



# SCSD2 Annual Program Evaluation Report 21CCLC Funded Programs

Reporting Period: June 2025 - May 2026

School District: Sheridan County School District #2

Coordinator: Beth Music, District After School Coordinator

Date of Submission: June 30, 2026

## Executive Summary

- Program Overview
  - This report evaluates the 21st Century Community Learning Centers (21CCLC) funded programs serving students in grades 1–5 across three elementary sites in SCSD2
- Overall Goals
  - The program focuses on academic enrichment in reading and math, expanded student services to boost engagement and reduce behavioral risks, and building family capacity through meaningful engagement
- Key Achievements:
  - Rejuvenation of the Henry A Coffeen Elementary site
  - Increased project-based learning and intentionality at the Sagebrush Elementary site
  - Continuation of strong student enjoyment and family engagement at the Woodland Park Elementary site
- Key Recommendations:
  - Enhance Professional Development: SCSD2 will research and provide Professional Development for all staff to ensure growth in student relationships, project-based learning, and academic enrichment.
  - Improve Data Collection: A continued challenge is collecting survey data from students and school-day teachers. SCSD2 will look for ways to encourage teacher participation, research more engaging methods for

collecting student and family opinions, and consult with other 21CCLC grantees for successful data collection methods.

- Increase Program Intentionality:
  - Site coordinators will intentionally plan clubs to ensure well-rounded opportunities for students during the school year.
  - Summer programs will focus on hands-on learning to clearly differentiate it from the school day and encourage student engagement.

## **Program Overview**

- **Program Sites:**

- All sites are public elementary schools with Title I designations in or near Sheridan, Wyoming serving students from Pre-Kindergarten through 5th grade.

- Henry A Coffeen Elementary, 1056 S Sheridan Ave, Sheridan, WY 82801

- Near the center of Sheridan, Wyoming, serving 328 students

- Sagebrush Elementary, 1685 Hillpond Dr, Sheridan, WY 82801

- In a residential area of Sheridan, serving 354 students

- Woodland Park Elementary, 1010 Woodland Park Rd, Sheridan, WY 82801

- In a rural setting just outside Sheridan, serving 296 students

- **Program Style:** The programs in Sheridan County School District #2 (SCSD2) encompasses 3 separate models.

- Elementary After School Program

- This program runs for 29 weeks during the school year, Monday through Thursday, with 6 weeks on and 1 week off. This allows time for After School Coordinators to plan appropriately, ensuring intentional programming and the best outcome for students. Tutoring is also available during the After School Program on an as-needed basis with students selected by school-day teachers.

- During the After School Program, students receive a snack daily and participate in social-emotional lessons, physical games, academic

learning, and project-based learning. Two days per week, students are involved in clubs, which last 3 weeks at a time. These clubs have a single focus and are differentiated by age group or interest, led by staff or volunteers. The other days are led by the Site Coordinator in large group lessons and activities.

- Elementary Summer Camp
  - The Camp combines all 3 schools at a single, centralized location and runs for 1 week during the summer, 5 hours per day. This program introduces computer science skills and thinking to incoming 1st-grade through 5th-grade students. Each summer, the camp centers around a different theme, which allows students to learn about algorithms and basic programming ideas, many times without the use of electronic devices. Families are invited during the final 2 hours of programming to learn about students' week and spend time with students in a hands-on activity.
- Elementary Summer School
  - During the first 2 weeks of August, students in 1st through 5th grade are invited to attend our Summer School program based on student-need as determined by school-day teachers. During this time, students spend time with project-based learning and recovering any skills they may have lost over the summer. This allows students to start the school year fresh and recharged, ready to learn with their peers.
  - Kindergarten students are all invited to participate for 1 week when they learn classroom and school expectations, and begin building a relationship with their upcoming teacher.
- **Program Schedule:**
  - Elementary After School Program
    - The program runs Monday through Thursday from 2:55 pm - 5:15 pm. The calendar is broken into 3-week sessions with a 1-week break after every 2nd session to allow for staff professional development and intentional design.
    - There are a total of 29 program weeks throughout the school year.  
2:55 pm - 5:15 pm
  - Elementary Summer Camp

- A single week of camp is held during the end of June, running Monday through Friday with students on campus from 7:30 am - 12:30 pm daily.
    - A family engagement event is held on Friday of camp to allow adults time to share in students' accomplishments during camp
  - Elementary Summer School
    - Summer school is held during the first 2 weeks of August, with students on campus 7:30 am - 12:30 pm daily, Monday through Friday.
    - The kindergarten program takes place during the 2nd week of Summer School.
- **Target Population:**
  - Elementary After School Program
    - Students in 1st through 5th grade are invited to attend at their home schools. Kindergarten is not included in programming due to the rigors of the school day and the additional staff it would take to run an intentional program to fit their developmental needs.
  - Elementary Summer Camp
    - Incoming 1st through 5th grade students from our 3 target schools are invited to attend the elementary summer camp.
  - Elementary Summer School
    - Students in 1st through 5th grades are invited to participate in Summer School at their home schools based on need as designated by school-day teachers from the previous year. All incoming kindergarten students are invited to participate in a 3-to-5 day introduction to kindergarten.
- **Program Participation and Reach:**
  - The 25/26 reporting period showed a broad reach across the 3 sites, serving a diverse student population with consistent school-year support and intensive summer enrichment, as depicted in the following infographics.

## Program Participation & Reach



**309**

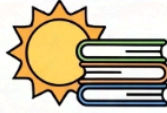
**Students Enrolled**

Academic enrichment, SEL, and project-based enrichment



**213 Regular Attendees**

Participated ≥ 2 days/week for ≥ 16 weeks



**Summer School**

**376**

**Participants**  
(2-week Intensive, Aug.)

Skill recovery and Kindergarten readiness



**Computer Science Summer Camp**

**83**

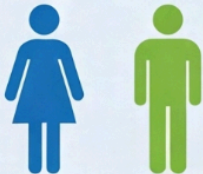
**Attendees**  
(1-week Intensive, June, Grades 1–5)

Computer science skills and algorithm thinking

## Student Demographics

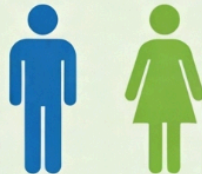
### Gender Distribution

#### After School Program



56.31% 43.69%

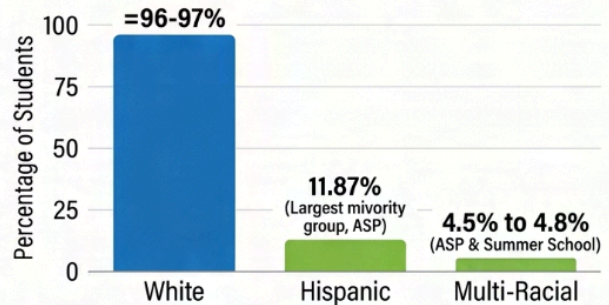
#### Summer Camp



57.83% 42.17%

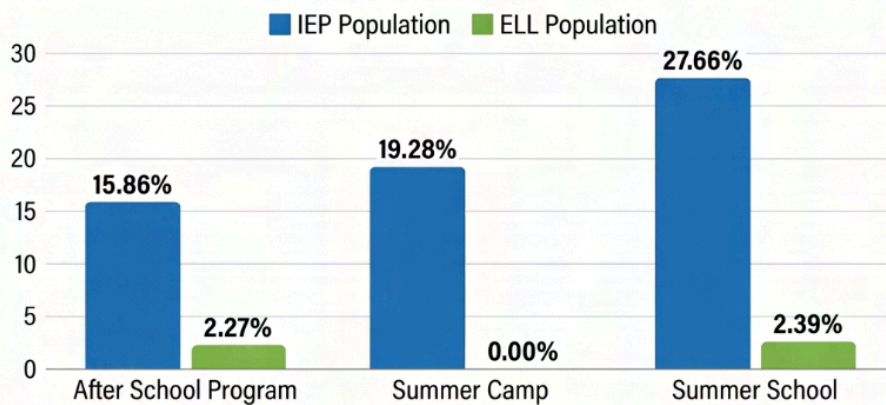
Gender distribution varies by program.

### Race and Ethnicity Profile



**Multi-Racial Representation:** Approximately 4.5% to 4.8% of students in ASP and Summer School identify as multi-racial.

## Special Populations & Grade Levels



**Summer School Focus**  
**43.88%**  
of Summer School are Incoming Kindergartners

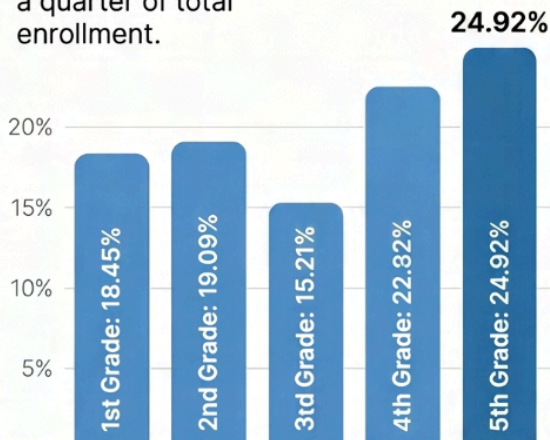
Highest priority on "Kinder Boost" sessions for teacher relationships and classroom expectations.

Summer School serves the highest concentration of students with IEPs (27.66%).

## SCHOOL YEAR & ENRICHMENT PARTICIPATION (Grades 1-5)

### After School Program (ASP) Engagement

Participation peaks in the 5th grade, accounting for nearly a quarter of total enrollment.



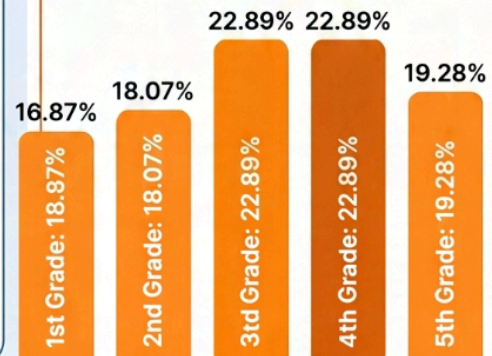
## SUMMER SCHOOL & KINDERGARTEN TRANSITION

Over 69% of Summer School students are in Kindergarten or 1st-2nd grade.



### Summer Camp Interest

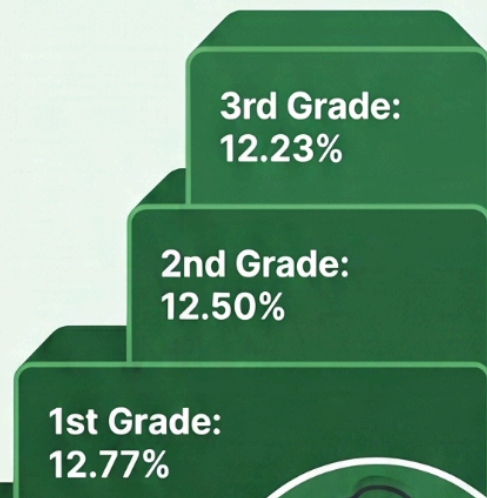
Participation is highest among 3rd and 4th graders, each representing 22.89% of attendees.



## SUMMER SCHOOL & KINDERGARTEN TRANSITION

### The "Kinder Boost" Phenomenon

Kindergarteners represent the largest single demographic in Summer School at 43.88%.



# KINDERGARTEN

**43.88%**  
(Kinder Boost)



- **Staffing:**

- The District Coordinator works directly under the supervision of the Assistant Superintendent and oversees the function of the three 21CCLC sites and 6 other sites within the District.
- Elementary After School Program
  - Site Coordinator oversees the large group lessons, staffing for the site, and purchases for activities.
  - Paraprofessionals are staffed to maintain staff-to-student ratios, assist with activities, serve as mentors for students, and lead clubs.
  - Certified teachers, paraprofessionals, community partners, and volunteers are used to run clubs with small groups of students.
- Elementary Summer Camps
  - Camp is staffed with 10 classified or certified District staff along with the District Coordinator, and is held at a single centralized location.
  - Volunteers and community partners are utilized during camp to share expertise and give a larger range of opportunities to students.
- Elementary Summer School
  - Each summer school program is staffed by grade-level certified teachers and District classified staff to include paraprofessionals and administrative assistants.
- Staff-to-student ratio is maintained at 1:12 for Kindergarten and 1st grade, while 1:15 is used for 2nd through 5th grade.

- **Program Activities/Offerings:**

- All afterschool and summer programs offered by SCSD2 include
  - Healthy snacks
  - Indoor and outdoor recreation
- In addition, each individual program offers the following:
  - Elementary After School Program
    - Social-emotional and life skill projects
    - STEAM clubs
    - Academic enrichment through games and group activities
    - Family engagement events

- Mentorship and positive relationship building
- Tutoring, as needed, determined by school-day teachers
- Elementary Summer Camps
  - STEAM-based learning opportunities
  - Family engagement events
  - Project-based learning
- Elementary Summer School
  - Enrichment opportunities
  - Tutoring

## Program Evaluation

- The Program is continuously evaluated through quantitative sources such as student attendance records, state test performance data, and student referral/disciplinary data. Qualitative sources such as student and teacher surveys, conversations with students, families, and staff, and notes from staff meetings. During all evaluations, student privacy and data security are maintained scrupulously.
- **Goal 1: Academic Achievement** - Establish community learning centers that provide academic support, particularly for students from low-performing schools, to help them meet state standards.
  - School Year
    - 80% of students who attend 21CCLC After School Program at least 2 days per week for 18 weeks will increase their beginning-of-year reading level by at least one level as measured by benchmark testing and school-day assessments by the end of the school year.
    - 75% of students who attend 21CCLC After School Programming at least 2 days per week for 18 weeks in grades 4-5 will increase at least 20 scale score points on the ELA WYTOPP Spring Summative Assessment from spring of the previous school year.
    - 80% of students who attend 21CCLC After School Program at least 2 days per week for 18 weeks will have increased math comprehension as reported by school-day assessments.

- 75% of students who attend 21CCLC After School Program at least 2 days per week for 18 weeks in grades 4-5 will increase at least 30 scale score points on the MATH WYTOPP Spring Summative Assessment from spring of the previous school year.
    - 80% of students who attend 21CCLC After School Program at least 2 days per week for 18 weeks will have increased math and reading comprehension as reported by school-day assessments. This will carry forward to later grades by building a strong foundation in these subjects.
  - Summer
    - 80% of students who attend 21CCLC Summer Program at least 4 days per week for 2 weeks will maintain their end-of-year reading level from the previous year as measured by benchmark testing and school-day assessments.
    - 75% of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks in grades 4-5 will maintain their score on the ELA WYTOPP Fall Interim Assessment from spring of the previous school year.
    - 80% of students who attend 21CCLC Summer Program at least 4 days per week for 2 weeks will maintain their end-of-year math comprehension level from the previous year as reported by school-day assessments
    - 75% of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks in grades 4-5 will maintain their score on the MATH WYTOPP Fall Interim Assessment from spring of the previous school year.
    - 80% of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks will have increased math and reading comprehension as reported by school-day assessments. This will carry forward to later grades by building a strong foundation in these subjects.
- **Goal 2: Expanded Student Services (Engagement & Behavior)** - Offer diverse programs and youth development activities that support academic learning, boost engagement, and reduce behavioral risks.
  - School Year

- Students served regularly in 21CCLC programming who had a school-day attendance rate below 90% in 24-25 will increase their attendance in the 25-26 academic year by 5%.
    - Students served regularly in 21CCLC programming who had at least one in-school suspension in the 24-25 school year will reduce their days of in-school suspension by at least 20% in the 25-26 academic year.
    - Students participating regularly in 21CCLC programming will demonstrate engagement of at least 85% in teacher-reported engagement in learning in the 25-26 academic year.
  - Summer
    - 80% of students who attend 21CCLC Summer Program at least 4 days per week for 2 weeks who had a school-day attendance rate below 90% in 24-25 will increase their attendance in the 25-26 academic year by 5%.
    - 80% of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks and had at least one in-school suspension in the 25-26 school year will reduce their days of in-school suspension by at least 20% in the 25-26 academic year.
    - 80% of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks will demonstrate engagement of at least 85% in teacher-reported engagement in learning in the 25-26 summer program
- **Goal 3: Family Engagement** - Increase participation in planning and evaluation; build capacity via the "4 C's" (Capabilities, Connections, Cognition, Confidence)
  - School Year
    - 80% of parents/families of students regularly participating in programming will engage in active planning, communication, and/or evaluation by attending listening sessions, participating in surveys, and/or providing explicit feedback to staff.
    - 80% of parents/families of students attending programming 2 or more days per week for at least 18 weeks will have access to training, resources, or engagement strategies related to the 4C's of the Dual-Capacity Building Framework.
  - Summer

- 80% of parents/families of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks will engage in active planning, communication, and/or evaluation by attending listening sessions, participating in surveys, and/or providing explicit feedback to staff.
- 80% of parents/families of students who attend 21CCLC Summer Programming at least 4 days per week for 2 weeks will have access to training, resources, or engagement strategies related to the 4C's of the Dual-Capacity Building Framework.

## **Program Management & Operations**

- Fidelity to Plan
  - All programs maintained stated hours and days according to the Program Implementation Planner
  - Annual goals were met at all sites
- Professional Development
  - Expanded opportunities for professional development were offered during the school year, allowing for all paraprofessionals to attend multiple trainings along with Site Coordinators. These events included behavior management, student-information-system training, kit specific training, and more.
- Fiscal Management: Expenditures for staff wages and benefits for the 25/26 school year are depicted on the following page.

## **Conclusions and Recommendations**

- Successes
  - In the 2024/2025 school year, Henry A Coffeen lost their Site Coordinator and was struggling with student relationships. With the onboarding of a new Site Coordinator and fresh staffing, the school has rebounded with very positive student and family response.
  - Sagebrush Elementary has worked to have student-determined groups centered around reading, hands-on activities, and cultural clubs. Students have been very pleased with the results, as noted in student surveys.
  - Family Engagement continues to be a strong cultural shift at Woodland Park Elementary. Title I nights are paired with 21CCLC to allow for a

## Total Resource Investment

### \$258,691.51 Total Expenditure

Total fiscal allocation for the June 2025 – May 2026 reporting period.



**\$199,149.84**  
**Invested in Wages**

Personnel wages represent the primary investment for program delivery and administration.

**\$59,541.67**  
**in Employee Benefits**

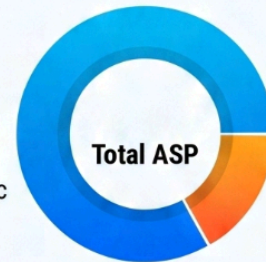
Supplemental costs associated with staffing the three 21CCLC elementary program sites.



### Program Expenditure

Academic Enrichment for After School and Summer School

### After School Program (ASP) Leads Allocation



**\$79,031.81**  
Dedicated to  
ASP Academic  
Enrichment

**\$19,057.75**  
for ASP  
Administration

### Strong Summer School Investment

During the critical August transition period.



### Utilized for Summer School Academic Enrichment



combined family event which keeps the school and families on the same level.

- Challenges
  - Data collection from school-day teachers continues to be difficult at the end of the year. Many staff are busy finalizing grades and struggle to find the time to answer surveys about students. We are looking for more positive ties to the surveys to encourage participation.
  - Student surveys are also disliked and bring many protests from the students. We are working toward an easier method for collecting student and family opinions.
- Action Plan:
  - Professional Development
    - SCSD2 will continue to research and share PD opportunities with paraprofessionals and other staff as available to encourage growth in all aspects of student relationships, project-based learning, and academic enrichment.
  - Data
    - SCSD2 is actively looking at methods to encourage participation in surveys for both staff and students. Conversations are ongoing with other 21CCLC grantees on what has worked for their organizations.
  - Intentionality
    - SCSD2 continues to work with Site Coordinators to intentionally plan clubs during the After School Program to create well-rounded education and enrichment opportunities for students and families.
    - Summer programs will be directed toward hands-on learning to ensure differentiation from school day work and encourage the strong engagement of students.

