

**21st Century Community Learning Centers
Cohort 15 Year End 2017-2018
External Evaluation Report**

**Program Sites (2)
Mercer County High School
and
Monmouth-Roseville Junior High School**

**Award Organization: Henderson, Knox, Mercer, and Warren
Regional Office of Education #33
105 North E Street, Suite 1
Monmouth, IL 61462**

2017-2018 Evaluation Report

Submitted: October 31, 2018

I. Cohort 15 2-Sites- Grant Information

Since 2009, the Henderson, Knox, Mercer, and Warren Regional Office of Education (ROE) has managed a number federally-funded and state-administered 21st Century Community Learning Centers (CLCs). 21st Century grants are designed to fund CLCs in which local school districts work with community partners to offer academic and enrichment programs beyond regular school hours. Since the 2014-15 program year, the ROE has been the fiscal agent for the cohort of two CLCs covered in this document: Mercer County High School's Soaring Eagles program and Monmouth-Roseville Jr. High's V.O.I.C.E. program. Both sites were funded through a 21st Century grant that was awarded in 2014 and begin during the second half of the 2014-2015 school year. This report describes the 2017-2018 year, including with the summer 2017 session.

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II. Overview of Program

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

Objectives/Goals

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

1. Participants in the programs will demonstrate increased academic achievement.
2. Participants will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation 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 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.

Evaluation Methods

Dr. Daniel Corts, Professor of Psychology at Augustana College, has directed the evaluation of 21st Century CLCs throughout Illinois Quad Cities and surrounding counties for over a decade. As an evaluation specialist, Dr. Corts has contributed to grant proposals through designing measures and assessment procedures. He has worked with school personnel in defining annual program goals and objectives, and has assisted with data collection and management. In addition to the annual program evaluation, Dr. Corts has conducted short-term assessments as requested, including parent and community surveys, and has prepared fact sheets for the media and for students' families.

Evaluation is an important and ongoing part of each CLC's operations. The process is guided by the seven core objectives 21st Century CLC grants with measures and data collection set up to assess progress towards those objectives. Site coordinators collect and report data monthly in a report to the ROE; these include activities, attendance, professional development, community partners, and narratives about special programming, opportunities, and successes. These summaries, along with regular site coordinator meetings, allow for ongoing, formative evaluation. Site coordinators also document recruitment, public relations materials, samples of programming materials, and contacts made with community partners for both current and sustainable programming. In summary, the key data sources include:

- Monthly program reports filed by the site coordinator.
- Forms completed by the site coordinators, especially those
- Teacher surveys are distributed at the end of the school year. Each regular attendee is rated by one school day teacher in terms of academic and behavioral changes.
- Photocopies or printouts documenting advertisements, agreements with community partners, phone or email contacts with parents, daily attendance and program planning (agendas, curricula, schedules, etc.).
- The Illinois Report Card, an online database of public schools that provides demographic information and other data about the host schools.

III. Program Implementation

III.A. Students Served

Recruitment & Retention

Students were referred to CLC programs by teachers who saw the need for academic help or social-emotional development based on grades, test scores, or multiple behavioral referrals. In addition to recruiting students directly, the site coordinator conducts conversations with the parents (phone calls, open house nights, etc.) and social media to spread the word. As is often the case, enrichment activities draw students for specific interests, including students with low academic achievement and some behavioral referrals. Once the special interests are established, much of the student recruiting is simply word of mouth to begin attendance and other teacher referrals based upon needs.

Attendance and demographic figures are presented on the next page, and data from the Illinois Report Card provide context. At Mercer, over 50% of the study body participated at least once during the school year, with approximately one fourth of the student body becoming regular attendees. Like last year, this is a very high rate compared to other area sites. Summer attendance was also very high, however, retention was not as strong in the credit-completion program. This is likely due to the referral process which was not controlled by the site coordinator but also school administration. Monmouth-Roseville served nearly 20% of the student body, which is a good turnout and more typical rate. At both sites, there was an equitable distribution of males and females, and the demographics of race/ethnicity were representative of the host school.

Two year enrollment trends Mercer County HS

Mercer County	Summer 2016	2016-2017 School year	Summer 2017	17-18 School year
Total unduplicated enrollment	166	260	181	220
Students participating fewer than 30 days	166	159	178	124
Students participating 30-59	0	101	3	96

Demographics: Mercer County HS

Attended less than 30 days	Summer 2017*	School year
Female	84	64
Male	97	60
Limited English	-	-
Students with disability	7	4
Free or reduced lunch	31	29
Race/Ethnicity		
Asian	-	-
Black or African American	5	2
Hispanic or Latino	2	2
White	167	114
Multiracial	8	6
Not reported	-	-

* For student confidentiality, data are not reported when there are 5 or fewer students. Regular attendees are included with the rest of the students.

Mercer County High School

Attended more than 30 days	School year
Female	47
Male	49
Students with disability	3
Free or reduced lunch	27
Race/Ethnicity	
Asian	1
Black or African American	3
Hispanic or Latino	-
White	89
Multiracial	3
Not reported	-

Two year enrollment trends: Monmouth-Roseville JHS

Mercer County	Summer 2016	2016-17 School year	Summer 2017	17-18 School year
Total unduplicated enrollment	45	61	64	83
Students participating fewer than 30 days	45	54	64	54
Students participating 30-59	0	50	0	29

Demographics: Monmouth-Roseville JHS

Attended less than 30 days	Summer 2017	School year
Female	32	27
Male	34	27
Limited English		
Students with disability		
Free or reduced lunch		
Race/Ethnicity		
Asian	-	0
Black or African American	1	2
Hispanic or Latino	2	3
White	33	36
Multiracial	1	1
Not reported	29	12

* For student confidentiality, data are not reported when there are 5 or fewer students. Regular attendees are included with the rest of the students.

Monmouth-Roseville JHS

Attended more than 30 days	School year
Female	8
Male	21
Students with disability	
Free or reduced lunch	
Race/Ethnicity	
Asian	-
Black or African American	3
Hispanic or Latino	5
White	20
Multiracial	-
Not reported	1

Family Involvement

Both sites have an excellent record of communicating with families. There are phone calls, letters, social media posts, and parent conferences on a regular basis. Beyond the basic communication practices, each site also hosted families at various activities and performances. For example, Mercer County hosted parents at the beginning of the school year for registration and Senior Jump Start (47 students and 53 parents attended). College night brought 36 students and 40 parents to learn about financial aid. In addition, a Parent's Group met regularly to learn and discuss a variety of current topics, such as internet safety and education with technology.

III.B. Program Operations

Mercer County High School – Summer 2017 programming

Activity	Hours	Frequency	Typical Participation
Summer School	8am-11:30am	M-F	10
Lifting	6:30-8:15am (males) 99-10:30 (females)	M-Th	50+
Board Games	12-2pm	M	5-15
Book Club	1-2pm	T	<5
Community band	6:30pm-7:30pm	T	30+
Batting practice	1-3pm	T	10-20
Arts & Crafts	12-2pm	W	<5
Games@Brookstone	2:30-4pm	Th	<5
Justice Seekers	12pm-2pm	Th	5-10

Mercer County High School – 2017-2018 school year programming

Activity	Hours	Frequency	Typical Participation
Strength training	7-8am	MWF	<10
Yoga	7-8am	T	<10
Homework help, AM	7-8am	MWTh	<10
Homework help, PM	3-4pm	M-Th	10-20
Extended Library	3-5pm	M/W	<10
Crafts	3-5pm	M	<10
Games@Brookstone	3-4:30pm	T	<10
Police Explorers	3-5pm	Th	<10
Science Olympiad	3-5pm	TW	<10
Baking/Cooking Club	3-5pm	W	5-15
Scribbles/Book Club	3-5pm	T	<10
Conditioning	3-5pm	MWTh	30+
Engine Building	5:30-7:30pm	W (March)	30+

Family Activities

The Mercer County site had school registration (7 students, 4 parents), Senior Jump Start approximately 50 students and 50 parents, financial aid night, 36 students, 40 parents

Monmouth-Roseville JHS – Summer 2017 programming

Activity	Hours	Frequency	Typical Participation
Summer Play	8am-12pm	M-F	20+
Academics	8am-12pm	M-F	20+
Cooking	8am-12pm	M-F	20+
Softball	8-10 am	MW	5-10
Volleyball	10am-12pm	MW	5-10
Weight training	10am-12pm	MW	5-10
Soccer	10am-12pm	T/Th	5-10
Crafting	10am-12pm	T/Th	5-10

Monmouth-Roseville JHS – 2017-2018 school year programming

Activity	Hours	Frequency	Typical Participation
Mad Scientists	JHS building 2:45-5:15pm	M	5-15
Math Mania		Th	5-10
Homework help		Daily	10-20
Woodworking		W	<u>10-20</u>
Cooking Club	HS building 3-5:30pm	W	5-15
Chess Club		Th	5-15
Arts/Crafts		Th	5-15

Staffing

Mercer County	Paid	Volunteer
Teachers	8	2
Center administrators and coordinators	2	4
Other school staff (e.g. aides, counselors)	2	0
Students	0	2
Parents	0	2
Other community members	0	15

Monmouth-Roseville	Paid	Volunteer
Teachers	6	-
Center administrators and coordinators	1	3
Other school staff (e.g. nurse, aides)	1	3
Students	2	-
Parents	-	-
Other community members	0	1

A combination of staff self-evaluation and professional development (PD) opportunities helped the site coordinator provide a competent and dedicated team. The cornerstone of PD is a site coordinator meeting that is held monthly. In addition, all staff who were day-school teachers also participated in regular in-service days provided by the school district and UHS administration. Finally, there were a number of one-time opportunities for professional development, such as CPR certification provided by the American Heart Association and a Three-day Teachers' Institute provided by the local school district. Finally, site coordinators participating in a number of webinars, such as 10 practices that promote afterschool activities, incorporating SEL into programming, and trauma-informed practices.

Program governance

Governance at both CLC sites was a joint effort with many stakeholders, but the primary decision makers included the program director at the ROE and the with the school administration to best serve the needs of the students that were served at the site. Decisions about staffing and programming were made locally by the site coordinator with input from school and district administrators.

Site coordinators' participation in regular meetings helped shape ideas and decisions made by at the program level. Similarly, presentations at the school board meetings and parent surveys provided key information on which to make programming decisions.

Community Partners

Both sites were able to work with the community in various ways. Each benefitted from parents who volunteered to help theater/musical productions. At Mercer County, police explorers received funding from the community. Teachers and other volunteers contribute to several activities such as book club, board games, and crafts. Local businesses supported the center with expertise and parts for engine building. At Monmouth-Roseville, the Jamieson Community center provided a lunch program for students at the site.

IV. Outcomes

There are several forms of data that can be used to understand outcomes and how well the sites performed in respect to seven objectives. Some forms of data include an element of subjectivity, particularly the *Teacher Survey* in which school-day teachers reported any perceived changes in the academic performance and behavior of regular attendees. As shown below, teachers could indicate for each student whether they “*did not need to improve*” OR whether they saw improvement or decline.

Teacher’s Surveys:

Number of students and percentage out of those who needed to improve

Mercer County

What happened to the students _____ over the past year?	Needed to improve and did	Needed to improved but stayed the same	It needed to improve but got worse	Did not need to improve
Homework completion	17 (61%)	11 (39%)	0 (0%)	50
Class participation	39 (70%)	16 (22%)	1 (2%)	24
Classroom behavior	11 (65%)	5 (29%)	1 (6%)	63

Monmouth-Roseville

What happened to the students _____ over the past year?	Needed to improve and did	Needed to improved but stayed the same	It needed to improve but got worse	Did not need to improve
Homework completion	47 (80%)	9 (15%)	3 (5%)	27
Class participation	40 (65%)	20 (32%)	3 (97%)	23
Classroom behavior	23 (64%)	10 (28%)	3 (8%)	50

Grades: Comparison of 1st quarter and 4th quarter grade change among regular attendees

Mercer County

Student’s grade...	Math	Language
Increased	22	24
Stayed the same	19	17
Decreased	14	16
Remained an A	37	38

Monmouth-Roseville

Student's grade...	Math	Language
Increased	20	19
Stayed the same	7	9
Decreased	9	5
Remained an A	13	16

V. Progress Towards Objectives

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

Outcome: Objective met.

At Mercer County, nearly 70% of students were able to increase their grades or maintain very high grades in language and the same was true for math. More important, all students with an F in the first term (math or language) were able to end the year with a passing grade. This success corresponds with teacher survey which indicated 70% of the student increasing participation and 61% increasing homework performance (percentages taken out of those students who needed improvement). Monmouth-Roseville was also quite successful, with 67% of student increasing or maintaining very high grades in their classes. Teacher surveys supported these grades with enthusiastic responses: two thirds of students improved classroom participation and 80% improved homework completion.

Objective 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 recreation activities.

Outcome: Objective has been met.

The list of activities presented at the beginning of this section show that a variety of activities were offered across a range of activities and interests. In fact, these sites tend to offer more variety than other CLCs in the region. These activities are in line both with the educational standards at the schools and with the objectives of the 21st Century grants.

Objective 3: Participants will demonstrate social benefits and exhibit positive behavioral changes.

Outcome: Objective has been met.

The primary data sources for this objective are the perceptions of day-school teachers and afterschool staff. These are considered reliable sources of data given that those same individuals' perceptions are the basis of any disciplinary action a student may face. The data provided indicate that roughly 65% of regular attendees improved behavior in class (among those who needed to improve), while there were only four students from the two sites who showed declines.

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

Outcome: Objective met.

Site coordinators did a fantastic job keeping parents informed. Documentation showed frequent phone calls, regular parent conferences, and social media communication. Parents were also able to participate in activities such as painting night, college night, and fine art performances.

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

Outcome: Objective met.

Evidence for this comes from the site coordinators' descriptions of recruitment procedures and the list of available activities. For Mercer County, the attendance records show continued engagement with the students. Monmouth-Roseville also had improvement despite difficulties noted in previous years. Both sites offered academic support for students who needed it most, and the attendance records show the academic and enrichment activities drew a representative group of students from the host schools.

Objective 6: Professional development will be offered by the 21st CCLC programs and ISBE to meet the needs of the program, staff, and students.

Outcome: Objective met.

This objective has been met at both sites. Documentation shows that all staff have benefited from professional development at the local level, with site coordinators seeking out opportunities at the regional and state levels as well.

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

Outcome: Objective met.

Partnerships are essential to sustainability but can be challenging to establish. Nonetheless, both sites have made good progress to date. Internally, both sites have the benefit of support from the Regional Office of Education. They are receiving support from the host schools and local districts which suggest that there is sustainability in many of the physical aspects of the sites. The challenge for most 21st Century sites comes from the financial obligations to pay staff and purchase materials. While that can be addressed by additional money from the districts, it is not always likely or feasible. Therefore, site coordinators are encouraged to continue to seek out in-depth partnerships, starting with the businesses and organizations already identified.

VII. Overall Recommendations

These two sites evaluated in this report appear to be performing very well. Both generally recruit and retain a large number of students, although there was some variables seen

with retention during Mercer County's summer program. Students are recruited based on academic and financial need, and they attend with many of their peers in enrichment activity. Additionally, the operations and outcomes at these two sites have improved or remained at a high level this year. While academic successes of the students are impressive, the behavioral improvements do not stand out as much.

Based on the data presented, it appears that the key area for improvement is for Mercer County's site coordinator to work on the recruiting/referral process for the upcoming summer. Finally, because partnerships are key to sustainability, site coordinators are encouraged to develop and sustain additional connections whenever possible. This is noted and acknowledges the rural setting of the programs and the lack of resources for extra services and offered outside offerings for sustainability.

VIII. Dissemination of Evaluation

It is important to note that these evaluation results are effective only insofar as they are disseminated among major stakeholders and used to improve the program's effectiveness and sustainability. The information herein will be shared in individual meetings with site coordinators and ROE staff. School staff, administrators, board members, and community partners may benefit from evaluation information as well and hopefully this report can be used to gain continuing community support. This report will be shared with the public through means such as school or district websites and will be posted on the ROE #33 website for public viewing.