# Year 5 (2021-2022) NYS 21CCLC Annual Evaluation Report Template

**Please Note:** Text in this template that is new or modified compared with the Year 4 template appears in maroon type.

**Purpose of this Document**

This Year 5 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

It is recognized, as stated in the Evaluation Manual, that "Evaluation first and foremost should be useful to the program managers at all levels of the system…" and that "The Annual Report's primary function is to present findings on the degree to which…objectives were met." The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report's "primary" functions, they do not reflect its only purpose. The AER also serves to inform NYSED Project Managers, Resource Center Support Specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report ("SMV Report").[1] ***Because NYSED and the Resource Centers review a program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits, which will continue into Round 8.***

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED's policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in

[1] Retrieved from http://p1232.nysed.gov/sss/documents/SiteMonitoringVisitReportPDF4.28.21.pdf. Please keep your eyes on the SSS website for future updates to the SMV.

mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or in the appendices.

Please note that NYSED, the Resource Centers, and the State Evaluation Team are acutely aware of the ongoing challenges created by the COVID-19 pandemic. While the State Coordinator has stated that programs are expected to return to their original in-person programming, some redesign of programming models and activities – and even project goals – may still be necessary. Please refer to NYSED's email of October 8, 2021 (sent from EMSC) outlining circumstances in which virtual programming may be allowable or required, and whether formal modifications would be required.

Use the "Explain" column in the Evaluation Plan tables, and other narrative sections of the report, to explain where the program and the evaluation were affected by these conditions, as well as any strategies that were used to address the challenges.

### *General Guidelines for Completing this Document*

- *Results should be reported primarily at the program level;* however, if there is a lot of variation in results among sites, or if there are one or more "outlier" sites that do not fit the consortium level summary, these variations should also be reported. In addition, if different performance indicators, activities and/or assessments are used at different sites, these differences should be made explicit in Section 2 (Evaluation Plan and Year 5 Results).
- *Additional guidelines and instructions are provided for each section below. Please read them carefully.*
- *Please provide any content that is in PDF format (logic model, appendices, etc.) as attachments to the original document; images copied into this Word document do not convert to PDF well.*
- If respondents are concerned that data-heavy appendices would be overwhelming to their client, the optional Comments after each section can be used to provide a narrative summary, graphics, etc. as desired.

Please contact the State Evaluation Team with any questions. Thank you for your cooperation.

**Round 7 New York State 21st CCLC State Evaluation Team:**

**Jonathan Tunik,** Project Director
**Lily Corrigan,** Project Associate
**Nora Phelan,** Project Associate
**Dr. Nina Gottlieb,** Senior Research Consultant

*21CEval@measinc.com* | 1-800-330-1420 x203

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# I. Project Information

| | |
|---|---|
| **Program Name** | 21st Century Community Learning Center After-School Program at Wellsville Central School |
| **Project Number** | 0187-21- **7 1 3 3** |
| **Name of Lead Agency** | Young Men's Christian Association of Olean, NY and Bradford, PA |
| **Name of Program Director** | Mrs. Kara S. Livermore |
| **Name(s) of Participating Site(s) and grade level(s) served at each site** | Site 1: Wellsville Elementary School Grade(s) Served: K-5<br>Site 2: Wellsville Secondary School Grade(s) Served:6-8<br>Site 3: _____ Grade(s) Served: _____<br>Site 4: _____ Grade(s) Served: _____<br>Site 5: _____ Grade(s) Served: _____<br>Site 6: _____ Grade(s) Served: _____<br>Site 7: _____ Grade(s) Served: _____<br>Site 8: _____ Grade(s) Served: _____<br>Site 9: _____ Grade(s) Served: _____<br>Site 10: _____ Grade(s) Served: _____<br>Site 11: _____ Grade(s) Served: _____<br>Site 12: _____ Grade(s) Served: _____ |
| **Target Enrollment** | Total (Program-wide): 260 Actual # at/above 30 hours 130 |
| **Evaluator Name and Company** | **Laurel Blyth Tague, Ph.D., Information Resources & Associates** |
| **Evaluator Phone and Email** | **dataguru@rochester.rr.com 585.213.2131** |

## II. Evaluation Plan & Results

- Use the tables below to identify your program objectives, performance indicators (PIs) of success, evaluation and measurement plan, and results of your evaluation data collection and analysis for Year 5. Additional space is provided to report on Year 5 results that could not be reported last year.
- Add rows, and copy and paste the sections provided below, as many times as needed in order to accommodate all of your program's objectives and PIs. ***Enter only one PI per row***, so as to make clear how it aligns with responses regarding target populations, SMART criteria, supporting activities, *etc*.
- This table is derived from the Template for Goals & Objectives in your grant proposal. ***If the activities and measurability of the PIs indicate a strong adherence to this original plan (plus any approved modifications), then this completed table may be used by grantees as evidence to support compliance with SMV Indicator E-3(a):*** "Adherence to the Program's Grant Proposal".
- If you have an existing table that includes some of the information below, you may copy and paste it at the end of this section or attach as an appendix. *You must then reference the appended table(s)* by writing "See Appendix X" or "See table below" in the appropriate columns, and then *complete all additional columns* that require information not included in your original table(s).
- Column instructions and definitions for the Evaluation Plan tables:

Activities to support program objectives and PIs must be described; space is provided immediately below each objective for this purpose. If there are activities that are unique to specific PIs, they should be described in the row underneath the relevant PI. . You may list activity titles, or attach a list (in any format) as an appendix, and reference here.

**Col. A, B, D – *PIs, Target Populations and PI Measures:*** Specify in the comments box whether any of these were modified from the original grant proposal, and if so, whether the modifications required approval, and when they were approved.

**Col. B – *Target Populations:*** Students, parents, grade levels, sub-groups [e.g. special education], specific activity participants, *etc.* as applicable.

**Col. C – *SMART Criteria:*** Evaluators are asked here to assess whether they believe each of the established PIs are SMART (as defined below). If not, include an explanation in the comments of why not, and any plans to modify the PI.

**SMART** stands for: **Specific:** targets a specific, clearly defined area of improvement for a specific target group; **Measurable:** states a defined outcome that can be assessed, and how it is to be assessed, including instruments and analyses [which can be indicated in Columns E and F]. (SMART indicators can include qualitative assessment); **Achievable:** realistic given baseline conditions and available resources; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, *etc.* [note however that PIs are not *required* to be aligned with GPRA indicators]; **Time-bound:** specifies when the goal will be achieved [most will be annual].

**Col. D – *PI Measures:*** Data collection instruments and methods used to assess success of the PI; *e.g.* surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, *etc.* Indicate the title if a published instrument is used.

**Col. E – *Analyses:*** Analyses of the above measures used to determine whether the PI was met. Be sure to include specific results that directly assess the PI.

**Col. F – *Response Rate/% With Data:*** These measures are defined as the number of individuals for whom data/information was obtained, divided by the total number in the target population for whom the PI was specified. Note that the PI target population may be smaller than the total number of program participants, for example in activities that are not designed for all students, or if the PI is specified only for students attending a minimum number of hours.

**Col. G – *Was PI Met?*** As mentioned, it is understood that the pandemic may still have an impact on meeting or measuring many PIs and Objectives – options for these responses are still included. IMPORTANT: A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was fully met in at least one site, but not at all sites. "Progress towards" the PI, or "almost" meeting the indicator, should not be counted as partially met, although such details are useful, and are welcome in the comments sections. Make sure that assessments of whether PIs were met are aligned with how the PI is defined. (For example, if the PI specifies improvement, it is not sufficient to report only on end-of-year performance.) If a PI is not *measurable* (per Col. C), use the Not Measurable option here, but you can still provide relevant findings for context.

**All Columns -** Any PIs from the prior year that could not be reported in that year's AER (e.g. due to pending district data) must now be reported in the "**Prior Year PIs"** subsection following each sub-objective.

## a. Evaluation Plan and Results Tables

**Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.**

**Sub-Objective 1.1**: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

**Program Objective 1.1-1 (specify):**

**Describe activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ****Not measurable (see column C)*** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| At least 50% of regular program participants (RPPs) will achieve "Proficiency" on Math assessments in Year One, to increase by at least 4% annually | Regular program participants (RPPs) 3-8 | Y | Participation rate by child, activity, subject, duration, date. NYSED performance level gains ELA/math current v. previous yr. | NYSED assessments results not available at time of this report preparation | N=175 participants total<br>N=130 RPPs K-8<br># targeted by PI: N=**116** RPPs in 3-8<br>W/30+hr = **82**<br># w data: ___ | ***Data pending: awaiting NYSED assessment scores to be released by district** | Data release expected in -October 2022 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Anything Goes, Arts and Crafts, Builders Club, Dinosaur Club, Disney, Enrichment, Explorers, Fun Fridays, Games, Holidays, Jungle Club, LEGO, Movies, Oceanography, Parent Night Events, Puzzles and Games, STEM, Superhero Club, Tutoring | | | | | | | |
| At least 50% of RPPs will achieve "Proficiency" on ELA assessments in Year One, to increase by at least 4% annually | Regular program participants (RPPs) 3-8 | Y | Participation rate by child, activity, subject, duration, date. NYSED performance level gains ELA/math current v. previous yr. | NYSED assessments results not available at time of this report preparation | N=175 participants total<br>N=130 RPPs K-8<br># targeted by PI: N=**116** RPPs in 3-8<br>W/30+hr = **82**<br># w data: ___ | ***Data pending: awaiting NYSED assessment scores to be released by district** | Data release expected in -October 2022 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Anything Goes, Arts and Crafts, Builders Club, Dinosaur Club, Disney, Enrichment, Explorers, Fun Fridays, Games, Holidays, Jungle Club, LEGO, Movies, Oceanography, Parent Night Events, Puzzles and Games, STEM, Superhero Club, Tutoring | | | | | | | |
| At least 70% of RPPs will maintain or improve Math & ELA scores 1st-4th quarter (Q1-Q4) | Regular program participants (RPPs) K-8 | Y | Participation rate by child, activity, subject, duration, date. | Rosters showing individual children present and engaged in each event/activity, including start-stop clock time or minutes duration, date, and activity. | N=175 K-8 participants<br># targeted by PI: N=**130** RPPs in K-8<br>N=50 partic. w/data (grades; 6-8 only) | ***Yes** for ELA<br>***Not met** for math | **For All RPPs w/ Hr & grades**<br>**Subject** **GAIN** **Same** **loss**<br>ELA 12 (40%) 16 (53%) 2 (7%)<br>Math 0 15 (50%) 15 (50%) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Grade gains 1st-4th quarter (Q1-Q4) by subject. | Total hours and days by semester (Sep-Jan, Feb-Jun) disaggregated by activity, student ID matched to demographics. Quarterly grades awarded in math & ELA content areas for 2019-20 school year requested: grades K-5 standards-based and not amenable to federal recommendations on grades analyses; grades 6-8.received. Q4-Q1 differences > 5 points (<-5 or >5) categorized as "loss" or "GAIN"; less than 5 point, ""Stayed same". | #RPPs w data: N=**30** (only grades 6-8; others are standards based) | | Chi-Squared tests for independence were performed, both for all youth w/HrPart. & grades and RPPs w/HrPart. & grades/ None of the tests were significant. Correlations for all pairs of data, for ELA and math were also minimal.<br>93% Improve+StayedSame for ELA, however, which is obviously significantly higher than for those whose grades declined; not so, for ELA (50-50 split). |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Anything Goes, Arts and Crafts, Builders Club, Dinosaur Club, Disney, Enrichment, Explorers, Fun Fridays, Games, Holidays, Jungle Club, LEGO, Movies, Oceanography, Parent Night Events, Puzzles and Games, STEM, Superhero Club, Tutoring

**Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**PRIOR Year Objective 1.1-1 [Specify if changed]:**

**PRIOR Year PIs for Objective 1.1-1 [report in table below only if not reported last year]**

**Describe prior year activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| | | | | | # targeted by PI: ___<br># w data: ___ | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**Sub-Objective 1.2**: **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.

**Program Objective 1.2-1 (specify):**

**Describe activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ****Not measurable (see column C)*** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| At least 85% of enrolled K-5th grade students will participate in at least 90 hours of enrichment activities annually | K-5 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date. Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories Tallies by criterion created | **N=123** partic. In K-5 **N=110** w/enrichmt. Hr. **N=37** w/90+enrich. Hr. | ***Partial** | |

| Grade | E <15 | E 15-29 | E 30-59 | E 60-89 | E-90+ | Grand Total |
|---|---|---|---|---|---|---|
| K | | 1 | 1 | 3 | 3 | 8 |
| 1 | 3 | 6 | 4 | 4 | 9 | 26 |
| 2 | | 6 | 4 | 5 | 5 | 20 |
| 3 | 1 | 4 | 2 | 4 | 3 | 14 |
| 4 | 1 | 4 | 5 | 2 | 12 | 24 |
| 5 | 1 | 5 | 5 | 2 | 5 | 18 |
| **Grand Total** | **6** | **26** | **21** | **20** | **37** | **110** |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Anything Goes, Arts and Crafts, Boys Club, Builders Club, Cooking, Craft Club, Dinosaur Club, Disney, Enrichment, Explorers, Fun Fridays, Games, Girls Club, Holidays, Jungle Club, LEGO, Movies, Music and Movement, Oceanography, Parent Night Events, Puzzles and Games, Recreation, STEM, Superhero Club, Theater

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| At least 85% of enrolled 6th-8th grade students will participate in at least 90 hours of enrichment activities annually | Grade 6-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date. Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories Tallies by criterion created | **N=52** partic. In 6-8 **N=42** w/enrichmt. Hr. **N=11** w/90+enrich. Hr. | ***Partial** | |

| Grade | E <15 | E 15-29 | E 30-59 | E 60-89 | E-90+ | Grand Total |
|---|---|---|---|---|---|---|
| 6 | 3 | 2 | 4 | | 2 | 11 |
| 7 | 5 | 2 | 4 | 5 | 9 | 25 |
| 8 | 5 | 1 | | | | 6 |
| **Grand Total** | **13** | **5** | **8** | **5** | **11** | **42** |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| At least 75% of enrolled 6th–8th grade students will provide at least 20 hours of mentoring / academic support services to K-5th grade students participating in the after-school program annually | Grade 6-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date. Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories Tallies by criterion created | # targeted by PI: __ # participants in Y5 # w data: **0** | ***Not measured for other reasons** **Activity not offered in Y5** | **Activity not offered in Y5** |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| At least 85% of all enrolled students will participate in at least 30 hours of anti-violence / anti-bullying prevention programs annually | K-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date.<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories<br>Tallies by criterion created | # targeted by PI:<br>**N=175** partic. **K-8**<br>#participants in Y5<br># w data: **0** | ***Not measured for other reasons**<br>**Activity not offered in Y5** | **Activity not offered in Y5**<br>Alternative programming was offered at K-3 supporting this objective: Girls' and Boys' Clubs. **N=12** boys for 115.5 total hr.; **N=11** girls for 156 total hr. |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Boys Club, Girls Club offered within this theme | | | | | | | |
| At least 85% of all enrolled students will participate in at least 30 hours of wellness programming annually | K-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date.<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories<br>Tallies by criterion created | # targeted by PI:<br>**N=175** partic. K-8<br>**N=87** w/ hr. in wellness | ***Partial** | **N=15** of the 87 youth participated 30+hr in wellness activities; 1481.67 total contact hours: Min 1 hr, Max 70.33, Mean 17.03, Md 13.<br>K 5 5 5<br>1 20 6 6<br>2 15 7 20<br>3 1 8 3<br>4 12 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Cooking, Boys Club, Girls Club, Community changemakers, Healthy Kids Day, Holidays, Life Skills | | | | | | | |
| At least 85% of all enrolled students will participate in at least 45 hours of art enrichment activities annually | K-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date.<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories<br>Tallies by criterion created | # targeted by PI:<br>**N=175** partic. K-8<br>#participants in Y5<br>**N=110** w/ hr. in Art enrichment | ***Partial** | **N=25** of the 110 youth participated 45+hr in wellness activities; 3403.5 total contact hours: Min 1 hr, Max 139, Mean 30.94, Md 24<br>K 8 3 9 6 9<br>1 15 4 19 7 24<br>2 11 5 13 8 2 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Anything Goes, Arts and Crafts, Craft Club, Music and Movement, Theater | | | | | | | |
| At least 85% of all enrolled students will participate in at least 45 hours of fitness programming annually | K-8 21CCLC program participants | Y | Participation rate by child, activity, subject, duration, date.<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories<br>Tallies by criterion created | # targeted by PI:<br>**N=175** partic. K-8<br>#participants in Y5<br>**N=120** w/ hr. in Fitness | ***Partial** | **N=33** of the 120 youth participated 45+hr in fitness activities; 4186 total contact hours: Min 1 hr, Max 157, Mean 34.88, Md 26.25<br>K 8 3 12 6 7<br>1 20 4 20 7 21<br>2 16 5 14 8 2 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Gym, Y trips | | | | | | | |
| **Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

| **PRIOR Year Objective 1.2-1 [Specify if changed]:** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **PRIOR Year PIs for Objective 1.2-1 [report in table below only if not reported last year]** | | | | | | | |
| **Describe prior year activity(ies) to support this program objective here:** | | | | | | | |
| **(A)** **Performance Indicator(s) (PI)** of success | **(B)** **Target Population(s)** | **(C)** **PI Meets SMART Criteria? (Y/N)** | **(D)** **PI Measures** data collection instruments & methods | **(E)** **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | **(F)** **Response Rate/ % With Complete Data** (if applicable): | **(G)** **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ****Not measurable (see column C)*** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | **(H)** **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
| | | | | | # targeted by PI: ___ # w data: ___ | | |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

| **Sub-Objective 1.3: Community Involvement.** 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.[1] | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Program Objective 1.3-1 (specify):** A community-based 21CCLC AC will meet four times annually to assess & modify program implementation as needed | | | | | | | |
| **Describe activity(ies) to support this program objective here:** | | | | | | | |
| **(A)** **Performance Indicator(s) (PI)** of success | **(B)** **Target Population(s)** | **(C)** **PI Meets SMART Criteria? (Y/N)** | **(D)** **PI Measures** data collection instruments & methods | **(E)** **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | **(F)** **Response Rate/ % With Complete Data** (if applicable): | **(G)** **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ****Not measurable (see column C)*** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | **(H)** **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
| AC will meet 4 times annually | AC members | Y | Meeting attendance records | Desk audit of sign in sheets, notes from AC meetings. | # targeted by PI: **4 meetings** # w data: **4 meetings** | ***Yes** | Meetings occurred Oct 13 [n=8]; Jan 14 [n=4]; Mar 16 [n=5]; Jun 1 [n=6]. YMCA staff, 21CCLC staff, evaluator were always present. School, |

[1] ***Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees' compliance with Indicators in SMV Section G, particularly G-3, G-5, G-6, and G-7.***

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Membership roster w/representation.<br>Participation rosters.<br>Desk audits of agendas, action plans, follow ups. | Evaluator participated in all 4 meetings as observer and resource. | | | district staff only attended AC#1. Agendas are always presented at meetings; notes and attendance are taken; follow up items from previous meetings are discussed prior to new business each time.<br>Involvement and active collaboration with WCSD and school staff is minimal and has been as issue since at least Y2. Original and current AC stakeholders include Wellsville Mayor; Board Member & local business owner; WCSD Family Resource Coordinator, Business Executive, Director for CI & Tech, Elem. & MS principals; Educ. Liaisons; local business owners; evaluator; 21CCLC director, admin, staff. 1-2 parents and a student have attended but recently have been absent.<br>Covered at every meeting were current participation tallies, programming updates, upcoming deadlines and requirements, upcoming activities and events. QSA was implemented using online links at mtgs. #1 & #3; review of responses (and lack of responses) occurred at #2 & #4. |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| Agendas, action plans, and follow ups confirm active involvement & impact | AC members | Y | Meeting attendance records<br>Membership roster w/representation.<br>Participation rosters.<br>Desk audits of agendas, action plans, follow ups.<br>Member feedback on impact & recommendations. | Desk audit of sign in sheets, notes from AC meetings.<br>Evaluator participated in all 4 meetings as observer and resource. | # targeted by PI: **4 meetings**<br># w data: **4 meetings** | ***Partial** | See comments in previous sub-objective explanation. Granted, staff members at schools are very busy every day. However, district and school staff generally do not attend the AC meetings, nor have they attended the AC meetings regularly and in numbers for Y2-Y5. This is an issue that 21CCLC program staff, YMCA admin and staff, and the evaluator have discussed many times. YMCA and program admin have even spoken in past years with NYSED staffers about it, asking for suggestions for changing this situation. Now the R8 grant is in process and we anticipate five more years of AC meetings. This same issue exists with collecting inadequate responses on the QSA for analysis and summary. |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **<u>Comments on Program Objective</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

**PRIOR Year Objective 1.3-1 [Specify if changed]:**

**PRIOR Year PIs for Objective 1.3-1 [report in table below only if not reported last year]**

**Describe prior year activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| | | | | | # targeted by PI: ___ # w data: ___ | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**Sub-Objective 1.4: Services to parents and other adult community members.** 100% of Centers will offer services to parents of participating children.[1]

**Program Objective 1.4-1 (specify):** Parent-focused activities will be offered throughout the program to engage families of elementary & MS students.

**Describe activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| At least 70% of regular program participants will be represented by a parent or | Parents and families of K-8 21CCLC regular program participants | Y | Participation rate by child & adult, activi- | Participants disaggregated by grade, activity category & type, | # targeted by PI ____: **RPPs** # w data: ___ | ***Partial** | Staff maintained paper rosters in Y1-Y4 of all participants at family events. In switching over |

[1] ***Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with MV Indicator G-8(d).***

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| guardian at a family-centered or parent-centered activity twice annually | | | ty, subject, duration, date<br>Site activity sched-ules | including tot. hr participation in categories and activities<br>Adult/family participants matched with children by ID<br>Tallies by criterion created | | **Staff did not maintain participation details for adults, parents at events matching to children** | to EZR for recordkeeping, new staff did not maintain these details as in previous years. Records indicate these participation tallies per event for adults in Y5: Carnival, 53; Christmas, 88; Cookies & Canvas, 332; Haunted House, 130; STEAM Showcase, 23; Superbowl, 35. |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** Back to School Carnival, Christmas Fun Night, Cookies and Canvas, Digital Media Workshop, Easter Egg Hunt, Fun Fridays, Haunted House, Trunk or Treat, Healthy Kids Day, Letchworth State Park, STEAM Fun Night, STEAM Showcase, Super Bowl Saturday, Thanksgiving Dinner | | | | | | | |
| At least 70% of MS students will be represented by their parent / guardian at career search events annually | Parents and families of grade 6-8 21CCLC program participants | Y | Participation rate by child & adult, activi-ty, subject, duration, date<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories and activities<br>Adult/family participants matched with children by ID<br>Tallies by criterion created | # targeted by PI: ___<br>**MS participants**<br># w data: ___ | ***Not measured for other reasons**<br>**Activity not offered in Y5** | **Activity not offered in Y5** |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| At least 50% of parents will participate in at least two adult education workshops annually | Parents of K-8 students | Y | Participation rate by child & adult, activi-ty, subject, duration, date<br>Site activity sched-ules<br>Parent & student feedback on impact & satisfaction | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories and activities<br>Adult/family participants matched with children by ID<br>Tallies by criterion created | # targeted by PI: ___<br>**participants' families**<br># w data:___ | ***Not measured for other reasons**<br>**Activity not offered in Y5** | **Activity not offered in Y5** |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **<u>Comments on Program Objective</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **PRIOR Year Objective 1.4-1 [Specify if changed]:** | | | | | | | |
| **PRIOR Year PIs for Objective 1.4-1 [needed only if not reported last year]** | | | | | | | |
| **Describe prior year activity(ies) to support this program objective here:** | | | | | | | |
| **(A)**<br>**Performance Indicator(s) (PI)**<br>of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria? (Y/N)** | **(D)**<br>**PI Measures**<br>data collection instruments & methods | **(E)**<br>**Describe the analysis conducted,**<br>Include any longitudinal assessments conducted beyond one program year. | **(F)**<br>**Response Rate/ % With Complete Data**<br>(if applicable): | **(G)**<br>**Was this PI Met? Select One:**<br>***Yes**<br>***Partial**<br>***Not Met due to pandemic**<br>***Not Met for other reasons**<br>***Not measurable (see column C)***<br>***Not measured due to pandemic**<br>***Not measured for other reasons** | **(H)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>***If not measured or not measurable, explain why not.*** |

| | | | | | | | |
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| | | | | | | ***Data pending** | **If not met due to pandemic,** explain why not. |
| | | | | | # targeted by PI: ___<br># w data: ___ | | |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **<u>Comments on PRIOR Year Program Objective/PIs</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

**Sub-Objective 1.5: Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and on holidays.

**Program Objective 1.5-1 (specify):** Structured programming will be offered at least 15 hours each week during the school year

**Describe activity(ies) to support this program objective here:**

| **(A)**<br>**Performance Indicator(s)**<br>**(PI)** of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria? (Y/N)** | **(D)**<br>**PI Measures**<br>data collection instruments & methods | **(E)**<br>**Describe the analysis conducted,**<br>Include any longitudinal assessments conducted beyond one program year. | **(F)**<br>**Response Rate/ % With Complete Data**<br>(if applicable): | **(G)**<br>**Was this PI Met? Select One:**<br>***Yes**<br>***Partial**<br>***Not Met due to pandemic**<br>***Not Met for other reasons**<br>***Not measurable (see column C)**<br>***Not measured due to pandemic**<br>***Not measured for other reasons**<br>***Data pending** | **(H)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>***If not measured or not measurable, explain why not.***<br>**If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| At least 260 youth will participate 30 or more hr/yr | K-8 Wellsville CSD students | Y | Participation rate by child, activity, subject, duration, date.<br>Site activity sched-ules | Participants disaggregated by grade, activity category & type, including tot. hr participation in categories and activities<br>Tallies by criterion created | # targeted by PI:<br>**N=<u>175</u>** K-8 participants Y5 | ***Partial**<br>Did not meet the original target, **but NYSED waiver "45% of target w/30+ hr" was met** | **N=130** w/30+hr; 45%*260=**117** |

| Grade | <15 | 15-29 | 30-59 | 60-89 | 90+ | Grand Total |
|---|---|---|---|---|---|---|
| K | 1 | | 1 | | 7 | 9 |
| 1 | 2 | 4 | 2 | 2 | 18 | 28 |
| 2 | 2 | 2 | 4 | 1 | 13 | 22 |
| 3 | | 3 | 2 | | 10 | 15 |
| 4 | 1 | 3 | 2 | 2 | 17 | 25 |
| 5 | 5 | 2 | 3 | 3 | 11 | 24 |
| 6 | 5 | 3 | 2 | 2 | 3 | 15 |
| 7 | 5 | 2 | 3 | 4 | 14 | 28 |
| 8 | 4 | 1 | 4 | | | 9 |
| Grand Total | 25 | 20 | 23 | 14 | 93 | 175 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| 80% surveyed report positive impact | K-8 21CCLC program participants | Y | Student, staff, tea-cher, parent, survey | Survey responses per item tallied per target audience | # targeted by PI:<br>**N=<u>175</u> participants**<br># w data: **<u>0</u>** | ***Not measured for other reasons**<br>Students were not surveyed in Y5 | Anecdotal feedback from participants and parents throughout Y5 was overwhelmingly positive. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | feedback on impact on youth | Response records matched with student ID and with participation levels (tot. hr.) | | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**PRIOR Year Objective 1.5-1 [Specify if changed]:**

**PRIOR Year PIs for Objective 1.5-1 [needed only if not reported last year]**

**Describe prior year activity(ies) to support this program objective here:**

| **(A)** **Performance Indicator(s) (PI)** of success | **(B)** **Target Population(s)** | **(C)** **PI Meets SMART Criteria? (Y/N)** | **(D)** **PI Measures** data collection instruments & methods | **(E)** **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | **(F)** **Response Rate/ % With Complete Data** (if applicable): | **(G)** **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | **(H)** **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| | | | | | # targeted by PI: ___ # w data: ___ | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.**

**Sub-Objective 2.1: Achievement.** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

**Program Objective 2.1-1 (specify):** At least 70% of regular program participants will maintain or improve Math & ELA scores from week 10 through week 40

**Describe activity(ies) to support this program objective here:**

| **(A)** **Performance Indicator(s) (PI)** of success | **(B)** **Target Population(s)** | **(C)** **PI Meets SMART Criteria? (Y/N)** | **(D)** **PI Measures** data collection instruments & methods | **(E)** **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | **(F)** **Response Rate/ % With Complete Data** (if applicable): | **(G)** **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** | **(H)** **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | ***Not measurable (see column C)**<br>***Not measured due to pandemic**<br>***Not measured for other reasons**<br>***Data pending** | **If data pending,** indicate when data expected.<br>***If not measured or not measurable, explain why not.***<br>**If not met due to pandemic,** explain why not. |
| At least 50% of regular program participants (RPPs) will achieve "Proficiency" on Math assessments in Year One, to increase by at least 4% annually | Regular program participants (RPPs) 3-8 | Y | Participation rate by child, activity, subject, duration, date. NYSED performance level gains ELA/math current v. previous yr. | ***See results pages 4 (same objectives)*** | | | |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| At least 50% of RPPs will achieve "Proficiency" on ELA assessments in Year One, to increase by at least 4% annually | Regular program participants (RPPs) 3-8 | Y | Participation rate by child, activity, subject, duration, date. NYSED performance level gains ELA/math current v. previous yr. | ***See results pages 4-5 (same objectives)*** | | | |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| At least 70% of RPPs will maintain or improve Math & ELA scores 1st-4th quarter (Q1-Q4) | Regular program participants (RPPs) K-8 | Y | Participation rate by child, activity, subject, duration, date. Grade gains 1st-4th quarter (Q1-Q4) by subject. | ***See results pages 4-5 (same objectives)*** | | | |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

[1] ***Note that the Objective 2 tables might serve as a supplemental source of evidence documenting "Students' satisfaction and perception of program impact," helping to support grantees' compliance with SMV Indicator H-4.***

**PRIOR Year Objective 2.1-1 [Specify if changed]:**

**PRIOR Year PIs for Objective 2.1-1 [needed only if not reported last year]**

**Describe prior year activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| | | | | | # targeted by PI: ___ # w data: ___ | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**Comments on PRIOR Year Program Objective/PIs: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

**Sub-Objective 2.2: Behavior.** Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

**Program Objective 2.2-1 (specify):** At least 75% of regular program participants will maintain or improve classroom behavior during the traditional school day

**Describe activity(ies) to support this program objective here:**

| (A) **Performance Indicator(s) (PI)** of success | (B) **Target Population(s)** | (C) **PI Meets SMART Criteria? (Y/N)** | (D) **PI Measures** data collection instruments & methods | (E) **Describe the analysis conducted,** Include any longitudinal assessments conducted beyond one program year. | (F) **Response Rate/ % With Complete Data** (if applicable): | (G) **Was this PI Met? Select One:** ***Yes** ***Partial** ***Not Met due to pandemic** ***Not Met for other reasons** ***Not measurable (see column C)** ***Not measured due to pandemic** ***Not measured for other reasons** ***Data pending** | (H) **EXPLAIN:** **If Yes, No or Partial:** present results (expressed in the same metric as the PI) **If Partial,** indicate # of sites where PI was *fully* met. **If data pending,** indicate when data expected. ***If not measured or not measurable, explain why not.*** **If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| At least 75% of regular program participants will decrease their behavioral referrals, when compared to baseline data collected during the first two program months | Regular program participants (RPPs) K-8 | Y | Participation rate by child, activity, subject, duration, date. Classroom behavioral referrals Suspensions | Discipline incidents for Y5 were received and matched with participants' demographics and total hours. | **N=175** participants Y5 # targeted by PI: **N=130 RPPs** N=847 total disciplinary incidents involving **N=186** youth in K-8 | ***Yes** | N=30 RPPs account for 132/847 incidents **(15.6%)** N=42 participants (w/hr>0) account for 210 incidents **(24.8%)** Estimated N=676 total enrollment at WCSD in K-8: N=186/676=**27.5%** of K-8 youth generated |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Disruptive Incident Reports | No Biannual Youth Risky Behavior Survey (YRBS) results available for Y5.<br>No baseline data available; analyses include only EOY feedback from teachers on engagement. Records were disaggregated by grade level and by participation level vs. 0 hr in program. Correlations with total hr participation were also calculated. | **N=30** were RPPs<br>**Baseline data for 1st two months of school year inadequate basis for impact; not used** | | the 847 discipline incidents in Y5, of which 42/676=**6.2%** were 21CCLC participants, and only 30/676=**4.4%** were RPPs<br>Correlation between TotHrPart & # incidents for all K-8 youth = –0.095469564 |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| At least 75% of regular program participants will report improvement in social behavioral competencies | Regular program participants (RPPs) K-8 | Y | Participation rate by child, activity, subject, duration, date. Student, staff, teacher, parent, survey feedback on impact on youth | EZR Teacher survey results matched with participants' demographics and total hours in Y5.<br>Analyses included only EOY feedback from teachers, in Y5 on one item: impact on engagement from Sep-Jun.. Records were disaggregated by participation level vs. 0 hr in program. Chi squared tests of independence were performed. | **N=175** participants Y5<br># targeted by PI: **N=130 RPPs**<br>**Only** grades 1-5 surveyed on EZR<br>N=**114** 21CCLC K-5 participants in EZR, teachers were requested to complete surveys on all of these.<br>**N=63** with teacher ratings available<br>**Students were not surveyed in Y5** | ***Yes** | N=14 participants were rated "already meeting" expectations; **N=12/14=86%** were RPPs. N=32 participants were rated as "improved: **N=30/32=93.8%** were RPPs.<br>Chi-squared tests of independence were performed for:<br>a. Grade level & teach rating of engagement: NOT significant (df=24, ChiSq=31.863, CV=36.42, *p*=0.1304)<br>b. Participation status & teacher rating: SIGNIFICANT<br>*df* *chi-sq* *p-value* *x-crit*<br>*24 37.47154 0.039241 36.41503*<br>In 30-59 group: **More than expected made slight improv, and less declined moderately.**<br>There were several 0-value cells in both tests, which weakens their robustness. |
| ***If needed*, describe activity(ies) specific to the above Performance Indicator here:** | | | | | | | |
| **Comments on Program Objective: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.** | | | | | | | |

**PRIOR Year Objective 2.2-1 [Specify if changed]:**

**PRIOR Year PIs for Objective 2.2-1 [needed only if not reported last year]**

**Describe prior year activity(ies) to support this program objective here:**

| **(A)**<br>**Performance Indicator(s) (PI)**<br>of success | **(B)**<br>**Target Population(s)** | **(C)**<br>**PI Meets SMART Criteria? (Y/N)** | **(D)**<br>**PI Measures**<br>data collection instruments & methods | **(E)**<br>**Describe the analysis conducted,**<br>Include any longitudinal assessments conducted beyond one program year. | **(F)**<br>**Response Rate/ % With Complete Data**<br>(if applicable): | **(G)**<br>**Was this PI Met? Select One:**<br>***Yes**<br>***Partial**<br>***Not Met due to pandemic**<br>***Not Met for other reasons**<br>***Not measurable (see column C)***<br>***Not measured due to pandemic**<br>***Not measured for other reasons**<br>***Data pending** | **(H)**<br>**EXPLAIN:**<br>**If Yes, No or Partial:** present results (expressed in the same metric as the PI)<br>**If Partial,** indicate # of sites where PI was *fully* met.<br>**If data pending,** indicate when data expected.<br>***If not measured or not measurable, explain why not.***<br>**If not met due to pandemic,** explain why not. |
|---|---|---|---|---|---|---|---|
| | | | | | # targeted by PI: ___<br># w data: ___ | | |

***If needed*, describe activity(ies) specific to the above Performance Indicator here:**

**<u>Comments on PRIOR Year Program Objective/PIs</u>: Modifications from proposal, reasons for modifications, explanations of PIs not meeting SMART criteria, challenges encountered due to pandemic, etc.**

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (***Required*** if there were limitations).

(Optional): Additional comments on evaluation plan and Year 5 PI results.

1. **Need for more relevant and sensitive academic performance indicators.** This evaluator has previously (and often) cited the shortcomings of the standard set of measures recommended for tracking and evaluating impact on student achievement.

a. **NYSED assessment results** – There are several issues with this indicator. These item sets are not calibrated within a subject area (e.g., ELA or Math) *between grade levels*, nor *across years of assessment*, a process that according to psychometric standards employs Rasch or some other form of latent-trait scaling and the use of anchor item sets each year. Hence, statistically valid and even practicable comparisons from one calendar year to another, even for one student much less entire grade levels or schools, are inappropriate: there is no basis for comparison. The item sets per subject area for each calendar year provide no basis for comparing quantitative responses, and they may (no data available for inspection) not even survey the content areas targeted symmetrically or proportionately. Finally, a standard premise of psychometric design is that the intended purpose dictates the appropriate use of the instrument. The NYSED assessments are a general measure of familiarity *with a sample* of selected scope and sequence on ELA and Math content, grade by grade and year by year: they were never intended to render individual student mastery of objective-referenced, curriculum articulated content. Adding up all of these issues implies that the NYSED assessments are a poor choice for evaluating academic improvement and content mastery, much less direct benefits from any specific programmatic interventions.

b. **Grades in course** – At least grades in course relate to a more specific content area, yield multiple observations per calendar/school year, and [within one district or school] share a common scale or standard, at least per grade level(s). However, the assignment of a grade, whether to a single assignment or to an entire marking period, within a specific course is a very subjective process: two teachers of the same course *award grades* differently by marking period, assignment, and content coverage. They include different aspects of classroom performance in their grading. Some are stricter and more demanding in order to award higher grades. Whenever one person "grades" another, there is always the possibility of interference from reaction to other factors not at all relevant to the actual factor being assessed (e.g., interpersonal differences). Although grades may be based upon a quantitative scale (e.g., 0-100) and multiple assignments are frequently grouped together and an average taken of their scores, often separate assignments are partially and sometimes wholly subjective, based on ordinal and even nominal underlying scales for the factors observed. Finally, grades in each marking period for a specific course are rarely in practice sampling cumulative abilities across a school year but rather sequential lessons or units; creating a "difference score" (often referred to as a "gain" or "loss") from the initial to the final marking period does not reliably compare performance from an earlier period of learning to a final period *of specific, target indicators of mastery in content area*.

c. **Grades that cannot be reasonably quantified for comparison purposes** – In WCSD, K-5 uses standards-based report cards. Different benchmarks are used at each grade level to represent separate content areas (ELA, Math, etc.), making year-to-year comparisons impossible. "Grades" are basically an ordinal rating by the teacher on a scale of 1-2-3-4 or even a nominal scale of Pass-Needs Improvement-Fail. These scales cannot be grouped across different sets of factors rated (per content area) and then compared per marking period. They most certainly cannot be used to produce a single "Gain/Loss" status or index per student.

d. **Teacher ratings of student behavior or performance** – Many of the criticisms previously stated about the subjective nature of subjective ratings apply in this case as well. Inter-rater reliability is very poor. Construct and content validity are weak and at times suspect. Indicators based on

ordinal and nominal scales of measurement cannot be combined or aggregated to produce any sort of grouped-data index (e.g., mean). The one item in the Y5 survey relates to the federal GPRA for 21CCLC programming, but the ability to include other items is important.

e. **Criterion-referenced (CR) data –** This category includes AIMSWEB, DIBELS, iReady, STAR and STAAR, PALS, and a myriad of other item banks used to benchmark student performance levels and mastery acquisition in basic skills areas. Since these items are generally targeted ("referenced" or matched, written directly to measurable instructional objectives) to specific learner outcomes per content area, they are suitable to track and evaluate achievement in those areas. Typically, schools use these item banks three or more times per school year with most or all students in certain grade levels (e.g., K-6, K-8). In this evaluator's view, these data are most relevant to track and evaluate progress and achievement per content area. Unfortunately, many times not all students are benchmarked in one or both areas, for reasons known only to teachers and school administrators. Details that would inform the validity and reliability of these measures are not at all readily available. Although the evaluation design for this project specifically includes prescriptive details per student from a classroom teacher to someone working with the students in remediation, those prescriptions have been anecdotal each year of the project: there has been no way to connect targeted learner outcomes with assessment results, to gauge the impact of remediation processes. Associating gains with after-school programming is assumptive: impact can (and *is*) just as much a result of in-school and even at-home interventions.

2. **Teacher survey data from EZR**. Having the convenience of implementing an email blast to teachers within a school, keying "surveys" only to targeted students and matching teachers' contents areas of coverage, is a clever feature of the EZR system. However, the items in Y4 were not the items included in Y5 on the teacher surveys. In addition, the EZR system locked users out (viz., "prevented them") from asking teachers to rate students at grade levels other than 1-5. Additional items of interest relevant to project evaluation design were not allowed to be included in the EZR system "survey". Most disappointing, the Y5 version of the teacher survey consisted of one item: ". . . rate this student's change in overall classroom engagement SINCE SEPTEMBER 2021." Teachers did not react favorably to being asked to complete the surveys in either Y4 or Y5 (despite it being a one-off reply in Y5); they were uncooperative in responding to additional survey(s), especially at the end of a school year, for any purpose.

3. **Parent survey(s)**. Beginning with the COVID years, parents have been inconsistent, even reluctant to cooperate with completing and returning questionnaires and checklists, even those offered online, regardless of the brevity or user-friendliness. They have also been less willing than in previous years to attend many activities and events, whether virtual or in person, in even moderate numbers. Anecdotal and spontaneous word of mouth feedback has been overwhelmingly grateful and positive, though not generally linked directly to specific sub-objectives cited in the scope of work.

4. **Student survey(s)**. Collecting feedback from students seems more dependent on staff putting the effort into the process of either school-day or after-school schedules. Although surveys were available in hard copy and online, finding the time and opportunity to set aside for this activity seemed challenging. As with the parents, anecdotal and spontaneous word of mouth feedback has been overwhelmingly grateful and positive, though not generally linked directly to specific sub-objectives cited in the scope of work.

5. **QSA implementation**. This evaluator has recommended every year more assistance from NYSED and the TARCs related to the required QSA administrations. The intent of using the instrument as a self-study guide and a basis for discussing program process issues is beneficial. There are, however, ongoing difficulties with using such a lengthy set of items twice every year, including the perceived relevance of many items to members of the targeted audience. A candid discussion about this aspect of program implementation is needed.

6. **Need for increased involvement and collaboration from WCSD with the YMCA and 21CCLC program staff**. Over the course of five years, this has increasingly become a difficult and at times an obstruction. Sharing facilities and space have been an ongoing problem, as has the level of criticism and preference for the YMCA to find alternative location(s) for programming, not on school property. It has handicapped the YMCA from being able to present offerings an maintain their equipment and resources with facility.

## III. Site Visit and Observation Findings

In this section you are asked to provide data and findings from each of the two required annual evaluator visits per site, as specified in the Evaluation Manual. Also include here a discussion of any in-person or virtual observations you may have conducted, as well as a discussion of any circumstances resulting from the pandemic that may have interfered with your ability to conduct observations, and reasons why observations had to be conducted virtually (if any).

The specified purposes of these visits, as defined in the Evaluation Manual, remain the same, and include:

**First visit: observe program implementation fidelity (Evaluation Manual, pp. 17-18).** This visit includes verifying existence of, and *alignment* among,

- the grant proposal (including the Table for Goals and Objectives),
- logic model,
- calendar and schedule of activities,
- program timeline,
- program handbook,
- parental consent forms, and
- procedures for entering/documenting evaluation data.

This visit should also serve to identify any barriers to implementation.

**Second visit: conduct point of service quality reviews (Evaluation Manual, p. 29).** This visit, during which an observation instrument such as the Out of School Time Protocol (OST) or Out of School Time Protocol Adapted for Virtual Learning (OST-A) is completed for selected activities, focuses on activity content and structure (including environmental context, participation, and instructional strategies), relationship building and the quality of interpersonal relationships, and the degree to which activities focus on skill development and mastery.

NOTE: the first visit as described above happened every project, including Y5. However, the Evaluability Checklist that documents details of that review is required only in Y1. In addition, all elements are reviewed at the first Advisory Committee meeting each year, and feedback is requested from all stakeholders.

[1] ***Note: evidence of completion of site visits is required for compliance with SMV Indicator H-1. (See Indicator H-1(c).)***

## a. First visit

Append results from any observation protocols or separate reports you have prepared for your client, as applicable.[1] In addition, please provide here summaries of findings on **fidelity to program design** from the first required visit.

Please specify approximate date(s) of *first* round of Year 5 visits (MM/YY): 7-23-2021

**Results:**

This evaluator communicates more often with YMCA and 21CCLC staff than just the Advisory Committee (AC) meetings and site visits. The YMCA has experience significant turnover and shifting among management and administrative positions. As a result, the Project Director for this grant in Y1-Y4 became the Executive Director of the YMCS in Olean, promoting her elementary site coordinator to the Wellsville Branch Director and Grant project director. Staff who work directly with students at both sites have also experienced turnover from Y4 to Y5.

In order to help both new 21CCLC staff members become acclimated quickly, extended meetings with this evaluator occurred from June through October with frequent (more than once per week) emails and phone conferences (1-2 per month). The first opportunity to meet at length was July 23, 2021 with a follow up on July 27. This evaluator also meets separately with the WCSD Director of Curriculum, Instruction, and Technology, to maintain the excellent collaborative working relationship they have forged over the last three years. Prior to this staff member being hired, the difficulty with accessing and receiving any WCSD student data of any kind was nearly an insurmountable dilemma; data received was almost always very slow to arrive and was often not in convenient formats for use. The critical benefit of a truly collaborative and two-way partnership in the realm of data usage cannot be stressed too highly.

Monthly this evaluator downloaded from EZR student participation in hours and days by grade level, summarized the details, and shared the results with YMCA and 21CCLC staff. Staff were able to modify implementation and marketing actions based on up-to-date facts. The first Advisory Committee meeting occurred 10-14-2021, where the evaluator presented and discussed the logic model for the project, an overview of the Y4 AER with recommendations, and the implementation of the QSA for fall 2021 with a link for the online survey. A discussion also occurred, of the transition into Y5 with GPRAs, including a review w/GPRA attachment; review QSA Y4 EOY summary (N=6) w/attachment.

[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

## b. Second visit:

Append results from any observation protocols or separate reports you have prepared for your client,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 5 visits and observations (MM/YY): __zoom 11-21-2021; AC #2 meeting 1-14-2022_____

- Observation protocol used for point of service observations:[2]
  - ❒ Out of School Time Protocol (OST)
  - ❒ Out of School Time Protocol Adapted for Virtual Learning (OST-A)
  - ❒ Other modified version of Out of School Time Protocol (attach a sample in Appendix)
  - ❒ Other observation protocol (attach sample in Appendix, or if published, indicate name): _____

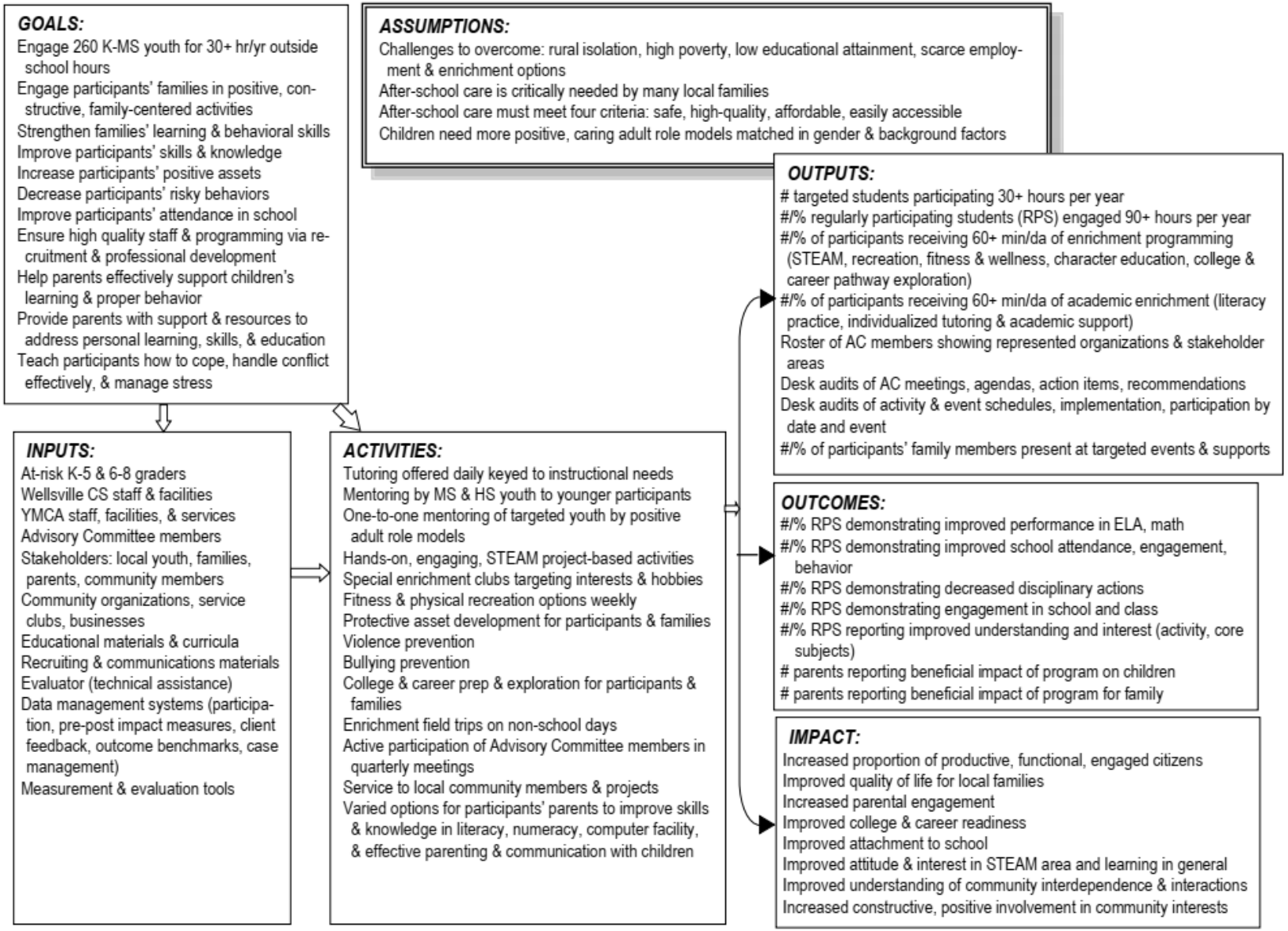
**Results:** Evaluator was not able to observe classes due to scheduling conflict. Spring observations were not scheduled due to the evaluator undergoing surgery in early March and the subsequent recuperation and restrictions on travel.

[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[2] Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST (or OST-A) observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

# IV. Logic Model (LM) *and/or* Theory of Change Model (ToC)

## Project Logic Model: YMCA-Wellsville Central School 21st Century Community Learning Center




**Comments:**

# V. Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings[1]

## a. Status of the implementation of recommendations from the previous year; AND documented or perceived impacts of implementing those recommendations, if known

1. Need for better performance indicators for academic support. Obviously, this remains a top concern and recommendation in Y5. Progress has been made in some regards, by using all available iReady ELA and math benchmarking results for the full year (Y4 and Y5). What communication there is between project staff in the schools and WCSD faculty is not rich with details of the kinds of additional support services needed by individual youth. Both ELA and math are in need of improvement, so attention to making the most of this project for students should be increased. Last year's recommendation is still valid: WCSD and YMCA administration and top-level staff members collaborate on an action plan to optimize the 21CCLC assets to strengthen academic support for participants who need it. A separate and equally concerning issue is the absence of deliberate *learning prescriptions* (LRx) as described in both the original proposal and previous annual evaluation reports. The coordinated preparation of LRxs, repeated benchmark assessments, and follow up comparing results with LRxs is weak.

2. Underutilized program areas. *(especially in light of the level of needs described within the local community, parents, and WCSD students in the original proposal)*

a. Literacy: family literacy activities were included at some of the family events.
b. College & Career Preparation: No ongoing, deliberate activities.
c. Community Service: Though Student Leadership Club was not implemented in Y5, Community Changemakers was initiated, in which N=19 youth in grades 4-6 were engaged in service projects.
d. Prevention of substances (drugs, alcohol): No ongoing, deliberate activities.
e. Prevention of bullying and violence: No ongoing, deliberate activities. MS youth in Y5 did participate weekly in a "Circle" where they passed a talking piece and learned to share feelings, quietly listen, and accept others' perspectives.

3. Closer study of current risk factors. This was recommended in Y3-Y4, not followed up. Changes to programming design could have resulted (e.g., more frequent dosages in activities that strengthen protective assets and decrease risks). Family participation would also be helpful.

4. Family and community objectives and programming. The recommendation for increased participation in the Advisory Council, input into program design and evaluation, participation in relevant programming targeting adult and community needs, feedback at least annually, and planning community and service-learning projects was not addressed in Y5. A one-page feedback checklist for parents to suggest activities, training, or other resources helpful to them was made available but there was insufficient time to plan for its distribution. There are also specific sub-objectives related to family literacy, exploration with their child(ren) of careers, and adult education workshops, none of which have been implemented: this is a significant investment in WCSD families missing from this project. Another recommendation last year was improvement of matching parents to their

[1] Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

children for purposes of data collection. This was not done in Y5. The makeup of the Advisory Committee remained the same from Y4.

5. QSA implementation. Continued poor response rates and many complaints from stakeholders and other respondents about relevance of many items, length of tool, language sometimes too technical in terms of educational terminology.

Specific recommendations and high points from the Y4 annual evaluation report were annotated (along with a printed summary), presented to YMCA administration/staff, the Advisory Committee, and 21CCLC staff, and discussed at the first Advisory Committee meeting in Y5. Sustainability and efforts to be implemented and documented throughout Y5 were also discussed. Ongoing meetings, conferences, and emails reviewed, updated, and summarized status twice monthly.

### b. Conclusions and recommendations based on the current year's evaluation findings. Also include conclusions and recommendations based on evaluation findings from *prior* year objectives and indicators that could not be previously addressed due to pending data, if applicable.

Parent and student feedback/surveys are typically difficult to collect in numbers other than meagre. All surveys – including the biannual QSA – are available online and are distributed and promoted using customized links and QR-codes; despite diligent and unrelenting follow up, in Y5 feedback from these two groups consists of anecdotal, reported by staff, students, parents, etc. This difficulty of administering and collecting surveys has been discussed every year, both in Advisory Committee meetings and Team Leadership sessions. This issue is a weakness in program implementation.

Following are insights based on Y5 added to the perspective of Y1-Y2, prior to the COVID impact, and Y3-Y4 as the district coped with disruptions and barriers.

1. Academic support and tutoring. WCSD faculty and 21CCLC staff must improve their working relationships and information sharing related to specific instructional needs of youth referred for academic support. Given WCSD NYSED performance levels, more children likely need these interventions and progress monitoring than were served. The success of any interventions must be tracked in detail, from the referring faculty with specific needs *and benchmark criteria* that will indicate learning has occurred. No academic measures indicated gains were substantial. It is possible there was more benefit than can be statistically proven. The amount of tutoring during Y5 was scant (N=138 youth in K-8 received 30-60 minutes each day of academic support amounting to 5712.5 contact hours in the nine months of Y5. Only two youth were specifically tutored, for one hour each. The connection between 21CCLC academic support and observed, concrete benefits is not at all clear. Recommendations were made in this regard in previous years.

2. Adult and parent programming. More of an effort needs to occur to define and offer deliberate programming to parents and other adult family members, as described in the original proposal. Support for parents and families is a key aspect of 21CCLC intent. Parents must be surveyed at least 2-3 times each year for possible needs and engagement options. More effort could be made at family events, which occur almost every month. Partnerships with explicit goals and responsibilities should be crafted, matched to needs and interests identified. Job skills and resources helpful for employability are generally always a need in rural, remote, economically impaired communities. One missing key factor in program implementation has been in all five years an active parent-family linkage, like a PTO/PTA or similar organization. There seems to be a need for a parent-family liaison staff or role to be explicit. Perhaps organizing outreach responsibilities along the lines of youth, parents-families, and other local community

members would help, to assign formally the task of forging and maintaining an ongoing and active relationship between 21CCC-WCSD staff and those three target groups.

3. College-postsecondary training and career/employability topics. These are also areas which are not adequately addressed in scheduled programming. Again, perhaps assigning this perspective to a separate 21CCLC-WCSD staff member, as described above in #2, would be helpful. Also, additional partners within the local and broader western NYS area in these targeted needs must be developed.

4. Prevention of addiction/substance use and bullying/violence. In Y5, was aa beneficial effort to support meeting the needs of youth to talk openly about their feelings, fears, concerns, etc. Other than the sponsor for the activity, adults were not really a part of these activities, so they did not receive benefits in these areas. There was no *sustained investment* for the benefit of students in these areas. More attention is needed to identify high need areas (e.g., using the biennial Evalumetrics survey of risky behavior and protective assets at even-numbered grades 6-12) and prioritize solutions and interventions to bring about changes. Unfortunately, these extreme challenges not only do not resolve themselves with age, and families can become extensively impacted, even through multiple generations. In addition, these are high-need areas that WCSD and its community *have in common with most of rural western NYS*. Perhaps a multi-county coalition or movement should be considered, in which economy of numbers and pooling resources can provide an advantage. Efforts like this are dependent upon advocates and passionate participants. If one community may be too small to be able to formulate, design, implement, and sustain a movement to tackle these serious threats, then greater numbers and broader support may provide the needed spark and energy.

### c. Strategies to help ensure that evaluation findings were used to inform program improvement.

Since the YMCA was awarded a R8 grant, all of these recommendations and observation will serve as a baseline of needs and programming areas to monitor, starting immediately. Specific recommendations will be extracted with any helpful clarifying details and presented at the 1st AC meeting in Y1. The evaluator will meet in person with the Leadership Team to review each recommendation and brainstorm how improvements can be designed and implemented. Issues targeted will appear as follow up items at least monthly in discussion within the Leadership Team and on Advisory Committee agendas.

## VI. Sustainability

Have any discussions or planning taken place around sustaining the program beyond expiration of the grant?

✖Yes☐ No

Briefly describe the status of your sustainability plan. (For example: Which key stakeholders have contributed to the plan? Has it been finalized, or is it still under discussion? Is there a general consensus as to how well the plan is likely to support continued programming in lieu of a renewed 21CCLC grant?)

The sustainability "plan" is not on paper. It is an ongoing discussion, as it has been in all four previous years. It has been a standard item for discussion and review at most Advisory Committee meetings since at least Y3. Due to its extremely remote, rural location with dwindling local industry and options for community support along these lines, the option most often cited has been further grant or foundation funding. Luckily, WCSC was awarded a R8 grant for 21CCLC. More attention and direction perhaps from NYSED and the TARC would be helpful in this effort.

If there is at least a preliminary plan, please briefly list (potential) sustainability strategies here (bullet format is sufficient):

**N/A**

## Appendices


| | | Page |
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| A. | Grantee Summary Information (from EZ Reports) | A1 |
| B. | Wellsville CSD iReady Results 21CCLC Y5: ELA and Math | B1 |
| C. | Comparison of Q4 vs. Q1 grades in ELA, Math | C1 |
| D. | Teacher Survey Results | D1 |
| E. | Discipline Incidents | E1 |

# Appendix A
# Grantee Summary Information

YMCA of Olean, NY and Bradford, PA 7133

EZReports

## Grantee Summary Information

Jul 1, 2021 - Jun 30, 2022 | All Participants

### Registration Information

| Student | | |
|---|---|---|
| Additions | Withdrawal | Current Period |
| 176 | 0 | 176 |

| Adult | | |
|---|---|---|
| Additions | Withdrawal | Current Period |
| 0 | 0 | 0 |

### Demographics Information & Education Program

| Ethnicity | Student | Adult | Total |
|---|---|---|---|
| Hispanic | 5 | 0 | 5 |
| Non-Hispanic | 21 | 0 | 21 |
| Unknown | 150 | 0 | 150 |
| **Total** | **176** | **0** | **176** |

| Race | Student | Adult | Total |
|---|---|---|---|
| White | 147 | 0 | 147 |
| Black or African American | 1 | 0 | 1 |
| Asian | 0 | 0 | 0 |
| Native Hawaiian or Pacific | 0 | 0 | 0 |
| American Indian or Native Alaskan | 0 | 0 | 0 |
| Some other Race | 2 | 0 | 2 |
| Multi-Racial | 1 | 0 | 1 |
| Unknown | 25 | 0 | 25 |
| **Total** | **176** | **0** | **176** |

| Gender | Student | Adult | Total |
|---|---|---|---|
| Male | 79 | 0 | 79 |
| Female | 97 | 0 | 97 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |
| **Total** | **176** | **0** | **176** |

| Grade | Total Participants | Grade | Total Participants | Grade | Total Participants | Grade | Total Participants |
|---|---|---|---|---|---|---|---|
| PreK | 0 | 3 | 15 | 7 | 28 | 11 | 0 |
| K | 9 | 4 | 25 | 8 | 9 | 12 | 1 |
| 1 | 28 | 5 | 24 | 9 | 0 | Adult | 0 |
| 2 | 22 | 6 | 15 | 10 | 0 | **Total** | **176** |

| Education Program | Yes | No | Unknown | Education Program | Yes | No | Unknown | Education Program | Yes | No | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELL/LEP | 0 | 16 | 160 | Special Education | 2 | 15 | 159 | Gifted & Talented | 0 | 15 | 161 |
| Homeless | 0 | 15 | 161 | Bilingual | 0 | 14 | 162 | **Total** | **2** | **75** | **803** |

| Eligible for Free/ Reduced Lunch | Total | Percentage |
|---|---|---|
| Yes | 96 | 54.50 |
| No | 45 | 25.60 |
| Unknown | 35 | 19.90 |
| **Total** | 176 | |

# Grantee Summary Information

Jul 1, 2021 - Jun 30, 2022 | All Participants

## Participant Count by Days Attended

| Days Attended | Student | Adult | Total |
|---|---|---|---|
| No Attendance | 1 | 0 | 1 |
| 1 To 29 Days | 64 | 0 | 64 |
| 30 To 59 Days | 27 | 0 | 27 |
| 60 To 89 Days | 15 | 0 | 15 |
| 90 or more | 69 | 0 | 69 |
| Total | 176 | 0 | 176 |

## Attendance Summary

| | Regular Activities | All Activities |
|---|---|---|
| Unique Number of Participant Served | 159 | 175 |
| Total Participants Served (Participant-Attendance) | 27,094 | 12,426 |
| Number of Days of Program Operation | 214 | 223 |
| Overall Average Daily Attendance | 126.61 | 55.72 |

**Appendix B**
**Wellsville CSD iReady Results 21CCLC Y5: ELA and Math**

MATH all records
N=444 w/ iReady Math data
N=116 w/ participation hours in Y5
N=116 in K-5 with Math data for analyses

Correl
0.110027 TotHrPartic – DiagGain
0.089564 TotHrPartic - %ProgToTypG

Looking at %Progress toward Typical Growth
Breaking down difference between Baseline and Final:
<30 = None
30-87 = Some
95-105 = Typical
>105 = Gain

| | GAIN | Typical | Some | None | Total |
|---|---|---|---|---|---|
| <15 | 4 | 1 | 5 | 1 | 11 |
| 15-29 | 5 | 3 | 5 | 0 | 13 |
| 30-59 | 8 | 0 | 1 | 2 | 11 |
| 60-89 | 1 | 0 | 4 | 2 | 7 |
| 90+ | 35 | 8 | 20 | 11 | 74 |
| Grand Total | 53 | 12 | 35 | 16 | 116 |

A Chi-Squared test of independence was performed
between Total Hr. Participation & %Progress toward Typ. Growth
(using the 4 grouping pictures above)

**NOT significant**

Expected Values

| | GAIN | Typical | Some | None | Total |
|---|---|---|---|---|---|
| <15 | 5.025862 | 1.137931 | 3.318966 | 1.517241 | 11 |
| 15-29 | 5.939655 | 1.344828 | 3.922414 | 1.793103 | 13 |
| 30-59 | 5.025862 | 1.137931 | 3.318966 | 1.517241 | 11 |
| 60-89 | 3.198276 | 0.724138 | 2.112069 | 0.965517 | 7 |
| 90+ | 33.81034 | 7.655172 | 22.32759 | 10.2069 | 74 |
| Total | 53 | 12 | 35 | 16 | 116 |

Chi-Square Test

| SUMMARY | | Alpha | 0.05 | | |
|---|---|---|---|---|---|
| *Count* | *Rows* | *Cols* | *df* | | |
| 116 | 5 | 4 | 12 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 15.59331 | 0.210581 | 21.02607 | no | 0.21168 |
| Max likelih | 18.90675 | 0.090804 | 21.02607 | no | 0.233087 |

Looking at Diagnostic gain (Final Scale Score [SS] – Baseline SS)

| | GAIN | Same | Grand Total |
|---|---|---|---|
| <15 | 10 | 1 | 11 |
| 15-29 | 13 | 0 | 13 |
| 30-59 | 11 | 0 | 11 |
| 60-89 | 5 | 2 | 7 |
| 90+ | 64 | 10 | 74 |
| Grand Total | 103 | 13 | 116 |

A Chi-Squared test of independence was performed
between Total Hr. Participation & Diagnostic Gain status
(Final SS – Baseline SS: ≥ 5 GAIN; ≤–5 loss; –5<difference<+5 Same)

**NOT Significant**

Expected Values

| | GAIN | Same | Total |
|---|---|---|---|
| <15 | 9.767241 | 1.232759 | 11 |
| 15-29 | 11.5431 | 1.456897 | 13 |
| 30-59 | 9.767241 | 1.232759 | 11 |
| 60-89 | 6.215517 | 0.784483 | 7 |
| 90+ | 65.7069 | 8.293103 | 74 |
| Total | 103 | 13 | 116 |

Chi-Square Test

| SUMMARY | | Alpha | 0.05 |
|---|---|---|---|
| *Count* | *Rows* | *Cols* | *df* |
| 116 | 5 | 2 | 4 |

CHI-SQUARE

| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
|---|---|---|---|---|---|
| Pearson's | 5.595369 | 0.231473 | 9.487729 | no | 0.219627 |
| Max likelih | 7.699404 | 0.103231 | 9.487729 | no | 0.257632 |

Could not do 2-way ANOVA w/rep because of unequal Ns

Looking at %Percentile gain Baseline → Final
Breaking down difference between Baseline and Final:
<0 = loss
0 = Same
>0 = GAIN
A Chi-Squared test of independence was performed
between Total Hr. Participation & %Progress toward Typ. Growth
ALMOST Significant ($p$=0.063)

| | GAIN | Same | loss | Total |
|---|---|---|---|---|
| <15 | 3 | 2 | 6 | 11 |
| 15-29 | 6 | 0 | 7 | 13 |
| 30-59 | 6 | 2 | 3 | 11 |
| 60-89 | 1 | 0 | 6 | 7 |
| 90+ | 36 | 2 | 36 | 74 |
| Grand Total | 52 | 6 | 58 | 116 |

| Expected Values | | | | |
|---|---|---|---|---|
| | GAIN | Same | loss | Total |
| <15 | 4.931034 | 0.568966 | 5.5 | 11 |
| 15-29 | 5.827586 | 0.672414 | 6.5 | 13 |
| 30-59 | 4.931034 | 0.568966 | 5.5 | 11 |
| 60-89 | 3.137931 | 0.362069 | 3.5 | 7 |
| 90+ | 33.17241 | 3.827586 | 37 | 74 |
| Total | 52 | 6 | 58 | 116 |
| | | | | |
| | 0.756209 | 3.599269 | 0.045455 | |
| | 0.005101 | 0.672414 | 0.038462 | |
| | 0.231734 | 3.599269 | 1.136364 | |
| | 1.456612 | 0.362069 | 1.785714 | |
| | 0.241021 | 0.872631 | 0.027027 | |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 116 | 5 | 3 | 8 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 14.82935 | 0.06255 | 15.50731 | no | 0.252823 |
| Max likelih | 13.72566 | 0.089202 | 15.50731 | no | 0.243233 |

More youth stayed at the same (percentile) than expected for <15 and 30-59 subgroups

ELA data
N=115 w/ iReady ELA data; 2 without Baseline & Final scores for comparison, these were removed
N=113 in K-5 with ELA data for analyses

ELA correlation between DiagGain & TotHrPartic.
0.146755

Looking at Diagnostic gain (Final Scale Score [SS] – Baseline SS)
A Chi-Squared test of independence was performed
between Total Hr. Participation & Diagnostic Gain status
(Final SS – Baseline SS: ≥ 5 GAIN; ≤–5 loss; –5<difference<+5 Same)
NOT significant

TotHrStatus and Diagnostic gain (SS Base & Final)

NONsignificant

| | GAIN | same | loss | Grand Total |
|---|---|---|---|---|
| <15 | 7 | 0 | 3 | 10 |
| 15-29 | 11 | 0 | 2 | 13 |
| 30-59 | 8 | 0 | 2 | 10 |
| 60-89 | 6 | 0 | 1 | 7 |
| 90+ | 66 | 2 | 5 | 73 |
| Grand Tot | 98 | 2 | 13 | 113 |

| Expected Values | | | | |
|---|---|---|---|---|
| | GAIN | same | loss | Total |
| <15 | 8.672566 | 0.176991 | 1.150442 | 10 |
| 15-29 | 11.27434 | 0.230088 | 1.495575 | 13 |
| 30-59 | 8.672566 | 0.176991 | 1.150442 | 10 |
| 60-89 | 6.070796 | 0.123894 | 0.80531 | 7 |
| 90+ | 63.30973 | 1.292035 | 8.39823 | 73 |
| Total | 98 | 2 | 13 | 113 |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 113 | 5 | 3 | 8 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 6.785567 | 0.559935 | 15.50731 | no | 0.173276 |
| Max likeli | 6.639703 | 0.575957 | 15.50731 | no | 0.171404 |

Looking at %Percentile gain Baseline → Final

Breaking down difference between Baseline and Final:

<0 = loss

0 = Same

>0 = GAIN

A Chi-Squared test of independence was performed

between Total Hr. Participation & %Progress toward Typ. Growth

NOT Significant

TotHrStatus and Pctl gain (SS Base & Final)

NONsignificant

| | GAIN | loss | Grand Total |
|---|---|---|---|
| <15 | 7 | 3 | 10 |
| 15-29 | 5 | 8 | 13 |
| 30-59 | 6 | 4 | 10 |
| 60-89 | 2 | 5 | 7 |
| 90+ | 42 | 31 | 73 |
| Grand Tot | 62 | 51 | 113 |

Expected Values

| | GAIN | loss | Total |
|---|---|---|---|
| <15 | 5.486726 | 4.513274 | 10 |
| 15-29 | 7.132743 | 5.867257 | 13 |
| 30-59 | 5.486726 | 4.513274 | 10 |
| 60-89 | 3.840708 | 3.159292 | 7 |
| 90+ | 40.0531 | 32.9469 | 73 |
| Total | 62 | 51 | 113 |

Chi-Square Test

| SUMMARY | | Alpha | 0.05 |
|---|---|---|---|
| *Count* | *Rows* | *Cols* | *df* |
| 113 | 5 | 2 | 4 |

CHI-SQUARE

| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
|---|---|---|---|---|---|
| Pearson's | 4.60843 | 0.329883 | 9.487729 | no | 0.201947 |
| Max likeli | 4.666612 | 0.323246 | 9.487729 | no | 0.203218 |

## Appendix C
## Comparison of Q4 vs. Q1 grades in ELA, Math

K-8 21CCLC Tot participants = 175
N = 50 K-8 youth w/data [grades]

N = 117 RPPs in grades K-8
N=30 RPPs w/data (only for grades 6-8; others are standards based)

| Grades | <15 | 15-29 | 30-59 | 60-89 | 90+ | Total |
|---|---|---|---|---|---|---|
| K | 1 | | 1 | | 7 | 9 |
| 1 | 2 | 4 | 2 | 2 | 18 | 28 |
| 2 | 2 | 2 | 4 | 1 | 13 | 22 |
| 3 | | 3 | 2 | | 10 | 15 |
| 4 | 1 | 3 | 2 | 2 | 17 | 25 |
| 5 | 5 | 2 | 3 | 3 | 11 | 24 |
| 6 | 5 | 3 | 2 | 2 | 3 | 15 |
| 7 | 5 | 2 | 3 | 4 | 14 | 28 |
| 8 | 4 | 1 | 4 | | | 9 |
| **Total** | **25** | **20** | **23** | **14** | **93** | **175** |

**130 w/30+ hr** 150 w/15+ hr
**260 target**
**45% = 117** 95% = 247

Using all youth with >0 hours participation and with grade earned data:
Correl
0.048820715 for Math Q4-Q1 Diff & TotHrPartic.
0.27261691 for ELA Q4-Q1 Diff & TotHrPartic.

Chi-Squared test for independence was performed between TotHrPartic & Q4-Q1 difference:
NOT significant for math

| | Status | GAIN | Same | loss | Grand Total |
|---|---|---|---|---|---|
| **Math** | <15 | 1 | 7 | 6 | 14 |
| | 15-29 | 0 | 2 | 4 | 6 |
| | 30-59 | 0 | 5 | 4 | 9 |
| | 60-89 | 0 | 1 | 3 | 4 |
| | 90+ | 0 | 9 | 8 | 17 |
| **Grand Total** | | **1** | **24** | **25** | **50** |

| Expected Values | | | | |
|---|---|---|---|---|
| | GAIN | Same | loss | Total |
| <15 | 0.28 | 6.72 | 7 | 14 |
| 15-29 | 0.12 | 2.88 | 3 | 6 |
| 30-59 | 0.18 | 4.32 | 4.5 | 9 |
| 60-89 | 0.08 | 1.92 | 2 | 4 |
| 90+ | 0.34 | 8.16 | 8.5 | 17 |
| Total | 1 | 24 | 25 | 50 |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 50 | 5 | 3 | 8 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 4.547483 | 0.804664 | 15.50731 | no | 0.213248 |
| Max likeli | 4.55187 | 0.804222 | 15.50731 | no | 0.213351 |

Chi-Squared test for independence was performed between TotHrPartic & Q4-Q1 difference: NOT significant for ELA

| | Status | GAIN | Same | loss | Grand Total |
|---|---|---|---|---|---|
| **ELA** | <15 | 4 | 7 | 3 | 14 |
| | 15-29 | 2 | 2 | 2 | 6 |
| | 30-59 | 2 | 6 | 1 | 9 |
| | 60-89 | 3 | 1 | 0 | 4 |
| | 90+ | 7 | 9 | 1 | 17 |
| **Grand Total** | | **18** | **25** | **7** | **50** |

| Expected Values | | | | |
|---|---|---|---|---|
| | GAIN | Same | loss | Total |
| <15 | 5.04 | 7 | 1.96 | 14 |
| 15-29 | 2.16 | 3 | 0.84 | 6 |
| 30-59 | 3.24 | 4.5 | 1.26 | 9 |
| 60-89 | 1.44 | 2 | 0.56 | 4 |
| 90+ | 6.12 | 8.5 | 2.38 | 17 |
| Total | 18 | 25 | 7 | 50 |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 50 | 5 | 3 | 8 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 7.447864 | 0.48917 | 15.50731 | no | 0.272908 |
| Max likeli | 7.498712 | 0.483901 | 15.50731 | no | 0.273838 |

Using only RPPs w/grades: Still NOT significant

| | | GAIN | Same | loss | Grand Total |
|---|---|---|---|---|---|
| **ELA** | 30-59 | 2 | 6 | 1 | 9 |
| | 60-89 | 3 | 1 | 0 | 4 |
| | 90+ | 7 | 9 | 1 | 17 |
| **Grand Total** | | **12** | **16** | **2** | **30** |

| Expected Values | | | | |
|---|---|---|---|---|
| | GAIN | Same | loss | Total |
| 30-59 | 3.6 | 4.8 | 0.6 | 9 |
| 60-89 | 1.6 | 2.133333 | 0.266667 | 4 |
| 90+ | 6.8 | 9.066667 | 1.133333 | 17 |
| Total | 12 | 16 | 2 | 30 |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 30 | 3 | 3 | 4 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 3.393587 | 0.494242 | 9.487729 | no | 0.237823 |
| Max likeli | 3.627165 | 0.458808 | 9.487729 | no | 0.245871 |

| | | GAIN | Same | loss | Grand Total |
|---|---|---|---|---|---|
| **Math** | 30-59 | 0 | 5 | 4 | 9 |
| | 60-89 | 0 | 1 | 3 | 4 |
| | 90+ | 0 | 9 | 8 | 17 |
| **Grand Total** | | **0** | **15** | **15** | **30** |

Reduced to

| | Same | loss |
|---|---|---|
| 30-59 | 5 | 4 |
| 60-89 | 1 | 3 |
| 90+ | 9 | 8 |

NOT Significant

| Expected Values | | | |
|---|---|---|---|
| | Same | loss | Total |
| 30-59 | 4.5 | 4.5 | 9 |
| 60-89 | 2 | 2 | 4 |
| 90+ | 8.5 | 8.5 | 17 |
| Total | 15 | 15 | 30 |

| Chi-Square Test | | | | | |
|---|---|---|---|---|---|
| SUMMARY | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | |
| 30 | 3 | 2 | 2 | | |
| CHI-SQUARE | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
| Pearson's | 1.169935 | 0.557124 | 5.991465 | no | 0.197479 |
| Max likeli | 1.216695 | 0.54425 | 5.991465 | no | 0.201386 |

# Appendix D
# Teacher Survey Results

N=63 responses from teachers of grades 1-5
(N=114 participants w/hours in grades 1-5)

Chi-Squared test of independence between grade level & rating
NOT significant

| Grd | AlreadyMtg | SigImprove | ModImprov | SlightImpro | NoChange | ModDeclin | SigDecline | Grand Total |
|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 3 | 3 | 1 | 2 | 0 | 1 | 14 |
| 2 | 1 | 0 | 3 | 4 | 5 | 2 | 0 | 15 |
| 3 | 4 | 0 | 1 | 1 | 3 | 0 | 0 | 9 |
| 4 | 3 | 1 | 2 | 8 | 4 | 0 | 0 | 18 |
| 5 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 7 |
| Grand Tota | 14 | 6 | 11 | 15 | 14 | 2 | 1 | 63 |

Expected Values

| | AlreadyM | SigImprov | ModImpro | SlightImp | NoChange | ModDecli | SigDecline | Total |
|---|---|---|---|---|---|---|---|---|
| 1 | 3.111111 | 1.333333 | 2.444444 | 3.333333 | 3.111111 | 0.444444 | 0.222222 | 14 |
| 2 | 3.333333 | 1.428571 | 2.619048 | 3.571429 | 3.333333 | 0.47619 | 0.238095 | 15 |
| 3 | 2 | 0.857143 | 1.571429 | 2.142857 | 2 | 0.285714 | 0.142857 | 9 |
| 4 | 4 | 1.714286 | 3.142857 | 4.285714 | 4 | 0.571429 | 0.285714 | 18 |
| 5 | 1.555556 | 0.666667 | 1.222222 | 1.666667 | 1.555556 | 0.222222 | 0.111111 | 7 |
| Total | 14 | 6 | 11 | 15 | 14 | 2 | 1 | 63 |

Chi-Square Test

| SUMMARY | | Alpha | 0.05 |
|---|---|---|---|
| *Count* | *Rows* | *Cols* | *df* |
| 63 | 5 | 7 | 24 |

CHI-SQUARE

| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
|---|---|---|---|---|---|
| Pearson's | 31.86333 | 0.130418 | 36.41503 | no | 0.355587 |
| Max likeli | 33.31835 | 0.097533 | 36.41503 | no | 0.363615 |

Chi-Squared test of independence between Total Hours Participation Status & rating
SIGNIFICANT

| | AlreadyMtg | SigImprove | ModImprov | SlightImprov | NoChange | ModDecline | SigDecline | Grand Total |
|---|---|---|---|---|---|---|---|---|
| <15 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 4 |
| 15-29 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 4 |
| 30-59 | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 6 |
| 60-89 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| 90+ | 11 | 5 | 9 | 9 | 11 | 0 | 1 | 46 |
| Grand Total | 14 | 6 | 11 | 15 | 14 | 2 | 1 | 63 |

| *df* | *chi-sq* | *p-value* | *x-crit* |
|---|---|---|---|
| *24* | *37.47154* | *0.039241* | *36.41503* |

in 30-59 group: More than expected made slight improv, and less declined moderately
(however, many 0-value cells)

Expected Values

| | AlreadyM | SigImprov | ModImpr | SlightImp | NoChange | ModDecli | SigDecline | Total |
|---|---|---|---|---|---|---|---|---|
| <15 | 0.888889 | 0.380952 | 0.698413 | 0.952381 | 0.888889 | 0.126984 | 0.063492 | 4 |
| 15-29 | 0.888889 | 0.380952 | 0.698413 | 0.952381 | 0.888889 | 0.126984 | 0.063492 | 4 |
| 30-59 | 1.333333 | 0.571429 | 1.047619 | 1.428571 | 1.333333 | 0.190476 | 0.095238 | 6 |
| 60-89 | 0.666667 | 0.285714 | 0.52381 | 0.714286 | 0.666667 | 0.095238 | 0.047619 | 3 |
| 90+ | 10.22222 | 4.380952 | 8.031746 | 10.95238 | 10.22222 | 1.460317 | 0.730159 | 46 |
| Total | 14 | 6 | 11 | 15 | 14 | 2 | 1 | 63 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 0.888889 | 1.005952 | 0.698413 | 0.002381 | 1.388889 | 0.126984 | 0.063492 |
| | 1.388889 | 0.380952 | 0.130231 | 0.952381 | 0.013889 | 0.126984 | 0.063492 |
| | 1.333333 | 0.571429 | 1.047619 | **4.628571** | 1.333333 | **17.19048** | 0.095238 |
| | 0.166667 | 0.285714 | 0.4329 | 0.114286 | 0.666667 | 0.095238 | 0.047619 |
| | 0.059179 | 0.087474 | 0.116726 | 0.348033 | 0.059179 | 1.460317 | 0.099724 |

Chi-Square Test

SUMMARY — Alpha 0.05

| *Count* | *Rows* | *Cols* | *df* | *chi-sq* | *p-value* | *x-crit* |
|---|---|---|---|---|---|---|
| 63 | 5 | 7 | **24** | ***37.47154*** | ***0.039241*** | ***36.41503*** |

CHI-SQUARE

| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* |
|---|---|---|---|---|---|
| Pearson's | **37.47154** | **0.039241** | **36.41503** | yes | 0.385612 |
| Max likeli | 33.58033 | 0.092409 | 36.41503 | no | 0.365041 |

## Appendix E
## Discipline Incidents

All Y5 discipline incidents K-8

| Grade | <15 | 15-29 | 30-59 | 60-89 | 90+ | Non-Participants | All Incidents |
|---|---|---|---|---|---|---|---|
| K | 2 | | 2 | | 1 | 10 | 15 |
| 1 | | | 12 | | 10 | 9 | 31 |
| 2 | | | 44 | | 2 | 45 | 91 |
| 3 | | | | | 1 | 3 | 4 |
| 4 | | | | 1 | 4 | 16 | 21 |
| 5 | 9 | 6 | 1 | | 3 | 49 | 68 |
| 6 | 5 | 1 | | 6 | 2 | 137 | 151 |
| 7 | 55 | | | 1 | 30 | 169 | 255 |
| 8 | | | 12 | | | 199 | 211 |
| **All Grades** | **71** | **7** | **71** | **8** | **53** | **637** | **847** |

youth w/30+ hr account for 132 of 847 (15.6%) of incidents
. . . youth w/>0 hr account for 210 incidents (24.8%)

**N=186** youth w/1 or more incidents in Y5, K-8

# youth w/incidents by grade level and status (total hr participation)

| Grade | Non-Participants | <15 | 15-29 | 30-59 | 60-89 | 90+ | All Youth |
|---|---|---|---|---|---|---|---|
| K | 4 | 1 | | 1 | | 1 | 7 |
| 1 | 3 | | | 1 | | 3 | 7 |
| 2 | 11 | | | 2 | | 2 | 15 |
| 3 | 3 | | | | | 1 | 4 |
| 4 | 8 | | | | 1 | 3 | 12 |
| 5 | 16 | 3 | 1 | 1 | | 1 | 22 |
| 6 | 34 | 2 | 1 | | 2 | 1 | 40 |
| 7 | 32 | 4 | | | 1 | 7 | 44 |
| 8 | 33 | | | 2 | | | 35 |
| **All Grades** | **144** | **10** | **2** | **7** | **4** | **19** | **186** |

- - - - - - 30 - - - - - -
- - - - - - - - - - 42 - - - - - - - - - - -

Estimated #s enrolled all WCSD:
Tot K-8: 676
Tot PK-12: 1109
N = 186/676 = 28% All youth, all incidents in K-8 of Y5

**N= 30 participants w/30+hours participation w/incidents**
(30/186=15.6% w/incidents:
30/676=4% of all K-8 w/incidents)
**N=42 w/any participation (>0 hours) w/incidents**
(42/676=6% w/incidents:
42/186 = 24.8% of all K-8w/incidents)

Chi-Squared test of independence was performed between Participation status & grade level

NOT significant

| Expected Values | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Non-Partici | <15 | 15-29 | 30-59 | 60-89 | 90+ | Total |
| K | 5.419355 | 0.376344 | 0.075269 | 0.263441 | 0.150538 | 0.715054 | 7 |
| 1 | 5.419355 | 0.376344 | 0.075269 | 0.263441 | 0.150538 | 0.715054 | 7 |
| 2 | 11.6129 | 0.806452 | 0.16129 | 0.564516 | 0.322581 | 1.532258 | 15 |
| 3 | 3.096774 | 0.215054 | 0.043011 | 0.150538 | 0.086022 | 0.408602 | 4 |
| 4 | 9.290323 | 0.645161 | 0.129032 | 0.451613 | 0.258065 | 1.225806 | 12 |
| 5 | 17.03226 | 1.182796 | 0.236559 | 0.827957 | 0.473118 | 2.247312 | 22 |
| 6 | 30.96774 | 2.150538 | 0.430108 | 1.505376 | 0.860215 | 4.086022 | 40 |
| 7 | 34.06452 | 2.365591 | 0.473118 | 1.655914 | 0.946237 | 4.494624 | 44 |
| 8 | 27.09677 | 1.88172 | 0.376344 | 1.317204 | 0.752688 | 3.575269 | 35 |
| Total | 144 | 10 | 2 | 7 | 4 | 19 | 186 |

| Chi-Square Test | | | | | | |
|---|---|---|---|---|---|---|
| SUMMARY | | | Alpha | 0.05 | | |
| *Count* | *Rows* | *Cols* | *df* | | | |
| 186 | 9 | 6 | 40 | | | |
| CHI-SQUARE | | | | | | |
| | *chi-sq* | *p-value* | *x-crit* | *sig* | *Cramer V* | |
| Pearson's | 53.35967 | 0.076863 | 55.75848 | no | 0.239533 | |
| Max likelih | 57.53256 | 0.035737 | 55.75848 | yes | 0.248723 | |

Correlation between TotHrPart & # incidents all K-8 youth = –0.095469564