

21st CCLC Annual Statewide Evaluation

2011 Fall Kickoff Workshop
October 6, 2011

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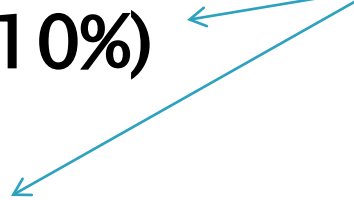


Overview

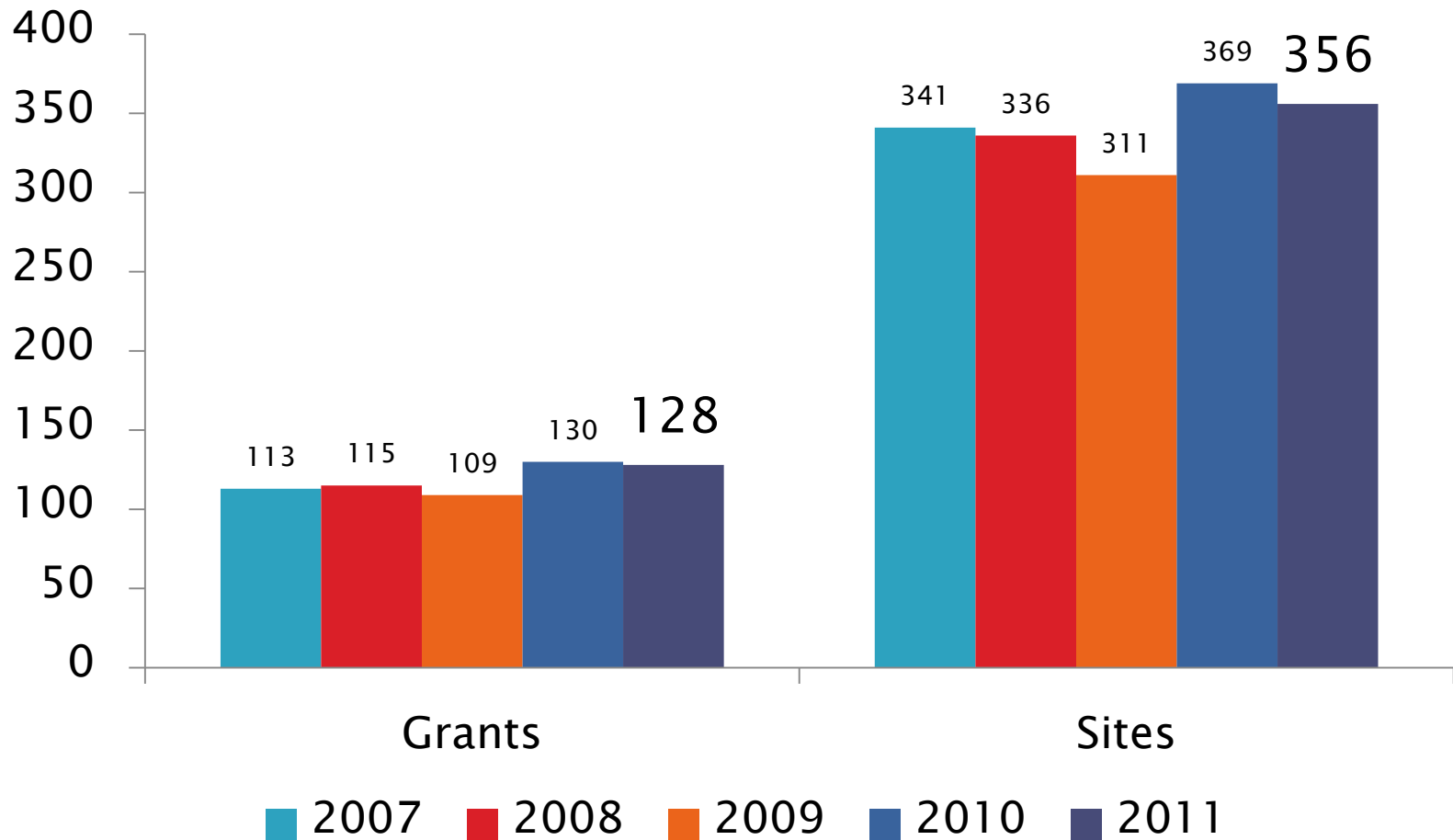
- ▶ Brief Look at Outcomes
- ▶ How We Use the Data

2010–2011

Integrated, Focused Plan of Action

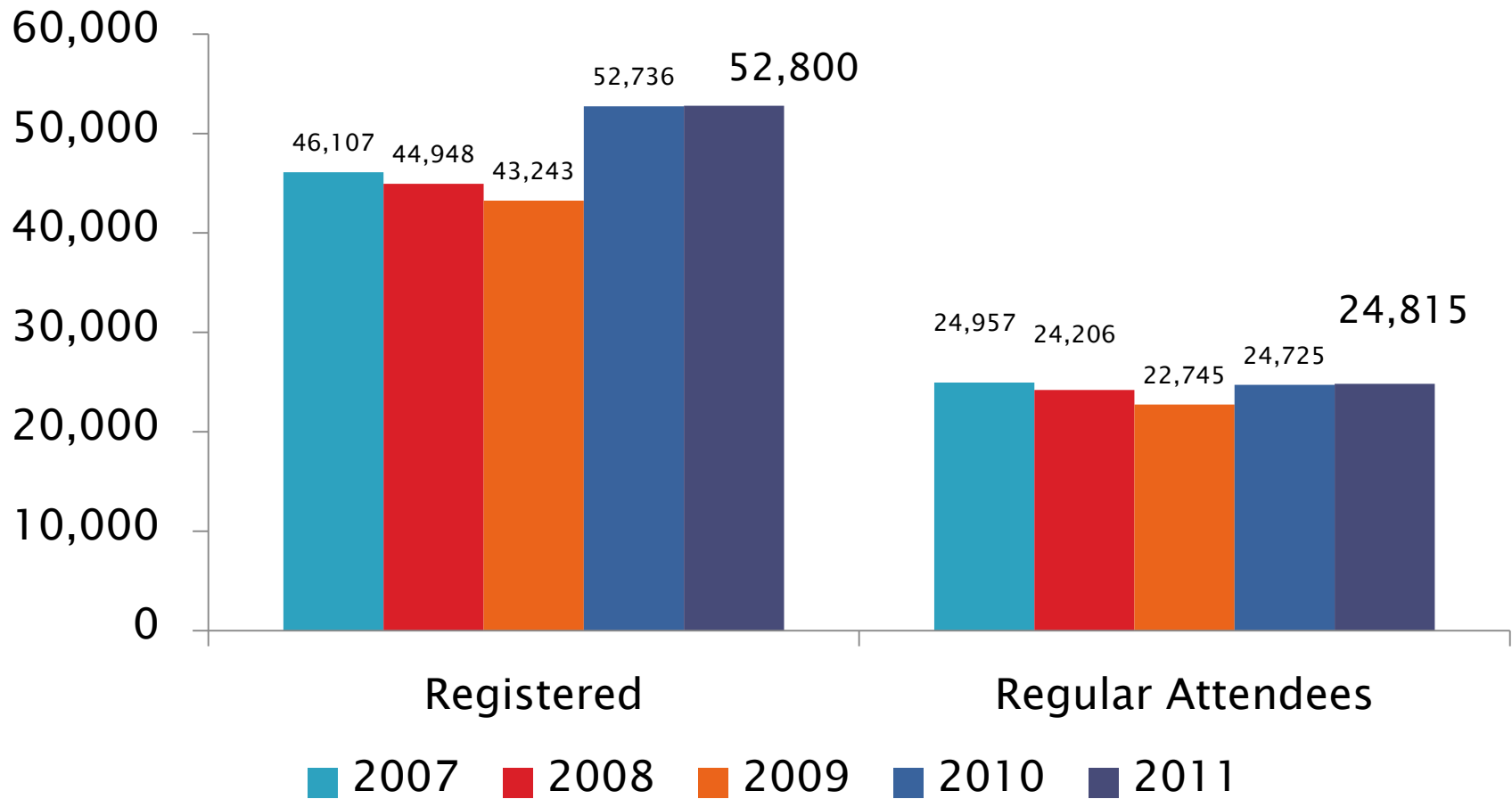
- ▶ **Improve Student Retention (by 10%)**
 - ▶ **Improve Family Programming**
 - ▶ **Provide Targeted and Intensive Technical Assistance**
 - ▶ **Implement More Effective Monitoring and Evaluation of 21st CCLC Programs**
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The Big Picture

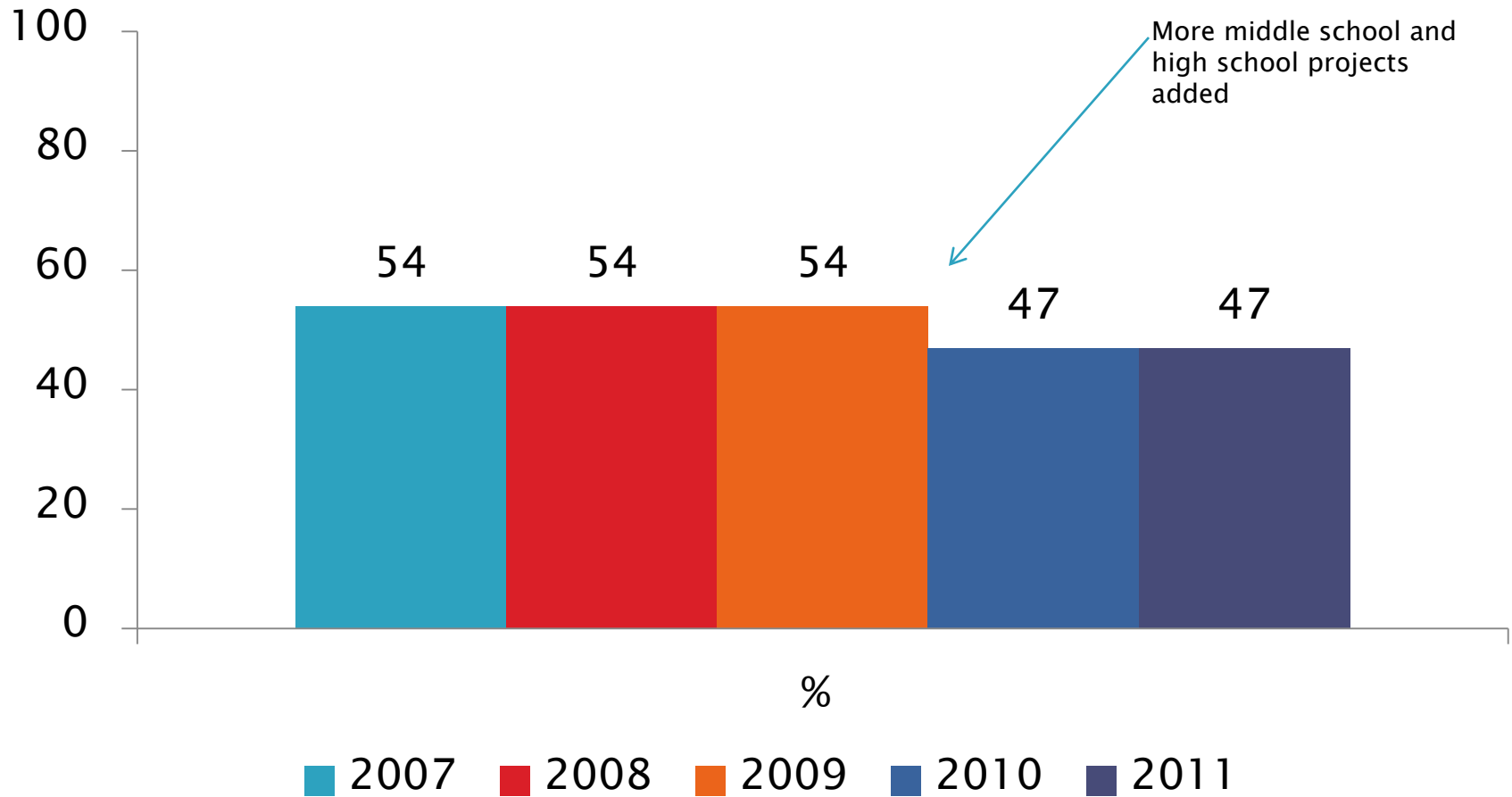


As reported on Annual/Spring Survey

Number of Students



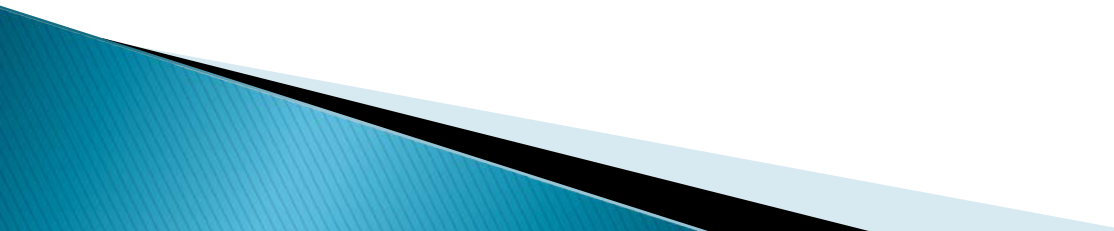
Percentage of Regular Students



Serving Low-Income Students

- ▶ Low-Income
 - 75% + all 21st CCLC students
 - 85% + students attending 30 or more days
- ▶ Similar to 2010 data

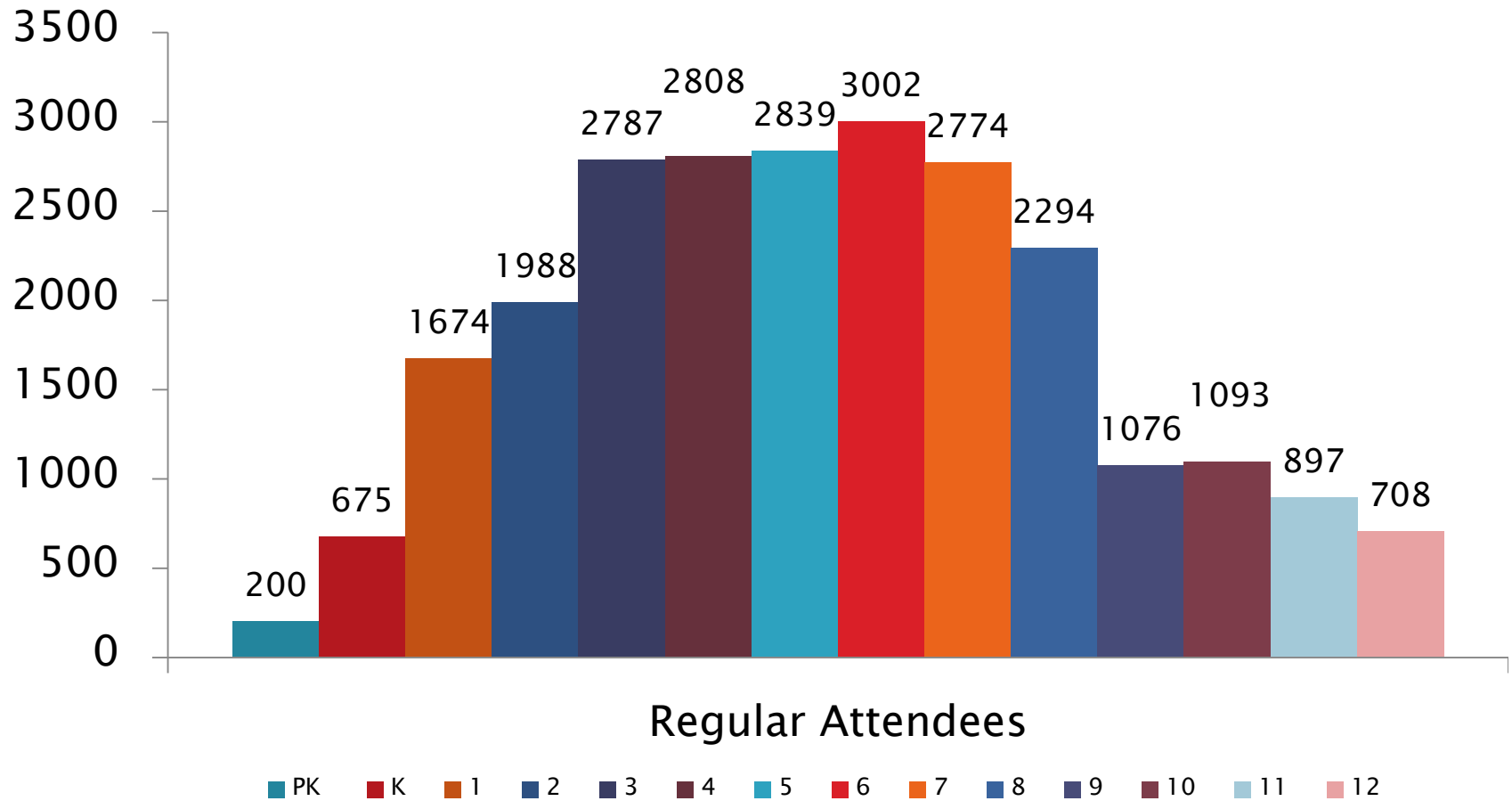
Locations

- ▶ 93.5% in public schools
 - ▶ 2.5% in community centers
 - ▶ 2.2% in churches
 - ▶ 1.7% in other places or combination
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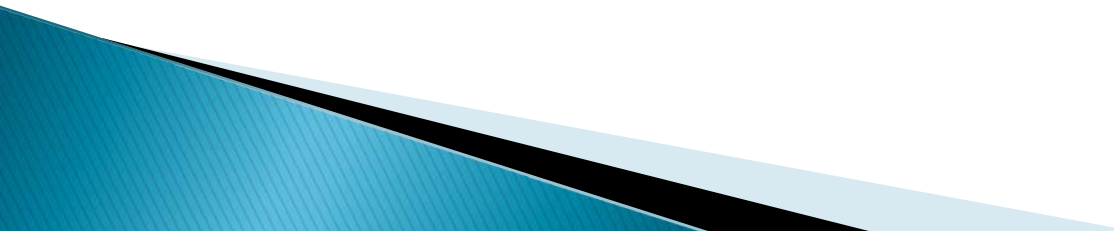
Filled Seats

- ▶ Decrease in the number of proposed students to change from 2010 to 2011
- ▶ In 2011, filled 125% of the adjusted number of proposed students to serve

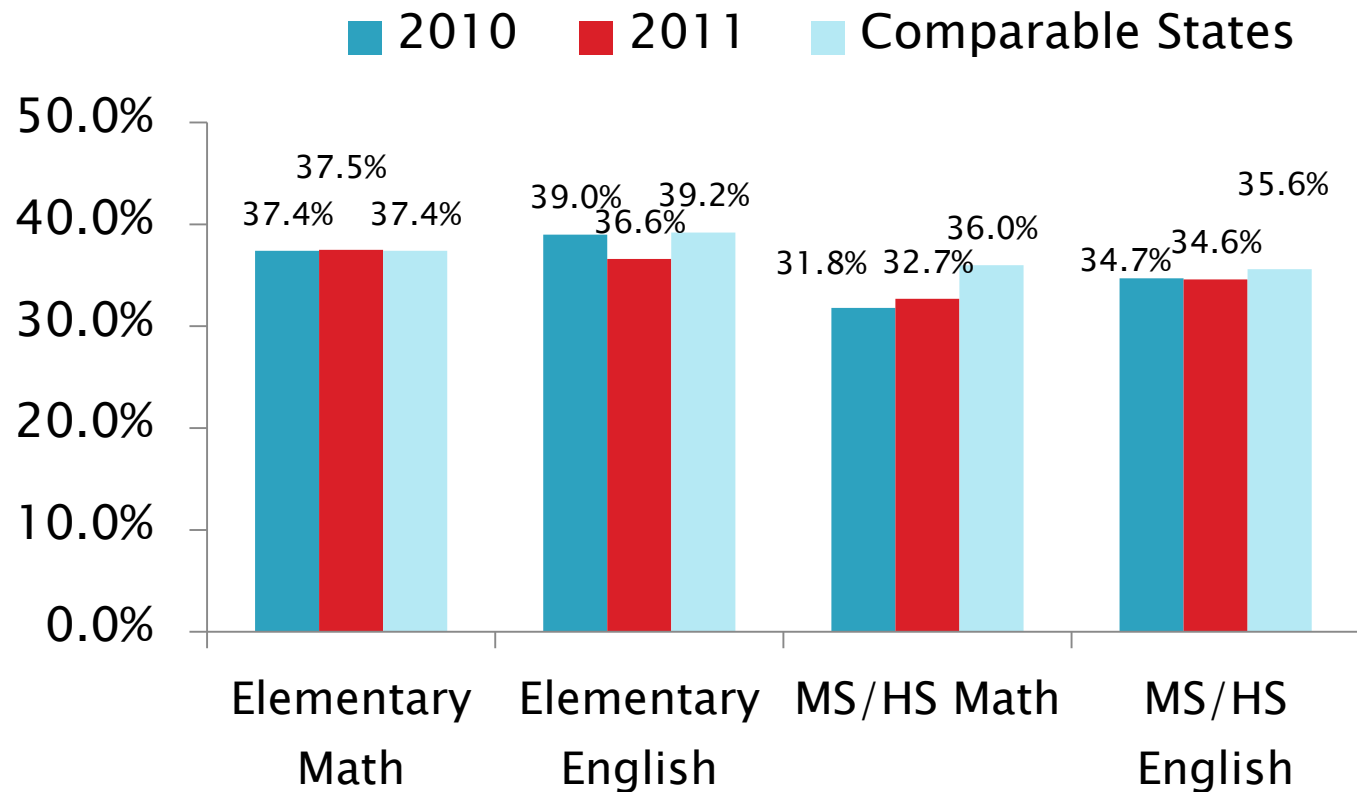
Breakdown by Grade



Adult Programming

- ▶ Number of adults projected = 16,649
 - ▶ Number reported = 16,858
 - ▶ Last year served 8,857
 - ▶ But programming still is not ongoing, skill development of parent/guardians, which is a requirement for 2010 and 2012 cohorts
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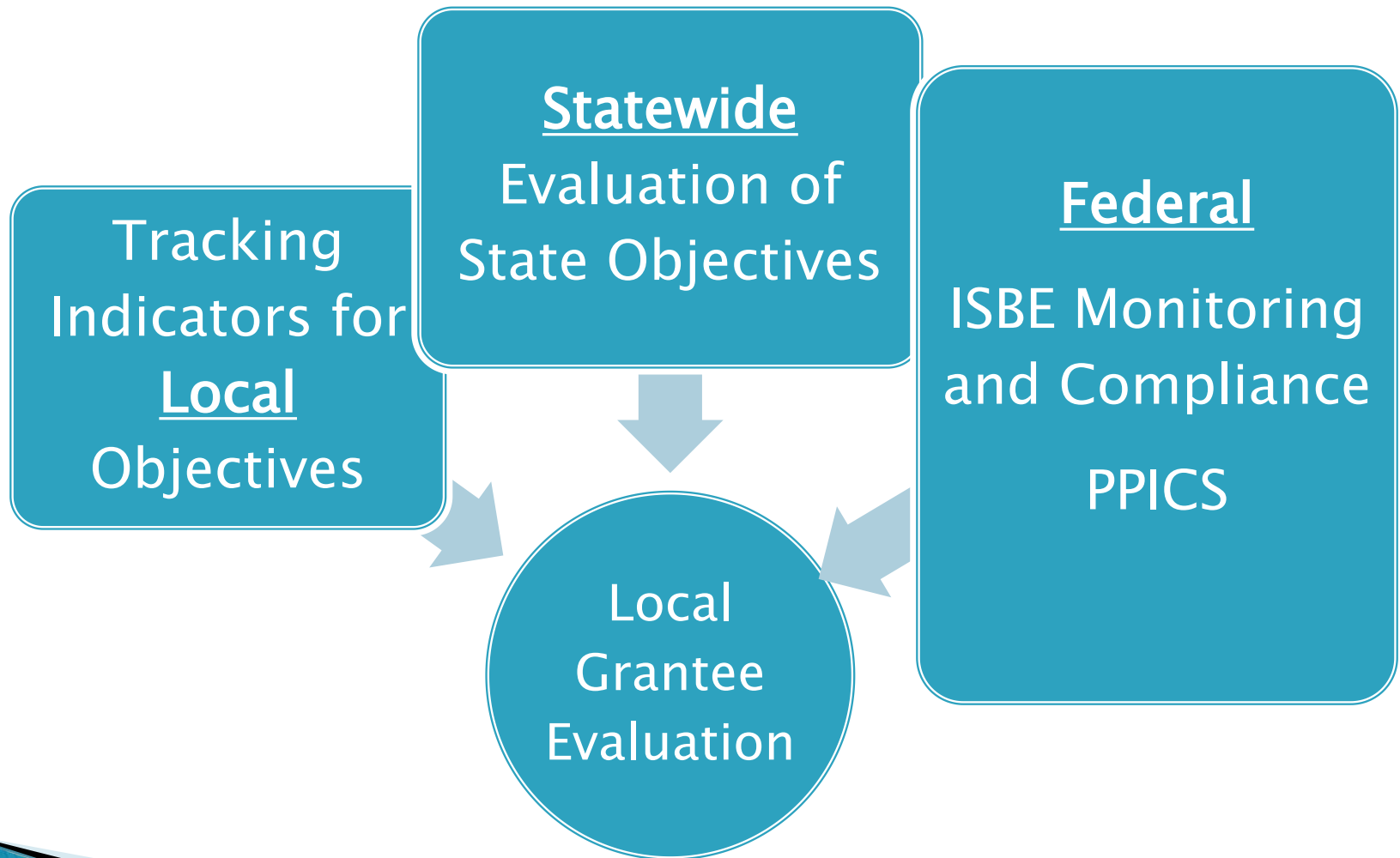
Improved by Half Grade or More




Teachers Reported

- ▶ Improve homework and participation
 - Elementary – trend data of 71–73% compared to 72% for comparable states
 - MS/HS – trend data of 66–67% compared to 69% for comparable states
- ▶ Improved behavior
 - Elementary – trend data of 65–66% compared to 66% for comparable states
 - MS/HS – trend data 63–62% compared to 65% for comparable states

EVALUATION and MONITORING/COMPLIANCE



Statewide Summative Trend Evaluation

- ▶ A trend analysis for 2003–2010 of how projects evolve
 - ▶ What was sustained in regards to programming, staffing, number of students served, and parent/guardians served?
 - ▶ Were there barriers that had to be addressed to facilitate the sustainability?
 - ▶ Were there specific features or characteristics of 21st CCLC programs that are associated with sustainability and exemplary outcomes over the long term?
 - ▶ Did student participation beyond required minimum days (dosage) affect behavior changes, academic achievement, and/or school involvement?
 - ▶ Did high quality programs lead to higher student retention and achievement?
 - ▶ Did programs showing short-term gains in their early years sustain the momentum during and after the funding period?
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THANK YOU!