



ALBA CLC -- 2023-2024 Evaluation Report

Funded through the Nita M. Lowey 21st Century Community Learning Center Grant Program

-in partnership with-



AMERICA SCORES Milwaukee



Introduction & Program Description

CLC offers academic, artistic, recreational, and cultural enrichment opportunities to students and their families when school is not in session. By providing academic enrichment programs, CLC's help students meet state and local academic achievement standards in core academic subjects, such as reading and mathematics. CLC's also provide students with a broad array of other activities —such as drug and violence prevention programs, sports, and volunteer opportunities— during the after school hours or during summer recess. CLC's also serve the families of participants through family activities like literacy night, arts and craft nights, gardening activities, and more!

Program Operations & Participant Demographics

Students targeted for participation in the CLC are those in grades K through 8th and who: score well below and below proficient on state tests (especially in ELA), reside in low-income or single-parent households, speak English as their second language, or have been identified as needing other supports such as social-emotional learning or arts and recreational activities. These students are targeted because they are at high risk of falling behind academically and socially which will ultimately limit their overall success.

ALBA's CLC program operated Monday through Friday from 2:20-5:15pm, was open a total of 149 days, and served 160 students, with an average daily attendance of 78.

Pre-K - 5th Grade		6th - 12th Grade	
Days (Not reported to 21APR)	Count	Days (Not reported to 21APR)	Count
< 30 days?	43	< 30 days?	25
30 - 59 days?	9	30 - 59 days?	3
60 - 89 days?	6	60 - 89 days?	1
90 or more days	56	90 or more days	17
Race / Ethnicity	Count	Race / Ethnicity	Count
American Indian or Alaskan Native	0	American Indian or Alaskan Native	0
Asian	0	Asian	0
Black or African American	0	Black or African American	0
Hispanic or Latino	114	Hispanic or Latino	45
Hawaiian or Pacific Islander	0	Hawaiian or Pacific Islander	0
White	0	White	0
Two or More Races	0	Two or More Races	0
Data Not Provided	0	Data Not Provided	1
Sex	Count	Sex	Count
Male	45	Male	28
Female	69	Female	18
Not Reported in Male or Female	0	Not Reported in Male or Female	0
Data Not Provided	0	Data Not Provided	0
Population Specifics	Count	Population Specifics	Count
LEP	101	LEP	40
Economically Disadvantaged	114	Economically Disadvantaged	46

Attendance

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days
School Year 2023-2024	68	12	7	73

Reporting Period	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours
School Year 2023-2024	1	13	10	24	28	84

Federal GPRA Reporting

Funded through the Nita M. Lowey 21st Century Community Learning Center Grant Program, all CLC programs are evaluated on standardized performance goals, formally known as the Government Performance and Results Act, or GPRA for short. These measured are quantifiable indicators to assess progress. ALBA's CLC program GPRA results are as follows:

GPRA #1 - State Assessment - Reading and Language Arts (Grades 4-8)						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
For how many of these students do you have outcome data to report?	1	13	4	19	21	46
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	2	0	1	5	6
GPRA #1 - State Assessment - Math (Grades 4-8)						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
For how many of these students do you have outcome data to report?	1	13	4	20	21	46
Of the students for whom you have outcome data to report, how many demonstrated growth in mathematics on state assessments?	0	2	0	1	2	4
GPRA #2 - Academic Achievement - GPA (Grades 7-8 and 10-12)						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
For how many of these students do you have outcome data to report and who had a prior-year unweighted GPA of less than 3.0 in the prior school year?	0	6	2	3	2	14
Of these students, how many demonstrated an improved GPA in the current school year?	0	6	2	2	1	14
GPRA #3 - School Day Attendance (Grades 1-12)						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
For how many of these students do you have outcome data to report and had a school day attendance rate at or below 90% in the prior school year?	0	1	0	1	3	4
Of these students, how many demonstrated an improved attendance rate in the current school year?	0	1	0	1	1	2
GPRA #5 - Engagement in Learning (Grades 1-5)						
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
For how many of these students do you have outcome data to report?	0	0	6	11	19	53
Of these students, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	5	5	19	38

Year-End Survey Responses (Spring 2024)

Participant Surveys

How do you like the CLC?	65 Response(s)	
It's great!	45 Response(s)	69%
It's ok.	20 Response(s)	31%
I wish I didn't have to come.	0 Response(s)	0%

Do you feel safe where you are at the CLC?	65 Response(s)	
Yes	64 Response(s)	98%
No	1 Response(s)	2%

Parent Surveys

1: Overall, how would you rate the Community Learning Center (CLC) program?	98 Response(s)	
Excellent	58 Response(s)	59%
Good	35 Response(s)	36%
Fair	5 Response(s)	5%
Poor	0 Response(s)	0%
Very poor	0 Response(s)	0%
2: Does your child attend a CLC at their school or different school?	98 Response(s)	
Their school	98 Response(s)	100%
Different school	0 Response(s)	0%
3: Why is your son/daughter enrolled in the CLC after-school program? Please check all that apply.	98 Response(s)	
I wanted my son/daughter to get help with homework	64 Response(s)	65%
I was worried about my son/daughter's safety after school	25 Response(s)	26%
So my son/daughter could be with his/her friends after school	25 Response(s)	26%
The CLC is free	29 Response(s)	30%
I needed child care	47 Response(s)	48%
4: Do you feel the CLC is helping your son/daughter do better in school?	98 Response(s)	
Yes	91 Response(s)	93%
No	2 Response(s)	2%
Don't know	5 Response(s)	5%
5: Does your child receive homework assistance in the CLC?	98 Response(s)	
Yes	87 Response(s)	89%
No	5 Response(s)	5%
Don't know	6 Response(s)	6%
6: Does the CLC provide enrichment opportunities for your child?	98 Response(s)	
Yes	86 Response(s)	88%
No	7 Response(s)	7%
Don't know	5 Response(s)	5%
7: Does the CLC help your child's social skills?	98 Response(s)	
Yes	91 Response(s)	93%
No	3 Response(s)	3%
Don't know	4 Response(s)	4%
8: Do you feel your child is safer during afterschool hours in the CLC than they would be otherwise?	98 Response(s)	
Safer	65 Response(s)	66%
The same	33 Response(s)	34%
Not as safe	0 Response(s)	0%
Don't know	0 Response(s)	0%
9: Do you feel the CLC staff cares about your child?	98 Response(s)	
Yes	98 Response(s)	100%
No	0 Response(s)	0%

Teacher Surveys

1: Overall, what happened with the student's engagement in learning over the course of the program/year?	89 Response(s)	
Needed to improve and did improve	33 Response(s)	37%
Needed to improve and stayed the same	20 Response(s)	22%
Needed to improve and got worse	2 Response(s)	2%
It did not need to improve	34 Response(s)	38%
To what extent did the student improve in their...	89 Response(s)	
2: Enjoyment of class activities (e.g., participates, shows interest in topics studied, spends extra time on topics, volunteers, etc.)	89 Response(s)	
Needed to improve and did improve	34 Response(s)	38%
Needed to improve and stayed the same	16 Response(s)	18%
Needed to improve and got worse	2 Response(s)	2%
It did not need to improve	36 Response(s)	40%
Not Applicable	1 Response(s)	1%
3: Participation in class activities	89 Response(s)	
Needed to improve and did improve	37 Response(s)	42%
Needed to improve and stayed the same	16 Response(s)	18%
Needed to improve and got worse	1 Response(s)	1%
It did not need to improve	33 Response(s)	37%
Not Applicable	2 Response(s)	2%
4: Asking questions during class or engaging in relevant topic conversations	89 Response(s)	
Needed to improve and did improve	32 Response(s)	36%
Needed to improve and stayed the same	27 Response(s)	30%
Needed to improve and got worse	1 Response(s)	1%
It did not need to improve	29 Response(s)	33%
Not Applicable	0 Response(s)	0%
5: Completion of in-class assignments	89 Response(s)	
Needed to improve and did improve	22 Response(s)	25%
Needed to improve and stayed the same	21 Response(s)	24%
Needed to improve and got worse	3 Response(s)	3%
It did not need to improve	43 Response(s)	48%
Not Applicable	0 Response(s)	0%
6: Connecting class activities and materials to the real world	89 Response(s)	
Needed to improve and did improve	31 Response(s)	35%
Needed to improve and stayed the same	15 Response(s)	17%
Needed to improve and got worse	2 Response(s)	2%
It did not need to improve	36 Response(s)	40%
Not Applicable	5 Response(s)	6%
7: Willingness to try new things in the classroom	89 Response(s)	
Needed to improve and did improve	40 Response(s)	45%
Needed to improve and stayed the same	10 Response(s)	11%
Needed to improve and got worse	1 Response(s)	1%
It did not need to improve	38 Response(s)	43%
Not Applicable	0 Response(s)	0%
8: Demonstration of self-directed learning (expresses interests, offers input into class activities, explores topics of personal interest, works independently)	89 Response(s)	
Needed to improve and did improve	34 Response(s)	38%
Needed to improve and stayed the same	21 Response(s)	24%
Needed to improve and got worse	1 Response(s)	1%
It did not need to improve	33 Response(s)	37%
Not Applicable	0 Response(s)	0%



Evaluation Findings & Progress Toward Objectives

State Goal: Provide a stable, safe, and supportive environment to meet the needs of target population

ALBA CLC Priority Area	Goal	Progress
Target Population	75% of CLC participants enrolled will be English Language Learners, and be identified as in need of additional academic support.	23-24 Enrollment Data Showed: <ul style="list-style-type: none"> • 88% of participants had Limited English Proficiency • 100% of participants were considered Economically Disadvantaged

State Goal: Challenge youth to develop as learners

ALBA CLC Priority Area	Goal	Progress
Improvements in school engagement, school performance, and academic habits	CLC participants who regularly attend CLC (30 days or more) and who are performing well below or below in reading on the Early Lit/Star test will improve their growth target from fall to spring.	STAR Test results showed that of CLC participants: <ul style="list-style-type: none"> • 66% improved their score on English Reading • 78% improved their score on Spanish Reading

State Goal: Support the development of other skills necessary for student success

ALBA CLC Priority Area	Goal	Progress
Increase participant's social-emotional awareness	Participants will report improved competency in at least one Social Emotional Learning Competency	Surveys showed that youth self-reported that they... <ul style="list-style-type: none"> • Keep trying until they get something right (86% agree) • Are good at working with other students (88% agree) • Have learned how to help the community (96% agree)

State Goal: Engage families in support of student learning

ALBA CLC Priority Area	Goal	Progress
Increase parent's engagement in their child's academic and social success	Parents will report that the CLC has enhanced their ability to support their child's academic growth and overall development.	Parent surveys showed: <ul style="list-style-type: none"> • 77% believe they are confident in supporting their child academically Family Night Participation: <ul style="list-style-type: none"> • Literacy Night (27 attended) • Poetry Night (33 attended) • Financial Literacy Night (35 attended) • Health & Fitness Night (15 attended)

Parent Quote:

“Everything is amazing — staff are amazing always willing to help. They do a great job and sometimes it goes unnoticed but we see you all doing a great job. Thank you for everything I appreciate all the staff.”

Summary & Successes/Challenges

Family nights have been very successful. These regular events were opportunities for students and their families to participate in activities that tie to what students were learning in CLC. Not only did families have the opportunity to learn about and participate in the same things that their child was learning, but families could also meet and socialize with CLC staff and other families. Also beneficial was that we hosted field trips and activities that are typically not accessible to all families. One example was a field trip to a Pumpkin Farm. For this event, students were learning about nature through their STEM activities during CLC time, and all families received their own pumpkin and a bilingual booklet about pumpkins which included the life cycle, facts about pumpkins and farming, and fun activities for families to complete together. In total, more than 70 students and parents attended. Another family night focused on celebrating culture and all families were provided supplies and instructions on how to create and decorate paper mache pinatas.

Another success was participant attendance. Although we struggled to meet our projected ADA due to staffing challenges, daily attendance (of those we had capacity for) attended at a very high rate. High student attendance shows that the activities we led and programs we brought in were interesting, engaging, and beneficial to participants. In addition to the benefits of regular participation in academic and extracurricular enrichment activities, we were also able to build a CLC “community” where all students and families felt they belonged.

Staffing recruitment, retention, and attendance have all been challenging. However, our efforts to address these issues are extensive and ongoing. These efforts include: online job postings (Indeed, Handshake, Jobs that Help, and the Lead Agency website), direct communication with local universities and individual department heads, partnering with the Employ Milwaukee organization, posters/flyers on bulletin boards at the school and universities, social media posts on the Lead Agency pages, social media posts on the school's pages, posts on the schools Class Dojo, sharing job openings at the School Governance Board meetings, working with the school's Parent Coordinator to share job openings, and regularly engaging volunteers and encouraging them to move into a paid staff roles. We are also adjusting paid time off benefits, increasing pay, offering sign-on bonuses, and paying for professional development. To retain staff, we have increased pay rates, offered flexible schedules, paid bonuses, and have hosted staff outings and team-building activities. We have also sought out external program partners to provide direct service programming and training for staff. Overall, we are hopeful that these ongoing efforts will address the staffing challenges so we can meet our ADA in the upcoming year.

Looking ahead to the 2024-2025 school year, the CLC aims to continue its strong enrollment and promote regular attendance, and will focus on providing meaningful academic support programs that will continue to promote participant achievement.

