

Cohort 11: Parkwood Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 3: 2024-2025

Submitted: September 12, 2025

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

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Technical Evaluation Report

21st CCLC Local Evaluation - Year Three (2024-2025)

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, Literacy Tutoring, STEM Activities, Arts and Crafts, Book Club, Fit Kids, Drama, Financial Literacy/Careers, Emotional Health and Well-being, Reading

Population Served: 1-5

2024-2025 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 (97% to 100%), student-staff relationships (94% to 100%), engagement (74% to 100%), and school day linkages (95% to 100%). The spring site visit also noted strengths around warm, welcoming staff, bilingual communication with students, engaging enrichment activities (Brick Mobile-Lego Engineering), high quality literacy-coaching by a licensed teacher, and a full meal (dinner) provided to students who participate in the afterschool programming.
- **IN-QPSA Completion:** The site completed 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:** Improvements in grades were noted for regular attendees in both reading and math. Specifically, 68% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 88% of regular attendees earned a 'C' or better or increased their math grade by spring.

- **Attendance:** The program served 33 students during the 2024-2025 school year. Of those 33 students, 25 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All staff, students, and parents (100%) reported being satisfied with the afterschool program on the spring survey.
- **Student Interpersonal/Behavioral Well-being:** The majority of students reported that the program helps them to make better decisions (78%) and get along better with others (89%).
- **Literacy Activities (Priority Area):** The program offers a dedicated one-hour literacy block each day, led by a certified school-day teacher (literacy coach). These small-group, literacy-rich sessions provide students with meaningful opportunities to strengthen their reading and writing skills through interactive games, read-alouds, and hands-on learning. While one group receives targeted literacy instruction, other students engage in productive independent activities such as homework completion, silent reading, and journaling. Literacy is seamlessly integrated into enrichment programs and family engagement events, including a Book Club and partnerships with the local library. The school also hosted several themed family nights, such as An Evening with Santa, where students met Santa, participated in crafts and activities, and received a book to take home. Parkwood also hosted a Meet the Author Night. A published author read her book aloud to students and families, and students got to ask her questions and were given a copy of her book to take home. These events promote a love of reading and provide meaningful opportunities for families to participate in their children's literacy development. Overall, Parkwood has a higher number of ELL students; therefore, opportunities for targeted literacy and reading support is extremely beneficial for these students. The program also utilizes bilingual staff to help communicate with students and family members during the program and has access to interpreters and translation services through the community organization Hispanic Connection.
- **Outside Enrichment Providers and Community Partners:** Youth Link continues to benefit from a strong network of community partners who enhance the program experience through valuable services and engaging enrichment opportunities. Several partners utilized during the 2024-2025 school year at Parkwood Elementary include the following: the Dare to Care Food Bank, who provided hot dinner meals to students daily; Hispanic Connection, who provided translation services for newsletters and written materials, along with a weekly interpreter (available to all sites); and Junior Achievement, who delivered financial literacy and career/community education across all sites. Youth Link also provided a rotating schedule of outside enrichment providers throughout the year, including: Drama by George, Public Library, White Tiger Martial Arts, Brick Mobile (Lego engineering), Louisville Visual Art, and Purdue Extension. These partnerships have played a vital role in enriching the afterschool experience, fostering creativity, curiosity, and real-world learning.

Areas to be Strengthened in 2025-2026

1. Academic Support/Homework Completion: On the DOE Teacher Survey in the spring, 60% of students were reported to have improved or required no improvement in academic performance, and 53% showed similar results in completing homework to their teacher's satisfaction. While these outcomes are positive, they fall slightly below the site's established targets (65%). During the next school year, the site may consider enhanced communication and collaboration between school-day teachers and afterschool staff. Strengthening this connection will help ensure that academic support and homework assistance are aligned with individual student needs and classroom expectations. The site may consider: 1) Establishing regular check-ins or communication logs between school-day and afterschool staff; 2) Sharing homework assignments, academic goals/areas of concern for targeted support (individualized student needs); and 3) Providing afterschool staff with access to classroom resources or tools used during the school day. By aligning afterschool academic support with school-day expectations, the program can more effectively reinforce learning and improve student outcomes in both academic performance and homework completion (Standard 13).

2. Enhancing Family Night Attendance: The program has identified boosting participation in Family Nights as an area to be strengthened across all sites. The following strategies have been identified and will be implemented during the 2025-2026 school year: **Provide Dinner:** Work to secure donated meals or secure funding from other community organizations to offer dinner during family events. Providing food creates a welcoming atmosphere and removes a common barrier for families with busy schedules. **Gather Family Input:** Survey families to determine the most convenient days and times for events. Aligning scheduling with family preferences can significantly improve turnout. **Promote Creatively:** Continue using communication apps to share event details, and involve students in the promotion process by having them create personalized invitations to accompany flyers. This not only increases visibility but also builds excitement and ownership among students. The site is encouraged to review the Indiana Afterschool Network Specialty Standards for Family Engagement to identify specific strategies that can help increase family participation and deepen engagement in afterschool programming (<https://www.indianaafterschool.org/indiana-afterschool-standards/>). Finally, staff may consider reviewing family engagement strategies identified in case studies from the 2019-2020 Indiana 21st CCLC Evaluation Report, which in addition to best practices highlighted above, include connecting families with resources (either directly or indirectly) and identifying and eliminating barriers that affect family participation.

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, Interpersonal/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	65%	79%
	YR 3	65%	68%
	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	65%	88%
	YR 3	65%	88%
	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	65%	71%
	YR 3	65%	60%
	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	65%	84%
	YR 3	65%	53%
	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: Interpersonal/Behavioral

Student Health and Well-Being

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program.	YR 1	65%	94%
	YR 2	65%	86%
	YR 3	65%	78%
	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

Getting Along with Others	Year	Target	Results
50% of students will report getting along better with others.	YR 1	50%	N/A
	YR 2	50%	N/A
	YR 3	50%	89%
	YR 4		

Explanation: As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (e.g., “I get along better with others.”). The percentage of students reporting “Agree” or “Strongly Agree” was used to track progress.

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).	YR 1	65%	100%
	YR 2	65%	90%
	YR 3	65%	91%
	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).	YR 1	65%	100%
	YR 2	65%	90%
	YR 3	65%	100%
	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

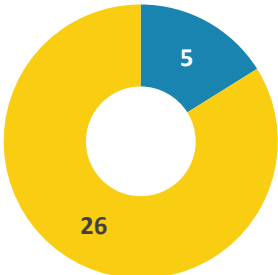
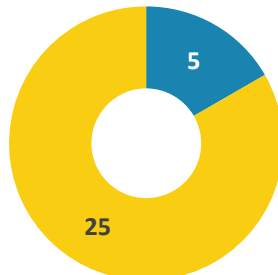
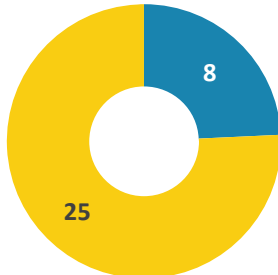
(with Multi-year Comparisons)

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 33 students during Year Three.
- In Year Three, 25 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

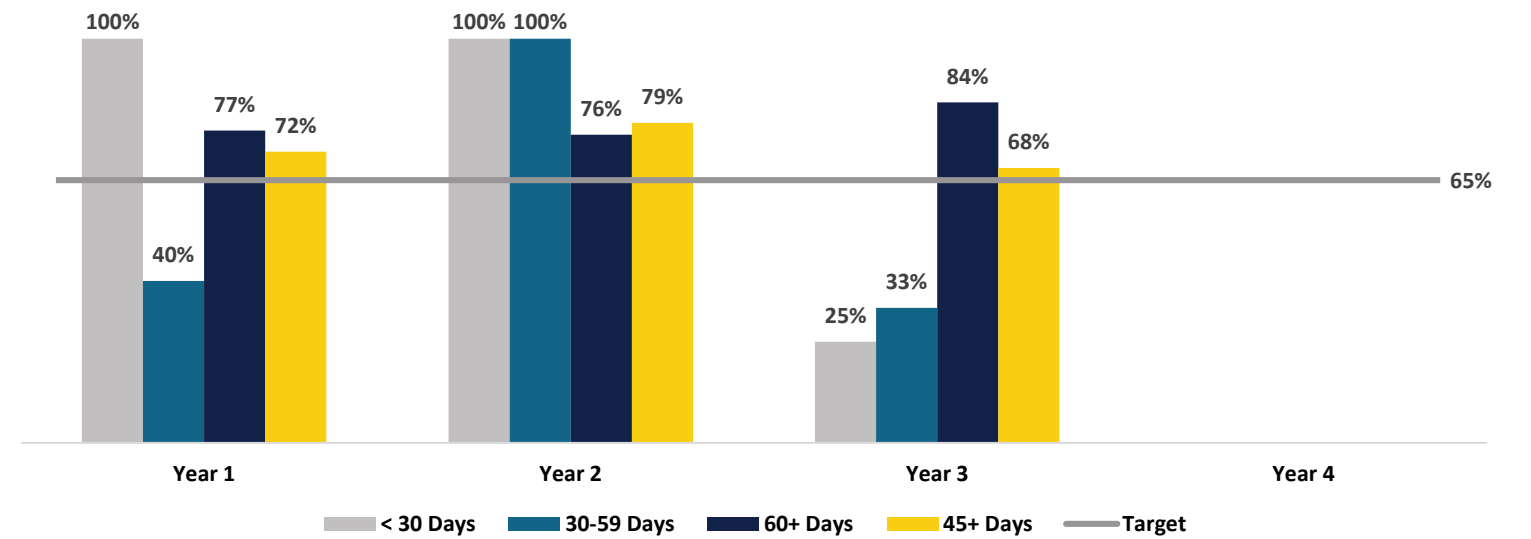
Year 1 ≥ 45 Days RAP Target=25				Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
<div><div></div><45</div> <div><div></div>≥45 RAP</div> 				<div><div></div><45</div> <div><div></div>≥45 RAP</div> 			<div><div></div><45</div> <div><div></div>≥45 RAP</div> 					
Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	5	4	80%	2	1	50%	2	1	50%			
2nd Grade	5	5	100%	7	6	86%	5	3	60%			
3rd Grade	9	7	78%	8	7	88%	6	6	100%			
4th Grade	7	6	86%	5	5	100%	14	11	79%			
5th Grade	5	4	80%	8	6	75%	6	4	67%			
F/R Lunch	27	23	85%	27	22	81%	32	24	75%			
Non-White	27	24	89%	28	23	82%	30	24	80%			
Special Ed	4	3	75%	3	2	67%	6	4	67%			
Female	11	9	82%	9	8	89%	12	8	67%			
Male	20	17	85%	21	17	81%	21	17	81%			
Total	31	26	84%	30	25	83%	33	25	76%			

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Three, 68% (17/25) 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)

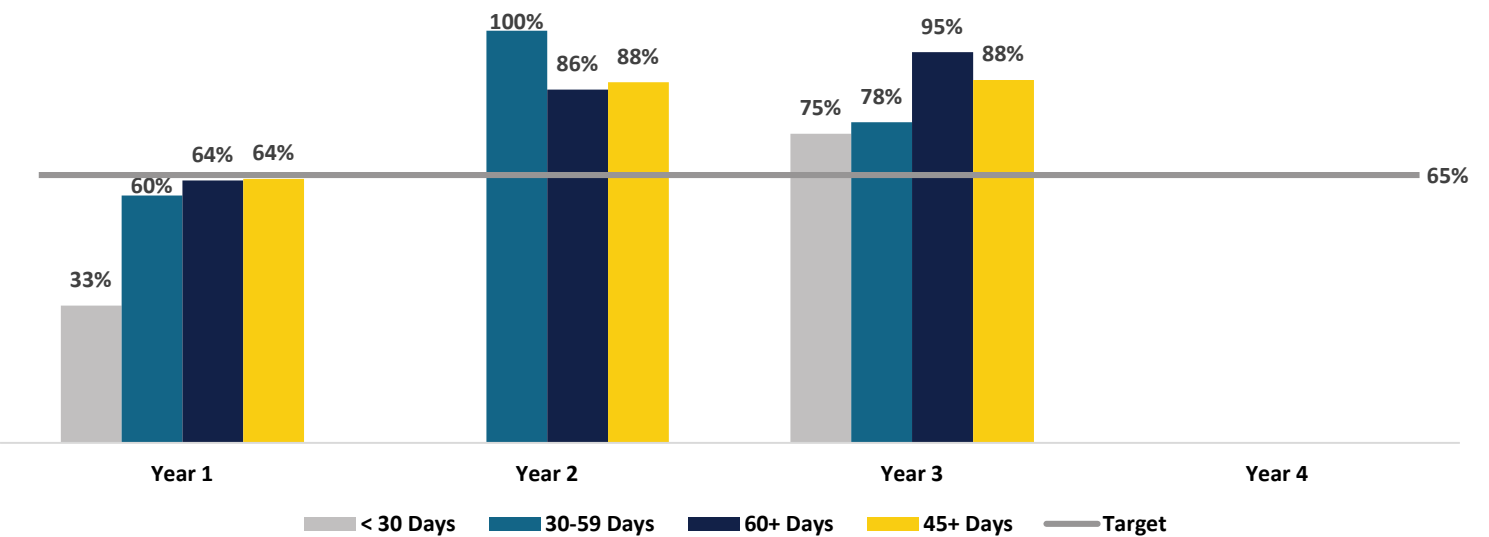
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	0/1	0%	2/4	50%	2/4	50%	--	--	1/1	100%	1/1	100%	1/1	100%
2	--	--	--	--	5/5	100%	5/5	100%	1/1	100%	--	--	3/6	50%	3/6	50%
3	1/1	100%	1/1	100%	6/6	100%	6/6	100%	--	--	2/2	100%	4/5	80%	5/6	83%
4	1/1	100%	1/2	50%	2/4	50%	3/6	50%	--	--	1/1	100%	4/4	100%	5/5	100%
5	1/1	100%	0/1	0%	2/3	67%	2/4	50%	--	--	2/2	100%	4/5	80%	5/6	83%
Tot	3/3	100%	2/5	40%	17/22	77%	18/25	72%	1/1	100%	6/6	100%	16/21	76%	19/24	79%
	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	--	--	1/2	50%	--	--	0/1	0%								
2	0/2	0%	0/1	0%	0/2	0%	0/3	0%								
3	--	--	--	--	6/6	100%	6/6	100%								
4	--	--	2/5	40%	7/8	88%	8/11	73%								
5	1/2	50%	0/1	0%	3/3	100%	3/4	75%								
Tot	1/4	25%	3/9	33%	16/19	84%	17/25	68%								

B2. Report Card Grades - Math

Key Findings

- In Year Three, 88% (22/25) 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%	--	--	1/1	100%	1/1	100%	1/1	100%
2	--	--	--	--	4/5	80%	4/5	80%	0/1	0%	--	--	4/6	67%	4/6	67%
3	0/1	0%	0/1	0%	5/6	83%	5/6	83%	--	--	2/2	100%	4/5	80%	5/6	83%
4	0/1	0%	1/2	50%	1/4	25%	2/6	33%	--	--	1/1	100%	4/4	100%	5/5	100%
5	1/1	100%	1/1	100%	3/3	100%	4/4	100%	--	--	2/2	100%	5/5	100%	6/6	100%
Tot	1/3	33%	3/5	60%	14/22	64%	16/25	64%	0/1	0%	6/6	100%	18/21	86%	21/24	88%
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	--	--	2/2	100%	--	--	1/1	100%								
2	1/2	50%	1/1	100%	2/2	100%	3/3	100%								
3	--	--	--	--	6/6	100%	6/6	100%								
4	--	--	4/5	80%	7/8	88%	9/11	82%								
5	2/2	100%	0/1	0%	3/3	100%	3/4	75%								
Tot	3/4	75%	7/9	78%	18/19	95%	22/25	88%								

C1. School-Related Behaviors (DOE Teacher Survey)

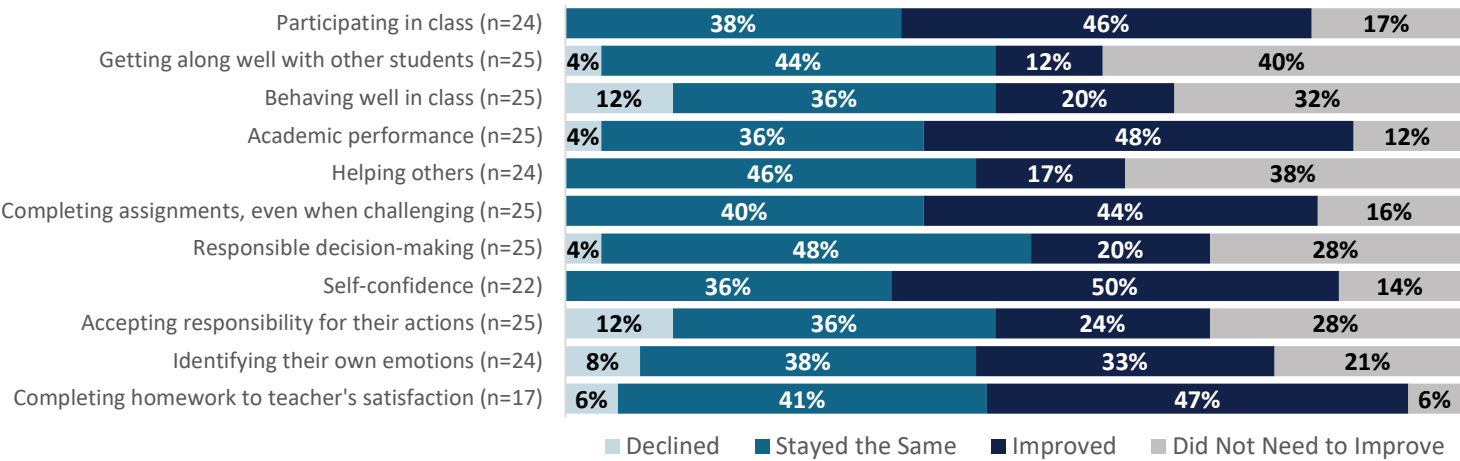
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 Three, teachers reported the greatest percentages of students showing improvements in the areas of self-confidence, participating in class, and academic performance.
- In Year Three, teachers reported 84% of students benefited from participating in the afterschool program.

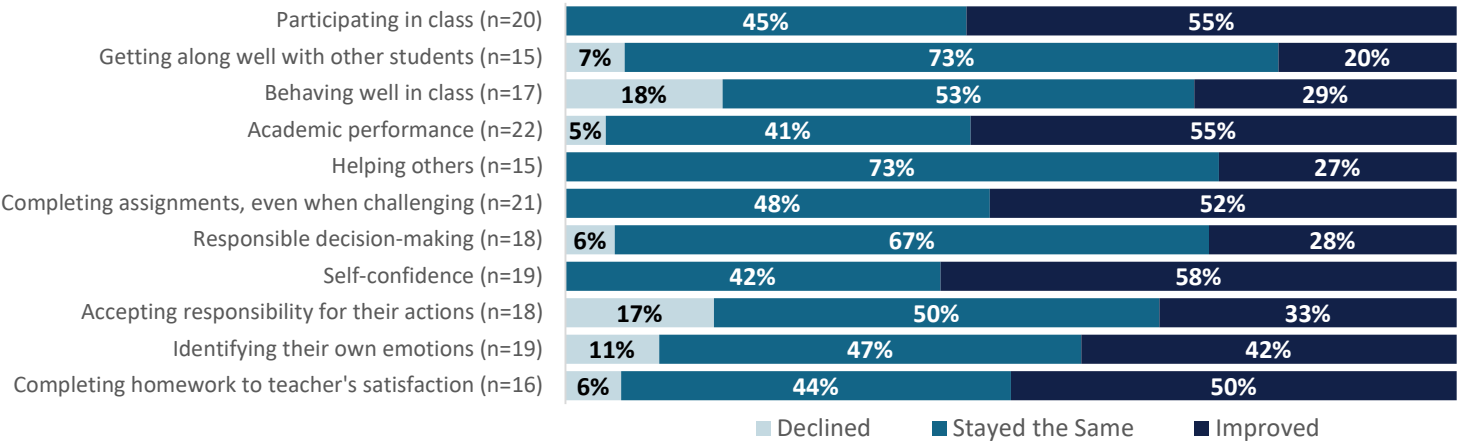
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 3

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 3

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



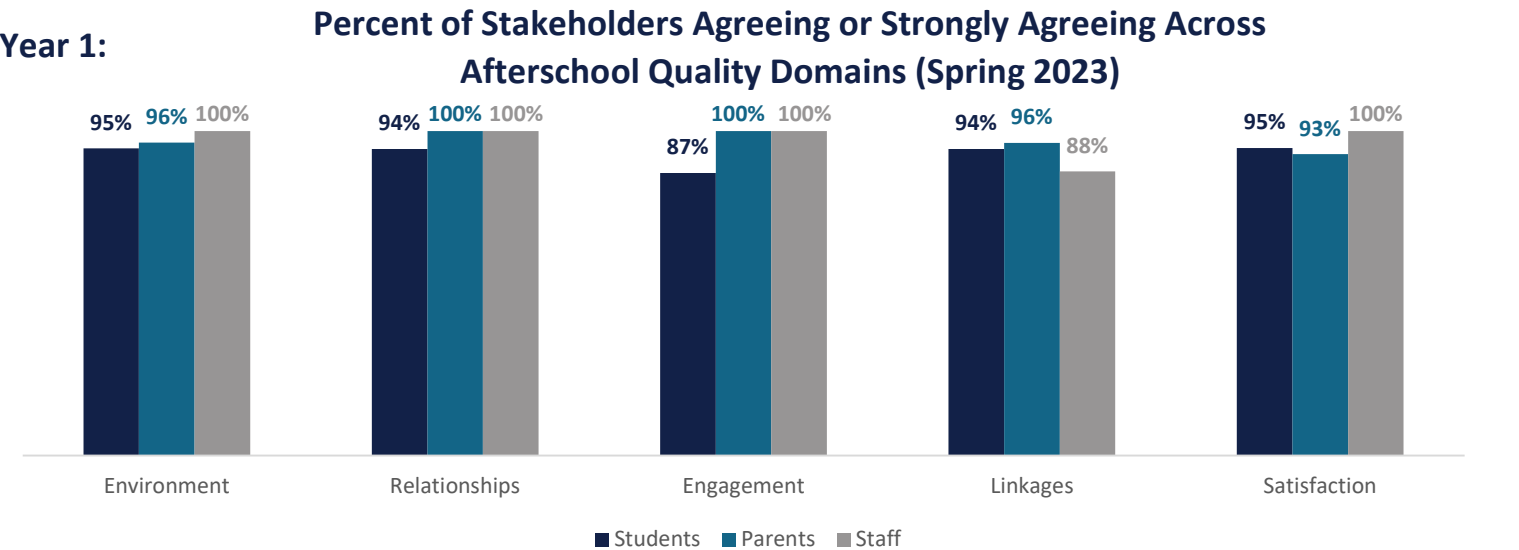
D. Student, Parent, and Staff Surveys

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.

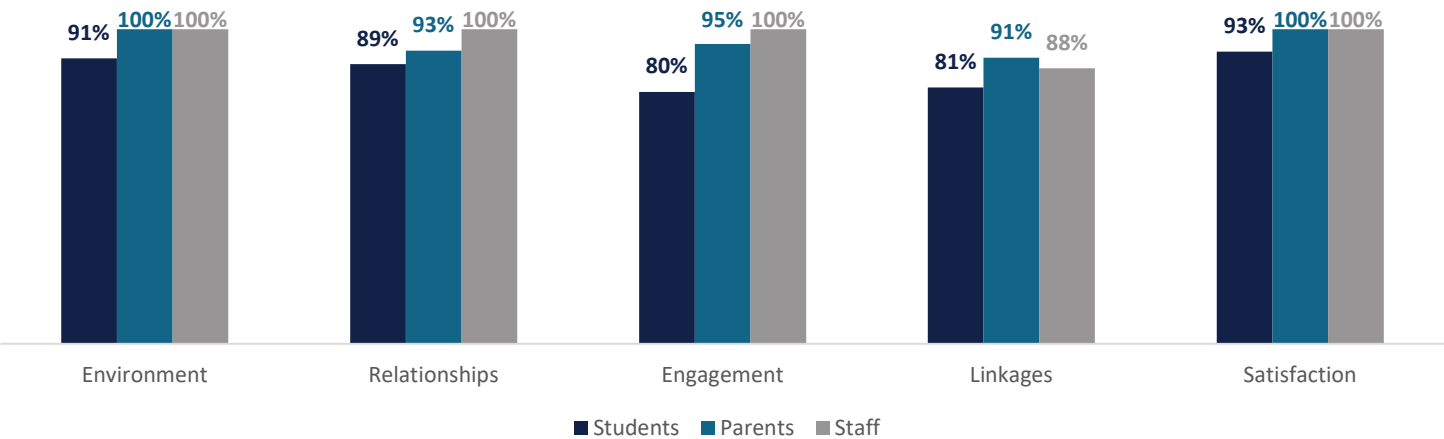
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants’ perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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, Emotional Health and Well-being).



Year 2:

Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2024)



Year 3:

Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2025)

