



21st CCLC Local Program Evaluation

2024-2025 School Year - Grant Year 1

Stevens Point Area Public School District
Jefferson, Madison, & McKinley Elementary Schools

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Introduction and Program Description

Mission: To inspire & empower our youth to realize their full potential

Vision: Provide a world-class Club experience that assures success is within reach for every young person we serve

Values: Fun, Inclusive, Responsive, Trustworthy, Safe

Program Description:

This 21st Century Community Learning Center (CCLC) is an after-school opportunity for youth that aims to inspire and empower youth to realize their full potential. Programming focuses on providing academically enriching opportunities to extend school day learning into the after-school hours.

Our goals are to support students' physical/emotional safety, academic achievement, on-time grade progression, proficiency in math and/or reading, sense of belonging, connection to school/caring adults/peers, and to engage their family members.

Enrollment is continuously open to all students in grades 1 – 6 enrolled at Jefferson, Madison, or McKinley Elementary Schools, though recruitment targets economically disadvantaged students. The 21st CCLC is a stable, safe, and supportive environment that provides academic enrichment activities, skill development programs, and educational events to help youth develop as learners and meet state academic standards.

This Evaluation:

The Stevens Point School District (Assistant Superintendent, Director of Elementary Education) and the Boys & Girls Club of Portage County (Director of CLC Programming) share student data with one another and the Wisconsin Department of Public Instruction to comply with federal and state reporting requirements. The Director of CLC Programming ensures daily data collection of after school programming activities. The School District provides student attendance, academic, and suspension data to the Boys & Girls Club, and together they ensure that the public has access to the data via this program evaluation.

Evaluation Findings

Students Served:

Total Enrollment: 332 students

Jefferson: Average Daily Attendance: 75.39

McKinley: Average Daily Attendance: 64.67

Madison: Average Daily Attendance: 42.01

Program Operation:

Schedule:

Hours of Operation:

Monday-Thursday: 3:30 PM – 6:00 PM

Friday: 3:30 PM – 5:00 PM (*Jefferson and McKinley only*)

Staffing:

Full Time: The Director of CLC Programming, Jefferson Center Director, McKinley Center Director

Part Time: Madison Extension Site Coordinator, Jefferson Center Assistant Director, McKinley Center Assistant Director, Social and Emotional Development Coordinators, Program Leaders (18+ years old), Jr. Program Leaders (less than 18 years old), Academic Enrichment Teachers

Structure: Each school has leadership staff, including the Center Director or Site Coordinator, Assistant Directors (Jefferson and McKinley only) and at least one Social and Emotional Development Coordinator on site daily. Additionally, each school has an appropriate number of Program Leaders to ensure at least a 1:15 ratio of staff to students. Each school has one Academic Enrichment Teacher (licensed teacher) on site 2+ days per week who is not included in the staff to student ratio.

Progress Towards Objectives

<p>State Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population.</p>	
<p>Each year of the grant period, afterschool program staff will participate in at least 20 hours of professional development facilitated by BGCP and SPAPSD staff.</p>	<p>100% of staff participated in at least 20 hours of professional development, including Child Safety and Sexual Abuse Prevention Training.</p>
<p>During the grant period, at least 60% of program participants will be economically disadvantaged (as measured by lunch program eligibility) and/or identify as a student of color.</p>	<p>-61% economically disadvantaged (8% report unknown) -29% identify as a student of color</p>
<p>State Goal 2 - Academic Enrichment: Programs will challenge youth to develop as learners.</p>	
<p>Throughout the year, students will complete at least three community-based service-learning projects that allow students to apply their academic and social-emotional skills in real-life contexts.</p>	<p>Students completed five service learning projects: Community Clean Up, Community Garden, Cards for Meals on Wheels, Valentines for Edlers, & Hygiene Kit production.</p>
<p>State Goal 3 - Youth Development and Other Skills Necessary for Overall Success: Programs will support the development of other skills necessary for success.</p>	
<p>90% of students will agree that they have some choices about how to spend their time in the program, as measured by annual participant survey data.</p>	<p>-NYOI data showed 86.8% of students agree and/or strongly agree that they enjoy being at Club (the CLC site) -CLC survey data inaccessible at time of Evaluation</p>
<p>State Goal 4 - Family Engagement: Programs will engage families and the broader community in support of student learning.</p>	
<p>Throughout the school year, at least 70% of families will attend one family education and engagement event, and at least 50% will attend two or more.</p>	<p>Each site has unique turnout for family night events. -McKinley saw 80.2% of families in the first two events of the year. McKinley offered some CLC specific events and some school wide events, leading to 57% of families attending at least two of their four events. -Madison saw 68% of families attend the first family night, and less than 30% return for a second and/or third event later in the school year.</p>

	-Jefferson combines CLC family nights with school-wide family events, leading to very strong attendance throughout the year.
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Conclusions & Recommendations

Site Specific Takeaways:

Madison Elementary School

- This was the first year this site was open, and they made great progress towards having a well-structured program. Challenges included having all new staff, while also being in the first year of CLC funding and requirements. In Year Two, executing the YPQA to assess program quality will aid any needed improvements in the coming years.
- The Madison site offered three family nights with low turnout at two of them. Increasing the number of family nights or bringing in a community partner to capture the interest of families may improve attendance to support the success of Goal 4. Overall, improving program and family connections would benefit the Madison site.

Jefferson Elementary School

- The Jefferson site is highly entwined with non-CLC after school activities, leading to a culture of community that is unique for this site.
- All Jefferson site family nights this school year were only entwined with school-wide events. In the future, hosting CLC specific events will help to bring families into regular after school programming and better showcase what activities students do at the site.

McKinley School:

- McKinley saw substantial growth in Daily Attendance, averaging 65 students per day. This is approximately a 27% increase from the 2023-24 school year.
- Mckinley’s culturally specific Hmong Jumpstart programming was a highlight of the site. With an average of 11 Hmong students attending Jumpstart daily, these students were given opportunity to explore their culture, learn the Hmong language, and still have access to Academic Enrichment programming with the general population of students at the site.

Final Conclusions:

As part of the first year of grant implementation, not all project goals are fully reflected in this evaluation. Some goals may require revision in future reporting to more accurately capture the progress occurring at each site and to ensure alignment with available data. The first year provided important insight into evaluation processes and opportunities to strengthen data collection and reporting practices moving forward.

To improve the accuracy and completeness of future evaluations, the Director of CLC Programming will include Student and Family survey data (annual DPI Survey) when reporting on project goals in the coming year. This adjustment will allow for a more comprehensive representation of program outcomes and will reduce reliance on alternative data sources, such as Boys & Girls Club's NYOI survey data. These evaluation refinements will support clearer measurement of program impact and strengthen continuous improvement efforts in future grant years.

As the first year of 21st CCLC implementation, the 2024–2025 school year required significant foundational work across all three sites. Staff recruitment, training, operating the new data collection system (Cayen), and alignment with grant requirements were all established simultaneously while programs were actively serving students. These first-year startup demands posed challenges, particularly at newer sites, but also resulted in strong internal structures, consistent staffing models, and clear program expectations that now provide a solid base for future growth. Despite the complexities of Year One, all sites demonstrated progress toward grant goals and showed evidence of meaningful student engagement and family participation.

Family engagement efforts highlighted both successes and opportunities for improvement. While some sites experienced strong initial turnout, sustaining family participation across multiple events proved challenging. Moving forward, programs will focus on refining family night strategies by increasing alignment with family interests, incorporating community partners, offering CLC specific events that showcase student learning, and adjusting scheduling and outreach methods to remove participation barriers. These targeted improvement efforts are expected to strengthen ongoing family connections and better support State Goal 4 in the remaining grant years.

Overall, Year One represents an important learning period that informed program adjustments, clarified priorities, and identified actionable next steps. With established program structure, experienced staff, and data-informed improvement plans in place, all three sites are well positioned to deepen program quality, enhance family engagement, and continue progressing toward desired student outcomes throughout the remainder of the grant cycle.