



CONSORTIUM *of*  
APPLIED  
RESEARCH

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

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

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# SUMMATIVE EVALUATION REPORT 2022-2023

Doty 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, Doty 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 Doty program site.

# STUDENT CHARACTERISTICS

In total, 66 students attended the program during the 2022-2023 school year, compared to 62 during the previous year. Of those that attended, 15% had special education needs and 30% were English language learners. The program consisted of roughly 50% Hispanic or Latino students, 26% white students, 12% Black or African American students, 8% students who are two or more races, 3% Asian students, and 2% American Indian or Alaskan Native students. About 48% of the participants were male, compared to 52% 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.

Eighty-eight percent (88%) 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 (62%) attended 90 or more days during the school year. On an average day, 53 students attended the program. Fifty-five students attended more than 90 hours of programming, with 40 students attending for more than 270 hours during the school year.

**THE PROGRAM  
PROVIDED  
443  
ADDITIONAL  
HOURS OF  
SUPPORT FOR CHILDREN  
IN 2022-2023**

Attendance Trends	2020-2021	2021-2022	2022-2023
# of Participants (30+ days)	16	53	58
% of regular attendees attending 30-59 days	50%	8%	20%
% of regular attendees attending 60-89 days	6%	13%	6%
% of regular attendees attending 90+ days	44%	79%	62%
Average Daily Attendance	14	40	53

# PROGRAM OFFERINGS AND STAFF

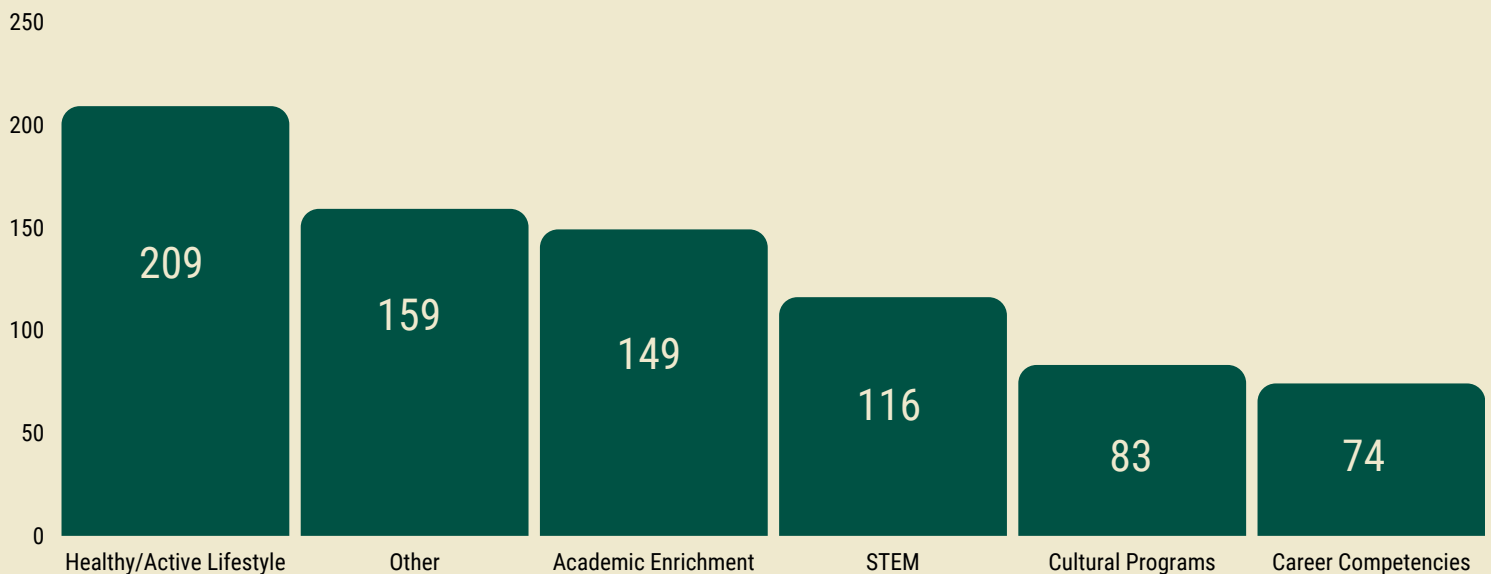
During the 2022-2023 school year, numerous activities were provided during the week. In total, students participated in 209 hours of healthy and active lifestyle activities, 149 hours of academic enrichment, 116 hours of STEM activities, 83 hours of cultural programs, and 74 hours of career competencies and career readiness education, among other activities.

The program partnered with 4-H, Artisan Center, Artworks for Kids, Einstein Project, and National Railroad Museum.

The program operated for 36 weeks during the 2022-2023 school year and was open for a total of 157 days. In general, the program operated 5 days per week and served youth for approximately 14 hours each week.

In total, 2 staff worked for the program including one community member and one administrator. Staff were recruited through outreach to local universities and high schools and by targeting school personnel within the building. Specific staff members were devoted to creating lesson plans.

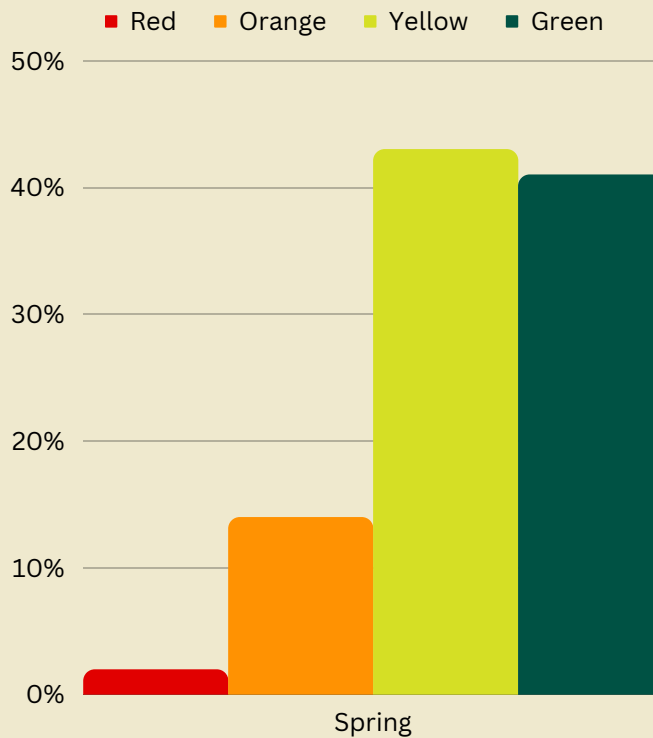
## HOURS OF PROGRAMMING



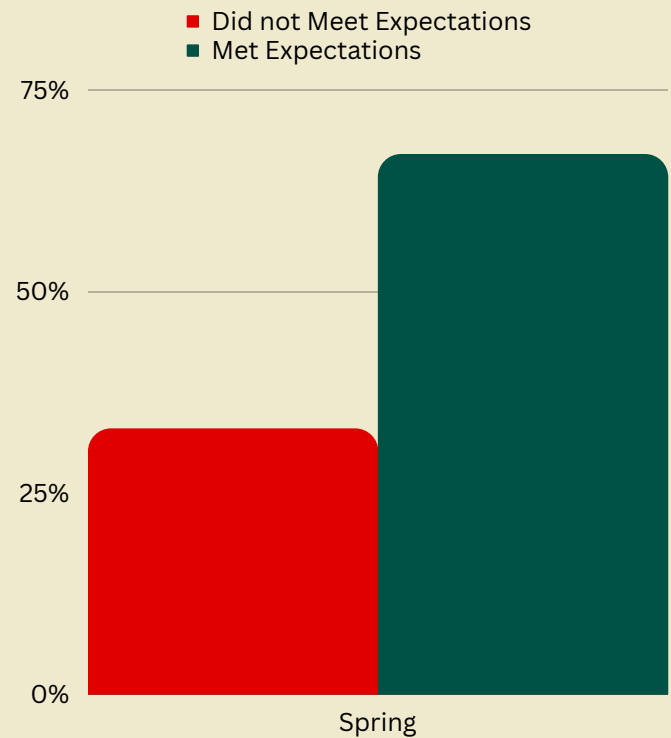
# SCHOOL ASSESSMENT

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, 41% of students met expectations by the end of the year. In contrast, 60% of students met expectations in reading.

## Math Levels



## Reading Levels



# SUMMARY

The CCLC program at Doty Elementary School continued to thrive during the 2022-2023 school year. The program experienced a slight decrease in the number of programming hours it offered, reduced by 31 hours of support to children compared to the previous year. The program served 66 students. The program recruited students in need of academic, social and emotional, or behavioral needs, as well as low-income students.

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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