



21st Century Community Learning Centers  
**Executive Summary** 2008-2009



# 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, or 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 2008-09 school year marks the seventh academic year in which the DPI has awarded CLC funds. A total of \$15,540,777 was provided for 174 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 Afterschool Continuous Improvement Process (WASCIP), for use in the evaluation of all aspects of programming. This report reflects the activity of the 174 centers, which operate 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 a 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 2007-08, the results for 2008-09 show significant growth in the percentage of regular student attendees, (those who attended at least 30 days), and in the number and amount of contributions by partners. From 2007-08 to 2008-09 the number of CLCs increased from 124 to 174. During the same period, the number of regular attendees increased by 41%. The number of partners increased by 261 to over 900 statewide, and contributions by partners increased \$1,769,575 to a total of over \$4.4 million.

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 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](http://dpi.wi.gov/sspw/clc.html).

# Summary & Conclusions

### Large Numbers of Students with Needs Served

A total of 44,483 students were served in Wisconsin's 174 CLCs in 2008-2009. Of these, 20,991 were regular attendees, participating in activities 30 or more days during the reporting period. Of the regular attendees:

- 75% were economically disadvantaged.
- 68% were students of color, including 40% Black (not Hispanic), 22% Hispanic, 4% Asian, and 2% American Indian.
- 11% were English Language Learners.

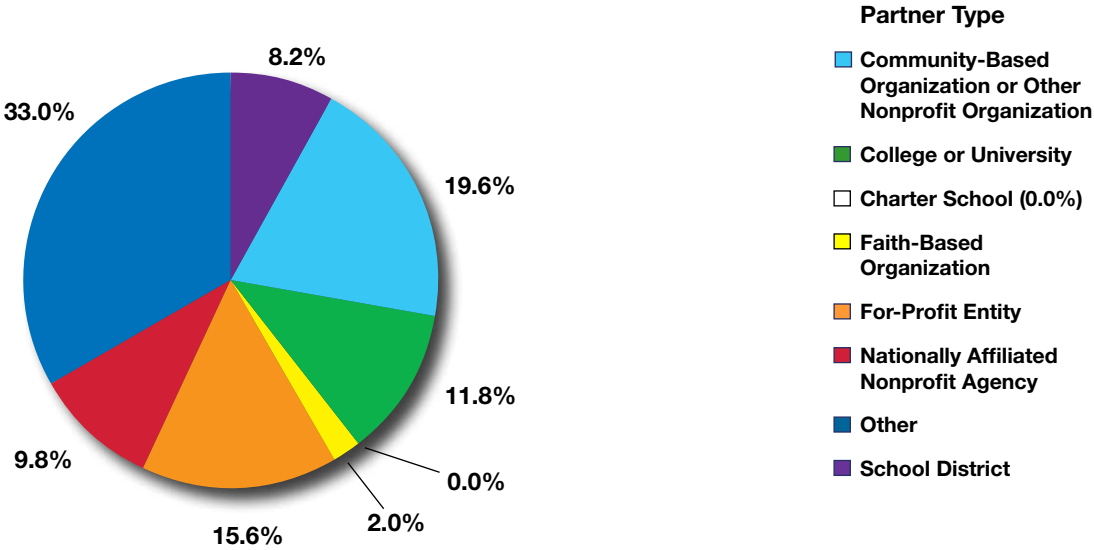
Centers typically recruit students with the highest needs for academic support.

### School and Community Partnerships Strengthened

All CLCs were involved in partnerships between schools and community organizations. A total of 942 community and related organizations worked with schools. The types of partners ranged from community-based organizations to units of government and public libraries. The organizations played many roles, primarily providing programming, staffing, volunteers, and materials.

Community partners contributed a variety of program activities, staffing, related services, and goods. The total value of these contributions made by the 942 Wisconsin CLC partners in 2008-2009 was estimated to be about \$4,436,494. This does not include contributions from the schools that housed the CLCs.

**Types of Community Partners Working with Schools**



### Wide Range of Activities Provided

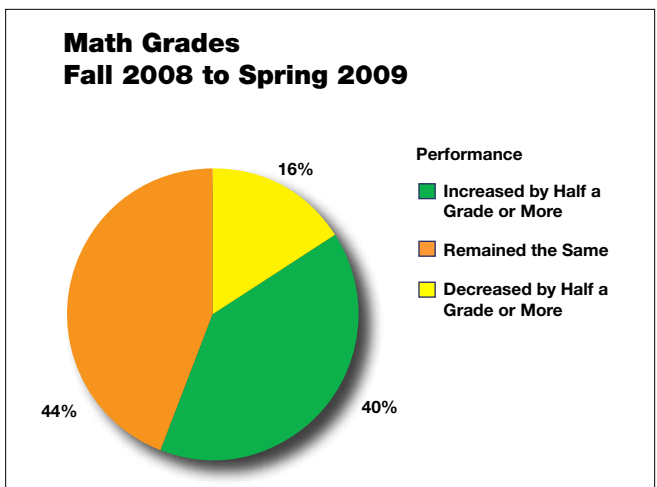
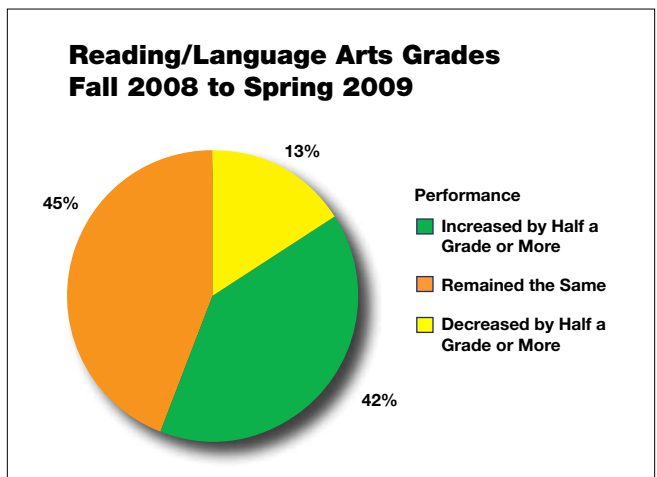
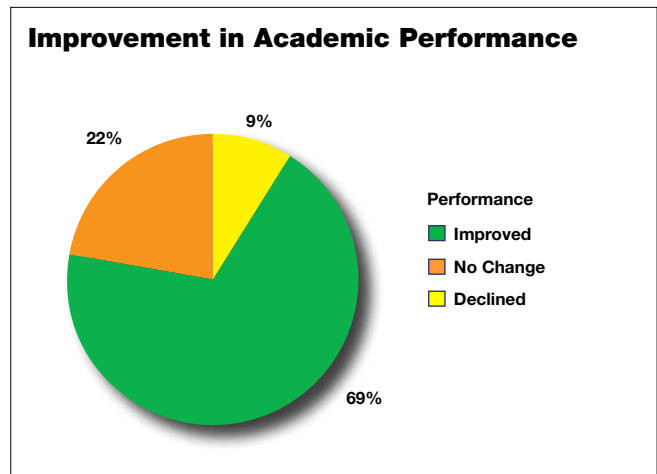
The CLCs balanced academic support with other youth development activities to provide a rich array of programs and services. The overwhelming majority of centers offered reading and mathematics programming (98% and 95%, respectively), academic enrichment (93%), recreation (91%), and science (91%). The majority also offered cultural activities/social studies (87%), art and music education (86%), health-related activities (79%), and homework help (64%).<sup>2</sup>

Other common activities included technology education (59%), tutoring (44%), leadership development (38%), community service/service learning (35%), drug abuse prevention (31%), mentoring (25%), and family literacy (14%).

On average, centers were open about 14 hours a week during the 2008-2009 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 for 69% of the regular attendees. Just less than half of regular attendees increased their grades in reading/language arts (42%), and mathematics (40%)<sup>3</sup> from the first grading period to the end of the school year.

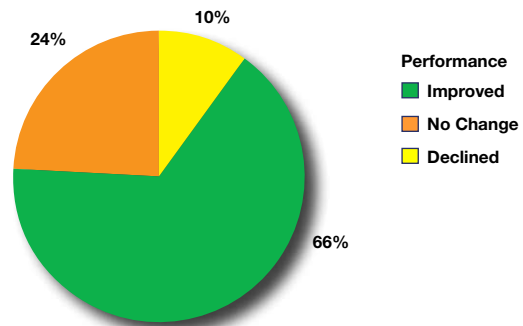


Students' primary teachers reported the following improvements in student behavior:

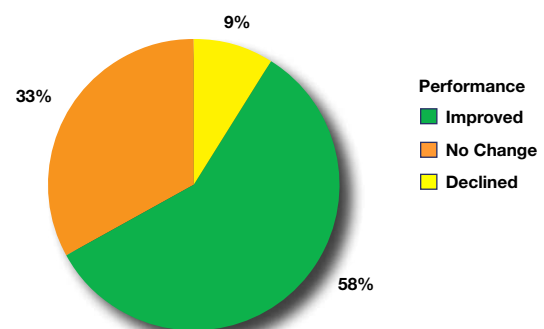
- 66% of students improved in completing homework satisfactorily.
- 66% of students improved in class participation.
- 65% of students improved in turning homework in on time.
- 58% of students improved in coming to school motivated to learn.
- 57% of students improved in being attentive in class.
- 54% of students improved in getting along well with others.
- 53% of students improved in behaving well in class.
- 49% of students improved in volunteering for extra credit or responsibility.
- 44% of students improved in attending class regularly.
- 44% of students improved in attending class regularly.

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

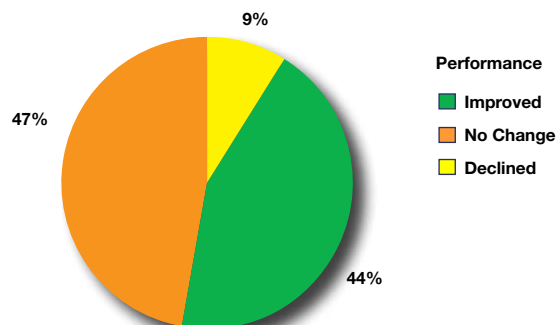
**Improvement in Completing Homework to Teacher's Satisfaction**



**Improvement in Coming to School Motivated to Learn**



**Improvement in Attending Class Regularly**



# Successes

In 2008-09, Wisconsin's 174 Community Learning Centers and their students experienced the following successes:

- 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 2008-09 21st Century Community Learning Centers program and student performance report data are encouraging and offer opportunities for continuous improvement in the coming years.

These results suggest that Wisconsin's 21st Century Community Learning Centers are helping to support the Every Child a Graduate initiative and 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 174 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 173 grants awarded in 2008-09. The percentages of student participants or centers responding are therefore based on a denominator of 174. 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 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 percentage of centers offering recreation, tutoring, academic enrichment, and art/music education.

Activities data from APR 2009 reported here may appear somewhat different from previous years due to a change in activities data collection. Individual activity data were collected for the majority of grantees (as opposed to aggregated activity data, the method used in previous years), and then converted to aggregated format in order to allow all grantees to finish data reporting.

3. 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)

August 2010

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 disability.



Printed on recycled paper