

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

State-Level Program Evaluation
2018-2019

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**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.

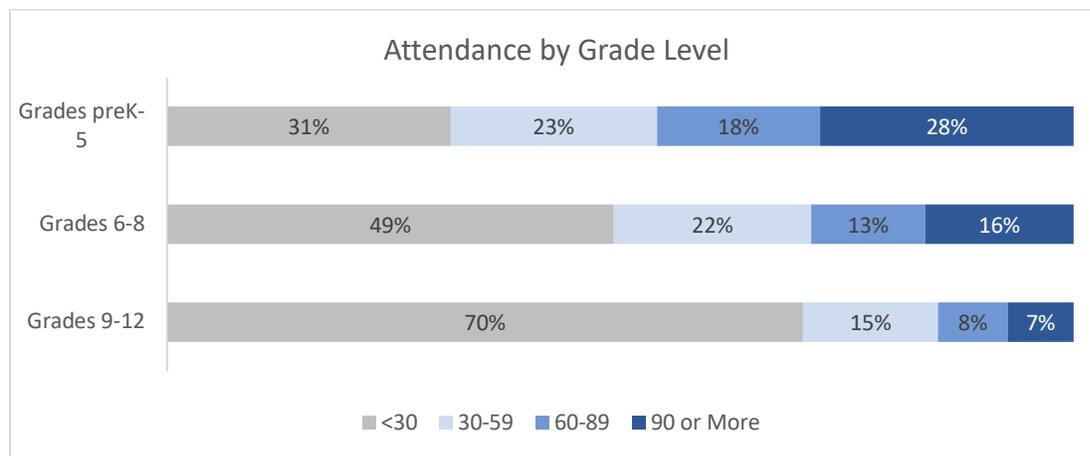
21st Century Community Learning Center Statewide Goals

- 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

Three cohorts of grantees were active during the 2018-19 school year: 2013, 2015, and 2019. In sum, 142 grants operated 449 sites. They served a total of 58,951 students, with 31,642 or 54% of those being regular program attendees (attending 30+ days during the school year). The rate of regular attendance varied across grade levels, with a greater proportion of elementary students attending regularly. Seventy-nine percent of participants qualified for free or reduced lunch.

Student attendance rates for elementary, middle, and high school students, 2018-19



The most frequently indicated program components, outside of academic support, across all three grade levels were STEM, arts, and social-emotional learning.

Top three program components by grade level, 2018-19.

Elementary	Middle School	High School
STEM (98%)	STEM (99%)	Social-emotional learning (92%)
Social-emotional learning (95%)	Arts Program (95%)	STEM (88%)
Arts Program (94%)	Social-emotional learning (92%)	Arts Program (87%)

Summary of outcomes

Grantees provided a wide range of enrichment activities. In addition to the program components noted above:

- 82% of grantees serving high school students provided entrepreneurial, career development or job skills programs. The majority of these included career exploration activities.
- 88% of grantees serving high school students provided college preparation activities.
- 65% of grantees included a service-learning component as part of their program, and 7,707 students participated in service-learning activities.
- Over 70% of grantees offered computer programming, coding, or other computer literacy activity. The majority of grantees provided some sort of digital media making or digital arts as part of their program.

Grantees provided programming and supports for both special education and English language learners.

- 47% of grantees provided bilingual education or ELL programs.
- 44% of grantees provided programming for special needs students, including targeted supports and dedicated staff.
- According to attendance data, 20% of participants were limited English proficiency and 14% were designated special needs.

Most grantees offered some sort of behavior support and prevention program, in addition to social-emotional learning. The majority of participants were reported to have improved their behavior.

- 73% of teachers reported that regular attendees improved with respect to behaving well in class.
- 62% of teachers reported that regular attendees improved at getting along with other students.

According to standardized testing data available through the Illinois Report Card data system, 13% of all students were proficient in ELA, and 12% of students grade preK-5 and 10% of students in grades 6-12 were proficient in math. At the same time:

- Teachers reported that 80% of elementary and 77% of middle/high school students improved with respect to turning in their homework on time.
- Teachers reported that 74% of elementary and 70% of middle/high school students improved in their academic performance.

Grantees provided a wide variety of programming and activities to parents and families of program participants.

- The most common activities were family nights, followed by health, nutrition and wellness activities.
- Grantees reported that 22,983 family members participated in programming during the year.

Organizational capacity

Nearly 7,000 staff worked at 21st CCLC program sites during the year. The largest proportion of these were school day teachers (34%). Grantees offered a variety of professional development and training to their staff. Beyond to the opportunities provided by ISBE, the most common training topics were social-emotional learning, STEM, and trauma-informed practice.

Seventy-two percent of grantees use an external evaluator to evaluate their program. While the Cohort 2013 and 2015 grantees have made more progress in using data to improve their program, the Cohort 2019 are in the earlier stages of this work. The majority of grantees rely heavily of the teacher APR survey as an indicator of student progress and outcomes. Grantees also use grades, test scores, and a parent and student surveys to understand their programs.

Challenges and recommendations

The majority of grantees reported some progress across the state program objectives. However, challenges and recommendations for program improvement remain consistent with previous years' evaluation findings.

- Poor parent involvement remains the most frequently cited barrier with respect to program implementation, and more than half of grantees included the need to improve or increase parent programming and parent involvement in their recommendations for program improvement.
- Inconsistent student attendance, particularly at the middle and high school levels, persists as a challenge for most grantees. These students frequently have competing responsibilities and interests. Fifty-one percent of grantees noted the need to address recruitment and retention issues in their recommendations for program improvement.
- Evaluation, data collection, and data use also continues to be an area for program improvement. Grantees face challenges in collecting data as well as identifying the best methods to evaluate their particular programs.

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1. 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. 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, 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 142 grantees active during FY19 (July 1, 2018 through June 30, 2019). These grantees include awards given in 2013 (and given extended funding at the end of their 5 year award in 2018), 2015 (in their final year of the 5 year award), and 2019. Grantees are referred to by their award year as Cohort 13, 15, and 19 throughout this report.

This report provides a summary and analysis of data collected by and made available to EDC for FY19. These data include:

- EDC's annual grantee survey, administered in May-June 2019;
- Grantees' individual annual evaluation reports, submitted by December 2019; and
- Illinois Report Card data (IRC), including student attendance and achievement information for the 2018-19 school year.

A more detailed description of the evaluation design and data sources used for this report is included in the Appendices. In most cases, data are aggregated and reported for all grantees. In some 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 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 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

The state of Illinois had 142 active 21st CCLC grants during FY19, including grants from the 2013, 2015, and 2019 cohorts. These grants provided programming at 449 sites and served 58,951 students over the course of the year. The total number of participants, and the total number of regular participants (regular participants are those that have attended 30+ days of programming), increased from last year, which corresponds with the increase in the number of grantees as the new 2019 grant cohort began implementing programs. The proportion of regular participants this year was 54%, a slight decrease from last year’s 57%.

Eighteen percent of these grantees operated a single program site, 73% operated 2 to 4 sites, and 10% ran 5 or more sites. As the number of sites ranged, so too did the number of students served per grant. While the average number of students served per grant was 415, the range of students served was from 33 to over 6,000. This reflects the diversity of grants, their communities and geographies.

Table 1: Grantees, sites, and students served, 2018-19 (AS, APR)^{1,2}

	2018-19
Grantees	142
Sites	449
Total # students served	58,951
Regular attendees (30 days or more)	31,642
Average # students per grant	415
Median 3 of students per grant	319

Table 2: Number of sites per grant, 2018-19 (AS)

	Grantees	
	Number	Percent
1 site	25	18%
2 sites	31	22%
3 sites	23	16%
4 sites	49	35%
5 sites	7	5%
More than 5 sites	7	5%

Grantees indicated the grade levels of the students in their program, by indicating whether their sites served elementary (grades preK-5), middle (grades 6-8), or high school students

¹ (AS) indicates data that come from EDC’s annual grantee survey, administered in June 2019, in which grantees reported on data for the prior twelve months. All 142 active grantees completed the survey.

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).

(grades 9-12). The majority of grantees serve elementary and middle school students—73% and 78% of grantees, respectively. Just over half of the grantees (54%) serve high school students. When looking at attendance data, 50% of all participants are in grades 4 through 8.

Table 3: Grants by school-age served, 2018-19 (AS)

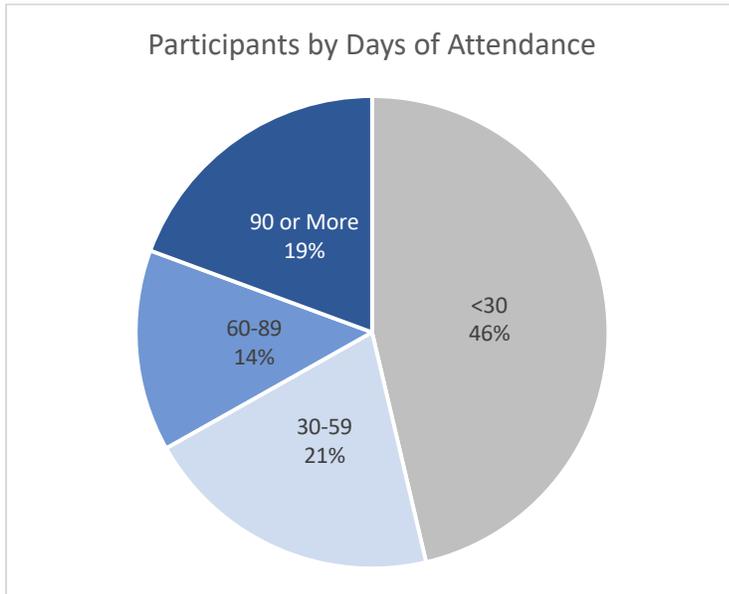
	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	103	73%
Middle School Students (Grades 6-8)	111	78%
High School Students (Grades 9-12)	76	54%

Table 4: Grade level of participants, 2018-19 (APR)

Grade	Total Participants	
	Number	Percent
Pre-Kindergarten	193	0.3%
Kindergarten	1,655	2.8%
1 st grade	3,080	5.2%
2 nd grade	4,148	7.0%
3 rd grade	5,852	9.9%
4 th grade	6,026	10.2%
5 th grade	5,833	9.9%
6 th grade	5,845	9.9%
7 th grade	6,009	10.2%
8 th grade	5,483	9.3%
9 th grade	4,329	7.3%
10 th grade	4,105	7.0%
11 th grade	3,552	6.0%
12 th grade	2,841	4.8%
Total	58,951	100%

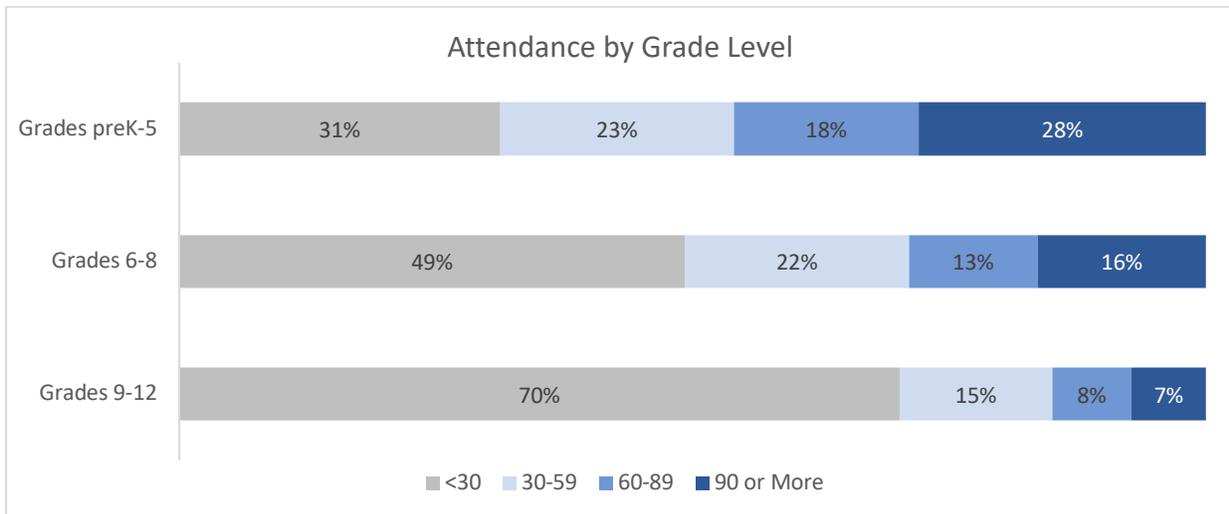
An important data point for the 21st CCLC program is not just overall attendance, but *regular* program attendance, defined as attending the program for more than 30 days during the school year. More than 50% of attendees met the 30-day threshold, with 33% attended 60 days or more.

Figure 1. Program attendance levels for all participants, 2018-19 (APR)



Consistent with previous years of the 21st CCLC program, attendance levels differ by participant age group. While in grades K-5, almost 70% of participants attend 30 days or more, at the high school level, the proportion of regular participants decreases to 30%. The figure below illustrates this decrease in regular attendance as students get older.

Figure 2. Student attendance rates for elementary, middle, and high school students, 2018-19 (APR)



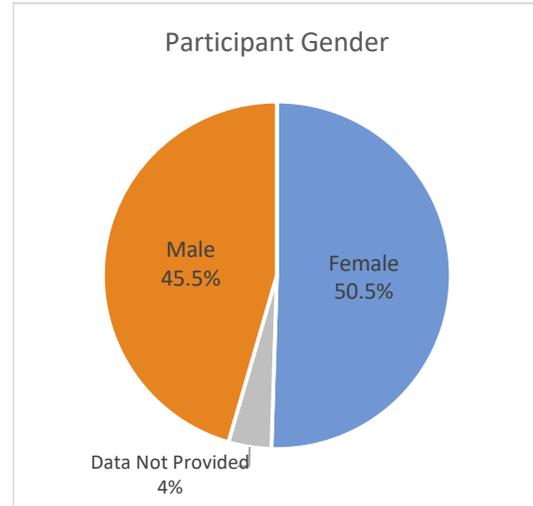
Participant Demographics

More than half of the students participating in 21st CCLC programs during 2018-19 were identified as Hispanic or Black. With respect to gender, participants were almost split 50/50 between males and females.

Table 5: Race/ethnicity of all program participants, 2018-19 (APR)

Race/ethnicity	Percent of all participants
Hispanic	42%
Black	35%
White	14%
Asian	2%
Multi-Racial/Ethnic	2%
Native American	0.2%
Pacific Islander	0.1%
Data not provided	4%

Figure 3: Gender of participants, 2018-19 (APR)



2.2. Program operations

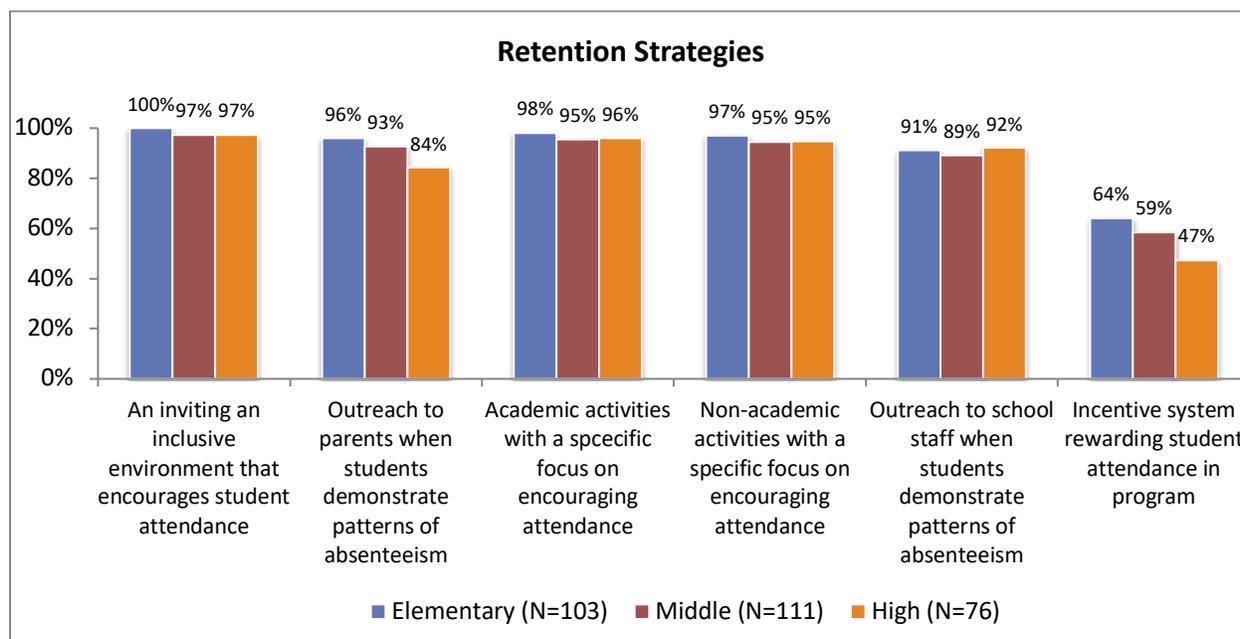
Recruitment and retention

Nearly all grantees rely on school staff to refer students to their programs. In addition, grantees cite parent/guardian and student self-referrals as a main mechanism for recruiting students. In addition to the referrals below, grantees reported getting referrals from community partners and other agencies on site. Grantees also indicated they retain students from year to year in their programs, and often have siblings of current participants become part of the program.

Table 6: Program referral sources, by age group, 2018-19 (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.)	99%	96%	95%
Parent/Guardian or self-referrals	98%	96%	91%
Internal program referrals	91%	88%	87%

Retention strategies are important as grantees aim to increase the proportion of regular program attendees. Grantees cite a number of strategies, including considerations for how they design their program and outreach to school staff, and many of these are consistent across grade levels. The two exceptions to this are outreach to parents and incentive systems, which are less frequently employed when working with high school students.



In addition to the strategies above, grantees described other approaches that they use to keep students attending their program. These include:

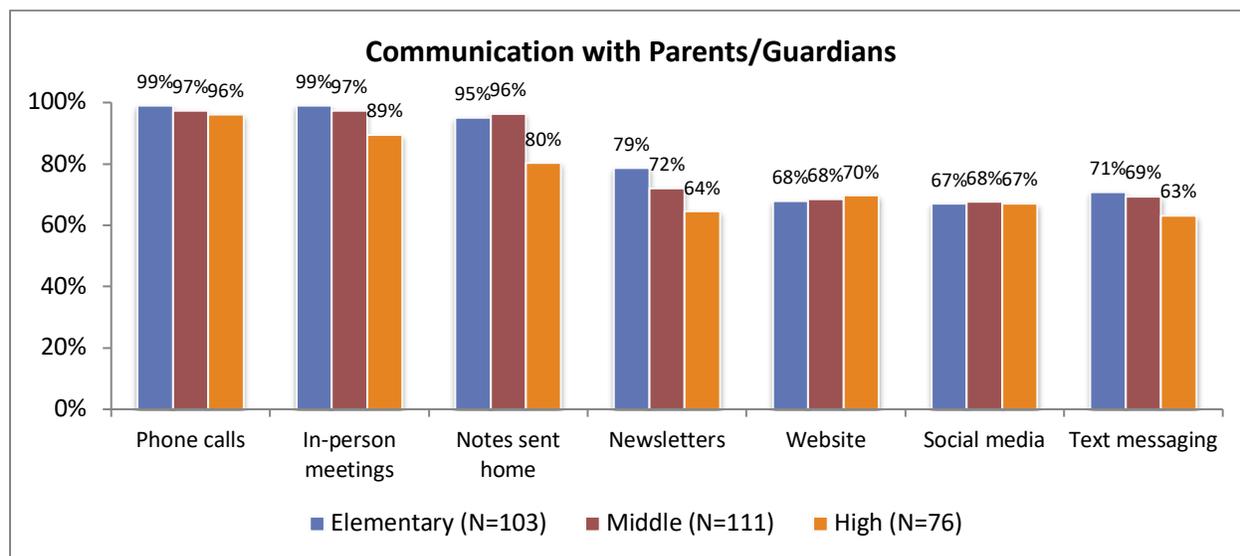
- Incorporating youth input and interests in the design and selection of activities;
- Developing a robust family engagement program;
- Individual staff outreach to students with poor attendance;
- Limiting participation in certain activities (such as performances) to students with regular attendance.

Transportation can play a role in program recruitment and retention. Fifty-two percent of grantees report providing transportation for programs serving middle school students, while less than half of grantees indicated that they provide transportation for programs serving elementary or high school students.

Table 7: Availability of transportation by student age group, 2018-19 (AS)

Availability of Transportation	% of grantees
Elementary school (N=103)	47%
Middle school (N=111)	52%
High school (N=76)	43%

Communication with parents and guardians also factors in program recruitment and retention, as well as in family engagement. Grantees are using all of the channels available to them to communicate with parents and guardians. Grantees most frequently indicate using traditional ‘lo-tech’ strategies such as phone calls, in person meetings, and notes sent home. However, a significant proportion of grantees also indicate using social media and text messaging. In addition to the strategies included in the figure below, many grantees reported using Remind App, an application designed specifically to facilitate and manage communication between schools, educators, and families.



Progress in Program Implementation

While the 2013 and 2015 cohort grantees have been in operation for 7 and 5 years, respectively, Cohort 19 grantees have only been in operation for one year (if that, given that some started later than others). In order to understand their progress, their implementation data are reported separately. With respect to implementation of program activities, all of the Cohort 19 grantees made at least some progress in meeting their goals. As indicated in the table below, the area that posed the greatest challenge was in implementing academic activities in programs serving high school students and coordinating those programs with their school’s day programs. While a greater proportion of Cohort 13 and 15 grantees indicated that they had met goals with implementing academic and enrichment activities, they too continue to face challenges with coordinating their programs with the school day at the high school level.

Table 8: 2019 Cohort grant progress in implementing program activities, 2018-19 (N=20) (AS)

		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary	Implemented academic activities	0 %	10%	55%	35 %
	Implemented other enrichment/recreation activities	0 %	5%	55%	40%
	Coordinated afterschool program with school's day programs	0 %	10%	60%	30%
Middle	Implemented academic activities	0%	10%	50%	40%
	Implemented other enrichment/recreation activities	0%	5%	50%	45%
	Coordinated afterschool program with school's day programs	0%	15%	50%	35%
High	Implemented academic activities	0%	21%	63%	16%
	Implemented other enrichment/recreation activities	0%	0%	79%	21%
	Coordinated afterschool program with school's day programs	0%	32%	47%	21%

Table 9: 2013 & 2015 Cohort grant progress in implementing program activities, 2018-19 (AS)

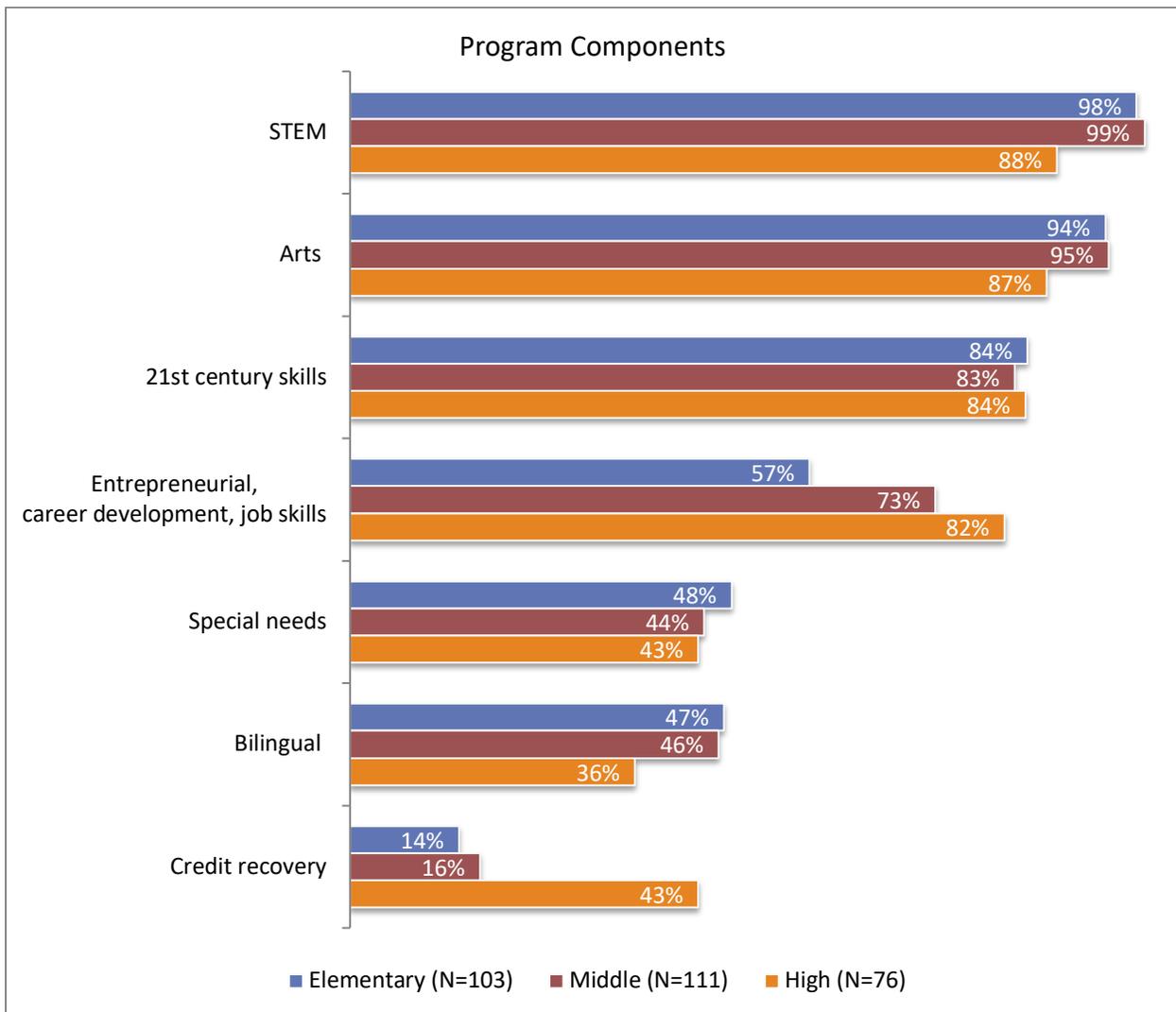
		Did not meet goals	Partially met goals	Met goals	Exceeded goals
Elementary (N=83)	Implemented academic activities	0%	2%	60%	37%
	Implemented other enrichment/recreation activities	0%	2%	48%	49%
	Coordinated afterschool program with school's day programs	0%	7%	59%	34%
Middle (N=91)	Implemented academic activities	0%	1%	69%	30%
	Implemented other enrichment/recreation activities	0%	2%	59%	38%
	Coordinated afterschool program with school's day programs	0%	9%	49%	35%
High (N=57)	Implemented academic activities	0%	7%	65%	28%
	Implemented other enrichment/recreation activities	0%	7%	58%	35%
	Coordinated afterschool program with school's day programs	0%	32%	47%	21%

3. Participant Outcomes

3.1. Participation in activities

One of ISBE’s 21CCLC program objectives is for participants to demonstrate an increased involvement in school activities and participation in other subject areas such as technology, arts, music, theater, sports and other activities. Although the evaluation is not able to collect data that indicates an increase in students’ involvement, grantees do provide data on the extensive range of activities they offer in their programs and thereby indicate the opportunity for increased participation. As illustrated in the figure below, grantees continue to offer a wide range of enriching programs and activities.

Figure 4. Program components offered by age group, 2018-19 (AS)



The nature of these various program components and activities varies greatly. However, in reviewing grantee descriptions of their various program components, the evaluation can identify common strategies and activities across the state. More detailed information about the types of programming offered by grantees is included below.

STEM Programs

STEM (Science, Technology, Engineering, and Math) programming has increased over the past few years to become the most common program component for elementary and middle school programs, with nearly all grantees indicating that they offer some sort of STEM program for these age groups. It is the second most common program component for high school programs. The most common type of STEM programming reported by grantees (71%) was STEAM activities, meaning that they offer activities that combine STEM with some arts element. Robotics clubs and activities (69%) and computer programming and coding activities (68%) were also very common among grantees. Nearly two-thirds of grantees also report partnering with other organizations or providers to facilitate their STEM programs, and over half of the grantees indicated that they have school-day science teachers supporting activities.

Table 10: STEM programming activities and strategies, 2018-19 (AS)

	Grantees offering STEM Programs (N=142)	
	Count	Percent
STEAM activities or programming	101	71%
Robotics clubs or activities (Lego and others)	98	69%
Computer programming or coding activities	96	68%
Partnerships with STEM organizations or program providers	89	63%
Activities aligned with school standards (NGSS)	87	61%
STEM kits provided by vendor	86	61%
School-day science teachers to support activities	84	59%
Environmental science activities	75	53%
Family STEM nights or activities	74	52%

Arts Programs

Arts programs also continue to be one of the most common program components in 21st CCLC programs across grade levels. Grantees offer all sorts of arts activities and programs at their sites. Visual arts, including drawing and photography, continues to be the most frequently type of arts provided, followed closely by performance arts, such as theater and dance.

Table 11: Types of arts programming and activities, 2018-19 (AS)

	Grantees offering Arts Programs (N=133)	
	Count	Percent
Visual Arts (photography, drawing, sculpture)	123	93%
Performance Arts	117	88%
Music	107	81%
Decorative Arts (ceramics, jewelry)	88	66%
Art History (visiting art museums)	66	50%
Applied Art (architecture, fashion design)	55	41%

Entrepreneurship, career development and job skills programs: Entrepreneurship, career development, and job skill programs and activities are provided by many grantees, particularly for participants at the high school level. These most commonly included career explorations activities were 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 (39%) or a junior achievement program (31%).

Table 12: Types of entrepreneurship, career development and job skills programs, 2018-19 (AS)

	Grantees offering entrepreneurial, career development, and/or job skills Programs (N=106)	
	Count	Percent
Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)	87	82%
Clubs/programs that explore careers and support skill development	86	81%
Financial literacy	64	60%
Entrepreneurship activities (business planning, school store)	63	59%
Job seeking skills (e.g. resume writing, interview skills)	59	56%
Online programs/resources (e.g. Career Launch, Career Cruising)	53	50%
Career and technical student organization activities	41	39%
Junior achievement program	33	31%

Special needs programs: The overall proportion of grantees indicating that they provide programming for special needs students decreased slightly from last year, with less than half of grantees indicating this across grade levels. Nearly all grantees that reported that they provide special needs programming indicated that they provide necessary and appropriate accommodations for special needs students and supports to include and integrate these students into program activities. Most of these grantees indicated that they provide activities to

support students with learning deficiencies, as well as dedicated staff to support special needs students. The majority (73%) also reported that the access and use students' IEPs as part of their program.

Table 13: Strategies for special needs programming, 2018-19 (AS)

	Grantees offering Special Needs Programs (N=64)	
	Count	Percent
Necessary and appropriate accommodations for special needs students	63	98%
Supports to include and integrate special needs students into program activities	61	95%
Activities to support students with learning deficiencies	54	84%
Dedicated staff to support special needs students (paraprofessional, special education teacher)	50	78%
Access to and use of students IEPs	47	73%

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 (48% of grantees, up from 44% last year). Most 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 and language learning activities for all of their students. Less than half of the grantees that reported offering bilingual/ELL programs indicated that have an established curriculum for ELL students with a bilingual teacher.

Table 14: Types of bilingual/ELL program activities and supports, 2018-19 (AS)

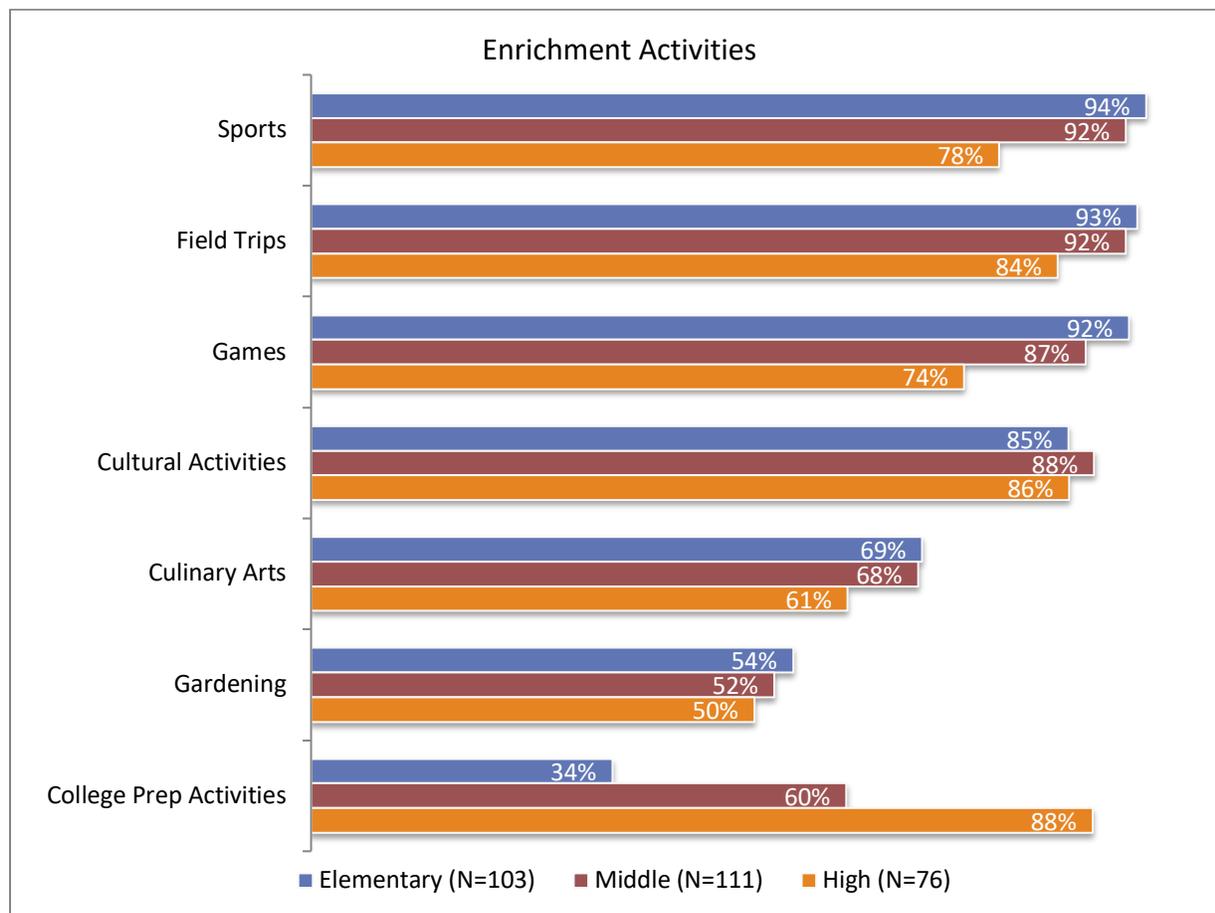
	Grantees offering Bilingual/ELL Programs (N=68)	
	Count	Percent
Bilingual staff to support students (instructors, tutors, or volunteers)	60	88%
Activities, tutoring, or other support for ELL students	54	79%
Language-learning activities for all students	50	74%
An established curriculum for ELL students with a bilingual teacher	32	47%

Credit recovery programs: Approximately half of the grantees that indicated they provided credit recovery described offering summer programs targeted at high school students. Most grantees offering these programs also described using various computer-based programs to facilitate credit recovery. The most common of these was Edgenuity. Others identified by grantees included FuelEd, Apex, Illinois Virtual School, American Virtual School, and BYU Credit Recovery.

21st Century Skills: Most grantees described integrating the development of 21st Century Skills into a range of programming and enrichment activities. In general, grantees do not implement stand-alone 21st Century Skills programs. Instead, team building, communication, and collaboration are skills developed through arts programs, STEM activities, and social-emotional learning programs, as well as through sports, games, clubs, service learning, and daily community building activities. A small number of grantees do describe incorporating “life skills” activities or implementing “problem-based learning” activities that they have designed to address specific skills and standards.

Additional enrichment activities: Grantees also offer a variety of enrichment activities that supplement their ongoing academic programming. Enrichment activities provide participants with new experiences, support ongoing health and wellness, and also simply allow for recreation. 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, with 88% of grantees serving high school students reporting that they include this in their program.

Figure 5. Enrichment activities by age group, 2018-19 (AS)



Service-learning programs

Many grantees use service-learning programs as an approach to engage students in interesting projects, provide opportunity for student voice, and help build connections between students and their communities. Sixty-five percent of grantees indicated that they had a service-learning component in their program, and 7,707 students participated in service-learning activities.

Table 15. Number of participants involved in service-learning activities, 2018-19 (AS)

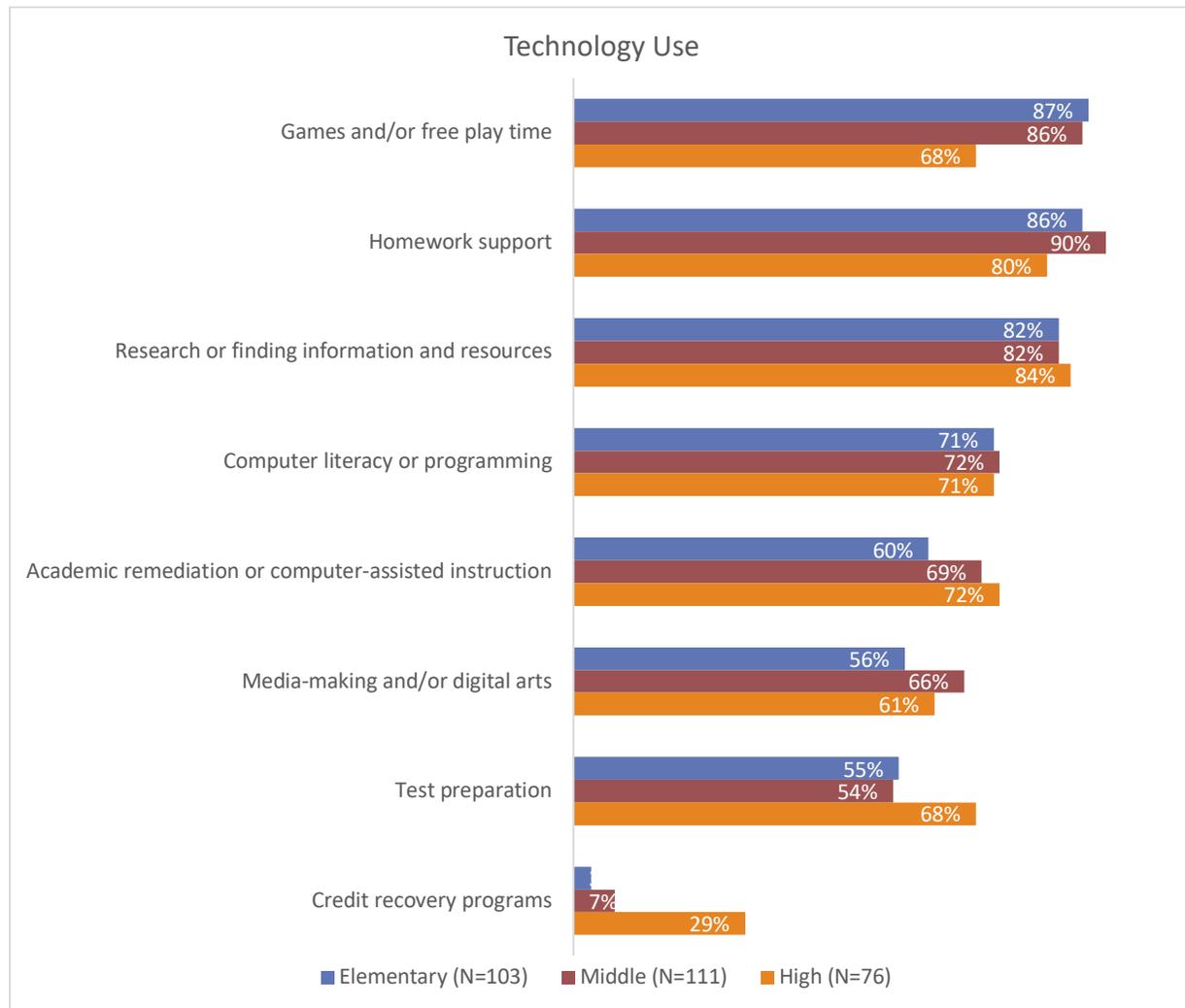
Grade level	Percent	Number
Elementary school participants	54%	4,149
Middle school participants	31%	2,399
High school participants	15%	1,159
Total	100%	7,707

Service-learning activities vary greatly in terms of structure, focus, and duration. Many have specific clubs that focus on service activities, and in these clubs students often plan and direct activities themselves. These include leadership clubs, environmental clubs, and civics clubs. The kinds of activities that grantees implement run the gamut from food drives to community beautification projects to serving senior citizens to developing outreach campaigns.

Technology

21st CCLC programs use technology as a way to support academic goals, and also offer programs and activities that enable students to develop their technology skills. The range of uses is illustrated in the figure below. Across grade levels, technology is used by most grantees to support completing homework, as well for finding research or finding resources. It is worth noting that the majority of grantees (71-72%) are offering computer literacy and programming activities consistently across grade levels. However, some types of activities clearly differ by participant grade level. For example, high school participants are less likely to have access to technology for games or free time, and instead are more likely to use technology for test preparation or credit recovery activities.

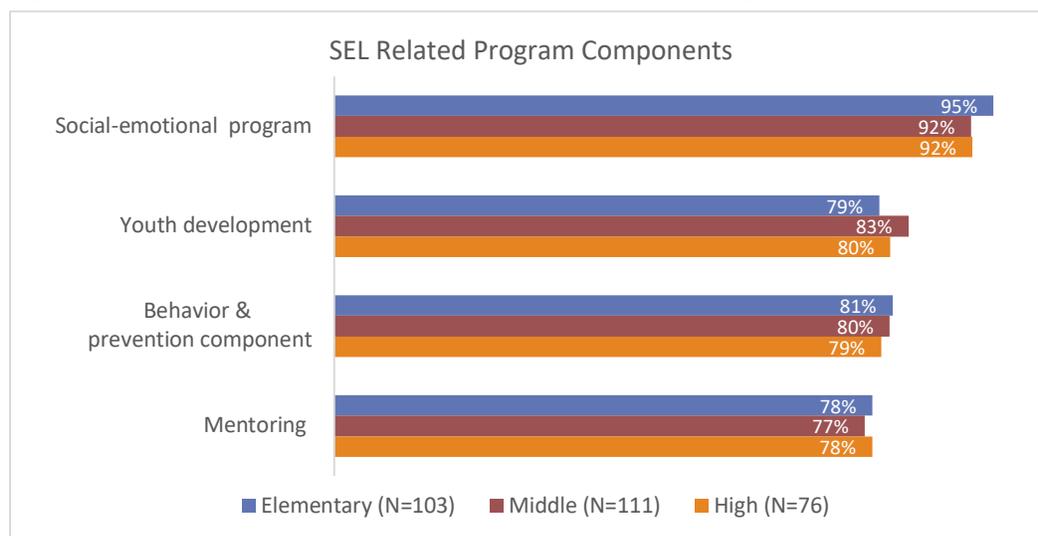
Figure 6. Technology use in program by age group, 2018-19 (AS)



3.2. Behavior and social-emotional skills

An objective of the 21st CCLC program is for participants to demonstrate social benefits and exhibit positive behavioral changes. It is important that programs offer activities and supports in order to realize these changes. Nearly all grantees (92%+) indicated that they provide some social-emotional program component at their sites. Other components that may contribute to positive behavior and social-emotional learning include youth development programming, behavior remediation and prevention efforts, and mentoring. At least three quarters of grantees indicated that they offer these types of programs.

Figure 7. Social-emotional related program components by age group, 2018-19 (AS)



Over the years, the statewide evaluation has worked to collect more information about the approaches grantees use to social-emotional learning. When provided a list of program models and curricula, more than half of grantees (61%) indicated that they use the Positive Behavioral Intervention and Supports model (PBIS). PBIS is a framework used by many schools, and one advantage of using this in afterschool programs is that it makes behavior expectations during afterschool consistent with the school day. However, this framework is not necessarily a strategy to help participants build or develop their social-emotional skills. In terms of actual curriculum, the two most commonly cited in use were Second Step and Steven Covey’s Habits of Highly Effective People.

Table 16: Social-emotional programs and curriculum, 2018-19 (AS)

	Grantees offering social-emotional programming (N=131)	
	Count	Percent
Positive Behavioral Intervention and Supports (PBIS)	80	61%
Second Step Curriculum	20	15%
Steven Covey's Habits of Highly Effective People Program	18	14%
Aggression Replacement Training	12	9%
Means and Measures of Human Achievement Labs (MHA) Tools	5	4%
Botvin Life Skills Training Curriculum	5	4%
Lions Quest Curriculum	3	2%

In addition to the specific programs listed above, grantees described implementing groups and programs for particularly designed for boys or girls (such as the SMART girls program), using Peace Circles and Restorative Justice practices, and ensuring that staff are trained in trauma informed practices.

Seventy-eight percent of grantees indicated that they also provide programming specifically aimed at improving behavior through prevention efforts or mental health supports. Violence prevention is the most common of these activities.

Table 17: Prevention programming and behavior supports, 2018-19 (AS)

	Grantees offering behavior and prevention programs (N=111)	
	Count	Percent
Violence prevention	92	83%
Truancy prevention	69	62%
Drug prevention	68	61%
Mental health services	67	60%

While there are data that demonstrate if and how grantees are supporting students with respect to social-emotional learning and improving behavior, there are little data available across grantees that indicate changes. In their local evaluations, grantees may use a number of data points to provide insight into this outcome, including parent and student surveys that ask about changes in attitude and behavior, assessments that align with social-emotional learning curricula and frameworks, and school-provided data on behavioral referrals. However, across the state, there is not a standardized assessment of social-emotional learning. The federal teacher APR survey continues to serve as the measure of improvements in student behavior across grantees. These surveys are administered on behalf of regular program participants only.

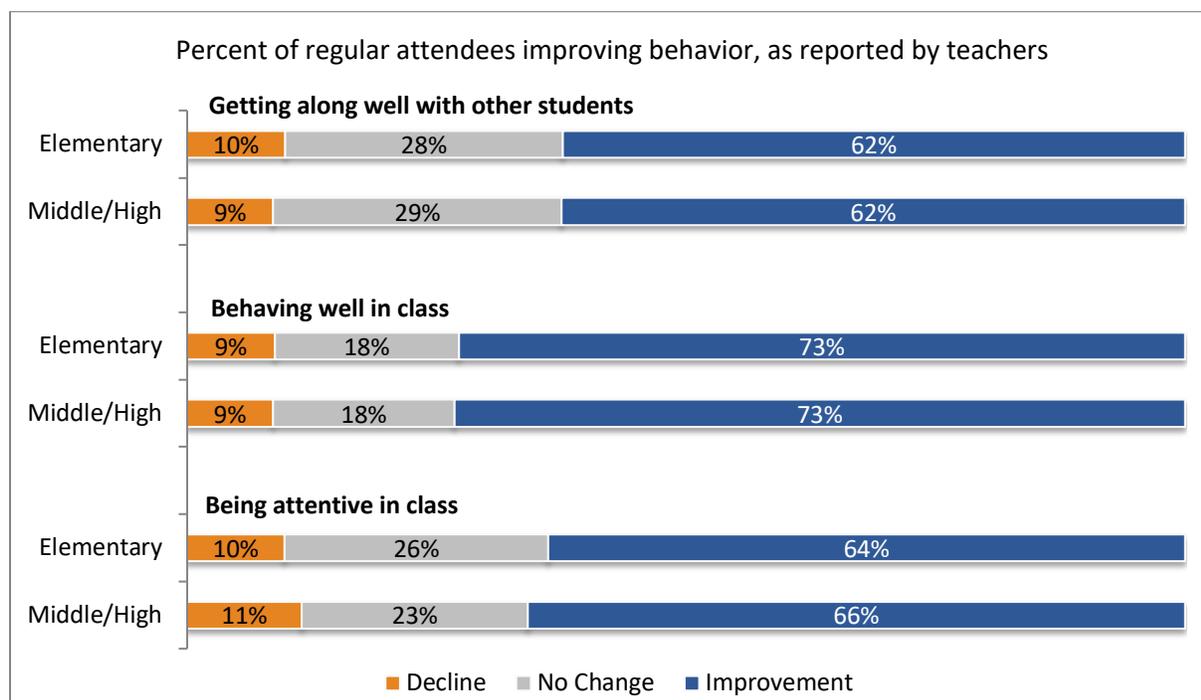
As has been noted in previous evaluation reports, Teacher Survey data³ comes with the following caveats and limitations:

- 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.

³ EDC collected Teacher Survey data via the Annual Survey completed in June 2019. In that survey, grantees indicated by site whether or not they administered the teacher survey, how many surveys they distributed, and how many were received back. Grantees then provide their aggregated survey data for each site. This year, 39 of 449 sites (9%) indicated that they did not administer the teacher survey; 8 sites reported that they administered the survey but received 0 completed surveys back. In total, 86% of teacher surveys that were distributed were completed and returned to sites.

With respect to improving behavior, data this year are remarkably similar when looking at elementary and middle/high school students. Teachers reported that 73% of regular program participants in both elementary and middle/high school improved their behavior in class. Approximately two-thirds of students improved with respect to getting along with other students and being attentive in class.

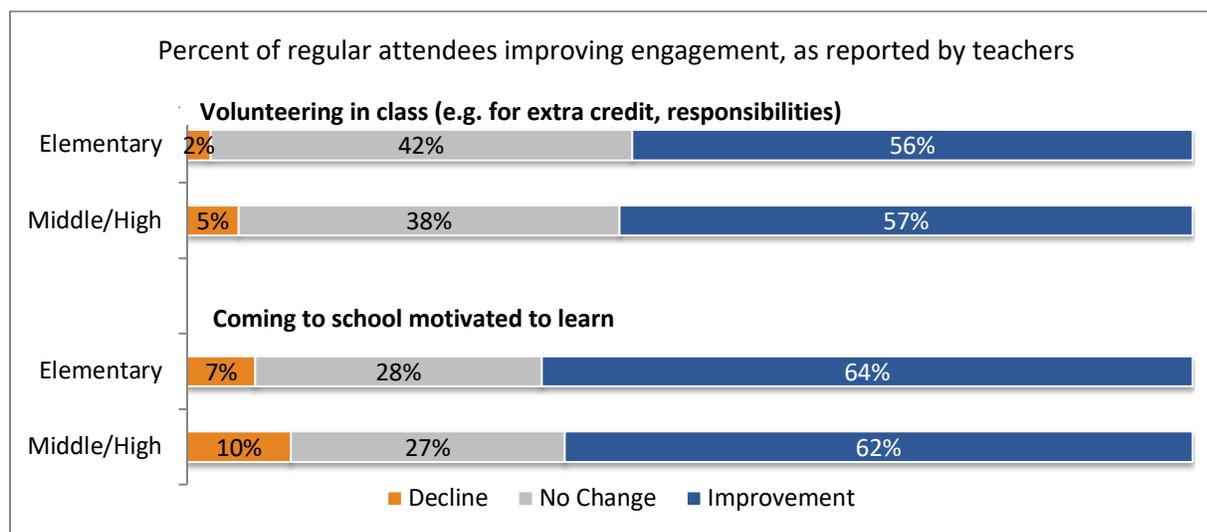
Figure 8. Teacher reported changes in behavior of regular student attendees, 2018-19 (AS)⁴



The teacher survey also includes items related to students’ behavioral engagement in class. Teachers indicated that more than 60% of students improved with respect to coming to school motivated to learn, and 56-57% of students improved with respect to volunteering in class.

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 C.

Figure 9. Teacher reported changes in engagement of regular student attendees, 2018-19 (AS)



3.3. Student achievement

Student improvement with respect to academic achievement is a primary goal of the 21st CCLC program. The statewide evaluation received data from the Illinois Report Card System, which included achievement data measured via the new Illinois Assessment of Readiness (IAR) for grades 3 through 8, and the SAT for high school. In addition to standardized test data, the Teacher APR Survey also provides insight into the academic performance of regular program participants.

The percentage of all participants who were designated as proficient was 13% in ELA for both the preK-5 and grade 6-12 groups. In math, 12% of students in preK-5 and 10% of students in grades 6-12 were proficient. While these percentages are notably lower than last year’s, it is not appropriate to compare these data with previous years’ proficiency levels due to the changes in testing. Also, it should be noted that there was a significant percentage of students for whom data were not available.

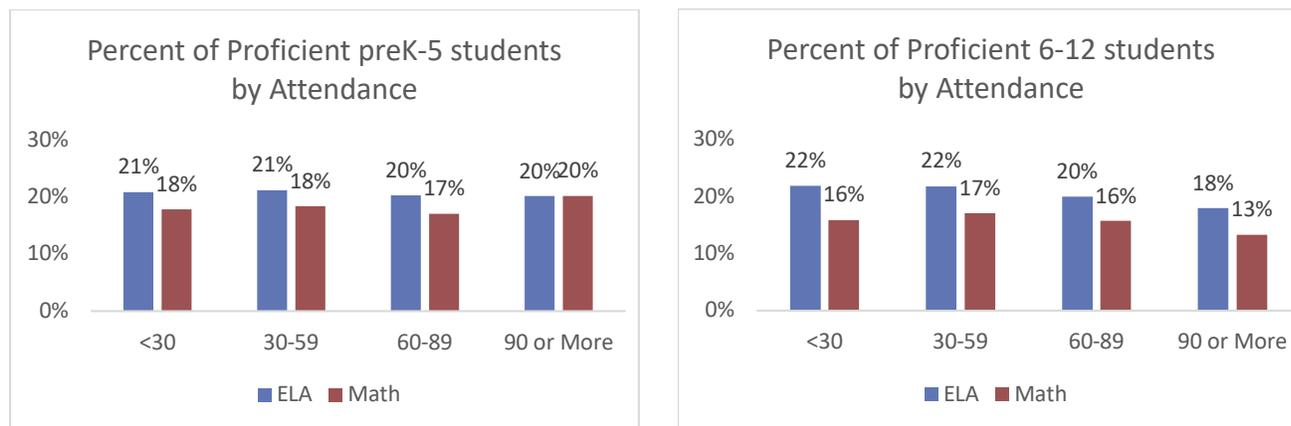
Table 18: Percent of ALL program participants proficient by grade level, 2017-18 (APR)

	Proficiency	PreK-5	6-12
ELA	Proficient	13%	13%
	Not Proficient	50%	48%
	Data Not Available	38%	39%
Math	Proficient	12%	10%
	Not Proficient	51%	52%
	Data Not Available	38%	39%

When looking at the proportion students who were proficient by attendance level, there is no pattern indicating that proficiency increases with attendance. Instead, 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.

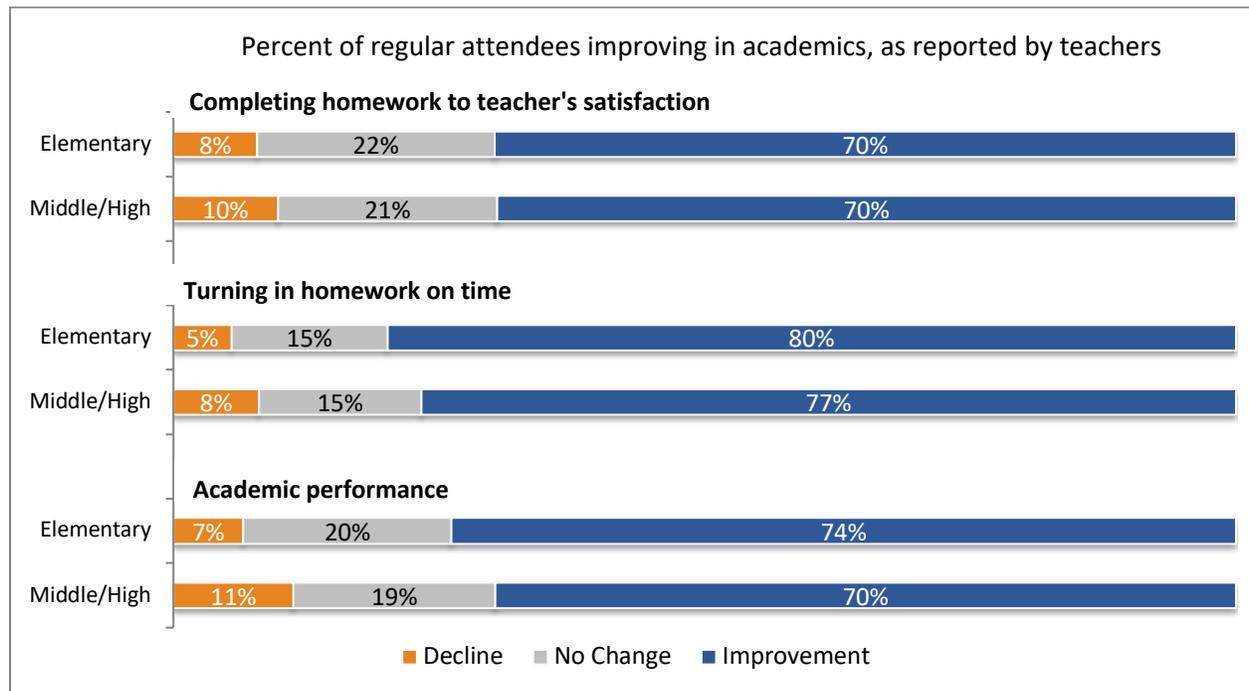
Figure 10. Percent of proficient students by attendance level, 2018-19 (APR)⁵



Data provided by teachers on the federal APR survey offer a different perspective on students' academic improvement over the course of the year. According to teachers, 74% of elementary students and 70% of middle and high school students improved in their academic performance. Teachers reported that 80% of elementary students improved at turning in their homework on time, and 77% of middle and high school students improved in this area. This may be a reflection of the time and support around homework that many 21st CCLC programs give to participants.

⁵ Percent of proficient students calculated based on the number of students for whom data were available. The findings with respect to attendance level and proficiency were similar when calculating based on all students (those with and without data available).

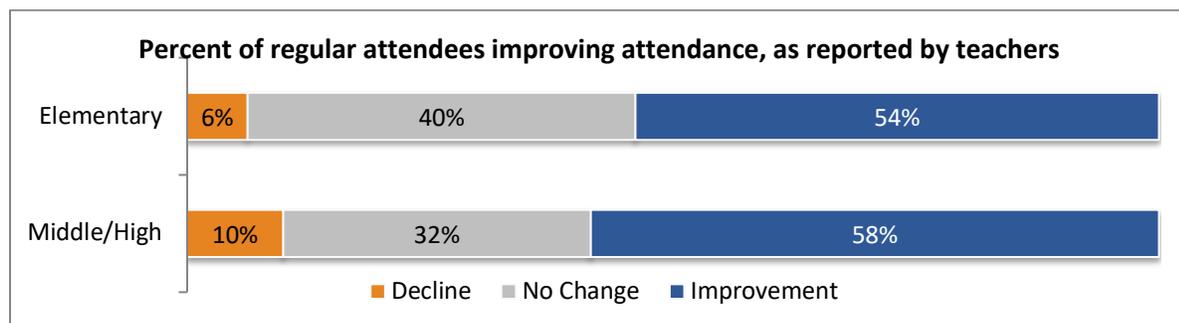
Figure 11. Teacher reported changes in academics for regular student attendees, 2018-19 (AS)



3.4. School Attendance

Another stated goal of the 21st CCLC program is improved school-day attendance for participants. While many factors contribute to student attendance, 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. While 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.

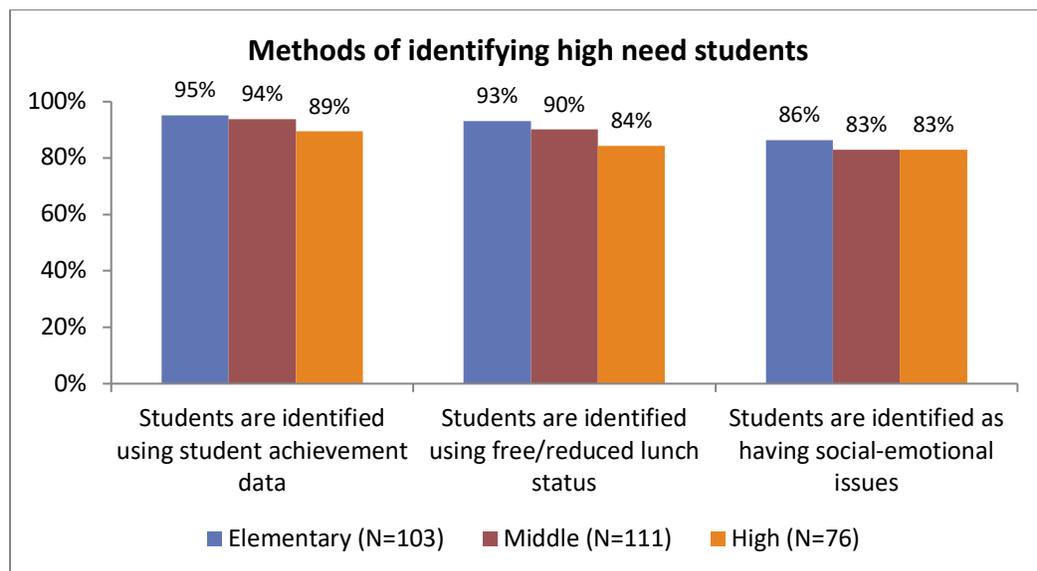
Figure 12. Teacher reported changes in attendance of regular student attendees, 2018-19 (AS)



3.5. Student and family inclusion

Another of the objectives of ISBE’s 21st CCLC program is to serve students and families with the greatest need. There are three main strategies that grantees use, across grade levels, to identify high need students: achievement data, free and reduced lunch status, and social-emotional needs. Grantees described additional methods used to ensure that students with the greatest needs are targeted including getting referrals from teachers and counselors who identify students in need of academic or other support and targeting certain populations of students, such as IEP or ESL students.

Figure 13. Methods of identifying high need students by age group, 2018-19 (AS)



Data from the IRC data warehouse provide some indication of the extent to which grantees are in fact serving certain high need groups of students. Sixty-nine percent of all participants had free or reduced-price lunch status. When excluding the small number of students who did not have data available (12%), that increases to 79%. Twenty percent of students with available data were limited English proficiency, and 14% were special needs students.

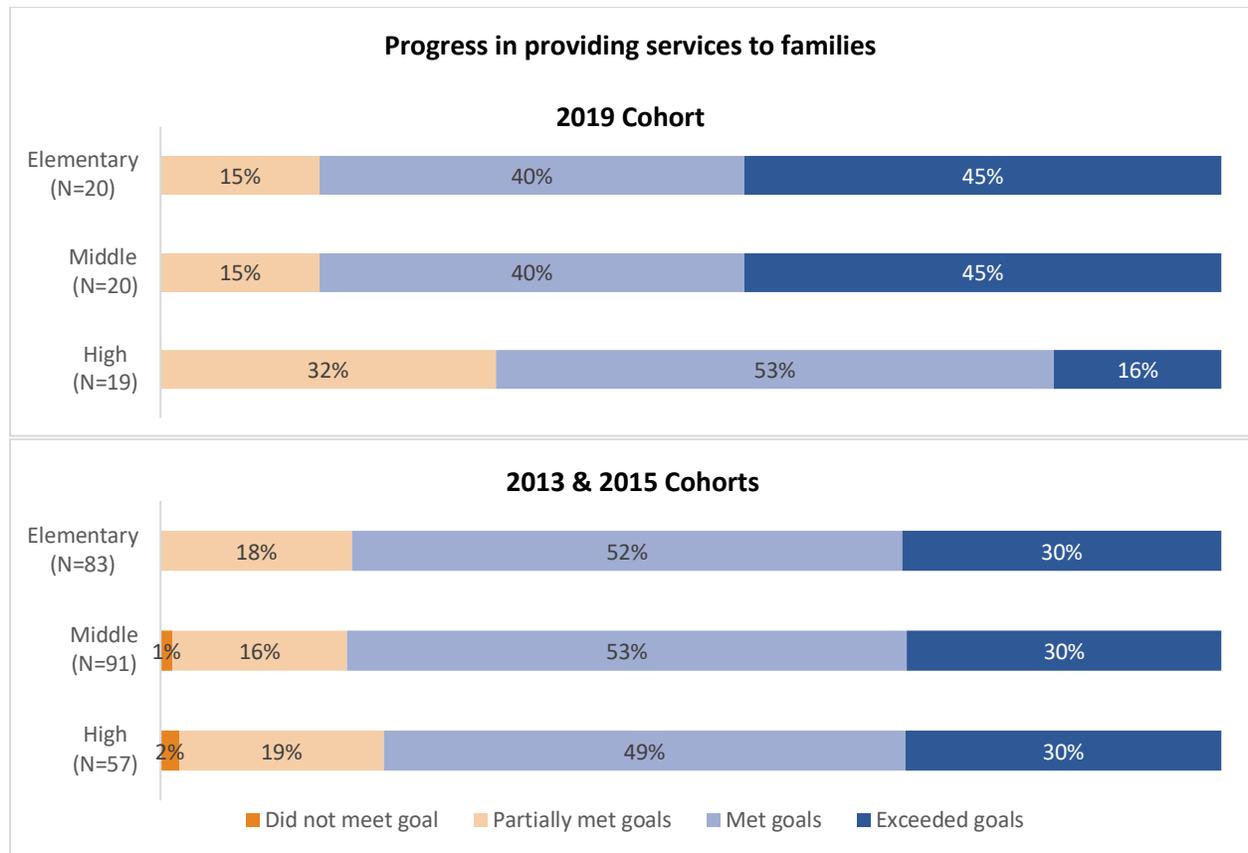
Table 19: Population information of all participants, 2017-18 (APR)

Student Population	Percent of all participants	Percent of participants with data available
Free/Reduced Lunch Status	69%	79%
Limited English Proficiency	17%	20%
Special Needs	12%	14%
Data Not Available	12%	~

Family Programming

Over the years, family programming has often been a challenge for 21st CCLC grantees. While the majority of grantees indicated that they had met or exceeded their goals in providing services to families, and number of grantees continue to fall short in this area. Because Cohort 19 grantees have only been operation for a year, their progress is offered separately in the figure below. While for the most part, there is little different between the cohorts, it is notable that: 1) Cohort 19 grantees are making less progress when serving families of high school students; and 2) There are a couple of Cohort 13 and 15 grantees that reported not meeting their goals at all.

Figure 14. Grantee progress in providing services to students’ families by cohort and grade level, 2018-19 (AS)



Grantees submitted data on family participation to the IRC data system. Over 22,000 family members participated in family programming this year. The number of family members served by each grant ranged greatly, from zero to 3,468. It is worth noting that 10 grantees reported serving zero family members during the year.

Table 20: Number of family participants across grantees, 2018-19 (APR)

Student Grade Level	Number of Family Participants
Grades PreK-5	13,262
Grades 6-12	9,721
Total	22,983

In their local evaluation reports, grantees described the kinds of family activities and programming provided over the past year. Of the grantees that reported on their activities, 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 21: Types of family activities reported by grantees, 2018-19 (LER, N=113)

Types of activities	Grantees	
	Number	Percent
Family events (social and academic)	73	64%
Health, nutrition & wellness	38	34%
Adult education	15	13%
Informational sessions and seminars on various topics	13	11%
Technology and computer	14	23%
Parenting	19	17%
Higher education support	14	12%
Parent cafes, parent nights and meet and greet	20	18%
Family field trips	11	10%
Student showcases and performances	14	12%
Financial literacy	10	9%
Career/job development	11	10%
Parent leadership and mentoring	8	7%

4. Organizational Capacity

4.1. Staffing and professional development

Grantees provided data on their staffing via the IRC data warehouse, indicating staff that were paid or volunteer at their programs. Nearly 7,000 staff work at ISBE's 21st CCLC programs; 34% of staff are comprised of school-day teachers. School-day teachers help programs build connections to participants' school-day learning, and also can provide academic content expertise.

Table 22: Staffing types of all grantees, 2018-19 (APR)

Staff Type	Paid	Volunteer	Total Number	Total Percent
School-Day Teachers	2241	110	2351	34%
Other Non-Teaching School Staff	940	80	1020	15%
Subcontracted Staff	735	56	791	11%
Community Members	256	374	630	9%
Other	517	25	542	8%
Administrators	417	85	502	7%
College Students	244	207	451	6%
Parents	97	282	379	5%
High School Students	134	149	283	4%
Grand Total	5581	1368	6949	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. Beyond that, the most common areas in which grantees provided professional development were in social-emotional learning, STEM, and trauma informed practices. These topics align with what are some of the most common programming areas.

Table 23. Types of professional development provided, 2018-19 (AS)

Professional Development/Training	Grantees (N=142)	
	Percent	Number
21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)	97%	137
Social and Emotional Learning Training	77%	109
STEM Training	70%	100
Trauma Informed Practice Training	70%	99
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	68%	96
Illinois Learning Standards Training and/or Common Core Training	66%	93
Youth Development Training	66%	94
Cultural Awareness and Sensitivity Training	56%	80

Professional Development/Training	Grantees (N=142)	
	Percent	Number
Health Training (e.g. nutrition education, fitness education, sexual education)	56%	80
Safety Training (e.g. First Aid, CPR training)	51%	73
Team-Building Training	48%	68
Youth Program Quality Assessment Training	47%	67
Media/Technology Training	32%	46
English Language Arts Training	30%	42

Grantees also reported on other areas or types of PD they are offering to their staff. These mostly included topics that were not content-related or specific to programming, but instead addressed topics that were about overall running of the program. These included:

- Leadership training
- Management training
- Mandated reporter training
- Data management systems training

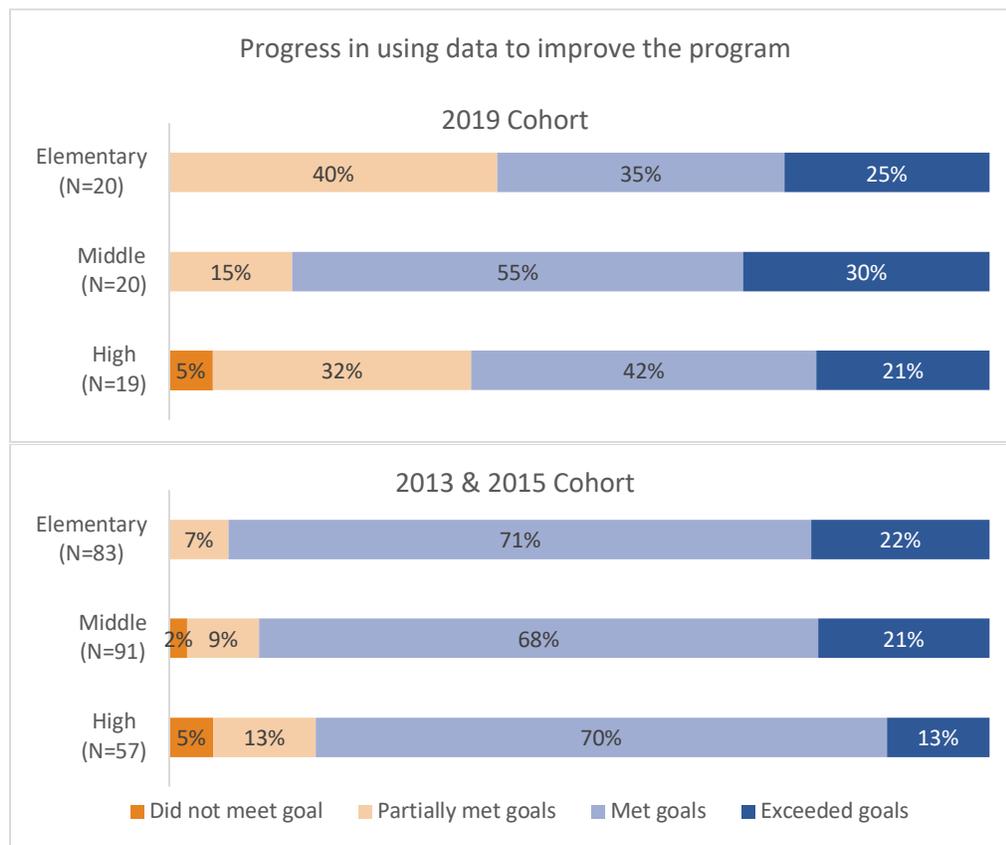
Grantees were asked for recommendations for future professional development activities, common recommendations included:

- Trauma informed practices
- Social-emotional learning
- Behavior management
- Racial equity and cultural awareness
- Gender and identity training
- Post-secondary transition
- STEM strategies and NGSS

4.2. Evaluation and continuous improvement

Based on the information provided in 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. Not surprisingly, Cohort 19 grantees have not made as much progress in this area, while 80% or more of the Cohort 13 and 15 grantees indicated that they have met their goals in this area. For all grantee cohorts, it does appear that using data becomes more challenging at the high school level. It may be that data is hard to access (from schools).

Figure 15. Progressing in using data to improve the program, by cohort (AS)



In reviewing the grantees’ annual local evaluation reports, it was clear that nearly all grantees are collecting data on 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.

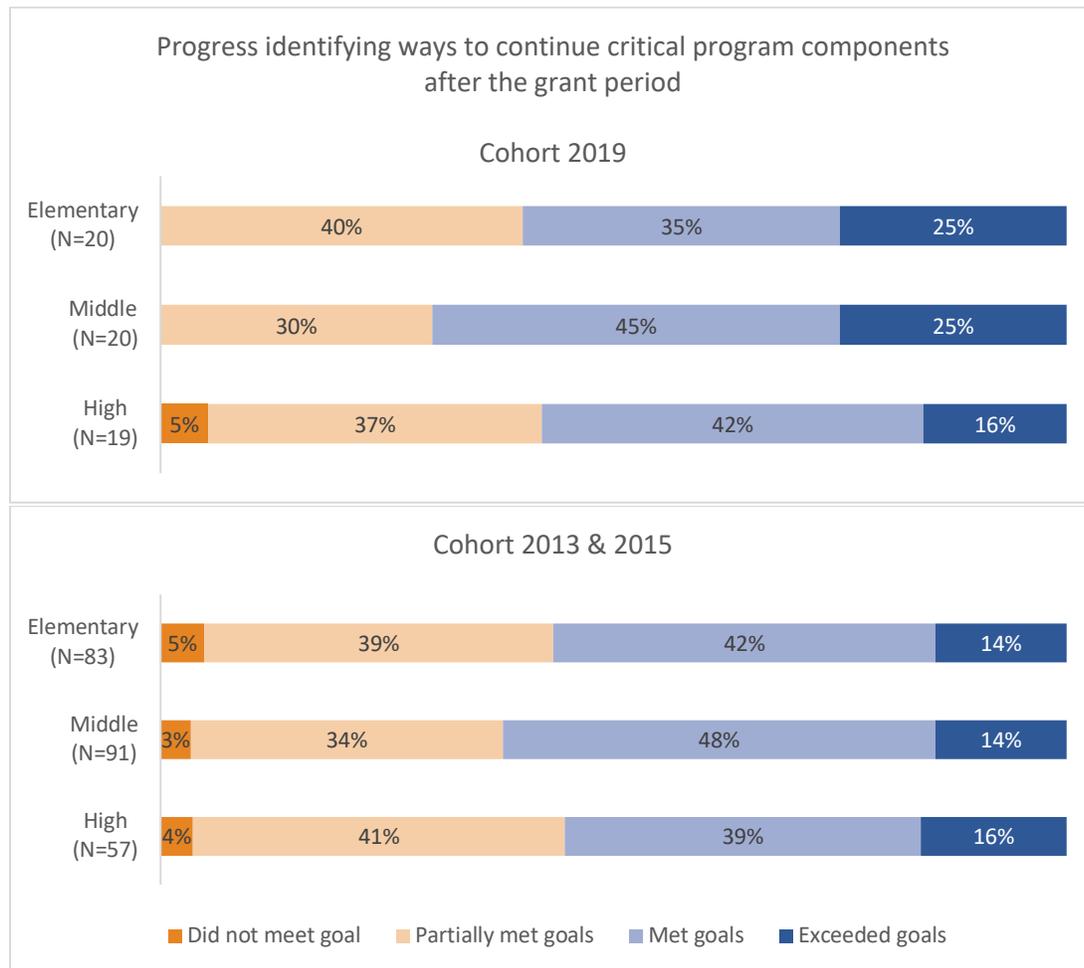
Grantees continue to face challenges when collecting and reporting data related to participant outcomes. As previously noted in this report, the teacher APR survey remains the most common, consistent source of data for both academic and behavior outcomes. Eighty-eight percent of grantees used these data in their local evaluations. Objective data on student outcomes such as grades and test scores were less frequently reported. Many grantees indicated that they continue to 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

Grantees indicated their progress in identifying ways to continue critical components of the program after the grant period. Unlike in other areas, there was little difference between Cohort 19 and Cohorts 13 and 15 in this area. This may reflect that Cohorts 13 and 15 have in fact reached the end of their initial funding periods, and are more aware of what they could

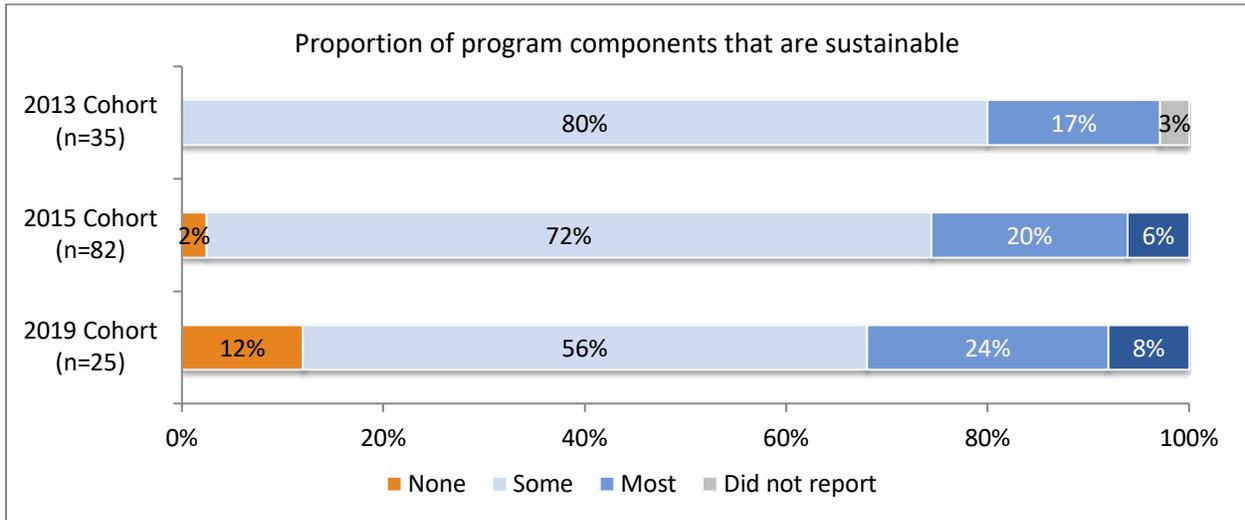
and could not sustain without continued 21st CCLC funding. Cohort 19 grantees are just one year into their five-year period, and so the pressure for sustainability is farther off.

Figure 16. Progress identifying ways to continue critical program components after the grant period (AS)



The annual survey also asked grantees to report what proportion of their programming is sustainable at this time. Responses to this demonstrate the difference in cohorts, with none of the Cohort 13 grantees reporting that none of their program components are sustainable, while 12% of Cohort 19 grantees indicated this.

Figure 17. Proportion of program components that grantees indicate are sustainable, by Cohort. (AS)



5. Program-Reported Challenges & Recommendations

5.1. Barriers to implementation

Grantees indicated the extent to which they encountered certain challenges and whether they became a barrier 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. Barriers have been consistent from year to year, with poor parent involvement in activities being the most frequently reported barrier for several years in a row. While the top barriers are largely consistent, the proportion of grantees reporting these challenges differs by age group.

Differences between the age groups that are worth noting:

- Inconsistent attendance of students is a more common barrier for programs serving older students.
- Difficulty in recruiting students and negative peer pressure also become more of a challenge as students get older.
- Difficulty with transportation is more of a challenge for programs serving elementary students

Table 24: Barriers to program implementation by age group, 2017-18 (AS)

Shaded cells indicate top three barriers for age group

	Elementary (N=103)	Middle (N=111)	High (N=76)
Poor parent involvement in activities	76%	90%	95%
Inconsistent attendance of students	52%	73%	87%
Competing activities at school in which the students want to participate	41%	62%	66%
Competing responsibilities at home, such as the need to babysit siblings	32%	64%	78%
Difficulty in maintaining/identifying partners	27%	25%	28%
Negative peer pressure and/or gangs influencing students	25%	44%	41%
Difficulty in recruiting students	22%	48%	62%
Difficulties in transporting students (cost, logistics)	22%	15%	19%
Poor cooperation from day teacher	20%	27%	27%
Too little time with students	20%	21%	25%
Difficulty in maintaining a safe environment for students when coming/going from site	15%	18%	24%
Difficulty in communicating with school	15%	19%	16%
Poor cooperation from school in obtaining necessary information	14%	17%	13%
Competing responsibilities because student must work	1%	12%	76%

Cohort 2019 Challenges

In the annual survey, Cohort 19 grantees were asked to share their top challenges in getting their programs started. Many of the challenges they reported stemmed from the delayed start to the grant or a delay in receiving funds. Because they were not able to start their programs at the beginning of the school year, they faced a number of challenges, particularly with regard to student enrollment and staffing. In addition, grantees described the following challenges not specifically tied to the mid-year start of the program:

- Challenges in establishing communication and shared understanding with school staff and program partners.
- Getting parents involved and invested in the program.
- Identifying the appropriate program components and activities and getting them all in place and working together.
- Understanding grant expectations and requirements from ISBE and implementing data collection systems.

5.2. Recommendations for program improvement

Most grantees included recommendations for program improvement in their local evaluation reports. In reviewing these reports, the most common recommendation this past year was to increase parent and family programming and involvement. Looking across the past five years, the four most common recommendations have been the same from 2015 until 2017. Interestingly, for 2018 the ranking slightly shifted to be: parent and family programming and involvement; the use and collection of data and evaluation; recruitment, attendance and/or retention; and sustainability. In 2019, there was another slight shift and the four most common recommendations were: 1) parent and family involvement and programming; 2) data collection, data use, and/or evaluation; 3) addressing recruitment, attendance, and/or retention issues; and 4) Increase staff professional development or provide professional development to address a particular need. Overall, the recommendations—and the needs and challenges facing programs that we can infer from them—have remained fairly consistent.

Table 25. Local evaluation report cited recommendations for program improvement (LER)

Shaded cells indicate top four recommendations each year.

Recommendation	% of Grantees including this in local evaluation report				
	2015	2016	2017	2018	2019
Increase/improve parent/guardian/family programming and involvement	63%	48%	53%	63%	56%
Increase/improve the use of data, data collection, and/or evaluation	49%	48%	55%	50%	51%
Address recruitment, attendance, and/or retention issues	40%	45%	43%	44%	51%
Increase/improve further staff training and professional development	56%	42%	46%	39%	36%
Address program sustainability	36%	34%	35%	42%	34%

Recommendation	% of Grantees including this in local evaluation report				
	2015	2016	2017	2018	2019
Increase/improve partnerships and/or community outreach opportunities	-- ⁶	15%	25%	17%	34%
Expand or alter the range of activities being offered	26%	32%	33%	29%	28%
Increase/improve connection to school day and school day teachers and/or administrators	31%	13%	22%	23%	23%
Increase/improve social emotional learning supports and activities	37%	31%	27%	25%	18%
Make adjustments to staffing composition or hire staff for specified needs	8%	14%	17%	13%	15%
Increase/improve attention to and support for positive student behavior	10%	13%	4%	11%	9%
Increase/improve support for core academics to align with standards	15%	15%	7%	7%	9%
Make adjustments to program logistics (schedule, transportation, space)	8%	2%	5%	4%	4%
Provide (additional) youth development programming and opportunities	8%	12%	13%	14%	1%
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 (56% 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, ways to support parents by addressing challenges or complex stressors they may be facing, 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 (51% of grantees): About half of the grantees’ local evaluations cited the need to improve or increase the data being collected, collect data for program effectiveness or program impact, the use of data in making decisions, or the use of evaluation in understanding their programs. Evaluations described the need to collect more and different types of data in order to determine areas of improvement, 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 (51%): About half of the evaluation reports indicated in their recommendations that programs need to address issues with respect to recruitment, attendance, and retention. Some reports recommended offering incentives to promote

⁶ Cells with “--” indicate that it was not identified as a recommendation by enough of grantees to quantify.

participation in programming. Others recommended improved attendance monitoring, making sure that the students with the greatest need are targeted and prioritized.

Staff training and professional development (36% of grantees): A good number of grantees mentioned the need for staff training and professional development within their recommendations. In some cases, the recommendation mentioned specific skills or program areas that needed to be addressed through staff development. In other cases, the recommendation suggested the need to assess staff’s professional development needs. For example, recommendations included building staff capacity to support student social-emotional development, student behavior issues and academic skills.

Sustainability (34% of grantees): Sustainability is an area of concern for many grantees, and about 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 to build relationships with schools and community organizations to plan for sustainability through additional trainings,” or review their sustainability plan. Some recommendations included specific calls to develop specific partnerships or otherwise engage others to address the challenge of sustainability.

Partnerships or community outreach (34% of grantees): Recommendations related to developing better and stronger community partnerships or improving outreach efforts often were connected to the need to expand program activities for students. These recommendations encouraged grantees to seek out community or school partnerships to provide programming, or to strengthen and improve relationships such as parent engagement and work towards sustainability of the program.

Expand program activities (28% 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, technology and mentoring. In some instances, the recommendations suggested on the need to improve student engagement at different levels.

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 included improving communication to help program activities better align with school-day academic content.

Social emotional learning (18% 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.

Adjust staff composition, staffing strategies or hire staff (15%): Some local evaluation reports recommended that grantees address staffing issues, such as the need to hire more staff for program offerings. Other evaluations mentioned the need for a change in the types of staff that should be hired and trained.

Student behavior (9%): A very small number of reports included recommendations related to student behavior. Some reports cited the need to increase the communication between the students and staff to address behavioral issues. Other reports cited identifying students specifically with disciplinary infractions and provide additional supports to address behavioral problems.

Academic programming (improve program and alignment 9%): A small number of reports included recommendations related 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 standards.

6. Conclusion

This past year, the majority of ISBE's 21st CCLC grantees were experienced organizations with well-established programs that continued to offer a wide variety of programming to students across the state. In addition, a small cohort of new grantees came to the program and, in a short period of time, were able to get their programs up and running. Looking across all of the grantees, programs continue to offer positive supports and experiences for high-need students and their families. At the same time, the challenges that they face persist from year to year. Progress and findings for each of the program's statewide objectives are discussed below.

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

As has been the case in previous years, progress toward achieving this objective is unclear. While achievement data from the IRC data system indicates that the vast majority of participants are not yet proficient in ELA or math, teachers report seeing the majority of students (70% and higher) improving their academic performance over the course of the year. As previously noted in this report, achievement data have been based on a regularly changing standardized test, making the test challenging for students and teachers to prepare for, and the resulting data difficult to interpret as a measure of progress. Further, student success in the classroom may not directly translate to improved test scores. It may be useful to note that some grantees reported challenges in coordinating with school-day programs and connecting to school day teachers. Increasing connections between school and afterschool can only serve to strengthen efforts around this objective.

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.

The wide array of activities that are offered by grantees clearly provide program participants with the opportunity to engage in a greater number of enrichment experiences. Nearly all grantees offer some sort of arts and STEM programming. Most also provide the opportunity to participate in sports and go on field trips. While there is no measure that directly indicates an *increase* in involvement, it is safe to say that these programs provide access to activities that these students would not otherwise have.

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

Nearly all grantees provided some sort of programming aimed at supporting social-emotional learning and/or improving behavior. The specific goals and structures of these programs are varied. Some grantees report using specific curricula with associated outcomes and assessments, while many have a more fluid set of activities and expectations integrated throughout their program aimed at supporting a general set of outcomes related to behavior. As a result, it is difficult to measure progress in this area beyond the report of teachers on the APR teacher survey. Over 70% of students reportedly improved their behavior in class according to the survey. And, the proportion of grantees reporting that they need to improve in this area has decreased over the past 4 years, indicating that grantees feel they are making progress in this area.

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 persists as a challenge for grantees. Grantees do report a wide variety of family programming, including social events and opportunities to engage with their children in activities along with some programs directed at enhancing parents' skills and knowledge. However, grantees have consistently reported that poor parent involvement is a barrier in their program and the need to improve parent involvement is one of the top recommendations in their local evaluation reports. And, data on family attendance illustrate the extent to which some grantees are struggling to serve parents.

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 recruit students with both academic and social emotional needs. The majority of students 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. Nearly all grantees reported that their staff participate in the professional development opportunities provided by ISBE and the program's technical assistance provider. In addition, grantees offered professional development for their staff on a range of topics, including social-emotional learning, STEM programming, positive behavior approaches, and trauma-informed practices. The need to increase or improve staff professional development efforts has decreased as a recommendation over the past 4 years in grantees' local evaluation reports.

Objective #7: Projects will create sustainability plans to continue the programs beyond the federal funding period. Sustainability is challenging to measure across the program. The majority of grantees represented in this report have been active for a number of years and as they have come to rely on extended grant funds, they may have discovered that some aspects of their program are not sustainable without 21st CCLC funding. Grantees acknowledged that they need to do more work to ensure program sustainability, as it was frequently cited as a recommendation for program improvement.

In addition to the challenges cited with respect to the objectives above, two other areas for improvement also persist from previous years: regular program attendance, particularly for older students; and evaluation and data collection and use at the individual grantee level.

In sum, ISBE's 21st CCLC program grantees continue to provide valuable programs and services to their communities, with organizations building their capacity to implement quality programming and participants showing positive changes.

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.

The 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 referred to in the previous evaluation as the Spring Survey, in May-June 2019. This survey focuses on program implementation. In addition, this survey requests that sites provide data from the Teacher APR survey. As Cohort 15 grantees were coming to the end of their initial grant period, the survey also included questions about what grantees learned from their experience this grant cycle. For the new Cohort 19 grantees, the survey included questions about the challenges they faced in getting their programs started.

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%. In the survey, grantees reported how many teacher surveys they distributed and received back. The response rate for teacher surveys was 86%,

Table A1: Teacher survey response rate (2018-19).

	Teacher Surveys Distributed	Teacher Surveys Received
Elementary	15,278	13,470 (88%)
Middle/High	12,385	10,378 (84%)
Total	27,663	23,848 (86%)

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 November 30, 2019.

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 collect 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 B.

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. Themes for these 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 an annual local evaluation report. The same report template has been used by the grantees since 2015. EDC has continued to offer regular webinars and communication related to the requirements for the local evaluation reports, so that grantees are now extremely familiar with the report templates and report expectations. Reports for FY19 (reporting on activities and data from July 2018 through June 2019) were received from grantees in the 2013, 2015 and 2019 Cohorts in December 2019. EDC worked closely with ISBE to collect and track the reports that came in. Grantees were instructed to submit one report per grant; in a small number of instances, organizations with multiple grants submitted a single report discussing those grants. Local evaluation reports were submitted for all active grants, and 138 reports were submitted and reviewed for this summary⁷.

While the report template has improved the consistency of the reports, the quality and substance of the local evaluations continue to vary greatly. Most grantees 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 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.

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

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.

recommendations for program improvement. Based on the information included in the reports at least 72% 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, but 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 3-4% of grantees did not address an objective.

- Seventy-three percent of grantees reported making progress on Objective 3 (participants in the program will demonstrate social benefits and positive behavioral changes), which may reflect grantees’ increased attention social-emotional learning activities. Grantees primarily rely on teacher APR survey data to indicate progress in this area.
- Seventy-one percent of grantees reported progress on Objective 1 (participants will demonstrate increased academic achievement), as most grantees were able to collect and analyze achievement data of their students.
- Sixty nine percent of the grantees reported making progress on Objective 4 (providing opportunities for the community to be involved and increase family involvement), as many grantees have been working on increasing community and family involvement for the past several years by offering more family focused activities and involving community organizations in their programming.
- 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 B1: Sub-grants reporting on statewide objectives (N=138)

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	3%	6%	20%	71%
2. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.	5%	4%	24%	67%

Statewide Objective	Not reported	Reported progress with no evidence	Reported progress with inconclusive evidence	Reported progress with evidence
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	1%	6%	17%	73%
4. The 21 st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	5%	9%	17%	69%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	15%	5%	14%	66%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	13%	5%	17%	65%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	14%	5%	24%	57%

Implementation Data

Implementation information included in the 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 (136, or 98.5%) included enrollment and attendance data along with student demographic data (137, or 99%). 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 (82%), only 49% of grantees provided participation data for their family programs.

Table B2: Types of implementation data reported (N=138)

Implementation data	Grantees	
	Number	Percent
Recruitment, enrollment, and attendance	136	98.5
Student demographics	137	99%
Family activities	113	82%
Family participation	68	49%
Program hours and operation	133	96%
Staff information	124	90%
Staff professional development	125	90.5%

Even though 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, the majority of the sub-grants reported family engagement activities (64%) that centered around social and academic-themed events such as ice cream socials, movie nights, book clubs, college preparation workshops, and family celebrations. Grantees also reported providing arts and dance related activities (43%) which consisted of visual arts, arts and crafts, cultural dances, crocheting and knitting classes and fine arts. Another 43% of grantees offered activities and workshops to educate parents on a variety of topics or to build their skills, which included workshops on financial literacy, parent leadership series, and resume building classes. Grantees also reported providing a variety of health, nutrition and wellness events (34%) that consisted of health and nutrition workshops, culinary classes, healthy life skills, fitness classes, and mental health counseling. A smaller portion of sub-grants provided technology and computer classes (23%) and adult education classes (13%).

Additionally, the report review revealed that while a large portion of the grantees reported that they offered events to parents and families, some were broad statements with little to no specific information provided. A small portion of grantees (19%) did not provide any information on family activities or noted that family activities were not offered.

Table B3: Types of family activities reported (N=113)

Types of activities	Grantees	
	Number	Percent
Family events (social and academic)	73	64%
Health, nutrition & wellness	38	34%
Adult education	15	13%
Informational sessions and seminars on various topics	13	11%
Technology and computer	14	23%
Parenting	19	17%
Higher education support	14	12%
Parent cafes, parent nights and meet and greet	20	18%
Family field trips	11	10%
Student showcases and performances	14	12%
Financial literacy	10	9%
Career/job development	11	10%
Parent leadership and mentoring	8	7%

Outcome Data

Collecting outcome data—and particularly data on student academic achievement—continues to be a challenge for many grantees. One of the main data points that grantees use to determine progress with respect to student academic achievement is standardized test scores. However, these data continue to pose significant challenges. In the 2014-15 the state of Illinois switched to the PARCC standardized test, grantees have had issues with accessing and interpreting these data. In the previous year’s (2017-18) evaluation many grantees did not receive PARCC scores in time to include them in their reports. In the 2018-19 school year, the state changed their standardized assessment again to the Illinois Assessment for Readiness (IAR) for grades 3 through 8, which replaced the PARCC assessment. The SAT is now used as the standardized test for high school students. Many grantees were also not able to make comparisons of the standardized test data with previous years because of this change and instead had to use grades as an indicator.

The federal Teacher APR Survey was the most frequently utilized source of outcome data in FY19 local evaluation reports, which was also the case in FY18. This survey asks each regular participant’s school day teacher to indicate positive and negative changes in behavior and achievement; 88% of grantees included findings based on these data in their reports. Seventy-five percent of grantees provided data on participants’ grades and/or changes in their grades over the course of the year, which is a slight increase from the 73% that reported these data in 2018. A smaller proportion, 27%, were able to provide standardized test scores for participating students. Interestingly, many grantees utilize surveys of youth and parents as part of their evaluation, with 76% utilizing youth surveys and 75% utilizing parent surveys which is an increase from the 66% (parent surveys) reported in 2018. 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 B4: Types of outcome data reported (N=138)

Outcome data	Grantees	
	Number	Percent
Teacher APR survey	121	88%
Youth participant survey	105	76%
Student grades/grade changes	104	75%
Parent survey	103	75%
IAR/PARCC scores	42	30%
Other assessment/outcome data	43	32%

Other assessment data: In addition to, or in some cases instead of IAR (PARCC) test score data, some grantees (32%) provided data on alternative standardized assessment. The most frequently used assessment was NWEA’s MAP interim assessment (17%). Some grantees working with high school students reported on SAT (9%) scores.

Youth participant surveys: As indicated above, many grantees (76%) 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: When I'm at the afterschool program I feel challenged in a good way.
- Quality and satisfaction with respect to environment, other students and staff. Example: Kids treat each other with respect at this afterschool program; Kids at this afterschool program are friendly.
- Self-report on changes in behavior, attitudes, and achievement. Example: Due to my participation in the afterschool program I have improved my math skills; Due to my participation in the afterschool program I have developed fewer discipline problems in school.
- Some sites reported that they surveyed students on social and emotional learning (for example, using the ACT Engage survey) Example: I can tell others how I feel without getting mad, excited or yelling; I have a sense of connection with others at school.

Parent surveys: Three quarters of the evaluation reports (75%) 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 takes more responsibility for his/her own actions.
- 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 better academic skills.
- Quality and satisfaction with respect to programming and activities for parents and families.
- Parent engagement in their child's education. Example: I feel comfortable assisting my child with their homework.
- Suggestions for improving offerings provided to parents and families.

Reported Recommendations

The majority of grantees (80%) 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 (56% and 51% respectively). Additionally, another area in which at least half (51%) of the grantees included a recommendation was related to improving recruitment and retention efforts.

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 hiring may in fact be a response to the need for better supports for youth during out of school time. 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 B5: Recommendations (N=138)

Recommendation	Grantees	
	Number	Percent
Improve/increase parent and family Involvement and programming	77	56%
Improve/increase data collection, data use, and/or evaluation	71	51%
Address recruitment, attendance, and/or retention issues	70	51%
Increase staff professional development or provide professional development to address a particular need	50	36%
Address program sustainability	47	34%
Increase/improve partnerships and/or community outreach efforts	47	34%
Expand or alter the range of program offerings and activities	39	28%
Increase/improve the connection between program and program staff and school day activities and/or teachers	31	23%
Increase/Improve social-emotional program components	25	18%
Adjust staff composition, hire staff, or address other issues through program staffing strategy	21	15%
Address Issues of student behavior in programs	13	9%
Modify/improve the alignment of academic programming with state standards	13	9%
Expand STEM activities and offerings	11	8%
Address issues related to program logistics (schedule, transport)	5	4%
Expand college and career readiness programming and supports	4	3%
Provide supports for special education students	4	3%
Improve technology use and access	3	2%
Increase/improve program components that address youth development and youth leadership, or provide mentoring	2	1%
No recommendations offered	7	5%

Parent and family programming and involvement (56% 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, ways to support parents by addressing challenges or complex stressors they may be facing, 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:

- “Continue to look for ways for the program to connect with and support students and families and continue addressing complex stressors and challenges families may be facing that impact student performance directly or indirectly.”
- “It is recommended that staff gauge parent needs and interests for parent education topics and family events, minimize barriers to attendance and participation at events, and engage families of older student by targeting their specific needs.”
- “Continue to test out the new app, REMIND, which is used to inform parents of events, opportunities for involvement and information about their child’s learning.”
- “Site coordinators should work with the Parent and Family Engagement Specialist to continue to survey parents and provide more opportunities for parents to be engaged.”
- “Continue to partner with the United Way to provide relevant and engaging family activities on a monthly basis.”
- “Reach out to parents who have not participated in any of the CHI family/parent programs or activities. Send home regular newsletters and/or promote program through social media.”

Data collection, data use, and/or evaluation (51% of grantees): About half of the grantees’ local evaluations cited the need to improve or increase the data being collected, collecting data for program effectiveness or program impact, the use of data in making decisions, or the use of evaluation in understanding their programs. Evaluations described the need to collect more and different types of data in order to determine areas of improvement and in 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.”
- “Consider collecting more data and what strategies and practices are leading to seeing improvement in student achievement. Collect more observational data and learn from other sites that are doing well in increasing academic achievement.”
- “Reassess the parent interest survey and work on improving the collection and analyzing of data.”
- “Add questions to the student and parent surveys to better determine if the program makes a difference in a child’s decision to attend school during the day.”
- “Collecting data on whether parents who become involved in programming also have their children fully engaged in the afterschool program, which would then afford an opportunity to do a two-generational impact assessment.”
- “Continue to use multiple points of data, including IAR results, teacher referral and local benchmarks to identify the neediest students.”

Recruitment, attendance and retention (51%): About half of the evaluation reports indicated in their recommendations that programs need to address issues with respect to recruitment, attendance, and retention. Some reports recommended offering incentives to promote participation in programming. Others recommended improved attendance monitoring, making sure that the students with the greatest need are targeted and prioritized, especially students with special needs. Examples of recommendations:

- “Review retention incentives with students to make sure they are of high interest and have an impact on improving the number of days attended.”
- “Increase enrollment of students with special needs, because they are not being represented in the afterschool program.”
- “Survey students who attended less than 10 days during the fall semester to determine causes that prevented students from reaching regular attendee status (30+ days).”
- “Create a protocol to standardize best practices and monitor enrollment and retention of diverse learners.”
- “Ensure that students with the greatest need are encouraged and able to attend programming. It is possible that more students with intellectual and/or learning disabilities might benefit from becoming regular attendees.”
- “It is recommended that the site coordinators from model sites and the program manager meet to discuss the strategies that are most effective in the following areas so that these practices can be replicated at other sites in the coming year: participant recruitment strategies, homework assistance/supplemental instruction, academic enrichment initiatives, tutor recruitment and retention, relationship building practices with school administrators, parent involvement, and the efficient and effective use of resources (including technological resources).”
- “Enhance youth recruitment/retention by offering a Club model at all afterschool sites by working closely with partnering schools to recruit youth alongside the schools’ own extracurricular recruitment efforts and to enroll them in twice- weekly enrichment electives.”

Staff training and professional development (36% of grantees): A good number of grantees mentioned the need for staff training and professional development within their recommendations. In some cases, the recommendation mentioned specific skills or program areas that needed to be addressed through staff development. In other cases, the recommendation suggested the need to assess staff’s professional development needs. For example, recommendations included building staff capacity to support student social-emotional development, student behavior issues and academic skills. Recommendations also cited the need to gather staff input on training. Examples of recommendation in this area included:

- “We recommend the [grantee] track staff’s feedback on each of these trainings to gauge their interest, the provider’s effectiveness, the staff’s implementation of the content, as well as assess their professional development needs to continue to provide quality workshops for them in the future.”
- “Provide staff with training on classroom management issues.”

- “Increase social-emotional development by training staff on positive discipline strategies.”
- “Continue to offer professional development and work to streamline efforts in supporting instructors and facilitators of programming.”
- “It is recommended that a similar PD program for staff be conducted in the project's second program year and address any problems as they arise so that staff members have the knowledge and skills to implement impactful strategies that can support students working to improve their academic and social performance.”
- “Build a professional development framework that offers regular, recurring support to staff in the areas of: management and leadership, equity and inclusion, out of school time and education and self-care and team building.”

Sustainability (34% of grantees): Sustainability is an area of concern for many grantees, and about 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 to build relationships with schools and community organizations to plan for sustainability through additional trainings,” 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:

- “Continue to work with the Advisory Board on a sustainability plan.”
- “Develop a sustainability plan that is comprehensive and leverages the strengths of the community’s resources and fills the resource gaps.”
- “The project's Governance Council in consultation with the Management Team and the After-School Coordination Council should continue with their planning to develop strategies for supporting the project in its new five-year cycle with supplemental funding and in-kind services.”
- “Continue to pursue new funding sources and leverage existing grant funds (such as the GEAR UP and School Improvement Grants) to enhance/sustain components of the program component.”
- “Update evaluation instruments to align with programming revisions and use evaluation data to support sustainability planning and program improvement.”

Partnerships or community outreach (34% of grantees): Recommendations related to developing better and stronger community partnerships or improving outreach efforts often were connected to the need for expanded program activities for students. These recommendations encouraged grantees to seek out community or school partnerships to provide programming, or to strengthen and improve relationships such as parent engagement and work towards sustainability of the program. Examples of recommendations:

- “Build relationships and partnerships by connecting to school community, local businesses and other organizations that have expertise in a range of areas pertaining to youth development.”

- “Review and monitor the sustainability action plan during monthly meetings with program partners, and share sustainability goals with other members of the community.”
- “Continue to build partnerships and work toward sustainability.”
- “Strengthen and expand the network of community partnerships at each site and develop new opportunities for partners to engage in the school community.”
- “Continue to explore ways for 21CCLC to support district and Title plans. Continue efforts towards sustainability through community partners and grants.”

Expand program activities (28% 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, technology and mentoring. In some instances, the recommendations suggested on the need to improve student engagement at different levels. Examples of recommendations:

- “The [afterschool] program offers a variety of STEM enrichment and Academic classes. The goal should be to continue and build on this programming.”
- “Technology-related programming should be offered more frequently at most sites in order to address the home-access technology gap that exists between the 21st Century target population and the general population of students. Lack of access to or use of technology at most sites has been an ongoing issue for several years and continued to be in 2018-19.”
- “Expand the focus of the non-tutoring programming on CAREER DEVELOPMENT and MENTORING.”
- “Sponsor long-range Service Learning/Community Service projects—that can build a bridge between the community and the 21st CCLC—to encourage students to become more comfortable with volunteering.”

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 included improving communication to help program activities better align with school-day academic content.

Recommendations included:

- “It is also important to collaborate with the school personnel. And establish an agreement on how data is going to be obtained since the beginning of the school year.”
- “...Project staff, site coordinators, and school instructional teams should include school leadership and during the day teaching staff in group planning in order to ensure that innovative and engaging activities, such as using media arts to enhance learning, and collaborating on school day connected projects on a more consistent basis and throughout the school year.”
- “Recruit school day teachers to support academics.”
- “Reexamine roles within the school to foster greater management and oversight of 21st CCLC within each school site.”

- “Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science.”
- “For FY20, staff will work directly with school day teachers to get an understanding about what the strengths and weaknesses of each student are in reading and math, monitor changes over the year, and determine how this information can be integrated into the next evaluation as well as beginning to track school assessment data on individual students.”

Social emotional learning (18% 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:

- “More one on one feedback, reflection, and mentoring sessions are recommended to positively affect social emotional learning among students.”
- “Additional social and emotional programs will be offered to this age group as well as character building programs.”
- “Increase social-emotional development by training staff on positive discipline strategies.”
- “Implement appropriate SOCIAL-EMOTIONAL LEARNING, (SEL) activities, supports, and protocols. Implementing the MOOD METER instrument (perhaps one or two of the scales) or a similar tool could provide a quick individual mood assessment daily to support student’s identified need for SEL strategies.”

Adjust staff composition, staffing strategies or hire staff (15%): Some local evaluation reports recommended that grantees address staffing issues, such as the need to hire more staff for program offerings. Other evaluations mentioned the need for a change in the types of staff that should be hired and trained. Specific recommendations included:

- “Provide staff with classroom assistants to help the instructors with classroom management issues.”
- “Continue to have a program director and staff in place and maintain strong partnerships such as Academic Development Institute.”
- “Work on a plan to hire and retain staff.”
- “Consider recruiting and training adult volunteers—and/or high school students who have been recommended by teachers—as tutors for students struggling with mathematics using real world situations that the students are likely to experience as they progress through high school and into the work place.”

Student behavior (9%): A very small number of reports included recommendations related to student behavior. Some reports cited the need to increase the communication between the

students and staff to address behavioral issues. Other reports cited identifying students specifically with disciplinary infractions and provide additional supports to address behavioral problems. Specific recommendations included:

- “Increase positive behaviors of students by increasing the communication between the school disciplinarian, school leadership, the Community School Manager, and the [grantee’s] new School-based counselor during weekly community-school leadership meetings.”
- “Recommendations include staff teaching and reinforcing clear, positively stated expectations for behavior and incentivize pro-social behavior, and behavioral and academic improvement or effort.”
- “Recommendations include identifying students with multiple disciplinary infractions and those that are socially isolated or that don’t appear to have a strong relationship with at least one staff member for mentoring or intervention.”
- “Utilize the Social Worker, especially at the Middle School, to monitor the student’s in the 21st Century who are receiving discipline referrals during the school day to provide either small group or individual intervention in an attempt to improve school behavior.”

Academic programming (improve program and alignment 9%): A small number of reports included recommendations related 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 standards. Specific suggestions included:

- “Academic activities will address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math and science. Grant Director and District Curriculum Directors will continue to work with site coordinators and staff to develop standard-based learning activities for math, literacy, science and the arts. Identify strategies for infusing literacy and math goals into STEM activities.”
- “Continue to survey students to make sure programming is of interest.”
- “Speak with program staff regarding the types of instructional resources they would find useful for strengthening the academic component of the program and consider investing some additional grant funds in this area.”

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 more 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 90% of grantees provided evidence of progress for some of the statewide objectives, which is an increase from last year (over 70%). Grantees are also utilizing parent and student surveys, with at least 75% of grantees reporting on parent and student survey data. While grantees are reporting consistently on their implementation and they have improved in collecting parent and student survey data, some outcome data continues to be a challenge for grantees. The Teacher APR survey continues to be 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: 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	2891	5090	1451	1503	1478	326	106	120	12965
Completing homework to the teacher's satisfaction	2573	1660	1551	1543	1522	322	101	115	9387
Participating in class	2484	4944	1641	1857	1750	181	54	46	12957
Volunteering (e.g. for extra credit or more responsibilities)	2627	1188	1181	1330	2781	94	21	38	9260
Attending class regularly	4623	987	768	813	1903	174	63	60	9391
Being attentive in class	2656	1108	1350	1785	1757	450	114	86	9306
Behaving well in class	3270	4244	1106	1350	1700	505	200	103	12478
Academic performance	2046	1410	1966	2046	1440	318	97	69	9392
Coming to school motivated to learn	2986	1187	1375	1617	1790	250	94	83	9382
Getting along well with other students	3571	1106	1101	1351	1588	361	110	90	9278

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	1886	3054	1166	1409	1123	338	142	111	9229
Completing homework to the teacher's satisfaction	1653	1110	1360	1388	1147	314	128	104	7204
Participating in class	1595	3186	1212	1409	1435	236	81	83	9237
Volunteering (e.g. for extra credit or more responsibilities)	1794	893	951	1178	2007	159	44	69	7095
Attending class regularly	3042	905	715	806	1313	234	84	92	7191
Being attentive in class	1968	982	1133	1289	1173	359	121	114	7139
Behaving well in class	2508	2795	862	1090	1182	317	135	106	8995
Academic performance	1465	1104	1440	1453	1089	375	148	126	7200
Coming to school motivated to learn	1942	906	1113	1268	1430	314	104	126	7203
Getting along well with other students	2720	837	894	1008	1268	222	80	77	7106