



EDC

Education
Development
Center

EVALUATION 2020

ISBE 21st CCLC Statewide Evaluation Findings
and Planning for the Year Ahead

September 25, 2020



Agenda




- Key findings from the latest annual report
- Key findings from site visits
- Strategies for conducting evaluations in the current environment
- Questions

Statewide Evaluation Questions

How do 21st CCLC programs:

1. Provide opportunities to increase participation in activities
2. Support increased academic achievement
3. Support increased positive behavioral changes and improved social-emotional skills
4. Include parents and families
5. Leverage community partnerships
6. Serve those with the greatest need for services
7. Provide professional development
8. Address sustainability

Why do we share our evaluation results with you?

-  You can see how your program's data contributes to program accountability.
-  You can situate your program within the statewide program.
-  You can learn about, and from, other programs in the state.

2019 ANNUAL REPORT

ISBE 21st CCLC Statewide Evaluation

Data Included in Our Annual Report

- 1 Statewide Evaluation Survey (aka Spring Survey, from June 2019)
- 2 Grantee annual evaluation reports (submitted December 2019)
- 3 ISB 21CCLC Data Warehouse and Benchmarking Tool (21APR Data)

What about site visits?

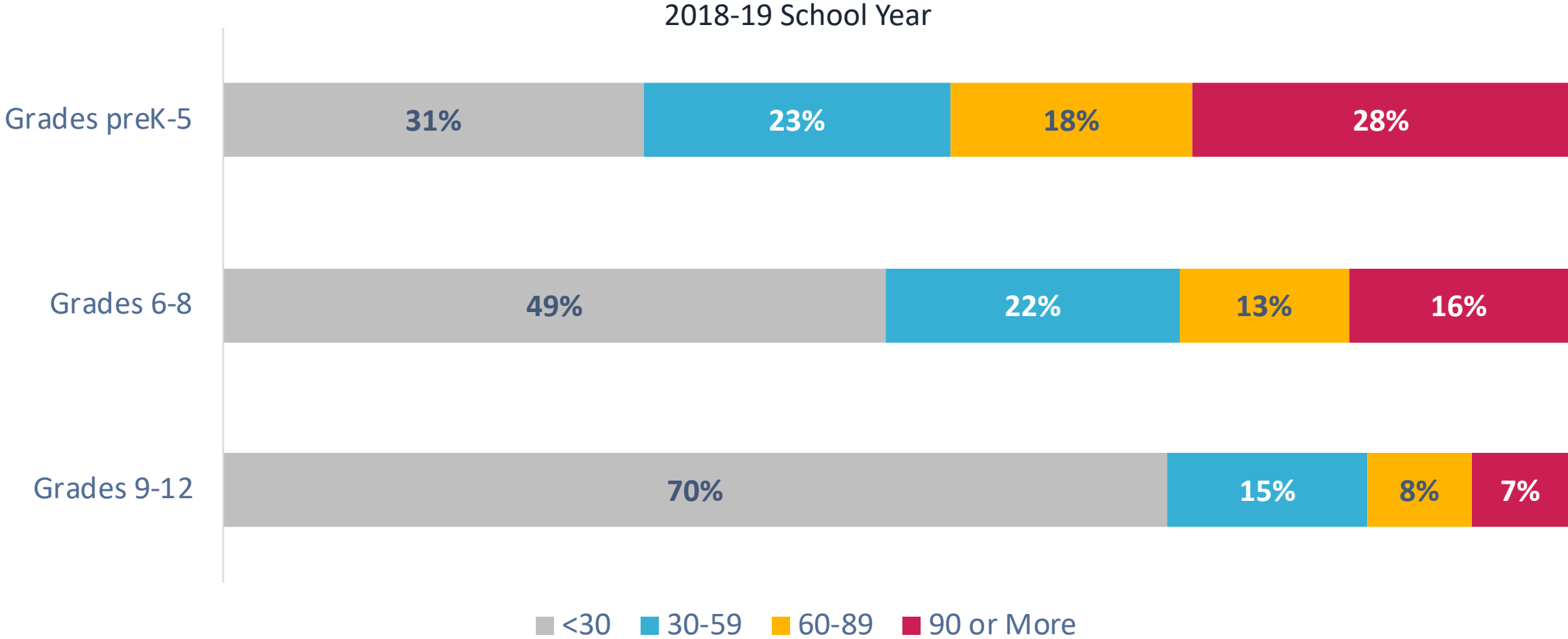
EDC writes separate reports analyzing data from site visits that address a specific theme or topic.

We will share these findings separately!

ISBE 21CCLC Program: By the Numbers

	2018-2019
Grantees (Cohorts 2013, 2015, 2019)	142
Sites	449
Students served	58,951 (↑9,000)
Regular attendees (30 days or more)	31,642 (↑3,000)
Average # students per grant	415
Grantees serving Elementary students	73%
Grantees serving Middle School students	78%
Grantees serving High School students	54%

Days of Student Attendance by Grade Level

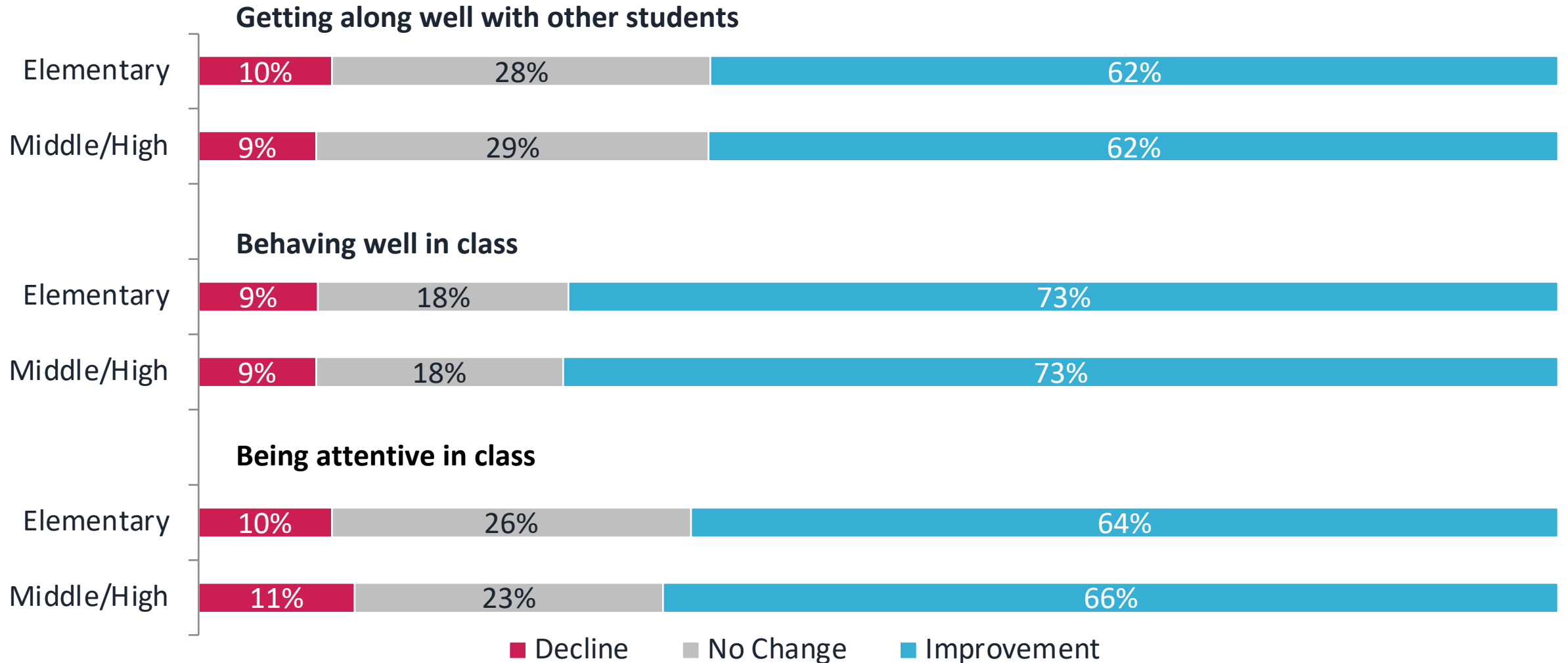


Student Demographics (IRC Data)

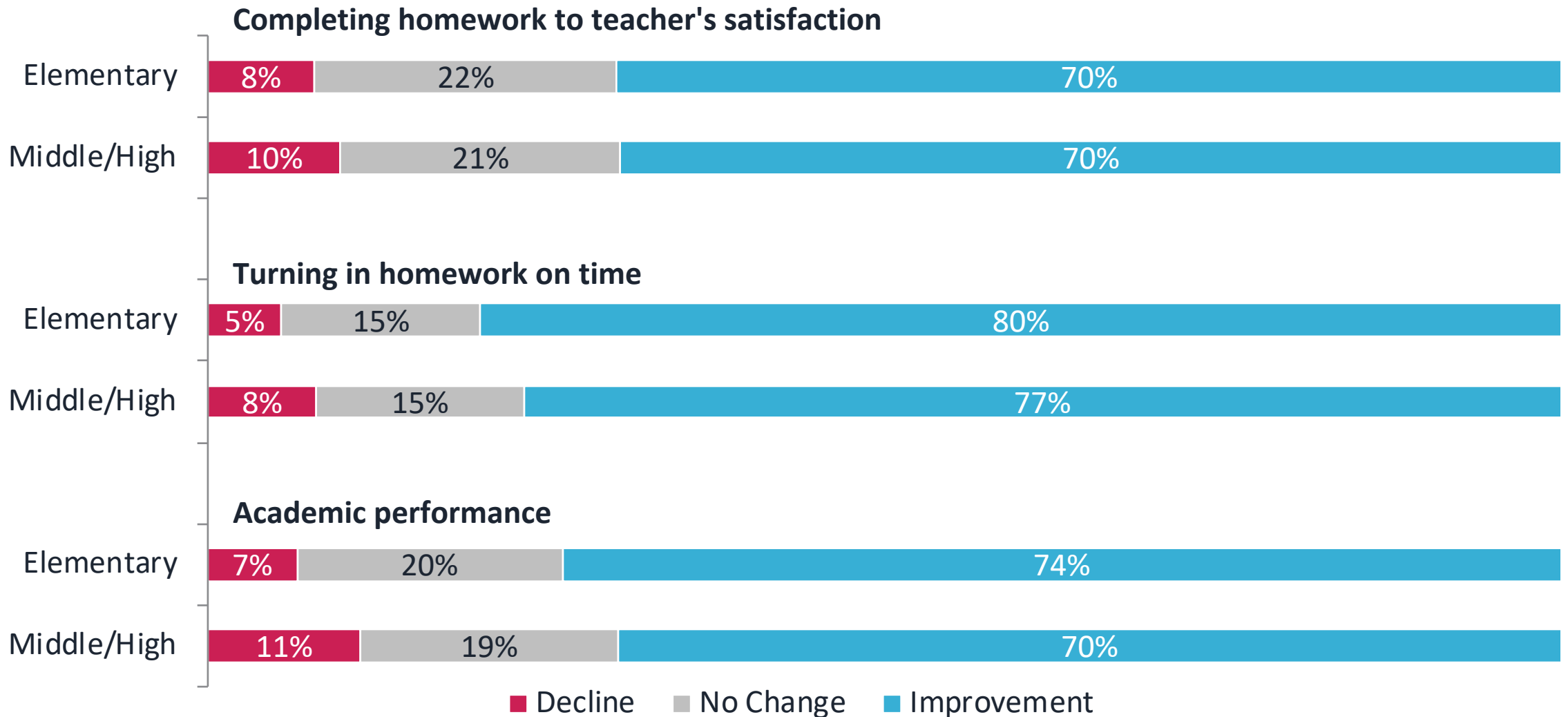
Race/ethnicity	Percent of all participants
Hispanic	42%
Black	35%
White	14%
Asian	2%
Multi-Racial/Ethnic	2%
Native American	0.2%
Pacific Islander	0.1%
Data not provided	4%

Student Population	Percent of all participants
Free/Reduced Lunch Status	69%
Limited English Proficiency	17%
Special Needs	12%
Data Not Provided	12%

Behavior Changes: Teacher Survey Data



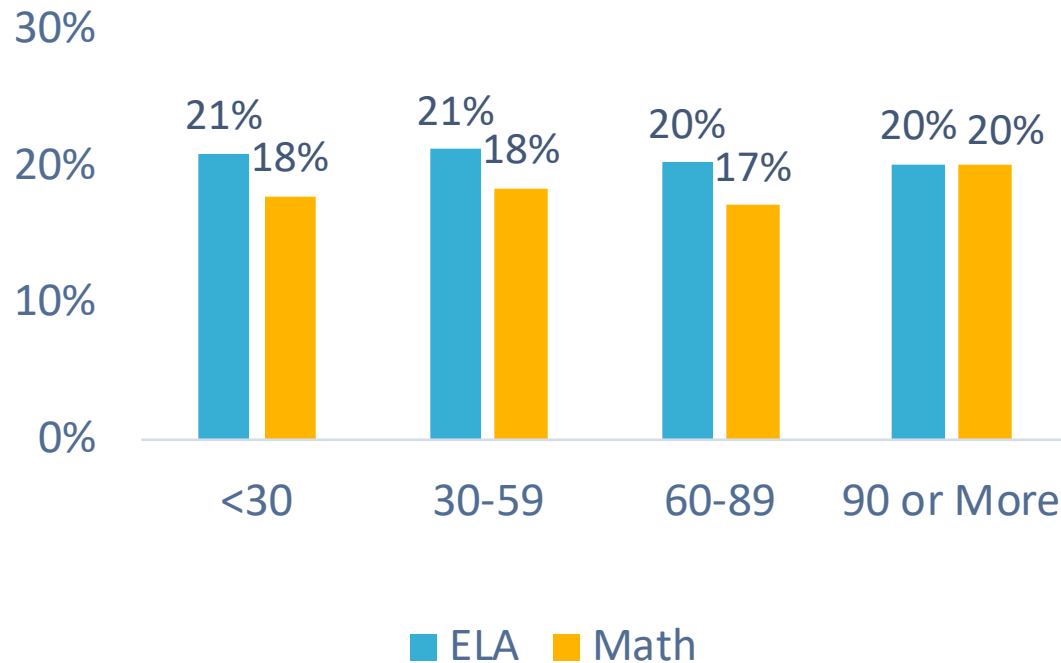
Academic Improvement: Teacher Survey Data



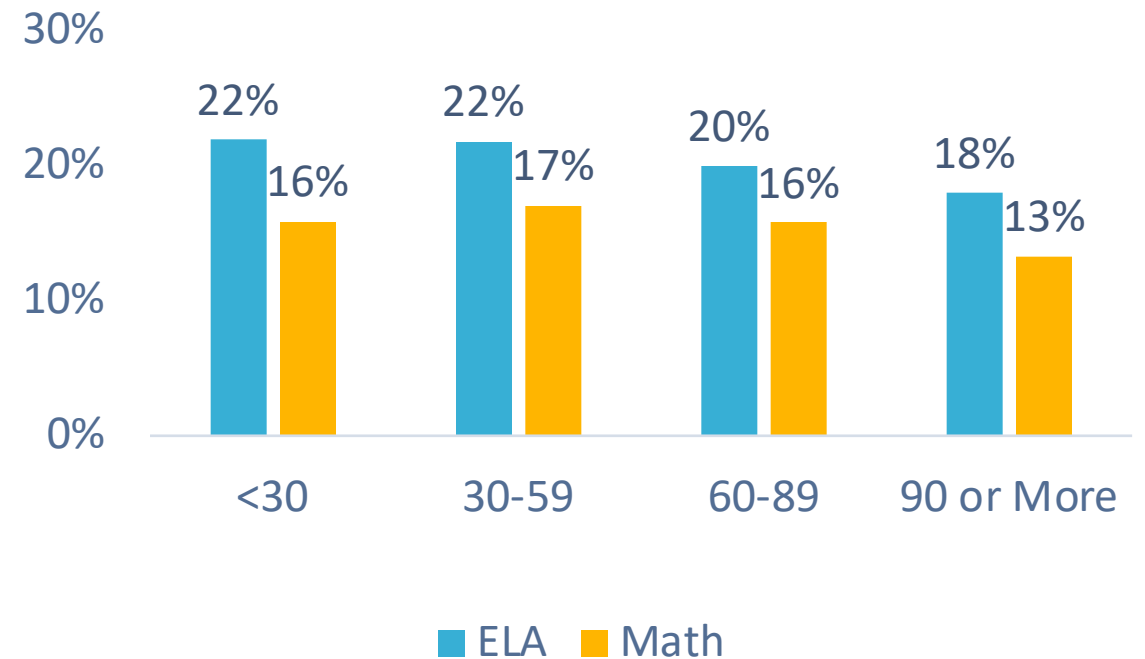
Academic Achievement: IRC Data

Percent of Proficient Students by Attendance Level (2018-19)

Grades preK-5



Grades 6-12 students



Family Programming

Grantees describe a wide variety of **family programming** activities:

- Family events/social nights (64%)
- Health, nutrition, and wellness programming (34%)
- Technology and computer education (23%)
- Parent cafes, parent nights (18%)
- Parenting education (17%)

Student Grade Level	Number of Family Participants
Grades PreK-5	13,262
Grades 6-12	9,721
Total	22,983

Grantee Recommendations for Program Improvement

Recommendation	2019	Change
Increase/improve parent/guardian/family programming and involvement	56%	▼
Increase/improve the use of data, data collection, and/or evaluation	51%	▲
Address recruitment, attendance, and/or retention issues	51%	▲
Increase/improve further staff training and professional development	36%	▼
Address program sustainability	34%	▼
Increase/improve partnerships and/or community outreach opportunities	34%	▲
Expand or alter the range of activities being offered	28%	▼
Increase/improve connection to school day and school day teachers and/or administrators	23%	=
Increase/improve social emotional learning supports and activities	18%	▼
Make adjustments to staffing composition or hire staff for specified needs	15%	▲

FINDINGS FROM SITE VISITS



Site Visits: Arts Programming

Examples: Music, puppetry, dance team, comic book club, theater, fine arts, weaving, photography, video production, creative writing, folk dance.

Staffing and professional development is a challenge for many grantees .

Finding staff with appropriate skills and knowledge can shape program offerings.

Arts programming strengthens 21st CCLC communities, providing opportunities for parent involvement and connecting with community members, spaces, and organizations.

Student benefits: :

- **Gaining confidence and pride in their work**
- **Developing collaboration skills**
- **Exposure to STEM content**

I think the mural is very much so a community endeavor... a center point for bringing people together; and that's been really exciting.

– Project Director



Site Visits: College and Career Readiness

College and career readiness (CCR) includes :

- CCR specific activities, such as college visit, job shadowing, career mentoring
- General academic support, intended to help students reach college
- Character building and SEL to support habits for successful CCR

Reported student benefits

1. Knowledge of college and career pathways and tools to access them.
2. Improved academic achievement.
3. Increase college attendance.

Elements of CCR Programs :

- Weaving CCR throughout programs and activities, in addition to CCR-focused activities General academic support, intended to help students reach college
- Developing culturally responsive CCR programming to recognizes and builds upon students' backgrounds.
- Including parents in CCR activities.
- Using community partnerships to introduce students to a variety of careers.



Site Visits: Academic Supports

Student Benefits

Elementary Grades

- Increase in academic achievement
- Improvement in reading
- Behavior changes

Middle/High School

- Increase in student confidence
- Stronger relationships with staff
- Improvement in grades

Attendance is a challenge for many grantees...

Competing factors (sports) in middle/high school

Parents needing students at home

I have seen students who have made significant gains on their standardized tests at the end of the year. I have seen students go from - oh, I remember one of my best moments. A mom came to me and said, "I had to meet you. My son hated reading." Which I could tell when tutoring first started. Very grudgingly.

-Instructor

LOOKING AHEAD

Local Annual Evaluation Reports

- The report template is the same as in previous years, with space to include COVID-19 impacts. Find it on the [ISBE 21st CCLC website under Forms](#).
- Local evaluation reports are due **November 30, 2020**.
- Email your reports to 21stCCLC@isbe.net.

Evaluation Strategies for the Year Ahead

- ▶ **COMMUNICATE!** Set up regular check-ins for the evaluator and Project Director to share updates on schedule and activities.
- ▶ **Clarify data collection.** What counts as attendance, and who/how will attendance be tracked? What other metrics should be monitored?
- ▶ **Use formative evaluation approaches.** We are all trying new things, and programs are evolving. What feedback, and when, will be helpful to program staff?

Evaluation Resources

- Data collection during COVID-19: Tips and lessons learned conducting online focus groups and virtual observations.
 - <https://www.edc.org/blog/how-do-we-adapt-research-amidst-covid-19>
- Adapting evaluation in the time of COVID-19: Considerations for how to re-design and re-imagine your evaluation.
 - <https://www.betterevaluation.org/en/blog/adapting-evaluation-time-covid-19-part-1-manage>
- SEL Practices during COVID-19: Focused on SEL implementation, but can be useful for thinking about areas of focus for evaluation.
 - <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

QUESTIONS?

Type your questions into the chat box, or press ***#** on your phone to unmute your line to ask your question.



THANK YOU

Contact the EDC ISBE Evaluation Team at
21stCCLC.Evaluation@edc.org

