

**2017-2018 External Year-End Evaluation Report
21st Century Community Learning Center -Cohort 13**

Program Site: United High School

**Henderson/Knox/Mercer/Warren Counties
Regional Office of Education #33
105 North E Street, Suite 1
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I. Cohort 13 Program Site: United High School Grant Information

Since 2009, the Henderson-Knox-Mercer-Warren Regional Office of Education #33 (HKMW ROE #33) has managed a number of 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 2012-13 school year, the HKMW ROE has been the fiscal agent for United High School's CLC. The ROE added two additional sites beginning late in the 2014-2015 which allows for a network of independent sites to work together. After the 2016-2017 year, the United High School site received additional funding to extend the program to 2022. Therefore, this report covers the sixth year of operations, but the first year of the new funding cycle.

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II. Overview of Program

United High School CLC has developed a collection of activities that ensure the programming addresses the 21st Century grant objectives and appeals to a large portion of the student body. The primary goals have always been to see improvements in academic performance as well as behavior. The remaining objectives relate to the operations of the center and may be seen as supporting the two main goals.

United High School has some of the same challenges as other rural and small-town sites. For example, UHS serves an expansive rural district which requires significant commuting time for many students and staff. Add to this the difficulties of winter weather and parents' time spent working multiple jobs, and it can be difficult to get high levels of participation. Nonetheless, United has been successful, thanks to a combination of transportation services and strategic scheduling.

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 evaluation process is guided by the seven core objectives of the 21st Century CLC grant as established by the Department of Education with measures and data collection set up to measure progress towards those objectives (see Appendix for an abbreviated logic model). Each site coordinator collects and reports data on a regular basis. This information is summarized monthly in a report to the ROE that includes activities, attendance, professional development, community partners, and narratives of specific interest including special programming opportunities and success stories. These monthly summaries, along with regular site coordinator meetings sponsored, allow for ongoing, formative evaluation throughout the year. Along with basic operational information, site coordinators maintain documentation of recruitment efforts, public relations materials, samples of programming materials (i.e. materials presented during specific activities), 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. This provides a summary of activities offered; attendance; community partners involved; notes on STEM integration, along with connections to other subjects and the school day activities of participants; professional development; and the involvement of parents and community members.
- Forms completed by the site coordinators, including ISBE's spring survey and PPICS, the form used by previous cohorts to report their year-end results.
- 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 in Illinois provides data on student demographics at the host school.

III. Program Implementation

Recruitment & Retention

Attendance at this CLC has been very strong thanks to effective, ongoing recruitment efforts. Records indicate that over two thirds of the student body participated at least once and nearly 40% become regular attendees. The fact that the site can provide transportation helps achieve these numbers, which are quite high compared to other high schools and especially rural ones.

Teachers often make the referral that gets a student to attend for the first time. Such referrals are made for academic difficulties most often but may include other reasons related to student interests or disciplinary issues. Site coordinators also advertise directly to students and families. Documentation includes letters sent home to parents, flyers that were posted in the hallways, website announcements, and attendance and family events. Finally, the faculty and staff at the host school are very supportive of the 21st Century programs which creates an environment where attending before/afterschool programming is the norm.

Enrollment

The following table presents the overall student participation level during the course of the program. Archived records include daily attendance records for each of the programs offered.

The demographic table indicates that the site's participants are statistically representative of the student body as a whole in terms of race/ethnicity, gender, and low-income. United High School is not ethnically, racially, or linguistically diverse. In terms of regular attendees, it appears that male students are significantly more likely to attend more than 30 days. This result is unlikely to happen just by chance, so the site coordinator should consider whether there is gender inequity, or if this reflects a situation where girls are engaged in some other programming in large number.

Two year enrollment trend

United High School	Summer 2016	2017-18 School year	Summer 2017	S018-19 School year
Total unduplicated enrollment	166	260	113	201
Students participating fewer than 30 days	166	159	108	121
Students participating 30-59	0	101	5	80

Demographics

Attend less than 30 days	Summer 2017	School year
Gender		
Female	50	61
Male	63	52
Limited English	2	
Students with disability	14	8
Free or reduced lunch	87	24
Race/Ethnicity		
Asian	-	
Black or African American	2	4
Hispanic or Latino	-	5
White	108	75
Multiracial	3	1
Not reported	-	1

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

Attend more than 30 days	School year
Gender	
Female	32
Male	48
Students with disability	14
Free or reduced lunch	25
Race/Ethnicity	
Asian	-
Black or African American	2
Hispanic or Latino	3
White	49
Multiracial	-
Not reported	26

IV. Program Operations

Activities and Operating times – Summer 2017

Activity	Hours	Frequency	Participation	Target skills
Fitness/Health	2	M-F	30+	1
Art Club	2	M, W	10-15	1
Broadcasting Club	2	M,T	<10	2
Fun-day Friday	4	F	5-10	1
Summer Academy – Math, Reading/writing, Science	4	T,W,Th	10-20	1, 4

Activities and Operating times – School Year 2017-2018

Activity	Hours	Frequency	Participation	Target skills
AM HW/Tutoring	7am-8am	M-F	10-20	4
PM HW/Tutoring	3-5:30pm	M-Th	10-20	4
Fitness/Health	3-5:00pm	M,W,Th	10-20	1
Morning Fitness/Health	6-7:30Am	M,W,F	10-20	1
UES Science Club	7-8am	Weekly	10-15	4
Art Club	3-5:30pm	Weekly	<10	1
Broadcasting Club	3-5:30pm	Weekly	<10	1, 2
Desktop Design	3-5:30pm	T	<5	1, 2, 4

Targeted skills

1. Enrichment topics include these activities: music, physical activity, community service learning and mentoring.
2. College and career readiness topics.
3. Character education topics
4. Academic topics include these activities: stem, literacy, tutoring, homework help, English language learner support.

Family Involvement

The families of United's students were kept involved in several different ways. The site coordinator regularly made personal contacts through phone calls and face-to-face conversations; he even held parent-teacher conferences a number of times. There were a number of Family Nights throughout the year which allowed family members to observe what their students had been doing in the after school program and participate in arts activities. This included several Sunday Fun day recreation, Family Paint Nights, and Summer Draft Night which brought in 20-40 attendees each time. Two particularly important events included Backpack Night at the beginning of the school year and Freshman Orientation night in April, each of which drew over 100 attendees.

Community Participation

The United site engaged community organizations in a number of ways. For example, health and fitness experts from Monmouth College, Cottage Rehabilitation/Sports Medicine, and Augustana College visited the students during the fitness programs for instructional and motivational support. Knox and Carl Sandburg colleges hosted an information session on FAFSA (federal aid for college students). Local organizations such as the County Market, Lion's Club, and WRAM radio also contributed by providing goods, financial support and technical equipment and expertise.

Staffing

Type of Staff member	Paid	Volunteer
School-day teachers	9	2
Center administrators and coordinators	2	4
Students	1	2
Parents	0	0
Other non teaching school staff	2	3
Other community members	1	3

Professional Development

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 the United High School site was a joint effort with many stakeholders, but the primary decision makers included the program director at the ROE and the site coordinator at the high school itself. Decisions about staffing and programming were made locally by the site coordinator with input from school and district administrators.

Less formally, the United High School program shared ROE administrative support with two other sites in the region. Although these other sites did not have direct involvement in governance, their participation in regular meetings helped shape ideas and decisions made by the site coordinator and program director. Similarly, presentations at the school board meetings and parent surveys provided key information on which to make programming decisions.

V. 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 Survey:

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

What happened to the students _____ over the past year?	Needed to improve and did	Needed to improve 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	70 (75%)	20 (22%)	3 (3%)	23
Classroom behavior	23 (64%)	10 (28%)	3 (8%)	50

Grades:

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

Student’s grade...	Math	Language
Increased	12	17
Stayed the same	21	24
Decreased	6	9
Remained an A	30	30

There are several interesting ways to explore these data, such as examining the students who did not improve although they could have: Of these students, 11 were in the B range in math and 12 had a B in English. Given those grades, it should not be considered a bad thing that the students were continuing to perform at a strong level. Another approach is to examine the students in very negative situations: Of the 7 with D’s or F’s in math, only one went down whereas 2 increased. In English, four increased and 3 stayed the same. By all measures, the students seem to be showing academic improvement on average and by a majority of individuals.

V. Progress towards objectives

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

Outcome: Objective has been met.

As shown in the table above, far more students ended the year with increasing or very high grades than decreasing grades. Additionally, teacher surveys indicated 80% of students showed improvement, even if it was not enough to lead to a very high grade. These seem like promising numbers. These numbers are likely to result from the homework help and tutoring. Of course, these programs are only helpful if students attend, so credit also goes to the documented efforts of the site coordinator and school staff in motivating student participation and retention.

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 monthly reports and sign-in sheets demonstrate that a variety of activities were offered across a range of topics and interests. Reports from staff indicate that, especially in the arts and athletics, they were able to reach a far greater number of students than could be accommodated during the day school hours. For those students who already participated in those activities, the 21st Century programming allowed for a deeper and more engaging exploration of those subjects.

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

Outcome: Objective has been met

Data for this objective were gathered from day school teachers who were asked to respond about individual regular attendees in their classes. Overall, only a little over a third of the students had any need to improve their behavior. Of those, teachers responded favorably for 23 out of 36 (64%). This is over twice the number that showed no change and eight times the number (3) whose behavior worsened. Documentation indicates that staff participated in professional development that specifically targets this objective including Illinois Afterschool webinars on SEL programming and trauma-based programming.

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

Outcome: Objective has been met

As described earlier in the in this report, parents were invited to watch and participate in a number of activities throughout the year. This includes informational activities (orientation, college information), participation activities (e.g. Family Paint Nights), and regular communication between the parents and site coordinator.

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 has been met

There was a wide variety of opportunities for students to experience different types of activities and to receive additional help; these are shown in the tables in the Operations section. Together, these programs have a broad appeal and bring in many different students. For students who needed additional help with behavior or academics, the site coordinator could reach out to them, and teachers could make referrals as well.

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 has been met.

The staff received significant professional development through a variety of sources, as indicated in the monthly reporting and described in the Operations section of this report.

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

Outcome: Objective has been met

Whereas some CLCs are guilty of ignoring this goal until the last minute, UHS's site coordinator made sustainability an ongoing task. A review of contributing partners over the past six years suggest that the community supports the CLC. The strongest support comes from the host school and school district which houses the program and provides basic administrative support.

VI. Overall Recommendations

United High School's CLC program had a successful year. Each of the seven objectives has been met. Based on the thorough documentation, it appears that this is no accident. The staff and administration have deliberately designed and implemented programming that appeals to students and are well-informed about building and maintaining a quality CLC. They also stay informed about the interests of their students and families and communicate regularly with all stakeholders. The combination of successful operations and effective staffing, there are no recommendations for changes at this time.

VII. 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 is also published on the ROE #33 website for public review.