

Cohort 10: Parkview Middle

21st Century Community Learning Centers

Local Evaluation Report - Year 2: 2022-2023

Submitted: September 15, 2023

Grant Name: Youth Link Southern Indiana

Center Name: Parkview Middle

Grade Levels: 6-8

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

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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.

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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

Parkview Middle

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: Parkview Middle School provides enriched learning opportunities including afterschool tutoring and homework assistance, community service, enrichment, STEM, college/career readiness, parental and family engagement, and involvement activities. Additional SEL activities are included as a priority area for the program.

Hours of Operation: Monday through Thursday, 2:45 pm to 5:30 pm

Types of Programming and Activities Offered: Homework help, STEAM, SEL, mind and body, service learning, conflict resolution, field trips (Mr. Science, Louisville Zoo), family meals.

Population Served: 6-8

2022-2023 Program Site Successes

- **Program Quality:** Program quality was observed during the fall site visit. During the observation, students participated in Thanksgiving-themed experiments and activities with Mr. Science (one of seven STEM-Certified Master Trainers in the US). Students were able to receive a lot of one-on-one interactions due to a low student to staff ratio. Additionally, students were also given a snack at the beginning of the programming day and received a meal at the end of the day. Further, 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 (94% to 100%), student-staff relationships (98% to 100%), engagement (91% to 100%), and school day 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 math and teacher-reported improvements in students' school day behaviors. On the DOE Teacher's Survey, students (identified as needing to improve) improved in self-confidence (95%), completing homework to teacher's satisfaction (86%), and getting along well with others (80%). Further, more than half of regular attendees (71%) earned a "C" or better or improved their grade in math. Finally, students reported that they get better grades because they come to the program (86%) and the program helps them be more prepared for school (71%) on the spring student survey.
- **Attendance:** The program served 34 students during the 2022-2023 school year. Of those 34 students, 25 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents, students, and staff reported being satisfied with the afterschool program on the spring survey (100% of students, parents, staff).
- **Student Social/Behavioral Well-being (SEL Priority):** All students reported that the program helped them to make better decisions (100%), and the majority (76%) of regular attendees were not suspended during 2022-2023. Further, the site has made SEL topics and activities a priority within the program. This included regular SEL enrichment that is offered in collaboration with community partners (e.g., conflict regulation, mind and body, music therapy).
- **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. Maintaining Student Engagement: As a middle school serving program, staff noted the unique challenges that they faced when engaging students in enrichment activities. To overcome this challenge, staff utilized additional student input when designing and implementing academic enrichment. These strategies are consistent with best practices for student engagement. Staff may consider developing a student-led afterschool advisory group with student representatives from each grade level or collecting student feedback at more frequent intervals. Moreover, as programming is offered, program staff should consider sharing how youth feedback informed each activity with the participants (Standards 3c, 15a).

2. Academic Support/School Day Linkages: Program staff identified homework help as an area for improvement in 2023-2024, and they expressed a desire for additional participation from school day teachers in supporting academics. Furthermore, program staff noted that communication with teachers and other school staff was a current challenge (Standards 13b, 13f, 37). To improve program quality (and specifically school day linkages), program staff are encouraged to review best practices identified in cases studies of high performing 21st CCLC programs during Indiana's 2019-2020 State 21st CCLC Evaluation. Best practices included 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.

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%	68%
	YR 2	65%	58%
	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%	36%
	YR 2	65%	71%
	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%	85%
	YR 2	60%	71%
	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%	85%
	YR 2	60%	88%
	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 that the program has helped them make better decisions.	YR 1	65%	100%
	YR 2	65%	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%	63%
	YR 2	60%	76%
	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%	86%
	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%	83%
	YR 2	50%	100%
	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 34 students during Year Two.
- In Year Two, 25 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

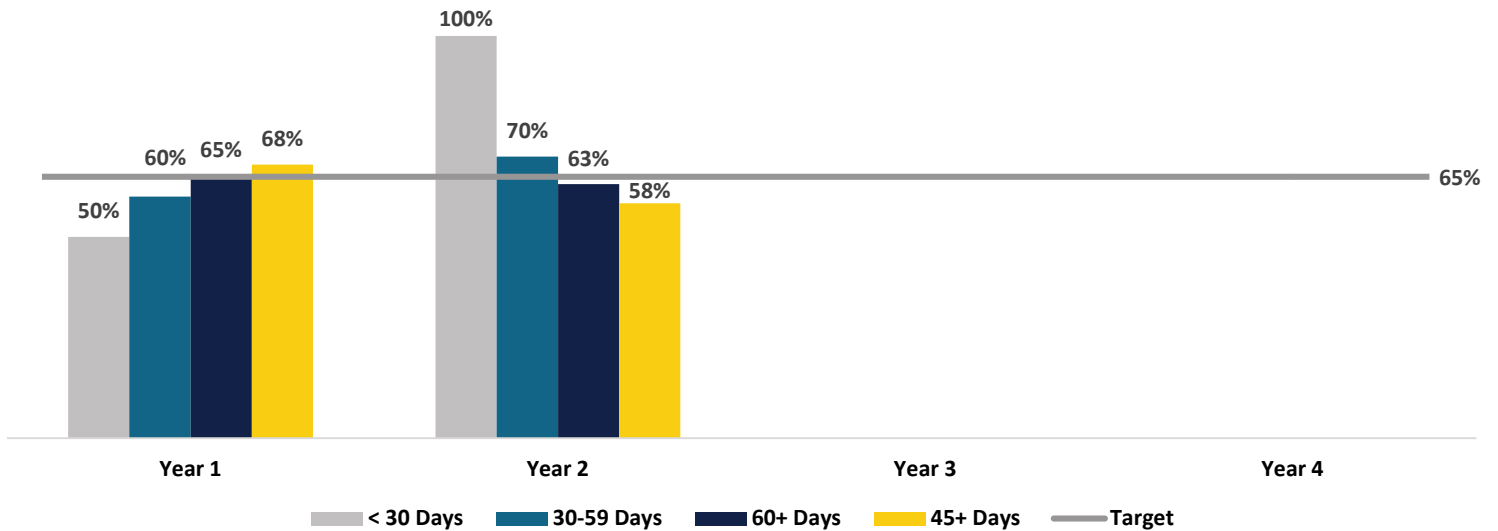
	Year 1 ≥ 45 Days RAP Target=20			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
6th Grade	9	8	89%	13	9	69%						
7th Grade	16	10	63%	14	10	71%						
8th Grade	18	9	50%	7	6	86%						
F/R Lunch	28	17	61%	26	20	77%						
Non-White	30	19	63%	16	14	88%						
Special Ed	7	5	71%	5	4	80%						
Female	15	10	67%	14	10	71%						
Male	28	17	61%	20	15	75%						
Total	43	27	63%	34	25	74%						

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Two, 58% (14/24) 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)

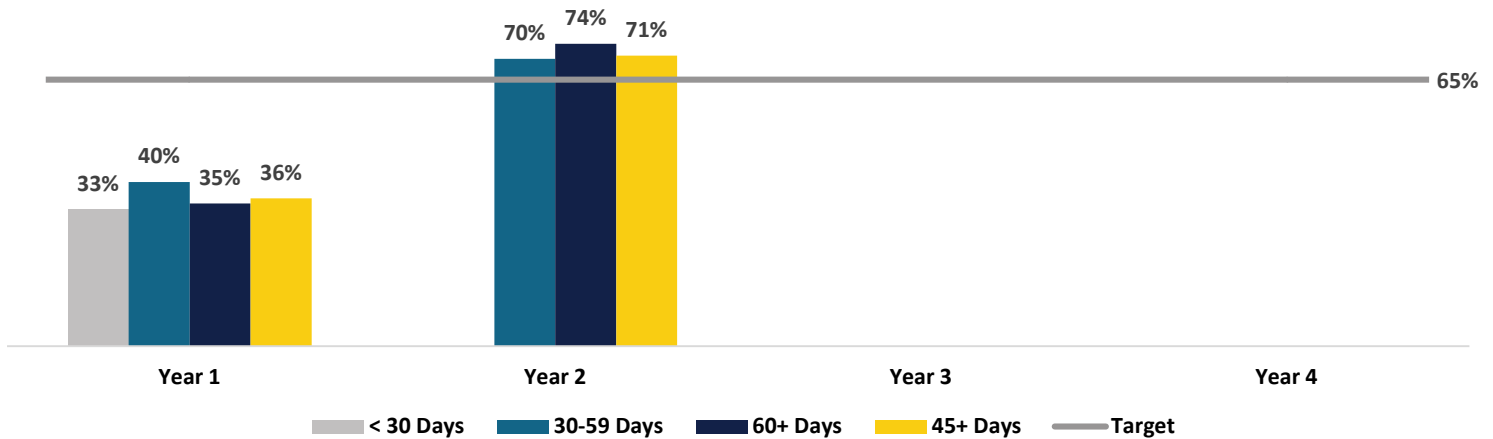
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
6	0/1	0%	--	--	6/8	75%	6/8	75%	--	--	4/7	57%	3/6	50%	3/9	33%
7	2/4	50%	2/2	100%	4/7	57%	5/8	63%	1/1	100%	2/2	100%	5/9	56%	6/10	60%
8	1/1	100%	4/8	50%	5/8	63%	6/9	67%	--	--	1/1	100%	4/4	100%	5/5	100%
Tot	3/6	50%	6/10	60%	15/23	65%	17/25	68%	1/1	100%	7/10	70%	12/19	63%	14/24	58%
	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	%
6																
7																
8																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year Two, 71% (17/24) 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	%
6	0/1	0%	--	--	3/8	38%	3/8	38%	--	--	5/7	71%	4/6	67%	6/9	67%
7	1/4	25%	1/2	50%	2/7	29%	2/8	25%	0/1	0%	2/2	100%	8/9	89%	9/10	90%
8	1/1	100%	3/8	38%	3/8	38%	4/9	44%	--	--	0/1	0%	2/4	50%	2/5	40%
Tot	2/6	33%	4/10	40%	8/23	35%	9/25	36%	0/1	0%	7/10	70%	14/19	74%	17/24	71%
	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	%
6																
7																
8																
Tot																

C1. School-Related Behaviors (DOE Teacher Survey)

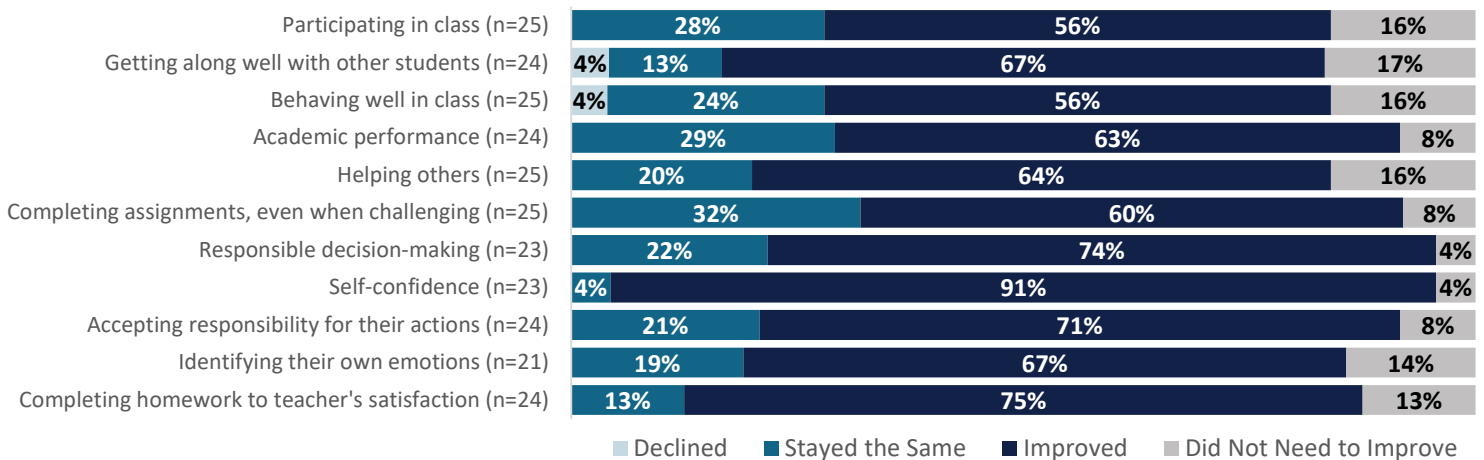
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need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

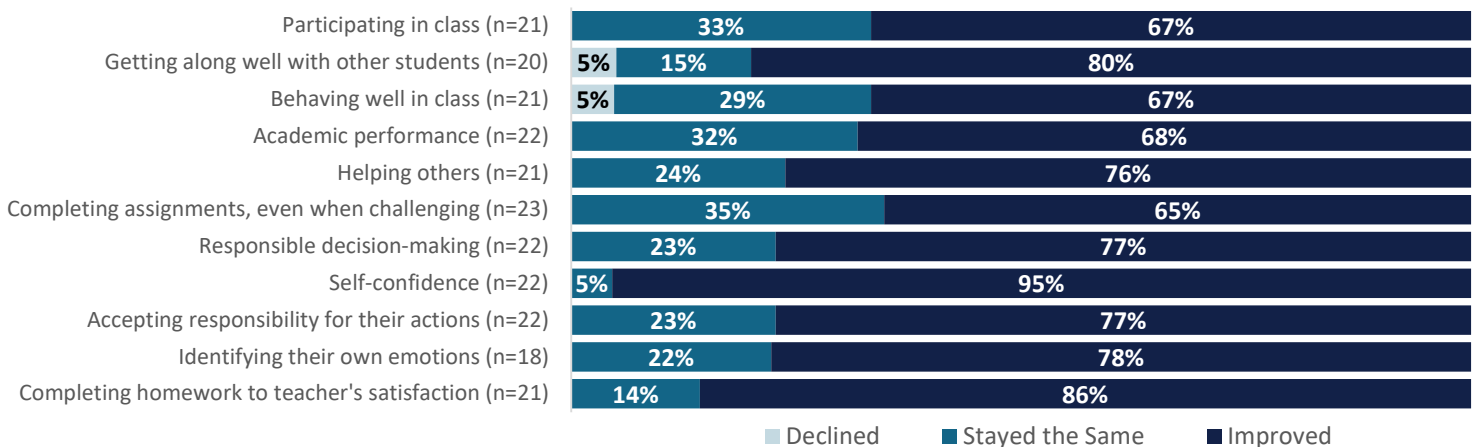
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

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.

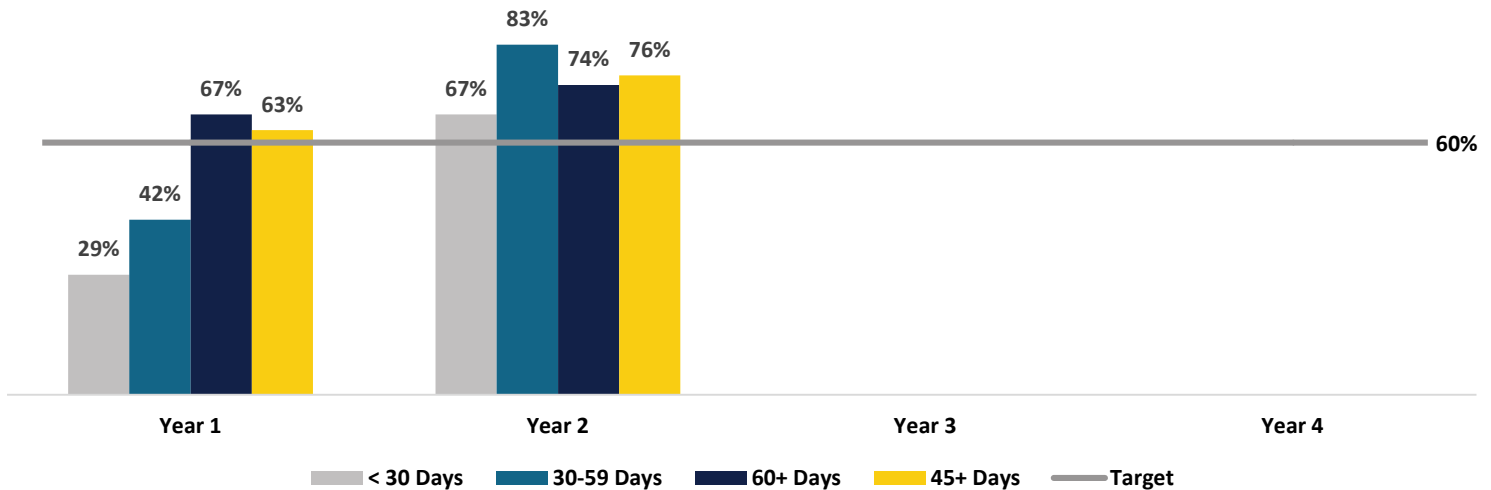


C2. School-Related Behaviors - Suspension

Key Findings

- In Year Two, 76% (19/25) 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	%
6	0/1	0%	--	--	5/8	63%	5/8	63%	--	--	6/7	86%	14/19	74%	7/9	78%
7	1/4	25%	3/4	75%	5/8	63%	6/10	60%	1/2	50%	3/3	100%	4/6	67%	8/10	80%
8	1/2	50%	2/8	25%	6/8	75%	6/9	67%	1/1	100%	1/2	50%	7/9	78%	4/6	67%
Tot	2/7	29%	5/12	42%	16/24	67%	17/27	63%	2/3	67%	10/12	83%	14/19	74%	19/25	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	%
6																
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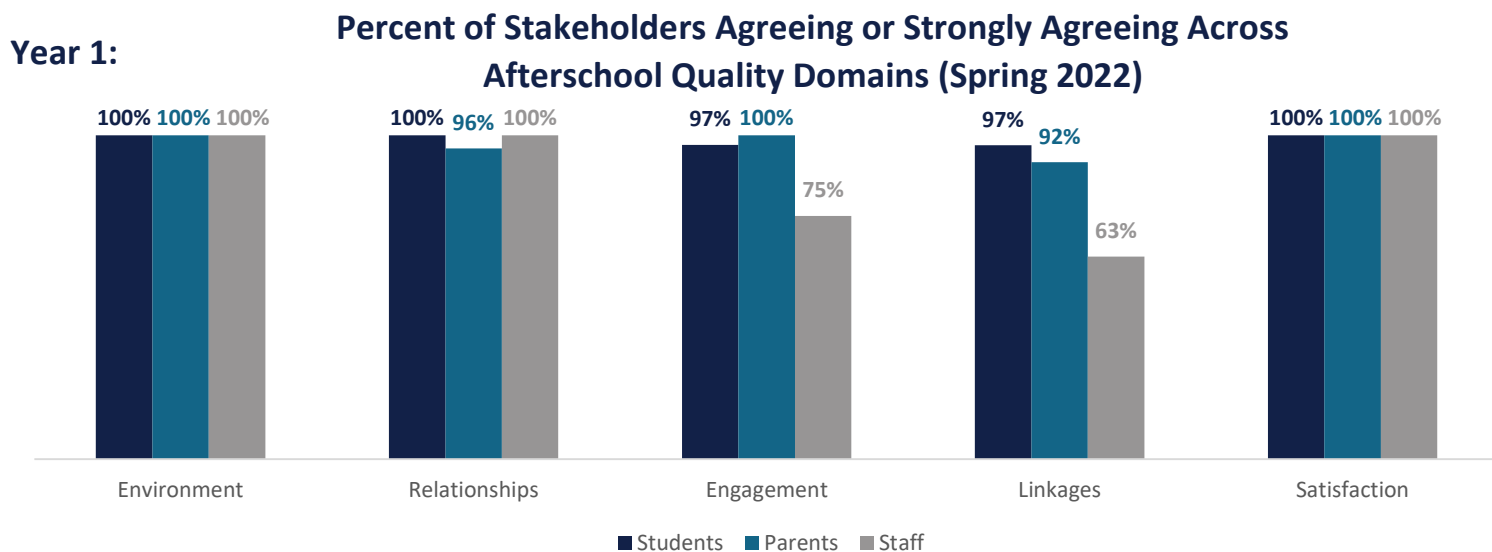
D. Student, Parent, and Staff Surveys

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.

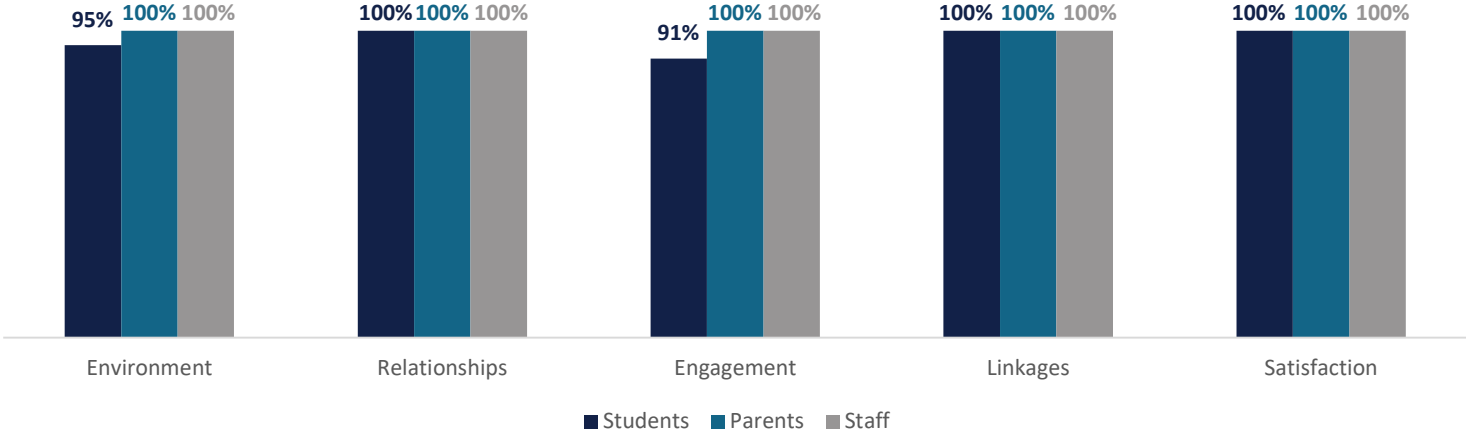
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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).



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 standard 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

Mr. Science: Afterschool staff brought in renowned science teacher Mr. Science (Jason Lindsey) to perform experiments with students in the program. Mr. Science is one of seven STEM-Certified Master Trainers in the US and travels around to different schools and communities to do experiments with children and get them engaged in science and math. Mr. Science provided students with the opportunity to perform experiments that they typically would not be able to do during a normal programming day. Students were actively engaged throughout the time Mr. Science was at the program and were observed asking questions to better understand the science behind each experiment.

Meals and Snacks: Each day in the afterschool program, all program participants are provided a snack to start off their programming time. Toward the end of the programming time, students are taken to the cafeteria where a meal has been prepared for them. By comparison, many 21st CCLC afterschool programs only provide a snack. Providing a meal to students is especially beneficial for students in the program who may be food insecure.

Student-to-Staff Ratios: During observation, the student-to-staff ratio remained at 1:1. While the students worked through the different activities as a group, this ratio led to many one-on-one interactions between students and staff. It should be noted that attendance for this programming day was lower than normal due to it being the last day prior to Thanksgiving break. Maintaining these low ratios will allow staff to continue providing strong academic support and help in encouraging positive behavior, teaching students new skills, and engaging students during group activities.

Considerations

Youth Attendance: Program leadership reported that there are typically anywhere from 15 to 20 children who attend the program on a daily basis. However, on the day of observation, there were only 4 children in attendance. While this low attendance can in part be explained by the upcoming Thanksgiving break, efforts to recruit additional youth who may benefit from the program are suggested, especially for instances like the day of observation when the program is able to bring in Mr. Science. Recruitment strategies may include reaching out to teachers or other school staff for recommendations, making announcements during the school day, or reaching out to parents.