

# 2011-12 21<sup>st</sup> Century Community Learning Centers

## Statewide Data Report

### 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 2011-2012 school year marked the tenth academic year in which the DPI awarded CLC funds. A total of \$13,425,000 was provided for 196 centers starting or continuing programs.<sup>1</sup> In its efforts to support program continuous improvement efforts, the DPI provided multiple training and technical assistance opportunities for all grantees.

This report reflects the activity of the 196 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 2010-2011 school data, the 2011-2012 school year shows continued growth in the percentage of regular student attendees (students who attended at least 30 days), and in the number of local partners contributing to the CLC mission. The number of partners increased from 972 to 1,015, with combined contributions of \$2,635,453.

### Statewide Summary of Key Program Efforts

#### “Large Numbers of Students with Needs Served”

A total of 38,572 students were served in Wisconsin’s 196 21<sup>st</sup> CCLCs in 2011-2012. Of these, 20,586 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. Of the regular attendees:

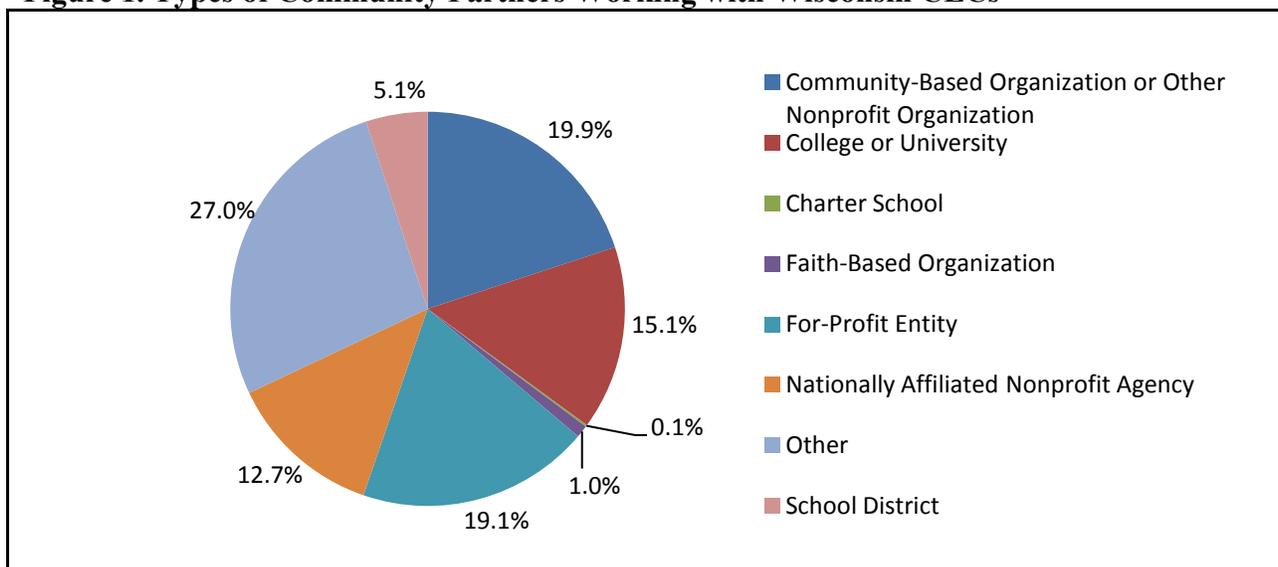
- 75.2% (15,486/20,586) were economically disadvantaged.
- 55.7% (8,917/16,013) were students of color, including 17.1% Black (not Hispanic), 29.1% Hispanic, 5.2% Asian, and 4.1% American Indian. (Note: 4,514 students were classified as unknown in 2011-12; the denominator was adjusted based on the unknown students.)
- 14.2% (2,919/20,586) were English Language Learners.

**“School and Community Partnerships Strengthened”**

All CLCs involved partnerships between schools and community organization. A total of 1,108 community and related organizations worked with Wisconsin CLCs. The types of partners ranged from community-based organizations to units of government and libraries (**Fig. 1**). 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 1,015 Wisconsin CLC partners in 2011-12 was estimated to be about \$2,635,453. This does not include contributions from the schools that housed the CLCs.

**Figure 1. Types of Community Partners Working with Wisconsin 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% and 99%<sup>2</sup> respectively), academic enrichment (92%), science (90%), and recreation (88%). A high majority offered cultural activities/social studies (83%), art and music education (82%), health-related activities (80%), and homework help (70%).

Other common activities included technology (67%), tutoring (45%), leadership development (40%), drug abuse prevention (34%), community service/service learning (28%), and mentoring (20%).

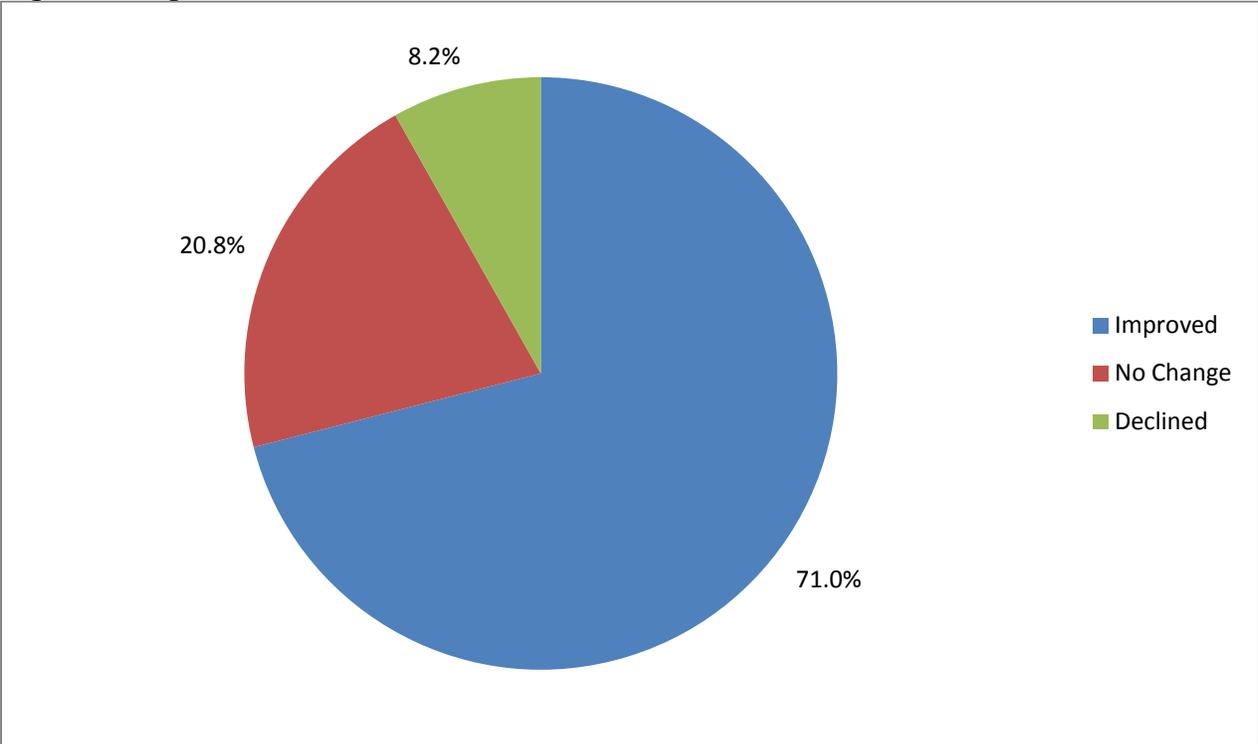
On average, centers were open about 14 hours a week during the 2012-2013 school year. This includes before-school, after-school, evening, and weekend programs.

### **“Student Academic Performance Improved”**

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

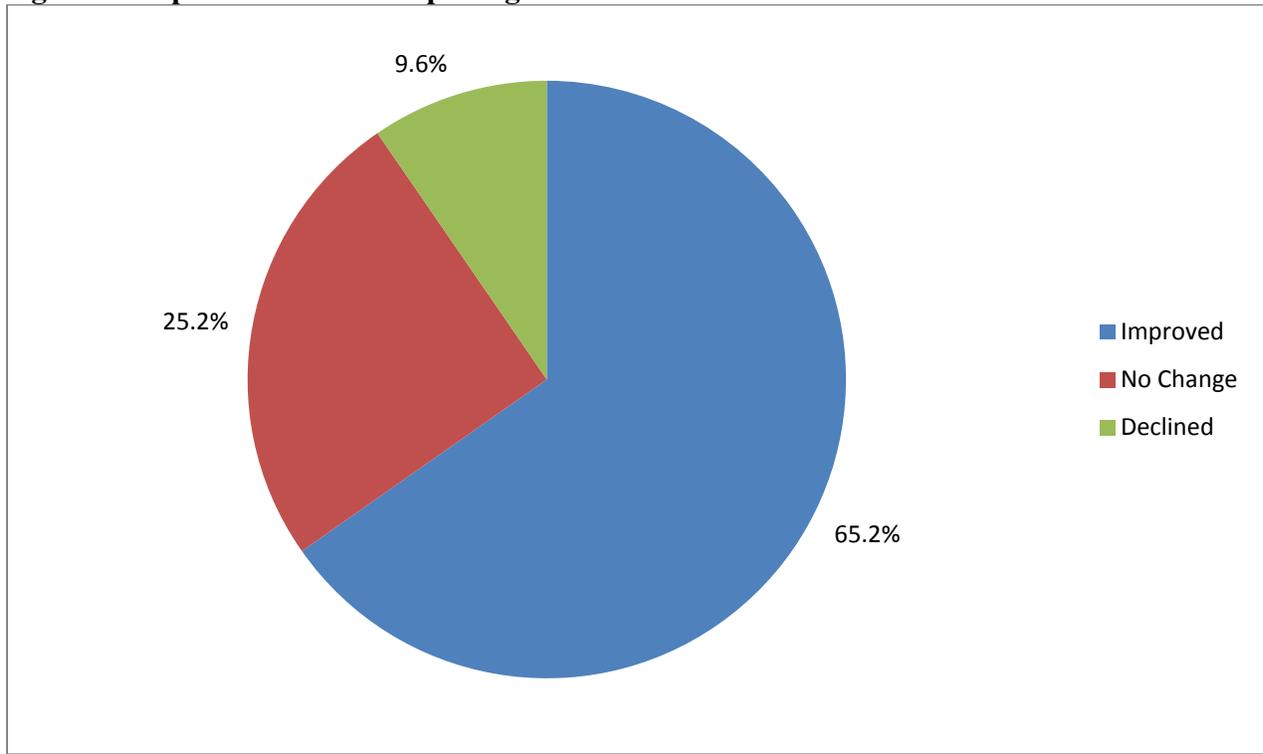
- 71% of students improved in academic performance.
- 65% of students improved in completing homework satisfactorily.
- 64% of students improved in class participation.
- 64% of students improved in turning homework in on time.
- 58% of students improved in coming to school motivated to learn.
- 57% of students improved in being attentive in class.
- 56% of students improved in getting along well with others.
- 54% of students improved in behaving well in class.
- 47% of students improved in volunteering for extra credit or responsibility.
- 44% of students improved in attending class regularly.

**Figure 2. Improved in Academic Performance**

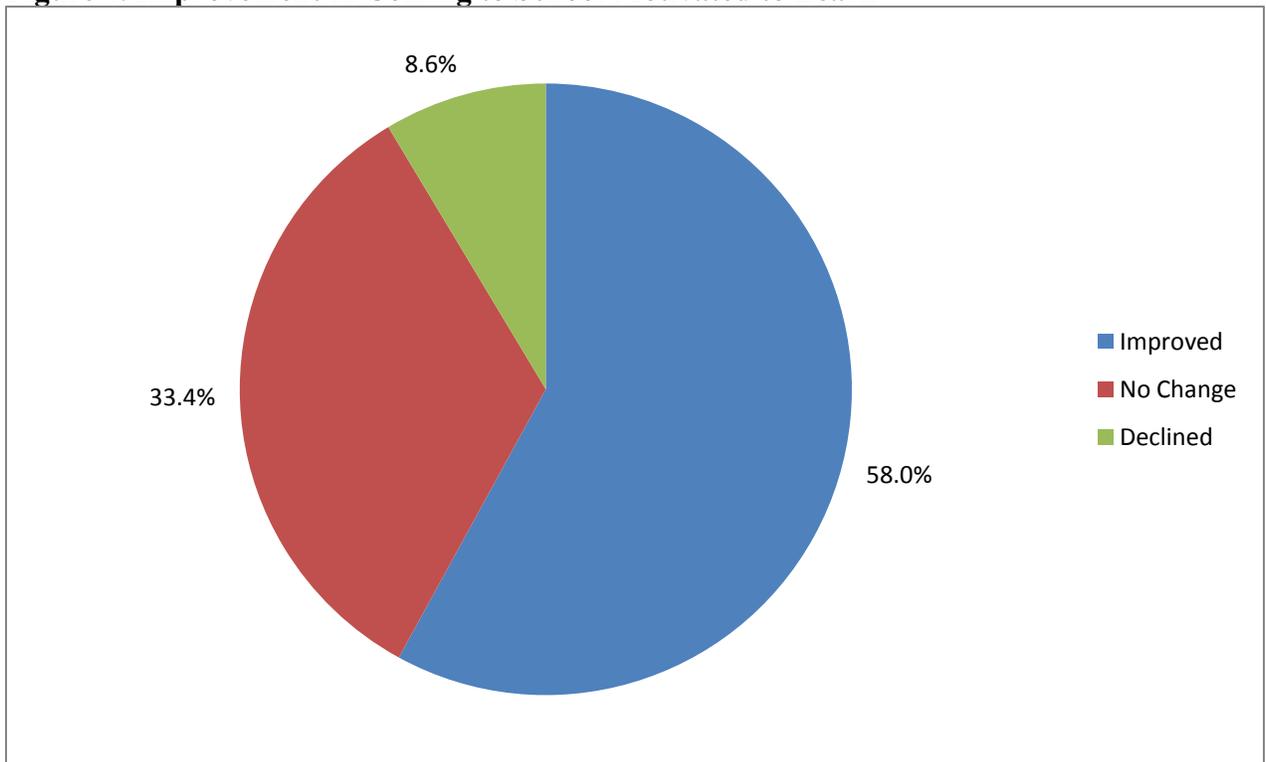


## “Student Behavior Improved”

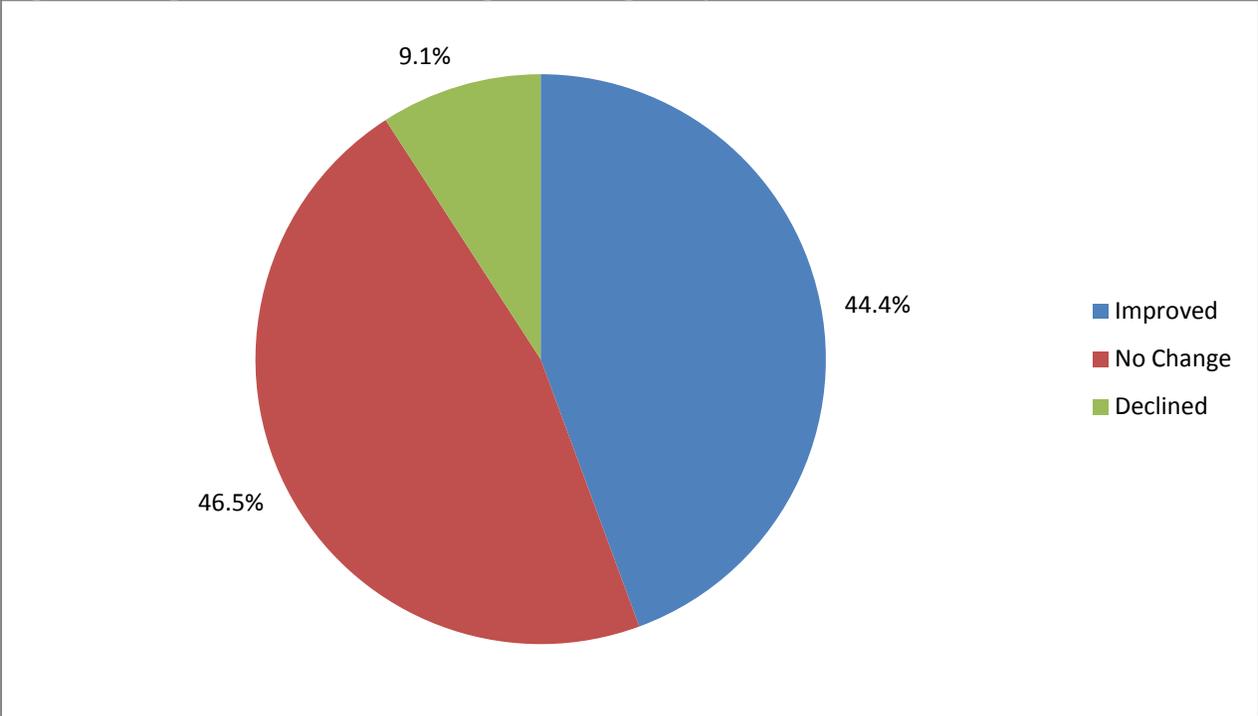
**Figure 3. Improvement in Completing Homework to Teacher’s Satisfaction**



**Figure 4. Improvement in Coming to School Motivated to Learn**



**Figure 5. 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 on the following page. These standards establish the basis for evaluating the statewide CLC program.

During the 2011-12 school year, the CLC program at the DPI gathered data for this report through required submissions of the Profile and Performance Information Collection System (PPICS), the federal data collection portal, and an interim report required by Wisconsin's DPI and collected through the PPICS system.

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 2012 values provided indicate the percentage of CLCs that met each performance standard, based on 2011-12 PPICS data.

### **Summary of Evaluation Results with Respect to Wisconsin Performance Standards: (n=204 programs)**

1. 46 CLCs (23%) met all 11 standards. The most frequently missed standards were **standards 6** (providing tutoring assistance – 45% met) and **7** (providing homework assistance – 70% met). When combining **standards 6** and **7** to an either/or statement, 136 (67%) of CLCs met the “softer” 10 standard list.
2. 185 CLCs (91%) reported providing a minimum of 10 hours per week of programming, meeting **standard 1**.
  - a. 78 CLCs (38%) reported providing 15 or more hours per week of programming.
3. 199 CLCs (98%) reported programming for a minimum of 115 days during the school year, meeting **standard 2**.
  - a. 169 CLCs (83%) reporting programming for 135 days during the school year, which represents 75% of the minimum required school days in an academic year (180 days).
4. 184 CLCs (90%) reported serving a minimum of 50 regular attendees during the school year, meeting **standard 3**.
5. 204 CLCs (100%) reported programming in reading and/or math, meeting **standard 4**.
6. 202 CLCs (99%) reported providing non-academic youth development activities, including recreation, art, music, health-related, cultural activities, etc., meeting **standard 5**.

7. 92 CLCs (45%) reported providing tutoring assistance, **standard 6**, as a part of their program.
8. 143 CLCs (70%) reported providing homework assistance, **standard 7**, as a part of their program.
9. 58 CLCs (28%) reported providing both tutoring and homework assistance as a part of their program.
10. 204 CLCs (100%) reported maintaining school-community partnerships, meeting **standard 8**.
11. 164 CLCs (80%) achieved a 75% or greater response rate on the PPICS teacher survey, meeting **standard 9**.
  - a. 104 CLCs (51%) achieved a 90% or greater response rate on the PPICS teacher survey.
12. 197 CLCs (97%) and 193 CLCs (95%) reported a minimum of 40% of teachers reporting improved academic performance and satisfactory homework completion, respectively, meeting **standards 10 and 11**.
  - a. 192 CLCs (94%) reported a minimum of 40% of teachers reporting both improved academic performance and satisfactory homework completion.

## WI Department of Public Instruction Evaluation Benchmarks

<i>Performance Standard</i>	<i>Target</i>	<i>Performance Indicators</i>	<i>2012 Value</i>
1. Provide programming a minimum of 10 hours a week	100%	<ul style="list-style-type: none"> <li>• Plan in application includes 10 hours per week</li> <li>• PPICS report on programming; interim</li> <li>• Onsite review observations and schedule</li> </ul>	90.7% (185/204)
2. Provide programming for a minimum of 115 days during the school year	100%	<ul style="list-style-type: none"> <li>• Plan in application includes 115 days per school year</li> <li>• PPICS report on programming; interim</li> <li>• Onsite review observations and schedule</li> </ul>	97.5% (199/204)
3. Serve a minimum of 50 regular attendees during the school year	95%	<ul style="list-style-type: none"> <li>• Plan in application includes target of 50 regular attendees</li> <li>• PPICS report attendance; interim</li> <li>• Onsite review of records of attendance</li> </ul>	90.2% (184/204)
4. Provide programming in core subjects (reading and/or math)	100%	<ul style="list-style-type: none"> <li>• Plan in application includes reading and/or math</li> <li>• PPICS report on programming; interim</li> <li>• Onsite review observations and record review</li> </ul>	100.0% (204/204)
5. Provide programming in youth development (recreation, art, music, health-related, cultural, leadership, etc.)	100%	<ul style="list-style-type: none"> <li>• Plan in application includes non-academic youth development activities</li> <li>• PPICS report on programming</li> <li>• Onsite review observations and record review</li> </ul>	99.0% (202/204)
6. Provide tutoring	80%	<ul style="list-style-type: none"> <li>• Plan in application includes tutoring</li> <li>• PPICS report on programming; interim</li> <li>• Onsite review observations and record review</li> </ul>	45.1% (92/204)
7. Provide homework help	80%	<ul style="list-style-type: none"> <li>• Plan in application includes homework help</li> <li>• PPICS report on programming; interim</li> <li>• Onsite review observations and record review</li> </ul>	70.1% (143/204)
8. Maintain school-community partnerships with at least one community organization, and strong school involvement	100%	<ul style="list-style-type: none"> <li>• Plan in application for active role of at least one community partner and one school</li> <li>• PPICS, report one or more partnerships</li> <li>• Onsite review observations and record review</li> </ul>	100.0% (118/118)
9. Achieve 75% response rate on PPICS teacher survey	100%	<ul style="list-style-type: none"> <li>• PPICS reported teacher survey rate</li> </ul>	79.9% (163/204)
10. 40% of teachers report improved academic performance	95%	<ul style="list-style-type: none"> <li>• PPICS summary of teacher survey item</li> </ul>	96.6% (197/204)
11. 40% of teachers report improved homework completion to teachers' satisfaction	95%	<ul style="list-style-type: none"> <li>• PPICS summary of teacher survey item</li> </ul>	94.6% (193/204)

## Conclusions and Recommendations

In the 2011-12 school year, Wisconsin's 196 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
- Adult literacy and continuous lifelong learning

These results and demographics illustrate how Wisconsin's 21<sup>st</sup> Century Community Learning Center program supports the Department of Public Instruction's "Every Child a Graduate" initiative and is helping to close the achievement gap between economically disadvantaged students, students of color, and their peers.

The CLC program is committed to continuous improvement based on measured performance and an understanding of their programs' impact on student performance and commitment to school. Some areas identified for improvement include:

- Ensuring that all students in need of academic and/or school inclusion help are given the opportunity to participate in CLC programs.
- Providing a solid connection between the CLC after-school activities and day-school activities.
- Gathering and using evaluation data for program improvement.

Based on the results of this data, the following recommendations are offered to help improve CLC programming in Wisconsin:

1. Provide training and information to centers to help them devise program plans aimed at more effective strategies for increasing student achievement. These include

provision of more tutoring in combination with homework help for targeted students, and better retention of students to increase regular attendee numbers and increase days of attendance for all CLC students.

2. Implement multiple strategies to enhance the percentage of centers meeting all of Wisconsin's CLC performance standards with the goal of 100% compliance.
3. Provide technical assistance and training to help programs devise the best programming possible in the areas of science, technology, math, and reading.

#### **End notes**

1. The data reported in this document reflects activity in 204 centers. The percentages of student participants or centers responding are therefore based on a denominator of 204. Since some school districts provided services to "feeder schools" with their grants, the number of centers reporting on PPICS is slightly higher (204) than the number of grants operating (196) in 2011-2012. 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 (PPICS).
2. 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.