

# 21<sup>st</sup> Century Community Learning Center (CCLC) Initiative

Green Bay Area Public School District

## Aggregate Summative Evaluation Report 2019-2020

The Green Bay Area Public School District operated a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program during the 2019-2020 school year at thirteen sites including Baird, Beaumont, Danz, Doty, Eisenhower, Fort Howard, Howe, Jefferson, Keller, Lincoln, Nicolet, Sullivan, and Tank Elementary Schools. The 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 and 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 2019-2020 school year, GBAPSD CCLC Initiative 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 afterschool program site. Dr. Holstead's evaluation activities included analyzing summative data regarding outcomes from the 2019-2020 school year.

Jenell Holstead, Ph.D.  
Director of Consortium of Applied Research



CONSORTIUM of  
**APPLIED  
RESEARCH**

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# COVID-19

During the spring of 2020, the COVID-19 pandemic caused all schools in Wisconsin to stop offering in-person programming (during the regular school day and afterschool time). As a result, the CCLC program at GBAPSD CCLC Initiative ended in-person services on March 18, 2020. The truncated school year meant less students were served by the program, with fewer students regularly attending (more than 30 days). Numerous family events were canceled, and opportunities were lost for learning and enrichment. During COVID-19, the GBAPSDS CCLC Initiative provided activity packets made available through pickup or delivery, distributed resource materials, distributed meals and food, and provided letters to students. Staff participated in virtual professional development, activity planning and development, activity facilitation, summer program planning, and general program management during this time.

Aspects of the evaluation plan were negatively impacted, due to an inability to administer spring student assessments and survey teachers, students, and parents on the impact of the program. These factors should be considered when reviewing the results of the 2019-2020 evaluation.

## Student Attendance and Characteristics

In total, 1,189 students attended the program at least one day during the 2019-2020 school year prior to March 18, 2020. Eighty-four percent (84%) of students who attended the program at least one day during the year attended “regularly” (more than 30 days across the year).

Although cross-year comparisons are problematic due to the abbreviated school year for in-person services in 2019-2020, it is noteworthy that attendance trends were very similar to past years. In fact, seven of the sites served more students regularly in 2019-2020 as compared to the previous school year (2018-2019) despite having more than two months less time to serve children.

	# of Participants Served 30+ Days				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*
<b>Baird</b>	-	-	83	88	93
<b>Beaumont</b>	-	-	71	81	76
<b>Danz</b>	140	77	92	83	84
<b>Doty</b>	69	95	95	91	75
<b>Eisenhower</b>	107	100	103	103	79
<b>Fort Howard</b>	76	34	69	62	43
<b>Howe</b>	106	96	113	128	72
<b>Jefferson</b>	79	49	64	56	91
<b>Keller</b>	61	54	48	50	76
<b>Lincoln</b>	67	70	57	59	80
<b>Nicolet</b>	81	54	76	61	65
<b>Sullivan</b>	128	100	95	126	80
<b>Tank</b>	89	71	73	76	85
<b>TOTAL</b>	1,003	828	1,039	1,064	999

\*As of March, 18, 2020



# Student Attendance and Characteristics (cont.)

On an average day, 54 students attended the afterschool program each day in GBAPSD. Most sites were consistent with past years in terms of Average Daily Attendance, with Baird Elementary School serving seven additional students each day. Howard Elementary had a dramatic decrease in Average Daily Attendance, serving 30 less students per day prior to the pandemic.

Of those that attended, 23% were in English Language Learning (ELL) across all GBAPSD sites. Doty and Eisenhower Elementary had the highest percentage (more than 50%) of ELL students. Sixteen percent (16%) of GBAPSD participants had special education needs, with approximately one in five students at Baird and Sullivan Elementary having special needs.

## Average Daily Attendance

	2017-2018	2018-2019	2019-2020*
<b>Baird</b>	58	66	73
<b>Beaumont</b>	52	63	67
<b>Danz</b>	65	62	59
<b>Doty</b>	75	60	57
<b>Eisenhower</b>	70	74	70
<b>Fort Howard</b>	75	60	30
<b>Howe</b>	84	85	82
<b>Jefferson</b>	50	41	40
<b>Keller</b>	41	38	40
<b>Lincoln</b>	37	35	33
<b>Nicolet</b>	51	40	40
<b>Sullivan</b>	68	85	71
<b>Tank</b>	54	53	45
<b>AGGREGATE</b>	60	59	54

\*As of March, 18, 2020

## Special Education Eligibility

## Limited English Proficiency

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Baird</b>	-	-	15%	14%	<b>20%</b>	-	-	33%	18%	<b>19%</b>
<b>Beaumont</b>	-	-	10%	9%	<b>17%</b>	-	-	9%	9%	<b>11%</b>
<b>Danz</b>	14%	9%	12%	16%	<b>13%</b>	60%	66%	64%	59%	<b>58%</b>
<b>Doty</b>	10%	18%	8%	12%	<b>17%</b>	39%	61%	54%	51%	<b>51%</b>
<b>Eisenhower</b>	7%	12%	12%	7%	<b>13%</b>	58%	56%	50%	61%	<b>55%</b>
<b>Fort Howard</b>	13%	6%	7%	13%	<b>12%</b>	29%	27%	23%	13%	<b>0%</b>
<b>Howe</b>	9%	8%	12%	11%	<b>18%</b>	19%	26%	28%	18%	<b>11%</b>
<b>Jefferson</b>	13%	4%	3%	5%	<b>14%</b>	13%	20%	26%	32%	<b>13%</b>
<b>Keller</b>	17%	19%	17%	22%	<b>18%</b>	8%	11%	15%	4%	<b>9%</b>
<b>Lincoln</b>	19%	23%	18%	17%	<b>18%</b>	6%	6%	4%	7%	<b>8%</b>
<b>Nicolet</b>	19%	11%	13%	12%	<b>6%</b>	29%	35%	29%	33%	<b>19%</b>
<b>Sullivan</b>	10%	14%	18%	19%	<b>19%</b>	31%	34%	33%	24%	<b>23%</b>
<b>Tank</b>	12%	14%	16%	18%	<b>17%</b>	26%	37%	40%	37%	<b>24%</b>
<b>Aggregate</b>	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>13%</b>	<b>16%</b>	<b>31%</b>	<b>37%</b>	<b>34%</b>	<b>30%</b>	<b>23%</b>



## Pre-COVID Program Offerings and Staff

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During the 2019-2020 school year, numerous activities were provided each week. The most frequent activities reported were homework help, physical activity, and STEM. In addition, violence prevention, arts and music, literacy, community service, and youth leadership were also reported. Examples of activities included Academic Enrichment, Robotics, Coding, Book Club, Animal Habitats, MythBusters, Gardening, and Art Club.

All sites operated for 26 weeks in person during the 2019-2020 school year. Sites ranged from 109 days of operation to 113. In general, all centers operated five days per week. On average, youth were served for 13 hours each week.

In total, 319 staff worked for the program in Fall of 2019 and 202 staff were employed in Spring 2020 (a decrease likely due to COVID-19). College students comprised most of the staff (75%), with administrators and community members representing seven percent (7%) and six percent (6%), respectively. Eighteen school day teachers also worked for the program.

**On average, the program extended the school day for children enrolled in the program by approx. 298 hours at each site, for a district total of 3,877 additional hours of service prior to the pandemic.**

# Academic Assessment

In terms of academic need, the program appeared to serve students who were in need of academic support. For example, across all sites, only 12% and 20% of regular attendees scored at least 60 NCE on the STAR Reading and Math assessments, respectively, in Fall 2019.

Although many children were performing below grade-level expectations, the program had identified students who would benefit most from program participation.

% of Students at or above 60 NCE		
	STAR Reading	STAR Math
Baird	10%	20%
Beaumont	27%	22%
Danz	6%	30%
Doty	5%	19%
Eisenhower	9%	30%
Fort Howard	0%	20%
Howe	12%	21%
Jefferson	11%	10%
Keller	6%	7%
Lincoln	16%	31%
Nicolet	16%	20%
Sullivan	8%	20%
Tank	24%	12%

# Socio-Emotional Assessment

Program staff completed a Devereux Student Strengths Assessment (DESSA) for all students who attended the program in October of the 2019-2020 school year. The DESSA measures eight areas of socio-emotional functioning: Personal Responsibility, Optimistic Thinking, Goal-Directed Behavior, Social Awareness, Decision Making, Relationship Skills, Self-Awareness, and Self-Management. Students are identified as having a 'Need,' 'Typical' development, or a 'Strength' in each area.

At the beginning of the year, at least 10% of students were considered at risk on each DESSA scale. Given COVID-19, these numbers are low estimate of the socio-emotional needs facing GBAPSD children.



DESSA Scale	% of Students in GBAPSD in Fall 2020 Identified as in 'Need'
Personal Responsibility	13%
Optimistic Thinking	13%
Goal-Directed Behavior	11%
Social Awareness	19%
Decision Making	12%
Relationship Skills	15%
Self-Awareness	10%
Self-Management	17%

# Family Involvement

During the 2019-2020 school year, there were 57 family events across the 13 sites. Examples of family events included Parent Orientations, Cooking Nights, Arts Around the World, Holiday Extravaganzas, Gingerbread Math Nights, Weaving Showcase, Family Game Nights, Family Health, Family Literacy Nights, Hip Hop Dance Showcase, and Turkey Dinners. At least 270 students had at least one family member attend one event.

Because of COVID-19 family surveys were not distributed at the end of the school year.

## Progress Towards Goals

Guiding Principles	Measurable Goals	2017-2018 GBAPSD Aggregate	2018-2019 GBAPSD Aggregate	2019-2020 GBAPSD Aggregate
A place in which youth feel safe, supported, and welcomed.	100% of students express that they feel safe, supported, and welcomed on the end of program survey.	88% feel safe 89% feel they fit in 89% feel program staff care	81% feel safe 73% feel they fit in 85% feel program staff care	Not Measured (COVID-19)
	Social and emotional learning is integrated across all areas of programming.	90% 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).	87%	89%
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.	80% yearly retention rate of staff at each site.	To be measured in 2018-2019	20% of program staff were retained from June 2018 to June 2019	Not Measured (COVID-19)
	100% 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	100%
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.	29%	40%	Not Measured (COVID-19)
	Students who attend afterschool programming for 90 days or more will meet end of year grade level scale scores in math.	38%	57%	Not Measured (COVID-19)
Students have opportunities to explore their strengths through self-identified pathways of learning.	90% 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	To be measured in 2020-2021

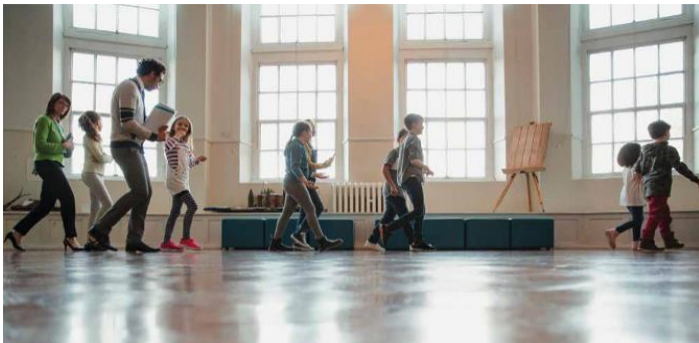
# Progress Towards Goals (cont.)

Guiding Principles	Measurable Goals	2017-2018 GBAPSD Aggregate	2018-2019 GBAPSD Aggregate	2019-2020 GBAPSD Aggregate
<b>Shared space for community engagement where collaboration with community stakeholders is integrated into program.</b>	<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>	<b>84%</b>	<b>96%*</b>
	Programs will engage a minimum of <b>10</b> Community Based Organizations as part of student programming each year.	Average of <b>18</b> (range = 10 - 29)	Average of <b>20</b> (range = 8 – 42)	Average of <b>14*</b> (range = 5 - 27)
	Programs will provide a minimum of <b>5</b> community based field trips each year.	To be measured in 2018-2019	Average of <b>18</b> (range = 2 – 32)	Average of <b>13*</b> (range = 0-32)
<b>Active collaboration and communication between school and afterschool programming.</b>	<b>100%</b> of schools include afterschool program into the school's continuous improvement plan.	To be measured in 2018-2019	<b>100%</b>	<b>100%</b>
<b>Adult education and family engagement activities meet the needs of the community.</b>	<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>	<b>94%</b>	<b>Not Measured (COVID-19)</b>
	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	Average of <b>6</b> (range = 1 - 24)	Average of <b>4*</b> (range = 0-9)

\*Impacted by COVID-19

## Summary

Overall, the CCLC program at GBAPSD CCLC Initiative made positive gains during the 2019-2020 school year to serve children who most needed the program. Despite the program closing in mid-March because of the COVID-19 Pandemic, the program served 1,189 children. In addition, more than 80% of students served were in need of academic and socio-emotional support, as documented by fall assessment scores. Moving forward, the challenge of continuing to meet the needs of youth in the 2020-2021 school year will be great, as the COVID-19 pandemic will transform what services are provided by the program. Given the success that was achieved in 2019-2020 to serve children who needed programming most, program staff might consider reviewing strategies and continue implementing high quality virtual services to students.



## 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.