Illinois State Board of Education
Nita M. Lowey
21st Century Community
Learning Centers Program

Statewide Program Evaluation
FY21

March 2022

EDC Education Development Center

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EXECUTIVE SUMMARY

The U.S. Department of Education's Nita M. Lowey 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.

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.

IMPLEMENTATION

During FY21 (July 1, 2020 through June 30, 2021), Illinois had 161 active 21st CCLC grants from four funding cohorts (FY13, FY15, FY19, and FY21). These grantees operated 512 sites and served 31,181 students, with 32% of students reaching the regular attendance (30+ days) threshold.

Program implementation was significantly affected by Covid-19. Nearly all grantees conducted their programs online for at least some portion of the year, with 40 grantees reporting that their 21st CCLC program was virtual for the whole 2020-21 school year. The move to virtual and hybrid programming influenced the types of activities programs were able to implement. Perhaps most significantly, family engagement programming was particularly changed. Some grantees reported success in transitioning family programs to online, while other programs were unable to implement many family activities effectively. Family participation rates fell significantly, with 13,297 reported this year compared with 22,983 in FY19.

PARTICIPANT OUTCOMES

In addition to providing academic support, grantees provided variety of programming and activities.
- 93% of grantees serving elementary students and 91% of programs serving middle school students included arts programming among their activities, with the most of these being in the visual arts.
- STEM programming was the second most common program component, with 91%/90%/87% of grantees serving elementary/middle/high students offering these activities. STEAM and robotics were the most commonly implemented activities in this area.
- 84% of grantees serving high school students offered career development and job skills activities. These included career exploration activities as well as clubs or programs that support skill development.
- Over 64% of grantees offered computer programming, coding, or other computer literacy activity.

Grantees provided programming and supports for students with the greatest needs.
- 66% of participants qualified for free or reduced lunch.
- 46% of grantees serving elementary students provided bilingual education or ELL programs.
- Over 44% of grantees provided programming for special needs students, including targeted supports and dedicated staff.
- According to attendance data, 16% of participants were limited English proficiency and 12% were designated special needs.

Most grantees offered a social-emotional learning component, and more than 65% provide some sort of behavior support and prevention program. The majority of regular program participants were reported by their teachers to have improved their behavior. According to teacher surveys:
- 76% of elementary and 77% of middle/high students improved with respect to behaving well in class.
- 67% of all regular attendees improved with respect to getting along with other students.

Due to Covid-19, academic achievement data and grades were not available for this year. According to teachers, regular program participants did improve with respect to their academic performance. Teachers indicated that:
- 81% of elementary and 80% of middle/high school students improved with respect to completing homework to the teacher's satisfaction
- 77% of elementary and 74% of middle/high school students improved with respect to their academic performance.

ORGANIZATIONAL CAPACITY

Over 10,000 staff worked at 21st CCLC program sites during the year. School staff comprise the largest proportion of staff, with school-day teachers accounting for 33% of the staff. Covid-19 posed a challenge to grantees with respect to evaluation activities. Many grantees reported challenges with data collection and limited progress in using data to improve their programs.

CHALLENGES AND RECOMMENDATIONS

Covid-19 had an enormous impact on 21st CCLC programs this year. While the areas of challenge and recommendations for program improvement—family engagement, student recruitment and retention, and evaluation—were the same as in previous years, the specific nature of these challenges and the recommended strategies were very different. In FY22, grantees will be returning to a new normal, and re-shaping their programs as they return to in-person learning

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INTRODUCTION

The Illinois State Board of Education (ISBE) has implemented the United States Department of Education-funded Nita M. Lowey 21st Century Community Learning Centers program (21st CCLC) since 2003. According to ISBE's stage plan, 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 has identified seven statewide goals and corresponding objectives for the 21st CCLC program.

	Goals	Objectives
1	Schools will improve student achievement in core academic areas.	Participants in the program will demonstrate increased academic achievement
2	Schools will show an increase in student attendance and graduation from high school.	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.
3	Schools will see an increase in the social emotional skills of their students.	Participants in the program will demonstrate social benefits and exhibit positive behavioral changes
4	Programs will collaborate with the community.	The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.
5	Programs will coordinate with schools to determine the students and families with the greatest need.	Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.
6	Programs will provide ongoing professional development to program personnel.	Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.
7	Programs will collaborate with schools and community-based organizations to provide sustainable programs.	Projects will create sustainability plans to continue the programs beyond the federal funding period.

ABOUT THIS REPORT

This statewide evaluation report includes the programs and activities implemented by the 161 grantees active during FY21 (July 1, 2020, through June 30, 2021). These grantees include awards given in 2013 and 2015 that were given extended funding at the end of their 5-year awards, 2019 awards, and newly awarded 2021 grants that were active for less than 6 months during the reporting period. Grantees are referred to by their award year as Cohort 13, 15, 19, and 21 throughout this report.

This report provides a summary and analysis of data collected by and made available to EDC for FY21. These data include:

- EDC's annual grantee survey, administered in May-June 2021, indicated throughout this report as AS. All 161 active grantees completed the survey.
- Grantees' individual annual evaluation reports, submitted by December 2021, indicated throughout this report as LER.
- Illinois Report Card data (IRC), which are the data provided to the federal APR system and includes student attendance and achievement information for the 2020-21 school year, indicated throughout this report as APR.

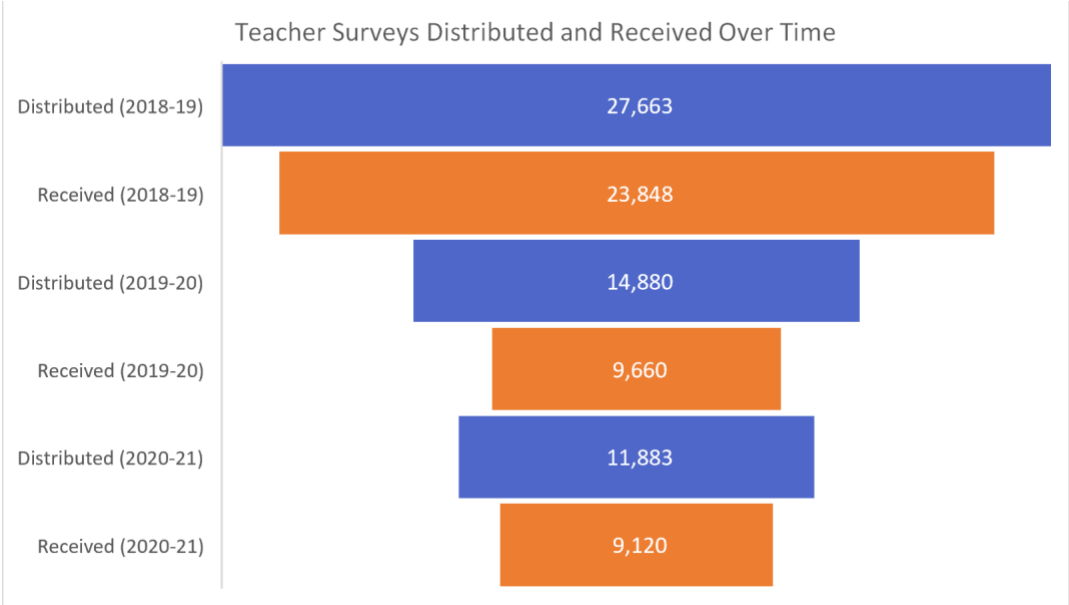This report is organized into the following sections.

- *Program Implementation:* This section includes information about grantees' implementation of programs for the year. 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 reported during implementation of the program, as well as recommendations for program improvement as offered by grantees' local evaluations.

Impact of Covid-19

Schools and afterschool programs confronted the Covid-19 pandemic in March 2020, and significant disruptions to programming continued throughout the 2020-21 school year. Most grantee programs operated online for at least some portion of the school year, and many offered hybrid programs. EDC modified the annual grantee survey to learn about the strategies deployed by the grantees. Information about the impact of Covid-19 is included throughout the report.

Grantees are expected to administer a teacher survey to the teachers of regular program participants (30+ days attendance), and these data are reported to the evaluation via the annual survey (AS). Covid-19 disrupted many grantees' ability to administer or collect completed teacher surveys; 81% of sites (416 out of 512) indicated that they administered the teacher survey this year. As illustrated in Figure 1 below, there has been a significant decrease in the number of surveys administered over the past three years. To a large extent, this decrease mirrors the significant decrease in the number of regular program participants that resulted due to Covid-19 and the transition to remote and hybrid programming.

Figure 1. Teacher survey administration and completion, 2018-2021 (AS)

Teacher Surveys Distributed and Received Over Time

Distributed (2018-19)	27,663
Received (2018-19)	23,848
Distributed (2019-20)	14,880
Received (2019-20)	9,660
Distributed (2020-21)	11,883
Received (2020-21)	9,120

PROGRAM IMPLEMENTATION

GRANTS, SITES, AND ATTENDANCE

There were 161 active 21st CCLC grants in Illinois during FY21, operating 512 sites. These sites served 31,181 students, with over 10,000 of these students reaching "regular attendee" status, meaning that they attended 30 days or more of programming.[1] Thirty-nine percent of grantees operated 4 sites each, and only 9% of grants operated 5 or more sites. Grantees served an average of 142 students.

Cohort 15 has the largest number of grants and sites and represents almost half of student participants. Cohort 21 served the smallest proportion of students; this is expected given that those were operational for less than half of the year. It is interesting to note that Cohort 19, while nearly 30% smaller in the number of grants and sites than Cohort 13, served nearly the same number of students. Many factors, including the location of the grants and populations of the communities they serve, can affect these numbers.

Table 1: Grantees, sites, and students served

	2020-21
Grantees	161
Sites	512
Total # students served	31,181
Regular attendees (30 days or more)	10,049
Average # students per grant	142
Median # of students per grant	92

Table 2: Number of sites per grant

	Grantees	
	Number	Percent
1 site	28	17%
2 sites	30	19%
3 sites	25	16%
4 sites	63	39%
5 sites	10	6%
More than 5 sites	5	3%

Table 3: Grants, sites, and student participants by Cohort, 2020-21

Cohort	Grants	Sites	Total # students served
2013	32	95	5,877
2015	76	241	14,878
2019	22	68	5,654
2021	31	108	4,772
Total	161	512	31,181

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[1] Federal GPRA requirements have changed so that starting in FY22, programs will count attendance hours instead of days.

Over three-fourths of grantees served elementary and/or middle school grades, while 53% of grantees served students in high school. The number of participants this year was fairly evenly distributed between grades 2 and 12. Thirty-two percent of students attended programming 30 days or more over the year, reaching "regular" attendance status. (See Figure 2). As has been noticed in previous years, a higher proportion of elementary students attended more than 30 days, compared with middle school and high school students (See Figure 3).

Table 4: Grants by grade level served (AS)

	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	122	76%
Middle School Students (Grades 6-8)	126	78%
High School Students (Grades 9-12)	85	53%

Table 5: Grade level of participants (APR)

	Participants	
	Number	Percent
Pre-Kindergarten	118	0.4%
Kindergarten	1,133	3.6%
1st grade	1,781	5.7%
2nd grade	2,235	7.2%
3rd grade	2,604	8.4%
4th grade	2,667	8.6%
5th grade	2,918	9.4%
6th grade	2,862	9.2%
7th grade	2,799	9.0%
8th grade	2,565	8.2%
9th grade	2,359	7.6%
10th grade	2,227	7.1%
11th grade	2,640	8.5%
12th grade	2,273	7.3%
Total	31,181	100%

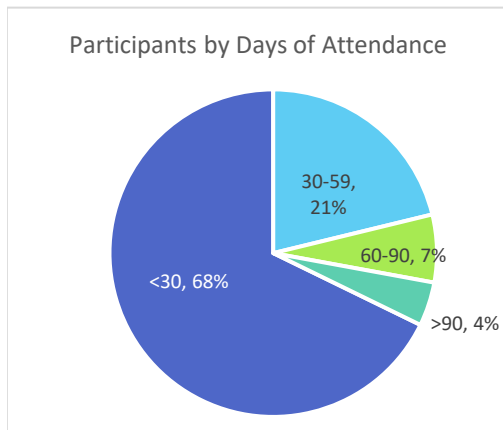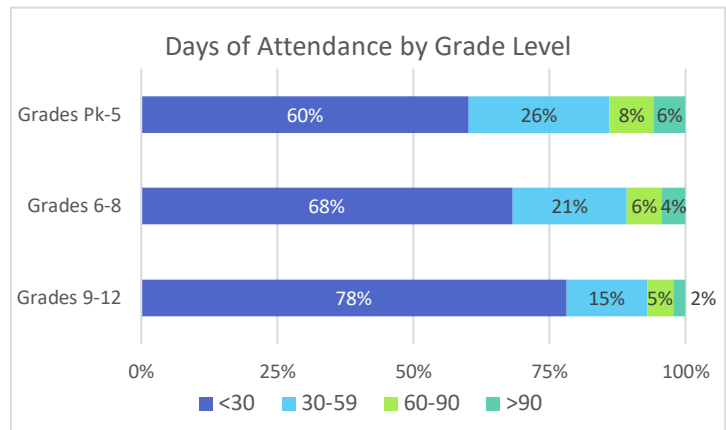Figure 2. Days of program attendance for all participants, 2020-21 (APR)

Participants by Days of Attendance

- 30-59, 21%
- 60-90, 7%
- <30, 68%
- >90, 4%

Figure 3. Student attendance rates for elementary, middle, and high school students, 2020-21 (APR)

Days of Attendance by Grade Level

Grade Level	<30	30-59	60-90	>90
Grades Pk-5	60%	26%	8%	6%
Grades 6-8	68%	21%	6%	4%
Grades 9-12	78%	15%	5%	2%

Changes in attendance due to Covid-19

It is clear that Covid-19 has had a significant impact on 21st CCLC program attendance with respect to the overall number of students attending and with the number of attendees reaching the 30+ day threshold. The number of students attending programs has decreased over 50% since the 2018-19 school year, and the number of students attending 30+ days of programming has decreased from 54% in the 2018-19 school year to 32% during the 2020-21 school year (see Figure 4 and Figure 5).

Figure 5. Student attendance 2018-2021 (APR)

Student Attendance Over the Past 3 Years

- 2018-19: 58,951
- 2019-20: 51,504
- 2020-21: 31,181
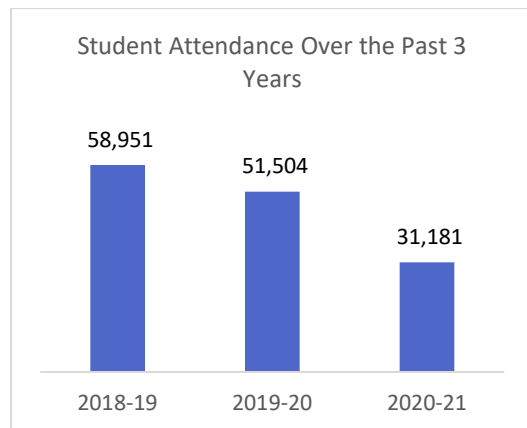
Figure 4. Student attendance rates, 2018-21 (APR)

Student Days of Attendance Over the Past 3 Years

| Year	<30	30-59	60-90	>90
2018-19	46%	21%	14%	19%
2019-20	53%	24%	18%	5%
2020-21	68%	21%	7%	4%
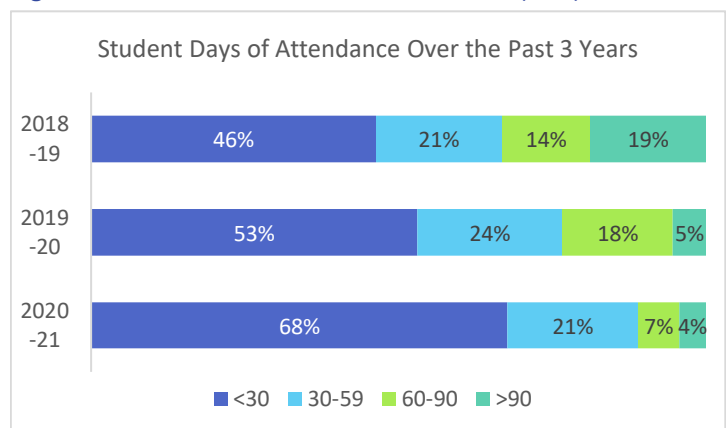
Participant Demographics

Thirty-six percent of students were identified as Hispanic, and 30% were identified as Black. According to APR data, 50% were female, 41% were male, and 9% had data not provided.

Table 6: Race/ethnicity of student participants (APR)

Race/ethnicity	Percent of all participants
Hispanic	36%
Black	30%
White	20%
Asian	2%
Multi-Racial/Ethnic	3%
Native American	<1%
Pacific Islander	<1%
Data not provided	9%

Figure 6: Gender of participants (APR)
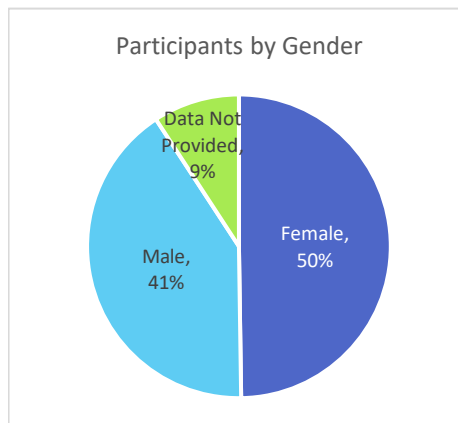
PROGRAM OPERATIONS

Recruitment and retention

As in previous years, nearly all grantees rely on school staff referrals when recruiting students to participate in their programs. Parents and guardians are also a main source of referrals. Less than half of grantees provided transportation to students this year; 40% of grantees serving middle schools students reported providing transportation, while 32% of those serving elementary students and 28% of those serving high school students did so. This is a decrease from previous years, which is likely a result of Covid-19 and the resulting changes to programming.

Table 7: Program referral sources, by age group (AS)

Type of Referral	% of grantees indicating referral method for:		
	Elementary School Participants	Middle School Participants	High School Participants
School staff referrals (e.g. teachers, administrators, etc.)	100%	100%	99%
Parent/Guardian or self-referrals	95%	94%	95%
Internal program referrals	83%	80%	79%

Table 8: Availability of transportation by student age group (AS)

Availability of Transportation	% of grantees
Elementary school (N=122)	32%
Middle school (N=126)	40%
High school (N=85)	28%

Progress in Program Implementation

Given that the Cohort 21 grantees were only in operation for a short time during FY21, they are not expected to have made as much progress in program implementation. As made evident in Table 9 and Table 10 below, a larger percentage of Cohort 21 grantees, compared with grantees in Cohorts 13, 15, and 19, indicated that they have only partially met their goals with respect to implementing program activities.

Table 9: Cohort 2021 grant progress in implementing program activities, with highest value shaded (AS)

		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary (N=25)	Implemented academic activities	8%	21%	63%	8%
	Implemented other enrichment/recreation activities	8%	21%	54%	17%
	Coordinated afterschool program with school's day programs	4%	50%	33%	13%
Middle (N=24)	Implemented academic activities	4%	29%	63%	4%
	Implemented other enrichment/recreation activities	5%	45%	41%	9%
	Coordinated afterschool program with school's day programs	8%	38%	42%	13%
High (N=16)	Implemented academic activities	7%	53%	33%	7%
	Implemented other enrichment/recreation activities	7%	60%	27%	7%
	Coordinated afterschool program with school's day programs	7%	67%	20%	7%

Table 10: Cohorts 2013, 2015, and 2019 grant progress in implementing program activities, with highest value shaded (AS)

		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary (N=97)	Implemented academic activities	2%	34%	61%	3%
	Implemented other enrichment/recreation activities	2%	34%	51%	13%
	Coordinated afterschool program with school's day programs	3%	44%	41%	13%
Middle (N=102)	Implemented academic activities	4%	34%	57%	5%
	Implemented other enrichment/recreation activities	2%	36%	51%	11%
	Coordinated afterschool program with school's day programs	2%	37%	48%	14%
High (N=69)	Implemented academic activities	3%	41%	50%	6%
	Implemented other enrichment/recreation activities	6%	41%	44%	9%
	Coordinated afterschool program with school's day programs	1%	34%	56%	9%

IMPACT OF COVID-19 ON PROGRAM IMPLEMENTATION

In their annual local evaluation reports, nearly all grantees shared that they offered at least some portion of their 21st CCLC program online due to Covid-19; 40 grantees reported that *all* of their programming was online during the 2020-21 school year. Other grantees described having fully remote programs for a portion of the school year or having hybrid programming with students able to attend in-person activities on some days and online activities on other days.

Nearly half of the grantees indicated that they received a waiver to offer supplemental programming during the traditional school day. This enabled those programs to provide activities and support when students had time without instruction during school hours, and according to grantee reports, this time was often used to provide tutoring and support for students online. Most grantees indicated that they sent home program materials for participants, and they also directed students to online activities.

Table 11. Waivers to offer school-day programming (AS)

Did your program receive a waiver to offer supplemental programming during the traditional school day?	Grants (N=161)	
	Number	Percent
No	55%	89
Yes	44%	71
Missing		1

Table 12. Hybrid/online strategies (AS)

	Grants (N=161)	
	Number	Percent
Staff sent or delivered hard copies of program materials to participants' homes or made them available for pick-up (including books and worksheets)	87%	131
Staff directed participants to online program materials that were developed internally	83%	125
Staff directed participants to online program materials that were developed externally (including web-based activities, videos like Khan Academy)	76%	115
Other (i.e. materials emailed)	8%	12

PARTICIPANT OUTCOMES

PARTICIPATION IN ACTIVITIES

While all 21st CCLC programs offer academic support, 21st CCLC programs also provide participants with a wide array of opportunities to engage in other activities that provide support and enrichment. STEM and arts programming continue to be the most frequently types of programs offered. Programming focused on career development and job skills is also very common among grantees serving high school age students. More specific information about the types of activities included in these program components is included below.

Figure 7. Program components offered by age group (AS)

Program Components Offered by Age Group

Component	Elementary (N=122)	Middle (N=126)	High (N=85)
Arts Program	93%	91%	85%
STEM	91%	90%	87%
21st century skills component	84%	85%	75%
Career development & job skills	48%	63%	84%
Special Needs Program	48%	44%	46%
Bilingual/ELL Program	46%	40%	38%
Credit recovery component	3%	10%	22%
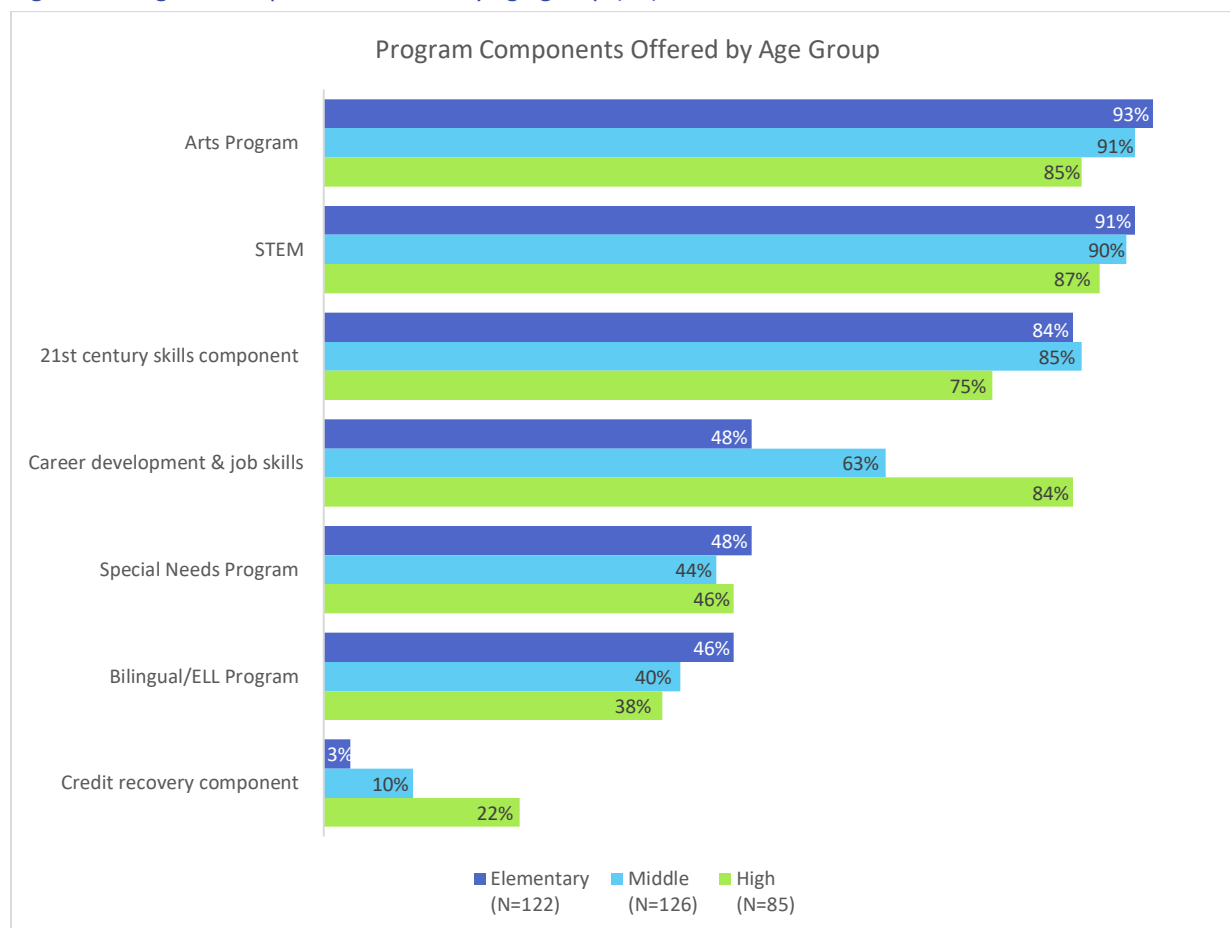
Arts programming: Ninety-three percent of grantees serving elementary students provide some form of arts programming. The most common type of art programming was visual arts (photography, drawing, etc.). While performance arts, music, and decorative arts continue to be common activities, when compared with previous years, there has been a slight decrease. This may be due to challenges with offering these programs in an online environment.

Table 13: Types of arts programming and activities (AS)

	Grantees offering Arts Programs (N=148)	
	Count	Percent
Visual Arts (photography, drawing, sculpture)	137	93%
Performance Arts	113	76%
Music	101	68%
Decorative Arts (Ceramics, Jewelry)	90	61%
Applied Art (Architecture, Fashion design)	59	40%
Art History (Visiting art museums)	21	14%

STEM Programming: STEM (Science, Technology, Engineering, and Math) programming was the second most common type of programming, with 91% of grantees serving elementary students reporting they offered this. When asked to indicate specific kinds of STEM programming, STEAM was the most common with 75% of grantees offering some kind of programming that integrates arts into STEM activities. Robotics, stem kits, and computer programming or coding activities were also common types of activities. Over half of grantees (54%) indicated that they partner with STEM organizations or other STEM program providers, and 48% indicated that school-day science teachers support the programs STEM activities.

Table 14: STEM programming activities and strategies (AS)

	Grantees offering STEM Programs (N=151)	
	Count	Percent
STEAM activities or programming	113	75%
Robotics clubs or activities	90	60%
STEM kits provided by vendor	89	59%
Computer programming or coding activities	87	58%
Partnerships with STEM organizations or program providers	81	54%
Activities aligned with school standards (NGSS)	81	54%
Environmental science activities	82	54%
School-day science teachers to support activities	73	48%
Family STEM nights or activities	70	46%

Entrepreneurship, Career Development, and Job Skill Programs:
Entrepreneurship, career development, and job skill programs and activities are most commonly offered by grantees serving high school age students (84%). Career exploration activities, including skills/interest inventories, guest speakers, and job fairs, were the most common type of activity with 79% of grantees indicating they provided this, while 72% indicated they offered clubs or programs that explore careers and support skill development. More than half of these grantees offered financial literacy programming and/or entrepreneurship activities such as business planning or running school store.

Table 15: Types of entrepreneurship, career development and job skills programs (AS)

	Grantees offering entrepreneurial, career development, and/or job skills Programs (N=114)	
	Count	Percent
Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)	90	79%
Clubs/programs that explore careers and support skill development	82	72%
Entrepreneurship activities (business planning, school store)	66	58%
Financial literacy	66	58%
Job seeking skills (e.g., resume writing, interview skills)	44	39%
Online programs/resources (e.g., Career Launch, Career Cruising)	41	36%
Career and technical student organization activities	33	29%
Junior Achievement program	25	22%

Special Needs Programming: Less than half of grantees indicated that they provided special needs programming (44-48%). Most of the grantees that did so indicated that they provided supports to include and integrate special needs students into program activities and accommodations for special needs students. Grantees providing special needs programming also indicated that they have dedicated staff to support special needs students (76%) and use students' IEPs to support activities (74%).

Table 16: Strategies for special needs programming (AS)

|	Grantees offering Special Needs Programs (N=70)	
	Count	Percent
Supports to include and integrate special needs students into program activities	64	91%
Necessary and appropriate accommodations for special needs students	63	90%
Activities to support students with learning deficiencies	58	83%
Dedicated staff to support special needs students (paraprofessional, special education teacher)	53	76%
Access to and use of students' IEPs	52	74%

Bilingual/ELL Programming: Less than half of grantees indicated that they provide a bilingual/ELL program component, and more of the grantees that serve elementary students (46%) do so than those serving middle (40%) and high school students (38%). For most of these grantees, this program component includes having bilingual staff available to support students along with specific activities or tutoring to support ELL students.

Table 17: Types of bilingual/ELL program activities and supports (AS)

	Grantees offering Bilingual/ELL Programs (N=74)	
	Count	Percent
Bilingual staff to support students (instructors, tutors, or volunteers)	65	88%
Activities, tutoring, or other support for ELL students	54	73%
Language-learning activities for all students	49	66%
An established curriculum for ELL students with a bilingual teacher	23	31%

Additional Enrichment Activities: In addition to various program components described above, most grantees offered additional enrichment activities that may be less structured, part of "play" or free time, or periodic. These included games and sports, as well as cultural and culinary activities. In addition, grantees serving high school students also frequently included college prep activities (80%). In previous years, a large percentage of grantees included field trips in their programming; the number of grantees who hosted field trips is notably less this year (less than 50%), which is most likely due to Covid-19.

Figure 8. Enrichment activities by grade level (AS)
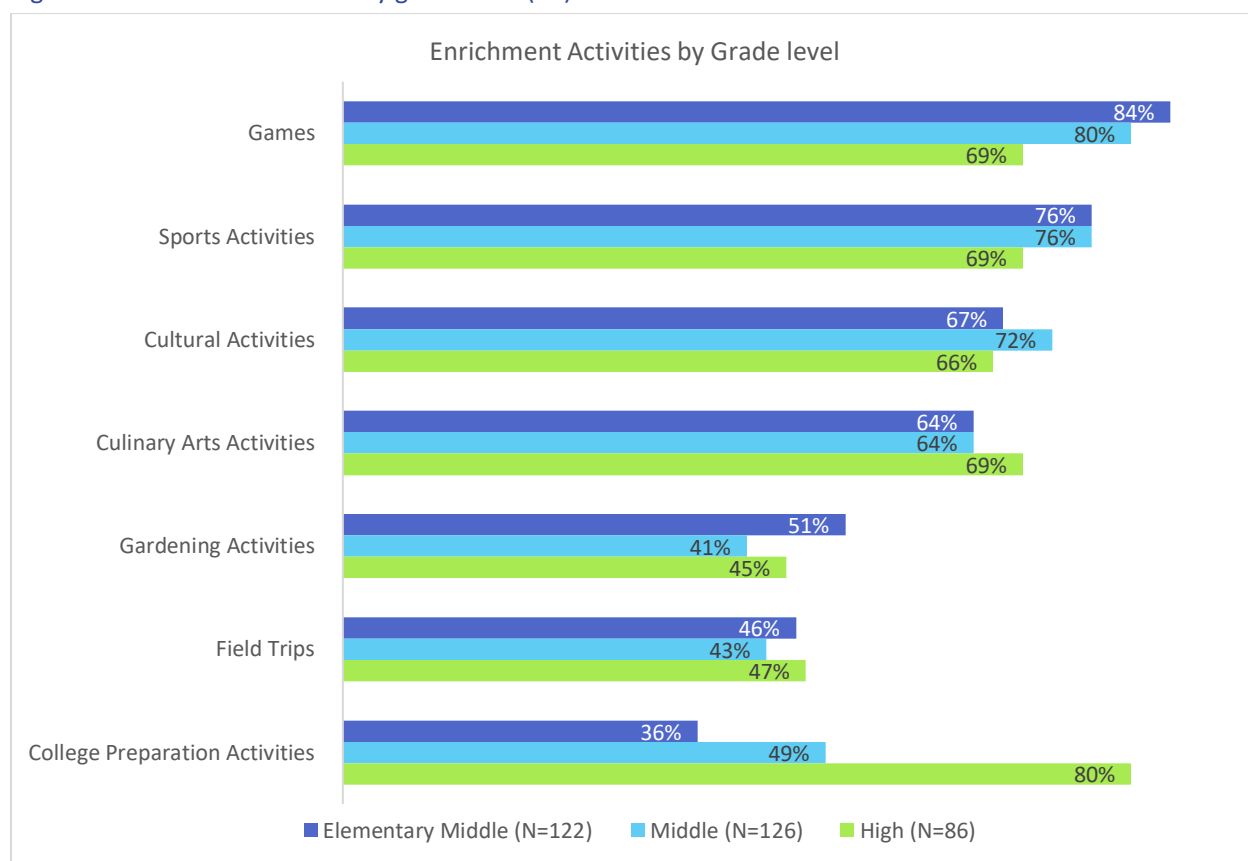
Service-learning programs

Forty-seven percent of grantees reported that they offered service-learning activities as part of the program. However, service-learning programs were significantly impacted by Covid-19 as demonstrated in the dramatic decrease in the number of students participating in service-learning activities in the table below. Many grantees noted that service-learning activities did not translate well to the online or hybrid learning environments.

Table 18. Number of participants involved in service-learning activities (AS)

| Grade level	2019-20 Participants	2020-21 Participants
Elementary school participants	2,700	1,435
Middle school participants	1,326	653
High school participants	2,429	458
Total	6,455	2,546

Technology

It is unlikely that technology has ever played a more critical role in 21st CCLC programs than during FY21, with nearly all programs doing remote or hybrid programming at some point during the 2020-21 school year. Essentially all grantees used technology to implement those activities that normally are provided in-person, such as facilitating tutoring sessions over zoom. That said, grantees also continued to use technology as they have in previous years for specific types of activities, such as for homework support, games, and academic remediation or computer-assisted instruction (see Figure 9).

Figure 9. Technology use in program by grade level (AS)
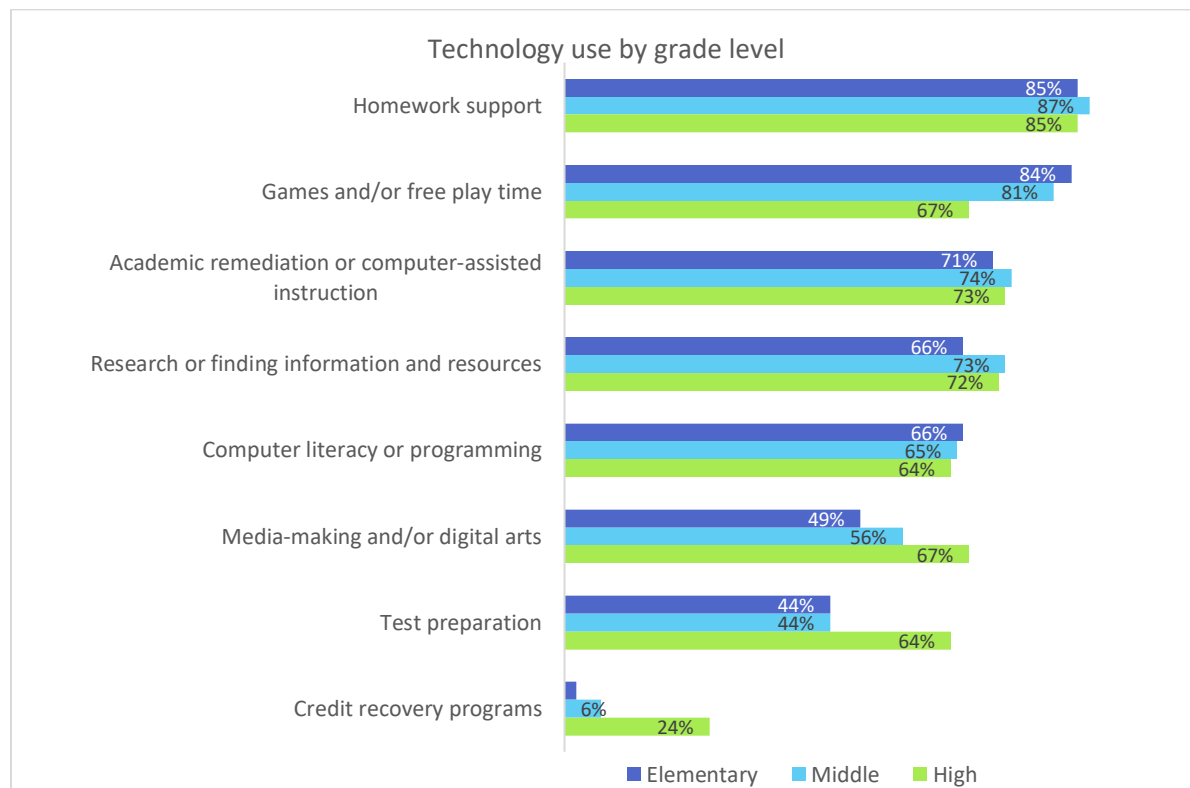
The reliance on technology for program implementation meant that technology was also a pain point for many grantees. Ninety-one percent of grantees indicated that student access to technology/internet was somewhat of or a significant challenge for their program. Access and ability to use technology was also a challenge for many educators and staff.

Figure 10. Challenges related to technology access and use (AS)

Challenges related to technology
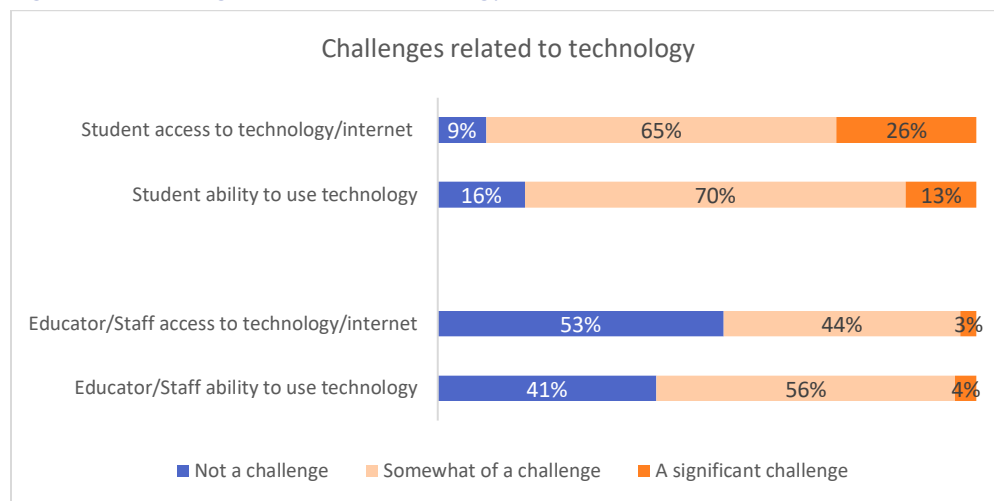
BEHAVIOR AND SOCIAL-EMOTIONAL SKILLS

One of the goals of ISBE's 21st CCLC program is to improve the social-emotional skills of program participants and to see positive behavior changes. Nearly all grantees included some sort of social-emotional learning (SEL) component in their program, whether that be the use of a specific SEL curriculum, a mentoring program, or some form of behavior and prevention programming.

Figure 11. Social-emotional related program components by age group

SEL Program Components by Grade Level
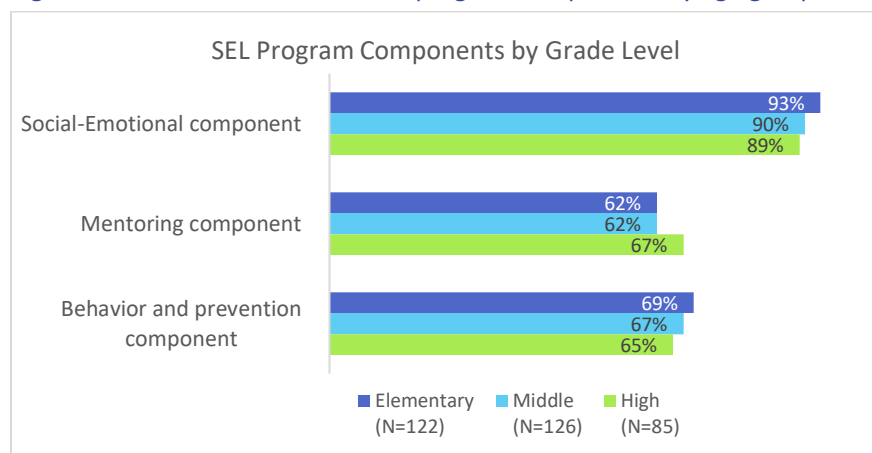
When indicating the specific SEL programs and curricula they use, more than half of grantees indicated that they use trauma-informed practices (61%) or Positive Behavioral Intervention and Supports (PBIS) (52%), and 44% indicated that they employ restorative justice practices. These are all valuable

frameworks and strategies to guide staff interactions, inform activity-planning, and respond to challenging student behavior. However, these strategies are different than curricula or structured programs that help students build SEL skills. A much smaller number of grantees report using such programs or curricula, such as the Seven Habits of Highly Effective People or Second Step programs.

Table 19: Social-emotional programs and curriculum

	Grantees offering social-emotional programming (N=147)	
	Count	Percent
Trauma-informed Practices	89	61%
Positive Behavioral Intervention and Supports (PBIS)	77	52%
Restorative Justice Practices	65	44%
Stephen Covey's Seven Habits of Highly Effective People Program	18	12%
Aggression Replacement Training	14	10%
Second Step Curriculum	15	10%
Lions Quest Curriculum	4	3%
Botvin Life Skills Training Curriculum	3	2%
Means and Measures of Human Achievement Labs (MHA) Tools	3	2%
Other	45	31%

Other responses included: Character Counts, Zones of Regulation, Capturing Kids Hearts, Lead 4 Change, Every Monday Matters, LEARN6, Edgenuity Purpose Prep, Too Good for Drugs, various curricula aligned with the CASEL Framework.

More than half of programs (65-69%) reported that they provided some form of prevention programming, with 78% of these grantees indicating they provided violence prevention and 68% of grantees providing mental health services. In their local evaluation reports, many grantees noted the increased needs of their students with respect to mental health due to Covid-19. In addition to formal mental health services, many programs described staff conducting "mental health checks" with students over the course of the year.

Table 20: Prevention programming and behavior supports

	Grantees offering behavior and prevention programs (N=104)	
	Count	Percent
Violence prevention	81	78%
Mental health services	71	68%
Drug prevention	68	65%
Truancy prevention	64	62%

As has been noted in previous years, measurement of SEL outcomes is challenging due to a lack of common metrics or assessments across programs. Some grantees do report in their local evaluation report on school-day disciplinary actions and suspensions of their program participants, and a small number of grantees also indicate that they use specific SEL assessments or surveys with their students.[2]

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[2] Starting with FY22, GRPA data includes reports on discipline and suspension, and these data will be available through the APR system.

APR requires grantees to survey school-day teachers on changes in participant behavior; these are the most consistent data available to describe outcomes across the program.

Based on these teacher reports, 76% of elementary and 77% of middle/high students improved with respect to behaving well in class, while 72% of elementary and 68% of middle/high students improved being attentive in class. Sixty-seven percent of regular program participants improved with respect to getting along with other students. The percents of students showing improvement are greater than in previous years. It is interesting to consider what in-class behavior looks like and improvement means in an online environment. Data in future years may shed light on whether this could be a trend or a product of the unique circumstances of the pandemic.

Figure 12. Teacher reported changes in behavior of regular student attendees
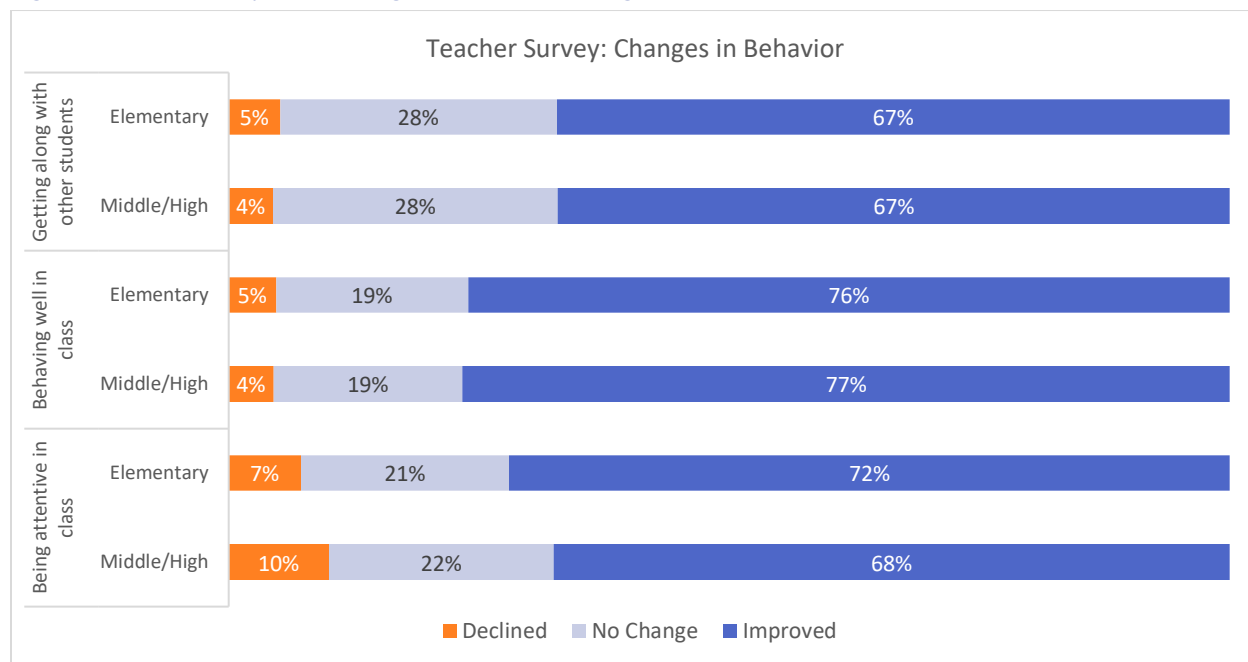
When it came to aspects of student engagement, teachers indicated that 82% of elementary and 78% of middle/high students improved in class participation, while 71% of elementary and 68% of middle/high participants improved with respect to coming to school motivated to learn. Again, the proportions of students reported as improving in these areas are greater than in previous years, and it will be interesting to see if this year is an anomaly or the start of a trend going forward.

Figure 13. Teacher reported changes in engagement of regular student attendees
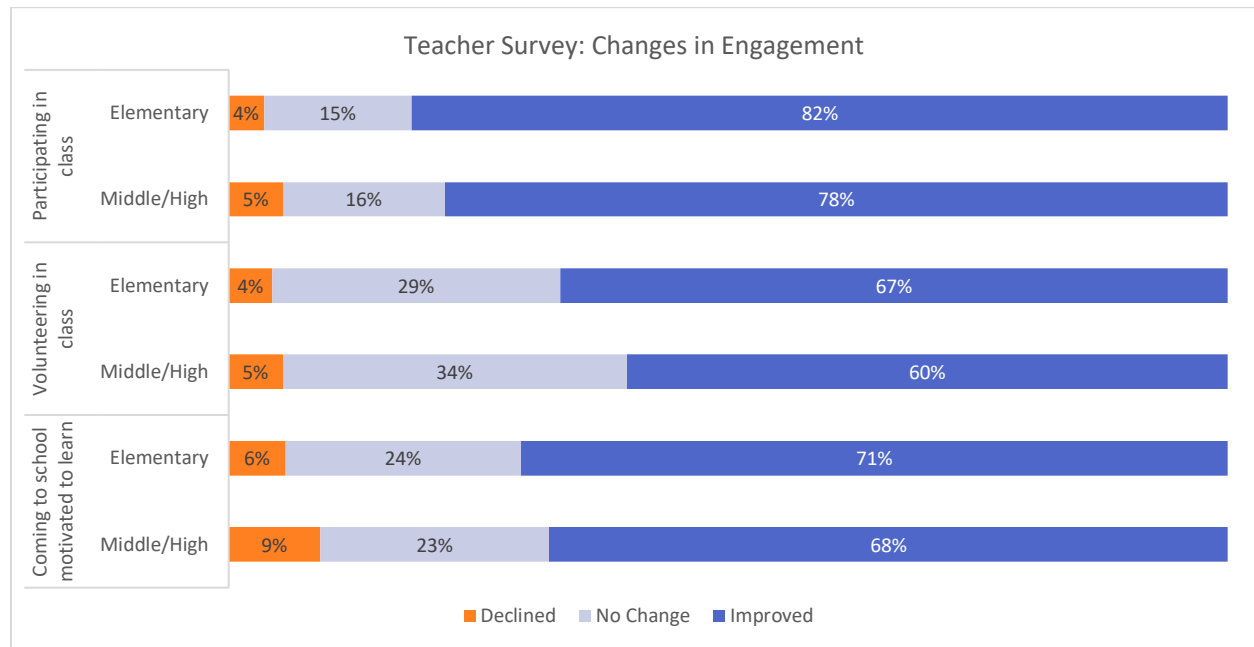
STUDENT ACHIEVEMENT

Due to Covid-19, Illinois' standardized testing and other standardized tests such as the SAT were not consistently administered; districts had the option to administer tests in the Spring of 2021 or the following Fall of 2021. Therefore, there were no student achievement data available in the APR system in time to be included in this report. In addition, many grantees described challenges with respect to obtaining grade data from schools in time for their local evaluation report.

Teacher survey data indicates that students did make improvements on indicators of academic engagement and achievement. Teachers indicated that 80% of students improved with respect to completing homework to teacher's satisfaction, while 77% of elementary and 74% of middle/high students improved their overall academic performance.

Figure 14. Teacher reported changes in academics for regular student attendees

Teacher Survey: Academic Achievement

		Declined	No Change	Improved
Turning in homework on time	Elementary	6%	21%	73%
	Middle/High	9%	18%	73%
Completing homework to teacher's satisfaction	Elementary	4%	14%	81%
	Middle/High	7%	13%	80%
Academic performance	Elementary	6%	16%	77%
	Middle/High	9%	17%	74%

■ Declined ■ No Change ■ Improved
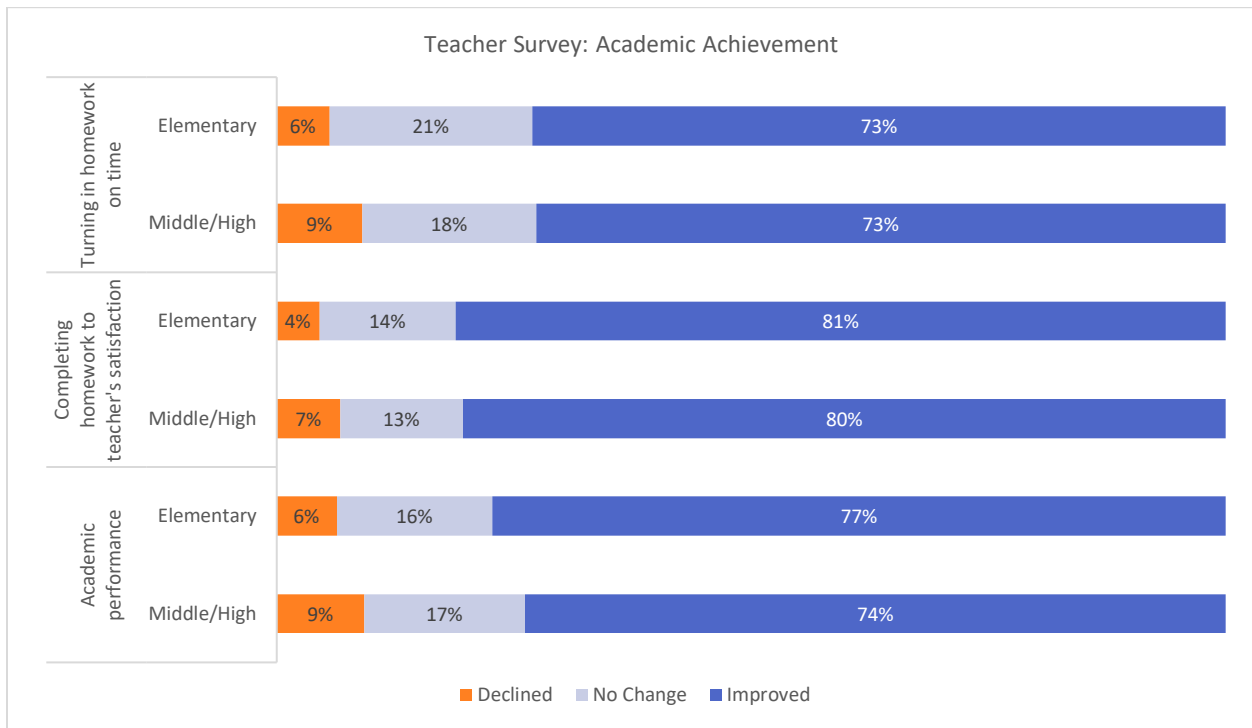
SCHOOL ATTENDANCE

ISBE's 21st CCLC second statewide program objective is to for participants to increase school attendance and graduation rates. A small number of grantees currently include data about school day attendance in their local evaluation report, along with data on grade promotion. Next year, school attendance data will be consistently available via the APR system. Teacher survey data indicated that participants do attend class regularly, with 67% of elementary and 65% of middle/high students improved.

Figure 15. Teacher reported changes in attendance of regular student attendees

Teacher Survey: Changes in Attendance

		Declined	No Change	Improved
Attending class regularly	Elementary	7%	26%	67%
	Middle/High	10%	25%	65%

■ Declined ■ No Change ■ Improved
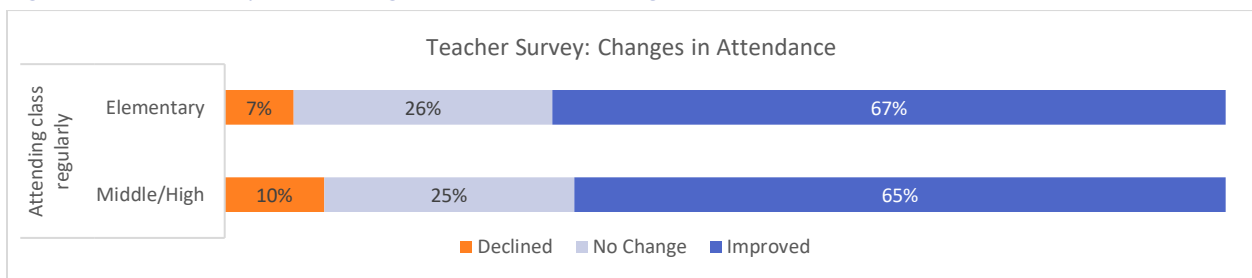
STUDENT AND FAMILY INCLUSION

The 21st CCLC program includes the goal of providing services to students and families with the greatest need. Grantees most commonly identify "high need" students through achievement data, free and reduced lunch status, and social emotional needs. In addition, grantees reported relying on teacher and staff referrals identifying high-need students. "Other" methods included referrals from teachers and staff. Data on students from the APR system indicate that 66% of all participants qualified for free or reduced lunch, while 16% were limited English proficiency and 12% were special needs students.

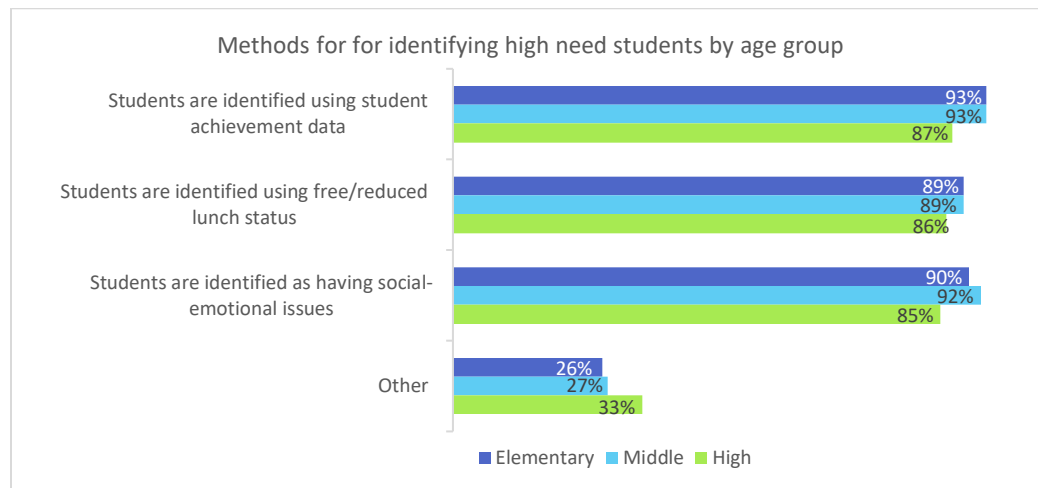Figure 16. Methods of identifying high need students by age group

Table 21: Population information of all participants

Student Population	Percent of all participants	Percent of participants with data available
Free/Reduced Lunch Status	66%	77%
Limited English Proficiency	16%	19%
Special Needs	12%	14%
Data Not Available	14%	-

Family Programming

Family programming was significantly impacted by Covid-19. In local evaluation reports, many grantees described implementing a reduced number of programs and activities, and nearly all grantees reported that the activities they did implement were online. Based on the local evaluation reports, it appears that grantees either developed new, stronger connections to parents and families that grew out of the program's response to the pandemic, or alternatively lost the connections they had before the pandemic because they simply were not able to keep up with families in the midst of other program challenges and stressors. According to the annual survey, less than 50% of grantees reported that they met their goals in providing services to students' families. In Figure 17 below, Cohort 2021 grantees are reported separately, as they had a short period of time to implement program during FY21.

The struggles that grantees experienced with family programming were also made evident through the participant numbers (Table 22). The total number of family participants for FY21 is only 57% of the total in FY19.

Figure 17. Grant progress in providing services to students' families by cohort and grade level
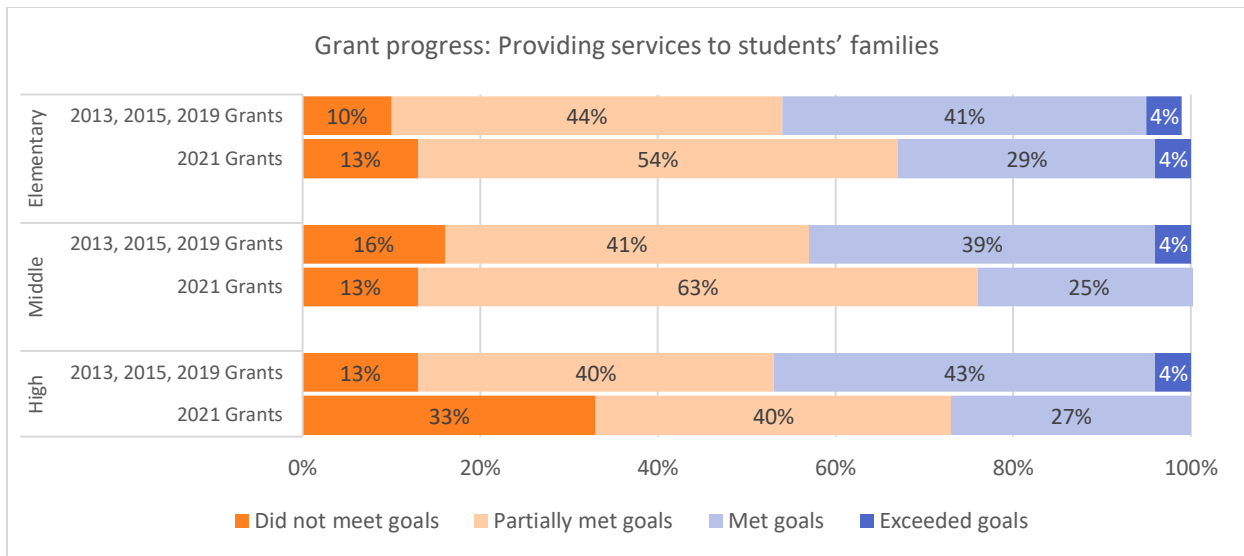
Table 22: Number of family participants 2018 – 2021 (APR)

Student Grade Level	Number of Family Participants		
	FY19	FY20	FY21
Grades PreK-5	13,262	9,502	7,951
Grades 6-12	9,721	8,079	5,346
Total	22,983	17,581	13,297

ORGANIZATIONAL CAPACITY

STAFFING AND PROFESSIONAL DEVELOPMENT

Grantees provided data on their staffing via the IRC data warehouse, indicating staff who were paid or who volunteer at their programs. Over 10,000 staff worked at ISBE's 21st CCLC programs in FY20; 33% of staff were school-day teachers, with an additional 16% indicated as non-teaching school staff. This total is lower than last year when grantees reported over 15,000 staff. In the annual survey, 43% of grantees indicated that they experienced staff reductions due to Covid-19. In local evaluation reports, many grantees described struggling with staffing. In some cases, this was due to school-day teachers being unable to work in 21st CCLC programs because of changes in schedules and/or contract limitations; in other cases, grantees described difficulty finding and retaining staff, and losing staff that normally were provided through partnerships.

Table 23. Grantee report of staff reductions (AS)

Did your program reduce staff due to the COVID-19 Pandemic?	Grants (N=161)	
	Number	Percent
No	57%	90
Yes	43%	69
Missing		2

Table 24: Staffing types of all grantees (APR)

Staff Type	Paid	Volunteer	Total Number	Total Percent
School Day Teachers	3,287	121	3408	33%
Other Non-Teaching School Staff	1,458	132	1590	16%
Administrators	1,205	140	1345	13%
Subcontracted Staff	1,295	11	1306	13%
Other	840	70	910	9%
College Students	459	182	641	6%
Community Members	354	232	586	6%
High School Students	199	58	257	3%
Parents	72	138	210	2%
Grand Total	9,169	1,084	10,253	100%

Nearly all grantees take advantage of the specific professional development opportunities offered through ISBE for the 21st CCLC program, such as the annual conference or periodic webinars. The most common areas in which grantees provided other professional development were in social-emotional learning (84%), Covid-19 protocols and processes (78%), and trauma informed practices (71%). Other types of training that grantees reported included: trainings related to restorative justice, arts integration, supporting the LGBTQ population, mental health strategies, family engagement, communication with stakeholders, and strategies for remote learning.

Table 25. Types of professional development provided (AS)

	Grantees	
	Number	Percent
21st CCLC Program-Specific Training (e.g., ISBE conferences, ISBE webinars)	149	93%
Social and Emotional Learning Training	135	84%
COVID-19-related Protocols and Processes Training	126	78%
Trauma Informed Practice Training	114	71%
Cultural Awareness and Sensitivity Training	104	65%
STEM Training	94	58%
Staff Team-Building Training	90	56%
Media/Technology Training	85	53%
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	83	52%
Illinois Learning Standards Training and/or Common Core Training	77	48%
Youth Program Quality Assessment Training	71	44%
Health Training (e.g. nutrition education, fitness education, sexual education)	70	44%
Safety Training (e.g. First Aid, CPR training)	63	39%
English Language Arts Training	36	22%
Other	27	17%

EVALUATION AND CONTINUOUS IMPROVEMENT

Program evaluation was another area that was significantly impacted by Covid-19. In their local evaluation reports, many grantees reported that they struggled with data collection; attendance tracking was sometimes inconsistent in the online environment, and it was difficult to get survey response from students, teachers, and parents. When adding in the lack of achievement data, most grantees struggled to document many program outcomes. This is reflected in grantees' reports of progress in using data to improve the program (Figure 18). Less than half of grantees met or exceeded their goals in this area. A larger percentage of Cohort 21 indicated that they did not meet their goals, which is understandable given the short timeframe of their program for the year.

Figure 18. Progress in using data to improve the program, by cohort (AS)
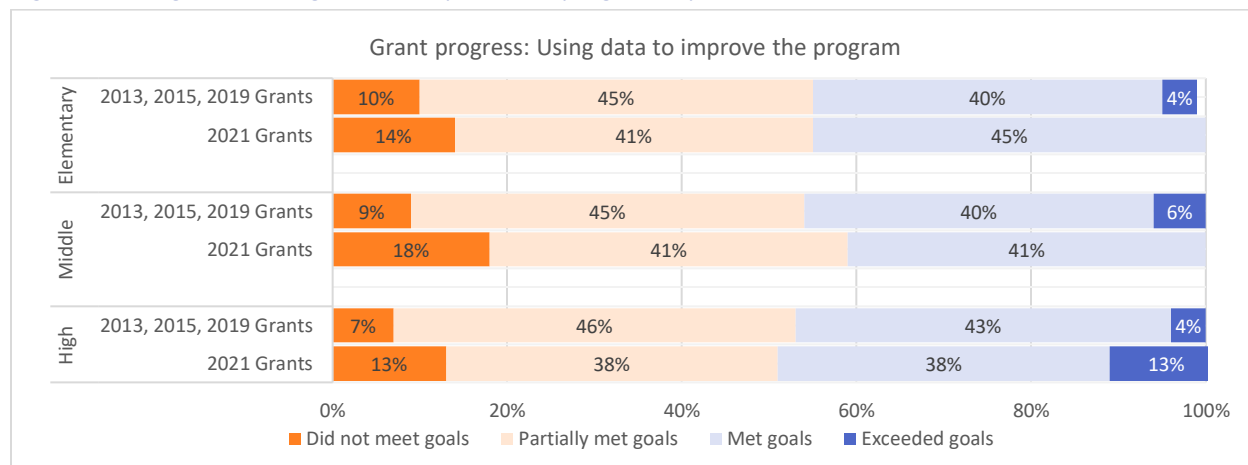
FUNDING AND SUSTAINABILITY

As with evaluation, Cohort 21 grantees have made less progress with respect to identifying ways to sustain the program after the grant ends; most Cohort 21 grantees are just beginning to embark on this work. However, across cohorts, grantees are struggling to identify ways to sustain their programs. Only 25% of grantees in Cohorts 13, 15, and 19 reported that most or all of their critical program components are sustainable. Interestingly, half of Cohort 21 grantees report that most or all are sustainable.

Figure 19. Progress identifying ways to continue critical program components after the grant period (AS)

Grant progress: Identifying ways to continue the program after grant period

		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary	2013, 2015, 2019 Grants	11%	55%	33%	1%
	2021 Grants	13%	35%	52%	
Middle	2013, 2015, 2019 Grants	9%	55%	33%	3%
	2021 Grants	9%	43%	43%	4%
High	2013, 2015, 2019 Grants	7%	53%	35%	4%
	2021 Grants	29%	36%	36%	
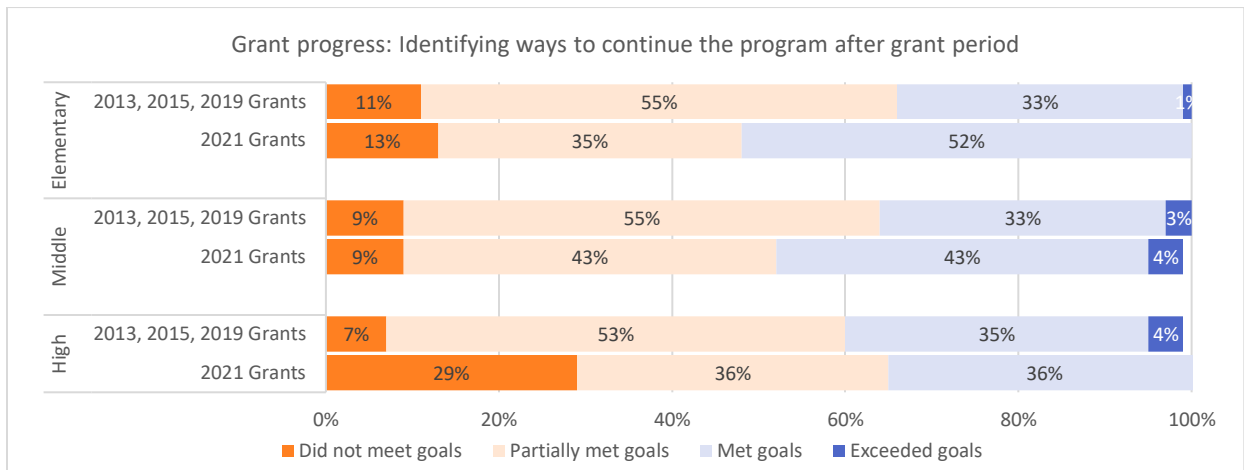
Figure 20. Proportion of program components that grantees indicate are sustainable, by Cohort. (AS)

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

	None are sustainable	Some Are sustainable	Most are sustainable	All are sustainable
2013, 2015 and 2019 Cohorts	5%	69%	20%	5%
2021 Cohort	16%	29%	32%	23%
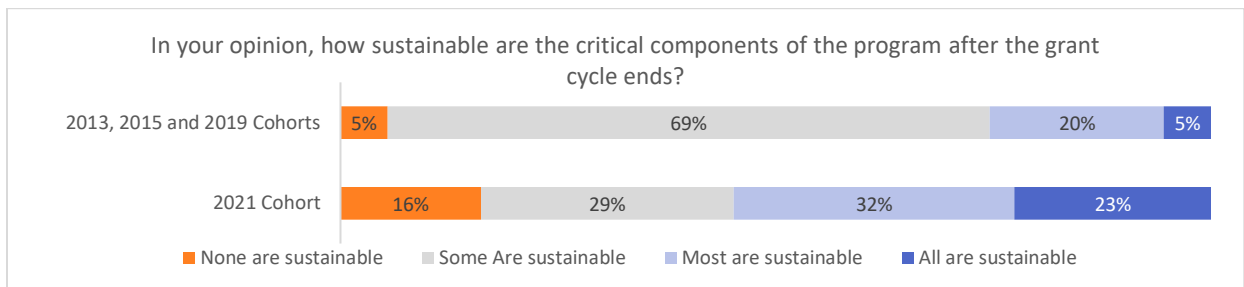
PROGRAM-REPORTED CHALLENGES & RECOMMENDATIONS

BARRIERS TO IMPLEMENTATION

Grantees confronted an ever-evolving set of challenges and barriers due to Covid-19. As reported above (Figure 10), technology access was frequently a challenge as grants moved programming online. For the first time, difficulty in recruiting students was a top challenge for many grantees. This is clearly a product of Covid-19, as grantees described in their local evaluation reports the challenges in attracting students to the program in an online environment and in the overall atmosphere of uncertainty.

In addition to Covid-19, many of the challenges and barriers that have been reported in previous years persisted. Parent involvement and inconsistent attendance, top challenges in previous years, continued to be a common challenge this year. Other challenges offered by grantees included: staffing shortages due to illness/quarantine, Zoom fatigue, and learning how to operate the program online.

Table 26: Barriers to program implementation by age group (AS) [Shaded cells indicate top three barriers for each age group]

	Elementary	Middle	High
Difficulty in recruiting students	84%	90%	88%
Inconsistent attendance of students	80%	83%	79%
Poor parent involvement in activities	75%	79%	68%
Competing responsibilities at home, such as the need to babysit siblings	62%	88%	89%
Competing responsibilities because student must work	20%	29%	86%
Difficulty in maintaining/identifying partners	51%	51%	46%
Too little time with students	44%	44%	45%
Poor cooperation from day teacher	42%	40%	33%
Difficulty in communicating with school	39%	32%	27%
Competing activities at school in which the students want to participate	38%	57%	52%
Poor cooperation from school in obtaining necessary information	30%	28%	26%
Other: Hiring staff remotely, Zoom fatigue among students and staff	29%	27%	20%
Difficulty in maintaining a safe environment for students when coming/going from site	25%	25%	32%
Negative peer pressure and/or gangs influencing students	24%	30%	27%
Difficulties in transporting students (cost, logistics)	21%	21%	21%

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

The majority of grantees concluded their evaluation reports with recommendations for how to improve their programs in the next year. The nature of these recommendations was different than in previous years due to Covid-19. Many new issues came up due to the limitations the pandemic placed on grantees, and the recommendations reflected these new challenges.

The three most common areas of recommendations were to increase or improve parent involvement and programming, improve data collection and use, and improve student recruitment and retention, with at least half of the grantees including a recommendation in these areas. While these areas have been identified for improvement in previous years, the nature of the challenges were different this year. The barriers to family engagement, recruitment and retention, and data collection were largely a direct result of the pandemic. In addition, almost half of the grantees included a recommendation related to issues or changes to program activities, and again, this was often a recommendation that stemmed from the need to find new/alternative activities in the online or hybrid learning environment.

Given the extent to which recommendations were in response to Covid-19, the specific details for how grantees might respond are not included in this report. In FY22, grantees will be returning to a new normal, and re-shaping their programs as they return to in-person learning.

Table 27. Local evaluation report cited recommendations for program improvement (LER) [Shaded cells indicate top 4 recommendations for each year]

Recommendation	% of Grantees including this in local evaluation report				
	2017	2018	2019	2020	2021
Increase/improve parent/guardian/family programming and involvement	53%	63%	56%	56%	54%
Increase/improve the use of data, data collection, and/or evaluation	55%	50%	51%	46%	54%
Address recruitment, attendance, and/or retention issues	43%	44%	51%	51%	51%
Expand or alter the range of activities being offered	33%	29%	28%	48%	42%
Increase/improve further staff training and professional development	46%	39%	36%	36%	30%
Increase/improve connection to school day and school day teachers and/or administrators	22%	23%	23%	27%	29%
Increase/improve partnerships and/or community outreach opportunities	25%	17%	34%	25%	27%
Address program sustainability	35%	42%	34%	34%	26%
Increase/improve social emotional learning supports and activities	27%	25%	18%	27%	22%
Make adjustments to staffing composition or hire staff for specified needs	17%	13%	15%	18%	20%
Increase student engagement efforts	--	--	--	20%	19%
Increase/improve attention to and support for positive student behavior	4%	11%	9%	14%	9%
Focus on staff team building efforts	--	--	--	5%	6%
Increase/improve support for core academics to align with standards	7%	7%	9%		--
Make adjustments to program logistics (schedule, transportation, space)	5%	4%	4%		--
Provide (additional) youth development programming and opportunities	13%	14%	1%		--

CONCLUSION

In FY20, Covid-19 derailed 21st CCLC grantees with schools rapidly transitioning to remote learning from March through June 2020. Many grantees simply stopped programming in March 2020, while others worked to create online supports for their participants. FY21 continued the challenge of remote learning, with the additional challenges of constant pivots in response to changing conditions, as well as illness and quarantine among students, families, teachers, and staff. Grantees universally shared how hard this year was for everyone involved in education. One could argue that the existing statewide objectives, while important, were not the most valuable aspect of the 21st CCLC program this year. The value of the program came through as grantees shared stories of persisting with smaller groups of students, providing a sense of connection and support throughout the year.

Objective #1: Participants in the program will demonstrate increased academic achievement. Although there were no standardized test data available at the time of this report, teacher survey data indicate that the majority of regular program attendees (73% or more) improved with respect to indicators for academic achievement. While the number of regular program attendees as well as teacher survey responses decreased this year, the rates of improvement remain consistent with previous years.

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. Even while transitioning to online and hybrid programs, grantees continued to offer a variety of engaging and enriching program activities to the students they served. Most grantees indicated that they included STEM and arts programming among their activities. While technology was used as a way to deliver programming, grantees continued to use technology in other ways, such as for media-making and coding activities. Some activities were difficult to implement due to the remote learning environment; some types of arts programs, service learning, and cultural activities were offered less often or had fewer participants than in previous years.

Objective #3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes. Nearly all grantees offered some form of SEL support or programming, and over two-thirds of grantees indicated that they provide prevention or behavior support programs such as violence prevention and mental health services. According to the teacher survey, 76-77% of regular program attendees improved with respect to behaving well in class. This is a greater percentage than last year. Based on the information provided in local evaluation reports, grantees saw themselves as critical support for students social-emotional and behavioral health during the pandemic, and many grantees described emphasizing this aspect of their program more than in previous years.

Objective #4: The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children. Grantees' efforts to support families were admirable over the course of the pandemic. Essentially all grantees reported moving family involvement activities to online or other socially-distanced venues (such as drive-thru activities). Grantees described new and creative ways of engaging families and maintaining communication with parents and guardians and they helped families navigate online learning and provided supplies and food. However, Covid-19 also had a negative impact on grantees' ability to provide parent programming and activities, as the number of family members that participated in activities was significantly lower than previous years. Grantees continued to report that lack of parent involvement as a significant barrier to achieving their program goals and identify parent programming and engagement as an area for program

improvement. Some grantees reported the need to essentially rebuild their family involvement work in the next year, while others were excited to continue the new strategies that they developed due to Covid-19.

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. Grantees report that they recruited students in need of academic and/or social emotional support. The majority of student participants qualified for free or reduced lunch.

Objective #6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students. Grantees provided a wide variety of staff development activities to support their programs. Many grantees offered professional development directly in response to Covid-19, providing training on Covid-19 protocols as well as technology to support program implementation. Grantees also emphasis professional development on trauma-informed practices and other SEL supports for students. Grantees continue to rely on and utilize the professional development offered by ISBE and Illinois Quality Afterschool.

Objective #7: Projects will create sustainability plans to continue the programs beyond the federal funding period. Grantees continue to work toward program sustainability. As in previous years, progress is mixed and unclear. The progress that grantees reported making in this area was consistent with previous years, with 35-45% of grantees indicating that they met their goals in identifying ways to continue to program after the grant period. The majority of the grantees included in this report are operating under extensions, and therefore have been in operation for more than 5 years, and it will be important for these grants to focus on sustainability as their second grant period comes to an end.

APPENDIX A: LOCAL EVALUATION REPORT SUMMARY

ISBE requires all active grantees to submit an annual local evaluation report. The same report template has been used by the grantees since 2015 with minor updates to reflect changes in grant duration. For FY21, the template was modified to enable grantees to report on program modifications and impacts due to COVID-19. While grantees have been instructed to submit one report per grant, a few grantees either submitted one report for multiple grants or multiple reports (one report for site) for one grant. Local evaluation reports were submitted for all active grants, and 151 reports were reviewed for this summary[3].

EDC reviewed all of the submitted reports[4]. EDC does not code the reports for the purpose of aggregating specific outcome findings; EDC relies on the annual survey as well as the IRC data warehouse to collect those data. Instead, the evaluation review focuses on the categories of data included the extent to which the evaluations addressed the statewide 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 evaluations as well as technical assistance efforts.

Reports for FY21 (reporting on activities and data from July 2020 through June 2021) were received by ISBE from grantees in the 2013, 2015, 2019, and 2021 cohorts in November 2021. Most cohort 2021 grantees were only in operation for 3-4 months, and so their reports offer limited data on programming. For the other grant cohorts, the extent of evidence and data varied greatly, due to COVID-19. For example, the majority of grantees did not have testing data, and many also had limited access to grade data. Grantees also reported challenges in administering surveys to both teachers and parents. Given the challenges that all programs faced during FY21, and the great variation in data quality and availability, EDC is limited in making summary assessments based on the local evaluation reports.

ANALYSIS AND SUMMARY

The report template asks grantees to provide information on program implementation and progress toward each of the 7 statewide program objectives. It also asks grantees to describe their evaluation plan and data collection. Seventy-nine percent of grantees identified an external evaluator in their report.

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. Due to the Covid-19 pandemic, much of the data that grantees normally include in their reports were not available. Therefore, reviewers gave grantees the

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

[4] Three 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.

benefit of the doubt when coding. That is, coders accounted for the fact that many data were not available and if grantees attempted to provide some form of evidence (even if it was anecdotal) that was acknowledged.

Cohort 13, 15, and 19 grantees were challenged to provide evidence related to academic achievement and positive behavior changes. These grantees also provided less evidence of their progress with respect to sustainability. In many reports, grantees described this being a lower priority this year as they juggled the challenges due to Covid-19.

Given that the Cohort 21 grantees were just starting in January 2021 and active for less than 6 months of the year, their reports were analyzed separately. Many of the Cohort 21 reports described getting their programs staffed and running and were just beginning to implement evaluation activities.

Table A1: Grantee reports on statewide objectives for Cohorts 13, 15, and 19. (N=129)

Statewide Objective	Not reported	Reported progress with no evidence	Reported progress with inconclusive evidence	Reported progress with evidence
1. Participants in the program will demonstrate increased academic achievement	14%	8%	14%	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.	13%	4%	8%	75%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	14%	6%	15%	65%
4. The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	14%	3%	9%	74%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	13%	3%	4%	80%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	12%	0%	6%	82%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	14%	1%	19%	66%

Table A2: Grantee reports on statewide objectives for Cohort 21 (N=32)

Statewide Objective	Not reported	Reported progress with no evidence	Reported progress with inconclusive evidence	Reported progress with evidence
1. Participants in the program will demonstrate increased academic achievement	9%	9%	26%	56%
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.	6%	3%	25%	66%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	6%	6%	34%	54%
4. The 21ˢᵗ CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	6%	9%	43%	42%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	9%	3%	10%	78%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	6%	0%	16%	78%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	6%	9%	16%	69%

Implementation Data

As noted above, grantees have been using the same template for many years and the majority use the template and provide implementation data accordingly. The implementation data in the template includes enrollment and attendance, student demographics, hours of operation, staffing and staff development, and family programming. The vast majority of grantees – 90% – used the report template and provided these data.

When completing the report template, grantees varied in the extent to which they included data on family programming. More than half of grantees (66%) provided some description and account of family activities, while 51% of grantees provided participation data for their family programs. Even though parent and family engagement has consistently been a challenge for 21ˢᵗ CCLC grantees, the pandemic made it even more difficult for grantees to offer family engagement activities. Most activities were

virtual or in a hybrid format; a small number of grantees were able to offer some in-person family engagement activities.

Descriptions of family programming indicated that grantees were not able to provide the quantity and/or type of activities as they hoped. Some were able to offer virtual workshops and classes. For example, activities centered around social events such as family cooking nights, virtual movie nights, or virtual game nights. Many programs provided kits for parents to take home to do activities with their children. Some grantees also reported that they provided online skill-building and/or education related activities which consisted of financial literacy, resume workshops, and GED/ESL classes.

Outcome Data

Collecting outcome data—and particularly data on student academic achievement—was a huge challenge for many grantees this year. One of the main data points that grantees use to determine progress with respect to student academic achievement is standardized test scores. Due to the Covid-19 pandemic, standardized state assessments were either not administered, or if administered, not yet available at the time of reporting. The SAT is now used as the standardized test for high school students and students were given a choice as to whether they wanted to take the assessment. Only 7% of grantees provided SAT data and only 19% provided IAR data. The most frequently used assessment outside of the SAT and IAR was NWEA's MAP interim assessment. About half of grantees used grades to measure and report on progress. However, many grantees also indicated that due to Covid-19 and the continuation of remote or hybrid learning, grading systems were unreliable. In some cases, some grantees (14%) provided data on alternative standardized assessment.

As a result, the APR Teacher Survey continues to be the most frequently utilized source of outcome data in FY21 local evaluation reports. This survey asks each regular participant's school day teacher to indicate positive and negative changes in behavior and achievement; 71% of grantees included findings based on these data in their reports.

Despite Covid-19, many grantees were still able to utilize surveys of youth and parents as part of their evaluation, with 52% conducting youth surveys and 49% parent surveys. The use of parent surveys decreased from the 70% of reports that included them in FY20. Some grantees stated that although they were able to administer the parent survey, the return rate was low. Grantees attributed this to the shift from in-person surveys to online administration. Grantees noted that unreliable access to technology at home made it challenging for many parents to fill out the survey.

Finally, a small proportion of grantees provided other outcome data, including indicators such as disciplinary rates, grade promotion/retention rates, and graduation rates.

Table A4: Types of outcome data reported (N=161)

Outcome data	Grantees	
	Number	Percent
Teacher APR survey	115	71%
Youth participant survey	85	52%
Student grades/grade changes	85	52%
Parent survey	79	49%
IAR/PARCC scores	31	19%
Other assessment/outcome data	23	14%

Youth participant surveys: As indicated above, more than half (52%) of grantees 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: Coming here has helped me become involved in more school activities or try new things; When I'm at the afterschool program I learn new things.
- Quality and satisfaction with respect to environment, other students, and staff. Example: Kids treat each other with respect at this afterschool program; Is there an adult here who helps you when you have a problem?; Coming here has helped me to make new friends.
- Self-report on changes in behavior, attitudes, and achievement. Example: Coming here has helped me to do better in school; Due to my participation in the afterschool program it has helped me be more involved in school activities.

Parent surveys: About half of the evaluation reports (49%) 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: Because of participating in the [afterschool program], my child cares more about school.
- Quality and satisfaction with respect to programming and activities for their child. Example: My child enjoys the afterschool program. Example: Since attending the program, my child has improved his/her grades in school.
- Quality and satisfaction with respect to programming and activities for parents and families. Example: The family activities offered by [afterschool program] are fun and/or informative.
- Parent engagement in their child's education. Example: I feel comfortable assisting my child with their homework.
- Parent engagement at home. Example: I do activities at home with my child.
- Suggestions for improving offerings provided to parents and families.

REPORTED RECOMMENDATIONS

The majority of grantees (84%) concluded their evaluation reports with recommendations for how to improve the program in the next year. The nature of these recommendations shifted due to Covid-19. Many new issues came up due to the limitations the pandemic placed on grantees, and the recommendations reflected the many challenges grantees faced related to Covid-19. The three most common areas of recommendations were to increase or improve parent involvement and programming, improve data collection and use, and improve student recruitment and retention and, with at least half of the grantees including a recommendation in these areas (54%, 54% and 51% respectively). While these areas have been identified for improvement in previous years, the descriptions of the specific challenges were different this year. The barriers to family engagement, recruitment and retention, and data collection were largely a direct result of the pandemic. In addition, almost half (42%) of the grantees included a recommendation related to issues or changes to program activities. This was often a recommendation that stemmed from the need to find new/alternative activities in the online or hybrid learning environment.

Given the extent to which the pandemic influenced and informed the program recommendations included in the local evaluation reports, the specific details for recommendations are not included in this summary. In FY22, grantees will be returning to a new normal, and re-shaping their programs as they return to in-person learning

Table A5: Recommendations (N=161)

Recommendation	Grantees	
	Number	Percent
Improve/increase parent and family Involvement and programming	88	54%
Improve/increase data collection, data use, and/or evaluation	88	54%
Address recruitment, attendance, and/or retention issues	83	51%
Expand or alter the range of program offerings and activities	68	42%
Increase staff professional development or provide professional development to address a particular need	49	30%
Increase/improve the connection between program and program staff and school day activities and/or teachers	48	29%
Increase/improve partnerships and/or community outreach efforts	45	27%
Address program sustainability	43	26%
Increase/Improve social-emotional program components	36	22%
Adjust staff composition, hire staff, or address other issues through program staffing strategy	32	20%
Increase student engagement efforts	31	19%
Address Issues of student behavior in programs	14	9%
Focus on staff team building efforts	9	6%
No recommendations offered	26	16%

CONCLUSION

This was a very hard year for grantees. Grantees had to deal with the pandemic over the course of the whole year, which brought on many challenges. The local evaluation reports included many examples of resilience and persistence, even as they did not provide the data or evidence of progress toward program objectives included in previous years. Although it was a challenging year, grantees continued to provide—to as much extent as possible—quality programming to both students and parents. Eighty-eight percent of grantees provided evidence of progress for at least one of the statewide objectives, and about 30% provided evidence of progress for all 7 objectives.

APPENDIX B: TEACHER SURVEY DATA

Teachers of regular attendees (attending 30+ days) are expected to complete the federal teacher survey for each student. A summary of those surveys is included in the table below,

Grantees submitted teacher survey data by site; grantees provided data for 171 sites serving Elementary students.

Table B1: Teacher survey data for elementary students (AS)

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	1030	692	574	598	546	87	27	28	3582
Completing homework to the teacher's satisfaction	1083	711	1439	664	499	99	24	33	4552
Participating in class	1017	690	1524	669	522	79	20	26	4547
Volunteering (e.g. for extra credit or more responsibilities	920	559	706	568	790	56	33	31	3663
Attending class regularly	1378	561	439	459	561	98	27	25	3548
Being attentive in class	894	609	627	668	550	123	46	22	3539
Behaving well in class	1407	500	1215	535	568	96	16	28	4365
Academic performance	687	703	758	748	469	112	36	33	3546
Coming to school motivated to learn	914	631	592	656	625	95	33	23	3569
Getting along well with other students	1341	525	434	506	602	79	27	6	3520

Grantees submitted data by site; grantees provided data for 181 sites serving Middle and High School students.

Table B2: Teacher survey data for middle/high students (AS)

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	756	579	664	640	475	119	53	62	3348
Completing homework to the teacher's satisfaction	926	613	1455	637	435	127	46	53	4292
Participating in class	883	658	1446	578	554	99	31	56	4305
Volunteering (e.g. for extra credit or more responsibilities	764	495	486	522	860	72	22	41	3262
Attending class regularly	1213	481	410	478	525	111	35	64	3317
Being attentive in class	930	535	508	567	534	140	44	55	3313
Behaving well in class	1503	421	1227	463	520	86	15	22	4257
Academic performance	711	532	698	703	443	124	53	65	3329
Coming to school motivated to learn	885	489	560	598	556	115	45	62	3310
Getting along well with other students	1354	438	433	437	555	59	10	17	3303