Respective Solutions Group (RSG) After School & Summer Programs

Grantee: Respective Solutions Group

Cohort: Cohort 11.3, Year 3, FC# 4100093318, Summer 2024 and SY 2024-2025

Independent Evaluator: Dr. Marnie Moist, Professor of Psychology, Saint Francis University

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Legislative Authority: The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the Pennsylvania Department of Education.

Introduction

About Pennsylvania 21st Century Community Learning Centers

The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. Literacy and other educational services to the families of participating children must also be provided.

The 21st Century Community Learning Centers (21st Century) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included. Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st Century program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st Century program in Pennsylvania. School and community collaboration is another key in meeting the academic, social, physical, and emotional needs of children and families. Programs are to offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must address the needs of local schools and communities and be continuously evaluated at the local level.

Program Description and Context

Target population: low income and academically at-risk youth in rural Pennsylvania communities in Cambria and Indiana counties.

- Grades K-8
- Summer Target-60 students, 6-weeks/site, 4 days/week, 4 hours/day, 96 program hours
- School Year Target-300 students, 36 weeks/site, 4 days/week, 3 hours/day, 432 program hours

Enrollment/recruitment methods: RSG works with school district administration to identify students and families that fall within the targeted population indicated in the grant. These families are then provided enrollment information to participate in our programs at their school. Private schools receive the same enrollment and program opportunities as the public schools that we serve.

Community/Environmental Context: This area is home to 3 generations of disparate poverty after the closure of coal mines, the loss of industry, and a lack of opportunity in Pennsylvania's "rust belt" along the Allegheny Plateau. The opioid crisis, which hit Cambria County in the early 2000's, has changed the picture of caregiver participation in our afterschool programs, bringing grandparents to the scene who are raising the children of their opioid addicted children. We are communities nestled in the Pennsylvania Laurel Highlands, which are 2 hours east of Pittsburgh (our closest major city) and a 1-hour drive to either Altoona or Johnstown, our nearest urban centers. Our struggle is education in communities that cannot support our youth's future career possibilities. Families struggle with literacy to support their children with homework and academics. When parents cannot read, it is impossible to read with a child. Many children in our area arrive to school unready to learn, due to limited to no academic preparation at home.

Needs: increasing reading and math grades; promoting career opportunities aligned to STEAM fields and engaging in STEAM activities; increasing prevention programming to assure that youth have appropriate skills to reduce youth substance abuse and make positive decisions; health and fitness to include yoga and calming strategies that assist with body regulation, health, and behavioral support; family literacy goals to support caregiver reading and education

Explanation of how program came to be/RSG history:

RSG has been serving low income/academically at-risk youth in the Laurel Highlands and surrounding areas for the past 20 years (since cohort 4).

Schools served: Forest Hills (K-8th), Purchase Line Elementary (K-6th), Purchase Line Middle/High School (7th-8th), and All Saints Catholic School (K-8th)

Evaluation Design

Include in this section a description or outline of the evaluation plan, data collected and collection methods, the selection of the local evaluator, and other relevant information.

Data Collected	Collection Method
All Program Youth Attendance regardless of length in RSG program. **N = 283 total students in C11 Yr. 3** • 235 (83%) youth from public schools • 48 (17%) youth from private schools **Mean 2024/25 Total Summer + SY Hours = 322.65; SD = 93.17** 100% tutored in person Note. See Tables 1-1a + 1-1b for over-time comparisons of RSG program attendance.	Each school's tutors take daily youth attendance; RSG coordinator enters total hours attended per youth from each school. **Was Target=300 students for SY met?** **NO. N = 261** students participated in the RSG program in the 2024/25 school year. Mean SY Hours = 280.27; SD = 92.60 Range: 30-390 total SY hours **Was Target=60 students Summer met?** **YES. N = 126 students** participated in the RSG program during Summer 2024. Mean Hours = 42.37; SD = 47.43 Range: 80-96 total hours
RSG youth demographics • 100% English language speakers • Past total years in RSG program • Total RSG program hours attended • Gender • Grade level (K-8th) • Race/ethnicity • Yes/No Economic Disadvantage • Yes/No Disability Note. See Table 2a for over-time data on race/ethnicity, yes/no economic disadvantage, and yes/no disability.	School records Total Frequency Counts for 283 RSG youth in 2024/25. Females = 136 (48%) Males = 147 (52%) **K-5th = 222 (78%)** K = 29 (10%) 1st = 30 (11%) 2nd = 38 (13%) 3rd = 43 (15%) 4th = 37 (13%) 5th = 45 (16%) **6th-8th = 61 (22%)** 6th = 24 (9%) 7th = 17 (6%) 8th = 20 (7%) **Past total years in RSG including 2024/25** 1st year = 125 (44%) 2 years = 63 (22%) 3 years = 89 (31%) 4-6 years = 6 (2%)
RSG parent participation	81/283 (29%) Parent/family member participation at 1 or more RSG youth activities was counted for 2024/25 Summer/School Year by the RSG coordinator.

Student outcomes	Half a letter report card grade improvement for K-8th graders (by 4% or more) Mean GPA improvement for 7th-8th graders Student learning from other data - see all following rows below.
PSSA Math and Reading Test Scores	School records – only some grades take PSSA PSSA Math 141/235 public (60%) PSSA Reading 138/235 public (59%)
Report Card Math and Language Arts Grades from Quarter 1 and Quarter 4	Report card grade improvement for K-8th grades (by 4% or more) reported below. *210-211 (74%) youth had fall and spring report card grades *65 youth (23%) had 4-pt. scale grades - varied labels 51/65 (4 = Adv. Proficient to 1 = Below Basic) 6/65 (4 = Exceeds Expectations to 1 = Needs Improvement) 8/65 had A,B,C letter grades converted to the 4-pt. scale score system *7-8 (3%) youth had missing data in 2024/25 17 7th-8th graders unweighted GPA scale score changes reported 2023/24 – 2024/25.
Teacher reports on student behavior and performance	End of year Teacher Survey. N = 193-195 (100%) 1st-5th grades only. No K,6th-8th data.
School attendance	School attendance records. N = 280/283 (99%) for 2024/25 Mean = 95% SD = .05 Mode = 100% Range = 74-100% 43/280 (15%) had school attendance rates < 90% in 2024/25 N = 288/288 (100%) for 2023/24 Mean = 97% of school days attended. SD = .05 Mode = 100% Range = 73-100% 25/288 (9%) had school attendance rates < 90% in 2023/24.
Graduation and Promotion	Report cards. **2024/25 = 100% promoted or graduated**
High School Credit/Course Recovery	N/A for Cohort 11 RSG youth
RSG Parent Participation Feedback	Parent Survey Results reported below.
Community Partner Program Observations External Evaluator: Dr. Marnie L. Moist, Professor of Psychology, Saint Francis Univ.	Community Engagement PSYC 311-312 data: Research Methods and Statistics I-II Saint Francis University

Findings

Program Design, Implementation, and Operations

- Dates/span of operation, start and end dates (Table 0-1a):

School District	School Year Start-End Date	Total RSG Program Hours	Daily RSG Hours
Forest Hills	9/9/24 -5/22/25	36 weeks; 4 days per week; 3 hours per day **432 Total Hours**	2:30-5:30 pm Mon. – Thurs.
Purchase Line K-5th	9/9/24 -5/22/25	36 weeks; 4 days per week; 2.5 hours per day **360 Total Hours**	3:15-5:45 pm Mon. – Thurs.
Purchase Line 6th-8th	9/9/24 -5/22/25	36 weeks; 4 days per week; 3 hours per day **432 Total Hours**	2:30-5:30 pm Mon. – Thurs.
All Saints	9/9/24 -5/22/25	36 weeks; 4 days per week; 3 hours per day **432 Total Hours**	2:30-5:30 pm Mon. – Thurs.

School Year data is in Table 0-1a above.

Summer RSG program hours started 6/10/24 and ended 8/8/24 across all programs, including 6 weeks total for each site (despite staggering of site start dates). For each summer RSG program, youth were offered 16 hours per week, for 6 weeks, allowing for 96 total summer hours.

- Hours/days of operation

  School year: Monday-Thursday, 10-12 hours per week, 36 weeks per year
  Summer: Monday-Thursday, 16 hours per week, 6 weeks per year

- Total hours of programming offered

  School year: 360-432 total RSG Tutoring Hours offered in 2024/25 (see Table 0-1a).
  Summer: 96 total RSG Tutoring Hours offered in Summer 2024
  Total RSG Program Hours Summer + School Year in 2024/25: 456-528 hours

- Operations methods (i.e. in-person, hybrid, virtual, etc.)

  100% of RSG Tutoring occurred in-person

- Centers operated, center locations

  All Saints Catholic School (K-8th grades attended in 2024/25)
  Forest Hills School (K-8th grades attended in 2024/25)
  Purchase Line School (K-7th grades attended in 2024/25)

- Activities offered, content covered

  Academic Enrichment
  Homework Support
  Tutoring
  Mentoring
  STEM
  Environmental Education
  Creative Arts
  Drug & Violence Prevention/SEL
  Reading/Writing/ELA
  Physical Health and Wellness
  Nutrition Education
  Parenting Skills

- Alignment or linkage of needs to implementation design (Table 0-1b)

Identified Needs	Aligned Implementation
Improvement in Math Skills • Problem-solving • Critical thinking	Homework Support, Tutoring, Mentoring, STEM activities (Brick Labs; Canva; Mango Math; Project Learning Tree; Project WET), Saint Francis University Sponge Bob Math Detective Game
Improvement in Reading/Writing/ELA comprehension skills	Homework Support, Tutoring, Mentoring, Reading/Writing/ELA activities
Improvement in Social Emotional Learning skills • Student Independence and Self-Advocacy (arising from pandemic and virtual learning in past)	Positive Action Activities Environmental Education (Project Learning Tree; Project WET) Creative Arts, Drug & Violence Prevention, Physical Health and Wellness (Let's Dance, Adagio Health) Nutrition Education (Penn State) Saint Francis University Sponge Bob Math Game with Varying Types of Verbal Reinforcement
Improvement in parent/family/caregiver communication, support, and education	Canva, Remind, Zoom for family communication and professional development

- Staffing

  Only staff type relevant to the RSG Program are reported here; all other staff categories not reported below can be assumed to have 0 counted staff:

  Table 0-1c. Summer 2024 RSG Staffing

Staff Type	All Saints	Forest Hills	Purchase Line	Total
Administrators Paid	0	2	2	4
Administrators Volunteer	0	2	2	4
College Students Paid	0	3	0	3
High School Students Paid	0	0	1	1
School Day Teachers Paid	0	5	2	7
Other Non-Teaching Staff Paid	0	3	2	5
Total Staff	0	15	9	**24**

  Table 0-1d. School Year 2024/2025 RSG Staffing

Staff Type	All Saints	Forest Hills	Purchase Line	Total
Administrators Paid	2	2	2	6
Administrators Volunteer	2	3	2	7
College Students Paid	1	0	0	1
Community Members Paid	0	1	0	1
School Day Teachers Paid	5	5	4	14
Other Non-Teaching Staff Paid	1	1	4	6
Total Staff	11	12	12	**35**

- Partners and collaborators

  Indiana County Conservation District
  Saint Francis University
  University of Pittsburgh at Johnstown
  Let's Dance Ebensburg
  Salvation Army
  Penn State Cooperative Extension-Nutrition Links
  Carnegie Museum of Natural History
  Adagio Health

- Frequency and duration

Table 0-1e. RSG Cohort 11.3 Summer 2024 Activities

Activity	Dosage	Total Hours
Academic Enrichment	1 hour per day	24
Literacy Education	1 hour per day	24
STEM	1 hour per day	24
Cultural Programs (Art)	.5 hour per day	12
Healthy Active Lifestyle	.5 hour per day	12
Parenting Skills	3 hours per term	3

Table 0-1f. RSG Cohort 11.3 School Year 2024/2025 Activities

Activity	Dosage	Total Hours
Academic Enrichment	1 hour per day	144
Literacy Education	1 hour per day	144
STEM	1 hour per day	144
Cultural Programs (Art)	.5 hour per day	72
Healthy Active Lifestyle	.5 hour per day	72
Parenting Skills	Varies per event	12
Expanded Library Service Hours	.25 hour per day	36
Drug & Violence Prevention	.25 hour per day	36

- Curricula, models, and/or commercial products used
  Positive Action (SEL)
  Mango Math (STEM)
  Project Learning Tree (Environmental Literacy & STEM)
  Project WET (Environmental Literacy & STEM)
  Brick Labs (STEM)
  Canva (STEM & Family Communication)
  Remind (Family Communication)
  Zoom (Family Communication & Professional Development)
  Microsoft 365 (STEM & Data Collection)
  Dropbox (Data Collection)

- Family engagement activities (See Table 2e later in this report with State Measure #6)

Program Participation and Attendance

The following information should appear in this section:

- Number of students served, summer and school year
- Feeder schools/schools served
- Student demographics
- Program attendance levels (refer to 21APR attendance gradations)
- Comparison to number of students targeted to be served from application
- Counts of (adult) family members of participating students served

- Number of students served, summer and school year

Table 1-1a. Total Attending C11 RSG Students Served in Years 1-3.

ALL C11 Yr. 5 Attendees (26/27) *M* = SY hours	**ALL C11 Yr. 4 Attendees (25/26)** *M* = SY hours	**ALL C11 Yr. 3 Attendees (24/25)** *M* = 280.27 SY hours	**ALL C1 Yr. 2 Attendees (23/24)** *M* = 302.19 SY hours	**ALL C11 Yr. 1 Attendees (22/23)** *M* = 77.53 SY hours
		Total Youth Summer + School Year **283** (277 Regular, 98%)[1] Summer[1] 126/283 (45%) School Year 235(83%)Public 48(17%)Private All K-5th 222(78%) (219 Regular, 99%) All 6th-8th 61 (22%) (58 Regular, 95%)	Total Youth Summer + School Year **288** (267 Regular, 93%)[1] Summer[1] 125/288 (43%) School Year 259(90%) Public 29(10%) Private All K-5th 204(71%) (191 Regular, 94%) All 6th-8th 84(29%) (76 Regular, 90%)	Total Youth Summer + School Year **256** (76 Regular, 30%)[1] Summer[1] 0 School Year 221(86%) Public 35(14%) Private All K-5th 190 (74%) (60 Regular, 32%) All 6th-8th 66 (26%) (16 Regular, 24%)

Note 1. All C11 youth are counted above. However, also included are regular attendees, who attended RSG 90 hours or more across the entire school year. In Year 1 the C11 RSG program started in October 2022, so no summer hours occurred.

C11 Year 3 (N = 283) RSG attendance numbers look very similar to C11 Year 2 attendance numbers (N = 288). 98% of Year 3 RSG youth attended tutoring 90 hours or more, showing the vast majority were "regular" tutoring participants. Of the 126 Year 3 Summer RSG attendees, 104 (83%) returned to RSG for the 2024/25 school year program also. 125/283 (44%) Year 3 youth were brand new to the RSG program. All Saints School showed the biggest Year 3 increase in total RSG youth attending tutoring, jumping from 29 in Year 2 to 48 in Year 3. Also a slight increase in K-5th graders (up by 18 youth) attending RSG in Year 3 occurred compared to Year 2, whereas 6th-8th graders somewhat decreased RSG attendance (down by 23 youth, similar to Year 1 rates).

- Feeder schools/schools served: Forest Hills, Purchase Line, and All Saints Catholic School

Table 1-1b. Cohort 11 Years 1-3 RSG Program Attendance by School District.

Year 5 ALL 2026/27	**Year 4 ALL** 2025/26	**Year 3 ALL** 2024/25	**Year 2 ALL** 2023/24	**Year 1 ALL** 2022/23
Forest Hills				
		167 131 K-5th (78%) 36 6th-8th (22%) 167/167 (100%) Yes Econ. Disadv. 38/167 (23%) Yes Disability	166 107 K-5th (64%) 59 6th-8th (36%) 166/166 (100%) Yes Econ. Disadv. 28/166 (17%) Yes Disability *Most Improved Reading	124 85 K-5th (68%) 39 6th-8th (32%) 116/124 (94%) Yes Econ. Disadv. 25/124 (20%) Yes Disability *Most Improved Reading
Purchase Line				
		68 57 K-5th (84%) 11 6th-8th (16%) 67/68 (99%) Yes Econ. Disadv. 17/68 (25%) Yes Disability *Most Improved Math (Tie)	93 78 K-5th (84%) 15 6th-8th (16%) 93/93 (100%) Yes Econ. Disadv. 26/93 (28%) Yes Disability *Most Improved Math	97 78 K-5th (80%) 19 6th-8th (20%) 97/97 (100%) Yes Econ. Disadv. 27/94 (29%) Yes Disability
All Saints Catholic				
		48 34 K-5th (71%) 14 6th–8th (29%) 18/48 (38%) Yes Econ. Disadv. 11/48 (23%) Yes Disability *Most Improved Math (Tie), Reading	29 19 K-5th (66%) 10 6th-8th (34%) 18/29 (62%) Yes Econ. Disadv. 2/29 (7%) Yes Disability	35 27 K-5th (77%) 8 6th-8th (23%) 14/35 (40%) Yes Econ. Disadv. 12/35 (34%) Yes Disability *Most Improved Math
		Total = 283	Total = 288	Total = 256

Note 1. Econ. Disadv. stands for RSG youth who were identified as Yes Economically Disadvantaged. See Tables 5a-5b later in this report for percentages of RSG youth who improved report card grades across all grading scales.

Table 1-1b shows that Year 3 Forest Hills RSG youth attendance remained consistent with Year 2. All Saints Catholic had the highest RSG youth attendance in Year 3 compared to earlier years, while Purchase Line had the lowest RSG attendance in Year 3 compared to earlier years. For both All Saints and Purchase Line, school-specific changes in RSG attendance were mainly driven by elementary grades K-5th. Notably in Year 3 around ¼ of RSG youth (23-25%) within all three school districts were identified as Yes having some type of disability. All Saints Catholic is unique in having the lowest percentage of RSG youth who come from families identified by schools as Yes having economic disadvantage.

Student demographics

100% were designated as English language speakers in C11 Year 3 as in Years 1-2.

Table 2a. C11 Years 1-3 Student Demographics of RSG Youth by Grade Level.

	Gender[1]	**Race/Ethnicity**[2]	**Economically Disadvantaged**[3]	**Disability**[4]
C11 Year 3 2024/25 RSG Youth	N = 283 Female = 136 (48%) K-5th = 103 6-8th = 33 Male = 147 (52%) K-5th = 119 6-8th = 28	N = 283 African American/Black = 4 (1%) Asian/Asian American = 0 Caucasian/White = 267 (94%) Hispanic/Latino = 3 (1%) Biracial/2 or more = 9 (3%)	N = 283 252 (89%) Yes K-5th = 200 6-8th = 52 31 (11%) No K-5th = 22 6-8th = 9	N = 283 66(23%)Yes K-5th = 47 6-8th = 19 217(77%)No K-5th =175 6-8th = 42
C11 Year 2 2023/24 RSG Youth	N = 288 Female = 143 (50%) K-5th = 91 6-8th = 52 Male = 145 (50%) K-5th = 113 6-8th = 32	N = 288 African American/Black = 5 (2%) Asian/Asian American = 2 Caucasian/White = 264 (92%) Hispanic/Latino = 5(2%) Biracial/2 or more = 12(4%)	N = 288 Yes = 277 (96%) K-5th = 197 6-8th = 80 No = 11 (4%) K-5th = 7 6-8th = 4	N = 288 Yes = 56 (19%) K-5th = 42 6-8th = 14 No = 232 (81%) K-5th = 162 6-8th = 70
C11 Year 1 2022/23 RSG Youth	N = 256 Female = 115 (45%) K-5th = 81 6-8th = 34 Male = 141 (55%) K-5th = 109 6-8th = 32	N = 256 African American/Black = 2 Asian/Asian American = 1 Caucasian/White = 240 (94%) Hispanic/Latino = 4 (1%) Biracial/2 or more = 9 (3%)	N = 256 Yes = 227 (89%) K-5th = 175 6-8th = 52 No = 29 (11%) K-5th = 15 6-8th = 14	N = 256 Yes = 64 (25%) K-5th = 47 6-8th = 17 No = 189 (75%) K-5th = 143 6-8th = 46

Note 1. No C11 Year 3 relationship between gender and grade level was significant, similar to Year 1. We can be 95% confident that for C11 Year 2 RSG youth gender relates to grade level, X^2 (1) = 7.12, p = .008. More C11 Yr. 2 males (55%) than females (45%) were in K-5th grades, but more females (62%) than males (38%) were in 6th-8th grades.

Note 2. Too few members of minority groups were in this sample to count Race/Ethnicity by Grade Level.

Note 3. There was no significant relationship between C11 Year 3 Economic Disadvantage status and grade level, most likely because overall 89% of Year 3 youth reported Yes Economic Disadvantage. There was no significant relationship between C11 Year 2 Economic Disadvantage status and grade level, most likely because overall 96% of Year 2 youth reported Yes Economic Disadvantage. We can be 95% confident that for C11 Year 1 RSG youth economic disadvantage relates to grade level, X^2 (1) = 8.65, p = .003. The overwhelming majority of youth in C11 Year 1 were K-5th graders from families with Yes economic disadvantage (68%).

Note 4. No significant relationship between disability status and grade level in school occurred during C11 Years 1 - 3. The majority of youth all three years had No disability.

Table 2a shows that C11 Year 3 RSG youth showed a slight decrease in Yes Economic Disadvantage (now 89% Yes down from 96%) and a slight increase in Yes Disability status (now 23% up from 19%) compared to Year 2. Overall demographic data broken down by elementary vs. middle school youth has been fairly consistent over Years 1-3, with about an equal mixture of females and males and over 90% of youth being Caucasian/White.

Table 2b verifies no relationship between disability status and gender in C11 Year 3. Also there is no relationship between disability and race/ethnicity in C11 Year 3. The majority of Year 3 RSG youth have no disability (77%), while 23% yes have a disability (see Tables 2a-2b).

Table 2b. C11 Years 1-3 Gender and Race/Ethnicity differences in Disability Rates.

	YES disability	**NO disability**	**Total**
Gender			
Year 3			
Female	29 (21%)	107 (79%)	136 (48%)
Male	37 (25%)	110 (75%)	147 (52%)
Year 2			
Female	19 (13%)	124 (87%)	143 (50%)
Male	37 (25%)**	108 (75%)	145 (50%)
Year 1			
Female	26 (23%)	89 (77%)	115 (45%)
Male	38 (28%)	100 (72%)	138 (55%)

Race/Ethnicity			
Year 3			
White/Caucasian	63 (24%)	204 (76%)	267 (94%)
All Minorities	3 (19%)	13 (81%)	16 (6%)
Year 2			
White/Caucasian	51 (19%)	213 (81%)	264 (92%)
All Minorities	5 (21%)	19 (79%)	24 (8%)
Year 1			
White/Caucasian	57 (24%)	181 (76%)	238 (94%)
All Minorities	7 (47%)*	8 (53%)	15 (6%)
Gender X Race/Ethnicity			
Year 3			
Female/White	27 (21%)	101 (79%)	128 (45%)
Female/Minority	2 (25%)	6 (75%)	8 (3%)
Male/White	36 (26%)	103 (74%)	139 (49%)
Male/Minority	1 (13%)	7 (88%)	8 (3%)
Year 2			
Female/White	17 (13%)	113 (87%)	130 (45%)
Female/Minority	2 (15%)	11 (85%)	13 (4%)
Male/White	34 (25%)	100 (75%)	134 (47%)
Male/Minority	3 (27%)	8 (73%)	11 (4%)
Year 1			
Female/White	22 (21%)	84 (79%)	106 (42%)
Female/Minority	4 (44%)	5 (56%)	9 (4%)
Male/White	35 (27%)	97 (73%)	132 (52%)
Male/Minority	3 (50%)	3 (50%)	6 (2%)
Total			
Year 3	66 (23%)	217 (77%)	283
Year 2	56 (19%)	232 (81%)	288
Year 1	64 (25%)	189 (75%)	253

Note 1. For C11 Year 3 and Year 1, there was no statistically significant relationship between gender and disability. In C11 Year 2 we can be 95% confident that disability status depends on gender, X^2 (1) = 6.88, p = .009. Of RSG youth with No Disability in Year 2, a higher percentage are females (53%) than males (47%); among Year 2 youth with Yes Disability a higher percentage are males (66%) than females (34%).

Note 2. In C11 Years 2-3 there was no significant relationship between disability status and race/ethnicity. For C11 Year 1, we could be 95% confident that disability status depends on race/ethnicity, X^2 (1) = 3.85, p = .050. Of the smaller number of all other minorities in Cohort 11 RSG youth, a higher percentage of all other minorities combined (47%) have a disability than white people who do (24%). Further analysis verifies the same high disability incidence rate is found for minority females as for minority males.

- Program attendance levels (refer to 21APR attendance gradations)

Table 2c. Mean Total Hours of ALL C11 Years 1-3 RSG Program Attendance by Demographics.

Time	Gender[1]	Race/Ethnicity[2]	Economic Disadvantage[3]	Disability[4]
C11 Year 3 Mean Total RSG Attendance Hours 2024/25	Female *M* = 319.72 *SD* = 95.00 Male *M* = 325.35 *SD* = 91.69	White/Caucasian *M* = 323.54 *SD* = 91.58 All Minorities *M* = 307.69 *SD* = 119.35	Yes [TR] *M* = 324.63 *SD* = 97.47 No *M* = 306.48 *SD* = 42.63	Yes[TR] *M* = 306.03 *SD* = 100.05 No *M* = 327.70 *SD* = 90.62
C11 Year 2 Mean Total RSG Attendance Hours 2023/24	Female *M* = 314.09 *SD* = 101.45 Male *M* = 316.61 *SD* = 102.69	White/Caucasian *M* = 315.89 *SD* = 102.34 All Minorities *M* = 309.58 *SD* = 99.02	Yes [TR] *M* = 317.04 *SD* = 102.36 No *M* = 273.00 *SD* = 82.72	Yes *M* = 315.18 *SD* = 115.19 No *M* = 315.41 *SD* = 98.71
C11 Year 1 Mean Total RSG Attendance Hours 2022/23	Female *M* = 84.15 *SD* = 87.72 Male *M* = 72.13 *SD* = 74.11	White/Caucasian *M* = 74.87 *SD* = 77.85 All Minorities [TR] *M* = 117.40 *SD* = 109.45	Yes *M* = 74.90 *SD* = 77.65 No *M* = 98.15 *SD* = 99.82	Yes** *M* = 101.78 *SD* = 85.74 No *M* = 70.25 *SD* = 77.65

Note 1. No significant mean difference in total RSG attendance hours was found between females and males in C11 Years 1-3.

Note 2. No significant mean difference in total RSG attendance hours was found between white people and all other minorities combined in C11 Years 2-3. A near-significant trend was found that all minorities combined spent higher mean C11 RSG attendance hours in Year 1 than whites did, t (16.03) = -1.53, p = .073.

Note 3. There was a near-significant trend in C11 Year 3 that RSG youth with Yes Economic Disadvantage spent more mean attendance hours than those with No Economic Disadvantage, t (77.17) = -1.85, p = .068 (unequal variances, 2-tailed t-test; No Disadvantage Hours ranged from 200-402, Yes Disadvantage Hours ranged from 30-470 with 26 RSG youth attending 96 total RSG hours or less). There was a near-significant trend in C11 Year 2 that RSG youth with Yes Economic Disadvantage spent more mean attendance hours than those with No Economic Disadvantage, t (286) = -1.41, p = .080. In C11 Year 1 Yes vs. No Economic disadvantage showed no statistically significant mean differences for attendance hours.

Note 4. There was a near-significant trend in C11 Year 3 that RSG youth with Yes Disability attended fewer total RSG hours than youth with No Disability, t (281) = 1.66, p = .098 (2-tailed test); this was the in the opposite direction of results showing in Year 1. In C11 Year 2 there was no significant mean difference in total attendance hours between RSG youth who Yes vs. No had a disability. We could be 95% confident that C11 Year 1 youth with a disability attended significantly more RSG program hours than youth without a disability, t (251) = -2.73, p = .003.

Table 2c verifies that in C11 Years 2-3 total mean attendance hours were almost significantly greater for RSG youth with Yes rather than No Economic Disadvantage. In Year 3 there was much more variability in total RSG attendance hours for youth with Yes than No Economic

Disadvantage. Year 3 No Disadvantage Total RSG Hours all ranged from 200-402, whereas Year 3 Yes Disadvantage Hours ranged from 30-470, with 26 of the Yes Disadvantage group attending 96 total RSG hours or less. With a total of 252 Year 3 youth with Yes Economic Disadvantage, and 26/252 (10%) of these not/barely able to achieve regular attendance status, transportation difficulties and/or lack of family support for consistent tutoring help may be contributing to some youth with economic disadvantage getting less homework help than most other RSG youth. Related to this idea, 22/252 (9%) of RSG youth with Yes Economic Disadvantage who were able to attend RSG during Summer of 2024 were later unable to return for the 2024/25 school year tutoring sessions. And of the 252 Year 3 RSG youth with Yes Disadvantage, 127/252 (50%) were unable to participate in the summer tutoring sessions.

Table 2c also shows a gradual reversal over time in mean total RSG attendance hours when comparing youth with Yes vs. No disability. In Year 1 significantly more total RSG hours occurred in youth with Yes disability than No disability. However, in Year 3 a near-significant trend towards *fewer* total RSG hours occurred in youth with Yes disability than No disability. Given the economic disadvantage results outlined also in Table 2c, the disability results may reflect more of the challenges in getting youth with Yes Economic Disadvantage to attend tutoring than anything else.

Comparison to number of students targeted to be served from application

Table 2d. Comparison of Target vs. Actual C11 RSG Program Attendance in Years 1-3.

	Target	C11 Year 3 RSG Attendees[1]	C11 Year 2 RSG Attendees[1]	C11 Year 1 RSG Attendees[1]
SU Total	60	126	125	0
FA/SP Total	300	261	265	256
Total RSG Youth	360	283	288	256

Note 1. C11 Year 3 included 179 youth who only attended either Summer 2024 or only School Year 2024/2025. This means 104 RSG youth (37%) attended both summer and school year RSG hours in Year 3. C11 Year 2 included 102 youth who only attended either Summer 2023 or only School Year 2023/2024. This means 186 RSG youth (65%) in C11 Year 2 attended both summer and the school year, which explains why the sum of both seasons appears to not add up above. C11 Year 1 did not include offer of the summer RSG program, as they worked to prepare for these new, additional school districts beyond those already coordinated.

Table 2d verifies that Cohort 11 Year 3 RSG youth showed very similar total RSG attendance hours as in C11 Year 2. Both Years 2-3 verify summer program attendance was over twice as high as the target attendance rate. Years 2-3 RSG attendance rates during the school year were 5-9 youth higher than in the first year the tutoring program was offered to Cohort 11 schools. All three years RSG has approached the Target of 300 youth per school year without meeting it. In Year 3 RSG was especially successful at recruiting RSG youth for the school year who had not attended the Summer 2024 session; 157/283 (55%) new youth starting the program only as of the fall semester (i.e., unable to do summer) verifies RSG staff are working hard to make their tutoring program inviting to C11 youth.

- Counts of (adult) family members of participating students served

Table 2e shows how very similar parent/family RSG participation rates ranging from 29-32% have occurred in Cohort 11 Years 1-3, approaching, but not yet meeting, State Measure 6 performance indicators. State Measure 6 goals emphasize unique parent/family counts rather than repeated event attendance, and those goals set unique family/parent literacy and family/parent involvement targets of 42-54%. C11 Year 3, with 29% "unique" parent/family participation rates, was especially noteworthy for the multiple, varied topics of summer parent sessions offered (see Table 2e). RSG staff is clearly innovating in finding new activities for youth parents/family to participate in with their children. When repeated parent/family participation over multiple events is counted, C11 Year 3 included the highest total parent attendance of all three past years. See also Table 0-1a earlier for RSG hours of operation.

STATE MEASURE #6- FAMILY LITERACY AND INVOLVEMENT

Number or percentage of families of participating students who participate in family literacy and involvement activities.

Performance Indicator	**Target (%)**	**Activities:** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods:** List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The [number OR percentage] of families of participating students who participate in family literacy activities.	42%	Family literacy night events (held each quarter); regular family/caregiver communication; calls home; meetings	Event sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of **parents** of participating students who participate in family literacy activities	54%	Family literacy night events (held each quarter); regular family/caregiver communication;	Event sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of families of participating students who participate in family engagement activities.	42%	Open house events, advisory board meetings (held each quarter); regular family/caregiver	Open house/advisory board sign-in sheets; family/caregiver focus groups; family/caregiver surveys
The [number OR percentage] of parents of participating students who participate in family engagement activities.	54%	Open house events, advisory board meetings (held each quarter); regular family/caregiver communication	Open house/advisory board sign-in sheets; family/caregiver focus groups; family/caregiver surveys

Table 2e. RSG C11 Years 1-3 Family Participation Data

Parent Event Topics at Schools	Total Parents or Adult Family Attending	Total Unique Parent/ Family Members Attending ≥ 1 Event
Year 3 2024/25		
Open House (x3) at all sites during school events Summer SEL Art (x5 sessions June-August) at Forest Hills STEAM Family Engagement (x7 sessions June-August) at Forest Hills, Purchase Line Lights On After School at Forest Hills, Purchase Line	57 55 41 23 Total = 176	81/283 (29%) Any Event = 81 Parent Education Event = 81 Parent Involvement = 81
Year 2 2023/24		
Lights On After School at all sites Summer Program Value at all sites SEL Family Engagement (x2) at all sites	65 57 52 Total = 174	93/288 (32%) Any Event = 93 Parent Education Event = 93 Parent Involvement = 93
Year 1 2022/23		
Open House (x5) at all sites during school events	164	82/256 (32%) Any Event = 82 Parent Education Event = 82 Parent Involvement = 82

Table 2e shows the evolution of the RSG Program design of parent/family education and involvement activities. Year 1 family activities focused only on Open House events to introduce newly offered school district tutoring opportunities. By Year 2 family activities became more diverse by also celebrating the start of tutoring program doors opening and offering parent-child educational activities targeting Social-Emotional Learning. Year 3 family activities continued to celebrate the opening of the year's tutoring program, but they diversified even more by newly including multiple STEAM (x7) and art (x5) parent-child collaboration activities all summer long. The multiple STEAM and art sessions offered provided greater scheduling flexibility for parents, increasing their ability to engage with RSG activities. Overall family/parent RSG participation has remained fairly consistent at 29-32% over Cohort 11, Years 1-3.

Student Outcomes

Student outcomes measures reporting would include the data source(s), number of students having data, grade levels included if not all, caveats and considerations, results by program attendance, building, center, grade level, cohort, duration in 21st CCLC and/or other relevant subgroups.

State Assessment Results

GPRA MEASURE #1: ACADEMIC ACHIEVEMENT

Percentage of students in grades 4–8 participating in 21stCCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.

Percentage of students in grades 4–8 participating in 21stCCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.

How is growth determined? Growth is defined as positive movement from one performance level to the next on two consecutive years of the same state assessment (PSSA to PSSA or PASA to PASA). This means that a student is considered as IMPROVED if they:

- Move from Below Basic to Basic, Proficient, or Advanced.
- Move from Basic to Proficient or Advanced.
- Move from Proficient to Advanced.

Students who score within the Advanced level on both the prior year and the current year state assessment are considered as not needing to improve.

Students who score in the same level (Below Basic, Basic, and Proficient) in two consecutive years are considered 'no change.'

Students who show negative change, i.e. go from Proficient to Basic, from one year to the next are considered declining.

Data analysis for state assessments will only include students in Grades 4-8, as these are the grades most likely to have two consecutive years of the state assessments and state assessments are not conducted in Pennsylvania before 3rd grade or at the high school levels.

Performance Indicator	**Target (%)**	**Activities:** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods:** List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).	48.5%	2 x/week Mango Math & Mathematics Learning Module curricula; 4 x/week homework assistance/tutoring/ lesson review	PSSA math scores for grades 3-5, program attendance data
The percentage of middle school 21st CCLC participants who demonstrate growth in mathematics on state assessments (PSSA/PASA).	48.5%	2 x/week Mango Math & Mathematics Learning Module curricula; 4 x/week homework assistance/tutoring/ lesson review	PSSA math scores for grades 6-8, program attendance data

The percentage of elementary 21st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).	48.5%	4x/week Group/independent reading; 4 x/week homework assistance/tutoring/ lesson review	PSSA reading scores for grades 3-5, program attendance data
The percentage of middle school 21st CCLC participants who demonstrate growth in reading on state assessments (PSSA/PASA).	48.5%	4x/week Group/independent reading; 4 x/week homework assistance/tutoring/ lesson review	PSSA reading scores for grades 6-8, program attendance data

Table 3a. PSSA Math Test Scores in Cohort 11 Youth Years 1-3.

GPRA 1 Target = 48.5% Growth[1]	Below Basic Math	Basic Math	Proficient Math	Advanced Math
C11 Year 3	4th-5th Pass = 79%	6th-8th Pass = 72%	**All Yr. 3 Grades Pass = 76%**	
4th-5th Grades (n = 66)	14 (21%)	30 (46%)	17 (26%)	5 (7%)
6th-8th Grades (n = 40)	11 (28%)	16 (40%)	12 (30%)	1 (2%)
4th-8th Combined (n = 106)	25 (24%)	46 (43%)	29 (27%)	6 (6%)
C11 Year 2	4th-5th Pass = 64%	6th-8th Pass = 67%	**All Yr. 2 Grades Pass = 65%**	
4th-5th Grades (n = 61)	22 (36%)	24 (39%)	12 (20%)	3 (5%)
6th-8th Grades (n = 39)	13 (33%)	13 (33%)	9 (23%)	4 (10%)
4th-8th Combined (n = 100)	35 (35%)	37 (37%)	21 (21%)	7 (7%)
C11 Year 1	4th-5th Pass = 79%	6th-8th Pass = 42%	**All Yr. 1 Grades Pass = 60%**	
4th-5th Grades (n = 47)	10 (21%)	15 (32%)	16 (34%)	6 (13%)
6th-8th Grades (n = 52)	30 (58%)	13 (25%)	6 (11%)	3 (6%)
4th-8th Combined (n = 99)	40 (40%)	28 (28%)	22 (22%)	9 (9%)

Note 1. Because there was no way to link C11 Years 1 and 2 PSSA scores by youth identity, PSSA Test Growth is instead redefined here as the change in PSSA test pass rates over time. Pass rates include Basic, Proficient, and Advanced scores added together; rounding was adjusted slightly where possible so sums consistently added as close to 100% as possible. 3rd grade PSSA test scores were also provided by RSG but were excluded to match grant goals.

Table 3b. PSSA Reading Test Scores in Cohort 11 Youth Years 1-3.

GPRA 1 Target = 48.5% Growth[1]	Below Basic Reading	Basic Reading	Proficient Reading	Advanced Reading
C11 Year 3	4th-5th Pass = 84%	6th-8th Pass = 91%	**All Yr. 3 Grades Pass = 87%**	
4th-5th Grades (n = 63)	10 (16%)	32 (51%)	18 (29%)	3 (5%)
6th-8th Grades (n = 42)	4 (9%)	26 (62%)	10 (24%)	2 (5%)
4th-8th Combined (n = 105)	14 (13%)	58 (55%)	28 (27%)	5 (5%)
C11 Year 2	4th-5th Pass = 77%	6th-8th Pass = 97%	**All Yr. 2 Grades Pass = 85%**	
4th-5th Grades (n = 61)	14 (23%)	33 (54%)	11 (18%)	3 (5%)
6th-8th Grades (n = 39)	1 (3%)	17 (44%)	14 (36%)	7 (18%)
4th-8th Combined (n = 100)	15 (15%)	50 (50%)	25 (25%)	10 (10%)
C11 Year 1	4th-5th Pass = 79%	6th-8th Pass = 89%	**All Yr. 1 Grades Pass = 84%**	
4th-5th Grades (n = 47)	10 (21%)	10 (21%)	25 (53%)	2 (4%)
6th-8th Grades (n = 52)	6 (11%)	30 (58%)	12 (23%)	4 (8%)
4th-8th Combined (n = 99)	16 (16%)	40 (40%)	37 (37%)	6 (6%)

Note 1. See identical Note 1 below Table 3a.

Table 3a verifies C11 Year 3 RSG youth across all 4th-8th grades earned the highest overall pass rates on the Math PSSA test (76%) compared to Years 1-2 (60-65%). 6th-8th grade C11 Year 3 pass rates (72%) on the Math PSSA test were higher than pass rates in Years 1-2 (42-67%). C11 Year 3 elementary youth in 4th-5th grades (79% passed) returned to their originally high pass rate from Year 1 (also 79%), recovering from the 64% in Year 2 who passed the PSSA Math test. In C11 Year 3 the highest percentage of RSG elementary and middle school youth scored *Basic* on the PSSA Math test. For the first time ever in Year 3, a higher percentage of RSG youth scored *Proficient* on the PSSA Math test than scored *Below Basic* at all grade levels (see Table 3a).

PSSA Reading test scores were also impressively high for C11 Year 3 RSG youth (see Table 3b). The 84% of 4th-5th graders who passed the PSSA Reading test was higher than the 77-79% of same-age youth who passed in Years 1-2. 91% of C11 Year 3 6th-8th graders also passed the Reading PSSA test, similar to both Years 1-2; the overall pass rate for PSSA Reading across all 4th-8th graders was higher in Year 3 (87%) than in Years 1-2 (84-85%).

In Year 2 the Reading PSSA test scores showed a significant relationship between PSSA Reading test scores and disability status across all grade levels for RSG youth ($p = .002$), so in

Year 3 this analysis was run once again. We can be 95% confident that only for 4th-5th grade C11 Year 3 RSG youth did PSSA Reading scores depend on disability status, $\chi^2(3) = 8.36$, $p = .039$. Showing the same pattern as in Year 2, Below Basic Reading PSSA scores were more evenly distributed between youth with Yes (50%) vs. No (50%) disability; the majority of Reading PSSA scores at all other passing category levels consisted of youth with No disability (ranging from 75%-100% as passing scores improve). This result verifies that elementary grade RSG youth with Yes Disability continue to require extra reading skill attention because they are at greater risk of being unable to show adequate reading mastery.

Grade Point Average/Classroom Performance

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)

Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

How is growth determined? Growth is defined as a positive increase in a student's grade point average from the prior year to the participating year. Grantees should examine GPA to the nearest tenth (one decimal point). Grantees/schools may round a student's GPA to the nearest tenth based on generally accepted mathematical principles where .05 and greater may be rounded up and .04 and lower are rounded down. Examples: 3.15 would be rounded to 3.2; 2.86 would be reported as 2.9; 3.44 would be rounded and reported as 3.4.

Performance Indicator	**Target (%)**	**Activities:** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods:** List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of 7-8th grade 21st CCLC participants whose GPA improved from the end of the prior year to the end of the current year.	45%	Homework assist./tutoring/lesson review; Mango Math/Mathematics Learning Mod./Project Wet/Project	Grade 7-8 student GPAs via report card data, program attendance data
The percentage of 10-12th grade 21st CCLC participants whose GPA improved from the end of the prior year to the current year.	N/A	N/A	N/A

Table 4a. Cohort 11 Years 1-3 Improvement in Year-End 7th-8th grade unweighted GPA < 3.0.

GPRA 2	GPA < 3.0
7th-8th grade unweighted GPA < 3.0 Target Improved: 45% *Yr. 3 M* = 2.10, *SD* = .46 *Yr. 3* Range = 1.6-3.1	Year 3 Returning C11 Youth 10 returning youth earned GPA < 3.0 in Year 2, then returned in Year 3 for GPA tracking. **4/10 (40%)[1]** were able to improve their GPA in Year 3.
7th-8th grade unweighted GPA < 3.0 Target Improved: 45% *Yr. 2 M* = 2.24, *SD* = 1.02	Year 2 Returning C11 Youth 21 returning youth earned GPA < 3.0 in Year 1, then returned in Year 2 for GPA tracking. **12/21 (57%)[1]** were able to improve their GPA in Year 2.
7th-8th grade unweighted GPA < 3.0 Target Improved: 45% *M* = 1.6, *SD* = 1.1	Year 1 C11 Youth 35/42 (83%) had GPA < 3.0 *Pending Year 2 data for improved GPA[2]*

Note 1. Of the 4 in C11 Year 3 who were able to improve their unweighted GPA from the previous year, their GPAs increased by anywhere from .3-1.0. The other 6 Year 3 youth who had a GPA < 3.0 the previous year showed further slight GPA decline in Year 3 by anywhere from -.1-(-.9). Of the 12 in C11 Year 2 who were able to improve their unweighted GPA from the previous year, their GPAs increased by anywhere from .1-1.5. Two youth by Year 2 showed no change in GPA. One youth whose GPA was < 3.0 in Year 1 was able to earn a GPA > 3.0 in Year 2; one youth below 3.0 in Year 2 was able to earn a GPA > 3.0 in Year 3.

Note 2. Since this was the first year C11 participated in the RSG program, no improvement could be measured.

Table 4a above verifies that the target of 45% RSG youth, who needed to improve their C11 Year 2 unweighted GPA (i.e., as it < 3.0) by Year 3 was almost met; 40% of relevant 7th-8th graders showed small GPA improvements over time. Of the remaining 7th-8th grade youth whose GPAs slightly declined from Years 2 to 3, none of them dropped by more than -.9 GPA points.

Table 4b. **Math** Report Card Grade Improvements by ≥ 4% among C11 Years 1-3 RSG youth who earned percentages from 0-100%[1].

Year 3 C11 Youth Grade Level Math Improvement	**% of Year 3 C11 Youth Improving Math Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	25/150 (17%)
Fall As Removed/High Need[2]	21/71 (30%)
ALL 6th-8th grade	13/60 (22%)
Fall As Removed/High Need	11/31 (36%)
ALL K-8th grade	38/210 (18%)
Fall As Removed/High Need	32/102 (31%)
Year 2 C11 Youth Grade Level Math Improvement	**% of Year 2 C11 Youth Improving Math Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	46/147 (31%)
Fall As Removed/High Need[2]	38/71 (54%)
ALL 6th-8th grade	18/77 (23%)
Fall As Removed/High Need	16/50 (32%)
ALL K-8th grade	64/224 (29%)
Fall As Removed/High Need	54/121 (45%)
Year 1 C11 Youth Grade Level Math Improvement	**% of Year 1 C11 Youth Improving Math Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	36/131 (27%)
Fall As Removed/High Need[2]	32/68 (47%)
ALL 6th-8th grade	22/62 (36%)
Fall As Removed/High Need	21/47 (45%)
ALL K-8th grade	58/193 (30%)
Fall As Removed/High Need	53/115 (46%)

Note 1. In Year 3 all 3 school districts graded older youth on the 0-100% scale, while younger grades received an alternative 4-pt. grading scale. In Year 2 Purchase Line school district only used 0-100% grade percentages. Forest Hills and All Saints Catholic graded older youth on this percentage scale also, while younger youth were graded on a 4-pt. scale (see Table 4d).

Note 2. Fall As removed are re-calculated report card grade improvements after removing any RSG youth who earned 92% or higher (A grades) in the fall because they did not need to improve. Corrected Year 1 data was inserted above which differs slightly from the C11 Year 1 report data as a more effective way to ensure accurate data sorting related to high vs. low need to improve was implemented in Year 2.

Cohort 11 consists of schools using different types of math and reading report card grades. Those schools that used a 0-100% grading scale can be seen in Tables 4b-4c, which allows us to

track the percentage of C11 Year 1 RSG youth who raised their math and reading report card grades by half a letter grade (i.e., ≥ 4%).

C11 Year 3 RSG youth who improved their math report card grades by ≥ 4% was noticeably lower, at only 18%, than in Year 1 (30%) or Year 2 (29%) across all grade levels (see Table 4b). The same pattern across all grade levels occurred also when only the *High Need to Improve* RSG youth (i.e., those earning below an A in Quarter 1) from Year 3 (31%) were compared in math grade improvement to those in Year 1 (46%) and Year 2 (45%). While the decline in math grade improvements for 6th-8th graders began in Year 2, the decline for elementary youth in math grade improvement percentage appeared in Year 3. For some reason, over the past three years, fewer C11 RSG youth have been improving their math report card grades from Quarter 1 to Quarter 4 by half a letter grade or more (see Table 4b). To support this idea, the Year 3 median math report card grade in Quarter 1 was 92.00% (i.e., the middle scoring RSG youth from the entire sample) while the median Quarter 4 math grade was 90.00%. On average for K-8th grade RSG youth with a 0-100% math grade scale, there was a -2% decrease in math grades by the end of the 2025 school year. This math result can be narrowed down as only occurring for Year 3 RSG youth with Yes Economic Disadvantage, as they alone across all grades again show a decline of -2% (i.e., with a median Quarter 1 math grade of 91% and a median Quarter 4 math grade of 89%). The RSG youth with No Economic Disadvantage across K-8th grades, show improvement over time with a Quarter 1 median math grade of 94.50 and a Quarter 4 median math grade of 95.50 (i.e., up by 1% on average). This reversed pattern of results suggests that RSG youth with Yes Economic Disadvantage need extra support in developing their math skills over the school year to compensate for lower family time and/or ability to give support in this area.

Table 4c shows a more stable, consistent pattern of reading report card grade improvements by ≥ 4% or more across K-8th grade RSG youth over the past three years. C11 Year 3 RSG youth across all grades (26%) showed a similar amount able to improve reading grades than those in Year 1 (30%) and in Year 2 (25%). C11 Year 3 K-8th grade RSG youth with a *High Need to Improve* (i.e., starting Quarter 1 with less than an A grade) were able to improve their reading grades by ≥ 4% (at 39%); this also was similar to the *High Need to Improve* reading results from Year 1 (44%) and Year 2 (40%). Overall reading grades on average showed no change in K-8th grade Year 3 youth (Quarter 1 median = 90%; Quarter 4 median = 90%). Also, breaking median Quarter 1 and Quarter 4 reading report card grades down by Yes vs. No Economic Disadvantage did not show the same problematic pattern as shown with math grades. Year 3 K-8th grade youth with Yes Economic Disadvantage improved their Quarter 1 reading report card grades (Median = 89.00%) to Quarter reading grades (Median = 90%). This average 1% improvement over the school year was higher than the .5% improvement in reading grades shown by youth with No Economic Disadvantage (Quarter 1 Median = 94.50%; Quarter 4 Median = 95.00%). However, those with Yes Economic Disadvantage clearly score lower on average in both math and reading report card grades than No Economic Disadvantage youth.

Table 4c. **Reading** Report Card Grade Improvements by ≥ 4% among C11 Years 1-3 RSG youth who earned percentages from 0-100%[1].

Year 3 C11 Youth Grade Level	**% of Year 3 C11 Youth Improving Reading Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	38/151 (25%)
Fall As Removed/High Need[2]	32/77 (42%)
ALL 6th-8th grade	17/60 (28%)
Fall As Removed/High Need	15/44 (34%)
ALL K-8th grade	55/211 (26%)
Fall As Removed/High Need	47/121 (39%)
Year 2 C11 Youth Grade Level	**% of Year 2 C11 Youth Improving Reading Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	36/147 (24%)
Fall As Removed/High Need[2]	34/87 (39%)
ALL 6th-8th grade	21/77 (27%)
Fall As Removed/High Need	20/49 (41%)
ALL K-8th grade	57/224 (25%)
Fall As Removed/High Need	54/136 (40%)
Year 1 C11 Youth Grade Level	**% of Year 1 C11 Youth Improving Reading Grades (0-100% scale) by ≥ 4%**
ALL K-5th grade	33/131 (25%)
Fall As Removed/High Need[2]	30/74 (41%)
ALL 6th-8th grade	24/62 (39%)
Fall As Removed/High Need	24/48 (50%)
ALL K-8th grade	57/193 (30%)
Fall As Removed/High Need	54/122 (44%)

Note 1. In Year 3 all 3 school districts graded older youth on the 0-100% scale, while younger grades received an alternative 4-pt. grading scale. In Year 2 Purchase Line school district only used 0-100% grade percentages. Forest Hills and All Saints Catholic graded older youth on this percentage scale also, while younger youth were graded on a 4-pt. scale (see Table 4e).

Note 2. Fall As removed are re-calculated report card grade improvements after removing any RSG youth who earned 92% or higher (A grades) in the fall because they did not need to improve. Corrected Year 1 data was inserted above which differs slightly from the C11 Year 1 report data as a more effective way to ensure accurate data sorting related to high vs. low need to improve was implemented in Year 2.

Table 4d. Math Grade Improvements (4-pt. scale) for C11 Years 1-3 K-4th grade RSG youth[1].

Year 3 Youth Grade Level	**% of Year 3 Youth Improving Math Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 65)	Up a Level 19/65 (29%) No Change 45/65 (69%) Down a Level 1/65 (2%)
Year 2 Youth Grade Level	**% of Year 2 Youth Improving Math Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 50)	Up a Level 0/50 (0%) No Change 48/50 (96%) Down a Level 2/50 (4%)
Year 1 Youth Grade Level	**% of Year 1 Youth Improving Math Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 49)	Up a Level 13/49 (27%) No Change 33/49 (67%) Down a Level 3/49 (6%)

Note 1. In Year 3 Forest Hills and Purchase Line (K-1st grade) and All Saints Catholic (K-4th grade) included several youth only graded on a 4-pt. scale. 4 = Exceeds expectations, 3 = Meets expectations, 2 = Progressing toward expectations, 1 = Needs improvement. Some youth at All Saints earned letter grades (A, B, or C), which were converted to this 4-pt. scale (A = 4, B = 3, C = 2) before being counted above. In Year 3 two All Saints youth received S for Satisfactory grades only, so they were excluded from being counted.

Note 2. In Year 3 11% of youth (7/65) who earned 4-pt. scale math grades were already at "Exceeds Expectations"/A-grades in fall, so did not need to improve spring math grades. Of the 7 "A-grade" youth in fall, 100% maintained their "A-grade" math performance in the spring. Four additional youth (6%) improved from fall to spring by achieving "Exceeds Expectations/A-grades" for the first time in Spring 2025. 76% (34/45) of the No Change RSG youth in Year 3 earned math "Meets Expectations" grades in both fall and spring.

Tables 4d-4e display all math and reading "alternative" report card grade changes from fall to spring (see Notes 1-2 of Tables 4d-4e for details). "Alternative" report card grades fall along a 4-point scale rather than using the typical 0-100% grading scale; the higher the score the better the RSG youth performance. Table 4d shows that math report card grade improvement by one level or more for grade levels using the 4-pt. scale system in Year 3 (29%) was slightly higher than in Year 1 (27%) but much, much higher than in Year 2 (0%). This was a very promising finding that almost 1/3 of the youngest youth who participate in the RSG program are improving the math report card grades in Year 3. Table 4e shows that reading report card grade improvement by one level or more for grade levels using the 4-pt. scale system in C11 Year 3 (42%) was especially impressive! Only 6% of Year 2 C11 youth improved at reading and 22% of Year 1 C11 youth did so when 4-pt. scale grades were examined. Overall, then almost twice as many Year 3 RSG youth graded on a 4-pt. scale system improved their reading grades than in Year 1 and over six times as many improved compared to Year 2.

Table 4e. Reading Grade Improvements (4-pt. scale) for C11 Years 1-3 K-4th grade RSG youth[1].

Year 3 Youth Grade Level	**% of Year 3 Youth Improving Reading Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 65)	Up a Level 27/65 (42%) No Change 36/65 (55%) Down a Level 2/65 (3%)
Year 2 Youth Grade Level	**% of Year 2 Youth Improving Reading Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 50)	Up a Level 3/50 (6%) No Change 43/50 (86%) Down a Level 4/50 (8%)
Year 1 Youth Grade Level	**% of Year 1 Youth Improving Reading Grades (Level change on 4-pt. scale)**
K-4th grade[1] (n = 49)	Up a Level 11/49 (22%) No Change 38/49 (78%) Down a Level 0/49 (0%)

Note 1. In Year 3 Forest Hills and Purchase Line (K-1st grade) and All Saints Catholic (K-4th grade) included several youth only graded on a 4-pt. scale. 4 = Exceeds expectations, 3 = Meets expectations, 2 = Progressing toward expectations, 1 = Needs improvement. Some youth at All Saints earned letter grades (A, B, or C), which were converted to this 4-pt. scale (A = 4, B = 3, C = 2) before being counted above. In Year 3 two All Saints youth received S for Satisfactory grades only, so they were excluded from being counted.

Note 2. In Year 3 5% of youth (3/65) who earned 4-pt. scale reading grades were already at "Exceeds Expectations"/A-grades in fall, so did not need to improve spring reading grades. Of the 3 "A-grade" youth in fall, 100% maintained their "A-grade" math performance in the spring. Four additional youth (6%) improved from fall to spring by achieving "Exceeds Expectations/A-grades" for the first time in Spring 2025. 86% (31/36) of the No Change RSG youth in Year 3 earned reading "Meets Expectations" grades in both fall and spring.

Tables 5a-5b display overall improvement results in math and reading grades, respectively, for the two C11 schools who used a 4-pt. grading scale for some of their elementary youth by first transforming all grade changes from fall to spring into a universal format where the higher the score, the better the reading and math skills. Improvement on this scale was defined as C11 RSG youth moving up one or more levels from fall to spring on the 4-pt. scale (e.g., from a 2 to 3 or from a B to A) or as a gain by +4% or more from fall to spring on the 0-100% percentage scale. This standardization process allowed all improving grade youth from each site to be added together, regardless of original report card format as being 0-4, A-F, or 0-100%. By creating a more universal scale to compare the three Cohort 11 schools separately, it is possible to examine the broadest possible sample of grade improvements from fall to spring report card grade changes from Year 1 to Year 3. New for Year 3 each unique grading scale was reported separately by school site (see Tables 5a-5b) before combining all scores for total improvement across both grading scales. The goal was to more clearly help the reader understand this data.

Table 5a. Fall to Spring Math Grade Changes for C11 Years 1-3 RSG youth by School District.

School District	Yr. 3 C11 % with Math Improvement[1]	Yr. 2 C11 % with Math Improvement[1]	Yr. 1 C11 % with Math Improvement[1]
All Saints Catholic[2]	4-pt. scale: 8/17 (47%) 0-100%: 6/29 (21%) **Total = 14/46 (30%)**	0/28 (0%)	13/33 (39%)
Forest Hills	4-pt. scale: 6/42 (14%) 0-100%: 17/123 (14%) **Total = 23/165 (14%)**	30/159 (19%)	31/121 (26%)
Purchase Line	4-pt. scale: 4/6 (67%) 0-100%: 15/58 (26%) **Total = 19/64 (30%)**	34/87 (39%)	27/88 (31%)
Total All Schools	4-pt. scale: 18/65 (28%) 0-100%: 56/210 (27%) **Total = 74/275 (27%)**	64/274 (23%)	71/242 (29%)

Note 1. All 3 C11 Year 3 schools used a mixture of 0-100% and 4-pt. math grading scales, with grade levels varying for 4-pt. scale use (i.e., K-1st grades for Forest Hills and Purchase Line; K-4th grades for All Saints). The percentage of C11 Year 3 RSG youth who showed improvement by either one or more levels on a 4-pt. scale OR by ≥ 4% on a 0-100% scale is listed above, aside from the combined total percentage of improved youth for Year 3.

Table 5b. Fall to Spring Reading Grade Changes for C11 Years 1-3 RSG youth by School District.

School District	Yr. 3 C11 % with Reading Improvement[1]	Yr. 2 C11 % with Reading Improvement[1]	Yr. 1 C11 % with Reading Improvement[1]
All Saints Catholic	4-pt. scale: 10/17 (59%) 0-100%: 8/29 (28%) **Total = 18/46 (39%)**	2/28 (7%)	8/33 (24%)
Forest Hills[2]	4-pt. scale: 11/42 (26%) 0-100%: 32/124 (26%) **Total = 43/166 (26%)**	38/160 (24%)	35/121 (29%)
Purchase Line	4-pt. scale: 6/6 (100%) 0-100%: 15/58 (26%) **Total = 21/64 (33%)**	20/86 (23%)	25/88 (28%)
Total All Schools	4-pt. scale: 27/65 (42%) 0-100%: 55/211 (26%) **Total = 82/276 (30%)**	60/274 (22%)	68/242 (28%)

Note 1. All 3 C11 Year 3 schools used a mixture of 0-100% and 4-pt. reading grading scales, with grade levels varying for 4-pt. scale use (i.e., K-1st grades for Forest Hills, Purchase Line; K-4th grades for All Saints). The percentage of C11 Year 3 RSG youth who showed improvement by one or more levels on a 4-pt. scale OR by ≥ 4% on a 0-100% scale is listed above, aside from the combined total percentage of improved youth for Year 3.

Table 5a highlights that All Saints Catholic School was able to positively bounce back in Year 3 for math report card grades, with 30% of RSG youth improving in math regardless of the grading scale system used; this was up from 0% math improving youth in Year 2. Purchase Line RSG youth have been consistent in showing math report card grade improvements over Years 1-3, ranging from 24-29% over this time. The youngest grade-level youth at All Saints (47% up) and at Purchase Line (67% up), or those graded on the 4-pt. scale system, especially stood out as showing high Year 3 math grade improvements (see Table 5a). Forest Hills has tended to slightly decline over Years 1-3, since 26% of C11 Year 1 youth improved in math during Year 1 and only 14% of C11 Year 3 youth improved in math. The RSG program is clearly showing evidence of helping youth improve their math report card grades, regardless of whether the youth are graded on the 4-pt. scale or the 0-100% scale.

Table 5b verifies that both All Saints Catholic and Purchase Line showed their highest reading report card grade improvement percentages in C11 Year 3 compared to Years 1-2. For both schools, this reading grade improvement was again especially visible for the younger grades where youth were graded on the 4-pt. scale system. Specifically, 39% of All Saints C11 Year 3 youth improved their reading report card grades regardless of grading scale, but 59% of All Saints youth in Year 3 graded on the 4-pt. scale system improved their reading performance. 33% of Purchase Line C11 Year 3 youth improved their reading grades regardless of grading scale, but 100% of Purchase Line youth in Year 3 graded on the 4-pt. scale system improved their reading performance. Forest Hills reading grade improvements have remained consistent over Years 1-3, regardless of the grading scale used (see Table 5b).

Overall, Tables 5a-5b provide evidence that the RSG tutoring program is playing an important role in improving K-8th grade math and reading skills, regardless of how report card grades are assigned. The Year 2 concern about use of low-sensitivity 4-pt. grading scales for younger RSG youth appears to be contradicted by the Year 3 data (see Tables 5a-5b).

Teacher-Reported Results (Teacher Survey)

Table 6a. C11 Years 2-3 1st-5th Grade Teacher Survey Improvement Ratings.

Teacher Survey Item		1st-5th grade Year 3 (2024/25)	1st-5th grade Year 2 (2023/24)
Homework Completion		Improved 118 (61%) No Change 26 (13%) Decline 2 (1%) No Need 49 (25%) N = 195 **118/146 (81%) Improved of those Needing to.**	Improved 87 (46%) No Change 25 (13%) Decline 5 (3%) No Need 72 (38%) N = 189 **87/117 (74%) Improved of those Needing to.**
Class Participation		Improved 91 (47%) No Change 39 (20%) Decline 2 (1%) No Need 63 (32%) N = 195 **91/132 (69%) Improved of those Needing to.**	Improved 77 (40%) No Change 34 (18%) Decline 3 (2%) No Need 78(41%) N = 192 **77/114 (68%) Improved of those Needing to.**
Volunteer for Extra		Improved 77 (39%) No Change 57 (29%) Decline 1 (1%) No Need 60 (31%) N = 195 **77/135 (57%) Improved of those Needing to.**	Improved 53 (28%) No Change 48 (25%) Decline 3 (2%) No Need 88 (46%) N = 192 **53/104 (51%) Improved of those Needing to.**
Attentive in Class		Improved 94 (48%) No Change 42 (21%) Decline 5 (3%) No Need 54 (28%) N = 195 **94/141 (67%) Improved of those Needing to.**	Improved 84 (44%) No Change 33 (17%) Decline 11 (6%) No Need 64 (33%) N = 192 **84/128 (66%) Improved of those Needing to.**
Behavior in Class		Improved 73 (37%) No Change 37 (19%) Decline 3 (2%) No Need 82 (42%) N = 195 **73/113 (65%) Improved of those Needing to.**	Improved 47 (25%) No Change 30 (16%) Decline 7 (4%) No Need 108 (56%) N = 192 **47/84 (56%) Improved of those Needing to.**

Teacher Survey Item		1st-5th grade Year 3 (2024/25)	1st-5th grade Year 2 (2023/24)
Academic Performance		Improved 126 (65%) No Change 30 (16%) Decline 2 (1%) No Need 35 (18%) N = 193 **126/158 (80%) Improved of those Needing to.**	Improved 76 (40%) No Change 64 (33%) Decline 6 (3%) No Need 46 (24%) N = 192 **76/146 (52%) Improved of those Needing to.**
Motivation to Learn		Improved 84 (43%) No Change 46 (24%) Decline 4 (2%) No Need 61 (31%) N = 195 **84/134 (63%) Improved of those Needing to.**	Improved 66 (34%) No Change 53 (28%) Decline 4 (2%) No Need 69 (36%) N = 192 **66/123 (54%) Improved of those Needing to.**
Engaged in Learning		Improved 96 (49%) No Change 49 (25%) Decline 3 (2%) No Need 47 (24%) N = 195 **96/148 (65%) Improved of those Needing to.**	Improved 85 (45%) No Change 48 (25%) Decline 4 (2%) No Need 52(28%) N = 189 **85/137 (62%) Improved of those Needing to.**

Note 1. In Year 3 N = 193-195 depending on item because no K or 6th-8th grade Teacher Survey data was collected. In Year 2 N = 189-192 depending on item because no K or 6th-8th grade Teacher Survey data was collected. Years 2-3 counts are only included for 1st-5th grades above as a result. In Year 1 N = 256 as youth from all K-8th grades were rated using Teacher Surveys. Because Year 1 included Kindergarten youth, unlike Years 2-3 surveys, Year 1 is not comparable to Years 2-3 data, so is excluded from Table 6. Also information from previous years' Tables 6a-6b is now all merged into Table 6a for the Year 3 report.

Table 6a only compares Years 2-3 C11 RSG youth data because starting in Year 2 Teacher Survey data was only collected from 1st-5th grade school teachers; in Year 1 all K-8th graders were rated on the Teacher Survey, making it difficult to compare. To provide more context to understand the Cohort 11 Teacher Survey results, I calculated RSG youth improvement in two ways. Table 6a includes 1st-5th grade youth improvement percentages in the context of knowing what percentage were perceived by schoolteachers as NOT needing to improve to begin with; also reported in Table 6a (see bottom of each cell, bold font) was the percentage of 1st-5th graders who improved in various Teacher Survey areas, but only out of those YES needing to improve, according to school teacher report.

C11 Year 3 Teacher Survey items showed a higher percentage of RSG youth improving in ALL ITEMS compared to C11 Year 2 results! The two most improved C11 Year 3 1st-5th grade Teacher Survey areas out of only those needing to improve (see Table 6a) were in homework

completion (81%) and in academic performance (80%). The 80% of Year 3 RSG youth improving in academic performance was especially impressive because in Year 2 that area was among the two lowest Teacher Survey items where teachers observed improvement! The two most improved C11 Year 2 1st-5th grade Teacher Survey areas out of only those needing to improve (see Table 6a) were in homework completion (74%) and class participation (68%); the lowest Year 2 areas of youth improvement were in academic performance (52%) and volunteering for extra (51%). Overall, the Teacher Survey results verify that school teachers in Year 3 especially noticed positive RSG youth changes across all academic and behavior areas.

Table 6b. C11 Year 3 relationship between Economic Disadvantage and Top 2 Teacher Survey Results on RSG Youth.

Teacher Survey: Homework Completion (81% Improved of those Needing to)					
Economic Disadvantage	**Declined**	**No Change**	**Improved**	**Did Not Need to Improve**	**Total**
Yes	2 (1%)	26 (15%)	101 (57%)	48 (27%)	177
No	0	0	17 (94%)	1 (6%)	18
Total	2	26	118	49	195
Teacher Survey: Academic Performance (80% Improved of those Needing to)					
Economic Disadvantage	**Declined**	**No Change**	**Improved**	**Did Not Need to Improve**	
Yes	2 (1%)	30 (17%)	110 (62%)	35 (20%)	177
No	0	0	16 (100%)	0	16
Total	2	30	126	35	193

Note 1. Statistical analyses of the above data suggest that both Teacher Survey item relationships to Economic Disadvantage were significant with 95% confidence, but there were too few RSG youth in some cells to report p-values.

Earlier in this report Table 2c verified that C11 Year 3 youth with Yes Economic Disadvantage showed much more variable total RSG program attendance than those with No Economic Disadvantage. This greater spread of attendance hours across summer and school year combined reflected that lower RSG program attendance occurs for youth with Yes Disadvantage, likely related to transportation challenges and/or other reasons for lower family ability to encourage their children to receive consistent tutoring. Discussion near Table 4b also verified that C11 Year 3 youth with Yes Economic Disadvantage showed on average a -2% math report card grade change from fall to spring (also starting at a lower math grade in Quarter 1), while youth with No Economic Disadvantage on average improved their math grade from fall to spring by +1% (starting at a higher math grade in Quarter 1). For these reasons, it seemed valuable to compare RSG youth with Yes vs. No Economic Disadvantage by looking at the Top 2 Teacher Survey item improvement areas (see Table 6b above). For Teacher Survey homework completion and

academic performance improvement observations, there is a glaring pattern of disadvantage for C11 Year 3 RSG youth with Yes Economic Disadvantage. School teachers reported that 28 youth with Yes Economic Disadvantage either "Declined" or showed "No Change" in homework completion and that 32 of them either "Declined" or showed "No Change" in academic performance. Zero youth with No Economic Disadvantage were reported by school teachers in Year 3 as "Declining" or "No Change"!

Tables 2c, 4b, and 6b provide converging evidence that extra attention and innovative strategies are needed to help RSG youth with Yes Economic Disadvantage overcome the extra family situation difficulties these youth encounter. This issue is complex, though, because it is difficult to tease apart whether Economic Disadvantage status matters most vs. the specific school district sites with their unique student body demographics, program processes with challenges, and even available tutoring hours.

- Question 1: To what degree are the significantly lower total RSG school year attendance hours and more variable (wider range of) attendance hours shown for "Yes Economic Disadvantage" youth due to the fact that 100% of Forest Hills, 99% of Purchase Line, and only 38% of All Saints Catholic youth are classified as having Yes Economic Disadvantage? In other words, maybe school site matters more than economic disadvantage status for comparing C11 Year 3 total attendance hour differences during the school year. Summer hours were excluded here because All Saints has no summer tutoring program for comparison.
    - C11 Year 3 School Year Total RSG Attendance Hours for the 3 schools, $p = .026$ verifying All Saints has the highest average school year RSG hours, along with the most consistent/similar youth attendance patterns (i.e., smallest SD value):
        - Forest Hills Mean SY RSG Hours M = 278.20, SD = 92.09
        - Purchase Line Mean SY RSG Hours M = 264.12, SD = 115.72
        - All Saints Catholic Mean SY RSG Hours = 310.38, SD = 33.07
- Question 2: To what degree is the decline in C11 Year 3 Math grades from Quarter 1 to Quarter 4 related to economic disadvantage status vs. specific school site? Further analysis verifies Forest Hills school district is driving the decline in Math report card grades during Year 3:
    - C11 Year 3 Quarter 1 and Quarter 4 math and reading grades were consistently higher for All Saints Catholic youth (N = 29 youth with 0-100% grades, limited to 5^{th}-8^{th} grade) than the other two schools (N = 123-125 at Forest Hills; N = 58-59 at Purchase Line), though not all these resulted in significant average differences:
        - Forest Hills Mean Q1 Math = 89.39; SD = 9.40
        - Forest Hills Mean Q4 Math = 86.92; SD = 9.55
        - Forest Hills Mean Yr. 3 Change in Math = -2.26 (decline); SD = 6.56

- Note 1. Forest Hills has much less opportunity for RSG youth to receive customized attention to target individual math skills that may need 1-on-1 attention given the large number of youth here.

- Purchase Line Mean Q1 Math = 87.05; SD = 10.60
- Purchase Line Mean Q4 Math = 86.59; SD = 8.42
- Purchase Line Mean Yr. 3 Change in Math = -.53 (decline); SD = 9.48
    - Note 1: Purchase Line only gets 10 hours of tutoring per week unlike the other two schools with 12 hours per week. The 3:15 start time later in the day than the other two sites may mean youth at this site (especially K-5th graders) are more exhausted or less motivated to do school work when tutoring begins.
- All Saints Mean Q1 Math = 91.03; SD = 8.34
- All Saints Mean Q4 Math = 90.93; SD = 6.69
- All Saints Mean Yr. 3 Change in Math = -.10 (decline); SD = 5.88
    - Note 1: All Saints only uses the 0-100% grading scale for 5th-8th grades, while the other two schools include a few younger grades in their averages. Any grade advantage may reflect that older youth, with naturally better attention spans, are measured at All Saints. It may also reflect fewer youth/greater individual attention.
    - Note 2: An internet query to Google AI, where I asked about All Saints' alignment with PA state standards verified that yes All Saints "aligns with Pennsylvania's academic expectations, but they use the Core Knowledge Sequence as their curriculum base, which actually goes beyond state standards by providing a more specific, content-rich foundation….". All Saints' main website also verifies Middle State accreditation. Any grade advantage may reflect unique use of the Core Knowledge Sequence.

School Attendance

GPRA MEASURE #3: SCHOOL DAY ATTENDANCE

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

a. Had a school-day attendance rate at or below 90% in the prior school year; and
b. Demonstrated an improved attendance rate in the current school year.

How is growth determined? State evaluators will examine the attendance rate in consideration of the student's enrolled days for the prior year and the participating year. However, state evaluators will focus on attendance rate as the growth measure.

- Students with an attendance rate better than 90% in the prior year AND the participating year will be considered not needing to improve.
- After excluding students who did not need to improve, any student who improves to any degree from the prior year to the current year will be considered improved.
- After excluding students who did not need to improve, any student who declines to any degree from the prior year to the current year will be considered declined.
- After excluding students who did not need to improve, any student whose attendance rate is the same for both years will be considered no change.

Performance Indicator	Target (%)	Activities: Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods: List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, having a prior year attendance rate below 90% whose school-day attendance rate improved from the prior year to the current year.	51%	Program attendance policy (must attend school to attend program), parent/caregiver communication & education, SEL activities via Positive Action curr., calls home to families, interventional meetings	School attendance data & program attendance data for students in grades K-5.
The percentage of middle and high school 21st CCLC participants, as applicable to the grades the applicant intends to serve, having a prior year attendance rate below 90% whose school-day attendance rate improved from the prior year to the current year.	51%	Program attendance policy (must attend school to attend program), parent/caregiver communication & education, SEL activities via Positive Action curr., calls home to families, interventional meetings	School attendance data & program attendance data for students in grades 6-8.

Table 7a. School Attendance Rate ≤ 90% for C11 Years 1-3 RSG.

GPRA 3 School attendance rate ≤ 90% Target = 51% improvement	**% of C11 Year 3 youth who improved from Year 2 (≤ 90%).**	**% of C11 Year 2 youth who improved from Year 1 (≤ 90%).**	**% of C11 Year 1 youth with ≤ 90% school attendance[1].**
1st-5th grade Year 3: *M* = 91.27 *Mo* = 95.00 Year 2: *M* = 95.82, *Mo* = 100% Year 1: *M* = 96.62, *Mo* = 100%	10/11 (91%)	7/10 (70%)	15/168 (9%)
6th-8th grade Year 3: *M* = 92.67 *Mo* = 88.00 Year 2: *M* =98.42, *Mo* = 100% Year 1: *M* = 97.13, *Mo* = 100%	2/3 (67%)	5/5 (100%)	14/65 (22%)
1st-8th grade Year 3: *M* = 91.57 Yr. 2: M = 96.58 Yr. 1: 96.79	12/14 (86%)	12/15 (80%)	29/233 (12%)

Note 1. More precise Yr. 2 reading of the GPRA 3 goal made me realize I should have included those scoring exactly 90% also (not just those < 90%) in Year 1. Therefore, I recalculated C11 Year 1 data before correctly measuring Years 2-3 data. The Year 1 means/modes were also re-estimated for Years 1-3 comparison.

Table 7a verifies that for all C11 Year 3 grade levels the GPRA 3 target of 51% was clearly surpassed regarding improvement in school attendance rates. When examining RSG youth who fell at or below 90% school attendance in Year 2, 91% of 1st-5th graders, 67% of 6th-8th graders, and 86% of RSG youth across all grade levels showed some improvement in Year 3 school attendance rates. For Year 3 1st-8th graders who improved compared to the previous year, anywhere from 2-16% improvement over time in the school attendance rate was shown.

Table 7b summarizes three Teacher Survey item responses to C11 youth over Years 1-3 who improved (out of those who needed to). These three survey items are most relevant to GPRA 3 school attendance, GPRA 4 behavior, and GPRA 5 engaged learning. Year 3 1st-5th graders showed the largest improvement over Year 2 in Student Behavior observed in class, jumping from 56% to 65%; the other two Year 3 Teacher Survey items remained consistently high as found in Year 2. Year 2 1st-5th graders showed higher improvement percentages than Year 1 relevant to all three GPRA measures 3-5 (see Table 7b).

Table 7b. C11 Years 1-3 1st-5th grade Teacher Survey Improvement Ratings (of those Needing to Change[1]) most relevant to GPRA 3,4, and 5.

Teacher Survey Item	**1st-5th grade**
Attentive in Class **GPRA 3**	Yr. 3: Improved = 67% Yr. 2: Improved = 66% Yr. 1: Improved = 56%
Behavior in Class **GPRA 4**	Yr. 3: Improved = 65% Yr. 2: Improved = 56% Yr. 1: Improved = 40%
Engaged Learning **GPRA 5** Target 48% of 1st-5th graders	Yr. 3: Improved = 65% Yr. 2: Improved = 62% Yr. 1: Improved = 56%

Note 1. Years 2-3 Teacher Survey results were only collected from 1st-5th graders; no K or 6th-8th grade data was collected. Year 1 youth was re-calculated to remove Kindergarten youth for the data above to ensure all 3 years of data could be accurately compared. Also, only the % of youth who improved, out of those needing to change, was reported above to avoid underestimating positive change in RSG youth.

Student Behavior

GPRA MEASURE #4: IN-SCHOOL SUSPENSION

Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

How is growth determined? State evaluators will examine change to in-school suspensions in terms of total volume of days of in-school suspension(s) for the prior year and participating year. For the purposes of determining growth, evaluators will focus on duration of suspensions as this equates to time out of the regular learning environment and a potential disruption in a student's education. Time out of class/the regular learning environment may be more concerning than more frequent incidents of shorter duration.

No data was collected on in-school suspensions for Cohort 11 Years 1-3. See Table 7b above for Teacher Survey ratings of Student Behavior improving over the school year for an alternative, relevant measure.

GPRA MEASURE #5- STUDENT ENGAGEMENT IN LEARNING

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

How is growth determined? Teachers will select one of four change categories for each student: did not need to improve, improved, no change, and declined. The teacher may choose the level of change based on their professional observation of the child's performance in their classroom.

Performance Indicator	**Target (%)**	**Activities:** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods:** List all data sources used to examine this indicator: Ex: report cards, program attendance data, student grade levels
The percentage of elementary 21st CCLC participants, as applicable to the grades the applicant intends to serve, who demonstrated an improvement in teacher-reported engagement in learning.	48%	Regular communication with school-day teachers; homework assist./tutoring/lesson review; Mango Math/Mathematics Learning Mod./Project WET/Project Learning Tree curr.;	21st CCLC teacher survey data, and program attendance data for grades 1-5.

See Table 7b in the School Attendance data section above, where the Teacher Survey item on improvement in Engaged Learning relevant to 1st-5th grade GPRA 5 is summarized. Table 7b verifies that during all Years 1-3 (moving from 56% in Year 1, to 62% in Year 2, to 65% in Year 3) C11 RSG youth have surpassed the 48% target of improvement for engaged learning.

Graduation and Promotion

100% of Cohort 11 Year 1 RSG youth either graduated or were promoted to the next grade level.

High School Credit/Course Recovery

N/A to Cohort 11 RSG Program

[Other Grantee-Defined Outcome Measures]

N/A to Cohort 11 RSG Program

Stakeholder Feedback (if applicable)

This would include any student, parent, partner, school leader surveys or interviews, if applicable

Teacher Survey results are shown in Tables 6a-6b and 7b earlier in the report.

Parent Surveys were collected for Cohort 11 Year 3, as outlined on the next page.

Case Studies and Program Observations/Site Visits (if applicable)

Saint Francis University students collected C11 Year 3 data during the "Lights On" program day in October 2024, as summarized after the parent survey results.

Stakeholder Feedback Summarized

PARENT SURVEY RSG Youth C11 Year 3

Table 8a. Parent Responses for Cohort 11, Year 3.

RSG School Site	Total Parent Responses (Response rate)[1]
Summer 2024 Parents (N = 24)	
Forest Hills School District (FH)	n = 17
Purchase Line School District (PL)	n = 7
Spring 2025 Parents (N = 40)	
All Saints Catholic School District (AS)	n = 12
Forest Hills School District (FH)	n = 13
Purchase Line School District (PL)	n = 15
Total	64/283 (23% of RSG Youth Parents)

Note 1. Response rate was calculated by taking total parent responses divided by total youth tutored as part of Cohort 11. For Year 3 64/283 (23%) responded to the RSG Parent Survey, which is almost double the Year 2 response rate (33/288 = 12%).

Table 8a verifies that 64 RSG youth parents (23% response rate from all 3 school districts) provided answers to the C11 Year 3 parent survey. 38% of parents responded after the summer RSG session, while the other 62% responded at the end of the spring session.

Table 8b. C11 Year 3 RSG Parent Responses to General Questions 1-3.

Please indicate your level of agreement with the following statements by checking one box for each row.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1. The program addressed my child's specific needs.	36/64 (56%)	27/64 (42%)	1/64 (2%)	0/64 (0%)
2. I had opportunities to visit the program.	24/64 (38%)	36/64 (56%)	4/64 (6%)	0/64 (0%)
3. The program offered my child a variety of academic and enrichment experiences.	41/64 (64%)	20/64 (31%)	3/64 (5%)	0/64 (0%)

The overwhelming majority of parents spoke very positively about the RSG program. Table 8b shows that 98% of parents strongly agreed/agreed that RSG met their child's specific needs (up 4% from Year 2), and 95% strongly agreed/agreed that RSG offered a variety of academic and enrichment activities (similar to Year 2). Year 3 parents reported much higher "strongly agree/agree" responses (94%) to having opportunities to visit the program than in Year 2 (i.e., only 55% said the same). The higher frequency of parent/family events offered in Year 3 (see Table 2e earlier in the report) was a clear effort made by the RSG program and it was well-received by parents this year!

Table 8c. Parent C11 Year 3 Responses [1] to Academic Questions 4-9.

Based on your observation of your child, please select the answer that best describes how s/he has changed this year related to each of the following academic items.

Content Area	**Did not need to improve**	**Improved**	**No Change**	**Declined**
4. Reading	6/64 (9%)	44/64 (69%)	14/64 (22%)	0 (0%)
5. Math	15/64 (23%)	38/64 (59%)	11/64 (17%)	0 (0%)
6. Science	11/64 (17%)	39/64 (61%)	13/64 (20%)	1/64 (2%)
7. Social Studies	16/64 (25%)	38/64 (59%)	9/64 (14%)	1/64 (2%)
8. Use of technology	21/64 (33%)	37/64 (58%)	5/64 (8%)	1/64 (2%)
9. Homework completion	9/64 (14%)	49/64 (77%)	6/64 (9%)	0 (0%)

Note 1. Two percentages are provided for Items 4-9 in the *Improved* category. The first percentage in Table 8c above takes parent responses of *Improved* out of all 4 response categories. The second percentages for *Improved* parent responses, included here in Note 1 only, ignore those parents who said their child *Did not need to improve.* The first percentage includes parents who may not help their children learn at home or who may feel confident in their child's current skills, hence see no need to improve. The second percentage more accurately estimates parent satisfaction with RSG effectiveness, as it reflects only parents who believed their child had room for change. For the second type of percentages: Reading 75% of parents seeing room for change reported improvement. For Math 78%, Science 74%, Social Studies 79%, for Use of technology 86%, and for homework completion 89% of parents seeing room for change in their child reported improvement in their child's skills.

Table 8c shows that parents in Year 3 were especially likely to identify their children as NOT needing improvement in areas like Math, Science, Social Studies, and Use of Technology; this was noticeably higher than in Year 2 for many academic subjects. The RSG program may want to raise parent awareness of the continued need for youth learning improvement to build good work ethic in future parent/family education activities.

A more accurate estimate of parents perceiving their children improving in Year 3 (i.e., using only parents who felt their children had room for improvement) is summarized below overall and broken down by the three C11 Year 3 abbreviated school sites (see also Note 1, Table 8c).

Of Parents Who Perceive RSG Child as Having Room to Improve Only……

- Homework completion improved = 89% (AS = 100%; FH = 84%; PL = 90%)
- Use of technology improved = 86% (AS = 90%; FH = 90%; PL = 77%)
- Social studies improved = 79% (AS = 88%; FH = 79%; PL = 75%)
- Math improved = 78% (AS = 100%; FH = 76%; PL = 68%)
- Reading improved = 76% (AS = 100%; FH = 70%; PL = 73%)
- Science improved = 74% (AS = 100%; FH = 72%; PL = 61%)

Comparison of All Saints (AS), Forest Hills (FH), and Purchase Line (PL) parent reports of improvement in academic areas (excluding parents who believed their child did not need to improve) shows first that most parents across all schools consistently noticed academic improvement in their children. All Saints had the highest percentage of parents seeing academic improvement. One likely interpretation of this is that fewer youth attended RSG tutoring at All Saints in Year 3 than youth in the other two school districts. 48 All Saints youth (see Table 1-1b; 34 K-5th, 14 7th-8th), with a 12/48 (25%) parent response rate, meant that each RSG program youth had a greater opportunity for customized help on developing their academic skills over the 2024/25 school year. Forest Hills had the most Year 3 youth attending tutoring of the three schools, with 167 youth (see Table 1-1b; 131 K-5th, 36 6th-8th); 30/167 (18%) Forest Hills parents responded to the parent survey. Table 0-1d also shows that the amount of school year RSG paid staff across the three school sites is very similar (i.e., school year teachers, other paid tutors), despite the much larger number of youth who receive tutoring at Forest Hills. The C11 RSG program may want to request more money to pay tutors to work in the Forest Hills school district, at both K-5th grades and 6th-8th grades, to provide more customized youth help for this larger school district. Alternatively, existing money reallocation or finding new ways to draw non-paid volunteers who are qualified to help these youth may boost future ability to provide youth at larger school districts with more customized help.

Table 8d. C11 Year 3 RSG Parent Responses to Behavior Questions 10-13.

Based on your observation of your child, please select the answer that best describes how s/he has changed this year related to each of the following behavior items.

Behavior Element	Did not need to improve	Improved	No Change	Declined
10.Self confidence	7/64 (11%)	48/64 (75%)	9/64 (14%)	0/64 (0%)
11.Attitude toward school/ learning	14/64 (22%)	44/64 (69%)	6/64 (9%)	0/64 (0%)
12.Attendance at school.	30/64 (47%)	29/64 (45%)	5/64 (8%)	0/64 (0%)
13.Behavior at school.	28/64 (44%)	31/64 (48%)	5/64 (8%)	0/64 (0%)

Table 8d shows very positive C11 Year 3 RSG youth behavior results. In Year 2 there was a more even split between parents who reported their children as improving (n = 13) vs. showing no change (n = 12) in school attendance and in school behavior. For Year 3 parents were overwhelmingly reporting that their children were showing improvement rather than no change in school attendance (Improved = 29; No Change = 5) and in school behavior (Improved = 31; No Change = 5). The RSG program in Year 3 is doing an excellent job helping youth to achieve positive action goals.

Table 8e shows that 78% of C11 Year 3 parents were very satisfied with the overall RSG program, with 20% somewhat satisfied. This is down somewhat from C11 Year 2 when 88% of parents were very satisfied with the overall program. Because Table 8b showed that 98% of these same parents strongly agreed (56%)/agreed (42%) that the RSG program met their child's specific needs, we can infer the drop reflects mild parent concerns only. Examining overall program satisfaction results separately for the three school sites revealed that the majority of "somewhat satisfied" parents (10/13, 77%) came from Forest Hills school district. 100% of All Saints parents and 82% of Purchase Line parents were very satisfied with the overall RSG program. Again, it is possible Forest Hills parents would like more tutoring help at that site. We cannot know any specific reasons, though, as very few comments were given to the open-ended questions at the end of the Parent Survey.

Table 8e. C11 Year 3 RSG Parent Satisfaction Responses to Questions 14-17.

Please rate your satisfaction with each of these program areas by checking one box for each row.

Program Area	Very Satisfied	Somewhat Satisfied	Unsatisfied
14. Overall Program	50/64 (78%)	13/64 (20%)	1/64 (2%)
15. Communication	53/64 (83%)	8/64 (13%)	3/64 (5%)
16. Academics	49/64 (77%)	14/64 (22%)	1/64 (2%)
17. Recreation	52/64 (82%)	12/64 (19%)	0/64 (0%)

Likewise, breaking down Question 1 on the ability of RSG to meet their child's specific needs by school site reveals that Forest Hills school district was the only school where more parents "Agreed" (53%) than "Strongly Agreed" (47%). All Saints and Purchase Line parents most often "Strongly Agreed" (67% and 64%, respectively) compared to "Agreed" (33% and 32%, respectively). This entire pattern of parent survey evidence provides further support for the idea that the larger set of youth at Forest Hills may require additional paid staff allocated to that site to provide more customized youth help.

Question 18 in Year 3 Parent Survey (see Pie Chart next page)

Note: Data for this item was newly provided to me in Year 3 for data analysis.

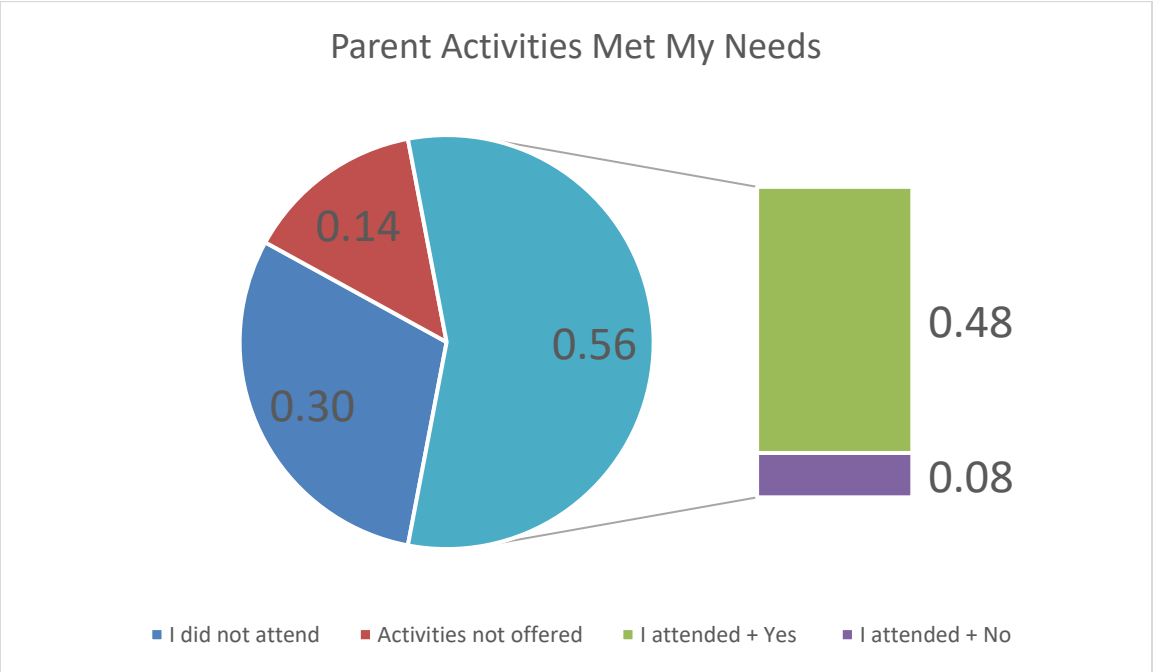
The parent activities the program offered (i.e. family night, computer classes, GED classes, etc.) met my needs.

- ☐ Yes, the activities met my needs.
- ☐ No, the activities did not meet my needs.
- ☐ I did not participate in the parent activities.
- ☐ Parent activities were not offered to me.

The pie chart below verifies that over half (56%, 36/64) of the C11 Year 3 RSG parents who completed the Parent Survey also attended one or more of the Year 3 Parent Activities offered. Of these 36 parents doubly participating (i.e., in both Parent Survey and Parent Activity), 31 parents (86%) agreed that Yes the activities met their needs! Of the remaining 5 parents who said "No", 4/5 strongly agreed RSG met their child's specific needs (1 agreed) and 4/5 were very satisfied with the overall RSG program (1 was somewhat satisfied). This suggests the few parents' whose needs were not met by the parent activities may have simply found them inconvenient to their schedules; none of them provided comments at the end of the survey, though, to explain why.

When the entire sample of Parent Survey responses are examined (i.e., those who did and did not attend any parent activities), 48% of these 64 parents agreed that Yes the activities met their needs (see green area of pie chart). The pie chart also nicely verifies that when parents do NOT attend RSG parent/family planned activities, the majority (30%) are absent based on personal

choice or uncontrollable schedule conflicts, rather than because they were unaware of the parent events being offered (14%). This new Parent Survey item included in Year 3 provides very positive evidence that RSG parent/family education and involvement activities are well-received by parents.



All open-ended question responses are summarized in the next below, followed by all individual responses provided by parents. The overwhelming majority of parents' comments were very positive!

Summary of Parent Item 19-21 Open-ended Responses Across All Schools

In Year 3 very few parents took the time to provide answers to these last three open-ended questions.

Q19: "In your opinion, what has been the *most* positive result of your child's participation in the 21st Century program this year?
Note: Some parents commented on more than one idea so were counted more than once. Similar content ideas were merged for counting in Q19-Q20 rather than verbatim comments given.

Only 6/64 (9%) of C11 Year 3 parents who completed the Parent Survey answered this question. In Year 3 50% of these responses focused on grades improving, whereas in Year 2 the most common parent answer focused on their child being able to make friends (31%).

- Grades were up/improved (n = 3)
- Homework better (n = 1)
- Help with academics (n = 1)
- Meeting new friends (n = 1)

Q20: "In what ways, if any, do you think the program could improve?"

Only 3/64 (5%) of C11 Year 3 parents answered this question, suggesting the other 95% were unable to identify any areas that needed to be improved. Zero parents in Year 3 mentioned problems with RSG communicating effectively; 4 parents mentioned that idea in Year 2. This supports the RSG program is doing an excellent job at communicating with parents about their child's academic and early pick up needs.

- More art (n = 1)
- More help with math (n = 1)
- More homework (n = 1)

Q21: "Feel free to share any additional comments"

Only two parents provided additional comments.

Note: Direct quotes pasted below.

- Good program (n = 1)
- Loved it (n = 1)

Case Studies and Program Observations/Site Visits (if applicable)

Saint Francis University Lights On Day Activity Summary

Several students from Dr. Marnie Moist's *PSYC 311 Research Methods and Statistics I* class visited All Saints Catholic School in Cresson, PA on October 24, 2024 from 3:30-5:00 pm as part of their community engagement requirements. While 18 students in the class planned out an after-school tutoring, Sponge Bob math detective game for K-8th graders, 16 other students earned all required school clearances and visited the school to lead small groups of youth and observe behavior during the IRB-approved math game. Twenty RSG youth were challenged to help Sponge Bob and Patrick fix their small and big math errors; 15 youth remained the entire time while the other five had to leave early when their parents came for them. Productive vs. unproductive math persistence youth behavior data, in response to either collaboration- or task-related group leader verbal reinforcement, was collected for later statistical analysis during class time. The 16 students from PSYC 311 who led this community outreach included: Chloe Butz, Shannon Callihan, Breana Chuhran, Rebekah Claar, Olivia Golden, Caroline Grindle, Hallie Hillegass, Karin Johnson, Kaitlyn Kasisky, Madelyn Kramer, Alivea Kurtz, Jayce Miller, Marah Saleme, Madison Wagner, Makaila Work, and Erin Yahner.

CE "Lights On" Day 3 Main Hypotheses for 10/24/24

Alternative Hypothesis 1: When K-8th grade small groups are asked to distinguish between correct vs. incorrect single-digit addition and subtraction problems, they will fix a higher proportion of incorrect math problems that have procedural errors (i.e., wrong solution that is near the correct solution) than problems with strategic errors (i.e., wrong operator + or - sign) across all small RSG youth teams.

- Rationale: Procedural errors should stand out as more easily differing from memorized math facts, while strategic errors require a more careful analysis of problem elements.

Ex. Procedural error: 3 + 5 = 7 (youth asked to cross off 7 and replace with 8)

Ex. Strategic error: 3 - 5 = 8 (youth asked to put a Sponge Bob sticker with a plus sign over the incorrect minus sign.

Note 1: Youth were not expected to name these types of errors, but instead fix them when seen.

Hypothesis 1 Result: Due to a PSYC 311 student/instructor miscommunication, this hypothesis could not be analyzed later as the 311 students forgot to keep the completed RSG youth math worksheets after the event ended.

Alternative Hypothesis 2: There will be a higher proportion of productive persistence behaviors (i.e., counting hearts on playing card cue sheets with Ace=1 - 10 cards, learning from others' correct answers, spending time to think about problem, etc.) than unproductive persistence behaviors (i.e., wheel spinning by making same mistakes more than once, relying too much on trying to get adult to tell them correct answer, not listening to other youths who know correct answer) counted up from the observation checklist across all small groups of RSG youth.

- Rationale: Most youth should be motivated to do well and solve the problems so they can get a first choice of game to play in Part 2 to try out the Sponge Bob magnetic puzzle.

Hypothesis 2 Result: We can be 95% confident that C11 Year 3 RSG youth show a higher proportion of productive than unproductive persistence behaviors when working in small groups to identify math problem errors using the Sponge Bob Math Detective game, χ^2 (1) = 11.27, $p < .001$. 14/15 (93%) RSG youth observed to finish the Sponge Bob Math Detective game before leaving for home showed productive persistent behavior during the majority of the game duration. This supports positive social-emotional regulation in 93% of RSG youth at All Saints Catholic School, as valued by RSG.

Alternative Hypothesis 3: In the population of K-8th grade RSG youth the type of persistence behavior shown (productive vs. unproductive) will depend on type of social reinforcement (task praise vs. collaborative praise) used across all small groups.

- Rationale: Collaborative praise may be more likely to activate productive persistent behaviors than task praise by improving listening skills to others who can help them and by increasing relaxed feelings that the burden of solving the problems is not just theirs alone.

Hypothesis 3 Result: We failed to reject the null hypothesis that type of persistence behavior shown by RSG youth was independent of type of social reinforcement (task praise vs. collaborative praise) used across small groups. Because the majority of youth showed productive persistence behaviors the majority of the time, we were unable to see how persistence may relate to type of university student use of reinforcement.

PSYC 311 "Lights On" Math Scavenger Hunt Activity Day

General Information

Date: October 24, 2024 3:30-5:00 p.m.

Place: All Saints Catholic School
220 Powell Ave.
Cresson, PA 16630
Phone: 814-886-7942

RSG Youth K-8th grade Participants: 20 (15/20 = 75% were able to stay the entire game)

Background Literature

Mantasiah, Yusri, Sinring, & Aryani (2021) define various types of reinforcers commonly used to reward youth:

> Tangible reinforcers refer to physical rewards like giving a doll, stationery, meals, candies, or other interesting objects for students. Token reinforcers are points given to students like giving stars to students when performing a positive attitude during the learning process in the classroom. Social reinforcers mean to give appreciation to students either in oral or in written form like saying "good job" to students who show positive behaviors (Alberto & Troutman, 2006; Zirpoli, 2005) (p. 1039)

- All youth will receive a tangible reinforcer via a small prize regardless of participation in math activity and following games.
- All youth will receive a token reinforcer via earning the secret message revealed and a tangible reinforcer of getting either the first or second choice of which game station they want to play at for Phase 2 if they are the first two groups to complete the math Phase 1 accurately and fastest. Rest of groups still get the token reinforcer secret message, followed by option to play "Spot the Difference" puzzle.

Owen, Roy, Thai, Burnett, Jacobs, Keylor, & Baker (2019) distinguish between productive persistence, or grit, and unproductive persistence, or wheel-spinning. Wheeling-spinning means one spends considerable time on a topic without achieving mastery of it. Productive persistence, on the other hand, is described this way:

> Hence, games offer a particularly relevant context for productive persistence or grit— the ability to steadily maintain an action or complete a task despite failure or adversity (cf. [8]).

> Indeed, keeping players in a "flow" state of persistence [9] through a series of challenges of increasing difficulty is key to the design of "good" games, particularly in educational contexts [10]. Recent research suggests these qualities in games support student growth in areas such as academic learning, socio-emotional skills, and creative problem solving (e.g. [11, 12, 13, 14]) (p. 378).

Zbiek & Larson (2015) argue it helps teach students math by providing examples of correctly vs. incorrectly worked problems. It is also helpful to ask them to distinguish strategic errors (wrong strategy, incorrect logic) from procedural errors (incorrect steps or answers to math problems).

Mantasiah, R., Yusri, Sinring, A. & Aryani, F. (2021). Assessing verbal positive reinforcement of teachers during school from home in the COVID-19 Pandemic era. *International Journal of Instruction, 14* (2), 1037-1050. https://doi.org/10.29333/iji.2021.14259a

Owen, V.E., Roy, M.H., Thai, K.P., Burnett, V., Jacobs, D., Keylor, E. & Baker, R.S. (2019). Detecting wheel-spinning and productive persistence in educational games. In C.F. Lynch, A. Merceron, M. Desmarais, & R. Nkambou (Eds.), *Proceedings of the 12th International Conference on Educational Data Mining (EDM 2019,* pp. 378-383*).* Retrieved September 29, 2024 from ERIC database.

Zbiek, R.M. & Larson, M.R. (2015). Strategies to improve algebra learning. *The Mathematics Teacher, 108* (9), 696-699. Retrieved September 23, 2024 from JSTOR database.

Tasks and Materials

Phase 1: Sponge Bob Cards + Game of "War" to identify which math problem number on the worksheet numbered 1-20 should be answered next. Observe youth showing Productive vs. Unproductive Persistence at Phase 1 with behavioral checklist.

- FIVE small teams of 3-4 youth each as estimated 20 youth at All Saints.
- ½ teams get task verbal reinforcement; ½ teams get collaborative verbal reinforcement; all observed for productive vs. unproductive persistence throughout Phase 1 and then during games in Phase 2.
- Two youth play "war" with cards and must add together the cards drawn IF BOTH RED or subtract cards (larger – smaller) IF BOTH BLACK to match up to 1-20 on scavenger hunt sheet. If one red and one black higher card gets to choose to add or subtract.
  Face cards = 10 Ace = 1
  Ex. Hand 1: 3 of diamonds vs. 9 of hearts = 3+9 = 12 so other 1-2 youth must look at Item 12 on scavenger hunt math sheet to decide if addition, subtraction, or

multiplication problem is correct vs. incorrect. If incorrect, then correct answer must be provided with reason why it is wrong (sign/operator or wrong solution).
Hand 2: 5 of spaces vs. Jack of clubs = 10-5 = 5 so other must look at Item 5 to decide correct vs. incorrect. If incorrect, then correct answer must be provided and explain why.
Hand 3: 8 of hearts vs. 9 of clubs; youth with 9 of clubs has higher card so gets to choose whether to add or subtract. If add, 8+9 = 17 so then go to Item 17 on scavenger hunt sheet.

- 311 student ensures only 1 item on scavenger hunt sheet made visible after each war hand played so no one can skip ahead and solve too fast.
- What happens if war sum incorrect? No number can be looked up on scavenger hunt list unless scavenger hunt list holding youth can redo and give correct answer; when youth are confused youth should be encouraged to use colorful image of playing cards printed to "add or subtract hearts" as a physical aid to solve problem correctly rather than being told the answer.
- 311 student tells them correct answer ONLY after heart cards used and still incorrect answer obtained/if everyone continues to get it wrong. Don't count Item on scavenger hunt sheet as "Done" if have to tell correct answer.
- What happens if equation on scavenger hunt sheet incorrectly identified as correct vs. incorrect? War playing youth can help out and offer correct answer. When youth are confused youth should be encouraged to use the playing card visual aid available as a physical aid to solve problem correctly rather than being told the answer.
    - On math worksheet use Patrick's star shape as + symbol.
    - Use Sponge Bob lying down as – symbol.

    - Ask reason for EACH incorrect answer – is it due to use of wrong operator sign Ex. 4X3 = 7 should be 4+3 = 7 OR due to wrong/close answer
      Ex. 4X3 = 11 should be 12.
- What happens if repeat war number result found? No progress can be made on scavenger hunt list. Skip to next pair of cards.
- What happens if cards tied? Set down 2nd pair and higher card wins.
- Whichever group gets all math problems correct fastest and finishes scavenger hunt list first gets 1st choice of game in Phase 2. Whoever wins most war "hands" gets to choose for team which later game to play in Phase 2.
    - Rotate war players so 1-10 are first two players; 11-20 are second two players.
    - If only 3 youth in group then do 1-6, 7-13, 14-20.

Phase 2 Sponge Bob Games: Goal to again measure Productive vs. Unproductive Persistence

- Sponge Bob Magnetic Puzzle Game 1st box (70 shapes)
  FIRST TWO GROUPS DONE with Phase 1 and who solve the secret message are the only ones continued to be observed for productive vs. unproductive persistence.

    - Relay race where after making one shape pass puzzle on to 2nd member of group to make a new shape. OR if no shape found after 5 minutes 311 student ensures next youth in group gets a turn.
    - 311 student's main role here is to ensure youth take turns sharing the puzzle game by saying when turn is over (either finish one shape OR 5 min. max).
- Spot the Difference Puzzles
  GROUPS 3-5 DONE
    - Relay race where after identifying x differences, pass puzzle on to 2nd member of group to identify more differences.

Summary of Option B Tasks and Materials Needed

- Dr. Moist will take care of ordering all Sponge Bob materials to include:
  1. 5 decks of Sponge Bob playing cards
  2. 2 Sponge Bob Magnetic Puzzle Games – BIG PRIZE to entire school is that both puzzles left there after study over for after school youth to play with.
  3. 100 small squishies – 5 per youth if 20 attend.
  4. 1-3 books of Sponge Bob 21-22 "Spot the Difference" puzzles for other 3 groups.
  5. Print out free Sponge Bob coloring sheets for alternative activity.

Option B PSYC 311 Students: List of Materials to Create

1. List of 8 task-related verbal praise phrases to use for ½ teams.
2. List of 8 collaboration-related verbal praise phrases to use for ½ teams.
3. Math scavenger hunt sheets (5 copies, one per team) numbered 1-20 math problems with mixture of add, subtract, and multiply problems. Same 20 items all groups but create 5 randomized orders of same 20 items to prevent cheating between teams. All single digit or include some double digit problems?
   - Use Patrick icon for +; Use Sponge Bob lying down for -
   - 10 should be correct; 10 incorrect – 5 have wrong operator/sign (5X3 = 1) and 5 have close but wrong final solution (5-3 = 1)
   - Need a secret message to decode so one letter of message given with each of 20 math problems solved on scavenger hunt list. Either place one letter at end of problem OR have 311 student give letter and tell blank it goes into. Fully decoded message must be shown to "Go" 311 student to determine which team done 1st, 2nd, and then last 3.
4. War card game rules reminder sheet
   - Jack, Queen, and King = 10 each; Ace = 1 each
   - Red-Red pairs mean add
   - Black-Black pairs mean subtract Larger – Smaller number
   - Red-Black pairs mean youth with higher card chooses to add or subtract.
   - Ties like regular game by laying down extra pair.

- Must use legos to figure out correct answer if not memorized; true for war pair math and true for deciding one on math worksheet is correct vs. incorrect. If 311 student or parent has to tell correct answer then Item on Scavenger Hunt sheet NOT COUNTED.

5. Script verbatim to invite all youth to participate in Phases 1-2 OR do alternative coloring pages OR quit any time without penalty. Everyone still gets small prize at end.
   - Must give explanation for why some 311 students observing and writing down notes.
   - Must give role for parents/tutors in terms of encouraging youth to use legos to do math if haven't memorized correct math answer. If tell correct answer, item won't count on scavenger hunt list.
6. Script for each 311 student to read/say when in small teams for Phase 1. All 5 small teams must wait for 311 student to ensure everyone ready, then says "GO".
7. Script for youth to hear if they are among first two groups done and get to do a Sponge Bob magnetic puzzle. Script for other 3 groups to "Spot One Difference".
   - 5 min. max per youth then must hand over to another even if no new shape found.
8. Behavioral checklist to estimate main demographics (total females vs. males present; total youth in each grade) and tally observed frequency of productive persistence vs. unproductive persistence behaviors from Phase 1 and from Phase 2 Magnetic Puzzle game groups only. NOTE: Specify which condition applies Task Praise vs. Collaboration Praise for Phase 1 only.
9. Data entry in Excel using all math sheets and behavior checklists. Dr. Moist will label Excel sheet columns and train students to enter data correctly.

Script to Invite Youth to Participate on 10/24/24

SFU student: "Hi there! My name is _____. Today let's imagine we are math detectives who are diving into the deep blue sea to visit our friends Sponge Bob and Patrick! They have mixed up some answers to their math problems, so we are going to help them in small, assigned groups. If you can't remember a math answer, no problem. You can count heart shapes on cards to make it easier and more fun. [*Pass out cards with heart shapes to all kids. Ask all K-8th graders to raise their hands high to verify they are in the correct age range.*].

Each group will be led by a Saint Francis University (SFU) student. Any parents or tutors who want to join in are welcome! Everyone is invited to be a volunteer math detective if you want to. In this game, small teams of about 4 kids each will be given math problems and asked to solve them in creative ways. You can help each other out as much as you want! Please do not even put your names on your math sheets, even though we will collect them later – crazy, I know!

For each team, two of you will play a fun card game called "Higher of 2 Cards" (it is like the card game "War"). The SFU student leading your team will tell you whether to add or subtract the 2 cards you draw, as you play to see who got the higher card. If you can get the correct math answer, whoever has the higher card gets to keep both cards in their pile.

[*Two 311 students should demo a hand of war while another tells them to SUBTRACT*].

The other two of you in each team must please wait to hear the correct answer from the two cards being added or subtracted. Only after the correct answer is spoken out loud, should you use this answer to find the same BLUE NUMBER on the math worksheet from 1-20. [*Hold up Help Guide and point out blue numbers at left.* Say "For example, if the card players yell out 2, you find the blue 2 on the math sheet".] Then you get to be the official math detectives and decide if the math problem next to that number on the math sheet is correct or wrong! Your Saint Francis University group leader will tell you more about what to do with wrong answers using a help sheet. Also, after the first 20 minutes when another adult says "You can now switch", card players can now be the math sheet detectives and detectives now play cards.

Please take turns letting everyone have a chance to give some math answers. Whenever someone in your group has trouble getting the right answer, anyone else in the group can help! Also remember you can use your piece of paper with playing cards from 1 to 10 hearts. Ace = 1 heart.

- Feel free to count up the hearts on two cards to add if you need to. [*311 student demos. this with example problem 9+1 = 10. Remind them to only count big hearts in center.]*
- To subtract, first find the larger number card. Then put your fingers over the smaller number of hearts on that card. [*311 student demos. this with example problem 7-4 = 3*]

Grown ups will be in each group, who can give you some advice or hints if you want.

Parents + tutors: Please encourage the kids to first count the hearts on the cards to reach the correct answer rather than just telling them the answer. There are also going to be some Saint Francis students walking around observing and writing things down during the game. This is nothing to worry about! These students are there learning to be scientists to watch how well the Sponge game works. They also want to tell our classmates who are not here. They are friendly, and you can talk to them or ask them questions if you want to while you are having fun being math detectives!

We hope that you all want to participate in this fun Sponge Bob math game we have planned for you, but if you do not want to, we have many coloring sheets available on that table over there near the crayons. Those coloring sheets can also be used by any of you who want to quit the activity at any time if it gets too easy, too hard, or just because you are tired or need a break. If you change your mind about what activity you want to do just let the group leader know.

At the end of today before you leave, no matter what activities you do, all of you will receive a few squishy toys as a prize! After we play Sponge Bob math detectives for about 45 minutes, you will all get to play Sponge Bob "Spot the Difference" Puzzles to find as many differences as you can between two pictures [*HOLD ONE UP*].

Guess what? We will leave all the Sponge Bob puzzles here for the tutoring program to keep after we leave! Your tutor will let everyone try out more of these puzzles after you complete your homework over the next few weeks.

[Now first ask who wants to go color instead and allow them to leave. Divide up remaining youth into groups of 4 each by having them stand in line from tallest to shortest and counting off by 5's if there are about 20 youth willing to play. Adjust count as needed .....count by 4's if only about 16 youth willing to play. If more like 25 or 30 youth allow 5-6 kids per group so the extras can help with the answers. Send all 5 groups to different areas of the room to get started – one PSYC 311 student (the floater) says "Go" and "Stop" after 45 minutes. After the first 22-23 minutes, this person reminds them they can switch roles – card game vs. math detectives.]

Group Leader Instructions for Phase 1: "Highest Card" Game and Math Sheet

[*Give half the deck of cards to one youth, other half of deck to other youth. Groups 1,3,+5 use a minimum of FIVE task praises out loud for good work sometimes. Groups 2 + 4 use a minimum of FIVE collaborative praises out loud for good work sometimes.*]

Card game instructions

Two of you will flip over a card at the same time. Is it a tie? Flip over two more cards so the person with the higher card can keep it in their pile. If I say "ADD" you'll add up the numbers on the cards. If I say "SUBTRACT", you'll subtract. Only when you get the correct answer and say it out loud does the higher card win and the math detectives can find that BLUE PROBLEM NUMBER on their math sheet.

Remember, if you are confused, you can count the hearts on the cards to add or use your fingers/hand to cover up some hearts to subtract. [*Demonstrate how to add a problem using 2 cards to count up. Then show how to subtract by finding the larger card and covering up the smaller number of hearts*.]. Or the other math detectives can help you also.

Math detective worksheet instructions

ONLY when you hear the card players say the correct math answer out loud, should you find the same blue number on the math sheet to look at that math problem. Please do NOT work ahead on the sheet. See how many blue number problems on the math sheet your group can help Sponge Bob and Patrick figure out in 45 minutes! If the card players get the same blue number as a correct answer, and your group has already figured out that problem, please move on to the next card pair.

- If Sponge Bob and Patrick did the math problem next to that blue number correctly, write C (or write CORRECT if you want) next to the problem. Help each other out if you need it or count the hearts.
- If Sponge Bob and Patrick got the math problem wrong, figure out why they messed up!

[Demo the correct/wrong guide sheet to explain how to do the math worksheet. Verbally remind them to not work ahead.]

Instructions for Phase 2 311 Leaders: "Spot the Difference" Game

You can either work alone on puzzles or work with others in your group on the same puzzle. Once you get a puzzle page, circle as many differences as you can between the 2 pictures on the same page. Try not to look at the answer pages at the end of the puzzle book until you have found all the differences.

Examples of Task Praise Comments to Make (Small Group Leaders 1,3, and 5)

* Make at least 5 comments out loud as relevant in Phase 1.

1. Great job! You added those numbers together so quickly!
2. Wow, you solved that tricky addition problem!
3. Excellent work! You were able to solve some difficult subtraction problems!
4. You are so good at subtracting these numbers!
5. Nice job counting the hearts on the cards to help you solve the problem!
6. There ya go – that's right!
7. I'm so proud of you for working through that tough subtraction problem!
8. I can see how much effort you put into solving that problem. Keep up the good work!

Examples of Collaborative Praise Comments to Make (Small Group Leaders 2, 4)

- Make at least 5 comments out loud as relevant in Phase 1.
  1. Great teamwork everyone! I love how you all worked together!
  2. Great job listening to your group's ideas to solve the problem together!
  3. You each brought something special to the group – fantastic collaboration!
  4. I'm so impressed with how you listened to each other's ideas!
  5. You all did an amazing job sharing responsibilities. Keep it up!
  6. Your support for one another really made a difference – well done!
  7. Your communication is great, so keep talking to each other!
  8. Great job considering each other's opinions!

SFU Appendix 1: Sponge Bob Math Detective Sheet

Sheet 1  =Subtraction  =Addition

1.	10		+	6	=	4
2.	9		-	3	=	12
3.	3		+	4	=	7
4.	1		+	5	=	7
5.	3		+	3	=	6
6.	9		-	7	=	2
7.	12		-	4	=	8
8.	10		-	5	=	4
9.	6		-	4	=	10
10.	1		+	7	=	9

11.	10		-	10	=	20
12.	5		-	5	=	0
13.	8		-	7	=	2
14.	4		+	4	=	8
15.	1		+	1	=	2
16.	8		+	7	=	1
17.	2		+	7	=	10
18.	11		-	3	=	8
19.	8		+	5	=	3
20.	10		+	2	=	13

SFU Appendix 2: Answer Key to Math Worksheet for 10/24/24

Strategic Error so must use sticker to cover up incorrect operator to fix problem.
Procedural Error so must cross off incorrect solution and write in correct answer.

1.	10	+	6	=	4
2.	9	-	3	=	12
3.	3	+	4	=	7
4.	1	+	5	=	7
5.	3	+	3	=	6
6.	9	-	7	=	2
7.	12	-	4	=	8
8.	10	-	5	=	4
9.	6	-	4	=	10
10.	1	+	7	=	9

11. 10 - 10 = 20

12. 5 - 5 = 0

13. 8 - 7 = 2

14. 4 + 4 = 8

15. 1 + 1 = 2

16. 8 + 7 = 1

17. 2 + 7 = 10

18. 11 - 3 = 8

19. 8 + 5 = 3

20. 10 + 2 = 13

1. Sponge Bob and Patrick doing math correctly:

2  + 4 = 6 Write CORRECT

2. Sponge Bob and Patrick doing math a little wrong:

7  - 2 = ~~4~~ Cross off 4, then Write 5

3. Sponge Bob and Patrick doing math a LOT wrong:

6  + 6 = 0 Put Sponge Bob minus sticker here to show that 6 – 6 = 0.

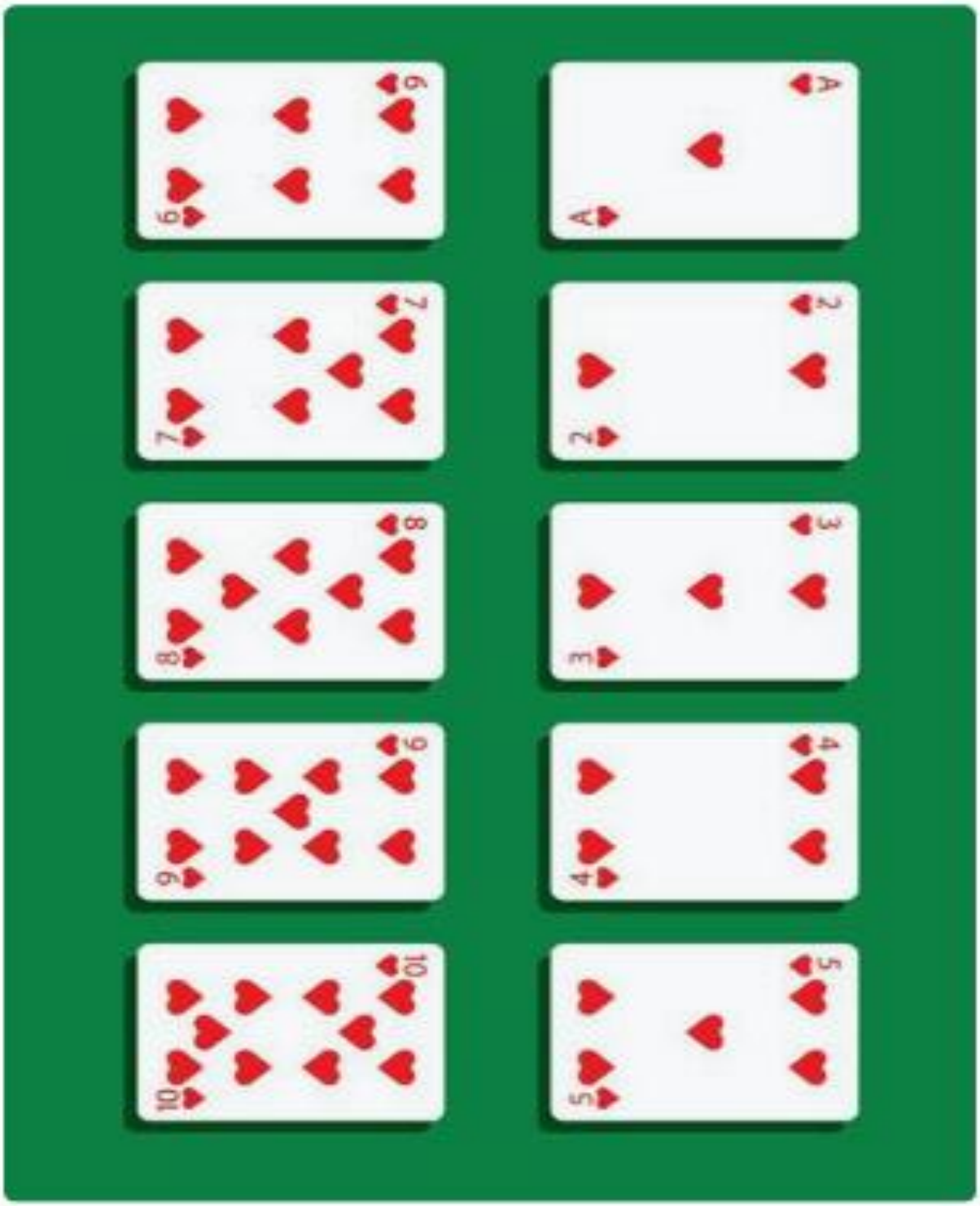
4. Sponge Bob and Patrick doing math a LOT wrong:

8  - 4 = 12 Put Patrick plus sticker here to show that 8 + 4 = 12.

 **=Subtraction**  **=Addition**

ADD: Count up ALL LARGE and SMALL number hearts!

SUBTRACT: Find the card with the LARGE number. Use your fingers or hand to cover up the SMALLER number of hearts on that same card!



SFU Appendix 4: "Lights On" Day Behavioral Checklist 10/24/24

PSYC 311 Group Leader Name: _____

Total Females in Group _____ Total Males in Group _____

Estimated Grade Levels (circle all): K 1st 2nd 3rd 4th 5th 6th 7th 8th

311 Observer #1 Name: 311 Observer #2 Name:

Type of Praise Used by Group Leader (circle one): Task Praise Collaborative Praise

Please tally EACH observed behavior per youth (NO NAMES)	**Youth 1** (Youngest)	**Youth 2**	**Youth 3**	**Youth 4** (Oldest)
PRODUCTIVE Persistence Behaviors ("Grit")				
Spends ≥ 2 sec. working on answer; shows focused attention				
Re-reads math problem out loud or re-scans with finger for accuracy.				
Generates ≥ 1 strategy to solve math problem when answer not known.				
Counts hearts on 2 cards to add numbers together.				
Covers up some hearts on card to subtract the smaller number.				
Follows up on other people's correct hints or advice while trying to solve.				
UNPRODUCTIVE Persistence Behaviors ("Wheel-spinning")				
Repeats strategy/answer after being told it is incorrect or irrelevant				
Refusal to listen to other's correct ideas or instructions				
Asks anyone to give them correct answer without trying to solve math problem on own.				
Perseverates or keeps counting beyond relevant numbers (i.e., like small corner shapes on cards).				
Mental set – only relies on one way (or set of steps) to solve problems.				
Functional fixedness – only sees playing cards as game not counting; only uses stickers for decoration; only sees Sponge Bob + Patrick as "characters" but not +/- symbols.				
Other Notes or Comments related to Persistence:				

Spring 2025: Summary of Two RSG-PSYC 312 Research Study Results (IRB approved)

Title: The Relationship between a Child's Personality and their Predicted Parenting Style

Authors: Karin R. Johnson, Alivea R. Kurtz, Marnie L. Moist, and Susan Sheehan from Respective Solutions Group.

Parenting styles are known to be influenced by personality, and as personality remains stable over time, examining children's personalities may offer insight into how they will parent in the future. This study investigated the relationship between predicted parenting styles — permissive, authoritarian, and authoritative — and the introversion and extraversion levels (0-100%) of elementary-aged children. Each child played a custom-designed board game followed by structured questions. Their responses were used to infer whether they were most likely to adopt an authoritative, permissive, or authoritarian parenting style. The study mainly focused on authoritative and permissive predictions due to limited data for the authoritarian group. A near-significant trend was found that extraversion was higher in children who made more authoritative than permissive game choices. This suggests that extraverted children may be more included toward future parenting that is structured yet appropriately nurturing.

Keywords: authoritative, authoritarian, permissive, introvert, extrovert, child, personality, and parenting.

Title: The Relationship between a Child's Personality and their Predicted Parenting Style

Authors: Karin R. Johnson, Alivea R. Kurtz, Marnie L. Moist, and Susan Sheehan from Respective Solutions Group.

Table 1.

Mean % of extraversion in children and their predicted parenting style in a simulated game.

	Parenting Style	
% Extraversion	Authoritative	Permissive
M	81.52[TR]	62.50
SD	22.92	28.47

Note 1. [TR]= Near-significant trend at $p < .10$. Using majority of game responses, there were too few predicted authoritarian style youth, who were removed from this analysis.

Note 2. AI was used to generate ideas for a youth quest game with parent style and personality trait response options.

Table 2.

Correlations between grade level in children (1-5) and their % of predicted parenting style.

	Authoritative	Authoritarian	Permissive
Grade level (1-5) *r*	+.30	-.50*	-.05

Note 1. Pearson's *r* was used to analyze all correlations; * $p < .05$
Note 2. % of predicted parenting style scores were calculated across all possible game response options made by each youth. Authoritarian tendencies (high structure, low nurturing) decreased as youth grade level increased.

Title: Evaluating the Relationship between Fine Motor Skills, Hand Dominance, and Attention in Elementary Youth

Authors: Kaitlyn Kasisky, Alexandra Lukon, Makaila Work, Marnie L. Moist, and Susan Sheehan from Respective Solutions Group

The study involved 21 participants, mixing males and females, ranging from grades K through 8th. Students were observed on attention to instructions with the nine-hole peg test. We predicted mean time differences in the nine-hole peg test based on attention to instructions and hand dominance. Significant differences were shown when the children used their dominant hand versus non-dominant hand. Results show no significant differences in completion times between children with good attention to instruction and poor attention to instruction. There was no interaction between hand dominance and attention to instructions. These findings suggest that hand dominance alone affects children's fine motor skills, while other evidence shows that attention may also have a predictive role.

Keywords: 9-hole peg test, good attention, poor attention, dominant hand, non-dominant hand, fine motor skills, finger dexterity.

Title: Evaluating the Relationship between Fine Motor Skills, Hand Dominance, and Attention in Elementary Youth

Authors: Kaitlyn Kasisky, Alexandra Lukon, Makaila Work, Marnie L. Moist, and Susan Sheehan from Respective Solutions Group

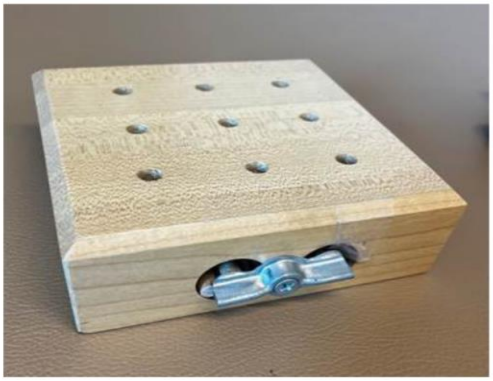
Table 1. *Median Peg Test Times as a function of Youth Attention Skills and Hand Dominance.*

	Attention Quality		
Peg Test Times	Good	Poor	Total
Dominant Hand			
Mdn	16.68	17.83	17.08***
SIQR	.93	1.45	1.31
Nondominant Hand			
Mdn	18.67	20.31	18.93
SIQR	1.32	2.61	2.33
Total Across Both Hands			
Mdn	17.54	19.37	
SIQR	1.09	1.67	

Note 1. *** $p < .001$ There was a significant negative correlation between attention quality (observed good – poor attention) and fine motor skill times, r_s (19) = -.44*, p = .030.

Note 2. The Nine Hole Peg Game (Kellor et al., 1971) measures Fine Motor Skills.

Nine Hole Peg Game Kit



Grantee Results on Performance Measures

Compare actual performance/results to the grantee's performance indicators and established GPRA and state measures, as applicable

GPRA Measure 1 – Academic Achievement, State Assessments

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

Table 9a. GPRA Measure 1 Summary: Cohort 11 Improvement in PSSA State Assessments.

Grantee Performance Indicator **Direct "Growth" requires Year to Year within-person comparison, which is unavailable.**	Grantee's Performance Target (# or %)	Actual Performance
4th—5th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	Yr. 3: 92% = room to grow ***Of these 92%, 23% need to move from Below Basic.** Yr. 2: 95% = room to grow *Of these 95%, 38% need to move up from Below Basic. Yr. 1: 87% = room to grow *Of these 87%, 21% need to move up from Below Basic.
6th—8th graders will demonstrate growth on the math PSSA test by moving up 1 score category or more.	48.5%	Yr. 3: 98% = room to grow ***Of these 98%, 28% need to move from Below Basic.** Yr. 2: 90% = room to grow *Of these 90%, 37% need to move from Below Basic. Yr. 1: 94% = room to grow *Of these 94%, 58% need to move up from Below Basic.
4th—5th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	Yr. 3: 95% = room to grow ***Of these 95%, 17% need to move from Below Basic.** Yr. 2: 95% = room to grow *Of these 95%, 24% need to move up from Below Basic. Yr. 1: 96% = room to grow *Of these 96%, 21% need to move up from Below Basic.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
6th—8th graders will demonstrate growth on the reading PSSA test by moving up 1 score category or more.	48.5%	Yr. 3: 95% = room to grow ***Of these 95%, 10% need to move from Below Basic.** Yr. 2: 82% = room to grow *Of these 82%, 3% need to move up from Below Basic. Yr. 1: 92% = room to grow *Of these 92%, 11% need to move up from Below Basic.

Note 1. Anyone scoring less than Advanced in a prior year has "room to grow" in the next year, so the above percentages reflect this, while also identifying the percentage falling at Below Basic (i.e., most at risk youth) after excluding the Advanced youth who did not need to grow. Only indirect assessment of PSSA growth from year to year is possible, since available data is unable to link youth IDs on PSSA tests over two consecutive years.

For GPRA Measure 1 on PSSA Test Scores Table 9a above shows 4th-5th grade PSSA math and PSSA reading scores look better in C11 Year 3 than in Year 2, especially focusing on the decreased percentages of RSG youth needing to move up from Below Basic scores (see green font results above). The red font for 6th-8th grade PSSA math and reading C11 Year 3 "room to grow" results reflect that a lower percentage of middle school youth achieved "Advanced Proficient" scores than in Year 2; in other words, a higher percentage of 6th-8th graders in Year 3 had room to move up by one category or more. However, 6th-8th grade PSSA Math scores in Year 3 (28%) reflected a lower percentage of RSG youth needing to move up from Below Basic than either Year 2 (37%) or Year 1 (58%), showing better PSSA math skill mastery in middle school youth this year than ever before (see partial green font, after noting the higher percentage showing any kind of room for growth in red font). Table 9a shows the area most needing improvement in C11 Year 3 youth is the PSSA reading scores in 6th-8th graders (see red font, bottom row).

The target of 48.5% PSSA test score improvement by one category or more has proven difficult to evaluate, because the process of protecting youth anonymity only allows indirect assessment of this target (see Note 1, Table 9a). Exact percentages of PSSA math and reading test score categories over time are shown in Tables 3a-3b earlier in the report; further discussion of demographic differences is also included there (see also Figure 1a, summary section).

GPRA Measure 2 – Grade Point Average

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

Table 9b. GPRA Measure 2 Summary: Cohort 11 GPA Improvement in 7th-8th Graders.

Grantee Performance Indicator ***requires year-to-year within-person comparison, which is available in this data.**	Grantee's Performance Target (# or %)	Actual Performance
% of 7th-8th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	45%	10 returning youth earned GPA < 3.0 in Year 2, then returned in Year 3. **4/10 (40%)[1]** were able to improve their GPA in Year 3.
% of 7th-8th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	45%	21 returning youth earned GPA < 3.0 in Year 1, then returned in Year 2. **12/21 (57%)[1]** were able to improve their GPA in Year 2.
% of 7th-8th grade improved unweighted GPA over two consecutive years among those with prior year GPA < 3.0.	Insufficient data for 2-year comparison in Year 1, so returning youth were tracked starting in Year 2.	35/42 (83%) had GPA < 3.0 in Year 1

Note 1. Of the 4 youth who improved their unweighted GPA in Year 3 by any amount, since it fell below 3.0 in Year 1, GPA growth ranged from .3-1.0 unweighted points higher compared to Year 2.

Table 9b verifies that, of those Cohort 11 Year 3 RSG youth who needed to improve their school GPA from Year 2, the target of 45% being able to do so was almost met at 40%. More details are provided in Table 4a earlier in the report. See also Tables 4b-4e for discussion of math and reading report card grades for C11 Year 3 youth for those who were graded on a 0-100% scale from fall to spring and for those graded on a 4-pt. scale system over time. Tables 5a-5b combine all grading scales in a standardized way to report the broadest estimate of math and reading grade improvements possible from fall to spring. Further discussion median grades from fall to spring is near these tables, highlighting the extra challenges that youth with Yes Economic Disadvantage have compared to No Disadvantage regarding math skills.

GPRA Measure 3 – School Day Attendance

Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

Had a school-day attendance rate at or below 90% in the prior school year AND

Demonstrated an improved attendance rate in the current school year.

Table 9c. GPRA Measure 3 Summary: Cohort 11 School Day Attendance Improvement.

Grantee Performance Indicator ***requires year to year within-person comparison, so improvement is reported for Years 2-3 only.**	Grantee's Performance Target (# or %)	Actual Performance **% of C11 Year 1 youth who need to improve in Year 2**
Prior year school attendance ≤ 90% 1st-5th grade improvement	51%	Yr. 3: 10/11 (91%) Yr. 2: 7/10 (70%) Yr. 1: 15/168
Prior year school attendance ≤ 90% 6th-8th grade improvement	51%	Yr. 3: 2/3 (67%) Yr. 2: 5/5 (100%) Yr. 1: 14/65
Prior year school attendance ≤ 90% 1st-8th grade improvement	51%	Yr. 3: 12/14 (86%) Yr. 2: 12/15 (80%) Yr. 1: 29/233

Table 9c focuses on RSG youth who started in Quarter 1 showing ≤ 90% school attendance. It confirms that Cohort 11 Year 3 youth once again surpassed the 51% target aimed at school attendance rate improvement at all grade levels, as shown in Year 2. 91% of Year 3 1st-5th graders showed improved school attendance (up by 21% from the year before), 67% of Year 3 6th-8th graders improved their school attendance (down by 33% from the year before, but only three youth showing low attendance in Year 2 returned to RSG in Year 3), resulting in overall 86% across all grades improving their school attendance out of those who needed to improve from Year 2 (up by 6%). Table 7a earlier in the report includes more information on this data.

GPRA Measure 4 – Behavior

Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Table 9d. GPRA Measure 4 Summary: Improvement In-School Suspensions.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Grades 1-8 decrease in-school suspensions	N/A	N/A as C11 RSG youth have 0% suspensions

Although RSG does not collect in-school suspension data, the Teacher Survey data (see Table 7b) summarizes the steady upward-sloping trend over Years 1-3 for 1st-5th grade improvements in teacher-reported RSG youth school behavior. While 40% of Year 1 RSG youth improved their school behavior, 56% of Year 2 and 65% of Year 3 elementary youth did so. This indirectly provides evidence supporting GPRA Measure 4.

GPRA Measure 5 – Student Engagement in Learning

Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Table 9e. GPRA Measure 5 Summary: Student Engagement in Learning from Teacher Survey.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of 1st-5th grade students who improved engagement in learning from Teacher Survey	48%	Yr. 3: 65% Yr. 2: 62% Yr. 1: 56% of those needing to change were rated as *Improved* on the Teacher Survey

Note 1. These percentages were obtained from Table 7b.

Table 9e above (see also Table 7b earlier) verifies that Cohort 11 RSG youth consistently during Years 1-3 were able to surpass the target of 48% of teachers verifying 1st-5th graders showed improvement in learning engagement from fall to spring. Year 3, with 65% of youth improving at engagement in learning based on teacher report was the highest yet.

State Measure 6- Family Literacy and Involvement

Number or percentage of families of participating students who participate in family literacy and involvement activities.

Table 9f. PA State Measure 6 Summary: Parent Participation in RSG Activities.

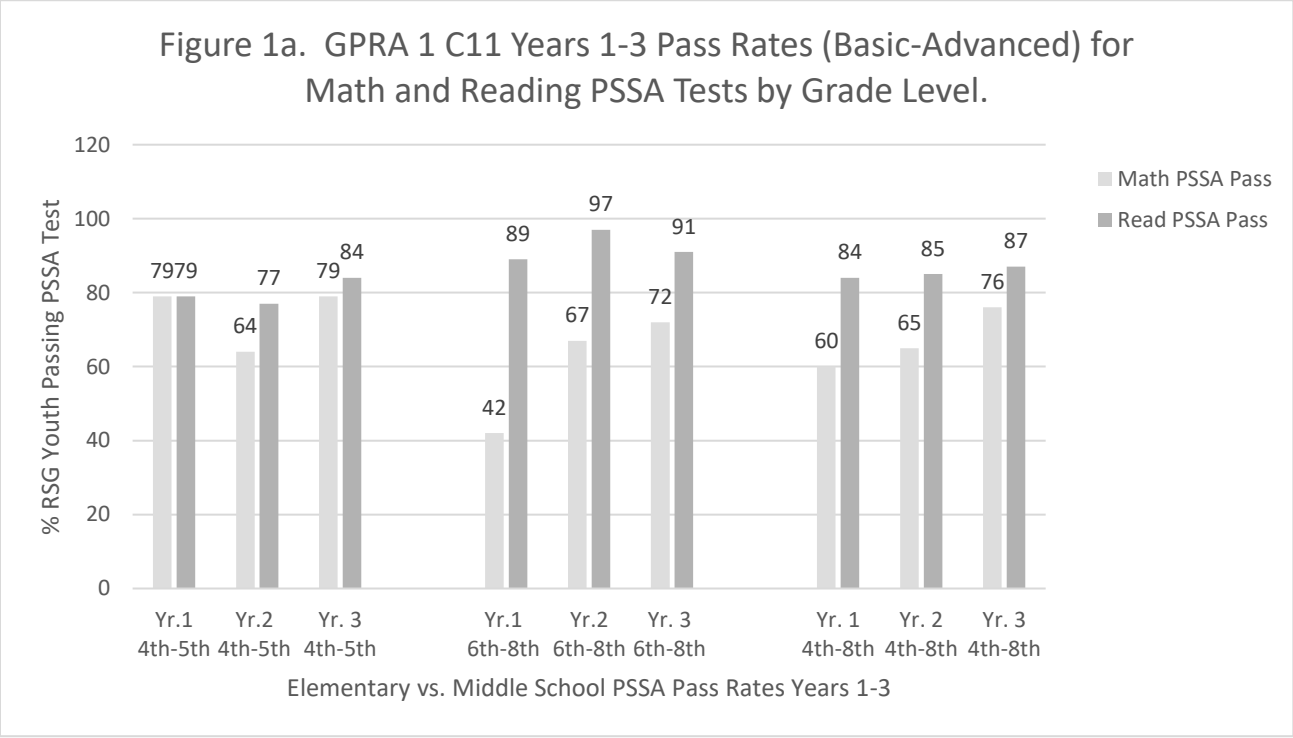
Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of parents who participate in at least one family literacy or one family engagement activity.	54% of parents	Yr. 3: 81/283 (29%) Yr. 2: 93/288 (32%) Yr. 1: 82/256 (32%)

Table 9f (see also Table 2e) verifies that consistently almost 1/3 of C11 RSG parents each year decide to attend one or more parent/family education or involvement activities offered by the RSG program. Year 3 parent events were by far the most numerous and the most diverse in nature (see Table 2e) compared to the past two years. The Year 3 Parent Survey results included a new item for the first time, asking parents if their needs were met by attending the RSG parent/family activities offered. Of the 36 parents (56% of the Parent Survey sample) who attended ≥ 1 RSG parent/family activity, 86% of them agreed YES the activity did meet their needs. This provides new evidence that parent/family activities offered are perceived positively by those parents who are able to attend!

Considerations and Recommendations for Improvement

- Themes observed in the findings/data

Figure 1a shows the Years 1-3 Math and Reading PSSA Test pass rates overall by merging RSG youth who scored from *Basic* to *Advanced* as passing scores. This provides an overall indirect indicator of PSSA test growth in Cohort 11 RSG youth only. While GPRA 1 asks for evidence of improvement on the PSSA test for comparison to a 48.5% growth target, there is no direct way to measure it because RSG youth consecutive year identifiers are unavailable to compare each youth with him/herself. Therefore, it is unclear to what degree any measure of PSSA test growth reflects year-to-year changes in youth-specific academic skill variations vs. RSG program influence. Gray scale was used for Figure 1a to remind the reader to interpret this data with caution. For an alternative analysis of PSSA growth rates over time (i.e., after removing Advanced Proficient youth with no room to grow, highlighting the percentage who need to move up from Below Basic), see Table 9a earlier in the report. Figures 3-4 later in this summary also provide a more detailed analysis of PSSA test scores from Tables 3a-3b in relation to report card grade improvements and demographics.



Note 1. Table 9a shows an alternative, yet *indirect* measure of PSSA math and reading test score improvement over time; it identifies percentage of RSG youth with "room to grow" (i.e., scoring Proficient or lower) and then identifies the subset percentage of those who scored Below Basic). 6th-8th grade PSSA math and reading C11 Year 3 "room to grow" results reflect that a lower percentage of middle school youth achieved "Advanced Proficient" scores than in Year 2; in other words, a higher percentage of 6th-8th graders in Year 3 had room to move up by one

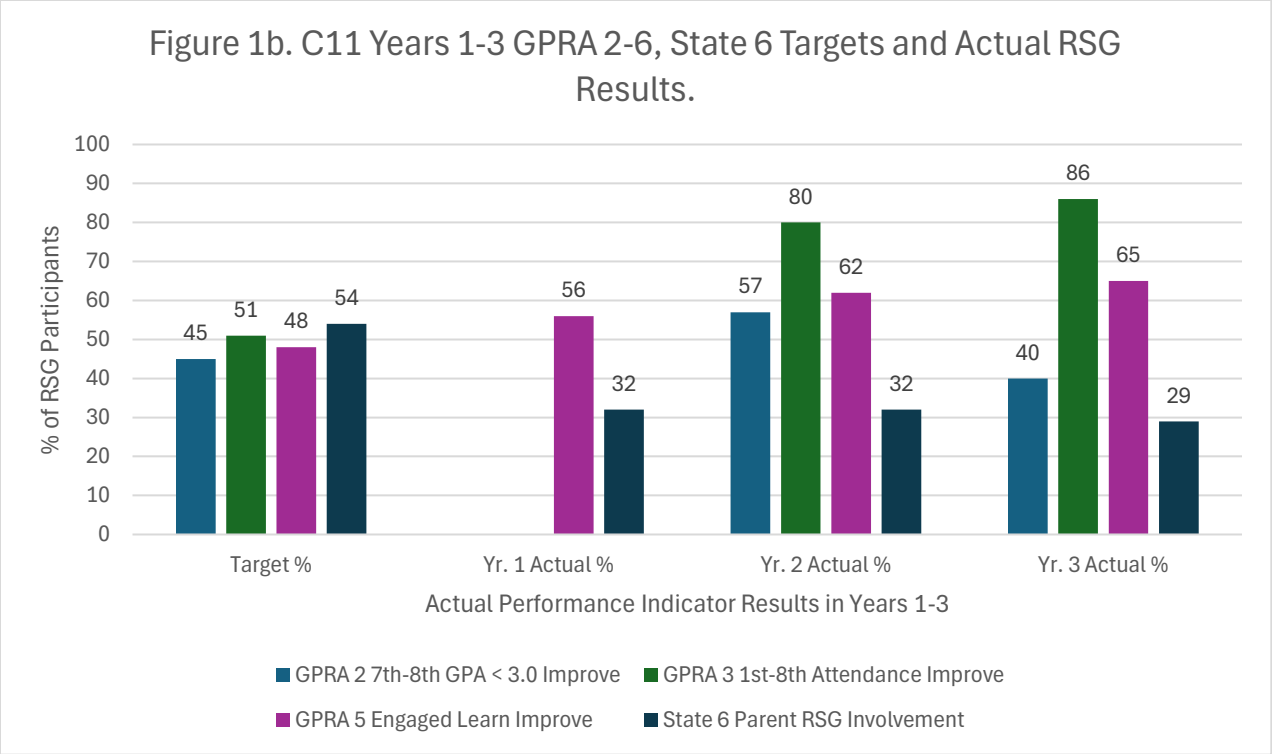
category or more (see Table 9a). However, 6th-8th grade PSSA Math scores in Year 3 (28%) reflected a lower percentage of RSG youth needing to move up from Below Basic than either Year 2 (37%) or Year 1 (58%), showing better PSSA math skill mastery in middle school youth this year than ever before. Table 9a shows the area most needing improvement in C11 Year 3 youth is the PSSA reading scores in 6th-8th graders. 95% showed "room to grow" in Year 3 compared to the 82% in Year 2 with "room to grow". This change was mainly due to a notable decrease in fewer "Advanced Proficiency" 6th-8th grade PSSA Reading tests in Year 3 (down by 13%) and less so due to an increase in "Below Basic" scores (up by 6%) (see bottom rows of Table 9a; see Table 3b).

Figure 1a shows that a higher percentage of Year 3 RSG 4th-5th grade youth passed both the Math PSSA test (79% passed math; 84% passed reading) and passed the Reading PSSA test than in Year 2 (64% passed math; 77% passed reading). Year 3 4th-5th grade Math PSSA pass rates showed a 6% higher rate of Proficient scores and 15% lower Below Basic scores than in Year 2 (see Table 3a earlier this report and Figure 3 below)! Year 3 4th-5th grade Reading PSSA test pass rates were the highest yet compared to Years 1-2; 11% more 4th-5th graders in Year 3 scored Proficient here and 7% fewer scored Below Basic than in Year 2 (see Table 3b earlier this report and Figure 4 below)!

Year 3 RSG 6th-8th grade youth also showed a higher pass rate on the Math PSSA test than in Year 2 (up by 5%); middle school reading pass rate dropped somewhat in Year 3 compared to Year 2 (down by 6%), however. It is impressive that 6th-8th grade RSG youth over Years 1-3 have consistently kept their Reading PSSA test pass rate between 89-97%. Also impressive is that when combining all C11 grade levels from 4th-8th grade, the pass rate on Math and Reading PSSA tests in Year 3 were somewhat higher than all scores from Years 1-2.

In Year 2 the Reading PSSA test scores showed a significant relationship between PSSA Reading test scores and disability status across all grade levels for RSG youth ($p = .002$), so in Year 3 this analysis was run once again. We can be 95% confident that only for 4th-5th grade C11 Year 3 RSG youth did PSSA Reading scores depend on disability status, $\chi^2(3) = 8.36$, $p = .039$. Showing the same pattern as in Year 2, Below Basic Reading PSSA scores were more evenly distributed between youth with Yes (50%) vs. No (50%) disability; the majority of Reading PSSA scores at all other passing category levels consisted of youth with No disability (ranging from 75%-100% as passing scores improve). This result verifies that elementary grade RSG youth with Yes Disability continue to require extra reading skill attention because they are at greater risk of being unable to show adequate reading mastery.

Figure 1b summarizes the remaining results for C11 GPRA measures 2-5 (excluding GPRA 4, which is N/A to the C11 RSG program) and State Measure 6 by comparing Years 1-3 where possible.



Note 1. GPRA 2 7th-8th Grade GPA improvement and GPRA 3 1st-8th grade School Attendance Rate growth for RSG youth needing to improve first became available to measure in Year 2 (relative to Year 1). No actual percentages are available for GPRA 4 In-school suspensions for Years 1-2 as RSG does not gather that information, so it was excluded from Figure 1b. The most relevant Teacher Survey item relevant to GPRA 4 is the percentage of RSG youth who show improved student behavior over the school year, as reported by classroom teachers. In Year 1 40% of RSG youth improved student behavior in the classroom, in Year 2 56% did, and in Year 3 65% did (see Table 7b).

Figure 1b shows the following Target percentages were surpassed by RSG for Cohort 11 in Year 3:

- **GPRA 3:** 86% of 1st-8th graders, who needed to improve their school attendance rate falling ≤ 90% in Year 2, were able to improve their school attendance rates in Year 3. This exceeds the 51% target and is the best performance yet shown on GPRA 3 (see green bars in Figure 1b; see also Tables 7a and 9c). More specifically, 91% of 1st-5th graders and 67% of 6th-8th graders needing to were able to increase their school attendance rates. This verifies elementary and middle school youth each exceeded this target.
- **GPRA 5:** 65% of Year 3 1st-5th graders improved in student engagement in learning based on Teacher Survey observations, up from both Years 1-2. All Years 1-3 surpassed the 48% target (see purple bars in Figure 1b; see also Tables 7b and 9e).

Figure 1b identifies the following Target percentages are more challenging to reach in C11 Year 3:

- **GPRA 2:** 40% of 7th-8th graders whose unweighted GPA was < 3.0 in Year 2 improved their GPA by Year 3. This almost meets the 45% target (see blue bars in Figure 1b; see also Tables 4a and 9b earlier in the report). It is unclear why this target was not met, but only 10 RSG 7th-8th graders whose GPA fell below 3.0 in Year 2 returned for tracking in Year 3.
- **State Measure 6:** 29% of RSG parents were involved in any type of family literacy or family engagement activities in Year 3, similar to parent rates in Years 1-2 (see black bars, Figure 1b). This goal is especially challenging because most parents work and have many responsibilities, making it difficult for them to physically attend late afternoon tutoring times, falling within the normal work-day hours.

One of the most impressive things about the C11 Year 3 Parent Survey was that almost twice as many parents completed it this year (n = 64; 23% response rate) than those who did last year (n = 33; 12% response rate). C11 Year 3 parent survey results were overwhelmingly positive about RSG (see Tables 8a-8e). 98% of Year 3 parents strongly agreed/agreed that RSG met their child's specific needs; this was 4% more than parents responding the same in Year 2. Year 3 parents were clearly much more aware of RSG family activities than last year because 94% of Year 3 parents strongly agreed/agreed they had opportunities to visit the RSG program; only 55% of Year 2 parents responded the same! Table 2e verifies that more diverse parent/family activities were offered in Year 3 compared to Years 1-2, supporting why Year 3 parents would be more aware of family activities. A pie chart in the Parent Survey section of this report also verifies that 56% of parents (i.e., 36/64) who completed the Parent Survey also attended ≥ 1 RSG family/parent activity during Year 3; of these, 31/36 (86%) agreed the parent activities met their needs! This pie chart also verifies that, of the 28 parents who did not attend parent/family activities, 19 (68%) admitted they chose to not participate for unknown reasons (as opposed to simply not knowing about the events).

Of Year 3 RSG parents who perceived their child as having room to improve in various academic skill areas, the following percentage of parents saw their child improve in these areas related to their RSG program attendance:

- Homework completion Improved = 89%
- Use of technology Improved = 86%
- Social studies Improved = 79%
- Math Improved = 78%
- Reading Improved = 76%
- Science Improved = 74%

Overall, Year 3 Parent Survey results clearly support that the RSG program is doing their best to meet the needs of both area youth and their parents.

Report Card Grades Related to PSSA Test Scores in RSG Youth

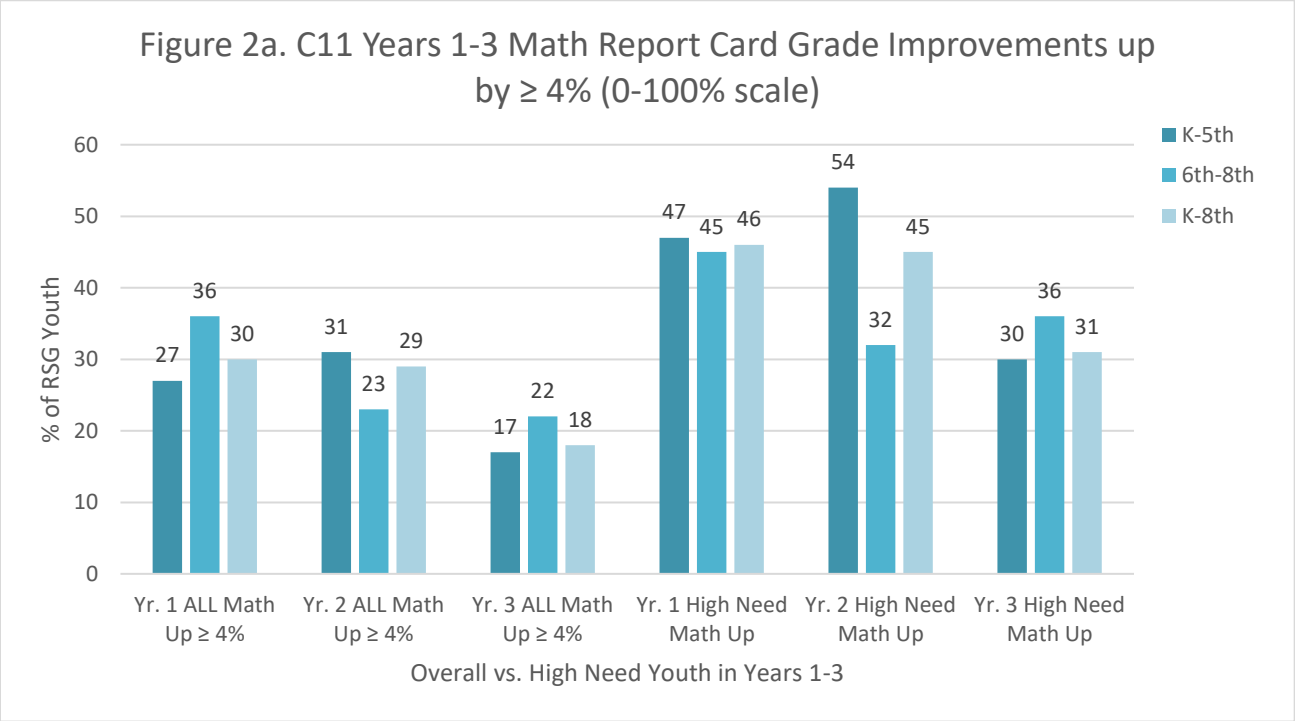
Cohort 11 includes three school districts, all of which in Year 3 reported a mixture of grading scale use (see Tables 4b-4e and 5a-5b). Older youth from all schools received math and reading report card grades on a 0-100%, while some youth from younger grades received a 4-pt. scale category ranging from "Exceeds Expectations" to "Needs Improvement" scale or simply letter grade categories that ranged from A – C. Two students, receiving only "Satisfactory" grades in C11 Year 3, were excluded from analysis.

Tables 5a-5b combine all math and reading report card grade "improvement" data, regardless of grading scale differences. This is possible if improvement on the 0-100% scale is defined as any youth who improved by ≥ 4% from Quarter 1 to 4 in Year 3. Improvement on the 4-pt. scale system is defined as any youth able to move up by ≥ 1 score category in Year 3. The observed frequency of Year 3 RSG youth who "improved" their grades by either of these criteria is then summed for an overall grade improvement percentage of youth (see Tables 5a-5b for total percentages and broken down by school site). Table 5a highlights that 27% of C11 Year 3 RSG youth improved their math report card grades across all grading scale systems, compared to 23% in Year 2 and 29% in Year 1. Table 5b shows that 30% of C11 Year RSG youth improved their reading report card grades across all grading scale systems, compared to 22% in Year 2 and 28% in Year 1. This data verifies the RSG program is playing an important role in helping over ¼ of Year 3 RSG youth improve their school academic performance.

Figures 2a and 2b show all C11 Year 1 math and reading grade improvements only using the 0-100% grading scale, respectively; see also Tables 4b-4c earlier in the report for more discussion. The percentage of overall youth improving in Figures 2a-2b (see left bars each graph) was defined as those able to increase their grades by 4% or more from fall to spring of Year 1 (i.e., half a letter grade), regardless of where they started in the fall. The "High Need" to improve youth (see further right of Figures 2a-2b) included the subset who earned lower than 92% in the fall semester (i.e., less than an A grade to start the year with); this subset had the greatest need and room to improve their report card grades. Although these graphs label elementary youth as K-5th, more accurately this data excludes K-1st consistently across all school sites (and excludes K-4th grades at All Saints) as they are graded on the 4-pt. sale system.

Figure 2a shows fewer Year 3 elementary youth (overall 17% improved; 30% of "High Need" youth did so) improving their math report card grades by half a letter grade than in Year 2 (overall 31% improved; 54% of "High Need" youth did so). The contrast between this drop in math report card grade improvement rate for RSG elementary youth (see Figure 2a) and their improving pass rates on the Math PSSA test in Year 3 (79% passed) compared to Year 2 at 64% (see Figure 1a) again suggests some disconnect in what report card grades and standardized testing measure in RSG youth. It may be helpful to somehow implement a creative, fun reward system to further motivate RSG elementary youth to improve their math report card grades over the school year. 6th-8th grade Year 3 RSG youth show similar math report card grade

improvements in Year 3 (22% overall improved; 36% of High Need did so) to Year 2 (23% overall improved; 32% of High Need did so). If anything, 4% more of the High Need middle school youth improved their math grades in Year 3 compared to Year 2. This aligns well with Figure 1a PSSA math results for middle school youth, which showed 72% passed the Math PSSA test in Year 3, up from a 67% pass rate in Year 2.



To further dive into the C11 Year 3 increased Math PSSA pass rates vs. lower percentage of math report card grades improving for elementary grade youth, it helps to further break down the pattern of RSG program attendance. A few youth only attended RSG in Summer 2024, many only attended during the 2024/25 school year, and many youth attended Summer and School Year combined.

Summer 2024 K-5th Year 3 RSG Attendees Only

- 67% (4/6) improved their math report card grade from Quarter 1 to 4 by ≥ 4%
- 50% (1/2) passed the Math PSSA test (i.e., scored Basic – Advanced Proficient)

School Year 2024/25 K-5th Year 3 RSG Attendees Only

- 16% (11/70) improved their math report card grade from Quarter 1 to 4 by ≥ 4%
- 72% (33/46) passed the Math PSSA test (i.e., scored Basic – Advanced Proficient)

Both Summer and School Year K-5th Year 3 RSG Attendees

- 14% (10/74) improved their math report card grade from Quarter 1 to 4 by ≥ 4%
- 81% (43/53) passed the Math PSSA test (i.e., scored Basic – Advanced Proficient)

The above data strongly supports that the more elementary youth attend the RSG program, the more likely they are to pass the Math PSSA test! 81% of elementary youth who attended both during the summer and the school year in C11 Year were able to pass the Math PSSA test; 72% who attended the school year only passed and 50% who attended in summer only passed. Improvement in math report card grades by ≥ 4% over the school year, though, seems especially boosted by RSG elementary youth who attend the summer tutoring programs. Summer is likely a very important bridge to help those K-5th grade youth who are most struggling with math have a chance to catch up in skills for the upcoming school year. This idea is supported by the finding that Summer only K-5th grade RSG participants started with the lowest Quarter 1 math grade (*M* = 86%; *SD* = 13.25), by spring this increased to *M* = 94.83; *SD* = 3.25) out of all three attendance groups. School year only K-5th grade RSG participants went from math grades in Quarter 1 *M* = 89.54; *SD* = 9.87 to Quarter 4 *M* = 87.80; *SD* = 9.15. Summer and school year combined K-5th grade RSG participants went from math grades in Quarter 1 *M* = 90.28; *SD* = 7.24 to Quarter 4 *M* = 87.93; *SD* = 7.46. Overall this combined pattern of Math PSSA and math report card grades over time supports that RSG is helping youth to improve their math skills over time; the standardized test scores more effectively reflect this skill improvement than math report card grades do UNLESS the most "at-risk" youth (i.e., those with the lowest incoming math report card grade skills) who attend RSG in Summer only are put into the spotlight or the High Need youth who start with math grades lower than A in Quarter 1 overall (see Figure 2a). The RSG program is especially effective at helping the most at-risk youth in math improve both their standardized testing and their math report card grades over time.

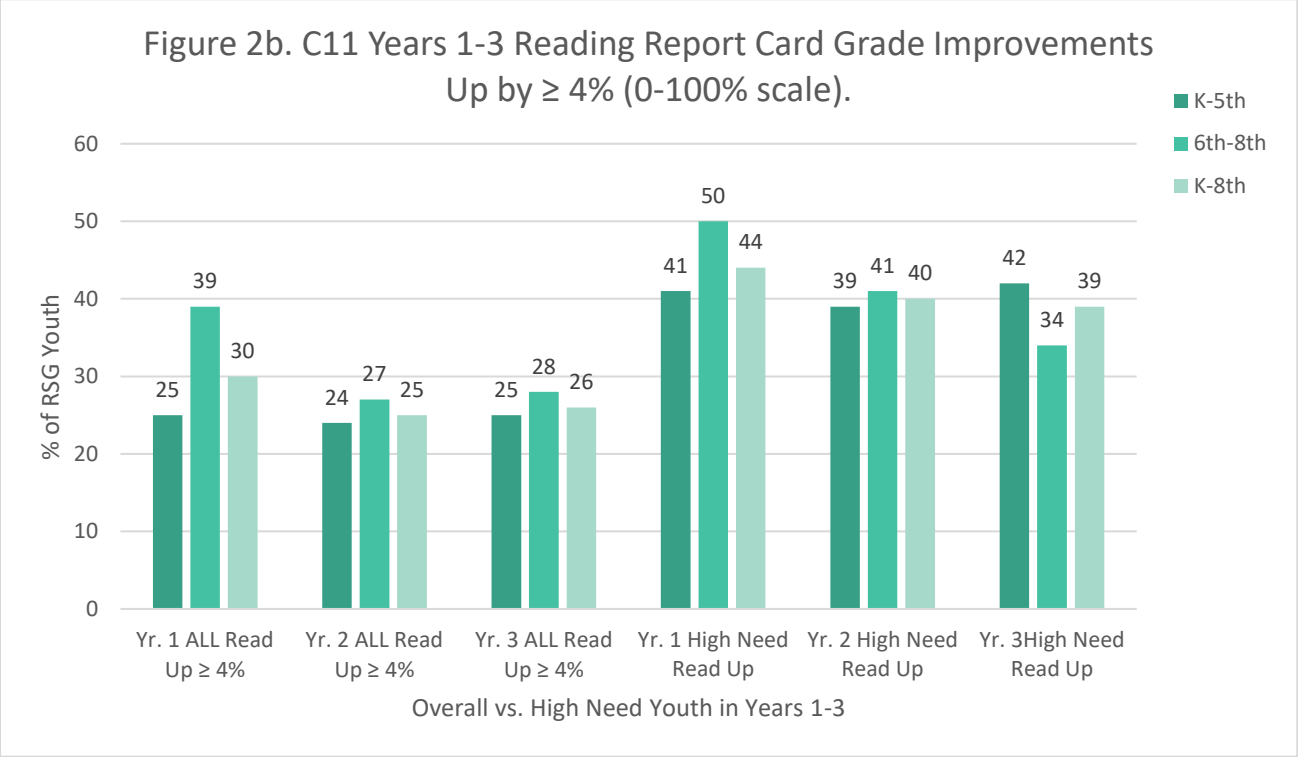


Figure 2b allows us to compare C11 reading report card grade changes from Years 1-3 between elementary and middle school youth instead. K-5th grade overall and "High Need" reading report card grade improvements have remained consistent over time. The percentage of 6th-8th graders overall and "High Need only" who have improved their reading report card grades by ≥ 4% from Quarter 1 to 4, however, has been gradually decreasing from Year 1 (Overall = 39%; High Need = 50%) to Year 2 (Overall = 27%; High Need = 41%) and now to Year 3 (Overall = 28%; High Need = 34%). Despite this, Figure 1b verifies that Year 3 Reading PSSA test pass rates are still consistently high (Year 1 = 89% passed; Year 2 = 97% passed; Year 3 91% passed). This data supports that a clear majority of RSG 6th-8th grade youth are able to demonstrate adequate mastery or better in reading skills, even though they are showing a tendency over time to move towards average reading performance rather than excellent (see Table 3b showing a reduction from 18% earning Reading PSSA Advanced Proficient scores in Year 2 to 5% earning Advanced Proficient in Year 3).

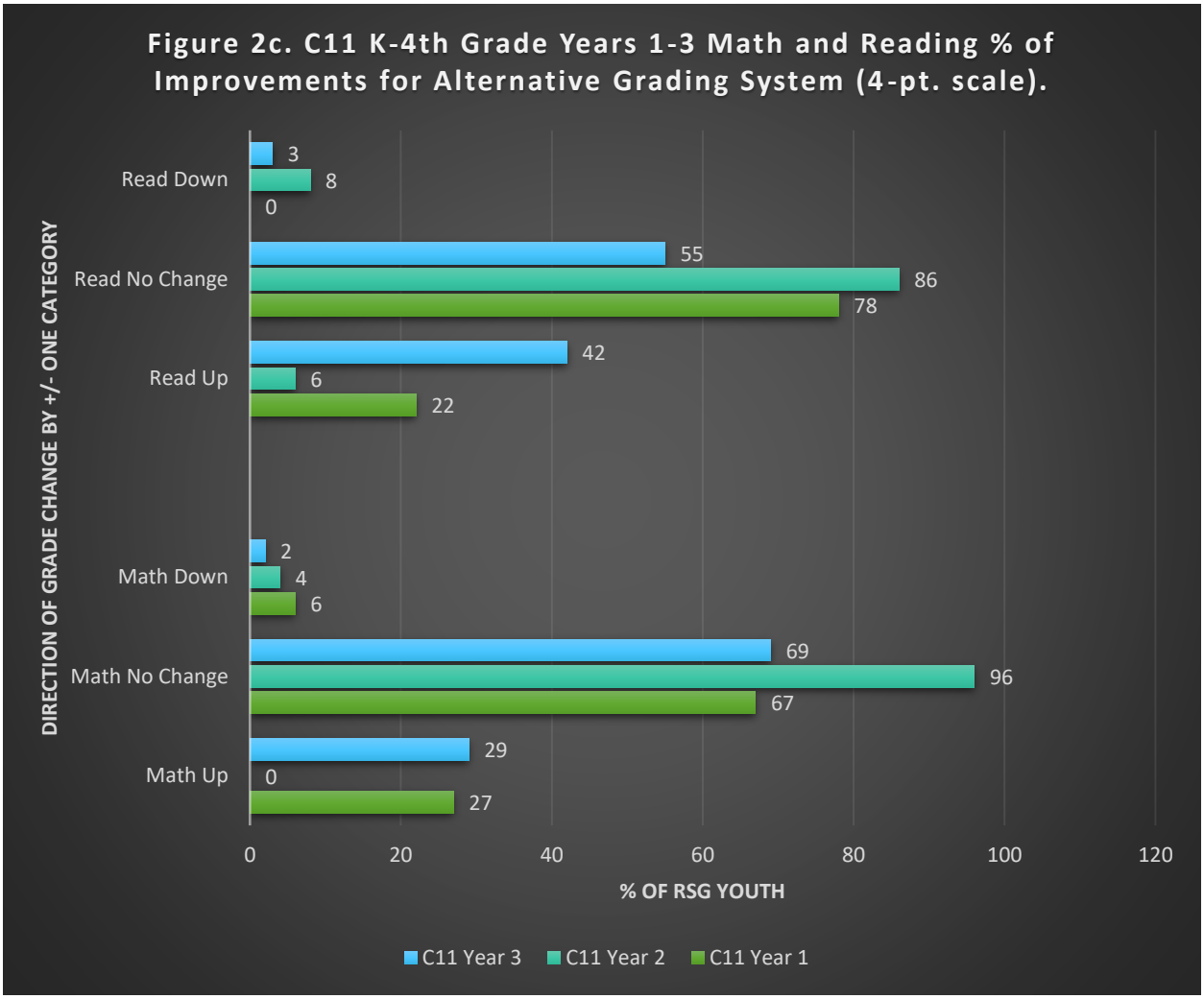
Shifting focus now, we can examine all C11 Year 3 schools' use of an alternative 4-pt. scale report card grading system for the youngest elementary youth (see Figure 2c, for both math and reading improvements). Tables 4d-4e earlier in the report provide more detailed information about the relevant grade levels and total youth counts for each of these two schools.

- 4 = Exceeds expectations (or A grade overall)
- 3 = Meets expectations (or B grade overall)
- 2 = Progressing toward expectations (or C grade overall)
- 1 = Needs improvement (or D-F grade overall)

Figure 2c shows C11 elementary youth improvements on the 4-pt. grading scale. Here improvement is defined as moving from one of the 4 levels up by one more levels; only those earning a 4 in fall would not need improvement. Figure 2c verifies that C11 Year 3 RSG youth in the youngest elementary grades (K-1st grades at some sites; K-4th grades at All Saints) showed the highest percentage of youth who improved their grades over the school year in both math and reading (see also Tables 4d-4e)! 29% of C11 Year 3 youth improved in math, bouncing back from the 0% who did so in Year 2. Also 42% of C11 Year 3 youth improved in reading, bouncing back from the 6% who did so in Year 2. This data suggests that the Year 2 dip was not simply due to the 4-pt. scale being too poorly sensitive as an indicator of academic improvement. The youngest C11 RSG Year 3 youth are showing excellent efforts at improving their academic skills, even when they are graded on a less precise 4-pt. scale.

Tables 5a-5b earlier in the report combine BOTH grading scale youth improvement counts based on a standardized combination of both above definitions (i.e., either half a letter grade percentage scale improvement or one 4-pt. category level up) for an overall comparison of improved C11 youth. Table 5a verified that 27% of all C11 Year 3 RSG youth improved their math grades, regardless of grading scale used; this is 4% higher than Year 2. Table 5b shows that 30% of all

C11 Year 3 RSG youth improved their reading grades, regardless of grading scale use; this is 8% higher than Year 2.



Figures 3-4 below show a more refined breakdown of Math and Reading PSSA scores (see also Tables 3a-3b earlier this report), and they have already been discussed in the summary above with Figure 1a overall pass vs. fail test rates and report card grade improvement data.

To summarize the unique information visible in Figure 3, C11 Year 3 PSSA Math test scores for elementary and middle school youth show the lowest levels of Below Basic scores and the highest levels of Basic scores compared to Years 1-2. Year 3 Math PSSA Proficient scores are also occurring at a higher percentage than occurred in Year 2. Year 3 Math PSSA test scores show a positive pattern of overall math skill improvement in C11 RSG youth compared to earlier years! Because Year 3 PSSA Below Basic vs. Pass (Basic – Advanced Proficient) test scores showed no interesting relationship with report card grade improvements (whether in math or in reading), the additional figures highlighting that information from last year have been removed from the Year 3 report.

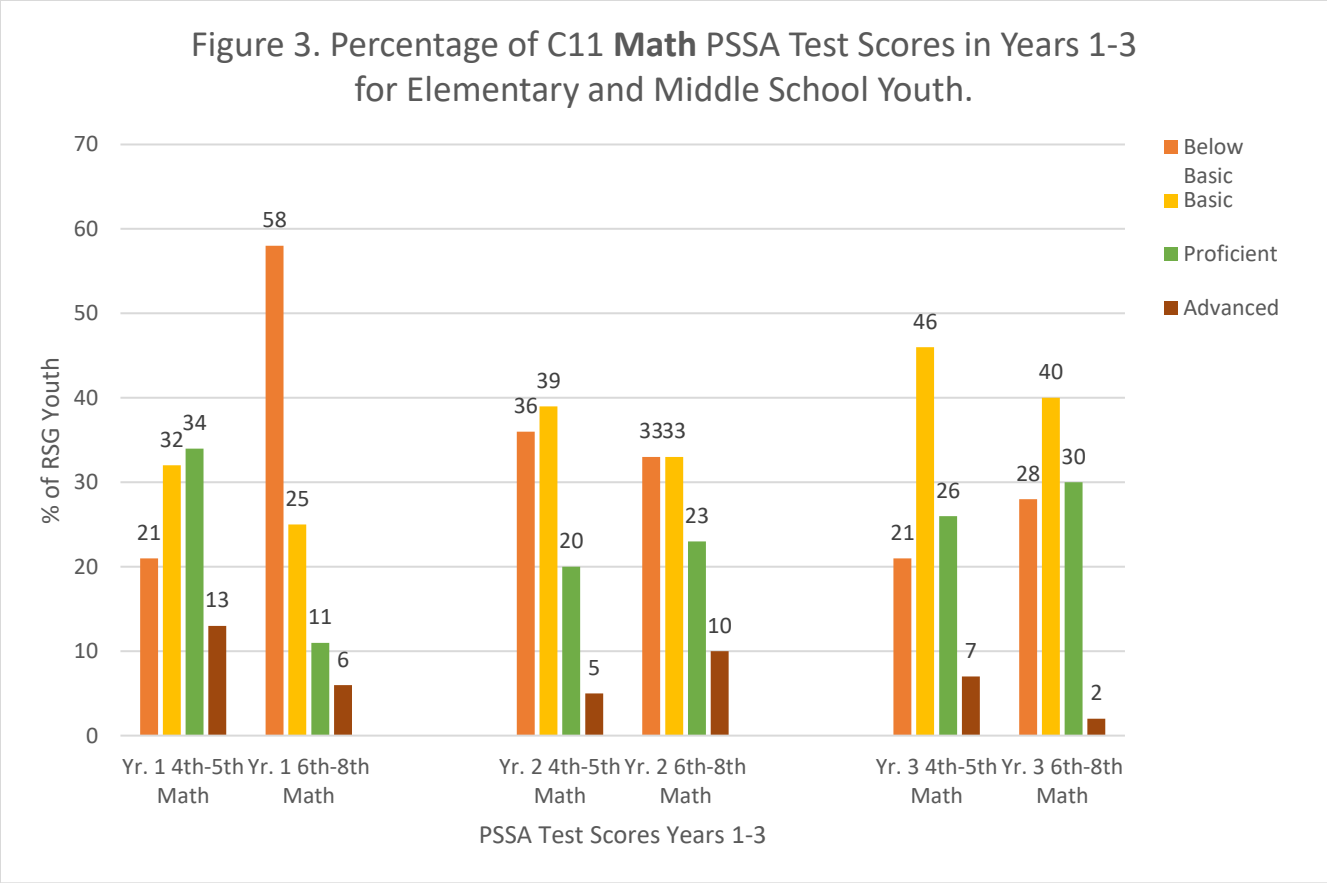


Figure 4 below shows all RSG youth specific PSSA Reading Test score percentages over Years 1-3 (see also Table 3b earlier in report). The unique information it shows beyond Figure 1a earlier involves the pattern of most frequent Reading PSSA scores over time. For 4th-5th grades the Year 1 most frequent "Proficient" score (see yellow bar in Figure 4) has changed in both Years 2-3 so that "Basic" scores are now most common (see blue bars in Figure 4). Year 3 does show the lowest percentage of "Below Basic" Reading PSSA scores yet, though, at 16% (i.e., this is down from 23% who failed the test in Year 2).

For 6th-8th grades Figure 4 verifies a consistently most frequent "Basic" score on the Reading PSSA test from Years 1-3. Comparing Years 2-3 middle school youth shows a tendency for a higher percentage of "Below Basic" (3% in Year 2; 9% in Year 3) and "Basic" (44% in Year 2; 62% in Year 3) Reading scores, with a corresponding lower percentage of "Proficient" (36% in Year 2; 24% in Year 3) and "Advanced Proficient" scores (18% in Year 2; 5% in Year 3). Because the declining Reading PSSA test results for 6th-8th grade RSG youth most clearly align with the declining High Need to Improve 6th-8th grade reading report card grades (see Table 4c showing Year 1 with 50% of 6th-8th graders starting with less than an A grade improving by end of school year, declining to 41% improving in Year 2 and 34% improving in Year 3), middle school reading may need the most attention for improved academic skills in RSG youth.

Figure 4. Percentage of C11 **Reading** PSSA Test Scores in Years 1-3 for Elementary and Middle School Youth.

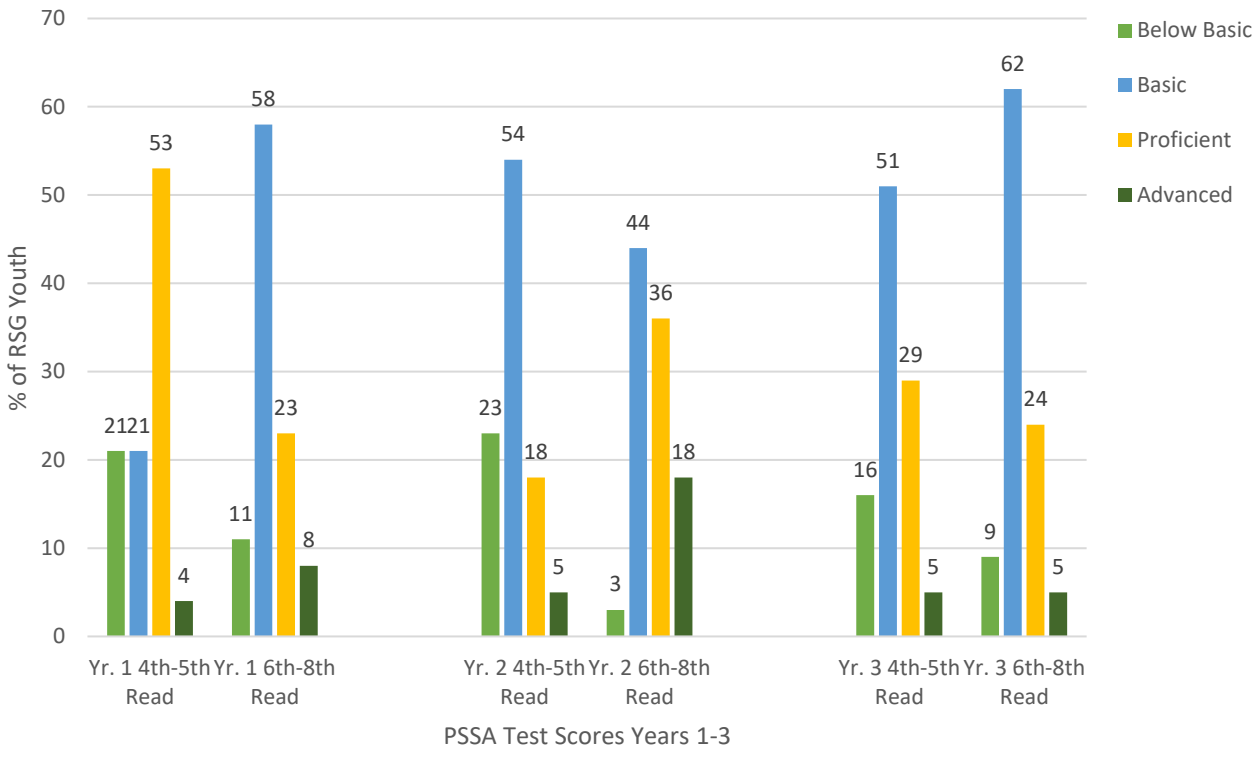


Figure 5 below focuses on relating various demographic characteristics to only those "High Need" C11 youth needing to improve their report card grades. Any youth who earned less than an A grade in the fall of each school year (i.e., scored < 92%) was designated as "High Need" to improve. This group was then tracked to see what percentage of only them DID IMROVE their math and reading grades by half a letter grade or more (i.e., ≥ 4%) by the spring.

Figure 5 verifies that the 31% of total C11 Yr. 3 "High Need" youth, who improved their math grades by half a letter grade out of those needing to based on lower fall grades, were MOST OFTEN as follows:

- 60% had No Economic Disadvantage (30% had Yes Disadvantage)
- 41% had Yes Disability (27% had No Disability)
- 36% were in 6th-8th grades (30% were in K-5th)
- 33% were a Race/Ethnicity minority (31% were White)
- 33% were Male (29% were Female)

A comparison of Years 1-3 in Figure 5 (2nd column from the left) reveals no real consistency in which "High Need" demographic group shows the most improvement in report card grades when their relevant groups are compared. For example, some years youth with "Yes Disability" improve the most in math, while in other years youth with "No Disability" improve the most in

math. The same inconsistent patterns are shown for males vs. females, for K-5th vs. 6th-8th graders, for whites vs. minorities, and for Yes vs. No Economic Disadvantage.

Figure 5. Demographic Comparison of C11 Years 1-3 RSG Youth with a High Need to Improve Math and Reading Report Card Grades who ACTUALLY DID Improve by ≥ 4%.

	% of High Need Math Improve (<92% A Fall)	% of these High Need Math Improved by ≥ 4% Spring	% of High Need Read Improve (<92% A Fall)	% of these High Need Read Improved by ≥ 4% Spring
TOTAL	**Yr. 3 = 50%** Yr. 2 = 54% Yr. 1 = 60%	**Yr. 3 = 31%** Yr. 2 = 45% Yr. 1 = 46%	**Yr. 3 = 58%** Yr. 2 = 61% Yr. 1 = 63%	**Yr. 3 = 39%** Yr. 2 = 40% Yr. 1 = 44%
Female	Yr. 3 = 52% Yr. 2 = 55% Yr. 1 = 54%	Yr. 3 = 29% Yr. 2 = 51% Yr. 1 = 55%	Yr. 3 = 55% Yr. 2 = 49% Yr. 1 = 46%	Yr. 3 = 40% Yr. 2 = 40% Yr. 1 = 50%
Male	Yr. 3 = 49% Yr. 2 = 45% Yr. 1 = 46%	Yr. 3 = 33% Yr. 2 = 37% Yr. 1 = 36%	Yr. 3 = 60% Yr. 2 = 51% Yr. 1 = 63%	Yr. 3 = 38% Yr. 2 = 39% Yr. 1 = 40%
K-5th	Yr. 3 = 49% Yr. 2 = 59% Yr. 1 = 59%	Yr. 3 = 30% Yr. 2 = 54% Yr. 1 = 47%	Yr. 3 = 51% Yr. 2 = 64% Yr. 1 = 61%	Yr. 3 = 42% Yr. 2 = 39% Yr. 1 = 41%
6th-8th	Yr. 3 = 53% Yr. 2 = 41% Yr. 1 = 41%	Yr. 3 = 36% Yr. 2 = 32% Yr. 1 = 45%	Yr. 3 = 73% Yr. 2 = 36% Yr. 1 = 39%	Yr. 3 = 34% Yr. 2 = 41% Yr. 1 = 50%
All Minorities Combined	Yr. 3 = 30% Yr. 2 = 9% Yr. 1 = 7%	Yr. 3 = 33% Yr. 2 = 18% Yr. 1 = 63%	Yr. 3 = 73% Yr. 2 = 11% Yr. 1 = 7%	Yr. 3 = 25% Yr. 2 = 47% Yr. 1 = 44%
White/ Caucasian	Yr. 3 = 51% Yr. 2 = 91% Yr. 1 = 93%	Yr. 3 = 31% Yr. 2 = 47% Yr. 1 = 45%	Yr. 3 = 57% Yr. 2 = 89% Yr. 1 = 93%	Yr. 3 = 40% Yr. 2 = 39% Yr. 1 = 44%
YES Econ. Disadvantage	Yr. 3 = 53% Yr. 2 = 98% Yr. 1 = 92%	Yr. 3 = 30% Yr. 2 = 45% Yr. 1 = 45%	Yr. 3 = 60% Yr. 2 = 98% Yr. 1 = 93%	Yr. 3 = 37% Yr. 2 = 41% Yr. 1 = 45%
NO Econ. Disadvantage	Yr. 3 = 25% Yr. 2 = 2% Yr. 1 = 8%	Yr. 3 = 60% Yr. 2^2 = 0% Yr. 1 = 56%	Yr. 3 = 35% Yr. 2 = 2% Yr. 1 = 7%	Yr. 3 = 71% Yr. 2^2 = 0 Yr. 1 = 38%
YES Disability	Yr. 3 = 68% Yr. 2 = 26% Yr. 1 = 32%	Yr. 3 = 41% Yr. 2 = 13% Yr. 1 = 42%	Yr. 3 = 78% Yr. 2 = 27% Yr. 1 = 34%	Yr. 3 = 51% Yr. 2 = 30% Yr. 1 = 41%
NO Disability	Yr. 3 = 44% Yr. 2 = 74% Yr. 1 = 68%	Yr. 3 = 27% Yr. 2 = 42% Yr. 1 = 47%	Yr. 3 = 51% Yr. 2 = 73% Yr. 1 = 66%	Yr. 3 =33% Yr. 2 = 43% Yr. 1 = 45%

Note 1. In Year 3 the total row percentages were calculated by the following: 102/203 of all C11 Year 3 RSG youth were "High Need" to improve at math because their fall report card grades fell < 92% A (see Column 1). Of these, 32/102 "High Need" Yr. 3 youth were able to improve their math report card grade by 4% or more by spring (see Column 2). 121/210 of all C11 Year 3 RSG youth were "High Need" to improve at reading because their fall report card grades fell < 92% A (see Column 3). Of these, 47/121 "High Need" Yr. 3 youth were able to improve their reading report card grades by 4% or more by spring (see Column 4). Then the file was split by each demographic variable and counted the same way. Figure 5 only includes C11 youth who were graded on a 0-100% grading scale.

The percentages above do not add up to 100% for each pair of demographic groups (e.g., females vs. males) because a different number of "High Need" youth in each category occurred for each group per pair to start with.

Note 2. In Year 2 there were only 2 of 121 "High Need" C11 RSG youth who had NO Economic Disadvantage for math grades, so 0% only reflects results for two youth. Also, there were only 3 of 136 "High Need" youth who had NO Economic Disadvantage for reading grades, so 0% only reflects results for these three youth. With so few youth these zeros should not be interpreted as this category needing to improve more.

Figure 5 also verifies that the 39% of total C11 Yr. 3 "High Need" youth, who improved their reading grades by half a letter grade out of those needing to based on fall grades, were MOST OFTEN as follows:

- 71% had No Economic Disadvantage (37% had Yes Disadvantage)
- 51% had Yes Disability (33% had No Disability)
- 42% were in K-5th grade (34% in 6th-8th grade)
- 40% were Female (38% were Male)
- 40% were White (25% were a Race/Ethnicity minority)

Again for High Need reading grade improvements for demographic groups, there are no consistent patterns over Years 1-3 to suggest demographic categories play any key role in explaining why RSG youth improve the report card grades when they are most in need of doing so. Overall, an impressive percentage of C11 Year 3 youth who most need to improve based on their fall report card grades showed ≥ 4% math and reading report card grades.

Figure 6 compares the Years 2-3 Teacher Survey results for 1st-5th graders only, now that only those elementary youth are being asked about to school teachers at the end of each academic year. Youth who did not need to improve at the start of the school year were NOT counted in the improvement percentages rated by classroom teachers shown in Figure 6. Year 3 results showed higher percentages of elementary youth improving in ALL items on the Teacher Survey than in Year 2.

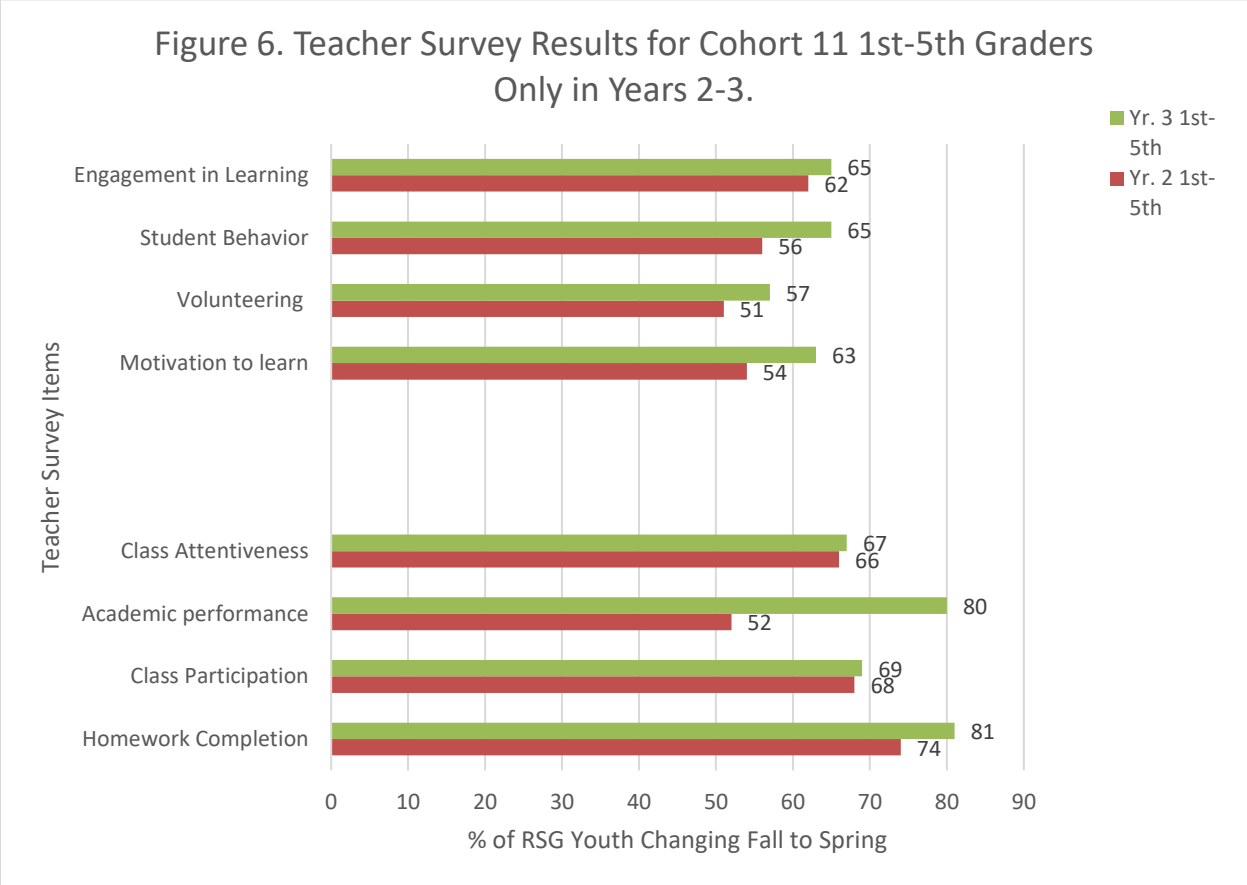
The most improved Teacher Survey areas in Year 3 compared to last year were in:

- Homework Completion with 81% of RSG youth improved (up by 7% from Year 2).
- Academic Performance with 80% of RSG youth improved (up by 28% from Year 2).
- Student Behavior with 65% of RSG youth improved (up by 9% from Year 2).
- Motivation to Learn with 63% of RSG youth improved (up by 9% from Year 2).

One independent piece of student behavior evidence was obtained by Saint Francis University (SFU) student behavioral observations made with 15 C11 Year 3 RSG youth during the October 2024 "Lights On" program Sponge Bob math detective game at All Saints Catholic School. SFU students recorded during the math game whether RSG youth working in small teams tended to show productive or unproductive persistence behaviors when identifying math errors made by Sponge Bob and Patrick from the well-known cartoon. Of the 15 RSG youth observed the entire

game, 14 (93%) showed productive persistence behaviors most often during the game. This finding supports that RSG youth show positive youth behavior.

Other data analyzed earlier in this report revealed that C11 Year 3 youth with No Economic Disadvantage were much more likely to be rated in the Teacher Survey as showing improvement in Academic Performance and in Homework Completion than Year 3 youth with Yes Economic Disadvantage (see Table 6b). Most interesting was that 0% of No Economic Disadvantage youth showed "Decline" or "No Change" for Academic Performance and for Homework Completion, according to classroom teachers; this meant 100% "Improved" for Academic Performance and 94% "Improved" for Homework Completion (leaving 6% who "Did Not Need to Improve). The pattern for C11 Year 3 RSG youth with Yes Economic Disadvantage was very different, though; 62% of these youth "Improved" at Academic Performance (leaving 20% who "Did Not Need to Improve") and 57% of these youth "Improved" at Homework Completion (leaving 27% who "Did Not Need to Improve").



Note 1. Year 1 data was excluded in Figure 6 above because all grades K-8th were surveyed that year. Starting Year 2 and continuing through Year 3 only 1st-5th grade Teacher Survey results were collected. Table 6a earlier in this report provides a more detailed breakdown of Teacher Survey data by also including percentages for those who did not need to improve. Figure 6 above only reports teacher-rated improvement percentages by *excluding* youth from the count who did not need to improve at the start of the school year.

This new analysis of Teacher Survey data from Table 6b is difficult to interpret. First, this pattern of results could simply verify that RSG youth with Yes Economic Disadvantage are much more reliant on the RSG program and their school teachers to gain the math and reading skills they need; their families may have less time to help them succeed if they are forced to work more hours than other families. In some cases the families may be less able to help these youth show improvement over the school year due to lower education levels completed themselves. Another interpretation of the Table 6b Teacher Survey data, though, is that school teachers may be less able to notice RSG youth improvement in youth with Yes Economic Disadvantage, as these youth may be less able or willing to communicate their specific questions or other needs for help to make progress in their own learning. These results verify the particular importance of providing youth with Yes Economic Disadvantage the opportunity to receive after-school tutoring. They also suggest that tutors and classroom teachers alike may need to make extra effort to encourage RSG youth with Yes Economic Disadvantage to verbalize their skill area improvement needs and to advocate for themselves.

Evaluator reflections and recommendations for program improvement, prioritization

C11 Year 2 Recommendations with Progress Shown

- Last year it was recommended that 4th-5th grade PSSA test scores needed to improve. C11 Year 3 PSSA results clearly supported this occurred (see Tables 3a-3b; see Figures 1a, 3, and 4). Year 3 4th-5th grade Math PSSA scores showed a 15% increase in passing scores and 4th-5th grade Reading PSSA scores showed a 7% increase in passing scores.
- Last year it was recommended that a low percentage of Teacher Survey ratings of RSG youth showing school year improvement in Academic Performance (52%) be addressed. This was clearly accomplished since 80% of C11 Year 3 RSG youth were rated by teachers as improving their Academic Performance (see Figure 6)!
- Last year I was concerned that use of a 4-pt. grading scale for younger elementary C11 youth (i.e., K-1st grades for 2 schools; K-4th for 1 school) may show poor sensitivity in allowing youth and their parents to see academic skill improvement over the year. Year 3 C11 4-pt. grading scale results clearly did not suffer from this problem (see Tables 4d-4e, Tables 5a-5b, and Figure 2c). Figure 2c verifies that 29% of C11 Year 3 RSG youth showed math improvement (up from 0% in Year 2) and 42% showed reading improvement (up from 6% in Year 2) by one or more category on the 4-pt. scale system.
- The RSG program continues to welcome Saint Francis University students to design fun learning activities in Year 3. This mutually beneficial community partnership allows C11 RSG youth to engage with college-level students, who learn more about youth learning processes when combined with game activities. 93% of C11 Year 3 RSG youth at All Saints Catholic School were observed by SFU students to engage in productive

persistence behaviors (rather than unproductive ones) throughout most of a Sponge Bob math detective game.

C11 Year 3 Recommendations

RSG Program Recommendation 1: Math report card grade (0-100% scale) improvements by half a letter grade from fall to spring earned by C11 Year 3 RSG youth have been generally declining over time (see Table 4b and Figure 2a). Across all grade levels 30% of Year 1 RSG youth improved by ≥ 4% in math grades, but by Year 3 this has decreased to only 18% doing the same. Focusing in on "High Need" youth across all grade levels, who start in fall with a 91% or lower in math, 46% of Year 1 youth improved by ≥ 4% in math grades; by Year 3 this has decreased to 31% of "High Need" youth improving. This result is mainly driven by Year 3 elementary RSG youth in 3rd-5th grade, since the younger grades in all schools this year received math grades only on the 4-pt. grading scale system. For C11 Year 3 3rd-5th graders 17% improved their math grades by ≥ 4%, down from 27% in Year 1 and 31% in Year 2; a similar decrease occurred for "High Need" Year 3 3rd-5th graders also. When combined with the Year 3 improvement in Math PSSA Test score pass rates for 4th-5th graders (see Tables 3a, Figure 1a, and Figure 3), this pattern suggests that creative ways to motivate 3rd-5th graders to improve their math report card grades may be needed.

- One interpretation of this difficulty with math grade improvement is that 3rd-5th grade youth may be putting more effort into homework completion generally (both classroom teachers at 81% and parents at 89% in Year 3 were very positive about RSG youth improvement in that area), with less attention to specific math skill areas they need to work on for improvement to be reflected in their report card grades. Tutors and teachers may want to encourage and reward 3rd-5th grade RSG youth for making and achieving concrete, specific math skill learning goals.
- Another interpretation is that the clearly positive math and reading report card grade improvements shown by K-1st grades/K-4th graders who received 4-pt. grade scale scores only (instead of 0-100% scale grades; see Tables 4d-4e and Figure 2c) could reflect that tutors' attention was drawn more towards helping the youngest RSG youth in Year 3.
- A final relevant interpretation is that Year 3 RSG youth who had the most difficulty improving their math report card grades from fall to spring were shown to be youth with Yes Economic Disadvantage rather than Not (see discussion of data near Tables 4b-4c). Table 6b provided supporting Teacher Survey evidence, verifying teachers had more difficulty seeing improvement in Academic Performance and in Homework Completion in Year 3 RSG youth with Yes than No Economic Disadvantage. These results together suggest that classroom teachers and RSG tutors may want to make extra effort to teach youth how to verbally communicate their learning needs and advocate for themselves. Because the larger school districts of Forest Hills and Purchase Line consist almost

entirely of youth with Yes Economic Disadvantage, those schools especially may benefit from increased tutors or volunteers who are encouraged to work with youth after school.

RSG Program Recommendation 2: C11 Year 3 6th-8th grade "High Need" youth reading report card grade improvements have decreased over time, from 50% in Year 1 showing ≥ 4% reading grade improvement over the school year to 41% in Year 2 and 34% in Year 3 (see Table 4c or Figure 2b). Also, Reading PSSA test scores suggest RSG middle school youth are veering more towards adequate mastery of reading skills and away from "excellent" levels (see Table 3b or Figure 4 for Reading PSSA scores over time). Figure 4 shows that in Year 3 only 5% of RSG 6th-8th grade youth earned "Advanced Proficient" scores on the Reading PSSA test; this dropped from 18% doing so in Year 2. One solution may be to put the older middle school youth in charge of reading new game instructions to younger youth and teaching them how to engage in new recreation activities once homework time is done.

- One interpretation for the greater Year 3 middle school youth difficulty with reading skill improvement is simply that fewer 6th-8th graders attended RSG in Year 3 than in earlier years. Table 1-1a shows that only 61 Year 3 RSG youth were in 6th-8th grade, while 84 Year 2 youth were. Middle school youth may especially require innovative, fun learning methods to continually attract them to after-school tutoring, especially if they struggle academically. Table 7a provides some evidence to support lower middle school youth engagement when defined in terms of school attendance rates for those youth who fell below 90% in Year 2; only 67% of 6th-8th graders in Year 3 who needed to show improved school attendance did so (down from 100% in Year 2 who had improved from Year 1). While this still exceeds the GPRA target set for school attendance rate improvement (see Figure 1b and Table 9c; 86% overall grades improved), the 91% school attendance improvement shown by 1st-5th graders needing to clearly exceeds the improvement shown by 6th-8th graders. Table 4a also verifies that only 10 7th-8th graders with GPA < 3.0 from Year 2 returned in Year 3; 40% of them showed GPA improvement in Year 3. In Year 2 21 youth who met that criteria in Year 1 returned to RSG with 57% improving their GPA. Overall, improving RSG middle school youth attendance and engagement will likely allow more youth to demonstrate improvements in reading skills.
- It is important to positively highlight what an outstanding job the C11 RSG program does to attract youth of all ages to its program. In Year 3 83% of C11 youth who attended RSG in the summer returned to attend the program during the 2024/25 school year. Also noteworthy is that 44% of C11 youth were newly attracted to the RSG program in Year 3.

RSG Program Recommendation 3: Parent/family activity involvement has remained consistent over Years 1-3, ranging from 29-32% (see Table 2e). RSG in Year 3 offered a greater variety and amount of parent/family activities than in the past two years; 5 new SEL Art activities and 7 STEAM family activities were offered in Year 3 to parents/family, aside from the

"Lights On" program and Open Houses. The RSG program should continue its positive efforts to find new ways to attract parent/family involvement.

- New evidence from the Parent Survey made available to me in C11 Year 3 verifies that 36/64 parents who completed the survey also attended one or more parent activity. 31/36 parents (86%) agreed that YES the RSG parent activities offered met their needs. Of the remaining 5 parents who responded NO (i.e., their needs were not met by attending the parent activities), 100% of these parents strongly agreed/agreed that RSG met their child's specific needs and 80% were very satisfied with the overall RSG program. This suggests the few parents' whose needs were not met by the parent activities may have simply found them inconvenient to their schedules or may have desired concrete strategies they could use to help their child learn; none of them provided comments at the end of the survey, though, to explain why.
- The Parent Survey response rate jumped from 12% in Year 2 (n = 33 parents) to 23% in Year 3 (n = 64 parents). Overall Year 3 RSG parents were extremely positive about the RSG program, since 98% strongly agreed/agreed that the program met their child's specific needs! 78% of Year 3 RSG parents were very satisfied with the overall program; of the 20% of parents who were "Somewhat Satisfied", 77% of them came from the Forest Hills school district. Because 0/64 parents provided any negative comments to answer the open-ended questions, it is impossible to know why 10/13 Forest Hills parents who said "Somewhat Satisfied" responded that way. However, since that school district includes the largest number of RSG youth served and 100% of the families have Yes Economic Disadvantage, these parents may be especially in need of tutors and teachers at Forest Hills to offer as much individualized academic assistance to help their child as possible.

- Evaluator reflections and recommendations for evaluation/data improvement

Data Recommendation 1: Continue to include the Parent Survey responses to the one item on Yes vs. No "the RSG program parent/family activities met my needs", which was newly provided to me in C11 Year 3. This data provides excellent positive support, confirming that parents who do attend the RSG parent/family find them valuable. The data also verifies there are many parents who admit to choosing not to attend the parent activities for unknown reasons, despite knowing they were offered (19/28, or 68%). Only 9 parents said they did not attend a parent activity due to them not being offered these opportunities.

Executive Summary

"The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs" (see Introduction). Respective Solutions Group (RSG) coordinates tutoring services for "low income and academically at-risk youth in rural Pennsylvania communities in Cambria and Indiana counties.

- 283 Cohort 11 RSG youth were served in 2024/25 from Forest Hills, Purchase Line, and All Saints Catholic school districts (see Tables 1-1a, 1-1b, 2a).
    - 98% were regular RSG attendees (≥ 90 days; the most yet)
    - 78% were in K-5th grades; 22% were in 6th-8th grades.
    - 48% were female; 52% were male
    - 89% came from families with an economic disadvantage
    - 23% were diagnosed with a disability
- GPRA 3 and GPRA 5 targets on school attendance improvement and Teacher Survey "Engaged Learning" improvement were surpassed for Cohort 11 in Year 3 (see Figure 1b). The GPRA 2 target percentage on 7th-8th grade GPA < 3.0 improvement was almost met in Year 3.
- State 6 parent involvement at 29% in Year 3 was like Years 1-2 (see Fig. 1b, Table 2e). Almost twice as many parents in C11 Year 3 responded to the Parent Survey, though, with 98% of them strongly agreeing/agreeing that the RSG program met their child's specific needs.
- Progress depending on grade level occurred for GPRA 1 PSSA test scores (see Figures 1a, 3, and 4). Year 3 Math PSSA test scores showed the highest pass rates yet across all grade levels at 76%, up from 65% in Year 2 and 60% in Year 1 (see Table 3a). For the first time in Year 3, a higher percentage of C11 RSG youth scored "Proficient" on the Math PSSA test than the percentage scoring "Below Basic", regardless of elementary or middle school grade levels (see Figure 3)! Also the 4th-5th graders in Year 3 clearly improved on the Reading PSSA test, since 84% of them passed it (up from 77-79% passing it in Years 1-2, see Table 3b or Figure 4).
- Figures 2a-2c verify that math report card grade improvements declined in Year 3 among the RSG youth graded on a 0-100% scale, but math and reading grades increased dramatically in the youngest elementary youth graded on a 4-pt. scale (see also Tables 4b-4e and Tables 5a-5b).
- Year 3 Teacher Survey results showed a higher percentage of teachers rating RSG youth as improving in all academic and behavior measures than in Year 2 (see Figure 6). Most notable was the increase in Academic Performance improvement noted in Year 3 RSG youth (80%), up from only 52% rated as improving in Year 2 by classroom teachers.