

Cohort 11: Clarksville Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 1: 2022-2023

Submitted: September 15, 2023

Grant Name: Youth Link Southern Indiana

Center Name: Clarksville Elementary

Grade Levels: 1-4

Project Director: Michelle Allen

Performance Period: Year 1: June 1, 2022 to May 31, 2023

Year 2: June 1, 2023 to May 31, 2024

Year 3: June 1, 2024 to May 31, 2025

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

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Technical Evaluation Report

21st CCLC Local Evaluation - Year One (2022-2023)

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

Clarksville 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: Clarksville 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, 3:00 pm to 6:00 pm

Types of Programming and Activities Offered: Literacy, Homework Help, Tutoring, Arts, Crafts, STEM, Book Club, Quiet Reading, Mentoring

Population Served: 1-4

2022-2023 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 (95% to 100%), student-staff relationships (96% to 100%), engagement (84% to 100%), and school day linkages (93% to 100%). The fall site visit also noted positive student behavior, staff engagement, and students enjoying the program and activities. Further, the site provides small group literacy activities to help students work on specific skills based on their needs.
- **IN-QPSA Completion:** The site completed in 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, 74% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 67% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher's Survey, teachers reported that 74% of students improved or needed no improvement in academic performance and 80% improved or needed no improvement in completing homework.

- **Attendance:** The program served 28 students during the 2022-2023 school year. Of those 28 students, 27 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents and staff (100%) and almost all students (95%) reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being:** The majority of students reported that the program helps them to make better decisions (86%), make more friends (75%), and get along better with others (62%).
- **Literacy Activities (Priority Area):** The site provides small group literacy activities for students based on need. Students are paired with others who are at a similar skill level, which allows the students to work on specific skills. During the observation, students practiced skills like reviewing vocabulary words and taking turns reading out loud.

Areas to be strengthened in 2023-2024

1. Targeted Academic Support: Program staff identified targeted academic instruction as an opportunity for growth. Specifically, staff are exploring options for offering supports that are differentiated based on each participants' unique needs. To provide this level of support, expanded partnerships with school day teachers and staff are recommended. Having access to student achievement data and feedback from teachers will be critical in ensuring that staff understand needs and can develop appropriate interventions. Best practices for expanding school day linkages include identifying a liaison to formally support communication between the program and the school, building and maintaining relationships with school staff, engaging school staff in informal communication regularly, supporting school events to integrate program staff into the school culture, communicating shared goals with school administrators and staff, and participating in meetings with teachers and school staff (Standards 13b, 13f, 37).

2. Expanding Opportunities for Youth Engagement: As noted throughout the report, there is evidence of high quality programming at Clarksville Elementary; however, there are opportunities to take programming to the next level by continuing to expand student engagement. Specifically, staff may consider additional opportunities for student planning and choice in the activities. The highest quality programming for should incorporate the “Plan, Do, Review” process, which encourages students to learn and think independently. This includes opportunities to plan, make meaningful choices, and reflect on what they have done. Planning could be accomplished simply by asking youth to write down or share verbally what they would like to accomplish during the session (e.g., progress they would like to make). For longer term activities, more time may be dedicated to planning/reflection, and even some full days of program time may be needed for planning. Moreover, a mix of verbal (e.g., small and full group discussion, role play) and written (e.g., PowerPoint, writing/journaling, drawing) approaches is encouraged. Finally, youth can set personal goals for themselves and review their progress. Planning provides a variety of positive developmental opportunities for youth (e.g., set goals, share ideas, make decisions, deliberate with peers). Where possible, it should be incorporated into most activities. As applicable, staff should build reflection/feedback into each activity. Near the end of each session, staff could ask youth to write down or share verbally if they accomplished their goals for the day and what changes they would like to make tomorrow. Reflection is also a great opportunity for staff to collect feedback about what youth are learning, how much they like activities, and if any changes are needed (Standard 3, 4, 13, 14, 15).

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, Social/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%	74%
	YR 2		
	YR 3		
	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%	67%
	YR 2		
	YR 3		
	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%	74%
	YR 2		
	YR 3		
	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%	80%
	YR 2		
	YR 3		
	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.

Social/Emotional Learning

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program. (Quality Rating Scale)	YR 1	65%	86%
	YR 2		
	YR 3		
	YR 4		

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

Suspensions/Disciplinary Action	Year	Target	Results
90% of regular attendees will have no suspensions during the school year.	YR 1	90%	96%
	YR 2		
	YR 3		
	YR 4		

Explanation : Discipline data were pulled from student records and merged with attendance data.

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'). (Quality Rating Scale)	YR 1	65%	77%
	YR 2		
	YR 3		
	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'). (Quality Rating Scale)	YR 1	65%	64%
	YR 2		
	YR 3		
	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 28 students during Year One.
- In Year One, 27 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

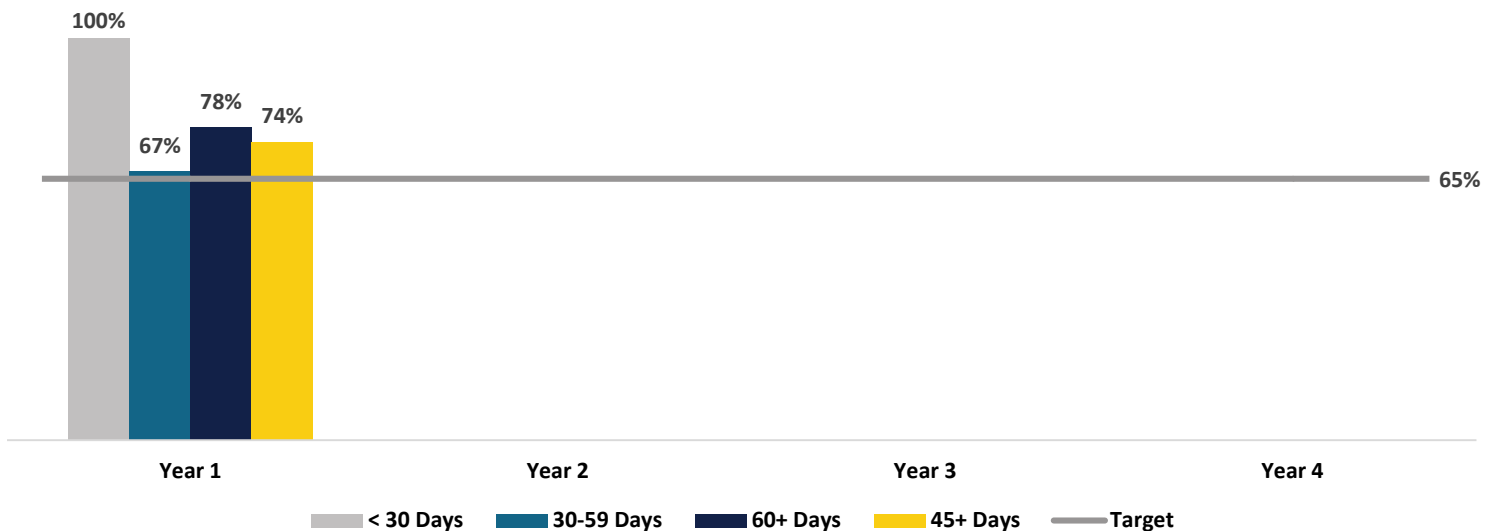
	Year 1 ≥ 45 Days RAP Target=25			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	2	2	100%									
2nd Grade	5	5	100%									
3rd Grade	6	6	100%									
4th Grade	15	14	93%									
F/R Lunch	20	19	95%									
Non-White	16	16	100%									
Special Ed	4	3	75%									
Female	17	16	94%									
Male	11	11	100%									
Total	28	27	96%									

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year One, 74% (20/27) 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)

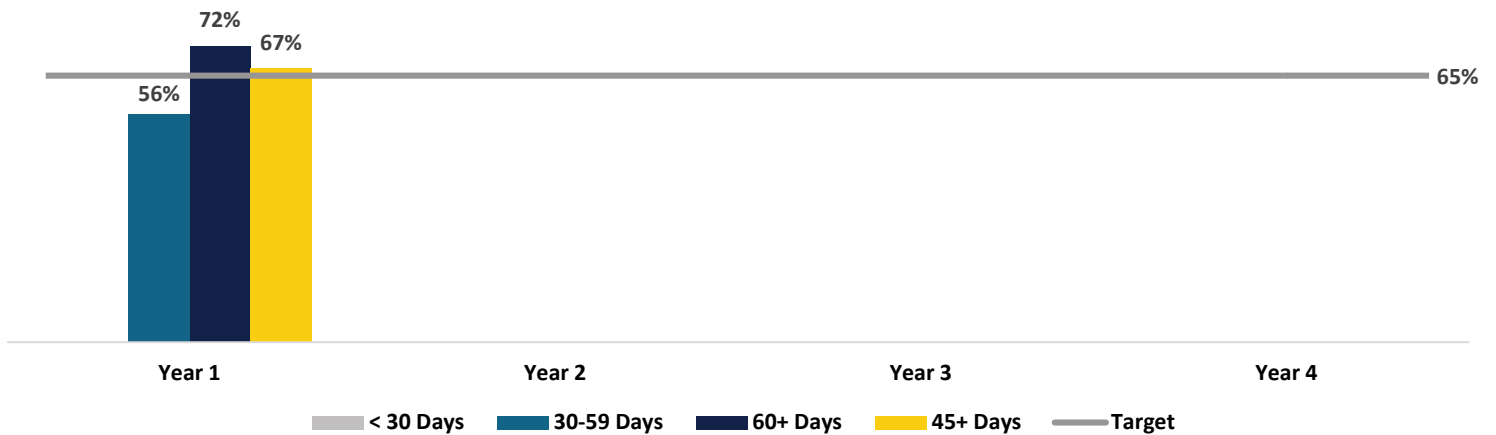
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	2/2	100%	2/2	100%								
2	--	--	0/3	0%	2/2	100%	2/5	40%								
3	--	--	1/1	100%	3/5	60%	4/6	67%								
4	1/1	100%	5/5	100%	7/9	78%	12/14	86%								
Tot	1/1	100%	6/9	67%	14/18	78%	20/27	74%								
	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																
3																
4																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year One, 67% (18/27) 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	--	--	--	--	2/2	100%	2/2	100%								
2	--	--	2/3	67%	2/2	100%	4/5	80%								
3	--	--	0/1	0%	4/5	80%	4/6	67%								
4	0/1	0%	3/5	60%	5/9	56%	8/14	57%								
Tot	0/1	0%	5/9	56%	13/18	72%	18/27	67%								
	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																
3																
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Tot																

C1. School-Related Behaviors (DOE Teacher Survey)

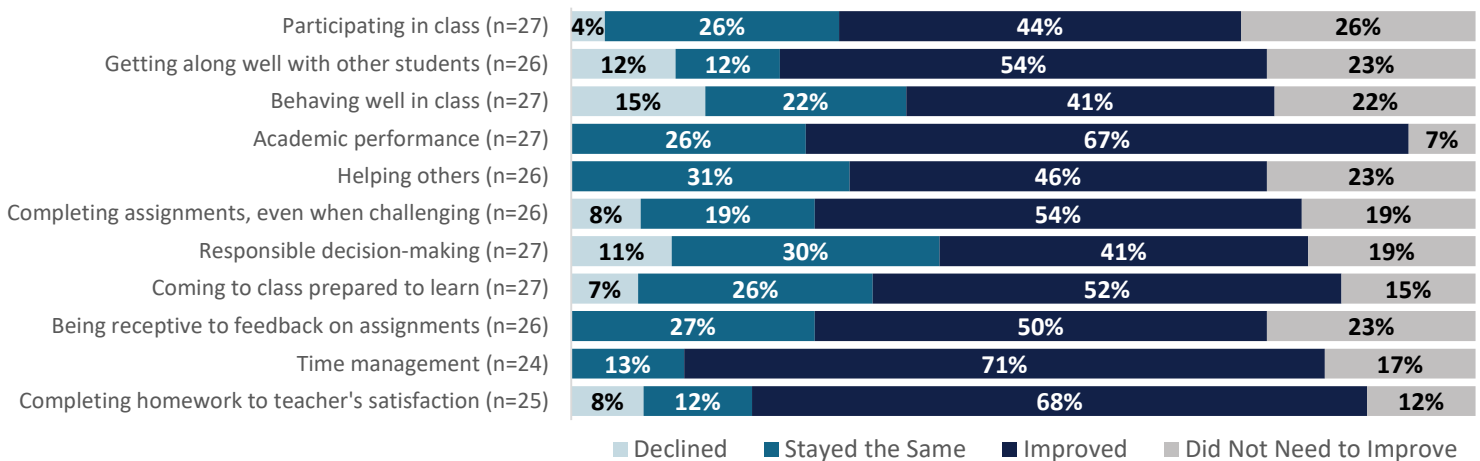
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 One, teachers reported the greatest percentages of students showing improvements in the areas of identifying their own emotions, completing homework to teacher's satisfaction, and academic performance.
- In Year One, teachers reported 93% of students benefited from participating in the afterschool program.

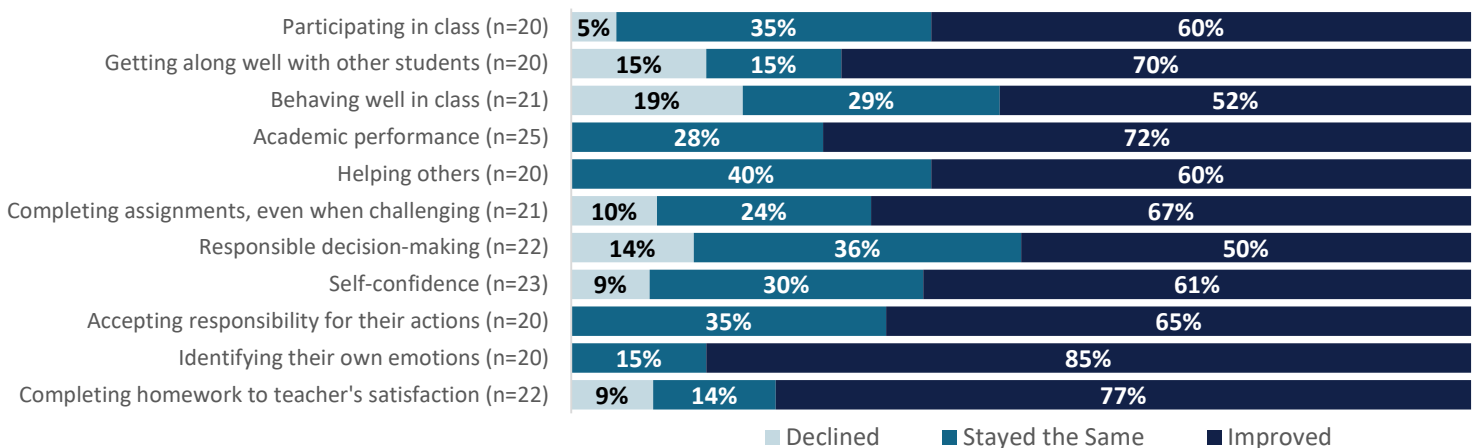
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 1

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 1

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

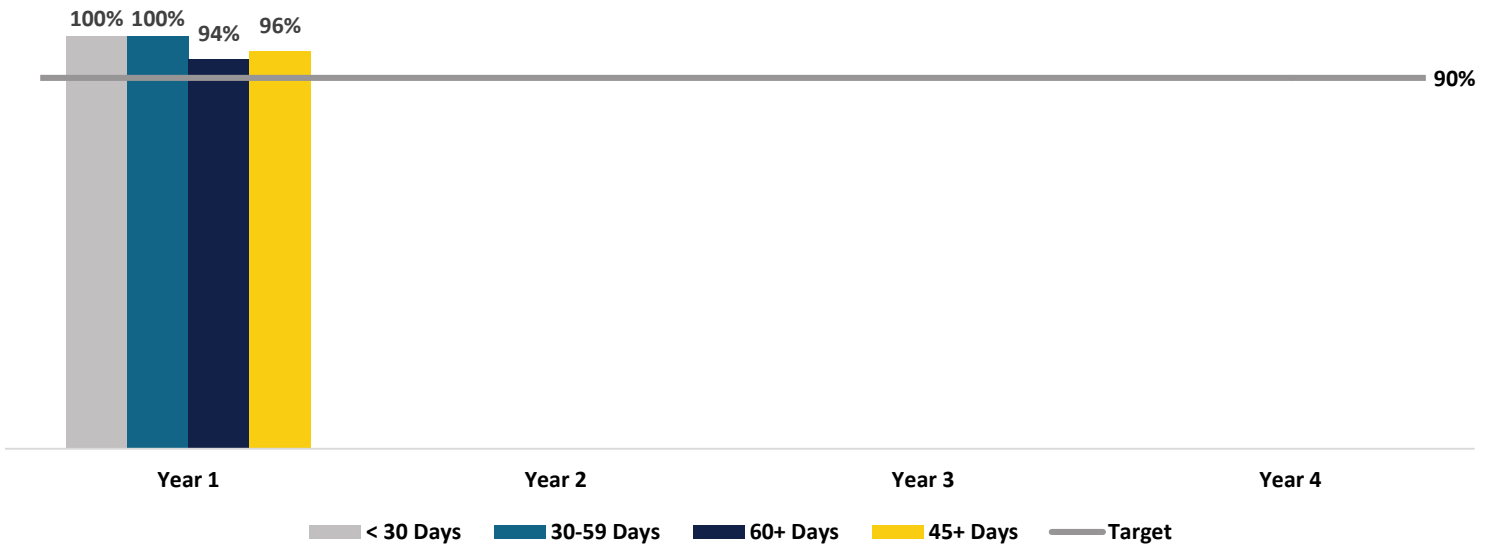


C2. School-Related Behaviors - Suspension

Key Findings

- In Year One, 96% (26/27) 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	--	--	--	--	2/2	100%	2/2	100%								
2	--	--	3/3	100%	2/2	100%	5/5	100%								
3	--	--	1/1	100%	5/5	100%	6/6	100%								
4	1/1	100%	5/5	100%	8/9	89%	13/14	93%								
Tot	1/1	100%	9/9	100%	17/18	94%	26/27	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																
2																
3																
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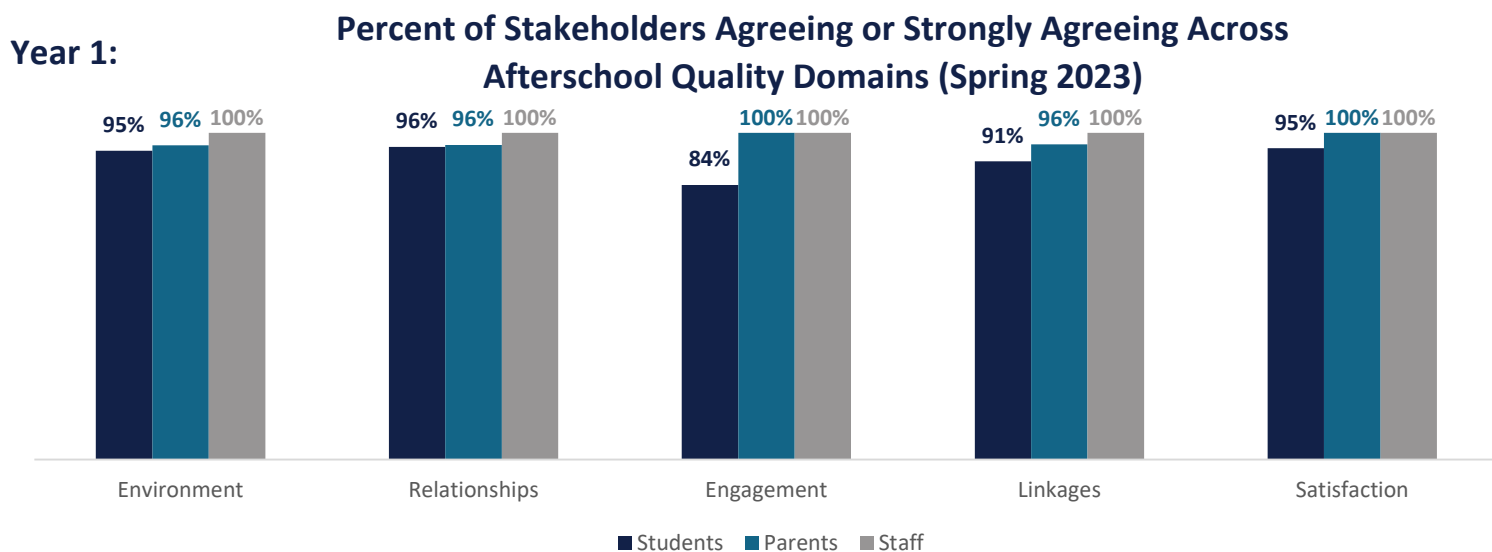
D. Student, Parent, and Staff Surveys

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, Social Emotional Learning).



E. Site Visit and Coordinator Interview Summaries

During the 2022-2023 school year, a fall site visit was conducted for this site using the observation protocol based on Indiana Afterschool Standards. A summary of strengths, considerations, and general feedback from the site visit is provided below. Where appropriate, feedback was aligned with standards and indicators from the IN-QPSA.

Fall Site Visit: Summary Observations

Strengths

Student Behavior: Students in the Youth Link program were well behaved throughout the observation. Rule reminders were provided; however, all students appeared to know exactly what was expected. Staff used transitions effectively to help students move from one activity to the next. Further, during the Mr. Science demonstration, Mr. Science acknowledged the good behavior of the 21st CCLC students. Students who were sitting quietly and following directions were often rewarded by being allowed to participate in the demonstrations. Almost all students who were selected for demonstrations were 21st CCLC students.

Staff Engagement: Staff were engaged directly with students during the program. Staff were observed welcoming students, giving hugs, helping with homework, and chatting with them about their day or plans for Halloween. Staff appeared happy to be in the program and were smiling and laughing with students.

Literacy Coaching (High Need Students): The site continues to provide small group literacy activities for students based on need. Students worked on specific skills and are paired with others at similar levels. On the day of the observation, two students practiced a list of vocabulary words from a story and then read the story out loud, taking turns reading sentences. Staff recognized when students needed a break from the lesson and allowed them short break times built into literacy time. This helped when students were not able to focus on the lesson.

Student Enjoyment: All students appeared to enjoy being in the program. Students were smiling, participating in activities, and appeared happy to be at Youth Link. On the day of the observation, one student was attending for the first time. This student was welcomed into the program by the site coordinator and all students. Further, the student was encouraged to join-in, share, and ask questions. The program continues to provide a welcoming and friendly environment where students want to stay during the afterschool hours.

Considerations

Flex Seating Options: The site was waiting to receive additional chairs, as they had more students recently enroll in the program. In the meantime, students had access to floor pillows. Students were observed using the floor pillows during reading time. Students were also allowed to lay under tables or on the floor during free time. Staff may consider getting additional flex seating options during reading time (bean bag chairs, thick yoga mats) as students appeared to enjoy stretching out and lounging.