

Cohort 11: Parkwood Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 4: 2025-2026

Submitted: September 30, 2026

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 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.

Section 1: Site Summary Information

A. Site Snapshot	3
B. Summary of Progress Toward Performance Measures with Multi-year Comparisons	7

Section 2: Detailed Results (with Multi-year Comparisons)

A. Program Attendance	9
B1. Report Card Grades - Reading/ELA	10
B2. Report Card Grades - Math	11
C1. School-Related Behaviors (DOE Teacher Survey)	12
C2. School-Related Behaviors - Suspension	13
D. Student, Parent, and Staff Surveys	14

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 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: 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, STEAM Activities, Arts and Crafts, Fitness, Financial Literacy/Careers, Emotional Health and Wellbeing, and Reading.

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 (89% to 100%), student-staff relationships (90% to 100%), engagement (79% to 100%), and school day linkages (100%). The fall site visit also noted a number of strengths: bilingual staff, engaging STEAM enrichment provided by the Lego Brick Mobile, positive behavior management, and literacy 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, 74% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 81% of regular attendees earned a 'C' or better or increased their math grade by spring.
- **Attendance:** The program served 33 students during the 2025-2026 school year. Of those 33 students, 27 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 Wellbeing:** The majority of students reported that the program helps them to make better decisions (100%) and get along better with others (100%).
- **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. 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. The program collaborates with the local public library to offer literacy enrichment programming. They also utilize bilingual staff to help communicate with students and family members and have access to interpreters and translation services. The program has begun to integrate the Artful Reading curriculum and leverages a partnership with Indiana University Southeast to place education students in the program through the Transition to Teaching program.
- **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, Parkwood used ClassDojo to post the weekly schedule and photos. 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.
- **Emotional Health and Wellbeing:** Staff identified emotional health and wellbeing activities as a strength at Parkwood Elementary. Each day began with "open circle," which consisted of repeating their shared group motto and a discussion of group rules and agreements in both English and Spanish. This time was used to promote a sense of community within the program that staff observed had helped youth to build confidence and interpersonal skills that would benefit them in their daily lives.

• **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. Partners utilized during the 2025-2026 school year at Parkwood Elementary include the following: Greater Clark County Schools, which provided the program space and snacks, supported required data collection, and promoted program enrollment through teacher referrals; Dare to Care, which provided a hot dinner each day for the students; Indiana University Southeast (IUS), which provided education students who served as an additional literacy resource as part of their Transition to Teaching class; Clarksville Public Library, which provided multiple literacy enrichment activities; Maker 13, which provided STEAM materials and ongoing enrichment activities all year, including for family night; Brick Mobile, which provided multiple Lego engineering enrichment activities; White Tiger Martial Arts, which provided kickboxing enrichment; LAC Fitness, which provided multiple fitness enrichment activities; Junior Achievement, which provided financial literacy and entrepreneurship enrichment activities; Hispanic Connection, which provided translation and interpretation services as needed for Spanish-speaking families weekly for one hour; 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 Barkes from Listen to Our Future (Behavior Management), Carefirst CPR (CPR Certification), City of Jeffersonville (Team Building), Ericka Gergely from Spark Learning Lab (Helping School-Aged Children Develop Healthy Friendships), and Play to Your Strengths (Leveraging Personal Strengths).

Areas to be Strengthened in 2026-2027

1. Programming Space: Securing a functional space specifically for 21st CCLC programming has been an ongoing challenge at Parkwood. Often, the 21st CCLC program shares space with other afterschool programming, which could create a chaotic and unproductive environment. Program staff were able to secure classroom space during parts of the year; however, access was not consistent, and multiple transitions occurred throughout the day. This creates notable challenges for the program, especially given its focus on academics. The site coordinator is a trusted member of the school community, and as such, colleagues consistently have allowed 21st CCLC to use existing classrooms. While this has produced notable improvements, it is not a permanent solution. Program staff and Youth Link leadership are encouraged to work with school administrators to identify a consistent space for afterschool programming as part of ongoing efforts to improve academic outcomes for youth by enhancing collaboration with the school (see below). Additionally, when developing MOUs with participating schools, consideration may be given to stipulations for program space (Standards 10-11).

2. Linkages and Communication with School Day Staff: On the DOE Teacher Survey in the spring, 60% of students were reported to have improved or required no improvement in academic performance, and 59% 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 in 2025-2026 and 2024-2025 (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. Best practices from other Youth Link sites that have reported strong relationships with the school may be leveraged at Parkwood. Additionally, the site may consider: 1) Establishing regular check-ins or communication logs between school day and afterschool staff; 2) Sharing homework assignments, academic goals, and 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).

3. Student Engagement: Staff are encouraged to develop additional opportunities for students to exercise both voice and choice in afterschool programming. Staff should consider student feedback as they develop programming or make changes to their program structure. Student survey items in the engagement domain were among the lowest rated (79% of students reported agreement to engagement-related items). Staff may consider developing a student-led afterschool advisory group with student representatives from each grade level or collecting student feedback at more frequent intervals. Moreover, as programming is offered, program staff should consider sharing how youth feedback informed each activity with the participants (Standards 3c, 15a).

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	65%	74%

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	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%	77%
	YR 2	65%	71%
	YR 3	65%	60%
	YR 4	65%	60%

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	65%	59%

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%	94%
	YR 2	65%	86%
	YR 3	65%	78%
	YR 4	65%	100%

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	50%	100%

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	65%	90%

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	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

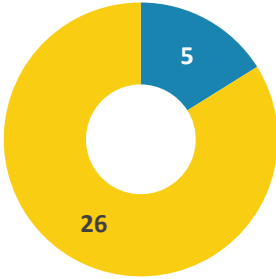
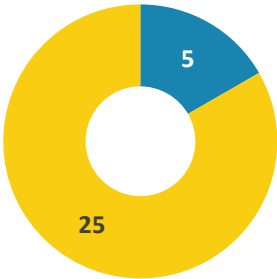
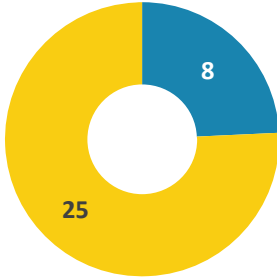
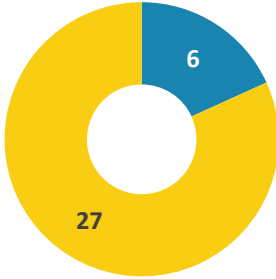
(with Multi-year Comparisons)

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

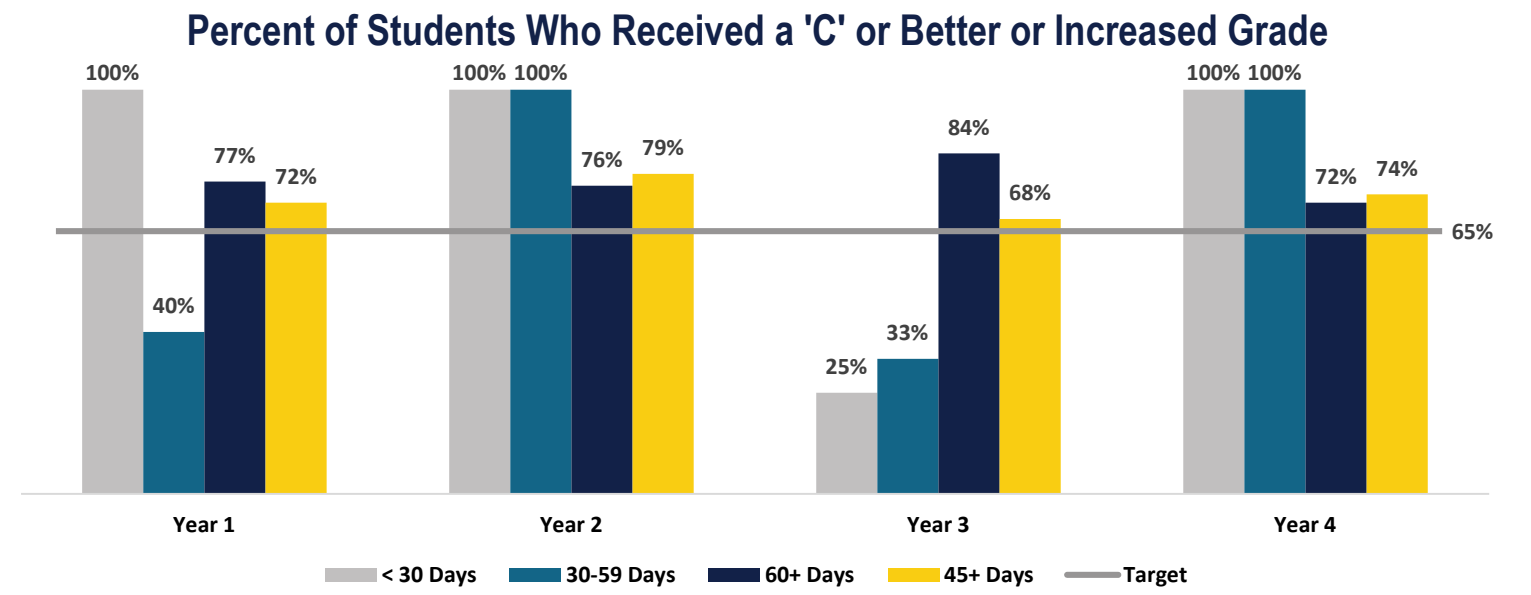
- The program served a total of 33 students during Year Four.
- In Year Four, 27 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

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 				<45 ≥45 RAP 			<45 ≥45 RAP 			<45 ≥45 RAP 		
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%	3	2	67%
2nd Grade	5	5	100%	7	6	86%	5	3	60%	4	3	75%
3rd Grade	9	7	78%	8	7	88%	6	6	100%	8	6	75%
4th Grade	7	6	86%	5	5	100%	14	11	79%	4	3	75%
5th Grade	5	4	80%	8	6	75%	6	4	67%	14	13	93%
F/R Lunch	27	23	85%	27	22	81%	32	24	75%	30	24	80%
Non-White	27	24	89%	28	23	82%	30	24	80%	30	26	87%
Special Ed	4	3	75%	3	2	67%	6	4	67%	2	2	100%
Female	11	9	82%	9	8	89%	12	8	67%	17	14	82%
Male	20	17	85%	21	17	81%	21	17	81%	16	13	81%
Total	31	26	84%	30	25	83%	33	25	76%	33	27	82%

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Four, 74% (20/27) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.



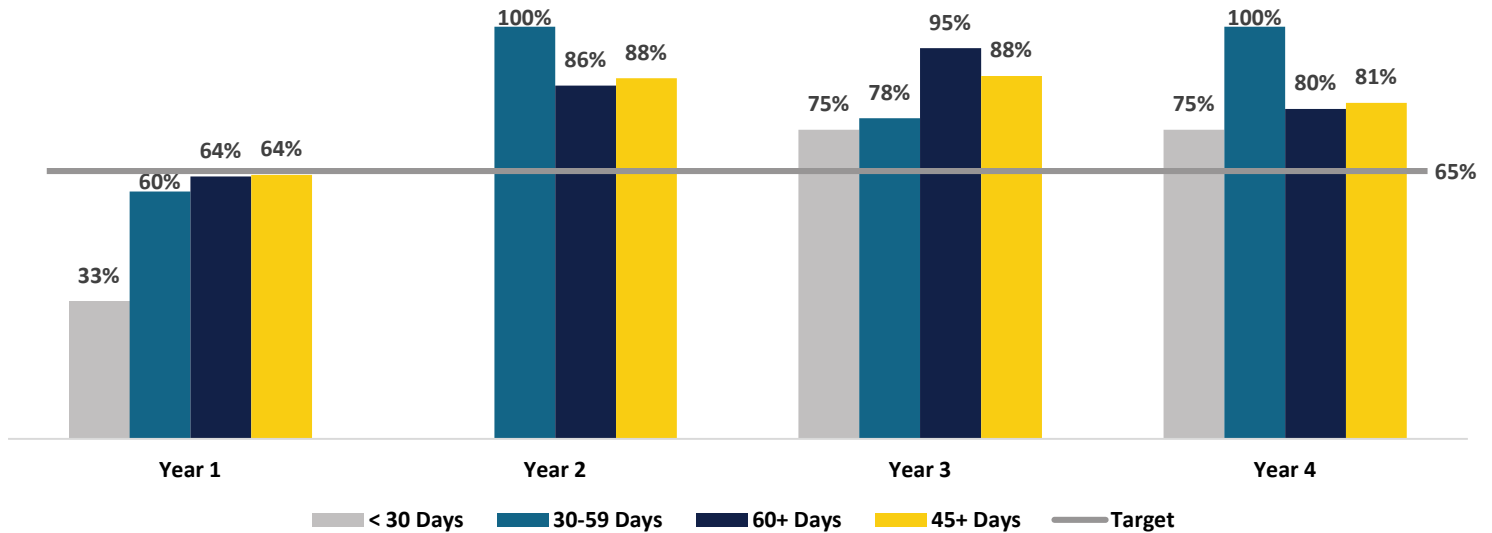
Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)																
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	0/1	0%	2/4	50%	2/4	50%	--	--	1/1	100%	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%	--	--	1/1	100%	2/2	100%	2/2	100%
2	0/2	0%	0/1	0%	0/2	0%	0/3	0%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	--	--	6/6	100%	6/6	100%	1/1	100%	1/1	100%	6/6	100%	6/6	100%
4	--	--	2/5	40%	7/8	88%	8/11	73%	1/1	100%	--	--	3/3	100%	3/3	100%
5	1/2	50%	0/1	0%	3/3	100%	3/4	75%	1/1	100%	2/2	100%	4/11	36%	6/13	46%
Tot	1/4	25%	3/9	33%	16/19	84%	17/25	68%	4/4	100%	4/4	100%	18/25	72%	20/27	74%

B2. Report Card Grades - Math

Key Findings

- In Year Four, 81% (22/27) 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%	--	--	1/1	100%	2/2	100%	2/2	100%
2	1/2	50%	1/1	100%	2/2	100%	3/3	100%	1/1	100%	--	--	2/3	67%	2/3	67%
3	--	--	--	--	6/6	100%	6/6	100%	1/1	100%	1/1	100%	5/6	83%	5/6	83%
4	--	--	4/5	80%	7/8	88%	9/11	82%	1/1	100%	--	--	3/3	100%	3/3	100%
5	2/2	100%	0/1	0%	3/3	100%	3/4	75%	0/1	0%	2/2	100%	8/11	73%	10/13	77%
Tot	3/4	75%	7/9	78%	18/19	95%	22/25	88%	3/4	75%	4/4	100%	20/25	80%	22/27	81%

C1. School-Related Behaviors (DOE Teacher Survey)

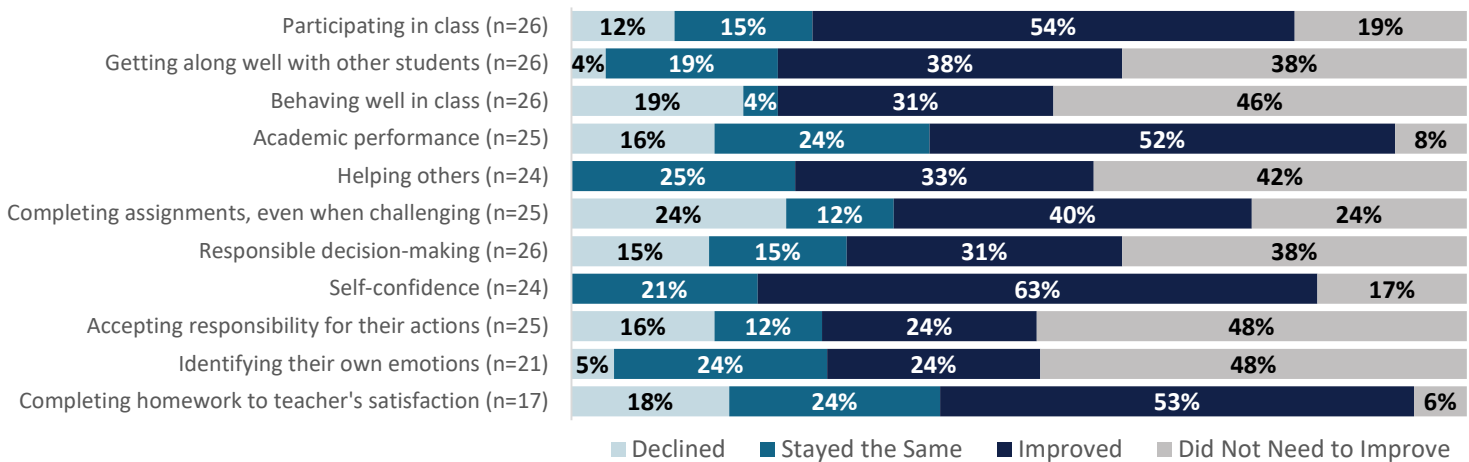
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 self-confidence, participating in class, and getting along well with other students.
- In Year Four, teachers reported 85% of students benefited from participating in the afterschool program.

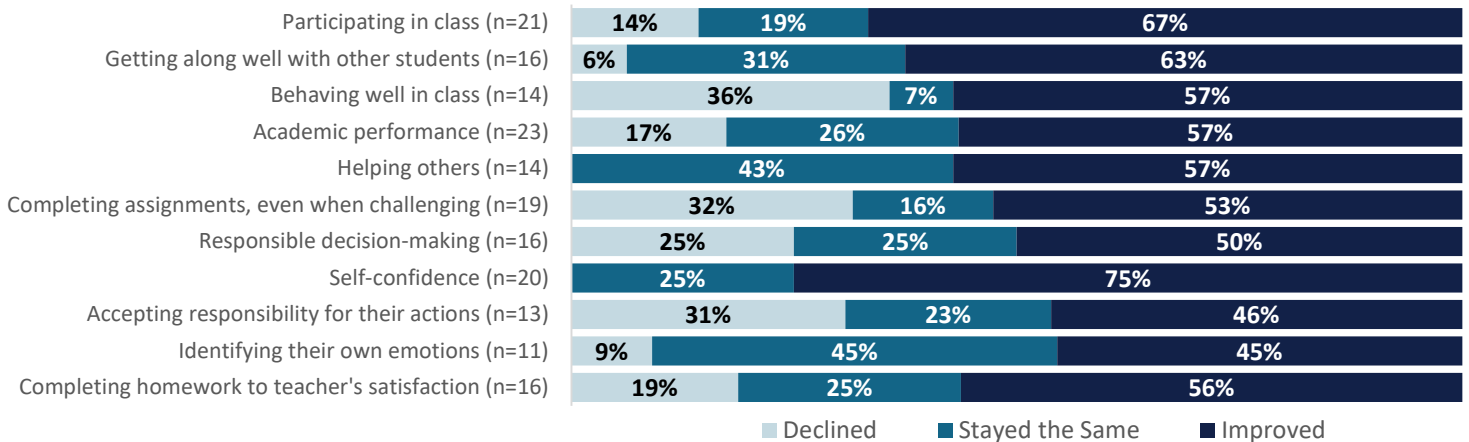
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 4

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.

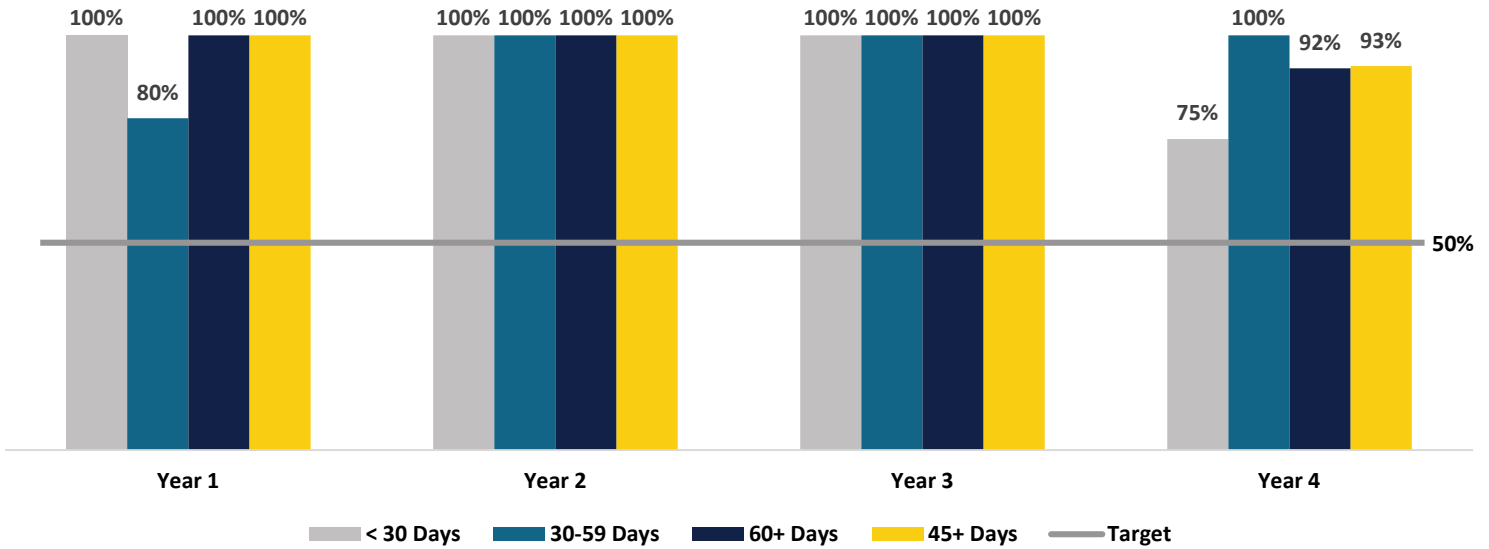


C2. School-Related Behaviors - Suspension

Key Findings

- In Year Four, 93% (25/27) 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%	--	--	1/1	100%	1/1	100%	1/1	100%
2	--	--	--	--	5/5	100%	5/5	100%	1/1	100%	--	--	1/1	100%	6/6	100%
3	1/1	100%	0/1	0%	7/7	100%	7/7	100%	--	--	2/2	100%	6/6	100%	7/7	100%
4	1/1	100%	2/2	100%	4/4	100%	6/6	100%	--	--	1/1	100%	6/6	100%	5/5	100%
5	1/1	100%	1/1	100%	3/3	100%	4/4	100%	1/1	100%	2/2	100%	4/4	100%	6/6	100%
Tot	3/3	100%	4/5	80%	23/23	100%	26/26	100%	2/2	100%	6/6	100%	22/22	100%	25/25	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	--	--	2/2	100%	--	--	1/1	100%	--	--	1/1	100%	2/2	100%	2/2	100%
2	2/2	100%	1/1	100%	2/2	100%	3/3	100%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	--	--	6/6	100%	6/6	100%	0/1	0%	1/1	100%	5/6	83%	5/6	83%
4	1/1	100%	5/5	100%	8/8	100%	11/11	100%	1/1	100%	--	--	3/3	100%	3/3	100%
5	2/2	100%	1/1	100%	3/3	100%	4/4	100%	1/1	100%	2/2	100%	10/11	91%	12/13	92%
Tot	5/5	100%	9/9	100%	19/19	100%	25/25	100%	3/4	75%	4/4	100%	23/25	92%	25/27	93%

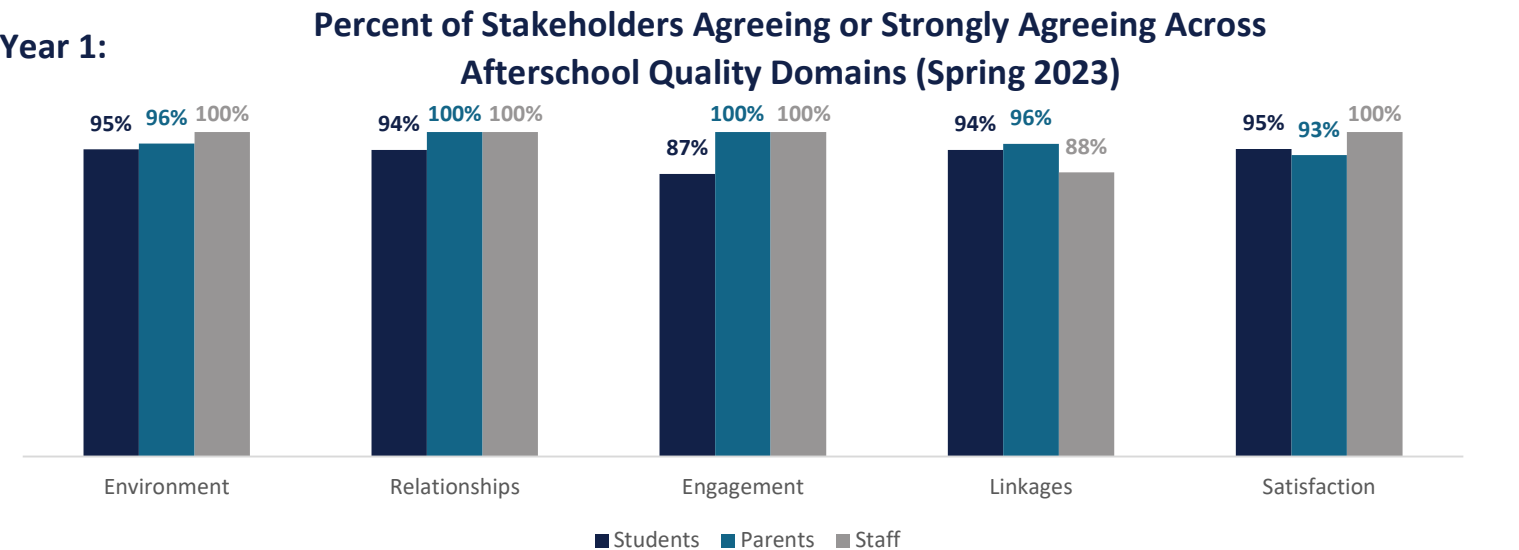
D. Student, Parent, and Staff Surveys

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.

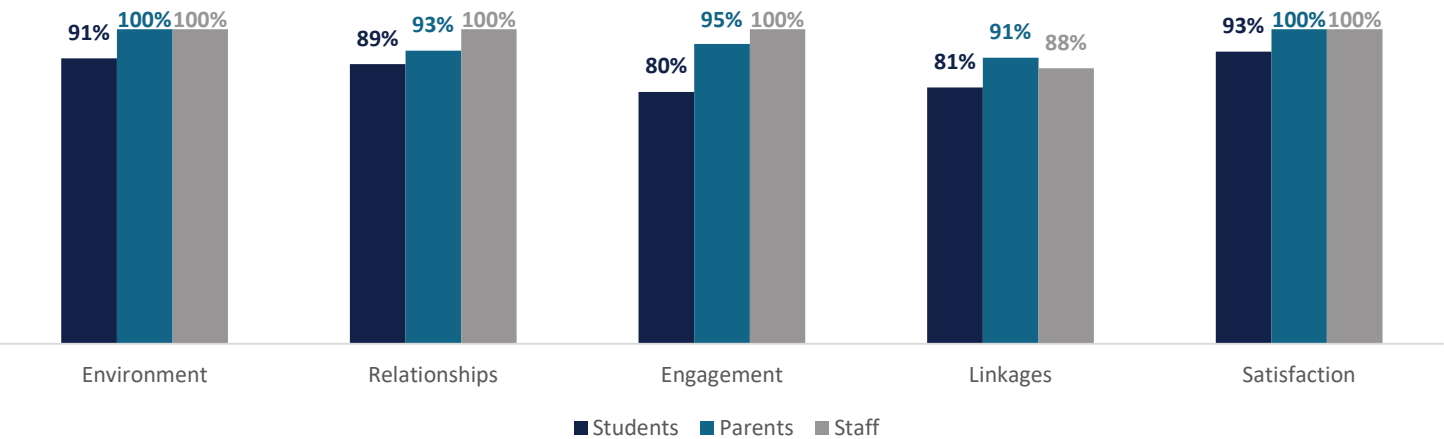
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants’ perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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 Wellbeing).



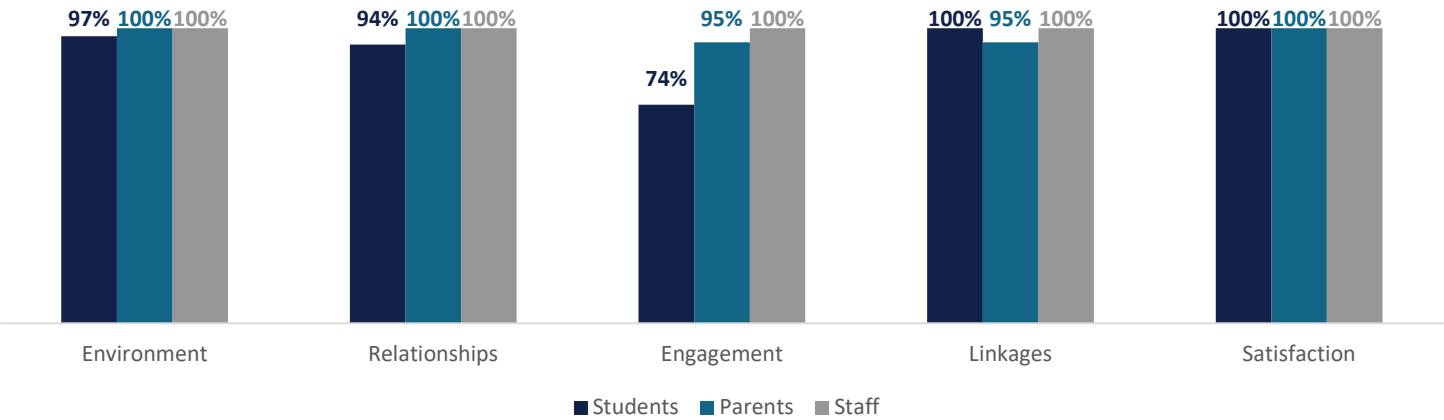
Year 2:

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)

