

Cohort 10: Jeffersonville High School

21st Century Community Learning Centers

Local Evaluation Report - Year 4: 2024-2025

Submitted: September 12, 2025

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

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Technical Evaluation Report

21st CCLC Local Evaluation - Year Four (2024-2025)

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. Emotional Health and Wellbeing 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, Credit Recovery, STEM, Emotional Health and Wellbeing, Games, Music, Guest Speakers, Counseling, Leadership Training, Field Trips, Financial Literacy, Life Skills, Community Service Learning, Arts and Crafts.

Population Served: 9-12

2024-2025 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 (97% to 100%), student-staff relationships (93% to 100%), engagement (93% to 100%), and school day linkages (93% to 100%). Evidence of program quality was also observed during the fall site visit. The program provides a variety of enrichment activities and guest speakers that support students' cognitive and emotional growth and learning. During the observation, an counseling/emotional wellness guest speaker discussed managing change and positive ways to handle emotions. Low student to staff ratios and strong positive student and staff relationships were also observed. Academic assistance is available if needed, and staff have access to review grades and missing assignments. The program also provides students with a snack and dinner meal in partnership with the Dare to Care Food Bank.
- **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 based on report card grades, student survey results, and teacher-reported improvements. On the DOE Teacher Survey, students (identified as needing to improve) improved in academic performance (79%), and completing homework to their teacher's satisfaction (94%). Further, almost all regular attendees (94%) earned a "C" or better or improved their grade in ELA and 80% earned a "C" or better or improved their grade in math. Finally, more than half of students reported that they get better grades because they come to the program (60%) and the program helps them be more prepared for school (80%) on the spring student survey.
- **Attendance:** The program served 27 students during the 2024-2025 school year. Of those 27 students, 19 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 Emotional Health and Wellbeing (Priority):** The program continues to provide a multi-layered approach to enhance emotional health and wellbeing skills that includes community partnerships for enrichments, staff training, and daily practices. During the 2024-2025 school year, Youth Link partnered with Centerstone, a local community counseling organization to deliver regular, on-site youth development programming, character education, and self-esteem training. Staff also incorporate emotional wellness and personal growth components into weekly lessons using resources from Every Monday Matters, guest speakers, and other professional conference trainings. Presenters and topics included: Michelle Pennix - Conflict Resolution training; Spark Learning Lab - Self-Kindness and Anti-Bullying; and Gifted by Design - Explore the Power of Kindness, Promote Self-Awareness and Compassion. During the afterschool program, students have access to a variety of self-regulation tools such as Play-Doh, stress balls, music, quiet spaces, headphones, and sand. Staff utilize emotional wellness strategies such as one-on-one support through walk-and-talks for de-escalating situations, reflection, and check-ins with students.
- **Dare to Care Meal Program:** The site continued their partnership with the Dare to Care Food Bank. The program provides a full dinner meal for students who participate in the afterschool program.
- **Family Meals and Engagement Nights:** The site hosted five family meal and engagement events throughout the year beginning with an orientation night designed to build relationships and foster community with staff, students, and parents. Activities at family nights have included, game night, ornament painting, student work showcases, holiday-themed games, and hot chocolate bar. To further enhance the gatherings, the program uses The Family Dinner Project, a resource that offers ideas for combining meals with meaningful family engagement activities. Donations and meal sponsorships at local restaurants such as Qdoba, KFC, Jersey Mikes, and Texas Roadhouse provide food at no cost to families for these events. These events are part of the program's strategy to strengthen family and school connections.

Areas to be Strengthened in 2025-2026

1. Family Involvement and Participation in Enrichments: The program has identified family involvement as guest speakers, activity facilitators, enrichment providers as an area to strengthen during the next school year. While students may be hesitant/shy about their family members serving in this role, these opportunities can be powerful and inspiring. To support this initiative, the Youth Link Program Director may consider developing a Family Interest, Skills, and Hobbies Form at the beginning of the school year. This form would allow parents and family members to gauge interest and indicate their willingness to volunteer, share their areas of expertise (career fields, education) and hobbies (cooking, sewing, photography, life-skills), and identify preferred days/times and depth of involvement. Staff plan to match family interests with enrichments throughout the year to make family engagement more meaningful and impactful. Staff are encouraged to review the Indiana Afterschool Standards that directly relate with family involvement and participation in afterschool programs (Standards 2c, 8, 9, 13c, 13d, 14c, 15b).

2. Staff Cross-Training and Absence Planning: During the fall site visit, students received a dinner (tacos and fruit) and participated in a discussion with a guest speaker, "Dealing with Change." After the presentation, students participated in unstructured, free time activities. It was noted that the site coordinator was on leave (absent) and other staff did not have access to student grades and assignments at that time. While the site has allotted time at the end of the day for academic activities, no students proactively chose to work on homework and instead played a game. No structured academic activities were observed (homework help, reading, studying). During the next school year, staff may consider cross-training additional staff to access grades and assignments. While no students had homework on the day of the observation, staff may have used this time to check on grades with each student. Other recommendations included adding a "Bell-Ringer" activity or "Question of the Day." These activities help students transition from the school to afterschool, strengthen relationships with staff and peers in the program, and are easy to implement and adapt in the event that the site coordinator is absent (Standards 7, 13, 14d, 16d, 36, 37c).

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, Interpersonal/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	65%	94%

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	65%	80%

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	60%	79%

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	60%	94%

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: Interpersonal/Behavioral

Student Health and Well-Being

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	60%	80%

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

Getting Along with Others	Year	Target	Results
50% of students will reporting getting along better with others.	YR 1	50%	N/A
	YR 2	50%	N/A
	YR 3	50%	N/A
	YR 4	50%	80%

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

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	50%	75%

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	50%	75%

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

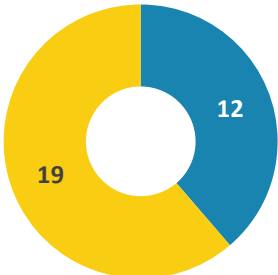
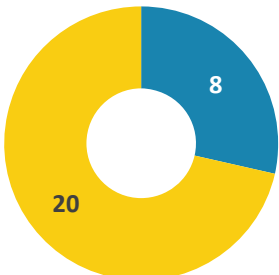
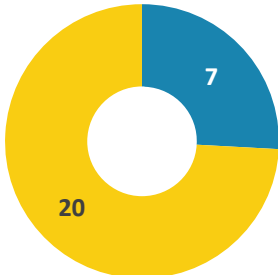
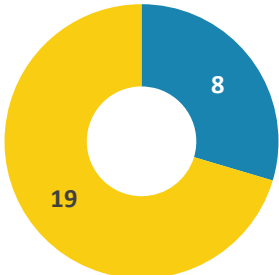
(with Multi-year Comparisons)

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

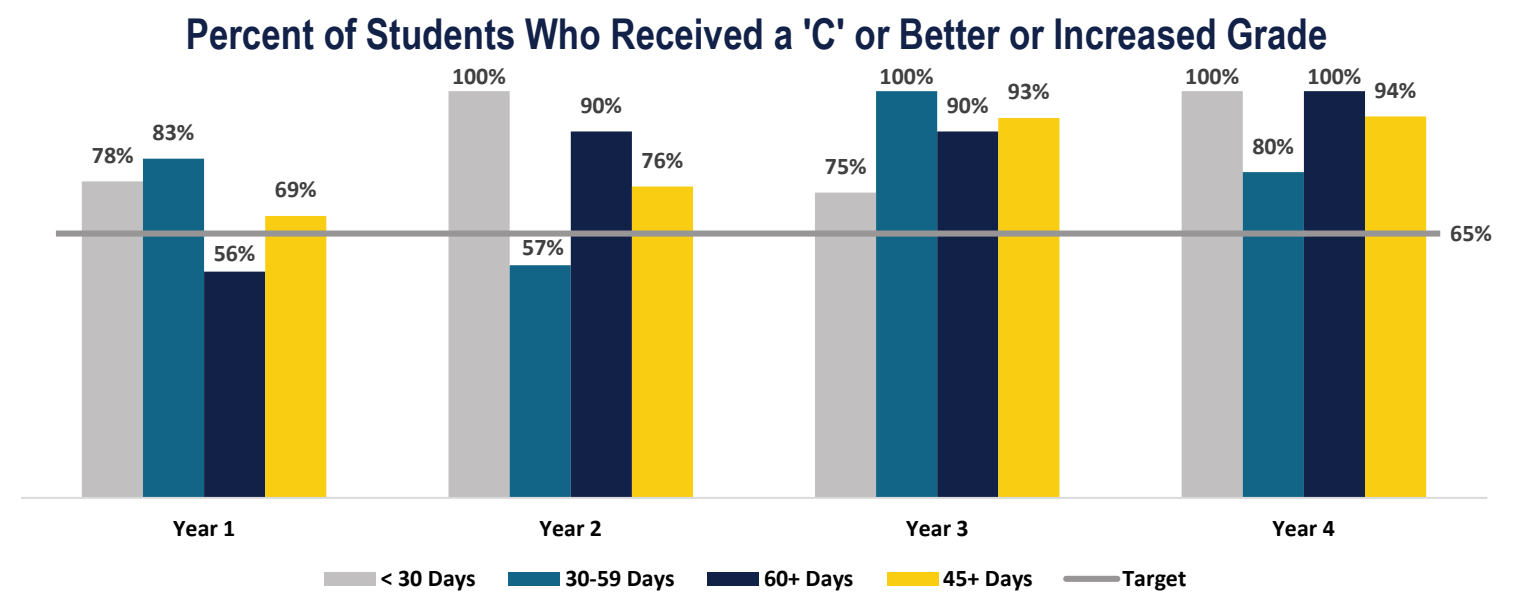
- The program served a total of 27 students during Year Four.
- In Year Four, 19 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

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		
<45 ≥45 RAP 												
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%	6	2	33%
10th Grade	5	4	80%	12	9	75%	7	5	71%	11	8	73%
11th Grade	4	3	75%	4	1	25%	8	7	88%	4	3	75%
12th Grade	4	3	75%	2	2	100%	3	2	67%	6	6	100%
F/R Lunch	24	15	63%	24	17	71%	21	15	71%	16	12	75%
Non-White	24	15	63%	18	15	83%	14	11	79%	14	10	71%
Special Ed	13	9	69%	10	8	80%	14	13	93%	8	7	88%
Female	16	8	50%	15	10	67%	11	9	82%	11	7	64%
Male	15	11	73%	13	10	77%	16	11	69%	16	12	75%
Total	31	19	61%	28	20	71%	27	20	74%	27	19	70%

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Four, 94% (15/16) of regular attendees earned a 'C' or better or increased their ELA/reading grade by spring.



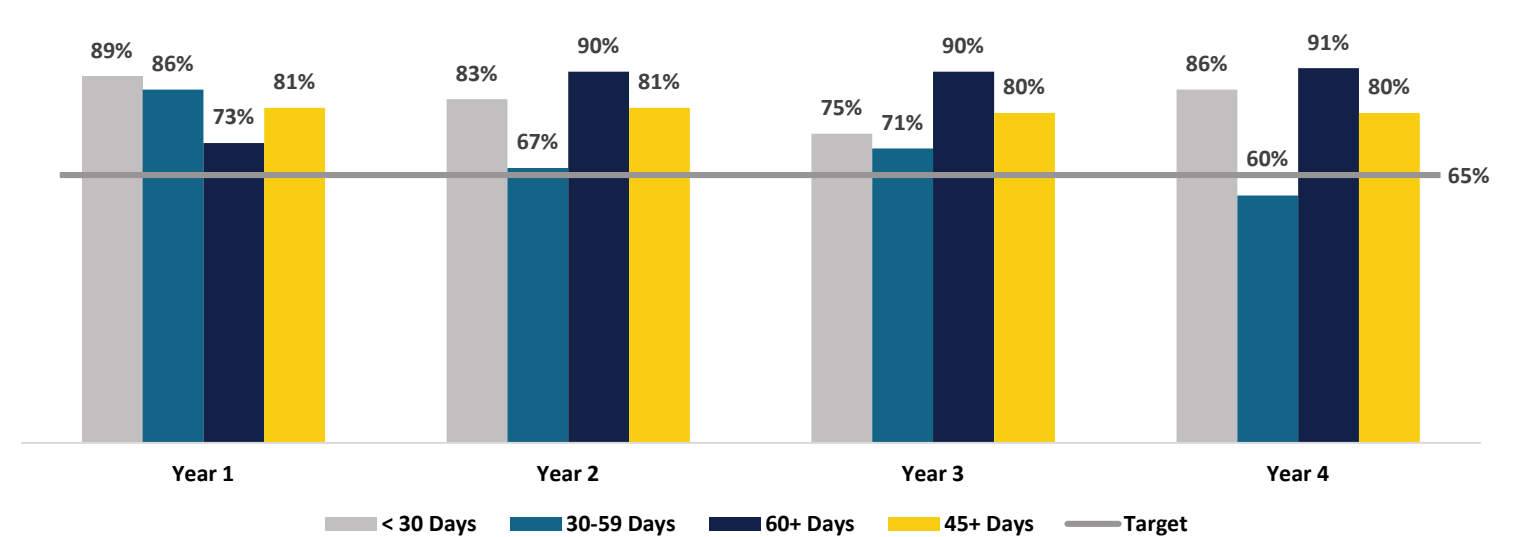
Grade-Level Breakdown By Year (% Earned a 'C' or Better or Increased)																
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
9	5/6	83%	--	--	3/4	75%	6/7	86%	1/1	100%	2/2	100%	5/6	83%	7/8	88%
10	0/1	0%	--	--	1/2	50%	1/2	50%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
11	1/1	100%	--	--	0/2	0%	0/2	0%	3/3	100%	--	--	--	--	--	--
12	1/1	100%	4/5	80%	1/1	100%	2/2	100%	--	--	0/2	0%	--	--	0/2	0%
Tot	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	%
9	1/1	100%	2/2	100%	5/5	100%	6/6	100%	3/3	100%	2/2	100%	1/1	100%	2/2	100%
10	1/1	100%	3/3	100%	2/2	100%	4/4	100%	3/3	100%	1/2	50%	5/5	100%	6/7	86%
11	0/1	0%	2/2	100%	2/2	100%	4/4	100%	1/1	100%	--	--	2/2	100%	2/2	100%
12	1/1	100%	--	--	0/1	0%	0/1	0%	--	--	1/1	100%	4/4	100%	5/5	100%
Tot	3/4	75%	7/7	100%	9/10	90%	14/15	93%	7/7	100%	4/5	80%	12/12	100%	15/16	94%

B2. Report Card Grades - Math

Key Findings

- In Year Four, 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	%
9	5/6	83%	4/5	80%	4/4	100%	7/7	100%	1/1	100%	1/1	100%	5/6	83%	6/7	86%
10	1/1	100%	1/1	100%	1/2	50%	2/3	67%	2/2	100%	2/3	67%	4/4	100%	6/7	86%
11	1/1	100%	--	--	1/3	33%	1/3	33%	2/3	67%	--	--	--	--	--	--
12	1/1	100%	1/1	100%	2/2	100%	3/3	100%	--	--	1/2	50%	--	--	1/2	50%
Tot	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	%
9	1/1	100%	2/2	100%	4/5	80%	5/6	83%	3/3	100%	1/2	50%	1/1	100%	1/2	50%
10	1/1	100%	3/3	100%	2/2	100%	4/4	100%	2/3	67%	1/2	50%	4/5	80%	5/7	71%
11	1/1	100%	0/2	0%	2/2	100%	2/4	50%	1/1	100%	--	--	2/2	100%	2/2	100%
12	0/1	0%	--	--	1/1	100%	1/1	100%	--	--	1/1	100%	3/3	100%	4/4	100%
Tot	3/4	75%	5/7	71%	9/10	90%	12/15	80%	6/7	86%	3/5	60%	10/11	91%	12/15	80%

C1. School-Related Behaviors (DOE Teacher Survey)

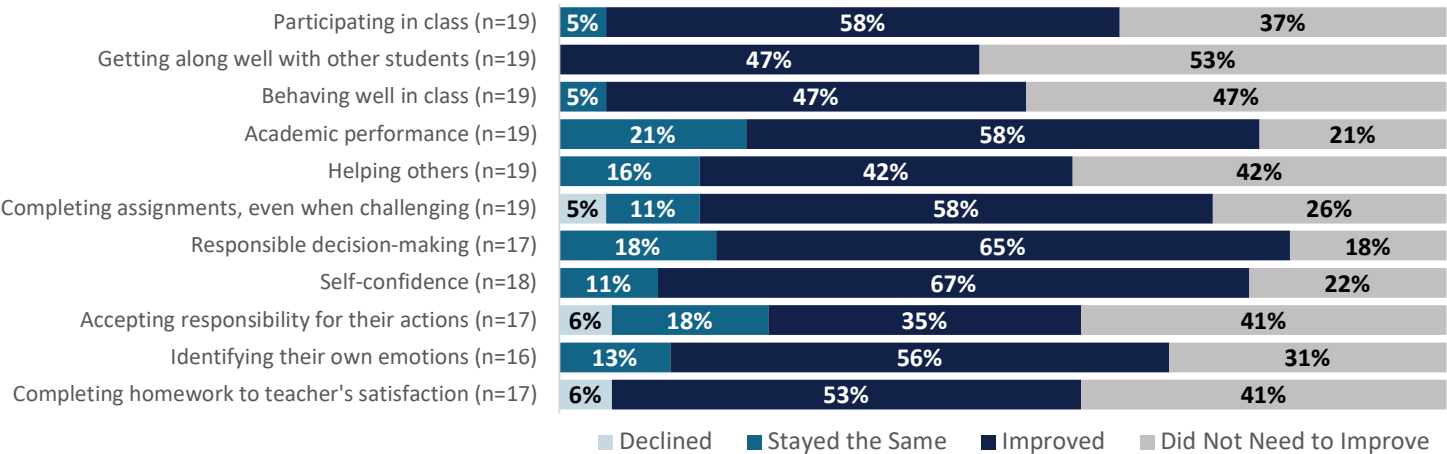
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 Four, teachers reported the greatest percentages of students showing improvements in the areas of getting along well with other students, participating in class, completing homework to teacher's satisfaction, and behaving well in class.
- In Year Four, teachers reported 84% of students benefited from participating in the afterschool program.

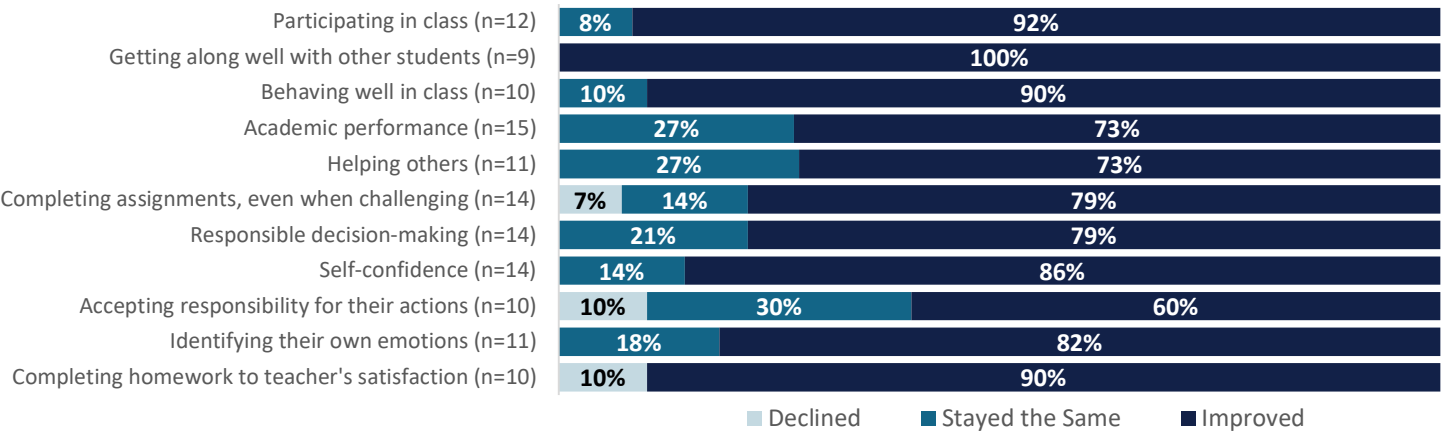
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 4

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 4

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



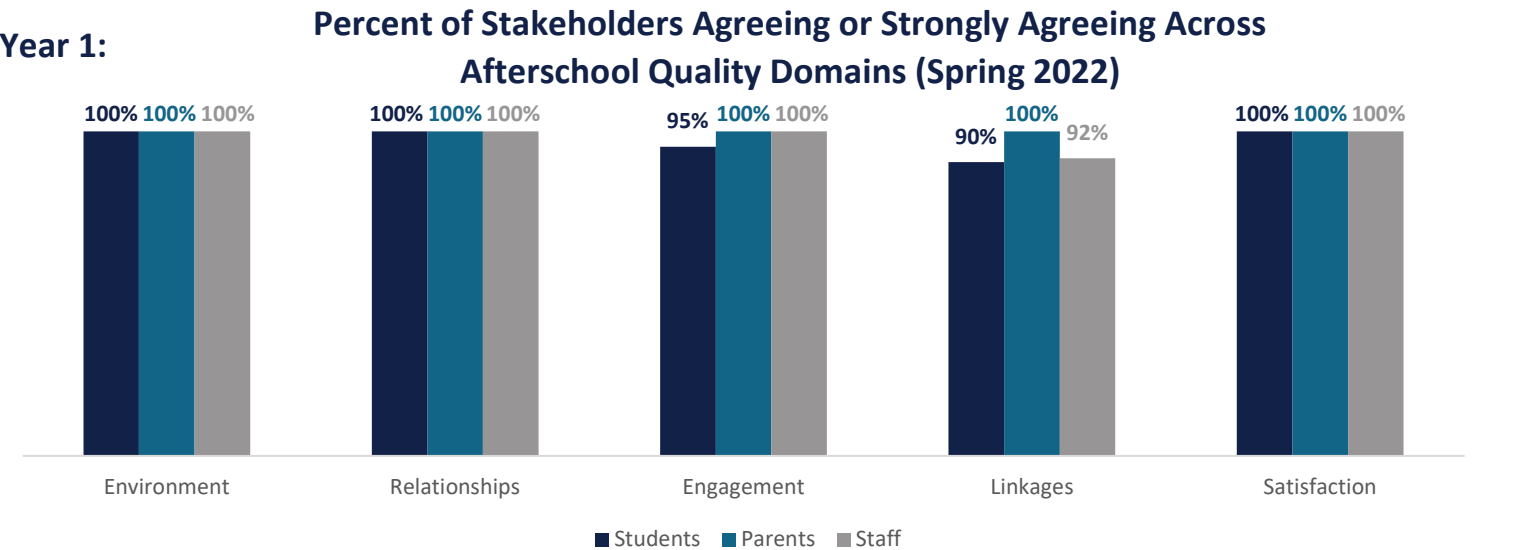
D. Student, Parent, and Staff Surveys

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.

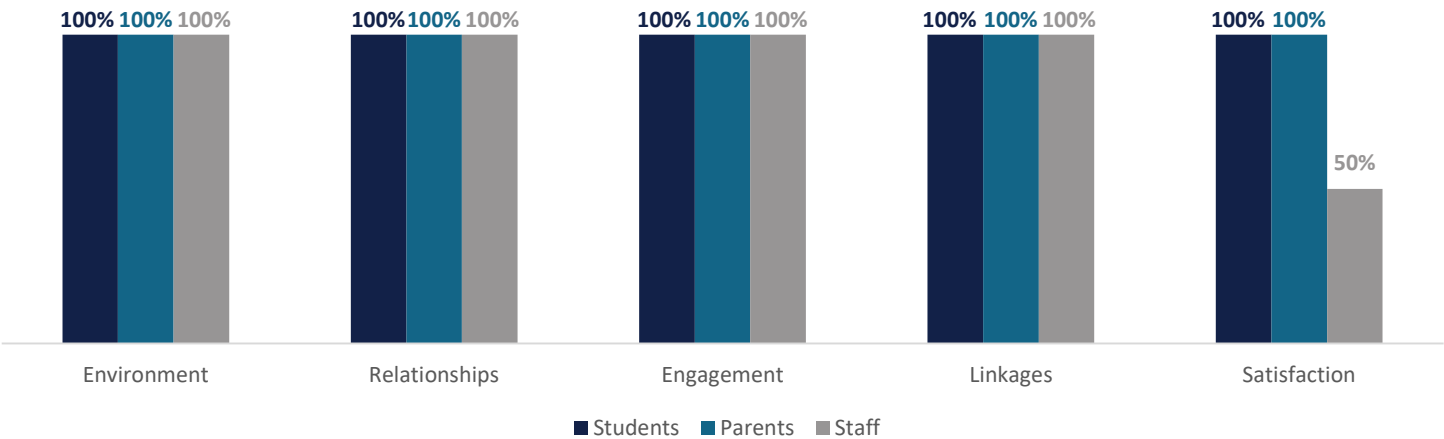
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants’ perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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, Emotional Health and Well-being).



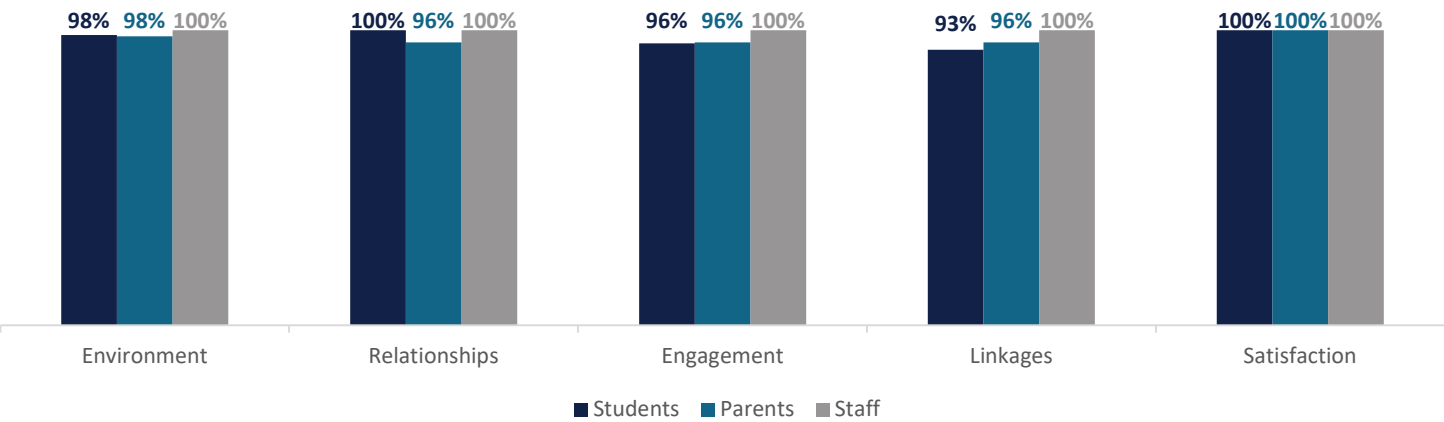
Year 2:

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)



Year 4:

Percent of Stakeholders Agreeing or Strongly Agreeing Across
Afterschool Quality Domains (Spring 2025)

