

Cohort 11: Delaware Elementary School

21st Century Community Learning Centers

Local Evaluation Report - Year 3: 2024-2025

Submitted: September 12, 2025

Grant Name: YMCA of Southwestern Indiana

Center Name: Delaware Elementary School

Grade Levels: K-6

Project Director: Sean Kuykendall

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

Submitted By:



www.diehlconsultinggroup.com

20 NW Third Street, Suite 310
Evansville, IN 47708

429 North Pennsylvania Street, Suite 411
Indianapolis, IN 46204

Technical Evaluation Report

21st CCLC Local Evaluation - Year Three (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.

Section 1: Site Summary Information

A. Site Snapshot	3
B. Summary of Progress Toward Performance Measures with Multi-year Comparisons	6

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

A. Program Attendance	8
B1. Report Card Grades-Reading/ELA	9
B2. Report Card Grades-Math	10
C1. NWEA Assessment ELA	11
D1. School-Related Behaviors (DOE Teacher Survey)	12
D2. School-Related Behaviors - Suspension	13
E. Student, Parent, and Staff Surveys	14

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

Delaware Elementary School

Cohort 11 Grant: The YMCA of Southwestern Indiana (YMCA) is partnering with the Evansville Vanderburgh School Corporation (EVSC) and various community organizations through the EVSC School Community Council (SCC) to implement 21st CCLC programs in three of EVSC's high poverty and low performing schools: Delaware Elementary (K-6), Evans School (K-6), and North Junior High School (7-8). The focus schools are all located within the same attendance district. At the time of the Cohort 9 application, free and reduced lunch percentages and school rates include respectively: Delaware (93.2% F/R; F-Rating), Evans (89.86% F/R; F-Rating and Priority School), and North (41.53% F/R; C-Rating). Three primary needs are being addressed: academic failure, poverty and environmental stability, and behaviors.

Center-level Program Description: Delaware Elementary provides enriched learning opportunities with specific goals directed toward increasing academic achievement, improving school-related behaviors, increasing family involvement, and engaging students in STEM education.

Hours of Operation: Monday-Friday 3 pm to 5:45 pm.

Types of Programming and Activities Offered: This year's clubs include AARP Tutoring, Pickle Ball, Girls on the Run, Gamers, IRead Prep, Fit Kids, Art, Discovery Zone (STEM), Diamonds (youth leadership and development), Choir, Self-love Club, Cub Scouts, Helping Hands (service learning), College & Career Readiness, Ballet, Girl Scouts, and YMCA Y-CAP (youth leadership and development).

Population Served: K-6

2024-2025 Program Site Successes

- **Program Quality:** Student, parent, and staff responses to the Quality Rating Scale were positive. Specifically, across all EVSC YMCA programs, students, parents, and staff reported moderate to high levels of agreement related to the program quality domains of environment and climate (82% to 92%), student-staff relationships (76% to 91%), engagement (64% to 90%), and school day linkages (71% to 90%). Further evidence of program quality was noted on the fall and spring site visits. Specific strengths included caring and engaged staff, activity variety, incorporating lesson planning into activities, and using open-ended questions as strengths (Standards 1, 2, 3, 4, 13, 14).
- **Program Attendance:** During Year Three, 121 students attended the program at least once during the school year. Of the 121 students, 92 attended the program 45 days or more. The site exceeded the RAP threshold of 40 students.

- **Variety of Activities:** Students at Delaware enjoy a variety of activities in the afterschool program. The weekly schedule during 2024-2025 included AARP Tutoring, Pickle Ball, Girls on the Run, Gamers Club, IRead Prep, Fit Kids, Art, Discovery Zone (STEM), Diamonds (youth leadership and development), Choir, Self-love Club, Cub Scouts, Helping Hands (service learning), College & Career Readiness, Ballet, Girl Scouts, and YMCA Y-CAP (youth leadership and development). Further, students in older grade levels have opportunities to participate in field trips and off-campus activities.
- **Academic Achievement:** High levels of academic achievement were noted for regular attendees in both reading and math, and all academic performance measure targets were exceeded. A majority of the regularly attending students received a “2” or better or improved their grades in language arts (77%) and math (70%). Further, all regular K-2 attendees increased their RIT score on the NWEA ELA assessment (Standard 13).
- **Program Satisfaction:** Overall, staff, parents, and students reported high levels of program satisfaction. Specifically, across all EVSC YMCA sites, 90% of students, 88% of parents, and 86% of staff reported being happy with the program.
- **Student Social/Behavioral Well-being:** Across all EVSC YMCA sites, the majority of students (80%) reported that they feel more connected to their school. Further, the majority of regular attendees (90%) at Delaware did not receive a suspension during the school year (Standard 6).
- **STEM Activities:** During the fall and spring site observations, students participated in high-quality STEM activities. The activities were creative, hands-on, and required students to think critically. Discovery Zone is the main STEM club; however, it was noted that STEM/STEAM activities are incorporated into other clubs such as Girl Scouts and Cub Scouts. During the fall site visit, students learned about horticulture/plant science, decorated pots for planting, and discussed how plants grow. Students then planted vegetables or herbs in their pots. During the spring site visit, staff led the students through a series of food-based experiments to learn more about pH and matter. During both observations, staff did a great job of facilitating the activity and allowed time for reflection and open-ended questions (STEM Specialty Standards).
- **Family Engagement:** Across all EVSC YMCA sites, parents reported high levels of family engagement. Specifically, almost all parents talk to their child about their school day (96%) and most review their grades (84%) 'a few times a week' or 'daily'. The site hosted several family engagement events this year including Open House, Literacy Night, Trunk or Treat, Family Craft Night, Talent Show, Bingo Night, Sneaker Dance, and Earth Day Extravaganza. Engagement events allow families to spend time with students at school and engage in learning and enrichment activities together.
- **IN-QPSA Completed:** The site completed the IN-QPSA Top Ten Standards and STEM Specialty Standards Assessments during Year Three.

Areas to be Strengthened in 2025-2026

1. Stakeholder Feedback: During spring 2025, responses to the Quality Rating Scale from students, parents, and staff were limited. Consistent with IDOE practice, aggregated results were reported for all sites; however, site-level responses are a critical component of understanding program quality. As applicable, program staff are encouraged to expand and refine survey collection in 2025-2026 to maximize response rates (Standards 8, 15).

2. Behavior Management: Staff have identified behavior management as an area to be strengthened during the next school year. At the beginning of the school year, staff would like to hold a behavior management training to establish a shared understanding and expectations for the new school year. Staff also plan to have weekly staff check-ins to monitor progress and identify any areas for improvement in dealing with behaviors and student issues. Staff have also suggested conducting monthly training sessions on different topics (staff suggestions) to help staff feel more confident and prepared when managing student misbehaviors. In addition to these strategies, best practices utilized during the school day may be adapted by staff. Generally, this could include: 1) Setting clear expectations: Ensure all youth understand program rules and norms. The site may consider posting and reviewing behavior expectations with youth daily; 2) Sustained vigilance: Ensure all staff understand behavior expectations and supervision assignments are clear (who, where, when). Staff should discuss procedures for addressing student behaviors in private or when to remove students from a larger group; 3) Consistent enforcement: When students are not following rules or behavior expectations, consequences should be applied fairly; 4) Defined consequences: Ensure all youth and parents can communicate expectations and understand consequences of misbehaviors during the afterschool program (Standard 5).

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
50% of regular attendees will earn a '2' or better or increase their ELA/Reading grade from fall to spring.	YR 1	50%	69%
	YR 2	50%	88%
	YR 3	50%	77%
	YR 4		

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

Report Card Grades- Math	Year	Target	Results
50% of regular attendees will earn a '2' or better or increase their math grade from fall to spring.	YR 1	50%	74%
	YR 2	50%	90%
	YR 3	50%	70%
	YR 4		

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

Assessment- English Language Arts K-2	Year	Target	Results
40% of regular attendees in grades K-2 will increase their RIT score from fall to spring on the NWEA ELA Assessment.	YR 1	40%	88%
	YR 2	40%	89%
	YR 3	40%	100%
	YR 4		

Explanation: The percentage of students who increased their score on the ELA assessment was used to assess progress. Years 1, 2, & 3 report data for all grades (K-6). The performance measure for Year 4 focuses only on the students in grades K-2. Therefore, comparisons across years should be interpreted with caution.

Academic Performance	Year	Target	Results
60% of regular attendees will improve or need no improvement in 'academic performance' in spring of each grant year, as reported by school day teachers (DOE Teacher Survey).	YR 1	60%	N/A
	YR 2	60%	N/A
	YR 3	60%	56%
	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

Emotional Health and Wellbeing

Connected to School	Year	Target	Results
50% of students will report feeling connected to their school because they attend the afterschool program (Quality Rating Scale).	YR 1	50%	59%
	YR 2	50%	60%
	YR 3	50%	80%
	YR 4		

Explanation: As part of the Quality Rating Scale administration, students rated their agreement with behavior questions (feel connected to their school, feel like they belong to a group). The percentage of students reporting "Agree" or "Strongly Agree" was used to track progress. *Note: Survey responses were combined across all three YMCA sites in Year 2 & Year 3.

In-School or Afterschool Behavior

Suspensions/Disciplinary Action	Year	Target	Results
50% of regular attendees will have no suspensions during the school year.	YR 1	50%	93%
	YR 2	50%	93%
	YR 3	50%	90%
	YR 4		

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

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' (Quality Rating Scale).	YR 1	50%	100%
	YR 2	50%	86%
	YR 3	50%	96%
	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. *Note: Survey responses were combined across all three YMCA sites in Year 2 & Year 3.

Review Grades	Year	Target	Results
50% of parents will report reviewing grades on assignments and tests 'a few times a week' to 'daily' (Quality Rating Scale).	YR 1	50%	100%
	YR 2	50%	85%
	YR 3	50%	84%
	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 "a few times a week" to "daily" was used to track progress. *Note: Survey responses were combined across all three YMCA sites in Year 2 & Year 3.

Section 2: Detailed Results

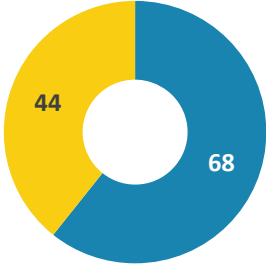
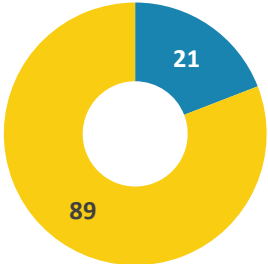
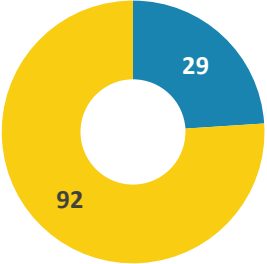
(with Multi-year Comparisons)

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 121 students during Year Three.
- In Year Three, 92 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

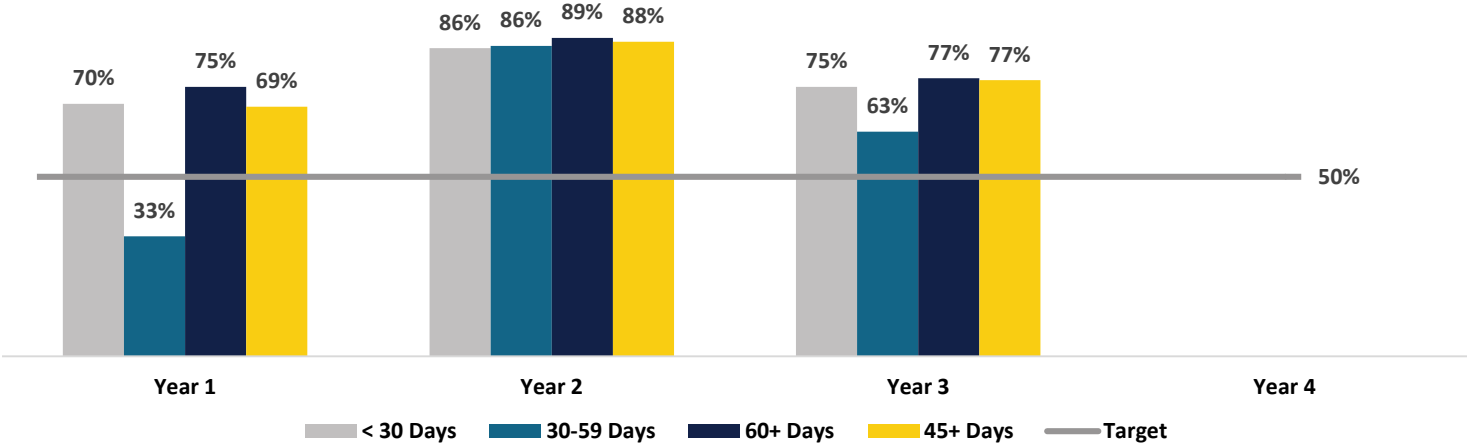
Year 1 ≥ 45 Days RAP Target=40				Year 2 ≥ 45 Days RAP Target=40			Year 3 ≥ 45 Days RAP Target=40			Year 4 ≥ 45 Days RAP Target=40		
<45 ≥45 RAP 												
Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
Kindergarten	3	1	33%	8	7	88%	20	13	65%			
1st Grade	22	6	27%	11	7	64%	17	14	82%			
2nd Grade	17	5	29%	14	13	93%	12	6	50%			
3rd Grade	30	8	27%	16	13	81%	18	17	94%			
4th Grade	10	10	100%	17	13	76%	19	14	74%			
5th Grade	15	9	60%	17	16	94%	21	17	81%			
6th Grade	15	5	33%	27	20	74%	14	11	79%			
F/R Lunch	112	44	39%	110	89	81%	121	92	76%			
Non-White	71	32	45%	69	52	75%	76	58	76%			
Special Ed	15	5	33%	16	12	75%	17	12	71%			
Female	47	19	40%	54	43	80%	57	43	75%			
Male	65	25	38%	56	46	82%	64	49	77%			
Total	112	44	39%	110	89	81%	121	92	76%			

B1. Report Card Grades - Reading/ELA

Key Findings

- In Year Three, 77% (43/56) of regular attendees earned a '2' or better or increased their ELA/reading grade by spring.

Percent of Students Who Received a '2' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a '2' 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	%
K	1/1	100%	--	--	--	--	--	--	--	--	2/2	100%	6/6	100%	7/7	100%
1	6/6	100%	--	--	1/1	100%	1/1	100%	2/2	100%	3/3	100%	5/5	100%	6/6	100%
2	1/7	14%	0/2	0%	0/3	0%	0/4	0%	--	--	5/5	100%	7/7	100%	11/11	100%
3	12/18	67%	--	--	5/8	63%	5/8	63%	--	--	2/4	50%	5/10	50%	5/12	42%
4	--	--	--	--	8/10	80%	8/10	80%	1/2	50%	1/1	100%	12/13	92%	12/13	92%
5	6/6	100%	1/1	100%	7/7	100%	8/8	100%	1/1	100%	1/1	100%	11/12	92%	12/13	92%
6	7/9	78%	1/3	33%	3/3	100%	3/5	60%	2/2	100%	5/6	83%	16/17	94%	17/18	94%
Tot	33/47	70%	2/6	33%	24/32	75%	25/36	69%	6/7	86%	19/22	86%	62/70	89%	70/80	88%

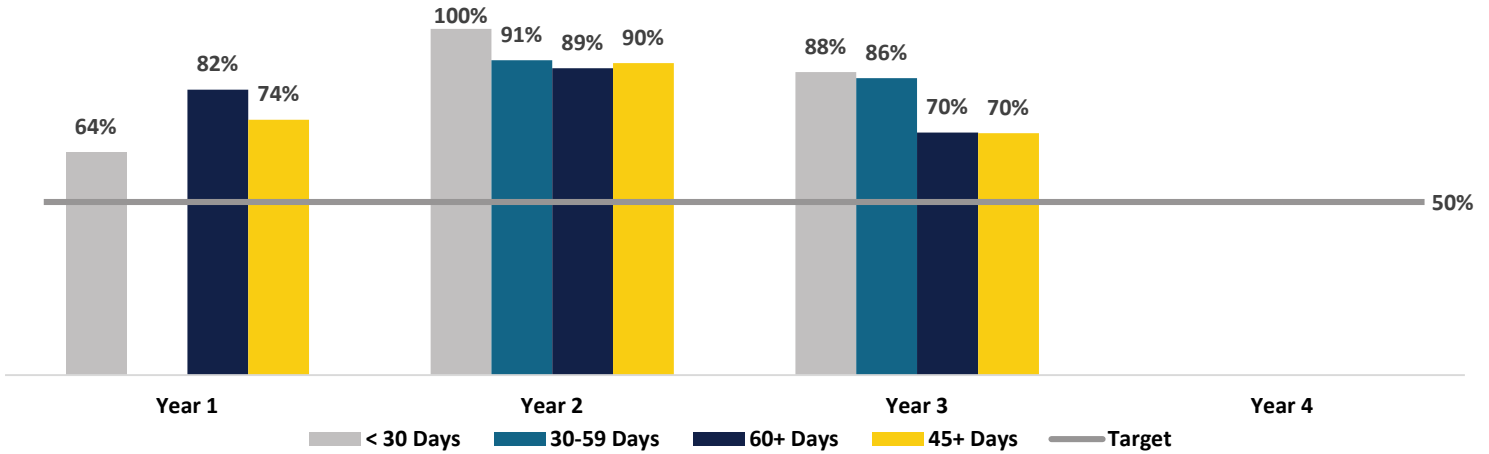
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
K	4/4	100%	2/2	100%	12/12	100%	12/12	100%								
1	--	--	1/1	100%	8/8	100%	8/8	100%								
2	0/1	0%	--	--	0/4	0%	0/4	0%								
3	--	--	1/1	100%	5/8	63%	6/9	67%								
4	2/2	100%	--	--	7/7	100%	7/7	100%								
5	--	--	1/1	100%	4/4	100%	5/5	100%								
6	0/1	0%	0/3	0%	5/10	50%	5/11	45%								
Tot	6/8	75%	5/8	63%	41/53	77%	43/56	77%								

B2. Report Card Grades - Math

Key Findings

- In Year Three, 70% (37/53) of regular attendees earned a '2' or better or increased their math grade by spring.

Percent of Students Who Received a '2' or Better or Increased Grade



Grade-Level Breakdown By Year (% Earned a '2' 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	%
K	--	--	--	--	--	--	--	--	--	--	2/2	100%	6/6	100%	7/7	100%
1	2/2	100%	--	--	3/3	100%	3/3	100%	2/2	100%	3/3	100%	5/5	100%	6/6	100%
2	6/7	86%	0/2	0%	3/3	100%	3/4	75%	--	--	5/5	100%	7/7	100%	11/11	100%
3	13/18	72%	--	--	5/8	63%	5/8	63%	--	--	4/4	100%	9/10	90%	11/12	92%
4	--	--	--	--	10/10	100%	10/10	100%	2/2	100%	1/1	100%	13/13	100%	13/13	100%
5	6/6	100%	0/1	0%	7/7	100%	7/8	88%	1/1	100%	1/1	100%	10/12	83%	11/13	85%
6	0/9	0%	0/3	0%	0/3	0%	0/5	0%	2/2	100%	4/6	67%	12/17	71%	13/18	72%
Tot	27/42	64%	0/6	0%	28/34	82%	28/38	74%	7/7	100%	20/22	91%	62/70	89%	72/80	90%

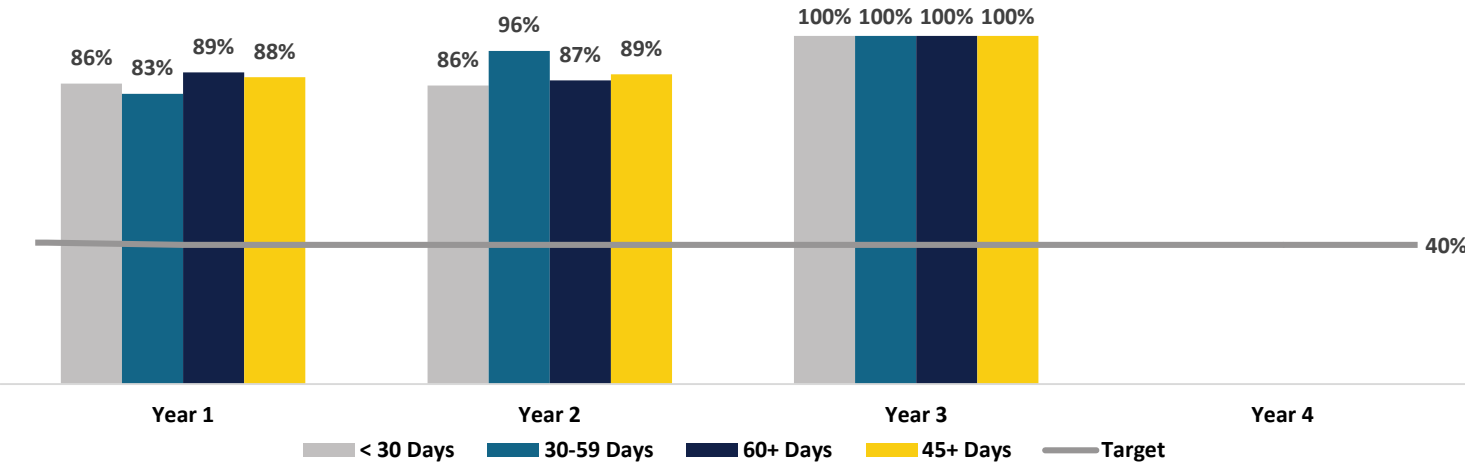
	Year 3								Year 4							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
K	4/4	100%	2/2	100%	11/12	92%	11/12	92%								
1	--	--	--	--	4/5	80%	4/5	80%								
2	0/1	0%	--	--	0/4	0%	0/4	0%								
3	--	--	1/1	100%	5/8	63%	6/9	67%								
4	2/2	100%	--	--	6/7	86%	6/7	86%								
5	--	--	1/1	100%	4/4	100%	5/5	100%								
6	1/1	100%	2/3	67%	5/10	50%	5/11	45%								
Tot	7/8	88%	6/7	86%	35/50	70%	37/53	70%								

C1. NWEA Assessment ELA

Key Findings

- In Year Three, 100% (22/22) of regular attendees increased their RIT score from fall to spring on the NWEA ELA Assessment.

Percent of Students Who Increased RIT Score by Spring



Note: Years 1 & 2 report data for all grades (K-5). The performance measure for Year 3 focuses only on the students in grades K-2. Therefore, comparisons across years should be interpreted with caution.

Grade-Level Breakdown By Year (% Increased RIT Score by Spring)

	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	%
K	1/1	100%	1/1	100%	--	--	1/1	100%	--	--	2/2	100%	6/6	100%	7/7	100%
1	14/14	100%	1/1	100%	6/6	100%	6/6	100%	2/2	100%	3/3	100%	5/5	100%	6/6	100%
2	9/10	90%	1/1	100%	4/4	100%	4/4	100%	--	--	5/5	100%	7/7	100%	11/11	100%
3	16/18	89%	--	--	7/8	88%	7/8	88%	--	--	5/5	100%	10/10	100%	13/13	100%
4	--	--	--	--	7/10	70%	7/10	70%	2/2	100%	1/1	100%	10/13	77%	10/13	77%
5	4/6	67%	0/1	0%	7/7	100%	7/8	88%	1/1	100%	1/1	100%	10/12	83%	11/13	85%
6	6/9	67%	2/2	100%	3/3	100%	5/5	100%	1/2	50%	5/6	83%	13/17	76%	14/18	78%
Tot	50/58	86%	5/6	83%	34/38	89%	37/42	88%	6/7	86%	22/23	96%	61/70	87%	72/81	89%

	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	%
K	3/3	100%	2/2	100%	12/12	100%	12/12	100%								
1	1/1	100%	1/1	100%	9/9	100%	10/10	100%								
2	--	--	--	--	--	--	--	--								
Tot	4/4	100%	3/3	100%	21/21	100%	22/22	100%								

D1. School-Related Behaviors (DOE Teacher Survey)

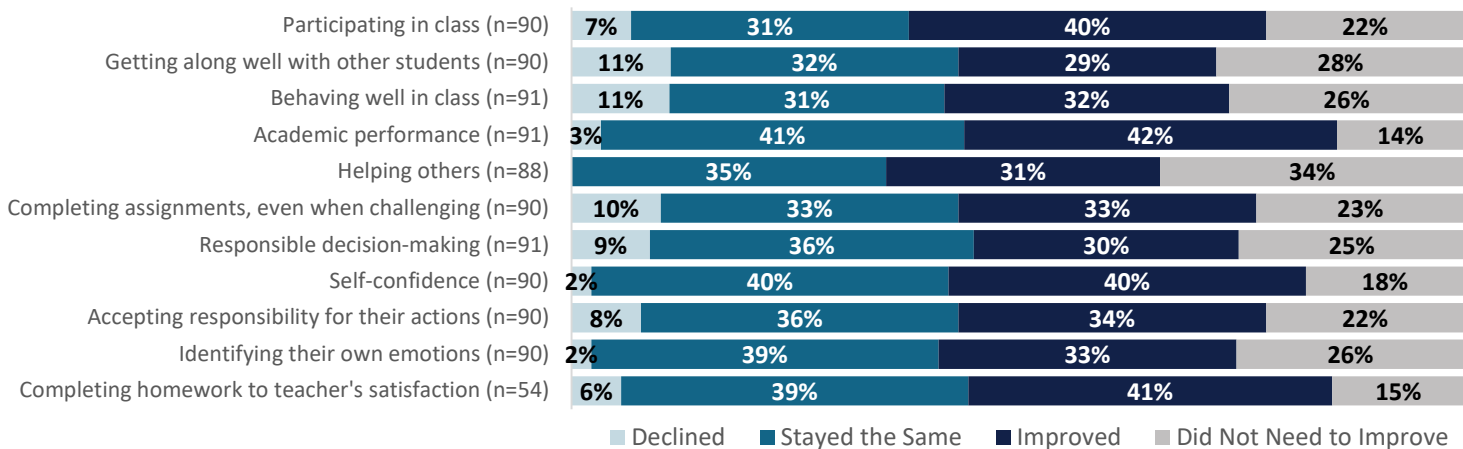
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need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

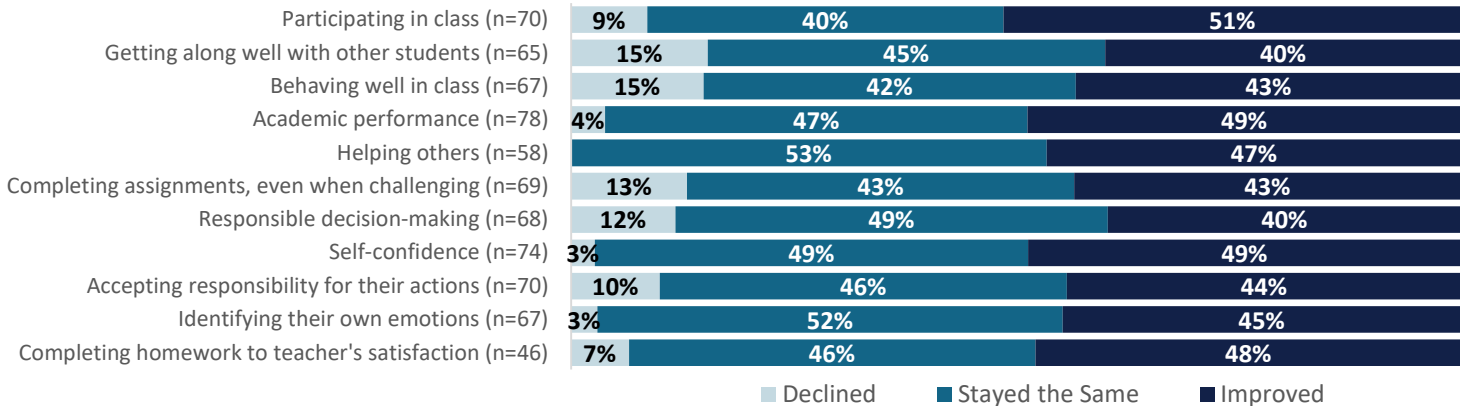
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 3

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.

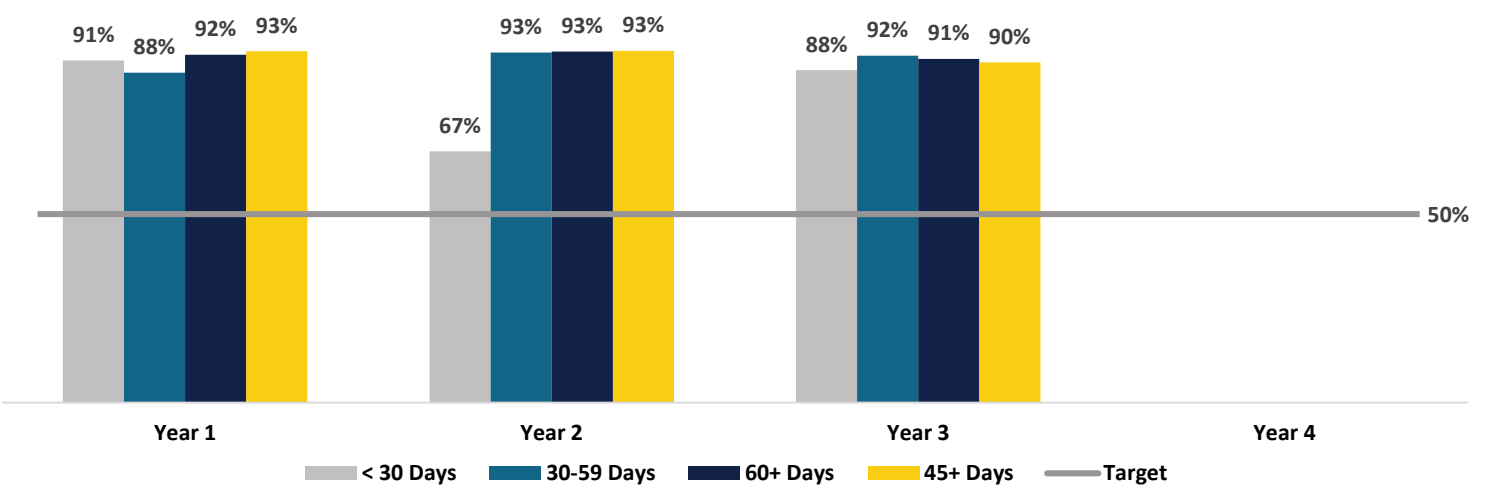


D2. School-Related Behaviors - Suspension

Key Findings

- In Year Three, 90% (83/92) 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	%
K	1/2	50%	1/1	100%	--	--	1/1	100%	--	--	2/2	100%	6/6	100%	7/7	100%
1	15/15	100%	1/1	100%	6/6	100%	6/6	100%	1/2	50%	4/4	100%	5/5	100%	7/7	100%
2	9/11	82%	1/2	50%	3/4	75%	4/5	80%	--	--	7/7	100%	7/7	100%	13/13	100%
3	21/22	95%	--	--	8/8	100%	8/8	100%	1/1	100%	5/5	100%	8/10	80%	11/13	85%
4	--	--	--	--	9/10	90%	9/10	90%	1/3	33%	1/1	100%	13/13	100%	13/13	100%
5	5/6	83%	1/1	100%	7/8	88%	8/9	89%	1/1	100%	2/3	67%	10/13	77%	12/16	75%
6	8/9	89%	3/3	100%	3/3	100%	5/5	100%	2/2	100%	5/6	83%	19/19	100%	20/20	100%
Tot	59/65	91%	7/8	88%	36/39	92%	41/44	93%	6/9	67%	26/28	93%	68/73	93%	83/89	93%

	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	%
K	4/4	100%	3/3	100%	10/13	77%	10/13	77%								
1	1/1	100%	3/3	100%	12/13	92%	13/14	93%								
2	4/5	80%	1/1	100%	5/6	83%	5/6	83%								
3	1/1	100%	3/4	75%	12/13	92%	15/17	88%								
4	3/3	100%	2/2	100%	14/14	100%	14/14	100%								
5	2/2	100%	9/9	100%	9/10	90%	16/17	94%								
6	0/1	0%	2/3	67%	10/10	100%	10/11	91%								
Tot	15/17	88%	23/25	92%	72/79	91%	83/92	90%								

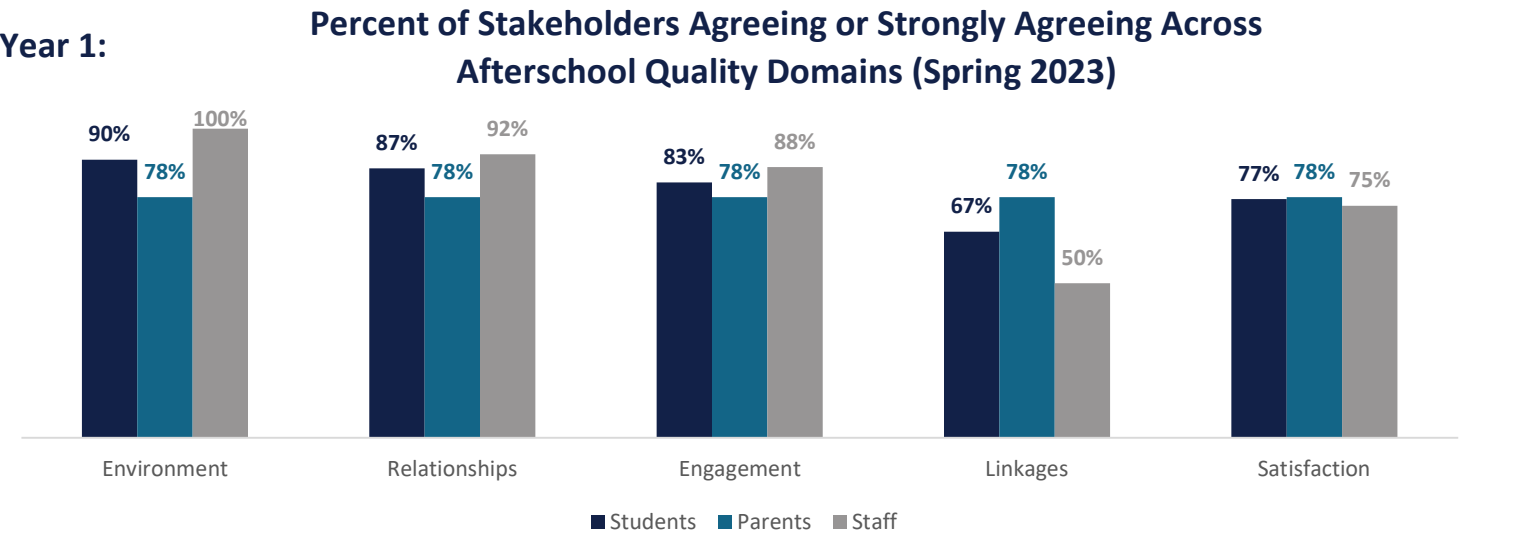
E. Student, Parent, and Staff Surveys

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.

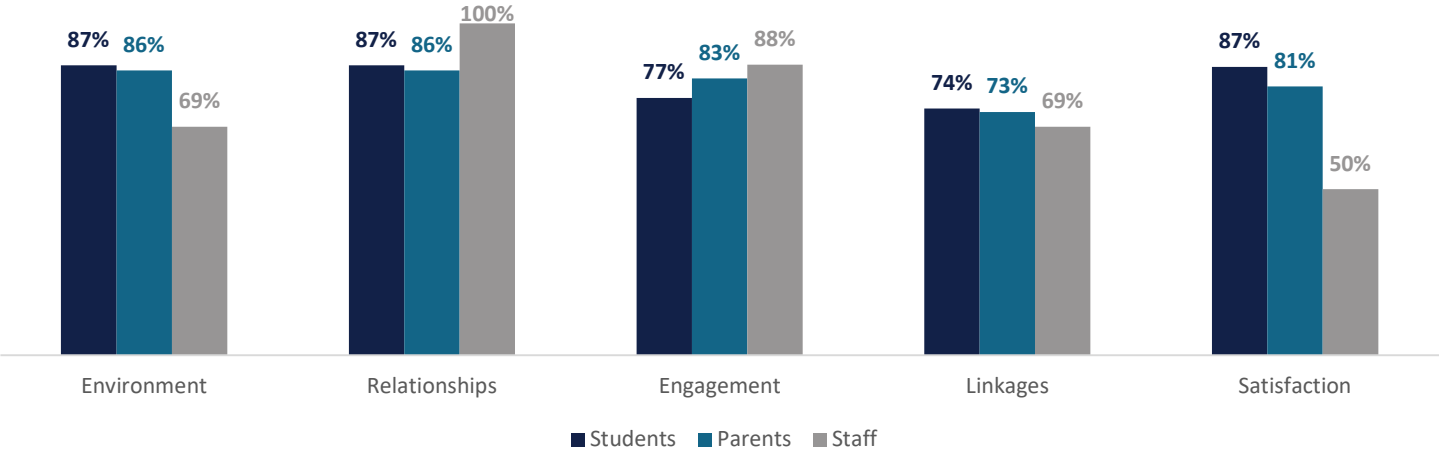
In addition to these quality domains, the scale also included an overall rating of satisfaction and participants’ perceptions of program benefits on the following school adjustment related outcomes: grades in school, attendance, positive peer relations, and preparation for school.

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).



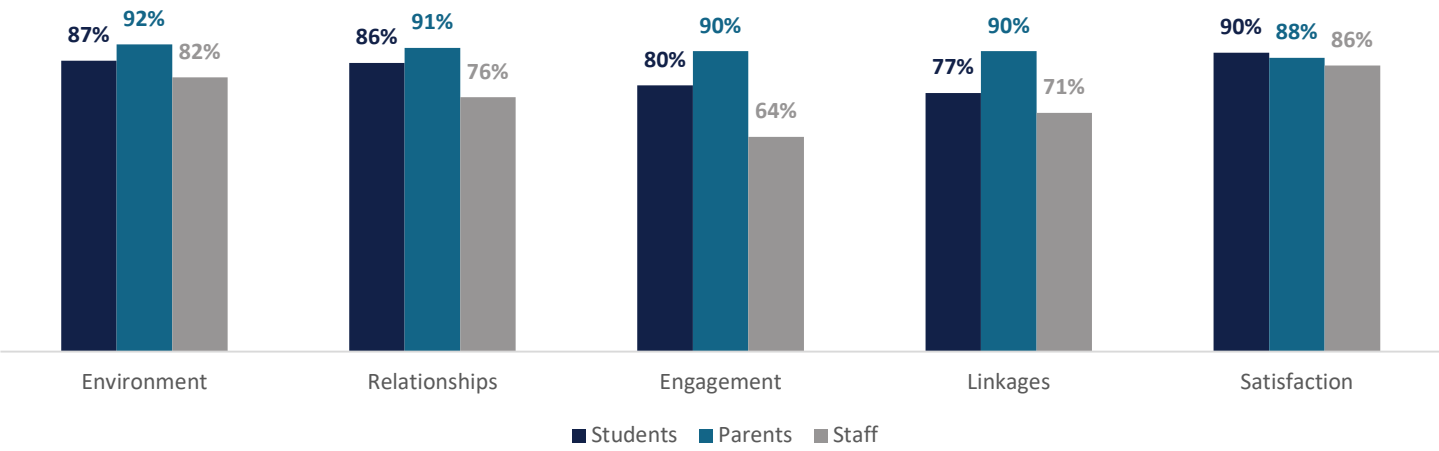
Year 2:

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



Year 3:

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



*Note: Survey responses were combined across all three YMCA sites in Year 2 & Year 3.