Days per Week	5		
Typical # Hours per Week	15		

Staffing Structure

For academic programming the elementary and secondary programs are staffed with teachers, primarily from the school site. The sites have a curriculum support position that plans lessons and materials for teachers tutoring at the site. Our lead agencies at the elementary and the secondary sites provide (with Principal approval) a site coordinator, group leaders and when needed a monitor (who works directly with students but is available at the end of the day to help parents sign out students). Lead agencies and other community partners serve on the sustaining and advisory group for all programming. Students at the sites serve on Kids Council; sessions that help students take ownership of their after-school program and events by participating in planning events and solving issues/problems. Additional staff includes the Project Director, who oversees the programming, and the Project Technician, who assists site coordinators, data collection and reporting.

It was more difficult to find regular day teachers at the buildings to do tutoring for after-school programs partially due to added required teacher meetings. Through use of retired teachers and building teachers, we were able to staff the academic sessions at the sites. The agency staff at the elementary level had turnover during the year when several of these employees found full-time positions.

Types of Staff by Paid or Volunteer:

FALL	Haskell ES		Welsh ES		West View ES		Flinn MS	
	Paid	Vol.	Paid	Vol.	Paid	Vol.	Paid	Vol.
Administrator	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Group Leaders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Enrichment Instructor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
School Day Teachers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Retired Teachers	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other Non-Teaching School Staff	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agency Staff	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agency Staff Leaving	N/A		N/A		N/A		N/A	
Tutoring Staff Leaving	N/A		N/A		N/A		N/A	
SPRING	Haskell ES		Welsh ES		West View ES		Flinn MS	
	Paid	Vol.	Paid	Vol.	Paid	Vol.	Paid	Vol.
Administrator	1	0	1	0	1	0	1	0
Group Leaders	3	0	5	0	8	0	2	0
Enrichment Instructor	0	0	1	0	0	3	1	0
School Day Teachers	3	0	4	0	4	0	9	0
Retired Teachers	0	0	1	0	0	0	0	0
Other Non-Teaching School Staff	0	0	0	0	3	0	0	0
Agency Staff	0	0	0	0	0	1	0	0
Other	0	0	0	0	0	0	0	0
TOTAL	7	0	12	0	0	0	0	0
Agency Staff Leaving	1		1		3		0	
Tutoring Staff Leaving	0		0		1		0	

Staffing Ratio

With the goal of 100 students attending per day (and to serve 100 students throughout the year), students are divided into five to six groups, either by grade level or by reading level at the elementary level. Groups range from 10 to 18 in size. For academic tutoring and rotations there are two adults with each group. For academic enrichment activities there is one adult with each group. Ratios given below are for the academic times. Enrichment times would have a higher ratio.

At the Secondary level students are grouped by grade level and academic levels working with the teacher/tutor and group leader. Group leaders are with students during enrichment activities.

Staff Training

Assessment & Analysis

At the beginning of the grant year, the Project Coordinator held a Site Coordinator/Agency meeting to address policies and procedures for all District 21st CCLC sites. The Project Coordinator participated in conferences, Webinars and Community of Practice Forums: conferences and meetings with community partners. See Table 20 for a complete list.

Site coordinators participated in staff development meetings run by the Project Coordinator to further the knowledge and skills necessary to run successful programs. This information was then used for staff development at site meetings. Topics covered on site by the site coordinator included evaluation results from the previous year, program schedules, behavior.

Staff Turnover

We encourage teachers working in the program to work two days per week, sharing a grade level or subjects for tutoring with another teacher to avoid staff burnout. Often, agency staff members leave as they find full-time employment or other part-time employment. Most staff members return from previous years and have familiarity with programming, materials, and students.

Six teachers or agency staff left during the year, distributed across the following sites: Haskell (1), Welsh (1), West View (3) and Flinn (0). Tutors move in and out working a schedule with other tutors. They are not considered leaving unless they change schools during the year or completely drop from working in the program.

Program Governance

The 21st CCLC program is governed by the Project Coordinator, RPS Improvement and Innovation Department, community partners and our Advisory/Sustaining group. The Advisory/Sustaining group has representatives from all stakeholders and meets on a regular basis each year to review the evaluation reports and develop improvements in programming. School Board members are invited to the annual evaluation report meeting so they can learn about the programs and share their thoughts on programming. Students participate in Kids Council, offering suggestions for programming and improvements.

Summary: Program Operations

Elementary sites provided programming five days per week for twenty weeks during the school year. Two elementary sites operated for during the summer. The Haskell site summer program ran for one week, five days/week and five hours/day. The Welsh site summer program ran for three weeks, five days/week and four hours/day. West View/Welsh CAMP - ELA and Math with science provided at the Discovery Center.

Welsh concentrated heavily on ELA and foundational literacy. They also partnered with the Rockford Public Library to encourage kids to read. In addition, they also worked with the kids in the areas of music and art.

The secondary site operated Twenty weeks, five days/week and three hours/day during the school year. There was no secondary summer session. Staffing was difficult for both securing agency

staff and tutors, primarily due to trying to find those willing to work at part time positions. Teaching staff are not as willing to work after-school due to an increased number of staff and committee meetings required of them. Teachers/tutors have the opportunity to participate in all staff development offered by RPS but, as we are not doing specific after-school staff development for teachers, we are not able to track which after-school tutors participate in which staff development, other than our own meetings/sessions. We provided staff training for agency employees at the beginning of the year but several new hires during the year did not get specific training. Training of new staff relied on site coordinators. Our program governance is a positive model for bringing the school district and community agencies together, to work on continuous improvement and to deliver services to students.

PROGRESS TOWARD OBJECTIVES

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

Activities

The primary goal of the Rockford School District's ASAP@RPS is to provide activities outside the traditional school day that increase students' academic achievement in core learning areas. Curriculum for the after-school program is based on the district curriculum which is closely aligned with the local standards and Common Core Standards. Each of our programs in the district works closely with the specific site Principal and district staff. Meetings are held at the beginning, middle and end of the year (or more often as called by any member of the team) with Lead Agency, Principal, site coordinator and Project Coordinator to ensure academic programming coordinates and complements the regular day academic programming. The after-school programs work closely with the school to be an integral part of the school's academic focus, social and emotional learning/expectations and school improvement planning and services. Most of our certified after-school staff are regular school day employees, bringing their knowledge of the students and regular day academics to meet the after-school students' needs for improvement. Our program is designed to have a curriculum support position, a certified staff member, who is a bridge between regular day and after-school by acting as a resource collecting student assessment data for after-school students and giving after-school teachers academic materials that will help meet the need for direct instruction, targeting specific skills needed for remediation. This position also shares homework assignments and other pertinent information between regular day and after-school staff. At several sites, the curriculum support person gives after-school staff a curriculum map showing what each grade level is focusing on weekly and monthly to help focus the after-school curriculum on those same areas.

Based on findings of the National Reading Panel, the recommended strands of Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension form the core of our academic program. Materials for the program are carefully chosen to address specific skills in reading; provide opportunities for problem solving application, age/academic level appropriate, provide immediate feedback, ease of student accessibility, provide for diverse levels, be engaging and fun, require minimum teacher prep time, and be cost effective and non- consumable when possible. By using assessment and classroom data on our after-school students to identify gaps in skill development, we can provide our tutors with materials targeted to match the students' need and level. The skills are presented in various formats until mastery is attained. Examples of materials selected to address the skills identified in the recommended strands are: SRA Reading Labs, Reading/Language Arts Versatiles, leveled books, big books and chapter books, fiction and non-

fiction books, Frog Publications, Language Arts Learning Games, Reading Rods, board games (specific skills and phonics), learning palettes, hot dot materials, and learning centers.

The National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards, Illinois State Standards and University of Chicago Research Studies were reviewed to determine the core strands to be included in the mathematics portion of the district's after-school programs. Components included in the strands Number and Number Concepts, Estimation and Computation, Patterns, Functions, Algebra, Geometry and Measurement, Statistics and Probability are presented as specific skills and application activities. Instruction is designed to develop students' number sense and ability to estimate and compute to determine whether or not an answer is reasonable. Students learn to choose the appropriate tools for a variety of different problem-solving situations. Some of the materials selected to address these skills are: Math Versatiles, Frog Publications, Math Learning Games, Hands-On Math Activity Kits, pattern blocks, unifix cubes, base ten blocks, fraction manipulatives, board games on specific skills, learning palettes, and Geo Fix materials.

In addition to specific instruction in reading and math, students receive daily help with homework. Certified teachers and support staff provide assistance to clarify directions, remediate skills, encourage completion, and target deficits to be addressed during the specific academic sessions. Materials and supplies that may not be available at home (scissors, tape, paste, colored pencils, markers, compass, ruler, dictionary, etc.) are provided. Sites also include science and writing as two other academic targeted areas. Science activities follow standards at appropriate grade levels through activities in various areas: Senses, Human Body, Animals, Plants, Astrology, and Earth Sciences. Second grade students participate in LEAP into Science, a program combining literacy and hands on science activities. Writing activities follow Common Core and Illinois State Standards at grade/level appropriate activities and include journaling, fiction writing, poetry writing, letter writing, and factual writing. Students have their works printed in program newsletters and present their writings at family programs.

For academics in reading at the secondary level, students work with tutors and teachers on Language Arts skills aligned with regular day curriculum. Students have an assigned period for reading where students read from a wide choice of books to be followed with a book discussion. After-school students also participated in book club, reading a popular novel, holding discussions and doing activities related to the book. For math at the secondary level, the program often uses Accelerated Math. The software creates individual assignments aligned with the Common Core Standards, scores student work, and generates reports on student progress. The program also provides classroom math tools to help students succeed. Students are provided math activities following the curriculum map and Common Core standards. Secondary students work on different projects, including research projects, which include academic areas that end in enrichment activities and projects that focus on career choices and other interest areas.

Assessments & Analysis

Student Grades - Elementary: All grade levels at the elementary schools use standards-based report cards which limited our ability to collect grades for each regular attendee that would allow tabulation of Improved/Declined/Same between trimesters for both reading and math. Thus, no grades were collected for any of the elementary program attendees.

Student Academic Grades – Secondary (Attendance Categories): English and Math grades were collected for first and second semesters. Student attending the program showed a higher instance

of improvement from semester one to semester two for both subjects. Students attending the program showed a lower instance in both subjects where grades were A's for both semesters.

SECONDARY ACADEMIC GRADE CHANGE 2nd Semester compared to 1st Semester

Math					
	Count	A's 1 st & 2 nd	Increase	Decrease	No Change
All Students	949	6.2%	24.3%	2.8%	66.6%
Did Not Attend	896	6.6%	23.7%	3.0%	66.7%
All Attendees	53	0.0%	35.8%	0.0%	64.2%
Regular Attendees	2	0.0%	0.0%	0.0%	100.0%
Non-Regular Attendees	51	0.0%	37.3%	0.0%	62.7%
<15 hours	8	0.0%	75.0%	0.0%	25.0%
15-44 hours	24	0.0%	20.8%	0.0%	79.2%
45-89 hours	19	0.0%	42.1%	0.0%	57.9%
90-179 hours	2	0.0%	0.0%	0.0%	100.0%
180-269 hours	0				
270 Hours Plus	0				

English					
	Count	A's 1 st & 2 nd	Increase	Decrease	No Change
All Students	896	10.3%	39.0%	3.2%	47.5%
Did Not Attend	832	11.1%	38.7%	3.0%	47.2%
All Attendees	64	0.0%	42.2%	6.3%	51.6%
Regular Attendees	3	0.0%	0.0%	0.0%	100.0%
Non-Regular Attendees	61	0.0%	44.3%	6.6%	49.2%
<15 hours	9	0.0%	66.7%	11.1%	22.2%
15-44 hours	27	0.0%	40.7%	3.7%	55.6%
45-89 hours	25	0.0%	40.0%	8.0%	52.0%
90-179 hours	3	0.0%	0.0%	0.0%	100.0%
180-269 hours	0				
270 Hours Plus	0				

Illinois Assessment of Readiness (IAR): Performance levels in English-Language Arts (ELA) and Math. We are able to examine IAR achievement between program attendees and non-attendees, as well as among the different levels of attendance at the after-school program.

Elementary students that attended the ASAP demonstrated a lower proficiency level in Math and ELA than students that never attended the program. Students that attend a greater number of hours showed higher proficiency levels in ELA compared to those that attended fewer hours. Secondary students that attended the program demonstrated a lower proficiency level in both ELA and Math than students that never attended the program.

Illinois Assessment of Readiness - Elementary Students

	No.	ELA		No.	Math	
		Proficient	Not Proficient		Proficient	Not Proficient
All Students	526	15.6%	84.4%	524	7.6%	92.4%
Never Attended Program	419	17.9%	82.1%	416	9.6%	90.4%
All After School Attendees	107	6.5%	93.5%	108	0.0%	100.0%
Regular Attendees	71	7.0%	93.0%	71	0.0%	100.0%
Non-Regular Attendees	36	5.6%	0.0%	37	0.0%	100.0%
<15 hours	4	0.0%	100.0%	4	0.0%	100.0%
15-44 hours	10	0.0%	100.0%	10	0.0%	100.0%
45-89 hours	22	9.1%	90.9%	23	0.0%	100.0%
90-179 hours	30	6.7%	93.3%	30	0.0%	100.0%
180-269 hours	41	7.3%	92.7%	41	0.0%	100.0%
270 Hours Plus	0			0		

Illinois Assessment of Readiness - Secondary Students

Group	No.	ELA		No.	Math	
		Proficient	Not Proficient		Proficient	Not Proficient
All Students	811	9.9%	90.1%	752	4.7%	95.3%
Never Attended Program	765	10.5%	89.5%	708	4.9%	95.1%
All After School Attendees	46	0.0%	100.0%	44	0.0%	100.0%
Regular Attendees	3	0.0%	100.0%	3	0.0%	100.0%
Non-Regular Attendees	43	0.0%	100.0%	41	0.0%	100.0%
<15 hours						
15-44 hours	8	0.0%	100.0%	7	0.0%	100.0%
45-89 hours	19	0.0%	100.0%	18	0.0%	100.0%
90-179 hours	16	0.0%	100.0%	16	0.0%	100.0%
180-269 hours	3	0.0%	100.0%	3	0.0%	100.0%
270 Hours Plus	0			0		

NWEA MAP data from the school year is normally analyzed for elementary and secondary students in grades K-8 for the subjects of reading and math. Scores from Fall and Spring assessment periods are examined for students with scores in both testing periods using mean RiT score and RiT score change.

MATH - NWEA MAP: - ELEMENTARY STUDENTS

Attendee Group	Count	Fall Mean RiT	Spring Mean RiT	RiT Change
All Students	815	176.4	190.9	14.5
Never Attended Program	663	177.3	191.5	14.2
All After-school Attendees	152	172.6	188.3	15.7
Regular Attendees	106	173.5	190.6	17.1
Non-Regular Attendees	46	170.6	183.1	12.5
<15 hours	7	159.6	170.1	10.6
15-44 hours	13	165.8	177.1	11.2
45-89 hours	26	175.9	189.6	13.7
90-179 hours	41	169.7	185.2	15.5
180-269 hours	65	175.9	193.9	18.0
270 Hours Plus	0			

Elementary students who attended the after-school program had a lower fall and spring RiT scores, but slightly higher changes in their Math RiT scores compared to students who did not attend. The increase from the fall to the spring RiT scores was higher for regular students compared with non-regular attendees.

READNG - NWEA MAP: - ELEMENTARY STUDENTS

Attendee Group	Count	Fall Mean RiT	Spring Mean RiT	RiT Change
All Students	793	173.2	188.5	15.3
Never Attended Program	642	174.1	189.4	15.3
All After-school Attendees	151	169.1	184.6	15.5
Regular Attendees	106	169.8	185.6	15.8
Non-Regular Attendees	45	167.4	182.1	14.6
<15 hours	7	150.9	169.7	18.9
15-44 hours	13	166.2	180.5	14.4
45-89 hours	25	172.8	186.3	13.6
90-179 hours	41	165.4	179.5	14.1
180-269 hours	65	172.6	189.5	16.9
270 Hours Plus	0			

Elementary students who attended the after-school program had a slightly higher increase in their Reading RiT scores compared to students who did not attend. However, they had lower fall and spring RiT scores than those that never attended the program. Students that attended on a regular basis had higher RiT scores in fall and spring and demonstrated higher gains between testing periods compared to students attending on a non-regular basis.

MATH - NWEA MAP: - SECONDARY STUDENTS

Attendee Group	Count	Fall Mean RiT	Spring Mean RiT	RiT Change
All Students	702	206.4	212.1	5.8
Never Attended Program	662	207.2	213.0	5.8
All After-school Attendees	40	192.2	197.9	5.7
Regular Attendees	2	198.5	200.0	1.5
Non-Regular Attendees	38	191.9	197.8	5.9
<15 hours	5	194.4	194.2	-0.2
15-44 hours	18	192.5	195.6	3.1
45-89 hours	15	190.3	201.5	11.3
90-179 hours	2	198.5	200.0	1.5
180-269 hours	0			
270 Hours Plus	0			

Secondary students who attended the after-school program had lower fall and spring RiT scores and lower increases in their Math RiT scores between testing periods compared to students who did not attend. Students that attended on a regular basis showed higher scores in both testing periods and but a lower increase between testing periods compared to students that attended on a non-regular basis. Students that attended on a regular basis had a lower RiT change than non-regular attendees.

READING - NWEA MAP: - SECONDARY STUDENTS

Attendee Group	Count	Fall Mean RiT	Spring Mean RiT	RiT Change
All Students	702	206.4	212.1	5.8
Never Attended Program	662	207.2	213.0	5.8
All After-school Attendees	40	192.2	197.9	5.7
Regular Attendees	2	198.5	200.0	1.5
Non-Regular Attendees	38	191.9	197.8	5.9
<15 hours	5	194.4	194.2	-0.2
15-44 hours	18	192.5	195.6	3.1
45-89 hours	15	190.3	201.5	11.3
90-179 hours	2	198.5	200.0	1.5
180-269 hours	0			
270 Hours Plus	0			

Secondary students who attended the after-school program had similar increases in their Reading RiT scores compared to students who did not attend. Attendees had lower fall and spring RiT scores in both testing periods when compared to non-attendees. Non-Attendees demonstrated the highest gain in RiT scores between testing periods than any other subgroup.

Grade Retention: None of the elementary students failed to progress to the next grade. No secondary students were retained.

Teacher Survey – Elementary:

- 55.8% of regular attendees improved in turning in homework on time compared to 0.0% of non-regular attendees (of those who needed improvement),
- 43.3% of regular attendees improved in completing homework to teachers' satisfaction compared to 13.3% of non-regular attendees (of those who needed improvement),
- 81.0% of regular attendees improved their academic performance compared to 57.9% of non-regular attendees (of those who needed improvement).

Teacher Survey – Secondary: Note: This survey was not a focus of this grant period. However, one teacher did respond and those results are found below

- -% of regular attendees improved in turning in homework on time compared to 100.0% of non-regular attendees (of those who needed improvement),
- -% of regular attendees improved in completing homework to teachers' satisfaction compared to 100.0% of non-regular attendees (of those who needed improvement),
- -% of regular attendees improved their academic performance compared to 100.0% of non-regular attendees (of those who needed improvement).

Teacher Survey – Elementary (Comparison between attendees showing improvement based on attendance tiers)

	<15 Hrs.	15-44 Hrs.	45-89 Hrs.	90-179 Hrs.	180-269 Hrs.	270 or more Hrs.
Turning in homework on time		0.0%	0.0%	46.2%	60.0%	
Completing homework to teacher satisfaction		0.0%	16.7%	40.0%	44.4%	
Academic performance		20.0%	71.4%	84.0%	79.6%	

Teacher Survey – Secondary (Comparison between attendees showing improvement based on attendance tiers) Note: 1 respondent

	<15 Hrs.	15-44 Hrs.	45-89 Hrs.	90-179 Hrs.	180-269 Hrs.	270 or more Hrs.
Turning in homework on time			100.0%			
Completing homework to teacher satisfaction			100.0%			
Academic performance			100.0%			

Student End of Year Survey (Elementary): Percent of students who answered “always” or “most of the time”:

- 70.8% feel that the after school helps them with their classes,
- 73.6% feel that they are a better student as a result of participating in the ASAP,
- 93.1% feel the ASAP motivates them to try harder in school.

Student End of Year Survey (Secondary): Percent of students who answered “always” or “most of the time”:

- 75.0% feel that the after school helps them with their classes,
- 68.8% feel that they are a better student as a result of participating in the ASAP,
- 93.8% feel the ASAP motivates them to try harder in school.

Parent Satisfaction Survey (Elementary): Percent of parents who answered “strongly agree” or “somewhat agree”: *Note: No respondents.

- -% agree that the program is helping to improve their child’s reading,
- -% agree that the program is helping to improve their child’s math skills,
- -% agree that their child gets a lot of help with homework at the program,
- -% agree that their child is doing better in school since starting the program,
- -% agree that the program is of a high quality.

Parent Satisfaction Survey (Secondary): Percent of parents who answered “strongly agree” or “somewhat agree”: *Note: No respondents.

- -% agree that the program is helping to improve their child’s reading,
- -% agree that the program is helping to improve their child’s math skills,
- -% agree that their child gets a lot of help with homework at the program,
- -% agree that their child is doing better in school since starting the program,
- -% agree that the program is of a high quality.

Limitations of Data

Elementary classroom grades were not available in a format to calculate growth over the year for due to the standards-based nature of the report cards. This will continue to be a challenge. Parent survey data was minimal.

Summary & Recommendations

Secondary students not attending the program showed a higher instance of improved semester grades from semester one to semester two for both Math and English. Attendees demonstrated a lower instance in both subjects where grades were A’s for both semesters.

Attendees showed a lower proficiency level in IAR Math and ELA compared to non-attendees. Students that attend more frequently demonstrated a higher proficiency levels in ELA compared to those that attended fewer hours. Secondary attendees showed a lower proficiency level in both ELA and Math compared to non-attendees.

Elementary students who attended the after-school program had a lower fall and spring RiT scores, but slightly higher changes in their Math RiT scores compared to students who did not attend. The increase was fall and spring RiT scores were higher for regular students compared with non - regular attendees.

Elementary attendees had higher increases in their Reading RiT scores compared to non-attendees. However, they had lower fall and spring RiT scores compared to those that never attended the program. Regular attendees had higher RiT scores in fall and spring and demonstrated higher gains between testing periods compared to non-regular attendees.

Secondary students who attended the after-school program had lower fall and spring RiT scores and lower increases in their Math RiT scores between testing periods compared to students who did not attend. Students that attended on a regular basis showed higher scores in both testing periods and but a lower increase between testing periods compared to students that attended on a non–regular basis. Students that attended on a regular basis had a lower RiT change than non-regular attendees.

Secondary students who attended the after-school program had similar increases in their Reading RiT scores compared to students who did not attend. Attendees had lower fall and spring RiT scores in both testing periods when compared to non-attendees. Non-Attendees demonstrated the highest gain in RiT scores between testing periods than any other subgroup.

Continued administration of state and local assessments, comparison between academic semester grades, and student, parent, & teacher responses to perceptions of academics continue to provide important data.

Roughly, seven in ten elementary and secondary students feel that the program helps them with their classes and that they are a better student as a result of attending. Nine-tenths of elementary and secondary students feel that the program motivates them to try harder in school

As no elementary or secondary parents responded to the survey, no conclusions can be drawn. Lack of response to the parent surveys is an issue that the district needs to address.

Students in the program are targeted students, those recommended for being able to benefit from further tutoring and attention. These students have made improvements but they may still not have achieved or mastered at grade level expectations.

There is great emphasis on coordinating with the regular day. Curriculum support staff work with after-school teachers to further correlate after-school academics with the school curriculum map weekly and monthly. Working with this “map” helps to ensure that our after-school teachers are working on the same skills and curriculum areas that are being covered during the regular day. We also recommend continuing this focus on targeting specific skills and students. Our curriculum support staff will more closely follow skill work for targeted students in both reading and math areas. A large part of academic success relates to the students’ self-concept and belief in their own abilities.

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

Activities

Students at all elementary sites participated not only participated in math and reading tutoring but also a variety of activities that do not occur during the regular school day such as Smartboard Activities, Discovery Center, integrated art, music, craft and dance projects, STEM activities, Poetry Art Activities, Mileage Club, Biography Presentations, SEL Lessons and Library.

At the secondary level students were engaged in homework/academic time, STEM, and activities designed by the Discovery Center. Students were able to participate in recreational activities as well.

Assessments & Analysis

After-school Attendance (Regular/Non-Regular Attendance Categories): At the elementary level, almost half (48.5%) of students enrolled were regular attendees, coming to the program ninety or more hours. At the secondary level 4.4% of students were considered regular attendees.

After-school Attendance (Hourly Tiers): Hourly attendance breakdown is as follows: <15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, 270 or more hours.

	Elementary	Secondary
<15 hours	10.9%	17.8%
15-44 hours	22.3%	42.2%
45-89 hours	18.3%	35.6%
90-179 hours	18.3%	4.4%
180-269 hours	30.1%	0.0%
270 or more hours	0.0%	0.0%

Student Retention in Program: Student enrollment and drop-out dates were recorded for each elementary and middle school attendee, allowing a calculation of the percentage of students who remained in the program throughout the year. More than eight in ten elementary (86.5%) and nine of ten secondary (93.3%) attendees who enrolled in the program in the first two months remained in the after-school program for the entire year. Note: This was a shorter year than normal.

School Day Absences (Elementary): School day absences were compiled for all elementary students in the buildings, allowing for comparisons between the tiers of hours attended by program attendees and non-attendees. Elementary ASAP attendees had lower absence rates in both the first and third trimester compared with those that never attended. The percentage of students absent 10 or more days during the year was also lower for attendees of the after-school program (84.0%) than for non-attendees (86.6%). Regular attendees had better attendance rates than those students that attended the program on a non-regular basis.

SCHOOL DAY ABSENCES – ELEMENTARY

		Mean Absences Tri. 1	Mean Absences Tri. 3	Change Tri. 3 to Tri 1	% Absent 10+ Days
All students	851	9.8	7.2	-2.6	86.1%
Never attended program	707	10.0	7.4	-2.7	86.6%
All after school attendees	144	8.7	6.3	-2.4	84.0%
Regular attendees	99	7.9	6.0	-1.9	77.8%
Non-regular attendees	45	10.5	7.1	-3.4	97.8%
Hour Attendance Categories					
<15 hours	6	21.8	12.3	-9.5	100.0%
15-44 hours	11	7.8	8.3	0.5	100.0%
45-89 hours	28	9.1	5.5	-3.6	96.4%
90-179 hours	36	9.8	8.5	-1.3	91.7%
180-269 hours	63	6.9	4.6	-2.3	69.8%
>270 hours	0				

School Day Absences (Secondary): Total school day absences for first and second semesters were compiled for all students at the secondary building to allow for comparisons between hour attendance tiers of program attendees and non-attendees. Absences decreased at a greater rate between semesters for attendees compared to non-attendees. ASAP attendees had a similar mean absence rate compared with non-attendees. Attendees were absent ten or more days at a greater frequency than non-attendees.

SCHOOL DAY ABSENCES – SECONDARY

	Count	Mean Absences Sem. 1	Mean Absences Sem. 2	Change Sem. 2 to Sem. 1	% Absent 10+ Days
All students	794	16.2	11.7	-4.6	82.7%
Never attended program	749	16.2	11.7	-4.5	82.5%
All after school attendees	45	17.0	11.5	-5.5	86.7%
Regular attendees	2	12.8	8.0	-4.8	100.0%
Non-regular attendees	43	17.2	11.7	-5.5	86.0%
Hour Attendance Categories					
<15 hours	8	26.2	22.3	-3.9	100.0%
15-44 hours	19	14.8	10.7	-4.1	78.9%
45-89 hours	16	15.6	7.7	7.9	87.5%
90-179 hours	2	12.8	8.0	4.8	100.0%
180-269 hours	0				
>270 hours	0				

Student End of Year Survey (Elementary): Percent of students who answered “always” or “most of the time”:

- 73.6% look forward to going to school,
- 90.3% enjoy the program,
- 87.5% would tell their friends to come to the program,
- 81.9% plan on attending the program next year.

Student End of Year Survey (Secondary): Percent of students who answered “always” or “most of the time”:

- 68.8% look forward to going to school,
- 93.8% enjoy the program,
- 68.8% would tell their friends to come to the program,
- 68.8% plan on attending next year.

Description of Activities: Most of the students would not have access to activities related to the visual arts, technology, recreation, and sports if they were not attending the after-school program. Positive after-school options are lacking for this group of students who are from primarily low-income households. Through the after-school program, students experienced technology, science, arts, recreation, and other hands-on experiences that would not have been available to them other than in the after-school program.

Limitations of Data

Even though the parent survey was made available on the ASAP web portal, response to parent surveys was nonexistent.

Summary and Recommendations

Students had access to a broad array of experiences offered by the after-school program that are ordinarily not accessible to low-income students. Elementary students enjoyed the activities as shown by strong regular attendance at the program. Almost half of elementary students attended 90+ hours. The secondary regular attendance rate was 4.4%. These numbers need to be tempered with the fact that this grant period was shorter than usual due to the award date. Retention in the program was good at both the elementary and secondary levels, where eight in ten elementary (86.5%) and nine of ten secondary (93.3%) who started in the first two months of the program remained in the program throughout the year. Again, this is somewhat misleading as the first grant year Didn't begin until second semester.

At both the elementary and secondary school levels, students who attended the after-school program on a more regular basis were present for the school-day more often than students who did not attend the program. Elementary students that attended the program were less likely to be absent from the school-day 10 or more days than those that did not attend. Secondary attendees were more likely to be absent 10 or more days compared to those that did not attend.

No elementary or secondary parents responded to the parent survey to indicate if they valued the ASAP.

Almost all elementary and secondary attendees answered that they always or most of the time look forward to going to school, enjoy the program, would tell their friends to come to the program and plan on attending the program next year.

Academic enrichment activities that students enjoy help to make the program a "privilege" which retains students throughout the year. Using the format of Kids Council lets students have a voice in planning the academic enrichment activities and taking ownership of the program. At each site staff meets to evaluate and plan relevant activities. Each site coordinator reports to the project coordinator on activities and evaluations, helping to track and evaluate academic enrichment activities. The project coordinator tracks from partner proposals of enrichment to actual programming to ensure the proposals are providing the academic enrichment activities. To make the activities more relevant to student interest, a student survey on interests can be developed for each year. Of course, not all suggestions can be acted upon due to time and financial constraints, but they can be taken into consideration for planning new activities.

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

Activities

The elementary and secondary programs offer activities which aim to bring positive changes in social behaviors and include relationship building, homework help, assisting students with academics during tutoring time, helping to build a level of self-confidence, working with character education activities, holding Kids Council meetings where students learned to solve problems, and setting high expectations for behavior. All elementary and secondary agency staff participated in PBIS training to help relate after-school behavior with regular day behavior, on behavior management activities, working on expectations and reward/acknowledgement.

Assessments & Analysis

Teacher Survey - Elementary (as percentage is of those who needed improvement):

- 71.8% improved of regular attendees and 61.1% of non-regular attendees improved in participating in class,
- 53.2% improved of regular attendees and 42.1% of non-regular attendees improved in volunteering,
- 53.2% improved of regular attendees and 25.0% of non-regular attendees improved in attending class regularly,
- 68.5% improved of regular attendees and 43.8% of non-regular attendees improved in being attentive in class,
- 60.3% improved of regular attendees and 35.7% of non-regular attendees improved in behaving well in class,
- 70.8% improved of regular attendees and 63.2% of non-regular attendees improved in coming to school motivated to learn,
- 63.2% improved of regular attendees and 50.0% of non-regular attendees improved in getting along well with other students.

Teacher Survey – Secondary (as percentage is of those who needed improvement): Note: Secondary teacher surveys were not a focus of this grant period. Only one survey happened to be completed. Its result is shown below.

- -% improved of regular attendees and % of non-regular attendees improved in participating in class,
- -% improved of regular attendees and 100.0% of non-regular attendees improved in volunteering,
- -% improved of regular attendees and 100.0% of non-regular attendees improved in attending class regularly,
- -% improved of regular attendees and 100.0% of non-regular attendees improved in being attentive in class,
- -% improved of regular attendees and 100.0% of non-regular attendees improved in behaving well in class,
- -% improved of regular attendees and 100.0% of non-regular attendees improved in coming to school motivated to learn,
- -% improved of regular attendees and 0.0% of non-regular attendees improved in getting along well with other students.

Parent Opinion Survey (Elementary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No respondents.

- -% agree the program is helping to improve their child’s reading,
- -% agree the program is helping to improve their child’s math.

Parent Opinion Survey (Secondary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No respondents.

- -% agree the program is helping to improve their child’s reading,
- -% agree the program is helping to improve their child’s math.

Discipline Referrals (Elementary): Discipline referral data were compiled for all students at the elementary sites which enabled comparisons between types of program attendees and non-attendees. Data consisted of only students with at least one referral. After-school attendees that

attended 90 or more hours had a lower number of mean referrals (14.4%) than those attending fewer 90 hours (18.6%) or non-attendees (15.9%).

ELEMENTARY DISCIPLINE REFERRALS - Mean Number with Referrals

Count	27
Attended Program	15.9%
Regular Attendee	14.4%
Non-Regular Attendee	18.6%

Out-of-School Suspensions (Secondary): The mean number of days spent in out-of-school suspension during the school year were compared for types of after-school attendees and non-attendees. Data are limited to secondary students with at least one day in out-of-school suspension during the year and enrolled in the district for at least half of the year. After school attendees spent a similar number of mean number of OSS days compared with students who never attended. Regular attendees had a slightly higher mean number of OSS days first semester but an identical mean second semester.

Grant 1 MS	Count	Mean Sem. 1	Mean Sem. 2	Year Mean
Never Attended Program	182	0.8	1.0	1.8
Attended Program	163	0.8	1.0	1.8
Regular Attendees ¹	19	1.1	1.0	2.1
Non-Regular Attendees ²	1	1.0	1.0	2.0

¹ 90 or more hours of ASAP attendance ² Less than 90 hours of ASAP attendance

Limitations of Data

Response to the parent survey nonexistent. Additionally, the frequency of discipline referrals and out-of-school suspensions do not reflect behavior in the majority of the attendees. We are unable to access other data that describe student behavior during the school day.

Summary and Recommendations

According to elementary teachers, seven in ten students who attend on a regular basis improved in participating in class. Three-fifths improved in coming to school motivated to learn and being attentive in class. Two in five improved in volunteering in class. Half showed improvement in behaving well in class, getting along with other students and attending class regularly and being attentive in class. Secondary teachers were not a focus of this grant period’s survey. No teachers completed surveys of students attending on a regular basis improved in participating in class. The district needs to continue to focus on these areas to bring improvement to a higher level.

Each program must continue to recognize improved behavior through taking part in the school PBIS recognition matrix, awarding and recognizing good behavior, recognizing a student of the month at each grade level, and working with student representatives in Kids Council. Rewarding positive behavior is an important part of the program.

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

Assessments and Analysis

Family-Focused Activities:

Haskell Elementary – family activities included Virtual Bingo and Easter Egg Olympics.

West View Elementary hosted Winter Bingo, Black History Month Video Showing, Spring Art Activity, Math Tic Tac Toe and STEM night.

Welsh family activities consisted of Family Bingo, Family Game Night and a Talent Show.

Flinn Middle School - Family activities included Family Feud and Eggcellent Easter Hunt.

Agency Collaboration: The lead agency at Haskell Elementary and Welsh Elementary was Discovery Center Museum and at West View Elementary and Flinn Middle School was the YMCA. Each lead agency provided the site coordinator, group leaders and all enrichment programming. The partnership between the district and agencies offering programming ensures a wide variety of community involvement in all aspects of programming. The lead agency brought in other programming to be able to provide a diverse schedule of enrichment programming, including arts, science, and recreation. Other organizations and persons provided this enrichment programming.

Teacher Survey - Elementary:

- Parental engagement with the school showed 25.6% improved, 74.4% stayed the same and 0.0% decreased (of those who needed to improve).

Teacher Survey - Secondary: Note: Only one respondent.

- Parental engagement with the school showed 100.0% improved, 100.0% stayed the same and 0.0% decreased (of those who needed to improve).

Limitations of Data

We were not able to collect data from family members concerning their satisfaction with the family-focused or adult-focused activities offered.

Summary and Recommendations

Sites are doing a reasonable job tracking parent participation. Consider a survey of parents as to what help they need and interests they have. The program is strong in the community involvement aspect because we have very good relationships with community partners who bring diverse knowledge and talents to share with the students. These organizations have been continually involved with our 21st CCLC programs since the first grants were awarded 20 years ago. As Covid concerns subside, community involvement aspect and additional agencies will hopefully offer additional programming beyond that offered by the lead partners. The elementary and secondary sites will feel more comfortable holding family engagement events, working to help families with literacy and to increase the number of participating families. They will develop Parent Academies to provide parent and family activities and sessions ranging from college preparation to community resources, trying to reach as many families of 21st CCLC participants as possible.

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

Activities

Each site included in this grant is a Title I school-wide site with high poverty levels, showing need for programming. Students at each site are recommended for enrollment in the program by teachers and principals, using classroom observations, local assessment data and state assessment data. ASAP programs target students who need further academic support to help them succeed in the classroom. Those targeted students are then given enrollment sheets and the program is explained to the parents to encourage participation. We also set up sign-up tables at all school registration where parents are told they may sign up their child, but that child is not enrolled in the program until they receive a confirmation letter that supports the student has been recommended by teachers. Priority is given to students who are recommended by their classroom teacher, who qualify for free or reduced lunch, who are homeless, or those in difficult situations and would benefit from the safe environment of the after-school program. Regular day teachers use conference time and progress report time to communicate with parents how their child can benefit by being enrolled in the after-school program. At the secondary level, school counselors also talk with parents before and during the school year to recommend the program for targeted students to help with academics and other school areas.

Assessments & Analysis

Demographics: Students are recruited from high-need groups as demonstrated by the following:

- 70.1% are eligible for free or reduced lunch
- 24.5% receive special education services,
- 6.9% are LEP students,
- Race/ethnic breakdown – 60.2% Black, 18.2% Caucasian, 11.3% Hispanic, 8.0% multiple races, 1.8% Asian and 0.4% Native American/Alaska Native.

Teacher Survey - Elementary (All Attendees): Percentages of students who needed improvement in classroom behaviors, according to teachers, which describe the extent of the needs in this group of attendees:

- 46.2% needed improvement in turning in his/her homework on time,
- 37.3% needed improvement in completing homework to the teacher's satisfaction,
- 69.7% needed improvement in participating in class,
- 51.1% needed improvement in volunteering,
- 47.4% needed improvement in attending class regularly,
- 64.0% needed improvement in being attentive in class,
- 56.1% needed improvement in behaving well in class,
- 76.5% needed improvement in academic performance,
- 69.2% needed improvement in coming to school motivated to learn,
- 60.7% needed improvement in getting along well with other students,

Teacher Survey - MS (All Attendees): Percentages of students who % needed improvement in classroom behaviors, according to teachers, which describe the extent of the needs in this group of attendees: Note: Secondary surveys were not a focus of this grant period. One teacher did happen to respond. Data below reflects only one student.

- 100.0% needed improvement in turning in his/her homework on time,
- 100.0% needed improvement in completing homework to the teacher's satisfaction,
- 100.0% needed improvement in participating in class,
- 100.0% needed improvement in volunteering,
- 100.0% needed improvement in attending class regularly,
- 100.0% needed improvement in being attentive in class,
- 100.0 needed improvement in behaving well in class,
- 100.0% needed improvement in academic performance,
- 100.0% needed improvement in coming to school motivated to learn,
- 0.0% needed improvement in getting along well with other students.

Student End of Year Survey (Elementary): Percent of students who answered positively:

- 76.3% look forward to going to school,
- 90.3% feel safe after school,
- 90.3% does an adult in your life encourage and support you with school,
- 70.8% feel that the after school helps you with your classes,
- 73.6% feel that you are a better student as a result of participating in the after school program,
- 95.8% feel that there is someone in the program to assist you when you need help,
- 90.3% enjoy the after-school program,
- 87.5% would tell my friends to come to the program,
- 81.9% plan on attending the program again next year, if my school offers the 21st CCLC program,
- 93.1% the program motivates me to try harder in school,
- 79.2% the program helps me get along better with my classmates,
- 93.1% the program helps me to get along better with my teachers,
- 93.1% the program helps me make better choices.

Student End of Year Survey (Secondary): Percent of students who answered positively:

- 68.8% look forward to going to school,
- 75.0% feel safe after school,
- 81.3% does an adult in your life encourage and support you with school,
- 75.0% feel that the after school helps you with your classes,
- 68.8% feel that you are a better student as a result of participating in the after school program,
- 87.5% feel that there is someone in the program to assist you when you need help,
- 93.8% enjoy the after-school program,
- 68.8% would tell my friends to come to the program,
- 68.8% plan on attending the program again next year, if my school offers the 21st CCLC program,
- 93.8% the program motivates me to try harder in school,
- 87.5% the program helps me get along better with my classmates,
- 81.3% the program helps me to get along better with my teachers,
- 87.5% the program helps me make better choices.

Parent Satisfaction Survey (Elementary): Percent of parents who answered “strongly agree” or “somewhat agree”: *Note: No respondents.

- -% of parents say that their child enjoys the program.
- -% of parents would recommend the program to a friend,

Parent Satisfaction Survey (Secondary): Percent of parents who answered “strongly agree” or “somewhat agree”: *Note: No respondents.

- -% of parents say that their child enjoys the program.
- -% of parents would recommend the program to a friend,

Limitations of Data

There were no respondents to the parent survey at both the elementary and secondary levels. We do not track the demographics of students recommended for the program who do not end up attending.

Summary and Recommendations

The students served in this cohort had diverse racial/ethnic backgrounds, some had limited English proficiency, and others received special education services. Based on teacher surveys the greatest need at the elementary level was in the area of academic performance with nine in ten attendees needing improvement. Approximately three-fourths of elementary attendees needed improvement in turning homework in on time, completing homework to the teacher’s satisfaction and attending class regularly. More than eight in ten needed to improve in the areas of participating in class, volunteering, being attentive in class, getting along with other students and behaving well in class. Roughly nine-tenths of students needed to improve in the areas of academic performance and coming to school motivated to learn. These high-need students report that they like the program, look forward to attending, would tell their friends to come, and would like to attend next year. There was no parent survey data to draw conclusions as to whether their child enjoys the program or if the parent would recommend the program to a friend.

Teacher surveys at the secondary level was not a focus of this grant period. Conclusions cannot be drawn as a survey was completed for one student. Students were happy with the program. More than one-third report feeling safe at school, that the ASAP helps them with their classes, would tell their friends to come to the program, plan on attending again next year, feel that they are a better student as a result of attending and look forward to going to school. Over eight in ten indicated that an adult encourages and supports them with school, that there is someone in to assist you when you need help. They believe that the program helps them to make better choices and to get along better with their teachers and classmates. Nine in ten indicate that they enjoy the after school program and that it motivates them to try harder in school.

There was no parent survey data to draw conclusions as to whether their child enjoys the program or if the parent would recommend the program to a friend.

Based on demographics and teacher assessments, we are clearly serving many of the lowest performing students and these students enjoy the program. We find that using teacher recommendation to target students lets us reach the student population in most need of the tutoring and enrichment offered in the program. We will continue to use this method for enrollment to meet our required numbers. This method also ensures communication regularly between the regular school day and the after-school program.

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

Staff Training

Assessment & Analysis

At the beginning of the grant period, the Project Coordinator held a Site Coordinator/Agency meeting to address policies and procedures for all District 21st CCLC sites. Monthly meetings were held with the site coordinators to address policies and procedures directly with each site's program staff. The project coordinator participated in: 21st CCLC Principal Consult Biennial Calls (2), Local evaluation share out with district and community partners, Kennedy Center Partners in Education Virtual Conference, the Virtual ESEA Conference, 21st Century Regional Forum, Illinois Association of Title I Directors Spring Conference, Act Now survey/consult, 21st CCLC Project Directors Meeting, 21st CCLC virtual conference, 21st CCLC Town Hall

The Project Coordinator held monthly Site Coordinator/Agency meetings to address policies and procedures for all District 21st CCLC sites. The Project Coordinator participated in conferences, Webinars and Community of Practice Forums: conferences and meetings with community partners. See Tables 20 for a complete list.

Site coordinators participated in staff development meetings run by the Project Coordinator to further the knowledge and skills necessary to run successful programs. Information from district trainings and webinars was used for staff development at individual site meetings. Topics covered on site by the site coordinator included evaluation results from the previous year, program schedules, behavior management/anger management, and social & emotional learning.

Limitations of Data

Anonymous surveys of staff satisfaction with the training sessions offered by the program were not collected. Hence, we do not have specific feedback from staff as to the usefulness of the training sessions they attended.

Summary and Recommendations

We continue to offer trainings and knowledge gained from webinars and conferences to our frontline staff. It is difficult to have those frontline staff members participate in actual webinars as most are otherwise employed at the times these webinars occur. The knowledge can still be shared with them through staff meetings and trainings. For our tutoring staff, as most are licensed teachers from the school site, we cannot do staff development during the regular day. These teachers also tutor in their area of knowledge and know how to work with their students, not requiring specific staff development for after school programming. We continue to bring staff development in specific areas to our agency staff to help them learn new skills in working with students. The agency staff members are the ones who benefit most from staff development, creating staff better equipped to work with our targeted students.

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

The most important step in our sustainability plan is to work towards parent, community and business support, enabling local, state and federal support and second to build public awareness of the need for and support of after-school programming. Looking at integral parts of our after-school programming from academics to enrichment activities allows us to search for funding to support these important areas of programming. In the fall, our Advisory/Sustainability Group (made up of community partners, community agencies, and other stakeholders) will hold the annual meeting to review evaluation from the school year (inviting other community members and the RPSD School Board) and discuss the next steps to sustainability. We are currently working with the community to help programming at three sites, sustaining programming from previous grants. Not all parts were sustainable but basic programming is occurring offering academics and some enrichment activities on a shorter daily schedule. During the upcoming year of this grant, the sustainability plan includes searching for new grants, bringing in new partners, exploring the possibility of fees, seeking sponsors, and asking for donations.

Community partners in this grant include Discovery Center Museum, YMCA of Rock River Valley and 7 Island Associates. We have worked with partners to find funding, to apply for grants, and to break down budgets to find ways to sustain programming. We continue to work with our partners to reach our goal of sustainability.

Community Partners

Partner	Site/Level	Services	In Kind	Total	Sub-Contractor
Rockford Park District	Haskell	Provide staff, enrichment programming	\$4,000	\$12,000	X
Rockford Park District	Welsh	Provide staff, enrichment programming	\$4,000		
Rockford Park District	West View	Provide staff, enrichment programming	\$4,000		
Boys and Girls Club	Flinn MS	Provide staff, enrichment programming	\$1,000	\$1,000	X
7 Island Associates	All Sites	Provide program evaluation			X

Other Findings

Staff Communication

Parent Satisfaction Survey (Elementary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree the after-school staff communicates problems promptly,
- -% agree that communication with the staff has been positive.

Parent Satisfaction Survey (Secondary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree the after-school staff communicates problems promptly,
- -% agree that communication with the staff has been positive.

Safety

Student End of the Year Survey (Elementary): Percent of students who answered “yes”:

- 90.3% feel safe at the program.

Student End of the Year Survey (Secondary): Percent of students who answered “yes”:

- 75.0% feel safe at the program.

Parent Satisfaction Survey (Elementary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree that their child is safe at the program,
- -% agree their child is safe traveling home from the program.

Parent Satisfaction Survey (Secondary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree that their child is safe at the program,
- -% agree their child is safe traveling home from the program.

Program Operations

Parent Satisfaction Survey (Elementary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree the hours that the program is open are convenient.

Parent Satisfaction Survey (Secondary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree the hours that the program is open are convenient.

Parent Engagement

Student End of Year Survey (Elementary): Percent of students who answered always or most of the time:

- 90.3% How frequently does an adult in your life encourage and support you with school?

Student End of Year Survey (Secondary): Percent of students who answered always or most of the time:

- 81.3% How frequently does an adult in your life encourage and support you with school?

Teacher Survey (Elementary) Percent of teachers who indicated the need for improvement

- 87.3 Parent engagement with the school improved.

Teacher Survey (Secondary) Percent of teachers who indicated the need for improvement: Note: Only one response

- 100.0% Parent engagement with the school improved.

Staff Satisfaction

Agency & District Staff Survey (Elementary): This survey was not administered for 2021-2022.

Agency & District Staff Survey (Secondary): This survey was not administered for 2021-2022.

Overall Satisfaction

Parent Satisfaction Survey (Elementary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree they are happy with the after-school program.

Parent Satisfaction Survey (Secondary) Percent of parents who answered “strongly agree” or “somewhat agree”: Note: No parents responded.

- -% agree they are happy with the after-school program.

OVERALL RECOMMENDATIONS AND ACTION PLANS

Sites strive to do a good job recruiting high-need students and engaging them in quality academic and enrichment programming. This year both elementary and secondary sites struggled with recruiting the targeted number of students. Students served were diverse and teachers identified large numbers of attendees as needing improvement in academics and classroom behavior, thus we were successful in recruiting struggling students; so, we will continue with the same recruitment strategies for the upcoming year. Regular attendance was good at the elementary level, but very low at the secondary site. The efforts to improve secondary attendance by working with the site to provide more high interest activities that will motivate students to attend and participate need to be addressed for the upcoming school year.

Elementary and secondary attendees demonstrated a lower proficiency level in the Math and ELA sections of the IAR compared non-attendees.

Elementary attendees had higher increases in their Reading RiT scores compared to non-attendees. However, they had lower fall and spring RiT scores than non-attendees. Students attending a more frequent basis had higher RiT scores in fall and spring and demonstrated higher gains between testing periods compared to students attending on a less regular basis.

Secondary attendees had similar increases in their Reading RiT scores compared to non-attendees. Attendees had lower fall and spring RiT scores in both testing periods when compared to non-attendees. Non-Attendees demonstrated the highest gain in RiT scores between testing periods than any other subgroup.

Secondary attendees the program showed a lower instance of improvement from semester one to semester two for both subjects than compared to students not attending. Students attending the program showed a lower instance in both subjects where grades were A's for both semesters.

Elementary attendees attending on a regular basis had a lower number of mean referrals compared to non-regular attendees. Secondary attendees spent a similar number of mean number of OSS days compared with non-attendees. Regular attendees had a slightly higher mean number of OSS days first semester but an identical mean second semester.

Elementary attendees had lower absence rates in both trimesters compared with non-attendees. Attendees were absent ten or more days during the year at a lower rate than non-attendees. Regular attendees had better attendance rates than those students that attended the program on a non-regular basis. Secondary absences decreased at a greater rate between semesters for attendees than for non-attendees. Attendees had a similar mean absence rate compared with non-attendees. However, attendees were absent ten or more days at a greater frequency than non-attendees.

Almost all attendees report that coming to the after-school program has helped them try harder in school, become more interested in going to school, care more about their school, make better choices, stay out of trouble, and say "no" to things they know are wrong. No parents at either the elementary or secondary levels completed the survey to report positive changes in their children as to liking school better, talking to parents more about school, being more confident about their abilities, getting along better with teachers, getting along better with other kids. that their child liked reading and math more as a result of attending the program.

Elementary students feel that there is someone in the program to assist them when they need help, feel safe at school and would like to attend the program next year. Secondary students echo these results The vast majority of students at both levels feel safe at school. Clearly, the students enjoy the program and the people working in the program. We will communicate these findings to staff so they are aware of the positive personal impact they are having on the students.

Surveys for staff members were not completed during this grant period. It is suggested that this survey needs to be administrated in the upcoming year.

Parent survey response is a challenge. This needs to be addressed for in subsequent years so that we have more accurate information from parents in order to evaluate program functioning and student outcomes. It is suggested that staff plan to talk with parents at family engagement activities to get further feedback.

Covid concerns may have inhibited attendance at family and parent activities. Sites will offer more family engagement and activities to partner motivating parents to attend as these concerns subside. Parents are so busy with work that it is difficult to find what activities will draw them in to the school site.

The Sustaining and Advisory Group will work towards developing a successful sustaining plan to be able to continue programming at these sites beyond the end of federal funding. RPS is working with a community foundation group to help with development of after-school program grants to sustain current programming through summer and future years.

DISSEMINATION OF EVALUATION

As analyses were completed, 7 Island Associates immediately sent all results to the Project Director who examined them for positive and negative findings to help inform those involved with planning programming. This comprehensive evaluation report will be used by community partners and RPSD to work collaboratively on addressing areas of weakness and building up areas of strength. Complete site-based results were given to site coordinators, principals, and partners this fall. These results specific to each building were also used to assess strengths and weaknesses and determine necessary changes for future recruitment and programming.

This evaluation report will be presented at a 21st CCLC Advisory/Sustaining Group meeting this fall, will be given to site principals, school district administration, school board members and collaborative agencies, and will be available upon request. Information from the comprehensive evaluation is included in newsletters to parents to keep them informed and shared with front line staff to help with continuous improvement planning.

APPENDIX 1
DATA TABLES

Table 1
TEACHER SURVEY FULL RESULTS – ELEMENTARY
(N=102)

Behavior	Don't Need to Improve	Signif. Improve	Mod. Improve	Slight Improve	No Change	Slight Decline	Mod. Decline	Signif. Decline
Turning in his/her homework on time	21.2%	1.5%	16.7%	18.2%	40.9%	1.5%	0.0%	0.0%
Completing homework to your satisfaction	26.5%	1.0%	11.8%	14.7%	46.1%	0.0%	0.0%	0.0%
Participating in class	12.7%	6.9%	22.5%	31.4%	24.5%	2.0%	0.0%	0.0%
Volunteering	13.7%	3.9%	16.7%	23.5%	42.2%	0.0%	0.0%	0.0%
Attending class regularly	23.5%	6.9%	13.7%	15.7%	36.3%	1.0%	2.0%	1.0%
Being attentive in class	12.7%	7.8%	16.7%	31.4%	28.4%	2.9%	0.0%	0.0%
Behaving well in class	19.6%	5.9%	13.7%	25.5%	30.4%	4.9%	0.0%	0.0%
Academic performance	3.9%	13.7%	18.6%	41.2%	21.6%	1.0%	0.0%	0.0%
Coming to school motivated to learn	10.8%	10.8%	18.6%	32.4%	27.5%	0.0%	0.0%	0.0%
Getting along well with other students	17.6%	6.9%	11.8%	31.4%	31.4%	1.0%	0.0%	0.0%
Parent engagement with the school	12.7%	5.9%	9.8%	6.9%	64.7%	0.0%	0.0%	0.0%

Table 2
TEACHER SURVEY FULL RESULTS – SECONDARY
(N=1)

Behavior	Don't Need to Improve	Signif. Improve	Mod. Improve	Slight Improve	No Change	Slight Decline	Mod. Decline	Signif. Decline
Turning in his/her homework on time	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Completing homework to your satisfaction	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Participating in class	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Volunteering	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Attending class regularly	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Being attentive in class	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Behaving well in class	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Academic performance	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Coming to school motivated to learn	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Getting along well with other students	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Parent engagement with the school	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Table 3
TEACHER SURVEY REGULAR¹ ATTENDEES– ELEMENTARY
(N=80)

Behavior	Don't Need to Improve	Signif. Improve	Mod. Improve	Slight Improve	No Change	Slight Decline	Mod. Decline	Signif. Decline
Turning in his/her homework on time	15.7%	2.0%	21.6%	23.5%	35.3%	2.0%	0.0%	0.0%
Completing homework to your satisfaction	25.0%	1.3%	15.0%	16.3%	42.5%	0.0%	0.0%	0.0%
Participating in class	11.3%	7.5%	27.5%	28.8%	23.8%	1.3%	0.0%	0.0%
Volunteering	13.8%	3.8%	20.0%	22.5%	40.0%	0.0%	0.0%	0.0%
Attending class regularly	22.5%	7.5%	16.3%	17.5%	36.3%	0.0%	0.0%	0.0%
Being attentive in class	8.8%	8.8%	20.0%	33.8%	26.3%	2.5%	0.0%	0.0%
Behaving well in class	15.0%	7.5%	16.3%	27.5%	27.5%	6.3%	0.0%	0.0%
Academic performance	1.3%	16.3%	21.3%	42.5%	17.5%	1.3%	0.0%	0.0%
Coming to school motivated to learn	10.0%	11.3%	22.5%	30.0%	26.3%	0.0%	0.0%	0.0%
Getting along well with other students	15.0%	7.5%	13.8%	32.5%	30.0%	1.3%	0.0%	0.0%
Parent engagement with the school	12.5%	6.3%	11.3%	8.8%	61.3%	0.0%	0.0%	0.0%

¹Regular Attendees are defined as those students participating in the ASAP for 90 or more hours.

Table 4
TEACHER SURVEY REGULAR¹ ATTENDEES – SECONDARY
(N=0)

Behavior	Don't Need to Improve	Signif. Improve	Mod. Improve	Slight Improve	No Change	Slight Decline	Mod. Decline	Signif. Decline
Turning in his/her homework on time	-	-	-	-	-	-	-	-
Completing homework to your satisfaction	-	-	-	-	-	-	-	-
Participating in class	-	-	-	-	-	-	-	-
Volunteering	-	-	-	-	-	-	-	-
Attending class regularly	-	-	-	-	-	-	-	-
Being attentive in class	-	-	-	-	-	-	-	-
Behaving well in class	-	-	-	-	-	-	-	-
Academic performance	-	-	-	-	-	-	-	-
Coming to school motivated to learn	-	-	-	-	-	-	-	-
Getting along well with other students	-	-	-	-	-	-	-	-
Parent engagement with the school	-	-	-	-	-	-	-	-

Table 5
TEACHER SURVEY PERCENTAGE IMPROVED - ELEMENTARY (% Improved of those needing improvement)

	<15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours +
Homework on time		0.0%	0.0%	46.2%	60.0%	
Homework to teacher satisfact.		0.0%	16.7%	40.0%	44.4%	
Participating in class		20.0%	76.9%	72.0%	71.7%	
Volunteering		0.0%	57.1%	57.1%	52.1%	
Attending class regularly		0.0%	40.0%	59.1%	50.0%	
Being attentive in class		20.0%	54.5%	60.9%	72.0%	
Behaving well in class		20.0%	44.4%	60.0%	60.4%	
Academic performance		20.0%	71.4%	84.0%	79.6%	
Motivated to learn		20.0%	78.6%	66.7%	72.5%	
Get along with students		20.0%	63.6%	55.0%	66.7%	
Parent Engagement		0.0%	14.3%	18.2%	35.4%	

Table 6
TEACHER SURVEY PERCENTAGE IMPROVED - SECONDARY (% Improved of those needing improvement)

	<15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours +
Homework on time			100.0%			
Homework to teacher satisfact.			100.0%			
Participating in class			100.0%			
Volunteering			100.0%			
Attending class regularly			0.0%			
Being attentive in class			100.0%			
Behaving well in class			100.0%			
Academic performance			100.0%			
Motivated to learn			100.0%			
Get along with students						
Parent Engagement			0.0%			

Table 7
TEACHER SURVEY STUDENTS SHOWING IMPROVEMENT^{1,2} - ELEMENTARY
(Regular Attendees vs. Non-Regular Attendees)

Behavior	Regular Attendee	Non-Regular Attendee
Turning in his/her homework on time	55.8%	0.0%
Completing homework to your satisfaction	43.3%	13.3%
Participating in class	71.8%	61.1%
Volunteering	53.6%	42.1%
Attending class regularly	53.2%	25.0%
Being attentive in class	68.5%	43.8%
Behaving well in class	60.3%	35.7%
Academic performance	81.0%	57.9%
Coming to school motivated to learn	70.8%	63.2%
Getting along well with other students	63.2%	50.0%
Parent engagement with the school	30.0%	10.5%

¹Regular Attendees are defined as those students participating in the ASAP for 90 or more hours.

²Of those needing improvement.

Table 8
TEACHER SURVEY STUDENTS SHOWING IMPROVEMENT^{1,2} - SECONDARY
(Regular Attendees vs. Non-Regular Attendees)

Behavior	Regular Attendee	Non-Regular Attendee
Turning in his/her homework on time		100.0%
Completing homework to your satisfaction		100.0%
Participating in class		100.0%
Volunteering		100.0%
Attending class regularly		0.0%
Being attentive in class		100.0%
Behaving well in class		100.0%
Academic performance		100.0%
Coming to school motivated to learn		100.0%
Getting along well with other students		
Parent engagement with the school		0.0%

¹Regular Attendees are defined as those students participating in the ASAP for 90 or more hours.

²Of those needing improvement.

Table 9
PARENT SATISFACTION SURVEY - ELEMENTARY ¹
(N=0)

Statement	Agree	Neither	Disagree
My child is safe at the after-school program.	-	-	-
My child is safe traveling home from the program.	-	-	-
The after-school program is helping to improve my child's reading.	-	-	-
The after-school program is helping to improve my child's math skills.	-	-	-
My child gets a lot of help with homework at the after-school program.	-	-	-
The after-school staff communicates problems promptly.	-	-	-
Communication with the staff has been positive.	-	-	-
I am happy with the after-school program.	-	-	-
The after-school program is of a high quality.	-	-	-
The hours that the program is open are convenient.	-	-	-
My child is doing better in school since starting the program.	-	-	-
My child enjoys the after-school program.	-	-	-
I would recommend the after-school program to a friend.	-	-	-

¹ Agree = Strongly or Somewhat Agree Disagree = Strongly or Somewhat Disagree.

Table 10
PARENT SATISFACTION SURVEY ¹ (SECONDARY)
(N=0)

Statement	Agree	Neither	Disagree
My child is safe at the after-school program.	-	-	-
My child is safe traveling home from the program.	-	-	-
The after-school program is helping to improve my child's reading.	-	-	-
The after-school program is helping to improve my child's math skills.	-	-	-
My child gets a lot of help with homework at the after-school program.	-	-	-
The after-school staff communicates problems promptly.	-	-	-
Communication with the staff has been positive.	-	-	-
I am happy with the after-school program.	-	-	-
The after-school program is of a high quality.	-	-	-
The hours that the program is open are convenient.	-	-	-
My child is doing better in school since starting the program.	-	-	-
My child enjoys the after-school program.	-	-	-
I would recommend the after-school program to a friend.	-	-	-

¹ Agree = Strongly or Somewhat Agree Disagree = Strongly or Somewhat Disagree.

Table 11
 AGENCY & DISTRICT STAFF SURVEY - *ELEMENTARY*
 (N=0)

Statement	Satisfied	Neither	Dissatisfied
Communication/working relationship with the site coordinator.	-	-	-
Organization of the program.	-	-	-
Manageability of class sizes.	-	-	-
Student behavior.	-	-	-
Physical facilities available to conduct activities.	-	-	-
Resources available to conduct activities.	-	-	-
Availability of training and professional development for staff.	-	-	-
Student discipline plan.	-	-	-
Dedication of after-school staff.	-	-	-
Communication with classroom teachers.	-	-	-
The after-school program, overall.	-	-	-

¹ Satisfied=Very or Somewhat Satisfied Dissatisfied = Strongly or Somewhat Dissatisfied.

Table 12
 AGENCY & DISTRICT STAFF SURVEY SECONDARY ¹
 (N=0)

Statement	Satisfied	Neither	Dissatisfied
Communication/working relationship with the site coordinator.	-	-	-
Organization of the program.	-	-	-
Manageability of class sizes.	-	-	-
Student behavior.	-	-	-
Physical facilities available to conduct activities.	-	-	-
Resources available to conduct activities.	-	-	-
Availability of training and professional development for staff.	-	-	-
Student discipline plan.	-	-	-
Dedication of after-school staff.	-	-	-
Communication with classroom teachers.	-	-	-
The after-school program, overall.	-	-	-

¹ Satisfied=Very or Somewhat Satisfied Dissatisfied = Strongly or Somewhat Dissatisfied.

Table 13
STUDENT SURVEY – BASELINE - ELEMENTARY
(N=0)

Question	Always	Most of the Time	Sometimes	Never	Yes	No	Yes	Sometimes	Not Really
Do you look forward to going to school?									
Do you feel safe after school?									
How frequently does an adult in your life encourage and support you with school?									
Do you feel that the after school helps you with your classes?									
How often do you feel that you are a better student as a result of participating in the after school program?									
How often do you feel that there is someone in the program to assist you when you need help?									
I enjoy the after school program.	-	-	-	-					
I would tell my friends to come to the program.	-	-	-	-					
I plan on attending the program again next year, if my school offers the 21st CCLC program.	-	-	-	-					
The program motivates me to try harder in school.	-	-	-	-					
The program helps me get along better with my classmates.	-	-	-	-					
The program helps me to get along better with my teachers.	-	-	-	-					
The program helps me make better choices.	-	-	-	-					

Table 14
STUDENT SURVEY – BASELINE - SECONDARY
(N=0)

Question	Always	Most of the Time	Sometimes	Never	Yes	No	Yes	Sometimes	Not Really
Do you look forward to going to school?									
Do you feel safe after school?									
How frequently does an adult in your life encourage and support you with school?									
Do you feel that the after school helps you with your classes?									
How often do you feel that you are a better student as a result of participating in the after school program?									
How often do you feel that there is someone in the program to assist you when you need help?									
I enjoy the after school program.	-	-	-	-					
I would tell my friends to come to the program.	-	-	-	-					
I plan on attending the program again next year, if my school offers the 21st CCLC program.	-	-	-	-					
The program motivates me to try harder in school.	-	-	-	-					
The program helps me get along better with my classmates.	-	-	-	-					
The program helps me to get along better with my teachers.	-	-	-	-					
The program helps me make better choices.	-	-	-	-					

Table 15
STUDENT SURVEY – END OF YEAR - ELEMENTARY
(N=72)

Question	Always	Most of the Time	Sometimes	Never	Yes	No	Yes	Sometimes	Not Really
Do you look forward to going to school?	58.3%	15.3%	22.2%	4.2%	-	-	-	-	-
Do you feel safe after school?	73.6%	16.7%	5.6%	4.2%	-	-	-	-	-
How frequently does an adult in your life encourage and support you with school?	69.4%	20.8%	5.6%	4.2%	-	-	-	-	-
Do you feel that the after school helps you with your classes?	55.6%	15.3%	25.0%	4.2%	-	-	-	-	-
How often do you feel that you are a better student as a result of participating in the after school program?	55.6%	18.1%	22.2%	4.2%	-	-	-	-	-
How often do you feel that there is someone in the program to assist you when you need help?	77.8%	18.1%	4.2%	0.0%	-	-	-	-	-
I enjoy the after school program.	-	-	-	-	90.3%	9.7%	-	-	-
I would tell my friends to come to the program.	-	-	-	-	87.5%	12.5%	-	-	-
I plan on attending the program again next year, if my school offers the 21st CCLC program.	-	-	-	-	81.9%	18.1%	-	-	-
The program motivates me to try harder in school.	-	-	-	-	-	-	68.1%	25.0%	6.9%
The program helps me get along better with my classmates.	-	-	-	-	-	-	54.2%	25.0%	20.8%
The program helps me to get along better with my teachers.	-	-	-	-	-	-	81.9%	11.1%	6.9%
The program helps me make better choices.	-	-	-	-	-	-	75.0%	18.1%	6.9%

Table 16
STUDENT SURVEY – END OF YEAR - SECONDARY
(N=16)

Question	Always	Most of the Time	Sometimes	Never	Yes	No	Yes	Sometimes	Not Really
Do you look forward to going to school?	18.8%	50.0%	25.0%	6.3%	-	-	-	-	-
Do you feel safe after school?	37.5%	37.5%	25.0%	0.0%	-	-	-	-	-
How frequently does an adult in your life encourage and support you with school?	62.5%	18.8%	18.8%	0.0%	-	-	-	-	-
Do you feel that the after school helps you with your classes?	50.0%	25.0%	25.0%	0.0%	-	-	-	-	-
How often do you feel that you are a better student as a result of participating in the after school program?	31.3%	37.5%	18.8%	12.5%	-	-	-	-	-
How often do you feel that there is someone in the program to assist you when you need help?	37.5%	50.0%	12.5%	0.0%	-	-	-	-	-
I enjoy the after school program.	-	-	-	-	93.8%	6.3%	-	-	-
I would tell my friends to come to the program.	-	-	-	-	68.8%	31.3%	-	-	-
I plan on attending the program again next year, if my school offers the 21st CCLC program.	-	-	-	-	68.8%	31.3%	-	-	-
The program motivates me to try harder in school.	-	-	-	-	-	-	50.0%	43.8%	6.3%
The program helps me get along better with my classmates.	-	-	-	-	-	-	62.5%	25.0%	12.5%
The program helps me to get along better with my teachers.	-	-	-	-	-	-	43.8%	37.5%	18.8%
The program helps me make better choices.	-	-	-	-	-	-	62.5%	25.0%	12.5%

Table 17
ATTENDANCE

Category	Total Students
	Number
Both summer and school year	26
School year only	189
Summer only	59
Total	274

	All Students		Excludes "Summer Only" Students		"Summer Only" Students		Both Summer & School Year	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Attendees	274		215		59		26	
<90 Hours (Non-regular)	161	58.8%	102	47.4%	59	100.0%	3	11.5%
90+ Hours (Regular)	113	41.2%	113	52.6%	0	0.0%	23	88.5%
<15 hours	33	12.0%	18	8.4%	15	25.4%	0	0.0%
15-44 hours	70	25.5%	36	16.7%	34	57.6%	1	3.8%
45-89 hours	58	21.2%	48	22.3%	10	16.9%	2	7.7%
90-179 hours	44	16.1%	44	20.5%	0	0.0%	4	15.4%
180-269 hours	69	25.2%	69	32.1%	0	0.0%	19	73.1%
>270 hours	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Table 18
STUDENT CHARACTERISTICS

Characteristic	Total Students		Regular Attendees (>=90 Hours)		Non-Regular Attendees (<90 Hours)	
	Number	Percent	Number	Percent	Number	Percent
Free/Reduced Lunch	192	70.1%	75	66.4%	77	47.8%
Special Education	67	24.5%	24	21.2%	43	26.7%
Limited English Proficiency	19	6.9%	5	4.4%	14	8.7%

Table 19
STUDENT RECRUITMENT AND ATTENDANCE BY SITE
(Includes Summer Only Students)

School	All Attendees	Goal to be Served	% Goal Served
All Sites	274	400	68.5%
Haskell Elementary	80	100	80.0%
Welsh Elementary	103	100	103.0%
West View Elementary	46	100	46.0%
Flinn Middle School	45	100	45.0%

Table 20
 TRAININGS

Program Director Conferences and webinars FY21 - FY22
1/26/21 – Monthly site coordinator meeting
2/8/22 – 2/10/22 – Kennedy Center Partners in Education Virtual Conference
2/22/22 – 2/25/22 – Virtual ESEA Conference
3/2/22 – Monthly site coordinator meeting
3/30/22 – Monthly site coordinator meeting
4/7 /22– 21st Century Regional Forum
4/12/22 – Illinois Association of Title I Directors Spring Conference
4/13/22 - 21st CCLC Principal Consult Biennial Call
4/19/22 – Act Now survey/consult
4/27/22 – Monthly site coordinator meeting
5/2/22 – 21st CCLC Project Directors Meeting
5/3/22 & 5/4/21 – 21st CCLC virtual conference
5/20/22 – 21st CCLC Town Hall
5/25/22 – Monthly site coordinator meeting

Table 21
 PARENT AND STUDENT COMMENTS FROM SURVEYS

Parent Comments: No Comments Entered

Student EOY Comments - Best Part of the Program:

(Edited for spelling and grammar to increase readability. Duplicate comments removed.)

<ul style="list-style-type: none"> • Arts and crafts • Being around people that are here. • Everything • Getting help • Getting my grades up • How they are trying to help us • It is fun and I learn new things. • Math groups • Meeting new people, learning opportunities • Playing Games • Severson Dells activities • Snacks and Movie day • Special and circles • STEM activities • That I get to learn. 	<ul style="list-style-type: none"> • That I hang with my BFFs and that I can be kind to people • The art and music. • The best part is when we do stuff as a class • The best part of the after school program is the fun Thursdays. • The chips • The free time • The people in my group. • Tutoring and Enrichment • Tutoring and Math • Tutoring and when the other kids are good. • Tutoring, going outside and gym • When we can play math games. • When we do math
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Student EOY Comments - Things about the program I would change:

(Edited for spelling and grammar to increase readability. Duplicate comments removed.)

<ul style="list-style-type: none"> • Nothing • Have better behavior • Make the other kids calmer • I would change emotions • I would change when people make fun of me and people are bullying other people • Teachers stop being mean to me LOL • Make the kids less loud and stop being so obnoxious • Stop annoying children's existence, and annoying assistants. • Being on task • Make Program 1 hour longer • Longer tutoring time 	<ul style="list-style-type: none"> • More tutoring • Extend program time till 6pm • Have more school stuff • More learning • Having snack in the cafeteria. I prefer a classroom and less space • Better snacks and different milk • Kids talk too much during snack • I want chocolate milk at snack • Different gym games • More Gym Time • Track • Play more outside field games • Music
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