

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

State-Level Program Evaluation
2017-2018

March 2019



**Education
Development
Center**

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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 2017-18 grant year, active grantees included those from the 2013 and 2015 funding cohorts. A total of 116 grants operated 363 sites. The program served 49,556 students across the state, and had 28,190 regular program participants (students attended 30 days or more of programming). Participation rates varied by age/grade group: 71% of elementary school students were regular participants, while 57% of middle school students and 32% of high school students were regular participants. Nearly all grantees reported that they aimed to create an inviting and inclusive environment as a primary strategy for encouraging student attendance.

Attendance levels by grade, 2017-18

Grade	<30 Days	30-59 Days	60-90 Days	> 90 Days
PreK-5th grade	29%	22%	19%	31%
6th-8th grade	43%	24%	16%	18%
9th-12th grade	68%	16%	7%	8%
All grades	43%	21%	15%	21%

The most frequently indicated program components, outside of academic support, for each age group were as follows:

Elementary	Middle School	High School
Arts Program (94%)	STEM (95%)	Entrepreneurial, career development and job skills (91%)
Social-emotional learning (92%)	Social-emotional learning (94%)	Social-emotional learning (89%) STEM (89%)
STEM (91%)	Arts Program (84%)	Arts Program (82%)

Summary of outcomes

Grantees provided a wide range of enrichment activities. In addition to the most frequently offered programs described above:

- 68% grantees reported offering a service-learning component in their program.
- 91% of grantees working with high school students indicated they offered college preparation activities.
- Grantees reported that they use technology in the programs for a number of activities, including research, homework support, computer programming, and media-making.

A growing number of grantees reported providing programming and supports for both special education and English language learner students:

- 49%-52% of grantees reported implementing a special needs program depending on age group, with 96% of those grantees indicating they provide supports to include and integrate students into program activities.
- 37%-42% of grantees reported offering a bilingual/ELL program, and 98% of those grantees provided bilingual staff to support students.

According to teachers (surveyed using the Teacher APR Survey), the majority of regular program participants in need of improvement did improve their behavior:

- Teachers reported that 61% of elementary students improved with respect to getting along well with other students, and 63% in coming being attentive in class.
- Teachers reported that 64% of middle and high school students improved with respect to getting along well with other students, and 67% improved with respect to coming behaving well in class.

According to state standardized test scores available through the Illinois Report Card system, 20% or less of program participants were proficient in ELA or math. However, according to teachers (surveyed using the Teacher APR Survey), the majority of regular program participants in need of improvement did improve with respect to academic achievement:

- 72% of elementary students improved their academic performance, and 69% improved with regard to completing homework to teacher’s satisfaction.

- 71% of middle/high school students improved their academic performance, and 69% improved with regard to completing homework to teacher's satisfaction.

Grantees provided a wide variety of activities to parents and families of program participants. Over 20,000 family members participated in programs, with the most common activities included family events, such as family cultural events, literacy and movie nights.

Organizational capacity

Over 6,000 staff work at 21st CCLC programs across the state, and 26% of staff are school-day teachers. Grantees offered a wide variety of professional development and training opportunities to their staff; 99% participated in ISBE-run 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.

At least 72% of grantees use an external program evaluator. Grantees reported using several methods for measuring progress and outcomes of their grants: 84% of local evaluations reported using the Teacher APR Survey to understand student outcomes. Grantees also look at student grades, and collect information through student and parent surveys.

Grantees made progress in addressing the challenge of program sustainability. All 2013 Cohort grantees indicated that some or most of their program components were sustainable, and 97% of 2015 Cohort grantees indicated that some or most of their program components were sustainable.

Challenges and recommendations

Although grantees demonstrated progress toward each of the state program objectives, challenges and recommendations were consistent with previous years.

- Poor parental involvement was cited as the most common barrier to program implementation, and the need for increased or improve parent and family programming and involvement was most frequently cited as a recommendation for program improvement. This is consistent with previous years.
- Grantees serving older students reported regular student attendance as a program barrier and an area for program improvement. Grantees serving older students recognized that competing responsibilities at home and the need for some students to work was a main factor in attendance.
- Grantees continued to describe challenges with evaluation and in collecting and using data in their own programs. Issues with data collection included the need for consistent data collection across sites and challenges with access school-related data on program participants.

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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:

- 1) Provides 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) Provides 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) Provides families served by the 21st CCLC programs opportunities for literacy and related educational and personal development.

ISBE 21st Century Community Learning Center Statewide Goals & Objectives

ISBE has identified seven statewide goals and corresponding objectives for the 21st CCLC program, listed below.

- 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.

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 programs and activities implemented by the 116 grantees active during FY18 (July 1, 2017 through June 30, 2018). These active programs were awarded grants in the 2013 and 2015 cycles (referred to as Cohort 13 and Cohort 15 in this report). This report provides a summary and analysis of data collected by and made available to EDC for FY18. These data include:

- EDC's annual grantee survey, administered in May-June 2018;
- Grantees' individual annual evaluation reports, submitted by December 2018; and
- Illinois Report Card data (IRC), including student attendance and achievement information.

A more detailed description of the evaluation design and data sources used for this report is included in the Appendices. 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 2017-18. 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. Grants, sites, and attendance

During FY18, Illinois had 116 active grants, including grants from the 2013 and 2015 award cohorts. These grants offered programming at 363 sites, and served nearly 50,000 students over the course of the year. Twenty percent of the grantees operated a single program site, while 63% of grantees operated 2 to 4 sites. Seventeen percent of the grantees had 5 or more sites.

The total of number of students served – 49,556 – represents an increase from last year (FY17) when the total number of students served was 47,970. The number of *regular* attendees—students who attended the program 30 days or more—was 28,190, or 56.9% of the total number of students. The proportion of regular attendees was almost identical to last year, when the rate was 56.3%.

Table 1: Grantees, sites, and students served, 2017-2018 (AS, APR)^{1,2}

	2017-18
Grantees	116 ³
Sites	363
Average # students per grant	435
Students served	49,556
Regular attendees (30 days or more)	28,190

Table 2: Number of sites per grant, 2017-2018 (AS)

	Grantees	
	Number	Percent
1 site	21	20%
2 sites	22	21%
3 sites	11	10%
4 sites	34	32%
5 sites	9	8%
More than 5 sites	10	9%

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

¹ (AS) indicates data that come from EDC’s annual grantee survey, administered in June 2018, in which they reported on data for the prior twelve months. While 116 grants were active, the survey was completed by 107 grantees.

² (APR) indicates data provided via the Illinois Report Card APR data warehouse system. These data are identical to those submitted to the federal reporting system (the APR system).

³ The number of sites in this table represents the number operated by the 107 grantees who provided data.

combine middle grades with either elementary or high school. The majority of grantees serve students in elementary and middle school (72% and 79% respectively). Approximately half of the grantees offer programs that serve high school students. When looking at total participants by grade level, the majority of program participants were in grades 3 through 8.

Table 3: Grants by school-age served, 2017-18 (AS)

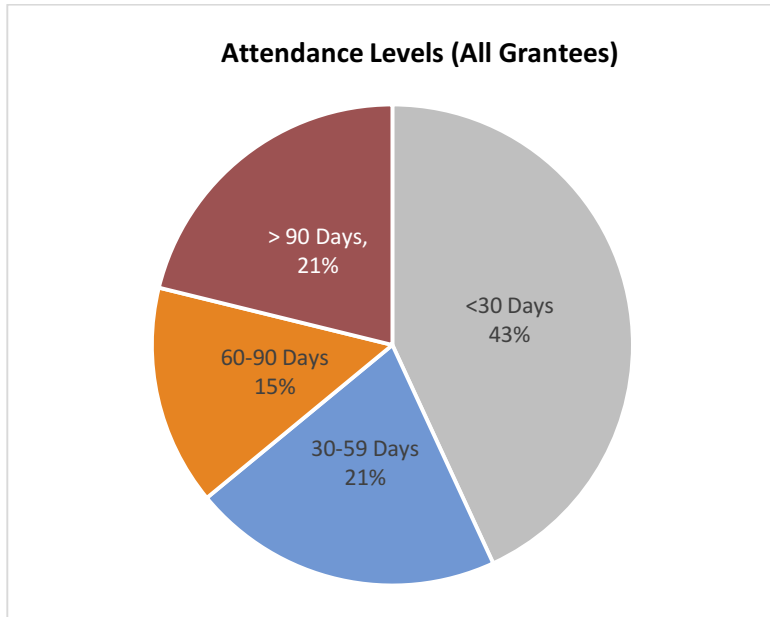
	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	77	72%
Middle School Students (Grades 6-8)	84	79%
High School Students (Grades 9-12)	55	51%

Table 4: Grade level of participants, 2017-18 (APR)

Grade	Total Participants	
	Number	Percent
Pre-Kindergarten	110	0.2%
Kindergarten	1345	3%
1 st grade	2621	5%
2 nd grade	3921	8%
3 rd grade	5027	10%
4 th grade	5054	10%
5 th grade	4894	10%
6 th grade	4606	9%
7 th grade	4611	9%
8 th grade	4255	9%
9 th grade	3655	7%
10 th grade	3262	7%
11 th grade	3422	7%
12 th grade	2773	6%
Total	49,556	100%

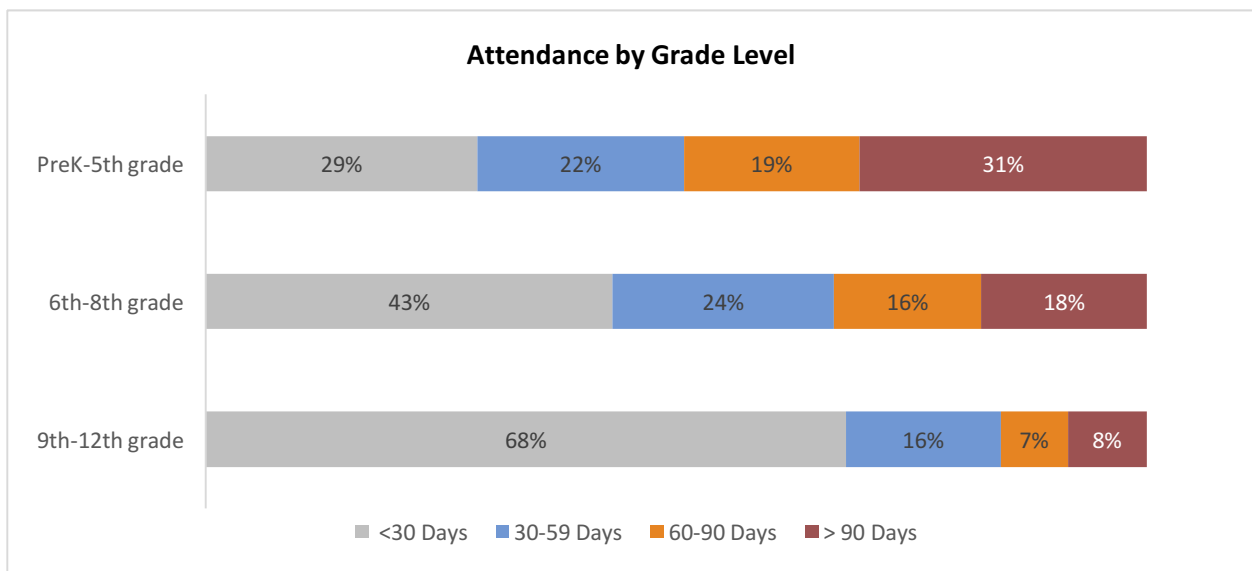
The 21st CCLC program encourages grantees to work toward regular student participation, defined as attending the program for more than 30 days during the school year. More than half of the program participants were regular this year, and 36% attended 60 days or more.

Figure 1: Program attendance levels of all participants, 2017-18 (APR)



As in previous years, there is a notable difference between age groups in the percentage of students who are regular attendees. While less than one third of elementary grade participants attended less than 30 days, less than a third of high school participants attended more than 30 days. The figure below illustrates the decline in attendance as students get older.

Figure 2: Student attendance rates for elementary, middle, and high school students, 2017-18 (APR)



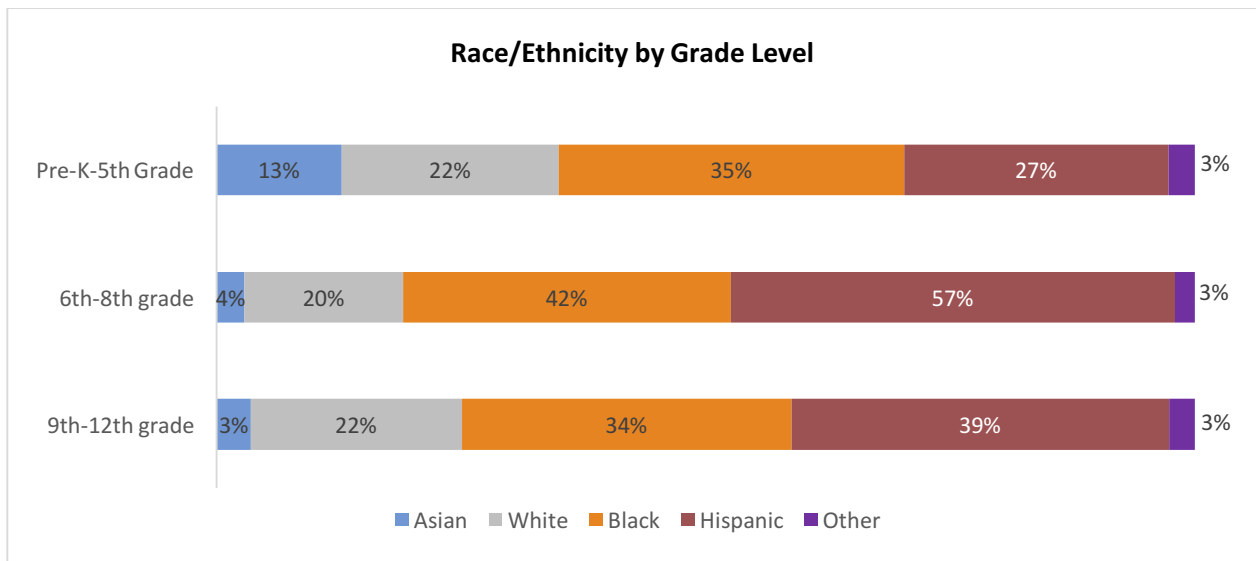
With access to the new IRC data warehouse, demographic data on program participants are now available. More than half of students were identified as Hispanic or Black. When breaking

down race and ethnicity data by grade level, a larger proportion of middle school and high school participants were Hispanic or Black.

Table 5: Race/ethnicity of all program participants, 2017-18 (APR)

Race/ethnicity	Percent of all participants
Hispanic	37%
Black	34%
White	20%
Asian	6%
Multi-Racial/Ethnic	2.2%
Native American	0.3%
Pacific Islander	0.1%

Figure 3: Participant Race/Ethnicity by grade level, 2017-18 (APR)



2.2. Program operations

Recruitment and retention

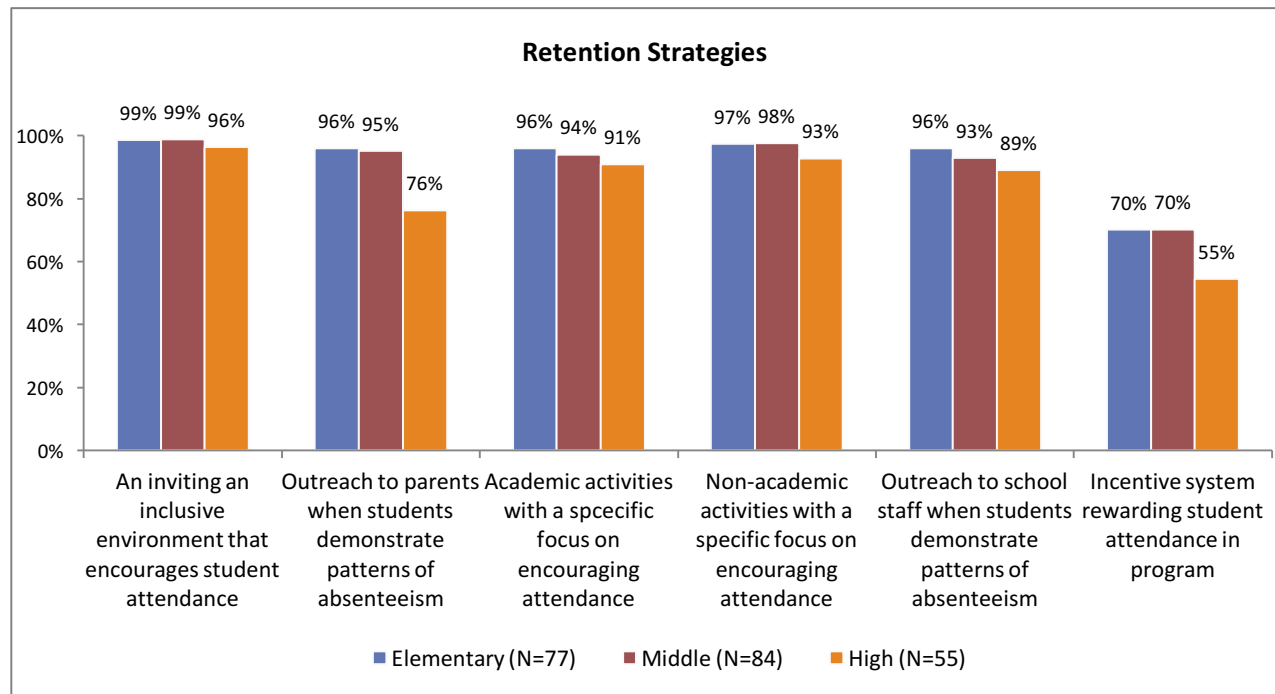
According to the survey, nearly all grantees rely on school staff referrals when recruiting program participants. The majority of grantees also use parent/guardian or self-referrals, along with referrals from other internal programs. Grantees identified a number of other sources of participant referrals 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, and recruitment of peers through current participants.

Table 6: Program referral sources, by age group, 2017-18 (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%	98%
Parent/Guardian or self-referrals	91%	92%	95%
Internal program referrals	88%	88%	95%

Grantees employ a variety of strategies to retain program participants. Nearly all grantees indicated that they work to provide an inclusive environment that encourages student attendance and offer both academic and non-academic activities with a specific focus on encouraging attendance. Nearly all grantees serving younger students (elementary and middle school) conduct outreach to parents to address retention issues, while grantees serving high school students are less likely to do so. Similarly, grantees serving elementary and middle school students use incentive systems to encourage attendance more frequently than those serving high school students.

Figure 4: Retention strategies by school age group, 2017-18 (AS)



In addition to the strategies above, grantees described other approaches they use to increase program retention. Some grantees shared that they conduct outreach to students to better understand their specific reasons for strong attendance and conversely, any challenges or problems that need to be addressed when a student’s attendance declines. Some grantees also reported that they aim to hire fun and energetic program staff.

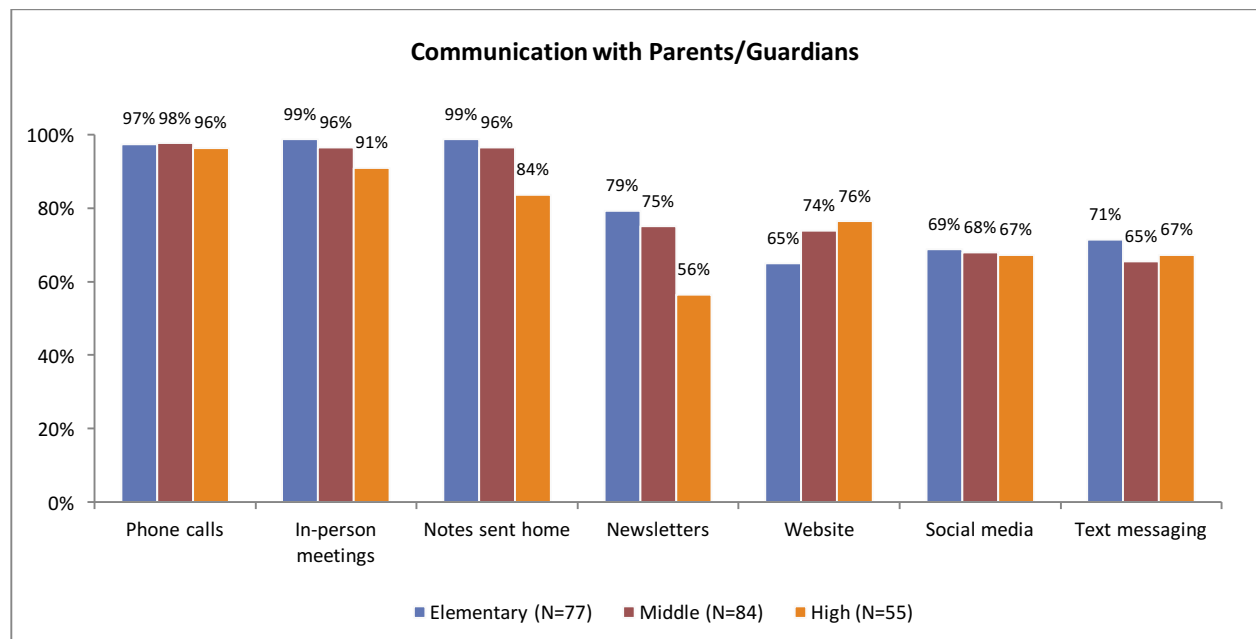
Transportation can play a role in recruiting and retaining program participants. More than half of grantees indicated that they provide transportation, with those serving middle school participants indicating the highest percentage. Of the grantees that indicated that their program provided transportation, 60% indicated that they funded this through a combination of 21st CCLC and other sources, while 33% indicated that they relied exclusively on 21st CCLC funding to do so.

Table 7: Availability of transportation by student age group, 2017-18 (AS)

Availability of Transportation	% of grantees
Elementary school	51%
Middle school	54%
High school	47%

Nearly all grantees (91% 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. A growing percent of grantees indicate that they are using social media and text message as a means of parent communication. Grantees serving younger students more frequently reported that they use newsletters and notes sent home, while they more frequently indicated that they use a website to communicate with parents and guardians of high school students. 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 5: Parent communication strategies by school age group, 2017-18 (AS)



Programming

Depending on funding cohort, current grantees are in their 4th and 6th years of programming. Therefore, it is appropriate and reassuring that most grantees indicate that they have met or exceeded their goals with respect to programming. Nearly all grantees indicated that they had met or exceeded goals related to programming with respect to elementary students. It is worth noting that grantees serving high school students indicate slightly less success meeting programming goals, with 10-15% reporting they partially met goals in this area.

Table 8: Grant progress in implementing program activities, 2017-18 (AS)

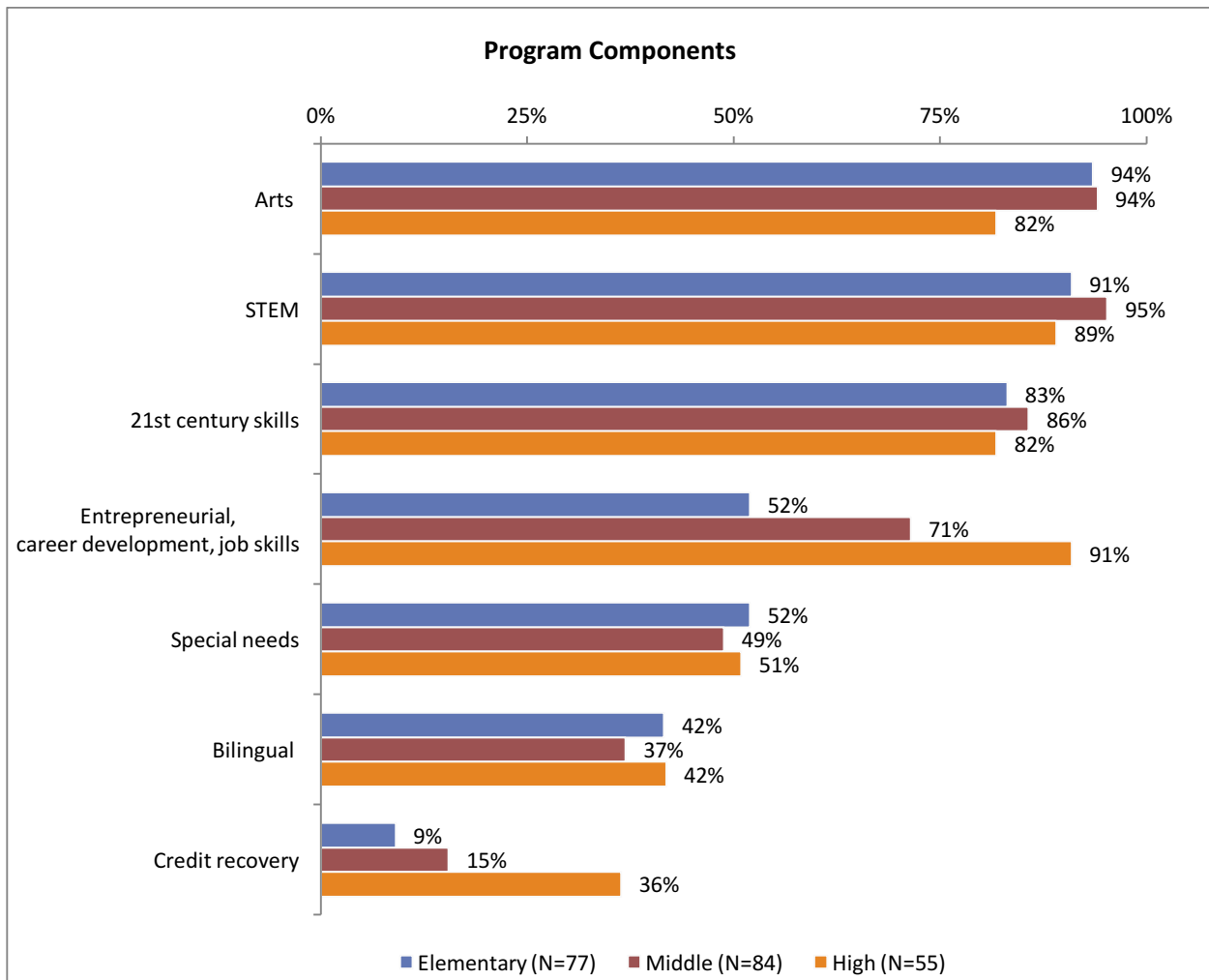
		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary	Implemented academic activities	0%	1%	73%	26%
	Implemented other enrichment/recreation activities	0%	0%	4%	56%
	Coordinated afterschool program with school's day programs	0%	4%	64%	31%
Middle	Implemented academic activities	0%	4%	64%	32%
	Implemented other enrichment/recreation activities	0%	1%	42%	57%
	Coordinated afterschool program with school's day programs	0%	6%	62%	32%
High	Implemented academic activities	0%	11%	60%	28%
	Implemented other enrichment/recreation activities	0%	10%	42%	48%
	Coordinated afterschool program with school's day programs	0%	15%	43%	42%

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 and STEM (Science, Technology, Engineering, and Mathematics) programming continue to be extremely prevalent across age groups. Most grantees also indicated that they offer programming that supports 21st century skills, although this was usually integrated with other types of programming. 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 6: Program components offered by age group, 2017-18 (AS)



In an effort to further understand the activities and experiences offered to students, and to learn what common activities and strategies are included in some of the broader programming categories, the survey asked grantees to further specify or describe many of their program components. This information is included below.

STEM programs: STEM programming has become one of the most common program components among 21st CCLC grantees over the past several years, with 94% indicating that they offer STEM activities. STEM programming encompasses a wide variety of activities. Many grantees reported that they partnered with STEM organizations or other program providers to support activities in their own program. This strategy addresses the issue of having both trained staff and necessary materials to facilitate STEM programs. Specific types of STEM activities offered by grantees included robotics (67% of those offering STEM programs), STEAM activities that integrate STEM and arts (66%), and computer programming (65%). Further, the majority of grantees offering STEM programs indicated that they conduct activities aligned with school science standards, and use school-day science teachers to support activities.

Table 9: STEM programming activities and strategies, 2017-18 (AS)

	Grantees offering STEM Programs (N=101)	
	Percent	Count
Partnerships with STEM organizations or program providers	69%	70
Robotics clubs or activities (Lego and others)	67%	68
Activities aligned with school standards (NGSS)	66%	67
STEAM activities or programming	66%	67
Computer programming or coding activities	65%	66
STEM kits provided by vendor	62%	63
Environmental science activities	62%	63
Family STEM nights or activities	59%	60
School-day science teachers to support activities	56%	57

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 10: Types of arts programming and activities, 2017-18 (AS)

	Grantees offering Arts Programs (N=99)	
	Percent	Number
Visual Arts (photography, drawing, sculpture)	88%	87
Performance Arts	77%	76
Music	74%	73
Decorative Arts (Ceramics, Jewelry)	66%	65
Applied Art (Architecture, Fashion design)	43%	43
Art History (including visiting art museums)	41%	41

Entrepreneurship, career development and job skills programs: Many grantees offered entrepreneurship, career development, and job skill programs and activities, particularly for participants at the high school level. These most commonly included career explorations activities, such as skill/interest inventories, job fairs, and guest speakers, along with clubs or programs that allow participants to explore careers and support skill development. More than half of the grantees that indicated offering this category of programming reported they provide financial literacy activities and activities to develop job-seeking skills. A smaller proportion of grantees provided career and technical education activities (42%) or a junior achievement program (35%).

Table 11: Types of entrepreneurship, career development and job skills programs, 2017-18 (AS)

	Grantees offering entrepreneurial, career development, and/or job skills Programs (N=81)	
	Percent	Count
Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)	89%	72
Clubs/programs that explore careers and support skill development	84%	68
Entrepreneurship activities (business planning, school store)	63%	51
Financial literacy	59%	48
Job seeking skills (e.g. resume writing, interview skills)	57%	46
Online programs/resources (e.g. Career Launch, Career Cruising)	47%	38
Career and technical student organization activities	42%	34
Junior achievement program	35%	28

Special needs programs: Approximately half of grantees reported that they offer special needs supports and activities as part of their programs. 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, along with the necessary and appropriate accommodations for these students. It was also common for grantees to access

and use students’ IEPs and provide activities to support students with learning disabilities. Three-quarters of grantees indicated that they have dedicated program staff to support students with special needs.

Table 12: Strategies for special needs programming, 2017-18 (AS)

	Grantees offering Special Needs Programs (N=55)	
	Percent	Count
Supports to include and integrate special needs students into program activities	96%	53
Necessary and appropriate accommodations for special needs students	95%	52
Access to and use of students IEPs	80%	44
Activities to support students with learning deficiencies	80%	44
Dedicated staff to support special needs students (paraprofessional, special education teacher)	76%	42

Bilingual/ELL programs: An increasing number of grantees indicated that they provided bilingual or programs for English-language learners (ELL) as part of their grant (44%). All but one of these grantees indicated that they provide bilingual staff to support students. Most also indicated that they offer specific activities, tutoring, or support for 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.

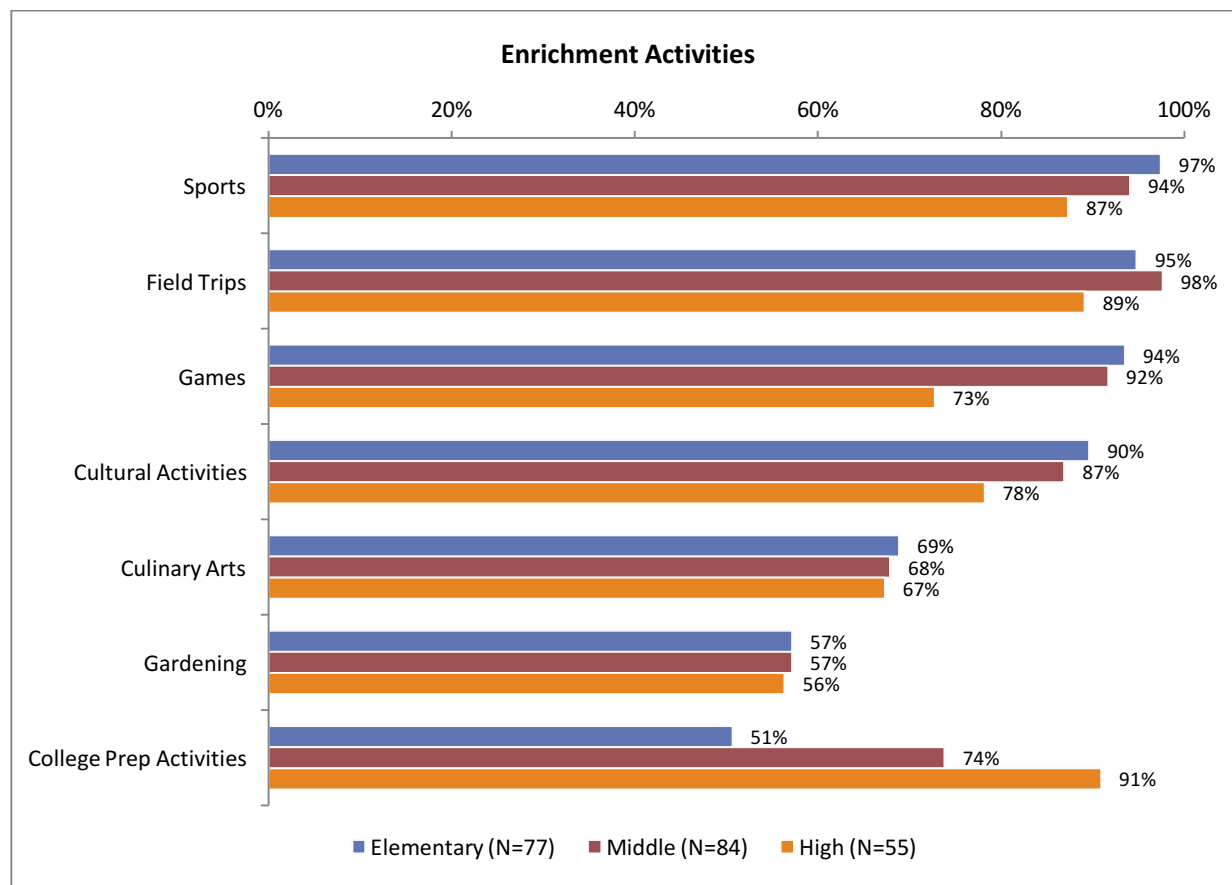
Table 13: Types of bilingual/ELL program activities and supports, 2017-18 (AS)

	Grantees offering Bilingual/ELL Programs (N=47)	
	Percent	Count
Bilingual staff to support students (instructors, tutors, or volunteers)	98%	46
Activities, tutoring, or other support for ELL students	85%	40
Language-learning activities for all students	66%	31
An established curriculum for ELL students with a bilingual teacher	45%	21

Credit recovery programs: Credit recovery programs were offered primarily at sites serving high school students. When describing their credit recovery programs, most grantees reported that credit recovery was primarily addressed through summer programming, giving students the chance to make up a failed class and work toward grade promotion and graduation. Grantees provided a mix of direct instruction and self-paced online programs. Grantees also described coordinating credit recovery activities with school staff and guidance counselors, and in some cases, school staff ran the credit recovery portion of the program.

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. Sports, field trips, and games were the most common of these activities. In general, enrichment activities were more often included by grantees serving elementary and middle school students. The exception to this was college preparation activities.

Figure 7: Enrichment activities by age group, 2017-18 (AS)



Service learning programs

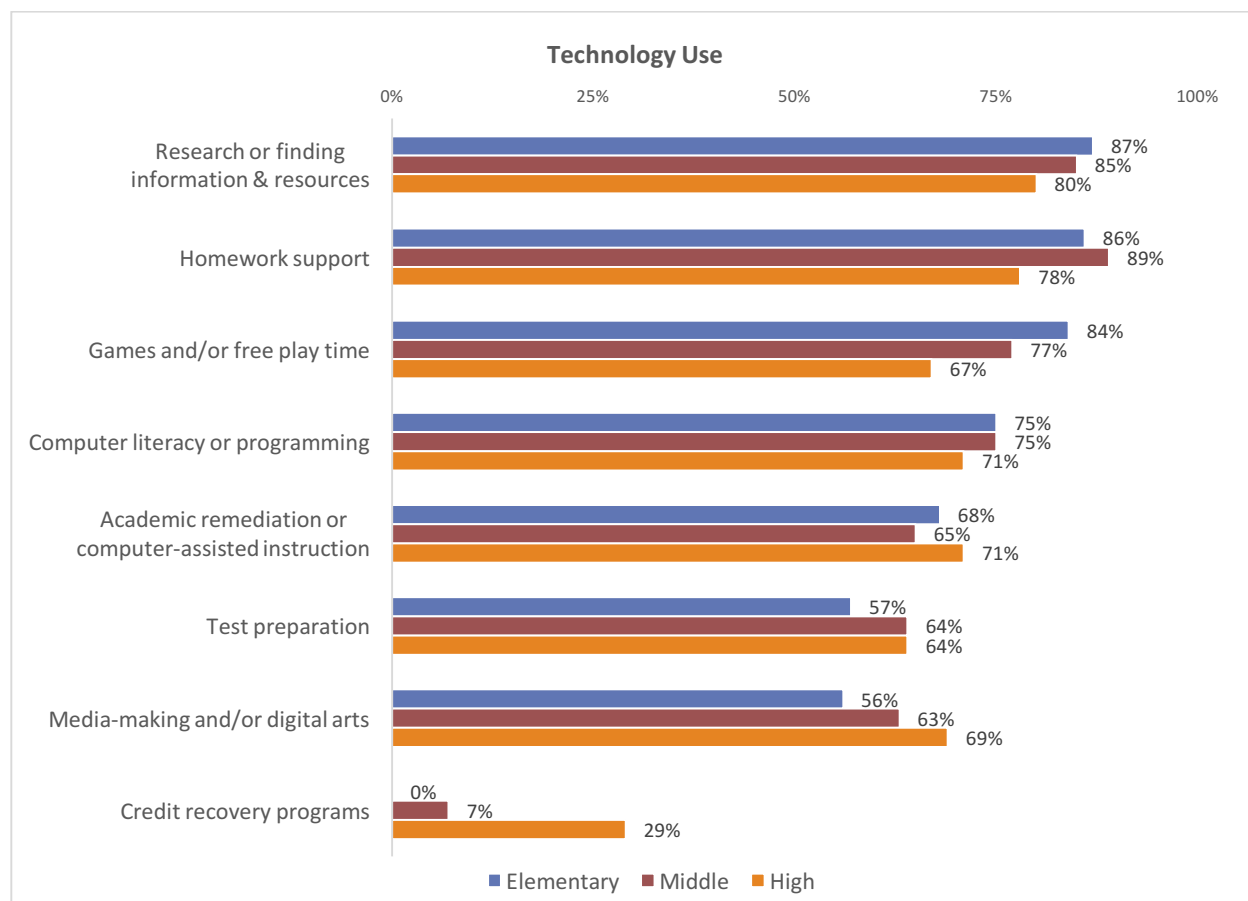
Service learning gives students the opportunity to engage in a range of activities while building connections with their communities. Sixty-eight percent of grantees indicated that they included service learning as part of their programs. Grantees reported the number of students that participated in service learning activities, and elementary students represented more than half of the total (54%). Grantees provided descriptions of the types of service learning activities they did with students, and they varied greatly both in terms of structure and focus. Often, service learning activities included student input, and in some cases (usually when working with older students) were projects or initiatives completely designed and managed by students. Examples of the range of service learning activities are described below.

- The most common types of activity were drives and collection efforts for the community, such as food drives for food pantries, and clothing and hygiene kits for shelters or refugee assistance programs. Similarly, many grantees described fundraising efforts, with money being raised for any number of causes.
- Many service learning activities address environmental issues, including neighborhood cleanup and beautification efforts and recycling programs. Some programs also have students participating in school or community gardens.
- Some service learning activities were combined with media-making activities, and had students developing information campaigns and public service announcements about issues such as bullying, gangs, and drug use.
- A small number of programs described structured service learning programs guided by curriculum or a program model. These projects had students engaged in research and asset mapping activities, defining a community need or issue and developing a strategy to address it. In some cases, these activities were implemented by or in collaboration with a community partner organization.

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 middle school students was homework support, while for both elementary and high school students the most common use was for research or finding information and resources. Three quarters of the grantees indicated that they provide computer literacy or programming activities, across grade levels. Media-making and digital arts activities were more common at the high school level. Technology use for credit-recovery was almost exclusively used for high school students.

Figure 8: Uses of technology by age group, 2017-18 (AS)

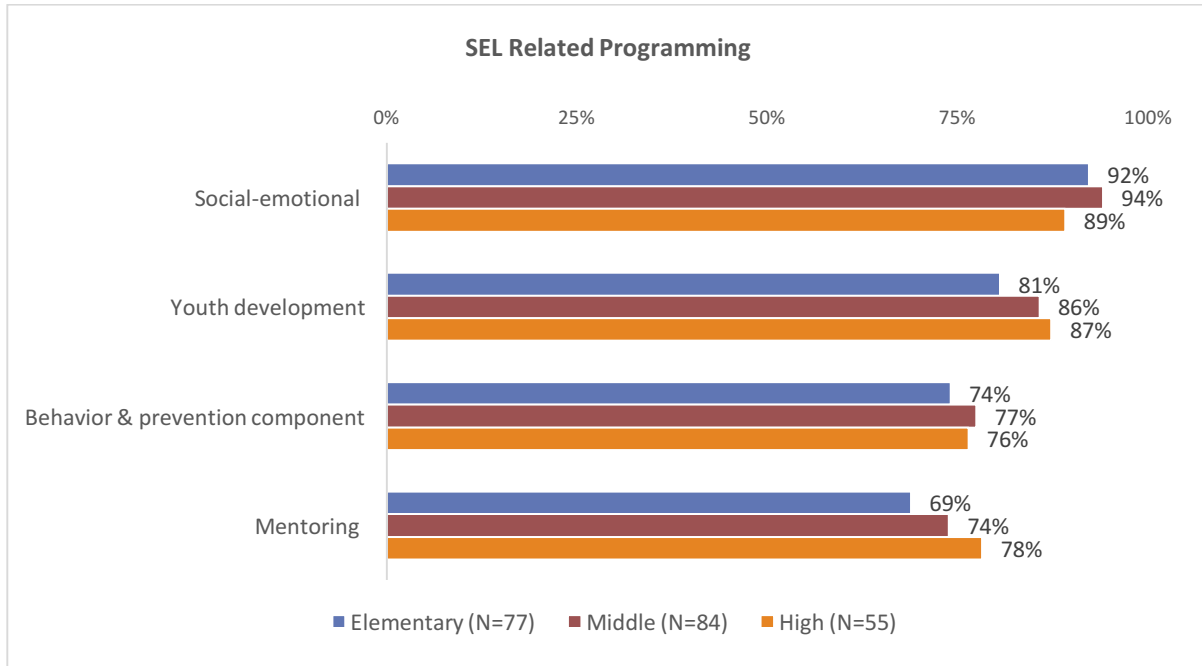


When asked to cite commonly used technology-based programs and online resources, grantees described using common applications such as Microsoft Office, Adobe Creative Suite, and Apple programs such as iMovie. Frequently named educational programs or websites included: Compass Learning, Khan Academy,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

3.2. Behavior and social-emotional skills

One of the goals and objectives of the 21st CCLC program is the improved social-emotional skills and behaviors of program participants. Nearly all grantees (89%+) offer a social-emotional learning component as part of their program. In addition, many grantees offer other programs that aim to 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 9: Behavior and social-emotional programming, 2017-18 (AS)



Grantees indicated whether they used any of a number of specific models, curricula, or activities as part of their social-emotional programming. The largest proportion of grantees (69%) 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 strive to provide consistency in behavior expectations from the school day into afterschool time and therefore employ the same model as the schools that participants attend. Beyond that, some grantees indicated using specific curricula or evidence-based programs, including the Second Step Curriculum (23%) and Steven Covey’s Habits of Highly Effective people program (19%). These are the same curricula that were identified by grantees last year.

Table 14: Social-emotional programs and curriculum, 2017-18 (AS)

	Grantees offering social-emotional programming (N=98)	
	Percent	Count
Positive Behavioral Intervention and Supports (PBIS)	69%	68
Second Step Curriculum	23%	23
Steven Covey’s Habits of Highly Effective People Program	19%	19
Other	16%	16
Aggression Replacement Training	8%	8
Botvin Life Skills Training Curriculum	5%	5
Lions Quest Curriculum	5%	5
Means and Measures of Human Achievement Labs (MHA) Tools	3%	3

Seventy-seven percent of grantees (82 of 107) reported that they provided prevention programming or behavior supports. Within that group, 77% indicated they included violence prevention efforts, while 51% indicated they provided drug and truancy prevention activities.

Table 15: Prevention programming and behavior supports, 2017-18 (AS)

	Grantees offering behavior and prevention programs (N=82)	
	Percent	Count
Violence prevention	77%	63
Drug prevention	51%	42
Truancy prevention	51%	42
Mental health services	44%	36

Measuring changes in social-emotional learning and changes in student behavior is a challenge. There is no standardized assessment that can be broadly applied to programs and participants. In their local evaluation reports, many grantees described efforts to survey parents about perceived changes in their children, and some grantees included student self-report on attitudes toward learning and their peers. Looking across grantees, the federal teacher APR survey continues to serve as the only consistent source of cross-site data, and while it comes with a number of limitations, it does offer a snapshot of how regular program participants (attending 30 days or more) may or may not be improving their in-school performance.

As has been noted in previous evaluation reports, Teacher Survey data comes with the following caveats and limitations:

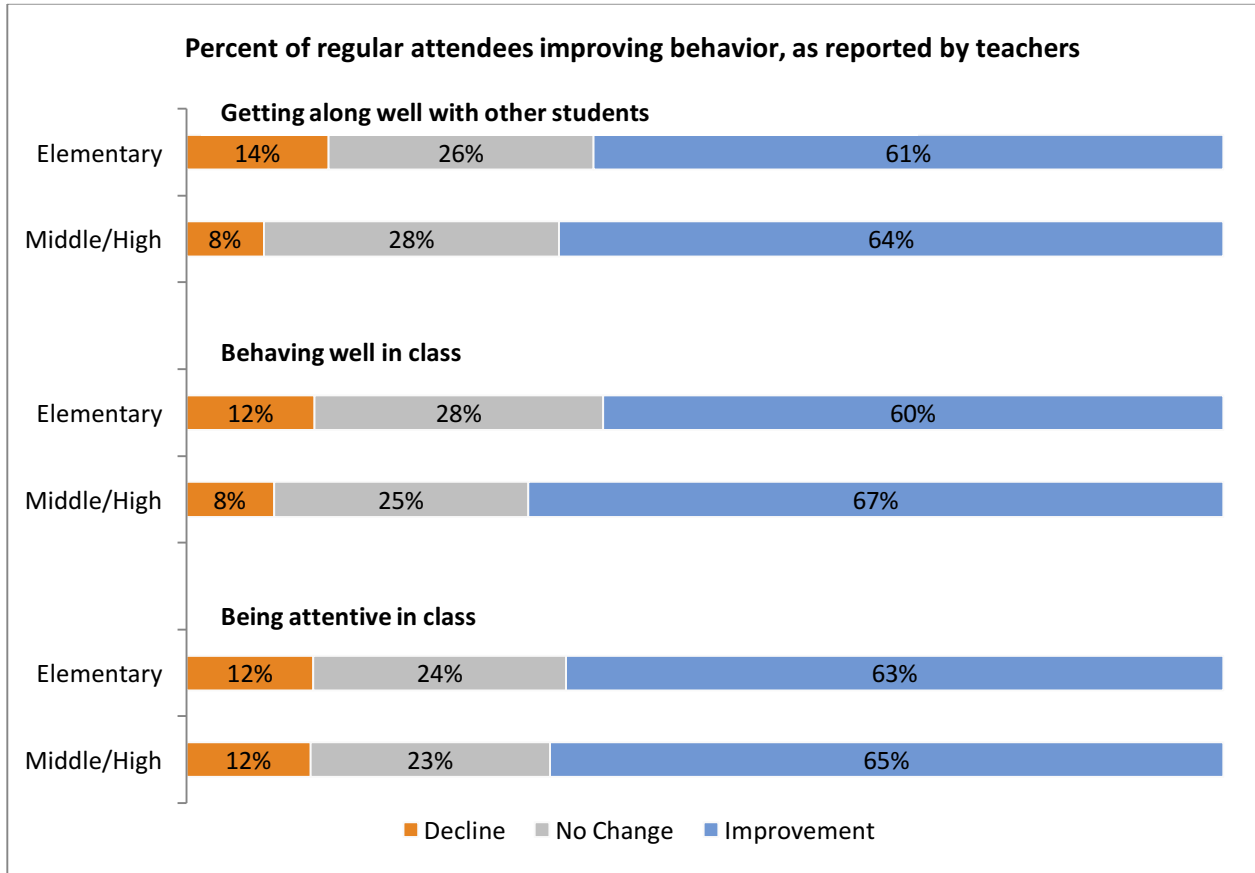
- The Teacher Survey relies on teachers’ perception of change for each individual student that is a regular program participant.
- At the middle and high school level, surveys are usually completed by homeroom teachers, who may or may not have a complete understanding of a students’ performance.
- Most grantees experience challenges in getting a 100% response rate from teachers of regular participants.
- Instructions that teachers received on how to rate change may be inconsistent and open to wide interpretation.

Nearly all sites (98%) indicated that they administered the Teacher APR Survey. Response rate with respect to individual students is unclear, but the aggregate survey data provided by grantees is approximately equal to the number of regular program participants recorded in the IRC APR system.

Teachers reported that sixty percent or more 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. Consistent with last year, a slightly greater proportion of

middle/high school students were reported to be improving, compared with elementary students.

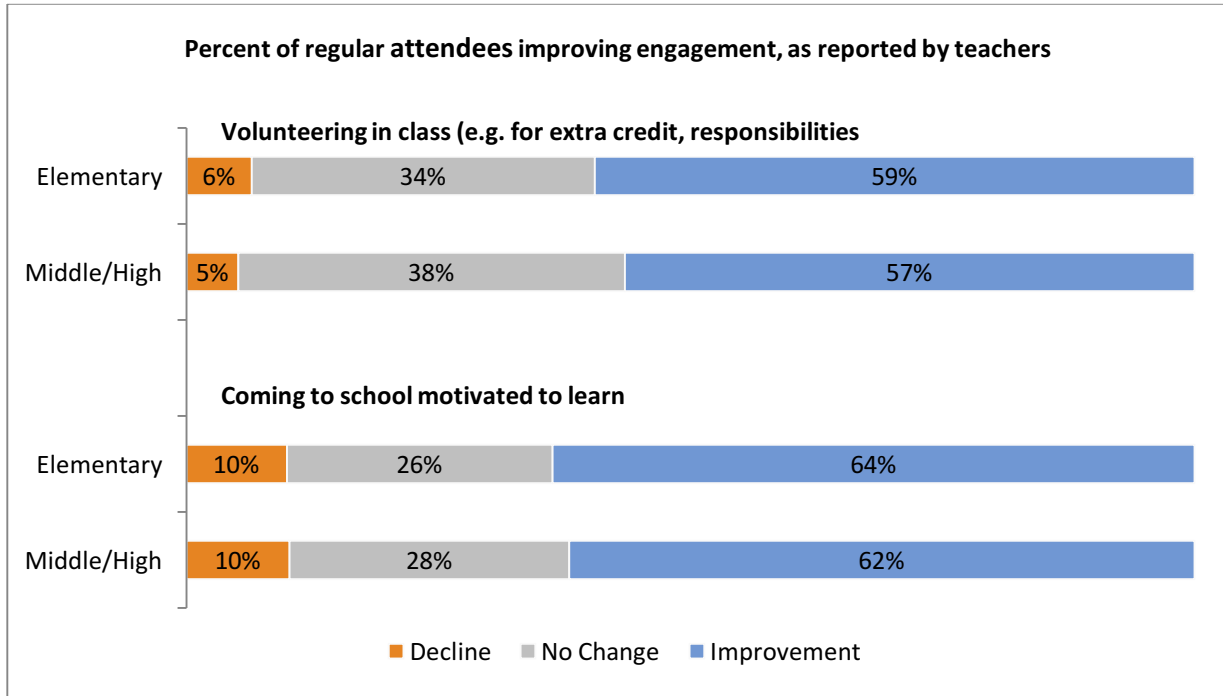
Figure 10: Teacher reported changes in behavior of regular student attendees, 2017-18 (AS)⁴



⁴ 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.

Teachers also rated students’ engagement in class, reporting that more than 60% of students improved with respect to coming to school motivated to learn, and the more than 50% of students improved with respect to volunteering in class. For these items, the values were only slightly higher for elementary school students than middle/high school students.

Figure 11: Teacher reported changes in engagement of regular student attendees, 2017-18 (AS)



3.3. Student achievement

Improving student achievement in school is a major goal of the ISBE 21st CCLC program. For the past few years, the evaluation has had limited access to achievement data. This year, for the first time, the evaluation received data from the Illinois Report Card data warehouse system, which included achievement data (measured via PARCC assessments) for regular program participants. These data, coupled with teacher ratings of individual student performance via the Teacher APR Survey, provide insight in the academic achievement levels of program participants.

Based on the totals from the IRC data system, 19-20% of all program participants were proficient in English/Language Arts (ELA), while 16% of were proficient in math. It should be noted that, according to the output from the IRC data system, data were not available for approximately half of all participants for ELA or math⁵. Student achievement data were not available for last year’s report, but in FY16, the evaluation collected grantee self-reported data on the percent of students proficient or above. The rates at that time were the same or lower than this year.

Table 16: Percent of proficient program participants by grade level, 2017-18 (APR)

Grade level	ELA	Math
Grades PreK-5	19%	16%
Grades 6-12	20%	16%

Calculation of the percent of proficient students by attendance levels does not show an increase in proficiency with an increase in attendance. In fact, the percent of proficient students remains fairly consistent across attendance levels. However, it is important to note that these are aggregate data, and no student-level analysis was available to seek correlations between attendance and proficiency. And it is not clear how these findings may be affected by the large percentage of missing data.

⁵ The IRC data system output provided to EDC did not indicate which participants were missing data—whether they were from particular grantees or scattered throughout. The evaluation assumes that missing data is a product of schools and students not participating in PARCC testing.

Figure 12: Percent of proficient elementary students by attendance level, 2017-18 (APR)⁶

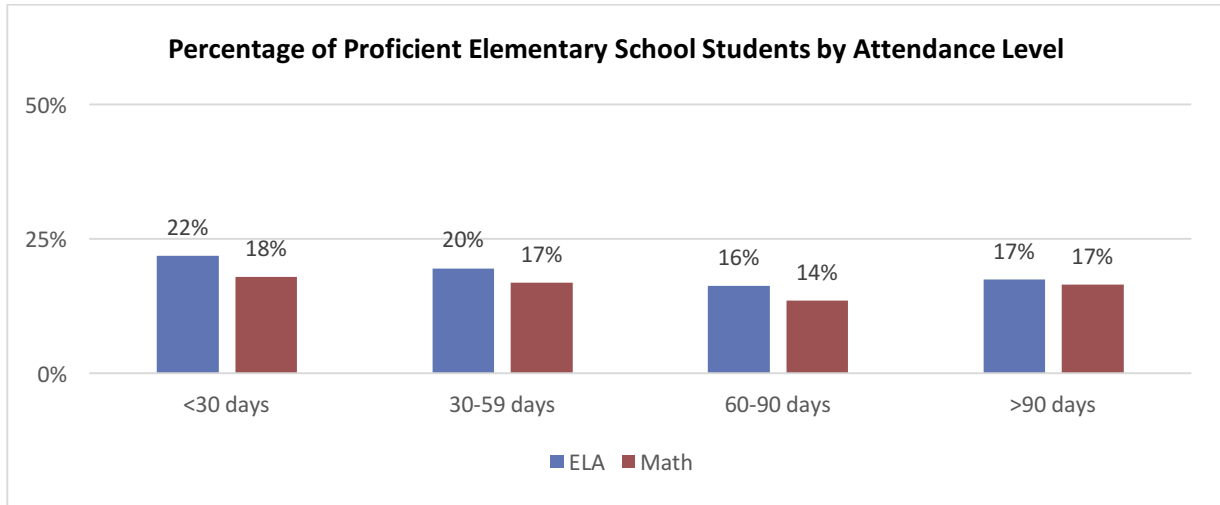
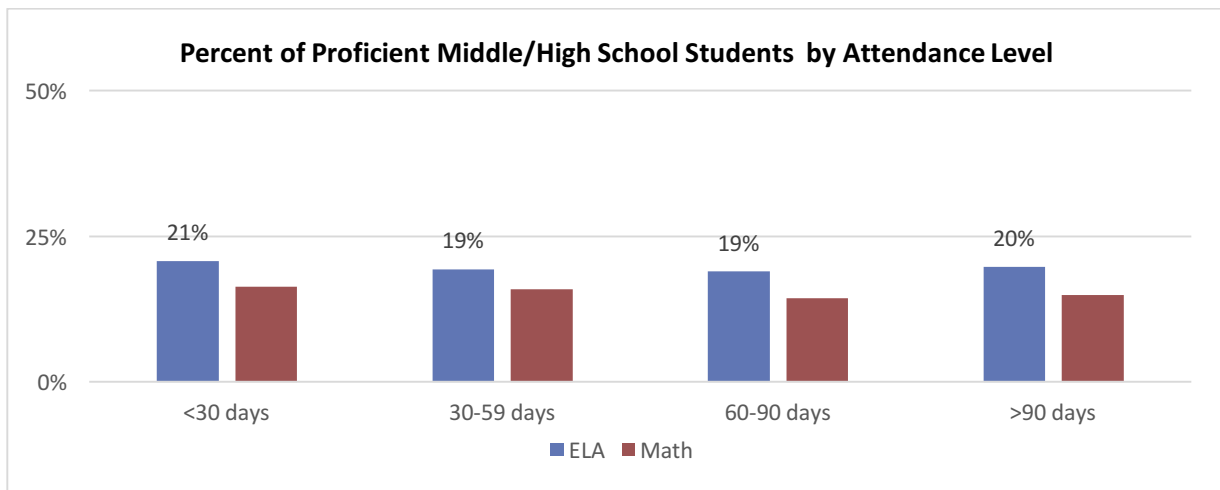


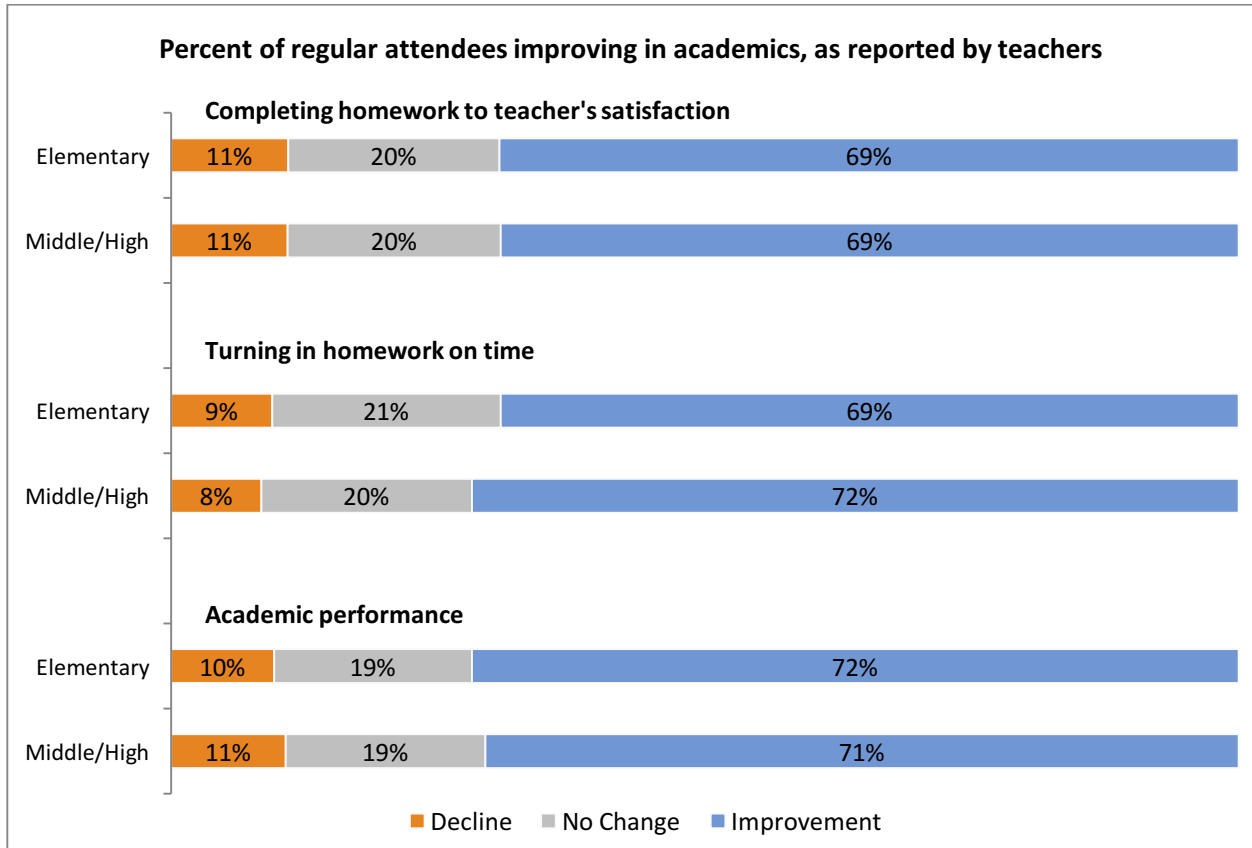
Figure 13: Percent of proficient middle/high school students by attendance level, 2017-18 (APR)



While academic achievement as measured by standardized test scores was low, teachers report that program participants made academic gains and improvements. Teachers reported that more than 70% of regular program participants improved with respect to academic performance for both elementary and middle/high school students. Nearly 70% of students also improved with respect to completing homework to the teacher’s satisfaction and turning in homework on time. Differences between age groups were minimal.

⁶ Percentage of proficient students calculated as the number of proficient students divided by the total number of students that had data available.

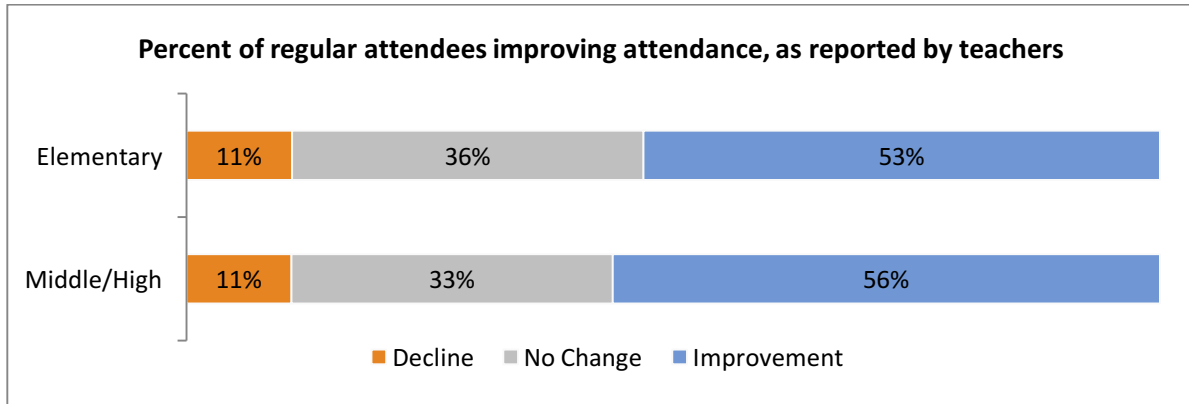
Figure 14: Teacher reported changes in academics, 2017-18 (AS)



3.4. School Attendance

A secondary goal of many 21st CCLC programs is improved school-day attendance. School attendance is influenced by many factors outside of the control of 21st CCLC programs. However, the theory is that by providing an engaging and enriching opportunity afterschool, and by helping students be more prepared in school, program participants will be more likely to come to school in the morning. Some grantees indicated in their local evaluation reports that they do track and monitor participants' school-day attendance records. These data are inconsistent and cannot be aggregated. However, according to data from the Teacher Survey, more than 50% of students improved with respect to attending class regularly.

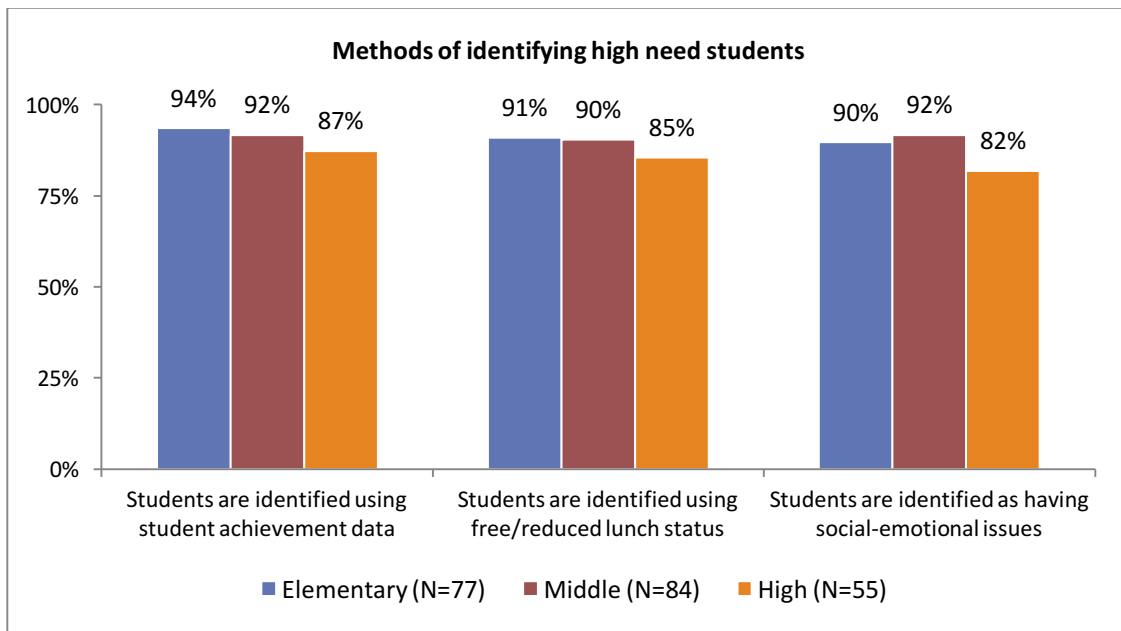
Figure 15: Teacher reported changes in school attendance, 2017-18 (AS)



3.5. Student and family inclusion

One of the goals and corresponding objectives of ISBE’s 21st CCLC program is to serve students and families with the greatest need. Most grantees reported using all of the three main strategies to identify students with the greatest need: using achievement data, using free/reduced lunch status, and 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 16: Methods of identifying high need students, by age group, 2017-18 (AS)



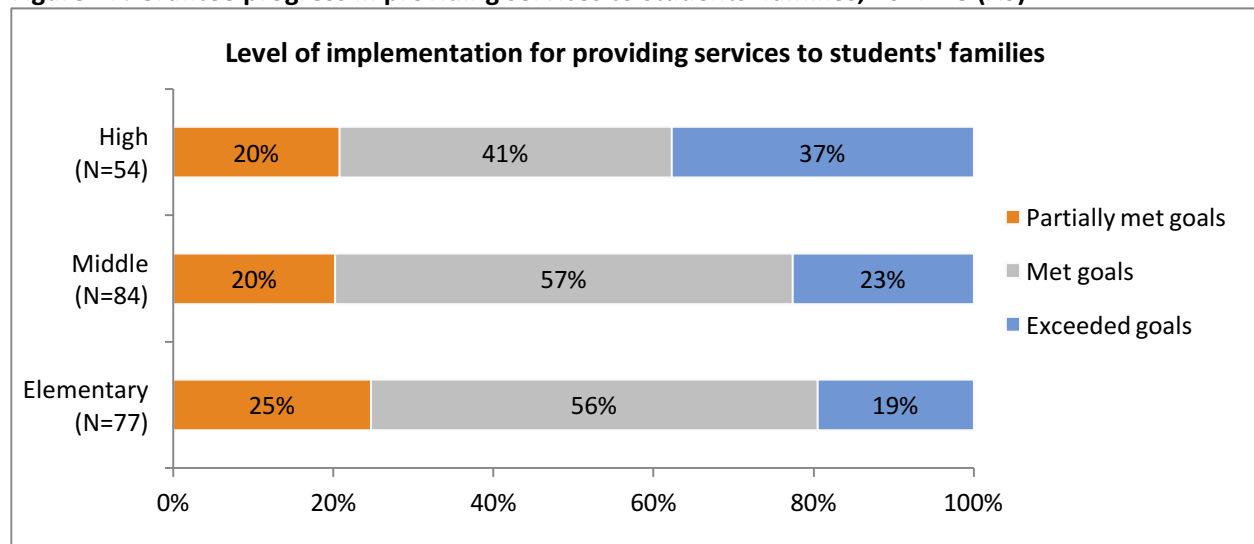
The IRC data system provided information about participants with respect to free/reduced lunch status, English proficiency, and special needs. These may be considered indicators of student need. Forty-six percent of all participants were indicated as having free/reduced status. However, data were not provided for 43% of participants. Of the students with data provided, 82% were free/reduced lunch status.

Table 17: Population information of all participants, 2017-18 (APR)

Student Population	Percent of all participants	Percent of participants with data provided
Free/Reduced Lunch Status	46%	82%
Limited English Proficiency	10%	19%
Special Needs	7%	13%
Data Not Provided	44%	~

Grantees were asked to rate their progress in implementing services for the families of their student program participants. Seventy-five percent or more of grantees (depending on age group of participants) indicated that they had met or exceeded their goals in this area. Twenty-five percent of grantees indicated they had partially met goals with respect to elementary students, compared with 20% for middle and high school students. This may be a reflection of grantees having higher goals and greater expectations for engaging the parents of younger students. None of the grantees indicated that they had not met goals.

Figure 17: Grantee progress in providing services to students' families, 2017-18 (AS)



Grantees submitted data on family participation to the IRC data system. Grantees reported that over 20,000 family members of students participated in family programming over the course of the year. It should be noted that the number of family member participants varied greatly from grantee to grantee: while one grantee reported 3,905 family participants, the average was 177 family members. Sixteen grantees reported no family participants via the IRC data system.

Table 18: Number of family participants across grantees, 2017-18 (APR)

Student Grade Level	Number of Family Participants
Grades PreK-5	9,636
Grades 6-12	10,406
Total	20,042

In their local evaluation reports, grantees described the kinds of family activities and programming provided over the past year. Social events were the most common type of activity—cultural events, family movie nights, or parent nights are just a few examples. Fewer grantees described providing more formal educational or information programming for families.

Table 19: Types of family activities reported by grantees, 2017-18 (LER, N=90)

Types of parent/family activities	Grantees	
	Number	Percent
Family events (social and academic)	56	62%
Health, nutrition & wellness	29	32%
Adult education	26	29%
Informational sessions and seminars on various topics	16	18%
Technology and computer	14	16%
Parenting	12	13%
Higher education support	12	13%
Parent cafes and meet and greet	11	12%
Family field trips	10	11%
Student showcases and performances	10	11%
Financial literacy	8	9%
Career/job development	5	6%

4. Organizational Capacity

4.1. Professional development and training

Grantees submitted information about their staff via the IRC data system, providing a snapshot of the types of paid staff and volunteers involved in programs across the state. Twenty-six percent of staff across all of the grantees were school-day teachers. School-day teachers help programs build connections to participants' school-day learning, and also can provide academic content expertise.

Table 20: Staffing types of all grantees, 2017-18 (APR)

Staff Type	Paid	Volunteer	Total Number	Total Percent
School Day Teachers	1629	88	1717	26%
Other Non-Teaching School Staff	732	213	945	14%
Subcontracted Staff	643	199	842	13%
Other	548	72	620	9%
Parents	142	460	602	9%
Community Members	193	312	505	8%
College Students	277	218	495	8%
Administrators	375	68	443	7%
High School Students	181	184	365	6%
All staff types	4720	1814	6534	100%

Ongoing professional development (PD) for program personnel is an important goal and objective 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 were social and emotional learning training (76%) and STEM training (72%). These were closely followed by professional development related to disciplinary or behavior training and safety training (both 70%). These topics reflect what many grantees may view as priority areas for their programs.

Table 21: Types of professional development offered, 2017-18 (AS)

Professional Development/Training	Grantees	
	Percent	Number
21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)	99%	106
Social and Emotional Learning Training	76%	81
STEM Training	72%	77
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	70%	75
Safety Training (e.g. First Aid, CPR training)	70%	75
Trauma Informed Practice Training	68%	73
Cultural Awareness and Sensitivity Training	66%	71

Professional Development/Training	Grantees	
	Percent	Number
Youth Development Training	64%	69
Illinois Learning Standards Training and/or Common Core Training	61%	65
Team-Building Training	53%	57
Youth Program Quality Assessment Training	49%	52
Health Training (e.g. nutrition education, fitness education, sexual education)	48%	51
Media/Technology Training	39%	42
English Language Arts Training	28%	30

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

- Topics related to supporting students: Diverse learners, youth development, and conflict resolution.
- Topics related to programming and instruction: Differentiated instruction and arts and mathematics training.
- Topics related to program implementation: Safety
- Topics related to program management: staff leadership, communication, and management.

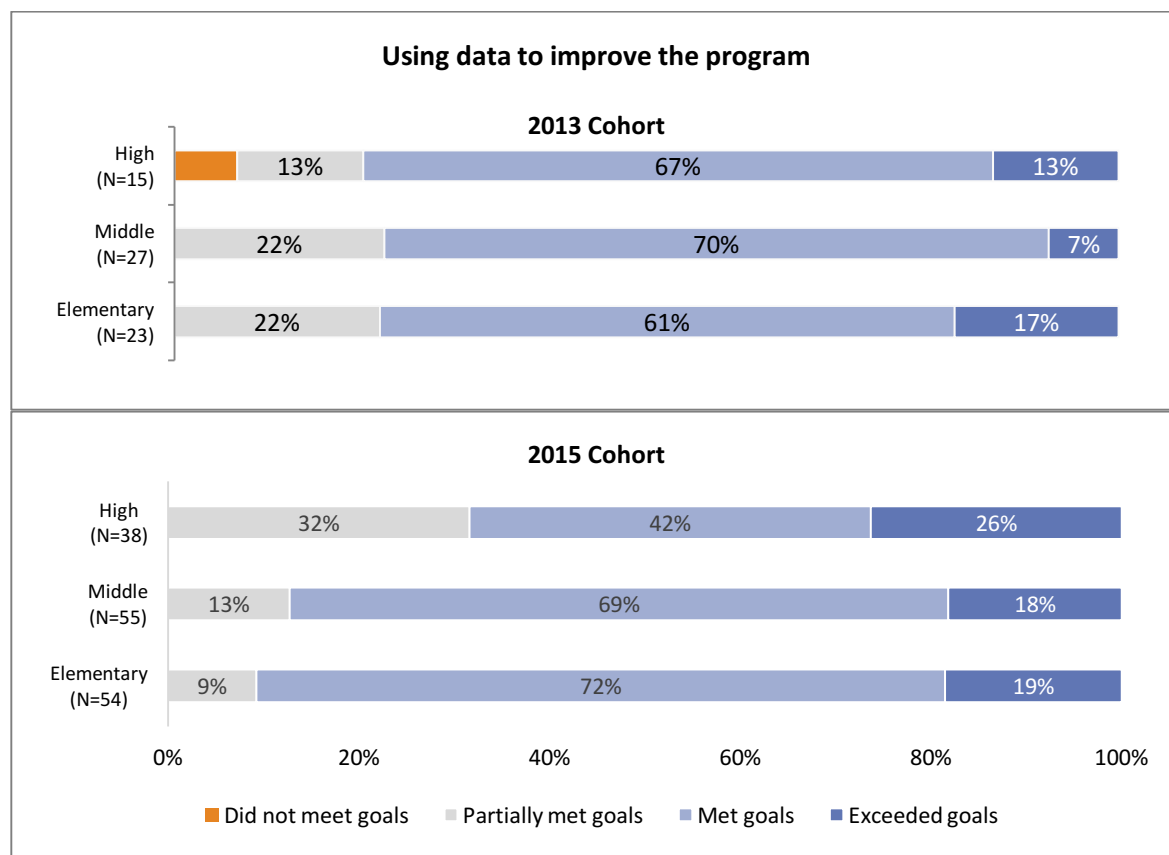
Grantees were asked for recommendations for future professional development activities. The five most common recommendations were:

1. Social and Emotional Learning Training
2. Trauma Informed Practices
3. Cultural Awareness and Sensitivity Training
4. STEM Training
5. Illinois Learning Standards Training

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 annual survey, grantees indicated their progress with respect to implementing their program evaluation, and more specifically, using data to improve their programs. One grantee from the 2013 cohort indicated that they had not met goals in this area. All 2015 cohort grantees indicated that they had at least partially met goals.

Figure 18: Grantee progress in using data to improve the program by cohort, 2017-2018 (AS)



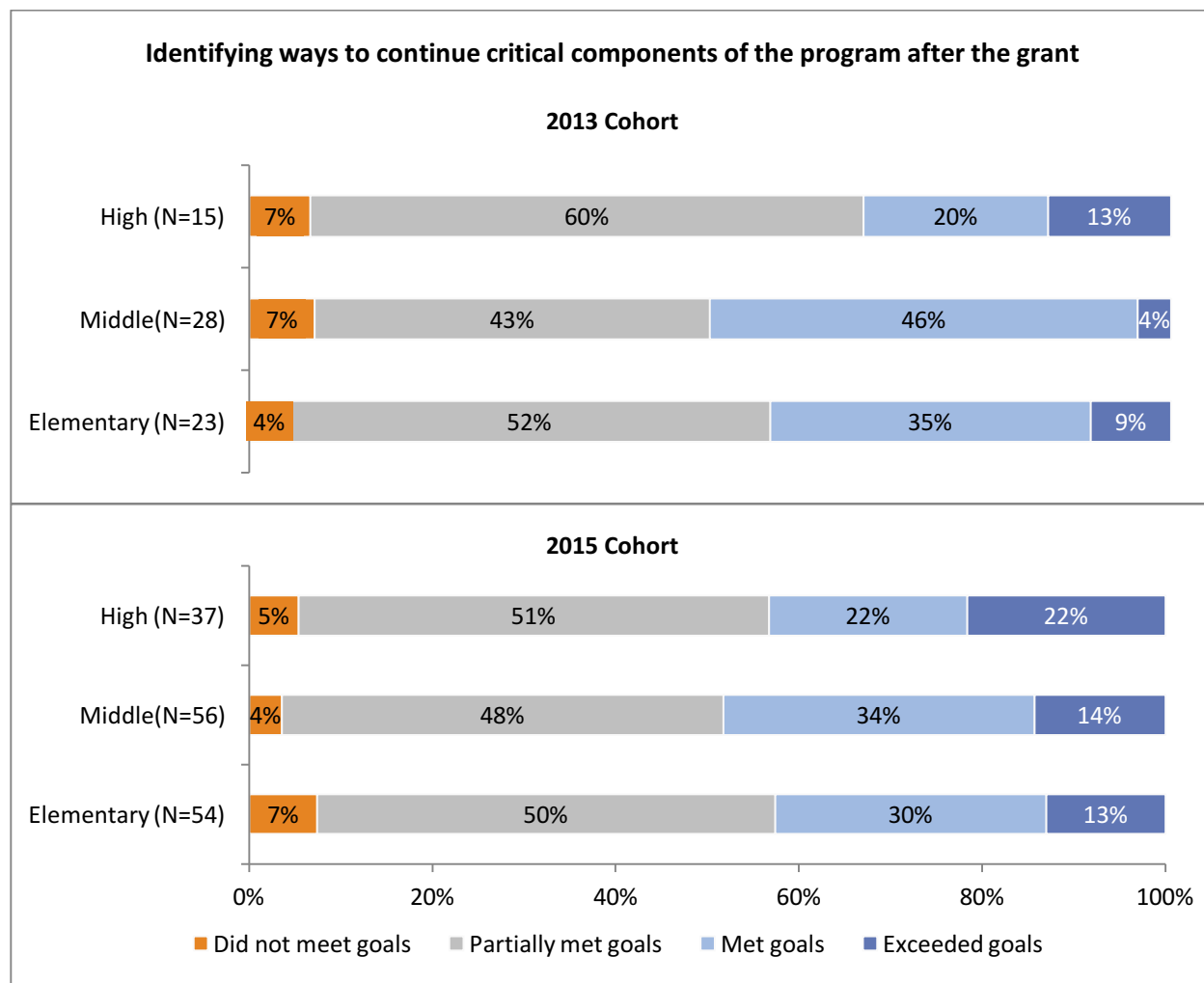
All grantees submitted local annual evaluation reports, and at least 72% of grantees had an external evaluator involved in this work. Based on the data provided in these reports, it is clear that most grantees collected program implementation, including student attendance data, student demographics, program hours and operations. Grantees are less consistent about reporting on family participation data in their local evaluation report.

Grantees continue to face challenges when reporting evaluation data related to program outcomes—particularly academic achievement of regular program participants—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. Complete information on the data provided in local evaluation reports is included in Appendix B.

4.3. Funding and sustainability

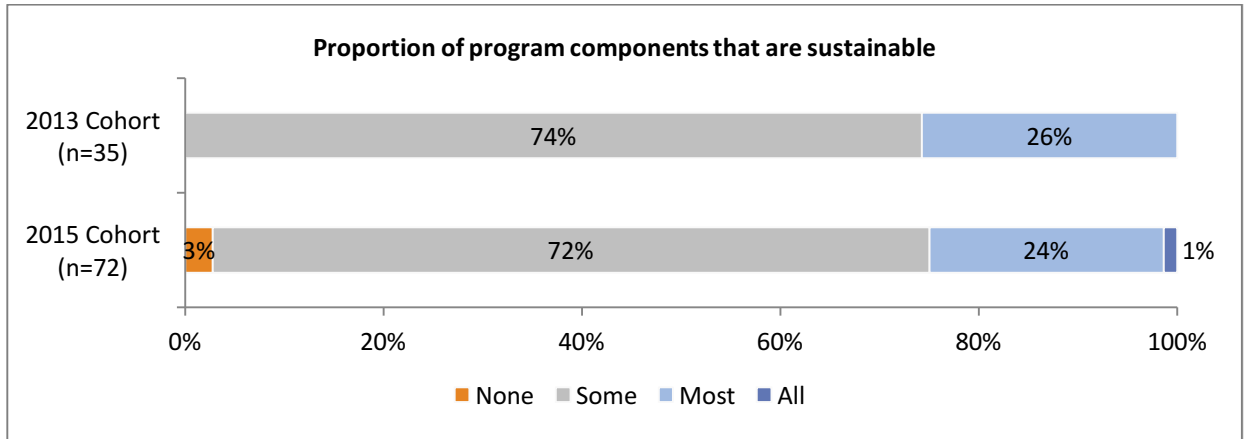
On the annual survey, grantees indicated their progress with respect to identifying ways to continue critical components of the program after the grant period. A small number of grantees from both the 2013 and 2015 cohort indicated that they have not met their goals in this area.

Figure 19: Grantee progress in planning for sustainability by Cohort, 2017-18 (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. All 2013 grantees indicated that some or most of their program was sustainable. Two 2015 cohort grantees indicated that none of their program’s components were sustainable, while one grantee indicated that all of its program was sustainable. It is interesting to consider these findings in relation to those in the figure above, as it highlights two different angles of the sustainability issue. Above, grantees reflected on their progress and effort to work toward sustainability, while below they indicated their current status with respect to sustainability. Together, these data points indicate that the majority of grantees are on their way to having sustainable programs.

Figure 20: Grantee indication of proportion of program that is sustainable by Cohort, 2017-18 (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. These data have remained largely unchanged over the past few years of the evaluation. Poor parental involvement has consistently been the number one challenge indicated by grantees across age groups, and it is again this year. Grantees serving elementary and high school students indicated that inconsistent attendance of students was the second most common barrier. While regular attendance has been a greater challenge for older students, grantees serving high schools students indicated that competing student responsibilities was the second most frequent barrier. This indicates that grantees recognize the different factors that influence attendance, and are likely to address the barriers accordingly. There are other differences in barriers by age group that are worth calling attention to:

- Student recruitment is more of a challenge as students get older. It was cited as a barrier by 20% of grantees serving elementary, 41% for middle school, and 62% for high school students.
- Grantees working with high school students cited too little time with students as a barrier more frequently (40%) than those working with elementary and middle school students (both 28%).
- Grantees working with elementary students cited poor cooperation from school in obtaining necessary information as a barrier more frequently (32%) than those working with middle and high school students (21% and 16% respectively).

Table 22: Barriers to program implementation by age group, 2017-18 (AS)

Shaded cells indicate top three barriers for age group

	% of Grantees indicating “Somewhat” or “Significant” Barrier		
	Elementary (N=77)	Middle (N=84)	High (N=55)
Poor parent involvement in activities	88%	92%	89%
Inconsistent attendance of students	55%	73%	62%
Competing responsibilities at home, such as the need to babysit siblings	32%	71%	73%
Competing activities at school in which the students want to participate	46%	65%	71%
Negative peer pressure and/or gangs influencing students	46%	47%	53%
Difficulty in recruiting students	20%	41%	62%
Poor cooperation from day teacher	26%	33%	37%

	% of Grantees indicating “Somewhat” or “Significant” Barrier		
	Elementary (N=77)	Middle (N=84)	High (N=55)
Difficulties in transporting students (cost, logistics)	33%	29%	22%
Too little time with students	28%	28%	40%
Difficulty in maintaining/identifying partners	25%	23%	38%
Poor cooperation from school in obtaining necessary information	32%	21%	16%
Difficulty in communicating with school	9%	20%	16%
Difficulty in maintaining a safe environment for students when coming/going from site	15%	19%	21%
Competing responsibilities because student must work	7%	15%	77%

5.2. Recommendations for program improvement

Local evaluation reports were reviewed to capture grantees’ evaluation recommendations and analyze areas cited as in need of improvement. The most common recommendation this past year was to increase or improve parent and family programming and involvement. Looking across the past four years, the four most common recommendations were the same from 2015 until 2017. This year, three of the four top recommendations remained the same: 1) Parent and family programming and involvement; 2) The use and collection of data, and evaluation; and 3) Recruitment, attendance and/or retention.

This year, sustainability replaced staff training and professional development as the 4th more common recommendation. (Staff training and professional development was 5th this year.) As many grantees are coming to the end of their initial 5-year grant, evaluations may be recognizing the need for additional attention to sustainability. Overall, most of the recommendations—and the needs and challenges facing programs that we can infer from them—have remained fairly consistent.

Table 23: Local evaluation report cited recommendations for program improvement, 2015-2018 (LER)
Shaded cells indicate top four recommendations each year.

Recommendation	% of Grantees including this in local evaluation report			
	2015	2016	2017	2018
Increase/improve parent/guardian/family programming and involvement	63%	48%	53%	63%
Increase/improve the use of data, data collection, and/or evaluation	49%	48%	55%	50%
Address recruitment, attendance, and/or retention issues	40%	45%	43%	44%
Address program sustainability	36%	34%	35%	42%
Increase/improve further staff training and professional development	56%	42%	46%	39%
Expand or alter the range of activities being offered	26%	32%	33%	29%
Increase/improve social emotional learning supports and activities	37%	31%	27%	25%
Increase/improve connection to school day and school day teachers and/or administrators	31%	13%	22%	23%
Increase/improve partnerships and/or community outreach opportunities	--	15%	25%	17%
Provide (additional) youth development programming and opportunities	8%	12%	13%	14%
Make adjustments to staffing composition or hire staff for specified needs	8%	14%	17%	13%
Increase/improve attention to and support for positive student behavior	10%	13%	4%	11%
Increase/improve support for core academics to align with standards	15%	15%	7%	7%
Make adjustments to program logistics (schedule, transportation, space)	8%	2%	5%	4%
Increase/improve support for college and career readiness	10%	--	8%	--

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.

Parent and family programming and involvement (63% of grantees): Nearly two-thirds 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, seeking additional partners to increase parent engagement, addressing barriers to participation such as timing and childcare, and employing new strategies or methods to improve communication with parents and to increase interest and participation.

Data collection, data use, and/or evaluation (50% of grantees): About 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 to improve and guide instructional and program changes, and to develop or improve their own surveys to better meet their evaluation needs.

Recruitment, attendance and retention (44%): 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 increasing attendance, along with greater parent communication around issues of attendance.

Sustainability (42% of grantees): Sustainability is 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.

Staff training and professional development (39% 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.

Expand program activities (29% of grantees): A number of grantee evaluations recommended that programs consider expanding their program offerings, particularly in the areas of STEM and other academic content. This recommendation was usually made in conjunction with or as a strategy to address other issues—such as recruitment and retention or academic achievement.

Social emotional learning (25% 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.

Connection to school day and school day teachers (23% 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 focused on improving communication to help program activities better align with school-day academic content.

Partnerships or community outreach (17% 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 such as parent engagement.

Youth development, youth leadership, and mentoring (14% 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.

Staffing (13% 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 programming.

Student behavior (11%): A very small number of reports included recommendations related to student behavior. Some reports cited the need to communicate with staff and school leadership to address behavioral problems.

6. Conclusion

For the past couple of years, ISBE's 21st CCLC program has been comprised of a largely stable, experienced group of grantees. Given that the grantees represented in this report were in their 4th and 6th years of implementation, much of the data provided in the evaluation is remarkably consistent and similar as those reported in previous years of the evaluation. Looking across the state, grantees continued to demonstrate progress and positive contributions in meeting the program's goals and objectives. Reflections and considerations for each of the objectives are offered below.

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

This may be the most difficult objective to understand and document, and perhaps also to achieve. The statewide evaluation had access to new data this year—achievement data of regular program participants, provided via the IRC data system. According to these data, less than 20% of participants were proficient in ELA or math. However, it is important to recognize the limitations of these data. This represents achievement as measured by PARCC scores, which come with a number of issues and controversies, and were not available for half of the participants. Given that this is the first year the evaluation has had access to these data, the evaluation team is still working to understand what these data reflect, and learning about the

quality and completeness of the data set. While achievement data provided little evidence of progress in this area, teacher survey data indicate that on an individual student level, students were perceived as making positive strides in their education. The discrepancies between these indicators perhaps illustrates the difference between supporting students to succeed in school versus efforts to improve standardized test scores.

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. Grantees continue to provide rich and diverse programs and learning experiences. Beyond academic support, grantees offer students the opportunity to engage in arts, STEM, health and wellness, service learning, and technology-based activities. Through the 21st CCLC program, students were involved in many activities they do not have access to during the school day.

Objective #3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes. Grantees provided a wide variety of program and activities designed to support social-emotional learning and to increase positive behavior. These efforts included specific social-emotional learning programs, more general youth development and mentoring activities, along with violence and drug prevention programs. Reports from school day teachers indicated that more than 60% of regular program participants improved their behavior over the course of the year.

Objective #4: The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children. Parent and family involvement continued to be a significant challenge for grantees. While grantees described offering a variety of activities for the parents and families of program participants, they also consistently reported that poor parent involvement was a program barrier, and cited the need for improved and increase family programming as a recommendation for program improvement. This year, the IRC data system provided family participation data for the first time, and these numbers illustrated the wide range of participation across grantees.

Objective #5: Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance. Grantees continue to target and serve students in the greatest need. The majority of students qualified for free or reduced lunch. And, grantees specifically recruited and enrolled students in need of academic and or behavioral support.

Objective #6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students. Grantees reported on provided professional development for their staff on a range of topics, including social-emotional learning, STEM programming, positive behavior approaches, and trauma-informed practices. And, nearly all grantees reported that their staff participate in the professional development opportunities provided by the statewide program.

Objective #7: Projects will create sustainability plans to continue the programs beyond the federal funding period. Sustainability is challenging to measure and understand across the program. As the grantees represented in this report have been active for a number of years, it was positive to find that nearly all grantees indicated that some or most of their program components were sustainable. At the same time, grantees acknowledged that they need to do more work to ensure program sustainability, as it was frequently cited as a recommendation for program improvement.

The most notable challenges identified in this report are consistent with previous years, and have been discussed in previous evaluation reports. The challenges that persist include parent and family involvement, regular program attendance particularly for older students, and evaluation and data collection at the individual grantee level. These areas should continue to be a focus for ISBE and the evaluation when providing resources and technical assistance

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, address both student outcomes and program implementation, and align with current statewide 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 evaluations, 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 are 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, and because of EDC's regular webinars and communications, grantees are now familiar with the template and reporting expectations.

Reports for FY18 (reporting on activities and data from July 2017 through June 2018) were received from grantees in the 2013 and 2015 Cohorts in December 2018. 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, or they submitted multiple reports for a single grant. Local evaluation reports were submitted for all active grants, and 116 reports submitted and reviewed⁷.

While the report template has improved the consistency of the reports, the quality and substance of the local evaluations continue to vary greatly. Most grants adhered closely to the report template, ensuring that they addressed the basic and fundamental questions about grant progress and outcomes. However, the extent to which they provided data to support their claims ranged from extensive analysis to minimal reporting.

EDC reviewed all of the submitted reports⁸. 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, focused 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.

⁷ The number of reports is not the same as the number of active grants because of these reporting issues.

⁸ Two members of the evaluation team 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

As noted above, the level of detail and data provided in the local evaluation reports varied. However, as requested in the report template, the vast majority of grantees provided information about their program implementation, progress toward the statewide objectives, and outcome data, as well as information about their evaluation activities and recommendations for program improvement. Based the information included in the reports at least 73% of the grantees are using an external evaluator.

The reports were reviewed and coded to gain a high level understanding of grantees’ progress toward meeting the statewide objectives. Reviewers noted whether information and data were provided to address each of the objectives, and if there were data, made a judgement as to whether those data provided evidence that progress was being made. Estimation of progress was, to some extent, an evaluative call on the part of the reviewer; in some cases, activities were described and output or outcome data were not provided, or data were included but did not directly indicate that gains were made.

Most grantees reported on their efforts to meet or make progress toward each of the state objectives. Only 10-11% of grantees did not address an objective. Seventy-five percent of grantees reported making progress on Objective 5 (providing opportunities to students with the greatest needs), and this is in large part because they are able to report on the demographics of the students they serve. Seventy-three percent of grantees reported progress on Objective 6 (providing professional development to staff), as most grantees provided information about the trainings their staff participated in over the year. Progress toward the other objectives was more challenging to demonstrate for some grantees. However, more than half of grantees documented progress on each objective.

Table 24: Sub-grants reporting on statewide objectives (N=115)

State objective	Not reported	Reported: Progress unclear	Reported: Progress Made
1. Participants in the program will demonstrate increased academic achievement	10%	26%	64%
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.	10%	21%	69%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	11%	28%	61%
4. The 21 st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	10%	36%	54%

5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	11%	14%	75%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	10%	17%	73%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	11%	26%	63%

Implementation Data

Implementation information included in local evaluation reports consisted of enrollment and attendance data; student demographics; information about family participation and activities; program hours and operations; and information about staffing and staff training. Nearly all grantees (111, or 96.5%) included enrollment and attendance data along with student demographic data (108, or 94%). Similarly, most grantees provided 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 (79%), only 62% of grantees provided participation data for their family programs. However, this represents an improvement from 2017, when 56% provided family participation data.

Table 25: Types of implementation data reported (N=115)

Implementation data	Grantees	
	Number	Percent
Recruitment, enrollment, and attendance	111	96.5%
Student demographics	108	94%
Family activities	94	82%
Family participation	71	62%
Program hours and operation	97	84%
Staff information	103	90%
Staff professional development	96	83%

Given that parent and family engagement has consistently been a challenge for 21st CCLC grantees, local evaluation reports can be a useful source of data in understanding the kinds of family programming grantees provide. Descriptions of activities in this area show that grantees provide a variety of workshops, classes, showcases, theme nights, and field trips to parents and families. For example, more than half of the sub-grants reported family engagement activities (62%) that centered around social and academic-themed events such as an ice cream socials, movie nights, book clubs, family science and reading nights, and family celebrations. Grantees also reported providing a variety of health, nutrition and wellness events (32%) that consisted of health and nutrition workshops, health fairs, healthy life skills, fitness classes, and stress management workshops. A smaller portion of sub-grants provided adult education classes

(29%), technology and computer classes (16%), and parenting skill-development activities (13%).

Additionally, the report review revealed that while more than half of the grantees reported that they offered events to parents and families, often these were broad statements with little to no specific information provided. A portion of grantees (22%) did not provide any information on family activities or noted that family activities were not offered.

Table 26: Types of family activities reported (N=90)

Types of activities	Grantees	
	Number	Percent
Family events (social and academic)	56	62%
Health, nutrition & wellness	29	32%
Adult education	26	29%
Informational sessions and seminars on various topics	16	18%
Technology and computer	14	16%
Parenting	12	13%
Higher education support	12	13%
Parent cafes and meet and greet	11	12%
Family field trips	10	11%
Student showcases and performances	10	11%
Financial literacy	8	9%
Career/job development	5	6%

Outcome Data

Collecting outcome data—and particularly data on student academic achievement—continues to be a challenge for many grantees. There are multiple factors that grantees describe with respect to collecting and analyzing achievement data:

- *Challenges with standardized test data:* While state of Illinois switched to the PARCC standardized test in the 2014-15 school year, some grantees still have issues with accessing and interpreting these data. Many grantees do not receive PARCC scores in time to include them in their reports. The change to the PARCC also interrupted 2013 cohort grantees’ ability to look at test scores over the life of their grant. Comparisons between ISAT scores and PARCC are not possible.
- *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 FY18 local evaluation reports, which was also the case in FY17. 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 in their reports.

Seventy-three percent of grantees provided data on participants’ grades and/or changes in their grades over the course of the year, which is an increase from the 66% reported in 2017. A smaller proportion, 31%, were able to provide PARCC scores for participating students. Many grantees utilize surveys of youth and parents as part of their evaluation, with 74% and 66% of reports citing these data respectively. A small proportion of grantees provided other outcome data, including indicators such as disciplinary rates, grade promotion/retention rates, and graduation rates. In addition, some sites reported that they use the Youth Program Quality Assessment (YPQA) instrument.

Table 27: Types of outcome data reported (N=115)

Outcome data	Grantees	
	Number	Percent
Teacher APR survey	97	84%
Youth participant survey	85	74%
Student grades/grade changes	84	73%
Parent survey	76	66%
PARCC scores	36	31%
Other assessment/outcome data	29	25%

Other assessment data: In addition to, or in some cases instead of PARCC test score data, some grantees (265%) 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: I like the activities offered afterschool.
- Quality and satisfaction with respect to environment and staff. Example: Coming to the afterschool program helped me to get along better with my teachers.
- Self-report on changes in behavior, attitudes, and achievement. Example: My grades are better because of the afterschool program.
- Some sites reported that they surveyed students on social and emotional learning (for example, using the ACT Engage survey)

Parent surveys: More than half of the evaluation reports (66%) 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 doing better in school since starting the program.
- Quality and satisfaction with respect to programming and activities for their child. Example: My child enjoys the afterschool program.
- Quality and satisfaction with respect to programming and activities for parents and families.
- Parent engagement in their child’s education. Example: I consider myself to be involved in my child’s education.
- Suggestions for improving offerings provided to parents and families.

Reported Recommendations

The majority of grantees (90%) concluded their evaluation reports with recommendations for program improvement or suggestions for program development and enhancement. As in previous years, the two most common areas of recommendations were to increase or improve parent involvement and programming, and improve data collection and use, with at least half of the grantees including a recommendation in these areas (63% and 50% 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 one another. For example, a recommendation for staff development may in fact be a response to the need for better social-emotional programming and 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. Descriptions and examples of the recommendations are provided below.

Table 28: Recommendations (N=115)

Recommendation	Grantees	
	Number	Percent
Improve/increase parent and family Involvement and programming	72	63%
Improve/increase data collection, data use, and/or evaluation	57	50%
Address recruitment, attendance, and/or retention issues	51	44%
Address program sustainability	48	42%
Increase staff professional development or provide professional development to address a particular need	45	39%
Expand or alter the range of program offerings and activities	33	29%

Recommendation	Grantees	
	Number	Percent
Increase/Improve social-emotional program components	29	25%
Increase/improve the connection between program and program staff and school day activities and/or teachers	27	23%
Increase/improve partnerships and/or community outreach efforts	20	17%
Increase/improve program components that address youth development and youth leadership, or provide mentoring	16	14%
Adjust staff composition, add staff, or address other issues through program staffing strategy	15	13%
Address Issues of student behavior in programs	13	11%
Modify/improve the alignment of academic programming with state standards	8	7%
Address issues related to program logistics (schedule, transport)	5	4%
Improve communications between sites and staff	5	4%
Increase/improve the use of technology in programs	3	3%
No recommendations offered	12	10%

Parent and family programming and involvement (63% of grantees): More than half of the grantees’ local evaluation reports included a recommendation with respect to parent and family involvement and programs to facilitate that. Recommendations addressed several aspects with respect to parent and family involvement, such as soliciting input on parent interests and needs to plan more relevant or appealing programs, seeking additional partners to increase parent engagement, addressing barriers to participation such as timing and childcare, and employing new strategies or methods to improve communication with parents and to increase interest and participation. Specific recommendations included:

- “Enhance parent recruitment and retention strategies by having more frequent surveys and programs that fit the needs of the family and by offering more interactive family night themed activities that appeal to parents.”
- “We have made progress in engaging family members; however, we have families that cannot easily participate. Our goal is to look at alternative methods of family engagement for other potential ways of engaging the multi-challenged parents.”
- “Promote family involvement by discussing new models for parent involvement with parent committees. Increase marketing and promotion of parent and family events and allocate additional time for planning parent activities.”
- “It is recommended that staff continue to communicate with families and increase the number of family events offered in order to increase parent involvement, especially at the middle school level.”
- “In the future, both sites should continue to build on their Family Engagement strategies [the grantee] will leverage the findings from the parent survey and guidance of the parent advisory council continue to offer consistent communication with parents as well as programs that appeal to parents in order to get them involved and keep them engaged.”

- “Continuing to align parent and family engagement programs for greater continuity of experience and information, increasing points of entry and access for parents to be aware of the range of opportunities for involvement.”

Data collection, data use, and/or evaluation (50% of grantees): About 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 to improve and guide instructional and program changes, and to develop or improve their own surveys to better meet their evaluation needs. Examples of specific recommendations in this area:

- “Use end of year middle school data as a basis to guide structural and instructional changes to the program.”
- “Administer a parent survey to assess their experiences with parent programs and to give further incite on what programs are the most valuable and exciting to them...and create more methods to track elementary students' academic progress, including grades and other non-standards based methods.”
- “Site Coordinator should continue to survey parents to obtain topics of interest which will keep them engaged and continue surveying the scholars each quarter to get their input on programming”
- “Address data gathering by evaluating our current measures and adjusting where necessary and available.”
- “Find a way to make the time to distribute, collect, and share Student Survey data with evaluator...and to gather feedback from all program events; an accessible template/targeted questions”
- “Compare 21st Century participants to nonparticipating students in terms of key measures of attendance, disciplinary intervention, school grades, and major test scores over the length of the program.”

Recruitment, attendance and retention (44%): 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 increasing attendance, along with greater parent communication around issues of attendance. Examples of recommendations:

- “Recruit students that have not participated at end of each grading period. Review retention incentives. Track attendance and incentives to reach attendance milestones.”
- “S.M.A.R.T. goals should be developed to increase student attendance at each site. The team should consider eliciting feedback from students, staff members, parents and the community to boost daily attendance rates.”
- “Continue to provide programs and activities that are appealing to a variety of youth and aims to improve year over year youth participant retention, especially for older youth as the vast majority of our students are in 9th and 10th grade.”

- “It is recommended that additional incentives be developed in year five to increase the level of involvement for those participating 30 days or more for high school students.”
- “Continue to implement clear recruitment plans in collaboration with school administrators and provide support to Resource Coordinators and Program Managers to implement the recruitment and enrollment plans with fidelity.”
- “Increasing attendance by increasing class size, recruitment efforts and engage students in assessing offerings.”
- “Site coordinator should continue to use alternative strategies to retain students of various demographics to reduce the number of behaviorally challenged participants.”

Sustainability (42% of grantees): Sustainability is 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:

- “Sustain an extended day tutoring program through partnerships and seek volunteers that will help with sustainability.”
- “Assemble an Advisory Team to help with sustainability planning, including informing the program’s sustainability action plan, identifying strategic community partners, and identifying ways to integrate afterschool program offerings into overall school planning efforts.”
- “Steering Committee brainstorm best methods to address the long-term sustainability of the before and after school program given the economic uncertainty. Contact local and county service entities for input as well as the institutions of higher education with which a majority of the students affiliate after high school to consider alternative sources to help maintain the program. Continue to pursue funding sources and volunteers. Sustainability is an unending commitment.”
- “Program should track the effect of their mentor component to help demonstrate the need and effectiveness for funders to further increase sustainability”
- “A plan for the continuation of the program beyond the grant funding is a critical concern. A community-wide approach will pull together our partners and constituents to create the road map for the future of our program. An outcomes report will be created to be used in this effort.”

Staff training and professional development (39% 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:

- “Increased training opportunities for all staff to support cultural competence.”
- “The Alliance should provide additional training and technical assistance on the mentoring and modified case management portion of the afterschool program, in order to help staff to be more aware and able to address the needs of the youth in this area.”
- “More attention could be paid in the design and development of PD supporting those areas in which students scored lower on the SEL instrument.”
- “It is recommended that a similar PD program for Resource Coordinators and staff be conducted in the project's fifth program year but taking into account the recommendations provided in this report, especially in areas where students need additional support as is the case with high school programming..”
- “[grantee] should continue to offer professional development, and work to streamline efforts in supporting instructors and facilitators of programming on key areas (youth leadership, parent engagement, youth-adult relationship-building, engaging participants in decision-making)”

Expand program activities (29% 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 to strengthen the program or expand programming in certain areas, such as STEM and SEL. In these instances, the recommendations generally pointed to the need to improve academic achievement and engagement. Examples of recommendations:

- “Consider approaches to strengthen the academic portion of programming such as adding project-based learning activities to help students improve their achievement levels while engaging them in activities that promote 21st Century learning skills.”
- “Expand opportunities and activities to support student SEL growth. Include college and career readiness opportunities and expand STEM and project-based learning.”
- “Expand program offerings in Maker Space to connect to STEM careers.”
- “Facilitate teacher and instructor/teaching artists planning sessions where they create joining lessons and activities that include important learning concepts that are fun, informative, and utilize students' critical thinking skills.”

Social emotional learning (25% 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:

- “The [program] should offer additional training and technical assistance on running the BGCA conflict resolution and violence prevention programs, which help youth to learn strategies to avoid fighting.”
- “Provide additional support for incorporating SEL skills into afterschool activities.”

- “Consider implementing additional social emotional programming to help address social skills in and outside of school.”
- “Continue to strengthen capacity to help students develop their social, emotional, and interpersonal competencies through staff development opportunities; program structures and routines; and alignment with school goals.”

Connection to school day and school day teachers (23% 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 on improving communication to help program activities better align with school-day academic content.

Recommendations included:

- “Make the time to collaborate with the middle school and high school teachers; explore ways to keep the trend going toward Significant Improvement into high school as well. In addition, work with high school teachers to increase the number of completed surveys.”
- “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 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.”
- “Build a method with teacher and administrator buy-in for linking school day and afterschool activities.”
- “Recommendations to improve students’ academic performance include staff members helping students prepare for testing, directly teaching study and organizational skills, and communicating regularly with school day teachers to determine where additional support may be needed.”

Partnerships or community outreach (17% 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 such as parent engagement. Examples of recommendations:

- “Continue to strengthen and expand the network of community partnerships at each site. Develop new opportunities for partners to engage in the school community (i.e., advisory boards).”
- “Build key champion pool through more systematic sharing and presentations to support long term sustainability and institutional knowledge building.”
- “Continue to build partnerships and work toward sustainability.”

- “Continue to build relationships and partnerships by connecting school community, local businesses and other organizations with expertise in areas of youth development, education and out-of-school time and sustainability.”
- “Continue to do community outreach and strategic partnership cultivation with sustainability in mind, by conducting community asset mapping activities; participating in the North Lawndale Peace Hub; and intentional planning with community school advisory committees.”

Youth development, youth leadership, and mentoring (14% 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 use activity engagement data, member survey and regular townhall meetings with youth participants to identify areas of strength and opportunities for improvement and where GCYC can target programs and supports to ensure that youth participants are having good experiences, building skills and developing supportive relationships with peers and caring adults.”
- “Increasing student participation through continuing to build 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.”
- “Continue to build relationships and partnerships by connecting school community, local businesses and other organizations with expertise in areas of youth development, education and out-of-school time and sustainability.”

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 programming. Examples of recommendations:

- “Continue to focus on full-time staff roles and will change the hiring approach to focus on fit and behavior-based interviewing strategies.”
- “Develop a staffing plan to ensure all sites are fully staffed to serve the requisite number of students throughout the program year.”
- “Recruit licensed teachers as program staff to support academic needs.”
- “Further recruitment of teachers should expand enrichment activities and entice student participation.”

Student behavior (11%): A very small number of reports included recommendations related to student behavior. Some reports cited the need to communicate with staff and school leadership to address behavioral problems. Specific recommendations included:

- “Increase positive behavior of students by increasing communication via weekly meetings between [grantee] and school leadership, school disciplinarian and community

school manager, which will provide an opportunity to check in and come up with new strategies to implement school-day and out-of-school interventions.”

- “We will discuss and evaluate staff suggestions for program improvement, including the feasibility of adding busing service to [grantee] and methodologies for reducing the impact of distracting behaviors at both sites.”
- “Improve student behavior/discipline plans.”
- “Taking a closer look at regular classroom behavior of students as reported by teacher surveys.”

Academic programming (improve program and alignment 7%): 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 programming to align to the school day goals. Other recommendations focused on the need for academic programming that was more aligned with standards. Specific suggestions included:

- “Target academic activities to link to school day goals.”
- “Continue to survey students to make sure programming is of interest.”
- “Academic activities will address standards and link to school day goals. Work with school curriculum directors.”
- “Align activities with academic standards, school day goals. Infuse math and literacy into STEM activities.”

Conclusion

Grantee utilization of the annual local evaluation report template continues to improve the overall consistency of reporting, and clearly encourages greater reflection on progress being made toward program objectives. More grantees are providing data, reflecting on them, and offering recommendations for program improvement based on their findings. A growing number of evaluations also noted how they had addressed issues identified in previous years’ evaluations.

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 progress for some of the statewide objectives. While grantees are reporting 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.

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

Please describe the reading component of your program and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Please describe the mathematics component of your program and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

How are the other academic components of your program 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 program participants and indicate if and how programming differs by age group.

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 program participants and indicate if and how programming differs by age group.

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 program participants and indicate if and how programming differs by age group.

Please indicate whether your programs' 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 program participants and indicate if and how programming differs by age group.

Please describe the youth development component for program participants and indicate if and how programming differs by age group.

Please describe the mentoring component for program participants and indicate if and how programming differs by age group.

Please describe the credit recovery component for program participants and indicate if and how programming differs by age group.

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
- Other: _____

Please describe the social-emotional component for program participants and indicate if and how programming differs by age group.

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 (Lego and others)
- STEM kits provided by vendor
- 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
- Family STEM nights or activities
- STEAM activities or programming

Please describe the science, technology, engineer, mathematics (STEM) programming for program participants and indicate if and how programming differs by age group.

Please describe the 21st century skills component for program participants and indicate if and how programming differs by age group.

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

- Mental health services
- Drug prevention
- Violence prevention
- Truancy prevention

Please describe the behavior and prevention component for program participants and indicate if and how programming differs by age group.

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 of your program. 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: _____

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
- Social and Emotional Learning 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.

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 2017-2018?

- Yes
- No

Please explain how the size and scope of the originally funded program is being maintained after funding decreased in 2017-2018.

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

Programmatic Information | Implementation

Please rate the level of implementation on each of the following key components while serving ***ELEMENTARY SCHOOL*** students this year.

	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"/>

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"/>

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"/>

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

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

Site-Specific Information

Please provide the name of Site:

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 FY18:

Last day of 21st CCLC programming for FY18:

Did the site provide summer programming in summer 2017?

- Yes
- No

Number of weeks site was active during summer 2017:

Number of weeks site was active during the 2017-2018 school year:

Did the site provide weekend programming?

- Yes
- No

Please describe the weekend programming at [\\${Q122/ChoiceTextEntryValue}](#):

Did you administer the federal teacher survey at the end of the 2017-2018 school year?

- Yes
- No

How many completed teacher surveys were received for **Elementary Students (grades Pre-K through 5)**?

How many completed teacher surveys were received for **Middle/High School Students (grades 6 through 12)**?

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.

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	2301	2926	1587	1684	1921	385	249	213	11266
Completing homework to the teacher's satisfaction	1996	1630	1789	1742	1478	376	238	203	9452
Participating in class	1843	3002	1784	1794	2147	275	153	144	11142
Volunteering (e.g. for extra credit or more responsibilities)	2093	1239	1386	1541	2386	193	127	133	9098
Attending class regularly	3423	1103	921	902	1993	296	157	146	8941
Being attentive in class	1977	1288	1446	1831	1756	488	218	178	9182
Behaving well in class	2657	2556	1211	1471	2437	611	260	213	11416
Academic performance	1463	1552	1985	2175	1471	388	207	173	9414
Coming to school motivated to learn	2192	1348	1532	1714	1904	361	186	172	9409
Getting along well with other students	2698	1262	1270	1443	1676	506	220	171	9246

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.

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	3912	5964	2682	3468	3322	892	292	242	20774
Completing homework to the teacher's satisfaction	3464	2624	2862	3514	2598	918	272	232	16484
Participating in class	3380	6416	2884	3338	3958	564	180	190	20910
Volunteering (e.g. for extra credit or more responsibilities)	3374	2322	2232	2532	4802	384	134	130	15910
Attending class regularly	6184	2238	1524	1790	3256	602	268	198	16060
Being attentive in class	3918	2406	2314	3182	2812	906	350	200	16088
Behaving well in class	5534	5584	2082	2566	3746	842	262	186	20802
Academic performance	3026	2668	2968	3686	2470	878	300	240	16236
Coming to school motivated to learn	4014	2066	2456	2946	3334	732	276	228	16052
Getting along well with other students	5706	2208	1972	2546	2988	468	186	134	16208