

Cohort 10: Jeffersonville High School

21st Century Community Learning Centers

Local Evaluation Report - Year 2: 2022-2023

Submitted: September 15, 2023

Grant Name: Youth Link Southern Indiana

Center Name: Jeffersonville High School

Grade Levels: 9-12

Project Director: Michelle Allen

Performance Period: Year 1: June 1, 2021 to May 31, 2022
Year 2: June 1, 2022 to May 31, 2023
Year 3: June 1, 2023 to May 31, 2024
Year 4: June 1, 2024 to May 31, 2025

Submitted By:



www.diehlconsultinggroup.com

20 NW Third Street, Suite 310
Evansville, IN 47708

429 North Pennsylvania Street, Suite 411
Indianapolis, IN 46204

Technical Evaluation Report

21st CCLC Local Evaluation - Year Two (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.

Section 1: Site Summary Information

A. Site Snapshot	3
B. Summary of Progress Toward Performance Measures with Multi-year Comparisons	5

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

A. Program Attendance	7
B1. Report Card Grades-Reading/ELA	8
B2. Report Card Grades-Math	9
C1. School-Related Behaviors (DOE Teacher Survey)	10
C2. School-Related Behaviors-- Suspension	11
D. Student, Parent, and Staff Surveys	12
E. Site Visit and Coordinator Interview Summaries	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

Jeffersonville High School

Cohort 10 Grant: Youth Link Southern Indiana is partnering with the Greater Clark County School District to implement 21st CCLC programs across three sites: Parkview Middle School, River Valley Middle School, and Jeffersonville High School. The program completed a four-year grant cycle as a Cohort 8 site and was awarded renewability to a Cohort 10 site for an additional four-year grant cycle.

To address significant achievement gaps, Youth Link accepts only high-risk students into the 21st CCLC program. All programs are expected to be aligned with Indiana Standards, school improvement plans, and IAN Quality Standards.

Center-level Program Description: Jeffersonville High School provides enriched learning opportunities including afterschool tutoring and homework assistance, community service, team building and leadership, STEM, and parental and family engagement. SEL activities are included as a priority area for the program.

Hours of Operation: Monday through Thursday, 2:30 pm to 5:30 pm

Types of Programming and Activities Offered: Homework Help, Tutoring, STEM, SEL, Magic the Gathering Club, Financial Literacy, Life Skills, Arts and Crafts, Urban Gardening, and Paint and Sip

Population Served: 9-12

2022-2023 Program Site Successes

- **Program Quality:** Program quality was observed during the site visit. During the observation, students participated in an engaging discussion and presentation on relationships and social-emotional skills. Additionally, school day linkages were utilized to help program staff provide individualized guidance and support, and a positive environment with strong relationships between students and staff was observed. Further, student, parent, and staff responses to the Quality Rating Scale spring survey were positive. Specifically, all groups reported high levels of agreement related to the program quality domains of environment (100%), student-staff relationships (100%), engagement (100%), and school day-afterschool linkages (100%).

- **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:** There was evidence of academic improvement for regular attendees in both ELA and math. More than three-fourths of regular attendees (76%) earned a "C" or better or improved their grade in English/language arts, and 81% of regular attendees earned a "C" or better or improved their grade in math. Teacher-reported improvements were also noted for most regularly attending students; 79% of students improved or needed no improvement in academic performance and 83% improved or needed no improvement in completing homework to their teacher's satisfaction (Standard 13).

- **Attendance:** The program served 28 students during the 2022-2023 school year. Of those 28 students, 20 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents and students (100%) and 50% of staff reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being (SEL Priority):** The site has a strong focus on SEL, including mental health and wellness skill programming offered weekly. All students reported that the program helped to make better decisions (100%), and most regularly attending students (85%) were not suspended during 2022-2023. Staff noted that, "students were comfortable and happy." Moreover, youth shared with staff that they felt safe and welcome in the program. Referring to themselves as the "Pillars of Trust," staff take pride in providing an inclusive and open program.
- **Dare to Care Meal Program:** The site continued their partnership with the Dare to Care Food Bank. The program provides a full meal for students who participate in the afterschool program.

Areas to be strengthened in 2023-2024

1. Community Engagement: Staff identified community engagement as an opportunity for growth in 2023-2024. When planning strategies to develop new partnerships, staff are encouraged to seek out resources locally through the Indiana Afterschool Network. Additionally, national resources recommended by the Afterschool Alliance may be considered, including What Works Policy Brief: After School Public-Private Partnerships, Winter 2006 by the Foundation Consortium for California's Children and Youth; Partnerships for After-School Success: Community-Based Organization and Local Education Agency/State Education Agency Toolkits by the National Collaboration for Youth: National Youth Development Information Center; the Boys and Girls Clubs' The School Zone, Clubs Go to College, Places, Spaces and Programming: Unique Partnerships; and Up2Us: The Big Brothers Big Sisters/Boys & Girls Clubs Club-Based Mentoring Program (Standard 38).

2. Family Communication: As a high school program, staff noted unique challenges connecting with parents and caregivers. While some caregivers are receptive, others are less interested in communication from the program. Staff worked to overcome these challenges by adapting their communication approaches to align with the preferences of families. Staff noted successes when utilizing flyers made in Adobe Express. Specifically, staff found that parents were more receptive to the professional-style documents that could be produced using this tool and that parents were more likely to read shorter documents (i.e., flyers) (Standard 9).

3. Life Skills: While the program provided a focus on developing various skills that youth would need to succeed beyond high school, staff will continue exploring opportunities to help youth to build critical skills (e.g., banking, applying for a job). For 2023-2024, the program has purchased a computer for students that is equipped with various skill-building software and resources. Program staff will develop a checklist for each student to help them track skill development (Standard 13, 14).

B. Summary of Progress Toward Performance Measures with Multi-year Comparisons

Section 1B provides a multi-year comparison of the site’s performance measures. 21 st 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%	69%
	YR 2	65%	76%
	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%	81%
	YR 2	65%	81%
	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
60% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	60%	95%
	YR 2	60%	79%
	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
60% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	60%	95%
	YR 2	60%	83%
	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.

Category 2: Social/Behavioral Outcomes

Social/Emotional Learning

Make Better Decisions	Year	Target	Results
60% of students will report that the program has helped them make better decisions.	YR 1	60%	100%
	YR 2	60%	100%
	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
60% of regular attendees will have no suspensions during the school year.	YR 1	60%	84%
	YR 2	60%	85%
	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
50% of parents will report talking to their child about their school day ('a few times a week' to 'daily').	YR 1	50%	100%
	YR 2	50%	80%
	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
50% of parents will report reviewing grades on assignments and tests 'at least once a week'.	YR 1	50%	100%
	YR 2	50%	80%
	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 Two.
- In Year Two, 20 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

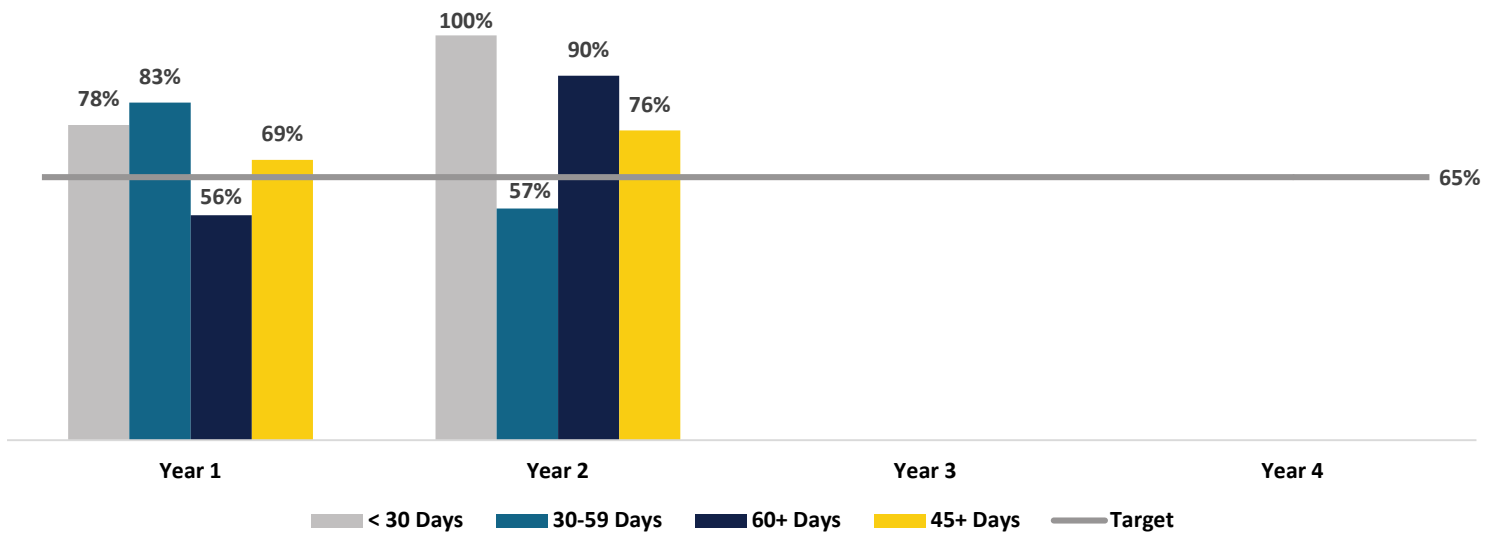
	Year 1 ≥ 45 Days RAP Target=19			Year 2 ≥ 45 Days RAP Target=19			Year 3 ≥ 45 Days RAP Target=19			Year 4 ≥ 45 Days RAP Target=19		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
9th Grade	18	9	50%	10	8	80%						
10th Grade	5	4	80%	12	9	75%						
11th Grade	4	3	75%	4	1	25%						
12th Grade	4	3	75%	2	2	100%						
F/R Lunch	24	15	63%	24	17	71%						
Non-White	24	15	63%	18	15	83%						
Special Ed	13	9	69%	10	8	80%						
Female	16	8	50%	15	10	67%						
Male	15	11	73%	13	10	77%						
Total	31	19	61%	28	20	71%						

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Two, 76% (13/17) 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)

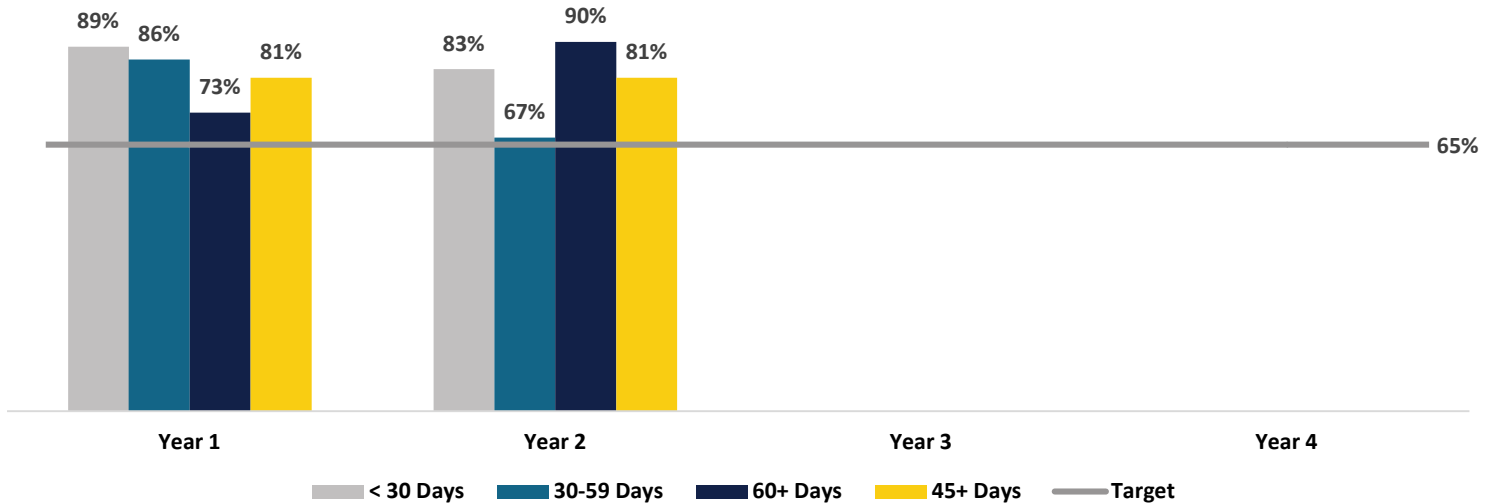
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
9	5/6	83%	--	--	3/4	75%	6/7	86%	1/1	100%	2/2	100%	5/6	83%	7/8	88%
10	0/1	0%	--	--	1/2	50%	1/2	50%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
11	1/1	100%	--	--	0/2	0%	0/2	0%	3/3	100%	--	--	--	--	--	--
12	1/1	100%	4/5	80%	1/1	100%	2/2	100%	--	--	0/2	0%	--	--	0/2	0%
Tot	7/9	78%	5/6	83%	5/9	56%	9/13	69%	6/6	100%	4/7	57%	9/10	90%	13/17	76%
	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	%
9																
10																
11																
12																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year Two, 81% (13/16) 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	%
9	5/6	83%	4/5	80%	4/4	100%	7/7	100%	1/1	100%	1/1	100%	5/6	83%	6/7	86%
10	1/1	100%	1/1	100%	1/2	50%	2/3	67%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
11	1/1	100%	--	--	1/3	33%	1/3	33%	2/3	67%	--	--	--	--	--	--
12	1/1	100%	1/1	100%	2/2	100%	3/3	100%	--	--	1/2	50%	--	--	1/2	50%
Tot	8/9	89%	6/7	86%	8/11	73%	13/16	81%	5/6	83%	4/6	67%	9/10	90%	13/16	81%

	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	%
9																
10																
11																
12																
Tot																

C1. School-Related Behaviors (DOE Teacher Survey)

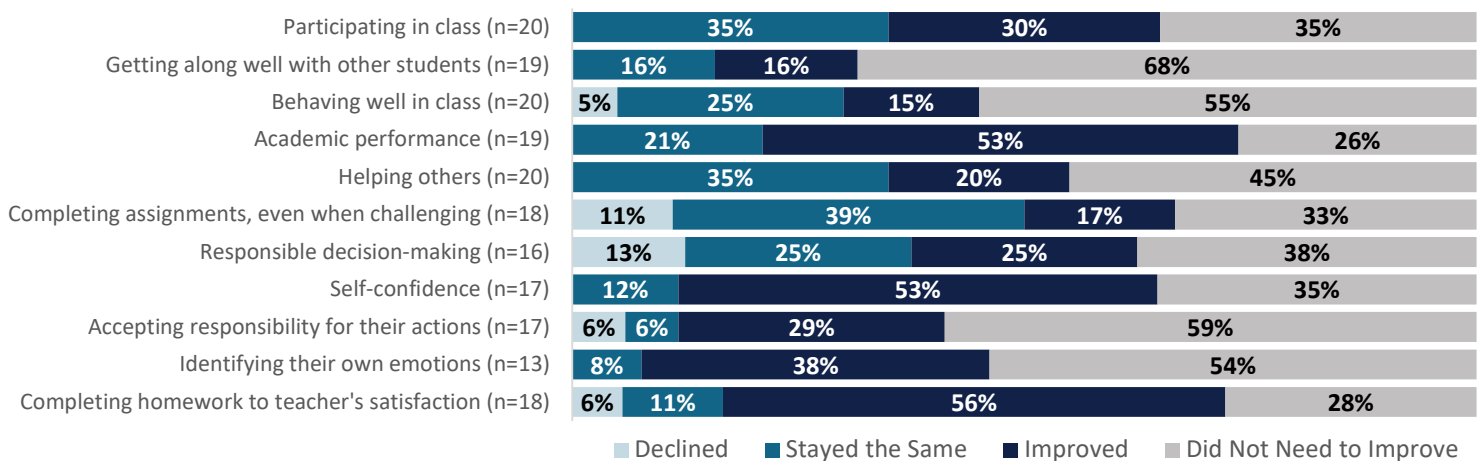
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 Two, teachers reported the greatest percentages of students showing improvements in the areas of identifying their own emotions, self-confidence, and completing homework to teacher's satisfaction.
- In Year Two, teachers reported 70% of students benefited from participating in the afterschool program.

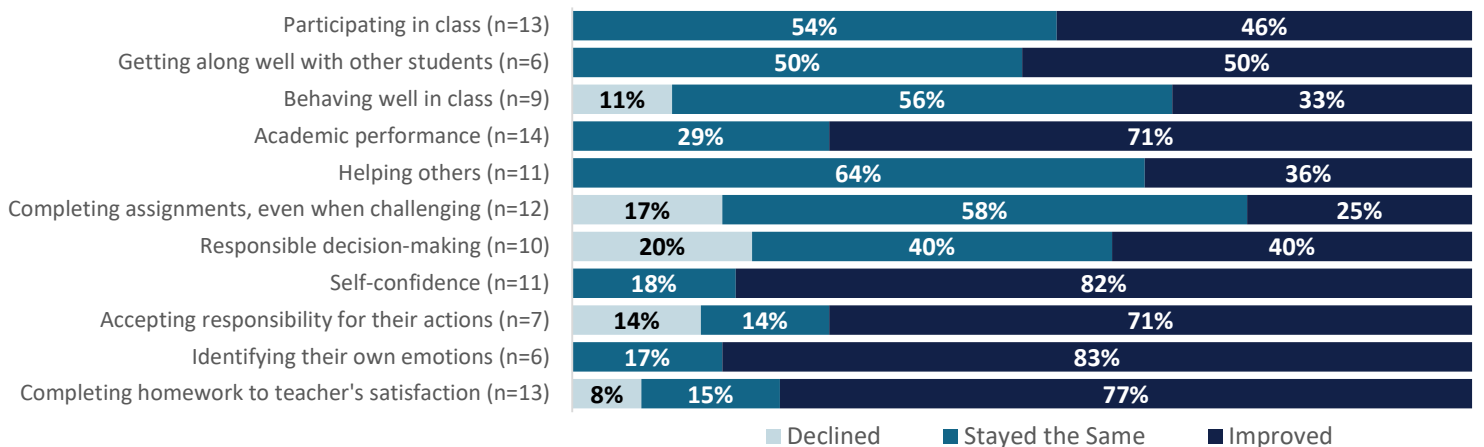
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

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 2

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

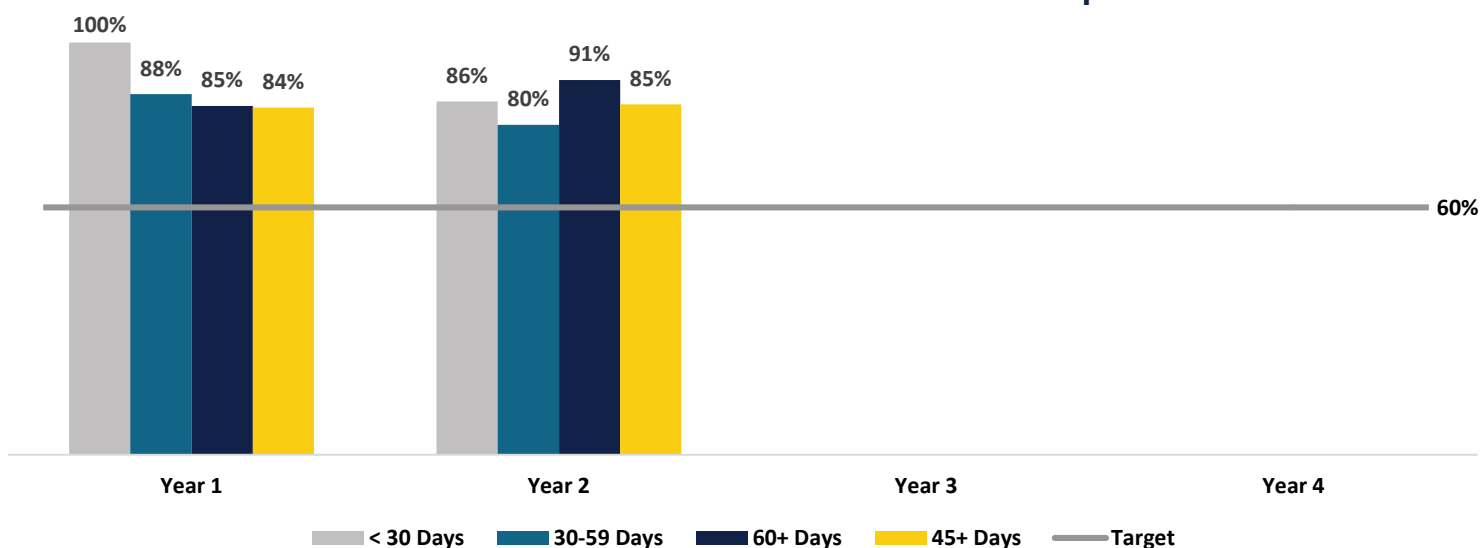


C2. School-Related Behaviors - Suspension

Key Findings

- In Year Two, 85% (17/20) 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	%
9	7/7	100%	6/6	100%	4/5	80%	8/9	89%	2/2	100%	1/2	50%	10/11	91%	6/8	75%
10	1/1	100%	0/1	0%	3/3	100%	3/4	75%	2/2	100%	6/6	100%	5/6	83%	9/9	100%
11	1/1	100%	--	--	2/3	67%	2/3	67%	2/3	67%	--	--	4/4	100%	1/1	100%
12	1/1	100%	1/1	100%	2/2	100%	3/3	100%	--	--	1/2	50%	1/1	100%	1/2	50%
Tot	10/10	100%	7/8	88%	11/13	85%	16/19	84%	6/7	86%	8/10	80%	10/11	91%	17/20	85%
	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	%
9																
10																
11																
12																
Tot																

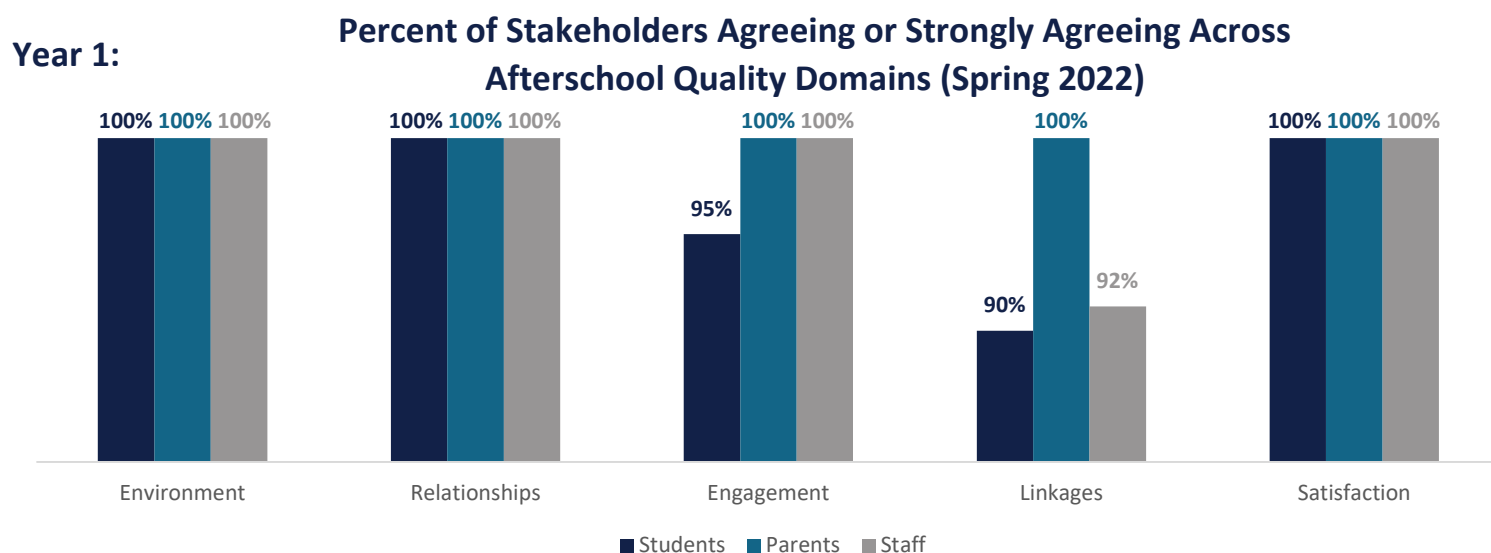
D. Student, Parent, and Staff Surveys

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.

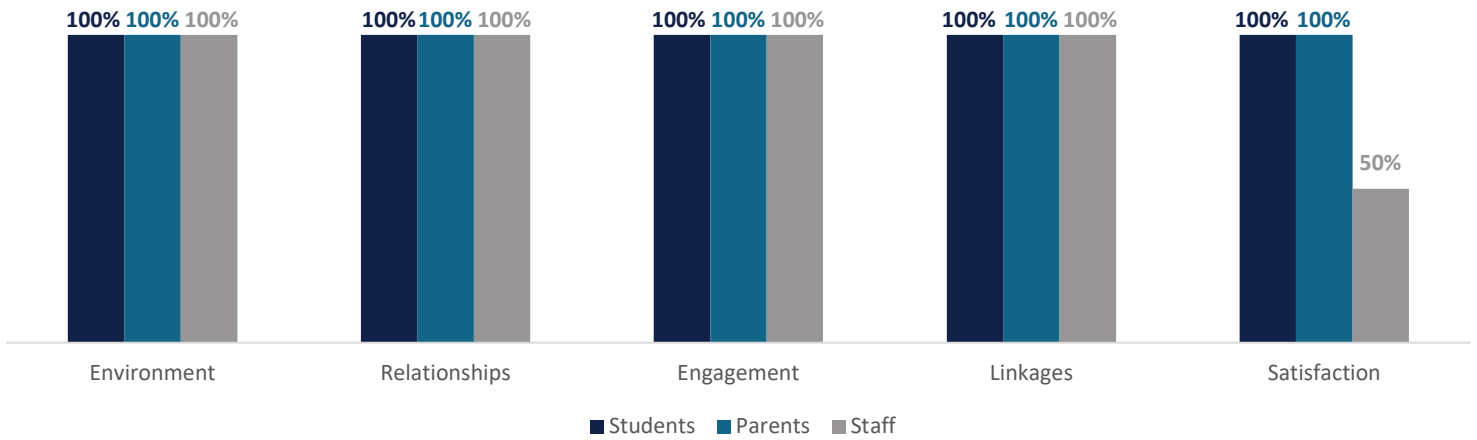
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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).



Year 2:

Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2023)



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 fall and spring site visits are provided below. Where appropriate, feedback was aligned with standards and indicators from the IN-QPSA.

Fall Site Visit: Summary Observations

Strengths

Social-emotional Session with Coach Carter: Jeffersonville High School has an SEL priority area. The day's activity provided youth with opportunities to discuss adversity they had experienced in their lives with their peers and program staff. Coach Carter's talk provided both emotional support to youth and practical strategies to overcome adversity that youth have and/or will experience in their lives. Youth were able to share their hopes for the future with the group and receive encouragement from Coach Carter about their ability to achieve their goals.

School Day Linkages: Program staff are very familiar with the students in the program. The site coordinator is able to check students' grades through the school's web-based system, allowing her to provide individualized guidance and support. Further, staff are available to help youth with assignments, studying, or other academic needs during the program.

Environment and Relationships: Students and staff enjoyed close relationships with one another. Frequently, youth were observed talking, laughing, and encouraging each other. Youth appeared comfortable sharing details about their lives with staff. Overall, a positive climate was evident.

Considerations

Attendance: Program leadership reported that an average of 12 youth who attend the program on a regular basis. Efforts to recruit additional youth who may benefit from the program are suggested. Higher attendance would mean that more students are benefitting from the many strengths of the program, as well as helping the site to meet its attendance targets. Recruitment strategies may include reaching out to teachers or other school staff for recommendations, making announcements during the school day, or sharing information with parents. However, it is understood that high school students have a number of commitments that may prevent them from attending the program.