21ˢᵗ Century Community Learning Centers
Illinois Annual Statewide Evaluation
Program Year 2010-2011

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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 goals for the 21st CCLC program, each with objectives, performance indicators, and metrics. 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. Data sources included on-site visits to a selection of 21st CCLC sub-grantee programs; growth model analysis of students' state assessment data; fall and spring online surveys completed by the sub-grantees; interviews/e-mails with sub-grantees and ISBE personnel; content analysis of sub-grantees' original funded proposal, continuation applications, annual local evaluations, and annual federal Profile and Performance Reports (PPICS); program documentation on the 21st CCLC portal; and sub-grantees' websites and newsletters.

This executive summary includes three parts: Summary of Implementation, Summary of Outcomes, and Recommendations for 2012.

Seven Goals for State of Illinois 21st CCLC Program

Goal 1: Schools will improve student achievement in core academic areas.
Goal 2: Schools will show an increase in student attendance and graduation from high school.
Goal 3: Schools will see an increase in the social-emotional skills of their students.
Goal 4: Program will collaborate with the community.
Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.
Goal 6: Programs will provide ongoing professional development to program personnel.
Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

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[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

Part 1. Summary of Implementation

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

- In 2010-2011, Illinois had 128 active sub-grants[2] with 361 operational sites/centers, which served 53,662 total students, of whom 26,984 (50.29%) were regular attendees (attended 30 or more days), and 9,373 family adults.

Five-Year Summary of 21st CCLC Programs in Illinois

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Sub-grant Projects	113	115	108	129[3]	128
Number of Sites/Centers	341	336	311	371	361
Total Students Served	46,107	44,948	43,243	54,461	53,662
Regular Attendees 30 or more days	24,957	24,206	23,027	25,242	26,984
Percentage of Regular Attendees	54.13%	53.85%	53.25%	46.35%[4]	50.29%
Total Adult Participants	8,809	4,862	5,738	8,709	9,373
Mean Student Attendance per Site	134	135	139	150	149
Median Student Attendance Per Site	111	110	113	113	113
Average Hours Open per Week	13.08	10.69	12.67	13.81	13.70
Median Hours Open per Week	12	12	12	12	12

Source: PPIC Submissions, 2007, 2008, 2009, 2010, 2011; Illinois Annual Survey, 2007, 2008, 2009, 2010; 21st CCLC Illinois Annual Spring Survey, 2011.

- 79 sub-grantees had sites at the elementary level (PK-6), 90 sub-grantees had sites with programming for students in grades 6-8, and 53 sub-grantees served high school students. Some sites served multiple levels.

- Sites were operational an average of 13.70 hours per week.

- The projects vary greatly in terms of number of sites, number of students served, and grade levels. Locations were across the state and population centers.

- Sub-grantees were educational institutions (52.3%), community-based organizations (47.7%), and faith-based organizations (0.8%).

- Over 90% of the sites were in public schools even if they were managed by a community-based organization.

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[2] The term sub-grantee refers to each of the funded 21st CCLC programs in Illinois. The Illinois State Board of Education (ISBE) receives funding for the 21st CCLC program through the U.S. Department of Education. ISBE uses a competitive RFP process in which entities apply for 21st CCLC funding. Those receiving these awards are referred to as the sub-grantees.
[3] The annual number of active projects increased from 113 to 130; however, one site became inactive in 2009-2010 and another in 2010-2011. The number of middle school and high school sites increased significantly in 2010.
[4] The grantees added in 2009-2010 focused on the middle and high school students.

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

- The majority of sub-grantees are implementing their projects with fidelity to their proposals and continuation plans. Over the past five years, ISBE staff members have diligently provided sub-grantees with critical operational parameters and continuation application forms that direct the sub-grantees' attention and energies to those activities funded. The compliance monitoring program implemented by ISBE in 2010-2011 greatly improved the fidelity of implementation by the sub-grantees.

- Approximately 70% of the available enrollment seats were filled with students in 2010-2011 compared to 43% in 2009-2010.

- The academic component meets or exceeds the program standards established in the evaluation criteria in most programs: elementary (86%), middle/junior high (88.5%), and high school (91%) school programs.

- The sub-grantees struggle with the 21st CCLC requirements for family programming: elementary level programs – 60% met/exceeded requirements in 2011 compared to 30% in 2010; middle/junior high programs – 58% in 2011 compared to 49% in 2010; and high school programs - 46% in 2011 compared to 44% in 2010.

- Professional development for leaders and staff has been fully implemented in 85% of the sub-grants compared to 75% in 2010.

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

- The focused professional development and compliance monitoring implemented by ISBE in 2010-2011 helped sub-grantees in reaching their 21st CCLC objectives. The percentages of sub-grantees struggling with inconsistent student attendance decreased significantly. Approximately 20% of the sub-grantees need more dedicated help with this barrier compared to approximately 65% last year.

- Even though the sub-grantees are supported by the parents, increasing parent involvement especially at the high school level is an ongoing challenge.

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?

- Nearly all sub-grantees indicated that the PPICS collection is relevant; however, several recommendations to improve PPICS were identified, including the implementation of a student growth model, quality metrics, and more coordination of the data collection at a statewide level.

Part II. Summary of Outcomes

5. What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments? (Goal 1)

- A cohort growth model was used to measure student achievement. For example, all students in 21st CCLC programs in 2011 who were in 4th grade composed the 4th grade cohort. For each student, his/her ISAT performance in grade 4 was compared to his/her performance in grade 3.

- The percentage of low-income students who met or exceeded state standards increased 6.77 percentage points in reading and 2.4 percentage points in mathematics from 2010 to 2011. For non-low income 21st CCLC participants, smaller gains were noted in the percentage of students meeting or exceeding standards: an increase of 3.01 percentage points for reading and 0.40 percentage points for mathematics.

- The changes in percentages of students who met or exceeded state standards show that the greatest increases in reading were in the Grade 6 and Grade 8 cohorts. See Appendix K.

- The greatest increases in the percentages of students meeting or exceeding state standards in mathematics were in the middle school years. See Appendix K.

- Changes in the scaled scores of the growth cohorts are shown below.

| 2011 Cohort | Number of Students | ISAT Scaled Score in Reading | | | | Effect Size |
| | | 2010 | | 2011 | | |
		Mean	Standard Deviation	Mean	Standard Deviation	
Grade 4	2103	193.2	26.48	204.3	24.90	0.91
Grade 5	2045	201.4	25.01	215.1	23.90	0.92
Grade 6	2741	217.5	24.32	228.6	22.93	1.03
Grade 7	2750	226.7	23.33	232.0	25.03	-.45
Grade 8	2494	230.2	24.34	240.4	19.68	2.71

| 2011 Cohort | Number of Students | ISAT Scaled Score in Mathematics | | | | |
| | | 2010 | | 2011 | | |
		Mean	Standard Deviation	Mean	Standard Deviation	
Grade 4	2113	204.2	26.09	217.1	23.97	-0.07
Grade 5	2058	213.3	23.49	227.8	25.20	0.17
Grade 6	2750	228.1	25.52	241.8	26.52	-.013
Grade 7	2755	240.8	25.84	252.0	27.34	1.32
Grade 8	2502	250.1	24.09	263.5	24.09	1.23

- The average effect size (Cohen *d)* was 1.00 in reading and 0.56 in mathematics indicating a large growth in reading and medium growth in mathematics.

- 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%). In reading, 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 72% to 73% of 21st CCLC elementary students improved their homework completion and classroom participation compared to 68% to 73% reported by teachers in states similar to Illinois. At the high school level, teachers indicated 65% to 72% of the students improved compared to 65% to 70% in teachers in similar states.
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- From 2007 through 2011, approximately one-third of the 21st CCLC students increased their grade at least a half grade in reading and in mathematics and approximately one-fourth had a decrease.

Percentages of Students with Half Grade Change

Mathematics	Range of Percentages in 2007 to 2011 Time Span		
	Decreased Grade (2011 in parentheses)	Remained Same Grade (2011 in parentheses)	Improved Grade (2011 in parentheses)
30-59 Days	25.0 - 28.0 (28.0)	38.0 - 42.1 (42.1)	30.0 - 36.3 (30.0)
60-89 Days	22.1 - 25.8 (24.7)	35.8 - 44.6 (44.6)	30.7 - 42.1 (30.7)
90+ Days	21.2 – 25.1 (21.8)	36.0 - 45.6 (45.6)	32.6 - 42.8 (32.6)
Summary	21.2 – 28.0	35.8 – 44.6	30.0 – 42.8
Reading	Range of Percentages in 2007 to 2011 Time Span		
30-59 Days	23.1 – 25.1 (25.1)	39.5 – 43.2 (43.2)	31.7 – 38.9 (31.7)
60-89 Days	19.2 – 22.0 (22.0)	37.5 – 47.1 (47.1)	30.8 - 43.3 (30.8)
90+ Days	17.5 – 20.8 (20.1)	37.1 – 46.9 (46.9)	33.0 - 45.4 (33.0)
Summary	17.5 – 25.1	37.1 – 47.1	30.8 – 45.4

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? (Goal 2 and Goal 3)

- 89% of the elementary sub-grantees, 88% of the middle/junior high sub-grantees, and 92% of the high school sub-grantees reported an observed increased in students' involvement in school activities.

- Data on changes in students' behaviors and attitudes has remained relatively stable from 2007 to 2010 according to their classroom teachers' perceptions. The figure below shows the 2011 data.

Percentages of Students Who Improved According to Classroom Teacher

■ Significant ■ Moderate ■ Slight Improvement

	30-59 Days	60-89 Days	90+ Days	30-59 Days	60-89 Days	90+ Days	30-59 Days	60-89 Days	90+ Days
Slight	25.6	26.3	26.1	15.5	18.0	15.9	24.8	26.2	25.0
Moderate	23.6	23.9	23.3	17.6	16.8	16.1	21.8	21.9	21.1
Significant	19.3	19.9	21.6	18.6	20.1	22.3	15.9	16.8	18.3

Participating in Class   Attending Class Regularly   Attentive in Class
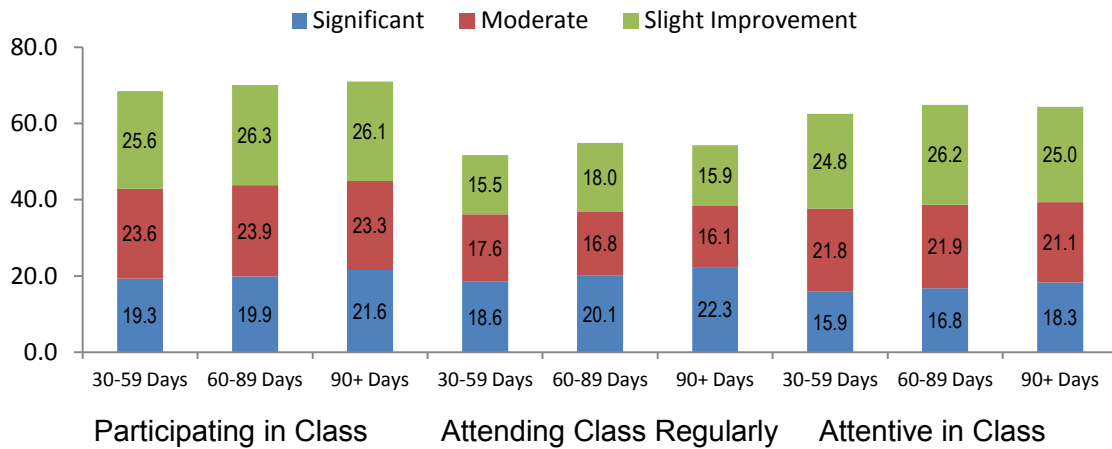
Source: PPICS Survey, 2011

- Classroom teachers indicated that 63.5% of the 21st CCLC students had improved in motivation and 60% improved in getting along with others.

Percent of All Regular Students Improving in Behavior

2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2020	2011	2007	2008	2009	2020	2011
64.6	64.9	65.5	63.5	63.5	55.9	56.8	58.5	55.4	55.0	61.8	52.6	61.8	59.8	59.5	52.9	60.4	55.5	58.5	58.3

Improved Motivation   Improve Volunteering   Get Along with Others   Improved Behavior
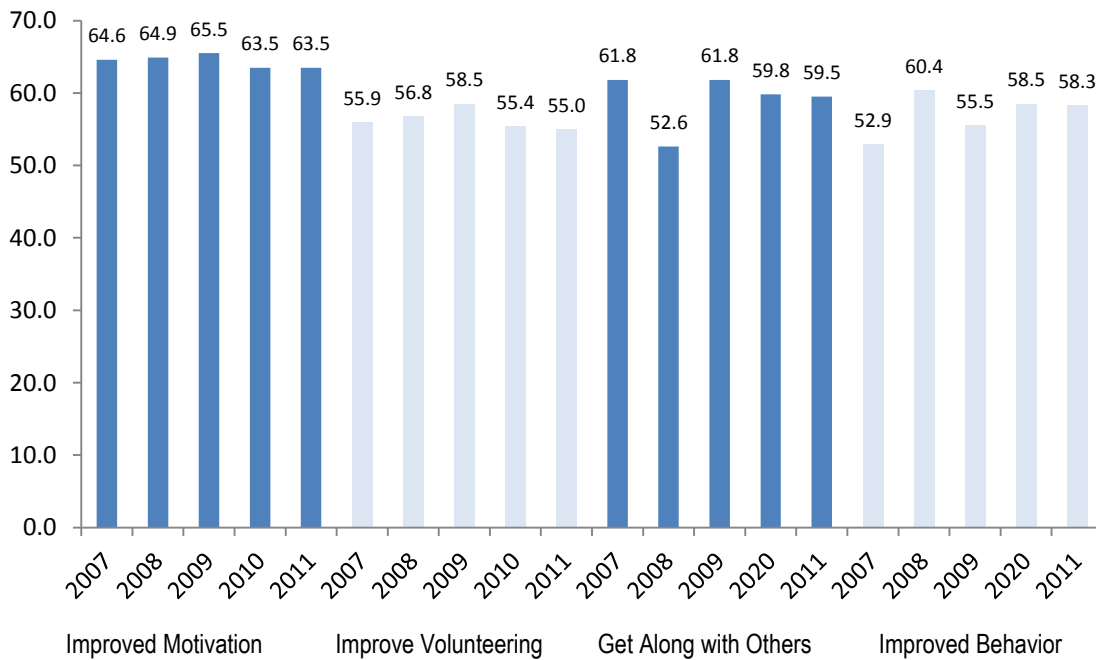
Source: PPICS Teacher Survey, 2007, 2008, 2009.2010, 2011

- Illinois sub-grantees did not collect sufficient documentation on disciplinary referrals, dropout rates, promotions, and graduation rates to assess these Illinois performance indicators.

7. In what ways does the program serve the parents of the program participants? Is there increased involvement by participants' parents in regular school activities? (Goal 4)

- In 2019-2011, the sub-grantees served 9,373 adult family members of 21st CCLC students, compared to 8,757 in 2010. The median number of adults served per site increased from 10 in 2010 to 15 adults in 2011, an estimated 13% to 16% of the families.

- Over 90% of the parents are rather satisfied with the program, are supportive of the 21st CCLC program, and show support for learning.

- Sub-grantees with programs funding in 2010 are still struggling with how to implement learning opportunities for the parent/guardians as required in 21st CCLC programs.

- Sub-grantees have been successful in keeping communication open with parents. At the elementary level, newsletters (75% of the sub-grants), notes home (87%), in-person discussions (91%), and the website (35%) have been used. At the middle/junior high level, sub-grantees use newsletters (69%), phone calls (89%), in-person meetings (80%), notes home (82%), and the website (29%) to communicate. At the high school level, sub-grantees use newsletters (64%), notes home (77%), phone calls (91%), in person meetings (79%), and the website (60%).

8. Did the RFP award process result in programs being awarded to service the children and community members with the greatest need? (Goal 5)

- Each sub-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.

- Regular attendees were predominately students who qualified for free/reduced lunch (86.5%).

9. 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? (Goal 6)

- ISBE personnel and Learning Point Associates provided a variety of professional development and technical assistance to the sub-grantees.

- More sub-grantees utilized the Building Quality website (21st CCLC portal) than in 2010; however, this resource is still under-utilized.

- Overall, approximately 90% of the sub-grantees indicated being satisfied with the professional development and technical assistance available to them.

10. What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding? (Goal 7)

- Sub-grantees reported over 95% of the schools, teachers, communities, and partners supported the 21st CCLC program.
- For sub-grants in their last year of implementation, few indicated that the essential components to result in student growth were sustainable; however, more were nearly sustainable (56% of elementary level, 25% of middle school, and 50% of high school programs).

Part III. Recommendations 2012

Before discussing the recommendations for 2012, the actions taken on implementing the 2011 recommendations are summarized. The following four major actions were taken by ISBE in 2011 as recommended in the 2009-2010 Annual Illinois 21st CCLC evaluation.

- ISBE made considerable strides in proactively identifying technical assistance and professional development needed by the sub-grantees. At the fall workshop, sub-grantees heard about best practices in student retention and family participation. During the year, webinars focused on these topics. All-day workshops were held to help sub-grantees improve their local evaluations. Sub-grantees rated their satisfaction with technical assistance and mandated meetings in 2010-2011 higher than in each of the previous four years. The percentage of sub-grantees seeking technical assistance increased; however, the technical assistance, Building Quality in Afterschool website, and webinars are underutilized.

  The professional development was aimed at increasing student retention and parent/guardian involvement. From 2010 to 2011, the percentage of 21st CCLC students increased from 46.35% to 50.29% and the number of parent/guardians increased from 8,709 to 9,373, a 7.6% increase. The evaluation workshops resulted in nearly all of the sub-grantees submitting local evaluations that met state evaluation standards.

- ISBE successfully implemented a new compliance monitoring system for the sub-grantees. Additional staff was allocated to 21st CCLC in 2010-2010 to implement the compliance monitoring. The process involves three tiers of review based on a risk analysis. Protocols for each tier were established, piloted, and revised as needed. Sub-grantees were required to create approved action plans with corrective actions to address any non-compliance indicated in each tier of review.

  The implementation of compliance monitoring by ISBE has increased the awareness of the sub-grantees of the mandated elements of 21st CCLC and raised levels of compliance. Perhaps the most effective component was the implementation of phone calls to sub-grantees by ISBE personnel. This increased the interaction between ISBE and the sub-grantees, built relationships, and allowed for ISBE to have a closer "hands-on" view of the challenges the sub-grantees faced, which in turn increased ISBE's ability to be proactive in addressing the sub-grantees' concerns.

- The goals established for the Illinois 21st CCLC program were revised in 2010-2011 to

provide more direct measures of outcomes and establish clearer expectations of sub-grantees. A growth model to assess student academic performance was implemented in which the academic performance of a student is compared to his/her previous performance. In addition, a focus on social-emotional growth was established and performance indicators and measures were articulated. The student growth model in the Illinois revised goals was implemented in the statewide evaluation and showed academic growth especially for low-income students in the middle school grades.

- The RFP for new sub-grants to be initiated in 2011-2012 was released. A new peer review process as recommended by the U.S. Department of Education was implemented to review the proposals. The RFP resulted in the funding of a 2012 cohort of sub-grantees in a process aligned with federal recommendations.

Based on the progress made on the recommendations from 2010 and the findings of the evaluation for 2011, the following recommendations are offered for program year 2011-2012:

1) Continue the focus on student retention
2) Continue the focus on the parent/guardian component
3) Ensure new sub-grantees and continuing sub-grantees with corrective action plans are provided and participate in technical assistance
4) Assist sub-grantees in implementing the revised Illinois Goals, objectives, performance indicators, and measurements

ISBE has the opportunity to address these issues as the measures for the revised Illinois goals are implemented through the implementation of an integrated data collection plan that minimizes the burden on the sub-grantees. In order to do this, ISBE should consider implementing statewide data collection components and processes.

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."[5]

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 sub-grant program.

ISBE identified seven goals for the 21st CCLC program in Illinois. Appendix A lists the revised goals and their accompanying objectives, performance indicators, and metrics.

The purpose of this report is to provide an evaluative summary of the implementation of the 21st CCLC program in Illinois in 2010-2011 and to provide evidence concerning the degree to which the statewide goals, objectives, and outcomes were met.

Seven Goals for State of Illinois 21st CCLC Program

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

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

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

Goal 4
Program will collaborate with the community.

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

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

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

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[5] 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

After this overview section, the report is divided into four parts. The research questions for each part are listed below.

Part I: Implementation of the 21st CCLC Program in Illinois in 2010-2011

A. What were the general characteristics of the funded 21st CCLC projects and whom did they serve?
B. To what extent are the sub-grant recipients implementing the activities, evaluation plan, and sustainability plan proposed in their RFPs or as revised by their annual continuation requests?
C. Which factors hinder and which factors facilitate reaching the seven Illinois goals?
D. Did the actual number served meet or exceed the proposed number to be served by the sub-grantees?
E. Did the 21st CCLC program personnel find the technical assistance, professional development, and data collection methods, in particular PPICS, useful and relevant?

Part II: Goals, Objectives and Outcomes

A. How did Illinois perform on the GPRA Measures from U.S. Department of Education?
B. Did Illinois meet Goal 1 - Schools will improve student achievement in core academic areas?
C. Did Illinois meet Goal 2 - Schools will show an increase in student attendance and graduation from high school?
D. Did Illinois meet Goal 3 - Schools will see an increase in the social-emotional skills of their students?
E. Did Illinois meet Goal 4 - Program will collaborate with the community?
F. Did Illinois meet Goal 5 - Programs will coordinate with schools to determine the students and families with the greatest need?
G. Did Illinois meet Goal 6 - Programs will provide ongoing professional development to personnel in the programs?
H. Did Illinois meet Goal 7 - Programs will collaborate with schools and community based organizations to provide sustainable programs?

Part III: Status of Recommendations from Previous Evaluation in 2010

A. What were the actions taken in 2011 to address the recommendations made in the 2010 annual statewide evaluation?
B. What were the outcomes of these actions?

Part IV: 21st CCLC Program Recommendations for 2012

A. Based on the annual statewide evaluation for 2010-2011, what recommendations were made for program year 2011-2012?

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 using the research matrix in Appendix B. During the year, ISBE implemented revised goals for the 21st CCLC program as shown in Appendix A. This report summarizes the implementation and outcomes of the 21st CCLC program in Illinois using the combined goals, objectives, performance indicators, and sources of data presented in Appendix A and B.

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 collected on each of the 128 sub-grantee projects listed in Appendix C. 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.

Major Primary Sources

Data were collected via three primary sources:

1. **Surveys Completed for Each 21st CCLC Site**

   - Each 21st CCLC award administrator and/or staff members completed the December 2010 Fall Survey and the 2011 Spring Survey as shown in Appendices D and E.
   - The surveys were introduced at the fall and spring mandatory sub-grantee meetings, all sub-grantees were sent login and passwords in November 2010 and April 2011, and the online data collection concluded on December 1, 2010 and June 30, 2011.
   - Additional follow-up phone calls and e-mails garnered missing data and provided a way to gather more in-depth information for selected sub-grantees. Through the online survey and follow-up conversations, data were collected for all of the 128 sub-grantees in 2010-2011.

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 2010 through December 2011.

3. **Site Visits and Surveys**

- The research team conducted site visits to the 15 sub-grantees who were completing their fifth year of funding. See Appendix F for description of site visit protocols and instruments. The following 2007 cohorts of the following sub-grants were selected for site visits in spring 2011:

  - Alton Community Unit School District 11
  - Bureau/Henry/Stark ROE 28
  - Center for Academic Success Partnerships
  - Centers for New Horizons Day Inc.
  - Chicago Public Schools 299
  - Chicago Youth Centers
  - Cities (Communities) in Schools in Aurora
  - Comer Science and Education Foundation
  - Dolton West School District 148
  - Driven and Empowered Youth (DEY)
  - Family Focus, Inc.
  - Northeastern University Settlement
  - Rockford Public Schools District 205
  - School District U-46 –Elgin
  - Urban Solutions Association

- The visits were completed from April through June 2011.
- 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. Written surveys were administered if on-site dialogues were not possible.
- Parents, classroom teachers, school administrators, and community partners were selected for follow-up interviews by phone and/or mail as possible.

Major Secondary Sources

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

1. **Sub-grantee Provided Documents**

Each sub-grantee provided copies of their original application for funding, annual requests for continuation for funding, and evaluation plans and local evaluation reports. As noted in Appendix G, part of the Spring Survey was provided to ISBE to include in the

sub-grantee's continuation application. Appendix H presents the local evaluation template provided to sub-grantees.

2. **Financial Information**

 Financial information was accessed through the ISBE Fiscal Program Reports obtained on-line from the Financial Reimbursement Information System.

3. **Information from ISBE and Learning Point Associates/American Institutes for Research**

 All e-mails on the listserv, program documentation and professional development records provided by ISBE staff and Learning Point Associates/AIR, and information accessible through the 21st CCLC portal were analyzed.

4. **PPICS Reports**

The federal reports submitted by the sub-grantees for the 21st CCLC Profile and Performance Information Collection System (PPICS), the Annual Performance Report for each sub-grantee/site, the State of Illinois Summary Reports from 2007, 2008, 2009, 2010, and preliminary data as of December 15, 2011 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. Students are tracked over several years.

6. **Sub-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 2011 Annual Illinois Survey had a response rate of 100% (n=128). The number of interviews and surveys conducted with 21st CCLC staff, school staff, parents, classroom teachers, and community partners varied from sub-grant to sub-grant. Because of the variation in the number of responses, results were aggregated by sub-grant. For example, all teacher surveys were combined for a site and then across all sites for that sub-grant.

The surveys and interviews included numerous open-ended questions that were coded using rubrics and scoring rationales. When two or more researchers independently reviewed the data, inter-reliability coefficients were computed and differences in ratings were adjudicated. Data were analyzed using SPSS and NVivo 9 software.

Exhibit 1. Response Rates and Reliability

Survey/Interview	Number of Sub-grants Represented	Response Rate	Reliability
2011 Annual Illinois Survey	128	100%	Adjudicated ratings
Site Visit - Sub-grant Manager	15	100%	Adjudicated ratings
Site Visit – Site Coordinator	15	100%	Adjudicated ratings
Site Visit – Parent	13	87%	.87 Cronbach's Alpha
Site Visit – Teacher/Tutor	13	87%	Adjudicated ratings
Site Visit – Principal	13	87%	.84 Cronbach's Alpha
Site Visit – Partner	9	60%	.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 for the Annual Evaluation. The research, however, was useful in providing information on the implementation and outcomes of the 21st CCLC program in Illinois.

Part I: Implementation of the 21st CCLC Program in Illinois in 2010-2011

In program year 2010-2011, the Illinois State Board of Education (ISBE) provided funding for 128 sub-grants[6] listed in Appendix C, representing 361 active sites[7] across the State of Illinois with total allocated sub-grantees' budgets of $42,251,463 of which $41,321,198 was disbursed[8].

Part I addresses the following questions:

A. What were the general characteristics of the funded 21st CCLC projects and whom did they serve?
B. To what extent are the sub-grant recipients implementing the activities, evaluation plan, and sustainability plan proposed in their RFPs or as revised by their annual continuation requests?
C. Which factors hinder and which factors facilitate reaching the seven Illinois goals?
D. Did the actual number served meet or exceed the proposed number to be served by the sub-grantees?
E. Did the 21st CCLC program personnel find the technical assistance, professional development, and data collection methods for PPICS useful and relevant?

The following provides an overview of Part I.

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

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Sub-grant Projects	113	115	108	129[9]	128
Number of Sites/Centers Reported	341	336	311	371	361
Total Students Served	46,107	44,948	43,243	54,461	53,662
Regular Attendees (30 or more days)	24,957	24,206	23,027	25,242	26,984
Percentage of Regular Attendees	54.13%	53.85%	53.25%	46.35%[10]	50.29%
Total Adult Participants	8,809	4,862	5,738	8,709	9,373
Average Student Attendance per Site	134	135	139	150	149
Median Student Attendance Per Site	111	110	113	113	113
Average Hours Open per Week	13.08	10.69	12.67	13.81	13.70
Median Hours Open per Week	12	12	12	12	12

Source: PPIC Submissions, 2007, 2008, 2009, 2010, 2011; Illinois Annual Survey, 2007, 2008, 2009, 2010; 21st CCLC Illinois Annual Spring Survey, 2011

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[6] ISBE FRIS at www.isbe.net, December 20, 2011
[7] 21st CCLC Profile and Performance Information Collection System, December 20, 2011 export
[8] www.isbe.net/FRIS, September 9, 2010
[9] The annual number of active projects increased from 113 to 130; however, one site became inactive in 2009-2010 and another in 2010-2011. The number of middle school and high school sites increased significantly in 2010.
[10] The grantees added in 2009-2010 focused on the middle and high school students.

Characteristics of 21st CCLC Sub-grants in 2010-2011

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

The 21st CCLC programs were reviewed in terms of the characteristics of the
- Sub-grantees
- Programming
- Staffing
- Student Attendance and Parent Involvement

When possible, trend data are provided; however, in 2010, the number of middle school and high school sites increased significantly making general comparisons across years problematic. Analyses by elementary, middle school, and high school level are provided where possible to provide a more accurate description of the implementation of the 21st CCLC program in Illinois.

Characteristics of Sub-grantees

From 2003 through 2010, the 21st CCLC sub-grant competitions provided five years of funding, and organizations could be awarded more than one sub-grant. In 2010-2011, the 128 sub-grants (Appendix C) were held by 82 different organizations. The majority of sub-grants were in their second year of implementation; fifteen sub-grants were in their fifth or final year.

Exhibit 3. Number of Sub-grants by Cohort Year
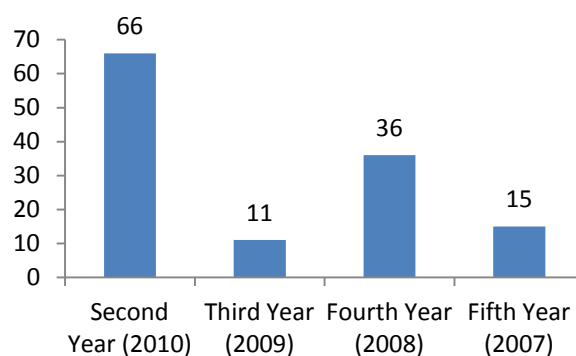
Source: CCLC Profile and Performance Information Collection System, December 20, 2011 export

Type of Sub-Grantee

Approximately half of the sub-grants were educational institutions (52.3%), including school districts (n=48 sub-grants, 37.5%), Regional Offices of Education (n=14, 10.9%), and colleges/universities (n=5, 3.9%). The remaining sub-grants (47.7%) represented community-based (n = 60, 46.9%) or faith-based organizations (n=1, 0.8%).

Grade Level and Location of Sites

Each site reported the grade level of students registered for the 21st CCLC programming. Because the programming and issues of elementary, middle school, and high school sites differ, each site was categorized in terms of the grade level of students served. If the site registered students in their 21st CCLC program from grades pre-kindergarten through grade 5, the site was categorized as an "elementary level" site. If the site served students in their 21st CCLC program in grades 5/6 through 8th grade, the site was designated as "middle school". Sites in PK-8 schools could be categorized as both "elementary" and "middle school" depending on the grade level of students registered in their 21st CCLC program. Sites serving students in 9th through 12th grades were "high school" level. A PK-12th grade school could be categorized at each of the three levels if their 21st CCLC program served students across all of their grades.

The 128 sub-grantees provided data on 361 sites through the 2011 PPICS reporting system and the 21st CCLC Annual Illinois Survey 2011. The following exhibit shows the percentage of sub-grants and sites for the three grade categories. The most common sub-grant and site scenario was the elementary and middle school age students together; this is directly related to the PK-8th grade schools configuration in Chicago.

The sites were located in public schools (n=338, 93.6%), community centers (n=9, 2.5%), and churches (n=8, 2.2%). Many of the non-educational sub-grantees located their 21st CCLC sites in public schools.

Exhibit 4. Distribution of Sub-grants and Sites by Grade Level of Students

Grade Level of Students	Sub-grants		Sites	
	# Sub-grants	% Sub-grants	# Sites	% of Sites
Elementary Only	11	8.6%	17	4.7%
Middle School Only	18	14.1%	70	19.4%
High School Only	26	20.3%	80	22.2%
Elementary and Middle School	46	35.9%	179	49.6%
Middle School and High School	5	3.9%	8	2.2%
Elementary and High School	1	0.8%	-	-
Elementary, Middle, and High School	21	16.4%	7	1.9%

Source: 21st CCLC Annual Illinois Spring Survey, 2011

The sub-grantees and sites were distributed geographically across the State of Illinois and across and within various population centers. The following exhibit categorizes the population centers using RUCA Codes and by site location.

Exhibit 5. Location of Sub-grantees and Sites by Grade Level in 2010-2011

Population Center RUCA Code	Elementary (n=79)	Middle/ Jr High (n=90)	High School (n=53)
Metropolitan area core (1)	91.4%	91.3%	83.0%
Metropolitan area high commuting (2)	2.7%	3.4%	3.4%
Metropolitan area low commuting (3)	1.1%	0.5%	0.0%
Micropolitan area (4-6)	2.7%	1.9%	6.8%
Small town (7,8)	1.1%	1.0%	2.3%
Rural (9,10)	1.1%	1.9%	4.5%
Site Location			
Public School	93.5%	93.3%	87.5%
Private School	0.0%	0.0%	0.0%
Community Center	3.2%	2.9%	3.4%
Church	2.7%	2.4%	4.5%
Combination/Other	0.5%	1.4%	0.0%

Source: 21st CCLC Annual Illinois Spring Survey, 2011

Characteristics of Programming

Each 21st CCLC site is required to provide programming for their students. This section of the report addresses the following questions:
   A. When was programming offered?
   B. What types of activities were provided?
   C. How much time was spent on each of these activities?
   D. Which subject areas were addressed during these activities?
   E. How much time was spent on each subject area?

When was programming offered?

The 2011 Annual Illinois Spring Survey and PPICS data indicated sites were in session an average of 13.70 hours per week during the school year, compared to 13.81 hours per week in 2009-2010 in Illinois, and 13.2 hours per week nationally in 2010. The median days per week, hours per day, and weeks per year were comparable across the grade levels.

Exhibit 6. Median Operating Weeks, Days, and Hours

	2007	2008	2009	2010	2011
Weeks and Days in Summer and School Year					
Median weeks during school year	32	32	32	31	32
Weeks during summer	6	6	5	6	5
Days per week in school year	4	4	4	5	4
Days per week in summer	5	4	4	4	4
Hours in Summer					
Weekday hours per week	20	18	18	18	18
Weekday evening hours per week	0	0	0	0	0
Weekend hours summer	0	0	0	0	0
Total summer hours per week	20	18	18	18	18
Hours in School Year					
Weekday hours before school	0	0	0	0	0
Weekday hours during school	0	0	0	0	0
Weekday hours afterschool	12	10	12	11	12
Weekend hours	0	0	0	0	0
Total school year hours per week	12	12 (a)	12	12 (a)	12

Source: PPICS Submissions 2007, 2008, 2009, 2010, 2011

(a) The total median hours include the sum of hours before, during, afterschool, and weekend; thus, the column total may not be a sum of the rows.

What types of activities were provided?

Sub-grantees reported their programming activities in their PPICS annual reports and on the Illinois surveys. The definitions used in the PPICS submissions were used in this analysis. The first analysis looks at the *number of activities* per category, whereas the second analysis looks at the *amount of time* spent per category.

The following exhibit is based on the total number of activities offered weekly by the sub-grantees by year in their summer and school year programs. The percentages reflect the percentage of all of the activities that fall within the activity category. The exhibit is sorted by the last column—percentage of activities in the 2011 school year. "Enrichment" and "recreational activities" were most common and together account for over half of the activities. Because training provided by Learning Point Associates during the 2007-2011 helped sub-grantees better categorize their activities, changes from year to year are difficult to assess. In general, the percent of activities by categories appear to remain rather constant over the five-year period.

Exhibit 7. Breakdown of Types of Activities Provided in 21st CCLC Summer and School Year Programming 2007 through 2011

Activity Category	% of Summer Programming Activities					% of School Year Programming Activities				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Enrichment	31.8%	36.2%	32.4%	30.1%	36.5%	29.5%	29.6%	22.1%	26.7%	32.3%
Recreational Activities	31.1	31.1	32.9	26.8	26.1	26.1	30.0	24.6	18.2	21.2
Supplemental Educational Services	1.8	2.0	1.9	1.2	2.5	1.3	1.3	23.0	18.4	9.4
Tutoring	5.7	4.2	6.9	3.3	4.5	9.2	10.9	6.8	6.3	6.8
Homework	0	0.3	0.1	1.2	0.2	5.9	7.3	5.4	6.1	5.4
Activities that Promote Youth Leadership	2.0	3.0	3.5	3.5	5.4	3.4	3.8	3.0	3.0	4.2
Programs that Promote Parental Involvement	6.0	3.2	3.3	3.6	4.2	3.1	1.2	1.7	3.9	4.1
Drug/Violence Prevention, Counseling and Character Education	3.9	4.0	4.5	7.7	4.5	4.7	4.2	3.5	4.5	4.0
Mentoring	1.6	1.5	1.3	1.9	2.0	2.6	3.1	1.7	2.0	2.4
Career/job Training for Youth	6.6	3.5	3.1	4.8	3.8	2.2	2.1	1.5	2.3	1.8
Community Service or Service Learning	1.0	1.2	1.8	4.6	2.0	0.8	0.8	1.1	1.4	1.6
Programs that Promote Family Literacy	1.0	0.8	0.7	0.6	1.4	2.4	0.5	0.8	1.4	1.4
Career/Job Training for Adults	0.8	0.3	0.1	0.4	0.4	1.3	0.2	0.3	0.5	0.8
Expanded Library Service	0.4	0.0	0.1	0.8	0.0	0.3	0.2	0.3	0.4	0.3
Total Number of Activities Offered	512	402	827	522	838	2,200	2,919	3,854	3,857	4,243

Source: PPICS submissions for 2007, 2008, 2009, 2010, 2011

How much time was spent on each of these activities?

The following exhibit reflects the percentage of time spent in activities in each of the categories. "Enrichment" and "recreational activities" accounted for over half of the hours of activity. "Supplemental Educational Services" had an increase in hours in 2009 and 2010 but decreased in 2011, mostly due to more accurate coding of activities by the sub-grantees.

Exhibit 8. Time Spent in Activities in 21st CCLC Summer and School Year Programs

Activity Category	% of Summer Programming Hours					% of School Year Programming Hours				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Enrichment	31.4%	36.2%	35.5%	43.1%	43.4%	27.1%	28.1%	19.5%	27.7%	31.5%
Recreational Activities	36.8	30.9	32.9	24.3	23.0	23.8	22.4	20.0	17.6	19.5
Tutoring	6.7	3.8	10.6	3.2	4.7	13.7	13.4	11.0	9.9	11.1
Activities that Promote Youth Leadership	1.7	7.4	2.2	2.5	4.5	2.3	3.8	2.7	2.4	3.6
Career/Job Training for Youth	5.0	2.6	3.0	5.1	3.1	2.2	1.3	1.2	2.3	1.3
Programs to Promote Family Literacy	1.1	0.3	1.2	0.8	3.1	2.5	0.6	0.8	1.8	2.5
Supplemental Educational Services	1.7	0.9	2.5	0.5	3.0	1.5	1.5	24.1	11.9	6.6
Drug/Violence Prevention, Counseling, Character Education	0.9	2.5	1.7	2.3	2.4	2.9	2.8	1.7	2.8	1.9
Mentoring	1.2	1.7	2.0	2.2	2.0	2.0	3.8	2.6	2.6	2.6
Programs that Promote Parental Involvement	2.7	1.3	1.6	2.4	2.0	2.2	1.6	0.9	2.0	2.3
Community Service or Service Learning Programs	1.6	0.5	2.2	2.6	1.7	0.5	0.4	1.0	0.9	1.3
Career/job Training for Adults	1.2	0.3	0.2	0.4	1.0	2.2	0.3	0.5	0.6	1.3
Homework	0.0	0.1	0.3	0.9	0.2	9.9	12.6	8.7	12.6	9.6
Expanded Library Hours	0.3	0.0	0.3	0.1	0.0	0.5	0.1	0.6	0.5	0.4
Total Number of Hours in Activities	21,408	17,440	27,838	20,246	29,161	235,007	234,484	315,449	290,411	333,794

Source: PPICS reports for 2007, 2008, 2009, 2010, 2011

Which subject areas were addressed in these activities?

The following exhibit summarizes the subject areas the activities involved. An activity could be categorized in more than one subject area; therefore, the percentages will not add to 100. "Reading/literacy" was addressed in about one-third of the activities.

Exhibit 9. Subject Areas of Activities Provided in 21st CCLC Summer and School Year Program

Subject Area Category	% of Summer Programming Activities					% of School Year Programming Activities				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Reading/Literacy	36.3%	35.1%	38.8%	35.1%	38.5%	39.6%	34.3%	51.7%	20.1%	34.8%
Arts and Music	32.0	25.6	31.9	31.2	34.4	28.0	26.8	26.3	20.4	24.2
Health/Nutrition-related	26.9	28.1	26.6	30.3	25.4	19.4	20.6	19.7	16.0	21.4
Cultural Activities/Social Studies	30.7	25.1	26.7	33.1	30.0	25.5	20.8	24.7	18.2	20.5
Science Education	18.8	15.9	16.8	19.7	20.3	18.0	12.4	16.1	14.8	16.8
Telecommunications and Technology Education	16.6	17.2	14.2	18.6	15.3	11.8	8.3	7.3	8.1	8.6
Entrepreneurial Education	5.9	6.7	5.4	14.0	7.4	4.3	3.8	3.0	4.6	4.6
Mathematics	29.9	29.8	28.9	24.9	27.7	30.0	26.9	42.6	22.0	26.4%
Total Number of Activities	512	402	827	522	838	2,200	2,919	3,854	3,857	4,243

Source: PPICS reports for 2007, 2008, 2009, 2010, 2011

How much time was spent on each subject area?

Activities that focused on "reading/literacy" and "mathematics" accounted for the largest percentage of programming time. One-fourth of the programming hours focused on "arts and music". Activities could be categorized as more than one subject area; therefore, the percentages will not total to 100.

Exhibit 10. Time Spent in Activities by Subject Area Focus

Subject Area Category	% of Summer Programming Hours					% of School Year Programming Hours				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Reading/Literacy	41.7%	47.4%	48.2%	42.6%	44.8%	48.4%	43.8%	59.7%	41.7%	44.4%
Mathematics	35.3	43.3	37.8	32.1	31.3	41.3	36.2	51.9	35.9	36.5
Arts and Music	31.3	33.8	31.4	35.6	35.5	25.7	24.3	23.4	24.3	25.1
Cultural Activities/Social Studies	28.6	31.8	26.5	36.2	31.8	25.7	24.7	24.2	23.9	25.0
Science Education	19.5	22.8	21.7	26.8	24.2	24.9	18.9	19.2	24.1	24.1
Health/Nutrition-related	28.5	31.4	28.8	34.2	27.9	18.4	20.6	17.1	18.1	21.4
Telecommunications and Technology Education	17.0	26.4	19.4	24.2	16.3	14.6	11.9	9.5	12.1	11.2
Entrepreneurial Education	5.9	12.6	8.4	15.6	7.5	4.4	5.6	3.6	6.2	5.1
Total Number of Activities	21,408	17,440	27,838	20,246	29,161	235,007	238,484	315,449	290,411	333,794

Source: PPICS reports for 2007, 2008, 2009, 2010, 2011

Characteristics of Staffing

Similar to the preceding four years, school-day teachers comprise approximately one-third of the paid staff at a 21st CCLC site. Even though some sites utilize volunteer staff, most do not (median = 0). Volunteer staff members are most often college students, parents, community members, or high school students.

Exhibit 11. Percent of Paid Staff during the School Year 2006-2011

Staff Type	Percent of Paid Staff during School Year				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
School-day Teachers	31.6	33.3	31.7	34.0%	31.8%
College Students	6.3	5.9	5.9	5.7	6.4
High School Students	1.4	1.5	1.3	1.5	1.4
Parents	2.2	2.1	1.9	1.7	1.8
Youth Development Workers	8.1	8.5	7.5	8.1	8.9
Other Community Members	1.7	2.8	2.5	2.2	2.2
Other Non-teaching School Staff	8.9	9.2	7.1	7.8	7.7
Center Administrators/ Coordinator	7.1	6.7	6.0	6.3	6.8
Other Non-school staff- Some / No College	6.0	5.7	16.5	12.5	12.2
Other	2.1	3.5	2.9	2.4	2.5
Median Number of Staff	13	13	12	13	13

Source: PPICS Submissions 2007, 2008, 2009, 2010, 2011

In summer 2010, sites staffed their programs with a median of 6 workers, most often school-day teachers (26.7%), youth development workers (14.8%), center administrators or coordinators (12.2%), other staff without some or no college (10.7%), and college students (6.5%).

Characteristics of Student Attendance and Parent Involvement

Attendance data were collected from the sub-grantees in the 2011 Annual Illinois Survey due June 30, 2011, and again in the PPICS data collection. In 2010-2011, a total of 52,871 students and 8,023 adults were reported as served by 21st CLC programs on the annual survey; however, the final PPICS submissions indicated 53,662 students and 9,373 adults.

Student Attendance

Regular attendees are defined in the PPICS system as those attending 30 or more days. In 2011, *50.29% of the students participating in 21st CCLC programming attended 30 days or more, which was an increase from the 2010 rate of 46.35%.*

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

Exhibit 12. 21st CCLC Site Attendance from 2007 through 2011

Year	Total Number of Sites	Total Number of Students Served	Percent of Attendees over 30 Days	Median Students Site Attendance	Total Number of Adult Participants	Median Adults per Site
2011	361	53,662	50.29%	113	9,373	15
2010	369	54,461	46.35%	113	8,709	10
2009	311	43,243	53.25%	113	5,738	0
2008	336	44,948	53.85%	110	4,862	0
2007	341	46,107	54.13%	111	8,809	4

Source: PPICS submissions, 2007, 2008, 2009, 2010, 2011

Exhibit 13. Percent of Sub-grantees by Average Number of Students per Day in 2010-2011

Total Number Served	Percent of Sub-grantees by Average Number of Students Per Day		
	Elementary	Middle/Junior High	High School
Less than 10	0.0%	0.0%	0.0%
10-25	0.0%	1.1%	2.1%
26-50	8.3%	4.6%	8.3%
51-100	37.5%	33.0%	31.3%
101-150	33.3%	28.4%	18.8%
150-200	8.3%	12.5%	12.5%
Over 200	12.5%	20.5%	27.1%
Number of Sub-grants	79	90	53

Source: 2011 Annual Illinois Survey

Demographic Characteristics of Students

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

Exhibit 14. Race/Ethnicity Characteristics of 21st CCLC Students in 2011
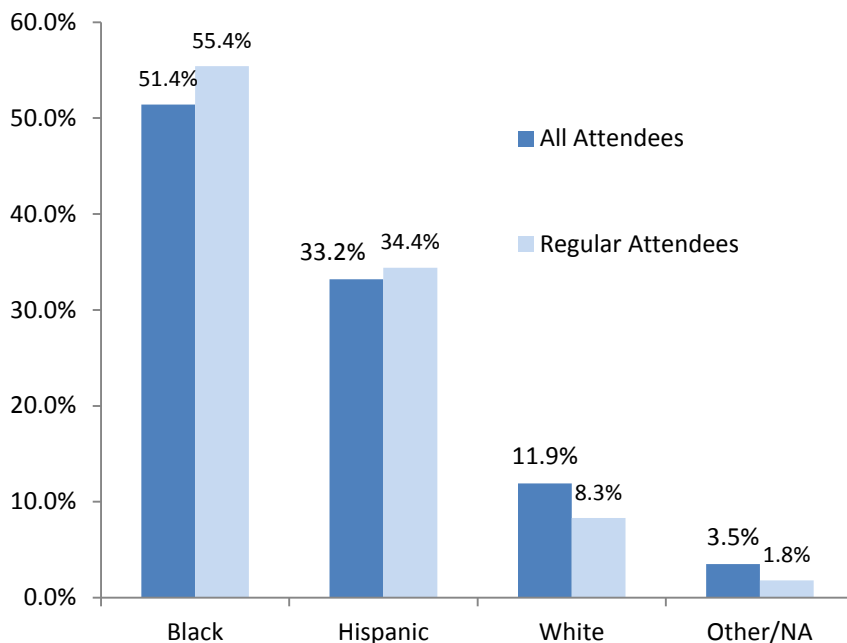
Exhibit 15. Demographic Breakdown of 2007-2011 21st CCLC Attendees

	2007	2008	2009	2010	2011
All Students					
Limited English Proficiency	16.6%	10.4%	10.6%	9.1%	10.1%
Eligible for free or reduced lunch	77.9	78.0	78.1	80.2	76.7
Special Needs or Disabilities	6.9	8.4	8.7	9.5	9.0
Regular Attendees					
Limited English Proficiency	15.4%	11.6%	12.0%	10.2%	11.1%
Eligible for free or reduced lunch	80.5	83.1	87.4	87.2	86.5
Special Needs or Disabilities	7.2	8.2	8.8	9.3	9.4

Students from pre-kindergarten through twelfth grade attend 21st CCLC sites. Students in the middle 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 16. Attendance by Grade Level in 2010-2011
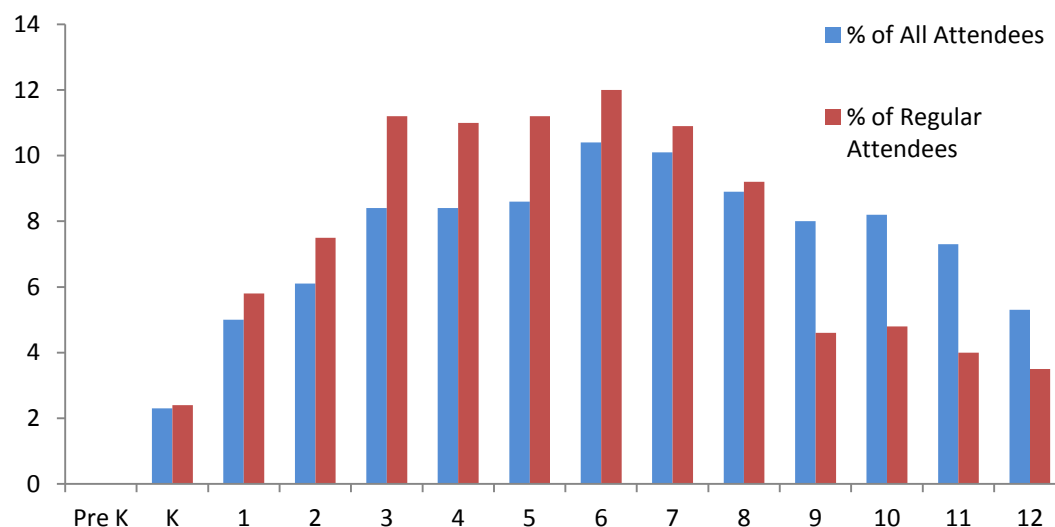
In 2010, additional 21st CCLC projects were funded under an RFP giving priority to those projects serving middle and high school students, which resulted in increases in the percentages of 21st CCLC students in middle and high school.

Exhibit 17. Trends in Attendance by Grade Level for 2007 through 2011

	2007		2008		2009		2010		2011	
	% Total Attendees	% Regular Attendees	% Total Attendees	% Regular Attendees	% Total Attendees	% Regular Attendees	% Total Attendees	% Regular Attendees	% Total Attendees	% Regular Attendees
Pre K	0.3	0.3	0.2	0.2	0.4	0.3	0.3	0.l3	0.4%	0.4%
K	3.0	2.9	1.4	1.6	2.3	2.7	2.2	2.6	2.3	2.4
1	6.4	7.3	4.37	5.4	5.3	7.1	4.8	6.8	5.0	5.8
2	7.6	9.2	6.8	8.8	7.1	9.2	6.0	8.7	6.1	7.5
3	10.4	12.8	8.7	11.2	9.4	12.6	7.9	11.3	8.4	11.2
4	10.1	12.1	9.8	12.5	9.3	12.1	8.0	11.4	8.4	11.0
5	10.0	11.6	9.3	11.5	9.4	12.0	8.0	10.9	8.6	11.2
6	10.3	12.0	10.0	10.5	10.9	11.4	9.7	11.3	10.4	12.0
7	9.0	9.3	10.4	10.6	10.8	10.3	9.3	10.4	10.1	10.9
8	8.4	8.7	9.5	9.6	10.2	9.8	8.4	9.1	8.9	9.2
9	6.5	2.9	10.0	6.6	6.5	3.0	8.9	3.9	8.0	4.6
10	4.7	2.0	5.6	2.9	5.2	2.6	8.6	4.3	8.2	4.8
11	4.1	2.1	5.6	2.9	4.3	2.7	7.9	3.6	7.3	4.0
12	3.2	1.3	4.2	2.3	3.5	1.9	6.0	3.4	5.3	3.5
Unknown	6.2	6.6	4.3	3.5	5.2	2.6	4.1	2.0	2.8	1.61
Total	46,107	24,957	44,948	24,206	43,243	23,027	54,461	25,242	53,662	26,984

Parent Involvement

During 2011, an Illinois initiative was to increase parent involvement. As shown in Exhibit 12, parent involvement did increase from a median of 10 adults per site in 2010 to 15 adults per site in 2011 (estimated at 13% to 16% of the families). The median student attendance per site was 113 for each of the two years, indicating a relative increase of approximately 4.4% of the families.

Implementation of 21st CCLC Activities, Evaluation, and Sustainability Plans

> **1.B. To what extent are the sub-grant recipients implementing the activities, evaluation plan, and sustainability plan proposed in their RFPs as revised by their annual continuation requests?**

The annual statewide evaluation examined the progress sub-grantees made in implementing the core objectives of the 21st CCLC program in Illinois. Data from the 2011 Annual Illinois Fall Survey, 2011 Annual Illinois Spring Survey, site visits, interviews with ISBE personnel, and from the proposals, continuation applications evaluation reports, and PPICS reports submitted by the sub-grantees were aggregated to provide evidence of implementation. Using these data, each sub-grantee was rated in terms of "Making No Progress," "Making Little Progress," "Making Significant Progress," "Meeting Requirements," or "Exceeding Requirements."

This section includes the following sections:
- Implementation of Student Activities
- Implementation of Community and Family Involvement
- Implementation of Professional Development
- Implementation of Local Evaluation
- Implementation of Sustainability Planning

Implementation of Student Activities

The 21st CCLC programs are required to implement academic and enrichment activities and to coordinate their programming with what occurs in the school during the day. All of the sub-grantees met the requirement of offering programming, though the quality varied greatly. High school sites lagged behind elementary and middle school sites in the implementation of their programming. Two reasons were identified for the difference: 1) high school sites tended to be in their second year of programming whereas elementary schools were often further along in their funding cycle and 2) programming at the high school level is in competition with students' jobs, family responsibilities, and other activities in the school.

The majority of sites had systems in place to coordinate the afterschool programming with the school programming during the day, though the quality and effectiveness of the coordination varied. Middle school and high school sites found the coordination more difficult than did elementary school sites. Programs being administered by the school site were less likely to have difficulty in coordinating the afterschool and day school programming. The level of buy-in by the classroom teachers and school administration was mentioned repeatedly by sub-grantees as the key to effective coordination.

Exhibit 18. Percent of Sub-grants by Level of Implementation - Academic and Enrichment
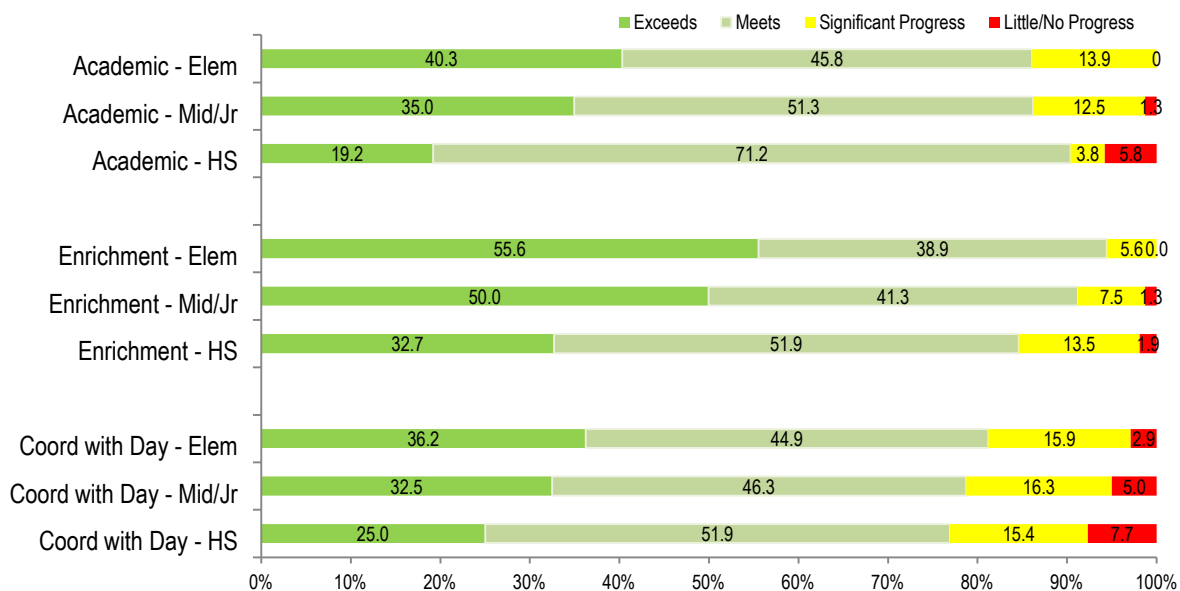
Source: 2011 Annual Illinois Spring Survey, Sub-grant Manager Survey, Site Coordinator Survey, 2011, Review of Proposal, Continuation Applications, and Evaluation provided by Sub-grantees
Elementary (n=79), Middle School (n=90), High School (n=53) [i]

Implementation of Community and Family Components

A requirement of the 21st CCLC program in Illinois is that sub-grantees serve low-income students in need of the afterschool academic and enrichment programming. High school sites find this more challenging than middle and elementary school sites.

In addition to serving the students, 21st CCLC programs beginning with the 2010 cohort are to provide instructional programming for parents. Nearly 31% of the high school sites, 18.8% of the middle school sites, and 11% of the elementary school sties are struggling with implementing this component of their 21st CCLC program.

One of the core characteristics of the 21st CCLC program is the partnership of community, organizations, and schools. Again, high school sites are finding this requirement more difficult than are the middle school and elementary sites.

Exhibit 19. Percent of Sub-grants by Level of Implementation – Community and Family
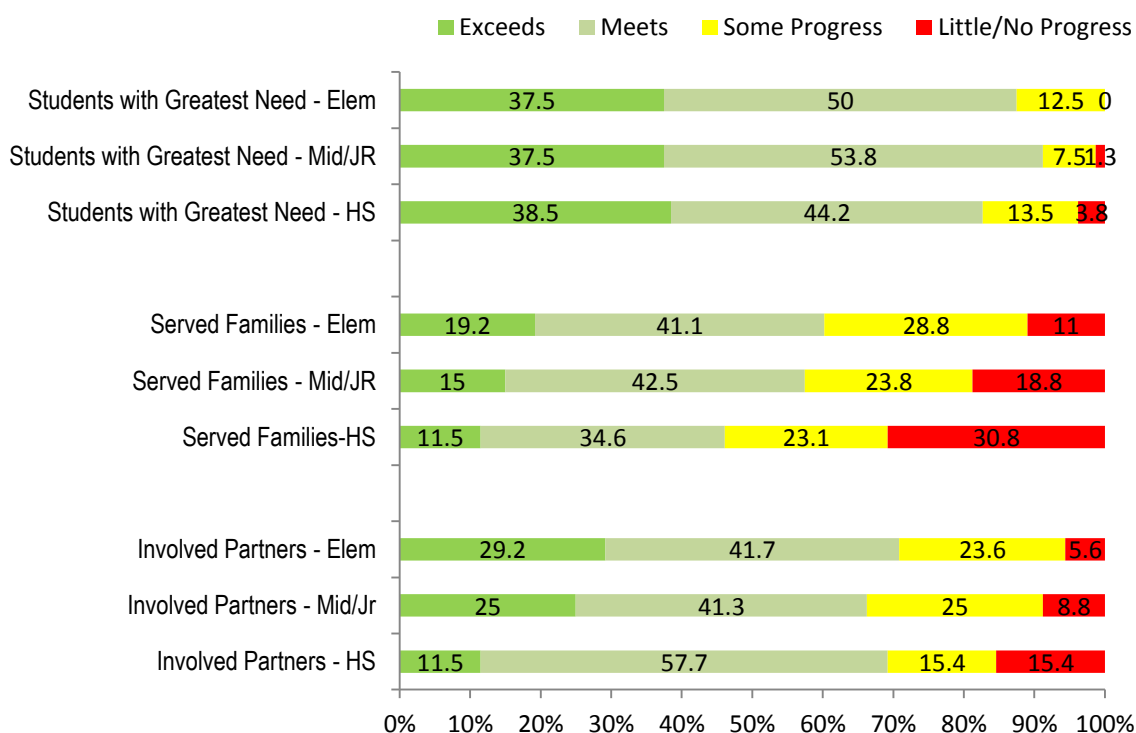
Legend: Exceeds | Meets | Some Progress | Little/No Progress

Category	Exceeds	Meets	Some Progress	Little/No Progress
Students with Greatest Need - Elem	37.5	50	12.5	0
Students with Greatest Need - Mid/JR	37.5	53.8	7.5	1.3
Students with Greatest Need - HS	38.5	44.2	13.5	3.8
Served Families - Elem	19.2	41.1	28.8	11
Served Families - Mid/JR	15	42.5	23.8	18.8
Served Families-HS	11.5	34.6	23.1	30.8
Involved Partners - Elem	29.2	41.7	23.6	5.6
Involved Partners - Mid/Jr	25	41.3	25	8.8
Involved Partners - HS	11.5	57.7	15.4	15.4

Source: 2011 Annual Illinois Spring Survey, Sub-grant Manager Survey, Site
Coordinator Survey, 2011, Review of Proposal, Continuation
Applications, and Evaluation provided by Sub-grantees
Elementary (n=79), Middle School (n=90), High School (n=53)

Implementation Professional Development

Sub-grantees vary greatly in the extent and quality of the professional development of their leaders and staff. In general, all but 5% of the sites implemented some form of professional development for their leaders and staff. Comments from the sub-grantees indicated that often 21st CCLC funds are not used for the professional development because staff members attend professional development through the school. The most common professional development for leaders was limited to attending ISBE 21st CCLC mandated training.

Exhibit 20. Percent of Sub-grants by Level of Implementation – PD and Evaluation

Legend: Exceed | Meets | Significant Progress | Little/No Progress

Category	Exceed	Meets	Significant Progress	Little/No Progress
Prof Development Leaders - Elem	15.3	70.8	9.7	4.2
Prof Development Leaders - Mid/JR	23.8	63.8	8.8	3.8
Prof Development Leaders - HS	28.8	55.8	9.6	5.8
Prof Development Staff - Elem	18.1	58.3	19.4	4.2
Prof Development Staff - Mid/JR	14.3	43.8	39	2.9
Prof Development Staff - HS	28.8	46.2	23.1	1.9
Evaluation Implemented - Elem	24.7	57.5	17.8	0
Evaluation Implemented - Mid/JR	22.5	60	16.3	1.3
Evaluation Implemented - HS	19.2	55.8	19.2	5.8
Data Used to Improve - Elem	23.6	41.7	33.3	1.4
Data Used to Improve - Mid/JR	21.3	51.3	26.3	1.3
Data Used to Improve - HS	15.4	46.2	34.6	3.8

Source: 2011 Annual Illinois Spring Survey, Sub-grant Manager Survey, Site Coordinator Survey, 2011, Review of Proposal, Continuation Applications, and Evaluation provided by Sub-grantees Elementary (n=79), Middle School (n=90), High School (n=53)

Implementation of Local Evaluation

In 2011, sub-grantees attended a one-day workshop in which they received professional development on the use of an evaluation toolkit and a local evaluation template. Prior to the workshop, significant numbers of grantees had local evaluations that did not meet the federal or Illinois requirements. After the training, sub-grantees became more diligent in their collection and use of data to inform program improvement.

In December 2011, sub-grantees submitted their local evaluation for 2011 to ISBE and the statewide evaluators. A review of the local evaluations indicated a significant improvement for the majority of the grantees in

- Collection of more reliable, valid data
- Use of the data to inform decision making
- Identification of specific action plans and tracking of impacts based on the data
- Dissemination of their local evaluation

The 2011 Annual Illinois Spring Survey asked grantees to indicate whether they used various data sources in their local evaluation. The following exhibit displays the percentages of sub-grants that use each of the listed data sources.

As will be noted in Part II, significant numbers of sub-grants are not collecting data on some of the measurements identified for the Illinois Goals such as dropout rates and promotions.

Exhibit 21. Percentage of Sub-Grants Using Various Data Sources in Local Evaluation

	Have Complete Data (%)	Have Some Data (%)	Do Not Use (%)
Students' attendance in 21st 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 21st 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: 2011 Annual Illinois Spring Survey

The local evaluation is completed in different ways depending on the sub-grantee. The majority of sub-grantees employ an external evaluator for some role in the local evaluation. In reviewing the 2011 local evaluations, no difference was found in the quality of the evaluation based on who conducted the evaluation.

Exhibit 22. Breakdown of Who Does the Local Evaluation

Who Does the External Evaluation?	Number	Percentage
External Evaluator Only	54	42.2%
21st Program Staff and External Evaluator	27	21.1%
21st Program Staff Only	24	18.8%
21st Program Staff and Agency	5	3.9%
Agency Staff	4	3.1%
School District	3	2.3%
Agency Staff and External Evaluator	3	2.3%
21st Staff, School, and Agency	3	2.3%
21st Staff and School District	2	1.6%
School District and External Evaluator	1	0.8%
21st Staff, School, External Evaluator	1	0.8%
21st Program Staff, Agency, External Evaluator	1	0.8%

Source: 2011 Illinois Annual Spring Evaluation

Implementation of Sustainability Planning

At the time of funding, each sub-grantee outlines a sustainability plan for their project. A review of the sustainability activities being conducted by the sub-grantees and the proposed plans indicated that only 12.5% of the sub-grants (n=128) were implementing their sustainability plan as proposed and/or revised in continuation applications. Sub-grantees are looking at ways to sustain the critical components of their program; however, the solutions are often to re-apply for a 21st CCLC grant or to re-allocate other Title funding for the project. The original intent of sustainability through community efforts is not being realized in Illinois.

Factors Hindering and Facilitating Project Implementation

> **1.C. Which factors hinder and which factors facilitate reaching the seven Illinois goals?**

Multiple data sources were used to identify factors that hinder or facilitate the degree to which 21st CCLC programs attain the intended goals of their project including interviews with ISBE staff, sub-grant leaders, teacher/tutors, parents, and community partners; the 2011 Annual Illinois Spring Survey; and review of PPICS data for each site. Factors are presented in terms of

- Student factors
- Parent and partner factors
- Safety factors
- Other factors

Student Factors

Approximately 17% of the high school programs find recruiting students a significant barrier to the success of the program. About 30% of the high school programs are hindered by students' competing work responsibilities, home responsibilities, and school activities, thus making the recruitment of students a challenge.

Elementary (9%), middle school (19%), and high school (56%) programs consider inconsistent student attendance either a somewhat or significant barrier to the success of their program.

Observation of the sites and review of the enrollment data indicates that the sub-grantees may be under-estimating the student barriers. The percentage of students attending 30 days or more is only 50.3%, indicating that barriers may have been overlooked.

Student factors associated with the success of the program included the way in which the 21st CCLC programs establish an open, accepting environment in which a student who is not a leader during the day can be a leader in the afterschool program. The rapport between the staff and students in small groups leads to the students' understanding that someone cares and they belong to this group.

Some program managers mentioned the success of their program was due to whom they targeted to attend. If students with severe behavior disorders were included, accompanying professional services were needed. The most successful programs targeted the student "on the bubble" needing additional instruction to advance them to meet standards.

Exhibit 23. Sub-grantees' Ratings of Student Factors as Barriers to Implementation

■ Not a Barrier   ■ Slight Barrier   ■ Somewhat Barrier   ■ Significant Barrier

	Not a Barrier	Slight Barrier	Somewhat Barrier	Significant Barrier
Competing work responsibilities -Elem	43%	55%	2%	0%
Competing work responsibilities - Mid/Jr	86%	12%	1%	1%
Competing work responsibilities - HS	16%	29%	27%	27%
Competing responsibilities at home - Elem	46%	46%	8%	0%
Competing responsibilities at home - Mid/Jr	19%	59%	18%	4%
Competing responsibilities at home - HS	8%	33%	33%	27%
Competing activities at school -Elem	42%	46%	11%	1%
Competing activities at school - Mid/Jr	21%	45%	31%	4%
Competing activities at school - HS	17%	31%	23%	29%
Inconsistent student attendance - Elem	43%	47%	8%	1%
Inconsistent student attendance - Mid/Jr	22%	59%	16%	3%
Inconsistent student attendance - HS	8%	37%	25%	31%
Difficulty in recruiting students-Elem	71%	22%	7%	0%
Difficulty in recruiting students-Mid/Jr	56%	34%	9%	1%
Difficulty in recruiting students-HS	35%	31%	17%	17%

Source: 2011 Annual Spring Illinois Survey (Elementary n=79; middle/junior high n=90; high school n=53)

Parent and Partner Factors

The majority of sub-grantees did not rate managing/identifying partners, cooperation in obtaining the necessary data, or communication with the school or teacher as barriers to their programs. Approximately 3% of the sub-grantees, however, are struggling with each of these as a significant barrier.

Parent *support for the program* was reported as a significant barrier in 6% of the high school, 4% of the middle school, and 1% of the elementary school programs. Parent *involvement in the program* was found to be more problematic by the sub-grantees especially at the middle school and high school levels. The decreasing involvement of parents as the student ages is common in all types of academic programming not just in afterschool programming.

Sub-grantees noted that without their partners the 21st CCLC program could not provide the support and wrap-around services the students and their families need.

Some sub-grantees were confused as to the need for programming for parents when the school provided ongoing activities. Their view was the role of the parent was to support the 21st CCLC program at home and ensure the student attended. In general, sub-grantees considered that support was there at the elementary level and more of a concern at the middle and high school.

Exhibit 24. Sub-grantee Ratings of Parent and Partner Factors as Barriers to Implementation
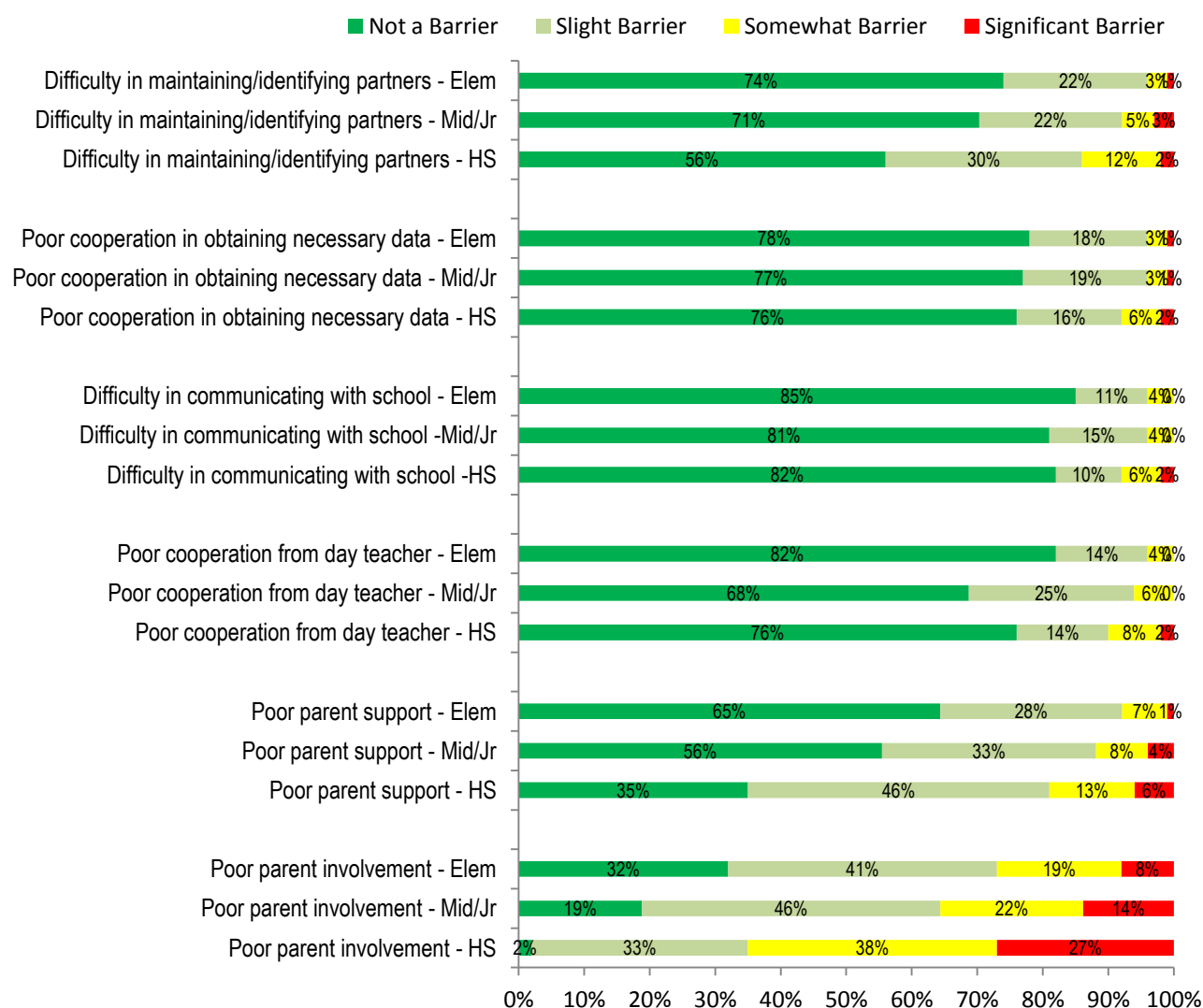
Source: 2011 Annual Illinois Spring Survey (Elementary n=79; middle/junior high n=90; high school n=53)

Safety Factors

The majority of sub-grantees did not rate transportation or transit issues as significant barriers to the 21st CCLC program. Approximately 18% of the middle school and 24% of the high school programs identified negative peer pressure and gangs as at least a "somewhat" barrier.

A secondary analysis was conducted to identify where safety was a concern. The underlying factor was neighborhoods with higher than average crime rates especially during the months the 21st CCLC sites are in session during non-sunlight hours. Elementary parents were more apt to pick up their child, whereas middle and high school students were more apt to walk home at that time.

Exhibit 25. Sub-grantee Ratings of Safety Factors as Barriers to Implementation

Legend: ■ Not a Barrier ■ Slight Barrier ■ Somewhat Barrier ■ Significant Barrier

	Not a Barrier	Slight Barrier	Somewhat Barrier	Significant Barrier
Negative peer pressure/gangs - Elem	57%	39%	4%	0%
Negative peer pressure/gangs - Mid/Jr	43%	39%	13%	5%
Negative peer pressure/gangs - HS	47%	29%	16%	8%
Difficulty in maintaining a safe transit - Elem	86%	11%	3%	
Difficulty in maintaining a safe transit - Mid/Jr	81%	18%	0%	1%
Difficulty in maintaining a safe transit - HS	75%	14%	12%	2%
Too little time with students - Elem	79%	18%	1%	1%
Too little time with students - Mid/Jr	79%	17%	3%	1%
Too little time with students -HS	76%	14%	6%	4%
Difficulties in transporting students - Elem	75%	18%	7%	0%
Difficulties in transporting students -Mid/Jr	68%	20%	11%	0%
Difficulties in transporting students - HS	78%	10%	12%	0%

Source: 2011 Annual Spring Illinois Survey (Elementary n=79; middle/junior high n=90; high school n=53)

Other Barriers

About 5% of the sub-grantees mentioned the difficulty in coordinating the 21st CCLC program with other mandated afterschool programming in the school such as supplemental educational services (SES).

Interviews with parents and partners provided additional barriers. Approximately 12% of the parents volunteered that the program offered activities for parents at times the parent could not make the event and that no alternative time when they were available was provided.

Meeting the Projected Number to Serve

> **I.D. Did the actual number served meet or exceed the proposed number to be served by the sub-grantees?**

Capacity for Enrollment Based on Number of Funded Seats

Each sub-grantee projects the number of students their project will serve, and the funding received is based upon this projection. In 2008-2009, only 43% of the funded seats (available enrollment seats) were filled with students who attended 30 days or more. This percentage lowered to 41% in 2009-2010. This decrease could 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 with many at the middle school and high school levels. Some had very slow starts, and other experienced increased competition with SES and other non-21st CCLC afterschool programs.

In 2010, sub-grantees estimated their capacity to serve students as part of their continuation application for 2011. Using their enrollment data from previous years, they were able to better estimate their capacity to serve. The percentage of funded seats filled by a regular attendee jumped to 69.9% in 2011.

PPICS Data Collection

<table>
<tr><td colspan="2">I.E. Did the 21st CCLC program personnel find the technical assistance, professional development, and data collection methods for PPICSs useful and relevant?</td></tr>
</table>

The sub-grantees, ISBE, and the statewide evaluator use the data collected in the federal data collection system (PPICS) to monitor projects, evaluate outcomes, and identify areas of strengths and weaknesses in the 21st CCLC programs.

Sub-grantee Perspective

The 2009, 2010, and 2011 Annual Illinois Surveys asked sub-grantees four questions about the PPICS system, each rated as "Strongly Disagree" to "Strongly Agree". Decreases in the 2010 ratings may possibly be attributed to the large number of new sub-grantees that year. However, by 2011, sub-grantees gave PPICS very high ratings.

The substantial increase in the use of PPICS reports in planning and decision making was due to additional training provided to new grantees, webinars on PPCIS, and the mandatory workshops on the evaluation toolkit and local evaluation template in which sub-grantees integrated PPICS data with other local metrics.

Exhibit 26. Sub-grantees' Ratings of PPICS System

Question	Percent of Sub-grantees "Agree" or "Strongly Agree"		
	2009	**2010**	**2011**
The PPICS system is easy to use.	74%	69%	95%
The PPICS system collects relevant data.	81%	74%	99%
We use the PPICS reports in our planning and decision making.	68%	57%	92%
My PPICS questions are answered accurately and in a timely manner.	88%	81%	99%

Source: 2009 and 2010 Annual Illinois Survey; 2011 Annual Illinois Spring Survey

Statewide Perspective

Despite high evaluation from sub-grantees, the PPICS data is severely limited in usefulness in evaluating the 21st CCLC program in Illinois and in informing decision-making. PPICS value is only in summarizing numbers and descriptions of what is occurring. These are insufficient data on which to build a case as to why the program should exist and to document the true outcomes of the program at the national level.

Perhaps the most limiting feature is the lack of quality or fidelity of implementation metrics. Spending 50% of time on a reading focused activity does not provide enough information to know if this activity was a good or bad use of funds, a major concern of legislators and taxpayers.

The student achievement data collected for Illinois for PPICS does not track the individual student from year to year. Data from a growth model approach would be more helpful than the current PPCIS student achievement data. Even a growth model is limited if the state assessment data is used; e.g., at the high school level, the PSAE is given only during the junior year.

Several sub-grantees have pointed out that the grade data collected is problematic for several reasons. First, the comparison of the first quarter grades as the baseline measure is misleading. The first quarter is often review of previously-learned material and intellectually less challenging than the new content presented later in the year. Second, many schools do not use grades; therefore, this data cannot be collected. Third, high school students may be in different classes in the first semester than in the third or fourth semesters.

Sub-grantees have recommended that Illinois collect data on the number of credit hours students complete through credit recovery offered through 21st CCLC and the number of students who graduate who most likely would not have graduated without the 21st CCLC program.

The data is self-reported by the sub-grantee. Severe discrepancies have been noted for some sites in what is reported in PPICS and what is observed during site visits or reported in other data sources. State personnel or a third party evaluator should coordinate the data collection and, when possible, directly collect the data, thus limiting self-reporting by sub-grantees.

The Teacher Survey is of limited value as currently designed and implemented. A more robust instrument is needed or, better yet, eliminate the teacher survey and implement direct measures for each student using a pre-post methodology.

The schools targeted in 21st CCLC programs have implemented a myriad of approaches to improve student performance and behavioral outcomes. To show the impact of 21st CCLC on students, a more complex analysis is needed than the reporting currently in PPICS. The value of the 21st CCLC program on the academic performance of the student is one outcome. The U.S. Department of Education should consider implementing standardized measures to assess changes in students in terms of social-emotional growth, career aspiration, attitudes towards STEM learning, etc., as each of these directly relate to the curriculum used in the afterschool program.

Lastly, the PPICS system is woefully slow in providing comparative national data. The data are outdated by the time the summaries with comparative data are received.

Part II: Goals, Objectives, and Outcomes

The U.S. Department of Education has two major objectives for the State of Illinois to address as the Government Performance and Results Act (GPRA) measures. In addition, the Illinois State Board of Education (ISBE) articulated seven revised goals for the 21st CCLC program during the program year 2010-2011 (Appendix A). Each goal has specific objectives, performance indicators, and measurements to be used in assessing outcomes. This section of the report addresses the GRPA measures and each of the seven goals:

- GPRA Measures from U.S. Department of Education
- Illinois Goal 1. Schools will improve student achievement in core academic areas.
- Illinois Goal 2. Schools will show an increase in student attendance and graduation from high school.
- Illinois Goal 3. Schools will see an increase in the social-emotional skills of their students.
- Illinois Goal 4. Program will collaborate with the community.
- Illinois Goal 5. Programs will coordinate with schools to determine the students and families with the greatest need.
- Illinois Goal 6. Programs will provide ongoing professional development to personnel in the programs.
- Illinois Goal 7. Programs will collaborate with schools and community based organizations to provide sustainable programs.

GPRA Performance Indicators

The State of Illinois collects data to address the performance indicators associated with two GPRA objectives. The data are presented as a documentation of the GPRA measures reported from PPICS to the U.S. Department of Education. Comparisons across years do not take into account that different students were involved in the 21st CCLC programs and that survey data were collected with differing response rates and reliability.

The first objective is "Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes." Evidence for the GPRA measures included the percentages of participants whose grades in English and mathematics improved from fall to spring and teacher-reported improvement in homework and class participation and in student behavior.

The second GPRA objective is "21st Century Community Learning Centers will offer high-quality

enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions" as measured by the percentage of centers reporting emphasis in at least one core academic area.

The following exhibit displays the GRPA data compared to a similar state cohort consisting of California, Florida, Michigan, New York, Ohio, Pennsylvania, and Texas.

 Exhibit 27. GPRA Objectives – Illinois Compared to Similar State Cohort

	2011		2010		2009		2008		2007	
	Illinois %	Seven State Cohort %	Illinois %	Seven State Cohort %	Illinois %	Seven State Cohort %	Illinois %	Seven State Cohort %	Illinois %	Seven State Cohort %
Percentage of 21st CCLC regular attendees whose mathematics grades improved from fall to spring										
Elementary	36.16	33.58	37.35	35.68	37.81	32.52	37.35	34.53	39.56	37.92
Middle or HS	33.14	31.9	31.67	31.40	36.81	30.79	40.14	34.05	43.49	37.80
Percentage of 21st CCLC regular attendees whose English grades improved from fall to spring.										
Elementary	35.22	35.62	39.08	37.33	41.21	34.71	41.33	36.47	42.57	40.47
Middle or Hs	34.82	32.51	34.74	32.40	41.48	31.78	41.16	35.98	44.02	38.40
Percentage of 21st CCLC regular attendees with teacher-reported improvement in homework completion and class participation.										
Elementary	72.20	68.03	72.08	71.35	73.19	72.8	73.18	72.02	71.65	67.54
Middle or HS	65.27	65.34	66.97	67.35	71.62	68.3	69.52	69.15	70.49	70.42
Percentage of 21st CCLC regular attendees with teacher-reported improvements in student behavior.										
Elementary	65.70	63.15	65.32	66.57	66.76	67.63	66.13	67.89	69.97	62.16
Middle or HS	60.78	61.27	62.50	63.94	67.4%	64.66	66.22	66.48	65.60	67.36
Percentage of 21st CCLC centers reporting emphasis in at least one core academic area.										
All Centers	97.77	97.62	94.59	97.61	95.82	97.27	94.01	96.8	96.13	96.92
Percentage of 21st CCLC centers offering enrichment and support activities in other areas.										
All Centers	98.61	98.6	97.03	98.48	98.71	98.26	95.51	96.53	96.13	96.48

Source: PPICS Performance Indicators: State/Similar States/National Comparison for 2011, 2010, 2009, 2008, and 2007

Goal 1. Improve Student Achievement

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

Objective: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.

Performance Indicator: The Illinois Standards Achievement Test (ISAT)/Prairie State Achievement Examination (PSAE) test scores of the participants will show an increase in performance. Participants will show progress in ISAT/PSAE reading and mathematics scores.

Measurement: Individual student scores on the ISAT/PSAE and other tests.

The Illinois Goal 1 measures improved student performance in reading and mathematics. This section summarizes the Illinois student assessment data through two analyses. First, the overall levels of performance of 21st CCLC regular attendees were summarized statewide. Second, a growth model analysis was completed based on changes in performance by individual students. Whereas the statewide analysis included only 21st CCLC participants who attended 30 or more days, the growth analysis is limited to the coding available on the Illinois Student Information System (SIS). Schools identify those students who participate in 21st CCLC programs. The integrity of the data for this flag, however, is problematic. Counts provided on PPICS do not always reflect the number of students flagged on the SIS system indicating the SIS data may underestimate 21st CCLC participation. Another limitation is that students flagged may have only attended once or twice; therefore, prohibiting any analysis based on dosage.

In addition to student performance on the Illinois state assessments, other factors that could contribute to improved student assessment are summarized including changes in students' grades and perceptions of classroom teachers and sub-grantees on student academic improvement.

Statewide Summary of Student Adequate Yearly Progress

From 2007 through 2011 approximately 70% of the 21st CCLC students who attended 30 days or more met or exceeded the state performance standards in math and about 60% reached that level in reading. Differences among the years, although statistically significant, are not practically significant nor compare the same students; therefore, additional analyses with these data were not completed.

Exhibit 28. Illinois State Assessments of 21st CCLC Regular Attendees from 2007 to 2011
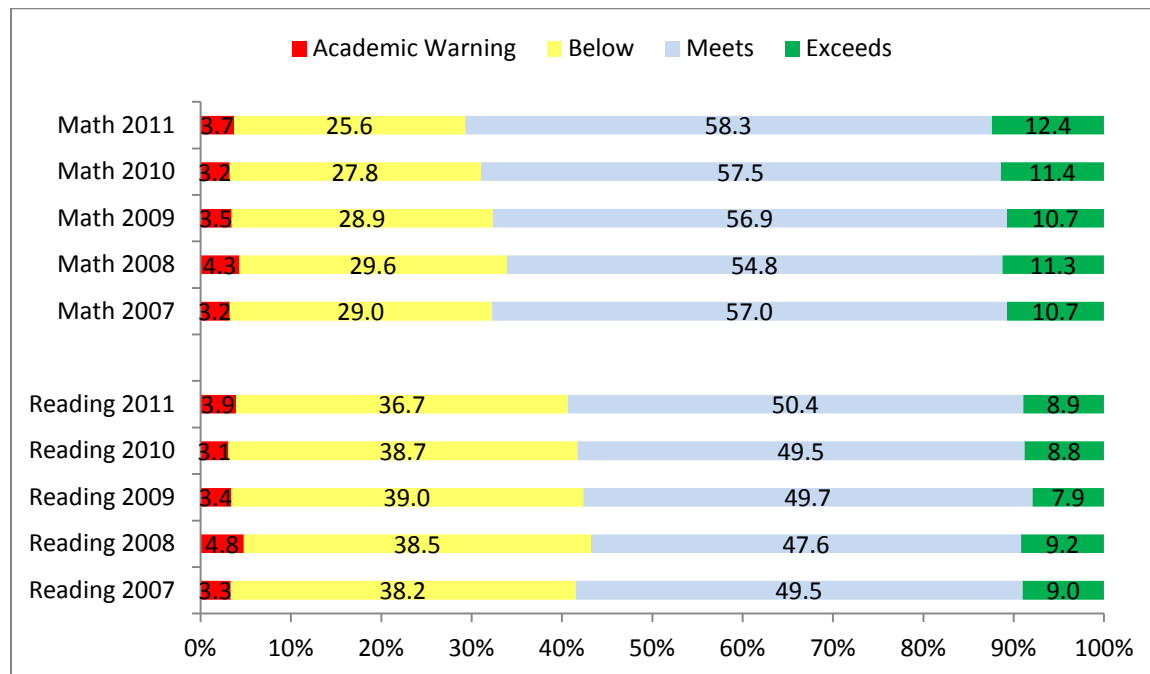
	2007	**2008**	**2009**	**2010**	**2011**
Reading					
Number of Students	13,668	14,333	14,818	16,518	18,409
Mathematics					
Number of Students	13,659	14,374	14,846	16,576	18,354

Source: PPICS Submissions 2007, 2008, 2009, 2010, 2011

Growth Model Analysis of Changes for Grades 4 through 8

The second analysis looked at the student-level data to track changes from 2010 to 2011 for individual students in the 21st CCLC program in 2011 compared to non-21st CCLC participants. Because low-income students in Illinois score significantly lower than their peers, the student-level analysis is broken down by low-income status.

Students who participated in 21st CCLC Illinois programs in 2011 who could have state assessment data available the previous year were divided into cohorts by grade level, e.g., grade 4, grade 5, grade 6, grade 7, and grade 8. Because assessment data is not available for students in grades lower than grade 3, the cohorts started at grade 4.

Next, the performance level of each student was compared for 2011 and 2010 in each of the cohorts. The following exhibit shows the percentages of 21st CCLC students who participated in 2011 who met or exceeded state standards in 2011 compared to their performance in 2010.

Exhibit 29. Percentages of 21st CCLC Cohorts Who Met or Exceeded State Standards in Reading in 2010 Compared to 2011

■ 2010 ■ 2011

Cohort	2010	2011
Gr 4 LI	53.7	53.1
Gr 4 Not LI	72.5	75.2
Gr 4 ALL	55.1	54.7
Gr 5 LI	48.2	53.1
Gr 5 Not LI	66.5	70.3
Gr 5 ALL	49.6	54.4
Gr 6 LI	52.9	69.1
Gr 6 Not LI	74.5	81.9
Gr 6 ALL	55.7	70.7
Gr 7 LI	62.6	59.9
Gr 7 Not LI	79.9	75.6
Gr 7 ALL	65.1	62.1
Gr 8 LI	56.8	72.7
Gr 8 Not LI	74.1	80.5
Gr 8 ALL	59.5	73.9
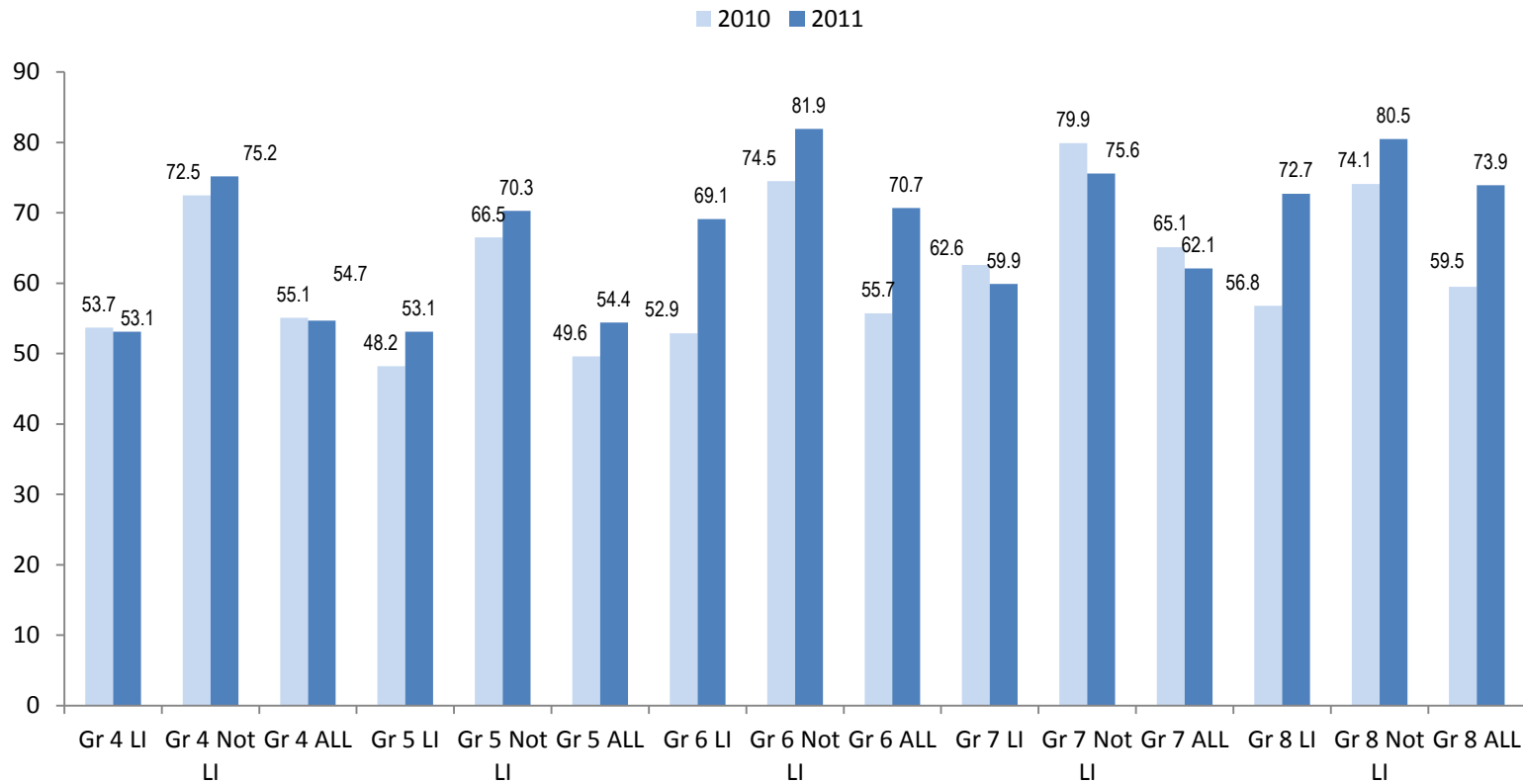
Exhibit 30. Percentages of 21st CCLC Cohorts Who Met or Exceeded State Standards in Mathematics in 2010 Compared to 2011

■ 2010 ■ 2011
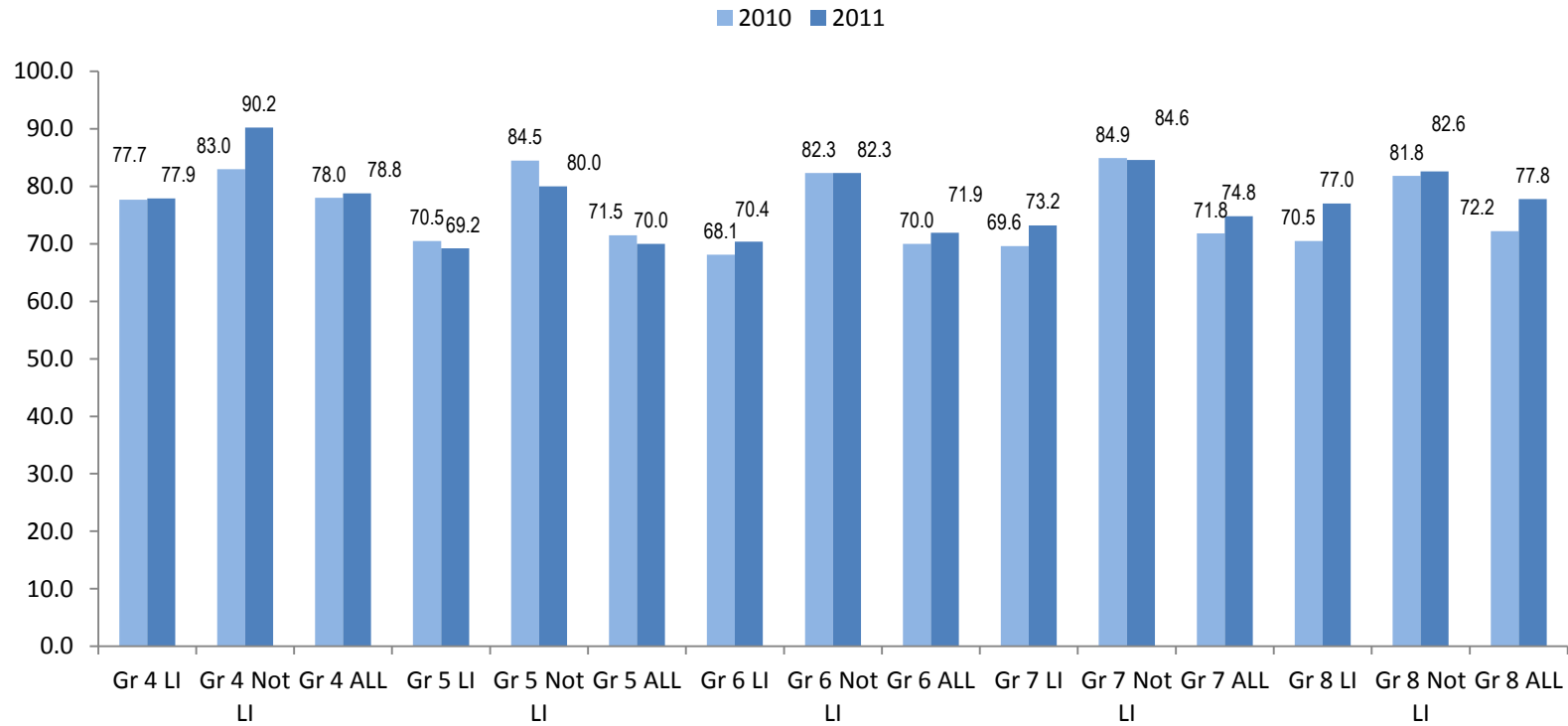
Overall, the percentage of all 21st CCLC participants in the cohorts for grades 4 through 8 who met or exceeded standards increased by 6.4 percentage points in reading and 2.4 percentage points in mathematics from 2010 to 2011. For low income students, the increase in reading was 6.8 percentage points and 2.4 percentage points in mathematics. For non-low income 21st CCLC participants, smaller gains were noted in the percentage of students meeting or exceeding standards: an increase of 6.8 percentage points for reading and 0.40 percentage points for mathematics.

The changes in percentages of students who met or exceeded state standards show that the greatest increases in reading were in the Grade 6 and Grade 8 cohorts.

The greatest increases in the percentages of students meeting or exceeding state standards in mathematics were in the middle school years. Low-income students showed larger percentage changes in performance levels than did their not low income peers.

In addition to the significant differences between low-income and non-low income students, differences were noted among the grade levels. Appendices J and K provide more information on the state student assessment data.

Exhibit 31. Changes in Percentages of Students in Cohort Meeting or Exceeding State Standards in Reading from 2010 to 2011
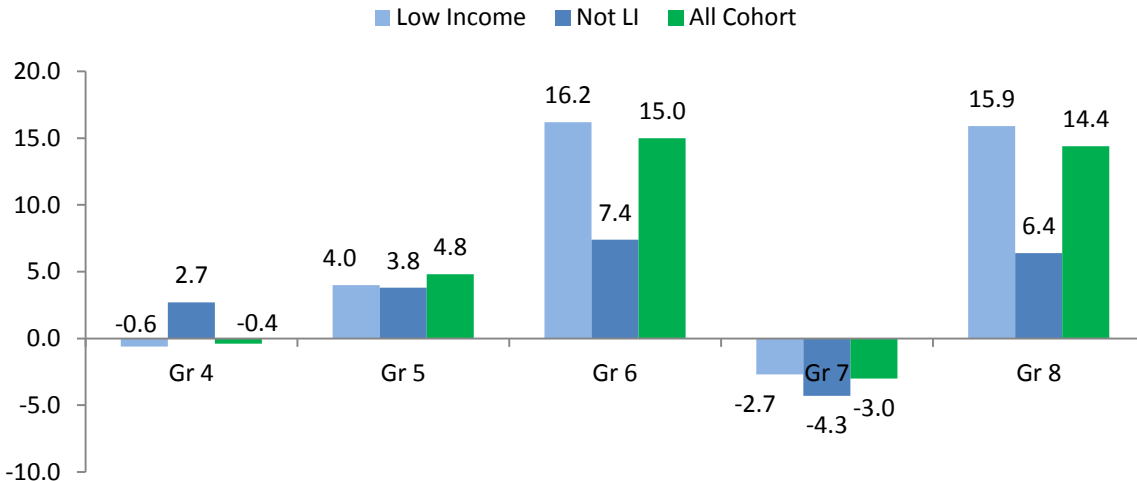
Source: State Assessment Data provided by IIRC, 2011

Exhibit 32. Changes in Percentages of Students in Cohort Meeting or Exceeding State Standards in Mathematics from 2010 to 2011
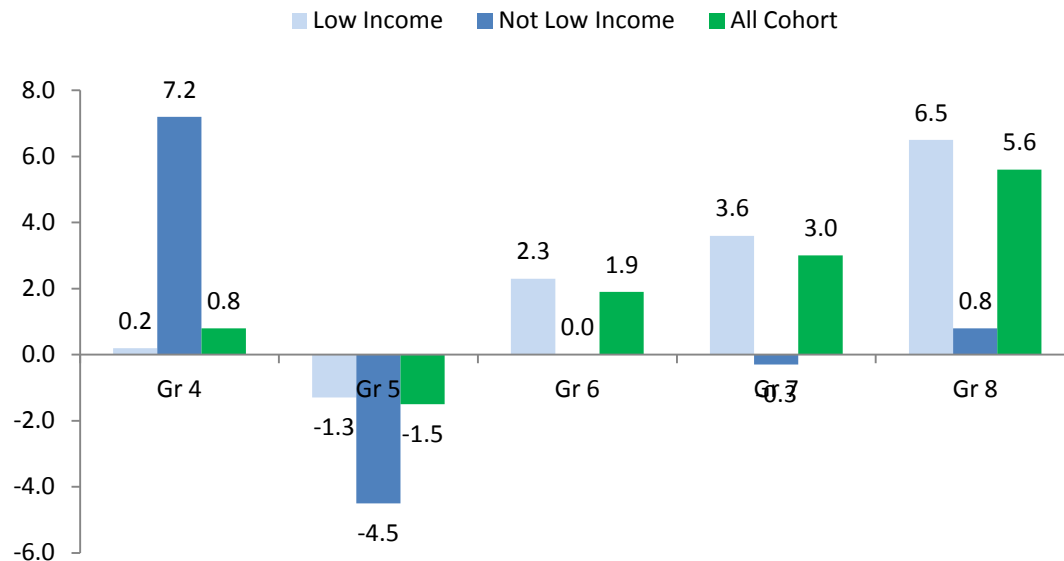
Source: State Assessment Data provided by IIRC, 2011

The scaled scores on the ISAT exams were reviewed in addition to the performance level of the students in the grade cohorts. The average effect size (Cohen *d)* was 1.00 in reading and 0.56 in mathematics indicating a large growth in reading and medium growth in mathematics.

Exhibit 33. Changes in Scaled Scores for Cohorts in Reading and Mathematics in 2010 to 2011

2011 Cohort	Number of Students	ISAT Scaled Score in Reading				Effect Size
		2010		2011		
		Mean	Standard Deviation	Mean	Standard Deviation	
Grade 4	2103	193.2	26.48	204.3	24.90	0.91
Grade 5	2045	201.4	25.01	215.1	23.90	0.92
Grade 6	2741	217.5	24.32	228.6	22.93	1.03
Grade 7	2750	226.7	23.33	232.0	25.03	-.45
Grade 8	2494	230.2	24.34	240.4	19.68	2.71
2011 Cohort	Number of Students	ISAT Scaled Score in Mathematics				
		2010		2011		
		Mean	Standard Deviation	Mean	Standard Deviation	
Grade 4	2113	204.2	26.09	217.1	23.97	-0.07
Grade 5	2058	213.3	23.49	227.8	25.20	0.17
Grade 6	2750	228.1	25.52	241.8	26.52	-.013
Grade 7	2755	240.8	25.84	252.0	27.34	1.32
Grade 8	2502	250.1	24.09	263.5	24.09	1.23

Source: State Assessment Data provided by IIRC, 2011

Growth Model Analysis of Changes for High School Cohort

At the high school level, the PSAE is given in 11th grade. The closest previous state assessment for the cohort of 21st CCLC participants in 2011 would be their ISAT test taken in Grade 8 in 2008. The exhibit shows a possible disconnect between the ISAT and PSAE assessments and the gap between the academic performances of the low income students compared to their non-low income peers. Whether the difference is due to an artifact of the tests used or the increased expectations at the high school level, the Grade 11 21st CCLC cohort had significant decreases in the percentages of those meeting and exceeding standards in reading between grade 8 and high school.

Exhibit 34. Percentages of Grade 11 Cohort Meeting or Exceeding State Standards in Reading
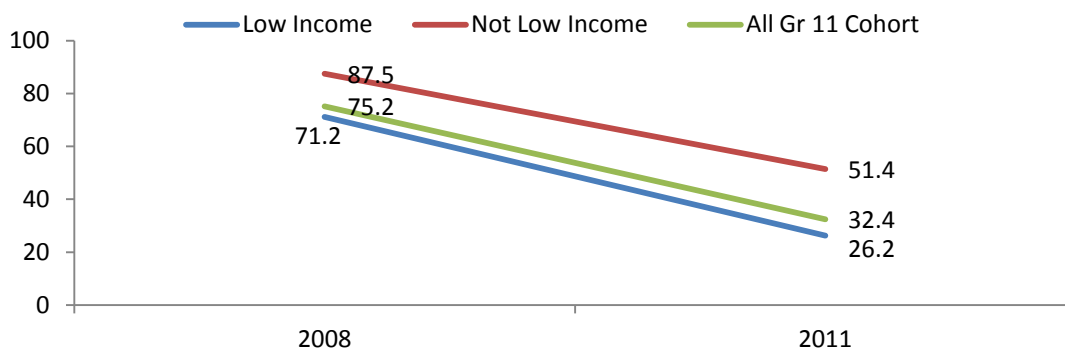
Source: State Assessment Data provided by IIRC, 2011

Exhibit 35. Percentages of Grade 11 Cohort Meeting or Exceeding State Standards in Mathematics
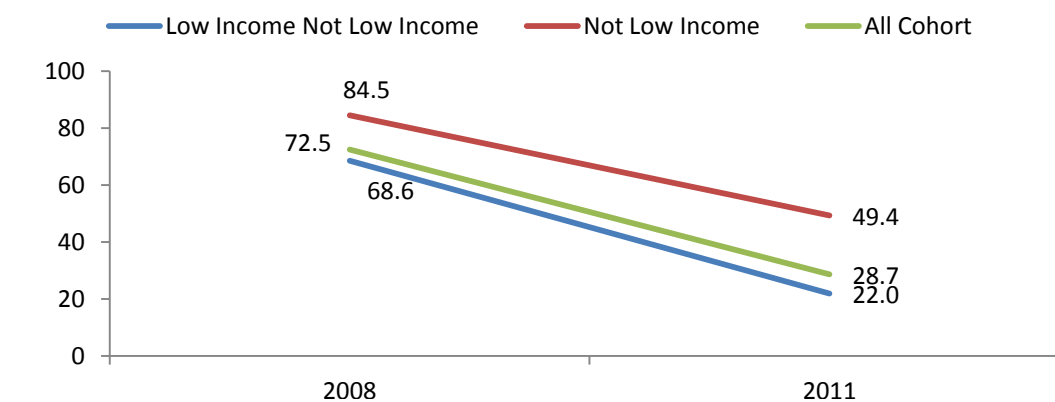
Source: State Assessment Data provided by IIRC, 2011

Factors Associated with Improved Academic Performance

Student grade data, the PPICS Teacher Survey, and the Annual Illinois Spring Survey provided additional measures of the perceived outcomes of the 21st CCLC program. Appendix L provides a trend analysis for 2007 through 2011 of students' grade changes in reading and mathematics broken down by students' number of days of attendance (dosage). Trend data for 2007 through 2011 for the PPICS Teacher Survey is broken down in Appendix I by dosage.

Changes in Students' Grades

Sub-grantees report student grade data on the PPICS annual survey for those students attending the 21st CCLC program at least 30 days (regular attendees). Changes in grades do not appear to be a useful measure of the impact of the 21st CCLC program. Dosage did not impact the percentage of students with changes in grades.

Exhibit 36. Trends in Percentages of Regular Attendees with Improved Grades
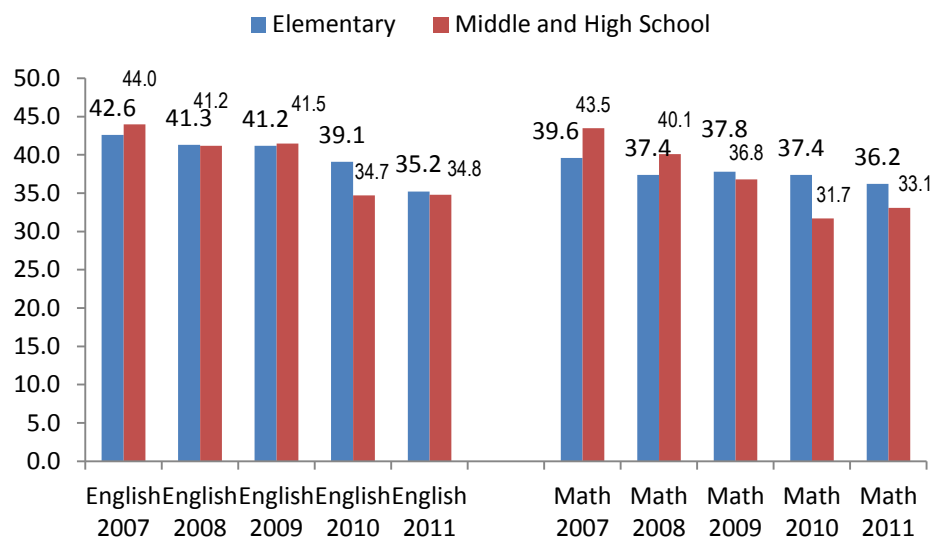
Source: PPICS Survey, 2007 through 2011

Exhibit 37. Grade Changes Based on Dosage

Mathematics	Range of Percentages in 2007 to 2011 Time Span		
	Decreased Grade (2011 in parentheses)	Remained Same Grade (2011 in parentheses)	Improved Grade (2011 in parentheses)
30-59 Days	25.0 - 28.0 (28.0)	38.0 - 42.1 (42.1)	30.0 - 36.3 (30.0)
60-89 Days	22.1 - 25.8 (24.7)	35.8 - 44.6 (44.6)	30.7 - 42.1 (30.7)
90+ Days	21.2 – 25.1 (21.8)	36.0 - 45.6 (45.6)	32.6 - 42.8 (32.6)
Summary	21.2 – 28.0	35.8 – 44.6	30.0 – 42.8
Reading	Range of Percentages in 2007 to 2011 Time Span		
30-59 Days	23.1 – 25.1 (25.1)	39.5 – 43.2 (43.2)	31.7 – 38.9 (31.7)
60-89 Days	19.2 – 22.0 (22.0)	37.5 – 47.1 (47.1)	30.8 - 43.3 (30.8)
90+ Days	17.5 – 20.8 (20.1)	37.1 – 46.9 (46.9)	33.0 - 45.4 (33.0)
Summary	17.5 – 25.1	37.1 – 47.1	30.8 – 45.4

Source: PPICS, 2007, 2008, 2009, 2010, 2011

Classroom Teachers' Perceptions of Students' Performance

The PPICS Teacher Survey was completed by classroom teachers for regular 21st CCLC participants. In 2011, elementary teachers indicated that 72.2% of the regular attendees improved their homework completion and class participation. At the middle and high school level, 65.3% of the teachers reported improved homework completion and class participation.

In general, classroom teachers reported student improvement in turning in homework, completing homework to the teacher's specification, and in general academic performance. Students with more days of attendance were rated slightly higher as having significant improvement than were those students attending fewer days.

Exhibit 38. 2011 Teachers' Perceptions of Percentages of Students' Changes
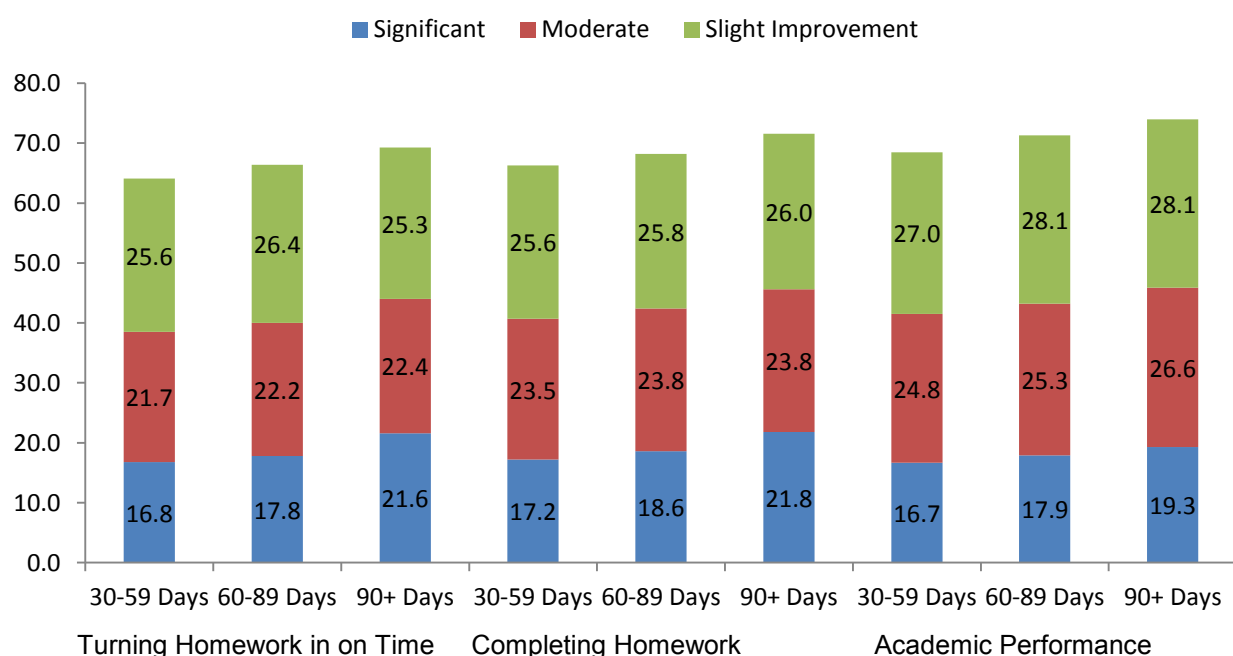
Source: PPICS, 2011

Likewise, significant percentages of sub-grantees in the 2011 Annual Illinois Survey "agreed" or "strongly agreed" that students showed improvement in mathematics and reading performance at the elementary (95%, 96%), middle/junior high (90%, 93%), and high school levels (87%, 89%).

Exhibit 39. Sub-grantees' Perceived of Improvements in Students' Math and Reading Performance by Grade Level

Elementary	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Students have shown improved math performance.	0.0%	1.4%	67.6%	27.0%	4.1%
Students have shown improved reading performance.	0.0%	1.4%	68.5%	27.4%	2.7%
Middle/Junior High	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Do Not Know/NA**
Students have shown improved math performance.	2.5%	1.2%	65.4%	24.7%	6.2%
Students have shown improved reading performance.	0.0%	3.8%	58.8%	33.8%	3.8%
High School	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Do Not Know/NA**
Students have shown improved math performance.	1.9%	1.9%	66.0%	20.8%	9.4%
Students have shown improved reading performance.	1.9%	1.9%	60.4%	28.3%	7.5%

Source: Annual Illinois Spring Survey, 2011   Elementary (n = 74, 73)   Middle School (n=81, 80)   High School (n=53)

Perceived differences reported by classroom teachers and sub-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.

Goal 2: Increase Student Attendance and Graduation from High School

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

Objective: Participants in the programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation activities.

Performance Indicator: Student participants will have higher attendance rates and changes in their attitudes toward school.

Measurement: Attendance rates
Measurement: Increased academic activities
Measurement: Parent Survey
Measurement: Student survey

Performance Indicator: Student participants will graduate from high school.

Measurement: Dropout rates/ graduation rates
Measurement: Retention rates and/or promotion rates

Performance Indicator: College- and career-ready skills will be offered.

Measurement: Student participants enroll in colleges after graduating from high school
Measurement: Student participants will be prepared for careers after graduating from high school.

The Illinois Revised Goal 2 was implemented during the year and has a paucity of evidential data at this time. In 2011, no direct student measurements were implemented to address the college- and career-ready skills performance indicator. Sub-grantees reported that they have the following data on regular 21st CCLC participants:

- Attendance rates: 62% have complete data, 14% have some data, 24% have no data
- Dropout rates: 25% have complete data, 18% have some data, and 58% have no data
- Retention/promotion rates: 45% have complete data, 15% have some data, and 39% have no data

Perceptual data, however, were collected via the PPICS Teacher Survey and Annual Illinois Spring Survey. This section summarizes these data on

- Improved attendance and retention
- Increased involvement in activities

Improved Attendance and Retention

The PPICS survey (Appendix I) asked classroom teachers to rate the 21st CCLC students' attendance in day-school. 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 afterschool activities. The majority of students made some progress in improving participation in class, attendance, and being attentive in class. Those attending more days showed slightly higher rates of improvement.

Exhibit 40. Teachers' Perceptions in Changes in Students' Participation, Attendance, and Attentiveness
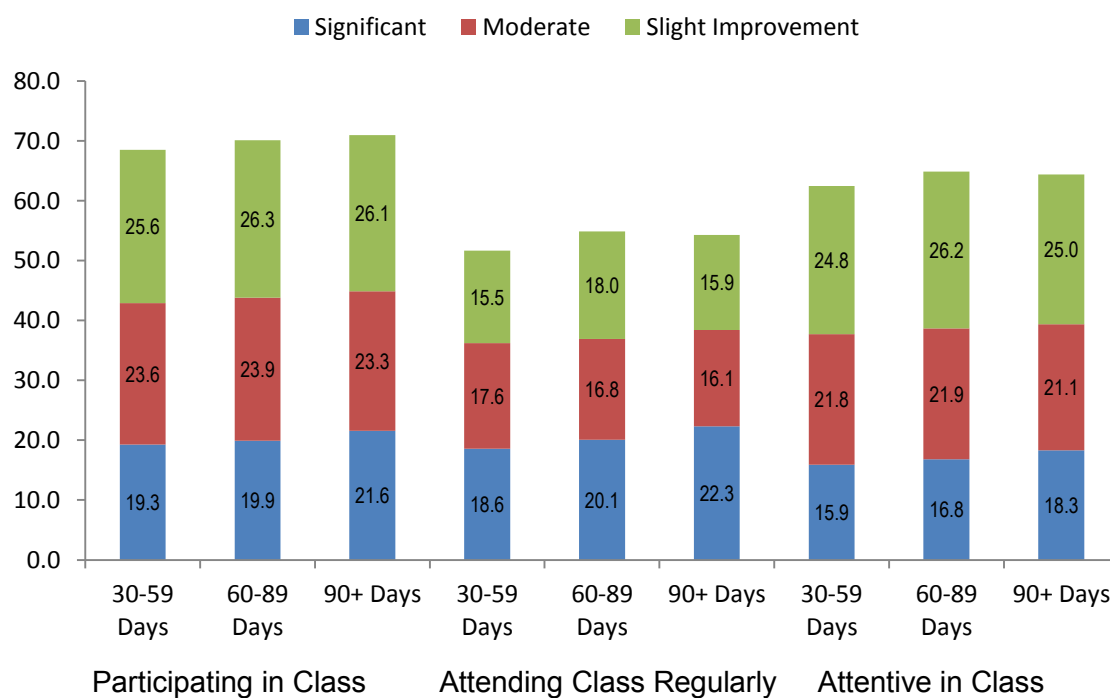
Source: PPICS Survey, 2011 (See Appendix I for Numbers of Students)

Sub-grantees reported various approaches to increase student retention in the 21st CCLC program and in school. At the high school level, credit recovery programming was offered directly through 21st CCLC, in cooperation with the district, or through the local community college. The courses were offered as face-to-face, independent study, hybrid online, or as an online course. Other high school retention efforts included direct contact with parents; specialized staff who worked directly with students and/or parents; mandated attendance for students at-risk and/or athletic eligibility; environment focused on responsibility and accountability; positive behavior programs; incentives such as field trips, raffles, prizes, food, social events, and paid summer work; student showcases of talents and academic work; award ceremonies for academic, leadership, and attendance recognition; early registration priority the next year; programming based on student input; and student designed and led activities.

At the elementary and middle school levels, retention efforts were described by sub-grantees working with students and parents; attendance, behavior, and grade incentives such as field trips, parties, and small recognitions; and using student input to design fun programming in which students can choose what they want to do. Sub-grantees mentioned a major key to student retention is having the flexibility to adjust schedules to allow students to attend other activities such as sports, work, and family responsibilities.

Increased Student Involvement in Activities

Nearly 90% of the sub-grantees reported an observed increased in students' involvement in school activities and in areas such as technology, arts, music, theater, sports, and recreation. Some of the involvement was through the school; however, the majority was through the 21st CCLC programming.

Exhibit 41. Sub-Grantees' Perception of Increases in Student Involvement in Activities

Students increased their involvement in school activities and in areas such as technology, arts, music, theater, sports, and recreation	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/N A
Elementary School	0.0%	2.7%	44.6%	44.6%	8.1%
Middle School	1.2%	2.5%	44.5%	43.2%	8.6%
High School	1.9%	5.7%	58.5%	32.1%	1.9%

Source: Annual Illinois Spring Survey, 2011

In addition to reading and mathematics, sub-grantees reported on the Annual Illinois Spring Survey a variety of other academically-focused programming. The most often noted topics at the high school level (n=53) were
- Science and technology (40%)
- Writing (34%)
- Social studies (19%)
- Nutrition (9%)

At the middle school level (n=90), the most often noted topics were
- Science and technology (39%)
- Writing (26%)
- Social studies (14%)
- Nutrition (11%)

At the elementary school level (n=79), the most often noted topics were
- Science and technology (42%)
- Writing (23%)
- Social studies (19%)
- Nutrition (10%)

The Annual Illinois Spring Survey asked sub-grantees to report activities they implemented in the following areas:
- Entrepreneurial/job skills
- Service learning
- Arts and cultural programs
- Enrichment/recreation components

Entrepreneurial/Job Skills Programming

At the elementary school level, approximately 9% of the 21st CCLC sites provided career information programming and 4% ran a school store. At the middle school level, 13% of the programs provided special thematic units to promote critical thinking, 11% presented information on careers, 8% provided finance instruction, 7% talked about job opportunities, 4% had Junior Achievement projects and 4% held job etiquette training. At the high school level, 42% of the 21st CCLC projects offered job etiquette training, 40% held interview/resume preparation training, 35% had students explore careers, 23% talked about job opportunities, 23% had thematic units to promote critical thinking, and 4% had finance instruction.

Service Learning Programming

Service learning projects were identified through partnering with community organizations or the school. When necessary, flyers, letters, posters, and surveys were used to publicize the activity.

More high school programs (66%) had service learning projects than did middle school programs (34%) or elementary school programs (27%). The projects differed but, at the high school level, often revolved around a new student group or club to address a specific issue or topic.

Exhibit 42. Percentages of Sub-grantees with Service Learning Projects in 2011

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Clean up afterschool environment	6%	15%	17%
Beautify school/parks by recycling	11	12	9
Help disadvantaged and physical needs students	1	2	6
Elderly assistance	6	8	6
Homeless family assistance	1	2	8
Peer tutoring	5	6	23
Collecting food and clothing	9	8	9
Write letters and cards or recognizing military personnel	10	8	11
Research, organize event on an issue such as bullying, etc.	4	7	28
Projects to improve school climate	0	0	2
Phone calls encouraging people to vote	0	2	4
Fund-raising for hunger, cancer awareness, etc.	3	2	4

Source: Annual Illinois Spring Survey, 2011

Arts Programming

The majority of 21st CCLC programs included arts programming (elementary school, 83%; middle school 69%; and high school 96%). The integration of the arts with instruction varied widely. Approximately 13% of the programs had a full integration with the academic content embedded into the arts instruction or vice versa. Other 21st CCLC programs reported the art programming to be a trip to an art museum.

Exhibit 43. Percentages of Sub-grantees with Arts Programming in 2011

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Crafts	25%	22%	15%
Drama	28	31	34
Photography	10	17	26
Painting	33	29	32
Sculpture	13	18	15
Music	33	34	38
Dance	34	29	34
Drawing	23	19	26
Writing (scripts, poems)	6	14	13

Enrichment/Recreation Components

Sub-grantees described what they considered their most effective enrichment/recreation components of their programs. General fitness, sports, and healthy lifestyle programming was provided often across all three grade levels. Dance, visual arts/crafts, drama/theater, and general recreation were more common in the elementary and middle school programs. Career exploration was more common in high school programs.

Exhibit 44. Percentages of Sub-grantees with Enrichment/Recreation Activities in 2011

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
General Fitness	39%	36%	53%
Specific sport	37	37	21
Dance	33	26	17
Yoga	4	1	4
Martial Arts	9	8	0
Gymnastics	1	1	4
Swimming	0	1	4
Movies	3	3	4
Healthy Lifestyle Choices	30	33	42
4-H	3	2	0
Cooking	18	19	15
Computers	22	26	19
Reading/writing	30	27	26
Community Service/Awareness	5	4	13

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Board Games	17	20	9
Homework Help	10	13	4
Visual Arts and Crafts	63	54	36
Music	28	22	25
Drama/Theater	34	16	15
Photography/Film	5	7	11
Gardening/Landscaping	1	0	4
Robotics	3	2	2
Sewing	1	2	4
General Recreation	28	22	17
Science Experiments/Projects	11	0	6
Career Exploration/College	0	0	34
Job Shadowing	0	0	2

Goal 3: Increase in Social-Emotional Skills of Students

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

Objective: Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.

Performance Indicator: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.

Measurement: Programs will use ISBE social-emotional descriptors to determine improvement of students.

Measurement: Number of instances of student violence and suspensions

Measurement: Number of students using drugs and alcohol

Measurement: Teacher/parent/student surveys

Few sub-grantees collect and use direct measures of social-emotional growth of their students. Three-fourths do not have any data on the drug/alcohol use of students; about two-fifths have data on regular attendees concerning disciplinary referrals, violence, and suspensions; and one-half have measures of changes in students' attitudes. 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. For this report, the evidence for Illinois Revised Goal 3 is based on the PPICS Teacher Survey and the Annual Illinois Spring Survey.

Attitudes toward School and Learning

In the PPICS federal survey (Appendix I), classroom teachers rated observed changes in students' motivation to come to school to learn, volunteering, getting along well with other students, and behaving in class.

The trend data on the percentages of improved students of those who needed to improve has remained around 65% for improved motivation to learn, in the mid to upper 50% for volunteering, from 52 to 62% percent for getting along with others and improved behavior.

Exhibit 45. Percent of All Regular Students Improving in Behavior
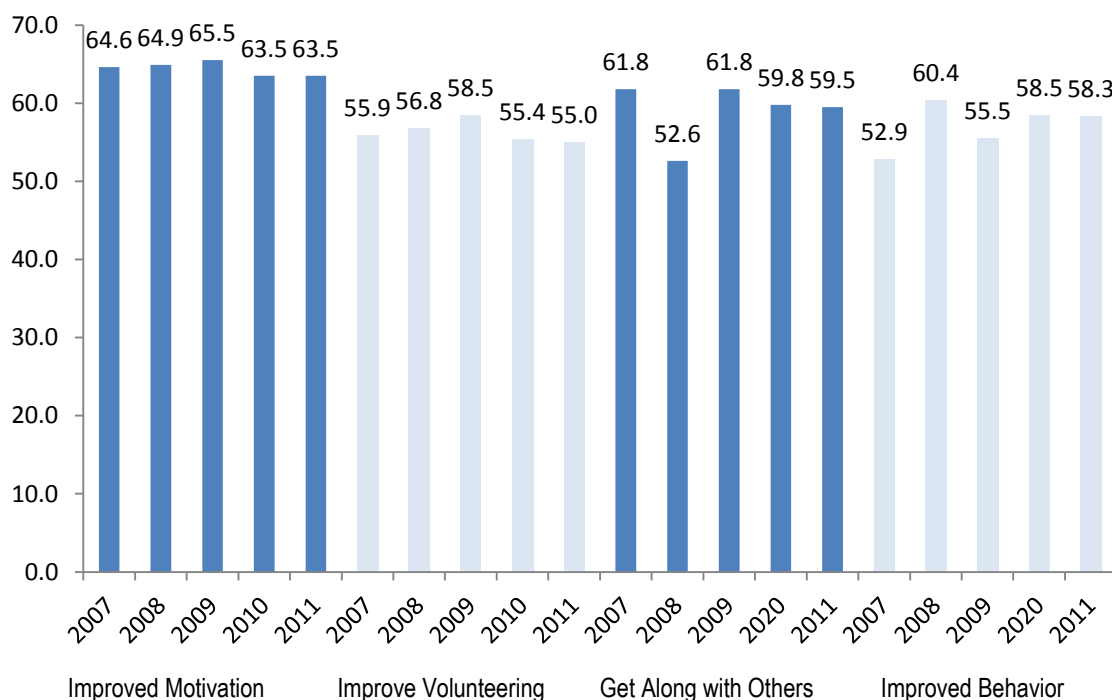
Source: PPICS Teacher Survey, 2007, 2008, 2009.2010, 2011

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 social-emotional 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. See Appendix I for breakdown by dosage.

Another source, the 2011 Annual Illinois Spring Survey, asked sub-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 sub-grantees in elementary grade programs indicated higher percentages of improvements than did sub-grantees of middle and high school programs .However, improvement rates were high (near 90%) for all grade levels.

Exhibit 46. Percentages of Sub-grantees' Observing Changes in Students' Attitudes by Grade Level

Elementary Schools, Middle/Jr High Schools, High Schools
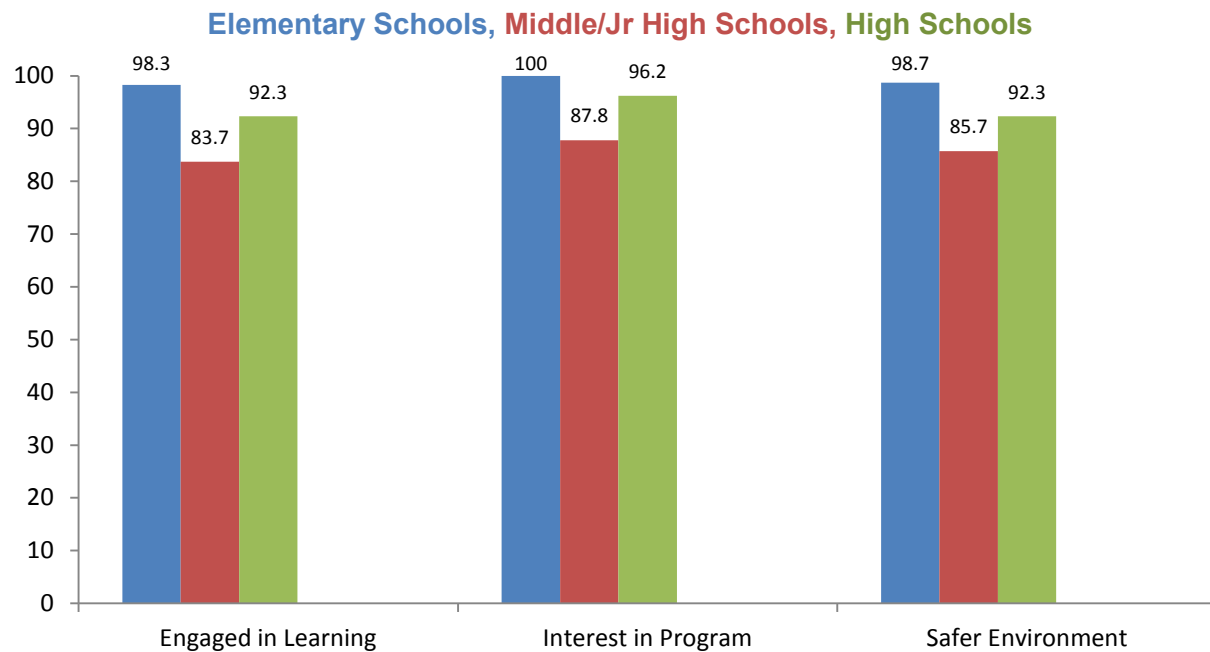
The sub-grantees described the social-emotional, youth development, and mentoring characteristics of their program on the Illinois Annual Spring Survey in 2011.

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Social-Emotional			
Life skills	18%	17%	13%
Peer interactions/team building	14	18	11
Decision making	10	4	6
PBIS or other behavior program	9	6	6
Gender-specific mentoring	10	18	13
Prevention curriculum	6	6	4
Curriculum such as 7 Habits, Second Step	14	11	9
Counseling services	3	6	4
Job Shadowing	0	0	2
Youth Development			
Teamwork/social development	18	22	17
Leadership	17	19	23
Drug and gang resistance, anti-violence, conflict resolution, anti-bullying	17	19	13
Self-confidence, identity, awareness	19	21	28
Family values	8	8	4

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Community involvement	17	20	25
Perseverance, goal setting, time management	5	3	19
Etiquette training	4	6	2
Mentoring			
Emotional support	8	9	13
Career development	4	12	19
Leadership training	3	7	2
Personal responsibility	10	13	23
Cultural appreciation and community	4	7	4

Goal 4: Parent and Community Involvement

Illinois Goal 4. Programs will collaborate with the community.

Objective: Programs will provide opportunities for the community to be involved.

Performance Indicator: The sub-grantees will offer enrichment and other support services for families of participants.

Measurement: The activities that are offered.

Objective: Programs will increase family involvement of the participating children.

Performance Indicator: All families of students in the programs will have opportunities to be involved in their children's education and increase their children's learning opportunities.

Measurement: Type and extent of collaborations
Measurement: Parent/adult satisfaction survey

The requirements and expectations for the parent/family component of the 21st CCLC program vary according 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.

Parent Involvement

As described in Part I, sub-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 sub-grantees are implementing programming to the level of the intent of the 2010 RFP.

In 2010-2011, the sub-grantees reported that they served 9,373 adult family members of 21st CCLC participants compared to 8,757 in 2010; however, the majority of the activities were Family Nights, field trips, and other traditional involvement activities (See Appendix G for obtaining complete descriptions). According to parents in the Parent Survey, they are satisfied with this level of involvement and feel the 21st CCLC program is for their children and not them.

According to the 2011 Illinois Annual Spring Survey, sub-grantees have used various methods to keep communication open with parents. Phone calls and in person meetings especially at school events were the most often used form of communication. High school programs used the website significantly more than elementary and middle school programs. Many programs used the school liaison or a 21st CCLC liaison and bilingual staff to help engage parents and guardians.

Exhibit 47. Percentages of Sub-grantees Using Various Media to Communicate with Parents
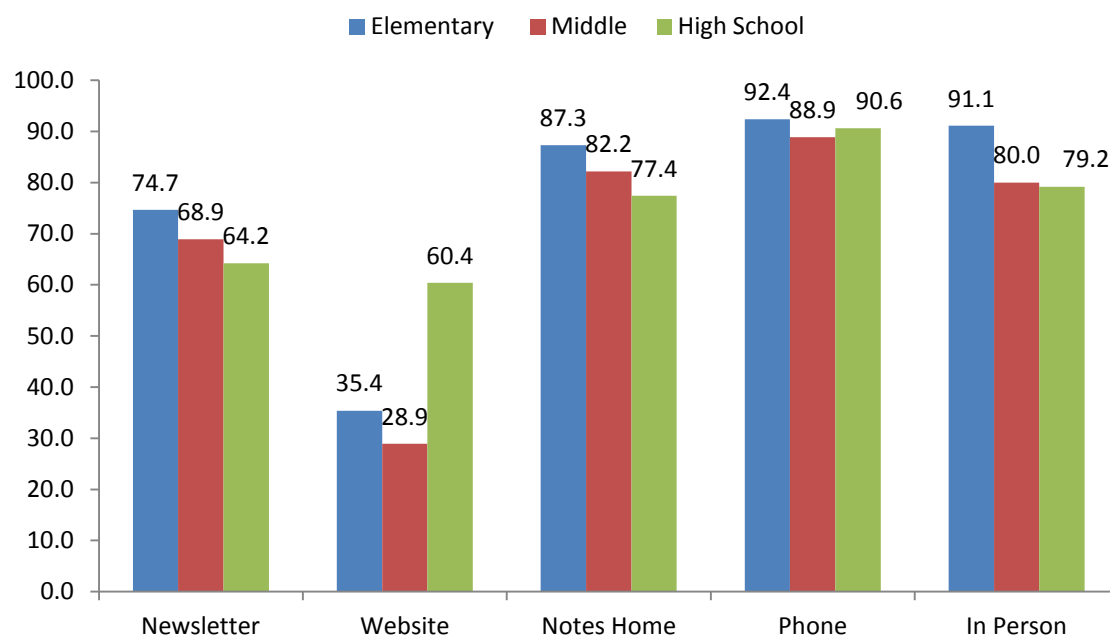
In general, sub-grantees reported that parents are supportive and satisfied with the 21st CCLC program. High school and middle school programs have more difficulty in engaging parents than do the elementary school programs. The Parent Surveys indicated the same conclusions.

Exhibit 48. Sub-grantees' Ratings of Parents' Involvement and Support of 21st CCLC

Elementary (n=79)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
Parents attend meetings and programs.	0.0%	17.6%	62.2%	20.3%	0.0%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	9.6%	60.3%	30.1%	0.0%
Parents show positive support for learning and school.	0.0%	2.7%	60.8%	32.4%	4.1%
Parents are satisfied with our program.	0.0%	2.7%	42.5%	53.4%	1.4%
Middle/Junior High School (n=90)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Do Not Know/NA**
Parents attend meetings and programs.	13.6%	11.1%	56.8%	18.5%	0.0%
Parents are supportive of our program in ways other than coming to meetings and programs.	2.5%	4.9%	63.0%	28.4%	1.2%
Parents show positive support for learning and school.	1.3%	2.5%	58.8%	31.3%	6.3%
Parents are satisfied with our program.	0.0%	1.2%	48.1%	50.6%	0.0%
High School (n=53)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Do Not Know/NA**
Parents attend meetings and programs.	9.4%	37.7%	37.7%	15.1%	0.0%
Parents are supportive of our program in ways other than coming to meetings and programs.	0.0%	21.2%	53.8%	23.1%	1.9%
Parents show positive support for learning and school.	0.0%	7.5%	69.8%	22.6%	0.0%
Parents are satisfied with our program.	1.9%	0.0%	60.4%	32.1%	5.7%

Source: Annual Illinois Spring Survey, 2011

School and Community Involvement

The 2011 Annual Illinois Spring Survey asked sub-grantees to indicate the support received from school leadership, teachers, the community, and partners. Nearly all sub-grantees agreed that "partners provide a necessary component to our program." The ratings were extremely high, also, for the school and community support.

Exhibit 49. Sub-grantees' Ratings of Partner Involvement and Support in 21st CCLC in 2010

Elementary (n=79)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	0.0%	2.7%	28.4%	66.2%	2.7%
Teachers in the school are supportive of our program.	0.0%	2.8%	37.5%	59.7%	0.0%
Middle/Junior High School (n=90)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	1.20%	1.2%	33.3%	59.3%	4.9%
Teachers in the school are supportive of our program.	1.2%	1.2%	30.9%	63.0%	3.7%
High School (n=53)	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know/NA
The school leadership is supportive of our program.	1.9%	5.7%	34.0%	58.5%	0.0%
Teachers in the school are supportive of our program.	1.9%	11.3%	32.1%	50.9%	3.8%

Source: Annual Illinois Spring Survey, 2011

Goal 5. Serving Students and Families with Greatest Need

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

Objective: Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.

Performance Indicator: The majority of sub-grants will be awarded in high-poverty communities.

Measurement: The free and reduced-price lunch eligibility of participants
Measurement: Test scores, grades, and promotion rates

Performance Indicator: The majority of sub-grants will be awarded to schools in federal or state academic status.

Measurement: The school improvement academic status list
Measurement: The lowest-achieving schools list

A competitive RFP process was used for the 21st CCLC program. The process and eligibility requirements are documented on the ISBE website (www.isbe.net/21cclc). 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. Nearly 77% of the 21st CCLC participants are eligible for free or reduced lunch. As described under the outcomes section on Goal 1, significant numbers of 21st CCLC low-income students score lower than their peers on the Illinois student assessment tests.

Exhibit 50. Percentages of Sub-grantees Using Various Admission Strategies

	Elementary (n=79)	Middle School (n=90)	High School (n=53)
Admission to program targets academic need and/or low income students	13.9	68.9	62.3%
Teachers identify students using tests scores	43.0	65.6	69.8
Teachers identify students with academic, social, behavior needs	13.9	43.3	13.2
Principals identify students based on academics	13.9	23.3	47.2
Principals identify students based on low income	13.9	8.9	26.4
Principals identify students with behavior issues	11.4	5.6	32.1
Site coordinator implements at-risk academic assessment	15.2	32.2	1.9
Staff committee identifies at-risk students with academic, social, and economic needs	0.0	3.3	5.7
Parents request student to be admitted	15.2	33.3	35.8
Student self-selects for the program	0.0	13.3	17.0
Open enrollment for all students	24.1	10.0	30.2

Goal 6. Provide Professional Development

> **Illinois Goal 6. Programs will provide ongoing professional development to program personnel.**
>
> Objective: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.
>
> Performance Indicator: All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).
>
> Measurement: Number of workshops and topics addressed by each
> Measurement: Attendance at workshops; evaluation of workshops' effectiveness

Professional development takes many forms including mandatory meetings/webinars through ISBE, optional technical assistance provided by Learning Point/AIR, and programming provided by the sub-grantees to their staff.

Illinois sub-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 professional development offered through ISBE is documented on the Building Quality in Afterschool website and the ISBE website for the 21st CCLC program. In summary, the ISBE project leaders were proactive in 2011 in identifying and providing technical assistance programming needed by the 21st CCLC sub-grantees. Over 95% of the grantees answering the questions about the mandatory meetings and webinars indicated that they were "satisfied" or "very satisfied".

In addition to the mandatory meetings, technical assistance is provided through Learning Point/AIR.   Approximately 90% of the sub-grantees indicated they are satisfied with the professional development offered; however, few sub-grantees regularly use this resource.

The majority of interaction between the sub-grantees and Learning Point/AIR is through the Building Quality in Afterschool website. The sub-grantees used the technical assistance and website more in 2011 than in the past; however, these resources are still underutilized.

Exhibit 51. Percentages of Sub-grantees Using Technical Assistance in 2011
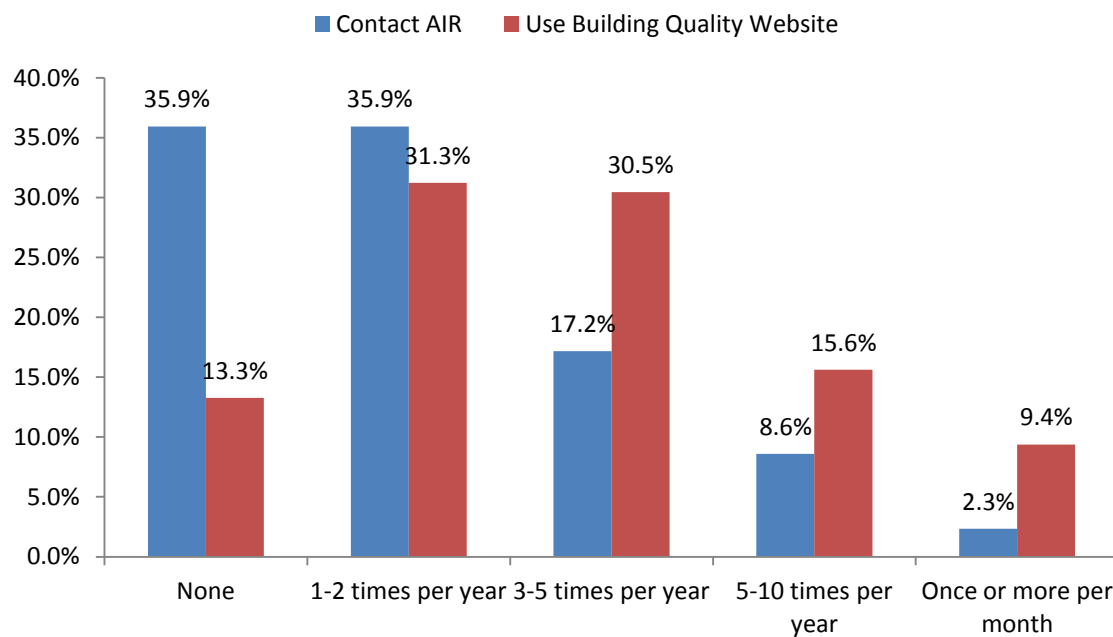
The sub-grantees varied in the professional development provided to their staff members. Some were very active in providing ongoing training and funding staff to attend regional and national meetings in afterschool programming. On the other hand, about 40% of the sub-grantees reported the mandatory training such as CPR and reporting to DCFS as the extent of their training for their staff.

Goal 7. Provide Sustainable Programs

> **Illinois Goal 7. Programs will collaborate with schools and community-based organizations to provide sustainable programs.**
>
> Objective: Projects will create sustainability plans to continue the programs beyond the federal funding period.
>
> Performance Indicator: All sub-grantees will provide detailed plans of coordination and collaboration efforts.
>
> Measurement: Lists of coordinating/ collaborating agencies and the types of services, with letters of agreement from collaborating agencies
>
> Measurement: A memorandum of understanding will be established between the fiscal agent and the primary partner of each sub-grant to identify the roles and responsibilities of each entity

At the time of funding, sub-grantees provide a sustainability plan to ISBE, as described in Part I of this report. The list of coordinating agencies and memorandums of understanding are reviewed as part of the compliance process administered by ISBE.

The sub-grantees reported their level of sustainability on the Illinois Annual Spring Survey in 2011. High schools are finding sustainability more challenging that the elementary and middle schools. Few of the sub-grantees are able to sustain their program without re-applying for funding through the 21st CCLC program.

The most sustainable components were the academic activities tied to homework help and the day-school. The least sustainable activities were the academic enhancement and enrichment activities and the recreational activities. Funding for staffing was the primary barrier to sustainability.

Exhibit 52. Sub-grantees Ratings of Sustainability of Essential Components of Program
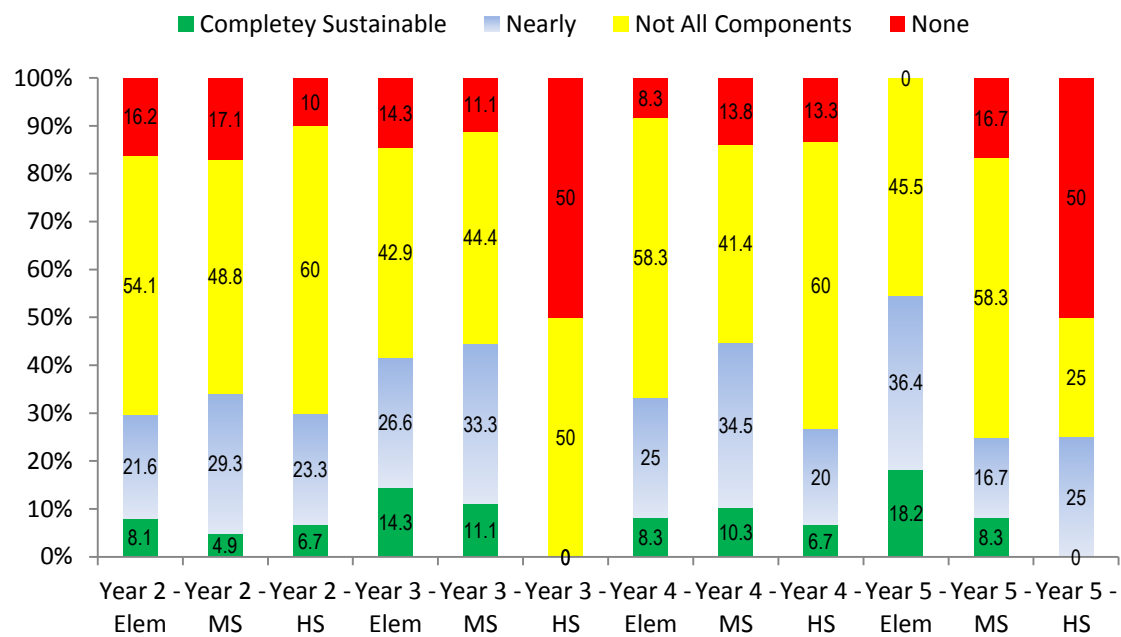
Source: 2011 Annual Spring Survey

Part III: Progress in Implementing Recommendations from Previous Evaluation in 2010

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. Four target areas and goals were proposed by the external evaluator for ISBE to address in 2011:

- 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 sub-grantees will provide family programming and 10% more families will be served than last year
- Provide targeted and intensive support to sub-grantees so all sub-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 sub-grantees meeting or exceeding evaluation expectations.

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

Actions Taken During 2010 - 2011

1) ISBE made considerable strides in proactively identifying technical assistance and professional development needed by the sub-grantees. At the fall workshop, sub-grantees heard about best practices in student retention and family participation. During the year, webinars focused on these topics. .All-day workshops were held to help sub-grantees improve their local evaluations.

2) ISBE successfully implemented a new compliance monitoring system for the sub-grantees. Additional staff was allocated to 21st CCLC in 2010-2010 to implement the compliance

monitoring. The process involves three tiers of review based on a risk analysis. Protocols for each tier were established, piloted, and revised as needed. Sub-grantees were required to create approved action plans with corrective actions to address any non-compliance indicated in each tier of review.

3) The goals established for the Illinois 21st CCLC program were revised in 2010-2011 to provide more direct measures of outcomes and establish clearer expectations of sub-grantees. A growth model to assess student academic performance was implemented. In addition, a focus on social-emotional growth was established and performance indicators and measures were articulated.

4) The RFP for new sub-grants to be initiated in 2011-2012 was released. A new peer review process as recommended by the U.S. Department of Education was implemented to review the proposals.

Outcomes in 2011

The actions described above were instrumental in the following outcomes.

1) The professional development was more proactive, and the sub-grantees rated their satisfaction with technical assistance and mandated meetings in 2010-2011 higher than in each of the previous four years. The percentage of sub-grantees seeking technical assistance increased; however, the technical assistance providers, Building Quality in Afterschool website, and webinars are underutilized.

The professional development was aimed at increasing student retention and parent/guardian involvement. From 2010 to 2011, the percentage of 21st CCLC participants increased from 46.35% to 50.29% and the number of parent/guardians increased from 8,709 to 9,373, a 7.6% increase. The evaluation workshops resulted in nearly all of the sub-grantees submitting local evaluations that met state evaluation standards.

2) The implementation of compliance monitoring by ISBE has increased the awareness of the sub-grantees of the mandated elements of 21st CCLC and raised levels of compliance. Perhaps the most effective component was the implementation of phone calls to sub-grantees by ISBE personnel. This increased the interaction between ISBE and the sub-grantees, built relationships, and allowed for ISBE to have a closer "hands-on" view of the challenges the sub-grantees faced, which in turn increased ISBE's ability to be proactive in addressing the sub-grantees' concerns.

3) The student growth model in the Illinois revised goals was implemented in the statewide evaluation and showed academic growth especially for low-income students in the middle school grades.

4) The RFP resulted in the funding of a 2012 cohort of sub-grantees in a process aligned with federal recommendations.

Part IV: Summary and Recommendations for 2012

Based on the progress made on the recommendations from 2010 and the findings of the evaluation for 2011, the following recommendations are offered for program year 2011-2012:

1) Continue the focus on student retention
2) Continue the focus on the parent/guardian component
3) Ensure new sub-grantees and continuing sub-grantees with corrective action plans are provided and participate in technical assistance
4) Assist sub-grantees in implementing the revised Illinois Goals, objectives, performance indicators, and measurements

Student Retention

In 2011, student retention as measured by the percentage of 21st CCLC participants attending 30 or more days increased from 46.35% to 50.29%. The effect of dosage has been related to increased changes in student and program outcomes in this study and in the research literature. Sub-grantees struggling with student retention could benefit from intensive technical assistance and/or mentoring.

Parent and Family Component

Sub-grantees in the 2010 and 2012 cohorts have additional requirements for the parent and family component than do sub-grantees in previous cohorts. Confusion about the requirements often revolve around a) the need for parent/guardian traditional involvement such as report card pick up, PTO, and attendance at student performances and b) the 21st CCLC requirement for parent and family learning components. Sub-grantees often confuse the two parent/guardian roles in the 21st CCLC program and attend to the first (a) but not the second (b) focus. ISBE should confirm with the sub-grantees that the first (a) focus is needed as part of the programming for students; e.g., similar to the need for administrators and teachers to be involved to implement the student programming so do the parents/guardians. This is a necessary requirement for the implementation of any afterschool programming. The 21st CCLC program for cohorts 2010 and 2012, however, have an additional component: programming for families; and it is this component that selected sub-grantees need intensive technical assistance and/or mentoring.

Technical Assistance and Mentoring

In 2011, the technical assistance provided to the sub-grantees was underutilized. In 2012, some sub-grantees will need intensive assistance. For example, the 2012 RFP identified several sub-grantees who are new to the 21st CCLC program. Past annual reports have pointed out the

difficulties new sub-grantees have their first year. Some of the continuing sub-grantees are implementing corrective action plans, and, given past performance, many will need assistance to be successful. Therefore, the recommendation is for ISBE to be directive with the sub-grantees who are struggling and require them to participate in intensive technical assistance and/or mentoring.

Evaluating the Revised Illinois Goals

In 2011, the seven revised Illinois goals and accompanying objectives, performance indicators, and measures were implemented. Sub-grantees, however, were not successful in collecting all of the data needed to assess the outcomes. For example, sub-grantees could use more technical assistance in collecting student assessment growth data, school attendance rates, dropout/graduate rates, retention/promotion rates, college- and career-readiness skills, number and instances of student violence and suspensions, number of students using drugs and alcohol, etc.

In addition to not collecting the data, many of the grantees do not have attendance data collection systems in place that can easily analyze 21st CCLC student attendance data let alone allow for the integration of the other measures needed to implement the student growth model implemented in the revised Illinois goals. Sub-grantees with antiquated attendance systems will struggle with the additional data collection requirements in the growth model.

The timing of the PPICS data collection, local evaluation, and statewide evaluation have never been fully aligned to provide timely, quality, reliable data for the federal and state reporting.

ISBE has the opportunity to address these issues as the measures for the revised Illinois goals are implemented through the implementation of an integrated data collection plan that minimized the burden on the sub-grantees. In order to do this, ISBE should consider implementing statewide data collection components and processes such as the following:

- Create a statewide attendance recording system for each student enrolled in the 21st CCLC program. Connect this record to the state SIS data for the student-level data available concerning disciplinary actions, promotion/completion information and all historical and ongoing state student assessment data. Sub-grantees would regularly update the 21st CCLC attendance data for students via an online portal.

- Implement a common instrument to assess the quality of all 21st CCLC programs in Illinois.

- Rethink the use of the PPICS Teacher Survey and/or distribution protocols. The perceptual data collected by classroom teachers should be replaced with more direct measures of student growth under the revised Illinois goals.

- Rethink the role of ISBE in the PPICS data collection. A statewide data collection system would allow ISBE to directly upload the required PPICS federal data rather than sub-grantees entering the data.

- Rethink when the local evaluation is due from the sub-grantees. Currently, external evaluators are often paid with funds ending in June to complete evaluations due in December. If a system such as the one outlined above would be implemented, the data needed for local evaluations could be downloaded to the sub-grantees from the statewide system and local evaluations could be due June 30 instead of December 1.

In summary, the 21st CCLC program in Illinois has changed drastically over the past five years through annual continuous improvements. Sub-grantees have been held more accountable for quality programming and measuring student outcomes. Local evaluations have improved with evidence that the data were used to inform decisions on how to improve the local programs. The above recommendations are made to further this cycle of improvement.

The annual statewide evaluation, however, would not be complete without the UIC and NIU researchers expressing their immense gratitude to all of the ISBE personnel, sub-grantees and their staff, and the students and families in the 21st CCLC programs for their cooperation and undying passion for afterschool programming. The statistics and recommendations paint a picture; however, the real mural is the smiling faces of the students at the various 21st CCLC centers across Illinois.

Appendix A. Revised Goals for 21st CCLC Program

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

Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.

Performance Indicator 1.a: The Illinois Standards Achievement Test (ISAT)/Prairie State Achievement Examination (PSAE) test scores of the participants will show an increase in performance. Participants will show progress in ISAT/PSAE reading and mathematics scores.

Measurement 1.a: Individual student scores on the ISAT/PSAE and other tests.

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

Objective 2: Participants in the programs will demonstrate increased involvement in school activities and will have opportunities in other subject areas, such as technology, arts, music, theater, sports, and other recreation activities.

Performance Indicator 2.a: Student participants will have higher attendance rates and changes in their attitudes toward school.

Measurement 2.a.1: Attendance rates
Measurement 2.a.2: Increased academic activities
Measurement 2.a.3: Parent Survey
Measurement 2.a.4: Student survey

Performance Indicator 2.b: Student participants will graduate from high school.

Measurement 2.b.1: Dropout rates/ graduation rates
Measurement 2.b.2: Retention rates and/or promotion rates

Performance Indicator 2.c: College- and career-ready skills will be offered.

Measurement 2.c.1: Student participants enroll in colleges after graduating from high school
Measurement 2.c.2: Student participants will be prepared for careers after graduating from high school.

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

Objective 3: Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.

Performance Indicator 3: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and a decrease in other adverse behaviors.

Measurement 3.1: Programs will use ISBE social-emotional descriptors to determine improvement of students.
Measurement 3.2: Number of instances of student violence and suspensions

Measurement 3.3: Number of students using drugs and alcohol
Measurement 3.4: Teacher/parent/student surveys

Goal 4. Programs will collaborate with the community

Objective 4.1: Programs will provide opportunities for the community to be involved.

Performance Indicator 4.1: The sub-grantees will offer enrichment and other support services for families of participants.

Measurement 4.1: The activities that are offered.

Objective 4.2: Programs will increase family involvement of the participating children.

Performance Indicator 4.2: All families of students in the programs will have opportunities to be involved in their children's education and increase their children's learning opportunities.

Measurement 4.2.1: Type and extent of collaborations
Measurement 4.2.2: Parent/adult satisfaction survey

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

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

Performance Indicator 5.a: The majority of sub-grants will be awarded in high-poverty communities.

Measurement 5.a.1: The free and reduced-price lunch eligibility of participants
Measurement 5.a.2: Test scores, grades, and promotion rates

Performance Indicator 5.b: The majority of sub-grants will be awarded to schools in federal or state academic status.

Measurement 5.b.1: The school improvement academic status list
Measurement 5.b.2: The lowest-achieving schools list

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

Objective 6: Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.

Performance Indicator 6: All centers' staff will participate in a variety of training/workshops provided to improve and maintain the quality of the program(s).

Measurement 6.1: Number of workshops and topics addressed by each
Measurement 6.2: Attendance at workshops; evaluation of workshops' effectiveness

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

Objective 7: Projects will create sustainability plans to continue the programs beyond the federal funding period.

Performance Indicator 7: All sub-grantees will provide detailed plans of coordination and collaboration efforts.
Measurement 7.1: Lists of coordinating/ collaborating agencies and the types of services, with letters of agreement from collaborating agencies Measurement 7.2: A memorandum of understanding will be established between the fiscal agent and the primary partner of each sub-grant to identify the roles and responsibilities of each entity

Appendix B: Research Matrix

The following evaluation matrix was approved for the 2010-2011 annual statewide evaluation in August 2010. In June 2011, the Illinois State Board of Education implemented revised goals, objectives, indicators, and data sources for the Illinois implementation of the 21st CCLC program as shown in Appendix B. The annual evaluation conducted by the statewide evaluators addressed the Illinois goals in both Appendix A and Appendix B.

Research Focus	Questions	Performance Indicator	Source of Data
FORMATIVE EVALUATION			
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. Objective 3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.	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?	▪ 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	▪ Program administrators interview/survey ▪ School administrators survey ▪ Classroom teacher survey ▪ Parent survey ▪ PPICS Data
Goal 1. Schools will improve student achievement in core academic areas. Objective 1. Participants in the programs will demonstrate increased academic achievement by 10% in adequate yearly progress.	2. What impact does the program have on student achievement, including homework completion, classroom grades, promotions, and performance on the state assessments?	▪ Academic performance on state assessments by grade and by subject matter ▪ Homework completion rates ▪ Classroom grades ▪ Promotion/retention rates	▪ 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 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	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?	▪ 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 administrators interview/survey ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Direct observation on

Research Focus	Questions	Performance Indicator	Source of Data
		• program and services • Parent perception of impact of program on students and community	• site visit • Parent survey • PPICS Data
Objective 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	4. What is the impact of the collaborations with other agencies and non-profit organizations?	• Type and extent of collaborations • Parent satisfaction with referrals to other agencies and non-profit agencies • Community partners perception of impact of program and satisfaction with program	• Program administrators interview/survey • Parent survey • Community Partner survey • 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?	• Sites selected met the selection criteria based on free- and reduced-lunch eligibility, participants' test scores, grades, and promotion rates.	• ISBE staff interview • Sub-grantees' applications for funding • ISBE Fiscal Program Reports • PPICS Data • Illinois Interactive Report Card
Objective 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.	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?	• Participation of programs in the professional development activities • Review of satisfaction data collected on the professional development activities • Adherence to *NCLB* and *NSDC* definition and standards	• ISBE staff interview • Program administrators interview/survey • Program documentation and professional development records from ISBE • PPICS Data
Objective 7: 21st 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-	7. What are the current efforts toward providing for sustainability of the current programs, especially of the programs in their final year of funding?	• Implementation of sustainability plan • Degree to which sustainability efforts are on-target to reach appropriate level of sustainability based on year in project	• ISBE staff interview to confirm sustainability requirements per year of sub-grant • Program administrators interview/survey • Community Partner survey • Sub-grantees' applications for funding

Research Focus	Questions	Performance Indicator	Source of Data
sustaining.			
Quality of Evaluative Data	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? 9. Would additional data and/or data collection methods have helped document the outcomes of the programs and provided supplemental information for decision-making?	▪ 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	▪ ISBE staff interview ▪ Program administrators interview/survey ▪ PPICS Data
Assessment of Overall Implementation	10. To what extent are the sub-grant recipients implementing the activities and evaluation plan proposed in their RFPs, as revised in their annual continuation requests?	▪ 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	▪ ISBE staff interview ▪ Program administrators interview/survey ▪ Direct observation site visit ▪ Sub-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?	▪ Identification of facilitating factors ▪ Identification of barriers ▪ Identification of strategies to overcome barriers	▪ 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

Research Focus	Questions	Performance Indicator	Source of Data
**SUMMATIVE EVALUATION – Separate Report from Annual Evaluation**		
Summative Evaluation	12. Are there specific features or characteristics associated with exemplary outcomes?	▪ 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 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.	▪ Program administrator surveys ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ Community Partner survey ▪ Sub-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	13. How do the outcomes of programs completing the five-year cycle differ from the outcomes of programs in mid-sub-grant?	▪ Statistically significant differences in program outcomes (p < .05) of programs in their last year as compared to programs in mid-sub-grant cycle.	▪ Program administrator surveys ▪ School administrators survey ▪ Classroom teacher survey ▪ Site teacher/tutor survey ▪ Parent survey ▪ Community Partner

Research Focus	Questions	Performance Indicator	Source of Data
			survey ■ Sub-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?	■ Same as research focus #2, Assessment of Overall Implementation	■ Same as research focus #2, Assessment of Overall Implementation.

Appendix C. 21st CCLC Programs in 2010-2011

SUB-GRANTEE AS OF 2010	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		
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)

SUB-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
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	66

Appendix D. 21ˢᵗ CCLC Fall Illinois Survey 2010

Annual Fall Illinois Survey
Statewide Assessment
21ˢᵗ Century Community Learning Centers
Due December 1, 2010

This data will be provided to ISBE and is NOT to be considered confidential or anonymous.

If you have questions or would like an online version of the survey, please contact Penny Billman: pbillman@uic.edu or 815-395-5783.

Part 1. Overview

- Organization (GRANTEE):
- Year Grant Began (COHORT YEAR):
- Who is the primary person completing this survey?
- What is the title of this person?
- What is the phone number of this person?
- What is the e-mail where the person can be reached?
- Describe any differences or changes you have made from the program described in your FY 2011 continuation application.
- Describe your staffing of the program. Include the number of full-time and part-time staff under each category. Full-time refers to at least 35 hours a week working for the 21st CCLC program. Part-time refers to part-time employment with 21st CCLC even though the person may be full-time with the school district during the school day.

	Funded through 21st CCLC		Not Funded through 21st CCLC	
	Number of Part-Time for 21st CCLC	Number of Full-Time for 21st CCLC	Number of Part-Time for 21st CCLC	Number of Full-Time for 21st CCLC
Certified teachers from school of students				
Certified teacher but not from school of students				
Others with college degree who teach/tutor in 21st CCLC				
Others without college degree who teach/tutor in 21st CCLC				
Others with college degree, but do not teach/tutor				
Others without college degree, but do not teach/tutor				
Administrators/coordinators for 21st CCLC with a college degree				
Administrators/coordinators for 21st CCLC without a college degree				
TOTAL				

9. What is your teacher/tutor to student ratio during the academic component of your program?
_____teacher/tutor to _____ students

10. Describe any staffing changes you have had since last June.

Site	Staffing Change

Part 2. Mid-Year Data

1. Complete one line for **each site.**

Site	First Day of 21st CCLC Funded Programming for FY 11	Projected Last Day of Programming for FY 11	Total Number of Weeks 21st CCLC Site Will Be Active	Where is this site physically located? Public School, Community Center, etc.
			During School Year (2010-2011)	
			In Summer (2010)	
			During School Year (2010-2011)	
			In Summer (2010)	

(expand table if more than one site)

2. For each site, provide the current unduplicated number of registered/enrolled students by grade level. Each student should be listed under only one grade level.

Site		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL Unduplicated
	Summer															
	School Year															

(expand for each site)

3. Complete one line for each site. Include only regular programming. One-time events will be described in another question. Unduplicated means each person is counted ONLY ONCE. A student should be counted as either summer only, afterschool only, before school only, or a combination of before, after, weekend, or summer.

Site Name (A)	Total Number Projected to Serve (B)	Number of Days per Week in Operation for Typical Week (C)	Total Number of Hours of 21st CCLC Programming in a Typical Week for Student (D)	Total Number of Enrolled or Registered Students. This is the total in table above. (E)	Number of Students in Column E who have attended 30 days or more (F)	Name All Public and Private Feeder Schools of Students Attending Site (H)
		Summer 2010	Summer 2010	Students only attended Summer 2010	Students only attended Summer 2010	
		Afterschool during school Year 2010-2011	Afterschool during school Year 2010-2011	Students only attend Afterschool	Students only attend Afterschool -	
		Before School during school year 2010-2011	Before School during school year 2010-2011	Students only attend Before School	Students only attend Before School -	
				Students attended a combination of before, after, weekend, or summer	Students attended a combination of before, after, weekend, or summer	

Total Number Projected to Serve: Number reported on Continuation Application.
Number of Days per Week: The number of days the site is regularly active in a week. Report the hours a student would be able to attend broken down by students who attend only afterschool, before school, or summer 2010. DO NOT CONSIDER a one-time weekend event as regular programming.
Total Number of Hours per Week: Total hours in the typical week in which enrolled students attend 21st CCLC funded activities. Do not include one-time events.
Enrolled/Registered: Students for whom you have complete registration materials completed by parents/guardians.

4. In the chart above, what is the minimum number of hours a day a student may attend and be counted as a day of attendance?

_____ (please report with one decimal point; e.g., 3.5 hours)

5. Compare the Total Number of Enrolled or Registered Students (Total of all cells in Column E) and the Total Number Projected to Serve (Total of Column B). If you are not on track to serve within plus or minus 10% of your projected number (90% to 110%), please explain the difference. If you anticipate being more than 10% UNDER your projected number, list the steps you will be taking to increase the recruitment of students during the year.

Site	Explanation

6. Divide the total number of students in Column F in question 3) by the total number projected to serve (Column B in question 3). Our target is to have this number at least 60%. If you are not on target to reach at least 60%, please explain what you are doing to increase the number of regular attendees.

Site	Explanation

7. Has this site provided weekend or other days of programming not listed above in the table in question 3?
    YES   NO

If YES,

Site	How Many Days	What were activities	Average Daily Attendance

8. Please describe for each site the FAMILY PROGRAMMING conducted so far in FY 11.

Site (A)	Description (B)	Total UNDUPLICATED Number of Family Units Participating (C)	Total UNDUPLICATED Number of Parent / Guardians Participating (D)	Total Number of Family Units of 21st CCLC Registered Students (2 enrolled students from same family count as 1) (E)	% of Family Total Family Units Participating (C / E)

9. A focus of this year was to increase the participation of FAMILY PROGRAMMING. Please describe by site how you plan to improve family participation. Describe any approaches that you consider to be exemplary and effective.

Site	Explanation

10. At the Fall Kick-Off Workshops strategies to improve student recruitment/retention and family programming were discussed.

	Very Much So	Somewhat	So-So	A Little	Not at All
Did you find these strategies useful?					
Were you able to implement them in your program?					
Did they help improve recruitment of students?					
Did they help improve retention of students?					
Did they help increase family participation?					

11. If you found a strategy particularly useful from the Fall Kick-Off Workshops, please describe below what it was and how you implemented it.

12. Describe how you will obtain the following data during the year. Be specific and provide the names of individuals or their titles. You should report this table for the grant and/or by site, depending upon how your data are collected.

Data to be collected	Who will and how will it be collected	When will it be collected
Students' attendance in 21st CCLC program		
Students' performance on the state assessments; e.g., ISAT, PSAE, etc.		
Students' changes in grades from fall to spring		
Students' involvement in other school activities		
Teacher survey (PPICS) completed for individual students		
Students' performance on other tests		
Number of Students Who Completed a Credit Recovery Program and the number who graduated because of this completion		
Total Number of Credits Students Recovered through Credit Recovery		
Students' disciplinary referrals, violence and suspensions		
Number of family units and adults served for each family activity		
Parent/adult satisfaction with 21st CCLC activities		
Number and type of collaborations with community		
Free and reduced-price lunch status of students		
Number and types of workshops held for staff, attendance at each		
List of coordinating agencies and types of services and type/value of contribution		

13. Think about a student who attends your program everyday for the full dosage of programming. Estimate the percent of time during the week at the 21st CCLC program that this child would spend in the following types of activities. You should report this table for the grant and/or by site, depending upon how your data are collected.

Activity	Estimated Percent of Time
One-on-one academic instruction in math or reading	
Small group academic instruction in math or reading	
Large group academic instruction in math or reading	
Computer-based academic instruction in math or reading	
Academic instruction or activity in another subject	
Fine arts or performing arts	
Homework assistance	
Recreational activity	
Snack or meal	
Open time, free play, socializing	
Other Specify _____	
Other Specify _____	
	100.00%

Part 3. Grantee Evaluation and Progress Reports for FY 2010

This section refers to your local grantee evaluation conducted for FY 2010 or your PROGRESS REPORT for FY 2010 Cohort.

1. Please send a copy of your FY 2010 local evaluation or Progress Report (New grants in 2010) to pbillman@uic.edu, if you have not already.

2. Attached is a SAMPLE TEMPLATE for good practices in evaluation. For each section of the report, critique your FY 2010 evaluation or Progress Report.

Content	Strengths of Your Evaluation/Progress Report	How You Will Improve Your Local Evaluation in 2011
Overview and History		
Students Served Data		
Program Operations		
Objectives Assessment		
Illinois Objectives Assessment		
Other Findings		
Overall Recommendations		
Dissemination of Evaluation		

THANK YOU!

If you are completing this survey as a Word document, e-mail to pbillman@uic.edu
Questions? Call 815-395-5783

Appendix E. 21st CCLC Spring Illinois Survey 2011

Annual Spring Illinois Survey
Statewide Assessment
21st Century Community Learning Centers
Due JUNE 30, 2011

This survey includes two parts, each due June 30, 2011. Please complete all parts before submitting. All grantees, including those in their final year, are to complete the survey. Part I will be given to ISBE as part of your continuation application.

Part II 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 accurate. ISBE appreciates the time and effort you will spend providing this vital information.

Some questions ask you to respond about elementary students (PK-5), middle school aged students (5/6 -8), and high school students (9-12). If your program is K-8, please answer the elementary student section for your K-5 students and the middle school section for your 6-8th grade students. You can cut and paste from one text box to another or write "SAME". If you do not have any students at the grade level referenced in the question, enter "Does not apply".

If you have any questions please contact Penny Billman: pbillman@uic.edu or 815-395-5783.

ISBE SURVEY INFORMATION

Part I. Information Shared with ISBE
This section combines information needed by ISBE and for the Statewide Evaluation. For those 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. Grants in their fifth year are to complete this section also.

1. Organization (Grantee):
2. Year Grant Began (Cohort Year):
3. Who is the primary person completing this survey?
4. What is the title of this person?
5. What is the phone number of this person?
6. What is the e-mail at which this person can be reached?
7. How many active sites did you have in FY 11?
8. Describe any changes in schools served by your grant from academic year 2009-2010 through academic year 2010-2011. Write "NONE" if you did not make any changes.

IDENTIFICATION AND SELECTION

9. How are ELEMENTARY SCHOOL 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?
10. How are MIDDLE SCHOOL 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?
11. How are HIGH SCHOOL 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?

RETENTION

12. Describe the student retention strategies in place for ELEMENTARY SCHOOL students within the program to maximize the number of days a student attends.
13. Describe the student retention strategies in place for MIDDLE SCHOOL students within the program to maximize the number of days a student attends.
14. Describe the student retention strategies in place for HIGH SCHOOL students within the program to maximize the number of days a student attends.

CONNECTION TO DAY SCHOOL

15. Describe the mechanisms you have in place to ensure that the academic program extends/complements the regular school day academic program for ELEMENTARY SCHOOL students.
16. Describe the mechanisms you have in place to ensure that the academic program extends/complements the regular school day academic program for MIDDLE SCHOOL students.
17. Describe the mechanisms you have in place to ensure that the academic program extends/complements the regular school day academic program for HIGH SCHOOL students.

LEARNING STANDARDS - READING

The following questions ask about your academic components and the processes that were used to align the components with the Illinois Learning Standards. The standards and descriptors can be found at www.isbe.net/ils/.

18. Describe your reading component and the process used to align with reading standards for ELEMENTARY SCHOOL students.
19. Describe your reading component and the process used to align with reading standards for MIDDLE SCHOOL students.
20. Describe your reading component and the process used to align with reading standards for HIGH SCHOOL students.

LEARNING STANDARDS - MATH

21. Describe your math component and the process used to align with math standards for ELEMENTARY SCHOOL students.
22. Describe your math component and the process used to align with math standards for MIDDLE SCHOOL students.
23. Describe your math component and the process used to align with math standards for HIGH SCHOOL students.

ACADEMIC ALIGNMENT

24. Describe other academic components and the process used to align them to their respective standards for ELEMENTARY SCHOOL students.
25. Describe other academic components and the process used to align them to their respective standards for MIDDLE SCHOOL students.
26. Describe other academic components and the process used to align them to their respective standards for HIGH SCHOOL students.

RECREATION

27. Describe the enrichment and recreation components of your program for ELEMENTARY SCHOOL students.
28. Describe the enrichment and recreation components of your program for MIDDLE SCHOOL students.
29. Describe the enrichment and recreation components of your program for HIGH SCHOOL students.

SERVICE LEARNING

30. Do you have a service learning component?
        YES   NO
31. Do you have a service learning component for ELEMENTARY SCHOOL students?
        YES   NO
32. Describe your service learning program for ELEMENTARY SCHOOL students. What do they do and who is served?
33. How many of your 21st CCLC ELEMENTARY SCHOOL students are involved in the service learning component?
34. Do you have a service learning component for MIDDLE SCHOOL students?
        YES   NO
35. Describe your service learning program for MIDDLE SCHOOL students. What do they do and who is served?
36. How many of your 21st CCLC MIDDLE SCHOOL students are involved in the service learning component?
37. Do you have a service learning component for HIGH SCHOOL students?
        YES   NO
38. Describe your service learning program for HIGH SCHOOL students. What do they do and who is served?
39. How many of your 21st CCLC HIGH SCHOOL students are involved in the service learning component?

STANDARDIZED TESTS

40. 1) Describe the process used to make school personnel aware of which of their students are served by the program. 2) How did/will you obtain the ISAT/PSAE test scores for the students in your program? 3) What process is in place?

FUNDING

41. For grantees whose funding was decreased in 2010-11, explain how you are retaining the size and scope of the originally funded program. If this does not apply, write "NA".

EVALUATION

42. 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 21st CCLC program			
Students' performance on state assessments; e.g., ISAT,PSAE, etc.			
Students' performance on other tests			
Students' changes in grades from fall to spring			
Teacher survey (PPICS) completed for individual students.			
Students' attendance rate during day			
Students' attitudes towards school			
Students' drop-out rates			
Students' graduation or promotion rates			
Students' disciplinary referrals, violence and suspensions.			
Parent/adult satisfaction with 21st CCLC activities			
Students' free and reduced-price lunch status			
Number of students who use drugs and alcohol			

43. Which of the following do you use in your evaluation of your 21st CCLC program?

	Have Complete Data	Have Some Data	Do Not Use
Number of families served in your Family Programming component			
Number and type of collaborations with community			
Assessment of serving those with greatest need			
Number, types, and attendance at staff workshops			
Participant evaluations of your professional development activities			
List of coordinating agencies and types of services			

44. Who does your comprehensive local grantee evaluation?

Check all that apply.

	21st CCLC program staff
	School district staff not part of 21st CCLC program
	Agency staff not part of 21st CCLC program
	External evaluator not part of school district or agencies involved in program

45. Describe how you used the results of your local evaluation for continuous improvement.
46. What changes have you made to your program based on your local evaluation? How did you track the usefulness of the change?

SUSTAINABILITY

47. Explain how closely you are adhering to your approved plan for sustainability. Be specific in describing what you have done so far for sustainability. Explain any differences.

48. 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
Elementary School				
Middle School				
High School				

49. Which critical components of your program are sustainable and how are they sustainable? Answer for your ELEMENTARY SCHOOL program or "NA" if you do not have a program at this level.

50. Which critical components are NOT sustainable at this time for your ELEMENTARY SCHOOL program? (Put "NA" if you do not have a program at this level.)

51. Which critical components of your program are sustainable and how are they sustainable? Answer for your MIDDLE SCHOOL program or "NA" if you do not have a program at this level.

52. Which critical components are NOT sustainable at this time for your MIDDLE SCHOOL program? (Put "NA" if you do not have a program at this level.)

53. Which critical components of your program are sustainable and how are they sustainable? Answer for your HIGH SCHOOL PROGRAM or "NA" if you do not have a program at this level.

54. Which critical components are NOT sustainable at this time for your HIGH SCHOOL program? (Put "NA" if you do not have a program at this level.)

COMPLETE PART 1B FOR EACH SITE

PART 1B. Site Specific Programming and Enrollments

You will now be asked to provide data for each of your 21st CCLC site(s). Complete this section for your first site. At the end of this section you will be asked if you have additional sites you need to report.

GENERAL INFORMATION

55. Provide the following information for this site.
Site Name
First day of 21st CCLC programming for FY11
Projected last day of programming for FY11
Number of weeks 21st CCLC site will be active during the school year
Number of weeks 21st CCLC site was active in summer 2010

56. How many students did you project to serve in 2010-2011 at this site? Enter a whole number.
57. What is your teacher/tutor to student ratio during the academic component of your program?
1 teacher/tutor to _____ students. Enter a whole number
58. Where is this site primarily located?

	Public School
	Community Center
	Church
	Museum
	Other

Other (please specify)

59. Which town or city is this site located in?
60. Name all public and private schools attended during the day by your 21st CCLC students.

PROGRAMMING

61. Describe your REGULAR programming. Do not include one-time events.

	Number of days per Week	Hours per Week
Afterschool in 2010-2011 school year		
Before school in 2010-2011 school year		
Summer 2010		

62. How many hours must a student attend in order to be counted as in attendance for the day?
Number of hours

63. Enter the total number for each category for PRE-SCHOOL Students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
64. Enter the total number for each category for KINDERGARTEN students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
65. Enter the total number for each category for FIRST GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
66. Enter the total number for each category for SECOND GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
67. Enter the total number for each category for THIRD GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
68. Enter the total number for each category for FOURTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
69. Enter the total number for each category for FIFTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
70. Enter the total number for each category for SIXTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
71. Enter the total number for each category for SEVENTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
72. Enter the total number for each category for EIGHTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
73. Enter the total number for each category for NINTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
74. Enter the total number for each category for TENTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days

75. Enter the total number for each category for ELEVENTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days
76. Enter the total number for each category for TWELFTH GRADE students
Attended only in summer
Attended only in school year
Attended both in summer and school year
Number of the above who attended 30 or more days

ENROLLMENT

77. Please enter unduplicated enrollment counts for all registered students. Unduplicated means each student is counted in no more than one row.
Students who attended only in summer
Students who attended only during school year
Students who attended both in summer and during school year
78. Total unduplicated number of students from the previous question
Total
79. Please project the unduplicated number of registered students who will attended 30 or more days by the end of the school year.
Students who attended only in summer
Students who attended only during school year
Students who attended both in summer and during school year
80. What percent of your projected number to serve did you serve? (total number served/projected number to serve)
Enter percent
81. If this percentage is less than 90% or more than 110%, please explain the difference. If the percentage is less than 90% and your grant continues next year, what steps will you be taking to correct this?
82. What projected percent of your students will attend 30 or more days?
83. If you have not reached at least 60% of your projected number, please explain the difference and the steps you will be taking to increase the recruitment of students in the future.
84. Has this site provided weekend or other days of programming not listed above?
        YES   NO
85. Please describe your weekend and other days of programming at this site.
86. How many total days of weekend and other programming did you provide this year at this site?
87. What was your average daily attendance at these events?
88. For this site, describe your FAMILY PROGRAMMING activities whether or not on weekends.
89. Please provide the following information for this site. Family includes extended family/guardian members.
How many families have children who are registered in your program at this site?
(A family with two children would be counted once)
How many of these families attended FAMILY PROGRAMMING activities?
How many different (unique) adult family members attended the FAMILY PROGRAMMING activities?
90. Do you have any additional 21st CCLC site(s) to provide information for?
        If yes, the online version will provide another Part 1B for you to complete.

PART 2A: ADDITIONAL INFORMATION – COMPLETE FOR ALL SITES COMBINED

LEVELS OF IMPLEMENTATION

Please answer the following questions about your 21st CCLC program in general.

414. Rate your levels of implementation on each of the key components in 2010-2011 for programs for ELEMENTARY SCHOOL STUDENTS. Chart repeated for Middle Schools and High Schools.

	No Progress	Little Progress	Significant Progress	Meets Requirement	Exceeds Requirement	No Elementary Students
Implemented academic activities						
Implemented other enrichment/ recreation activities						
Implemented evaluation activities						
Used data to improve the program						
Identified ways to continue critical components of the program after the grant period						
Coordinated afterschool program with school's day programs						
Provided services to the students' extended families with 21st CCLC funds						
Involved other agencies and nonprofit 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 school's programs						

417. Rate the degree to which you observed the following outcomes in 2010-2011 for programs for ELEMENTARY SCHOOL STUDENTS. Chart repeated for Middle Schools and High Schools.

	Strongly Agree	Disagree	Agree	Strongly Agree	Do Not Know	No Elementary Students
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 21st 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						

BARRIERS
_____

420. Please rate the degree to which the following were BARRIERS you had to address this year while serving ELEMENTARY SCHOOL students. Chart repeated for Middle Schools and High Schools.

	Significant Barrier	Somewhat of a Barrier	A Slight Barrier	Not a Barrier	No Elementary School Students
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 (please specify)

423. Estimate the percentage of regular ELEMENTARY SCHOOL attendees who are: Chart repeated for Middle Schools and High Schools.

	Less than 25%	25 to 50%	More than 50%	Do not know
White				
Black				
Hispanic				
Asian/Pacific Islander				
Native American				
Multiracial/Ethnic				
LEP (Limited English Proficiency)				
Students with Disabilities				
Economically Disadvantaged				

Other (Please specify)

ARTS

For each of the following, provide a description for elementary, middle school, and high school, if you have programs serving students in those grades.

426. If you have arts programming for ELEMENTARY SCHOOL attendees, please describe or put "NA".
427. If you have arts programming for MIDDLE SCHOOL attendees, please describe or put "NA".
428. If you have arts programming for HIGH SCHOOL attendees, please describe or put "NA".

CULTURAL FOCUS

429. If you have a specific cultural focus in your program that serves ELEMENTARY SCHOOL attendees, please describe or put "NA".
430. If you have a specific cultural focus in your program that serves MIDDLE SCHOOL attendees, please describe or put "NA".
431. If you have a specific cultural focus in your program that serves HIGH SCHOOL attendees, please describe or put "NA".

BILINGUAL

432. If you have a bilingual program for your ELEMENTARY SCHOOL attendees, please describe or put "NA".
433. If you have a bilingual program for your MIDDLE SCHOOL attendees, please describe or put "NA".
434. If you have a bilingual program for your HIGH SCHOOL attendees, please describe or put "NA".

ENTREPRENEURIAL, JOB RELATED

435. If you have an entrepreneurial, job skills or job awareness component for your ELEMENTARY SCHOOL attendees, please describe or put "NA".
436. If you have an entrepreneurial, job skills or job awareness component for your MIDDLE SCHOOL attendees, please describe or put "NA".
437. If you have an entrepreneurial, job skills or job awareness component for your HIGH SCHOOL attendees, please describe or put "NA".

YOUTH DEVELOPMENT

438. If you have a youth development component for your ELEMENTARY SCHOOL students, please describe or put "NA".
439. If you have a youth development component for your MIDDLE SCHOOL students, please describe or put "NA".
440. If you have a youth development component for your HIGH SCHOOL students, please describe or put "NA".

MENTORING

441. If you have a mentoring component for your ELEMENTARY SCHOOL attendees, please describe or put "NA".
442. If you have a mentoring component for your MIDDLE SCHOOL attendees, please describe or put "NA".
443. If you have a mentoring component for your HIGH SCHOOL attendees, please describe or put "NA".

CREDIT RECOVERY

444. If you have a credit recovery component for HIGH SCHOOL attendees, please describe and specify for which level. Put "NA" if this does not apply to you.

SOCIAL-EMOTIONAL

445. If you have a social-emotional or character education component for ELEMENTARY SCHOOL students, please describe or put "NA".
446. If you have a social-emotional or character education component for MIDDLE SCHOOL students, please describe or put "NA".
447. If you have a social-emotional or character education component for HIGH SCHOOL students, please describe or put "NA".

SPECIAL NEEDS

448. Describe any programming you have for special needs ELEMENTARY SCHOOL students or put "NA".
449. Describe any programming you have for special needs MIDDLE SCHOOL students or put "NA".
450. Describe any programming you have for special needs HIGH SCHOOL students or put "NA".

FAMILIES

451. 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.

COMMUNICATIONS

452. How do you keep the lines of communication open with the parents/guardians of ELEMENTARY SCHOOL attendees? Check all that apply: Chart repeated for Middle Schools and High Schools.

	No elementary school students
	Newsletters
	Website
	Notes home
	Phone calls
	In-person meeting at pick up
	Other

If you checked other, please describe:

COMPUTERS

455. If you use computers in your ELEMENTARY SCHOOL level program, how are computers used in your program and which software/on-line sites are used most often? How is the technology funded? Put "NA" if this does not apply to you.
456. If you use computers in your MIDDLE SCHOOL level program, how are computers used in your program and which software/on-line sites are used most often? How is the technology funded? Put "NA" if this does not apply to you.
457. If you use computers in your HIGH SCHOOL level program, how are computers used in your program and which software/on-line sites are used most often? How is the technology funded? Put "NA" if this does not apply to you.

SNACKS/MEALS

458. Describe any snacks/meals you provide and how they are funded.

TRANSPORTATION

459. Describe any transportation you offer, including estimated average length of rides and number of runs. Indicate if the transportation is for ELEMENTARY, MIDDLE, or HIGH SCHOOL students.

PRINCIPALS, ADMINISTRATION

460. How does your program communicate with the principal or a designated school administrator?

461. How often does your program communicate with the principal or a designated school administrator?

ADDITIONAL FUNDING SOURCES

462. 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.

PARTNERS

463. Describe your partners and the role your partners play in the program.
464. What percentage of academic programming time is provided through your partners?
Elementary School
Middle School
High School

ADVISORY BOARD

465. Do you have a specific advisory board for 21st CCLC? What is its role?

FUTURE PROFESSIONAL DEVELOPMENT PLANS

466. Describe the professional development you offered your staff this year and plan to offer next year.

PART 2B. TECHNICAL AND PROFESSIONAL DEVELOPMENT COMPONENTS
PPICS

467. 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 other staff as needed to complete this section.

	Strongly Disagree	Disagree	Agree	Strongly Agree
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 2C. TECHNICAL ASSISTANCE SITE VISITS

468. Were you visited by Learning Point Associates/AIR for a technical assistance visit this year?
YES   NO

469. IF YES, please rate the degree to which you were satisfied with the following as they relate to your technical assistance visit by Learning Point Associates/AIR?

	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 21st CCLC programs					
Visitor's preparedness for the visit					
Appropriateness of the information provided					
Usefulness of the visit to my program					
Timeliness in receiving information					

470. Any other comments about the technical assistance visit by LPA/AIR?

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

	None	One-Two	Three-five	Five-ten	At least once a month	Two or more times a month
Contact Learning Point Associates/AIR with a technical question other than PPICS or meeting information						
Use a webinar available through the Building Quality in Afterschool website						
Access meeting information on the Building Quality in Afterschool website						
Access other information on the Building Quality in Afterschool website						
Request visit from Learning Point Associates/AIR for technical assistance						

472. How satisfied are you with the following:

	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Do Not Use
Information on whom to go to for technical assistance					
Ability to get technical assistance questions answered					
Quality of technical assistance provided					
Timeliness of technical assistance received from LPA/AIR					
Usefulness of the webinars					
Quality of the webinar content					
Usefulness of the Building Quality in Afterschool website					
Quality of the Building Quality in Afterschool website					
Amount of technical assistance you received that addressed your specific needs					
The scheduling of mandatory meetings					
Information received prior to mandatory meetings					
Activities and presentations at the mandatory meetings					
Usefulness of the mandatory meeting to my program					
Usefulness of budget meetings					

473. Have you asked for technical assistance from Learning Point Associates/AIR? If so, what was the general topic of concern?
474. How long did it take to get the help you needed?
475. Did the technical assistance from LPA/AIR meet your expectations? Explain.
476. Did you ask them to come to your site to help you? Did they come? Was the visit helpful?
477. Do you have any comments on the usefulness and quality of the LPA portal and technical assistance?
478. Do you have any comments on the usefulness and quality of mandatory meetings?
479. What recommendations do you have for future professional development activities and for which target audience?

ADDITIONAL INFORMATION
480. Anything else you would like to share?

Appendix F. Site Visit Protocols

The following protocol was implemented as feasible and possible.

Overview

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 sub-grantee provided the statewide evaluator with

- A copy of original sub-grant proposal

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

- The sub-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 sub-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 sub-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 Sub-grant Progress (Instrument H) completed for the sub-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 sub-grants to be visited were asked to provide access to the following persons for an interview and/or survey either in person, per paper, or on-line:

- Sub-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 sub-grant manager and evaluator decided which of the surveys were appropriate to administer and a process for implementing the surveys. The sub-grantee supplied the contact information for those to be surveyed. In a few cases, the surveys were distributed by the sub-grantee and provided to researchers, including the process used to administer the surveys.

Instrument A. Questions for Sub-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 sub-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 Sub-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 which 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 Sub-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

Instrument E. Survey for Active Partners

Name of Sub-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 sub-grant funding period					

Other comments?

Instrument F. Parent Survey (Available in Spanish)

Sub-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 afterschool 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 all   Somewhat   A lot   Very 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 Sub-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 sub-grantee/program?

Rate the Progress Made by the Sub-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 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.				
These programs will serve children and community members with the greatest needs for expanded learning opportunities.				
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.				
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.				

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/monitoring of participant attendance				
Provides activities that reflect the mission of the program.				
Addresses academic, physical, social/emotional needs of 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				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
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.				
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.				

Quality Indicator	Level 1	Level 2	Level 3	Level 4
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.				
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 G. Sub-grantee Reports

Individual reports from Part I of Spring Survey for each Sub-grantee were submitted to ISBE as part of the sub-grantees' Continuation Applications. These reports are available from the sub-grantee.

Appendix H. Local Sub-grantee Evaluation Template

Available at www.ISBE.net/21CCLC

Appendix I. Trends in PPICS Teacher Survey

2007 – 2011

"The teacher observation domain includes the results of the Learning Point Associates teacher survey. This survey is administered at the end of the school year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. Surveys are to be completed for each student that has been identified as a regular attendee (attended the center 30 days or more). For each regular attendee, sites are asked to select one of his or her regular school-day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a mathematics or English teacher should be surveyed. Although sites may include teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not program staff. There should be one teacher survey filled out for every student identified as a regular attendee."[11]

Exhibit 53. 2007 through 2011 Trends on PPICS Teacher Survey

			1. Turning in homework on time						
	Did Not	N	Percentage with Improvement			Percentage with No Change	Percentage with Decline		
Year	Need to Improve	Improvement Needed	Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1732	3978	17.1	23.4	28.0	21.4	5.8	2.5	1.8
2008	1230	4604	15.9	23.1	26.9	24.0	5.8	2.4	1.9
2009	1502	4591	16.7	21.1	28.1	23.0	6.3	2.8	2.0
2010	2151	7087	16.5	21.3	26.4	23.3	7.2	3.1	2.2
2011	2478	7799	16.8	21.7	25.6	22.5	8.0	2.6	2.9
Students attending 60-89 days									
2007	1103	2825	16.3	24.1	30.8	18.4	5.6	3.0	1.8
2008	837	2448	23.9	22.9	24.4	19.4	5.0	2.3	2.2
2009	1246	3613	18.4	22.7	27.1	20.5	6.8	2.6	1.9
2010	1360	4282	20.3	22.2	24.2	22.3	6.4	2.6	2.1
2011	1443	4355	17.8	22.2	26.4	21.1	7.2	3.0	2.3
Students attending 90+ days									
2007	1645	3808	21.7	24.6	26.0	16.0	7.0	2.6	2.1
2008	1168	3740	19.8	26.5	25.8	18.0	5.5	2.73	1.7
2009	1732	4734	23.6	24.0	24.7	17.0	6.8	2.1	1.8
2010	1787	4433	22.2	21.6	24.1	20.8	7.1	2.9	1.5
2011	1960	4951	21.6	22.4	25.3	19.7	6.7	2.3	2.0

---

[11] Description from PPICS website and reports created using 21st CCLC Profile and Performance Information Collection System.

2. Completing homework to your (teacher's) satisfaction

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1435	4270	16.3	24.2	29.0	20.2	6,2	2.3	1.9
2008	992	4828	17.0	23.9	26.9	22.9	4.8	2.8	1.7
2009	1215	4864	17.5	23.1	27.6	21.6	6.0	2.3	2.0
2010	1803	7390	16.8	23.2	27.1	21.4	6.9	2.6	2.0
2011	2144	8161	17.2	23.5	25.6	21.7	6.5	3.1	2.4
Students attending 60-89 days									
2007	897	3029	15.8	26.7	30.7	17.1	5.3	2.7	1.7
2008	675	2634	23.2	24.9	25.4	17.0	5.0	2.1	2.4
2009	1033	3808	18.2	24.2	27.0	20.4	5.8	2.3	2.1
2010	1166	4485	19.6	23.7	25.8	21.5	5.5	2.2	1.8
2011	1244	4555	18.6	23.8	25.8	20.4	6.8	2.6	1.9
Students attending 90+ days									
2007	1420	3990	21.2	26.0	26.4	15.7	6.5	2.2	2.1
2008	963	3905	22.6	25.0	25.8	18.4	4.6	1.9	1.7
2009	1471	4947	23.0	25.7	24.5	16.8	6.1	2.2	1.6
2010	1464	4765	21.5	25.0	23.9	19.9	6.1	2.3	1.3
2011	1608	5300	21.8	23.8	26.0	18.6	61	2.0	1.8

3. Participating in class

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1595	4104	16.5	25,9	28.9	22.7	3.6	1.2	1.3
2008	1044	4801	17.7	23.8	27.1	25.4	3.3	1.7	1.2
2009	1243	4848	17.6	24.2	27.9	24.5	3.4	1.4	1.1
2010	1814	7427	18.9	24.4	26/8	23.9	4.3	1.2	1.5
2011	2208	8104	19.3	23.6	25.6	24.4	4.2	1.5	1.6
Students attending 60-89 days									
2007	953	2983	13.4	26.2	30.2	23.0	4.2	1.9	1.0
2008	756	2539	22.1	25.8	26.1	20.8	3.0	1.5	0.8
2009	1065	3782	19.5	25.4	26.4	22.7	3.8	1.4	0.9
2010	1230	4418	20.6	24.6	25.8	23.6	3.4	1.1	0.9
2011	1283	4487	19.9	23.9	26.3	23.1	4.5	1.1	1.2
Students attending 90+ days									
2007	1654	3775	18.7	24.3	27.0	21.7	5.4	1.6	1.3
2008	1048	3851	19.7	26.5	26.9	22.4	2.8	0.9	0.8
2009	1570	4893	22.4	26.3	24.5	21.2	3.6	1.2	0.9
2010	1549	4691	21.3	24.7	25.2	22.8	4.0	1.4	0.7
2011	1742	5193	21.6	23.3	26.1	23.7	3.4	1.0	1.0

4. Volunteering (for extra credit, more responsibility)

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1716	3942	13.3	18.1	24.2	39.3	3.0	1.1	0.9
2008	1090	4703	14.6	18.7	22.4	39.8	2.3	1.2	0.9
2009	1353	4667	15.9	17.4	22.8	40.4	2.6	0.8	1.0
2010	1965	7123	16.0	18.1	21.3	39.9	2.9	0.9	0.9
2011	2314	7878	15.6	19.1	20.1	39.6	2.9	1.0	1.7
Students attending 60-89 days									
2007	1008	2876	11.5	19.8	23.6	40.1	2.9	1.4	0.8
2008	773	2474	16.8	20.0	20.3	39.6	2.2	0.4	0.6
2009	1114	3679	15.9	20.8	23.2	35.9	2.7	0.7	0.9
2010	1376	4239	16.7	19.4	19.6	41.0	1.9	0.6	0.7
2011	1395	4312	16.2	19.4	19.8	39.7	3.1	0.8	1.0
Students attending 90+ days									
2007	1719	3617	16.6	18.3	22.1	36.4	4.5	0.9	1.1
2008	1070	3745	15.8	20.9	21.2	39.1	2.0	0.4	0.6
2009	1661	4722	18.3	20.8	20.7	36.8	2.2	0.6	0.7
2010	1658	4482	17.2	18.0	20.0	41.7	2.32	0.7	0.5
2011	1830	4946	17.8	17.3	19.8	42.0	1.8	0.4	0.9

5. Attending class regularly

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	3054	2530	17.8	17.8	19.6	34.2	6.39	2.0	2.24
2008	2515	3327	17.3	16.6	19.3	38.5	4.5	2.1	1.6
2009	2658	3416	18.9	17.6	18.5	36.5	5.2	1.5	2.0
2010	3909	5246	18.4	17.0	18.3	36.8	5.8	1.7	2.0
2011	4710	5621	18.6	17.6	15.5	37.3	6.0	2.3	2.7
Students attending 60-89 days									
2007	2064	1860	15.8	19.1	20.6	34.9	5.6	2.3	1.8
2008	1636	1641	19.7	16.4	17.5	37.8	5.0	2.2	1.3
2009	2251	2576	19.0	17.7	19.3	35.8	5.1	1.6	1.5
2010	2625	3028	20.3	17.3	17.3	37.6	5.0	1.4	1.1
2011	2674	3092	20.1	16.8	18.0	36.9	5.5	1.3	1.5
Students attending 90+ days									
2007	2950	2442	242	17.9	20.5	27.9	5.9	2.0	1.7
2008	2321	2444	23.4	18.3	16.4	35.9	4.3	1.0	0.7
2009	3315	3122	23.4	17.7	16.14	35.43	5.2	1.3	0.9
2010	3186	3040	20.4	17.1	15.0	40.4	4.8	1.5	0.8
2011	3643	3282	22.3	16.1	15.9	37.8	4.7	1.6	1.6

6. Attentive in class

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1636	4064	14.7	21.5	29.7	22.2	7.8	2.3	1.7
2008	1198	4605	15.2	21.4	26.8	26.4	6.1	2.6	1.5
2009	1455	4621	15.9	21.7	27.0	25.1	6.6	2.5	1.3
2010	2051	7158	16.0	21.7	25.0	24.4	8.5	2.4	1.9
2011	2427	7809	15.9	21.8	24.8	24.4	8.4	2.7	2.0
Students attending 60-89 days									
2007	1046	2895	11.2	23.1	39.5	24.8	6.9	3.2	1.3
2008	806	2475	17.5	22.8	26.3	22.1	7.2	2.8	1.2
2009	1148	3684	16.4	22.1	27.6	22.5	7.9	2.3	1.2
2010	1336	4306	17.3	21.9	24.9	24.4	7.6	2.6	1.1
2011	1456	4305	16.8	21.9	26.2	23.3	8.0	2.2	1.6
Students attending 90+ days									
2007	1647	3755	15.5	21.1	28.0	21.8	8.5	3.1	2.0
2008	1098	3766	17.5	23.2	24.6	23.6	7.7	2.2	1.3
2009	1614	4823	19.1	22.4	25.4	22.5	7.3	2.0	1.4
2010	1619	4632	18.2	22.0	24.6	23.7	7.9	2.7	1.0
2011	1934	4989	18.3	21.1	25.0	23.7	8.3	2.2	1.4

7. Behaving in class

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	2208	3480	14.3	19/9	25.6	24.9	9.5	3.5	2.5
2008	1625	4172	14.9	19.9	24.6	27.9	7.4	2.9	2.4
2009	1893	4197	17.0	19.3	23.0	26.7	8.8	2.8	2.3
2010	2823	6351	15.6	19.6	23.0	27.4	9.2	3.1	2.3
2011	3331	7032	15.4	20.6	21.2	26.9	9.6	3.6	2.7
Students attending 60-89 days									
2007	1342	2586	12.5	20.3	25.8	26.9	8.3	3.5	2.7
2008	1046	2237	17.6	20.3	23.5	23.9	8.6	3.6	2.6
2009	1451	3359	16.4	19/7	23.7	24.8	9.9	3.6	1.9
2010	1728	3905	17.2	19.4	22.8	26.8	8.6	3.3	1.9
2011	1825	3920	16.6	20.1	22.7	25.1	10.5	2.9	2.1
Students attending 90+ days									
2007	2028	3398	17.8	19.7	24.4	22.5	9.0	4.0	2.6
2008	1425	3441	18.8	20.2	22.1	25.7	9.3	2.8	2.0
2009	2124	4326	18.1	22.4	23.4	22.3	9.4	2.8	1.6
2010	2077	4147	18.5	19.5	20.2	26.7	10.4	2.9	1.7
2011	2450	4458	18.1	19.2	21.7	25.9	10.1	3.0	2.1

8. Academic performance

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1160	4496	15.8	25.2	32.3	16.0	6.2	2.5	2.0
2008	758	5063	16.2	25.7	29.4	19.4	4,9	2.4	2.0
2009	892	5187	17.7	24.7	29.1	19.1	5.9	1.9	1.6
2010	1375	7789	17.1	23.7	28.6	19.2	7.0	2.5	2.0
2011	1702	8595	16.7	24.8	27.0	19.6	6.8	2.7	2.6
Students attending 60-89 days									
2007	682	3277	14.2	26.7	32.8	16.4	5.7	2.9	1.3
2008	546	2752	19.2	28.1	27.8	16.4	4.6	2.5	1.3
2009	785	4053	17.6	25.9	29.5	17.8	5.8	1.9	1.5
2010	897	4746	19.0	24.7	28.4	18.4	6.2	2.0	1.3
2011	913	4863	17.9	25.3	28.1	18.0	7.0	2.3	1.4
Students attending 90+ days									
2007	1179	4203	17.8	26.3	29.7	14.8	7.4	2.5	1.7
2008	746	4046	17.6	29.0	28.8	16.2	5.1	2.1	1.2
2009	1147	5295	19.3	28.7	28.1	15.0	5.6	1.9	1.3
2010	1106	5129	20.1	26.5	27.2	17.4	5.8	2.0	0.9
2011	1232	5686	19.3	26.6	28.1	17.5	5.5	1.6	1.4

9. Coming to school motivated to learn

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	1830	3861	15.4	21.3	27.9	25.1	5.8	2.6	1.9
2008	1152	4673	15.6	20.7	26.3	28.6	4.6	2.2	1.9
2009	1391	4700	17.5	20.3	25.57	27.64	5.6	2.0	1.5
2010	2027	7136	16.8	21.4	23.6	27.9	6.3	2.2	2.0
2011	2576	7772	16.8	21.6	23.3	27.2	6.6	2.1	2.3
Students attending 60-89 days									
2007	1110	2822	13.3	23.5	27.5	25.5	5.6	3.1	1.6
2008	828	2453	17.9	23.2	25.1	25.9	4.0	2.7	1.3
2009	1179	3665	18.0	22.2	26.6	25.7	4.6	1.7	1.2
2010	1361	4278	18.1	22.4	24.3	27.1	4.8	1.9	1.4
2011	1394	4363	18.4	21.3	24.5	26.9	5.6	1.7	1.6
Students attending 90+ days									
2007	1710	3657	19.1	21.4	24.3	24.3	6.4	2.4	2.0
2008	1182	3604	17.5	24.9	24.5	25.9	3.9	2.0	1.3
2009	1739	4715	20.4	22.3	23.9	25.0	5.2	1.8	1.4
2010	1727	4511	20.9	21.2	23.0	25.5	5.9	2.5	1.0
2011	1993	4913	19.4	21.8	24.6	25.9	5.2	1.8	1.4

10. Getting along well with other students

Year	Did Not Need to Improve	N Improvement Needed	Improvement			No Change	Decline		
			Significant	Moderate	Slight		Significant	Moderate	Slight
Students attending 30-59 days									
2007	2493	3174	15.0	20.5	25.2	26.8	7.6	3.0	1.9
2008	1831	3964	15.4	19.2	24.3	31.3	5.6	2.6	1.7
2009	2120	3946	16.4	18.8	24.7	29.6	6.5	2.2	1.8
2010	3102	6068	16.9	20.4	22.8	29.4	6.8	2.1	1.5
2011	3648	6611	16.6	20.3	21.3	30.5	6.5	2.3	2.5
Students attending 60-89 days									
2007	1510	2427	12.4	22.0	26.7	26.7	6.6	3.7	1.8
2008	1151	2104	17.5	19.3	25.8	25.5	6.8	2.8	2.2
2009	1629	3159	16.8	20.9	24.2	27.3	6.9	2.3	1.7
2010	1870	3770	18.2	20.7	21.1	30.3	6.6	1.9	1.3
2011	1943	3802	18.1	21.1	21.3	29.1	6.5	2.0	1.9
Students attending 90+ days									
2007	2140	3232	18.2	20.1	25.1	23.0	8.5	2.9	2.1
2008	1593	3274	16.4	22.3	23,0	27.1	7.4	2.4	1.4
2009	2335	4106	19.3	20.9	23.4	24.9	8.0	2.0	1.4
2010	2236	3990	18.9	19.5	20.8	29.7	7.7	2.1	1.2
2011	2655	4247	18.7	19.5	22.3	28.8	7.0	1.8	1.9

Appendix J. Illinois State Student Assessment Data

The following tables display the changes in AYP levels of students in 21st CCCL programs compared to their classmates. The difference in levels is based on

- 1 is Academic Warning
- 2 is Below Standards
- 3 is Meets Standards
- 4 is Exceeds Standards.

A change of 0 indicates the student maintained the same level of AYP status as in the student's previous year. If the student was "Below" in grade 3 and in grade 4, the change in AYP would be 0.

Exhibit 54. Changes in AYP Levels of Growth Model Cohorts from 2010 to 2011

| | | | \<th colspan="5">Change in AYP Levels for Grades 4 through 8 in Reading</th> |
| | | | \<th colspan="5">21st CCLC Status and Low Income</th> |
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between 2011 and 2010	-2.00	Count	22	1	12	2	37
		% within	.2%	.1%	.1%	.1%	.1%
	-1.00	Count	1292	215	1629	296	3432
		% within	12.1%	15.0%	11.9%	15.2%	12.3%
	.00	Count	7273	1012	9597	1367	19249
		% within	68.0%	70.4%	70.0%	70.1%	69.2%
	1.00	Count	2072	208	2454	280	5014
		% within	19.4%	14.5%	17.9%	14.4%	18.0%
	2.00	Count	36	2	26	4	68
		% within	.3%	.1%	.2%	.2%	.2%
	3.00	Count	0	0	1	0	1
		% within	.0%	.0%	.0%	.0%	.0%
Total		Count	10695	1438	13719	1949	27801
		% within	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels for Grades 4 through 8 in Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between 2011 and 2010	-2.00	Count	22	0	27	1	50
		% within	.2%	.0%	.2%	.1%	.2%
	-1.00	Count	1366	162	1777	206	3511
		% within	12.7%	11.3%	12.9%	10.6%	12.6%
	.00	Count	7626	1091	9790	1481	19988
		% within	71.0%	75.8%	71.3%	76.1%	71.8%
	1.00	Count	1694	183	2107	257	4241
		% within	15.8%	12.7%	15.4%	13.2%	15.2%
	2.00	Count	31	3	23	2	59
		% within	.3%	.2%	.2%	.1%	.2%
	3.00	Count	0	0	1	0	1
		% within	.0%	.0%	.0%	.0%	.0%
Total		Count	10739	1439	13725	1947	27850
		% within	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 4 and Grade 3 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 4 and Grade 3 Reading	-2.00	Count	11	0	5	0	16
		% within 21st CCLC Status and Low Income	.6%	.0%	.5%	.0%	.5%
	-1.00	Count	291	23	142	11	467
		% within 21st CCLC Status and Low Income	14.9%	15.0%	14.7%	13.3%	14.8%
	.00	Count	1202	100	586	54	1942
		% within 21st CCLC Status and Low Income	61.6%	65.4%	60.5%	65.1%	61.6%
	1.00	Count	433	29	224	17	703
		% within 21st CCLC Status and Low Income	22.2%	19.0%	23.1%	20.5%	22.3%
	2.00	Count	13	1	11	1	26
		% within 21st CCLC Status and Low Income	.7%	.7%	1.1%	1.2%	.8%
	3.00	Count	0	0	1	0	1
		% within 21st CCLC Status and Low Income	.0%	.0%	.1%	.0%	.0%
Total		Count	1950	153	969	83	3155
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 4 and Grade 3 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 4 and Grade 3 Math	-2.00	Count	9	0	4	0	13
		% within 21st CCLC Status and Low Income	.5%	.0%	.4%	.0%	.4%
	-1.00	Count	391	34	228	11	664
		% within 21st CCLC Status and Low Income	19.9%	22.2%	23.5%	13.3%	21.0%
	.00	Count	1306	94	620	61	2081
		% within 21st CCLC Status and Low Income	66.6%	61.4%	63.9%	73.5%	65.7%
	1.00	Count	243	24	114	10	391
		% within 21st CCLC Status and Low Income	12.4%	15.7%	11.8%	12.0%	12.3%
	2.00	Count	11	1	3	1	16
		% within 21st CCLC Status and Low Income	.6%	.7%	.3%	1.2%	.5%
	3.00	Count	0	0	1	0	1
		% within 21st CCLC Status and Low Income	.0%	.0%	.1%	.0%	.0%
Total		Count	1960	153	970	83	3166
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 5 and Grade 4 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 5 and Grade 4 Reading	-2.00	Count	6	0	1	1	8
		% within 21st CCLC Status and Low Income	.3%	.0%	.1%	.5%	.2%
	-1.00	Count	223	25	270	24	542
		% within 21st CCLC Status and Low Income	11.8%	16.1%	14.1%	12.9%	13.1%
	.00	Count	1312	107	1332	124	2875
		% within 21st CCLC Status and Low Income	69.4%	69.0%	69.6%	66.7%	69.3%
	1.00	Count	340	23	307	35	705
		% within 21st CCLC Status and Low Income	18.0%	14.8%	16.0%	18.8%	17.0%
	2.00	Count	9	0	5	2	16
		% within 21st CCLC Status and Low Income	.5%	.0%	.3%	1.1%	.4%
Total		Count	1890	155	1915	186	4146

Change in AYP Levels between Grade 5 and Grade 4 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 5 and Grade 4 Reading	-2.00	Count	6	0	1	1	8
		% within 21st CCLC Status and Low Income	.3%	.0%	.1%	.5%	.2%
	-1.00	Count	223	25	270	24	542
		% within 21st CCLC Status and Low Income	11.8%	16.1%	14.1%	12.9%	13.1%
	.00	Count	1312	107	1332	124	2875
		% within 21st CCLC Status and Low Income	69.4%	69.0%	69.6%	66.7%	69.3%
	1.00	Count	340	23	307	35	705
		% within 21st CCLC Status and Low Income	18.0%	14.8%	16.0%	18.8%	17.0%
	2.00	Count	9	0	5	2	16
		% within 21st CCLC Status and Low Income	.5%	.0%	.3%	1.1%	.4%
Total		Count	1890	155	1915	186	4146
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 5 and Grade 4 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 5 and Grade 4 Math	-2.00	Count	0	0	3	0	3
		% within 21st CCLC Status and Low Income	.0%	.0%	.2%	.0%	.1%
	-1.00	Count	284	26	325	34	669
		% within 21st CCLC Status and Low Income	14.9%	16.8%	17.0%	18.3%	16.1%
	.00	Count	1390	121	1382	135	3028
		% within 21st CCLC Status and Low Income	73.0%	78.1%	72.2%	72.6%	72.8%
	1.00	Count	224	8	203	17	452
		% within 21st CCLC Status and Low Income	11.8%	5.2%	10.6%	9.1%	10.9%
	2.00	Count	5	0	2	0	7
		% within 21st CCLC Status and Low Income	.3%	.0%	.1%	.0%	.2%
Total		Count	1903	155	1915	186	4159
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 6 and Grade 5 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 6 and Grade 5 Reading	-2.00	Count	4	1	3	0	8
		% within 21st CCLC Status and Low Income	.2%	.3%	.1%	.0%	.1%
	-1.00	Count	238	50	258	42	588
		% within 21st CCLC Status and Low Income	10.0%	14.2%	9.0%	14.4%	10.0%
	.00	Count	1552	235	1889	183	3859
		% within 21st CCLC Status and Low Income	65.0%	66.6%	65.8%	62.7%	65.4%
	1.00	Count	581	67	718	66	1432
		% within 21st CCLC Status and Low Income	24.3%	19.0%	25.0%	22.6%	24.3%
	2.00	Count	13	0	4	1	18
		% within 21st CCLC Status and Low Income	.5%	.0%	.1%	.3%	.3%
Total		Count	2388	353	2872	292	5905
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 6 and Grade 5 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 6 and Grade 5 Math	-2.00	Count	8	0	5	1	14
		% within 21st CCLC Status and Low Income	.3%	.0%	.2%	.3%	.2%
	-1.00	Count	250	28	290	25	593
		% within 21st CCLC Status and Low Income	10.4%	7.9%	10.1%	8.6%	10.0%
	.00	Count	1719	278	2112	225	4334
		% within 21st CCLC Status and Low Income	71.8%	78.3%	73.6%	77.3%	73.3%
	1.00	Count	416	49	457	40	962
		% within 21st CCLC Status and Low Income	17.4%	13.8%	15.9%	13.7%	16.3%
	2.00	Count	2	0	4	0	6
		% within 21st CCLC Status and Low Income	.1%	.0%	.1%	.0%	.1%
Total		Count	2395	355	2868	291	5909
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 7 and Grade 6 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 7 and Grade 6 Reading	-2.00	Count	1	0	3	1	5
		% within 21st CCLC Status and Low Income	.0%	.0%	.1%	.2%	.1%
	-1.00	Count	369	75	624	118	1186
		% within 21st CCLC Status and Low Income	15.7%	18.8%	16.3%	19.6%	16.5%
	.00	Count	1699	287	2772	425	5183
		% within 21st CCLC Status and Low Income	72.2%	72.1%	72.4%	70.6%	72.2%
	1.00	Count	282	35	426	58	801
		% within 21st CCLC Status and Low Income	12.0%	8.8%	11.1%	9.6%	11.2%
	2.00	Count	1	1	4	0	6
		% within 21st CCLC Status and Low Income	.0%	.3%	.1%	.0%	.1%
Total		Count	2352	398	3829	602	7181
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 7 and Grade 6 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 7 and Grade 6 Math	-2.00	Count	5	0	15	0	20
		% within 21st CCLC Status and Low Income	.2%	.0%	.4%	.0%	.3%
	-1.00	Count	268	37	520	61	886
		% within 21st CCLC Status and Low Income	11.4%	9.3%	13.6%	10.1%	12.3%
	.00	Count	1664	304	2742	464	5174
		% within 21st CCLC Status and Low Income	70.6%	76.6%	71.5%	77.1%	71.9%
	1.00	Count	418	55	557	77	1107
		% within 21st CCLC Status and Low Income	17.7%	13.9%	14.5%	12.8%	15.4%
	2.00	Count	3	1	3	0	7
		% within 21st CCLC Status and Low Income	.1%	.3%	.1%	.0%	.1%
Total		Count	2358	397	3837	602	7194
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 8 and Grade 7 Reading

| | | | 21st CCLC Status and Low Income | | | | |
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 8 and Grade 7 Reading	-1.00	Count	171	42	335	101	649
		% within 21st CCLC Status and Low Income	8.1%	11.1%	8.1%	12.8%	8.8%
	.00	Count	1508	283	3018	581	5390
		% within 21st CCLC Status and Low Income	71.3%	74.7%	73.0%	73.9%	72.7%
	1.00	Count	436	54	779	104	1373
		% within 21st CCLC Status and Low Income	20.6%	14.2%	18.8%	13.2%	18.5%
	2.00	Count	0	0	2	0	2
		% within 21st CCLC Status and Low Income	.0%	.0%	.0%	.0%	.0%
Total		Count	2115	379	4134	786	7414
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 8 and Grade 7 Math

| | | | 21st CCLC Status and Low Income | | | | |
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 8 and Grade 7 Math	-1.00	Count	173	37	414	75	699
		% within 21st CCLC Status and Low Income	8.1%	9.8%	10.0%	9.6%	9.4%
	.00	Count	1547	294	2934	596	5371
		% within 21st CCLC Status and Low Income	72.9%	77.6%	71.0%	75.9%	72.4%
	1.00	Count	393	47	776	113	1329
		% within 21st CCLC Status and Low Income	18.5%	12.4%	18.8%	14.4%	17.9%
	2.00	Count	10	1	11	1	23
		% within 21st CCLC Status and Low Income	.5%	.3%	.3%	.1%	.3%
Total		Count	2123	379	4135	785	7422
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 11 and Grade 8 Reading

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 11 and Grade 8 Reading	-3.00	Count	1	0	0	0	1
		% within 21st CCLC Status and Low Income	.1%	.0%	.0%	.0%	.0%
	-2.00	Count	38	11	96	15	160
		% within 21st CCLC Status and Low Income	3.5%	3.1%	4.3%	2.8%	3.8%
	-1.00	Count	604	150	1352	245	2351
		% within 21st CCLC Status and Low Income	55.7%	42.6%	61.1%	45.0%	56.0%
	.00	Count	429	176	743	252	1600
		% within 21st CCLC Status and Low Income	39.5%	50.0%	33.6%	46.2%	38.1%
	1.00	Count	13	15	23	33	84
		% within 21st CCLC Status and Low Income	1.2%	4.3%	1.0%	6.1%	2.0%
Total		Count	1085	352	2214	545	4196
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Change in AYP Levels between Grade 11 and Grade 8 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 11 and Grade 8 Math	-3.00	Count	1	0	0	0	1
		% within 21st CCLC Status and Low Income	.1%	.0%	.0%	.0%	.0%
	-2.00	Count	69	13	142	27	251
		% within 21st CCLC Status and Low Income	6.3%	3.7%	6.4%	4.9%	6.0%
	-1.00	Count	709	214	1414	318	2655
		% within 21st CCLC Status and Low Income	64.9%	60.5%	63.8%	58.2%	63.1%
	.00	Count	309	125	648	198	1280
		% within 21st CCLC Status and Low Income	28.3%	35.3%	29.2%	36.3%	30.4%
	1.00	Count	5	2	12	3	22
		% within 21st CCLC Status and Low Income	.5%	.6%	.5%	.5%	.5%
	2.00	Count	0	0	1	0	1
		% within 21st CCLC Status and Low Income	.0%	.0%	.0%	.0%	.0%
Total		Count	1093	354	2217	546	4210

Change in AYP Levels between Grade 11 and Grade 8 Math

			21st CCLC Status and Low Income				
			21sr CCLC Low Income	21st CCLC Not Low Income	Not 21st CCLC Low Income	Not 21st CCLC Not Low Income	Total
Change in AYP Levels between Grade 11 and Grade 8 Math	-3.00	Count	1	0	0	0	1
		% within 21st CCLC Status and Low Income	.1%	.0%	.0%	.0%	.0%
	-2.00	Count	69	13	142	27	251
		% within 21st CCLC Status and Low Income	6.3%	3.7%	6.4%	4.9%	6.0%
	-1.00	Count	709	214	1414	318	2655
		% within 21st CCLC Status and Low Income	64.9%	60.5%	63.8%	58.2%	63.1%
	.00	Count	309	125	648	198	1280
		% within 21st CCLC Status and Low Income	28.3%	35.3%	29.2%	36.3%	30.4%
	1.00	Count	5	2	12	3	22
		% within 21st CCLC Status and Low Income	.5%	.6%	.5%	.5%	.5%
	2.00	Count	0	0	1	0	1
		% within 21st CCLC Status and Low Income	.0%	.0%	.0%	.0%	.0%
Total		Count	1093	354	2217	546	4210
		% within 21st CCLC Status and Low Income	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix K. Growth Model Comparison of AYP by Income Status

Exhibit 55. Changes in Percentage Points of Low-income and Not Low-Income Students Meeting or Exceeding State Standards

(2011- 2010 Difference of Individual Students)

Reading						
Cohort	Low-Income	Not Low Income	All Students in Cohort	Number Low Income	Number Not Low Income	Total Number in Cohort
Grade 4	-0.6	2.7	-0.4	1950	153	2103
Grade 5	4.0	3.8	4.8	1890	155	2045
Grade 6	16.2	7.4	15.0	2388	353	2741
Grade 7	-2.7	-4.3	-3.0	2352	398	2750
Grade 8	15.9	6.4	14.4	2115	379	2494
Mathematics						
Grade 4	0.2	7.2	0.8	1960	153	2113
Grade 5	-1.3	-4.5	-1.5	1903	155	2058
Grade 6	2.3	0.0	1.9	2395	355	2750
Grade 7	3.6	-0.3	3.0	2358	397	2755
Grade 8	6.5	0.8	5.6	2123	379	2502

Appendix L. Changes in 2011 Grade Data in Reading and Mathematics by Dosage

Exhibit 56. Changes in 2011 Grade Data in Reading by Dosage

Reading						
	Total Number of Students with Grade Data	Number Maintaining the Highest Grade	Total Number of Students Minus Those Maintaining Highest Grade	Percent of Those without Maintained Highest Grade that Decreased Grade	Percent of Those without Maintained Highest Grade that Remained the Same	Percent of Those without Maintained Highest Grade that Improved Grade
30-59 Days						
2007	6679	367	6312	23.1	39.5	37.4
2008	7176	216	6960	23.0	41.5	35.5
2009	6899	267	6632	23.6	37.5	38.9
2010	9443	407	9036	25.6	40.2	34.3
2011	10085	499	9,986	25.1	43.2	31.7
60-89 Days						
2007	4625	171	4454	19.2	37.5	43.3
2008	4651	174	4477	20.3	39.5	40.2
2009	5059	194	4865	21.9	40.2	38.0
2010	5134	235	4899	21.5	38.7	39.9
2011	5920	249	5,671	22.0	47.1	30.8
90+ Days						
2007	6654	323	6331	17.5	37.1	45.4
2008	6089	327	5762	19.3	37.6	43.1
2009	6543	369	6174	20.1	39.7	40.3
2010	5160	265	4895	20.8	45.1	34.1
2011	5548	353	5195	20.1	46.%	33.0

Exhibit 57. Changes in 2011 Grade Data in Mathematics by Dosage

Mathematics						
	Number of Students with Grade Data	Number Maintaining the Highest Grade	Total Number of Students Minus Those Maintaining Highest Grade	Percent of Those without Maintained Highest Grade that Decreased Grade	Percent of Those without Maintained Highest Grade that Remained the Same	Percent of Those without Maintained Highest Grade that Improved Grade
30-59 Days						
2007	6492	326	6166	25.0	38.6	36.3
2008	7120	237	6883	26.3	39.6	34.1
2009	6856	227	6629	25.9	38.0	36.1
2010	9731	457	9274	27.1	39.3	33.6
2011	9958	511	9.447	28.0	42.1	30.0
60-89 Days						
2007	4476	188	4288	22.1	35.8	42.1
2008	4681	148	4533	22.7	38.2	39.0
2009	5050	182	4868	24.5	37.4	38.2
2010	5403	230	5173	25.8	36.0	38.3
2011	5916	283	5633	24.7	44.6	30.7
90+ Days						
2007	6604	322	6282	21.2	36.0	42.8
2008	6066	316	5750	22.5	36.9	40.6
2009	6493	304	6189	25.1	39.2	35.7
2010	5491	305	5186	24.5	42.8	32.7
2011	5526	391	5135	21.8	45.6	32.6

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[i] Each level of the rating scale had an operational definition to reflect the degree to which the sub-grantee was meeting the required components of the 21st CCLC program. "No/little progress" indicated a program that was not addressing the specific required component or had little evidence of implementation but planning in progress; "Significant progress" indicated observable evidence of activity in an implementation stage; and "Met" or "Exceeded" indicated a fully implemented activity that addressed the required component either at minimal expectations (met) or exceeding expectations.