

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



**Statewide Program Evaluation  
FY22**

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**Education  
Development  
Center**

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## EXECUTIVE SUMMARY

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

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 197 active grants during FY22 (July 1, 2021 through June 30, 2022), representing 5 grant cohorts (2013, 2015, 2019, 2021, and 2022). These grants operated 606 sites that served 60,718 students. While this marks a return to pre-pandemic attendance levels for the program as a whole across the state, more grants are in operation than in FY19 to achieve this attendance total. Attendance totals by grant cohort indicate that many 21<sup>st</sup> CCLC programs are still working to reach pre-pandemic attendance levels.

When considering grants and sites by ISBE's 21<sup>st</sup> CCLC regional funding area, the city of Chicago (region 7) includes 44% of grants, 48% of sites, and 53% of program participants. Participants across the state are racially/ethnically diverse: 40% are Hispanic or Latina and 36% are Black or African-American.

FY22 introduced a change to how program attendance was reported, shifting from reporting days to hours of attendance. Forty-four percent of participants in grades PreK through 5 attended 90 hours or more, while 22% of participants in grades 6 through 12 attended 90 hours or more.

Programs largely rely on referrals from school staff and parents/guardians when recruiting students and identify students with the greatest need through academic achievement data, free/reduced lunch status, and teacher progress reports. Programs indicated that they work to retain students by creating an inviting and inclusive environment, and that they believe the relationships with caring adults provided through the program is a key element that supports student recruitment and retention.

## PARTICIPANT ACTIVITIES AND OUTCOMES

While all 21<sup>st</sup> CCLC programs provide academic support, 21<sup>st</sup> CCLC programs are much more than that as illustrated in the table below.

Percent of grantees offering programming by age group served.

Programming Type	Elementary (N=156)	Middle (N=151)	High (N=99)
Social-emotional learning	97%	95%	91%
STEM activities	97%	97%	86%
Arts programs	96%	94%	84%

Technology continued to play a vital role in 21<sup>st</sup> CCLC programming, with over 80% grantees indicating that they use technology for homework support. Over 60% of grantees also reported providing computer literacy and programming activities.

Seventy-one percent of grantees indicated that they provided summer programming in the summer of 2021. While summer programming was an opportunity for grantees to provide academic remediation and credit recovery, grantees reported that it was more often an opportunity to focus on hands-on and physical activities, as well as field trips and service-learning.

Social-emotional learning and programming included the use of specific strategies, such as trauma-informed practices (79% of grantees offering programming), as well as particular skill-building curricula, such as Character Counts, Second Step, and Positive Action. When reporting on changes in student behavior, teachers of participants in grades 1 through 5 reported that 75% of those that needed to improve their classroom behavior did so.

Academic achievement and engagement were measured through two methods: teacher survey report on participants in grades 1 through 5, and growth in scores on state assessments of mathematics and English Language Arts (ELA) for students in grades 4 through 8.

- Teachers reported that, of the students who needed to improve, 81% improved in class participation and 74% improved in completing homework to the teacher's satisfaction.
- State assessment data for students in grades 4 through 8 show that 2-3% of participants demonstrated growth in mathematics. Growth in ELA ranged from 3% (for students participating less than 15 hours) to 7% (participation of 270 hours or more).
- School day attendance data shows improvements for over 60% of students who had a <90% attendance rate last year.

21<sup>st</sup> CCLC programs offered a wide variety of family programs for students and their families. These included family activity nights (76% of grantees), parent education activities (61%), and health and wellness activities (60%). Grantees reported serving 23, 963 family participants in FY22.

## ORGANIZATIONAL CAPACITY

21<sup>st</sup> CCLC programs rely heavily on school-day staff, with 34% of their staff made up of school-day teachers and 17% being other non-teacher school staff. Grantees provided professional development and training in a number of areas included social-emotional learning (85%) and trauma-informed practices (73%).

Grantees engaged in their own local program evaluation activities; 74% indicated that they were meeting or above expectations in doing so, and 69% indicated meeting or above expectations in using data to improve their program.

Grantees also continued to work toward program sustainability by developing partnerships and coordinating with other funding sources to support the program. Forty-one percent of grantees indicated that most or all of their program components are sustainable at this time.

## CONCLUSION

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

- **Participants in the program will demonstrate increased academic achievement:** Teachers reported that 50% or more of participants demonstrate improvement in a number of indicators of academic engagement. State assessment data shows growth in math and ELA for fewer than 10% of participants in grades 4-8.
- **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 provide 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 75% of students in grades 1 through 5 improved classroom behavior if they needed to, and 59% improved with respect to getting along well with other students.
- **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 persists as a significant challenge for grantees, 76% of grantees provided family nights as part of the program activities and 61% of grantees provided some form of parent education.
- **Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance:** 65% of participants came from low-income households, and 18% had limited English proficiency.
- **Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students:** Nearly all grantees participated in ISBE-led professional development activities, and 85% of grantees' staff participated in trainings on social-emotional learning.
- **Projects will create sustainability plans to continue the programs beyond the federal funding period:** 41% of grantees indicated that most or all of the programming is sustainable after the grant.

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## INTRODUCTION

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

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 includes the programs and activities implemented by the 197 grantees active during FY22 (July 1, 2021 through June 30, 2022). These grantees include awards given in 2013 and 2015 that were given an additional 5 years of funding at the end of their initial 5-year awards, as well as grants awarded in 2019, 2021, and 2022. Grants awarded in 2013 were in their final year. Grantees are referred to by their award year as Cohort 13, 15, 19, 21, and 22 throughout this report.

This report provides a summary and analysis of data collected by and made available to EDC for FY22. These data include:

- EDC's annual grantee survey, administered in May-June 2022, indicated throughout this report as AS. The survey was completed by 197 active grantees (100% response rate).
- Illinois Report Card data (IRC), which are the data provided to the federal APR system and includes student attendance and achievement information for the 2021-22 school year, indicated throughout this report as APR.

Grantees submitted individual annual evaluation reports for FY22 in January 2023. Those reports have been reviewed, analyzed, and are summarized in a separate report for ISBE.

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.

### **New GPRA Indicators**

The U.S. Department of Education implemented new Government Performance and Results Act (GPRA) indicators for FY22. The new GPRA indicators include 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 teacher survey data changed. Previously, teacher surveys were collected for regular participants in all grades. Under the new GPRA, teacher surveys are collected for all participants in grades 1 through 5. The teacher survey is expected to include questions about engagement in learning as indicated by improvement in homework completion, classroom participation, and classroom behavior.

## Illinois 21<sup>st</sup> CCLC: FY22 State-wide Annual Evaluation Report

- School day attendance is now included as a GPRA indicator. Improvements in attendance is reported for students with attendance below 90% for the previous year.

These GPRA changes have an impact on the statewide evaluation. Changes in assessment and academic achievement data mean that this report does not include trend data or compare this year's data with previous years. Also, while no longer required, we have continued to collect teacher survey data for both elementary and middle/high participants if grantees have those data available. Data on the number of surveys distributed and received are included in the table below.

Table 1. Teacher survey distribution and response rates

	Elementary	Middle/High
Sites that distributed surveys	339 (56%)	222 (37%)
# Surveys distributed	20,847	8,256
# Surveys received	14,282	5,764
Percent of surveys returned (survey response rate)	69%	70%
Percent of all participants with surveys	55%	18%



## PROGRAM IMPLEMENTATION

### GRANTS, SITES, AND ATTENDANCE

There were 197 grants operating programs during FY22 (July 1, 2021-June 30, 2022). These included grants from 5 cohorts: 2013, 2015, 2019, 2021, and 2022. These grantees provided programming at 606 sites and served over 60,000 students. Fifty-five percent of grants operated 1, 2, or 3 sites. The majority of grants serve students in elementary grades (79%) and middle school (77%), and more than half of student participants (57%) were in grades 3 through 8. Half of grantees serve high school students, and 24% of all student participants were in high school.

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

	FY22
Grantees	197
Sites	606
Total # students served	60,718
Average # students per grant	310
Median # of students per grant	237.5

Table 3: Number of sites per grant (AS)

	Grantees	
	Number	Percent
1 site	38	19%
2 sites	36	18%
3 sites	34	17%
4 sites	70	36%
5 or more sites	19	10%
Total	197	100%

Table 4: Grants by grade level served (AS)

	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	156	79%
Middle School Students (Grades 6-8)	151	77%
High School Students (Grades 9-12)	99	50%

Table 5: Grade level of participants (APR)

	Participants	
	Number	Percent
Pre-Kindergarten	337	1%
Kindergarten	2301	4%
1 <sup>st</sup> grade	3729	6%
2 <sup>nd</sup> grade	4696	8%
3 <sup>rd</sup> grade	5695	9%
4 <sup>th</sup> grade	5827	10%
5 <sup>th</sup> grade	6101	10%
6 <sup>th</sup> grade	5909	10%
7 <sup>th</sup> grade	5762	9%
8 <sup>th</sup> grade	5498	9%
9 <sup>th</sup> grade	4390	7%
10 <sup>th</sup> grade	3661	6%
11 <sup>th</sup> grade	3542	6%
12 <sup>th</sup> grade	3270	5%
Total	60,718	100%

Grant cohorts vary in size. Cohort 19 includes 22 sites, while cohort 15 includes 75 sites. Given this, the number of participants served by each cohort, and from year to year as cohorts start and end, has fluctuated. Even more, the covid-10 pandemic had a significant impact on attendance and participation in 21<sup>st</sup> CCLC programming (see Tables 6 and 7). In FY22, participation increased to near pre-pandemic levels; however, when looking at participation numbers by cohort over the past 5 years, we can see that participation is still lower than it was in FY19 (see Figure 1). FY22 was the last year of funding for cohort 13, and cohort 19 will end in FY23. Cohort 15, which is significantly larger, continues to serve a large proportion of total participants (39%).

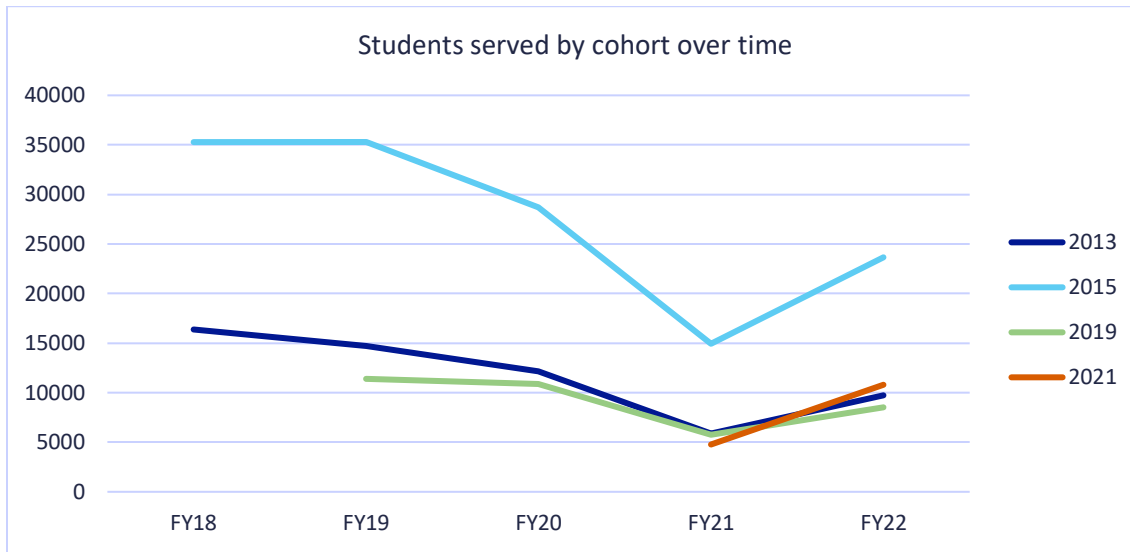
Table 6: Grants, sites, and student participants by cohort, 2020-21(APR)

Cohort	Grants	Sites	Total # students served
2013	31	92	9,720
2015	75	239	23,628
2019	22	67	8,492
2021	31	106	10,799
2022	38	102	8,079
Total	197	606	60,718

Table 7: Number of students served over the past 5 years, by cohort (APR)

Cohort	Number of students served				
	FY18	FY19	FY20	FY21	FY22
2013	16,375	14,703	12,155	5,878	9,720
2015	35,281	35,280	28,690	14,936	23,628
2019		11,396	10,885	5,756	8,492
2021				4,772	10,799
2022					8,079
Total	51,656	61,379	51,730	31,342	60,718

Figure 1. Change in number of students served by cohort over time (APR)



### Regional Funding Areas

ISBE’s 21<sup>st</sup> CCLC program has divided the state into 7 regional funding areas. This year, for the first time, the statewide evaluation has incorporated these data into our analysis to offer information about the distribution of the grants and participants across these areas. Through this report, the evaluation also offers some additional analysis of data by region to provide details on how ISBE’s 21<sup>st</sup> CCLC program as a whole varies across the regions. This may be particularly informative for a state like Illinois, where nearly one quarter of the state population lives in the city of Chicago (region 7).

In FY22, 44% of the grants in operation were in region 7, or the city of Chicago, and those grants served over half (53%) of all participants. Regions 5 and 6, which comprise southern Illinois, have the fewest grants, and together served 8% of participants this year (Table 8).

Table 8 below includes the distribution of grants across regions for each cohort. Looking from year to year, the distribution of grants across the regions includes some variations:

- With the exception of cohort 13, region 7 (Chicago) includes 44-50% of the grants each year.
- Region 3 included a greater proportion of grants in cohort 21.
- Region 5 received no grants as part of cohort 21 or 22.
- Region 2 received no grants as part of cohort 21.

Figure 2. ISBE 21<sup>st</sup> CCLC regional funding areas

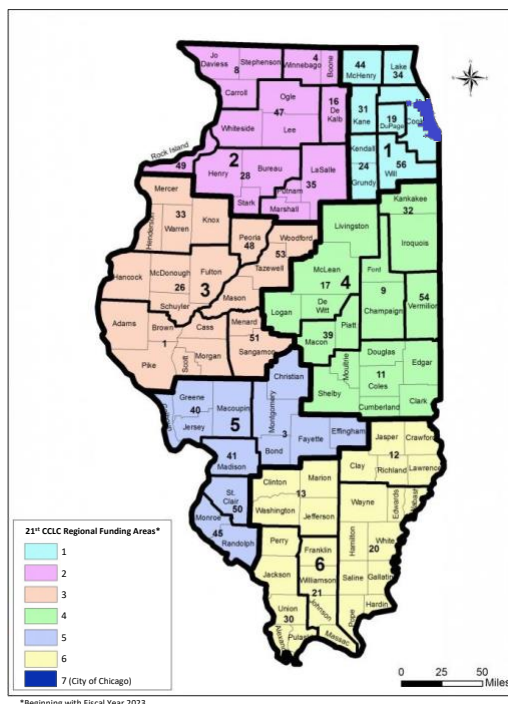


Table 8: Grants, sites, and participants by region (AS)

Region	Grants		Sites		Participants	
	Number	Percent	Number	Percent	Number	Percent
Region 1	30	15%	86	14%	7,243	12%
Region 2	19	10%	55	9%	5,877	10%
Region 3	30	15%	101	17%	6,140	10%
Region 4	12	6%	32	5%	4,889	8%
Region 5	8	4%	24	4%	2,176	4%
Region 6	11	6%	18	3%	2,162	4%
Region 7 (Chicago)	87	44%	290	48%	32,231	53%
<b>TOTAL</b>	<b>197</b>	<b>100%</b>	<b>606</b>	<b>100%</b>	<b>60,718</b>	<b>100%</b>

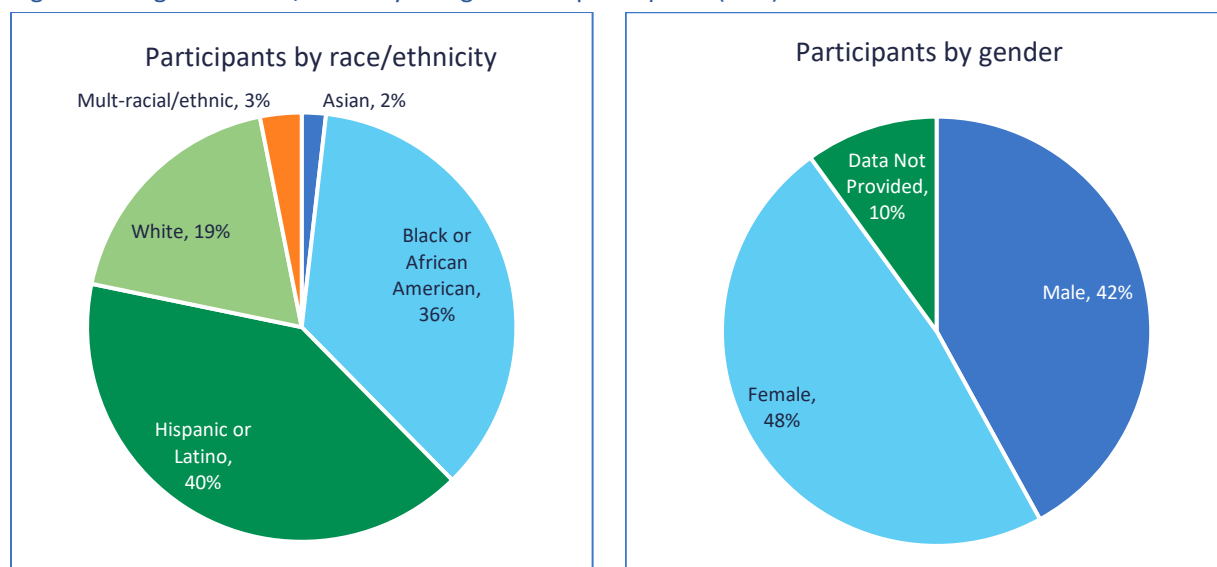
Table 9: Grants in each cohort, by region (AS)

Region	2013		2015		2019		2021		2022		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
Region 1	6	19%	9	12%	2	9%	4	13%	9	24%	30	15%
Region 2	3	10%	11	15%	2	9%	0	0%	3	8%	19	10%
Region 3	4	13%	9	12%	3	14%	8	26%	6	16%	30	15%
Region 4	1	3%	4	5%	2	9%	3	10%	2	5%	12	6%
Region 5	2	6%	5	7%	1	5%	0	0%	0	0%	8	4%
Region 6	4	13%	4	5%	1	5%	1	3%	1	3%	11	6%
Region 7 (Chicago)	11	35%	33	44%	11	50%	15	48%	17	45%	87	44%
<b>TOTAL</b>	31	100%	75	100%	22	100%	31	100%	38	100%	197	100%

**Participant Demographics**

The largest proportion of participants were Hispanic or Latino students, at 40%; Black or African-American students made up 36% of participants. Students were fairly evenly split by gender.

Figure 3 & Figure 4: Race/ethnicity and gender of participants (APR)

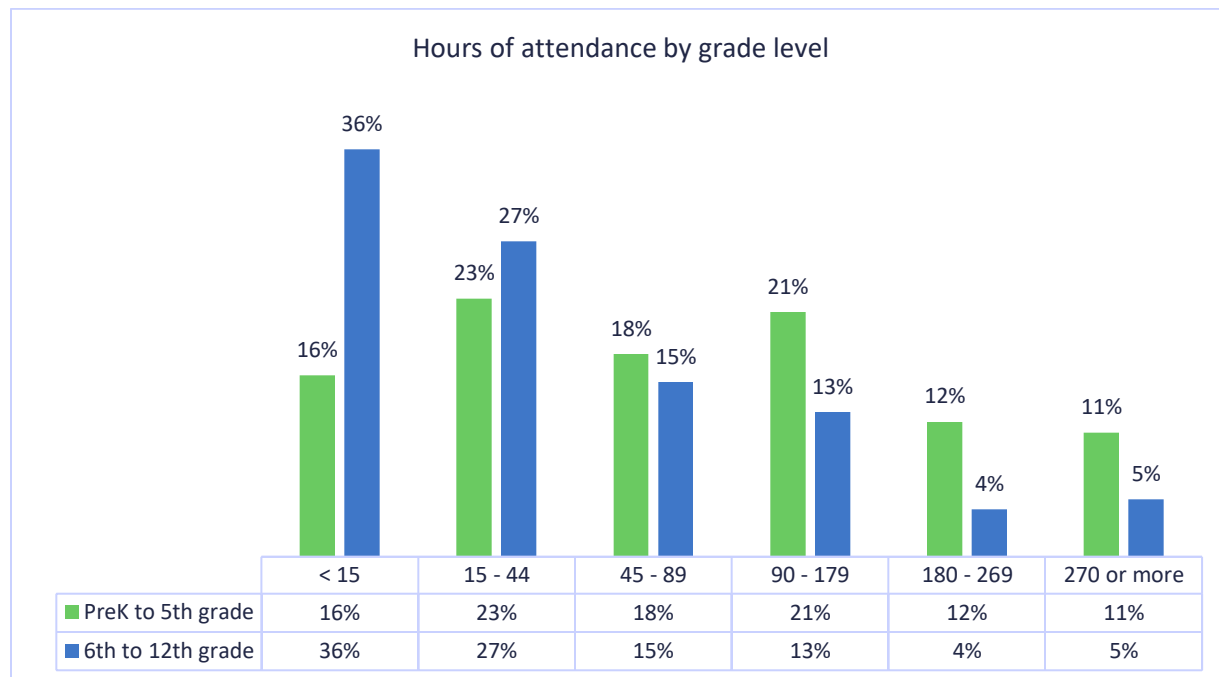


**Participant Attendance and Dosage**

FY22 brought a change in federal Government Performance Results Act, or GPRA, indicators for the 21<sup>st</sup> CCLC program. In previous years, student attendance was reported based on the number of days a student came to a program. Students were considered “regular” attendees if they attended a program for more than 30 days. The new GPRA measures changed so that participation is now reported in hours of attendance, and 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.

While the data are now reported in hours instead of days, trends in attendance are consistent with previous years in that students in elementary grades attend programs more often than students in middle and high school (see Figure 5). Thirty-six percent of middle and high school participants attended programs for less than 15 hours, while 16% of elementary school students were included in that lower band of hours attended. This trend continues at the higher hour bands, with 23% of elementary school participants attending 180+ hours, and only 9% of middle and high school students doing so.

Figure 5. Proportion of students in each attendance band by grade level (APR)



## PROGRAM OPERATIONS

### *Recruitment and retention*

Grantees report that students are recruited or referred to the program primarily through school staff, parents and guardians, and student self-selection (Table 10). When asked to indicate the ways in which programs identify students with the greatest needs, nearly all grantees (89% or more) reported that they use grades and/or assessment data (Table 11). Most grantees also use students’ free or reduced lunch status, teacher progress reports, and school attendance data to help identify students.

This year, grantees were asked to indicate if their program and/or site staff were prepared to support students with specific challenges or needs. This was a new question on the Annual Survey in 2022 and was designed to learn about whether programs may need additional resources to support these groups. Eighty-four percent of grantees indicated they were prepared to support students experiencing homelessness, while the percent of grantees indicating they were prepared to support students with certain health conditions (diabetes, asthma, other chronic conditions) ranged from 68% to 87% (Table 12).

Grantees indicated that they seek to provide an inviting and inclusive environment in order to retain students and encourage attendance (Table 13). Programs also reach out to parents—more likely for elementary students—and to students themselves when they demonstrate a pattern of absenteeism. Fifty-nine percent of grantees serving elementary students indicated that they use an incentive system to reward program attendance, while 43% of grantees serving high school students did so.

When asked to indicate what elements of their program that they think support student recruitment and retention, 88% reported that relationships with caring adults “very much” play a role, and 87% indicated that providing opportunities for extracurricular activities, opportunities to have fun, and a safe place while parents work also “very much” play a role (Figure 6).

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

Type of Referral	% of grantees indicating referral method for:		
	Elementary School	Middle School	High School
Internal Program Referrals	81%	79%	84%
School Staff Referrals (e.g., teachers, administrators, counselors, etc.)	99%	98%	97%
Parent/Guardian referrals	96%	95%	92%
Community agency referrals	44%	42%	41%
Student self-selections (including returning students)	88%	91%	94%
Sibling/peer referrals	52%	52%	44%

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

Indicator	% of grantees indicating use of indicator for:		
	Elementary School	Middle School	High School
Grades and/or school and district assessment data	91%	89%	89%
Free/reduced lunch status	80%	79%	83%
Teacher progress reports	79%	81%	74%
School attendance data	78%	79%	81%
Special needs designation or IEP information	69%	70%	73%
Standardized assessment scores	65%	67%	66%
Disciplinary incidents or behavior referrals	65%	72%	70%
English-language learner status	62%	64%	63%
Other	12%	13%	12%

Other included: SEL needs, high need neighborhoods, single parent households, students identified by school counselors.

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

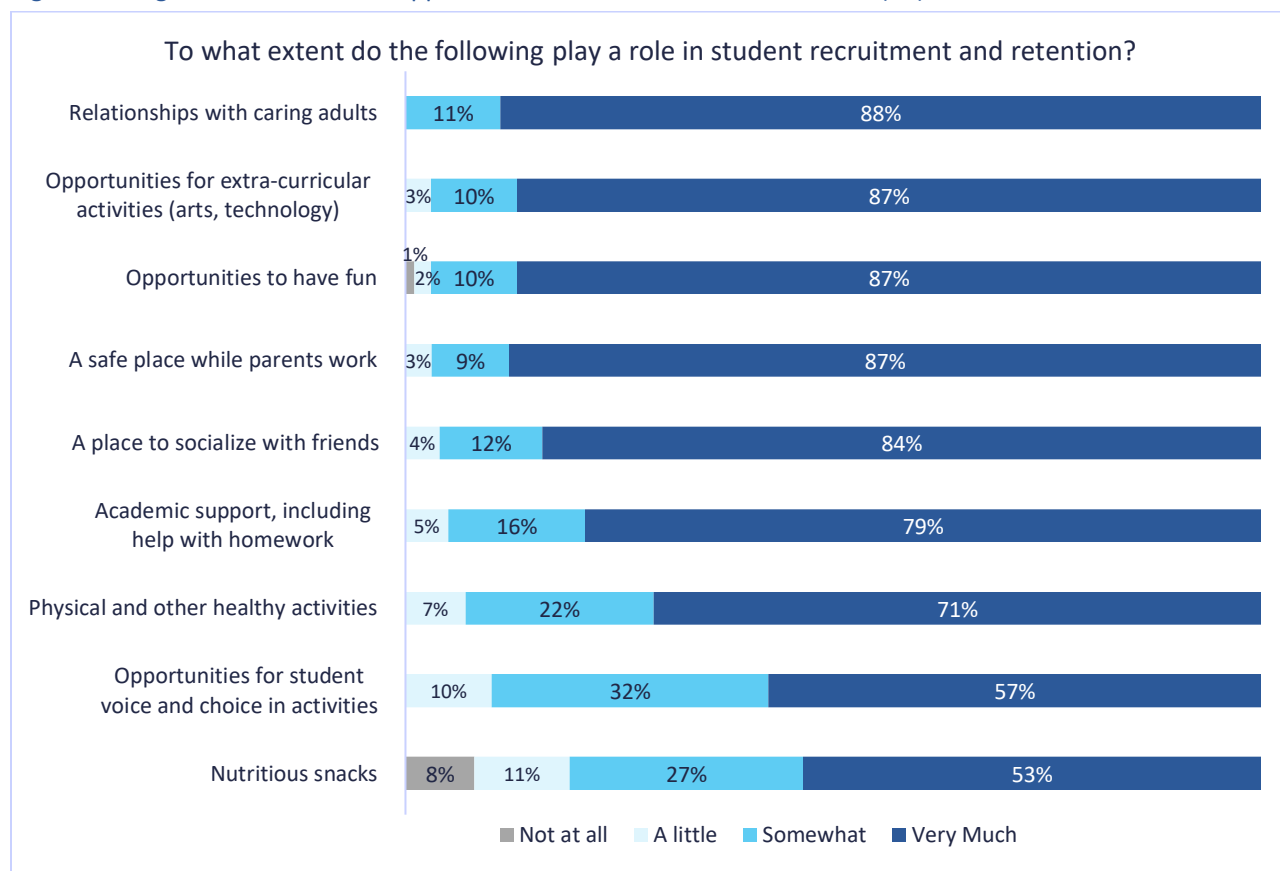
Is your program equipped and/or are staff prepared to support students with the following needs?	Grants (N=197)	
	Number	Percent
Students with diabetes	134	68%
Students with asthma	153	78%
Students experiencing homelessness	165	84%
Students with other chronic health conditions	141	72%

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

Strategy	% of grantees indicating retention strategy for:		
	Elementary School	Middle School	High School
Program provides an inviting and inclusive environment that encourages student attendance	97%	96%	95%
Program reaches out to parents when students demonstrate patterns of absenteeism	94%	92%	89%
Program reaches out to students when they demonstrate patterns of absenteeism	85%	85%	92%
Program conducts outreach to school staff (e.g., teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism	80%	81%	83%
Program operates an incentive system rewarding student attendance in the program	59%	58%	43%
Other	8%	9%	8%

Other included: opportunities for students to develop activities, opportunities for family involvement.

Figure 6. Program elements that support student recruitment and retention (AS)





### Communications

Grantees primarily communicate with parents, guardians and families through phone calls, notes sent home, and in-person meetings. In addition, grantees indicated that they use social media and text messages. It is interesting to note that grantees rely on multiple approaches and channels to stay connected with participants’ families.

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

Communication method	% of grantees indicating communication method for:		
	Elementary School	Middle School	High School
Phone calls	97%	96%	93%
Notes sent home	89%	87%	81%
In-person meetings	83%	82%	89%
Text messages	82%	78%	75%
Newsletters	78%	77%	66%
Social media	77%	77%	77%
Classroom communication apps (Remind, Class Dojo, Seesaw, etc.)	72%	72%	65%
Virtual meetings	63%	62%	59%
Program website	56%	56%	51%
Other	10%	9%	9%

### Transportation

Less than half of the grantees indicated that they offer transportation for their program participants. Transportation is most frequently made available by grantees serving middle school students (45%). Of the grantees who do make transportation available, 40% use 21<sup>st</sup> CCLC funds to do so.

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

Offers Transportation	% of grantees
Elementary school (N=122)	37%
Middle school (N=126)	45%
High school (N=85)	39%

Table 16. Funding sources for grantees that provide transportation (AS)

Funding source for grantees that provide transportation	Grantees (N=99)	
	Percent	Number
21st CCLC funds	40%	40
In-kind funds	47%	46
Both 21st CCLC and in-kind funds	13%	13

## PROGRAM IMPLEMENTATION

### *Progress in Program Implementation*

Grantees indicated the progress they made with respect to various aspects of program implementation over the past year. For the most part, grantees indicated that they progress with regard to implementing academic and enrichment activities as well as coordinating with school day program was meeting or above expectations. Grantees working with high school students indicate less progress in these aspects of implementation.

Table 17: Progress in implementing program activities, all grants (AS)

		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Elementary (N=156)	Implemented academic activities	0%	10%	68%	21%
	Implemented other enrichment/recreation activities	0%	3%	48%	48%
	Coordinated afterschool program with school's day programs	3%	20%	72%	49%
Middle (N=151)	Implemented academic activities	0%	11%	68%	21%
	Implemented other enrichment/recreation activities	0%	5%	49%	46%
	Coordinated afterschool program with school's day programs	3%	18%	47%	32%
High (N=99)	Implemented academic activities	3%	13%	66%	18%
	Implemented other enrichment/recreation activities	2%	7%	44%	45%
	Coordinated afterschool program with school's day programs	4%	22%	31%	42%

### *Barriers to implementation*

21<sup>st</sup> CCLC Grantees face a variety of challenges and barriers when implementing their programs. Covid-19 posed many particular challenges, and during FY22, grantees reported that they made progress in resuming “normal” programming. The barriers indicated by grantees during FY22 show a return to the challenges reported before the pandemic. While in FY21, student recruitment and attendance were the most common barriers, this year, low parent involvement was the most common for middle and high school-serving grantees (52% and 59% respectively). Difficulty in recruiting and retaining program staff has emerged as a significant barrier for many grantees. This emerged as a challenge during the pandemic and continues to persist. Grantees serving middle and high school students reported the challenge of students having other activities and responsibilities competing for their time.

Table 18: Barriers to program implementation by age group (AS) [Shaded cells indicate top three barriers for each age group]

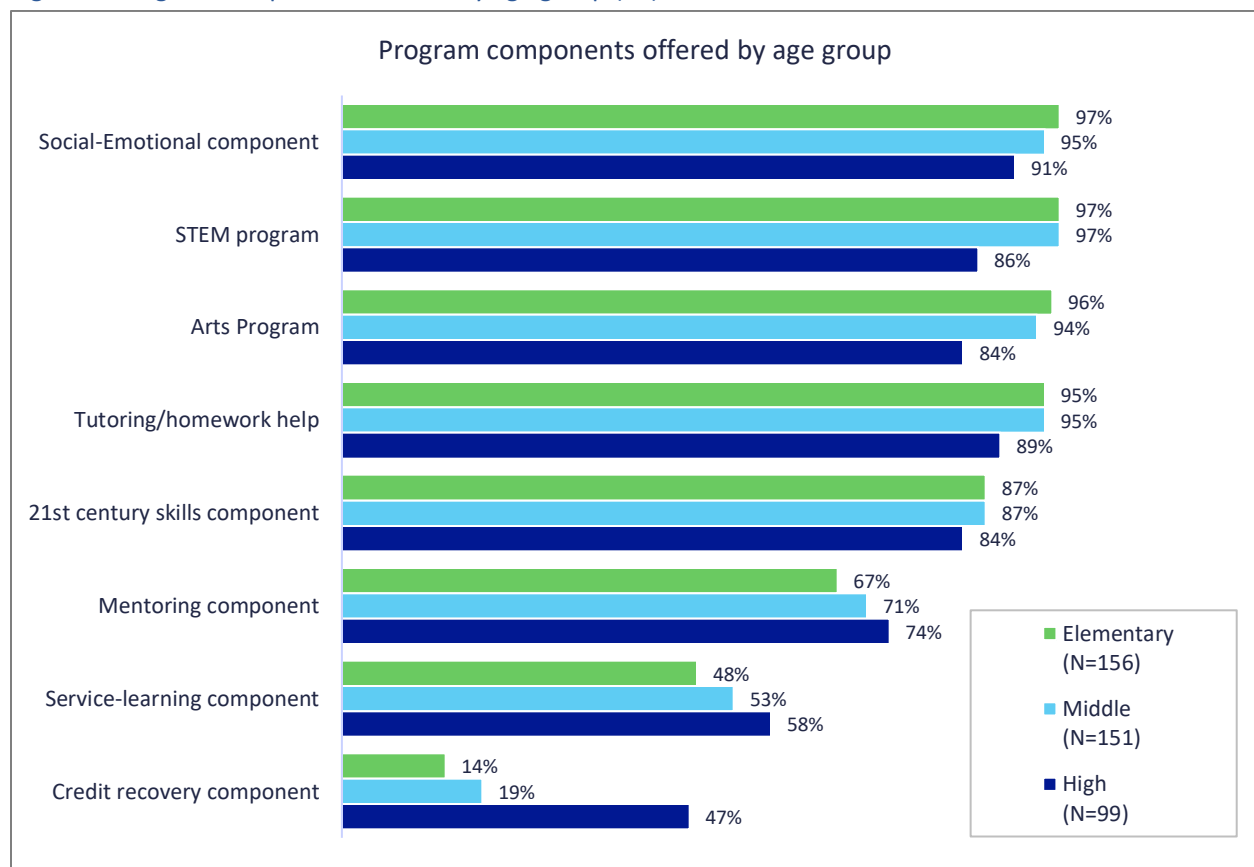
	Elementary School	Middle School	High School
Low parent involvement in activities	44%	52%	59%
Difficulty in recruiting and retaining program staff	48%	47%	34%
Competing activities at school in which the students want to participate	16%	31%	39%
Difficulty in recruiting students	19%	27%	39%
Inconsistent attendance of students (low student retention)	14%	25%	41%
Student access to technology/internet at home	20%	22%	21%
Competing responsibilities at home, such as the need to babysit siblings	11%	22%	42%
Too little time with students	18%	20%	27%
Difficulty in engaging students	5%	12%	17%
Challenges obtaining school-related data	10%	11%	6%
Lack of coordination with school-day teachers	9%	9%	10%
Negative peer pressure and/or gangs influencing students	3%	8%	16%
Technology/internet access at the program	10%	7%	6%
Challenges in communicating with school	6%	7%	7%
Competing responsibilities because student must work	5%	7%	46%
Difficulty in maintaining/identifying partners	4%	7%	14%
Difficulties in transporting students (cost, logistics)	7%	5%	6%
Difficulty in maintaining a safe environment for students when coming/going from site	1%	2%	4%

## PARTICIPANT ACTIVITIES AND OUTCOMES

### PARTICIPATION IN ACTIVITIES

In alignment with ISBE’s 21<sup>st</sup> CCLC program objectives, nearly all grantees indicated that they provide a social-emotional component in their program as well as tutoring/homework help. In addition, nearly all grantees serving elementary or middle school participants offer STEM and Arts programming. These activities are less frequently offered at the high school level. Programming that is more frequently offered at the high school level in comparison with middle and elementary school includes mentoring, service-learning and credit recovery. More information about some of these program components is included below.

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



**Tutoring/Homework help:** Grantees that indicated that they provide tutoring/ homework help were asked to note the subject areas they addressed in their program. Nearly all grantees (95%) indicated they support ELA/reading and mathematics, while 60% indicated that they support students in science.

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

Subject areas addressed	Grantees offering tutoring and homework help (N=190)	
	Count	Percent
ELA/Reading	181	95%
Mathematics	180	95%
Science	113	60%
Social studies/History	18	10%
Other	7	4%
Foreign languages	4	2%

**Arts programming:** Grantees that provide arts programming most frequently offer activities in the visual arts (95%). Grantees also frequently provide programming in performance arts (85%) and music (78%).

Table 20: Types of arts programming and activities (AS)

	Grantees offering Arts Programs (N=183)	
	Count	Percent
Visual Arts (photography, drawing, sculpture)	173	95%
Performance Arts	156	85%
Music	143	78%
Decorative Arts (Ceramics, Jewelry)	124	68%
Applied Art (Architecture, Fashion design)	68	37%
Art History (Visiting art museums)	63	34%

**STEM Programming:** Science, Technology, Engineering, and Mathematics (STEM) programming was offered by 97% of grantees serving elementary and middle school students. When asked to provide details on the type of STEM activities they provide, 80% of grantees indicated they offer STEAM activities (STEM + Arts). Robotics clubs and computer programming or coding activities were offered by 72% of grantees that indicated they offer STEM programming. Grantees also indicated that they rely on outside expertise for their STEM activities, with 65% indicating the use of STEM kits provided by a vendor and 60% partnering with another organization to provide STEM programming.

Table 21: STEM programming activities and strategies (AS)

	Grantees offering STEM Programs (N=189)	
	Count	Percent
STEAM activities or programming	152	80%
Robotics clubs or activities (Lego and others)	137	72%
Computer programming or coding activities	136	72%
STEM kits provided by vendor	122	65%

	Grantees offering STEM Programs (N=189)	
	Count	Percent
Partnerships with STEM organizations or program providers	114	60%
Activities aligned with school standards (NGSS)	109	58%
Environmental science activities	110	58%
School-day science teachers to support activities	108	57%
Family STEM nights or activities	100	53%

**21<sup>st</sup> Century Skills:** 21<sup>st</sup> Century skills can encompass a wide range of interpersonal, communication, and other “soft” skills that are valuable for students to build. Most grantees (84-87%) indicated that they offer programming designed to support 21<sup>st</sup> Century skill development. When asked to specify the skills they focus on through their programming, grantees most frequently indicating a focus on problem-solving, collaboration and teamwork, communication, and critical thinking.

Table 22. Skills addressed in 21<sup>st</sup> century skill development programming (AS)

	Grantees offering 21 <sup>st</sup> century skill development component (N=114)	
	Count	Percent
Problem-solving	159	94%
Collaboration and teamwork	158	93%
Communication	157	93%
Critical thinking	155	92%
Initiative and self-direction	142	84%
Information and media literacy	102	60%
Global awareness	90	53%
Civic literacy	69	41%

### ***Pre-K programming***

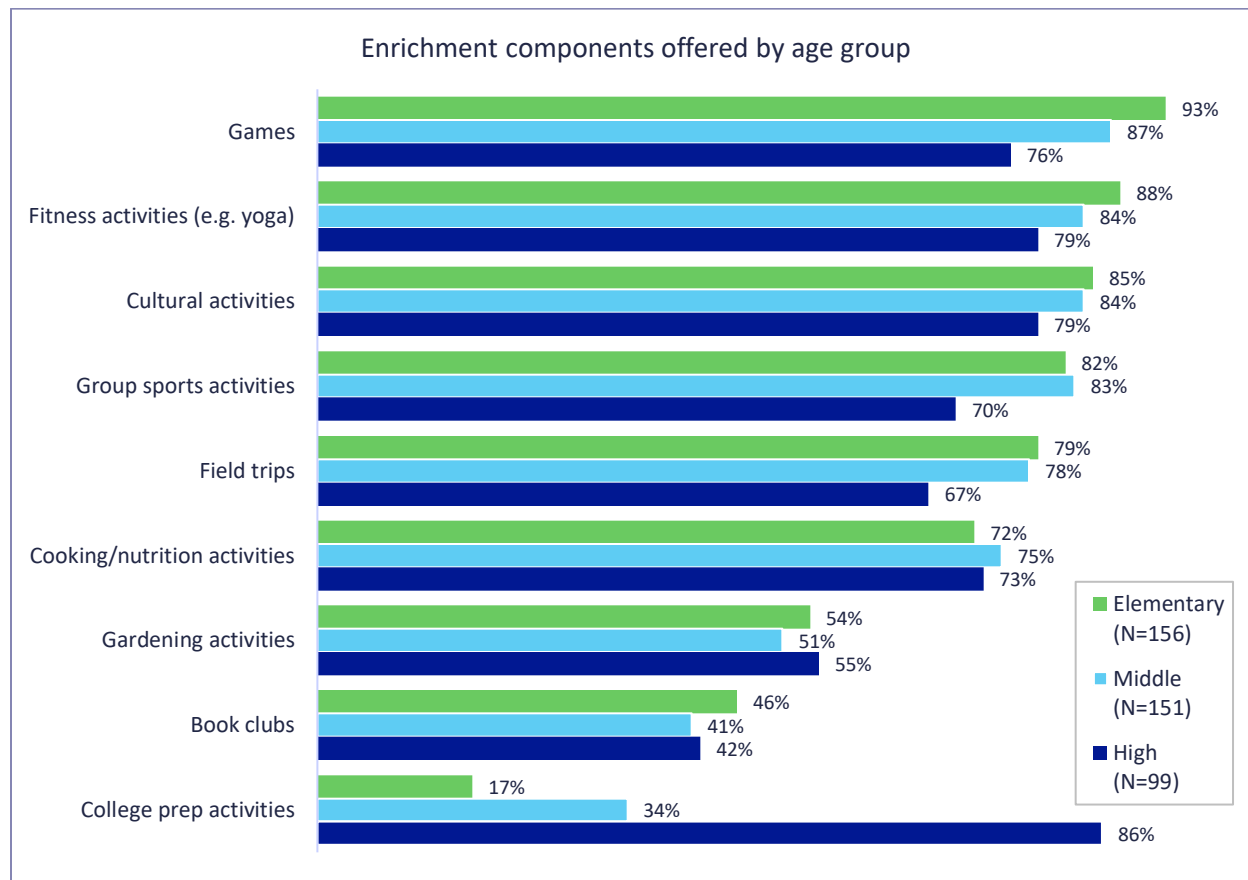
Sixteen percent of grantees indicated that they serve Pre-Kindergarten students in their programs. When asked to describe the kinds of activities they offered Pre-K students, grantees most frequently reported that they provided music, arts, and crafts. In addition, comments about pre-K programming shared by grantees include:

- One grantee only provides programming to pre-K students who have siblings in the program
- Activities that support motor skill development and physical activities
- Activities to help socialize participants and address kindergarten readiness
- Activities that use manipulatives and focus on early learning (shapes, colors)

### Additional Enrichment Activities

In addition to more structured program activities such as the program components described above, grantees offer numerous enrichment activities that may be less structured, periodic, or offered as part of “free” time during the program. These enrichment components most often included games, fitness activities, cultural activities, and group sports. Field trips are more frequently offered as part of elementary and middle school programs, while high school programs frequently offer college prep activities.

Figure 8. Enrichment activities by grade level (AS)



### Summer programming

On the annual survey, 71% of sites indicated that they provided summer programming in the summer of 2021. Summer programming ranged in duration from 1 to 10+ weeks (Table 23). Grantees were asked to describe how their summer programming differed from their school year program. Some grantees noted that summer programming was focused on providing academic remediation and credit recovery. More often, grantees described focusing on enrichment activities, physical activities, and field trips. Grantees shared that with the smaller number of participants that attend summer programs, they can engage in more hands-on activities including STEM activities. Some grantees also described engaging students in service-learning over the summer. For many grantees, it appears summer is an opportunity to engage students in different ways, and that they make a point of making their summer program distinct from their school-year program. As one grantee described:

*The 21st CCLC summer program at [our site] differs from the school-year program due to the summer offerings being completely enrichment based. All activities including those offered by community partners must be hands on, age-appropriate activities that do not include the use of tablets, phones, Chromebooks, etc. Students are "unplugged" from these devices during the summer. In addition, weekly field trips are taken.*

Table 23. Duration of summer programming by site (AS)

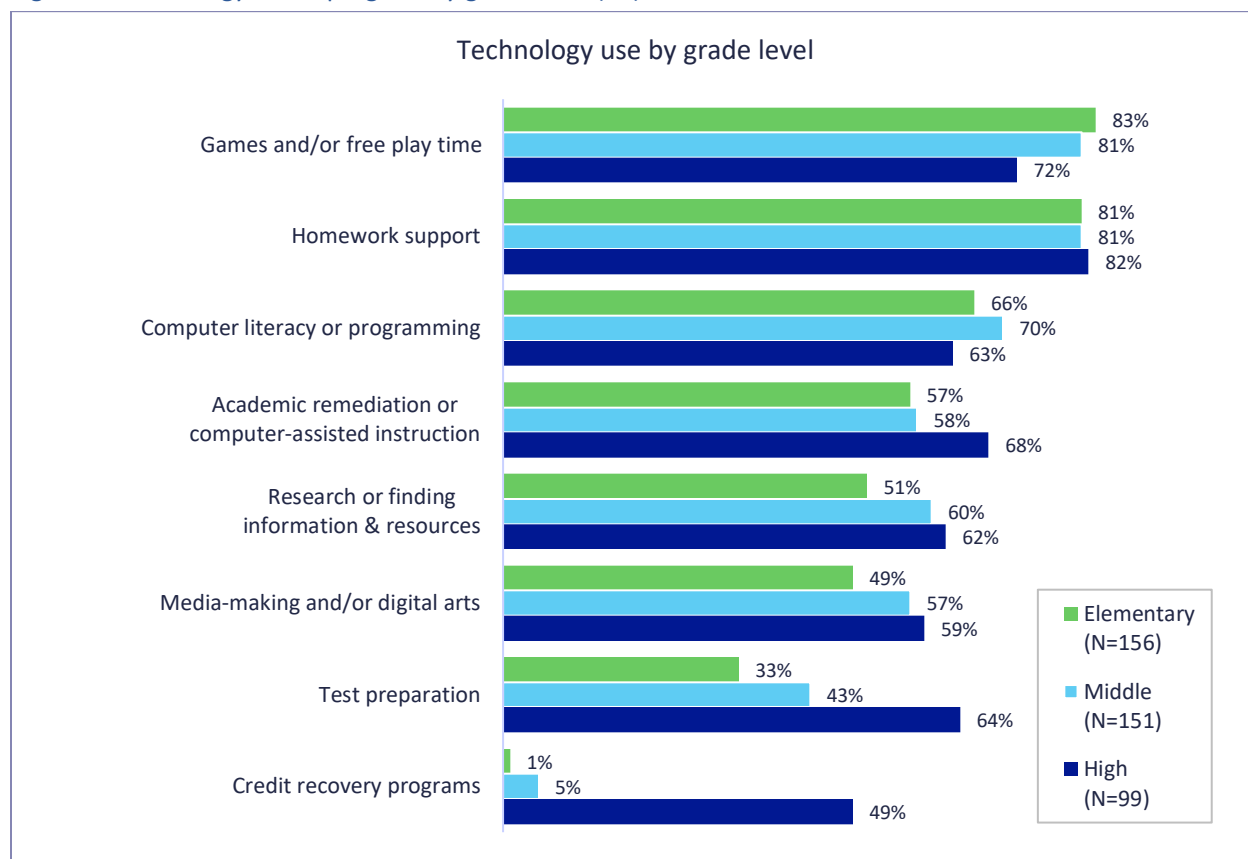
	Sites providing summer programming (N=429)	
	Count	Percent
1-3 weeks	35	8%
4-6 weeks	326	76%
7-9 weeks	62	14%
10+ weeks	5	1%
Not reported	1	0%
TOTAL	429	100%

### **Technology**

Technology has always been a key element of 21<sup>st</sup> CCLC programs, as providing students with opportunities to use and learn with and about technology is one of the state program objectives. During the Covid-19 pandemic, technology became essential for implementation of many aspects of 21<sup>st</sup> CCLC programs, as many activities and supports shifted online during the 2020-2021 school year, and last year grantees reported increased use of technology to provide homework support and academic remediation and instruction. During FY22 (the 2021-2022 school year), in-person programming was able to resume, and while technology continues to be used to a wide range of activities, its role has shifted. This year, grantees reported using technology across activities less than last year. However, the two most frequently reported uses for technology, homework support and games, remain consistent.



Figure 9. Technology use in program by grade level (AS)



## BEHAVIOR AND SOCIAL-EMOTIONAL SKILLS

Nearly all grantees provide a social-emotional learning components in their programming, but the nature of that programming varies greatly across the grants. Many grants indicated that they use particular strategies and practices to support the development of positive behavior and student wellness. These include use of trauma informed practices (79% of grantees) and the Positive Behavioral Intervention and Supports system, or PBIS (66%) (Table 24).

In addition, many grantees implemented structured programs and specific curricula designed to support SEL skill development. Grantees reported using a wide variety of programs and curricula, the most common being Character Counts (21%), Positive Action (18%) and Second Step (18%) (Table 25). Many grants indicated that they use their own curricula or have developed their own activities to support SEL.

21<sup>st</sup> CCLC programs request the school-day teachers of all participants in grades 1 through 5 to complete a survey to indicate changes in participants’ behavior and engagement in the classroom. Data provided by teachers indicated that 75% of elementary grade participants who needed to improve their behavior in class did so, and 65% of middle/high school participants improved their behavior (see Figure 10).<sup>1</sup>

<sup>1</sup> Teachers can indicate that a student “did not need to improve.” For this report, the percentage of students who improved is calculated by removing the “did not need to improve” total from the N.

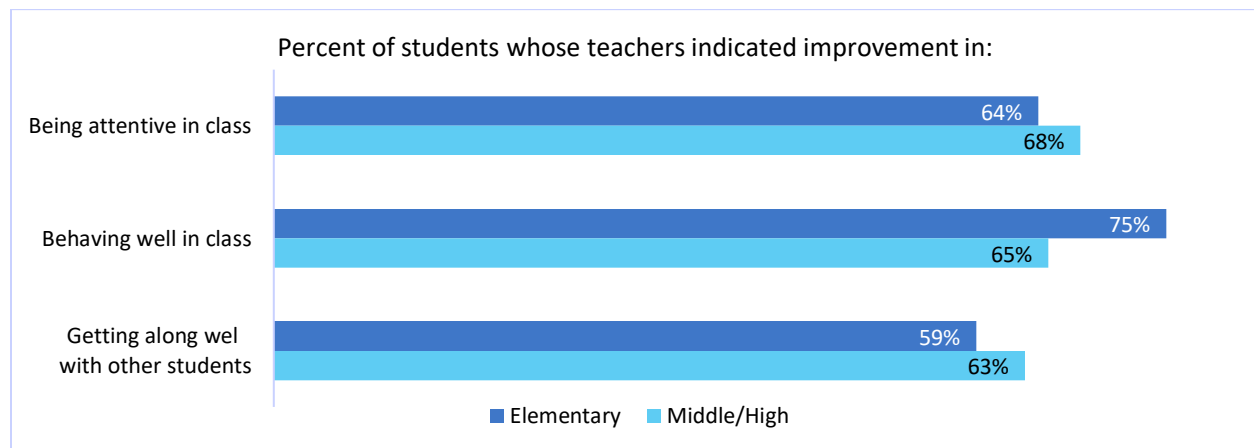
Table 24: Social-emotional programming: Behavior strategies and approaches (AS)

	Grantees offering social-emotional programming (N=187)	
	Count	Percent
Positive Behavioral Intervention and Supports (PBIS)	124	66%
Restorative Justice Practices	94	50%
Trauma-Informed Practices	148	79%
Other	37	20%

Table 25: Social-emotional programming: Skill-building curricula and activities (AS)

	Grantees offering social-emotional programming (N=187)	
	Count	Percent
Character Counts	40	21%
Positive Action	34	18%
Second Step Curriculum	34	18%
Stephen Covey's Seven Habits of Highly Effective People Program	22	12%
Means and Measures of Human Achievement Labs (MHA) Tools	21	11%
Aggression Replacement Training	12	6%
Botvin Life Skills Training Curriculum	7	4%
Lions Quest Curriculum	8	4%
Too Good for Violence / Too Good for Drugs	8	4%
Other: Descriptions included - Calm classroom (21 responses) - BCGA Passport/SMART girls curricula (13) - Every Monday Matters (7) - Zones of regulation (7) - Why Try (5)	77	41%

Figure 10. Teacher reported changes in behavior by age (AS) (see Appendix A for N for each item)



## STUDENT ACHIEVEMENT AND ACADEMIC ENGAGEMENT

Student improvement in academic achievement is a key objective of the 21<sup>st</sup> CCLC program. Measurement of such improvement is a challenge. School, and with it testing, was significantly disrupted during the Covid-19 pandemic. Further, changes in standardized testing over the past 5+ years in the state of Illinois along with the GPRA changes mean that any longitudinal or trend data on student achievement has been disrupted.

For FY22, the statewide evaluation is reliant upon teacher-reported changes in students’ academic engagement and performance, and state assessment data for participants in 4<sup>th</sup> through 8<sup>th</sup> grade as collected via the Illinois Data and Benchmarking Tool system. According to the teacher survey data, 81% of elementary students who needed to improve did so with respect to participating in class, and 74% improved completing homework to the teacher’s satisfaction (see Figure 11). Teachers indicated that 71% of elementary students improved their academic performance, and 70% of middle/high school students did so.

Through the Illinois Data and Benchmarking Tool 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 English/Language Arts (ELA). State assessment data are dramatically different from teacher reported changes in the classroom, with less than 10% of students demonstrating growth in any category. The percentage of students demonstrating growth was higher for ELA compared with mathematics and was higher for students with more hours of program participation. While 3% of students who participated less than 15 hours demonstrated growth in ELA, 7% of students who participated 270 hours or more did so.

Figure 11. Teacher-reported changes in achievement and academic engagement (AS)(See Appendix A for N for each item)

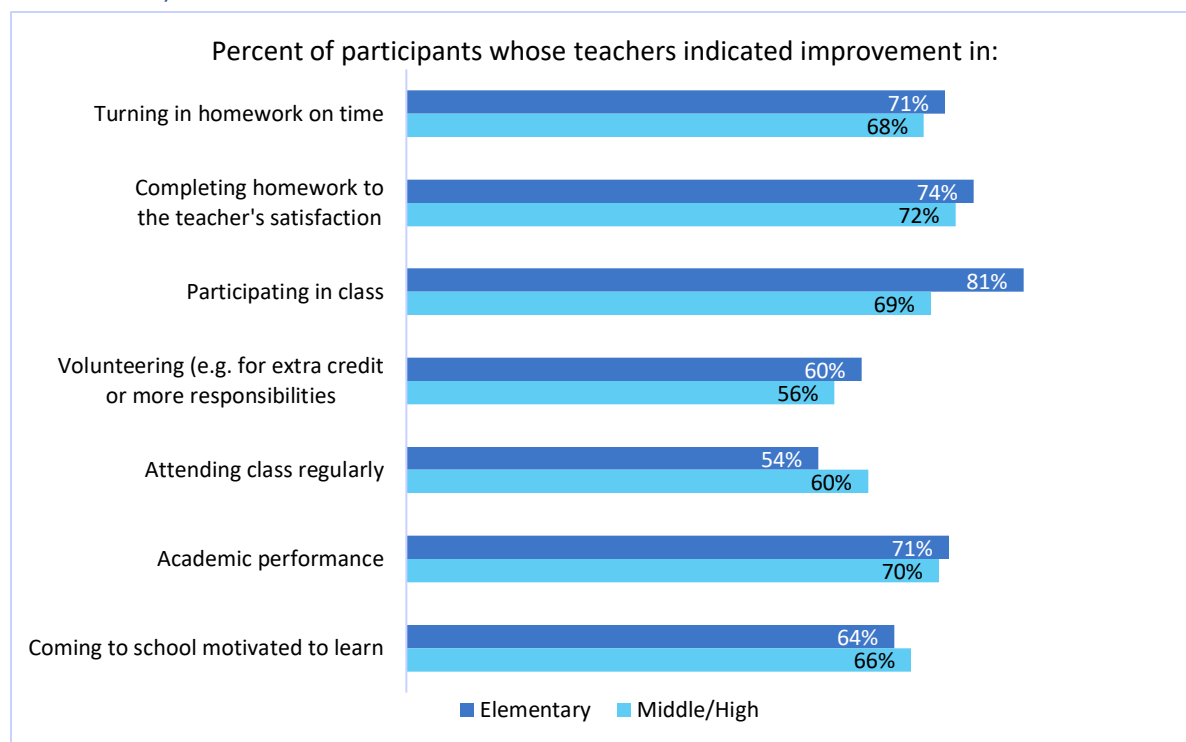


Table 26. Academic growth based on state assessment data for participants in grades 4 through 8 (APR)

Hours of participation	Mathematics			English/Language Arts		
	# Participants w/ data	# Demonstrated growth	% Demonstrated growth	# Participants w/ data	# Demonstrated growth	% Demonstrated growth
Less than 15 hours	6062	126	2%	6090	203	3%
15-44 hours	6725	155	2%	6744	262	4%
45-89 hours	4528	112	2%	4545	202	4%
90-179 hours	4238	93	2%	4253	204	5%
180-269 hours	2027	55	3%	2030	98	5%
270 or more hours	1821	55	3%	1825	122	7%

### School-day attendance

With the new GPRA indicator on improved school-day attendance, the Illinois Data and Benchmarking Tool system now includes data on the number of students who had attendance below 90% during the previous year and improved attendance for the current year. Data were reported by hours of attendance, and while 57% of students who attended 21<sup>st</sup> CCLC programs for less than 15 hours improved school-day attendance, 73% of students who attended 180-269 hours improved their school-day attendance. Across all attendance categories, 63% of students improved their school-day attendance (see Table 27).

Table 27. 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	4326	2485	57%
15-44 hours	3438	2098	61%
45-89 hours	2291	1469	64%
90-179 hours	2233	1527	68%
180-269 hours	1059	771	73%
270 or more hours	756	516	68%
All participants	14102	8866	63%

## STUDENT AND FAMILY INCLUSION

Providing services to students and families with the greatest needs is one of ISBE’s 21<sup>st</sup> CCLC program objectives. Grantees most commonly identify “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. This year, 65% of participants were designated as low-income, while 18% were limited English proficiency and 11% had an IEP.

Table 28: Population information of all participants (APR)

Student Population	# of participants	% of participants
Low-income	39576	65%
Limited English Proficiency	10692	18%
IEP	6890	11%

Table 29: Programming (hours and participants) for high need students (APR)

Activities	# Sites Offering	# Hours offered	# of participants
Services for Individuals with Disabilities	71	9569	1558
Activities for English Learners	93	9204	4969

Family programming has historically been a challenge for grantees, and grantees’ ability to offer programming was severely impacted by the Covid-19 pandemic. When asked to indicate how much progress they had made in providing services to families this year, more than 60% of grantees indicated they were meeting or above expectations (Table 30). It is interesting to note that grantees serving middle and high school participants have made less progress in providing family programming.

Table 30: 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=156)	5%	29%	53%	13%
Middle(N=151)	7%	28%	55%	11%
High (N=99)	12%	26%	51%	11%

The nature of family programming varies greatly across sites, and includes social and community activities, opportunities for families to learn about students’ work, and programming for parents and families to build their own skills. Family activity nights are the most common type of family programming provided by grantees (76%) closely followed by showcases and performances (72%) (Table 31). This year, most grantees have returned to pre-pandemic levels of family participation, and in the aggregate, grantees have exceeded the number of family members they served during FY19 (Table 32). When taking a closer look at family participation data by grantee, Chicago Public Schools grants (of which there are 24) account for 10,260 (43%) of the family participants.

Table 31. Family programming and activities offered by grantees (AS)

	All Grantees (N=197)	
	Count	Percent
Family activity nights (game nights, movie nights, etc.)	149	76%
Showcases and performances	141	72%
Parent education activities	120	61%
Health and wellness activities (nutrition, fitness)	119	60%
Parent-teacher conference support	92	47%
Adult education (ESL, GED)	65	33%
Technology classes	60	30%
College application process and guidance (including FAFSA)	53	27%
Other	34	17%
Our program does not offer parent/family programming or engagement activities	8	4%

Other most frequently included parent meetings to update parents on afterschool programming and informational meetings.

Table 32: Number of family participants 2018 – 2022 (APR)

Student Grade Level	Number of Family Participants			
	FY19	FY20	FY21	FY22
Grades PreK-5	13,262	9,502	7,951	14,812
Grades 6-12	9,721	8,079	5,346	9,151
Total	22,983	17,581	13,297	23,963

## ORGANIZATIONAL CAPACITY

### STAFFING AND PROFESSIONAL DEVELOPMENT

Grantees provided data about their staff, including positions and whether staff were paid or volunteer. Over 17,000 staff worked at ISBE’s 21<sup>st</sup> CCLC programs in FY22. One third of those staff are school-day teachers, and 16% of staff are other non-teaching school staff.

Nearly all grantees indicated that their staff participate in professional learning opportunities offered by the ISBE 21<sup>st</sup> CCLC program. Aside from program-specific training, the most common topics for staff professional development include social and emotional learning (85%), trauma-informed practices (73%) and staff team-building (71%) (see Table 34).

Table 33: Staffing types of all grantees (APR)

Staff Type	Paid	Volunteer	Total Number	Total Percent
School Day Teachers	5740	206	5946	34%
Other Non-Teaching School Staff	2874	179	3053	17%
Subcontracted Staff	2152	75	2227	13%
Administrators	1726	199	1925	11%
Other	1013	93	1106	6%
Community Members	675	405	1080	6%
College Students	724	291	1015	6%
High School Students	531	221	752	4%
Parents	180	323	503	3%
Total	15615	1992	17607	100%

Table 34. Types of professional development provided (AS)

	Grantees	
	Number	Percent
21st CCLC Program-Specific Training (e.g., ISBE conferences, ISBE webinars)	185	94%
Social and Emotional Learning Training	168	85%
Trauma Informed Practice Training	143	73%
Staff Team-Building Training	139	71%
Disciplinary and/or Behavioral Training (e.g., Anger Management, Positive Behavioral Intervention and Supports (PBIS))	116	59%
Cultural Awareness and Sensitivity Training	112	57%
Safety Training (e.g., First Aid, CPR training)	102	52%
Youth Program Quality Assessment Training	96	49%
STEM Training	93	47%
Illinois Learning Standards Training and/or Common Core Training	65	33%
Media/Technology Training	62	31%
Health Training (e.g., nutrition education, fitness education, sexual education)	61	31%
English Language Arts Training	49	25%
Other	31	16%

## EVALUATION AND CONTINUOUS IMPROVEMENT

Grantees are required to conduct their own local program evaluations and are expected to use program data to identify areas for program improvement. More than 60% of grantees indicated that they were meeting or above expectations in these areas during FY22. Across grade levels, grantees indicated that they are making more progress in using data to improve the program than they are in implementing evaluation activities overall.

Table 35: Progress in implementing evaluation activities, all grants (AS)

		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Elementary (N=156)	Implemented evaluation activities	1%	24%	60%	14%
	Used data to improve the program	7%	24%	47%	22%
Middle (N=151)	Implemented evaluation activities	1%	25%	60%	14%
	Used data to improve the program	6%	25%	48%	21%
High (N=99)	Implemented evaluation activities	0%	17%	72%	10%
	Used data to improve the program	3%	22%	44%	29%

## FUNDING AND SUSTAINABILITY

21<sup>st</sup> CCLC grantees are expected to use their period of funding as an opportunity to identify partners and funders to help sustain the program beyond the life of the grant. While most grantees indicated that they are meeting or above expectations in areas related to sustainability and partnerships, more grantees indicated progress with respect to involving other agencies and nonprofit organizations in their program and coordinating with other funding sources to supplement the program than in identifying ways to continue the program after the grant (Table 35). When asked to indicate the proportion of the program components that are currently sustainable, 41% of grantees indicate that most or all are sustainable (Table 37).

Table 36: Progress in partnerships and sustainability, all grants (AS)

		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Elementary (N=156)	Identified ways to continue critical components of the program after the grant period	10%	38%	46%	6%
	Involved other agencies and nonprofit organizations	4%	15%	69%	13%
	Coordinated the program with other funding sources to supplement the school's programs	4%	29%	43%	23%



		Below expectation	Approaching expectation	Meeting expectation	Above expectation
Middle (N=151)	Identified ways to continue critical components of the program after the grant period	11%	36%	45%	7%
	Involved other agencies and nonprofit organizations	3%	16%	68%	13%
	Coordinated the program with other funding sources to supplement the school's programs	5%	29%	42%	24%
High (N=99)	Identified ways to continue critical components of the program after the grant period	10%	30%	51%	9%
	Involved other agencies and nonprofit organizations	7%	19%	61%	13%
	Coordinated the program with other funding sources to supplement the school's programs	8%	29%	28%	34%

Table 37. Proportion of program components that grantees indicate are sustainable, by Cohort. (AS)

	All Grantees (N=197)	
	Percent	Count
All are sustainable	12%	23
Most are sustainable	29%	58
Some are sustainable	55%	109
None are sustainable	4%	7

## CONCLUSION

In FY22, many 21<sup>st</sup> CCLC grantees worked to return programming and activities to their pre-pandemic status, offering the types of activities they did in-person prior to March 2020 and working to recruit and retain students at the same level as that time. For the most part, grantees appear to be on their way to re-building their programs, and those grantees from the most recent funding cohorts are getting their programs established and underway. Below, the extent to which grantees are meeting the overall statewide program objectives is considered in light of the data provided in this report.

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

According to teachers, participants in grades 1 through 5 are demonstrating improvements with respect to indicators of academic engagement. According to teachers, when considering participants in these grades who needed to improve (see Figure 11):

- 81% improved participating in class;
- 74% improved completing homework to the teacher's satisfaction;
- 71% improved turning in homework on time; and
- 71% improved their overall academic performance.

However, when looking to at the proportion of students demonstrating growth on their state assessments, there are fewer than 10% of participants in grades 4 through 8 made gains in Mathematics or ELA.

**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 offer a wide variety of programming, providing opportunities for students to engage in numerous arts, STEM, physical, and cultural activities. Most grantees indicated that their program includes components across topics and interests. Technology continues to be used as both a tool to support learning and as a subject in and of itself through activities like computer programming.

**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. SEL and behavioral programming includes both the use of strategies to support positive behavior and the implementation of curriculum to help participants develop skills such as self-regulation and conflict resolution. According to teacher surveys, 75% of students in grades 1 through 5 improved classroom behavior if they needed to, and 59% improved with respect to getting along well with other students.

**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.** Family programming has consistently been a challenge for 21<sup>st</sup> CCLC grantees, and this year was no different. There are a number of grantees who did not offer family programming and/or did not provide any family participation data. However, while grantees indicated that low parent involvement is a top challenge, family participation levels returned to pre-pandemic levels, and even exceeded the family participation total for FY19.

**Objective #5: Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.** Grantees continue to identify and enroll

students with the greatest need for academic assistance using a variety of recruitment and referral strategies. Sixty-five percent of program participants were designated as low-income students.

**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 focused on SEL and trauma-informed practices, which is likely in directly response to the needs of their program participants and community. In addition, professional development activities that focus on team building may serve to increase staff retention.

**Objective #7: Projects will create sustainability plans to continue the programs beyond the federal funding period.** Over the course of their grants, grantees work toward program sustainability by developing partnerships and finding resources in their schools and communities that can support the program. Many grantees active during FY22 were relatively early in their grant and may have not made significant progress toward sustainability. However, grantees in Cohorts 2013, 2015 and 2019 are nearing the end of their funding. While many indicate they have made progress in developing sustainability plans, the ultimate indication will be continued operation of the 21<sup>st</sup> CCLC program after the life of the grant.

## APPENDIX A: TEACHER SURVEY DATA

Grantees submitted teacher survey data by site; grantees provided data for 286 sites serving Elementary students.

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	2624	1386	2747	1398	1873	251	99	88	10466
Completing homework to the teacher's satisfaction	2375	1501	4078	1469	1964	267	112	89	11855
Participating in class	2298	1548	5837	1585	1849	163	69	46	13395
Volunteering (e.g. for extra credit or more responsibilities)	2400	1266	1245	1283	2398	108	34	27	8761
Attending class regularly	3517	1131	867	924	2092	226	108	68	8933
Being attentive in class	2256	1283	1463	1584	1903	362	120	52	9023
Behaving well in class	2987	1177	5199	1308	1953	444	131	78	13277
Academic performance	1850	1485	1719	1823	1611	311	79	43	8921
Coming to school motivated to learn	2471	1324	1397	1413	1933	262	84	55	8939
Getting along well with other students	3195	1110	1082	1187	1862	316	121	70	8943

Illinois 21<sup>st</sup> CCLC: FY22 State-wide Annual Evaluation Report

Grantees submitted data by site; grantees provided data for 177 sites serving Middle and High School students.

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	1228	860	908	1047	877	268	131	60	5379
Completing homework to the teacher's satisfaction	1183	926	1010	1070	776	248	93	55	5361
Participating in class	1192	874	1009	989	942	228	82	56	5372
Volunteering (e.g. for extra credit or more responsibilities)	1304	595	777	833	1465	170	50	40	5234
Attending class regularly	1777	727	617	790	939	281	82	92	5305
Being attentive in class	1313	863	848	1030	829	323	102	65	5373
Behaving well in class	1700	743	697	915	847	287	111	33	5333
Academic performance	1084	828	1031	1126	806	309	104	75	5363
Coming to school motivated to learn	1311	832	787	966	934	232	89	70	5221
Getting along well with other students	1973	678	692	739	959	190	63	34	5328