

Cohort 11: Northaven Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 4: 2025-2026

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Grant Name: Youth Link Southern Indiana

Center Name: Northaven 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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Technical Evaluation Report

21st CCLC Local Evaluation - Year Four (2025-2026)

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

Northaven 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 Pike 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: Northaven Elementary School provides enriched learning opportunities including afterschool tutoring and homework assistance, enrichment, STEAM, 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 Coaching, STEM Activities, Arts and Crafts, Book Club, Fitness, Financial Literacy/Careers, Emotional Health and Wellbeing

Population Served: 1-5

2025-2026 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 (85% to 100%), student-staff relationships (83% to 100%), engagement (78% to 100%), and school day linkages (83% to 88%). The fall site visit also noted strengths which included literacy coaching/tutoring, staffing quality, and student-to-staff ratios.
- **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:** High levels of academic achievement were noted for regular attendees in both reading and math. Specifically, 69% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 81% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher Survey, teachers reported that 67% of students improved or needed no improvement in academic performance and 67% improved or needed no improvement in completing homework.
- **Attendance:** The program served 28 students during the 2025-2026 school year. Nearly all (26/27) students met the regular attendee threshold (45 days or more).

- **Program Satisfaction:** All parents and staff (100%) and 83% of students reported being satisfied with the afterschool program on the spring survey.
- **Student Interpersonal/Behavioral Wellbeing:** The majority of students reported that the program helps them to make better decisions (89%). Almost half reported getting along better with others (47%).
- **Staffing:** Program staffing was identified as a key strength in 2025-2026. This included a site coordinator with multiple years of experience with the program, a new assistant site coordinator who is studying elementary education, and a veteran literacy coach. During part of the year, a second assistant was on staff. This team demonstrated high-quality academic support, behavior management, program planning and design, and relationship building.
- **Literacy Activities (Priority Area):** During the site visit, literacy programming was identified as a program highlight. As a literacy priority program, 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. Journaling and independent reading are offered daily. The program integrated literacy into family engagement events. The Evening with Santa event included letter writing, and the spring Lego Robotics night included some take home literacy information from Junior Achievement. Programming is also provided through a partnership with the local public library, and the site has begun to implement the Artful Reading curriculum.
- **Family Engagement:** Family engagement included a Trunk or Treat event; an Evening with Santa (letters to Santa, meet Santa and a reindeer, holiday crafts, Christmas cookies, take-home blanket); and a Maker 13 STEAM night where families built robots with students. Formally, Northaven used a Class Dojo group where the weekly schedule and photos were posted. Monthly newsletters were distributed in English and Spanish, along with occasional mass emails from the program manager. Informally, staff had the opportunity to communicate with parents every day at pick up, so if something more individualized needed to be discussed, it could be done then. All sites received a Youth Link cell phone so they could text or call when needed from a work phone and not their personal one. Parents were invited to complete surveys twice throughout the year to identify areas of strength and weakness.
- **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 2025-2026 school year at Northaven Elementary included the following: Greater Clark County Schools, which provided the program space, supported required data collection, and promoted program enrollment through teacher referrals; Jeffersonville Public Library, which provided multiple literacy enrichment activities; Dare to Care, which provided dinner; Maker 13, which provided STEAM materials and ongoing enrichment activities and supported family engagement events; Brick Mobile, which provided Lego engineering enrichment activities; White Tiger Martial Arts, which provided kick boxing enrichment; LAC Fitness, which provided fitness enrichment activities; Junior Achievement, which provided financial literacy enrichment; Hispanic Connection, which provided translation and interpretation services as needed for Spanish-speaking families; Personal Counseling Services, which provided music therapy enrichment; Red Headed Princess Designs, which provided painting enrichment; and Collaborative for Teaching and Learning, which provided training in the Artful Reading curriculum. Professional development partners included Lillian Barks from Listen to Our Future (behavior management), Carefirst CPR (CPR), City of Jeffersonville (team building), Ericka Gergely from Spark Learning Lab (healthy friendships for school-age children), and Play to Your Strengths (leveraging personal strengths).

Areas to be Strengthened in 2026-2027

1. Student Academic Needs: Program staff noted high levels of student academic need as a significant program challenge in 2025-2026, especially when the program was at capacity and only a limited number of staff were available. To address these challenges, staff strategically assigned youth with the greatest need to work closely with the literacy coach. Program staff will continue to monitor students' academic performance and use this information to identify specific needs and inform academic support and enrichment. Afterschool programs benefit students by providing opportunities for them to engage with academic concepts more actively than during the school day. Specifically, afterschool programs should supplement the school day by allowing students to experience academic content in new and engaging ways that are aligned with their needs and interests and are based on their input. Moreover, the afterschool space gives greater flexibility for staff to offer differentiated instruction and should allow participants to engage actively with ideas and materials. This can include a variety of hands-on/minds-on activities such as role play, projects, games/sports, discussions/debates, answering open-ended questions, experiments, writing original material, and outdoor exploration. Each activity should be grounded in a learning objective (i.e., what a participant should know and/or be able to do after completing the activity) and should emphasize active engagement, skill/knowledge building, collaboration, and student voice. When developing programming, staff are encouraged to incorporate Indiana's academic and afterschool standards to maximize benefits for students. Additionally, staff are encouraged to incorporate best practices for afterschool programming that utilize Sequenced, Active, Focused, and Explicit (SAFE) activities. Sequenced: Students learn and practice skills through a series of activities that are linked and build upon one another. Active: Students actively practice new skills and receive feedback. Focused: Time is provided specifically for developing skills. Explicit: Clear and specific learning objectives are identified (Standard 13, 16).

2. Literacy Enhancement: Building on literacy program success described above, the site plans to engage in additional training and mentorship from Collaborative for Teaching and Learning related to the Artful Reading curriculum. Additionally, the program manager will pursue the OST Literacy Credential. Finally, the site will continue its partnership with the Jeffersonville Public Library and seek out other partners to expand literacy programming.

3. Activities for Older Students: During the spring site visit, the observer noted that the activities offered appeared to be geared towards younger students – reading a picture book aloud and guessing game and coloring sheets. Staff may consider developing student leadership positions and/or additional programming for older students. For example, the site may use older students as reading buddies or homework helpers, allowing youth to interact with younger students in a supportive role. Staff may also consider collecting feedback and ideas from older youth on projects or activities they would like to lead or complete during afterschool. Offering unique activities for older youth may help to increase engagement and ownership in the program. Best practices for engaging older youth in afterschool activities from the Afterschool Alliance may be considered (<https://toolkit.afterschoolalliance.org/starting-a-program/best-practices-ages/>).

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%	93%
	YR 2	65%	92%
	YR 3	65%	92%
	YR 4	65%	69%

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%	78%
	YR 2	65%	88%
	YR 3	65%	72%
	YR 4	65%	81%

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%	70%
	YR 2	65%	64%
	YR 3	65%	69%
	YR 4	65%	67%

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%	79%
	YR 2	65%	64%
	YR 3	65%	77%
	YR 4	65%	67%

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 Wellbeing

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program.	YR 1	65%	76%
	YR 2	65%	64%
	YR 3	65%	67%
	YR 4	65%	89%

Explanation: As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (e.g., “I 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 reporting getting along better with others.	YR 1	50%	N/A
	YR 2	50%	N/A
	YR 3	50%	50%
	YR 4	50%	47%

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%	100%
	YR 3	65%	100%
	YR 4	65%	100%

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%	100%
	YR 3	65%	100%
	YR 4	65%	100%

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

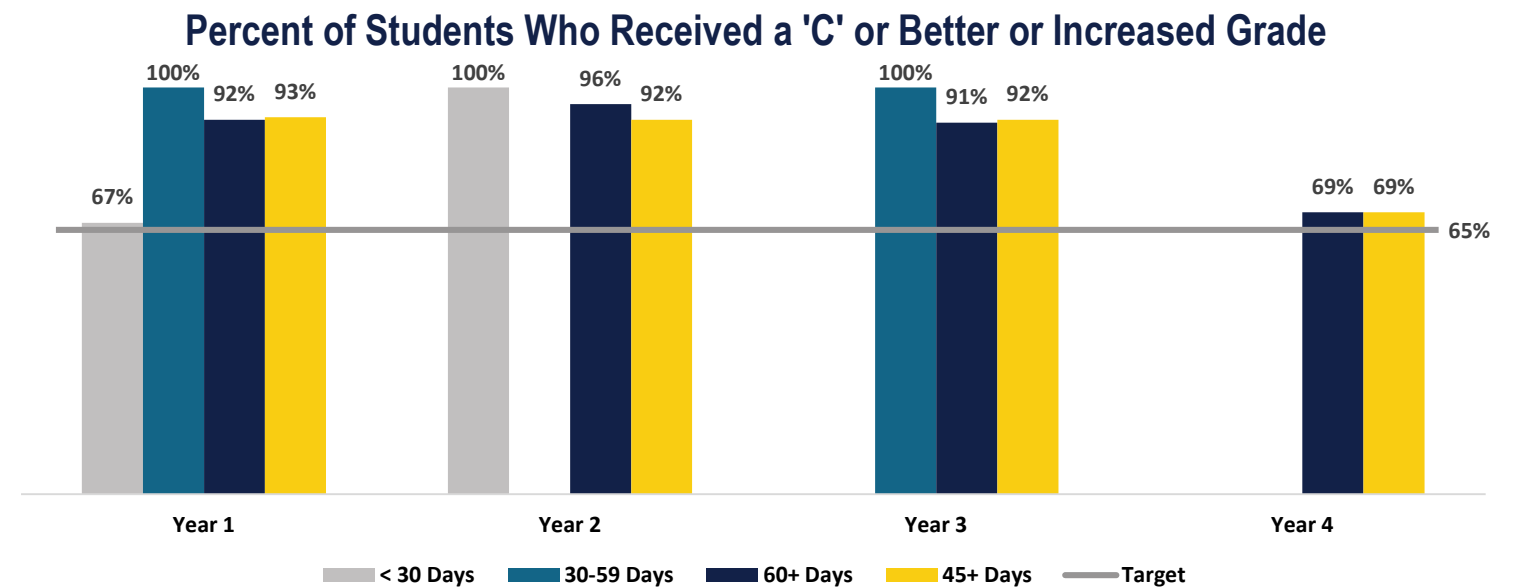
- The program served a total of 28 students during Year Four.
- In Year Four, 27 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

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		
<45 ≥45 RAP Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	5	5	100%	3	3	100%	--	--	--	2	2	100%
2nd Grade	4	4	100%	4	3	75%	5	5	100%	1	1	100%
3rd Grade	8	8	100%	5	4	80%	4	4	100%	12	12	100%
4th Grade	8	7	88%	9	9	100%	6	6	100%	6	5	83%
5th Grade	5	3	60%	6	6	100%	11	11	100%	7	7	100%
F/R Lunch	26	23	88%	25	23	92%	21	21	100%	20	20	100%
Non-White	19	18	95%	18	17	94%	21	21	100%	17	16	94%
Special Ed	8	7	88%	9	9	100%	3	3	100%	6	6	100%
Female	12	10	83%	10	10	100%	14	14	100%	14	13	93%
Male	18	17	94%	17	15	88%	12	12	100%	14	14	100%
Total	30	27	90%	27	25	93%	26	26	100%	28	27	96%

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Four, 69% (18/26) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.



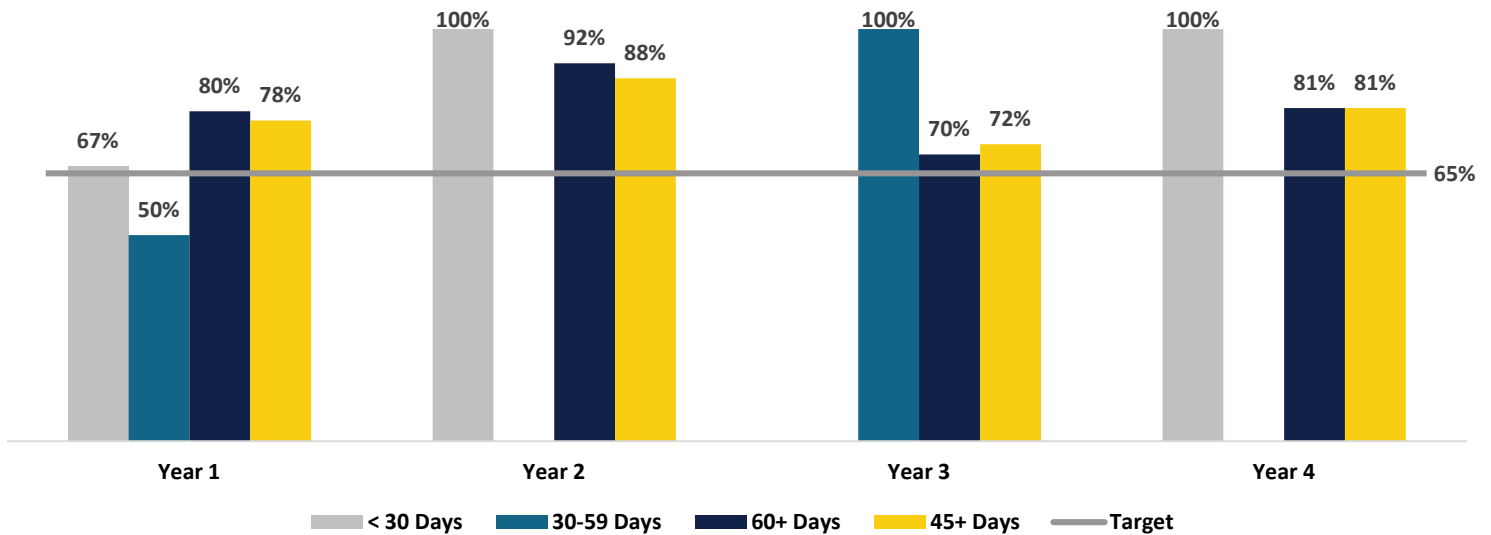
Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)																
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	5/5	100%	5/5	100%	--	--	--	--	3/3	100%	3/3	100%
2	--	--	--	--	4/4	100%	4/4	100%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	1/1	100%	7/7	100%	8/8	100%	1/1	100%	--	--	4/4	100%	4/4	100%
4	1/1	100%	--	--	6/7	86%	6/7	86%	--	--	--	--	9/9	100%	9/9	100%
5	1/2	50%	1/1	100%	1/2	50%	2/3	67%	--	--	0/1	0%	4/5	80%	4/6	67%
Tot	2/3	67%	2/2	100%	23/25	92%	25/27	93%	2/2	100%	0/1	0%	23/24	96%	23/25	92%
	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%	4/4	100%
2	--	--	1/1	100%	4/4	100%	5/5	100%	--	--	--	--	1/1	100%	2/2	100%
3	--	--	1/1	100%	2/3	67%	3/4	75%	--	--	--	--	6/12	50%	6/12	50%
4	--	--	--	--	5/6	83%	5/6	83%	0/1	0%	--	--	4/4	100%	5/7	71%
5	--	--	--	--	10/10	100%	10/10	100%	--	--	--	--	5/7	71%	1/1	100%
Tot	--	--	2/2	100%	21/23	91%	23/25	92%	0/1	0%	--	--	18/26	69%	18/26	69%

B2. Report Card Grades - Math

Key Findings

- In Year Four, 81% (21/26) 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	--	--	--	--	3/5	60%	3/5	60%	--	--	--	--	3/3	100%	3/3	100%
2	--	--	--	--	2/4	50%	2/4	50%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	1/1	100%	6/7	86%	7/8	88%	1/1	100%	--	--	2/4	50%	2/4	50%
4	1/1	100%	--	--	7/7	100%	7/7	100%	--	--	--	--	9/9	100%	9/9	100%
5	1/2	50%	0/1	0%	2/2	100%	2/3	67%	--	--	0/1	0%	5/5	100%	5/6	83%
Tot	2/3	67%	1/2	50%	20/25	80%	21/27	78%	2/2	100%	0/1	0%	22/24	92%	22/25	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%	2/2	100%
2	--	--	1/1	100%	4/4	100%	5/5	100%	--	--	--	--	1/1	100%	1/1	100%
3	--	--	1/1	100%	2/3	67%	3/4	75%	--	--	--	--	8/12	67%	8/12	67%
4	--	--	--	--	4/6	67%	4/6	67%	1/1	100%	--	--	4/4	100%	4/4	100%
5	--	--	--	--	6/10	60%	6/10	60%	--	--	--	--	6/7	86%	6/7	86%
Tot	--	--	2/2	100%	16/23	70%	18/25	72%	1/1	100%	--	--	21/26	81%	21/26	81%

C1. School-Related Behaviors (DOE Teacher Survey)

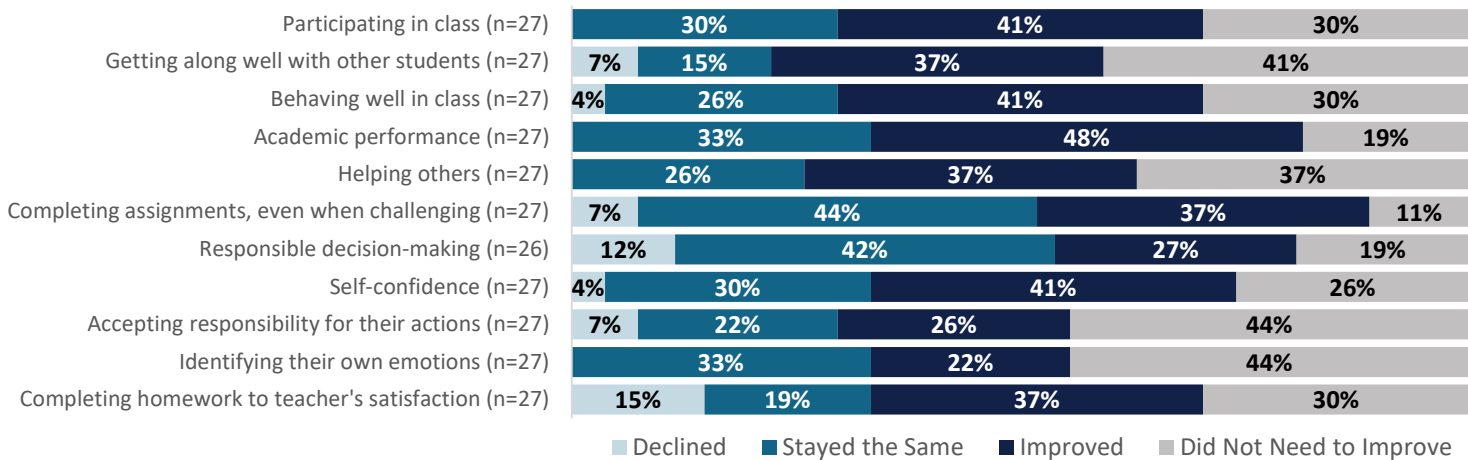
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 Four, teachers reported the greatest percentages of students showing improvements in the areas of getting along well with other students, academic performance, and helping others.
- In Year Four, teachers reported 78% of students benefited from participating in the afterschool program.

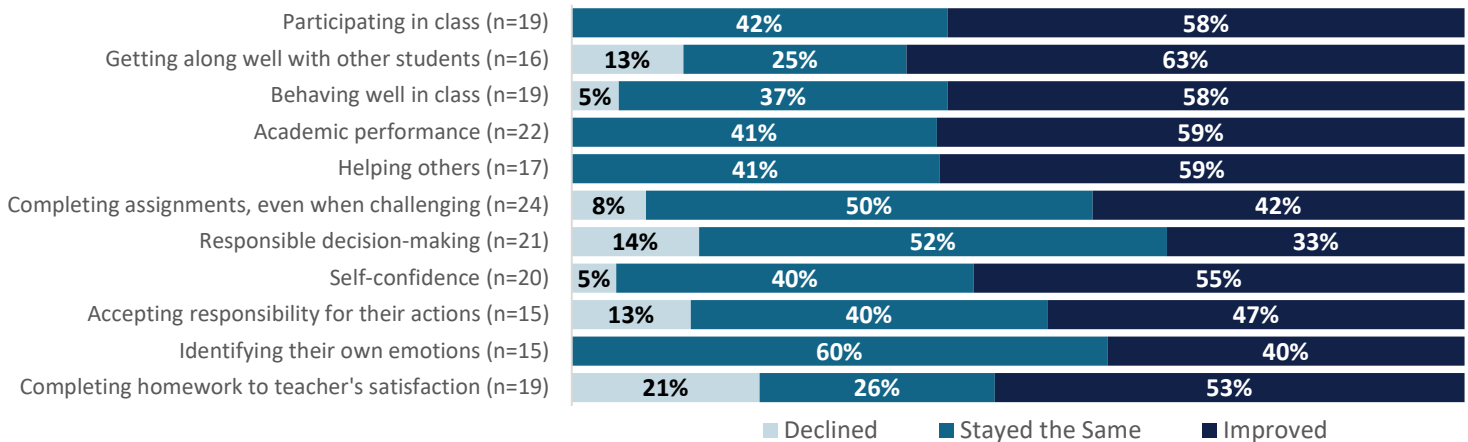
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 4

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 4

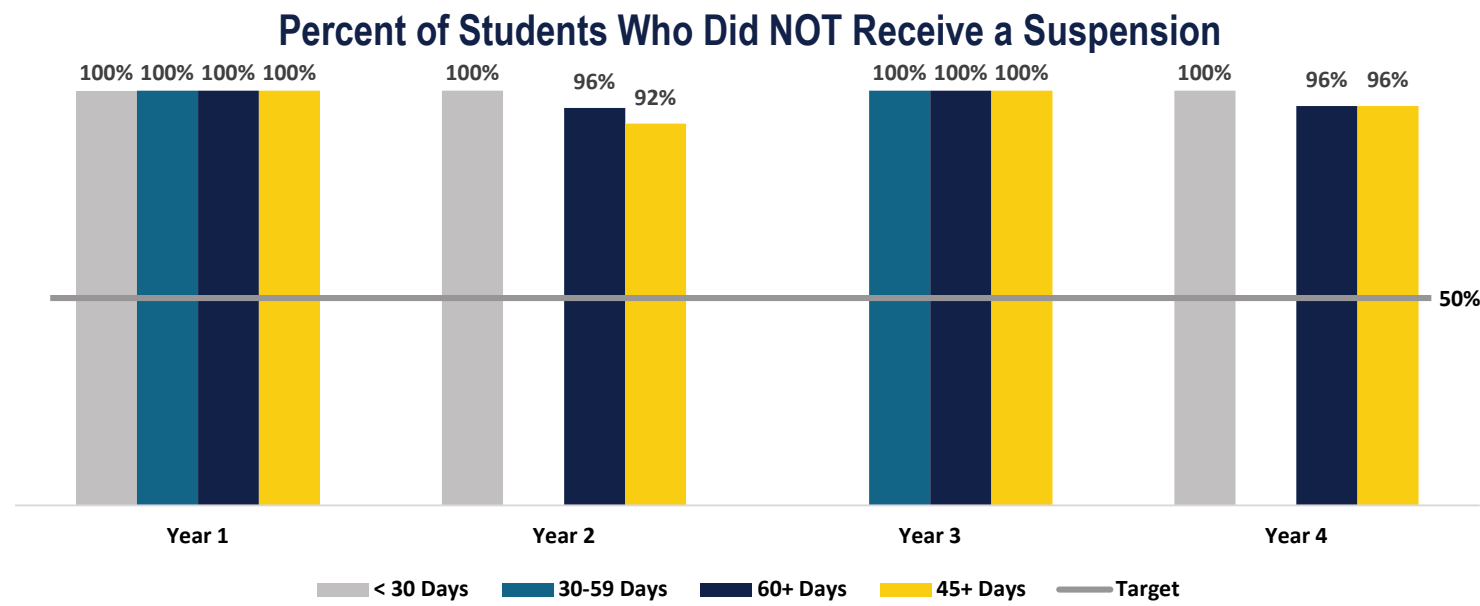
Percent of RAPs (45+ days) **who needed to improve** demonstrating improvement, as reported by teachers.



C2. School-Related Behaviors - Suspension

Key Findings

- In Year Four, 96% (26/27) of regular attendees did not receive a suspension during the school year.



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	--	--	--	--	5/5	100%	5/5	100%	--	--	--	--	3/3	100%	3/3	100%
2	--	--	--	--	4/4	100%	4/4	100%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	1/1	100%	7/7	100%	8/8	100%	1/1	100%	--	--	3/3	100%	4/4	100%
4	1/1	100%	--	--	7/7	100%	7/7	100%	--	--	--	--	4/4	100%	9/9	100%
5	2/2	100%	1/1	100%	2/2	100%	3/3	100%	--	--	0/1	0%	9/9	80%	4/6	67%
Tot	3/3	100%	2/2	100%	25/25	100%	27/27	100%	2/2	100%	0/1	0%	23/24	96%	23/25	92%
	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%	2/2	100%
2	--	--	1/1	100%	4/4	100%	5/5	100%	--	--	--	--	1/1	100%	1/1	100%
3	--	--	1/1	100%	3/3	100%	4/4	100%	--	--	--	--	12/12	100%	12/12	100%
4	--	--	--	--	6/6	100%	6/6	100%	1/1	100%	--	--	4/5	80%	4/5	80%
5	--	--	--	--	11/11	100%	11/11	100%	--	--	--	--	7/7	100%	7/7	100%
Tot	--	--	2/2	100%	24/24	100%	26/26	100%	1/1	100%	--	--	26/27	96%	26/27	96%

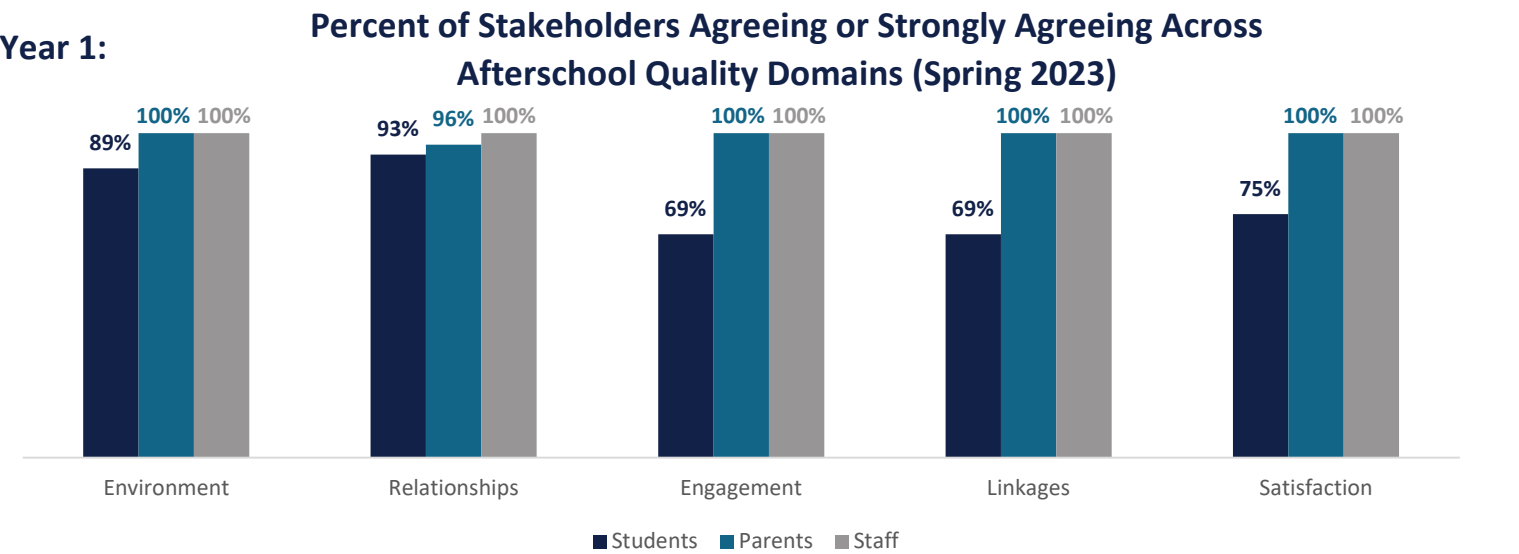
D. Student, Parent, and Staff Surveys

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.

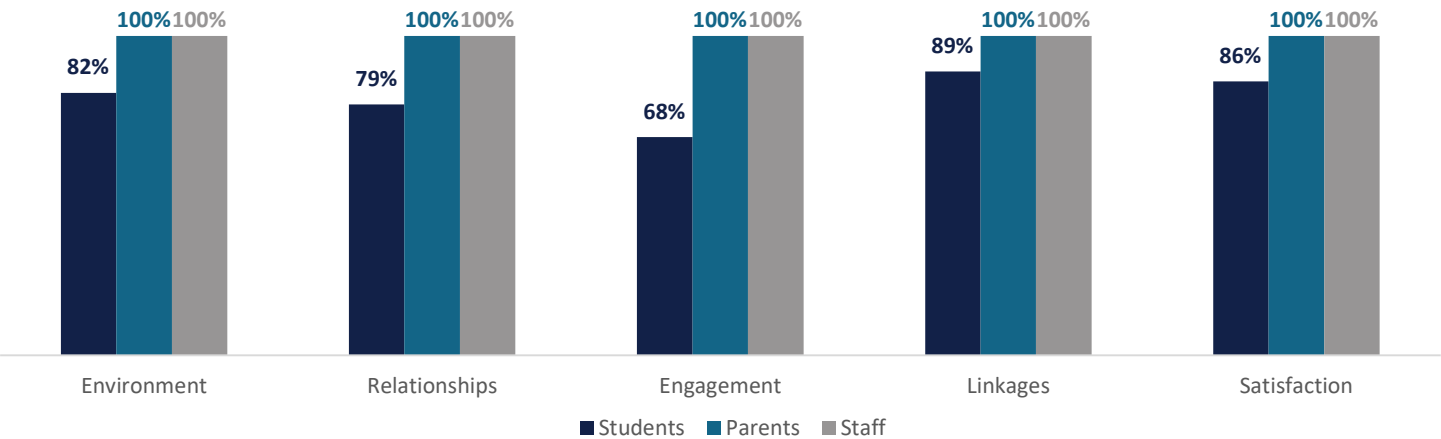
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants’ perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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).



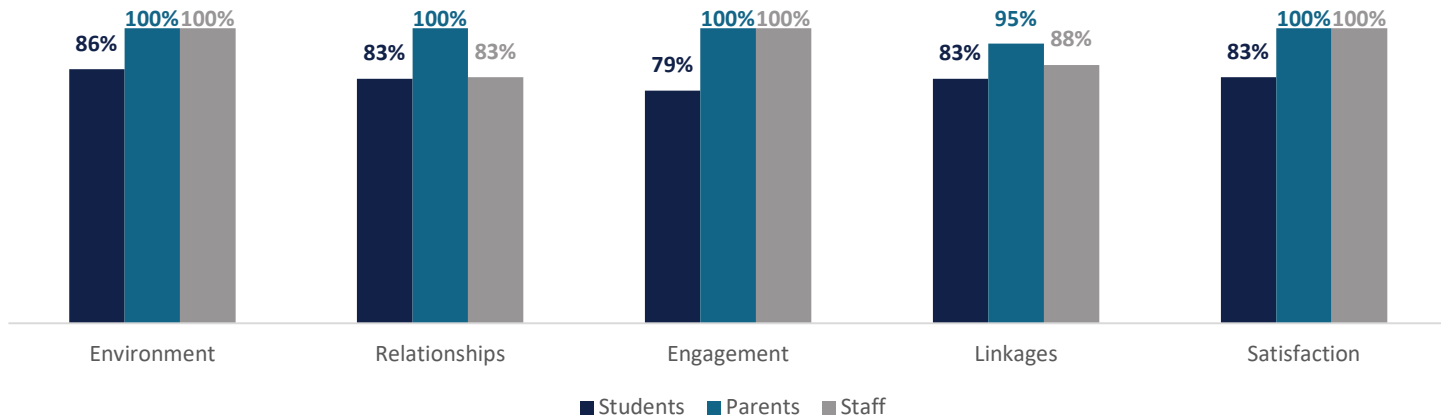
Year 2:

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)



Year 4:

Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2026)

