# Nita M. Lowey
## 21st Century Community Learning Centers
# 2021-2022 Annual Report

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent

# INTRODUCTION

Since 2002, the Wisconsin Department of Public Instruction (DPI) has administered the federally funded Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant program, also known as Title IV, Part B, of the Every Student Succeeds Act (ESSA). The program's purpose is to create community learning centers that provide students with academic enrichment opportunities, and additional activities designed to complement their regular academic program. Each center provides a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment, community service opportunities, arts and music activities, sports, and cultural activities. Centers also collaborate with families and provide a safe environment for students when school is not in session.

To help guide centers in their work of achieving the greatest impact for youth, DPI developed a set of guiding principles to provide direction.*  These guiding principles include:

**Vision, Mission, and Goals:** Program has clear youth-centered vision, mission, and goals developed in partnership with important stakeholders.

**Leadership and Staff:** Program has strong leadership and a team of qualified staff in place.

**Financial Management and Sustainability:** Program

manages funding sources appropriately and plans for sustainability.

**Program Improvement:** Program gathers and reviews high-quality data for decision making and continuous quality improvement.

**Diversity of Programming:** Program offers a broad array of programming and employs multiple methods of instruction.

**Academic Enrichment:** Academic enrichment activities complement, but do not replicate, the school day.

 **Social and Emotional Learning:** Social and emotional learning is integrated across all areas of the program.

**Voice, Choice, and Leadership:** Youth have a voice in programming and have genuine opportunities for choice and leadership.

**Program Environment:** Program ensures youth feel safe, supported, and welcomed.

**Community Collaboration:** Program engages and collaborates with community stakeholders.

**Partnership with School:** Partnership between program and school is characterized by active collaboration and communication.

**Family Engagement:** Families are treated as essential partners in program's efforts to support youth.

"Wisconsin's Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) programs play an essential role in ensuring that every child and family, regardless of where they live, has access to the quality education programs, enrichment opportunities, and other supports they need. These programs regularly provide essential services to students and families throughout Wisconsin, from academic enrichment and physical fitness to family engagement and social and emotional learning activities.

For many students and families, their local 21st CCLC program was a key resource for accessing needed academic support after the pandemic and re-establishing relationships with the school and community. I have no doubt that these programs will continue to be a vital component to support students and families going forward."

- Jill K. Underly, PhD, State Superintendent

The 2021-2022 school year marks the 20th academic year in which DPI administered the program to provide subgrants to various organizations, including public school districts, charter schools, and community-based organizations. In total, the program funded 129 sites with $14,660,000, serving 386 schools and over 14,000 students across the state.

This report examines the program's overall implementation in 2021-22, including the populations of students served, types of programming provided, staffing levels, family involvement, and involvement of community-based partners. This report also examines relevant outcomes for the program across the state as well as site-reported successes and challenges. Data sources for this report include responses to the Yearly Progress Report (YPR), a state-level end-of-year report completed by program staff at sites, as well as information entered in the DPI statewide data collection system for 21st CCLC programs (Cayen Systems' AS21 online platform).

*See https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcguideprinciplesfull.pdf for more information on the guiding principles.

# STUDENTS SERVED

During the 2021-22 school year, the 129 21st CCLC sites in Wisconsin served a total of 14,115 students, with the average site serving 109 students. The average daily attendance across sites was 41 students per day, which was higher than in 2020-21, but still lower than in the years prior to the COVID-19 pandemic, which caused many schools in Wisconsin to alter their educational activities toward the end of 2019-20 and for most of 2020-21. Ongoing pandemic impacts are still likely one of the causes of reduced participation, as 65 percent of sites indicated that the pandemic limited or reduced the number of students who could be served during 2021-22.

"COVID-19 continued to make an impact during the school year especially early on and through the beginning of the second semester." – 21st CCLC grantee

Despite the ongoing limitations, many sites maintained high levels of average daily attendance, with 46 percent of sites having an average daily attendance above 40. There were also 4,588 regular attendees during 2021-22 (elementary students with 200 or more hours of programming or middle/high school students with 100 or more hours of programming), and 37 percent of sites had more than 40 regular attendees.

Sites continue to provide services across a range of age groups, with approximately 70 to 80 percent of sites serving each of the elementary school grades (K-5), 40 to 45 percent of sites serving each of the middle school grades (6-8), and approximately 10 to 15 percent of sites serving the high school grades (9-12).
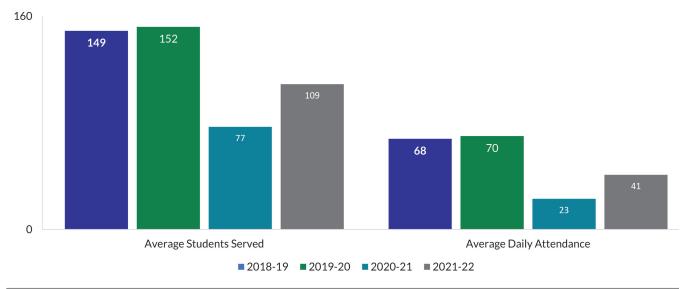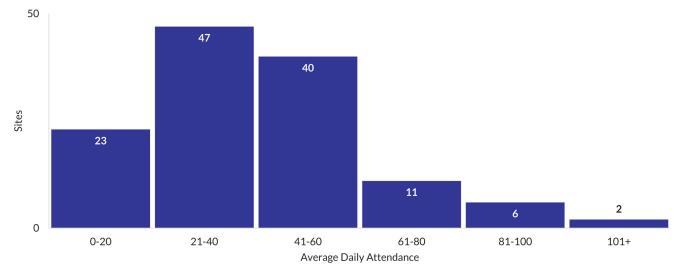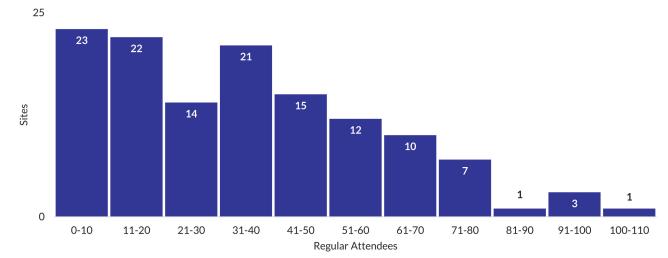
## Figure 1: 21st CCLC Student Attendance by Year

Average Students Served:
- 2018-19: 149
- 2019-20: 152
- 2020-21: 77
- 2021-22: 109

Average Daily Attendance:
- 2018-19: 68
- 2019-20: 70
- 2020-21: 23
- 2021-22: 41

Legend: ■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22

## Figure 2: Average Daily Attendance by Number of Sites

Sites by Average Daily Attendance:
- 0-20: 23
- 21-40: 47
- 41-60: 40
- 61-80: 11
- 81-100: 6
- 101+: 2

## Figure 3: Number of Regular Attendees by Number of Sites

Sites by Regular Attendees:
- 0-10: 23
- 11-20: 22
- 21-30: 14
- 31-40: 21
- 41-50: 15
- 51-60: 12
- 61-70: 10
- 71-80: 7
- 81-90: 1
- 91-100: 3
- 100-110: 1

## Figure 4: Grade Levels Served

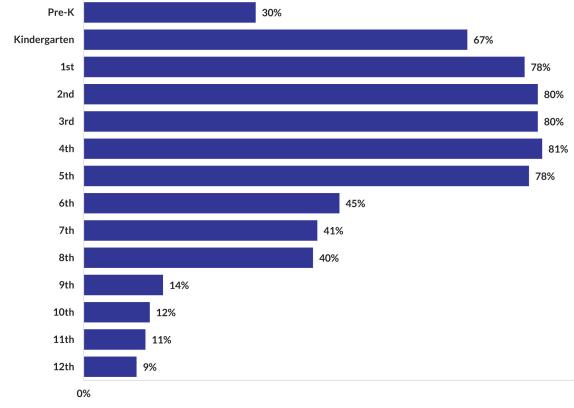| Grade | Percent |
|-------|---------|
| Pre-K | 30% |
| Kindergarten | 67% |
| 1st | 78% |
| 2nd | 80% |
| 3rd | 80% |
| 4th | 81% |
| 5th | 78% |
| 6th | 45% |
| 7th | 41% |
| 8th | 40% |
| 9th | 14% |
| 10th | 12% |
| 11th | 11% |
| 12th | 9% |

0%                                                                100%
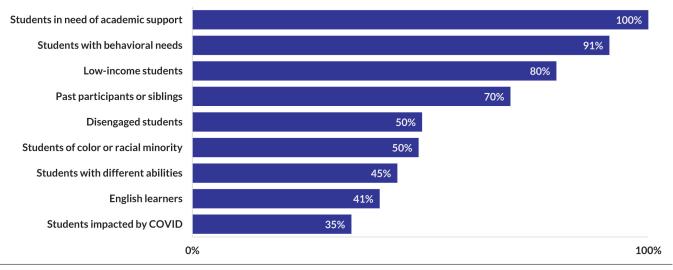
Several student populations are priorities for 21st CCLCs, including students from low-income families and students in need of academic support. During 2021-22, student recruitment aligned with these priorities, as 100 percent of sites indicated that they intentionally recruited students in need of academic support, and 80 percent of sites indicated that they intentionally recruited low-income students. Other student populations with high levels of recruitment included students with behavioral needs and past participants or siblings of participants. Approximately half of the sites intentionally recruited students of color or racial minorities, and 41 percent of sites intentionally recruited English Learners.
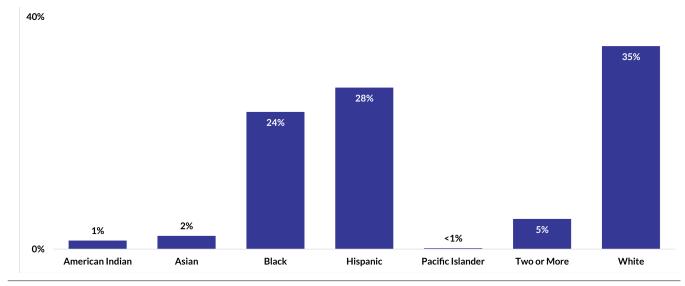
The resulting participant population in 2021-22 mostly reflected these priorities. Nearly three fourths of participating students were economically disadvantaged, approximately 15 percent were English Learners, and 65 percent of participants were non-White.
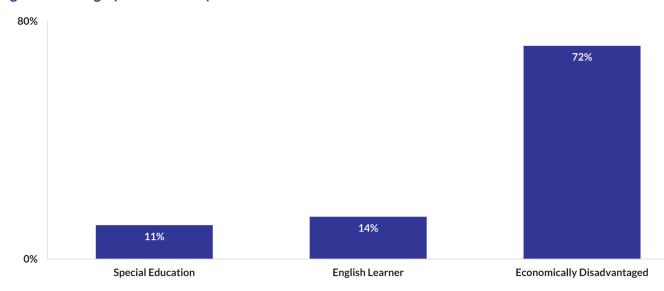
## Figure 5: Student Populations Prioritized in Recruitment

| Population | Percentage |
|---|---|
| Students in need of academic support | 100% |
| Students with behavioral needs | 91% |
| Low-income students | 80% |
| Past participants or siblings | 70% |
| Disengaged students | 50% |
| Students of color or racial minority | 50% |
| Students with different abilities | 45% |
| English learners | 41% |
| Students impacted by COVID | 35% |

## Figure 6: Race/Ethnicity of Participants

| Race/Ethnicity | Percentage |
|---|---|
| American Indian | 1% |
| Asian | 2% |
| Black | 24% |
| Hispanic | 28% |
| Pacific Islander | <1% |
| Two or More | 5% |
| White | 35% |

## Figure 7: Demographics of Participants

| Demographic | Percentage |
|---|---|
| Special Education | 11% |
| English Learner | 14% |
| Economically Disadvantaged | 72% |

# 21ST CCLC PROGRAMMING

During the 2021-22 school year, the average 21st CCLC site was open for 148 days and provided 409 hours of programming. On a weekly basis, sites offered an average of 19.3 hours of programming, a slight increase over the weekly average of 18.4 hours in 2020-21. Approximately one-quarter of all sites also operated before school.

Programming consisted of a variety of learning and enrichment opportunities and activities for student participants. The vast majority of sites offered program activities related to academic enrichment, including literacy, mathematics, (Science, Technology, Engineering, and Mathematics (STEM), and remedial education activities (such as homework help). Nearly all sites also offered physical activities or arts and music programming for participating students.

**Table 1: Activities Offered**

| ACTIVITY | PERCENT OF SITES OFFERING |
|---|---|
| Literacy | 97% |
| Physical Activity | 96% |
| Arts and Music | 95% |
| Mathematics | 95% |
| Science, Technology, Engineering, and Mathematics (STEM) | 91% |
| Remedial Education Activities | 84% |
| Technology | 64% |
| Nutrition Education | 57% |
| Tutoring Services | 53% |
| Cultural Programs | 53% |
| Service Learning | 49% |
| Mentoring Programs | 44% |
| Career Prep | 38% |
| Services for Students with Different Abilities | 38% |
| Environmental Literacy | 36% |
| Truancy or Expulsion Prevention | 30% |
| Programs for English Learners | 22% |
| Counseling | 20% |
| Drug and Violence Prevention | 19% |
| Financial Literacy | 19% |
| Parenting Skills | 13% |
| Expanded Library Service Hours | 12% |
| Credit Recovery | 3% |

To align with the guiding principle of academic enrichment, 21st CCLC sites strive to ensure their activities complement, but do not replicate, what students learn during the school day. To help students meet academic standards, 21st CCLC sites use a variety of strategies. The most common strategies include using evidence-based practices, aligning programming with day school content, and using state standards to guide programming.
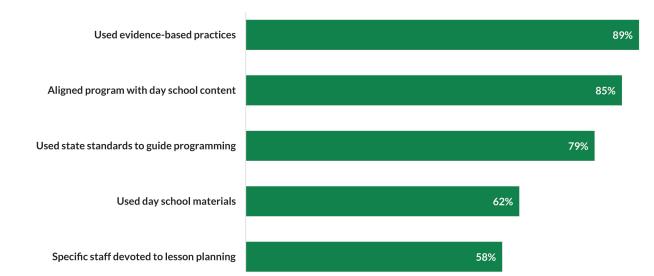
**Figure 8: Strategies Used to Help Students Meet Standards**

| Strategy | Percentage |
|---|---|
| Used evidence-based practices | 89% |
| Aligned program with day school content | 85% |
| Used state standards to guide programming | 79% |
| Used day school materials | 62% |
| Specific staff devoted to lesson planning | 58% |

# 21ST CCLC STAFF

During 2021-22, a total of 1,692 staff worked for 21st CCLC sites across Wisconsin. Of these, school day teachers comprised a plurality of the staff (25 percent), with other high percentages of staff categorized as college students (18 percent) and other non-teaching staff (17 percent). Leadership at 21st CCLC sites typically consists of a program coordinator who has primary oversight capacity for the staff and functions of the site. Approximately 60 percent of sites had a program coordinator with two or more years of experience, and approximately 40 percent of sites had a program coordinator with four or more years of experience.
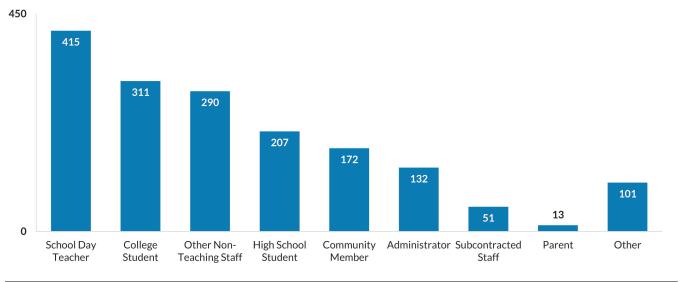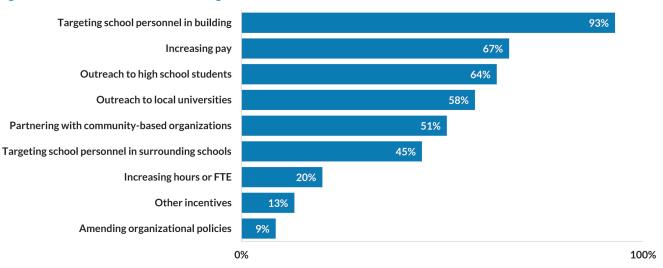
**Figure 9: Staff Employed at 21st CCLC Sites**



| Category | Value |
|---|---|
| School Day Teacher | 415 |
| College Student | 311 |
| Other Non-Teaching Staff | 290 |
| High School Student | 207 |
| Community Member | 172 |
| Administrator | 132 |
| Subcontracted Staff | 51 |
| Parent | 13 |
| Other | 101 |

**Figure 10: Staff Recruitment Strategies**



| Strategy | Percent |
|---|---|
| Targeting school personnel in building | 93% |
| Increasing pay | 67% |
| Outreach to high school students | 64% |
| Outreach to local universities | 58% |
| Partnering with community-based organizations | 51% |
| Targeting school personnel in surrounding schools | 45% |
| Increasing hours or FTE | 20% |
| Other incentives | 13% |
| Amending organizational policies | 9% |

To maintain a team of qualified staff and align with the guiding principle of leadership and staff, sites rely on a variety of recruitment strategies. The most common of these strategies was targeting school personnel in the building, with 93 percent of sites employing this strategy. Other strategies used by a majority of sites include increasing pay, outreach to high school students and local universities, and partnering with community-based organizations.



# FAMILY ENGAGEMENT

Another guiding principle for 21st CCLC sites is family engagement, with the goal of having families treated as essential partners in a program's efforts to support youth. One way in which 21st CCLC sites meet this principle is by offering family activities or events. Nearly all sites (98 percent) offered at least one family event in 2021-22 to adult family members of participants, and 27 percent of sites offered four or more family events. Across all sites, a total of 3,158 family members attended some form of family engagement activity, for an average of 24.5 family members per site. Unlike the prior

year (2020-21), a vast majority (94 percent) of 2021-22 21st CCLC sites in Wisconsin offered in-person events, although virtual events also continued, with 44 percent of sites utilizing this practice.

Another way in which 21st CCLC sites provide support to families is by providing transportation offerings to student participants. Across all sites, 81 percent offered some form of transportation to participants outside of family pick-ups. The most commonly-provided offerings were direct transportation to participants, supervision to participants walking home, and taxi service for participants.
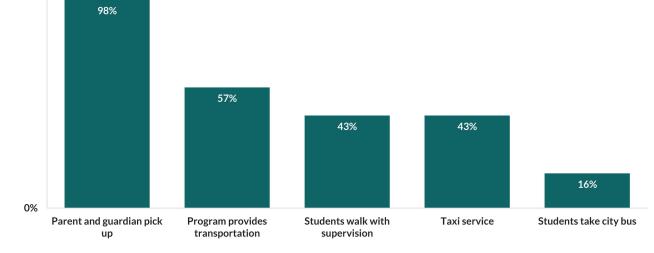
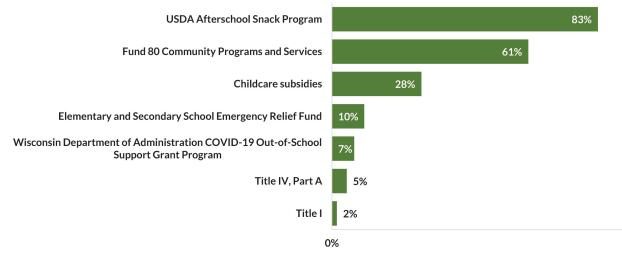**Figure 11: Student Transportation Offerings**

# COMMUNITY-BASED ORGANIZATIONS & FUNDERS

In 2021-22, Wisconsin 21st CCLC programs continued to engage and collaborate with community based organizations and funders. Across all sites, 87 percent reported working with at least one community partner, and 60 percent reported working with four or more community partners. The total number of partners worked with across the state was 644, with an average of 5.0 partners per site.

To maintain financial sustainability, nearly all sites (97 percent) also coordinated with other funding sources outside of DPI. Additional funding sources

for a majority of sites included the United States Department of Agriculture (USDA) Afterschool Snack Program and Fund 80 Community Program and Services. These funds helped to ensure that program costs did not fall upon families of participants and continued the decreasing trend of sites that reported having a participation fee for participants. In 2021-22, just eight percent of sites reported having a fee for participation, compared to 10 percent in 2020-21 and 32 percent in 2019-20.

**Figure 12: Additional Funding Sources**

| Funding Source | Percentage |
|---|---|
| USDA Afterschool Snack Program | 83% |
| Fund 80 Community Programs and Services | 61% |
| Childcare subsidies | 28% |
| Elementary and Secondary School Emergency Relief Fund | 10% |
| Wisconsin Department of Administration COVID-19 Out-of-School Support Grant Program | 7% |
| Title IV, Part A | 5% |
| Title I | 2% |

# OUTCOMES IN 2021-22

A vital component of the Program Improvement guiding principle involves gathering and reviewing data for continuous quality improvement. One aspect of this data review is the extent to which sites and participants meet federal, state, and local outcomes. Outcome categories examined in this report include the new federally required Government Performance and Results Act (GPRA) measures, state outcomes aligned to the four statewide objectives of the program, local reported progress toward site-specific goals aligned to the statewide objectives, and measures of student engagement as reported by teachers working with participating students.

**Table 2: GPRA Results**

| MEASURE | GRADES MEASURED | OUTCOME |
|---|---|---|
| Reading/ELA Growth | Grades 4-8 | 33% |
| Mathematics Growth | Grades 4-8 | 32% |
| Attendance Improvement | Grades 1-12 | 63% |
| GPA Improvement | Grades 7-8 and 10-12 | 66% |
| Suspensions Improvement | Grades 1-12 | 97% |
| Engagement Improvement | Grades 1-5 | 65% |

## GPRA Measures

In 2021, the GPRA measures for the 21st CCLC program were updated to include growth on state assessments, school-day attendance improvement, grade-point-average (GPA) improvement, and in-school suspension improvement, in addition to the already required teacher-reported engagement in learning.

- The growth GPRAs measure the percentage of students who either improved their performance level or maintained Proficient/Advanced status on state assessments from 2020-21 to 2021-22 in reading and language arts and mathematics. Approximately one third of program participants across all Wisconsin 21st CCLC sites met this GPRA in reading/English Language Arts (ELA) and mathematics.

- The attendance improvement GPRA measures the percentage of students who had a school day attendance rate at or below 90 percent in 2020-21 but then improved their attendance rate in 2021-22. Just over 60 percent of 21st CCLC participants met this GPRA.

- The GPA GPRA measures the percentage of middle and high school students with a prior-year GPA of less than 3.0 who then improved

their GPA the following year, and 66 percent of participants met this measure in 2021-22.

- The vast majority of participants met the suspensions GPRA (97 percent), which measures the percentage of students who decrease their number of in-school suspensions from 2020-21 to 2021-22.

- Finally, the engagement GPRA measures the percentage of students who demonstrated an improvement in teacher-reported engagement in learning over the course of the year. In 2021-22, nearly two-thirds (65 percent) of participants met this GPRA.

## State Goals and Objectives

In 2020-21, DPI developed a revised set of comprehensive objectives and outcomes aligned to the four statewide goals of the 21st CCLC program. DPI vetted these outcomes using an equity decision and policy tool and considered the intentional and unintentional consequences of such measures on programs, staff, and students. The following tables show results for each of these outcomes. Note that some of these newly-developed measures will not have available data until the summer of 2023.

- For State Goal 1, "programs will provide a stable, safe, and supportive environment to meet the needs of the target population," the program met seven out of the twelve measurable objectives.

- For State Goal 2, "programs will challenge youth to develop as learners," the program met none of the eight measurable objectives.

- For State Goal 3, "programs will support the development of other skills necessary for success," the program met both of the measurable objectives.

- Finally, for State Goal 4, "programs will engage families and the broader community support of student learning," the program met two out of the six measurable objectives.

| GOAL 1: PROGRAMS WILL PROVIDE A STABLE, SAFE, AND SUPPORTIVE ENVIRONMENT TO MEET THE NEEDS OF THE TARGET POPULATION | | | |
|---|---|---|---|
| | Objective | Data Source | Outcome |
| 1.1 Quality staff | 1.1.a: 100 percent of programs employ a part-time or full-time coordinator | YPR | 99% |
| | 1.1.b:<br>-85 percent of programs maintain a student-to-staff ratio at or below 15-to-1 (grades K-5 and K-8)<br>-85 percent of programs maintain a student-to-staff ratio at or below 20-to-1 (grades 6-12 and K-12) | YPR | 87% (grades K-5)<br>100% (grades 6-12) |
| | 1.1.c: 95 percent of students and families believe that staff care about them | Student Survey, Family Survey | * |
| | 1.1.d: 90 percent of staff have training in or knowledge of promising practices for specific Out-of-School Time (OST) practices | YPR | 92% |
| | 1.1.e: 90 percent of staff have training in or knowledge of promising practices in social and emotional learning (SEL) | YPR | 97% |
| | 1.1.f: 90 percent of staff have training in or knowledge of promising practices in equitable teaching and culturally responsible practices | YPR | 89% |

*To be measured Spring/Summer 2023

## GOAL 1: PROGRAMS WILL PROVIDE A STABLE, SAFE, AND SUPPORTIVE ENVIRONMENT TO MEET THE NEEDS OF THE TARGET POPULATION

| | Objective | Data Source | Outcome |
|---|---|---|---|
| 1.2 Coverage and access | 1.2.a: 90 percent of families and middle and high school students report that the days and times the program is offered are adequate to meet the family's and students' needs | Family Survey, Student Survey | * |
| | 1.2.b: 90 percent of programs solicit family and middle and high school student feedback in regard to scheduling | YPR | 64% |
| | 1.2.c: 100 percent of programs provide sufficient transportation options to ensure transportation is not a barrier | YPR | 81% |
| | 1.2.d: 100 percent of programs provide an equal opportunity to participate and access to the program (e.g., race, gender, ethnicity, language, different abilities, mental health needs, sexual orientation, family and student background, and/or family income, behavioral needs, etc.) | YPR | 100% |
| 1.3 Target population | 1.3.a: 95 percent of programs report that the percent of program participants that are economically disadvantaged aligns with the percent of economically disadvantaged in the day school population | Cayen/WiseDash | 75% |
| | 1.3.b: 55 percent of attendees in grades 3-8 are in need of academic support as demonstrated by the previous year's spring Forward assessment score (below grade level expectations and targets) | State Assessments | 85% |
| | 1.3.c: 95 percent of programs report serving students most in need of support (e.g., race, gender, ethnicity, language, social and emotional learning needs, different abilities, mental health needs, sexual orientation, family and student background, and/or family income, behavioral needs, etc.) | YPR | 100% |
| | 1.3.d: 95 percent of programs report having a systematic recruitment strategy in place to ensure those most in need of support are targeted for participation | YPR | * |
| 1.4 Program climate | 1.4.a: At least 95 percent of participants report feeling safe at the after-school program at 75 percent of programs. | Student Survey | * |
| | 1.4.b: At least 95 percent of participants indicate feeling that they belong at the after-school program at 75 percent of programs. | Student Survey | * |
| | 1.4.c: 90 percent of families indicate that because of their interaction with after-school staff, they felt more welcomed in the school | Family Survey | * |
| | 1.4.d:<br>-At least 40 percent of participants (grades K-5) are frequent attendees (attended 200+ hours of program) at 50 percent of programs<br>-At least 40 percent of participants (grades 6-12) are frequent attendees (attended 100+ hours of program) at 40 percent of programs | Cayen | 60% of programs (grades K-5)<br>44% of programs (grades 6-12) |
| | 1.4.e: At least 95 percent of participants report knowing a staff member with whom they identify at the after-school program at 75 percent of programs | Student Survey | * |
| | 1.4f: At least 95 percent of participants report that there is at least one staff member that they can talk to and trust at the after-school program at 75 percent of programs | Student Survey | * |

*To be measured Spring/Summer 2023

| GOAL 2: PROGRAMS WILL CHALLENGE YOUTH TO DEVELOP AS LEARNERS | | | |
|---|---|---|---|
| | Objective | Data Source | Outcome |
| 2.1 Quality academic rogramming | 2.1.a: 90 percent of programs provide at least four hours of academic enrichment per week in a typical week (activities which list academics as the primary objective of the activity) | Cayen | 26% |
| | 2.1.b: 100 percent of programs report using one or more promising practices in their academic programming (e.g., project-based learning; inquiry-based learning; service learning) | YPR | 99% |
| | 2.1.c: 100 percent of programs report aligning with school day content or state standards | YPR | 94% |
| 2.2 Improvements in school engagement, school erformance, and academic habits | 2.2.a: 70 percent of students and families report that attending the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) helps them improve their grades or do better in school | Student Survey, Family Survey | * |
| | 2.2.b: 70 percent of students (in grades 1-5) participating in 21st CCLC programming demonstrate an improvement in teacher-reported engagement in learning | Teacher Survey | 65% |
| | 2.2.c: 70 percent of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in reading and language arts on state assessment or equivalent | State Assessments | 33% |
| | 2.2.d: 70 percent of attendees who attend 60+ hours (in grades 4-8) demonstrate growth in math on state assessment or equivalent | State Assessments | 32% |
| | 2.2.e: 70 percent of students in grades 7–8 and 10–12 who attend 60+ hours of 21st CCLC programming with a prior-year unweighted GPA less than 3.0 will demonstrate an improved GPA | GPA | 69% |
| | 2.2.f: 95 percent of grade 1-12 youth who attend 60+ hours of 21st CCLC programming during the school year, and have had a school-day attendance rate at or below 90 percent in the prior school year, will demonstrate an improved attendance rate in the current school year | School Day Attendance | 68% |

*To be measured Spring/Summer 2023

## GOAL 3: PROGRAMS WILL SUPPORT THE DEVELOPMENT OF OTHER SKILLS NECESSARY FOR SUCCESS

| | Objective | Data Source | Outcome |
|---|---|---|---|
| 3.1 Opportunity Gap | 3.1.a: 90 percent of families agree that because of the program, their child participated in activities they would not have otherwise had the opportunity to participate in | Family Survey | * |
| 3.2 Voice and Choice | 3.2.a: 90 percent of students agree that they have some choices about how to spend their time in the program | Student Survey | * |
| | 3.2.b: 90 percent of students agree that staff and program leaders care about what students think | Student Survey | * |
| | 3.2.c: 80 percent of students report that the 21st CCLC provided opportunities to be a leader | Student Survey | * |
| 3.3 Social and Emotional Skill Development | 3.3.a: 80 percent of students and families report that the 21st CCLC helped them to get along better with others | Student Survey, Family Survey | * |
| | 3.3.b: 80 percent of parents and guardians report that as a result of coming to the program, their child has increased confidence in their abilities | Family Survey | * |
| | 3.3.c: 80 percent of students agree that they have opportunities to explore topics that are interesting to them | Student Survey | * |
| | 3.3.d: 90 percent of programs report that they intentionally embed opportunities for SEL into program activities | YPR | 98% |
| 3.4 Improvements in Youth Behaviors | 3.4.a: 80 percent of students in grades 1–12 attending 60+ hours of 21st CCLC programming during the school year experience a decrease in in-school suspensions compared to the previous school year | In-School Suspensions | 97% |

*To be measured Spring/Summer 2023

| GOAL 4: PROGRAMS WILL ENGAGE FAMILIES AND THE BROADER COMMUNITY IN SUPPORT OF STUDENT LEARNING | | | |
|---|---|---|---|
| | Objective | Data Source | Outcome |
| 4.1 Outreach to families | 4.1.a: 100 percent of programs offer at least one family activity or event (in person or virtual) per year | YPR | 98% |
| | 4.1.b:<br>• At least 45 percent of families (elementary or K-8 programs) participate in 21st CCLC family activities or events<br>• At least 25 percent of families (middle or high school programs) participate in 21st CCLC family activities or events | Cayen | 72% (elementary)<br>55% (middle/high) |
| | 4.1.c: 90 percent of programs report providing information on 21st CCLC programming to parents and guardians at least monthly | YPR | 88% |
| | 4.1.d: 85 percent of families agree that staff communicate with them about the program | Family Survey | * |
| | 4.1.e: 75 percent of family members report that they have ongoing opportunities throughout the year to provide feedback | Family Survey | * |
| | 4.1.f: 75 percent of families report that as a result of the program they had opportunities to be engaged in their child's education | Family Survey | * |
| | 4.1.g: 60 percent of families report that family activities provided by the program help them develop their own knowledge and skills | Family Survey | * |
| 4.2 Involvement of community partners | 4.2.a: 100 percent of programs involve partners (i.e., as a funder, advisory board member, or ongoing source of in-kind support) | Cayen | 87% |
| | 4.2.b: 75 percent of 21st CCLC programs have at least three community partners (volunteered services and contracted services such as community agencies, community members, faith-based organizations, advocacy groups, local businesses, employers, nonprofits such as libraries, UW-Extension, etc.) | Cayen | 71% |
| 4.3 Advisory Board | 4.3.a: 25 percent of programs involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.) | YPR | 53% |

*To be measured Spring/Summer 2023

## Local Progress

Programs are also required to periodically conduct a local evaluation and measure progress toward their site-specific objectives aligned to the four statewide goals. For each of the four state goals, the majority of sites reported making some progress during 2021-22. State Goal 1 had both the highest proportion of sites reporting they achieved the goal (28 percent), but also the highest proportion of sites reporting they made no progress on the goal (13 percent).

## Student Engagement

The final outcome measure examined in 2021-22 was teacher-reported student improvement in engagement. In the spring of 2022, teachers participated in a survey for each of their 21st CCLC participating students. The survey asked teachers to rate what happened with each student's level of engagement in learning over the course of the year. The survey also asked to what extent a variety of engagement-related constructs improved over the year for each student. For overall engagement as well as each sub-measure of engagement, a majority of teachers reported that students either needed to improve and did so, or did not need to improve.

### LOCAL PROGRESS ON STATE GOALS

| STATE GOAL | GOAL ACHIEVED | SOME PROGRESS | NO PROGRESS |
|---|---|---|---|
| Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population (n=127) | 28% | 60% | 13% |
| Goal 2: Programs will challenge youth to develop as learners (n=129) | 8% | 91% | 2% |
| Goal 3: Programs will support the development of other skills necessary for success (n=129) | 17% | 81% | 2% |
| Goal 4: Programs will engage families and the broader community support of student learning (n=129) | 15% | 81% | 5% |

### TEACHER REPORTED STUDENT ENGAGEMENT IMPROVEMENT

| To What Extent Did Students Improve... | Needed to Improve and Did | Needed to Improve and Stayed the Same | Needed to Improve and Got Worse | It Did Not Need to Improve | Not Applicable |
|---|---|---|---|---|---|
| Overall engagement in learning | 44% | 19% | 4% | 32% | 0% |
| Enjoyment of class activities | 40% | 19% | 4% | 36% | 2% |
| Class participation | 38% | 19% | 3% | 37% | 2% |
| Asking questions in class | 36% | 24% | 3% | 35% | 2% |
| Assignment completion | 34% | 20% | 4% | 39% | 2% |
| Connecting activities to real world | 32% | 20% | 2% | 42% | 4% |
| Willingness to try new things | 40% | 17% | 3% | 38% | 2% |
| Self-directed learning | 36% | 23% | 4% | 34% | 2% |

# SUPPORTING THE FIELD

The DPI is committed to helping 21st CCLC grantees realize their programs' potential and improve the quality of services for youth and families. In response to identified needs and opportunities, in 2021-22, the DPI and key partner agencies provided a variety of training and technical assistance opportunities to grantees. The UW Green Bay Consortium for Applied Research provided regular trainings on how to use the online CAYEN data system, provided one on-one technical assistance, and collaborated to guide grantees on identifying community needs and evaluative practices. The Wisconsin Afterschool Network (WAN) convened grantees monthly through Peer-to-Peer Networking webinars to provide a collaborative learning space to learn from and with peers about timely topics that were relevant to

the challenges that programs were identifying in real time.WAN staff also hosted separate monthly Leadership Academies for staff that self-identified as "veteran" or "emerging" leaders for 21st CCLC programs. Topics included, student recruitment, supporting student and staff mental health needs, staff recruitment and retention, ongoing program adaptations due to rolling closures, leveraging federal funding to support program expansion and supplemental activities. Additionally, DPI staff provided monthly webinars for grantees to share timely information and professional learning content on topics such as federal reporting and evaluation, outdoor education, continuous improvement, health and safety.

# SUCCESSES AND CHALLENGES

During 2021-22, 21st CCLC sites were given the opportunity to report information on the successes they had during the year as well as any challenges they faced through the YPR process.

Successes were numerous throughout the school year. Specific successes noted by many sites included:

- Increased student participation
- Increased student engagement in programming
- Moved fully or more toward in-person programming
- Provided additional programming
- Improved programming for student mental health and social-emotional learning
- Improved academic performance for participants
- Provided more and higher quality family engagement
- Rebuilt, expanded, and strengthened community partnerships
- Improved communication and collaboration with day school staff
- Maintained a safe and welcoming environment

"We transitioned back to full in-person programming in the fall and had a full and robust program. ... We were able to bring our community partners back in-person and that was a wonderful experience for our students. We were able to host our families for several in-person activities which helped to reconnect after the long COVID shut down." – 21st CCLC grantee

"We rebuilt and strengthened some past partnerships... Youth were able to participate in meaningful community engagement, health and wellness, and identify exploration activities. We expanded our academic and family support structures and were able to set up individual and small group tutoring sessions for specific classes and subjects." – 21st CCLC grantee
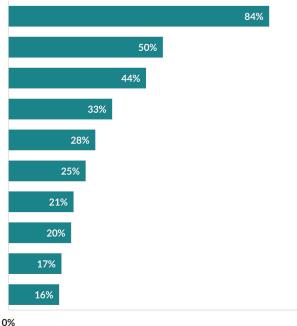
"SEL has become a part of our daily activities. We were able to increase our program offerings since COVID and have seen student engagement go up. Our communication with day school staff has gotten better and we are consistently communicating about students who are in need of being in the program and how we can continue the day school into after-school." – 21st CCLC grantee

"It has been extremely challenging to secure additional staff during our current economic climate. Although the effects of COVID-19 are beginning to subside, limited staffing made programming difficult at times." – 21st CCLC grantee

The largest challenge noted by sites was adequately staffing their program, as 84 percent of sites reported this challenge. Other challenges reported by at least a quarter of sites across the state included recruiting or retaining participants (50 percent), meeting student mental health or social and emotional needs (44 percent), expanding or changing services offered to meet student and family needs (33 percent), providing engaging virtual programming for adult family members (28 percent), and developing skills to provide social-distanced programming or virtual programming (25 percent).



### Figure 12: Challenges Programs Faced

| Challenge | Percent |
|---|---|
| Adequately staffing the program | 84% |
| Recruiting or retaining participants | 50% |
| Meeting student mental health or social and emotional needs | 44% |
| Expanding or changing services offered to meet student and family needs | 33% |
| Providing engaging virtual programming for adult family members of participants | 28% |
| Developing skills to provide social-distanced programming, virtual programming, etc. | 25% |
| Transportation access for participants | 21% |
| Accessing training opportunities that reflect unique needs of staff | 20% |
| Needing to change program delivery models | 17% |
| Accessing adequate space for in-person programming | 16% |

0%                                                          100%

# CONCLUSION

The 2021-22 school year was one of recovery for many 21st CCLC sites throughout Wisconsin following the COVID-19 health crisis that significantly impacted the 2019-20 and 2020-21 school years. Despite a majority of sites reporting difficulty in acquiring adequate staffing levels and recruiting or retaining participants in 2021-22, sites were still able to increase the number of students they served and nearly doubled their average daily attendance over the prior year. Sites also strived to serve marginalized populations by intentionally recruiting students in need of academic support, low-income students, and students of color or racial minorities. The students they served also reflected these priorities, with over two-thirds of participants across the state in need of academic support as measured by previous assessment scores, over two thirds being economically disadvantaged, and over half of participants being students of color. Sites also noted a return to in-person programming as well as a growing emphasis on social-emotional learning programming, as many sites tried to meet the challenge of meeting student mental health needs.The school year also brought new measurement of outcomes with updated GPRA measures for the 21st CCLC program. Results showed more than half of student participants meeting these measures associated with attendance, GPAs, reduced suspensions, and learning engagement. One area of particular improvement is in demonstrated academic growth for student participants in reading and language arts and math.

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