

Cohort 11: North Jr. High

21st Century Community Learning Centers

Local Evaluation Report - Year 3: 2024-2025

Submitted: September 12, 2025

Grant Name: YMCA of Southwestern Indiana

Center Name: North Jr. High

Grade Levels: 7-8

Project Director: Sean Kuykendall

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

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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.

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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

North Jr. High

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: North Jr. High School 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 2:30 pm to 4:30 pm.

Types of Programming and Activities Offered: Art, Book Club, Bowling, Chess, College and Career Readiness, Creative Movement, Diamonds YMCA, Discover Bible Study, Dream Center Tutoring, Gardening, Homework Help, Kindness Club, Pickleball, Social Gamers, STEAM, Tech, Yearbook, Youth in Government.

Population Served: 7-8

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 observed during both the fall and spring site visits. High quality STEM activities, access to large program space, strong student and staff relationships, and evidence of student voice and choice in activities were noted as strengths (Standards 1-4, 10, 11, 14, 16).

• **Improved Program Attendance:** During Year Three, the site successfully met the RAP attendance target, with 41 students attending the program 45 days or more. This is a significant achievement following two years of not meeting the target. The afterschool staff focused their efforts on increasing multi-day attendance to engage students more consistently.

• **Variety of Activities:** North Jr. High offered a variety of programming including Art, Book Club, Bowling, Chess, College and Career Readiness, Creative Movement, Diamonds YMCA, Discover Bible Study, Dream Center Tutoring, Gardening, Homework Help, Kindness Club, Pickleball, Social Gamers, STEAM, Tech, Yearbook, and Youth in Government. Students not only get to choose which programs they participate in, but their voice and feedback are also used to develop new clubs and activities. For example, students expressed an interest in making comic books, so staff created a craft/art club to provide an opportunity for students to create comic books (Standards 14, 15a, 16).

• **Academic Achievement:** There was evidence of academic achievement for regular attendees in both reading and math, and all academic performance measures were met. A majority of regularly attending students received a “C” or better or improved their language arts (74%) and math (97%) grade. Further, school day teachers noted improvements in academic performance (68%) and completing homework to teacher satisfaction (71%) for regular attendees (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 (95%) at North Jr. High did not receive a suspension during the school year (Standard 6).

• **STEM Priority:** During both site observations, youth were highly engaged in STEM activities, which featured opportunities for youth to work together, engage in brainstorming and group discussions, use their creativity, and interact with attentive staff. A variety of activities were observed in the site's Tech Team including Vex Robotics, 3D pens, 3D printing, and Makey Makey kits. Mentoring opportunities were also noted because of a collaboration with North High School students who provide additional support to STEM programming (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'.

Areas to be Strengthened in 2025-2026

1. Stakeholder Feedback: During spring 2025, responses to the Quality Rating Scale from students, caregivers, 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. New Site Coordinator: During the next school year, a new site coordinator will be taking over at North Junior High. While the site coordinator is not new to 21st CCLC, they are new to the school. Therefore, opportunities for the coordinator to build relationships with the principals, teachers, front office staff, students, and families will be an integral part of creating a strong foundation. The program currently provides a variety of activities; however, the coordinator is encouraged to review feedback from school staff, community partners, afterschool staff members, students, and parents to ensure alignment with program goals, school improvement plans and student interests. (Standards 13, 15, 27c, 37)

3. Enhancing Unstructured Time/Attendance Incentives in Spring: As noted on site visits, there are several opportunities for enhancing student engagement and participation in the afterschool program. Specifically, youth spent about 45 minutes at the beginning of the program in an unstructured setting (snack tables in the cafeteria) before attending their scheduled clubs. Program leadership may consider implementing additional activities such as weekly-themed discussions - current events, school news, study groups, service projects, or team-building games/competitions. This may provide youth with additional opportunities for collaboration and teamwork. Further, it was noted that overall attendance in afterschool activities drops significantly during the spring semester. To maximize attendance for students, staff may consider implementing incentives for students who meet attendance thresholds during the year (60+ days or 90+ days). Incentives could include special field trips, events, or entering students' names into a drawing for a special prize. The site is encouraged to incorporate feedback from students on programming and incentive ideas (Standard 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
50% of regular attendees will earn a 'C' or better or increase their ELA/Reading grade from fall to spring.	YR 1	50%	88%
	YR 2	50%	73%
	YR 3	50%	74%
	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 'C' or better or increase their math grade from fall to spring.	YR 1	50%	78%
	YR 2	50%	76%
	YR 3	50%	97%
	YR 4		

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

Academic Performance	Year	Target	Results
50% 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	50%	N/A
	YR 2	50%	N/A
	YR 3	50%	68%
	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.

Completing Homework to Teacher Satisfaction	Year	Target	Results
50% of regular attendees will improve or need no improvement 'completing their homework to their teacher's satisfaction in spring of each grant year, as reported by school day teachers (IDOE Teacher Survey)	YR 1	50%	N/A
	YR 2	50%	N/A
	YR 3	50%	71%
	YR 4		

Explanation: The percentage of students who increased their score on the math assessment was used to assess progress.

Category 2: Social/Behavioral Outcomes

Student Health and Well-Being

Connected to School	Year	Target	Results
50% of students will report feeling more connected to their school because they attend the afterschool program (Quality Rating Scale).	YR 1	50%	44%
	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%	73%
	YR 2	50%	97%
	YR 3	50%	95%
	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%	90%
	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 their child's grades on assignments and test 'a few times a week' to 'daily' (Quality Rating Scale).	YR 1	50%	90%
	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 132 students during Year Three.
- In Year Three, 41 students attended the program 45 days or more and met the regular attendee threshold. The regularly attending participant target was met.

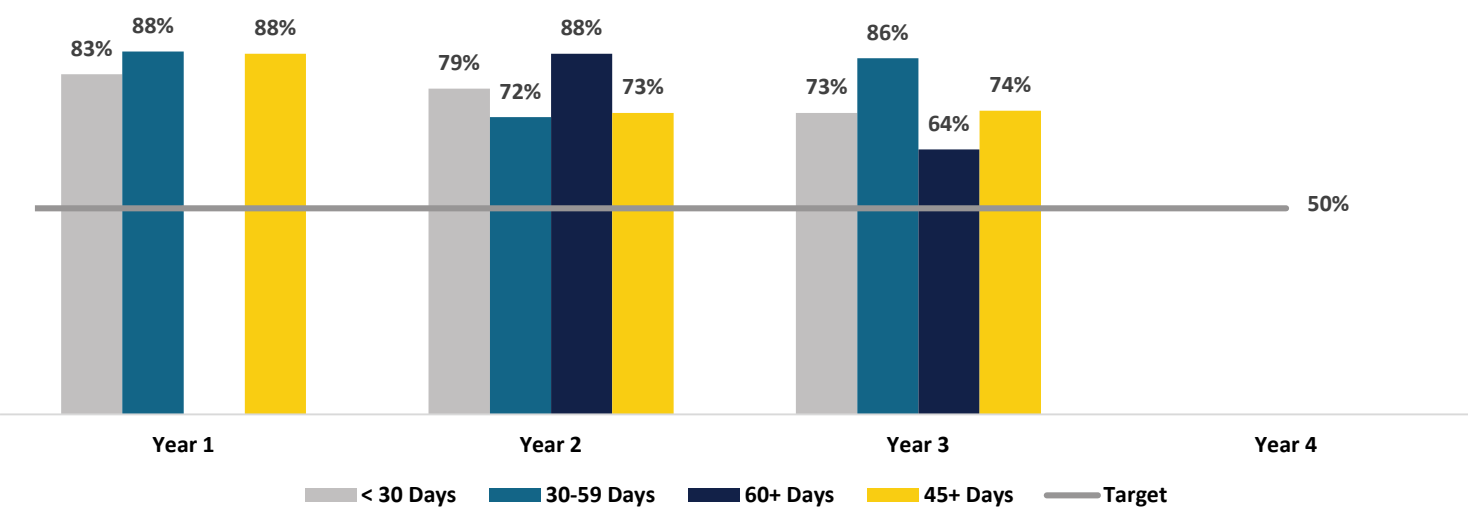
Year 1 ≥ 45 Days RAP Target=40				Year 2 ≥ 45 Days RAP Target=40			Year 3 ≥ 45 Days RAP Target=40			Year 4 ≥ 45 Days RAP Target=40		
<45 ≥45 RAP Attendee Type				Attendee Type			Attendee Type			Attendee Type		
Participant Demographics	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%	Total	≥ 45	%
7th Grade	69	4	6%	118	24	20%	81	26	32%			
8th Grade	46	7	15%	53	10	19%	51	15	29%			
F/R Lunch	44	5	11%	21	6	29%	25	4	16%			
Non-White	31	2	6%	44	9	20%	40	12	30%			
Special Ed	12	3	25%	30	7	23%	20	8	40%			
Female	64	9	14%	105	23	22%	78	22	28%			
Male	51	2	4%	66	11	17%	54	19	35%			
Total	115	11	10%	171	34	20%	132	41	31%			

B1. Report Card Grades - ELA

Key Findings

- In Year Three, 74% (28/38) 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)

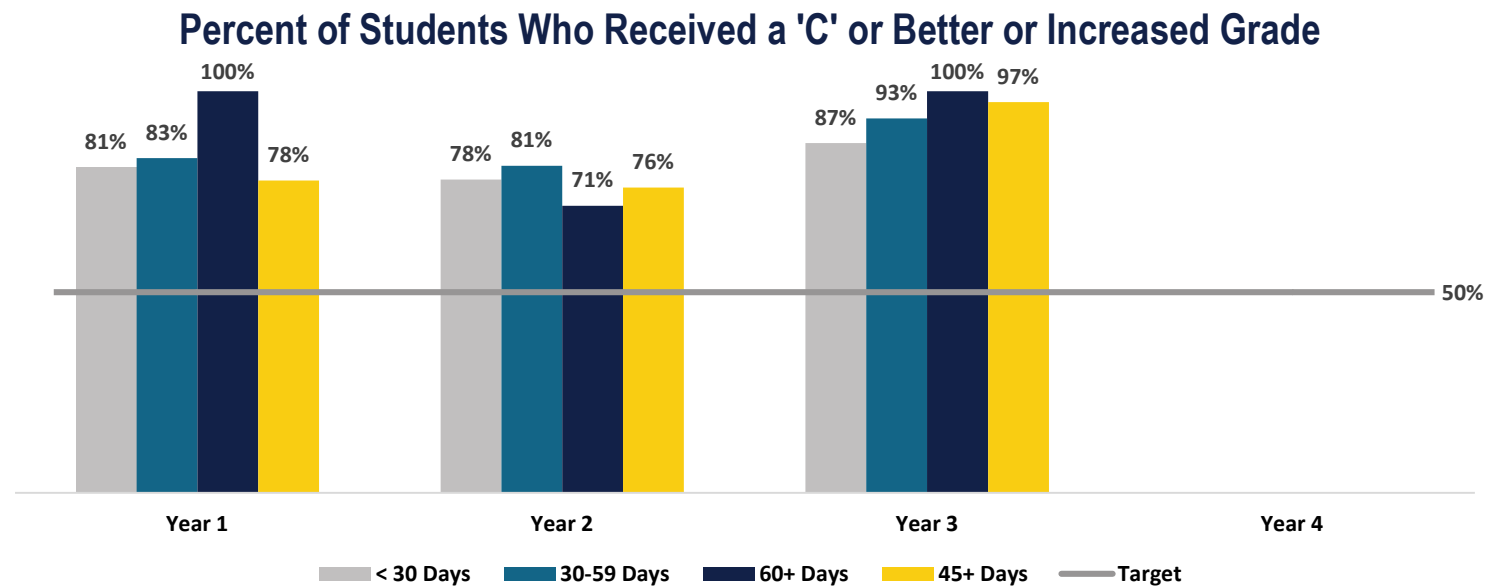
Year 1									Year 2							
	< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days		< 30 Days		30-59 Days		≥ 60 Days		≥ 45 Days	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
7	42/48	88%	16/19	84%	--	--	3/4	75%	57/69	83%	24/30	80%	6/6	100%	15/18	83%
8	24/32	75%	6/6	100%	--	--	4/4	100%	22/31	71%	7/13	54%	1/2	50%	4/8	50%
Tot	66/80	83%	22/25	88%	--	--	7/8	88%	79/100	79%	31/43	72%	7/8	88%	19/26	73%

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	%
7	20/30	67%	26/29	90%	7/11	64%	20/26	77%								
8	18/22	82%	12/15	80%	2/3	67%	8/12	67%								
Tot	38/52	73%	38/44	86%	9/14	64%	28/38	74%								

B2. Report Card Grades - Math

Key Findings

- In Year Three, 97% (36/37) of regular attendees earned a 'C' or better or increased their math 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	%
7	35/46	76%	15/19	79%	--	--	2/4	50%	56/69	81%	22/30	73%	4/5	80%	12/17	71%
8	29/33	88%	5/5	100%	2/2	100%	5/5	100%	22/31	71%	13/13	100%	1/2	50%	7/8	88%
Tot	64/79	81%	20/24	83%	2/2	100%	7/9	78%	78/100	78%	35/43	81%	5/7	71%	19/25	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	%
7	26/32	81%	26/29	90%	10/10	100%	24/25	96%								
8	21/22	95%	15/15	100%	3/3	100%	12/12	100%								
Tot	47/54	87%	41/44	93%	13/13	100%	36/37	97%								

C1. School-Related Behaviors (DOE Teacher Survey)

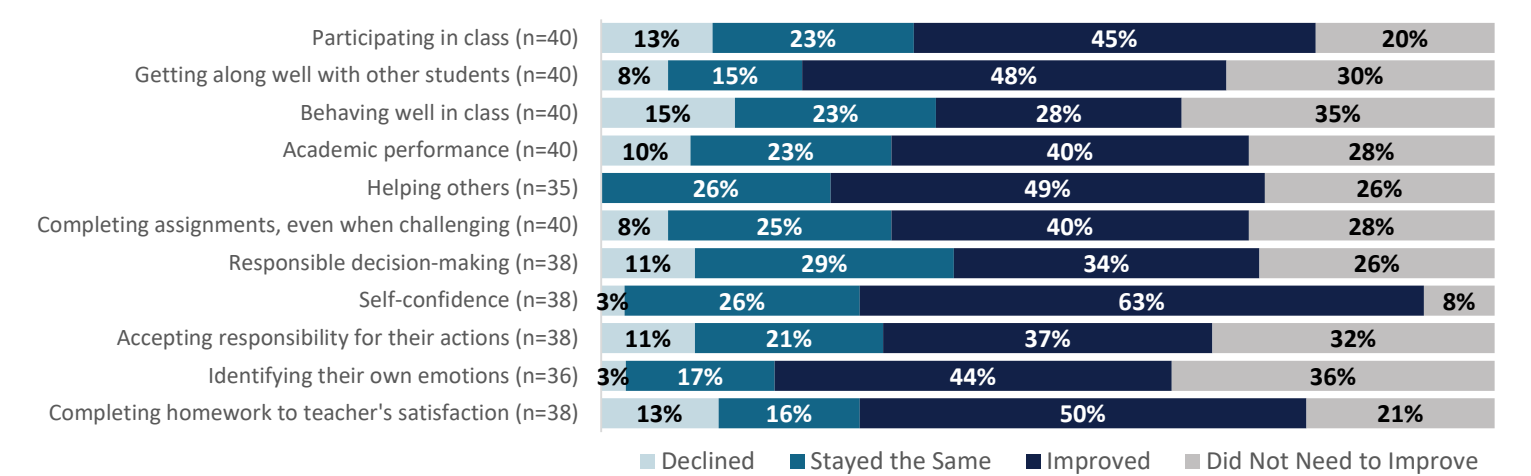
The Department of Education requires teachers to complete a survey for each student who participates in 21st CCLC programming during the grant year. The survey investigates changes in students’ school-day behaviors and traits. Survey responses are divided into three categories: 1) Student Did Not Need to Improve, 2) Improvement Needed, or 3) Not Sure. If improvement was needed, teachers were asked to indicate if behavior “Improved,” “Stayed the Same,” or “Declined” by spring. Detailed results for regular attending participants (RAPs) are provided below. The data below reflect the state definition of regular attendance: 45 days of attendance for elementary, middle, and high school participants.

Key Findings

- In Year Three, teachers reported the greatest percentages of students showing improvements in the areas of identifying their own emotions, self-confidence, and getting along well with other students.
- In Year Three, teachers reported 80% of students benefited from participating in the afterschool program.

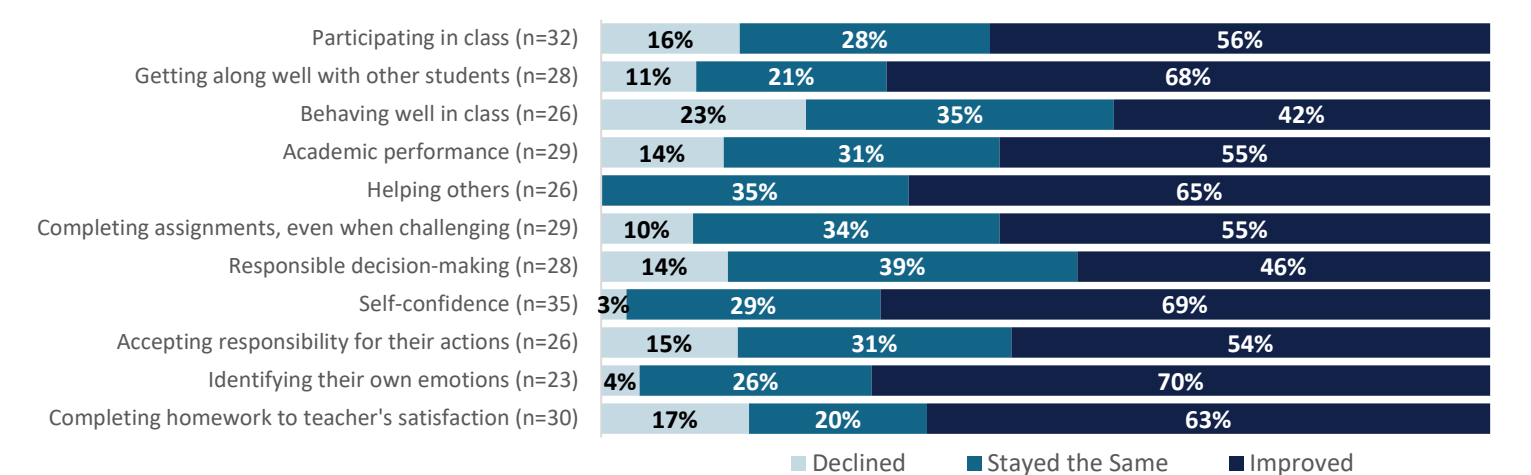
School-Related Behaviors (K-12 DOE Teacher Survey) – Year 3

Percent of RAPs (45+ days) **demonstrating improvement or not needing to improve**, as reported by teachers



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

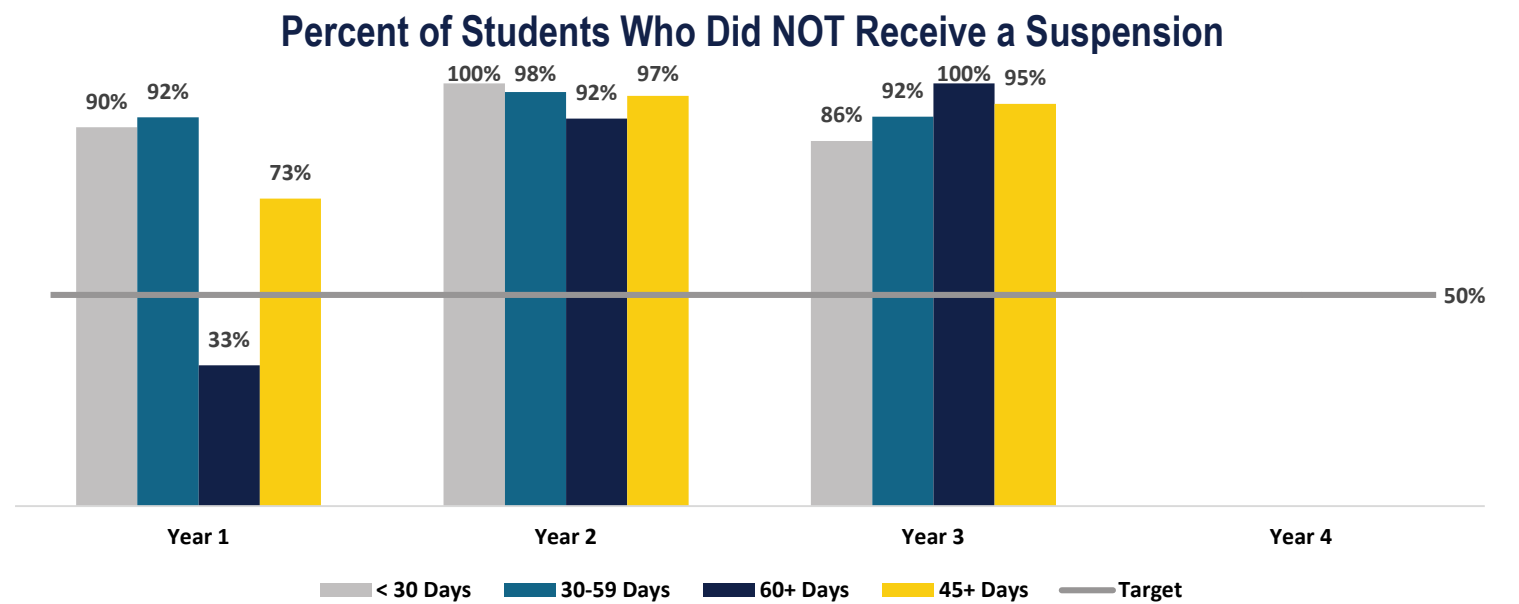
Percent of RAPs (45+ days) **who needed to improve** demonstrating improvement, as reported by teachers.



C2. School-Related Behaviors - Suspension

Key Findings

- In Year Three, 95% (39/41) of regular attendees did not receive a suspension during the school year.



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	%		
7	45/50	90%	18/19	95%	--	--	4/4	100%		75/75	100%	33/34	97%	8/9	89%	23/24	96%		
8	33/37	89%	5/6	83%	1/3	33%	4/7	57%		35/35	100%	15/15	100%	3/3	100%	10/10	100%		
Tot	78/87	90%	23/25	92%	1/3	33%	8/11	73%		110/110	100%	48/49	98%	11/12	92%	33/34	97%		

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	%		
7	34/39	87%	30/31	97%	11/11	100%	26/26	100%											
8	23/27	85%	17/20	85%	4/4	100%	13/15	87%											
Tot	57/66	86%	47/51	92%	15/15	100%	39/41	95%											

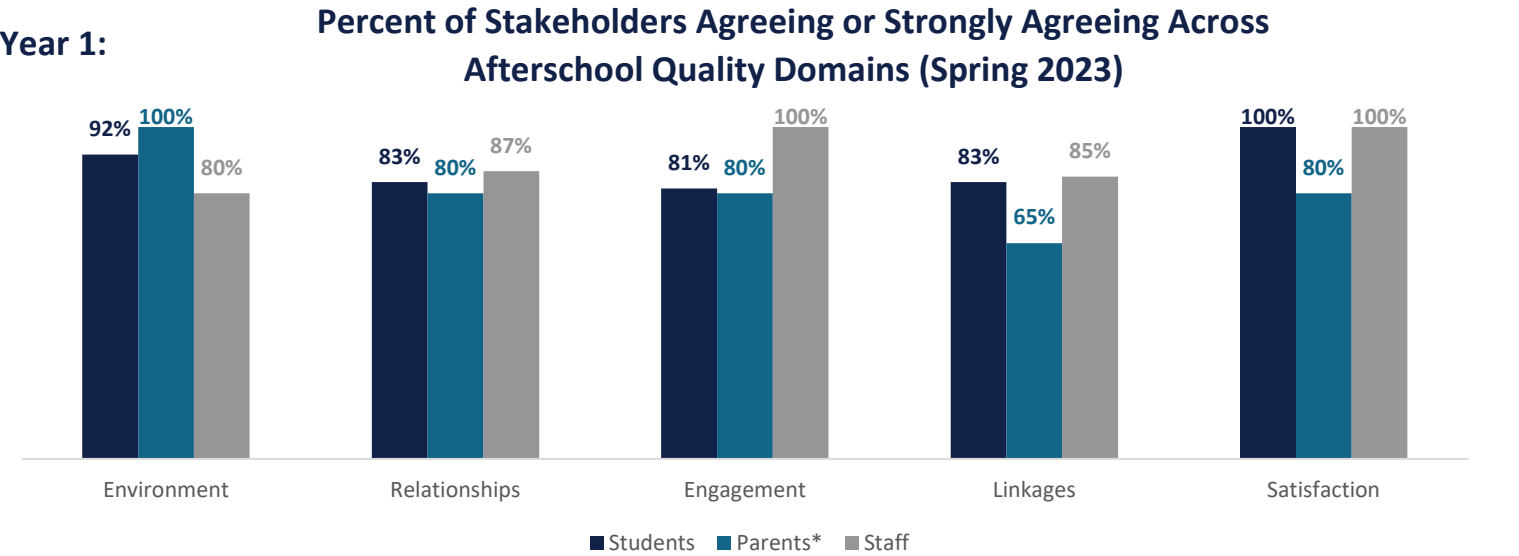
D. Student, Parent, and Staff Surveys

This section presents results from the Quality Rating Scale (QRS) administered during the spring semester to students, parents, and staff members within the 21st CCLC program. The QRS was developed by Diehl Consulting and is aligned with research-based quality practices associated with high functioning afterschool programs. The scale measures five domains of afterschool quality:

- **Environment and Climate:** The extent to which the environment and climate possess basic conditions of learning, such as safe and clean rooms, welcoming staff, and clear and fair rules.
- **Relationships:** The extent to which positive relationships between and among staff and students are developed, supported, and maintained, such as staff showing respect to students, students feeling that they are listened to, and students at ease in developing friendships.
- **Youth Participation and Engagement:** The extent to which students are involved in the planning of activities, have choices as to which ones to participate in, and actively participate.
- **School Day and Afterschool Linkages:** The extent to which day school and afterschool staff members communicate and align activities to address academic and enrichment needs of students.
- **Parent/Family/Community Partnerships:** The extent to which strong partnerships with parents, families, and community organizations are provided, such as parents feeling involved in decision making, staff communicating effectively with parents, and welcoming staff. Only parents provided a rating for this domain.

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

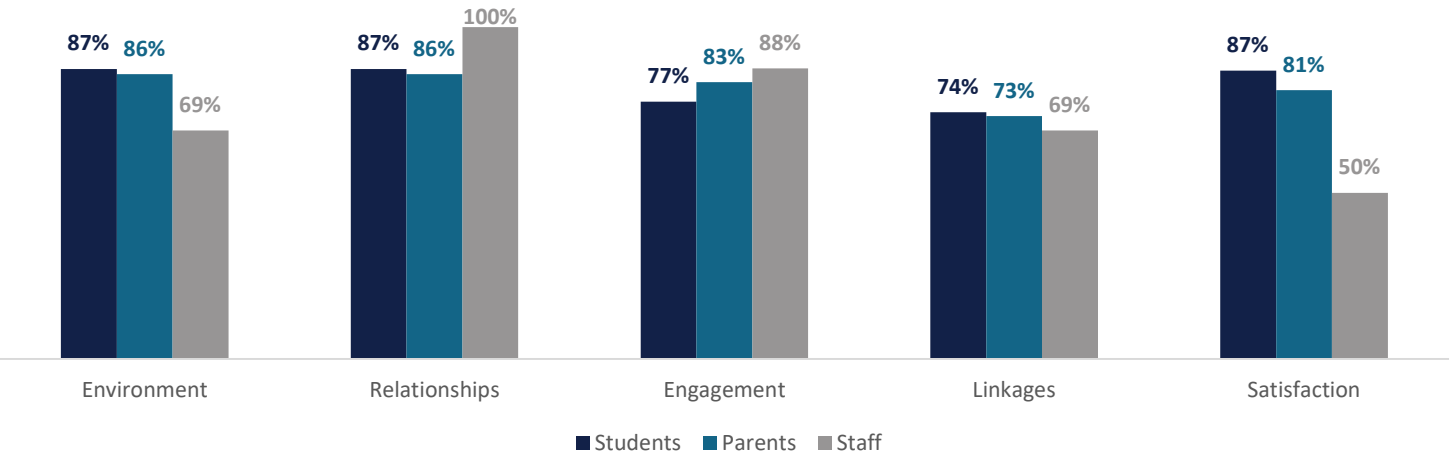
Supplemental questions may also be added based on the site’s priority area or the types of activities and programming provided (e.g., STEM, College Career Readiness, Healthy Lifestyles, Emotional Health and Wellbeing).



*Note: Fall parent surveys were used to measures progress in Year 1.

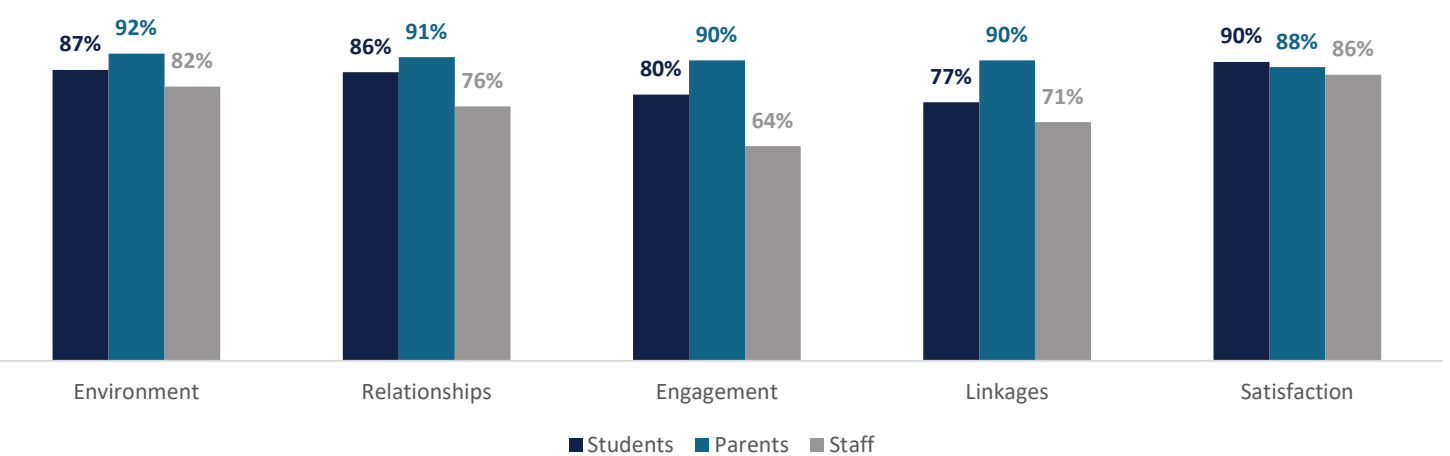
Year 2:

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.