



2018-19 Annual Report

21st Century Community Learning Centers



CONSORTIUM of
**APPLIED
RESEARCH**





Introduction

What Are 21st Century Community Learning Centers?

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally-funded 21st Century Community Learning Centers (21st CCLC) grant, also known as Title IV, Part B of the Every Student Succeeds Act (ESSA). Grants are awarded to applicants proposing to implement after-school, before-school, and summer school programs in schools with high concentrations of students from families with significant economic need. The DPI views the program as a critical strategy to close the achievement gap between economically disadvantaged students, students of color, and their peers. The 21st CCLC grant helps the DPI and its partners support the “Every Child a Graduate, college and career ready” initiative by providing multiple ways to engage and support learning opportunities for youth.

The 2018-19 school year marked the 17th academic year in which the DPI awarded 21st CCLC funds. A total of \$15,125,000 was provided for 151 centers starting or continuing programs, serving 193 schools across the state. This report is based on their responses to the Yearly Program Report.

“We know learning doesn’t end with the school day. Wisconsin’s 21st Century Community Learning Centers play an important role across the state by providing students with a safe place to learn and grow during out-of-school time.”

**—Carolyn Stanford Taylor,
State Superintendent**



Summary & Conclusions

Who Do 21st CCLCs Serve?

Wisconsin's 21st Century Community Learning Centers are designed to assist students in meeting academic goals through enriching learning opportunities, to provide youth development activities, and to connect families to their child's education. 21st CCLCs first and foremost aim to serve those students and communities with the greatest need, targeting youth who may most benefit from out-of-school time learning opportunities. The grant is primarily geared toward meeting students' academic needs, but other needs such as the lack of other local opportunities, and student socioeconomic status, can also indicate a need.

In 2018-19, the 21st CCLCs served over 22,000 students collectively. The average program served 149 total students during the year. The average daily attendance across programs was 68 students per day, and several sites had an average daily attendance of over 100 students.

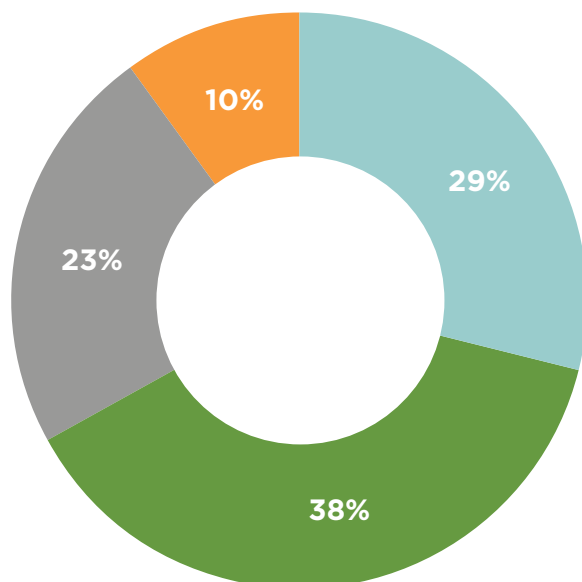
21st CCLCs provide services for many age groups. The majority (85%) of 21st CCLCs served elementary school children. Less than half (42%) served middle school students (as well as other ages), and approximately 1 in 6 programs served high school students.

Regarding staff, 21st CCLC programs reported an average of 14 paid staff members employed at their sites. On an average day, eight staff members per site worked with students on a daily basis. Each site was required to have a designated program coordinator. Of the programs in their second year of funding (or more), 71% had program coordinators with at least two years of experience in the position, including 16% of program coordinators with more than five years of experience.

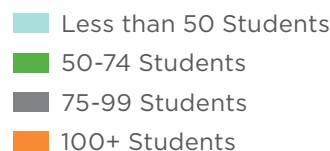
VOICES FROM THE FIELD:



“We serve LGBTQ+ Youth through Gay-Straight Alliance in the school, as well as youth seeking job skills and training through the Career Plus program in partnership with Employ Milwaukee.”



% of Programs: Average Daily Attendance





Serving Students in Need

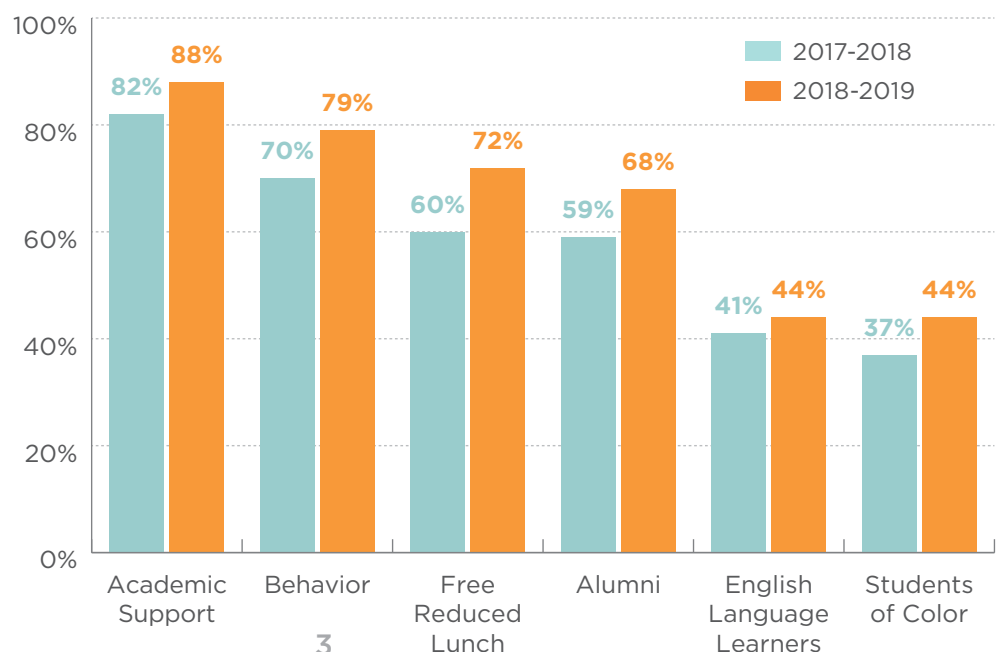
21st CCLCs exist primarily to serve those students and families who need the most support, and Wisconsin's 21st CCLCs work tirelessly toward this end. Most programs reported intentionally recruiting students in need of academic support (88%); students with social and emotional, or behavioral needs (79%); and low-income students (72%). Many also recruited English Language Learners (ELLs), racial minority students, and students or siblings of students who have participated in the past. One program reported prioritizing homeless students, while another program reported seeking youth with refugee status to participate in after-school programming. As demonstrated, 21st CCLCs respond to a variety of student needs.

How Much Programming Do 21st CCLCs Provide?

21st CCLCs provide coverage that working families need. In 2018-19 the average program covered about 83% of school days. This means that families had access to subsidized after-school care during most days that school was in session. In addition, 29% of sites provided morning programming and 16% of sites provided summer programming.

Regular before- and after-school coverage means that students have many opportunities for learning and enrichment beyond traditional school hours. Families can count on 21st CCLCs to consistently provide their children with academic enrichment, homework help, physical activity, and other activities geared toward youth development.

Student Groups Recruited to Participate (by Percent of Programs)



Programming (continued)

21st CCLCs additionally reported that their academic enrichment had a heavy focus on reading, math, and STEM. Youth development activities primarily included art, music, and nutrition education. In addition, many sites offered service learning and cultural programming.

All of these activities add up. On average, a student who attended a 21st CCLC program every day in a typical week got:

- **Over 4 hours** of academic enrichment
- **Almost 2.5 hours** of homework help
- **Over 2.5 hours** of physical activity
- **Over 2.5 hours** of youth development

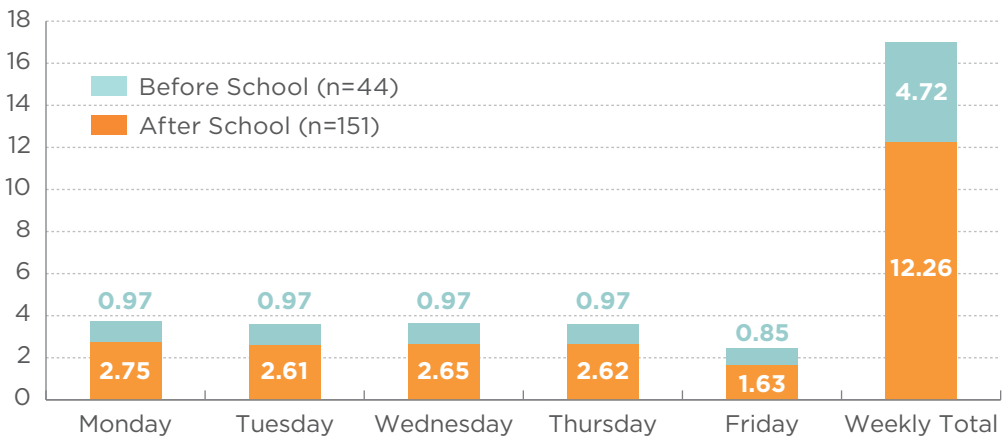
Over a year, that amount of academic enrichment is equivalent to more than four full weeks of school, without counting the significant time spent on homework help and remedial education.

Working with the School

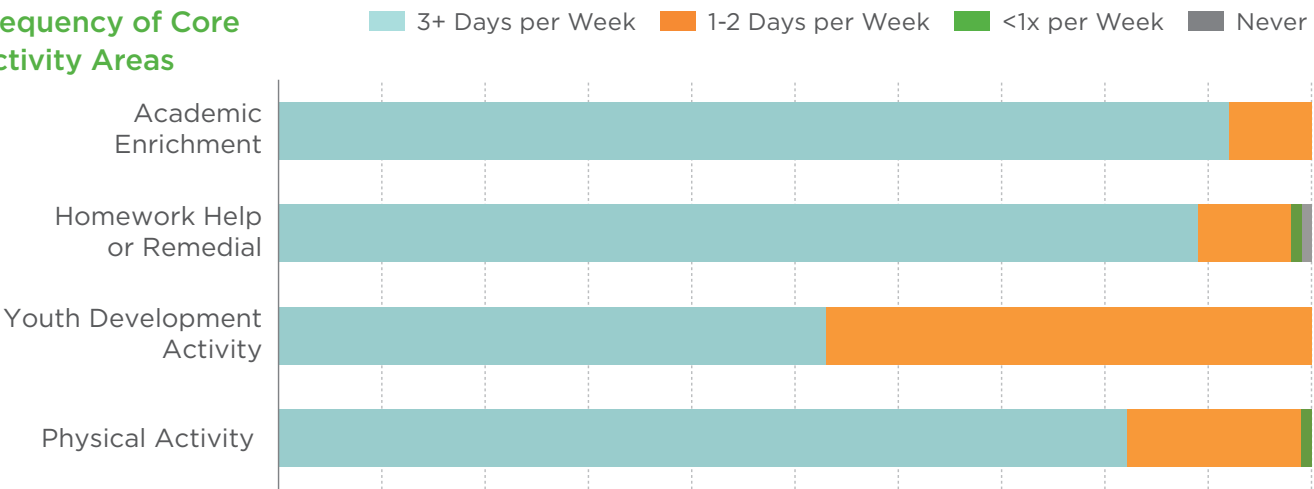
In order to make the best use of academic enrichment time, 21st CCLCs worked hard to ensure that their activities complemented what students were learning during the school day. Most sites also used other methods (such as using day school materials, evidence-based practices, or state standards) to ensure that they were offering challenging and relevant material to help students succeed.

In addition, 91% of 21st CCLCs hired teachers and/or other day school staff, with an average of seven instructional school day staff providing services at the average program. Every 21st CCLC reported consulting with teachers directly about individual students' needs, with most (75%) indicating that this type of direct communication with the teacher occurred weekly.

Average Hours of Programming Per Day/Week



Frequency of Core Activity Areas



Making Learning Fun

A key component and one of the best aspects of 21st CCLCs is the high level of student engagement. In every program, students take ownership by voicing their ideas and opinions on the kinds of programming offered. Programs also regularly allow students to choose the activity in which they get to participate.

Nearly 90% of 21st CCLCs reported students engaging in hands-on learning activities always or most of the time. Students consistently had opportunities to work with others through peer projects, to engage in projects based on real-world problems, and to explore their own interests.

VOICES FROM THE FIELD:

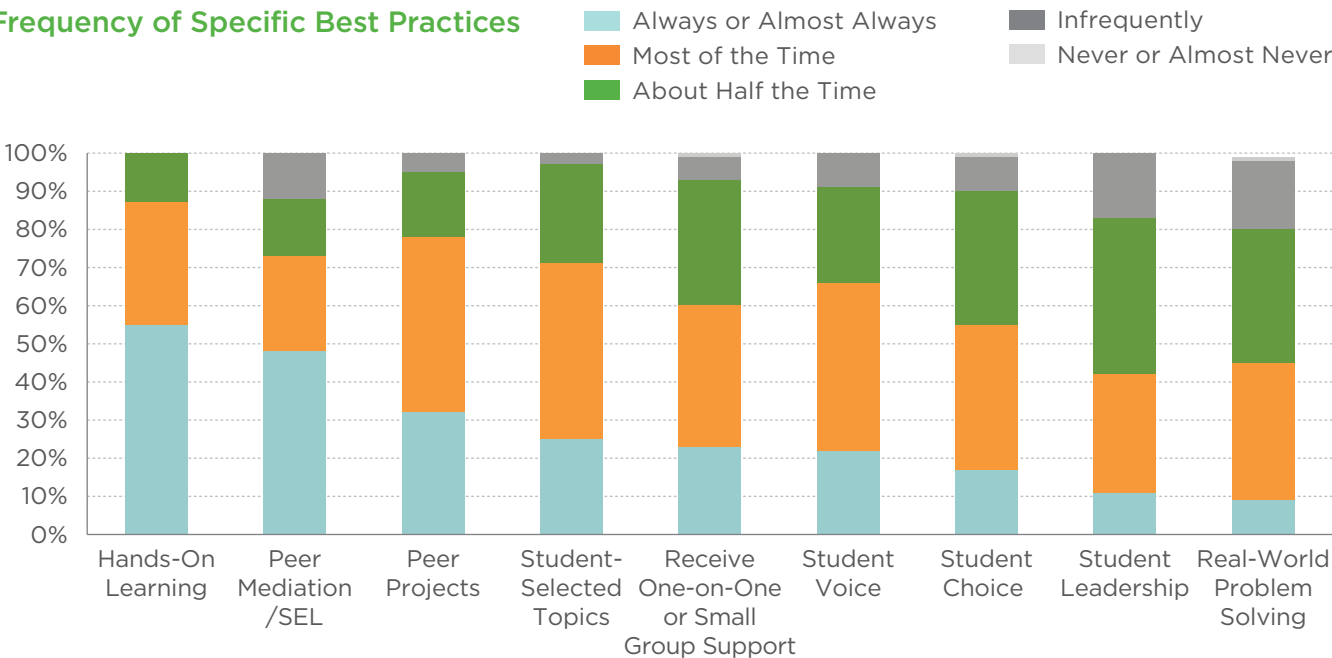
“Academic enrichment is an integral component of Thurston Woods Campus daily schedule. Academic enrichment is an expectation for all participants. This is expressed to all families at the Parent Orientation prior to the beginning of the school year programming. As a best practice, we schedule academic programming prior to any recreation activities.”

They also have ample opportunities to resolve conflicts (peer mediation) and engage in leadership opportunities. Such practices align well with the emphasis on social and emotional learning. In fact, 95% of programs reported providing opportunities for children to work on projects with peers, and 88% of programs provided guidance on managing conflicts regularly as part of program offerings.

Beyond any single curriculum or approach, the greatest asset of 21st CCLCs is their staff and the relationships they develop with young people. One-on-one engagement or small group support is the norm for students in 21st CCLC programs. 93% of programs reported students received one-on-one or small group support regularly.

“Each day, students participate in their club hour. Once every five weeks, students select a club to participate in based upon their interests. These clubs offer an embedded academic component tied to state standards, but are an engaging project and utilize inquiry-based hands on learning.”

Frequency of Specific Best Practices



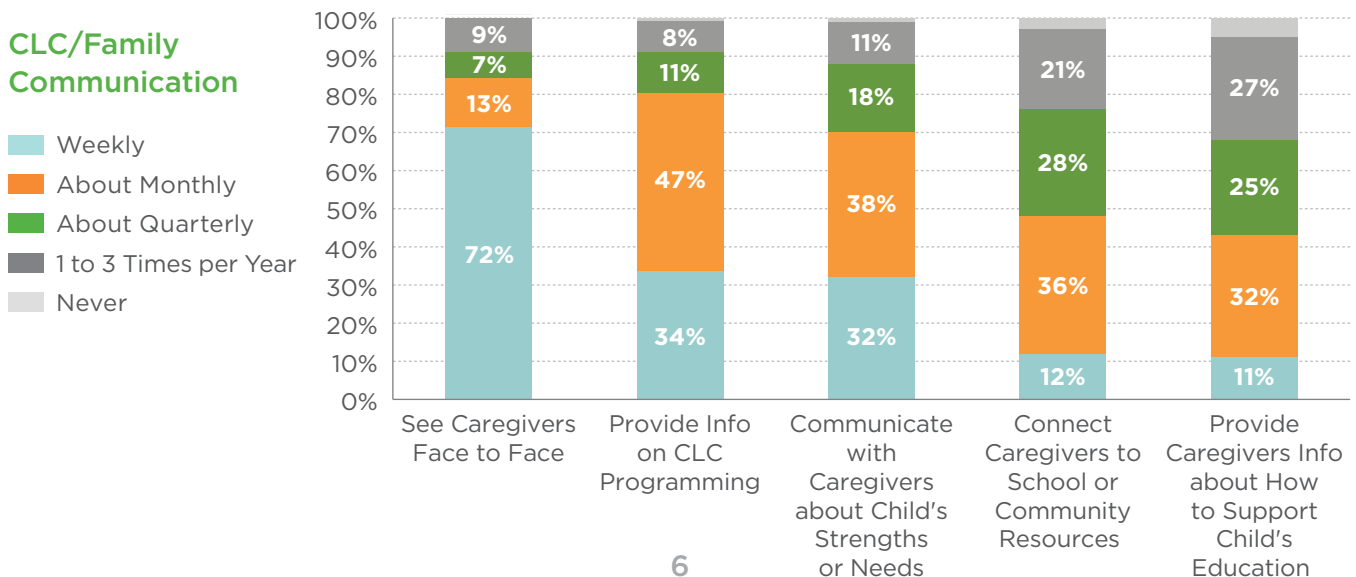


Collaborating with Families

Beyond serving students, 21st CCLCs act as an important resource for families. As mentioned above, programs support the needs of working parents/guardians by providing much-needed regular before- and after-school care. As vital as this family support is, 21st CCLCs also provide another type of fundamental support. Whether it is a carnival, family dinner, holiday celebration, or award ceremony, 21st CCLCs provide fun ways to build community by bringing kids and families together. Ninety-five percent (95%) of programs offered at least three family events across the academic year, and many programs reported participation rates of families exceeding 75%. These opportunities meet an important need for both youth and their families.

21st CCLCs make a concerted effort to reach out to families and provide them with additional support. Seventy-two percent (72%) of programs reported seeing caregivers face-to-face on a weekly basis, and 70% of programs reported communicating with caregivers about a child's strengths and needs on a weekly or monthly basis. Furthermore, 21st CCLC programs regularly provide information to families on CLC programming, connect families to school or community resources, and provide families information about how to support their child's education. Along with the support they receive through DPI, 21st CCLCs are able to serve students and families because of the strong partnerships they have with both day schools and community groups. Over and over again, 21st CCLC directors commend the contributions of their staff, their day school champions, and their community partners.

CLC/Family Communication



Community-Based Organizations

Community partners of all sorts provide invaluable opportunities for enrichment programs, as well as staff time and funding. Many diverse types of community organizations understand the value of providing safe and enriching out-of-school-time experiences. In 2018-19, 99% of 21st CCLC programs worked with at least one community partner, with 67% of programs collaborating with five or more community partners. 21st CCLC partners ranged from arts organizations to gardening groups, to colleges and universities, to restaurants and local businesses, to fire and police departments, to health care organizations, and many more.

In 2018-2019, 92% of 21st CCLC programs reported coordinating services with additional funding sources. Funding sources included USDA (79%), Fund 80 (49%), private foundation funds (41%), Title 1 (26%), and childcare subsidies (13%). These funds were utilized to help cover costs of snacks, staffing, family events, transportation, and program activities.



Moving Forward

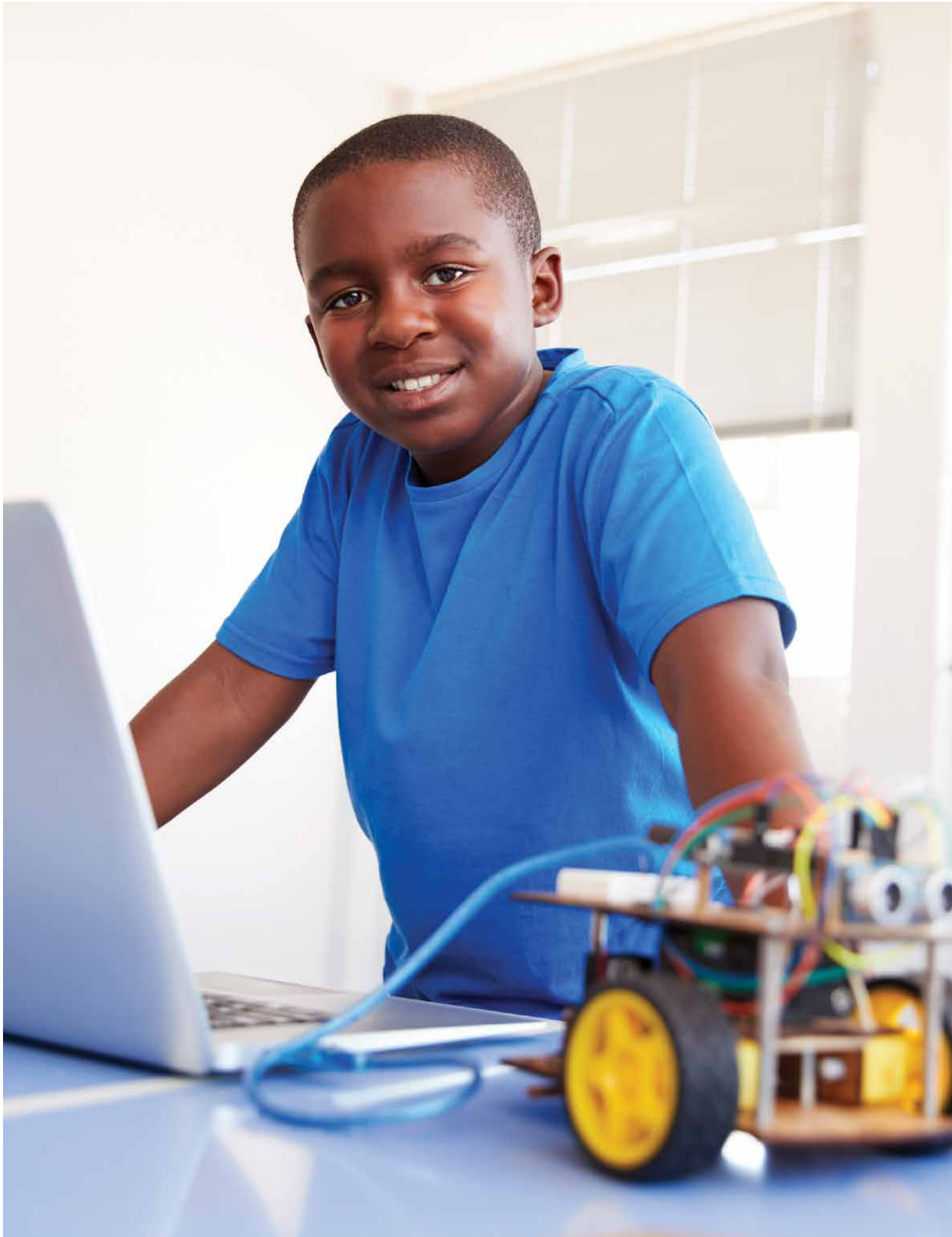
Moving Toward a Statewide Evaluation System

In 2018-2019, steps to establish a Statewide Evaluation System were also taken. DPI partnered with the University of Wisconsin-Green Bay's Consortium of Applied Research to provide ongoing data collection and evaluation support through the use of Cayen Systems AS21. This partnership will help both DPI and sites better assess the impact of 21st CCLC. In 2018-2019, 52 21stCCLC sites participated in a scale-up using Cayen Systems AS21, collecting after-school attendance, program activity information, staffing, and teaching survey data. Moving forward, all 21st CCLC sites in Wisconsin will have licenses to use the software with the expectation that sites use the system regularly to enter data by the 2020-2021 school year. Establishing a consistent data collection system across the state will help ensure reliable, high-quality data are collected and opportunities for data-based decision making can occur. In addition, it is anticipated that regular data collection in Cayen Systems AS21 will replace and simplify some grant reporting requirements.

Supporting the Field

The DPI is committed to helping 21st CCLCs maximize programming to help students meet their full potential through engaging learning experiences. DPI continues to partner with the University of Wisconsin-Green Bay's Consortium of Applied Research to provide ongoing data collection and evaluation support through the use of Cayen Systems AS21. In 2018-19, DPI provided and/or facilitated several trainings for grantees in areas such as: social and emotional learning, best-practice strategies on working with lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth, and creating positive environments in after school settings. The DPI also partnered with the Wisconsin Afterschool Network to offer Communities of Practice focused on cultivating family engagement in after school programs.







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