

Cohort 11: Clarksville Elementary

21st Century Community Learning Centers

Local Evaluation Report - Year 2: 2023-2024

Submitted: September 13, 2024

Grant Name: Youth Link Southern Indiana

Center Name: Clarksville Elementary

Grade Levels: 1-4

Project Director: Michelle Allen

Performance Period: Year 1: June 1, 2022 to May 31, 2023
Year 2: June 1, 2023 to May 31, 2024
Year 3: June 1, 2024 to May 31, 2025
Year 4: June 1, 2025 to May 31, 2026

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Technical Evaluation Report

21st CCLC Local Evaluation - Year Two (2023-2024)

Diehl Consulting Group serves as the local evaluator for the program. As such, a comprehensive process and outcome evaluation was conducted to measure progress toward all program goals and objectives/performance measures. This includes administration of required and supplemental student, parent, and staff surveys; site visits to assess quality practices; and analysis of site-specific performance measure data. As required, the site also completed the Indiana Quality Program Self-Assessment (IN-QPSA). Collectively, these evaluation activities inform progress and identify areas for continued program growth.

This Technical Evaluation Report is aligned with all 21st CCLC local evaluation reporting requirements outlined by the Indiana Department of Education (IDOE). Specifically, this section of the report summarizes site program information, data collection methods, and detailed results toward all program goals and objectives. Additional information related to evaluation methodology is available upon request. The following sections make up the framework of this report.

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Section 1: Site Summary Information

Section 1A provides a snapshot of the 21st Century Community Learning Center (21st CCLC) site, including contextual information, specific program offerings, hours of operation, and the population served. This section also includes highlights of the program's successes from the current reporting year and opportunities to strengthen specific program areas for the next school year.

A. Site Snapshot

Clarksville Elementary

Cohort 11 Grant: Youth Link Southern Indiana is partnering with Clarksville Community Schools and Greater Clark County School District to implement 21st CCLC programs across four sites: Clarksville Elementary, Northaven Elementary, Parkwood Elementary, and Wilson Elementary. The program provides enriched learning opportunities with specific goals directed toward improving grades in English/language arts and math, improving academic habits (turning in homework, overall academic performance), improving social emotional skills and student behavior, and increasing family engagement.

Center-level Program Description: Clarksville Elementary School provides enriched learning opportunities including afterschool tutoring and homework assistance, enrichment, STEM, and parental and family engagement. Additional literacy activities are included as a priority area for the program.

Hours of Operation: Monday through Thursday, 3:00 pm to 6:00 pm

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

Population Served: 1-4

2023-2024 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 (93% to 100%), student-staff relationships (96% to 100%), engagement (84% to 100%), and school day linkages (93% to 100%). The fall site visit also noted positive relationships among students, welcoming environment, and community collaborations with the public library to support the site's literacy priority. Further, the site provides small-group literacy activities to help students work on specific skills. Students who were selected for literacy coaching were extremely excited to participate and engage in the activity.
- **IN-QPSA Completion:** The site completed 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, 79% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 92% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher Survey, teachers reported that 68% of students improved or needed no improvement in academic performance and 86% improved or needed no improvement in completing homework.

- **Attendance:** The program served 26 students during the 2023-2024 school year. Of those 26 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. One parent comment noted: "My child loves coming to the program and her grades have improved tremendously."
- **Student Social/Behavioral Well-being:** The majority of students reported that the program helps them to make better decisions (94%), make more friends (81%), and get along better with others (94%).
- **Literacy Activities (Priority Area):** The program provides one hour, small-group, literacy-based activities and lessons facilitated by a regular school day teacher (Literacy Coach). Small-group activities include an opportunity for students to practice reading and writing skills by playing games and reading aloud. Students who are not in the literacy group participate in daily homework, reading, and journaling time. Reading materials are available in both English and Spanish and students are encouraged to request books they would like the program to purchase. Literacy is also incorporated into enrichment activities and family engagement events through Book Club, Literacy BINGO, and partnership with the local library. The students also wrote a book during the afterschool program and compiled it into a professionally bound book using the website Student Treasures. The program utilizes a Spanish interpreter to help communicate with students and family members during the program.

Areas to be strengthened in 2024-2025

1. **Programming Space:** Access to alternative programming space has been a challenge for the afterschool program. The site currently utilizes the teacher's lounge adjacent to the cafeteria. At different times, the program used the cafeteria, gym, and playground to divide students. During the next school year, the coordinator is encouraged to meet with administrators to identify a consistent program space that can accommodate supplies, materials, and seating for the number of students in the program. Opportunities for the site to display student artwork and afterschool projects to create a welcoming and personalized space are also encouraged (Standards 10, 11, 12, 21b, 22c).
2. **Behavior/Classroom Management:** The program plans to implement various behavior management skills and strategies during the next school year. Specifically, the program plans to consult with an elementary-aged behavior expert to provide recommendations on routines, behavior plans, and transitions. Staff also plan to increase communication between parents and teachers regarding students with IEPs to ensure the program is accommodating to their needs and providing appropriate behavioral and academic support. This information will be gathered for all returning participants and newly enrolled students (Standards 1, 2, 5, 6, 17).

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

Section 1B provides a multi-year comparison of the site’s performance measures. 21st CCLC sites measure performance across three outcome categories: Academic Achievement, Social/Behavioral, and Family Engagement. Data sources were identified for each of the performance measures listed below. Data were collected based on availability from the school district and from required and supplemental surveys (i.e., DOE Teacher Survey, Stakeholder Surveys). Results are provided below using color blocks to indicate progress towards targets: **Green** = met or exceeded target, **Yellow** = within 5 percentage points of target, **Red** = far below target, and **NA** = data were not available.

Category 1: Academic Outcomes

Academic Achievement

Report Card Grades - English Language Arts	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their ELA grade from fall to spring.	YR 1	65%	74%
	YR 2	65%	79%
	YR 3		
	YR 4		

Explanation : Final Report Card grade data were used to assess progress.

Report Card Grades - Math	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their math grade from fall to spring.	YR 1	65%	67%
	YR 2	65%	92%
	YR 3		
	YR 4		

Explanation : Final Report Card grade data were used to assess progress.

DOE Teacher Survey Academic Habits - Academic Performance	Year	Target	Results
65% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	65%	74%
	YR 2	65%	68%
	YR 3		
	YR 4		

Explanation : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

DOE Teacher Survey Academic Habits - Completing Homework	Year	Target	Results
65% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	65%	80%
	YR 2	65%	86%
	YR 3		
	YR 4		

Explanation : Teachers were asked to complete a survey designed for 21st CCLC to investigate changes in behavior. Specifically, teachers were asked to indicate if the student needed to improve and whether the trait or behavior improved, declined, or stayed the same by spring.

Social/Emotional Learning

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program. (Quality Rating Scale)	YR 1	65%	86%
	YR 2	65%	94%
	YR 3		
	YR 4		

Explanation: As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (e.g., “I make better decisions because of the program.”). The percentage of students reporting “Agree” or “Strongly Agree” was used to track progress.

In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
90% of regular attendees will have no suspensions during the school year.	YR 1	90%	96%
	YR 2	90%	92%
	YR 3		
	YR 4		

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

Category 3: Family Engagement Outcomes

Involvement in Student’s Education at Home

Talks with Child About Their Day	Year	Target	Results
65% of parents will report talking to their child about their school day ('a few times a week' to 'daily'). (Quality Rating Scale)	YR 1	65%	77%
	YR 2	65%	71%
	YR 3		
	YR 4		

Explanation: As part of the Quality Rating Scale administration, parents rated the frequency with which they exhibit specific parental involvement activities (e.g., talks with child about their day at school). The percentage of parents reporting engaging in the behavior “a few times a week” to “daily” was used to track progress.

Reviews Grades	Year	Target	Results
65% of parents will report reviewing their child's grades on assignments and tests ('at least once a week'). (Quality Rating Scale)	YR 1	65%	64%
	YR 2	65%	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., 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 26 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.

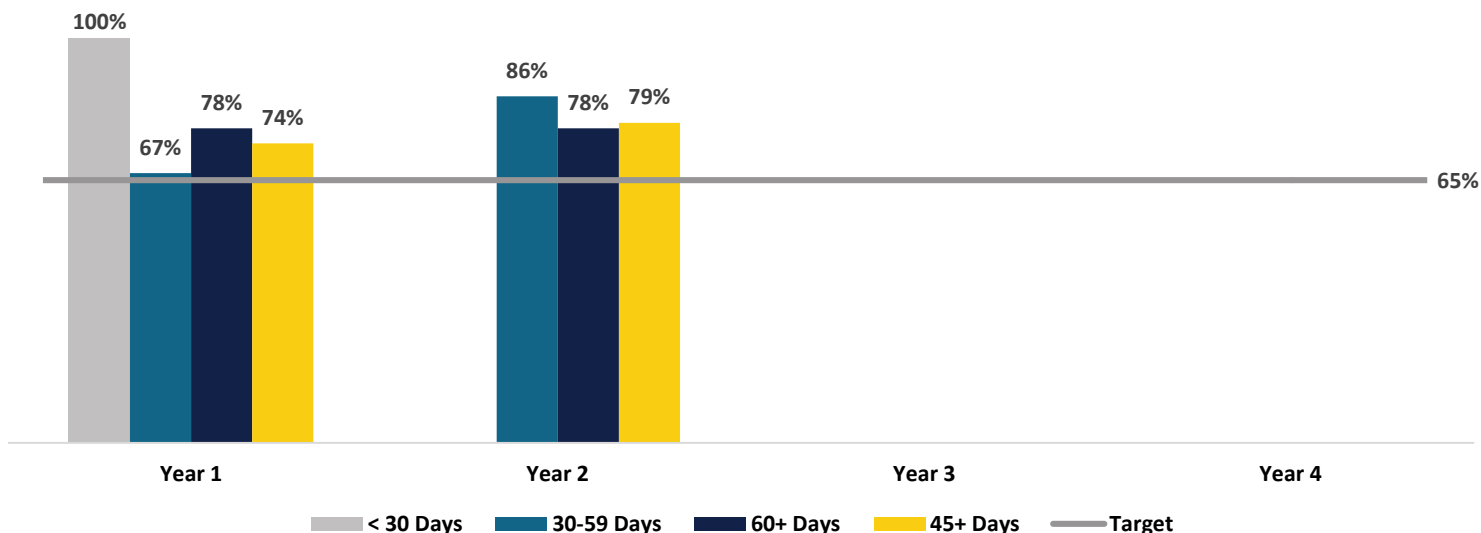
	Year 1 ≥ 45 Days RAP Target=25			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	2	2	100%	2	2	100%						
2nd Grade	5	5	100%	13	12	92%						
3rd Grade	6	6	100%	3	3	100%						
4th Grade	15	14	93%	8	8	100%						
F/R Lunch	20	19	95%	26	25	96%						
Non-White	16	16	100%	15	15	100%						
Special Ed	4	3	75%	5	4	80%						
Female	17	16	94%	9	9	100%						
Male	11	11	100%	17	16	94%						
Total	28	27	96%	26	25	96%						

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Two, 79% (19/24) 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)

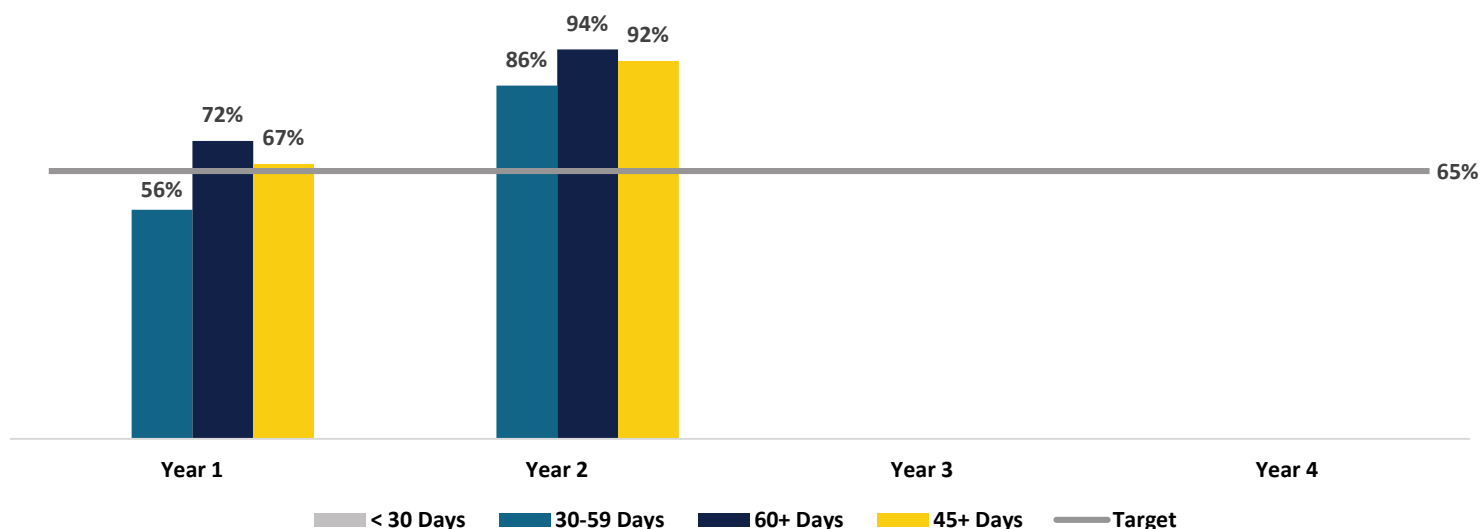
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	2/2	100%	2/2	100%
2	--	--	0/3	0%	2/2	100%	2/5	40%	--	--	5/5	100%	6/7	86%	10/11	91%
3	--	--	1/1	100%	3/5	60%	4/6	67%	--	--	1/1	100%	2/2	100%	3/3	100%
4	1/1	100%	5/5	100%	7/9	78%	12/14	86%	--	--	0/1	0%	4/7	57%	4/8	50%
Tot	1/1	100%	6/9	67%	14/18	78%	20/27	74%	--	--	6/7	86%	14/18	78%	19/24	79%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
4																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year Two, 92% (22/24) 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	%
1	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	2/2	100%	2/2	100%
2	--	--	2/3	67%	2/2	100%	4/5	80%	--	--	4/5	80%	7/7	100%	10/11	91%
3	--	--	0/1	0%	4/5	80%	4/6	67%	--	--	1/1	100%	2/2	100%	3/3	100%
4	0/1	0%	3/5	60%	5/9	56%	8/14	57%	--	--	1/1	100%	6/7	86%	7/8	88%
Tot	0/1	0%	5/9	56%	13/18	72%	18/27	67%	--	--	6/7	86%	17/18	94%	22/24	92%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
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C1. School-Related Behaviors (DOE Teacher Survey)

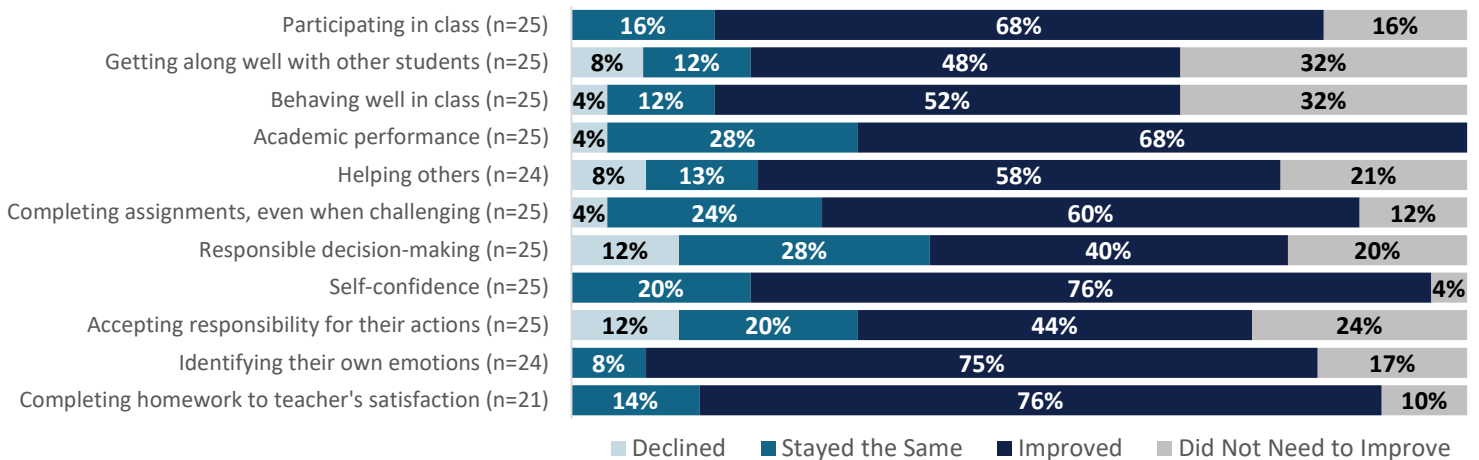
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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, completing homework to teacher's satisfaction, and participating in class.
- In Year Two, teachers reported 92% of students benefited from participating in the afterschool program.

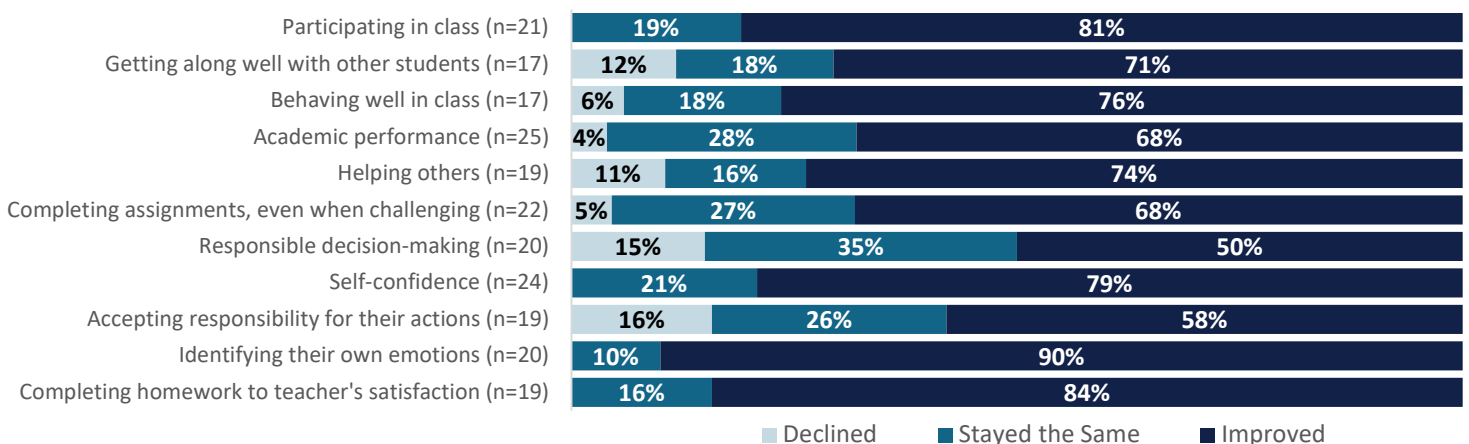
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

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.

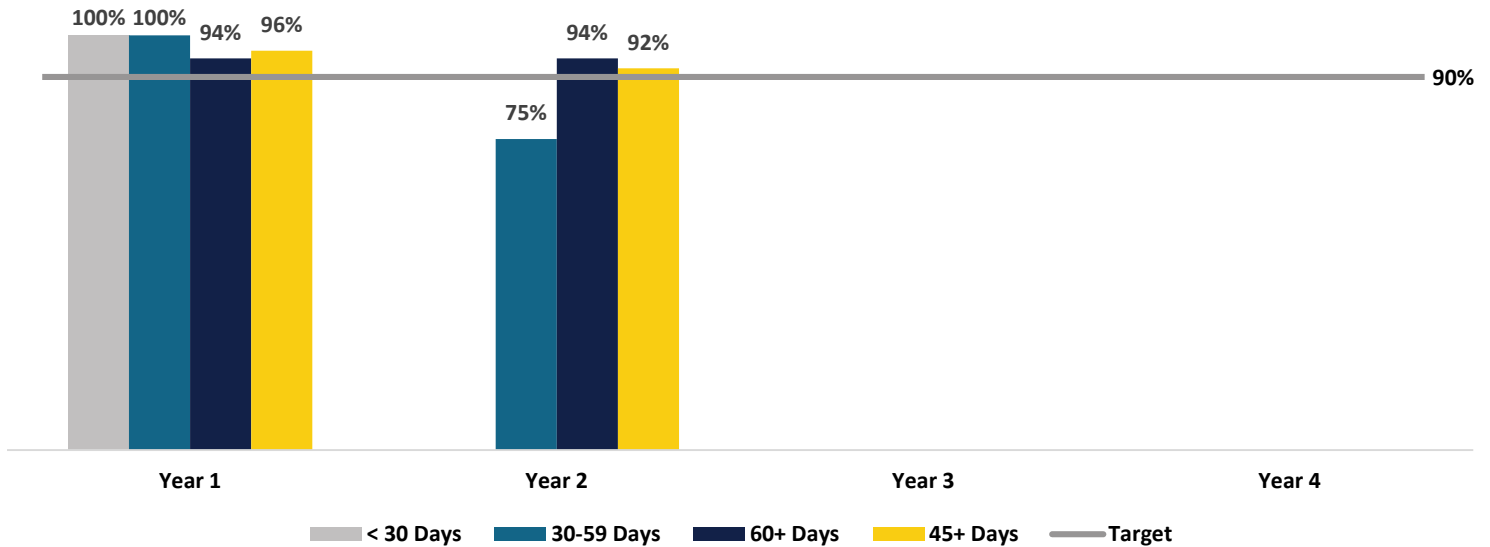


C2. School-Related Behaviors - Suspension

Key Findings

- In Year Two, 92% (23/25) 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	%
1	--	--	--	--	2/2	100%	2/2	100%	--	--	--	--	2/2	100%	2/2	100%
2	--	--	3/3	100%	2/2	100%	5/5	100%	--	--	4/6	67%	2/2	100%	11/12	92%
3	--	--	1/1	100%	5/5	100%	6/6	100%	--	--	1/1	100%	7/7	100%	3/3	100%
4	1/1	100%	5/5	100%	8/9	89%	13/14	93%	--	--	1/1	100%	2/2	86%	7/8	88%
Tot	1/1	100%	9/9	100%	17/18	94%	26/27	96%	--	--	6/8	75%	17/18	94%	23/25	92%
	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																
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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:

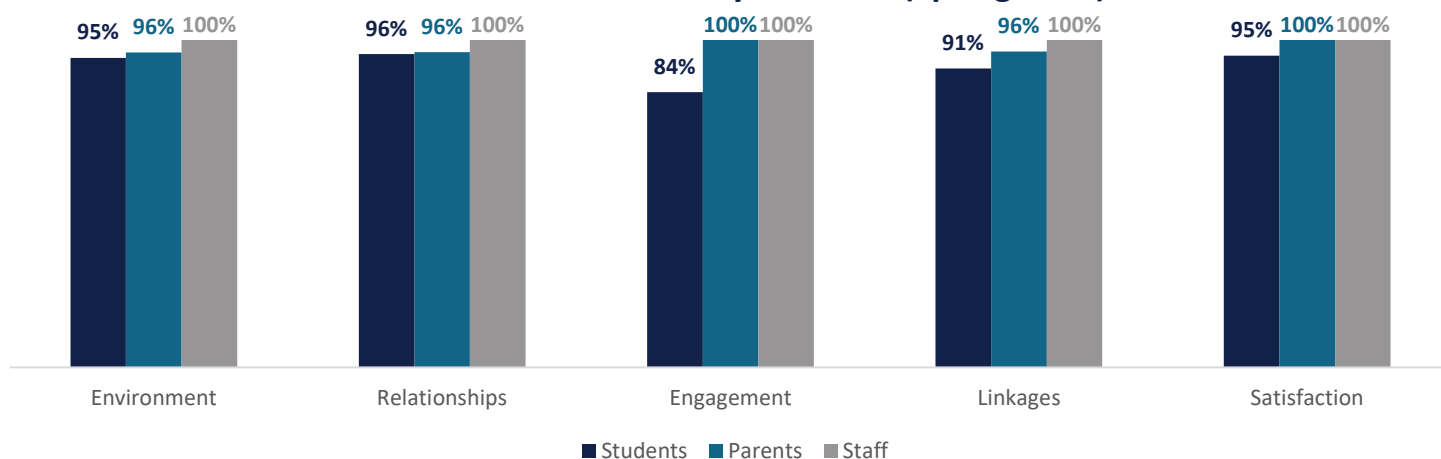
- **Environment and Climate:** The extent to which the environment and climate possess basic conditions of learning, such as safe and clean rooms, welcoming staff, and clear and fair rules.
- **Relationships:** The extent to which positive relationships between and among staff and students are developed, 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 1:

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



Year 2:

Percent of Stakeholders Agreeing or Strongly Agreeing Across Afterschool Quality Domains (Spring 2024)

