

Cohort 11: Parkwood Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 1: 2022-2023

Submitted: September 15, 2023

Grant Name: Youth Link Southern Indiana

Center Name: Parkwood Elementary

Grade Levels: 1-5

Project Director: Michelle Allen

Performance Period: Year 1: June 1, 2022 to May 31, 2023

Year 2: June 1, 2023 to May 31, 2024

Year 3: June 1, 2024 to May 31, 2025

Year 4: June 1, 2025 to May 31, 2026

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Technical Evaluation Report

21st CCLC Local Evaluation - Year One (2022-2023)

Diehl Consulting Group serves as the local evaluator for the program. As such, a comprehensive process and outcome evaluation was conducted to measure progress toward all program goals and objectives/performance measures. This includes administration of required and supplemental student, parent, and staff surveys; site visits to assess quality practices; and analysis of site-specific performance measure data. As required, the site also completed the Indiana Quality Program Self-Assessment (IN-QPSA). Collectively, these evaluation activities inform progress and identify areas for continued program growth.

This Technical Evaluation Report is aligned with all 21st CCLC local evaluation reporting requirements outlined by the Indiana Department of Education (IDOE). Specifically, this section of the report summarizes site program information, data collection methods, and detailed results toward all program goals and objectives. Additional information related to evaluation methodology is available upon request. The following sections make up the framework of this report.

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Section 1: Site Summary Information

Section 1A provides a snapshot of the 21st Century Community Learning Center (21st CCLC) site, including contextual information, specific program offerings, hours of operation, and the population served. This section also includes highlights of the program’s successes from the current reporting year and opportunities to strengthen specific program areas for the next school year.

A. Site Snapshot

Parkwood Elementary

Cohort 11 Grant: Youth Link Southern Indiana is partnering with Clarksville Community Schools and Greater Clark County School District to implement 21st CCLC programs across four sites: Clarksville Elementary, Northaven Elementary, Parkwood Elementary, and Wilson Elementary. The program provides enriched learning opportunities with specific goals directed toward improving grades in English/language arts and math, improving academic habits (turning in homework, overall academic performance), improving social emotional skills and student behavior, and increasing family engagement.

Center-level Program Description: Parkwood Elementary School provides enriched learning opportunities including afterschool tutoring and homework assistance, enrichment, STEM, and parental and family engagement. Additional literacy activities are included as a priority area for the program.

Hours of Operation: Monday through Thursday, 3:15 pm to 6:15 pm

Types of Programming and Activities Offered: Homework Help, STEAM, SEL, Literacy, and Arts and Crafts.

Population Served: 1-5

2022-2023 Program Site Successes

- **Program Quality:** Student, parent, and staff responses to the Quality Rating Scale were positive. Specifically, all groups reported high levels of agreement related to the program quality domains of environment and climate (95% to 100%), student-staff relationships (94% to 100%), engagement (87% to 100%), and school day linkages (88% to 96%). The fall site visit also noted strengths around staff engagement, respectful communication and positive reinforcement used by staff, and the dinner provided to students.
- **IN-QPSA Completion:** The site completed in the IN-QPSA assessment during the spring semester. Action plan information from this process is incorporated back in to program planning and professional development within the site (Standard 27c).
- **Academic Achievement:** High levels of academic achievement were noted for regular attendees in both reading. Specifically, 72% of regular attendees earned a 'C' or better or increased their ELA grade by spring. On the DOE Teacher’s Survey, teachers reported that 77% of students improved or needed no improvement in academic performance.
- **Attendance:** The program served 31 students during the 2022-2023 school year. Of those 31 students, 26 met the regular attendee threshold (45 days or more).

- **Program Satisfaction:** All staff (100%) and almost all students (95%) and parents (93%) reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being:** The majority of students reported that the program helps them to make better decisions (94%), make more friends (88%), and get along better with others (88%).

Areas to be strengthened in 2023-2024

1. Program Structure and Lesson Planning: Staff noted a need for additional planning at the site, as well as written lesson plans. Along with providing additional structure for the program. Having a more defined structure in place will also benefit the program if unplanned adaptations must be made to the schedule (e.g., if a planned activity does not work out) or if there are staff absences. Furthermore, through the process of developing and preparing lesson plans, staff will have the opportunities to consider a variety of examples/resources and best practices. When developing programming, staff are encouraged to incorporate Indiana's academic and afterschool standards to maximize benefits for students (Standard 17).

2. Expanded SEL & Character Education: Program staff have expressed an interest in providing additional instruction to youth related to respect. When planning and implementing SEL activities, staff are encouraged to utilize state and national resources/best practices distributed by organizations such as CASEL and IDOE's Office of Social, Emotional, and Behavioral Wellness. As applicable, Indiana Afterschool Standards should be integrated into all activities (Standards 1-6).

B. Summary of Progress Toward Performance Measures with Multi-year Comparisons

Section 1B provides a multi-year comparison of the site’s performance measures. 21st CCLC sites measure performance across three outcome categories: Academic Achievement, Social/Behavioral, and Family Engagement. Data sources were identified for each of the performance measures listed below. Data were collected based on availability from the school district and from required and supplemental surveys (i.e., DOE Teacher Survey, Stakeholder Surveys). Results are provided below using color blocks to indicate progress towards targets: **Green** = met or exceeded target, **Yellow** = within 5 percentage points of target, **Red** = far below target, and **NA** = data were not available.

Category 1: Academic Outcomes

Academic Achievement

Report Card Grades - English Language Arts	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their ELA grade from fall to spring.	YR 1	65%	72%
	YR 2		
	YR 3		
	YR 4		

Explanation : Final Report Card grade data were used to assess progress.

Report Card Grades - Math	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their math grade from fall to spring.	YR 1	65%	64%
	YR 2		
	YR 3		
	YR 4		

Explanation : Final Report Card grade data were used to assess progress.

DOE Teacher Survey Academic Habits - Academic Performance	Year	Target	Results
65% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	65%	77%
	YR 2		
	YR 3		
	YR 4		

Explanation : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

DOE Teacher Survey Academic Habits - Completing Homework	Year	Target	Results
65% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	65%	62%
	YR 2		
	YR 3		
	YR 4		

Explanation : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

Category 2: Social/Behavioral Outcomes

Social/Emotional Learning

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program. (Quality Rating Scale)	YR 1	65%	94%
	YR 2		
	YR 3		
	YR 4		

Explanation: As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (e.g., "The make better decisions because of the program."). The percentage of students reporting "Agree" or "Strongly Agree" was used to track progress.

In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
90% of regular attendees will have no suspensions during the school year.	YR 1	90%	100%
	YR 2		
	YR 3		
	YR 4		

Explanation: Discipline data were pulled from student records and merged with attendance data.

Category 3: Family Engagement Outcomes

Involvement in Student's Education at Home

Talks with Child About Their Day	Year	Target	Results
65% of parents will report talking to their child about their school day ('a few times a week' to 'daily'). (Quality Rating Scale)	YR 1	65%	100%
	YR 2		
	YR 3		
	YR 4		

Explanation: As part of the Quality Rating Scale administration, parents rated the frequency with which they exhibit specific parental involvement activities (e.g., talks with child about their day at school). The percentage of parents reporting engaging in the behavior "a few times a week" to "daily" was used to track progress.

Reviews Grades	Year	Target	Results
65% of parents will report reviewing their child's grades on assignments and tests ('at least once a week'). (Quality Rating Scale)	YR 1	65%	100%
	YR 2		
	YR 3		
	YR 4		

Explanation: As part of the Quality Rating Scale administration, parents rated the frequency with which they exhibit specific parental involvement activities (e.g., reviews grades on assignments and tests). The percentage of parents reporting engaging in the behavior "at least once a week" was used to track progress.

Section 2: Detailed Results

(with Multi-year Comparisons)

This section includes detailed results supporting the progress towards goals and objectives/performance measures outlined in Section 1. Data are organized to support multi-year comparisons.

A. Program Attendance

Key Findings

- The program served a total of 31 students during Year One.
- In Year One, 26 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

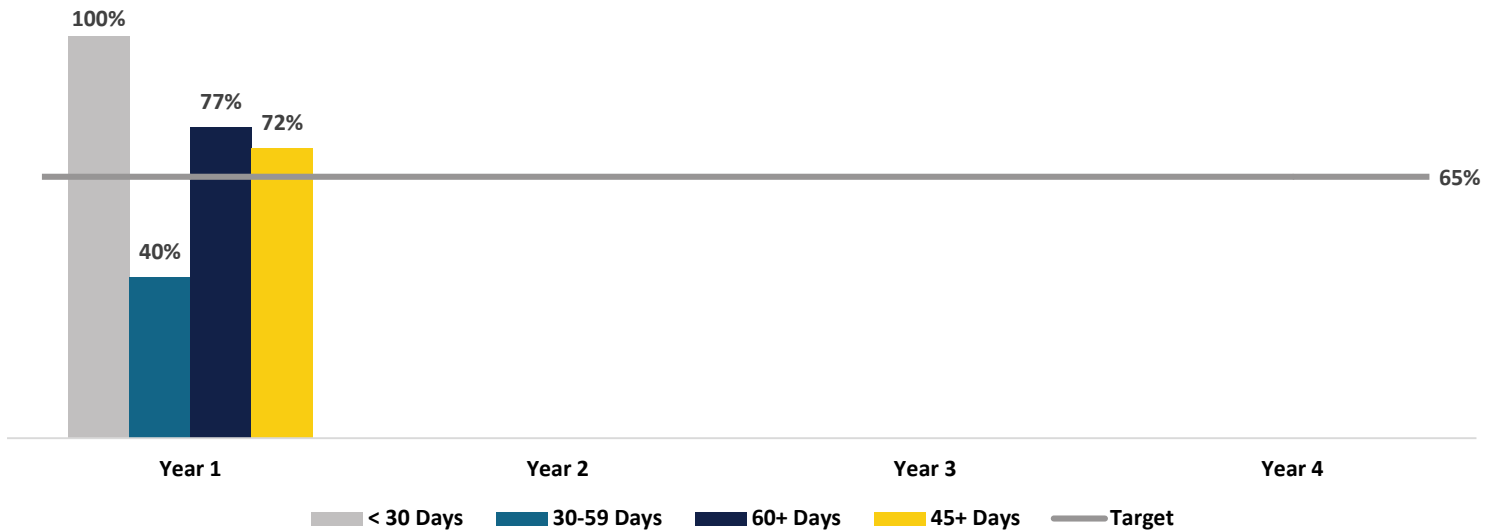
	Year 1 ≥ 45 Days RAP Target=25			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	<p>Legend: ■ <45 ■ ≥45 RAP</p>											
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	5	4	80%									
2nd Grade	5	5	100%									
3rd Grade	9	7	78%									
4th Grade	7	6	86%									
5th Grade	5	4	80%									
F/R Lunch	27	23	85%									
Non-White	27	24	89%									
Special Ed	4	3	75%									
Female	11	9	82%									
Male	20	17	85%									
Total	31	26	84%									

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year One, 72% (18/25) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.

Percent of Students Who Received a 'C' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)

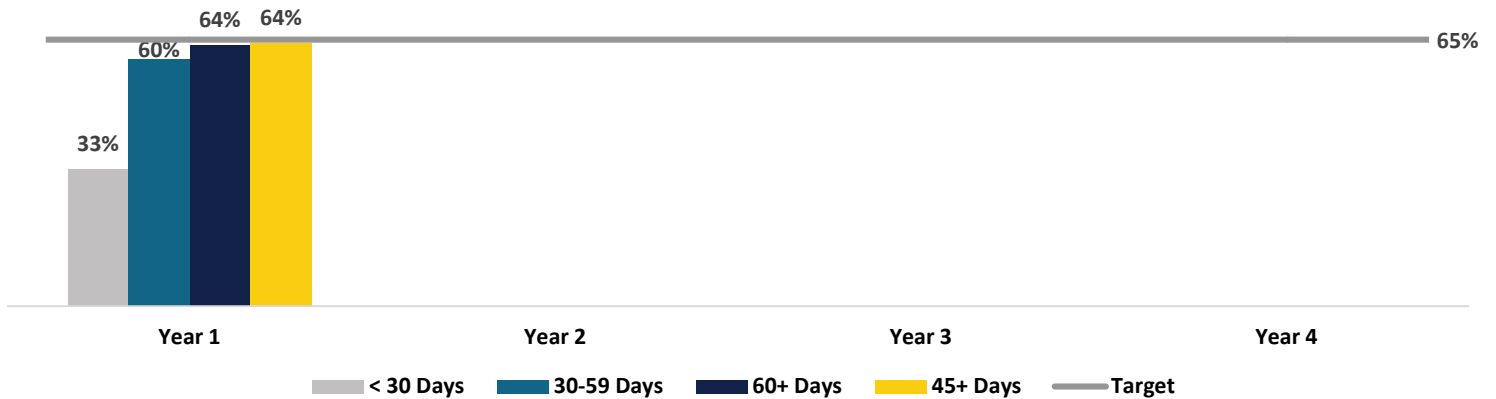
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	0/1	0%	2/4	50%	2/4	50%								
2	--	--	--	--	5/5	100%	5/5	100%								
3	1/1	100%	1/1	100%	6/6	100%	6/6	100%								
4	1/1	100%	1/2	50%	2/4	50%	3/6	50%								
5	1/1	100%	0/1	0%	2/3	67%	2/4	50%								
Tot	3/3	100%	2/5	40%	17/22	77%	18/25	72%								
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
4																
5																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year One, 64% (16/25) of regular attendees earned a 'C' or better or increased their math grade by spring.

Percent of Students Who Received a 'C' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	1/1	100%	1/4	25%	1/4	25%								
2	--	--	--	--	4/5	80%	4/5	80%								
3	0/1	0%	0/1	0%	5/6	83%	5/6	83%								
4	0/1	0%	1/2	50%	1/4	25%	2/6	33%								
5	1/1	100%	1/1	100%	3/3	100%	4/4	100%								
Tot	1/3	33%	3/5	60%	14/22	64%	16/25	64%								
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
4																
5																
Tot																

C1. School-Related Behaviors (DOE Teacher Survey)

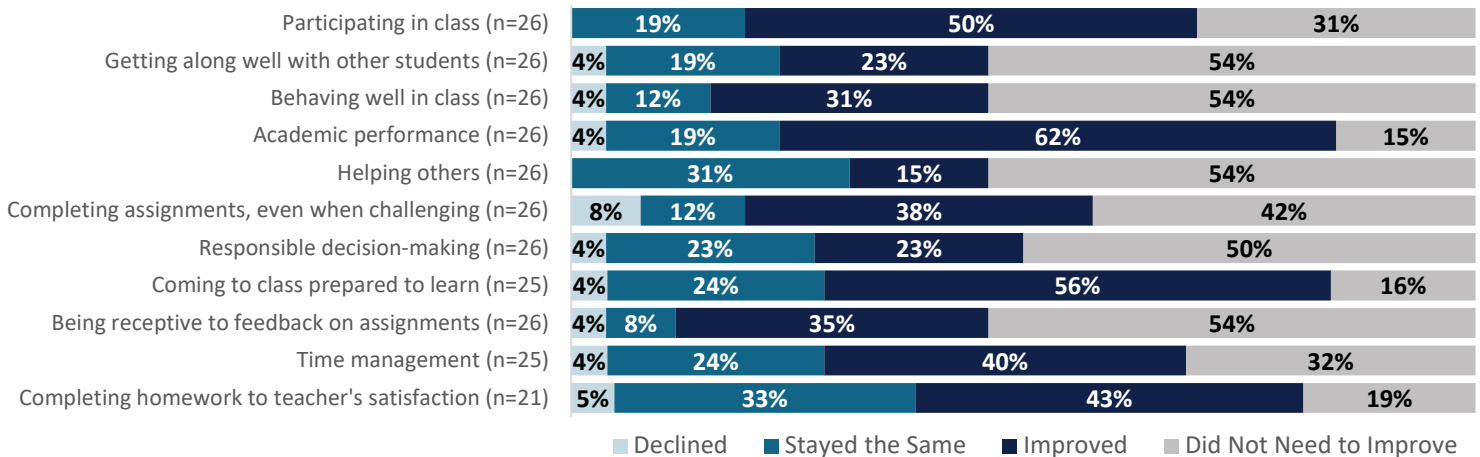
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need to Improve, 2) Improvement Needed, or 3) Not Sure. If improvement was needed, teachers were asked to indicate if behavior "Improved," "Stayed the Same," or "Declined" by spring. Detailed results for regular attending participants (RAPs) are provided below. The data below reflect the state definition of regular attendance: 45 days of attendance for elementary, middle, and high school participants.

Key Findings

- In Year One, teachers reported the greatest percentages of students showing improvements in the areas of accepting responsibility for their actions, academic performance, and participating in class.
- In Year One, teachers reported 77% of students benefited from participating in the afterschool program.

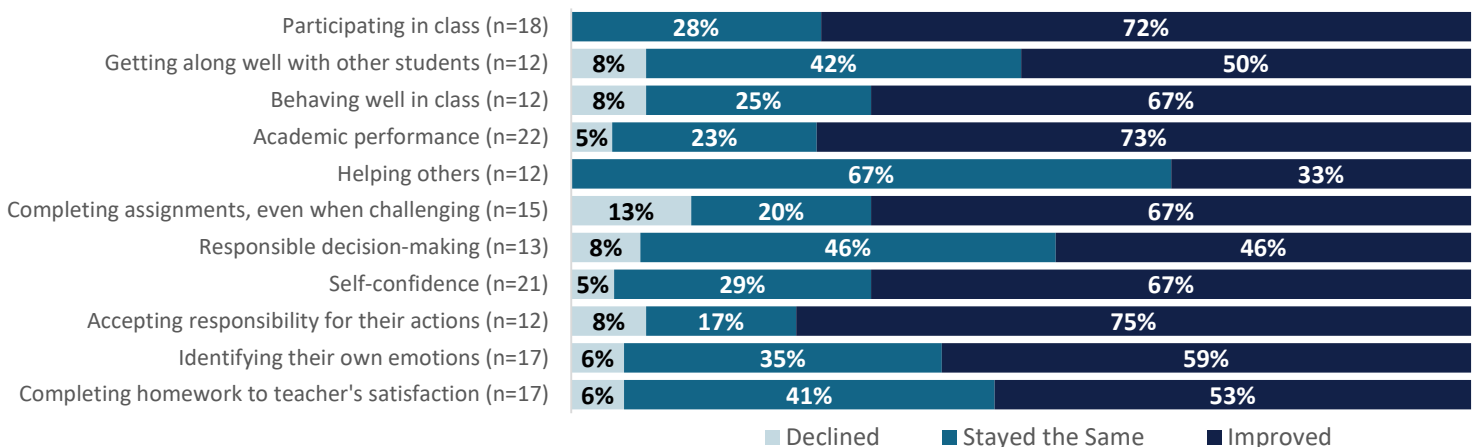
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 1

Percent of RAPs (45+ days) **demonstrating improvement or not needing to improve**, as reported by teachers



School-Related Behaviors (K-12 DOE Teacher Survey) – Year 1

Percent of RAPs (45+ days) **who needed to improve** demonstrating improvement, as reported by teachers.

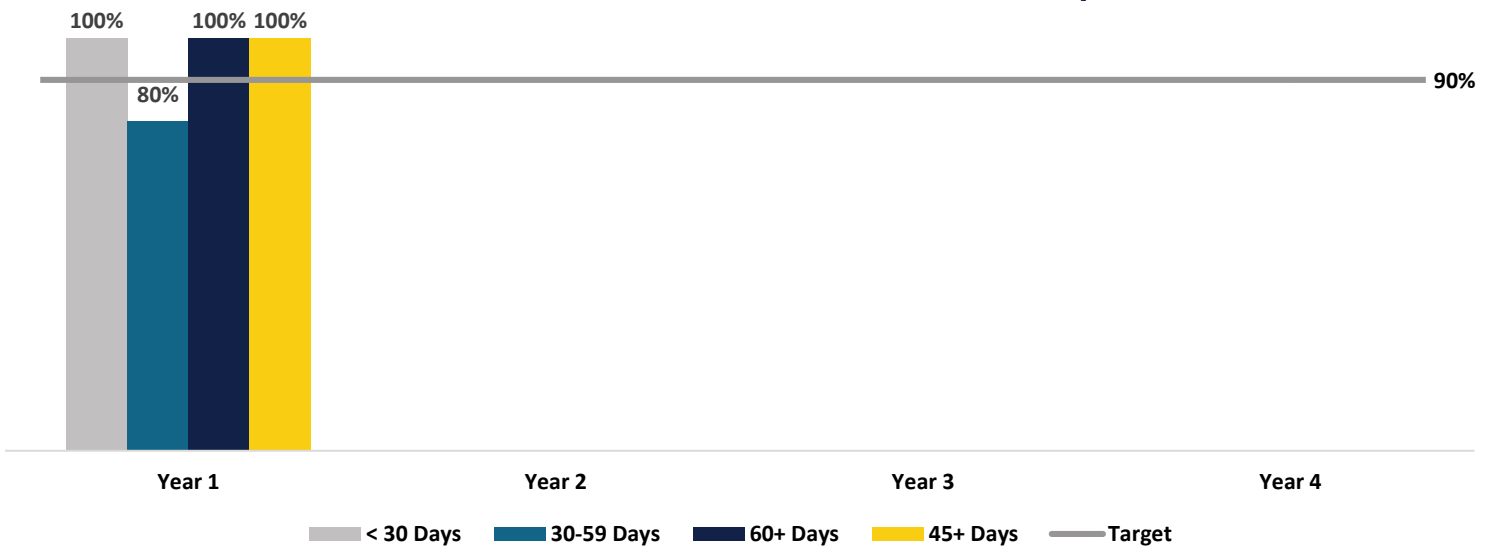


C2. School-Related Behaviors - Suspension

Key Findings

- In Year One, 100% (26/26) of regular attendees did not receive a suspension during the school year.

Percent of Students Who Did NOT Receive a Suspension



Grade-Level Breakdown By Year (% No Suspension)

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	1/1	100%	4/4	100%	4/4	100%								
2	--	--	--	--	5/5	100%	5/5	100%								
3	1/1	100%	0/1	0%	7/7	100%	7/7	100%								
4	1/1	100%	2/2	100%	4/4	100%	6/6	100%								
5	1/1	100%	1/1	100%	3/3	100%	4/4	100%								
Tot	3/3	100%	4/5	80%	23/23	100%	26/26	100%								
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
4																
5																
Tot																

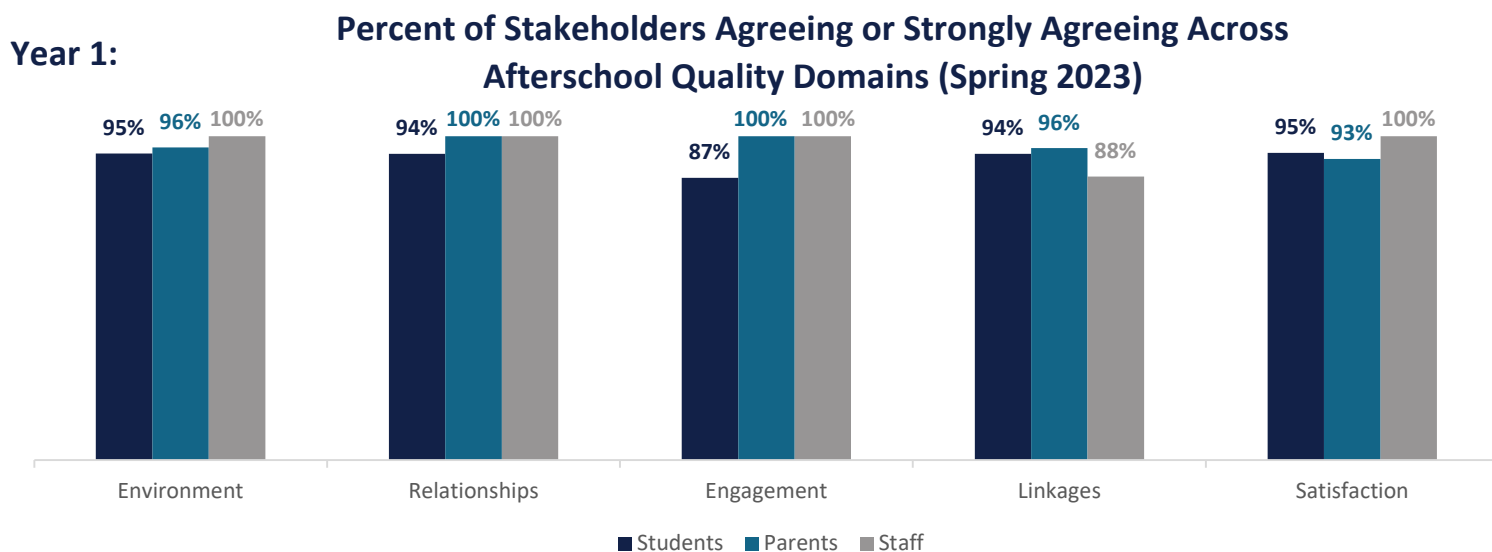
D. Student, Parent, and Staff Surveys

This section presents results from the Quality Rating Scale (QRS) administered during the spring semester to students, parents, and staff members within the 21st CCLC program. The QRS was developed by Diehl Consulting and is aligned with research-based quality practices associated with high functioning afterschool programs. The scale measures five domains of afterschool quality:

- **Environment and Climate:** The extent to which the environment and climate possess basic conditions of learning, such as safe and clean rooms, welcoming staff, and clear and fair rules.
- **Relationships:** The extent to which positive relationships between and among staff and students are developed, supported, and maintained, such as staff showing respect to students, students feeling that they are listened to, and students at ease in developing friendships.
- **Youth Participation and Engagement:** The extent to which students are involved in the planning of activities, have choices as to which ones to participate in, and actively participate.
- **School Day and Afterschool Linkages:** The extent to which day school and afterschool staff members communicate and align activities to address academic and enrichment needs of students.
- **Parent/Family/Community Partnerships:** The extent to which strong partnerships with parents, families, and community organizations are provided, such as parents feeling involved in decision making, staff communicating effectively with parents, and welcoming staff. Only parents provided a rating for this domain.

In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

Supplemental questions may also be added based on the site's priority area or the types of activities and programming provided (e.g., STEM, College Career Readiness, Healthy Lifestyles, Social Emotional Learning).



E. Site Visit and Coordinator Interview Summaries

During the 2022-2023 school year, a fall site visit was conducted for this site using the observation protocol based on Indiana Afterschool Standards. A summary of strengths, considerations, and general feedback from the site visit is provided below. Where appropriate, feedback was aligned with standards and indicators from the IN-QPSA.

Fall Site Visit: Summary Observations

Strengths

Staff Engagement: Staff were engaged directly with students during the program. Staff were observed welcoming students, giving hugs, and asking students about their day. One staff member brought in a birthday present for a student. Staff often extended conversations, (e.g., “Tell me more, I want to hear about your dog.”).

Respectful Communication/Positive Reinforcement: Staff used calm voices with students and role modeled positive language and respectful communication. Staff reminded students about kindness, respect, personal space, and following directions. Staff communicated in English and Spanish with students. Staff reviewed rules and expectations and led students through positive affirmations. Staff: "Repeat after me: I am awesome. I am strong, brave, thoughtful, respectful, and kind. My life has purpose and value."

Dinner: The program provides students with a full meal during the program. Students were able to get a second helping if they wanted.

Considerations

Use of Other Spaces in the Building: The program utilized the media center for quiet reading time. This was the first time the site utilized other spaces in the building during an observation. Staff are encouraged to continue to find alternative spaces to use, away from the EDL program in the cafeteria due to the noise level in the cafeteria.

Reading Groups: The program split students up into three small groups in the library. A staff member sat with students while they took turns reading an excerpt of pages from a book. While the activity included literacy concepts, some students had difficulty paying attention or appeared disinterested in the activity. Staff may consider paired reading, independent reading, or a group read where everyone has a copy of the reading passage to follow along. Opportunities for students to pick their own reading material is also encouraged.

STEM Elephant Toothpaste Experiment: Similar to the previous visit, the site had delays implementing the enrichment activity. During the observation, distribution of the materials took a majority of the time. Further, the instructions for the activity were not clear. Staff told students to mix two ingredients, and added food coloring, which was incorrect. Staff had to dump the materials out and then redistribute all the supplies. Then, staff tried the experiment two additional times; however, it did not work. Staff told students to throw everything away and they would have to try again. Staff are encouraged to prep materials and experiments beforehand. Further, opportunities to test activities prior to introducing them to students is also encouraged to ensure steps and concepts are communicated accurately.