



21st Century Community Learning Centers

# **Executive Summary**

# 2013-2014

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 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 economic need. Consideration was also given to 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 2013-14 school year marked the twelfth academic year in which the DPI awarded CLC funds. A total of \$16,650,000 was provided for 220 centers starting or continuing programs. In its efforts to support programs’ continuous improvement efforts, the DPI provided multiple training and technical assistance opportunities for all grantees.

This report reflects the activity of the 220 centers, which operated in both urban and rural communities.

**“As we continue closing the achievement gaps and preparing all students for career and college, 21st Century Community Learning Centers play a critical role by providing increased instructional time to students and connecting them with opportunities that exist within their local communities.”**

**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, activity leaders, and community partners. Compared to the 2012-13 school data, the 2013-14 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 CLCs increased from 205 to 220 between school years 2012-13 to 2013-14. The number of partners also increased from 1,387 to 1,425, with combined contributions of \$3,475,241.

The need and demand for high quality after-school programs that address the 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.

# Wisconsin 2013-2014 Performance Results

## Large Numbers of Students with Needs Served

A total of 42,417 students were served in Wisconsin's 220 CLCs in 2013-2014. Of these, 22,149 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:

- 76.5% (16,942/22,149) were economically disadvantaged.
- 59.0% (13,063/22,149) were students of color, including 31.6% Black (not Hispanic), 21.9% Hispanic, 4.3% Asian, and 2.4% American Indian. (Note: 452<sup>1</sup> students were classified as unknown in 2013-2014; the denominator was adjusted based on the unknown students.)
- 15.5% (3,430/22,149) were English Language Learners.

## School and Community Partnerships Strengthened

All CLCs involved partnerships between schools and community organizations. A total of 1,425 community and other organizations worked with schools. 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, staff, volunteers, and materials.

Community partners contributed a variety of program activities, staffing, related services, and goods. The total value of these contributions made by 1,425 Wisconsin CLC partners in 2013-2014 was estimated to be about \$3,475,241. This does not include contributions from the schools that housed the CLCs.

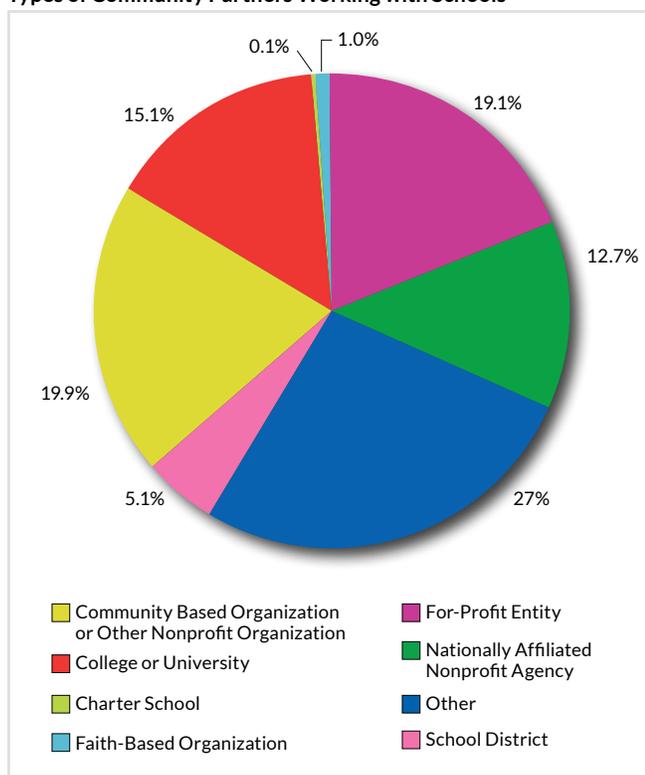
## Wide Range of Activities Provided

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 (98% and 95%<sup>2</sup>, respectively), recreation (93%), academic enrichment (92%), and science (90%). A large majority offered art and music education (84%), cultural activities/social studies (79%), homework help (69%), and health-related activities (66%).

Other common activities included technology (53%), tutoring (49%), leadership development (33%), drug abuse prevention (32%), community service/service learning (30%), and mentoring (20%).

On average, centers were open about 14 hours a week during the 2013-2014 school year. This includes before-school, after-school, evening, and weekend programs.

Figure 1.  
Types of Community Partners Working with Schools



### Student Academic Performance Improved

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

- 73% of students improved in academic performance. (Fig. 2)
- 67% of students improved in class participation.
- 65% of students improved in completing homework satisfactorily. (Fig. 3)
- 65% of students improved in turning homework in on time.
- 60% of students improved in coming to school motivated to learn. (Fig. 4)
- 60% of students improved in getting along well with others.
- 58% of students improved in being attentive in class.
- 56% of students improved in behaving well in class.
- 49% of students improved in volunteering for extra credit or responsibility.
- 46% of students improved in attending class regularly. (Fig. 5)

Figure 2.  
Improved in Academic Performance

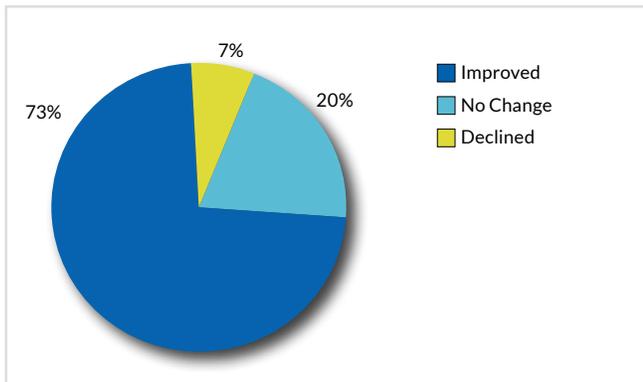


Figure 3.  
Improvement in Completing Homework to Teacher's Satisfaction

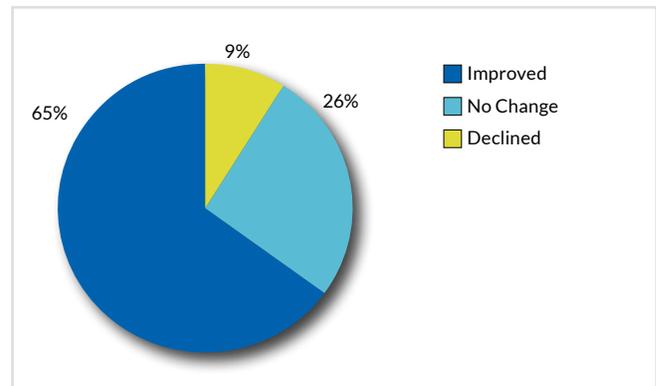


Figure 4.  
Improvement in Coming to School Motivated to Learn

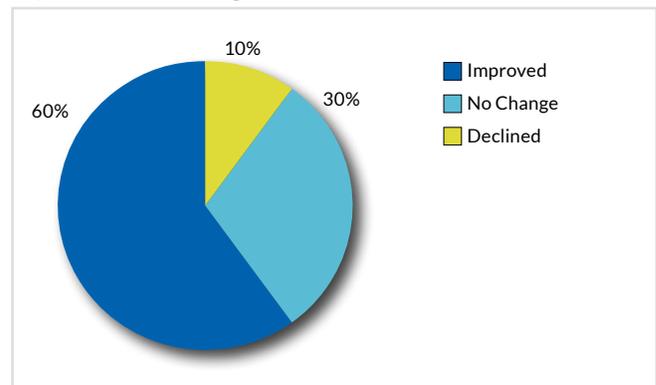
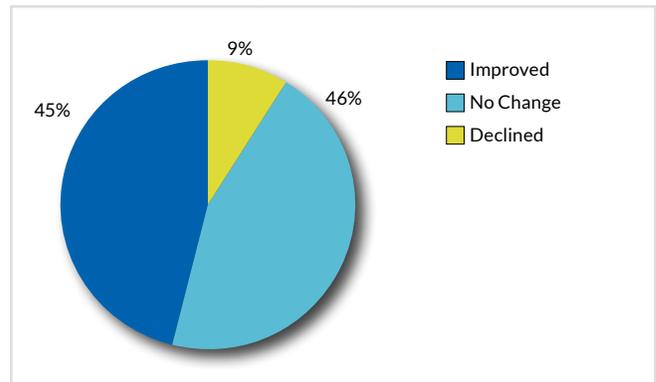


Figure 5.  
Improvement in Attending Class Regularly



## State Performance Standards and Results

The Wisconsin Department of Public Instruction established performance standards and indicators (listed on page five) for evaluating the 21st Century Community Learning Center program in Wisconsin. These standards establish the basis for evaluating the statewide CLC program.

During the 2013-14 school year, the CLC program at DPI gathered data for this report through required submissions to the federal data collection portal, Profile and Performance Information Collection System (PPICS), and through an interim report required by 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 2014 values provided indicate the percentage of CLCs that met each performance standard, based on 2013-14 PPICS data collected from 224 total programs. Where fewer than 224 programs responded to a question, the percentage is based on the number of programs responding.

### Wisconsin CLC Performance Standards Results (2013-2014 Academic Year)

1. 39 CLCs (17%) met all 11 standards. The most frequently missed standards were standards 6 (providing tutoring assistance – 43% met) and 7 (providing homework assistance – 67% met). When combining standards 6 and 7 to an either/or statement, 118 (53%) of CLCs met the “softer” 10 standard list.
2. 213 CLCs (95%) reported providing a minimum of 10 hours per week of programming, meeting **standard 1**.
  - a) 91 CLCs (41%) reported providing 15 or more hours per week of programming.
3. 216 CLCs (96%) reported programming for a minimum of 115 days during the school year, meeting **standard 2**.
  - a) 183 CLCs (82%) reported programming for 135 days during the school year, which represents 75% of the typical total number of school days in an academic year (180 days).
4. 201 CLCs (90%) reported serving a minimum of 50 regular attendees during the school year, meeting **standard 3**.
5. 219 CLCs (98%) reported programming in reading and/or math, meeting **standard 4**.
6. 219 CLCs (100%) reported providing non-academic youth development activities, including recreation, art, music, health-related, cultural activities, etc., meeting **standard 5**.
7. 97 CLCs (43%) reported providing tutoring assistance, **standard 6**, as a part of their program.
8. 151 CLCs (67%) reported providing homework assistance, **standard 7**, as a part of their program.
9. 60 CLCs (27%) reported providing both tutoring and homework assistance as a part of their program.
10. 219 CLCs (100%) reported maintaining school-community partnerships, meeting **standard 8**.
11. 183 CLCs (88%) achieved a 75% or greater response rate on the PPICS teacher survey, meeting **standard 9**.
  - a. 122 CLCs (59%) achieved a 90% or greater response rate on the PPICS teacher survey.
12. 202 CLCs (98%) and 190 CLCs (92%) reported a minimum of 40% of teachers reporting improved academic performance and satisfactory homework completion, respectively, meeting **standards 10 and 11**.
  - a. 189 CLCs (91%) reported a minimum of 40% of teachers reporting both improved academic performance and satisfactory homework completion.

# WI Department of Public Instruction Evaluation Benchmarks

Performance standard	Target	Performance Indicators	2014 Value
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</li> <li>Onsite review observations &amp; schedule</li> </ul>	95.1% (213/224)
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</li> <li>Onsite review observations &amp; schedule</li> </ul>	96.4% (216/224)
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 on programming</li> <li>Onsite review of records of attendance</li> </ul>	89.7% (201/224)
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</li> <li>Onsite observations &amp; record review</li> </ul>	98.2% (219/223)
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 observations &amp; record review</li> </ul>	100% (219/219)
6. Provide tutoring	80%	<ul style="list-style-type: none"> <li>Plan in application includes tutoring</li> <li>PPICS report on programming</li> <li>Onsite observations &amp; record review</li> </ul>	43.3% (97/224)
7. Provide homework help	80%	<ul style="list-style-type: none"> <li>Plan in application includes homework help</li> <li>PPICS report on programming</li> <li>Onsite observations &amp; record review</li> </ul>	67.4% (151/224)
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 observations &amp; record review</li> </ul>	100% (219/219)
9. Achieve 75% response rate on PPICS teacher survey	100%	<ul style="list-style-type: none"> <li>PPICS reported teacher survey rate</li> </ul>	88% (183/208)
10. 40% of teachers report improved academic performance	95%	<ul style="list-style-type: none"> <li>PPICS summary of teacher survey item</li> </ul>	97.6% (202/207)
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>	91.8% (190/207)

# Conclusions and Recommendations

In the 2013-14 school year, Wisconsin's 220 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

The CLC program focuses on providing supplemental academic instruction and social/emotional support for students in need of these services. While academic gains can be measured, the social and emotional benefits to students are more difficult to quantify. The genesis of the federal CLC program was the recognized need to engage students in productive and healthy activities after school rather than leaving them to less productive and in some cases harmful activities. The fact that a large number of Wisconsin students (42,417) were able to attend supervised activities before school, after school, and during the summer that provided them with a positive peer group, engaged them in learning,

and kept them safe is a significant contribution to keeping students heading in a positive direction and a major benefit to Wisconsin students and families.

In addition:

- Nearly three-quarters of regular CLC students improved their academic performance.
- Two-thirds of regular CLC students improved in completing their homework satisfactorily and on time.
- 100% of CLC programs worked with organizations in their community to make their programs true community partnerships.
- 76.5% of CLC students were economically disadvantaged, 59% were students of color, and 15.5% were English Language Learners.
- 60% of regular CLC students improved in coming to day school motivated to learn.

These results and demographics illustrate how Wisconsin's 21st Century Community Learning Centers 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 afterschool activities and day-school activities.
- Gathering helpful 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, better retention of students to increase regular attendee numbers, and increased 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. Compared to 379 in the prior year.
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.
3. The data reported in this document reflects activity for 220 centers. The percentages of student participants or centers responding are based on a denominator of 224. Since some school districts provided services to “feeder schools” with their grants, the number of centers reporting on PPICS is slightly higher (224) than the number of centers funded (220) in 2013-2014. Data 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. Data analyses were compiled by the Wisconsin Department of Public Instruction (DPI). DPI has made a reasonable effort to ensure that these data are up-to-date, accurate, complete, and comprehensive at the time of disclosure. These records reflect data as reported to this agency by the educational community we serve for the reporting period indicated. These analyses are a true and accurate representation of the data on file at DPI.



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