



21st Century Community Learning Centers
Illinois Annual Statewide Evaluation
Program Year 2009-2010

FINAL REPORT

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Copies of this report are available at www.isbe.net/21CCLC

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Executive Summary

The 21st Century Community Learning Centers program (21st 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 Illinois 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, and 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.”¹ The Illinois State Board of Education (ISBE) identified seven measurable objectives for Illinois.

Seven Illinois Objectives

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.
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 21st 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. 21st 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. 21st 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.

ISBE identified several research questions to evaluate the degree to which these objectives were met in 2009-2010. The external evaluation team used a multi-method approach, combining qualitative and quantitative data to provide evidence of the implementation and effectiveness of the 21st CCLC program in Illinois. A summary of the process and outcome analyses are presented next, followed by the recommendations for 2010-2011.

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

Summary of Major Findings by Research Question

1. What were the general characteristics of the 21st CCLC projects and whom did they serve?

- In 2009-2010, Illinois had 130 active grants with 369 operational sites/centers, which served 52,736 total students, of whom 24,725 (47%) were regular attendees who attended more than 30 days, and 8,709 family adults.
- Regular students were mostly low-income (86.3%) and students of color (91.4%).
- 80 grantees had sites at the elementary level, 49 at the middle/junior high, and 52 grantees served high school students.
- Sites were operational an average of 13.81 hours per week.
- 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.
- Over 90% of the sites were in public schools, even if they were managed by a community-based organization.
- Approximately 43% of the staff members were day classroom teachers.

2. 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 majority of grantees are implementing their projects with fidelity to their proposals and continuation plans. Over the past five 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.
- Approximately 41% of the funded slots were filled with students in 2009-2010.
- The academic component meets or exceeds standards in most programs: elementary level (90%), middle/junior high (72%), and high school (69%).
- The grantees, especially those in the FY 2010 cohort, struggled with the 21st CCLC requirements for family programming: elementary level programs - 30% meet/exceed; middle/junior high programs - 49%; and high school programs - 44%.
- Approximately four-fifths of the programs at all levels made at least some progress in involving community partners in their program.
- Professional development for leaders and staff has been fully implemented in about 70% of the grants.
- 20% of the grantees made little/no progress in implementing their local evaluation component.

3. Which factors hindered the grantees in reaching the 21st CCLC objectives?

- Significant numbers of elementary (63%), middle/junior high schools (64%), and especially high schools (70%) are struggling with inconsistent student attendance, recruiting students, and competing with the students' work, home, and other school responsibilities and activities.
- Even though the grantees have parent support, they are struggling with increasing parent involvement, especially at the high school level.
- Half of the grantees are not using the data from their local evaluation for program improvement.

4. Did the 21st CCLC program personnel find the data collection methods and evaluation resources, in particular PPICS, useful and relevant in documenting their programs and outcomes?

- Approximately, 80% of the grantees indicated that the PPICS collection is relevant; however, only 57% use the data in their program planning and decision making.

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

- High school programs recommended more complete data be collected on the numbers of students taking and completing credit recovery programs and the impact those completions had on student graduation rates.

6. 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?

- Data on changes in students' behaviors and attitudes has remained relatively stable from 2007 to 2010.
- Overall, 59 percent of the regular attendees improved their classroom behavior, compared to 66% of the national regular attendees.
- Approximately 64% 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.
- Classroom teachers indicated that 64% of the 21st CCLC students had improved in motivation and 60% improved their social behaviors.
- Over 90% of the grantees agreed that the 21st CCLC students were more engaged, interested in the program, and showing more positive behaviors and social skills than at the beginning of the year.
- Illinois Grantees did not collect sufficient documentation on disciplinary referrals, dropout

rates, promotions, and graduation rates to assess these Illinois performance indicators.

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

- About two-thirds of the classroom teachers indicated 21st CCLC students improved in “turning in of homework” and 72% agreed students improved in “completing homework to the teachers’ satisfactions”.
- Classroom teachers reported that 71% of the students attending 30 or more days had improved their academic performance.
- Classroom teachers indicated that significant proportion of students showed improvement in math performance at the elementary (84%), middle/junior high (74%), and high school levels (79%). For reading, the percentages of grantees also indicated significant proportions of students improved academically at the elementary (88%), middle/junior high (84%), and high school levels (79%).
- From 2007 through 2010, classroom teachers reported that 63%, 58%, 57%, and 54% of 21st CCLC students, respectively, improved their classroom attendance, compared to national comparative statistic of 54% in 2009
- 84% of the elementary grantees, 91% of the middle/junior high grantees, and 91% of the high school grantees reported an observed increased in students’ involvement in school activities.
- 39% of the elementary students, 35% of the middle/junior high students, and 36% of the high school 21st CCLC regular students increased their reading grade by a half grade or more from fall to spring. Approximately, 22-27% of the students had a half grade decrease in grades.
- 69% of the 21st CCLC students scored at the advanced (exceed) or proficient (meets) level in mathematics, and 58% in reading, on the Illinois state assessments. .
- A total of 14,245 students in grades 3 through 8 were flagged on the ISAT data in 2010 as 21st CCLC students. At the high school level, 1,913 students were flagged on the PSAT as a 21st CCLC participant.
- Non-21st CCLC students had higher mean scores on the state assessments than did the 21st CCLC students.

8. 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 2009-2010, the grantees served 8,757 adults in families of the 21st CCLC students.
- The majority of parents are rather satisfied with the program, are supportive of the 21st CCLC program, and show support for learning
- Parents have difficulty in attending meetings.

- Grantees have been successful in keeping communication open with parents. At the elementary level, newsletters (76% of the grants), notes home (89%), in-person discussions (86%), and the website (31%) have been used. At the middle/junior high level, grantees use newsletters (57%), phone calls (80%), in-person meetings (64%), notes home (67%), and the website (39%) to communicate. At the high school level, grantees use newsletters (52%), notes home (77%), phone calls (94%), in person meetings (67%), and the website (39%).
- Insufficient data were collected by the grantees on the involvement of parents in the day-school programs.

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

- Grantees reported over 95% of the schools, teachers, communities, and partners supported the 21st CCLC program.
- 98% of the grantees indicated their partners were a necessary component of their program.

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

- Each grantee obtained funding through a RFP process that provided preference criteria to high need students.
- Selection and recruitment policies at individual 21st CCLC sites vary, ranging from open admissions to criteria based on income, tests scores, grades, and/or behavioral or learning challenges.

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

- ISBE personnel and Learning Point Associates provided a variety of professional development and technical assistance to the grantees.
- About one-third of the grantees use the non-mandatory webinars and technical assistance, another one-third use these services minimally, and the last third do not use them.
- Overall, approximately 70% of the grantees indicated being satisfied with the professional development and technical assistance available to them.

12. 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 (79%) considered the academic component of the 21st CCLC program to be the component that must be continued whether through tutoring, credit recovery, academically enriched activities, or other approaches.
- 9% of the grantees considered their project fully sustainable, 23% considered the project nearly sustainable, 55% indicated not all critical components are sustainable, and 13% had no components sustainable.

Recommendations for 2010-2011

In June through September 2010, the external statewide evaluator met multiple times in-person and via electronic and phone conversations with ISBE program staff on the findings of the 2010 statewide evaluation. During these discussions and presentation of findings, the recommendations from the U.S. Department of Education (USDE), the Illinois Annual Statewide Evaluation for Program Year 2009-2010, the professional development advisory group, and the professional needs assessment survey were reviewed. The external evaluator, using the input from ISBE program staff, recommended the implementation of an integrated 2010-2011 plan of action for the 21st CCLC program in Illinois to

- Improve the retention of students in 21st CCLC programs by 10% until the goal of 100% is reached
- Improve programming for families of participants such that all grantees will provide family programming and 10% more families will be served than last year
- Provide targeted and intensive support to grantees so all grantees can successfully meet the objectives and targets established in the focus areas
- Implement more effective monitoring and evaluation of 21st CCLC programs with 100% of grantees meeting or exceeding evaluation expectations.

For those in after school programming, the selection of these four areas is no surprise; programs across the nation struggle with each of these. The intent of this integrated plan of action is to focus all 21st CCLC programs in Illinois on these four critical areas and, as a group, strengthen after school programming in Illinois by meeting specific targets for FY 2011.

At the Fall Workshop in September, the external evaluator's presentation on the results of the Illinois Annual Statewide Evaluation for Program Year 2009-2010 included these four focus areas and described how progress will be assessed through the statewide evaluation in 2010-2011, including a new Fall Survey to monitor the progress made on the targeted areas and goals.

As in the previous year, the external evaluator recommended the implementation of a tiered approach to professional development and technical assistance:

- Universal Support is general professional development, to include training or information needed by all grantees. The majority of universal professional development offered at the fall and spring conferences, as well as webinars, could address strategies to increase student retention and to enhance family programming and participation.
- Targeted support is mandatory technical assistance for grantees that have been assessed as falling below a certain standard on a statewide 21st CCLC objective or in a focus area identified for that program year. The recommendation for 2010-2011 is that targeted support focus on those grantees that have the lowest student retention rates and those with the lowest family programming and participation rates as reported on the new Fall Survey.
- Intensive support is recommended for grantees needing assistance in achieving multiple objectives due to unique complexities and intricacies prohibiting success. In 2010-2011, a pilot mentoring program is recommended for grantees in their second year who are still struggling.

Improving the 21st CCLC programs through data-driven decisions requires accurate and valid evaluations at the local, state, and federal level. ISBE is required by law to monitor the activities of grantees as necessary to ensure that federal awards are used for authorized purposes in

compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved. Recently, the U.S. Department of Education has provided guidance regarding what the State of Illinois is required to do to meet compliance and monitoring mandates.

As part of the funding agreement with Illinois, all grantees are required to annually evaluate programs funded with 21st CCLC funds either internally or through an external entity. Furthermore, the results of the evaluation must be 1) used to refine, improve, and strengthen the program; 2) submitted to ISBE; and 3) made available to the public upon request. In the past, grantees' local evaluations have varied widely in quality and the degree to which they met the legislative mandates or implemented the evaluation methodology in their funded proposals. Feedback for USDE indicates ISBE should take steps to improve the overall quality of grantee's local evaluations.

Therefore, the external evaluator recommended that a template be provided to grantees to clarify expectations. The statewide evaluator has evaluated the local evaluations and combined the requirements into a template used to identify exemplar evaluations (Appendix E). It is recommended that grantees be provided with this template and a venue for them to critique their local evaluations and offer action plans on how they will ensure their local evaluation meets federal and state mandates.

Furthermore, it was recommended that ISBE program staff continue their discussions and implementation of a monitoring and compliance system that meets the approval of the U.S. Department of Education.

During the past year, ISBE program staffing was increased. During the coming year as the monitoring and compliance component is implemented and program staff members reach retirement, continuity planning will become critical. Staffing needs to be continuously reviewed and addressed, including the mix of ISBE employees and outside consultants.

In summary, over the past five years 21st CCLC in Illinois has improved greatly and continues to raise the bar for even more successful programs. The statistics and recommendations paint a picture; however, the real mural is seen in the faces of the students at the various centers across Illinois.

Overview and History of Program

The 21st Century Community Learning Centers program (21st 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 Illinois 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, and 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.”²

The U.S. Department of Education oversees the 21st CCLC program; the Illinois State Board of Education (ISBE) applied, 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. After the overview section, 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 2009 - status of recommendations and outcomes

Part IV: Summary and Recommendations for 2011 – 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, and 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 21st 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. 21st 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. 21st 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.

² U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs (February 2003). *21st Century Community Learning Centers, Non-Regulatory Guidance*. Retrieved from <http://www.ed.gov/programs/21stccl/guidance2003.pdf>

Methodology

Using the methodology established and approved annually by the Illinois State Board of Education (ISBE), the external research team conducted an evaluation of the 21st CCLC program in Illinois. This report, the Illinois Annual Statewide Evaluation for 2009-2010, examined the implementation and outcomes of the statewide implementation of the 21st CCLC program.

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 the organizational, programmatic, strategic, and implementation characteristics of the various sites. Appendix A includes a more detailed research matrix.

Major Primary Sources

Data were collected via three primary sources:

1. **2010 Annual Survey** - each 21st CCLC award administrator and/or staff members completed the 2010 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 April 2010, and the online data collection concluded on June 15, 2010.
 - Additional follow-up phone calls and e-mails 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 all but one of the 131 grantees in 2009-2010. The grantee not completing the survey was By the Hand, which did not expend funds in 2010-2011 nor seek continuation of their project.
2. **Consultation with ISBE** - The lead researcher conversed either by telephone or in-person with selected ISBE staff knowledgeable of the program several times from July 2009 through the present.
3. **Site Visits** - The research team conducted site visits to 17 new grantees. See Appendix C for description of site visit protocols and instruments.
 - Site visits were conducted in all geographic areas in Illinois.
 - The visits were completed from April through June 2010.
 - Each site visit included interviews with the program administrator and observation of the program in session. As possible, interviews on-site were conducted with teachers and tutors, parents, and partners.
 - Parents, classroom teachers, school administrators, and community partners were 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. **Grantee Provided Documents** - Each grantee provided copies of their original application for funding, annual requests for continuation for funding, and evaluation plans and reports.

2. **Financial Information** - Financial information was accessed through the ISBE Fiscal Program Reports obtained on-line from the FRIS system.
3. **ISBE and LPA Generated Information** - All e-mails on the listserv, program documentation and professional development records provided by ISBE staff and Learning Point Associates, and information accessible from the LPA portal were analyzed.
4. **PPICS** Reports - The federal reports submitted by the grantees for the 21st CCLC Profile and Performance Information Collection System (PPICS), the Annual Performance Report for each grantee/site, and the State of Illinois Summary Reports from 2007, 2008, 2009, and preliminary data as of August 31, 2010 were analyzed.
5. **Illinois Student Assessment Data** - The Illinois Interactive 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 PSAE included identifiers for students participating in 21st CCLC programs.
6. **Grantees' Websites and Newsletters** - The websites and newsletters of the organizations with 21st 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 2010 Annual Illinois Survey had a response rate of 100% (n=130 out of 130 active grants). 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
2010 Annual Illinois Survey	130	100%	Adjudicated ratings
Site Visit - Grant Manager	17	100%	Adjudicated ratings
Site Visit – Site Coordinator	17	100%	Adjudicated ratings
Site Visit – Parent	15	83%	.87 Cronbach's Alpha
Site Visit – Teacher/Tutor	15	83%	Adjudicated ratings
Site Visit – Principal	15	83%	.84 Cronbach's Alpha
Site Visit – Partner	12	67%	.71 Cronbach's Alpha

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

In program year 2009-2010, the Illinois State Board of Education (ISBE) provided funding for 131 grants; however, one grantee, By the Hand, did not expend funds, thus resulting in 130 active grants representing 369 active sites³ across the State of Illinois with total allocated grantees' budgets of \$45,546,292⁴. Part I provides a general description of the implementation of the grants and addresses the following five questions:

- What were the general characteristics of the projects and whom did they serve?
- 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 21st CCLC objectives?
- Did the 21st 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 21st CCLC Grants in 2009-2010

What were the general characteristics of the projects and whom did they serve?

This section summarizes the 2009-2010 implementation of 21st CCLC in Illinois in terms of characteristics of the grants, students served, programming, and staffing.

The following table provides a four-year snapshot of the 21st CCLC program in Illinois. Compared to the previous year, in 2009-2010 there were

- 20% more active grants
- 22% more students served
- 9% increase in the average hours open per week
- 8% increase in average attendance per week
- 52% more adult family members served

Each of these characteristics is discussed in more detail in the following sections.

³ 2010 Annual Illinois Survey, NIU; One grantee, Windows of Opportunity, Inc. had an inactive site. Total potential sites = 370

⁴ www.isbe.net/FRIS, September 9, 2010

Exhibit 2. Four-Year Overview of 21st CCLC in Illinois

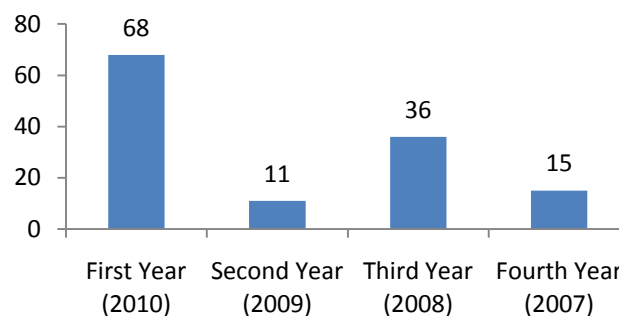
	2006-2007	2007-2008	2008-2009	2009-2010
Number of Grant Projects	113	115	108	130
Number of Sites/Centers	341	336	311	369
Total Students Served	46,107	44,948	43,243	52,736
Regular Attendees (30 or more days)	24,957	24,206	22,745	24,725
Total Adult Participants	8,809	4,862	5,738	8,709
Average Student Attendance per Site	134	135	139	150
Average Hours Open per Week	13.08	10.69	12.67	13.81

Source: U.S. Department of Education (March 2009). *21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.*
U.S. Department of Education (March 2009). *21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.*
Learning Point Associates (June 2010) *A Profile of Illinois 21st Century Community Learning Centers 2008-2009*
Preliminary 2010 PPICS data
2010 Annual Illinois Survey

Background

In Illinois the 21st CCLC grant is for five years, and an organization may be awarded more than one grant. In 2009-2010, the 130 grants were held by 83 different organizations. The majority of grants were in their first year of implementation. No grants were in their fifth.

Exhibit 3. Number of Grants by Cohort Year



Educational institutions, including school districts, colleges and universities, Regional Offices of Education, and schools managed 65 or 50% of the grants; the remaining 65 grants (50%) were managed by community-based or faith-based organizations.

A significant number of grants had only one site (45%); however, nearly 16% of the grants had five or more sites. One grantee spent the first year of the grant without an operational site.

Exhibit 4. Number of Sites per Grant

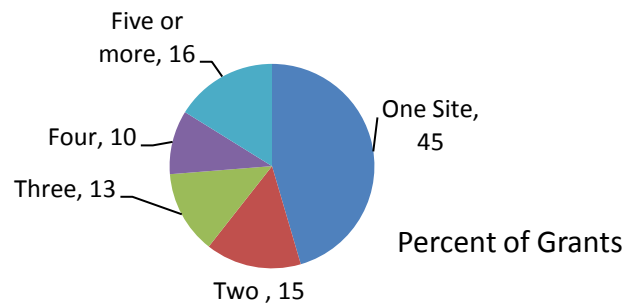


Exhibit 5 lists the funded agencies and the years in which they have a grant cohort. As of the date of this report, all grants had continuation applications submitted for 2010-2011.

The following 2010 cohorts of the following grants were selected for site visits in spring 2010:

- America Scores Chicago
- Aspira Inc. of Illinois
- Bloom Township High School District 206
- Freeport SD 145
- Howard Area Community Center
- Hull House Association
- Logan Square Neighborhood Association
- Neighborhood Tech Resource Center
- Passages Alternative Living Program
- Peoria SD 150
- Regional Office of Education # 9 (Champaign-Ford County)
- Round Lake Area SD 116
- UMOJA Community Development Association
- University of Illinois – Extension Rock Falls
- West Chicago SD 33
- Windows of Opportunity Inc.
- YMCA of Southwest Illinois

Exhibit 5. 2009-2010 Active Illinois 21st CCLC Grants

GRANTEE	COHORT			
	2007	2008	2009	2010
Alton Community Unit School District 11	X	X		
America Scores Chicago				X
Aspira Inc of Illinois				X (2)
Beacon Street Gallery & Performance Company		X		X
Beardstown CUSD #15		X		
Benton Consolidated HS District #103		X		
Berwyn South School District 100		X		
Bloom Township High School District 206				X
Boys and Girls Clubs of Chicago		X		
Breakthrough Urban Ministries		X		
Brighton (The)				X
Build, Inc.		X		
Bureau/Henry/Stark ROE 28	X	X		X
Cahokia Unit School District 187				X
Canton Union School District #66		X		X
Center for Community Academic Success Partnerships	X	X		X
Center of Higher Development			X	
Centers for New Horizons Day Inc.	X			
Central States SER, Jobs for Progress			X	X
Champaign –Ford County – ROE #9				X
Chicago Arts Partnerships in Education			X	X
Chicago Public Schools 299	X	X		X (2)
Chicago Youth Centers	X			X
Children's Home and Aid Society		X		
Christopher Unit School District 99				X
Cities (Communities) in Schools in Aurora	X	X		X
Columbia College				X
Comer Science and Education Foundation	X			X (2)
Community Consolidated School District 65-Evanston			X	X
Crete-Monee SD 201 – U				X
Dallas City Community Unit School District 336				X
Decatur School District 61		X		
Dime Child Foundation		X		
Dolton West School District 148	X	X		X
Dolton 149			X	
Driven and Empowered Youth (DEY)	X		X	
East Richland CUSD 1				X
East St. Louis School District #189		X		
Egyptian Community Unit School District 5				X
Family Focus, Inc.	X	X		X (2)
Firman Community Services			X	
Freeport SD 145				X
Henderson Mercer Warren ROE #27				X
Homework Hangout Club, Inc.		X		
Howard Area Community Center				X
Hull House Association				X
Illinois Alliance of Boys and Girls Clubs		X		X (2)

GRANTEE	COHORT			
	2007	2008	2009	2010
Jones Memorial Community Center		X		
Little Village Community Development Corp. (ENLACE)			X	X
Logan Square Neighborhood Association				X
Madison CUSD 12				X
Meridian CUSD 101				X
Metropolitan Family Services		X		X
National Museum of Mexican Art				X
Mount Vernon City Schools		X		X
Neighborhood Tech Resource Center				X
NICASA – Northern IL Council on Alcohol		X		X
Northeastern Illinois University	X			X
Northwestern University Settlement		X		
Passages Alternative Living Program				X
Peoria SD 150				X
Project Success of Vermilion County, Inc.		X		X
Proviso/Leyden Council (PLCCA)				X
Quincy School District 172				X
Rock Island County ROE 49		X	X	X (5)
Rockford Public School District 205	X	X		X(2)
Round Lake Area SD 116				X
School District U-46 –Elgin	X			X
Southwest Youth Collaborative –Service		X		
Springfield Public School District 186		X		X
Springfield Urban League, Inc.		X		
St. Anne School District			X	
UMOJA Community Development Co				X
University of Illinois				X
Urban Solutions Association	X			
Urbana School District 116				X
Waukegan Community Unit School District		X (2)		X
West Chicago SD 33				X
West Harvey Dixmoor			X	
Westside Health Authority		X		
Will County ROE #56		X		X
Windows of Opportunity Inc				X
YMCA of Southwest Illinois				X
Total	15	36	11	68

Source: ISBE FRIS, 2010

Location of Sites

The 21st 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 public schools, even though they may be managed by a community-based organization.

Exhibit 6. Location of Sites by Grade Level in 2009-2010

Population Center	Elementary (n=80 grants)	Middle/ Jr High (n=49)	High School (n=52)
Large City population equal or greater than 250K	56.3%	22.4%	42.3%
Urban Fringe of Large City	10.0%	12.2%	5.8%
Mid-size City with population less than 250,000	17.5%	36.7%	13.5%
Large Town (greater than or equal to 25,000 and located outside a larger urban area)	7.5%	10.2%	11.5%
Small Town (population < 25,000 and > 2,500)	5.0%	10.2%	13.5%
Rural, outside a city area	3.8%	8.2%	13.52%
Site Location			
Public School	83.8%	89.8%	90.4%
Private School	2.5%	0.0%	0.0%
Community Center	6.3%	2.0%	3.8%
Church	2.5%	2.0%	0.0%
Combination/Other	5.1%	6.1%	5.8%

Source: 2010 Annual Illinois Survey

Attendance

Attendance data was collected from the grantees in the 2010 Annual Illinois Survey due June 15, 2010, and again in the PPICS data collection. In 2009-2010, a total of 52,736 students and 8,709 adults were served by 21st CLC programs. Only 47% of the students in 21st CCLC programs attended at least 30 days, a decrease of 7 percentage points compared to previous years. This decrease may be attributed in part to the additional middle and high school sites added in 2010, sites which typically have more challenges in recruiting and retaining students. Compared to the previous year, in 2009-2010, the number of grants serving high school students increased from 30 to 52.

Exhibit 7. 21st CCLC Attendance from 2007 through 2010

Year	Total Number of Students Served	Total Number of Sites	Average per Site Attendance	Percent of Attendees over 30 Days
2010	52,736	369	150	47%
2009	43,243	311	139	54%
2008	44,948	336	134	54%
2007	46,107	341	135	54%

Source: U.S. Department of Education (March 2009). *21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.*
U.S. Department of Education (March 2009). *21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.*
Preliminary 2009 PPICS data submitted by Grantees and the 2009 Annual Illinois Survey
2010 Annual Illinois Survey

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 in 2009-2010

Total Number Served	Percent of Grantees by Average Number of Students Per Day		
	Elementary	Middle/Junior High	High School
Less than 10	0.0%	2.0%	5.7%
10-25	3.8%	18.4%	38.5%
26-50	36.3%	36.7%	34.6%
51-100	40.0%	40.8%	15.4%
101-150	15.0%	2.0%	3.8%
150-200	3.8%	0.0%	1.9%
Over 200	1.2%	0.0%	0.0%
Number of Grants	80	49	52

Source: 2010 Annual Illinois Survey

Demographic Characteristics of Students

The majority of attendees were of students of color. Males (49%) and females (51) were nearly equal in total attendance and in regular attendance (30 days or more). About 86% of the regular attendees qualified for free or reduced lunch (low-income students).

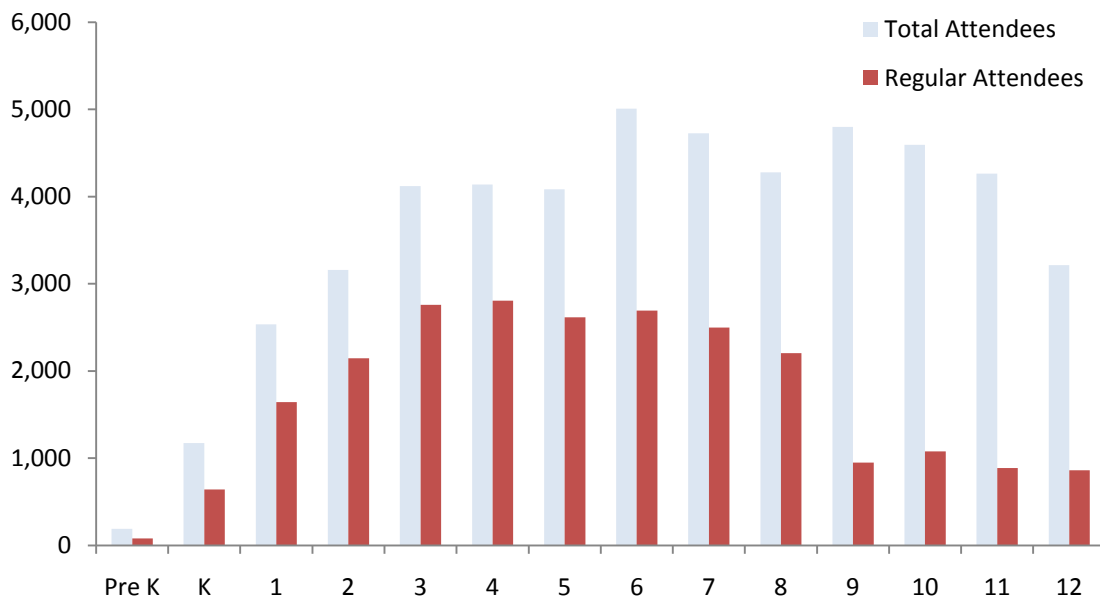
Exhibit 9. Demographic Breakdown of 2009-2010 Attendees

Race Ethnicity	Percent of Total Attendees	Percent of Regular Attendees	Special Categories	Percent of Total Attendees	Percent of Regular Attendees
Black	49.3%	54.2%	Limited English	9.2%	10.3%
Hispanic	30.6%	32.2%	Free/Reduced Lunch	79.8%	86.3%
Other/NA	5.7%	5.0%	Special Needs	9.8%	9.6%
White	14.4%	8.6%			

Source: Preliminary 2010 PPICS data
2010 Annual Illinois Survey

Students from pre-kindergarten through twelfth grade attended the 21st CCLC sites in 2009-2010. Students in the middle school and early high school years had slightly higher proportions of total students attending the 21st CCLC programs; however, students in grades 3 through 7 had higher proportions of regular attendees. Students in high school were less likely to be regular attendees.

Exhibit 10. Attendance by Grade Level in 2009-2010⁵



	Total Attendees	Regular Attendees	% of Total Attendees	% of Regular Attendees
Pre K	190	79	0.3%	0.3%
K	1,174	639	2.3%	2.3%
1	2,536	1,641	5.0%	6.9%
2	3,159	2,146	6.3%	9.0%
3	4,119	2,758	8.2%	11.6%
4	4,136	2,806	8.2%	11.8%
5	4,081	2,615	8.1%	11.0%
6	5,009	2,693	10.0%	11.3%
7	4,724	2,499	9.4%	10.5%
8	4,278	2,205	8.5%	9.2%
9	4,799	950	9.5%	4.0%
10	4,591	1,077	9.1%	4.5%
11	4,264	886	8.5%	3.7%
12	3,214	860	6.4%	3.6%

⁵ 2010 Illinois Annual Survey; Preliminary 2010 PPICS Data

Hours in Operation

The 2010 Annual Illinois Survey and preliminary PPICS data indicated sites were in session an average of 13.8 hours per week during the school year, compared to 13.6 hours per week in 2008-2009 in Illinois, and 13.2 hours per week nationally. The median days per week, hours per day, and weeks per year were comparable across the grade levels.

Exhibit 11. School Year Hours of Operation in 2009-2010

		Days per Week	Hours per Day	Weeks in School Year	Average Hours per Week
Elementary School (n=80)	Mean	4.42	3.20	31.06	14.1
	Median	4.00	3.00	30.00	12.0
Middle / Junior High School (n=49)	Mean	4.45	3.19	30.02	14.2
	Median	4.00	3.00	30.00	12.0
High School (n=52)	Mean	4.27	3.04	31.04	13.0
	Median	4.00	3.00	30.50	12.0

Source: 2010 Annual Illinois Survey

The majority of grants had at least one site with summer 2009 hours: 66% of elementary grants, 63% of middle/junior high school, and 77% of high school grants. The elementary level programs logged more hours per week than did the high school programs.

Exhibit 12. Summer Hours of Operation in 2009

		Days per Week	Hours per Day	Weeks in Summer	Average Hours per Week
Elementary School (n=53)	Mean	4.37	4.80	6.16	20.98
	Median	4.00	4.50	6.00	18.00
Middle / Junior High School (n=31)	Mean	4.53	4.55	5.74	20.6
	Median	5.0	4.0	5.0	20.0
High School (n=40)	Mean	3.33	3.90	5.23	13.0
	Median	4.00	4.00	5.00	16.0

Source: 2010 Annual Illinois Survey

Programming

Programming varied greatly from site to site. In general, the programming is rich, broad and appropriate. Appendix D provides descriptions of the specific types of programming offered in each grant project. The following exhibit shows the most recent data available on the percentages of sites offering each type of programming. Nearly all sites have programming in the core academic areas of reading/writing and mathematics.

Exhibit 13. 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 continuing grants

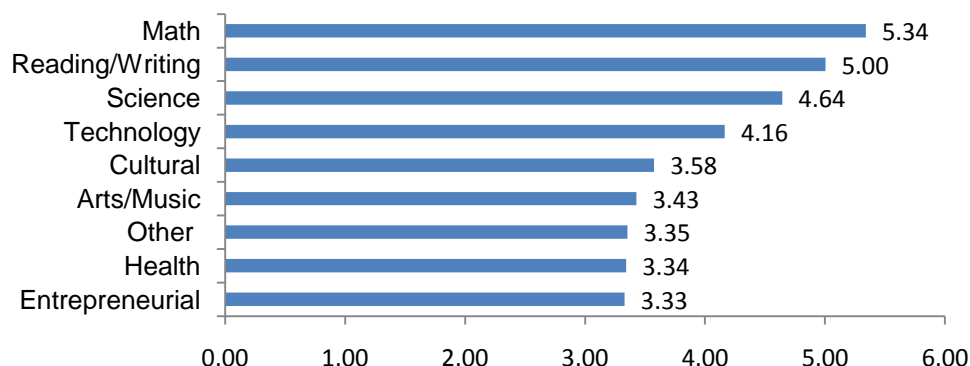
Source: U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.

U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st 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 most current data on specific amounts of time by content area is shown in the following exhibit. Approximately 5 hours per week of programming are provided for reading/writing and for mathematics.

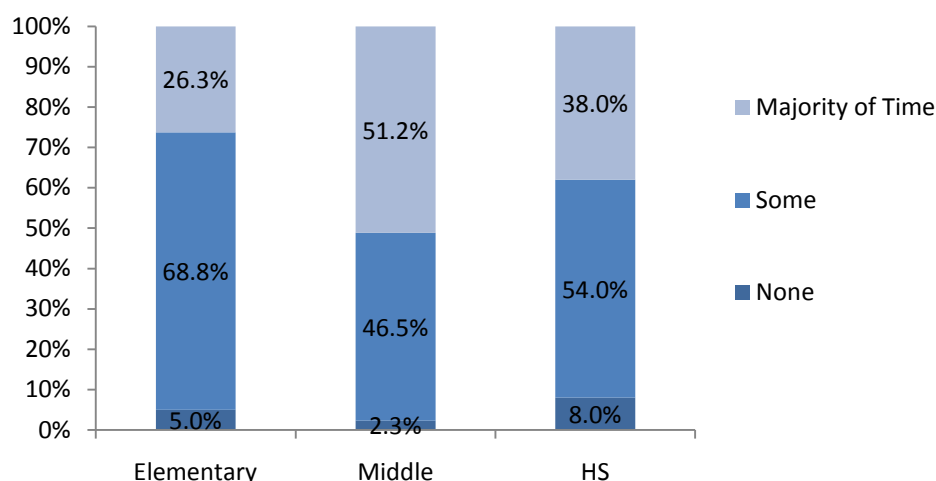
Exhibit 14. Average Number of Hours per Week of Programming by Content Area



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

From 2005 to 2008, one-fourth of the programs had a strong homework focus. In 2008-2009, the grantees reported increased 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. The exhibit shows that in 2009-2010 over half of the middle school sites spent the majority of time on homework, much more time than at the elementary or high school levels.

Exhibit 15. Academic Time Spent on Homework in 2009-2010



Source: 2010 Annual Illinois Survey

Staffing of Sites

Similar to the preceding three years, school-day teachers comprise approximately 40% of the paid staff at a 21st CCLC site.

Exhibit 16. Percent of Paid Staff during the School Year 2006-2010

Staff Type	Percent of Paid Staff during School Year			
	2006-2007	2007-2008	2008-2009	2009-2010
School-day Teachers	41.92%	42.08%	39.50%	43.33%
College Students	8.38%	7.47%	7.65%	5.46%
High School Students	1.79%	1.95%	1.14%	1.72%
Parents	2.93%	2.66%	2.51%	2.05%
Youth Development Workers	10.76%	10.69%	9.38%	9.68%
Other Community Members	2.28%	3.56%	3.19%	2.73%
Other Non-teaching School Staff	11.84%	11.59%	7.17%	15.08%
Center Administrators/ Coordinator	9.37%	8.48%	7.62%	7.40%
Other Non-school staff- Some / No College	7.99%	7.17%	19.22%	2.88%
Other	2.73%	4.36%	2.61%	9.66%

Source: U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.
U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.
PPICS 2010 Preliminary Submission

The use of staff with Illinois professional teaching certificates for direct instruction of the students varies greatly by the grade-level of the site. For example, all direct instruction is conducted by certified staff in 19% of the elementary sites, 33% of middle/junior high sites, and 24% of high school sites. On the other hand, none of the staff providing direct instruction hold Illinois teaching certificates in 11% of the elementary sites, 7% of the middle/junior high sites, and 10% of the high school sites.

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	Less than 25%	25-50%	51- 75%	76-99%	All (100%)
Elementary	11.4%	22.8%	8.9%	15.2%	22.8%	19.0%
Middle/Jr. High	7.0%	9.3%	14.0%	7.0%	30.2%	32.6%
High School	10.3%	10.0%	10.0%	18.0%	12.0%	24.0%

Source: 2010 Annual Illinois Survey

In summary, these descriptive characteristics provide a snapshot of what is occurring as part of the 21st CCLC program in Illinois. Compared to the previous year, in 2009-2010 there were

- 20% more active grants, thus the majority of grants were in their first year of implementation (108 grants in 2008-2009, 130 grants in 2009-2010)
- 22% more students served from 43,243 to 52,736
- 9% increase in the average hours open per week from 12.67 to 13.81
- 8% increase in average attendance per week from 139 to 150
- 13% decrease in the percent of attendees over 30 days (54% in 2008-2009 to 47% in 2009-2010)
- 52% more adult family members served from 5,738 to 8,709

Half of the grants were managed by academic institutions and half by community-based organizations.

The students were predominantly low-income (86.3% of those attending 30 days or more)

The grants varied by

- number of sites: 45% had one site and 16% have five or more sites
- locale, with the majority of sites in the Chicago region but others throughout the state in suburbs, large and small cities, and rural areas
- staffing: all direct instruction was conducted by certified staff in 19% of the elementary sites, 33% of middle/junior high sites, and 24% of high school sites; however, none of the staff providing direct instruction held Illinois teaching certificates in 11% of the elementary sites, 7% of the middle/junior high sites, and 10% of the high school sites.

Students varied by

- ethnicity and race: 54% Black/African American, 32% Hispanic, 8.6% White for those attending 30 days or more
- grade levels from PK through grade 12, with students in middle and high school having slightly higher proportions of total students attending 21st CCLC programs but students in grades 3 to 7 having higher proportions of regular attendees

Implementation of Major Components of 21st 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 grantees made in implementing the core objectives of the 21st CCLC program in Illinois. Data from the 2010 Annual Illinois Survey, site visits, and from the proposals, continuation applications and evaluation reports submitted by the Grantees were aggregated to provide evidence of implementation. This section first summarizes the level of implementation statewide for the following categories:

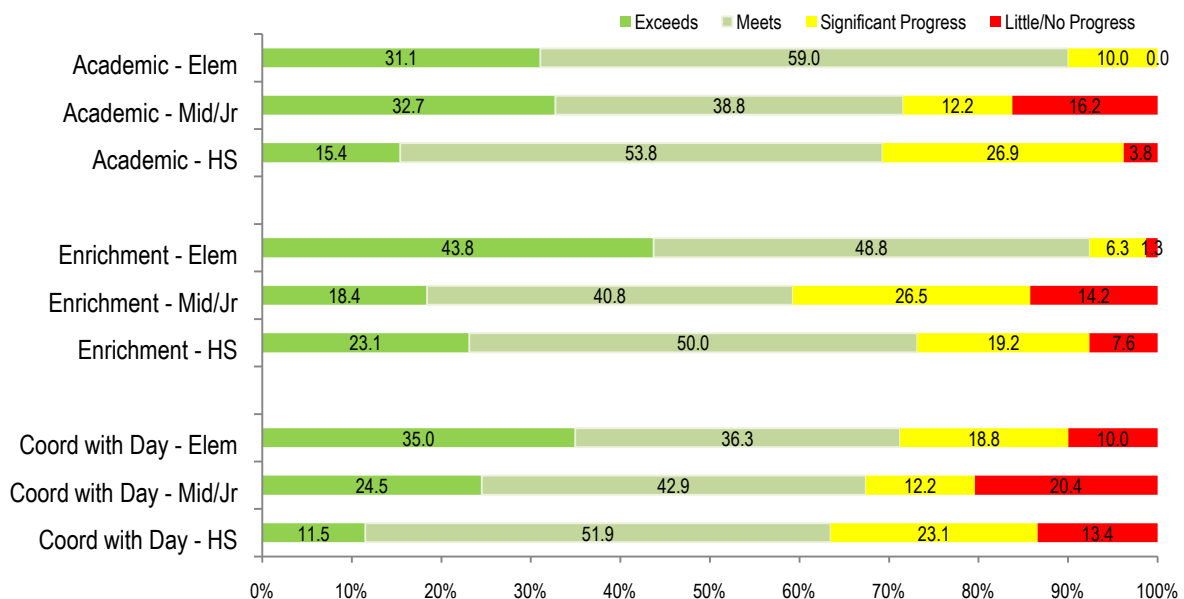
- Academic and Enrichment
- Community and Family Involvement
- Professional Development and Evaluation

The final section compares actual student enrollment and retention to the capacity of the program in terms of the number of funded slots.

Progress in Implementing Academic and Enrichment Components

Each grantee was rated in terms of “Making No Progress,” “Making Little Progress,” “Making Significant Progress,” “Meeting Requirements,” or “Exceeding Requirements” for three components: academic, enrichment, and coordination of the after school program with the day program.

Exhibit 18. Percent of Grants by Level of Implementation - Academic and Enrichment



Source: 2010 Annual Illinois Survey, Grant Manager Survey, Site Coordinator Survey, 2010, Review of Proposal, Continuation Applications, and Evaluation provided by Grantees

As displayed above, elementary school programs tended to be further along in implementation than were middle and high schools. This may be explained by the fact that the elementary programs, in general, are further along in their funding cycle and the upper level programs tended to be in their first years of implementation.

Some middle and high school programs are struggling with academic and enrichment programming. Researchers observed that programs at these levels were finding it difficult to offer academic and enrichment in ways that appealed to these age groups. The tendency was to provide “fun” activities to draw students to the program; however, the instruction that could be used to increase students’ knowledge and skills in this context was not always implemented. In addition, some grantees confused “recreation” with “enrichment” leading them to “over-rate” themselves on these components. Again, the struggle for the middle and high schools was to find the right balance to attract the students to the program while at the same time providing a significant “dosage” of academics and enrichment that would lead to improved academic performance.

Regardless of the grade level, significant proportions of grantees are struggling with coordinating the 21st CCLC program with the schools’ day program. The programs using the day teachers had the least difficulty in implementing this component.

Progress in Implmenting Community and Family Components

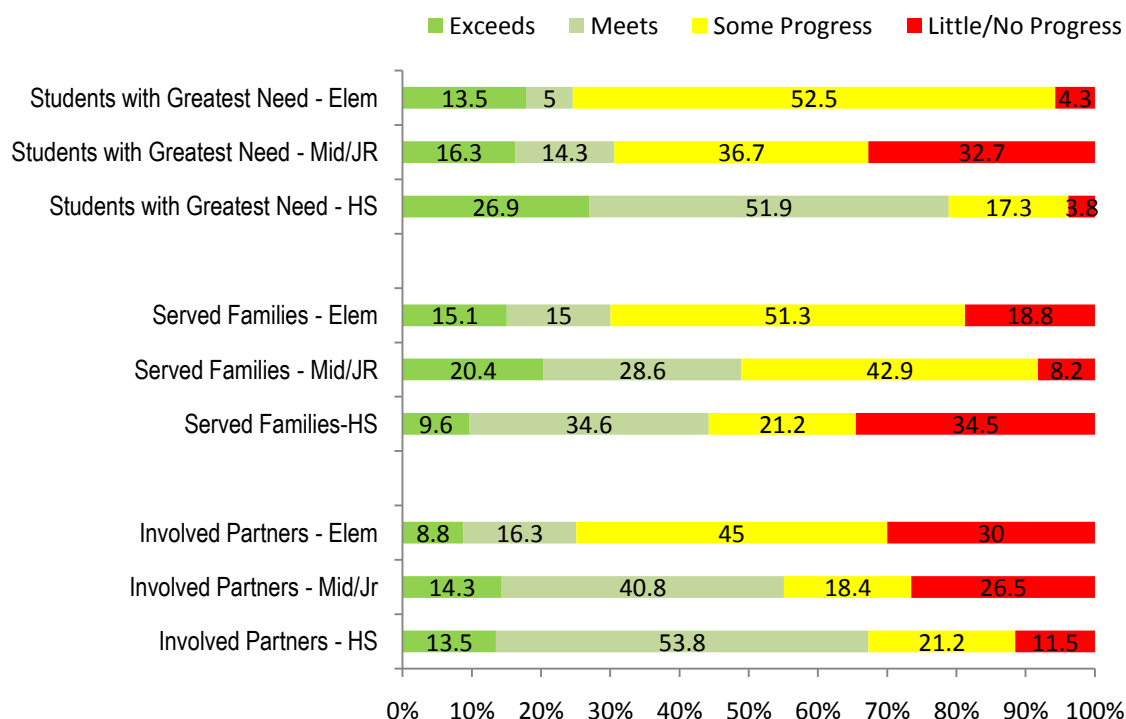
Grants at all grade levels are finding it difficult to implement the community components of the 21st CCLC program. First, grantees are confused concerning what are appropriate activities to include in these components: What constitutes family programming? What should the role of partners be? Are our vendors our partners?

The 2010 cohort of grantees have been provided a clear definition of family programming through the RFP to which they responded. Few have fully implemented a program that focuses on the systematic educational development of the adults.

Researchers documented the decreasing role of partners as grants proceeded through their funding cycle. The proposal outlined rich partnership; however, once funded, these partnerships did not always materialize or fizzled away after the first year. As funding decreases in the final years of the grant, even more partners are often lost.

The 21st CCLC program is to serve students of low income. The RFP process addresses this requirement. However, as programs are implemented, the students who attend and are retained are not always those in high need of the program.

Exhibit 19. Percent of Grants by Level of Implementation – Community and Family



Source: 2010 Annual Illinois Survey, Grant Manager Survey, Site Coordinator Survey, 2010, Review of Proposal, Continuation Applications, and Evaluation provided by Grantees

Progress in Implementing Professional Development and Evaluation Components

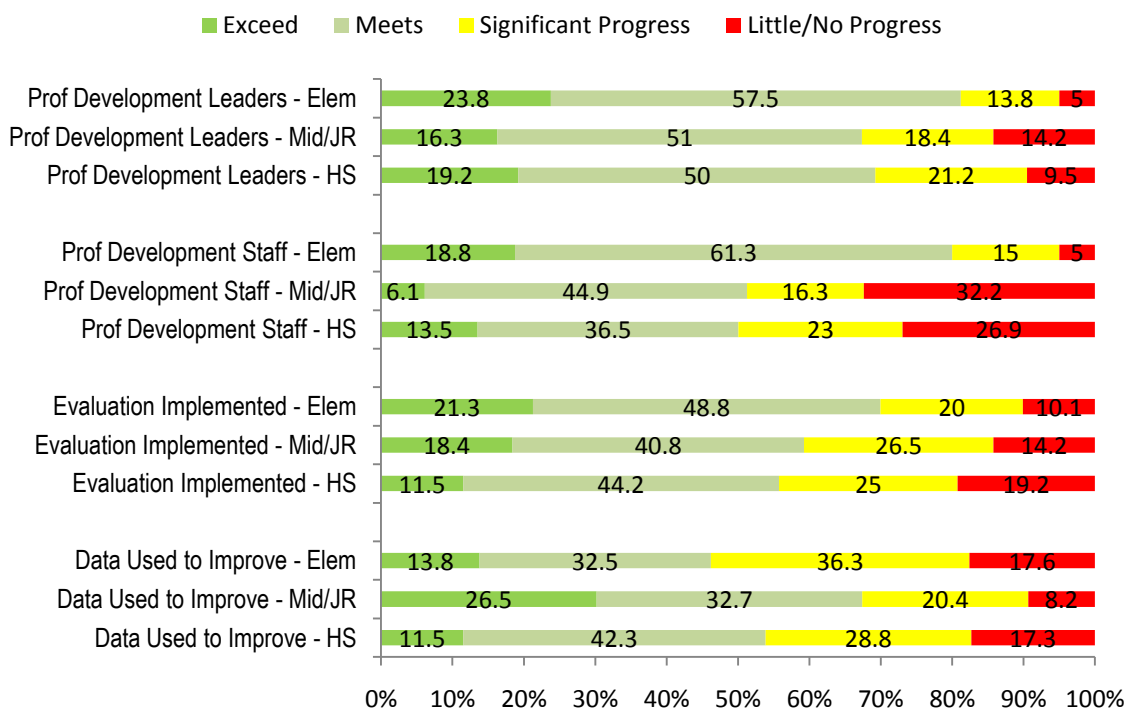
Significant percentages of grants have not made sufficient progress on implementing the professional development, evaluation, and continuous improvement components of their 21st CCLC program.

The elementary level projects, in general, are further along in their implementations of the professional development and evaluation components. However, about 20% of the grants have made little or no progress in implementing their local evaluation component. Without this component, the use of data for informed decision-making is limited.

A review of the evaluations and progress reports from the grantees concluded

- The quality of the local evaluations conducted by the grantees varies greatly
- The quality of the evaluation was not correlated to whether the evaluation was completed by an external or an internal evaluator
- Grantees have asked for guidance on and an example of a quality local evaluation that does not require significant additional data collections

Exhibit 20. Percent of Grants by Level of Implementation – PD and Evaluation



Capacity for Enrollment Based on Number of Funded Slots

Each grantee projects the number of students their project will serve, and the funding received is based upon this projection. Last year, only 43% of the funded slots were filled with students who attended 30 days or more. This percentage lowered to 41% in the 2009-2010 program year.

The unused capacity of the 21st CCLC program could possibly be attributed to several reasons. For example, programs in the beginning year often have difficulties in getting their program started and reaching their attendance goals. In 2009-2010, a large number of new programs began. Some had very slow starts. Another reason could be the competition 21st CCLC faced with SES and other after school programs in some of the schools.

Factors Hindering Project Implementation

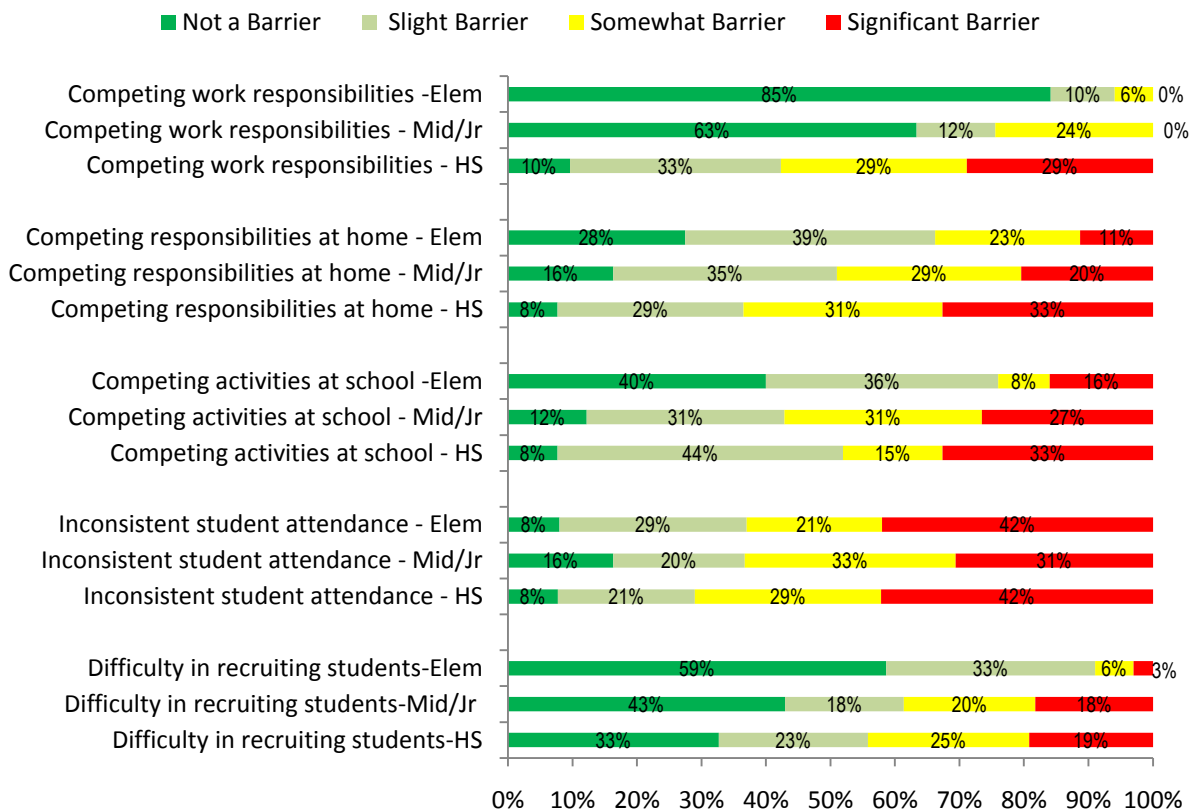
Which factors hindered the grantees in reaching the 21st CCLC objectives?

The factors that hindered the implementation of 21st CCLC programs were assessed using two approaches. First, the 2010 Annual Illinois Survey requested grantees to rate a series of potential barriers on a scale from “Significant Barrier” to “Not a Barrier.” In addition, the statewide evaluation team used a rubric to code the data provided on various surveys and observations of the grants in session. In this section the data on the implementation barriers from the grantees perspective is presented followed by a summary from the evaluation team.

Student Factors

Over 70% of the high school programs rated “Inconsistent student attendance” as a somewhat or significant concern, and middle school programs (64%) and elementary programs (63%) indicated this concern as well. High schools and middle schools also faced greater challenges in recruiting students with 44% and 38% respectively rating this as a somewhat or significant barrier. Middle and high school programs found competing activities a more significant barrier than did elementary school programs.

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

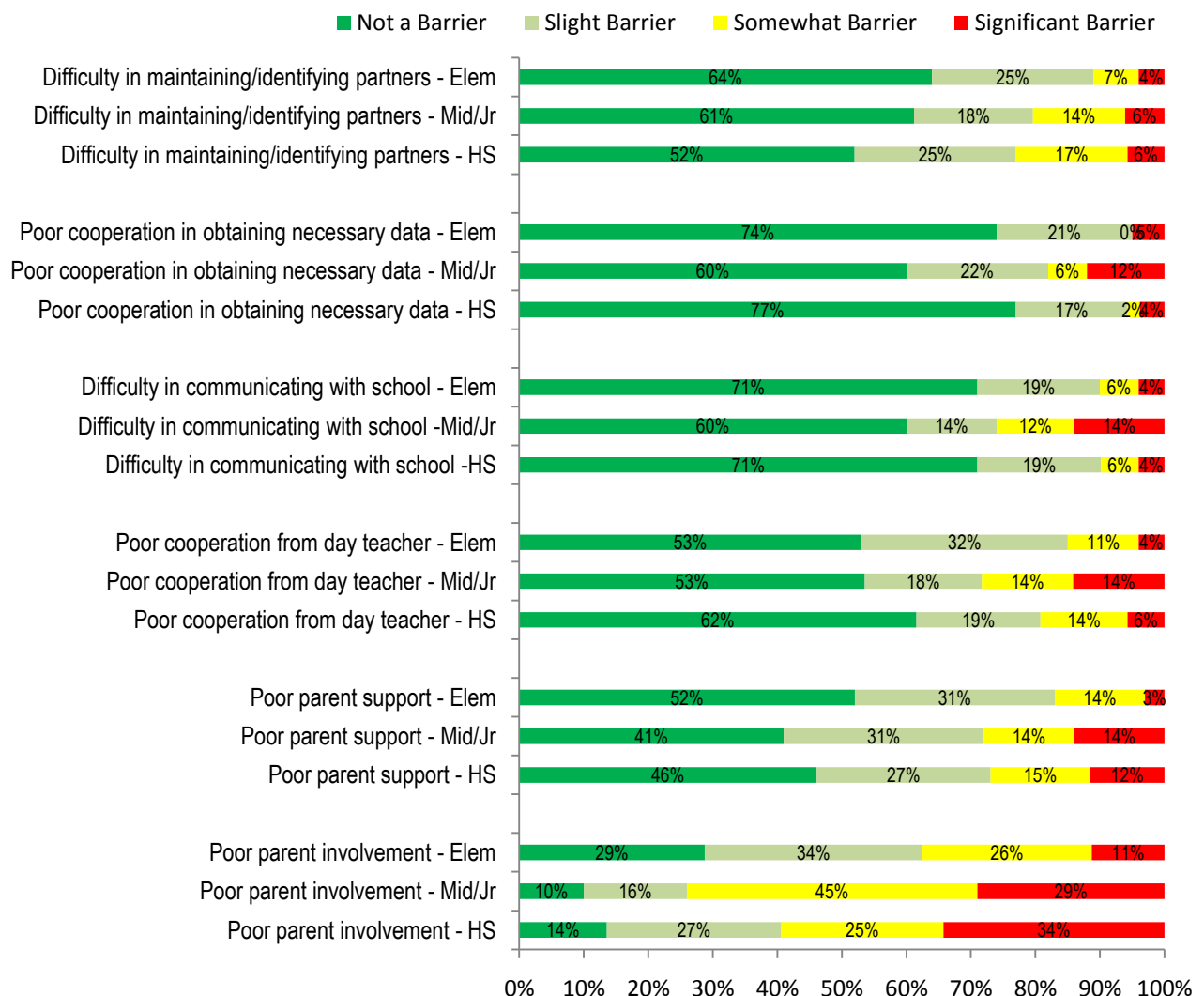


Source: 2010 Annual Illinois Survey (Elementary n=80; middle/junior high n=49; high school n=52)

Parent and Partner Factors

The majority of grantees did not consider managing/identifying partners, cooperation in obtaining the necessary data, or communication with the school or teacher as barriers to their programs. All levels indicated that parent involvement was a somewhat or significant barrier, especially in the upper grades (elementary – 27%, middle/jr -74%, high school – 59%). Even though parent involvement was a barrier, the programs felt that parents did support the program. Parent support was not a significant barrier, though around 27-28% of the middle and high school programs listed parent support as a somewhat or significant barrier.

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

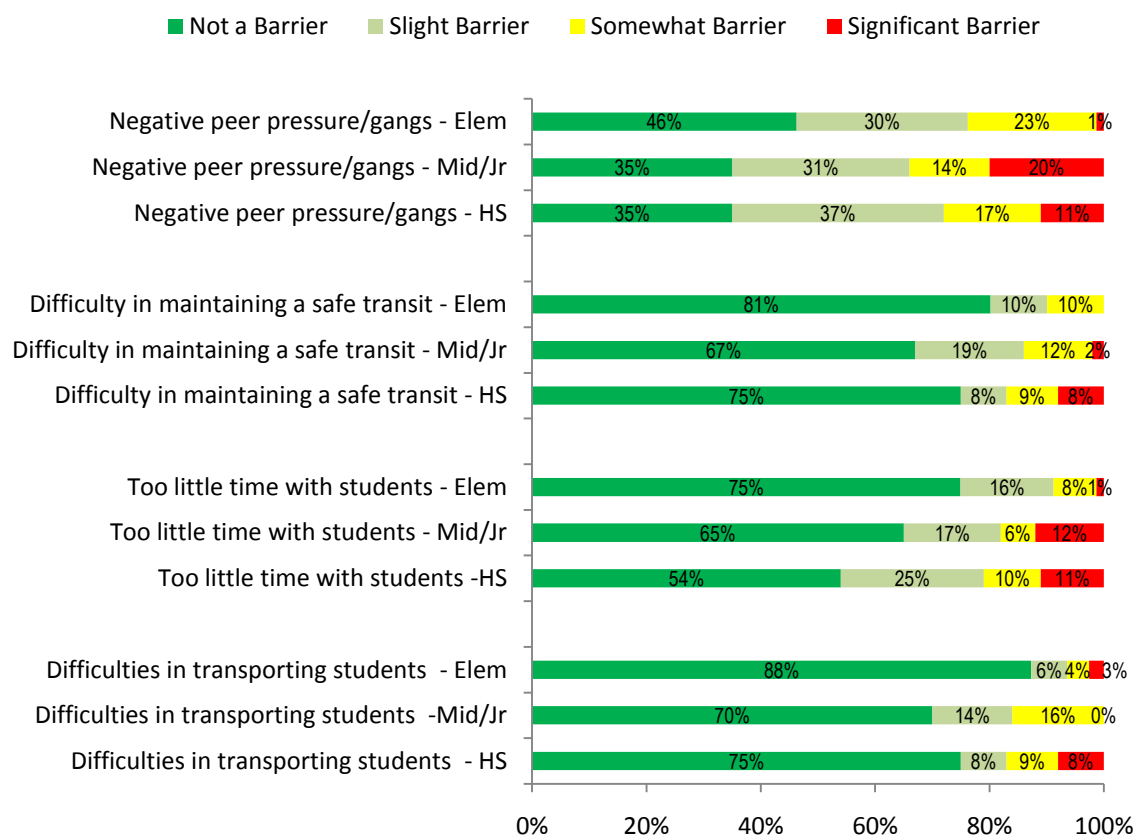


Source: 2010 Annual Illinois Survey (Elementary n=80; middle/junior high n=49; high school n=52)

Safety Factors

The majority of grantees did not rate transportation and transit issues or too little time with the students as significant barriers to the 21st CCLC program. Approximately one-fourth of the grantees at each grade-level indicated negative peer pressure and/or gang influence as a barrier to their program.

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



Source: 2010 Annual Illinois Survey (Elementary n=80; middle/junior high n=49; high school n=52)

Other Barriers

Grantees offered additional barriers to their programs' success:

- Staffing issues included trouble recruiting qualified staff, staff absenteeism and turnover, understaffed programs, district layoffs, and new principals
- Lack of adequate funding especially for incentives and additional staff
- Language barriers with parents
- Increasing behavior problems with students such as cutting class and not eligible to attend 21st CCLC
- Neighborhood or gang violence leading to schools closing early and the cancellation of afterschool programming
- Lack of space
- Amount of time new programs need to get operational and to address expectations of school, parents, staff, and students

Summary of Barriers

Many grantees face three critical barriers to the success of their program:

- Lack of student attendance to ensure significant proportion of students attend at least 30 days to be considered regular attendees
- Low parent involvement in programs funded by 21st CCLC
- Lack of data used in a systematic way to improve programming

In many ways the three critical barriers are related and often relate directly to the program being offered. Grantees with compelling, fun, and academically sound programs are the least likely to have difficulty in recruiting and retaining students. Parents attend programs that are scheduled at times and places convenient for them and include programming that they feel is valuable to them. Unless programs proactively identify the programming that the students and parents would find compelling, what is offered may or may not be attended. Likewise, unless programs collect satisfaction data on programming, they do not know what the students and parents found compelling and worth the effort to attend.

That said, some barriers are very problematic and grantees find themselves in a bind. For example, the perceptions and expectations for the program can differ greatly among staff, school administration, students, parents, and project managers. This conundrum is more common in the first year of the program, when expectations are being not necessarily aligned. All grantees are challenged with the push to raise students' scores on the Illinois state assessment. Programming in some programs declines or is non-existent after the ISATs.

Special barriers are faced by programs in their first year. The amount of time to get the program up and running is often under-estimated, and some grants start very late or, in the case of one grant, may not get off the ground the first year. In general, grantees with well-established partnerships need approximately three to fourth months to put staffing in place and recruit students. For grantees who need to build partnerships with schools, the process may take much longer with six to nine months being a common time frame.

Evaluation Resources and Federal Data Collection

Did the 21st 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 and 2010 Annual Illinois Surveys 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. Decreases in the ratings may possibly be attributed to the large number of new grantees in 2009-2010.

Exhibit 24. Grantees’ Ratings of PPICS System

Question	Percent of Grantees “Agree” or “Strongly Agree”	
	2009	2010
The PPICS system is easy to use.	74%	69%
The PPICS system collects relevant data.	81%	74%
We use the PPICS reports in our planning and decision making.	68%	57%
My PPICS questions are answered accurately and in a timely manner.	88%	81%

Source: 2009 and 2010 Annual Illinois Surveys

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 2010 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 17 data sources. In addition, grantees were asked questions about the use of their local evaluations.

The local evaluation is completed internally for 43% of the grantees and externally for 56%. For many grantees, the evaluation for program year 2009-2010 will not be completed until after the funding period; e.g., a grant ending in June will not have a local evaluation until November or December.

In general, about 20% of the grantees need to greatly improve their data collection and local evaluation process. For others, the quality of evaluations range from minimal to excellent. The quality of the evaluation was not correlated to whether it was conducted internally or externally.

Exhibit 25. Percent of Grantees with Data on Regular Attendees

	Have Complete Data (%)	Have Some Data (%)	Do Not Use (%)
Students' attendance in 21 st CCLC program	98%	2%	0%
Students' attendance rate during day	62	14	24
Students' attitudes toward school	48	33	19
Drop-out rates	25	18	58
Graduation or promotion rates	45	15	39
Individual student's performance on ISAT/PSAE	79	17	4
Individual student's performance on other tests	36	34	30
Students' disciplinary referrals, violence and suspensions	39	40	21
Description of parent and family activities, number served	67	28	5
Parent/adult satisfaction with 21 st CCLC activities	47	40	13
Number and type of collaborations with community	69	18	13
Serve those with greatest need	79	13	8
Free and reduced-price lunch status of students	86	6	8
Number of students using drugs and alcohol	8	17	75
Number/types of workshops held for staff, attendance at each	65	22	13
Participant evaluation of each workshop for staff	29	40	31
List of coordinating agencies and types of services	65	24	11

Source: 2010 Annual Illinois Survey

The federal intent is that the local evaluation will be 1) available to the public and 2) disseminated and used in ways that lead to program improvement. The statewide evaluators concluded that there is room for improvement in for the majority of grantees in both the availability and use of the local evaluation.

As evidenced by the above table, significant numbers of grantees are not collecting complete data on grantees on core indicators, except for attendance in their 21st CCLC program and free-and-reduced lunch statistics. When asked if other data should be collected, a few high school programs recommended that more complete data be collected on the numbers of students taking and completing credit recovery programs and the impact that those completions had on student graduation rates.

Part II: Objectives and Outcomes

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 21st 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?

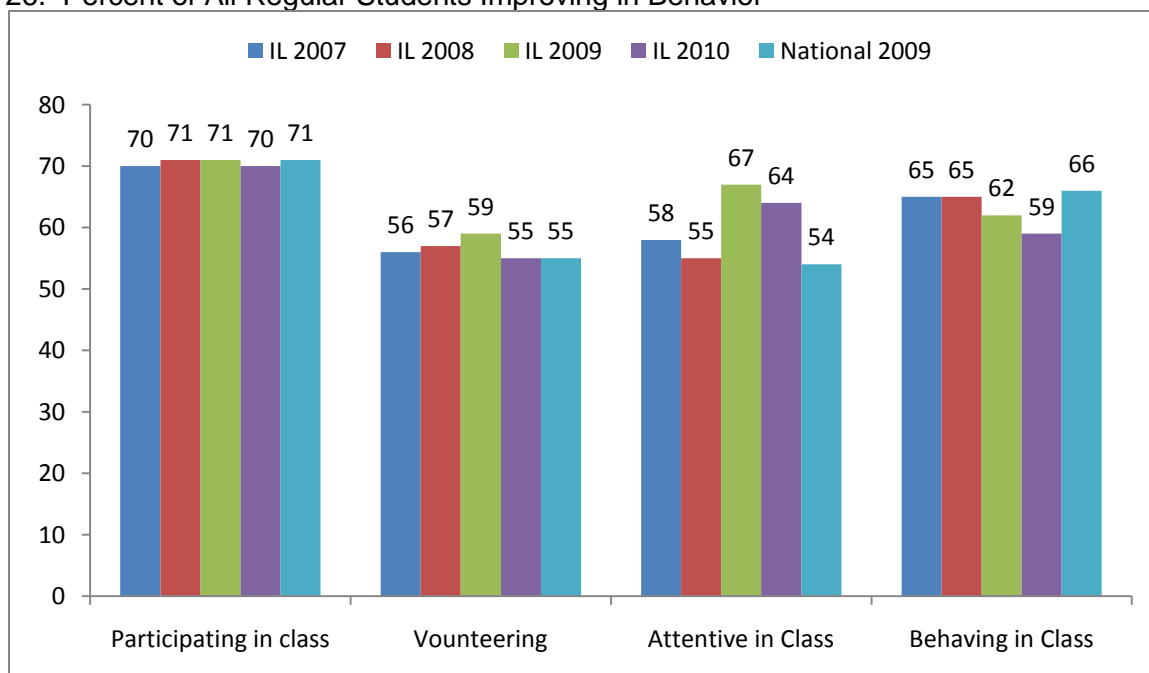
The first and third Illinois objectives relate to changes in students' behaviors and attitudes. The sources of evidence included 1) interviews and surveys of the program administrators, site staff, teachers at the school, tutors/teachers, and parents; 2) the 2010 Annual Survey; and 3) the federal teacher survey included in the grantees' PPICS submissions.

Changes in Classroom Behavior

Grantees distributed 24,715 surveys to classroom teachers of each 21st CCLC student attending 30 days or more. A total of 21,559 were returned, rendering an acceptable response rate of 87% compared to a response rate of 78% in 2009. Individual sites, however, had response rates ranging from 0% to 100%. Teachers were asked to rate each student on various changes in behavior in terms of improvement (significant, moderate, or slight), no change, decline (significant, moderate, or slight) or indicate that the student did not need to change the behavior.

The trend data on the percentages of improved students of those who needed to improve has remained around 70% for improvement in participating in class and in the mid to upper 50% for volunteering. Around 60 to 65% percent of the students improved their classroom behavior, with the improvement rate for attentiveness in class fluctuating from 55 to 67%.

Exhibit 26. Percent of All Regular Students Improving in Behavior



Based on those needing to improve.

Source: U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.
U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.
PPICS 2009 and 2010 Submissions

Further analysis was conducted to determine if dosage was associated with changes in behavior. Students attending more days of 21st CCLC programming were more likely to be rated as showing significant improvement in their behaviors. Of course, this relationship could be due to the intervening factor that students who attend more may, by their nature, improve with or without the 21st CCLC intervention. Likewise, students attending more days tended to be rated by the teachers as entering the program without need for changes in behavior.

Exhibit 27. Percentages of Students Increasing in Behaviors by Dosage

Days Attending	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	No Change Needed
Changes in behavior in terms of participating in class								
30-59	17.9%	24.4%	26.8%	23.9%	4.3%	1.2%	1.5%	19.6%
60-89	20.6%	24.6%	25.8%	23.6%	3.4%	1.1%	0.9%	21.8%
90	21.3%	24.7%	25.2%	22.8%	4.0%	1.4%	0.7%	24.8%
Average	19.5%	24.5%	26.1%	23.5%	4.0%	1.2%	1.1%	21.7%
Changes in behavior in terms of volunteering								
30-59	16.0%	18.1%	21.3%	39.9%	2.9%	0.9%	0.9%	21.6%
60-89	16.7%	19.4%	19.6%	41.0%	1.9%	0.6%	0.7%	24.5%
90	17.2%	18.0%	19.7%	41.7%	2.3%	0.6%	0.5%	27.0%
Average	16.5%	18.4%	20.4%	40.7%	2.5%	0.7%	0.7%	24.0%
Changes in behavior in terms of attending								
30-59	18.4%	17.0%	18.3%	36.8%	5.8%	1.8%	2.0%	42.7%
60-89	20.3%	17.3%	17.3%	37.6%	5.0%	1.4%	1.1%	46.4%
90	20.4%	17.1%	15.0%	40.4%	4.8%	1.5%	0.8%	51.2%
Average	19.5%	17.1%	17.1%	38.0%	5.3%	1.6%	1.4%	46.2%
Changes in behavior in being attentive in class								
30-59	16.0%	21.7%	25.0%	24.4%	8.5%	2.4%	1.9%	22.3%
60-89	17.3%	21.9%	24.9%	24.4%	7.6%	2.6%	1.1%	23.7%
90	18.2%	22.0%	24.6%	23.7%	7.9%	2.7%	1.0%	25.9%
Average	17.0%	21.8%	24.9%	24.2%	8.1%	2.5%	1.4%	23.7%
Changes in behavior in behaving in class								
30-59	15.5%	19.6%	23.0%	27.4%	9.1%	3.1%	2.3%	30.8%
60-89	17.1%	19.4%	22.8%	26.8%	8.6%	3.3%	1.9%	30.7%
90	18.5%	19.5%	20.2%	26.7%	10.4%	2.9%	1.7%	33.4%
Average	16.8%	19.5%	22.1%	27.1%	9.4%	3.1%	2.0%	31.5%

Attendance Rates

The federal PPICS survey, described in preceding section, asked classroom teachers to rate the 21st CCLC students' attendance in day-school. From 2007 through 2010, teachers have reported that 63%, 58%, 57%, and 54% of 21st 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. As shown in the exhibit in the preceding section, nearly half of the students who attended 90 days or more had been categorized by their teachers as not needing to improve attendance.

Involvement in School Activities

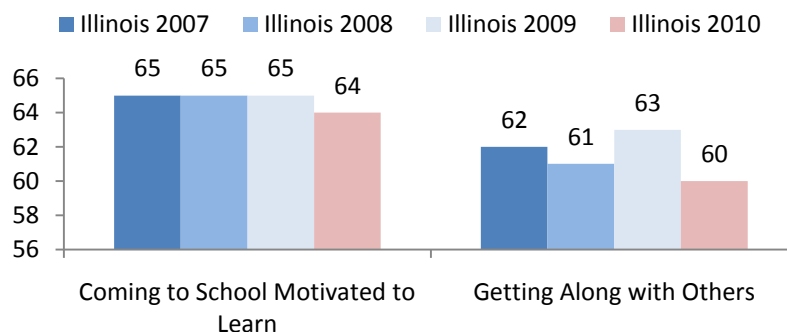
Few grants record their students' involvement in other school activities. The 2010 Annual Illinois Surveys, however, asked grantees to rate the degree to which they have observed their students being more involved. In summary, 84% of the elementary grantees, 91% of the middle/junior high grantees, and 91% 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

As in previous years, 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 multiple 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 21st CCLC students had improved in motivation and slightly fewer improved their social behaviors. These percentages are comparable to the 2009 national data for 21st CCLC programs.

Exhibit 28. Percentages of Regular Students Improving Attitudes According to Classroom Teachers



Source: U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.
U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.
PPICS 2009 and 2010 Preliminary Submission

Those students attending the most days (higher dosage) tended to show more improvement in motivation to learn than students attending fewer days.

Exhibit 29. Teachers' Perception of Percentages of Students Increasing Attitudes by Dosage

Days Attending	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	No Change Needed
Changes in behavior in terms of coming to school motivated to learn								
30-59	16.7%	21.4%	23.6%	27.9%	6.3%	2.2%	2.0%	22.1%
60-89	18.1%	22.4%	24.2%	27.1%	4.8%	1.9%	1.4%	24.1%
90	20.9%	21.2%	23.0%	25.5%	5.9%	2.5%	1.0%	27.7%
Average	18.3%	21.6%	23.6%	27.0%	5.8%	2.2%	1.5%	24.3%
Changes in behavior in terms of getting along well with other students								
30-59	16.9%	20.4%	22.8%	29.4%	6.8%	2.1%	1.5%	33.8%
60-89	18.2%	20.7%	21.1%	30.3%	6.6%	1.9%	1.3%	33.2%
90	18.9%	19.5%	20.8%	29.6%	7.7%	2.1%	1.3%	35.9%
Average	17.8%	20.2%	21.8%	29.7%	7.0%	2.1%	1.4%	34.3%

Source: 2010 PPICS Preliminary Submission

Another source, the 2010 Annual Illinois Survey, asked grantees the degree to which they observed various outcomes during the year. Over 90% of the respondents agreed that the 21st CCLC students were more engaged, interested in the program, and showing more positive behaviors and social skills than at the beginning of the year. The following two exhibits provide data that indicate grantees in elementary grade programs indicated higher percentages of improvements than did grantees of middle and high school programs.

Exhibit 30. Percentages of Grantees' Observing Changes in Students' Attitudes by Grade Level

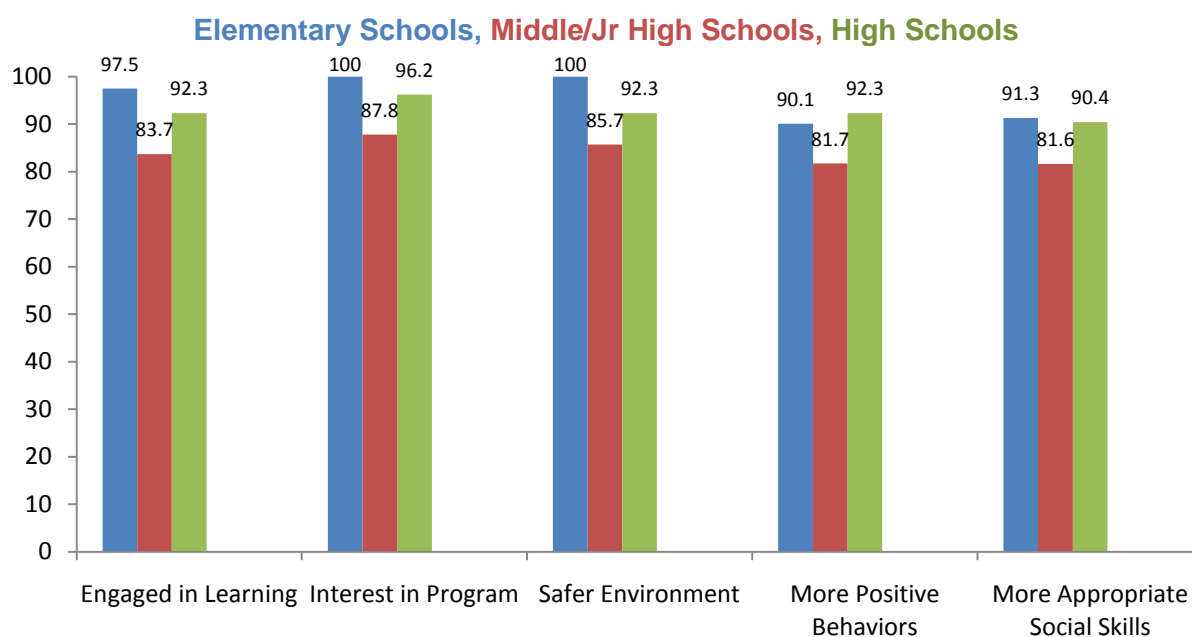


Exhibit 31. Grantees' Perceived Improvements in Students' Attitudes and Behaviors by Grade Level

Elementary (n=80)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students appear more engaged in learning.	0.0%	0.0%	57.5%	40.0%	2.5%
Students show interest in being in the program.	0.0%	0.0%	35.0%	65.0%	0.0%
Students are in a safer environment than they would be without the 21st CCLC program.	0.0%	0.0%	16.2%	83.8%	0.0%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	1.3%	53.8%	36.3%	8.8%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	2.5%	51.3%	40.0%	6.3%
Middle/Junior High (n=49)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students appear more engaged in learning.	0.0%	0.0%	59.2%	24.5%	16.3%
Students show interest in being in the program.	0.0%	0.0%	34.7%	53.1%	12.2%
Students are in a safer environment than they would be without the 21st CCLC program.	4.1%	14.3%	12.2%	73.5%	14.2%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	2.0%	49.0%	32.7%	16.3%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	2.0%	46.9%	34.7%	16.3%
High School (n=52)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students appear more engaged in learning.	0.0%	0.0%	69.2%	23.1%	7.6%
Students show interest in being in the program.	0.0%	0.0%	48.1%	48.1%	3.8%
Students are in a safer environment than they would be without the 21st CCLC program.	1.9%	0.0%	19.2%	73.1%	5.7%
Students are showing more positive behaviors than at the beginning of the year.	0.0%	0.0%	65.4%	26.9%	7.6%
Students are showing more appropriate social skills than at the beginning of the program.	0.0%	0.0%	67.3%	23.1%	9.6%

Source: 2010 Annual Illinois Survey

Disciplinary Referrals, Dropout Rates, and Graduation Rates

Too few grants collected disciplinary data to provide a complete analysis. On the 2010 Annual Illinois Survey, program directors of nearly 85% of the sites serving high school students believed the 21st CCLC program was instrumental in keeping students in school and helping them graduate. The majority of high schools offering credit recovery indicated that students are completing more hours because of this program. No data has been collected to substantiate the impact this has had on graduation rates.

Student Achievement: Objective 2

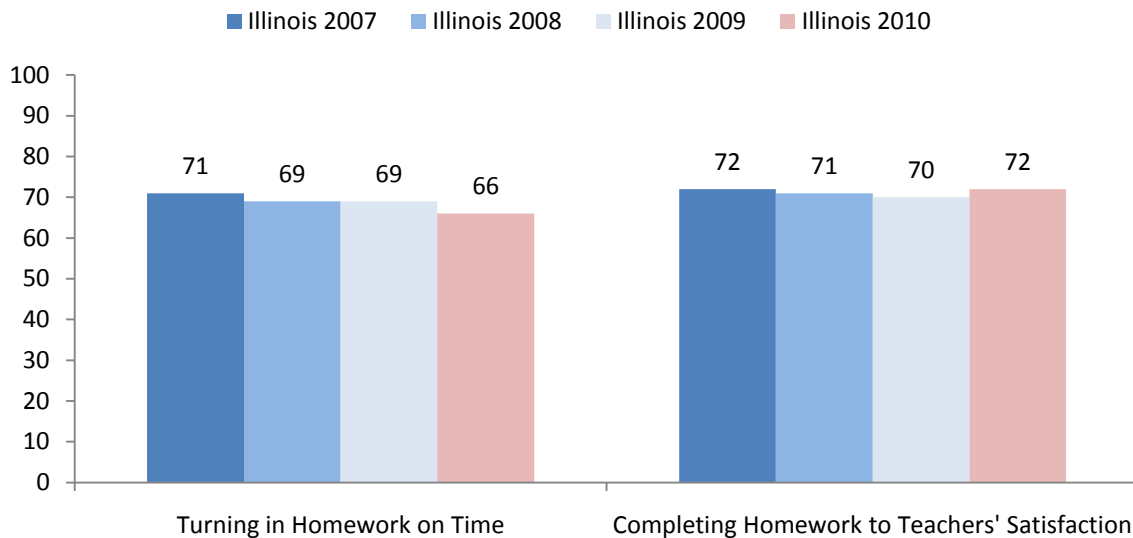
What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?

Though it is not possible to establish clear causal relationships between 21st CCLC programs and increases in student achievement, we can provide a snapshot of the relationship and the interim indicators that should lead to improved academic achievement.

Homework Completion

About 70% of the classroom teachers from 2007 through 2010 indicated 21st CCLC students have improved in “turning in of homework” and “completing homework to the teachers’ satisfaction”. In 2010, two-thirds of the students were rated as improved in completing homework; however, the percentage of those improving in completing the homework to the teacher’s satisfaction was 72%.

Exhibit 32. Percent of Regular Students Improving in Homework Completion and Quality



Source: 2010 PPICS Preliminary Submission

As shown in the following exhibit, dosage made a difference. Teachers perceived significant or moderate improvements in turning in homework on time for 37.8% of those students attending 30-59 days but 43.8% for those attending 90 days or more. Likewise significant or moderate improvements in completing the homework to the teacher’s satisfaction for 40% of the 30-59 day attendees as compared to 46.5% of those attending 90 days or more.

Exhibit 33. Teachers' Perceptions of Student Changes in Homework by Dosage

Days Attending	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	No Change Needed
Changes in behavior in terms of turning in homework on time								
30-59	16.5%	21.3%	26.4%	23.3%	7.2%	3.1%	2.2%	23.3%
60-89	20.3%	22.2%	24.2%	22.3%	6.4%	2.6%	2.1%	24.1%
90	22.2%	21.6%	24.0%	20.8%	7.1%	2.9%	1.5%	28.7%
Average	19.1%	21.6%	25.2%	22.3%	6.9%	2.9%	2.0%	25.1%
Changes in behavior in terms of completing homework to your (teacher's) satisfaction								
30-59	16.8%	23.2%	27.1%	21.4%	6.9%	2.6%	2.0%	19.6%
60-89	19.6%	23.7%	25.8%	21.4%	5.5%	2.2%	1.8%	20.6%
90	21.5%	25.0%	23.9%	19.9%	6.1%	2.3%	1.3%	23.5%
Average	18.9%	23.8%	25.8%	21.0%	6.3%	2.4%	1.8%	21.0%

Source: 2010 PPICS Preliminary Submission

Classroom Performance and Grades

In 2010, the teachers completing the PPICS survey indicated overall about 71% of the students needing to improve academic performance had done so. Dosage appears to be a factor in increasing academic performance. Teachers indicated that 40.7% of the students attending 30-59 days showed significant or moderate increases in academic performance compared to 46.6% of the students attending 90 or more days.

Exhibit 34. Teachers' Perceptions of Student Changes in Academic Performance

Days Attending	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	No Change Needed
Changes in behavior in academic performance								
30-59	17.0%	23.7%	28.6%	19.2%	7.0%	2.5%	2.0%	15.0%
60-89	19.0%	24.7%	28.4%	18.4%	6.2%	2.0%	1.3%	15.9%
90	20.1%	26.5%	27.2%	17.4%	5.8%	2.0%	0.9%	17.7%
Average	18.4%	24.8%	28.1%	18.5%	6.4%	2.2%	1.5%	16.1%

Source: 2010 PPICS Preliminary Submission

Likewise, significant percentages of grantees in the 2010 Annual Illinois Survey "agreed" or "strongly agreed" that students showed improvement in math performance at the elementary (84%), middle/junior high (74%), and high school levels (79%). For reading, the percentages of grantees again indicated observed academic improvement at the elementary (88%), middle/junior high (84%), and high school levels (79%).

Exhibit 35. Grantees' Perceived of Improvements in Students' Math and Reading Performance by Grade Level

Elementary (n=80)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students have shown improved math performance.	0.0%	0.0%	60.0%	23.8%	16.2%
Students have shown improved reading performance.	0.0%	0.0%	60.0%	27.5%	12.5%
Middle/Junior High (n=49)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students have shown improved math performance.	0.0%	2.0%	53.1%	20.4%	24.5%
Students have shown improved reading performance.	0.0%	0.0%	59.2%	24.5%	16.3%
High School (n=52)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students have shown improved math performance.	0.0%	1.9%	61.5%	17.3%	19.2%
Students have shown improved reading performance.	0.0%	1.9%	59.6%	19.2%	19.2%

Source: 2010 Annual Illinois Survey

Perceived differences reported by classroom teachers and grantees, however, are not reflected at the same rate of change in classroom grades or state assessment scores. This observation is not surprising because students may improve; however, the improvement may not be significant enough to result in a grade change or a major change in the state assessment score categories. Many students in the 21st CCLC programs have significant hurdles to overcome before they will meet or exceed classroom and state standards. Also, grading criteria often vary from teacher to teacher and reflect more than academic performance.

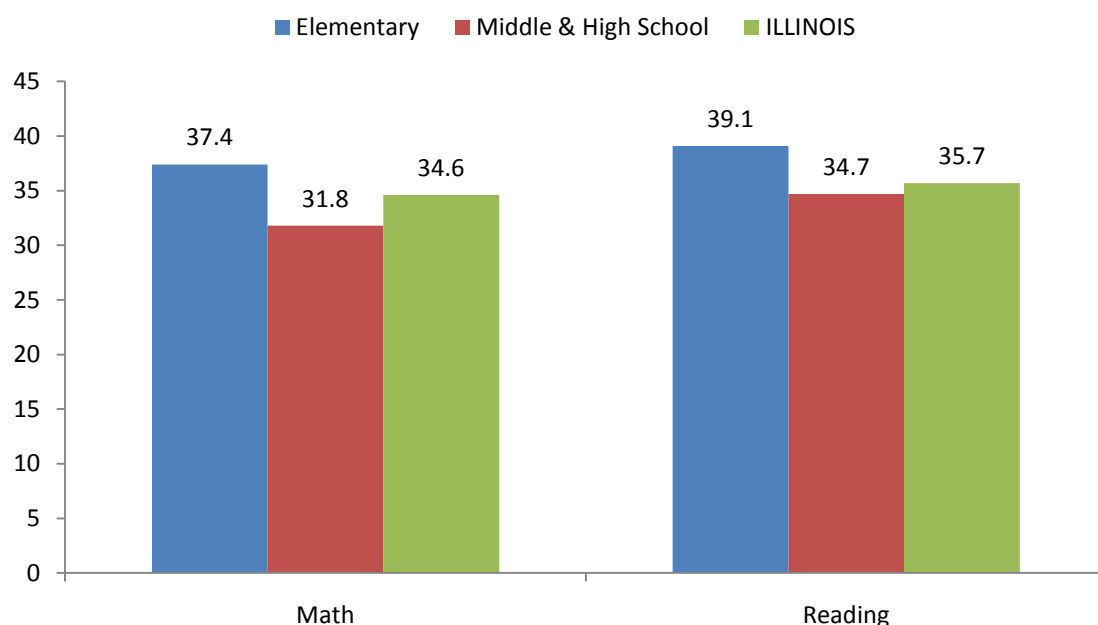
The PPICS survey collects grade data for those students attending the 21st CCLC program at least 30 days (regular attendees). For the past three years

- 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
- 19-24% of the students had a half grade decrease in grades.

The increases in grades for 2010 were at the lower confidence interval limits of the trend: 34.52% of 2010 regular attendees improved math grades and 35.69% improved reading grades.

In 2010, elementary school students attending 21st CCLC programs 30 or more days were more likely to increase their math and English grades than were middle and high school students. No significant or practical differences were found in grade change due to dosage.

Exhibit 36. Percentages of 2010 Regular Attendees with Improved Grades from Fall - Spring



Source: 2010 PPICS Preliminary Submission

Exhibit 37. Changes in Students' Grades in 2009-2010

Subject	Days in Attendance	Number of Students	Percent of Students		
			Half Grade Increase	Half Grade Decrease	No Change in Grade
Mathematics	30-59 days	9223	31.7%	26.9%	41.3%
	60-89 days	4795	35.3%	26.5%	38.2%
	90 or more days	4798	30.5%	23.7%	45.8%
Reading	30-59 days	7261	33.1%	26.8%	40.2%
	60-89 days	3497	37.7%	22.9%	39.4%
	90 or more days	3213	31.8%	22.3%	45.9%

Source: 2010 PPICS Preliminary Submission

Promotions

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

Performance on State Assessments

From 2007 through 2010 approximately 70% of the 21st CCLC students met or exceeded the state performance standards in math and about 60% reached that level in reading.

Exhibit 38. Mathematics Illinois State Assessment Data from 2007 to 2010

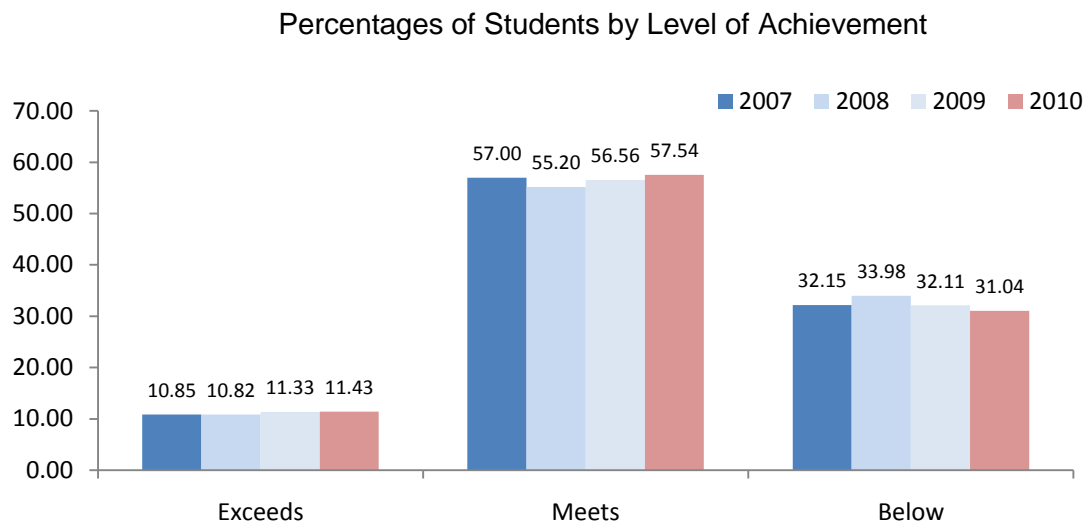
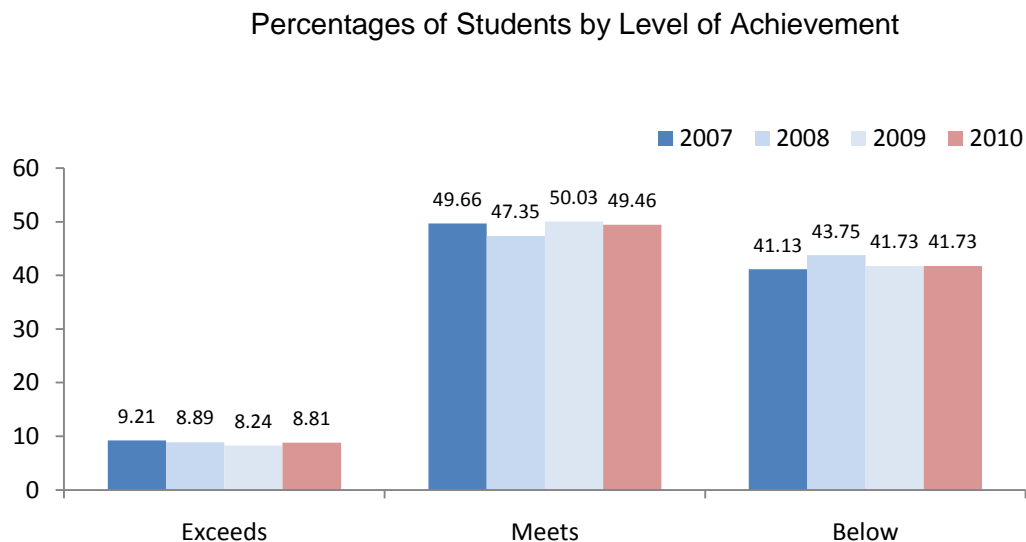


Exhibit 39. Reading Illinois State Assessment Data from 2007 to 2010



Source: U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2007 Annual Performance Report.
 U.S. Department of Education (March 2009). 21st Century Community Learning Centers Analytic Support for Evaluation and Program Monitoring, Illinois 21st CCLC 2008 Annual Performance Report.
 PPICS 2009 Submission
 PPICS 2010 Preliminary Submission

In order to further explore students' academic performance on state assessments, data for the 2010 ISAT and PSAE exams were provided by ISBE through the Illinois Interactive Report Card project. A total of 14,245 students in grades 3 through 8 in 373 schools were flagged on the ISAT data in 2010 as 21st CCLC students. At the high school level, 1,913 students were flagged on the PSAE as a 21st CCLC participant. The non-21st CCLC students had higher mean scores on the state assessments than did the 21st CCLC students. This is not surprising because 21st CCLC targets the students at-risk. Also, the flag on the ISBE data does not discriminate the dosage the student received in the 21st CCLC program; e.g., attended one day or over 30 days. Finally, it appears significant numbers of students may go not flagged.

Exhibit 40. Mean Scores on 2010 Illinois Assessments

Grade	Student Status	Number of Students	Reading	Math
Grade 3	21st CCLC	2,074	192.87	203.79
	Not 21st CCLC	151,582	207.74	217.29
Grade 4	21st CCLC	2,148	203.77	215.78
	Not 21st CCLC	150,182	219.12	229.80
Grade 5	21st CCLC	2,158	216.11	227.33
	Not 21st CCLC	148,586	231.38	242.74
Grade 6	21st CCLC	2,736	226.55	240.75
	Not 21st CCLC	149,531	240.00	254.96
Grade 7	21st CCLC	2,672	229.47	248.03
	Not 21st CCLC	149,464	244.36	264.06
Grade 8	21st CCLC	2,457	239.58	261.81
	Not 21st CCLC	149,864	250.48	274.14
Grade 11	21st CCLC	1,913	147.4	146.4
	Not 21st CCLC	139,457	155.7	156.5

Source: IIRC and ISBE, 2010

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?

The requirements and expectations for the parent/family component of the 21st CCLC program vary due to differences in the request for Proposals under which the cohort was funded. In the last RFP (2010), the expectations for this component were clarified and focused on implementing quality activities to address the literacy and educational development of the adults. As described in Part I, grantees are having difficulty in implementing the family component; e.g., percentages of projects at the elementary (19%), middle/junior high (8%), and high school levels (34.5%) reported that they have made little or no progress in implementing this component. Site visits and reviews of the Annual Survey led researchers to conclude that few grantees are implementing programming to the level of the intent of the 2010 RFP. Understandably, the 2010 cohort was just beginning and may be able to accomplish more in the coming year.

In 2009-2010, the grantees reported that they served 8,757 adults in families of the 21st CCLC students; however, the majority of the activities were Family Nights, field trips, and other traditional involvement activities (See Appendix D for complete descriptions).

According to the Illinois Annual Survey, grantees have used various methods to keep communication open with parents. The percentages of grantees using each of the methods increased significantly over 2008-2009, especially for phone calls and in-person meetings.

At the elementary level, newsletters (76% of the grantees), notes home (89%), in-person discussions (86%), and the website (31%) have been used.

At the middle/junior high level, fewer communication methods were reported by the grantees; however, they do use newsletters (57%), phone calls (80%), in-person meetings (64%), notes home (67%), and the website (39%) to communicate.

Even fewer communication approaches were reported by the high school grantees: newsletters (52%), notes home (77%), phone calls (94%), in-person meetings (67%), and the website (39%).

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

Exhibit 41. Grantees' Ratings of Parents' Involvement and Support of 21st CCLC

Elementary (n=80 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	0.0%	11.3%	65.0%	20.0%	3.7%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	3.8%	57.5%	36.3%	2.5%
Parents show positive support for learning and school.	0.0%	5.0%	56.3%	33.8%	5.0%
Parents are satisfied with our program.	0.0%	0.0%	38.8%	58.8%	2.5%
Middle/Junior High School (n=49 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	0.0%	0.0%	61.2%	8.2%	12.2%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	10.2%	53.1%	22.4%	14.2%
Parents show positive support for learning and school.	0.0%	6.1%	53.1%	20.4%	20.4%
Parents are satisfied with our program.	0.0%	0.0%	42.9%	42.9%	14.2%
High School (n=52 grantees)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	3.8%	38.5%	38.5%	13.5%	5.7%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	15.4	53.8%	25.0%	7.6%
Parents show positive support for learning and school.	0.0%	15.4%	53.8%	25.0%	5.7%
Parents are satisfied with our program.	0.0%	0.0%	34.6%	51.9%	13.5%

Source: 2010 Annual Illinois Survey, NIU

Partner Involvement: Objective 4

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

Grantees are quick to mention the important role that their partners play in the success of their 21st CCLC program. A review of the descriptions of their partners and how they are used indicate a wide range of collaborative relationships.

The 2010 Annual Illinois Survey asked grantees to indicate the support received from school leadership, teachers, the community, and partners. Nearly all grantees agreed that “partners provide a necessary component to our program”. The ratings were extremely high, also, for the school and community support; however, fewer than 5% of the grants do not find the school cooperative.

Exhibit 42. Grantees’ Ratings of Partner Involvement and Support in 21st CCLC in 2010

Elementary (n=68)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	1.3%	1.3%	33.8%	63.8%	0.0%
Teachers in the school are supportive of our program.	0.0%	2.5%	42.5%	55.0%	0.0%
The community supports this program.	0.0%	2.5%	46.3%	41.3%	10.1%
Our partners provide a necessary component to our program.	0.0%	1.3%	27.5%	66.3%	5.0%
Middle/Junior High School (n=43)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	0.0%	4.1%	34.7%	42.9%	18.4%
Teachers in the school are supportive of our program.	0.0%	0.0%	46.9%	40.8%	12.2%
The community supports this program.	0.0%	2.0%	32.7%	46.9%	18.3%
Our partners provide a necessary component to our program.	0.0%	2.0%	26.5%	55.1%	16.3%
High School (n=30)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	1.9%	1.9%	26.9%	65.4%	3.8%
Teachers in the school are supportive of our program.	0.0%	0.0%	36.5%	59.6%	3.8%
The community supports this program.	0.0%	0.0%	48.1%	42.3%	9.6%
Our partners provide a necessary component to our program.	0.0%	1.9%	44.2%	46.2%	9.6%

Source: 2010 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 21st 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 20-30% of the grantees, however, reported on the 2010 Illinois Annual Survey that they need to do more to serve the students with the greatest needs.

Professional Development: Objective 6

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

Professional development takes many forms. Grantees attend mandatory fall and spring 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 use and satisfaction with the technical assistance and professional development resources available to them through ISBE funds. Other than the mandatory meetings and webinars, about one-third of the grantees do not use the other professional development and technical assistance available, another one-third use it minimally, and the final one-third use it at least every other month. Overall, 36% of the grantees contacted Learning Point Associates for technical assistance and about 20% of the grantees reported that they requested a visit from Learning Point Associates.

About 70% of the grantees were "Strongly Satisfied" or "Satisfied" with the professional development and technical assistance available. The following exhibits details their satisfaction in more detail.

Exhibit 43. Grantees' Ratings of Technical Assistance and Professional Development Resources

Question	Percent of Grantees "Satisfied" or "Strongly Satisfied"
Information on to whom to go for technical assistance	77.7%
Ability to get technical assistance questions answered	71.5%
Quality of technical assistance provided	68.4%
Timeliness of technical assistance received from LPA	69.2%
Usefulness of the webinars	75.4%
Quality of the webinar content	75.4%
Usefulness of the LPA portal	75.4%
Quality of the LPA portal	70.8%
Amount of technical assistance you received that addressed your specific needs	66.9%
The scheduling of mandatory meetings	80.8%
Information received prior to mandatory meetings	82.3%
Activities and presentations at the mandatory meetings	81.6%
Usefulness of the mandatory meeting to my program	76.9%
Usefulness of budget meetings	68.8%

Source: 2010 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 (79%) considered the academic component of the 21st CCLC program to be the component that must be continued whether through tutoring, credit recovery, academically enriched activities, or other approaches (2010 Annual Illinois Survey). Nine percent of the grantees considered their project fully sustainable and another 23% considered the project nearly sustainable and 13% had no sustainable components.

Exhibit 44. Levels of Sustainability

Level of Sustainability	Percent of Grantees
Completely Sustainable	9.2%
Nearly Sustainable	23.1%
Not All Are Sustainable	54.6%
None are Sustainable	13.1%
Number of Grants	130

Part III: Progress in Implementing Recommendations from Previous Evaluation in 2009

Each year significant progress is made in improving the 21st CCLC program in Illinois. In the spirit of continuous improvement, the external statewide evaluation presents areas for potential improvement in the next program year.

The following four proposed areas for improvement were offered in 2009 for ongoing program improvement:

- Increase the retention of students in 21st 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

Each of the four recommendations was made in previous evaluations, and they are, indeed, issues all 21st CCLC programs are facing. Each of the four will be seen again in the recommended focus areas for 2010. ISBE and the grantees have made significant progress in addressing each of these four target areas; however, more is needed if Illinois is to reach the bar of highly successful afterschool programming.

The summaries below are rather brief and more complete information is provided in Part IV.

Increase the Retention of Students in 21st CCLC Programs

ISBE program staff ensured programming and resources were available to grantees to help them improve the retention of students. They were particularly diligent with the 2010 cohort of new grantees. The average attendance per site increased from 2009 (n=139) to 2010 (n=150); however, the percentage of attendees over 30 days was below 50%, indicating more work is needed.

Focus Technical Assistance to Those Grantees in Need of Help

ISBE program staff expanded this year to provide more support to grantees. This increase was needed especially given the 20% increase in active grants. Thematic webinars were offered to help grantees with topics they had identified as problematic. A slight increase was seen in the number of grantees seeking technical assistance from ISBE and Learning Point Associates.

In order to build relationships with the grantees and to expedite the budget approval process, ISBE program personnel met with grantees, either on site or at the ISBE offices, to review the proposed budgets. During these conversations, ISBE personnel checked to make sure grantees had allocated funds for professional development, audit, local evaluations, and for the family component (FY 2010 grantees).

Improve the Literacy and Educational Development of Families

Grantees reported their increased awareness of the family component and many of the grantees in later years in their cohorts did improve this component. The large group of 2010 grantees, however, had more rigorous criteria for their programs, and many are struggling with

extending the family component beyond traditional family nights and special events.

ISBE program staff members were diligent in ensuring the continuation applications for 2010 included appropriate allocations of resources and programming for this component.

Ensure data are collected to address the Illinois performance indicators

ISBE program staff continued to enforce the PPICS milestones to ensure grantees kept current in providing data. Compared to previous years, grantees were much more successful in providing the data needed for the PPICS submission. Many used the data service aligned with the Illinois Interactive Report Card to access student achievement data.

The response rate for the federal teacher survey was much improved over previous years. ISBE required approximately 20 grantees who had individual sites with less than an 80 percent return rate on their teacher surveys to develop and implement approved corrective action plans.

The 2010 continuation application included a section in which grantees identified the degree to which they had collected data for regular attendees on seventeen different indicators. ISBE program staff used this information in providing feedback and expectations for grantees for the 2010-2011 program year.

Part IV: Summary and Recommendations for 2011

In June through September 2010, the external statewide evaluator met multiple times in-person and via electronic and phone conversations with ISBE program staff on the findings of the 2010 statewide evaluation. During these discussions and presentation of findings, the recommendations from the U.S. Department of Education (USDE), the Illinois Annual Statewide Evaluation for Program Year 2009-2010, the professional development advisory group, and the professional needs assessment survey were reviewed. The external evaluator, using the input from ISBE program staff, recommended the implementation of an integrated 2010-2011 plan of action for the 21st CCLC program in Illinois.

Although the Illinois 21st CCLC program is strong, the following four target areas and goals were proposed by the external evaluator:

- Improve the retention of students in 21st CCLC programs by 10% until the goal of 100% is reached
- Improve programming for families of participants such that all grantees will provide family programming and 10% more families will be served than last year
- Provide targeted and intensive support to grantees so all grantees can successfully meet the objectives and targets established in the focus areas
- Implement more effective monitoring and evaluation of 21st CCLC programs with 100% of grantees meeting or exceeding evaluation expectations.

For those in after school programming, the selection of these four areas is no surprise; programs across the nation struggle with each of these. The intent of this integrated plan of action is to focus all 21st CCLC programs in Illinois on these four critical areas and, as a group, strengthen after school programming in Illinois by meeting specific targets for FY 2011.

Reaching the targets established for each of the focus areas requires clear communication of expectations, integrated actions, and strategic support to the grantees. The intent is not to add more work to the grantees but to focus efforts in ways that will result in improving outcomes.

Establish Expectations and Targets

In the past, 21st CCLC programs in Illinois have worked diligently to improve their programs; however, more can and must be done. Data collected during the annual statewide evaluation and the federal PPICS collection along with recommendations from the U.S. Department of Education were used in establishing the targets for each of the four focus areas.

At the Fall Workshop in September, the presentation on the results of the Illinois Annual Statewide Evaluation for Program Year 2009-2010 included recommendations from that report that establish the four focus areas and described how progress will be assessed through the statewide evaluation in 2010-2011, including a new Fall Survey to monitor the progress made on the targeted areas and goals.

Integrated Actions and Support

ISBE staff and the grantees currently expend remarkable amounts of energy and hours of effort

on increasing student retention in after school programs, improving programming to parents, providing professional development, and conducting monitoring and evaluations. In 2010-2011, the recommendation is that an Integrated Plan of Action focuses on each of these areas through sustained, meaningful actions that have been shown to lead to success. It is recommended that the FY 2011 professional development and technical assistance provided through ISBE and Learning Point Associates (LPA) be carefully coordinated to support the implementation and technical assistance needed by individual grantees in meeting the targets.

Background: Student Retention and Family Participation

A major focus of the federal 21st CCLC program is on improved academic performance of students attending after school programming. In order to impact student learning, 21st CCLC programs need sufficient time with the students (dosage) and focused academic and enrichment activities that are research-based and proven to impact student learning.

The trend data for two performance indicators for Illinois 21st CCLC programs, however, indicate room for improvements. The first indicator is the number of funded slots in after school programs compared to the number of students attending 30 or more days, the benchmark for being considered a regular attendee by USDE. Each grantee proposes the number of students who will be served in their program each year, with initial funding being determined based on this projected number. Historically, less than half of these funded slots are filled with students attending 30 or more days.

The second indicator is the percentage of actual students who attend more than 30 days. Again, the trend data indicates that slightly more than half of the students attended 21st CCLC programs meet the criteria for regular attendee status, i.e., attend more than 30 days.

For 2010-2011, the recommendation is that the 21st CCLC program in Illinois establishes the goal that Illinois will increase the percent of students who attend 30 or more days by at least 10%. During the year, each grantee needs to implement those actions deemed necessary to increase student retention and ensure an increase in the percentage of students attending at least 30 days as well increase the attendance days of those already attending 30 days.

In general, grantees are struggling with the required family component of their 21st CCLC program, especially the FY 2010 cohort for which additional requirements were included in the Request for Proposals. Elementary level programs were much more likely to meet the 21st CCLC requirements for family programming; however, high schools programs have not had much success.

On the FY 2009 and FY 2010 statewide annual surveys, 63% and 62% of the elementary programs, 37% and 55% of the middle/junior high programs, and 28% and 43% of the high school programs indicated that they met or exceeded the expectations established for 21st CCLC programs in Illinois in meeting the objective to serve families of the participants. However, an analysis of the types of programming described by the grantees indicates that many grantees are not meeting the full intention of family programming and counting one-time events, such as field trips, as parental programming.

Baseline data taken from the Illinois Annual Survey and PPICS data provided by grantees in FY 2010 will be used to determine if the grantee met the target in 2011. For 2010-2011, the external evaluator recommends the 21st CCLC program in Illinois establish the goal that all grantees will offer the families activities as required in the RFP for their cohorts and at least 10%

more families will participate as compared to the Illinois 2010 baseline data.

Activities Targeting Adult Family Members should require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, or a programming series on effective parenting strategies. Episodic, non-recurring, or special events are likely not to conform to these requirements. For example, an open house night for the parents of children attending the center that involves a meal and social activities would not conform to these requirements. Adult family members are adults age 19 or older who are NOT in elementary, middle, or high school that are family members of participating children and who participate in educational services or other activities appropriate for adults provided by the center.

Technical Assistance

To help grantees focus on these two themes, the majority of the professional development and webinars during FY 2011 should discuss best practices in improving the retention of students and ways to improve family programming and participation. Based on the discussions in June, ISBE did address this recommendation.

At the fall workshop, grantees heard about best practices in student retention and family participation. During the year, they will then be asked to share what specific actions they implemented to meet the targets and how successful they have been.

Quarterly newsletters will include highlights of best practices in increasing student retention at elementary, middle/junior high, and high school levels and best practices in family programming and participation.

In fall, three webinars will discuss improving student retention with a separate webinar for elementary, middle /junior high, and high school levels.

A webinar will provide guidance on preparing a proposal to present at the Spring Conference.

The Spring Best Practices Conference will focus on the sharing of best practices in student retention and family programming.

In addition to the above approaches, more intense technical assistance is needed by some grantees; therefore, the following tiers are recommended for a phased-in approach in 2011: universal, targeted, and intensive.

- Universal Support is general professional development, to include training or information needed by all grantees. The majority of universal professional development offered at the fall and spring conferences, as well as webinars, could address strategies to increase student retention and to enhance family programming and participation.
- Targeted support is mandatory technical assistance for grantees that have been assessed as falling below a certain standard on a statewide 21st CCLC objective or in a focus area identified for that program year. The recommendation for 2010-2011 is that targeted support focus on those grantees that have the lowest student retention rates and those with the lowest family programming and participation rates as reported on the new Fall Survey.
- Intensive support is recommended for grantees needing assistance in achieving multiple

objectives due to unique complexities and intricacies prohibiting success. In 2010-2011, a pilot mentoring program is recommended for grantees in their second year who are still struggling.

The pilot mentor program is supported by recommendations from the Professional Development Advisory Group and the technical assistance needs assessment administered by LPA.

Launching an after school program is an enormous endeavor, and the first year is critical to the success of the project. The goal is to implement quality programming that is regularly attended by the students; however, accomplishing this requires careful planning, resource management, relationship building, etc. Successful grantees often comment on how they would have benefited by having a mentor, especially in the first few years of their projects. In the technical assistance needs assessment administered by LPA, 91.5% of the respondents indicated that the 21st CCLC program in Illinois could benefit from a mentoring program for grantees, and 80% indicated that their program staff would benefit from having a mentor. Interestingly, 73.3% indicated that their grant personnel could mentor if funding was available to be paid, leaving only 27% either not interested in mentoring for pay or not feeling qualified to do so. Given this discrepancy in findings, one may speculate that few coordinators/administrators answering the questions envisioned mentoring for themselves.

Based on these findings, ISBE should limit the mentoring to new grantees or those in obvious need of mentoring and to pilot the program to determine the effectiveness of mentoring and the true interest and need of grantees to receive mentoring for the program as a whole.

Monitoring and Evaluation

Improving the 21st CCLC programs through data-driven decisions requires accurate and valid evaluations at the local, state, and federal level. ISBE is required by law to monitor the activities of grantees as necessary to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved. Recently, the U.S. Department of Education has provided guidance regarding what the State of Illinois is required to do to meet compliance and monitoring mandates. As part of the funding agreement with Illinois, all grantees are required to annually evaluate programs funded with 21st CCLC funds either internally or through an external entity. Furthermore, the results of the evaluation must be 1) used to refine, improve, and strengthen the program; 2) submitted to ISBE; and 3) made available to the public upon request.

In the past, grantees' local evaluations have varied widely in quality and the degree to which they met the legislative mandates or implemented the evaluation methodology in their funded proposals. Feedback for USDE indicates ISBE should take steps to improve the overall quality of grantee's local evaluations.

It is recommended that a template be provided to grantees to clarify expectations. The statewide evaluator has evaluated the local evaluations and combined the requirements into a template used to identify exemplar evaluations (Appendix E). It is recommended that grantees be provided with this template and a venue for them to critique their local evaluations and offer action plans on how they will ensure their local evaluation meets federal and state mandates.

ISBE Monitoring and Compliance

It is recommended that ISBE program staff continue their discussions and implementation of a monitoring and compliance system that meets the approval of the U.S. Department of Education.

During the past year, ISBE program staffing was increased. During the coming year as the monitoring and compliance component is implemented, as well as other recommended actions from this statewide evaluation, it will be critical that staffing be continuously reviewed and addressed, including the mix of ISBE employees and outside consultants. As program staff reach retirement, continuity planning will become critical.

In summary, over the past five years 21st CCLC in Illinois has improved greatly and continues to raise the bar for even more successful programs. The statistics and recommendations paint a picture; however, the real mural is seen in the faces of the students at the various centers across Illinois.

Appendix A: Research Matrix

Research Focus	Questions	Performance Indicator	Source of Data
FORMATIVE EVALUATION			
<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"> ■ Involvement in school activities ■ Participation in other subject areas ■ Attendance rates ■ Graduation rates ■ Dropout rates ■ Positive classroom behavior ■ Student attitudes toward learning and school ■ Disciplinary referrals 	<ul style="list-style-type: none"> ■ Program administrators interview/survey ■ School administrators survey ■ Classroom teacher survey ■ Parent survey ■ PPICS Data
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"> ■ Academic performance on state assessments by grade and by subject matter ■ Homework completion rates ■ Classroom grades ■ Promotion/retention rates 	<ul style="list-style-type: none"> ■ Program administrators interview/survey ■ School administrators survey ■ Classroom teacher survey ■ Site teacher/tutor survey ■ Parent survey ■ PPICS Data ■ Illinois Interactive Report Card ■ State assessment data at individual level
Objective 4: The 21 st 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"> ■ Evidence and quality of enrichment and support services for families of participants ■ Parent involvement in regular school activities ■ Parent attitude towards learning and school ■ Parent satisfaction with program and services ■ Parent perception of impact of program on students and community 	<ul style="list-style-type: none"> ■ Program administrators interview/survey ■ School administrators survey ■ Classroom teacher survey ■ Site teacher/tutor survey ■ Direct observation on site visit ■ Parent survey ■ PPICS Data
Objective 4: The 21 st 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"> ■ Type and extent of collaborations ■ Parent satisfaction with referrals to other agencies and non-profit agencies 	<ul style="list-style-type: none"> ■ Program administrators interview/survey ■ Parent survey ■ Community Partner survey

Research Focus	Questions	Performance Indicator	Source of Data
agencies and non-profit organizations		<ul style="list-style-type: none"> Community partners perception of impact of program and satisfaction with program 	<ul style="list-style-type: none"> PPICS Data
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"> Sites selected met the selection criteria based on free- and reduced-lunch eligibility, participants' test scores, grades, and promotion rates. 	<ul style="list-style-type: none"> ISBE staff interview Grantees' applications for funding ISBE Fiscal Program Reports PPICS Data Illinois Interactive Report Card
Objective 6: 21 st 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 st 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"> Participation of programs in the professional development activities Review of satisfaction data collected on the professional development activities Adherence to <i>NCLB</i> and <i>NSDC</i> definition and standards 	<ul style="list-style-type: none"> ISBE staff interview Program administrators interview/survey Program documentation and professional development records from ISBE PPICS Data
Objective 7: 21 st 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"> Implementation of sustainability plan Degree to which sustainability efforts are on-target to reach appropriate level of sustainability based on year in project 	<ul style="list-style-type: none"> ISBE staff interview to confirm sustainability requirements per year of grant Program administrators interview/survey Community Partner survey Grantees' applications for funding
Quality of Evaluative Data	<p>8. Did the 21st 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"> Ease of use of PPICS and data collection Relevancy of PPICS data and data collected Usefulness of PPICS data in decision making Satisfaction with data collection methods Satisfaction with types of data collected Gap analysis of reporting and undocumented outcomes 	<ul style="list-style-type: none"> ISBE staff interview Program administrators interview/survey PPICS Data

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"> Activities match program objectives and goals Evidence of implementation and on-target progress of evaluation plan Evidence of implementation and on-target progress of sustainability plan 	<ul style="list-style-type: none"> ISBE staff interview Program administrators interview/survey Direct observation site visit Grantees' applications for funding (RFPs and continuation requests) ISBE Fiscal Program Reports PPICS Data
Assessment of Overall Implementation	11. What factors hinder and which factors facilitate reaching the objectives?	<ul style="list-style-type: none"> Identification of facilitating factors Identification of barriers Identification of strategies to overcome barriers 	<ul style="list-style-type: none"> ISBE staff interview Program administrators interview/survey School administrators survey Classroom teacher survey Site teacher/tutor survey Parent survey Community Partner survey Relevant research literature PPICS Data
SUMMATIVE EVALUATION – Separate Report from Annual Evaluation			
Summative Evaluation	12. Are there specific features or characteristics associated with exemplary outcomes?	<ul style="list-style-type: none"> The identified characteristics are associated with a statistically significant difference in program outcomes ($p < .05$). Program characteristics will be evaluated for co-linearity before conducting the multivariate analyses. 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 	<ul style="list-style-type: none"> Program administrator surveys School administrators survey Classroom teacher survey Site teacher/tutor survey Parent survey Community Partner survey Grantees' applications for funding ISBE Fiscal Program Reports Relevant literature on 21st CCLC programs and research on the program components PPICS Data IIRC State assessment data at the student level

Research Focus	Questions	Performance Indicator	Source of Data
		<ul style="list-style-type: none"> community. 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. 	
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"> Statistically significant differences in program outcomes ($p < .05$) of programs in their last year as compared to programs in mid-grant cycle. 	<ul style="list-style-type: none"> Program administrator surveys School administrators survey Classroom teacher survey Site teacher/tutor survey Parent survey Community Partner survey Grantees' applications for funding ISBE Fiscal Program Reports Relevant literature on 21st CCLC programs and research on the program components PPICS Data IIRC State assessment data at the student level
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"> Same as research focus #2, Assessment of Overall Implementation 	<ul style="list-style-type: none"> Same as research focus #2, Assessment of Overall Implementation.

Appendix B. Annual Illinois Survey- 2009-2010

Annual Illinois Survey Statewide Assessment 21st Century Community Learning Centers Due June 15, 2010

This survey includes two parts each due June 1, 2010. The first part will be given to ISBE. The second part is used in the statewide evaluation. Both parts are extremely important.

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

If you have any questions, please contact Penny Billman: pbillman@uic.edu or 815-395-5783. Please feel free to e-mail her additional documents you feel will help explain your answers.

If you would rather complete the survey in Microsoft Word, please contact Penny Billman.

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

1. Part I.A: ISBE Component

- Organization (GRANTEE):
- Year Grant Began (COHORT YEAR):
- Who is the primary person completing this survey and a phone number and e-mail where the person can be reached?
- What is the title of this person?
- How many active sites/centers did you have in the period of July 2009 through June 2010?
- For grants not in their first year, describe any changes in schools served by your grant from academic year 2008-2009 to academic year 2009-2010?
- List all of your active sites (physical locations where services were provided) during the period of July 2009 and through June 2010 and provide the requested information.

Site Name	Grade level range of students	Number Projected to Serve in Last Year's Continuation Application or Your Proposal (new grantees)	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 of students attending site

- 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)
- Describe the student retention strategies in place within the program to maximize the number of days a student attends. (500 word limit)
- Describe the mechanisms you have in place to ensure that the academic program extends/complements the regular school day academic program. (500 word limit)

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/.

- Reading
- Mathematics
- Other academic
- Describe the enrichment and recreation components of your program.
- If you have a service learning component, please describe the number of students involved, what they do, and who is served.
- Describe your parent/guardian component funded by 21st CCLC and estimate the number of families served through this component.
- 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?
- For grantees whose funding was decreased in 2009-10, explain how you are retaining the size and scope of the originally funded program.
- Which of the following do you use in your evaluation of your 21st CCLC program? Each item is aligned with one or more of the performance indicators for the statewide objectives.

	Have Complete Data for Regular Attendees	Have Some Data on Regular Attendees	Do Not Use
Students' attendance in 21 st CCLC program			
Students' attendance rate during day			
Students' attitudes toward school			
Drop-out rates			
Graduation or promotion rates			
Individual student's performance on ISAT/PSAE			
Individual student's performance on other tests			
Students' disciplinary referrals, violence and suspensions			
Description of parent and family activities, number served			
Parent/adult satisfaction with 21 st CCLC activities			
Number and type of collaborations with community			
Serve those with greatest need			
Free and reduced-price lunch status of students			
Number of students using drugs and alcohol			

	Have Complete Data for Regular Attendees	Have Some Data on Regular Attendees	Do Not Use
Number and types of workshops held for staff, attendance at each			
Participant evaluation of each workshop for staff			
List of coordinating agencies and types of services			

20. Describe who does your evaluation? When will you send Penny Billman the latest copy of your evaluation?

21. How did you use your local evaluation for continuous improvement? What changes did you make in your program based on this evaluation?

22. Explain how closely you are adhering to your approved plan for sustainability. Explain any differences.

23. 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

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

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

Part II: Confidential Information

The answers you provide in Part II are aggregated to provide an evaluation of Illinois' 21st 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, GO TO MIDDLE/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

1. Which of the following is the best description for the location of where services are provided to students?
 - ☐ 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, 151-200, 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 2009-2010.

Components	Implementation Level in Academic Year 2009-10				
	<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 st CCLC program.					

Outcomes	Degree to Which You Disagree - Agree				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know NA
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. 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				

9. 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 _____				

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

☐ None ☐ less than 25% ☐ 26%-50% ☐ 51%-75% ☐ 76-99% ☐ All (100%)

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

☐ None ☐ Some academic time ☐ Majority of academic time

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

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.

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

14. If you include arts programming, please describe.

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

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

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

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

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

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

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

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

23. 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.

24. 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

25. If you use computers in your program, describe how computers are used in your program and the software/on-line sites used most often. How is the technology funded?

26. Describe any snacks/meals you provide and how they are funded.
27. Describe any transportation you offer, including estimated average length of rides and number of runs.
28. How often and how does your program communicate with the principal or a designated school administrator?
29. 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.?
30. Describe your partners and the role your partners play in the program.
31. What percentage of programming time is provided through your partners?
32. Do you have a specific advisory board for 21st CCLC? What is its role?
33. Describe the professional development you offered your staff this year and plan to do next year.
34. Please use this space to describe any major differences among your sites.

MIDDLE /JUNIOR HIGH SECTION

How many sites do you have that serve middle/junior high school students?
(If 0, GO TO HIGH SCHOOL SECTION)

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

A. Complete for all middle/junior high sites together

B. Complete for each individual site

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

- 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, 151-200, 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 2009-2010.

Components	Implementation Level in Academic Year 2009-10				
	<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 st 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.					

. 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				

9. 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 _____				

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

___None ___less than 25% ___ 26%-50% ___ 51%-75% ___ 76-99% ___All (100%)

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

___None ___Some academic time ___Majority of academic time

12. On a normal day, what is your student to adult ratio? ___ students to ___ adults

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.

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

14. If you include arts programming, please describe.

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

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

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

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

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

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

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

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

23. 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.

24. 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 _____

25. If you use computers in your program, describe how computers are used in your program and the software/on-line sites used most often. How is the technology funded?
26. Describe any snacks/meals you provide and how they are funded.
27. Describe any transportation you offer, including estimated average length of rides and number of runs.
28. How often and how does your program communicate with the principal or a designated school administrator?
29. 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.?
30. Describe your partners and the role your partners play in the program.
31. What percentage of programming time is provided through your partners?
32. Do you have a specific advisory board for 21st CCLC? What is its role?
33. Describe the professional development you offered your staff this year and plan to do next year.
34. Please use this space to describe any major differences among your sites.

HIGH SCHOOL SECTION

How many sites do you have that serve high school students?

(If 0, GO TO Part II B)

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

A. Complete for all high school sites together

B. Complete for each individual site

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

- 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, 151-200, 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 2009-2010.

Components	Implementation Level in Academic Year 2009-10				
	<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 st 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. 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				

9. 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 _____				

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

☐ None ☐ less than 25% ☐ 26%-50% ☐ 51%-75% ☐ 76-99% ☐ All (100%)

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

☐ None ☐ Some academic time ☐ Majority of academic time

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

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.

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

14. If you include arts programming, please describe.

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

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

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

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

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

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

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

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

23. 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.

24. 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 _____

25. If you use computers in your program, describe how computers are used in your program and the software/on-line sites used most often. How is the technology funded?

26. Describe any snacks/meals you provide and how they are funded.
27. Describe any transportation you offer, including estimated average length of rides and number of runs.
28. How often and how does your program communicate with the principal or a designated school administrator?
29. 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.?
30. Describe your partners and the role your partners play in the program.
31. What percentage of programming time is provided through your partners?
32. Do you have a specific advisory board for 21st CCLC? What is its role?
33. Describe the professional development you offered your staff this year and plan to do next year.
34. Please use this space to describe any major differences among your 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.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
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.

	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	No Opinion
The scheduling of the visit					
Information received to prepare for the site visit					
Visitor's knowledge about 21 st 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					
Timeliness in receiving site visit compliance report					

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						
Request visit from Learning Point Associates for technical assistance						

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					
Quality of technical assistance provided					
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					

How satisfied are you with the following:	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Do Not Use
Information received prior to mandatory meetings					
Activities and presentations at the mandatory meetings					
Usefulness of the mandatory meeting to my program					
Usefulness of budget meetings					

1. Have you asked for technical assistance from Learning Point Associates? If so, what was the general topic of concern?
2. How long did it take to get the help you need?
3. Did the technical assistance meet your expectations?
4. Did you ask them to come back on site to help you? Did they come? Was the visit helpful?
5. Do you have any comments on the usefulness and quality of the LPA portal and technical assistance?
6. Do you have any comments on the usefulness and quality of mandatory meetings?
7. What recommendations do you have for future professional development activities and for which target audience?
8. 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.**

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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 21st CCLC program.

Appendix C. Site Visit Protocols

Overview

During 2009-2010, no grants were ending their 5-year cycle; therefore, a group of 18 new grantees was selected for site visits. Visits were completed for 17.

Before the on-site visit or the phone interview, the 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

- A copy of original grant proposal

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

During the site visit, the researcher asked to

- Observe each site, if possible, in session
- Look at any additional information, such as flyers, publicity materials, website addresses, etc., that grantees shared to better explain their program.

After the site visit, the researcher provided summary materials for the statewide evaluation. Each site visit and/or interview materials were reviewed by at least two researchers in order to establish inter-rater reliabilities, when possible. The deliverables from a site visit included

- Written Interview and Site Visit Notes
- Summary of Grant Progress (Instrument H) completed for the grant after the visit
- Site Summary (Instrument I) completed for each site after the site visit
- List of Artifacts used in summary reports
- Any relevant supporting materials/artifacts shared by school personnel

Process and Instruments

The grants to be visited were asked to provide access to the following persons for an interview and/or survey:

- Grant Manager (Instrument A)
- Site Coordinators (Instrument B)
- A sample of teachers/tutors from EACH site (Instrument C)
- Principals of the schools (Instrument D)
- Active partners (Instrument E)
- A sample of parents at each site (Instrument F)
- A sample of classroom teachers of students in the program for each site (Instrument G).

The grant manager and Dr. Billman decide which of the surveys are appropriate to administer and a process for implementing the surveys. The grantee supplied the contact information for those to be surveyed. In a few cases, the surveys were distributed by the grantee and provided to researchers, including the process used to administer the surveys.

Instrument A. Questions for Grant Manager – Covered in Site Visit

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. What do you consider your greatest successes overall and for each of the seven areas?
4. What do you consider were your greatest weaknesses overall and for each of the seven areas?

Instrument B. Site Coordinator

Name of Grant and Site _____ Date _____

1. Describe your relationship with the school. How often do you interact and what is the nature of this interaction?

2. What do you think are the most important qualities of this site?
3. How do you find your staff? How long have they been at this site? What training do they receive?
4. Are there any students who you feel have especially benefited from this program? How have they benefited?
5. How do you integrate math, reading, and the state standards into your program?
6. FOR SITE VISIT: Is today a typical day at the site? Why or why not?
7. FOR SITE VISIT: What will I see today?

Instrument C. Teachers/Tutors at Each Site

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?

Instrument D. 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!

Instrument E. 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!

Instrument F. Parent Survey (Available in Spanish)

Grant Site _____ Date _____

1. How long has your child attended the 21st 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 21st 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 Right amount of information Too much information
6. Do you have any additional comments about the afterschool program?
Thanks!

Instrument G. 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!

Instrument I. 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 st 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 st 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 st 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.				

Instrument I. 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

Appendix D. Grantee Reports

Individual reports from Part I of Annual Survey for each Grantee are available upon request.

Pbillman@uic.edu

Appendix E. Local Grantee Evaluation Template

Available upon request from pbillman@uic.edu.