



21st Century Community Learning Centers  
**Executive Summary** 2007-2008

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
TONY EVERS, PhD, STATE SUPERINTENDENT

# Introduction

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally-funded 21st Century Community Learning Centers (CLC) program. Grants were awarded to applicants proposing to implement after-school, before-school and summer school programs with high concentrations of students from families with greater economic disadvantage. Priority was given to applicants proposing to serve students from schools identified for improvement or failing to make “adequate yearly progress” according to standardized test scores. Program services included tutoring, direct instruction, or academic enrichment activities in reading and math. Grantees were free to offer additional recreation and enrichment activities, but the core of the program was to provide academic services to those most in need. The DPI views the program as a critical strategy to close the achievement gap between economically disadvantaged students, students of color, and their peers. The CLC program helps the DPI and its partners meet the Every Child a Graduate initiative by providing multiple ways to engage and support learning opportunities for youth.

The 2007-08 school year marked the sixth academic year in which the DPI awarded CLC funds. A total of \$10,850,000 was provided for 124 centers starting or continuing programs<sup>1</sup>. In support of program continuous improvement efforts the DPI provides multiple training and technical assistance opportunities for all grantees. In addition, the DPI has developed a self-assessment tool, Wisconsin After-School Continuous Improvement Process, (WASCIP), for use in the evaluation of all aspects of programming. This report reflects the activity of the 124 centers, which operated in both urban and rural communities. The data contained in this report were submitted by Wisconsin CLCs.

**“To ensure that every child is a graduate, we need multiple pathways to connect rigorous academic standards to real-world learning experiences. Some of those pathways need to reach students when school is not in session. High quality programs after school, before school, and during the summer make a real impact on student’s ability to achieve.”**

**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 data from 2006-07, the results for 2007-08 show growth in the percentage of regular attendees who attended at least 30 days. In addition the data show primarily steady or increasing gains for regular attendees in grades and behavior among other accomplishments.

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 and improved after-school programs. As demonstrated in 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](http://dpi.wi.gov/sspw/clc.html).

# Summary & Conclusions

## Large Numbers of Students with Needs Served

A total of 29,548 students were served in Wisconsin's 124 CLCs in 2007-2008. Of these, 14,858 were regular attendees, participating in activities 30 or more days during the reporting period. Of the regular attendees:

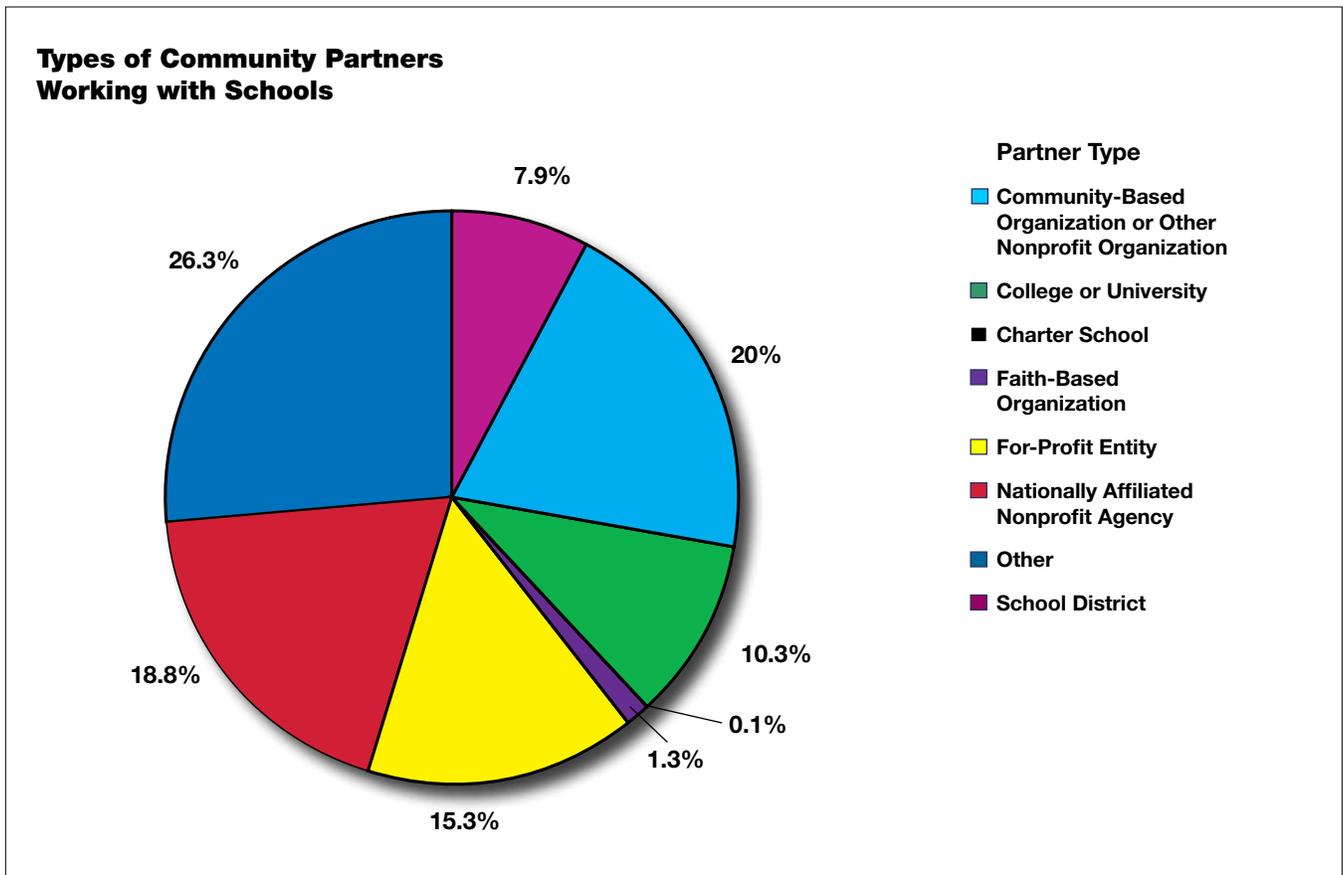
- 74% were economically disadvantaged
- 73% were students of color, including 41% Black (not Hispanic), 26% Hispanic, 4% Asian, and 2% American Indian.
- 14% were English Language Learners.

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

## School and Community Partnerships Strengthened

All CLCs were involved in partnerships between schools and community organization. A total of 681 community and related 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 681 Wisconsin CLC partners in 2007-2008 was estimated to be about \$2,666,919. This does not include contributions from the schools that housed the CLCs.



### Wide Range of Activities Provided

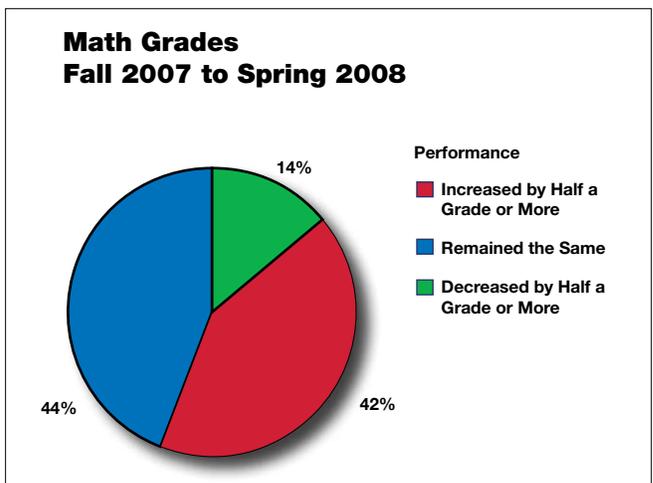
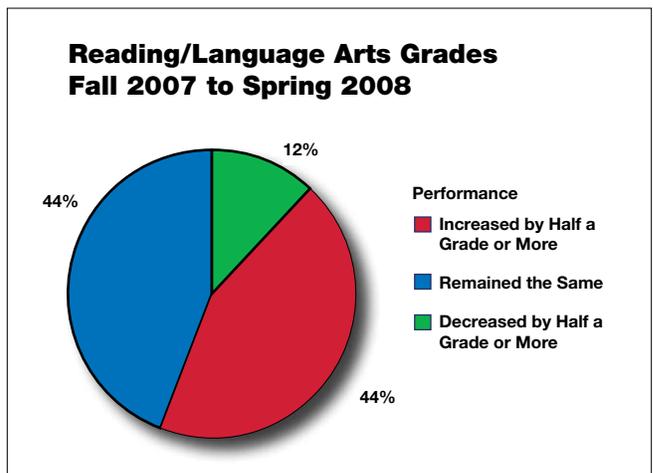
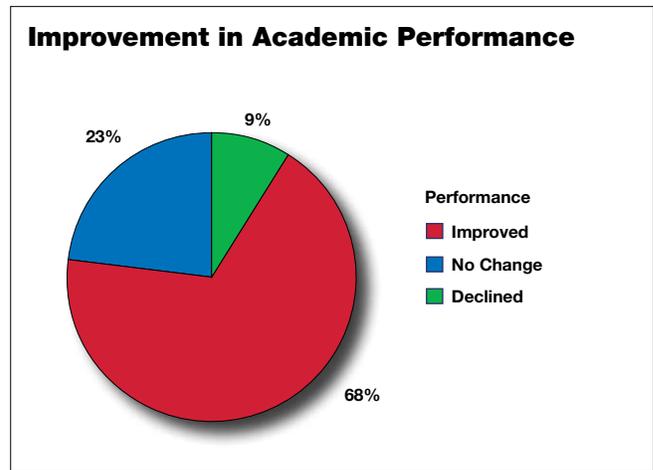
The CLCs balanced academic support with other youth development activities to provide a rich array of programs and services. The overwhelming majority of centers offered reading and mathematics programming (99% and 98%, respectively), recreation (99%), art and music education (89%), and academic enrichment (94%). A high majority offered science (88%), homework help (83%), cultural activities/social studies (84%), and activities targeting parental involvement (81%).

Other common activities included tutoring (65%), health education (65%), technology (58%), leadership development (59%), drug abuse prevention (45%), community service/service learning (48%), mentoring (45%), and family literacy (50%)<sup>2</sup>.

On average, centers were open 13 hours a week during the 2007-2008 school year. This includes before-school, after-school, evening, and weekend programs.

### Student Academic Performance Improved

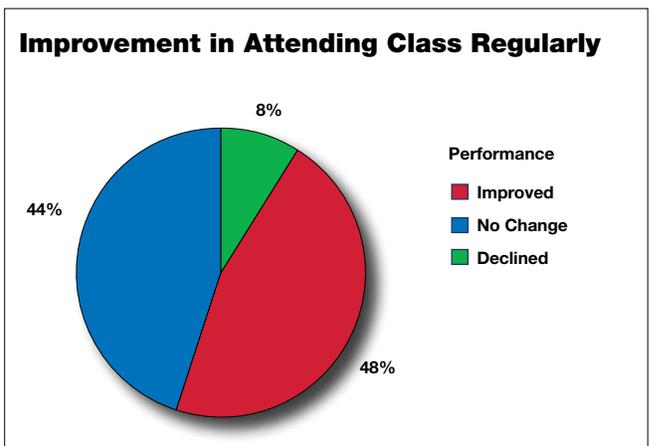
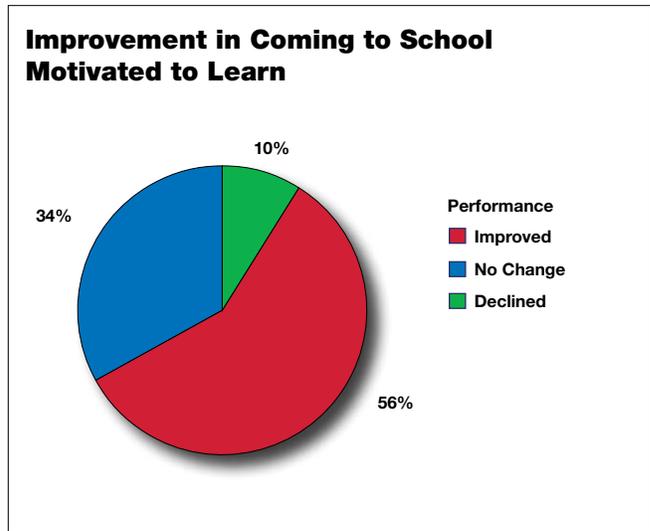
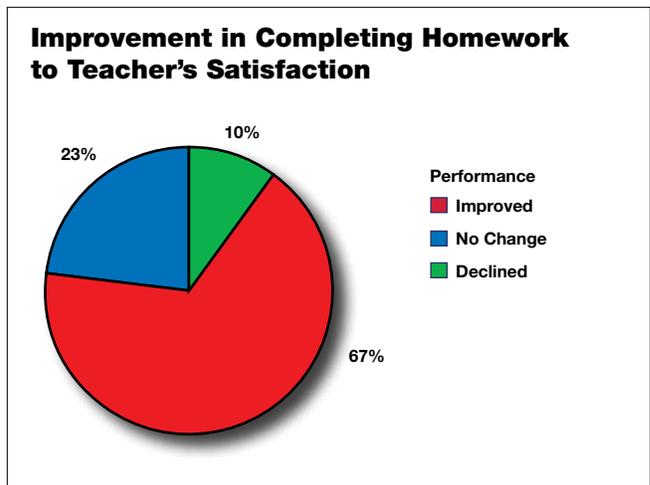
Students' day school teachers reported an increase in academic performance by 68% of the regular attendees. Comparing the end of the school year to the first grading period, more than 40% of regular attendees increased their grades in reading/language arts (44%) and mathematics (42%)<sup>3</sup>.



### Student Behavior Improved

Students' day school teachers reported the following improvements in student behavior:

- 67% of students improved in completing homework satisfactorily.
- 66% of students improved in class participation.
- 65% of students improved in turning homework in on time.
- 57% of students improved in being attentive in class.
- 56% of students improved in coming to school motivated to learn.
- 56% of students improved in getting along well with others.
- 53% of students improved in behaving well in class.
- 52% of students improved in volunteering for extra credit or responsibility.
- 48% of students improved in attending class regularly.



# Successes

Wisconsin's 21st Century Community Learning Centers and students had a successful year. In 2007-08, Wisconsin's 124 Community Learning Centers:

- served large numbers of students, primarily economically disadvantaged students, and students of color, with increasing numbers of English Language Learners;
- brought together schools and many community partners to create and sustain programs before and 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 through teacher reports of improved academic performance and student behavior in school.

The 2007-08 21st Century Community Learning Centers program and student performance report data are encouraging and offer areas for continuous improvement for coming years.

These results suggest that Wisconsin's 21st Century Community Learning Centers are helping to meet 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 124 centers since some school districts chose to provide services through their grants in "feeder" schools; therefore, the number of centers reporting is slightly higher than the 116 grants awarded in 2007-08. The percentages of student participants or centers responding are therefore based on a denominator of 124. 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 figures used to determine pie chart and table percentages include centers that provided Math/Reading only during either the summer or the school year. The same is true for the figures used in determining percentage of centers offering recreation, tutoring, academic enrichment, and art/music education.

3. The figures used to determine these percentages include centers that provided such programming during the school year and summer, if offered. 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  
[dpi.wi.gov/sspw/clc.html](http://dpi.wi.gov/sspw/clc.html)

September 2009

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