



CONSORTIUM *of*  
APPLIED  
RESEARCH

# **Danz Elementary 21st Century Community Learning Center (CCLC)**

**GREEN BAY AREA PUBLIC SCHOOL DISTRICT  
SUMMATIVE EVALUATION REPORT 2024-2025**

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Applied Research**

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# SUMMATIVE EVALUATION REPORT 2024-2025

Danz Elementary School in the Green Bay Area Public School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2024-2025 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 2024-2025 school year, Danz 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 2024-2025 school year. This report presents the summative results for the Danz program site.

# STUDENT CHARACTERISTICS

In total, 77 students attended the program during the 2024-2025 school year, compared to 85 during the previous year. Of those that attended, 12% had special education needs and 42% were English language learners. Of note, 86% of the students were receiving free/reduced lunch. The program consisted of roughly 56% Hispanic or Latino students, 14% Black or African American students, 10% students who are two or more races, 7% Asian students, 6% white students, and 5% American Indian or Alaskan Native students. About 52% of the participants were male, compared to 48% 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, students who were identified as disengaged in school, and 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 (74%) attended 90 or more days during the school year. On an average day, 50 students attended the program.

Sixty-six students attended more than 90 hours of programming, with 35 students attending for more than 270 hours during the school year.

THE PROGRAM  
PROVIDED

350

ADDITIONAL  
HOURS OF  
SUPPORT FOR CHILDREN  
IN 2024-2025

| Attendance Trends                           | 2019<br>-<br>2020 | 2020<br>-<br>2021 | 2021<br>-<br>2022 | 2022<br>-<br>2023 | 2023<br>-<br>2024 | 2024<br>-<br>2025 |
|---------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| # of Participants (30+ days)                | 81                | 27                | 53                | 86                | 80                | 66                |
| % of regular attendees attending 30-59 days | 27%               | 44%               | 25%               | 17%               | 13%               | 12%               |
| % of regular attendees attending 60-89 days | 22%               | 22%               | 11%               | 9%                | 31%               | 14%               |
| % of regular attendees attending 90+ days   | 50%               | 33%               | 64%               | 56%               | 55%               | 74%               |
| Average Daily Attendance                    | 59                | 20                | 33                | 58                | 52                | 50                |

# PROGRAM OFFERINGS AND STAFF

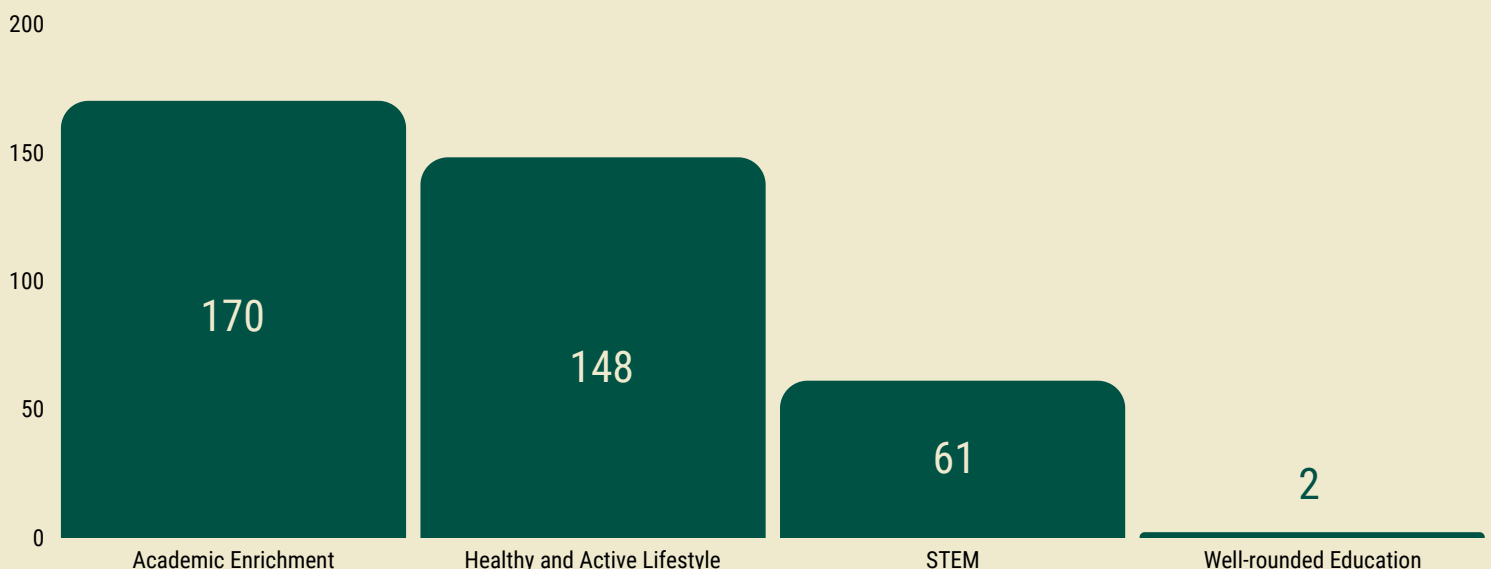
During the 2024-2025 school year, numerous activities were provided during the week. In total, students participated in 170 hours of academic enrichment, 148 hours of healthy and active lifestyle activities, 61 hours of STEM activities, and 2 hours of well-rounded education activities. Danz staff used state standards to guide 21st CCLC programming.

The program partnered with 4-H, Artworks for Kids, Foodwise, Big Brothers Big Sisters of Northeastern Wisconsin, and Children's Museum of Green Bay.

The program operated for 34 weeks during the 2024-2025 school year and was open for a total of 145 days. In general, the program operated five days per week and served youth for approximately 13 hours each week.

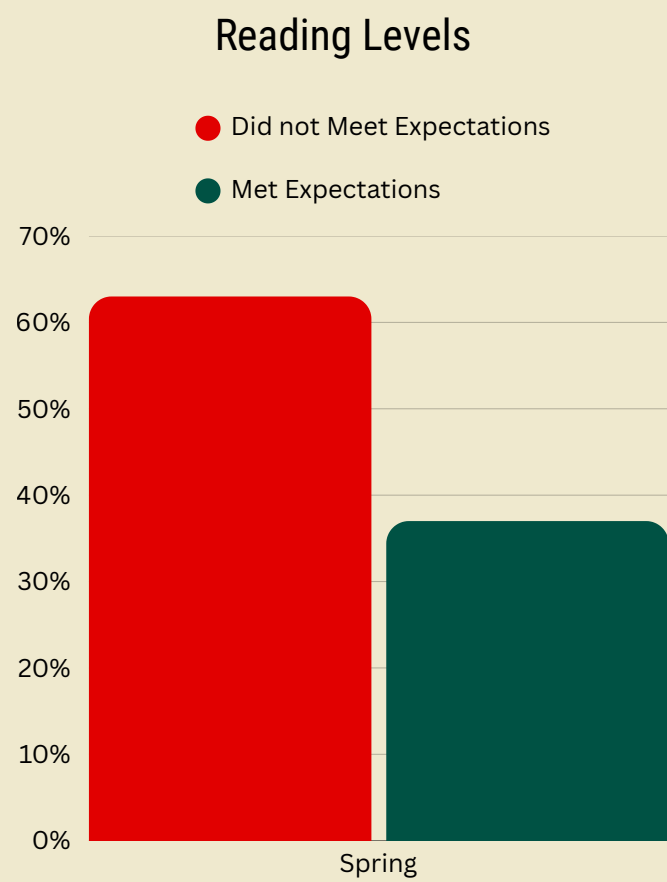
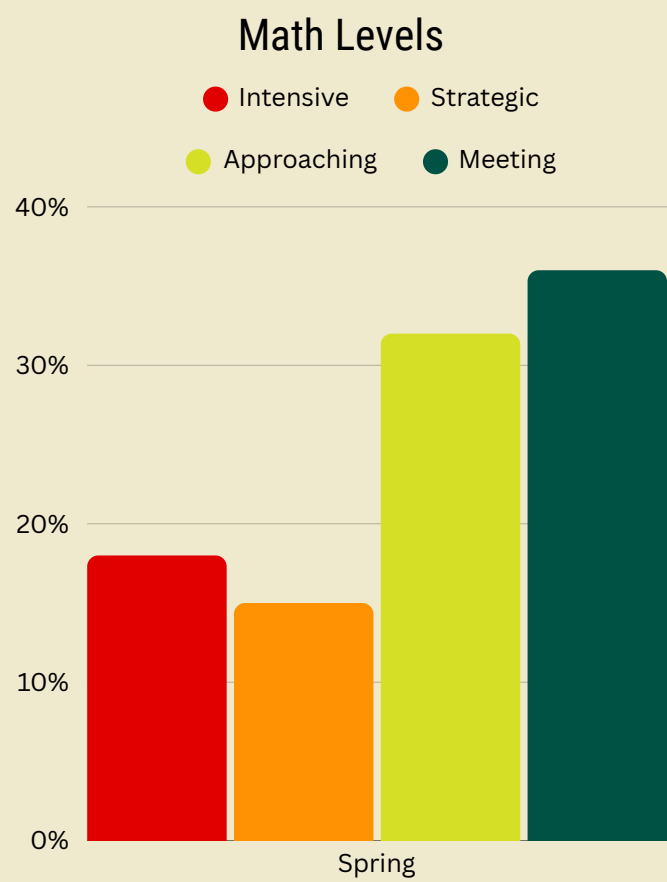
In total, 15 staff members worked for the program including 11 college students, two high school students, one community member, and one administrator. The program recruited staff by partnering with community-based organizations and reaching out to local universities.

## HOURS OF PROGRAMMING



# SCHOOL ASSESSMENT

The school assessed the students’ performance in reading and math levels during the spring, as measured by the Numbers Corner (math) and school literacy (reading) assessments. In math, 35% of students met expectations by the end of the year. In reading, 37% of students met expectations by the end of the year.



# WHAT TEACHERS SAY

Teachers were surveyed in Spring 2025 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.                                 | 29%                    | 34%                           | 29%                               | 28%              | 21%                                | 29%                                          | 28%                           | 14%                                     |
| It needed to improve but it stayed the same.                     | 24%                    | 22%                           | 16%                               | 17%              | 26%                                | 26%                                          | 16%                           | 26%                                     |
| It needed to improve but it got worse.                           | 7%                     | 7%                            | 7%                                | 5%               | 5%                                 | 2%                                           | 3%                            | 7%                                      |
| It did not need to improve.                                      | 40%                    | 34%                           | 47%                               | 48%              | 47%                                | 41%                                          | 52%                           | 52%                                     |
| Not Applicable                                                   | 0%                     | 2%                            | 2%                                | 2%               | 2%                                 | 2%                                           | 2%                            | 2%                                      |

# PROGRESS TOWARD GOALS & OBJECTIVES

| Guiding Principles                                                                                          | Measurable Goals                                                                                                                              | Danz                                                                   |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 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 on the end of program survey.                                                                    | Not measured 2024-2025                                                 |
|                                                                                                             | 80% yearly retention rate of staff at each site.                                                                                              | Goal met<br>(83% of staff retained)                                    |
|                                                                                                             | 100% of sites will develop a professional development plan that incorporates best practices to address staff learning needs.                  | Goal met<br>(Professional development plan created)                    |
| Programs will develop youth as learners                                                                     | Students who attend afterschool programming for 200+ hours or more will meet end of year grade level expectations in reading.                 | Some progress made<br>(37% 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<br>(35% of all attendees meet expectations)         |
|                                                                                                             | 100% of schools include after school program into the school's continuous improvement plan.                                                   | Goal met<br>(Program included in school's continuous improvement plan) |

# PROGRESS TOWARD GOALS & OBJECTIVES

| Guiding Principles                                                                     | Measurable Goals                                                                                                                                                                                        | Danz                                                                                       |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 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<br>(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.                                                                          | Goal met<br>(90% of regular attendees participated in 2 or more service learning projects) |
| 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 enhanced their ability to assist in their child's education based on end of year survey. | Not measured in 2024-2025                                                                  |
|                                                                                        | At least 4 events geared towards helping families support student learning in literacy or math will be offered each year.                                                                               | Some progress made<br>(3 family events)                                                    |
|                                                                                        | Programs will engage a minimum of 5 Community Based Organizations as part of student programming each year.                                                                                             | Goal met<br>(5 community partners)                                                         |
|                                                                                        | Programs will provide a minimum of 1 community-based field trips each year.                                                                                                                             | Goal met<br>(1 field trip)                                                                 |

# SUMMARY

The CCLC program at Danz Elementary School continued to thrive during the 2024-2025 school year. The program served 77 students and provided over 350 hours of support through the program. The program recruited students in need of academic, social and emotional, or behavioral needs, as well as low-income students and past participants.

As the program looks to the 2025-2026 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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