



# WISCONSIN DEPARTMENT OF **Public Instruction**

## Overview of State Goals and Objective Areas

Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population

- Sub-area 1.1: Quality staff
- Sub-area 1.2: Coverage and access
- Sub-area 1.3: Target population
- Sub-area 1.4: Program climate

Goal 2: Programs will challenge youth to develop as learners

- Sub-area 2.1: Quality academic programming
- Sub-area 2.2: Improvements in school engagement, school performance, and academic habits

Goal 3: Programs will support the development of other skills necessary for success

- Sub-area 3.1: Opportunity Gap
- Sub-area 3.2: Voice and choice
- Sub-area 3.3: Social and emotional development
- Sub-area 3.4: Improvements in youth behaviors

Goal 4: Programs will engage families and the broader community in support of student learning

- Sub-area 4.1: Outreach to families
- Sub-area 4.2: Involvement of community partners
- Sub-area 4.3: Advisory Board

*Goal 1: Programs will provide a stable, safe, and supportive environment to meet the needs of the target population*

Sub-area	Objective (objective type in parentheses)	Data Source(s)
1.1 Quality staff	1.1.a: 100 percent of programs employ a part-time or full-time coordinator	YPR
	1.1.b: -85 percent of programs maintain a student-to-staff ratio at or below 15-to-1 (grades K-5) -85 percent of programs maintain a student-to-staff ratio at or below 20-to-1 (grades 6-12)	YPR
	1.1.c: 95 percent of students and families believe that staff care about them	Student Survey Family Survey
	1.1.d: 90 percent of staff have training in or knowledge of promising practices for specific Out of School Time (OST) practices	YPR
	1.1.e: 90 percent of staff have training in or knowledge of promising practices in social and emotional learning (SEL)	YPR
	1.1.f: 90 percent of staff have training in or knowledge of promising practices in equitable teaching and culturally responsible practices	YPR
1.2 Coverage and access	1.2.a: 90 percent of families and middle and high school students report that the days and times the program is offered are adequate to meet the family's and students' needs	Family Survey Student Survey (6-12)
	1.2.b: 90 percent of programs solicit family and middle and high school student feedback in regard to scheduling	YPR
	1.2.c: 100 percent of programs provide sufficient transportation options to ensure transportation is not a barrier	YPR
	1.2.d: 100 percent 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 and student background, or family income, behavioral needs, etc.)	YPR
1.3 Target population	1.3.a: 95 percent of programs report that the percent of program participants that are economically disadvantaged aligns with the percent of economically disadvantaged in the day school population.	Cayen/WiseDash
	1.3.b: 55 percent 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
	1.3.c: 95 percent 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 and student background, or family income, behavioral needs, etc.)	YPR
	1.3.d: 95 percent of programs report having a systematic recruitment strategy in place to ensure those most in need of support are targeted for participation	YPR
1.4 Program climate	1.4.a: At least 95 percent of participants report feeling safe at the after-school program at 75 percent of programs.	Student Survey

	1.4.b: At least 95 percent of participants indicate feeling that they belong at the after-school program at 75 percent of programs.	Student Survey
	1.4.c: 90 percent of families indicate that because of their interaction with after-school staff, they felt more welcomed in the school	Family Survey
	1.4.d: -At least 40 percent of participants (grades K-5) are frequent attendees (attended 200+ hours of program) at 50 percent of programs -At least 40 percent of participants (grades 6-12) are frequent attendees (attended 100+ hours of program) at 40 percent of programs	Cayen
	1.4.e: At least 95 percent of participants report knowing a staff member with whom they identify at the after-school program at 75 percent of programs.	Student Survey
	1.4.f: At least 95 percent 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 percent of programs.	Student Survey

Goal 2: Programs will challenge youth to develop as learners

Sub-area	Objective	Data Sources
2.1 Quality academic programming	2.1.a: 90 percent of programs provide at least four hours of academic enrichment per week in a typical week (activities which list academics as the primary objective of the activity)	Cayen
	2.1.b: 100 percent of programs report using one or more promising practices in their academic programming (e.g., project-based learning; inquiry-based learning; service learning)	YPR
	2.1.c: 100 percent of programs report aligning with school day content or state standards	YPR
2.2 Improvements in school engagement, school performance, and academic habits	2.2.a: 70 percent of students and families report that attending the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) helps them improve their grades or do better in school	Student Survey Family Survey
	2.2.b: 70 percent of students (in grades 1-5) participating in 21st CCLC programming demonstrate an improvement in teacher-reported engagement in learning	Teacher Survey
	2.2.c: 70 percent of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in reading and language arts on state assessment or equivalent	State Assessments
	2.2.d: 70 percent of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in math on state assessment or equivalent	State Assessments

	2.2.e: 70 percent 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
	2.2.f: 95 percent 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 percent in the prior school year, will demonstrate an improved attendance rate in the current school year	School Day Attendance

Goal 3: Programs will support the development of other skills necessary for success

Sub-area	Objective	Data Source(s)
3.1 Opportunity Gap	3.1.a: 90 percent of families agree that because of the program, their child participated in activities they would not have otherwise had the opportunity to participate	Family Survey
3.2 Voice and Choice	3.2.a: 90 percent of students agree that they have some choices about how to spend their time in the program	Student Survey
	3.2.b: 90 percent of students agree that staff and program leaders care about what students think	Student Survey
	3.2.c: 80 percent of students report that the 21st CCLC provided opportunities to be a leader	Student Survey
3.3 Social and Emotional Skill Development	3.3.a: 80 percent of students and families report that the 21st CCLC helped them to get along better with others	Student Survey
		Family Survey
	3.3.b: 80 percent of parents and guardians report that as a result of coming to the program, their child has increased confidence in their abilities	Family Survey
	3.3.c: 80 percent of students agree that they have opportunities to explore topics that are interesting to them	Student Survey
	3.3.d: 90 percent of programs report that they intentionally embed opportunities for SEL into program activities	YPR
3.4 Improvements in Youth Behaviors	3.4.a: 80 percent 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

Goal 4: Programs will engage families and the broader community in support of student learning

Sub-area	Objective	Data Source(s)
	4.1.a: 100 percent of programs offer at least one family activity or event (in person or virtual) per year	YPR

4.1 Outreach to families	4.1.b: -At least 45 percent of families (elementary or K-8 programs) participate in 21st CCLC family activities or events -At least 25 percent of families (middle or high school programs) participate in 21st CCLC family activities or events	Cayen
	4.1.c: 90 percent of programs report providing information on 21st CCLC programming to parents and guardians at least monthly	YPR
	4.1.d: 85 percent of families agree that staff communicate with them about the program	Family Survey
	4.1.e: 75 percent of family members report that they have ongoing opportunities throughout the year to provide feedback	Family Survey
	4.1.f: 75 percent of families report that as a result of the program they had opportunities to be engaged in their child's education	Family Survey
	4.1.g: 60 percent of families report that family activities provided by the program help them develop their own knowledge and skills	Family Survey
4.2 Involvement of community partners	4.2.a: 100 percent of programs involve partners (i.e., as a funder, advisory board member, or ongoing source of in-kind support)	YPR
	4.2.b: 75 percent of 21st CCLC programs have at least three 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
4.3 Advisory Board	4.3.a: 25 percent of programs involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.)	YPR