



CONSORTIUM *of*
APPLIED
RESEARCH

Lincoln/Tank 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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Summary

SUMMATIVE EVALUATION REPORT 2024-2025

Lincoln/Tank 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, Lincoln/Tank 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 Lincoln/Tank program site.

STUDENT CHARACTERISTICS

In total, 72 students attended the program at least 1 day during the 2024-2025 school year. Of those that attended, 26% had special education needs. Of note, 92% of the students were receiving free/reduced lunch. The program consisted of roughly 33% Hispanic or Latino students, 25% of students who are two or more races, 14% White students, 15% Black or African American students, 7% American Indian or Alaskan Native students, and 4% Asian students. About 51% of the participants were female, compared to 49% male.

Program staff prioritized recruitment of students who were in need of academic support or had social, emotional, behavioral needs. Staff also recruited students who were identified as disengaged from school and past participants and their siblings.

Ninety-three percent (93%) 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 (65%) attended 90 or more days during the school year. On an average day, 44 students attended the program.

Fifty-two students attended more than 90 hours of programming, with 15 students attending for more than 180 hours during the school year.

**THE PROGRAM
PROVIDED
331
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2024-2025**

Attendance Trends	2021-2022	2022-2023	2023-2024	2024-2025
# of Participants (30+ days)	53	46	35	67
% of regular attendees attending 30-59 days	30%	15%	6%	19%
% of regular attendees attending 60-89 days	14%	17%	20%	16%
% of regular attendees attending 90+ days	56%	68%	74%	65%
Average Daily Attendance	28	30	26	44



PROGRAM OFFERINGS AND STAFF

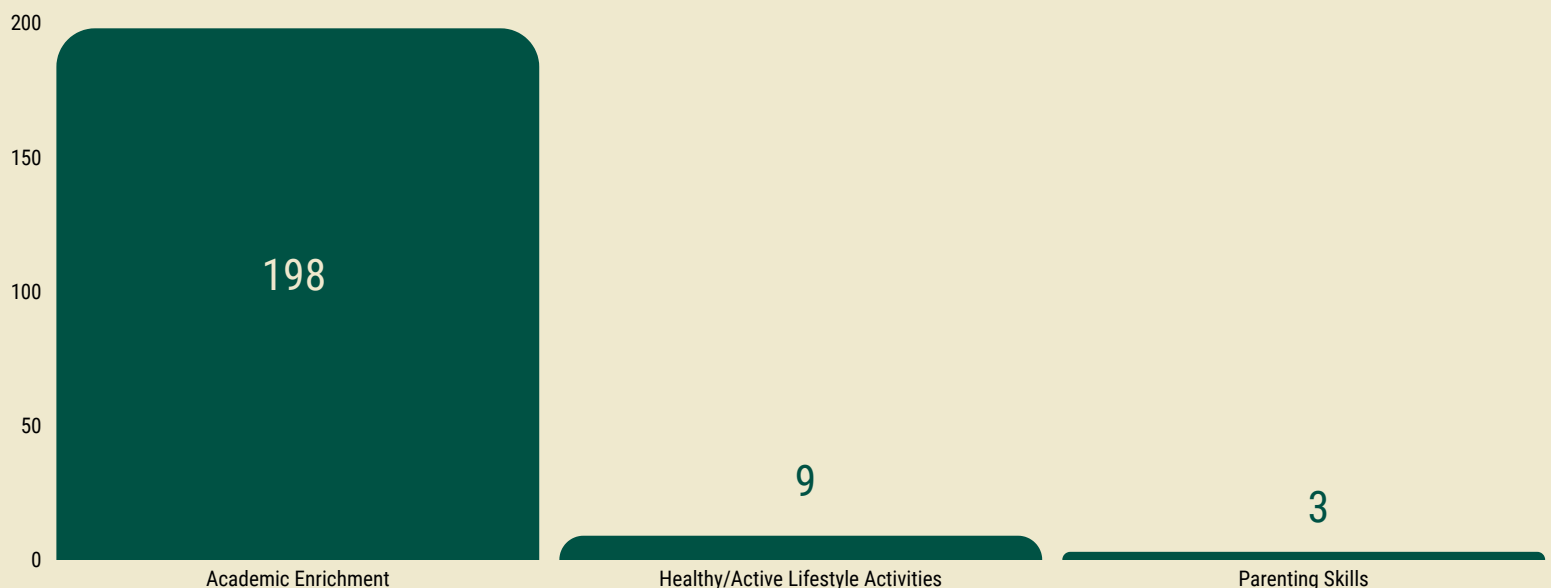
During the 2024-2025 school year, numerous activities were provided during the week. In total, students participated in 198 hours of academic enrichment, 9 hours of healthy and active lifestyle activities, and 3 hours of parenting skills and family literacy.

The program partnered with 4-H, Foodwise, Gnome Games, Green Bay Parks and Rec Dept., Lincoln Elementary: Parent Teacher Organization, UWGB - Phuture Phoenix, and Woodside Assisted Living.

The program operated for 35 weeks during the 2024-2025 school year and was open for a total of 151 days. In general, the program operated five days per week and served youth for approximately 10.5 hours each week.

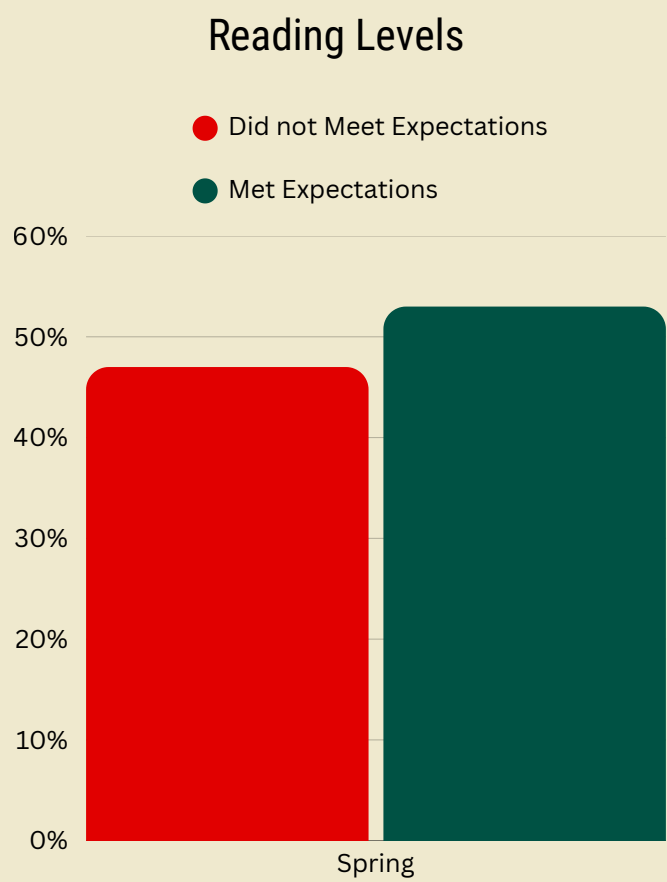
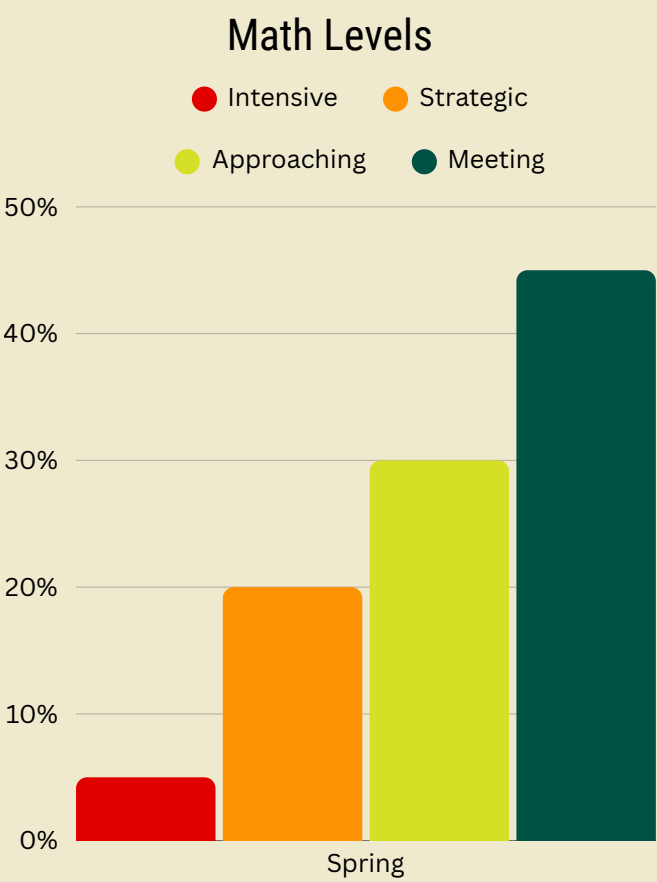
In total, five staff worked for the program including two parents, two non-teaching school staff, and one high school student. Staff was recruited by reaching out to local universities or high schools and targeting school personnel.

HOURS OF PROGRAMMING



SCHOOL ASSESSMENT

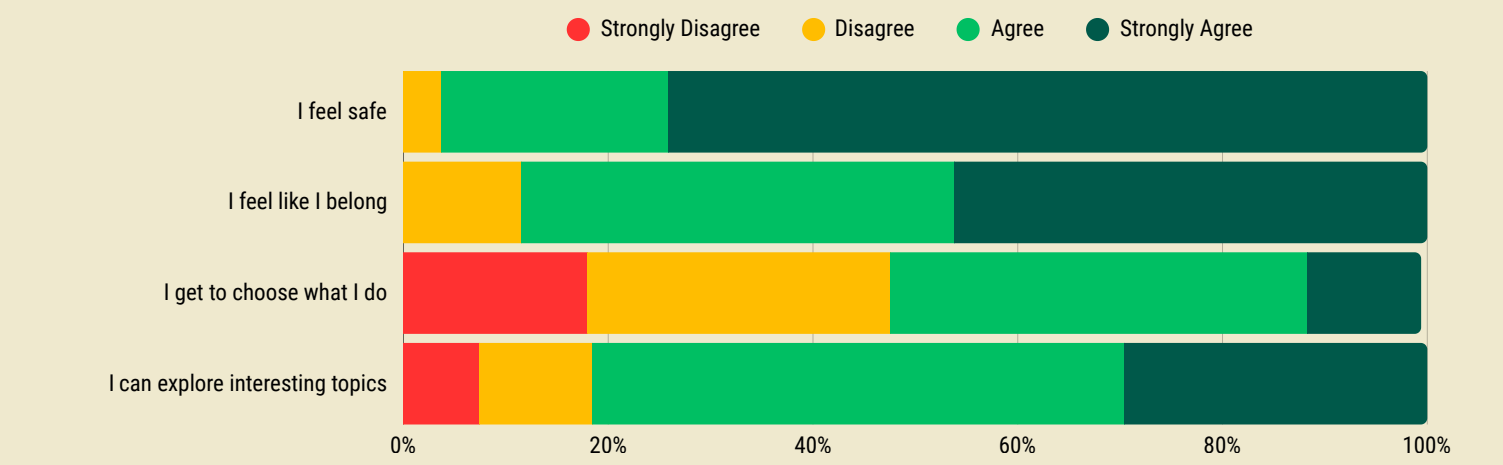
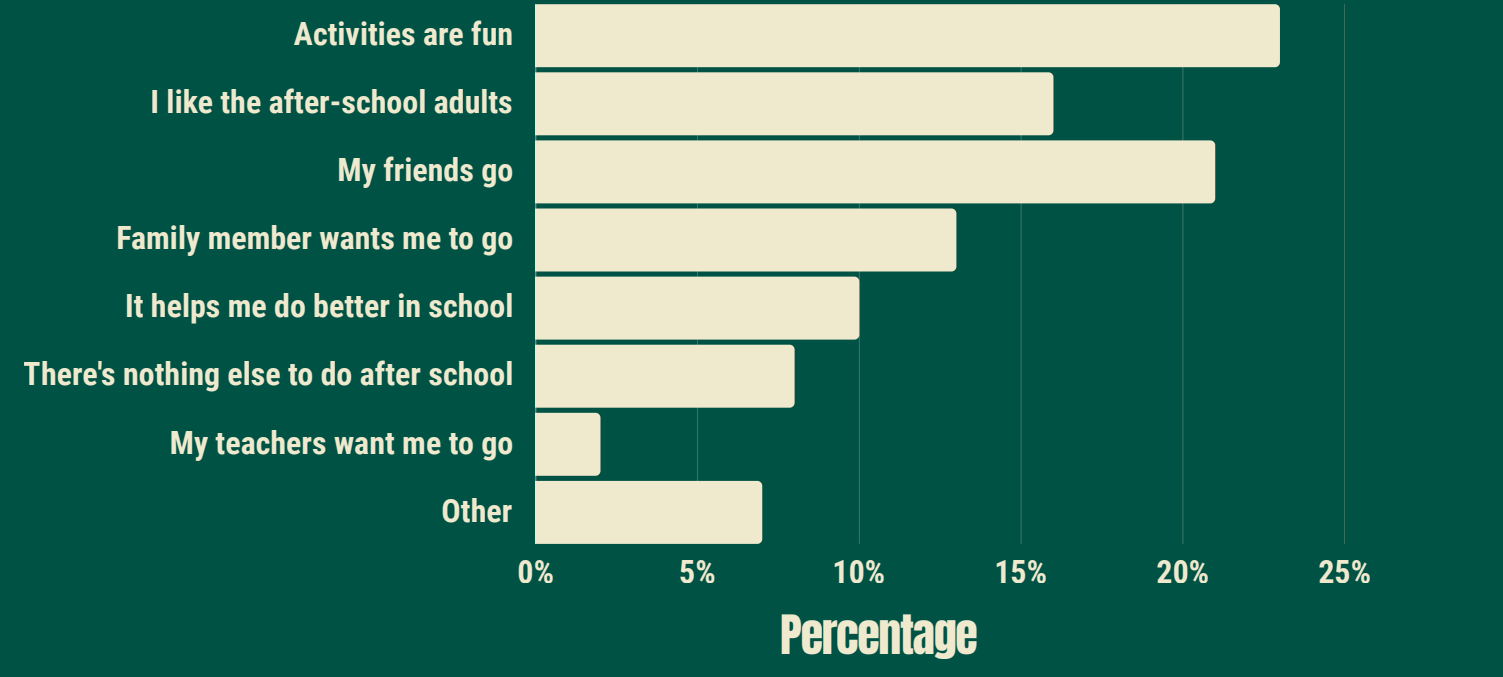
The school assessed the students' performance in reading and math levels during the spring, as measured by the Numbers Corner (math) and school literacy (reading) assessments. In math, 45% of students met expectations by the end of the year. In reading, 53% of students met expectations by the end of the year.



WHAT STUDENTS SAY

Students have great things to say about the program. In total, twenty-eight, third, fourth, and fifth-grade students completed a student survey at the end of the year. Eighty-four percent (84%) of these students reported their identity was represented by at least one adult in the program. Ninety-six percent (96%), reported that the staff cared about them and that they felt safe at the program. Ninety-two (92%) felt 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, 30 families completed a family survey. Fourteen families reported that they had two children in the program, representing 51 students that participated. The survey was available in English, Hmong, and Spanish.

In the survey, 100% of families reported that staff and program leaders cared about their child, with 93% strongly agreeing with this statement. Moreover, 100% of families reported that program staff communicated with them about the program, they felt happy with the types of activities their child participated in, and that because of the interaction with the after school program staff they felt more welcomed in the school.

Families were also asked to report whether the days and times the program was offered were adequate to meet their needs, with 100% agreeing that the days and times were adequate. One-hundred percent (100%) of families reported that they were more engaged with their child(ren)'s education because of their participation in the program.

100% of families reported that staff and program leaders cared about their child(ren).

Percentage of families reporting CCLC program helped child:

- Get along better with others: 100%
- Improve their grades/do better in school: 100%
- Participate in activities they would not otherwise have had the opportunity to participate in: 100%
- Increased confidence in their abilities: 100%



FAMILY INVOLVEMENT

During the 2024-2025 school year, there were ten family events. Seventy-six percent (76%) of the families surveyed reported going to at least one family event throughout the year. The activities were designed to address the learning needs of the adults and create connections between the school and the home. One-hundred percent (100%) of family members surveyed who reported going to at least one family event indicated that the events helped them develop their own knowledge and skills, and that the activities helped them feel engaged in their child(ren)'s education. Family members who did not attend a family event cited the timing of the event as the main reasons why they did not attend.

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.	48%	41%	34%	36%	19%	19%	38%	28%
It needed to improve but it stayed the same.	17%	16%	17%	22%	12%	28%	16%	28%
It needed to improve but it got worse.	7%	7%	7%	7%	12%	2%	7%	3%
It did not need to improve.	28%	33%	38%	31%	53%	48%	36%	38%
Not Applicable	0%	3%	3%	3%	3%	3%	3%	3%

PROGRESS TOWARD GOALS & OBJECTIVES

Guiding Principles	Measurable Goals	Lincoln/Tank
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.	Progress made (93% of students surveyed)
	80% yearly retention rate of staff at each site.	Goal met (100% 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 afterschool programming for 200+ hours or more will meet end of year grade level expectations in reading.	Some progress made (53% 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 (45% of all attendees meet expectations)
	100% of schools include after school program into the school's continuous improvement plan.	Goal not met (Program not included in school's continuous improvement plan).



PROGRESS TOWARD GOALS & OBJECTIVES

Guiding Principles	Measurable Goals	Lincoln/Tank
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 (Voice and choice activities offered)
	90% of frequent program attendees (60+ days) will participate in a minimum of two rigorous Service Learning projects per year.	Goal met (90% of regular attendees participated in two 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.	Goal met (100% of family members surveyed)
	At least 4 events geared towards helping families support student learning in literacy or math will be offered each year.	Goal not met (2 events offered)
	Programs will engage a minimum of 5 Community Based Organizations as part of student programming each year.	Goal met (7 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 Lincoln/Tank Elementary School continued to thrive during the 2024-2025 school year. The program served 72 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. Families and students also rated the program quite favorably, with 100% of parents reporting that program staff cared about their child.

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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