



CONSORTIUM *of*
APPLIED
RESEARCH

Kennedy 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

Kennedy 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, Kennedy 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 Kennedy program site.

STUDENT CHARACTERISTICS

**THE PROGRAM
PROVIDED
376
ADDITIONAL
HOURS OF
SUPPORT FOR CHILDREN
IN 2024-2025**

In total, 45 students attended the program during the 2024-2025 school year. Of those that attended, 21% had special education needs and 19% were English language learners. The program consisted of roughly 25% white students, 23% Black or African American students, 19% Asian students, 17% students who are two or more races, and 17% Hispanic or Latino students. About 58% of the participants were female, compared to 42% male.

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.

The majority of students who attended the program at least one day during the school year attended “regularly” (more than 30 days across the year). In fact, forty percent (46%) of regular participants attended 90 or more days during the school year. On an average day, 24 students attended the program.

Thirty-eight students attended more than 90 hours of programming, with 15 students attending for more than 270 hours during the school year.

Attendance Trends	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
# of Participants (30+ days)	16	41	43	46	39
% of regular attendees attending 30-59 days	50%	22%	26%	26%	26%
% of regular attendees attending 60-89 days	25%	17%	2%	22%	28%
% of regular attendees attending 90+ days	25%	61%	72%	52%	46%
Average Daily Attendance	19	27	30	29	24

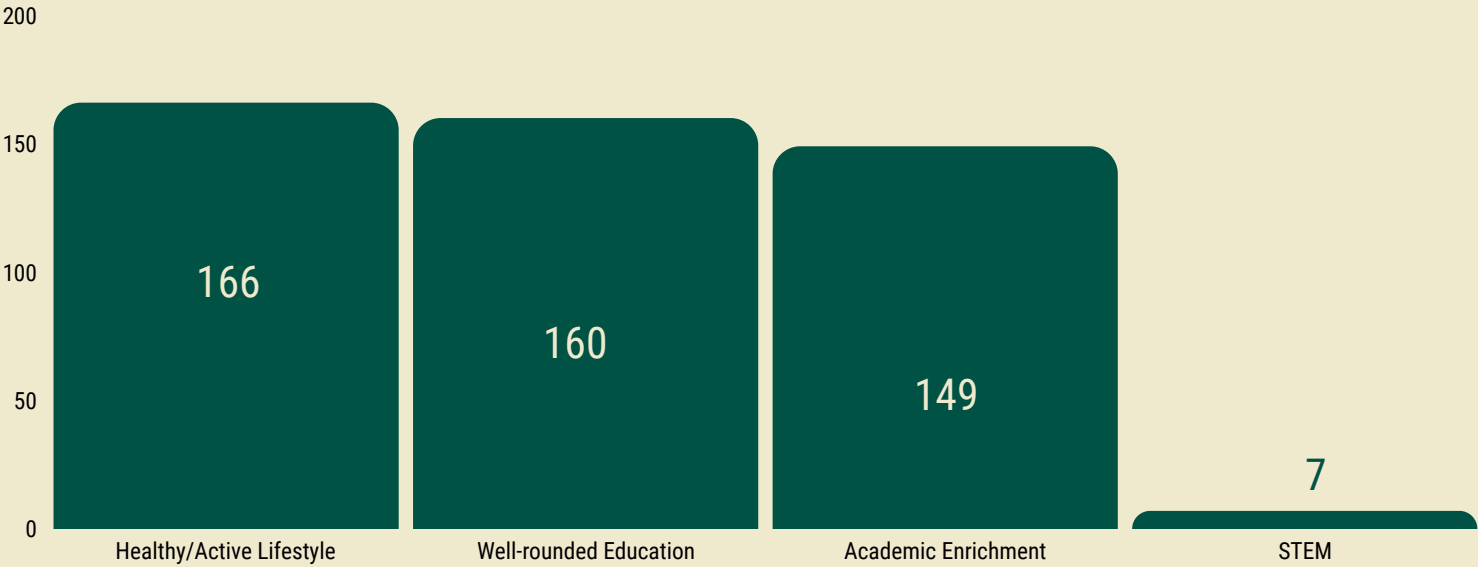
PROGRAM OFFERINGS AND STAFF

During the 2024-2025 school year, numerous activities were provided during the week. In total, students participated in 166 hours of healthy and active lifestyle activities, 160 hours of well-rounded education, 149 hours of academic enrichment, and 7 hours of STEM activities.

The program partnered with 4-H, Artworks for Kids, Bay Beach Wildlife Sanctuary, and Green Bay Martial Arts Center.

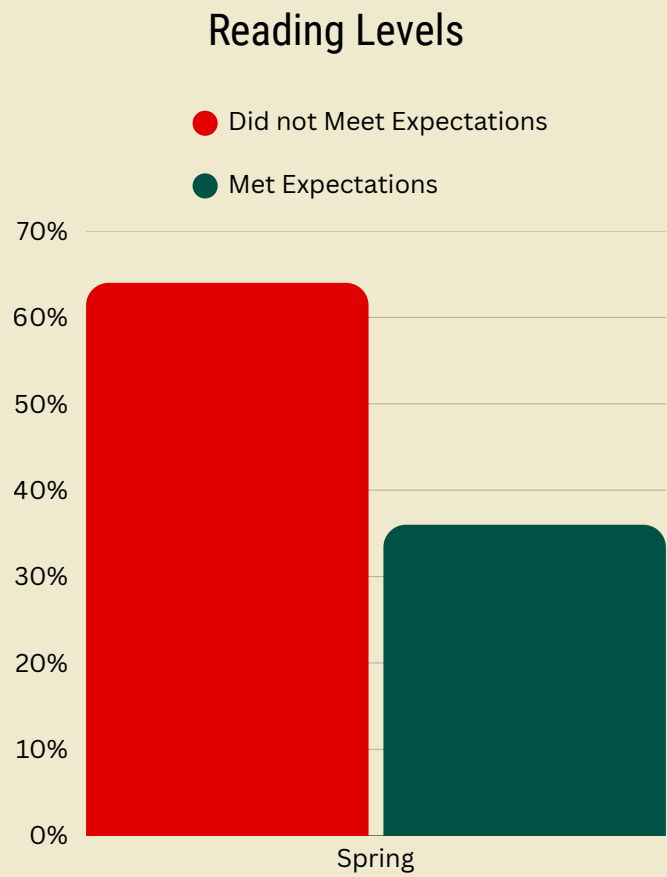
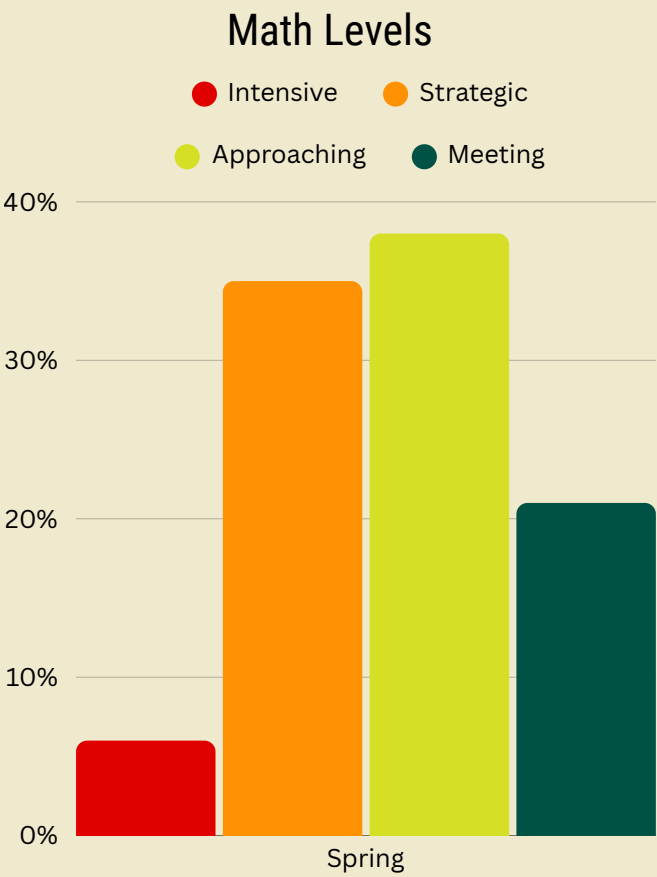
The program operated for 35 weeks during the 2024-2025 school year and was open for a total of 151 days. In general, the program operated five days per week and served youth for approximately 12.5 hours each week.

HOURS OF PROGRAMMING



SCHOOL ASSESSMENT

The school assessed the students' performance in reading and math levels during the spring, as measured by the Numbers Corner (math) and school literacy (reading) assessments. In math, 21% of students met expectations by the end of the year. In reading, 36% of students met expectations by the end of the year.



SUMMARY

The CCLC program at Kennedy Elementary School continued to thrive during the 2024-2025 school year. The program provided 367 hours of support to the 45 students in which it served. The program recruited students in need of academic, social and emotional, or behavioral needs, as well as low-income students and past participants.

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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