



Nita M. Lowey
21st Century Community Learning Centers
Executive Summary Report
2019-2020

Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent



Introduction

What Are 21st Century Community Learning Centers?

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally-funded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant, also known as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by 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 primary purposes of the grant are to assist students with their academic needs, provide access to a variety of youth development opportunities, and offer adult family members the opportunity to meaningfully connect with their child's learning experience.

Wisconsin's 21st CCLCs are designed to assist students in meeting academic goals through enriching learning opportunities, provide youth development activities, and connect families to their child's education. 21st CCLCs first and foremost aim is to serve those students and communities with the greatest need, targeting youth who may benefit most from out-of-school time learning opportunities. The DPI views the program as a critical strategy to close the achievement gap between students from low socioeconomic households, 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 youth learning opportunities.

"Out-of-school time programs improve student academic performance, reduce risky behaviors, and offer a safe space for students, especially during a time when many students are struggling because of the current health crisis. Wisconsin's Nita M. Lowey 21st Century Community Learning Centers are well-poised to help youth and families navigate the challenges of the COVID-19 pandemic."

- Carolyn Stanford Taylor, State Superintendent

The 2019-20 school year marked the 18th academic year in which WDPI awarded 21st CCLC funds. A total of \$14,950,000 was provided for 132 new or continuing programs, serving 172 schools across the state. During the 2019-20 school year, 21st CCLC programs in Wisconsin faced unique challenges, as the COVID-19 public health crisis caused public schools across the state to pivot teaching modalities quickly. Governor Tony Evers issued an executive order to physically close all public and private Kindergarten (K)-12 schools, effective March 18, 2020. Although initially temporary, closures remained in effect throughout the school year. As a result, many schools began offering virtual services to students during this time.

This annual report is based on data collected from program staff responses to the Yearly Progress Report (YPR), administered in June 2020. Because of the upheaval to the end of the school year due to COVID-19, some sites could not accurately report attendance and activity information during the period of school closures. Therefore, attendance data presented in this report include the start of the 2019-2020 school year through March 18, 2020. In addition, two sites reported that attendance data for programming before March 18, 2020, were not accessible. As a result, cross-year comparisons of 21st CCLC program attendance are not appropriate because of the truncated school year in 2019-20 and incomplete data.

Summary & Conclusions

Who Was Served at 21st CCLCs in 2019-20?

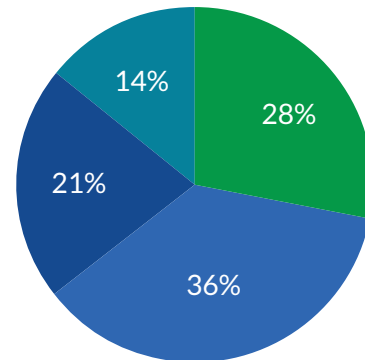
In 2019-20, the 132 21st CCLCs served 19,818 students collectively before school closures in March of 2020. The average program served 152 total students. The average daily attendance (ADA) across programs was 70 students per day, with 18 programs serving 100+ students on an average day. Across all programs, a total of 9,094 students attended 21st CCLC programming across the state on a typical day.

Despite the disrupted school year, 11,550 students across the state had already attended at least 30 days of programming and were considered to be a “regular attendee.” In fact, 29 percent of programs had at least 100 regular attendees as of March 18, 2020. Although 17 percent of programs had less than 50 regular attendees, many of these programs would have likely had more regular attendees if able to continue in-person programming through the end of the school year.

21st CCLCs provided services for many age groups. The majority (80 percent) of 21st CCLCs served elementary school children. Less than half (42 percent) served middle school students (as well as other ages), and approximately 10 percent of programs served high school students.

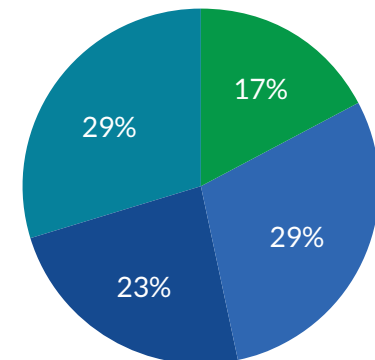


Average Daily Attendance: 2019-2020



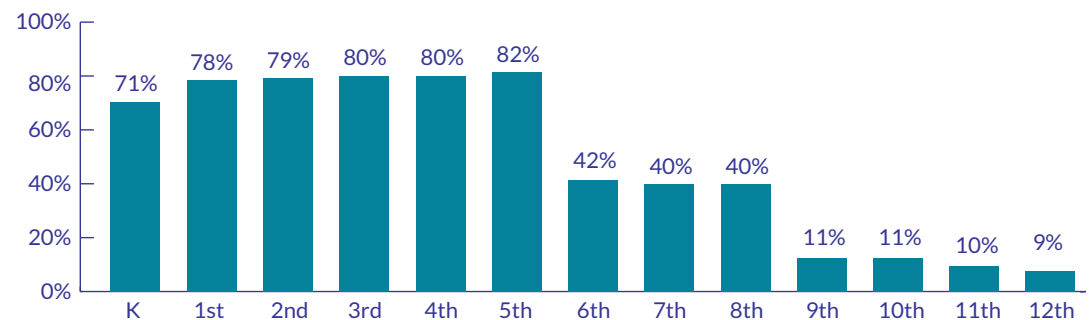
- < 50 students
- 50-74 students
- 75-99 students
- 100+ students

Percent of Programs Serving “Regular” Attendees (30+ Days): 2019-2020 (As of 03/18/2020)



- Less than 50 regular attendees
- 50-74 regular attendees
- 75-99 regular attendees
- 100+ regular attendees

Percent of Programs Serving Various Grade Levels





21st CCLCs exist primarily to serve those students and families who need the most support, and Wisconsin's 21st CCLCs worked tirelessly toward this end. Almost all programs reported intentionally recruiting students in need of academic support (99 percent); students with social and emotional or behavioral needs (93 percent); and students with low-income status (90 percent) in 2019-2020. Many also recruited English Language Learners (ELLs) (54 percent). Programs were more likely to recruit students in intentional ways in 2019-20 compared to past years.

Voices from the Field



"We recruited students of color and other underserved populations."

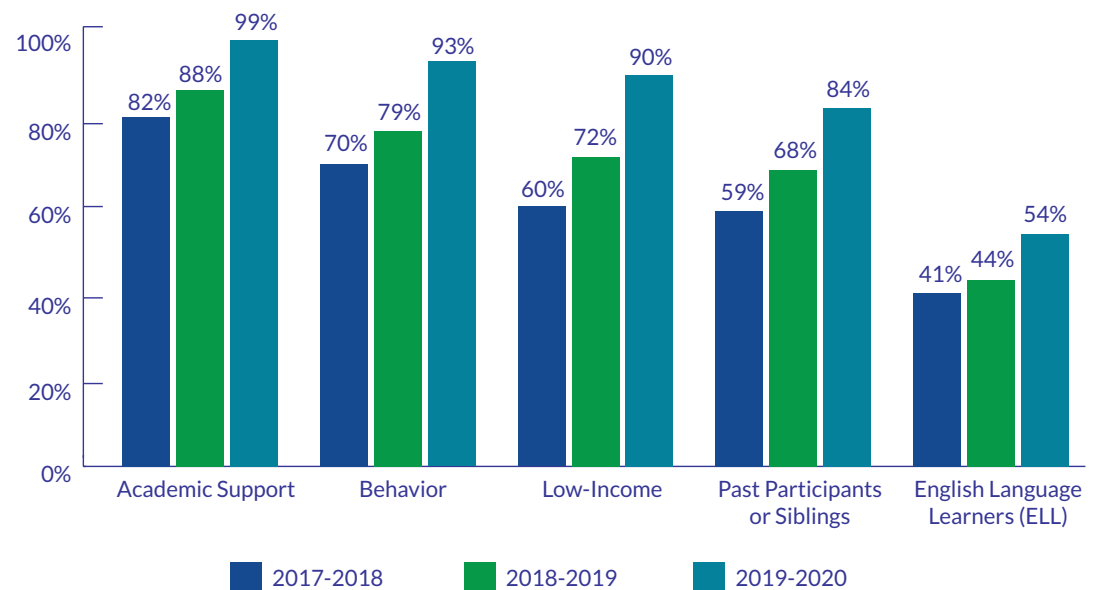
**- Goodman Community Center:
East High School**



"We served students who were experiencing home instability."

**- Milwaukee Public Schools:
Westside Academy**

Percent of Sites Reporting Intentional Recruitment of Students by Student Group: Cross Year Comparison



How Much Programming Did 21st CCLCs Provide in 2019-20?

In 2019-20 the average program operated on 108 school days (prior to the statewide school building closures in the spring of 2020). Therefore, families and students had access to grant-supported after-school activities during most days that school was in session. On a weekly basis, the 132 21st CCLC programs were open 12.6 hours on average per week after school. Thirty-three programs (25 percent) also operated before school, with an average of 4.4 hours per week.

On average, each of the 132 21st CCLC programs in Wisconsin provided a total of 296 hours (i.e., approximately 44 school days) of additional instruction to participants in the 2019-20 school year outside of the regular school day.

Voices from the Field

“Cass CCLC has partnered with Marquette University and the University of Wisconsin - Milwaukee to provide one-on-one tutoring to our students performing below grade level. Tutors work with students to meet specific educational goals outlined by day school teachers. The academic coordinator will also identify students in need by day school STAR benchmark test results.”

- Milwaukee Public Schools
Cass Street Elementary

Types of Program Activities	Percentage of Programs Offering Activity Type
Credit Recovery	3%
Truancy or Expulsion Prevention	7%
Expanded Library Service Hours	19%
Parenting Skills	21%
Drug and Alcohol Prevention	21%
Counseling	30%
Financial Literacy	31%
Career Prep	33%
Environmental Literacy	40%
Mentoring	50%
Service Learning	55%
Cultural Programs	56%
Tutoring Services	62%
Nutrition Education	69%
Technology	78%
Remedial Education Activities (e.g., homework help)	93%
Science, Technology, Engineering, and Mathematics (STEM)	93%
Mathematics	95%
Arts and Music	97%
Literacy	98%
Physical Activity	99%

What Enrichment Opportunities Did 21st CCLCs Provide?

Before- and after-school programming provided opportunities for learning and enrichment beyond traditional school hours. In fact, 99 percent of programs reported academic enrichment programming to have occurred regularly (more often than once per week), frequently focusing on reading, math, Science, Technology, Engineering, and Mathematics (STEM), and remediation (such as homework help). Youth development activities primarily included art, music, and nutrition education. In addition, many sites offered service-learning and cultural programming.

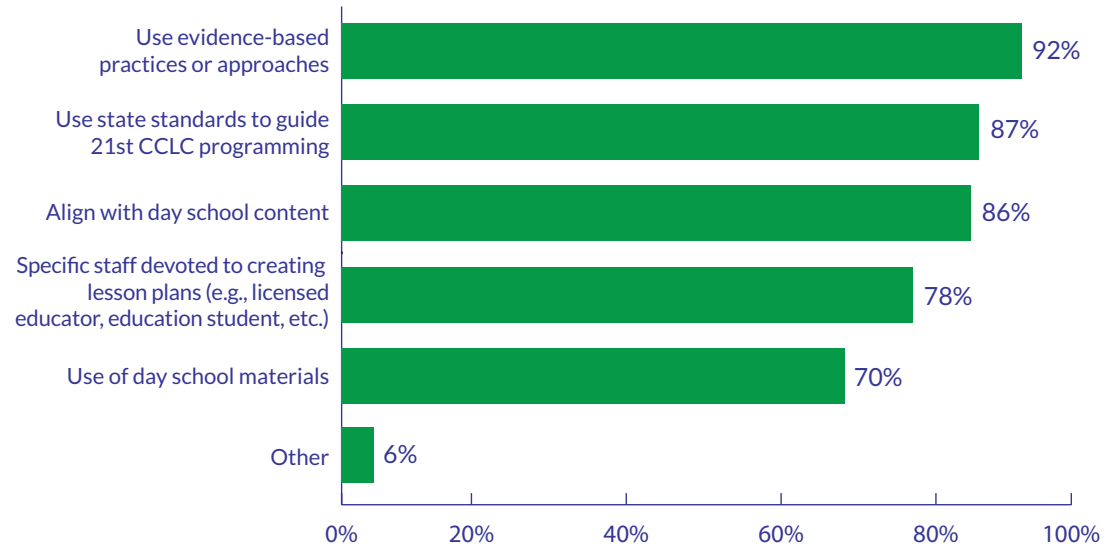
In order to make the best use of academic enrichment time, 21st CCLCs worked hard to ensure that their activities complemented what students were learning during the school day. Almost all sites used evidence-based practices (92 percent), state standards to guide programming (87 percent), and aligned with school day content (86 percent) to offer challenging and relevant material to help students succeed.

Voices from the Field

“The CCLC [Community Learning Center] Site Coordinator and CCLC Academic Coordinator are part of the day school’s learning team. This team assesses student STAR benchmarks and other school day data to focus the CCLC program on the day school’s needs and ensure CCLC programming is implemented to support student progress.”

- Milwaukee Public Schools
Greenfield Bilingual School

Helping Youth Meet Challenging State and Local Standards



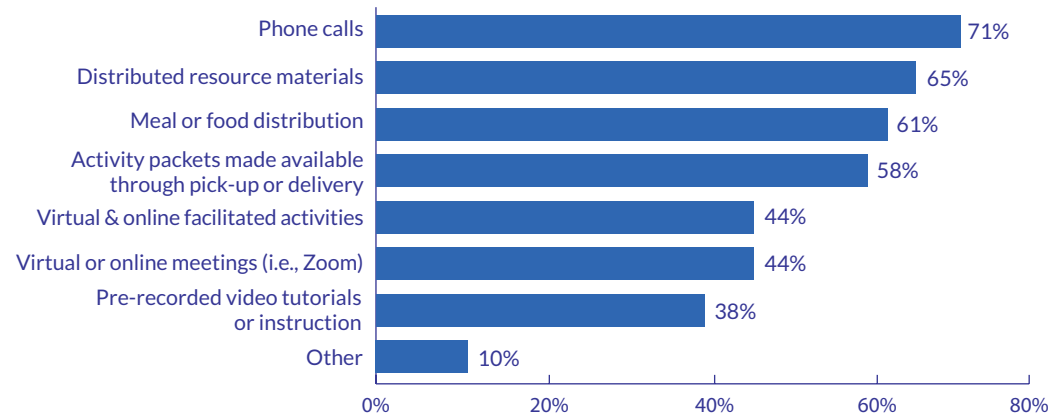
A Unique Year

Once school buildings closed on March 18, 2020, 21st CCLCs in Wisconsin adapted quickly to the change in the learning environment, with 75 percent of programs offering support services or activities to participants and their families. Many programs reached out to students and families in diverse ways, each focused on their students and the community's specific needs. Of the programs that offered services during this time, program staff most often reported making individual phone calls to students to reconnect and check-in, with 71 percent of programs completing this type of activity—more than two-thirds (65 percent) of programs reported distributing resource materials to students. Programs also reported distributing take-home packets to students (58 percent), posting virtual activities (44 percent), facilitating virtual meetings (44 percent), and recording videos to send students (38 percent). Several programs also reported mailing handwritten notes of encouragement to participants.

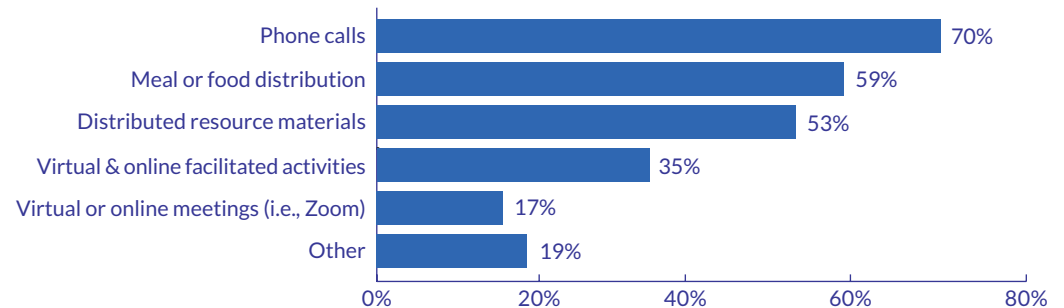
Regarding families, similar patterns were observed. Of the programs that reported providing services, phone calls to families (70 percent), meal or food distribution (59 percent), and distributing resource materials (53 percent) were the most common ways families were supported. Nineteen percent (19 percent) reported “other,” including acting as a referral source to other community services and creating newsletters with parenting tips and strategies.

Another concern for 21st CCLCs during school building closures was keeping staff employed. Many 21st CCLC staff relied on their position for their livelihood. Almost all programs reported keeping staff employed by having them maximize their time in the virtual work environment through participating in professional development activities (88 percent), engaging in future program planning (86 percent), and completing data collection and reporting requirements (60 percent). A number of programs also reported that program staff assisted the schools with meal distribution during this time.

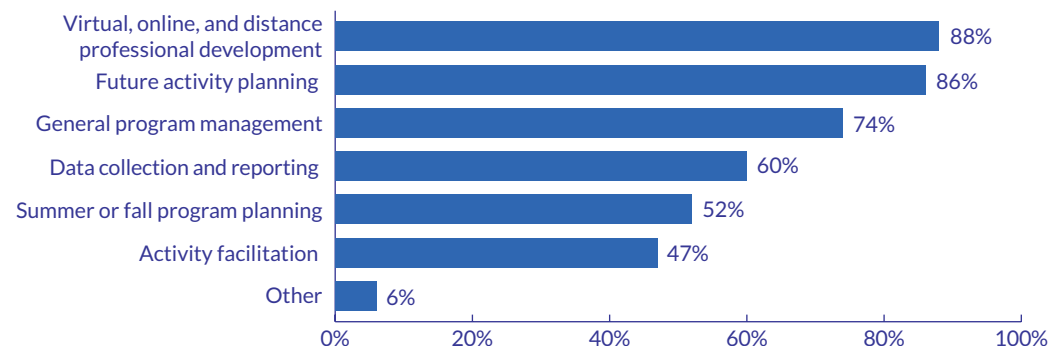
COVID-19: Percentage of Programs Serving Students in Varied Ways



COVID-19: Percentage of Programs Serving Families in Varied Ways



COVID-19: Percentage of Programs Reporting Various Types of Staff Activities





Voices from the Field

“During COVID-19 closures, we provided support to our families by creating multiple activity videos for a Virtual Family Fun Day. Our site created a video showing families how to make a facemask out of a bandana and common objects found at home, as well as two dance videos including a warm-up and an original dance tutorial choreographed and facilitated by our CCLC dance instructor and day school teacher.”

- Milwaukee Public Schools: Lincoln Center of the Arts Middle School

“Our staff referred families to resources and translated resources (in Spanish) regarding physical and mental health information, unemployment filing and financial resources, food insecurity resources, and virtual learning support information for students.”

- United Community Center: Bruce Guadalupe Community School

Summer programming in 2020 was also disrupted. In fact, 12 out of 25 summer programs were reported to be canceled, with the 13 remaining programs reporting substantial changes to the way programs operated. For example, field trips were removed from weekly schedules, the length of programs was shortened to accommodate sanitizing requirements, and student capacity was reduced to ensure social distancing. Seven programs implemented entirely virtual summer programs in the summer of 2020.



What Staff are Employed at 21st CCLCs?

Regarding staff, 21st CCLC programs primarily employed individuals with youth development backgrounds in 2019-20. Each site was required to have a designated program coordinator. Of the programs in their second year of funding (or more), 67 percent had program coordinators with at least two years of experience in the position, including 39 percent of program coordinators with more than four years of experience. Some programs (23 percent) reported that a change in staffing would be required in 2020-21. For example, additional program staff were reported to be required in 2020-21 to ensure social distancing guidelines and related changes in policies and procedures. In addition, program staff reported concern regarding utilizing volunteers in 2020-21 because of the pandemic.

Collaborating with Families

Beyond serving students, 21st CCLCs acted as an important resource for families. As mentioned previously, before statewide school building closures, programs supported the needs of working parents and guardians by providing much needed regular before- and after-school care. Most programs provided transportation to participants, ensuring students were able to attend. In fact, 82 percent of programs reported that additional options outside of family pick-up were available.

21st CCLCs also provided another type of fundamental support to families—an opportunity for families to get involved with their child’s education and school. Eighty programs (62 percent) offered three or more family events in 2019-20, despite the abbreviated in-person school year because of the COVID-19 public health crisis. These events included family dinners, holiday celebrations, carnivals, education nights, and more. 21st CCLCs provided fun ways to build community by bringing kids and families together. 48 of the 132 programs reported participation rates of families exceeding 50 percent. These opportunities met an important need for both youth and their families.

Voices from the Field



“Our plans are to re-align staffing for the 2020-21 school year to encompass smaller group size and incorporate more academic tutoring groups.”

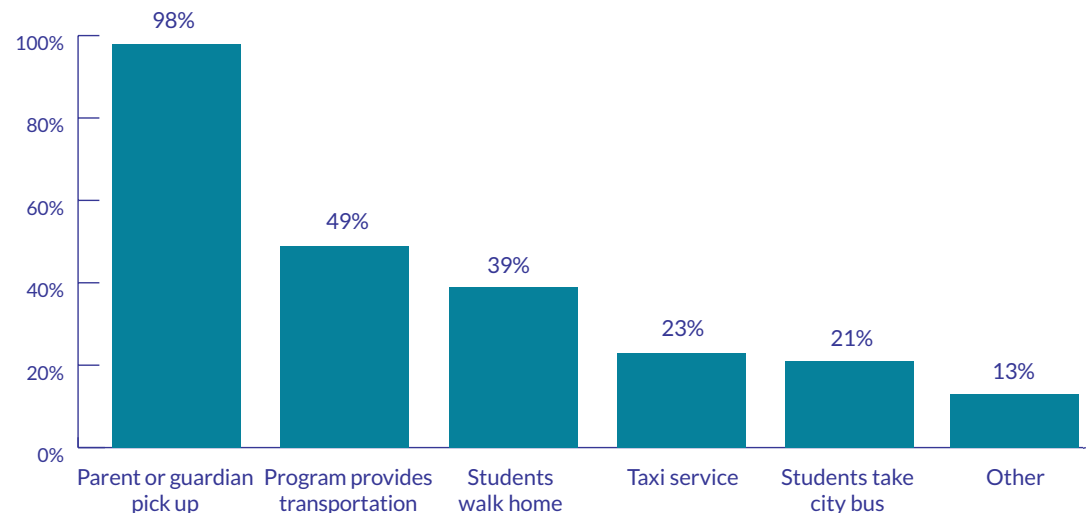
- Sheboygan Area School District: Longfellow Elementary



“We will need extra staff to maintain social distancing and provide online services for students that are not able to be at school due to COVID-19. We have some senior citizen staff members that may choose not to work as well.”

- Siren School District: Siren Elementary Dragon Learning Center

Percentage of Programs Offering Transportation Options



Community-Based Organizations and Funders

Community partners of all sorts provided invaluable opportunities for enrichment programs, as well as staff time and funding. Many diverse types of community organizations worked with 21st CCLC programs to assist in providing safe and enriching out-of-school-time experiences. In 2019-20, 99 percent of 21st CCLC programs worked with at least one community partner. 21st CCLC partners ranged from arts organizations to gardening groups, colleges and universities, restaurants and local businesses, fire and police departments, healthcare organizations, and many more.

In 2019-20, 99 percent of 21st CCLC programs reported coordinating services with additional funding sources. Funding sources included the United States Department of Agriculture (USDA) (88 percent), Fund 80 (53 percent), private foundation funds (36 percent), Title I (24 percent), childcare subsidies (24 percent), and Title IV, Part A (2 percent). These funds were utilized to help cover the costs of snacks, staffing, family events, transportation, and program activities. Regarding program fees, 32 percent of programs reported charging a participation fee, ranging from \$20 per year to \$10 per week. Scholarships were available, and program fees were not prohibitive of participation for any student. In fact, just six percent of all participants across the state paid a participation fee in 2019-20.



Examples of Community Partners	
4H of Central Wisconsin	PEARLS for Teen Girls
America Scores	Positive Parenting
Arte Wine and Paint Studios	Riverwest Outdoor
Artist Working in Education (AWE)	Sauk Prairie Community Center
Beloit College	Silver Spring Neighborhood Center
Berlin Police Department	Sixteenth Street Community Health Center
Big Brothers Big Sisters	Soccer SCORES
Boy Scouts of America	Spooner Memorial Library
Boys & Girls Clubs	St. Croix Falls School District
Children's Museum	Stateline Boys & Girls Club
Cornell Food Pantry	Sun Prairie Parks and Rec
Courier Sentinel	Suring Public Library
Dare to Dream	T.B. Scott Free Library
Drug Free Adams County	The Flour Pot-Gina Wautier
Embrace of Barron County	Torrent Soccer
Endeavor Foundation	United Community Center
Foodwise	United Way
Fox Valley Technical College	Urban Community Arts Network (UCAN)
Girls Inc.	Urban League
Glidden Lions Club	UW Extension
Harvest Home Farm	UW Fond du Lac Extension
Hatch Public Library	UW-Madison
J.K. Lee Tae Kwon Do	UW-Oshkosh
Jail Kunda Dance/Drumming	Vernon County Social Services
LOC Lac Courte Oreilles Community College	Welty Environmental Center
Mad Science of Milwaukee	Winnebago County Drug and Alcohol Coalition - FACT Program
Marquette University	Wisconsin Conservatory of Music
Milwaukee Art Museum	Wisconsin Humane Society
Milwaukee Torrent Soccer	Woodland Pattern Book Center
Overture Center for the Arts	YMCA

Outcomes in 2019-20

Wisconsin 21st CCLC programs rely on teacher survey results to demonstrate outcomes for participants and meet federal outcome reporting requirements. These surveys are traditionally administered in April and May to ensure the full benefit of participation can be achieved, as questions focus on the extent to which students have grown in key academic and social and emotional areas. Unfortunately, because of COVID-19 impacts on program operations, teacher surveys were not administered in 2019-20 for the vast majority of programs.

In addition to state teacher survey results, programs are required to conduct a local evaluation and measure progress toward goals and performance measures. Given many programs rely on state assessment data (which were suspended due to the impact of the pandemic), only 61 percent of programs reported access to end-of-year evaluation data. Data was not gathered or analyzed for a host of reasons, including lack of access to data and student assessments, a lack of ability to administer surveys to parents and guardians or students. Of the programs that were able to report on end-of-year outcomes, most reported “some progress” made. However, these results should be interpreted with caution, as fewer than half of the programs were able to report outcome data.

Statewide Evaluation System

In 2019-20, progress was made in establishing a statewide evaluation system. The DPI continued 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 2019-20, all 21st CCLC sites in Wisconsin had access to AS21, with most programs collecting after-school attendance, program activity information, and staffing data. Moving forward, all 21st CCLC sites in Wisconsin are expected to use the system regularly to enter data in the 2020-21 school year. Establishing a consistent data collection system across the state helps ensure reliable, high-quality data are collected and data-based decision-making opportunities. In addition, it is anticipated that regular data collection in Cayen Systems AS21 will replace and simplify some grant reporting requirements.

Local Goals	No Progress	Some Progress Made	Goal Achieved
Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population (n=28)	0%	63%	36%
Goal 2: Programs will challenge youth to develop as learners (n=45)	0%	91%	9%
Goal 3: Programs will support the development of other skills necessary for success (n=56)	0%	82%	18%
Goal 4: Programs will engage families and the broader community in support of student learning (n=68)	3%	78%	19%



Supporting the Field

The DPI continued to support the field and was committed to helping 21st CCLCs maximize their rich potential to help students. In 2019-20, the DPI provided several training sessions for grantees in areas such as social and emotional learning, trauma-sensitive approaches to working with students in after-school settings and creating safe and inclusive after-school environments. The DPI also partnered with the Wisconsin Afterschool Network (WAN) to offer Communities of Practice focused on incorporating youth development principles into after-school programs.

During the period of school building closures in the spring of 2020, the DPI facilitated weekly check-in webinars for grantees. These webinars were well-attended, often with 50 or more grantees present. Many 21st CCLC program staff reported appreciating the opportunity to connect with others in the field during this time, and the webinars provided much-needed updates as grant requirements quickly changed in response to the public health crisis. Topics of webinars included virtual programming options, resource sharing, future program planning given health considerations, evaluation updates, and general programmatic updates.

Meeting the Needs of Programs and Moving Forward in 2020-21

Given the changing dynamic of education in Wisconsin, 21st CCLCs face new challenges in 2020-21, such as serving youth and families virtually, providing academic enrichment while balancing the need to support youth's basic academic needs, partnering with community-based organizations virtually, and adapting programming to abide by public health guidelines regarding social distancing. Given the changes 21st CCLCs experienced, a number of state waivers were granted in 2019-20.

For the 2020-21 school year, 21st CCLCs were provided the opportunity to submit Program Change Request Forms to accommodate changes in program offerings outside of the scope of what was approved under their original grant. As of early November 2020, 63 programs out of 132 had submitted Program Change Request Forms. Flexibility to grant requirements were being considered on a case-by-case basis, and the DPI recognized the need for this flexibility during this time. In addition to added flexibility, the DPI released two rounds of COVID-19 Supplemental Grant Awards to existing 21st CCLC programs to support programs meet additional funding needs for things such as; increased staff costs, infection mitigation efforts, student transportation needs, increased supplies, and extended program hours. In the first round of supplemental funding, \$397,701 was awarded to 29 programs, with an additional 48 programs awarded a total of \$521.657 supplemental funds in the second round. The funds have helped programs across the state respond to the needs of students and communities in a variety of ways, including expanding access to programming and staff support.

21st CCLC programs are well-equipped to help meet the academic and social and emotional needs of youth, even in times of great uncertainty. As adaptations to schooling and program services have continued in the 2020-21 school year in response to the pandemic, it is likely that fewer students will access 21st CCLC programming as compared to previous years. Yet, those students who are targeted by programs and do participate will likely receive greater levels of individual attention and may experience greater gains in academic outcomes because of the dedicated work 21st CCLC program staff will provide. Programming will need to be more aligned with the regular school day than ever before to overcome the challenges that the COVID-19 pandemic has had on education in Wisconsin. The services, support, and meaningful learning opportunities provided by 21st CCLC programs are perhaps more important than ever before. 21st CCLC programs are ready to meet the demand and serve students who need support the most.





CONSORTIUM *of*
APPLIED
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