

2018-2019 Grant Evaluation Report
21st Century Community Learning Centers Program
Cohort 19

Program Sites:

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

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

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I. Grant Information

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

The 21stCCLC grant is in its first year of implementation and is composed of three different program sites within the Henderson, Knox, Mercer and Warren Counties Regional Office of Education region. The grant is managed by a Program Director and each of the three sites are managed by a Site Coordinator.

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II. Overview and History of Program

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

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

Objectives/Goals

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

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

The 21stCCLC grant sites target the most at-risk population in grades 9-12 and their families. Grant-wide students in qualifying buildings exceed or meet the state average in most characteristics that label a student at-risk.

Characteristic	Grant	State
English Language Learner	4%	12%
Disability	12%	15%
Low Income	48%	49%
Homeless	1%	2%
Mobility	14%	7%

2018 SAT scores indicate students in the qualifying buildings perform below state averages in ELA and Math. The data below details the percentage of students who met or exceeded expectations on the SAT assessment. State averages are collected from the Illinois State Report Card. It should be noted that

100% of Monmouth-Roseville students are high poverty students.

	Grant	State
ELA	21%	37%
Math	16%	34%

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

II.A. Evaluation Methods

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

Data	How Collected	When Collected
Teacher Survey	Site coordinators collect teacher survey for every regularly attending student.	May
Report Card Grades and Daily Assignments/Homework Completion	Site coordinators use a school software program for daily checks of homework completion and to monitor student grades. Site coordinators collect report card grades twice per year.	Daily
Attendance Data	Attendance is taken daily by after school teachers and attendance slips are collected every day. Student/parent sign in/out sheets at each site.	Daily

Monthly Reports	Reports are submitted to the Director monthly. These reports include programming, parent education and family event data and professional development information.	Monthly
GATA Report Data	Reports are submitted quarterly to ISBE in order to remain in compliance for funding.	Quarterly
Grant Periodic Report Data	Reports are submitted quarterly to ISBE and include data and evidence of compliance in all 7 objectives of 21st CCLC programming.	Quarterly
21Apr Data	Reports are submitted to the federal government three times per year with data regarding daily programming in the areas of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Data Warehouse and Benchmarking Tool Data	Reports are submitted to the Illinois Report Card through NIU. ISBE oversees this process. These reports contain data regarding daily programming in the area of attendance, demographics, programming, staffing and academic performance.	Three times per year- Summer, Fall and Spring
Spring Survey Data	This report is submitted to ISBE and includes descriptions of programming and activities during the school year. Teacher survey data is a key component to this report.	Once per year

III. PROGRAM IMPLEMENTATION

III.A. Students Served

Recruitment and Retention of Students

As this was the first year of operation for this grant, teachers identified students that have struggled academically for priority enrollment and invited them to join the program. The Program Director and Site Coordinators provide ongoing information to each school about the program in regard to recruitment of new students and available space. Report cards are reviewed at the quarter in order to identify students that may be eligible but not enrolled in the program.

The primary student retention strategy is for staff members to increase investment in the program through relationships built with students and families. Certified school district staff members take an active interest in the experiences of each child. Staff members use positive reinforcement to encourage pro-social behavior and discipline is non-punitive. Staff members strive to build activities into the schedule based on student preferences, including time for indoor and outdoor play, while continuing to

uphold the primary academic goals of the program. Student homework completion and grade progress is incentivized with opportunities for field trips and additional input in opportunities for programming. This is another example of staff encouraging positive behavior through relationship-building and 21st CCLC programming. When students are absent for multiple days, 21st CCLC staff members make phone calls home to inquire about the absences and encourage attendance.

Student Enrollment by Program Site

Galesburg High School: (target enrollment: 100)

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

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

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

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

Students Served in School Year	Year I
Total Unduplicated Enrollment/Regular Attendees	116/21
Total Unduplicated Enrollment School Year only	116
a) Number of students attending less than 30 days	95
b) Number of students attending 30-59 days	18
c) Number of students attending 60-89 days	3
d) Number of students attending 90+ days	0

Student Demographic Characteristics

Galesburg High School- 30 Days or More	Year I
Total Unduplicated Enrollment	47
Male	24
Female	23
Grade	
9	27
10	20
11	-
12	-
Racial/Ethnic Group	
American Indian/Alaska Native	0
Asian/Pacific Islander	1
Black or African American	9
Hispanic or Latino	2
White	28
Multiracial	7
Do Not Know	0
Limited English Proficient Students	0
Students with Disability/IEP (Not LEP)	5
Students Receiving Free or Reduced Lunch	36

Galesburg High School- Less Than 30 Days	Year I
Total Unduplicated Enrollment	138
Male	73
Female	65
Grade	
9	72
10	66
11	-
12	-
Racial/Ethnic Group	
American Indian/Alaska Native	0
Asian/Pacific Islander	0
Black or African American	15
Hispanic or Latino	13
White	92
Multiracial	18
Do Not Know	0
Limited English Proficient Students	0
Students with Disability/IEP (Not LEP)	10
Students Receiving Free or Reduced Lunch	88

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

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

Monmouth-Roseville High School did not release race/ethnicity data and special needs/IEP data specific to each student due to concerns over identifying factors and protecting student privacy. However, Monmouth-Roseville High School did release the following information about their 21st CCLC students:

5 Asian, 12 Black, 16 Hispanic, 130 White and 6 Two or More Race students attended programming. One student had an IEP or special needs.

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

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

Family Participation

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

Family and Parent Education Events included:

Event	Site	Number of Parents/Caregivers
Family Paint Night	Galesburg High School	Canceled due to weather
Family Paint Night	Galesburg High School	25
Family Paint Night	Abingdon-Avon High School	36
Freshman Orientation/Information Night	Abingdon-Avon High School	46
Family Anime Day	Monmouth-Roseville High School	
Freshman Orientation/Information Night	Monmouth-Roseville High School	75
Parent/Teacher Conferences	Monmouth-Roseville High School	9
Holiday Open House	Monmouth-Roseville High School	3
Dual Credit Information Night	Monmouth-Roseville High School	
Fiddler On the Roof	Monmouth-Roseville High School	
The Devil and Sherman Marsh play	Monmouth-Roseville High School	67

School Year Activities

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

The following enrichment programming was provided and during the 2018-2019 year:

Galesburg High School offered Homework Hub, Chess Club, Clay Club, Yoga and Meditation, Basketball, Meeple People, Cooking, Zentangle, Board Game Club, Magic Club, Dungeons and Dragons Club.

Monmouth-Roseville High School offered homework help and tutoring, FFA gardening, Physics Club, Chess Club, SAT Prep, Writing Club, 3D Printing and Coding, Ballroom Dancing/Dance Club, Martial Arts, Anime Club, Improv and Film Club, Tabletop Gaming, Tea Club, Book Club, Media Club (student newspaper blog), Theater Mentoring Club, SAT Reading and Writing Prep,

Abingdon-Avon High School offered multiple enrichment programs including: What's Cooking Club, Hooks and Needles Club, Bowling, Art Club, Strength and Conditioning Club, Library Club, homework help and tutoring, arts and crafts, Zumba, Horticulture Club, Science Club and Chess Club.

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

Summer Activities

Summer programming was offered at all three sites during the summer of 2019.

Galesburg High School offered summer school for five weeks, four days a week for 4 hours a day. The focus of summer programming was cooking, crafts, athletics, Fearlessly Girl, Clay Club, swimming, fishing and gaming.

Monmouth-Roseville High School offered summer programming for 3 weeks, five days a week for 31 hours per week. The focus of summer programming was music, martial arts, dance, ELL, study skills, crafts, chess, Anime and Book Club, and computer and theater technology.

Abingdon-Avon High School offered offered summer school for five weeks, five days a week for 6 hours a day. The focus of summer programming was strength and conditioning, arts and crafts, physical fitness, Cooking Club, Hooks and Needles Club and gaming.

Summary

Sites	Enrollment Goal	Actual Enrollment
Galesburg HS	100	185
Monmouth-Roseville Jr HS	100	169

Abingdon-Avon HS	75	116
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Looking at the data for 2018-2019 a few points jump out. All sites are exceeding their enrollment goals and the site coordinators should be commended for their efforts. It is particularly difficult in the first year of programming to meet enrollment goals. Oftentimes parents and students, particularly in the upper grades, are skeptical of what the program may be able to provide. The high number of enrolled students speaks to the promotion of the program, the quality of activities provided and the buy-in by the high school staff and administration. Both sites had high percentages of students attend 30 days or more in FY19. This is an exceptional accomplishment, especially for first year high school sites.

Family events were offered to families at all program sites and all 21CCLC parents were invited to attend these programs. For first year programs, parent response was impressive. The sites offered diverse and engaging parent programming. Site Coordinators should be commended for their efforts. The retention strategies put into place at each site have been motivating to students. Demographic data shows that the program is reaching out to a diverse group representing the community at large. All sites have been running at or close to enrollment capacity. The programs in this cohort have lower rates of regular attendance than elementary sites. This is often due to conflicting schedules with extra-curricular activities and obligations after school including caring for younger siblings and/or after school employment.

Challenges:

Challenges associated with new grants in their first year include communicating to parents and students the number of opportunities that new 21stCCLC grants are able to provide students. New grants often take some time to “get their feet under them” and put processes in place that make sense for day-to-day operations. At that point these grants are then able to provide programming that will engage students and promote attendance. Most programs, no matter how long they have been in existence, find it an ongoing challenge to keep high school students in the regularly attending category and to attract additional students. The site coordinator position is key to the success of the high school programs through the creation of after school interventions that are compatible and interesting to students this age. High school sports and clubs play a competitive role for available after school hours for students. It continues to be important to work collaboratively with coaches and other after school leaders in order to coordinate after school options for students.

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

Program Improvement:

Related to recruitment, the plan is to continue the strategies put in place to actively recruit students who have previously been involved in 21CCLC and those identified as most likely to benefit from programming. The site coordinator, teachers and counselors should develop a list of students at the end of each grading period that should be invited to participate in programming. Teachers will discuss this

referral with parents at parent-teacher conferences and the site coordinator will follow-up by answering parent questions and completing student registration.

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

Site coordinators should continue to focus on reaching the parent participation goal specific to their center with a focus on getting new parents involved. They are to be commended for the high level of parent participation in the program.

III.B. Program Operations

Program Hours

Galesburg High School	Year I
Total Number of Weeks Site is Open	33
Typical Number of Days per Week	4
Typical Number of Hours per Week	9.5
Monmouth-Roseville High School	Year I
Total Number of Weeks Site is Open	31
Typical Number of Days per Week	5
Typical Number of Hours per Week	12
Abingdon-Avon High School	Year I
Total Number of Weeks Site is Open	29
Typical Number of Days per Week	5
Typical Number of Hours per Week	13

Due to the timing of the awarding of this grant, this cohort started a few weeks later in the fall than the Cohort 13 and 15 21stCCLC grants managed by Henderson, Knox, Mercer and Warren Counties ROE. However, even with the later start, these sites met every available day that was not affected by winter weather cancelations or district calendar constraints. The Project Director and Site Coordinators should be commended for this accomplishment. Galesburg High School ran programming with the typical hours of operation based upon staff district contract hours. Because this program began after the start of the school year, it was necessary to work within the hours that offered the best staffing options.

Program hours have been changed with the FY20 school year and Galesburg High School now offers programming hours on Fridays to meet the 12 hours of programming requirement for a corrective measure.

Staffing

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

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

A total of 41 individuals volunteered time at the Galesburg High School 21CCLC program.

Monmouth-Roseville High School Staffing	Year I
School Day Teachers	10
Center Administrators	2
Other non-teaching school day staff	6
Parents	0
College students	0
High school students	0

Other community members	0
Other non-school day staff, some or no college	0
Total	18

There were 34 volunteers at the Monmouth-Roseville High School 21CCLC program.

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

There were 36 volunteers at Abingdon-Avon High School 21CCLC program.

Staffing Ratio

Galesburg High School: 1 teacher/staff to 8 students

Monmouth-Roseville High School: 1 teacher/staff to 9 students

Abingdon-Avon High School: 1 teacher/staff to 8 students

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

Staff Turnover

Galesburg High School: no one left during the year

Monmouth-Roseville High School: no one left during the school year

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

Staff Training

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

Topic	Staff Attending	Provider
Program Orientation	Site Coordinators	ROE
Mandated Reporter Training	All staff	DCFS
Civil Rights Compliance and Enforcement Training	Site Coordinators	ISBE Webinar
Asthma Management for School Staff	Site Coordinators	ISBE Webinar
21CCLC Fall Workshop	Project Director	ISBE / IQA
Toxic Stress and Emotional Poverty in Schools	Site Coordinators	United CUSD 304
21CCLC Spring Workshop	Project Director	ISBE / IQA
Spring Conference	Site Coordinators and Project Director	IQA / AIR / ISBE

Program Governance

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

Summary

Data:

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

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

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

Challenges:

Programming started a little later in the fall due to the timing of the awarding of the grant. First year grants need additional time in order to ensure processes and procedures are in place for the safety of the students. Scheduling common time for professional development opportunities for staff other than site coordinators is difficult as there is very limited time not already dedicated to programming or school hours. Holding trainings for teachers and staff that work during program hours presents the problem of supporting the after school program with fewer staff or finding replacements. Many staff have commitments after program hours or are unwilling to give up time without compensation to attend trainings.

Program Improvement:

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

IV. Progress Toward Objectives

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

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

The focus of the academic intervention is to:

- Help prepare students for classroom lessons by providing background knowledge or skills needed to be successful in classroom instruction and participation

- Support students with homework completion and re-teach concepts that continues to be a struggle for the student
- Provide enrichment, remedial, homework strategies, tutoring and RTI strategies that aligned with the school day curriculum and Core Standards are provided to students through interactive materials.

Measures, Data Collection and Analysis:

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

The chart below provides data on the percentage of regularly attending students demonstrating an improvement in the significant, moderate or slight categories on the teacher surveys. Data is also provided on students that, in the opinion of their classroom teacher, did not need to make improvements in those categories.

2018-19 School Year All Regular Attendees	Students that Needed to Improve % Improvement			Did Not Need to Improve		
	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS
Turning in homework	71%	19%	27%	6%	51%	57%
Completing homework	73%	24%	38%	4%	47%	48%
Participating in class	45%	26%	38%	11%	50%	45%
Volunteering (e.g. for extra credit)	37%	12%	14%	6%	54%	57%
Attending class regularly	55%	7%	3%	0%	68%	88%
Being attentive in class	49%	16%	12%	11%	68%	41%
Behaving well in class	57%	12%	15%	17%	81%	72%
Academic performance	68%	31%	31%	9%	40%	50%
Coming to school motivated to	52%	15%	21%	11%	66%	57%

learn						
Getting along well with other students	80%	6%	14%	17%	76%	79%

Based upon teacher perspective, the 21CCLC program is making a difference in academic performance for those students who regularly attend. Teachers survey also showed that on average 33% of students in the program did not need to academically improve. Of the students that needed to improve in academics, 74% at Galesburg High School, 51% at Monmouth-Roseville High School and 62% at Abingdon-Avon High School showed improvement. This clearly indicates that the 21CCLC sites are enrolling some of the neediest students in their districts.

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

Math grade changes for attendees:

	Monmouth-Roseville HS	Abingdon-Avon HS
Increased their grade by half a grade or more.	22%	65%
Decreased their grade by half a grade or more.	39%	6%
Neither increased or decreased their grade.	39%	29%

Reading grade changes for attendees:

	Monmouth-Roseville HS	Abingdon-Avon HS
Increased their grade by half a grade or more.	32%	41%
Decreased their grade by half a grade or more.	34%	3%
Neither increased or decreased their grade.	34%	56%

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

Report card data for Abingdon-Avon High School shows that academic progress is being made at this site and at Monmouth-Roseville High School there is a need to continue to evaluate and monitor academic curriculum and interventions in the after school program.

Limitations of Data: SAT data will be collected in FY20.

Challenges: Report card data is collected for reporting purposes on students twice a year. Eligibility lists are checked daily in order to monitor student homework completion and classroom test performance. However, depending on the frequency teachers enter grades or collect graded work, site coordinators and staff are occasionally uncertain about student academic performance. Therefore, tailoring academic remediation and enrichment to individual student needs can occasionally be challenging. It is also challenging not to have more growth rate data on all students. This is a common problem for students in the upper grades as academic progress is not monitored as closely or consistently through the use of benchmarking tests. Although it is difficult to objectively determine the impact 21st CCLC programming has on academic progress, for students that regularly attend, the additional support is making a difference based on teacher surveys.

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

- Little turnover in before and after school staff
- Students are receiving reading and math interventions and instruction from certified staff and/or school day staff
- Teachers, counselors, principals and parents are making referrals to the program
- All sites ran at or close to enrollment capacity
- 100% return rate on Teacher Surveys for a first year program
- Teacher surveys indicate teachers are seeing a high rate of students improving academic performance

One of the primary goals is to increase student academic achievement in both reading and math. Teacher surveys indicate an increase in academic performance. Report card grades show mixed results. The collection of different academic data points for Galesburg High School will be explored next year. Using the data available, objective #1 was met. SAT data will be used in 2019-2020 to further assess growth.

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

Review district benchmark data on a quarterly basis in order to monitor reading and math progress more frequently. The assessment piece is a vital component to the process and allows all teachers to make instructional decisions in the classroom in a consistent manner across the district. The

collaborative partnership between classroom teachers and the 21CCLC staff should have a positive outcome on student performance.

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

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

The 21CCLC program has provided diverse experiences through the enrichment activities that provide students with opportunities for exposure to the arts, life-long recreational activities, and sports. These opportunities encourage attendance not only during after school programming, but during the school day as well.

Activities: The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. Enrichment experiences are provided at least an hour a week. Some activities included: chess, fine arts, yoga, cooking classes, gaming clubs, SAT prep, STEM, fitness classes, field trips, and strength and conditioning classes. Due to the demographics of the students participating in the 21CCLC program, financial concerns and lack of opportunities for enrichment programming due to the isolated location of these communities would have prevented student exposure to additional arts, technology, science and recreational activities, if not provided through after school programming. .

Measures, Data Collection and Analysis:

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

Limitations of Data: In many cases, attendance is not within the control of the students in the program. They may miss school due to reasons related to illness, parents not helping them to be prepared for the day, lack of transportation, or competing responsibilities at home including childcare for younger siblings or the necessity to work an after school job. Thus, targeting students for improved attendance when much of the student's attendance is within the control of the parent or outside circumstances rather than the student, may be ineffective.

Challenges: We know that students are getting more exposure to enrichment activities as a result of the 21CCLC program since there is limited opportunity otherwise, however we don't know which experiences were most appealing to students. Additionally, identifying and locating providers for consistent, high-quality and popular student programming is challenging. Occasionally providers, because they are volunteers or do not typically work in a traditional school setting, struggle to make connections with the students.

Summary and Recommendations: The opportunities provided to the 21CCLC students are diverse and something not offered during the school day and/or in the community. High school students enjoyed

the activities as demonstrated by regular attendance data. Project staff should create standardized parent and student surveys and incorporate questions that would give objective feedback about the enrichment experiences and student perspective on the effectiveness of academic and homework interventions. The formation of a Kids Council would be effective in collecting information about student perspectives and recommendations for program improvement.

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

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

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

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

The 21CCLC program provides a variety of quality programming in various areas of youth development through the afterschool program. 21CCLC provided life skills programming, tutoring, mentoring and positive youth development through exposure to mentors and positive adult role models. The enrichment portion of the program provided multiple programs with various topics to engage students in cooperative working groups, exposure to positive adult role models and exposure to resources and jobs in the community. As an example, students at Galesburg High School helped with picking up trash and planting flowers around the school grounds in the spring. This activity helped students give back to the community and come to appreciate the role of school maintenance and custodial staff on school property. At Abingdon-Avon High School students participated in programming that built fellowship within their school community by “giving back” monthly. Examples include: knitting hats for the school hat and mitten box, painting windows for the holidays and creating crafts and making treats to place in teachers’ mailboxes

Activities: An array of activities providing enrichment and development of social-emotional skills was offered during year four. Program site coordinators and staff guided youth behavior development during all elements of programming by developing supportive relationships with youth, providing anticipatory guidance, and providing correction with skill development when necessary. Staff communicated regularly with teachers for feedback.

Measures, Data Collection and Analysis

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

% of regularly attending students showing improvement

	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS
Behaving Well	57%	12%	12%

Getting Along with Others	80%	6%	14%
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% of regularly attending students not needing to improve

	Galesburg HS	Monmouth-Roseville HS	Abingdon-Avon HS
Behaving Well	17%	81%	72%
Getting Along with Others	17%	76%	79%

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

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

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

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

Staff should continue to teach and reinforce clear, positively stated expectations for behavior.

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

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

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

Assessment, Data Collection and Analysis: Each partner has a signed agreement. A log is kept on each partner and their contribution. Based upon the involvement and contribution of partners during all

project years, the Site Coordinators have effectively reached out and incorporated community resources into the program. This is demonstrated through the ongoing in-kind and financial contributions of local agencies.

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

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

Percentage of Parents Participating:

	Year I
Galesburg HS	16%
Monmouth-Roseville HS	25%
Abingdon-Avon HS	51%

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

Challenges: The challenge is to continue to find a way to engage parents yearly. Childcare, work schedules, attitudes toward school and other barriers impact the number of families able to attend events and may not reflect the number of families interested in accessing resources. Attendance at provided programs may not reflect those families connected to outside agencies or support services.

Summary and Recommendations: The staff is to be commended for the high attendance at family and parent programming. All sites did a commendable job of reaching out to parents. First year programs, oftentimes struggle to provide family programming due to the tremendous amount of time and effort that is devoted to the new day-to-day operations of the program and family programming gets “pushed to the back burner”. This was not the case with this new cohort and the site coordinators and Project Director should be commended for the commitment to this requirement of the grant. The Monmouth-Roseville High School site coordinator put in exceptional effort in her attempts to stay in touch with parents. Her introductory letters and emails to parents were especially well done. A slideshow highlighting the offerings of the program was also posted through district social media. Identifying additional partners to involve each year will strengthen the services and sustainability plans. Developing a survey to use with parents related to parent education maintain parent participation by providing workshops and programs that parents identify as a need. Staff should continue to address obstacles to attendance such as interest level, childcare, transportation, time and dates of events, and language barriers in order to continue to maintain parent involvement.

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

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

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

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

Demographic Data- Regularly Attending Students

- 79% are eligible for free/reduced lunch
- 5% are eligible for special education services

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

- 62% needed improvement in turning in homework
- 67% needed improvement in completing homework
- 65% needed improvement in participating in class
- 61% needed improvement in volunteering in class
- 48% needed improvement in attending class regularly
- 60% needed improvement in being attentive in class
- 43% needed improvement in behaving well in class
- 67% needed improvement in academics
- 55% needed improvement in motivation
- 43% needed improvement in getting along with other students

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

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

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

Summary and Recommendations: Based on demographics and teacher survey data, 21CCLC is serving some of the lowest performing students in their districts. Using teacher recommendations to target

students lets them reach the population in most need. Teachers demonstrate more of an investment in the process when he/she has identified the student need and ongoing coordination of interventions with site coordinator and 21CCLC staff . This method will continue for the 2019-20 year.

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Partners FY19:

Partner	Site	Contribution
Western Illinois University	Galesburg High School	Use of Horn Field Campus
Elevate Trampoline Park, Peoria	Galesburg High School	Use of trampoline facilities
Knox College	Galesburg High School	College Campus Visit
United Way of Knox County	Galesburg High School	Snacks for students after school
Figge Art Museum	Galesburg High School	Art Museum Tour
Fearlessly Girl	Galesburg High School	Rally and promotion of positive self-esteem and empowerment for girls
Warren County Library	Monmouth-Roseville High School	Host Film and Anime Clubs
First Lutheran Church of Monmouth	Monmouth-Roseville High School	Life Skills programming
Monmouth-Roseville Drama Club	Monmouth-Roseville High School	Assist 21stCCLC drama productions
United Methodist Church, Abingdon	Abingdon-Avon High School	Assist in the delivery of Thanksgiving food baskets/Community Service
OSF St Mary Hospital	Abingdon-Avon High School	Students donate hand-made blankets to the hospital
Knox County Teen Court	Abingdon-Avon High School	SEL Programming
United Way of Knox County	Abingdon-Avon High School	Cooking Class
Abingdon Community Center	Abingdon-Avon High School	Assist in packing Christmas food baskets and depositing in cars for delivery/Community Service
Abbe Lanes	Abingdon-Avon High School	Bowling

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

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

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

V. Overall Recommendations and Action Plans

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

One of the primary goals is to increase student academic achievement in both reading and math. The data shows mixed improvements depending on the site. There do remain a number of students at each location that show no increase or a decline in grades. Continued monitoring of student progress should be in place for the 2019-2020 school year.

Due to the outreach efforts of the site coordinators, parents were offered a diverse number of programs through 21stCCLC. Notification of events is given to parents in a timely manner. 21stCCLC staff has done an excellent job offering diverse opportunities for families from education through parent-child activities. Staff should continue to add to the existing strategies in order to maintain parent involvement.

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

The following recommendations focus on fine-tuning some elements of the program, to increase student retention, review ways to monitor student academic growth, to maintain parental involvement and strengthen long term sustainability. Recommendations for the 2019-2020 year primarily focus on increasing regularly attending students in the 21stCCLC programs.

Recommendation	Plan	Track Progress
Continue current recruitment strategies and make attempts to recruit students that have not participated in 21stCCLC programming at the end of each grading period.	Site coordinator, teachers and counselors will develop a list of students either failing or not making progress at the end of each grading period to be recruited for 21stCCLC programming..	Quarterly report will be given to grant director with recruitment recommendations and/or challenges.
<p>Periodically review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended.</p> <p>Track student attendance rates with particular focus given to students close to the 30 day attendance mark.</p> <p>Use attendance incentives for students as they reach 30, 60 and 90 days.</p>	<p>Site coordinators will have a focus group at each site and report back at the monthly meeting.</p> <p>Site Coordinators will track rates of regular attendance while working toward the 90% regular attendee goal and report back at the monthly meeting.</p> <p>Track attendance regularly and reward students at regular intervals.</p>	<p>Minutes from the student focus group will be given to grant director including plans for using student information.</p> <p>Monthly retention data will be shared with the Grant Director.</p> <p>Data will be reported at monthly meeting with grant director and evaluator.</p>
Continue to use multiple points of data, including SAT results, teacher referral and local benchmarks to identify the neediest students.	When district receives state assessment data, site coordinators and curriculum director will review each attendee's information and summarize findings.	Site coordinators will complete section on Excel document and present findings and recommendations to grant director and evaluator.
Site coordinators will collect teacher surveys on 100% of all students attending 30 days or more.	Site coordinators will disseminate and collect surveys from classroom teachers whose students who attended 30 days or more of programming from Fall 2019 through Summer 2020.	Track student attendance and returned teacher surveys in Excel document.
Reach out to parents who have not regularly participated in the	Site coordinators will identify 10 parents at each site that have not regularly participated	The number of parents attending 21stCCLC activities will be on file in

<p>21stCCLC family/parent programs or activities.</p> <p>Send home regular newsletters and/or promote program through social media. Programming information and highlights of activities and students should be the focus.</p>	<p>and make personal contacts to those parents in attempts to maintain site goals for parent participation.</p> <p>Site coordinators will communicate with families regularly through newsletters and social media posts.</p>	<p>the Grant Director's office.</p> <p>File newsletters electronically or in binder in Grant Director's office.</p>
<p>Gather parental feedback about parent-child activities and workshops.</p>	<p>Develop a parent survey to be completed at the end of each parent-child activity/ parent education workshop. This will measure parent satisfaction with what program offered and provide additional interests.</p>	<p>Site coordinators will complete a summary sheet after planned event. This will be reported to Grant Director for future planning purposes.</p>
Curriculum goals		
<p>Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science.</p>	<p>Review of intervention lesson plans will show evidence of targeted instruction.</p>	<p>Progress monitoring data will be on file in Director's office.</p>
<p>Grant Director and District Curriculum Directors will continue to work with site coordinators and staff to develop standard based learning activities for math, literacy, science and the arts.</p>	<p>Monthly meetings will be used to have discussions about the link between after school academics, curriculum benchmarks and student goals and growth.</p>	<p>Minutes and action plans will be on file in the Grant Director's office.</p>
<p>Identify strategies for infusing literacy and math goals into STEM activities.</p>	<p>21stCCLC staff should meet to discuss further integration of curriculum so that STEM activities are more routinely incorporated with academic plans rather than stand alone activities.</p>	<p>A list of plans that have been implemented will be on file in the Grant Director office that will include teacher feedback of the lesson.</p>
Sustainability Goals		
<p>Continue to explore ways for 21stCCLC to support district and Title plans.</p>	<p>Collaborate when offering family events.</p>	<p>Collect sign in sheets at family events and track attendance on Excel document.</p>

Continue efforts towards sustainability through community partners and grants.	Grant Director will offer an annual partner meeting in order to share the needs for sustainability and identify partners that may provide more financial support.	List of funding sources and grants will be on file in Grant Director's office.
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VI. Dissemination of Evaluation

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

Attachments:

Teacher Survey: all sites

Student Interest Survey: Monmouth-Roseville High School

**21st Century
Teacher Survey
2018-2019
Galesburg High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework on Time	6%	32%	21%	28%	11%	0%	2%	0%
Completing Homework to Satisfaction	4%	26%	17%	30%	11%	4%	6%	2%
Participating in Class	11%	13%	11%	21%	30%	9%	4%	1%
Volunteering	6%	11%	11%	15%	43%	9%	4%	1%
Attending Class Regularly	0%	0%	23%	32%	32%	6%	3%	4%
Being Attentive in Class	11%	13%	15%	21%	21%	11%	6%	2%
Behaving Well in Class	17%	15%	21%	21%	11%	15%	0%	0%
Academic Performance	9%	21%	15%	32%	11%	4%	6%	2%
Coming to School Motivated to Learn	11%	6%	23%	23%	21%	4%	4%	6%
Getting Along Well with Other Students	17%	26%	26%	28%	0%	0%	3%	0%

**21st Century
Teacher Survey
2018-2019
Monmouth-Roseville High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	51%	10%	3%	6%	16%	7%	4%	3%
Completing Homework	47%	9%	3%	12%	18%	9%	1%	1%
Participating in Class	50%	6%	10%	10%	19%	3%	0%	2%
Volunteering in Class	54%	2%	10%	0%	32%	2%	0%	0%
Attending Class Regularly	68%	3%	4%	0%	21%	2%	1%	1%
Being Attentive in Class	68%	3%	9%	4%	12%	3%	0%	1%
Behaving Well in Class	81%	2%	6%	4%	6%	0%	1%	0%
Academic Performance	40%	1%	12%	18%	19%	7%	3%	0%
Motivated to Learn	66%	3%	6%	6%	13%	4%	0%	2%
Gets Along Well with Other Students	76%	0%	4%	2%	16%	2%	0%	0%

**21st Century
Teacher Survey
2018-2019
Abingdon-Avon High School**

Summary of regular attendees.

Category	Did Not Need	Significant Improve	Moderate Improve	Slight Improve	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in Homework	57%	7%	16%	4%	16%	0%	0%	0%
Completing Homework	48%	7%	24%	7%	14%	0%	0%	0%
Participating in Class	45%	12%	7%	19%	17%	0%	0%	0%
Volunteering in Class	57%	5%	5%	9%	24%	0%	0%	0%
Attending Class Regularly	88%	0%	3%	0%	9%	0%	0%	0%
Being Attentive in Class	41%	14%	16%	7%	22%	0%	0%	0%
Behaving Well in Class	72%	2%	3%	7%	16%	0%	0%	0%
Academic Performance	50%	5%	17%	9%	19%	0%	0%	0%
Motivated to Learn	57%	9%	9%	3%	22%	0%	0%	0%
Gets Along Well with Other Students	79%	2%	9%	3%	7%	0%	0%	0%

**21st Century Grant
Student Interest Survey
Fall 2018
Monmouth-Roseville High School**

Enrichment Activity	Percentage of Students Interested
Photography	28%
Field Trips	24%
Cooking	24%
Sign Language	20%
Music	18%
Homework Tutors	16%
Arts and Crafts	13%
Martial Arts	13%
Drama	11%
Community Service	10%
Dance Chess	10%
Coding	9%
Yoga	9%
Life Skills	9%
Computer Club	9%
Woodworking	8%
Card and Board Gaming	8%
Media	6%
Military	4%
International Club	4%
Video Games	4%
Poetry	4%
Sports	3%
Tennis	2%
Mechanics	1%
Girls Football	1%
Bowling	1%

