



EDDC

Education
Development
Center

ISBE 21ST CCLC STATEWIDE EVALUATION

2017-2018 Annual Evaluation Report Findings

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Agenda

- Background on the statewide evaluation
- Key findings from the latest annual report
- Using evaluation data and findings
- Statewide Evaluation Survey reminder and review
- 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.

Data Included in Our Annual Report

- 1 Statewide Evaluation Survey
- 2 Grantee annual evaluation reports
- 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.

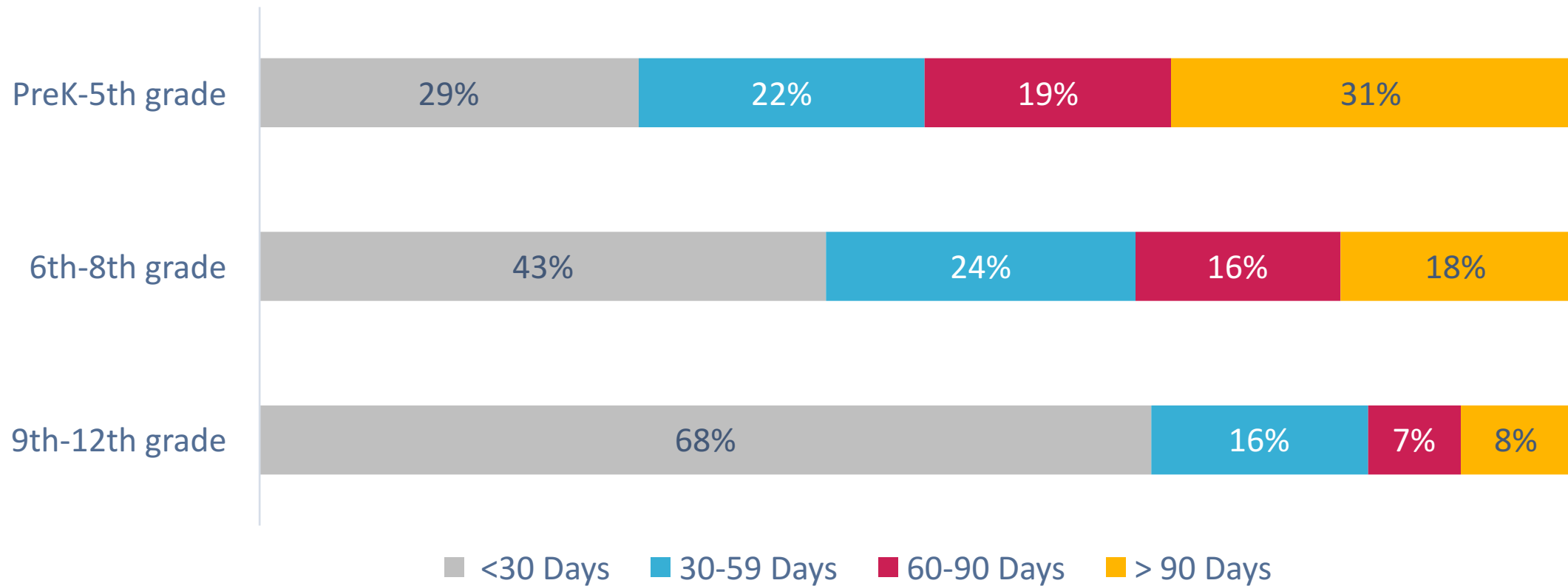
Tune in next week to learn about these results!

ISBE 21CCLC Program: By the Numbers

	2017-2018
Grantees (Cohorts 2013 & 2015)	116
Sites	363
Students served	49,556 (↑1,500)
Regular attendees (30 days or more)	28,190 (↑1,000)
Average # students per grant	435
Grantees serving Elementary students	72%
Grantees serving Middle School students	79%
Grantees serving High School students	51%

Student Attendance Data

Days of Attendance by Grade Level



Student Demographics (IRC Data)

Race/ethnicity	Percent of all participants
Hispanic	37%
Black	34%
White	20%
Asian	6%
Multi-Racial/Ethnic	2.2%
Native American	0.3%
Pacific Islander	0.1%

Student Population	Percent of all participants	Percent of participants with data provided
Free/Reduced Lunch Status	46%	82%
Limited English Proficiency	10%	19%
Special Needs	7%	13%
Data Not Provided	44%	~

Programs Components and Activities

Arts Programming: 92% of grantees

Activity	% of arts programs
Visual Arts (photography, drawing, sculpture)	88%
Performance Arts	77%
Music	74%
Decorative Arts (Ceramics, Jewelry)	66%
Applied Art (Architecture, Fashion design)	43%
Art History (including visiting art museums)	41%

STEM Programming: 94% of grantees

Activity	% of STEM programs
Partnerships with STEM organizations or program providers	69%
Robotics clubs or activities (Lego and others)	67%
STEAM activities or programming	66%
Computer programming or coding activities	65%
STEM kits provided by vendor	62%
Environmental science activities	62%
Family STEM nights or activities	59%

Program Components and Activities (con't)

91% of grantees serving high school students offer **entrepreneurship, career development and job skill activities:**

- Career exploration
- Career-focused clubs
- Entrepreneurship
- Financial literacy
- Job-seeking skills
- Online programs (Career Cruising, Career Launch)

51% of grantees provide specific supports and activities for **students with special needs:**

- Supports to integrate special needs students
- Access to and use of student IEPs
- Dedicated staff to support special needs students

44% of grantees provide **bilingual or ELL programming** as part of their programs:

- Bilingual staff to support students
- Tutoring and activities for ELL students
- Language learning activities for all students

Family Programming

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

- Family events/social nights (62%)
- Health, nutrition, and wellness programming (32%)
- Adult education (29%)
- Technology and computer education (16%)
- Parenting education (13%)
- Higher education, college guidance (13%)

Student Grade Level	Number of Family Participants
Grades PreK-5	9,636
Grades 6-12	10,406
Total	20,042

Social-Emotional Supports and Indicators

⊕ Most grantees (over 90%) include a **social-emotional learning component** in their programming.

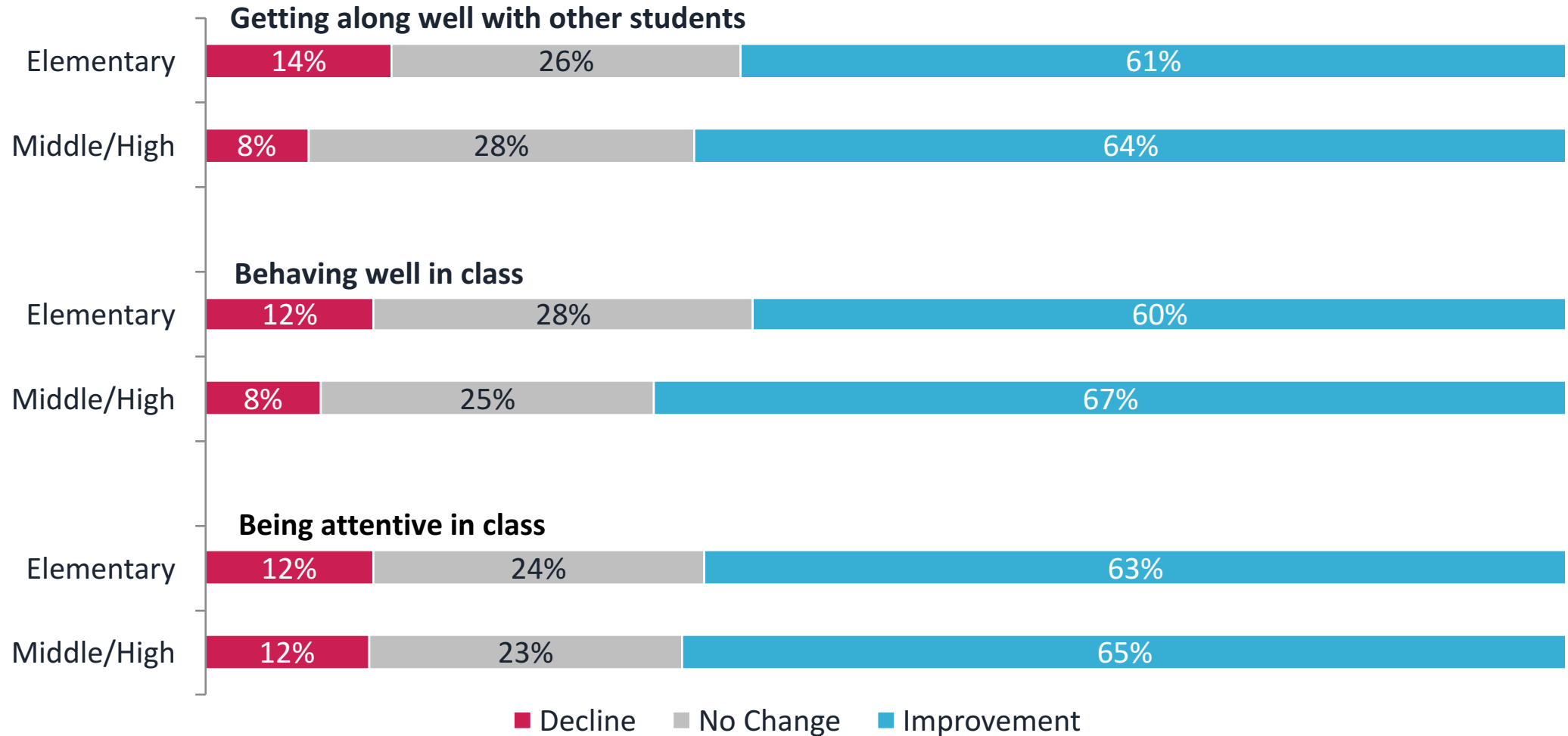
⊕ 77% of grantees offered a **behavioral support or prevention program**.

- PBIS is the most common approach to support SEL.
- 23% report using Second Step Curriculum for SEL.

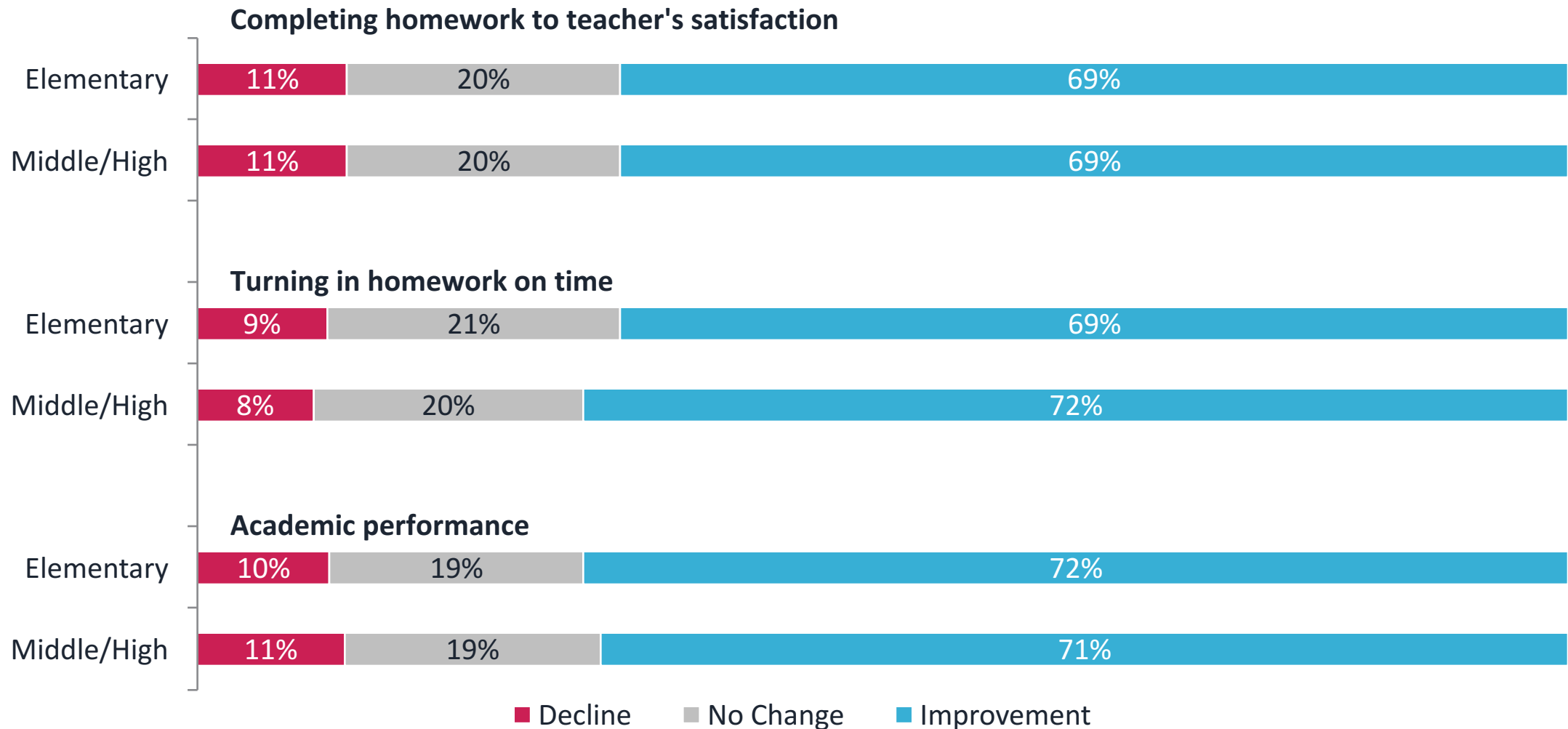
% of Behavior/Prevention Programs

Violence prevention	77%
Drug prevention	51%
Truancy prevention	51%
Mental health services	44%

Behavior Changes: Teacher Survey Data

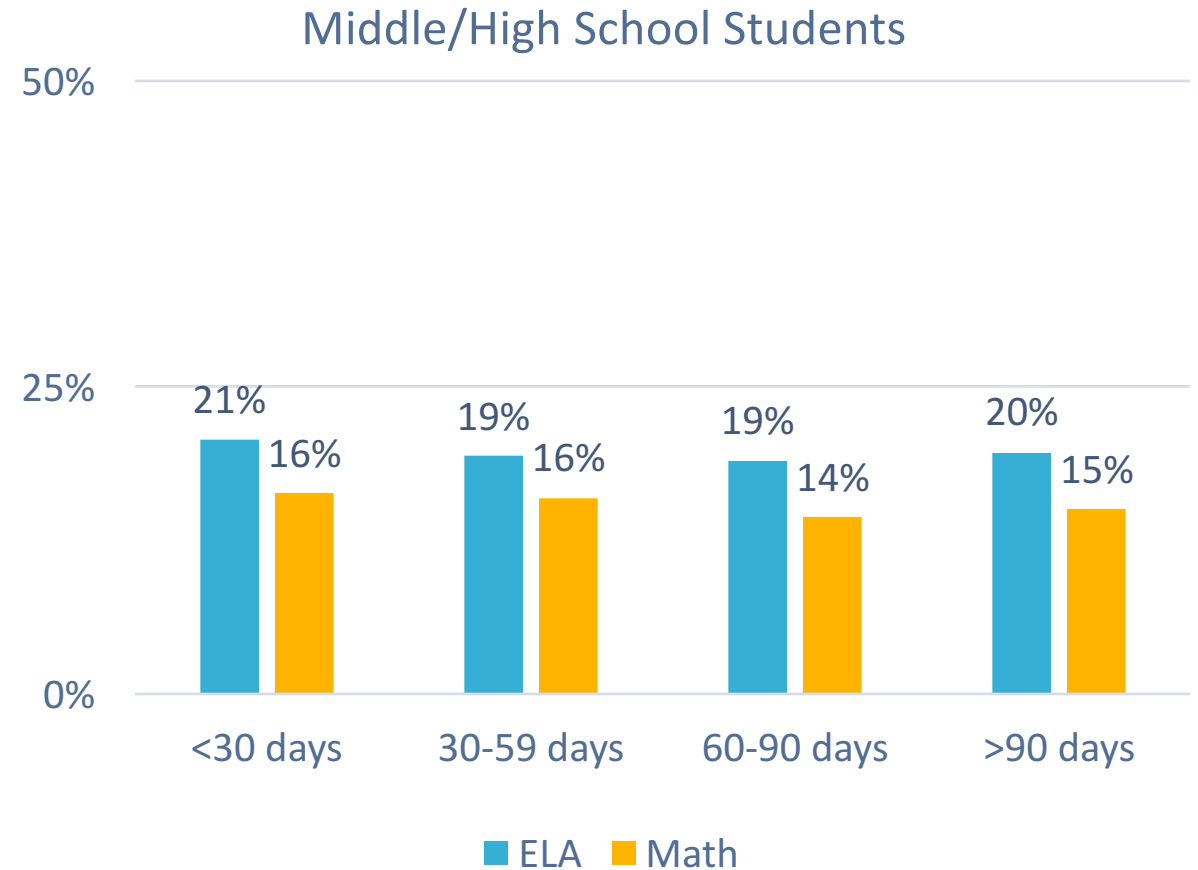
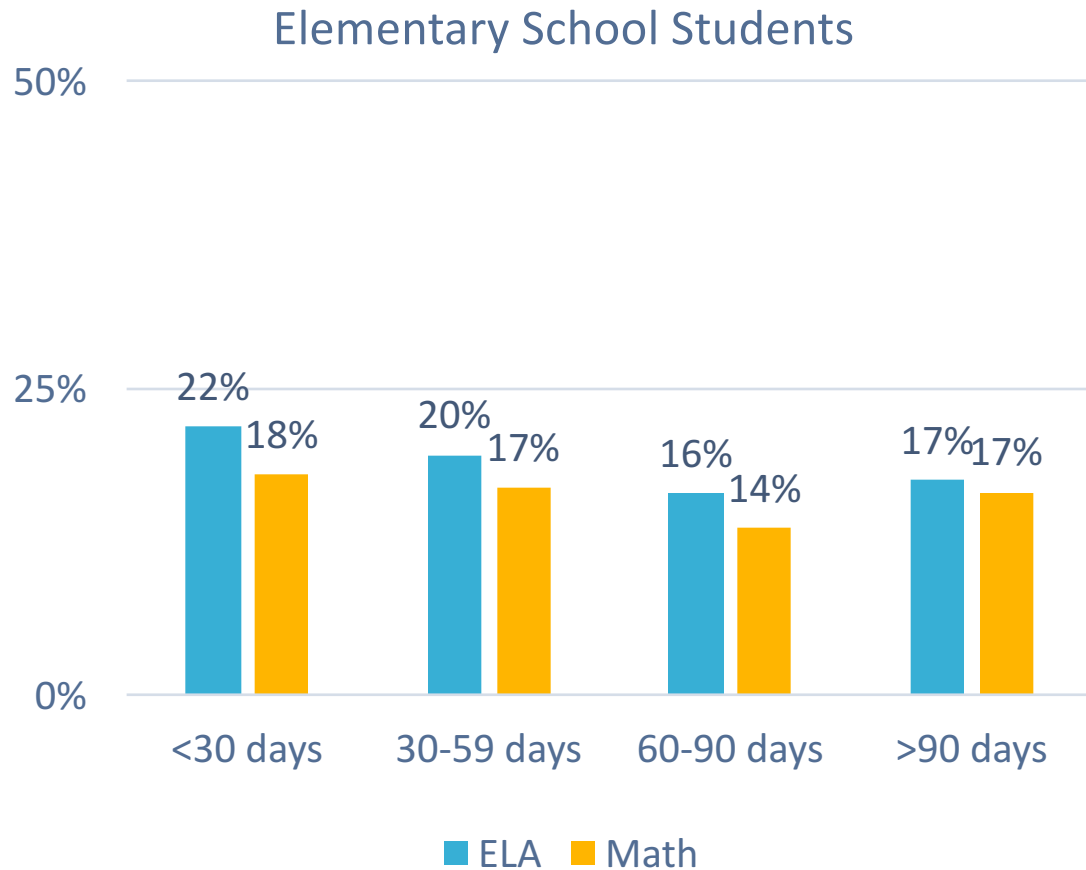


Academic Achievement: Teacher Survey Data

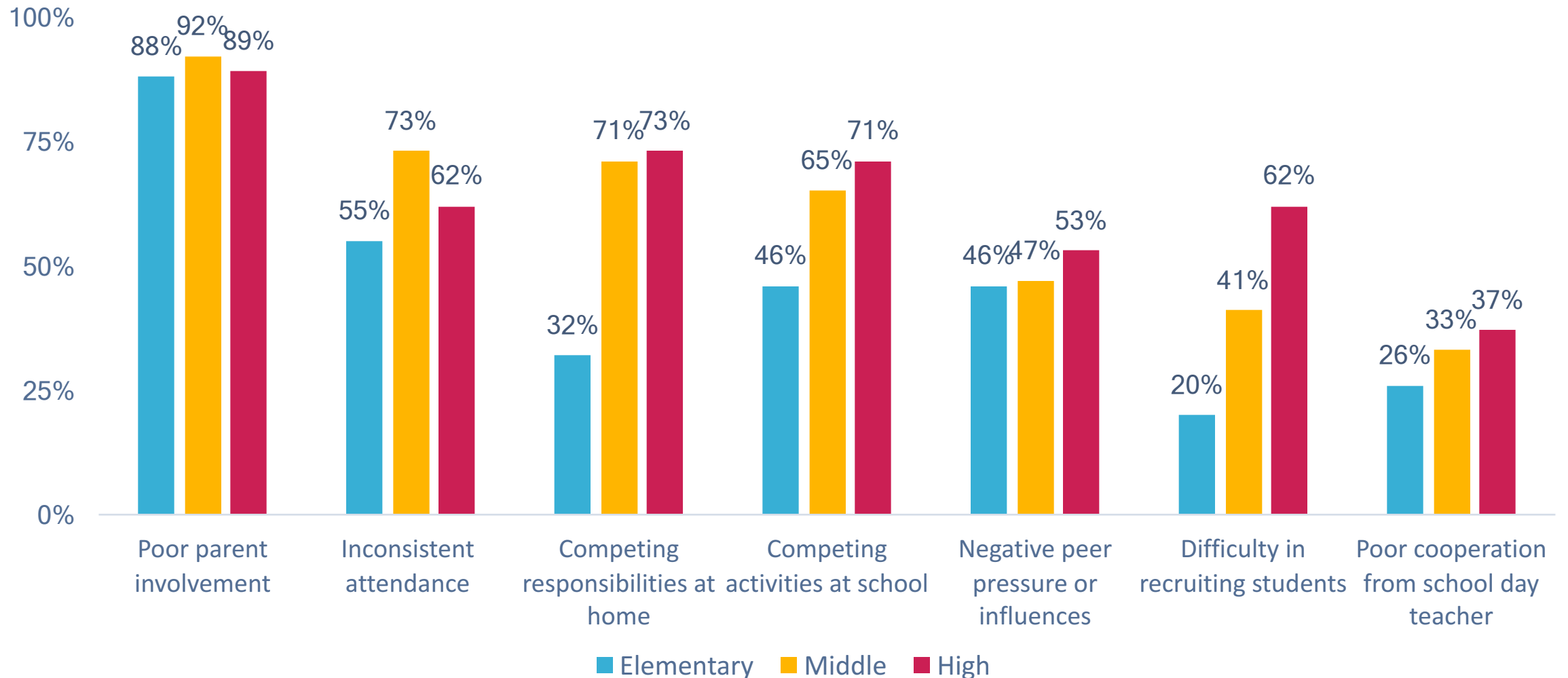


Academic Achievement: IRC Data

Percent of Proficient Students by Attendance Level



Barriers to Program Implementation



Grantee Recommendations for Program Improvement

Recommendation	2018	Change
Increase/improve parent/guardian/family programming and involvement	63%	▲
Increase/improve the use of data, data collection, and/or evaluation	50%	▼
Address recruitment, attendance, and/or retention issues	44%	▲
Address program sustainability	42%	▲
Increase/improve further staff training and professional development	39%	▼
Expand or alter the range of activities being offered	29%	▼
Increase/improve social emotional learning supports and activities	25%	▼
Increase/improve connection to school day and school day teachers and/or administrators	23%	▲
Increase/improve partnerships and/or community outreach opportunities	17%	▼
Make adjustments to staffing composition or hire staff for specified needs	13%	▼
Increase/improve attention to and support for positive student behavior	11%	▲

Using Evaluation Data and Findings

- ▶ Reflect on what kind of programming is happening across the state. Are there things you think your program should be doing? Things you could drop?
- ▶ Consider your own program's data and experience next to the statewide data. What are your program's relative strengths and weaknesses?
- ▶ Discuss recommendations and lessons learned with your program staff. What is relevant to your experiences?



The full evaluation report is available on the ISBE website in English and in Spanish.

Statewide Evaluation Survey: Overview



Focus of the survey is on your program implementation over the past year:

- Recruitment and retention
- Types of programming
- Professional development
- Progress in implementation of grant components
- Barriers to implementation

Statewide Evaluation Survey: Site information



The survey has questions about each site in your program:

- Schools
- Programming dates
- Teacher survey results

Note that the survey no longer asks for attendance data or information on academic achievement, as that is collected through the IRC system.

Remember...

- Project Director's should have received an email with a **unique login for each grant**.
- You do not need to complete the survey in one sitting. Information will be saved between logins. **Click submit at the end of the survey** once you are completely done.
- After you submit, you can **download a pdf** of the completed survey for your records.
- The Survey is due **June 28th**.

Issues? Email us at 21stCCLC.Evaluation@edc.org.

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

