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 subgrants 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.
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 reported operating fewer days in the 2020-21 school year, with an average of 21 fewer days of service than previous years. Moreover, because of shifts between in-person and virtual learning, thirty-three percent of programs reported distributing resources to students (61 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). 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 percent of programs reported operating fewer days in the 2020-21 school year, with an average of 21 fewer days of service than previous years.

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 percent of 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

“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.”

- Cornell School District: Cornell Elementary 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.”

- Milwaukee Public School District: Riverwest Elementary

“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

- Milwaukee Public School District: Riverwest Elementary

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

- Milwaukee Public School District: Riverwest Elementary

- 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."
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, 18 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. In addition, 49 percent of these programs reported providing additional funds for increased staffing needs, providing expanded services to students, and addressing COVID-19 mitigation issues or needs. In fact, 49 percent of these programs reported providing additional grant funds to address COVID-19 mitigation issues or needs. 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 the lives of 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.

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 serve weighed heavily on the leadership and 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, Koller Elementary

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).

Challenges Faced by Programs

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>siting access for participants</td>
<td>17%</td>
</tr>
<tr>
<td>Tracking participation</td>
<td>17%</td>
</tr>
<tr>
<td>Accessing timely opportunities that reflect unique needs of staff</td>
<td>14%</td>
</tr>
<tr>
<td>Accessing adequate space for in-person programming</td>
<td>25%</td>
</tr>
<tr>
<td>Ensuring access to technology or reliable internet</td>
<td>44%</td>
</tr>
<tr>
<td>Addressing COVID-19 mitigation issues or needs</td>
<td>50%</td>
</tr>
<tr>
<td>Developing skills to receive social support programming</td>
<td>50%</td>
</tr>
<tr>
<td>Expanding or changing services offered</td>
<td>17%</td>
</tr>
<tr>
<td>Providing engaging virtual programming for adult family members</td>
<td>59%</td>
</tr>
<tr>
<td>Providing engaging virtual programming for participants</td>
<td>59%</td>
</tr>
<tr>
<td>Needing to change programs delivery models</td>
<td>60%</td>
</tr>
<tr>
<td>Recruiting or retaining participants</td>
<td>62%</td>
</tr>
<tr>
<td>Meeting staffing needs</td>
<td>64%</td>
</tr>
</tbody>
</table>

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 the lives of 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.

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 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. The 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 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 percent of programs also reported recruiting ELs.

**Voices from the Field**

- Barron Area School District: Riverview Middle School
  
  “We served low-income students. Over 50 percent of our students were eligible for free and reduced lunch at the school.”

- Necedah Area School District: Necedah Elementary 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.”
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.

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.

<table>
<thead>
<tr>
<th>TYPES OF PROGRAM ACTIVITIES</th>
<th>OFFERING ACTIVITY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Recovery</td>
<td>2%</td>
</tr>
<tr>
<td>Parenting Skills</td>
<td>6%</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>6%</td>
</tr>
<tr>
<td>Expanded Library Service Hours</td>
<td>8%</td>
</tr>
<tr>
<td>Drug and Alcohol Prevention</td>
<td>12%</td>
</tr>
<tr>
<td>Programs for English Learners</td>
<td>16%</td>
</tr>
<tr>
<td>Counseling</td>
<td>18%</td>
</tr>
<tr>
<td>Environmental Literacy</td>
<td>27%</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>28%</td>
</tr>
<tr>
<td>Career Prep</td>
<td>29%</td>
</tr>
<tr>
<td>Truancy or Expulsion Prevention</td>
<td>32%</td>
</tr>
<tr>
<td>Service Learning</td>
<td>36%</td>
</tr>
<tr>
<td>Mentoring</td>
<td>44%</td>
</tr>
<tr>
<td>Cultural Programs</td>
<td>46%</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>48%</td>
</tr>
<tr>
<td>Nutrition Education</td>
<td>61%</td>
</tr>
<tr>
<td>Technology</td>
<td>64%</td>
</tr>
<tr>
<td>Remedial Education Activities (e.g., homework help)</td>
<td>90%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Mathematics (STEM)</td>
<td>90%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>92%</td>
</tr>
<tr>
<td>Arts and Music</td>
<td>95%</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>95%</td>
</tr>
<tr>
<td>Literacy</td>
<td>97%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific staff devoted to creating lesson plans (e.g., licensed educators, education student, etc.)</td>
<td>54%</td>
</tr>
<tr>
<td>Use of day school materials</td>
<td>56%</td>
</tr>
<tr>
<td>Use state standards to guide 21st CCLC programming</td>
<td>66%</td>
</tr>
<tr>
<td>Align with day school content</td>
<td>79%</td>
</tr>
<tr>
<td>Use evidence-based practices or approaches</td>
<td>91%</td>
</tr>
</tbody>
</table>

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.

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
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. 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 (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.

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.

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) II, III or IV (3 percent), and the Wisconsin Department of Administration (DOA) COVID-19 Out of School Support Grant Program (1 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.

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) II, III or IV (3 percent), and the Wisconsin Department of Administration (DOA) COVID-19 Out of School Support Grant Program (1 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.

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) II, III or IV (3 percent), and the Wisconsin Department of Administration (DOA) COVID-19 Out of School Support Grant Program (1 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.

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) II, III or IV (3 percent), and the Wisconsin Department of Administration (DOA) COVID-19 Out of School Support Grant Program (1 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.
GOAL 1: PROGRAMS WILL PROVIDE A STABLE, SAFE, AND SUPPORTIVE ENVIRONMENT TO MEET THE NEEDS OF THE TARGET POPULATION

1.1 Quality staff
1.1.a: 100% of programs employ a part-time or full-time coordinator

YPR 100% of programs employ a part-time or full-time coordinator

1.1.b: To be measured

1.1.c: 95% of staff have training in or knowledge of promising practices in equitable teaching and culturally responsive practices

Data Source: family/student background, and/or family income, behavioral needs, etc.)

Cayen/WiseDash 63% (n = 501)

1.1.d: 90% of staff have training in or knowledge of promising practices for specific OST practices

VPR To be measured

1.1.e: 90% of staff have training in or knowledge of promising practices in SEL

VPR To be measured

1.1.f: 90% of staff have training in or knowledge of promising practices for specific OST practices

1.2 Coverage and access
1.2.a: 90% of families and middle/high school students report that the day/ times the program is offered are adequate to meet the family/student’s 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 regards to scheduling

Family Survey: Student Survey (6-12) To be measured Spring/Summer 2023

1.2.c: 100% of programs provide sufficient transportation options to ensure transportation is not a barrier

VPR To be measured Summer 2022

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, social isolation, family/student background, and/or family income, behavioral needs, etc.)

VPR To be measured Summer 2022

GOAL 2: PROGRAMS WILL CHALLENGE YOUTH TO DEVELOP AS LEARNERS

2.1 Quality academic programming
2.1.a: 10% of programs provide at least 4 hours of academic enrichment per week in a typical week (activities that link academics as the primary objective of the activity)

Cayen 68%

2.1.b: 10% of programs report using one or more promising practices in their academic programming (e.g., project-based learning; inquiry-based learning; service learning)

VPR To be measured Summer 2022

2.1.c: 100% of programs report aligning with school day content or state standards

VPR 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
2.2.b: 70% of students (in grades 1-5) participating in 21st CCLC programming demonstrate an improvement in teacher-reported engagement in learning
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
2.2.d: 70% of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in math on state assessment or equivalent
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
2.2.f: 70% of students in grades 9-12 who attend 60+ hours of 21st CCLC programming demonstrate improvements in school day attendance rate or at below 90% in the prior year, and demonstrate an improved attendance rate in the current school year

2.3 Social and Emotional Skill Development
2.3.a: 80% of students and families report that the 21st CCLC provided opportunities to be a leader
2.3.b: 80% of students and families report that attending 21st CCLC helps them feel safe and engaged
2.3.c: 80% of parents and guardians report that as a result of coming to the program, their child has increased confidence in their abilities
2.3.d: 80% of students and families report that as a result of coming to the program, their child has increased confidence in their abilities

2.4 Improvements in Youth Behaviors
2.4.a: 80% of students in grades 1-12 attending 60+ hours of 21st CCLC programming during the school year experience a decrease in out-of-school suspensions compared to the previous school year

GOAL 3: PROGRAMS WILL SUPPORT THE DEVELOPMENT OF OTHER SKILLS NECESSARY FOR SUCCESS

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
3.1.b: 90% of students and families report that the 21st CCLC helped them develop their own knowledge and skills
3.1.c: 80% of students report that the 21st CCLC provided opportunities to be a leader
3.1.d: 85% of families agree that staff communicate with them about the program
3.1.e: 75% of family members report that they have ongoing opportunities throughout the year to provide feedback
3.1.f: 75% of families report that as a result of the program they had opportunities to be engaged in their child’s education
3.1.g: 60% of families report that family activities provided by the program help them develop their own knowledge and skills

3.2 Voice and Choice
3.2.a: 90% of families agree that there are some choices about how to spend their time in the program
3.2.b: 80% of students agree that staff and program leaders care about what students think
3.2.c: 80% of students report that as a result of attending the 21st CCLC, they have more options to explore topics that are interesting to them

3.3 Involvement of Community Partners
3.3.a: 100% of programs report providing information on 21st CCLC programming to parents and guardians at least monthly
3.3.b: 75% of families agree that staff communicate with them about the program
3.3.c: 75% of families report that as a result of the program, they had opportunities to be engaged in their child’s education
3.3.d: 60% of families report that family activities provided by the program help them develop their own knowledge and skills

3.4 Outreach to Families
3.4.a: 100% of programs offer at least 1 family activity or event (in person or virtual) per year
3.4.b: At least 45% of families (Elementary or K-8 programs) participate in 21st CCLC family activities or events
3.4.c: At least 25% of families (Middle/High School programs) participate in 21st CCLC family activities or events

GOAL 4: PROGRAMS WILL ENGAGE FAMILIES AND THE BROADER COMMUNITY IN SUPPORT OF STUDENT LEARNING

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
4.1.b: At least 45% of families (Elementary or K-8 programs) participate in 21st CCLC family activities or events
4.1.c: At least 25% of families (Middle/High School programs) participate in 21st CCLC family activities or events

4.2 Involvement of community partners
4.2.a: 100% of programs have at least 3 community partners (volunteered services and in-kind support)
4.2.b: 75% of 21st CCLC programs have at least 3 community partners (volunteered services and in-kind support)

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.)
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 programs reported not being able to access end-of-year and measure progress toward their site-specific goals required to periodically conduct a local evaluation.

**Teacher Survey**

Teacher surveys were administered in Spring 2021, and teachers were asked to report the extent to which the 21st Century Community Learning Centers (CCLC) programs had helped students to improve in homework completion, class participation, and student behavior. Although most programs (792) 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**

<table>
<thead>
<tr>
<th>Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population (n=719)</th>
<th>No Progress</th>
<th>Net Improved</th>
<th>Some Progress</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>16%</td>
<td>41%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Programs will challenge youth to develop new skills (n=129)</th>
<th>No Progress</th>
<th>Net Improved</th>
<th>Some Progress</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>54%</td>
<td>34%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3: Programs will support the development of other skills necessary for success (n=129)</th>
<th>No Progress</th>
<th>Net Improved</th>
<th>Some Progress</th>
<th>Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>26%</td>
<td>57%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

**WHAT HAPPENED WITH THE STUDENTS’...OVER THE COURSE OF THE YEAR? (N = 3,779)**

<table>
<thead>
<tr>
<th>Homework Completion</th>
<th>Class Participation</th>
<th>Behavior in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>It needed to improve and it did.</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>It needed to improve but it stayed the same.</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>It needed to improve but it got worse.</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>It did not need to improve.</td>
<td>20%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Supporting the Field**

The DPI continued to support the field and was committed to helping 21st CCLC programs 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 timely communications the DPI provided to support their work.

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.

**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.
Authors:
Qianyi Gao, PhD, Research Program Manager
Consortium of Applied Research, UW-Green Bay
Jenell Holstead, PhD, Director
Consortium of Applied Research, UW-Green Bay
Teri Lesage, Education Consultant, 21st CCLC Programs
Department of Public Instruction
Tanya Morin, PhD, Education Consultant, 21st CCLC Programs
Department of Public Instruction
Alison Wineberg, School Administration Consultant, 21st CCLC Programs
Department of Public Instruction

This publication is available from:
Student Services/Prevention and Wellness
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
dpi.wi.gov/ssp

January 2022

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.