



CONSORTIUM *of*
APPLIED
RESEARCH

Sullivan Elementary 21st Century Community Learning Center (CCLC)

**GREEN BAY AREA PUBLIC SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT 2023-2024**

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Applied Research**

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SUMMATIVE EVALUATION REPORT 2023-2024

Sullivan Elementary School in the Green Bay Area Public School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2023-2024 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 2023-2024 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 2023-2024 school year. This report presents the summative results for the Sullivan program site.

STUDENT CHARACTERISTICS

In total, 104 students attended the program during the 2023-2024 school year. Of those that attended, 28% were English language learners, and 13% had special education needs. Of note, 100% of the students were receiving free/reduced lunch. The program consisted of roughly 39% Hispanic or Latino students, 22% White students, 18% students who are two or more races, 13% Asian students, 7% Black or African American students, and 1% American Indian or Alaskan Native students. About 57% of the participants were female, compared to 43% male.

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-five percent (85%) 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 (59%) attended 90 or more days during the school year. On an average day, 56 students attended the program.

Eighty-two students attended more than 90 hours of programming, with 32 attending for more than 270 hours during the school year.

**THE PROGRAM
PROVIDED
385
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2023-2024**

Attendance Trends	2021-2022	2022-2023	2023-2024
# of Participants (30+ days)	71	86	88
% of regular attendees attending 30-59 days	31%	31%	20%
% of regular attendees attending 60-89 days	18%	5%	20%
% of regular attendees attending 90+ days	51%	64%	59%
Average Daily Attendance	33	58	56

PROGRAM OFFERINGS AND STAFF

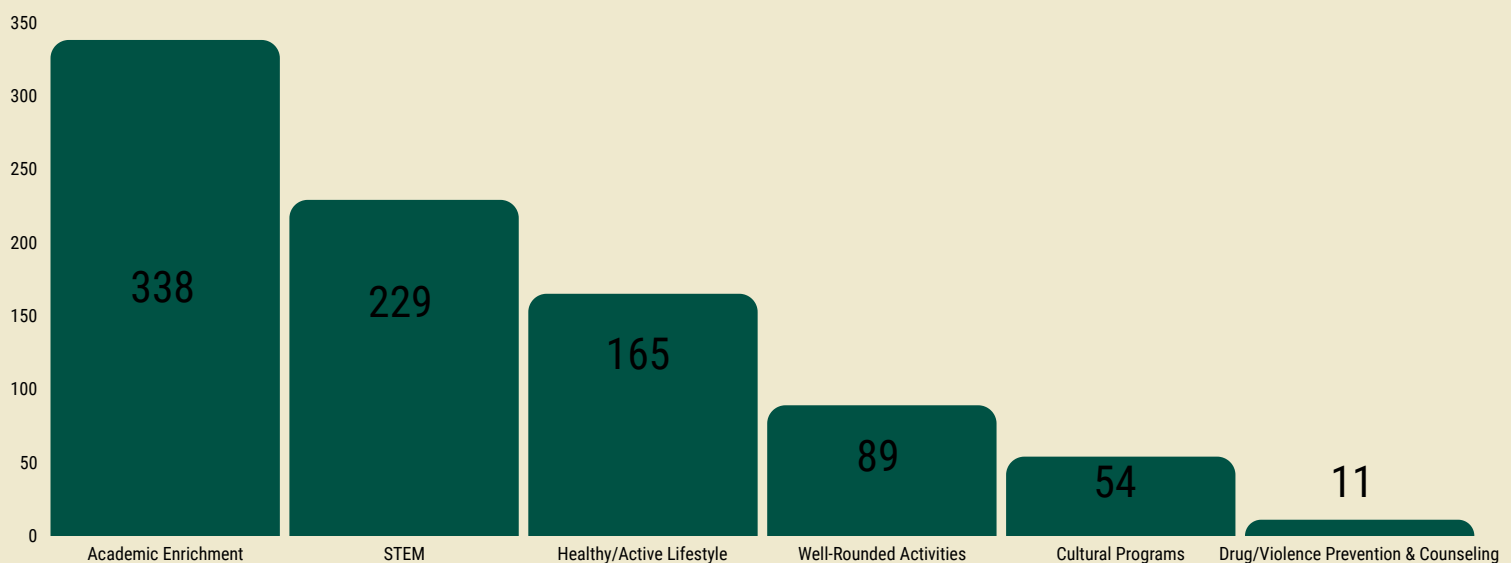
During the 2023-2024 school year, numerous activities were provided during the week. In total, students participated in 388 hours of academic enrichment, 229 hours of STEM activities, 165 hours of healthy and active lifestyle, 89 hours of well-rounded activities, 54 hours of cultural programs, and 11 hours of drug and violence prevention and counseling.

The program partnered with 4-H, Artwork for Kids, Children's Museum of Green Bay, Fox Communities Credit Union, Green Bay Area Sports Organization, Green Bay Packers, National Railroad Museum, University of Wisconsin-Green Bay, St. Norbert College and YMCA.

The program operated for 35 weeks during the 2023-2024 school year and was open for a total of 153 days. In general, the program operated five days per week and served youth for approximately 12 hours each week.

In total, 18 staff worked for the program including 12 college students, 3 high school students, 1 community member and 1 administrator.

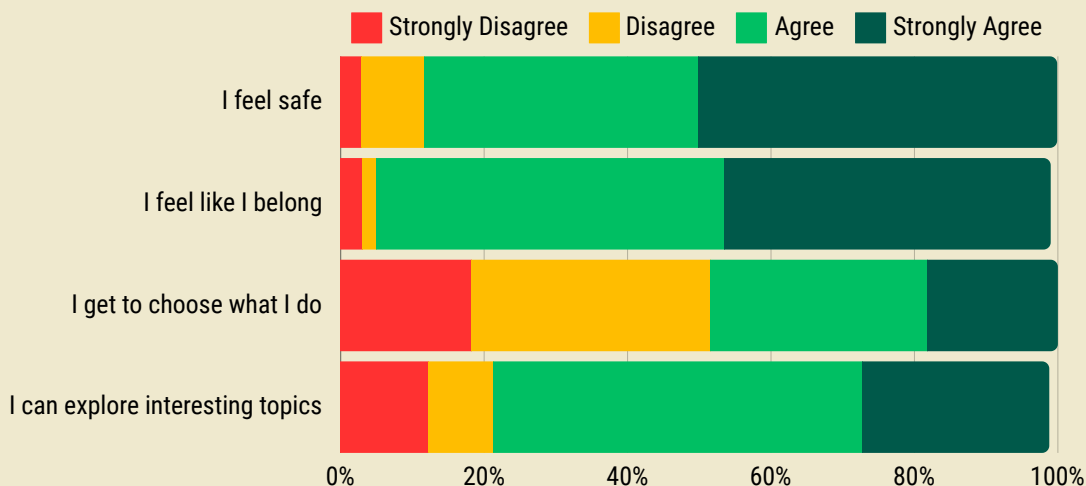
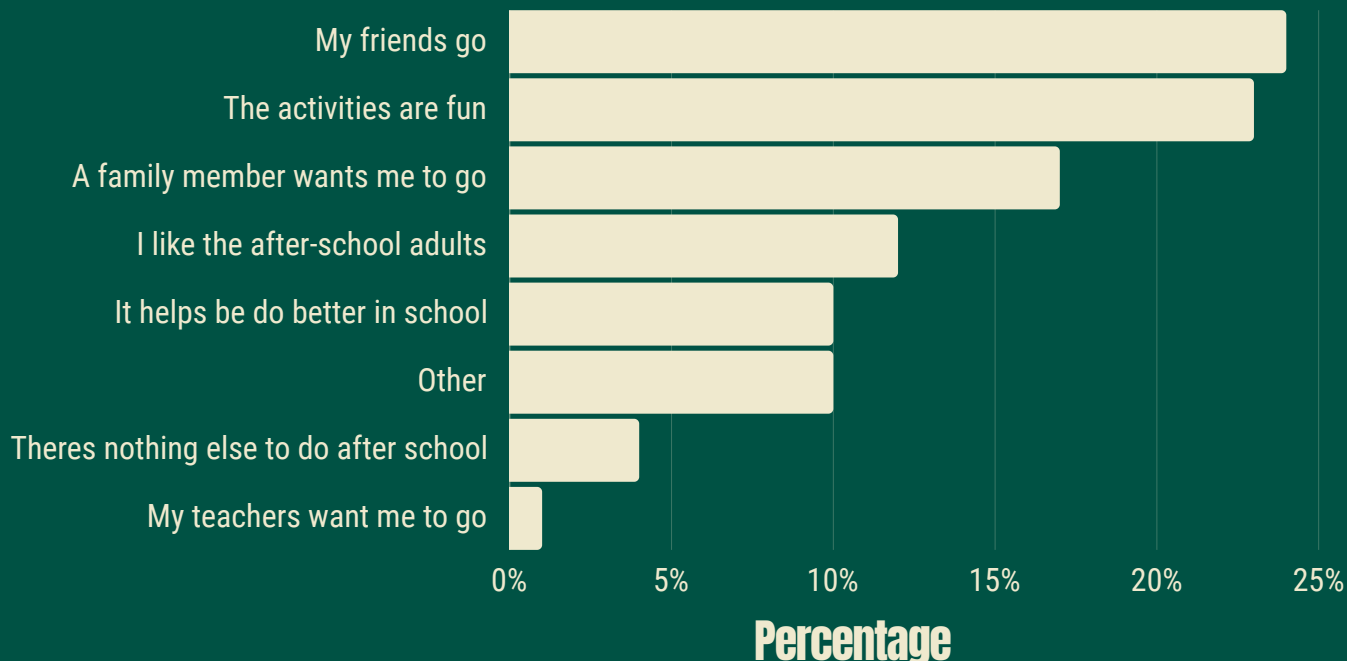
HOURS OF PROGRAMMING



WHAT STUDENTS SAY

Students have great things to say about the program. In total, Thirty-six (36) third, fourth, and fifth-grade students completed a student survey at the end of the year. Eighty-eight percent (88%) of these students reported their identity was represented by at least one adult in the program, and that the program staff cared about them. Overall, children reported feeling safe at the program (88%) and that they belonged at the program (94%). Eighty-eight percent (88%) 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

At the end of the year, twenty-six families completed a family survey. Thirteen families reported that they had two or more children in the program, representing 39 students that participated.

In the survey, 97% of families reported that staff and program leaders cared about their child, with 65% strongly agreeing with this statement. Moreover, 100% of families reported that program staff communicated with them regularly, and felt that their child(ren) enjoy spending time with the staff and program leaders. One hundred percent (100%) of families reported that they are happy with the activities their child participates in, and the days and times that the program is offered are adequate to meet their needs.

**97% of families
reported that
staff and program leaders
cared
about their child.**

Percentage of families reporting CCLC program helped child:

- Get along better with peers: 97%
- Improve their grades or do better in school: 97%
- Increase confidence in their abilities: 100%
- Participate in Activities they would not otherwise: 100%

FAMILY INVOLVEMENT

During the 2023-2024 school year, there were three family events. About 74% of the families surveyed reported that they participated in at least one event during the school year. Ninety-two percent (92%) of families reported that attending the events helped develop their own knowledge and skills, while ninety-six percent (96%) of families reported that the events helped them feel engaged in their child(ren)’s education. 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 2024 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.	28%	33%	32%	28%	23%	23%	27%	23%
It needed to improve but it stayed the same.	12%	6%	5%	10%	12%	8%	5%	15%
It needed to improve but it got worse.	3%	3%	4%	5%	4%	1%	1%	4%
It did not need to improve.	58%	54%	55%	53%	58%	64%	63%	55%

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.	Some progress made (88% of students surveyed)
	80% yearly retention rate of staff at each site.	To be measured in 2024-25
	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 (67% 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 NC.	Some progress made (49% 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.	To be measured in 2024-25
	90% of frequent program attendees (60+ days) will participate in a minimum of two rigorous Service Learning projects per year.	Goal met (2 service learning projects offered)
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.	Goal met (94% of families surveyed)
	At least 5 events geared towards helping families support student learning in literacy or math will be offered each year.	Some progress made (3 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 (3 field trips)

SUMMARY

The CCLC program at Sullivan Elementary School continued to thrive during the 2023-2024 school year. The program served 104 students, with 100% receiving 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 2024-2025 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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