

Cohort 12: Jeffersonville High School

21st Century Community Learning Centers

Local Evaluation Report - Year 1: 2025-2026

Submitted: September 30, 2026

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, 2025 to May 31, 2026**
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Year 4: June 1, 2028 to May 31, 2029

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Technical Evaluation Report

21st CCLC Local Evaluation - Year One (2025-2026)

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.

Section 1: Site Summary Information

A. Site Snapshot	3
B. Summary of Progress Toward Performance Measures with Multi-year Comparisons	7

Section 2: Detailed Results (with Multi-year Comparisons)

A. Program Attendance	9
B1. Report Card Grades-Reading/ELA	10
B2. Report Card Grades-Math	11
C1. School-Related Behaviors (DOE Teacher Survey)	12
D. Student, Parent, and Staff Surveys	13

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 12 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 10 site and was awarded renewability to a Cohort 12 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, Healthy Lifestyle, Community Service Learning, Character Education, Every Monday Matters, Arts and Crafts.

Population Served: 9-12

2025-2026 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 (94% to 100%), student-staff relationships (94% to 100%), engagement (89% to 100%), and school day linkages (83% 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 emotional wellness guest speaker discussed bullying and having difficult conversations with others. Strengths included the focus on emotional wellness and student-staff relationships. The program also provides students with a snack and dinner 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 into 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 (75%) and completing homework to their teacher's satisfaction (77%). Further, most regular attendees (81%) earned a "C" or better or improved their grade in ELA, and 71% earned a "C" or better or improved their grade in math.
- **Attendance:** The program served 37 students during the 2025-2026 school year. Of those 37 students, 24 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 Engagement:** One of the biggest successes this year was the overall culture and environment created within the program. Youth Link saw growth in student engagement, relationship building, social-emotional development, and family involvement at Jeffersonville High School. Staff highlighted strong engagement from secondary students as a major accomplishment. Staff noted that many afterschool programs for older youth struggle with attendance because students often view them as mandatory academic support or babysitting. Youth Link students found a sense of belonging, safety, fun, and connection while still receiving meaningful academic support. Staff implemented homework help, tutoring, credit recovery assistance, and educational enrichment using engaging, hands-on, and relationship-based strategies, which limited the perception that afterschool was forced or punitive.
- **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 2025-2026 school year, the program partnered with Centerstone to provide weekly youth development programming focused on character education, emotional wellness, and self-esteem building. Staff also utilized lessons from Every Monday Matters to guide site planning and incorporate meaningful emotional health and wellbeing activities into programming. In addition, guest speakers visited throughout the year to provide students with enrichment opportunities and real-world guidance. Staff intentionally incorporated emotional and interpersonal behavior lessons, discussion prompts, and relationship-building activities into weekly programming using resources gathered from conferences, professional development trainings, online tools, and community partnerships. Through structured activities and provider-led sessions, students practiced self-awareness, communication skills, teamwork, emotional expression, and conflict resolution in a supportive environment. To further support student wellbeing, staff provided self-regulation tools and calming spaces throughout programming. Students had access to fidgets, sensory items, beanbags, headphones, quiet areas, and safe spaces for walking or de-escalation when needed. These supports helped students learn how to manage emotions, regulate behavior, and return to activities feeling safe and successful. Most importantly, staff created an environment built on consistency, acceptance, and trust. Staff members are highly skilled in building relationships with students and providing the safety, support, and care many children deeply need. Through enrichment activities, family engagement, daily hot meals, and meaningful experiences, students were able to create lifelong memories while feeling valued and supported. The predictable and welcoming environment allowed students to focus on loving themselves, meeting their basic needs, and growing into successful learners both inside and outside of the classroom. Both Interpersonal Behavioral Performance Measures were met: 85% of students reported that the program helped them make better decisions, and 77% reported that they get along better with others.

- **Activity Variety:** Staff highlighted the wide variety of enrichment opportunities offered throughout the year. This included STEM activities, robotics, science exploration, music lessons, leadership training, conflict resolution workshops, healthy lifestyle education, art experiences, service learning projects, and emotional health and wellbeing learning opportunities. These experiences exposed students to opportunities they may not otherwise receive and helped create lifelong memories, confidence, teamwork skills, and stronger peer relationships.

- **Partnerships:** Partnerships played a significant role in the success of the program. Community organizations and enrichment providers helped expand opportunities for students while strengthening support systems for families. Partnerships with organizations such as Centerstone, Purdue Extension, Safe Place, and Kentucky Science Center provided valuable educational, emotional, and community-based resources. Daily hot meals through Dare to Care also helped meet students' basic needs and created consistency for many families.

- **Family Engagement:** Staff also highlighted family involvement as a strength in Year One. Family meal nights created opportunities for parents and guardians to connect with staff, meet their children's friends, ask questions, and spend intentional time together in a welcoming environment without the stress of preparing meals or activities themselves. Donations and meal sponsorships at local restaurants such as Outback Steakhouse, KFC, Chick-fil-A, Fireside Bar & Grill, and Papa Johns provide food at no cost to families for these events. Both Family Engagement performance measures were met: 88% of parents/caregivers reported talking to their child about the school day and reviewing grades on assignments/tests at least once per week.

Areas to be Strengthened in 2026-2027

1. Mitigating Staff Burnout: Program leadership identified staff burnout as the greatest challenge that the program faced in Year One. They attributed burnout, in part, to the multiple responsibilities that many staff members manage both inside and outside of the program. Multiple jobs, caring for their own families, and managing personal obligations made it challenging to support students at a high level consistently throughout the school year. Despite these challenges, staff remained deeply committed to the program and continued creating meaningful experiences and strong relationships with students. The program worked to mitigate staff burnout using resources from the Youth Worker Well-Being Project, which is administered by Indiana's youth service intermediaries. Specifically, a grant through this initiative supported team-building experiences and wellness resources. These opportunities helped staff reconnect, feel appreciated and supported, reduce stress, and strengthen relationships with one another. As Youth Link works to improve individual and organizational wellness, program leadership is encouraged to build on these successful strategies implemented in Year One. First, program leaders should consider other resources available through the Indiana Youth Worker Well-Being Project, particularly telemedicine and virtual mental health services, which connect youth workers and their families with physical and mental health professionals confidentially and at no cost. Moreover, program leadership should consider leveraging SAHMSA's Eight Dimensions of Wellness as a framework for the organizational response to decreasing burnout and maximizing wellness. This approach uses a comprehensive method that defines each of the dimensions of wellness. Of note, this includes a focus on financial wellness (the area in which most youth workers report struggling), as well as often overlooked wellness dimensions, such as environmental, spiritual, and intellectual wellness. Consideration may also be given to exploring strategies for building trauma-informed workplaces, such as SAHMSA and Crisis and Trauma Resource Institute. Moreover, resources from the Indiana Youth Service Association may be considered (Standard 32).

2. Student Leadership: During the fall site visit, student leadership was identified as an opportunity for growth. Specifically, the observer noted that several students dominated portions of the session. As programming is developed and refined, staff should continue to implement strategies to extend voice and choice to all participants, including those who are not natural leaders. Afterschool research highlights the importance of balancing appropriate program structure (e.g., clear expectations, continuity/predictability, clear boundaries, and age-appropriate supervision) with student autonomy through voice and choice. Building opportunities for youth to make choices in afterschool programs promotes student engagement in the activities and may bolster a variety of lifelong skills including leadership and decision-making. Choices in afterschool programming should have real outcomes and be meaningful for students. Program staff are encouraged to play an active role in promoting student voice by building spaces in programming for choices that are authentic (i.e., non-trivial) and open-ended (i.e., not limited to discrete options set by staff). This can include both choices about what they will do in the program (i.e., choice of activities) and how they will complete tasks. Staff should consider student feedback as they develop programming or make changes to their program structure. Staff may consider developing a student-led afterschool advisory group with student representatives from each grade level or collecting student feedback at more frequent intervals. Moreover, as programming is offered, program staff should consider sharing how youth feedback informed each activity with the participants (Standards 3c, 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, 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%	81%
	YR 2		
	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%	71%
	YR 2		
	YR 3		
	YR 4		

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

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

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

DOE Teacher Survey Academic Habits-Completing Homework	Year	Target	Results
60% of regular students will improve or need no improvement to 'completing homework' in spring, as reported by school day teachers.	YR 1	60%	77%
	YR 2		
	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: Interpersonal/Behavioral

Student Health and Wellbeing

Make Better Decisions	Year	Target	Results
65% of students will report that the program has helped them make better decisions.	YR 1	65%	85%
	YR 2		
	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

Getting Along with Others	Year	Target	Results
50% of students will reporting getting along better with others.	YR 1	50%	77%
	YR 2		
	YR 3		
	YR 4		

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%	88%
	YR 2		
	YR 3		
	YR 4		

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

Reviews Grades	Year	Target	Results
50% of parents will report reviewing grades on assignments and tests 'at least once a week'.	YR 1	50%	88%
	YR 2		
	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 37 students during Year One.
- In Year One, 24 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

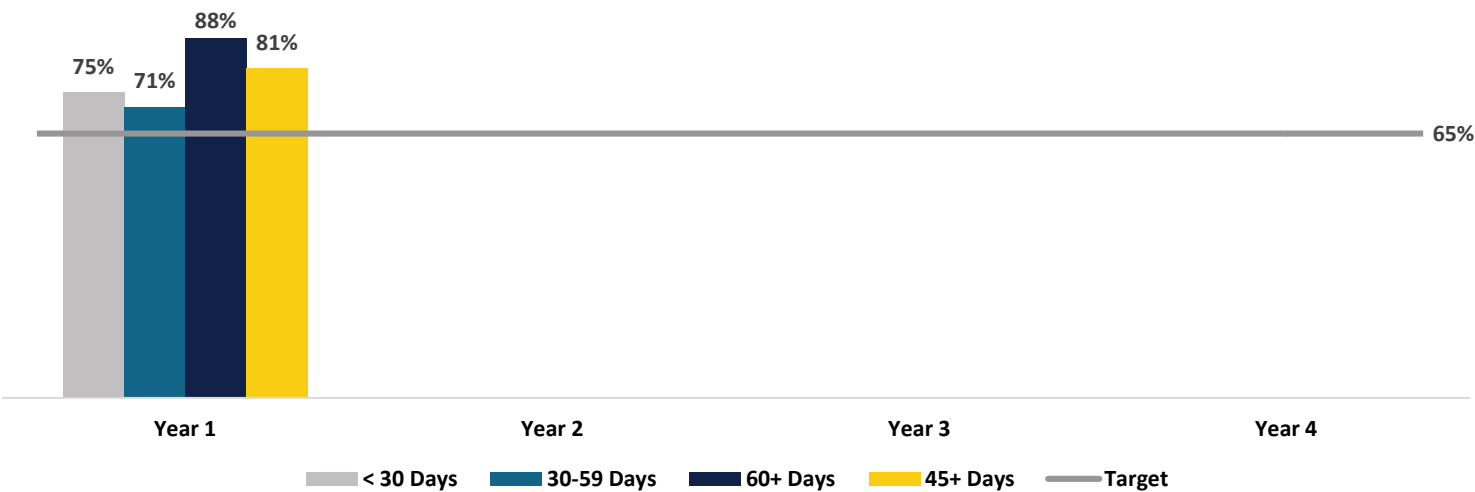
Year 1 ≥ 45 Days RAP Target=19				Year 2 ≥ 45 Days RAP Target=19			Year 3 ≥ 45 Days RAP Target=19			Year 4 ≥ 45 Days RAP Target=19		
<45 ≥45 RAP												
Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
9th Grade	19	11	58%									
10th Grade	12	7	58%									
11th Grade	3	3	100%									
12th Grade	3	3	100%									
F/R Lunch	28	18	64%									
Non-White	20	16	80%									
Special Ed	10	9	90%									
Female	19	11	58%									
Male	18	13	72%									
Total	37	24	65%									

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year One, 81% (17/21) 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)

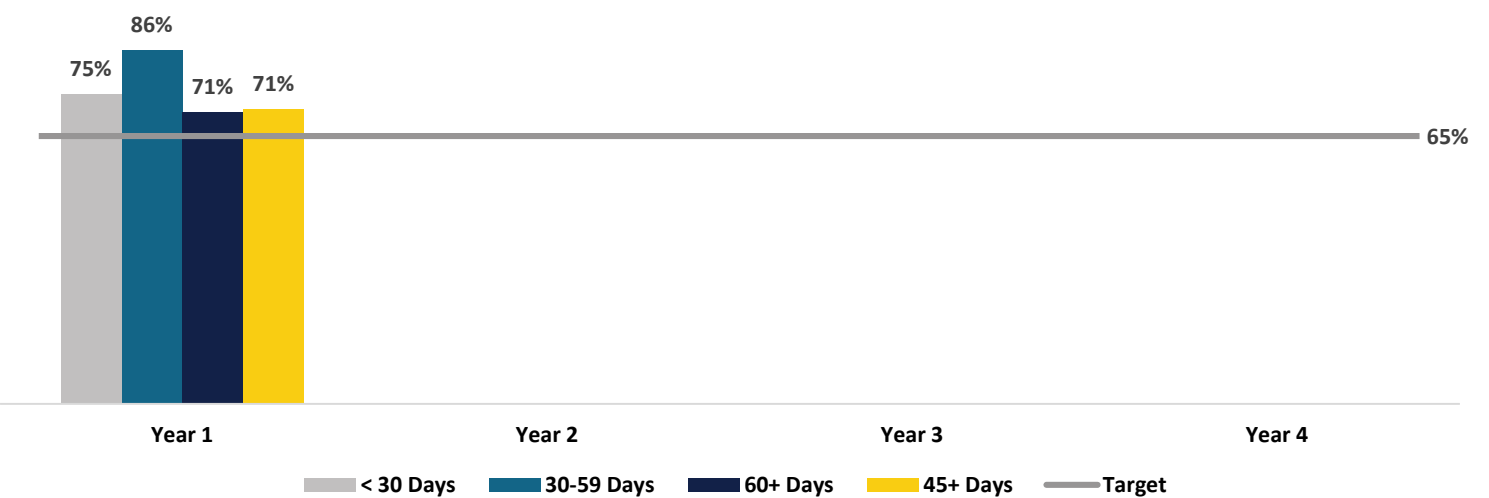
	Year 1								Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
9	4/5	80%	--	--	9/9	100%	10/11	91%								
10	2/3	67%	--	--	4/5	80%	5/7	71%								
11	--	--	--	--	1/2	50%	1/2	50%								
12	--	--	3/4	75%	1/1	100%	1/1	100%								
Tot	6/8	75%	5/7	71%	15/17	88%	17/21	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																
10																
11																
12																
Tot																

B2. Report Card Grades - Math

Key Findings

- In Year One, 71% (15/21) 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	4/5	80%	3/4	75%	7/9	78%	8/11	73%								
10	2/3	67%	3/3	100%	2/5	40%	4/7	57%								
11	--	--	--	--	2/2	100%	2/2	100%								
12	--	--	--	--	1/1	100%	1/1	100%								
Tot	6/8	75%	6/7	86%	12/17	71%	15/21	71%								
	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																
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C1. School-Related Behaviors (DOE Teacher Survey)

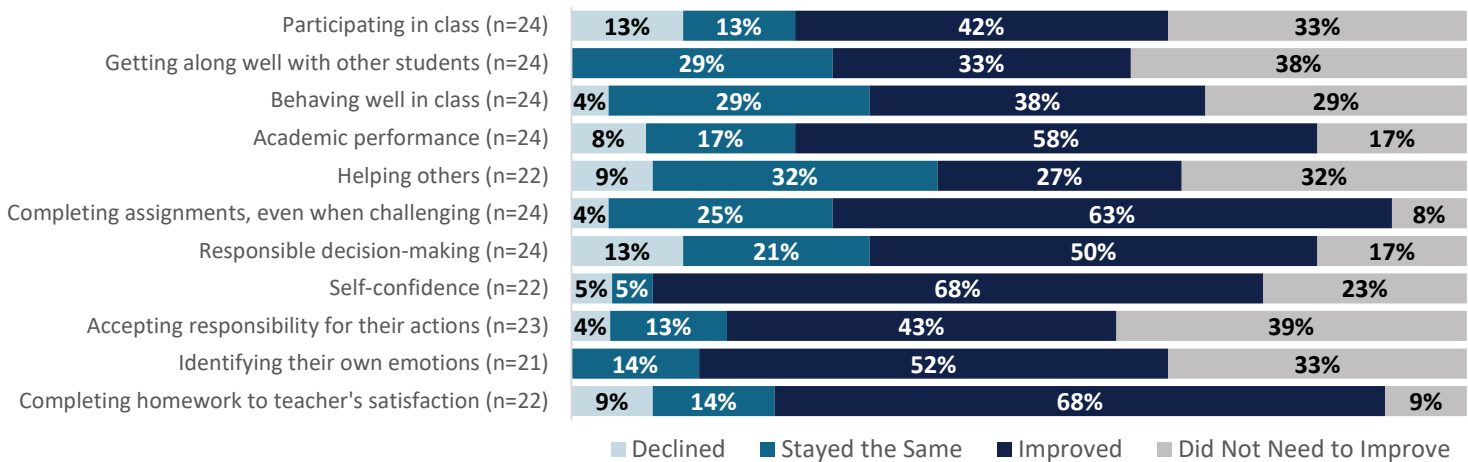
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need 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 One, teachers reported the greatest percentages of students showing improvements in the areas of self-confidence, identifying their own emotions, and completing homework to teacher's satisfaction.
- In Year One, teachers reported 67% of students benefited from participating in the afterschool program.

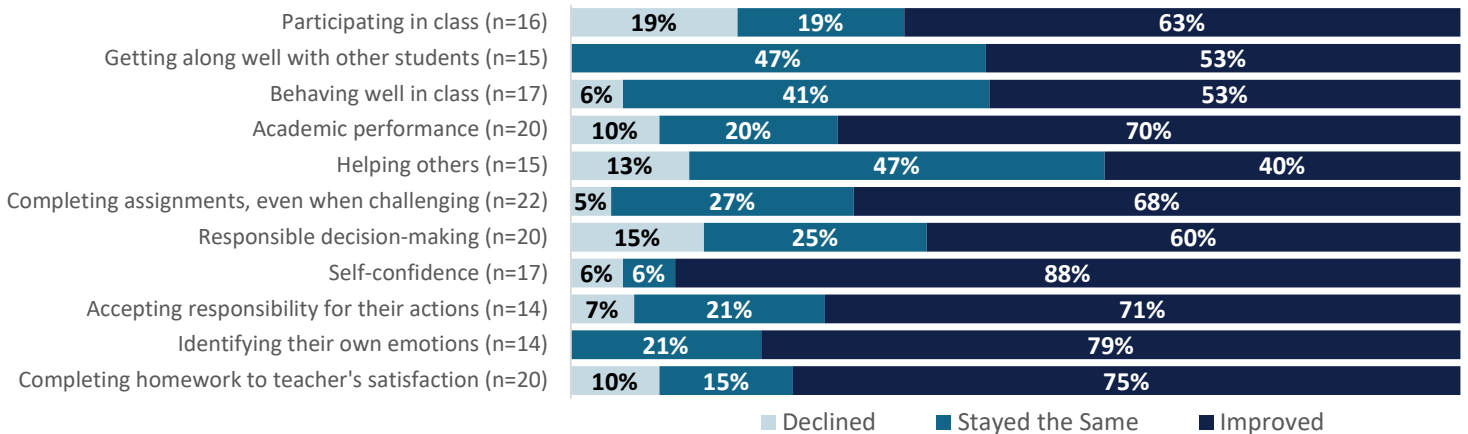
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 1

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 1

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 Wellbeing).

