

2024

21st CCLC Program

EnCORE

**Labette County – USD 507 –
Mound Valley**

Year One (July 2023 – June 2024)

August 2024



2024 21st CCLC Program Evaluation Report

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2023-2024

21st Century Community Learning Centers

EnCORE

Labette County USD 506 – Mound Valley

Year One Evaluation Report

By

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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								
1.B – High academic achievement on Grades (Grades 3-6)	80%	97.4% - R 94.7% - M	✓								
1.C – GPA (Grades 7-8, 10-12)	80%	100%	✓								
1.D – Demonstrated improved attendance rate (Grades 1-12)	90%	85.7%									
1.E – Offered tutoring support (Grades K-12)	100%	100%	✓								
1.F – Increased rates of classroom engagement (Grades 1-5)	60%	89.4%	✓								
Performance Goal 2 – All students will graduate from high school											
2.A – In-school suspensions	90%	92.3%	✓								
2.B – Participation in educational activities	90%	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%	✓								
3.B – Satisfaction with family communication	80%	87.6%	✓								
3.C – Family engagement	80%	31.3%									

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)			
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.

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																		
Asian																		
Black																		
White																		
Native Hawaiian																		
American Indian																		
Two or More Races																		
Female																		
Male																		

ELL																			
Free Lunch																			
Reduced Lunch																			
IEP																			
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.

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.

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					
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
	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		
The after-school program will run for two hours daily for four days each week for twenty-eight weeks.	7-9	1		
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		
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		
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		
The program will include academic support, prevention programming, enrichment opportunities, and one-on-one tutoring for students identified as having a need.	9	1		
The program will determine the academic needs of students using the data-driven needs of students demonstrated in the school day.	9	1		
The program will utilize the Too Good for Drugs and Violence Prevention program from the Mendez Foundation.	10	1		
The program will host at least two, family engagement events each year.	12	1		
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		
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		
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		
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

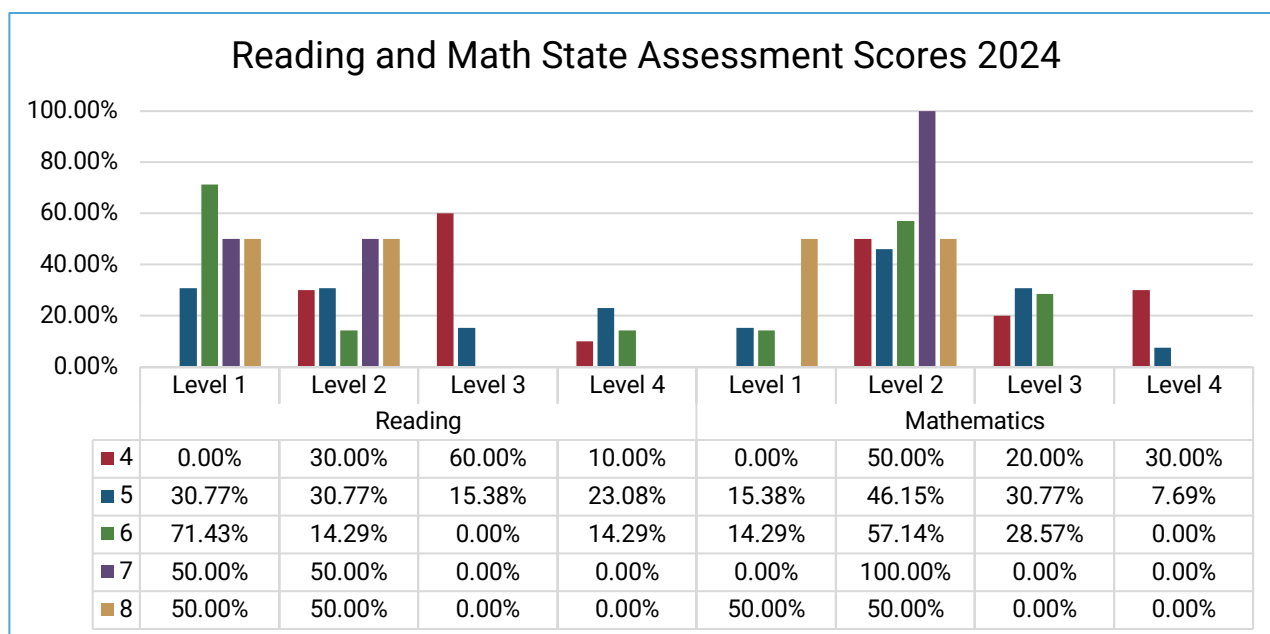
Performance Indicator 1.A Target: 80% of program-enrolled students in Grades 4-8 will maintain high academic achievement and/or demonstrate continuous improvement on State Assessments in reading and math.

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 understand and use skills and knowledge needed for Postsecondary Readiness.
- ✓ **Level 2** indicates that a student shows a basic ability to understand and use skills and knowledge needed for Postsecondary Readiness.
- ✓ **Level 3** indicates that a student shows an effective ability to understand and use skills and knowledge needed for Postsecondary Readiness.
- ✓ **Level 4** indicates that a student shows an excellent ability to understand and use skills and knowledge needed for Postsecondary Readiness.

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: Based on the assessment scores, 66.7% of students attending the program scored a Level 2, 3, or 4 in Reading and 81.1% in Math. There were 36 student reading and math scores in Grades 4-8 for which state assessment scores were provided. **EnCORE met this indicator for Math, but not for Reading.**



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.

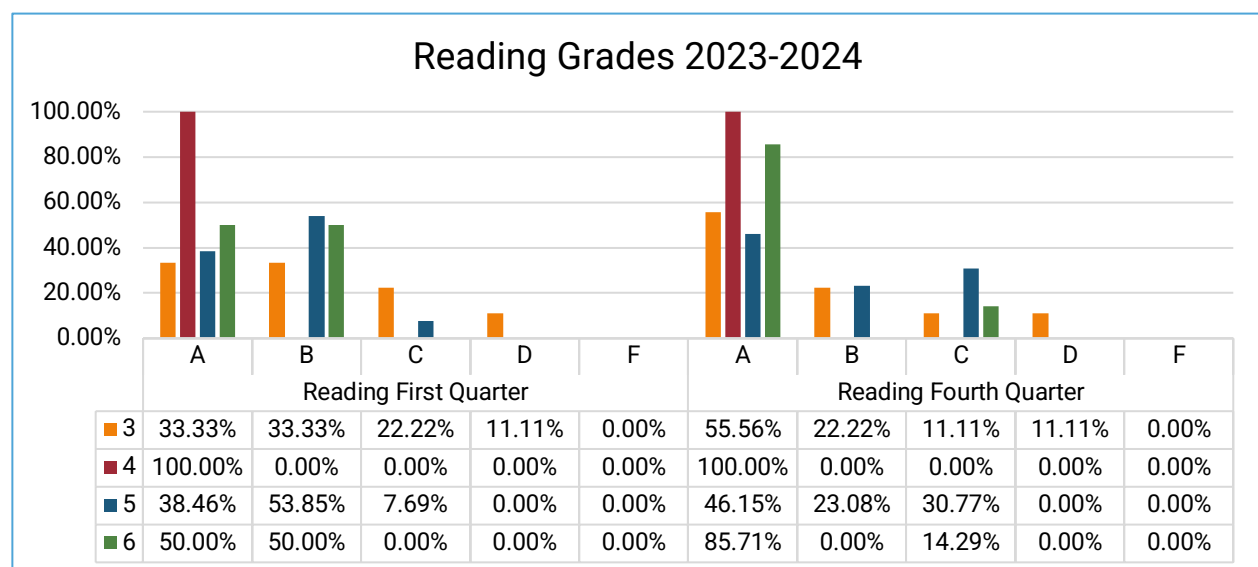
State Assessment Improvement by Hour Bands for 21APR- Reading												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	1	2	5	17	14	0						
Outcome data to report	0	1	5	15	14	0						
Improvement	0	0	0	3	6	0						
2026							2027					
# of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

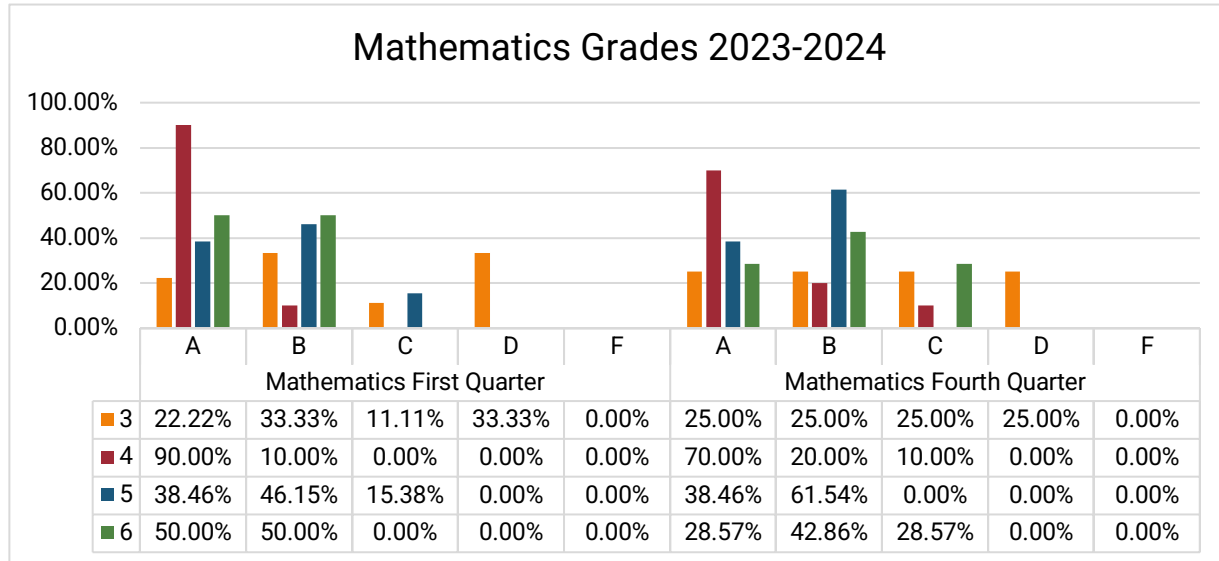
State Assessment Improvement by Hour Bands for 21APR- Math												
2024							2025					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	1	2	5	17	14	0						
Outcome data to report	0	1	5	15	14	0						
Improvement	0	0	0	5	4	0						
2026							2027					
# of students												
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: 97.4% of program-enrolled students in Grades 3-6 maintained high academic achievement on grades in reading and 94.7% 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 last 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 previous year, and both demonstrated an improved GPA at or above 3.0.

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						
Outcome data to report	0	0	1	1	0	0						
Improvement	0	0	1	1	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: 85.7% of program-enrolled students demonstrated an improved attendance rate in the current school year. **EnCORE did not meet 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.

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						
Outcome data to report	0	0	1	4	2	0						
Improvement	0	0	1	3	2	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: 89.4% of day teachers reported regular program participants (who attended 44 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.

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						
Outcome data to report	0	0	0	0	0	0						
Improvement	0	0	0	0	0	0						
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: 92.3% 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.

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						
Outcome data to report	0	0	2	2	2	0						
Improvement	0	0	1	1	2	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 participating 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: 87.6% of families indicated satisfaction with family communication. **EnCORE met this indicator.**

According to the parent survey, 87.6% 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 98.3% indicated they *strongly agreed or agreed* that the program kept them informed. Additionally, 71.4% of respondents indicated they received

communication via email, and 62.5% 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: 31.3% of families responding to the survey were engaged in the provided activities. **EnCORE did not meet this indicator.**

According to the parent survey, 31.3% of respondents on the parent survey indicated they had participated in educational opportunities or resources. Eighty percent (80.0%) indicated they had engaged with educational opportunities one to three times and 20.0% more than ten times. Sixty-nine percent (68.8%) indicated they did not engage with educational opportunities or resources this school year.

Parent Survey

In April and May 2024, a parent survey link was distributed to parents of students who attended EnCore. A total of 16 surveys were returned.

Parents were asked how they were recruited for the program. Forty-four percent (43.8%) indicated they had received information at a booth or table at a back-to-school night or open house. prior knowledge of the program. Thirty-eight percent (37.5%) indicated they received a recommendation from a teacher.

Recruitment	Percent
Booth or table at a back-to-school night or open house	43.8%
Recommendation from a teacher or school personnel who thought my child would benefit from the program	37.5%
Flyer or informational letter sent home	18.8%
Email or announcement through the schools messaging service	18.8%
My child requested to attend	18.8%
I have previous experience or knowledge of the program and wanted my child to attend	12.5%
Social media or school website posting	12.5%
Flyer posted at my child's school or around town	6.3%

Percentage of Respondents by Grade	
Grade	Percent
K	31.3%
1	25.0%
2	37.5%
3	18.8%
4	18.8%
5	6.3%
6	18.8%
7	12.5%
8	6.3%

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, 100% indicated that sending their child to the program is a good value for their family, and 93.8% 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%	0.0%	6.3%	37.5%	56.3%
The program provides a welcoming space that provides engaging learning opportunities for my child(ren).	0.0%	0.0%	0.0%	18.8%	81.3%
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%	0.0%	25.0%	43.8%	31.3%
The program supports student success by collaborating with day teachers to target my child(ren)'s identified areas of need.	0.0%	0.0%	18.8%	50.0%	31.3%
The program collaborates with the community to expand learning opportunities, encourage community service and civic participation, and/or support the program.	0.0%	0.0%	12.5%	43.8%	43.8%
Sending my child(ren) to the program is a good value for my family.	0.0%	0.0%	0.0%	31.3%	68.8%

Fifty-six percent (56.3%) indicated that if their child was not attending the program, they would be home with adult supervision, 18.8% indicated their child would stay home alone, and 12.5% indicated they would be attending a private daycare center.

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. Eighty-eight (87.6%) of parents felt the program was *extremely influential or very influential* in their child gaining or increasing interest in science, technology, engineering, or mathematics, 81.3% said the program was *extremely influential* in their student taking or increasing interest in art, music, dance, sewing, acting, or other forms of art, 81.3% of parents felt the program was extremely influential in: their child gaining or improving confidence in their ability and willingness to try.

Student achievement	Not at all Influential	Slightly Influential	Somewhat Influential	Very Influential	Extremely Influential
Become excited about going to school and learning new things	6.3%	0.0%	18.8%	56.3%	18.8%
Gain confidence in their ability and willingness to try	6.3%	0.0%	12.5%	56.3%	25.0%
Strengthen their belief that they can make a difference	6.3%	0.0%	31.3%	37.5%	25.0%
Learn ways to resolve conflict and get along with others	6.3%	0.0%	31.3%	50.0%	12.5%
Become a better reader	6.3%	0.0%	12.5%	68.8%	12.5%
Develop skills to work cooperatively with others to achieve a goal	6.3%	0.0%	37.5%	43.8%	12.5%
Improve their math skills	6.3%	0.0%	31.3%	50.0%	12.5%
Gain an interest in science, technology, engineering, or mathematics	6.3%	0.0%	6.3%	43.8%	43.8%
Take an interest in art, music, dance, sewing, acting, or other forms of art	6.3%	0.0%	12.5%	37.5%	43.8%
Become more physically active or take an interest in a sport such as basketball, archery, swimming, soccer, etc.	6.3%	0.0%	37.5%	31.3%	25.0%

Parents were asked what types of things were offered as a part of the program. Eighty-one (81.3%) of parents indicated they had been invited to in-person events, 56.3% indicated they were received printed educational resources, and 37.5% 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.)	81.3%
Printed educational resources (i.e., books, worksheets, activity ideas, activity packets, reading tips, etc.)	56.3%
The opportunity to observe the after-school program	37.5%
Other	6.3%
The opportunity to be involved as a volunteer in the program	6.3%
In-person events (i.e., Family Literacy Night, Math Night, STEM Night, Open House, etc.)	81.3%
Printed educational resources (i.e., books, worksheets, activity ideas, activity packets, reading tips, etc.)	56.3%

Thirty-one percent (31.3%) indicated they had participated in educational opportunities offered as a part of the program. Eighty percent (80.0%) of those who participated indicated they had attended between 1-3 times, and 20.0% said they participated 10 or more times. Eighty percent (80.0%) of respondents who participated in the programming indicated they were *very satisfied* with the opportunities and resources. The other 20.0% indicated they were *somewhat satisfied*.

Communication	Percent
Written communication, i.e., newsletters, fliers, notes, etc.	62.5%
Email	56.3%
Online communication, i.e., Facebook, school or program web site/page, Twitter, etc.	56.3%
Mass/Group text messaging via the district's communication system	43.8%
Direct text messages from staff or Program Director	25.0%
Mass messaging phone calls via the district's communication system	18.8%
Verbal communication/One-on-one conversations	18.8%
Direct phone calls from staff or Program Director	6.3%
Written communication, i.e., newsletters, fliers, notes, etc.	62.5%

Communication was received in a variety of ways. Sixty-three percent indicated they received written communication regarding opportunities through the program with 56.3% indicating they received information via email. Fifty-six percent (56.3%) indicated they were *very satisfied* with the communication, 31.3% were *mostly satisfied*, 6.3% were neutral, and 6.3% were a *not satisfied at all*.

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

All the different activities the kids do.
I love that my son has taken up an interest in cooking.
I love that they are learning new hands on things.
I love that they don't want to miss EnCore. It has really encouraged them to attend school.
Learning about new things-drones, circuits, sewing
Learning new things
My child loves the program, asked to be in the program. My child also asks what day it is so she knows when she will be home.
My child has loved getting to try new things. I also love that he has been able to interact with other teachers besides his own within the school building.
Peer time, learning and experiencing new skills not offered in the classroom.
Timber really enjoyed cooking and sewing and has enjoys them at home now too.

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

I think EnCore has been a great program that met a significant community need. The different programs are fun for the kids, they want to go and look forward to the next session.
It is a great program!
No weaknesses that I can think of.

Strengths- they enjoy going to school, it is fun and engaging, they are exposed to things that they would not have been otherwise, and they are learning how to be better friends.
The program has been wonderful. My son wanted to keep attending, it was his choice. He has learned many things he otherwise wouldn't have gotten to learn.
This was the pilot year for our school. I have no complaints.
Unknown

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 26, 2023 and April 2, 2024. All completed observation instruments are on file at the Learning Tree Institute at Greenbush.

Site Visit One

The site visit began with a meeting between the evaluator and the Program Director. Updates on the program were provided, and questions were answered regarding the evaluation and data that needed to be collected. The Component Audit was reviewed for accuracy since this is the program's first year. During this site visit, it was shared that there were currently 65 students enrolled in the program, with four teaching staff and four paras serving the program. To date, the director felt the program was off to a good start, and there was a great deal of interest in the program. Following the meeting, the observation began. On the day of the Site visit there were 63 students and eight staff. The Advisory Board had its first meeting on September 19.

The program began with checking and a snack of raisins and milk. Students then broke into grade-level groups for tutoring and enrichment activities. Tutoring time was not observed due to the meeting with the site director running over.

The following activities were observed for enrichment:

Kindergarten – Cooking & Nutrition – Students tried kiwi, then colored and cut out paper kiwi to attach to garland. Then then played a game.

1st Grade – Art - Students created art by stamping apples into finger paint to create "Apple Art."

2nd Grade – Robotics - Students build circuits using snap circuits. The students' favorite thing to do with their circuits appeared to be launching the tops/fans.

3rd Grade – Botany – Students compared seeds from a live plant to seeds they get from the store. Students also cared for the plants they were growing.

4th Grade – Drones & Engineering – Students worked in groups of two or three to design and build structures to fly drones through on a different day. Those groups who finished construction then worked in groups of three to complete Read Works.

5th Grade – Sewing – Students were in the process of making potholders. Students selected fabric, measured and cut all the layers, and then sewed them together. Students were at different levels of completion on their projects, and those who were waiting to use the sewing machine or had completed their potholder worked on a home economics word search.

6th – 8th Grades – Drama – Students practiced and acted out various scenes in pairs.

No behavior issues were observed during the program. All students had a high level of engagement in their activities. The adequacy of space was good and the program ran smoothly.

Site Visit Two

Before the observation, the evaluator met with the site director. The Component Audit was reviewed, and all measures were fully completed for the year. The site visit shared that food & nutrition and plant science have become highly popular among students. The program utilized many of its partners and took the students on field trips to the Mound Valley Public Library, Mound Valley Museum, and Mound Valley Fire Department. The program also held family engagement nights. In collaboration with Parents as Teachers, two family nights were held. A Parent Fun Night was held and consisted of seven stations with activities. Students also demonstrated their drone flying skills and made Chex Mix with their families.

The observation began with students checking in and eating a snack of milk, Scooby-Do Graham Crackers, and Goldfish. There were 59 students present with ten adult staff and one volunteer. Following snack, students had tutoring followed by outdoor free play. Enrichment activities observed include the following:

Kindergarten – Drones – Students practiced flying the drones, specifically practicing “flipping” them in the air, gliding and turning. Students gave commands to the drones using an iPad.

1st Grade – Botany/Plant Science – Students colored spring pictures and cared for their sprouts and lettuces they were growing.

2nd Grade – Art – Students completed puzzles leading up to their next project, in which students will design and create their own puzzles.

3rd Grade – Cooking – K-State Extension was present to teach the cooking class. Students completed surveys about their healthy habits, read an infographic about smoothies, and made papaya smoothies. Students also played a ball toss game in which they shared their names and one or two of their favorite drinks.

4th Grade – Drama/Board Games - Students played board games: chess, sorry, battleship, and Uno.

5th Grade – Legos/Robotics – Students had the option of playing Legos on the Lego wall or playing on the OSMOs. Students played in groups of two, playing Pizza Maker in which the students made pizzas and also acted as the cashier providing geometry, ordering, and math enrichment; used shapes to build the picture shown on the OSMO screen; and used shapes to create a design.

6th-8th Grades – Sewing – Students were divided into two groups, while one group selected their materials to make a pillow, the other group planted a flower and colored pictures. Then, the groups switched.

Students were actively engaged in all enrichment groups and during tutoring. Students were observed collaborating to solve a problem and create products. Some groups' students were heard encouraging and complementary towards their peers. Staff offered guidance and support as necessary, and students appeared excited to talk and share with the staff. One minor issue where a student was fidgeting and being distracting during tutoring time was observed. The teacher very gently encouraged him to sit still and listen to the story by inviting him to sit next to her and help turn the pages.

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Teacher Survey Results - 21st CCLC EnCORE

Grade Level: 1-5 Total # of Surveys Distributed: 100 Total # of Surveys Completed: 58, 57 students attended 44 hours or more

Students who attended 44 hours or more

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	34	2	5	5	8	3	0	0
2. Coming to school motivated to learn	17	3	16	14	6	1	0	0
3. Being attentive in class	15	4	18	12	7	1	0	0
4. Academic performance	14	4	16	14	6	3	0	0
5. Class participation	14	7	15	15	5	1	0	0
6. Volunteering (e.g., extra credit, more responsibility, etc.)	13	3	13	17	10	1	0	0
7. Getting along well with others	21	6	8	15	6	1	0	0
8. Overall classroom engagement (reported on 21APR)	14	6	14	17	5	1	0	0

NOTE: For 21APR reporting, please see Performance Indicator 1.F.

Summary and Recommendations

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 indicate lack of student engagement in the program as it is.