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EVALUATION OF THE  
Green Bay Area Public School District  
**Afterschool Initiative**

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**2018-2019 RESULTS**  
**AGGREGATE REPORT**

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CONSORTIUM *of*  
**APPLIED  
RESEARCH**

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## Project Overview

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The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program originated as part of Congress's reauthorization of the Elementary and Secondary Education Act of 1994 to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21<sup>st</sup> 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, 21<sup>st</sup> 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 2018-2019 school year, the Green Bay Area Public School District (GBAPSD) provided afterschool programming at thirteen schools through contracted partners. GBAPSD contracted with Jenell Holstead, Ph.D., Associate Professor at the University of Wisconsin – Green Bay, to provide external evaluation of the eleven after school program sites. Dr. Holstead's evaluation activities included analyzing summative data regarding outcomes from the 2018-2019 school year for Baird Elementary, Beaumont Elementary, Danz Elementary, Doty Elementary, Eisenhower Elementary, Fort Howard Elementary, Howe Elementary, Keller Elementary, Jefferson Elementary, Lincoln Elementary, Nicolet Elementary, Sullivan Elementary, and Tank Elementary School. The present report summarizes the results of the aggregate thirteen sites. All survey, attendance, and assessment data were collected by staff at individual sites and provided to Dr. Holstead for analysis.

## Demographic / Attendance Data

Overall, 1,064 students attended the thirteen GBAPSD afterschool sites at least 30 days during the 2018-2019 school year. This represents the largest amount of students served in the last four years. As shown on the next page, all of the sites had at least half of the regular attendees attend quite frequently (90+ days). Each program also served a large percentage of students with special needs and/or Limited English Proficiency. Keller Elementary served the largest percentage of special needs students. Danz Elementary and Eisenhower Elementary served the greatest percentage of students with Limited English Proficiency.

	# of Participants Served (30+ Days)			
	2015-2016	2016-2017	2017-2018	2018-2019
Baird	-	-	83	88
Beaumont	-	-	71	81
Danz	140	77	92	83
Doty	69	95	95	91
Eisenhower	107	100	103	103
Fort Howard	76	34	69	62
Howe	106	96	113	128
Jefferson	79	49	64	56
Keller	61	54	48	50
Lincoln	67	70	57	59
Nicolet	81	54	76	61
Sullivan	128	100	95	126
Tank	89	71	73	76
<b>TOTAL</b>	<b>1,003</b>	<b>828</b>	<b>1,039</b>	<b>1,064</b>

	% of Participants Attending 90+ Days			
	2015-2016	2016-2017	2017-2018	2018-2019
Baird	-	-	68%	78%
Beaumont	-	-	70%	83%
Danz	67%	57%	70%	76%
Doty	62%	54%	55%	57%
Eisenhower	63%	53%	56%	72%
Fort Howard	47%	68%	59%	61%
Howe	69%	78%	68%	66%
Jefferson	71%	57%	80%	75%
Keller	70%	61%	88%	82%
Lincoln	40%	51%	54%	51%
Nicolet	50%	63%	49%	57%
Sullivan	63%	66%	60%	63%
Tank	64%	63%	64%	66%
<b>Aggregate</b>	<b>61%</b>	<b>61%</b>	<b>64%</b>	<b>68%</b>

	Special Education Eligibility				Limited English Proficiency			
	2015-2016	2016-2017	2017-2018	2018-2019	2015-2016	2016-2017	2017-2018	2018-2019
Baird	-	-	15%	14%	-	-	33%	18%
Beaumont	-	-	10%	9%	-	-	9%	9%
Danz	14%	9%	12%	16%	60%	66%	64%	59%
Doty	10%	18%	8%	12%	39%	61%	54%	51%
Eisenhower	7%	12%	12%	7%	58%	56%	50%	61%
Fort Howard	13%	6%	7%	13%	29%	27%	23%	13%
Howe	9%	8%	12%	11%	19%	26%	28%	18%
Jefferson	13%	4%	3%	5%	13%	20%	26%	32%
Keller	17%	19%	17%	22%	8%	11%	15%	4%
Lincoln	19%	23%	18%	17%	6%	6%	4%	7%
Nicolet	19%	11%	13%	12%	29%	35%	29%	33%
Sullivan	10%	14%	18%	19%	31%	34%	33%	24%
Tank	12%	14%	16%	18%	26%	37%	40%	37%
<b>Aggregate</b>	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>13%</b>	<b>31%</b>	<b>37%</b>	<b>34%</b>	<b>30%</b>

## STAR Reading and Mathematics

Students in 2<sup>nd</sup> – 5<sup>h</sup> grade were administered STAR Reading and students in K-5<sup>th</sup> grade were administered STAR Math assessments in the fall and spring of the 2018-2019 school year. STAR Reading data were analyzed for 79% of regular attendees and STAR Math data were analyzed for 72% of regularly attendees by comparing the fall score to the spring score. As shown, 75% and 82% of students were meeting grade level expectations or increased their score from fall to spring on the STAR Reading and STAR Math assessments, respectively, in 2018-2019.

STAR Reading Status	Percent of Regular Participants			
	2015-2016	2016-2017	2017-2018	2018-2019
Meeting Grade Level Expectations in Spring	25%	19%	26%	38%
Not Meeting Grade Level Expectations in Spring and...				
Increased score from fall to spring	38%	37%	45%	37%
Decreased score from fall to spring	28%	33%	20%	19%
Did not change score from fall to spring	9%	10%	8%	7%
Total percent of students who increased score or were meeting grade level expectations in the spring	<b>63%</b>	<b>56%</b>	<b>71%</b>	<b>75%</b>

Based on Normal Curve Equivalent (NCE)

STAR Mathematics Status	Percent of Regular Participants			
	2015-2016	2016-2017	2017-2018	2018-2019
Meeting Grade Level Expectations in Spring	43%	33%	35%	57%
Not Meeting Grade Level Expectations in Spring and...				
Increased score from fall to spring	23%	24%	32%	25%
Decreased score from fall to spring	30%	38%	28%	17%
Did not change score from fall to spring	5%	5%	5%	2%
Total percent of students who increased score or were meeting grade level expectations in the spring	<b>66%</b>	<b>57%</b>	<b>67%</b>	<b>82%</b>

Based on Normal Curve Equivalent (NCE)

Attendance Trends	2018-2019 % of Students who Met Grade Level Expectations		
	30-59 Days	60-89 Days	90+ Days
STAR Reading	36%	35%	40%
STAR Math	53%	58%	57%

## Devereux Student Strengths Assessment (DESSA)

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Program staff completed a Devereux Student Strengths Assessment (DESSA) for all students who attended afterschool sites in October and again in May during the 2018-2019 school year. The DESSA measures eight areas of socio-emotional functioning: Self-Awareness, Social Awareness, Self-Management, Goal-Directed Behavior, Relationship Skills, Personal Responsibility, Decision Making, and Optimistic Thinking. Students are identified as having a ‘Need,’ ‘Typical’ development, or a ‘Strength’ in each area. A brief description of each of the scales is provided below.

*Self-Awareness* – A child’s realistic understanding of her/his strengths and limitations and consistent desire for self-improvement.

*Social Awareness* – A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

*Self-Management* – A child’s success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

*Goal Directed Behavior* – A child’s initiation of, and persistence in completing, tasks of varying difficulty.

*Relationship Skills* – A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

*Personal Responsibility* – A child’s tendency to be careful and reliable in her/his actions and in contributing to group efforts.

*Decision Making* - A child’s approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

*Optimistic Thinking* - A child’s attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

The following results for the DESSA include the scores of those students who:

- Attended the program at least 60 days during the 2018-2019 school year;
- Had a DESSA assessment completed at least twice during the 2018-2019 school year (for pre/post comparison purposes).

As shown on the next page, a greater percentage of students were perceived by program staff to have ‘typical’ or ‘strong’ skills in each of the areas of the DESSA in spring 2019 as compared to fall 2018. Results were also very consistent across the 2015-2016, 2016-2017, 2017-2018, and 2018-2019 school years.

**Fall 2018 & Spring 2019 Comparison**

DESSA Scale	2018-2019	
	% of Students in the Fall 'Typical' or 'Strength'	% of Students in the Spring 'Typical' or 'Strength'
Personal Responsibility	82%	92%
Optimistic Thinking	83%	92%
Goal-Directed Behavior	86%	94%
Social Awareness	77%	86%
Decision Making	84%	92%
Relationship Skills	84%	89%
Self-Awareness	84%	95%
Self-Management	75%	86%

**Cross-Year Comparisons**

DESSA Scale	Total % of Students who were 'Typical'/'Strength' or Improved from Fall to Spring			
	2015-2016	2016-2017	2017-2018	2018-2019
Personal Responsibility	89%	89%	92%	96%
Optimistic Thinking	87%	86%	89%	93%
Goal-Directed Behavior	89%	89%	90%	94%
Social Awareness	89%	82%	87%	89%
Decision Making	89%	88%	89%	94%
Relationship Skills	87%	87%	88%	91%
Self-Awareness	91%	89%	91%	96%
Self-Management	88%	86%	88%	90%

**2018-2019 Site-Level DESSA Results**

**% of Students who were 'Typical'/'Strength' or Improved from Fall to Spring**

Site	DESSA Scale							
	Personal Responsibility	Optimistic Thinking	Goal-Directed Behavior	Social Awareness	Decision Making	Relationship Skills	Self-Awareness	Self-Management
Baird	96%	98%	98%	91%	98%	94%	96%	96%
Beaumont	97%	96%	96%	90%	96%	97%	97%	94%
Danz	87%	89%	86%	86%	89%	79%	92%	86%
Doty	93%	88%	84%	91%	88%	88%	86%	88%
Eisenhower	97%	88%	92%	87%	95%	93%	97%	92%
Fort Howard	96%	96%	93%	84%	93%	93%	93%	82%
Howe	100%	98%	98%	97%	100%	95%	100%	95%
Jefferson	97%	100%	100%	97%	97%	94%	100%	97%
Keller	92%	86%	100%	81%	89%	83%	94%	86%
Lincoln	95%	98%	100%	95%	98%	98%	98%	95%
Nicolet	87%	87%	85%	80%	83%	80%	87%	83%
Sullivan	96%	93%	99%	86%	93%	91%	98%	87%
Tank	96%	98%	98%	96%	98%	96%	100%	96%



## Family Survey

A total of 341 Family Surveys were returned from the thirteen afterschool program sites. One hundred and eighty-one families reported that they had one child in the program, 113 families reported that they had two children in the program, 37 families reported having three children in the program, seven families reported that they had four children in the program, and three families reported that they had five children in the program. Therefore, the surveys represented families of 561 students in the program. Because Family Surveys were completed anonymously, it is not clear how many families of regularly attending program participants completed the survey. However, families were asked how frequently their children attended the program, with 89% of respondents stating their child attended the program every day and another 10% of respondents stating their child attended the program a few times each week.

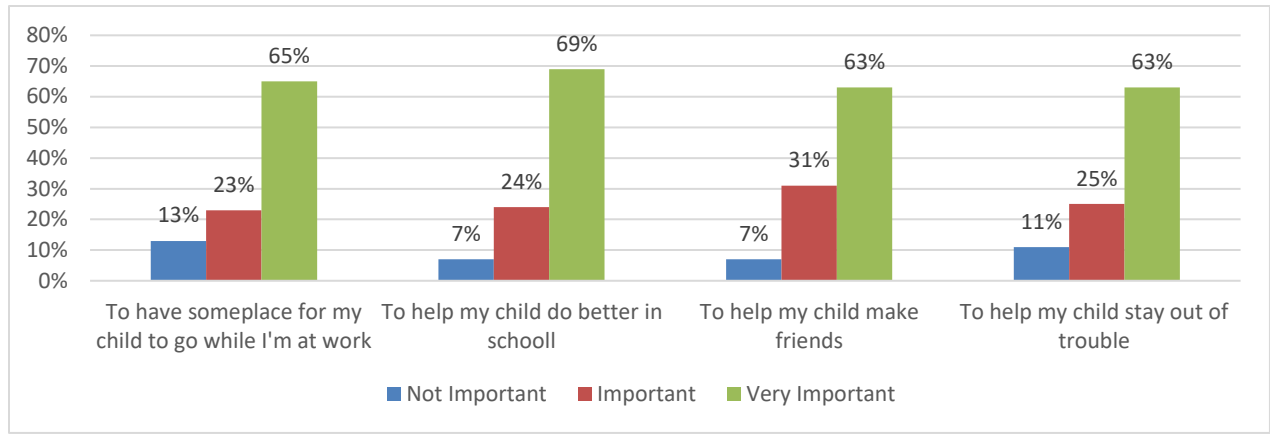
### Perceptions of Staff / Program Leaders

	Strongly Agree	Agree	Disagree	Strongly Disagree
Staff and program leaders care about my child.	76%	22%	-	2%
I can talk to the staff and program leaders about any concerns I have.	73%	24%	1%	2%
My child enjoys spending time with staff and program leaders.	73%	24%	1%	2%
Staff and program leaders listen to what my child has to say.	67%	30%	2%	2%
Staff members communicate with me about the program.	71%	26%	1%	2%
I am happy with the types of activities my child participates afterschool.	76%	21%	1%	2%
Based on my interaction with afterschool program staff, I feel more welcomed in the school.	69%	27%	2%	2%

### Perceived Program Benefits

The afterschool program has helped my child:	Strongly Agree	Agree	Don't Know/ Unsure	Disagree	Strongly Disagree
Make better decisions.	49%	45%	5%	1%	-
Get along better with others.	55%	41%	3%	2%	-
Improve his or her grades in school.	50%	38%	8%	3%	1%
Deal with people who are being unkind or starting fights.	48%	41%	7%	4%	-
Learn how to be a leader.	50%	43%	5%	2%	-
Participate in activities they would not otherwise had the opportunity to participate.	63%	34%	2%	2%	-
Learn to follow rules.	57%	40%	2%	2%	-
Attend school more frequently.	56%	31%	6%	6%	1%
Become more interested in school.	57%	35%	4%	5%	1%

### Factors Impacting Choice in Enrolling in Afterschool Program



### Family Event Participation

Family Event Participation		Yes		
Did you attend any family events hosted by the afterschool program this past year?		73%		
Perceived Benefits of Family Event Participation If you attended at least one family event, to what extent do you feel it:	A Lot	Quite a Bit	Some	Not at All
Helped improve reading/literacy skills	33%	25%	22%	20%
Enhanced your ability to assist in your child's education	41%	30%	23%	6%
Barriers to Family Event Participation What prevented you from participating in family events?		Yes		
Schedule/timing of event		17%		
Lack of transportation to/from event		2%		
Lack of childcare options		2%		
Content of event was not relevant/interesting		2%		
Feeling unwelcome at school program		<1%		
I don't speak same language(s) spoken		2%		
Other		6%		

## 3<sup>rd</sup>- 5<sup>th</sup> Grade Student Survey

A total of 341 Student Surveys were returned from the thirteen afterschool program sites. Because Student Surveys were completed anonymously, it is not clear how many students were regularly attending. Students were asked how frequently they attended the program, with 72% of respondents stating they attended the program about five days per week, and another 14% of respondents stating they attended the program between three to four times each week.

Why do you go to the afterschool program?		GBASPD
The activities are fun.		57%
I like the afterschool staff.		39%
My friends go.		50%
The program helps me do better in school.		29%
My parent(s) want me to go.		48%
My teachers want me to go.		7%
There's nothing else to do afterschool.		30%
Perceptions of Program Staff (% responding "Yes")		
Do adults at this program care about you?		85%
Do adults at this afterschool program care about what kids think?		80%
Perceptions of Program Benefits (% responding "Yes")		
Does coming to this afterschool program help you:	Do better in school?	63%
	Feel better about yourself?	68%
	Get along better with other people?	63%
	Be more of a leader?	66%
Program Climate (% responding "Yes")		
Do you get to choose what you do at this afterschool program?		63%
Do you feel safe at this afterschool program?		81%
Are most kids happy to be at this afterschool program?		63%
Do you feel like you belong at this afterschool program?		73%
Overall Experience (% responding "A Lot!")		
How much do you like coming to this afterschool program?		77%

## Progress towards Goals

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The GBAPSD afterschool initiative aims to accomplish an interrelated set of goals that help guide the implementation of program activities and gauge the success of the program. As such, annual review of progress toward these measures is essential for ongoing program improvement. The table on the next page provides a summary of progress made during the 2017-2018 and 2018-2019 school years toward each goal. A few areas stand out where sites were likely to meet targets. First, much progress was made on the STAR Reading and Math assessments. For example, 29% of students who attended 90+ days in 2017-2018 met grade level expectations in reading. This number rose to 40% in 2018-2019. The same pattern was true for math, with just 38% of frequent attendees achieving grade level expectations in 2017-2018 and 57% of these students meeting grade level expectations in 2018-2019. In addition, sites continued to partner well with the community. In fact, the average number of partners was 20 across the sites, with a range of 8 to 42 partners across all programs. These partnerships also likely contributed to the amount of field trips available to youth, with an average of 18 field trips occurring throughout the year.

A few areas of improvement were also noted. First, although student survey results were mostly positive, a greater percentage of students reported they felt unsafe, that program staff did not care about them, or did not feel they belonged at the program in 2018-2019 than in the previous year. Therefore, student perceptions regarding the programmatic environment must be addressed. A second area of improvement involves the results of the Family Survey. In general, results of the Family Survey were not as positive or favorable as in past years. Less parents 'strongly agreed' that their children were cared for well by the program staff, and more parents disagreed that the program had not benefited their child in numerous ways. Considering this change in perception, program staff might consider reaching out to parents.

Finally, it should be noted that numerous goals that were not measured during the 2017-2018 school year were able to be measured in 2018-2019. Program staff did an excellent job tracking the information required for these goals. The two remaining goals that were not yet measured will be measured in the 2019-2020 school year.

Guiding Principles	Measureable Goals	2017-2018 GBAPSD Aggregate	2018-2019 GBAPSD Aggregate
A place in which youth feel safe, supported, and welcomed.	<b>100%</b> of students express that they feel safe, supported, and welcomed on the end of program survey.	<b>88%</b> feel safe at the program. <b>89%</b> say they fit in at the program. <b>89%</b> say program staff care about them.	<b>81%</b> feel safe at the program. <b>73%</b> say they fit in at the program. <b>85%</b> say program staff care about them.
Social and emotional learning is integrated across all areas of programming.	<b>90%</b> of frequent program attendees (60+ days) will be identified as having typical/strong social awareness in spring assessment or will improve from fall to spring as measured by the Devereux Student Strengths Assessment (DESSA).	<b>87%</b> had typical/strong social awareness in spring or improved from fall to spring.	<b>89%</b> had typical/strong social awareness in spring or improved from fall to spring.
Strong leadership and a team of qualified staff who show respect and belief in each child's potential is recruited and retained at each site.	<b>80%</b> yearly retention rate of staff at each site.	To be measured in 2018-2019	<b>20%</b> of program staff were retained from June 2018 to June 2019
	<b>100%</b> of sites will develop a professional development plan that incorporates best practices to address staff learning needs.	To be measured in 2018-2019	To be measured in 2019-2020
A high quality curriculum is implemented that is aligned to state standards and allows opportunities for students to transfer core academic skills through integrated and engaging project based learning.	Students who attend afterschool programming for 90 days or more will meet end of year grade level scale scores in reading.	<b>29%</b> of frequent attendees met end of year grade level scale scores.	<b>40%</b> of frequent attendees met end of year grade level scale scores.
	Students who attend afterschool programming for 90 days or more will meet end of year grade level scale scores in math.	<b>38%</b> of frequent attendees met end of year grade level scale scores.	<b>57%</b> of frequent attendees met end of year grade level scale scores.
Students have opportunities to explore their strengths through self-identified pathways of learning.	<b>90%</b> of frequent program attendees (60+ days) will complete the standards as outlined in outcomes by grade level as measured by academic and career planning portfolio completion.	To be measured in 2018-2019	To be measured in 2019-2020

Guiding Principles	Measureable Goals	2017-2018 GBAPSD Aggregate	2018-2019 GBAPSD Aggregate
Shared space for community engagement where collaboration with community stakeholders is integrated into program.	<b>90%</b> of frequent program attendees (60+ days) will participate in a minimum of two rigorous Service Learning projects per year.	<b>87%</b> participated in a minimum of two Service Learning projects.	<b>84%</b> participated in a minimum of two Service Learning projects.
	Programs will engage a minimum of <b>10</b> Community Based Organizations as part of student programming each year.	<b>Average of 18</b> Community Based Organizations partnered with each program (range = 10 - 29).	<b>Average of 20</b> Community Based Organizations were <u>apart of student programing</u> (range = 8 – 42).
	Programs will provide a minimum of <b>5</b> community based field trips each year.	To be measured in 2018-2019	<b>Average of 18</b> community based field trips occurred (range = 2 – 32)
Active collaboration and communication between school and afterschool programming.	<b>100%</b> of schools include afterschool program into the school's continuous improvement plan.	To be measured in 2018-2019	<b>100%</b> of schools included afterschool program into school's continuous improvement plan.
Adult education and family engagement activities meet the needs of the community.	<b>90%</b> of families of frequent program attendees (60+ days) will report that the CLC family engagement activities enhanced his/her ability to assist in his/her child's education based on end of year survey.	<b>99%</b> of families felt family engagement activities enhanced ability to assist in child's education.	<b>94%</b> of families felt family engagement activities enhanced ability to assist in child's education.
	At least <b>5</b> events geared towards helping families support student learning in literacy or math will be offered each year.	To be measured in 2018-2019	<b>Average of 6</b> events geared towards helping families support student learning were offered (range = 1 - 24)