

ILLINOIS QUALITY AFTERSCHOOL



21st Century Community Learning Centers

Orientation Resources

Sponsored by the
Illinois State Board of Education
College and Career Readiness Division



An Affiliate of the
American Institutes for Research

21st Century Community Learning Centers Orientation Resources

Developed by SEDL's Illinois Quality Afterschool team in collaboration with Illinois State Board of Education (ISBE) and Education Development Center, Inc. (EDC) staff.

Congratulations on receiving an Illinois 21st Century Community Learning Centers (CCLC) grant!

Your afterschool program is an integral part of a statewide system of support designed to provide Illinois students with myriad opportunities for expanded learning, growth, and healthy development during the out-of-school-time hours. Your program also has a significant role for engaging participants' families, providing them with programs and services that can help build their capacities and support learning.

These **Orientation Resources** will help you provide the activities and services identified in your program's 21st CCLC proposal. As you focus on the specific program outcomes that your proposal was written to accomplish, whether you are a veteran grantee or a newcomer to 21st CCLC, these resources are designed to assist you in implementing, maintaining, and sustaining a high-quality afterschool program that meets the needs of the students, their families, your staff, and your partners.

Illinois 21st CCLC Grantee Support

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21st Century Community Learning Center Program Purpose

Purpose of 21st CCLC: Title IV, Part B of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, authorizes the establishment of the 21st Century Community Learning Centers Program (21st CCLC). The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve primarily students who attend eligible schools with a high concentration of students from low-income families:

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk–12) particularly to help those children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core academic subjects;

Core academic subjects: include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;

- Offer academic, artistic, and cultural enrichment opportunities to students and their families. Student activities must be provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and
- Offer literacy and related educational services to the families of participating children. Community learning centers established under the 21st CCLC program must provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home.

In addition, the centers may serve the families of participating students by offering literacy and related educational development activities. The term *family* or *parent* in this RFP includes caregivers, guardians, and others, such as grandparents, who act in the stead of a parent.

Source: Illinois State Plan for 21st Century Community Learning Centers, Illinois State Board of Education, June 2011, Appendix A, page 29

Indicators of High-Quality Afterschool Programs

Goal-oriented

- Clearly defined goals
- Predetermined, time-structured program
- Alignment of structure and content to goals

Leadership

- Strong leadership, empowered staff
- Effective program management, support, and resources

Experienced Staff

- Well-trained, experienced staff
- Positive staff-student relationships
- High social and academic expectations

Intentional

- Linkage with day school; strong connections with school, district, community
- Connection between curriculum and educational standards
- Predominantly “active learning” activities
- Use of research-based practices and motivational strategies
- Program offerings of three or more activities a day
 - Academic content:* homework/tutoring, enrichment, and social development
 - Literacy and math:* 3–5 times per week for 30–60 minutes
 - Arts and science:* 3–4 times per week for 45–120 minutes

Student-centered

- Positive program environment
- Student engagement through meaningful activities
- Available opportunities for student practice

Continuous Improvement

- Periodic evaluation to check program effectiveness
- Periodic assessment of student progress
- Resetting goals according to evaluation results

From *What Works? Common Practices in High Functioning Afterschool Programs: The National Partnership for Quality Afterschool Learning Final Report* by D. Huang, J. Cho, S. Mostafi, and H. Nam, 2008, Austin, TX: SEDL and Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, University of California, Los Angeles. Copyright ©2008 by SEDL. Retrieved from <http://www.sedl.org/afterschool/commonpractices.pdf>. Adapted by Marion Baldwin with permission from SEDL.

Also from *A Practitioner’s Guide: Building and Managing Quality Afterschool Programs* edited by C. Jordan, J. Parker, D. Donnelly, and Z. Rudo, 2009, Austin, TX: SEDL. Copyright ©2009 by SEDL. Retrieved from http://www.sedl.org/afterschool/practitioners_guide_to_afterschool_programs.pdf. Adapted by Marion Baldwin with permission from SEDL.

Illinois 21st CCLC Program Requirements

For the most current information regarding Illinois 21st CCLC program requirements, please access the Self-Monitoring Evaluation at <https://www.surveymonkey.com/s/J6VBC5J>

Generally Required 21st CCLC Program Practices

Accessibility

- Program operates in a safe and easily accessible environment meeting local standards and codes for public facilities.
- Program policy is in place regarding how participating students will travel safely to and from the center and home.
- Transportation costs for clearly and appropriately related project activities may be covered for program participants.

Addressing Needs

- Program addresses needs in a culturally competent and developmentally appropriate manner to improve the academic performance of students.
- Program meets the needs of working families and students.
- Program ensures that families are able to participate regardless of fees, if charged.
- Program addresses the needs of homeless, neglected, delinquent, and migrant students and their families.

Communication

- Program information is disseminated to the community in a manner that is easily understandable and accessible.
- Program has in place a plan for school day connections and collaboration.

Program Goals and Objectives

- Program activities and services are designed to improve student academic achievement, particularly in core learning areas, and to assist students in meeting Illinois Learning Standards (ILS) and local standards.
- Program is designed to reach targeted students and their families (i.e., secures the regular participation of those students and their families).
- Program supports college and career readiness skills for all students engaged in the program.
- Program promotes parent involvement, family literacy, and related educational development activities.

Program Management

- Program management plan and timeline outline how program goals and objectives will be achieved within established timeframe and budget parameters.
- Program has processes for recruitment and retention of students, especially for those students most in need of program services.
- Program incorporates innovative and promising practices to support the

- enhancement of students' academic, social, and career skills.
- Program supplements rather than supplants programs already being provided to improve student achievement.
- Programming efforts contribute to accomplishing program goals and objectives relative to performance measures and indicators.
- Program activities and services meet principles of effectiveness:
 - Identification of needs based on assessing objective data
 - Use of performance measures aimed at ensuring high-quality enrichment opportunities
 - Use of scientifically based research to provide evidence that the program or activity will help students meet the Illinois Learning Standards and local academic achievement standards.

Program Partners

- For jointly run programs (i.e., partnerships between LEAs and non-LEAs), a Memorandum of Understanding (MOU) delineating the roles of each co-applicant is in effect.
- Program partners are committed to sustain the project after the grant has expired.
- Program partners and subcontractors work as a team to ensure that project goals and objectives are accomplished.

Program Staff

- Program staff receive professional development to assure their success in providing educational and related activities and in service to the continuous improvement and sustainability of the program.
- Detailed job descriptions are in place for all positions related to the project.
- Program has in place a plan for using senior volunteers, if applicable.

Self-Test: Illinois 21st CCLC Program Knowledge

1. Your 21st CCLC program must be in operation a minimum number of hours each week. What is that minimum number?
2. Distinguish between a co-applicant, a program partner, and a subcontractor.
3. True or False: Family activities provided by your 21st CCLC program can only take place during non-school hours.
4. The Annual Performance Report serves two purposes. What are they?
5. True or False: Program funds cannot be used to cover transportation costs for program participants.
6. True or False: Every participant in your 21st CCLC program must be enrolled.
7. Quarterly expenditure reports must be done by what date following the end of the reporting period?
8. True or False: Your local evaluation must assess the quality of the academic enrichment component and the academic progress of the children enrolled in your 21st CCLC program.
9. Explain what the term “supplanting” means as related to the use of 21st CCLC funds.
10. True or False: Up to 40% of the total 21st CCLC proposed budget can be used during the school day to support expanded learning time (ELT).

Bonus Question

What are the elements of a SMART goal?

Grant Mining

Knowing what is in your 21st CCLC grant proposal is critical to your program's success. This form is designed to help you locate the essential information in your proposal. Using your program's proposal, find the answers to the following questions. It may be helpful to write your answers on this form for future reference.

1. Who is the fiscal agent (applicant) for your project? (Cover Page)
2. Who is/are the co-applicant(s) for your project? (Cover Page)
3. How many program sites were proposed? (Program Summary)
4. What is the requested 2015 end date for your project? (Program Summary)
5. What are your 21st CCLC's overall objectives and activities? (Proposal Abstract)
6. How many hours per week does your project operate? (Project Service Chart)
7. How many students is your project designed to serve? (Proposal Abstract)
8. What specific grade levels is your project designed to serve? (Proposal Abstract)
9. Identify one of your program goals and an objective for meeting that goal. (Goals and Objectives Chart)
10. Identify a state performance indicator and measurable outcome tied to the goal and objective selected in response to #9 above. (Goals and Objectives Chart)
11. Identify one of your project's strategies for sustainability. (Sustainability Chart)
12. List two or more sources of funding that will be used to continue the program after 21st CCLC funding ends. (Sustainability Chart)

Think about how you can share the information contained in your 21st CCLC grant proposal with staff so they will know what is expected of the program.

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

The Statewide Program Evaluation of the 21st CCLC program is conducted by Education Development Center, Inc. (EDC) and their subcontractors. Headquartered in Massachusetts, and with offices in Chicago, New York, and Washington, D.C., EDC designs, implements, and evaluates programs to improve education, health, and economic opportunity worldwide. Collaborating with both public and private partners, EDC strives for a world where all people are empowered to live healthy, productive lives.

EDC started working as the evaluator for the ISBE 21st CCLC program in 2013. The evaluation is guided by the following evaluation questions, based on Illinois' program goals and objectives and past 21st CCLC evaluations:

- 1) What is the relationship between participation in 21st CCLC programs and
 - a. Participation in subjects such as technology, arts, music and theater, and extracurricular activities such as sports and clubs? In what ways? For whom?
 - b. Student attendance and graduation from high school?
 - c. Student achievement in core academic areas?
 - d. Student increases in social-emotional skills?
- 2) Are 21st CCLC programs working toward being inclusive of families? In what ways?
 - a. What are the characteristics of students and families served by the subgrantee? Do the students and families served represent those with the greatest need for services?
- 3) What professional development and training opportunities are available to program personnel?
 - a. Are these aligned with the NCLB (No Child Left Behind) and national staff development standards?
 - b. Are the PD and training opportunities available related to effective 21st CCLC program implementation?
 - c. Do these learning opportunities help personnel successfully implement statewide goals?
- 4) Are subgrantees making progress toward meeting stated program goals?
 - a. What program goals are identified by each subgrantee and how do these relate to Illinois' 21st CCLC program objectives?
 - b. Are these in alignment with 21st CCLC program objectives?
- 5) How are 21st CCLC programs using the funding?
 - a. What plans do 21st CCLC programs have for sustainability?
 - b. How are they defining sustainability?
 - c. In what ways are 21st CCLC programs partnering, collaborating, and working with federal funding sources, agencies, and other community partnerships to foster sustainability?

To answer these questions, EDC collects data from Illinois 21st CCLC programs using the Spring Surveys, Local Evaluation Reports submitted annually, Site Visits, and Interviews of program staff and leaders, and from the PPICS data system.

In addition to collecting, analyzing, and reporting evaluation data, EDC hosts technical assistance events and activities to inform program staff about evaluation activities (e.g., the sessions at the 2014 Spring Conference about the Spring Survey), builds capacity to use evaluations to inform continuous improvement (e.g., the webinar on logic models), and stays in touch with programs and evaluators through regular email communication. All EDC webinars and presentations made over the past two years are available on the SEDL website <http://www.sedl.org/afterschool/iqa/events/webinars.html>.

Collaborative Leadership

Collaborative leadership styles distribute power, authority, and responsibility across the group.

Collaborative leaders

- Foster shared commitments.
- Help resolve conflicts.
- Facilitate lasting relationships.
- Stimulate effective action.

Collaborative leadership involves team approaches rather than single person approaches. Team members collaborate, and their organizations develop firm partnerships in support of this new way of doing business.

Reference

Rubin, H. (2002). *Collaborative Leadership: Developing Effective Partnerships in Communities and Schools*. Thousand Oaks, CA: Corwin Press.



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Six Tracks Toward Sustainability

There are many facets that enhance or impede the possibility of **sustaining** your afterschool program after your state grant funding ends. Understanding that these six tracks encompass all the areas of your program is your first step toward sustainability. Here are the tracks and the topics included in each:

Management

- Staffing
- Professional development
- Shared leadership
- Safe environment

Collecting and Using Data

- Data collection
- Data management
- Assessment of program effectiveness
- Continuous improvement

Programming

- Academic enrichment
- Youth development
- Responsive to needs
- Student-centered

Integrating K–12 and Afterschool

- Linkages to classroom learning
- Research-based teaching strategies
- Challenging curriculum
- Alignment with state standards

Communication

- Afterschool program staff, partners
- School day staff, administrators
- Participants' families
- Community members, leaders

Collaboration

- Schools
- Partners
- Families
- Community

What is Collective Impact?

Collective impact is a stage of collaboration in which community and school leaders and practitioners work together over time to improve outcomes for students, going beyond what would be required simply to implement a program together. Partners are focused on using shared data for continuous improvement in order to integrate practices that get results across programs and systems to impact students' lives. It is about making a collective or greater impact working together across systems, rather than making an isolated impact working alone.

Collective impact is long-term work that takes "...several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts" (Kania & Kramer, 2011). It requires intentional capacity building of staff and volunteers to facilitate and work together using a process that empowers cross-agency and cross-system collaboration. Collective impact doesn't just happen by itself.

Five conditions needed to make a collective impact are:

Common Agenda: A vision, shared by all participating organizations (government agencies, non-profits, community members, etc.), for social change that includes a common understanding of the problem and a joint approach to solving the problem through agreed upon actions.

Shared Measurement System: Agreement on the ways success will be measured and reported, with a short list of key indicators across all participating organizations.

Mutually Reinforcing Activities: Engagement of a diverse set of stakeholders, typically across organizations and sectors, coordinating a set of differentiated activities through a mutually reinforcing plan of action.

Continuous Communication: Frequent communications over a long period of time among key players within and across organizations, to build trust and inform ongoing learning and adaptation of strategy.

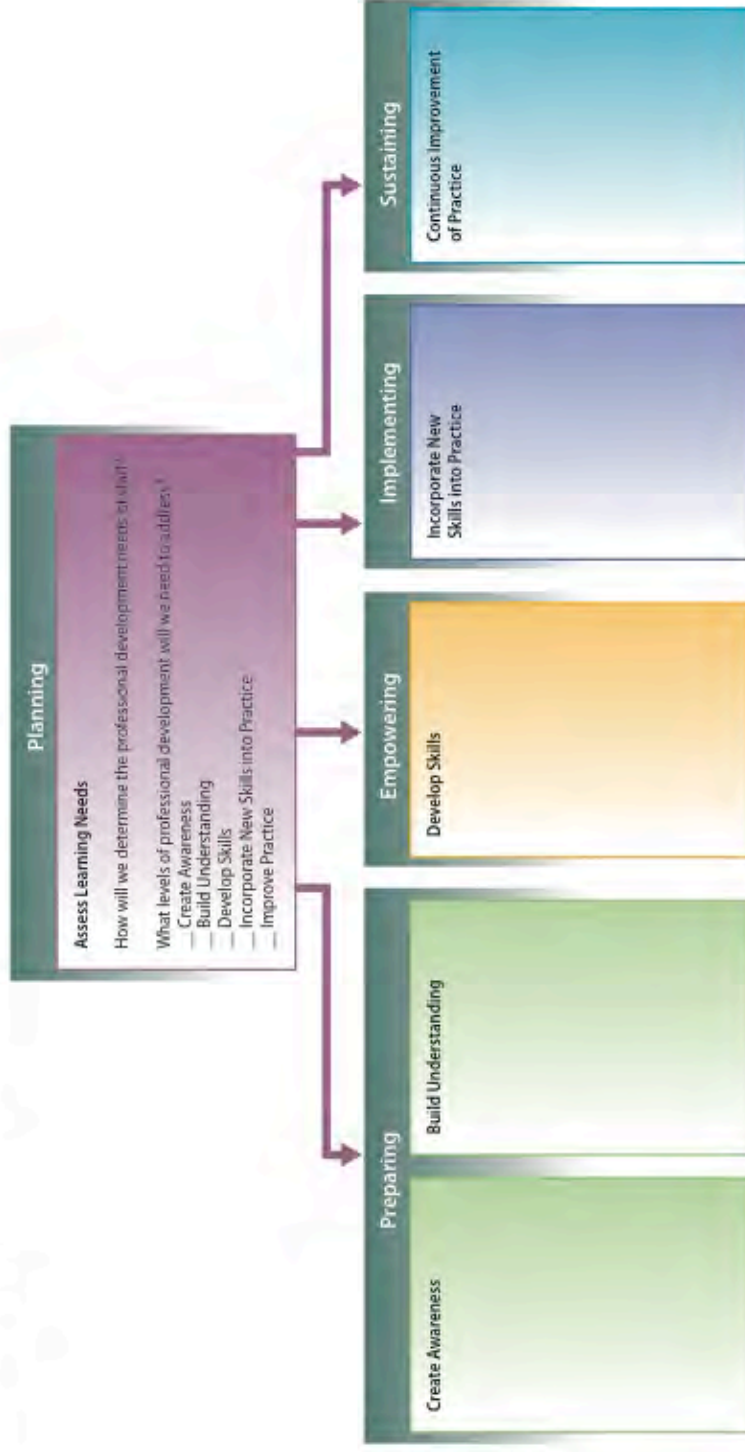
Backbone Organization: Ongoing support provided by an organization that is dedicated to making a collective impact. A backbone organization should embody the principles of adaptive leadership: the ability to focus people's attention and create a sense of urgency, the skill to apply pressure to stakeholders without overwhelming them, the competence to frame issues in a way that presents opportunities as well as difficulties, and the strength to mediate conflict among stakeholders.

References

- Kania, J., & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, 9(1), pp. 36–41.
- Turner, S., Merchant, K., Kania, J., & Martin, E. (2012, July 17). Understanding the Value of Backbone Organizations in Collective Impact: Part 1 [Website posting, *Stanford Social Innovation Review*]. Retrieved from www.ssireview.org/blog/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1
- Thompson, C. (2014, February 3). Rereading "Collective Impact": Three Lessons. [Website posting, *Stanford Social Innovation Review*]. Retrieved from www.ssireview.org/blog/entry/rereading_collective_impact_three_lessons

High-Quality Afterschool Professional Development Phases of Implementation

Learning Focus:
Target Audience:



Reflections:
What worked? What do we want to improve?

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Developing SMART Goals Worksheet

SMART goals clearly state exactly what is expected, how success will be measured, and what success looks like when it has been achieved. Working with one of the program goals from your 21st CCLC proposal, use this space to begin recasting it as a SMART goal.

Specific

- Who?
- What?

Measurable

- How?

Achievable/Adjustable

- Reasonable?

Relevant

- Why?
- Expected Result?

Time bound

- When?

ILLINOIS QUALITY AFTERSCHOOL



The Illinois Quality Afterschool team at SEDL provides technical assistance to Illinois 21st Century Community Learning Centers (CCLCs).



Resources for Grantees

Staff Development Workshops

Annual staff development workshops include a fall workshop, a new grantee orientation, and two additional technical assistance workshops.

Annual Conference

The annual conference provides an opportunity for grantees, their partners and peers, and other afterschool professionals to network and share information. If you'd like to share your success or experience with your colleagues, be sure to submit a presentation proposal.

Illinois Quality Afterschool Website

The Illinois Quality Afterschool website has all of the information and resources you need in one place. You'll find

- a calendar of events;
- information on past workshops, conferences, and webinars;
- *Illinois Quality Afterschool Quarterly* and *Resource Bulletin* archives; and
- a list and interactive map of the Illinois 21st CCLC grantees.

Find us online at <http://www.sedl.org/afterschool/iqa/>.

Webinars

The Illinois Quality Afterschool team offers regular webinars on topics such as managing quality programs, the arts in afterschool, and community partnerships for sustainability. We also offer webinars for new project directors. Recordings of past webinars can be found at <http://www.sedl.org/afterschool/iqa/events/webinars.html>.

Email Publications

We offer two quarterly email publications for grantees. The *Illinois Quality Afterschool Quarterly* e-newsletter includes stories about Illinois grantees, practical tips for improving your 21st CCLC program, upcoming events, and funding opportunities. The *Resource Bulletin* has information on the latest reports, resources, and research to help you make the most of your afterschool program. You can subscribe to these publications by completing the online form at <http://www.sedl.org/afterschool/iqa/forms/subscribe.php>.



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Facebook Group

Do you have a question for your fellow grantees or want to share photos or news about a recent success? Join the Illinois Quality Afterschool Facebook group at <https://www.facebook.com/groups/IQA.SEDL/>.

Technical Assistance

If you have a specific technical assistance need that has not been addressed in our workshops, webinars, or conferences, please let us know how we can help you. Visit our website at <http://www.sedl.org/afterschool/iqa/> and complete the online technical assistance form.

A Practitioner’s Guide: Building and Managing Quality Afterschool Programs

This resource is designed to share with you the practices that can help you cover it all—great programming, terrific staff, positive relationships, and plenty of resources to lead and sustain successful afterschool programs. Produced with the generous support of the C.S. Mott Foundation, this guide is intended to share the insights of SEDL’s National Partnership for Quality Afterschool Learning as well as information about both the academic and the organizational and management practices that successful afterschool programs use. Find this free publication online at <http://www.sedl.org/pubs/catalog/items/family125.html>.



About the Illinois Quality Afterschool Program

The Illinois Quality Afterschool Program at SEDL, funded by the Illinois State Board of Education (ISBE), provides technical assistance and professional development to all 21st CCLC grantees in Illinois. This 5-year initiative is designed to ensure that 21st CCLC grantees in Illinois receive the necessary assistance — including training, tools, resource materials, and expertise — to deliver high-quality afterschool programs that can strengthen student engagement and academic achievement.

About SEDL

SEDL (formerly Southwest Educational Development Laboratory) is a nonprofit corporation based in Austin, Texas. SEDL is dedicated to solving significant education problems and improving teaching and learning through research, research-based resources, and professional development.

Illinois Quality Afterschool at SEDL | 4700 Mueller Blvd. | Austin, TX 78723 | 800-476-6861 | www.sedl.org | www.sedl.org/afterschool/iqa

Acronyms

In the field of education, including afterschool, there is an abundance of acronyms that are commonly used. The list below includes several of the acronyms you may often come across.

APR	Annual Performance Report
CBO	Community-based Organization
CCR	College and Career Readiness
DUNS	Data Universal Numbering System
EDC	Education Development Center
eGMS	Electronic Grants Management System
ELA	English Language Arts
ELL	English Language Learners
ELO	Expanded Learning Opportunities
ELT	Extended Learning Time
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FBO	Faith-based Organization
F&D	Funding and Disbursements
FFATA	Federal Funding Accountability and Transparency Act
FRIS	Financial Reimbursement Information System
GPRA	Government Performance and Results Act
ILS	Illinois Learning Standards
ILSC	Illinois School Code
ISBE	Illinois State Board of Education
ISC	Intermediate Service Center
IQA	Illinois Quality Afterschool at SEDL
IWAS	ISBE Web Application Security
LEA	Local Education Agency
MOU	Memorandum of Understanding
NCLB	No Child Left Behind
NICASA	Northern Illinois Council on Alcohol and Substance Abuse
OMB	Office of Management and Budget
PBL	Problem-based Learning or Project-based Learning
PD	Professional Development or Project Director
PDAG	Professional Development Advisory Group
PPICS	Profile and Performance Information Collection System
RCDT	Region County District Type code
RFP	Request for Proposal
ROE	Regional Office of Education
SEA	State Education Agency
SEDL	(former name) Southwest Educational Development Laboratory
SEL	Social Emotional Learning
SPED	Special Education
STEAM	Science Technology Engineering Arts & Math
STEM	Science Technology Engineering Math
TA	Technical Assistance
Y4Y	You for Youth
21st CCLC	21st Century Community Learning Centers

Personal Notes

Contact Information for New Colleagues

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Illinois State Board of Education
Division of College and Career Readiness



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