

PLEASE NOTE:

This document is meant to provide an example report. Some information has been removed to reduce overall length. Names of specific people and agencies have been blinded. These changes may lead to some inaccurate details or discrepant information. While such inaccuracies are possible, the document still provides example language and formatting for program evaluation.

Local Grantee Evaluation Report 2021-2022
ISBE 21st Century Community Learning Centers (21st CCLC)
Amazing School District Name Here #123

This evaluation report provides evidence of program progress and outcomes for the 21st Century Community Learning Center (21st CCLC) programs occurring at five school-based sites provided by AmazingSchoolDistrictName #123 and the Great YMCA. This report covers programming that occurred between July 1, 2021 through June 30, 2022 for 21st CCLC Cohort 4.

I. Grant Information

Grantee organization: AmazingSchoolDistrictName #123 365-U	
Funding Cohort: Cohort 4	
Program Sites - The five (5) program sites funded from this grant include:	
AMS Elementary School	address
LNT Elementary School	address
DEG Elementary School	address
WMD Elementary School	address
JAS Middle School	address

II. Overview and History of Program

While navigating their implementation phase during the most intense waves of the COVID-19 pandemic, program leaders and staff have remained flexible and practical when determining their short and long term goals for the programs.

Since the initial proposal phase (in July 2020), the five community learning sites funded by this grant have exponentially grown. By the end of the academic year, these five sites served a total of 499 students (unduplicated) and their families. Additional students participated in the summer program. These five sites implemented an average of 117 days of programming per site during the academic 2021-22 school year, with an additional 18 days of summer programming (summer 2022) to conclude their academic year. Therefore, between September 20, 2021 thru June 30, 2022, each of these sites implemented an average of almost 136 days of programming per site (with a range of 134-140 days) for their first complete fiscal year of programming.

The growth of these programs has been an iterative, flexible and targeted approach in order to implement quality programming with community partners that attempts to reach students who may most benefit from the opportunity. Leaders at each of these five school sites worked to recruit and retain high-quality staff members and consistently increase the size of their programs. In spring 2021, this cohort of sites provided

services to a total of 220 students. This number more than doubled, as they served 499 students during the 2021-22 academic year. While the number of hours that each student attended was lower than desired, this could be due to the fact that all sites needed to remain flexible regarding attendance policies due to COVID restrictions. Family engagement events continued to experience barriers for an array of reasons, mostly due to influences of the pandemic.

Program Goals

The seven (7) proposed program goals for this cohort of sites during the academic year 2021-2022 remain the same compared to previous years. The goals include:

1. Schools will improve student achievement in core academic areas.
2. Students will show an increase in school attendance and graduation from high school.
3. Schools will see an increase in the social-emotional skills of their students.
4. Programs will collaborate with the community.
5. Programs will coordinate with schools to determine the students and families with the greatest need.
6. Programs will provide ongoing professional development to program personnel.
7. Programs will collaborate with schools and community-based organizations to provide sustainable programs.

While the focus of the goal remains in place, influences of the COVID-19 pandemic necessitated that the measurement and some specific activity alignment included flexibility and reorganization/restructuring throughout the program sessions. For example, because several community partners who had previously committed to supporting the program could no longer do so, the Program Director and site coordinators/instructors had to find alternative options - sometimes creating their own activities and/or sometimes finding new community partners. Supply backorders additionally affected activity plans. Continued modifications of district and state tests/assessments led to revised evaluation design to ensure that analysis and findings would be both possible and practical. Perhaps most notably, the goal related to professional development was intentionally rethought, as staff burnout and fatigue necessitated increased boundaries and decreased level of time required on site.

II.A. Evaluation Methods

Guiding Questions for this district's 21st CCLC's Local Evaluation:

This program evaluation sought to answer the following guiding questions:

- Have (name's) 21st CCLC programs met their goals and objectives? And/or, since the previous evaluation report, have the 21st CCLC program sites made progress towards attaining the proposed goals and objectives?
- What can help the programs make progress towards the predetermined goals and objectives?

Additionally, the evaluation team continues to partner with (name of district) to ensure that this program evaluation can be helpful in formative ways throughout the year. Therefore, the evaluation team also worked to better understand:

- What data is most useful for continuous improvement of the programming?
- How can the evaluation team most efficiently and productively collect helpful data?

Description of Evaluation Process:

This comprehensive evaluation combined both process and outcome measures. The proposed evaluation approach included posttest (outcome data), as well as systematic qualitative measures that sought to

understand quantitative results. Outcome measures included multiple surveys to collect feedback from all program stakeholders: students, parents/guardians, staff, partner agencies, and classroom teachers who teach students participating in the program. Demographic information was utilized to determine descriptives of student and family participants in relation to program goals. District-administered assessment data (IAR, Panorama, classroom reports, etc.) were used to determine the potential influences of the program on academic achievement and/or growth of the student participants. Student attendance, from both during the school day and throughout the program sessions, led to measurement regarding student engagement and participation. Additional attendance reports from family engagement events led to an overview of parent engagement trends, strengths and needs. Attendance reports, accompanied by feedback surveys, led to descriptive analysis of 21st CCLC teacher/staff participation and perceptions of the professional development opportunities they attended. Site observation data provided both quantitative and qualitative formative and summative findings related to daily activities, strengths and needs of each of the five sites.

Implementation was modified/changed due to impacts of COVID-19, and the necessitated adjustments to programming within the district. The following table demonstrates the proposed evaluation design in comparison to the implemented evaluation design:

Goals & Objective	Evaluation Design Proposed	Evaluation Design Implemented
<p>Goal 1, Objective A: Participants will demonstrate increased levels of academic proficiency on IAR Math and ELA assessments. Measurable outcome: Students taking the IAR will score a 4 or 5 on Math and ELA. Among students scoring lower, 10% will increase scores from the 2020 assessment.</p>	<p>Scores from IAR Math and ELA assessments will be gathered to determine students' academic achievement. After two years of these measures are available and thereafter, measures will be compared year to year.</p>	<p>Scores from IAR Math and ELA assessments will be gathered to determine students' academic achievement. Of students scoring 1, 2, 3, their scores were analyzed by percentage of students who increased scores from 2019 to 2020.</p>
<p>Goal 2, Objective A: Participants will demonstrate increased school attendance. Measurable outcome: Attendees will have an increase in attendance rate by 10%; Panorama SEL surveys will show student self-perception ratings of 3, 4, or 5 in 'school belonging'.</p>	<p>In-school attendance rates during the school-year program will be retrieved from InfiniteCampus. Individual student report cards will be collected and submitted to the evaluation team as needed. Program staff will maintain attendance records for program participation, and submit these records to the evaluation team. Data regarding student self-perception of in-school belonging will be collected in various formats, depending on student age. Students enrolled in grades 3-8 complete the Panorama SEL survey at least once per academic year. Because students in grade 2 are not age-appropriate to complete surveys independently, data for these students will be collected via the parent/guardian survey</p>	<p>The evaluation of this objective remains generally the same. Attendance rates pre- and post-program enrollment were obtained, and 21st CCLC program staff maintained rigorous attendance records during the program, and submitted these records to the evaluation team. Analysis, however, required attention to the details of attendance rates specifically in relation to the limitations of the data. In other words, because of COVID restrictions and requirements (quarantines, recommendations to stay home per symptomatology, etc.), the evaluation team believes that attendance rates cannot be verified (or utilized) as an accurate assessment of student growth.</p>

	<p>(an item on this survey will be used to ask parents about their children's attitudes toward school) and via the classroom teacher survey (rubric), given to classroom teachers of students enrolled in 21st CCLC at the end of the academic year.</p>	<p>Data regarding student self-perception of in-school belonging was collected in various formats, depending on student age. As outlined in goal proposal, Panorama data was utilized, though only posttest results (end of year) were provided. Additionally, data about student engagement were collected via the parent/guardian survey, classroom teacher survey, and student survey; items on these surveys asked about their attitudes toward school.</p>
<p>Goal 3, Objective A: Participants will demonstrate an increase in social awareness and self-regulation. Measurable outcomes: Panorama SEL surveys will show student self-perception ratings of 3,4, or 4 in social awareness and self-regulation; Teacher perception of student SEL skills in social perception and self regulation will range from 3 to 5 for program participants, as measured by Panorama Surveys.</p>	<p>Data regarding student self-awareness will be collected in various formats, depending on student age. Data collection instruments for this objective include: 1) Panorama survey results for students enrolled in grades 3-8 complete the Panorama SEL surveys twice per year (approx. September and April). Because students in grade 2 are not age-appropriate to complete surveys independently, data for these students will be collected via the classroom teacher survey (a rubric consisting of SEL skills) and the parent/guardian survey (an item on this survey asks parents about their children's self awareness and abilities to recognize their personal strengths and external supports); and 2) The Illinois Social-Emotional Learning Standards performance descriptors will be used as a rubric rating for each enrolled student. Program staff will complete this rubric (part of a student report to be completed by program staff twice annually) within 6 weeks of the start of the program and approximately one month prior to the end of the program. The evaluation team will be provided disciplinary data for each student enrolled in the program (including office referrals, detentions, in-school</p>	<p>1) Panorama data was provided for only one point in time (end of year), and therefore the evaluation team utilized only posttest measurements.</p> <p>2) The Illinois SEL Standards were incorporated into the classroom teacher survey instead of the program staff survey. The team determined that growth in the generalized environment (school) was more useful to the district than growth solely within the program. Therefore classroom teachers responded to rubric prompts instead of the program staff.</p> <p>Additional measurement related to this objective was collected via parent/guardian, teacher, and student surveys. Surveys asked for ratings based on perceptions of student ability and skill related to emotions and feelings. Disciplinary data recorded within the district's data management system (Infinite Campus) was provided; it should be noted that only major infractions are entered into the system, and smaller daily disciplinary measures may not be included in the data.</p>

	<p>suspensions and out-of-school suspensions or equivalent). This information will come from student report cards and via InfiniteCampus. This information will be gathered for each student quarterly.</p>	
<p>Goal 4, Objective A: Programs will provide opportunities for the community to be involved. Measurable outcome: At least 1 family member of at least 10% of participating students will attend at least 1 activity offered during the school-year program.</p>	<p>Program staff will provide a list of services made available to families (including, for example, Heart Haven Outreach, Lewis University tutors, Bolingbrook Park District, external social/recreational activities, etc.) along with names of attendees and the sign-in sheets reflecting family members attending these programs, so un-duplicated attendance counts can be generated. Type and extent of any collaborations with families of students in the program will be reported to evaluators. Additionally, the Parent/Guardian Survey will include items about both parental involvement in education and parental satisfaction with community services. The focus groups with staff members and other key stakeholders will address the strengths and needs when collaborating with community partners in an attempt to learn how to continuously make collaborative improvements.</p>	<p>The impact of the COVID-19 pandemic led to reduced family engagement/participation within schools generally, and this included hindered family participation within 21st CCLC programming. Necessary data for programming was provided, and is included in this report. However, program leaders made an intentional decision to postpone many of the events and remain cautious when hosting potentially large groups. Therefore, while data about family participation was obtained, analysis and findings should be understood with discretion and recognition of the limitations.</p>
<p>Goal 5, Objective A: Programs will provide opportunities with priority given to students who are lowest performing and in the greatest need of academic assistance. Measurable outcome: The percentage of FRL-eligible participants in the program will equal or exceed that of the school.</p>	<p>The evaluation team will monitor, analyze, and report data regarding student demographics and other characteristics of students attending the program. To do this, data provided to the evaluation team will include distinct information about the student population of the school site as a whole as well as student population of program attendance in order to ensure programming is targeted for students/families with the greatest need. These data are provided to the evaluators quarterly. The evaluation team will aggregate these data in accordance with test scores, report cards, and attendance data</p>	<p>The proposed methodology was implemented for this objective. The evaluation team monitored, analyzed, and reported data regarding student demographics and other characteristics of students attending the program. To do this, data provided to the evaluation team include distinct information about the student population of the school site as a whole as well as student population of program attendance. The evaluation team aggregated these data in accordance with attendance data.</p>

	to better understand the students' needs in entirety, ensuring that those who are lowest-performing and in the greatest need of assistance are receiving programmatic support.	
<p>Goal 6, Objective A: Professional development will be provided by the school district, program partners, and ISBE to meet the needs of the program staff and students. Measurable outcomes: A list of professional development programs will be provided with participant attendance of program staff recorded. All program staff will participate in a minimum of 2 programs yearly; and 100% of program staff will rate their satisfaction with attended programs as satisfied or highly satisfied.</p>	<p>The Program Director will provide information concerning professional development compliance, including sessions offered and by whom they were attended. Evaluation forms will be developed for professional development opportunities. Lists of coordinating/collaborating agencies and the types of service they provide will be provided by the program staff to the evaluation team.</p>	<p>Because of the influences of the COVID-19 pandemic, the Program Director made the intentional decision to reduce the requirements related to professional development in order to support staff wellbeing. Therefore, while feedback data regarding each professional development opportunity was requested, the responses were inconsistent and/or incomplete, leading to missing information and perhaps unreliable findings. This goal will have a more intentional focus and measurement in subsequent years.</p>
<p>Goal 7, Objective A: Programs will create sustainability plans to continue programs beyond the funding period. Measurable outcomes: Lists of collaborating agencies and types of service, along with letters of agreement will be maintained and provided to evaluators at least twice yearly; and, All partners, whether contracted or in-kind providers, will provide letters of commitment stating intent to provide services beyond the funding period to the extent feasible.</p>	<p>Program staff will provide a list of services made available to families (including, for example, YMCA, Heart Haven Outreach, Lewis University, Bolingbrook Park District, etc.) along with names of attendees and the sign-in sheets reflecting family members attending these programs. Type and extent of any collaborations with families of students in the program will be reported to evaluators. Twice yearly, a survey regarding experiences of collaborative efforts and successes/needs will be provided to all members of the Sustainability committee and analyzed for trends and needs. The focus groups with key staff members will include questions about collaborative experiences related to the sustainability of partnerships.</p>	<p>The Program Director submitted documentation regarding the extent of any collaborations with families of students in the program, which was diminished due to COVID-19 influences. Due to COVID-19 impact on the district as well as the surrounding community, the sustainability committee was not enacted. The evaluation team used quantitative survey results from the staff survey instead of adding a required focus group (per time commitment needs and boundaries; <i>see additional reasoning above in Goal 6</i>).</p>

Data Collection Tools Included:

- **Student survey**, implemented near the end of the academic year programming (April and May 2022); *See Appendix A for survey instrument*
- **Parent/guardian survey**, implemented in April and May 2022 (about academic year programming); *See Appendix B for survey instrument*

- **Classroom teacher survey/SEL rubric**; implemented in May 2022 (about student skills and growth during academic year); *See Appendix C for survey instrument*
- **21st CCLC staff survey**, sent to all staff with an emphasis for all site and academic coordinators to ensure they complete all questions, implemented in June 2022 (not session-specific); *See Appendix D for survey instrument*
- **Professional development feedback form**, live link/feedback form provided throughout the year for staff to complete after each professional development activity; *See Appendix E for survey instrument*
- **Community partner survey**, administered one time in June 2022; *See Appendix F for survey instrument*
- **Analysis of students' demographic and attendance data**
 - Program attendance records submitted to evaluation team (attendance is recorded by site coordinator or other designated staff person in hours, rounded to the nearest quarter-hour)
 - Demographic information exported via Infinite Campus reports, provided to evaluation team as needed by technology team within the district
 - Assessment data (IAR and Panorama) provided by data team within the district
- **Site visit observations**, completed by research assistants on the evaluation team every 2-3 weeks at each school site; *See Appendix G for data collection instrument*

This evaluation approach was designed based on the Evaluation Framework for the 21st CCLC Programs Grant Monitoring Support Template as well as the ACT Now Coalition's Evaluation Principles and Practices: Recommendations for the Illinois Afterschool System that was published by ACT Now Quality Assurance, Outcomes, and Evaluation Committee.

III. Program Implementation

This section provides program descriptions and data: strengths and needs regarding demographics and characteristics of the participants served, when and how services were offered, staffing patterns, strengths and needs, and overall program governance, etc.

III.A. Students Served

Student Recruitment and Retention

The 2021 program evaluation showed that the programs were not reaching the students with the greatest needs. The proportion of students receiving free/reduced lunch was not equal or greater to those who did not qualify. Therefore, prior to the start of the academic year, the Program Director explained and guided all Site Coordinators and program staff to use the 'Recruitment Formula' for student invitation and recruitment. This Recruitment Formula was a strategy designed based on the results from the previous year's evaluation. See Figure 1 below, which shows the Recruitment Formula used across all sites.

However, while general guidelines and instructions related to this Recruitment Formula were provided by the Program Director and other district administrators, each school/site enacted a slightly different approach for student recruitment. For example, AMS worked to increase program size rapidly, wanting to enroll most students at the start of the year. DEG Elementary aimed to consistently enroll a smaller group of students every couple of weeks throughout the duration of the academic year. LNT reached capacity and had a waitlist of students wanting to join because they worked with classroom teachers across all grade levels. JAS successfully enrolled a strong group of students at the start of the year, but then struggled to retain students once extracurricular activities and sports provided them with additional opportunities. Additional reasons for the middle school recruitment and retention struggles related to inaccessible transportation at the conclusion of the program. JAS staff therefore decided that students could attend for a partial day, and leave early from the program if they needed to take the bus to get home that day. However, this led to reduced participation, both on a daily basis and via the culmination of participation hours.

In order to increase the number of participants and retain the students once they joined the program, 21st CCLC staff put forth intentional effort to provide education and information about 21st CCLC to their colleagues: teachers, student support personnel and administrators. Because the 21st CCLC team was finding that schools were misunderstanding the program goals and rationale, the Program Director urged all Program Coordinators to present at staff meetings, talk with their school’s administrators and meet with colleagues to discuss best practices for 21st CCLC and seek buy-in from school staff. Program Coordinators expressed that while they found it difficult to initially receive the buy-in they aimed to see, they believed that these efforts did increase recruitment and retention in the long-run. Additionally, the Program Director met with all school principals throughout the year to ensure strong connection and integration of 21st CCLC programming within the school during school hours.

COVID-19 Flexibility: In order to ensure access to programming, site coordinators remained flexible in their recruitment and retention strategies due to the COVID-19 pandemic. While protocol required specific steps and actions, site coordinators maintained that in order to reach the students who most needed this program’s support and opportunities, they needed to be more flexible than originally planned. Therefore, most sites maintained lax attendance policies, aiming to be inclusive of any and all participation rather than enforce required consistency.

Figure 1

<u>21CCLC Student Recruitment Formula:</u>		
Step	Task (of each step)	Notes
Review students enrolled in the previous year. Of those students:	First priority: → Any student eligible for free/reduced lunch. Second priority: → Any student with over 7% chronic absenteeism. Third priority: → Any student with IAR scores of 3 or below (in Math and/or ELA)	Students meeting more than 1 of these priorities are automatically moved to top priority.
Review ALL students in your school who qualify for free/reduced lunch:	Invite these students.	
Review ALL students who are absent from school more than 7% of the time:	Invite these students.	
Check with school administrators, non-homeroom teachers, social worker, psychologist, ELL coordinator, and Learning Environment Coordinator. Ask for student referrals based on (lack of) social interactions, (lack of) school engagement, (need for) staff relationship rapport, (need for) additional time with structure after school, (lack of) home-based resources.	Invite these students.	Note: Please be sure to communicate to referral sources that currently, 21CCLC programming does not include behavioral modification supports or interventions. Students should not be referred solely for behavior modification purposes.

Student Enrollment by Site Over the Past Three Years

The data in this section includes Student Enrollment by Site throughout the year(s) of program operation. It should be noted that programming implemented prior to Summer 2021 is documented in days, while attendance starting during Summer 2021 is reported in hours.

Recruitment and Retention of Students

Data regarding student retention trends across years of programming is not yet available, as this was the first full year of programming. Therefore, enrollment and attendance data cannot be compared across the two years, as all five schools within this cohort first started to implement the programs mid-way through the 2020-21 academic year, with 2021-22 being the first full year of program implementation. The following data portrays each year distinctly. Data about recruitment and enrollment from 2021-2022 can and will be used as comparison and trend analysis in subsequent years.

FY 2021-22 was the first full cycle of academic year and summer programming for Cohort 4 schools. This reporting year (2021-22) served as an extension of the period needed for adjusting to ongoing COVID-19 restraints and mitigations, and norming of program and evaluation procedures. As such, data from the FY 2021-2022 year will be utilized as baseline data for comparison at later stages in the evaluation process. The following tables demonstrate student enrollment per site during the academic year and summer for 2021-2022 programming and initial 2020-2021 programming. Data is provided in the tables below.

Site: AMS Elementary School (AMS)

Table 1. AMS Academic Year Enrollment

AMS Elementary School				
	FY20	FY21	FY22	
Total Unduplicated Enrollment	n/a	61	Total Unduplicated Enrollment	107
a) # of students attending <30 days (Note: 15 hrs is approx. 5 days; 16-45 hrs is approx. 6-15 days; 46-90 hrs is approx. 16-30 days)	n/a	34	a) # of students attending <15 hours	3
			b) # of students attending 16-45 hours	12
			c) # of students attending 46-90 hours	33
b) # of students attending 30-59 days	n/a	27	d) # of students attending 91-180 hours	37
c) # of students attending 60-89 days	n/a	0	e) # of students attending 181-270 hours	16
d) # of students attending 90+ days	n/a	0	f) # of students attending 271+ hours	6

Table 3. AMS Average Daily Attendance

AMS Elementary School			
	FY20	FY21	FY22
Overall Average Daily Attendance (ADA)	<i>n/a</i>	27.84	32
ADA for Afterschool Program	<i>n/a</i>	49.31	30
ADA for Summer Program	<i>n/a</i>	20.83	38

AMS enrollment and attendance analysis discussion:

Enrollment at AMS greatly increased between Spring 2021 and academic year 2021-2022, with the program servicing 61 students in spring 2021 and 107 students by the end of spring 2022. Summer enrollment more than doubled between Summer 2021 to Summer 2022. Average daily attendance (ADA)

shows that the program has grown in size since its first year of implementation (from 2021 to 2022). In 2021, the overall ADA was just under 28 students, while in 2022, the ADA was 32 students. That said, ADA (for academic year programming) equals just 28.04% of total enrollment numbers, which could be a focus for improvement in subsequent years. The above table shows that the program was at peak enrollment in its first year (semester) of programming, and the first full year of programming (2021-2022) had lower enrollment. Program leaders may want to further dissect reasons for this decrease in numbers at the after school program during the second fiscal year. The summer 2022 program had higher daily attendance rates than did the after school program. Program leaders may want to further investigate why (and whether) the summer program was more accessible to students and families than was the academic year program.

Site: DEG Elementary School (DEG)

Table 4. DEG Academic Year Enrollment

DEG Elementary School				
	FY20	FY21	FY22	
Total Unduplicated Enrollment	n/a	47	Total Unduplicated Enrollment	97
a) # of students attending < 30 days <i>(Note: 15 hrs is approx. 5 days; 16-45 hrs is approx. 6-15 days; 46-90 hrs is approx. 16-30 days)</i>	n/a	41	a) # of students attending <15 hours	3
			b) # of students attending 16-45 hours	5
			c) # of students attending 46-90 hours	25
b) # of students attending 30-59 days	n/a	6	d) # of students attending 91-180 hours	37
c) # of students attending 60-89 days	n/a	0	e) # of students attending 181-270 hours	18
d) # of students attending 90+ days	n/a	0	f) # of students attending 271+ hours	9

Table 6. DEG Average Daily Attendance

DEG Elementary School			
	FY20	FY21	FY22
Overall Average Daily Attendance (ADA)	<i>n/a</i>	27.84	32
ADA for Afterschool Program	<i>n/a</i>	18.6	37
ADA for Summer Program	<i>n/a</i>	15.89	24

DEG enrollment and attendance analysis discussion:

With 47 total students participating in 2021 and 97 students participating in 2022, enrollment at DEG shows growth between its first and second years of programming. The first full year of programming allowed for more hours of participation per student as well. Summer trends, while not as stark, also show growth between summer 2021 and summer 2022 programs. Average daily attendance at DEG shows growth in number of student participants on a daily basis between the two years of programming (2021 to 2022), and also shows that programming during the academic year (after school) has thus far been larger in size on a daily basis than summer programming. Program leaders may want to support summer recruitment efforts in different and/or more intentional ways during the academic year programming to increase summer enrollment and consistent participation. Additionally, ADA (during the academic year) equals just 38.14% of total enrollment numbers, which could be another area of improvement in subsequent years.

Site: JAS

Table 13. JAS Academic Year Enrollment

JAS Middle School				
	FY20	FY21	FY22	
Total Unduplicated Enrollment	n/a	32	Total Unduplicated Enrollment	95
a) # of students attending < 30 days (Note: 15 hrs is approx. 5 days; 16-45 hrs is approx. 6-15 days; 46-90 hrs is approx. 16-30 days)	n/a	30	a) # of students attending <15 hours	17
			b) # of students attending 16-45 hours	23
			c) # of students attending 46-90 hours	30
b) # of students attending 30-59 days	n/a	2	d) # of students attending 91-180 hours	15
c) # of students attending 60-89 days	n/a	0	e) # of students attending 181-270 hours	8
d) # of students attending 90+ days	n/a	0	f) # of students attending 271+ hours	2

Table 15. JAS Average Daily Attendance

JAS Middle School			
	FY20	FY21	FY22
Overall Average Daily Attendance (ADA)	<i>n/a</i>	15.38	17
ADA for Afterschool Program	<i>n/a</i>	14.6	16
ADA for Summer Program	<i>n/a</i>	16.89	20

JAS enrollment and attendance analysis discussion:

Qualitative feedback data provided evidence that JAS encountered unique struggles to student participation as compared to elementary schools, as hours of school-day and after-school programming were different, and therefore led to additional barriers to program accessibility (due to transportation, for example). While the number of student participants is generally lower at JAS than other sites (though still outnumbering WMD), the data above shows that desire and need for the program maintains in existence, with an average of 16 students attending daily after school and an average of 20 students attending daily during the summer. Program leaders may want to focus on middle school logistics as a way to increase programming access, as current average daily attendance (during academic year programming) equals just 16.84% of total enrollment numbers, which is the lowest of the five cohort 4 sites.

Participant Demographics

The following table (Table 16) provides aggregate data representing all five sites of the program. The following demographic information is included: sex, grade level, race/ethnicity, English language learner (ELL) status, Individual Education Plan (IEP) status, free/reduced lunch (FRL) status.

Table 16. Participant Demographics

Cohort 4	Fiscal Year 2020-2021				Fiscal Year 2021-2022			
	Academic Year		Summer		Academic Year		Summer	
	#	%	#	%	#	%	#	%
Total Unduplicated Enrollment	220	<i>n/a</i>	128	<i>n/a</i>	391	<i>n/a</i>	223	<i>n/a</i>
Male	101	45.9	63	49.2	164	41.9	107	52.0
Female	113	51.4	65	50.8	227	58.1	116	48.0
Not	6	2.7	0	0.0	0	0.0	0	0.0

reported/Other								
PK	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
K	19	8.6	20	15.6	21	5.4	27	12.1
1	24	10.9	27	21.1	50	12.8	42	18.8
2	39	17.7	23	20.0	41	10.5	36	16.1
3	30	13.6	19	14.8	61	15.6	46	20.6
4	36	16.4	17	13.3	64	16.4	42	18.8
5	40	18.2	4	3.1	74	18.9	16	7.2
6	19	8.6	10	7.8	15	3.8	7	3.1
7	9	4.1	7	5.5	42	10.7	6	2.7
8	4	1.8	1	0.8	23	5.9	1	0.4
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/ Alaska Native	n/a	n/a	n/a	n/a	1	0.3	0	0.0
Asian/ Pacific Islander	7	3.3	3	2.3	9	2.3	8	3.6
Black or African American	48	22.4	37	28.9	132	33.8	78	35.0
Hispanic/ Latino	114	53.3	51	39.9	184	47.1	100	44.8
White	29	13.6	29	22.7	39	10.0	21	9.4
Multiracial	16	7.5	8	6.3	26	6.6	16	7.2
<i>Do Not Know (Race/Ethnicity)</i>	6	2.8	0	0.0	0	0.0	0	0.0
ELL Status	74	35.6	26	20.6	96	24.6	57	25.6
IEP Status	63	29.4	24	18.9	78	19.9	42	18.8
FRL Status	105	49.1	57	45.6	295	75.5	167	74.9

Participant Demographics - Findings and Discussion:

Participant demographics (above) shows participation across all grade levels of the sites, though 6th and 8th grade have the lowest participation compared to other grades. Program leaders may want to examine the transition occurring (within recruitment and/or planning purposes) between 5th and 6th grade sites, especially within the 21st CCLC sites that feed into JAS and other 21st CCLC middle schools.

Additional discussion related to participants' racial, linguistic, IEP, ELL, and FRL demographics is provided in Section IV ('Progress Towards Objectives', Objective 5; page XX); Additionally, see Section V ('Overall Recommendations'; page XX) below for more information and explanation of relevant recommendations from this section.

Families Served

This section describes the families served, as measured via family participation at family-specific events. The following data in Table 17 describes family programming provided with 21st CCLC funds throughout the 2021-2022 year; it does not include activities funded through other sources.

Between August 2021 through July 2022, Cohort 4 offered 11 total events for families to attend, including those depicted in Table 17 below.

Table 17. Date, Name and Participation of 21st CCLC Family Engagement Events

Date of Event	Name of Activity	# of Participants	Approx.* # of families with at least 1 participant
June 29, 2022	Barnes and Noble Family Night	53	24
June 10, 2022	Pizzaz Amaze Family Night	123	26
March 18, 2022	Family Glow Night	30	10
February 18, 2022	Family Team Building	12	5
January 26, 2022	Growth (Virtual Event)	10	10
January 23, 2022	Family Obstacle Course Night	33	25
December 15, 2021	Family Swimming Night	55	20
November 19, 2021	Family Game Night	53	20
Fall 2021	Family Team Building	37	15
Fall 2021	Speaker: Dr. Allen	2	2
Fall 2021	Speaker: Dr. Garcia	1	1

** These numbers are approximate. Event facilitators recorded the number of participating students and number of participating family members. The exact ratio of family members to students is unknown (i.e., whether students were siblings, how many family members within one family unit, etc.). Therefore, these totals are best estimates given available records and data. Estimated numbers have been rounded down so as to avoid overreporting. Additionally, numbers across events may represent a duplicated count.*

Student and family participation across each of the five sites is as follows:

AMS Elementary School:

- 48 total participants, including at least 9 students and at least 14 family members
- Representation at 8 (of 11 possible) events

JAS Middle School:

- 15 total participants, including at least 2 students and at least 5 family members
- Representation at 5 (of 11 possible) events

WMD Elementary School:

- 64 total participants, including at least 15 students and at least 42 family members
- Representation at 6 (of 11 possible) events

DEG Elementary School:

- 61 total participants, including at least 19 students and at least 17 family members
- Representation at 9 (of 11 possible) events

LNT Elementary School:

- 221 total participants, including at least 36 students and at least 69 family members
- Representation at 10 (of 11 possible) events

LNT had, by significant difference, the most participation within family events. The Program Director states that their levels of participation were possible because they enrolled many of their students quickly towards the start of the program year. Other sites more gradually enrolled students, and therefore families were not yet connected to events during the dates in which many of these activities occurred.

It should be noted that event sizes were larger than these numbers demonstrate, as these events were offered to families for two Cohorts of 21st CCLC participants; these statistics illustrate participation only from students and families within Cohort 4. Between both cohorts combined, there were 543 (potentially duplicated) participants involved with one or more of these family engagement events.

III.B. Program Operations

Program Hours and Operations

The following tables demonstrate program operating data (weeks, days, hours) per site for fiscal year 2020-2021 and fiscal year 2021-2022, for 1) academic year programming, and 2) summer programming. The final table demonstrates program operation and enrollment across all Cohort 4 sites combined.

Table 18. AMS Operating Information

AMS Elementary School (AMS)						
Operating Information	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	Academic Year 2019-20	Summer 2020	Academic Year 2020-21	Summer 2021	Academic Year 2021-22	Summer 2022
Total Number of Weeks Site Open	n/a	n/a	7.57	3.6	20.80	3.6
Average Number of Days per Week	n/a	n/a	4.5	4.5	3.71	4.5
Average Number of Hours per Week	n/a	n/a	12-16	15.75	9.28	15.75

Table 19. DEG Operating Information

DEG Elementary School (DEG)						
Operating Information	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	Academic Year 2019-20	Summer 2020	Academic Year 2020-21	Summer 2021	Academic Year 2021-22	Summer 2022
Total Number of Weeks Site Open	n/a	n/a	8.71	3.6	22.60	3.6
Average Number of Days per Week	n/a	n/a	4.5	4.5	4.04	4.5
Average Number of Hours per Week	n/a	n/a	12-16	15.75	10.10	15.75

Table 22. JAS Operating Information

JAS Middle School (JAS)						
Operating Information	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	Academic Year 2019-20	Summer 2020	Academic Year 2020-21	Summer 2021	Academic Year 2021-22	Summer 2022
Total Number of Weeks Site Open	n/a	n/a	7.43	3.6	22.40	3.6
Average Number of Days per Week	n/a	n/a	4.5	4.5	4	4.5
Average Number of Hours per Week	n/a	n/a	12-16	15.75	12	15.75

Table 23. Cohort 4 (All sites combined) Operating Information

ALL COHORT 4 COMBINED (AMS, DEG, WMD, LNT, JAS)						
Operating Information	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	Academic Year 2019-20	Summer 2020	Academic Year 2020-21	Summer 2021	Academic Year 2021-22	Summer 2022
Average Number of Weeks Site Open	n/a	n/a	7.97	3.6	22.32	3.6
Average Number of Days per Week	n/a	n/a	4.5	4.5	3.99	4.5
Average Number of Hours per Week	n/a	n/a	12-16	15.75	10.37	15.75

Program Structure and Roles

(District)'s 21st CCLC programming has the following roles within its structure:

- **Fiscal Agent/Grantee:** Am (with co-applicant, YMCA of Greater Joliet)
- **Program Director:** During FY 2021-2022, Mr. M. was the Program Director. In this role, Mr. M served as contact person for the grant activities, oversaw program operations to ensure that the afterschool program is implemented with fidelity in accordance with the grant application, worked to implement staff receive professional development, worked to ensure that programming for students is academically based and aligned with Illinois Learning Standards (ILS), navigated best practices and feasible possibilities for family engagement events, collaborated within and across the community to market, support, and sustain the program, and generally coordinated all program activities.
- **Site Coordinators:** During FY 2021-2022, 21st CCLC attempted to hire one site coordinator per 21st CCLC site. The site coordinators were hired based on the following job description and responsibilities: Assisting the Program Director to ensure that the afterschool program operates with fidelity in accordance with the grant application, coordinate with the Program Director and program staff to ensure quality afterschool implementation at all program sites, coordinate with the school to determine the students and families with the greatest needs in order to provide appropriate support after school, work with the school principal(s) to ensure ongoing collaboration between the school and the after school program, focus communication with the principal and school staff on the growth and academic needs of all students enrolled in the

program. Additionally, each Site Coordinator was instructed to oversee that their specific program site: recruited students who demonstrated need for the program opportunities, maintained strong systems and records of student registration (via enrollment form and attendance records) for the after school program, that student attendance was recorded accurately, academically based programs were implemented, students were safe, and that activities were implemented to engage the families of students enrolled in the afterschool program. Site coordinators also worked with the staff at their site to assign and coordinate responsibilities and tasks.

- **Academic Coordinators:** During FY 2021-2022, 21st CCLC implemented this position in flexible and fluid ways. Each site demonstrated differing needs and conditions related to this position, and therefore each site found ways to implement academic activities according to their strengths. LNT and DEG both maintained a strong partnership between the Academic Coordinator and the Site Coordinator. AMS's Academic Coordinator worked outside of program hours to plan for the program, coordinating and communicating with the Site Coordinator to implement the plans. JAS's Academic Coordinator was part-time, and she therefore collaborated with the Site Coordinator to implement academic programming. hired for five site coordinator positions. AMS had months without an Academic Coordinator, and therefore these responsibilities fell to the Site Coordinator; various staff members helped implement academic enrichment opportunities. All sites also partnered with community agencies to increase student engagement within rigorous activities. The Program Director explained throughout the year that he was reimagining the role of an Academic Coordinator to be split across sites, and act more like a coach than an on-site staff person. He will continue to work with program stakeholders to determine future role(s).
- **Front Line Staff:** Front line staff for 21st CCLC in this district included an array of district-employed and community-managed positions. Various district and community professionals worked within 21st CCLC sites, including but not limited to: classroom teachers, special education teachers, learning environment coordinators, paraprofessionals, school nurses, academic coaches, librarians, music teachers, reading specialists, school counselors, school social workers, Camp Fire staff, YMCA staff, Bolingbrook Park District staff, and more.
- **Parent and Family Liaisons:** These positions were hired for selected district schools. They were encouraged to work within 21st CCLC programs in order to connect and integrate with families and community members. Some of the five sites included a Family Liaison as part of their front-line staff. Other site/school Family Liaisons connected and collaborated with Site Coordinators outside of program time (during planning times). All Family Liaisons are aware of the goals of 21st CCLC programming and work to increase its reputation and status within and around the school community.
- **Community Partner Agencies:** This district's 21st CCLC program included numerous collaborating community partners and resources that all worked together to support students' academic and social-emotional growth. Professionals from these various agencies have provided supplementary community-based programming to students as a way to support increased school engagement, which in turn, is meant to enhance their overall school achievement. The collaborating agencies included, for example (*note: after the primary collaborating partner*, all other agencies are listed in alphabetical order*): YMCA of Greater Joliet*, name-of-agency, name-of-agency, name-of-agency, name-of-agency, name-of-agency, name-of-agency, name-of-agency, name-of-agency, name-of-agency, and additional community partners provided additional one-time or shorter-term activities as well.
- **Program Evaluator:** During FY 2021-2022, this district's 21st CCLC paid for an external local evaluation for both Cohorts of 21st CCLC funding (Cohort 4 and Cohort 2). A collaboration with the evaluator, Dr. Emily Shayman, began via an existing community partnership with a local institution of higher education (Lewis University). Dr. Shayman utilized sub-grantee funds to hire undergraduate and graduate research assistants. The evaluation team was hired for the following tasks and responsibilities: working with the Program Director to collect data needed to evaluate the program, working with the Program Director to provide data needed for federal reporting and

the fall/spring survey, writing an evaluation report for the program, and making recommendations for changes to the program based on data.

Staffing

The staffing structure was a key area of focus during the 2021-2022 fiscal year. Despite ongoing efforts to both maximize productivity and ensure the wellbeing of staff members, staffing continuously proved to be one of the most significant struggles of the year for this Cohort of sites. Both the evaluation team and internal district leaders hypothesize that because these sites are school-based, and implemented and run largely by teachers and other school staff, the widespread societal barriers of compassion fatigue and burnout were not escaped by this district. Throughout the year, the Program Director and other program leaders worked diligently to think creatively about how to recruit and retain strong and qualified professionals. Mr. M frequently spoke with key stakeholders, both internally (within the district) and externally (from the surrounding community) in order to problem-solve and determine creative solutions to maintaining a strong staff. Some of the attempted solutions included, for example:

- Hiring (and obtaining volunteer) undergraduate and graduate students from Lewis University - specifically from the Department of Education or other relevant fields of study - who were seeking experience in school settings
- Hiring professionals from other community organizations to work frequently and consistently in the 21st CCLC sites as 21st CCLC staff members
- Partnering with the YMCA (co-applicant) to recruit staff members for both agencies
- Encouraging school staff to work consistently, while also ensuring that they scheduled days and times for self care; this was encouraged through policies for site coordinators to work only four days a week, for example.
- Incorporating a question about burn-out on the evaluation 'site visit checklist' so that the evaluation team could be a support in monitoring symptoms of burnout, and act as a communicator between those feeling overwhelmed and program administrators for early intervention or problem-solving efforts

At the start of the year, the Program Director intended to hire and maintain both a site coordinator and an academic coordinator at each site. However, as he navigated the complex staffing barriers throughout the year, he also shifted the ways in which he organized the leaders in each building and across buildings. In other words, he used the talent and expertise available from the staff hired for the program to ensure that needs could be met at each site as best as possible, rather than focusing on filling a specific position. Therefore, by the end of the year, some sites had different staff structures. For example, AMS had just a site coordinator (no academic coordinator) who planned lessons and managed program functions and logistics - but had additional frontline staff to support on-site activities. WMD's academic coordinator planned lessons and activities remotely, and the site coordinator worked to implement those plans. DEG, while maintaining the technical roles of both site coordinator and academic coordinator, often combined efforts to work jointly on all tasks. These dynamics shifted fluidly throughout the year based on available staff and presenting strengths/needs of the students and the environmental context of the site.

Overall, the sites were implemented well with the staff members who proved to be dedicated professionals and motivated to implement activities for family engagement via 21st Century Community Learning Centers. As mentioned above, the Program Director worked to hire professionals from the community who had skills in working with school-age youth. He strategically placed employees from (Name of Agency) and from (Name of Agency) (who were hired/paid with grant funds via the YMCA) within schools demonstrating need for extra support (i.e., having areas to improve either due to staff morale and/or due to too few staff members on site and/or due to gap in staff skills/expertise). To further address this need, Mr. M expanded staff recruitment efforts across the schools within the district, rather than focusing on staff solely from the program sites. By the end of the year, more than half the 21st CCLC

staff traveled to a 21st CCLC site after working at a different school during the day. Mr. M and site coordinators alike expressed similar benefits and challenges to this hiring pattern - they were able to more fully staff each site with stronger student-to-staff ratios, but staff from other school buildings often took longer to acclimate to the culture/climate of new school buildings, and demonstrated a need for an 'extended learning curve'. In other words, these staff needed to work longer and more intentionally in order to form relationships with the site-based staff and students with whom they were arriving to work. Such challenges did not pose impossible situations, but rather created new dynamics and learning needs for district employees who had not previously collaborated with professionals in different school buildings. Additionally, even with the staff coming from various schools across the district, most sites had a large number of part-time staff, with few consistent staff members working full time in the program. Many district employees, while expressing the desire to work within the program, found they did best if committing to only 1-3 days per week. Therefore, with the support of program administrators, site coordinators found the need to navigate complex schedules to ensure that each day could be fully and thoroughly staffed during the program.

The summer program had much more consistent staffing structures, with little to no turnover, and more full-time employees. Summer programming experienced minimal staffing struggles as compared to the academic year programming, though the mix between site-based and district-based staff (ie, those working at the site in which they were employed during the school) continued to present as a new/different dynamic for 21st CCLC employees. There were no students from (agency) during the summer months of programming.

The evaluation team collected feedback from staff about the professional development opportunities. *Analysis and discussion of this feedback can be found in Section IV ('Progress Towards Objectives', Objective 6; page XX) below.*

Program Governance

The district's 21st CCLC leadership team continues to grow and adapt the various governance structures relevant to 21st CCLC programming. Because these five sites implemented their first year of program in the midst of the COVID-19 pandemic, the ability for 21st CCLC staff to collaborate with internal staff was modified based on necessary restrictions, and the ability to collaborate with external stakeholders was even more limited. Therefore, the 2021-2022 fiscal year reflected what may be more typical for first-year governance structuring and restructuring. That said, there was clearly a focus and improvement of constituent participation and buy-in throughout 2021-2022, and especially near the end of the 2022 spring session.

One of the reasons that 21st CCLC programming is well-fit and aligned to the district overall is because of the historical belief and modeling of community schools frameworks. Even prior to the implementation of Cohort 4, the district had a formalized community-partner committee as part of their district-focused strategic plan. The 2015-2020 strategic plan had a goal and strategy to integrate community partners into their plans to reach strong student achievement (part of the district's Strategic Plan 2018-2023: "We will engage community members, businesses, and organizations as partners in education to improve learning opportunities for our students and to enhance the awareness of our performance"). Since 2020, this strategy has become only more significant, with stronger focus and more intentional actions to recruit, connect, and maintain community partnerships within and around the district schools. 21st CCLC is just one way that community partnerships are integrated within the district.

Within the 21st CCLC program, there are both district and community leaders.

The key internal constituents include various district-level administrators and staff as well as the longstanding site coordinators from the specific Cohort 4 school sites. These internal district constituents include, but not limited to:

A core team of internal district administrators who consistently lead implementation and growth efforts of 21st CCLC:

- Administrator of Family and Community Engagement
- Director of Student Supports
- Community Outreach Coordinator

An extended team of district administrators support the core team (above) in various ways:

- Executive Director of Student Services
- Superintendent of AmazingSchoolDistrictName #123

An extended team of internal district staff, including those from district-level offices and school-specific sites (i.e., longstanding/consistent site coordinators) who support the core team (above) in various ways:

- Executive Secretary for Student Supports
- Coordinator of SEL and Responsive Learning Environments
- Director of Data and Assessment
- Community Schools Site Coordinator
- *Site Coordinators who have served 21st CCLC programming since the initial implementation¹ in March 2021 (fiscal year 2020-2021)*
 - Name, Site Coordinator at AMS, classroom teacher
 - Name, Site Coordinator at LNT, Special Education teacher
 - Name, Academic Coordinator at LNT, Special Education teacher
 - Name, Academic Coordinator at DEG, Reading Specialist
 - Name, Site Coordinator at WMD, Librarian
 - Name, Site Coordinator at JAS, School Counselor

Key constituents also include external community partners and community members. The following list includes key² professional partners from community agencies and organizations have evidenced strong participation and dedication to 21st CCLC:

- Name of Agency
- Name of Agency
- Name of Agency
- Name of Agency
- Name of Agency

On May 4, 2022, the district hosted a partnership meeting for all community partners, and focused the content of the meeting on 21st CCLC. The Program Director and Program Evaluator presented together the significant data and information about the 21st CCLC program. Internal and external partners then engaged in discussion about possible ideas for sustainability. These community meetings, which were previously implemented as an approach to adhere to an informal Community Schools framework, have since served additionally as a group of community stakeholders and partners to discuss 21st CCLC activities, including plans for sustainability. Moving forward, Program leaders may want to map out key questions and focus areas for the year, asking community partners to think ahead in strategic ways. In other words, a logic model and/or strategic plan may improve program planning initiatives. Additionally, it may be helpful to more intentionally include students and parents in the planning process(es). While their input is desired and sought via surveys, they could also participate in community/committee

¹ This list is limited. It does not include 21st CCLC staff hired after May 2021

² This list is limited. It includes only individuals who have long-standing, frequent, and consistent presence and response to matters relevant to 21st CCLC. Note that additional/other individuals may be inadvertently excluded (and should be included) on this list.

meetings in order to ensure that they can hear collaborative discussions prior to voicing opinions and ideas. See Section V, ‘Overall Recommendations’ section below (page XX) for more information and explanation of this recommendation.

IV. Progress toward Objectives

This section provides information (data and discussion) about the extent to which Cohort 4 program sites attained each of the proposed program objectives and measurable outcomes during the 2021-2022 fiscal reporting year.

Objective 1:
Schools will improve student achievement in core academic areas. Participants will demonstrate increased levels of academic proficiency on IAR Math and ELA assessments.

The evaluation team collected administrative data from AmazingSchoolDistrictName #123 to assess for increases in academic achievement for program participants. This data includes IAR assessment scores for ELA and math for students in grades 3-8 that were collected by the district during 2019 and the 2021-2022 school year. Due to the impact of COVID-19, the district did not collect IAR ELA and math assessment data during the 2020-2021 school year. Thus, IAR data from 2019 is being compared to data from the 2021-2022 school year. Descriptive statistics are included for all students from the cohort in school year 2021-2022 (n=272) and for students that have IAR data for both 2019 and the 2021-2022 school year (n=57). Moving forward, IAR data could be compared longitudinally to determine if increases in academic achievement (per IAR) are associated with 21st CCLC program enrollment/participation.

Achievement of Objective 1 was determined using the following measurable outcome: ***Students taking the IAR will score a 4 or 5 on Math and ELA. Among students scoring lower, 10% will increase scores from the 2019 assessment.***

IAR ELA Performance Level

Descriptive statistics were used to determine the number and percent of students at each performance level for the IAR ELA assessment. IAR ELA performance levels included scores of 1, 2, 3, 4, or 5.

2021-2022 School Year IAR ELA Performance Level

Descriptive statistics were run for the full cohort (n=272) for IAR ELA Assessment Scores. Results indicate 18.8% of students participating in 21st CCLC scored a 4 or 5 and 81.2% of students scored a 1, 2, or 3 on the ELA assessment during the 2021-2022 school year. Table 26 includes descriptive statistics for 272 students for whom IAR ELA scores were reported.

IAR 2022 Scores: ELA Performance Level

<i>(n= students enrolled in 21st CCLC at each school site)</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
	#	%	#	%	#	%	#	%	#	%
AMS (n=49)	18	36.7	14	28.6	7	14.3	10	20.4	0	0.0
WMD (n=35)	9	25.7	6	17.1	11	31.4	9	25.7	0	0.0
DEG (n=63)	17	27.0	11	17.5	17	27.0	17	27.0	1	1.6
LNT (n=48)	18	37.5	12	25.0	15	31.3	3	6.3	0	0.0
JAS (n=77)	22	28.6	28	36.4	16	20.8	11	14.3	0	0.0

All Cohort 4 Sites (n=272)	84	30.9	71	26.1	66	24.3	50	18.4	1	0.4
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Change in IAR ELA Performance Level 2019 to 2022

In comparing the change in performance level for students, 57 students enrolled in Cohort 4 21st CCLC programming had IAR ELA assessment data available for both 2019 and 2022. Overall, 31.6% of students increased their performance level from 2019 to 2022. Of those students that scored a 1, 2, or 3 on the 2019 IAR ELA assessment, 37.5% of those students had increased their score from 2019 to 2022. Of those students that scored a 1, 2, or 3 on the 2021-2022 IAR ELA assessment, 25.5% of those students increased their score from 2019 to 2022.

→ ***These results indicate that this objective was met, as 25.5% (more than 10%) of students scoring a 1, 2, or 3 on both the 2019 and 2022 IAR ELA assessment increased their scores from 2019 to 2022.***

The following tables and information provide explanation and analysis of the 2019-2022 IAR ELA scores for students.

All Students with 2019 and 2022 Data

31.6% of students with data for 2019 and 2022 showed an increase in their performance level from 2019 to 2022. 38.6% of students showed no change in their performance level from 2019 to 2022. 29.9% of students showed a decrease in their score from 2019 to 2022.

IAR ELA Performance Level for 2019 and 2022

Students (n=57)	2019		2022	
	#	%	#	%
Level 1	17	29.8	12	21.1
Level 2	12	21.1	22	38.6
Level 3	19	33.3	13	22.8
Level 4	9	15.8	10	17.5
Level 5	0	0.0	0	0.0

Change in IAR ELA Performance Level 2019-2022

Students (n=57)	#	%
Decrease by 2 points	1	1.8
Decrease by 1 point	16	28.1
No change in score	22	38.6
1 point increase	17	29.8
2 point increase	1	1.8

Change in IAR ELA, 2019 to 2022 Students Scoring 1, 2, 3 in 2019 IAR ELA assessment

37.5% of students that scored a 1, 2, or 3 on the 2019 IAR ELA assessment showed an increase in their performance level from 2019 compared to 2022. 37.5 % of students that scored a 1, 2, or 3 on the 2022 ELA assessment showed no change in their performance level in 2022 (compared to 2019). 25% of students showed a decrease in their ELA score in 2022 (compared to 2019).

IAR ELA Performance Level for 2019 and 2022; Students scoring 1, 2, 3 in 2019 ELA

<i>Students (n=48)</i>	2019		2022	
	#	%	#	%
Level 1	17	35.4	12	25.0
Level 2	12	25.0	21	43.8
Level 3	19	39.6	9	18.8
Level 4	-	-	6	12.5
Level 5	-	-	-	-

Change in IAR ELA Performance Level 2019-2022; Students scoring 1, 2, 3 in 2019 ELA

<i>Students (n=48)</i>	#	%
Decrease by 1 point	12	25.0
No change in score	18	37.5
1 point increase	17	35.4
2 point increase	1	2.1

Change in IAR ELA, 2019 to 2022: Students Scoring 1, 2, 3 on 2022 ELA

25.5% of students that scored a 1, 2, or 3 on the 2022 IAR ELA assessment showed an increase in their performance level from 2019 to 2022. 38.3% of students that scored a 1, 2, or 3 on the 2022 ELA assessment showed no change in their performance level from 2019 to 2022. 36.1% of students showed a decrease in their score from 2019 to 2022.

IAR ELA Performance Level for 2019 and 2022; Students scoring 1, 2, 3 in ELA 2022

<i>Students (n=47)</i>	2019		2022	
	#	%	#	%
Level 1	17	36.2	12	21.1
Level 2	11	23.4	22	38.6
Level 3	14	29.8	13	22.8
Level 4	5	10.6	-	-
Level 5	0	0.0	-	-

Table 32. Change in IAR ELA Performance Level 2019-2022; Students scoring 1, 2, 3 in ELA 2022

<i>Students (n=47)</i>	#	%
Decrease by 2 points	1	2.1
Decrease by 1 point	16	34.0
No change in score	18	38.3
1 point increase	12	25.5

IAR Math Assessment

Descriptive statistics were run to determine the number and percent of students at each performance level for the IAR math assessment. IAR Math performance levels included scores of 1, 2, 3, 4, or 5.

The following tables and information provide explanation and analysis of the 2019-2022 IAR math scores for students.

2021-2022 IAR Math Performance Level

Descriptive statistics were run for the full cohort (n=275) for IAR Math Assessment Scores. Results indicate 9.5% of students participating in 21st CCLC scored a 4 or 5 and 90.5% of students scored a 1, 2, or 3 on the math assessment during the 2021-2022 school year. Table 33 includes descriptive statistics for 275 students for whom IAR Math scores were reported.

Table 33. Cohort 4 - IAR 2022 Scores: Math Performance Levels

<i>(Students enrolled in 21st CCLC at each school site)</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
	#	%	#	%	#	%	#	%	#	%
AMS (n=49)	23	46.9	14	28.6	10	20.4	2	4.1	0	0.0
WMD (n=35)	7	18.9	18	48.6	9	24.3	3	8.1	0	0.0
DEG (n=63)	16	25.4	19	30.2	17	27.0	10	15.9	1	1.6
LNT (n=48)	10	20.4	27	55.1	7	14.3	5	10.2	0	0.0
JAS (n=77)	19	24.7	28	36.4	25	32.5	5	6.5	0	0.0
All Sites (n=275)	75	27.3	106	38.5	68	24.7	25	9.1	1	0.4

Change in IAR Math Performance Level 2019 to 2022

In comparing change in performance level for students, 57 students had IAR Math assessment data available for 2019 and 2022. Overall, 10.5% of students increased their performance level from 2019 to 2022. Of those students that scored a 1, 2, or 3 on the 2019 IAR math assessment, 14% of those students had increased their score from 2019 to 2022. Of those students that scored a 1, 2, or 3 on the 2021-2022 IAR math assessment, 11.5% of those students had increased their score from 2019 to 2022.

→ *These results indicate that this objective was met, as more than 10% of students scoring a 1, 2, or 3 on both the 2019 and 2022 IAR math assessment increased their scores from 2019 to 2022.*

All Students with 2019 and 2022 IAR Math Assessment Data

10.5% of students with data for 2019 and 2022 showed an increase in their IAR math performance level from 2019 to 2022. 52.6% of students showed no change in their performance level from 2019 to 2022. 36.8% of students showed a decrease in their score from 2019 to 2022.

Table 34. IAR Math Performance Levels, 2019 and 2022

<i>Students (n=57)</i>	2019		2022	
	#	%	#	%
Level 1	9	15.8	12	21.1
Level 2	19	33.3	19	33.3
Level 3	15	26.3	21	36.8
Level 4	14	24.6	5	8.8
Level 5	0	0.0	0	0.0

Table 35. Change in IAR Math Performance Level from 2019 to 2022

<i>Students (n=57)</i>	#	%
Decrease by 1 point	21	36.8

No change in score	30	52.6
1 point increase	6	10.5

Change in IAR Math Performance 2019 to 2022 for Students Scoring 1, 2, 3 in 2019 Math Assessment

14% of students that scored a 1, 2, or 3 on the 2019 IAR math assessment showed an increase in their performance level in 2022 (compared to 2019). 58.1% of students that scored a 1, 2, or 3 on the 2019 math assessment showed no change in their performance level in 2022 (compared to 2019). 27.9% of students showed a decrease in their score in 2022 (compared to 2019).

Table 36. IAR Math Performance Level for 2019 and 2022

<i>Students (n=43)</i>	2019		2022	
	#	%	#	%
Level 1	9	20.9	12	27.9
Level 2	19	44.2	19	44.2
Level 3	15	34.9	12	27.9
Level 4	-	-	0	0.0
Level 5	-	-	-	-

Table 37. Change in IAR Math Performance Level 2019-2022; Students that Scored 1, 2, or 3 on 2019 IAR Math

<i>Students (n=43)</i>	#	%
Decrease by 1 point	12	27.9
No change in score	25	58.1
1 point increase	6	14.0

Change in IAR Math Performance 2019 to 2022 for Students Scoring 1, 2, 3 on IAR Math Assessment in 2022

11.5% of students that scored a 1, 2, or 3 on the 2022 IAR math assessment showed an increase in their performance level in 2022 (compared to 2019). 48.1% of students that scored a 1, 2, or 3 on the 2022 math assessment showed no change in their performance level in 2022 (compared to 2019). 40.4% of students showed a decrease in their score in 2022 (compared to 2019).

Table 38. IAR Math Performance Level; Students Scoring 1, 2, 3 in 2019 and 2022

<i>Students (n=52)</i>	2019		2022	
	#	%	#	%
Level 1	9	17.3	12	23.1
Level 2	19	36.5	19	36.5
Level 3	15	28.8	21	40.4
Level 4	9	17.3	-	-
Level 5	0	0.0	-	-

Table 39. Change in IAR Math Performance Level from 2019 to 2022; Students scoring 1, 2, or 3 on IAR Math in 2022

<i>Students (n=52)</i>	#	%
Decrease by 1 point	21	40.4
No change in score	25	48.1
1 point increase	6	11.5

Objective 2:
Participants will demonstrate increased school attendance.
 → *Measurable Outcome 1: Participants will have an increase in attendance rate by 10%*
 → *Measurable Outcome 2: Panorama SEL surveys will show student self-perception ratings of 3, 4, or 5 in school belonging*

The following section includes information about students’ school-day attendance data relevant to the first measurable outcome: *“Participants will have an increase in attendance rate by 10%.”*

Attendance data was exported from the district’s Infinite Campus records, where daily attendance is consistently logged throughout the year. To determine whether this objective was met, the evaluation team analyzed attendance data for students in Cohort 4 prior to when they started the program, and compared this to their attendance data after they enrolled and began participation in 21st CCLC.

Prior to beginning participation in the 21st CCLC program, the group of students included within Cohort 4 had an overall 92.8% average attendance rate (92.8 = mean; standard deviation = 7.8). After enrollment (including all dates in which the school was open after they enrolled in the 21st CCLC program), all students included in Cohort 4 had an average attendance rate of 92.5% (92.5 = mean; standard deviation = 6.7). Therefore, based on this simple formula, the measurable outcome for the objective was not met. The following table shows attendance rates pre- and post- 21st CCLC program participation for all students in Cohort 4.

Attendance Rate for All Students

<i>(n = 390 students)</i>	PRE 21st CCLC Program Enrollment		POST 21st CCLC Program Enrollment	
	% of students	# of students	% of students	# of students
Chronic Absenteeism (Attendance rate below 90%)	25.4	99	25.3	99
Attendance rate 90-99%	50.0	195	66.8	261
No absences (Attendance rate 100%)	24.6	96	7.9	31

However, further analysis provides evidence that the program indeed does support increased attendance for many student participants. For example, it is important to note that some students had 100% attendance prior to 21st CCLC enrollment, which means that any absence after beginning their participation in 21st CCLC would be captured as a decrease in attendance. Such cases may not be reliable data points, as there were numerous reasons that students could miss school during the 2021-2022 school year, such as COVID-19 symptoms or required quarantine. If a student enrolled in 21st CCLC within the first several weeks of the school year, then they were likely to experience an understandable absence during their time participating in 21st CCLC. Therefore, this data may not be the most valid portrayal of the meaning behind the objective. Furthermore, when looking at attendance rates prior to and after 21st CCLC enrollment, chronic absenteeism decreases slightly. The changes in chronic absenteeism rates may

provide better insight about the potential positive impact of 21st CCLC program participation on school attendance than simply looking at whether students showed any decrease in attendance.

Additionally, it is noteworthy to examine change in post-program attendance rates by first categorizing students per pre-program attendance rate (*see Table 41 below*). In doing so, it is perhaps most significant to recognize that 42.1% of students increased their rate of attendance after enrolling in the 21st CCLC program. Even more, of the 99 students who had been experiencing chronic absenteeism (below 90% attendance) prior to participation in 21st CCLC, 74.7% increased their rate of attendance after enrollment in the program. Table 41 shows percent changes in attendance rates specifically aggregated per their student attendance rate prior to 21st CCLC program enrollment.

Change in Attendance Rate by Pre-21st CCLC Enrollment Attendance Rate

	All Students (n = 390)		Attendance Rate Below 90% (n = 99)		Attendance Rate 90%-99% (n = 195)		Attendance Rate 100% (n = 96)	
	%	#	%	#	%	#	%	#
Any decrease	54.9	214	25.3	25	53.9	105	87.5	84
No change	3.1	12	0.0	0	0	0.0	12.5	12
Any increase	42.1	164	74.7	74	46.1	90	n/a	n/a
<i>Increase less than 10%</i>	30.00	117.0	28.30	28.00	45.60	89.00		
<i>Increase by 10% or more</i>	12.10	47.00	46.40	46.00	0.50	1.00		

The next measurable outcome aligned to this Goal and Objective relates to school belonging: “Panorama SEL surveys will show student self-perception ratings of 3, 4, or 5 in school belonging.”

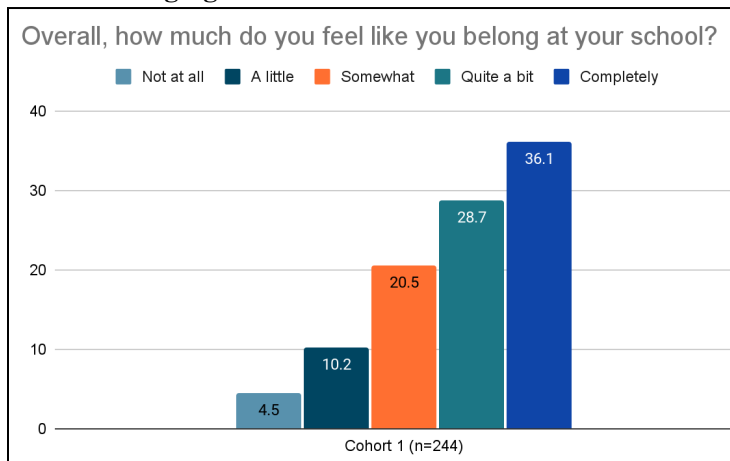
District provided Panorama data to the evaluation team. The question, “Overall, how much do you feel like you belong at your school?” was one of the questions asked via the Panorama student survey, which was implemented in the district in April 2022. Students in grades three through eight are requested to complete this district-wide social-emotional assessment. The data in this report reflects responses of Cohort 4 21st CCLC participants (n=244). Scores were then aggregated per school site for analysis. Panorama uses the following scaled scores: 1= not at all, 2= a little, 3= somewhat, 4= quite a bit, and 5= completely.

The measurable outcome that all 21st CCLC participants rate 3, 4, or 5 about school belonging was not met. Cohort 4’s results showed that 14.7% of participants rated a 1 (not at all) or 2 (a little) while 85.3% of students rated themselves as a 3 (somewhat), 4 (quite a bit), or 5 (completely). It should be noted that the largest group (n=88; 36.1%) rated their school belonging as 5 (completely), and the smallest group (n=11; 4.5%) rated their school belonging as 1 (not at all). The following table and chart visualize the breakdown of this Cohort’s scores.

Overview of Student Perception of their School Belonging

Score		Number of Students	Percent of Cohort 4 Students
n=244			
1	Not at all	11	4.5
2	A little	25	10.2
3	Somewhat	50	20.5
4	Quite a bit	70	28.7
5	Completely	88	36.1

School Belonging



Additional recommendations and discussion regarding Objective 2 can be found in Section V ('Overall Recommendations' section, page XX) below.

Objective 3:
Schools will see an increase in the social emotional skills of their students. Participants will demonstrate an increase in social awareness and self-regulation.

All sites had an intentional focus on SEL activities throughout the school year and summer sessions. 21st CCLC staff agreed that their students needed to have increased opportunities and support to practice social interaction and emotional wellness. Numerous community partner agencies agreed to partner with the sites to support student social emotional wellness. For example, Guiding Light Counseling implemented mindfulness activities across all school sites, and then supported additional SEL activities such as Second Step lessons during the summer session. Seeds Club attended JAS Middle School to facilitate group discussions and activities about self-esteem, motivation and encouragement. The Bolingbrook Park District provided an array of activities and services, including team-building and 'getting to know you' activities at all school sites. The GIRL club focuses on empowerment and leadership in addition to providing a safe space for self-exploration about emotions and social skills. Even more community partner agencies provided ongoing and/or brief services to support students in the 21st CCLC program with SEL activities. Additionally, all 21st CCLC employees (district teachers, staff and community-based hires) worked together to plan and implement SEL lessons and activities. Program funds were used to purchase Second Step for Out of School Time, which was used by most sites.

The following data was provided by the district to the evaluation team. The tables portray results of the Panorama survey, which is a social emotional assessment tool given to all third through eighth graders across the district. This sample of data includes all students from Cohort 4 who spent one or more days in 21st CCLC programming, and participated in the Panorama survey during their school-day.

The Panorama Social Emotional Assessment used for this analysis was the student self-assessment tool in which students rate themselves on a scale of 1-5 (1= negative/low score; 5= positive/strong score) for each of the questions distributed. The section about ‘Social Awareness’ included eight distinct questions (*see list of questions in Tables 44 and 45 below*). The section about ‘Emotional Regulation’ included five distinct questions (*see list of questions in Tables 46 and 47 below*). An average scale score for each set of questions was created, and a Paired T-Test (for each set) provided insight regarding differences across Fall and Spring results. While the aggregate data can be analyzed in various ways for insights about strengths and needs across the sites, findings showed that there were no statistically significant differences between fall and spring results.

Tables 44 and 45 show scores related to ‘social awareness’ for all Cohort 4 students who completed these questions on the Panorama Social Emotional Assessment.

For students with data for both Fall 2021 and Spring 2022 (n=205), the Fall 2021 mean for this set of ‘social awareness’ questions = 3.81(SD:0.69); the Spring 2022 mean for this set of ‘social awareness’ questions = 3.76(SD:0.66). There was a slight decrease in the average score for ‘social awareness’ from Fall 2021 to Spring 2022, though this was not a statistically significant difference.

Across all ‘social awareness’ questions (n value varies), an average of 32.43% of students showed a decrease in ‘social awareness’ scores from Fall 2021 to Spring 2022. However, an average of 67.56% of students showed either no change in score (39.63%) or an increase in score (27.93%) between semesters. Although the goal is for program participants to experience an increase in ‘social awareness’ over time, it is encouraging that the majority of students (67.56%) either maintained or increased their ‘social awareness’ score.

These findings will be further discussed throughout other sections, and triangulated with additional data sources (*see: Student survey responses and teacher SEL rubric responses below*).

Table 44. Social Awareness (Panorama), Fall 2021 and Spring 2022

Rating	1		2		3		4		5	
	%	#	%	#	%	#	%	#	%	#
How carefully did you listen to other people’s points of view?										
Fall 2021 (n=233)	3.0	7	6.9	16	14.6	34	40.8	95	34.8	81
Spring 2022 (n=240)	4.6	11	2.1	5	22.1	53	43.8	105	27.5	66
How much did you care about other people’s feelings?										
Fall 2021 (n=233)	1.7	4	3.9	9	10.3	24	28.4	66	55.6	129
Spring 2022 (n=240)	2.1	5	4.6	11	11.8	28	29.1	69	52.3	124
How well did you get along with students who are different from you?										
Fall 2021	3.4	8	8.6	20	13.4	31	42.7	99	31.9	74

(n=232)										
Spring 2022 (n=240)	2.9	7	7.1	17	13.8	33	45.0	108	31.3	75
How clearly were you able to describe your feelings?										
Fall 2021 (n=229)	10.0	23	16.6	38	27.5	63	24.5	56	21.4	49
Spring 2022 (n=236)	13.6	32	16.5	39	28.0	66	25.8	61	16.1	38
When others disagreed with you, how respectful were you of their views?										
Fall 2021 (n=234)	3.4	8	5.1	12	17.9	42	37.6	88	35.9	84
Spring 2022 (n=239)	2.5	6	4.6	11	24.3	58	40.6	97	28.0	67
To what extent were you able to stand up for yourself without putting others down?										
Fall 2021 (n=230)	8.3	19	10.9	25	20.9	48	32.6	75	27.4	63
Spring 2022 (n=238)	4.6	11	9.2	22	26.1	62	33.2	79	26.9	64
To what extent were you able to disagree with others without starting an argument?										
Fall 2021 (n=232)	9.5	22	12.5	29	13.8	32	40.5	94	23.7	55
Spring 2022 (n=237)	6.3	15	11.0	26	30.8	73	35.0	83	16.9	40
How often did you compliment others' accomplishments?										
Fall 2021 (n=232)	4.3	10	11.2	26	20.3	47	31.9	74	32.3	75
Spring 2022 (n=240)	5.8	14	5.8	14	25.0	60	36.3	87	27.1	65

Table 45. Change in Social Awareness (Panorama), Fall 2021 to Spring 2022

	Any decrease		No change		Any increase	
	%	#	%	#	%	#
How carefully did you listen to other people's points of view? (n=204)	31.4	64	44.1	90	24.5	50
How much did you care about other people's feelings? (n=201)	25.4	51	58.2	117	16.4	33
How well did you get along with students who are different from you? (n=202)	32.7	66	35.6	72	31.7	64
How clearly were you able to describe your feelings? (n=196)	36.2	71	34.2	67	29.6	58
When others disagreed with you, how respectful were you of their views?	34.3	70	38.7	79	26.9	55

(n=204)						
To what extent were you able to stand up for yourself without putting others down? (n=199)	32.1	64	38.2	76	29.6	59
To what extent were you able to disagree with others without starting an argument? (n=199)	36.7	73	29.6	59	33.6	67
How often did you compliment others' accomplishments? (n=203)	30.6	62	38.4	78	31.1	63
Average of all questions (% only)	32.43%		39.63%		27.93%	

Tables 46 and 47 show scores related to ‘emotional regulation’ for all students who completed these questions on the Panorama Social Emotional Assessment. For students with data for both Fall 2021 and Spring 2022 (n=205), the Fall 2021 mean for this set of ‘emotional regulation’ questions = 3.12(SD:0.91); the Spring 2022 mean for this set of ‘emotional regulation’ questions = 3.19(SD:0.90). There was a slight increase in the average score for ‘emotional regulation’ from Fall 2021 to Spring 2022, though this was not found to be a statistically significant difference.

Across all ‘emotional regulation’ questions (n value varies), an average of 32.5% of students showed a decrease in ‘emotional regulation’ scores from Fall 2021 to Spring 2022. However, an average of 35.04% showed an increase in ‘emotional regulation’ scores and 32.4% showed no change in score from Fall 2021 to Spring 2022.

As the goal is for program participants to experience an increase in ‘emotional regulation’ over time, the slight increase in average ‘emotional regulation’ score and overall majority of students experiencing an increase supports the achievement of this goal.

These findings will be further discussed throughout other sections, and triangulated with additional data sources (see: *Student survey responses and SEL rubric responses below*).

Table 46. Emotional Regulation (Panorama), Fall 2021 and Spring 2022

Rating	1		2		3		4		5	
	%	#	%	#	%	#	%	#	%	#
How often are you able to pull yourself out of a bad mood?										
Fall 2021 (n=235)	14.0	33	21.3	50	32.8	77	17.4	41	14.5	34
Spring 2022 (n=240)	10.4	25	16.7	40	35.4	85	22.1	53	15.4	37
When everybody around you gets angry, how relaxed can you stay?										
Fall 2021 (n=234)	18.4	43	13.7	32	23.1	54	24.4	57	20.5	48
Spring 2022 (n=237)	14.3	34	19.4	46	23.2	55	26.6	63	16.5	39
How often are you able to control your emotions when you need to?										
Fall 2021 (n=233)	10.3	24	15.5	36	29.2	68	21.9	51	23.2	54

Spring 2022 (n=239)	5.9	14	16.3	39	32.6	78	24.3	58	20.9	50
Once you get upset, how often can you get yourself to relax?										
Fall 2021 (n=233)	12.4	29	15.0	35	32.2	75	21.9	51	18.5	43
Spring 2022 (n=239)	9.2	22	17.2	41	31.4	75	26.4	63	15.9	38
When things go wrong for you, how calm are you able to stay?										
Fall 2021 (n=234)	13.7	32	19.7	46	29.9	70	23.1	54	13.7	32
Spring 2022 (n=240)	10.0	24	22.5	54	29.2	70	26.3	63	12.1	29

Table 47. Change in Emotional Regulation (Panorama), Fall21 to Spring22

	Any decrease		No change		Any increase	
	%	#	%	#	%	#
How often are you able to pull yourself out of a bad mood? (n=205)	33.7	69	31.7	65	34.6	71
When everybody around you gets angry, how relaxed can you stay? (n=202)	34.7	70	33.2	67	32.2	65
How often are you able to control your emotions when you need to? (n=202)	29.7	60	38.6	78	31.2	64
Once you get upset, how often can you get yourself to relax? (n=203)	33.0	67	28.1	57	38.9	79
When things go wrong for you, how calm are you able to stay? (n=204)	31.4	64	30.4	62	38.3	78
Average of all questions (% only)	32.5%		32.4%		35.04%	

Teacher and Student Survey SEL Data

Additional data on social emotional skills was collected via the student and teacher surveys administered during the Spring 2022 semester. These surveys were utilized in order to capture both student and teacher perception of student behaviors related to social emotional skills. Various individual survey items were utilized as proxies for describing student levels of social awareness and self-regulation.

Student Survey - Student Perception of Social Awareness

The student survey was administered during the after-school 21st CCLC program time. Students were told that they were not required to respond to questions if they did not want to do so, but that their responses would be used to understand their feelings and perceptions of program activities and to make improvements in the program in the future. Most students chose to participate (specific sample size is included in findings below). The student survey was administered across all sites by undergraduate and/or graduate-level research assistants hired via the Lewis University Evaluation team. The Lead Evaluator/P.I. trained the research assistants to ensure that all students assented to participate and that all protocols adhered to ethical standards of the IRB approval.

As one way to measure social awareness, students were asked on the student survey, “Do you get along with other students at 21st Century afterschool programming?”

Table 48. Student responses: “I get along with...”

(n=96)	(#)	(%)
...most of the other students (3)	40	41.7
...some of the other students (2)	51	53.1
...none of the other students (1)	5	5.2

Additionally, to measure social awareness, students were asked, “How much do you think your 21st Century teachers care about you?”

Table 49. Student responses: “I think my teachers care about me...”

(n=96)	(#)	(%)
...a lot (3)	73	76.0
...a little (2)	22	22.9
...not at all (1)	1	1.0

Although limited, the student survey questions do provide some additional insight into the social awareness levels of students. The majority of students (94.8%) reported getting along with most of the other students (41.7%) or some of the other students (53.1%). Additionally, 99% of students reported thinking that their teachers care about them a lot (76%) or a little (22.9%). This suggests that most students have an awareness of social interactions and the ability to perceive relationship dynamics.

Teacher Survey - Teacher Perception of Social Awareness

Teacher perception of students’ levels of social awareness was captured through the social emotional learning (SEL) rubric (this rubric is part of the classroom teacher survey; *see Appendix C*). This rubric, designed by the evaluation team specifically for this program/project, is aligned to the Collaborative for Academic and Social Emotional Learning’s (CASEL) SEL competencies and was modified to target specific information relevant to this program’s goals.

Teachers rated students’ social awareness on a scale of 1-4: 1=Beginning, 2=Emerging, 3=Meeting, and 4=Exceeding. A completed rubric was requested for each student enrolled in the program (one rubric per participant). The Lead Evaluator sent the teacher survey/rubric to the Site Coordinators, who were asked to communicate with classroom teachers of the students in their site. The Evaluator then followed-up via email with classroom teachers as needed. Responses were collected throughout April-June 2022. (*See Appendix C for definition, explanation of each scaled score per the rubric.*)

Teacher perception of students’ relationship skills was also used as a proxy for social awareness, using the same rating scale of 1-4: 1=Beginning, 2=Emerging, 3=Meeting, and 4=Exceeding. (*See Appendix C for definition/explanation of each scaled score per the rubric.*)

Table 50 indicates that teachers scored the majority of students (72%) at ‘meeting’ (3) or ‘exceeding’ (4) levels for ‘social awareness.’ Additionally, teachers scored the majority of students (67.5%) at ‘meeting’ (3) or ‘exceeding’ (4) levels for ‘relationship skills.’

Table 50. Teacher perception of student social awareness & relationship skills

(n=200)	<i>Social Awareness</i>		<i>Relationship Skills</i>	
	(#)	(%)	(#)	(%)
Beginning (1)	10	5.0	13	6.5
Emerging (2)	46	23.0	52	26.0
Meeting (3)	88	44.0	88	44.0
Exceeding (4)	56	28.0	47	23.5

Teacher Survey - Teacher Perception of Self Regulation

Teacher perception of self-regulation was assessed through two items on the classroom teacher survey: ‘self-management’ and ‘self-awareness,’ using the SEL rubric rating scale of 1-4, 1=Beginning, 2=Emerging, 3=Meeting, and 4=Exceeding. (See Appendix C for definition, explanation of each scaled score per the rubric.)

Table 51. shows the teachers reported most students (64.5%) at ‘meeting’ (3) or ‘exceeding’ (4) levels for ‘self-management.’ Similarly, the majority of students (71.5%) were ranked at ‘meeting’ (3) or ‘exceeding’ (4) levels for ‘self-awareness.’

Table 51. Teacher perception of student self-regulation via self-management and self-awareness

(n=200)	<i>Self-Management</i>		<i>Self-Awareness</i>	
	(#)	(%)	(#)	(%)
Beginning (1)	18	9.0	11	5.5
Emerging (2)	53	26.5	46	23.0
Meeting (3)	97	48.5	105	52.5
Exceeding (4)	32	16.0	38	19.0

Although student and teacher survey data is cross-sectional, it does provide additional insight into the perceived levels of ‘social awareness’ and ‘self regulation’ of 21st CCLC program participants. Results from the student survey suggest that most students have a sense of relationship dynamics with peers and adults, or ‘social awareness’. The teacher survey results also suggest the presence of satisfactory levels of ‘social awareness’ for students participating in 21st CCLC programming. Additionally, the teacher survey suggests that students possess a satisfactory level of ‘self regulation’. These results supplement findings from Panorama data measuring ‘social awareness’ and ‘self regulation.’

Objective 4:

The 21st CCLC programs will provide opportunities for the community to be involved and will increase family involvement of the participating children. Programs will collaborate with the community. Community partners will offer enrichment and other support services for families of participants.

→ **Measurable Outcome 1: At least one family member of at least 10% of participating students will attend at least 1 activity offered during the school year.**

→ **Measurable Outcome 2: At least one family member of 10% of families of enrolled children will attend a Monthly workshop or activity provided during the school year.**

School Year 2021-2022 proved to be a challenging year regarding family and community involvement. Much of the complication stemmed from influences of the pandemic. With the restrictions and mitigations constantly in flux, pandemic infection rates ebbing and flowing throughout the year, the program faced barriers to planning for large family and community events. That said, there were several events that took place during the fall, spring and summer sessions, and numerous families benefited from a mix of in-person and virtual opportunities. A list of all events is included above in Part III.A. of this report (see Table 17, page XX, for the full list of family and community events offered).

The data in Table 52 below shows that generally, LNT had the strongest family participation. The Program Director believes that this is due to the fact that the Site Coordinator attempted to enroll most families at the start of the year, forgoing the strategy to gradually increase in enrollment over time that other sites opted to utilize. The Program Director believes that LNT's strong enrollment rates led to stronger family participation. JAS has the lowest numbers of family engagement. While it should be noted that JAS is the sole middle school site within the Cohort - and middle school engagement requires unique strategies and considerations - this low rate of family engagement has been additionally related to the lower daily attendance rates and less consistent family communication that occurred at this site.

Table 52. Overview of Participation in Family & Community Events by Site

Site	Total Student Participants (Enrolled at Site)	Average Daily Student Attendance	11 Family and Community Events, 2021-2022					
			# events with 1+ participant (*Duplicated)	Student Participants (*Duplicated)		Family Member Participants (*Duplicated)		Total # participants across all events (*Duplicated)
AMS	107	30	8	at least 9	8.4%	at least 14	13.1%	48
JAS	95	16	5	at least 2	2.1%	at least 5	5.3%	15
WMD	84	22	6	at least 15	17.9%	at least 42	50%	64
DEG	97	37	9	at least 19	19.6%	at least 17	17.5%	61
LNT	116	40	10	at least 36	31%	at least 69	59.5%	221

The Program Director and relevant staff are aware of the need to improve this coming year - related to both increasing the number of events offered to families throughout the year, and also related to data collection processes to track participation within the events. While attendance was taken at each of the events, it was done per school rather than per name, and therefore the provided number of participants may be duplicated across events. Due to this error in data collection, it is unknown whether at least 10% of students' families participated in at least one event throughout the year. If assuming that the available data portrays unduplicated counts of student and family member participants, then 4 schools would have met this goal. However, according to qualitative feedback and explanation, it is likely that many participants are duplicated across the events and/or many of the family members represented in the counts above were part of single family units, therefore reducing the total number of students represented at each event.

Objective 5:
Programs will coordinate with schools to determine students and families with the greatest need.

21st CCLC staff has focused their recruitment efforts to ensure they are enrolling students that exhibit the greatest level of need into their program. In order to assess whether this objective was met, demographic data from Infinite Campus was provided to the research team by the district and compared to district-level demographic data from the IL report card. Demographic data was analyzed at cohort and district-level to ensure that cohort-level representation of groups identified as having higher levels of academic and social support needs met or exceeded district-level representation of those same groups. Comparisons are provided for race and ethnicity, socioeconomic status via free and reduced lunch status, English language learner classification (ELL), individualized education plan classification (IEP), as well as IAR scores for ELA and math.

Within the district, students that identify as Black/African-American or Hispanic/Latino have been identified as having higher levels of academic need compared to other racial and ethnic groups within the district. As such, it was important to ensure that 21st CCLC programming is being provided to students within these specific groups.

Figure 3 provides a breakdown of race and ethnicity for all of the district schools compared to the 21st CCLC cohort during the 2021-2022 school year and summer 2022 programming. District data shows 20.9% of students identifying as Black or African American compared to 33.8% of 21st CCLC during the 2021-22 school year and 35% of Summer 2022 program participants. For both the 2021-2022 school year and Summer 2022 program, higher percentages of students identifying as Black or African American were enrolled in 21st CCLC programming than the percentage of students identifying as Black or African American across the entire district.

District data shows 46.2% of students identifying as Hispanic or Latino, whereas 47.1% of program participants during the 2021-2022 school year and 44.8% of summer 2022 program participants identified as Hispanic or Latino. Hispanic and Latino students were represented at a higher level in 21st CCLC programming during the 2021-2022 school year compared to the level of Hispanic or Latino students across the entire district. However, the level of Hispanic or Latino students participating in the Summer 2022 21st CCLC program was slightly lower than the level of Hispanic or Latino students across the entire district.

These data suggest that 21st CCLC recruitment efforts have resulted in higher levels of representation in school year programming of students from racial and ethnic groups with the greatest level of academic need compared to representation of these groups of students in the district. 21st CCLC Summer 2022 programming also had higher levels of representation of Black and African American students than the district. However, 21st CCLC programming in Summer 2022 had slightly lower representation of Hispanic and Latino students compared to the district.

Program leaders may want to further explore reasons and/or influences of these statistics in order to more intentionally recruit participants and/or to plan culturally responsive activities. That said, these statistics are vastly improved as compared to the previous year's evaluation report, when a recommendation was made to ensure that district-to-21st CCLC descriptives were showing that students most needing 21st CCLC opportunities were receiving them. Therefore, these data demonstrate improvement since the last fiscal year of reporting.

Figure 3. Student Race & Ethnicity Comparisons, district-wide and 21st CCLC

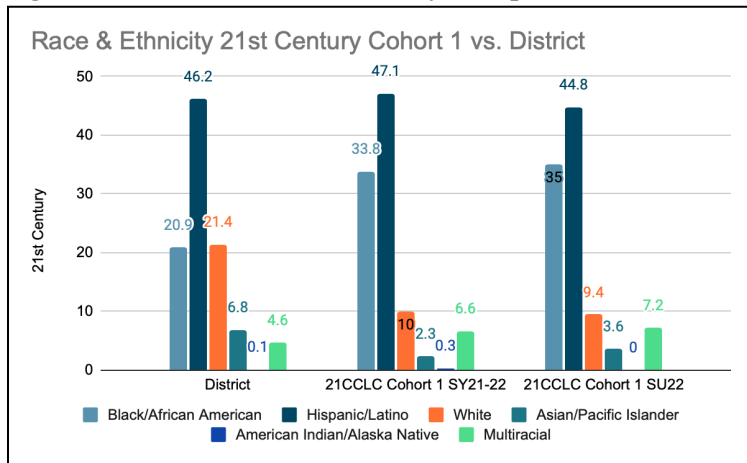


Table 53. Student Race & Ethnicity Comparisons: 2020-2021 vs. 2021-2022

Cohort 4	SY20-2	SY20-2	SU21	SU21	SY21-2	SY21-2	SU22	SU22
	1	1			2	2		
	#	%	#	%	#	%	#	%
Total Unduplicated Enrollment	220	n/a	128	n/a	391	n/a	223	n/a
American Indian / Alaska Native	0	0.0	0	0.0	1	0.3	0	0.0
Asian / Pacific Islander	7	3.3	3	2.3	9	2.3	8	3.6
Black / African American	48	22.4	37	28.9	132	33.8	78	35.0
Hispanic or Latino	114	53.3	51	39.9	184	47.1	100	44.8
White	29	13.6	29	22.7	39	10.0	21	9.4
Multiracial	16	7.5	8	6.3	26	6.6	16	7.2
Do Not Know	6	2.8	0	0.0	0	0.0	0	0.0

Additionally, comparisons were made between 21st CCLC program participants and district-level data for proxies for student need related to socioeconomic status and academic need. Figure 4 shows comparisons for cohort and district-level representation for English language learner classification (ELL), individualized education plan classification (IEP), and socioeconomic status via free and reduced lunch qualification status. School year 2021-2022 (24.6%) and Summer 2022 (25.6%) representation of English language learners (ELL) within this cohort is at a higher percent than within the district as a whole (18.4%). Similarly, 19.9% of students during school year 2021-22 programming and 18.8% of students during Summer 2022 programming had IEPs compared to 15% of students within the district as a whole. Finally, 75.5% of students during the school year and 74.9% of students during Summer 2022 programming were considered low-income, compared to 64.1% of students within all of the district. These data suggest that students with the greatest level of need within these sites are being targeted for 21st CCLC programming, during both the school year and summer program sessions.

Figure 4. ELL, IEP, FRL Classification Comparisons: district-wide vs. 21st CCLC

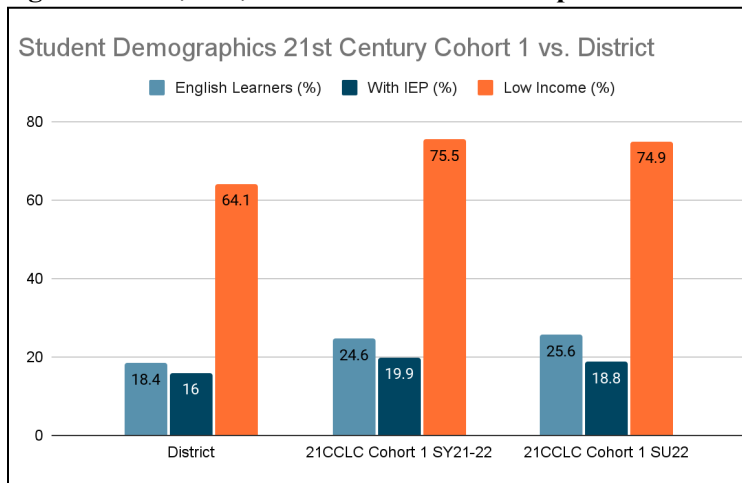


Table 54. ELL, IEP, FRL Classifications within 21st CCLC

<i>Cohort 4</i>	# SY20-21	% SY20-21	# SU21	% SU21	# SY21-22	% SY21-22	# SU22	% SU22
Total Unduplicated Enrollment	220	n/a	128	n/a	391	n/a	223	n/a
ELL	74	35.6	26	20.6	96	24.6	57	25.6
IEP (Not LEP)*	63	29.4	24	18.9	78	19.9	42	18.8
FRL	105	49.1	57	45.6	295	75.5	167	74.9

IAR assessment comparisons were also made at the district and cohort-level for ELA and Math scores. Students scoring a 1, 2, or 3 are identified as having the highest levels of academic need due to not meeting (4) or exceeding (5) expectations.

Figure 5 shows comparisons for cohort and district-level for IAR scores for ELA. For ELA scores, 81.3% of 21st CCLC participants displayed high levels of academic need, with 30.9% scoring a '1', 26.1% scoring a '2', and 24.3% scoring a '3'. This is compared to 67.2% of students from across the district displaying high levels of academic need, with 20.5% scoring a '1', 19.9% scoring a '2', and 26.8% scoring a '3'.

Figure 5. IAR ELA Performance Levels: 21st CCLC vs. district-wide

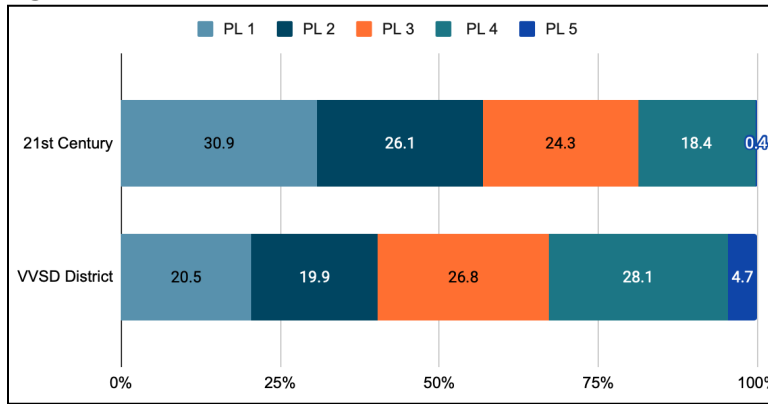


Table 55. IAR ELA Performance Levels

<i>IAR ELA Cohort 4 (n=272)</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
	#	%	#	%	#	%	#	%	#	%
	84	30.9	71	26.1	66	24.3	50	18.4	1	0.4

Figure 6 below shows comparisons for cohort and district-level data for IAR scores for Math. For Math scores, 90.5% of 21st CCLC program participants displayed high levels of academic need, with 27.3% scoring a ‘1’, 38.5% scoring a ‘2’, and 24.7% scoring a ‘3’. This is compared to 76.1% of students from across the district displaying high levels of academic need, with 21.8% scoring a ‘1’, 29.2% scoring a ‘2’, and 25.1% scoring a ‘3’.

Figure 6. IAR Math Performance Levels: 21st CCLC vs. district-wide

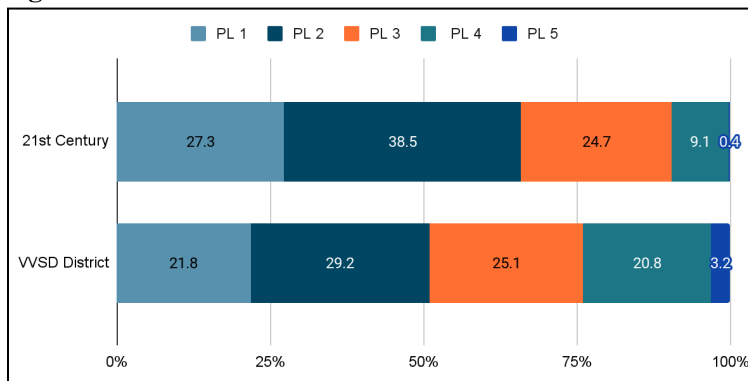


Table 56. IAR Math Performance Levels, Cohort 4

<i>IAR Math Cohort 4 (n=275)</i>	Level 1		Level 2		Level 3		Level 4		Level 5	
	#	%	#	%	#	%	#	%	#	%
	75	27.3	106	38.5	68	24.7	25	9.1	1	0.4

For both IAR ELA and Math assessments, 21st CCLC programming shows higher levels of representation of students with high levels of academic need compared to overall representation of students with high levels of academic need across the district. These findings, along with demographic comparisons of race and ethnicity, socioeconomic status, and additional proxies for academic need

suggest that 21st CCLC recruitment has successfully targeted students with the highest level of need within the District for enrollment in their programs.

It is recommended that 21st CCLC staff continue to work with teachers and administrators to focus their recruitment efforts on identifying and enrolling students with high levels of academic need. Efforts should also be made to maintain continuous enrollment for these students during the school year through summer programming so they experience the maximum benefit of programming for improvement in academic achievement and social emotional skills overtime.

Objective 6:
Professional development will be offered by the programs and ISBE to meet the needs of the program, staff, and students.

Because of staff burnout and scheduling conflicts, the Program Director explained various times to stakeholders and staff that professional development was a challenge - 21st CCLC staff expressed via formal and informal methods that they felt overwhelmed with the requirements of the professional development (PD), and that the additional time and energy for this aspect of the job was causing them to feel stressed and/or less content with the job. Therefore, the Program Director worked to intentionally reduce the number of additional hours required for professional development while still attempting to integrate the goal into the functioning of the overall program. For example, he assigned some of the learning to be completed remotely, asynchronously; he combined certain professional development activities to occur on one day instead of across multiple days. He also provided multiple dates/times as options for each required training so that employees could select the best time for their schedules/needs. Even with these efforts, the attendance and feedback about professional development was a barrier to the success of this objective during the 2021-2022 year. The success is that there were 12 total professional development opportunities during the 2021-2022 fiscal year. Six of these were offered/hosted by the district internally. Six of these were offered by external agencies/partners (five by ACT Now Illinois and one by USDoe).

All feedback forms regarding these professional development meetings and activities were submitted between March-July 2022. Because of the format of the PD feedback forms, the evaluation team was unable to aggregate data per site, and only has descriptive information about both cohorts combined. This data collection and analysis will be improved for the next reporting period. Of Cohort 4 sites: AMS staff submitted 11 responses, both AMS and LNT staff submitted 2 responses each, DEG staff submitted 1 response, and JAS staff submitted no responses. (Of Cohort 2 sites, LV staff submitted 39 responses, SW staff submitted 6 responses, BT staff submitted 5 responses, WK staff submitted 4 responses, and FS staff submitted 3 responses.) Combined across all ten district sites within both grant cohorts, there were 74 submissions to analyze. *(Note: The PD feedback form is found in Appendix E.)*

The following table (Table 57) portrays the overview of all 74 responses submitted across the ten 21st CCLC sites within the district (both grant cohorts combined):

Table 57. Staff feedback of professional development events, both Cohorts 4 & 2

	<i>Please rate your overall satisfaction with this PD event.</i>		<i>The topic of this PD event was relevant to my duties and needs within the 21st CCLC programs.</i>		<i>This PD event provided me with new knowledge and/or skills that I can implement into my everyday work with students, families and/or colleagues during 21st CCLC.</i>		<i>I would recommend a PD event like this to other educators and/or other 21st CCLC providers.</i>	
	(#)	(%)	(#)	(%)	(#)	(%)	(#)	(%)
Average Rating	3.41	<i>n/a</i>	3.49	<i>n/a</i>	3.4	<i>n/a</i>	3.38	<i>n/a</i>
4 (Highest)	31	41.90%	40	54.00%	31	41.90%	31	41.90%
3	41	55.40%	31	41.90%	32	43.20%	33	44.60%
2	1	1.35%	2	2.70%	4	5.40%	5	6.75%
1 (Lowest)	0	0.00%	0	0.00%	0	0.00%	0	0.00%

In addition to the feedback forms for each professional development opportunity, staff members were asked about professional development on the staff survey provided at the end of the year. *The prompt was: “Please share any thoughts, comments, or suggestions regarding future PD events.”* 26 responses to this optional open-ended question were received (response rate = 35%). Of these responses, the evaluation team used open-coding to determine the following thematic observations regarding staff perception of professional development:

- Staff want more training about how to respond to difficult student behaviors (“*More scenarios on how to handle situations*”; “*Dealing with bad behavior in a non-stressful way*”)
- Convenient/efficient timing of the professional development is critical to staff buy-in and motivation to attend/participate (“*I’d like to shift the time of the PD to early release days or after the program ends. That would be great.*”)
- Activities and discussions that lead to tangible and actionable outcomes are desired (“*Need more time to truly action plan*”; “*It was so helpful to see actual program ideas and how schools implemented them.*”)
- Staff want time to share and collaborate with one another (“*More time to share with others*”; “*PDs are great when they get us working with our teams to evaluate and plan*”)

Yet another important takeaway from 2021-2022 is the participation of the district’s 21st CCLC stakeholders during the National Community School and Family Engagement Conference. The district organized travel to participate in the National Conference during June 2022. This conference provided engaging and motivational programming to 21st CCLC and relevant district staff, both directly employed by 21st CCLC and/or employed by the district as a staff person who does work relevant to or in support of 21st CCLC. Feedback from participants about this conference showed that they learned about best practices for Community Schools, the meaning of partnerships, and received a much clearer understanding of how and what the district does related to Community Schools. Even more, almost all participants agreed that they arrived back to work ready to implement new strategies for family engagement. They also learned new models and ideas for program implementation from districts all over the country, which they otherwise feel they could not learn as well if it were not for conference participation. Overall feedback showed that all participants would attend this conference again, as this

unique experience allowed them to come together to plan for students and their families in new and innovative ways.

**Objective 7:
Programs will create sustainability plans to continue the programs beyond the federal funding period.**

Objective seven is in place to ensure that district and program leaders are actively and consistently engaging in efforts to ensure sustainability of program initiatives. At this point in time, district leaders recognize that while they have established a multitude of community partnerships, some of them are more sustainable than others. They are aware that some partner organizations can only provide services with the funding available from 21st CCLC. Therefore, they are working to learn and to grow their creativity to find innovative ways to sustain significant partnerships and services.

It is clear that leaders and stakeholders within these sites indeed participate in an array of opportunities that focus on the direction of the future of 21st CCLC programming. Sustainability initiatives include, for example:

- Partnering with (i.e., establishing strong rapport and relationships) community agencies and organizations (for example, YMCA, Bolingbrook Park District, etc.) who can provide services when they are unavailable via the school district directly.
- Applying to new funding opportunities (the district successfully funded a ‘Community Partnership’ grant via ISBE as of May 2022).
- Providing opportunities to partner agencies to learn about grant-writing and other funding opportunities in order to build a network of partners who are actively engaged in future-oriented service provision.
- Providing intentional time for discussion and collaboration about sustainability plans during community partner meetings hosted by the district.
- Including key stakeholders in community-focused initiatives to increase buy-in and support (ie, inviting members from Lewis University to attend the National Community Schools and Family Engagement Conference).
- Internally funding a Community Schools Coordinator position, and working to find ways to expand the number of people/roles to fill this position.
- Speaking with community partners - locally, as well as at the state and federal levels - to continue brainstorming and problem-solving the future of the program.

This has become a key area of focus for the Program Director for the 2022-2023 academic year.

See Section V (‘Overall Recommendations’, page XX) below for additional information regarding recommendations included from this Section (Section IV, Progress Towards Objectives).

V. Overall Summary and Recommendations

The quantitative and qualitative data collected for this program evaluation show immense progress for these schools during 2021-2022. Overall, the five sites in this program demonstrate numerous successes to note, along with some areas for growth.

Strengths, Improvements, and Successes during FY 2021-2022
Successfully completing a full year of programming, which as of July 2022, also comprehensively includes two summer program sessions, one fall session, and two spring sessions.
Navigating the implementation of five school-based program sites during the height of the Covid-19 pandemic, which some experts claim to be the most intense, difficult years of educational/school-based programming in recent history.
Providing programming for 391 students during the 2021-2022 academic year and 223 students during the Summer 2022 program. This is an increase from 220 students during the 2020-2021 academic year, and 128 students during Summer 2021.
Implementing 11 family engagement events with 21st CCLC funding, which served families from all five 21st CCLC school sites.
Averaging, across the five sites, over 22 weeks of programming during the academic year sessions, and almost four weeks of programming during the Summer 2022 session.
Finding innovative ways to recruit and retain staff members from both within and external to the school district, including an array of professionals including, but not limited to: classroom teachers, special education teachers, librarians, paraprofessionals, school mental-health practitioners (counselors, social workers, psychologists), Family and Community Liaisons, administrative assistants, school nurses, and more. The diverse professional experiences and expertise allows for students and families to find numerous types of support and services via relationships formed in 21st CCLC. The partnerships bringing external community partner professionals to the school sites allows for stronger connections between families and their surrounding community.
Organizing and participating in the National Community Schools and Family Engagement Conference, which allowed 21st CCLC and other relevant employees to discover new approaches and strategies to engage their students and school community
Meeting Objective One, as more than 10% of Cohort 4 students scoring a 1, 2, or 3 on both the 2019 and 2022 IAR ELA and math assessments increased their score in 2022 as compared to their score in 2019.
Increasing attendance rates for students who had previously been experiencing chronic absenteeism (of the 99 students who had been experiencing chronic absenteeism (below 90% attendance) prior to participation in 21st CCLC, 74.7% increased their rate of attendance after enrollment in the program.
99% of students (grades 3-8) who completed the student survey reported thinking that their teachers care about them a lot (76%) or a little (22.9%). Only 1% of students reported “not at all” (that their teachers did not care about them). Teacher/student rapport is a strong indicator of school success, and this data evidences that 21st CCLC staff demonstrate clearly that they care for the students in the program.
Demographic data suggest that use of the Recruitment Formula (and other 21st CCLC recruitment efforts) have resulted in successfully reaching students who show the most need for 21st CCLC opportunities. 2021-22 statistics show vastly improved ratios as compared to 2020-21 data, when district-to-21st CCLC descriptives showed that students most needing 21st CCLC opportunities may not have been those receiving them. These data demonstrate strong improvement since the last fiscal year of reporting. <i>(See specific data under ‘Progress Towards Objectives, Objective 5; pages XX-XX.)</i>

Areas for Improvement and Related Recommendations	
Area(s) for improvement	Relevant recommendation(s)
<p>Program sites, while enrolling adequate numbers of student participants, had significantly lower rates of average daily attendance (ADA). For example, AMS enrolled 107 students but had an average of 30 students attending daily (average ADA = 28.04% of total enrollment). WMD enrolled 84 students but had an average of 22 students attending daily (average ADA = 26.19% of total enrollment). DEG enrolled 97 students but had an average of 37 students attending daily (average ADA = 38.14% of total enrollment). LNT enrolled 116 students but had an average of 40 students attending daily (average ADA = 34.48% of total enrollment). JAS enrolled 95 students but had an average of 16 students attending daily (average ADA = 16.84% of total enrollment).</p>	<p>Programs may want to implement policies and/or procedures to address the inconsistent daily attendance across all sites. While attendance required flexibility during the height of the Covid-19 pandemic, the culture of such flexibility may no longer be productive as the school system works to create consistency within its programming. Policies may address minimum weekly or monthly student attendance requirements, family participation during or after programming, phone calls, and other engaging interactions between Site Coordinators to both prevent low attendance and intervene if/when challenges arise, etc.</p>
<p>The measurable outcome about ‘School Belonging’ for Objective 2 (that all 21st CCLC participants rate 3, 4, or 5 about school belonging on the Panorama Social Emotional Assessment) was not met. Cohort 4’s results showed that 14.7% of participants rated a 1 (not at all) or 2 (a little).</p>	<p>The evaluation team recommends that this be an area of focus in the coming years. ‘School belonging’ is a significant measure in predicting school success. Therefore, the program may want to incorporate this measurement/assessment into the Recruitment formula (<i>see Figure 1, page X</i>). For example, the program may want to intentionally recruit students who rate themselves as ‘1’ or ‘2’ on this Panorama assessment question, and then take steps to ensure that the program site’s environment is welcoming and engaging for the students who may not otherwise feel as though they belong.</p>
<p>The Panorama Social Emotional Assessment showed that there was a slight decrease in the average score for ‘social awareness’ from Fall 2021 to Spring 2022, though this was not a statistically significant difference. Across ‘emotional regulation’ questions, an average of 32.5% of students showed a decrease in ‘emotional regulation’ scores from Fall 2021 to Spring 2022. However, an average of 35.04% showed an increase in ‘emotional regulation’ scores, and 32.4% showed no change in score from Fall 2021 to Spring 2022. (<i>See ‘Progress Toward Objectives, Objective 3’; page XX</i>).</p>	<p>While the slight decrease in ‘social awareness’ and the insignificant change in scores related to ‘emotional regulation’ is likely not a large cause for concern, the program may want to more intentionally focus efforts on opportunities for learning and practicing social awareness and emotional regulation skills. For example, programs may want to ensure they are more consistently implementing Second Step, creating opportunities for reflection about social awareness, implementing community- building activities focused on recognizing others’ strengths, feelings, etc., and other activities meant to build ‘social awareness’ and ‘emotional regulation’ skills.</p>
<p>With Covid-related influences (restrictions, mitigations, infection rates, etc.) constantly in flux, the program faced barriers to planning and/or implementing family and community events. When implemented, these family and community events were minimally attended. Additionally,</p>	<p>It is recommended that the Director and all program leaders develop a clear plan for family engagement in the coming year. By having a calendar of events prepared at the start of the session, program sites communicate and engage with families specifically about the family engagement events in order to increase attendance</p>

<p>documentation/data collection errors precluded the ability to accurately measure this objective.</p>	<p>by more families. Community partners facilitating events can then have documentation forms and data collection processes ready for use.</p>
<p>At this point in time, district leaders recognize that while they have established a multitude of community partnerships, some of them are more sustainable than others. They are aware that some partner organizations can only provide services with the funding available from 21st CCLC.</p>	<p>It is recommended that program leaders implement and maintain a consistent structured effort aimed at increasing the sustainability of targeted partnerships and services. Perhaps the program can utilize needs assessments and feedback data to determine which services are most efficient and/or productive, and begin formulating sustainability efforts with specific community organizations. At the same time, program leaders may want to attend training and/or other development events to learn new ways to build sustainability of programming.</p>