



21st Century Community Learning Centers
Executive Summary 2010-2011



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. 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 2010-11 school year marked the ninth academic year in which the DPI awarded CLC funds. A total of \$15,844,879 was provided for 210 centers starting or continuing programs.¹ In its efforts to support program continuous improvement efforts, the DPI provided multiple training and technical assistance opportunities for all grantees. In addition, CLC funded programs participate in a self-assessment process, selecting from a DPI-approved list that includes the Wisconsin After School Continuous Improvement Process.

“Students who are engaged in their own learning hold more promise for success in and outside of the school day... With the support of high quality learning opportunities before, during, and after school, youth can realize their potential with the skills to be successful 21st Century citizens.”

Tony Evers, PhD, State Superintendent

This report reflects the activity of the 210 centers, which operated in both urban and rural communities.

The data in this report are encouraging and reflective of the outstanding efforts made by dedicated program coordinators, instructional staff, activity leaders, and community partners. Compared to the 2009-10 school data, the 2010-11 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 188 to 210 from school years 2009-10 to 2010-11. During the same period, the number of regular attendees increased by 10%. The number of partners increased from 968 to 972 statewide, and their combined contribution was \$2,758,067.

The great need and demand for high quality after-school programs that address both academic and developmental needs of youth continues to increase. 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.

Statewide Summary of Key Program Elements

The following provides a statewide summary of key program elements, drawn from the PPICS reporting system.

Large Numbers of Students with Needs Served

A total of 48,938 students were served in Wisconsin's 210 21st CCLCs in 2010-2011. Of these, 22,319 were regular attendees, participating in activities 30 or more days during the reporting period. Centers typically recruit students with the highest needs for academic support.² Of the regular attendees:

- 78% were economically disadvantaged.
- 66% were students of color, including 36% Black (not Hispanic), 22% Hispanic, 6% Asian, and 3% American Indian.
- 10% were English Language Learners.

School and Community Partnerships Strengthened

All CLCs involved partnerships between schools and community organizations. A total of 972 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.

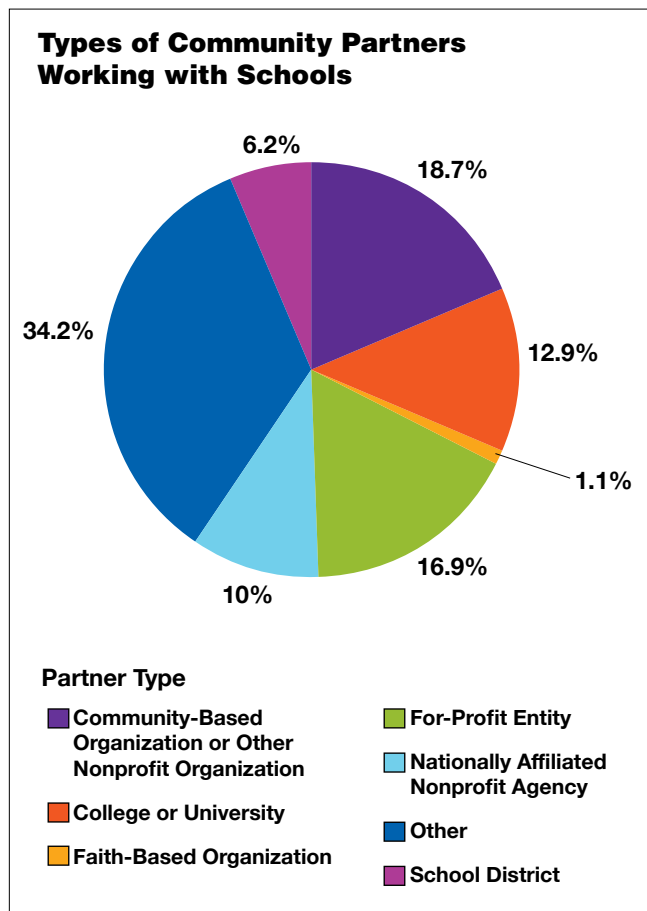
Community partners contributed a variety of program activities, staffing, related services, and goods. The total value of these contributions made by the 972 Wisconsin CLC partners in 2010-2011 was estimated to be about \$2,758,067. This does not include contributions from the schools that housed the 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 99%, respectively³), academic enrichment (89%), recreation (93%), and science (91%). A high majority offered art and music education (88%), cultural activities/social studies (86%), health-related activities (81%), and homework help (73%).⁴

Other common activities included technology (59%), tutoring (46%), leadership development (38%), community service/service learning (32%), drug abuse prevention (27%), and mentoring (18%).

On average, centers were open about 14 hours a week during the 2010-2011 school year. This includes before-school, after-school, evening, and weekend programs.

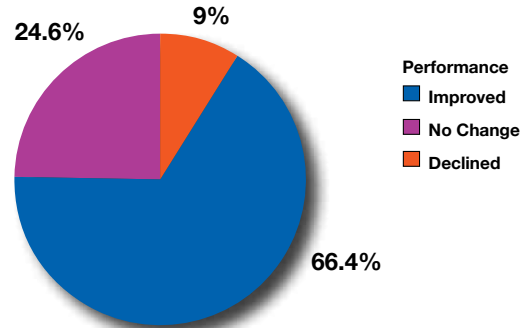


Student Academic Performance Improved

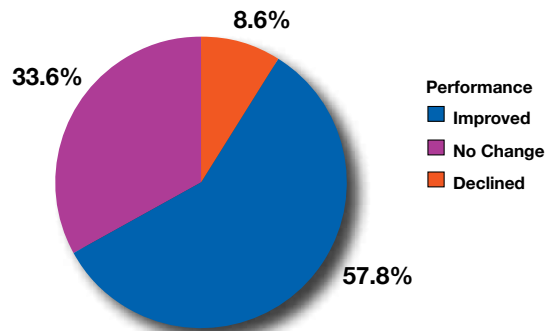
Students' primary teachers reported the following improvements in student behavior:

- 66% of students improved in class participation.
- 66% of students improved in completing homework satisfactorily.
- 64% of students improved in turning homework in on time.
- 58% of students improved in coming to school motivated to learn.
- 58% of students improved in being attentive in class.
- 56% of students improved in getting along well with others.
- 53% of students improved in behaving well in class.
- 46% of students improved in volunteering for extra credit or responsibility.
- 44% of students improved in attending class regularly.

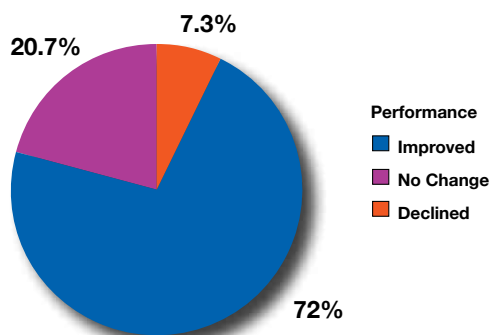
Improvement in Completing Homework to Teacher's Satisfaction



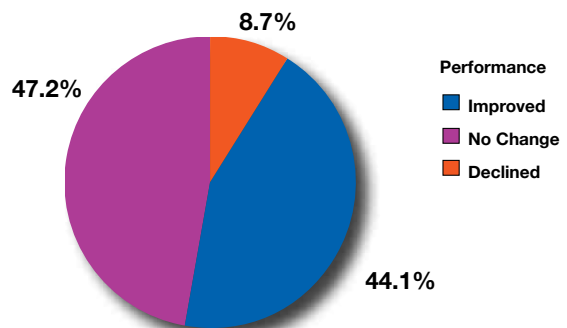
Improvement in Coming to School Motivated to Learn



Improvement in Academic Performance



Improvement in Attending Class Regularly



State Performance Standards and Results

The Wisconsin Department of Public Instruction established the following performance standards and indicators for evaluating the 21st Century Community Learning Center program in Wisconsin. These are displayed in the chart below. These standards establish the basis for evaluating the statewide CLC program.

During the 2011-12 school year, the CLC program at the DPI initiated two data reviews. The first examined data collected through required submissions of the Profile and Performance Information Collection System (PPICS), the federal data collection portal, by all current CLC grantees. This included both end-of-year and interim reports. In addition, the CLC program required all grantees to submit reports on their centers describing a summary of the conclusions drawn from their evaluation efforts, a description of how those findings were used to improve CLC programming and a description of how they shared their results with the public.

The following section of this report describes these standards and provides an analysis of the data collected along with the conclusions and recommendations that resulted from that analysis.

The 2011 values provided indicate the percentage of CLCs that met each performance standard, based on 2010-11 PPICS data for standards 1 – 9, and on local evaluation records and results for standard 10.

Summary of Results with Respect to Wisconsin Performance Standards

1. 124 CLCs (59%) met all 10 standards. 86 CLCs (41%) missed one or more standards. 11 missed only the homework help standard, a “softer” standard with a target of 80%. 75 CLCs (36%) missed a standard other than the homework help.
2. 185 CLCs or 88% reported meeting standard 1. This is below the target of 100%. 14 CLCs (7%) reported missing the 10 hours/week component of standard 1. 10 CLCs (5%) reported missing the 115 days/year component of standard 1.
3. 184 CLCs or 88% reported meeting standard 2, the 50 regular attendees standard.
4. All but 1 CLC (0.5%) met standard 3, provide reading and/or math, and standard 4, provide youth development.
5. 181 CLCs (86%) reported providing tutoring or homework help, standard 5.
6. All CLCs reported maintaining school-community partnerships, standard 6.
7. 178 CLCs (85%) reported an acceptable teacher survey response rate of 75% or greater, standard 7.
8. 206 CLCs (98%) and 202 CLCs (96%) reported at least 40% of teachers report improved academic performance and satisfactory homework completion, respectively, standards 8 and 9.
9. All CLCs reported meeting local evaluation requirements, standard 10.
10. The largest gaps in 2011 performance as measured by PPICS were in:
 - a) Teacher survey response rate, a 15% gap,
 - b) 10 hours per week and/or 115 days per school year, a 12% gap, and
 - c) 50 regular attendees, a 7% gap.

Performance standard	Performance Indicators	2011 Value
1. Provide programming a minimum of 10 hours a week and for a minimum of 115 days during the school year	<ul style="list-style-type: none"> • Plan in application includes 10 hours per week and 115 days per school year • PPICS programming reports 	88.1% (185/210)
2. Serve a minimum of 50 regular attendees during the school year	<ul style="list-style-type: none"> • Plan in application includes target of 50 regular attendees • PPICS attendance reports 	87.6% (184/210)
3. Provide programming in core subjects (reading and/or math)	<ul style="list-style-type: none"> • Plan in application includes reading and/or math • PPICS programming reports 	99.5% (209/210)
4. Provide programming in youth development (recreation, art, music, health-related, cultural, leadership, etc.)	<ul style="list-style-type: none"> • Plan in application includes non-academic youth development activities • PPICS programming report 	99.5% (209/210)
5. Provide tutoring/homework help	<ul style="list-style-type: none"> • Plan in application includes homework help • PPICS programming report 	86.2% (181/210)
6. Maintain school-community partnerships with at least one community organization, and strong school involvement	<ul style="list-style-type: none"> • Plan in application for active role of at least one community partner and one school • PPICS partnerships report 	100% (210/210)
7. Achieve 75% response rate on PPICS teacher survey	<ul style="list-style-type: none"> • PPICS teacher survey rate 	84.8% (178/210)
8. 40% of teachers report improved academic performance	<ul style="list-style-type: none"> • PPICS teacher survey 	98.1% (206/210)
9. 40% of teachers report improved homework completion to teachers' satisfaction	<ul style="list-style-type: none"> • PPICS teacher survey 	96.2% (202/210)
10. Conduct periodic local evaluations and use results for improvement	<ul style="list-style-type: none"> • Plan in application for evaluation • Local reports collected by DPI documenting evaluation conclusions and use of results 	100% (196/196)

Conclusions and Recommendations

In the 2010-11 school year, Wisconsin's 210 21st Century Community Learning Centers engaged participants in a number of activities, including (but not limited to):

- Book Clubs
- Readers Theater
- Programming targeting English Language Learners
- Science, Technology, Engineering, and Mathematics (STEM) programs
- Weekend youth programs that addressed specific academic needs
- Nutrition education programs
- Tutoring
- Mathematics competitions
- School and community gardening programs
- Performing arts
- Producing visual media projects
- Service learning projects
- Student councils
- Debate teams
- Martial Arts

The variety of programming, tied with the intentional academic support, has helped students reach the gains outlined in this report. The CLC program experienced the following successes:

- Served large numbers of economically disadvantaged students, students of color, and English Language Learners;

- Brought schools and community partners together to create and sustain programs before school, after school, and during the summer;
- Reported a high rate of progress in meeting their program objectives, documented 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.

These results suggest that Wisconsin's 21st Century Community Learning Centers are helping to support the Every Child a Graduate initiative and to close the achievement gap among economically disadvantaged students, students of color, and their peers.

The 21st Century Community Learning Centers program and student performance report data for the 2010-11 school year are encouraging and offer opportunities for continuous improvement in the coming years.

The CLC program directors and staff have demonstrated a commitment to improving the learning environment for students and implementing continuous improvement efforts. Areas identified for improvement include:

- Communicating program performance with the public;
- Using evaluation data effectively for program improvement;
- Sharing data effectively with day school teachers; and
- Recruiting students for programs serving fewer than the target of 50 regular attendees.

Based on the results and conclusions, the following recommendations are offered to improve CLC programming in Wisconsin.

1. Implement multiple strategies to increase compliance with the standard for a minimum average of ten hours of programming per week. More closely monitor performance, especially of centers with a history of non-compliance. Review interim and year-end reports and communicate promptly with those reporting less than 10 hours per week and 115 days per year.
2. Implement multiple strategies to enhance the teacher survey response rate. Restate the standard in multiple communications. Provide technical assistance and best practice examples. More closely monitor compliance and communicate promptly with those not meeting the standard.
3. Implement multiple strategies to enhance the number of regular attendees in centers with fewer than the standard of 50 regular attendees. Communicate the standard using multiple channels. More closely monitor performance via interim and end-of-year reports. Promptly communicate with low performing centers. Provide technical assistance on recruitment and programmatic enhancements to increase attendance.
4. Implement multiple strategies to improve use of local evaluation results, and communicating results with the public. Monitor closely any sites out of compliance in 2010-11 to assure future compliance. Provide technical assistance including best practices examples of use and communication of results.
5. Continue to provide technical assistance on various aspects of programming, such as STEM.

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



End notes

1. The data reported in this document reflects activity in 210 centers. The percentages of student participants or centers responding are therefore based on a denominator of 210. Data analyses for this report were provided by the American Institutes for Research (AIR), the national contractor of the 21st Century Community Learning Center Profile and Performance Information Collection System.

Due to a school center closing during the year, or system/reporting error, math and reading activities are reported at less than 100%.

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 student populations of 70% poverty, while the statewide average is 39%.

Wisconsin CLCs add an additional 462 hours to the school year. Wisconsin CLCs, on average, are open 14 hours a week, for 33 weeks. Thus CLCs add an additional 462 hours, the equivalent of 69 days, to the school year.

3. The figures used to determine these 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.

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Wisconsin Department of Public Instruction
Student Services Prevention and Wellness
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