



CONSORTIUM *of*
APPLIED
RESEARCH

Sullivan Elementary 21st Century Community Learning Center (CCLC)

**GREEN BAY AREA PUBLIC SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT 2022-2023**

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SUMMATIVE EVALUATION REPORT 2022-2023

Sullivan Elementary School in the Green Bay Area Public School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2022-2023 school year. The 21st CCLC program originated as part of Congress's reauthorization of the Elementary and Secondary Education Act of 1994 to provide grants to schools and to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been one of the fastest growing programs in the federal government, with a 2019 allocation of \$1.2 billion, serving just over 10,000 centers nationwide.

The focus of the program reauthorized under Title IV, Part B of the No Child Left Behind Act, is to provide expanded academic enrichment opportunities to children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help youth meet academic standards in subjects such as reading and math. In addition, 21st CCLC sites provide program activities related to youth development; drug and violence prevention; technology education; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program.

During the 2022-2023 school year, Sullivan Elementary School contracted with Jenell Holstead, Ph.D., Director of the Consortium of Applied Research at the University of Wisconsin – Green Bay, to provide external evaluation of the after school program site. Dr. Holstead's evaluation activities included analyzing summative data regarding outcomes from the 2022-2023 school year. This report presents the summative results for the Sullivan program site.

STUDENT CHARACTERISTICS

In total, 108 students attended the program during the 2022-2023 school year, compared to 92 during the previous year. Of those that attended, 20% had special education needs and 31% were English language learners. Of note, 84% of the students were receiving free/reduced lunch. The program consisted of roughly 43% Hispanic or Latino students, 23% white students, 15% Black or African American students, 10% students who are two or more races, 6% Asian students, and 3% American Indian or Alaskan Native students. About 48% of the participants were male, compared to 52% female.

Program staff prioritized recruitment of students who were in need of academic support or had social, emotional, or behavioral needs. Staff also recruited low-income students, past participants and their siblings.

Eighty percent (80%) of students who attended the program at least one day during the school year attended “regularly” (more than 30 days across the year). The majority of regular attendees (51%) attended 90 or more days during the school year. On an average day, 58 students attended the program.

Seventy-four students attended more than 90 hours of programming, with forty-two students attending for more than 270 hours during the school year.

**THE PROGRAM
PROVIDED
397
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2022-2023**

Attendance Trends	2020-2021	2021-2022	2022-2023
# of Participants (30+ days)	19	71	86
% of regular attendees attending 30-59 days	47%	31%	25%
% of regular attendees attending 60-89 days	0%	18%	4%
% of regular attendees attending 90+ days	53%	51%	51%
Average Daily Attendance	20	33	58

PROGRAM OFFERINGS AND STAFF

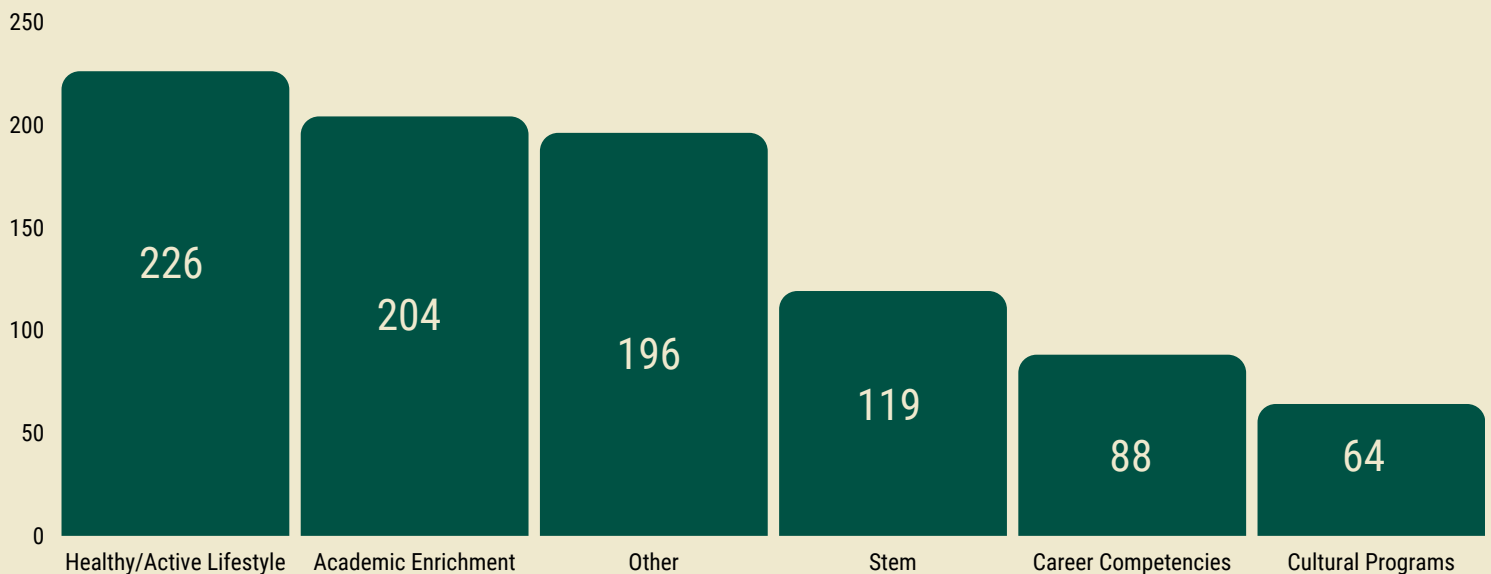
During the 2022-2023 school year, numerous activities were provided during the week. In total, students participated in 226 hours of healthy and active lifestyle activities, 204 hours of academic enrichment, 119 hours of STEM activities, 88 hours of career competencies and career readiness education, and 64 hours of cultural programs, among other activities.

The program partnered with 4-H, Automobile Gallery / Z Space, Brown County Library, Children's Museum of Green Bay, Einstein Project, Girl Scouts, Gnome Games, Greater Green Bay YMCA, National Railroad Museum, and St. Norbert College.

The program operated for 36 weeks during the 2022-2023 school year and was open for a total of 157 days. In general, the program operated 5 days per week and served youth for approximately 13 hours each week.

In total, 13 staff worked for the program including twelve college students and one administrator. Staff were recruited through outreach to local universities and high schools and by targeting school personnel within the building. Specific staff members were devoted to creating lesson plans.

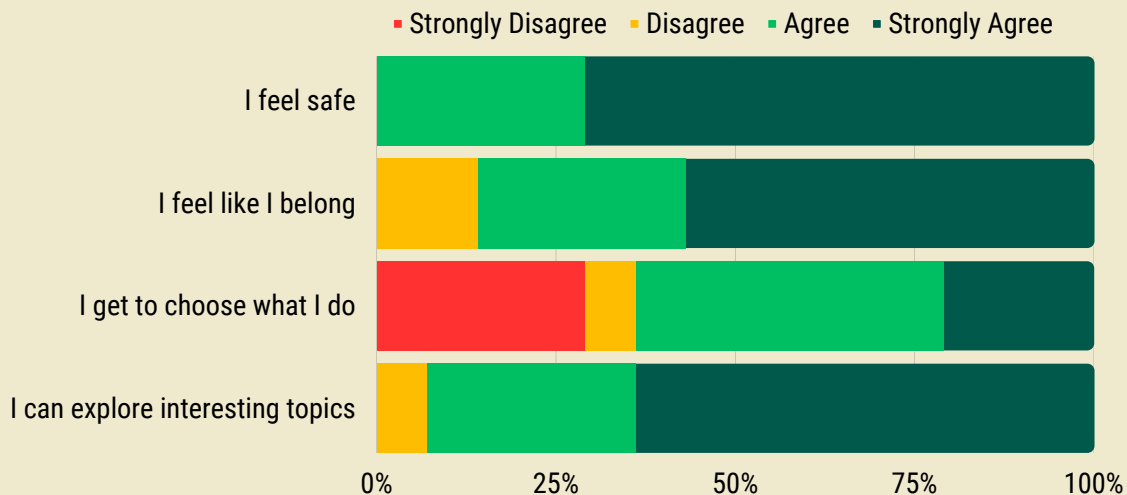
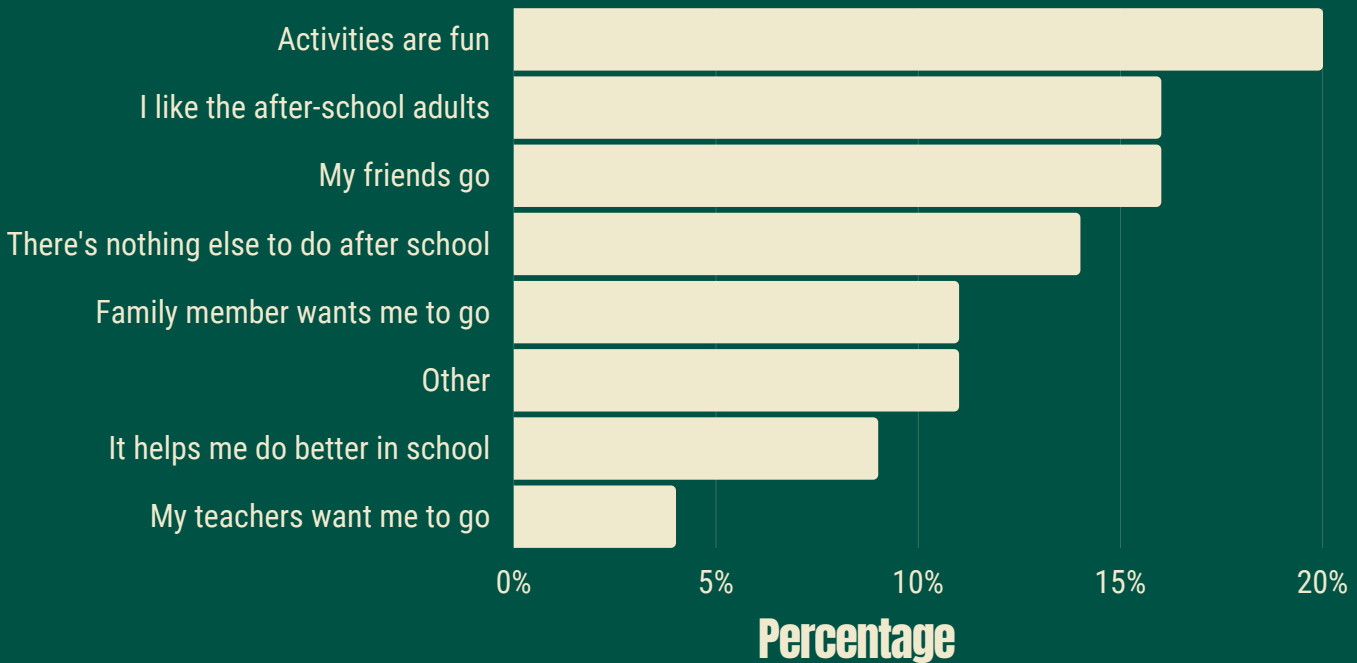
HOURS OF PROGRAMMING



WHAT STUDENTS SAY

Students have great things to say about the program. In total, fourteen 3rd, 4th, and 5th-grade students completed a student survey at the end of the year. 71% percent of these students reported their identity was represented by at least one adult in the program, while 93% of students reported that program staff cared about them. Overall, children reported feeling safe at the program (100%) and that they belonged at the program (86%). Seventy-nine (79%) of participants reported that there was at least one adult at the program they could talk to and trust.

WHY STUDENTS ATTENDED THE PROGRAM



WHAT FAMILIES SAY

Only two family surveys were completed. As such, results regarding opinions of the program could not be calculated.

FAMILY INVOLVEMENT

During the 2022-2023 school year, there were six family events. More than 75% of the families participated in at least one event during the school year. The activities were designed to address the learning needs of the adults and create connections between the school and the home.

WHAT TEACHERS SAY

Teachers were surveyed in Spring 2023 and asked to report the extent to which the CCLC program had helped students in a variety of categories. The results were overwhelmingly positive and are summarized in the table below.

What happened with the student's... over the course of the year?	Engagement in Learning	Enjoyment of Class Activities	Participation in Class Activities	Asking Questions	Completion of In-Class Assignments	Connecting Class Activities to Outside World	Willingness to Try New Things	Demonstration of Self-Directed Learning
It needed to improve and it did.	36%	31%	40%	38%	28%	31%	34%	31%
It needed to improve but it stayed the same.	20%	20%	14%	16%	21%	19%	14%	18%
It needed to improve but it got worse.	5%	4%	3%	5%	9%	4%	5%	6%
It did not need to improve.	39%	14%	40%	36%	38%	41%	44%	41%

PROGRESS TOWARD GOALS & OBJECTIVES

Guiding Principles	Measurable Goals	Sullivan
Programs will provide a stable, safe, and supportive environment to meet the needs of the target population	100% of students express that they feel safe, supported, and welcomed on the end of program survey.	Goal met (100% of students surveyed)
	80% yearly retention rate of staff at each site.	Some progress made (37% of staff retained)
	100% of sites will develop a professional development plan that incorporates best practices to address staff learning needs.	Goal met (Professional development plan created)
Programs will develop youth as learners	Students who attend after school programming for 200+ hours or more will meet end of year grade level expectations in reading as measured by Fountas and Pinnell.	Some progress made (58% of all attendees meet expectations)
	Students who attend after school programming for 200+ hours or more will meet end of year grade level expectations in math as measured by DRA.	Some progress made (32% of all attendees meet expectations)
	100% of schools include after school program into the school's continuous improvement plan.	Goal met (Program included in school's continuous improvement plan).

PROGRESS TOWARD GOALS & OBJECTIVES

Guiding Principles	Measurable Goals	Sullivan
Programs will support the development of other skills necessary for success	100% of sites will provide voice and choice activities after school at least twice a week.	Goal met (Program provided voice and choice activities at least twice a week)
	90% of frequent program attendees (60+ days) will participate in a minimum of two rigorous Service Learning projects per year.	Some progress made (42% of students participated in 2 or more service learning project)
Programs will engage families and the broader community in support of student learning	90% of families of frequent program attendees (60+ days) will report that the CLC family engagement activities helped them feel engaged in their child's education based on end of year survey.	Not reported To be measured in 2023-2024
	At least 5 events geared towards helping families support student learning in literacy or math will be offered each year.	Goal met (6 family events)
	Programs will engage a minimum of 5 Community Based Organizations as part of student programming each year.	Goal met (10 community partners)
	Programs will provide a minimum of 1 community-based field trips each year.	Goal met (4 field trips)

SUMMARY

The CCLC program at Sullivan Elementary School continued to thrive during the 2022-2023 school year. The program served 108 students, and the majority received free/reduced lunch. The program recruited students in need of academic, social and emotional, or behavioral needs, as well as low-income students.

As the program looks to the 2023-2024 school year, staff should reflect on the success achieved and openly discuss challenges with stakeholders. Program staff must continue to utilize the partnerships and evolve with the changing needs of the community. The program must continue to receive the support of the school district, local businesses, community organizations, families and students with which it serves.

ABOUT CAR

The Consortium of Applied Research (CAR) at UW- Green Bay seeks to support local businesses, non- profits, community organizations, and educational entities by translating research into practical solutions. Through the collection, use, and dissemination of qualitative and quantitative data, CAR provides objective consultation to help organizations make informed decisions and measure impacts of programs and initiatives. CAR specializes in program evaluation, customized statistical analysis, grant writing services, data management, and training/technical assistance.



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