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

State-Level Program Evaluation
2015-2016

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Executive Summary

The United States Department of Education's 21st Century Community Learning Centers program (21st CCLC) 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

- During the 2015-16 year, two cohorts of grantees were active: the 2013 cohort and the 2015 cohort. A total of 123 grantees operated 389 sites, and served 47,492 students during the year.

Summary of sub-grant implementation, 2015-2016

	2015-16
Grantees	123
Sites	387
Students served	43,162
Regular attendees (30 days or more)	27,292

- 70% of all reported student participants were regular attendees, meaning they attended programming for 30 or more days over the year. 75% of elementary school participants were regular attendees, compared with 64-67% of middle/high school students.

Student attendance summary, 2015-16

		Percent of Participants	
		Elementary	Middle/High
2013 Cohort	Attended <30 Days	25%	33%
	Attended 30+ Days	75%	67%
2015 Cohort	Attended <30 Days	25%	36%
	Attended 30+ Days	75%	64%

- More grantees served elementary and middle school students than high school students. More than half of the students served were in grades 3 through 7.

- Essentially all grantees relied on school staff referrals in recruiting participants, with 100% of grantees serving elementary and high school, and 99% of grantees serving middle school indicating this.

- Grantees indicated that they aimed to create an inviting and inclusive environment as a primary strategy for encouraging student attendance (98-100% by student age group).

- Phone calls were a primary method of communicating with parents/guardians, as 98-99% of sub-grants by age group indicated using this strategy.

- The three most frequently indicated program components for elementary school participants were arts programs (96%); science, technology, engineering, mathematics (STEM) programming (93%); and social-emotional components (92%).

- The three most frequently indicated program components for middle school participants were also arts programs (95%), STEM programming (95%) and social-emotional components (88%).

- The three most frequently indicated program components for high school participants were social-emotional components (93%), arts programs (92%), and entrepreneurial skills, career development and job skills programming (90%).

Summary of outcomes

- Grantees reported that youth participants were involved in a wide range of enrichment activities:
    - Arts programming was a dominant enrichment activity, and 90% of grantees reported offering visual arts as part of that program component.
    - 87% of grantees offering entrepreneurial skills, career development, or job skills activities indicated that this included career exploration, such as skill inventories and exposure to careers and professionals.
    - 61% of sub-grants reported offering a service-learning component in their program.
    - 89% of sub-grants working with high school students indicated they offered college preparation activities.
    - The most common use of technology for students (outside of STEM programming) was for research or finding information and resources.

- According to teachers (surveyed using the Teacher APR Survey), the majority of regular program participants for which they reported improved their behavior in class:
    - 67% of elementary students improved with respect to getting along well with other students, and 64% in coming to school motivated to learn.
    - 52% of middle and high school students improved with respect to being attentive in class, and 56% improved with respect to coming to school motivated to learn.

- According to a limited report of grantee data, some regular student participants improved their grades over the course of the school year:
    - 16.1% of elementary students improved in mathematics, and 11.4% improved in reading.
    - 16.7% of middle/high school students improved in mathematics, and 16.5% improved in reading.
- Teachers reported student improvement with respect to academic achievement: 64% of elementary students and 59% of middle/high students improved their academic performance.
- More than 85% of program participants were qualified for free or reduced price lunch.

Organizational capacity

- Grantees offered a diverse set of professional development and training opportunities to their staff; 98% participated in 21st CCLC program training and technical assistance activities.
- Grantees reported progress in using data to improve their programs. 97% of grantees indicated they meet or exceed requirements in this area.
- Grants reported using several methods for measuring progress and outcomes of their grants: 76% of grantees reported using an external evaluator; 74% of local evaluations reported using the Teacher APR Survey to understand student outcomes; 60% reported using grades; 27% reported using PARCC test scores.
- Sustainability appeared to be a challenge for many sub-grants. Only 33% of 2013 Cohort grantees indicated that all or most critical components of their programs were sustainable. The majority of grantees from both cohorts indicated that "some" critical components are sustainable.

Challenges and recommendations

- Poor parent involvement was cited as the most common barrier or challenge with respect to participation across age groups. The need to increase parental involvement was also the most commonly cited area for program improvement in local grantee evaluations.
- Grantees serving middle and high school students indicated that they face a greater number of barriers to student participation, with competing activities at school and at home, as well as competing responsibilities at a job after school.
- Grantees offered a number of common recommendations and areas for improvement in their local evaluations, in addition to parental involvement. The most frequent recommendations included improving program evaluation, data collection, and/or data use; addressing student recruitment, attendance, and retention issues; and increasing staff training and professional development.

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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 serves 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.

Since 2003, over 300 grantees have been funded to serve students and families throughout the state of Illinois. ISBE identified seven statewide goals for the 21st CCLC program, 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.

1.1. About this report

This statewide evaluation report addresses the 123 grantees active in ISBE's 21st CCLC program grantees during 2015-2016 (FY2016). These grantees were given awards as part of Cohorts 2013 and 2015. This report provides a summary and analysis of the data collected by and made available to EDC up until December 31, 2016. These data include responses to the annual survey, administered in November 2016, along with the review of extant data in for the form of grantee local evaluation reports. A description of the evaluation design and data sources used for this report is included in the Appendices.

EDC held the contract for the statewide evaluation from 2012-2015, and was awarded a contract to continue the evaluation in 2016. However, there was a gap between contracts, interrupting the evaluation and data collection timelines. EDC resumed its contracted position as the statewide evaluation in September 2016. Therefore, this year's evaluation was somewhat limited with respect to data collection. For example, no site visit data are included in this report, and the annual survey was administered at a different time than in previous years.

Evaluation of the 21st CCLC program continues to be hampered by changes in the federal reporting system. The new federal system, implemented in 2016, does not provide access to states or allow them to retrieve data or reports. EDC continues to work with ISBE to address this change and find alternatives in collecting comparable data. Some categories of data reflecting program activities and outcomes that have been included in previous evaluations are not part of this report.

In most cases, the data for both the 2013 and 2015 grantee cohorts are reported in the aggregate. In a few instances, when there are differences between the grantee cohorts (particularly with respect to implementation and sustainability) that are worth noting, data for each cohort are reported separately. This report is organized into the following sections:

Program Implementation: This section includes information about grantees' implementation of programs in 2015-16. 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, 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 grantees, including staff development, progress toward meeting stated program goals, program evaluation, and sustainability.

Program Challenges and Recommendations: This section summarizes the challenges that grantees experienced during implementation of the program, as well as recommendations for program improvement as offered by grantees' local evaluations.

2. Program Implementation

2.1. Program totals

During the 2015-16 year, Illinois had 123 active grants, including grants from the 2013 and 2015 cohorts of awards. These grants offered programming at 387 sites, and served 43,162 students. While this total represents a decrease in the number of students served (from 47,492), the number of *regular* attendees increased (from 24,098). The number of students served at each site ranged from as few as 21 students to close to 500. Sites served an average of 111 students. Most grantees operated 1 to 4 sites as part of their program. The largest proportion of grantees (40, or 33%) ran 4 sites. Twenty percent of the grantees had a single site, and 12% had 5 or more sites.

Table 1: Grantees, sites, and students served, 2015-2016 (AS)[1]

	2015-16
Grantees	123
Sites	387
Students served	43,162
Regular attendees (30 days or more)	27,292

Table 2: Site attendance information, 2015-16 (AS)

	2015-16
Average # students per site	111
Median # students per site	100
Minimum # students served at a site	21
Maximum # students served at a site	490

Table 3: Number of sites per grant (AS)

	Grantees	
	Number	Percent
1 site	25	20%
2 sites	25	20%
3 sites	18	15%
4 sites	40	33%
5 sites	7	6%
More than 5 sites	7	6%

Research has shown that regular attendance in afterschool programs is more likely to lead to positive outcomes for participants. The 21st CCLC program encourages grantees to work toward regular participation, defined as attending more than 30 days. Last year, there was a notable difference between the 2013 and 2015 grant cohorts in the proportion of students who were

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[1] (AS) indicates that these data come from the annual survey, administered to all active grantees in November 2016, in which they reported on data for FY2016. The survey had a 100% response rate. However, one organization with two grants completed a single annual survey, addressing both grants, because of administrative error. Therefore, in some instances (such as Table 3) the total or N equals 122 instead of 123.

regular attendees. This was attributed to the fact that the 2015 cohort did not have funding for the full year due to the timing of the awards. This year, we find that the difference between grant cohorts has essentially disappeared. Instead, the difference is found between elementary students and middle/high school students. However, when compared with last year, both grant cohorts have succeeded in having a greater proportion of students attend programming for more than 30 days.

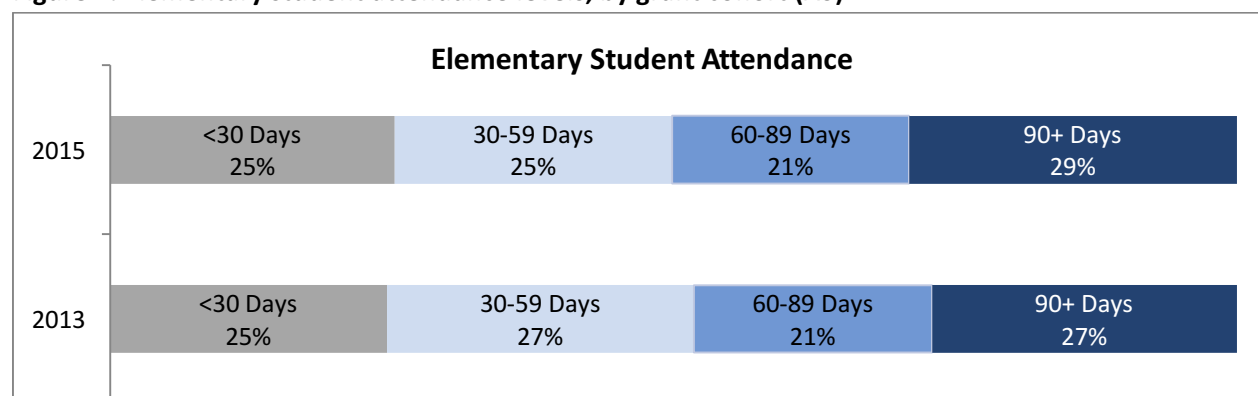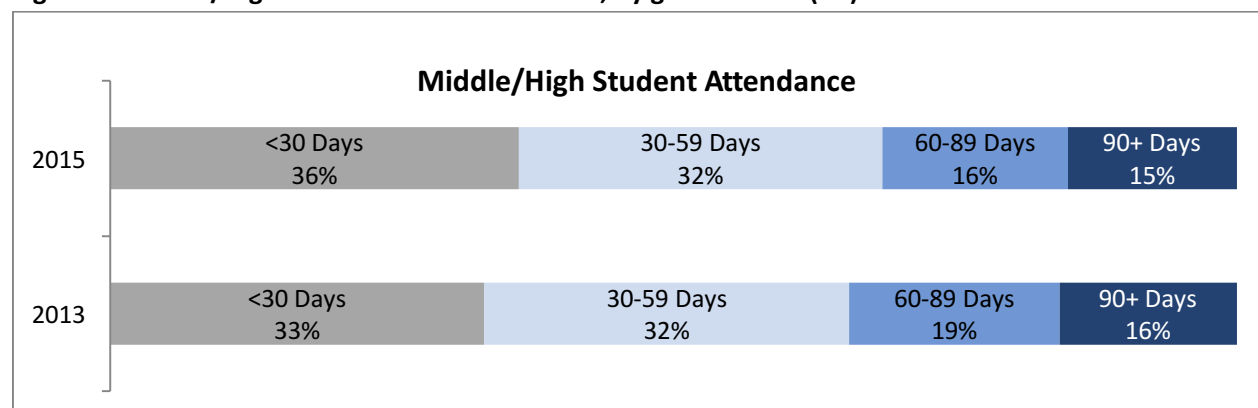**Figure 1: Elementary student attendance levels, by grant cohort (AS)**

Elementary Student Attendance

	<30 Days	30-59 Days	60-89 Days	90+ Days
2015	25%	25%	21%	29%
2013	25%	27%	21%	27%

Figure 2: Middle/High student attendance levels, by grant cohort (AS)

Middle/High Student Attendance

	<30 Days	30-59 Days	60-89 Days	90+ Days
2015	36%	32%	16%	15%
2013	33%	32%	19%	16%

Sites provided data on the grade levels of the students they served. Categorizing sites as serving elementary, middle, and high school student is a challenge, as a number of schools/sites combine middle grades with either elementary or high school. More grantees are serving elementary and middle school students than high school students. When we examine enrollment by grade, we find that more than half of the students served were in grades 3 through 7.

Table 4: Grants by school-age served (AS)

	Grants	
	Number	Percent
Elementary School Students (Grades PreK-5)	90	74%
Middle School Students (Grades 6-8)	92	75%
High School Students (Grades 9-12)	61	50%

Table 5: 2015-2016 school year participants by grant

	Enrollment	
	Number	Percent
Prekindergarten	143	0%
Kindergarten	1,341	3%
1st Grade	2,706	6%
2nd Grade	3,596	8%
3rd Grade	4,720	11%
4th Grade	4,588	11%
5th Grade	4,583	11%
6th Grade	4,326	10%
7th Grade	3,875	9%
8th Grade	3,599	8%
9th Grade	2,548	6%
10th Grade	2,560	6%
11th Grade	2,397	6%
12th Grade	2,180	5%

2.2. Program operations

Recruitment and retention

According to the survey, participants are largely referred to programs through school staff, and parent/guardian or self-referrals. Many participants are also referred by other internal programs. Grantees identified a number of "Other" sources of participant referrals. These included sibling or family members of current participants, previous participants, or referrals due to academic or behavioral needs. In addition, grantees described recruitment strategies, including open houses, recruitment fairs, and outreach during report card pick-up.

Table 6: Program referral sources, by age group (AS)

Type of Referral	% of grantees indicating referral method for:		
	Elementary School Participants	Middle School Participants	High School Participants
School staff referrals (e.g. teachers, administrators, etc.)	100%	99%	100%
Parent/Guardian or self-referrals	93%	95%	95%
Internal program referrals	88%	89%	93%
Other	23%	22%	28%

Retention of participants is a common challenge, and grantees indicated that they strive to retain students through a number of strategies. Nearly all grantees, across student age groups, indicated that they work to provide an inclusive environment that encourages student attendance. Some other strategies vary by age group. In particular, outreach to parents and school staff, along with incentive systems, is slightly more common among grantees serving elementary and middle

school students. Separately, more than half of the grantees indicated that they offer transportation for program participants.

Figure 3: Program retention strategies, by school age group (AS)
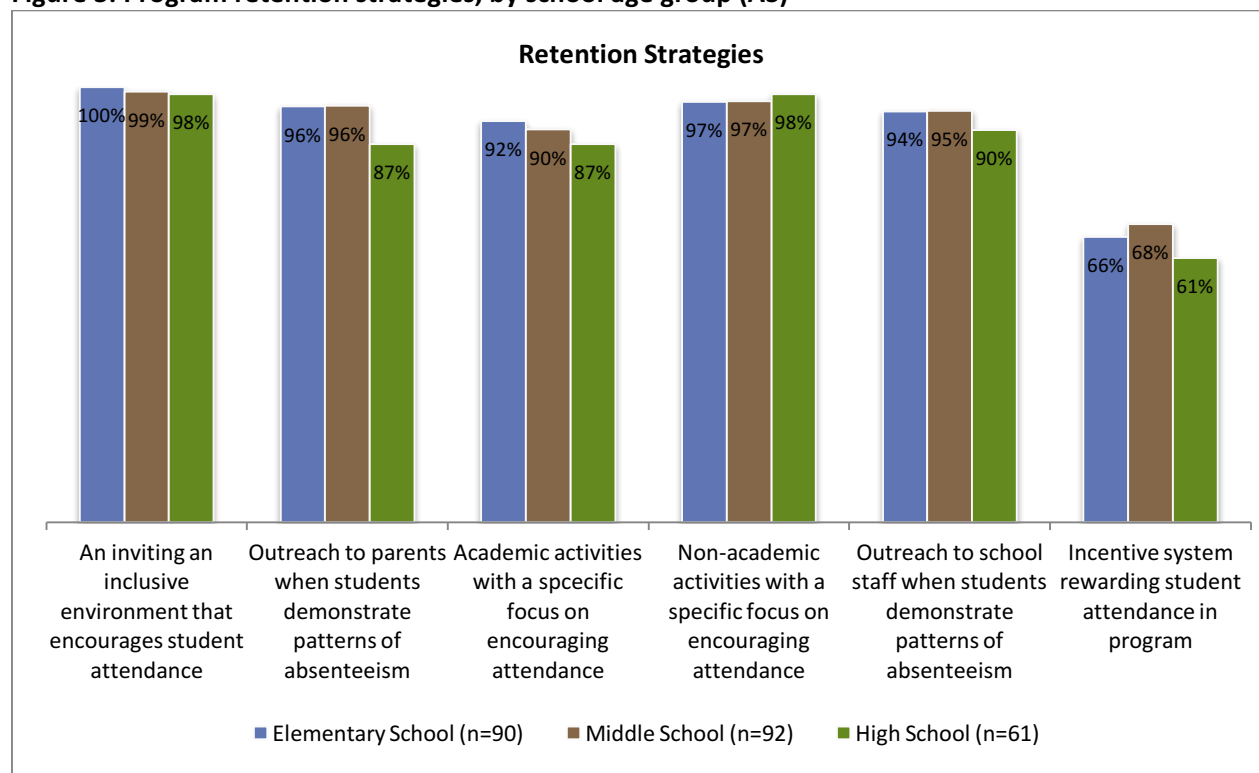
In addition to the strategies above, grantees shared other approaches they use to increase program retention. The most common other strategies included:

- Listen to and incorporate youth interests and needs in program activity design
- Talks with students to determine what the reasons for attendance are and if they can be alleviated
- Advertise incentives such as special events and field trips
- Work collaboratively with teachers to provide extra credit to students when they attend programming on a regular basis and show improvement
- Change class offerings

Transportation can play a role in recruiting and retaining program participants. More than half of grantees indicated that they provide transportation, with those serving middle school participants indicating the highest percentage.

Nearly all grantees indicated that they use phone calls as a way to keep the lines of communication open with parents of students across age groups (98-99%). Grantees reported using in-person meetings and notes sent home to communicate with parents more often for elementary and middle school participants than with high school participants. Newsletters and web sites are used less frequently.

Figure 4: Transportation, by school age group (AS)

Over one third of the grantees reported that they use other methods to communicate with parents and guardians. Electronic communication—text message, email, and social media—are becoming more common. In fact, 24% of grantees indicated that they use social media and 21% that they use text messaging to communicate with parents/guardians. Other methods included school committee meetings, parent workshops, parent nights, report card pick-up, and parent-teacher conferences.
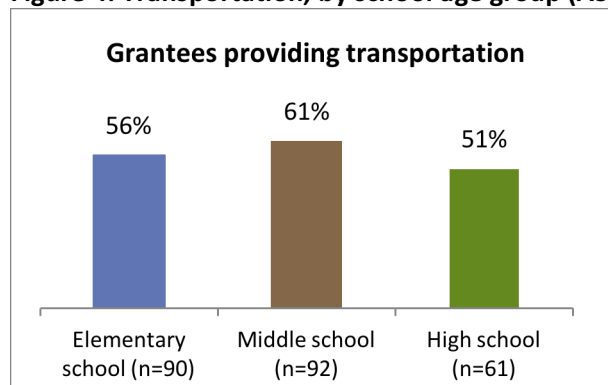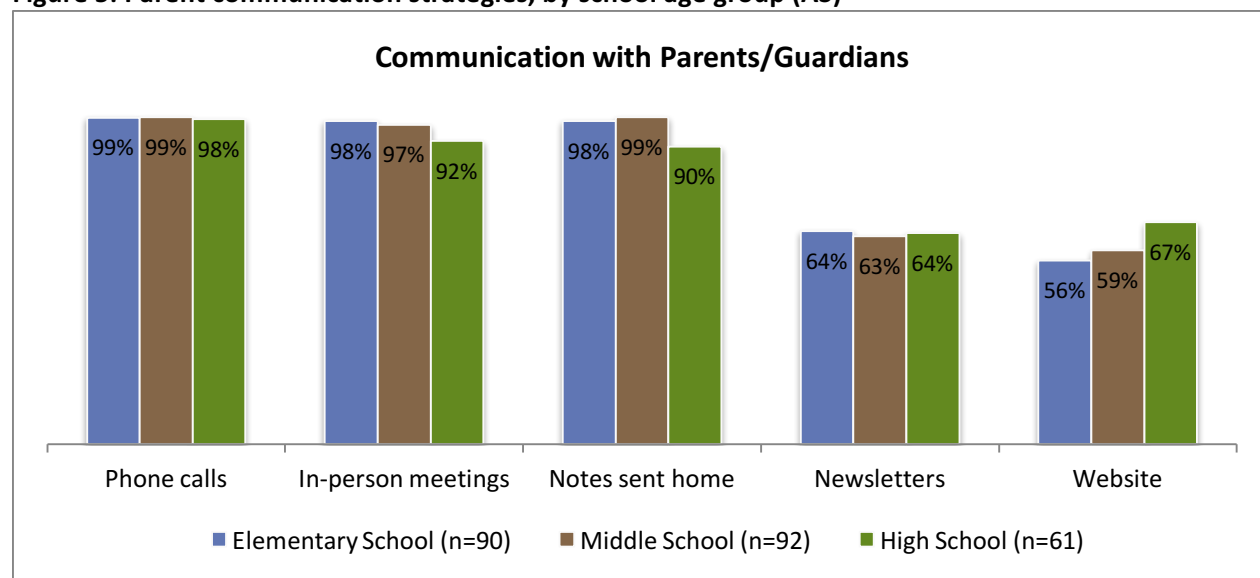
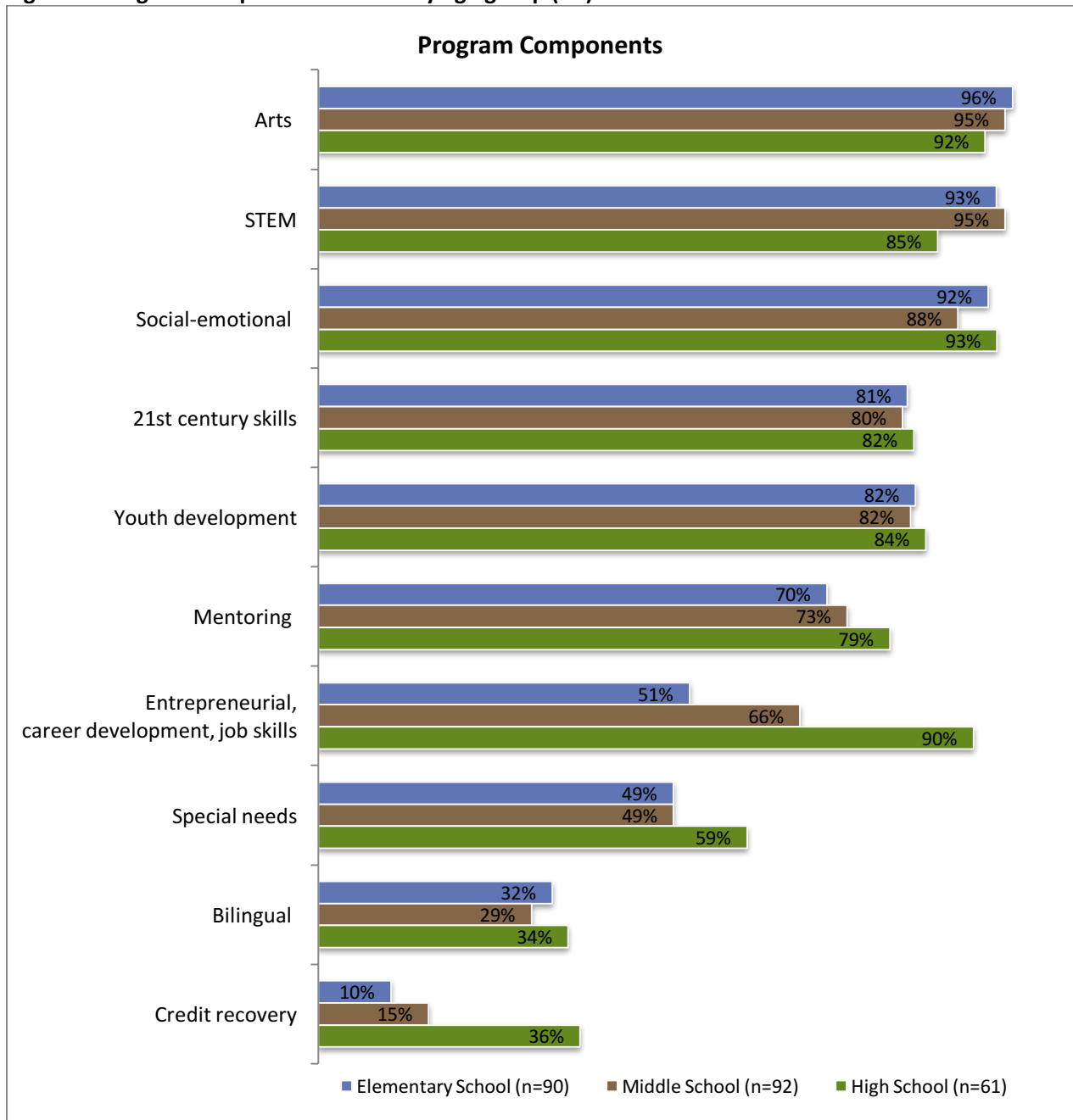**Figure 5: Parent communication strategies, by school age group (AS)**

Programming

Grantees reported on their progress in implementing various elements of their program in the annual survey. Not surprisingly, at this stage, nearly all grantees are making significant progress, if not meeting or exceeding requirements, when it comes to implementing academic and other activities, and coordinating afterschool programming with the school's day programs.

Table 7: Grant progress in implementing program activities (AS)

		Little or No Progress	Significant Progress	Meets or Exceeds Requirements
Elementary	Implemented academic activities	0%	4%	96%
	Implemented other enrichment/recreation activities	0%	6%	94%
	Coordinated afterschool program with school's day programs	3%	8%	89%
Middle	Implemented academic activities	1%	4%	95%
	Implemented other enrichment/recreation activities	1%	5%	93%
	Coordinated afterschool program with school's day programs	1%	11%	88%
High	Implemented academic activities	5%	10%	85%
	Implemented other enrichment/recreation activities	5%	5%	90%
	Coordinated afterschool program with school's day programs	0%	16%	84%

All grantees are required to offer an academic component in their afterschool programming. However, other programming varies from grantee to grantee, and from site to site. Arts programming and social-emotional programming continue to be extremely prevalent across age groups. For grantees working with elementary and middle school students, STEM programming (Science, Technology, Engineering, and Mathematics) is very common, while programs that support entrepreneurial skills, career development, and job skills are more common for grantees working with high school. In addition, a higher proportion of grantees working with high school students offered programming for credit recovery, which at the high school level becomes an important support in helping program participants succeed in graduating from high school.

Figure 6: Program components offered by age group (AS)

Program Components

Component	Elementary School (n=90)	Middle School (n=92)	High School (n=61)
Arts	96%	95%	92%
STEM	93%	95%	85%
Social-emotional	92%	88%	93%
21st century skills	81%	80%	82%
Youth development	82%	82%	84%
Mentoring	70%	73%	79%
Entrepreneurial, career development, job skills	51%	66%	90%
Special needs	49%	49%	59%
Bilingual	32%	29%	34%
Credit recovery	10%	15%	36%

■ Elementary School (n=90) ■ Middle School (n=92) ■ High School (n=61)

3. Participant Outcomes

3.1. Participation in activities

As made clear by Figure 6 in the previous section, the 21st CCLC programs provided opportunities for students to participate in a wide range of activities in addition to those supporting core academic subjects. While the data cannot attest to whether participants increased involvement in school activities, the fact that grantees offered these activities and students attended them indicate that, at a minimum, students are experiencing these opportunities for enrichment.

ISBE has identified "innovative programming areas" and encourages grantees to include these in their proposals. While most of these program areas were included in the summary of activities provided in the previous section, data provided by the grantees on these activities provide a more robust understanding of the kinds of enrichment activities that program participants are experiencing.

Arts programs: Arts programs continue to be the most common area of programming, outside of academic support. "Arts programming" is a broad category, and on the survey, grantees provided more specific information about the kind of arts programming they offered. Visual arts—such as drawing and photography—is the most prevalent. Performance arts, including theater and dance, are also common.

Table 8: Types of arts programming and activities (AS)

	Number	Percent
Visual Arts (photography, drawing, sculpture)	103	90%
Performance Arts (theater, dance)	96	83%
Music Arts	84	73%
Decorative Arts (ceramics, jewelry)	66	57%
Art History (visiting art museums)	40	35%
Applied Arts (architecture, fashion design)	39	34%
Total number of grants report on arts activities	**115**	**--**

Entrepreneurship, career development and job skills programs: As noted in the previous section of the report, many grantees offered entrepreneurship, career development, and job skill programs and activities, particularly at the high school level. These most commonly included career explorations activities, such as skill/interest inventories, job fairs, and guest speakers. Many grantees also indicated that they offered clubs or programs that allow participants to explore careers and support skill development. A smaller number of grantees included more formal career and technical student organization activities in their programs.

Table 9: Types of entrepreneurship, career development and job skills programs (AS)

	Number	Percent
Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)	78	87%
Clubs/programs that explore careers and support skill development	59	66%
Job seeking skills (e.g. resume writing, interview skills)	51	57%
Entrepreneurship activities (business planning, school store)	51	57%
Financial literacy	44	49%
Online programs/resources (e.g. Career Launch, Career Cruising)	38	42%
Career and technical student organization activities	29	32%
Junior Achievement program	22	24%
Total number of grantees reporting on arts activities	**90**	**--**

Service learning programs: Sixty-one percent of grantees indicated that service learning is a component of their programs, and grantees reported that over 7,000 students participated in service learning activities over the course of the year.

The types of service learning activities varied across sites and across grantees. Common community improvement activities included community clean up projects, efforts to support to local food pantries by donating canned goods and having food drives at their schools, and programs where students tended a community garden.

Table 10: Total number of service learning participants

Age Group	Number of Participants
Elementary School	3,301
Middle School	2,080
High School	1,870

Another theme running across service learning was programs that support youth in identifying and/or taking action on an important social issue. For example, one grantee employs a service learning curriculum, led by a coach that facilitates a course in which students identify community needs and issues and then the students develop projects to address them. Another grantee implemented a "Teens, Crime, and Community" program that focused on increasing youth awareness, knowledge and skills around truancy, substance abuse, crime and juvenile delinquency. Another grantee organized a youth summit that was offered to both middle and high school students, focusing on bullying, domestic violence, substance abuse and homelessness.

STEM programs: STEM programming has become commonplace among 21st CCLC grantees, with 95% of grantees serving middle school and 93% of those serving elementary students indicating that they offer STEM activities. Grantees described a wide variety of STEM activities:
- Robotics is the most commonly reported STEM activity. Many grantees had students engaged in design challenges where they work in teams to design a robot to do particular activities (pick up and place objects, move to designated locations, etc.).
- Some grantees facilitated STEM clubs where students engaged in project-based activities and hands-on experiments. These often included activities related to environmental science, biology, and chemistry.

- Grantees often used STEM kits, and some worked with established as STEM programs, and partner with STEM organizations. Examples included Mad Science and the Scientists for Tomorrow program.
- A small number of grants reported that they offered computer programming activities or coding clubs. They described students learning basic coding, using 3D printers, and learning game development.
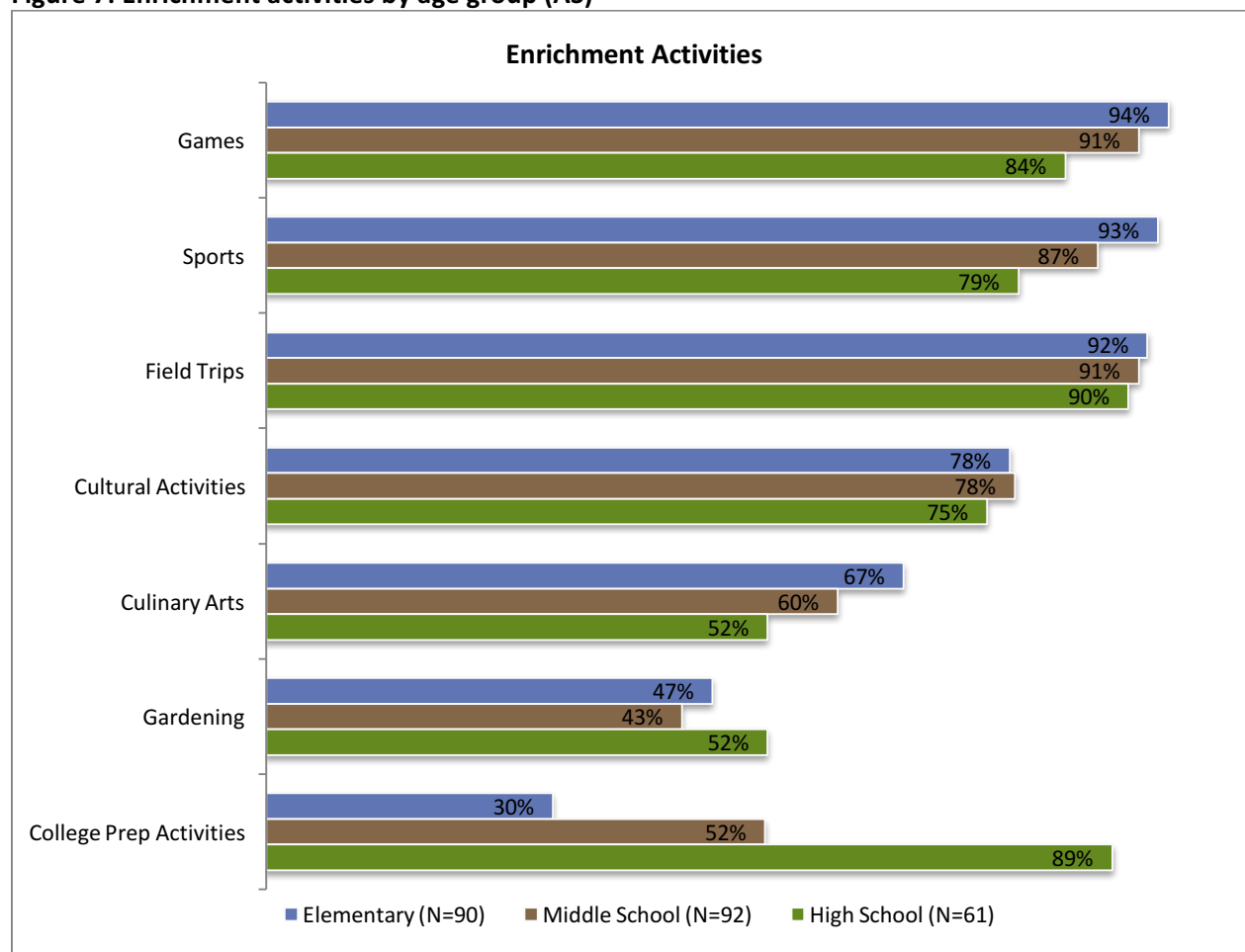- Some grantees reported that they aligned their activities with the Next Generation Science Standards.

Special needs programs: The number of grantees reporting that they offer special needs programming increased from last year. Last year, 30% of grantees serving elementary and middle school students and 40% of those serving high school students reported on this component. This increased to 49% and 59% respectively. In describing their special needs programming, many grantees mentioned that students with special needs are provided with the necessary and appropriate accommodations. A few grantees also discussed how departments or school day staff were consulted to assure that the needs of students were being addressed and met. Several grantees mentioned providing assistance to students based on their IEP. Other grantees noted that while accommodations were provided, the aim was to include and integrate special needs students into activities and treat them all as equals. Grantees detailed the following ways in which these accommodations were provided:
- Hired paraprofessionals who are normally with the student with special needs during the school day to continue working with the student during the afterschool time.
- Hired special education teachers, or hired or assigned other staff, such as a tutor, teaching assistant, or school day staff, to work with students with special needs.
- Training staff on how to doing modifications for students with special needs.

Bilingual/ELL programs: A growing number of grantees indicated that they offered bilingual or ELL programs as part of their grant. Most of these grantees described intentionally hiring staff such as instructors, volunteers, tutors or program administrators to help meet the language needs of bilingual/ELL students. A few grantees tailored program offerings by mirroring dual language programming, or following the district's bilingual curriculum. There was a small subset of grantees that reported providing language activities for all students, such as a French course as an enrichment activity, some level of support to ELL students (although details were not provided), and/or a prescribed curriculum with a bilingual teacher to ELL students.

Additional enrichment activities: In addition to the programming already described, grantees also reported a number of additional enrichment activities. Grantees offered a variety of opportunities that engaged participants in health and wellness activities, exposing participants to new places, people, and ideas. Most grantees, regardless of age group served, offered field trips. Games and sports were more common when serving elementary and middle school students, while most grantees that served high school students offered some form of college prep activity.

Figure 7: Enrichment activities by age group (AS)

Enrichment Activities

Games: Elementary 94%, Middle School 91%, High School 84%

Sports: Elementary 93%, Middle School 87%, High School 79%

Field Trips: Elementary 92%, Middle School 91%, High School 90%

Cultural Activities: Elementary 78%, Middle School 78%, High School 75%

Culinary Arts: Elementary 67%, Middle School 60%, High School 52%

Gardening: Elementary 47%, Middle School 43%, High School 52%

College Prep Activities: Elementary 30%, Middle School 52%, High School 89%

■ Elementary (N=90) ■ Middle School (N=92) ■ High School (N=61)

Technology

Technology plays an important role in many programs, supporting participants in their academic work and providing opportunities for learning and activities. Not surprisingly, applications of technology vary by age group. The most commonly reported use of technology by grantees serving high school students was for research or finding information and resources, while for those serving elementary students, it was games and/or free playtime.

Across age groups, grantees commonly used technology to support homework. In describing the use of technology in their programs, many grantees indicated that technology was an important tool as more school day teachers use class web sites to post website and collect homework. Using technology to access school systems also helps program staff and participants check grades, assignments, and progress. A few grantees also commented that, when school-day teachers used flipped instruction[2], students use afterschool time to view instructional videos.

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[2] "Flipped instruction" is a pedagogical model in which typical instruction and homework elements are reversed. Short videos provide lectures or other instruction on content, and students access these at home before class. In-class time is dedicated to exercises, projects, and discussion.

Table 11: Uses of technology by age group (AS)

Use of technology	Elementary School (N=90)	Middle School (N=92)	High School (N=61)
Research or finding information and resources	78%	84%	90%
Homework support	81%	87%	82%
Games and/or free play time	82%	76%	70%
Academic remediation or computer-assisted instruction	69%	70%	70%
Computer literacy or programming	68%	64%	69%
Media-making and/or digital arts	50%	58%	69%
Test preparation	53%	52%	70%
Credit recovery programs	2%	5%	21%

Many grantees described using technology to support media-making programs and activities, and indicated that participants used tools such as Adobe products, Garage Band, and iMovie. Some grantees access online curriculum and tutorials so that students can learn computer programming and coding (such as code.org).

When asked to cite commonly used technology-based programs and online resources, the most frequently names programs included: Compass Learning, Khan Academy, PBS Kids, Study Island, Cool Math, Read 180, Everyday Math, Fun Brain, and Moby Max.

3.2. Behavior and social-emotional skills

Improved social-emotional skills is a goal of the 21st CCLC program. As indicated in section 2.2 and illustrated in Figure 6, most grantees offer a social-emotional learning component as part of their program. Grantees indicated if they used any of a number of specific models, curricula, or activities as part of their social-emotional programming. The largest proportion of grantees indicated that they use the Positive Behavioral Intervention and Supports model (PBIS). PBIS is a framework used by many schools, and grantees noted that they try to provide consistency in behavior expectations from the school day into afterschool time. Beyond that, no single social-emotional program or curriculum emerges as commonly used across grantees.

When describing their social-emotional programming in general, grantees indicated that they offer a variety of activities and programming focused on behavior management and the promotion of positive behaviors. Many grantees offer activities on self-awareness, self-management, responsible decision-making and leadership skills as a way to promote positive behaviors, and describe incorporating social-emotional learning activities as a way to prevent negative behaviors. Some grantees also offer incentives for good behavior.

Table 12: Social-emotional programs and curriculum (AS)

	Number	Percent
Positive Behavioral Intervention and Supports (PBIS)	80	72%
Second Step Curriculum	20	18%
Stephen Covey's Seven Habits of Highly Effective People Program	12	11%
Botvin Life Skills Training Curriculum	9	8%
Aggression Replacement Training	6	5%
Means and Measurs of Human Achievement Labs (MHA) Tools	6	5%
Lions Quest Curriculum	6	5%
Total number of grantees reporting on arts activities	**111**	**--**

There were a number of grantees that reported that they utilize curriculum focused on behaviors. For example, a few grantees use the "SMART Moves" curriculum that teaches good decision-making around drug and alcohol use and peer pressure. Another grantee utilized the "Too Good for Violence and Too Good for Drugs" curriculum, which teaches students how to problem solve and make good decisions. Some grantees also offer workshops on comprehensive life skills and social success in life. A number of grantees use social workers and school psychologist to implement social-emotional component for their program. Additionally, some grantees stated that their staff models positive behavior as a way to promote good behavior among their students.

Grantees were also asked to indicate on the survey if they provided specific behavioral interventions or prevention programming. Most grantees indicated that they provided some sort of youth leadership programming, across age groups. Approximately three-fourths of grantees also indicated that they include violence prevention programs.

Table 13: Behavior and prevention programming (AS)

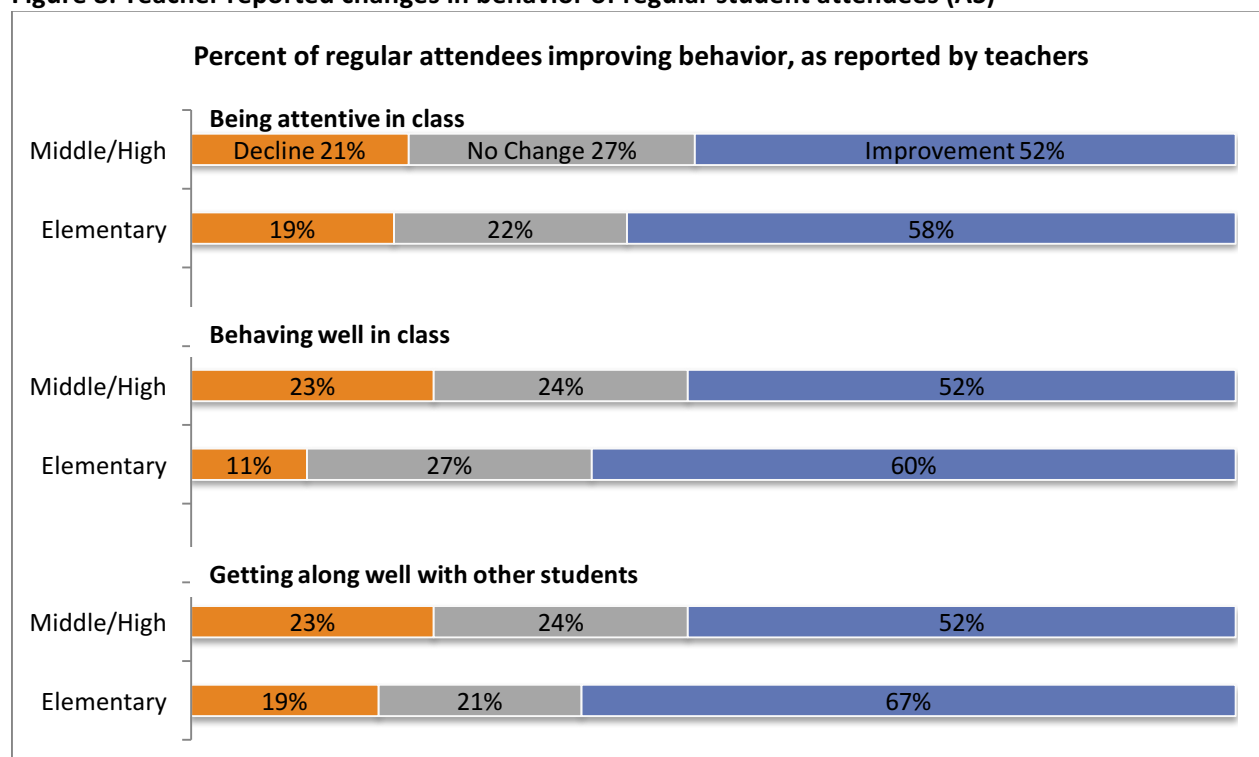|	Elementary School (N=63)	Middle School (N=61)	High School (N=45)
Youth leadership	89%	89%	91%
Violence prevention	75%	74%	76%
Truancy prevention	46%	54%	64%
Drug prevention	52%	56%	56%
Counseling programming	48%	52%	44%

The federal Teacher APR survey has been the most consistent source of data, in the context of the data the statewide evaluation is able to collect, when seeking to understand positive changes in the behavior of regular program participants (those participating at 30 days or more of programming). There is no other single instrument used across a large number of sites that collects data on student behavior. Use of this survey is not required by grantees, but when administering the annual survey, EDC requested that grantees share these data if available.

The Teacher Survey relies on teachers' perception of change for each individual student that is a regular program participant. A number of grantees have expressed concern over the reliability and validity of the instrument, with specific concerns about the instructions that teachers

received on how to rate change and the familiarity that teachers may or may not have with the individual students they are rating, particular at the middle and high school level. Despite these issues, these data provide the best insight, across grantees, as to how students may be improving in school. Teacher Survey data were submitted for students by 87 grantees, accounting for 261 sites.
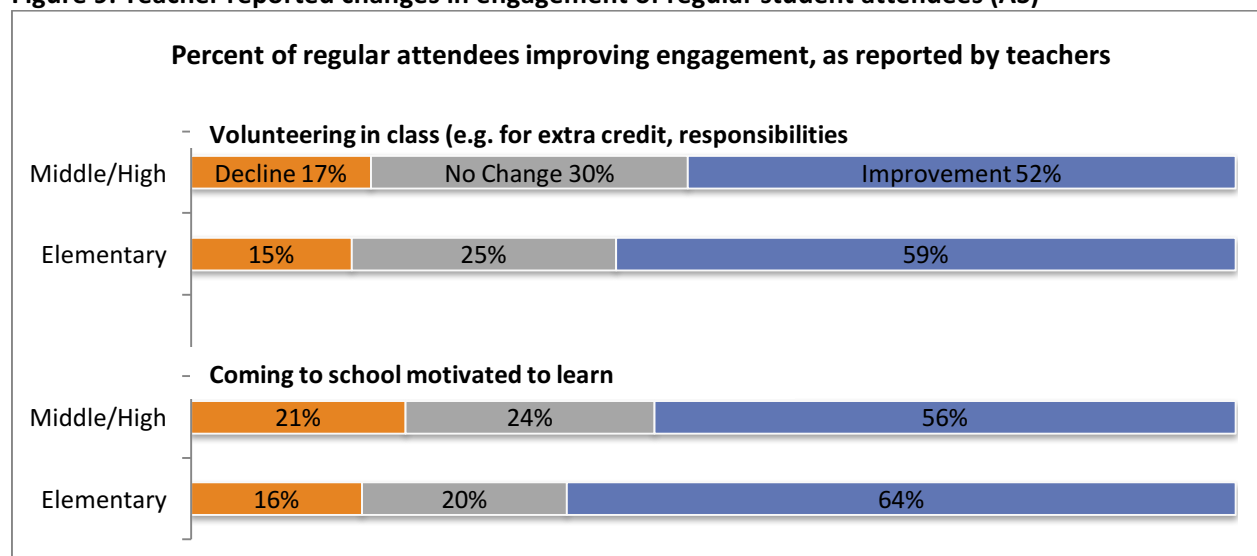
The majority of regular program participants showed improvement in behavior with respect to being attentive in class, behaving well in class, and getting along well with other students. Data consistently indicated that elementary students show improvement in greater numbers than middle/high school students. More than 50% of students also improved with respect to engagement in school, as indicated by their volunteering in class and coming to school motivated to learn. Again, a larger proportion of elementary students were identified as improving, in comparison with middle/high school students.

Figure 8: Teacher reported changes in behavior of regular student attendees (AS)[3]

Percent of regular attendees improving behavior, as reported by teachers

Being attentive in class

	Decline	No Change	Improvement
Middle/High	21%	27%	52%
Elementary	19%	22%	58%

Behaving well in class

Middle/High	23%	24%	52%
Elementary	11%	27%	60%

Getting along well with other students

Middle/High	23%	24%	52%
Elementary	19%	21%	67%

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[3] The survey asks teachers to rate students as declining, no change, or improving with respect to each statement. The survey also gives the option, "Did not need to improve." When calculating the percentage of students in the decline, no change, and improvement categories, the number of students that teachers indicated "Did not need to improve" were excluded from the total, and the percent reported in these figures is based on the number of students that, according to teachers, needed to improve.

Figure 9: Teacher reported changes in engagement of regular student attendees (AS)

Percent of regular attendees improving engagement, as reported by teachers

Volunteering in class (e.g. for extra credit, responsibilities

Middle/High: Decline 17% | No Change 30% | Improvement 52%

Elementary: 15% | 25% | 59%

Coming to school motivated to learn

Middle/High: 21% | 24% | 56%

Elementary: 16% | 20% | 64%

3.3. Student achievement

Student achievement, a major goal of the ISBE 21st CCLC program, continues to be extremely difficult to document due to several factors.

- *Changes in standardized testing.* ISBE moved from the ISAT to the PARCC assessment in the 2014-15 school year. This change makes it difficult for grantees (as well as schools and the state) to understand progress, as the test is very different and there is no baseline against which to compare scores. For 2013 grantees, this change has also disrupted their ability to track data over the course of the grant.
- *Availability of test scores.* Access to test data is a challenge for many of the grantees. At the time of reporting, some schools had not yet received the scores of their students for the 2015-16 school year. Therefore, in local evaluation reports, very few grantees were able to offer indications of progress in this area.
- *Changes in grading systems.* An increasing number of schools are moving to proficiency-based grading. This means that it is no longer a matter of comparing first quarter and fourth quarter grades to find improvement or measure change. Many grantees are not yet sure of how to interpret proficiency-based grades with respect to understanding academic improvement.
- *Changes in reporting systems.* The changes in the federal data collection system have limited the data available for this evaluation. Neither ISBE nor EDC are able to download data from the federal APR data system. EDC has compensated for this lack of federal data by asking grantees for additional data via the annual survey, but these data continue to be generally unreliable.

In the annual survey, EDC asked grantees to indicate the number of regular program participants who improved to proficient or above over the course of the school year. Based on these data, the percent of regular participants that improved to proficient or above in math was just over 16% for grades PreK-5, and closer to 17% for grades 6-12. The percent of regular participants improving to proficient or above in reading was 11.4% for grades PreK-5, and 16.5% for grades

6-12. These numbers are lower than in previous years. While it is possible that fewer participants are improving and reaching proficiency, it is not certain based on these data. Less than 40% of sites had data to report for these items. Also, EDC recognizes that there are issues with the way these data are collected. The percent is calculated based on the total number of regular participants for the sites that reported these data. Grantees do not indicate if there are a proportion of students that were already proficient, or of there are a proportion of students for whom they do not have data to report on.

Table 14: PreK-5th grade regular participants improved to proficient or above in math and reading (AS)

Academic Improvement	Number	Percent
Pre-K-5th Grade regular participants improved to proficient or above in *Math*	1522	16.1%
Pre-K-5th Grade regular participants improved to proficient or above in *Reading*	1074	11.4%
Number of sites reporting=131 (34%) Number of regular participants for sites reporting=9432		

Table 15: 6th-12th grade regular participants improved to proficient or above in math and reading (AS)

Academic Improvement	Number	Percent
6th-12th Grade regular participants improved to proficient or above in *Math*	1284	16.7%
6th-12th Grade regular participants improved to proficient or above in *Reading*	1222	16.5%
Number of sites reporting=151 (39%) for Math, 148 (38%) for Reading Number of regular participants for sites reporting these data=7667 for Math, 7406 for Reading		

The Teacher Survey provides a different perspective on the positive changes of regular program participants with respect to academics and school day achievement. Teachers reported that more than half of regular program participants improved with respect to completing homework to the teacher's satisfaction, completing homework on time, and overall academic performance. Teachers indicated that a slightly higher percentage of elementary students improved in comparison with middle/high school students.

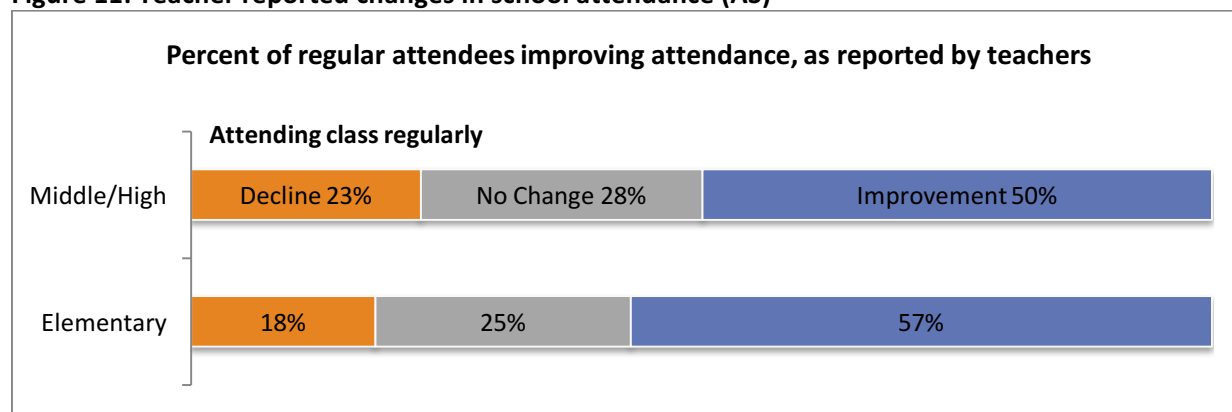**Figure 10: Teacher reported changes in academics (AS)**

Percent of regular attendees improving in academics, as reported by teachers

Completing homework to teacher's satisfaction

Middle/High	Decline 19%	No Change 21%	Improvement 60%
Elementary	16%	20%	64%

Turning in homework on time

Middle/High	21%	21%	59%
Elementary	18%	20%	62%

Academic performance

Middle/High	21%	20%	59%
Elementary	16%	20%	64%
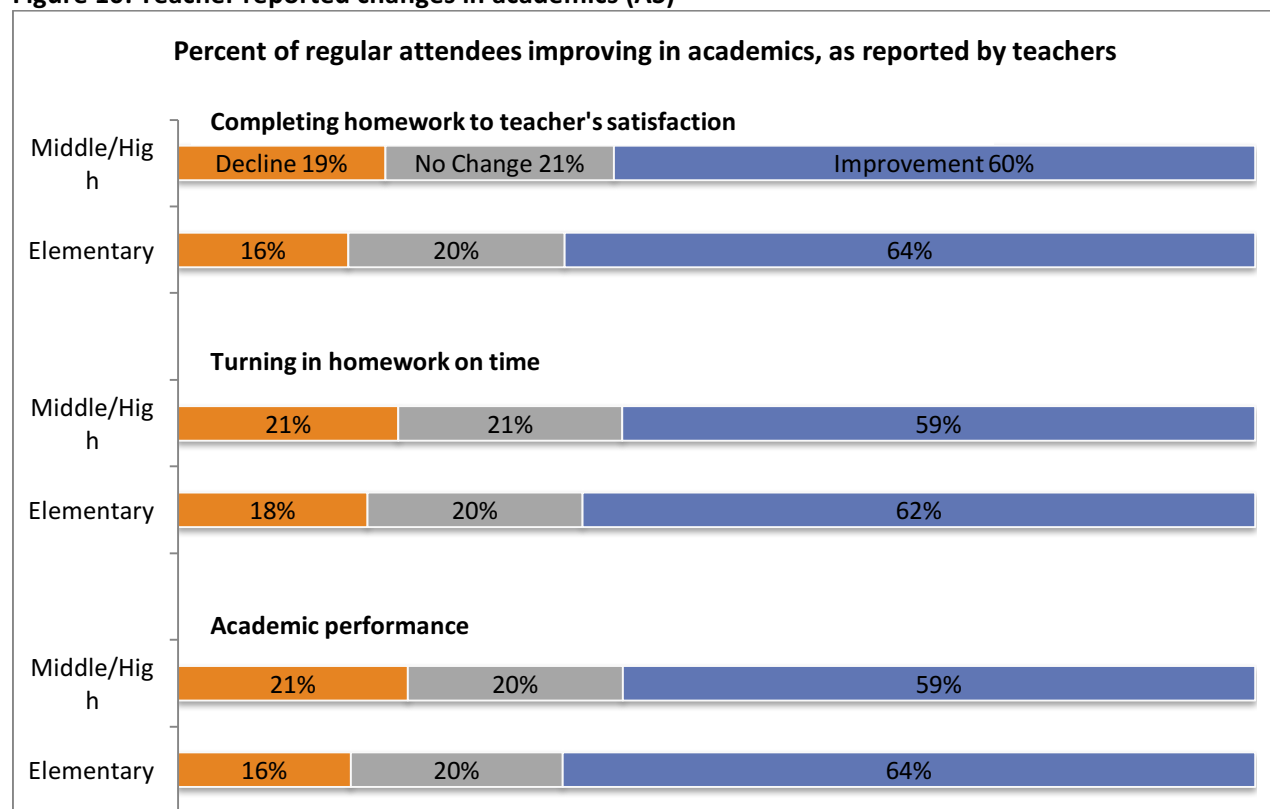
3.4. Attendance and graduation

Many 21st CCLC grantees 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 grantees made progress in supporting and contributing to these goals.

According the data from the Teacher Survey, students demonstrated improvement with respect to attending class regularly; 57% elementary students in need of improvement in this area did so, and 50% of middle/high of students improved class attendance.

Figure 11: Teacher reported changes in school attendance (AS)

Percent of regular attendees improving attendance, as reported by teachers

Attending class regularly

Middle/High	Decline 23%	No Change 28%	Improvement 50%
Elementary	18%	25%	57%

3.5. Student and family inclusion

One goal of the 21st CCLC programs is to serve students and families with the greatest need. Grantees 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. Grantees described additional methods used to ensure that students with the greatest needs are targeted. These included having teachers identify students with academic needs, receiving recommendations from school administrators or counselors, identifying students in jeopardy of being held back or dropping out.

Figure 12: Methods of identifying high need students, by age group (AS)

Methods of identifying high need students

Students are identified using student achievement data: Elementary 97%, Middle School 96%, High School 95%

Students are identified using free/reduced lunch status: Elementary 91%, Middle School 90%, High School 90%

Students are identified as having social-emotional issues: Elementary 90%, Middle School 91%, High School 90%

■ Elementary (N=90)   ■ Middle School (N=92)   ■ High School (N=61)

Based on the data collected via the survey, the majority of students participating in programs received free or reduced lunch. There was little difference between all participants and regular participants (those attending 30 days or more). There was also little difference between elementary and middle/high school students. There was a small difference between the 2013 and 2015 cohort grantees, with 2015 grantees consistently indicating a slightly larger percent of free/reduced lunch participants.

Figure 13: Percent of participants receiving free or reduced lunch, by participation, age group, and grant cohort (AS)

Percent receiving free/reduced lunch

	Elementary		Middle/High	
	All Participants	Regular Participants	All Participants	Regular Participants
2013 Cohort	86%	85%	87%	84%
2015 Cohort	90%	90%	91%	88%
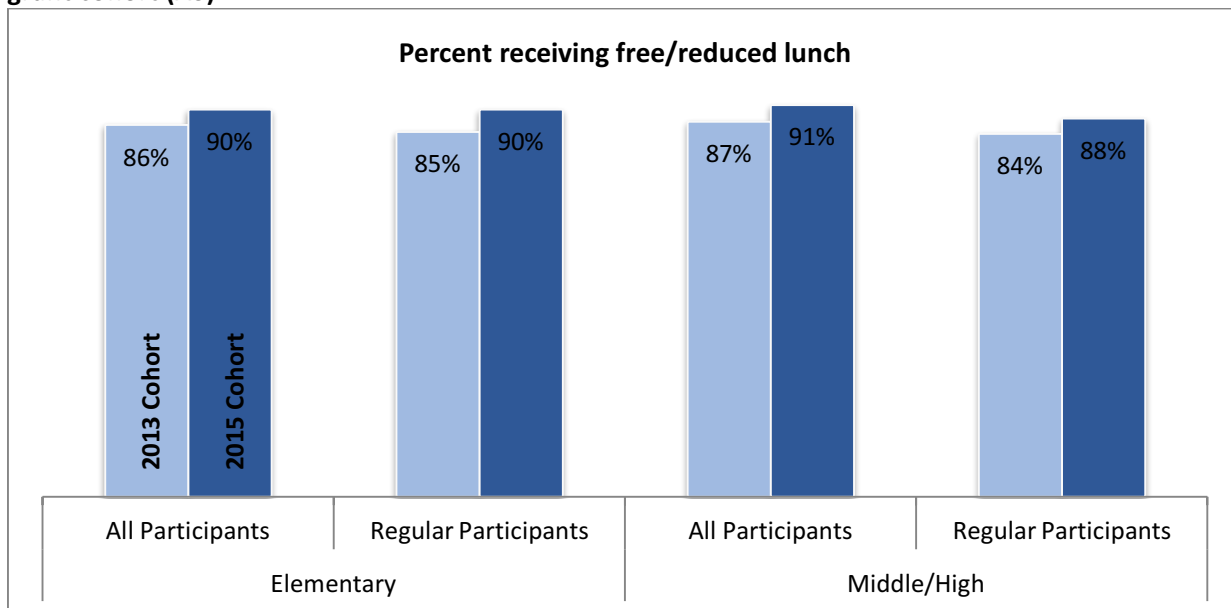
In previous years, family engagement has been identified as a challenge. Relative to other aspects of implementation, data provided via the survey indicate that this area continues to be one in need of attention, with 18% of grantees serving high school students reporting little to no progress.

Figure 14: Grantee progress in providing services to students' families (AS)

Providing services to students' families

	Little or No Progress	Significant Progress	Meets or Exceeds Requirements
High (N=61)	18%	18%	64%
Middle (N=92)	11%	15%	74%
Elementary (N=90)	7%	17%	77%
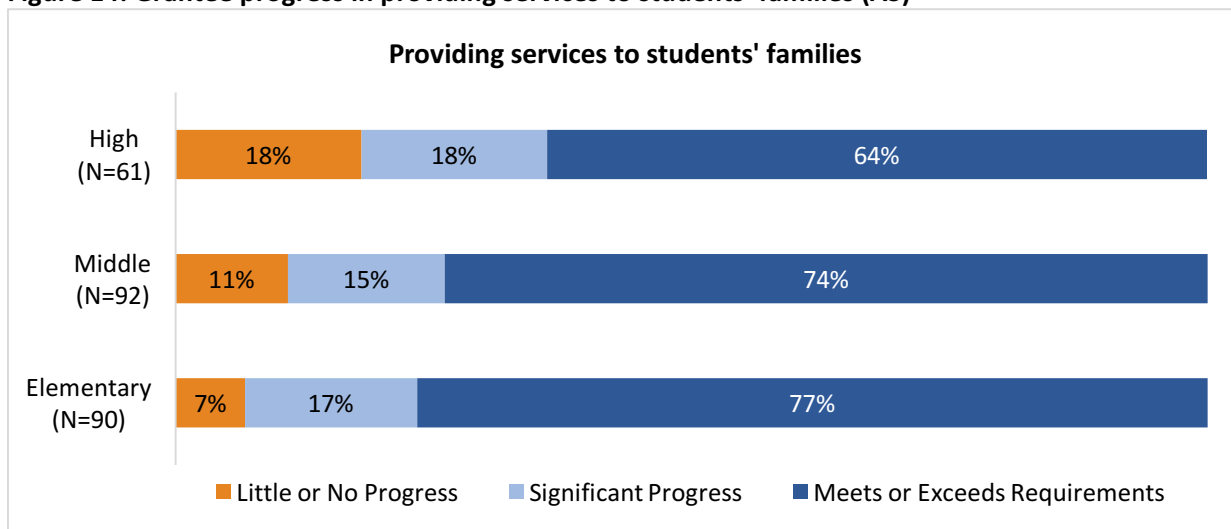
In the analysis of the local evaluation reports, 77% of grantees offered some description of the activities they provided for families, but only 49% of grantees reported data on family attendance and participation. An analysis of the types of events grantees described found that most frequently, grantees reported general family activities, such as family nights, cultural activities,

and other family bonding events. A smaller proportion of grantees described activities with a specific focus, such as health, nutrition and wellness, or skill development.

Table 16: Types of family activities reported (N=95) (LER)

Parent/family program focus	Grantees	
	Number	Percent
Family events (social and academic)	42	44%
Health, nutrition & wellness	36	38%
Adult education	30	31%
Parenting workshops	15	16%
Strategies for supporting child's learning and education	14	15%
Technology and computer skills	14	15%
Informational sessions and seminars on various topics	13	14%
Financial literacy	13	14%
Career/job development	13	14%
Student showcases and performances	13	14%
Food and Cooking	10	10%
Fitness activities	10	10%
Parent cafes and meet and greet	8	8%
Higher education support	5	5%

4. Organizational Capacity

4.1. Professional development and training

Ongoing professional development (PD) for program personnel is an important goal of the program, and the evaluation inquired into the types of PD grantees offered their staff. Grantees indicated that the most common PD was 21st CCLC program-specific training, such as ISBE conferences and webinars. Beyond that, the most common area of PD was in STEM training, with 80% of grantees reporting this kind of PD. This is a notable increase from last year, when 68% of grantees indicated that staff participated in PD in this area. Professional development related to disciplinary or behavior training was also common, with 75% grantees having indicated that they offered training on the topic.

Table 17: Types of professional development offered (AS)

Professional Development/Training	Percent of Grantees
21st CCLC Program-Specific Training (e.g. ISBE Conferences, ISBE webinars)	98%
STEM Training	80%
Disciplinary and/or Behavioral Training (e.g. Anger Management, Positive Behavioral Intervention and Supports (PBIS))	75%
Illinois Learning Standards Training and/or Common Core Training	67%
Youth Development Training	65%
Safety Training (e.g. First Aid, CPR Training)	62%
Team-Building Training	60%
Health Training (e.g. nutrition education, fitness education, sexual education)	57%
Cultural Awareness and Sensitivity Training	56%
Trauma Informed Practice Training	47%
Media/Technology Training	46%
Youth Program Quality Assessment Training	43%
English Language Arts Training	39%
Other	24%

Twenty-four percent of grantees indicated that they offered "Other" types of training to their staff. The topics most frequently described in this category were training related to integrating social-emotional learning and arts programming.

4.2. Evaluation and continuous improvement

According to a review of grantees' local evaluation reports, 76% of grantees are using an external evaluator. In the survey, grantees indicated their progress with respect to implementing their program evaluation, and more specifically, using data to improve their programs. Nearly all grantees indicated that they had made progress in this area. Those grantees serving elementary and middle school students were further along, with 82% of grantees reporting that they met or exceeded requirements compared to 69% for grantees serving high school students.

Figure 15: Grantee progress in using data to improve the program (AS)

Using data to improve the program

High (N=61): Little or No Progress 3%, Significant Progress 28%, Meets or Exceeds Requirements 69%

Middle (N=92): Little or No Progress 3%, Significant Progress 15%, Meets or Exceeds Requirements 82%

Elementary (N=90): Little or No Progress 1%, Significant Progress 17%, Meets or Exceeds Requirements 82%

■ Little or No Progress ■ Significant Progress ■ Meets or Exceeds Requirements

In their local evaluation reports, nearly all of the grantees included implementation data related to enrollment and attendance and student participant demographics. Most grantees also reported information on program hours, staffing, and staff professional development. However, less than half of grantees provided data on family participation.

Table 18: Types of implementation data reported in local evaluation reports (LER, N=123)

Implementation data	Grantees	
	Number	Percent
Recruitment, enrollment, and attendance	118	96%
Student demographics	117	95%
Program hours and operation	112	91%
Staff information	111	90%
Staff professional development	106	84%
Family activities	95	77%
Family participation	61	49%

Grantees were less consistent in reporting evaluation data related to program outcomes in their local evaluation reports. While most (74%) grantees administer and report data from the Teacher APR Survey, other student outcome data, such as grades and test scores, were less frequently reported. As has been previously discussed in this report, many grantees indicated that they face challenges in obtaining these data.

Table 19: Types of outcome data reported in local evaluation reports (LER, N=123)

Outcome data	Grantees	
	Number	Percent
Teacher APR survey	91	74%
Youth participant survey	79	64%
Student grades/grade changes	74	60%
Parent survey	72	59%
PARCC scores	33	27%
Other assessment data	26	21%

Grantees often used their own instruments to collect data as part of their local evaluations, particularly youth participant and parent surveys. These instruments often were used to provide both program feedback and self-reported (or in the case of parent surveys, observed) student changes with respect to program outcomes.

4.3. Funding and sustainability

Grantees indicated on the annual survey the extent to which they think that their 21st CCLC program is sustainable after the grant cycle ends. Grants indicated whether none, some, most, or all, of their program's critical components were sustainable. Very few grantees indicated that all critical components were sustainable, with 3-4% of grantees reporting this option from each cohort year. The majority of grantees indicated that "some" critical components were sustainable. 2013 Cohort grantees appear to be making progress with sustainability, with 30% indicating "most" critical components are sustainable (in contrast with 20% of the 2015 Cohort).

Figure 16: Grantee indication of proportion of program that is sustainable (AS)
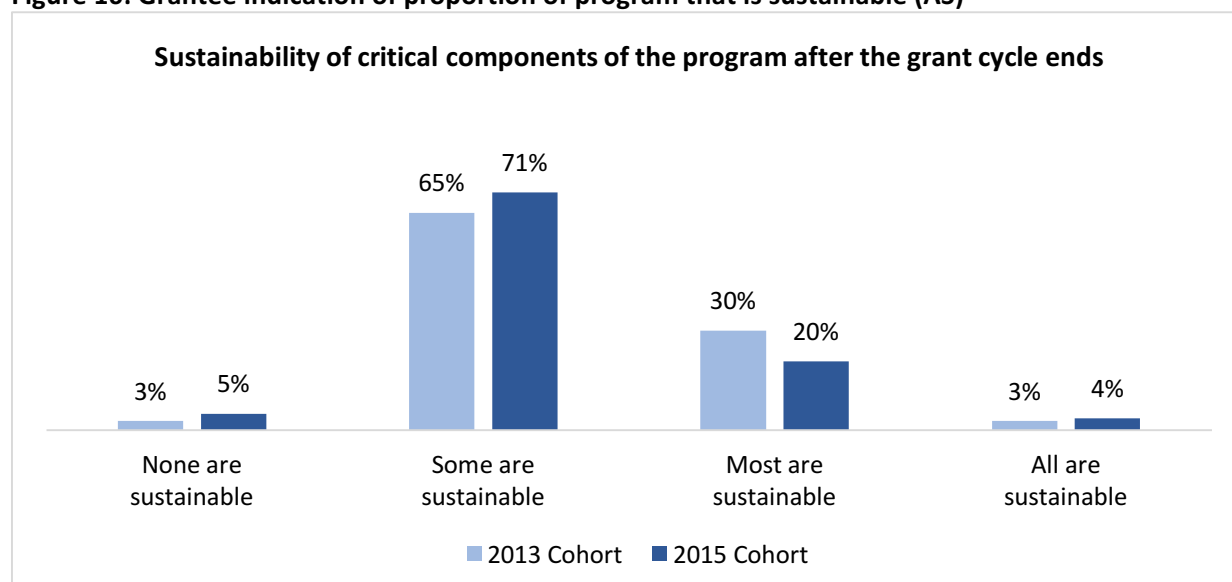
The annual survey also asked grantees to indicate their progress with respect to supporting the program with other funding sources. A majority of grantees indicated that they met or exceeded requirements related to coordinating their programs with other funding sources; however, those serving elementary and middle school students appear to be making more progress (73% compared to 66% for those grantees serving high school students). At the same time, it is noteworthy that 9% of those grantees serving middle school students indicated that they have made little or no progress in coordinating their programs with other funding sources.

Figure 17: Grantee progress in coordinating the program with other funding sources (AS)

Coordinated the program with other funding sources

	Little or No Progress	Significant Progress	Meets or Exceeds Requirements
High (n=61)	5%	30%	66%
Middle (n=92)	9%	18%	73%
Elementary (n=90)	2%	24%	73%

■ Little or No Progress ■ Significant Progress ■ Meets or Exceeds Requirements
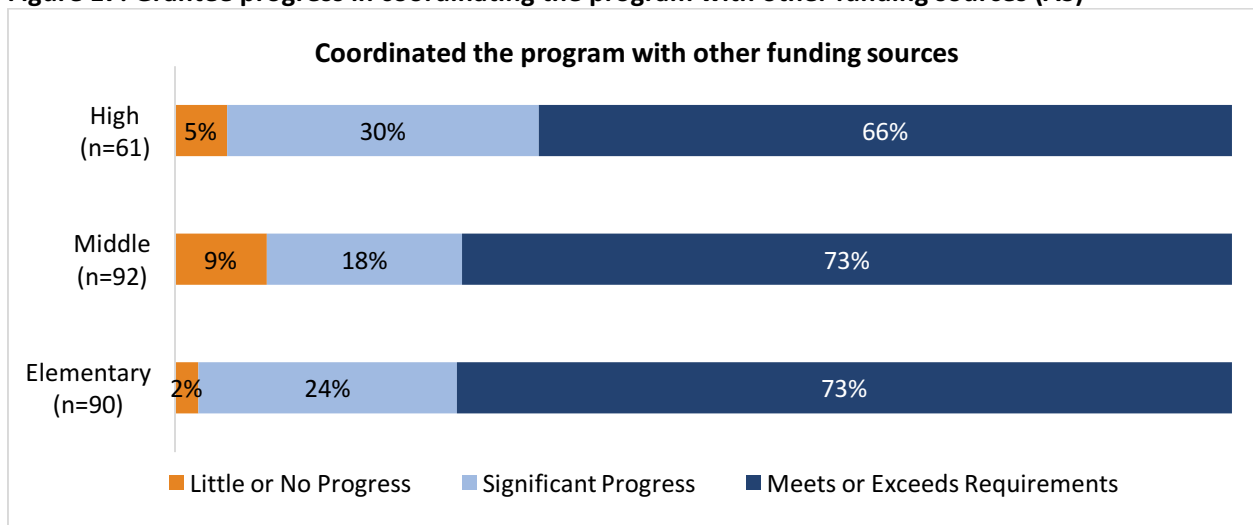
Beyond coordinating the program with other funding sources, a majority of grantees (greater than 80%) indicated that they are finding ways to integrate programming with other agencies and nonprofit organizations. At all student levels, a majority of grantees indicated that they meet or exceed requirements related to involving other agencies and nonprofit organizations in the programming they're offering students.

Figure 18: Grantee progress in involving other agencies and nonprofit organizations (AS)

Involved other agencies and nonprofit organizations

	Little or No Progress	Significant Progress	Meets or Exceeds Requirements
High	3%	16%	80%
Middle	3%	13%	84%
Elementary	2%	17%	81%

■ Little or No Progress ■ Significant Progress ■ Meets or Exceeds Requirements
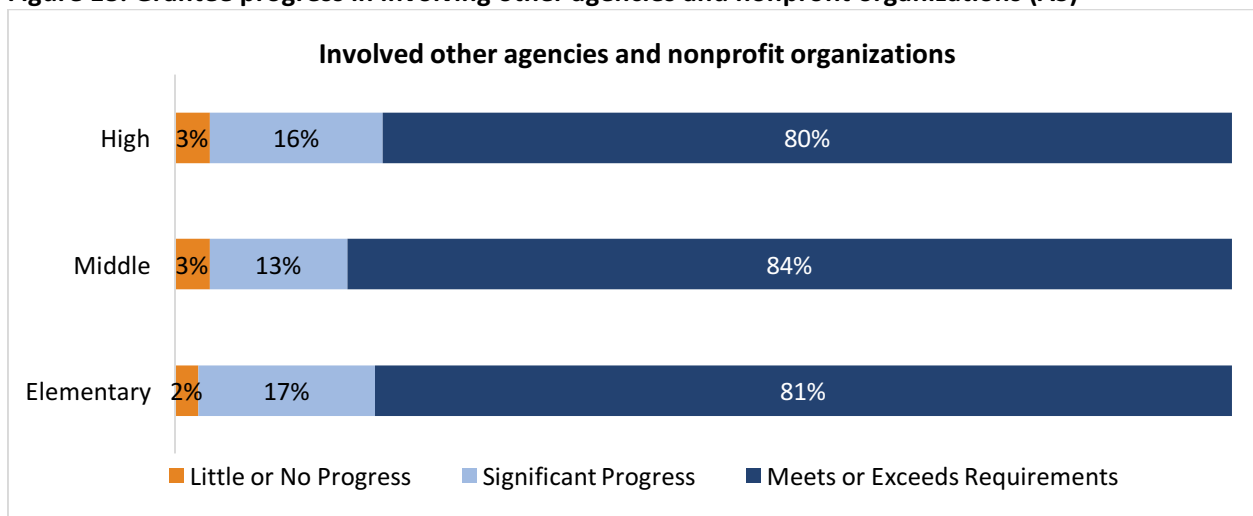
5. Program-Reported Challenges

Grantees indicated which barriers they encountered in their efforts to serve program participants and achieve program goals. These data highlight the issues that grantees across the state have in common, and also the challenges that grantees face when serving different participant age groups. Poor parental involvement was the number one challenge indicated by grantees serving elementary and middle school students. Grantees serving high school students indicated that competing responsibilities at home or because the student must work was the most common barrier. Grantees working with middle and high school students also indicated that it is more difficult to recruit students. These factors undoubtedly are related, and the bottom line is that recruiting and retaining students remains a greater challenge when working with older youth. In general, the trend is that grantees reported fewer barriers when working with elementary students than when working with middle and high school students.

Table 20: Barriers to program implementation by age group (AS)

	% of Grantees indicating "Somewhat" or "Significant" Barrier		
	Elementary (N=90)	Middle (N=92)	High (N=61)
Poor parent involvement in activities	82%	88%	89%
Inconsistent attendance of students	47%	76%	89%
Competing activities at school in which the students want to participate	46%	73%	82%
Competing responsibilities at home, such as the need to babysit siblings	41%	72%	92%
Poor cooperation from day teacher	38%	37%	33%
Difficulties in transporting students (cost, logistics)	31%	21%	15%
Difficulty in maintaining/identifying partners	29%	34%	38%
Too little time with students	29%	23%	38%
Difficulty in recruiting students	28%	47%	59%
Negative peer pressure and/or gangs influencing students	27%	43%	46%
Poor cooperation from school in obtaining necessary information	26%	23%	20%
Difficulty in communicating with school	23%	21%	18%
Difficulty in maintaining a safe environment for students when coming/going from site	17%	19%	31%
Competing responsibilities because student must work	9%	21%	92%

In reviewing the local evaluation reports to understand recommendations and areas cited as in need of improvement, the most common recommendation was the need for increased parent involvement and/or family programming. While this was also the most common recommendation last year, the percent of grantees including this as an area to be addressed in their recommendations decreased from 63% to 48%.

There were other shifts in the recommendations for program improvement over the past year. The number of grantees that reported the need for further staff training and professional development decreased, as did the number recommending increased or improved connection with school day teachers. The recommendations for improved/increased partnerships and community outreach did not surface as a common need last year, while this year, 15% of grantees noted this.

Table 21: Local evaluation report cited recommendations for program improvement (LER, N=123)

Recommendation	% Grantees including this in local report	
	2015	2016
Increase/improve parent/guardian/family programming and involvement	63%	48%
Increase/improve the use of data, data collection, and/or evaluation	49%	48%
Address recruitment, attendance, and/or retention issues	40%	45%
Increase/improve further staff training and professional development	56%	42%
Address program sustainability	36%	34%
Expand or alter the range of activities being offered	26%	32%
Increase/improve social emotional learning supports and activities	37%	31%
Increase/improve support for core academics to align with standards	15%	15%
Increase/improve partnerships and/or community outreach opportunities	--	15%
Make adjustments to staffing composition or hire staff for specified needs	8%	14%
Increase/improve connection to school day and school day teachers and/or administrators	31%	13%
Increase/improve attention to and support for positive student behavior	10%	13%
Provide (additional) youth development programming and opportunities	8%	12%
Make adjustments to program logistics (schedule, transportation, space)	8%	2%
Increase/improve support for college and career readiness	10%	--

The local evaluation reports provided details on the specific challenges and needs that their programs face. Information about the nature of the recommendations is included below.

Parental and family involvement: Recommendations addressing challenges and shortcomings with respect to parent and family involvement included:
- Increase or expand the number of activities and opportunities for parental involvement, such as incentivizing attendance and exploring creative ways to connect with parents;
- Improve communication with parents and families by piloting communication tools or developing a Parent Action Plan, with an eye toward increasing participation;
- Increase the relevance of parent and family activities, often coupled with the suggestion of soliciting feedback or engaging in dialogue with parents about the kinds of support and activities that would be most useful and relevant for them;
- Ensure that family programming is culturally relevant.

Data use, data collection, and evaluation: Many evaluation reports cited the need to improve the evaluation and/or improve the data collected and used by programs. In general, improving and administering surveys to determine program changes and improvement persists as a challenge for many grantees. Specific recommendations included:

- Improve and/or implement surveys of students, parents and teachers, and increase response rates;
- Identify and develop an approach to gather, analyze, and report data findings related to family involvement, retention, and program satisfaction;
- Develop data collection protocols and improve data systems and warehousing;
- Improving data analysis by reviewing multiple points of data and comparing multiple data sources for program improvement.

Recruitment, attendance and retention: Many evaluation reports included recommendations to address issues with respect to recruitment, attendance, and retention. Specific suggestions included:

- Improve and/or develop recruitment and enrollment strategies by increasing efforts in engaging and communicating with both parents and students, and by setting attendance expectations;
- Work with staff, parents, and students to identify barriers to attendance as well as incentives to increase attendance;
- Solicit input from students on what activities might attract more students and increase attendance.

Staff training and professional development: In most cases, when local evaluation reports recommended additional professional development for staff, they specified the topic area or focus. For example:

- Several reports suggested professional development that would help staff better manage behavior management, improve social-emotional support, and support positive youth development.
- Some reports recommended increasing support of core academics, then recommended that staff receive professional development that addressed the PARCC assessments and supporting academic achievement.
- Many reports also identified that professional development should be offered at a convenient time or day for them.

Sustainability: Many local evaluations recommended that grantees engage in activities in support of program sustainability. Recommendations that addressed the issue of sustainability included:

- Develop or increase partnerships with community organizations within and around the school;
- Develop and implement a sustainability plan or continue to implement their current sustainability plan;
- Seek multiple means of support from outside partners and the community by contributing financially or reducing costs (e.g. providing program materials, program volunteers or other in-kind support).

Expand program activities: Several of the local evaluations that suggested that programs offer additional activities and programming for participants made this recommendation in conjunction with or as a strategy to address other issues, mainly attendance and engagement. Recommendations included:

- Solicit input and feedback from staff to better design activities that meet the needs and interests of their students, thereby increasing engagement and participation.
- Expand programming to include activities such as STEM, project based learning, service and civic learning, experiential learning, and character building opportunities.
- Offer more academically focused programming to support the core academic areas and increase college and career readiness.

Social emotional learning: Many evaluations noted the need for enhanced or increased efforts to improve the social emotional learning of program participants, with some offering specific or concrete recommendations for program improvement. Recommendations included:

- Improve capacity to help students develop social emotional competencies by training and hiring staff;
- Expand activities that focus on social emotional learning through community partnerships;
- Provide additional activities and services to enhance social emotional learning, such as focus groups and counseling services.

Support of core academics: Some evaluations, citing limited gains in participants' academic achievement, recommended that programs increase or improve their support of core academics. Specific suggestions included:

- Provide more time and/or support for homework;
- Provide more time/and or support for academic remediation and test prep activities;
- Expand programming to include more academically focused activities to increase student achievement.

Partnerships or community outreach: Some evaluations included recommendations related to developing better and stronger community partnerships for either program sustainability or to expand programming activities for students. Recommendations mostly noted:

- Increase connections and seek out community partners.
- Strengthen and improve relationships with community partners to promote the 21st CCLC program and increase student and parent engagement.

Staffing: A small number of evaluations identified the needs for additional staff, and recommended specific types of staff to improve program implementation. Examples of recommendations include:

- Hiring school day teachers to provide academic support during afterschool and hiring social workers to support social-emotional learning.
- Recruiting and training adult volunteers to be tutors for students struggling academically.

Connection to school day and school day teachers: A small number of local evaluations recommended that sites develop or improve communication methods and strategies to help

program staff and school day teachers and staff share information and update one another about progress and issues with specific students. Recommendations included:

- Improve overall communication between the school day teachers and program staff to discuss student needs;
- Coordinate and collaborate with school day teachers and program providers and be more intentional in addressing student behavior and academic issues.

Support for positive student behavior: Some local evaluation reports recommended that programs work toward improving the behavior of program participants. Specific issues and suggestions related to this included:

- Reinforce and set clear routines and procedures for addressing behavior issues.
- Engage school staff and parents in addressing behavioral issues;
- Offer incentives for positive and good behaviors.

Youth development: Some local evaluations recommended that grantees specifically work to address youth development or incorporate positive youth development activities into their programming. Recommendations suggested:

- Engage youth in conflict resolution skill-building and violence prevention programs to help youth learn strategies to avoid fighting or behavioral issues.
- Offer better learning experiences to help youth in preparing for college readiness.

6. Conclusion

This report has provided a largely descriptive summary of ISBE's 21st CCLC programming during the 2015-16 year, with information about program implementation, progress toward participant outcomes, organizational capacity, and challenges and recommendations. These data offer ISBE evidence of grantees' progress toward meeting the program's stated goals and objectives.

- It is clear that grantees provided access and opportunities for students to participate in a wide variety of programming and activities. Grantees continue to offer a wide range of activities beyond academic support, including arts programming, STEM activities, youth development programs, and opportunities to explore careers and develop job skills.
- Grantees implemented numerous social-emotional programs and positive behavioral development strategies, and evidence indicates that a large proportion of regular program participants (more than 50%) demonstrate improvement with respect to key indicators.
- Grantees continued to target and serve students in the greatest need, targeting students in need of academic assistance, and largely serving students qualified for free or reduced lunch.
- Grantees reported on providing professional development to their staff on a range of topics, such as STEM content, health, and cultural awareness.

The data in this report also offer direction with respect to future technical assistance and program support. This evaluation identified many of the same issues and challenges that have been identified in previous evaluation reports.

- Parent involvement remains a primary challenge for grantees. Grantees reported having made less progress in implementing services for families relative to other aspects of

implementation. Parent involvement is the number one area in need of attention according to their local evaluations, and the most cited barrier with respect to program participation. While many grantees described offering parent and family activities, in many cases these activities appear to be single-event efforts that may not sustain engagement. Further, less than half of grantees reported data on the number of parents/family members participating in their program.

- Data collection is a major challenge at the grant and state level, and directly affects the ability of the statewide evaluation to understand program implementation and outcomes. In particular, this year it is very difficult for the evaluation to quantify any outcomes regarding student academic achievement. While EDC is able to achieve perfect (100%) response rates on surveys and in collecting local evaluation reports, grantees often do not have data related to academic achievement. Changes in the federal reporting system have been compounded by changes in standardized testing, and grantees had little data to offer with respect to academic achievement. Grantees are also challenged when it comes to accessing other school-related data, such as attendance and graduation rates. ISBE should continue to work with grantees on identifying valid and reliable instruments and data sources that can further understanding of the program.

Across the state, grantees are implementing a variety of innovative programs and activities, employing dedicated staff, and working to provide positive, supportive environments for learning and growth. Continued targeted technical assistance, capacity building and improved program infrastructure can further the work of these organizations, and the state, in service to Illinois youth.

Appendix A: EDC Evaluation Design

In September 2016, Education Development Center, Inc. (EDC) – a leading nonprofit research and development organization specializing in both domestic and international program development, and research and evaluation in education, human, and economic development – was awarded the contract by ISBE to conduct the statewide evaluation of the 21st CCLC initiative. This allows EDC to continue the evaluation work it began through the previous contract, which ran from 2013 through 2015. As part of the contract, EDC also provides 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.

Thee goals of the evaluation are:
1. To provide ISBE instructive, relevant, and actionable data and information on the progress of the 21st CCLC program and grantees toward meeting the state's program objectives.
2. To provide grantees feedback regarding their performance with respect to program objectives, as well as support and feedback on their evaluation of implementation and progress.

The questions guiding the evaluation are aligned with the seven goals of the ISBE 21st CCLC program The evaluation questions address both student outcomes and program implementation, and align with current statewide goals and objectives.

1. Do 21st CCLC programs provide opportunities for participants to increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs? In what ways? For whom?
    - To what extent do program participants increase participation in activities and subjects such as technology, the theatre and arts, and extracurricular activities such as sports and clubs?
2. To what extent do program goals and activities address and support increased academic achievement for program participants?
    - Have 21st CCLC program activities and services positively influenced student achievement outcomes (i.e., increased student test scores, grade promotion rates)?
3. To what extent do program goals and activities address and support increased positive behavioral changes and improved social-emotional skills?
    - What is the relationship between participation in the program and student increases in positive behaviors and social-emotional skills?
4. To what extent are 21st CCLC programs working toward being inclusive of families? In what ways?
5. In what ways are 21st CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships in order to ensure family participation and benefits to the community?
6. What are the characteristics of students and families served by the subgrantees? Do the students and families served represent those with the greatest need for services?
7. What professional development and training opportunities are available to program personnel? Are these aligned with the federal and NSDC development standards?

- How are the PD and training opportunities available related to effective 21st CCLC program implementation?
8. In what ways are 21st CCLC programs partnering, collaborating and working with federal funding sources, agencies, other community partnerships?
    - In what ways are 21st CCLC programs addressing sustainability? To what extent are programs making progress toward achieving sustainability as they have defined that goal?

As the contract was awarded late in the year, EDC was not able to complete a full cycle of data collection. Therefore, this evaluation report incorporates the data EDC was able to collect between September 2016 and December 2016, for the 2015-2016 school year. Given the short timeline, EDC largely relied on instruments and processes from the previous evaluation contract. Information about each data source is included below.

Annual Survey Data (SS). EDC administered what was in the previous evaluation referred to as the Spring Survey, in November 2016. This survey focused on program implementation. Few changes were made from the previous iteration of the survey. A small number of items were added to collect additional data about programming. The survey also was revised to include items that addressed data reported for the federal reporting system, such as Teacher Survey data.

The survey was administered to all active grantees. Grantees completed one survey per grant (so that organizations with multiple grants completed multiple surveys). Within the survey, grantees provided information for each of the sites they operated. The response rate for this survey was 100%. The survey is included in Appendix B.

Local Evaluation Reports. As part of the grant requirements, ISBE requests that each grantee conduct a local evaluation. 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. EDC provided a reporting template that offered an outline for the information and data to be included in the report. This template was identical to the one provided in the previous year. Reports were due to EDC and ISBE on December 15, 2016.

EDC reviewed all of the reports, and summarized and coded them for several categories of information. Given the variation in the data included, it was not possible to aggregate specific outcome findings; grantees do not ask the same questions, or collecting data in the same way. Instead, the review focused on the categories of data included and a qualitative analysis of the data reported. EDC coded for evaluation plans and methods, types of information about implementation, types of data addressing outcomes, and the recommendations offered for program improvement. In addition, EDC tracked whether the grantee reported progress with respect to each of the statewide program objectives. Relevant findings are integrated into this report, and a summary of the analysis is also included in Appendix C.

Appendix B: Annual Survey

Programmatic Information | Basic Information

Organization (Grantee) Title:

Year Grantee Began (Cohort Year):

How many sites are covered by your grant?

Does your program serve ELEMENTARY SCHOOL students (i.e. students in Pre-K through 5th grade)?
❍ Yes
❍ No

Does your program serve MIDDLE SCHOOL students (i.e., students in 6th through 8th grade)?
❍ Yes
❍ No

Does your program serve HIGH SCHOOL students (i.e., students in 9th through 12th grade)?
❍ Yes
❍ No

Programmatic Information | Recruitment & Retention

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: _____

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: _____

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: _____

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: _____

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: _____

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: _____

What retention strategies are in place to maximize the number of days that ELEMENTARY SCHOOL participants attend? 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: _____

What retention strategies are in place to maximize the number of days that
MIDDLE SCHOOL participants attend? 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: _____

What retention strategies are in place to maximize the number of days that
HIGH SCHOOL participants attend? 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: _____

Programmatic Information | Lines of Communication

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: _____

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: _____

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

For sites serving ELEMENTARY SCHOOL participants, 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/

For sites serving MIDDLE SCHOOL participants, 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/

For sites serving HIGH SCHOOL participants, 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/

For sites serving ELEMENTARY SCHOOL participants, 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/

For sites serving MIDDLE SCHOOL participants, 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/

For sites serving HIGH SCHOOL participants, 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/

For sites serving ELEMENTARY SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving MIDDLE SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

For sites serving HIGH SCHOOL participants, how are the other academic components aligned with statewide objectives? Please explain.

Programmatic Information | Other Programs and Components

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	❑	❑	❑
Bilingual/ELL Program	❑	❑	❑
Special Needs Program	❑	❑	❑
Entrepreneurial, career development, job skills component	❑	❑	❑
Youth development component	❑	❑	❑
Mentoring component	❑	❑	❑
Credit recovery component	❑	❑	❑
Social-Emotional component	❑	❑	❑
Science, technology, engineering, mathematics (STEM) program	❑	❑	❑
21st century skills component	❑	❑	❑
Behavior and prevention component	❑	❑	❑

Please indicate whether your arts programming includes one or more of the following. Check all that apply.
❑ Performance Arts
❑ Music
❑ Visual Arts (photography, drawing, sculpture)
❑ Deocrative Arts (Ceramics, Jewelry)
❑ Applied Art (Architecture, Fashion design)
❑ Art History (Visiting art museums)

Please describe the arts programming for ELEMENTARY SCHOOL participants.

Please describe the arts programming for MIDDLE SCHOOL participants.

Please describe the arts programming for HIGH SCHOOL participants.

Please describe the bilingual/ELL programming for ELEMENTARY SCHOOL participants.

Please describe the bilingual/ELL programming for MIDDLE SCHOOL participants.

Please describe the bilingual/ELL programming for HIGH SCHOOL participants.

Please describe the special needs programming for ELEMENTARY SCHOOL participants.

Please describe the special needs programming for MIDDLE SCHOOL participants.

Please describe the special needs programming for HIGH SCHOOL participants.

Please indicate whether your programs's entrepreneurial, career development, and/or job skills component includes one or more of the following. Check all that apply.
❑ Entrepreneurship activities (business planning, school store)
❑ Junior Achievement program
❑ Financial literacy
❑ Career exploration (skills/interest inventories, guest speakers, job fairs, field trips)
❑ Online programs/resources (e.g. Career Launch, Career Cruising)
❑ Job seeking skills (e.g. resume writing, interview skills)
❑ Clubs/programs that explore careers and support skill development
❑ Career and technical student organization activities

Please describe the entrepreneurial, career development, and/or job skills component for ELEMENTARY SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for MIDDLE SCHOOL participants.

Please describe the entrepreneurial, career development, and/or job skills component for HIGH SCHOOL participants.

Please describe the youth development component for ELEMENTARY SCHOOL participants.

Please describe the youth development component for MIDDLE SCHOOL participants.

Please describe the youth development component for HIGH SCHOOL participants.

Please describe the mentoring component for ELEMENTARY SCHOOL participants.

Please describe the mentoring component for MIDDLE SCHOOL participants.

Please describe the mentoring component for HIGH SCHOOL participants.

Please describe the credit recovery component for ELEMENTARY SCHOOL participants.

Please describe the credit recovery component for MIDDLE SCHOOL participants.

Please describe the credit recovery component for HIGH SCHOOL participants.

Please indicate whether your program's social-emotional component utilizes one or more of the following. Check all that apply.
❑ Aggression Replacement Training
❑ Botvin Life Skills Training Curriculum
❑ Lions Quest Curriculum
❑ Means and Measures of Human Achievement Labs (MHA) Tools
❑ Positive Behavioral Intervention and Supports (PBIS)
❑ Second Step Curriculum
❑ Stephen Covey's Seven Habits of Highly Effective People Program

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

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

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

Please describe the science, technology, engineer, mathematics (STEM) programming for ELEMENTARY SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for MIDDLE SCHOOL participants.

Please describe the science, technology, engineer, mathematics (STEM) programming for HIGH SCHOOL participants.

Please describe the 21st century skills component for ELEMENTARY SCHOOL participants.

Please describe the 21st century skills component for MIDDLE SCHOOL participants.

Please describe the 21st century skills component for HIGH SCHOOL participants.

Please indicate whether your behavior and prevention component includes one or more of the following. Check all that apply.

- ❑ Drug prevention
- ❑ Counseling programming
- ❑ Violence prevention
- ❑ Truancy prevention
- ❑ Youth leadership

Please describe the behavior and prevention component for ELEMENTARY SCHOOL participants.

Please describe the behavior and prevention component for MIDDLE SCHOOL participants.

Please describe the behavior and prevention component for HIGH SCHOOL participants.

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

- ❑ College Preparation Activities
- ❑ Culinary Arts Activities
- ❑ Cultural Activities
- ❑ Field Trips
- ❑ Gardening Activities
- ❑ Games
- ❑ Sports Activities
- ❑ Other, please describe: _____

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

- ❑ College Preparation Activities
- ❑ Culinary Arts Activities
- ❑ Cultural Activities
- ❑ Field Trips
- ❑ Gardening Activities
- ❑ Games
- ❑ Sports Activities
- ❑ Other, please describe: _____

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

- ❑ College Preparation Activities
- ❑ Culinary Arts Activities
- ❑ Cultural Activities
- ❑ Field Trips

- ❑ Gardening Activities
- ❑ Games
- ❑ Sports Activities
- ❑ Other, please describe: _____

Is there a service-learning component to the program?
- ○ Yes
- ○ No

How many of the program participants are involved in the service-learning component?

	Total Number
Elementary School Participants	
Middle School Participants	
High School Participants	

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

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

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

Programmatic Information | Technology Use

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by ELEMENTARY SCHOOL participants for any of the following activities. Check all that apply.
- ❑ Academic remediation or computer-assisted instruction
- ❑ Homework support
- ❑ Credit recovery programs
- ❑ Media-making and/or digital arts
- ❑ Test preparation
- ❑ Research or finding information and resources
- ❑ Computer literacy or programming
- ❑ Games and/or free play time
- ❑ Other, please describe: _____

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by MIDDLE SCHOOL participants for any of the following activities. Check all that apply.

- ❑ Academic remediation or computer-assisted instruction
- ❑ Homework support
- ❑ Credit recovery programs
- ❑ Media-making and/or digital arts
- ❑ Test preparation
- ❑ Research or finding information and resources
- ❑ Computer literacy or programming
- ❑ Games and/or free play time
- ❑ Other, please describe: _____

Please indicate whether computers and/or other technologies (i.e. tablets, smartphones) are utilized by HIGH SCHOOL participants for any of the following activities. Check all that apply.

- ❑ Academic remediation or computer-assisted instruction
- ❑ Homework support
- ❑ Credit recovery programs
- ❑ Media-making and/or digital arts
- ❑ Test preparation
- ❑ Research or finding information and resources
- ❑ Computer literacy or programming
- ❑ Games and/or free play time
- ❑ Other, please describe: _____

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by ELEMENTARY SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by MIDDLE SCHOOL participants, which software/on-line sites are used most often?

For those computers and/or other technologies (i.e. tablets, smartphones) that are utilized by HIGH SCHOOL participants, which software/on-line sites are used most often?

Programmatic Information | Transportation

Please identify whether your program (or one of your partners) offers transportation for the corresponding populations listed below. Check all that apply.

- ❑ Elementary School
- ❑ Middle School
- ❑ High School

In the previous question, you indicated that your program offers transportation for program participants. Please indicate how transportation is funded for your program.

❍ 21st CCLC funds
❍ In-kind funds
❍ Both 21st CCLC and in-kind funds

Programmatic Information | Professional Development

Please identify any professional development offered to staff this year and any planned for next year. Please check all that apply. Note that these professional development opportunities can be offered through your own organization, through partners, or other in-kind supports.

❑ 21st CCLC Program-Specific Training (e.g. ISBE conferences, ISBE webinars)
❑ Illinois Learning Standards Training and/or Common Core Training
❑ Cultural Awareness and Sensitivity Training
❑ Disciplinary and/or Behavioral Training (e.g. Anger Management, 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
❑ Trauma Informed Practice Training
❑ Youth Development Training
❑ Youth Program Quality Assessment Training
❑ Other, please describe: _____

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

Programmatic Information | Sustainability

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

Please describe any deviations from your approved plan for sustainability.

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

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

Was your program's funding decreased in 2015-2016?
❍ Yes
❍ No

Please explain how the size and scope of the originally funded program is being maintained after funding decreased in 2015-2016.

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

Programmatic Information | Implementation

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for ELEMENTARY SCHOOL students.

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

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for MIDDLE SCHOOL students.

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

Please rate the level of implementation on each of the following key components in 2015-2016 for programs for HIGH SCHOOL students.

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

Programmatic Information | Barriers

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	❍	❍	❍
Inconsistent attendance of students	❍	❍	❍
Poor parent involvement in activities	❍	❍	❍
Poor cooperation from day teacher	❍	❍	❍
Difficulty in communicating with school	❍	❍	❍
Poor cooperation from school in obtaining necessary information	❍	❍	❍
Difficulties in transporting students (cost, logistics)	❍	❍	❍
Difficulty in maintaining a safe environment for students when coming/going from site	❍	❍	❍
Negative peer pressure and/or gangs influencing students	❍	❍	❍
Competing activities at school in which the students want to participate	❍	❍	❍
Competing responsibilities at home, such as the need to babysit siblings	❍	❍	❍
Competing responsibilities because student must work	❍	❍	❍
Difficulty in maintaining/identifying partners	❍	❍	❍
Too little time with students	❍	❍	❍
Other, please describe:	❍	❍	❍

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	○	○	○
Inconsistent attendance of students	○	○	○
Poor parent involvement in activities	○	○	○
Poor cooperation from day teacher	○	○	○
Difficulty in communicating with school	○	○	○
Poor cooperation from school in obtaining necessary information	○	○	○
Difficulties in transporting students (cost, logistics)	○	○	○
Difficulty in maintaining a safe environment for students when coming/going from site	○	○	○
Negative peer pressure and/or gangs influencing students	○	○	○
Competing activities at school in which the students want to participate	○	○	○
Competing responsibilities at home, such as the need to babysit siblings	○	○	○
Competing responsibilities because student must work	○	○	○
Difficulty in maintaining/identifying partners	○	○	○
Too little time with students	○	○	○
Other, please describe:	○	○	○

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	○	○	○
Inconsistent attendance of students	○	○	○
Poor parent involvement in activities	○	○	○
Poor cooperation from day teacher	○	○	○
Difficulty in communicating with school	○	○	○
Poor cooperation from school in obtaining necessary information	○	○	○
Difficulties in transporting students (cost, logistics)	○	○	○
Difficulty in maintaining a safe environment for students when coming/going from site	○	○	○
Negative peer pressure and/or gangs influencing students	○	○	○
Competing activities at school in which the students want to participate	○	○	○
Competing responsibilities at home, such as the need to babysit siblings	○	○	○
Competing responsibilities because student must work	○	○	○
Difficulty in maintaining/identifying partners	○	○	○
Too little time with students	○	○	○
Other, please describe:	○	○	○

Programmatic Information | Additional Comments

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

Site-Specific Information

Please provide the name of Site:

Please indicate the number of youth you have enrolled at this site by grade level.

	Summer 2015	School Year 2015-2016
Pre-Kindergarten (1)		
Kindergarten (2)		
1st Grade (3)		
2nd Grade (4)		
3rd Grade (5)		
4th Grade (6)		
5th Grade (7)		
6th Grade (8)		
7th Grade (9)		
8th Grade (10)		
9th Grade (11)		
10th Grade (12)		
11th Grade (13)		
12th Grade (14)		

What is the name of the site coordinator?

What is the email address for the site coordinator?

What town/city is this site located?

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

First day of 21st CCLC programming for FY15:

Last day of 21st CCLC programming for FY15:

Number of weeks site was active during summer 2015:

Number of weeks site was active during the 2015-2016 school year:

Has the site provided weekend programming?
○ Yes
○ No

Please describe the weekend programming:

Elementary Students (grades Pre-K through 5) - Enrollment at this site

Note the following:
- The number of students in each attendance category should add up to the total number of students you served at this site during the 2015-2016 school year.
- The number of students receiving free/reduced lunch should be less than or equal to the overall number of students.
- Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days.

	# of Students	# of Students Receiving Free/Reduced Lunch
Number of Students Attending Less than 30 Days		
Number of Students Attending 30-59 Days		
Number of Students Attending 60-89 Days		
Number of Students Attending 90+ Days		

Middle/High Students (grades 6 through 12) - Enrollment at this site

Note the following:
- The number of students in each attendance category should add up to the total number of students you served at this site during the 2015-2016 school year.
- Be sure not to duplicate students in the attendance categories. For example, if a student has attended 90+ days, then the student should only be included in the row count for students attending 90+ days.
- The number of students in each attendance category should add up to the total number of students you served at this site.

	# of Students	# of Students Receiving Free/Reduced Lunch
Number of Students Attending Less than 30 Days		
Number of Students Attending 30-59 Days		
Number of Students Attending 60-89 Days		
Number of Students Attending 90+ Days		

Did you administer the federal teacher survey at the end of the 2015-2016 school year?
❍ Yes
❍ No

Elementary Students (grades Pre-K through 5) - Teacher Survey summary for elementary students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time								
Completing homework to the teacher's satisfaction								
Participating in class								
Volunteering (e.g. for extra credit or more responsibilities								
Attending class regularly								
Being attentive in class								
Behaving well in class								
Academic performance								
Coming to school motivated to learn								
Getting along well with other students								

Middle/High Students (grades 6 through 12) - Teacher Survey summary for middle/high students attending 30 days or more. Teachers of regular attendees should have completed the federal teacher survey for each student. Please provide a summary of those surveys in the table below, by adding teacher survey responses together. Report the total of students that did not need to improve, improved, or declined for each behavior. Note that the total for each row should equal the total number of students attending 30 days or more.

	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time								
Completing homework to the teacher's satisfaction								
Participating in class								
Volunteering (e.g. for extra credit or more responsibilities								
Attending class regularly								
Being attentive in class								
Behaving well in class								
Academic performance								
Coming to school motivated to learn								
Getting along well with other students								

Elementary Students (grades Pre-K through 5) - Progress in elementary student proficiency from first to fourth quarter. Please report the number of regular attendees (students attending 30 days or more) who demonstrated academic improvement over the course of the school year.

Note: If data are unavailable, please leave blank.

	# or students
Number of regular program participants not proficient in mathematics	
Number of regular program participants improved to proficient or above in mathematics	
Number of regular program participants not proficient in reading	
Number of regular program participants improved to proficient or above in reading	

Middle/High Students (grades 6 through 12) - Progress in middle/high student proficiency from first to fourth quarter. Please report the number of regular attendees (students attending 30 days or more) who demonstrated academic improvement over the course of the school year.

Note: If data are unavailable, please leave blank.

	# of Students
Number of regular program participants not proficient in mathematics	
Number of regular program participants improved to proficient or above in mathematics	
Number of regular program participants not proficient in reading	
Number of regular program participants improved to proficient or above in reading	

Appendix C: Summary of Local Evaluation Reports

About the grantee evaluation reports

ISBE requires all active grantees to submit local annual evaluation reports. In response to the varied format, content, and quality of these reports, EDC provided a report template in 2015, and conducted a webinar to inform sub-grants about report expectations and requirements. With the new statewide evaluation contract beginning September 2016, EDC recommended that for the FY16 reports due in December, grantees use that same evaluation template if possible.

Reports for FY16 (reporting on activities and data from July 2015 through June 2016) were received from grantees in the 2013 and 2015 Cohorts in December 2016. EDC worked closely with ISBE to collect and track these reports as they came in. Grantees were instructed to submit one report per grant; in a small number of instances, organizations with multiple grants submitted a single report discussing those grants. A total of 112 reports were received, accounting for all 123 active grants.

While the report template (in use for the second year) continues to improve the consistency of the reports, the quality and substance of the local evaluations continues to vary greatly. It may be that the changes in the federal reporting system have led to some changes, or a lack of understanding, in what kinds of data grantees need to be collecting. While some grants adhered closely (and strictly) to the report template, a small number of sub-grants used the local evaluation to document and understand particular aspects of their program not captured or reflected in these other data systems.

EDC reviewed all of the submitted reports[4]. EDC does not code the reports in order to aggregate specific outcome findings; EDC relies on the annual survey to collect those data. Instead, the review, and therefore this summary, focuses on the categories of data included, the extent to which the evaluations addressed state goals, and the recommendations for program improvement. EDC's review serves several functions: it allows EDC to quantify how grantees are evaluating their programs and what kinds of data they offer as evidence of their programs success; it provides EDC with a deeper understanding of the progress, successes, and challenges of the grantees and enables EDC to identify trends across the state; and it provides EDC with data to inform future evaluation as well as technical assistance efforts.

Analysis and summary

The breadth, depth, and quality of the information and data provided to support reporting varied, with some sub-grants providing short summaries of their activities and outcomes with little supporting data, and others submitting 50+ pages of documentation about their work. However, as requested in the report template, the vast majority of sub-grants described their program implementation, progress toward the statewide objectives, and outcome data, as well as information about their evaluation activities and recommendations for program improvement.

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[4] Three evaluation team members reviewed and coded reports. Reviewers coded 3 reports together, and then coded 2 additional reports separately which were then compared and cross-checked for consistency. The remaining reports were divided among the reviewers; regular meetings during the coding process allowed reviewers to raise questions and ensure consistent coding across the complete set of reports.

Based the information included in the reports at least 76% of the grantees are using an external evaluator.

The reports were coded in order to gain more information on grantees' progress toward meeting the statewide objectives. Reviewers noted whether information and data were provided addressing the objective, and if there were data, whether those data provided some evidence that progress was being made. This estimation of progress was, to some extent, an evaluative call on the part of the reviewer; in some cases, activities were described and data were provided with respect to an objective, but it was not clearly established that progress (in the sense of gains) was being made. In our review, we tended to be conservative in our interpretation of progress.

Most grantees reported on their efforts to meet or make progress toward each of the state objectives. Nearly all of the grantees reported on Objectives 1, 2, and 3, with 55% of grantees providing clear evidence of progress toward meeting Objective 1, which addresses participants' increased academic achievement. The proportion of grantees not reporting increased for Objectives 4 through 7, but still remained small (14% at the highest). Progress toward meeting these objectives was more difficult to articulate, or for us to interpret and ascertain. In many cases, grantees would describe activities that addressed those Objectives, but outcomes were unclear. More details about the data pertaining to all of these Objectives is explore further in following sections of this summary.

Table 22: Sub-grants reporting on statewide objectives (N=123)

State objective	Not reported	Reported (Progress unclear)	Progress Made
1. Participants in the program will demonstrate increased academic achievement	3%	42%	55%
2. Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music, theater, sports and other activities.	9%	49%	42%
3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes	2%	50%	48%
4. The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children.	11%	65%	24%
5. Programs will provide opportunities, with priority given to all students who are lowest performing and in the greatest need of academic assistance.	13%	50%	37%
6. Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.	14%	64%	22%
7. Projects will create sustainability plans to continue the programs beyond the federal funding period.	12%	55%	33%

Implementation Data

Implementation information and data in the local evaluation reports included recruitment, enrollment and attendance data; student demographics; information about family participation and activities; program hours and operations; and information about staffing and staff training. Nearly all of the reports (118, or 96%) included recruitment, enrollment, and attendance data and student demographic data (117, or 95%). Although the number of grantees that reported on family participation (61) slightly decreased from the 2015 report (70), a higher number of sub-grants reported information on family activities provided as part of their programs (95). Additionally, information included on staffing and staff training increased from 78% in 2015 to 90 or 84% reporting on staffing and staff training.

Table 23: Types of implementation data reported (N=123)

Implementation data	Grantees	
	Number	**Percent**
Recruitment, enrollment, and attendance	118	96%
Student demographics	117	95%
Family activities	95	77%
Family participation	61	49%
Program hours and operation	112	91%
Staff information	111	90%
Staff professional development	106	84%

Family activities and parent engagement has been an area of interest to ISBE and the 21st CCLC program. The local evaluation reports are a valuable source of data in understanding the kinds of family programming grantees are providing. A closer review of the reported family activities revealed that a variety of workshops, conferences, classes, evening events, and seminars are provided for parents and families. For example, close to half of the sub-grants reported family engagement activities (44%) that centered around social and academic events such as an ice cream socials, movie nights, book clubs, and science and family reading nights. A number of grantees also reported providing a variety of health, nutrition and wellness events (38%) that consisted of CPR classes, health and nutrition workshops, vision screening, wellness education, and stress relief workshops. A smaller portion of sub-grants provided food and cooking (10%), fitness activities such as Zumba classes (10%), parent cafes and meet and greet (8%), and higher education support (5%).

Additionally, the review revealed that while more than half of the grantees reported that they offered events to parents and families, often these were broad statements with little to no specific information provided. For instance, the events listed included parent conference nights, cultural activities, parent meetings, family nights, parent skills workshop, and family bonding events. A small portion of grantees did not provide information on family activities; noted that family activities were not offered; did not specify activities; or noted having limited or poor family participation.

Table 24: Types of family activities reported (N=95)

Implementation data	Grantees	
	Number	Percent
Family events (social and academic)	42	44%
Health, nutrition & wellness	36	38%
Adult education	30	31%
Parenting	15	16%
Strategies for supporting child's learning and education	14	15%
Technology and computer	14	15%
Informational sessions and seminars on various topics	13	14%
Financial literacy	13	14%
Career/job development	13	14%
Student showcases and performances	13	14%
Food and Cooking	10	10%
Fitness activities	10	10%
Parent cafes and meet and greet	8	8%
Higher education support	5	5%

Outcome Data

Collecting outcome data—and particularly data on student academic achievement—continues to be a challenge for many grantees. There are multiple reasons for this:

1. *Challenges with standardized test data:* The state of Illinois switched to a new standardized test, the PARCC, for the 2014-15 school year. For 2013 Cohort grantees, this change in testing has disrupted their ability to look at test scores over the life of their grants. Comparison between ISAT scores and PARCC are not possible. For all grantees, access to these data appears to be a challenge. Many grantees, especially those that were not LEAs, indicated that they had not yet received test score data at the time of the annual report.

2. *Changes in the federal reporting system*: Grantees work to collect and provide data for the federal reporting system. Currently, ISBE does not require grantees to report (and therefore, administer) the teacher APR survey. In previous years, this survey has served as a valuable source of data for understanding changes in students' academic engagement and effort, as well as student behavior.

3. *Changes in grading systems*: Some schools and districts are moving toward new competency-based grading systems. This move eliminates the possibility of comparing first and fourth quarter grades. Guidance is needed when thinking about new ways to understand growth and improvement within these new paradigms and systems.

Review of the reports found that, despite the lack of federal reporting system requirement, the federal Teacher APR survey was the most frequently utilized source of outcome data. This survey asks each regular participant's school day teacher to indicate positive and negative changes in behavior and achievement; 74% of grantees included findings based on these data. However, the number of grantees reporting these data decreased from last year, when 87% of grantees included them in their report.

Sixty percent of grantees were able to provide data on participants' grades and/or changes in their grades over the course of the year. A much smaller percentage, 27%, were able to provide PARCC scores for participating students. Many grantees utilize surveys of youth and parents as part of their evaluation, with 64% and 59% of reports citing these data respectively. These surveys collected data from students and parents about program satisfaction, perceived changes in behavior or performance, engagement in the program and in school, and recommendations and suggestions for program improvement.

Table 25: Types of outcome data reported (N=123)

Outcome data	Grantees	
	Number	**Percent**
Teacher APR survey	91	74%
Youth participant survey	79	64%
Student grades/grade changes	74	60%
Parent survey	72	59%
PARCC scores	33	27%
Other assessment data	26	21%

In addition to the outcome data above, a small proportion of grantees provided data on participants' regular school day attendance, disciplinary rates, grade promotion/retention rates, and graduation rates.

Other assessment data: In addition to, or in some cases, instead of, PARCC test score data, some grantees provided data on alternative standardized assessment. The most frequently used assessment was NWEA's MAP interim assessment. A small number of grantees reported results from Discovery Education Assessments. And, some grantees that are working with high school students reported on SAT or PSAT scores.

Youth participant surveys: As indicated above, many grantees (64%) 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 instrument.
- Some sites reported that they surveyed students on health issues and risky behaviors (for example, using the Youth Risk Behavior Analysis survey)

Parent surveys: More than half of the evaluation reports (59%) 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.
- Parent engagement in their child's education. Example: I review my child's homework regularly.
- Suggestions for program improvement.

Reported Recommendations

Most grantees (97%) included recommendations for program improvement and future work as part of their local evaluations. Consistent with previous years, parental and family involvement was one of the most common issues addressed in these recommendations, with 48% of the evaluation reports suggesting that grants should focus attention on this. Interestingly, there was a slight shift in the other areas addressed in the recommendations this year, in comparison with previous years. In previous years, staff training and professional development were top priorities; this year increasing and improving data use, data collection and/or evaluation was a common issue addressed in the recommendations, with almost half of the evaluation reports suggesting a focus on this. More information about the recommendations as they were described in the reports is included below.

Table 26: Recommendations (N=123)

Recommendation	Grantees	
	Number	Percent
Increase/improve parent/guardian/family programming and involvement	60	48%
Increase/improve the use of data, data collection, and/or evaluation	60	48%
Address recruitment, attendance, and/or retention issues	55	45%
Increase/improve further staff training and professional development	52	42%
Address program sustainability	42	34%
Expand or alter the range of activities being offered	39	32%
Increase/improve social emotional learning supports and activities	38	31%
Increase/improve support for core academics to align with standards	18	15%
Increase/improve partnerships and/or community outreach opportunities	18	15%
Make adjustments to staffing composition or hire staff for specified needs	17	14%
Increase/improve connection to school day and school day teachers and/or administrators	16	13%
Increase/improve attention to and support for positive student behavior	16	13%
Provide (additional) youth development programming and opportunities	15	12%
Make adjustments to program logistics (schedule, transportation, space)	2	2%

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

- Increase or expand the number of activities and opportunities for parental involvement, such as incentivizing attendance and exploring creative ways to connect with parents;
- Improve communication with parents and families by piloting communication tools or developing a Parent Action Plan, with an eye toward increasing participation;
- Increase the relevance of parent and family activities, often coupled with the suggestion of soliciting feedback or engaging in dialogue with parents about the kinds of support and activities that would be most useful and relevant for them;
- Ensure that family programming is culturally relevant.

Data use, data collection, and evaluation: Many evaluation reports cited the need to improve the evaluation and/or improve the data collected and used by programs. In general, improving and administering surveys to determine program changes and improvement persists as a challenge for many grantees. Specific recommendations included:
- Improve and/or implement surveys of students, parents and teachers, and increase response rates;
- Identify and develop an approach to gather, analyze, and report data findings related to family involvement, retention, and program satisfaction;
- Develop data collection protocols and improve data systems and warehousing;
- Improving data analysis by reviewing multiple points of data and comparing multiple data sources for program improvement.

Recruitment, attendance and retention: Many evaluation reports indicated in their recommendations that programs need to address issues with respect to recruitment, attendance, and retention. Specific suggestions included:
- Improve and/or develop recruitment and enrollment strategies by increasing efforts in engaging and communicating with both parents and students, and by setting attendance expectations;
- Work with staff, parents, and students to identify barriers to attendance as well as incentives to increase attendance;
- Solicit input from students on what activities might attract more students and increase attendance.

Staff training and professional development: In most cases, when local evaluation reports recommended additional professional development for staff, they specified the topic area or focus that the professional development should be. For example:
- Several reports suggested professional development that would help staff better manage behavior, improve social-emotional support, and support positive youth development.
- Some reports that recommended increasing support of core academics, then recommended that staff receive professional development that addressed the PARCC assessments and supporting academic achievement.
- Many reports also identified that professional development should be offered at a convenient time or day for them.

Sustainability: Many local evaluations recommended that sub-grants engage in activities in support of program sustainability. Recommendations that addressed the issue of sustainability included:

- Develop or increase partnerships with community organizations within and around the school;
- Develop and implement a sustainability plan or continue to implement their current sustainability plan;
- Seek multiple means of support from outside partners and the community by contributing financially or reducing costs (e.g. providing program materials, program volunteers or other in-kind support).

Expand program activities: Several of the local evaluations that suggested that programs offer additional activities and programming for participants made this recommendation in conjunction with or as a strategy to address other issues, mainly attendance and engagement. Recommendations included:
- Solicit input and feedback from staff to better design activities that meet the needs and interests of their students, thereby increasing engagement and participation.
- Expand programming to include activities such as, STEM, project based learning, service and civic learning, experiential learning, and character building opportunities.
- Offer more academically focused programming to support the core academic areas and increase college and career readiness.

Social emotional learning: Many evaluations noted the need for enhanced or increased efforts to improve the social emotional learning of program participants, with some offering specific or concrete recommendations for program improvement. Recommendations included:
- Improve capacity to help students develop social emotional competencies by training and hiring staff;
- Expand activities that focus on social emotional learning through community partnerships;
- Provide additional activities and services to enhance social emotional learning, such as focus groups and counseling services.

Support of core academics: Some evaluations, citing limited gains in participants' academic achievement, recommended that programs increase or improve their support of core academics. Specific suggestions included:
- Provide more time and/or support for homework;
- Provide more time/and or support for academic remediation and test prep activities;
- Expand programming to include more academically focused activities to increase student achievement.

Partnerships or community outreach: Some evaluations included recommendations related to developing better and stronger community partnerships for either program sustainability or to expand programming activities for students. Recommendations mostly noted:
- Increase connections and seek out community partners.
- Strengthen and improve relationships with community partners to promote the 21st CCLC program and increase student and parent engagement.

Staffing: A small number of evaluations identified the needs for additional staff, and recommended specific types of staff to improve program implementation. Examples of recommendations include:
- Hiring school day teachers to provide academic support during afterschool and hiring social workers to support social-emotional learning.
- Recruiting and training adult volunteers to be tutors for students struggling academically.

Connection to school day and school day teachers: A small number of local evaluations recommended that sites develop or improve communication methods and strategies to help program staff and school day teachers and staff share information and update one another about progress and issues with specific students. Recommendations included:
- Improve overall communication between the school day teachers and program staff to discuss student needs;
- Coordinate and collaborate with school day teachers and program providers and be more intentional in addressing student behavior and academic issues.

Support for positive student behavior: Some local evaluation reports recommended that programs work toward improving the behavior of program participants. Specific issues and suggestions related to this included:
- Reinforce and set clear routines and procedures for addressing behavior issues.
- Engage school staff and parents in addressing behavioral issues;
- Offer incentives for positive and good behaviors.

Youth development: Some local evaluations recommended that sub-grants specifically work to address youth development or incorporate positive youth development activities into their programming. Recommendations suggested:
- Engage youth in conflict resolution skill building and violence prevention programs to help youth learn strategies to avoid fighting or behavioral issues.
- Offer better learning experiences to help youth in preparing for college readiness.

Conclusion

As noted throughout this report, grantee local evaluation reports varied greatly in their content, format, breadth, and depth. Although reports did vary, it was clear in reviewing the reports that grantees utilized the report template, which provided greater consistency in reporting. In comparison with the last two years, the reports indicate that more grantees are providing data, reflecting on them, and offering recommendations for program improvement. The goal of the statewide evaluation is to continue to support grantees in improving their local evaluations.

This review and analysis of the grantee evaluation reports highlights some key challenges, as well as areas of progress. Although grantees are reporting more consistently on their implementation, outcome data proves to be a real challenge for grantees. ISBE, EDC, and grantees should work together to better identify relevant data sources as well as systems and tactics for collecting and analyzing these data. Our review of the recommendations and areas in need of improvement as identified through the evaluations provides evidence of this need, as well.

List of Grantee Reports

Grantee	Cohort Year
Alternative Schools Network	2013
Alternative Schools Network	2015
Alton Community Unit School District 11	2015
America Baila: Folkdance Company of Chicago	2015
America SCORES Chicago	2013
ASPIRA, Inc. of Illinois	2015
ASPIRA, Inc. of Illinois	2015
Aurora East USD 131	2013
Aurora East USD 131	2015
Aurora East USD 131	2015
Benton Consolidated High School District #103	2013
Boys & Girls Clubs of Central Illinois	2015
Boys & Girls Clubs of Central Illinois	2015
Boys & Girls Clubs of Chicago (13 Grant 1) Boys & Girls Clubs of Chicago (13 Grant 2) Boys & Girls Clubs of Chicago (15)	2013/2015
Boys & Girls Club of Freeport & Stephenson County	2015
Brighton Park Neighborhood Council	2015
BUILD, Inc.	2015
Cahokia CUSD 187 (Grant 1)	2015
Cahokia CUSD 187 (Grant 2)	2015
Center for Community Academic Success Partnerships (Grant 1)	2013
Center for Community Academic Success Partnerships (Grant 2)	2013
Center for Community Academic Success Partnerships (Grant 1)	2015
Center for Community Academic Success Partnerships (Grant 2)	2015
Center for Community Arts Partnerships, Columbia College Chicago	2013
Center for Community Arts Partnerships, Columbia College Chicago (Grant 1)	2015
Center for Community Arts Partnerships, Columbia College Chicago (Grant 2)	2015
Central States SER	2013
Chicago Arts Partnerships in Education (Grant 1)	2015
Chicago Arts Partnerships in Education (Grant 2)	2015
Chicago Public School Dist. #299 (13)	2013
Chicago Public School Dist. #299 (Grant 1) Chicago Public School Dist. #299 (Grant 2) Chicago Public School Dist. #299 (Grant 3) Chicago Public School Dist. #299 (Grant 4) Chicago Public School Dist. #299 (Grant 5) Chicago Public School Dist. #299 (Grant 6)	2015
Chicago Youth Centers (Grant 1)	2015
Chicago Youth Centers (Grant 2)	2015
Christopher Unit SD 99 (	2013
Citizen Schools	2015
Decatur Public Schools #61	2013
Dime Child Foundation	2015

Grantee	Cohort Year
Driven and Empowered Youth (Grant 1)	
Driven and Empowered Youth (Grant 2)	2015
DuQuoin CUSD 300	2013
East Richland CUSD 1	2015
East St. Louis School District 189	2013
East St. Louis School District 189	2015
Egyptian CUSD 5	2015
Enlace Chicago (Grant 1)	2015
Enlace Chicago (Grant 2)	2015
Family Focus, INC (Grant 1)	2013
Family Focus, INC (Grant 2)	2013
Family Focus, INC (Grant 1)	2015
Family Focus, INC (Grant 2)	2015
Family Focus, INC (Grant 3)	2015
Fox Valley Park District	2013
Frida Kahlo Community Organization (Grant 1)	2015
Frida Kahlo Community Organization (Grant 2)	2015
Gads Hill Center	2015
Gary Comer Youth Center	2015
Harold Colbert Jones Memorial Community Center	2013
Illinois Alliance of Boys & Girls Clubs (Grant 1)	2013
Illinois Alliance of Boys & Girls Clubs (Grant 2)	2013
Illinois Alliance of Boys & Girls Clubs (Grant 1)	2015
Illinois Alliance of Boys & Girls Clubs (Grant 2)	2015
Illinois Alliance of Boys & Girls Clubs (Grant 3)	2015
Madison CUSD 12	2015
Meridian CUSD 101	2015
Metropolitan Family Services	2013
Metropolitan Family Services (Grant 1)	2015
Metropolitan Family Services (Grant 2)	2015
Mount Vernon City School District 80	2013
Mount Vernon City School District 80	2015
National Museum of Mexican Art	2015
Northeastern Illinois University	2013
Northeastern Illinois University (Grant 1)	2015
Northeastern Illinois University (Grant 2)	2015
Northern IL Council on Alcohol and Substance Abuse (NICASA)	2013
Northern IL Council on Alcohol and Substance Abuse (NICASA)	2015
Park Forest - Chicago Heights School District 163	2015
Project Success of Vermilion County (Grant 1)	2015
Project Success of Vermilion County (Grant 2)	2015
Quad Communities Development Corporation	2013
Quincy SD 172	2015
Rochelle CCSD 231	2013
Rock Island/Milan SD 41	2015

Grantee	Cohort Year
Rockford School District 205 (Grant 1)	2015
Rockford School District 205 (Grant 2))	2015
Rockford School District 205 (Grant 3)	2015
ROE #27 (ROE 33) Henderson - Mercer - Warren	2013
ROE #27 (ROE 33) Henderson - Mercer - Warren	2015
ROE #28 Bureau Henry Stark	2013
ROE #28 Bureau Henry Stark (Grant 1)	2015
ROE #28 Bureau Henry Stark (Grant 2)	2015
ROE #49 Rock Island	2013
ROE #49 Rock Island (Grant 1)	2015
ROE #49 Rock Island (Grant 2)	2015
ROE #49 Rock Island (Grant 3)	2015
School District U-46	2015
Springfield Urban League, Inc. (13) Springfield Urban League, Inc. (15 Grant 1) Springfield Urban League, Inc. (15 Grant 2)	2013/2015
Sterling-Rock Falls Family YMCA (15)	2015
TAP In Leadership Academy (Grant 1) TAP In Leadership Academy (Grant 2)	2015
Thornton Fractional Township High School District 215	2013
Urbana SD 116	2013
Urbana SD 116 (Grant 1)	2015
Urbana SD 116 (Grant 2)	2015
Venice School District 3	2013
Aurora West USD 129	2015
West Chicago Elementary School District 33	2015
Youth Guidance	2015
Youth Organizations Umbrella, Inc. (Grant 1)	2013
Youth Organizations Umbrella, Inc. (Grant 2)	2013
Youth Organizations Umbrella, Inc. (Grant 3)	2013
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 1)	2015
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 2)	2015
Youth Organizations Umbrella, Inc./Youth and Opportunity United (Grant 3)	2015
Zion ESD 6	2015

Appendix D: Teacher APR Survey Data

Below are aggregate data from the Teacher APR Survey collected via the Annual Survey administered by EDC. Grantees submitted data by site; 87 grantees provided data for 261 sites (67% of sites).

Elementary Students								
	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	Total
Turning in his/her homework on time	3031	2756	2437	2866	2582	967	689	610	15938
Completing homework to the teacher's satisfaction	3052	2866	2963	2582	2635	816	651	605	16170
Participating in class	3152	2620	2591	2842	2651	696	598	564	15714
Volunteering (e.g. for extra credit or more responsibilities	3081	1986	2374	2521	2933	655	565	564	14679
Attending class regularly	4129	2019	1699	2223	2609	724	595	571	14569
Being attentive in class	3034	2190	2737	2408	2530	1086	664	585	15234
Behaving well in class	3680	1929	2550	2358	2549	1328	742	623	15759
Academic performance	2806	2573	2821	2845	2523	817	647	589	15621
Coming to school motivated to learn	3445	2209	2698	2625	2783	833	614	584	15791
Getting along well with other students	3481	2003	2471	2647	2727	1127	650	596	15702

Middle/High Students								
	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	Total
Turning in his/her homework on time	2635	1887	2481	2765	2570	1100	754	675	14867
Completing homework to the teacher's satisfaction	2458	1827	2532	2805	2551	950	720	645	14488
Participating in class	2668	1865	2175	2352	2708	815	654	617	13854
Volunteering (e.g. for extra credit or more responsibilities	2764	1316	2250	2338	3416	723	605	615	14027
Attending class regularly	3317	1267	1467	1889	2554	816	636	634	12580
Being attentive in class	2747	1787	2034	2381	2081	1099	669	657	13455
Behaving well in class	2949	1408	1971	1931	2461	1030	667	659	13076
Academic performance	2141	1805	2343	2484	2254	1036	709	663	13435
Coming to school motivated to learn	2848	1526	2126	2515	2641	945	675	656	13932
Getting along well with other students	3206	1461	1682	1931	2686	780	638	628	13012