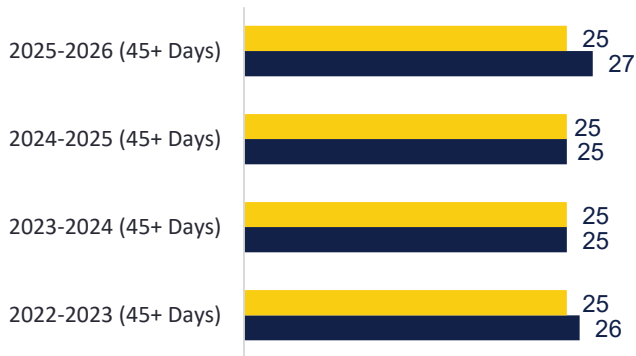




Program Attendance & Participant Characteristics (School-Year Programming)

Annual Program Attendance

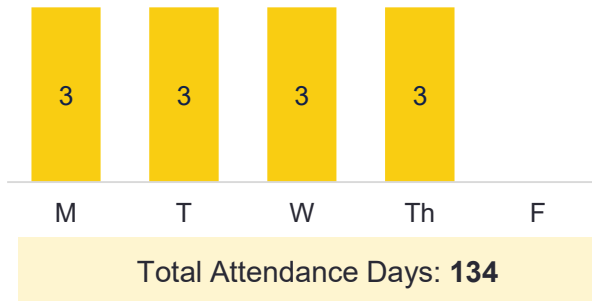
■ Proposed RAPs ■ RAPs Served



Program Hours Offered per Week

(2025-2026 School Year)

■ Before School ■ After School



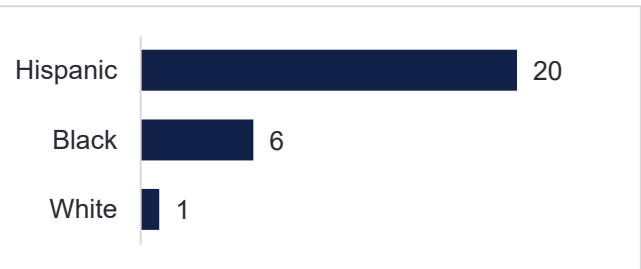
Participant Grade Level

2025-2026 RAPs

- Elementary School: **27**
- Intermediate/Middle School:
- High School:

Race

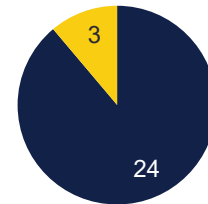
2025-2026 RAPs



Free and Reduced Lunch

2025-2026 RAPs

■ Eligible
■ Not Eligible
■ Unknown



Building Momentum for Next Year

Notable Impacts: Throughout the four-year cycle, Youth Link has strengthened relationships with existing partners and has forged and grown new relationships. This includes a variety of enrichment providers as well as professional development partners and other nonprofits, which have joined the advisory council. Partners come from all over Clark County and parts of Kentucky, which helps expand awareness of the Youth Link's work across the region. These relationships have exposed students and staff to opportunities they may not have experienced otherwise. The program's integration within Parkwood Elementary has strengthened greatly over these four years. The site coordinator is viewed as part of the school staff (and also works a part-time job there during the day). The relationship between the site coordinator and teachers has created a seamless referral process, which ensures that the program serves youth who will benefit most. This partnership has helped to secure a talented and passionate literacy coach who is also a school day teacher. As this collaboration has strengthened, services for youth and their families have improved. The site coordinator's five-year tenure at Parkwood has benefited students, families, and the school broadly. During this time, she has expanded her access to professional development through the school, as well as to existing resources and expertise within Parkwood and beyond. Participants have grown to depend on the high-quality services available through the program. The coordinator has also strengthened her ability to speak Spanish, which has been helpful when working with a majority Hispanic population. The program also benefits from a collaboration with the Hispanic Connection, which provides interpretation and translation services. Program quality was evident in high levels of performance noted during each program year in the areas of academic achievement, interpersonal/behavioral support, and family engagement.



2025-2026 Performance Measures

Academic Outcomes

Outcome	Target	Performance Measure
74%	65%	of regular attendees will earn a “C” or better or increase their ELA grade from fall to spring.
81%	65%	of regular attendees will earn a “C” or better or increase their math grade from fall to spring.
60%	65%	of regular attendees will improve or need no improvement to “academic performance” in spring (DOE Teacher Survey).
59%	65%	of regular attendees will improve or need no improvement to “completing homework” in spring (DOE Teacher Survey).

Interpersonal/Behavioral Outcomes

Outcome	Target	Performance Measure
100%	65%	of students will report they make better decisions because of the program (Quality Rating Scale).
100%	50%	of students will report getting along better with others (Quality Rating Scale).

Family Engagement Outcomes

Outcome	Target	Performance Measure
90%	65%	of parents will report talking with their child about their school day “a few times a week” to “daily” (Quality Rating Scale).
100%	65%	of parents will report reviewing their child’s grades on assignments and tests at least “once a week” (Quality Rating Scale).

Provide a brief explanation of any missing or incomplete data in the space provided below.