



CONSORTIUM *of*
APPLIED
RESEARCH

Baird Elementary 21st Century Community Learning Center (CCLC)

**GREEN BAY AREA PUBLIC SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT 2024-2025**

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Applied Research**

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SUMMATIVE EVALUATION REPORT 2024-2025

Baird Elementary School in the Green Bay Area Public School District operated a 21st Century Community Learning Centers (21st CCLC) program during the 2024-2025 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 2024-2025 school year, Baird 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 2024-2025 school year. This report presents the summative results for the Baird program site.

STUDENT CHARACTERISTICS

In total, 87 students attended the program during the 2024-2025 school year. Of those that attended, 13% had special education needs and 12% were English language learners. The program consisted of roughly 52% white students, 25% Hispanic or Latino students, 15% students who are two or more races, 5% American Indian and Alaskan Native students, and 3% Black or African American students. About 45% of the participants were male, compared to 55% female.

Program staff prioritized the 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-five percent (95%) 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 (83%) attended 90 or more days during the school year. On an average day, 65 students attended the program.

Eighty students attended more than 90 hours of programming, with 54 students attending for more than 270 hours during the school year.

**THE PROGRAM
PROVIDED
352
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2024-2025**

Attendance Trends	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
# of Participants (30+ days)	15	58	67	71	83
% of regular attendees attending 30-59 days	67%	24%	17%	13%	6%
% of regular attendees attending 60-89 days	0%	16%	21%	3%	11%
% of regular attendees attending 90+ days	33%	60%	56%	85%	83%
Average Daily Attendance	8	36	46	54	65

PROGRAM OFFERINGS AND STAFF

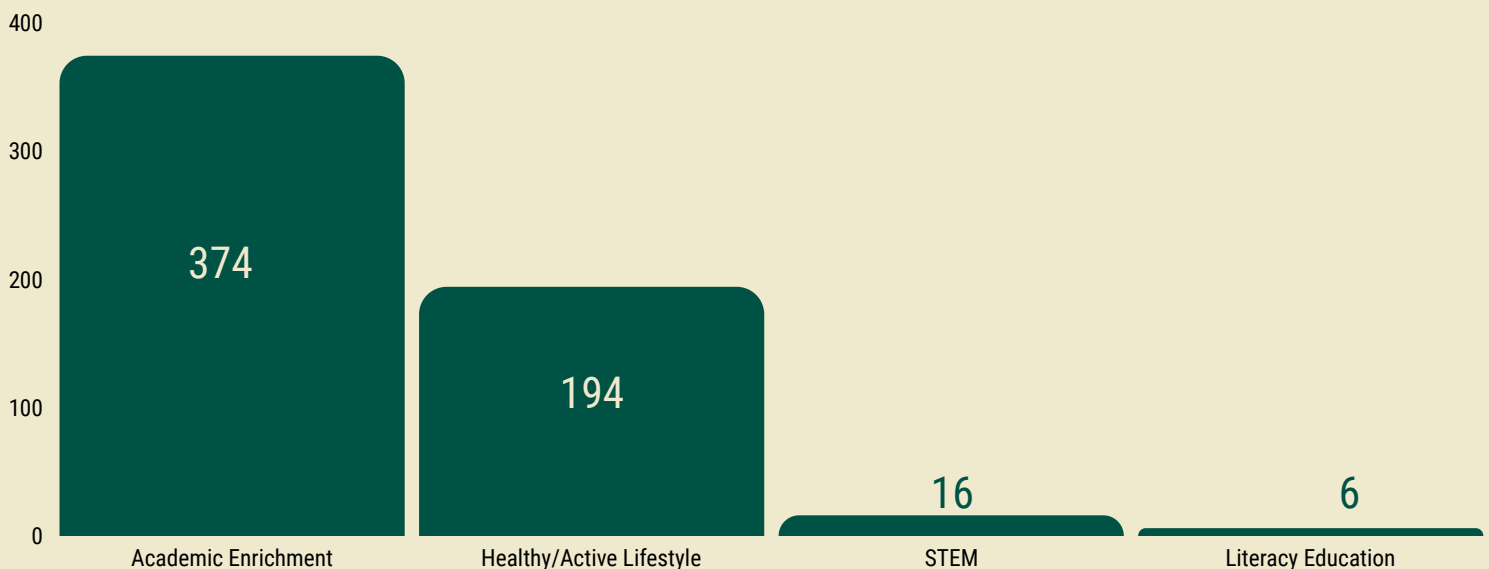
During the 2024-2025 school year, numerous activities were provided during the week. In total, students participated in 374 hours of academic enrichment, 194 hours of healthy and active lifestyle activities, 16 hours of STEM activities, and 6 hours of literacy education.

The program partnered with 4-H, Children's Museum of Green Bay, Dairy Council, Green Bay Area Sports Organization, and UW-Green Bay..

The program operated for 35 weeks during the 2024-2025 school year and was open for a total of 152 days. In general, the program operated five days per week and served youth for approximately 12 hours each week.

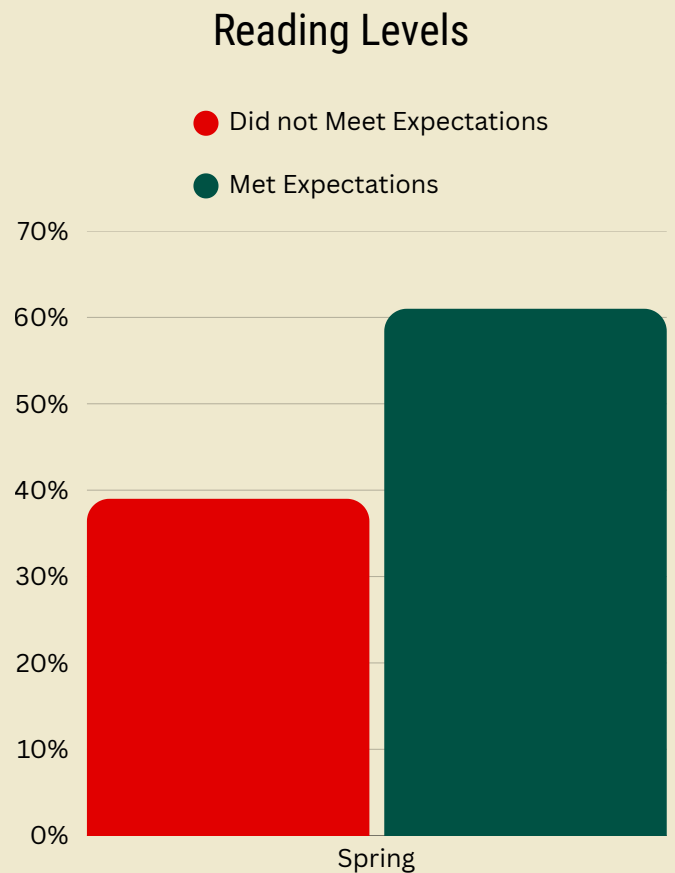
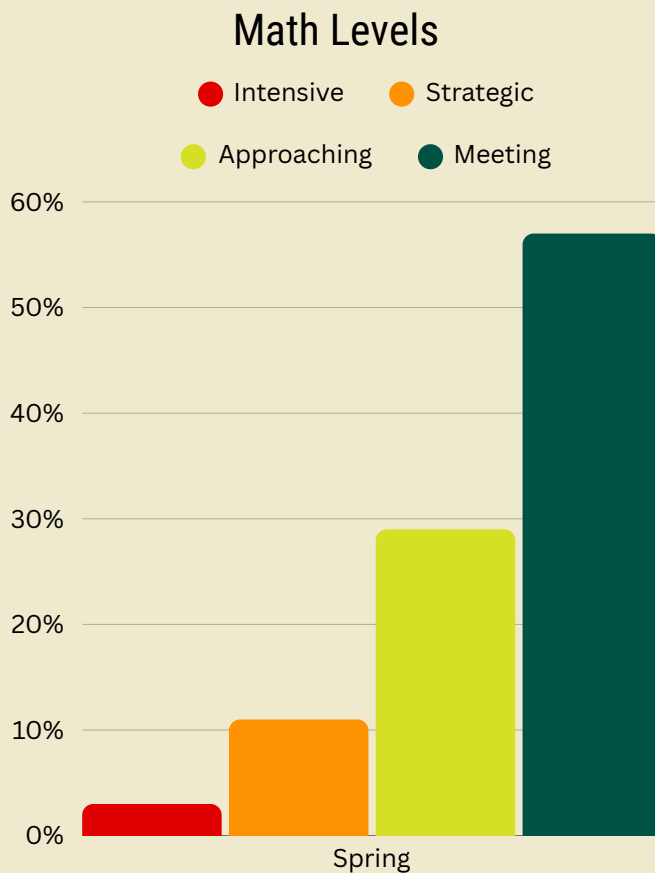
Staff were recruited through outreach to local universities and high schools and by targeting school personnel within the building.

HOURS OF PROGRAMMING



SCHOOL ASSESSMENT

The school assessed the students' performance in reading and math levels during the spring, as measured by Numbers Corner (math) and school literacy (reading) assessments. In math, 57% of students met expectations by the end of the year. In contrast, 61% of students met expectations in reading.



SUMMARY

The CCLC program at Baird Elementary School continued to thrive during the 2024-2025 school year. The program provided the same number of students as the previous year, with 87 students served. 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 2025-2026 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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