



EDDC

Education
Development
Center

ISBE 21ST CCLC STATEWIDE EVALUATION

Lessons Learned from Site Visits

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Agenda

- Background on evaluation site visits
- Summer programming
- Parent and family engagement
- Social emotional learning
- 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

Purpose of EDC Site Visits

- ▶ Provide a snapshot of program activities and highlights lessons learned
- ▶ Provide insight on grantees' successes and possible challenges
- ▶ Inform ISBE and our statewide evaluation

Other ISBE Site Visits

ISBE staff conduct monitoring visits, and AIR (Illinois Quality Afterschool) provide technical assistance visits. It can be confusing!

Our Approach to Site Visits

- We visit one site for each grant. If you have more than one grant, we visit you more than once.
- Each visit has a focus topic or program area.
- During the visit we:
 - Observe relevant programs and activities
 - Interview staff

SUMMER PROGRAMMING

Summer Programs: Focus & Approach

Grantees approach summer programming in different ways.

How do grantees structure and design summer programs?

- Offer a blend of academic and non-academic activities
- Offer activities that are relevant to student interests and are structured to be “fun”
- Schedules are structured based on the varying needs of the sites and families

What do summer programs focus on?

- Academic support
- Building social-emotional skills
- STEM
- Culinary programs
- Outdoor Sports
- Community service
- Leadership

Summer Programs: Focus & Approach

Grantees primarily use four strategies to recruit students:

1. Communicate with schools during the school year.
2. Ensure program staff are involved in the program during the school year.
3. Entice participation with enrichment activities.
4. Give priority to students who participate during the school year.

“[Students] weren’t signing up when we first tried---because I hadn’t said we were going to have enrichment afterwards. And so, I had to advertise having enrichment after summer school and then kids signed up”.

Summer Programs: Opportunities & Benefits

Grantees cited several benefits for students participating in summer programming. Students:

- Gain new experiences and participate in activities they would not otherwise have access to
- Access additional academic support
- Grow social-emotional skills

“In each room, they have a cool-down corner that youth can either use themselves or be asked to use if staff notice that maybe they are getting a little frustrated and need some space. They fill out a reflection sheet...Youth also have the autonomy to go in there themselves and check where they are at and say like, ‘I was just feeling super overwhelmed, so I just needed to take a break for a second. And now I am ready to come back in.’”




Summer Programs: Staffing & PD



Grantees viewed **staff consistency** as important to the goals of the summer program.

- Grantees often staff summer programs with school year staff as a way to connect the summer program to the school year.
- Some grantees utilize their teachers to assist in curriculum development for the summer program.
- Most grantees do not provide professional development for summer staff but provide planning time prior to the summer program.

Summer Programs: Lessons Learned

-  Summer can provide the opportunity for grantees to offer **different kinds of programming** than during the school year.
-  Grantees employ a variety of recruitment and retention for summer programs, and often **build upon school-year connections** and programming.
-  Grantees places **less emphasis on certain aspects of the 21st CCLC program** during the summer, such as parent and family engagement and staff professional development.

PARENT AND FAMILY ENGAGEMENT

Parent & Family Engagement: Focus & Approach

What do grantees focus on?

- Engaging parents in students' program experiences
- Helping parents in supporting their children
- Building parents' own skills and interests

What types of programming are being offered to parents?

- Family events, open houses, and field trips
- FAFSA and college support
- GED classes and technology workshops
- Volunteering in program activities

Parent & Family Engagement: Benefits

Grantees and parents described many benefits and positive outcomes.

- Parents feel connected to their children's education.
- Parents learn to interact with their children in new ways.
- Parents learn new skills related to supporting their child's social-emotional learning and positive behavior.
- Parents receive a variety of resources to support student learning out of school.

“So we are working with parents on self-awareness. So, their own self-awareness and teaching them to give themselves a timeout when they're angry or upset. And self-regulation, so we've been focusing on those two standards...”

Parent & Family Engagement: Staffing & PD

Professional Development related to parent engagement tends to be limited.

- ▶ Mentoring from supervisors
- ▶ Sharing strategies with colleagues
- ▶ District-providing PD

Parent and family engagement is one of the most common challenges for 21st CCLC programs. What additional PD and staff support might help programs?

Parent & Family Engagement: Challenges



Focusing on relationship-building with parents and soliciting their input proved to be key to overcoming challenges in engaging them in the program.

Common Challenges:

- Parents' work schedules and limited funding to do parent programming.
- Childcare and transportation issues.
- Limited parent activities.

"We do a lot of one-on-one. As the resource coordinator, and also as the parent coordinator, that's a big part of our work is doing one-on-ones, a lot of conversation, a lot of listening to what the adults, parents of this school, and the community, want to see."

Parent & Family Engagement: Lessons Learned

- Parents want to be involved and engaged in the programs and in their children's education.
- Building relationships with families is central to engaging parents.
- There is not one best way to engage parents and families in 21st CCLC programs.
- The 21st CCLC program can help bridge the gap and build connections to the traditional school-day.

Connections with State Standards

- ✓ Build a welcoming and supportive environment
- ✓ Enhance communication
- ✓ Include parents in decision-making

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning: Focus & Approach

There is a lot of variation in how grantees approach SEL in their programs.

How do grantees design SEL activities?

- Use an SEL framework or guiding principles
- Follow an SEL curriculum
- In response to needs as they arise

Curriculum Examples:
SMART Girls, Passport to
Manhood, Calm Classroom.

What do SEL programs focus on?

- Collaboration and team-building
- Self-regulation and self-advocacy
- Anger management
- Coping skills
- Self-esteem
- Conflict resolution
- Social awareness
- Restorative Justice

Social Emotional Learning: Focus & Approach

How and when do grantees conduct SEL activities?

- Daily activities and exercises
- Set days each week that focus on SEL
- Integrated into other activities

How do grantees recruit and retain participants?

- Most grantees do general program enrollment, and do not explicitly recruit students for SEL programming.

One grantee supports SEL through arts programming. Students work collaboratively, take responsibility, problem-solve, work through failure, and feel pride and sense of accomplishment.

Social Emotional Learning: Opportunities & Benefits

Grantees describe many benefits to students.

- Increased self-awareness and self-management
- Improved problem-solving ability
- Greater “comfort” and self-expression
- Increased responsibility
- Greater program ownership

“They've learned coping skills. They no longer act out or get mad about minimal things or minor things.”

“What we've seen in programming is they've taken responsibility for their space, in terms of holding each other accountable for coming to the program. And how they show up in program...They take ownership of this space, and they are accountable to each other.”

“You are seeing their growth, which helps them stop and think about others before they react and stopping and thinking before they do something and trying; to see them make better choices.”

Social Emotional Learning: Staffing & PD

While important for all 21st CCLC programs, grantees note both the **number** and **preparation** of staff impact SEL programming.

- ▶ There need to be enough staff to work with students individually and in small groups when needed.
- ▶ Staff should be trained in any SEL curriculum, as well as trauma-informed practices.
- ▶ Staff need to be prepared, engaged, and interested in developing relationships.

“It starts with the actual just engagement, interaction and facilitation techniques. So, really being trauma-informed, and how we are working with our young people, would be how it starts.”

Social Emotional Learning: Lessons Learned






“It needs to be intentional and consistent.”

Cooperation and coordination between school and afterschool are critical.

Challenges

- Staff training and consistency in approaches to working with difficult students.
- Students’ expectations about what the program is and how they should behave.
- Student outcomes can be hard to measure.

Upcoming Site Visit Reports

-  Arts Programming
-  STEM Programming
-  Academic Support Strategies

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
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