

Illinois State Board of Education
21st Century Community Learning Centers
Program

Program Evaluation
Year 2 Report

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Executive Summary

The United States Department of Education’s 21st Century Community Learning Centers program (21st CCLC), authorized under Title IV, Part B, of the No Child Left Behind Act of 2001, is designed to address three purposes: 1) To provide students opportunities and access to academic resources; 2) To provide students in grades K-12 with youth development services, programs, and activities; and 3) To provide families served by the 21st CCLC programs opportunities for literacy and related educational and personal development. To this end, the Illinois State Board of Education (ISBE) has implemented the statewide 21st CCLC program since 2003. The state program has seven goals.

21st Century Community Learning Center Statewide Goals

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

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

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

Goal 4: Programs will collaborate with the community.

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

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

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

Summary of implementation

Summary of program activities, 2013-14 (PPICS)

	2013-14
Sub-grants	144
Sites	456
Students served	70,168
Regular attendees (30 days or more)	33,858
Average students per site	163
Adult participants	11,192
Average hours open per week	13.5

- 43.2% of sub-grants were led by community-based organizations, and 35.5% were led by school districts
- 51% of sub-grants operated sites at the elementary school level; 27% had sites serving middle school students and 22% had sites serving high school students.
- Sub-grantees reported employing 5,398 paid staff for their school year programs, and 1,796 paid staff for their summer programs during the 2013-14 year. The largest proportion of paid staff in both the summer and school year programs was school day teachers.
- Sub-grantees frequently relied on school staff referrals in recruiting participants, with 91% of elementary, 98% of middle school, and 99% of high school serving sub-grantees indicating this.

- Sub-grantees indicated that they aim to create an inviting and inclusive environment that encourages attendance (96-98%)
- When asked how lines of communication are kept open with parents/guardians of participants, nearly all sub-grants indicated that, in addition to other approaches, they rely on phone calls for students of all ages (98-100% of sub-grants).
- The three most frequently indicated program components for elementary school participants were arts programs (95%), social-emotional components (89%) and youth development programming (76%).
- The three most frequently indicated program components for middle school participants were social-emotional components (94%), arts programs (88%), and youth development programming (79%).
- The three most frequently indicated program components for high school participants were social-emotional components (97%), arts programs (82%), and entrepreneurial, job skills, and job awareness components (81%).

Summary of outcomes

Participant outcomes

- In 2014, approximately one-third of regular program participants (those attending 30 days or more) improved their grades from fall to spring: 32.55% of all participants improved in mathematics, and 32.95% of all participants improved in English. This was an increase from 2013.
- The majority of participants were reported as having the federal proficiency level of “basic” in 2013-14. Middle/high school students’ federal proficiency in math was the strongest, with 59.75% at “basic,” 34.79% at “proficient,” and 5.47% at “advanced” levels.
- According to state proficiency levels:
 - 31.05% of elementary participants met or exceeded standards in reading/language arts
 - 39.43% of elementary participants met or exceeded standards in math
 - 39.27% of middle/high participants met or exceeded standards in reading/language arts
 - 40.26% of middle/high participants met or exceeded standards in math
- Reading activities, field trips, and sports activities were all frequently provided for elementary and middle school participants. In contrast, sub-grants indicated that college and career readiness activities, STEM activities, and media/technology activities were more frequently offered to high school students.
- The majority of sub-grants reported that they are using and/or providing access to computers when working with students in their programs, with 90% elementary-serving, 92.5% middle school-serving, and 95.6% of high school serving sub-grantees indicating that they utilized computers with their participants.
- 55% of sub-grants indicated they provide service-learning opportunities to their students.

- According to these surveys, classroom teachers indicated that more than half of students at all levels (56%) improved their class attendance. In addition, 64% of participants improved their attentiveness in class and 72% improved their academic performance, as perceived by their teachers.
- According to their teachers, the majority of students demonstrated some improvement in their behavior, including turning homework in on time, class participation, volunteering in class, and getting along well with others. Improvement in class participation had the largest percentage of students, with 72% of all students, 73% of elementary, and 66% of middle/high.

Organizational capacity

- Sub-grantees are offering a diverse set of professional development and training opportunities to their staff. 91% of sub-grants indicated that they offered media/technology training to their staff. English Language Arts and STEM professional development were also common, with 86% of sub-grants having indicated that they offered training on these topics.
- Sub-grantees are using several methods for measuring progress and outcomes of their grants. Sub-grantees supplemented APR/PPICS data in their local evaluation by collecting data and feedback from students, parents, and staff with respect to how their programs were working, what positive changes they have observed or experiences, and how the program could be improved.
- 81% of 2013 local grantee evaluation reports indicated progress on meeting state Objective 2: Participants in the program will demonstrate increased academic achievement.
- Sustainability appeared to be a challenge for many sub-grants. Very few sub-grants indicated that all critical components of their programs were sustainable, and those that did were from the 2010 (2%) and 2012 (5%) Cohorts, whose grant cycle ended at the end of this year. The majority of sub-grants indicated that “some” critical components are sustainable. Sub-grants from the 2013 Cohort appear to be making progress toward sustainability, with 32% indicating “most” critical components are sustainable (in contrast with 13% of the 2012, and 14% of the 2010 Cohort).

Challenges and recommendations

- Poor parent involvement was a frequent barrier to participation across age groups, with 86% of elementary, 84% of middle school, and 91% of high school service sub-grantees indicating this as a challenge. The need to increase parental involvement was also the most commonly cited area for program improvement in local grantee evaluations.
- Sub-grantees serving middle and high school students indicated that they face a greater number of barriers to student participation, citing competing activities at school and at home, as well as competing responsibilities at a job after school.
- Sub-grantee local evaluations indicate a number of areas for attention and improvement, including increasing support for core academics, increasing connections to school-day work and school-day teachers, developing strategies to increase attendance and program retention, and increasing attention to and support of positive student behavior.

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1. Introduction

The Illinois State Board of Education (ISBE) has implemented the United States Department of Education-funded 21st Century Community Learning Centers program (21st CCLC) since 2003. The program, authorized under Title IV, Part B, of the No Child Left Behind Act of 2001, is designed to address three purposes:

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

In 2003, the Illinois State Board of Education received funding from the Department of Education to fund both public and private schools to provide students and their families academic and personal development activities to supplement students' daily school programs. Since 2003, 242 grantees have been funded to serve students and families throughout the state of Illinois. ISBE identified seven statewide goals for the 21st CCLC program, along with corresponding objectives and proposed indicators. The goals are listed below.

21st Century Community Learning Center Statewide Goals

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

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

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

Goal 4: Programs will collaborate with the community.

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

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

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

Appendix A lists the goals and their accompanying objectives and performance indicators.

1.1. About this report

This report is an evaluation of ISBE's 21st CCLC program sub-grantees active during 2013-2014, including the 144¹ grants awarded as part of Cohorts 2010, 2012, and 2013. This report provides a summary and analysis of the data collected by and made available to EDC from October 1, 2013 through December 1, 2014. A final report on EDC's evaluation work will be submitted at the conclusion of the contract, which ends December 31, 2015.

This report is organized into the following sections:

Evaluation Design: This section provides information about the evaluation questions and aligns the evaluation questions with the state goals and objectives. It also includes detailed information about the data sources used in this report.

Program Implementation: This section includes information about what sub-grantees did to implement the program in 2013-14. It includes program totals for attendees and sites, as well as information about organizations and staffing, recruitment and retention, and program components.

Participant Outcomes: This section provides data about student achievement (including grade improvements and test scores), participation in activities, attendance in school and graduation from high school, student behavior, and student and family inclusion.

Organizational Capacity: This section provides information about the organizational capacity of sub-grantees, including staff development, progress toward meeting stated program goals, and sustainability.

Program Challenges and Recommendations: This section summarizes the barriers and challenges that sub-grantees experienced during implementation of the program, as well as recommendations for how sub-grantees may work to address these issues.

¹ This number is based on the number of grants providing APR data in the PPICS system.

2. Evaluation Design

In May 2013, Education Development Center, Inc. (EDC) – a premier nonprofit research and development organization specializing in both domestic and international program development, and research and evaluation in education, human, and economic development – was commissioned by the ISBE to conduct the multi-site evaluation of the statewide initiative. Although Northern Illinois University previously held the evaluation contract until 2011, the program has been without an evaluator since that time. EDC also offers technical assistance resources to programs and sites to enable them to consistently provide continuous feedback that can be used for programmatic and mid-course correction. Although EDC was hired by the ISBE in May of 2013, contract negotiations between the two organizations were finalized September 25, 2013. The evaluation is commissioned from October 1, 2013 through December 31, 2015. It should be noted that the evaluation team’s fiscal year begins at the start of the calendar year (January), but the program fiscal year begins each year in July.

There are two overarching goals of the evaluation:

- 1) To provide the ISBE feedback on the successes and challenges of its 21st CCLC on meeting the seven statewide goals.
- 2) To provide feedback to 21st CCLC sites regarding their performance on individual level goals as well as those of the ISBE.

A logic model of ISBE’s 21st CCLC program is included in Appendix B, and a summary of EDC’s evaluation plan and activities can be found in Appendix C..

2.1. Evaluation questions and methods

To address the seven goals of the ISBE 21st CCLC program and the objectives and indicators, EDC developed several evaluation questions and several sub-questions to assess the impact of the initiative at the statewide, and at the program and site level. These evaluation questions address both student outcomes and program implementation, and align with current statewide goals and objectives.

Table 1. Evaluation questions and statewide goals

Evaluation Question	State Goal	State Objective
1.A. What is the relationship between participation in 21 st CCLC programs and: <ul style="list-style-type: none"> • Student achievement in core academic areas? • Participation in subjects such as technology, arts, music and theater and extracurricular activities such as sports and clubs? • In what ways? For whom? 	Goal 1: Schools will improve student achievement in core academic areas.	State Objective 1: Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities. State Objective 2: Participants in the program will demonstrate increased academic achievement.
1.B. What is the relationship between participation in 21 st CCLC programs and: <ul style="list-style-type: none"> • Student attendance and graduation from high school? 	Goal 2: Schools will show an increase in student attendance and graduation from high school.	

<p>1.C. What is the relationship between participation in 21st CCLC programs and:</p> <ul style="list-style-type: none"> • Student increases in social-emotional skills? 	<p>Goal 3: Schools will see an increase in the social emotional skills of their students.</p>	<p>State Objective 3: Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.</p>
<p>2. Are CCLC programs working toward being inclusive of families? In what ways?</p> <ul style="list-style-type: none"> • What are the characteristics of students and families served by the subgrantee? • Do the students and families served represent those with the greatest need for services? 	<p>Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.</p>	<p>State Objective 4: The 21st Century Community Learning Centers will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.</p> <p>State Objective 5: These programs will serve children and community members with the greatest needs for expanding learning opportunities.</p>
<p>3. What professional development and training opportunities are available to program personnel?</p> <ul style="list-style-type: none"> • Are these aligned with the NCLB and NSD development standards? • Are the PD and training opportunities available related to effective 21st CCLC program implementation? • Do these learning opportunities help personnel successfully implement statewide goals? 	<p>Goal 6: Programs will provide ongoing professional development to program personnel.</p>	<p>State Objective 6: 21st Century Community Learning Centers Program personnel will participate in professional development and training that will enable them to implement an effective program.</p>
<p>4. Are subgrantees making progress toward meeting stated program goals?</p> <ul style="list-style-type: none"> • What program goals are identified by each subgrantee and how these relate to Illinois 21st CCLC program objectives? • Are these in alignment with 21st CCLC program objectives? 		
<p>5. How are CCLC Programs using the funding?</p> <ul style="list-style-type: none"> • What plans do CCLC Programs have for sustainability? • How are they defining sustainability? • In what ways are CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships to foster sustainability? 	<p>Goal 4: Programs will collaborate with the community.</p> <p>Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.</p>	<p>State Objective 4: The 21st Century Community Learning Centers will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.</p> <p>State Objective 7: 21st Century Community Learning Centers Program projects will use the funding most efficiently by coordinating and collaborating with other state federal funding sources, agencies, and other community projects, to supplement the program and not supplant the funds, and to eventually become self-sustaining.</p>

Evaluation questions and data sources

The table below illustrates the sources that provide data that contributes to the understanding of each of the evaluation questions.

Table 2. Evaluation questions and data sources

Evaluation Question	Spring Survey	PPICS	Site Visits	Grantee local evaluations
1.A. What is the relationship between participation in 21 st CCLC programs and: <ul style="list-style-type: none"> • Student achievement in core academic areas? • Participation in subjects such as technology, arts, music and theater and extracurricular activities such as sports and clubs? • In what ways? For whom? 	X	X	X	X
1.B. What is the relationship between participation in 21 st CCLC programs and: <ul style="list-style-type: none"> • Student attendance and graduation from high school? 			X	X
1.C. What is the relationship between participation in 21 st CCLC programs and: <ul style="list-style-type: none"> • Student increases in social- emotional skills? 	X	X	X	X
2. Are CCLC programs working toward being inclusive of families? In what ways? <ul style="list-style-type: none"> • What are the characteristics of students and families served by the subgrantee? • Do the students and families served represent those with the greatest need for services? 	X		X	X
3. What professional development and training opportunities are available to program personnel? <ul style="list-style-type: none"> • Are these aligned with the NCLB and NSD development standards? • Are the PD and training opportunities available related to effective 21st CCLC program implementation? • Do these learning opportunities help personnel successfully implement statewide goals? 	X		X	X
4. Are subgrantees making progress toward meeting stated program goals? <ul style="list-style-type: none"> • What program goals are identified by each subgrantee and how these relate to Illinois 21st CCLC program objectives? • Are these in alignment with 21st CCLC program objectives? 			X	X
5. How are CCLC Programs using the funding? <ul style="list-style-type: none"> • What plans do CCLC Programs have for sustainability? • How are they defining sustainability? • In what ways are CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships to foster sustainability? 	X		X	X

Methods and data sources

This evaluation report incorporates data collected by EDC, as well as extant data sources provided by ISBE and the U.S. Department of Education. Information about each data source is included below.

Table 3: Data sources and number of responses

Data Source	# Sub-Grants
Spring Survey	139
PPICS	144
Local Evaluation Report	67 ²
Site Visit (Observation & Interview)	11/12

Spring Survey Data (SS). In January 2014 the evaluation team received access from the ISBE to the Spring 2012 and Spring 2013 surveys as well as other data sources³. After careful review of data and consultation with ISBE, EDC redesigned the survey for administration in the spring of 2014. This new spring survey, now administered online, was streamlined so that grantees completed a set of questions for each site they operated as part of their program. Questions were revised to reduce the burden of completing the survey and to reduce duplication between the survey and the PPICS system (see below). Many questions from previous iterations of the survey that were open-ended were revised to be multiple choice or scaled items, allowing for aggregated, quantitative reporting. A list of survey items is included in Appendix D.

The 21st Century Community Learning Centers 2014 Spring Survey was distributed on April 24th, 2014 with a deadline of June 20th, 2014. All grantees received regular follow-up reminder emails reiterating the deadline for the survey. After the deadline for submission, those grantees that were missing a survey submission received follow-up communications indicating that a survey had not be submitted for the related grant and requesting further action that included submitting a survey or reaching out to communicate the reason that the survey had not been submitted. Throughout the data collection period, all grantees requesting a paper copy of the survey were sent one by email or directed to an electronic version on the survey website. The response rate for the spring survey was 96.5%.⁴ We received 139 survey responses, each corresponding to a single 21st CCLC grant; 63 (45.3%) of these survey responses correspond to a grant from the 2010 cohort, 39 (28.1%) correspond to the 2012 cohort, and the remaining 37 (26.6%) survey responses correspond to the 2013 cohort.

Profile Performance Information Collection System (PPICS). The *Profile Performance Information Collection System (PPICS)* is a data reporting system for the sites and programs, and is operated through a contract to the U.S. Department of Education. The purpose of this system is to collect basic information about 21st CCLC programs in Illinois, as well as across the United

² Reflects the number of organizations, rather than sub-grants, as some organizations addressed multiple sub-grants in their local evaluation report.

³ Actually accessing these surveys was very challenging and took a great deal of time and technical support. The surveys themselves had been saved in a “locked pdf” format and had to be “unlocked” before the evaluation team could “read” them. The team is grateful to the ISBE technical staff who troubleshooted and helped to clarify and solve the issues for the evaluation team.

⁴ Based on the number of grants providing APR data.

States. The system collects information such as fiscal data and performance indicators. The U.S. Department of Education is transitioning to a new subcontractor for the PPICS system, and the existing system was shut down as of October 10, 2014. PPICs data and reports were downloaded by the evaluation team on the week of October 6th, 2014. PPICs reports indicate that there are a total of 156 21st CCLC grants; however, only 144 grants provided APR data; 66 (45.8%) grants are from the 2010 cohort, 40 (27.7%) grants are from the 2012 cohort, and the remaining 38 (26.4%) grants from the 2013 cohort. In this report, data that are indicated as coming from PPICS were taken directly from PPICS-generated reports, and included as they appeared in the PPICS report.

Local Evaluation Reports. As part of the grant requirements, the ISBE requests that each grantee conduct a local level evaluation. In the past, the evaluation data collected at the local level have been expected to inform the larger initiative. Grantees are asked to provide information on four different dimensions, (1) program implementation; (2) objectives assessment; (3) recommendations, action plans, and tracking; and (4) dissemination.

ISBE received FY13 local evaluation reports from sub-grants from September to December 2013, as EDC was just beginning its contract and planning work on the evaluation. ISBE gave EDC access to the evaluation reports in 2014, and EDC downloaded 128 reports from 67 sub-grantee organizations. In addition to challenges accessing these reports online, tracking these reports was a challenge, as many sub-grants submitted multiple reports—individual reports for individual sites—while other sub-grants submitted a single report, not just for multiple sites, but for multiple grants. For example, an organization submitted a single report that addressed a Cohort 2010 and Cohort 2012 grant at one organization. Twelve organizations that have one or more sub-grants did not submit any local evaluation reports.

Because of this complexity surrounding the reports, EDC reviewed one report from each sub-grant, in order to get as accurate a survey of the program as possible. In reviewing the reports, EDC summarized and coded them for a several concepts. EDC noted the evaluation plans and methods, the presentation of information about implementation, the discussion of outcomes, and the recommendations offered for program improvement. In addition, EDC tracked whether the sub-grantee noted progress with respect to the statewide program objectives.

The quality and substance of the local evaluations varied greatly. Most reports reiterated information and data included in the APR and PPICs systems. A small number of sub-grantees used the local evaluation to document and understand particular aspects of their program not captured or reflected in these other data systems. Less than half of the reports offered information about data collection methods or data quality. In reviewing the local evaluation reports, it became clear that it was not possible to aggregate specific outcome findings, as sub-grants and sites were not asking the same questions, or collecting data in the same way. Instead, the review focused on the categories of data included, the extent to which the evaluations addressed state goals, and the recommendations for program improvement. Relevant findings are integrated into this report, and a summary of the analysis is also included in Appendix F.

Sub-grants submitted local evaluation reports for the 2013-14 school year (FY14) by December 2014. Those reports will be reviewed and analyzed in a supplemental report early in 2015.

Sites Visit Observations and Interviews. During the summer of 2014, EDC conducted 11 site visits with Cohort 10 and 12 grantees that were offering summer programs for their students. Each site was visited by an EDC evaluator or sub-contractor, who conducted interviews and observations of activities and met with program staff available on the day of the visit.

Interview participants included project directors, resource coordinators, teachers and other staff of the 21st CCLC program. The interview protocol included questions about the program, program offerings, program objectives, families and communities, and new developments in afterschool programming (See Appendix C). A total of 12 interviews were completed. All interviews were done in person, digitally recorded for accuracy, and subsequently transcribed, coded, and analyzed. Observations of program activities were completed at each site using a protocol developed by EDC (See Appendix C). The observation protocol was designed to be qualitative in nature. The goal of conducting observations of program activities was to see how the program operates on a typical day. Site visitors documented as much of the program process as possible, giving program activities priority. Each activity was observed, keeping in mind the environment, culture of site and interactions (i.e. among staff, staff and students and staff and parents), operations (i.e. program management), program goals, and engagement of participants.

Sites visited, Summer 2014:

- Brighton Park Neighborhood Council, Shields Middle School, Chicago
- Brighton Park Neighborhood Council, Davis Elementary, Chicago
- Build Inc., Chicago
- Communities in Schools, McCleary Elementary, Aurora
- Communities Schools Initiative (CSI), Hubbard High School, Chicago
- Elgin Public Schools, U-46, Elgin
- Metropolitan Family Services, Stevenson Elementary, Chicago
- Park Forest-Chicago Heights, Millennium School, Chicago Heights
- Regional Office of Education (ROE) 9, Champaign
- Stagg Summer School, Chicago
- Youth Organizations Umbrella, Washington Elementary, Evanston

A summary of site visits and interviews is included in Appendix E.

Illinois Report Card Benchmarking Tool Data. In the original scope of work for this evaluation, EDC expected to have access to Northern Illinois University (NIU) Illinois Report Card Benchmarking Tool Data. The Illinois Report Card Benchmarking Tool is a password-protected website designed to provide schools, administrators, the state, and other interested parties information concerning performance on test scores, enrollment, low-income students, graduation rates, college readiness, schools, teachers, and districts, among other indicators. Because the tool is housed on the NIU site and NIU contracts directly with the ISBE, EDC requested if the ISBE could facilitate obtaining a password to gain access to the tool, and to the documented data of the 21st CCLC program grantees. The EDC team participated in a webinar hosted by NIU in April 2014 and learned about the data that were collected and how to use the tool. Soon after that webinar, however, EDC was informed that they would not be able to count on NIU to give access to those data. EDC explored a couple other options for accessing achievement data, but all

were too resource intensive to pursue for this evaluation. In addition, some of the key academic achievement data are in the PPICS system, and in the end, this is where the team looked for data on achievement.

3. Program Implementation

3.1. Program Totals

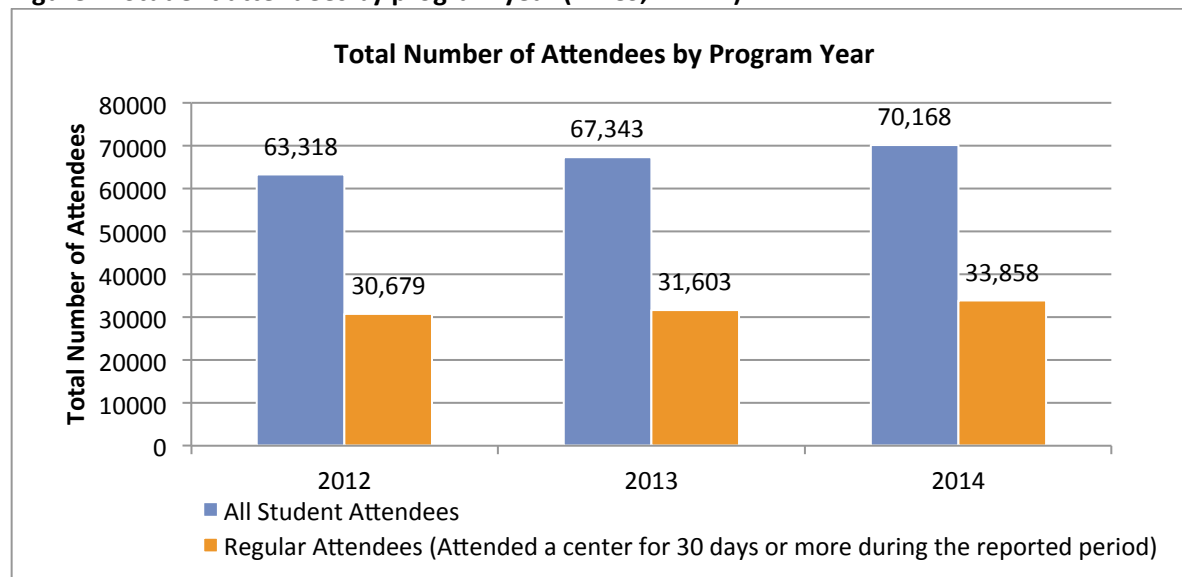
During the 2013-14 year, Illinois had 144⁵ active sub-grants, including grants from Cohorts 2010, 2012, and 2013. Tracking and monitoring sub-grants is a challenge because many organizations have multiple grants. When reviewing APR data in PPICS, 144 sub-grants provided information in 2013-14. Sub-grants reported 456 active sites, serving 70,168 students, 33,858 of whom attended 30 days or more (48%). On average, these sites were open 13.5 hours per week, and service 163 students. In addition, sites service 11,192 adults.

Table 4: Summary of program activities, 2013-14 (PPICS, N=144)

	2013-14
Sub-grants	144
Sites	456
Students served	70,168
Regular attendees (30 days or more)	33,858
Average students per site	163
Adult participants	11,192
Average hours open per week (school year)	13.5

Looking at attendance data over the past three years, both overall student attendance as well as regular attendance (attending a center for 30 days or more), has increased steadily. The number of regular attendees increased from 30,679 in 2012 to 33,858—an increase of almost 10%.

Figure 1: Student attendees by program year (PPICS, N=144)



⁵ This number is derived from the number of sub-grants that provided APR data.

3.2. Sub-Grant and Site Characteristics

The majority of sub-grants were either community-based organizations (43.2%) or school districts (35.5%). While 11.6% indicated “Other,” more information about what other organization types might be was not included in the PPICS reports. Almost 6% were nationally affiliated non-profit agencies (such as Boys & Girls Club or YMCA/YWCA). Illinois sub-grants included no faith-based organizations or charter schools.

Table 5: Sub-grant lead organization type (PPICS, N=144)

Organization Type	% of Sub-Grants*
Community-Based Org /Other Non-Profit Org	43.2%
School District	35.5%
Other	11.6%
Nationally Affiliated Non-Profit Agency	5.8%
College or University	3.2%
For-Profit Entity	0.7%
Faith-based Org	0%
Charter School	0%

*Percentages are based on the Total with Data Reported; 1 grantee did not report data on organization type

Sites by grade level

While the number of sites reported in the APR data was 456, in the Spring Survey administered by EDC, 139 grantees reported on a total of 506 sites. Just over half of these sites (51%) were serving elementary school age students; 27 % served middle school students, and 22% served high school students.

Table 6: Sites by student grade levels (SS, N=139)

	Number	Percent
Elementary Sites	256	51%
Middle School Sites	137	27%
High School Sites	113	22%
Total Sites	506	100%

On the Spring Survey, 93 sub-grantees (67%) reported at least on elementary school site. One site reported as many as 21 elementary school sites, but most sub-grants reported 1-4 sites. Eight sub-grants (58%) reported at least one middle school site. While one sub-grant reported 6 middle school sites, 1-2 sites was the norm. Less than half of the sub-grants (68, or 49%) reported at least one high school site, and one reported 8 high school sites.

Table 7: Number of sites per sub-grant (SS, N =139)

	Sub-Grants Indicating					
	Elementary Sites		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
0 Sites	46	33%	59	42%	71	51%
1 Site	33	24%	46	33%	44	32%
2 Sites	21	15%	23	17%	11	8%
3 Sites	20	14%	5	4%	9	6%
4 Sites	8	6%	2	1%	3	2%
5 Sites	6	4%	2	1%	0	0%
More than 5 Sites	5	4%	2	1%	1	1%

3.3. Program Operations

Hours

Over 80% of sub-grants indicated that they operated their sites 11-15 hours per week during the school year. During summer 2013, 27% of the sites operated 11-15 hours per week, 32.43% operated 16-20 hours per week, and 31.53% operated 21 or more hours per week.

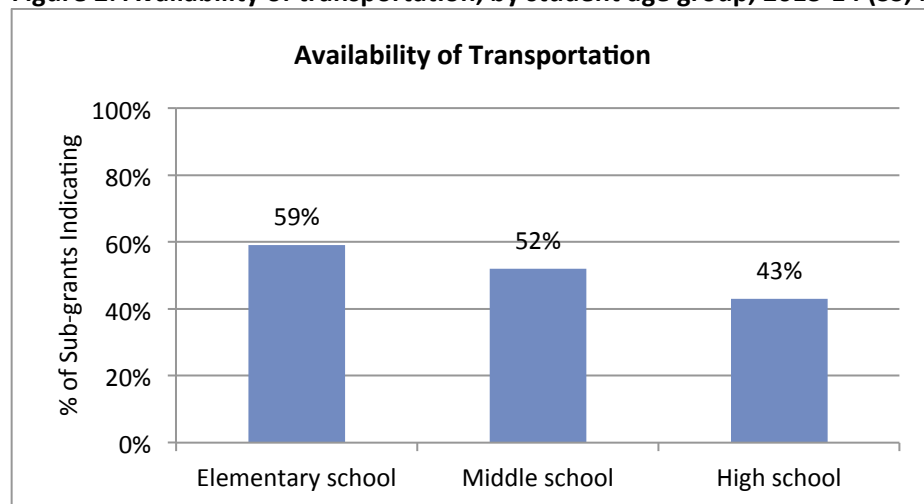
Table 8: Number of hours per week per sub-grant (PPICS, N =144 sub-grants/456 sites)

# of Hours Per Week	Sites Reporting			
	School Year		Summer 2013	
	Number	Percent	Number	Percent
1-5	4	.88%	10	4.5%
6-10	20	4.39%	10	4.5%
11-15	372	81.58%	60	27.03%
16-20	45	9.87%	72	32.43%
21+	15	3.29%	70	31.53%
Total	456	100%	222	100%

Transportation

Approximately half of sub-grants indicated on the Spring Survey that they offered transportation for program participants: 59% offered transportation for participants at elementary school sites, 52% for participants at middle school sites, and 43% for those at high school sites.

Figure 2: Availability of transportation, by student age group, 2013-14 (SS, N =139)



Program Staff

Sub-grants reported employing 5,398 paid staff for their school year programs, and 1,796 paid staff for their summer programs during the 2013-14 year. (Note that during this reporting period, summer programs took place June-August 2013.) The largest proportion of paid staff (34%) during both summer programs and the school year were school-day teachers. During the school year, sub-grants indicated that 33% of their staff fell into the category of “Other,” but PPICs reports do not provide details about what “Other” meant. Summer programs also employed a large percentage of “Other” staff (23%), along with youth development workers (17%).

Volunteers are active in programs during both the summer and school year. Sub-grants report over 1,000 volunteers in their school year programs, and 399 in the summer programs. The largest proportion of volunteers is also designated as “Other.” In addition, sub-grants indicate that high school students and parents comprise a number of their volunteers.

Table 9: Program staffing, Summer 2013-2014 (PPICS, N =144)

	Paid Staff Summer 2013-2014		Volunteer Staff Summer 2013-2014	
	Number	Percent	Number	Percent
School-day teachers	604	34%	35	9%
Youth development workers	313	17%	32	8%
Center administrators and coordinators	242	13%	9	2%
College students	145	8%	31	8%
High school Students	63	4%	82	21%
Parents	18	1%	90	23%
Other	411	23%	120	30%
Total	1,796	--	399	--

Table 10: Program staffing, School Year 2013-14 (PPICS, N=144)

	Paid Staff for School Year 2013-2014		Volunteer Staff School Year 2013-2014	
	Number	Percent	Number	Percent
School day teachers	1,861	34%	113	11%
Youth development workers	655	12%	85	8%
Center administrators and coordinators	527	10%	7	1%
College students	329	6%	176	18%
High school Students	118	2%	176	18%
Parents	106	2%	143	14%
Other	1,802	33%	305	30%
Total	5,398	--	1,005	--

Recruitment and retention

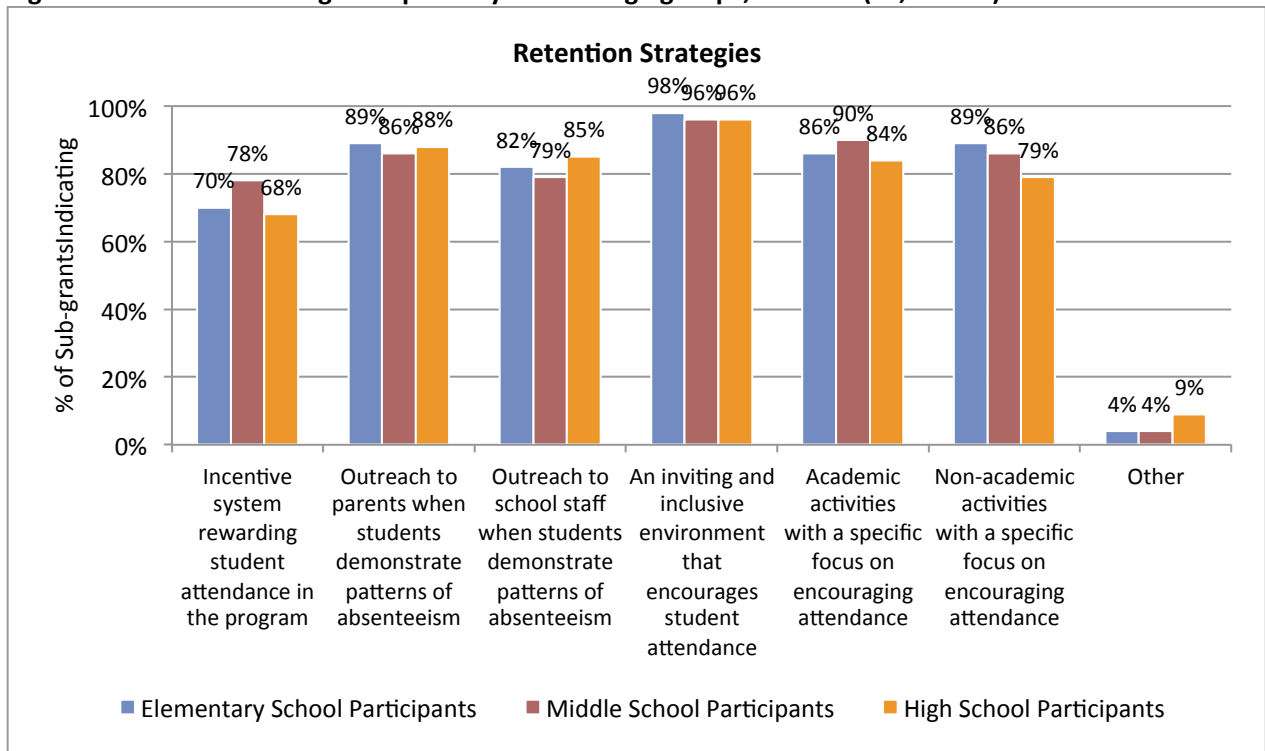
In the Spring Survey, sub-grants indicated that their participants are largely referred through internal programs, school staff (such as teachers or administrators), and parents or guardians as well as self-referrals. While each of these types of referrals has a large proportion of sub-grants using them, there are small variations according to student age groups. Essentially all sub-grants (99%) indicate that they rely on school staff referrals and parent/guardian/self referrals for high school participants. As has often been said in the after school world, high school students in particular “vote with their feet,” and self-referral is indicative of that.

Table 11: Type of student referrals, 2013-14 (SS, N =139)

Type of Referral	% of Sub-grants Indicating Referrals For:		
	Elementary School Participants	Middle School Participants	High School Participants
Internal program referrals	74%	75%	85%
School staff referrals (e.g. teachers, administrators, etc.)	91%	98%	99%
Parent/Guardian or self-referrals	84%	93%	99%
Other	12%	10%	13%

Sub-grants also indicated in the Spring Survey that they are using a wide range of strategies to retain students in their programs. Retention is a recurring challenge, and these data portray programs as all using a lot of strategies a lot of the time, across student age groups. First and foremost, sub-grantees indicated that they aim to create an inviting and inclusive environment that encourages attendance (96-98%). They also conducted outreach to parents when students demonstrated patterns of absenteeism (86-89%). Some strategies were more frequently employed for certain age groups. For example, 78% of sub-grants indicated using an incentive system reward attendance for middle school participants, but only 70% do so for elementary and 68% for high school participants. Eighty-nine percent of sub-grants indicated using non-academic activities with a specific focus encourage attendance as a retention strategy with elementary participants, while only 79% indicated they did so for high school participants.

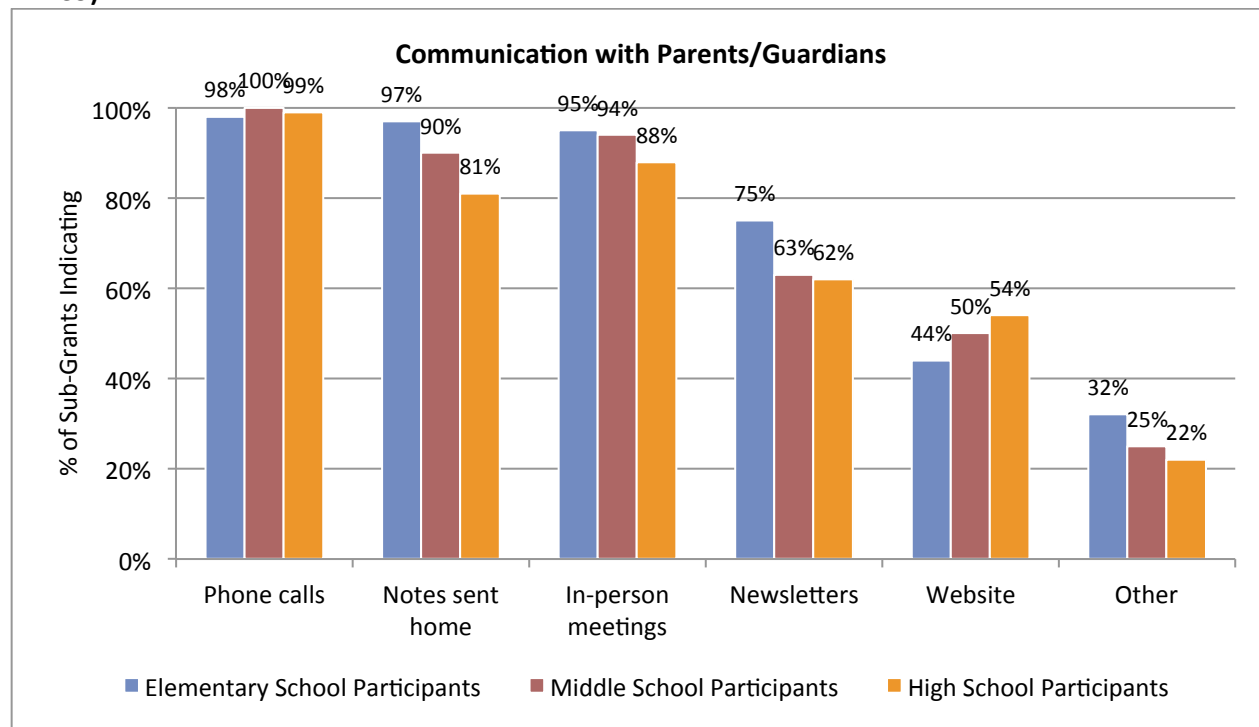
Figure 3: Retention strategies in place by student age groups, 2013-14 (SS, N=139)



Other: Youth feedback is considered in program design.

When asked how lines of communication are kept open with parents/guardians of participants, nearly all sub-grants indicated that they rely on phone calls for students of all ages (98-100% of sub-grants). Other strategies appear to be used more or less for different student age groups. Sub-grants indicated more use of notes sent home for elementary participants than middle and high school participants (97%, compared with 90% and 81%, respectively). In-person meetings and newsletters also were used more with elementary participants. In contrast, sub-grants indicated that websites were used more for high school participants (54%) than elementary participants (44%). Sub-grants also identified a number of other strategies that they use to communicate with parents/guardians, including email and text, social media, and activities and events where parents are in attendance. Overall, sub-grants appear to be using a number of different techniques to stay in contact with parents and guardians, and some of the specific differences reflect the more general differences, and challenges, when it comes to communicating with parents of older students.

Figure 4: Strategies for communication with parents/guardians of participants by age group, 2013-14 (SS, N=139)



Other: Email and text communications, social media (Facebook, Twitter), family engagement activities, staff attendance at events where parents are present (PTA, report card pick-up, etc).

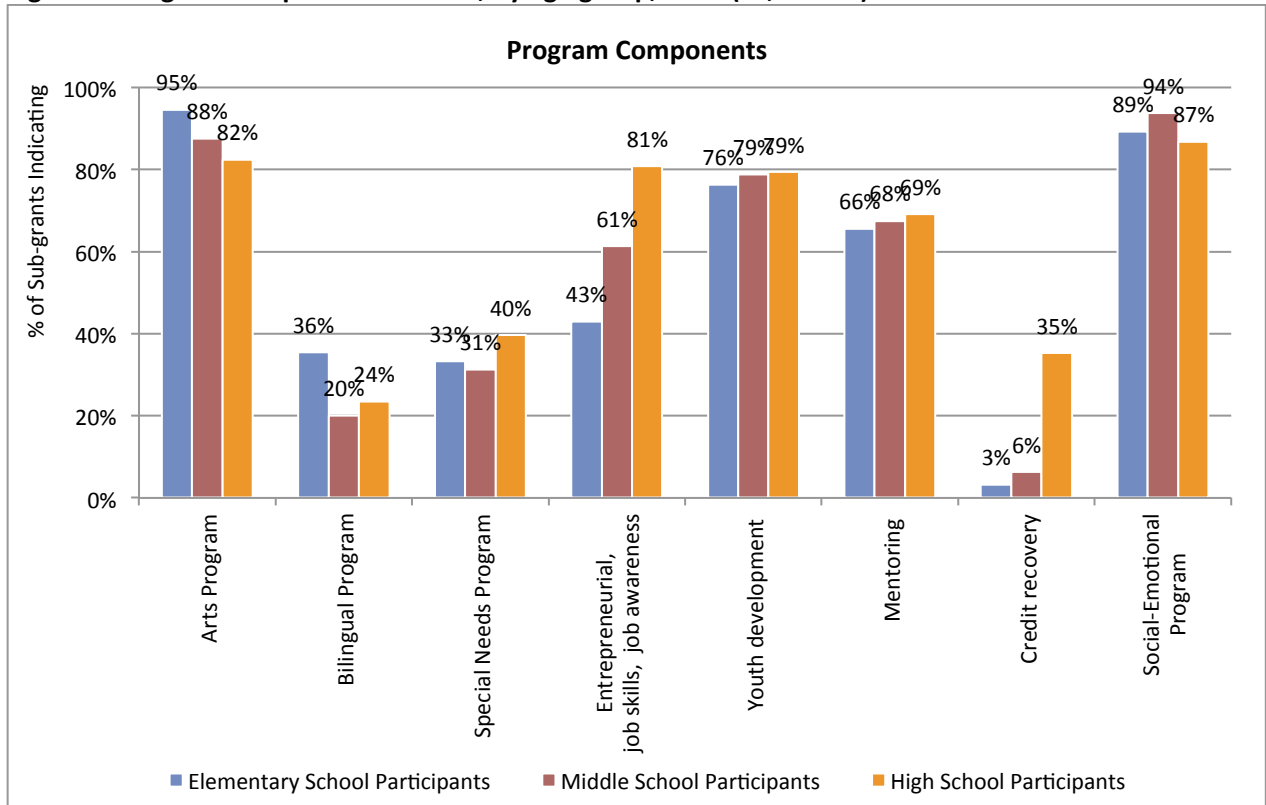
Programming

Sub-grantees indicated what kind of programming they offered on the Spring Survey. Most sub-grants offered social-emotional programming, across the age groups, with 89% indicating for elementary, 94% for middle school, and 87% for high school participants. Arts programming was also common across sites, with 95% indicating it was offered for elementary, 88% for middle school, and 82% for high school participants. Some programming had more variation according to age group. For example, entrepreneurial, job skills, and job awareness programs, along with credit recovery programs, were more frequently offered at the high school level. Bilingual programs were more frequently offered at the elementary school level.

Table 12: Three most common program components, by age group, 2014 (SS, N=139)

Elementary School Participants	Middle School Participants	High School Participants
Arts Program (95%)	Social-Emotional Component (94%)	Social-Emotional Component (87%)
Social-Emotional Component (89%)	Arts Program (88%)	Arts Program (82%)
Youth Development Component (76%)	Youth Development Component (79%)	Entrepreneurial, job skills, job awareness (81%)

Figure 5: Program components offered, by age group, 2014 (SS, N=139)



4. Participant Outcomes

The evaluation questions address several aspects of student and participant outcomes. Data collected in the past year provide insight into student achievement, participation in elective subjects and enrichment activities, attendance and graduation rates, and positive changes in behavior and socio-emotional development. In addition, the evaluation looks at programs' inclusiveness of students and families most in need of support.

4.1. Student achievement

The prior evaluator had access to a large set of student achievement data through the Illinois Report Card Benchmarking Tool Data. Without those data (see description of data access on page 14), this evaluation is limited with respect to how much it can report on this outcome. Data submitted by sub-grantees to the PPICS system do provide information about participants' changes in mathematics and English grades, as well as proficiency levels of participants.

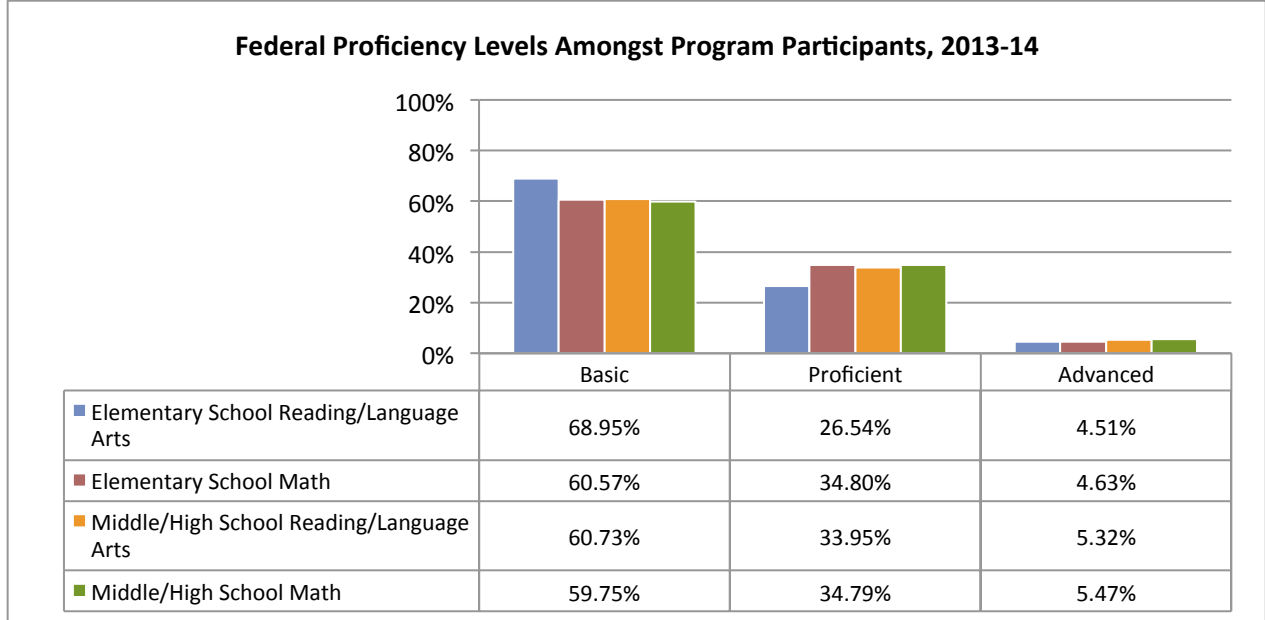
In 2014, approximately one-third of regular program participants (those attending 30 days or more) improved their grades from fall to spring: 32.55% of all participants improved in mathematics, and 32.95% of all participants improved in English. Comparing with 2013 data, the percentage of participants in each category has increased. The largest increase from last year was in the percentage of middle/high school regular participants whose English grades improved from fall to spring, with a 3.83% gain.

Table 13: Percent of regular participants improving mathematics and English grades, 2013-2014 (PPICS, N=144)

		2013	2014	Change
Math	The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	32.93%	33.26%	+0.33%
	The percentage of middle and high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	31.90%	35.58%	+3.68%
	The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	30.75%	32.55%	+1.8%
English	The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	34.47%	36.00%	+1.53%
	The percentage of middle and high school 21st Century regular program participants whose English grades improved from fall to spring.	31.91%	35.74%	+3.83%
	The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	31.61%	32.95%	+1.34%

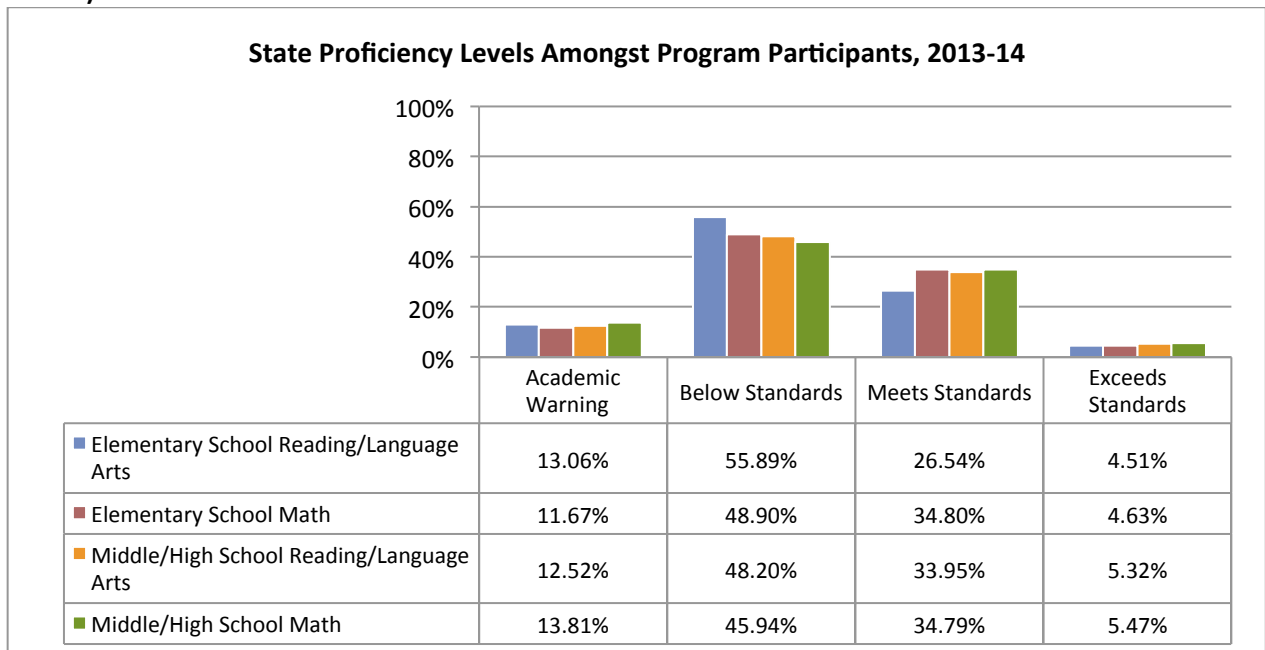
PPICS also provided data on federal and state proficiency levels of program participants, grouped by elementary school students' reading/language arts and math, and middle/high school students' reading/language arts and math. The majority of participants in all categories were at the federal proficiency level of "basic" in 2013-14 in both language arts and mathematics. The proportion of students rated "proficient" across the groups ranged from 26.54% (elementary reading) to 34.8% (elementary math). Elementary participants' language arts scores in general were the lowest, with 68.95% rated basic, and only 4.51% rated advanced.

Figure 6: Federal proficiency levels for elementary and middle/high school participants, 2013-14 (PPICS, N=144)



State proficiency levels are more descriptive, describing students as below standards, meeting standards, or exceeding standards. Students with academic warning are also indicated. Mirroring the federal proficiency data, the largest proportion of participants below standards was found with elementary participants' language arts scores. The percentage of participants that met standards or exceeded standards, in sum, ranged from 31.05% to 40.26%.

Figure 7: State proficiency levels for elementary and middle/high school participants, 2013-14 (PPICS, N=144)



During site visits and over the course of interviews, programs reported that they are seeing positive improvement in student achievement in core academic areas among the students they are serving in their programs. When asked about student achievement during interviews, many staff reported that most of their programming during the summer is focused on enrichment activities and less on the core academic subjects, while during the school year the majority of their program activities are academically focused (e.g. homework help/tutoring, reading activities, science focused activities etc.). However, some sites were offering academically focused activities during the summer in response to specific needs of their students. These included:

- A reading program component, per the recommendation of teachers and administration because many of the students enter the school year not reading at grade level;
- A program for Kindergarten and first grade students focused on common core curriculum in both reading and math; and
- An integrated reading curriculum, in which students read a book a day and do some associated activities related to the book.

In looking at student achievement, there was a consensus among all sites that their programming is positively affecting student achievement. One staff person stated:

“So last year seven in ten kids improved their GPAs in math and English...from 2010 to 2012 in the school programs of 21st Century, you know we saw increases from somewhere in the neighborhood of 65 percent approximately to 80 percent of the kids meeting or exceeding standards.”

Another staff person shared how a particular program is supporting reading:

“I have another program working with students going into fifth and sixth grade...three times a week... Almost daily I have some actual intervention for reading going on and that has been extraordinarily successful. Those kids are gaining reading levels.”

4.2. Participation in activities

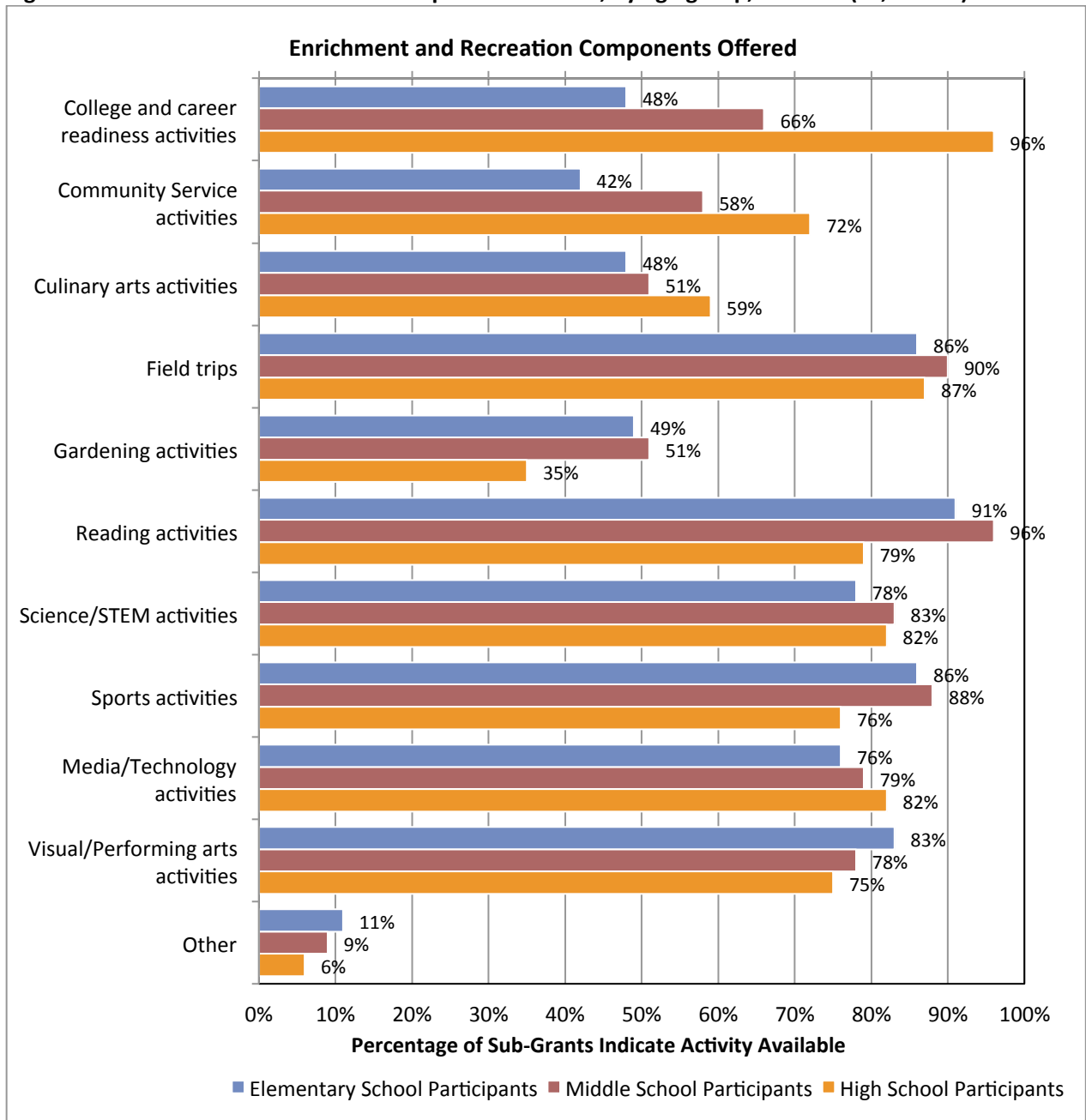
21st CCLC Programs provided opportunities for students to participate in a wide-range of enrichment activities in addition to activities supporting core academic subjects. While the data cannot attest to whether students *increased* involvement in school activities, the fact that sub-grantees’ offered of these activities and students attended them indicate that, at a minimum, students experienced these enrichment activities.

In the Spring Survey, sub-grants reported on the activities that they offer for each age group, and it is no surprise that the kinds of activities varied accordingly. Reading activities, field trips, and sports activities were all frequently provided for elementary and middle school participants. In contrast, sub-grants indicated that college and career readiness activities, STEM activities, and media/technology activities were more frequently offered to high school students.

Table 14: Three most common enrichment activities, by age group, 2014 (SS, N=139)

Elementary School Participants	Middle School Participants	High School Participants
Reading activities (91%)	Reading activities (96%)	College and career readiness activities (96%)
Field trips (86%) Sports activities (86%)	Field trips (90%)	Field trips (87%)
Visual/performing arts activities (83%)	Sports activities (88%)	Science/STEM activities (82%) Media/Technology activities (82%)

Figure 8: Enrichment and recreation components offered, by age group, 2013-14 (SS, N=139)



All of the sites visited in the Summer of 2014 offered some form of enrichment, enabling participants to engage in a wide range of activities. These activities were well attended, because, in the words of one staff person, the program gave them “something meaningful and powerful and keeps them focused.” Multiple sites staff indicated in interviews that their programs play a role in keeping participants safe and off the streets. One site reported that all of their students participated in their enrichment activities, and it helped to create a relationship among the teachers and students outside of the classroom.

The wide variety of enrichment activities was also evident during the evaluation site visits. One site’s summer program, which had a high participation rate, focused on experiential learning, which included life skills and some core academic skills. Life skills included health and nutrition, civic leadership and sexual health. Their academic component includes science and STEM, literature and the arts, such as poetry, visual art and dance. Another site focused more on sports programs, arts and crafts and life skill sessions. Examples of the programs’ activities observed are included below.

Examples of Activities Observed:		
• Art	• Dance	• Photography
• Book Club	• Gardening	• Pre-Freshman Program
• Civic Leadership	• Healthy Relationships	• Reading Class
• Cooking Club	• Jewelry/Crochet Club	• Sports
• Crafts	• Mentoring	• STEM activities
• Cultural Connections	• Parenting Class	• Video Club

Computers/Technology: The majority of sub-grants reported that they are using and/or providing access to computers when working with students in their programs.

- 90% of sub-grants reporting that they serve elementary students indicated that they utilized computers
- 92.5% of sub-grants reporting that they serve middle school students indicated that they utilized computers
- 95.6% of sub-grants reporting that they serve high school students indicated that they utilized computers

Service learning: In addition to these enrichment activities, 55% of sub-grants indicated on the Spring Survey that they provide service learning opportunities to their students. Some of the service learning activities that they described are included below.

Examples of Service Learning projects:

- Canned food drives
- Cards and letters written to troops, nursing homes, and homeless shelters
- Clothing drives
- Community beautification projects
- Events focused on violence prevention
- Fundraising for animal shelters
- Gardening projects
- Mentoring and peer-tutoring
- Performances for community groups
- Recycling projects
- School beautification projects
- Tornado relief fundraising
- Toy drives
- Volunteering at nursing homes

4.3. Attendance and graduation from high school

21st CCLC sub-grants were actively working to improve high school graduation rates, and to increase attendance in school at all levels. While outcome data on the success of these efforts—that is, data on changes in graduation and attendance rates—are not available, data do indicate that sub-grants made progress in supporting and contributing to these goals.

The PPICs survey asked classroom teachers to rate the behavior of each of their 21st CCLC students in school. According to these surveys, more than half of students at all levels (56%) improved their class attendance. In addition, 64% of participants improved their attentiveness in class and 72% improved their academic performance, as perceived by their teachers.

Table 15: Teacher reported improvements in behavior, 2014 (PPICS, N=144)

	Percentage of regular program participants		
	Elementary	Middle/High	All
Teacher-reported improvement in regular class attendance	52%	53%	56%
Teacher-reported improvement in attentiveness in class	63%	60%	64%
Teacher reported improvement in academic performance	75%	66%	72%

A small number of sub-grantees provided data in their local evaluation reports about program participants' attendance in school, and/or grade promotion and graduation rates. These data did not provide insight into changes in attendance or graduation, nor were they able to provide viable comparisons with non-program participants. Reliable data on this outcome prove to be difficult and elusive.

However, over the course of site visits and interviews, all of the participating sites reported that they see participation in their programs helping students to increase attendance in school. One site offered that it believes it helps participants do better in school because their students really enjoy the afterschool program and therefore are motivated to come to school so that they can participate in the activities going on afterschool, and as a result they have seen a positive

influence on student attendance. Sites that work with middle or high school students were able to shed some light on how the program may be positively influencing student attendance and graduation. One site mentioned that they are seeing a lot of their students graduating from eighth grade and going into high school. Another site stated that they believe that attendance at their site is related to graduation—that they have seen their students’ attendance increase which helps them in graduating from high school, and they hope that in the long-term they will be able to better track their students’ graduation rates.

As reported above in the Program Implementation Summary (Section 3.3), 35% of sub-grants with sites serving high school participants indicated that they offer Credit Recovery Programs. Several of these sub-grants described using computer-based online credit recovery programs. Examples included Compass Learning, Edgenuity, and the Aventa Online Credit Recover Program. Credit Recovery was frequently offered as part of summer programming. As described by one sub-grantee:

“At each of the High School sites credit recovery program provides courses to the students who have failed a class and are not on track to graduate because their schedule does not allow them to re-take the course during the school day. The classes are offered on-line in the summer as well as in the morning and afterschool. This has been a very important component of the after school program and helping the students achieve academic success.”

4.4. Behavior and social-emotional skills

The PPICs survey asked classroom teachers to rate the behavior of each of their 21st CCLC students in school. According to their teachers, the majority of students demonstrated some improvement in their behavior, including turning homework in on time, class participation, volunteering in class, and getting along well with others. Improvement in class participation had the largest percentage of students, with 72% of all students, 73% of elementary, and 66% of middle/high. These data overall indicated a trend of elementary participants improving their behavior in greater number than middle/high school participants, most notably with respect to turning in homework on time and completing homework to their teacher’s satisfaction.

Table 16: Teacher reported improvements in behavior, 2014 (PPICS, N=144)

	Percentage of regular program participants		
	Elementary	Middle/High	All
Teacher-reported improvement in turning in homework on time	70%	63%	67%
Teacher-reported improvement in turning in completing homework to teacher's satisfaction	72%	65%	69%
Teacher-reported improvement in turning in class participation	73%	66%	72%
Teacher-reported improvement in volunteering (for extra credit or more responsibilities)	55%	54%	59%
Teacher reported improvement in behavior	57%	57%	60%
Teacher reported improvement in getting along well with other students	60%	59%	62%

As reported above in the Spring Program Implementation Summary, most sub-grants offered social-emotional programming (89% indicating for elementary, 94% for middle school, and 87% for high school participants). According to sub-grants, these activities were designed to support positive youth development and to reduce negative behaviors and emotional distress. A common program noted by sub-grants in the Spring Survey was the Botvin Life Skill Training. As one sub-grantee described:

“Participants learn to effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. They learn the importance of being a good student, citizen and worker and the consequences of risky behaviors (drinking, smoking, violence, bullying and dropping out of school).”

Some sub-grants shared the use of incentive programs to support positive behavior. An example:

“The behavior buck system has definitely been a productive way to promote positive social behaviors amongst participants. Students were rewarded daily with behavior bucks for exhibiting desirable behaviors such as being polite, sharing and helping other students and/or staff. Undesirable behaviors such as bullying and other conflicts behavior will cost a student behavior bucks as well. Instructors always explain to students why they have earned bucks and why they have been taken away. All in all, most students tend to modify their behavior to earn behavior bucks.”

Additional approaches to social-emotional programming offered by sub-grantees included:

- Using Steven Covey’s 7 Habits program
- Having a social worker available, and having a social worker facilitate activities
- Separate activities for girls and boys to discuss issues such as relationships (examples: SMART Girls, Girl Talk, Gentleman’s Club, Passport to Manhood)
- Conflict resolution and anger management activities
- Activities to address peer pressure and bullying

Measuring changes in behavior and social emotional skills is a challenge. In discussing social emotional skills during site visits and interviews, many of the sites stated that they do not necessarily measure these skills but they have seen changes in students’ behavior. For example, one site stated that they have seen decreases in students’ negative and aggressive behavior. Another site gave an example of how they were seeing the changes in their students:

“We partnered with [a local community-based organization] and they had sixth grade students that were staying after school with them. And these were girls who they said ranged from being very quiet in class to having kind of an attitude with responding to students and just some social/emotional issues that they were dealing with. And by the end of the school year they said you could see a huge change in all of the girls that had regularly participated. So we actually extended that program throughout the summer so that they can still continue to meet with the same group of girls so that they can continue to get that support before they go into the upcoming school year.”

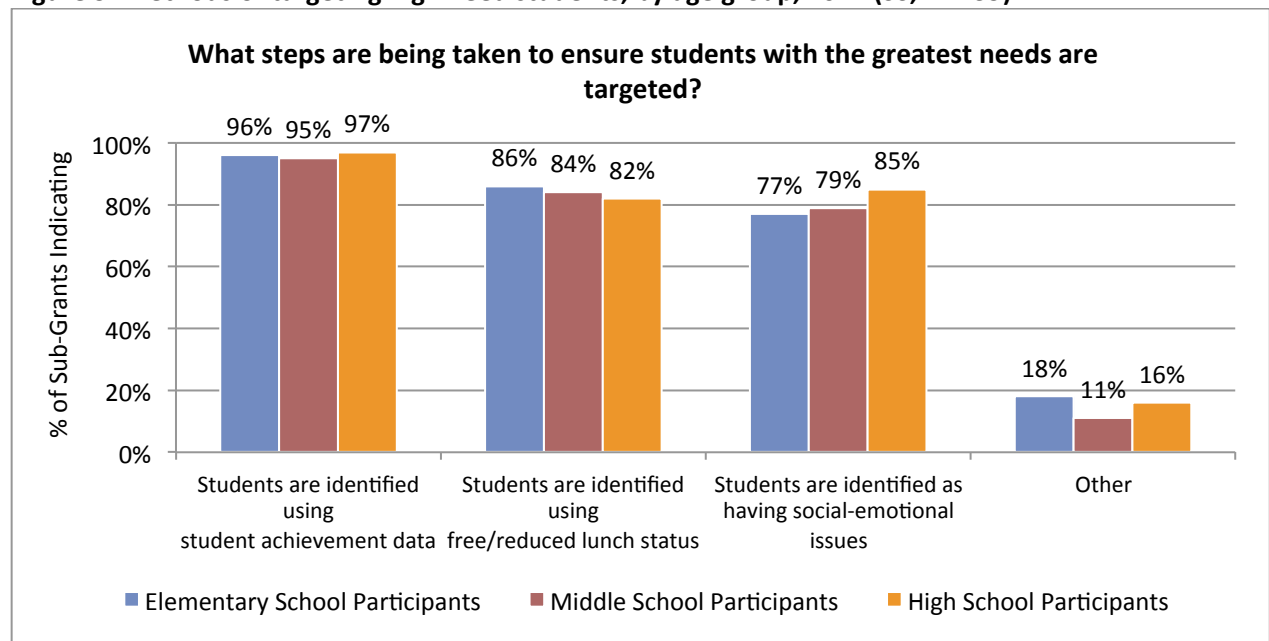
One can see from this example that participation in the 21st CCLC program can affect student’s behavior in a positive way. This same site also reported seeing changes in the culture of the

school due to a decrease in aggressive behavior and the occurrence of fights, therefore creating a safer and calmer school environment.

4.5. Student and family inclusion

One goal of the 21st CCLC programs is to serve students and families with the greatest need. Sub-grants indicated that they do this by identifying students using achievement data and free/reduced lunch status, in addition to identifying students with social-emotional issues. These strategies are common across sites and age groups.

Figure 9: Methods of targeting high need students, by age group, 2014 (SS, N=139)



Other steps included: teacher and administrator feedback/referrals

Most of the sites visited by the evaluation reported that the majority of the participants they serve are low-income Hispanic and/or African-American students. One site stated that the majority of their students came from immigrant families from the Congo area. Another site stated that a number of their students had experienced homelessness.

Sites are offering programs for parents and families based on the needs of the population. For example, in one site parents were requesting to learn more about health, therefore they started offering an adult fitness class. Many sites are offering ESL programs, as well as programs in Spanish. Another site saw the need for providing GED courses.

In interviews, staff described a number of activities and efforts to keep parents and families involved. One site has a program called Parent University, which offers parents a variety of classes and activities (i.e. computer classes, college tours etc.). Additional efforts included:

- Monthly events for students and their families
- Weekly parent meetings

- Invitations to parents to volunteer for field trips and other school related activities
- Family nights, where food and entertainment are provided
- Workshops on topics such as financial literacy or language

Based on the evaluation reports, the extent and quality of family programming varies greatly from sub-grantee to sub-grantee, and site and to site. Many sub-grants discussed family participation in some way, and it appeared that family programming was a challenge for many sites.

5. Organizational Capacity

5.1. Professional development and training

Ongoing professional development (PD) to program personnel is an important goal of the program, and the evaluation inquired into the types of professional development sub-grants offered their staff. All sub-grantees indicated that they offered some sort of PD for their staff, although the types of PD varied. The most common area of PD was in media/technology; 91% of sub-grants indicated that they offered media/technology training to their staff. English Language Arts and STEM were also common, with 86% of sub-grants having indicated that they offered training on these topics.

Table 17: Professional development and training offered, 2013-14 (SS, n=139)

Professional Development/Training	Percent of Sub-Grants
Media/Technology Training	91%
English Language Arts Training	86%
STEM Training	86%
Other	83%
Safety Training	78%
Team-Building Training	76%
Health Training	49%
21st CCLC Program-Specific Training	48%
Disciplinary and/or Behavioral Training	48%
Illinois Learning Standards Training	42%

Eighty-three percent of sub-grants indicated that they offered “Other” kinds of staff development and training. When asked to describe, sub-grants reported on a large number of specific topics and issues, many of which overlap with or could be considered part of categories such as Safety Training and Health Training. “Other” trainings as described by sub-grants are included below.

Additional Professional Development and Trainings offered:

- ADD/ADHD Training
- AIDS/HIV Awareness Training
- Allergy Management Training
- Anger Management Training
- Antibullying/Cyberbullying Training
- Art Training
- Child Abuse Training
- Common Core Training
- Cultural Sensitivity Training
- Intervention Training
- Poverty/Homeless Education
- Productivity Training
- Project Based Learning
- Trauma Training
- Youth Development Training
- Youth Protection Training

Over the course of interviews and site visits, there was a consensus among sub-grantees that the professional development being offered by the Illinois State Board of Education was very useful. Some staff reported that they were given the chance to attend PD opportunities outside of their

organization, such as national or regional conferences and conferences offered by the Illinois State Board of Education. Most 21st CCLC staff and personnel shared that they were being trained and offered PD opportunities that focused on the types of students and families they serve through their programs. While PD is being made available, several staff admitted that finding the time and resources to be able to train their staff on specific issues that are salient for their program can be a challenge.

5.2. Progress toward meeting stated program goals

In reviewing the FY2013 local evaluation reports, the statewide evaluation team found that 55 of 67 sub-grantees described making progress toward meeting one or more of the seven state objectives. Almost all—54 of them—addressed Objective 2: Participants in the program will demonstrate increased academic achievement. Fewer sub-grantees addressed objectives about involvement in school and participation in activities (#1), serving children and community members with the greatest needs (#5), and staff development and sustainability (#6 and #7).

Table 18: Sub-grantees indicating progress toward state objectives (Local evaluation reports, N=67)

State objective	Sub-Grants providing data that addressed the objective:	
	Number	Percent
1. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.	44	66%
2. Participants in the program will demonstrate increased academic achievement	54	81%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	53	79%
4. The 21 st Century Community Learning Centers will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.	47	70%
5. These programs will serve children and community members with the greatest needs for expanding learning opportunities	44	66%
6. 21 st Century Community Learning Centers Program personnel will participate in professional development and training that will enable them to implement an effective program.	42	63%
7. 21 st Century Community Learning Centers Program projects will use the funding most efficiently by coordinating and collaborating with other state federal funding sources, agencies, and other community projects, to supplement the program and not supplant the funds, and to eventually become self-sustaining.	44	66%

During site visits, sub-grantees were asked if how their program goals were aligned with state objectives. Similar to the data reflected in the local evaluation reports, all visited sites indicated that academic achievement was a program goal, and many of the sites' goals aligned with the

Illinois State standards, or what is now the Common Core. The goals that sub-grantees cited over the course of site visits included:

- Academic achievement
- Increased student participation
- Increased attendance
- Decrease in suspensions
- Increase freshman on-track to graduate
- Increase the graduation rate
- Increase grade-level promotion
- Increase student involvement
- Social and emotional support
- Increase student participation in school
- Leadership and engagement
- Providing a safe and supportive environment

Most of the sub-grantees that were visited indicated that they are measuring impact in some way, and several indicated that they do so through various types of surveys. This finding corresponds with what was learned in reviewing the local evaluation reports. Nearly all sub-grantees utilized the Annual Performance Report (APR)/ PPICS data as the basis for their local evaluation reports. In many cases, evaluations included actual PPICs report tables (or screenshots). Many sub-grants supplemented these data in their local evaluation by collecting data and feedback from students, parents, and staff with respect to how their programs were working, what positive changes they have observed or experiences, and how the program could be improved. A handful of sub-grants also collected feedback from principals.

Table 19: Methods for measuring impact (Local evaluation reports, N=67)

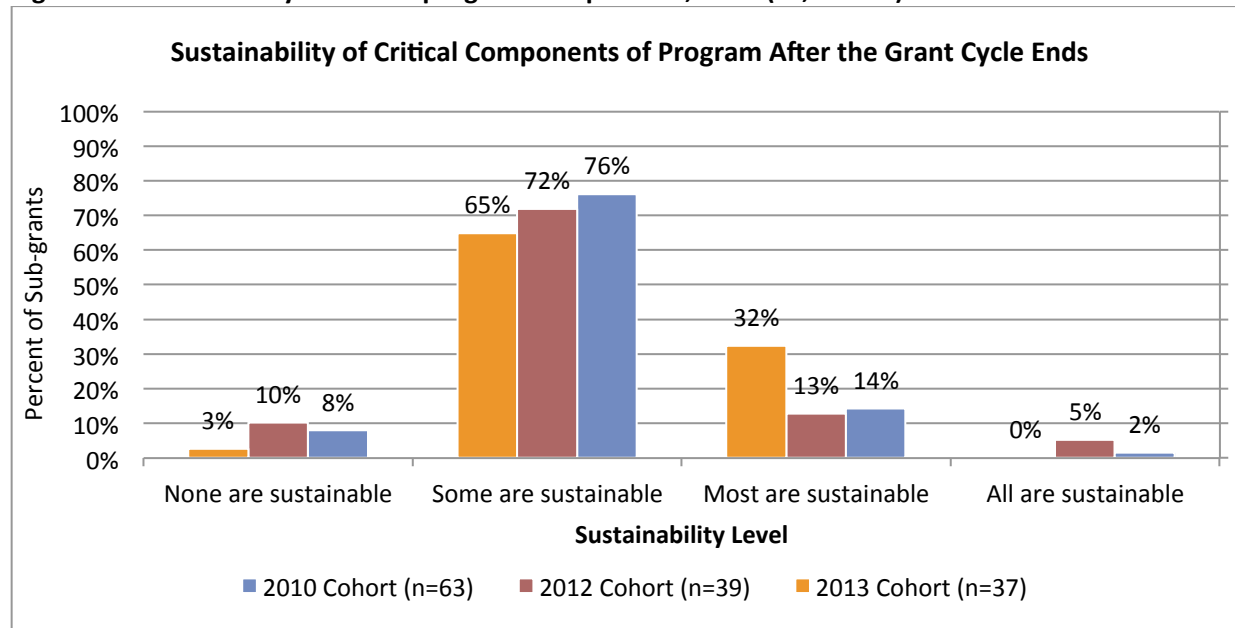
Outcome data	Sub-Grants including this in report	
	Number	Percent
Student grades and/or test scores	61	91%
Teacher APR survey	55	82%
Parent surveys/feedback	42	63%
Student surveys/feedback	41	61%
Staff surveys/feedback	12	18%
School attendance	12	18%
Principal surveys/interviews	4	6%
Disciplinary actions	4	6%
Grade promotion/Graduation	3	4%

5.3. Funding and sustainability

On the Spring Survey, sub-grantees indicated the extent to which they think that their 21st CCLC program is sustainable after the grant cycle ends. Sub-grants indicated whether none, some, most, or all, of their program’s critical components were sustainable. Very few sub-grants indicated that all critical components were sustainable, and those that did were from the 2010 (2%) and 2012 (5%) Cohorts, whose grant cycle ended at the end of this year. The majority of sub-grants

indicated that “some” critical components are sustainable. Sub-grants from the 2013 Cohort appear to be making progress toward sustainability, with 32% indicating “most” critical components are sustainable (in contrast with 13% of the 2012, and 14% of the 2010 Cohort).

Figure 10: Sustainability of critical program components, 2014 (SS, N=139)



Sub-grants reported on a number of actions that they have taken toward sustainability. These include:

- Applying for new/additional funding (subsequent 21st CCLC funding, other federal funding, funding from non-profit organizations such as the IL Violence Prevention Authority and the United Way),
- Decreasing programming costs through in-kind services and volunteers
- Charging fees for program participants when possible
- Seeking support from the school district
- Leveraging community partnerships, as well as seeking support from local universities
- Engaging in fundraising activities and seeking private donations

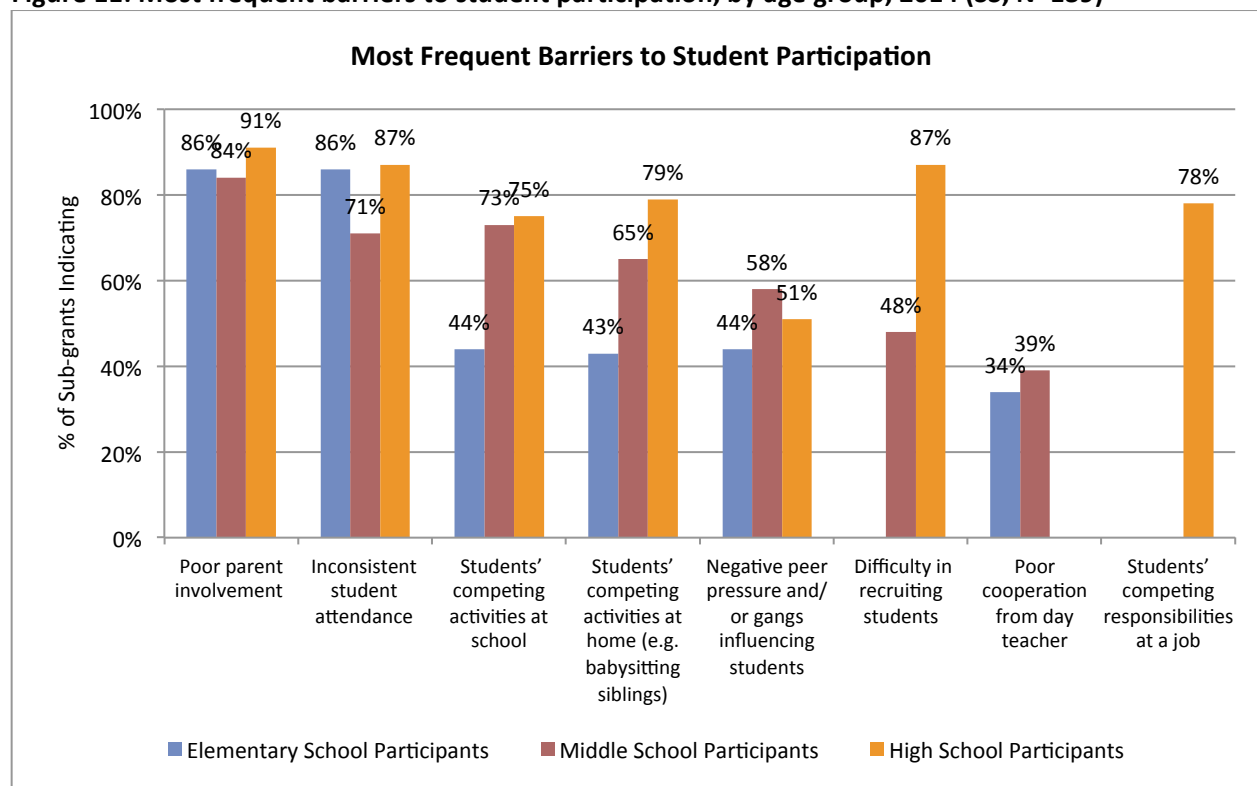
When asked about funding, collaboration, and sustainability plans during site visits, most of the sub-grantees visited stated that they have, or are working toward, a sustainability plan for their afterschool program. The discussions of sustainability in interviews largely reiterate the findings of the Spring Survey. Sub-grantees have engaged in grant-writing and fundraising efforts. Many of the sub-grantees have collaborated or have partnerships with local colleges and universities, community organizations, and non-profits such as churches. Other sub-grantees were trying to figure out different ways to initiate collaborations or partnerships with local community organizations. For example, one sub-grantee shared that they would like to partner with their local YMCA or Boys and Girls Club to supplement their staffing because they currently rely on school-day teachers, who are feeling over-worked. Another grantee stated that they have been fortunate to be in an area that has private wealth that comprises almost half of their funding, which they hope will help sustain the 21st CCLC program once the grant cycle ends.

In interviews, staff stated that sustainability was something that was constantly on their agenda at monthly meetings; they discuss how they can sustain their programs from year to year and ways they can increase their programming with the same or less funding beyond the life of the grant. They are constantly revisiting and reevaluating what they are doing, what works and the needs of the school and the community. Sub-grantees described looking at sustainability in both the short and long term, which they said entailed finding quality free resources that could be beneficial for their program, along with looking at the programming and its effect on the students.

6. Program Challenges and Recommendations

Student participation is often a challenge for 21st CCLC programs. In the Spring Survey, sub-grantees indicated what they found to be the most frequent barriers to student participation, by age group. Their responses illustrate the issues that sites have in common, as well as the different issues that programs serving elementary, middle, and high school participants encounter. Poor parent involvement was a frequent barrier across age groups, with 86% of elementary, 84% of middle school, and 91% of high school service sub-grantees indicating. Inconsistent student attendance (in school) was also a barrier across age groups. Beyond those two issues, according to sub-grantees, those serving elementary school participants encountered fewer barriers. In contrast, middle and high school serving sub-grantees indicated additional barriers such as competing activities at school and at home. Sub-grantees indicated that they have a particularly difficult time recruiting high school participants; those students also have competing responsibilities at a job after school.

Figure 11: Most frequent barriers to student participation, by age group, 2014 (SS, N=139)



Echoing the results of the Spring Survey, parental involvement and engagement was a challenge commonly described over the course of site visits and interviews. Sites noted that it was difficult to find the right time to serve parents, as many parents work in the evenings. Sites also described challenges with respect to communication—parents not communicating with program staff about issues that may be going on with the student, and finding the most reliable methods to communicate with parents. Additional challenges with respect to parental involvement mentioned by staff in interviews were: getting parents to buy into the program; making sure that

parents feel comfortable having their children in the program; and having bilingual staff that they are able to communicate with parents.

Further evidence that parental involvement is the most pressing challenge to programs was found in the local evaluation reports. Parental involvement was the most common issue addressed in report recommendations, with 48% of the evaluation reports suggesting that sub-grantees should focus attention on this.

Table 20: Recommendations for program improvement (Local evaluation reports, N=67)

Recommendation	Sub-grant/Local Evaluation (n=67)	
	Number	Percent
Increase parental involvement	32	48%
Increase academic support	23	34%
Increase connection to school day, school day teachers	21	31%
Increase attendance and retention	18	27%
Provide additional staff professional development	14	21%
Offer additional program activities	14	21%
Increase attention to and support for positive student behavior	11	16%
Improve data sources, collection, and use	10	15%
No recommendations provided	10	15%

The local evaluation reports served as a valuable source of information about the challenges and issues that programs face. More information about the most common recommendations is included below.

Parental involvement: Recommendations addressing challenges and shortcomings with respect to parent and family involvement included:

- Increasing the number of activities and opportunities for parental involvement;
- Improving communication with parents and families, with an eye toward increasing participation;
- Increasing the relevance of parent and family activities, often coupled with the suggestion of soliciting feedback from parents about the kinds of support and activities that would be most useful and relevant for them;
- Including activities that involve both parents/families and students together.

Increase support of core academics: Many local evaluations, citing limited progress in increasing participants’ academic achievement, recommended that sub-grants increase support of core academics. Specific suggestions included:

- Increasing or adding specific literacy programs and activities to encourage and support reading;
- Increasing alignment with Common Core State Standards;
- Designing activities with clear objectives related to academic content.

Increase connection to school day and school day teachers: Many local evaluations recommended that sites develop communication methods and strategies to help program staff and school day teachers share information and update one another about progress and issues with specific students. Recommendations also included improving communication about school day content and curriculum, enabling programs to better support the academic needs of students.

Increase attendance and retention: While several local evaluation reports cited the need for sub-grants to increase attendance and retention rates in their programs, specific strategies and recommendations for how to improve attendance and retention were rarely offered. In most cases, the local evaluation suggested soliciting input from students and parents about how to address barriers to participation and what programmatic changes would increase interest.

Provide additional staff development: In most cases, when local evaluation reports recommended additional professional development for staff, it was in response to or in conjunction with other recommendations. For example, some reports that recommended increasing support of core academics, then recommended that staff receive professional development that would improve their ability to do so. Several sites also suggested professional development that would help staff better manage behavior issues and support positive youth development.

Offer additional program activities: Several of the local evaluations that suggested that sub-grants offer additional activities and programming for participants indicated that they should do so in an effort to increase attendance and engagement. In many cases, it was suggested that sites solicit input and feedback from students to better design activities that meet their needs and interests, thereby increasing engagement. Evaluations also identified specific activities that could enhance programs. Some of the specific suggestions included service learning activities, youth leadership programming, credit recovery programs, and physical activity.

Increase attention to and support for positive student behavior: Some local evaluation reports recommended that sub-grantees work toward improving the behavior of program participants. Specific issues and suggestions related to this included:

- Clarifying, communicating, and enforcing expectations with respect to behavior;
- Adding specific activities to support positive behavior, such as team-building activities and activities to develop communication skills;
- Offer incentives for positive and good behaviors.

Improve data sources, collection, and use: Some local evaluation reports cited the need to improve the evaluation and/or improve the data collected and used by sub-grants. In some cases, this recommendation was related to recommendations that sub-grants increase support of academic content and connection to the school day, and was focused on collecting and using more/better data about student progress. One evaluation recommended that sub-grants work toward tracking students over time.

7. Conclusion

This report has provided data about ISBE's 21st CCLC sub-grantees' programs during the 2013-14 year, with information about program implementation, participant outcomes, organizational capacity, and challenges and recommendations. These data offer evidence in response to several of the evaluation's questions.

21st CCLC programs provided access and opportunities to participation in a wide variety of programming and activities, including support for academic achievement, subjects such as technology and the arts, and enrichment and extra-curricular activities, including field trips, sports, and service learning. Achievement data indicate that many students who participated in programs increased their grades in math and reading/language arts. Similarly, the teachers of many of the student participants indicated they perceived improvements in classroom behavior, such as classroom participation, completing homework on time, and getting along with others.

Sub-grantees worked toward being inclusive of families, and took steps to identify and enroll students who demonstrated the greatest needs as indicated by academic needs, free/reduced lunch status, and behavioral issues. Sub-grantee organizations made professional development and training opportunities available to their staff, and these addressed topics that supported program content, such as technology, arts, and STEM, as well as vital topics such as safety and health. Sub-grantees organizations made progress addressing program sustainability, and during the year indicated that a portion of core program components is sustainable.

These data also offer directions for future technical assistance and program support. Student retention and parental involvement continue to be primary challenges to sub-grantees and sites.⁶ Retention appeared to be a greater challenge for middle and high school serving sites – where students have a larger number of competing activities and responsibilities – than for elementary sites. Parental involvement was indicated by sub-grantees as the most common barrier to student participation, which implies that these two challenges – parental involvement and student participation and retention – intersect, and that the program could be well-served by thinking of them together rather than as separate issues.

Sub-grantees also indicated that there is still work to be done with respect to program sustainability. A large number of sub-grantees have come to their end of the grants at the end of 2014 and many of them had not yet met the challenge of sustaining most of their core program components beyond the life of the grant.

In the process of surveying the sub-grantees, conducting site visits and interviews, and reviewing local evaluation reports, sub-grantees have shared a remarkable variety of innovative programs and activities and exhibited their creativity and passion for providing positive, supportive environments to young people across the state of Illinois. ISBE can build on the capacity of the

⁶ The last evaluation of the 21st CCLC program, completed by NIU in December 2011, included in their recommendations to ISBE student retention, parental involvement, use of technical assistance, and sub-grantee support in implementing revised goals. See http://www.isbe.net/21cclc/PDF/statewide_report_1011.pdf.

sub-grantees by providing further opportunities to share best practices and find collective solutions to these challenges.

7.1. Issues for consideration in Year 3 of the evaluation

EDC has identified several issues in working to conduct the evaluation over the past 15 months and plans to collaborate with ISBE and sub-grantees to address them to the extent possible in the final year of the evaluation contract.

Local evaluation report template: Sub-grantees' local evaluation reports lack consistency with respect to content and quality. In January 2014, EDC will provide a report template to sub-grantees, and technical assistance and support will be provided in an effort to help sub-grantees complete reliable and informative local evaluation reports. These data will better support the statewide evaluation in reflecting local implementation and outcomes.

Outcome data: The loss of access to student achievement data previously available through the Illinois Report Card Benchmarking Tool Data (from NIU) has limited the evaluation team's ability to draw further conclusions about student achievement, especially with respect to additional factors that may play a role in outcomes. Further, few sub-grantees at this time track school attendance rates of program participants, so evidence with respect to the program's impact on attendance is limited to teacher perception, provided in the APR data in PPICS. ISBE and EDC may consider what additional data could reasonably be collected and/or accessed to enable the evaluation to better understand what role the 21st CCLC program plays with respect to these outcomes.

Next Steps: The EDC evaluation team looks forward to collaborating with ISBE staff in 2015 to complete the third year of the Statewide Program Evaluation and, in doing so, working together to refine data collection approaches and provide needed technical assistance to the sub-grantees in service to stronger local and statewide evaluation. The revised scope of work for Year 3 is included in Appendix C: EDC Evaluation Activities.

Appendices

Appendix A: Illinois' 21st CCLC Goals and Objectives

Illinois' 21st CCLC Goals, Objectives, Indicators, and Data Sources

Goal 1: Schools will improve student achievement in core academic areas.		
<p>Objective 1: Participants in the programs will demonstrate increased academic achievement by 10 percent in adequate yearly progress.</p>	<p>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.</p>	<p>Source for Measurement 1.a: Individual student scores on ISAT/PSAE and other tests.</p>
Goal 2: Schools will show an increase in student attendance and graduation from high school.		
<p>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.</p>	<p>Performance Indicator 2.a: Students participants will have higher attendance rates and changes in their attitudes toward school.</p>	<p>Source for Measurement 2.a.1: Attendance rates. Source for Measurement 2.a.2: Increased academic activities. Source for Measurement 2.a.3: Parent survey. Source for Measurement 2.a.4: Student survey.</p>
	<p>Performance Indicator 2.b: Student participants will graduate from high school.</p>	<p>Source for Measurement 2.b.1: Dropout rates/graduation rates. Source for Measurement 2.b.2: Retention rates and/or promotion rates.</p>
	<p>Performance Indicator 2.c: College- and career-ready skills will be offered.</p>	<p>Source for Measurement 2.c.1: Student participants will enroll in colleges after graduating from high school. Source for Measurement 2.c.2: Student participants will be prepared for careers after graduating from high school.</p>
Goal 3: Schools will see an increase in the social-emotional skills of their students.		
<p>Objective 3: Participants in the programs will demonstrate social benefits and exhibit positive behavioral changes.</p>	<p>Performance Indicator 3: Student participants will show improvements in measures, such as increase in attendance, decrease in disciplinary actions, less violence, and decrease in other adverse behaviors.</p>	<p>Source for Measurement 3.1: Programs will use ISBE social-emotional descriptors to determine the improvement of students. Source for Measurement 3.2: Number of instances of student violence and suspensions. Source for Measurement 3.3: Number of students using drugs and alcohol. Source for Measurement 3.4: Teacher/parent and student survey.</p>

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 subgrantees will offer enrichment and other support services for families of participants.	Source for 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.	Source for Measurement 4.2.1: Type and extent of collaborations. Source for 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 subgrants will be awarded in high-poverty communities.	Source for Measurement 5.a.1: The free and reduced-price lunch eligibility of participants. Source for Measurement 5.a.2: Test scores, grades, and promotion rates.
	Performance Indicator 5.b: The majority of subgrants will be awarded to schools in federal or state academic status.	Source for Measurement 5.b.1: The school improvement academic status list. Source for 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).	Source for Measurement 6.1: Number of workshops and topics addressed by each. Source for 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 subgrantees will provide detailed plans of coordination and collaboration efforts.	Source for Measurement 7.1: Lists of coordinating/collaborating agencies and the type of services, with letters of agreement from collaborating agencies. Source for Measurement 7.2: A memorandum of understanding will be established between the fiscal agent and primary partner of each subgrant to identify the roles and responsibilities of each entity.

Appendix B: ISBE 21st CCLC Logic Model

Revised July 14, 2014

Inputs	Activities	Outputs	Immediate Outcomes	Long Term Outcomes
<p>ISBE Inputs</p> <ul style="list-style-type: none"> Federal Funding 21st CCLC program guidelines Statewide objectives Technical assistance provider Professional development and training in State Standards and NCLB Staff who are knowledgeable about the 21st CCLC program and issues in afterschool 	<p>ISBE Activities</p> <ul style="list-style-type: none"> Provide technical assistance Offer professional development Funding Reviewing grants and approving program plans Provide opportunities for grantees and ISBE to interact (e.g., site visits, spring conferences, regular communication) Reporting and feedback to Department of Education, State of Illinois, and CCLC programs Monitoring Evaluation 	<p>ISBE Outputs</p> <ul style="list-style-type: none"> # Trained professionals in afterschool programing # Networked professionals in afterschool programing Guidelines and examples of 21st CCLC programs in the State of Illinois Programs serving students with the greatest need in all parts of state 	<p>ISBE Immediate Outcomes</p> <p><i>Program Outcomes</i></p> <ul style="list-style-type: none"> Sustainability of 21st CCLC programs 10% increase in academic achievement 10% or more increase in academic achievement for students who participate in 21st CCLC programs <p><i>Staff Outcomes</i></p> <ul style="list-style-type: none"> Understanding of key areas of the statewide objectives Increase in professional development programs offered by the programs and ISBE Increase in staff trained to meet the needs of the program, staff, and students <p><i>Student Outcomes</i></p> <ul style="list-style-type: none"> Increase in opportunities for students who are in the greatest of need 	<p>ISBE LT Outcomes</p> <p><i>Program Outcomes</i></p> <ul style="list-style-type: none"> Long term sustainability of CCLC programs via funding and resources Strong partnerships for families, schools, and communities <p><i>Staff Outcomes</i></p> <ul style="list-style-type: none"> Program staff, families, and communities will demonstrate knowledge in 21st CCLC and afterschool programs, statewide objectives and NCLB <p><i>Student Outcomes</i></p> <ul style="list-style-type: none"> Students who participate in 21st CCLC's graduate from high school Students who participate in 21st CCLC's apply to and enter college Students who participate in 21st CCLC's are prepared for post secondary and/or career readiness

Inputs	Activities	Outputs	Immediate Outcomes	Long Term Outcomes
Grantee Inputs <ul style="list-style-type: none"> • Funding • Educator expertise • Individual program guidelines and goals • Localized resources • Professional development and training 	Grantee Activities <ul style="list-style-type: none"> • Professional development • Activities that strengthen the academic and social skills of students • Activities that develop college and career readiness • Activities that address behavior and socio-emotional skills • Activities that encourage family and community involvement • Evaluation 	Grantee Outputs <ul style="list-style-type: none"> • # and dosage of activities that strengthen academics, college and career readiness, socio-emotional skills, and family and community involvement • # of students who participate in activities that strengthen academics, college and career readiness, socio-emotional skills, and family and community involvement • # of staff who receive professional development • # of activities and opportunities offered by programs that engage families and students • # of families and communities involved in afterschool activities 	Grantee Immediate Outcomes <p><i>Student Outcomes Continued</i></p> <ul style="list-style-type: none"> • Reported increases in school attendance rates for students • Improved attitude towards school for students • Engagement in positive behavior as a result of participation in program activities. • Development of college and career readiness skills • Satisfaction with program activities as reported on parent/community satisfaction surveys • Families and community members attend events and activities sponsored by the 21st CCLC 	ISBE LT Outcomes Continued <p><i>Student Outcomes Continued</i></p> <ul style="list-style-type: none"> • 21st CCLC students and families demonstrate a strong knowledge base in the common core state standards and Illinois learning standards • Participants will demonstrate positive behavior and strong socio-emotional skills

External Contextual Factors:	
ISBE <ul style="list-style-type: none"> • Communication between ISBE and grantees • Communication between ISBE and Department of Education • Type of activities offered for grantee training and professional development • Level of funding 	Program <ul style="list-style-type: none"> • Communication between programs and sites • Demographics and structure of family unit • Type of activities offered to students, families, and communities • Community outreach and support • Level of funding

Appendix C: EDC Evaluation Activities

2014 Evaluation Timeline

Statewide 21st Century Community Learning Centers Program Evaluation Timeline of Activities, 2014

January 2014

- Bi-weekly meetings with ISBE
- Begin redesign of Spring Survey
- Develop crosswalk of all data sources with evaluation questions and state plans
- Initial draft of logic model
- Begin to download data sources from ISBE online platform
- Meet with sub-contractors

February 2014

- Bi-weekly meetings with ISBE
- Interview select program directors about Spring Surveys
- Redesign of Spring Survey
- Continue work on logic model
- Download data sources from ISBE; troubleshoot issues with 2012 and 2013 Spring Surveys residing on online platform
- Meet with sub-contractors

March 2014

- Bi-weekly meetings with ISBE
- Redesign of Spring Surveys
- Redesign of logic model
- Prepare for second webinar on logic models
- Meet with sub-contractors

April 2014

- Conduct webinar on logic models, April 15, 2014
- Distribute revised Spring Survey
- Technical assistance with sites concerning evaluation and Spring Survey
- Meeting with NIU to gain access to benchmarking tool
- Bi-weekly meetings with ISBE
- Work on redesign of logic model, meet with Sarah McCusker about logic model
- Meet with sub-contractors

May 2014

- Attend and conduct two presentations on the spring survey at the grantee spring conference in Springfield
- Complete 1st quarterly report

- Continue to monitor Spring Survey distribution
- Technical assistance with sites concerning evaluation and spring survey
- Bi-weekly meetings with ISBE
- Work on redesign of logic model
- Meet with sub-contractors

June 2014

- Develop site visit protocol and procedure
- Prepare for site visits
- Complete 2nd quarterly report
- Bi-weekly meetings with ISBE
- Provided feedback on RFP
- Submit revised logic model
- Technical assistance with sites concerning evaluation and Spring Survey
- Meet with sub-contractors, assigned summer site visits

July 2014

- Conduct site visits
- Meet with sub-contractors
- Submit final logic model
- Bi-weekly meetings with ISBE
- Develop outline for Annual Report Year 2

August 2014

- Conduct site visits
- Meet with sub-contractors
- Prepare for 3rd technical assistance webinar/presentation, scheduled in September, 2014
- Bi-weekly meetings with ISBE
- Clean and prepare Spring Survey data for analysis and reporting

September 2014

- Conduct site visits
- Meet with sub-contractors
- Bi-weekly meetings with ISBE
- Host program evaluators' webinar (3rd TA event) September 23rd, 2014
- Participate in webinar about transfer of PPICS to new contractor

October 2014

- Conduct site visits
- Meet with sub-contractors
- Bi-weekly meetings with ISBE
- Download PPICS data
- Provide ISBE with data for their reporting needs; ad hoc data compiling

- Revised Year 3 SOW and submitted this to ISBE along with revised plan for completion of Year 2

November 2014

- Conduct site visits
- Meet with sub-contractors
- Bi-weekly meetings with ISBE
- Develop annual report format and outline
- Spring Survey analysis
- PPICS data analysis
- Site visit analysis; interviews and reports

December 2014

- Conduct site visits
- Meet with sub-contractors
- Bi-weekly meetings with ISBE
- Host 4th TA event, December 12, 2014, on Spring Survey results
- Provide SEDL with information for New Grantee Workbook
- Write annual report and update on progress

Quarterly Progress Report

Illinois State Board of Education 21st Century Community Learning Centers (December 31, 2014)

A. Purpose of the Report. The purpose of this report is to provide a brief update on EDC’s evaluation activities for the third quarter of 2014. The following sections cover (a) activities and deliverables to date, (b) on-going and immediate upcoming activities and deliverables, and (c) immediate next steps.

B. Staff Involved. Leslie Goodyear-Lead, Sheila Rodriguez-Research Associate, Joshua Cox-Research Assistant, and Sophia Mansori, project director.

C. Deliverables. Fall site visits

D. Activities to Date. The following table below lists the activities of the ISBE 21st Century Statewide Evaluation to date:

<u>Task</u>	<u>Update</u>
Meetings and Communications	<ul style="list-style-type: none"> Meetings and communications continued between ISBE’s 21st CCLC lead, Kristy Jones, the evaluation project lead Leslie Goodyear, and project co-lead Sophia Mansori
Grantee Surveys of 2012 and 2013	<ul style="list-style-type: none"> It was determined in conference with Sarah McCusker that the analysis of these surveys was not the highest priority, and therefore we have prioritized other evaluation activities, including the analysis of Spring 2014 surveys, past years’ evaluation reports, PPICS data, and site visits.
Technical Assistance	<ul style="list-style-type: none"> The evaluation team continued to field questions and comments from grantees particularly related to the site visits and the local evaluation reports. The evaluation team delivered the 4th in a series of TA events on December 12, 2014. This webinar focused on the results of the Spring Survey.
2014 Spring Survey	<ul style="list-style-type: none"> The evaluation team focused their efforts on organizing and coding survey data in order to prepare for analysis and reporting.
Statewide Logic Model	<ul style="list-style-type: none"> The team submitted the logic model for ISBE review on July 15, 2014. This logic model will be reviewed and revised in collaboration with the ISBE team in a meeting, planned to occur in conjunction with the January 2015 grantee meeting.
Site Visits	<ul style="list-style-type: none"> The team developed protocols for site visits, including interview and observation guides. Subcontractors and

	members of the evaluation team have fanned out to conduct site visits to 8 sites this fall. These site visit reports will not be included in the December, 2014, report, but will be included in a report in 2015.
PPICS and other extant data	<ul style="list-style-type: none"> The evaluation team downloaded PPICS data from 2011-2012, 2012-2013 and 2013-2014 program years. The team provided data and technical assistance to Kristy Jones as she used the PPICS data to prepare her reports to the state.
NIU Benchmarking data	<ul style="list-style-type: none"> Sarah McCusker informed the evaluation team that data from the NIU benchmarking system would not be available through the ISBE contract with NIU. The team accessed data from the benchmarking system through passwords received from Sarah. Unfortunately, the most recent data in that system are from 2011 and therefore are not relevant or useful for this evaluation. PPICS data will be used as a substitute for these data in the December, 2014 report. The evaluation team will assess PPICS data again in 2015 for use in the final report.

E. Next Steps and Upcoming Activities. The team intends to continue the work to date and will engage in the following activities not necessarily in chronological order.

<u>Task</u>	<ul style="list-style-type: none"> <u>Update</u>
Meetings and Communications	<ul style="list-style-type: none"> Continue bi-weekly meetings and communications with ISBE's 21st CCLC lead, Kristy Jones. Continue regular monthly meetings with evaluation subcontractors. Continue regular communication with grantees and evaluators to convey important evaluation information.
2012 and 2013 Grantee Surveys	<ul style="list-style-type: none"> None until the December 2014 report is completed.
Technical Assistance	<ul style="list-style-type: none"> Follow up from Evaluation Webinar and prepare for evaluation session at ISBE workshop in January 2015. The evaluation team has been in touch with SEDL to plan for the January meeting. EDC will be contributing to the Grantee Workbook and conducting two workshops at the January Grantee meeting. Continue to address questions and comments from grantees on a variety of evaluation issues including but not limited to webinars, site visits, the statewide evaluation, the 2014 Spring Surveys and the local evaluation reports.
2014 Spring Survey	<ul style="list-style-type: none"> EDC is conducting analysis of 2014 survey data to be included in the December 2014 report.

2014 Fall Survey	<ul style="list-style-type: none"> • It was determined in collaboration with Kristy Jones that EDC would not conduct a Fall Survey and instead would use applicable data from PPICS as needed.
Site Visits	<ul style="list-style-type: none"> • Subcontractors will conduct Fall site visits; data from these visits will not be analyzed for the Annual Evaluation Report but will be included in the 2015 Final Evaluation Report.
Statewide Logic Model	<ul style="list-style-type: none"> • EDC will meet with ISBE staff on the day before the January Grantee Meeting to review and revise the logic model .
PPICS data	<ul style="list-style-type: none"> • Analyze PPICS data from 2012-2013 program year. • Data have been downloaded from PPICS from 2013-2014 program year and we are analyzing them for inclusion in the December 2014 report.

F. Issues for Consideration

Kristy and Leslie have reviewed the SOW, contract and workplan together to ensure that they are on the same page with the work going forward. A new SOW for Year 3 was submitted and an updated workplan for the completing of Year 2 was submitted as well.

G. Next Report

The next report will be the Annual Evaluation Report, December 31, 2014.

Year 2 Evaluation Update

ISBE 21st Century Community Learning Center Evaluation: Update to Evaluation Tasks and Timeline

Updated October 14, 2014

Fall Data Collection Activities

EDC's priority for the fall months is analyzing collected data and preparing the end of year report. Concerned about access to PPICS data, EDC proposed administering a fall survey to grantees, essentially collecting a sub-set of data already collected via PPICS. Instead of burdening grantees with additional reporting, EDC will rely on the PPICS data that we were able to download prior to the system closing on October 10, 2014, and spend our resources reaching out individually to grantees to collect any missing data.

EDC will deploy subcontractors to conduct approximately 8 site visits between October and December 2014. EDC is currently working to identify sites from Cohort 13 and coordinate schedules.

Technical Assistance Activities

EDC conducted its third TA activity for the year in September, with a webinar for grantee evaluators discussing their current data collection and evaluation activities. EDC's next technical assistance activity will be at the grantee meeting in January 2015. EDC will work with ISBE to identify relevant topic(s) to include in a workshop (or workshops) with new grantees.

End of Year Evaluation Report

EDC will provide an end-of-year evaluation progress report to ISBE by December 31, 2014. The report will be structured to do include:

1. Evaluation activities and progress during 2014;
2. A data overview, discussing collection activities and quality;
3. Evaluation questions and findings to date.

The evaluation report will address the evaluation questions to the extent possible including the following data:

- Summary of 2013 evaluation reports (submitted by December 2, 2013)
- Summary of 2012-13 PPICS data
- Summary of 2013-14 PPICS data (as downloaded on prior to system closing on October 10, 2014)
- Summary of Spring 2014 survey administered by EDC
- Summary of Summer 2014 site visits

Data that we will have collected but will not yet be analyzed for inclusion in this report:

- Fall 2014 site visits (we are able to conduct these site visits, but due to time and funding constraints, will not be able to analyze these data until after January 2015; these will be combined with spring site visits for a comprehensive analysis of cohort 13 grants)

- 2014 Grantee evaluation reports (due by December 1, 2014). This due date is too late for us to be able to include them in the report due December 31, 2014. EDC will provide a summary of these reports by March 31, 2015.

EDC is currently developing a Year 3 scope of work and will address other issues with data collection and reporting through that revision.

Year 3 Proposed Scope of Work

Proposed Scope of Work for Year 3 of the ISBE 21st CCLC Program Education Development Center, Inc.

Draft October 20, 2014

EDC's evaluation will continue to be guided by the following evaluation questions, based on Illinois' program goals and objectives and past 21st CCLC evaluations:

- 1) What is the relationship between participation in 21st CCLC programs and
 - a. Participation in subjects such as technology, arts, music and theater, and extracurricular activities such as sports and clubs? In what ways? For whom?
 - b. Student attendance and graduation from high school?
 - c. Student achievement in core academic areas?
 - d. Student increases in social-emotional skills?

- 2) Are CCLC programs working toward being inclusive of families? In what ways?
 - a. What are the characteristics of students and families served by the subgrantee? Do the students and families served represent those with the greatest need for services?

- 3) What professional development and training opportunities are available to program personnel?
 - a. Are these aligned with the NCLB and NSD development standards?
 - b. Are the PD and training opportunities available related to effective CCLC program implementation?
 - c. Do these learning opportunities help personnel successfully implement statewide goals?

- 4) Are subgrantees making progress toward meeting stated program goals?
 - a. What program goals are identified by each subgrantee and how do these relate to Illinois' 21st CCLC program objectives?
 - b. Are these in alignment with 21st CCLC program objectives?

- 5) How are CCLC Programs using the funding?
 - a. What plans do CCLC Programs have for sustainability?
 - b. How are they defining sustainability?
 - c. In what ways are CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships to foster sustainability?

EDC's evaluation work during 2015 (from January through December) will include the following activities and deliverables.

Planning and communication

Logic Model: The logic model for the program was delivered to ISBE in Year 2. At the January grantee meeting, the evaluation team will hold a meeting with ISBE staff to walk through the program logic model, enhance understanding about how the logic model can inform thinking about the program, and determine whether there are changes or adjustments needed. If so, a revised logic model will be delivered at an agreed upon time.

Quarterly Reports: EDC will provide quarterly reports to ISBE that will serve as progress reports for the evaluation. Quarterly reports will include updates on evaluation tasks and activities, and identify challenges or concerns.

Quarterly Meetings: EDC will meet with the ISBE team on a quarterly basis to review progress, address questions, and discuss issues and findings to date. These meetings may be in person, or conducted via video conference or conference calls. In addition EDC and ISBE may agree upon more frequent conference calls with select staff to ensure progress and information sharing. The evaluation team will continue holding bi-weekly meetings with the assigned ISBE contract consultant for purposes of real-time updates and troubleshooting any issues that arise.

Technical Assistance

In Year 3 of the program evaluation, we will continue to provide evaluation TA, including in-person workshops at the January and spring grantee meetings and webinars provided online.

Workshops: The evaluation team will design and deliver workshops to build the capacity of grantees to engage in evaluation and to support grantees in their evaluation and reporting during the year. EDC will deliver two sessions at the January meeting and at least one session at the spring meeting. EDC will work with ISBE and SEDL to determine the content of these workshops. In addition, EDC will coordinate with ISBE to develop and conduct regional workshops.

Webinars: The evaluation team will conduct 2-3 webinars over the course of the year to provide additional technical assistance and to support grantees in their evaluation and reporting efforts. Webinars will include: a) a spring webinar to discuss the spring survey and answer questions about filling it out; b) a possible late summer or fall webinar to answer questions about the evaluation format and share insights from our evaluation; c) a third webinar in the fall that will address a topic such as how to use evaluation results, how to market a program using evaluation, sustainability efforts and evaluation, communicating a program to evaluation to stakeholders, or another topic generated by ISBE or by the grantees themselves; and d) toward the end of 2015, a webinar to discuss the final statewide evaluation findings.

Data Collection

In Year 3 of the program evaluation, data collection will include 1) spring surveys of subgrantees; 2) site visits to cohort 2013 and 2015 grantees; 3) document review and analysis of subgrantees'

individual evaluations and program documents; 4) extant data, including data from the new version of PPICS and other achievement data as available.

Spring Survey of Grantees: EDC will conduct a spring survey of subgrantees, using the survey developed in Year 2. During Year 2 it was determined that because of PPICS and other evaluation reporting requirements, a fall survey is overly burdensome for the project directors and evaluators. Therefore, in Year 3 we will not administer a fall survey and instead pull relevant data from the new PPICS system and work individually with grantees to acquire any additional required data.

Site Visits: The evaluation team and its sub-contractors will conduct site visits for the Cohort 13 subgrantees, endeavoring to visit as many of these subgrantees' sites as possible. All cohort 13 grantees will be contacted to set up site visits. Cohort 15 sites will be visited in the fall of 2015 to allow for start up time, as their grants are new. Because these grants have not yet been awarded, once they are awarded and up and running, EDC will work with ISBE staff to determine how many to visit, how the sites will be sampled, and when is best to visit these new grantees. In collaboration with ISBE staff, the evaluation team will determine whether a sampling strategy is required and determine the best approach to gathering data across sites through site visits.

In conducting site visits during 2014, we determined that surveying families and participants during site visits would not yield valid or reliable data. Nor do these data serve to address the evaluation questions well. EDC will work with ISBE to further refine the purpose of collecting data from participants and agree upon best methods. One possible solution may be for EDC to review grantee evaluation reports for participant data that they have collected, analyze for common themes, and then develop a family survey that a sample of grantees may administer directly. Final decisions about surveying program participants will be made in collaboration with ISBE staff.

Subgrantee evaluations: The evaluation team will present an analysis of the grantee evaluation reports delivered to them in December 2014 by the end of the first quarter of Year 3. This analysis, in combination with the analysis conducted of the reports delivered in December 2013, will inform a revision of the expectations of evaluators for reports and a new reporting format that will be in place for the reports delivered in 2015. Subgrantee evaluations will be reviewed and analyzed using the evaluation questions as a guide, and will also be synthesized to offer insights into common successes and challenges across the program. The new evaluation format for grantee evaluations will be unveiled to the grantees at the January meeting.

Extant Data: PPICS will serve as the primary source of extant data. The evaluation team will systematically review and analyze data in response to the evaluation questions. Because of changes in access to achievement data via NIU, we will be looking to other sources for achievement data for the subgrantees. Because access to PPICS data is somewhat of an unknown quantity since the new system is currently under development, the evaluation team will need to determine the best way to access achievement data for grantees and sites. In collaboration with ISBE and with input from stakeholders, subgrantees and evaluators, the evaluation team will explore the possibilities for securing reliable, high quality achievement data to combine with other data in support of the evaluation questions.

Data Analysis and Reporting

2014 Subgrantee Evaluation Summary: As noted above, EDC will provide a summary report analyzing the 2014 subgrantee evaluations, submitted in December 2014. This report will be provided by March 31, 2015.

2015 Spring Survey Summary: EDC will provide a summary of findings from the spring survey to ISBE by July 30, 2015. This summary will provide a descriptive analysis of the data provided by the subgrantees.

Cohort 15 Site Visit Reports: To the extent possible – depending on timing of visits – EDC will provide ISBE with site visit reports for the 2015 cohort. These data will not be included in the across-site analysis in the final evaluation report, but will be delivered to ISBE as discrete site visit reports by December 31, 2015. With a no cost extension, EDC would be able to incorporate these reports into the cross-site analysis and combine with other data collected to create summative grantee reports.

Summative Grantee Reports: EDC will generate a summative grantee report incorporating all available data for each Cohort 13 grantee. EDC and ISBE will agree upon a template for these reports, and they will be completed on a rolling basis as data are available. All reports will be completed by December 31, 2015. These summative grantee reports can be developed for cohort 15 grantees if a no cost extension is granted beyond the December 31, 2015 contract end date.

2015 Final Evaluation Report: EDC will submit a final evaluation report by December 31, 2015. EDC will work with ISBE to finalize the outline and requirements for this report, based on the contract. This report will include a summary and analysis of the data collected over the course of EDC's contract with ISBE. One challenge with this report is the timing with respect to reporting deadlines for grantees. Subgrantee evaluation reports currently are not due until December 1, 2015. This does not allow EDC time to conduct a thorough review and analysis of these data. EDC and ISBE will come to an agreement about how to address this challenge, possibly changing the due date for the grantee evaluations and possibly agreeing to a no cost extension of the contract in order to complete the analyses.

Task Timeline for Program Evaluation YEAR 3

TASK	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Communication, Meetings, and Presentations												
Quarterly reports			X			X			X			X
Quarterly meetings	X			X			X			X		
Ongoing communication and updates with ISBE	X	X	X	X	X	X	X	X	X	X	X	X
Technical Assistance												
Evaluation workshops, webinars and trainings for subgrantees	X			X	X				X			X
Ongoing technical assistance to ISBE staff	X	X	X	X	X	X	X	X	X	X	X	X
Ongoing technical assistance to ISBE subgrantees	X	X	X	X	X	X	X	X	X	X	X	X
Survey Data Collection and Analysis												
Review and revise survey based on experience in 2014		X	X									
Administer survey online				X	X							
Follow-up as needed to ensure complete, quality data collection					X	X	X					
Conduct survey analyses					X	X		X	X			
Combine with 2014 survey data									X	X		
Site Visit Data Collection and Analysis												
Conduct site visits	X	X	X	X	X	X	X	X	X	X		
Subcontractor check-in on status of site visit data collection	X	X	X	X	X	X	X	X	X	X		
Analyze and summarize findings from site visits			X	X	X	X	X	X	X	X	X	
Combine cohort 13 site visit data with other data								X	X	X	X	
Produce cohort 15 site visits reports											X	X
Document Analysis and Extant Data Collection												
Document analysis protocol reviewed and revised	X											
Documents collected during site visits	X	X	X	X	X	X	X	X	X	X		
Grantee evaluation reports collected								X	X			
Document analysis conducted	X	X	X	X	X	X	X	X	X	X	X	
Document review combined with other data								X	X	X		
Generate applicable data from PPICS										X	X	
Determine sources for achievement data	X	X										
Collect, analyze and combine achievement data with other sources						X	X	X	X	X	X	
Reports												
Report summarizing 2014 grantee annual reports			X									
Prepare report summarizing spring survey data							X					
Report – Annual end-of-year report for 21 st CCLC statewide evaluation												X
Site visit reports for cohort 15												X
Report – Summative evaluation report on each cohort 13 grantee in final year												X

Appendix D: Instruments and Protocols

Spring Survey

Welcome to the ISBE 21st CCLC Spring Survey! This survey is **due to be completed by Friday, June 20th, 2014**. Over the last six months, the evaluation team has worked diligently to make the survey shorter and more streamlined than past year's surveys. The updated survey contains two parts:

Part I. Programmatic Information

Part I should be completed to reflect the collective responses across all program sites covered under your 21st CCLC grant. Part I is also further divided into the following subsections:

Basic Information	Transportation
Recruitment & Retention	Professional Development
Lines of Communication	Sustainability
Academic Components	Implementation
Other Programs & Components	Barriers
Technology Use	Additional Comments

Part II. Site-Specific Information

Part II is all about your sites. This section should be completed to reflect the individual responses of each of your reported elementary, middle, and high school sites.

The following are helpful tips for completing the survey:

- You should involve others as needed to ensure that the information presented is accurate.
- You should **NEVER** use your browser's back or forward buttons. Instead, use the arrow keys at the bottom of the survey page.
- If you need a paper version of the survey, we're happy to provide it. Feel free to request a paper version of the survey by email at 21stCCLC.Evaluation@edc.org.
- If you have questions, know that we're here to help! Feel free to contact the evaluation team by email at 21stCCLC.Evaluation@edc.org.

Programmatic Information | Basic Information

Q1. Organization (Grantee) Title:

Q2. Year Grantee Began (Cohort Year):

Q3. Who is the primary person completing this survey?

Q4. What is the title of this person?

Q5. Email address:

Q6. Telephone Number (Include Area Code):

Q7a. How many active ELEMENTARY SCHOOL sites did you have in FY13?

Q7b. How many active MIDDLE SCHOOL sites did you have in FY13?

Q7c. How many active HIGH SCHOOL sites did you have in FY13?

Programmatic Information | Recruitment & Retention

Q8a. How are ELEMENTARY SCHOOL students identified and referred into the program?
Please check all that apply.

- Internal Program Referrals
- School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- Parent/Guardian or Self Referrals
- Other, please describe: _____

Q8b. How are MIDDLE SCHOOL students identified and referred into the program? Please check all that apply.

- Internal Program Referrals
- School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- Parent/Guardian or Self Referrals
- Other, please describe: _____

Q8c. How are HIGH SCHOOL students identified and referred into the program? Please check all that apply.

- Internal Program Referrals
- School Staff Referrals (e.g. teachers, administrators, counselors, etc.)
- Parent/Guardian or Self Referrals
- Other, please describe: _____

Q9a. What steps are being taken to ensure ELEMENTARY SCHOOL students with the greatest needs are targeted? Please check all that apply.

- Students are identified using student achievement data
- Students are identified using free/reduced lunch status
- Students are identified as having social-emotional issues
- Other, please describe: _____

Q9b. What steps are being taken to ensure MIDDLE SCHOOL students with the greatest needs are targeted? Please check all that apply.

- Students are identified using student achievement data
- Students are identified using free/reduced lunch status
- Students are identified as having social-emotional issues
- Other, please describe: _____

Q9c. What steps are being taken to ensure HIGH SCHOOL students with the greatest needs are targeted? Please check all that apply.

- Students are identified using student achievement data
- Students are identified using free/reduced lunch status
- Students are identified as having social-emotional issues
- Other, please describe: _____

Q10a. What retention strategies are in place within ELEMENTARY SCHOOL sites to maximize the number of days a student attends? Please check all that apply.

- Program operates an incentive system rewarding student attendance in the program
- Program conducts outreach to parents when students demonstrate patterns of absenteeism
- Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- Program provides an inviting and inclusive environment that encourages student attendance
- Program designs and delivers academic activities with a specific focus on encouraging attendance
- Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- Other, please describe: _____

Q10b. What retention strategies are in place within MIDDLE SCHOOL sites to maximize the number of days a student attends? Please check all that apply.

- Program operates an incentive system rewarding student attendance in the program
- Program conducts outreach to parents when students demonstrate patterns of absenteeism
- Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- Program provides an inviting and inclusive environment that encourages student attendance
- Program designs and delivers academic activities with a specific focus on encouraging attendance
- Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- Other, please describe: _____

Q10c. What retention strategies are in place within HIGH SCHOOL sites to maximize the number of days a student attends? Please check all that apply.

- Program operates an incentive system rewarding student attendance in the program
- Program conducts outreach to parents when students demonstrate patterns of absenteeism
- Program conducts outreach to school staff (e.g. teachers, administrators, counselors, etc.) when students demonstrate patterns of absenteeism
- Program provides an inviting and inclusive environment that encourages student attendance
- Program designs and delivers academic activities with a specific focus on encouraging attendance
- Program designs and delivers non-academic activities with a specific focus on encouraging attendance
- Other, please describe: _____

Q11a. How are lines of communication kept open with parents/guardians of ELEMENTARY SCHOOL participants? Please check all that apply.

- Newsletters
- Website
- Notes sent home
- Phone calls
- In-person meetings
- Other, please describe: _____

Q11b. How are lines of communication kept open with parents/guardians of MIDDLE SCHOOL participants? Please check all that apply.

- Newsletters
- Website
- Notes sent home
- Phone calls
- In-person meetings
- Other, please describe: _____

Q11c. How are lines of communication kept open with parents/guardians of HIGH SCHOOL participants? Please check all that apply.

- Newsletters
- Website
- Notes sent home
- Phone calls
- In-person meetings
- Other, please describe: _____

Programmatic Information | Academic Components

Q12a. For ELEMENTARY SCHOOL sites, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q12b. For MIDDLE SCHOOL sites, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q12c. For HIGH SCHOOL sites, please describe the reading component and the process used to align with English language arts standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q13a. For ELEMENTARY SCHOOL sites, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q13b. For MIDDLE SCHOOL sites, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q13c. For HIGH SCHOOL sites, please describe the mathematics component and the process used to align with mathematics standards. The standards and descriptors can be found at <http://www.isbe.net/ils/>

Q14. Are other academic components being implemented?

- Yes
- No

Q15. Please identify those levels where other academic components are being implemented. Please check all that apply.

- Elementary School
- Middle School
- High School

Q16. How are the other academic components aligned with statewide objectives? Please explain.

Programmatic Information | Other Programs and Components

Q17. Please identify whether the following programs/components are available for each population listed below. Note: By checking a box, you're indicating that the program component is available for the corresponding population.

	For Elementary School Participants?	For Middle School Participants?	For High School Participants?
Arts Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrepreneurial, job skills, or job awareness component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth development component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit recovery component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18a. Please describe the arts programming for ELEMENTARY SCHOOL participants.

Q18b. Please describe the arts programming for MIDDLE SCHOOL participants.

Q18c. Please describe the arts programming for HIGH SCHOOL participants.

Q19a. Please describe the bilingual programming for ELEMENTARY SCHOOL participants.

Q19b. Please describe the bilingual programming for MIDDLE SCHOOL participants.

Q19c. Please describe the bilingual programming for HIGH SCHOOL participants.

Q20a. Please describe the special needs programming for ELEMENTARY SCHOOL participants.

Q20b. Please describe the special needs programming for MIDDLE SCHOOL participants.

Q20c. Please describe the special needs programming for HIGH SCHOOL participants.

Q21a. Please describe the entrepreneurial, job skills, or job awareness component for ELEMENTARY SCHOOL participants.

Q21b. Please describe the entrepreneurial, job skills, or job awareness component for MIDDLE SCHOOL participants.

Q21c. Please describe the entrepreneurial, job skills, or job awareness component for HIGH SCHOOL participants.

Q22a. Please describe the youth development component for ELEMENTARY SCHOOL participants.

Q22b. Please describe the youth development component for MIDDLE SCHOOL participants.

Q22c. Please describe the youth development component for HIGH SCHOOL participants.

Q23a. Please describe the mentoring component for ELEMENTARY SCHOOL participants.

Q23b. Please describe the mentoring component for MIDDLE SCHOOL participants.

Q23c. Please describe the mentoring component for HIGH SCHOOL participants.

Q24a. Please describe the credit recovery component for ELEMENTARY SCHOOL participants.

Q24b. Please describe the credit recovery component for MIDDLE SCHOOL participants.

Q24c. Please describe the credit recovery component for HIGH SCHOOL participants.

Q25a. Please describe the social-emotional component for ELEMENTARY SCHOOL participants.

Q25b. Please describe the social-emotional component for MIDDLE SCHOOL participants.

Q25c. Please describe the social-emotional component for HIGH SCHOOL participants.

Q26a. Please identify whether the following enrichment and recreation components are available for ELEMENTARY SCHOOL participants. Please check all that apply.

- College and Career Readiness Activities
- Community Service Activities
- Culinary Arts Activities
- Field Trips
- Gardening Activities
- Reading Activities
- Science/STEM Activities
- Sports Activities
- Media/Technology Activities
- Visual/Performing Arts Activities
- Other, please describe: _____

Q26b. Please identify whether the following enrichment and recreation components are available for MIDDLE SCHOOL participants. Please check all that apply.

- College and Career Readiness Activities
- Community Service Activities
- Culinary Arts Activities
- Field Trips

- Gardening Activities
- Reading Activities
- Science/STEM Activities
- Sports Activities
- Media/Technology Activities
- Visual/Performing Arts Activities
- Other, please describe: _____

Q26c. Please identify whether the following enrichment and recreation components are available for HIGH SCHOOL participants. Please check all that apply.

- College and Career Readiness Activities
- Community Service Activities
- Culinary Arts Activities
- Field Trips
- Gardening Activities
- Reading Activities
- Science/STEM Activities
- Sports Activities
- Media/Technology Activities
- Visual/Performing Arts Activities
- Other, please describe: _____

Q27. Is there a service-learning component to the program?

- Yes
- No

Q28. How many of the program participants are involved in the service-learning component? Note: Please leave the entry blank if your program does not offer a service-learning component for the corresponding population.

	Total Number
Elementary School Participants	
Middle School Participants	
High School Participants	

Q29a. Please describe the service-learning components available at ELEMENTARY SCHOOL sites. What do students do and whom do they serve?

Q29b. Please describe the service-learning components available at MIDDLE SCHOOL sites. What do students do and whom do they serve?

Q29c. Please describe the service-learning components available at HIGH SCHOOL sites. What do students do and whom do they serve?

Programmatic Information | Technology Use

Q30. Please identify whether computers are utilized at the corresponding site levels listed below. Please check all that apply. Note: By checking a box, you're indicating that computers are utilized at the corresponding site level.

- Elementary School
- Middle School
- High School

Q31a. For those computers that are utilized at ELEMENTARY SCHOOL sites, how are they used?

Q31b. For those computers that are utilized at MIDDLE SCHOOL sites, how are they used?

Q31c. For those computers that are utilized at HIGH SCHOOL sites, how are they used?

Q32a. For those computers that are utilized at ELEMENTARY SCHOOL sites, which software/on-line sites are used most often?

Q32b. For those computers that are utilized at MIDDLE SCHOOL sites, which software/on-line sites are used most often?

Q32c. For those computers that are utilized at HIGH SCHOOL sites, which software/on-line sites are used most often?

Q33a. For those computers that are utilized at ELEMENTARY SCHOOL sites, how is the technology funded?

Q33b. For those computers that are utilized at MIDDLE SCHOOL sites, how is the technology funded?

Q33c. For those computers that are utilized at HIGH SCHOOL sites, how is the technology funded?

Programmatic Information | Transportation

Q34. Please identify whether your program offers transportation at the corresponding site levels listed below. Please check all that apply. Note: By checking a box, you're indicating that your program offers transportation at the corresponding site level.

- Elementary School
- Middle School
- High School

Programmatic Information | Professional Development

Q35. Please identify any professional development offered to staff this year and any planned for next year. Please check all that apply.

- 21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)
- Illinois Learning Standards Training
- Disciplinary and/or Behavioral Training (e.g. Positive Behavioral Intervention and Supports (PBIS))
- English Language Arts Training
- Health Training (e.g. nutrition education, fitness education, sexual education)
- Media/Technology Training
- Safety Training (e.g. First Aid, CPR training)
- STEM Training
- Team-Building Training
- Other, please describe: _____

Q36. What recommendations do you have for future professional development activities and for which target audiences?

Programmatic Information | Sustainability

Q37. Please describe what actions your program has taken to ensure sustainability.

Q38. Please describe any deviations from your approved plan for sustainability.

Q39. In your opinion, what critical components of the program are most sustainable?

Q40. In your opinion, how sustainable are the critical components of the program after the grant cycle ends?

- All are sustainable
- Most are sustainable
- Some are sustainable
- None are sustainable

Q41. Was your program's funding decreased in 2013-2014?

- Yes
- No

Q42. Please explain how the size and scope of the originally funded program is being maintained after funding decreased in 2013-2014.

Q43. Please list any partners not funded by the 21st CCLC program. Describe the relationship for each.

Programmatic Information | Implementation

Q44a. Please rate the level of implementation on each of the following key components in 2013-2014 for programs for ELEMENTARY SCHOOL students.

	No Progress	Little Progress	Significant Progress	Meets Requirements	Exceeds Requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44b. Please rate the level of implementation on each of the following key components in 2013-2014 for programs for MIDDLE SCHOOL students.

	No Progress	Little Progress	Significant Progress	Meets Requirements	Exceeds Requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44c. Please rate the level of implementation on each of the following key components in 2013-2014 for programs for HIGH SCHOOL students.

	No Progress	Little Progress	Significant Progress	Meets Requirements	Exceeds Requirements
Implemented academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented other enrichment/recreation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used data to improve the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified ways to continue critical components of the program after the grant period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated after-school program with school's day programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided services to the students' extended families with 21st CCLC funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved other agencies and nonprofit organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Served children with greatest needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders participated in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff engaged in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated the program with other funding sources to supplement the school's programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programmatic Information | Barriers

Q45a. Please rate the degree to which the following were barriers while serving ELEMENTARY SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45b. Please rate the degree to which the following were barriers while serving MIDDLE SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45c. Please rate the degree to which the following were barriers while serving HIGH SCHOOL students this year.

	Not a barrier	Somewhat of a Barrier	A Significant Barrier
Difficulty in recruiting students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent attendance of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor parent involvement in activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from day teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in communicating with school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor cooperation from school in obtaining necessary information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in transporting students (cost, logistics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining a safe environment for students when coming/going from site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure and/or gangs influencing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing activities at school in which the students want to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities at home, such as the need to babysit siblings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing responsibilities because student must work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in maintaining/identifying partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little time with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please describe:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programmatic Information | Additional Comments

Q46. Please provide any additional comments that you'd like to share.

Site Specific Information | Elementary School Sites {Please complete for each elementary school site}

ES.Q47. Please provide the name of the elementary school site:

ES.Q48. What is the name of the site coordinator?

ES.Q49. What is the email address for the site coordinator?

ES.Q50. What town/city is this site located?

ES.Q51. Name all public and private schools attended during the day by the 21st CCLC students.

ES.Q52. First day of 21st CCLC programming for FY14:

ES.Q53. Projected last day of 21st CCLC programming for FY14:

ES.54. Number of weeks site will be active during the 2013-2014 school year:

ES.55. Number of weeks site was active in summer 2013:

ES.56. What projected percent of students will attend 30 or more days?

ES.57. Has the site provided weekend programming?

- Yes
- No

ES.58. [If projected percent of students that will attend 30 or more days is less than 60 percent] Please explain the steps to be taken at the elementary school site to increase the recruitment of students in the future:

ES.59. [If site provides weekend programming] Please describe the weekend programming at the elementary school site.

Site Specific Information | Middle School Sites {Please complete for each middle school site}

MS.Q47. Please provide the name of the middle school site:

MS.Q48. What is the name of the site coordinator?

MS.Q49. What is the email address for the site coordinator?

MS.Q50. What town/city is this site located?

MS.Q51. Name all public and private schools attended during the day by the 21st CCLC students.

MS.Q52. First day of 21st CCLC programming for FY14:

MS.Q53. Projected last day of 21st CCLC programming for FY14:

MS.54. Number of weeks site will be active during the 2013-2014 school year:

MS.55. Number of weeks site was active in summer 2013:

MS.56. What projected percent of students will attend 30 or more days?

MS.57. Has the site provided weekend programming?

Yes

No

MS.58. [If projected percent of students that will attend 30 or more days is less than 60 percent] Please explain the steps to be taken at the middle school site to increase the recruitment of students in the future:

MS.59. [If site provides weekend programming] Please describe the weekend programming at the middle school site.

Site Specific Information | High School Sites {Please complete for each high school site}

HS.Q47. Please provide the name of the high school site:

HS.Q48. What is the name of the site coordinator?

HS.Q49. What is the email address for the site coordinator?

HS.Q50. What town/city is this site located?

HS.Q51. Name all public and private schools attended during the day by the 21st CCLC students.

HS.Q52. First day of 21st CCLC programming for FY14:

HS.Q53. Projected last day of 21st CCLC programming for FY14:

HS.54. Number of weeks site will be active during the 2013-2014 school year:

HS.55. Number of weeks site was active in summer 2013:

HS.56. What projected percent of students will attend 30 or more days?

HS.57. Has the site provided weekend programming?

Yes

No

HS.58. [If projected percent of students that will attend 30 or more days is less than 60 percent] Please explain the steps to be taken at the high school site to increase the recruitment of students in the future:

HS.59. [If site provides weekend programming] Please describe the weekend programming at the high school site.

Site Visit Report Protocol

I. Overview of the visit. Describe who was on-site, how many people you met and interacted with, how the visit started, the main contact [or contacts] where was the site located, etc.

II. Organizational structure and staff. Description of the organizational structure of the site. Who is the lead? How many staff? How many staff (e.g., number of teachers, number of coordinators)?

III. Description of the actual space. Describe the space in which the activity occurs (e.g., how did it look? How many tables and chairs, etc.? Was the space large enough to hold the activity).

IV. Type of programming. Describe the type of programming at the site (e.g., academic, enrichment, other). Provide background on the program's purpose and objectives.

V. Activities observed. Describe the activity (or activities) you observed. What was the purpose? Who participated? How did they appear to be received? Is this activity a special occurrence or is this an everyday activity?

VI. Interesting occurrences. Describe any interesting happenings occurred while you were there (e.g., parents, students, and teachers all interacted together; you had a conversation with a parent).

VII. Culture and climate of the program. Describe the culture of the program. Are there any apparent or stated rituals or norms?

VIII. Interviews. Describe any additional information or extenuating circumstances that will not be in the interview transcript (e.g., the principal was in the room; students kept interrupting the interview process).

IX. Discussion and reflections of the visit overall. Overarching analysis of the visit and interviews as well as challenges and strengths (is there anything that we should be aware of in future visits?). Describe any interesting observations or conversations.

Site Visit Interview Protocol

Interview Protocol for Program Directors, Site Coordinators and Teachers/Instructors

For the site visitor: Prior to conducting the interview please make sure to state on the recording the date, site visitor, site, and time.

Overview. Thank you for the opportunity to visit [**name of site or program**]. My name is [**interviewer name**] and I'm part of the Statewide 21st Century Community Learning Center (CCLC) Program Evaluation team. We're conducting visits to as many summer programs as possible to gain an understanding of the kind of activities that are being offered at 21st CCLC sites. In addition to observations of program activities, we are conducting brief interviews with directors, site coordinators, and instructors/teachers who are related to the program. If possible, I would like to take 30-45 minutes to speak with you about your work and/or experiences with [**name of site or program**]. To insure that we don't misinterpret your comments, the interview will be recorded (*to the site visitor only: make sure that you receive a verbal consent on tape*). May I have your consent to record this interview? Once the recording is on, I'll need you to repeat that you consent to have the interview recorded.

Please keep in mind that individual responses and information you provide are confidential. Any information we gather from these interviews will be reported in the aggregate, either at the program or site level. If we do decide to quote you directly, we will contact you and ask permission. Before we begin, do you have any questions for me? Great let's begin!

For the site visitor: It is anticipated that the protocol has more questions than can be answered in a short interview. You may find that you gain answers to some of the questions via asking others. Use your best judgment in terms of what questions can be omitted. The goal is to gain adequate information to answer the evaluation questions.

BACKGROUND. To get us started, I'd like to gain a bit of information about the program, and understand how the program offerings have impacted students. In particular, I'd like to ask you some questions about your view of the relationship between 21st CCLC programs and student participation and achievement.

For the Site Interviewer Only: Evaluation Question #1. *What is the relationship between participation in 21st CCLC programs and: (1) participation in subjects such as technology, arts, music and theater and extracurricular activities such as sports and clubs? (2) Student attendance and graduation from high school? (3) Student achievement in core academic areas? and (4) Student increases in social-emotional skills?*

1. Please describe the program.

Probes: Describe a typical day in the program? What are the program hours? Is today a typical day at the site? Why or why not?

2. How does the summer program differ from the program that is offered during the school year? Who is served during the summer versus during the school year? Is there a difference?
3. In what ways do you integrate math, reading, and the state standards into your program, if at all?
4. Has the program been able to provide assistance on student attendance and graduation from high school? In what ways?
5. In what ways does the program influence student performance and achievement in core academic areas? How is this accomplished?
6. Describe the students you serve. On average, how many students do you serve?
7. What kinds of academic changes have you noticed in students who attend the program? What kinds of behavioral changes have you noticed?
8. In your opinion, are students benefitting from the program?

Probes: In what ways? Do you have examples? Is the program addressing the needs of students? And how do you assess the needs of the students?

What are the successes of the program? What are the challenges?

BACKGROUND. Thank you for your answers concerning the program, much appreciated! Now I'd like to gain information about the families and communities you serve.

For the Site Interviewer Only: Evaluation Question #2: Are CCLC programs working toward being inclusive of families? In what ways? What are the characteristics of students and families served by the subgrantee? Do the students and families served represent those with the greatest need for services?

1. How would you describe the communities and families you serve?
2. What kinds of services are offered by the program you sponsor?
3. How do you involve parents and families in program activities? Are there activities specifically designed to address the needs of parents and families?
4. How often do you interact with parents and in what ways? In general, how would you describe the relationship between the program staff and families?
5. What are the successes and challenges of involving parents and families in the program?

BACKGROUND. Thank you for your answers to the previous questions! So now I'd like to find out about a little bit about how you keep up with new developments in afterschool programming.

For the Site Interviewer Only: Evaluation Question #3. *What professional development and training opportunities are available to program personnel? Are these aligned with the NCLB and NSD development standards? Are the PD and training opportunities available related to effective CCLC program implementation? Do these learning opportunities help personnel successfully implement statewide goals?*

1. Please describe the staff of the program.

Probes: How many staff are part of the program? Do they all work during the program hours? What are their backgrounds and roles? What training do they receive?

2. Have professional development opportunities been offered for program staff? Can you describe these opportunities?
3. What else would you like to see in terms of PD that's not offered now? Does the current staff training allow for this addition?
4. How familiar is the staff with NCLB and NSD development standards? Has any specific training been developed to specifically address the standards?
5. Is the staff prepared to develop activities that match the needs of communities and students in which the program is operating? How have the staff been prepared?

BACKGROUND. Thank you for your answers, we're almost done. I want to talk with you about the ability to meet the program's unique objectives as well as the statewide objectives.

For the Site Interviewer Only: Evaluation Question #4. *Are subgrantees making progress toward meeting stated program goals? What program goals are identified by each subgrantee and how these relate to Illinois 21st CCLC program objectives? Are these in alignment with 21st CCLC program objectives?*

1. What are the specific goals of the program?

Probes: Are the goals in line with goals and statewide objectives? Why or why not?

2. How are you measuring the impact of your program? What is your evaluation strategy? Are you working with an external evaluation professional, and if so, how is that working out?
3. Has a sustainability plan been developed in regards to the summer program? Has one been developed for the larger program?

4. What needs to be changed about your program, if anything?
5. What have I not asked that you would like to share?

Final Comments. That's it! Thank you for your time and consideration. The information you provide will help us gain a better understanding of the XXX Program. Please feel free to contact me if you have any additional questions (provide interviewee a business card and/or contact information).

Appendix E: Summary of Site Visits

How site visits were conducted

During the summer of 2014, EDC conducted 11 site visits of Cohort 10 and 12 grantees that were offering summer programming for their students. A site visitor from the evaluation team or its subcontractors visited each site and conducted observations and interviews, and met with the project director, resource coordinator, and/or other staff member available on the day of the visit. Visits included interviews with at least one staff member, which included project directors, resource coordinators, teachers and other staff of the 21st CCLC program. The interview protocol (See Appendix C) included questions about the program, program offerings, program objectives, families and communities, and new developments in afterschool programming. A total of 12 interviews were completed. All interviews were done in person and digitally recorded for accuracy. Interviews were transcribed by a transcription services.

Sites Visited: Summer 2014

Brighton Park Neighborhood Council, Shields Middle School, Chicago	Metropolitan Family Services, Stevenson Elementary, Chicago
Brighton Park Neighborhood Council, Davis Elementary, Chicago	Park Forest-Chicago Heights, Millennium School, Chicago Heights
Build Inc., Chicago	Regional Office of Education (ROE) 9, Champaign
Communities in Schools, McCleary Elementary, Aurora	Stagg Summer School, Chicago
Communities Schools Initiative (CSI), Hubbard High School, Chicago	Youth Organizations Umbrella, Washington Elementary, Evanston
Elgin Public Schools, U-46, Elgin	

In addition to the interviews, observations of program activities were completed at each site. An observation protocol (See Appendix C) was developed and given to each of the site visitors. The observation protocol was designed to be qualitative in nature. The goal of conducting observations of program activities was to see how the program operates on a typical day. Site visitors documented as much of the program process as possible, giving program activities priority. Each activity was observed, keeping in mind the environment, culture of site and interactions (i.e. among staff, staff and students and staff and parents), operations (i.e. program management), program goals, and engagement of participants.

Below is a summary of the interview results, organized by the statewide evaluation questions and a summary of the observation results.

Interviews

EQ1: What is the relationship between participation in 21st CCLC programs and:

- **student achievement in core academic areas?**
- **participation in subjects such as technology, arts, music and theater and extracurricular activities such as sports and clubs?**
- **student attendance and graduation from high school?**

- **student increases in social-emotional skills?**

Student Achievement

Programs report that they are seeing improvement in student achievement in core academic areas among the students they are serving in their programs. When sites were asked about student achievement, many mentioned that most of their programming during the summer is focused on enrichment activities and less on the core academic subjects, while during the school year, many reported that the majority of their program activities are academically focused (e.g. homework help/tutoring, reading activities, science focused activities etc.). However, some sites were offering academically focused activities in response to specific needs of their students.

- One site stated that their teachers and administration had recommended adding a reading component to their summer program because many of the students enter the school year not reading at grade level, therefore this particular site felt that it was necessary to integrate reading into their summer program.
- Another site decided to offer a program for kindergarten and first grade students focused on common core curriculum in both reading and math.
- Another site offers an integrated reading curriculum, in which students read a book a day and do some associated activities related to the book.

In looking at student achievement, there was a consensus among all sites that their programming is positively affecting student achievement. One site stated:

“So last year seven in ten kids improved their GPAs in math and English...from 2010 to 2012 in the school programs of 21st Century, you know we saw increases from somewhere in the neighborhood of 65 percent approximately to 80 percent of the kids meeting or exceeding standards.”

Another site stated this about student achievement for their students:

“I have another program working with students going into fifth and sixth grade two days a week; three days a week for that, actually, three times a week. Then when we do the -- almost daily I have some actual intervention for reading going on and that has been extraordinarily successful. Those kids are gaining reading levels.”

Participation in core subjects and other activities

All of the sites visited offer some form of enrichment during the summer, and therefore are enabling participants to engage in a wide range of activities. Many of the activities have a focus, such as life skills, health or sports related. Participation in these activities is well attended, because as one site stated, these activities keep the students off the streets and build the community because they give them “something meaningful and powerful and keeps them focused”.

Another site’s summer program, which has a high participation rate, focused on experiential learning, which included life skills and some core academic skills. Life skills included health and nutrition, civic leadership and sexual health. Their academic component includes science and STEM, literature and the arts, such as poetry, visual art and dance. Another site stated that all of

their students participate in their enrichment activities and it helps to create a relationship among the teachers and students outside of the classroom. This site also stated that participation in these activities helps keep students off the streets and in a safe place. Another site focused more on sports programs, arts and crafts and life skill sessions. In addition, they developed a youth council and college and career readiness program that teaches students on leadership development.

Student Attendance and Graduation

Sites that work with high school students were able to shed some light on how the program may be positively influencing student attendance and graduation. One site mentioned that they are seeing a lot of their students graduating from eighth grade and going into high school. Another site stated that they believe that attendance at their site is related to graduation—that they have seen their students’ attendance increase which helps them in graduating from high school, and they hope that in the long-term they will be able to better track their students’ graduation rates.

All of the sites reported that participation of their students in their programs helped in increasing attendance in school. One site offered that it believes it helps participants do better in school because their students really enjoy the afterschool program and therefore are motivated to come to school so that they can participate in the activities going on afterschool, and as a result they have seen a positive influence on student attendance. One interviewee had this to say regarding students and attendance at their site:

“And so with our students, our elementary sites, we actually -- students come almost every day. If they could come on Saturdays they would probably come Saturdays. We get additional students for the summer since we have more space over the summer but we take kids from all of our sites.”

Others stated that they have seen an increase in attendance for multiple reasons; students wanting to be around their friends, the activities are fun and it gives them something to do.

Social Emotional Skills

In discussing social emotional skills, many of the sites stated that they don’t necessarily measure these skills but they have seen changes in students’ behavior. For example, one site stated that they have seen decreases in students’ negative and aggressive behavior. Another site gave an example of how they were seeing the changes in their students:

“We partnered with [nonprofit organization] and they had sixth grade students that were staying after school with them. And these were girls who they said ranged from being very quiet in class to having kind of an attitude with responding to students and just some social/emotional issues that they were dealing with. And by the end of the school year they said you could see a huge change in all of the girls that had regularly participated. So we actually extended that program throughout the summer so that they can still continue to meet with the same group of girls so that they can continue to get that support before they go into the upcoming school year.”

This same site also stated seeing changes in the culture of the school due to there being less aggressive behavior which has led to less fights occurring, therefore creating a safer and calmer school environment. Evidence is also shown in the teacher surveys that one site has administered. They found that students are volunteering and participating in class, their motivation is increasing

and were more likely to complete their homework and behave in the classroom, which were seen by the site as indicators of the impact the program is having with their students.

Overall, all CCLC sites have high rates of participation from their students in core and non-core academic subjects, such as technology and the arts. According to those interviewed for the site visits, increased participation in their programs has shown to have positive affects on student achievement, attendance and graduation rates. All of the sites attributed students' achieving in school due to participation in 21st CCLC program activities. One area that some sites reported as an area of improvement is the social and emotional aspect, because it is something that is hard to measure but that they are seeing some positive changes, particularly in student behavior.

EQ 2: Are CCLC programs working toward being inclusive of families? In what ways? What are the characteristics of students and families served by the subgrantee? Do the students and families served represent those with the greatest need for services?

The characteristics of students and families that are being served by the subgrantees that were visited varied slightly. Most sites reported that they serve mostly low-income Hispanic and/or African-American students. One site stated that the majority of their students were from the Congo area, and that working with those immigrant families had some challenges. Another site stated that a good number of their students experienced homelessness. All sites reported that the majority of their students received free or reduced priced lunch. In describing the characteristics of the parents being served, some sites offered ESL and GED classes because many of the parents do not speak English very well.

Sites are offering programs for parents based on the needs of the population they served. For example, in one site parents were requesting to learn more about health, therefore they started offering an adult fitness class. While others expressed an interest in arts and crafts and so the site added an arts and crafts classes, which were being offered in Spanish since all of the parents were Spanish-speaking only. Another site saw the need for providing GED courses because most of their parents did not finish high school and they saw it as a need in the community.

Another important theme that surfaced was the idea of parent involvement and engagement. Most sites stated that a lot of the parents were involved in some way but it varied by site. Some of the sites had monthly events for students and their families. A second site has weekly parent meetings, which has a 90% rate of attendance. They also invite parents to volunteer for field trips and other school related activities. Another site has family nights and workshops that they offer on a regular basis. The family nights are held once a month, families are invited, food is provided and some form of entertainment is offered. In addition, this site collaborates with another program and is able to offer different types of workshops to parents, such as language or money management workshops, which are offered in both English and Spanish. One site has a program called Parent University, which offers parents a variety of classes and activities (i.e. computer classes, college tours etc.).

There are challenges in involving or engaging parents. One common challenge stated by some of the sites was timing and schedules. It can be difficult to find the right time to serve parents, and

sometimes that needs to be during school hours when they have free time. Some parents are also new to group experiences. One of the teachers we interviewed, who taught an adult fitness class stated:

“I think some of the challenges have been that, you know, some of them may not have been a part of a group before and so learning how to get along...at the beginning that was a challenge”.

Another frequent challenge is communication—parents not communicating with the staff of the program, or communicating issues that may be going on with the student. Another challenge is getting parents to buy into the program, making sure that parents feel comfortable having their children in the program, having bilingual staff so that they are able to communicate with them and getting them to participate in the program.

In summary, all sites are attempting to be inclusive of families in some way. Most of the students and families served in the 21st CCLC the evaluation team visited are low-income minority students and families; most students are eligible for free and reduced price lunch. The sites that served a majority Hispanic population offered programs geared towards that population, such as ESL classes and had bilingual staff who were teaching the courses and activities being offered to those parents. Many sites expressed some challenges in getting parents involved and there was a consensus that communication and buy-in were concerns among these sites.

EQ3: What professional development and training opportunities are available to program personnel?

Professional development (PD) opportunities are being offered in some capacity to program personnel at all of the sites that were visited. There are a variety of PD opportunities available to program personnel that ranged from STEM focused to discipline focused. The types of professional development varied as well as the quantity of PD opportunities that were being offered to staff and personnel varied by grantee. There was a consensus among most grantees that the professional development being offered by the Illinois State Board of Education was very useful.

Below are examples of different topic areas of PD opportunities that have been offered to staff and personnel.

- STEM-based programming
- 21st CCLC PD offered by ISBE
- Other conferences
- Child abuse
- CPR training
- Discipline
- Sexuality
- Community
- Academic, Social and Emotional Learning
- In-house trainings by the grantee

One grantee stated that the training they received on discipline was extremely helpful because they felt it was specific to their needs and helpful as an employee of the grantee. One grantee stated that they love the PD that 21st Century has to offer; they really enjoy the conferences and the intentionality of the PD, and that it focuses effective and efficient ways to work with young students. Another grantee stated that they appreciated the different resources offered to them and the opportunity to connect with other like-minded organizations. Another grantee has a staff development process in place that determines the types and forms of PD being offered each year.

Grantees were also asked about PD opportunities they would like to see offered or PD opportunities that they felt are necessary in preparing them to work with their students. One grantee stated that they desire some PD geared toward high schools because many of the PD opportunities are geared towards teaching students a specific content area. Another grantee stated that training on compliance purposes would be helpful, such as in a webinar form. Another grantee mentioned PD on relieving stress because their role as a resource coordinator is very overwhelming. Others stated that they would like to see more PD offerings but that timing is an issue. Finding the time and resources to be able to train their staff on specific issues that are salient for their program.

In summary, all sites offered some form of PD to their staff. The PD offered varied by site and varied by topic. Some of the PD offered was targeted and geared towards a specific topic, such as discipline or sexuality. Other PD opportunities were more broadly based and focused on academics, such as STEM-focused training or training on reading strategies. Staff were also given opportunities to attend PD opportunities outside of their organization, such as national or regional conferences and conferences offered by the Illinois State Board of Education. Overall, 21st CCLC staff and personnel are being trained and offered PD opportunities that are focused on the types of students and families they serve through their programs.

EQ 4: Are subgrantees making progress toward meeting stated program goals?

Visited sites were asked to state their program goals and if they were aligned with the state objectives. All sites mentioned academic achievement as a program goal. Many of the sites' goals are aligned with the Illinois State standards, or what is now the Common Core. Additional goals that align with state objectives that were described include increasing student participation in school activities, increasing attendance rates, and decreasing misbehavior in school (e.g. suspensions). Other sites mentioned student involvement as a goal and that they are meeting that goal by offering program activities that enhance academic abilities and builds character. One site stated their three main goals as being academic, social and emotional support and all of their programs are developed with those three goals in mind. The table below provides examples of the types of goals the grantees stated.

Program Goals Stated by Grantees

Academic Achievement	Increased Student Participation	Increased Attendance
Decrease Suspensions	Increase freshman on-track to graduate	Increase the graduation rate
Increase grade-level promotion	Increase student involvement	Social and emotional support
Increase student participation in school	Leadership and engagements	Providing a safe and supportive environment

As part of the interview, we asked sites if and how they were measuring impact. Most sites stated that they are measuring impact in some way. Those who stated that they do measure impact, measure it through various types of surveys. For example, one grantee utilizes self-reporting surveys that they give to the principals. That particular grantee was also tracking impact by collecting various forms of data, which included grades, attendance, ISAT scores and NWEA scores. Another site uses surveys that are administered by their local evaluator. In addition to the survey, this particular site reviews grade reports and teacher reports to measure impact. Another site uses teacher, youth and parent surveys, grades, ISAT scores, and an observational tool that is used by their program committee members, which are all analyzed as a way to measure success of the program.

The sites that reported that they were measuring impact all stated that their goals were aligned with the state goals. One way they are tracking their impact is by tracking student test scores and collecting various forms of data. In addition, all of them were utilizing some form of survey to measure whether they are meeting their program goals.

EQ5: How are CCLC Programs using the funding?

- **What plans do CCLC Programs have for sustainability?**
- **How are they defining sustainability?**
- **In what ways are CCLC programs partnering, collaborating and working with federal funding sources, agencies, and other community partnerships to foster sustainability?**

When asked about funding, collaboration, and sustainability plans, most of the sites visited stated that they either have a sustainability plan in place or are working toward having a sustainability plan for their afterschool program. One grantee stated that they submitted a sustainability plan with their original application and for the most part it is being followed, with some modifications based on the needs of their students constantly changing from year-to-year. They are working on fundraising efforts, networking and bringing different partners together. For example, they have partnered with [local university] in Chicago that is offering GED and ESL classes to parents and families in their program. They also have a partnership with [another local university], which is

offering a STEM program to their students that is focused on science. Another grantee stated that they are writing grants and have received some community donations in order to sustain the program once the funding runs out.

Many of the grantees have collaborated or have partnerships with local colleges and universities, community organizations, and non-profits such as churches. While other grantees are trying to figure out different ways to initiate collaborations or partnerships with local community organizations. One grantee stated that they have been fortunate to be in an area that has private wealth and almost half of their funding is private, which they hope will help sustain the 21st CCLC program once the funding ends.

Other sites stated that sustainability is something that is constantly on their agenda at their monthly meetings. They discuss how they can sustain from year to year and discuss ways they can increase their programming with the same or less funding beyond the life of the grant. They are constantly revisiting and reevaluating what they are doing, what works and the needs of the school and focusing on those needs first. Looking at sustainability in both the short and long term was also stated by some of the grantees. This includes looking at the programming and its effect on the students and finding quality free resources that may be beneficial for their program.

In short, sites are thinking about how to sustain the program after the funding ends. Some have sustainability plans in place, while others are still trying to figure out what are the things they need to do in order to make the program sustainable. Many stated that they have or are working on strengthening their partnerships with other organizations. While some sites have partnerships in place and funding to continue to offer the program once the grant ends. And then there were a few sites that stated that it is something they are thinking about but have not come up with a solid plan in regards to sustainability. They are facing challenges but are well aware that continued funding is important and needed in order to continue their programs.

Observations

Observations were completed during each site visit. Since site visits were conducted during the summer, much of what was observed were enrichment activities with a small number of academically focused activities. There are limitations in these observations:

1. Sites were only visited once, and therefore there may have been activities that were not observed because they were not being offered on the day of the visit.
2. Since we observed activities (and not planning time or other meetings), we are only able to report on what was observed and cannot make any inference on the actual planning and preparation of these activities.

For the visits, a number of factors were observed: organizational structure and staff, description of space, types of programming offered and activities observed and the culture and climate of the site. All of these factors in combination with the interviews encompassed one site visit and gave us a glimpse of a typical day at a 21st CCLC program. The sites that were visited served a number and range of students from as low as 50 students to as much as 1000 students during the summer.

Organizational Structure

The organizational structure of the sites we visited was very similar. All sites had a project director and site coordinator. The sites were fully staffed, with a variety of teachers, support staff and volunteers (which included both youth and parent volunteers). Most sites offered breakfast and/or lunch as part of their program. All of the sites offered different activities for the students and many offered activities for parents and families. Some sites were being managed by other organizations (i.e. community based organizations, non-profits) and some by either school districts or educational organizations and most of the sites we visited were at local public schools.

Types of Program Activities

Program activities varied across all sites. Even though most of the programming in the summer is focused on enrichment, there were some interesting activities offered that incorporated some form of an academic component. For example, one of the sites offered a cooking club that included math via measurements and their book club included integrated goals.

The enrichment activities also varied across sites. For example, one site's art class had students making collages that were focused on things that were important to the students, while the cooking class was taught by a local chef who was teaching students how to make pretzels. Participants in another site's video club were working on producing a school wide music video, and in the jewelry/crochet class, students were making shoes and ribbons for the dance club. When another site was visited, they were offering two reading classes, one for boys and one for girls. In the girls' reading class, one group was reading a book on rainbows and then making rainbows with colored cereal; another group of girls were reading about Benjamin Franklin and electricity, and then went outside to fly kites.

In one site, the teachers were engaging students in the use of UNO card games in order to teach colors, number recognition and strategy formation. The students were very engaged in this activity. At another site, teachers gave the students iPads for an art and storytelling activity. This form of innovation introduced students to technology, artistic creativity and cultural communication skills. Another example of an activity that was observed with high student engagement was an activity called "The Morning Chant." Before students attend their classes in the morning program, they all gather together in the morning and spend a half hour playing different games that are led by the instructors. A chant is performed that was created at the beginning of the program and then the students played a game, each day they play a different type of game.

Examples of Activities Observed

Dance	Sports	Adult ESL classes
Adult Fitness Class	Adult Arts & Crafts	Art
STEM activities	Photography	Parenting Class
Reading Class	Crafts	Pre-Freshman Program
Cooking Club	Book Club	Mentoring
Gardening	Video Club	Jewelry/Crochet Club
Healthy Relationships	Cultural Connections	Civic Leadership

Overall, the observations showed that the activities were well attended and the students were enjoying themselves with each of the activities.

Culture and Climate of Programs

The culture and climate of these sites were reflective of the individual missions of these grantees. Their goals align with the 21st CCLC statewide goals. All of the site visitors described the culture and climate at each of the sites in a very positive manner. For example, one site was described as an environment in which students were able to be expressive and the activities flowed smoothly. Teachers and students were engaged in all of the activities. Students seemed comfortable and excited to be in the program and there were minimal disciplinary problems observed. Another example from a site visitor who stated that:

“The culture and climate of this program is reflective of a culturally responsive program and staff. At every level, I witnessed a school that believes and supports this program in their school and in their community”.

This description encompasses what was observed at many of the sites. The environment at each site was positive, welcoming and the staff were supportive, friendly and excited about being there with the students and student engagement was high. Overall, the 21st CCLC grantees are providing a culture and environment that is focused on being safe, conducive to learning and a place in which students and their families can feel welcomed.

Summary

In summary the site visits conducted during the summer of 2014 gave us a much clearer and better understanding of the 21st CCLC program and the types of activities they are offering to their students and families. The staff, teachers, students and parents seemed very supportive of the program and highly engaged in all program activities. The grantees are providing a safe, fun, learning environment for students that may not otherwise have similar opportunities. All of the sites were organized and parents expressed how much they appreciate having a program like the 21st CCLC program. Many parents who were met at the sites were very complementary of the program, staff and the activities/offerings available for the students and parents.

Appendix F: Summary of Local Evaluation Reports

About the grantee evaluation reports

ISBE received local evaluation reports from sub-grants from September to December 2013, as EDC was just beginning its contract and planning work on the evaluation. ISBE in turn gave EDC access to the evaluation reports, and EDC downloaded 128 reports from 67 sub-grantee organizations. Tracking these reports was a challenge, as many sub-grants submitted multiple reports—individual reports for individual sites—while other sub-grants submitted a single report, not just for multiple sites, but for multiple grants. For example, an organization submitted a single report that addressed a Cohort 2010 and Cohort 2012 grant at one organization. Twelve organizations that have one or more sub-grants did not submit any local evaluation reports.

Because of this complexity surrounding the reports, EDC reviewed one report from each sub-grant, in order to get as accurate a survey of the program as possible. In reviewing the reports, EDC summarized and coded them for a several concepts. EDC noted the evaluation plans and methods, the presentation of information about implementation, the discussion of outcomes, and the recommendations offered for program improvement. In addition, EDC tracked whether the sub-grantee noted progress with respect to the statewide program objectives.

The quality and substance of the local evaluations varied greatly. Most reports reiterated information and data included in the APR and PPICs systems. A small number of sub-grantees used the local evaluation to document and understand particular aspects of their program not captured or reflected in these other data systems. Less than half of the reports offered information about data collection methods or data quality. In reviewing the local evaluation reports, it became clear that it was not possible to aggregate specific outcome findings, as sub-grants and sites were not asking the same questions, or collecting data in the same way. Instead, the review focused on the categories of data included, the extent to which the evaluations addressed state goals, and the recommendations for program improvement.

Analysis and summary

Most of the local evaluation reports described program implementation, outcomes, and progress toward one or more statewide objectives, and recommendations. The breadth, depth, and quality of the information and data provided to support reporting varied, with some sub-grantees simply providing a 5-page narrative of their activities and outcomes with no data, and other sub-grants providing 50+ pages of documentation about their work.

Report Content	Sub-Grants including this in report	
	Number	Percent
Implementation data	63	94%
Outcome data	64	96%
Progress toward one or more state objectives	55	82%
Recommendations	58	87%
Evaluation information	30	45%

Less than half of the local evaluation reports provided information about the design and implementation of their evaluation, which included evaluation questions, program goals being evaluated, a logic model, and/or data collection methods.

Although 55 of the 67 local evaluation reports reviewed addressed one or more state objectives, many reports did not address all seven objectives. Almost all—54 of them—addressed Objective 2: Participants in the program will demonstrate increased academic achievement. Fewer sub-grantees addressed objectives about involvement in school and participation in activities (#1), serving children and community members with the greatest needs (#5), and staff development and sustainability (#6 and #7).

State objective	Sub-Grants providing data that addressed the objective:	
	Number	Percent
8. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.	44	66%
9. Participants in the program will demonstrate increased academic achievement	54	81%
10. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	53	79%
11. The 21 st Century Community Learning Centers will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.	47	70%
12. These programs will serve children and community members with the greatest needs for expanding learning opportunities	44	66%
13. 21 st Century Community Learning Centers Program personnel will participate in professional development and training that will enable them to implement an effective program.	42	63%
14. 21 st Century Community Learning Centers Program projects will use the funding most efficiently by coordinating and collaborating with other state federal funding sources, agencies, and other community projects, to supplement the program and not supplant the funds, and to eventually become self-sustaining.	44	66%

Implementation

Implementation information and data that were included in the local evaluation reports included recruitment, enrollment and attendance data; information about family participation; information about staffing and staff professional development; and descriptions of programming and activities offered. Most grantees (59, or 88%) reported recruitment, enrollment, and attendance data. Less than half of sub-grantees used the local evaluation report as a forum for describing the programming or activities in any detail.

Implementation data	Sub-Grants including this in report	
	Number	Percent
Recruitment, enrollment, and attendance	59	88%
Family participation	43	64%
Staffing information	49	73%
Staff professional development	47	70%
Description of programming and activities	31	46%

Outcome data

Sub-grantees collected Annual Performance Report (APR) data to complete the PPICS system, and for most grantees, this provides the basis for their local evaluation reports. In many cases, evaluations included actual PPICs report tables (or screenshots). These data included student grades (or rather, percent of students improving their grades) and test scores, as well as the teacher survey rating participants’ classroom behavior (the Teacher APR survey).

Many sub-grants supplemented these data in their local evaluation by collecting data and feedback from students, parents, and staff with respect to how their programs were working, what positive changes they have observed or experiences, and how the program could be improved. A handful of sub-grants also collected feedback from principals. Further description of the kinds of information sub-grants provided is included below.

Fewer sub-grants provided outcome data about school attendance, graduation rates, or disciplinary actions. In addition to these outcomes, a small number of sub-grants reported on outcomes that were specific to their particular programs and activities. Examples include fitness levels, arts interest and development, and drug use rates.

Outcome data	Sub-Grants including this in report	
	Number	Percent
Student grades and/or test scores	61	91%
Teacher APR survey	55	82%
Parent surveys/feedback	42	63%
Student surveys/feedback	41	61%
Staff surveys/feedback	12	18%
School attendance	12	18%
Principal surveys/interviews	4	6%
Disciplinary actions	4	6%
Grade promotion/Graduation	3	4%

Student feedback: Many evaluation reports (61%) included data from student surveys, contributing to findings with respect to one or more program outcomes/statewide objectives:

- Quality and satisfaction with respect to programming and activities. Example: The activities are interesting to me.

- Quality and satisfaction with respect to environment and staff. Example: I think there is someone available in the program to help me when I need it.
- Self-report on changes in behavior, attitudes, and achievement. Example: I have improved my reading skills.
- Some sites reported that they use the YPQA survey.

Parent surveys: Many evaluation reports (63%) included data from parent surveys contributing to findings with respect to one or more program outcomes/statewide objectives:

- Parent perception of changes in their child’s behavior, attitudes, and skills. Example: My child is better at completing homework.
- Quality and satisfaction with respect to programming and activities for their child. Example: Communication with the staff has been positive.
- Quality and satisfaction with respect to programming and activities for parents and families.
- Suggestions for program improvement

Staff surveys: A small number of evaluation reports (18%) included data from staff surveys contributing to findings with respect to one or more program outcomes/statewide objectives:

- Staff perception of student outcomes, such as behavior, communication skills, and engagement.
- Staff perception of program operations, resources, and support.
- Suggestions for program improvement

Principal feedback: A few evaluations incorporated information and feedback from principals, obtained through questionnaires or interviews. The purpose and substance, as described in the reports, included learning more about the resources, supports, and structures available to students, teachers and staff at the school, and hearing the principal’s perception on the role that the 21st CCLC program and activities play in their school and community.

One sub-grant offered some insight into the challenge and potential value of collected feedback from students and staff. They reported:

Student self-reflections show rather inaccurate portrayals of student performance, participation, and behavior, and staff evaluations of students tend to be harsher on the students toward the end of the year, once staff members have identified behavior and academic issues more clearly.

This comment is a telling example of how difficult it can be to monitor, measure, and understand changes with respect to qualitative outcomes such as changes in behavior.

Recommendations

Most local evaluation reports (87%) included recommendations for program improvement and future work. Parental involvement was the most common issue addressed in recommendations, with 48% of the evaluation reports suggesting that sub-grantees should focus attention on this. More information about the recommendations as they were described in the reports is included below.

Recommendation	Sub-grant/Local Evaluation (n=67)	
	Number	Percent
Increase parental involvement	32	48%
Increase academic support	23	34%
Increase connection to school day, school day teachers	21	31%
Increase attendance and retention	18	27%
Provide additional staff professional development	14	21%
Offer additional program activities	14	21%
Increase attention to and support for positive student behavior	11	16%
Improve data sources, collection, and use	10	15%
No recommendations provided	10	15%

Parental involvement: Recommendations addressing challenges and shortcomings with respect to parent and family involvement included:

- Increasing the number of activities and opportunities for parental involvement;
- Improving communication with parents and families, with an eye toward increasing participation;
- Increasing the relevance of parent and family activities, often coupled with the suggestion of soliciting feedback from parents about the kinds of support and activities that would be most useful and relevant for them;
- Including activities that involve both parents/families and students together.

Increase support of core academics: Many local evaluations, citing limited progress in increasing participants' academic achievement, recommended that sub-grants increase support of core academics. Specific suggestions included:

- Increasing or adding specific literacy programs and activities to encourage and support reading;
- Increasing alignment with Common Core State Standards;
- Designing activities with clear objectives related to academic content.

Increase connection to school day and school day teachers: Many local evaluations recommended that sites develop communication methods and strategies to help program staff and school day teachers share information and update one another about progress and issues with specific students. Recommendations also included improving communication about school day content and curriculum, enabling programs to better support the academic needs of students.

Increase attendance and retention: While several local evaluation reports cited the need for sub-grants to increase attendance and retention rates in their programs, specific strategies and recommendations for how to improve attendance and retention were rarely offered. In most cases, the local evaluation suggested soliciting input from students and parents about how to address barriers to participation and what programmatic changes would increase interest.

Provide additional staff development: In most cases, when local evaluation reports recommended additional professional development for staff, it was in response to or in conjunction with other recommendations. For example, some reports that recommended increasing support of core academics, then recommended that staff receive professional development that would improve their ability to do so. Several sites also suggested professional development that would help staff better manage behavior issues and support positive youth development.

Offer additional program activities: Several of the local evaluations that suggested that sub-grants offer additional activities and programming for participants indicated that they should do so in an effort to increase attendance and engagement. In many cases, it was suggested that sites solicit input and feedback from students to better design activities that meet their needs and interests, thereby increasing engagement. Evaluations also identified specific activities that could enhance programs. Some of the specific suggestions included service learning activities, youth leadership programming, credit recovery programs, and physical activity.

Increase attention to and support for positive student behavior: Some local evaluation reports recommended that sub-grantees work toward improving the behavior of program participants. Specific issues and suggestions related to this included:

- Clarifying, communicating, and enforcing expectations with respect to behavior;
- Adding specific activities to support positive behavior, such as team-building activities and activities to develop communication skills;
- Offer incentives for positive and good behaviors.

Improve data sources, collection, and use: Some local evaluation reports cited the need to improve the evaluation and/or improve the data collected and used by sub-grants. In some cases, this recommendation was related to recommendations that sub-grants increase support of academic content and connection to the school day, and was focused on collecting and using more/better data about student progress. One evaluation recommended that sub-grants work toward tracking students over time.

Reviewed 2013 Local Grantee Evaluation Reports

Cohort	Grantee	Site
2013	Alternative Schools Network	Campos HS
2012	Alton Community Unity School District	Lovejoy Elem Alton MS
2013	America SCORES Chicago	Henson Pilsen Pope
2010/2012	Aspira	Haugan Lozano Duprey Nobel Diego Darwin Scammon Prosser
2013	Aurora East SD	Simmons Middle School
2013	Benton Consolidated High School	Benton HS
2010	Bloom Township	Bloom High School
2010	Brighton Park Neighborhood Council	Shields Middle School
2012	Build Inc	Ericson Elem
2010	Bureau Henry Stark ROE	DePue Elem and HS
2010	Cahokia Unit School District	Huffman Elem Lalumier Elem Bernard Long Elem
2012	Carbondale Elem School District	Carbondale MS Carbondale B&G Club
2012	Center for Community Academic Success Partnerships (CCASP)	Marshall Metro HS
2010	Center for Community Academic Success Partnerships (CCASP) (Chicago Public Schools)	Bogan
2010	Center for Community Arts Partnership (CCAP)	Pulaski International School
2012	Central Illinois Boys & Girls Club	Black Hawk Elem DuBois Elem Fairview Elem Franklin MS Ridgely Elem
2010	Champaign Ford Counties ROE	
2010	Chicago Arts Partnership in Education	Kinzie Elem School Marconi Comm Acad Telpochcalli Elem School Waters Elem School Williams Elem School El Cuarto Ano HS

Cohort	Grantee	Site
2010	Chicago Public Schools - Community Schools Initiative	
2012	Chicago Youth Centers	Armour Elementary
2010	Chicago Youth Centers	Deneen Elem Overton Elem Young Women's Leadership Charter School
2012	Childrens' Home + Aid	Cameron Staff
2010/2013	Christopher USD #99	Christopher HS Zeigler-Royalton HS Christopher Jr HS
2010	Cities in Schools Aurora	Herget MS
2010	Corner Science & Education Foundation	Gary Comer College Prep
2010	Crete-Monee SD	Crete-Monee HS
2013	Decatur Public Schools	Decatur MS Eisenhower HS Jefferson MS MacArthur HS
2010	Dolton West SD	Washington Roosevelt Franklin
2009/2012	Driven and Empowered Youth	Park Mather Senn
2013	DuQuoin Community Unit SD	DuQuoin Elem DuQuoin MS
2010	Egyptian Community Unit SD	Egyptian HS
2010	Enlace Chicago Community Schools	8 schools at 5 sites
2012	Family Focus	Aurora: Bardwell, Deitrich, Rollins, Plano HS
2013	Fox Valley Park District	Jefferson Middle School
2010	Freeport SD 145	Blackhawk School B&G Club of Freeport
2013	Harold Colbert Jones Memorial Community Center	Wilson Elem Garfield Elem
2010/2012	Henderson Mercer Warren ROE	West Central MS West Central HS Monmouth-Roseville HS United HS
2010	Howard Area Community Center	Gale Math & Science
2012	Jackson Initiative	Cairo Elem Cairo Jr/Sr High

Cohort	Grantee	Site
2010	Logan Square	Ames MS Funston Elem Monroe Elem Mozart Elem
2010	Madison Community USD #12	Madison Jr High
2010	Meridian CUSD	Meridian Elem/MS Meridian HS
2012	Metropolitan Family Services	Langston Hughes Elem Hanson Park Elem Mt. Vernon Elem Bowen HS Belmont Gragin Elem
2010/2013	Mt. Vernon City Schools District	Primary Center Buford Intermediate School
2012	National Museum of Mexican Art	
2010	NICASA	Round Lake HS
2010	NIU	Saucedo Curie Morton East Morton West
2012	Park Forest Chicago Heights SD	21st Century Preparatory Center Algonquin Primary Center Beacon Hill Primary Center Blackhawk Intermediate Center Mohawk Intermediate Center Forest Trail Middle Grade Center
2010	Passages Alternative Living	Williams Elem
2010	Peoria District 150	Glen Oak Learning Center Harrison CLC
2012	Project Success	Georgetown Ridge Farm HS
2010	Proviso-Leyden Council for Community Action	10 sites
2013	QCDC	Reavis Elem
2012	Quad County Urban League	Johnson
2013	Rochelle Community CSD	May Elem Central Elem Rochelle MS
2010	Rockford SD	Ellis Hillman Walker
2010	Springfield Public School District/B&G Club of Central IL	Enos Elem Graham Elem McClermand Elem Jefferson MS
2010	Sterling Rock Falls YMCA	Rock Falls Elementary

Cohort	Grantee	Site
2013	Thornton Fraction THSD	Thornton North Thornton South Center for Science & Tech
2012	Urban Gateways	EPIC Academy
2010	Urbana School District	Urbana Middle School
2013	Venice School District #3	Venice Elem
2010	Waukegan PSD 60	5 Middle Schools
2010	West Chicago District 33	W Chicago MS
2010	Will County ROE 56	Farragut Edna Keith Sator Sanchez Woodland Dirksen Gompers
2010	YMCA of Southwest IL	Cahokia HS
2013	Youth Organizations Umbrella	Oakton EL Washington Elem