

# Cohort 11: Northaven 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:** Northaven Elementary

**Grade Levels:** 1-5

**Project Director:** Michelle Allen

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

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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

### Northaven Elementary

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

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

**Hours of Operation:** Monday through Thursday, 3:15 pm to 6:15 pm

**Types of Programming and Activities Offered:** Homework Help, Literacy Tutoring, STEM Activities, Arts and Crafts, Book Club, Fit Kids, Drama

**Population Served:** 1-5

### 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 (82% to 100%), student-staff relationships (79% to 100%), engagement (68% to 100%), and school day linkages (89% to 100%). The fall site visit also noted strengths which included a warm, welcoming environment and engaging classroom space, access to homework help and literacy coaching/tutoring, along with a daily snack and dinner meal for students who participate in the program.
- **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. Specifically, 92% of regular attendees earned a 'C' or better or increased their ELA grade by spring, and 88% earned a 'C' or better or improved their math grade by spring. On the DOE Teacher Survey, teachers reported that 64% of students improved or needed no improvement in academic performance and 64% improved or needed no improvement in completing homework.
- **Attendance:** The program served 27 students during the 2023-2024 school year. Of those 27 students, 25 met the regular attendee threshold (45 days or more).

- **Program Satisfaction:** All parents and staff (100%) and 86% of students reported being satisfied with the afterschool program on the spring survey.
- **Student Social/Behavioral Well-being:** The majority of students reported that the program helps them to make friends (86%), and more than half of the students reported the program helps them to make better decisions (64%) and get along better with others (64%).
- **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. The students also wrote a book during the afterschool program and compiled it into a professionally bound book using the website Student Treasures. Each student made their own page and the site received professionally bound copies of the book which was unveiled at the Spring Northaven Family Night. Literacy is also incorporated into enrichment activities like Book Club and partnership with the Jeffersonville Library, which came out twice to read and do an activity with students.

## Areas to be strengthened in 2024-2025

**1. Behavior/Classroom Management:** The site has identified behavior/classroom management training as an area for improvement during the next school year. The varying ages and behavior needs of students created several challenges when facilitating activities. The fall site visit also noted opportunities for improvement related to student seating, transitions between activities, and clearer expectations and routines. During the next school year, the program plans to consult with an elementary-aged behavior expert to provide recommendations on routines, behavior plans, and transitions. Staff also plan to develop an incentivized behavior reward system with input from students on individual and classroom behavior goals. Finally, staff plan to designate specific times for physical activity and brain-breaks to allow students time to release energy (Standards 1, 2, 5, 6, 17).

**2. Activities Based on Student Age and Skill Level to Increase Engagement (Programming for Younger/Older Students):** The program is encouraged to review best practices when developing activities for different ages and skill levels of students. During the fall site visit, younger students struggled to stay on task and keep up with instructions during the STEM activity. Opportunities to create small groups of similar ages and skill levels (differentiated lessons) are encouraged. Best practices for providing programming for younger students include: (a) provide center-based learning activities within sessions. Center-based activities allow students to rotate among different learning activities (e.g., literacy activities, math skills, art/crafts, STEM) which fosters engagement and learning; (b) collaborate with 1st -2nd grade teachers to gather ideas for programming to support specific skill areas and reinforce lessons provided during the school day; and (c) observe other local out-of-school time programs to gather ideas for program structure and offerings (Standard 13, 16). Best practices for providing programming for older youth largely involve expanded opportunities for youth leadership, voice, and choice. Moreover, the value of hands-on activities that promote real-world experiences is also well established. Specific suggestions may include building opportunities for youth 1) to recommend and co-develop activities with staff (e.g., advisory councils), 2) to play leadership roles and to make choices (i.e., choices about what they will do and how they will complete tasks), 3) to make plans and work toward goals, 4) to reflect on what they have done in each activity and to provide informal feedback to staff, 5) to give back to their school and/or community through service projects, and 6) to learn real-world skills (Standards 3c, 13, 14, 15a).

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

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

### Category 1: Academic Outcomes

#### Academic Achievement

Report Card Grades - English Language Arts	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their ELA grade from fall to spring.	YR 1	65%	93%
	YR 2	65%	92%
	YR 3		
	YR 4		

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

Report Card Grades - Math	Year	Target	Results
65% of regular attendees will earn a 'C' or better or increase their math grade from fall to spring.	YR 1	65%	78%
	YR 2	65%	88%
	YR 3		
	YR 4		

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

DOE Teacher Survey Academic Habits - Academic Performance	Year	Target	Results
65% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.	YR 1	65%	70%
	YR 2	65%	64%
	YR 3		
	YR 4		

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

DOE Teacher Survey Academic Habits - Completing Homework	Year	Target	Results
65% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	65%	79%
	YR 2	65%	64%
	YR 3		
	YR 4		

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

## Category 2: Social/Behavioral Outcomes

### Social/Emotional Learning

Make Better Decisions	Year	Target	Results
65% of students will report they make better decisions because of the program. (Quality Rating Scale)	YR 1	65%	76%
	YR 2	65%	64%
	YR 3		
	YR 4		

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

### In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
90% of regular attendees will have no suspensions during the school year.	YR 1	90%	100%
	YR 2	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%	100%
	YR 2	65%	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
65% of parents will report reviewing their child's grades on assignments and tests ('at least once a week'). (Quality Rating Scale)	YR 1	65%	100%
	YR 2	65%	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 27 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.

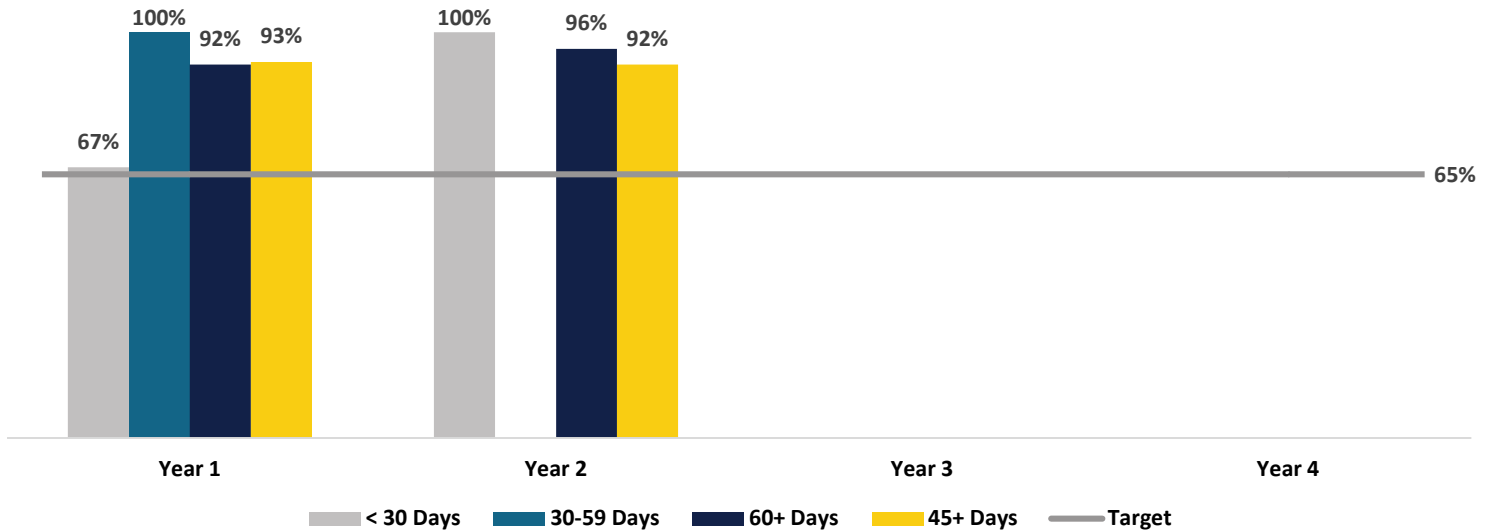
	Year 1 ≥ 45 Days RAP Target=25			Year 2 ≥ 45 Days RAP Target=25			Year 3 ≥ 45 Days RAP Target=25			Year 4 ≥ 45 Days RAP Target=25		
	Attendee Type			Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
1st Grade	5	5	100%	3	3	100%						
2nd Grade	4	4	100%	4	3	75%						
3rd Grade	8	8	100%	5	4	80%						
4th Grade	8	7	88%	9	9	100%						
5th Grade	5	3	60%	6	6	100%						
F/R Lunch	26	23	88%	25	23	92%						
Non-White	19	18	95%	18	17	94%						
Special Ed	8	7	88%	9	9	100%						
Female	12	10	83%	10	10	100%						
Male	18	17	94%	17	15	88%						
<b>Total</b>	<b>30</b>	<b>27</b>	<b>90%</b>	<b>27</b>	<b>25</b>	<b>93%</b>						

# B1. Report Card Grades - Reading/ELA

## Key Findings

- In Year Two, 92% (23/25) 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>1</b>	--	--	--	--	5/5	100%	5/5	100%	--	--	--	--	3/3	100%	3/3	100%
<b>2</b>	--	--	--	--	4/4	100%	4/4	100%	1/1	100%	--	--	3/3	100%	3/3	100%
<b>3</b>	--	--	1/1	100%	7/7	100%	8/8	100%	1/1	100%	--	--	4/4	100%	4/4	100%
<b>4</b>	1/1	100%	--	--	6/7	86%	6/7	86%	--	--	--	--	9/9	100%	9/9	100%
<b>5</b>	1/2	50%	1/1	100%	1/2	50%	2/3	67%	--	--	0/1	0%	4/5	80%	4/6	67%
<b>Tot</b>	2/3	67%	2/2	100%	23/25	92%	25/27	93%	2/2	100%	0/1	0%	23/24	96%	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	%
<b>1</b>																
<b>2</b>																
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<b>4</b>																
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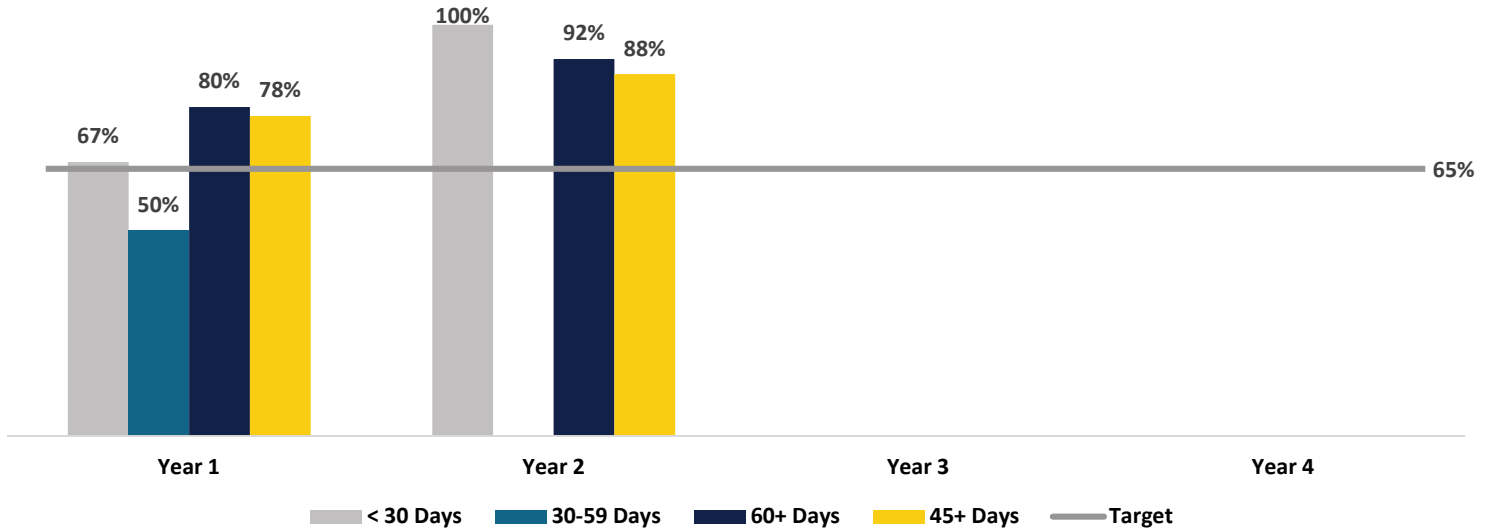


## B2. Report Card Grades - Math

### Key Findings

- In Year Two, 88% (22/25) of regular attendees earned a 'C' or better or increased their math grade by spring.

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



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

	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1	--	--	--	--	3/5	60%	3/5	60%	--	--	--	--	3/3	100%	3/3	100%
2	--	--	--	--	2/4	50%	2/4	50%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	1/1	100%	6/7	86%	7/8	88%	1/1	100%	--	--	2/4	50%	2/4	50%
4	1/1	100%	--	--	7/7	100%	7/7	100%	--	--	--	--	9/9	100%	9/9	100%
5	1/2	50%	0/1	0%	2/2	100%	2/3	67%	--	--	0/1	0%	5/5	100%	5/6	83%
<b>Tot</b>	2/3	67%	1/2	50%	20/25	80%	21/27	78%	2/2	100%	0/1	0%	22/24	92%	22/25	88%
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
1																
2																
3																
4																
5																
<b>Tot</b>																

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

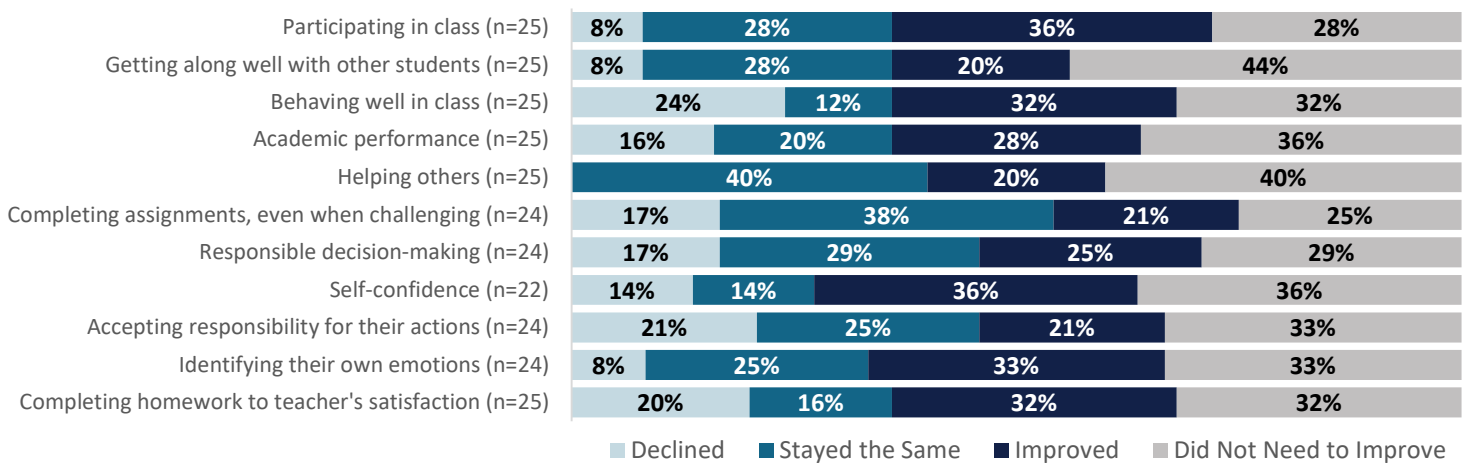
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students' school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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, participating in class, and identifying their own emotions.
- In Year Two, teachers reported 84% of students benefited from participating in the afterschool program.

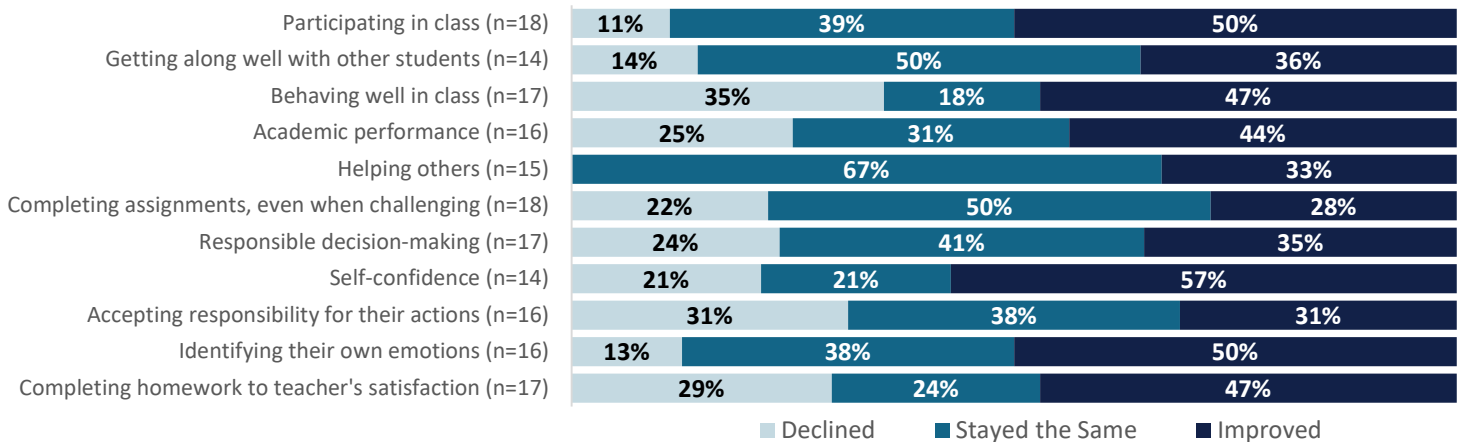
## School-Related Behaviors (K-12 DOE Teacher Survey) – Year 2

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.

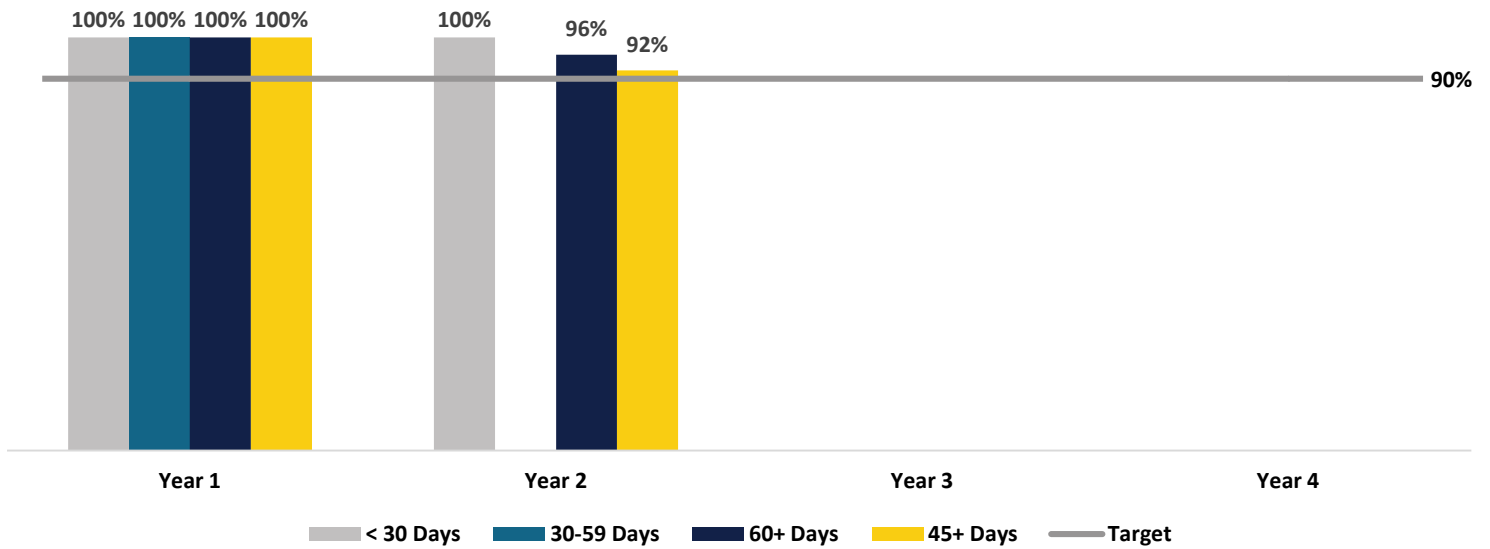


## C2. School-Related Behaviors - Suspension

### 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	--	--	--	--	5/5	100%	5/5	100%	--	--	--	--	3/3	100%	3/3	100%
2	--	--	--	--	4/4	100%	4/4	100%	1/1	100%	--	--	3/3	100%	3/3	100%
3	--	--	1/1	100%	7/7	100%	8/8	100%	1/1	100%	--	--	3/3	100%	4/4	100%
4	1/1	100%	--	--	7/7	100%	7/7	100%	--	--	--	--	4/4	100%	9/9	100%
5	2/2	100%	1/1	100%	2/2	100%	3/3	100%	--	--	0/1	0%	9/9	80%	4/6	67%
<b>Tot</b>	3/3	100%	2/2	100%	25/25	100%	27/27	100%	2/2	100%	0/1	0%	23/24	96%	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																
2																
3																
4																
5																
<b>Tot</b>																

## 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:

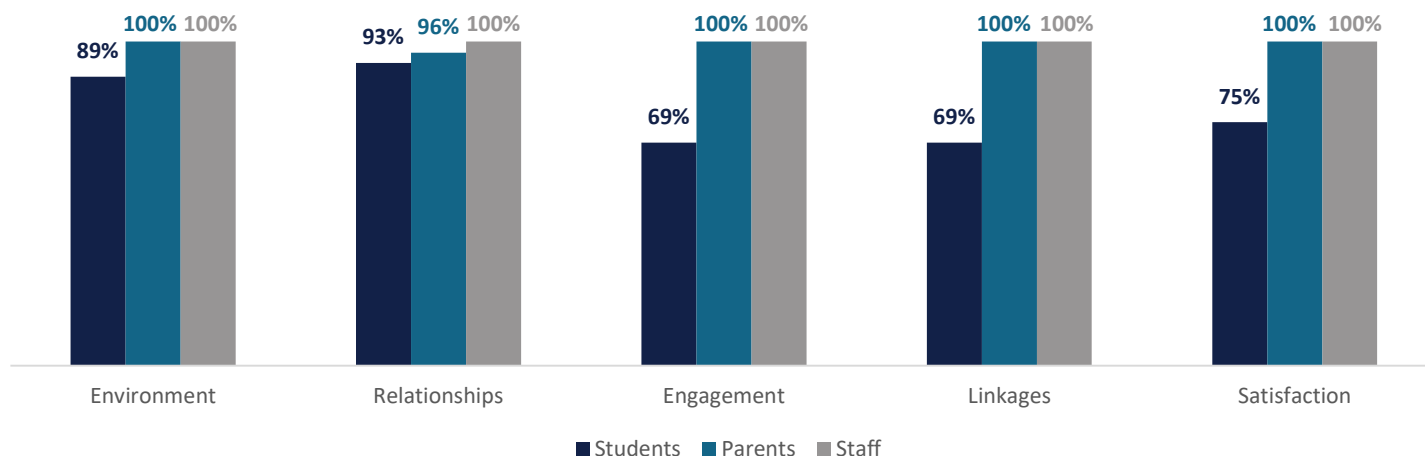
- **Environment and Climate:** The extent to which the environment and climate possess basic conditions of learning, such as safe and clean rooms, welcoming staff, and clear and fair rules.
- **Relationships:** The extent to which positive relationships between and among staff and students are developed,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

