



**21<sup>st</sup> Century Community Learning Centers**  
Illinois Annual Statewide Evaluation  
Program Year 2008-2009

Final Version

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## Introduction

The 21st Century Community Learning Centers program (21<sup>st</sup> CCLC), authorized under Title IV, Part B, of the *No Child Left Behind Act of 2001*, has three specific purposes: “(1) provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those attending low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics; (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families served by community learning centers opportunities for literacy and related educational development.”<sup>1</sup>

The U.S. Department of Education oversees the 21<sup>st</sup> CCLC program; the Illinois State Board of Education (ISBE) was approved for funding and implemented a competitive grant program.

ISBE identified seven measurable objectives for Illinois (box on right). This report summarizes the degree to which the grantees are on-target to reach the objectives and outcomes for Illinois. The report is organized as follows:

Part I: Implementation - an analysis of the grantees' implementation progress

Part II: Objectives and Outcomes - summary of quantitative and qualitative data on achievement of the seven objectives

Part III: Progress in Implementing Recommendations from 2007-2008 - status of recommendations from last year's annual report

Part IV: Summary and Recommendations for 2009-2010 – recommendations and quality improvement process

### Seven Objectives

1. 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 recreation activities.
2. Participants in the program will demonstrate increased academic achievement.
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.
4. The 21<sup>st</sup> CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.
5. These programs will serve children and community members with the greatest needs for expanded learning opportunities.
6. 21<sup>st</sup> CCLC program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the *No Child Left Behind Act* definitions and National Staff Development Council's professional development standards.
7. 21<sup>st</sup> CCLC program projects will use the funding most efficiently by coordinating and collaborating with state and other funding sources, agencies, and other community projects to supplement the program, and not supplant the funds, and to eventually become self-sustaining.

<sup>1</sup> U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs (February 2003). *21<sup>st</sup> Century Community Learning Centers, Non-Regulatory Guidance*. Retrieved from <http://www.ed.gov/programs/21stcclc/guidance2003.pdf>

## Methodology

During the 2008-2009 academic year, the research team reviewed the underlying theory of change and logic model for the evaluation of the 21<sup>st</sup> CCLC program in Illinois. This report, the Illinois Annual Statewide Evaluation, focused on the interim and more immediate outcomes, whereas the Illinois 2009 Summative Report to be available in March 2010 evaluated progress towards the longer term outcomes of the cohort of grants completing their fifth year.

The research supporting the annual evaluation includes various primary and secondary sources, thus providing a multi-source, multi-method approach that combines quantitative and qualitative data. Analyses included anecdotal, descriptive, and multivariate methodology. This approach enabled researchers to collect the myriad of data needed to address the breadth of the objectives and organizational, programmatic, strategic, and implementation characteristics of the various sites. Appendix A includes a more detailed research matrix.

### Major Primary Sources

Three primary resources projects were implemented in 2008-2009 to collect the data and supporting evidence needed for the evaluation.

1. Each 21<sup>st</sup> CCLC award administrator and/or staff completed the 2009 Annual Illinois Survey administered on-line or as a Word Document, at the preference of the grantee (Appendix B)
  - The survey was introduced at the spring mandatory grantee meeting. All grantees were sent login and passwords in March 2009, and the online data collection concluded on June 1, 2009.
  - Additional follow-up phone calls garnered missing data and provided a way to gather more in-depth information for selected grantees. Through the online survey and follow up conversations, data were collected for 100% of the grantees.
2. The lead researcher conversed either by telephone or in-person with selected ISBE staff knowledgeable of the program several times from July 2008 through July 2009.
3. The research team conducted site visits to 26 grantees and partial visits via telephone interviews with an additional 22 grantees. Grantees receiving a partial visit had been visited by a member of the research team within the past four years. See Appendix C for description of site visit protocols and instruments.
  - All grants ending in 2009 received a site visit or a partial visit.
  - Four grantees in their first year of implementation received a site visit. Each of these organizations was new to the 21<sup>st</sup> CCLC grant program.
  - Site visits were conducted in all geographic areas in Illinois.
  - The visits were completed from February through June 2009.
  - Each site visit included interviews with the program administrator, on-site teachers and tutors, parents, and partners, when possible, and observation of the program in session.
  - Parents, classroom teachers, school administrators, and community partners were randomly selected for follow-up interviews by phone and/or mail.



## Major Secondary Sources

The research team collected six categories of documentation and secondary sources to complete the evaluation.

1. Each grantee provided copies of their original application for funding, annual requests for continuation for funding, and evaluation plans and reports.
2. Financial information was accessed through the ISBE Fiscal Program Reports obtained on-line from the FRIS system.
3. All e-mails on the listserv, program documents, and professional development records provided by ISBE staff and Learning Point Associates, and information accessible from the LPA portal were analyzed.
4. The federal reports submitted by the grantees for the 21st CCLC Profile and Performance Information Collection System (PPICS ), Annual Performance Report for each grantee/site, State of Illinois Summary Reports from 2007 and 2008, and preliminary data for 2009 (as of December 17, 2009) were analyzed.
5. The Interactive Illinois Report Card project at Northern Illinois University (<http://iirc.niu.edu>) and ISBE provided student assessment data for analysis. The assessment files of individual-level, student assessment data for ISAT and PSAT included identifiers for students participating in 21st CCLC programs.
6. The websites and newsletters of the organizations with 21<sup>st</sup> CCLC funding were used to learn more about the programs and provide a context for understanding the other secondary sources.

## Number of Responses and Reliability

The 2009 Annual Illinois Survey had a response rate of 100% (n=108). The number of interviews and surveys conducted with 21st CCLC staff, school staff, parents, classroom teachers, and community partners varied from grant to grant. Because of the variation in the number of responses, results were aggregated by the type of survey, then by the organization receiving the award. For example, all teacher surveys were combined for a site and then across all sites for that grant.

The surveys and interviews included numerous open-ended questions that were coded using rubrics and scoring rationales. At least two researchers independently reviewed the data and compared interpretations and the codes they assigned. Any differences in interpretation were adjudicated.

Exhibit 1. Response Rates and Reliability

Survey/Interview	Number of Grants Represented	Response Rate	Reliability
2009 Annual Illinois Survey	108	100%	Adjudicated ratings
Full or Partial Site Visit – Grant Manager Survey/Interview	48	100%	Adjudicated ratings
Site Visit – Site Coordinator	27(a)	100%	Adjudicated ratings
Site Visit – Parent	12	44%	.82 Cronbach's Alpha
Site Visit – Teacher/Tutor	12	44%	Adjudicated ratings
Site Visit – Principal	24	89%	.94 Cronbach's Alpha
Site Visit – Partner	12	44%	.81 Cronbach's Alpha

(a) Not all grantees had site coordinators different than the grant manager. In these cases the survey was completed by the grant manager.

In summarizing the results, the researchers did not search for causal or definitive findings. The limitations of the data did not warrant those types of interpretations because the multiple sources of data have varying degrees of reliability and only a selection of sites provided the more in-depth, on-site evaluative data. Neither an experimental or quasi-experimental design was possible. The research, however, was useful in providing information on the implementation and outcomes of the 21st CCLC program in Illinois.

## Part I: Implementation Progress in 21<sup>st</sup> CCLC Programs in 2008-2009

In program year 2008-2009, the Illinois State Board of Education (ISBE) funded 108 grant programs representing 311 sites<sup>2</sup> across the State of Illinois with total allocated grantees' budgets of \$37,158,275<sup>3</sup>. Part I provides a general description of the grants and addresses the following five questions:

- Which projects were active in 2008-2009 and who was served?
- To what extent are the grant recipients implementing the activities and evaluation plans proposed in their RFPs and as revised in their annual continuation requests?
- Which factors hindered the grantees in reaching the 21<sup>st</sup> CCLC objectives?
- Did the 21<sup>st</sup> CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes?
- Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision making?

### Characteristics of 21<sup>st</sup> CCLC Grants in 2008-2009

#### Which projects were active in 2008-2009 and who was served?

The following sections summarize the 2008-2009 implementation of 21<sup>st</sup> CCLC in Illinois in terms of characteristics of the grants, students served, and programming. The following table provides a three-year snapshot of the 21<sup>st</sup> CCLC program in Illinois. Compared to previous years, slightly fewer projects and sites served slightly fewer students. The number of hours in operation during the school year and average attendance increased over that in 2007-2008; however, the hours of operation was lower than that in 2008. Each of these characteristics is discussed in more detail in the following sections.

Exhibit 2. Three-Year Overview of 21<sup>st</sup> CCLC in Illinois

	2006-2007	2007-2008	2008-2009
Number of Grant Projects	113	115	108
Number of Sites/Centers	341	336	311
Total Students Served	46,107	44,948	43,243
Regular Attendees (30 or more days)	24,957	24,206	22,745
Total Adult Participants	8,809	4,862	5,738
Average Student Attendance per Site	134	135	139
Average Hours Open per Week	13.08	10.69	12.67

Source: U.S. Department of Education (March 2009). *21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report*.

U.S. Department of Education (March 2009). *21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report*.

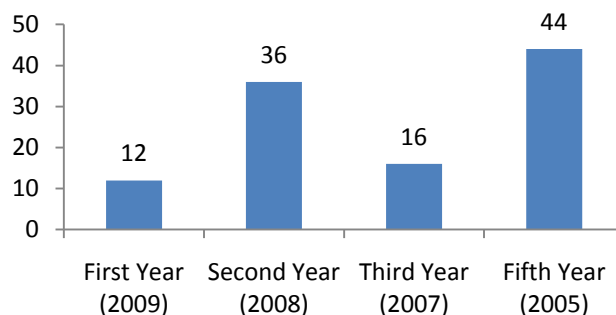
<sup>2</sup> 2009 Annual Illinois Survey, NIU

<sup>3</sup> [www.isbe.net/FRIS](http://www.isbe.net/FRIS), December 7, 2009

## Background

In Illinois the 21<sup>st</sup> CCLC grant is for five years, and an organization may hold more than one grant. In 2008-2009, the 108 grants were held by 71 different organizations. The majority of grants were in their first three years of implementation; however, a significant number of grants (41%) were in their final year of implementation. No grants were in their fourth year. Sixty-five grants were eligible to continue into 2009-2010.

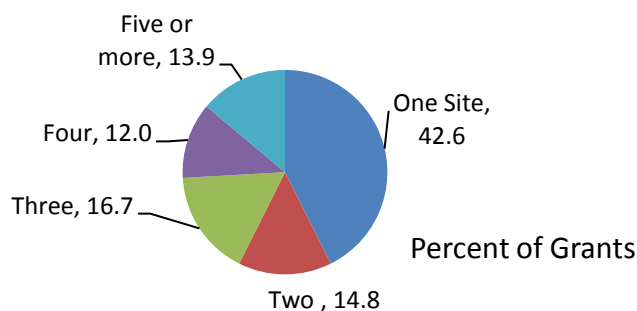
Exhibit 3. Number of Grants by Cohort Year



Educational institutions, including school districts, colleges and universities, Regional Offices of Education, and schools, managed 55 or 51% of the grants; the remaining 53 grants (49%) were managed by community-based or faith-based organizations.

A significant number of grants had only one site; however, nearly 14% of the grants had five or more sites.

Exhibit 4. Number of Sites per Grant



The 108 grants are listed on the next two pages by the funded agency. The agencies in **bold** received a complete or partial visit. All grantees completed the 2009 Annual Illinois Survey and provided documentation on their program, whether or not they were visited.

Exhibit 5. 2008-2009 Active Illinois 21<sup>st</sup> CCLC Grants

GRANTEE	COHORT			
	2005	2007	2008	2009
<b>Alton Community Unit School District 11</b>	X	X	X	
<b>Beacon Street Gallery &amp; Performance Company</b>	X		X	
Beardstown CUSD #15			X	
Benton Consolidated HS District #103			X	
<b>Berwyn South School District 100</b>	X		X	
<b>Bloom Township High School District 206</b>	X			
<b>Boys and Girls Clubs of Chicago</b>	X		X	
Breakthrough Urban Ministries			X	
Build, Inc.			X	
Bureau/Henry/Stark ROE 28		X	X	
By the Hand Club for Kids				X
<b>Cahokia Unit School District 187</b>	X			
<b>Calhoun Community Unit School District 40</b>	X			
<b>Calumet Public School District 132</b>	X			
Canton Union School District #66			X	
Center for Community Academic		X	X	
<b>Center of Higher Development</b>				X
Centers for New Horizons Inc.		X		
<b>Central States SER, Jobs for Progress</b>	X			X
<b>Chicago Arts Partnerships in Education</b>	X			X
<b>Chicago Public Schools 299</b>	X	X	X	
<b>Chicago Youth Centers</b>	X	X		
Children's Home and Aid Society		X	X	
<b>Cities (Communities) in Schools in Aurora</b>	X	X	X	
<b>Comer Science and Education Foundation</b>	X	X		
<b>Community Consolidated School District 65</b>	X			X
<b>Country Club Hills 160</b>	X			
<b>Dallas City Community Unit School District 336</b>	X			
Decatur School District 61			X	
Dime Child Foundation			X	
<b>Dolton West School District 148</b>	X	X	X	
<b>Dolton 149</b>				X
Driven and Empowered Youth (DEY)		X		X
East St. Louis School District #189			X	
<b>Egyptian Community Unit School District 5</b>	X			
<b>Elementary School District 159</b>	X			
<b>Elverado Community Unit School District 196</b>	X			
<b>Fairmont School District 89</b>	X			
<b>Family Focus, Inc.</b>	X	X	X	
<b>Firman Community Services</b>	X			X
<b>Franklin/Williamson ROE 21</b>	X			
Homework Hangout Club, Inc.			X	
<b>Illinois Alliance of Boys and Girls Clubs</b>	X		X	
<b>Iroquois/Kankakee Counties ROE</b>	X			

GRANTEE	COHORT			
	2005	2007	2008	2009
Jones Memorial Community Center			X	
<b>Little Village Community Development Corp. (ENLACE)</b>	X			X
<b>Logan Square Neighborhood Association</b>	X			
<b>Metropolitan Family Services</b>	X		X	
<b>National Museum of Mexican Art</b>	X			
<b>Momence Community Unit School District</b>	X			
Mount Vernon City Schools			X	
<b>NICASA</b>	X		X	
<b>Noble Street Charter High School</b>	X			
Northeastern Illinois University		X		
Northwestern University Settlement			X	
<b>Project Success of Vermilion County, Inc.</b>	X		X	
<b>Proviso/Leyden Council (PLCCA)</b>	X			
<b>Rock Island County ROE 49</b>	X		X	X
<b>Rockford Public School District 205</b>	X	X	X	
School District U-46		X		
<b>Southwest Youth Collaborative –Service</b>	X		X	
<b>Springfield Public School District 186</b>	X		X	
Springfield Urban League, Inc.			X	
<b>St. Anne School District</b>				X
<b>Urban Solutions Association</b>	X	X		
<b>Urbana School District 116</b>	X			
<b>Waukegan Community Unit School District</b>	X		X (2)	
<b>West Harvey Dixmoor</b>				X
Westside Health Authority			X	
<b>Will County ROE</b>	X		X	
Total	44	16	36	12

Source: ISBE FRIS, 2009

## Location of Sites

The 21<sup>st</sup> CCLC sites were located across the state and within different population centers. Over half of the elementary and high school sites were in large urban or urban fringe areas. The vast majority of the sites are located in a public school, even though they may be managed by a community-based organization.

Exhibit 6. Location of Sites by Grade Level

Population Center	Elementary (203 sites)	Middle/Jr High (198 sites)	High School (59 sites)
Large City population equal or greater than 250K	46.8%	19.7%	40.7%
Urban Fringe of Large City	16.7%	17.2%	11.1%
Mid-size City with population less than 250,000	18.2%	31.8%	7.4%
Large Town (greater or equal to 25,000 and located outside an larger urban area)	4.4%	12.1%	14.8%
Small Town (population < 25,000 and > 2,500)	7.9%	9.6%	3.7%
Rural, outside a city area	5.9%	9.6%	22.2%
Site Location			
Public School	83.7%	83.8%	93.3%
Community Center	10.3%	10.1%	3.3%
Church	1.5%	1.5%	0.0%
Combination/Other	4.4%	4.5%	3.3%

Source: 2009 Annual Illinois Survey, NIU

Sites do not add to 311 because some sites serve more than one grade category.

## Attendance

Attendance data was collected from the grantees in the 2009 Annual Illinois Survey due June 1, 2009 and again in the PPICS data collection finalized on December 7, 2009. The latter attendance data is reflected in this report. In 2008-2009, a total of 43,243 students attended 21<sup>st</sup> CCLC programs, of which 54% attended at least 30 days. During the past three years the average attendance per site and the percent of regular attendees (30 or more days in attendance) have remained stable.

Exhibit 7. 21<sup>st</sup> CCLC Attendance from 2007 through 2009

Year	Total Number of Students Served	Total Number of Sites	Average per Site Attendance	Percent of Attendees over 30 Days
2009	43,243	311	139	54%
2008	44,948	336	135	54%
2007	46,107	341	134	54%

Source: U.S. Department of Education (March 2009). *21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.*

U.S. Department of Education (March 2009). *21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.*

Preliminary 2009 PPICS data submitted by Grantees and the 2009 Annual Illinois Survey

In addition to the students, the 21<sup>st</sup> CCLC sites served a total of 5,738 adults: 3,894 during the school year, 263 during the summer, and 1,581 during both the school year and summer.<sup>4</sup>

The average number of students per day per site varied by grantee and by the grade level of the program. Grants serving elementary students, in general, had higher attendance rates than did the programs serving the upper grades.

Exhibit 8. Percent of Grantees by Average Number of Students per Day

Total Number Served	Percent of Grantees by Average Number of Students Per Day		
	Elementary	Middle/Junior High	High School
Less than 10	1.5%	-	3.4%
10-25	4.4%	20.9%	37.9%
26-50	36.8%	37.2%	34.6%
51-100	38.2%	34.9%	20.7%
101-150	14.7%	4.7%	3.4%
150-200	2.9%	2.3%	-
Over 200	1.5%	-	-
Number of Grants	68	43	30

Source: 2009 Annual Illinois Survey

### Demographic Characteristics of Students

The majority of attendees were students of color. Males (49%) and females (51%) were nearly equal in total attendance and in regular attendance (30 days or more). About 89% of the regular attendees qualified for free or reduced lunch (low-income students).

Exhibit 9. Demographic Breakdown of 2008-2009 Attendees

Race/Ethnicity	Percent of Total Attendees	Percent of Regular Attendees	Special Categories	Percent of Total Attendees	Percent of Regular Attendees
Black	54.2%	57.5%	Limited English	10.9%	12.2%
Hispanic	29.4%	30.7%	Free/Reduced Lunch	80.9%	88.9%
Other/NA	4.6%	2.8%	Special Needs	9.0%	8.9%
White	11.8%	9.0%			

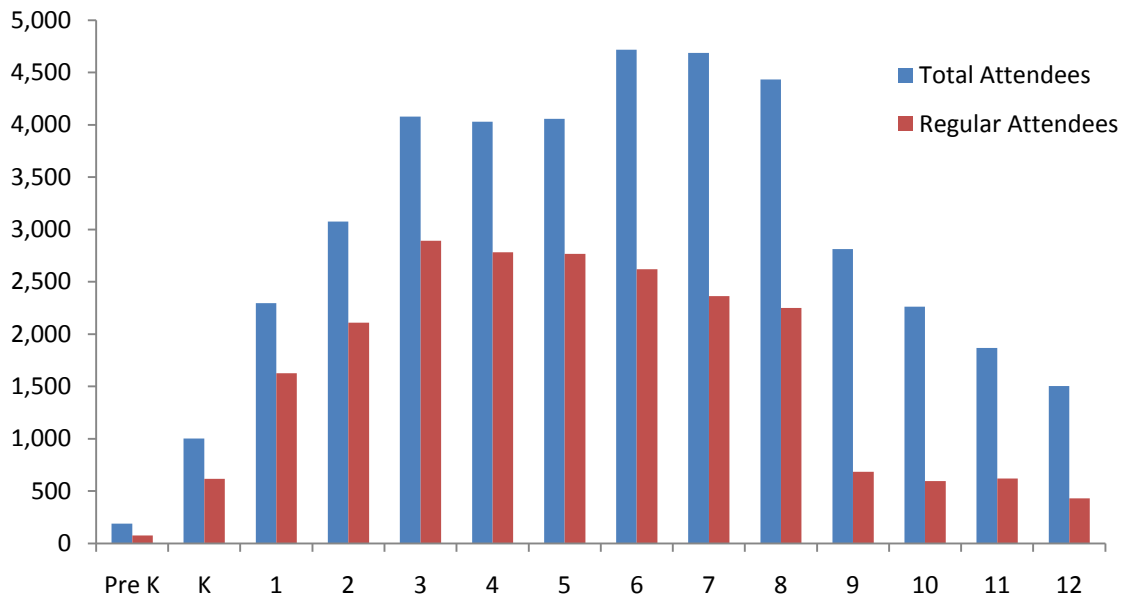
Source: Preliminary 2009 PPICS data submitted by Grantees and the 2009 Annual Illinois Survey, NIU

Students from pre-kindergarten through twelfth grade attended the 21<sup>st</sup> CCLC sites in 2008-2009. Students in the middle school years had slightly higher proportions of total students attending the 21<sup>st</sup> CCLC programs; however, students in grades 3 through 5 had higher proportions of regular attendees. Students in the upper grades were less likely to be regular attendees.

<sup>4</sup> Preliminary 2009 PPICS Data, 12/18/2009



Exhibit 10. Attendance by Grade Level<sup>5</sup>



	Total Attendees	Regular Attendees	% of Total Attendees	% of Regular Attendees
Pre K	187	75	0.5%	0.3%
K	1,001	616	2.4%	2.7%
1	2,294	1,627	5.6%	7.3%
2	3,076	2,110	7.5%	9.4%
3	4,078	2,893	9.9%	12.9%
4	4,030	2,781	9.8%	12.4%
5	4,058	2,766	9.9%	12.3%
6	4,718	2,621	11.5%	11.7%
7	4,687	2,362	11.4%	10.5%
8	4,434	2,248	10.8%	10.0%
9	2,811	685	6.9%	3.1%
10	2,263	596	5.5%	2.7%
11	1,867	621	4.6%	2.8%
12	1,503	429	3.7%	1.9%

<sup>5</sup> 2009 Illinois Annual Survey, NIU; Preliminary 2009 PPICS Data, 12/18/2009

## Hours in Operation

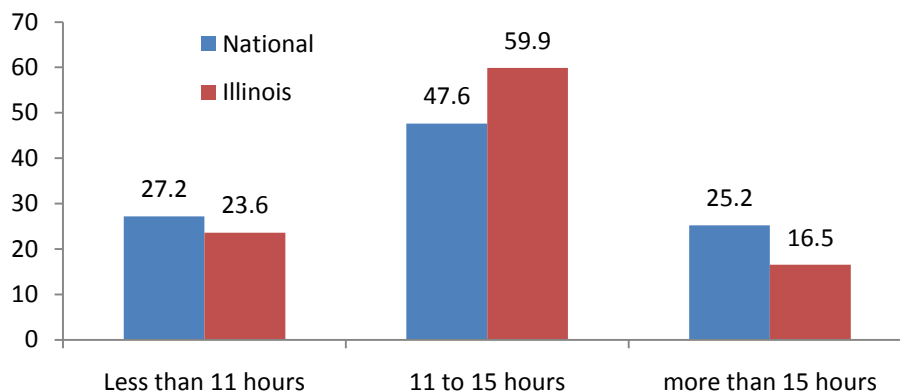
The preliminary 2009 PPICS data for Illinois and the 2009 Annual Illinois Survey indicated sites were in session an average of 12.67 hours per week during the school year for a range of 14 to 43 weeks. One-fifth of the sites (n=64) offered before school hours, nearly all had after-school hours (n=308), and 10% (n=32) had weekend hours. The number of days open during the school year varied: two days per week (1.6% of the sites), three days (11.9%), four days (45.7%), five days (39.5%), and six days (1.3%).

The preliminary data for hours open during the school year indicated that fifty-five sites (18%) offered fewer than 12 hours of operation during the school year, and fifty sites indicated programming during school hours. These sites need to be further investigated to determine the reasons for these anomalous data, whether the reporting was in error, extraneous circumstances occurred, or if the site is out of compliance.

Nearly two-thirds of the sites offered summer programming (n=195), most often during the week day for an average of 12.49 hours per day for 1 to 14 weeks. The number of days open in the summer varied: one day (2.4%), two days (4.0%), three days (8.8%), four days (39.6%), five days (44.0%), and six days (0.9%).

Because of the importance of monitoring the number of hours a site is open, those grants eligible to continue into 2009-2010 (n=65 grants, 182 sites) were scrutinized further. On average, the 182 sites were open 13.15 hours per week, fewer hours than the national average of 13.64 hours per week (8,200 sites). As shown below, 23.6% of the Illinois sites eligible to continue into 2009-2010 were open less than 11 hours per week, a lesser proportion than at the national level.

Exhibit 11. Percent of Sites by Hours of Programming per Week



Source: Preliminary 2009 PPICS data, December 18, 2009.

## Programming

Programming varied greatly from site to site. In general, the programming is rich, broad and appropriate. Appendix D provides a brief description of the programming for each of the 65 Illinois grants (182 sites) eligible to continue into 2009-2010.

For the past three years, the PPICS data indicates sites have been very consistent in the content areas offered, with over 90% offering reading/writing and over 80% offering mathematics. The 2009 Annual Illinois Survey and the data presented in Appendix D suggest grantees may be under-reporting academic activities on the PPICS survey.

The U.S. Department of Education is placing more emphasis on academic performance in reading and mathematics; thus, grantees may need to be more diligent in the reporting of these content areas in the PPICS collection.

Exhibit 12. Content Area of Programming during School Year from 2007 through 2009

Content Area	Percentages of Sites Offering Programming		
	2006-2007	2007-2008	2008-2009 (a)
Reading/Writing	93%	91%	93%
Mathematics	88	82	86
Arts/Music	80	78	82
Health	66	76	81
Cultural	73	73	78
Science	67	65	77
Technology	55	50	57
Other	35	30	48
Entrepreneurial	23	26	32

(a) 65 Illinois grants eligible to continue

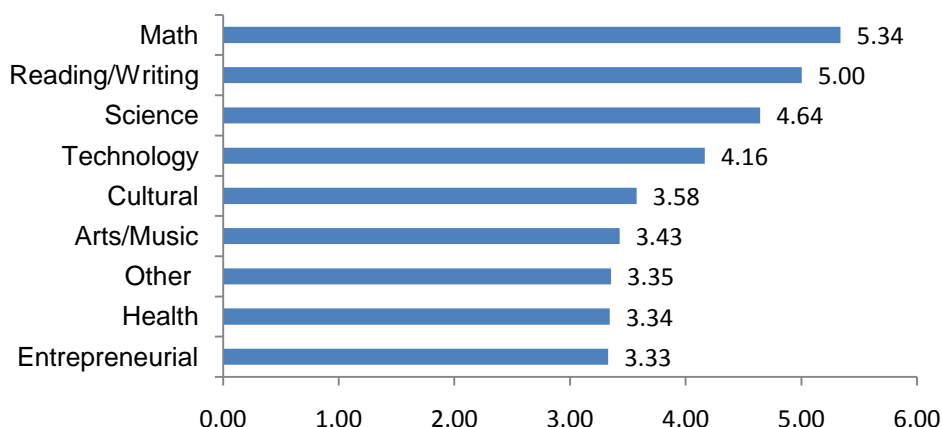
Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.

U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.

Preliminary 2009 PPICS data submitted by Grantees, December 18, 2009

The amount of time spent on instruction in the content areas varied, as did which students were included in specific activities. The PPICS data is too generic to fully understand the dosage the students are receiving; however, the following exhibit displays the average number of hours per week in the school year that the 182 sites (65 grants eligible to continue) provided in 2008-2009. With the renewed emphasis on reading and mathematics performance, Illinois grantees should ensure their activities provide a sufficient dosage to each student to allow for an impact on academic performance.

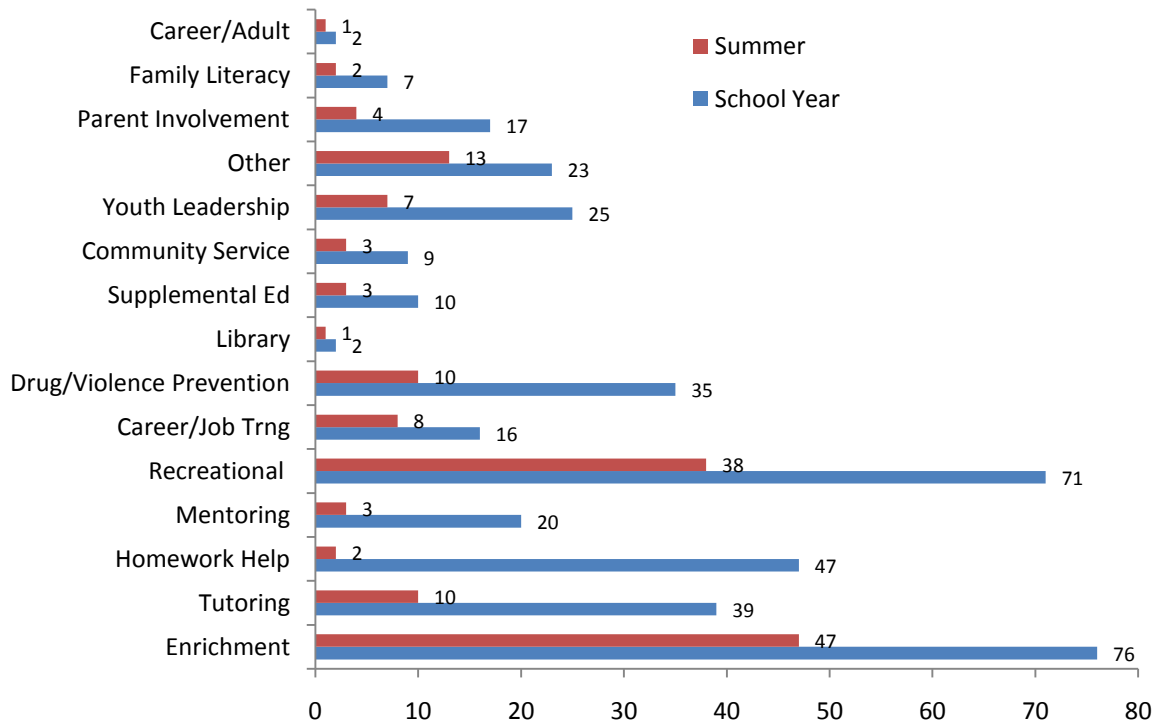
Exhibit 13. Average Number of Hours per Week of Programming by Content Area



Preliminary 2009 PPICS data submitted by Grantees, December 18, 2009

The types of activities vary across the sites and by time of year. The following exhibit shows the percent of sites that provided the activity in 2007-2008. The low level of parenting programming is problematic for Illinois. In the preceding year, the PPICS annual report indicated 29% of the sites conducted parental involvement activities during the school year, compared to 17% in 2007-2008.

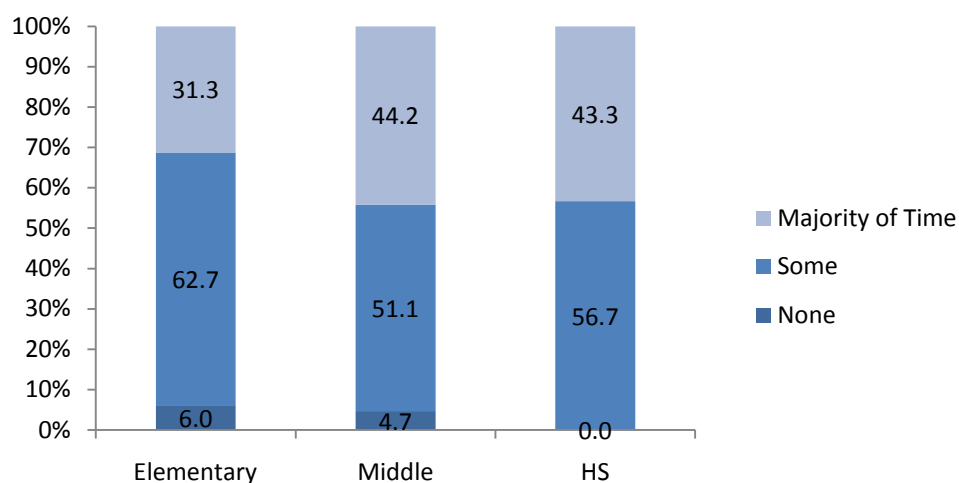
Exhibit 14. Percentages of Centers Providing Specific Activities in 2007-2008



Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report. (Latest summarized data)

One area of interest has been the amount of time spent on homework help. Over the past four years, one-fourth of the programs had a strong homework focus. In the past year, the grantees reported increasing the amount of emphasis on homework; e.g. about one-third of the elementary sites (31.3%) and over 40% of middle/junior high schools (44.2%) and high schools (43.3%) reported spending the majority of the academic program on homework help.

Exhibit 15. Academic Time Spent on Homework



Source: 2009 Annual Illinois Survey, NIU

### Staffing of Sites

Similar to the preceding two years, approximately 40% of the paid staff at a 21<sup>st</sup> CCLC site was school-day teachers.

Exhibit 16. Percent of Paid Staff during the School Year

Staff Type	Percent of Paid Staff during School Year		
	2006-2007	2007-2008	2008-2009 (a)
School-day Teachers	41.92%	42.08%	39.50%
College Students	8.38%	7.47%	7.65%
High School Students	1.79%	1.95%	1.14%
Parents	2.93%	2.66%	2.51%
Youth Development Workers	10.76%	10.69%	9.38%
Other Community Members	2.28%	3.56%	3.19%
Other Non-teaching School Staff	11.84%	11.59%	7.17%
Center Administrators and Coordinator	9.37%	8.48%	7.62%
Other Non-school staff with Some or No College	7.99%	7.17%	19.22%
Other	2.73%	4.36%	2.61%

(a) 65 Illinois grants eligible to continue

Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.

U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.

PPICS 2009 Preliminary Submission, December 18, 2009

The certified teachers, however, did not provide all of the instruction. In 46% of the grants serving elementary schools, fewer than half of the instructors were Illinois-certified teachers. The same was true for 36% of the grants serving middle/junior high level, and 31% serving the high school level.

Exhibit 17. Percent of Staff Providing Instruction/Tutoring Who are Illinois Certified

	What percent of the staff members who provide direct instruction or tutoring hold an Illinois teaching certificate?					
	None	At least 25%	At least 50%	At least 75%	76-99%	All (100%)
Elementary	13.0%	26.1%	7.2%	5.8%	29.0%	18.8%
Middle/Jr High	9.5%	19.0%	7.1%	9.5%	19.0%	35.7%
High School	10.3%	10.3%	10.3%	17.2%	24.1%	27.6%

Source: 2009 Annual Illinois Survey

In summary, these descriptive characteristics provide a snapshot of what is occurring as part of the 21<sup>st</sup> CCLC program in Illinois. The following sections looks at the progress the grantees made towards reaching the objectives established for Illinois.

## Implementation of Major Components of 21<sup>st</sup> CCLC

**To what extent are the grant recipients implementing the activities and evaluation plans proposed in their RFPs and as revised in their annual continuation requests?**

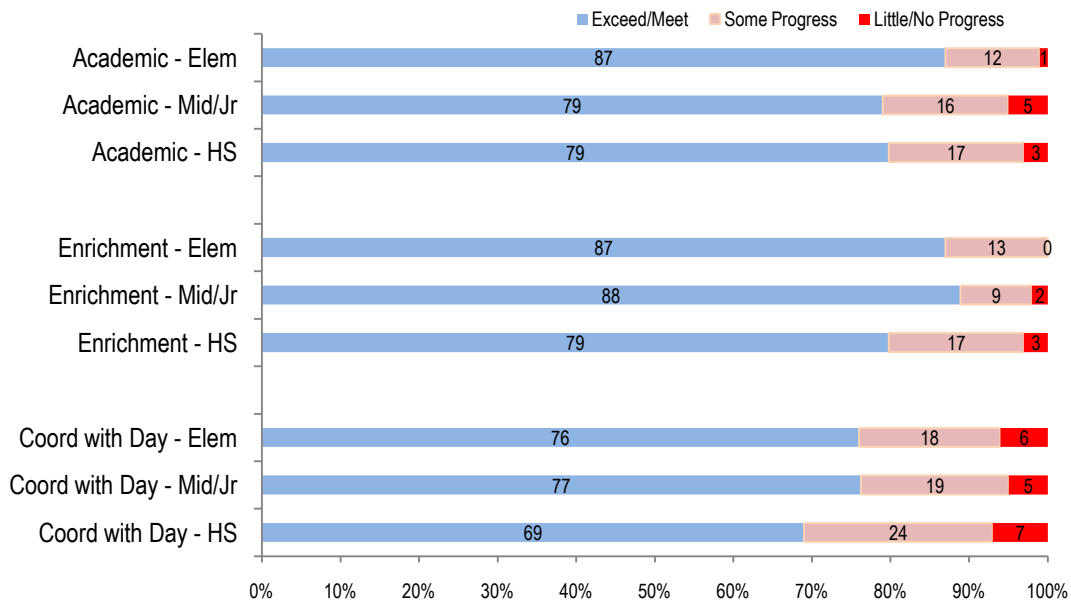
The annual statewide evaluation examined the progress the grantees made in implementing the core objectives of the 21<sup>st</sup> CCLC program in Illinois. Data from the 2009 Annual Illinois Survey, site visits, and from the proposals, continuation applications, and evaluation reports submitted by the Grantees were aggregated to determine whether as a whole the project was “Making No Progress,” “Making Little Progress,” “Making Significant Progress,” “Meeting Requirements,” or “Exceeding Requirements.”

### Progress in Implementing Academic and Enrichment Components

The academic and enrichment components are legislated mandates of the 21<sup>st</sup> CCLC program. 89% of the elementary programs meet or exceed both the academic and enrichment standards. Middle/junior high schools have been more successful in implementing the enrichment standards (88% meet/exceed) than the academic standards (79% meet/exceed). About four-fifths (79%) of the high schools meet or exceed the academic and enrichment expectations.

“Coordinating the after-school program with the day-school program” has not been met by approximately one-fourth of the elementary and middle/junior high programs and 31% of the high school programs.

Exhibit 18. Percent of Grants Implementing Academic and Enrichment Activities

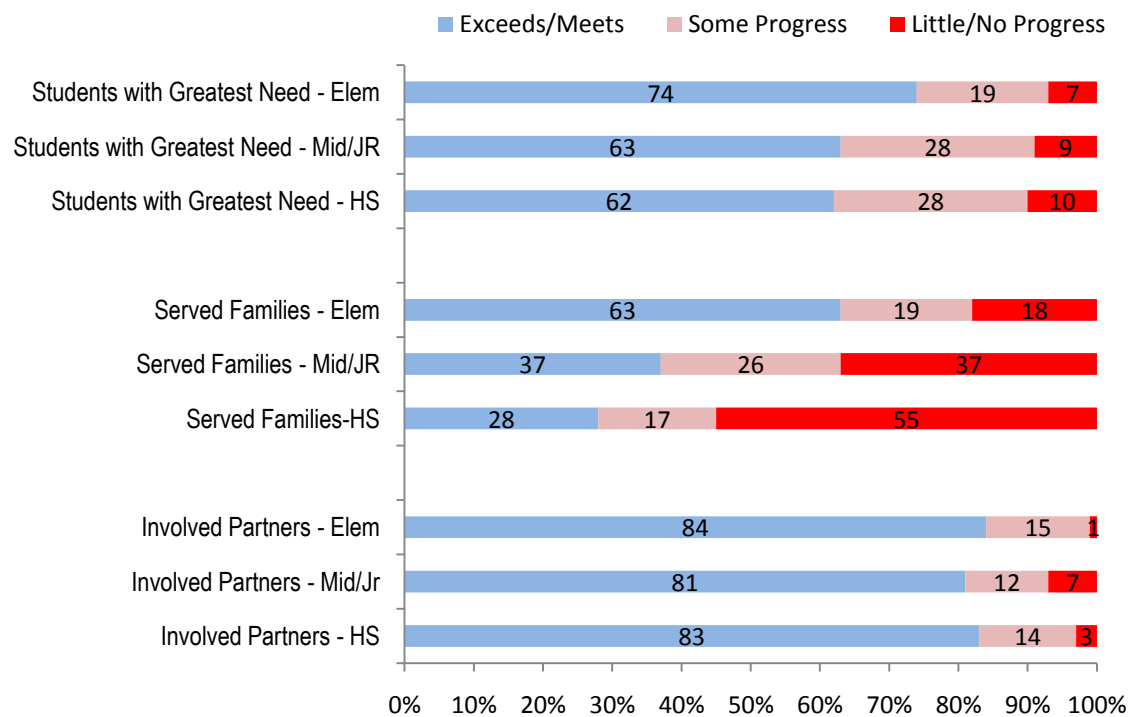


Source: 2009 Annual Illinois Survey, Grant Manager Survey, Site Coordinator Survey, 2009, Review of Proposal, Continuation Applications, and Evaluation provided by Grantees

## Progress in Implenting Community Components

Grants at all grade levels are finding it difficult to implement the family component of the 21<sup>st</sup> CCLC program. Considerable confusion exists among the grantees on what are appropriate activities to include in this component. Few grantees have fully implemented a program that focuses on the systematic educational development of the adults. The ratings for the implementation of the family component decreased from 2007-2008, most likely due to the increased awareness of the grantees that activities they had claimed in the past were not sufficient to meet the 21<sup>st</sup> CCLC requirements. The elementary level programs (63%) were much more likely to meet the 21<sup>st</sup> CCLC requirements for family programming than were the middle/junior high (37%) or high school (28%) programs. Approximately four-fifths of the programs at all levels were successful in involving community partners in their program.

Exhibit 19. Percent of Grants Implementing Community Components



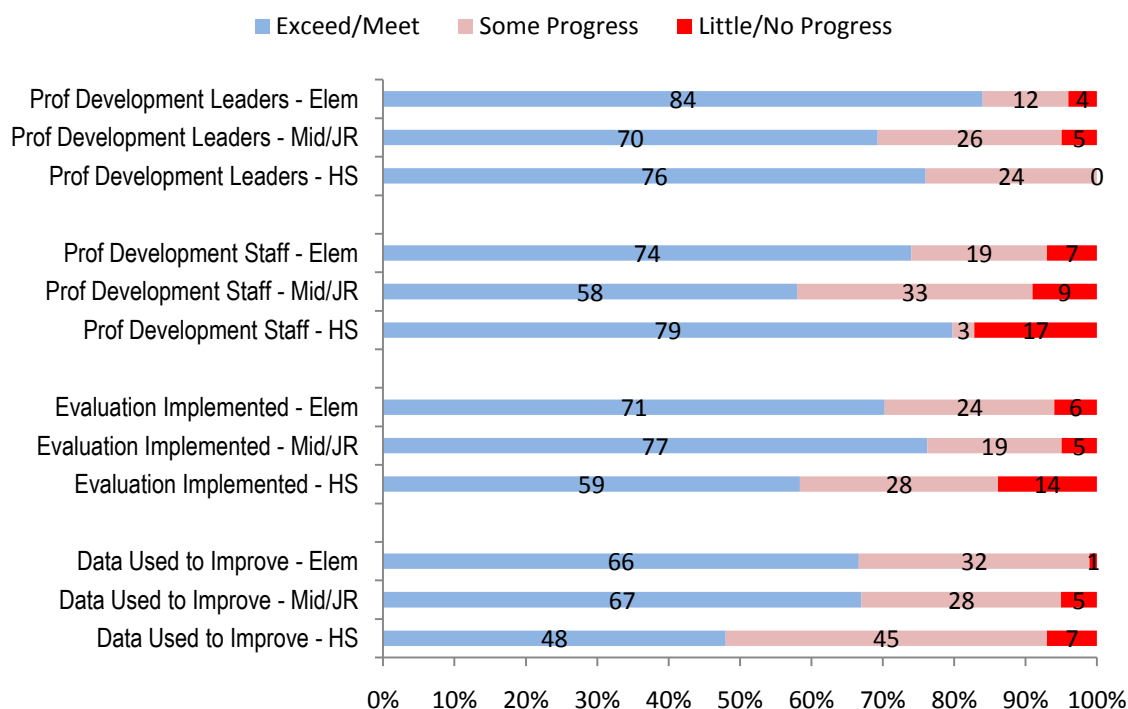
Source: 2009 Annual Illinois Survey, Grant Manager Survey, Site Coordinator Survey, 2009, Review of Proposal, Continuation Applications, and Evaluation provided by Grantees

## Progress in Implementing Professional Development and Evaluation Components

The 21<sup>st</sup> CCLC program provides for professional develop activities for the leaders and staff members and requires grantees to conduct evaluations to inform decisions to improve the project. Significant percentages of grants have not made sufficient progress on implementing the professional development, evaluation, and continuous improvement components. The high school projects are lagging further behind in the evaluation components than are the other projects. One-third to one-half of the grantees could make better use of their evaluation data to improve their projects.



Exhibit 20. Percent of Grants Implementing PD and Evaluation Components



### Capacity for Enrollment Based on Number of Funded Slots

Each grantee projected the number of students to be served annually as part of their proposal and funding. Preliminary analyses of the reported attendance data indicated that 43% of the *projected number of slots to be served* was filled with regular attendees (30 or more days). Thus, over half of the funded slots for attendance were not filled with regular attendees, indicating a significant under-utilized capacity of the 21<sup>st</sup> CCLC program in Illinois. The under-utilized funded capacity is most prevalent in the middle- and high-school programs.

Slots that are not filled with regular attendees drive up the cost of providing 21<sup>st</sup> CCLC programs. Consider a site in which one staff member, who could accommodate seven students, only has three. If a site maximizes enrollment, of course while staying within best practices staffing patterns, the grant benefits from an economy of scale.

In the 2009-2010 continuation application process, grantees provided data on the projected number to serve and the estimated number served. This approach provides ISBE with data that could be used in assessing the economic viability of each grant, the resources needed to sustain programming in Illinois, and inform the budgeting process for the next year.

# Factors Hindering Project Implementation

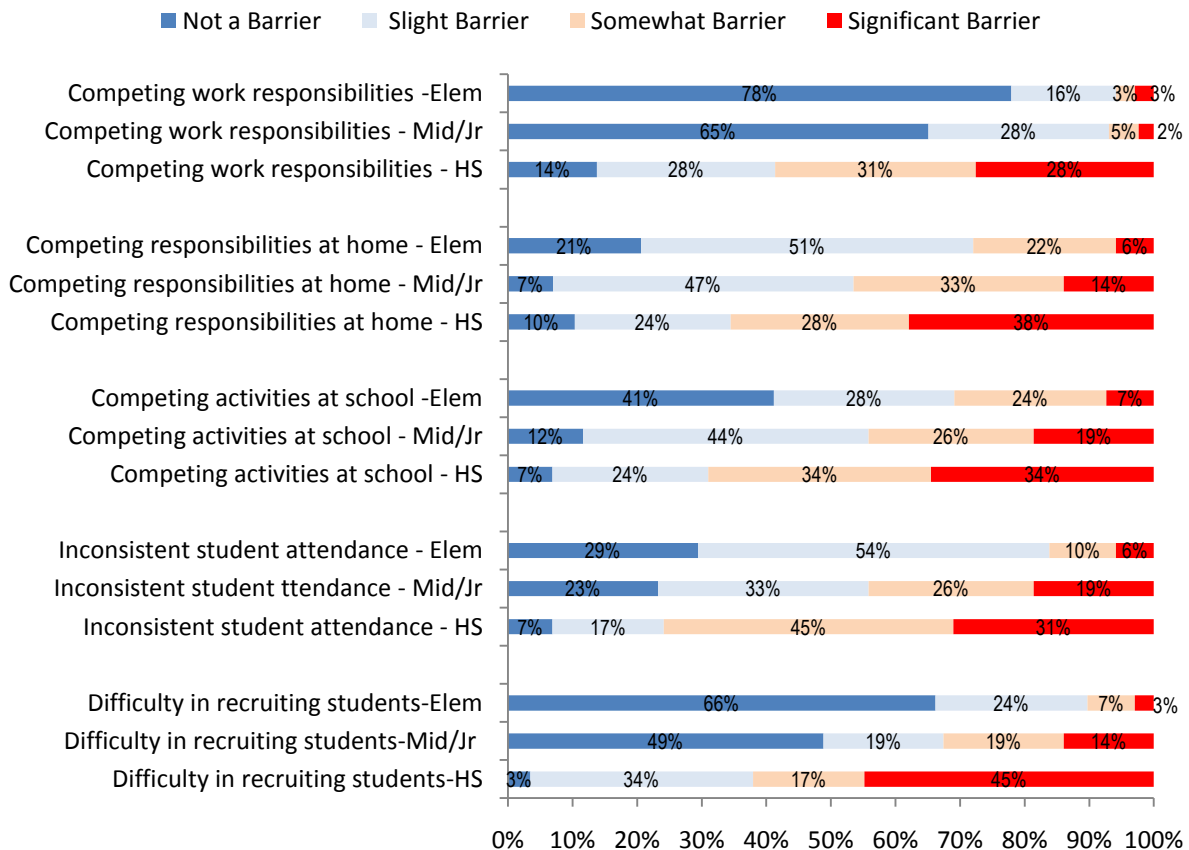
## Which factors hindered the grantees in reaching the 21<sup>st</sup> CCLC objectives?

The 2009 Annual Illinois Survey requested grantees to rate a series of potential barriers on a scale from “Significant Barrier” to “Not a Barrier.” The rating exercise was followed by a series of open-ended questions asking the grant managers about the most significant barriers and what was working the best.

### Student Factors

Inconsistent student attendance is a concern for projects at all grade levels, but particularly at the high school. As noted in the following exhibit, the high school programs compete with students’ work, family obligations, and other activities at the high school. Over three-fourths of the high school programs rated inconsistent student attendance as a “somewhat” or a “significant barrier,” and two-thirds indicated difficulty in recruiting students as a barrier.

Exhibit 21. Grantees’ Ratings of Student Factors as Barriers to Implementation

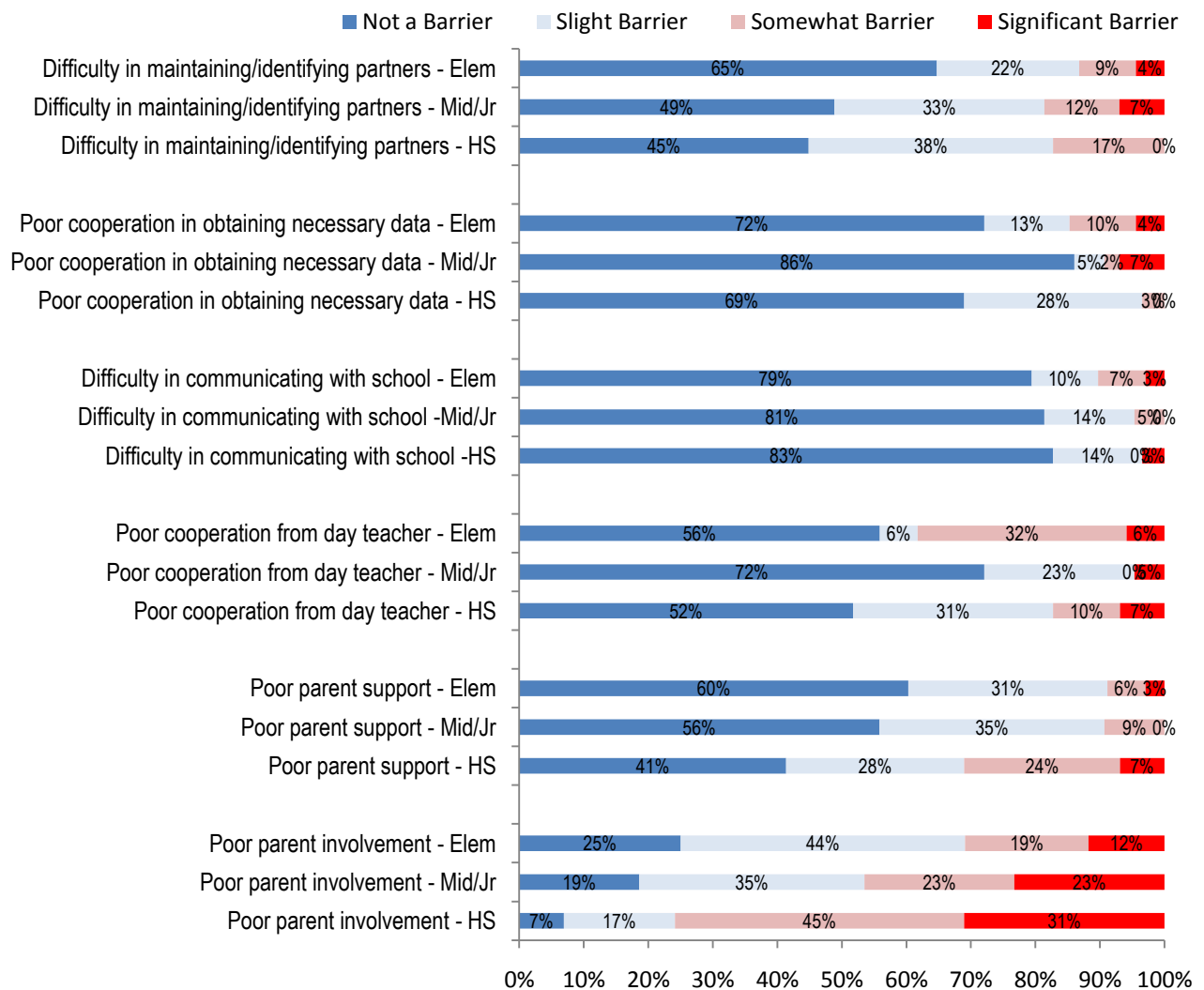


Source: 2009 Annual Illinois Survey, NIU

## Parent and Partner Factors

Only 13 to 19% of the grantees considered maintaining and identifying partners as “somewhat” or a “significant barrier”. Likewise, few grants indicated difficulty with obtaining necessary data or communication with schools as barriers. High school programs were more likely to view parent support as a barrier than were the middle/junior high and elementary school programs. Over 20% of the elementary school grants, 46% of the middle/junior high grants, and 79% of the high school grants considered poor parent involvement as a “somewhat” or a “significant barrier”.

Exhibit 22. Grantee Ratings of Parent and Partner Factors as Barriers to Implementation

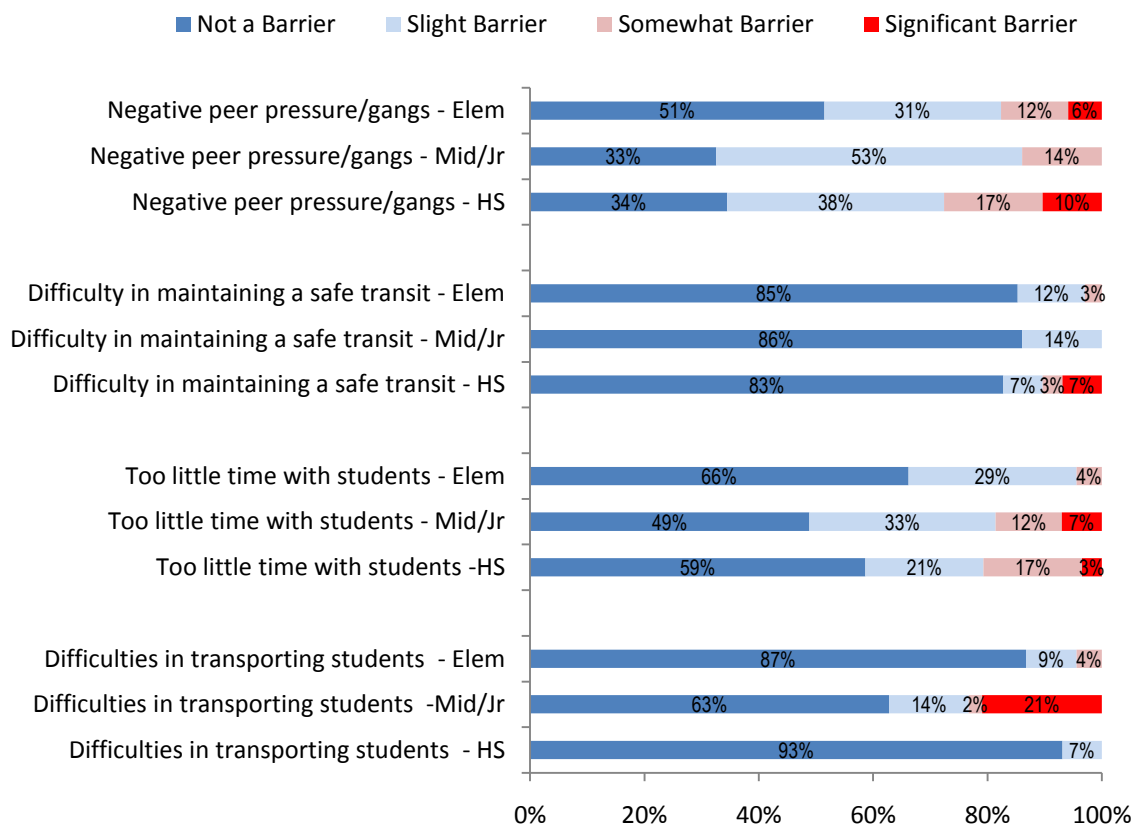


Source: 2009 Annual Illinois Survey, NIU

## Safety Factors

In general, the grantees did not rate transportation and transit issues or negative peer influences as significant barriers to the 21<sup>st</sup> CCLC program, with the exception of the gang influence on high school students and the difficulties of transporting middle school students.

Exhibit 23. Grantee Ratings of Safety Factors as Barriers to Implementation



Source: 2009 Annual Illinois Survey, NIU

## Evaluation Resources and Federal Data Collection

**Did the 21<sup>st</sup> CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes?**

The 2009 Annual Illinois Survey asked grantees four questions about the PPICS system, each rated as “Strongly Disagree” to “Strongly Agree”. Even though four-fifths considered the data collected to be relevant, only two-thirds used the information in program improvement.

Exhibit 24. Grantee Ratings of PPICS System

Question	Percent of Grantees “Agree” or “Strongly Agree”
The PPICS system is easy to use.	74.1%
The PPICS system collects relevant data.	80.6%
We use the PPICS reports in our planning and decision making.	67.6%
My PPICS questions are answered accurately and in a timely manner.	88.0%

Source: 2009 Annual Illinois Survey, NIU

See Objective Six for further discussion on resources provided to the grantees.

## Grantee Data Collection

**Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision making?**

The 2009 Annual Illinois Survey asked grantees to indicate whether they had “Complete Data for Regular Attendees”, “Some Data for Regular Attendees”, or “Do Not Use” for nineteen data sources. When asked which data sources were most helpful for program improvement, the top answers were students’ grades, students’ attendance, and surveys.

Even though surveys rated highly on the chart, follow-up questions on the response rates were answered in a way indicating that the surveys were not conducted in a controlled manner nor did they usually have a sufficient return rate or unbiased sample for decision-making purposes.

More grantees could gather student attendance, promotion/retention, and discipline data from report cards. The collection on parent involvement could also be improved. One of the performance indicators for the State of Illinois is the involvement of the student in school activities. Only 12 to 16% of the grantees have complete data to assess this indicator.

Exhibit 25. Percent of Grantees with Data on Regular Attendees

Elementary School	Have Complete Data (%)	Have Some Data (%)	Do Not Use (%)
Students' school grades	89.6%	10.4%	0.0%
Students' attendance in 21 <sup>st</sup> CCLC program	94.0%	6.0%	0.0%
Students' attendance at school during day	58.2%	20.9%	20.9%
Students' involvement in non-21 <sup>st</sup> CCLC activities	11.9%	44.8%	43.3%
Measure of students' attitudes toward learning	52.2%	38.8%	9.0%
Students' disciplinary referrals during the day	27.3%	39.4%	33.3%
Mobility rates for 21 <sup>st</sup> CCLC participants at school	28.8%	25.8%	45.5%
Drop-out rates	25.4%	11.9%	62.7%
Graduation or promotion rates	37.3%	19.4%	43.3%
Percent of time homework is turned in at the school	17.9%	59.7%	22.4%
Student's performance on state tests, ISAT/PSAE	62.7%	14.9%	22.4%
Student's academic pre- and post-tests	41.8%	29.9%	28.4%
Parent involvement in 21 <sup>st</sup> CCLC program	52.2%	34.3%	13.4%
Parent involvement at the school	13.4%	43.3%	43.3%
Parent Surveys	59.7%	34.3%	6.0%
Student Surveys	62.7%	23.9%	13.4%
Teacher/Principal Surveys	70.8%	26.2%	3.1%
Middle School	Have Complete Data (%)	Have Some Data (%)	Do Not Use (%)
Students' school grades	93.0%	7.0%	0.0%
Students' attendance in 21 <sup>st</sup> CCLC program	95.3%	2.3%	2.3%
Students' attendance at school during day	65.1%	14.0%	20.9%
Students' involvement in non-21 <sup>st</sup> CCLC activities	16.3%	44.2%	39.5%
Measure of students' attitudes toward learning	60.5%	27.9%	11.6%
Students' disciplinary referrals during the day	27.9%	44.2%	27.9%
Mobility rates for 21 <sup>st</sup> CCLC participants at school	23.3%	30.2%	46.5%
Drop-out rates	23.3%	4.7%	72.1%
Graduation or promotion rates	44.2%	9.3%	46.5%
Percent of time homework is turned in at the school	23.3%	55.8%	20.9%
Student's performance on state tests, ISAT/PSAE	93.0%	4.7%	2.3%
Student's academic pre- and post-tests	48.8%	23.3%	27.9%
Parent involvement in 21 <sup>st</sup> CCLC program	46.5%	34.9%	18.6%
Parent involvement at the school	18.6%	34.9%	46.5%
Parent Surveys	65.1%	23.3%	11.6%
Student Surveys	69.8%	18.6%	11.6%
Teacher/Principal Surveys	81.4%	16.3%	2.3%
Staff Surveys	58.1%	20.9%	20.9%
Partner Surveys	30.2%	20.9%	46.5%

High School	Have Complete Data (%)	Have Some Data (%)	Do Not Use (%)
Students' school grades	82.8%	17.2%	0.0%
Students' attendance in 21 <sup>st</sup> CCLC program	96.6%	3.4%	0.0%
Students' attendance at school during day	48.3%	6.9%	44.8%
Students' involvement in non-21 <sup>st</sup> CCLC activities	20.7%	41.4%	37.9%
Measure of students' attitudes toward learning	37.9%	58.6%	3.4%
Students' disciplinary referrals during the day	37.9%	31.0%	31.0%
Mobility rates for 21 <sup>st</sup> CCLC participants at school	27.6%	20.7%	51.7%
Drop-out rates	41.4%	6.9%	51.7%
Graduation or promotion rates	51.7%	17.2%	31.0%
Percent of time homework is turned in at the school	65.5%	31.0%	3.4%
Student's performance on state tests, ISAT/PSAE	37.9%	37.9%	24.1%
Student's academic pre- and post-tests	48.3%	31.0%	20.7%
Parent involvement in 21 <sup>st</sup> CCLC program	6.9%	44.8%	48.3%
Parent involvement at the school	48.3%	31.0%	20.7%
Parent Surveys	51.7%	24.1%	24.1%
Student Surveys	55.2%	41.4%	3.4%
Teacher/Principal Surveys	48.3%	34.5%	17.2%
Staff Surveys	48.3%	34.5%	17.2%
Partner Surveys	24.1%	24.1%	51.7%

Source: 2009 Annual Illinois Survey, NIU

## **Part II: Objectives and Outcomes in 21<sup>st</sup> CCLC Programs in 2008-2009**

The Illinois State Board of Education specified indicators to provide evidence that the seven objectives outlined in their federal application were being addressed. The following seven research focus areas were identified by ISBE for the annual statewide evaluation based on the objectives (Appendix A):

- What effect does the program have on youth behaviors as measured by changes in classroom behavior, attendance rates, involvement in school activities, attitudes toward school and learning, disciplinary referrals, and dropout and graduation rates? (Objectives 1 and 3)
- What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments? (Objective 2)
- In what ways does the program serve the parents of the program participants? Is there increased involvement by participants' parents in regular school activities? (Objective 4)
- What is the impact of the collaborations with other agencies and non-profit organizations? (Objective 4)
- Did the RFP award process result in programs being awarded to serve the children and community members with the greatest need? (Objective 5)
- Did the professional development activities provided through the State of Illinois to 21<sup>st</sup> CCLC program personnel adhere to *No Child Left Behind Act* definitions and the National Staff Development Council's professional development standards? (Objective 6)
- What are the current efforts toward providing sustainability of the current programs, especially programs in their final year of funding?



## Student Behaviors and Attitudes: Objectives 1 and 3

What effect does the program have on youth behaviors as measured by changes in classroom behavior, attendance rates, involvement in school activities, attitudes toward school and learning, disciplinary referrals, and dropout and graduation rates?

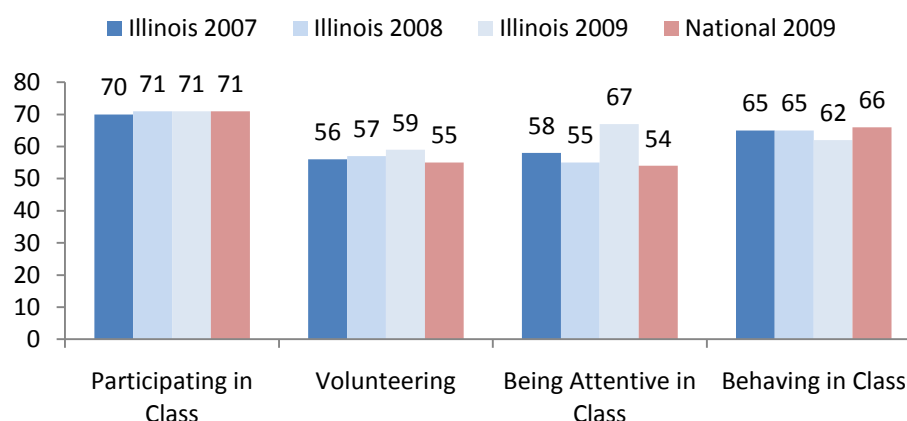
This research question addressed both the first and third Illinois objectives, which related to changes in students' behaviors and attitudes. The sources of evidence included interviews and surveys of the program administrators, site staff, teachers at the school, teachers, parents as well as the federal teacher survey included in the grantees' PPICS submission.

### Changes in Classroom Behavior

The 2009 PPICS federal teacher survey asked classroom teachers to rate individual students in regards to changes in their behaviors. The grantees distributed the surveys to teachers of regular attendees of the 21<sup>st</sup> CCLC program and provided the results as part of their PPICS submission. For the 22,745 regular students, 17,829 surveys were returned, providing data for 78.4% of the regular attendees. The preliminary findings reported in this report are for the 13,303 students of 180 of the 182 sites (99%) of the 65 grants eligible to continue into 2009-2010. No statistically significant differences were found between the complete data base and the subset; however, because grade level divisions were available for the grants eligible to continue, those data were used.

Illinois data on changes in students' behaviors and attitudes has remained rather stable from 2007 to 2009. The exception is the rating of students on "being attentive in class," in which the percentage of students improving increased from 58% in 2007 to 67% in 2009. Overall, 62 percent of the regular attendees improved their classroom behavior, compared to 66% of the national regular attendees. Approximately two-thirds of the Illinois regular attendees improved their attentiveness in class, compared to 54% of the national group. Over 70% of the students increased their classroom participation.

Exhibit 26. Percent of All Regular Students Improving in Behavior



Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.  
U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.  
PPICS 2009 Preliminary Submission, December 18, 2009

Further analysis was conducted to determine if dosage and/or grade level were associated with changes in behavior. Students attending more days of 21<sup>st</sup> CCLC programming were more likely to improve their behaviors. This relationship could be due to the intervening factor that students who attend more days may, by their nature, improve with or without the 21<sup>st</sup> CCLC intervention.

Exhibit 27. Percent of Students Increasing in Behaviors by Dosage and Grade Level

	Attending 30 -59 Days	Attending 60-89 Days	Attending 90 Days or More
<b>Participating in Class</b>			
Elementary	70% (n=497)	71% (n=476)	74% (n=760)
Middle and High School	73% (n=955)	72% (n=397)	76% (n=413)
<b>Volunteering</b>			
Elementary	51% (n=333)	62% (n=359)	59% (n=563)
Middle and High School	56% (n=720)	59% (n=323)	65% (n=351)
<b>Being Attentive in Class</b>			
Elementary	63% (n=434)	69% (n=402)	67% (n=675)
Middle and High School	68% (n=815)	70% (n=359)	73% (n=360)
<b>Behaving in Class</b>			
Elementary	58% (n=354)	60% (n=322)	63% (n=555)
Middle and High School	65% (n=691)	65% (n=298)	71% (n=306)

Source: 2009 PPICS Submissions, December 18, 2009

## Attendance Rates

The federal PPICS survey (described in preceding section) asked classroom teachers to rate the 21<sup>st</sup> CCLC students' attendance in day-school. From 2007 through 2009, teachers have reported that 62.6%, 58.1%, and 57% of 21<sup>st</sup> CCLC students, respectively, have improved their classroom attendance. The preliminary 2009 national comparative statistic was 54%.

Attendance in the 21st CCLC program is related to classroom attendance for many of the Illinois projects--students must be in the classroom during the day to be eligible to attend the after-school activities.

## Involvement in School Activities

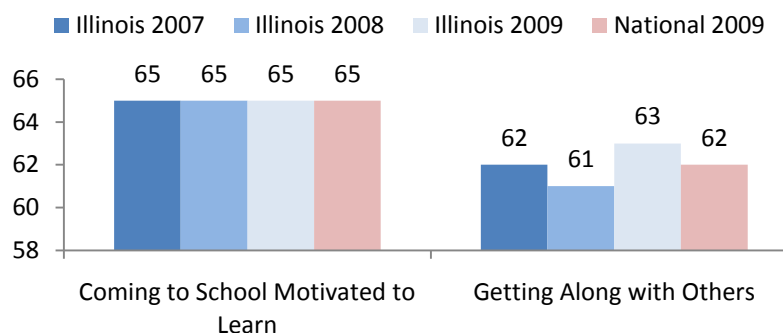
Few grants (12% of elementary, 16% of middle/junior high, and 21% of high school) maintain records on the involvement of the 21<sup>st</sup> CCLC students in other school activities. The 2009 Annual Illinois Survey, however, asked grantees to rate the degree to which they have observed their students being more involved. 91% of the elementary grantees, 88% of the middle/junior high grantees, and 83% of the high school grantees reported an observed increased in students' involvement in school activities and in areas such as technology, arts, music, theater, sports, and recreation.

## Attitudes toward School and Learning

Program administrators, teacher/tutors, and parents gave numerous anecdotal examples of how participation in a 21st CCLC program completely changed a student's attitude and life. Nearly all of the program administrators mentioned the impact the program has had on individual students.

A second source of data was the PPICS federal survey in which classroom teachers rated observed changes in students' motivation to come to school to learn and in getting along well with other students. Classroom teachers indicated that about two-thirds of the 21<sup>st</sup> CCLC students had improved in motivation and slightly fewer improved their social behaviors.

Exhibit 28. Percent of Regular Students Improving Attitudes



Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.  
U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.  
PPICS 2009 Preliminary Submission, December 18, 2009

The 2009 Annual Illinois Survey also asked grantees the degree to which they observed various outcomes during the year. Over 90% of the respondents agreed that the 21<sup>st</sup> CCLC students were more engaged, interested in the program, and showing more positive behaviors and social skills than at the beginning of the year.

Exhibit 29. Observed Improvements in Students' Attitudes and Behaviors

<b>Elementary (n=68)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
Students appear more engaged in learning.	0.0%	0.0%	52.2%	47.8%	0.0%
Students show interest in being in the program.	0.0%	0.0%	20.9%	76.1%	3.0%
Students are in a safer environment than they would be without the 21st CCLC program.	0.0%	0.0%	14.9%	83.6%	1.5%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	0.0%	55.2%	41.8%	3.0%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	0.0%	55.2%	43.3%	1.5%
<b>Middle/Junior High (n=43)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
Students appear more engaged in learning.	0.0%	0.0%	72.1%	25.6%	2.3%
Students show interest in being in the program.	0.0%	0.0%	41.9%	58.1%	0.0%
Students are in a safer environment than they would be without the 21st CCLC program.	0.0%	0.0%	20.9%	72.1%	7.0%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	0.0%	67.4%	27.9%	4.7%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	0.0%	62.8%	34.9%	2.3%
<b>High School (n=30)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
Students appear more engaged in learning.	3.3%	0.0%	73.3%	23.3%	0.0%
Students show interest in being in the program.	0.0%	0.0%	46.7%	53.3%	0.0%
Students are in a safer environment than they would be without the 21st CCLC program.	0.0%	0.0%	20.0%	76.7%	3.3%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	0.0%	56.7%	36.7%	6.7%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	3.3%	60.0%	33.3%	3.3%

Source: 2009 Annual Illinois Survey, NIU

### Disciplinary Referrals, Dropout Rates, and Graduation Rates

Too few grants collected disciplinary data to provide a complete analysis. Program directors of nearly 90% of the sites serving high school students believed the 21st CCLC program was instrumental in keeping students in school and helping them graduate. All of the program directors of sites offering credit recovery programs reported lower dropout rates; however, few maintain records to confirm this.

## Student Achievement: Objective 2

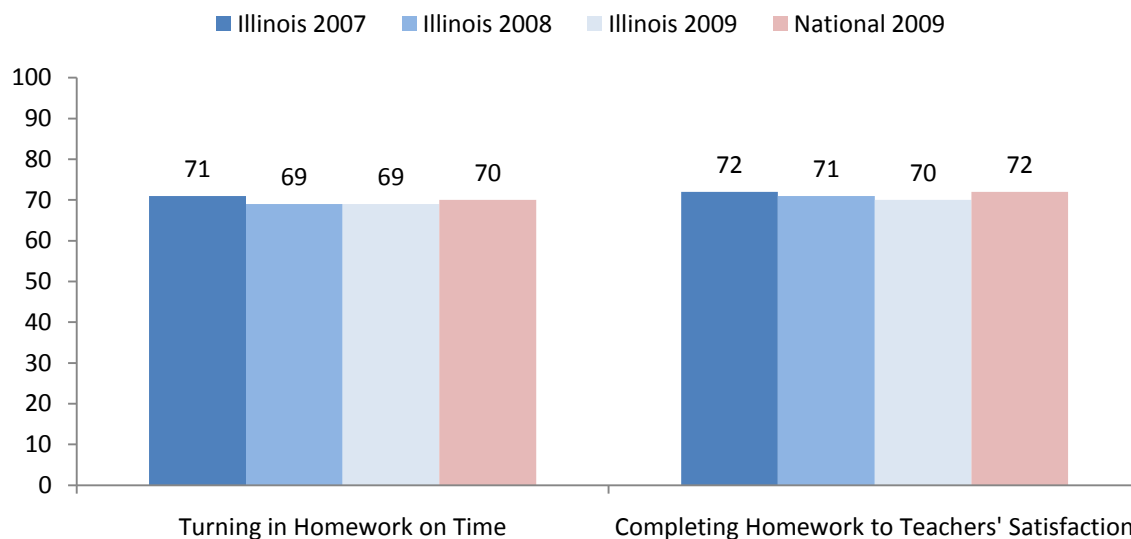
What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?

This objective is the driver behind the 21<sup>st</sup> CCLC program, and recent statements from the U.S. Department of Education placed increasing emphasis on this outcome of the 21<sup>st</sup> CCLC program. The current data collected via PPICS and within the state are not robust enough to establish causal relationships; however, they can provide a snapshot of student achievement. The evaluation recommendations for 2009-2010 21<sup>st</sup> CCLC programs in this report will strongly recommend more systematic data collection to evaluate improvement in student achievement.

### Homework Completion

About 70% of the classroom teachers over the past three years have indicated 21<sup>st</sup> CCLC students have improved in “turning in of homework” and “completing homework to the teachers’ satisfactions”. Unfortunately, the federal survey does not collect any information on whether this is comparable or not to non-21<sup>st</sup> CCLC students.

Exhibit 30. Percent of Regular Students Improving in Homework Completion and Quality



Source: 2009 Preliminary PPICS Data, December 18, 2009

The preliminary data indicates that the percent of students improving in homework completion and quality increase for those attending more 21<sup>st</sup> CCLC sessions. No differences were observed between the elementary and middle/high school data.

Exhibit 31. Percent of Students Improving Homework by Dosage and Grade Level

	Attending 30 -59 Days	Attending 60-89 Days	Attending 90 Days or More
<b>Turning in Homework on Time</b>			
Elementary	67% (n=432)	74% (n=425)	76% (n=726)
Middle and High School	70% (n=884)	74% (n=406)	75% (n=397)
<b>Completing Homework to Teachers' Satisfaction</b>			
Elementary	69% (n=485)	76% (n=471)	77% (n=793)
Middle and High School	73% (n=955)	72% (n=397)	76% (n=413)

Source: 2009 Federal Teacher Survey, Preliminary PPICs submission, December 18, 2009. Data for 65 Illinois Grants Eligible to Continue.

### Classroom Grades

In the 2009 federal survey for PPICS, teachers reported that 79% of the elementary students and 73% of the middle and high school students improved their academic performance. Likewise, significant percentages of grantees in the 2009 Annual Illinois Survey “agreed” or “strongly agreed” that students showed improvement in math performance at the elementary (90%), middle/junior high (81%), and high school levels (80%). For reading, the percentages of grantees again indicated observed academic improvement at the elementary (93%), middle/junior high (93%), and high school levels (83%).

Even though classroom teachers and grant administrators perceive increases in academic achievement, changes are not always translated into improved grades or test scores. For example, over the past two years, PPICS data indicated that about 36-40% of the regular attending students increased their grades by a half grade or more from fall to spring, 39-42% of the students had grades remain the same, and 19-22% of the students had a half grade decrease in grades.

In 2009, grade data from 301 of the 311 sites were collected as part of the annual PPICS submission. Three to five percent of the students had the highest grade already and could not show improvement. Data for these students were not used in the analysis. The exhibit below shows the data for the students for whom increases were possible in the 2008-2009 academic year. Dosage does not appear to be related to grade changes. Compared to previous years, slightly higher percentages of students had decreases in grades (19 to 22% compared to current rate of 18 to 36%).

Exhibit 32. Changes in Students' Grades in 2008-2009

Subject	Days in Attendance	Number of Students	Percent of Students		
			Half Grade Increase	Half Grade Decrease	No Change in Grade
Mathematics	30-59 days	6,856	34.9%	25.1%	40.1%
	60-89 days	5,050	36.8%	23.6%	39.6%
	90 or more days	6,493	34.0%	23.9%	42.1%
Reading	30-59 days	6,899	37.4%	22.7%	39.9%
	60-89 days	5,059	21.0%	36.5%	42.5%
	90 or more days	6,543	38.0%	18.9%	43.1%

Source: Preliminary PPICS submission, December 18, 2009

### Promotions

Too few sites collect promotions data; therefore, there is no basis for a conclusion.

## Performance on State Assessments

Over 90% of the 21<sup>st</sup> CCLC grants eligible to continue into 2009-2010 provided state assessment data as part of the national PPICS collection. These preliminary data are compared in the following exhibits to the state assessments for 21<sup>st</sup> CCLC sites in 2006-2007 and 2007-2008. In general, students are performing at higher levels in mathematics than in reading and comparable to the performance on 21<sup>st</sup> CCLC students in the previous two years.

In 2009, two-thirds of the 21<sup>st</sup> CCLC students in grants eligible to continue are at the advanced or proficient level in mathematics, and 56% have reached that level in reading.

Exhibit 33. Mathematics Illinois State Assessment Data from 2007 to 2009

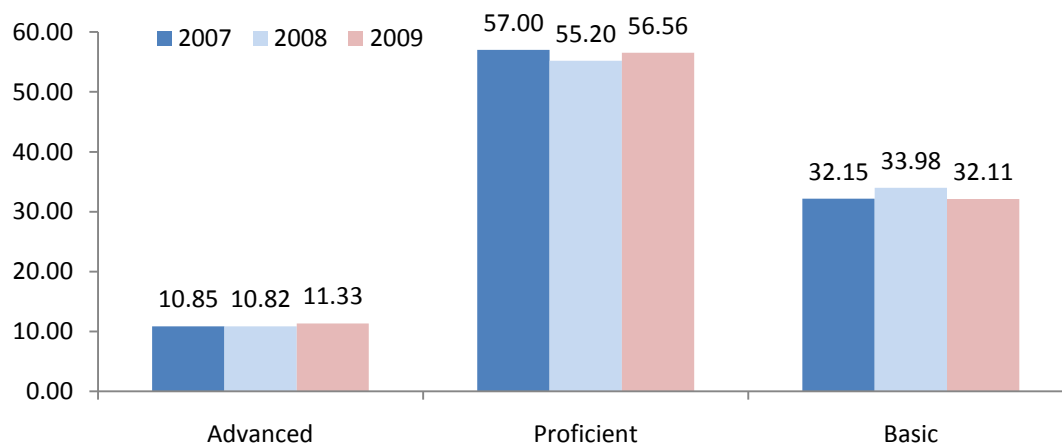
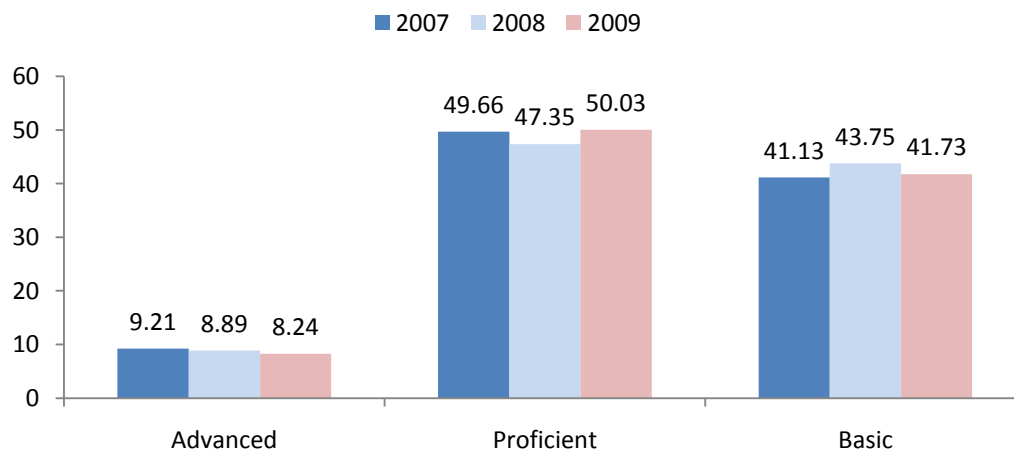


Exhibit 34. Reading Illinois State Assessment Data from 2007 to 2009



Source: U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2007 Annual Performance Report.  
U.S. Department of Education (March 2009). 21<sup>st</sup> Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21<sup>st</sup> CCLC 2008 Annual Performance Report.  
PPICS 2009 Preliminary Submission, December 18, 2009



The 2008-2009 preliminary data were reviewed for potential differences by grade level. The preliminary data suggests a greater proportion of elementary students are meeting or exceeding mathematics standards; however, in reading, a greater proportion of middle/high school students are meeting and/or exceeding reading standards. This phenomenon needs further investigation with more complete data.

Exhibit 35. Percent of Students by Achievement Level on Illinois State Assessments

Subject		Number of Students	Percent of Students			
			Exceeds	Meets	Below Standards	Academic Warning
Math	Elementary	2,324	14.85%	59.51%	23.84%	1.81%
	Middle/High School	2,560	7.77%	55.0%	33.24%	3.98%
Reading	Elementary	2,325	8.26%	46.54	41.59	3.61
	Middle/High School	2,557	5.75%	52.76	39.30	2.19

Source: PPICS 2009 Preliminary Submission, December 18, 2009

A second source of Illinois state assessment data was used to help determine the academic performance of the 21<sup>st</sup> CCLC students. Data for the 2009 ISAT and PSAE exams were provided by ISBE through the Interactive Illinois Report Card project.

A total of 14,508 students in grades 3 through 8 were flagged on the ISAT data in 2009 as 21<sup>st</sup> CCLC students. At the high school level, 854 students were flagged on the PSAE as a 21<sup>st</sup> CCLC participant. The non-21<sup>st</sup> CCLC students had higher mean scores on the state assessments than did the 21<sup>st</sup> CCLC students. This is not surprising because 21<sup>st</sup> CCLC targets the students at-risk. Also, the flag on the ISBE data does not discriminate the dosage the student received in the 21<sup>st</sup> CCLC program; e.g., attended one day or over 30 days. Finally, it appears significant numbers of students may go not flagged.

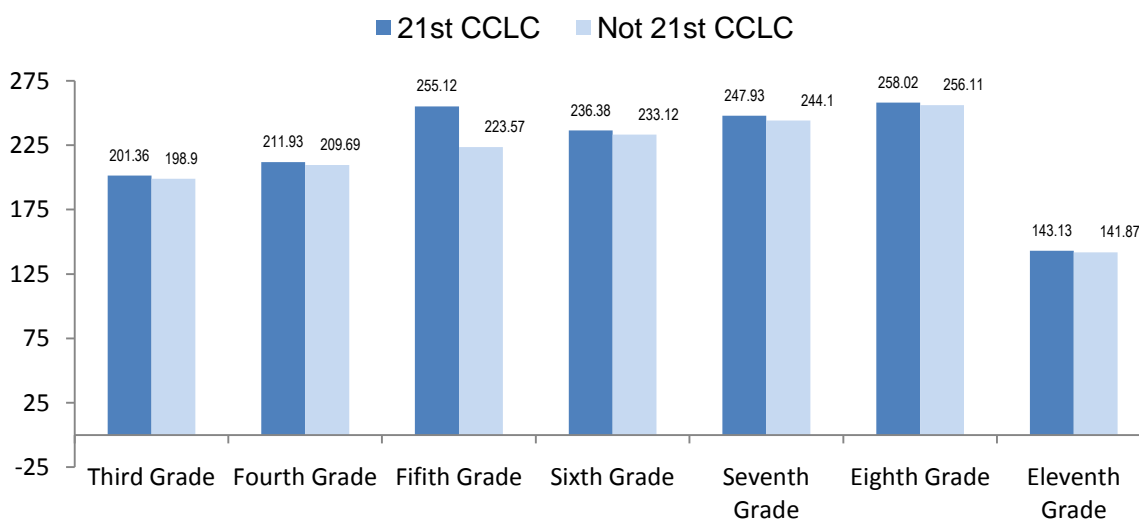
Exhibit 36. Mean Scores on Illinois Assessments for 21<sup>st</sup> CCLC and Non-21<sup>st</sup> CCLC Students

Grade	Student Status	Number of Students	Reading	Math
Grade 3	21st CCLC	2,279	190.81	199.45
	Not 21st CCLC	152,462	206.31	215.77
Grade 4	21st CCLC	2,273	200.93	211.79
	Not 21st CCLC	148,761	218.20	228.91
Grade 5	21st CCLC	2,328	214.27	225.23
	Not 21st CCLC	149,066	230.04	241.15
Grade 6	21st CCLC	2,781	225.22	237.87
	Not 21st CCLC	150,448	238.75	253.49
Grade 7	21st CCLC	2,526	228.29	245.90
	Not 21st CCLC	151,280	243.00	262.57
Grade 8	21st CCLC	2,321	236.93	257.03
	Not 21st CCLC	154,687	248.98	272.09
Grade 11	21st CCLC	854	148.32	146.18
	Not 21st CCLC	139,719	156.89	156.39

Source: IIRC and ISBE, 2009

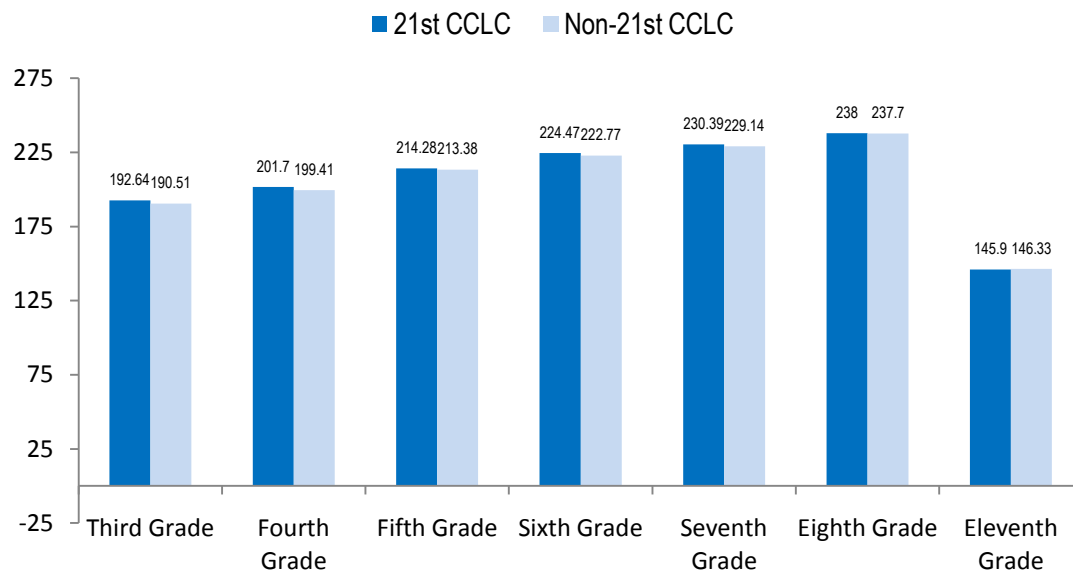
Perhaps a better approach is to examine the test data for those schools in which 25 to 75% of the students are in a 21<sup>st</sup> CCLC program. The 25% threshold suggests that a core of students is in the program. If over 75% of the students are in the program, there may not be a sufficient number of students not in the program to demonstrate any possible differences in test scores. No statistically significant differences were found (Appendix E, Exhibit 46 and 47/0) between the scores of the 21<sup>st</sup> CCLC and non-21<sup>st</sup> CCLC students in the classroom in which 25 to 75% of the students were in 21<sup>st</sup> CCLC.

Exhibit 37. Mathematics State Assessments for Schools with 25 to 50% in 21<sup>st</sup> CCLC in 2009



Source: Interactive Illinois Report Card Project and ISBE, 2009

Exhibit 38. Reading State Assessment for Schools with 25 to 50% in 21<sup>st</sup> CCLC in 2009



Source: Interactive Illinois Report Card Project and ISBE, 2009

## Parent Involvement: Objective 4

In what ways does the program serve the parents of the program participants? Is there increased involvement by participants' parents in regular school activities?

In 2009, with the release of the Request for Proposals for new projects, ISBE clarified the family/parent component of the 21<sup>st</sup> CCLC program. In previous evaluations, a wide variety of approaches were identified—from traditional approaches described by one program administrator as “build it and they will come” to programs in which parents were integral members of the decision-making process and necessary components of the program. The federal focus, however, is on the literacy and educational development of the adults. As described in Part I, grantees are having difficulty in implementing the family component; e.g., significant percentages of projects at the elementary (18%), middle/junior high (36%), and high school levels (55%) have made little or no progress in implementing this component.

In 2008-2009, the grantees served 5,738 adults in families of the 21<sup>st</sup> CCLC students; however, the majority of the activities were Family Nights, field trips, and other traditional involvement activities (See Appendix D for complete descriptions). Even though the 21<sup>st</sup> CCLC intent for the family component has not been realized, parent surveyed and interviewed during the site visits indicated that they are very pleased with what the 21<sup>st</sup> CCLC sites do for their children; however, the sites are not viewed, in general, as providing services to the adults. Some exceptions do exist, especially community centers and/or schools with a history of adult educational involvement and referral services.

That said, the grantees in the 2009 Annual Illinois Survey indicated that parents are rather satisfied with the program, are supportive of the 21<sup>st</sup> CCLC program, and show support for learning; however, parents have difficulty in attending meetings.

According to the Illinois Annual Survey, grantees have been successful in keeping communication open with parents. At the elementary level, newsletters (47% of the grants), notes home (58%), in-person discussions (82%), and the website (18%) have been used. At the middle/junior high level, less communication was reported by the grantees; however, they do use newsletters (30%), phone calls (38%), in-person meetings (31%), notes home (34%), and the website (16%) to communicate. Even less communication was reported by the high school grantees: newsletters (18%), notes home (21%), phone calls (23%), in person meetings (18%), and the website (13%).

Insufficient data were collected by the grantees on the involvement of parents in the day-school programs.

Exhibit 39. Grantees' Ratings of Parents' Involvement and Support of 21<sup>st</sup> CCLC

Elementary (n=68 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	1.5%	11.9%	59.7%	25.4%	1.5%
Parents are supportive of our program in ways other than coming to meetings and programs.	1.5%	1.5%	53.7%	43.3%	0.0%
Parents show positive support for learning and school.	0.0%	0.0%	55.2%	40.3%	4.5%
Parents are satisfied with our program.	0.0%	0.0%	40.3%	59.7%	0.0%
Middle/Junior High School (n=43 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	2.3%	41.9%	34.9%	16.3%	4.7%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	9.3%	46.5%	41.9%	2.3%
Parents show positive support for learning and school.	0.0%	4.7%	60.5%	32.6%	2.3%
Parents are satisfied with our program.	0.0%	0.0%	44.2%	53.5%	2.3%
High School (n=30 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	6.7%	40.0%	23.3%	10.0%	20.0%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	13.3%	50.0%	30.0%	6.7%
Parents show positive support for learning and school.	0.0%	13.3%	56.7%	20.0%	10.0%
Parents are satisfied with our program.	0.0%	0.0%	56.7%	36.7%	6.7%

Source: 2009 Annual Illinois Survey, NIU

## Partner Involvement: Objective 4

What is the impact of the collaborations with other agencies and non-profit organizations?

The community partners provide a valuable service to the 21<sup>st</sup> CCLC program. Partners include community organizations, non-profit agencies, other educational institutions, etc. One major role is providing programming. Nearly half of the programming is provided by partners at 48% of the elementary sites and at 40% of the middle/junior high sites. High schools were less likely to use partners for programming.

Exhibit 40. Percent of Grants Using Partners to Provide Programming

	Elementary	Middle/Jr	High School
None	5%	8%	11%
Up to 10%	22%	32%	33%
11-25%	25%	21%	41%
26-50%	36%	32%	15%
51 to 99%	5%	3%	0%
All	7%	5%	0%

Source: 2009 Annual Illinois Survey, NIU

Partners, however, provide other necessary services to the 21<sup>st</sup> CCLC programs. The 2009 PPICs preliminary data on the 65 Illinois grants eligible to continue and on all states are presented in the following exhibit. Illinois had a very similar distribution on the use of partners as in the other states.

Contribution	Illinois		All States	
	Number of Partners	Percent of Partners	Number of Partners	Percent of Partners
Provide Evaluation Services	37	8%	1,995	8%
Raise Funds	35	8%	2,128	8%
Provide Programming/Activity Services	358	77%	18,632	71%
Provide Goods	156	34%	11,253	48%
Provide Volunteer Staffing	103	22%	7,283	28%
Provide Paid Staffing	111	24%	6,871	26%

Source: PPICS Preliminary Submissions, 2009. Data on 2,940 or 89.74% for all states; 65 grantees, 100% for Illinois

The 2009 Annual Illinois Survey asked grantees to indicate the support received from school leadership, teachers, the community, and partners. Ninety to ninety-seven percent of the grantees agreed that “partners provide a necessary component to our program”. The ratings were extremely high, also, for the school and community support; however, about 7% of the grants are finding it difficult to garner cooperation from the school.

Exhibit 41. Grantees’ Ratings of Partner Involvement and Support in 21<sup>st</sup> CCLC in 2009

<b>Elementary (n=68)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
The school leadership is supportive of our program.	1.5%	3.0%	25.4%	68.7%	1.5%
Teachers in the school are supportive of our program.	0.0%	3.0%	34.3%	61.2%	1.5%
The community supports this program.	1.5%	0.0%	35.8%	58.2%	4.5%
Our partners provide a necessary component to our program.	0.0%	1.5%	34.3%	62.7%	1.5%
<b>Middle/Junior High School (n=43)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
The school leadership is supportive of our program.	0.0%	2.3%	30.2%	65.1%	2.3%
Teachers in the school are supportive of our program.	0.0%	7.0%	20.9%	67.4%	4.7%
The community supports this program.	0.0%	0.0%	44.2%	55.8%	0.0%
Our partners provide a necessary component to our program.	0.0%	1.5%	34.3%	62.7%	1.5%
<b>High School (n=30)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know/NA</b>
The school leadership is supportive of our program.	0.0%	6.7%	26.7%	66.7%	0.0%
Teachers in the school are supportive of our program.	0.0%	0.0%	10.0%	46.7%	43.3%
The community supports this program.	0.0%	0.0%	63.3%	26.7%	10.0%
Our partners provide a necessary component to our program.	0.0%	6.7%	40.0%	50.0%	3.3%

Source: 2009 Annual Illinois Survey, NIU

## **Serving Schools with Greatest Need: Objective 5**

Did the RFP award process result in programs being awarded to serve the children and community members with the greatest need?

A competitive RFP process was used for the 21st CCLC program. The process and eligibility requirements are documented on the ISBE website. Proposals to serve high need areas were given preference points in the scoring rubric. Proposals underwent a peer review process in which reviewers independently rated the proposals using the criteria articulated in the RFP. Peer ratings were used to prioritize the proposals for funding.

Selection and recruitment policies for individual 21<sup>st</sup> CCLC programs varied from site to site, ranging from open admissions to very strict criteria based on income, test scores, grades, and/or behavioral or learning challenges. Approximately 7 to 10% of the grantees, however, reported on the 2009 Illinois Annual Survey that they had made little or no progress in serving the students with the greatest needs.



## Professional Development: Objective 6

Did the professional development activities provided through the State of Illinois to 21<sup>st</sup> CCLC program personnel adhere to *No Child Left Behind Act* definitions and the National Staff Development Council's professional development standards?

In 2008-2009, grantees attended mandatory spring and fall meetings and other trainings as appropriate. The webinars continued as a way of providing professional development, and the portal provided a wealth of information. The Friday Update e-mail provided additional information and sources of information.

Grantees rated their levels of satisfaction with the technical assistance and professional development resources available to them through ISBE funds. The ratings indicate room for improvement in the resources and training available to the grantees.

Given the dissatisfaction of over one-fourth of the grantees, the NSDC standards and best practices in professional development become increasingly important in the designing and implementing professional development for the 21<sup>st</sup> CCLC leaders and staff. The wide variety of types, sizes, and scopes of programs makes providing professional development and technical assistance challenging. One grantee stated, "The one-size-fits-all approach is not appreciated by the dissatisfied grantees looking for more individualized help."

Exhibit 42. Grantees' Ratings of Technical Assistance and PD Resources

Question	Percent of Grantees "Satisfied" or "Strongly Satisfied"
Information on to whom to go for technical assistance.	76.9%
Ability to get technical assistance questions answered.	75.0%
Timeliness of follow-up from compliance site visits.	55.6%
Timeliness of technical assistance received.	68.5%
Usefulness of the webinars.	63.9%
Quality of the webinar content.	63.9%
Amount of technical assistance received that addressed specific need.	76.9%
Scheduling of mandatory meetings.	76.9%
Information received prior to mandatory meetings.	77.7%
Activities and presentations at mandatory meetings.	70.0%
Usefulness of the mandatory meeting to my program.	75.0%

Source: 2009 Annual Illinois Survey (n=108), except for question on compliance visit.

## Sustainability: Objective 7

What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding?

The majority of grantees (86%) considered the academic component of the 21<sup>st</sup> CCLC program to be the component that must be continued whether through tutoring, credit recovery, academically enriched activities, or other approaches (2009 Annual Illinois Survey). Seven percent of the grantees considered their project fully sustainable and another 25-30% considered the project nearly sustainable.

Exhibit 43. Levels of Sustainability

Level of Sustainability	Elementary	Middle/Junior High	High School
Critical Components Completely Sustained	7%	7%	7%
Critical Components Nearly Sustained	25%	25%	30%
Not All Critical Activities Sustained	57%	51%	50%
Critical Activities Not at All Sustained	10%	7%	13%
Number of Grants	68	43	30

The next question asked was, "What steps have you taken to ensure the sustainability of your program after the grant has ended?" About three-fourths of the projects ending in 2009 considered the RFP being issued for new projects as their lifeline. The education-based entities mentioned using school funds, using other grants, finding partners, and forming sustainability teams. The community-based entities mentioned using other funding, assigning dedicated staff to find funding, and using agency funds.

## **Part III: Progress in Implementing Recommendations from 2007-2008 Annual Report**

Over the past four years, the 21<sup>st</sup> CCLC program has changed in many ways. Most importantly, a cadre of grantees and ISBE staff has been through the five-year funding cycle at least once and are continually finding ways to improve the existing programs and to provide support to the newly funded projects. Secondly, each year the recommendations in the annual statewide evaluation are reviewed and, when deemed viable, appropriate actions are taken. This continuous improvement model provides ways to continually evolve the 21<sup>st</sup> CCLC program in Illinois. Part III looks at the actions taken on the recommendations from last year's 2007-2008 annual report and whether any improvements were realized in 2008-2009.

### **Status of Recommendations from 2007-2008 Annual Report**

In the 2007-2008 annual report, six recommendations were made, two continuing from 2007 and four new ones.

Recommendation 1: The evolving program needs accurate data on which to base decisions. During the next year, programs should continuously work to ensure that the PPICS data and other data used for program improvement have acceptable levels of reliability and validity. This includes furthering the discussion on how to flag the ISAT/PSAE data in ways that reflect levels of attendance and have student identifiers to track individuals across years.

Status 1: The preliminary analysis of the current PPICS data against the survey and site visit information indicates that grantees understand definitions and are more diligent in obtaining the necessary data for federal reporting. The more timely submission of data is directly related to the milestones established by ISBE. The milestones required grantees to enter data by specific dates or receive sanctions. This approach not only kept grantees on track for collecting data but also ensured data was entered into PPICS in a timely manner and provided formative data for the grantees.

Status 2: The ISAT/PSAE data flag for 21<sup>st</sup> CCLC students is not fully used nor does it allow for distinguishing between casual users and regular users of 21<sup>st</sup> CCLC programming. In 2009-2010, a pilot project in which 21<sup>st</sup> CCLC sites provide student identification numbers to the IIRC will allow the evaluators to track students in the student data base and provide longitudinal analysis of the Illinois student performance data.

Recommendation 2: The “dosage of intervention” is related to student achievement; e.g., students who attend more regularly have higher achievement gains. Sites should focus on retention rather than one-time attendance at an event. Effective ways of marketing the importance of regular attendance to students and parents need to be identified and shared.

Status 1: Professional development opportunities were made available to the grantees on these issues.

Status 2: Recruitment, retention, and consistent attendance are still a challenge, especially for the high school sites.

Recommendation 3: Grantees are struggling with conducting meaningful, reliable, and valid evaluations to use appropriately for program improvement and to document program outcomes.

Proposed Action: ISBE should provide more specific guidelines on what an evaluation report should include and the quality of evaluation expected.

Status: Mandatory professional development opportunities were provided to the grantees.

Recommendation 4: Programs vary widely in quality, especially in the parent/community component.

Proposed Action: ISBE should consider establishing a minimum number of hours/days, types of programming, and levels of attendance that constitutes a quality program for future grantees.

Status: The RFP issued in spring 2009 established these standards.

Recommendation 5: The website (portal) and the technical assistance are under-utilized by grantees.

Proposed Action: Explore ways to make these resources more useful to the grantees. Provide each grantee with a point-person to contact when technical assistance is needed.

Status: The point person was assigned; however, grantee's ratings of the portal and technical assistance indicate further improvements should be considered.

Recommendation 6: Sustainability of the 21<sup>st</sup> CCLC programs continues to be a major concern.

Proposed Action: Each program should have ways to identify the components that are critical to the success of the program and potential funding sources for these components.

Status: As in previous years, ISBE provided professional development in sustainability to all grantees. In 2009, grantees identified the components and assess their sustainability as part of the annual statewide evaluation. Unfortunately, the global economic downturn has placed a greater burden on grantees, and sustainability is becoming increasingly difficult.

## Part IV: Summary and Recommendations 21<sup>st</sup> CCLC Program for 2009-2010

Based on the 2008-2009 statewide evaluation, the program evaluators present the following summary of major findings and recommendations for program year 2009-2010. During the 2009 fall kick-off conferences, the lead evaluator shared with the grantees the preliminary findings of the statewide evaluation and three recommendations for 2009-2010:

- proactively implement strategies to increase retention of students in 21<sup>st</sup> CCLC programs,
- be more diligent in collecting data tied to statewide performance indicators
- find ways to increase parent involvement in ways to their improve literacy and educational development.

After a summary of the major findings under each research question, these three recommendations will be discussed in more detail along with additional recommendations.

### Major Findings by Research Question

The following chart summarizes the major findings appropriate for data-driven decision making and for providing the foundation for the discussion of the recommendations for 2009-2010. In general, Illinois' implementation and outcomes for its 21<sup>st</sup> CCLC program were similar to states with similar demographics and program characteristics.

Exhibit 44. 2009 Summary of Major Findings

Research Question	Summary and Major Findings
Which projects were active in 2008-2009 and who was served?	<ul style="list-style-type: none"> <li>▪ In 2008-2009, Illinois had 108 active grants with 311 operational sites/centers, which served 43,243 total students, of whom 22,745 (54%) were regular attendees who attended more than 30 days, and 5,738 family adults.</li> <li>▪ Regular students were mostly low-income (89%) and students of color (89%).</li> <li>▪ 68 sites were at the elementary level, 43 were middle/junior high, and 20 served high school students.</li> <li>▪ Sites were operational an average of 12.67 hours per week.</li> <li>▪ The projects vary greatly in terms of number of sites, number of students served, grade levels, and locations were across the state and population centers.</li> <li>▪ Majority of sites were in public schools, even if they were managed by a community-based organization.</li> <li>▪ Around 40% of the staff was day classroom teachers.</li> </ul>
To what extent are the grant recipients implementing the activities and evaluation plan proposed in their RFPs, as revised in their annual continuation requests?	<ul style="list-style-type: none"> <li>▪ The majority of grantees are implementing their projects with fidelity to their proposals and continuation plans. Over the past two years, ISBE staff members have diligently provided grantees with critical operational parameters and continuation application forms that direct the grantees' attention and energies to those activities funded.</li> <li>▪ The academic component meets or exceeds standards in</li> </ul>

Research Question	Summary and Major Findings
	<p>most programs: elementary level (87%), middle/junior high (79%), and high school (79%).</p> <ul style="list-style-type: none"> <li>▪ The enrichment component meets or exceeds standards in most programs: elementary (87%), middle/junior high (88%), and high school (79%).</li> <li>▪ The elementary level programs were much more likely to meet the 21<sup>st</sup> CCLC requirements for family programming (63% meet/exceed) than were the middle/junior high (37%) or high school (28%) programs.</li> <li>▪ Approximately four-fifths of the programs at all levels were successful in involving community partners in their program.</li> <li>▪ Professional development for leaders has been fully implemented in about 80% of the grants and the staff component at 58% (middle/junior high), 74% (elementary), and 79% (high school) of grants.</li> <li>▪ 71% (elementary), 77% (middle/junior high), and 59% (high school) grantees have implemented an evaluation process that meets or exceeds expectations; however, only one-half to two-thirds of the grants truly use the evaluation information in informing continuous improvement decisions.</li> <li>▪ Only 43% of the projected number of slots to be served was filled with regular attendees (30 or more days).</li> </ul>
Which factors hindered the grantees in reaching the 21 <sup>st</sup> CCLC objectives?	<ul style="list-style-type: none"> <li>▪ Significant numbers of elementary, middle/junior high schools, and especially high schools are struggling with inconsistent student attendance, recruiting students, and competing with the students' work, home, and other school responsibilities and activities.</li> <li>▪ Even though the grantees have parent support, they are struggling with increasing parent involvement, especially at the high school level.</li> <li>▪ About one-third of the grantees at the elementary level are finding it somewhat or very difficult to coordinate with the day-school program.</li> </ul>
What effect does the program have on youth behaviors as measured by changes in classroom behavior, attendance rates, involvement in school activities, attitudes toward school and learning, disciplinary referrals, and dropout and graduation rates?	<ul style="list-style-type: none"> <li>▪ Illinois data on changes in students' behaviors and attitudes has remained rather stable from 2007 to 2009; the exception is the rating of students on "being attentive in class," in which the percentage of students improving increased from 58% in 2007 to 67% in 2009.</li> <li>▪ Overall, 62 percent of the regular attendees improved their classroom behavior, compared to 66% of the national regular attendees.</li> <li>▪ Approximately two-thirds of the Illinois regular attendees improved their attentiveness in class, compared to 54% of the national group.</li> <li>▪ Over 70% of the students increased their classroom participation.</li> </ul>

Research Question	Summary and Major Findings
	<ul style="list-style-type: none"> <li>Classroom teachers indicated that about two-thirds of the 21<sup>st</sup> CCLC students had improved in motivation and slightly fewer improved their social behaviors.</li> <li>Over 90% of the grantees agreed that the 21<sup>st</sup> CCLC students were more engaged, interested in the program, and showing more positive behaviors and social skills than at the beginning of the year.</li> <li>Grantees did not collect sufficient documentation on disciplinary referrals, dropout rates, promotions, and graduation rates to assess these Illinois performance indicators.</li> </ul>
<p>What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?</p>	<ul style="list-style-type: none"> <li>About 70% of the classroom teachers over the past three years have indicated 21<sup>st</sup> CCLC students have improved in “turning in of homework” and “completing homework to the teachers’ satisfactions”.</li> <li>Classroom teachers reported that 79% of the elementary students and 73% of the middle and high school students improved their academic performance. Grantees reported that students showed improvement in math performance at the elementary (90%), middle/junior high (81%), and high school levels (80%); for reading, grantees observed academic improvement at the elementary (93%), middle/junior high (93%), and high school levels (83%).</li> <li>From 2007 through 2009, classroom teachers reported that 62.6%, 58.1%, and 57% of 21<sup>st</sup> CCLC students, respectively, improved their classroom attendance, compared to national comparative statistic of 54% in 2009.</li> <li>91% of the elementary grantees, 88% of the middle/junior high grantees, and 83% of the high school grantees reported an observed increase in students’ involvement in school activities.</li> <li>In math, about 34-37% of the regular attending students increased their grades by a half grade or more from fall to spring, 40-42% of the students had grades remain the same, and 24-25% of the students had a half grade decrease in grades.</li> <li>In reading, about 21-38% of the regular attending students increased their grades, 40-43% remained the same, and 18-37% of the students had a half grade decrease in grades.</li> <li>Two-thirds of the 21<sup>st</sup> CCLC students in grants eligible to continue are at the advanced or proficient level in mathematics, and 56% have reached that level in reading.</li> <li>A total of 14,508 students in grades 3 through 8 were flagged on the ISAT data in 2009 as 21<sup>st</sup> CCLC students. At the high school level, 854 students were flagged on the PSAT as a 21<sup>st</sup> CCLC participant.</li> <li>Non-21<sup>st</sup> CCLC students had higher mean scores on the state assessments than did the 21<sup>st</sup> CCLC students.</li> </ul>



Research Question	Summary and Major Findings
	<ul style="list-style-type: none"> <li>▪ In schools in which 25 to 75% of the students are in a 21<sup>st</sup> CCLC program, there were no differences in the math and reading scores of 21<sup>st</sup> CCLC students and non-21<sup>st</sup> CCLC students.</li> </ul>
<p>In what ways does the program serve the parents of the program participants?</p> <p>Is there increased involvement by participants' parents in regular school activities?</p>	<ul style="list-style-type: none"> <li>▪ The 2009 Request for Proposals for new projects clarified the family/parent component of the 21st CCLC program.</li> <li>▪ In 2008-2009, the grantees served 5,738 adults in families of the 21st CCLC students.</li> <li>▪ The majority of parents are rather satisfied with the program, are supportive of the 21st CCLC program, and show support for learning</li> <li>▪ Parents have difficulty in attending meetings.</li> <li>▪ Grantees have been successful in keeping communication open with parents. At the elementary level, newsletters (47% of the grants), notes home (58%), in-person discussions (82%), and the website (18%) have been used. At the middle/junior high level, less communication was reported by the grantees; however, they do use newsletters (30%), phone calls (38%), in-person meetings (31%), notes home (34%), and the website (16%) to communicate. Even less communication was reported by the high school grantees: newsletters (18%), notes home (21%), phone calls (23%), in person meetings (18%), and the website (13%).</li> <li>▪ Insufficient data were collected by the grantees on the involvement of parents in the day-school programs.</li> </ul>
<p>What is the impact of the collaborations with other agencies and non-profit organizations?</p>	<ul style="list-style-type: none"> <li>▪ Nearly half of the programming is provided by partners at 48% of the elementary sites and at 40% of the middle/junior high sites. High schools were less likely to use partners for programming.</li> <li>▪ Partners are used mostly for providing programming/activities (77%), providing goods (34%), and providing paid (24%) and volunteer (22%) staff.</li> <li>▪ 90-95% of the grantees agreed that "partners provide a necessary component to our program". The ratings were extremely high, also, for the school and community support.</li> </ul>
<p>Did the RFP award process result in programs being awarded to service the children and community members with the greatest need?</p>	<ul style="list-style-type: none"> <li>▪ A competitive RFP process was used for the 21st CCLC program.</li> <li>▪ The process and eligibility requirements are documented on the ISBE website.</li> <li>▪ Proposals to serve high need areas were given preference points in the scoring rubric.</li> <li>▪ Proposals underwent a peer review process in which reviewers independently rated the proposals using the criteria articulated in the RFP.</li> <li>▪ Peer ratings were used to prioritize the proposals for funding.</li> </ul>



Research Question	Summary and Major Findings
<p>Did the professional development activities provided through the State of Illinois to 21<sup>st</sup> CCLC program personnel adhere to <i>No Child Left Behind Act</i> definitions and the National Staff Development Council's professional development standards?</p>	<ul style="list-style-type: none"> <li>▪ Multiple opportunities for professional development were offered through meetings, technical assistance, webinars, and the 21<sup>st</sup> CCLC portal.</li> <li>▪ Ratings of the grantees' satisfaction with the various components indicate that there is room for improvement in quality, timeliness, and usefulness of the professional development.</li> </ul>
<p>What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding?</p>	<ul style="list-style-type: none"> <li>▪ The majority of grantees (86%) considered the academic component of the 21<sup>st</sup> CCLC program to be the component that must be continued whether through tutoring, credit recovery, academically enriched activities, or other approaches.</li> <li>▪ Seven percent of the grantees considered their project fully sustainable and another 25-30% considered the project nearly sustainable.</li> <li>▪ The majority of grants ending considered continued ISBE funding as their primary source of sustainability.</li> </ul>
<p>Did the 21<sup>st</sup> CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes?</p> <p>Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision-making?</p>	<ul style="list-style-type: none"> <li>▪ 81% of the grantees indicated the PPICS data collected is relevant.</li> <li>▪ 67% use the PPICS data for program improvement and planning.</li> <li>▪ More grantees could gather student attendance, promotion/retention, and discipline data from report cards.</li> <li>▪ The collection on parent involvement could be improved.</li> <li>▪ Only 12 to 16% of the grantees have complete data on students' school activities.</li> </ul>

## **Recommendations for Program Year 2009 - 2010**

In looking back over the last four years of annual statewide evaluations, one can readily see that the 21<sup>st</sup> CCLC program in the State of Illinois has evolved and become more focused on the legislative mandates, has improved programming to the students and their families, and has implemented more careful reporting and budgeting by the grantees. Past recommendations have been taken to heart and addressed where possible.

The following four proposed areas for improvement are not new; rather, the recommendations are part of the ongoing program improvement process based on the evaluation data and what we have learned over the past years. The four recommendations are

- Increase the retention of students in 21<sup>st</sup> CCLC programs
- Focus technical assistance to those grantees in need of help
- Improve the literacy and educational development of families
- Ensure data are collected to address the Illinois performance indicators

### **Increase the Retention of Students in 21<sup>st</sup> CCLC Programs**

The U.S. Department of Education has made it rather clear that the funding for after-school programs will be based on the academic improvement and performance of the students. In order to impact student learning, 21<sup>st</sup> CCLC programs need sufficient time with the students and focused academic and enrichment activities that are research-based and proven to impact student learning.

The data for three performance indicators point to needed improvements:

- less than half of the funded slots in 2009 were filled with students attending 30 days or more, indicating an under-utilized capacity and inflated costs per serving each student
- 24% of the grants that continued into 2009-2010 were operational less than 11 hours per week in 2008-2009
- only 54% of the students claimed by 21<sup>st</sup> CCLC programs attend more than 30 days

Each of these concerns would be improved if 1) more of the current students were retained for 30 or more days or 2) if grantees implemented different recruitment strategies to enroll those students who are more apt to continue in the program. One way or another, improving retention will provide the grantees with the best chances of making an impact on student academic achievement.

The need for this recommendation was presented at the fall kick-off meetings attended by the grantees and ISBE personnel. At that time, three voices from the field were quoted in order to provide direction and ideas to the grantees:

- “Retention strategies include consistent communication with parents and teachers, engaging activities, providing students with a choice of project-based learning activities, and consistent outreach to new students throughout the program year.”
- “To ensure the students attend the program, the coordinator maintains communication with classroom teachers and parents. Classroom teachers or school office informs the coordinator of students’ absences during the school day.”

- “The first strategy to maintain program enrollment is to deliver programs that are interesting and engaging for participants. Program staff develops interactive activities, develop opportunities for youth leadership and offer attendance incentives. Many programs have enrolled sibling groups which support families and increases retention.”

### **Focus Technical Assistance to Those Grantees in Need of Help**

The advisory group has effectively identified concerns for the grantees in general; however, the voices of those struggling have not been heard for a variety of reasons; e.g., fear of identifying their needs and then be down-graded on a compliance evaluation, not knowing what they needed, too busy to ask for help, and/or not knowing to whom to go for help.

The grantees are in need of, and asking for, an effective tiered approach to technical assistance based on best practices for professional development. The three tiers could be

Universal:	general training and information needed by all grantees, often possible to disseminate online (about 70-80% need only this level of support)
Targeted:	subgroups of grantees struggling with a common concern and in need of more detailed, practical help tailored to their situations
Intensive:	grantees that are making little or no progress in meeting expectations tied to the objectives of the 21 <sup>st</sup> CCLC program in need of immediate and intensive one-on-one interventions to help them with their unique complexities and intricacies prohibiting their success

Targeted and Intensive technical assistance require the standards for professional development to be thoroughly implemented. For example, after the training or intervention, grantees need continued and assistive monitoring to ensure the practice is implemented effectively in day-to-day operations. Providing a webinar without implementation monitoring and follow up assistance does not meet the best-practices in professional development activities that are intended to change behaviors.

The tiered model is needed for the professional development on evaluation plans. All grantees need to implement evaluation plans and use the results for program improvement.

- 60 to 70% of the grantees were able to use the training provided during their first year of implementation to create and implement an evaluation plan (Universal)
- After this first training, 30 to 40% of the grantees are still struggling with the implementation of their evaluation plan (targeted and/or intensive needed based on their level of implementation)
- About 50% of the grantees need assistance in how to use the evaluation in their planning, beyond that presented in their orientation training (targeted and/or intensive needed based on their level of implementation)
- Any grant beyond their second year without an effective evaluation with data used for programming planning needs intensive interventions.

Some of the other subgroups previously identified in earlier evaluations and confirmed in 2008-2009 that need targeted or intensive assistance include

- 24-31% of the elementary schools in need of help in coordinating with their school. This is not a one-fits-all type of professional development; it requires one-on-one help with the school to identify strategies to overcome the barriers to the working relationship.
- Grants with low percentages of regular students
- 20 % of high school grants not making sufficient progress in implementing the academic and enrichment components of their program
- Any grant beyond year two making little or no progress on any of the required objectives is in need of intensive support

### **Improve the Literacy and Educational Development of Families**

Grantees are struggling with the required family/adult component of their 21<sup>st</sup> CCLC program. Elementary level programs were much more likely to meet the 21<sup>st</sup> CCLC requirements for family programming (63% meet/exceed) than were the middle/junior high (37%) or high school (28%) programs.

Single event programming is not sufficient to effect lasting change; however, parents/guardians rarely have the time to commit to the length and intensity of instruction needed to effect lasting changes in knowledge and behaviors.

Few grantees have conducted a needs assessment of the literacy and educational development needs of the adults in the students' families nor a survey on the programming these adults would like and how it would best be offered.

At the fall kick-off meetings, the statewide evaluator provided information on one program that targeted low-income adults with vocational skills training and skill-specific academic training.

### **Ensure Data are Collected to Address the Illinois Performance Indicators**

The Illinois performance indicators include measures of student school attendance, graduation rates, promotion rates, number of disciplinary actions, drop-out rates, students' involvement in other school activities, and parental involvement at the school. Few grantees collect these data.

At the fall kick-off meetings in 2009, the statewide evaluator shared this concern about missing data sources and incomplete data on these indicators and recommended some of them be collected from the report cards. Since then, the U.S. Department of Education has emphasized more forcefully the need to document student growth and achievement with more than perceptual data. The measures identified above will be even more critical to have in the coming year.

Over the next year, grantees should identify and implement collection strategies the indicators deemed necessary, and especially those related to student growth and achievement. The milestones for PPICS data collection should be continued; however, some modifications are needed for grantees with substantial data to report.

In the past, the evaluator used a triangulation of data to summarize the implementation and outcomes of each grantee using a specific rubric with established reliability and validity. The

individual ratings of the grantees were not reported directly to ISBE. In order to increase the accountability of individual grantees, ISBE should request the ratings by grantee. This approach would need to be incorporated into the annual survey data collection, and grantees provided the ratings and process for comment on the ratings.

In closing, ISBE and the grantees should celebrate Illinois' implementation of the 21<sup>st</sup> CCLC program and the services they are providing to the students and their families. Beyond the statistics and numbers, the program is impacting the lives of children across the State of Illinois.

## Appendix A: Research Matrix

Research Focus	Questions	Performance Indicator	Source of Data
<b>FORMATIVE EVALUATION</b>			
<p>Objective 1: Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.</p> <p>Objective 3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.</p>	1. What effect does the program have on youth behaviors as measured by changes in classroom behavior, attendance rates, involvement in school activities, attitudes toward school and learning, disciplinary referrals, and dropout and graduation rates?	<ul style="list-style-type: none"> <li>■ Involvement in school activities</li> <li>■ Participation in other subject areas</li> <li>■ Attendance rates</li> <li>■ Graduation rates</li> <li>■ Dropout rates</li> <li>■ Positive classroom behavior</li> <li>■ Student attitudes toward learning and school</li> <li>■ Disciplinary referrals</li> </ul>	<ul style="list-style-type: none"> <li>■ Program administrators interview/survey</li> <li>■ School administrators survey</li> <li>■ Classroom teacher survey</li> <li>■ Parent survey</li> <li>■ PPICS Data</li> </ul>
Objective 2: Participants in the program will demonstrate increased academic achievement.	2. What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?	<ul style="list-style-type: none"> <li>■ Academic performance on state assessments by grade and by subject matter</li> <li>■ Homework completion rates</li> <li>■ Classroom grades</li> <li>■ Promotion/retention rates</li> </ul>	<ul style="list-style-type: none"> <li>■ Program administrators interview/survey</li> <li>■ School administrators survey</li> <li>■ Classroom teacher survey</li> <li>■ Site teacher/tutor survey</li> <li>■ Parent survey</li> <li>■ PPICS Data</li> <li>■ Interactive Illinois Report Card</li> <li>■ State assessment data at individual level</li> </ul>
Objective 4: The 21 <sup>st</sup> CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations	3. In what ways does the program serve the parents of the program participants? Is there increased involvement by participants' parents in regular school activities?	<ul style="list-style-type: none"> <li>■ Evidence and quality of enrichment and support services for families of participants</li> <li>■ Parent involvement in regular school activities</li> <li>■ Parent attitude towards learning and school</li> <li>■ Parent satisfaction with program and services</li> <li>■ Parent perception of impact of program on students and community</li> </ul>	<ul style="list-style-type: none"> <li>■ Program administrators interview/survey</li> <li>■ School administrators survey</li> <li>■ Classroom teacher survey</li> <li>■ Site teacher/tutor survey</li> <li>■ Direct observation on site visit</li> <li>■ Parent survey</li> <li>■ PPICS Data</li> </ul>
Objective 4: The 21 <sup>st</sup> CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other	4. What is the impact of the collaborations with other agencies and non-profit organizations?	<ul style="list-style-type: none"> <li>■ Type and extend of collaborations</li> <li>■ Parent satisfaction with referrals to other agencies and non-profit agencies</li> </ul>	<ul style="list-style-type: none"> <li>■ Program administrators interview/survey</li> <li>■ Parent survey</li> <li>■ Community Partner survey</li> </ul>

Research Focus	Questions	Performance Indicator	Source of Data
agencies and non-profit organizations		<ul style="list-style-type: none"> <li>Community partners perception of impact of program and satisfaction with program</li> </ul>	<ul style="list-style-type: none"> <li>PPICS Data</li> </ul>
Objective 5: These programs will serve children and community members with the greatest needs for expanded learning opportunities.	5. Did the RFP award process result in programs being awarded to service the children and community members with the greatest need?	<ul style="list-style-type: none"> <li>Sites selected met the selection criteria based on free- and reduced-lunch eligibility, participants' test scores, grades, and promotion rates.</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview</li> <li>Grantees' applications for funding</li> <li>ISBE Fiscal Program Reports</li> <li>PPICS Data</li> <li>Interactive Illinois Report Card</li> </ul>
Objective 6: 21 <sup>st</sup> CCLC program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the <i>No Child Left Behind Act</i> definitions and National Staff Development Council's professional development standards.	6. Did the professional development activities provided through the State of Illinois to 21 <sup>st</sup> CCLC program personnel adhere to <i>No Child Left Behind Act</i> definitions and the National Staff Development Council's professional development standards?	<ul style="list-style-type: none"> <li>Participation of programs in the professional development activities</li> <li>Review of satisfaction data collected on the professional development activities</li> <li>Adherence to <i>NCLB</i> and <i>NSDC</i> definition and standards</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview</li> <li>Program administrators interview/survey</li> <li>Program documentation and professional development records from ISBE</li> <li>PPICS Data</li> </ul>
Objective 7: 21 <sup>st</sup> CCLC program projects will use the funding most efficiently by coordinating and collaborating with other and state funding sources, agencies, and other community projects to supplement the program and not supplant the funds, and to eventually become self-sustaining.	7. What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding?	<ul style="list-style-type: none"> <li>Implementation of sustainability plan</li> <li>Degree to which sustainability efforts are on-target to reach appropriate level of sustainability based on year in project</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview to confirm sustainability requirements per year of grant</li> <li>Program administrators interview/survey</li> <li>Community Partner survey</li> <li>Grantees' applications for funding</li> </ul>
Quality of Evaluative Data	<p>8. Did the 21<sup>st</sup> CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes?</p> <p>9. Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision-making?</p>	<ul style="list-style-type: none"> <li>Ease of use of PPICS and data collection</li> <li>Relevancy of PPICS data and data collected</li> <li>Usefulness of PPICS data in decision making</li> <li>Satisfaction with data collection methods</li> <li>Satisfaction with types of data collected</li> <li>Gap analysis of reporting and undocumented outcomes</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview</li> <li>Program administrators interview/survey</li> <li>PPICS Data</li> </ul>

Research Focus	Questions	Performance Indicator	Source of Data
Assessment of Overall Implementation	10. To what extent are the grant recipients implementing the activities and evaluation plan proposed in their RFPs, as revised in their annual continuation requests?	<ul style="list-style-type: none"> <li>Activities match program objectives and goals</li> <li>Evidence of implementation and on-target progress of evaluation plan</li> <li>Evidence of implementation and on-target progress of sustainability plan</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview</li> <li>Program administrators interview/survey</li> <li>Direct observation site visit</li> <li>Grantees' applications for funding (RFPs and continuation requests)</li> <li>ISBE Fiscal Program Reports</li> <li>PPICS Data</li> </ul>
Assessment of Overall Implementation	11. What factors hinder and which factors facilitate reaching the objectives?	<ul style="list-style-type: none"> <li>Identification of facilitating factors</li> <li>Identification of barriers</li> <li>Identification of strategies to overcome barriers</li> </ul>	<ul style="list-style-type: none"> <li>ISBE staff interview</li> <li>Program administrators interview/survey</li> <li>School administrators survey</li> <li>Classroom teacher survey</li> <li>Site teacher/tutor survey</li> <li>Parent survey</li> <li>Community Partner survey</li> <li>Relevant research literature</li> <li>PPICS Data</li> </ul>
<b>SUMMATIVE EVALUATION – Separate Report from Annual Evaluation</b>			
Summative Evaluation	12. Are there specific features or characteristics associated with exemplary outcomes?	<ul style="list-style-type: none"> <li>The identified characteristics are associated with a statistically significant difference in program outcomes (<math>p &lt; .05</math>).</li> <li>Program characteristics will be evaluated for co-linearity before conducting the multivariate analyses.</li> <li>Outcomes will include student achievement and increases in positive behaviors, stakeholders' levels of satisfaction, and perceptions of the positive impact of the program on the community.</li> </ul>	<ul style="list-style-type: none"> <li>Program administrator surveys</li> <li>School administrators survey</li> <li>Classroom teacher survey</li> <li>Site teacher/tutor survey</li> <li>Parent survey</li> <li>Community Partner survey</li> <li>Grantees' applications for funding</li> <li>ISBE Fiscal Program Reports</li> <li>Relevant literature on 21st CCLC programs and research on the program components</li> <li>PPICS Data</li> <li>IIRC</li> <li>State assessment data at the student level</li> </ul>



Research Focus	Questions	Performance Indicator	Source of Data
		<ul style="list-style-type: none"> <li>Characteristics will include budgetary characteristics, school characteristics, student characteristics, type of community, school-based or community-based, and the type and duration of specific activities and interventions.</li> </ul>	
Summative Evaluation	13. How do the outcomes of programs completing the five-year cycle differ from the outcomes of programs in mid-grant?	<ul style="list-style-type: none"> <li>Statistically significant differences in program outcomes (<math>p &lt; .05</math>) of programs in their last year as compared to programs in mid-grant cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Program administrator surveys</li> <li>School administrators survey</li> <li>Classroom teacher survey</li> <li>Site teacher/tutor survey</li> <li>Parent survey</li> <li>Community Partner survey</li> <li>Grantees' applications for funding</li> <li>ISBE Fiscal Program Reports</li> <li>Relevant literature on 21st CCLC programs and research on the program components</li> <li>PPICS Data</li> <li>IIRC</li> <li>State assessment data at the student level</li> </ul>
Summative Evaluation	14. In retrospect, which were the most critical factors that hindered or facilitated obtaining the seven objectives? Are there barriers that must be addressed if the program is to have a positive impact on communities in the future? How can these barriers be addressed?	<ul style="list-style-type: none"> <li>Same as research focus #2, Assessment of Overall Implementation</li> </ul>	<ul style="list-style-type: none"> <li>Same as research focus #2, Assessment of Overall Implementation.</li> </ul>

## Appendix B. Annual Illinois Survey

### Annual Illinois Survey NIU's Statewide Assessment 21<sup>st</sup> Century Community Learning Centers Due June 1, 2009

This survey includes two parts each due June 1, 2009. The first part will be given to ISBE. The second part is confidential and will be used in the statewide evaluation. Both parts are extremely important and required.

As you complete the survey, please involve others as needed so the information presented is as accurate as possible. NIU and ISBE appreciate the time and effort you will spend in providing this vital information.

If you have any questions, please contact Penny Billman at NIU: [pbillman@niu.edu](mailto:pbillman@niu.edu) or 815-753-0928. Please feel free to e-mail her additional documents you feel will help explain your answers.

**Part I: Information to Be Shared with ISBE** combines information needed by NIU for the Statewide evaluation and by ISBE. For those with grants eligible to continue next year, ISBE considers the answers in Part I as a necessary component of your continuation application. NIU will send your answers to Part I directly to ISBE.

#### Part I.A: ISBE Component

Grantee: (Filled in by login )

Cohort: (Filled in by login)

1. Who is the primary person completing this survey and a phone number and e-mail where the person can be reached?
2. What is the title of this person?
3. How many active sites did you have in the period of July 2008 through June 2009?
4. For grants not in their first year, describe any changes in schools served by your grant from academic year 2007-2008 to academic year 2008-2009?

List all of your active sites (physical locations where services were provided) during the period of July 2008 through June 2009 and provide the requested information.

Site Name	Grade level range of students	Number Projected to Serve in Last Year's Continuation Application or Proposal	Approximate number of students who attended 30 days or more	Approximate number of students who attended less than 30 days	Name all public and private feeder schools

5. How are students identified and selected for participating in your program? How is the selection process coordinated with the school(s) served? What steps are you taking to ensure students with the greatest needs are targeted? (500 word limit)
6. Describe the student retention strategies in place within the program to maximize the number of days a student attends.
7. Describe the mechanisms you have in place to ensure that the academic program extends/complements the regular school day academic program.

Describe the following academic components of your program and the process that was used to align the component with the Illinois Learning Standards. The standards and descriptors can be found at [www.isbe.net/ils/](http://www.isbe.net/ils/).

8. Reading
9. Mathematics
10. Other academic

11. Describe the enrichment and recreation components of your program.
12. If you have a service learning component, please describe the number of students involved, what they do, and who is served.
13. Describe your parent/guardian component funded by 21st CCLC and estimate the number of families served through this component.
14. Describe the process used to make school personnel aware of which of their students are served by the program. How did you/will you obtain the ISAT/PSAE test scores for the students in your program? What process is in place?
15. For grantees whose funding was decreased in 2008-09, explain how you are retaining the size and scope of the originally funded program.

## **Part II: Confidential Information**

The answers you provide in Part II are aggregated to provide an evaluation of Illinois' 21<sup>st</sup> CCLC grant program and will not be used to evaluate individual programs.

In this section, you will complete the survey separately for elementary (PK-8), middle school/junior high, and/or high school sites.

How many sites do you have that serve elementary school students?  
(If 0, the grantee is branched to the middle school/junior high section.)

### **Elementary School Section**

Are all of the sites similar or do you need to complete the questions for each individual site?

A. Complete for all elementary sites together

B. Complete for each individual site

How many individual sites?

1. Which of the following is the best description for the location of where services are provided to students? (Drop down)

- Large City population greater than or equal to 250,000.
- Mid-size City - city having a population less than 250,000.
- Urban Fringe of a Large City
- Urban Fringe of a Mid-size City
- Large Town - population greater than or equal to 25,000 and located outside an larger urban area
- Small Town - population less than 25,000 and greater than or equal to 2,500 and located outside urban area
- Rural, outside city area
- Rural, inside a larger area with a large or Mid-size City

2. During the school year

How many days per week is the site in session?

For how many hours per day?

For how many total number of weeks?

3. During the summer

How many days per week is the site in session?

For how many hours per day?

For how many total number of weeks?

4. What is the average number of students per day at a site: Less than 10, 10-25, 26-50, 51-100, 101-150, 150-200, over 200

5. Is the site located in a

public school,

private school

community center

church

other \_\_\_\_\_

6. Rate your levels of implementation on each of the key components in 2008-2009.

Components	Implementation Level in Academic Year 2008-09				
	<i>Making No Progress</i>	<i>Making Little Progress</i>	<i>Making Significant Progress</i>	<i>Meets Requirements</i>	<i>Exceeds Requirements</i>
Implemented academic activities					
Implemented enrichment activities					
Implemented evaluation activities					
Used data to improve program					
Identified ways to continue critical components of the program after the grant period					
Coordinated after school program with the schools' day programs					
Provided services to the students' families with 21st CCLC funds					
Involved other agencies and non-profit organizations					
Served children with greatest needs					
Leaders participated in professional development training					
Staff engaged in professional development training					
Coordinated the program with other funding sources to supplement the school's programs					

7. Please rate the degree to which you observe the following outcomes.

Outcomes	Degree to Which You Disagree - Agree				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know NA
Students have shown improved math performance.					
Students have shown improved reading performance.					
Students increased their involvement in school activities and areas such as technology, arts, music, theater, sports, and recreation.					
Students appear more engaged in learning.					
Students show interest in being in the program.					
Students are in a safer environment than they would be without the 21 <sup>st</sup> CCLC program.					

Parents attend meetings and programs.					
Parents are supportive of our program in ways other than coming to meetings and programs.					
Parents show positive support for learning and school.					
Parents are satisfied with our program.					
The school leadership is supportive of our program.					
Teachers in the school are supportive of our program.					
The community supports this program.					
Students are completing more credit hours because of the program's credit recovery approach.					
Students are showing more positive behaviors than at the beginning of the year.					
Students are showing more appropriate social skills than at the beginning of the program.					
Our partners provide a necessary component to our program.					

8. Which of the following do you use to evaluate your 21<sup>st</sup> CCLC program?

Date Sources	Have Complete Data for Regular Attendees	Have Some Data on Regular Attendees	Do Not Use
Students' school grades			
Students' attendance in 21 <sup>st</sup> CCLC program			
Students' attendance at school during day			
Students' involvement in non-21 <sup>st</sup> CCLC activities			
Measure of students' attitudes toward learning			
Students' disciplinary referrals during the day			
Mobility rates for 21 <sup>st</sup> CCLC participants at school			
Drop-out rates			
Graduation or promotion rates			
Percent of time homework is turned in at the school			
Student's performance on state tests, ISAT/PSAE			
Student's academic pre- and post-tests			
Parent involvement in 21 <sup>st</sup> CCLC program			
Parent involvement at the school			
Parent Surveys			
Student Surveys			
Teacher/Principal Surveys			
Staff Surveys			
Partner Surveys			

9. Please rate the degree to which the following were **BARRIERS** you had to address this year at this site.

Barriers	Significant Barrier	Somewhat of a Barrier	A Slight Barrier	Not a Barrier
Difficulty in recruiting students				
Inconsistent attendance of students				
Poor parent involvement in activities				
Poor parent support of the program				
Poor cooperation from day teacher				
Difficulty in communicating with school				
Poor cooperation from school in obtaining necessary information				
Difficulties in transporting students (cost, logistics)				
Difficulty in maintaining a safe environment for students when coming/going from site				
Negative peer pressure and/or gangs influencing students				
Competing activities at school in which the student wants to participate				
Competing responsibilities at home, such as need to baby-sit siblings				
Competing responsibilities, because student must work				
Difficulty in maintaining/identifying partners				
Too little time with the students				
Other				

10. Estimate the percentage of regular attendees who are

	Less than 25%	25 to 50 %	More than 50%	Do not know
Black/ African American				
White/Caucasian				
Hispanic/Latino				
Special Needs				
English Language Learner				
Other _____				

11. What percentage of the staff members who provide direct instruction or tutoring hold an Illinois teaching certificate?

☐ None    ☐ less than 25%    ☐ 25%-50%    ☐ 51%-75%    ☐ 76-99%  
☐ All (100%)

12. How much of your academic program involves homework help?

☐ None    ☐ Some academic time    ☐ Majority of academic time

13. On a normal day, what is your student to adult ratio? \_\_\_\_ students to \_\_\_\_ adults

14. At this point, how sustainable are the **critical components** of your program after the grant cycle ends?

- ☐ Completely sustainable
- ☐ Nearly sustainable
- ☐ Not all are sustainable
- ☐ None are sustainable

15. Which critical components of your program are sustainable and how are they sustainable?

16. Which critical components are not sustainable at this time?

For each of the following questions, **briefly** (100 words or less) describe your program. If you do not have that component, please enter NA. If the funding is NOT through 21st CCLC, please state the source of funds.

17. Describe the organizational structure of your grant and at this site, include if person is full or part-time

18. If you include arts programming, please describe.

19. If you have a specific cultural focus, please describe,

20. If you have a bilingual program, please describe.

21. If you have an entrepreneurial or job skills/job awareness component, please describe.

22. If you have a youth development component, please describe.

23. If you have a mentoring component, please describe.

24. If you have a credit recovery component, please describe.

25. If you have a social-emotional or character education component, please describe.

26. Describe any programming you have for special needs students.

27. Describe any incentives you provide to the students and the families. Indicate if the grant or other sources of funding is used for this component.

28. How do you keep the lines of communication open with the parents/guardians? Check all that apply:

- newsletters
- website
- notes home
- phone calls
- in-person meeting at pick up
- other describe \_\_\_\_\_



29. If you use computers in your program, how computers are used in your program and the software/on-line sites used most often. How is the technology funded?
30. Describe any snacks/meals you provide and how they are funded.
31. Describe any transportation your offer, including estimated average length of rides and number of runs.
32. How often and how does your program communicate with the principal or a designated school administrator?
33. Please describe how your 21st CCLC program interfaces with other programs that are not funded by 21st CCLC. For example, how do you coordinate the 21st CCLC program with other programs students attend, such as sports, clubs, etc?
34. Describe your partners and the role your partners play in the program.
35. What percentage of programming time is provided through your partners?
36. Do you have a specific advisory board for 21st CCLC? What is its role?
37. Describe who does your evaluation? When will you send Penny Billman the latest copy of your evaluation?
38. What changes did you make in your program based on this evaluation?
39. Describe the professional development you offered your staff this year and plan to do next year.
40. Please use this space to describe any major differences among your sites.

*The Elementary Section was repeated for 1) Middle and Junior High School sites and 2) High School sites.*

### **Part II.B... Technical and Professional Development Components**

All grantees are required to complete the PPICS data collection as required by the federal government. Please indicate the degree to which you agree or disagree with the following statements about the PPICS system. Please include others as needed to complete this section.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>No Opinion</b>
The PPICS system is easy to use.					
The PPICS system collects relevant data.					
We use the PPICS reports in our planning and decision making.					
My PPICS questions are answered accurately and in a timely manner.					

### **Part II.C: Compliance and Monitoring Site Visits**

Were you visited by Learning Point Associates for a compliance/monitoring visit? YES NO,  
If no, skip to next Part II.D.

Please rate the degree to which you were satisfied with the following as they relate to your site visit by Learning Point Associates.

	<b>Strongly Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Strongly Satisfied</b>	<b>No Opinion</b>
The scheduling of the visit					
Information received to prepare for the site visit					
Visitor's knowledge about 21 <sup>st</sup> CCLC programs					
Visitor's preparedness for the visit					
Appropriateness of the questions and instruments used during the visit					
The fairness and accuracy of the report on my site					
Usefulness of the visit and report to my program					

Any other comments about the compliance/monitoring site visit by LPA?

## Part II.D: Technical Assistance and Professional Development

Approximately, how many times in the year did you or a staff member

	None	One-Two	Three-five	Five to ten	At least once a month	Two or more times a month
Contact Learning Point Associates (LPA) with a technical question other than PPICS or meeting information						
Use a webinar available through the LPA 21st CCLC portal						
Access meeting information on the portal						
Access other information on the portal						

What recommendations do you have for future professional development activities and for which target audience?

How satisfied are you with the following:

	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Do Not Use
Information on to whom to go for technical assistance					
Ability to get technical assistance questions answered					
Timeliness of follow-up from Learning Point Associates on site visits					
Timeliness of technical assistance received from LPA					
Usefulness of the webinars					
Quality of the webinar content					
Usefulness of the LPA portal					
Quality of the LPA portal					
Amount of technical assistance you received that addressed your specific needs					
The scheduling of mandatory meetings					
Information received prior to mandatory meetings					
Activities and presentations at the mandatory meetings					
Usefulness of the mandatory meeting to my program					

1. Do you have any comments on the usefulness and quality of the LPA portal and technical assistance?
2. Do you have any comments on the usefulness and quality of mandatory meetings?
3. Anything else you would like to share?

**REMEMBER, please send your latest evaluation to Penny Billman.  
Thank you so very, very much for completing this survey.**

**Through your responses, we can identify the strengths and  
areas for improvement across the State of Illinois.**

**Ultimately, this information will be used to help improve services and  
programs to the *students*--the most important component of the 21<sup>st</sup> CCLC  
program.**

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## Appendix C. Site Visit Protocols

### Overview

All grants ending in 2009 (began in 2005) were either visited on-site or, if the grant had been previously visited by NIU evaluators in the past three years, the grant administrator completed a telephone interview with a researcher from Northern Illinois University. In addition, four new grantees beginning in the 2008-2009 school year were visited.

Before the on-site visit or the phone interview, the NIU researcher reviewed the latest PPICS data and the previous year's evaluation submission. Either during or prior to the visit, the grantee provided the statewide evaluator with

- Copy of original grant proposal or a copy of the continuation application
- Copy of most recent evaluation conducted internally or by an external evaluator

Either during or after the site visit, the NIU researcher interviewed in person, by phone, or mailed a written survey to

- The grant manager
- Site coordinators
- A 30% sample of teachers/tutors at each site
- Principals of the schools
- Active partners
- A 30% sample of the parents per site
- A 30% sample of classroom teachers with students in the program, per site

If these persons will not be available on the day of the visit, the grantee provided the NIU researcher with contact information. NIU researchers followed up with these people after the visit. The contact information could be name, mailing address, phone number and/or e-mail address.

During the site visit, the NIU researcher asked to

- Observe each site, if possible, in session
- Look at any additional information, such as flyers, publicity materials, website addresses, etc., that you would like to share to help us better understand your program.

### Process and Instruments

In January 2009, the site visit team met for training on the site visit and interviewing protocols. A manual was created summarizing what to do before, during, and after the site visits. Each site visit and/or interview materials were reviewed by at least two researchers in order to establish inter-rater reliabilities. The deliverables from a site visit included

- Written Interview and Site Visit Notes (Exhibit A, Exhibit C, and Word Document)
- SUMMARY OF GRANT PROGRESS (Exhibit B) completed for the grant after the visit

- SITE SUMMARY (Exhibit D completed for each site after the site visit)
- List of Artifacts used in summary reports
- Any relevant supporting materials/artifacts shared by school personnel

### **Exhibit A. Questions for Grant Manager**

During the site visit, you will need to gather the following information. The grant manager and site coordinators will be the ones most likely to know the answers. They will have this list of questions.

Think about the

- 1) organizational structure and staff
- 2) culture of your program
- 3) programming (academic, enrichment, other)
- 4) community partners
- 5) parent involvement
- 6) relationship with the schools
- 7) annual evaluation/planning you did for your program over the past five years.

For each one,

1. Think about what was proposed in your original proposal and what the situation is today for each of the seven areas above. How has your grant changed for each area? Why were these changes needed?
2. What, in your opinion, are the most critical aspects of the program in each of the seven areas at each site that need to be sustained? How will these be sustained?
3. Is there anything you wish you could have accomplished that you never did? Why could you not do it?
4. What do you consider your greatest successes overall and for each of the seven areas?
5. What do you consider were your greatest weaknesses overall and for each of the seven areas?
6. What recommendations do you have for programs just beginning?

## Exhibit B. Summary of GRANT PROGRESS

Based on the answers received to the above questions, your observations, and any other artifacts/documentation, complete the following after the site visit.

What are the strengths of this program? Of each site?

What are the weaknesses of this program? Of each site?

What could programs starting out learn from this grantee/program?

Rate the Progress Made by the Grant (Entire project, average all sites)

Key to performance levels:

- Level 1: Must Address and Improve/Standard not Met
- Level 2: Satisfactory/Meets Standards
- Level 3: Some Progress Made/Approaching Standard
- Level 4: Excellent/Exceeds Standards

Objective	1	2	3	4
Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, and sports and other recreation activities.				
Participants in the program will demonstrate increased academic achievement.				
Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.				
The 21 <sup>st</sup> CCLC programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.				
These programs will serve children and community members with the greatest needs for expanded learning opportunities.				
21 <sup>st</sup> CCLC program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the <i>No Child Left Behind Act</i> definitions and National Staff Development Council's professional development standards.				
21 <sup>st</sup> CCLC program projects will use the funding most efficiently by coordinating and collaborating with state and other funding sources, agencies, and other community projects to supplement the program, and not supplant the funds, and to eventually become self-sustaining.				

## Specific Qualities to Evaluate

**Based on your observations, documentation, PPICS, and other artifacts, AFTER THE VISIT rate each of the following independently.**

**Key to performance levels:**

- Level 1: Not at all present
- Level 2: Some evidence of implementation of average quality
- Level 3: Sufficient implementation and of above average quality
- Level 4: Exemplary implementation

Quality Indicator	Level 1	Level 2	Level 3	Level 4
Establishes clear attendance and participation expectations.				
Has a system for the collection and monitoring of participant attendance data.				
Provides activities that reflect the mission of the program.				
Addresses academic, physical, social and emotional needs of the participants.				
Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.				
Offers project-based, experiential activities that promote creativity and development of participant self-expression.				
Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health.				
Includes activities that take into account the language and culture of the participants.				
Establishes and follows a schedule that is known to all staff, participants, and their families.				
Provides a range of opportunities in which participants' work can be showcased.				
Activities integrate academic emphasis				
Materials are complete and in good repair				
There are sufficient materials for all participants				
Offers high quality academic support including tutoring and/or homework support				
There is an appropriate teacher/student ratio for age range of youth in academic activities				
There is an appropriate teacher/student ratio for other activities				
Students are enthusiastic, engaged, and challenged				
Teachers are enthusiastic and engaged with students and activities				
Students socialize and interact as appropriate for grade level				
Students are polite as appropriate for grade level				
Students are attentive as appropriate				
Consequences for breaking rules clearly laid out				
Staff foster collaboration/structure, etc.				
Conflict negotiation procedures/rules are clear and in evidence				
Staff are role models				
Develops, reviews, and updates plans for family involvement.				



Quality Indicator	Level 1	Level 2	Level 3	Level 4
Interacts with families in a comfortable, respectful, welcoming way.				
Program policy allows family members to visit anytime during the program's hours.				
The program's hours of operation are based on families' needs.				
Negotiates optimal use of school, CBO, and community resources to best meet the needs of participants and their families.				
Establishes meaningful community collaborations.				
Is sensitive to the culture and language of participants, their families, and the community.				
Enables participants to explore resources and issues in their community through projects and activities.				
Involves families in decision making and planning.				
Involves families and the community in program events.				
Seeks opportunities to share community resources with families.				
Provides opportunities for literacy and related educational experiences to parents/guardians or other family members				
Provides families with information about community resources to meet their needs.				
Provide ongoing staff development that prepares staff to create programs that meet the greatest needs of participants, families, and communities.				
Provides activities that reflect the mission of the program.				
Features activities that are commensurate with the age and skill level of the participants to develop new skills during the program year.				
Incorporates programming that integrates and supports needs identified during the school day.				
Have measurable program goals and objectives that are aligned with the organizational mission and identified needs.				
Has a program director who is committed to his/her own professional development and attends and participates in training.				
Ensures staff has competence in core academic areas, where appropriate.				
Provides ongoing staff development in order to engage and retain staff.				
Provides positive working conditions for staff and appropriate supervision, support, and feedback.				
Assesses professional development needs of staff and provides appropriate training.				
Trains staff to plan suitable activities that correspond to the developmental needs of participants.				
Establishes meaningful community collaborations.				
Has scheduled meetings with its major stakeholders and partners.				
Develops a long-term plan for sustaining the afterschool program.				
Accesses resources within the community by seeking support from and building relationships with local businesses and institutions.				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
Forges relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.				
Has an effective marketing strategy that publicizes the program and its achievements within the school and broader community.				

### Exhibit C. Questions for Site Coordinators

1. Describe your relationship with the school – how often do you interact and what is the nature of this interaction?
2. How do you obtain the ISAT/PSAE and other data needed for your PPICS report?
3. Is today a typical day at the site? Why or why not.
4. What do you think are the most important qualities of this site?
5. How do you find your staff? How long have they been at this site? What training do they receive?
6. Are there any students who you feel have especially benefited from this program? How have they benefited?
7. How do you integrate math, reading, and the state standards into your program?
8. What will I see today?

## Exhibit D– SITE SUMMARY

Site  
Address

Date

Observers from NIU Present: \_\_\_\_\_

List of all individuals officially interviewed, their affiliation with the 21st CCLC site, Title, Contact information

### Total number of students

Male                                  Female

### Estimated Racial/Ethnic Breakdown

Black/African-American	Hispanic	Native American	White
Asian/Pacific Islander	Multiracial	Other	

### Physical Description

Size  
Layout  
Equipment  
Resources  
Items on Wall  
Cleanliness

### Activity Description

### General Impressions

Teachers

Students

Relationships with each other

### Strengths of this Site

### Weakness of this Site

Overall Rating:

Does not Meet Standards	Barely Meets Standards	Meets Standards	Exceeds Standards	Exceeds Standards by Far
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## **Auxiliary Surveys**

In addition to the data collected above, site visits included the following auxiliary surveys

- A sample of teachers/tutors from each site (Exhibit E)
- Principals of the schools (Exhibit F)
- Active partners (Exhibit G)
- A sample of parents at each site (Exhibit H)
- A sample of classroom teachers of students in the program for each site (Exhibit I)

### **Exhibit E. Survey for Teachers/Tutors at Each Site**

Name of Grant/Site \_\_\_\_\_ Date \_\_\_\_\_

1. How long have you been with this program? What is your academic/work background?  
Why did you choose to participate in this program?
2. How do you know what to teach or activity to do? Are the activities matched to the needs of individual students? If so, how?
3. What changes, if any, have you noticed in the students attending this program?
4. Do you feel this site is having a quality impact? How do you know?
5. What needs to be changed, if anything?
6. What have I not asked that you would like to share?

Exhibit F – Principals of Feeder Schools

Name of Grant/Site \_\_\_\_\_ Date \_\_\_\_\_

Rate your level of satisfaction.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Communication between the 21st CCLC program and the school					
The content of the programming offered as part of the 21st CCLC program					
The quality of the programming offered as part of the 21st CCLC program					
The collaboration/cooperation between the school and the 21st CCLC program					

Please rate your level of agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The 21st CCLC program is an integral component of the school.					
Overall, the 21st CCLC program is good for the students.					
I would recommend this program to other principals.					

Which components of the 21st CCLC program are critical to continue next year?

Do you know how these components will be funded?

Other things you would like to share

Thanks!

Exhibit G. Survey for Active Partners

Name of Grant/Site \_\_\_\_\_

Date \_\_\_\_\_

Rate your level of satisfaction.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Communication between the 21st CCLC program and your organization					
The collaboration/cooperation between the organization and the 21st CCLC program					
The quality of the 21st CCLC program					

Please rate your level of agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The 21st CCLC program is an important part of my organization					
I would recommend other organizations to engage in 21st CCLC programs					
Participating in this project has been good for my organization					
Our role in the 21st CCLC program will continue beyond the grant funding period					

Other comments?

Thanks!

## Exhibit H. Parent Survey – English

Grant Site \_\_\_\_\_ Date \_\_\_\_\_

1. How long has your child attended the 21<sup>st</sup> CCLC program?
2. On average, how many days a week does your child attend the afterschool program?
3. In your opinion, what is the most important thing about the 21<sup>st</sup> CCLC afterschool program?

4. How much is the after school program helping your child:

	Very much	Some	A little	Not at all	Did not need to Improve
Improve in math					
Improve in reading					
Improve his/her behavior					
Get his/her homework done					
Like school more					
Be more self-confident					
Do better in school					

5. Right now, how satisfied are you with the amount information you get from the afterschool program?

Not enough information  
information

Right amount of information

Too much

6. Do you have any additional comments about the afterschool program?

Thanks!

## ENCUESTA DE LOS PADRES/GUARDIANES

Localidad \_\_\_\_\_ Fecha \_\_\_\_\_

1. ¿Por cuánto tiempo ha asistido su hijo/a al programa de 21<sup>st</sup> CCLC?
2. En promedio, ¿cuántos días por semana asiste su hijo/a al programa escolar extracurricular?
3. En su opinión, ¿cuál es el componente más importante en el programa escolar extracurricular de 21<sup>st</sup> CCLC?
4. ¿Cuánto le está ayudando el programa escolar extracurricular a su hijo/a a...

	Mucho	Algo	Un poquito	Casi Nada	No Hubo Mejoría
...mejorar en matemáticas					
...mejorar en la lectura					
...mejorar su comportamiento					
...completar la tarea					
...que le guste más la escuela					
...tener más confianza en sí mismo/a					
...rendir mejor en la escuela?					

5. Ahora mismo, ¿cuán satisfecho/a está con la cantidad de información que recibe del programa escolar extracurricular?  
Insuficiente información                      Cantidad justa de información                      Demasiada información
6. ¿Tiene algún comentario adicional en cuanto al programa escolar extracurricular?  
¡Gracias!



Exhibit I. Classroom Teachers

Site \_\_\_\_\_ Date \_\_\_\_\_

1. How well does the afterschool program coordinate or “fit in with” the school day?  

Not at allSomewhatA lotVery Much
2. Do you feel this program is having a quality impact? How do you know?
3. Describe the interaction between you and the 21st CCLC staff. How often do you interact? What is the nature of the interaction?
4. What needs to be improved, or how would you make the program better?
5. What are, in your opinion, the strongest qualities/characteristics of the 21st CCLC program at your school?

Thanks!

## **Appendix D. Grantee Reports**

Individual reports from continuation application available upon request.

## Appendix E. Extended Details for Selected Exhibits

Exhibit 45. Implementation Progress by Grade Level of Grantee

	Exceeds	Meets	Some Progress	Little Progress	No Progress
<b>Elementary n=68</b>					
Academic Activities	36.8%	50.0%	11.8%	1.5%	0.0%
Enrichment Activities	42.6%	44.1%	13.2%	0.0%	0.0%
Coordinated with Day Program	41.2%	35.3%	17.6%	5.9%	0.0%
Served Students with Greatest Need	35.3%	38.2%	19.1%	7.4%	0.0%
Services to Families	19.1%	44.1%	19.1%	16.2%	1.5%
Involved Partners	52.9%	30.9%	14.7%	1.5%	0.0%
Professional Development for Leaders	36.8%	47.1%	11.8%	4.4%	0.0%
Professional Development for Staff	26.5%	47.1%	19.1%	7.4%	0.0%
Evaluation Implemented	25.0%	45.6%	23.5%	5.9%	0.0%
Use Data to Improve	20.6%	45.6%	32.4%	1.5%	0.0%
Sustainability of Critical Components	8.8%	30.9%	38.2%	20.6%	1.5%
Coordinated with Other Funding	23.5%	35.3%	17.6%	20.6%	2.9%
<b>Middle/Junior High School n=43</b>					
Academic Activities	18.6%	60.5%	16.3%	4.7%	0.0%
Enrichment Activities	30.2%	58.1%	9.3%	2.3%	0.0%
Coordinated with Day Program	23.3%	53.5%	18.6%	4.7%	0.0%
Served Students with Greatest Need	14.0%	48.8%	27.9%	9.3%	0.0%
Services to Families	9.3%	27.9%	25.6%	32.6%	4.7%
Involved Partners	25.6%	55.8%	11.6%	7.0%	0.0%
Professional Development for Leaders	16.3%	53.5%	25.6%	4.7%	0.0%
Professional Development for Staff	7.0%	51.2%	32.6%	9.3%	0.0%
Evaluation Implemented	16.3%	60.5%	18.6%	4.7%	0.0%
Use Data to Improve	18.6%	48.8%	27.9%	4.7%	0.0%
Sustainability of Critical Components	2.3%	30.2%	41.9%	23.3%	2.3%
Coordinated with Other Funding	7%	51%	30%	12%	0%

<b>High School n = 30</b>					
Academic Activities	6.9%	72.4%	17.2%	3.4%	0.0%
Enrichment Activities	3.4%	65.5%	27.6%	3.4%	0.0%
Coordinated with Day Program	13.8%	55.2%	24.1%	6.9%	0.0%
Served Students with Greatest Need	3.4%	58.6%	27.6%	10.3%	0.0%
Services to Families	10.3%	17.2%	17.2%	51.7%	3.4%
Involved Partners	24.1%	58.6%	13.8%	3.4%	0.0%
Professional Development for Leaders	17.2%	58.6%	24.1%	0.0%	0.0%
Professional Development for Staff	10.3%	69.0%	3.4%	17.2%	0.0%
Evaluation Implemented	6.9%	51.7%	27.6%	13.8%	0.0%
Use Data to Improve	3.4%	44.8%	44.8%	6.9%	0.0%
Sustainability of Critical Components	3.4%	24.1%	44.8%	24.1%	3.4%
Coordinated with Other Funding	10.3%	41.4%	37.9%	6.9%	3.4%
Use Data to Improve	3.4%	44.8%	44.8%	6.9%	0.0%
Sustainability of Critical Components	3.4%	24.1%	44.8%	24.1%	3.4%
Coordinated with Other Funding	10.3%	41.4%	37.9%	6.9%	3.4%

Exhibit 46. Illinois Reading ISAT Data for Schools with 25 to 50% of Students in 21<sup>st</sup> CCLC

Grade		21 <sup>st</sup> CCLC Students	Non-21 <sup>st</sup> CCLC Students
Third Grade	Mean	192.64	190.51
	Number of Schools	60	60
	Standard Deviation	11.62	12.98
Fourth Grade	Mean	201.70	199.41
	Number of Schools	65	65
	Standard Deviation	9.57	10.20
Fifth Grade	Mean	214.28	213.38
	Number of Schools	68	68
	Standard Deviation	9.33	10.02
Sixth Grade	Mean	224.46	222.77
	Number of Schools	50	50
	Standard Deviation	9.23	9.33
Seventh Grade	Mean	230.39	229.14
	Number of Schools	45	45
	Standard Deviation	9.25	10.20
Eighth Grade	Mean	238.00	237.70
	Number of Schools	43	43
	Standard Deviation	7.33	7.18

Source: IIRC and ISBE, 2009

Exhibit 47. Illinois Reading ISAT Data for Schools with 25 to 50% of Students in 21<sup>st</sup> CCLC

Grade		21 <sup>st</sup> CCLC Students	Non-21 <sup>st</sup> CCLC Students
Third Grade	Mean	201.36	298.90
	Number of Schools	60	60
	Standard Deviation	12.98	14.34
Fourth Grade	Mean	211.93	209.69
	Number of Schools	65	65
	Standard Deviation	9.82	10.20
Fifth Grade	Mean	225.12	223.57
	Number of Schools	68	68
	Standard Deviation	10.53	11.95
Sixth Grade	Mean	236.38	233.12
	Number of Schools	50	50
	Standard Deviation	12.76	10.95
Seventh Grade	Mean	247.93	244.10
	Number of Schools	45	45
	Standard Deviation	15.50	12.63
Eighth Grade	Mean	258.02	256.11
	Number of Schools	43	43
	Standard Deviation	10.74	10.00

Source: IIRC and ISBE, 2009