

2025

21st CCLC Program

ECHO

**Labette County – USD 506 –
Meadow View**

Year Two (July 2024 – June 2025)

August 2025



2025 21st CCLC Program Evaluation Report

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2024-2025

21st Century Community Learning Centers

ECHO

Labette County USD 506 – Meadow View

Year Two Evaluation Report

By

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Introduction

Background

The Meadow View USD 506, 21st Century Community Learning Center program, *ECHO*, was awarded a re-application in the June 2023 grant competition from the Kansas State Department of Education for a five-year project. This project services elementary and middle school students at Meadow View Elementary and summer programming for Meadow View and Mound Valley schools. Activities for the project include 3-D printing, sewing, nutrition, sports exploration, drama, art, and more.

Key partners for this project include CHCSEK, Meadow View Site Council, Meadow View PTO, Labette County Health Department (School Nurse), Parents as Teachers, Gentiva Hospice, Parsons Recreation Commission, Greenbush LTI, and Coaching Staff for Basketball, Volleyball, and Track.

Project Evaluation Summary

The project's evaluation component's 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, 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 ECHO program.

The chart on the following page provides an overview of USD 506 Labette County, Meadow View'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%	82.0% R 80.5% M	✓	Not Available Until Fall							
1.B – High academic achievement on Grades (Grades 3-6)	80%	98.5% R 100% M	✓	97.1% R, 100% M	✓						
1.C – GPA (Grades 7-8, 10-12)	80%	100%	✓	100%	✓						
1.D – Demonstrated improved attendance rate (Grades 1-12)	90%	57.9%		90.5%	✓						
1.E – Offered tutoring support (Grades K-12)	100%	100%	✓	100%	✓						
1.F – Increased rates of classroom engagement (Grades 1-5)	60%	97.8%	✓	96.6%	✓						
Performance Goal 2 – All students will graduate from high school											
2.A – In-school suspensions	90%	-		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%	92.9%	✓	91.7%	✓						
3.C – Family engagement	80%	64.3%		29.2%							

Population Analysis

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

The ECHO application proposed to provide services to 80 students in the after-school portion of the program and 80 during the summer. Summer programming was related to the previous grant funding.

Total Attendance All Students			
Project Year	NAME OF BUILDING		
	Summer	Fall	Spring
Year One (June 23 - May 24)	-	170	159
Year Two (June 24-May 25)	43	178	183
Year Three (June 25-May 26)			
Year Four (June 26-May 27)			
Year Five (June 27-May 28)			

In Year One, the ECHO project served 188 unique students. This is well above the projected number of students to be served. Twenty-one students had IEPs, and there were no ELL students. Seventy-five students received free or reduced lunch. The summer program was funded by the previous 21st CCLC grant and not through this grant cycle.

In Year Two, the ECHO project served 211 unique students. This is well above the projected number of students to be served. Thirty (30) students had IEPs, and no ELL students. One hundred forty-one (141) students received free or reduced lunch. There were 43 students who attended the summer program.

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	-	-	-	-	-	-	-	-	-	3	7	8	5	2	7	7	2	2
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	0	0	0	0	0	0
Hispanic	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Native Hawaiian	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
White	-	-	-	-	-	-	-	-	-	1	2	4	5	2	5	5	2	1
Two or More Races	-	-	-	-	-	-	-	-	-	2	2	1	0	0	1	2	0	0
Race Data Not Provided	-	-	-	-	-	-	-	-	-	0	3	3	0	0	1	0	0	1
Female	-	-	-	-	-	-	-	-	-	3	3	4	2	1	3	5	1	1
Male	-	-	-	-	-	-	-	-	-	0	2	4	3	1	4	2	1	0
Gender Data Not Provided	-	-	-	-	-	-	-	-	-	0	2	0	0	0	0	0	0	1
ELL	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
Free Lunch	-	-	-	-	-	-	-	-	-	2	2	3	4	1	4	5	2	1
Reduced Lunch	-	-	-	-	-	-	-	-	-	1	1	1	1	0	0	0	0	0
IEP	-	-	-	-	-	-	-	-	-	3	0	1	3	2	2	4	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										Cumulative (Summer, Fall, Spring)							
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total	11	21	16	22	19	18	13	25	25	12	17	15	21	18	14	11	24	27	12	21	17	22	23	22	14	29	28
Asian	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1
Black	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	10	19	11	22	15	14	10	24	23	11	16	10	21	13	11	9	22	24	11	19	12	22	17	17	11	27	25
Native Hawaiian	0	0	0	0	0	0	0	0	0	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	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0
Two or More Races	1	1	5	0	3	3	2	0	1	1	1	5	0	5	3	1	1	1	1	1	5	0	5	4	2	1	1
Female	6	12	9	7	8	11	6	17	14	7	10	7	7	7	6	5	14	14	7	12	9	7	10	12	7	17	15
Male	5	9	7	15	11	7	7	8	11	5	7	8	14	11	8	6	10	13	5	9	8	15	13	10	7	12	13
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	4	12	12	14	12	9	6	9	12	4	11	11	14	8	9	6	9	15	4	12	12	14	13	12	7	11	15
Reduced Lunch	1	1	1	1	1	0	2	0	5	1	1	0	1	2	0	2	1	5	1	1	1	1	2	0	2	1	5
IEP	0	1	6	5	5	3	0	1	2	0	1	6	5	4	3	0	1	2	0	1	7	5	5	5	0	1	2
Fall 2024										Spring 2025										Cumulative (Summer, Fall, Spring)							
Category	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8	K	1	2	3	4	5	6	7	8
Total	17	15	25	18	19	14	14	36	20	18	16	27	17	19	15	12	37	22	18	20	31	19	19	20	17	41	26
American Indian	0	0	2	0	0	0	0	2	0	0	0	2	0	0	0	0	2	0	0	0	2	0	0	0	0	2	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0
White	13	12	20	15	19	10	12	33	20	14	13	22	14	19	13	10	35	22	14	13	23	16	19	15	15	38	25
Two or More Races	4	3	3	3	0	4	2	1	0	4	3	3	3	0	2	2	0	0	4	4	3	3	0	4	2	1	0
Race Date Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	1	0	0	1
Female	7	11	9	8	7	6	5	21	12	7	12	9	8	7	7	6	20	14	7	13	12	8	7	9	8	24	15
Male	10	4	16	10	12	8	9	15	8	11	4	18	9	12	8	6	17	8	11	5	19	11	12	11	9	17	10

Gender Data Not Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	10	6	12	14	8	10	8	23	9	10	7	13	13	8	11	7	22	8	10	8	14	15	8	14	10	26	11
Reduced Lunch	4	3	2	1	4	2	0	4	3	5	3	2	1	4	2	0	4	4	5	3	2	1	4	2	0	4	4
IEP	4	0	3	7	4	2	3	1	1	4	0	4	7	4	3	3	1	2	4	0	4	7	4	4	4	1	2

Fall 2025											Spring 2026										Cumulative (Summer, Fall, Spring)									
Category	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8		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																														
Fall 2026											Spring 2027										Cumulative (Summer, Fall, Spring)									
Category	K	1	2	3	4	5	6	7	8		K	1	2	3	4	5	6	7	8											
Total																														
American Indian																														
Asian																														
Black																														
Hispanic																														
Native Hawaiian																														
White																														
Two or More Races																														

Attendance Data

Summer

In Year One, the ECHO summer program was part of a previous grant. Data was not provided for 2023.

In Year Two, there were 43 students who attended. Two attended less than 15 hours, two between 15-44 hours, 21 between 45-89 hours, and 18 between 90-179 hours. The ECHO summer program was provided in conjunction with the other 21st CCLC program from Mound Valley. This data is for Meadow View students only.

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	0	2	1	0	0
1	-	-	-	-	-	-	0	0	4	3	0	0
2	-	-	-	-	-	-	0	1	6	1	0	0
3	-	-	-	-	-	-	1	0	3	1	0	0
4	-	-	-	-	-	-	0	0	1	1	0	0
5	-	-	-	-	-	-	0	0	2	5	0	0
6	-	-	-	-	-	-	1	0	1	5	0	0
7	-	-	-	-	-	-	0	0	1	1	0	0
8	-	-	-	-	-	-	0	1	1	0	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 ECHO after-school program was well attended, as demonstrated in the chart on the next page. Cumulatively, 19 students attended between 15-44 hours, 45 between 45-89 hours, and 118 between 90-179 hours.

In Year Two, the ECHO after-school program was well attended, as demonstrated in the chart on the next page. Cumulatively, seven students attended less than 15 hours, 22 students attended between 15-44 hours, 57 between 45-89 hours, 100 between 90-179 hours, and 25 between 180-269 hours. No students attended more than 270 hours.

Attendance by Grade and Hour Bands																		
	Fall 2023						Spring 2024						Cumulative (Summer, Fall, Spring)					
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	2	9	0	0	0	1	1	10	0	0	0	0	0	3	9	0	0
1	1	5	15	0	0	0	0	2	15	0	0	0	1	3	2	15	0	0
2	0	0	16	0	0	0	3	0	12	0	0	0	0	0	6	11	0	0
3	0	2	20	0	0	0	1	2	18	0	0	0	0	0	3	19	0	0
4	0	2	17	0	0	0	2	1	15	0	0	0	0	2	6	15	0	0
5	2	4	12	0	0	0	1	0	13	0	0	0	2	4	7	9	0	0
6	1	3	9	0	0	0	0	3	8	0	0	0	1	2	2	9	0	0
7	3	12	10	0	0	0	0	8	15	1	0	0	2	4	10	13	0	0
8	0	11	14	0	0	0	0	8	19	0	0	0	0	4	6	18	0	0
	Fall 2024						Spring 2025						Cumulative (Summer, Fall, Spring)					
K	0	1	16	0	0	0	1	8	9	0	0	0	0	1	3	11	3	0
1	0	2	13	0	0	0	0	6	10	0	0	0	0	1	6	10	3	0
2	0	4	21	0	0	0	3	6	18	0	0	0	0	5	7	15	4	0
3	0	1	17	0	0	0	0	6	11	0	0	0	1	0	3	11	4	0
4	0	2	17	0	0	0	1	5	13	0	0	0	0	0	3	14	2	0
5	1	0	13	0	0	0	1	2	12	0	0	0	1	1	8	5	5	0
6	0	3	11	0	0	0	3	0	9	0	0	0	1	3	2	7	4	0
7	0	13	23	0	0	0	4	25	8	0	0	0	2	5	15	19	0	0
8	1	8	11	0	0	0	4	14	4	0	0	0	2	6	10	8	0	0
	Fall 2025						Spring 2026						Cumulative (Summer, Fall, Spring)					
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
	Fall 2026						Spring 2027						Cumulative (Summer, Fall, Spring)					
K																		
1																		
2																		

3																	
4																	
5																	
6																	
7																	
8																	
	Fall 2027						Spring 2028						Cumulative (Summer, Fall, Spring)				
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	

Component Audit

ECHO – Program Component Audit				
Activity	Page #	FA	PA	NA
ECHO will provide services to 80 students from Meadow View Elementary during the school year, with an expected average attendance of 65 and 80 students during the summer, Grades K-8.	2,10	1, 2		
Services will be provided after school for four days per week (Mon-Thurs) for 28 weeks for two hours per day during the school year and five days per week for four weeks for five hours per day during the summer.	3, 10	1, 2		
Athletic staff will be committed to joining the after-school program to support their athletes and create an academic-first, sports-second mindset.	9	1, 2		
Academic opportunities for 7th & 8th Grades will strategically target deficiencies in math and continue to fill educational gaps for all Meadow View students.	9, 10	1, 2		
Recruitment for the program will use a multi-strategic approach, including but not limited to teacher referrals, family and friend referrals, self-referrals, informational and advertisement fliers, social media posts, and recruitment during school events.	9	1, 2		
The director will prepare information regarding the program, which will be communicated via electronic platforms, the school messaging system, informational fliers, the district website, newsletters and calendars, and direct parent communication.	9	1, 2		
The program will include a daily snack, tutoring, homework assistance, academic enrichment, and physical activity.	10	1, 2		
Certified day teachers familiar with each student's academic needs will provide 30 minutes of targeted tutoring and 30 minutes of homework assistance daily. Those without homework will receive additional practice of skills through reading, math games, iXL, and computer-based platforms.	10	1, 2		
Enrichment will include but is not limited to basketball, volleyball, sports exploration, STEM, robotics, coding, sewing, cooking, nutrition, Legos and engineering, art, music, dance, 3-D printing, book club, and/or drones.	10	1, 2		
Parent and student surveys will inform enrichment and will include field trips such as Big Brutus, SOAR Trampoline Park, Independence Community College Fab Lab, George Washington Carver Museum, PSU, Bicknell and Plaster Centers, Wild Cat Glades, the theater, parks, skate rink, zoo, and/or lake.	10	1, 2		
Staff will consist of six certified teachers for academic support and tutoring, five paraprofessionals for tutoring and enrichment activities, three coaching staff for sports enrichment, a program director, a data support specialist, and an administrative assistant.	12	1, 2		
Students needing a quiet place due to overstimulation or need for reflection will have a quiet place with supervision to recover.	12	1, 2		
At least three family engagement opportunities will be offered annually.	14	1, 2		
The program will utilize partnerships with CHC SEK, Meadow View Site Council, Meadow View PTO, and Labette Co. Health Department School Nurse, Parents as Teachers, Gentiva Hospice, Parsons Recreation Commission, Greenbush LTI, K-State Extension Office, and Coaching Staff.	15	1, 2		
Bus transportation home will be offered during the afterschool and summer programs and to and from field trips.	16	1, 2		
The Advisory Board will meet quarterly and include partner parent representatives, school staff, and community members.	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 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 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, there were 99 student reading scores and 103 student math scores in Grades 4-8 for which state assessment scores were provided. For 21APR reporting, there were 116 students with state assessment data, with 87 students reporting state assessment scores for last year, and 14 showing improvement. 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	5	16	31	64	0	0	-	-	-	-	-	-
Outcome data to report	2	8	23	54	0	0	-	-	-	-	-	-
Improvement	0	2	5	7	0	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	5	16	31	64	0	0	-	-	-	-	-	-
Outcome data to report	5	9	24	52	0	0	-	-	-	-	-	-
Improvement	0	2	0	3	0	0	-	-	-	-	-	-
2026							2027					
# of students												
Outcome data to report												
Improvement												
2028												
# of students												
Outcome data to report												
Improvement												

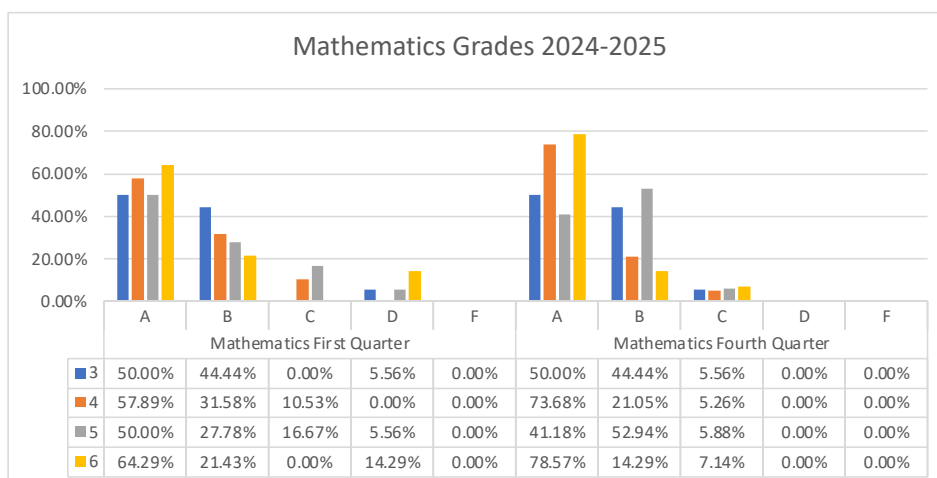
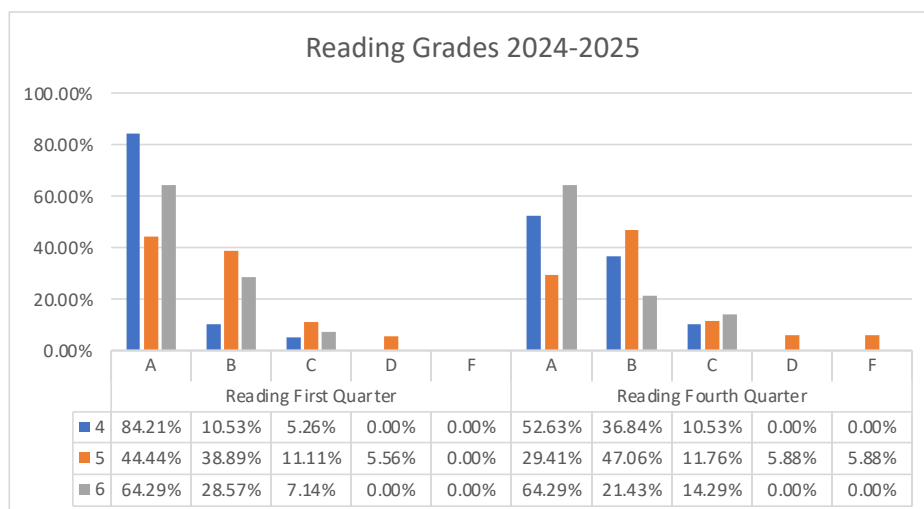
Student Grades

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: 97.1% of program-enrolled students in Grades 3-6 maintained high academic achievement in grades in reading and 100% in math. **ECHO met this indicator for both Reading and Math.**

In Year One, 98.5% of program-enrolled students in Grades 3-6 maintained high academic achievement in grades in reading and 100% in math. In the fall, 97.3% of students received an A, B, or C in reading, improving to 98.5% in the spring, and 97.5% in the fall math scores, improving to 100% in the spring.

In Year Two, 98.6% of students received an A, B, or C in reading in the fall, decreasing slightly to 97.1% in the spring; however, they still demonstrated improvement. In the fall, 93.7% of students received an A, B, or C in math, increasing to 100% in the spring.



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. **ECHO met this indicator.**

In Year One, there were 57 students in Grades 7 and 8, with 51 reporting prior year GPA data. Six students reported a GPA of less than 3.0 in the prior year. All six demonstrated improvement in the current year.

In Year Two, there were 67 students in Grades 7 and 8, with 56 reporting prior year GPA data. Three students reported a GPA of less than 3.0 in the prior year. All three demonstrated improvement in the current year.

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	2	8	16	31	0	0	4	11	25	27	0	0
Outcome data to report	1	5	14	31	0	0	0	0	1	2	0	0
Improvement	0	0	1	5	0	0	0	0	1	2	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: 90.5% of program-enrolled students demonstrated an improved attendance rate in the current school year. **ECHO met this indicator.**

In Year One, 146 students had prior and current year attendance data. Of those, 117 maintained attendance above 90%. Nineteen students reported a school day attendance rate at/or below 90% in the prior school year. Of those, 11 demonstrated an improved school day attendance rate.

In Year Two, 159 students had prior and current year attendance data. Of those, 132 maintained attendance above 90%. Twenty-one students reported a school day attendance rate at/or below 90% in the prior school year. Of those, 19 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	6	19	45	118	0	0	6	19	50	104	0	0
Outcome data to report	0	3	5	11	0	0	0	0	7	10	4	0
Improvement	0	1	2	8	0	0	0	0	6	9	4	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. **ECHO met this indicator.**

All ECHO 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 the 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: ECHO Day teachers of 96.6% of regular program participants (who attended 30 hours or more and surveys were returned) in Grades 1-5 reported improvement or did not need to improve overall classroom engagement. **ECHO met this indicator.**

In Year One, students attending 44 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, there were 11 students with previous year data. Of those, 10 demonstrated improvement in classroom engagement.

In Year Two, students attending 30 hours or more, 96.6% 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, there were 58 students with outcome data to report; of those, 57 demonstrated improvement in classroom engagement.

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	4	11	26	78	0	0	1	5	22	70	0	0
Outcome data to report	0	0	2	9	0	0	0	1	10	37	10	0
Improvement	0	0	1	8	0	0	0	1	10	36	9	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: ECHO reported 100% of students did not receive an in-school suspension during the program. **ECHO met this indicator.**

In Year One, there were zero students who received in-school suspensions in the current school year. Prior year suspension data was not provided to make a comparison.

In Year Two, there were zero students who received in-school suspensions in the current school 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	6	19	42	109	0	0	6	19	50	104	0	0
Outcome data to report	0	0	0	0	0	0	6	19	50	104	0	0
Improvement	0	0	0	0	0	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. **ECHO met this indicator.**

One hundred percent of participants in ECHO 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. **ECHO met this indicator.**

ECHO provided access to Volunteer opportunities, site council participation, Parents as Teachers Event, and two ECHO 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. **ECHO 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 70.9% indicated they *strongly agreed or agreed* that the program kept them informed. Additionally, 62.5% of respondents indicated they received communication via email, and 54.2% indicated they received information via online

communication or mass messaging. 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: 29.2% of families responding to the survey were engaged in the provided activities. **ECHO did not meet this indicator.**

According to the parent survey, 29.2% of respondents indicated they had participated in educational opportunities or resources. Eighty-six percent (85.7%) indicated they had engaged with educational opportunities 1-3 times, and 14.3% between 4-6 times.

Parent Survey

In April and May 2025, a parent survey link was distributed to parents of students who attend the ECHO. A total of 26 surveys were returned. Ninety-six percent (96.2%) of respondents indicated their child attended the after-school program, and 7.7% attended the summer program.

Parents were asked how they were recruited for the program. One-half (50.0%) indicated they found out at a booth or table at an event. Thirty-nine percent (38.5%) had prior knowledge of the program.

Recruitment	Percent
Booth or table at a back-to-school night or open house	50.00%
I have previous experience or knowledge of the program and wanted my child to attend	38.50%
My child requested to attend	23.10%
Email or announcement through the schools messaging service	19.20%
Recommendation from a teacher or school personnel who thought my child would benefit from the program	11.50%
Flyer or informational letter sent home	3.80%

Percentage of Respondents By Grade	
Grade	Percent
K	23.10%
1	23.10%
2	15.40%
3	19.20%
4	19.20%
5	15.40%
6	7.70%

Parents were asked how much they agreed or disagreed with the various program components. Ninety-two percent (91.7%) of respondents *strongly agreed or agreed* that the program provides a welcoming space, and sending their child to the program is a good value for their family. Eighty-three (83.4%) indicated the program collaborates well with day teachers.

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).	4.2%	0.0%	25.0%	29.2%	41.7%
The program provides a welcoming space that provides engaging learning opportunities for my child(ren).	4.2%	4.2%	0.0%	37.5%	54.2%
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).	4.2%	8.3%	16.7%	41.7%	29.2%
The program supports student success by collaborating with day teachers to target my child(ren)'s identified areas of need.	4.2%	4.2%	12.5%	50.0%	29.2%
The program collaborates with the community to expand learning opportunities, encourage community service and civic participation, and/or support the program.	4.2%	0.0%	12.5%	54.2%	29.2%
Sending my child(ren) to the program is a good value for my family.	4.2%	0.0%	4.2%	29.2%	62.5%

Forty-six percent (45.8%) indicated that if their child were not attending the program, they would be home with adult supervision, 20.8% would be cared for by neighbors, and 16.7% indicated their child would stay home alone. Only 4.2% were unsure what they would be doing, and 12.5% would attend a private daycare.

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), *and* how much the program helped their child achieve the following skills. Eighty-eight (87.5%) of parents felt the program was *extremely or very influential* in their child gaining or increasing interest in science, technology, engineering, or mathematics, 83.3% said the program was *extremely or very influential* in their student taking or increased interest in art, music, dance, sewing, acting, or other forms of art, 87.5% of parents felt the program was *extremely or very influential* in their child gaining or improving confidence in their ability and willingness to try; the belief that they can make a difference.

Student achievement	Not at all Influential	Slightly Influential	Somewhat Influential	Very Influential	Extremely Influential
Become excited about going to school and learning new things	0.0%	8.3%	16.7%	41.7%	33.3%
Gain confidence in their ability and willingness to try	0.0%	0.0%	12.5%	58.3%	29.2%
Strengthen their belief that they can make a difference	0.0%	4.2%	29.2%	41.7%	25.0%
Learn ways to resolve conflict and get along with others	8.3%	8.3%	16.7%	41.7%	25.0%
Become a better reader	4.2%	0.0%	16.7%	45.8%	33.3%

Develop skills to work cooperatively with others to achieve a goal	4.2%	4.2%	12.5%	50.0%	29.2%
Improve their math skills	0.0%	4.2%	16.7%	50.0%	29.2%
Gain an interest in science, technology, engineering, or mathematics	0.0%	0.0%	12.5%	50.0%	37.5%
Take an interest in art, music, dance, sewing, acting, or other forms of art	0.0%	0.0%	16.7%	37.5%	45.8%
Become more physically active or take an interest in a sport such as basketball, archery, swimming, soccer, etc.	0.0%	8.3%	29.2%	37.5%	25.0%

Parents were asked what types of things were offered in the program. Eighty-six (85.7%) of parents indicated they had been invited to in-person events, 29.2% indicated they had received printed educational resources, and 16.7% indicated they had been 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.)	87.50%
Printed educational resources (i.e., books, worksheets, activity ideas, activity packets, reading tips, etc.)	29.20%
The opportunity to observe the after-school program	16.70%
Online educational resources (i.e., links to educational websites, tools or activities, program choice boards, teacher created-video clips, etc.)	12.50%
The opportunity to be involved as a volunteer in the program	8.30%
Online events (i.e., Virtual Meetings or Events, Open House, Guided Activities, etc.)	4.20%
Other (Please specify.) – Two “none” responses	8.30%

Twenty-nine percent (29.2%) indicated they had participated in educational opportunities offered in the program. Eighty-six percent (85.7%) of those who participated indicated they had attended between 1-3 times, and 514.3% said they participated 4-6 times. Eighty-six percent (85.7%) 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. Email was the number one way of communication (62.5%), with online communication and mass messaging tying as the second way (54.2%). Ninety-two percent (91.7%) indicated they were *very or mostly satisfied* with the communication, 4.2% were neutral, and 4.2% were a little *satisfied*.

Communication	Percent
Email	62.50%
Direct phone calls from staff or Program Director	12.50%
Direct text messages from staff or Program Director	29.20%
Mass messaging phone calls via the district's communication system	54.20%
Mass/Group text messaging via the district's communication system	50.00%
Online communication, i.e., Facebook, school or program web site/page, Twitter, etc.	54.20%
Verbal communication/One-on-one conversations	16.70%
Written communication, i.e., newsletters, fliers, notes, etc.	50.00%
Other (Specify) – “I don’t”	4.20%

When asked what the most favorable result of their child's participation was, parents responded as follows:

- Being excited to stay after school and learn new thing while also being able to get other work from classes done.
- Being excited to stay at school and learn
- He enjoys going and tells me all about what he did that day
- He's finding more enjoyable activities. Giving him confidence.
- I like that my child gets more support and time to apply the knowledge she has learned in class in a smaller group setting.
- Learning new activities
- Love the 3d printing they did and the sewing
- My child had excelled while being a part of the after school ECHO program
- My son is able to complete his homework there before leaving which allows more family time at home after work etc. He would say the most favorable part was learning how to use the 3D printer.

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

- Great learning and fun experiences for the kids
- Have the kiddos work on their school work first
- It helps to keep the children engaged in learning opportunities.
- Na
- Strengths: Gives children a safe place after school Rotation of activities keeps children engaged
- We've had an absolutely great experience this far! Very thankful!

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.

There were 98 students participating in programming during the spring site visit. There is staggered dismissal from school, and the younger students receive a snack before a majority of the students are dismissed for the bus. Attendance is taken after the students are seated at their respective grade level tables. Older students are engaged in cleaning up the area before transitioning to the various activities. The project director indicated they had added STEM and art to their rotation, and this was the first day of a new cycle. The local Parents as Teachers program was doing a program for the students. The project director is excited about implementing BuddyBooks to assist with literacy among students and identify reading issues. The project director indicated there had been some difficulty with maintaining the partnership with K-State Extension due to the location of the facility and their willingness to drive to the area. A high school student volunteers to teach the students drama and play games. Students were engaged in tutoring, using IXL, homework, STEM, and outdoor recess. It was a beautiful day, so most of the time was spent outdoors where students were engaged in soccer, swinging, and playing gaga ball. Small grade-level groups were involved in sewing, reading, painting rocks to hide in the park, magic K'Nex blocks, Minecraft, chess, drones, and Osmo games.

Teacher Survey Results - 21st CCLC ECHO

Grade Level: 1-5 Total # of Surveys Distributed: 63 Total # of Surveys Completed: 63, 58 students attended 30 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	27	5	6	10	9	1	0	0
2. Coming to school motivated to learn	15	8	13	14	7	1	0	0
3. Being attentive in class	16	9	13	16	4	0	0	0
4. Academic performance	10	8	8	16	6	0	0	0
5. Class participation	11	12	17	13	5	0	0	0
6. Volunteering (e.g., extra credit, more responsibility, etc.)	12	11	14	13	8	0	0	0
7. Getting along well with others	24	8	11	12	3	0	0	0
8. Overall classroom engagement (reported on 21APR)	14	10	14	18	2	0	0	0

NOTE: For 21APR reporting, please see Performance Indicator 1.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 58 teacher and 26 parent surveys. Satisfaction was evident, with 87.5% of parents indicating they attended the in-person events, 85.7% being very satisfied or somewhat satisfied with opportunities, and 66.7% being very satisfied with the overall communication.
- The staff work well with the students, and the students are highly engaged in the activities.
- The program should continue to maintain a nice balance between tutoring, homework support, and various activities. Rotating the students every few weeks is excellent, so they don't get bored and all have an opportunity to participate in each activity for an extended time.

2023-2024 Recommendations for the 2024-2025 School Year

This program is well-run and highly successful in providing quality enrichment opportunities and academic support, making it difficult to make recommendations for the next school year beyond continuing what is currently being done. Overall, feedback from parents was good, though the program did not meet the parent engagement measure for this year. With that in mind, the evaluator recommends the following:

- Consider and create new ways to increase parent engagement.
- Ensure bullying does not occur or is handled quickly (as a response on the parent survey indicated their children had a problem with being bullied).
- Continue offering high-quality programming and tutoring support.