



CONSORTIUM *of*
**APPLIED
RESEARCH**

Journey Charter School 21st Century Community Learning Center (CCLC)

**RIPON AREA SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT 2023-2024**

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INSIDE THIS REPORT

- 1 Summative Evaluation Report 2023-2024
- 2 Student Characteristics
- 3 Program Offerings
- 4 School Assessment
- 5 What Students Say (K-2)
- 6 What Students Say (3-5)
- 7 What Families Say
- 8 What Teachers Say
- 9 Goals and Objectives
- 10 Summary

SUMMATIVE EVALUATION REPORT 2023-2024

Journey Charter School in the Ripon Area School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2023-2024 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 2023-2024 school year, Journey Charter 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 2023-2024 school year. This report presents the summative results for the Journey Charter program site.

STUDENT CHARACTERISTICS

**THE PROGRAM
PROVIDED
543
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2023-2024**

In total, 209 students attended the program during the 2023-2024 school year. Of those that attended, 18% had special education needs and 6% were English language learners. Of note, roughly 40% of attendees received free or reduced lunch.

The program consisted of roughly 87% White students, 9% Hispanic or Latino students, 3% Black or African American students, and 2% who are two or more races. About 51% of the participants were male, compared to 49% female.

Program staff prioritized recruitment of students who were in need of academic support.

Sixty-four percent (64%) 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 (68%) attended 90 or more days during the school year. On an average day, 90 students attended the program, including students who attended before and after school.

One-hundred and sixteen (116) students attended more than 90 hours of programming, with 35 students attending for more than 270 hours during the school year.

Attendance Trends	2021-2022	2022-2023	2023-2024
# of Participants (30+ days)	111	114	134
% of regular attendees attending 30-59 days	21%	23%	15%
% of regular attendees attending 60-89 days	15%	16%	17%
% of regular attendees attending 90+ days	64%	61%	68%
Average Daily Attendance	74	76	90

PROGRAM OFFERINGS

During the 2023-2024 school year, numerous activities were provided during the week. In total, students participated in 403 hours of healthy and active lifestyle activities, 367 hours of cultural programs, 208 hours of STEM, 143 hours of literacy education, 74 hours of academic enrichment, and 17 hours of career competencies and career readiness.

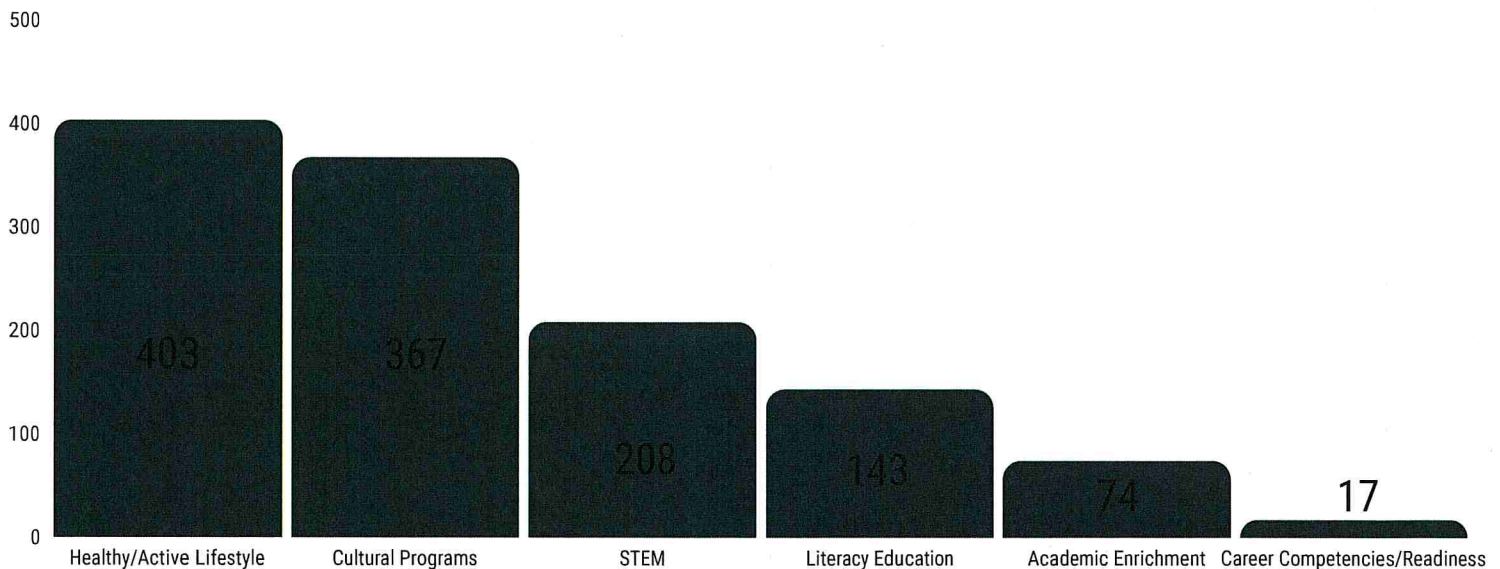
Students participated in activities such as artistic exploration, nutritional exploration, large motor activities, and social emotional learning.

The program partnered with Lotus Root Yoga, EAA Museum, Heritage Hill State Park, Luv2Play, NEW Zoo, RASD Cheer Club, Ripon Police Department, Ripon Public Library, Ripon Rotary Club, Science Club, University of Wisconsin-Green Bay, and YMCA.

The program operated for 39 weeks during the 2023-2024 school year and was open for a total of 180 days. In general, the program operated five days per week and served youth for approximately 15 hours each week.

The program employed 24 staff members, including, 8 high school students, 5 non-teaching school staff, 3 school day teachers, 3 college students, 3 community members, and 2 administrators.

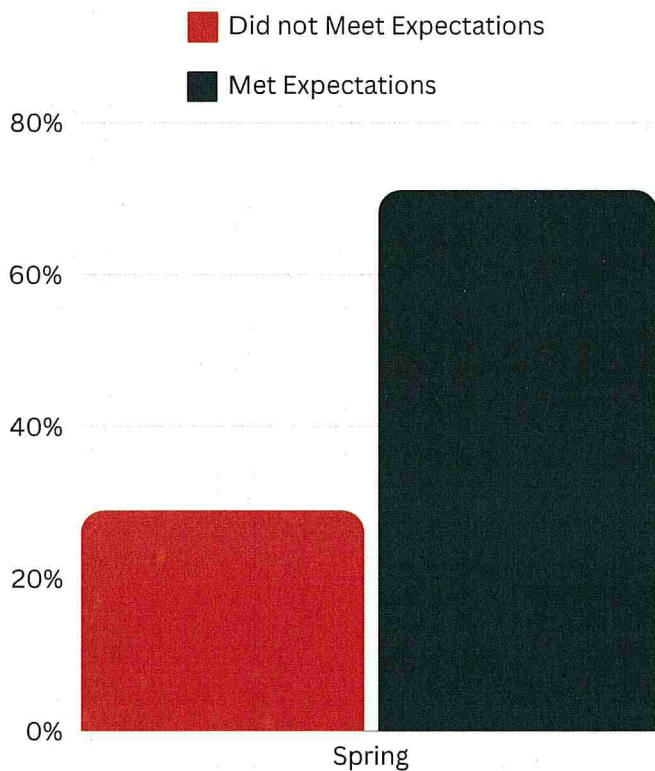
HOURS OF PROGRAMMING



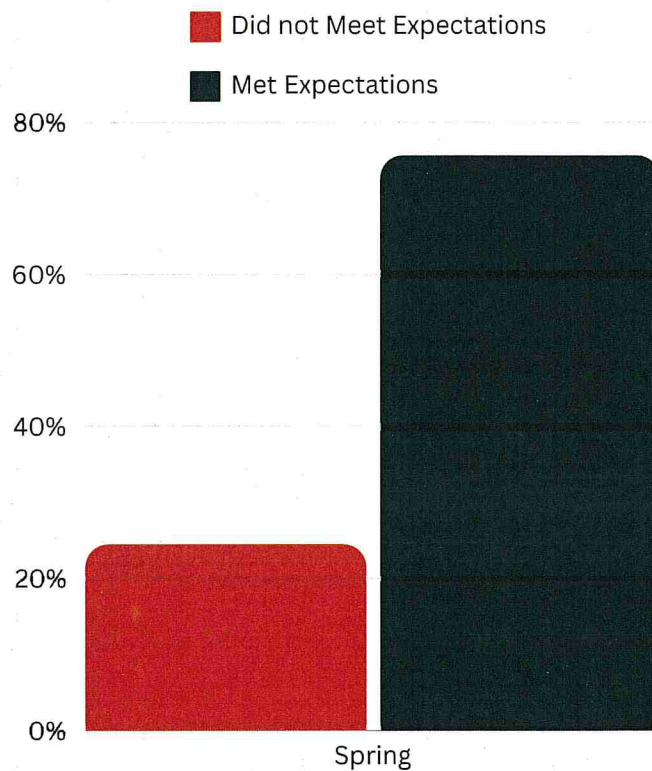
SCHOOL ASSESSMENT

The school assessed the students' performance in reading and math levels during the spring, as measured by the iReady (math) and BAS (reading) assessments. By the end of the year, 71% of students met expectations in math, and 76% of students met expectations in reading.

Math Levels



Reading Levels



WHAT STUDENTS SAY (GRADES K-2)

Students have great things to say about the program. In total, 58 kindergarten, first and second grade students completed a survey that asked them three questions about whether they thought afterschool staff cared about them, if the program staff helped them make and keep friends, and whether they liked the afterschool program. The students were given the option to choose a smiley face, neutral face, or frown face to indicate their opinion.

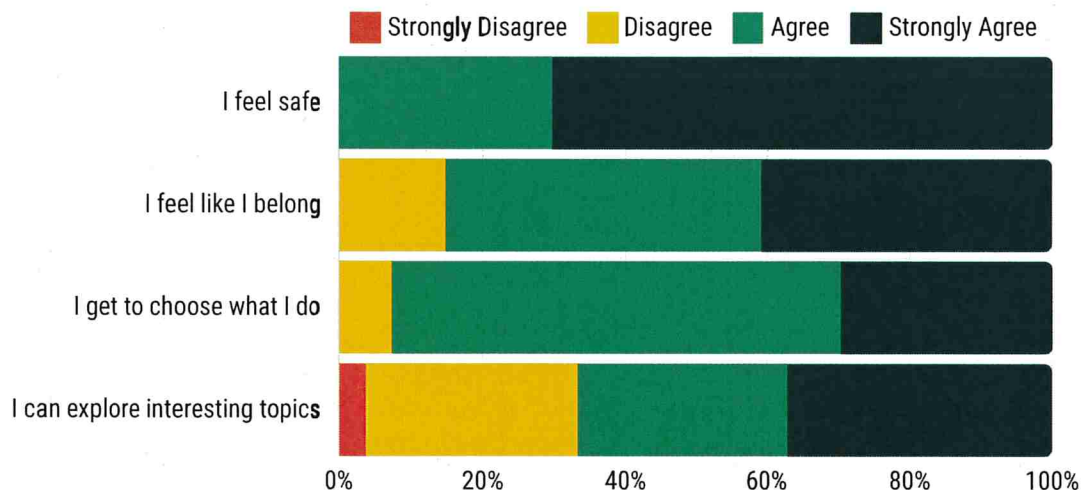
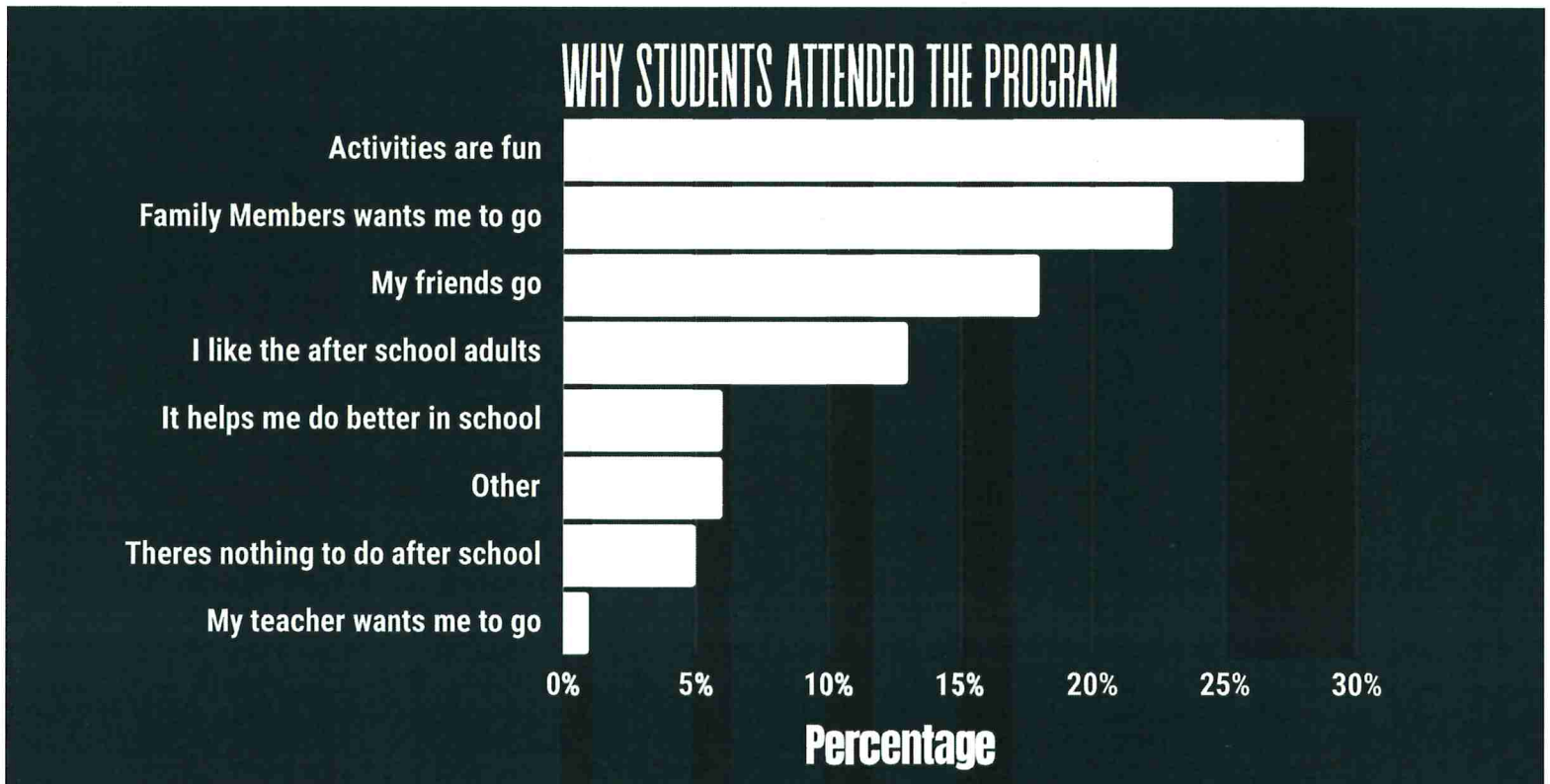
SMILEY FACE PERCENTAGES

Item	% Smiley
Do the staff care about you?	84%
Do staff help you make and keep friends?	55%
I like the afterschool program a lot.	66%

WHAT STUDENTS SAY (GRADES 3-5)

In total, 28 third, fourth, and fifth grade students completed a student survey at the end of the year. Results of the survey demonstrated that 96% of students reported that program staff cared about them.

Overall, 100% of children reported feeling safe at the program, and ninety-three percent (93%) of participants reported that there was at least one adult at the program they could talk to and trust.



WHAT FAMILIES SAY

At the end of the year, 26 families completed a family survey. Nineteen families reported that they had two or more children in the program, representing 45 students that participated. The survey was available in English and Spanish.

In the survey, 93% of families reported that staff and program leaders cared about their child, with 71% strongly agreeing with this statement. Moreover, 95% of families reported that their child(ren) enjoy spending time with the program staff, 96% felt that they could talk to the program leaders and staff about any concerns they had and felt happy with the types of activities their child participated in, and 91% reported that because of the interaction with the afterschool 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 ninety-six percent (96%) agreeing that the days and times were adequate. Eighty-four percent (84%) of families reported that they were more engaged with their child(ren)'s education because of their participation in the program.

93% 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: 95%
- Improve their grades/do better in school: 84%
- Participate in activities they would not otherwise have had the opportunity to participate in: 91%
- Increased confidence in their abilities: 88%

FAMILY INVOLVEMENT

During the 2023-2024 school year, there were four family events. Eighty percent (80%) of family members reported that the activities helped them develop their own knowledge and skills, while ninety percent (90%) reported the activities helped them feel more 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 reason why they did not attend.

WHAT TEACHERS SAY

Teachers were surveyed in Spring 2024 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.	38%	31%	32%	34%	27%	27%	36%	27%
It needed to improve but it stayed the same.	18%	14%	16%	19%	11%	13%	11%	20%
It needed to improve but it got worse.	6%	1%	2%	2%	4%	0%	2%	4%
It did not need to improve.	39%	53%	48%	42%	51%	54%	11%	48%

PROGRESS TOWARD GOALS & OBJECTIVES

Guiding Principles	Measurable Goals	Journey Charter
Support complex mathematical understanding by building fundamental numerical comprehension.	By June of each year, at least 80% of frequent attendees in grade 1 will be secure in the ability to demonstrate fluency in addition and subtraction within 10.	Some progress made (70% of students)
	By June of each year, at least 80% of frequent attendees in grade 1 will be secure in the ability to demonstrate fluency in addition and subtraction within 15.	Some progress made (31% of students)
	By June of each year, at least 80% of frequent attendees in grade 2 will be secure in the ability to demonstrate fluency in addition & subtraction within 20.	Goal met (80% of students)
Support different learning styles by providing tailored instruction based on learners unique needs.	Annually, at least 80% of frequent program attendees parents will report that CLC programs are responsive to and incorporate their children's unique learning style	To be measured in 2024-25
Build cultural awareness, understanding, and appreciation.	By June of each year, at least 80% of frequent attendees will have participated in at least 1 cultural awareness activity per month.	To be measured in 2024-25
Foster a sense of ownership and community within school and the surrounding community.	By June of each year, at least 85% of frequent attendees will participate in at least two formal service learning projects.	To be measured in 2024-25

Guiding Principles	Measurable Goals	Barlow Park
Offer family educational programming based on student/family needs, and provide families with unique educational opportunities to support their student learners.	Annually, at least 6 events will be sponsored by the CLC to promote family engagement and active partnership in each child's education.	Some progress made (4 family events)
	By June of each year, at least 80% of frequent attendees' family members will report that the CLC program has enhanced their ability to support their child's academic progress, healthy development, and behavioral success.	Goal met (90% of family members)
	By June of each year, at least 80% of regular attendees family members will strongly agree that they have access to education information to better support their child.	Goal met (80% of family members)
	By June of each year, at least 85% of regular attendees parents will strongly agree that CLC and school staff do a good job in providing parents with ways to participate at their child(ren)'s elementary school.	Goal almost met (84% of family members)
	By June of each year, at least 75% of regular attendees adult family members will strongly agree that the school considers their opinion when it comes to decisions concerning their child(ren)'s education	Goal met (96% of family members)
Ensure program information is provided in multiple languages	Work with a translator to ensure that all registrations, outreach program materials, surveys and information are available in the families spoken language	Goal met (All communication in English and Spanish)
Support positive interaction between staff and students	At least 90% of regular attendees (30 days+) and their families will feel that staff care about them and encourage positive peer-to-peer relationships.	Goal met (93% of families surveyed)
Provide staff with educational and training to better meet students needs	100% of staff have attended at least one Professional Learning Opportunity regarding addressing student needs	Goal met (100% of staff)



SUMMARY

The CCLC program at Journey Charter School continued to thrive during the 2023-2024 school year. The program provided 543 hours of additional support to students, extending the school day. The program served 209 students, a majority of whom reported that they liked their experience in the program.

As the program looks to the 2024-2025 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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