

Cohort 10: River Valley 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: River Valley 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

River Valley 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: River Valley Middle School provides enriched learning opportunities including afterschool tutoring and homework assistance, community service, enrichment, STEM, and parental and family engagement. 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, mediation and mindful thinking, community service learning, music therapy, martial arts, abstract arts, and games.

Population Served: 6-8

2022-2023 Program Site Successes

- **Program Quality:** Program quality was observed during the fall site visit. Students engaged in activities with a social emotional learning focus and activities that allowed them to build skills such as using Garage Band software on an iPad. Students also benefitted from smaller student-to-staff ratios (no higher than four students to one staff member). 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 (93% to 100%), student-staff relationships (97% to 100%), and engagement (87% to 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:** High levels of academic achievement were noted for regular attendees in both reading and math, and all academic performance measure targets were exceeded. Specifically, 73% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 85% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher's Survey, teachers reported that 85% of students improved or needed no improvement in academic performance and 75% improved or needed no improved in completing homework.

- **Attendance:** The program served 34 students during the 2022-2023 school year. Of those 34 students, 27 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents (100%), a majority of students (87%), and half of staff (50%) reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being (SEL Priority):** All students reported that the program helped them to make better decisions (100%), and most regular participants had no suspensions during 2022-2023. The site has made SEL topics and activities a priority within the program. At River Valley, programming includes a focus on positive communication, kindness, caring, coping skills, listening, and problem solving.
- **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.
- **Family Meals:** The site offers family engagement activities in combination with a family meal. Donations and discounts at local restaurants allow the program to serve food during these family night activities. The site offered five meals throughout the year during family engagement events. Meal sponsors included Zaxby's, Subway, KFC, and Papa Johns.
- **Community Partners:** The program at River Valley collaborates with a variety of community partners including Dream Chasers (meditation and mindful thinking), Purposeful Pointea (abstract art), Dragon Spirit Martial Arts (karate), Kart Kountry (end of year celebration), and Sweet Behaviorals (music therapy). Several companies provided meals for Family Nights: Papa Johns, Subway, Zaxby's, and KFC.

Areas to be strengthened in 2023-2024

1. 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 communication from school day teachers related to homework and academic needs, generally. 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 (Standards 13b, 13f, 37).

2. Family Communication: Staff noted challenges connecting with parents and caregivers. Staff worked to overcome these challenges by adapting their communication approaches to align with families' needs/expectations. Staff noted successes when directly engaging families in conversation during pick up times. Program staff are encouraged to continue exploring various strategies for communicating with families. Strategies that may be considered include completing a "family-friendly walkthrough" to ensure that program space is welcoming to all families, reviewing written communication to ensure accessibility (e.g., reading level) and cultural appropriateness, and seeking out families at school and community events. Finally, the program may explore partnerships with other local organizations that have strong rapport with local families (Standard 9).

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%	83%
	YR 2	65%	73%
	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%	83%
	YR 2	65%	85%
	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%	77%
	YR 2	60%	85%
	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%	93%
	YR 2	60%	75%
	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%	93%
	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%	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., 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%	67%
	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, 27 students attended the program 45 days or more and met the regular attendee threshold. The

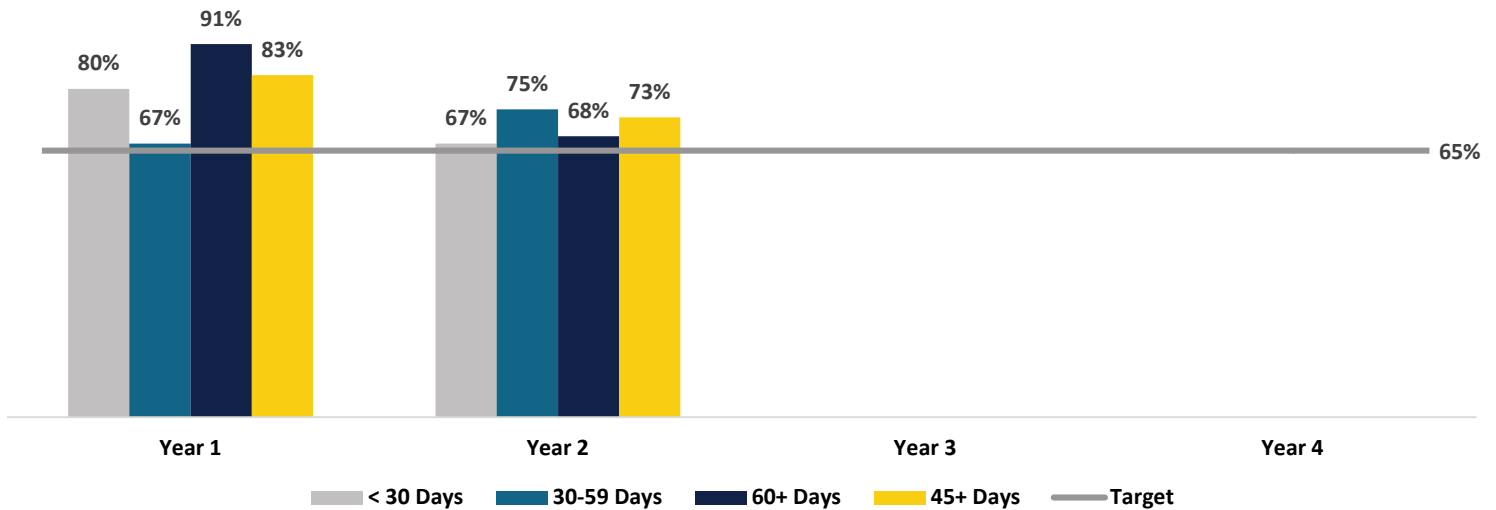
	Year 1 ≥ 45 Days RAP Target=30			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
6th Grade	19	14	74%	9	7	78%						
7th Grade	9	8	89%	14	10	71%						
8th Grade	10	8	80%	11	10	91%						
F/R Lunch	30	24	80%	26	19	73%						
Non-White	21	15	71%	20	16	80%						
Special Ed	8	5	63%	6	5	83%						
Female	16	14	88%	13	9	69%						
Male	22	16	73%	21	18	86%						
Total	38	30	79%	34	27	79%						

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Two, 73% (19/26) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.

Percent of Students Who Received a 'C' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)

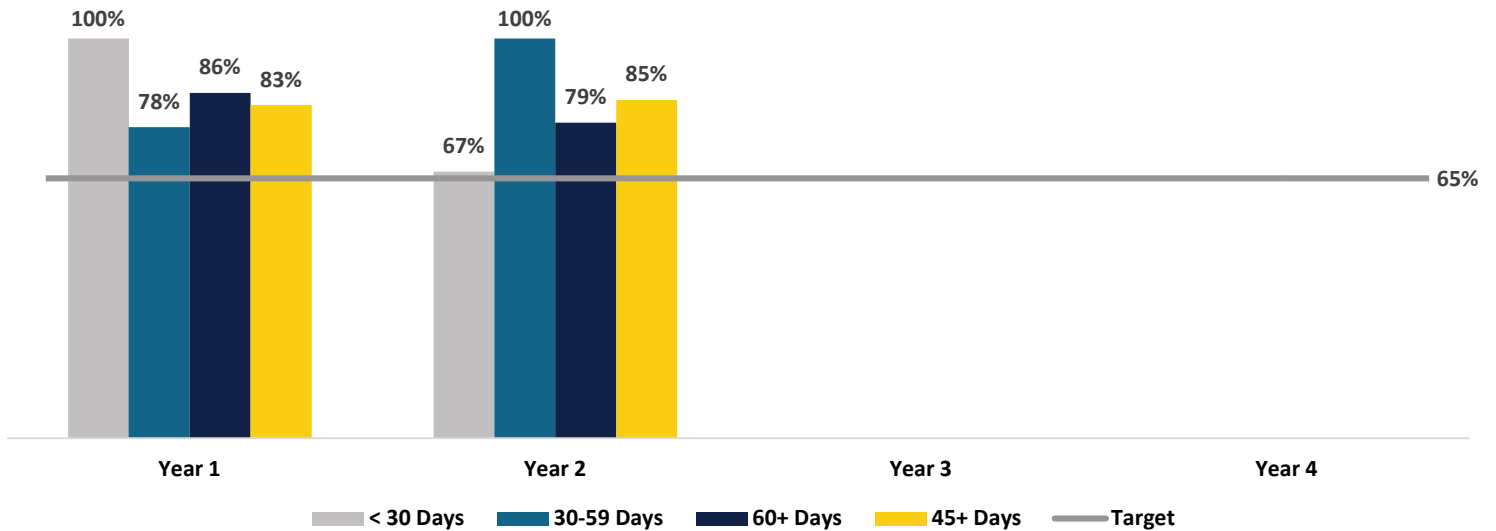
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
6	2/3	67%	2/2	100%	11/13	85%	12/14	86%	1/1	100%	0/1	0%	4/6	67%	4/7	57%
7	1/1	100%	2/3	67%	5/5	100%	7/8	88%	1/1	100%	3/4	75%	3/6	50%	6/9	67%
8	1/1	100%	2/4	50%	4/4	100%	6/8	75%	0/1	0%	3/3	100%	6/7	86%	9/10	90%
Tot	4/5	80%	6/9	67%	20/22	91%	25/30	83%	2/3	67%	6/8	75%	13/19	68%	19/26	73%
	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, 85% (22/26) of regular attendees earned a 'C' or better or increased their math grade by spring.

Percent of Students Who Received a 'C' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
6	3/3	100%	2/2	100%	12/13	92%	13/14	93%	1/1	100%	1/1	100%	5/6	83%	6/7	86%
7	1/1	100%	2/3	67%	3/5	60%	5/8	63%	0/1	0%	4/4	100%	4/6	67%	7/9	78%
8	1/1	100%	3/4	75%	4/4	100%	7/8	88%	1/1	100%	3/3	100%	6/7	86%	9/10	90%
Tot	5/5	100%	7/9	78%	19/22	86%	25/30	83%	2/3	67%	8/8	100%	15/19	79%	22/26	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	%
6																
7																
8																
Tot																

C1. School-Related Behaviors (DOE Teacher Survey)

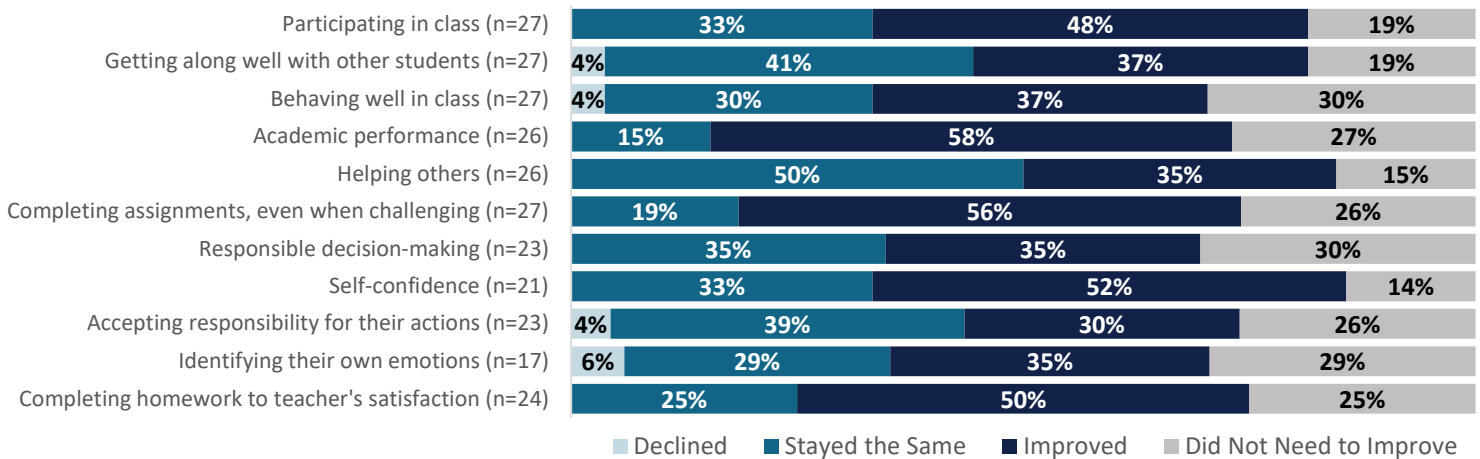
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 academic performance, completing assignments, even when challenging, and completing homework to teacher's satisfaction.
- In Year Two, teachers reported 89% of students benefited from participating in the afterschool program.

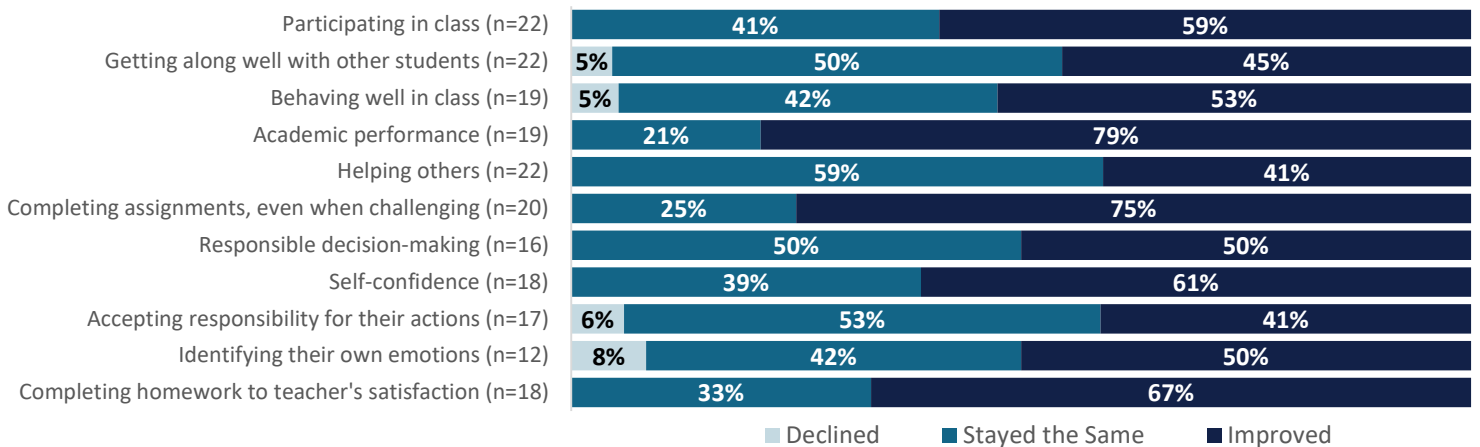
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

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.

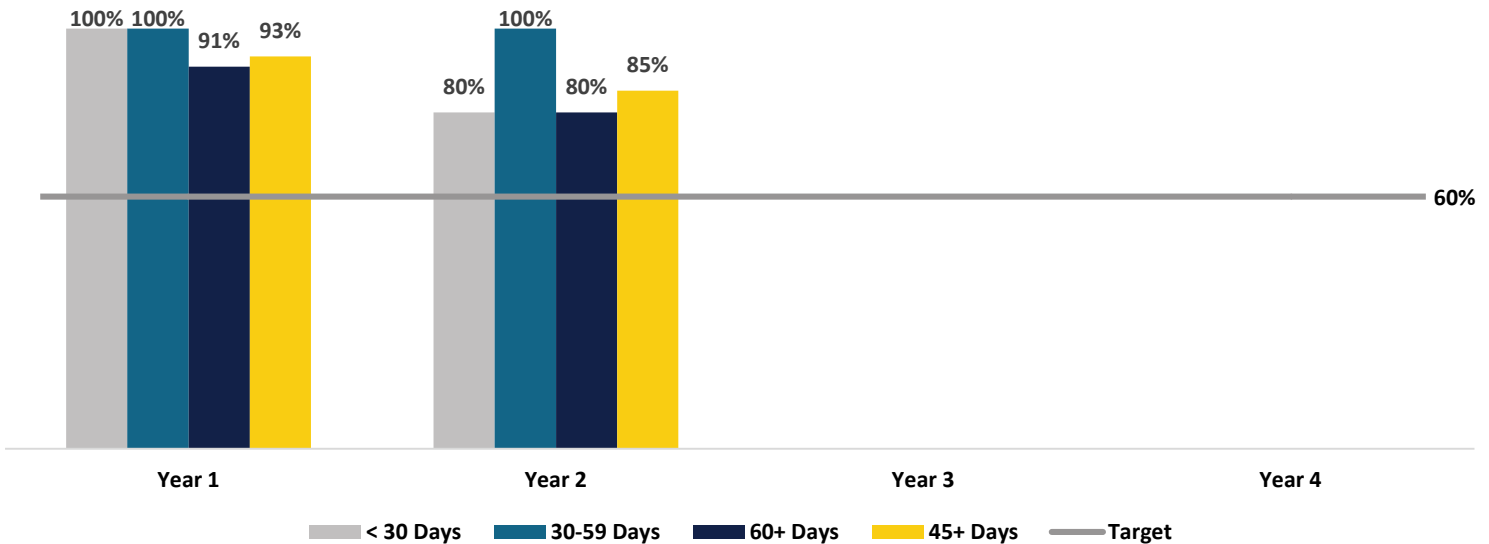


C2. School-Related Behaviors - Suspension

Key Findings

- In Year Two, 85% (23/27) 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	%
6	4/4	100%	2/2	100%	12/13	92%	13/14	93%	2/2	100%	1/1	100%	16/20	80%	7/7	100%
7	1/1	100%	3/3	100%	5/5	100%	8/8	100%	2/2	100%	5/5	100%	6/6	100%	9/10	90%
8	2/2	100%	4/4	100%	3/4	75%	7/8	88%	0/1	0%	3/3	100%	6/7	86%	7/10	70%
Tot	7/7	100%	9/9	100%	20/22	91%	28/30	93%	4/5	80%	9/9	100%	16/20	80%	23/27	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	%
6																
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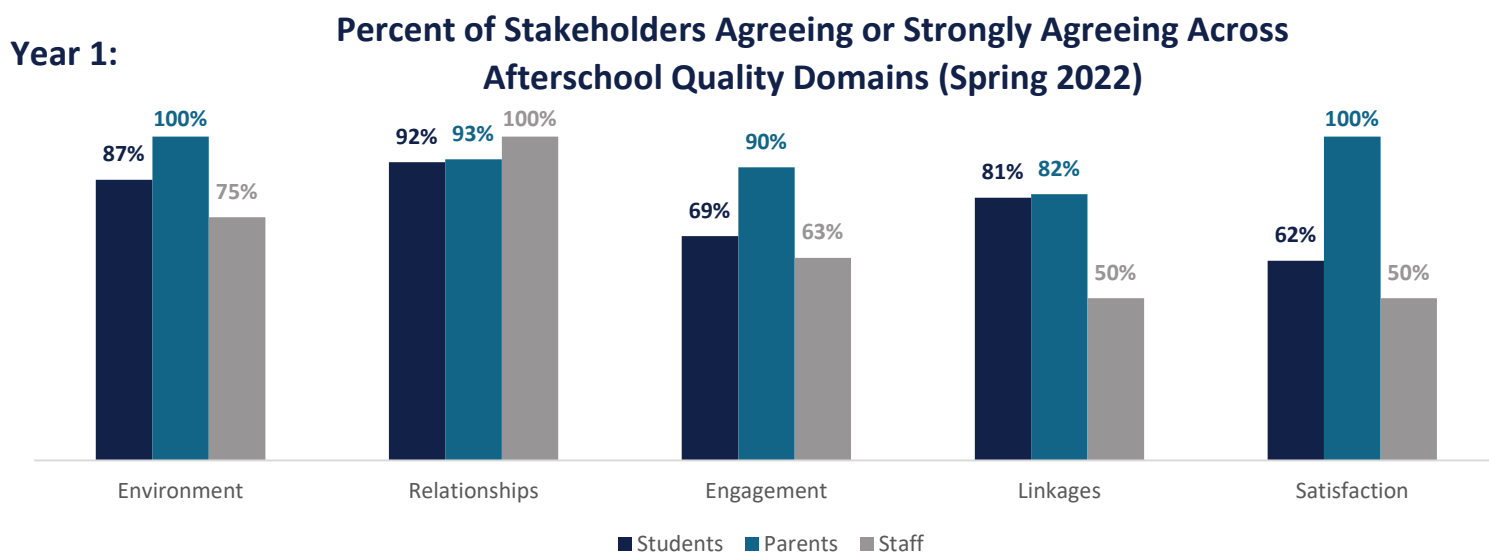
D. Student, Parent, and Staff Surveys

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.

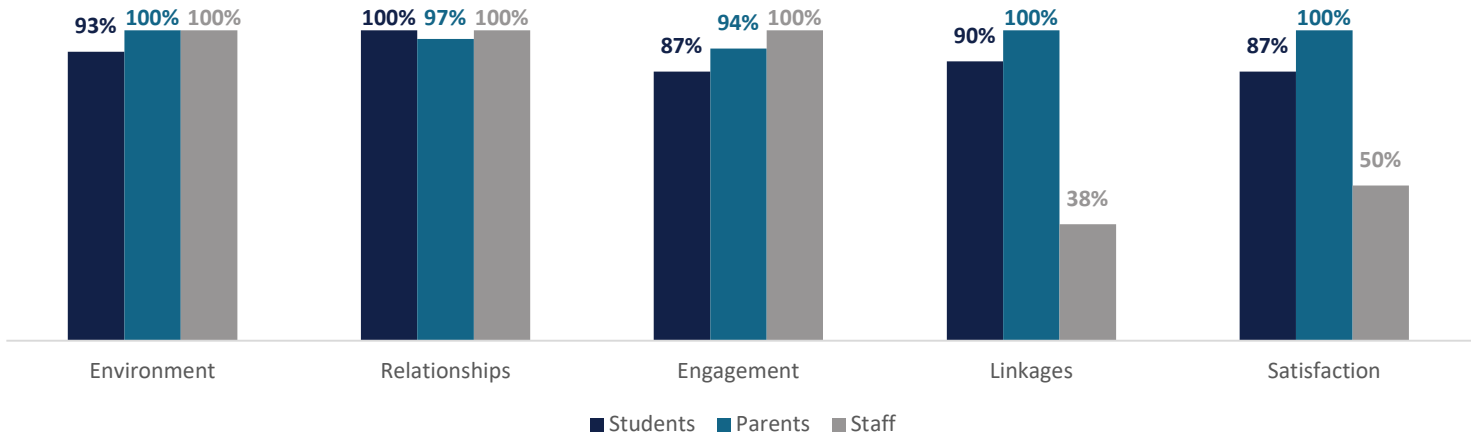
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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

Fall Site Visit: Summary Observations

Strengths

Social Emotional Learning (SEL) Focus: During snack time, students stood in a circle with staff, and each took turns telling the group about one person who inspires them and why. This is a simple, yet effective activity that allows students to focus on social emotional learning.

Student-to-Staff Ratios: During observation, the highest student to staff ratio was one staff member to four students. This smaller ratio provides opportunities for stronger academic support (when academics are provided) and more opportunities for students to receive one-on-one interactions. These smaller ratios can be helpful for encouraging positive behavior, teaching students new skills, and engaging students during the group activities.

Student Skill-Building: During observation, staff provided structured activities that allowed students to build skills (i.e., use of iPads and Garage Band software, K'Nex set). These skill-building activities had a clear focus/goal tied to the activity. In Music Therapy, students were encouraged to test out new ideas and learn through trial and error using iPads and Garage Band software. Staff supported student learning by participating in each group and asking open-ended questions. Each group was composed of seven students/staff, and the task was to create a song as a group. Staff regularly engaged students in discussion about what they were doing and worked side-by-side with students to help complete the music challenge. During homework time, two students were continuing their work on a motorized Ferris wheel K'Nex set. Staff encouraged students to work independently by following the instructions that came with the set.

Considerations

Homework Time: One opportunity for further leveraging the smaller student-to-staff ratios (noted as a strength above) is available during homework time. During the observation, staff/volunteers often remained in one location offering support to the students who were next to them. Staff could consider circulating around the room to ask each student about questions they had on their homework. In addition, during homework time, staff/volunteers appeared to be doing the homework for the students in some cases. Staff were reading the questions, doing the calculations on the calculator and writing down answers while the students sat there and watched. Staff/volunteers could consider additional approaches to engaging students in learning their homework. This could include asking open-ended questions, teaching students the steps for how to solve a similar math problem and then asking them to demonstrate those steps again to solve their homework problem, and connecting the homework problems to approaches/techniques that students learned during the school day.