



CONSORTIUM *of*
APPLIED
RESEARCH

Lincoln Elementary 21st Century Community Learning Center (CCLC)

GREEN BAY AREA PUBLIC SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT 2022-2023

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

INSIDE THIS REPORT

- 1 Summative Evaluation Report 2022-2023
- 2 Student Characteristics
- 3 Program Offerings
- 4 School Assessment
- 5 Summary

SUMMATIVE EVALUATION REPORT 2022-2023

Lincoln Elementary School in the Green Bay Area Public School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2022-2023 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 2022-2023 school year, Lincoln 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 2022-2023 school year. This report presents the summative results for the Lincoln program site.

STUDENT CHARACTERISTICS

In total, 47 students attended the program during the 2022-2023 school year. Of those that attended, 15% had special education needs and 6% were English language learners. The program consisted of roughly 32% white students, 28% Hispanic or Latino students, 17% Black or African American students, 11% students who are two or more races, 9% Asian students, and 4% American Indian or Alaskan native students. About 51% of the participants were male, compared to 49% 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, past participants and their siblings.

Ninety-one percent (91%) 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, 34 students attended the program.

Forty-two students attended more than 90 hours of programming, with 30 students attending for more than 270 hours during the school year.

**THE PROGRAM
PROVIDED
597
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2022-2023**

Attendance Trends	2020-2021	2021-2022	2022-2023
# of Participants (30+ days)	13	43	43
% of regular attendees attending 30-59 days	0%	30%	7%
% of regular attendees attending 60-89 days	62%	23%	19%
% of regular attendees attending 90+ days	38%	46%	74%
Average Daily Attendance	13	24	34

PROGRAM OFFERINGS

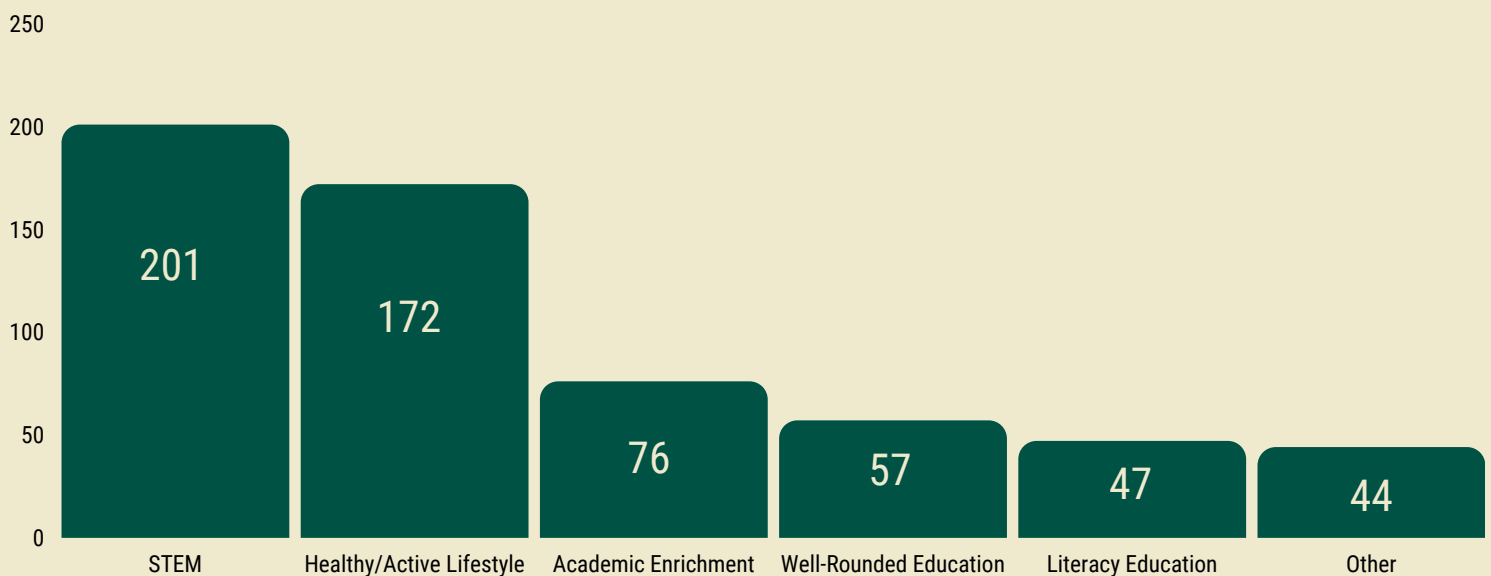
During the 2022-2023 school year, numerous activities were provided during the week. In total, students participated in 201 hours of STEM activities, 172 hours of healthy and active lifestyle activities, 76 hours of academic enrichment, 57 hours of well-rounded education activities, and 47 hours of literacy education. Students also spent approximately 44 hours in other activities, such as career competence and career readiness and cultural programs.

Students had the opportunity to learn about stop motion animation, toy design, water park design, and robotics. Students could also participate in activities such as LEGO pirates, or join clubs such as the crime solving club, walking club or snap circuit club.

The program partnered with 4-H, Artworks for Kids, Boys & Girls Club of Greater Green Bay, Children's Museum of Greater Green Bay, Lincoln Elementary Parent Teacher Organization, and Total Self Defense.

The program operated for 36 weeks during the 2022-2023 school year and was open for a total of 156 days. In general, the program operated four days per week and served youth for approximately 11 hours each week.

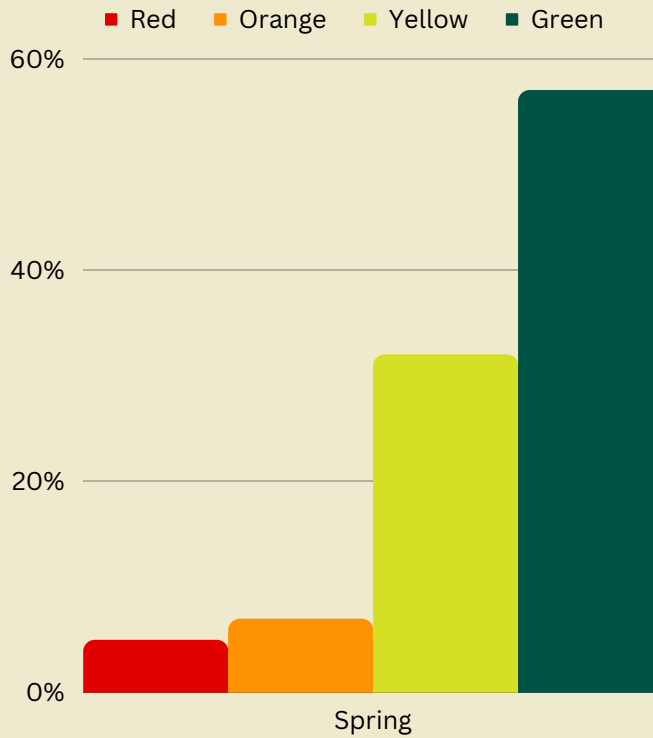
HOURS OF PROGRAMMING



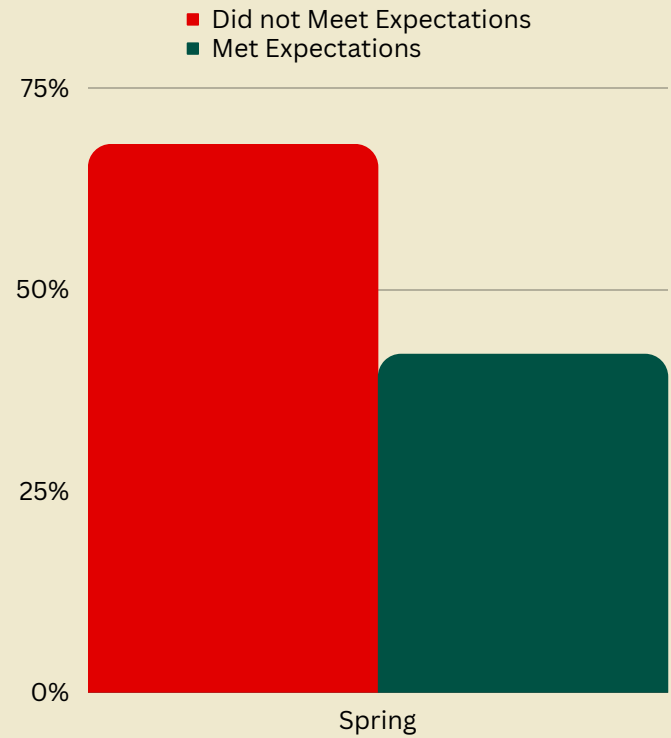
SCHOOL ASSESSMENT

The school assessed the students' performance in reading and math levels during the spring, as measured by the DRA (math) and Fountas and Pinnell (reading) assessments. In math, 57% of students met expectations by the end of the year. In contrast, 42% of students met expectations in reading.

Math Levels



Reading Levels



SUMMARY

The CCLC program at Lincoln Elementary School continued to thrive during the 2022-2023 school year. The program provided 597 hours of additional support to students, extending the school day. The program served 47 students, offering opportunities to learn about interesting topics, such as robotics and animation.

As the program looks to the 2023-2024 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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