



Nita M. Lowey
21st Century Community Learning Centers
2020-2021 Annual Report

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent



INTRODUCTION

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:

- provide students with academic support and enrichment,
- provide access to a variety of youth development opportunities and other opportunities necessary for overall student success, and
- offer adult family members the opportunity to meaningfully engage in their child's education.

Wisconsin's 21st CCLCs are designed to assist students in meeting academic goals through enriching learning opportunities, to contribute to the development of non-academic skills that students need to be successful, and to connect families to their child's learning experiences. The aim of 21st CCLC programs, first and foremost, is to serve those students and communities with the greatest need, targeting youth who would benefit most from out-of-school time learning opportunities. The DPI views the grant program as a critical strategy for closing the gap between students from low socioeconomic households, students of color, and their peers. The 21st CCLC grant helps the DPI and its partners address the agency's priorities by providing multiple ways to support youth learning opportunities in both school-based and non-school-based settings.

“Wisconsin’s Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) programs play an essential role in ensuring that every child, regardless of zip code, has access to the quality education programs, enrichment opportunities, and other supports they need to be successful. These programs regularly provide essential services to students throughout Wisconsin, from academic enrichment and physical fitness to arts-based and social and emotional learning activities. For many students and families, their local 21st CCLC program was a key resource for navigating the unprecedented challenges of the 2020-21 school year. I have no doubt that these programs will continue to be instrumental in supporting students and families going forward.”

- Jill K. Underly, PhD, State Superintendent

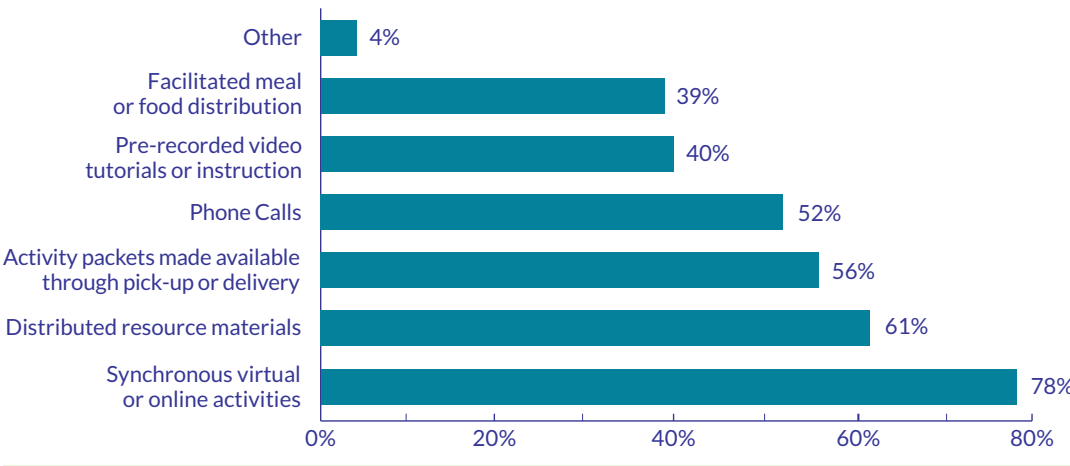
The 2020-21 school year marked the 19th academic year in which DPI awarded 21st CCLC sub grants to various organizations, including public school districts, charter schools, and community-based organizations. A total of \$14,680,000 was provided to fund 129 programs, serving students from a total of 349 schools, including feeder schools, at locations across the state. This annual report is based on data collected from program staff responses to the Yearly Progress Report (YPR), a state-level end-of-year report completed by 21st CCLC grantees in May 2021, as well as information entered in the DPI statewide data collection system for 21st CCLC programs (Cayen Systems' AS21 online platform). Such data was instrumental in understanding the impact of the COVID-19 pandemic on 21st CCLC programs in Wisconsin. Indeed, throughout the 2020-21 school year, program data entered into the statewide data system was used in real-time to make important decisions intended to support the changing needs of schools, programs, students, and families due to the pandemic.

IMPACT OF COVID-19

During the 2020-21 school year, the COVID-19 pandemic caused many schools in Wisconsin to alter the way in which educational activities, including 21st CCLC programming, occurred. Districts, schools, and community centers responded in varied ways to keep students, families, staff, and the broader community safe. Some grantees adopted virtual learning models, offering synchronous or asynchronous learning activities. Other schools remained in-person with infection control measures in place to meet state, local, district, and school policies regarding health and safety, while others provided some combination of virtual and in-person learning experiences. Depending on each community's situation, schools had to act quickly to respond to pandemic-related challenges, and many schools experienced disruptions in teaching and learning as they shifted between in-person and online instruction. These changes also impacted the operations of the 21st CCLC programs serving the schools. Given the changes to program delivery, the unpredictability of the situation, and the continued disruptions to student learning, the 2020-21 academic year was clearly stressful for educators and 21st CCLC program staff.

During this time, 21st CCLC programs looked vastly different- depending on the communities that they served. In 2020-21, just 29 percent of programs reported offering solely in-person activities. Sixty-nine percent of programs provided both in-person and virtual activities (synchronous or asynchronous) to participants. Two programs operated virtually during the entire 2020-21 school year, with no in-person services provided.

COVID-19: Types of Services or Activities Offered



When in-person, programming looked very different than in past years. Many grantees required students to be in cohorts and limited the number of students that could be inside each classroom at a given time. Staffing had to be planned accordingly. Many programs were unable to have volunteers or community partners join in-person programming as in past years. Partners, who had been relied upon in the past to lead student and family activities, had to switch to virtual programming and many programs were unable to offer field trips and in-person services for the adult family members of participants.

For programs operating virtually, many reached out to students and families in diverse ways, focusing on their students and the community's specific needs. Of the programs offering virtual services, staff most often reported providing synchronous virtual or online activities (78 percent). More than half of programs reported distributing resources to students (61 percent), distributing take-home activity packets to students (56 percent), and making individual phone calls to students to reconnect and check-in (52 percent). Programs also reported recording video tutorials or instruction (40 percent) and facilitating meal or food distribution for youth (39 percent). Moreover, because of shifts between in-person and virtual learning, thirty-three programs reported operating fewer days in the 2020-21 school year, with an average of 21 fewer days of service than previous years.



Voices from the Field

“At the beginning of the school year, we were only able to offer virtual programming, which made it hard for students this age to stay engaged. We offered tutoring every night to help students stay caught up on work and learn how to navigate Google Classroom. We met with many parents virtually as well, calming their fears and anxiety about both virtual learning and the technology and skill needed to navigate it. Once we returned in person, only about 40 percent of our students chose to do this. This was due largely to many of our students living in multi-generational homes. Our enrollment went UP at this time but still reached nowhere near the level it had in past years. Even though we had to employ more teachers to maintain social distance and spacing in the classroom, we had less students than ever.”

- Boys & Girls Clubs of Greater Milwaukee:
Northwest Catholic School

“The school year was challenging. We met face to face every day, but we were not allowed to meet in the school building where we have met since 2001. We were grateful to use the fellowship hall of a local church but found the limited space disruptive to the flow of activities. Our enrollment was cut in half.”

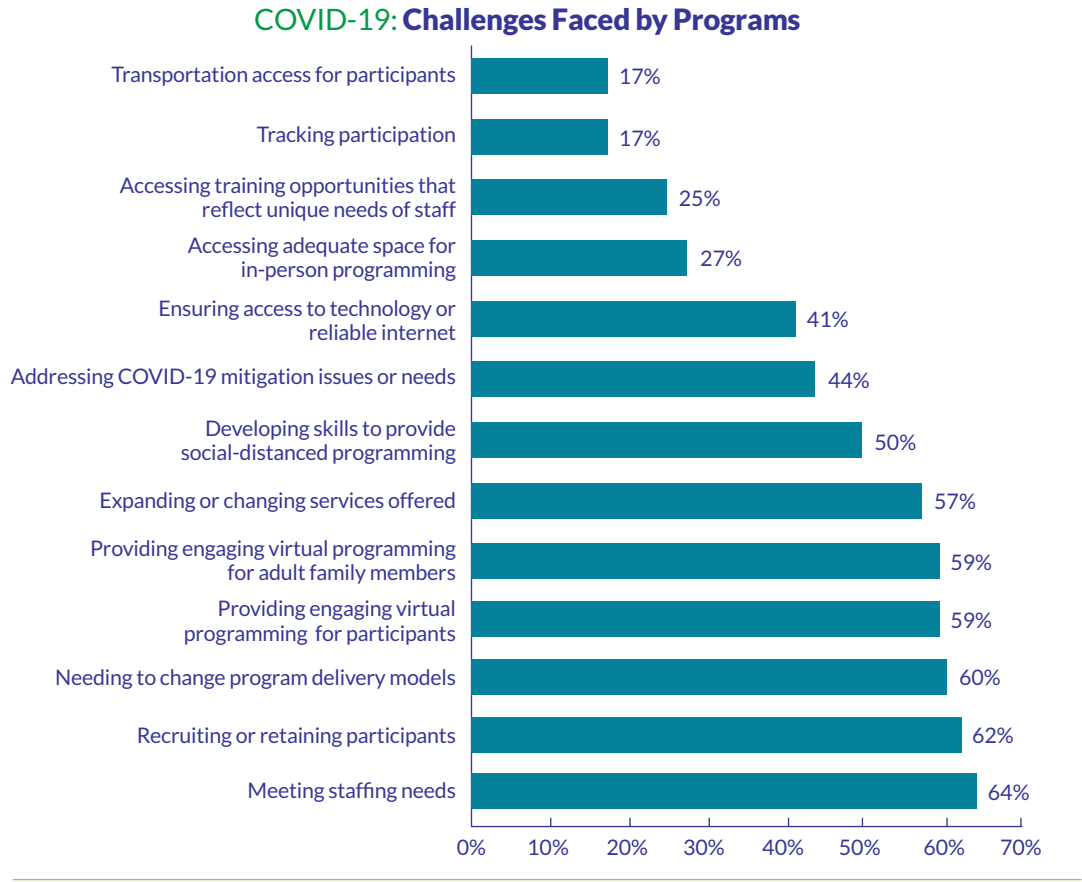
- Cornell School District: Cornell Elementary School

“COVID-19 impacted students, families, teachers, and 21st CCLC staff in a profound way. Many were gripped with fear and felt reluctant to attend face-to-face programming.”

- Milwaukee Public School District: Riverwest Elementary



Because of the numerous challenges faced by 21st CCLC programs in 2020-21, fewer students and families were served than in a typical year. Quarantining of specific students, staff, or entire programs, impacted participation rates. In-person participation was also limited because families were concerned about exposure to COVID-19 and opted not to participate in in-person 21st CCLC programming for 2020-21. Many virtual students were fatigued by online learning and could not handle supplemental enrichment activities provided virtually. In some cases, limited access to high-speed internet limited students’ abilities to participate in virtual activities. Staffing was also a concern, with 62 percent of programs reporting difficulty finding and retaining qualified staff during the 2020-21 school year. As a result of the impact of COVID-19, 88 percent of programs reported serving fewer students in the 2020-21 school year. For example, in 2019-20, the average 21st CCLC program served 152 students. In 2020-21, the average program served 77 students, a decrease of 49 percent compared to the previous year. Despite the challenges of the 2020-21 school year, the opportunities that 21st CCLC program staff provided to those who did participate helped students and families navigate a period of great stress and uncertainty. These programs were able to reinforce a sense of community for students and families, lending support during a time that was fraught with anxiety for many.



For the 2020-21 school year, 21st CCLCs were provided the opportunity to submit requests to DPI to accommodate changes in program offerings outside of the scope of what was approved under their original grant proposal. By the end of the year, almost half of all programs submitted such requests. Programs’ requests for flexibility with regards to meeting state-level grant requirements were considered on a case-by-case basis, and the DPI recognized the need for this responsiveness due to the significant disruptions faced by programs. In fact, several state requirements were waived or amended in 2020-21 in response to the challenges presented by the pandemic. In addition to providing flexibility with regards to some state-level grant requirements, the DPI allocated unspent funds from the previous year to provide 66 programs with a COVID-19 Relief Supplementary Grant Award in 2020-21. These additional grant funds were used by programs to address increased costs associated with the COVID-19 pandemic, including additional funding for staff, sanitizing supplies, and extra instructional materials. In total, supplemental awards totaling \$930,000 were provided to sites in need. Programs most often reported using the additional funds for increased staffing needs, providing expanded services to students, and additional costs associated with staff training.



In addition to flexibility provided by the state, a federal waiver opportunity extended to 21st CCLC grantees allowed 37 programs to provide in-person services to students during school hours while the day school was operating virtually. Across all programs operating under this waiver, more than 350 additional hours of support were provided to participating students. On average, these programs operated 26 days under the waiver and provided 11 additional hours of services each week. Of the programs receiving a waiver, more than half reported that it had an impact on their students and families. For example, 51 percent of programs reported providing students access to in-person support during virtual day school instruction, as well as students gaining greater access to social, emotional, and mental health supports. In addition, 49 percent of these programs reported providing students with access to technology, such as high-speed internet and computer support needed to participate in virtual learning. The level of engagement and collaboration between the 21st CCLC program and the day school was unprecedented in these situations.

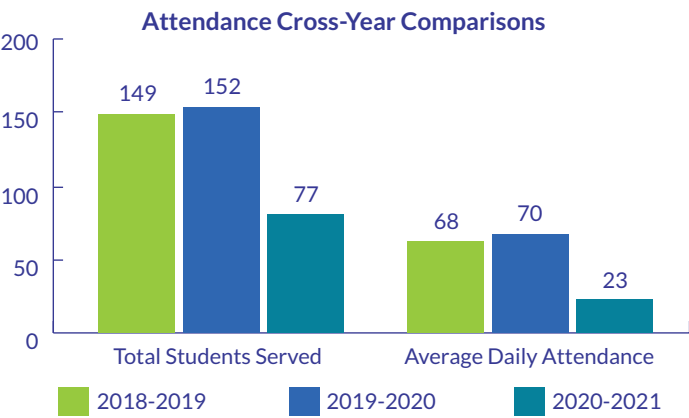
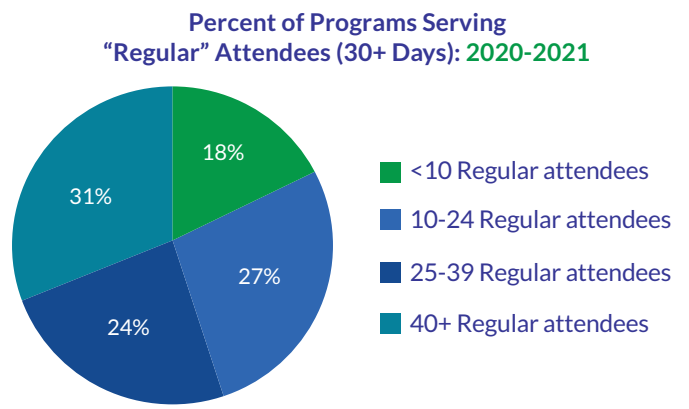
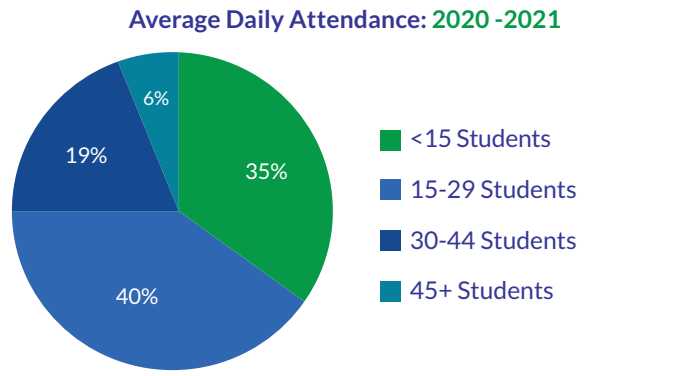
Number of additional hours of support provided in a typical week across all programs operating under federal waiver: 384 hours (approximately 57 additional school days).

Voices from the Field

“We lacked our usual number of qualified staff after school and had to spend more time mentoring staff, which made a huge impact on our ability to provide services both in-person and virtually. The greater social emotional needs of the students we served weighed heavily on the leadership team’s shoulders. Increased time providing support services due to the pandemic to students and staff was stressful. The leadership team spent more hours than ever before collaborating with day school staff, families, and community partners to keep working with high-risk youth and trying to stay one step ahead on a weekly basis.”

- Green Bay Area Public School District: Keller Elementary

WHO WAS SERVED AT 21ST CCLCS IN 2020-21?



In 2020-21, the 21st CCLC programs in Wisconsin served 9,948 students collectively. The average program served 77 total students. On an average day, 22 students attended the program in person, and eight students attended the program virtually. The overall average daily attendance across programs was 23 students per day, which is significantly lower than in past years.

Despite the unique school year, 4,266 students across the state attended at least 30 days of programming and were considered "regular attendees." In fact, 31 percent of programs had at least 40 regular attendees.



21st CCLCs provided services for many age groups. The majority (88 percent) of 21st CCLCs served elementary school children. Less than half (41 percent) served middle school students, and approximately 12 percent of programs served high school students. In addition, 25 percent of programs served pre-kindergarten students.

21st CCLC programs exist primarily to serve those students and families who need the most support, and Wisconsin's 21st CCLCs worked tirelessly toward this end. All programs reported intentionally recruiting students in need of academic support. Most programs reported recruiting students with social and emotional or behavioral needs (88 percent) and students classified as economically disadvantaged (79 percent) in 2020-21. In fact, 21st CCLCs have historically served marginalized populations, such as students of color or English Learners (ELs). In 2020-2021, that was certainly the case. Approximately 50 percent of programs recruited students of color, and 41% of programs also reported recruiting ELs.

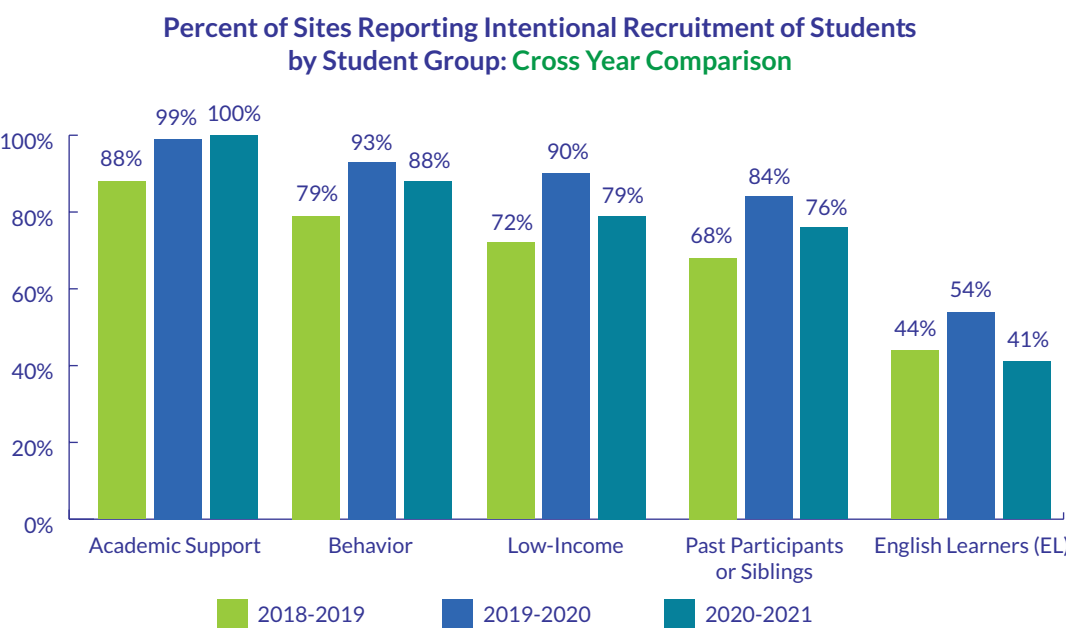
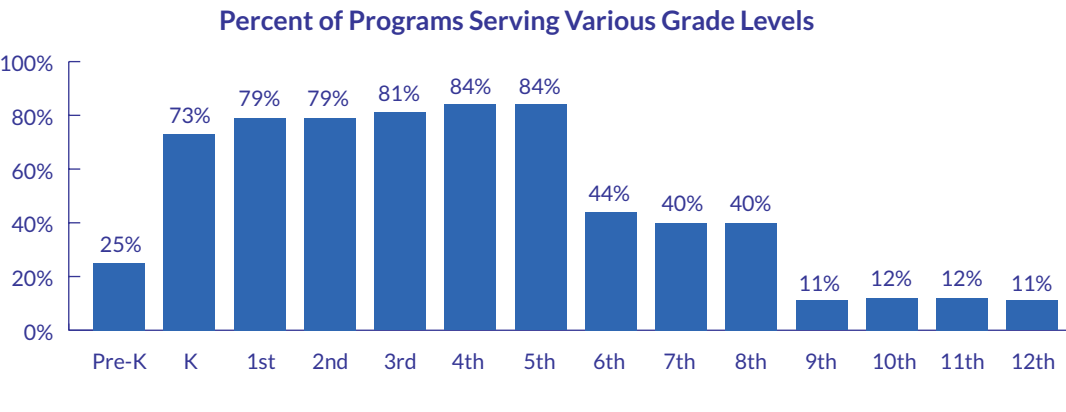
Voices from the Field

"We served low-income students. Over 50 percent of our students were eligible for free and reduced lunch at the school."

- Barron Area School District:
Riverview Middle School

"We specifically contacted and prioritized enrollment for the incoming fifth-grade class. Many incoming fifth-graders had a lot of anxiety about the new year, and they have traditionally needed the most emotional/social support as they transition to middle school."

- Necedah Area School District:
Necedah Elementary School





HOW MUCH PROGRAMMING DID 21ST CCLCS PROVIDE IN 2020-21?

On average, each of the 129 21st CCLC programs in Wisconsin provided a total of 571 hours of additional instruction to participants outside of the regular school day during the 2020-21 school year.

In 2020-21 the average program operated for 137 days during the school year. Therefore, families and students had access to grant-supported after-school activities during most days that school was in session. Twenty-eight programs (22 percent) also operated before school. On a weekly basis, the 129 21st CCLC programs in the state were open 18.4 hours on average per week. This is an increase from 2019-20, when programs were open 12.6 hours on average per week.

WHAT ENRICHMENT OPPORTUNITIES DID 21ST CCLCS PROVIDE?

21st CCLC programs provided opportunities for learning and enrichment that went beyond the regular school curriculum while also balancing the need to support student success with school day material. In fact, all programs reported that academic enrichment programming occurred regularly (more often than once per week), frequently focusing on literacy, Science, Technology, Engineering, and Mathematics (STEM), and remedial education activities (such as homework help or tutoring). Youth development activities primarily included physical activities, art, music, and nutrition education. In addition, many sites began offering services for students with disabilities and programs for ELs.



TYPES OF PROGRAM ACTIVITIES	OFFERING ACTIVITY TYPE
Credit Recovery	2%
Parenting Skills	6%
Financial Literacy	6%
Expanded Library Service Hours	8%
Drug and Alcohol Prevention	12%
Programs for English Learners	16%
Counseling	18%
Environmental Literacy	27%
Services for Students with Disabilities	28%
Career Prep	29%
Truancy or Expulsion Prevention	33%
Service Learning	36%
Mentoring	44%
Cultural Programs	46%
Tutoring Services	48%
Nutrition Education	61%
Technology	64%
Remedial Education Activities (e.g., homework help)	90%
Science, Technology, Engineering, and Mathematics (STEM)	90%
Mathematics	92%
Arts and Music	95%
Physical Activity	95%
Literacy	97%

In order to make the best use of academic enrichment time, 21st CCLC programs worked hard to ensure that their activities complemented what students were learning during the school day. Almost all sites used evidence-based practices (91 percent), aligned program activities with school day content (79 percent), and used state standards to guide programming (66 percent) to offer challenging and relevant material to help students succeed. Approximately half of programs also used day school materials (56 percent) and employed specific staff devoted to creating lesson plans (54 percent).

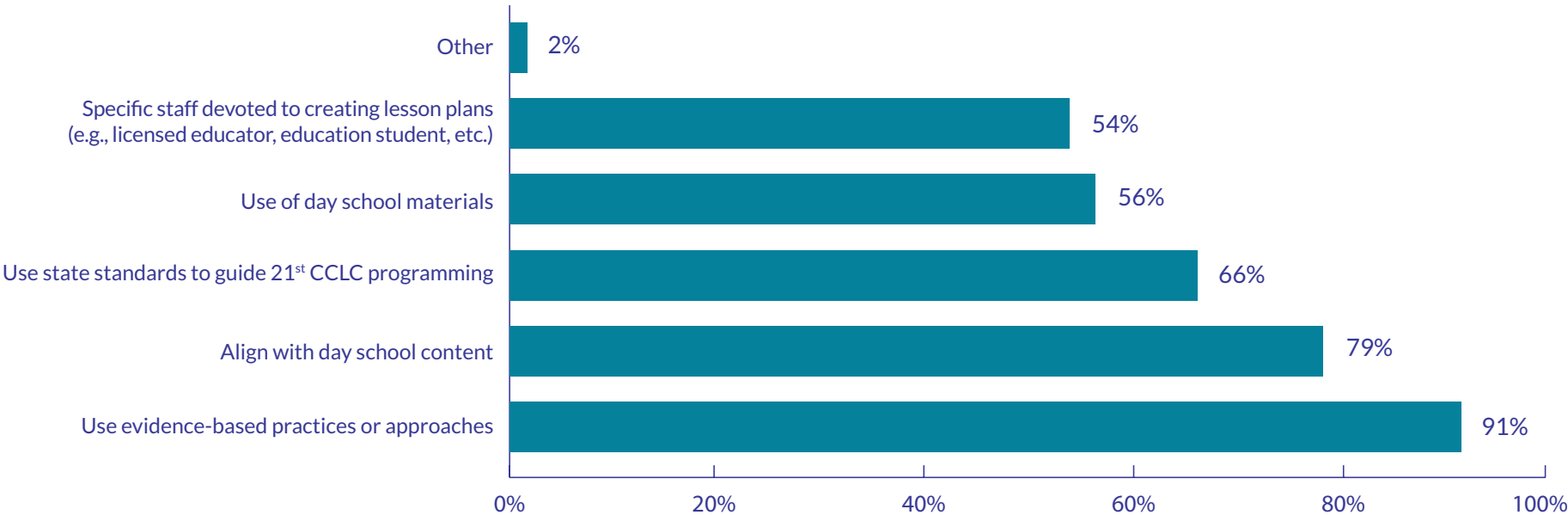
Voices from the Field:

- “We utilized iReady test scores to help identify students for specific enrichment activities or groupings.”

- Wautoma Area School District: Parkside Middle School
- “Our partners offered mentorship as well as enriched learning activities that fostered teamwork and problem-solving for our students. Students also participated in STEM programming through the NASA challenge.”

- United Way of Racine County: Knapp Elementary

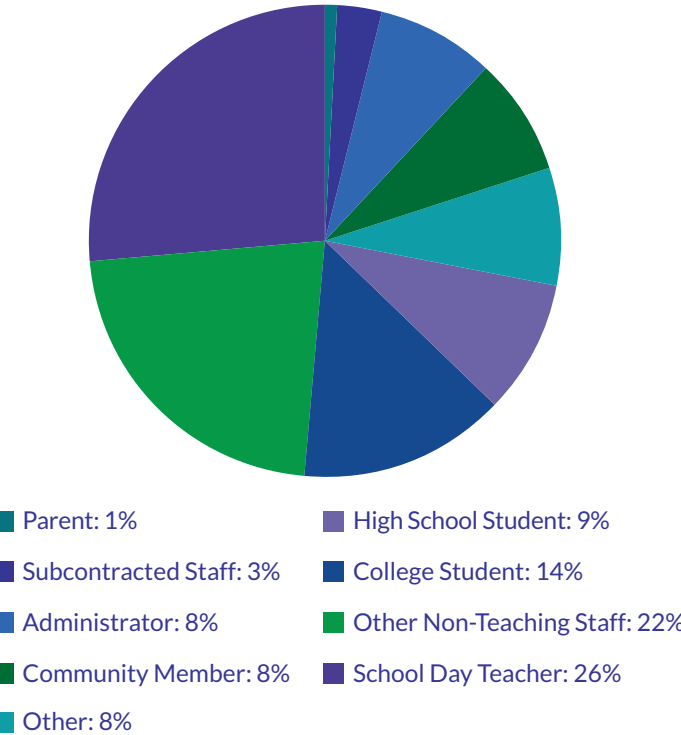
Helping Youth Meet Challenging State and Local Standards



WHAT STAFF ARE EMPLOYED AT 21ST CCLCS?

Regarding staff, all 21st CCLC sites, except for those in year 6, were required to have a designated program coordinator. Of the programs in their second year of funding (or more), 78 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. In total, 1,194 staff worked for Wisconsin 21st CCLC programs in 2020-21. School day teachers (26 percent) comprised most of the staff, with other non-teaching staff and college students representing 22 percent and 14 percent of staff, respectively. Some programs (16 percent) reported planning to make changes to staffing in 2021-22. For example, programs reported preparing for a return to pre-pandemic staffing models in 2021-22, which required recruiting additional teaching staff and reinstating volunteers.

What Staff Were Employed in 2020-2021?



Voices from the Field

- “This school year, no adults other than staff were allowed into the building. We will continue to adhere to safety guidelines next school year, but we are hopeful that we will be able to integrate volunteers to support programs.”

- Sun Prairie Area School District: C H Bird Elementary School
- “We hope to add a special education paraprofessional to our staff, as we have a great deal of special education students in our middle school this year.”

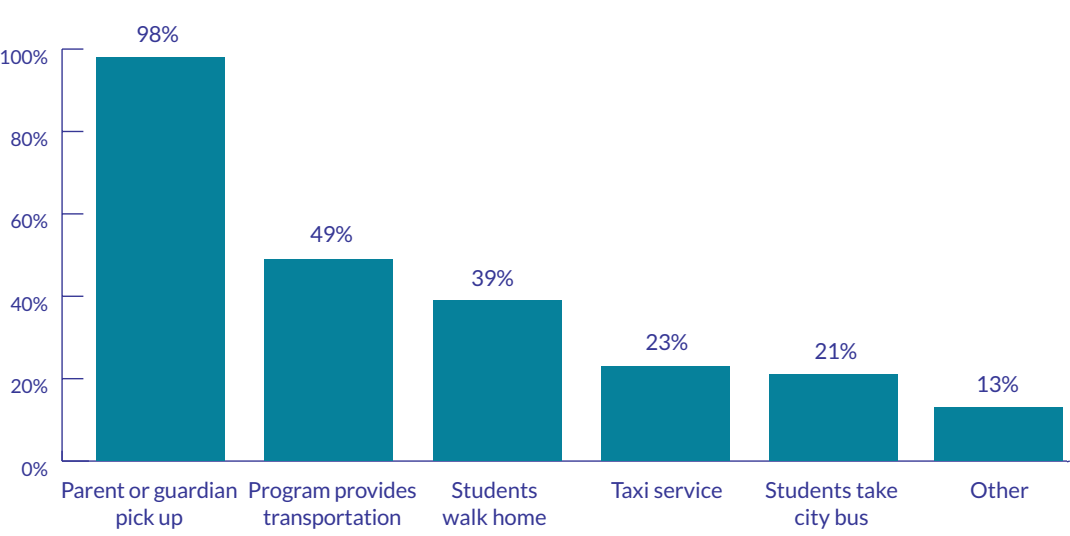
- Brodhead School District: Albrecht Elementary School

COLLABORATING WITH FAMILIES

Beyond serving students, 21st CCLCs in Wisconsin acted as an important resource for families. Programs operating virtually supported families in part by sending supplemental academic enrichment activities home, which kept youth engaged in learning, often through hands-on experiences. 21st CCLC programs also provided access to program staff who supported youth with homework or other day school assignments, helping ease the burden on parents and guardians. When programs operated in-person, the needs of working parents and guardians were addressed by providing much needed regular before- and after-school care. Sixty percent of programs provided transportation to participants, ensuring students were able to attend. In fact, 74 percent of programs reported that additional transportation 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. Seventy-three programs (57 percent) offered at least four family events across the 2020-21 academic year. Despite the challenges of COVID 19, 103 of the 129 programs (80 percent) reported offering virtual family events such as online parent and guardian meetings, facilitated activities, and online parent and guardian education classes. In fact, programs overwhelmingly reported success in engaging families virtually, often reporting virtual family event attendance exceeded past years’ attendance rates at in-person events. Notably, approximately three out of four (74 percent) programs reported connecting families to resources such as educational resources, food, healthcare, and technology. Some programs also made individual phone calls to families (55 percent), distributed meals or food (40 percent), or offered in-person family events (29 percent), such as parent and guardian meetings and family nights. These activities met an important need for both youth and their families.

Percentage of Programs Offering Transportation Options



COMMUNITY-BASED ORGANIZATIONS AND FUNDERS

Community partners of all sorts continued to provide invaluable enrichment programming, as well as staff time and funding, despite the barriers created by the pandemic. A wide range of community organizations worked with 21st CCLC programs to offer virtual programming and assist in providing safe and enriching out-of-school-time experiences. In 2020-21, 87 percent of 21st CCLC programs worked with at least one community partner, with 51 percent of programs collaborating with four 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 healthcare organizations, and many more.

There was a significant decrease in the number of programs charging a participation fee. Compared to 32 percent in 2019-20, only 10 percent of programs in 2020-21 required such a fee.

In 2020-21, 99 percent of 21st CCLC programs reported coordinating services with other funding sources. Additional funding sources included the United States Department of Agriculture (USDA) (78 percent), Fund 80 (56 percent), childcare subsidies (27 percent), Title I (23 percent), private foundation funds (22 percent), and Title IV, Part A (3 percent). In addition, some programs reported receiving some type of COVID-19 relief funding, including the Department of Children and Families (DCF) Child Care Counts: COVID-19 Supplementary Payments (13 percent), the Elementary and Secondary School Emergency Relief Fund (ESSER) I, II, or III (12 percent), and the Wisconsin Department of Administration (DOA) COVID-19 Out-of-School Support Grant Program (11 percent). These funds were utilized to help cover the costs of snacks, staffing, family events, transportation, and program activities. Coordinating services with additional funding sources ensured program costs did not fall to families of participants. In fact, just 10 percent of programs reported having a participation fee. For those programs that did charge a fee for participation, scholarships were available, and the inability to pay the fees was not a barrier to participation for any student.

OUTCOMES IN 2020-21

Wisconsin 21st CCLC programs rely on results from multiple data sources (e.g., state level end of year report, teacher surveys, student surveys, family surveys, and academic data) to demonstrate outcomes for participants and meet state and federal outcome reporting requirements. In 2020-21, DPI developed revised outcomes that were comprehensive and aligned to the four statewide objectives of the 21st CCLC program. These outcomes were vetted using a DPI-developed equity decision and policy tool, considering the intentional and unintentional consequences of such measures on programs, staff, and students.

Unfortunately, because of the impact of COVID-19, it was not possible to assess many of the newly developed measures in 2020-21. Access to student data, issues with data quality and consistency, and staff burnout were considered when determining which measures to include in the 2020-21 statewide evaluation. Moving forward, plans to measure the impact of the program will expand in 2021-22 to include new federally required Government Performance and Results Act (GPRA) measures, including assessment scores, school day attendance, school day discipline, GPA, and newly revised teacher survey measures.

GOAL 1: PROGRAMS WILL PROVIDE A STABLE, SAFE, AND SUPPORTIVE ENVIRONMENT TO MEET THE NEEDS OF THE TARGET POPULATION			
	Objective	Data Source	Outcome
1.1 Quality staff	1.1.a: 100% of programs employ a part-time or full-time coordinator	YPR	99%
	1.1.b: <ul style="list-style-type: none">85% of programs maintain a student-to-staff ratio at or below 15-to-1 (grades K-5)85% of programs maintain a student-to-staff ratio at or below 20-to-1 (grades 6-12)	YPR	88% (grades K-5) 92% (grades 6-12)
	1.1.c: 95% of students and families believe that staff care about them	Student Survey; Family Survey	To be measured Spring/Summer 2023
	1.1.d: 90% of staff have training in or knowledge of promising practices for specific OST practices	YPR	To be measured Summer 2022
	1.1.e: 90% of staff have training in or knowledge of promising practices in SEL	YPR	To be measured Summer 2022
	1.1.f: 90% of staff have training in or knowledge of promising practices in equitable teaching and culturally responsible practices	YPR	To be measured Summer 2022
1.2 Coverage and access	1.2.a: 90% of families and middle/high school students report that the days/times the program is offered are adequate to meet the family's and students' needs	Family Survey; Student Survey (6-12)	To be measured Spring/Summer 2023
	1.2.b: 90% of programs solicit family and middle/high school student feedback in regard to scheduling	YPR	To be measured Summer 2022
	1.2.c: 100% of programs provide sufficient transportation options to ensure transportation is not a barrier	YPR	74%
	1.2.d: 100% of programs provide an equal opportunity to participate and access to the program (e.g., race, gender, ethnicity, language, different abilities, mental health needs, sexual orientation, family/student background, and/or family income, behavioral needs, etc.)	YPR	To be measured Summer 2022

GOAL 1: PROGRAMS WILL PROVIDE A STABLE, SAFE, AND SUPPORTIVE ENVIRONMENT TO MEET THE NEEDS OF THE TARGET POPULATION			
1.3 Target population	1.3.a: 95% of programs report that the percent of program participants that are economically disadvantaged aligns with the percent of economically disadvantaged in the school day population.	Cayen/WiseDash	63% (n = 103)
	1.3.b: 55% of attendees in grades 3-8 are in need of academic support as demonstrated by the previous year's spring Forward assessment score (below grade-level expectations and targets)	WiseDash	To be measured Summer 2022
	1.3.c: 95% of programs report serving students most in need of support (e.g., race, gender, ethnicity, language, social and emotional learning needs, different abilities, mental health needs, sexual orientation, family/student background, and/or family income, behavioral needs, etc.)	YPR	To be measured Summer 2022
	1.3.d: 95% of programs report having a systematic recruitment strategy in place to ensure those most in need of support are targeted for participation	YPR	To be measured Summer 2022
1.4 Program climate	1.4.a: At least 95% of participants report feeling safe at the after-school program at 75% of programs.	Student Survey	To be measured Spring/Summer 2023
	1.4.b: At least 95% of participants indicate feeling that they belong at the after-school program at 75% of programs.	Student Survey	To be measured Spring/Summer 2023
	1.4.c: 90% of families indicate that because of their interaction with after-school staff, they felt more welcomed in the school	Family Survey	To be measured Spring/Summer 2023
	1.4.d: <ul style="list-style-type: none">At least 40% of participants (grades K-5) are frequent attendees (attended 200+ hours of program) at 50% of programsAt least 40% of participants (grades 6-12) are frequent attendees (attended 100+ hours of program) at 40% of programs	Cayen	16% of programs (grades K-5) 30% of programs (grades 6-12)
	1.4.e: At least 95% of participants report knowing a staff with whom they identify at the after-school program at 75% of programs.	Student Survey	To be measured Spring/Summer 2023
	1.4f: At least 95% of participants report that there is at least one staff member that they can talk to and trust at the after-school program at 75% of programs.	Student Survey	To be measured Spring/Summer 2023

GOAL 2: PROGRAMS WILL CHALLENGE YOUTH TO DEVELOP AS LEARNERS			
	Objective	Data Source	Outcome
2.1 Quality academic programming	2.1.a: 90% of programs provide at least 4 hours of academic enrichment per week in a typical week (activities which list academics as the primary objective of the activity)	Cayen	68%
	2.1.b: 100% of programs report using one or more promising practices in their academic programming (e.g., project-based learning; inquiry-based learning; service learning)	YPR	To be measured Summer 2022
	2.1.c: 100% of programs report aligning with school day content or state standards	YPR	88%

GOAL 2: PROGRAMS WILL CHALLENGE YOUTH TO DEVELOP AS LEARNERS			
2.2 Improvements in school engagement, school performance, and academic habits	2.2.a: 70% of students and families report that attending the 21st CCLC helps them improve their grades or do better in school	Student Survey; Family Survey	To be measured Spring/Summer 2023
	2.2.b: 70% of students (in grades 1-5) participating in 21st CCLC programming demonstrate an improvement in teacher-reported engagement in learning	Teacher Survey	To be measured Summer 2022
	2.2.c: 70% of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in reading and language arts on state assessment or equivalent	State Assessments	To be measured Summer 2022
	2.2.d: 70% of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in math on state assessment or equivalent	State Assessments	To be measured Summer 2022
	2.2.e: 70% of students in grades 7–8 and 10–12 who attend 60+ hours of 21st CCLC programming with a prior-year unweighted GPA less than 3.0 will demonstrate an improved GPA	GPA	To be measured Summer 2022
	2.2.f: 95% of grade 1-12 youth who attend 60+ hours of 21st CCLC programming during the school year, and have had a school-day attendance rate at or below 90% in the prior school year, will demonstrate an improved attendance rate in the current school year	School Day Attendance	To be measured Summer 2022

GOAL 3: PROGRAMS WILL SUPPORT THE DEVELOPMENT OF OTHER SKILLS NECESSARY FOR SUCCESS			
	Objective	Data Source	Outcome
3.1 Opportunity Gap	3.1.a: 90% of families agree that because of the program, their child participated in activities they would not have otherwise had the opportunity to participate in	Family Survey	To be measured Spring/Summer 2023
3.2 Voice and Choice	3.2.a: 90% of students agree that they have some choices about how to spend their time in the program	Student Survey	To be measured Spring/Summer 2023
	3.2.b: 90% of students agree that staff and program leaders care about what students think	Student Survey	To be measured Spring/Summer 2023
	3.2.c: 80% of students report that the 21st CCLC provided opportunities to be a leader	Student Survey	To be measured Spring/Summer 2023
3.3 Social and Emotional Skill Development	3.3.a: 80% of students and families report that the 21st CCLC helped them to get along better with others	Student Survey; Family Survey	To be measured Spring/Summer 2023
	3.3.b: 80% of parents and guardians report that as a result of coming to the program, their child has increased confidence in their abilities	Family Survey	To be measured Spring/Summer 2023
	3.3.c: 80% of students agree that they have opportunities to explore topics that are interesting to them	Student Survey	To be measured Spring/Summer 2023
	3.3.d: 90% of programs report that they intentionally embed opportunities for SEL into program activities	YPR	To be measured Summer 2022
3.4 Improvements in Youth Behaviors	3.4.a: 80% of students in grades 1–12 attending 60+ hours of 21st CCLC programming during the school year experience a decrease in in-school suspensions compared to the previous school year	In-School Suspensions	To be measured Summer 2022

GOAL 4: PROGRAMS WILL ENGAGE FAMILIES AND THE BROADER COMMUNITY IN SUPPORT OF STUDENT LEARNING			
	Objective	Data Source	Outcome
4.1 Outreach to families	4.1.a: 100% of programs offer at least 1 family activity or event (in person or virtual) per year	YPR	97%
	4.1.b: <ul style="list-style-type: none"> At least 45% of families (Elementary or K-8 programs) participate in 21st CCLC family activities or events At least 25% of families (Middle/High School programs) participate in 21st CCLC family activities or events 	Cayen	18% (Elmentary/K-8) 3% (Middle/High)
	4.1.c: 90% of programs report providing information on 21st CCLC programming to parents and guardians at least monthly	YPR	To be measured Summer 2022
	4.1.d: 85% of families agree that staff communicate with them about the program	Family Survey	To be measured Spring/Summer 2023
	4.1.e: 75% of family members report that they have ongoing opportunities throughout the year to provide feedback	Family Survey	To be measured Spring/Summer 2023
	4.1.f: 75% of families report that as a result of the program they had opportunities to be engaged in their child’s education	Family Survey	To be measured Spring/Summer 2023
	4.1.g: 60% of families report that family activities provided by the program help them develop their own knowledge and skills	Family Survey	To be measured Spring/Summer 2023
4.2 Involvement of community partners	4.2.a: 100% of programs involve partners (i.e., as a funder, advisory board member, or ongoing source of in-kind support)	YPR	93%
	4.2.b: 75% of 21st CCLC programs have at least 3 community partners (volunteered services and contracted services such as community agencies, community members, faith-based organizations, advocacy groups, local businesses, employers, nonprofits such as libraries, UW-Extension, etc.)	Cayen	68%
4.3 Advisory Board	4.3.a: 25% of programs involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.)	YPR	To be measured Summer 2022

In addition to state and federal-level measures, programs are required to periodically conduct a local evaluation and measure progress toward their site-specific goals and performance measures. For 2020-21, some programs reported not being able to access end-of-year evaluation data. Data were not gathered or analyzed for various reasons, including school or program decisions regarding the administration of student assessments and changes made to programming because of COVID-19. Of the programs that were able to report on end-of-year outcomes, most reported “some progress” made.

TEACHER SURVEY

Teacher surveys were administered in Spring 2021, and teachers were asked to report the extent to which the 21st CCLC program had helped students to improve in homework completion, class participation, and student behavior. Although most programs (92 percent) were able to administer teacher surveys and report some results, the average response rate was low (38 percent) across the state. Teacher survey results demonstrated that teacher perceptions were overwhelmingly positive, with teachers reporting students either did not need to improve in these behaviors or that they did improve over the course of the year.

PERCENT OF PROGRAMS REPORTING PROGRESS TOWARDS STATE GOALS				
	No Progress	Not Measured	Some Progress	Goal Achieved
Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population (n=70)	1%	16%	41%	41%
Goal 2: Programs will challenge youth to develop as learners (n=129)	1%	54%	34%	11%
Goal 3: Programs will support the development of other skills necessary for success (n=129)	2%	26%	57%	16%
Goal 4: Programs will engage families and the broader community in support of student learning (n=129)	4%	22%	61%	12%

WHAT HAPPENED WITH THE STUDENTS’...OVER THE COURSE OF THE YEAR? (N = 3,779)			
	Homework Completion	Class Participation	Behavior in the Classroom
It needed to improve and it did.	31%	35%	22%
It needed to improve but it stayed the same.	15%	18%	15%
It needed to improve but it got worse.	3%	3%	4%
It did not need to improve.	28%	44%	59%

SUPPORTING THE FIELD

The DPI continued to support the field and was committed to helping 21st CCLCs realize their rich potential to help students even amid the pandemic. In 2020-21, the DPI provided various training and technical assistance opportunities to grantees. Continuing a practice started in the spring of 2020 in response to the rapidly changing needs of programs due to the pandemic, DPI hosted monthly webinars for grantees throughout the 2020-21 school year. These webinars provided information regarding program changes and expectations, opportunities for 21st CCLC programs to share successful practices and connect with one another, and opportunities to learn from experts on important topics, like virtual learning and infection control and mitigation. In addition, DPI facilitated peer networking calls for grantees, providing a space for program coordinators and staff to learn from one another

and brainstorm solutions to common issues. 21st CCLC program staff reported appreciating the opportunity to connect formally and informally with others in the field during this time. The DPI also partnered with the Wisconsin Afterschool Network (WAN) to offer virtual Communities of Practice on a wide variety of topics, such as effective leadership practices, use of technology in programming, and engaging stakeholders. Lastly, DPI supported peer mentors to work one-on-one with identified sites with a focus on continuous improvement.

Former State Superintendent Carolyn Stanford-Taylor also issued a Proclamation acknowledging April 19-23, 2021, as Wisconsin’s first-ever Out-of-School Time Professional’s Appreciation Week. The week was an acknowledgment of the tremendous impact of out-of-school time staff throughout Wisconsin during COVID-19. The pandemic challenged out-of-school time professionals to adapt to unprecedented circumstances with creativity, ingenuity, and perseverance to support the needs of students and families outside of the classroom. The DPI and WAN celebrated in a variety of ways to thank all out-of-school time professionals who offer their time and effort every day, all year round, to make a difference for students, families, and communities.

CONCLUSION



Given the ongoing public health crisis, 21st CCLC programs in Wisconsin will likely continue to face challenges in 2021-22, such as serving youth and families virtually, providing academic enrichment while balancing the need to support youths’ basic needs, partnering with community based organizations virtually, and adapting programming to abide by public health guidelines.

21st CCLC programs are well-equipped to help meet the academic and social, and emotional needs of youth, even in times of great uncertainty. The programs will undoubtedly continue to look different in the 2021-22 school year than they have in the past and may serve fewer students than in typical years. Yet, if the 2020-21 school year is any indication, programming may be more aligned with the regular school day, and students who are targeted for recruitment by programs and do participate will establish strong relationships with out-of-school time staff and receive high levels of individual attention. The impacts of the COVID-19 pandemic on education will be long-lasting, however, 21st CCLC programs are well-positioned to serve the children and families who need support the most.



CONSORTIUM *of*
**APPLIED
RESEARCH**

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