

Illinois State Board of Education 21st Century Community Learning Centers Program

State-Level Program Evaluation
2016-2017

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Executive Summary

The U.S. Department of Education's 21st Century Community Learning Centers program (21st CCLC) is designed to: 1) Provide students opportunities and access to academic resources; 2) Provide students in grades K-12 with youth development services, programs, and activities; and 3) Provide families served by the 21st CCLC programs opportunities for literacy and related educational and personal development. To this end, the Illinois State Board of Education (ISBE) has implemented the statewide 21st CCLC program since 2003. The state program has 7 goals.

21st Century Community Learning Center Statewide Goals

- Goal 1: Schools will improve student achievement in core academic areas.
- Goal 2: Schools will show an increase in student attendance and graduation from high school.
- Goal 3: Schools will see an increase in the social emotional skills of their students.
- Goal 4: Programs will collaborate with the community.
- Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.
- Goal 6: Programs will provide ongoing professional development to program personnel.
- Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

Summary of implementation

- During the 2016-17 year, two cohorts of grantees were active: the 2013 cohort and the 2015 cohort. A total of 121 grantees operated 380 sites, and served 47,970 students during the year.

Summary of implementation, 2016-2017

	2016-17
Grantees	121
Sites	380
Students served	47,970
Regular attendees (30 days or more)	27,018

- 56% of all reported student participants were regular attendees, meaning they attended programming for 30 or more days over the year. 67% of elementary school participants were regular attendees, compared with 44% of middle/high school students.

	Elementary		Middle/High	
	Number	Percent	Number	Percent
Attended <30 Days	7,397	33%	14,626	56%
Attended 30+ Days	15,350	67%	11,668	44%

- Most grantees operated 1-4 sites through their grant. Twenty-one percent operated a single site, and 12% operated 5 or more sites.

- All grantees relied on school staff referrals in recruiting participants, and 95% of grantees indicated that they use student achievement data to identify students with the greatest needs.
- More than 90% of program participants were qualified for free or reduced price lunch.
- Essentially all grantees indicated that they aimed to create an inviting and inclusive environment as a primary strategy for encouraging student attendance (98-100% by student age group).
- Phone calls and in-person meetings were the primary methods of communicating with parents/guardians, with 90% or more of grantees indicating that they use these strategies. Grantees are also expanding the use of social media and text messaging as means to communicate with parents/guardians.
- The most frequently indicated program components, outside of academic support, for each age group were as follows:

Elementary	Middle School	High School
STEM (93%)	STEM (96%)	Arts Program (90%)
Arts Program (92%)	Social-emotional learning (91%)	Social-emotional learning (90%)
Social-emotional learning (92%)	Arts Program (89%)	Entrepreneurial, career development and job skills (85%) Youth development (85%) STEM (85%)

Summary of outcomes

- Grantees reported that youth participants were involved in a wide range of enrichment activities:
 - As noted above, the vast majority of grantees offered arts programming, and 95% of those grantees reported offering visual arts as part of that program component.
 - 92% of grantees that offered entrepreneurial, career development and job skills programming included career exploration activities such as career skills/inventories and job fairs.
 - 68% grantees reported offering a service-learning component in their program.
 - 88% of grantees working with high school students indicated they offered college preparation activities.
 - 85%-95% of grantees indicated that they use technology for homework support. 65%-68% offer computer literacy or programming activities, and 73% of grantees working with high school students offer media-making and/or digital arts activities.
- Grantees reported providing programming and supports for both special education and English language learner students:
 - 45%-47% of grantees reported implementing a special needs program, with 93% of those grantees indicating they provide supports to include and integrate students into program activities.

- 32%-41% of grantees reported offering a bilingual/ELL program, and 92% of those grantees providing activities, tutoring, or other supports for ELL students.
- According to teachers (surveyed using the Teacher APR Survey), the majority of regular program participants in need of improvement did improve their behavior:
 - 57% of elementary students that teachers reported on improved with respect to getting along well with other students, and 52% in coming to school motivated to learn.
 - 66% of middle and high school students that teachers reported on improved with respect to getting along well with other students, and 58% improved with respect to coming to school motivated to learn.
- According to teachers (surveyed using the Teacher APR Survey), the majority of regular program participants in need of improvement improved with respect to academic achievement:
 - 61% of elementary students improved their academic performance, and 65% improved with regard to completing homework to teacher's satisfaction.
 - 70% of middle/high school students improved their academic performance, and 71% improved with regard to completing homework to teacher's satisfaction.

Organizational capacity

- Grantees offered a wide variety of professional development and training opportunities to their staff; 96% participated in 21st CCLC program training and technical assistance activities.
- Grantees reported using data to improve their programs. 83%-88% of 2013 Cohort grantees indicated they met or exceeded goals in this area; 71%-83% of 2015 Cohort grantees indicated they met or exceeded requirements to date.
- Grantees reported using several methods for measuring progress and outcomes of their grants: 72% of grantees reported using an external evaluator; 84% of local evaluations reported using the Teacher APR Survey to understand student outcomes; 66% reported using grades; 25% reported using PARCC test scores.
- Grantees made progress in addressing the challenge of program sustainability. Nearly all 2013 Cohort grantees indicated that some or most of their program components were sustainable; 73%-84% of 2015 Cohort grantees indicated that they made progress or met requirements for identifying ways to continue program components after the grant.

Challenges and recommendations

- Poor parent involvement was cited as the most common barrier or challenge with respect to participation across age groups. The need to increase parental involvement was also one of the most common recommendations for program improvement in local grantee evaluations.
- Grantees serving middle and high school students indicated that they face a greater number of barriers to student participation, with competing activities at school and at home, as well as competing responsibilities at a job after school.
- The most frequent recommendation in the local program evaluations was to improve program evaluation, data collection, and/or data use.

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1. Introduction

The Illinois State Board of Education (ISBE) has implemented the United States Department of Education-funded 21st Century Community Learning Centers program (21st CCLC) since 2003. The program serves three purposes:

- 1) Provide opportunities and access to academic resources designed for students, especially those from underrepresented groups, high poverty areas, and low-performing schools. These activities are focused on core academic areas, as well as extra-curricular subjects and activities. Programs and sites use strategies such as tutorial services, and academic achievement enhancement programs to help students meet Illinois and local student performance standards in core academic subjects such as reading and mathematics.
- 2) Provide students in grades K-12 with youth development services, programs, and activities, including drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs designed to reinforce and complement the regular academic program of participating students and their families.
- 3) Provide families served by the 21st CCLC programs opportunities for literacy and related educational and personal development.

Since 2003, grantees have been funded to serve students and families throughout the state of Illinois. ISBE identified seven statewide goals for the 21st CCLC program, listed below.

21st Century Community Learning Center Statewide Goals

- Goal 1: Schools will improve student achievement in core academic areas.
- Goal 2: Schools will show an increase in student attendance and graduation from high school.
- Goal 3: Schools will see an increase in the social emotional skills of their students.
- Goal 4: Programs will collaborate with the community.
- Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.
- Goal 6: Programs will provide ongoing professional development to program personnel.
- Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

Correlating with the above goals, the state program is organized around the following set of objectives.

Objective #1: Participants in the program will demonstrate increased academic achievement

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

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

Objective #4: The 21st CCLC programs will provide opportunities for the community to be

involved and will increase family involvement of the participating children.

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

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

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

1.1. About this report

This statewide evaluation report addresses the 121 grantees active in ISBE's 21st CCLC program grantees during 2016-2017 (FY2017). These grantees include organizations that received grants as part of the 2013 and 2015 Cohorts. This report provides a summary and analysis of data collected by and made available to EDC up until December 31, 2017. These data include responses to the annual survey, administered in May-June 2017, along with the review of extant data in the form of grantee local evaluation reports submitted in December 2017. A description of the evaluation design and data sources used for this report is included in the Appendices.

Evaluation of the 21st CCLC program continues to be hampered by access to data in the federal reporting system. The new federal system, implemented in 2016, does not provide access to states or allow them to retrieve data or reports. EDC continues to work with ISBE to address this change and find alternatives in collecting comparable data. In particular, EDC has not been able to obtain reliable data on student achievement for program participants. ISBE is implementing a new data warehouse system, and EDC anticipates that in the next year, the statewide evaluation will include analysis of these data.

In most cases, the data for both the 2013 and 2015 grantee cohorts are reported in the aggregate. In a few instances, in order to explore differences between the grantee cohorts (particularly with respect to implementation and sustainability), data for each cohort are reported separately. This report is organized into the following sections:

Program Implementation: This section includes information about grantees' implementation of programs in 2016-17. It includes program totals for attendees and sites, as well as information about organizations and staffing, recruitment and retention, and program components.

Participant Outcomes: This section provides data about student participation in activities, attendance in school, student behavior, and student and family inclusion.

Organizational Capacity: This section provides information about the organizational capacity of grantees, including staff development, progress toward meeting stated program goals, program evaluation, and sustainability.

Program Challenges and Recommendations: This section summarizes the challenges that grantees experienced during implementation of the program, as well as recommendations for program improvement as offered by grantees' local evaluations.

2. Program Implementation

2.1. Program totals

During the 2016-17 year (FY17), Illinois had 121 active grants, including grants from the 2013 and 2015 cohorts of awards. These grants offered programming at 380 sites, and served 47,970 students, an increase from last year when the total number of students served was 43,162. The number of *regular* attendees—students who attended the program 30 days or more—was 27,018, nearly identical to last year, when the number of regular attendees was 27,292. The average number of students at a site was 126. Most grantees (81%) operated between 1 and 4 sites as part of their grant. The largest proportion of grantees (38, or 31%) ran 4 sites. Twenty-one percent of the grantees had a single site, and 12% had 5 or more sites.

Table 1: Grantees, sites, and students served, 2016-2017 (AS)¹

	2016-17
Grantees	121
Sites	380
Average # students per site	126
Students served	47,970
Regular attendees (30 days or more)	27,018

Table 2: Number of sites per grant (AS)

	Grantees	
	Number	Percent
1 site	26	21%
2 sites	25	20%
3 sites	18	15%
4 sites	38	31%
5 sites	7	6%
More than 5 sites	7	6%

Research has shown that regular attendance in afterschool programs is more likely to lead to positive outcomes for participants. The 21st CCLC program encourages grantees to work toward regular participation, defined as attending more than 30 days. As in previous years, there is a notable difference in the proportion of regular attendees for the two age groups. Less than half of middle and high school participants attend more than 30 days, while two-thirds of elementary students do. In reviewing the data for the two cohorts, there is little difference in attendance rates. The percent of students participating less than 30 days is greater this year than last year for both age groups and cohorts, indicating that grantees had greater difficulty this year in getting students to attend their programs regularly.

¹ (AS) indicates that these data come from the annual survey, administered to all active grantees in June 2017, in which they reported on data for FY2017. The survey had a 100% response rate.

Figure 1: Student attendance levels for elementary and middle/high students, all grantees (AS)

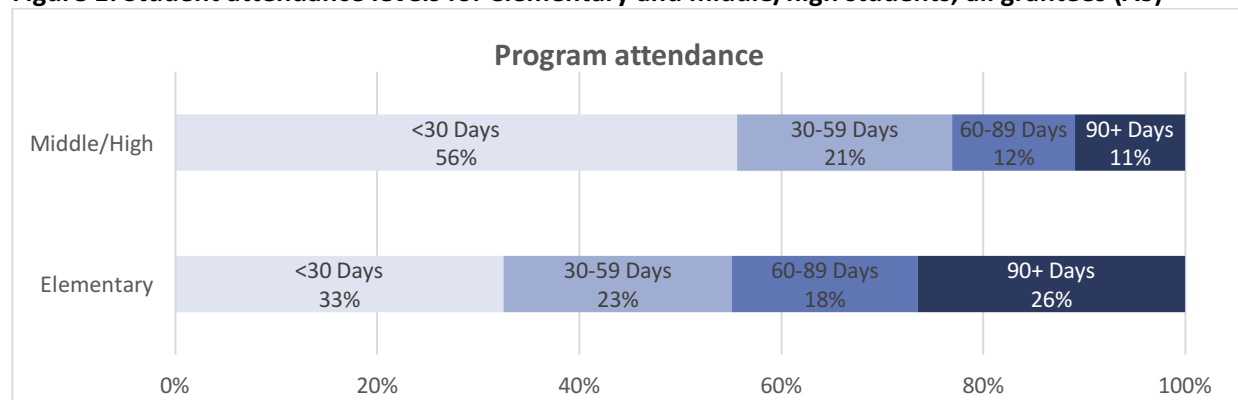


Table 3: Student attendance levels by grant cohort (AS)

Cohort	Attendance	Elementary	Middle/High
2013	<30 Days	39%	54%
	30+ Days	61%	46%
2015	<30 Days	30%	56%
	30+ Days	70%	44%

Sites provided data on the grade levels of the students they served. Categorizing sites as serving elementary, middle, and high school student is a challenge, as a number of schools/sites combine middle grades with either elementary or high school. More grantees are serving elementary and middle school students; less than half of grantees serve high school students.

Table 4: Grants by school-age served (AS)

	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	88	72%
Middle School Students (Grades 6-8)	94	77%
High School Students (Grades 9-12)	60	49%

2.2. Program operations

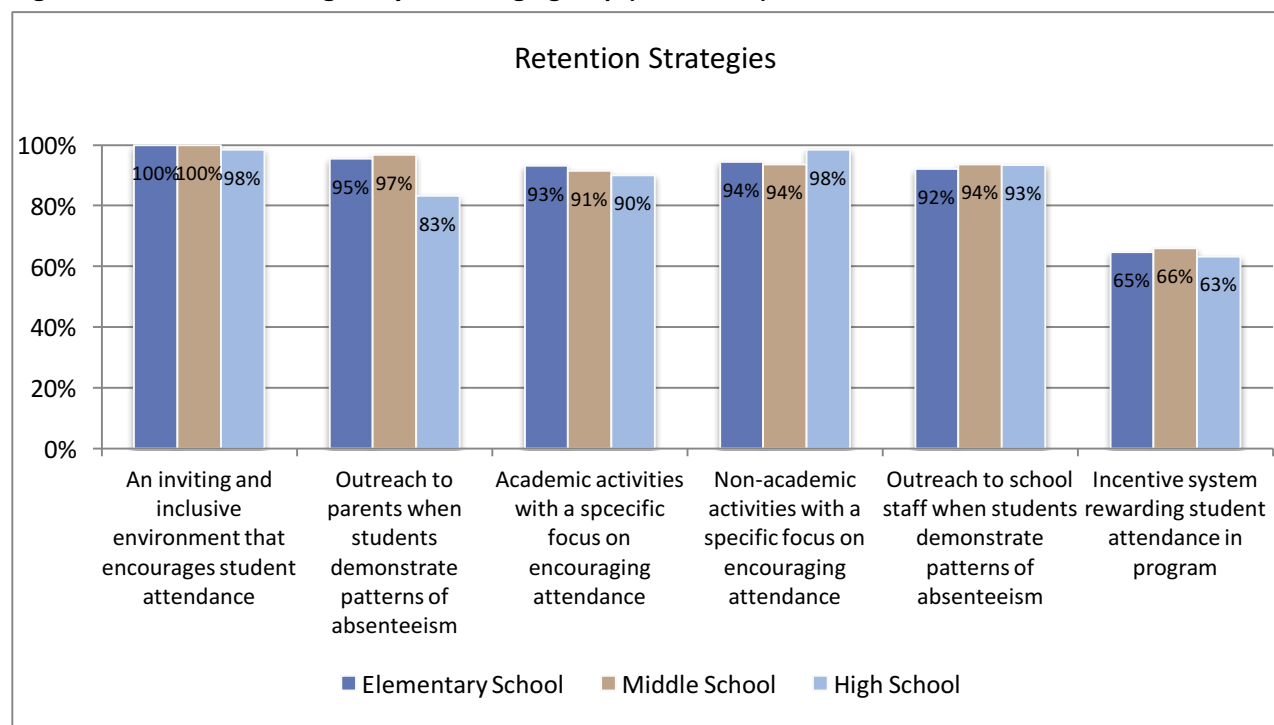
Recruitment and retention

According to the survey, participants are largely referred to programs through school staff, and parent/guardian or self-referrals. Many participants are also referred by other school programs. Grantees identified a number of other sources of participant referrals or strategies for recruitment. These included: referrals from partner organizations, student recruitment fairs and program open houses, recruitment during report card pick up, recruitment of siblings of participants, recruitment of peers through current participants.

Table 5: Program referral sources, by age group (AS)

Type of Referral	% of grantees indicating referral method for:		
	Elementary School Participants	Middle School Participants	High School Participants
School staff referrals (e.g. teachers, administrators, etc.)	100%	100%	100%
Parent/Guardian or self-referrals	90%	91%	98%
Internal program referrals	91%	90%	95%

Retention of participants is a common challenge, as made evident by the proportion of student attending programs more than 30 days. Nearly all grantees indicated that they employ a number of strategies to retain students. Essentially all grantees, across student age groups, indicated that they work to provide an inclusive environment that encourages student attendance. Similarly, over 90% of grantees indicate that they reach out to parents and school staff when attendance is an issue, and plan both academic and non-academic activities with a focus on encouraging attendances. Over 60% of grantees indicated that they utilize an incentive system to encourage attendance. There was little variation in strategies based on student age group.

Figure 2: Retention strategies by school age group (AS. N=121)

In addition to the strategies above, grantees shared other approaches they use to increase program retention. The most common other strategies included:

- Talking with students to understand challenges to attendance and work with students to remedy and alleviate them;
- Advertising incentives such as special events and field trips, or providing those experiences to those meeting attendance goals;

- Limiting participation in certain desirable activities, such as performances, to students with regular attendance;
- Working collaboratively with teachers to provide extra credit to students when they attend programming on a regular basis and show improvement;
- Providing certificates or certification opportunities through regular attendance;
- Incorporating youth feedback into planning activities to heighten interest.

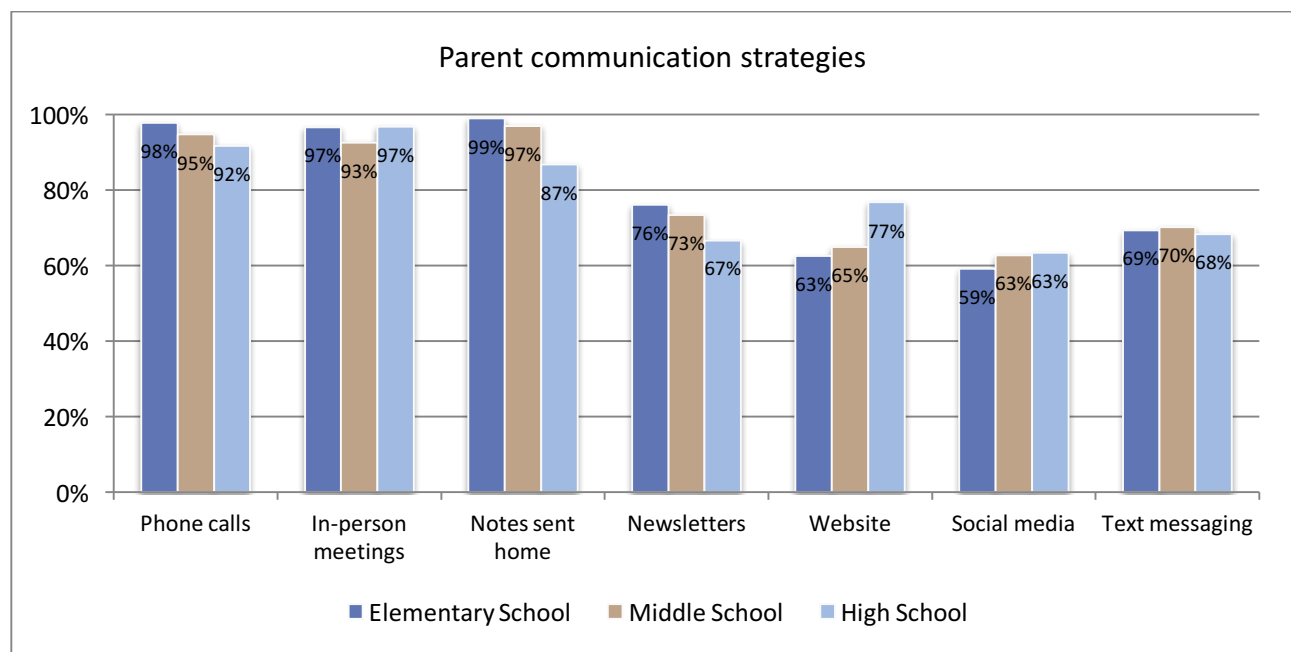
Transportation can play a role in recruiting and retaining program participants. More than half of grantees indicated that they provide transportation, with those serving middle school participants indicating the highest percentage.

Table 6: Availability of transportation by student age group (AS)

Availability of Transportation	% of sub-grants
Elementary school	37%
Middle school	45%
High school	25%

Nearly all grantees (90% or more), across student age groups, indicated that they use phone calls and in-person meetings as a way to keep the lines of communication open with parents and guardians of students. Other strategies varied slightly by student age group. For examples, 98% of grantees indicated they sent notes home to parents for elementary students, but only 87% grantees reported doing so with high school students. A growing proportion of grantees indicated using social media and text messaging as a mean of communication. Other communication strategies cited by grantees included email, parent conferences and other events, and flyers and calendars. A small number of grantees described using “parent communication apps.”

Figure 3: Parent communication strategies, by school age group (AS)



Programming

Grantees reported on their progress in implementing various elements of their program in the annual survey. At the time of the survey, the evaluation team expected the Cohort 2013 grantees to be finishing their programs, and so the survey question asked them to reflect on whether they had met their goals. All 2013 grantees indicated that they had at a minimum partially met their goals when it came to implementing academic activities, enrichment activities, and coordinating with school-day programs. In fact, over 90% of grantees indicated that they met or exceeded their goals in these areas, with the exception of coordinating with school day programs when working with high school students; 14% of grantees indicating that they had just partially met their goals in this area.

Table 7: Grant progress in implementing program activities, 2013 Cohort (AS)

		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary	Implemented academic activities	0%	4%	76%	20%
	Implemented other enrichment/recreation activities	0%	0%	28%	72%
	Coordinated afterschool program with school's day programs	0%	4%	72%	24%
Middle	Implemented academic activities	0%	0%	76%	24%
	Implemented other enrichment/recreation activities	0%	0%	38%	62%
	Coordinated afterschool program with school's day programs	0%	7%	69%	24%
High	Implemented academic activities	0%	7%	79%	14%
	Implemented other enrichment/recreation activities	0%	0%	71%	29%
	Coordinated afterschool program with school's day programs	0%	14%	50%	36%

2015 Cohort grantees responded to the same statements, rating their progress toward meeting their goals. Nearly all grantees indicated that they had made significant progress, or had met or exceeded their requirements in these same areas. Coordinating with school-day programs appears to be the biggest challenge, with a larger proportion of grantees indicating that they are making progress, but not yet meeting requirements (16% for elementary, 11% for middle school, and 11% for high school).

Table 8: Grant progress in implementing program activities, 2015 Cohort (AS)

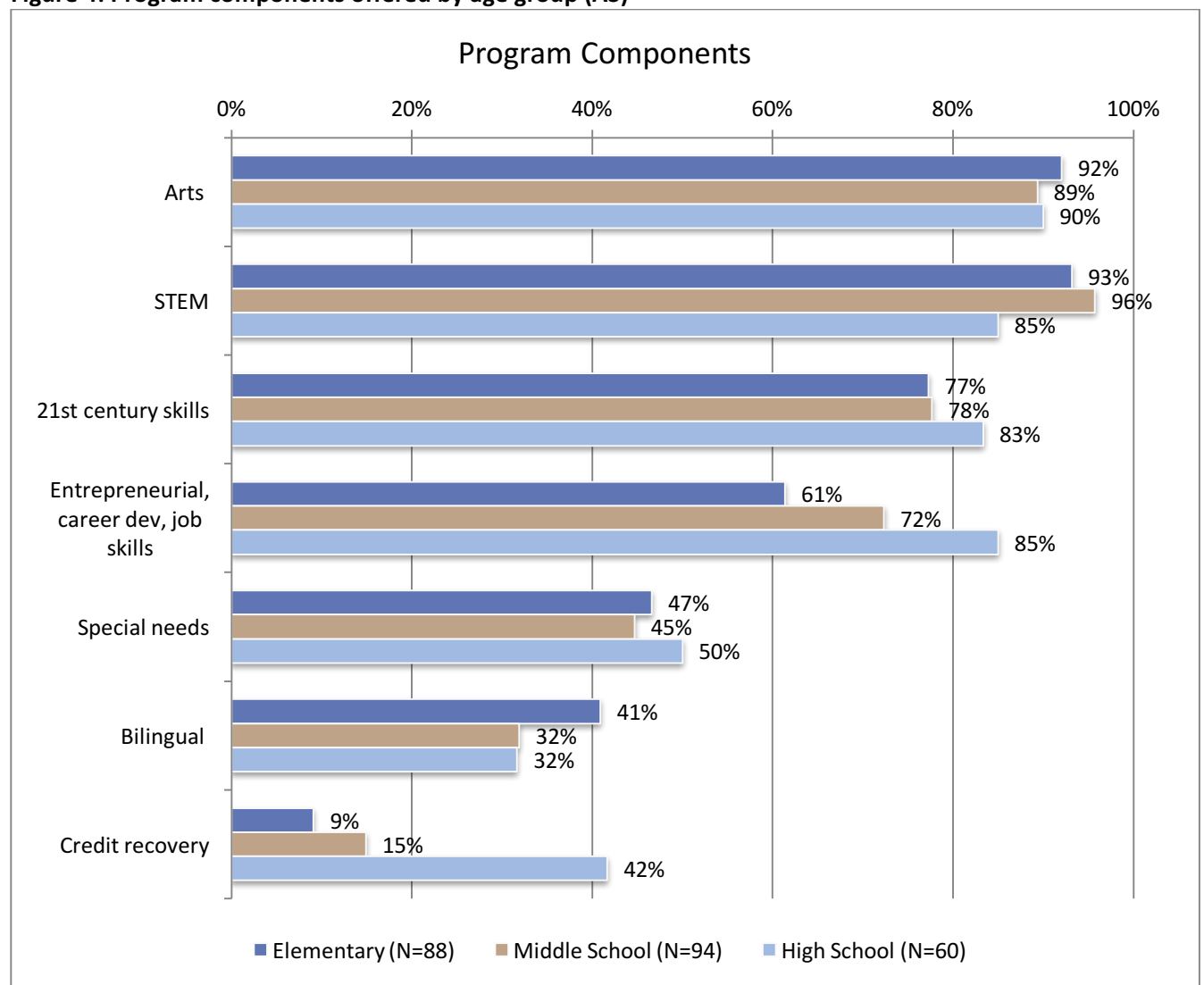
		No progress	Little progress	Significant progress	Meets req'ments	Exceeds req'ments
Elementary	Implemented academic activities	0%	0%	10%	57%	33%
	Implemented other enrichment/recreation activities	0%	0%	8%	46%	46%
	Coordinated afterschool program with school's day programs	0%	0%	16%	52%	32%
Middle	Implemented academic activities	0%	0%	8%	61%	31%
	Implemented other enrichment/recreation activities	0%	0%	5%	48%	47%
	Coordinated afterschool program with school's day programs	2%	2%	11%	53%	33%
High	Implemented academic activities	0%	0%	13%	58%	29%
	Implemented other enrichment/recreation activities	0%	2%	2%	53%	42%
	Coordinated afterschool program with school's day programs	0%	0%	11%	49%	40%

3. Participant Outcomes

3.1. Participation in activities

All grantees are required to offer an academic component in their afterschool programming. Other program components and offerings vary from grantee to grantee, and from site to site. Arts programming and social-emotional learning programming continue to be extremely prevalent across age groups. For grantees working with elementary and middle school students, STEM programming (Science, Technology, Engineering, and Mathematics) is very common, while programs that support entrepreneurial skills, career development, and job skills are more common for grantees working with high school. In addition, a higher proportion of grantees working with high school students offered programming for credit recovery, which at the high school level becomes an important support in helping program participants succeed in graduating from high school.

Figure 4: Program components offered by age group (AS)



As made clear in the figure above, the 21st CCLC programs provided opportunities for students to participate in a wide range of activities in addition to those supporting core academic subjects. While the data cannot attest to whether participants increased involvement in school activities, the fact that grantees offered these activities and students attended them indicate that, at a minimum, students are experiencing these opportunities for enrichment.

In an effort to further understand the activities and experiences offered to students, the survey asked grantees to further specify or describe many of their program components. In particular, ISBE has identified “innovative programming areas” and encourages grantees to include these in their proposals, and the evaluation sought additional data from grantees to learn what these programs include.

Arts programs: Arts programs continue to be one of the most common areas of programming, outside of academic support. “Arts programming” is a broad category, and on the survey, grantees provided more specific information about the kind of arts programming they offered. Visual arts—such as drawing and photography—is the most prevalent activity. Performance arts, including theater and dance, are also common.

Table 9: Types of arts programming and activities (AS)

	Grantees offering Arts Programs (N=109)	
	Percent	Number
Visual Arts (photography, drawing, sculpture)	95%	104
Performance Arts	86%	94
Music	82%	89
Decorative Arts (Ceramics, Jewelry)	58%	63
Art History (including visiting art museums)	43%	47
Applied Art (Architecture, Fashion design)	39%	42

STEM programs: STEM programming has become one of the most common program components among 21st CCLC grantees, with 96% of grantees serving middle school and 93% of those serving elementary students indicating that they offer STEM activities. This year, grantees were asked to indicate specific elements and types of activities within their STEM programs. Seventy-two percent of grantees that offer STEM indicated that they do activities aligned with school standards and/or the Next Generation Science Standards (NGSS). The majority of grantees utilize “STEM kits,” which are pre-prepared STEM activities created by a third party. Seventy percent of grantees rely on partnerships to provide or facilitate STEM programming, while 60% indicated that they use school-day science teachers to support activities. Based on these numbers, it appears that most grantees are using a combination of strategies and resources in order to provide STEM programs.

Table 10: STEM programming activities and strategies (AS)

	Grantees offering STEM Programs (N=113)	
	Percent	Count
Activities aligned with school standards (NGSS)	72%	81
STEM kits	71%	80
Partnerships with STEM organizations or program providers	70%	79
School-day science teachers to support activities	60%	68
Robotics clubs or activities	58%	65
Computer programming or coding activities	57%	64
Environmental science activities	54%	61

Entrepreneurship, career development and job skills programs: As noted in the previous section of the report, many grantees offered entrepreneurship, career development, and job skill programs and activities, particularly at the high school level. These most commonly included career explorations activities, such as skill/interest inventories, job fairs, and guest speakers. Many grantees also indicated that they offered clubs or programs that allow participants to explore careers and support skill development. Sixty-three percent of grantees offer entrepreneurship activities, such as business planning activities or running a school store.

Table 11: Types of entrepreneurship, career development and job skills programs (AS)

	Grantees offering entrepreneurial, career development, and/or job skills Programs (N=91)	
	Percent	Count
Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)	92%	84
Clubs/programs that explore careers and support skill development	80%	73
Entrepreneurship activities (business planning, school store)	63%	57
Financial literacy	57%	52
Job seeking skills (e.g. resume writing, interview skills)	57%	52
Online programs/resources (e.g. Career Launch, Career Cruising)	47%	43
Junior Achievement program	33%	30
Career and technical student organization activities	31%	28

Special needs programs: The number of grantees reporting that they offer special needs programming has increased over the past few years. Given this, the evaluation asked grantees to indicate the strategies and approaches they use to provide programming for students with special needs. Nearly all grantees that reported that they provide special needs programming indicated that they provide supports to include and integrate special needs students into program activities. Three-quarters of grantees indicated that they access and use students' IEP, and 72% of grantees indicated that they have dedicated program staff to support students with special needs.

Table 12: Strategies for special needs programming (AS)

	Grantees offering Special Needs Programs (N=57)	
	Percent	Count
Supports to include and integrate special needs students into program activities	93%	53
Necessary and appropriate accommodations for special needs students	88%	50
Activities to support students with learning deficiencies	84%	48
Access to and use of students' IEPs	75%	43
Dedicated staff to support special needs students (paraprofessional, special education teacher)	72%	41

Bilingual/ELL programs: Approximately one third of grantees indicated that they offered bilingual or ELL programs as part of their grant. Most of these grantees indicated that they offer specific activities, tutoring, or support for ELL students, and also provide staff such as instructors, volunteers, or tutors to help meet the language needs of bilingual/ELL students. More than half of the grantees that reported offering bilingual/ELL programs indicated that they provide language learning activities for all of their students.

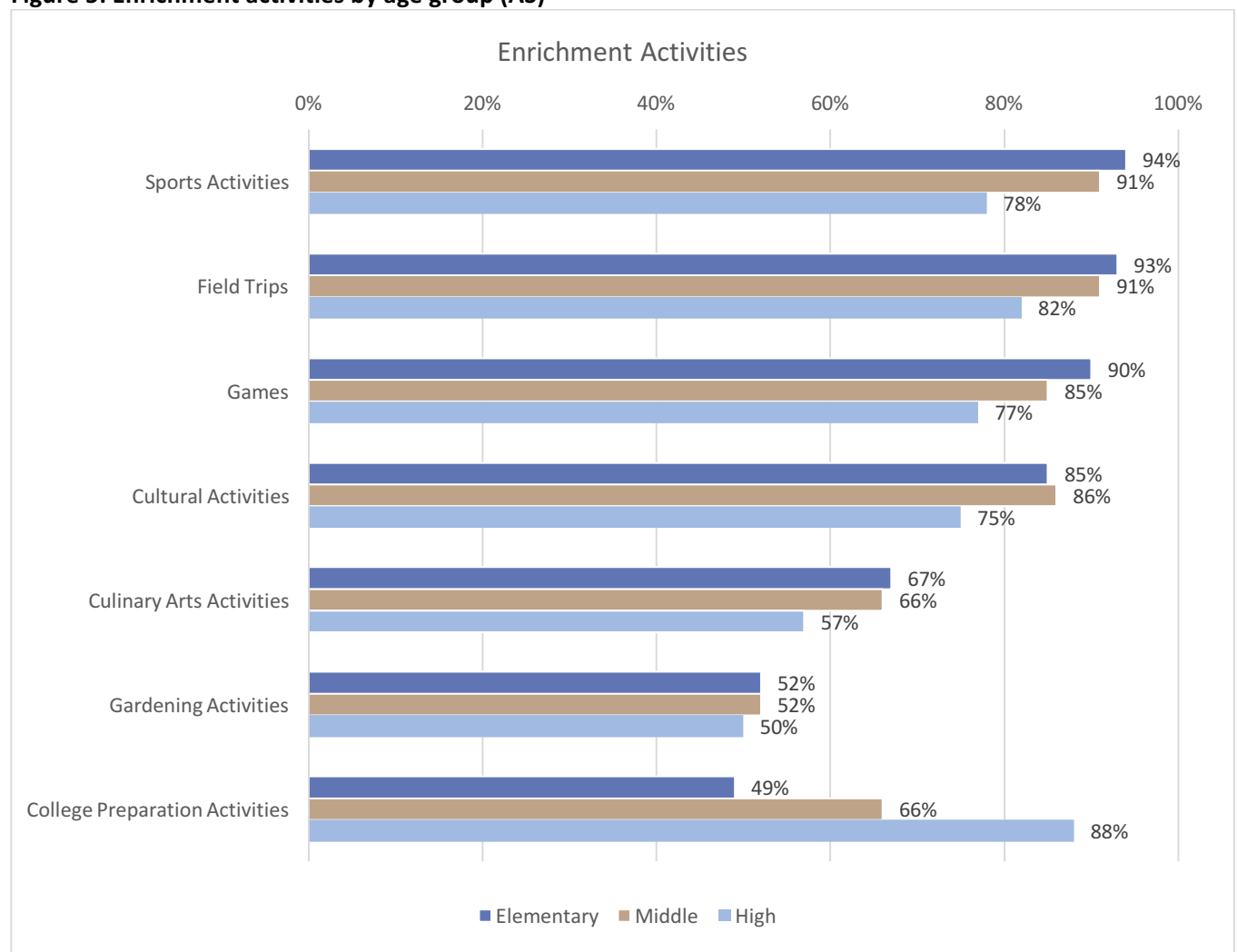
Table 13: Types of bilingual/ELL program activities and supports

	Grantees offering Bilingual/ELL Programs (N=51)	
	Percent	Count
Activities, tutoring, or other support for ELL students	92%	47
Bilingual staff to support students (instructors, tutors, or volunteers)	86%	44
Language-learning activities for all students	63%	32
An established curriculum for ELL students with a bilingual teacher	47%	24

Credit recovery programs: Credit recovery programs were offered primarily at sites serving high school students. In describing these activities, some grantees reported that this is a component of their summer programs, when students can take online courses to recover credits for classes they did not pass during the school year. Several grantees mentioned using the online instructional program Edgenuity. Other grantees described providing small group instruction as an extension of the school day, helping students to earn credits that they require.

Additional enrichment activities: In addition to the programming described above, grantees also offer a variety of enrichment activities. These include opportunities for participants to engage in health and wellness activities, and experience new places, people, and ideas. Most of these activities appear to be provided more frequently for elementary and middle school students, with the exception of college preparation activities. Games and sports, along with field trips are the most common activities. Cultural and culinary activities are slightly less common.

Figure 5: Enrichment activities by age group (AS)



Service learning programs

Sixty-eight percent of grantees indicated that include service learning as part of their programs. The types of service learning activities varied across sites and across grantees. Types of service learning programs and activities included:

- Drives and collections for their community, such as food and clothing drives for food pantries, shelters, or refugee assistance programs.
- Making cards or gifts for senior citizens and veterans, and visiting nursing homes and hospitals.
- Developing information campaigns and public service announcements about issues such as bullying, gangs, and drug use.
- Environmental activities, such as neighborhood cleanup and beautification and work in community gardens.
- Community organizing and advocacy activities, such as asset-mapping, and identifying a community need and reaching out to local officials

Technology

Technology plays an important role in many programs, supporting participants in their academic work and providing opportunities for learning and activities. For many participants, the 21st CCLC is one of the few opportunities they have to access and learn various technologies. Applications of technology vary by age group. The most commonly reported use of technology by grantees serving elementary and middle school students was homework support, which for high school students the most common use was for research or finding information and resources.

Approximately two-thirds of grantees indicated that they provide computer literacy or programming activities, across grade levels. Media-making and digital arts activities are particularly common at the high school level.

Table 14: Uses of technology by age group (AS)

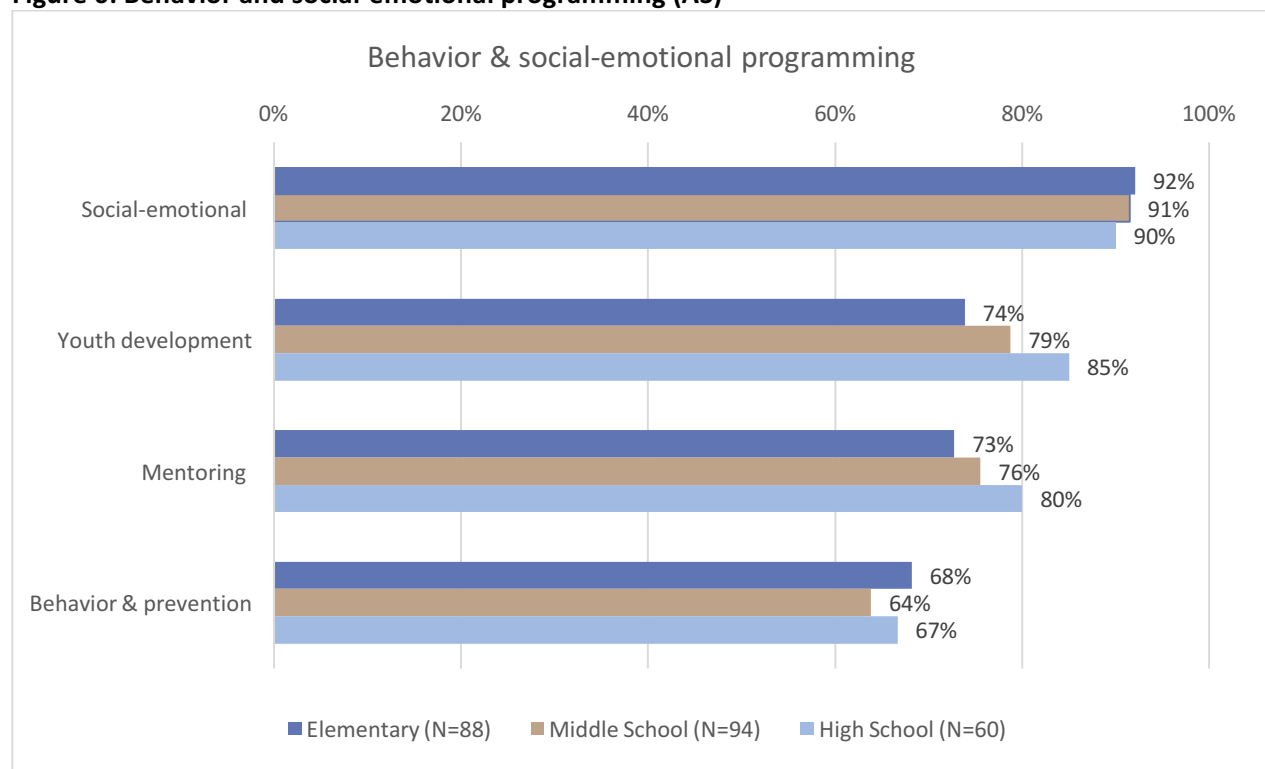
Use of technology	Elementary	Middle	High
Homework support	90%	95%	85%
Research or finding information and resources	83%	88%	92%
Games and/or free play time	83%	84%	65%
Computer literacy or programming	68%	65%	68%
Academic remediation or computer-assisted instruction	65%	70%	67%
Test preparation	58%	57%	62%
Media-making and/or digital arts	44%	53%	73%
Credit recovery programs	0%	4%	30%

When asked to cite commonly used technology-based programs and online resources, grantees described using common applications such as Microsoft Office, Adobe Creative Suite, and Apple programs such as iMovie. Frequently named educational programs or websites included: Compass Learning, Khan Academy, PBS Kids, Study Island, Cool Math, Read 180, Everyday Math, Fun Brain, and Moby Max.

3.2. Behavior and social-emotional skills

Improved social-emotional skills is a goal of the 21st CCLC program and one of the statewide program objectives. Nearly all grantees (90%+) offer a social-emotional learning component as part of their program. In addition, many grantees offer other programs that can support positive behavior and social-emotional development, such as youth development programming, mentoring, and behavior and prevention programming. These programs are more common at the middle and high school level.

Figure 6: Behavior and social-emotional programming (AS)



Grantees indicated if they used any of a number of specific models, curricula, or activities as part of their social-emotional programming. The largest proportion of grantees (74%) indicated that they use the Positive Behavioral Intervention and Supports model (PBIS). PBIS is a framework used by many schools, and grantees noted that they try to provide consistency in behavior expectations from the school day into afterschool time. Beyond that, no single social-emotional program or curriculum emerges as commonly used across a significant proportion of grantees.

Table 15: Social-emotional programs and curriculum (AS)

	Grantees offering social-emotional programming (N=111)	
	Percent	Count
Positive Behavioral Intervention and Supports (PBIS)	74%	82
Second Step Curriculum	19%	21
Stephen Covey's Seven Habits of Highly Effective People Program	14%	15
Aggression Replacement Training	7%	8
Botvin Life Skills Training Curriculum	6%	7
Means and Measures of Human Achievement Labs (MHA) Tools	5%	5
Lions Quest Curriculum	2%	2

Grantees were asked to specify particular elements of their behavior and prevention programming. Eighty-nine percent of grantees reported offering some sort of youth leadership

program, and 79% implement violence prevention programming.

Table 16: Behavior and prevention programming (AS)

	Grantees offering behavior and prevention programs (N=82)	
	Percent	Count
Youth leadership	87%	71
Violence prevention	79%	65
Counseling programming	65%	53
Drug prevention	56%	46
Truancy prevention	50%	41

The federal Teacher APR survey has been the most consistent source of data, in the context of the data the statewide evaluation is able to collect, when seeking to understand positive changes in the behavior of regular program participants (those participating at 30 days or more of programming). There is no other single instrument used across a large number of sites that collects data on student behavior. The Teacher Survey relies on teachers' perception of change for each individual student that is a regular program participant. A number of grantees have expressed concern over the reliability and validity of the instrument, with specific concerns about the instructions that teachers received on how to rate change and the familiarity that teachers may or may not have with the individual students they are rating, particular at the middle and high school level. Despite these issues, these data provide the best insight available to the evaluation, across grantees, as to how students may be improving in school. Teacher Survey data were submitted for approximately 60% of regular student program participants.

The majority of regular program participants showed improvement in behavior with respect to being attentive in class, behaving well in class, and getting along well with other students. In a reversal from the last year, a greater proportion of middle/high school students are reported to be improving, compared with elementary students. This trend is consistent across these behavior items. More than 50% of students also improved with respect to engagement in school. In particular, 69 % of elementary and 63% of middle/high students reportedly improved with respect to volunteering in class.

Figure 7: Teacher reported changes in behavior of regular student attendees (AS)²

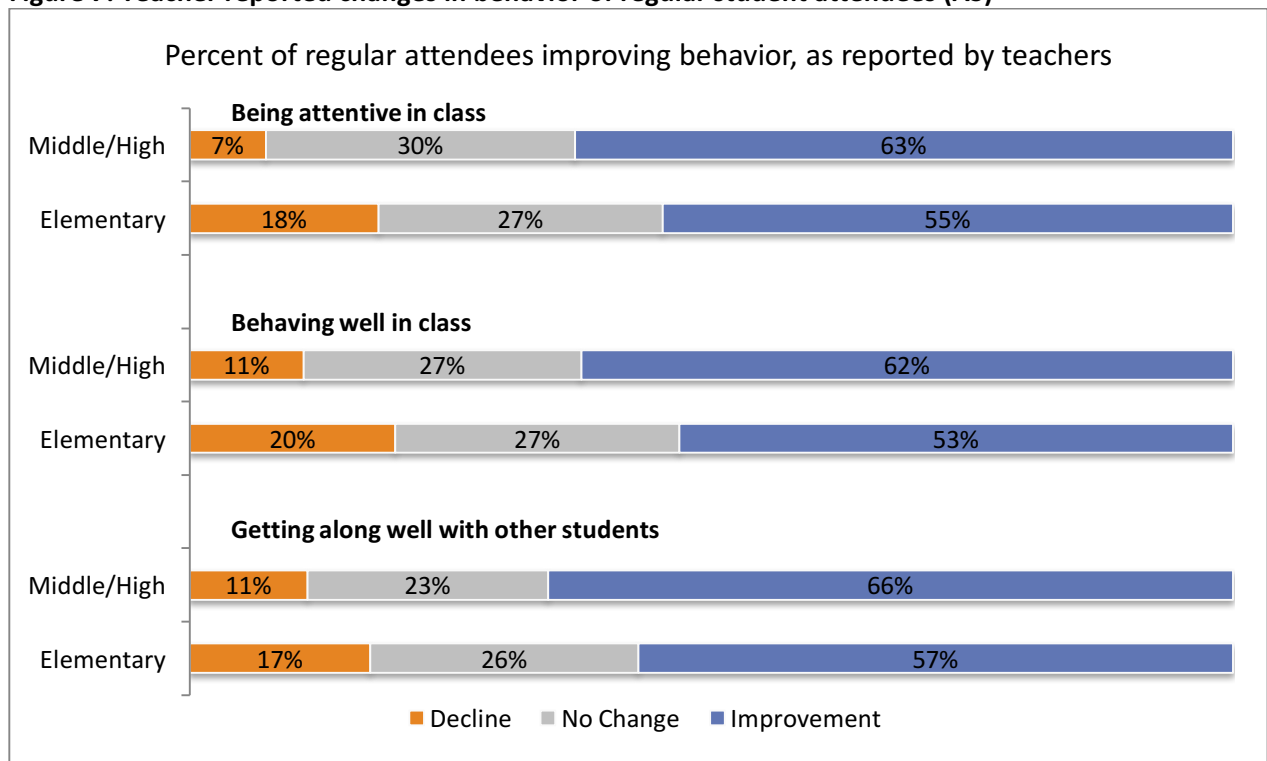
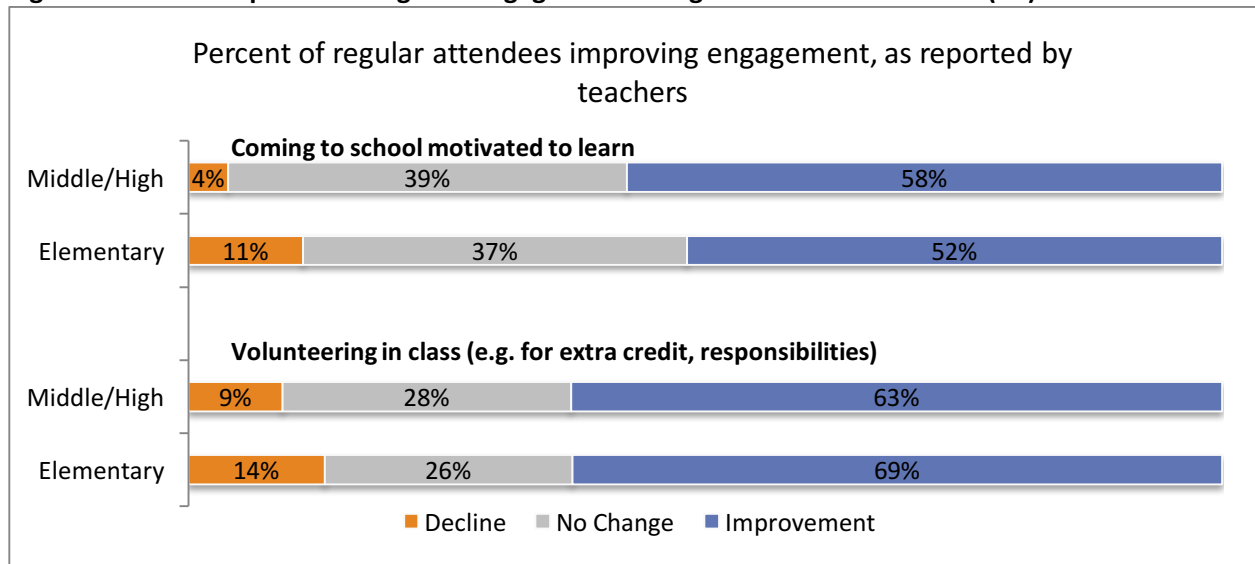


Figure 8: Teacher reported changes in engagement of regular student attendees (AS)



² The survey asks teachers to rate students as declining, no change, or improving with respect to each statement. The survey also gives the option, “Did not need to improve.” When calculating the percentage of students in the decline, no change, and improvement categories, the number of students that teachers indicated “Did not need to improve” were excluded from the total, and the percent reported in these figures is based on the number of students that, according to teachers, needed to improve. For data for all categories, see Appendix D.

3.3. Student achievement

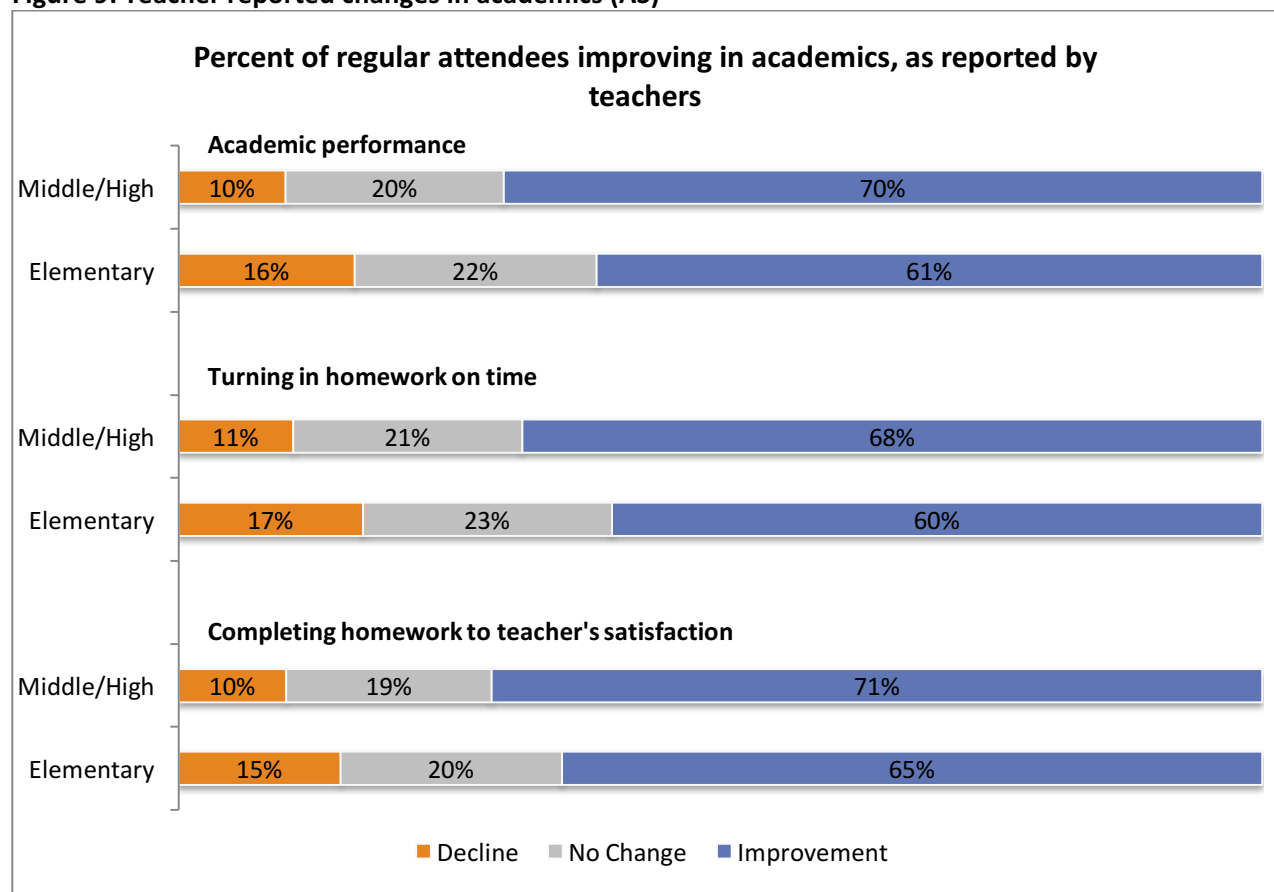
Student achievement, a major goal of the ISBE 21st CCLC program, continues to be extremely difficult to document due to several factors.

- *Changes in standardized testing.* ISBE moved from the ISAT to the PARCC assessment in the 2014-15 school year. This change makes it difficult for grantees (as well as schools and the state) to understand progress, as the test is very different and there is no baseline against which to compare scores. For 2013 grantees, this change disrupted their ability to track data over the course of the grant.
- *Availability of test scores.* Access to test data is a challenge for many of the grantees. At the time of submitting the local evaluation reports, some grantees had not yet received the scores of their students for the 2016-17 school year. This is particularly an issue for grantees that are not school districts. A decreasing number of grantees provide achievement data in their local evaluation reports.
- *Changes in grading systems.* An increasing number of schools are moving to proficiency-based grading. This means that it is no longer a matter of comparing first quarter and fourth quarter grades to find improvement or measure change. Many grantees are not yet sure of how to interpret proficiency-based grades with respect to understanding academic improvement.
- *Changes in reporting systems.* The changes in the federal data collection system have limited the data available for this evaluation. Grantees enter their achievement data directly into the federal data collection system, and neither ISBE nor EDC are able to download data from the federal APR data system. In the coming year, ISBE's re-designed data warehouse system should provide the evaluation with consistent and reliable data on student achievement.

For the previous year's evaluation, EDC asked grantees to report, via survey, on the number of regular program participants who improved to proficient or above over the course of the school year. This year, EDC anticipated accessing data through the Data Warehouse, and under ISBE's direction, did not survey grantees in the fall of 2017 to collect these data. (Grantees do not have data to report at the time of the annual survey in June 2017.) Therefore, this year the evaluation is entirely reliant upon the Teacher APR Survey to provide indication of participants' academic progress. The Teacher APR Survey provides a subjective, qualitative perspective on the positive changes of regular program participants with respect to academics and school day achievement.

Teachers reported that more than 60% of regular program participants improved with respect to completing homework to the teacher's satisfaction, completing homework on time, and overall academic performance. As with the behavior items, teachers indicated that a higher percentage of middle/high students improved in comparison with elementary students.

Figure 9: Teacher reported changes in academics (AS)

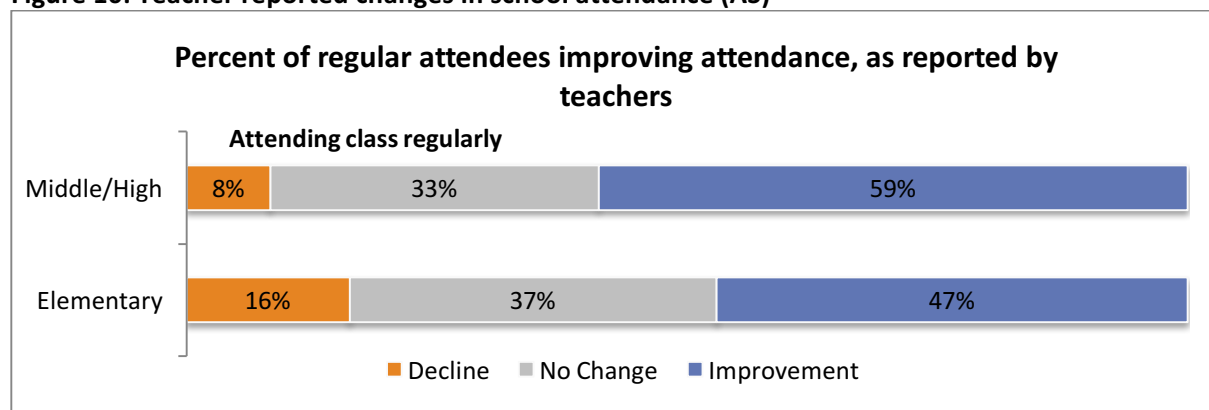


3.4. Attendance and graduation

Many 21st CCLC grantees strive to improve high school graduation rates, and to increase attendance in school at all levels. While outcome data on the success of these efforts—that is, data on changes in graduation and attendance rates—are not available across grantees, there are indicators that some grantees made progress in supporting and contributing to these goals.

According to the data from the Teacher APR Survey, students demonstrated improvement with respect to attending class regularly; 47% elementary students in need of improvement in this area did so, and 59% of middle/high school students improved class attendance.

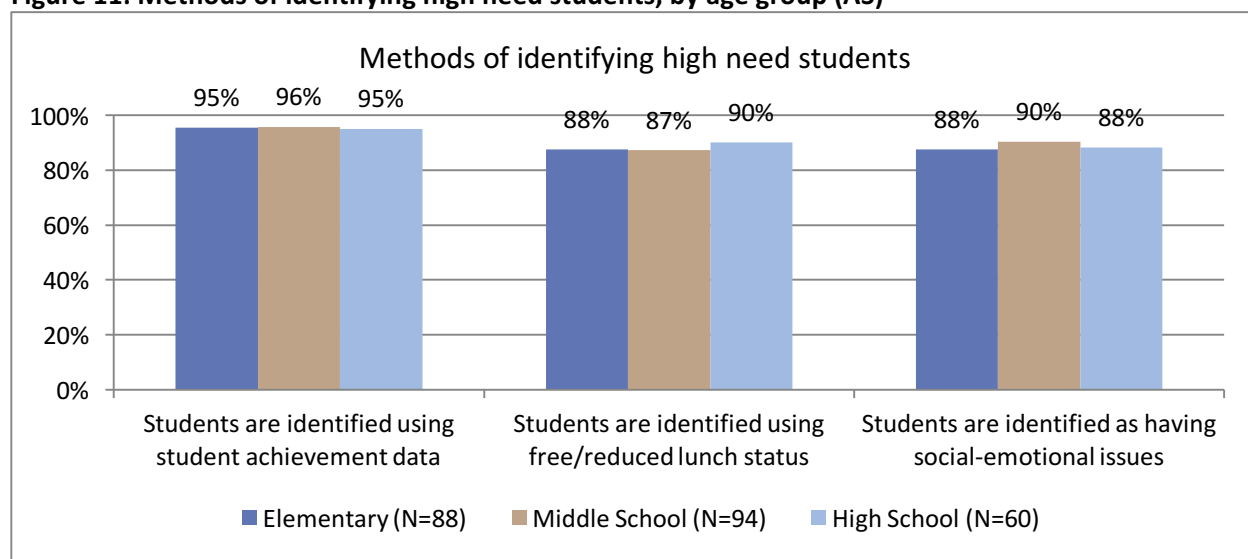
Figure 10: Teacher reported changes in school attendance (AS)



3.5. Student and family inclusion

One goal of the 21st CCLC programs is to serve students and families with the greatest need. Grantees indicated that they ensure they do this by identifying students using achievement data and free/reduced lunch status, in addition to identifying students with social-emotional issues. These strategies are common across sites and age groups. Grantees described additional methods used to ensure that students with the greatest needs are targeted. These included: talking with teachers and counselors to identify students in need of academic or other support; targeting certain populations of students, such as ELL students or students experiencing homelessness; and working with partner organizations to identify high need students.

Figure 11: Methods of identifying high need students, by age group (AS)



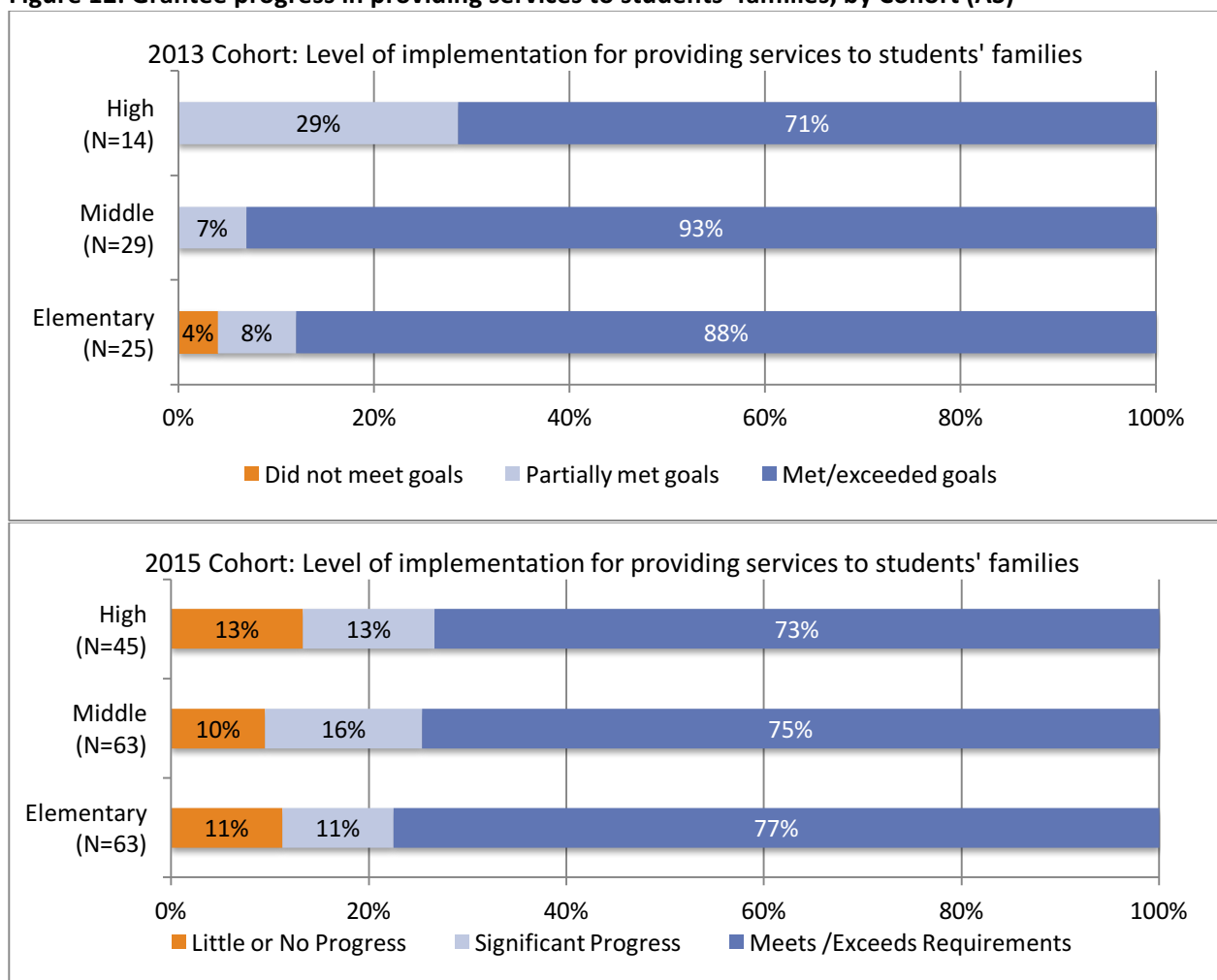
Based on the data collected via the survey, almost all students participating in programs received free or reduced lunch. There was no difference between all participants and regular participants (those attending 30 days or more) at the elementary level, and only a one percent difference at the middle/high school level.

Table 17: Percent of all and regular (30 days or more) participants receiving free or reduced lunch (AS, N=380 sites)

	Percent receiving free/reduced lunch	
	All Participants	Regular Participants
Elementary	92%	92%
Middle/High	93%	92%

Grantees were asked to rate their progress in implementing services for the families of their student program participants. As with other questions about implementation, 2013 Cohort grantees were asked to reflect on whether they had met their goals, while 2015 Cohort grantees rated their progress toward meeting those goals. All 2013 grantees indicated that they had partially met goals, or met or exceeded their goals, for middle and high school participants. Only one grantee indicated that they did not meet goals for elementary students. The grantees from the 2015 Cohort indicate that they still have some progress to make in order to meet their goals. Approximately three-fourths of these grantees reported that they have met or exceeded their requirements.

Figure 12: Grantee progress in providing services to students' families, by Cohort (AS)



In their local evaluation reports, grantees report on the services provided to families, describing activities and participation. While 80% of grantees provided information about the kinds of activities and services they offered, only 56% of grantees provided data on family participation. Social events are the most frequent type of activity—cultural events, family movie nights, or parent nights are just a few examples of this kind of activity. Fewer grantees (35%) described providing more formal educational or information programming for families.

Table 18: Types of family activities reported by grantees (LER, N=95)

Implementation data	Grantees	
	Number	Percent
Family events (social and academic)	57	60%
Informational sessions, lessons, and seminars on various topics	33	35%
Health, nutrition & wellness	19	20%
Adult education	19	20%
Parent cafes and meet and greet	19	20%
Technology and computer	18	19%
Parenting	16	17%
Strategies for supporting child's learning and education	16	17%
Fitness activities	16	17%
Higher education support	16	17%
Food and Cooking	15	16%
Financial literacy	14	15%
Career/job development	11	11%
Book/Reading Club	9	9%
Student showcases and performances	8	8%
Parent Leadership Opportunities	8	8%

4. Organizational Capacity

4.1. Professional development and training

Ongoing professional development (PD) for program personnel is an important goal of the 21st CCLC program. Almost all of the grantees indicated that their staff participated in 21st CCLC program-specific training, such as ISBE conferences and webinars. After that, the most common area of PD was STEM training, with 74% of grantees reporting that their staff participated this kind of PD. This was closely followed in frequency by professional development related to disciplinary or behavior training, with 72% grantees indicating that staff participated in training on the topic.

Table 19: Types of professional development offered (AS)

Professional Development/Training	Grantees	
	Percent	Number
21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)	96%	116
STEM Training	74%	89
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	72%	87
Youth Development Training	70%	85
Illinois Learning Standards Training and/or Common Core Training	68%	82
Safety Training (e.g. First Aid, CPR training)	64%	78
Team-Building Training	62%	75
Trauma Informed Practice Training	60%	72
Cultural Awareness and Sensitivity Training	55%	66
Health Training (e.g. nutrition education, fitness education, sexual education)	52%	63
Youth Program Quality Assessment Training	44%	53
Media/Technology Training	42%	51
English Language Arts Training	41%	49

Grantees reported “other” kinds of PD that their staff participated in during the past year. These included:

- Topics related to supporting students: Diverse learners, students with special needs, youth development, conflict resolution, and mental health.
- Topics related to programming and instruction: Project-based learning, technology, arts, English and mathematics training,
- Topics related to program implementation: Safety, recruitment and retention, family/parent engagement.
- Topics related to program management: grant writing, sustainability, staff leadership, management.

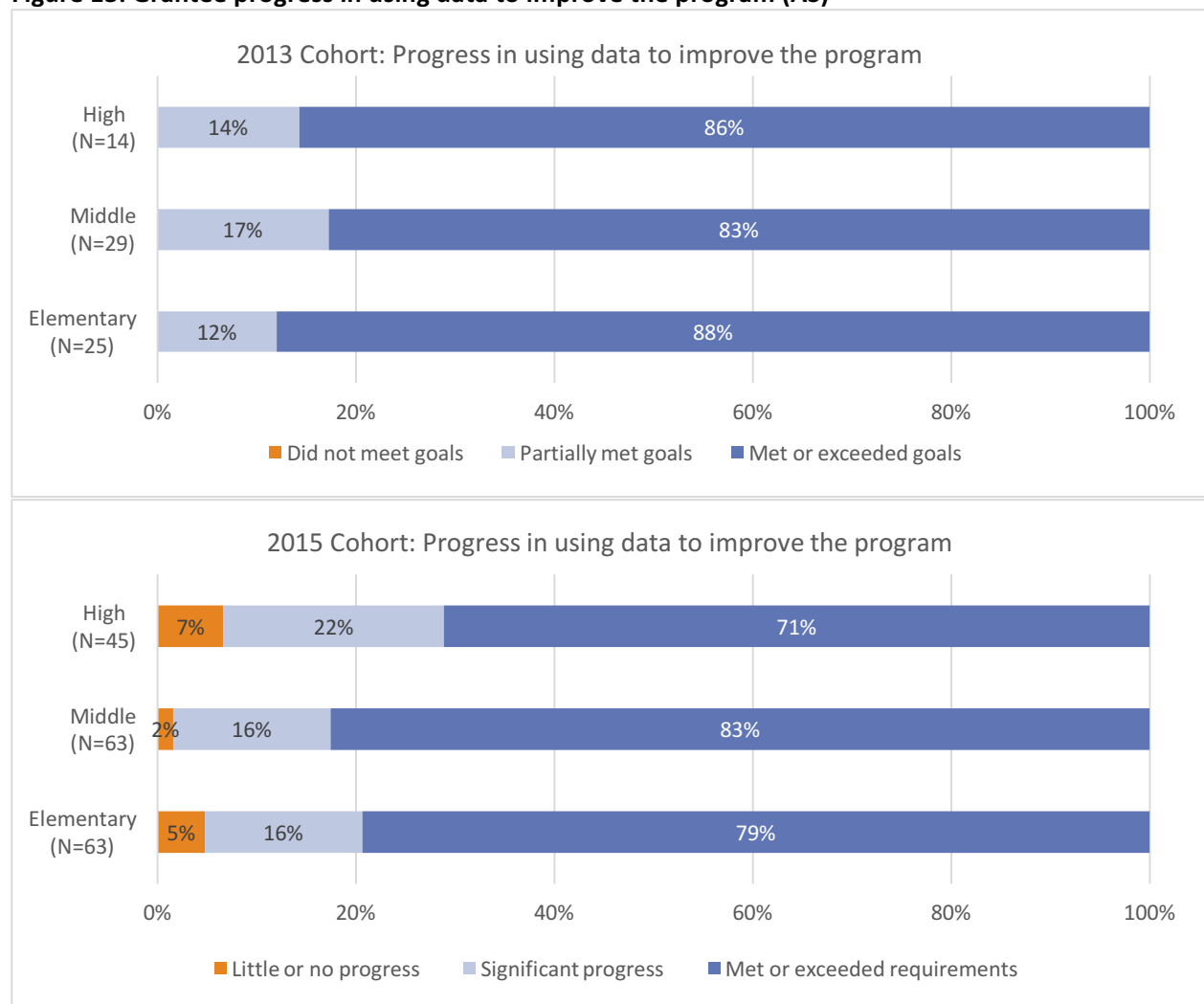
Grantees were asked for recommendations for future professional development activities. The five most common recommendations were:

1. Behavior Training/Disciplinary Training
2. Social Emotional Training
3. STEM
4. Trauma Informed Practices
5. Diversity/Cultural Awareness

4.2. Evaluation and continuous improvement

According to a review of grantees' local evaluation reports, 72% of grantees are using an external evaluator. In the survey, grantees indicated their progress with respect to implementing their program evaluation, and more specifically, using data to improve their programs. All of the Cohort 2013 grantees indicated that they partially met, met, or exceeded their goals in this area. The 2015 Cohort grantees have more work to do in this area, with a small number of grantees indicating that they have made little or no progress.

Figure 13: Grantee progress in using data to improve the program (AS)



Most grantees provided data on program implementation in their local evaluation reports. In particular, most grantees report enrollment and attendance data (90%), information on their program hours (87%) and information on staff and staff professional development (88%). And, while most grantees do describe their parent and family program activities, only 56% provide data on participation for these activities.

Table 20: Types of implementation data reported (LER, N=119)

Implementation data	Grantees	
	Number	Percent
Enrollment and attendance	107	90%
Student demographics	111	93%
Family activities	95	80%
Family participation	67	56%
Program hours and operation	104	87%
Staff information	105	88%
Staff professional development	105	88%

Grantees were less consistent in reporting evaluation data related to program outcomes in their local evaluation reports. The Teacher APR survey remains the most common, consistent source of data on student outcomes, with 84% of grantees including these data in their reports. Objective data on student outcome such as grades and test scores were less frequently reported. As has been previously discussed in this report, many grantees indicated that they face challenges in obtaining these data. Many grantees also used their own instruments, such as youth and parent surveys, as a source of evaluation data. These instruments often were used to provide both program feedback and self-reported (or in the case of parent surveys, observed) student changes with respect to program outcomes.

Table 21: Types of outcome data reported (LER, N=119)

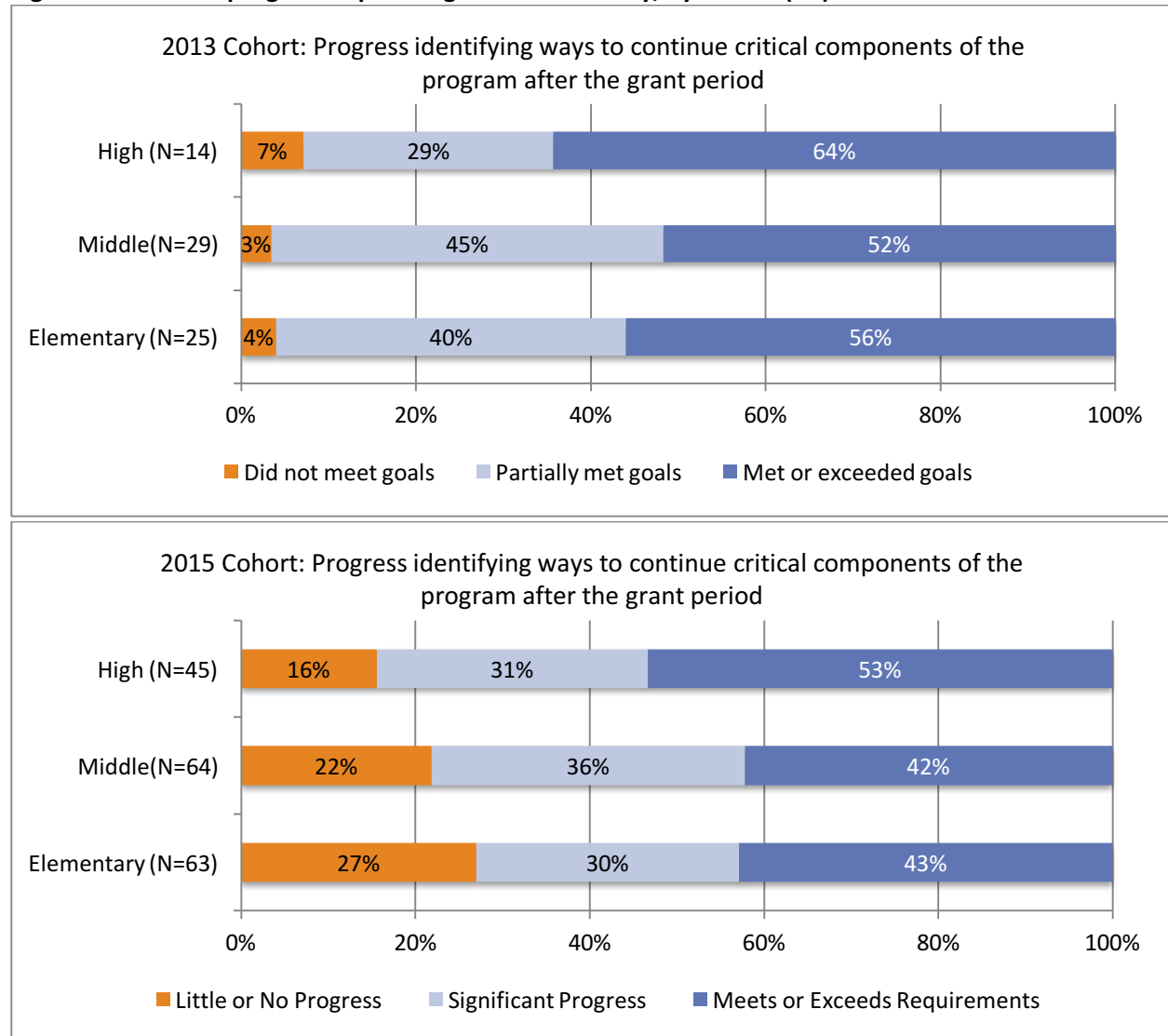
Outcome data	Grantees	
	Number	Percent
Teacher APR survey	100	84%
Youth participant survey	74	62%
Parent survey	67	56%
Student grades/grade changes	79	66%
Other assessment data	36	30%
PARCC scores	30	25%

4.3. Funding and sustainability

On the annual survey, grantees indicated their progress with respect to identifying ways to continue critical components of the program after the grant period. At the time of the survey, 2013 Cohort grantees were in fact coming to the end of their grants. A small percentage of grantees indicated that they did not meet goals in this regard—7% of grantees serving high school students, 3% middle school, and 4% elementary. Not surprisingly, the 2015 Cohort grantees have more work to do to support sustainability, with 16%-27% of grantees indicating

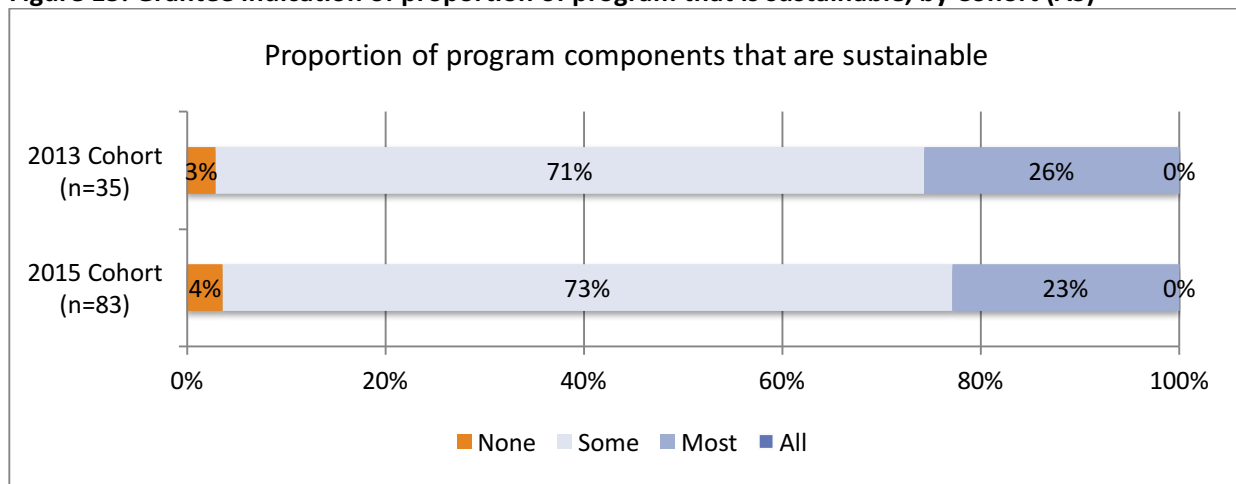
that they have made little to no progress in this area.

Figure 14: Grantee progress in planning for sustainability, by Cohort (AS)



In an effort to further capture grantees' progress in achieving program sustainability, the annual survey also asks grantees to indicate the proportion of their program components that are sustainable at this time. No grantees from either the 2013 or 2015 Cohort indicated that all components were sustainable. However, only 1 of the 2013 Cohort, and 3 of the 2015 Cohort reported that none of their program components were sustainable. The majority of grantees indicated that "some" critical components were sustainable

Figure 15: Grantee indication of proportion of program that is sustainable, by Cohort (AS)



5. Program-Reported Challenges & Recommendations

5.1. Barriers to implementation

Grantees rated the extent to which they encountered certain barriers in their efforts to serve program participants and achieve program goals. These data highlight the issues that grantees across the state have in common, and also the challenges that grantees face when serving different participant age groups. Poor parental involvement was the number one challenge indicated by all grantees, with over 80% of grantees indicating this as “somewhat” or a “significant” barrier across age groups. In serving elementary students, the remaining barriers were less of an issue; inconsistent attendance was the second most frequently indicated barrier for this age group, but with only 49% of grantees. Grantees serving middle and high school students report experiencing barriers more frequently, especially when it comes to competing activities and responsibilities.

Table 22: Barriers to program implementation by age group (AS)

	% of Grantees indicating “Somewhat” or “Significant” Barrier		
	Elementary (N=88)	Middle (N=93)	High (N=59)
Poor parent involvement in activities	84%	86%	87%
Inconsistent attendance of students	49%	73%	81%
Competing activities at school in which the students want to participate	42%	75%	68%
Competing responsibilities at home, such as the need to babysit siblings	38%	73%	80%
Poor cooperation from day teacher	32%	33%	27%
Difficulties in transporting students (cost, logistics)	30%	23%	19%
Difficulty in maintaining a safe environment for students when coming/going from site	27%	23%	26%
Negative peer pressure and/or gangs influencing students	27%	46%	48%
Difficulty in maintaining/identifying partners	27%	25%	23%
Difficulty in recruiting students	21%	49%	55%
Too little time with students	21%	17%	20%
Poor cooperation from school in obtaining necessary information	20%	16%	18%
Difficulty in communicating with school	13%	13%	16%
Competing responsibilities because student must work	6%	19%	83%

5.2. Recommendations for program improvement

In reviewing the local evaluation reports to understand recommendations and areas cited as in need of improvement, the most common recommendation this past year was to increase or improve the use of data, data collection, and evaluation. Looking across the past three years, the four most common recommendations have been the same each year, although their ranking has shifted slightly year to year. Overall, the recommendations—and the needs and challenges facing programs that we can infer from them—have remained notably consistent. These four recommendations include: 1) The use and collection of data, and evaluation; 2) Parent and family programming and involvement; 3) Staff training and professional development; and 4) Recruitment and retention.

Table 23: Local evaluation report cited recommendations for program improvement (LER)

Recommendation	% Grantees including this in local report		
	2015	2016	2017
Increase/improve the use of data, data collection, and/or evaluation	49%	48%	55%
Increase/improve parent/guardian/family programming and involvement	63%	48%	53%
Increase/improve further staff training and professional development	56%	42%	46%
Address recruitment, attendance, and/or retention issues	40%	45%	43%
Address program sustainability	36%	34%	35%
Expand or alter the range of activities being offered	26%	32%	33%
Increase/improve social emotional learning supports and activities	37%	31%	27%
Increase/improve partnerships and/or community outreach opportunities	--	15%	25%
Increase/improve connection to school day and school day teachers and/or administrators	31%	13%	22%
Make adjustments to staffing composition or hire staff for specified needs	8%	14%	17%
Provide (additional) youth development programming and opportunities	8%	12%	13%
Increase/improve support for college and career readiness	10%	--	8%
Increase/improve support for core academics to align with standards	15%	15%	7%
Make adjustments to program logistics (schedule, transportation, space)	8%	2%	5%
Increase/improve attention to and support for positive student behavior	10%	13%	4%

The local evaluation reports provided details on the specific challenges and needs that their programs face. Information about the nature of the recommendations is included below.

Data collection, data use, and/or evaluation (55% of grantees): More than half of the grantees' local evaluations cited the need to improve or increase the data being collected, the use of data in making decisions, or the use of evaluation in understanding their programs. Evaluations described the need to develop data collection protocols and systems, particularly with respect to accessing data on student school-day indicators like attendance and achievement, and to develop or improve their own surveys to better meet their evaluation needs. Reports also described the need for more regular review of available data to support continuous improvement.

Parent and family programming and involvement (53% of grantees): More than half of the grantees' local evaluation reports included a recommendation on the topic of parent and family programs and involvement. Recommendations addressed several challenges and shortcomings with respect to this issue, such as soliciting input on parent interests and needs to plan more relevant or appealing programs, addressing barriers to participation such as timing and childcare, and employing new strategies to improve communication with parents and to increase interest and participation.

Staff training and professional development (46% of grantees): Nearly half of the grantees' recommendations mentioned the need for staff training and professional development. In many cases, the recommendation mentioned specific skills or program areas that needed to be addressed through staff development. For example, recommendations included building staff capacity to support student social-emotional development and academic skills. Recommendations also cited the need to gather staff input on training and development needs.

Recruitment, attendance and retention (43%): Many evaluation reports indicated in their recommendations that programs need to address issues with respect to recruitment, attendance, and retention. Some reports recommended investigating factors that influenced attendance, from student interest to program logistics. Others recommended improved attendance monitoring and attendance policies, along with greater parent communication around issues of attendance.

Sustainability (35% of grantees): Sustainability is of course an area of concern for many grantees, and more than one third of the local evaluation reports included the need to attend to sustainability as part of their recommendations. Recommendations, for the most part, were fairly generic and most often included a statement that grantees should, "Continue efforts towards sustainability through community partners and grants," or review their sustainability plan. Some recommendations included specific calls to develop specific partnerships or otherwise engage others to address the challenge of sustainability.

Expand program activities (33% of grantees): Several of the local evaluations that suggested that programs offer additional activities and programming for participants made this recommendation in conjunction with or as a strategy to address other issues—mainly attendance and engagement. In these instances, the recommendations generally pointed to the need to solicit input from students on activities of interest. Some reports included recommendations for specific types of programming, such as STEM.

Social emotional learning (27% of grantees): Some evaluations noted the need for enhanced or increased efforts to improve the social emotional learning of program participants. In some instances, the recommendation focused on the need to improve program capacity to help students develop social emotional competencies by training and hiring staff. In other cases, the recommendation was to add or expand activities that support social-emotional learning and development.

Partnerships or community outreach (25% of grantees): Recommendations related to developing better and stronger community partnerships or improving outreach efforts often were connected to the need for program sustainability or to expand programming activities for students. These

recommendations encouraged grantees to seek out community partners to provide programming, or to strengthen and improve relationships with community partners to promote the 21st CCLC program and increase student and parent engagement.

Connection to school day and school day teachers (22% of grantees): Some local evaluations recommended that sites develop or improve communication methods and strategies to help program staff and school day teachers and staff share information and update one another about progress and issues with specific students. Recommendations also improving communication to help program activities better align with school-day academic content.

Staffing (17% of grantees): A small number of evaluations identified the needs for additional staff or recommended specific types of staff to improve program implementation, such as hiring school day teachers and enlisting volunteers to provide academic support during afterschool and hiring social workers to support social-emotional learning.

Youth development, youth leadership, and mentoring (13% of grantees): Some local evaluations recommended that grantees specifically work to address youth development, support youth leadership, and/or provide mentoring activities as part of their programming, in response to particular needs of participants.

Academic programming (improve programming, 8%; improve alignment 7% of grantees): Reports included recommendations related to two aspects of academic programming. Some grantees' reports cited the need for better programming, for adjusting programming in an effort to have a greater impact on students' academic achievement. These included recommendations for more tutoring and remediation, or a focus on test preparation. Other recommendations focused on the need for academic programming that was more aligned with standards.

Target populations (8% of grantees): In addition to more general recommendations for improving recruitment and retention, a few grantees' reports included specific recommendations for the recruitment and retention of specific populations of students and families. In these cases, it appears that in their evaluation, the grantees recognized that they were not necessarily serving students and families with the greatest need, based on their communities.

College and career readiness (8% of grantees): A small number of grantees' local evaluation reports included recommendations for developing or enhancing college and career readiness activities for program participants. These recommendations generally suggested that grantees offer more experiences and opportunities for students to learn about options for life after high school.

5.3. Lessons Learned

On the annual survey, 2013 Cohort grantees were asked to reflect on their experience of the past 5 years of their grant cycle, and share what they have learned. For the most part, the advice shared by grantees reiterated the strategies and approaches that have been often raised by technical assistance providers and out-of-school time researchers. That said, it is meaningful to hear what programs are learning—and how they are improving—directly from these experienced

program staff. Themes and examples of what grantees shared are included below.

Programming

Programming needs to be inclusive of students' voice. For instance, programming should address students' needs and interests and be appealing to them in order to help ensure consistent attendance. Grantees noted that this was particularly important to attract and retain older students.

- “A variety of classes and activities is a must to appeal to a variety of high school students who can choose on their own to not attend. Credit recovery classes and dual credit opportunities are both needed and appealing to high school students. It answers the ‘what's in it for me’ question that many of them seem to have.”
- “We have refined our out of school time programming to be more student driven. Students showed that they were interested in robotics and maker-type after school activities, so we worked to sustain that component of the program most diligently.”
- “The programming component MUST be one that appeals to the student's interests. Even students that are in the greatest need of services will not participate if they are not interested. Letting the students have choice in the activities that are offered as well as a choice in the activities that they participate is the key to a successful program.”

Create programming that is attentive to and fits in with the needs and interests of not only the students, but also the community, school and program staff, and parents.

- “We've created programming based on the developmental level of the students and the staff working in it. We have found it extremely useful to have similar protocols at each site but create programs specific to the school, staff, and students attending.”
- “It takes time to craft the perfectly unique programming necessary for your individual site. It is not one year or two-long process; it wasn't until the third year that we had a well-oiled machine running that was fit for our student needs, community, building, etc. It takes time to look at the data and do needs assessments to properly improve upon a program. Programming looks different from site to site, as I now know it should.”

Offer a variety of activities that not only help students learn academically, but that also allows and encourages them to explore and grow as individuals.

- “Ensure that programing has something that students can take away, build and equip themselves for what's next in life.”
- “With schools prioritizing standards and achievement based activities, many of the enrichment components related to music, art, drama, hobbies, and clubs have been eliminated from the instructional day. Our after-school program was an opportunity to restore them, students were able to learn leadership and social development skills as well as academic support resources.”

Additional themes that came up but that were not as prevalent as the above included the importance of:

- Involve and utilize all stakeholders, including partners and the community, for additional resources and support: “All stakeholders have an invested interest in the 21st CCLC program and need to be identified at the beginning of the programming in creating the

atmosphere of the community center. Given this "buy in" more partners and supports can be made readied for use in supporting students."

- Clearly design an organized program: "I have worked to make sure that my staff plans each day and that we are never 'just winging it.'"
- Gather feedback from students, staff and parents: "It is important to survey students/families and offer the programming they would like to see."

Management

It is important to have a program that is well staffed and in particular, led or overseen by a site manager or coordinator. Additionally, it is important to provide staff with proper professional development and ongoing support.

- "Using staff meetings to offer kudos, provide feedback, discuss special needs kids, and behavior management provides a good foundation for continuous improvement and thwarts problems before they arise. Giving staff leadership and decision-making helps allow for staff development; making us all better at what we do."
- "For the future, the program would really require a site coordinator who could provide more hours of commitment to the program. Meeting the data collection requirement for the current year was a challenge. The position of site coordinator may best be served by a full-time program personnel who can manage the activities at the site level, leaving the program director more flexibility to develop partnerships with community based personnel and foundations and other funders."
- "Adding full time site coordinators at each school during the second year of the program was key in developing a program that had support from school staff and created seamless programming for participants."

It is important to have a structure and systems in place to help stay organized and monitor progress towards goals.

- "Effective data tracking methods are integral in the management of grant funds, while also better preparing us to give supports to schools in the areas they need it most greatly."
- "Development of the infrastructure for all processes and procedures for the grant was a challenge in the first year. Creation of all the systems with details while time consuming, was most helpful in the following four years of the program."

Communication and fostering relationships between the school district, sites, and program is key.

- "Good communication between school administrations, teachers, and school support staff is essential to the program."
- "Communication is the key. Open lines of communication must be developed between the school day administration and program administration as well as school day staff and program staff. By having these lines open, student that need support are able to receive what they are in most need of. Program staff is also able to receive updates as the needs change. Finally, program administration must have access to student records needed for evaluations. This information should be determined at the beginning of the program and maintained throughout."
- "We have been able to build a structure that includes clear communication with district

central office and comes down to principals, site coordinators, students and parents. We have been able to collect data in a more streamlined way to expedite and pull data when needed.”

Aim to connect with other 21st CCLC program staff to share and exchange ideas.

- “It helps to learn from and share with other Site Coordinators who are on the front lines. What works for someone else may not work for you, however, it helps relieve some pressure not to have to recreate the wheel, but to take an idea and tweak to make it work for you.”
- “Staff are always interested in learning from one another and sharing best practices around recruitment, retention, programming, etc. However, being able to bring everyone together when they work at sites all around the city and need coverage at program sites prevents there being many opportunities to do so.”

6. Conclusion

This report has provided a largely descriptive summary of ISBE’s 21st CCLC programming during the 2016-17 year, with information about program implementation, progress toward participant outcomes, organizational capacity, and challenges and recommendations. For the most part, the findings in this year’s evaluation are consistent with previous years. This is no surprise given that the 2013 and 2015 Cohorts of grantees have been in operation for 2-5 years and are largely stable in their programming. Data in this report offer ISBE evidence of grantees’ progress toward meeting most of the program’s stated goals and objectives.

- **Objective 2:** It is clear that grantees provided access and opportunities for students to participate in a wide variety of programming and activities. Grantees continue to offer a wide range of activities beyond academic support, including arts programming, STEM activities, youth development programs, and opportunities to explore careers and develop job skills. And, as noted in the lessons learned shared by the 2013 Cohort grantees, these activities often fill a need and provide opportunities for self-discovery that they often do not have during the regular school day.
- **Objective 3:** Grantees implemented numerous social-emotional learning programs and positive behavioral development strategies. Report by school-day teachers indicates that a large proportion of regular program participants (more than 50%) demonstrate improvement with respect to key indicators, such as behaving well in class and getting along with other students.
- **Objective 5:** Grantees continued to target and serve students in the greatest need, with over 90% of participants receiving free or reduced lunch. Grantees also reported targeting students in need of academic assistance by seeking referrals from school day teachers and counselors.
- **Objective 6:** Grantees reported on providing professional development to their staff on a range of topics, including STEM programming, discipline and behavior, and youth development. Almost all grantees are also participating in ISBE’s 21st CCLC training and professional development opportunities.
- **Objective 7:** As the 2013 Cohort came to the end of their grants in FY17, all of these grantees indicated that they had at least partially met the goals of their sustainability

plans, and all but one 2013 grantee indicated that some of their program was sustainable.

Progress toward the following Objectives is less clear.

- **Objective 1:** Grantees clearly put great effort into supporting participants' academic achievement. This year, the lack of data is the primary obstacle in understanding progress and outcomes. Teacher APR Survey data point to positive change in students' academic performance, with 70% of middle/high school students and 61% of elementary students marked as improving, when data was provided. However, the lack of objective data—student grades and achievement scores—make it difficult for the evaluation to make claims with respect to this objective.
- **Objective 4:** Similarly, grantees describe offering a wide range of activities for the parents and families of program participants, yet data on participation in these activities are not available. The lack of participation data, coupled with the fact that parent involvement is regularly cited as a challenge, indicates that this objective remains a work in progress for many grantees.

The data in this report offer direction with respect to future technical assistance and program support. Most of these issues and challenges have been identified in previous evaluation reports.

- **Parent and family involvement:** As noted above in relation to Objective 4, parent involvement remains a primary challenge for grantees. Poor parent involvement is the barrier with the highest percentage of grantees indicating it as an issue (84-87%), and the need to increase or improve parent and family involvement was the second most common recommendation in grantees' local evaluation. Grantees are also challenged in reporting on family and parent involvement, in terms of participation, in their evaluations. Large, one-time gatherings, or informal drop-in programs, may be hard to measure, and also may be activities that do not sustain engagement. The fact that this continues to be a challenge for both grantees and the evaluation speak to the need for concerted, coordinated strategies to support this aspect of 21st CCLC programming.
- **Regular attendance:** This year, there was a notable decrease in the percent of students that were regular program attendees, particular at the middle and high school level. Less than half of the middle/high school participants attended more than 30 days. The need to improve student retention was cited in the local evaluations of 43% of grantees, and competing activities and responsibilities was commonly rated as a barrier to program implementation for middle and high school students. It is evident that this is a common challenge that persists for grantees. That said, in looking at the Teacher APR Survey data in comparison with previous years, the fact that middle/high school students were reported to be making more improvements (at a higher percentage) than elementary students, is noteworthy. Given that the Teacher APR Survey is completed only for regular attendees, we might posit that while program retention is a challenge, those students that are retained are benefiting. It may be that as grantees have smaller number of students on a regular basis, they are able to provide more attention and support, influencing these outcomes.
- **Evaluation:** As noted throughout this report, data collection is a major challenge at the grantee and state level, and directly affects the ability of the statewide evaluation to understand program implementation and outcomes. In particular, this year it is very difficult for the evaluation to quantify any outcomes regarding student academic

achievement. While EDC is able to achieve perfect (100%) response rates on surveys and in collecting local evaluation reports, grantees often do not have data related to academic achievement. Changes in the federal reporting system have been compounded by changes in standardized testing, and grantees had little data to offer with respect to academic achievement. Grantees have expressed frustration and confusion in understanding and utilizing the various reporting systems—requirements include completion of the federal APR system, EDC’s annual survey, the annual evaluation report, and ISBE’s monitoring surveys. And, this year grantees will also be completing data entry into the new data warehouse system as well. Again, a coordinated effort between the evaluation, ISBE, contractors, and the technical assistance provider is required to help grantees and the state implement reliable data collection methods to contribute to program evaluation and, more importantly, program improvement.

As the 2013 Cohort grantees made evident, in reflecting on their efforts over the past 5 years, grantees are passionate about providing high quality, enriching programs to the youths and the communities they serve. They recognize the importance of responding to student needs and interests, developing and supporting their staff, and using effective management strategies to deliver their programs.

Appendix A: EDC Evaluation Design

In September 2016, Education Development Center, Inc. (EDC) – a leading nonprofit research and development organization specializing in both domestic and international program development, and research and evaluation in education, human, and economic development – was awarded the contract by ISBE to conduct the statewide evaluation of the 21st CCLC initiative. This allows EDC to continue the evaluation work it began through the previous contract, which ran from 2013 through 2015. As part of the contract, EDC also provides technical assistance resources to programs and sites to enable them to consistently provide continuous feedback that can be used for programmatic and mid-course correction.

Three goals of the evaluation are:

1. To provide ISBE instructive, relevant, and actionable data and information on the progress of the 21st CCLC program and grantees toward meeting the state's program objectives.
2. To provide grantees feedback regarding their performance with respect to program objectives, as well as support and feedback on their evaluation of implementation and progress.

The questions guiding the evaluation are aligned with the seven goals of the ISBE 21st CCLC program. The evaluation questions address both student outcomes and program implementation, and align with current statewide goals and objectives.

1. Do 21st CCLC programs provide opportunities for participants to increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs? In what ways? For whom?
 - To what extent do program participants increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs?
2. To what extent do program goals and activities address and support increased academic achievement for program participants?
 - Have 21st CCLC program activities and services positively influenced student achievement outcomes (i.e., increased student test scores, grade promotion rates)?
3. To what extent do program goals and activities address and support increased positive behavioral changes and improved social-emotional skills?
 - What is the relationship between participation in the program and student increases in positive behaviors and social-emotional skills?
4. To what extent are 21st CCLC programs working toward being inclusive of families? In what ways?
5. In what ways are 21st CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships in order to ensure family participation and benefits to the community?
6. What are the characteristics of students and families served by the subgrantees? Do the students and families served represent those with the greatest need for services?
7. What professional development and training opportunities are available to program personnel? Are these aligned with the federal and NSDC development standards?

- How are the PD and training opportunities available related to effective 21st CCLC program implementation?
- 8. In what ways are 21st CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships?
 - In what ways are 21st CCLC programs addressing sustainability? To what extent are programs making progress toward achieving sustainability as they have defined that goal?

Information about each data source included in this report is included below.

Annual Survey Data (AS). EDC administered what was in the previous evaluation referred to as the Spring Survey, in May-June 2017. This survey focuses on program implementation. In addition, this survey requests that sites provide data from the Teacher APR survey. Some changes were made from the previous iteration of the survey—namely, closed-ended questions, based on coding of previously open-ended questions, were added to collect better information about certain activities. Also, as at the time of administration, EDC expected the Cohort 2013 grantees to end their programs, the survey included questions about what grantees learned from their experience this grant cycle.

The survey was administered to all active grantees. Grantees completed one survey per grant (so that organizations with multiple grants completed multiple surveys). Within the survey, grantees provided information for each of the sites they operated. The response rate for this survey was 100%. The survey is included in Appendix B.

Local Evaluation Reports. As part of the grant requirements, ISBE requests that each grantee conduct a local evaluation. Grantees are asked to provide information on four different dimensions, (1) program implementation; (2) objectives assessment; (3) recommendations, action plans, and tracking; and (4) dissemination. EDC provided a reporting template that offered an outline for the information and data to be included in the report. This template was identical to the one provided in the previous year. Reports were due to EDC and ISBE on December 15, 2017.

EDC reviewed all of the reports, and summarized and coded them for several categories of information. Given the variation in the data included, it was not possible to aggregate specific outcome findings; grantees do not ask the same questions, or collecting data in the same way. Instead, the review focused on the categories of data included and a qualitative analysis of the data reported. EDC coded for evaluation plans and methods, types of information about implementation, types of data addressing outcomes, and the recommendations offered for program improvement. In addition, EDC tracked whether the grantee reported progress with respect to each of the statewide program objectives. Relevant findings are integrated into this report, and a summary of the analysis is also included in Appendix C.

Site Visits

With the new evaluation contract (started in September 2016), EDC re-designed the site visit component of the evaluation. In prior evaluation, EDC conducted visits to a set number of

grantees each year, visiting one site per grantee and following a standard protocol across all sites. EDC now conducts site visits to investigate a particular theme or program area. Based on a data provided through the annual survey and local evaluation reports, EDC identifies grantees that may provide particular insight or serve as exemplars for a specific type of programming or objective. These for site visits include: new grantee organization start-up, summer programming, social-emotional learning, parent and family involvement, STEM programming, arts programming, academic support, and career and college readiness.

Site visit data is analyzed and separate reports are written and shared as they are completed. They are not included in the annual evaluation report.

Appendix B: Summary of Local Evaluation Reports

About the grantee evaluation reports

ISBE requires all active grantees to submit local annual evaluation reports. In response to the varied format, content, and quality of these reports, EDC provided a report template in 2015, and conducted a webinar to inform grantees about report expectations and requirements. With the new statewide evaluation contract beginning September 2016, EDC has maintained the same evaluation template, as grantees have are familiar with the template and reporting expectations.

Reports for FY17 (reporting on activities and data from July 2016 through June 2017) were received from grantees in the 2013 and 2015 Cohorts in December 2016. EDC worked closely with ISBE to collect and track these reports as they came in. Grantees were instructed to submit one report per grant; in a small number of instances, organizations with multiple grants submitted a single report discussing those grants. Local evaluation reports were submitted for 119 grantees. Four grants that had ended their programming by the end of FY17 did not submit reports.³

While the report template has improved the consistency of the reports, the quality and substance of the local evaluations continues to vary greatly. Most grants adhered closely (and strictly) to the report template, but the data they include can range from extensive to sparse. Some used the local evaluation to document and share particular aspects of their program not captured or reflected in other data systems. Others repeated the data submitted via the federal APR system. Grantees have expressed frustration and confusion in understanding and utilizing the various reporting systems—requirements include completion of the federal APR system, EDC’s annual survey, the annual evaluation report, and ISBE’s monitoring surveys.

EDC reviewed all of the submitted reports⁴. EDC does not code the reports in order to aggregate specific outcome findings; EDC relies on the annual survey to collect those data. Instead, the review, and therefore this summary, focuses on the categories of data included, the extent to which the evaluations addressed state goals, and the recommendations for program improvement. EDC’s review serves several functions: it allows EDC to quantify how grantees are evaluating their programs and what kinds of data they offer as evidence of their programs success; it provides EDC with a deeper understanding of the progress, successes, and challenges of the grantees and enables EDC to identify trends across the state; and it provides EDC with data to inform future evaluation as well as technical assistance efforts.

³ Grants that did not submit reports, but that were no longer operating, include Quad Communities Development Corp, TAP in Leadership (2 grants), and Zion ESD6.

⁴ Three researchers reviewed and coded reports. Reviewers coded three reports together, and then coded two additional reports separately which were then compared and cross-checked for consistency. The remaining reports were then divided among the reviewers; regular meetings during the coding process allowed reviewers to raise questions and ensure consistent coding across the complete set of reports.

Analysis and summary

The breadth, depth, and quality of the information and data provided to support reporting varied, with some grantees providing short summaries of their activities and outcomes with little supporting data, and others submitting 50+ pages of documentation about their work. However, as requested in the report template, the vast majority of grantees described their program implementation, progress toward the statewide objectives, and outcome data, as well as information about their evaluation activities and recommendations for program improvement. In addition, the reviewers also noted if the grantee utilized an external evaluator for their local evaluation. Based on the information included in the reports, at least 72% of the grantees are using an external evaluator.

The reports were coded in order to gain more information on grantees' progress toward meeting the statewide objectives. Reviewers coded the level of progress based on whether information and data were provided addressing the objective. The level of progress was based on whether there was no evidence of progress, some or inconclusive evidence of progress, or clear evidence of progress. This estimation of progress was, to some extent, an evaluative call on the part of the reviewer; in some cases, activities were described and data were provided with respect to an objective, but it was not clearly established that progress (in the sense of gains) was being made. In other cases, activities were described and the data provided clearly stated that progress was made. In our review, we were conservative in our interpretation of progress.

Most grantees reported on their efforts to meet or make progress toward each of the state objectives. Nearly all of the grantees reported on Objectives 1, 2, and 3; 53% of grantees providing clear evidence of progress toward meeting Objective 1, regarding participants' increased academic achievement. Progress toward meeting Objectives 4 through 7 these objectives was more difficult to articulate, and for evaluators to interpret and ascertain. The percent of grantees that reported no data on these objectives was greater, ranging from 10% to 13%. And, when grantees were more likely to describe activities that addressed those Objectives, outcomes were unclear. In some cases, grantees would just state they made progress without showing any evidence or data to support their progress. More details about the data pertaining to all of these Objectives are explored further in the following sections of this summary.

Table 24: Grantees reporting on statewide objectives (N=119)

State Objective	Not reported	Reported: No evidence	Reported: Some evidence	Reported: Evidence of progress
1. Participants in the program will demonstrate increased academic achievement.	3%	9%	35%	53%
2. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.	5%	18%	30%	47%

State Objective	Not reported	Reported: No evidence	Reported: Some evidence	Reported: Evidence of progress
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.	3%	14%	39%	44%
4. The 21 st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	11%	17%	42%	30%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	12%	13%	37%	38%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	13%	14%	39%	34%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	10%	16%	39%	35%

Implementation Data

In their local evaluation reports grantees provided implementation information and data including enrollment and attendance data; student demographics; information about family participation and activities; program hours and operations; and information about staffing and staff training. The majority of reports included enrollment and attendance data (107, or 90%) and student demographic data (111, or 93%). Similarly, most grantees provide data on their program operation and hours, their staff, and staff professional development. While the majority of grantees provided some description and account of family activities (80%), only 56% of grantees provided participation data for their family programs.

Table 25: Types of implementation data reported (N=119)

Implementation data	Grantees	
	Number	Percent
Enrollment and attendance	107	90%
Student demographics	111	93%
Family activities	95	80%
Family participation	67	56%
Program hours and operation	104	87%
Staff information	105	88%
Staff professional development	105	88%

Family activities and parent engagement has been an area of interest to ISBE and the 21st CCLC program. The local evaluation reports are a valuable source of data in understanding the kinds of family programming grantees are providing. A closer review of the reported family activities

revealed that a variety of workshops, conferences, classes, evening events, and seminars are provided for parents and families. For example, more than half of the grantees reported family engagement activities (60%) that centered around social and academic events such as game nights, family meals, holiday-themed events, family literacy, and family STEM activities. This has increased compared to 2016, where less than half of grantees reported family engagement activities (44%). A number of grantees also reported providing a variety of health, nutrition and wellness events (35%) that consisted of stress management, health fairs, health workshops, and nutrition classes. A smaller portion of grantees provided financial literacy (15%), career and job development opportunities (11%), book/reading clubs (9%), student showcases and performances (8%), and parent leadership opportunities (8%).

Table 26: Grantees that Reported Family Activities (N=95)

Implementation data	Grantees	
	Number	Percent
Family events (social and academic)	57	60%
Informational sessions, lessons, and seminars on various topics	33	35%
Health, nutrition & wellness	19	20%
Adult education	19	20%
Parent cafes and meet and greet	19	20%
Technology and computer	18	19%
Parenting	16	17%
Strategies for supporting child's learning and education	16	17%
Fitness activities	16	17%
Higher education support	16	17%
Food and Cooking	15	16%
Financial literacy	14	15%
Career/job development	11	11%
Book/Reading Club	9	9%
Student showcases and performances	8	8%
Parent Leadership Opportunities	8	8%

Additionally, the review of the local evaluation reports revealed that while more than half of the grantees reported that they offered events to parents and families, many only provided broad statements with little to no specific information provided. For instance, events listed included parent conferences, parent universities, parent classes, family nights, workshops, and field trips. A small portion of grantees did not provide information on family activities; noted that family activities were not offered; did not specify activities; or noted having limited or poor family participation.

Outcome Data

Collecting outcome data—and particularly data on student academic achievement—continues to be a challenge for many grantees. There are multiple reasons for this:

1. *Challenges with standardized test data:* The state of Illinois switched to a new standardized test, the PARCC, for the 2014-15 school year. For 2013 Cohort grantees,

this change in testing has disrupted their ability to look at test scores over the life of their grant. Comparison between ISAT scores and PARCC are not possible. For almost all of the grantees, access to these data appears to be a challenge.

2. *Changes in the federal reporting system:* Grantees worked to collect and provide data for the federal reporting system. Grantees are required to provide achievement data along with data from the Teacher APR Survey. While grantees collect these data for the federal system, they do not always include them in their annual evaluation report.
3. *Changes in grading systems:* Some schools and districts are moving toward new competency-based grading systems. This move eliminates the possibility of comparing first and fourth quarter grades. Guidance is needed in thinking about new ways to understand growth and improvement within these new paradigms and systems.

The federal Teacher APR Survey was the most frequently utilized source of outcome data in local evaluation reports, which is similar to findings for FY2016. This survey asks each regular participant's school day teacher to indicate positive and negative changes in behavior and achievement; 84% of grantees included findings based on these data. The number of grantees reporting these data increased in 10% from last year, when 74% of grantees included them in their report.

Sixty-six percent of grantees were able to provide data on participants' grades and/or changes in their grades over the course of the year, which is a slight increase from the 60% reported in 2016. A much smaller proportion, 25%, were able to provide PARCC scores for participating students. Many grantees utilize surveys of youth and parents as part of their evaluation, with 62% and 56% of reports citing these data respectively. These surveys collected data from students and parents about program satisfaction, perceived changes in behavior or performance, engagement in the program and in school, and recommendations and suggestions for program improvement.

Table 27: Types of outcome data reported (N=119)

Outcome data	Grantees	
	Number	Percent
Teacher APR survey	100	84%
Youth participant survey	74	62%
Parent survey	67	56%
Student grades/grade changes	79	66%
Other assessment data	36	30%
PARCC scores	30	25%

In addition to the outcome data above, a small proportion of grantees provided data on disciplinary rates, grade promotion/retention rates, and graduation rates.

Other assessment data: In addition to, or in some cases, instead of, PARCC test score data, some grantees provided data on alternative standardized assessment. The most frequently used assessment was NWEA's MAP interim assessment. Some grantees working with high school students reported on SAT scores.

Youth participant surveys: As indicated above, many grantees (74%) included data from student

surveys, contributing to findings with respect to one or more program outcomes/statewide objectives:

- Quality and satisfaction with respect to programming and activities. Example: The activities are interesting to me.
- Quality and satisfaction with respect to environment and staff. Example: I think there is someone available in the program to help me when I need it.
- Self-report on changes in behavior, attitudes, and achievement. Example: I have improved my reading skills.
- Some sites reported that they use the Youth Program Quality Assessment (YPQA) instrument.
- Some sites reported that they surveyed students on health issues and risky behaviors (for example, using the Youth Risk Behavior Analysis survey)

Parent surveys: More than half of the evaluation reports (56%) included data from parent surveys contributing to findings with respect to one or more program outcomes/statewide objectives:

- Parent perception of changes in their child's behavior, attitudes, and skills. Example: My child is better at completing homework.
- Quality and satisfaction with respect to programming and activities for their child. Example: Communication with the staff has been positive.
- Quality and satisfaction with respect to programming and activities for parents and families.
- Parent engagement in their child's education. Example: I review my child's homework regularly.
- Suggestions for improving offerings provided to parents and families.

Reported Recommendations

Most grantees (93%) concluded their evaluation reports with recommendations for program improvement or other considerations and suggestions for future work. As in previous years, the two most common areas of recommendations were data collection and use and parent involvement and programming, with more than half of the grantees including a recommendation in these areas (55% and 53% respectively).

In reviewing recommendations for program improvement, it was noted that many recommendations do not address just one challenge or issue. Programs are systems, and components are interconnected and influence on another. For example, a recommendation for staff development may in fact be a response to the need for better social-emotional supports. A recommendation for improved community outreach may be the strategy to address sustainability or family involvement. Recommendations were coded in multiple categories if appropriate, and a best effort was made to consider and understand the focus of the various recommendations as a way for the evaluation to describe and analyze the challenges facing programs across the state. Information and examples of the recommendations are provided below.

Table 28: Recommendations (N=119)

Recommendation	Grantees	
	Number	Percent
Improve/increase data collection, data use, and/or evaluation	66	55%
Improve/increase parent and family Involvement and programming	63	53%
Increase staff professional development or provide professional development to address a particular need	55	46%
Address recruitment, attendance, and/or retention issues	51	43%
Address program sustainability	42	35%
Expand or alter the range of program offerings and activities	39	33%
Increase/Improve social-emotional program components	32	27%
Increase/improve partnerships and/or community outreach efforts	30	25%
Increase/improve the connection between program and program staff and school day activities and/or teachers	26	22%
Adjust staff composition, add staff, or address other issues through program staffing strategy	20	17%
Increase/improve program components that address youth development and youth leadership, or provide mentoring	16	13%
Improve academic programming to support greater academic outcomes	10	8%
Increase/improve college and/or career readiness programming	10	8%
Address issues related to the recruitment and participation of specific target populations of students	10	8%
No recommendations offered	9	8%
Modify/improve the alignment of academic programming with state standards	8	7%
Address issues related to program logistics (schedule, transport)	6	5%
Increase/improve the use of technology in programs	5	4%
Address Issues of student behavior in programs	5	4%

Data collection, data use, and/or evaluation (55% of grantees): More than half of the grantees' local evaluations cited the need to improve or increase the data being collected, the use of data in making decisions, or the use of evaluation in understanding their programs. Evaluations described the need to develop data collection protocols and systems, particularly with respect to accessing data on student school-day indicators like attendance and achievement, and to develop or improve their own surveys to better meet their evaluation needs. Reports also described the need for more regular review of available data to support continuous improvement. Examples of specific recommendations in this area:

- "Formalize data collection and data usage to drive decision-making and programmatic improvement."
- "Better collection of classroom grades, absences, and grade promotion needs to be addressed at all seven sites. In addition, Alliance staff will continue to work with sites individually to ensure that they are collecting data in a timely manner and overcoming

challenges.”

- “Dissemination of evaluation results to partners and stakeholders.”
- “In future years, the evaluation team would like to work with the [school district data team] to identify specific indicator data that warrant further examination to better understand what may be driving some results. For example, exploring the relationship between activity participation and school-related outcomes, such as changes in grades and absences...”
- “A question will be added to student and parent surveys to better determine if the program makes a difference in a child’s decision to attend school during the day. Another question will be added to discern if students are participating in activities that will help to keep them in school longer/graduating high school or that make them feel better about themselves in general.”
- “The new data management systems have added important capacity to [the grantee], but additional support either via staff or consultant will be needed to ensure that we can put this data to use through improved tools for analysis and reporting.”

Parent and family programming and involvement (53% of grantees): More than half of the grantees’ local evaluation reports included a recommendation on the topic of parent and family programs and involvement. Recommendations addressed several challenges and shortcomings with respect to this issue, such as soliciting input on parent interests and needs to plan more relevant or appealing programs, addressing barriers to participation such as timing and childcare, and employing new strategies to improve communication with parents and to increase interest and participation. Specific recommendations included:

- “It is recommended that staff gauge parent needs and interests for parent education topics and family events, minimize barriers to attendance and participation at events, and engage families of older students by targeting their specific needs with offered events and services. As feasible, parent events should be offered quarterly”
- “Plans will be discussed for how to boost interest among parents in attending family activities and parent programming run by 21st Century and school functions in general. An area that might be addressed by a parent session is how to talk with children about school topics, especially at the middle school site, as only about half of the middle school students reported that their parents often talked with them about how they are getting along with other kids at school, and even fewer parents often talked about getting along with teachers, why school subjects are important for the ‘real’ world, and about different careers or jobs they can have.”
- “Have mandatory meetings for parents. Train, equip and incentivize students (points, uniform free day) on how to invite and engage their parents in programming. Some clubs had success (15-20 parents attending) due to their student incentives. Increase communication with parents (Sit at front desk when parents come to pick up kids and have one-on-one conversations, not necessarily about their children but build the relationship; Email and text system for parents).”
- “Add ‘meet and greets’ where parents/families visit classrooms as groups at the beginning and end of the year so that they are fully aware of the work happening in [program] classes. This will further allow parents/families to support their children’s at-home learning and promote more in-depth family conversations that revolve around learning and the arts.”

- “In the future, both sites should continue to build on their Family Engagement strategies to invite more parents and families into all aspects of programming, from attending workshops, observing clubs, to attending field trips, to showcases and events specifically focused on parents and guardians. Engaging families in relevant and meaningful ways may increase and enhance student participation in the long run, and may develop networks toward sustainability.”

Staff training and professional development (46% of grantees): Nearly half of the grantees mentioned the need for staff training and professional development within their recommendations. In many cases, the recommendation mentioned specific skills or program areas that needed to be addressed through staff development. For example, recommendations included building staff capacity to support student social-emotional development and academic skills. Recommendations also cited the need to gather staff input on training and development needs. Examples of recommendation in this area included:

- “Continue to strengthen capacity to help students develop their social, emotional, and interpersonal competencies through staff development opportunities.”
- “It is recommended that future programming survey staff members about their professional development needs”
- “A recommendation for year 4 of the program would be to have PD presenters brought in from more experienced programs to provide best practice guidance, strategies, and activity examples that promote cross-content collaboration, further school day alignment activities, and classroom management techniques that will help maximize quality of programming.”
- “With regards to contract staff, [the program] should continue to offer professional development, and work to streamline efforts in supporting instructors and facilitators of programming on key areas including: Developing positive youth-adult partnerships and building relationships; Utilizing supportive language and structures including non-evaluative feedback, open-ended questions, and a variety of intentional reflective practices; and Engaging participants in planning and decision-making, leadership, and mentoring.”
- “[The grantee] should continue to invest in training staff in the YPQI, SEL instruction methods, and trauma-informed practice... It is recommended that [the grantee] implement a system to increase staff access to high-quality and relevant trainings and increase the likelihood that staff will participate in professional development through more intentional support from staff supervisors.”

Recruitment, attendance and retention (43%): Many evaluation reports indicated in their recommendations that programs need to address issues with respect to recruitment, attendance, and retention. Some reports recommended investigating factors that influenced attendance, from student interest to program logistics. Others recommended improved attendance monitoring and attendance policies, along with greater parent communication around issues of attendance.

Examples of recommendations:

- “Continue to explore enrollment strategies, and aggressive retention and re-engagement strategies.”
- “Recommendations include continuing to identify students with increased rates of absences, increased numbers of disciplinary infractions, or low levels of engagement for

mentoring or intervention.”

- “A focus for Year Four should be recruiting and continuing to keep the interest of middle school students.”
- “Continue efforts to track attendance, the following strategies should be employed: Maintain the same requirement of attendance in school as a requisite to participation in the afterschool program. Maintain the same level of check-ins with teachers and students about their attendance and tardiness to ensure that additional interventions can be implemented if necessary.”
- “Continue to take proactive steps to improve student retention. Develop ideas for student retention strategies that support the needs of the whole family.”
- “Develop a short list of questions to be asked of each student when confirming that the student is dropping out of the 21st CCLC program to develop a list of reasons why students opt to quit attending.”

Sustainability (35% of grantees): Sustainability is of course an area of concern for many grantees, and more than one third of the local evaluation reports included the need to attend to sustainability as part of their recommendations. Recommendations, for the most part, were fairly generic and most often included a statement that grantees should, “Continue efforts towards sustainability through community partners and grants,” or review their sustainability plan. Some recommendations included specific calls to develop specific partnerships or otherwise engage others to address the challenge of sustainability. Examples of recommendations included:

- “The most important partners for sustainability are the ROE, local districts, and host school. Nonetheless, additional partnerships that can contribute financially or reduce costs (e.g. by providing programming materials or volunteers to lead programs) would be a great asset.”
- “Build key champion pool through more systematic sharing and presentations in order to support long-term sustainability and institutional knowledge building”.
- “Continue efforts to engage a variety of stakeholders in program planning, implementation, and sustainability efforts, including school-based personnel, parents, and community members.”
- “With regards to advisory board, it is recommended that each site further its efforts to engage partners in a focused conversation on sustainability, while drawing on the resources and enthusiasm of school administrators. It is recommended that the Advisory Board be fully developed and become integral to advising program development. It will be critical to program sustainability in the long-term that multiple stakeholders (including families and partners) play an active role in the programming, from observing, to monitoring program quality, and being involved in programmatic decision making.”

Expand program activities (33% of grantees): Several of the local evaluations that suggested that programs offer additional activities and programming for participants made this recommendation in conjunction with or as a strategy to address other issues—mainly attendance and engagement. In these instances, the recommendations generally pointed to the need to solicit input from students on activities of interest. Some reports included recommendations for specific types of programming, such as STEM. Examples of recommendations:

- “Project staff, school coordinators, and school instructional teams should be provided with more planning time in order to ensure that activities mentioned by students, such as

using a computer (in nontechnology classes), photo documentation (in non-media classes), and working on projects more connected to the school day are more actively implemented.”

- “All afterschool clubs must have a STEM focus.”
- To improve middle school attendance, we plan to work with the site to provide more high interest activities that will motivate students to attend and participate.

Social emotional learning (27% of grantees): Some evaluations noted the need for enhanced or increased efforts to improve the social emotional learning of program participants. In some instances, the recommendation focused on the need to improve program capacity to help students develop social emotional competencies by training and hiring staff. In other cases, the recommendation was to add or expand activities that support social emotional learning and development. Examples of recommendations include:

- “Year 4 of programming will continue to more fully integrate and emphasize social emotional health. With an increased focus on integrating social-emotional learning into all programs.”
- “More attention for social and emotional development needs to be placed at the elementary level on working well alone; respecting differences in people or being able to help friends in a productive manner; understanding how friends, teachers, or parents could provide them with assistance in school; and following directions well; and at the high school level on respecting differences in people; being able to help friends solve their problems; and following directions well.”
- “Implement the Mood Meter instrument to meet one of the goals of social and emotional learning (SEL): to help students become more precise and descriptive in reporting feelings. DEY mentors and tutors could foster this recommendation by asking students to use the Mood Meter and declare his/her emotions as they enter the room. By exploring subtle distinctions between similar feelings, the Mood Meter empowers students to recognize the full scope of their emotional lives and use all feelings to enhance learning.”
- “Lessons and activities to enhance students’ social-emotional awareness should be implemented by qualified professionals and should be expanded to reach more students. Teambuilding activities should be incorporated as a regular part of programming to support and improve peer to peer and peer to staff relationships.”

Partnerships or community outreach (25% of grantees): Recommendations related to developing better and stronger community partnerships or improving outreach efforts often were connected to the need for program sustainability or to expand programming activities for students. These recommendations encouraged grantees to seek out community partners to provide programming, or to strengthen and improve relationships with community partners to promote the 21st CCLC program and increase student and parent engagement. Examples of recommendations:

- “Utilize partnerships with community organizations, educational institutions, and local businesses to increase student access to high quality afterschool programming.”
- “Seek additional partners to increase opportunities for parents including recreational, enrichment, and training activities which extend beyond a single session.”
- “Continuing to build relationships and partnerships by connecting to school community, local businesses and other organizations that have expertise in a range of areas pertaining to youth development, education, and out-of-school time programming is recommended

to also contribute to the conversation on program sustainability.”

Connection to school day and school day teachers (22% of grantees): Some local evaluations recommended that sites develop or improve communication methods and strategies to help program staff and school day teachers and staff share information and update one another about progress and issues with specific students. Recommendations also improving communication to help program activities better align with school-day academic content. Recommendations included:

- “Maintaining open communication with the school day staff will help afterschool staff to work on specific issues that each youth is struggling to overcome.”
- “Explore options for promoting more consistent communication between the 21st CCLC teachers and the classroom teachers of participating students, so that staff can work together to identify ways the after-school program can support instruction offered during the school day to help students achieve better course grades.”
- “Recommendations to improve students’ academic performance include having after-school program staff members help students prepare for testing by communicating regularly with day program school teachers to determine where students’ skills are developing well and where additional support may be needed.”
- “Increased communication with school day teachers about the achievement of students in the program is also needed as many articulate that they were unaware of student development in these areas – in particular the arts learning – which is a focus of the program.”

Staffing (17% of grantees): A small number of evaluations identified the needs for additional staff or recommended specific types of staff to improve program implementation, such as hiring school day teachers and enlisting volunteers to provide academic support during afterschool and hiring social workers to support social-emotional learning.

- “Some of the Teaching Artists suggested needing help with classroom management issues while other noted that having a teacher assistant in the room helped deal with this issue. The program needs to continue to find ways to better address this need either through training or providing classroom assistants.”
- “As possible, continue efforts to recruit and maintain high quality staff (including volunteers) who have the skills/education necessary to deliver high quality academic programs.”
- “Continue to staff each site with highly-qualified, certified teachers as well as paraprofessionals to support the delivery of activities, most importantly the program’s academic component.”

Youth development, youth leadership, and mentoring (13% of grantees): Some local evaluations recommended that grantees specifically work to address youth development, support youth leadership, and/or provide mentoring activities as part of their programming, in response to particular needs of participants. Examples of recommendations:

- “Continue to focus programming on mentoring activities. Students overwhelmingly rated mentoring as the top DEY non-tutoring activity (e.g., 98% of 30+ day students and 86% of 29- day students).”
- “Increase student participation through building student leadership into the structure, as

high school students have shown responsiveness to opportunities to develop responsibility; this project will work to add that characteristic into its offerings featuring culturally relevant, engaging theme and content-based workshop/activity series.”

- “Increase our one-on-one mentoring opportunities as well as expose them to additional enrichment possibilities such as Public Speaking competitions, College tours, and summer employment.”

Academic programming (improve programming, 8%; improve alignment 7% of grantees):

Reports included recommendations related to two aspects academic programming. Some grantees’ reports cited the need for better programming, for adjusting programming in an effort to have a greater impact on students’ academic achievement. These included recommendations for more tutoring and remediation, or a focus on test preparation. Other recommendations focused on the need for academic programming that was more aligned with standards. Specific suggestions included:

- “Consider providing students additional tutoring via the 21st CCLC webpages to provide tutoring lessons and practice opportunities for the targeted low-income at-risk students in the areas of basic mathematics and vocabulary development with one or more teachers answering questions posted by students and providing tutoring assistance when requested. Consider the Khan Academy web-based mathematics lessons which can be used multiple times to reinforce mathematical concepts.”
- “PARCC scores can be difficult to impact, but there is definitely a need to so improvements there. Staff should look for evidence-based ways to help students achieve in this area.”
- “There continues to be a need to provide youth and families with activities that build a positive connection to the school-day and support youths’ regular school-day attendance.”

Target populations (8% of grantees): In addition to more general recommendations for improving recruitment and retention, a few grantees’ reports included specific recommendations for the recruitment and retention of specific populations of students and families. In these cases, it appears that in their evaluation, the grantees recognized that they were not necessarily serving students and families with the greatest need, based on their communities.

- “Recommendations include continuing current recruitment procedures that focus on identifying and enrolling students most in need. Data regarding income status and school achievement will continue to be collected on a yearly basis, should be based off of school records, and students qualifying as low-income should be given priority for enrollment.”
- “Recommendations include identifying students with increased rates of absences, disciplinary infractions, and low levels of engagement with peers and/or staff for mentoring and intervention.
- “An area of focus should be increasing enrollment of students with special needs. Students with special needs are not well represented in the afterschool program. Informing parents about the services 21st Century offers will assist in increasing the enrollment rate for this particular group of students as well as making extra efforts in requesting teacher recommendations for these students.”
- “We are underserving the Hispanic population. The Parent Specialist and Family Resource Coordinators are looking at ways to more fully engage the Hispanic

community.”

- “Continue offering session(s) with priority enrollment given to those lo-income students who have demonstrated the need to focus attention on life after high school graduation—such as in-depth career exploration and/or university options including cost and selection process.”

College and career readiness (8% of grantees): A small number of grantees’ local evaluation reports included recommendations for developing or enhancing college and career readiness activities for program participants. These recommendations generally suggested that grantees offer more experiences and opportunities for students to learn about options for life after high school.

- “All sites should increase activities and programming related to career readiness in order to increase student knowledge of a variety of career options.”
- “Continue and expand activities for students’ college and career readiness based on the overall high ratings on the Student Survey for those postsecondary activities implemented by staff.”
- “Increase college and career programming/support for high school participants.”

Conclusion

Grantee utilization of the annual local evaluation report template has improved the overall consistency of reporting. However, evaluations continue to vary greatly in their content, format, breadth, and depth. More grantees are providing data, reflecting on them, and offering recommendations for program improvement based on their findings. The local evaluations, and subsequently the statewide evaluation, aim to engage more deeply in a process of continuous program improvement.

This review and analysis of the grantee evaluation reports highlights some key challenges, as well as areas of progress. More than 70% of grantees provided evidence of some progress for each of the statewide objectives. While grantees are reporting more consistently on their implementation, outcome data continues to be a challenge for grantees. The Teacher APR survey remains the most common source of outcome data for grantees, and both EDC and grantees recognize the limitations of the survey in assessing student progress. The fact that the need for improved data collection, data use, and evaluation is the most frequent recommendation of the local evaluations provides further evidence that this is an issue of concern. ISBE, EDC, and grantees should continue to work together to identify reliable, relevant data sources as well as systems and tactics for collecting and analyzing these data in order to demonstrate the value of these programs.

List of Grantee Reports

Grantee	Cohort Year
Alternative Schools Network	2013
Alternative Schools Network	2015
Alton Community Unit School District 11	2015

Grantee	Cohort Year
America Baila: Folkdance Company of Chicago	2015
America SCORES Chicago	2013
ASPIRA, Inc. of Illinois (Grant 1)	2015
ASPIRA, Inc. of Illinois (Grant 2)	2015
Aurora East USD 131	2013
Aurora East USD 131 (Grant 1)	2015
Aurora East USD 131 (Grant 2)	2015
Aurora West USD 129	2015
Benton Consolidated High School District #103	2013
Boys & Girls Clubs of Central Illinois (Grant 1)	2015
Boys & Girls Clubs of Central Illinois (Grant 2)	2015
Boys & Girls Clubs of Chicago (13 Grant 1)	2013/2015
Boys & Girls Clubs of Chicago (13 Grant 2)	
Boys & Girls Clubs of Chicago (15)	
Boys & Girls Club of Freeport & Stephenson County	2015
Brighton Park Neighborhood Council	2015
BUILD, Inc.	2015
Cahokia CUSD 187 (Grant 1)	2015
Cahokia CUSD 187 (Grant 2)	2015
Center for Community Academic Success Partnerships (Grant 1)	2013
Center for Community Academic Success Partnerships (Grant 2)	2013
Center for Community Academic Success Partnerships (Grant 1)	2015
Center for Community Academic Success Partnerships (Grant 2)	2015
Center for Community Arts Partnerships, Columbia College Chicago	2013
Center for Community Arts Partnerships, Columbia College Chicago (Grant 1)	2015
Center for Community Arts Partnerships, Columbia College Chicago (Grant 2)	2015
Central States SER	2013
Chicago Arts Partnerships in Education (Grant 1)	2015
Chicago Arts Partnerships in Education (Grant 2)	2015
Chicago Public School Dist. #299 (13)	2013
Chicago Public School Dist. #299 (Grant 1)	2015
Chicago Public School Dist. #299 (Grant 2)	
Chicago Public School Dist. #299 (Grant 3)	
Chicago Public School Dist. #299 (Grant 4)	
Chicago Public School Dist. #299 (Grant 5)	
Chicago Public School Dist. #299 (Grant 6)	
Chicago Youth Centers (Grant 1)	2015
Chicago Youth Centers (Grant 2)	2015
Christopher Unit SD 99	2013

Grantee	Cohort Year
Citizen Schools	2015
Decatur Public Schools #61	2013
Dime Child Foundation	2015
Driven and Empowered Youth (Grant 1)	2015
Driven and Empowered Youth (Grant 2)	
DuQuoin CUSD 300	2013
East Richland CUSD 1	2015
East St. Louis School District 189	2013
East St. Louis School District 189	2015
Egyptian CUSD 5	2015
Enlace Chicago (Grant 1)	2015
Enlace Chicago (Grant 2)	2015
Family Focus, INC (Grant 1)	2013
Family Focus, INC (Grant 2)	2013
Family Focus, INC (Grant 1)	2015
Family Focus, INC (Grant 2)	2015
Family Focus, INC (Grant 3)	2015
Fox Valley Park District	2013
Frida Kahlo Community Organization (Grant 1)	2015
Frida Kahlo Community Organization (Grant 2)	2015
Gads Hill Center	2015
Gary Comer Youth Center	2015
Harold Colbert Jones Memorial Community Center	2013
Illinois Alliance of Boys & Girls Clubs (Grant 1)	2013
Illinois Alliance of Boys & Girls Clubs (Grant 2)	2013
Illinois Alliance of Boys & Girls Clubs (Grant 1)	2015
Illinois Alliance of Boys & Girls Clubs (Grant 2)	2015
Illinois Alliance of Boys & Girls Clubs (Grant 3)	2015
Madison CUSD 12	2015
Meridian CUSD 101	2015
Metropolitan Family Services	2013
Metropolitan Family Services (Grant 1)	2015
Metropolitan Family Services (Grant 2)	2015
Mount Vernon City School District 80	2013
Mount Vernon City School District 80	2015
National Museum of Mexican Art	2015
Northeastern Illinois University	2013
Northeastern Illinois University (Grant 1)	2015
Northeastern Illinois University (Grant 2)	2015
Northern IL Council on Alcohol and Substance Abuse (NICASA)	2013

Grantee	Cohort Year
Northern IL Council on Alcohol and Substance Abuse (NICASA)	2015
Park Forest - Chicago Heights School District 163	2015
Project Success of Vermilion County (Grant 1)	2015
Project Success of Vermilion County (Grant 2)	2015
Quincy SD 172	2015
Rochelle CCSD 231	2013
Rock Island/Milan SD 41	2015
Rockford School District 205 (Grant 1)	2015
Rockford School District 205 (Grant 2)	2015
Rockford School District 205 (Grant 3)	2015
ROE 33 Henderson - Mercer - Warren	2013
ROE 33 Henderson - Mercer - Warren	2015
ROE #28 Bureau Henry Stark	2013
ROE #28 Bureau Henry Stark (Grant 1)	2015
ROE #28 Bureau Henry Stark (Grant 2)	2015
ROE #49 Rock Island	2013
ROE #49 Rock Island (Grant 1)	2015
ROE #49 Rock Island (Grant 2)	2015
ROE #49 Rock Island (Grant 3)	2015
School District U-46	2015
Springfield Urban League, Inc. (13)	2013
Springfield Urban League, Inc. (Grant 1)	2015
Springfield Urban League, Inc. (Grant 2)	2015
Sterling-Rock Falls Family YMCA (15)	2015
Thornton Fractional Township High School District 215	2013
Urbana SD 116	2013
Urbana SD 116 (Grant 1)	2015
Urbana SD 116 (Grant 2)	2015
Venice School District 3	2013
West Chicago Elementary School District 33	2015
Youth Guidance	2015
Youth Organizations Umbrella, Inc. (Grant 1)	2013
Youth Organizations Umbrella, Inc. (Grant 2)	2013
Youth Organizations Umbrella, Inc. (Grant 3)	2013
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 1)	2015
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 2)	2015
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 3)	2015

Appendix C: Annual Survey

Programmatic Information | Basic Information

Organization (Grantee) Title:

Year Grantee Began (Cohort Year):

Who is the primary person completing this survey?

What is the title of this person?

Email address:

Telephone Number (Include Area Code):

How many sites are covered by your grant?

Does your program serve ELEMENTARY SCHOOL students (i.e. students in Pre-K through 5th grade)?

- ☐ Yes
- ☐ No

Does your program serve MIDDLE SCHOOL students (i.e., students in 6th through 8th grade)?

- ☐ Yes
- ☐ No

Does your program serve HIGH SCHOOL students (i.e., students in 9th through 12th grade)?

- ☐ Yes
- ☐ No

Programmatic Information | Recruitment & Retention

How are ELEMENTARY SCHOOL students identified and referred into the program? Please check all that apply.

- ☐ Internal Program Referrals
- ☐ School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- ☐ Parent/Guardian or Self Referrals
- ☐ Other, please describe: _____

How are MIDDLE SCHOOL students identified and referred into the program? Please check all that apply.

- ☐ Internal Program Referrals
- ☐ School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- ☐ Parent/Guardian or Self Referrals
- ☐ Other, please describe: _____

How are HIGH SCHOOL students identified and referred into the program? Please check all that apply.

- ☐ Internal Program Referrals
- ☐ School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- ☐ Parent/Guardian or Self Referrals
- ☐ Other, please describe: _____

What steps are being taken to ensure ELEMENTARY SCHOOL students with the greatest needs are targeted?

Please check all that apply.

- ☐ Students are identified using student achievement data
- ☐ Students are identified using free/reduced lunch status
- ☐ Students are identified as having social-emotional issues
- ☐ Other, please describe: _____

What steps are being taken to ensure MIDDLE SCHOOL students with the greatest needs are targeted? Please check all that apply.

- ☐ Students are identified using student achievement data
- ☐ Students are identified using free/reduced lunch status
- ☐ Students are identified as having social-emotional issues
- ☐ Other, please describe: _____

What steps are being taken to ensure HIGH SCHOOL students with the greatest needs are targeted? Please check all that apply.

- ☐ Students are identified using student achievement data
- ☐ Students are identified using free/reduced lunch status
- ☐ Students are identified as having social-emotional issues
- ☐ Other, please describe: _____

What retention strategies are in place to maximize the number of days that ELEMENTARY SCHOOL participants attend? Please check all that apply.

- ☐ Program operates an incentive system rewarding student attendance in the program
- ☐ Program conducts outreach to parents when students demonstrate patterns of absenteeism
- ☐ Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- ☐ Program provides an inviting and inclusive environment that encourages student attendance
- ☐ Program designs and delivers academic activities with a specific focus on encouraging attendance
- ☐ Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- ☐ Other, please describe: _____

What retention strategies are in place to maximize the number of days that MIDDLE SCHOOL participants attend? Please check all that apply.

- ☐ Program operates an incentive system rewarding student attendance in the program
- ☐ Program conducts outreach to parents when students demonstrate patterns of absenteeism
- ☐ Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- ☐ Program provides an inviting and inclusive environment that encourages student attendance
- ☐ Program designs and delivers academic activities with a specific focus on encouraging attendance
- ☐ Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- ☐ Other, please describe: _____

What retention strategies are in place to maximize the number of days that HIGH SCHOOL participants attend? Please check all that apply.

- ☐ Program operates an incentive system rewarding student attendance in the program
- ☐ Program conducts outreach to parents when students demonstrate patterns of absenteeism
- ☐ Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- ☐ Program provides an inviting and inclusive environment that encourages student attendance
- ☐ Program designs and delivers academic activities with a specific focus on encouraging attendance

- ☐ Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- ☐ Other, please describe: _____

Programmatic Information | Lines of Communication

How are lines of communication kept open with parents/guardians of ELEMENTARY SCHOOL participants? Please check all that apply.

- ☐ Newsletters
- ☐ Website
- ☐ Social media
- ☐ Notes sent home
- ☐ Phone calls
- ☐ Text messaging
- ☐ In-person meetings
- ☐ Other, please describe: _____

How are lines of communication kept open with parents/guardians of MIDDLE SCHOOL participants? Please check all that apply.

- ☐ Newsletters
- ☐ Website
- ☐ Social media
- ☐ Notes sent home
- ☐ Phone calls
- ☐ Text messaging
- ☐ In-person meetings
- ☐ Other, please describe: _____

How are lines of communication kept open with parents/guardians of HIGH SCHOOL participants? Please check all that apply.

- ☐ Newsletters
- ☐ Website
- ☐ Social media
- ☐ Notes sent home
- ☐ Phone calls
- ☐ Text messaging
- ☐ In-person meetings
- ☐ Other, please describe: _____

Programmatic Information | Academic Components

For sites serving ELEMENTARY SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving MIDDLE SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving HIGH SCHOOL participants, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving ELEMENTARY SCHOOL participants, please describe the mathematics component and the

process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving MIDDLE SCHOOL participants, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving HIGH SCHOOL participants, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

For sites serving ELEMENTARY SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving MIDDLE SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving HIGH SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

Programmatic Information | Other Programs and Components

Please identify whether the following programs/components are available for each population listed below. Note: By checking a box, you're indicating that the program component is available for the corresponding population.

	For Elementary School Participants?	For Middle School Participants?	For High School Participants?
Arts Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual/ELL Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrepreneurial, career development, job skills component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth development component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit recovery component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science, technology, engineering, mathematics (STEM) program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21st century skills component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior and prevention component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate whether your arts programming includes one or more of the following. Check all that apply.

- ☐ Performance Arts
- ☐ Music
- ☐ Visual Arts (photography, drawing, sculpture)
- ☐ Decorative Arts (Ceramics, Jewelry)
- ☐ Applied Art (Architecture, Fashion design)
- ☐ Art History (Visiting art museums)

Please describe the arts programming for ELEMENTARY SCHOOL participants.

Please describe the arts programming for MIDDLE SCHOOL participants.

Please describe the arts programming for HIGH SCHOOL participants.

Please indicate whether your bilingual/ELL programming includes one or more of the following. Check all that apply.

- ☐ Bilingual staff to support students (instructors, tutors, or volunteers)
- ☐ Activities, tutoring, or other support for ELL students
- ☐ An established curriculum for ELL students with a bilingual teacher
- ☐ Language-learning activities for all students

Please describe the bilingual/ELL programming for ELEMENTARY SCHOOL participants.

Please describe the bilingual/ELL programming for MIDDLE SCHOOL participants.

Please describe the bilingual/ELL programming for HIGH SCHOOL participants.

Please indicate whether your special needs programming includes one or more of the following. Check all that apply.

- ☐ Access to and use of students' IEPs
- ☐ Supports to include and integrate special needs students into program activities
- ☐ Dedicated staff to support special needs students (paraprofessional, special education teacher)
- ☐ Necessary and appropriate accommodations for special needs students
- ☐ Activities to support students with learning deficiencies

Please describe the special needs programming for ELEMENTARY SCHOOL participants.

Please describe the special needs programming for MIDDLE SCHOOL participants.

Please describe the special needs programming for HIGH SCHOOL participants.

Please indicate whether your programs's entrepreneurial, career development, and/or job skills component includes one or more of the following. Check all that apply.

- ☐ Entrepreneurship activities (business planning, school store)
- ☐ Junior Achievement program
- ☐ Financial literacy
- ☐ Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)
- ☐ Online programs/resources (e.g. Career Launch, Career Cruising)
- ☐ Job seeking skills (e.g. resume writing, interview skills)
- ☐ Clubs/programs that explore careers and support skill development
- ☐ Career and technical student organization activities

Please describe the entrepreneurial, career development, and/or job skills component for ELEMENTARY SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for MIDDLE SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for HIGH SCHOOL participants.

Please describe the youth development component for ELEMENTARY SCHOOL participants.

Please describe the youth development component for MIDDLE SCHOOL participants.

Please describe the youth development component for HIGH SCHOOL participants.

Please describe the mentoring component for ELEMENTARY SCHOOL participants.

Please describe the mentoring component for MIDDLE SCHOOL participants.

Please describe the mentoring component for HIGH SCHOOL participants.

Please describe the credit recovery component for ELEMENTARY SCHOOL participants.

Please describe the credit recovery component for MIDDLE SCHOOL participants.

Please describe the credit recovery component for HIGH SCHOOL participants.

Please indicate whether your program's social-emotional component utilizes one or more of the following. Check all that apply.

- ☐ Aggression Replacement Training
- ☐ Botvin Life Skills Training Curriculum
- ☐ Lions Quest Curriculum
- ☐ Means and Measures of Human Achievement Labs (MHA) Tools
- ☐ Positive Behavioral Intervention and Supports (PBIS)
- ☐ Second Step Curriculum
- ☐ Stephen Covey's Seven Habits of Highly Effective People Program

Please describe the social-emotional component for ELEMENTARY SCHOOL participants.

Please describe the social-emotional component for MIDDLE SCHOOL participants.

Please describe the social-emotional component for HIGH SCHOOL participants.

Please indicate whether your science, technology, engineer, mathematics (STEM) programming includes one or more of the following. Check all that apply.

- ☐ Robotics clubs or activities
- ☐ STEM kits
- ☐ Partnerships with STEM organizations or program providers
- ☐ Computer programming or coding activities
- ☐ Activities aligned with school standards (NGSS)
- ☐ Environmental science activities
- ☐ School-day science teachers to support activities

Please describe the science, technology, engineer, mathematics (STEM) programming for ELEMENTARY SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for MIDDLE SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for HIGH SCHOOL participants.

Please describe the 21st century skills component for ELEMENTARY SCHOOL participants.

Please describe the 21st century skills component for MIDDLE SCHOOL participants.

Please describe the 21st century skills component for HIGH SCHOOL participants.

Please indicate whether your behavior and prevention component includes one or more of the following. Check all that apply.

- ☐ Drug prevention
- ☐ Counseling programming
- ☐ Violence prevention
- ☐ Truancy prevention
- ☐ Youth leadership

Please describe the behavior and prevention component for ELEMENTARY SCHOOL participants.

Please describe the behavior and prevention component for MIDDLE SCHOOL participants.

Please describe the behavior and prevention component for HIGH SCHOOL participants.

Please identify whether the following enrichment and recreation components are available for ELEMENTARY SCHOOL participants. Please check all that apply.

- ☐ College Preparation Activities
- ☐ Culinary Arts Activities
- ☐ Cultural Activities
- ☐ Field Trips
- ☐ Gardening Activities
- ☐ Games
- ☐ Sports Activities
- ☐ Other, please describe: _____

Please identify whether the following enrichment and recreation components are available for MIDDLE SCHOOL participants. Please check all that apply.

- ☐ College Preparation Activities
- ☐ Culinary Arts Activities
- ☐ Cultural Activities
- ☐ Field Trips
- ☐ Gardening Activities
- ☐ Games
- ☐ Sports Activities
- ☐ Other, please describe: _____

Please identify whether the following enrichment and recreation components are available for HIGH SCHOOL participants. Please check all that apply.

- ☐ College Preparation Activities
- ☐ Culinary Arts Activities
- ☐ Cultural Activities
- ☐ Field Trips
- ☐ Gardening Activities
- ☐ Games
- ☐ Sports Activities
- ☐ Other, please describe: _____

Is there a service-learning component to the program?

- ☐ Yes
- ☐ No

How many of the program participants are involved in the service-learning component?

	Total Number
Elementary School Participants	
Middle School Participants	
High School Participants	

Please describe the service-learning components available at sites serving ELEMENTARY SCHOOL students. What do students do and whom do they serve?

Please describe the service-learning components available at sites serving MIDDLE SCHOOL students. What do students do and whom do they serve?

Please describe the service-learning components available at sites serving HIGH SCHOOL students. What do students do and whom do they serve?

Programmatic Information | Technology Use

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by ELEMENTARY SCHOOL participants for any of the following activities. Check all that apply.

- ☐ Academic remediation or computer-assisted instruction
- ☐ Homework support
- ☐ Credit recovery programs
- ☐ Media-making and/or digital arts
- ☐ Test preparation
- ☐ Research or finding information and resources
- ☐ Computer literacy or programming
- ☐ Games and/or free play time
- ☐ Other, please describe: _____

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by MIDDLE SCHOOL participants for any of the following activities. Check all that apply.

- ☐ Academic remediation or computer-assisted instruction
- ☐ Homework support
- ☐ Credit recovery programs

- ☐ Media-making and/or digital arts
- ☐ Test preparation
- ☐ Research or finding information and resources
- ☐ Computer literacy or programming
- ☐ Games and/or free play time
- ☐ Other, please describe: _____

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by HIGH SCHOOL participants for any of the following activities. Check all that apply.

- ☐ Academic remediation or computer-assisted instruction
- ☐ Homework support
- ☐ Credit recovery programs
- ☐ Media-making and/or digital arts
- ☐ Test preparation
- ☐ Research or finding information and resources
- ☐ Computer literacy or programming
- ☐ Games and/or free play time
- ☐ Other, please describe: _____

Programmatic Information | Technology Use

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by ELEMENTARY SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by MIDDLE SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by HIGH SCHOOL participants, which software/on-line sites are used most often?

Programmatic Information | Transportation

Please identify whether your program (or one of your partners) offers transportation for the corresponding populations listed below. Check all that apply.

- ☐ Elementary School
- ☐ Middle School
- ☐ High School

In the previous question, you indicated that your program offers transportation for program participants. Please indicate how transportation is funded for your program.

- ☐ 21st CCLC funds
- ☐ In-kind funds
- ☐ Both 21st CCLC and in-kind funds

Programmatic Information | Professional Development

Please identify any professional development offered to staff this year and any planned for next year. Please check all that apply. Note that these professional development opportunities can be offered through your own organization, through partners, or other in-kind supports.

- ☐ 21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)
- ☐ Illinois Learning Standards Training and/or Common Core Training
- ☐ Cultural Awareness and Sensitivity Training
- ☐ Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))
- ☐ English Language Arts Training
- ☐ Health Training (e.g. nutrition education, fitness education, sexual education)
- ☐ Media/Technology Training
- ☐ Safety Training (e.g. First Aid, CPR training)
- ☐ STEM Training
- ☐ Team-Building Training
- ☐ Trauma Informed Practice Training
- ☐ Youth Development Training
- ☐ Youth Program Quality Assessment Training
- ☐ Other, please describe: _____

What recommendations do you have for future professional development activities and for which target audiences?

Programmatic Information | Sustainability

Please describe what actions your program has taken to ensure sustainability.

Please describe any deviations from your approved plan for sustainability.

In your opinion, what critical components of the program are most sustainable?

In your opinion, how sustainable are the critical components of the program after the grant cycle ends?

- ☐ All are sustainable
- ☐ Most are sustainable
- ☐ Some are sustainable
- ☐ None are sustainable

Was your program's funding decreased in 2016-2017?

- ☐ Yes
- ☐ No

Please explain how the size and scope of the originally funded program is being maintained after funding decreased in 2016-2017.

Please list any partners not funded by the 21st CCLC program. Describe the relationship for each.

Programmatic Information | Implementation

2013 Cohort: Please rate the level of implementation on each of the following key components in 2016-2017 for programs for ELEMENTARY SCHOOL students.

	Did not meet goals	Partially meets goals	Met goals	Exceeded goals
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2015 Cohort: Please rate the level of implementation on each of the following key components in 2016-2017 for programs for ELEMENTARY SCHOOL students.

	No progress	Little progress	Significant progress	Meets requirements	Exceeds requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Cohort: Please rate the level of implementation on each of the following key components while serving MIDDLE SCHOOL students this year.

	Did not meet goals	Partially met goals	Met goals	Exceeded goals
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2015 Cohort: Please rate the level of implementation on each of the following key components while serving MIDDLE SCHOOL students this year.

	No progress	Little progress	Significant progress	Meets requirements	Exceeds requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 Cohort: Please rate the level of implementation on each of the following key components while serving HIGH SCHOOL students this year.

	Did not meet goals	Partially met goals	Met goals	Exceeded goals
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2015 Cohort: Please rate the level of implementation on each of the following key components while serving HIGH SCHOOL students this year.

	No progress	Little progress	Significant progress	Meets requirements	Exceeds requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programmatic Information | Barriers

Please rate the degree to which the following were barriers while serving ELEMENTARY SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the degree to which the following were barriers while serving MIDDLE SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the degree to which the following were barriers while serving HIGH SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programmatic Information | Additional Comments

Given the opportunity, would you apply for a new 21st CCLC grant?

- ☐ Yes
☐ No

What have you learned from your experience with this grant, with respect to:

Programming:

Management:

Sustainability:

Please provide any additional comments that you'd like to share.

Site-Specific Information

Please provide the name of Site:

Please indicate the number of youth you have enrolled at this site by grade level.

	Summer 2016	School Year 2016-2017
Pre-Kindergarten		
Kindergarten		
1st Grade		
2nd Grade		
3rd Grade		
4th Grade		
5th Grade		
6th Grade		
7th Grade		
8th Grade		
9th Grade		
10th Grade		
11th Grade		
12th Grade		

What is the name of the site coordinator?

What is the email address for the site coordinator?

What town/city is this site located?

Name all public and private schools attended during the day by the 21st CCLC students.

First day of 21st CCLC programming for FY17:

Last day of 21st CCLC programming for FY17:

Did the site provide summer programming in Summer 2016?

- ☐ Yes
☐ No

Number of weeks site was active during summer 2016:

Number of weeks site was active during the 2016-2017 school year:

Did the site provide weekend programming?

- ☐ Yes
☐ No

Please describe the weekend programming:

Elementary Students (grades Pre-K through 5) - Enrollment at this site during the 2016-2017 school year

Note the following:

- The number of students in each attendance category should add up to the total number of students you served at this site during the 2016-2016 school year.
- The number of students receiving free/reduced lunch should be less than or equal to the overall number of students.
- Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days

	# of Students	# of Students Receiving Free/Reduced Lunch
Number of Students Attending Less than 30 Days		
Number of Students Attending 30-59 Days		
Number of Students Attending 60-89 Days		
Number of Students Attending 90+ Days		

Middle/High Students (grades 6 through 12) - Enrollment at this site during the 2016-2017 school year

Note the following:

- The number of students in each attendance category should add up to the total number of students you served at this site during the 2016-2016 school year.
- The number of students receiving free/reduced lunch should be less than or equal to the overall number of students.
- Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days

	# of Students	# of Students Receiving Free/Reduced Lunch
Number of Students Attending Less than 30 Days		
Number of Students Attending 30-59 Days		
Number of Students Attending 60-89 Days		
Number of Students Attending 90+ Days		

Did you administer the federal teacher survey at the end of the 2016-2017 school year?

- ☐ Yes
☐ No

Elementary Students (grades Pre-K through 5) - Teacher Survey summary for elementary students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time								
Completing homework to the teacher's satisfaction								
Participating in class								
Volunteering (e.g. for extra credit or more responsibilities)								
Attending class regularly								
Being attentive in class								
Behaving well in class								
Academic performance								

Coming to school motivated to learn								
Getting along well with other students								

Middle/High Students (grades 6 through 12) - Teacher Survey summary for middle/high students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time								
Completing homework to the teacher's satisfaction								
Participating in class								
Volunteering (e.g. for extra credit or more responsibilities)								
Attending class regularly								
Being attentive in class								
Behaving well in class								
Academic performance								
Coming to school motivated to learn								
Getting along well with other students								

Appendix D: Teacher APR Survey Data

Teacher Survey summary for elementary students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

Note: Grantees submitted data by site; grantees provided data for 217 sites serving Elementary students.

Elementary Students									
	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	Total
Turning in his/her homework on time	2390	1327	1375	1665	1672	561	367	309	9666
Completing homework to the teacher's satisfaction	2096	1327	1523	1774	1683	563	359	299	9624
Participating in class	2110	1313	1615	1876	1835	415	281	267	9712
Volunteering (e.g. for extra credit or more responsibilities)	2179	1061	1226	1488	2707	313	246	252	9472
Attending class regularly	3666	938	818	988	2139	424	273	251	9497
Being attentive in class	2138	1076	1387	1738	1894	642	348	285	9508
Behaving well in class	2448	997	1208	1506	1904	683	389	307	9442
Academic performance	1706	1297	1761	2017	1603	564	326	283	9557
Coming to school motivated to learn	2286	1243	1462	1694	1944	478	314	278	9699
Getting along well with other students	2804	1048	1205	1452	1846	583	352	291	9581

Teacher Survey summary for Middle and High School students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

Note: Grantees submitted data by site; grantees provided data for 253 sites serving Middle and High School students.

Middle/High Students									
	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	Total
Turning in his/her homework on time	1374	889	1202	1455	1099	340	138	70	6567
Completing homework to the teacher's satisfaction	1305	917	1336	1455	1066	307	139	77	6602
Participating in class	1214	1111	1125	1434	1367	203	94	49	6597
Volunteering (e.g. for extra credit or more responsibilities)	1370	700	823	1417	1968	116	47	34	6475
Attending class regularly	2529	853	690	815	1317	223	70	41	6538
Being attentive in class	1455	807	1053	1417	1150	364	133	66	6445
Behaving well in class	2100	951	700	1138	1189	316	108	62	6564
Academic performance	1156	963	1270	1629	1029	336	128	77	6588
Coming to school motivated to learn	1478	899	873	1444	1428	302	86	77	6587
Getting along well with other students	2292	805	712	1196	1272	207	70	38	6592