

Cohort 11: Northaven 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: Northaven Elementary

Grade Levels: 1-5

Project Director: Michelle Allen

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

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

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

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

Submitted By:



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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

Northaven Elementary

Cohort 11 Grant: Youth Link Southern Indiana is partnering with Clarksville Community Schools and Greater Clark County School District to implement 21st CCLC programs across four sites: Clarksville Elementary, Northaven Elementary, Parkwood Elementary, and 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: Northaven 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, STEM Activities, Arts and Crafts, Book Club, Fit Kids, Drama

Population Served: 1-5

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 (89% to 100%), student-staff relationships (93% to 100%), engagement (69% to 100%), and school day linkages (69% to 100%). The fall site visit also noted strengths around staff engagement, literacy coacher for high needs students, homework help/homework check, utilization of a new classroom space, and snack and meal that is provided to attendees.
- **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, 93% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 78% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher's Survey, teachers reported that 70% of students improved or needed no improvement in academic performance and 79% improved or needed no improvement in completing homework.

- **Attendance:** The program served 30 students during the 2022-2023 school year. Of those 30 students, 27 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents and staff (100%) and three-fourths of students (75%) 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 (76%), make more friends (82%), and get along better with others (71%).
- **Literacy Activities (Priority Area):** The site provides small group literacy activities for students that pairs them with others at a similar skill level and allows the students to work on specific skills. During the observation, students practiced skill like reviewing vocabulary words and taking turns reading out loud.

Areas to be strengthened in 2023-2024

1. Activity Differentiation: Program staff identified providing activities that are appropriate for the broad age groups (i.e., 1-5) served as an area for improvement. Specifically, the program noted challenges identifying activities that appropriately challenged younger and older students. 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. The My Afterschool Locker provided by Indiana Afterschool Network may be a helpful resource to identify engaging activities (myian.indianaafterschool.org).

2. Activities for Younger Students: As noted above, the program is exploring opportunities to expand programming targeting the specific age groups served by the program. Suggestions for younger students include: (a) provide center-based learning activities within sessions. Center-based activities allow students to rotate among different learning activities (e.g., literacy activities, math skills, art/crafts, STEM) which foster engagement and learning; (b) collaborate with 1st-2nd grade teachers to gather ideas for programming to support specific skill areas and reinforce lessons provided during the school day; and (c) observe other local out-of-school time programs to gather ideas for program structure and offerings (Standard 13, 16).

3. Activities for Older Students: As noted above, the program is exploring opportunities to expand programming targeting the specific age groups served by the program. Best practices for providing programming for older youth largely involve expanded opportunities for youth leadership, voice, and choice. Moreover, the value of hands-on activities that promote real-world experiences is also well established. Specific suggestions may include building opportunities for youth 1) to recommend and co-develop activities with staff (e.g., advisory councils), 2) to play leadership roles and to make choices (i.e., choices about what they will do and how they will complete tasks), 3) to make plans and work toward goals, 4) to reflect on what they have done in each activity and to provide informal feedback to staff, 5) to give back to their school and/or community through service projects, and 6) to learn real-world skills (Standards 3c, 13, 14, 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, 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%	93%
	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%	78%
	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%	70%
	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%	79%
	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.

Category 2: Social/Behavioral Outcomes

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%	76%
	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%	100%
	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%	100%
	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%	100%
	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 30 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.

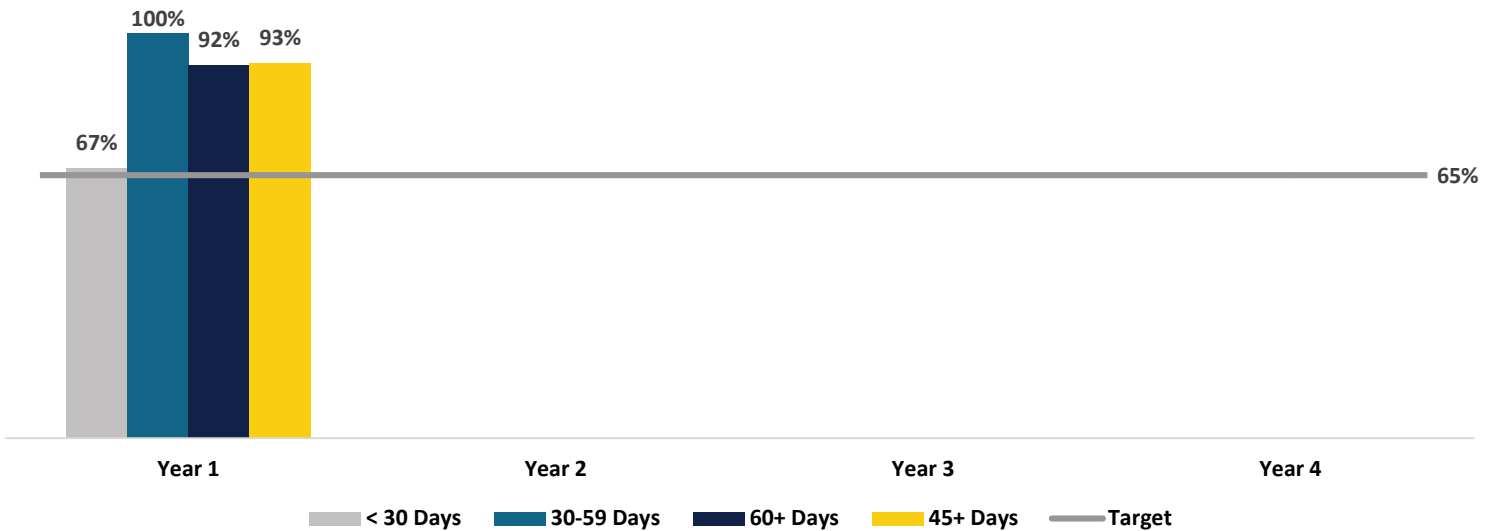
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B1. Report Card Grades - Reading/ELA

Key Findings

- In Year One, 93% (25/27) 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)

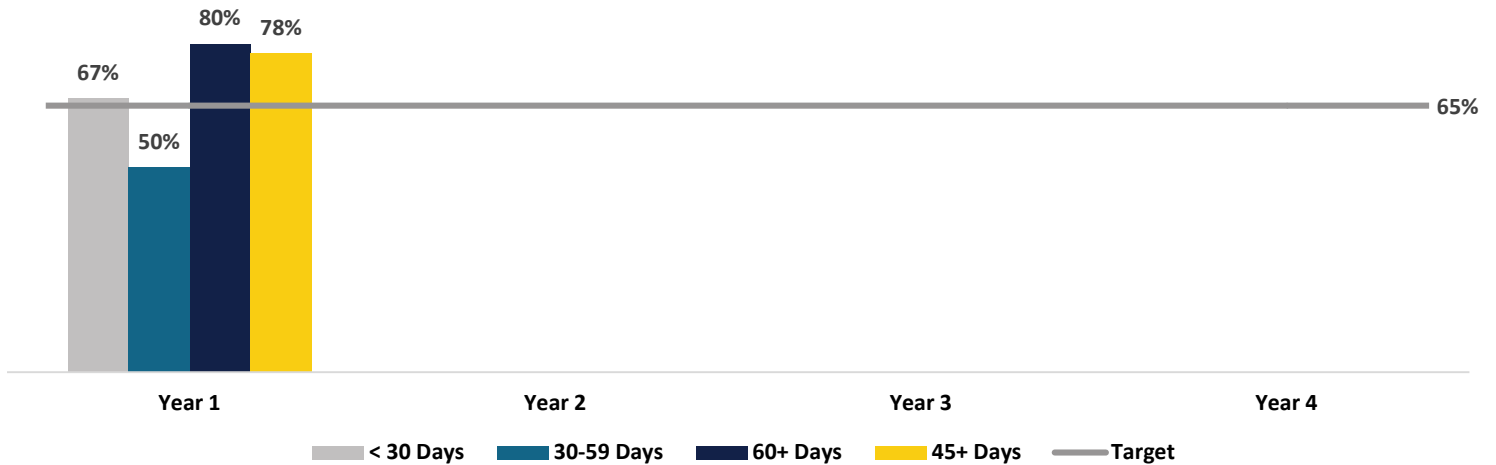
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	5/5	100%	5/5	100%								
2	--	--	--	--	4/4	100%	4/4	100%								
3	--	--	1/1	100%	7/7	100%	8/8	100%								
4	1/1	100%	--	--	6/7	86%	6/7	86%								
5	1/2	50%	1/1	100%	1/2	50%	2/3	67%								
Tot	2/3	67%	2/2	100%	23/25	92%	25/27	93%								
	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																
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B2. Report Card Grades - Math

Key Findings

- In Year One, 78% (21/27) 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	--	--	--	--	3/5	60%	3/5	60%								
2	--	--	--	--	2/4	50%	2/4	50%								
3	--	--	1/1	100%	6/7	86%	7/8	88%								
4	1/1	100%	--	--	7/7	100%	7/7	100%								
5	1/2	50%	0/1	0%	2/2	100%	2/3	67%								
Tot	2/3	67%	1/2	50%	20/25	80%	21/27	78%								
	< 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	%
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C1. School-Related Behaviors (DOE Teacher Survey)

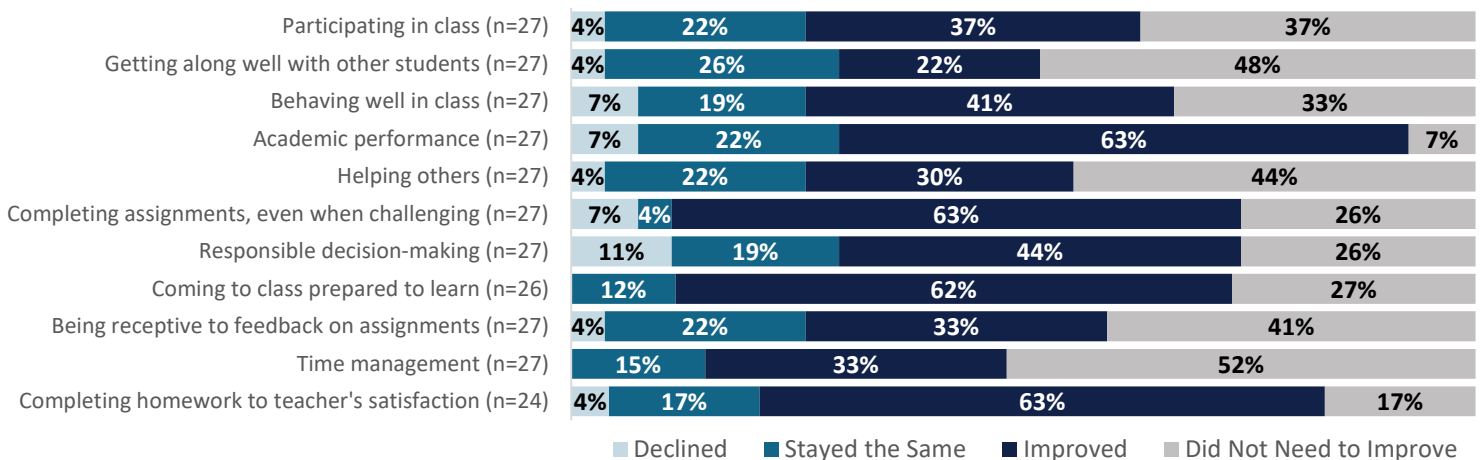
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 completing assignments, even when challenging, self-confidence, and completing homework to teacher's satisfaction.
- In Year One, teachers reported 96% of students benefited from participating in the afterschool program.

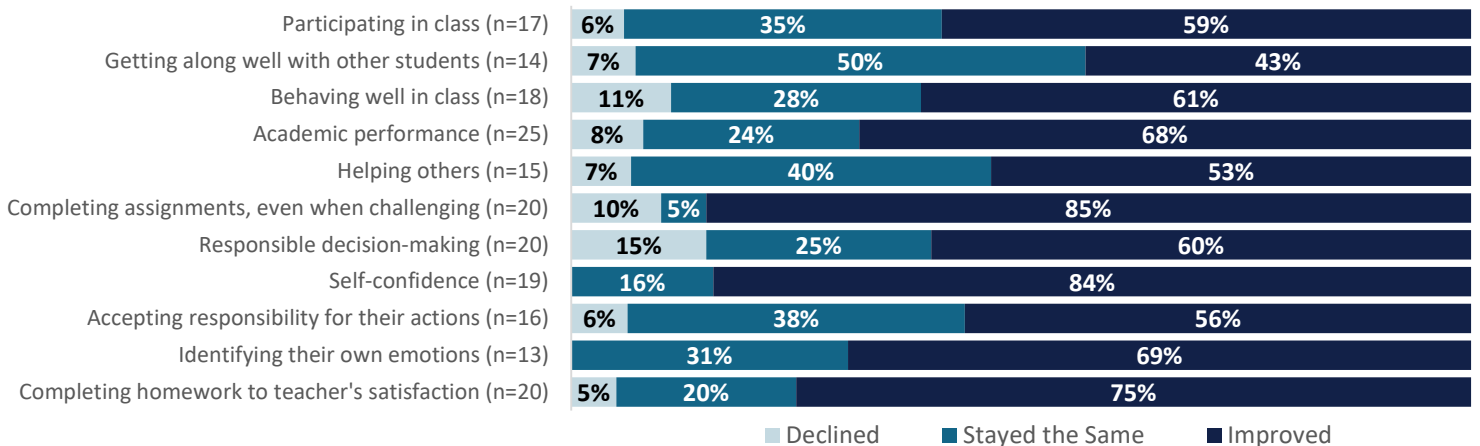
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 1

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.

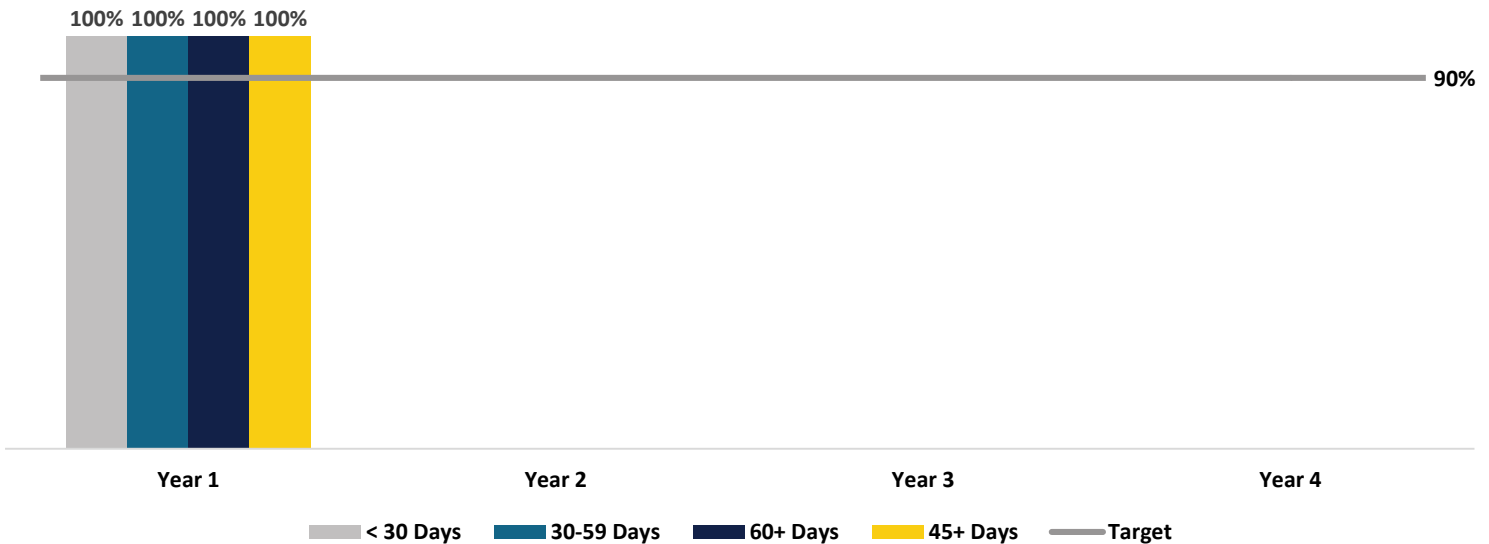


C2. School-Related Behaviors - Suspension

Key Findings

- In Year One, 100% (27/27) 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	--	--	--	--	5/5	100%	5/5	100%								
2	--	--	--	--	4/4	100%	4/4	100%								
3	--	--	1/1	100%	7/7	100%	8/8	100%								
4	1/1	100%	--	--	7/7	100%	7/7	100%								
5	2/2	100%	1/1	100%	2/2	100%	3/3	100%								
Tot	3/3	100%	2/2	100%	25/25	100%	27/27	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																
3																
4																
5																
Tot																

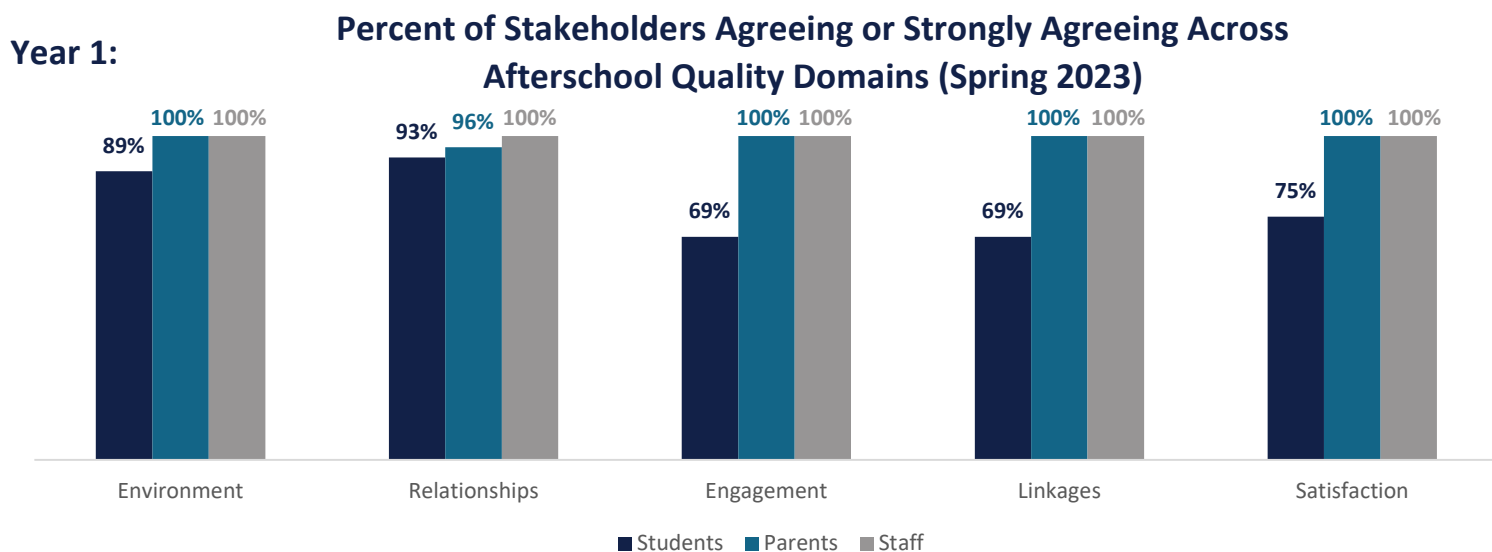
D. Student, Parent, and Staff Surveys

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).



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

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. Students were happy to see Ms. LeAnn, and all 21st CCLC Staff appeared happy to be in the program and were smiling and laughing with students. Ms. Judy helped with crafts, clean up, homework, and visited with students during dinner. Ms. Brittany led activities, helped with homework and meal distribution, and oversaw dismissal.

Literacy Coaching for High Need Students: The site continues to provide small group literacy activities for students based on need. Students work 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 also asked students to give the definition of the word without using the word. Students had to define Atlantic Ocean, airplane, and disappear.

Homework Help/Homework Check: Staff were observed helping students one-on-one with homework assignments. One student needed direct instruction due to being easily distracted. Staff were patient and helped the student focus on their worksheet. Staff were also observed checking answers on math worksheets.

New Classroom Space: The site has a new classroom space that is closer to the dismissal doors and cafeteria. The new space had lots of storage space, and students have a calm down area with pillows and a blanket. Staff have created a welcoming atmosphere, with calming music playing in the background during snack and homework time.

Dinner: The site provides a snack and meal for students who participate in the afterschool program. The meal provided students with nutritional options and also allowed students time to chat with each other and staff members while they were eating.

Considerations

Dinner: Dinner service was a little chaotic with the EDL students and 21st CCLC students in the cafeteria. There were 25 EDL students and 10 21st CCLC students. Two EDL staff yelled at their students repeatedly to sit down. Students were called to eat based on behavior (sitting quietly). However, some students appeared to be sitting quietly but were last to be served. It was unclear if they were in time-out. Staff were focused on making plates and serving students. One student did not receive a meal because she was in literacy group. When she arrived, the plate that was prepared for her was taken by another student or thrown away, and she did not receive food. Staff apologized and offered her an additional snack option from the snack box. Changes to food distribution may be considered. With only 10 students in the 21st CCLC program at the time of the meal service, one CCLC staff member could be better used to prepare for food service, before both groups are in the cafeteria. Staff may also consider group activities with EDL and 21st CCLC together for sharing or story time. Activities to gain students' attention and calm them prior to serving the meal may also be considered.

Students Leaving Early: The program began at 3:15 pm with the first student leaving at 3:30 pm. While the site cannot control when students are picked up, the program may consider implementing policies to discourage students being picked up prior to homework time so that they can fully participate in all aspects of programming: academic, literacy, and enrichments.