

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

**Statewide Program Evaluation  
FY24**

*May 2025*

*Prepared by:*

Leslie Goodyear, Ph.D.

Sophia Mansori

Joshua Cox

Sheila Rodriguez

Nora van Wassenauer



**EDC.ORG**

## EXECUTIVE SUMMARY

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

Goal 1: Schools will improve student achievement in core academic areas.

Goal 2: Schools will show an increase in student attendance and graduation from high school.

Goal 3: Schools will see an increase in the social emotional skills of their students.

Goal 4: Programs will collaborate with the community.

Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.

Goal 6: Programs will provide ongoing professional development to program personnel.

Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

## IMPLEMENTATION

The state of Illinois had 161 active grants during FY24 (July 1, 2023, through June 30, 2024), from 4 grant cohorts (2015, 2021, 2022, and 2023). Cohort 2015, which has been operating for 10 years due to a grant extension, represented 45% of these grants.

FY24 Grant Outputs	
# Grantees	161
# Sites	503
Total # students served	53,714

Additional information about grants, sites, and participants:

- 52% of grantees operated 1 to 3 sites
- 81% of grantees served elementary school students, 79% middle school, and 51% high school
- 51% of participants were in elementary school
- 43% of grantees were in the city of Chicago (ISBE's 21<sup>st</sup> CCLC funding area region 7)
- 37% of participants were Hispanic or Latino and 31% were Black or African-American
- 50% of participants in grades Pre-K through 5 attended 90 hours or more, while 24% of participants in grades 6 through 12 reached this attendance level.

Grantees identified and recruited participants through referrals from school staff and parents/guardians, identified students with the greatest need through academic achievement data, school attendance data, and students' free or reduced lunch eligibility. According to state data, 38% of participants were low income, 18% limited English proficiency, and 7% had an IEP. Grantees indicated that factors that played the greatest role in student recruitment and retention were that they provided a safe place for students, opportunities to have fun, and opportunities to participate in extra-curricular activities.

## PROGRAM ACTIVITIES

While all 21<sup>st</sup> CCLC grantees provided academic support, they also offered other kinds of programming and activities, including social-emotional learning (SEL), arts, and STEM, to create a comprehensive program.

Percent of grantees offering programming by age group served.

Programming Type	Elementary (N=130)	Middle (N=127)	High (N=82)
Social-emotional learning	98%	96%	94%
Arts programs	97%	98%	93%
STEM activities	95%	95%	8%

Additional program components and activities included:

- Tutoring and homework help, focused on mathematics (96%) and ELA/reading (94%)
- Integration of technology through computer programming (61%) and media-making activities (57%)
- Fitness and sports activities (85% or more of grantees)
- Summer programming (76% of all sites), with 74% of those offering programming for 4-6 weeks
- Implementation of trauma-informed practices (82%) and a variety of curricula focused on building social-emotional skills

In addition, nearly all sites reported that they provided family programming or parent engagement activities, with the majority (93%) indicating that they held family activity nights and student showcases and performances. Grantees reported engaging over 52,000 family participants.

## PARTICIPANT OUTCOMES

Several indicators provided different perspectives on student outcomes.

- State assessment data for participants in grades 4-8 indicated that 12% of those participants demonstrated growth in reading and 4% demonstrated growth in mathematics.
- 51% of students in grades 7-8 and 10-12 who had a GPA below 3.0 in the previous year improved in FY24.
- APR Teacher Survey data indicated that 71% of elementary students and 70% of middle and high school students improved with respect to completing homework to the teacher's satisfaction.
- APR Teacher Survey data also indicated that 68% of elementary students and 58% of middle and high school students improved their behavior in class.
- School attendance data indicated that 61% of participants (across grades) that had attendance below 90% in the previous year improved attendance in FY24, and the proportion of students improving attendance increased with increased program attendance.
- 40% of students that had in-school suspensions in the previous year had fewer suspensions in FY24.

## ORGANIZATIONAL CAPACITY

Thirty-one percent of 21<sup>st</sup> CCLC staff were made up of school-day teachers and 19% were other non-teacher school staff. Grantees provided their staff with professional development and training in several areas, mostly commonly addressing social-emotional learning (91%), trauma-informed practices (81%), and team-building (78%).

Grantees engaged in their own local program evaluation activities, with 87% indicating they had an external program evaluator. Grantees worked toward program sustainability by developing partnerships and coordinating with other funding sources to support the program. However, just 36% of grantees indicated that most or all of the program components were sustainable beyond the grant at the time of reporting.

## CONCLUSIONS

The variety of data considered in this report provided evidence of varied progress toward meeting each of the statewide program objectives:

- **Participants in the program will demonstrate increased academic achievement:** While state assessment data showed growth for a small percentage of participants, other indicators, including the perspective of school day teachers and student GPA indicated that program participants demonstrated some sort of academic improvement.
- **Participants in the program 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:** Nearly all grantees provided opportunities for program participants to engage in a wide variety of arts, STEM, and physical activities, as well as use technology.
- **Participants in the program will demonstrate social benefits and exhibit positive behavioral changes:** Teachers reported that more than half of their students improved their classroom behavior. In addition, some participants improved their school day attendance (61%) and decreased in-school suspensions (40%).
- **The 21<sup>st</sup> CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children:** While parent engagement has historically been a challenge for grantees, essentially all grantees offered some form of family engagement program, and the number of family participants was nearly the same number of student participants.
- **Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance:** Grantee prioritized recruitment of students in need of academic and behavioral support; 38% of participants were low income and 18% limited English proficiency.
- **Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students:** All grantees provided professional development to their staff, with a significant support on supporting the emotional and mental health of students through training on social-emotional learning (91%), and trauma-informed practices (81%).
- **Projects will create sustainability plans to continue the programs beyond the federal funding period:** Sustaining programming beyond the life of the grant continues to be uncertain for most programs, with only 36% of grantees indicated that most or all the programming is sustainable after the grant.

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>2</b>
ABOUT THIS REPORT .....	3
<b>PROGRAM IMPLEMENTATION .....</b>	<b>5</b>
GRANTS, SITES, AND ATTENDANCE .....	5
PROGRAM OPERATIONS .....	9
PROGRESS IN PROGRAM IMPLEMENTATION .....	13
<b>PARTICIPANT ACTIVITIES .....</b>	<b>14</b>
PROGRAM COMPONENTS .....	14
STUDENT AND FAMILY INCLUSION .....	21
<b>PARTICIPANT OUTCOMES.....</b>	<b>23</b>
STUDENT ACHIEVEMENT AND ENGAGEMENT .....	23
STUDENT BEHAVIOR .....	25
<b>ORGANIZATIONAL CAPACITY .....</b>	<b>28</b>
STAFFING AND PROFESSIONAL DEVELOPMENT .....	28
EVALUATION AND CONTINUOUS IMPROVEMENT .....	29
FUNDING AND SUSTAINABILITY .....	29
<b>CHALLENGES AND RECOMMENDATIONS .....</b>	<b>31</b>
BARRIERS TO IMPLEMENTATION .....	31
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT.....	32
LESSONS LEARNED FROM COHORT 2015.....	33
<b>CONCLUSION .....</b>	<b>34</b>
<b>APPENDIX A: APR TEACHER SURVEY DATA .....</b>	<b>36</b>
<b>APPENDIX B: LOCAL EVALUATION REPORT SUMMARY .....</b>	<b>38</b>
COHORT 2015 .....	38
COHORTS 2021, 2022, AND 2023 .....	41

## INTRODUCTION

The Illinois State Board of Education (ISBE) has implemented the United States Department of Education-funded Nita M. Lowey 21st Century Community Learning Centers program (21st CCLC) since 2003. According to ISBE's strategic plan, the program:

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

ISBE has seven statewide goals and corresponding objectives for the 21<sup>st</sup> CCLC program included below.

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

## ABOUT THIS REPORT

This statewide evaluation report encompasses all grant-funded programs and activities implemented through subgrants active during FY24 (July 1, 2023, through June 30, 2024). These 161 subgrants include awards given in 2015 that were given an additional 5 years of funding at the end of their initial 5-year awards and ended at the end of FY24, as well as grants awarded in 2021, 2022, and 2023. Subgrant awards and the associated organizations, called “grantees” throughout this report, are referred to by their award year as Cohort 15, 21, 22, and 23 throughout this report.

This report provides a summary and analysis of data collected by and made available to EDC for FY24. These data include:

- EDC’s Annual Evaluation Survey, administered to all active grantees in June 2024, is indicated throughout this report as (AS). The survey was completed by all 161 grantees (100% response rate).
- Annual local evaluation reports submitted by each grantee for FY24. Reports for Cohort 15 grantees were submitted in June and July 2024 as their grants ended June 30, 2024. Reports for all other cohorts were submitted in January 2025. Data from these reports are indicated as (LER).
- Illinois Report Card data (IRC), which are the data provided to the federal APR system and include student attendance and achievement information for the 2023-24 school year, are indicated throughout this report as (APR).

This report is organized into the following sections.

- *Program Implementation:* This section includes information about grantees’ implementation of programs for the year. It includes program totals for attendees and sites, as well as information about organizations and staffing, recruitment and retention, and program components.
- *Participant Activities and 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.
- *Conclusion:* This section considers the data and findings with respect to each of the statewide program objectives.

## GPRA Indicators

The U.S. Department of Education revised the Government Performance and Results Act (GPRA) indicators in FY22. The new GPRA indicators included some significant changes:

- Student attendance changed from being reporting by days to hours. While previously, students were designated “regular” attendees if they came to the program for more than 30 days, under the new indicators there is no “regular” designation.
- Under the new GPRA, academic achievement is measured by positive changes in state assessment scores for participants in grades 4 through 8. For students in grades 7-8 and 10-12, GPA is used as an indicator of improvement.
- Requirements for the APR Teacher Survey data changed. Previously, surveys were collected for “regular” attendees in all grades. Under the new GPRA indicators, surveys are collected for all participants in grades 1 through 5. The APR Teacher Survey is expected to include questions

about engagement in learning as indicated by improvement in homework completion, classroom participation, and classroom behavior.

- School day attendance is now included as a GPRA indicator. Improvement in attendance is reported for students with attendance below 90% for the previous year.
- School day suspension data are also a GPRA indicator. The number of students that have a decrease in in-school suspensions compared with the previous year is now reported as an indicator.

These GPRA changes have had an impact on the statewide evaluation. Data for many of these indicators are not available for all grantees. Changes in assessment and academic achievement data mean that trend data are limited. Also, although the teacher survey is no longer required for middle/high school participants, the statewide evaluation has continued to collect APR Teacher Survey data for both elementary and middle/high participants if grantees have those data available. As it is not required, sites are sending out fewer surveys for middle and high school students than in previous years. However, the sites that do administer the survey for middle and high school students have a 64% response rate, indicating they have established systems in place for this data collection activity. Data on the number of surveys distributed and received are included in the table below.

*Table 1. APR Teacher Survey distribution and response rates for FY24 (AS)*

	Elementary	Middle/High
Sites that distributed surveys	309	170
# Surveys distributed	19961	6491
# Surveys received	14787	4123
Percent of surveys returned (survey response rate)	74%	64%



## PROGRAM IMPLEMENTATION

### GRANTS, SITES, AND ATTENDANCE

There were 161 grants operating programs during FY23 (July 1, 2022 – June 30, 2023). These included grants from 4 cohorts: 2015, 2021, 2022, and 2023. These grantees provided programming at 503 sites and served over 65,000 students. On average, grants served 333 students. Fifty-two percent of grants operated 1 to 3 sites, with 48% operating 4 or more sites. Most of the grants served students in elementary grades (81%) and middle school (79%) (Table 4). Just over half (51%) of the participants were in elementary school, and 25% were in middle school (Table 5). Fifty-one percent of grantees served high school students, and 25% of all participants were in high school.

*Table 2: Grantees, sites, and students served (AS, APR)*

	FY24
Grantees	161
Sites	503
Total # students served	53,714
Average # students per grant	333
Median # of students per grant	277

*Table 3: Number of sites per grant (AS)*

	Grantees (N=161)	
	Number	Percent
1 site	28	17%
2 sites	25	16%
3 sites	31	19%
4 sites	55	34%
5 or more sites	22	14%
Total	161	100%

*Table 4: Grants by grade level served (AS)*

	Grants (N=161)	
	Number	Percent
Elementary School Students (Grades PreK-5)	130	81%
Middle School Students (Grades 6-8)	127	79%
High School Students (Grades 9-12)	82	51%

Table 5: Grade level of participants (APR)

	Participants	
	Number	Percent
Pre-Kindergarten	249	<1%
Kindergarten	2,102	4%
1 <sup>st</sup> grade	3,645	7%
2 <sup>nd</sup> grade	4,720	9%
3 <sup>rd</sup> grade	5,466	10%
4 <sup>th</sup> grade	5,591	10%
5 <sup>th</sup> grade	5,480	10%
6 <sup>th</sup> grade	4,735	9%
7 <sup>th</sup> grade	4,368	8%
8 <sup>th</sup> grade	3,913	7%
9 <sup>th</sup> grade	3,677	7%
10 <sup>th</sup> grade	3,563	7%
11 <sup>th</sup> grade	3,505	7%
12 <sup>th</sup> grade	2,700	5%
Total	53714	100%

Overall, the proportion of students served by each cohort aligns with the proportion of grants in the cohort (see Table 6). It is worth noting that Cohort 15 is significantly larger than subsequent grant cohorts, representing 45% of active grants and 48% of participants during FY24. The number of students participating over the past 5 years has fluctuated. This is in part due to the beginning and ending of grant cohorts. However, it is noteworthy that Cohort 2015 has not returned to pre-pandemic participation numbers (see Table 7).

Table 6: Grants, sites, and student participants by cohort in FY24 (APR)

Cohort	# Grants	% of All Grants	# Students	% of All Students
2015	73	45%	25,674	48%
2021	31	19%	10,575	20%
2022	35	22%	9,533	18%
2023	22	14%	7,932	15%
Total	161	100%	53,714	100%

Table 7: Number of students served over the past 6 years, by cohort (APR)

Cohort	FY20	FY21	FY22	FY23	FY24
2013	12,155	5,878	9,720		
2015	28,690	14,936	23,628	26,603	25,674
2019	10,885	5,756	8,492	9,224	
2021		4,772	10,799	10,896	10,575
2022			8,079	10,898	9,533
2023				7,422	7,932
Total	51,730	31,342	60,718	65,043	53,714

## Regional Funding Areas

ISBE's 21<sup>st</sup> CCLC program has divided the state into 7 regional funding areas (see Figure 1). EDC coded grantee organizations based on their addresses into these regions to provide information about the distribution of programming across the state.

In FY24, 43% of all grantees were located in Region 7, which is the city of Chicago. As illustrated in Table 8 below, the distribution across regions is largely consistent across grants, sites, and participants (i.e. Region 4 has 6% of grants, 5% of sites, and 5% of participants). However, some variance might be attributed to the population density of some areas (Region 7) and sparseness of other areas (Region 3).

Table 9 provides information about the distribution of grants across regions in each cohort. The proportion of grants in each region varies from year to year. As Cohort 205 ends, it may be useful for ISBE to consider regions that may benefit from additional funding in subsequent cohorts.

Figure 1. ISBE 21<sup>st</sup> CCLC regional funding areas

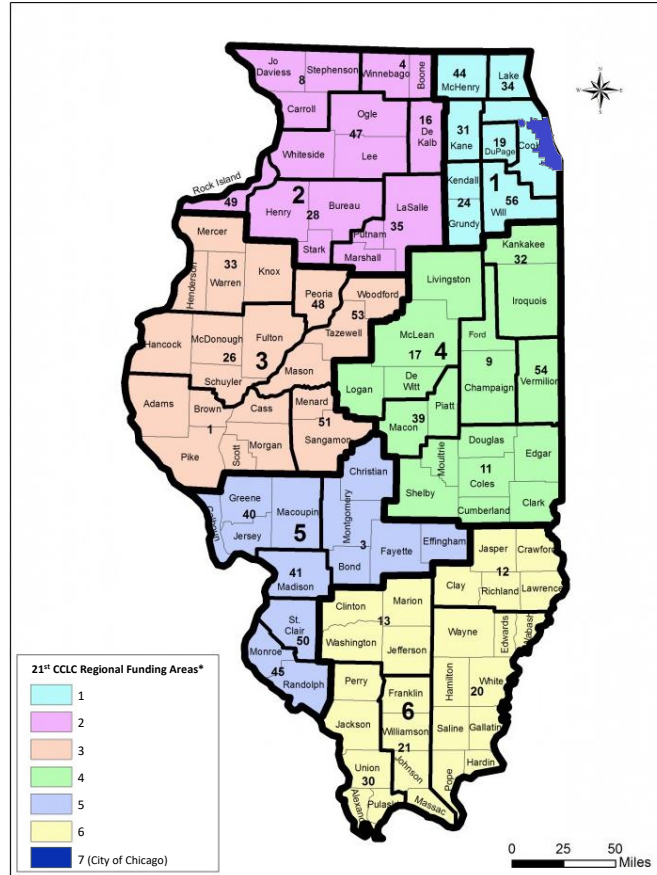


Table 8: Grants, sites, and participants by region (AS)

Region	Grants		Sites		Participants	
	Number	Percent	Number	Percent	Number	Percent
Region 1	26	16%	85	17%	7379	14%
Region 2	16	10%	47	9%	5743	11%
Region 3	25	16%	82	16%	5735	11%
Region 4	10	6%	27	5%	2647	5%
Region 5	6	4%	21	4%	1867	3%
Region 6	9	6%	17	3%	2013	4%
Region 7 (Chicago)	69	43%	224	45%	28330	53%
TOTAL	161	100%	503	100%	53714	100%

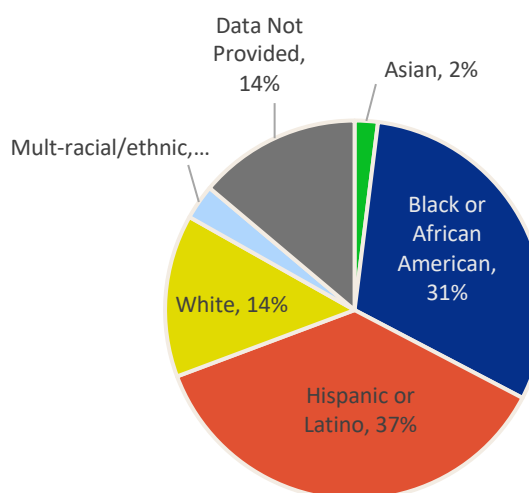
Table 9: Grants in each cohort, by region (AS)

Region	2015		2021		2022		2023		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Region 1	9	12%	4	13%	7	20%	6	27%	26	16%
Region 2	11	15%	0	0%	3	9%	2	9%	16	10%
Region 3	9	12%	8	26%	6	17%	2	9%	25	16%
Region 4	4	5%	3	10%	2	6%	1	5%	10	6%
Region 5	5	7%	0	0%	0	0%	1	5%	6	4%
Region 6	4	5%	1	3%	1	3%	3	14%	9	6%
Region 7 (Chicago)	31	42%	15	50%	16	46%	7	32%	69	43%
TOTAL	73	100%	31	100%	35	100%	22	100%	161	100%

## Participant Demographics

The largest proportion of participants were Hispanic or Latino students, at 37%; Black or African-American students made up 31% of participants (see Figure 2). Students were fairly evenly split by gender, with 45% female, 40% male, and 15% no data provided.

Figure 2. Race/ethnicity of participants

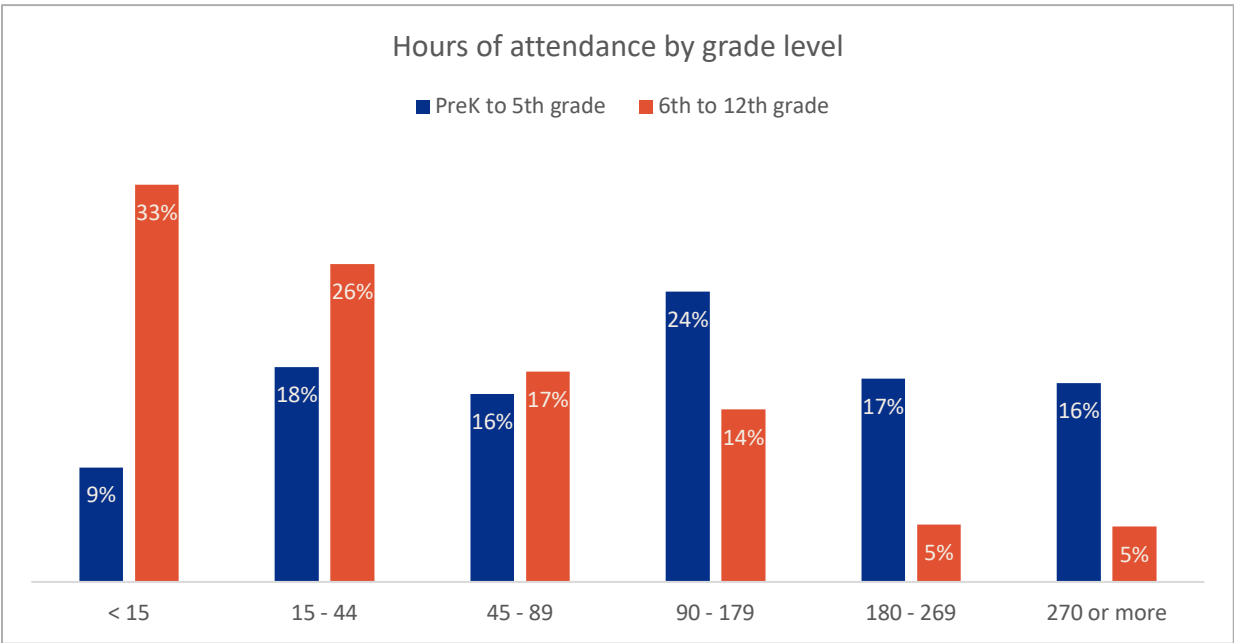


Participant Attendance and Dosage

FY24 is the third year of the 21<sup>st</sup> CCLC program reporting student attendance in hours instead of days, following changes in the GPRA indicators. Students are grouped into one of 6 bands of attendance: less than 15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, and 270 or more hours. There is no designation for “regular” attendance or target number of hours specified by the US Department of Education.

As in previous years, participants in grades pre-K through 5 had higher attendance rates than students in grades 6 through 12. Over 50% of elementary students attended 90+ hours of programming, while only 24% of middle and high schools did so. One third of participants in grades 6 through 12 attended less than 15 of programming.

Figure 3. Proportion of students in each attendance band by grade level (APR)



PROGRAM OPERATIONS

Recruitment and retention

Grantees reported that school staff, including teachers, administrators, and counselors, are the primary source of program referrals at all grade levels (Table 10). Parent/guardian referrals are also widely used, though slightly less common in high school programs. Internal program referrals and student self-selection are frequently reported across all grade levels, with student self-selection being particularly prevalent in high school. Community agency referrals and peer referrals are less common overall, with their use declining in high school programs.

Table 10: Program referral sources, by age group (AS)

Type of Referral	% of grantees indicating referral method for:		
	Elementary School (N=130)	Middle School (N=127)	High School (N=82)
School Staff Referrals (e.g., teachers, administrators, counselors, etc.)	98%	98%	99%
Parent/Guardian referrals	95%	94%	90%
Internal Program Referrals	92%	93%	99%
Student self-selections (including returning students)	84%	87%	88%
Community agency referrals	65%	65%	59%
Sibling/peer referrals	48%	45%	40%

To identify students with the greatest need, grantees relied on a range of data sources across all grade levels (Table 11). Grades and assessment data were most commonly used, along with school attendance records and free or reduced lunch status. Teacher progress reports also played a key role in assessing student needs. Special needs designations or Individualized Education Plan information, standardized assessment scores, and English-language learner status were additional factors considered. Behavioral data, including disciplinary incidents or behavior referrals, were also used to help identify students who could benefit most from program participation.

Table 11: Indicators of students with the greatest need, by age group (AS)

Indicator	% of grantees indicating use of indicator for:		
	Elementary School (N=130)	Middle School (N=127)	High School (N=82)
Grades and/or school and district assessment data	91%	89%	93%
School attendance data	89%	87%	88%
Free/reduced lunch status	89%	87%	85%
Teacher progress reports	82%	77%	83%
Special needs designation or IEP information	73%	72%	71%
Standardized assessment scores	65%	68%	68%
English-language learner status	68%	71%	72%
Disciplinary incidents or behavior referrals	66%	69%	71%

Most programs indicated that they were well-prepared to support students with specific challenges or needs (Table 12). Support for students experiencing homelessness and students with asthma was most available. While many programs were also equipped to assist students with diabetes and other chronic health conditions there may be opportunities to further strengthen resources and training to ensure comprehensive support for all students.

Table 12. Program preparation to support students with specific challenges or needs (AS)

Program equipped and/or staff prepared to support:	Grants (N=161)	
	Number	Percent
Students experiencing homelessness	137	85%
Students with asthma	135	84%
Students with diabetes	112	70%
Students with other chronic health conditions	107	66%

Grantees used a variety of strategies to retain students in their programs across all grade levels (Table 13). Creating an inviting and inclusive environment was the most common approach, reported by nearly all programs. Many grantees also indicated that they reached out to parents when students showed patterns of absenteeism, with slightly higher outreach at the elementary level. Additionally, programs frequently collaborated with school staff as well as reaching out directly to students to address attendance concerns. Incentive systems were used less frequently. Overall, grantees applied a combination of supportive environments, family engagement, and proactive communication to encourage consistent participation.

*Table 13. Program retention strategies, by age group (AS)*

Strategy	% of grantees indicating retention strategy for:		
	Elementary School (N=130)	Middle School (N=127)	High School (N=82)
Program provides an inviting and inclusive environment that encourages student attendance	100%	98%	98%
Program reaches out to parents when students demonstrate patterns of absenteeism	98%	94%	89%
Program reaches out to students when they demonstrate patterns of absenteeism	89%	88%	90%
Program conducts outreach to school staff (e.g., teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism	88%	87%	91%
Program operates an incentive system rewarding student attendance in the program	52%	47%	46%

Figure 4. Program elements that support student recruitment and retention (AS)



## Communications

Grantees used a range of communication methods to engage with parents and guardians, with slight declines in the use of most methods for programs serving older students (Table 14). Phone calls and notes sent home were the most commonly used methods across all grade levels. Grantees had in-person meetings more frequently in elementary school (93%) than in high school (83%). Texting, newsletters, and social media are also commonly used across grade levels. Classroom communication apps, virtual meetings, and program websites were used less often overall.

Table 14. Methods of communication with parents/guardians, by age group (AS)

	% of grantees indicating communication method for:		
	Elementary School (N=130)	Middle School (N=127)	High School (N=82)
Phone calls	96%	94%	91%
Notes sent home	94%	91%	89%
In-person meetings	93%	87%	83%
Text messages	90%	86%	84%
Newsletters	85%	87%	76%
Social media	81%	78%	83%
Classroom communication apps (Remind, Class Dojo, Seesaw, etc.)	68%	65%	61%
Program website	53%	49%	38%
Virtual meetings	47%	46%	46%



## Transportation

Programs reported varying levels of transportation availability, with a slightly higher percentage (44%) of middle school programs offering transportation compared to those serving elementary (37%) and high school (35%) students.

*Table 15: Availability of transportation by student age group (AS)*

Offers Transportation	% of grantees
Elementary School (N=130)	37%
Middle School (N=127)	44%
High School (N=82)	35%

*Table 16: Funds to support transportation services*

Funding Source	% of grantees offering transportation
Both 21 <sup>st</sup> CCLC and in-kind funds (N=34)	50%
21 <sup>st</sup> CCLC funds (N=26)	27%
In-kind funds (N=18)	23%

## PROGRESS IN PROGRAM IMPLEMENTATION

Grantees reported on their progress in implementing various aspects of their program (Table 17). Grantees indicated the most progress in implementing enrichment and recreation activities, with more than half of grantees indicating that their performance was above expectations. Nearly all grantees reported meeting or being above expectations with respect to implementing academic activities and serving children with the greatest needs. Coordinating afterschool programs with school day programs was the one area where some grantees indicated they had not yet met expectations.

*Table 17: Progress in implementing core program elements, all grants by elementary (N=130), middle (N=127) and high school (N=82) programming (AS)*

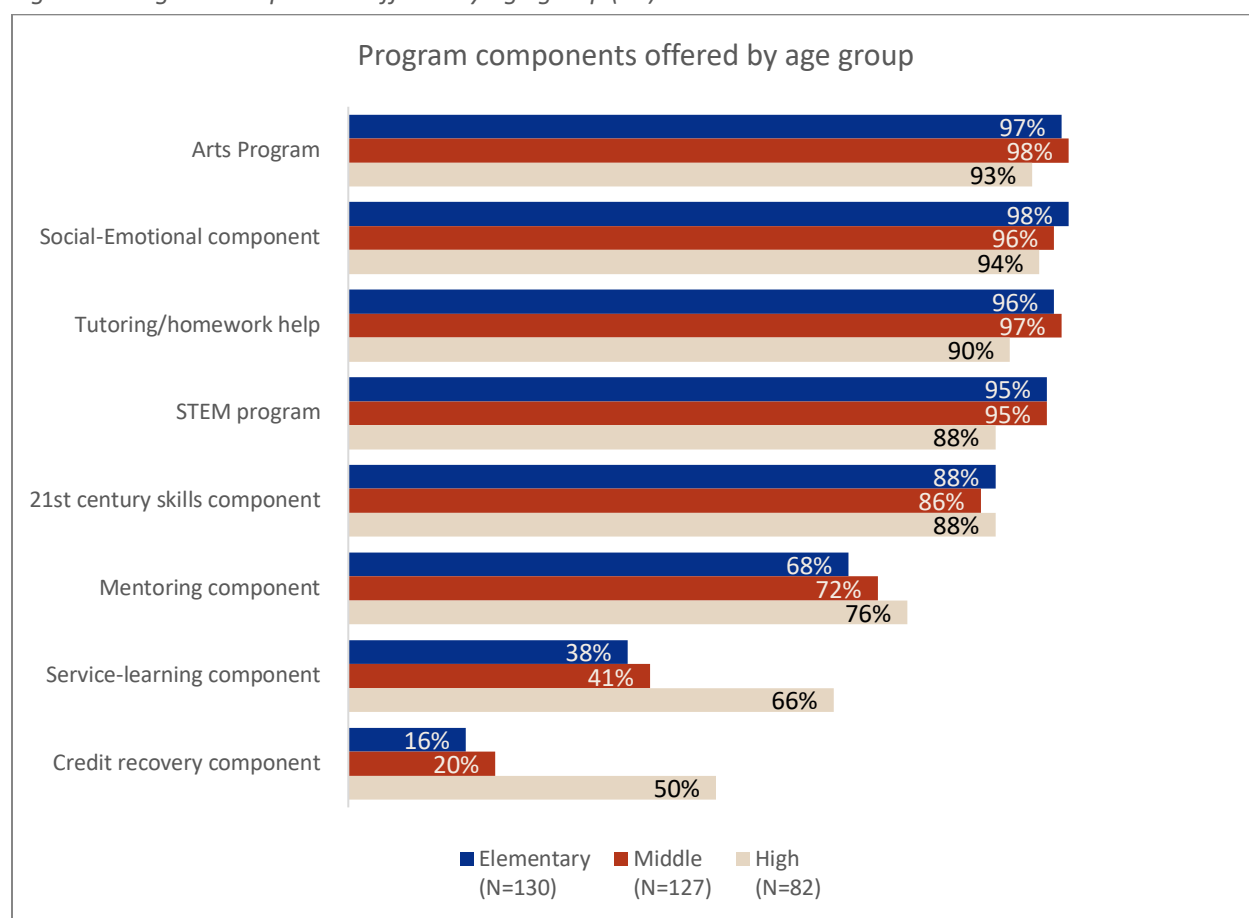
		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Implemented academic activities	Elementary	0%	2%	73%	25%
	Middle	1%	2%	76%	21%
	High	1%	9%	70%	20%
Implemented other enrichment/recreation activities	Elementary	0%	1%	38%	61%
	Middle	0%	1%	46%	53%
	High	1%	4%	35%	59%
Coordinated afterschool program with school's day programs	Elementary	3%	6%	55%	35%
	Middle	1%	12%	57%	30%
	High	2%	12%	45%	39%
Served children with greatest needs	Elementary	0%	2%	62%	37%
	Middle	1%	4%	60%	35%
	High	1%	4%	61%	33%

## PARTICIPANT ACTIVITIES

### PROGRAM COMPONENTS

Grantees reported offering a wide range of program components across all age groups, with certain elements emerging as nearly universal across grade levels. Arts programming, social-emotional learning (SEL), and tutoring and homework help were among the most commonly offered components, each included in over 90% of programs across all grade levels. STEM activities and 21<sup>st</sup> century skill development – such as communication, collaboration, and critical thinking – were also widely implemented. Mentoring opportunities were available in a majority of programs, while service-learning and credit recovery were more commonly offered in high school settings. These offerings reflect a strong focus on academic support, enrichment, and whole-child development, with older students gaining increased access to leadership and academic recovery opportunities.

Figure 5. Program components offered by age group (AS)



### Arts programming

Grantees offering arts programming most often included visual arts (95%), music (81%), and performance arts such as dance and theater (80%). Decorative arts were also common (74%), while applied arts (43%) and art history activities like museum visits (36%) were offered less frequently.

Table 18: Types of arts programming and activities (AS)

	Grantees offering Arts Programs (N=154)	
	Count	Percent
Visual Arts (photography, drawing, sculpture)	146	95%
Performance Arts (dance, theater)	123	80%
Music	125	81%
Decorative Arts (ceramics, jewelry)	114	74%
Applied Art (architecture, fashion design)	66	43%
Art History (visiting art museums)	55	36%

### Tutoring/homework help:

Tutoring and homework help focused primarily on core academic subjects, with nearly all programs addressing mathematics (96%) and ELA/reading (94%). Fewer programs offered support in science (58%), and even fewer included social studies or history (12%) or foreign languages (1%). Notably, about a quarter (23%) of programs had bilingual staff available to support students who needed language support.

Table 19: Subject areas addressed through tutoring and homework help programming (AS)

Subject areas addressed	Grantees offering tutoring and homework help (N=155)	
	Count	Percent
Mathematics	149	96%
ELA/Reading	145	94%
Science	90	58%
Bilingual staff to support students (instructors, tutors, or volunteers)	36	23%
Social studies/History	19	12%
Foreign languages	1	1%

### STEM Programming

Grantees offering STEM programming reported a wide range of interactive and engaging activities. STEAM-focused programming (83%) and robotics clubs (77%) were among the most common, alongside other hands-on experiences such as STEM kids (66%), coding activities (64%), and environmental science projects (59%). Many programs also extended engagement to families through STEM nights (70%). Additionally, a portion of programs focused on aligning activities with school-day science standards or involved school-day science teachers in implementation (58%).

Table 20: STEM programming activities and strategies (AS)

	Grantees offering STEM Programs (N=143)	
	Count	Percent
STEAM activities or programming	125	83%
Robotics clubs or activities (Lego and others)	116	77%
Family STEM nights or activities	106	70%
Partnerships with STEM organizations or program providers	105	70%
STEM kits provided by vendor	99	66%
Computer programming or coding activities	97	64%
Activities aligned with school standards (NGSS)	90	60%
Environmental science activities	89	59%
School-day science teachers to support activities	87	58%

## 21<sup>st</sup> Century Skills

Grantees focused heavily on core 21<sup>st</sup>-century skills, with nearly all programs emphasizing collaboration (98%), problem-solving (95%), critical thinking (94%), and communication (93%). Many also addressed initiative and self-direction (83%). Fewer programs included components related to information and media literacy (59%), civic literacy (51%), and global awareness (48%), suggesting foundational skills were a priority over broader civic and global competencies.

Table 21. Skills addressed in 21<sup>st</sup> century skill development programming (AS)

	Grantees offering 21 <sup>st</sup> century skill development component (N=143)	
	Count	Percent
Collaboration and teamwork	140	98%
Problem-solving	136	95%
Critical thinking	135	94%
Communication	133	93%
Initiative and self-direction	119	83%
Information and media literacy	84	59%
Civic literacy	73	51%
Global awareness	69	48%

## Service-learning

Ninety-two grantees indicated the included service-learning in their programs. Service learning was more commonly implemented with middle (41% of grantees) and high school (66%); 38% of grantees reported doing service-learning with elementary students (see Figure 5). Grantees reported that over 12,000 students participated in service-learning activities over the course of the year, with the majority of these being middle and high school students (Table 22 below).

Service-learning included a variety of activities. Grantees described engaging students in environmental projects, food and clothing drives, activities to support and engage senior citizens, and civic engagement such as awareness campaigns. Grantees indicated that service learning provides an opportunity for

youth leadership and student voice. As one grantee noted, “The goal of that program is to empower students so that they feel they can make a difference in their school and community.”

Table 22. Number of students participating in service-learning by age group (AS)

Student age group	Number (N=92)
Elementary school participants	4764
Middle school participants	2214
High school participants	5277 <sup>1</sup>
Total participants	12255

## Social-emotional learning

Grantees offering social-emotional learning programming implemented a variety of strategies aimed at supporting student well-being and emotional development. Commonly used approaches focused on supporting positive behaviors including trauma-informed practices (82%), Positive Behavioral Interventions and Supports (PBIS) (65%), and restorative justice practices (61%). In addition, grantees reported using a range of skill-building curricula, the most common of which included Character Counts (24%), Positive Action (24%), and Second Step (19%).

Table 23: Social-emotional programming: Behavior strategies and approaches (AS)

	Grantees offering social-emotional programming (N=156)	
	Count	Percent
Trauma-Informed Practices	128	82%
Positive Behavioral Intervention and Supports (PBIS)	102	65%
Restorative Justice Practices	95	61%

Table 24: Social-emotional programming: Skill-building curricula and activities (AS)

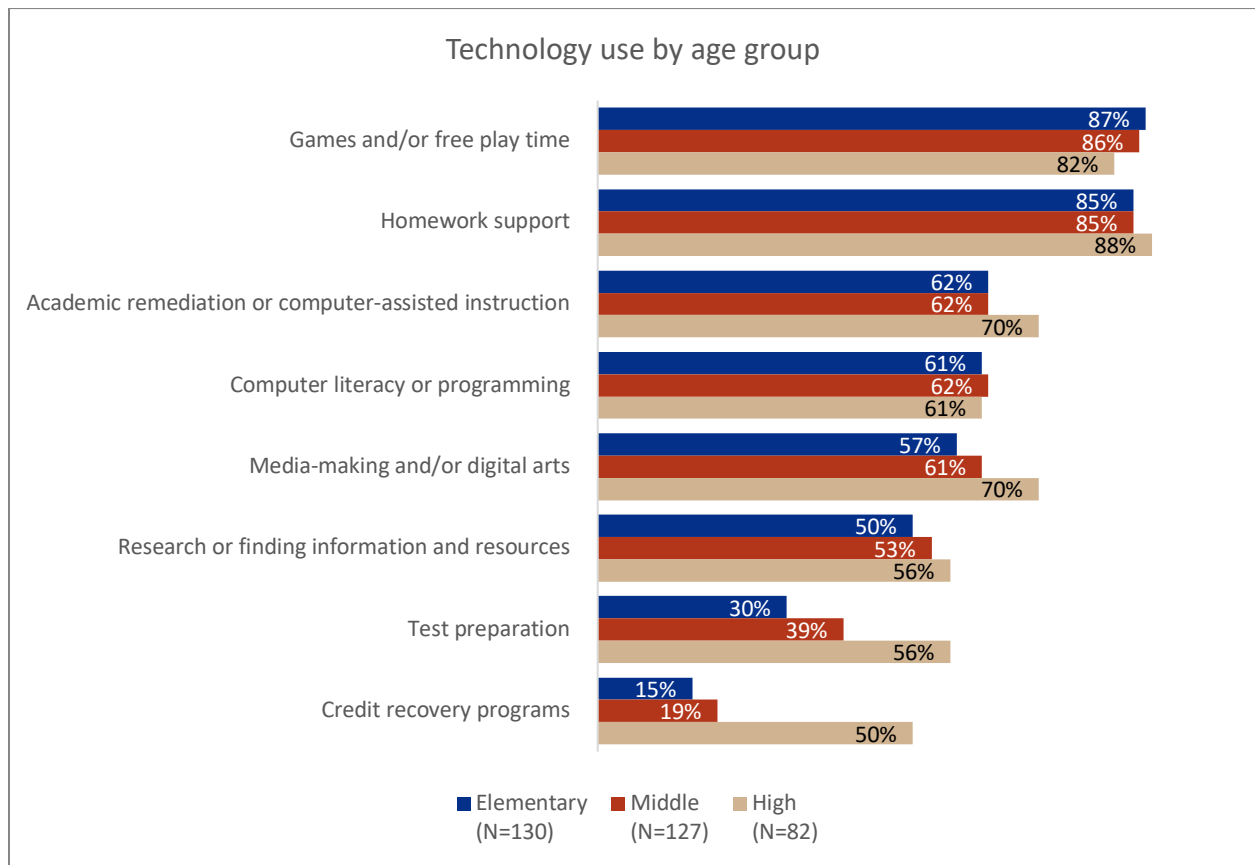
	Grantees offering social-emotional programming (N=156)	
	Count	Percent
Positive Action	38	24%
Character Counts	37	24%
Second Step Curriculum	29	19%
Means and Measures of Human Achievement (MHA) Toolkit	25	16%
Stephen Covey’s Seven Habits of Highly Effective People Program	16	10%
Aggression Replacement Training	13	8%
Too Good for Violence / Too Good for Drugs	13	8%
Lions Quest Curriculum	2	1%
Other: Included locally developed curricula, Calm Classroom, SMART Moves, Seven Mindsets, Zones of Regulation, Leader in Me, Ripple Effects, Conscious Discipline, and Every Monday Matters.	69	44%

<sup>1</sup> Organizations that have multiple grants complete a survey for each grant. Chicago Public Schools (CPS) reported the same total number of high school students (3,709) as participating in service learning for each of their surveys/grants and indicated that all CPS high school students are required to participate in service learning. We have interpreted this to mean that a total of 3,709 students participated in service learning across all of their grants.

## Technology

Nearly all grantees indicated that they use technology in some way in their programs. The vast majority of grantees use technology for games and free play time, and/or homework support. Grantees serving high school students report higher usage for non-play activities, including academic remediation and media-making and digital arts. Half of grantees serving high school students also indicated that they use technology to provide credit recovery programs.

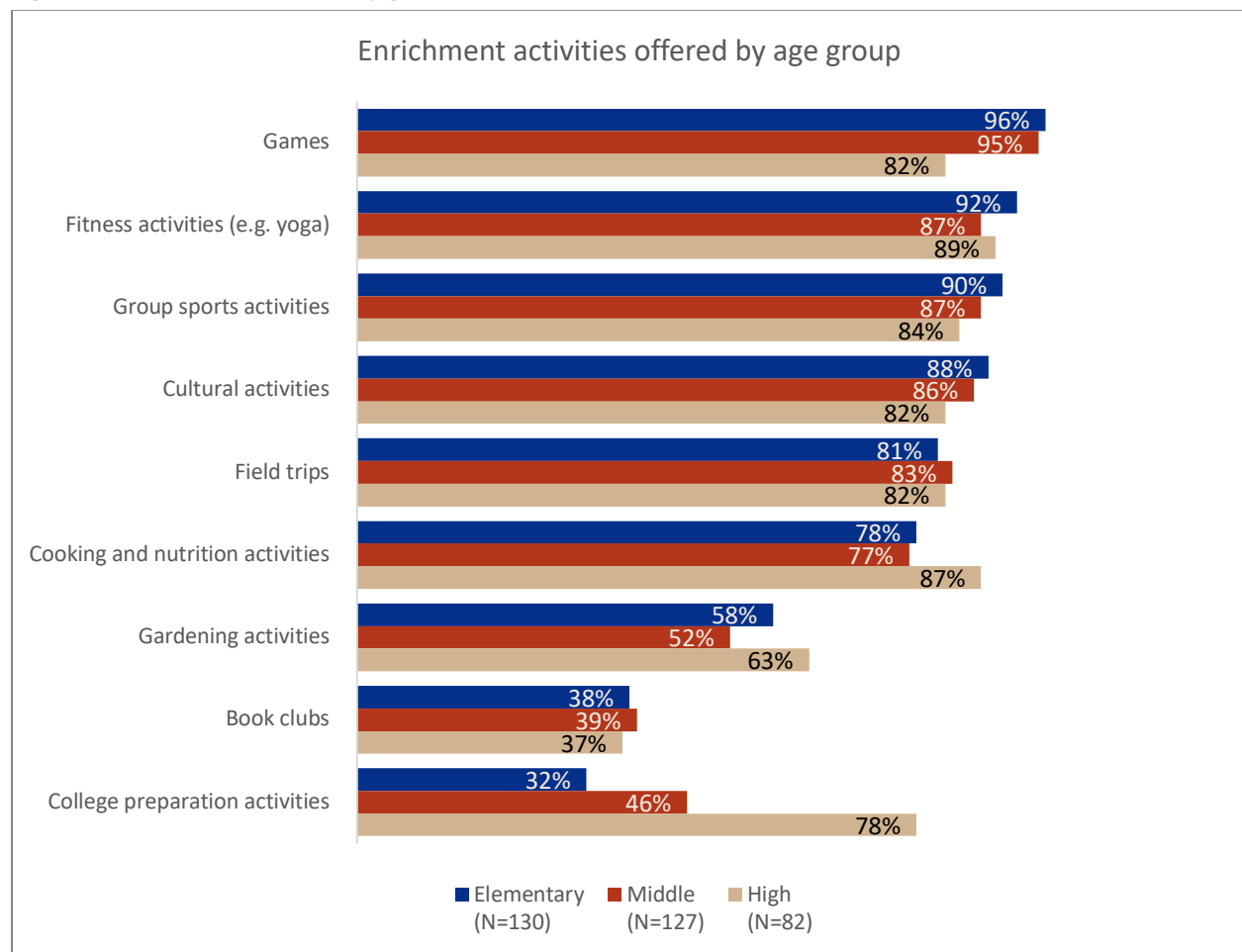
Figure 6. Technology use in program by grade level (AS)



## Additional enrichment activities

In addition to activities focused on skills and content, 21<sup>st</sup> CCLC programs offered a variety of enrichment and recreational activities. As noted above, opportunities for students to have fun and participate in such activities play an important role in recruitment and retention (see Figure 4). The most commonly offered activities include games, fitness, and groups sports (Figure 7). Programs serving high school students also commonly provide cooking and nutrition activities along with college preparation activities.

Figure 7. Enrichment activities by grade level (AS)



## Summer programming

Grantees indicated whether they offered summer programming by site, as offerings can vary across sites within a grant. In the summer of 2023 (which was in FY24), 76% of sites (409 sites) provided programming (Figure 8). The majority of those sites (74%) offered programs for 4-6 weeks (Table 25). Based on grantee reports on how their summer program differed from their school year program, summer programs included:

- A strong emphasis on academic support, remediation, and credit recovery
- Enrichment activities focused on arts and STEM, including project-based and other hands-on learning

- Support for social-emotional learning and life skills
- Field trips and outdoor learning

Grantees noted that summer programs provided extended time to work with and build relationships with students and allowed students to pursue their own interests:

*“The summer schedule allows for more extended, immersive experiences compared to the shorter, after-school sessions during the school year.”*

*“Summer programming focused on skill building and hands-on engaging activities... to keep students intellectually engaged and safe during the summer months.”*

Figure 8. Sites offering programming during summer 2023 (AS)

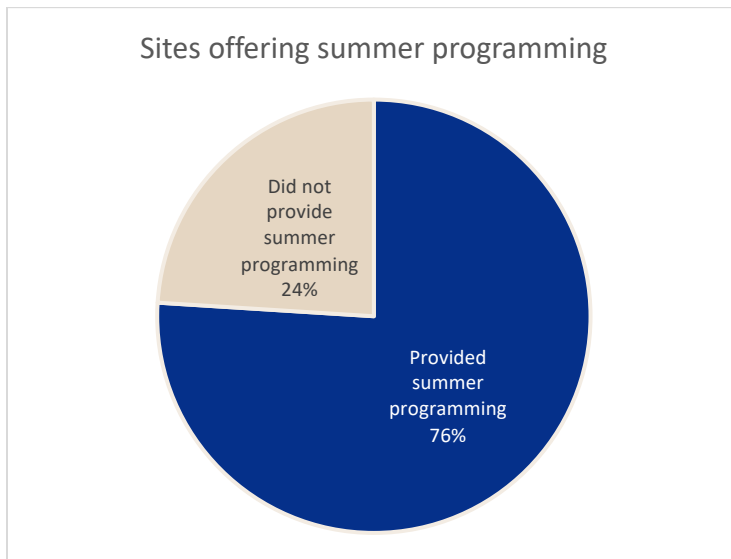


Table 25. Duration of summer programming by site (AS)

	Sites providing summer programming (N=409)	
	Count	Percent
1-3 weeks	31	8%
4-6 weeks	302	74%
7-9 weeks	74	18%
10+ weeks	2	<1%
TOTAL	409	100%



## STUDENT AND FAMILY INCLUSION

One of ISBE's 21<sup>st</sup> CCLC program objectives is to provide services to students and families with the greatest needs. Grantees commonly identified "high need" students based on variables including their socio-economic status (i.e., free or reduced lunch status) and academic needs including English-language proficiency and individualized educational program (IEP) needs. According to APR data, 38% of participants were indicated as low-income, 18% were limited English proficiency, and 7% had IEPs. Based on the information reported in the APR system, 22% of sites specifically indicated they offered programming for individuals with disabilities and 28% provided activities for English learners.

Table 26: Population information of all participants (APR)

Student Population	# of participants	% of participants <sup>2</sup>
Low-income	20,546	38%
Limited English Proficiency	9,894	18%
IEP	3,660	7%

Table 27: Sites providing programming for high need students (APR)

Activities	% (#) Sites Offering	# of participants
Services for Individuals with Disabilities	22% (35)	2,069
Activities for English Learners	28% (45)	3,386

### Family programming

ISBE's statewide objectives for the 21<sup>st</sup> CCLC program also include providing services to students' families. When it came to providing services to students' families, 80% of grantees indicated that they were meeting or above expectations<sup>3</sup> in serving elementary students; 74% indicated this for middle school students, and 57% for high school students. This aligns with other data reported by grantees on the challenges of family involvement for older students.

Almost all grantees (93%) reported offering family activity nights, including game nights and movie nights (Table 29). Most grantees also had showcases and performances for families. Grantees also commonly provided parent education activities (69%) and support for parent-teacher conferences (66%). According to data submitted to APR, grantees served over 52,00 family participants during the 2023-24 school year (Table 30).

Table 28: Progress in implementing program activities, all grants (AS)

Provided services to the students' extended families with 21 <sup>st</sup> CCLC funds	Below expectation	Approaching expectation	Meeting expectation	Above expectation
Elementary (N=130)	6%	13%	65%	15%
Middle(N=127)	6%	21%	60%	14%
High (N=82)	10%	20%	51%	6%

<sup>2</sup> Percent calculated based on total number of students for whom data was available.

<sup>3</sup> The annual evaluation survey asks grantees to rate their own progress in implementing a number of core program components or completing program activities. The 4-point scale includes below expectations, approaching expectations, meeting expectations, and above expectations.

Table 29. Family programming and activities offered by grantees (AS)

	All Grantees (N=161)	
	Count	Percent
Family activity nights (game nights, movie nights, etc.)	149	93%
Showcases and performances	141	88%
Parent education activities	111	69%
Parent-teacher conference support	106	66%
Health and wellness activities (nutrition, fitness)	99	61%
College application process and guidance (including FAFSA)	49	30%
Technology classes	52	32%
Adult education (ESL, GED)	48	30%
Our program does not offer parent/family programming or engagement activities	4	2%
Other: Most frequently included creative arts activities (e.g., sewing, art workshops), family engagement events (e.g., shadow days, game nights), and parent support through orientations, virtual clubs, and community resource referrals.	14	9%

Table 30: Number of family participants (APR)

Participant age group	Fall/Spring 2023-2024
Grades PreK-5	33,230
Grades 6-12	19,578
Total	52,808

## PARTICIPANT OUTCOMES

### STUDENT ACHIEVEMENT AND ENGAGEMENT

A key objective of the 21<sup>st</sup> CCLC program is to improve students' academic achievement. Measurement of improvement in academic achievement is challenging, as assessments have changed over the past several years and were significantly disrupted during the COVID-19 pandemic. Changes to GPRA measures have meant that any longitudinal or trend data on student achievement was disrupted.

In addition, many of the gains and benefits that students realize through their participation in 21<sup>st</sup> CCLC programs may not translate to improvements in standardized test scores. The 21<sup>st</sup> CCLC program asks school-day teachers of all participants in grades 1 through 5 to complete a survey to indicate changes in participants' engagement and performance in the classroom. These data offer a different perspective on outcomes and are reported following the state assessment data below.

#### Assessment data

Through the Illinois Report Card data system, data are provided on the number of students in grades 4-8 participating in the 21<sup>st</sup> CCLC program who demonstrated growth on state assessments in mathematics and reading. Looking across hours of participation, 4.4% of students demonstrated growth in mathematics and 12.2% in reading (Table 31). The percent of students demonstrating growth varied by hours of participation, with the highest percentages for students participating 45-89 hours. However, there are several factors to consider when reviewing these data:

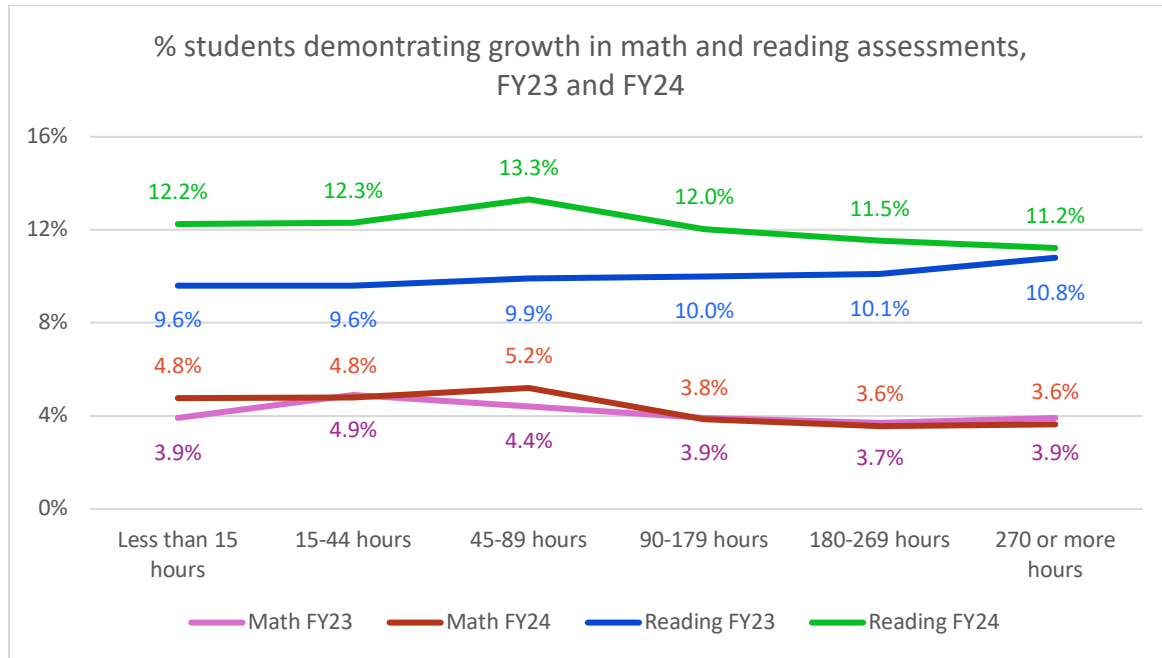
- The evaluation does not have student level data (only totals) and is not able to test for statistical significance between the different participation level groups (hours of participation).
- The number of students participating at the lower numbers of hours is larger.
- Students with higher participation levels may be the students with the greatest need.

Comparing data from FY23 with this year, more students made gains in reading this year (see Figure 9. Percent of students demonstrating growth in mathematics and reading by hours of participation for FY23 and FY24 (APR) Figure 9 below). The percent of participants demonstrating growth in mathematics was similar to last year.

Table 31. Academic growth based on state assessment data for participants in grades 4 through 8 (APR)

Hours of participation	Mathematics			Reading		
	# Participants w/ data	# Demonstrated growth	% Demonstrated growth	# Participants w/ data	# Demonstrated growth	% Demonstrated growth
Less than 15 hours	3196	152	4.8%	3219	394	12.2%
15-44 hours	4252	204	4.8%	4270	525	12.3%
45-89 hours	3288	171	5.2%	3298	439	13.3%
90-179 hours	3825	147	3.8%	3823	460	12.0%
180-269 hours	2107	75	3.6%	2107	243	11.5%
270 or more hours	2117	77	3.6%	2121	238	11.2%
All hours (Total)	<b>18785</b>	<b>826</b>	<b>4.4%</b>	<b>18838</b>	<b>2299</b>	<b>12.2%</b>

Figure 9. Percent of students demonstrating growth in mathematics and reading by hours of participation for FY23 and FY24 (APR)



Additional academic achievement data are now reported in the form of improvements to GPA for students in grades 7-8 and 10-12. Through the Illinois Report Card data system, data were provided on students in these grades that had a GPA of less than 3.0 in the prior year and improved in the current year. Fifty-one percent of students with a GPA of less than 3.0 improved their GPA this year (Table 32). Note that a small number of students (4%) were identified as in need of improvement.

Table 32. Grants reporting improvement in student GPA in grades 7-8 and 10-12, by hours of attendance (APR)

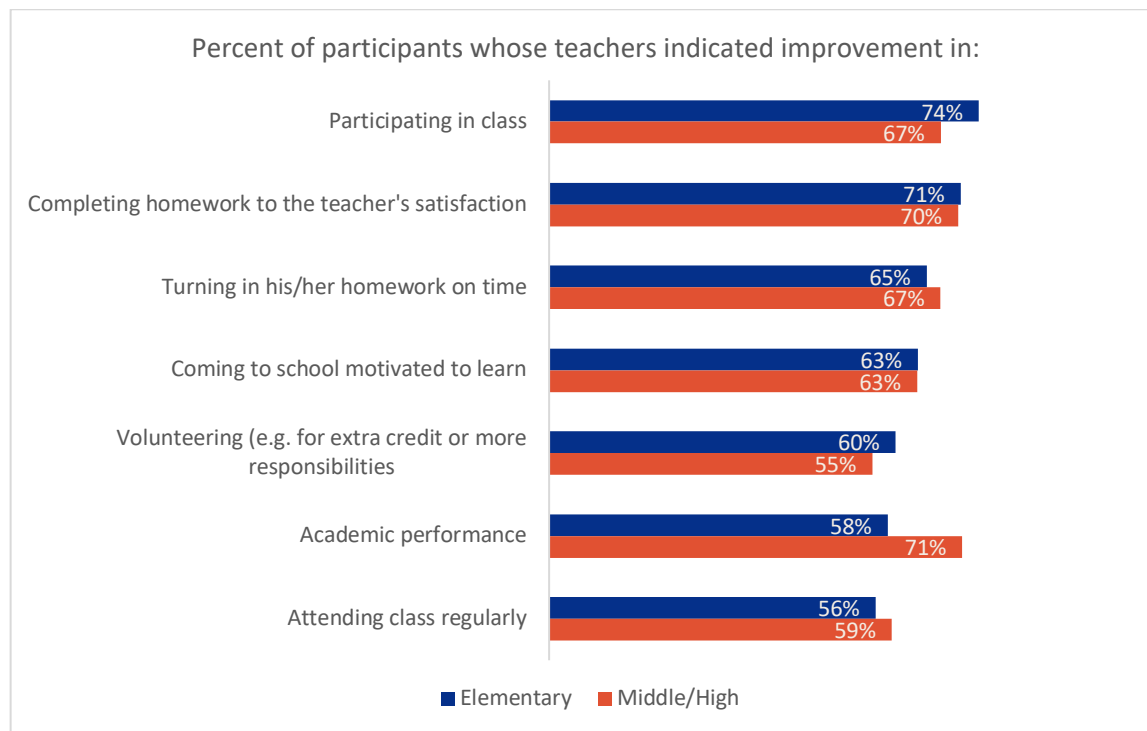
	Students in Grades 7,8, 10, 11, 12 <sup>4</sup>	# of students with GPA less than 3	# of students with improved GPA	% of students whose GPA improved
Less than 15 hours	6194	266	115	43%
15-44 hours	4806	205	96	47%
45-89 hours	3075	117	73	62%
90-179 hours	2477	81	47	58%
180-269 hours	808	24	16	67%
270 or more hours	689	6	6	100%
<b>TOTAL</b>	<b>18049</b>	<b>699</b>	<b>353</b>	<b>51%</b>

<sup>4</sup> Grade 9 is not included in GPA data according to APR requirements.

## APR Teacher Survey data

According to the APR teacher survey, more than half of students improved with respect to a variety of indicators related to academic engagement and performance. Seventy-one percent of elementary students and 70% of middle/high school students improved with respect to completing their homework to the teacher's satisfaction, a key GPRA indicator (Figure 10).

Figure 10. Teacher-reported changes in academic performance (AS) (See Appendix A for N by item)<sup>5</sup>



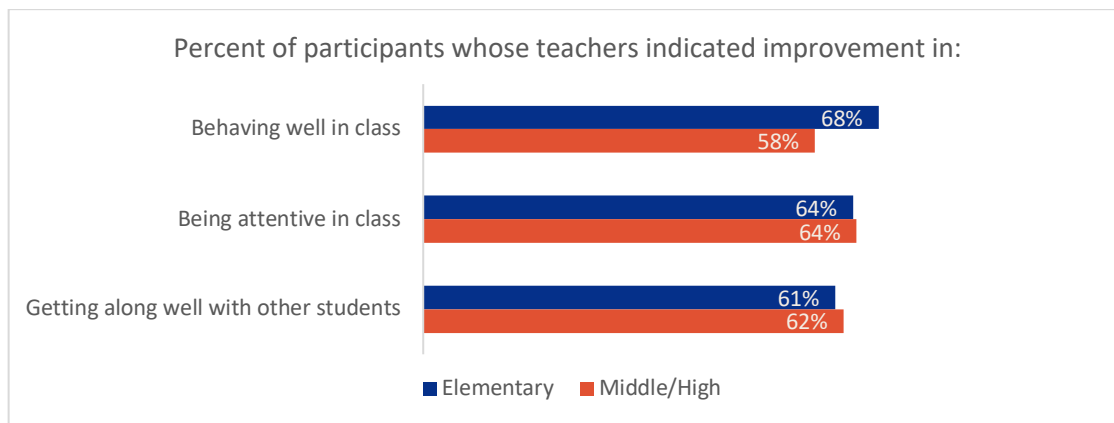
## STUDENT BEHAVIOR

### APR Teacher Survey data

The APR Teacher Survey also includes questions about improvement in student behavior in the classroom. Sixty-eight percent of elementary students' teachers indicated that students improved with respect to behaving well in class; 58% of middle and high school students' teachers indicated the same (Figure 11). Over 60% of students across grades improved in being attentive in class and getting along well with other students, according to teacher reports.

<sup>5</sup> APR Teacher Survey data included in this report are collected through the Annual Evaluation Survey. Grantees report data for the items they included (see Appendix A). Percents reported in this figure are based on the total N for the item minus the number of students teachers indicated "Did not need to improve."

Figure 11. Teacher-reported changes in classroom behavior (AS) (See Appendix A for N by item)



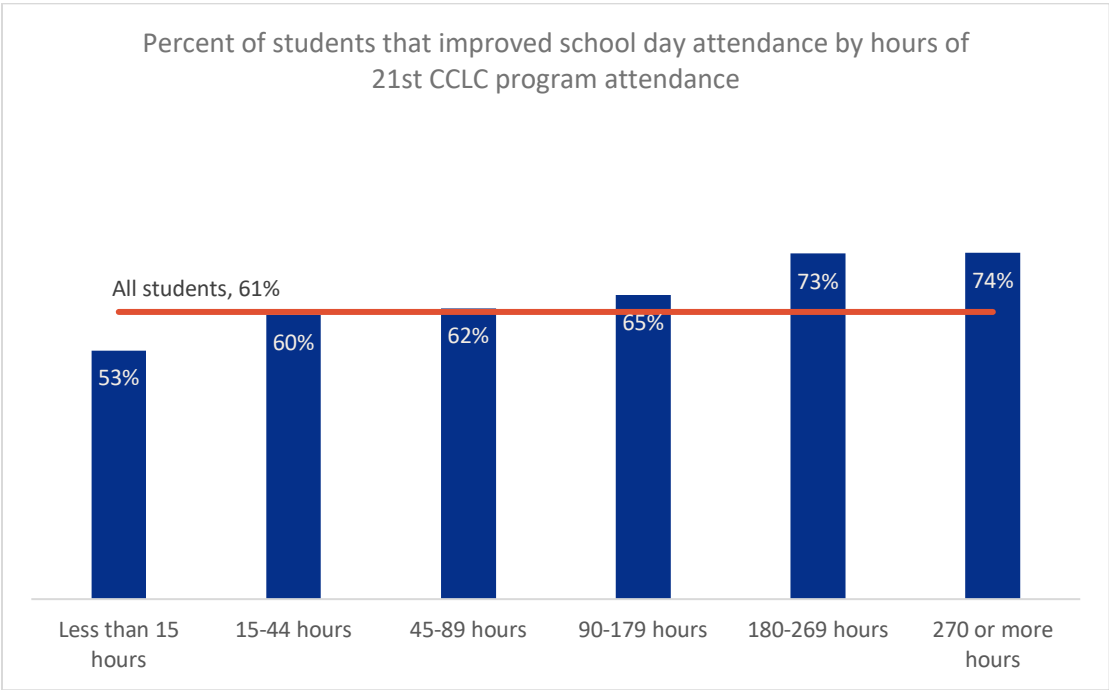
### School-day attendance

In response to the GPRA indicator of improved school-day attendance, the Illinois Report Card data system provides data on the number of students who had attendance below 90% during the previous year and improved attendance for the current year. School day attendance is an indicator where the percent of improvement increases with the hours of program participation. While in total, 61% of students with less than 90% attendance the previous year improved their attendance this year, the percent of students improving attendance increased with each hour band (Table 1 and Figure 12).

Table 33. Improvement in participants' school-day attendance (APR)

Hours of participation	# students with <90% attendance last year	# of those students whose attendance improved	% of those students whose attendance improved
Less than 15 hours	3335	1762	53%
15-44 hours	2677	1617	60%
45-89 hours	1902	1175	62%
90-179 hours	1978	1278	65%
180-269 hours	988	725	73%
270 or more hours	884	650	74%
Total	<b>11,764</b>	<b>7207</b>	<b>61%</b>

Figure 12. Improvement in school-day attendance for students with <90% attendance the previous year, by hours of program attendance (APR)



### In-school suspensions

The Illinois Report Card data system provides data on decreased in-school suspensions. Grantees indicated the number of students that had in-school suspensions during the previous year, and the number of students who decreased suspensions during the 2023-24 school year. Forty percent of the students grantees indicated had suspensions last year decreased the number of suspensions during the 2023-2024 school year.

Table 34. Students with decrease in in-school suspensions, by hours of attendance.

	Number of students with in-school suspensions last year	Number of those students with decreased suspensions	Percentage of students whose suspensions decreased
Less than 15 hours	120	52	43%
15-44 hours	130	55	42%
45-89 hours	100	42	42%
90-179 hours	105	43	41%
180-269 hours	44	11	25%
270 or more hours	20	5	25%
<b>TOTAL</b>	<b>519</b>	<b>208</b>	<b>40%</b>

## ORGANIZATIONAL CAPACITY

### STAFFING AND PROFESSIONAL DEVELOPMENT

Grantees provided data about their staff, including the types of staff and whether those staff were paid or volunteering. Almost one third (31%) of 21<sup>st</sup> CCLC staff are school day teachers, with an additional 19% indicated as other non-teaching school staff.

When asked to indicate the focus of professional development they provided to their staff, grantees indicated a notable emphasis and prioritization of training related to social-emotional learning, behavior and mental health, with 91% of grantees reporting training on social and emotional learning, and 81% on trauma informed practice, and 76% on disciplinary or behavior practices such as PBIS. In addition, 78% of grantees indicating providing professional development focused on staff team-building.

Table 35: Staffing types of all grantees (APR)

Staff Type	Paid	Volunteer	Total	% of Percent
School Day Teachers	3579	145	3724	31%
Other Non-Teaching School Staff	2190	141	2331	19%
Subcontracted Staff	1347	124	1471	12%
Administrators	1248	111	1359	11%
Other	607	54	661	5%
Community Members	537	434	971	8%
College Students	392	265	657	5%
High School Students	342	201	543	4%
Parents	102	300	402	3%
Total	10344	1775	12119	100%

Table 36. Professional development provided by grantees (AS)

Topic	Grantees (N=161)	
	Number	Percent
Social and Emotional Learning Training	147	91%
21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)	133	83%
Trauma Informed Practice Training	130	81%
Staff Team-Building Training	125	78%
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	123	76%
Safety Training (e.g. First Aid, CPR training)	111	69%
Cultural Awareness and Sensitivity Training	103	64%
STEM Training	79	49%
Youth Program Quality Assessment Training	78	48%
Illinois Learning Standards Training and/or Common Core Training	57	35%
Media/Technology Training	54	34%
Health Training (e.g. nutrition education, fitness education, sexual education)	54	34%
English Language Arts Training	33	20%
Other: Included project-based learning, mental health training, mandated reporter training, arts integration, and program quality and planning.	19	12%



## EVALUATION AND CONTINUOUS IMPROVEMENT

Grantees are required to engage in program evaluation activities for their grant and are expected to use evaluation and program data to identify areas for program improvement, and 87% of grantees identified an external program evaluator in their local evaluation report.

The vast majority of grantees indicated that they were meeting or above expectations with respect to implementing evaluation activities (89% or more) and using data to improve the program (86% or more). It is worth noting that the percent of grantees indicating that they are above expectations when using data to improve their program is lower than in implementing evaluation activities, indicating there is some opportunity to improve in this area.

*Table 37: Progress in implementing evaluation activities, by elementary (N=130), middle (N=127) and high school (N=82) programming (AS)*

		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Implemented evaluation activities	Elementary	0%	9%	75%	15%
	Middle	1%	10%	77%	13%
	High	2%	6%	74%	16%
Used data to improve the program	Elementary	1%	7%	63%	29%
	Middle	0%	10%	64%	26%
	High	1%	13%	46%	38%

## FUNDING AND SUSTAINABILITY

Over the course of their grants, 21<sup>st</sup> CCLC grantees are expected to develop and implement a sustainability plan so that programming can continue beyond the duration of the grant. When asked to indicate the proportion of their program components that were sustainable beyond the grant, 36% indicated most or all program components (Table 38). When analyzing responses by grant cohort (Figure 13), only 31% of grantees in Cohort 15, while at the end of their 10-year grant, reported that all or most of their program components were sustainable.

Asked to reflect on their progress toward sustainability, 57% of grantees (depending on participant age group) indicated that they were meeting or exceeding expectations with respect to identifying ways to continue critical components of the program after the grant, and 80% indicated they were meeting or exceeding expectations for coordinating with other funding sources to supplement programs (Table 39).

*Table 38. Proportion of program components that grantees indicated are sustainable, by Cohort (AS)*

	All Grantees (N=161)	
	Number	Percent
All are sustainable	6	4%
Most are sustainable	51	32%
Some are sustainable	92	57%
None are sustainable	12	8%

Figure 13. Sustainability of program components by grant cohort (AS).

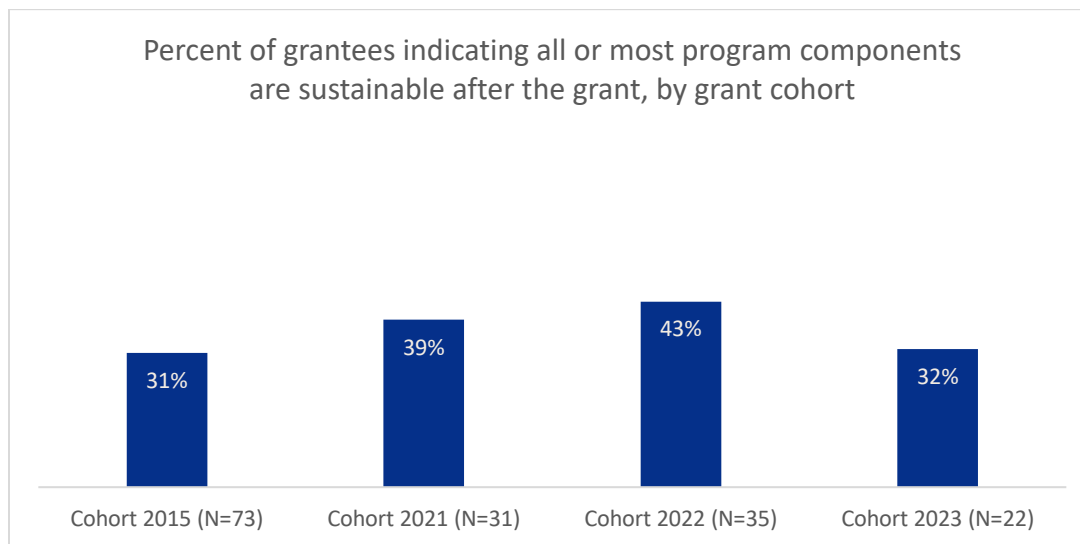


Table 39: Progress in partnerships and sustainability, by elementary (N=130), middle (N=127) and high school (N=82) programming (AS)

		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Identified ways to continue critical components of the program after the grant period	Elementary	4%	31%	55%	11%
	Middle	3%	34%	55%	8%
	High	4%	38%	51%	6%
Involved other agencies and nonprofit organizations	Elementary	2%	12%	64%	22%
	Middle	4%	11%	64%	21%
	High	2%	24%	52%	20%
Coordinated the program with other funding sources to supplement the school's programs	Elementary	3%	12%	49%	36%
	Middle	3%	12%	45%	40%
	High	4%	16%	35%	44%

## CHALLENGES AND RECOMMENDATIONS

### BARRIERS TO IMPLEMENTATION

Grantees reported that they encountered a variety of barriers when implementing their programs (Table 40). Barriers differed by participant age group. Grantees serving elementary and middle school students indicated that low parent involvement was the most common challenge, while grantees serving high school students indicated that inconsistent attendance was the most common challenge, closely followed by students' competing responsibilities at home or work, which impact attendance. In addition, more than half of grantees across participant groups (59% or more) indicated that difficulty in recruiting and retaining program staff posed a challenge to their programs. Many of these barriers have been persistent from year to year of the 21<sup>st</sup> CCLC program.

*Table 40: Indication of program implementation barriers by (AS) [Shaded cells indicate top three barriers for each age group]*

	Elementary School (N=130)	Middle School (N=127)	High School (N=82)
Inconsistent attendance of students (low student retention)	63%	79%	95%
Competing responsibilities at home, such as the need to babysit siblings	58%	80%	93%
Competing responsibilities because student must work	25%	35%	91%
Low parent involvement in activities	80%	83%	90%
Competing activities at school in which the students want to participate	65%	81%	86%
Difficulty in recruiting students	41%	54%	65%
Difficulty in recruiting and retaining program staff	59%	66%	60%
Difficulty in maintaining/identifying partners	39%	40%	55%
Difficulty in engaging students	32%	45%	54%
Negative peer pressure and/or gangs influencing students	28%	39%	45%
Student access to technology/internet at home	46%	44%	40%
Lack of coordination with school-day teachers	33%	38%	36%
Too little time with students	23%	29%	36%
Difficulties in transporting students (cost, logistics)	35%	33%	29%
Challenges in communicating with school	21%	25%	26%
Challenges obtaining school-related data	27%	27%	25%
Difficulty in maintaining a safe environment for students when coming/going from site	9%	17%	23%
Technology/internet access at the program	27%	23%	11%

## RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Cohorts 21, 22, and 23 submitted local evaluation reports that included recommendations for program improvement in the year ahead, based on their evaluation data and findings. The two most common recommendations related to expanding or altering program offerings and activities (65% of grantees) were addressing recruitment, attendance, and/or retention (59%). These two recommendations were often connected to each other, with the recommendation that programs consider changes in activities in order to increase attendance. Common themes in recommendations for changes in program offerings included:

- Strengthening math and reading support for students in grades K–3 and expanding activities that promote positive behavioral changes, particularly to enhance students’ motivation to learn.
- Collaborating with teachers, community members, and parents to discuss necessary programming changes and strategies to support students’ academic and social-emotional development.
- Increasing academically focused programming and seeking student input on course selections and additional enrichment opportunities.

Other common recommendations were for grantees to improve data collection, data use, and/or evaluation (43%), address program sustainability (41%), and improve or increase parent and family programming and involvement (41%).

*Table 41. Recommendations for program improvement from Cohorts 21,22, and 23 local evaluation reports (LER)*

	Grantees (N=88)	
	Number	Percent
Expand or alter the range of program offerings and activities	57	65%
Address recruitment, attendance, and/or retention issues	52	59%
Improve/increase data collection, data use, and/or evaluation	38	43%
Address program sustainability	36	41%
Improve/increase parent and family Involvement and programming	36	41%
Increase/Improve social-emotional program components	34	39%
Increase student engagement efforts	34	39%
Increase staff professional development or provide professional development to address a particular need	32	36%
Increase/improve partnerships and/or community outreach efforts	32	36%
Increase/improve the connection between program and program staff and school day activities and/or teachers	29	33%
Address issues of student behavior in programs	14	16%
Adjust staff composition, hire staff, or address other issues through program staffing strategy	12	13%

## LESSONS LEARNED FROM COHORT 2015

Sixty-seven Cohort 2015 grantees ended their grants at the end of FY24. In their final local evaluation reports, grantees were asked to share their most significant program successes and lessons learned. Their reflections offer insight into key aspects of program implementation and the value of the 21<sup>st</sup> CCLC program.

**Community partnerships.** Twenty-one grantees mentioned the strength of their community partnerships as a grant achievement. Grantees shared that their partnerships made it possible to offer more varied programming and fostered integration of their program into the greater community.

**Social emotional learning.** Sixteen grantees mentioned that a strength of their program was the ability for students to work on their social emotional learning (SEL) skills. Grantees described how their programming—and specifically their SEL activities—supported students’ development of team building skills, self-motivation, confidence, and positive attitudes.

**Tailored programming.** Fourteen grantees mentioned that one of their strengths included tailoring their program to fit students’ interests and needs. Grantees noted that continuous contact with community partners enabled them to provide activities which hold student interest. Grantees also described being responsive to their community and participant needs, offering activities based on demand.

**Safe environment.** Thirteen grantees mentioned their after-school program created a safe environment for students and families. One grantee specifically said their Gay Straight Alliance provided a safe space for students to get together. Another grantee reported, “[the program] helped keep students off the street, and provided a safe environment for academic remediation and enrichment.”

**Staff skills and training.** Thirteen grantees noted that both their highly skilled staff and the training they provided their staff were part of their program’s success. Grantees shared that the inclusion of classroom teachers enabled them to provide high quality instruction. And, as one grantee mentioned, “PD activities were relevant and useful to the needs each year.”

**Exposure to activities.** Seven grantees mentioned that the program exposed students to activities they would otherwise not be engaged with. One grantee suggested that their school district hardly provided out-of-school activities for children. Other grantees mentioned the activities were an invaluable experience to low-income families who otherwise would not have access to these activities. Specifically, a few grantees also mentioned students were able to go on field trips and receive extra tutoring and homework help they usually would not otherwise have access to.

**Student connections.** Five grantees mentioned that the program gave students the ability to make connections with staff or peers. Some grantees mentioned that students developed mentoring relationships with program staff. One grantee suggested this meant that students could reach out to staff in times of need. Other grantees mentioned their program made it possible for students to make friendships with peers and reduce social isolation.

## CONCLUSION

In FY24, ISBE's 21<sup>st</sup> CCLC program included 161 active grants that served over 53,000 students in the state of Illinois. These grants included those funded in 2015 (grantees and sites that had provided programming for 10 years through grant extensions) and brand new grants that had provided programming for less than a year. Active grants include programs started before, during, and after the COVID-19 pandemic, and regardless of when they began, all of these grants have been operating for the past year in the post-pandemic landscape, which has included shifts in participants' needs, attendance, and staffing.

Based on the variety of data available to the statewide evaluation, it is evident that ISBE's 21<sup>st</sup> CCLC program continues to provide valuable positive experiences and supports to students and their families across the state. Below, progress and findings related to each of the statewide program objectives are considered in light of the data provided in this report.

**Objective #1: Participants in the program will demonstrate increased academic achievement.** Nearly all grantees provided tutoring and homework help, with 96% offering support in mathematics and 94% in reading and/or English Language Arts. Available indicators of academic growth and improvement varied and reflected the challenges in measuring the impact of 21<sup>st</sup> CCLC program participation on academic achievement. APR Teacher Survey data, which offers classroom teachers' perspectives on how they see students performing in their classroom, indicated that 74% of elementary students and 64% of middle and high school students had improved class participation, and 70% of students improved with respect to completing homework to the teacher's satisfaction. Over half of students in grades 7-8 or 10-12 that had a GPA of less than 3.0 the previous year improved their GPA in FY24, and there is indication that students with more hours of program participation may have had greater improvement. State assessment data for participants in grades 4 through 8 showed smaller gains, with 4.4% of students demonstrating growth in mathematics and 12.2% in reading. These findings are consistent with previous years of the program evaluation.

**Objective #2: Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.** Grantees continued to offer a wide variety of programming and enrichment activities, with nearly all grantees offering arts and STEM programming. Grantees reported using technology in their programs as a tool to help students do homework and providing opportunities for students to learn and create with technology through computer programming and media-making activities. The great majority of grantees (90%+) provided fitness activities and group sports. Grantees also engaged over 12,000 students in service-learning activities.

In addition to the demonstration of participant involvement in activities during the out-of-school time program, this objective aims to influence students' school day attendance rates. According to APR data, 61% of students with attendance below 90% in the previous year improved their attendance in FY24, with greater proportions of students improving with increased program attendance.

**Objective #3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.** Almost all grantees provided some form of SEL programming or other behavioral support to participants. The majority of grantees (82%) employed trauma-informed practices, PBIS (65%), and/or restorative justice practices (61%) in their programs. In addition, grantees cited a wide

variety of SEL skill building curricula and activities. According to teacher surveys, 68% of students in elementary grades and 58% of middle and high school students improved classroom behavior if they needed to, and over 60% of students across grades improved with respect to being attentive in class and getting along well with other students. According to APR data, 40% of students that had in-school suspensions during the previous year had fewer suspension in FY23. And, in reflecting on 10 years of programming, it is worth noting that the Cohort 15 grantees cited students' increased SEL as one of the program successes.

**Objective #4: The 21<sup>st</sup> CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.** Grantees offered a variety of activities and programs for parents, guardians, and families of program participants. Nearly all grantees (93%) reported that they held family activity nights and student showcases and performances. In addition, most grantees offered parent education and/or support for parent-teacher conferences. Grantees reported serving a total of over 52,000 family program participants. While grantees continued to offer these programs, they also report that parent involvement and family engagement is a persistent challenge..

**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 identified and enrolled students with the greatest need for academic assistance using a variety of recruitment and referral strategies. Nearly all grantees used student grades and/or assessment data, school attendance data, and free or reduced lunch enrollment to identify students with the greatest needs. According to APR data, 38% of program participants were designated as low-income students and 18% were limited English proficiency.

**Objective #6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.** Grantees provided a variety of professional learning and training opportunities to their staff. Training continued to focus on SEL and trauma-informed practices. Nearly one third of program staff are made up of school day teachers, and this may account for the emphasis on these topics over topics such as content instruction and state standards.

**Objective #7: Projects will create sustainability plans to continue the programs beyond the federal funding period.** Program sustainability remains a persistent challenge for grantees. Thirty-six percent of grantees indicated that most or all their program components are currently sustainable, and only 31% of the Cohort 15 grantees that were coming to the end of 10 years of grant funding indicated most or all of their components were sustainable. Grantees identified the need to address program sustainability in their own evaluation's recommendations for program improvement.

## APPENDIX A: APR TEACHER SURVEY DATA

APR Teacher Survey data were collected through the Annual Evaluation Survey and were submitted at the site level. While GPRA requirements now state that surveys only need to include 3 items and be administered for elementary students, the Annual Evaluation Survey provided grantees who are collecting additional data the space to report them.

The data below provide information on the number of sites that distributed surveys and their response rates. Complete survey data is also included below.

*Table A1: Please indicate whether you administered the federal teacher survey at the end of the 2023-2024 school year for the below populations.*

	Sites (N=503)	
	Percent	Count
Elementary School Students	63%	316
Middle/High School Students	36%	182

*Table A2: How many teacher surveys were distributed and received for Elementary School Students (grades 1 through 5)?*

	Surveys	Number of Sites Reporting
Distributed	19961	309
Received	14787	289

*Table A3: How many teacher surveys were distributed and received for Middle/High School Students (grades 6 through 12)?*

	Surveys	Number of Sites Reporting
Distributed	6491	170
Received	4123	145



Table A4: APR Teacher Survey data for elementary students (Data from 225 sites)

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	3112	1903	1693	1650	1993	405	168	174	11198
Completing homework to the teacher's satisfaction	2771	2076	5155	1608	2818	419	211	215	15273
Participating in class	2567	1990	5548	1846	2689	328	160	152	15280
Volunteering (e.g., for extra credit or more responsibilities)	2681	1593	1470	1435	2638	200	108	112	10237
Attending class regularly	4116	1633	1018	1072	2186	373	141	112	10751
Being attentive in class	2380	1802	1742	1644	2123	492	189	144	10516
Behaving well in class	3421	1668	4851	1459	2826	617	232	147	15221
Academic performance	1939	1978	2203	1894	1884	356	180	152	12386
Coming to school motivated to learn	2786	1810	1752	1630	2330	370	171	130	10979
Getting along well with other students	3498	1744	1440	1433	2119	513	175	127	11049

Table A5: APR Teacher Survey data for middle/high school students (Data from 153 sites)

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	1078	807	648	680	500	192	84	64	4053
Completing homework to the teacher's satisfaction	1068	863	832	630	544	181	108	63	4289
Participating in class	878	880	848	683	675	133	88	63	4248
Volunteering (e.g., for extra credit or more responsibilities)	834	694	559	551	983	79	26	44	3770
Attending class regularly	1482	681	674	369	628	159	85	81	4159
Being attentive in class	1001	790	757	654	514	217	115	67	4115
Behaving well in class	1425	721	665	489	538	192	104	54	4188
Academic performance	816	910	850	696	509	193	105	79	4158
Coming to school motivated to learn	1012	799	615	571	640	200	84	67	3988
Getting along well with other students	1578	737	585	508	651	152	54	34	4299

## APPENDIX B: LOCAL EVALUATION REPORT SUMMARY

ISBE requires all active grantees to submit an annual local evaluation report. The same report template has been used by the grantees since 2015 with minor updates to reflect changes in grant duration. The increased use of the report template over the past 5 years has led to more consistent reporting with respect to the statewide objectives. For FY24, a separate template was provided for Cohort 2015 that included summative questions about program successes for their final end-of-grant report. While grantees are instructed to submit one report per grant, a few grantees either submitted one report for multiple grants or multiple reports (one report per site) for one grant. Local evaluation reports were submitted for all active grants. Sixty-seven reports were submitted for Cohort 15, and 88 for Cohorts 2021, 2022 and 2023 grantees.

EDC reviewed all submitted reports. The evaluation review focused on the categories of data included in the report, the extent to which the evaluations addressed the statewide goals, and recommendations for program improvement. EDC's review supports the evaluation process by quantifying and analyzing how grantees assess their programs and the types of evidence they provide to demonstrate success. It offers EDC deeper insight into grantee progress, successes, and challenges, while identifying trends across the state. The findings also inform future evaluations and guide evaluation technical assistance initiatives.

### COHORT 2015

Sixty-seven Cohort 2015 grantees ended their grants at the end of FY24. In reviewing their final local evaluation reports, the following grant achievements and lessons learned were noted across multiple grantees.

**Community partnerships.** Twenty-one grantees mentioned the strength of their community partnerships as a grant achievement. Grantees shared that their partnerships made it possible to offer more varied programming and fostered integration of their program into the greater community.

**Social emotional learning.** Sixteen grantees mentioned that a strength of their program was the ability for students to work on their social emotional learning (SEL) skills. Grantees described how their programming—and specifically their SEL activities—allowed students to support students' development of team building skills, self-motivation, confidence, and positive attitudes.

**Tailored programming.** Fourteen grantees mentioned that one of their strengths included tailoring their program to fit students' interests and needs. Grantees noted that continuous contact with community partners enabled them to provide activities which hold student interest. Grantees also described being responsive to their community and participant needs, offering activities based on demand.

**Safe environment.** Thirteen grantees mentioned their after-school program created a safe environment for students and families. One grantee specifically said their Gay Straight Alliance provided a safe space for students to get together. Another grantee reported, "[the program] helped keep students off the street, and provided a safe environment for academic remediation and enrichment."

**Staff skills and training.** Thirteen grantees noted that both their highly skills staff and training they provided their staff were part of their program's success. Grantees shared that the inclusion of

classroom teachers enabled them to provide high quality instruction. And, as one grantee mentioned, “PD activities were relevant and useful to the needs each year.”

**Exposure to activities.** Seven grantees mentioned that the program exposed students to activities they would otherwise not be engaged with. One grantee suggested that their school district hardly provided out-of-school activities for children. Other grantees mentioned the activities were an invaluable experience to low-income families who otherwise would not have access to these activities. Specifically, a few grantees also mentioned students were able to go on field trips and receive extra tutoring and homework help they usually would not otherwise have access to.

**Students made connections.** Five grantees mentioned that the program gave students the ability to make connections with staff or peers. Some grantees mentioned students developed mentoring relationships with program staff. One grantee suggested this meant that students could reach out to staff in times of need. Other grantees mentioned their program made it possible for students to make friendships with peers and reduce social isolation.

### Progress toward statewide objectives

In addition to reporting on lessons learned and program successes, Cohort 15 grantees reported on outcomes aligned with each of the statewide objectives. The great majority of grantees reported on each of the objectives, most with data and evidence to support their progress (see Table B1 below).

*Table B1: Cohort 15 progress on statewide objectives (N=67)*

Statewide Objective	Not reported	Reported progress with no evidence	Reported progress with inconclusive evidence	Reported progress with evidence
1. Schools will improve student achievement in core academic areas.	6%	22%	45%	27%
2. Schools will show an increase in student attendance and graduation from high school.	0%	19%	55%	25%
3. Schools will see an increase in the social emotional skills of their students.	6%	19%	34%	40%
4. Programs will collaborate with the community.	4%	18%	31%	46%
5. Programs will coordinate with schools to determine the students and families with the greatest need.	15%	0%	21%	64%
6. Programs will provide ongoing professional development to program personnel.	19%	1%	30%	49%
7. Programs will collaborate with schools and community-based organizations to provide sustainable programs.	10%	21%	45%	24%

## Family engagement

Ninety percent of grantees reported on family engagement activities, and 61% included family participation and attendance data in their report. The most commonly reported family engagement activities were family events (social nights, STEM nights, family nights, etc.). Some grantees reported providing arts, dance and music (55%) and skill-building workshops (46%).

*Table B2: Cohort 15 family activities reported (N=67)*

Types of activities	Grantees	
	Number	Percent
Family events (social and academic)	43	64%
Arts, dance and music	37	55%
skill-building workshops	31	46%
Health, nutrition & wellness	23	34%
Informational sessions	23	34%
Parent leadership and mentoring	21	31%
Adult education	20	30%
Parent cafes, parent nights and meet and greet	18	27%
Family field trips	12	18%
Higher education support	11	16%
Career/job development	10	15%

## COHORTS 2021, 2022, AND 2023

Cohort 21, 22, and 23 grantees reported on program implementation and progress toward each of the 7 statewide program objectives in their reports. The report template also asks grantees to describe their evaluation plan and data collection. Eighty-eight percent of grantees used the template for their report. Eighty-seven percent of grantees identified an external evaluator in their report. The increased use of the report template over the past 5 years has led to more consistent reporting with respect to the statewide objectives. The great majority of grantees reported on each of the objectives, most with data and evidence to support their progress (see Table B3 below).

*Table B3: Cohorts 21, 22 and 23 progress on statewide objectives (N=88)*

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	0%	8%	52%	40%
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.	2%	6%	48%	44%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	2%	7%	43%	48%
4. The 21 <sup>st</sup> CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	13%	5%	49%	34%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	2%	2%	30%	66%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	13%	3%	15%	69%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	15%	17%	48%	20%

## Family Engagement

Eighty-three percent of grantees reported on family engagement activities, and 49% included family participation and attendance data in their report. The most commonly reported family engagement activities were family events, such as social nights and STEM nights (80%) and parent cafes, including parent nights and meet and greets (45%). Some grantees reported arts, dance and music events (34%) and health, nutrition and wellness events (27%).

Table B4: Types of family activities reported (N=88)

Types of activities	Grantees	
	Number	Percent
Family events (social and academic)	70	80%
Parent cafes, parent nights and meet and greet	40	45%
Arts, dance and music	30	34%
Adult education	27	31%
Health, nutrition & wellness	24	27%
Skill-building workshops	24	27%
Parent leadership and mentoring	20	23%
Informational sessions	13	15%
Family field trips	9	10%
Higher education support	6	7%
Career/job development	2	2%

## Outcome Data

When reporting outcomes, the three most common indicators reported by grantees included results from the Teacher APR Survey, results from student surveys and changes in students' grades. Many grantees also administer parent surveys to inform their program evaluations. Aside from IAR and SAT assessment scores, other test scores used included iReady, NWEA MAP reading and math, and STAR literacy and math scores.

Table B5: Types of outcome data reported (N=88)

Outcome data source	Grantees	
	Number	Percent
Teacher APR Survey	72	82%
Student Survey	71	81%
Grades/Grade change	68	77%
Parent Survey	60	68%
School-day attendance	44	50%
Discipline reports	29	33%
Other test scores	28	32%
IAR	19	22%
Grade promotion	18	20%
SAT	7	8%

## Recommendations for program improvement

All grantees (100%) concluded their evaluation reports with recommendations for program improvement in the upcoming year. A majority of the recommendations (65%) focused on changes to program offerings and activities. These included suggestions to diversify program options, increase the number of academically focused offerings, and strengthen partnerships with teachers and community organizations to expand available activities. Examples of specific recommendations include:

- Strengthening math and reading support for students in grades K–3 and expanding activities that promote positive behavioral changes, particularly to enhance students’ motivation to learn.
- Collaborating with teachers, community members, and parents to discuss necessary programming changes and strategies to support students’ academic and social-emotional development.
- Increasing academically focused programming and seeking student input on course selections and additional enrichment opportunities.

Other common areas of recommendations included strategies for improving student recruitment and retention (59%), enhancing data collection, usage, or evaluation processes (43%), and boosting parent and family engagement as well as sustainability efforts (41%).

While some of these areas had been identified in previous years, the emphasis has shifted. For example, last year the majority of recommendations (70%) focused on recruitment, attendance, and retention challenges, whereas this year the most common focus (65%) was on enhancing program offerings and activities. Although issues related to recruitment and attendance continue to be mentioned by more than half of the grantees, the specific challenges described have evolved.

Regarding recruitment and retention, grantees emphasized the need for more creative strategies to attract and retain students. Some proposed targeted efforts to enroll academically at-risk students from diverse backgrounds and those with special needs, while others stressed the importance of identifying barriers to attendance and offering more engaging extracurricular activities to sustain participation.

In addition to recruitment and retention, grantees also focused on strengthening data collection and data usage practices. Approximately 43% of the recommendations highlighted the importance of gathering a variety of data—such as student, teacher, and parent surveys—to better inform program improvement. Many grantees also noted the value of continuing to collaborate with evaluators to support ongoing refinement through a continuous improvement process.

Table B6: Recommendations for program improvement (N=88)

Recommendation	Grantees (N=88)	
	Number	Percent
Expand or alter the range of program offerings and activities	57	65%
Address recruitment, attendance, and/or retention issues	52	59%
Improve/increase data collection, data use, and/or evaluation	38	43%
Address program sustainability	36	41%
Improve/increase parent and family Involvement and programming	36	41%
Increase/Improve social-emotional program components	34	39%
Increase student engagement efforts	34	39%
Increase staff professional development or provide professional development to address a particular need	32	36%
Increase/improve partnerships and/or community outreach efforts	32	36%
Increase/improve the connection between program and program staff and school day activities and/or teachers	29	33%
Address Issues of student behavior in programs	14	16%
Adjust staff composition, hire staff, or address other issues through program staffing strategy	12	13%