

# 2024

**21<sup>st</sup> CCLC Program**

**A Pathway to Success After-School Program**

**Girard School District**

**USD 248**

**Year Two (July 2023 – June 2024)**

**August 2024**



## **2024 21<sup>st</sup> CCLC Program Evaluation Report**

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Learning Tree Institute at Greenbush



**2024**

**21<sup>st</sup> Century Community Learning Centers  
A Pathway to Success After-School Program  
Girard School District USD 248  
Year Two Evaluation Report**

By

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August 2024

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# Introduction

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## Background

The Girard USD 248 21st Century Community Learning Center program, *A Pathway to Success*, was awarded an application in the June 2022 grant competition from the Kansas State Department of Education for a five-year project. This project provides services to after-school and summer school students. Activities for the project include focusing on reading, math, health, and science.

Key partners for this project include Kansas State Research and Extension (summer), Girard Medical Center, Girard Public Library (summer), Southeast KS Education Service Center, Girard Library, Haderlein Elementary PTO, and Riggs Chiropractic.

## 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.

This evaluation report reflects information for the 2023-2024 school year. The report will provide a snapshot of the activities that occurred, and the achievements made by students who participated in the program.

The following pages demonstrate the evaluation summaries of the data collected for *A Pathway to Success*. The chart on the following page provides an overview of the Girard School District *A Pathway to Success program* progress toward meeting the 21<sup>st</sup> CCLC performance goals and indicators.

<b>Grantee Progress toward Performance Goals</b>											
<b>Performance Goal 1 – All students will reach high standards</b>											
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%	85.7% Reading 83.7% Math	✓ Reading ✓ Math	90.28% Reading 88.89% Math	✓ Reading ✓ Math						
1.B – High academic achievement on Grades (Grades 3-6)	80%	92.1% Reading 97.3% Math	✓ Reading ✓ Math	100% Reading 100% Math	✓ Reading ✓ Math						
1.C – GPA (Grades 7-8, 10-12)	80%	-	-	-	-						
1.D – Demonstrated improved attendance rate (Grades 1-12)	90%	97.8%	✓	100%	✓						
1.E – Offered tutoring support (Grades K-12)	100%	100%	✓	100%	✓						
1.F – Increased rates of classroom engagement (Grades 1-5)	60%	72.6%	✓	84.0%	✓						
<b>Performance Goal 2 – All students will graduate from high school</b>											
2.A – In-school suspensions	90%	97.5%	✓	No data reported							
2.B – Participation in educational activities	90%	100%	✓	100%	✓						
<b>Performance Goal 3 – Family engagement will be embedded in the entirety of the program</b>											
3.A – Variety of services offered to families	100%	100%	✓	100%	✓						
3.B – Satisfaction with family communication	80%	84.6%	✓	82.4%	✓						
3.C – Family engagement	80%	100%	✓	100%	✓						

## Population Analysis

Below is a summary of *A Pathway to Success* for the cumulative reporting cycle.

Total Attendance All Students			
Project Year	NAME OF BUILDING		
	Summer	Fall	Spring
Year One (July 22-June 23)	69	107	119
Year Two (July 23- June 24)	65	88	78
Year Three (July 24- June 25)			
Year Four (July 25- June 26)			
Year Five (July 26- June 27)			

The Pathway to Success application proposed to provide services to 100 students in the after-school portion of the program and 50 during the summer.

Year One of the Pathway to Success project served 122 students. Sixty-nine students attended the summer session, one hundred nineteen students enrolled in the fall, although 107 attended the fall session, 121 enrolled in the spring session, although 119 attended in the spring, and 122 combining fall and spring attendance. Cumulatively, one student attended under 15 hours, five between 15-44 hours, seven between 45-89 hours, four between 90-179 hours, 31 between 180-269 hours, and 74 student attended 270 hours or more.

Year Two of the Pathway to Success project served 134 students. Sixty-five students attended the summer session, although four students would be entering the 6<sup>th</sup> grade and not counted in the fall and spring totals. Eighty-eight students participated in the fall and 78 students attended in the spring. All students attended for at least 15 hours with most students attending between 180-269 hours. Cumulatively, 36 students attended between 15-44 hours, 15 students attended between 45-89 hours, another 15 students attended between 90-179 hours, 65 students between 180-269 hours, and 3 students attended 270 hours or more.

Student Demographics by Grade Level												
Category	Summer 2022						Summer 2023					
	K	1	2	3	4	5	K	1	2	3	4	5
Total	14	15	14	14	9	3	5	14	14	8	14	10
Asian	0	0	0	0	0	0	0	0	0	0	0	1
Black	0	0	0	0	1	0	0	0	0	0	0	0
Hispanic	1	0	1	1	0	0	2	2	0	0	0	0
Native American/American Indian	-	-	-	-	-	-	0	1	0	0	1	0
Native Hawaiian	0	0	0	1	0	0	0	0	0	0	0	0
White	13	15	12	11	8	3	3	11	14	8	13	9
Two or More Races	0	0	1	1	0	0	0	0	0	0	0	0
Female	3	6	10	8	3	2	3	10	4	7	8	6

Male	11	9	4	6	6	1	2	4	10	1	6	4		
ELL	1	0	0	1	0	0	0	0	0	0	0	0		
Free Lunch	4	6	6	7	5	1	3	3	6	1	7	2		
Reduced Lunch	1	1	0	0	0	0	0	1	2	0	0	2		
IEP	3	1	2	2	1	0	0	1	2	0	2	3		
Summer 2024							Summer 2025							
Category	K	1	2	3	4	5		K	1	2	3	4	5	
Total														
Asian														
Black														
Hispanic														
Native Hawaiian														
White														
Two or More Races														
Female														
Male														
ELL														
Free Lunch														
Reduced Lunch														
IEP														
Summer 2026														
Category	K	1	2	3	4	5								
Total														
Asian														
Black														
Hispanic														
Native Hawaiian														
White														
Two or More Races														
Female														
Male														
ELL														
Free Lunch														
Reduced Lunch														
IEP														

Student Demographics by Grade Level												
Fall 2022							Spring 2023					
Category	K	1	2	3	4	5	K	1	2	3	4	5
Total	18	25	24	23	20	9	18	25	25	24	20	9
Asian	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
Hispanic	1	0	0	1	0	0	1	0	0	1	0	0
Native Hawaiian	0	0	0	0	0	0	0	0	0	0	1	0
White	16	23	24	21	18	9	16	23	25	22	18	9
Two or More Races	1	2	0	1	1	0	1	2	0	1	1	0
Female	12	9	15	11	11	5	12	9	15	12	10	5
Male	6	16	9	12	9	4	6	16	10	12	10	4
ELL	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	9	11	8	7	7	3	9	11	7	9	7	3
Reduced Lunch	0	1	0	1	1	0	0	1	0	1	1	0
IEP	2	3	1	3	3	0	2	3	1	3	3	0
Fall 2023							Spring 2024					
Category	K	1	2	3	4	5	K	1	2	3	4	5
Total	7	19	14	17	19	12	7	18	12	14	16	11
Asian	0	0	0	0	0	1	0	0	0	0	0	1
Black	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	3	2	0	0	0	1	3	2	0	0	0	1
Native American/American Indian	0	1	1	0	1	0	0	0	1	0	1	0
Native Hawaiian	0	0	0	0	0	0	0	0	0	0	0	0
White	4	15	13	17	18	10	4	15	11	14	15	9
Two or More Races	0	1	0	0	0	0	0	1	0	0	0	0
Female	5	12	3	7	11	4	5	11	2	6	9	3
Male	2	7	11	10	8	8	2	7	10	8	7	8
ELL	0	0	0	0	0	0	0	0	0	0	0	0
Free Lunch	5	9	6	5	6	3	5	9	5	3	6	3
Reduced Lunch	0	1	1	1	2	0	0	1	1	0	0	0
IEP	1	1	4	2	2	2	1	1	4	1	2	2
Fall 2024							Spring 2025					
Category	K	1	2	3	4	5	K	1	2	3	4	5
Total												
Asian												
Black												
Hispanic												
Native Hawaiian												
White												
Two or More Races												
Female												
Male												
ELL												
Free Lunch												
Reduced Lunch												
IEP												
Fall 2025							Spring 2026					
Category	K	1	2	3	4	5	K	1	2	3	4	5
Total												



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

## Attendance Data

### Before School

The *A Pathway to Success* program does not offer a before school program.

### Summer

In Year One the *A Pathway To Success* summer school program was reported in days.

Year Two, a summer school program was well attended as demonstrated in the chart below. Cumulatively, 15 students attended under 15 hours, 15 students attended between 15-44 hours, 11 between 45-89 hours, 13 between 90-179 hours, 11 between 180-269 hours, and 3 students attended over 270 hours. Two students (one Kindergarten and the other 5<sup>th</sup> grade) did not select a race and both attended between 15-44 hours. Those students were added in the totals above and the chart below.

Year Three the summer school program exceeded its goal of serving 50 students in the summer and was well attended as demonstrated in the chart below. All students attended for at least 15 hours. Cumulatively, 52 students attended between 15-44 hours and 13 between 45-89 hours.

**NOTE:** There were four students who attended the summer program that will be entering the 6<sup>th</sup> grade this year. Three students attended 15-44 hours and one attended 45-89 hours. The data reflected below is for students in their current 2023-2024 grade.

Attendance by Grade Level and Hour Bands - Summer												
2022							2023					
Grade	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
K	0	11	3	0	0	0	0	5	0	0	0	0
1	0	11	4	0	0	0	0	11	3	0	0	0
2	0	13	1	0	0	0	0	10	4	0	0	0
3	0	9	5	0	0	0	0	6	2	0	0	0
4	0	8	1	0	0	0	0	12	2	0	0	0
5	0	3	0	0	0	0	0	8	2	0	0	0
2024							2025					
K												
1												
2												
3												
4												
5												
2026												
K												
1												
2												
3												
4												
5												

### After School

In Year One the Pathway to Success after school program with one hundred nineteen 107 attending the fall session, 121 enrolled in the spring session, although 119 attended in the spring, and 122 combining fall and spring attendance. Cumulatively, one student attended under 15 hours, five between 15-44 hours, seven between 45-89 hours, four between 90-179 hours, 31 between 180-269 hours, and 74 student attended 270 hours or more.

In Year Two A Pathway to Success program had a total of 88 students attend the fall session and 78 attend the spring session. Cumulatively there were 134 students who attended either summer, fall, or spring sessions. In the fall session, all students attended at least 45 hours. Most students (66) attended between 90-179 hours in the fall. Of the 78 students who attended in the spring, only one student attended between 15-44 hours. Twelve students attended between 45-89 hours and 65 students between 90-179 hours. Students in every grade level participated in the A Pathway to Success program. According to the data, first through fourth grade had more students attend than Kindergarteners and fifth grade students.

Attendance by Grade and Hour Bands																		
Grade	Fall 2022						Spring 2023						Cumulative (Fall and Spring)					
	<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	5	11	0	0	1	1	6	11	0	0	0	0	1	1	8	9
1	0	1	3	19	0	0	0	1	8	13	0	0	0	1	1	0	9	16
2	0	3	6	9	0	0	4	1	7	16	0	0	0	2	2	0	4	16
3	0	1	8	14	0	0	3	1	5	12	0	0	0	1	2	2	0	18
4	0	2	8	9	0	0	2	0	8	10	0	0	0	1	1	1	8	9
5	0	0	1	7	0	0	0	1	2	6	0	0	1	0	0	0	2	6
Fall 2023																		
Spring 2024																		
Cumulative (Summer, Fall and Spring)																		
K	0	0	4	3	0	0	0	0	3	4	0	0	0	2	0	3	4	0
1	0	0	2	17	0	0	0	0	1	17	0	0	0	8	1	2	15	2
2	0	0	4	10	0	0	0	1	1	10	0	0	0	7	4	3	9	1
3	0	0	5	12	0	0	0	0	2	12	0	0	0	6	4	2	13	0
4	0	0	6	13	0	0	0	0	4	12	0	0	0	8	4	4	13	0
5	0	0	1	11	0	0	0	0	1	10	0	0	0	5	2	1	11	0
Fall 2024																		
Spring 2025																		
Cumulative (Summer, Fall and Spring)																		
K																		
1																		
2																		
3																		
4																		
5																		
Fall 2025																		
Spring 2026																		
Cumulative (Summer, Fall and Spring)																		
K																		
1																		
2																		
3																		
4																		
5																		
Fall 2027																		
Spring 2028																		
Cumulative (Summer, Fall and Spring)																		
K																		
1																		
2																		
3																		
4																		
5																		

# Component Audit

A Pathway to Success – Program Component Audit				
Activity	Page #	FA	PA	NA
The after-school program will be held at R V Haderlein Elementary School serving 100 students in grades Kindergarten through 5 <sup>th</sup> grade and the summer program will serve 50 students.	Proj Sum,10, 11	1, 2		
The after-school program will run four days (Monday, Tuesday, Thursday, and Friday) a week for 2 hours a day from 3:10 pm to 5:15 pm.	Proj Sum, 10	1, 2		
The summer program will run four days a week for four weeks for three hours a day in June.	Proj Sum,10	1, 2		
New partner - Riggs Chiropractic will focus on health and wellness for students and their families will provide continued support.	4, 10	1, 2		
New component – Financial Literacy. Local banks will offer opportunities for 3 <sup>rd</sup> -5 <sup>th</sup> grade students around budgeting, savings, loans, etc.	10	1, 2		
Local insurance agents would provide information and conversations around coverage and budgeting for vehicle/homeowner expenses.	10	1, 2		
Collaborative community partners include Kansas State Research and Extension (summer), Girard Medical Center, Girard Public Library (summer), Southeast KS Education Service Center, Girard Library, Haderlein PTO, and Riggs Chiropractor.	10	1, 2		
The program will be provided at no cost to the students.	10	1, 2		
A nutritious snack will be provided each day.	11	1, 2		
Recruitment will be communicated through the school website, Facebook, flyers sent home, the building newsletter, email contact system, and PTO family nights.	11	1, 2		
Enrichment sessions will be offered based on needs identified including health and nutrition, social skill development, physical activity, financial literacy, and social-emotional learning. Using Second Step.	12	1, 2		
The staff to student ratio for homework and expanded academic time will be 1:15. Staff to student ratio for the tutoring will be 1:10. Enrichment ratio will be 1:20.	12	1, 2		
The enrichment sessions will be fifty-five minutes in length.	12	1, 2		
The program will partner with Title I to offer math and literacy nights with resources, websites, and tips for parents on how to support their child’s learning at home. Reading was held in October and Math in December.	12	1, 2		
Classified teachers with endorsement or experience in core subject areas of Math, Science, and Reading will be utilized for instruction responsibilities during the academic sessions including small group tutoring and homework assistance as well as enrichment activities.	17	1, 2		
The Advisory Board will include classroom teachers, administrators, parents, and community members to ensure a diversity of perspectives to the operation of the program in connection with the PTO meeting.	18	1, 2		
<b>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)</b>				

# Performance Goals and Indicators

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## 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.**

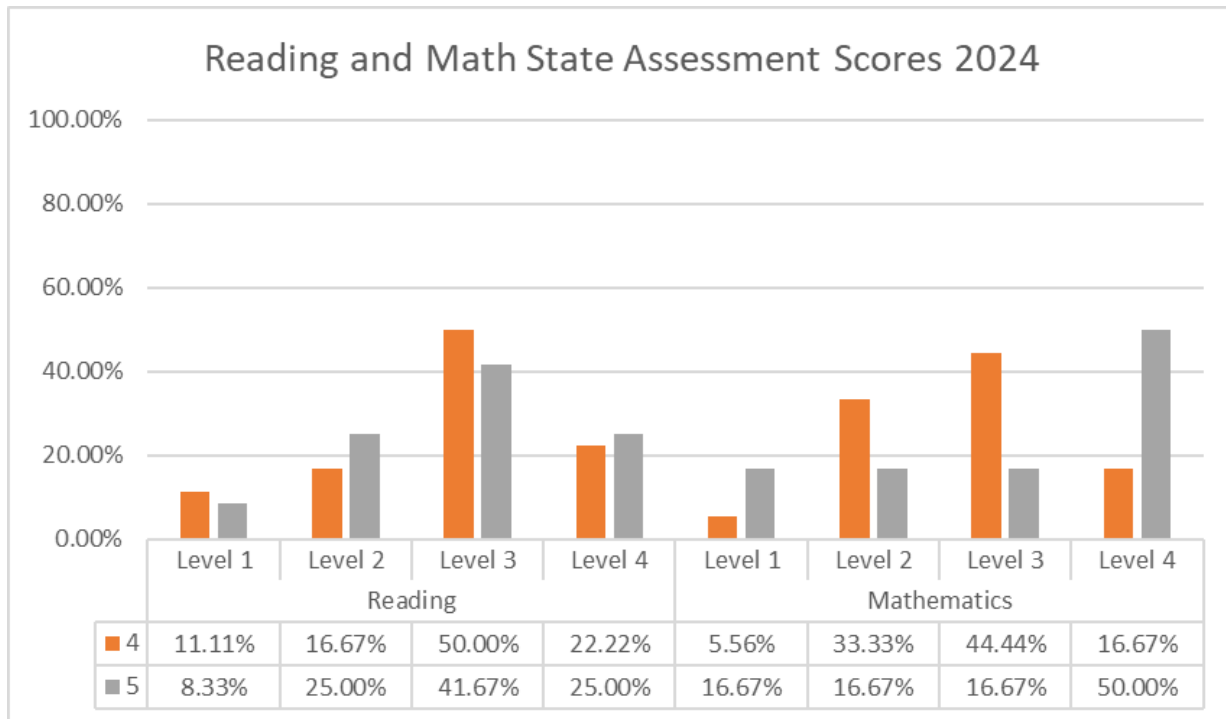
The following information is from the Kansas State Assessments given for the core academic subjects for all program attendees in Fourth and Fifth Grades. The Kansas Assessments are criterion-referenced assessments based on the Kansas Curricular Standards in each content or skill area. The assessments 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, 90.28% of students attending the program scored a Level 2, 3, or 4 in Reading and 88.89% in Math. There were 30 students in Grades 4-8 for which state assessment scores were provided. **A Pathway**

**to Success met this indicator for Reading and Math**



In Year One for 21APR reporting, there were 29 students in Grades 4-5 with 24 having state assessment scores the prior year. Of those eight students in reading and six in math demonstrated improvement.

In Year Two for 21APR reporting, there were 48 students with state assessment data with 33 students reporting state assessment scores for last year. Of those, eight demonstrated improvement in reading. There were 30 students with state assessment scores for math and of those, four demonstrated improvement.

State Assessment Improvement by Hour Bands for 21APR- Reading												
	2023						2024					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	2	1	10	16	0	0	0	13	6	5	24	0
Outcome data to report	0	1	8	15	0	0	0	9	3	3	18	0
Improvement	0	0	3	5	0	0	0	1	0	2	5	0
	2025						2026					
# of students												
Outcome data to report												
Improvement												
	2027											
# of students												

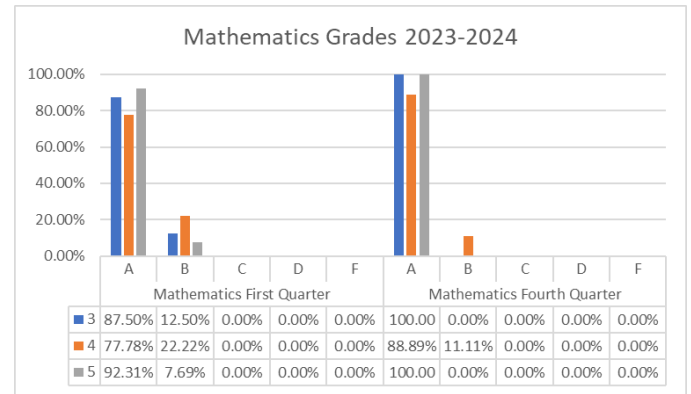
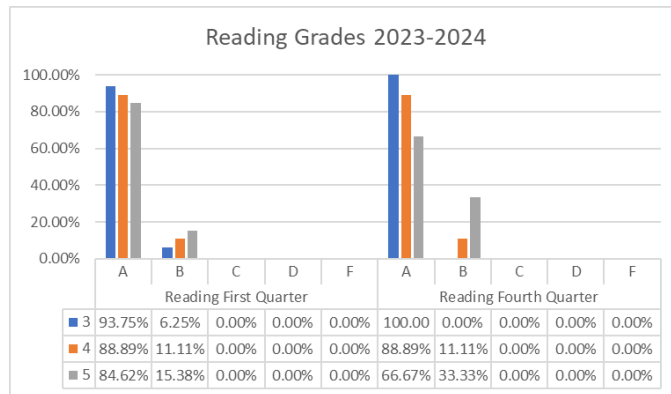
<b>Outcome data to report</b>							
<b>Improvement</b>							

<b>State Assessment Improvement by Hour Bands for 21APR- Math</b>												
<b>2023</b>							<b>2024</b>					
	<b>&lt;15</b>	<b>15-44</b>	<b>45-89</b>	<b>90-179</b>	<b>180-269</b>	<b>270+</b>	<b>&lt;15</b>	<b>15-44</b>	<b>45-89</b>	<b>90-179</b>	<b>180-269</b>	<b>270+</b>
<b># of students</b>	2	1	10	16	0	0	0	13	6	5	24	0
<b>Outcome data to report</b>	0	1	8	15	0	0	0	8	2	3	17	0
<b>Improvement</b>	0	1	2	3	0	0	0	2	1	1	0	0
<b>2025</b>							<b>2026</b>					
<b># of students</b>												
<b>Outcome data to report</b>												
<b>Improvement</b>												
<b>2027</b>												
<b># of students</b>												
<b>Outcome data to report</b>												
<b>Improvement</b>												

## 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:** 100% of program-enrolled students in Grades 3-6 maintained high academic achievement on grades in both reading and math. In the fall, 100% of students received an A, B, or C in reading and math and stayed at 100% in the spring. **The Pathway to Success program 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:** Not applicable, A Pathway to Success only serves students in Grades K-5.

## 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 who had a school day attendance rate at/or below 90% in the prior school year demonstrated an improved attendance rate in the current school year. There were 75 students with attendance data from both the prior and current year. Of those, 42 students demonstrated improved school day attendance rates. Eight students demonstrated no change in their attendance rate. Two students reported a school day attendance rate at/or below 90% in the prior school year. Both



students demonstrated an improved school day attendance rate. **A Pathway to Success program met this indicator.**

In Year One, there was one (1) student with school day attendance rates below 90% in the 2022-2023 school year demonstrated an improved attendance rate in the current school year. Recorded in hours, the students attended between 90-179 hours.

In Year Two, there were two (2) students with school day attendance rates below or equal to 90% in the 2023-2024 school year. Both students improved their attendance rate by over 10 percentage points (85% to 99%; 87% to 98%).

School Day Attendance Rate Improvement by Hour Bands for 21APR												
2023							2024					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	0	0	0	1	0	0	0	34	15	12	61	3
Outcome data to report	0	0	0	1	0	0	0	1	0	0	1	0
Improvement	0	0	0	1	0	0	0	1	0	0	1	0
2025							2026					
# of students												
Outcome data to report												
Improvement												
2027												
# 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. **A Pathway to Success program met this indicator.**

All Pathway to Success 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:** A Pathway to Success Day teachers of 84.00% of regular program participants (who attended 44 hours or more and surveys were returned) in Grades 1-5 reported improvement or did not need to improve overall classroom engagement. **A Pathway to Success met this indicator.**

In Year One - For 21APR reporting, data was unavailable to disaggregate by hour bands. Seventy-three (72.6%) of all students (77) who participated showed an increase in classroom engagement or did not need to improve.

In Year Two – For 21APR reporting, 84.00% 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. Thirty-four students had prior year data for classroom engagement. Eight of those students improved from the prior school year.

Teacher Reported Increased Classroom Engagement by Hour Bands for 21APR												
2023							2024					
	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	Unable disaggregate by hour bands.						0	19	4	9	35	2
Outcome data to report							0	0	3	4	25	2
Improvement							0	0	1	1	6	0
2025							2026					
# of students												
Outcome data to report												
Improvement												
2027												
# 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:** Pathway to Success did not report any data on this indicator. **A Pathway to Success did not meet this indicator.**

In Year One 97.5% of program participants were not suspended while participating in the program. Three students were suspended during year one. Data was not available to disaggregate by hour bands.

In Year Two For 21APR reporting, there was no data reported for the 2023-24 school year.

Suspensions by Hour Bands for 21APR												
2023							2024					
Grades	<15	15-44	45-89	90-179	180-269	270+	<15	15-44	45-89	90-179	180-269	270+
# of students	Unable to disaggregate by hour bands.						0	34	15	12	61	3
Outcome data to report							0	0	0	0	0	0
Improvement							0	0	0	0	0	0
2025							2026					
# of students												
Outcome data to report												
Improvement												
2027												
# 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. **A Pathway to Success met this indicator.**

In Year One 100% participating in Pathway to Success provided educational activities involving real-life problem-solving, arts education, career exploration, recreation, cultural opportunities, and service learning.

### Site visit notes from November 3, 2022

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- Teamwork was shown as older students read a book to the kindergarteners.
- Helpful/Unhelpful thoughts – discussed examples.
- Bobby Bear! Big Missing Dinner read to students.
- Emojis showing different emotions. Students gave examples of times when they felt a certain way.
- Being Thankful was read to students.

### Site visit notes from March 6, 2023

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- Average daily attendance is 109.
- There were six classes of students. Leprechaun themed activities.
- Mermaids were made in one class.
- Students created a wood platform with a turn on it so that they could roll a marble off.
- Kansas State Research and Extension will provide a summer tutor.
- Girard Public Library will have presenters and students will check out books.

In Year Two 100% of students participating in the Pathway to Success were provided educational activities involving real-life problem-solving, arts education, career exploration, recreation, cultural opportunities, and service learning.

### Site visit notes from November 7, 2023

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- There was a family night with 20-25 families in attendance in October.
- Kindergarten students were engaged in coloring and playing games.
- Third grade were tracing leaves with paper with a crayon, then painting.
- Other grades were playing mancala and battleship games.
- There are 90 students enrolled.

## Site visit notes from March 5, 2024

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- Average attendance during visit was 46 students.
- Kindergarten students were watching the Toy Story movie.
- First grade students were engaged in coloring easter egg handouts.
- Second grade had a lesson on empathy and were painting eggs.
- Fourth grade were engaged in SEL time and physical exercise.
- Other grades were playing charades.

## Performance Goal 3

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

### Educational Resources to 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. **Pathway to Success met this indicator.**

In Year One – 100% of respondents indicated they had been offered services, activities, or educational resources as part of the program.

Of the parents completing the parent survey, 92.3% said they were invited to in-person events; 69.2% received printed educational resources; 19.2% were invited to online events; and 15.4% were invited to online educational resources, the opportunity to observe the after-school program and become involved as a volunteer in the program.

In Year Two – 64.7% of the families reported that they participated in one of the educational opportunities or resources offered by Pathway to Success. All families (100%) were invited to in-person events, 70.6% received printed educational materials and 11.8% were offered online resources. Online events, opportunities to observe the program were at 5.9%. One respondent marked Other and wrote in “Family events in the ASP.”

### Communication with Families

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

**Performance Indicator 3.B Grantee Progress:** 82.4% of families indicated satisfaction with family communication. **A Pathway to Success met this indicator.**

In Year One – Approximately 84.6% of the parents indicated satisfaction with the Pathway to Success program through the parent survey given in the Spring 2023.

In Year Two - Approximately 82.4% of the parents indicated satisfaction with the Pathway to Success program through the parent survey given in the Spring 2024.

Parents were also asked to indicate if they were adequately informed about their child's progress, 76.5% indicated they *strongly agreed or agreed* the program kept them informed. Additionally, 94.1% of respondents indicated they received communication via email, 64.7% indicated they received written communications, and 29.4% received online communication through the program's website, Facebook, or other social media outlet.

## Parental Engagement

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

**Performance Indicator 3.C Grantee Progress:** 100% of families responding to the survey were provided activities. **A Pathway to Success did not meet this indicator.**

In Year One – Of the parents completing the parent survey, those who attended family educational opportunities, 66.7% attended 1-3 times and 33.3% of those attending 4-6 times.

In Year Two - According to the parent survey, 64.7% of respondents on the parent survey indicated they had engaged with educational opportunities or resources. Approximately 90% (90.9%) indicated they had engaged with educational opportunities between one and three times, and 9.1% indicated they engaged with educational opportunities or resources four to six times. Seventy-two percent (72.7%) of families reported that they were very satisfied with their experience with the opportunities and resources that were offered.

# Parent Survey

In the Spring of 2024, A Pathway to Success parent survey link was sent out to all enrolled families. A total of 17 surveys were returned.

## Response Statistics

	Count	Percent
Complete	17	100

Select the grade level(s) of your child(ren) who attend(s) the 21st CCLC program. (Select a grade level for each child you have enrolled in the program.)

Grade	Percent
1st Grade	29.4%
2nd Grade	35.3%
3rd Grade	17.6%
4th Grade	17.6%
5th Grade	23.5%

What program(s) does your child attend? (Select all that apply.) (If your school does not offer a before-school or summer program, select N/A.)

Program	Yes	No	N/A
Before-school	0.0%	47.1%	52.9%
After-school	100.0%	0.0%	0.0%
Summer	23.5%	58.8%	17.6%

How long has your child been involved in the after-school program at this school? (If you have more than one child enrolled in the program, select all that apply.)

Years Attended	Percent
Less than a year	23.5%
Two years	29.4%

Three years	35.3%
Four years	5.9%
Five or more years	17.6%

**How was your student recruited for the program? (Select all that apply.)**

Recruitment Strategy	Percent
I have previous experience or knowledge of the program and wanted my child to attend	64.7%
Email or announcement through the schools messaging service	52.9%
Social media or school website posting	29.4%
Flyer or informational letter sent home	5.9%
My child requested to attend	5.9%

**Please tell us how much you agree or disagree with each statement.**

	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).	11.8%	5.9%	5.9%	29.4%	47.1%
The program provides a welcoming space that provides engaging learning opportunities for my child(ren).	11.8%	0.0%	5.9%	35.3%	47.1%
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).	11.8%	0.0%	11.8%	29.4%	47.1%



<b>The program supports student success by collaborating with day teachers to target my child(ren)'s identified areas of need.</b>	11.8%	5.9%	17.6%	17.6%	47.1%
<b>The program collaborates with the community to expand learning opportunities, encourage community service and civic participation, and/or support the program.</b>	11.8%	5.9%	17.6%	29.4%	35.3%
<b>Sending my child(ren) to the program is a good value for my family.</b>	11.8%	0.0%	5.9%	29.4%	52.9%

**What would your child(ren) most likely be doing after-school if they were not attending this program?**

<b>Alternate after-school options</b>	<b>Percent</b>
<b>Attending a private daycare center</b>	29.4%
<b>Unsure what they would be doing without the program</b>	23.5%
<b>Staying home alone</b>	17.6%
<b>Be cared for by neighbors or relatives</b>	11.8%
<b>Staying home with adult supervision</b>	11.8%
<b>Staying at a variety of places during the week</b>	5.9%

**How much influence do you think the program has had in helping your child to...**

	<b>Not at all influential</b>	<b>Slightly influential</b>	<b>Somewhat influential</b>	<b>Very influential</b>	<b>Extremely influential</b>
<b>become excited or increase</b>	5.9%	0.0%	47.1%	23.5%	23.5%

<b>excitement about going to school and learning new things?</b>					
<b>gain or improve confidence in their ability and willingness to try?</b>	0.0%	0.0%	52.9%	29.4%	17.6%
<b>strengthen their belief that they can make a difference?</b>	0.0%	0.0%	47.1%	35.3%	17.6%
<b>resolve conflict and get along with others?</b>	0.0%	5.9%	47.1%	11.8%	35.3%
<b>develop or enhance skills to work cooperatively with their peers to achieve a goal?</b>	0.0%	5.9%	41.2%	17.6%	35.3%
<b>become a better reader or take a greater interest in reading?</b>	0.0%	5.9%	41.2%	17.6%	35.3%
<b>improve or enhance their math skills?</b>	0.0%	5.9%	41.2%	23.5%	29.4%
<b>gain or increase interest in science, technology, engineering, or mathematics?</b>	0.0%	5.9%	29.4%	41.2%	23.5%
<b>take or increase interest in art, music, dance, sewing, acting, or other forms of art?</b>	0.0%	5.9%	41.2%	29.4%	23.5%
<b>become more physically</b>	0.0%	5.9%	35.3%	29.4%	29.4%

active or take an interest in a sport such as basketball, archery, yoga, swimming, soccer, etc.					
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Since the beginning of the school year, please select any of the following offered through direct invitation, announcements, newsletters, etc., to your family as part of the program: (Select all that apply.)

Service or Resource Offered	Percentage
In-person events (i.e., Family Literacy Night, Math Night, STEM Night, Open House, etc.)	100.0%
Printed educational resources (i.e., books, worksheets, activity ideas, activity packets, reading tips, etc.)	70.6%
Online educational resources (i.e., links to educational websites, tools or activities, program choice boards, teacher created-video clips, etc.)	11.8%
Online events (i.e., Virtual Meetings or Events, Open House, Guided Activities, etc.)	5.9%
Other	5.9%
The opportunity to observe the after-school program	5.9%
Other (Please specify.)	
Family events in the asp	

Since the beginning of the school year, did you participate in any educational opportunities or resources offered as part of the program?

Response	Percent
Yes	64.7%
No	35.3%

Since the beginning of the school year, approximately how many times did your family participate in any educational opportunities or resources offered as part of the program?

Frequency	Percent
1-3 times	90.9%
4-6 times	9.1%

Thinking of the opportunities or resources that you engaged in since the beginning of the year, please rate your overall satisfaction.

Response	Percent
Neither dissatisfied nor satisfied	9.1%
Somewhat satisfied	18.2%
Very satisfied	72.7%

How do you receive communications from the program? (Check all that apply.)

Method of Communication	Percent
Email	94.1%
Written communication, i.e., newsletters, fliers, notes, etc.	64.7%
Online communication, i.e., Facebook, school or program web site/page, Twitter, etc.	29.4%
Direct phone calls from staff or Program Director	5.9%
Verbal communication/One-on-one conversations	5.9%

How satisfied are you with the program's overall communication?

Response	Percent
A little satisfied	11.8%
Neutral	5.9%
Mostly satisfied	5.9%
Very satisfied	76.5%

**What has been the most favorable result of your child's participation in the 21st CCLC program this year?**

A safe and consistent place for my child to go.
Additional help with math and reading
He enjoys spending extra time with his friends and doing crafts and other projects
He enjoys the time with different kids that aren't in his class or grade level
It gives my kids more time to be social with their friends and also gives them time to get their homework done before they come home.
It works well with our family's work schedule
My child really likes her ASP teacher and all the fun they get to have after school
Social interaction
Socialization with other children of the same age.
getting additional play time. They need the extra exercise in their learning day.

**Please share your thoughts on the programs' strengths and weaknesses. If identifying weaknesses, please include your recommendation for fixing the problem.**

Great job!
I don't see any weaknesses.
I think this is a solid program. I neither want to add or take away from this program.
I wish they had more educational time
It is a good program that benefits both students and parents. We are grateful for this opportunity.
The after school program does a great job of having my child do educational things as well as time to just chill
The elementary school goes above and beyond to make sure kids have the resources to achieve goals. No matter how big or small. Kids always come first and the communication is wonderful. We get an asp at a glance right in the beginning
The most wonderful program. Please keep the funding for it.
Well organized

## On-Site Observation by Evaluator

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**YEAR ONE** - The external evaluator utilized an on-site observation instrument during site visit observations with the project director. The observations occurred on November 3, 2002, and March 6, 2003. All completed observation instruments are on file at the Learning Tree Institute at Greenbush.

This year was the first year of program implementation. The evaluator spent time discussing the program with the principal, program director, and student services director regarding programming, data requirements, and the program's overall structure. Overall, the program is off to a great start and serves more students than anticipated. It will be great to hear what type of summer programming will be offered and how many students will attend. The program director previously worked at a 21<sup>st</sup> CCLC program, so this was very beneficial for starting to implement the program.

During the visit, the students were highly engaged, on track, and seemed genuinely interested in the programming. The staff appeared to enjoy their programming and the flexibility of working only certain evenings a week to avoid burnout with the program. The program director indicated they allowed the students to vote on what types of clubs they wanted to be offered.

**YEAR TWO** - The external evaluator utilized an on-site observation instrument during site visit observations with the project director. The observations occurred on November 7, 2023 and March 25, 2024. All completed observation instruments are on file at the Learning Tree Institute at Greenbush.

During the visit, the students were highly engaged, on track, and seemed genuinely interested in the programming. The staff appeared to enjoy their programming and the flexibility of working only certain evenings a week to avoid burnout with the program. The program director indicated they allowed the students to vote on what types of clubs they wanted to be offered.

# Teacher Survey Results - 21<sup>st</sup> CCLC A Pathway to Success

Grade Level: **K-5** Total # of Surveys Distributed: **69** Total # of Surveys Completed: **69**, 50 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	30	4	0	6	10	0	0	0
2. Coming to school motivated to learn	20	6	6	7	11	0	0	0
3. Being attentive in class	18	6	6	9	11	0	0	0
4. Academic performance	13	6	12	10	9	0	0	0
5. Class participation	15	7	8	12	8	0	0	0
6. Volunteering (e.g., extra credit, more responsibility, etc.)	19	8	7	6	10	0	0	0
7. Getting along well with others	21	8	4	7	9	1	0	0
8. Overall classroom engagement (reported on 21APR)	19	7	5	11	8	0	0	0

For 21APR reporting please see Performance Indicator 1.F.

# Summary and Recommendations

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## **2022-2023 Recommendations for the 2023-2024 school year**

The program hit the ground running during the first year. Several things were tried during the first semester and then changed for the second semester because they did not seem to work. At this time, there are only three recommendations.

- During the fall visit, students were observed eating their snacks on the floor. Snacks should be eaten at tables or within the classrooms.
- Data collection in preparation for the evaluation report needs to be consistent. This first year is a learning curve, which did not cause many issues. This will smooth out as the program progresses.
- There was a low response rate for the parent survey. Work with parents to increase participation next year.

## **2023-2024 Recommendations for the 2024-2025 school year**

The Pathways to Success program continues to serve a large number of students in Kindergarten through fifth grade at R.V. Haderlein building as they complete year two of the program. The program has been successful in meeting multiple performance indicators and overall satisfaction with the students and the parents. The recommendations for the next year would include:

- Expand parent engagement to include enrichment resources for parents to help their students excel in reading and math;
- Continue working with parents to increase parent survey responses.