

2025

21st CCLC Program

EnCORE

**Labette County – USD 506 –
Mound Valley**

Year Two (July 2024 – June 2025)

August 2025



2025 21st CCLC Program Evaluation Report

Prepared by:
Bonnie Houk, Project Manager
Learning Tree Institute at Greenbush



2024-2025

21st Century Community Learning Centers

EnCORE

Labette County USD 506 – Mound Valley

Year Two Evaluation Report

By

Bonnie Houk, Project Manager
Learning Tree Institute at Greenbush
Center for Community Supports

August 2025

PO Box 189, Girard, KS 66743 • phone 620.724.6281 • fax 620.724.6284

Learning Tree Institute at Greenbush

TABLE OF CONTENTS

Introduction	3
Background.....	3
Project Evaluation Summary	3
Population Analysis.....	5
Attendance Data	9
Component Audit	13
Performance Goals	14
Performance Goal 1	14
Kansas State Assessments	14
Student Grades	16
Grade Point Average	16
School-Day Attendance	18
Tutoring	19
Classroom Engagement.....	19
Performance Goal 2	20
Behavior	20
Educational and Enrichment Activities	21
Performance Goal 3	21
Educational Resources to Families	21
Communication with Families	21
Parental Engagement.....	22
Parent Survey.....	22
On-Site Observation by Evaluator.....	26
Teacher Survey Results - 21 st CCLC EnCORE	27
Recommendations	28

Introduction

Background

The Mound Valley USD 506, 21st Century Community Learning Center program, *EnCORE*, was awarded in the June 2023 grant competition from the Kansas State Department of Education for a five-year project. This project provides after-school services to Mound Valley Elementary and Middle School students. Activities for the project include art, cooking, fine arts, botany, STEM, drones, Robotics, and more.

Key partners for this project include the Mound Valley Fire Department, K-State Research and Extension, Mound Valley Public Library, Mound Valley Museum, Parents as Teachers, Parent Teachers Organization, Community Health Center of Southeast Kansas, and LTI at Greenbush.

Project Evaluation Summary

The project's evaluation component purpose is to collect performance data on students participating in the project and provide a concise, focused description of the students' change in academic performance. This component is accomplished through teacher and parent surveys, Kansas State Assessment data, grades and performance measures, in-school suspension data, school-day class attendance records, and onsite project observations.

The following pages demonstrate the evaluation summaries of the data collected for the EnCORE program.

The chart on the following page provides an overview of USD 506 – Labette County, Mound Valley's progress toward meeting the 21st CCLC performance goals and indicators.

Grantee Progress toward Performance Goals											
Performance Goal 1 – All students will reach high standards											
Performance Indicator	Target	Progress/Met									
		Yr1	Met	Yr2	Met	Yr3	Met	Yr4	Met	Yr5	Met
1.A – Continuous Improvement on State Assessments (Grades 4-8)	80%	66.7% - R 81.1%- M	✓ Math	Not Available							
1.B – High academic achievement on Grades (Grades 3-6)	80%	97.4% - R 94.7% - M	✓	97.7% - R 90.1% - M	✓						
1.C – GPA (Grades 7-8, 10-12)	80%	100%	✓	100%	✓						
1.D – Demonstrated improved attendance rate (Grades 1-12)	90%	85.7%		100%	✓						
1.E – Offered tutoring support (Grades K-12)	100%	100%	✓	100%	✓						
1.F – Increased rates of classroom engagement (Grades 1-5)	60%	89.4%	✓	100%	✓						
Performance Goal 2 – All students will graduate from high school											
2.A – In-school suspensions	90%	92.3%	✓	100%	✓						
2.B – Participation in educational activities	90%	100%	✓	100%	✓						
Performance Goal 3 – Family engagement will be embedded in the entirety of the program											
3.A – Variety of services offered to families	100%	100%	✓	100%	✓						
3.B – Satisfaction with family communication	80%	87.6%	✓	91.7%	✓						
3.C – Family engagement	80%	31.3%		46.2%							

Population Analysis

Below is a summary of EnCORE for the cumulative reporting cycle.

The EnCORE application proposed to provide services to 40 students in the after-school program. Summer programming is offered to Mound Valley students through Labette County's Meadow View grant.

Total Attendance All Students			
Project Year	Mound Valley		
	Summer	Fall	Spring
Year One (July 23 - June 24)	-	78	73
Year Two (July 24-June 25)	33	72	69
Year Three (July 25-June 26)			
Year Four (July 26-June 27)			
Year Five (July 27-June 28)			

In Year One, the EnCORE project served a total of 78 students throughout the year. This is well above the projected number of students to be served. Thirteen students had IEPs, and there were no ELL students. Fifty-two students received free or reduced lunch.

In Year Two, the EnCORE project served a total of 77 students throughout the year. This is well above the projected number of students to be served. Ten students had IEPs, and there were no ELL students. Fifty-six students received free or reduced lunch. Thirty-three students attended the summer program at Meadow View's 21st CCLC program. Data for summer is provided below. There were 72 students who attended in the fall and 69 who attended in the spring.

Student Demographics by Grade Level																		
Summer 2023										Summer 2024								
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total	-	-	-	-	-	-	-	-	-	1	2	6	6	6	2	5	4	1
American Indian	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Asian	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Black	-	-	-	-	-	-	-	-	-	0	0	0	1	0	1	0	1	0
Hispanic	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Native Hawaiian	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
White	-	-	-	-	-	-	-	-	-	1	1	5	4	4	1	2	3	1
Two or More Races	-	-	-	-	-	-	-	-	-	0	1	1	0	1	0	0	0	0
Race Data Not Provided	-	-	-	-	-	-	-	-	-	0	0	0	1	1	0	3	0	0
Female	-	-	-	-	-	-	-	-	-	0	1	4	1	3	0	3	2	1
Male	-	-	-	-	-	-	-	-	-	1	1	2	5	3	2	2	2	0
Gender Data Not Provided	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
ELL	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Free Lunch	-	-	-	-	-	-	-	-	-	1	2	4	5	5	1	5	1	0

Reduced Lunch	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
IEP	-	-	-	-	-	-	-	-	-	-	0	0	1	1	1	0	3	0	0
Summer 2025											Summer 2026								
Category	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8
Total																			
Total																			
American Indian																			
Asian																			
Black																			
Hispanic																			
Native Hawaiian																			
White																			
Two or More Races																			
Race Date Not Provided																			
Female																			
Male																			
Gender Data Not Provided																			
ELL																			
Free Lunch																			
Reduced Lunch																			
Summer 2028																			
Category	K	1	2	3	4	5	6	7	8										
Total																			
American Indian																			
Asian																			
Black																			
Hispanic																			
Native Hawaiian																			
White																			
Two or More Races																			
Race Date Not Provided																			
Female																			
Male																			
Gender Data Not Provided																			
ELL																			
Free Lunch																			
Reduced Lunch																			
IEP																			

Student Demographics by Grade Level																		
Fall 2023										Spring 2024								
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total	10	8	12	9	10	13	8	2	6	10	8	11	9	9	12	8	2	4
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	9	7	10	7	7	10	6	2	6	9	7	9	7	6	9	6	2	4
Native Hawaiian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0
Female	6	3	5	5	4	5	6	1	2	6	3	4	5	4	5	6	1	1
Male	4	5	7	4	6	8	2	1	4	4	5	7	4	5	7	2	1	3
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	7	7	6	4	4	8	4	0	2	7	7	6	4	4	8	4	0	1
Reduced Lunch	0	0	0	3	2	3	0	0	2	0	0	0	3	2	2	0	0	1
IEP	1	1	1	3	1	4	1	0	1	1	1	1	3	1	4	1	0	1
Fall 2024										Spring 2025								
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total	6	10	10	13	9	8	8	5	3	7	11	9	11	8	8	8	5	2
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian	6	9	9	11	8	5	5	4	3	7	10	8	9	7	5	5	4	2
Two or More Races	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	0	0	0
Data Not Provided	0	0	0	1	0	1	3	0	0	0	0	0	1	0	1	3	0	0
Female	2	6	5	6	4	3	3	3	1	2	7	4	5	4	3	3	3	1
Male	4	4	5	7	5	5	5	2	2	5	4	5	6	4	5	5	2	1
Data Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	3	6	7	7	5	6	6	3	1	3	7	6	6	4	6	6	3	0
Reduced Lunch	0	2	0	2	2	1	1	0	0	1	2	0	2	2	1	1	0	0
IEP	0	0	1	1	2	0	4	1	0	1	0	1	1	2	0	4	1	0
Fall 2025										Spring 2026								
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total																		
Asian																		
Black																		
Hispanic																		
White																		
Native Hawaiian																		
American Indian																		
Two or More Races																		
Female																		
Male																		
ELL																		
Free Lunch																		
Reduced Lunch																		
IEP																		

Fall 2026											Spring 2027									
Category	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8	
Total																				
Asian																				
Black																				
Hispanic																				
White																				
Native Hawaiian																				
American Indian																				
Two or More Races																				
Female																				
Male																				
ELL																				
Free Lunch																				
Reduced Lunch																				
IEP																				
Fall 2027											Spring 2028									
Category	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8	
Total																				
Asian																				
Black																				
Hispanic																				
White																				
Native Hawaiian																				
American Indian																				
Two or More Races																				
Female																				
Male																				
ELL																				
Free Lunch																				
Reduced Lunch																				
IEP																				

Attendance Data

Summer

EnCORE does not offer a summer program. Attendance data is provided for Mound Valley students who attended Meadow View's 21st CCLC summer program.

Attendance by Grade Level and Hour Bands - Summer												
2023							2024					
Grade	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
K	-	-	-	-	-	-	0	2	8	23	0	0
1	-	-	-	-	-	-	0	0	0	0	0	0
2	-	-	-	-	-	-	0	0	0	0	0	0
3	-	-	-	-	-	-	0	0	0	3	0	0
4	-	-	-	-	-	-	0	0	0	0	0	0
5	-	-	-	-	-	-	0	0	0	0	0	0
6	-	-	-	-	-	-	0	2	5	15	0	0
7	-	-	-	-	-	-	0	0	1	2	0	0
8	-	-	-	-	-	-	0	0	2	3	0	0
2025							2026					
K												
1												
2												
3												
4												
5												
6												
7												
8												
2027												
K												
1												
2												
3												
4												
5												
6												
7												
8												

After-School

In Year One, the EnCORE after-school program was well attended, as demonstrated in the chart on the next page. Cumulatively, two students attended less than 15 hours, two students attended between 15-44 hours, seven between 45-89 hours, 33 between 90-179 hours, and 34 between 180-269 hours.

In Year Two, the EnCORE after-school program was well attended, as demonstrated in the chart on the next page. There were 74 students who attended either fall or spring. Cumulatively, three students attended less than 15 hours, eight students attended between 15-44 hours, ten between 45-89 hours, 34 between 90-179 hours, and 19 between 180-269 hours.

Attendance by Grade and Hour Bands																		
	Fall 2023						Spring 2024						Cumulative					
Grade	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
K	0	0	4	6	0	0	0	1	5	4	0	0	0	0	0	5	5	0
1	0	0	5	3	0	0	1	1	2	4	0	0	0	0	2	3	3	0
2	1	0	5	6	0	0	0	0	5	6	0	0	1	0	0	3	8	0
3	0	0	9	0	0	0	0	0	3	6	0	0	0	0	0	5	4	0
4	0	1	8	1	0	0	0	0	2	7	0	0	0	1	0	5	4	0
5	0	0	7	6	0	0	2	1	2	7	0	0	0	0	1	7	5	0
6	0	0	4	4	0	0	0	2	2	4	0	0	0	0	1	2	5	0
7	0	1	1	0	0	0	0	2	0	0	0	0	0	0	1	1	0	0
8	1	3	2	0	0	0	0	3	1	0	0	0	1	1	2	2	0	0
	Fall 2024						Spring 2025						Cumulative (Summer, Fall, Spring)					
K	0	0	2	4	0	0	1	1	3	2	0	0	1	0	0	4	1	1
1	0	1	4	5	0	0	1	2	5	3	0	0	0	2	1	4	3	1
2	0	1	4	5	0	0	0	1	4	4	0	0	0	1	0	2	4	3
3	1	1	4	7	0	0	2	0	7	2	0	0	1	1	1	4	3	3
4	0	1	6	2	0	0	1	1	4	2	0	0	0	0	2	4	2	2
5	0	2	3	3	0	0	1	0	3	4	0	0	0	1	1	3	1	2
6	0	1	5	2	0	0	0	3	2	3	0	0	0	1	1	2	4	1
7	1	3	0	1	0	0	2	2	1	0	0	0	0	1	2	2	0	1
8	0	2	1	0	0	0	0	2	0	0	0	0	0	1	0	2	0	0
	Fall 2025						Spring 2026						Cumulative					
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
	Fall 2026						Spring 2027						Cumulative					
K																		
1																		
2																		

3																	
4																	
5																	
6																	
7																	
8																	
	Fall 2027						Spring 2028						Cumulative				
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	

Component Audit

EnCORE – Program Component Audit				
Activity	Page #	FA	PA	NA
The Encore program will serve an estimated 40 students in grades K-8 during the after-school program held at Mound Valley Elementary School.	7-9	1, 2		
The after-school program will run for two hours daily for four days each week for twenty-eight weeks.	7-9	1, 2		
The summer program will run in tandem with the Meadowview Elementary summer program for four hours daily for four days each week for two weeks.	7-9	1, 2		
Enrichment activities will be based on student interest and include but are not limited to basketball, animals, hunter education, Lego building projects, art, board games, archery, sewing, robotics, gardening, cooking, etc.	8, 10	1, 2		
Staff will be proportionate to the number of students enrolled, with an estimated ratio of 1:5 for the after-school program and 1:6 for the summer program.	9	1, 2		
The program will include academic support, prevention programming, enrichment opportunities, and one-on-one tutoring for students identified as having a need.	9	1, 2		
The program will determine the academic needs of students using the data-driven needs of students demonstrated in the school day.	9	1, 2		
The program will utilize the Too Good for Drugs and Violence Prevention program from the Mendez Foundation.	10	1, 2		
The program will host at least two, family engagement events each year.	12	1, 2		
The program will utilize the following community partners: Volunteers, the Mound Valley Fire Department, K-State Research and Extension, the Mound Valley Public Library, Labette County Health Department, the Mound Valley Museum, Parents as Teachers, Parent Teachers Organization, and Community Health Center of Southeast Kansas.	13	1, 2		
The school's existing Site Council will act as the program's Advisory Board and meet twice a year to assist in planning the project and making recommendations.	17	1, 2		
An evaluator from the Learning Tree Institute at Greenbush will evaluate the program. The evaluation will be a mixed-method design. The evaluator will provide tools for completing the annual surveys, analyzing all data, conducting two site visits yearly, and completing an annual evaluation report.	17-18	1, 2		
FA-Fully Accomplished; PA-Partially Accomplished; NA-Not Accomplished 1-Yr 1; 2-Yr 2; 3-Yr 3; 4-Yr 4; 5-Yr 5 (each year runs July 1 to June 30)				

Performance Goals and Indicators

Performance Goal 1

Performance Goal 1 – All students will reach high standards based on: State assessments (Grades 4-8), GPA (Grades 7-8, 10-12), Grades (Grades 3-6), and/or School-day attendance.

Kansas State Assessments

Performance Indicator 1.A Target: 80% of program-enrolled students in Grades 4-8 will maintain high academic achievement and/or demonstrate continuous improvement on State Assessments in reading and math.

The following information is from the Kansas State Assessments given for the core academic subjects for all program attendees in the Fourth through Eighth Grades. The Kansas Assessments are criterion-referenced assessments based on the Kansas Curricular Standards in each content or skill area. The assessments are based on a set of priority indicators that do not determine the entire scope of the curriculum but provide educators with information for focusing the program on what is essential. Kansas assessment results are reported in four levels.

- ✓ **Level 1** indicates that a student shows a limited ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- ✓ **Level 2** indicates that a student shows a basic ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- ✓ **Level 3** indicates that a student shows a proficient ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- ✓ **Level 4** indicates that a student shows an advanced ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

Building, district, and state-level reports provide summaries of the percentage of students at each performance level. Assessment results capture a point in time and represent one part of a student's and school's overall educational experience.

Performance Indicator 1.A Grantee Progress: Unable to analyze due to no state assessment data available until after this report deadline.

In Year One, for 21APR reporting, there were 39 students with state assessment data with 35 students reporting state assessment scores for last year. Nine students demonstrated improvement in both reading and math. The data below indicates the number of students demonstrating improvement.

In Year Two, for 21APR reporting, no state assessment scores were available due to the results from the new assessments not being released until after this report.

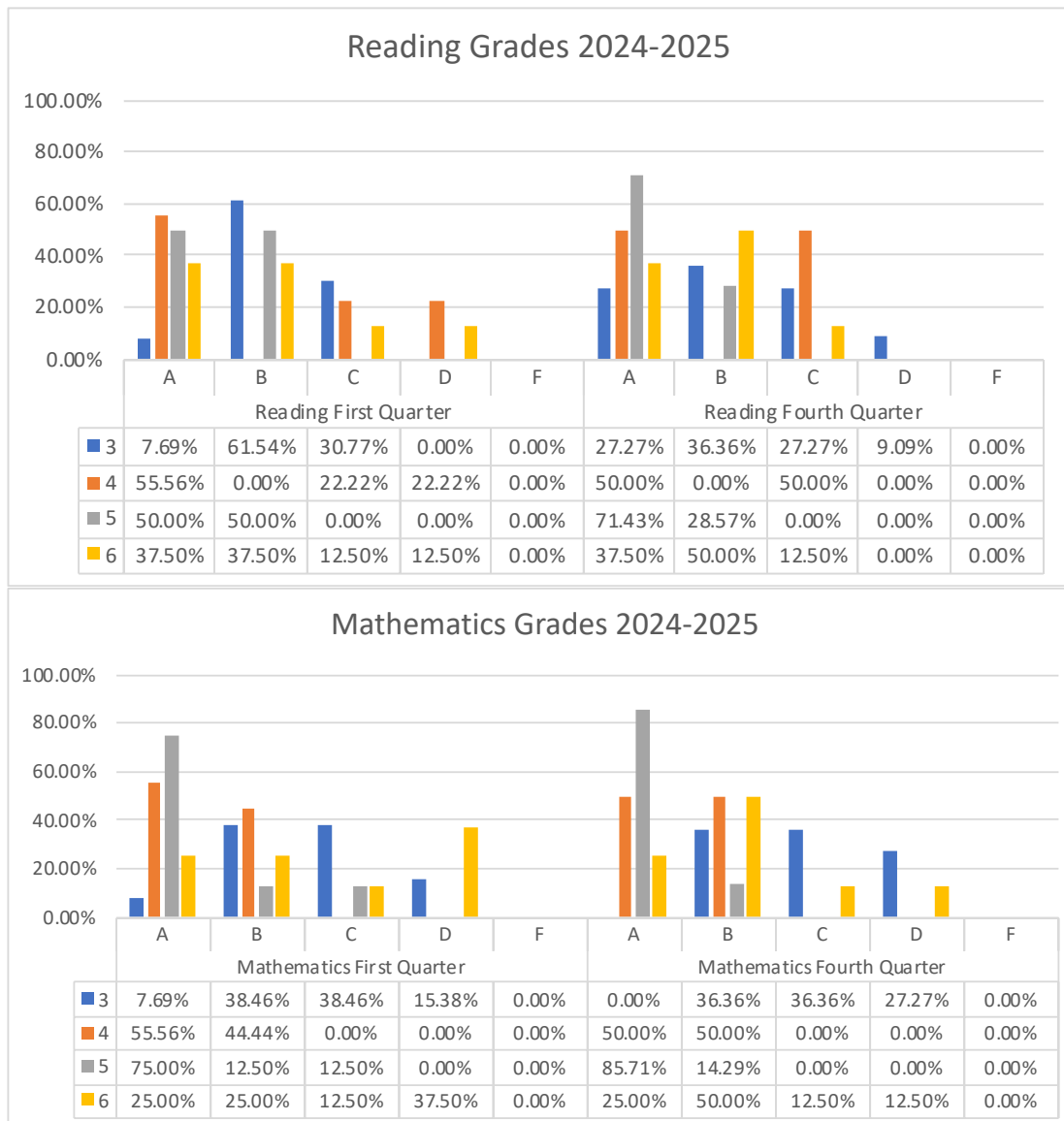
State Assessment Improvement by Hour Bands for 21APR- Reading												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	1	2	5	17	14	0	-	-	-	-	-	-
Outcome data to report	0	1	5	15	14	0	-	-	-	-	-	-
Improvement	0	0	0	3	6	0	-	-	-	-	-	-
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

State Assessment Improvement by Hour Bands for 21APR- Math												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	1	2	5	17	14	0	-	-	-	-	-	-
Outcome data to report	0	1	5	15	14	0	-	-	-	-	-	-
Improvement	0	0	0	5	4	0	-	-	-	-	-	-
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

Student Grades

Performance Indicator 1.B Target: 80% of program-enrolled students in Grades 3-6 will maintain high academic achievement and/or demonstrate continuous improvement in Grades in reading and math.

Performance Indicator 1.B Grantee Progress: 97.7% of program-enrolled students in Grades 3-6 maintained high academic achievement in grades in reading and 90.1% in math. **EnCORE met this indicator for both Reading and Math.**



Grade Point Average

Performance Indicator 1.C Target: 80% of program enrolled students in Grades 7-8 and 10-12 with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 will demonstrate an improved GPA.

Performance Indicator 1.C Grantee Progress: 100.0% of students in Grades 7-8 and 10-12 with a prior-year GPA of less than 3.0 demonstrated an improved GPA. **EnCORE met this indicator.**

In Year One, seven students had a GPA reported for the prior year. Of those, six maintained a GPA above 3.0. Four reported a decline in their GPA, with the remaining two reporting an increase. For 21APR reporting, there were two students with a GPA of less than 3.0 in the prior year, and both demonstrated an improved GPA.

In Year Two, seven students had a GPA reported for the prior year. Of those, six maintained a GPA above 3.0. For 21APR reporting, there was one student with a GPA of less than 3.0 in the prior year, who demonstrated an improved GPA.

GPA Improvement by Hour Bands for 21APR												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	1	1	3	3	0	0	0	2	2	4	0	1
Outcome data to report	0	0	1	1	0	0	0	0	1	0	0	0
Improvement	0	0	1	1	0	0	0	0	1	0	0	0
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

School-Day Attendance

Performance Indicator 1.D Target: 90% of program-enrolled students in Grades 1-12 who had a school day attendance rate at/or below 90% in the prior school year will demonstrate an improved attendance rate in the current school year.

Performance Indicator 1.D Grantee Progress: 100% of program-enrolled students with an attendance rate at/or below 90% in the prior school year demonstrated an improved attendance rate in the current school year. **EnCORE met this indicator.**

In Year One, sixty-six students had attendance data from the prior and current years. Of those, 58 maintained attendance above 90%. Seven students reported a school day attendance rate at/or below 90% in the prior school year. Of those, six demonstrated an improved school day attendance rate.

In Year Two, 44 students had attendance data from the prior and current years. Of those, 35 demonstrated a decrease in school-day attendance. Seven students demonstrated an increased school-day attendance rate, and two students maintained the same rate as the prior year. Two students reported a school day attendance rate at/or below 90% in the prior school year, and both demonstrated an increase in school-day attendance.

School Day Attendance Rate Improvement by Hour Bands for 21APR												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	2	2	7	28	29	0	1	8	8	23	17	13
Outcome data to report	0	0	1	4	2	0	1	0	0	0	1	0
Improvement	0	0	1	3	2	0	1	0	0	0	1	0
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

Tutoring

Performance Indicator 1.E Target: *100% of the program-enrolled K-12 participants will be offered tutoring support.*

Performance Indicator 1.E Grantee Progress: 100% of the program-enrolled K-12 participants were offered tutoring support. **EnCORE met this indicator.**

All EnCORE students and parents were made aware of after-school tutoring through various methods, including parent letters, open house events, parent-teacher conferences, school fliers, and information provided through community avenues, with the information distributed in parents' native language. Fliers were distributed to promote academic and enrichment classes and special events.

Classroom Engagement

Performance Indicator 1.F Target: *Day teachers of 60% of program-enrolled students in Grades 1-5 will report increased rates of classroom engagement.*

Performance Indicator 1.F Grantee Progress: 100% of day teachers reported regular program participants (who attended 30 hours or more and surveys were returned) in Grades 1-5 demonstrated improvement or did not need to improve overall classroom engagement. **EnCORE met this indicator.**

In Year One, students attending 44 hours or more, 89.4% of students were reported by their day teacher to have demonstrated a *significant, moderate, or slight improvement, or did not need to improve* in classroom engagement. For 21APR, all would be zero as this is a new program with no prior teacher survey data for comparison.

In Year Two, students attending 30 hours or more, 100% of students were reported by their day teacher to have demonstrated a *significant, moderate, or slight improvement, or did not need to improve* in classroom engagement. For 21APR, all students with data demonstrated improvement.

Teacher Reported Increased Classroom Engagement by Hour Bands for 21APR												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	2	2	7	33	34	0	2	8	8	27	18	14
Outcome data to report	0	0	0	0	0	0	0	1	2	15	13	11
Improvement	0	0	0	0	0	0	0	1	2	15	13	11
2026							2027					
# of students												

Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

Performance Goal 2

Performance Goal 2: All students will graduate from high school

Behavior

Performance Indicator 2.A Target: 90% of participants will not be suspended (in-school) while in the program.

Performance Indicator 2.A Grantee Progress: 100% of students did not receive an in-school suspension during the program. **EnCORE met this indicator.**

In Year One, six students received in-school suspensions. Of those, four received fewer suspensions than in the previous year.

In Year Two, seven students received in-school suspensions. None of the seven had received a suspension in the prior year. No students were reported as having a suspension in the prior year.

Suspensions by Hour Bands for 21APR												
2024							2025					
Grades	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	2	2	7	28	29	0	2	8	10	30	17	0
Outcome data to report	0	0	2	2	2	0	2	6	10	30	17	0
Improvement	0	0	1	1	2	0	0	0	0	0	0	0
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												

Outcome data to report							
Improvement							

Educational and Enrichment Activities

Performance Indicator 2.B Target: *90% of participants will participate in activities integrating educational activities with: real-life problem-solving, arts education, career exploration, recreation, cultural opportunities and activities, and service learning.*

Performance Indicator 2.B Grantee Progress: 100% of students participated in activities integrating educational activities with real-life problem-solving, arts education, career exploration, recreation, cultural opportunities and activities, and service-learning. **EnCORE met this indicator.**

One hundred percent of participants in EnCORE (100%) were provided educational activities involving real-life problem-solving, arts education, career exploration, recreation, cultural opportunities, and service learning. Specifically, sports exploration, STEM, Robotics, Coding, Sewing, Cooking & nutrition, Legos & Engineering, Art, Music, Dance, 3-D printing, Book Club, Drones, and more.

Performance Goal 3

Performance Goal 3: Family engagement will be embedded in the entirety of the program.

Educational Resources for Families

Performance Indicator 3.A Target: *A variety of services and educational resources will be offered to the families/guardians of 100% of all program participants.*

Performance Indicator 3.A Grantee Progress: A variety of services and educational resources were offered to the families/guardians of 100% of all program participants. **EnCORE met this indicator.**

ENCORE provided access to Volunteer opportunities, site council participation, Parents as Teachers Event, and two EnCORE Family Nights.

Communication with Families

Performance Indicator 3.B Target: *80% of families surveyed will indicate satisfaction with family communication.*

Performance Indicator 3.B Grantee Progress: 91.7% of families indicated satisfaction with family communication. **EnCORE met this indicator.**

According to the parent survey, 91.7% of respondents were *mostly or very satisfied* with the program's overall communication. Parents were also asked to indicate if they were adequately informed about their child's progress, and 88.5% indicated they *strongly agreed or agreed* that the program kept them informed. Additionally, 53.8% of respondents indicated they received communication via email, and 42.3% indicated they received written communication from the program. Please see the parent survey at the end of this report for additional information.

Parental Engagement

Performance Indicator 3.C Target: 80% of families will be engaged in the provided opportunities.

Performance Indicator 3.C Grantee Progress: 46.2% of families responding to the survey were engaged in the provided activities. **EnCORE did not meet this indicator.**

According to the parent survey, 46.2% of respondents on the parent survey indicated they had participated in educational opportunities or resources. All (100%) indicated they had engaged with educational opportunities one to three times.

Parent Survey

In April and May 2025, a parent survey link was distributed to parents of students who attended EnCore. A total of 28 surveys were returned.

Parents were asked how they were recruited for the program. Half of the respondents (50.0%) indicated they had received information at a booth or table at a back-to-school night or open house. Twenty-one percent (21.4%) received a flyer sent to their home about the program.

Recruitment	Percent
Booth or table at a back-to-school night or open house	50.00%
Flyer or informational letter sent home	21.40%
I have previous experience or knowledge of the program and wanted my child to attend	17.90%
Recommendation from a teacher or school personnel who thought my child would benefit from the program	17.90%
Email or announcement through the schools messaging service	14.30%
My child requested to attend	14.30%
Social media or school website posting	7.10%

Percentage of Respondents by Grade	
Grade	Percent
K	28.60%
1	14.30%
2	17.90%
3	25.00%
4	17.90%
5	21.40%
6	7.10%
7	10.70%
8	10.70%

Parents were asked how much they agreed or disagreed with the various program components. One hundred percent (100%) of respondents *strongly agreed or agreed* that the program provides a welcoming space, 88.4% indicated that sending their child to the program is a good value for their family, and 88.5% felt the program communicates effectively.

Program Components	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The program communicates effectively with my family in two-way, meaningful communication about my child(ren).	0.0%	7.7%	3.8%	38.5%	50.0%
The program provides a welcoming space that provides engaging learning opportunities for my child(ren).	0.0%	0.0%	0.0%	23.1%	76.9%
The program helps me to support my child(ren)'s learning at home by providing tools, activities, and/or resources I can use to engage with my child(ren).	0.0%	7.7%	7.7%	38.5%	46.2%
The program supports student success by collaborating with day teachers to target my child(ren)'s identified areas of need.	0.0%	0.0%	11.5%	26.9%	61.5%
The program collaborates with the community to expand learning opportunities, encourage community service and civic participation, and/or support the program.	0.0%	3.8%	15.4%	42.3%	38.5%
Sending my child(ren) to the program is a good value for my family.	0.0%	3.8%	7.7%	26.9%	61.5%

Forty-six percent (46.2%) indicated that if their child was not attending the program, they would be home with adult supervision and 15.4% indicated their child would be attending a private daycare center or cared for by neighbors.

Parents were asked to think about how much influence the program had on helping their child on a 1-5 scale (one-representing *not at all influential* and five-representing *extremely influential*) how much the program helped their child achieve the following skills. Seventy-seven percent (76.9%), felt the program was *extremely influential or very influential* in their child gaining or improving confidence in their ability and willingness to try. Seventy-three percent (73.1%) of parents felt the program was *extremely influential or very influential* in their child gaining or increasing interest in science, technology, engineering, or mathematics; said the program was *extremely influential or very influential* in their student taking or increasing interest in art, music, dance, sewing, acting, or other forms of art; and developing skills to work collaboratively with peers.

Student achievement	Not at all Influential	Slightly Influential	Somewhat Influential	Very Influential	Extremely Influential
Become excited about going to school and learning new things	3.8%	0.0%	30.8%	42.3%	23.1%
Gain confidence in their ability and willingness to try	0.0%	3.8%	19.2%	53.8%	23.1%
Strengthen their belief that they can make a difference	3.8%	3.8%	38.5%	30.8%	23.1%
Learn ways to resolve conflict and get along with others	0.0%	7.7%	30.8%	42.3%	19.2%
Become a better reader	0.0%	3.8%	23.1%	42.3%	30.8%
Develop skills to work cooperatively with others to achieve a goal	3.8%	3.8%	30.8%	38.5%	23.1%
Improve their math skills	3.8%	3.8%	46.2%	23.1%	23.1%
Gain an interest in science, technology, engineering, or mathematics	0.0%	7.7%	19.2%	30.8%	42.3%
Take an interest in art, music, dance, sewing, acting, or other forms of art	3.8%	11.5%	11.5%	23.1%	50.0%
Become more physically active or take an interest in a sport such as basketball, archery, swimming, soccer, etc.	15.4%	7.7%	30.8%	23.1%	23.1%

Parents were asked what types of things were offered as a part of the program. Eighty-five (84.6%) of parents indicated they had been invited to in-person events, 46.2% indicated they were received printed educational resources, and 11.5% indicated they were offered the opportunity to observe the program.

Offered Resources	Percent
In-person events (i.e., Family Literacy Night, Math Night, STEM Night, Open House, etc.)	84.60%
Printed educational resources (i.e., books, worksheets, activity ideas, activity packets, reading tips, etc.)	46.20%
The opportunity to observe the after-school program	11.50%
Online educational resources (i.e., links to educational websites, tools or activities, program choice boards, teacher created-video clips, etc.)	3.80%
Other (Please specify.) None of these	3.80%

Forty-six percent (46.2%) indicated they had participated in educational opportunities offered as a part of the program. All respondents (100%) indicated they had attended between 1-3 times. Ninety-two percent (91.7%) of respondents who participated in the programming indicated they were *very or somewhat satisfied* with the opportunities and resources.

Communication was received in a variety of ways. Fifty-four percent (53.8%) indicated they received emails regarding opportunities through the program with 42.3% indicating they received information via written communication. Eighty-eight percent (88.4%) indicated they were *very or mostly satisfied* with the communication, 6.3% were neutral, and 3.8% were a *neutral, little satisfied, or not satisfied at all*.

Communication	Percent
Email	53.80%
Direct phone calls from staff or Program Director	11.50%
Direct text messages from staff or Program Director	30.80%
Mass messaging phone calls via the district's communication system	19.20%
Mass/Group text messaging via the district's communication system	38.50%
Online communication, i.e., Facebook, school or program web site/page, Twitter, etc.	34.60%
Verbal communication/One-on-one conversations	23.10%
Written communication, i.e., newsletters, fliers, notes, etc.	42.30%
Other (Specify): We don't have any idea how they contact. They never have.	7.70%

When asked what the most favorable result of their child's participation parents responded the following:

- A wide variety of activities.
- Having an educational place for him to be after school until we are off work
- I have one child who hates to miss school or EnCore because of all the fun things he could miss out on. They have both encouraged me to buy things for home that they have been exposed to during EnCore
- My child coming home excited to show us his latest project.
- My child has a safe place to be after school that encourages learning while having fun.
- Na
- Opportunity to expand social skills
- She is able to take part in activities that she may have not been exposed to without the program.
- The excitement of them coming home and telling me what they have done! The teachers/paras are absolutely amazing!
- The kids enjoyed the program.
- They're excitement in what they have made in some of the activities.

Parents were asked to share their thoughts on the program's strengths and weaknesses.

- All good
- I don't have any concerns for the program. My son has really enjoyed it.
- I like that this gives kids opportunities to try things that they may not have the chance to try otherwise. Like sewing and cooking, being introduced to new ideas. I would like snacks to be a little more filling for the kids.
- I love everything about out the program! They do so many amazing stuff with my kids!
- I would like to see the homework time for the elementary adjusted to allow kids to actually work on homework rather than playing educational games. My child still comes home with work because he is told it has to be done at home with a parent.
- It is a glorified daycare
- No communication. Sane things from fall as in spring.
- You have ran kids out of the program due to teachers having attitudes with the kids. My child will not go back to encore because the teacher was giving her a hard time and being mean
- 🍷

On-Site Observation by Evaluator

The external evaluator utilized an on-site observation instrument during site visit observations with the project director. The observations occurred on September 25, 2024, and March 26, 2025. All completed observation instruments are on file at the Learning Tree Institute at Greenbush.

The average daily attendance, as reported by the project director, is 61 students. This is about half of the school student population, so a good representation of students. There are seven rotations of activities for students to be engaged in throughout the program. During the visit, there were students engaged in sewing to make a quilt for auctioning at the planned chili feed parent engagement event. Money generated from the quilt will go back into purchasing additional sewing supplies. STEM activities were also observed. Too Good For Drugs programming is provided twice a week by the counselor. K-State Extension does the cooking class twice a week, and students work with Legos/robotics programming twice a week. Tutoring is provided to all grade levels, and students take bathroom breaks when they need to. Most students' parents pick them up, but there are a few who walk or ride the bus. Planned events for the end of the year included a cookie decoration contest, parents assisting students in creating their own trail mix to take home, and playing games.

Teacher Survey Results - 21st CCLC EnCORE

Grade Level: 1-5 Total # of Surveys Distributed: 42 Total # of Surveys Completed: 42

To what extent the student has changed behavior in terms of:	Acceptable Level of Functioning Not Demonstrated Early in School Year- Improvement Warranted							
	Did not need to improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
1. Attending class regularly	23	3	6	6	4	0	0	0
2. Coming to school motivated to learn	14	12	5	9	2	0	0	0
3. Being attentive in class	15	10	6	9	2	0	0	0
4. Academic performance	11	14	6	11		0	0	0
5. Class participation	7	17	6	11	1	0	0	0
6. Volunteering (e.g., extra credit, more responsibility, etc.)	10	12	8	9	3	0	0	0
7. Getting along well with others	14	12	6	7	3	0	0	0
8. Overall classroom engagement (reported on 21APR)	8	18	5	11	0	0	0	0

NOTE: For 21APR reporting, please see.F.

Summary and Recommendations

2024-2025 Recommendations for the 2025-2026 School Year

- The Learning Tree Institute is transitioning out of evaluative services for this program and will work with the new evaluator by providing copies of reports, teacher survey results, and other data as requested.
- The director should be commended for obtaining 42 teacher surveys and 29 parent surveys. Satisfaction was evident with 84.6% of parents indicating they attended the in-person events, and 75.0% were very satisfied with opportunities, and 69.2% were very satisfied with the overall communication.
- Continue the tutoring aspect of the program and the great partnerships.
- Continue to foster service learning with the older students, modeling activities such as cleaning up after snack, for the younger students.

2023-2024 Recommendations for the 2024-2025 School Year

The program must be commended on running smoothly and having high-quality programming in its first year. Someone coming to observe the program would never have known the program was brand new, as it ran seamlessly. In speaking with the staff, the director, and the students, there was a strong sense of pride in the program, which is well deserved. The variety of activities and quality of academic support were evident during the site visit and reflected in parent surveys. Good program communication with families is evident in the parent survey feedback. Teacher surveys also reflect the program's high impact on daytime classroom engagement. For the 2024-2025 school year, the evaluator makes the following recommendations:

- Continue tutoring that targets each student's learning gaps, especially in reading, as seen as an area of need on state assessments.
- Overall, parents are very happy with the program; however, parent engagement in activities and program offerings was 31.3% of those responding to the survey. The evaluator recommends reviewing parent engagement activities, resources, and events to determine where efforts can be strengthened. It is clear from parent survey responses that parents are aware of the program and events, but less than one-third are actively participating in the resources offered.
- Review programming for younger students to ensure it is age-appropriate. This recommendation is made due to the feedback from one survey response on the parent survey; nothing in the observations of the program indicates a lack of student engagement in the program as it is.