

Student Achievement Mentor Program



REGIONAL OFFICE OF EDUCATION #47
LEE - OGLE - WHITESIDE

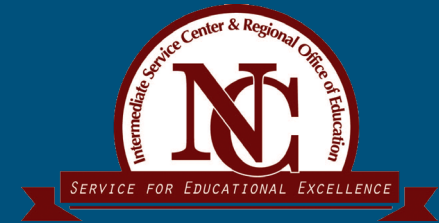
STRONGER SCHOOLS - STRONGER FAMILIES - STRONGER COMMUNITIES

ALOP Programs

- **What is the purpose of an ALOP (Alternative Learning Opportunity Program)?**
 - ALOPs provide students in grades 4 through 12 who are at risk of academic failure with a broader range of academic, behavioral and social/emotional interventions needed to meet the Illinois Learning Standards and to complete their education in a safe learning environment. ALOPs services should be designed to address individual learning styles, career development, and social services that will enable students to successfully complete their education. Article 13B of the School Code (105 ILCS 5/Art. 13B)
- **Which students are eligible for enrollment in an ALOP?**
 - Students eligible for enrollment in an ALOP are those who:
 - are in grades 4 through 12,
 - are considered to be at risk of academic failure, or demonstrate a need for educational support or social services beyond those that the regular school program provides

Student Mentor/Advocate Program Origin

- ALOP Program
 - West 40 Intermediate Service Center - Mark Klaisner
 - Mark Klaisner
 - 10+ years of programming experience
 - North Cook Intermediate Service Center
 - Entering year 5
 - Lasalle, Marshall and Putnam ROE 35
 - Pilot began in December of 2023 with 2 districts
 - Now has expanded into 18 districts
 - Roe 26- Hancock, McDonough, Fulton and Schuyler
 - Pilot began FY 25 in 2 districts
 - Now has expanded into 4 Districts
 - ROE 47- Lee, Ogle, Whiteside County
 - Pilot Began FY 25 in 1 district
 - Now has expanded into 4 districts in FY 26



Program Elements

- Full time ROE employee in your district
 - Identifies as a district staff member
 - 100% of the Salary will be paid by ROE
- Four Pillars of Service
 - Academic, Behavior, SEL, and attendance
 - Support not supplant
 - Bridge the gap between home and school
 - Support school admin/staff decisions
 - Support student in how to be successful
 - Social workers
- Student Support
 - School district identifies students in need
 - Caseload of (25-40) students per mentor
 - Mentor has a substitute license
 - School Schedule
 - Students pulled as determined by school
 - Minimum 1x/week
- Work Schedule
 - Follows school district calendar - Off in June/July
 - Availability before/after school
 - Availability in June/August (Summer School)
 - Additional Supports
 - After School Programs, etc.
- Goal
 - Provide students in need of support with a “go-to” adult
 - Improve student success/graduation rates



Program Elements



What would the district need to provide?

- Space (small classroom) in your building
- Administrative support
- Signed program contract
- Access to student information system

Program Funding - EBF

- How do we make a logical assessment of potential impact? Students are on districts fall count, and then March count the ROE will be the serving school.
- Base Funding Minimum is not impacted by changes in enrollment, so there is no loss of revenue but rather a potential loss of new tier funding. What tier is your district currently in? If tier 3 or 4, there is virtually no impact because of such an insignificant amount of per pupil tier funding.
- Tier 1 districts especially and to some degree tier 2 districts should be diligent in their assessment, but the decision should be made based on realistic and likely changes to the model and the district.
- Reminder: the most consequential impact to the tier funding for schools in Illinois is where CPS and other large enrollment districts land in the model. For example: in FY2026 CPS received \$76,017,862 in Tier funding where in FY2025 they only received \$25,800,110.
- IARSS and our Executive Director Gary Tipsord have developed a Google Sheet that can show a district what the financial impact would have been if they had joined the ROE mentoring program this past year. If you are a tier 1 or tier 2 district and would like us to come out and meet with you, we would love to do that and work you through the model for your district.

ALOP Mentor - Funded through ROE

- Beginning Salary for 1st year ALOP Mentor
- Two options:
 - \$45,000 - with insurance, benefit costs
 - \$48,000 - no insurance, benefit costs
- ROE incurs all costs for employee travel, professional development, classroom supplies (including laptop), and administrative support structure.

ALOP Student Mentors

- Background in education or youth services
- Positive/Outgoing Personalities
- Passion for working with youth
- Bilingual is a bonus
- Bachelor's Degree
- Interview Process
 - District involvement



Amboy Mentors

AHS:

- Attendance 83% (24-25) 92% (25-26)
- Attendance 79% (24-25) 92% (25-26)
- Behaviors- (24-25) had 75 Discipline Incidences (25-26) has 38 Discipline Incidences

Administration:

- **The good** - "Lots of kids are able to share their feelings with you, and I don't have to see the drama. I can focus more on the discipline and curriculum and not having to worry about the drama".
- "Many students have built strong relationships with the mentors and have opened up to them about things that they normally would not have with other faculty members. They have also helped many students academically. The mentors have directly and indirectly helped families. I say indirectly because when a student opens up about something that needs to be reported, they report the issue and at times more services are provided".
- **Changes for next year-** "I don't see any right now. Things are going great and I can't imagine not having you in the building. I really like that you two are split in different rooms and that Abbie is in the upstairs high school hallway"

AJHS:

- 53 behaviors last year to 26 behaviors this year in the fall.
- 85% (34/40) passed Q1
- 87% (35/40) passed Q2
- Student: 20 absences → 9 absences in fall 24 and fall 25.

The struggles - "You have a full roster and always more kids that could use the help".

- "Students are only getting needier and at times it is difficult to choose who needs the most assistance".

Forreston Mentor

★ Attendance:

- 5% of the 6th graders have improved their attendance this school year compared to last
 - 24/25: one of the 6 students were flagged for chronic absenteeism
 - 25/26: no longer being flagged for attendance this school year

★ Academic:

- Junior High & High School:
 - 57% of students who went to Forreston last year and started the school year in the Student Mentor program improved their grades
- Junior High: Out of 16 students
 - Q1: 63% of students had all passing grades
 - Q2: 75% of students had all passing grades

★ Student 1:

- Q1 24/25: B's and C's → Q1 25/26: All A's
- Q2 24/25: B's, C's, and D's → Q2 25/26: A's and B's
- Received Student of the Month in October this year!

Administration's Statement:

"I have had less students in my office throughout the day with having you in the building this school year. It gives students another adult to turn to during the day" - Mr. Heinz, Forreston Principal

Montmorency Mentor

Attendance:

- ★ 95.4% to 96.1% in Q1 (4-8)
- ★ 93.6% to 94.8% in Q2
- ★ **Student A:**
 - 10.5 absences to 6 in Q1
 - 8.5 to 4 in Q2
 - 76.6% to 85.7% overall
- ★ **Student B:**
 - 4 to 9 tardies in Q1
 - 12 tardies to 6 in Q2

Academics:

- ★ 72% passed Q1
- ★ 74% passed Q2
- ★ **Student C:**
 - Q1- 77.94% in Math and finished Q2 with 96.81%

Behavior:

- ★ **Student D:**
 - 3 detentions to 0
 - 2 days OSS to 0

Administration's Statement:

“She brings an energy and enthusiasm to her work that is both genuine and contagious. Students are drawn to her positive demeanor and, more importantly, they trust her. This trust has opened doors that allow her to reach students in ways that truly make a difference.” - Mrs. Dillon, Principal

She has often been our “eyes and ears,” offering valuable insight into the challenges and barriers that impact student success. The number of student success stories we’ve seen as a result of her work speaks for itself. -Mr. Moore, Superintendent

Rock Falls District 13 Mentor

BEHAVIOR

- Student 1:
 - (2024-2025) 2 reported incidents
 - (2025-2026) 1 reported incident
- Student 2:
 - (2024-2025) 3 reported incidents
 - (2025-2026) 0 reported incidents

ATTENDANCE

- Kids referred for truancy: Quarters 1 & 2
 - 2024-2025 school year, average attendance= 78.7%
 - 2025-2026 school year, average attendance= 92.5%

GRADES 2025-2026 School Year

- 84% passed in Q1
- 89% passed in Q2
- 47% increased grades from Q1 to Q2 with 21% of them being significant increases

"'It takes a village.' As demands on classroom teachers, counselors, and administrators increase, the mentor program provides a critical resource for students and establishes consistent communication between staff and home. Kennedy Anderson fits in. She works well with students and communicates effectively with staff. She is a crucial member of the Merrill Team." - Mr. Rude, Merrill Principal

District Timeline

- Districts interested in adding the Student Mentor Program for FY27 should notify the ROE by **March 28 2026** *If possible because we have to submit request for alop by March 31st this year.*
 - Multi-year implementation
- Hiring Process - May/June 2026
 - District involvement
- District signed contract by June 30, 2026
- August 2026
 - 3-4 days of training with ROE
 - Start in district (district discretion)

Questions about the program??