



21st Century Community Learning Centers Summary Report **2017-2018**

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent



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. 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 2017-18 school year marked the 16th academic year in which the DPI awarded 21st CCLC funds. A total of \$13,734,999 was provided for 210 centers starting or continuing programs. This report is based on their responses to the Yearly Program Report.

“21st Century Community Learning Centers play a vital role in helping to close achievement gaps and allowing all Wisconsin students to develop the academic, social, and emotional skills they need to be college and career ready.”

*—Tony Evers, PhD
State Superintendent*



Summary & Conclusions

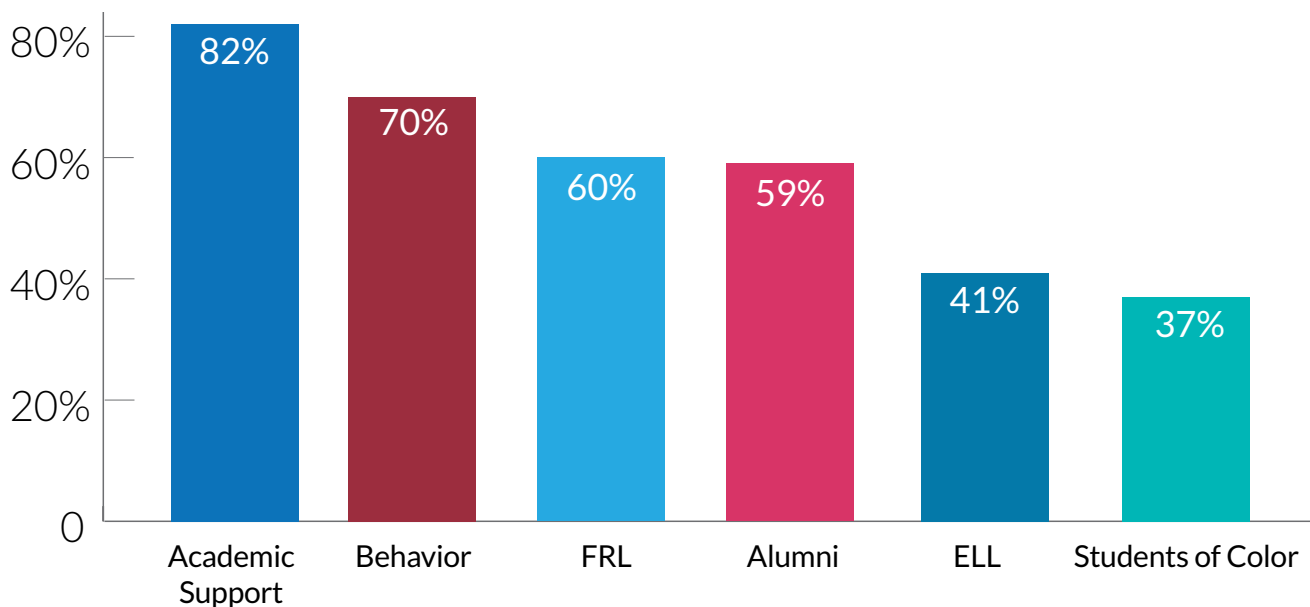
Who Do 21st CCLCs Serve?

Wisconsin's 21st Century Community Learning Centers are designed to assist students in meeting academic goals through enriching learning opportunities, provide youth development activities, and connect families to their child's education. 21st CCLCs are first and foremost about serving the neediest students in the neediest communities in the state. The grant targets 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 opportunities locally and student socioeconomic status can also indicate a need.

In 2017-18, the 21st CCLCs surveyed served over 31,000 students collectively.¹ The average program served 153 total students during the year. The average daily attendance across programs was 67 students per day. Several sites had an average daily attendance of over 100 students.

21st CCLCs can serve many age groups. Over $\frac{3}{4}$ of 21st CCLCs serve elementary school children, over $\frac{1}{3}$ serve middle school students (as well as other ages), and approximately 1 in 6 programs serve high school students.

PERCENTAGE OF SITES REPORTING INTENTIONAL RECRUITMENT OF STUDENTS BY TYPE OF STUDENT GROUP OR STUDENT NEED



¹ This number is substantially higher than in the last year's report. However, the increase is due to differences in reporting. For the previous report, programs in their final year did not report. This year they were asked to report their data.



Reaching Out to Students in Need

21st CCLCs exist primarily to serve those students and families who need it most; Wisconsin's 21st CCLCs do just this. All 21st CCLCs serve students with special academic needs. Over 80% intentionally recruit such students. Many also recruit students with behavioral issues, English Language Learners (ELL), low income students (FRL, or Free and Reduced Lunch), and students or siblings of students who have participated in the past ("Alumni"), as well as students of color. Some programs pointed out that they relied on referrals from teachers or other day school staff, or that they recruited students who were homeless or involved in the child welfare system. Thus, 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 2017-18 the average program covered about 82% of school days. This means that families have access to subsidized after-school care during most days that school is in session. In addition, 42 sites provide summer programming.

Having regular after-school coverage also means that students had many opportunities for learning and enrichment before and after school. 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.

21st CCLCs report that their academic enrichment has a heavy focus on reading, math, and STEM. Youth development activities primarily include art, music, and nutrition. Many sites also incorporate service learning and cultural programs into youth development.

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

- Almost 4 hours of academic enrichment
- Almost 3 hours of homework help
- Over 2.5 hours of physical activity
- About 2.5 hours of youth development

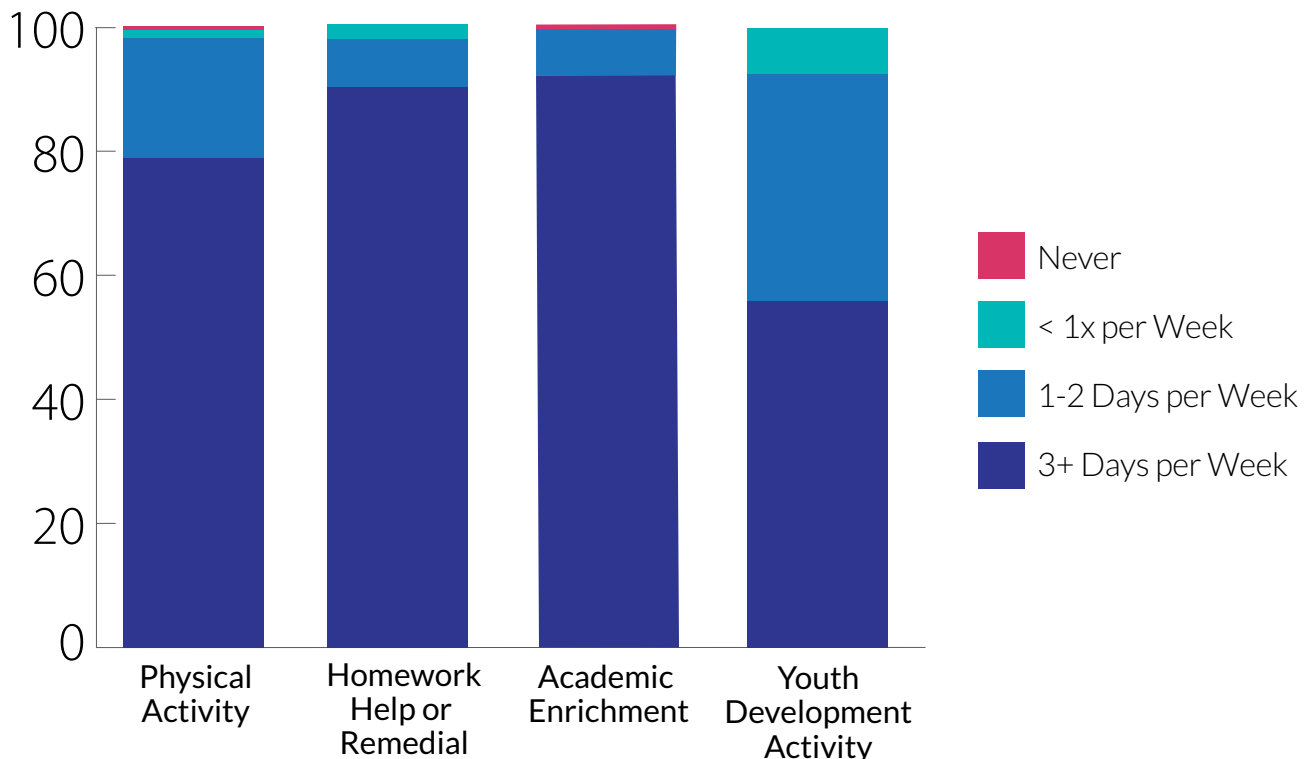
Over a year, that amount of academic enrichment is the equivalent of almost three full weeks of school, without counting the significant time spent on homework help and remedial education.

Working With the School

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

In addition, 89% of 21st CCLCs hire teachers and/or other day school staff. Almost all programs (97%) consult with teachers directly about individual students' needs. Most programs report that this type of direct communication with the teacher happens weekly.

FREQUENCY OF CORE ACTIVITY AREAS



Making Learning Fun

One of the best aspects of 21st CCLCs is how engaging they are for students. At 21st CCLCs, students have opportunities to practice hands-on learning, to work with others through peer projects, and to explore their own interests.

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.

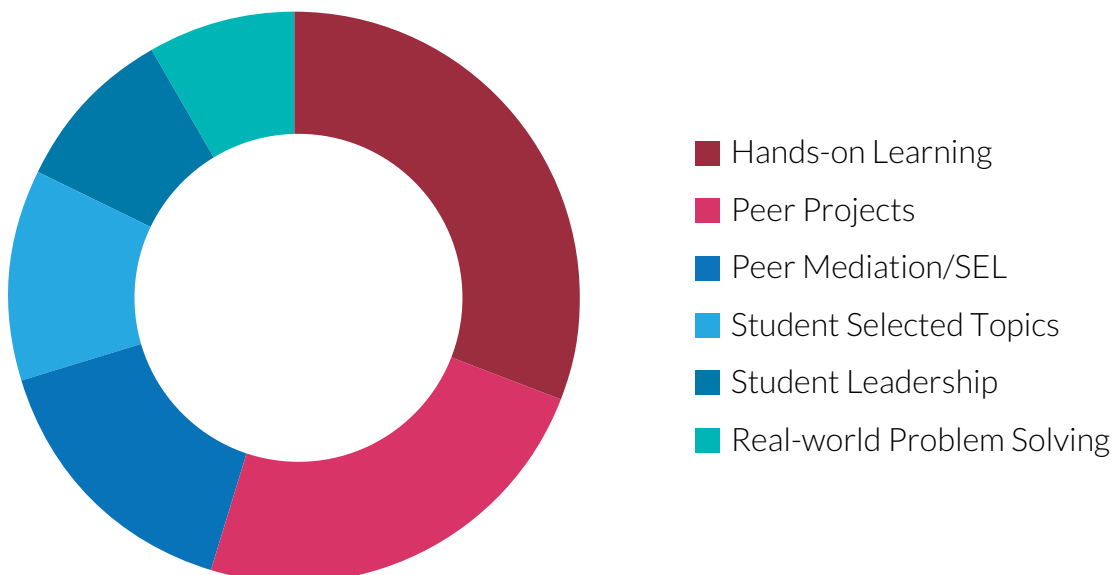
Many 21st CCLCs use project based learning for their hands-on experiences; this approach actively engages students. For instance, one CLC director shared a response from one of their older students in the quotation to the right.

Beyond any single curriculum or approach, 21st CCLCs' greatest asset is their staff and the relationships they develop with young people. Another program director shared that a staff member who had planned to take a short leave decided to stay after hearing a student's reaction (see testimonial on the next page).

"[This program] has helped me be a leader by letting us do hands on things with multiple subjects. When I went to [the program] in 6th grade, my goal was to get good grades and be good at sports. Now I run really fast and my grades are going good [sic] right now. [This program] has made me positive because I help others and I've had people in school ask me if I'm good at math and I say yes because of the staff that helped me here."

- CLC Student

BEST PRACTICES THAT PROGRAMS "ALWAYS OR ALMOST ALWAYS" USE



CLC Staff Testimonials

“One of our staff members had decided that they needed a break and would not be working for the upcoming six week session. Planning was well underway, when she came with tears in her eyes, saying she had to sign up again. One of the third grade students she had been working with after school all year, as well as the entire school year before, found out she wasn’t working with his group. He went to her and asked, “Mrs. M, if you aren’t going to be there, who will help me learn to read?” In his eyes, she was a major influence in his journey to improve his reading. He recognized the time she was able to provide and the tools and activities that were different than the school day, that were making a difference. She had developed a wonderful relationship with this student (as well as others).”

– Elementary School CLC Director

“The CLC program services many single-parent working families. As a result, sometimes students are not able to receive the additional academic support needed to augment understanding. The CLC Homework Help program has afforded many students the opportunity to reinforce concepts taught during the school day. One First grader’s story represents the success of many: The First grader’s mother has two jobs, and the student was unable to get the academic assistance she needed at home. At the beginning of the school year, her overall performance in school was less than desirable. The mother knew her child needed help, but was unable to support her daughter (considering her work schedule). Shortly after enrolling her child in the CLC program, the First grader’s confidence rose, and her academics improved. She now consistently performs at a proficient level, in all academic areas, and enjoys attending school.

– Elementary School CLC Director

It Takes A Village

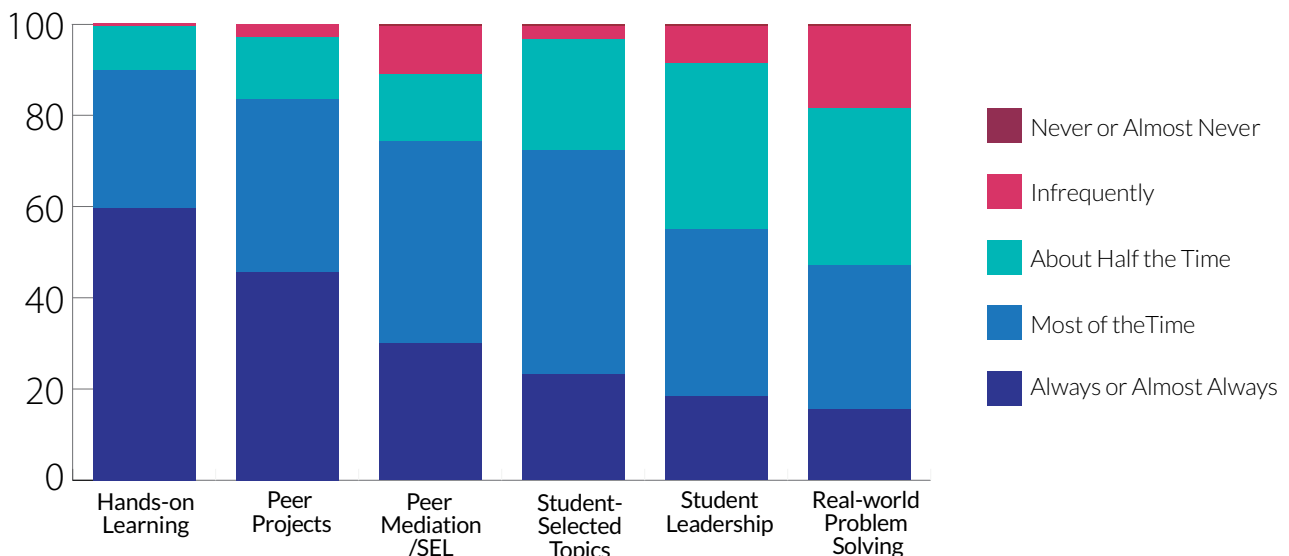
Beyond serving students, 21st CCLCs also reach out to families to provide them with additional support. 21st CCLCs are an important resource for working parents/guardians. Such family support is vital. But 21st CCLCs also provide another type of crucial support. Whether it is an award ceremony, spaghetti dinner, kickball game, or family photo opportunity, 21st CCLCs provide fun ways to build community by bringing kids and families together. This meets an important need for both youth and their families. In addition to 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.

In addition, community partners from higher education, local libraries, non-profits, and the business community provide invaluable opportunities for enrichment programs, as well as staff time and funding. So many different types of community organizations understand the value of providing safe and enriching out-of-school-time experiences. In 2017-18, 21st CCLC partners ranged from arts organizations, to gardening groups, to fire departments and health care organizations. All are dedicated to ensuring the best for Wisconsin students.

“We are fortunate that our community partners have reached out to us to develop working relationships. They have a desire to collaborate and work with us. What they offer our students only enriches the CLC program even more.”

- Middle School CLC Director

FREQUENCY OF SPECIFIC BEST PRACTICES



Moving Forward

The DPI is committed to helping 21st CCLCs maximize their rich potential to help students excel in school and beyond. In 2017-18, DPI helped familiarize sites with its 12 Guiding Principles for 21st CCLC success. DPI also developed a partnership with the University of Wisconsin-Green Bay to provide ongoing data collection and evaluation support. This partnership will help both DPI and sites themselves better assess the 21st CCLC impact.

In 2017-18, DPI also provided and/or facilitated trainings for grantees on academic topics such as STEM programming and literacy enrichment, as well as strategies to align with the school day, and sustainability. DPI partnered with You for Youth (Y4Y) to provide grantees with training related to intentional programming,

literacy activities, and Citizen Science activities. In 2017-18, DPI also unveiled Social and Emotional Competencies. The competencies were written so as to be relevant to both the day school and out-of-school-time programs such as 21st CCLCs. DPI also partnered with the Wisconsin Afterschool Network to offer Communities of Practice.

Across the state, grantees have continued to offer students across the K-12 spectrum access to high-quality academic programming, opportunities for youth development, and a safe, supportive, and fun place to be after school. The DPI is proud to support these programs and all that they do to help Wisconsin students graduate college and career-ready.



attendance opportunity
positive programming class
coordinator challenge target
parent attend
high staff clc academic
many dayschool child
family student very
teacher site youth
start able program club
learn grade year work time
great continue success activity
support community provide
create make partnership increase
space relationship during
include



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