

# Cohort 10: Jeffersonville High School

## 21st Century Community Learning Centers

### Local Evaluation Report - Year 3: 2023-2024

*Submitted: September 13, 2024*

**Grant Name:** Youth Link Southern Indiana

**Center Name:** Jeffersonville High School

**Grade Levels:** 9-12

**Project Director:** Michelle Allen

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

**Submitted By:**



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# Technical Evaluation Report

## 21st CCLC Local Evaluation - Year Three (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

### Jeffersonville High School

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

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

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

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

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

**Population Served:** 9-12

### 2023-2024 Program Site Successes

- **Program Quality:** Program quality was observed during the site visit. During the observation, students participated in an SEL discussion on "comfort" and incorporated this discussion into a service learning project about making blankets for students in foster care. Overall, strong, positive relationships were observed between students and staff. The environment was welcoming and supportive, and high levels of student voice and choice were observed. Staff appeared to incorporate student feedback and input in each aspect of the program (e.g., how to arrange chairs, scheduling more time to make blankets). Further, student, parent, and staff responses to the Quality Rating Scale spring survey were positive. Specifically, all groups reported high levels of agreement related to the program quality domains of environment (98%-100%), student-staff relationships (96%-100%), engagement (96%-100%), and school day-afterschool linkages (93%-100%).

- **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:** There was evidence of academic improvement for regular attendees in both ELA and math. More than three-fourths of regular attendees (93%) earned a "C" or better or improved their grade in English/language arts, and 80% of regular attendees earned a "C" or better or improved their grade in math. Teacher-reported improvements were also noted for most regularly attending students; 75% of students improved or needed no improvement in academic performance and 80% improved or needed no improvement in completing homework to their teacher's satisfaction (Standard 13).
- **Attendance:** The program served 27 students during the 2023-2024 school year. Of those 27 students, 20 met the regular attendee threshold (45 days or more).
- **Program Satisfaction:** All parents, students, and staff (100%) reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being (SEL Priority):** The program partners with several outside organizations to provide social emotional enrichments for students and training/professional development for staff: 1) Personal Counseling Services Inc. provides professional development for staff to support/practice conflict resolution, de-escalation, and address social anxiety; 2) Evolve provides training for mindfulness and meditation workshops; 3) Principled Pennix by Michelle Pennix - presented workshops on conflict resolution and bullying. Student have time to talk openly in a safe place about conflicts they have experienced and how they handled those situations; and 4) Curtis Wells Character Education using the "Get Lit" curriculum - They provide youth development, character education, and self-esteem training by studying the six pillars of character. SEL topics are also incorporated into weekly lessons and themes. Staff used the Every Monday Matter curriculum for bring-it-together activities. Staff also use music-based therapy tools and exercises along with with online tutorials, school resources, and learned practices to implement the playing of piano, ukulele, drums, and a karaoke machine to practice performance and vocal skills. During circle time, students listen to the lyrics of songs and talked about the meaning of the lyrics and how they relate to one another to understand deeper feelings. Further, self regulation and mindfulness tools are available at anytime during the program. Students have access to playdoh, corn kernels, fidgets, and sand along with head phones and pillows to allow students an opportunity to navigate their emotions and regulate their feelings. Staff are also good at going on 1-1 walks throughout the school with students who are upset and needing support and comfort.
- **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 2024-2025

**1. Integration with the School:** The site has identified integration and collaboration with the school as an area for improvement during the next school year. Specifically, the site plans to 1) meet and connect with an academy principal to identify where students are struggling, 2) partner with the athletic department and ROTC instructor to see if there are ways to collaboratively support/serve youth, 3) speak at teacher meetings to ensure all teachers are familiar with the program and understand how to align and support what students are doing during the school day, and 4) collaborate with teachers providing clubs to identify ways to partner and connect students in the 21st CCLC afterschool program.

## 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%	69%
	YR 2	65%	76%
	YR 3	65%	93%
	YR 4		

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

Report Card Grades-Math	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their math grade from fall to spring.	YR 1	65%	81%
	YR 2	65%	81%
	YR 3	65%	80%
	YR 4		

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

DOE Teacher Survey Academic Habits- Academic Performance	Year	Target	Results
60% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	60%	95%
	YR 2	60%	79%
	YR 3	60%	75%
	YR 4		

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

DOE Teacher Survey Academic Habits- Completing Homework	Year	Target	Results
60% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	60%	95%
	YR 2	60%	83%
	YR 3	60%	80%
	YR 4		

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

## Category 2: Social/Behavioral Outcomes

### Social/Emotional Learning

Make Better Decisions	Year	Target	Results
60% of students will report that the program has helped them make better decisions.	YR 1	60%	100%
	YR 2	60%	100%
	YR 3	60%	80%
	YR 4		

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

### In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
60% of regular attendees will have no suspensions during the school year.	YR 1	60%	84%
	YR 2	60%	85%
	YR 3	60%	95%
	YR 4		

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

## Category 3: Family Engagement Outcomes

### Involvement in Student's Education at Home

Talks with Child About Their Day	Year	Target	Results
50% of parents will report talking to their child about their school day ('a few times a week' to 'daily').	YR 1	50%	100%
	YR 2	50%	80%
	YR 3	50%	83%
	YR 4		

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

Reviews Grades	Year	Target	Results
50% of parents will report reviewing grades on assignments and tests 'at least once a week'.	YR 1	50%	100%
	YR 2	50%	80%
	YR 3	50%	100%
	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 27 students during Year Three.
- In Year Three, 20 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

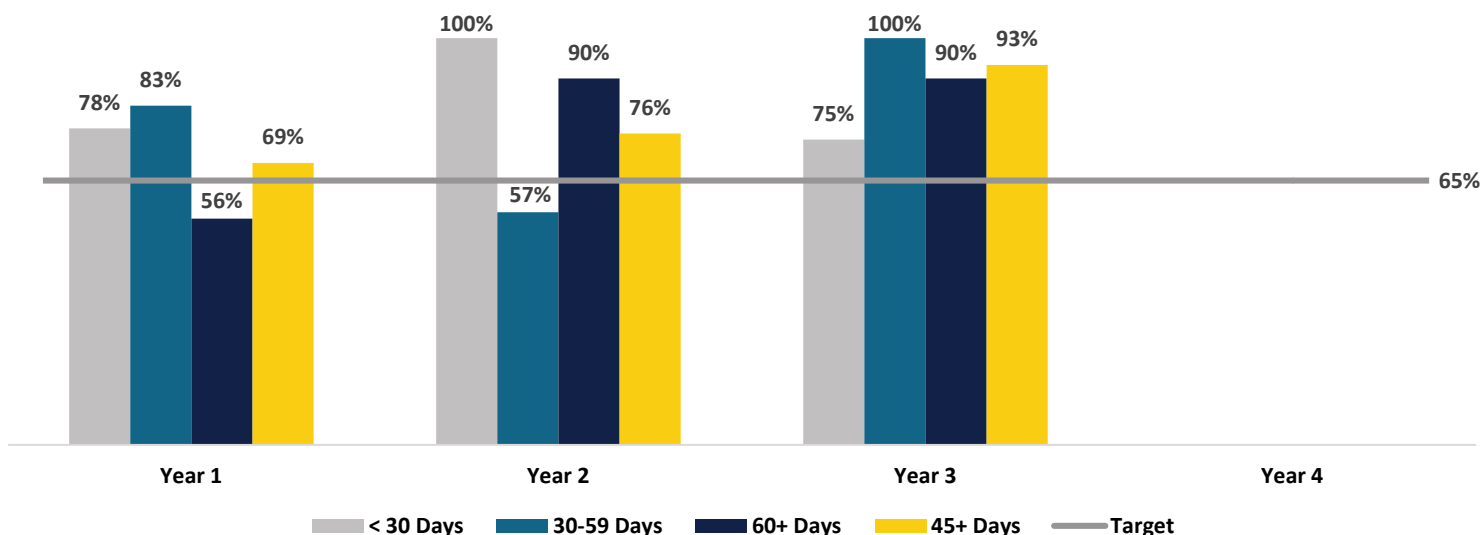
	Year 1 ≥ 45 Days RAP Target=19			Year 2 ≥ 45 Days RAP Target=19			Year 3 ≥ 45 Days RAP Target=19			Year 4 ≥ 45 Days RAP Target=19		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
9th Grade	18	9	50%	10	8	80%	9	6	67%			
10th Grade	5	4	80%	12	9	75%	7	5	71%			
11th Grade	4	3	75%	4	1	25%	8	7	88%			
12th Grade	4	3	75%	2	2	100%	3	2	67%			
F/R Lunch	24	15	63%	24	17	71%	21	15	71%			
Non-White	24	15	63%	18	15	83%	14	11	79%			
Special Ed	13	9	69%	10	8	80%	14	13	93%			
Female	16	8	50%	15	10	67%	11	9	82%			
Male	15	11	73%	13	10	77%	16	11	69%			
<b>Total</b>	<b>31</b>	<b>19</b>	<b>61%</b>	<b>28</b>	<b>20</b>	<b>71%</b>	<b>27</b>	<b>20</b>	<b>74%</b>			

# B1. Report Card Grades - Reading/ELA

## Key Findings

- In Year Three, 93% (14/15) 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	%
<b>9</b>	5/6	83%	--	--	3/4	75%	6/7	86%	1/1	100%	2/2	100%	5/6	83%	7/8	88%
<b>10</b>	0/1	0%	--	--	1/2	50%	1/2	50%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
<b>11</b>	1/1	100%	--	--	0/2	0%	0/2	0%	3/3	100%	--	--	--	--	--	--
<b>12</b>	1/1	100%	4/5	80%	1/1	100%	2/2	100%	--	--	0/2	0%	--	--	0/2	0%
<b>Tot</b>	7/9	78%	5/6	83%	5/9	56%	9/13	69%	6/6	100%	4/7	57%	9/10	90%	13/17	76%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>9</b>	1/1	100%	2/2	100%	5/5	100%	6/6	100%								
<b>10</b>	1/1	100%	3/3	100%	2/2	100%	4/4	100%								
<b>11</b>	0/1	0%	2/2	100%	2/2	100%	4/4	100%								
<b>12</b>	1/1	100%	--	--	0/1	0%	0/1	0%								
<b>Tot</b>	3/4	75%	7/7	100%	9/10	90%	14/15	93%								

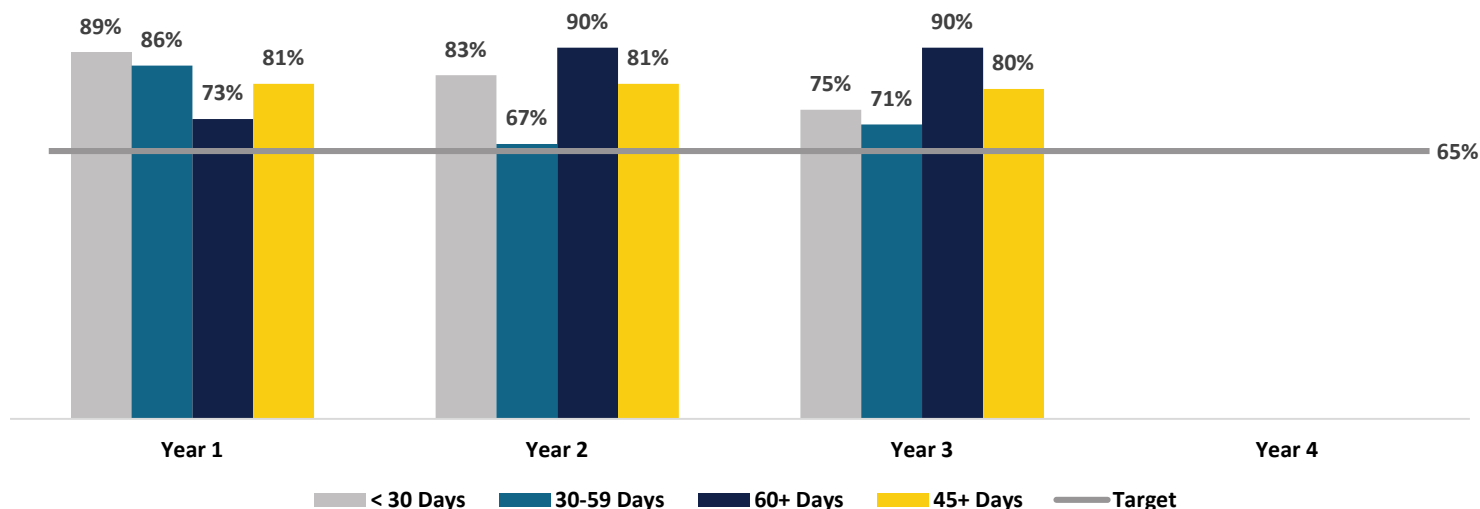


## B2. Report Card Grades - Math

### Key Findings

- In Year Three, 80% (12/15) 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	%
<b>9</b>	5/6	83%	4/5	80%	4/4	100%	7/7	100%	1/1	100%	1/1	100%	5/6	83%	6/7	86%
<b>10</b>	1/1	100%	1/1	100%	1/2	50%	2/3	67%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
<b>11</b>	1/1	100%	--	--	1/3	33%	1/3	33%	2/3	67%	--	--	--	--	--	--
<b>12</b>	1/1	100%	1/1	100%	2/2	100%	3/3	100%	--	--	1/2	50%	--	--	1/2	50%
<b>Tot</b>	8/9	89%	6/7	86%	8/11	73%	13/16	81%	5/6	83%	4/6	67%	9/10	90%	13/16	81%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>9</b>	1/1	100%	2/2	100%	4/5	80%	5/6	83%								
<b>10</b>	1/1	100%	3/3	100%	2/2	100%	4/4	100%								
<b>11</b>	1/1	100%	0/2	0%	2/2	100%	2/4	50%								
<b>12</b>	0/1	0%	--	--	1/1	100%	1/1	100%								
<b>Tot</b>	3/4	75%	5/7	71%	9/10	90%	12/15	80%								

# C1. School-Related Behaviors (DOE Teacher Survey)

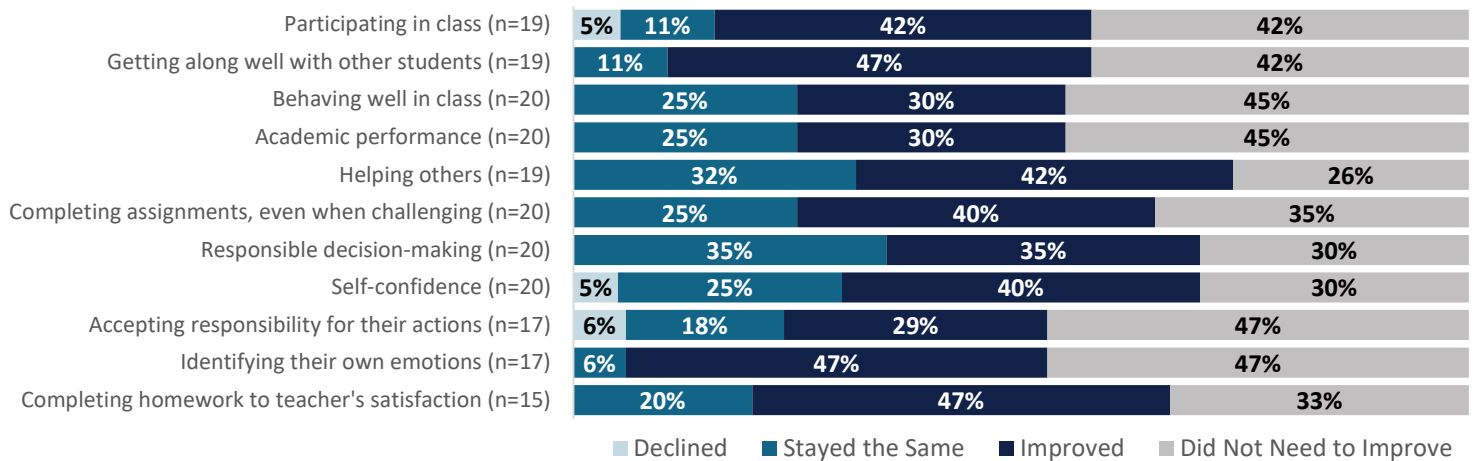
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need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

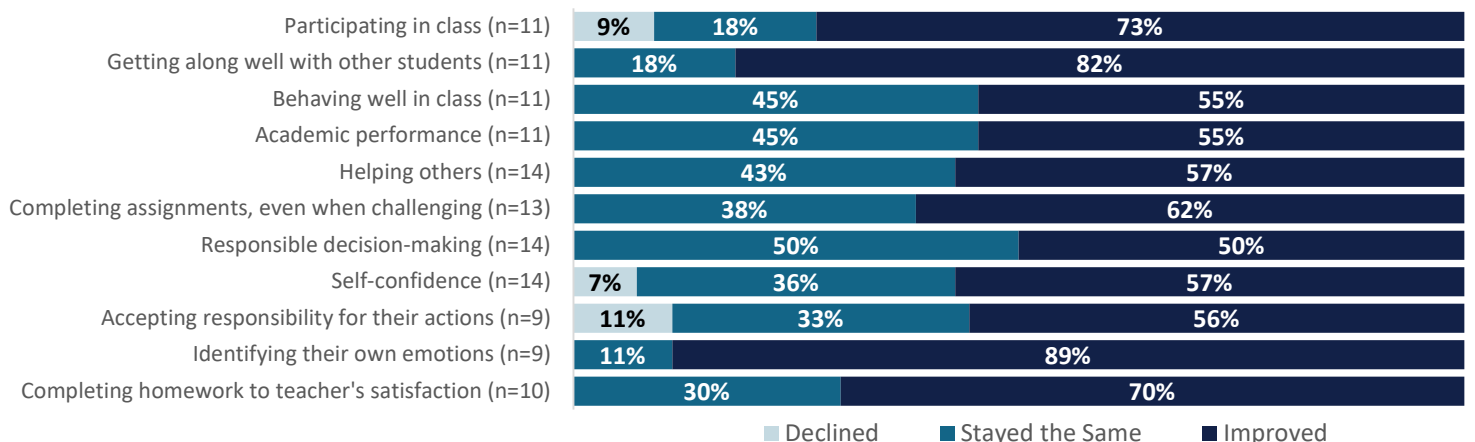
### School-Related Behaviors (K-12 DOE Teacher Survey) – Year 3

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 3

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

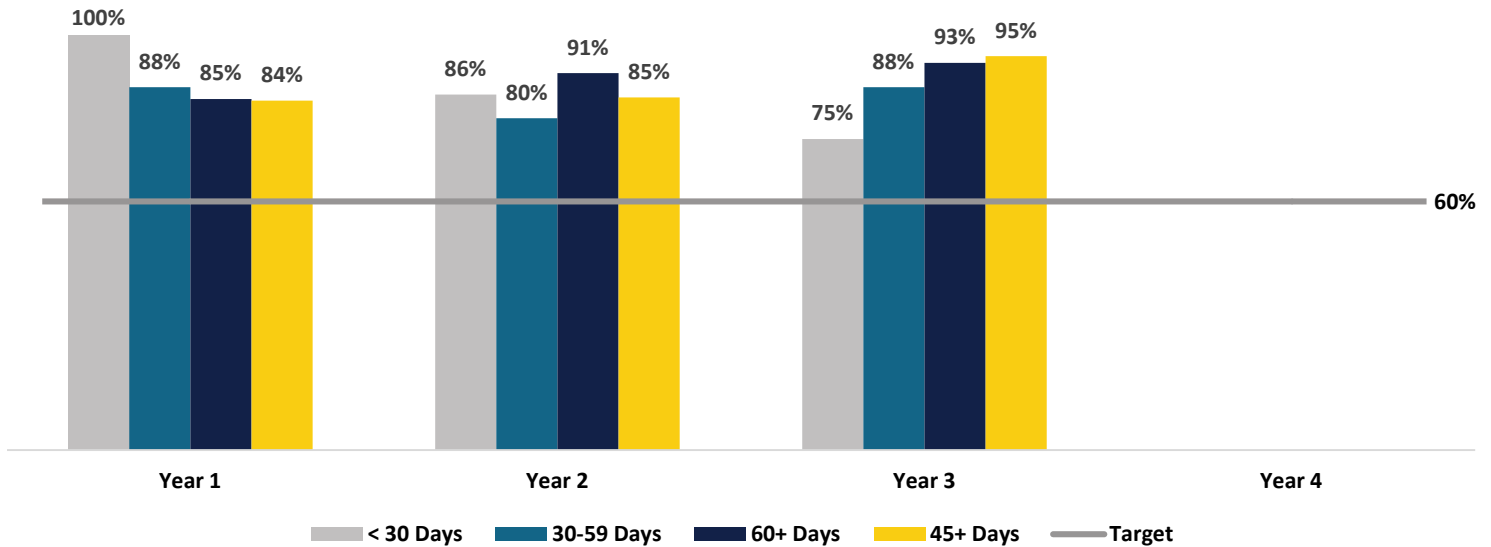


## C2. School-Related Behaviors - Suspension

### Key Findings

- In Year Three, 95% (19/20) of regular attendees did not receive a suspension during the school year.

### Percent of Students Who Did NOT Receive a Suspension



### Grade-Level Breakdown By Year (% No Suspension)

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>9</b>	7/7	100%	6/6	100%	4/5	80%	8/9	89%	2/2	100%	1/2	50%	10/11	91%	6/8	75%
<b>10</b>	1/1	100%	0/1	0%	3/3	100%	3/4	75%	2/2	100%	6/6	100%	5/6	83%	9/9	100%
<b>11</b>	1/1	100%	--	--	2/3	67%	2/3	67%	2/3	67%	--	--	4/4	100%	1/1	100%
<b>12</b>	1/1	100%	1/1	100%	2/2	100%	3/3	100%	--	--	1/2	50%	1/1	100%	1/2	50%
<b>Tot</b>	10/10	100%	7/8	88%	11/13	85%	16/19	84%	6/7	86%	8/10	80%	10/11	91%	17/20	85%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
<b>9</b>	1/1	100%	2/3	67%	4/5	80%	5/6	83%								
<b>10</b>	1/1	100%	3/3	100%	3/3	100%	5/5	100%								
<b>11</b>	1/1	100%	2/2	100%	5/5	100%	7/7	100%								
<b>12</b>	0/1	0%	--	--	2/2	100%	2/2	100%								
<b>Tot</b>	3/4	75%	7/8	88%	14/15	93%	19/20	95%								

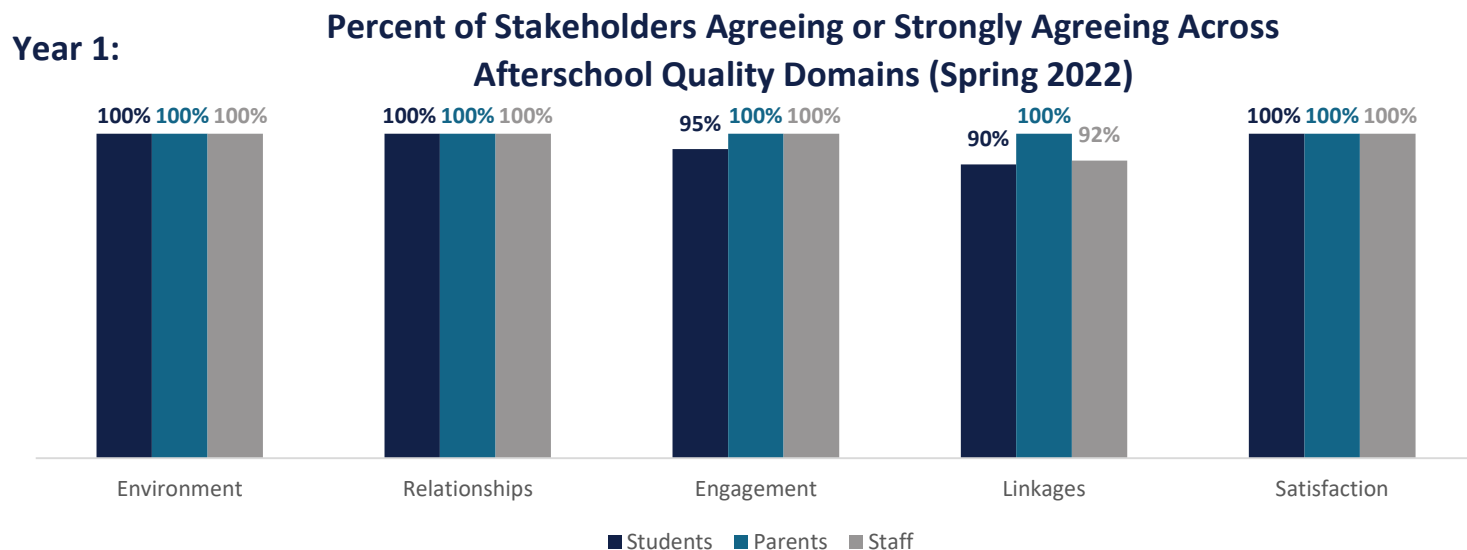
## D. Student, Parent, and Staff Surveys

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.

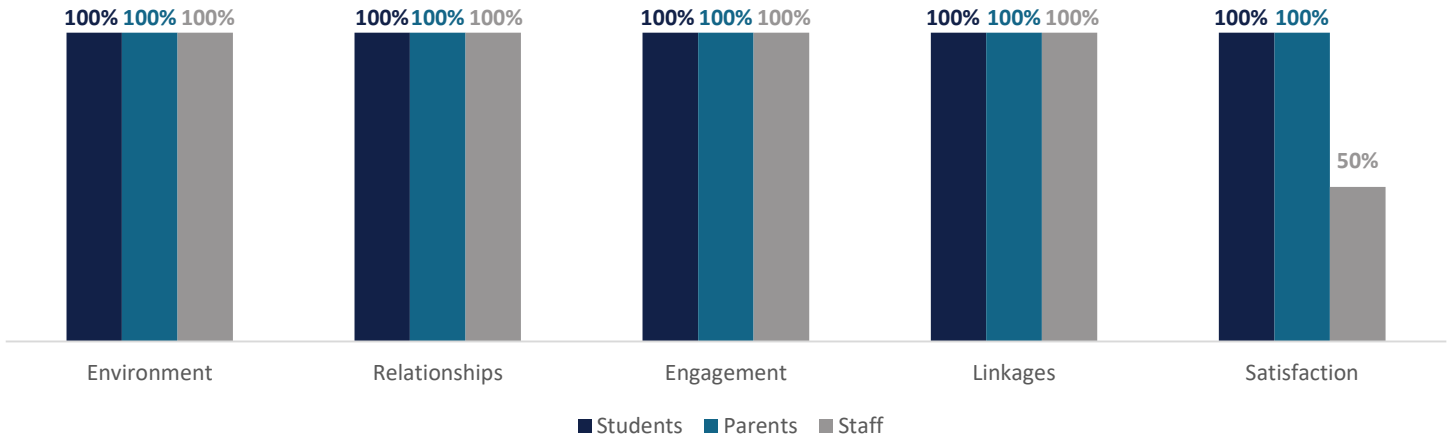
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants' perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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)**



**Year 3:**

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

