

Cohort 11: Pike 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: Pike 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

Pike 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 (formerly 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 emotional health and wellbeing and student behavior, and increasing family

Center-level Program Description: Pike Elementary School provides enriched learning opportunities including afterschool tutoring and homework assistance, enrichment, STEAM, 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 Coaching, STEAM Activities, Arts and Crafts, Fitness, Financial Literacy/Careers, Emotional Health and Wellbeing, Reading

Population Served: 1-5

2025-2026 Program Site Successes

- **Program Quality:** Overall, 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 (80% to 100%), student-staff relationships (83% to 100%), engagement (63% to 100%), and school day linkages (71% to 100%). The spring site visit also noted the following strengths: safety, implementation of literacy priority programming, and student-staff relationships.
- **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, and all academic performance measure targets were exceeded. Specifically, 69% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 85% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher Survey, teachers reported that 72% of students improved or needed no improvement in academic performance and 83% improved or needed no improvement in completing homework.

- **Attendance:** The program served 27 students during the 2025-2026, and 26 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents and staff (100%) and most students (71%) 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 (66%) and get along better with others (55%).
- **Enrichment:** Youth Link staff highlighted enrichment activities as a key success in 2025-2026. Administrators noted that new program staff effectively leveraged collaborations to expand enrichment opportunities when compared to prior years. This included hosting some partners multiple times during the year. Staff associated these highly engaging enrichment activities with consistent attendance during the program year. In addition to meeting the program attendance goal, most students attended over 100 days. The program intends to continue to offer high-quality enrichment programming in 2026-2027, with an emphasis on retaining and expanding partnerships.
- **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.
- **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. Enrichment activities were highlighted by program staff as a key success in 2025-2026, and many of these high quality activities were attributed to community partnerships. Partners utilized during the 2025-2026 school year at Pike 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; Jeffersonville 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).

- **Family Engagement:** Program staff highlighted the success of family engagement in 2025-2026. 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, Pike had a GroupMe 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 staff 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.

- **Adapting to Transitions:** The program at Pike Elementary adapted to a number of significant changes during the 2025-2026 school year, including new site-level leadership and serving a new feeder school that served a greater number of students from a larger geographic area. The program was led by a new site coordinator (formerly the assistant) and a site assistant with no prior 21st CCLC experience. Other Youth Link staff provided intensive support to this new team throughout the year, including a second site coordinator who served as a mentor, the Youth Link Floater who helped manage the student-staff ratio, and the program manager who provided guidance and support. Pike Elementary was formed through the consolidation of two elementary schools: Wilson Elementary (where 21st CCLC programming was previously housed) and Thomas Jefferson Elementary. This transition resulted in changes to the student population, school climate and culture, and expansion to school-day staffing. During summer 2025, site staff and program leadership visited the school building to review the layout and adjust planning to adapt to the new space. Staff secured a small classroom that was conducive to out-of-school time programming and used strategic staff placement and technology to develop a safe and efficient dismissal plan for youth.

Areas to be Strengthened in 2026-2027

1. Academic Performance: Following the transition to the new feeder school, lower levels of performance were observed on report card grades and teacher survey items related to academics and homework completion. As noted above, Pike Elementary School serves two prior elementary schools, which has created a larger student body with more diverse needs. Program staff should continue and expand efforts to collaborate with the school to provide the highest quality academic support and academic enrichment that is aligned with the needs of youth. 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, or 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 (see below). 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 Expansion: With a strong foundation in place, program staff noted plans for expanding literacy programming in 2026-2027. This includes plans to 1) engage in additional professional development and mentorship from the Collaborative for Teaching and Learning related to the Artful Reading curriculum; 2) have the site coordinator, site assistant, and program manager complete the OST Literacy Credential; 3) continue to leverage the partnership with Jeffersonville Public Library; and 4) continue to seek out partnerships to support literacy programming.

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%	88%
	YR 2	65%	96%
	YR 3	65%	96%
	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%	88%
	YR 2	65%	100%
	YR 3	65%	100%
	YR 4	65%	85%

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%	84%
	YR 2	65%	88%
	YR 3	65%	88%
	YR 4	65%	72%

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%	68%
	YR 2	65%	96%
	YR 3	65%	88%
	YR 4	65%	83%

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%	67%
	YR 2	65%	100%
	YR 3	65%	65%
	YR 4	65%	66%

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%	55%

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%	91%
	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

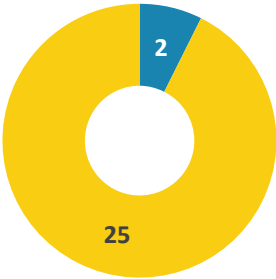
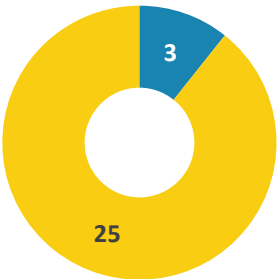
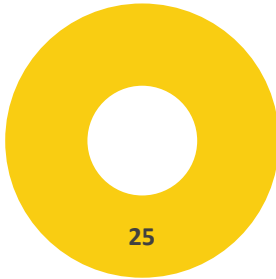
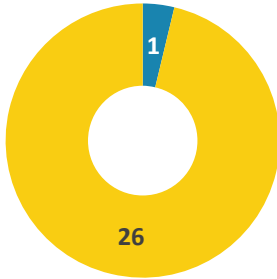
(with Multi-year Comparisons)

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 27 students during Year Four.
- In Year Four, 26 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

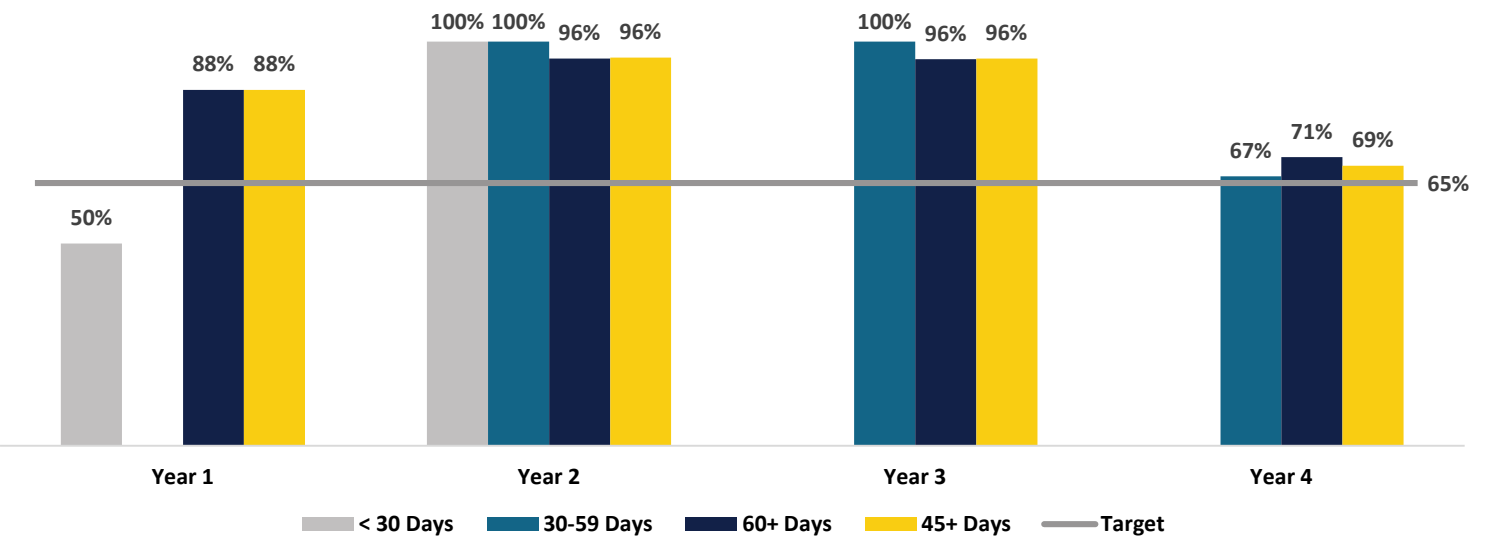
Year 1 ≥ 45 Days RAP Target=25				Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
<45 ≥45 RAP  25				 25			 25			 26		
Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	5	5	100%	8	8	100%	4	4	100%	2	2	100%
2nd Grade	2	2	100%	7	7	100%	7	7	100%	6	6	100%
3rd Grade	6	5	83%	2	2	100%	7	7	100%	8	7	88%
4th Grade	9	9	100%	6	4	67%	2	2	100%	7	7	100%
5th Grade	5	4	80%	5	4	80%	5	5	100%	4	4	100%
F/R Lunch	18	16	89%	22	19	86%	17	17	100%	24	23	96%
Non-White	16	15	94%	16	14	88%	16	16	100%	18	18	100%
Special Ed	7	7	100%	3	3	100%	3	3	100%	5	5	100%
Female	13	12	92%	15	13	87%	12	12	100%	16	15	94%
Male	14	13	93%	13	12	92%	13	13	100%	11	11	100%
Total	27	25	93%	28	25	89%	25	25	100%	27	26	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.

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	--	--	--	--	5/5	100%	5/5	100%	--	--	--	--	7/8	88%	7/8	88%
2	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	7/7	100%	7/7	100%
3	1/1	100%	--	--	4/5	80%	4/5	80%	--	--	--	--	2/2	100%	2/2	100%
4	--	--	--	--	9/9	100%	9/9	100%	--	--	1/1	100%	4/4	100%	4/4	100%
5	0/1	0%	--	--	2/4	50%	2/4	50%	1/1	100%	1/1	100%	3/3	100%	4/4	100%
Tot	1/2	50%	--	--	22/25	88%	22/25	88%	1/1	100%	2/2	100%	23/24	96%	24/25	96%

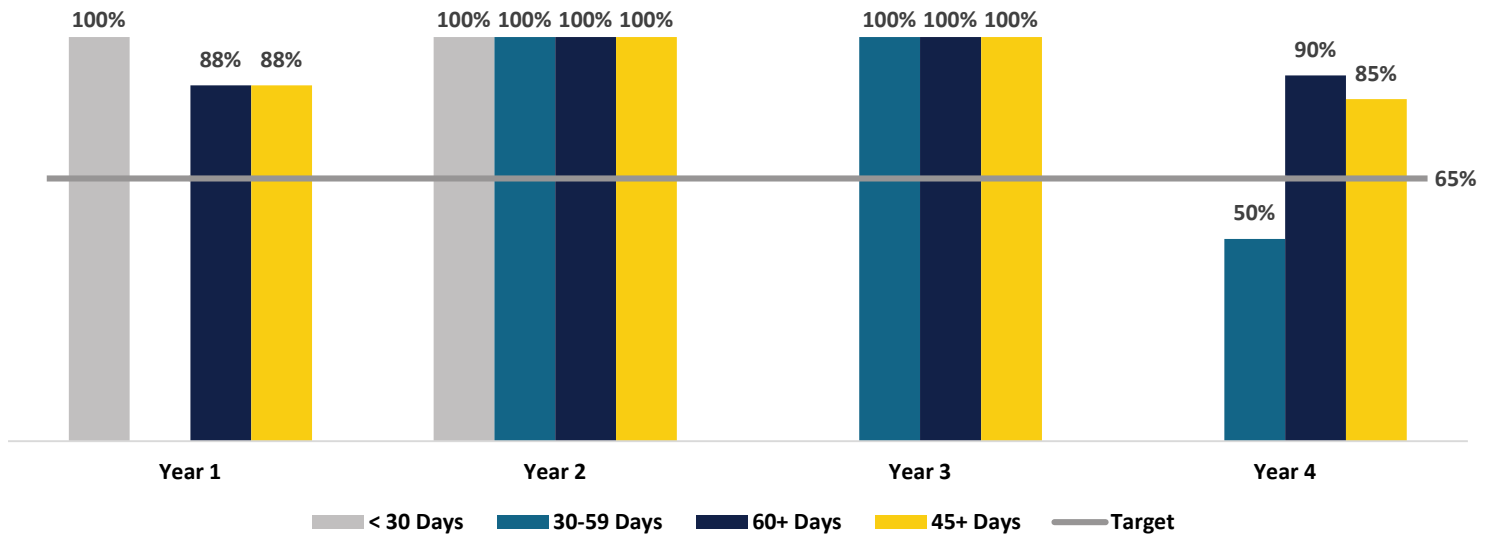
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	3/4	75%	3/4	75%	--	--	--	--	1/2	50%	5/7	71%
2	--	--	--	--	6/6	100%	6/6	100%	--	--	2/2	100%	2/4	50%	4/6	67%
3	--	--	--	--	7/7	100%	7/7	100%	--	--	1/2	50%	5/6	83%	5/7	71%
4	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	5/7	71%	3/4	75%
5	--	--	1/1	100%	4/4	100%	5/5	100%	--	--	1/2	50%	2/2	100%	1/2	50%
Tot	--	--	1/1	100%	22/23	96%	23/24	96%	--	--	4/6	67%	15/21	71%	18/26	69%

B2. Report Card Grades - Math

Key Findings

- In Year Four, 85% (22/26) 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	--	--	--	--	5/5	100%	5/5	100%		--	--	--	--	8/8	100%	8/8	100%		
2	--	--	--	--	2/2	100%	2/2	100%		--	--	--	--	7/7	100%	7/7	100%		
3	1/1	100%	--	--	5/5	100%	5/5	100%		--	--	--	--	2/2	100%	2/2	100%		
4	--	--	--	--	8/9	89%	8/9	89%		--	--	1/1	100%	4/4	100%	4/4	100%		
5	1/1	100%	--	--	2/4	50%	2/4	50%		1/1	100%	1/1	100%	3/3	100%	4/4	100%		
Tot	2/2	100%	--	--	22/25	88%	22/25	88%		1/1	100%	2/2	100%	24/24	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	--	--	--	--	4/4	100%	4/4	100%		--	--	--	--	1/2	50%	1/2	50%		
2	--	--	--	--	6/6	100%	6/6	100%		--	--	2/2	100%	4/4	100%	6/6	100%		
3	--	--	--	--	7/7	100%	7/7	100%		--	--	0/2	0%	6/6	100%	6/7	86%		
4	--	--	--	--	2/2	100%	2/2	100%		--	--	--	--	6/7	86%	6/7	86%		
5	--	--	1/1	100%	4/4	100%	5/5	100%		--	--	1/2	50%	2/2	100%	3/4	75%		
Tot	--	--	1/1	100%	23/23	100%	24/24	100%		--	--	3/6	50%	19/21	90%	22/26	85%		

C1. School-Related Behaviors (DOE Teacher Survey)

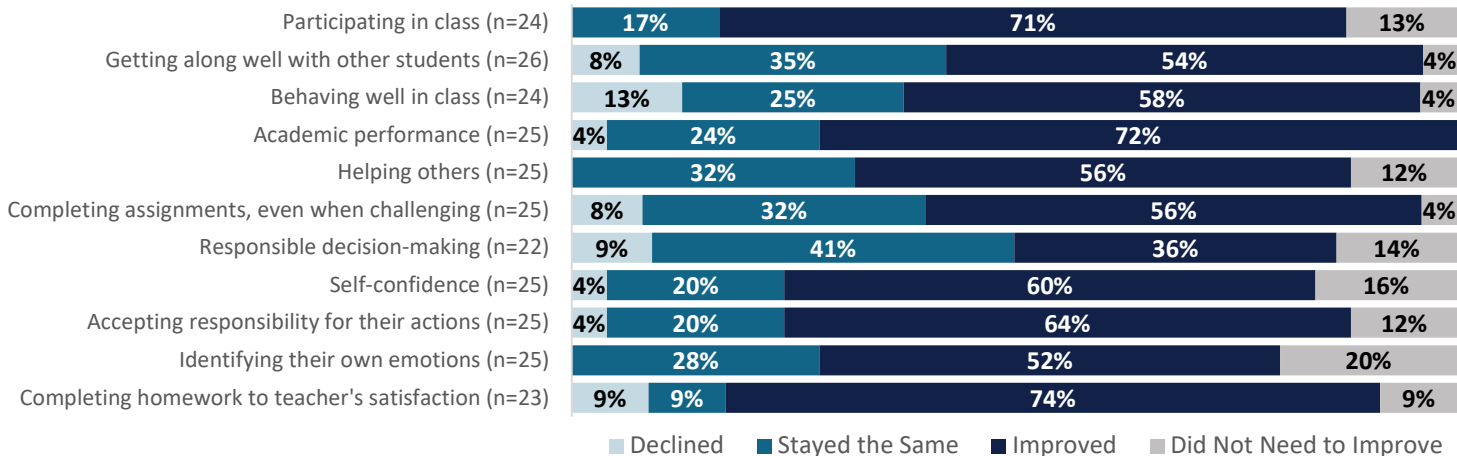
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 participating in class, completing homework to teacher's satisfaction, and accepting responsibility for their actions.
- In Year Four, teachers reported 81% of students benefited from participating in the afterschool program.

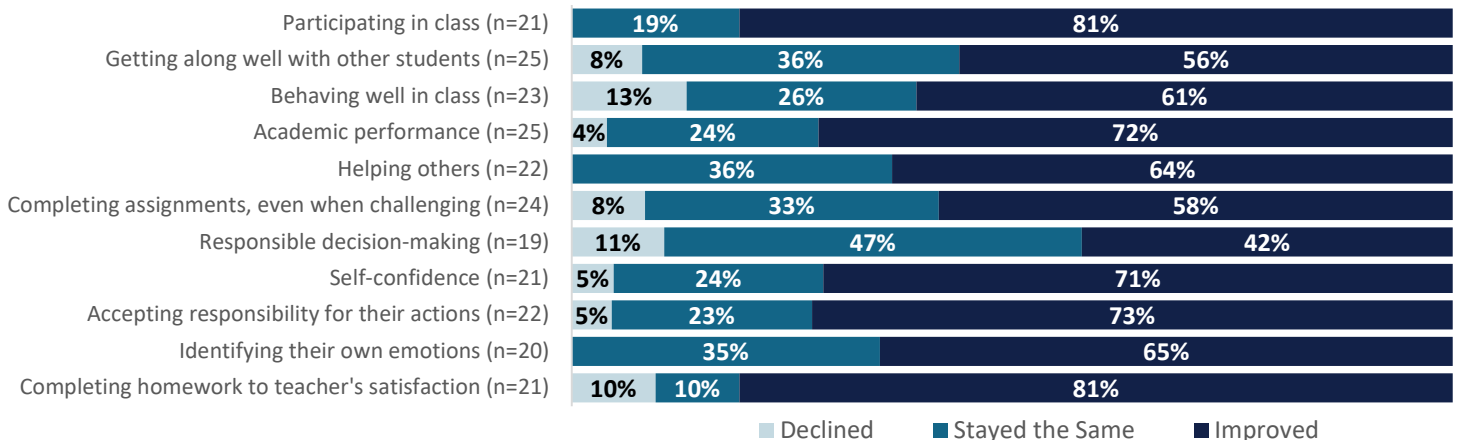
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 4

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

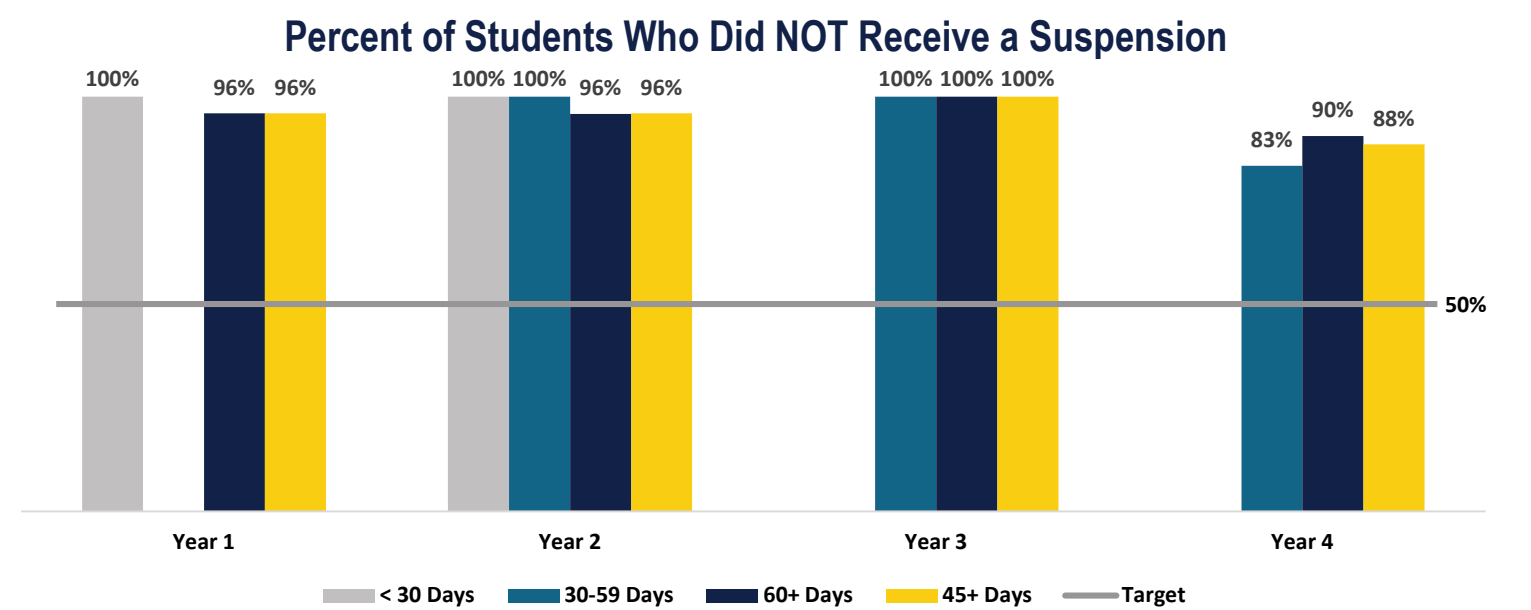
Percent of RAPs (45+ days) **who needed to improve** demonstrating improvement, as reported by teachers.



C2. School-Related Behaviors - Suspension

Key Findings

- In Year Four, 88% (23/26) 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%	--	--	--	--	7/8	88%	7/8	88%
2	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	7/8	100%	7/7	100%
3	1/1	100%	--	--	5/5	100%	5/5	100%	--	--	--	--	7/7	100%	2/2	100%
4	--	--	--	--	8/9	89%	8/9	89%	1/1	100%	1/1	100%	2/2	100%	4/4	100%
5	1/1	100%	--	--	4/4	100%	4/4	100%	1/1	100%	1/1	100%	4/4	100%	4/4	100%
Tot	2/2	100%	--	--	24/25	96%	24/25	96%	2/2	100%	2/2	100%	23/24	96%	24/25	96%

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	--	--	--	--	4/4	100%	4/4	100%	--	--	--	--	2/2	100%	2/2	100%
2	--	--	--	--	7/7	100%	7/7	100%	--	--	2/2	100%	4/4	100%	6/6	100%
3	--	--	--	--	7/7	100%	7/7	100%	--	--	2/2	100%	5/6	83%	6/7	86%
4	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	6/7	86%	6/7	86%
5	--	--	1/1	100%	4/4	100%	5/5	100%	--	--	1/2	50%	2/2	100%	3/4	75%
Tot	--	--	1/1	100%	24/24	100%	25/25	100%	--	--	5/6	83%	19/21	90%	23/26	88%