



21st Century Community Learning Centers
Executive Summary 2009-2010



Introduction

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally-funded 21st Century Community Learning Centers (CLC) program. 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 greater economic disadvantage. Priority is given to applicants proposing to serve students from schools identified for improvement or failing to make “adequate yearly progress” according to standardized test scores. Consideration was also given to attaining geographic diversity through the grant-making process, and ensuring that small, rural schools in Wisconsin could also be served through this program. Program services include tutoring, direct instruction, and academic enrichment activities in reading and math. Grantees are free to offer additional recreation and enrichment activities, but providing academic services to those most in need is the core of the program. The DPI views the program as a critical strategy to close the achievement gap between economically disadvantaged students, students of color, and their peers. The CLC program helps the DPI and its partners support the Every Child a Graduate initiative by providing multiple ways to engage and support learning opportunities for youth.

The 2009-10 school year marked the eighth academic year in which the DPI awarded CLC funds. A total of \$14,265,797 was provided for 188 centers starting or continuing programs.¹ In support of program continuous improvement efforts, the DPI provided multiple training and technical assistance opportunities for all grantees. In addition, the DPI continued to make available a self-assessment tool, the Wisconsin Afterschool Continuous Improvement Process (WASCIP), for use in the evaluation of all aspects of programming. This report reflects the activity of the 188 centers, which operated in both urban and rural communities. The data contained in this report were submitted by Wisconsin CLCs.

“Our students continue to learn well beyond the time limits of the school day and year. Supporting and encouraging them to reach their full academic potential requires us to consider additional avenues for providing instructional opportunities. High quality after-school, before-school, and summer school programs will help us achieve the goal of having all children graduate with the knowledge and skills necessary for postsecondary success in college and careers.”

Tony Evers, PhD, State Superintendent

The data in this report are encouraging and reflective of the outstanding efforts made by dedicated program coordinators, instructional staff, and activity leaders. Compared to the 2008-09 school data, the 2009-10 school year shows continued growth in the percentage of regular student attendees (those who attended at least 30 days), and in the number of local partners contributing to the CLC mission. The number of CLCs increased from 174 to 188 from school years 2008-09 to 2009-10. During the same period, the number of regular attendees increased by 6%. The number of partners increased from 942 to 968 statewide, and the combined contribution was \$3,409,243.

The great need and demand for high quality after-school programs that address both academic and developmental needs of youth continues to increase. This shows a significant need for more high quality after-school programs. As demonstrated by the data in this report, after-school programs hold great potential to help meet the needs of a large number of Wisconsin youth and families.

For more information and an electronic copy of this document, go to dpi.wi.gov/sspw/clc.html.

Summary & Conclusions

Large Numbers of Students with Needs Served

A total of 47,217 students were served in Wisconsin’s 188 CLCs during the 2009-10 school year. Of these, 22,657 were regular attendees, participating in activities 30 or more days during the reporting period. Of the regular attendees:

- 83% were economically disadvantaged.
- 68% were students of color, including 39% Black (not Hispanic), 23% Hispanic, 4% Asian, and 2% American Indian.
- 10% were English Language Learners.

Centers typically recruit students with the highest needs for academic support.

More Supervised Time to Learn and Develop

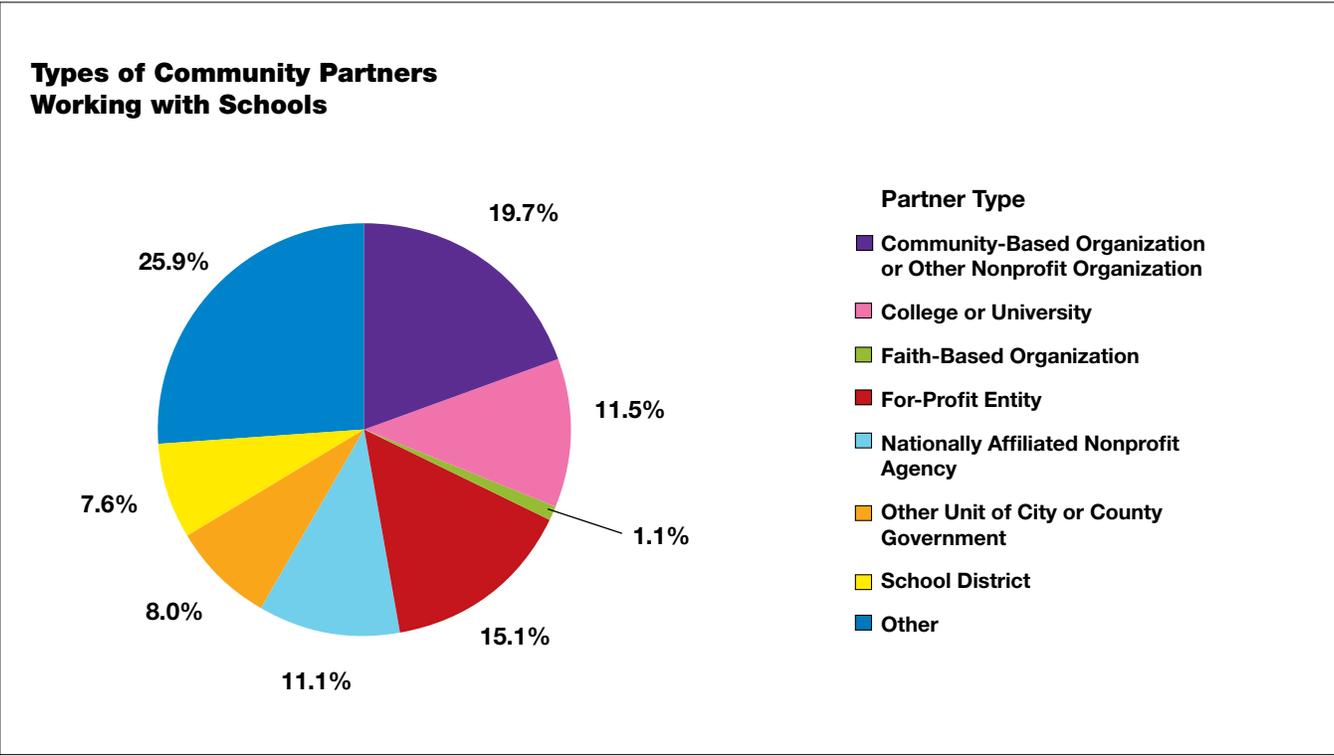
On average, Wisconsin CLCs added 495 hours of activities, the equivalent of 74 school days, to the school year.

CLCs provide more time for academics, enrichment, and healthy development after school, when many parents are working and students would otherwise be unsupervised.²

School and Community Partnerships Strengthened

All CLCs involved partnerships between schools and community organizations. A total of 968 organizations worked with schools. The types of partners ranged from community-based organizations to units of government and libraries. The organizations played many roles, primarily providing programming, staffing, volunteers, and materials.

The total value of these contributions made by the 968 Wisconsin CLC partners in 2009-10 was estimated to be about \$3,409,000. This does not include contributions from the schools that housed the CLCs.



Wide Range of Activities Provided

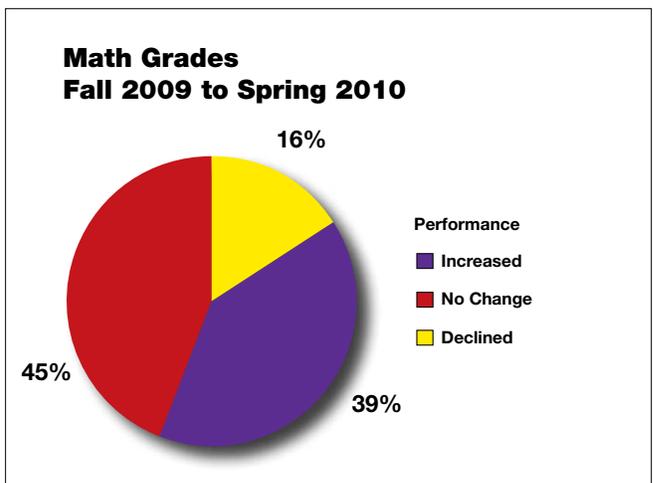
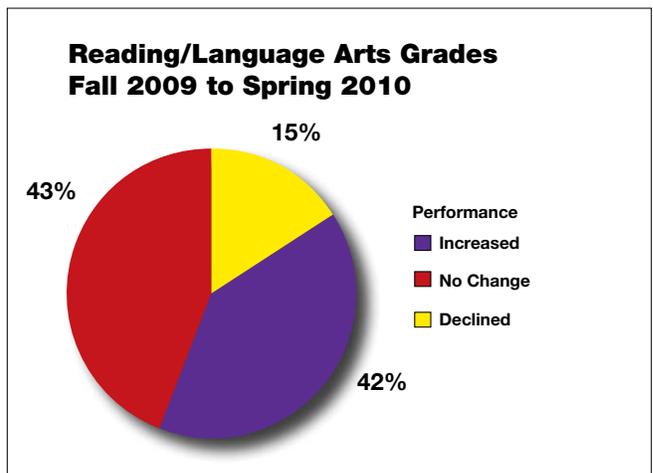
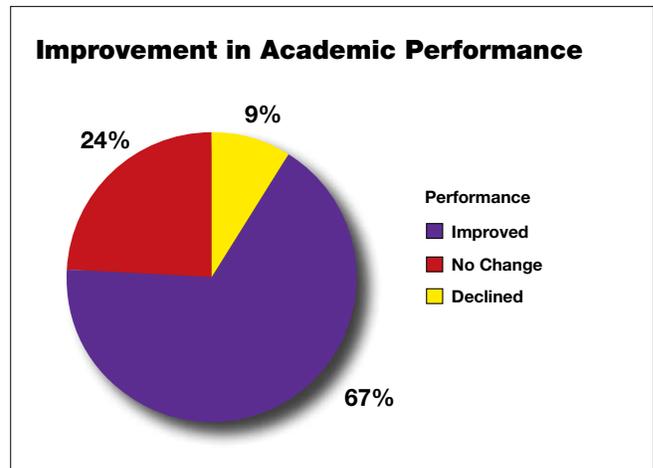
The CLCs balanced academic support with other youth development activities to provide a rich array of programs and services. The overwhelming majority of centers offered reading and mathematics programming (100%), academic enrichment (90%), recreation (88%), and science (88%). A great majority offered art and music education (85%), cultural activities/social studies (82%), health-related activities (82%), and homework help (63%).³

Other common activities included technology (60%), tutoring (46%), parental involvement (45%), leadership development (37%), community service/service learning (35%), drug abuse prevention (33%), family literacy (22%), and mentoring (19%).

On average, centers were open about 15 hours a week during the 2009-10 school year. This includes before-school, after-school, evening, and weekend programs.

Student Academic Performance Improved

Students' primary teachers reported an increase in academic performance by 67% of the regular attendees. Comparing the end of the school year to the first grading period, just less than half of regular attendees increased their grades in reading/language arts (42%) and mathematics (39%).⁴

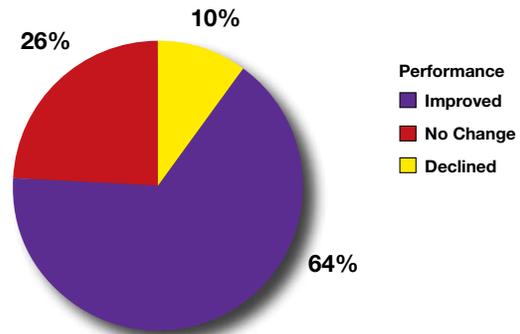


Students' primary teachers reported the following improvements in student behavior:

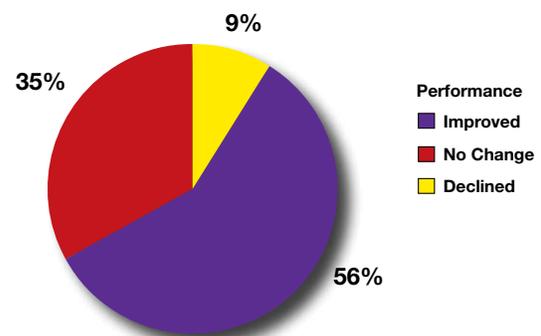
- 64% of students improved in completing homework satisfactorily.
- 62% of students improved in class participation.
- 62% of students improved in turning homework in on time.
- 56% of students improved in coming to school motivated to learn.
- 55% of students improved in being attentive in class.
- 52% of students improved in getting along well with others.
- 51% of students improved in behaving well in class.
- 46% of students improved in volunteering for extra credit or responsibility.
- 43% of students improved in attending class regularly.

Data for improved, no change, or declined behaviors related to homework, motivation, and attendance are shown here.

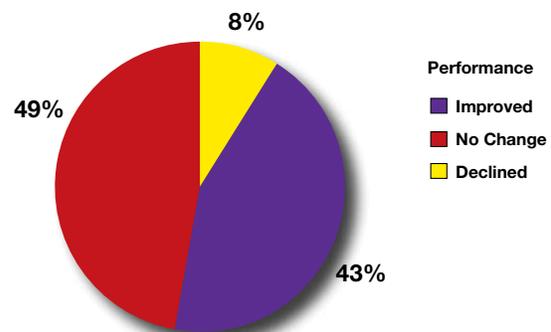
Improvement in Completing Homework to Teacher's Satisfaction



Improvement in Coming to School Motivated to Learn



Improvement in Attending Class Regularly



Successes

In the 2009-10 school year, Wisconsin's 188 Community Learning Centers and their students experienced the following successes:

- Served large numbers of economically disadvantaged students, students of color, and English Language Learners;
- Brought schools and many community partners together to create and sustain programs before school, after school and during the summer;
- Implemented a wide variety of academic and youth development programs, reported a high rate of progress in meeting their program objectives, documented grade improvement in reading/ language arts and mathematics for substantial proportions of their students; and
- Demonstrated program impact on improved student academic performance and behavior in school.

The CLC program and student performance report data for the 2009-10 school year are encouraging and offer opportunities for continuous improvement in the coming years.

These results suggest that Wisconsin's CLCs are helping to support the Every Child a Graduate initiative and to close the achievement gap between economically disadvantaged students, students of color, and their peers.



End notes

1. The data reported in this document reflects activity in 188 centers. The percentages of student participants or centers responding are therefore based on a denominator of 188. Data analyses for this report were provided by Learning Point Associates, the national contractor of 21st Century Community Learning Center Profile and Performance Information Collection System.

2. The Wisconsin DPI awards grants to districts with high student poverty rates. The need is clear for this focus as the US 15-year-olds score above average in international reading tests, while students in schools with 50% or greater poverty fall below the international average. CLC grantees average 70% poverty, while the statewide average is 37.2%.

Wisconsin CLCs add an additional 495 hours to the school year. According to Learning Point Associates data on Wisconsin after-school programs, on average, after-school programs meet three hours a day, five days a week, or 15 hours a week, for 33 weeks. Thus CLCs add an additional 495 hours to the school year.

Wisconsin CLCs add a total of 74 days to the school year. According to the National Center for Educational Statistics (NCES), the average number of school days in the U.S. is 180, and schools are open 6.7 hours a day. Wisconsin after-school programs, on average, add 495 hours, or add the equivalent of 74 school days, to the school year.

3. The figures used to determine these percentages included centers that provided math/reading only during either the summer or the school year. The same is true for the figures used in determining the percentage of centers offering recreation, tutoring, academic enrichment, and art/music education.

Activities data from APR 2010 reported here may appear somewhat different from APR 2009 data and earlier, due to a change in activities data collection. Individual activity data were reported in APR 2010 rather than aggregated.

4. It is important to note that students attaining the highest grade possible at the end of the first marking period were removed from the denominators for each of these calculations.

Wisconsin Department of Public Instruction
Student Services Prevention and Wellness
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