

Massachusetts



Department of
Education

*No Child Left Behind (NCLB) Title IVB
21st Century Community Learning Centers
Massachusetts Grant Programs
Year End Report ~ Fiscal Year 2005*

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Massachusetts Department of Education

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**21st Century Community Learning Centers Program
FY 2005 Year End Report**

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21st Century Community Learning Centers Program FY 2005 Year End Report

EXECUTIVE SUMMARY

The following report provides information on the Fiscal (FY) Year 2005 21st Century Community Learning Centers (CCLC) grant program. In particular, it examines program information related to participation, activities, and hours of service. Additionally, it details the results of the Survey of After-School Youth Outcomes (SAYO) evaluation tool (see Appendix B for a description of the tool), which was developed by the Department of Education and the National Institute of Out-of-School Time (NIOST) to track information on the effect participation in the 21st Century programs has in increasing student achievement, as well as to provide feedback for ongoing program improvement.

Fiscal Year 2005 was the third year that 21st Century Community Learning Centers grants were distributed through the Massachusetts Department of Education (the Department) and funded through Title IVB of the 2001 No Child Left Behind Act (NCLB). These grants are awarded on a competitive basis with a continuation of funding available for up to four additional years.

Overall, the data indicates that students who participated in the FY05 21st Century Community Learning programs made significant gains in all of the academic and intermediary areas measured. The data collected on hours of participation when correlated with the SAYO data generally indicates that the more hours a student participated, the greater the gains. Moreover, it can be seen from the data regarding 21st CCLC participating students that members of the subgroups included in the Department's accountability system (students with disabilities, for example) were among those who made considerable gains. As indicated by the data collected, 21st Century Community Learning Centers programs appear to significantly contribute to the academic achievement and youth development of the tens of thousands of students served across the state.

Highlights of FY 2005 21st CCLC Programs and SAYO Results

School Year and Summer (September 2004 - August 2005)

- In FY05, the Department awarded **\$18,700,000** to **39** entities (**\$10,700,00** through **29 competitive grants** and **\$8,000,000** through **28 continuation grants**).
- Approximately **28,000** students in grades K-12 participated in 21st CCLC program services offered in **39** districts at **218** sites across the state.
- Students served in the 21st CCLC program participated an average of **101** hours during the school year and summer.
- 21st CCLC participants included more than **15,000** students who received free/reduced lunch, **5,000** students with disabilities, and **3,000** students considered limited English proficient (LEP).
- When rated by their school-day teachers, students made positive gains in all **8** academic and **6** intermediary outcomes that the SAYO tool measures, with the greatest average pre to post increases being in English language arts, written communication, initiative, and analysis.
- When rated by 21st CCLC program staff, students made positive gains in all **6** intermediary outcomes¹ measured, with the greatest average pre to post increases in learning skills and initiative.
- Student gains in math and/or English language arts were statistically significant in **67-93%** of the districts collecting data, depending on the outcome area measured.
- More than **8,400** SAYO surveys were collected from school-day teachers (school year only) and **15,600** from 21st CCLC program staff members (school year and summer).

¹ Includes learning skills, which replaces homework in the summer version of the SAYO tool.

School Year (September 2004 – June 2005)

- More than **21,500** students participated in 21st CCLC program services offered in **39** districts at **190** sites across the state during the school year.
- Students who participated in the 21st CCLC program attended an average of **106** hours of programming offered outside of regular school hours during the school year.
- More than **12,200** students who received free/reduced lunch, **3,700** students with disabilities, and **2,100** considered limited English proficient (LEP) participated in the 21st CCLC program during the school year.
- When rated by their school-day teachers, students measured during the school year made positive gains in all **8** academic and **6** intermediary outcomes that the **SAYO** tool measures, with the greatest average pre to post increases being in ELA written communication, initiative, and analysis.
- When rated by the after-school staff, students measured during the school year made positive gains in all **5** intermediary outcomes measured, with the greatest pre to post average increases being in initiative, relations with adults, and homework.
- During the school year, student gains in math and/or English language arts were statistically significant in **75-93%** of the districts, depending on the outcome area measured by school-day teachers.
- More than **8,400** SAYO surveys were collected from school-day teachers and **9,500** from after-school staff members.

Summer (July - August 2005)

- Approximately **8,500** students participated in 21st CCLC program services offered in **39** districts at **172** sites across the state during the summer.
- Students who participated in the 21st CCLC program attended an average of **87** hours of program offered during summer hours.
- More than **4,400** students who received free/reduced lunch, **1,600** students with disabilities, and **1,050** considered limited English proficient (LEP) participated in summer 21st CCLC programs.
- Students measured by summer program staff made positive gains in all **8** academic outcomes, with the greatest pre to post average increases being in social studies and science.
- Students measured by summer program staff made positive gains in all **5** intermediary outcomes, with the greatest pre to post average increases being in learning skills and initiative.
- During the summer, student gains in math and/or English language arts were statistically significant in **67-84%** of the districts collecting data, depending on the outcome area measured by summer program staff.
- When rated by 21st Century program staff, students made positive gains in all **6** intermediary outcomes² measured, with the greatest average pre to post increases in learning skills and initiative.
- More than **6,100** SAYO surveys were collected from summer program staff members.

For additional information on this report or the 21st CCLC Program in Massachusetts, please contact Karyl Resnick, Coordinator of After-School and Out-of-School Time Programs, via phone: 781-338-3515 or email: kresnick@doe.mass.edu.

² Includes learning skills, which replaces homework in the summer version of the SAYO tool.

Massachusetts 21st Century Community Learning Centers Programs - FY05

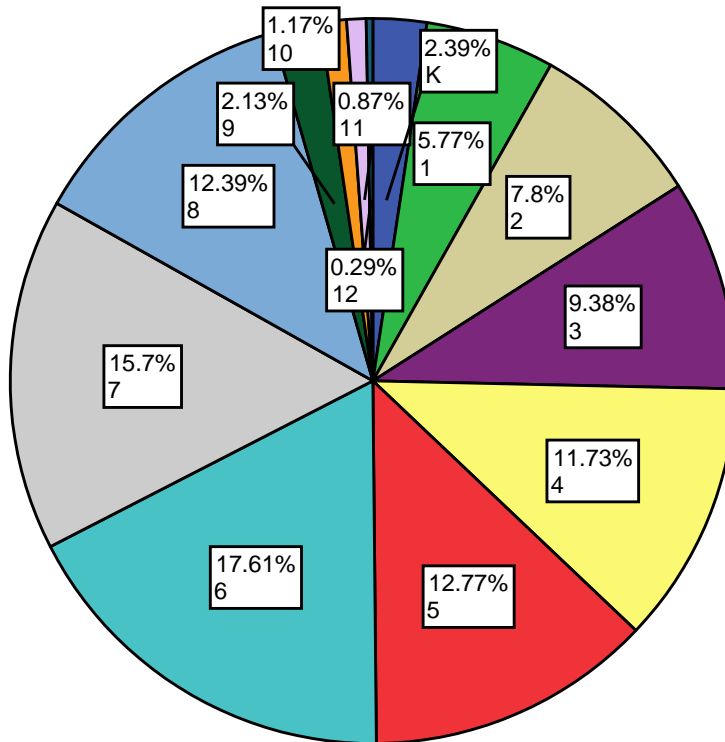
1.0 Program Information

1.1 Participation

As reported by districts participating in FY05 21st Century Community Learning programs, a total of 21,644 children and youth participated in 21st CCLC school years programs and 8,498 participated in 21st CCLC summer programs (27,925 total students unduplicated³). **Chart 1.1.A** shown below indicates that 50% of all FY05 program participants were children in elementary school (K-5), while children in middle school (6-8) accounted for 46% and high school (9-12) for 4% of those served.

Table 1.1.B on the next page compares grade participation by school year and summer and indicates that the relative proportion of elementary versus middle school students served during the school year differs significantly from that during the summer. More specifically, during the school year similar numbers of elementary and middle school students were served (47% and 49%, respectively), while during the summer many more elementary than middle school students were served (59% and 36%, respectively).

Chart 1.1.A.: Percentage of Student Participation by Grade Level during FY05



³ Students were unduplicated based on SASID (state assigned identification number). For the few students without SASIDs, they were unduplicated based on first and last name.

Table 1.1.B: Percentage of Student Participation by Grade Level during School Year and Summer

Grade Level	School Year	Summer	Grade Level	School Year	Summer
K	2.8%	1.4%	7	16.7%	12.9%
1	5.2%	7.1%	8	13.5%	7.8%
2	6.3%	11.3%	9	1.5%	3.8%
3	8.8%	12.7%	10	1.2%	0.8%
4	11.4%	13.7%	11	1.0%	0.3%
5	12.9%	13.2%	12	0.3%	0.2%
6	18.5%	14.8%			

The racial breakdown of students served is illustrated by **Chart 1.1.C** shown below. The majority of students served (nearly 55%) in FY05 21st CCLC programs were members of a minority group, while 45% of students were white. African American, Hispanic, and Asian populations made up the largest minority groups, with only a small percentage of students categorized as Native American, Brazilian, Cape Verdean, or other. **Table 1.1.D** compares the racial breakdown by school year and summer. As it shows, approximately 6% more minority students were served in the summer than during the school year (59% vs. 53%).

Chart 1.1.C: Percentage of Student Participation by Race/Ethnicity during FY05

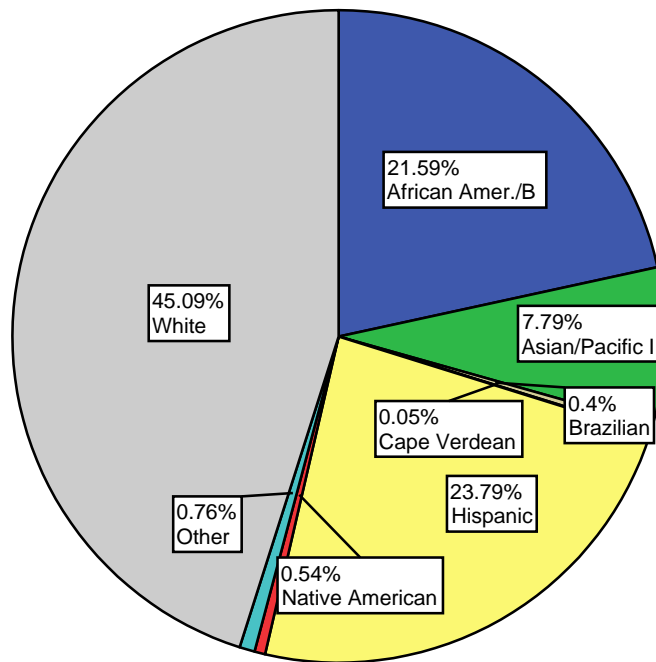


Table 1.1.D: Percentage of Student Participation by Race/Ethnicity - School Year & Summer Programs

Race/ Ethnicity	School Year	Summer
African Amer./Black	20.2%	25.3%
Asian/Pacific Islander	8.1%	7.0%
Brazilian	0.4%	0.4%
Cape Verdean	0.0%	0.1%
Hispanic	23.2%	25.5%
Native American	0.5%	0.5%
Other	0.8%	0.7%
White	46.7%	40.5%

Additionally, during FY05 21st CCLC programs, data was collected by the districts on the number of students served that were classified as receiving special education services, free/free reduced lunch, and limited English proficient (LEP). Overall, more than 55% of students served received federal free/reduced lunch, 18% received special education services, and 11% were LEP. **Table 1.1.E** below examines the percentage of students served in these classifications during the school year and summer. The proportions during the school year and summer were slightly different, with school year programs serving a larger proportion of special education and LEP students and summer programs serving a marginally smaller proportion of free/reduced lunch students.

Table 1.1.E: Percentage of Student Participation by Free/Reduced Lunch, SPED, and LEP during School Year and Summer

	School Year	Summer
Free/Reduced Lunch	56.6%	52.9%
SPED	17.4%	19.6%
LEP	10.1%	12.5%

1.2 Hours of Service

Students were served in 21st CCLC programs from September 2004 through August 2005. During the school year (September through June), students were served an average of 106 hours per student. During the summer (July through August), students were served an average of 87 hours per student. **Table 1.2.A** below shows the percentage of students served by hour ranges; it indicates that the majority of students attended for least 50 hours both during the school year and summer. As is shown in **Table 1.2.B**, all districts served students in after-school and summer programs, while approximately 33% also served students in before-school and/or vacation programs.

Table 1.2.A: Percentage of Students Served in Program Hour Ranges

Program Hour Ranges	School Year	Summer
1-50 Hours	42.7%	26.8%
51-100 Hours	20.8%	45.1%
101-200 Hours	20.0%	22.9%
201+ Hours	16.5%	5.2%

Table 1.2.B: Percentage of Districts Offering Different Program Types

When Programs Offered	Percentage of Districts
After-School	100%
Before School	33%
Vacation	33%
Summer	100%

1.3 Academic Subjects/Activities Offered

During FY05, all 21st CCLC program sites provided comprehensive programming by offering a wide variety of academic and enrichment activities. Almost all sites offered a homework component during the school year (replaced by learning skills during the summer), and many focused on helping students develop specific math and English language arts skills. The following list shows the academic subjects and activities that were offered at the 21st CCLC sites.

Subject	Activity
ELA/Reading	Academic Enrichment Projects
ELA/Verbal Communication	Adventure Education
ELA/Written Communication	Arts/Drawing/Painting
Math Communication	Character Development / Drug Resistance Education
Math Problem Solving	Community Service
Math Reasoning	Competitive/Group Sports
Science	Computers and Technology
Social Studies	Drama
	Entrepreneurial
	Homework
	Multicultural/Foreign Language
	Music Dance
	Non-Competitive/Individual Sports
	Parenting/Adult Education
	Parenting/Adult Education
	Physical Health Education/Nutrition
	Special Interests
	Writing/Printing Media

2.0 School Year SAYO Results

All 39 school districts are included in the SAYO-Teacher (Academic and Intermediary Outcomes) and SAYO-Staff samples from the school year. That sample also includes students from all 191 school year 21st CCLC sites. In total, 8,443 SAYO surveys were collected from school-day teachers and 9,508 from after-school staff members.

Tables 2.1-2.3 on the next two pages include the number of districts that surveyed a particular outcome area, the number of students surveyed by school-day teachers and/or staff, and the percentage of districts showing a statistically significant increase⁴ in that outcome. It also shows the average pre/post score by outcome and the calculated percent change.

2.1. SAYO-Teacher- Academic Results

Table 2.1 shows that during the school year the most frequently surveyed academic outcome by students' school-day teachers was math problem solving, followed closely by the three ELA outcomes: reading, verbal, and written communication. Thirty-one districts collected information on math problem solving, while 29 collected information on the ELA outcomes.

The percentage of districts with statistically significant gains in a given outcome area ranged from 93% (ELA/reading) to 67% (science). The average percent increase from pre to post survey ranged from 8.3% (social studies) to 15.2% (ELA/written communication).

⁴ Statistical significance is determined by using paired-samples t-test with a split file by district ($p \leq .05$).

Table 2.1: School Year SAYO-Teacher- Academic Results

	Social Studies	Science	ELA/ Read	ELA/ Verbal Comm	ELA/ Written Comm	Math Comm	Math Reasoning	Math Prob. Solving
Number of Districts	13	12	29	29	29	25	24	31
Number of Students	1,254	1,305	6,582	5,700	6,530	3,687	4,243	6,644
% of Districts Showing Significant* Increase	85%	67%	93%	79%	86%	80%	75%	81%
PRE Average	2.51	2.53	2.51	2.60	2.37	2.43	2.45	2.37
POST Average	2.72	2.76	2.84	2.92	2.73	2.76	2.73	2.70
Percent Change (% +/-)	8.3%	8.8%	13.1%	12.2%	15.2%	13.4%	11.6%	13.7%

*Statistical significance based on paired-samples t-test $p \leq .05$

2.2 SAYO-Teacher-Intermediary Outcomes Results

Table 2.2 below indicates that, during the school year, homework was the most frequently surveyed outcome by school-day teachers, as all but one of the 39 districts operating FY05 21st CCLC programs collected data on this outcome. Engagement and communication were the other most commonly measured outcomes, with 36 and 34 districts surveying them respectively.

The percentage of districts with statistically significant gains in a given outcome area ranged from 77% (behavior) to 93% (analysis). The average percent increase from pre to post survey ranged from 8.3% (behavior) to 14.9% (initiative).

Table 2.2: School Year SAYO-Teacher- Intermediary Outcomes Results

	Homework	Behavior	Initiative	Engagement	Analysis	Communication
Number of Districts	38	31	31	36	28	34
Number of Students	8,443	6,091	6,991	7,140	6,297	6,126
% of Districts Showing Significant* Increase	87%	77%	84%	89%	93%	88%
PRE Average	21.32	17.79	15.28	13.38	15.02	16.34
POST Average	23.99	19.27	17.55	14.90	17.13	18.33
Percent Change (% +/-)	12.6%	8.3%	14.9%	11.4%	14.0%	12.2%

*Statistical significance based on paired-samples t-test $p \leq .05$

2.3 SAYO-Staff Results

Table 2.3 on the next page shows the SAYO survey results reported by the school year after-school staff. Unlike the SAYO-Teacher (Academic and Intermediary Outcomes), grantees do not choose which outcomes after-school staff will measure and, therefore, the SAYO-Staff must be completed in its entirety. The only exception is that homework is not measured if it is not a part of the after-school program. As evident from the table however, all 39 districts in school year FY05 did include homework assistance as part of their programs.

The percentage of districts with statistically significant gains in a given outcome area ranged from 79% (behavior) to 85% (for both homework and initiative). The average percent increase from pre to post survey ranged from 9.8% (behavior) to 14.0% (initiative).

Table 2.3: School Year SAYO-Staff Results

	Homework	Behavior	Initiative	Adult Relations	Peer Relations
Number of Districts	39	39	39	39	39
Number of Students	8,466	9,508	9,467	9,456	9,436
% of Districts Showing Significant* Increase	85%	79%	85%	82%	82%
PRE Average	13.48	14.72	16.35	17.21	14.37
POST Average	15.28	16.17	18.64	19.55	15.94
Percent Change (%+/-)	13.4%	9.8%	14.0%	13.6%	10.9%

*Statistical significance based on paired-samples t-test $p \leq .05$

2.4 Subgroup Analysis

The following table demonstrates the significant correlations between the outcomes on the SAYO-Staff and the SAYO-Teacher (Academic and Intermediary Outcomes) surveys in relation to the average number of hours students attended the school year 21st CCLC program. Although a correlation does not show a cause and effect relationship between two variables, statistically significant correlations suggest that the more hours a student participated in the after-school program, the more likely it was that the student made gains in a particular outcome area. The categories shown in **Table 2.4.A** with a white background indicate statistical significance based on Pearson-R correlations.⁵ (Note: **Table 2.4.F** on page 14 provides additional analysis regarding the relationship between attendance hours SAYO results.)

Table 2.4.A: School Year Correlations between Outcome and Attendance

Category Correlated with Attendance Hours	Sample Size	Significance (Pearson R-correlations $p \leq .05$)
SAYO-Teacher - Academic		
<i>Social Studies – Teacher</i>	1,095	.984
<i>Science – Teacher</i>	1,097	.725
<i>ELA/ Reading – Teacher</i>	6,366	.362
<i>ELA/Verbal – Teacher</i>	5,493	.027
<i>ELA/Written Communication - Teacher</i>	6,328	.103
<i>Math Communication – Teacher</i>	3,482	.000
<i>Math Reasoning – Teacher</i>	4,039	.014
SAYO-Teacher – Intermediary Outcomes		
<i>Math Problem Solving – Teacher</i>	6,441	.641
<i>Homework – Teacher</i>	8,267	.259
<i>Behavior – Teacher</i>	5,903	.947
<i>Initiative – Teacher</i>	6,805	.622
<i>Engagement – Teacher</i>	6,955	.533
<i>Analysis – Teacher</i>	6,121	.248
<i>Communication – Teacher</i>	5,946	.336
SAYO-Staff		
<i>Homework – Staff</i>	8,283	.002
<i>Behavior – Staff</i>	9,288	.000
<i>Initiative – Staff</i>	9,248	.000
<i>Relations w/ Adults – Staff</i>	9,236	.000
<i>Relations w/ Peers – Staff</i>	9,221	.001

⁵ One of the 39 districts was removed before running the Pearson-R correlations, as that particular district's program hours differed enough from other districts to be considered outliers.

The following tables below and on the next two pages, **2.4.B-2.4.F**, examine the SAYO school year survey results by comparing the pre to post average percent changes for particular outcomes by various subgroups. Numbers with a white background indicate a sample size of more than 30 students.

The first table (**2.4.B**) demonstrates that females and males had similar results in all of the surveyed outcomes and that students in special categories - SPED, free/reduced lunch, and LEP - had higher increases on most outcomes than their regular student counterparts.

The second table (**2.4.C**) shows that Asian and Hispanic students had higher average pre to post percent increases than the students of other races/ethnicities on many of the outcomes. The results for students identified as Brazilian, Cape Verdean, and Native American did not have sample sizes large enough in some of the outcomes to make fair comparisons with other races/ethnicities.

Tables 2.4.D and **2.4.E** indicate that students in the older grades (7-12) did marginally better in terms of average pre to post percent increases than those in the younger grades (K-6). It should be noted, however, that the number of students in grades 9-12 in some of the outcomes was too small to draw any accurate conclusions.

Finally, the last table (**2.4.F**) demonstrates that average percent gains from pre to post measurements generally appeared to be greatest when students participated in 21st CCLC programs between 100 and 300 hours.

Table 2.4.B: School Year SAYO-Teacher and Staff - Pre to Post Percent Change by Gender, Spec. Ed., Free/Reduced, & LEP

	Gender		Spec. Ed.		Free/Reduced		LEP	
	Female	Male	Yes	No	Yes	No	Yes	No
SAYO-Teacher - Academic	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Social Studies	8.2	8.4	9.6	7.9	9.1	7.4	13.4	7.9
Science	8.3	9.5	11.6	8.1	9.2	8.4	8.1	8.9
Reading	12.5	13.6	15.5	12.7	14.9	10.7	16.0	12.8
Verbal Communication	11.8	12.5	14.9	11.7	14.3	9.7	18.3	11.7
Written Communication	14.6	15.7	19.3	14.5	16.2	13.8	19.2	14.8
Math Communication	14.3	12.4	17.2	12.5	14.6	11.9	21.4	12.6
Math Reasoning	12.2	10.6	14.0	11.1	11.9	11.2	17.3	11.2
Math Problem Solving	14.2	12.9	15.9	13.2	14.7	12.4	18.9	13.2
SAYO-Teacher Intermediary Outcomes	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	12.7	12.5	13.5	12.4	13.3	11.5	14.6	12.3
Behavior	7.7	9.0	9.6	8.0	8.8	7.7	8.5	8.3
Initiative	14.6	14.7	16.3	14.6	15.4	14.1	16.0	14.8
Engagement	11.9	10.8	12.0	11.2	11.7	11.0	12.3	11.3
Analysis	14.4	13.7	14.7	13.9	14.1	14.0	14.8	13.9
Communication	12.7	11.5	13.5	11.9	12.8	11.5	14.4	12.0
SAYO-Staff	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	13.0	13.7	14.0	13.3	13.1	13.8	13.1	13.4
Behavior	9.3	10.3	10.3	9.7	9.4	10.4	9.1	9.9
Initiative	13.6	14.3	15.2	13.8	13.9	14.2	13.5	14.1
Relations w/ Adults	13.3	13.8	13.1	13.7	12.9	14.5	13.9	13.6
Relations w/ Peers	10.5	11.3	11.1	10.9	10.6	11.3	10.6	11.0

Table 2.4.C: School Year SAYO-Teacher and Staff - Pre to Post Percent Change by Race/Ethnicity

	African American	Asian	Brazilian	Cape Verdean	Hispanic	Native American	White	Other
SAYO-Teacher - Academic								
Social Studies	8.2	14.5	-2.4		9.9	12.7	7.7	10.5
Science	7.6	11.1	-2.4		11.8	12.5	9.3	0.0
Reading	15.9	13.7	13.6	20.0	15.2	11.8	10.4	14.6
Verbal Communication	14.2	15.8	10.5	22.2	15.8	15.6	9.6	10.1
Written Communication	17.0	17.2	14.0	0.0	17.3	14.8	13.1	9.1
Math Communication	12.9	18.9	13.4	25.0	18.7	11.5	11.8	13.8
Math Reasoning	10.2	19.7	7.0	75.0	13.3	14.4	10.5	3.5
Math Problem Solving	14.2	17.9	16.0	28.6	15.4	17.3	12.4	7.7
SAYO-Teacher Intermediary Outcomes								
Homework	13.9	15.1	10.7	29.2	13.6	18.2	11.4	10.2
Behavior	9.7	8.1	11.2	17.6	8.2	7.6	7.5	7.5
Initiative	16.0	11.4	12.5	17.1	17.2	13.1	13.7	13.2
Engagement	12.6	14.8	10.8	20.4	11.5	13.0	10.6	8.3
Analysis	12.4	18.2	14.1	25.0	13.7	14.5	14.5	11.5
Communication	12.4	16.6	11.9	25.9	14.2	15.6	10.9	10.2
SAYO-Staff								
Homework	13.2	12.7	15.3	23.1	12.2	12.8	14.1	17.8
Behavior	9.6	9.7	10.1	13.9	8.6	6.5	10.3	15.0
Initiative	13.0	13.8	14.6	34.0	12.5	9.3	15.1	20.1
Relations w/ Adults	11.8	14.5	19.9	21.2	12.7	12.5	14.5	18.5
Relations w/ Peers	10.0	10.1	14.7	18.5	10.6	3.4	11.6	13.9

Table 2.4.D: School Year SAYO-Teacher and Staff - Pre to Post Percent Change by Grade K-6

	K	1	2	3	4	5	6
SAYO-Teacher - Academic	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Social Studies	12.3	9.3	4.7	4.5	6.7	9.8	6.4
Science	12.2	11.4	4.2	5.9	8.1	10.8	4.7
Reading	11.8	12.9	11.3	11.8	10.4	12.8	11.6
Verbal Communication	6.9	10.2	8	9.5	8.8	12.4	12.3
Written Communication	12.8	13.1	9.9	13.1	14.9	15.9	14.2
Math Communication	9.1	9.1	9.3	9.7	12	14.8	14.1
Math Reasoning	9.4	7.6	9.7	8.6	10.1	12.1	9.5
Math Problem Solving	9.8	8.6	12	13	14.5	15.7	12.1
SAYO-Teacher Intermediary Outcomes	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	8.8	10.8	8.8	11.1	10.4	13.8	11.5
Behavior	6.3	6.9	5.2	7.9	7.2	8.2	8.1
Initiative	13.4	13.5	11.5	13	13.5	16.6	14.2
Engagement	9.5	9.7	11	12.5	11	14.5	10.2
Analysis	15.3	15.6	9.5	11.1	14.3	15.3	12.3
Communication	8	10	9.1	10.2	11.8	13.6	12.9
SAYO-Staff	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	8.2	17.3	14.1	13.7	12.7	13.4	13.4
Behavior	6.7	11.4	10.2	9.4	8.9	9.6	10.3
Initiative	12	15.1	12	14.1	15	15.2	13.6
Relations w/ Adults	9.7	13.4	13.1	14.1	14.1	15.1	13.1
Relations w/ Peers	8.9	11.7	10.9	11.2	11.3	11.3	10.8

Table 2.4.E: School Year SAYO-Teacher and Staff - Pre to Post Percent Change by Grade 7-12

	7	8	9	10	11	12
SAYO-Teacher - Academic	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Social Studies	14.5	6.6	0.0	21.1	11.8	0.0
Science	17.1	8.2	0.0	-4.5	5.9	0.0
Reading	16.4	15.2	18.0	14.5	20.1	21.1
Verbal Communication	16.6	15.1	26.6	25.1	26.0	14.3
Written Communication	19.5	16.5	15.4	19.8	21.1	15.8
Math Communication	18.1	16.2	6.2	0.0	7.1	0.0
Math Reasoning	17.0	14.2	6.2	0.0	7.1	0.0
Math Problem Solving	18.3	12.0	12.8	4.3	4.5	0.0
SAYO-Teacher Intermediary Outcomes	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	16.2	13.3	22.3	22.9	19.2	9.3
Behavior	11.2	7.4	11.4	18.2	12.4	6.5
Initiative	16.1	14.2	30.7	26.0	21.5	5.1
Engagement	12.6	9.7	8.4	6.4	3.8	-2.8
Analysis	15.5	14.4	20.4	27.0	22.3	5.1
Communication	14.6	11.8	13.9	2.8	3.0	0.0
SAYO-Staff	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	13.9	11.4	16.8	14.5	12.2	6.6
Behavior	11.1	8.4	13.2	9.1	9.7	7.2
Initiative	14.5	12.7	15.7	13.9	9.1	11.1
Relations w/ Adults	14.6	11.3	18.3	11.5	14.8	4.5
Relations w/ Peers	11.8	8.5	14.6	10.7	9.0	9.8

Table 2.4.F: School Year SAYO-Teacher and Staff - Pre to Post Percent Change by Hours of Service

	1-50 Hours	51-100 Hours	101-150 Hours	151-200 Hours	201-250 Hours	251-300 Hours	300+ Hours
SAYO-Teacher - Academic	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Social Studies	8.4	6.2	9.6	11.5	9.4	3.6	8.6
Science	8.6	7.5	6.6	9.6	10.3	5.3	8.3
Reading	11.7	12.9	14.8	14.8	13.7	11.7	12.5
Verbal Communication	24.1	22.6	25.9	22.7	20.3	20.2	21.6
Written Communication	15.2	15.7	18.6	14.5	14.4	14.1	11.5
Math Communication	11.5	10.6	14.3	14.7	18.0	18.6	15.7
Math Reasoning	11.0	11.0	11.2	12.5	13.2	12.8	13.9
Math Problem Solving	14.2	13.5	14.8	13.2	13.0	16.9	11.4
SAYO-Teacher Intermediary Outcomes	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	12.9	12.7	15.9	11.1	12.5	13.1	9.1
Behavior	7.9	8.4	12.9	6.7	7.8	9.3	5.7
Initiative	13.8	15.9	21.4	13.4	14.6	13.3	10.9
Engagement	12.6	11.1	11.1	11.0	11.8	13.1	9.3
Analysis	15.0	14.4	16.0	13.2	15.8	13.3	9.7
Communication	13.1	11.3	12.2	12.3	13.1	13.5	10.5
SAYO-Staff	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-	% +/-
Homework	12.0	12.6	16.3	14.4	15.6	14.2	10.8
Behavior	9.1	9.5	10.7	10.1	11.0	12.1	8.9
Initiative	12.9	12.9	16.6	14.7	16.8	15.5	12.4
Relations w/ Adults	12.7	12.6	14.6	14.2	16.1	16.2	12.8
Relations w/ Peers	10.5	10.4	12.0	10.3	12.7	12.8	9.8

2.5 Enhanced Programs for Children and Youth with Disabilities

During the school year in FY05, 21st CCLC programs served 3,765 students receiving special education services. These students attended an average of 112 hours (per student) in 39 districts across the state. The students who received special education services that were measured by the SAYO evaluation tool used by all districts made statistically significant gains in every outcome measured.

Special education designated students' pre to post scores had the greatest increases - more than 15% - in the following evaluated outcomes: ELA reading, ELA written communication, math communication, math problem solving, and initiative.

Additional funding totaling \$480,914 was awarded to seventeen (17) 21stCCLC grantees to enhance their capacity to include children and youth with disabilities; and to serve children with varied types of disabilities (see **Appendix D** for a list of grantees that received enhancement funds [647B]). Students served in the districts that received additional funds specifically for children with disabilities, compared to those who did not, showed greater gains in 15 of the 19 outcomes measured (see **Table 2.5** below).

The enhancement funds enabled programs to fund additional services such as one-on-one tutoring, small group instruction, homework assistance, and opportunities to engage in hands-on learning activities. Students in programs receiving the enhanced funds also had greater opportunities to improve their social-skills, communication skills, and academic ability by having close interactions with adults and by being involved in programming along with their typical peers.

In addition to improving the services provided to students with disabilities in after-school programs, the enhanced funds provided additional staff support to many programs, professional development to teachers, and time for staff to make curriculum adaptations, develop behavior plans, and offer case management services for some students.

Table 2.5 below and on the next page identifies the number of students designated as special education included in the SAYO-Teacher and SAYO-Staff surveys, their average pre/post scores, the average percentage increase from pre to post test, and the significance value for each SAYO outcome; it also compares those special education students from districts that received additional funds for 21st CCLC Enhanced Programs for Children with Disabilities to those that did not.

Table 2.5: School Year SAYO-Teacher and Staff- Analysis on Special Education Students

SAYO-TEACHER - ACADEMIC

Enhancement Funds?	Social Studies					Science					ELA/Reading					ELA/Verbal Comm.				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	189	2.02	2.23	10.2%	.000	188	2.05	2.35	14.5%	.000	416	1.95	2.27	25.1%	.000	340	1.99	2.31	15.8%	.000
Yes	102	2.46	2.68	8.8%	.000	116	2.44	2.63	7.8%	.000	785	2.01	2.30	24.9%	.000	785	2.12	2.43	14.5%	.000
All Special Ed	291	2.18	2.38	9.6%	.000	304	2.20	2.46	11.7%	.000	1,201	1.99	2.29	25.0%	.000	1,125	2.08	2.39	14.9%	.000
Enhancement Funds?	ELA/Written Comm.					Math Communication					Math Reasoning					Math Problem Solving				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	398	1.85	2.19	18.2%	.000	356	1.95	2.28	17.1%	.000	373	1.94	2.17	11.9%	.000	507	1.92	2.17	13.2%	.000
Yes	797	1.87	2.24	20.0%	.000	465	2.01	2.36	17.4%	.000	474	1.99	2.31	16.0%	.000	800	1.91	2.25	17.9%	.000
All Special Ed	1,195	1.86	2.22	19.4%	.000	821	1.99	2.33	17.3%	.000	847	1.97	2.25	14.2%	.000	1,307	1.91	2.22	16.0%	.000

SAYO-TEACHER-INTERMEDIARY OUTCOMES

Enhancement Funds?	Homework					Behavior					Initiative				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	580	18.21	20.58	13.0%	.000	392	16.12	17.31	7.4%	.000	502	13.14	14.79	12.6%	.000
Yes	1,072	18.96	21.56	13.7%	.000	741	16.84	18.65	10.8%	.000	874	13.97	16.53	18.3%	.000
All Special Ed	1,652	18.70	21.21	13.5%	.000	1,133	16.59	18.19	9.6%	.000	1,376	13.67	15.90	16.3%	.000

Enhancement Funds?	Engagement					Analysis					Communication				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	488	12.03	13.15	9.3%	.000	481	12.50	14.29	14.3%	.000	570	14.52	16.03	10.4%	.000
Yes	898	12.13	13.77	13.5%	.000	716	13.64	15.68	14.9%	.000	697	14.68	17.03	16.0%	.000
All Special Ed	1,386	12.09	13.55	12.1%	.000	1,197	13.18	15.12	14.7%	.000	1,267	14.61	16.58	13.5%	.000

SAYO-STAFF

Enhancement Funds?	Homework					Behavior					Initiative				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	584	12.48	13.82	10.8%	.000	632	14.10	15.04	6.7%	.000	631	14.89	16.44	10.4%	.000
Yes	1,047	12.52	14.50	15.8%	.000	1,211	14.05	15.77	12.2%	.000	1,207	15.07	17.74	17.7%	.000
All Special Ed	1,631	12.51	14.26	14.0%	.000	1,843	14.07	15.52	10.3%	.000	1,838	15.01	17.29	15.2%	.000

Enhancement Funds?	Relations w/ Adults					Relations w/ Peers				
	#	PRE	POST	% +/-	Sig.	#	PRE	POST	% +/-	Sig.
No	632	16.78	18.47	10.0%	.000	628	13.65	14.74	8.0%	.000
Yes	1,199	16.76	19.22	14.7%	.000	1,204	13.65	15.38	12.7%	.000
All SPED	1,831	16.77	18.96	13.1%	.000	1,832	13.65	15.16	11.1%	.000

"Sig." = Significance based on paired-samples t-test $p \leq .05$

2.6 FitMath Pilot Project

During FY05 the Department provided funding for eleven 21st CCLC Community Learning Center grantees to pilot the FitMath program. The goal of FitMath is to blend the guiding principals in the Massachusetts Department of Education Mathematics and Comprehensive Health Curriculum Frameworks, by utilizing aerobics and fitness as a means to support a better understanding of mathematical vocabulary and concepts. The integration of the mathematics content with physical activities can help students actualize the mathematics and at the same time promote health and fitness. The goal is for participants in the FitMath program to gain confidence in their physical abilities as well as increase their familiarity with terminology in the fields of mathematics as well as anatomy and physiology.

Data collected indicate that 327 students participated in the FitMath Program. Students served were in grades 4-8, with the majority (approximately 72%) from 5th or 6th grade. The gender breakdown was 66% female and 34% male. Almost 20% of the participants were designated as special education students, 56% received free or reduced lunch, and approximately 4% were LEP. As measured by the Survey of After-School Youth Outcomes (SAYO) tool, students participating in FitMath activities increased pre to post scores by an average of at least 15.5% on each math outcome measured (communication, reasoning, and problem solving). FitMath participants also had higher percent increases on seven of the eight academic outcomes measured (all but ELA/reading), as compared to their 21st CCLC program peers not involved with FitMath.

Table 2.6 below compares the SAYO-Teacher (Academic and Intermediary Outcome) and the SAYO-Staff pre and post scores of students who participated in FitMath to those who did not. (See **Appendix D** for a list of FitMath districts.)

Table 2.6: School Year SAYO Analysis on FitMath Students

SAYO-TEACHER - ACADEMIC

Participants	Social Studies				Science				ELA/Reading				ELA/Verbal Comm.			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	1,156	2.54	2.74	7.7%	1,208	2.57	2.78	8.2%	6,359	2.52	2.85	13.1%	5,489	2.61	2.92	12.1%
Fit Math	98	2.16	2.5	15.6%	97	2.1	2.49	18.6%	223	2.34	2.64	13.0%	211	2.37	2.75	16.0%
Overall	1,254	2.51	2.72	8.3%	1,305	2.53	2.76	8.8%	6,582	2.51	2.84	13.1%	5,700	2.6	2.92	12.2%

Participants	ELA/Written Comm.				Math Communication				Math Reasoning				Math Problem Solving			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	6,302	2.38	2.74	15.2%	3,448	2.45	2.77	13.2%	4,020	2.46	2.74	11.4%	6,389	2.38	2.70	13.5%
Fit Math	228	2.21	2.56	16.1%	239	2.28	2.63	15.6%	223	2.23	2.57	15.5%	255	2.19	2.56	16.8%
Overall	6,530	2.37	2.73	15.2%	3,687	2.43	2.76	13.4%	4,243	2.45	2.73	11.6%	6,644	2.37	2.70	13.7%

SAYO-INTERMEDIARY OUTCOMES

Participants	Homework				Behavior				Initiative			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	8,180	21.33	24.02	12.6%	5,870	17.78	19.29	8.5%	6,769	15.27	17.57	15.0%
Fit Math	263	20.84	23.24	11.5%	221	18.19	18.77	3.2%	222	15.46	16.97	9.8%
Overall	8,443	21.32	23.99	12.6%	6,091	17.79	19.27	8.3%	6,991	15.28	17.55	14.9%

Participants	Engagement				Analysis				Communication			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	6,881	13.38	14.91	11.4%	6,093	15.03	17.15	14.1%	5,900	16.35	18.35	12.2%
Fit Math	259	13.39	14.63	9.2%	204	14.75	16.55	12.2%	226	16.17	17.89	10.6%
Overall	7,140	13.38	14.9	11.4%	6,297	15.02	17.13	14.0%	6,126	16.34	18.33	12.2%

SAYO-STAFF

Participants	Homework				Behavior				Initiative			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	8,205	13.48	15.3	13.60%	9,237	14.7	16.18	10.00%	9,193	16.34	18.66	14.20%
Fit Math	261	13.55	14.56	7.50%	271	15.41	15.78	2.40%	274	16.66	18.12	8.80%
Overall	8,466	13.48	15.28	13.40%	9,508	14.72	16.17	9.80%	9,467	16.35	18.64	14.00%

Participants	Relations w/ Adults				Relations w/ Peers			
	#	PRE	POST	% +/-	#	PRE	POST	% +/-
Non - Fit Math	9,184	17.2	19.56	13.70%	9,174	14.36	15.96	11.10%
Fit Math	272	17.5	19.2	9.70%	262	14.58	15.35	5.30%
Overall	9,456	17.21	19.55	13.60%	9,436	14.37	15.94	10.90%

3.0 Summer SAYO Results

All 39 districts are included in the Survey of After-School Youth Outcomes (SAYO) samples from summer programs. Those samples include students from all 172 summer 21st CCLC sites. In total, 6,141 surveys were collected from summer program staff.

Tables 3.1 and 3.2 on the next page include the number of districts that surveyed a particular outcome area, the number of students surveyed by summer after-school staff and the percentage of districts showing a statistically significant increase⁶ in that outcome. It also shows the average pre/post score by outcomes and the calculated percent change.

3.1 SAYO-Academic Results

Table 3.1 below shows the results of summer SAYO-Academic surveys reported by summer program staff. Unlike during the school year, 21st CCLC summer programs are not required to include an academic component; as a result, only 32 of the 39 summer grantees reported SAYO-Academic results.

The percentage of districts with statistically significant gains in a given outcome area ranged from 67% (in both science and math communication) to 84% (math problem solving). The average percent increase from pre to post survey ranged from 17.0% (ELA/verbal communication) to 22.3% (science).

Table 3.1: Summer SAYO-Academic Results

	Social Studies	Science	ELA/Read	ELA/Verbal Comm	ELA/Written Comm	Math Comm	Math Reasoning	Math Prob. Solving
Number of Districts	10	12	27	23	25	21	20	25
Number of Students	514	513	4,571	4,147	4,411	2,933	3,375	3,970
% of Districts Showing Significant* Increase	80%	67%	78%	74%	80%	67%	80%	84%
PRE Average	2.37	2.34	2.32	2.44	2.27	2.23	2.19	2.19
POST Average	2.87	2.87	2.73	2.85	2.68	2.66	2.65	2.63
Percent Change (% +/-)	21.2%	22.3%	17.4%	17.0%	17.9%	19.1%	20.7%	20.4%

*Statistical significance based on paired-samples t-test $p \leq .05$

3.2 SAYO-Staff Results

All summer 21st CCLC grantees were required to have summer program staff complete all five of the SAYO-Staff outcomes on a sample of at least 30 students per site. According to the information collected that was summarized in **Table 3.2** on the next page, the percentage of districts making statistically significant gains in a given outcome area ranged from 79% (behavior) to 92% (initiative). The average percent increase from pre to post survey ranged from 8.8% (behavior) to 14.2% (learning skills).

⁶ Statistical significance is determined by using paired-samples t-test with a split file by district ($p \leq .05$).

Table 3.2: Summer SAYO-Staff Results

	Learning Skills	Behavior	Initiative	Adult Relations	Peer Relations
Number of Districts	39	39	39	39	39
Number of Students	5,975	6,141	6,106	6,139	6,115
% of Districts Showing Significant* Increase	90%	79%	92%	90%	82%
PRE Average	15.53	14.84	15.61	16.81	14.35
POST Average	17.74	16.14	17.80	19.08	15.94
Percent Change (%+/-)	14.2%	8.8%	14.0%	13.5%	11.0%

*Statistical significance based on paired-samples t-test $p \leq .05$

4.0 Additional Funding Opportunities (See **Appendix D** for a list of recipients)

Fund Code 647 C- Pilot Youth Council Development Project

A total of \$52,510 in additional funds was awarded to six 21stCCLC grantees for the purpose of developing Youth Councils to assess the needs of the 21st CCLC program, school, and community and to engage youth in developing effective strategies to address school and community challenges. Grantees were required to recruit a diverse and representative group of youth between the ages of 10-17. Councils had to be representative of the city, neighborhood, school, etc. and were required to have one or more adults serve in a facilitative/advisory capacity.

Activities included:

- Assisting in assessing the current 21st CCLC activities and providing input on development of new activities of high interest to targeted student groups.
- Assessing needs of the community and developing projects that addressed community needs.

Fund Code 647 D- Programs for English Language Learners (ELL)

A total of \$29,400 in additional funds was awarded to four 21stCCLC grantees to develop innovative and practical curriculum and/or staff development projects to expand and improve resources, curriculum materials, and staff knowledge in order to better serve English language learners (ELL) in 21st CCLC Community Learning Center (CCLC) programs.

Activities included:

- Improving the linguistic, academic, and/or social skills of ELL students participating in 21st CCLC programs;
- Addressing the attainment of outcomes for ELL students, as measured by the SAYO tool for teachers and after-school staff; and
- Producing replicable materials or models that can be shared with other 21st CCLC programs serving ELL students; and
- Providing intensive training with appropriate follow-up that encourages staff to continue to apply and reflect on new knowledge and skills in After-School and Out-of-School Time (ASOST) programming.

Fund Code 647 E- ASOST Exchange Program

A total of \$14,970 in additional funds were awarded to three 21stCCLC grantees to strengthen connections between the school day and after school by fostering more consistency among school day and ASOST programs, so as to increase opportunities for children and youth to learn and practice new skills, as well as expand and enrich their knowledge and healthy development. This funding provided opportunities for ASOST staff (who are not classroom teachers or paraprofessionals in the school system) to spend time in a classroom and for school day teachers to spend time at the 21st CCLC program.

Activities included:

- Strengthening the communication and relationships between school day teachers and ASOST staff in funded 21st CCLC sites.
- Developing a better understanding of school day and ASOST program(s) goals and expectations for increasing student achievement.
- Fostering continuity between school day and ASOST programs (i.e., development of a shared curriculum unit).

Fund Code 647 F- Focused Summer Academic Enrichment Programs

A total of \$245,916 in additional funds was awarded to eleven grantees to support increased student academic achievement and performance during the summer through the replication of successful models of teaching and learning. The goal of the Focused Summer Academic Enrichment Programs are to provide high quality, innovative instruction in English language arts (ELA) and mathematics for students who have scored at level 1 or 2 (*warning/failing or needs improvement*) on their most recent mathematics and/or ELA MCAS test and who are entering grades 4-11 in September 2005. For students who are new to the country, state, or district and/or have not yet taken the MCAS, another standardized assessment measure may be used to identify those students considered to be performing at a level equivalent to the *warning/failing* and *needs improvement* performance categories. These services supplemented currently funded 21st CCLC programs.

APPENDIX A

PROGRAM GOALS

The purpose of the 21st Century Community Learning Centers Program is to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students' regular academic program

Primary Goals for 21st Century Community Learning Centers Programs:

- Provide creative and innovative out-of-school time programs that support and contribute to academic achievement and youth development for all students.
- Integrate school day and out-of-school time programs so as to promote shared learning goals, teaching and support strategies, and staff recruitment and training activities.
- Provide programs that explicitly address appropriate grade-level state and local learning standards and support students' academic performance.
- Contribute to student performance goals outlined in school improvement plans.
- Support efforts to strengthen the coordination between the instruction that occurs during the school day and the enrichments and supports that take place during the out-of-school hours.
- Create and maintain a school and community-based infrastructure that establishes procedures to improve outcomes for children and youth through successful program implementation and oversight.
- Establish procedures to evaluate program effectiveness through the collection and analysis of data.
- Promote efficient use of public resources and facilities through effective partnerships between schools, community-based agencies, and other public and private entities.
- Address the multiple needs of all children, youth, and their families through increased supervision, safety, and access to support services.

APPENDIX B

SURVEY OF AFTER-SCHOOL YOUTH OUTCOMES (SAYO)

The Massachusetts Department of Education (the Department) worked with the National Institute on Out-of-School-Time over a three-year period to create the *Survey of After-School Youth Outcomes* (SAYO), an evaluation tool for use by Massachusetts' 21st CCLC grantees. Results from two rounds of field-testing with over 5,000 students indicated that the SAYO is a valid and reliable instrument for measuring change in youth.

The *SAYO Evaluation System* uses brief pre-participation and post-participation surveys to collect data from school-day teachers and after-school staff. The *SAYO System* is based on a “menu” approach, meaning that programs collect data on selected outcomes that are aligned with their goals and program practices. Each outcome area is measured by asking school-day teachers and after-school staff to respond to four or five questions related to observable youth behaviors. These items have been extensively tested and found to work as a single scale that effectively captures the outcome being measured. Survey responses from school day teachers (SAYO-T Academic and Intermediary Outcomes) and after-school program staff (SAYO-S) are completed for a sample of youth in each program.

The *Survey of After-School Youth Outcomes (SAYO) Evaluation System* enables the 21st CCLC programs to capture information reflecting changes that are (a) associated with participation in a high-quality after-school program and (b) likely to occur over a one-year period. Massachusetts requires all 21st CCLC grantees to use the SAYO as a part of their evaluation and reporting efforts. All grantees use SAYO results to indicate the degree to which they have measured positive outcomes among the participants they serve. Grantees select from a list of outcomes and measure what best reflect the focus and goals of their programs.

Academic Outcomes-SAYO Teacher Version (SAYO-T - Academic)

The Academic section contains the eight possible content areas listed below. Grantees select and report on the two areas that best reflect their program goals and have school-day teachers of students participating in the school year program complete pre-and post-program assessments.

ELA (Reading, Verbal Communication, and Written Communication), Math (Communication, Reasoning, and Problem Solving), Science, and Social Studies

Intermediary Outcomes-SAYO Teacher Version (SAYO-T – Intermediary Outcomes)

Grantees are required to consider the five intermediary outcomes listed below and select and report on the three areas that best match the goals of their 21st CCLC program. Grantees have school-day teachers of students participating in the school year program report pre-and post-ratings in the three chosen outcomes.

Analysis and Problem Solving, Behavior in the Classroom, Communication Skills, Engagement in Learning, and Initiative

After-School Staff Version (SAYO-Staff)

Using the SAYO-S, grantees are required to collect and report on pre- and post-ratings of students by After-School and Out of School Time (ASOST) Staff (which may include school-day teachers if they are working in the after school or summer programs). Grantees must collect responses from staff working with students served during the school year as well as during the summer, in each of the five outcome areas listed below.

Homework (if offered), Behavior in the Program, Initiative, Relations with Adults, Relations with Peers

APPENDIX B – CONTINUED

ASSESSING AFTER-SCHOOL PROGRAM PRACTICES TOOL (APT)

In June of 2003, the Massachusetts Department of Education, the National Institute on Out-of-School Time (NIOST) and the Massachusetts After-school Research Study (MARS), joined forces to create the Assessing After-School Program Practices Tool (APT). The development of the APT took place over a 15-month period, and included a review of research from the arts, education, and after-school literature, a review of existing after-school program observation tools and perspectives from experts in the field. The draft instrument underwent extensive field testing, reviews by a variety of experts including grantees, and reliability testing.

The Assessing After-School Program Practices Tool (APT) is a new instrument recently developed for use by Massachusetts 21st Century Community Learning Center grantees to compliment the Survey of After-School Youth Outcomes (SAYO) tool. The goal of the APT is to assess the extent to which after-school programs are implementing practices congruent with their desired SAYO outcomes. The APT is intended to be a tool that assists grantees with continuous program improvement and with identifying areas for professional development.

Filed testing was conducted at 78 programs sites for the MARS study during the spring in 2004. While few studies explicitly examined causal relationships between specific after-school practices and individual youth outcomes, the result of this extensive review process indicated that the program features included in the APT are positively linked with the SAYO youth outcomes.

The APT is divided up into three main sections. Observers conduct observations and ratings using a four-point “how true” scale. Section 1, “Activity and Time Period Ratings,” includes ratings of arrival, snack time, transitions, pick up time, and homework time, as well as ratings of several activity times. Section 2, “Targeted SAYO Skill Building,” focuses on practices related to SAYO outcomes that are not covered in other sections, and is customized to reflect each grantee’s desired outcomes. Finally, Section 3, “Overall Program Ratings,” includes ratings of the physical environment, schedule, relationships, and the social-emotional environment. The APT also includes an opportunity for observers to provide overall impressions and collect information from the program director.

The APT is designed to help programs conduct self-assessments. The APT includes those program practices which research suggests are related to the outcomes measured by the Survey of Youth Outcomes (SAYO).

During FY05, 21st CCLC grantees piloted the APT at up to three program sites. All grantees provided the NIOST research team with feedback and suggestions for improvements that reflected on their experiences. The tool was then refined as a result. All 21stCCLC grantees will be implementing both SAYO and APT tools across all sites during FY06 (September 2005-August 2006).

What does the APT measure?

- 1. Positive program climate** (Welcoming & inclusive environment; Staff positively & effectively managing and supervising youth behavior; High program and activity organization; Positive staff; Staff relationships)
- 2. Supportive staff: youth relationships** (Positive interest/interaction with individual youth; Emotional support provided; Respectful listening and responding; Abilities & interests encouraged; High expectations for behavior/performance)
- 3. Supportive peer relationships** (Peer cooperation; Mutual respect; Enjoyment/friendships; Conflicts resolved constructively)
- 4. Program practices that support youth’s individual needs and interests** (1:1 Time/Individualized Assistance; Communication between staff and schools/staff and parents around youth needs & interests; Youth choice, input & flexibility of programming)
- 5. Program practices that promote youth engagement and stimulate thinking** (Frequent staff and youth discussions; Recognition & feedback to youth; Opportunities to solve challenging or complex problems; Cooperative learning, Project-based and multidisciplinary activities; Time for reflection & peer discussion)
- 6. Opportunities for autonomy, responsibility & leadership** (Opportunities for leadership & decision-making; Youth autonomy and extended independent learning; Opportunities to build competence & meaningful skills; Opportunities to contribute to program, school and community; Opportunities to show-case work in culminating product or performance)
- 7. Other program features** (High participation rates; Group size and composition; Staff ratios and stability; Physical Safety; Parental support and expectations)

APPENDIX C

FY05 21ST CENTURY COMMUNITY LEARNING CENTERS GRANTEES

District	Total FY05 647 Funds (School Year and Summer)
1. Adams-Cheshire Regional School District	\$90,000
2. Barnstable Public Schools	\$130,000
3. Brookline Public Schools	\$99,814
4. Boston Public Schools	\$2,425,000
5. Brockton Public Schools	\$1,222,000
6. Cambridge Public Schools	\$275,000
7. Fall River Public Schools	\$300,000
8. Fitchburg Public Schools	\$460,000
9. Framingham Public Schools	\$400,000
10. Frontier Regional	\$100,000
11. Hampshire Educational Collaborative	\$825,000
12. Haverhill Public Schools	\$755,000
13. Holyoke Public Schools	\$1,085,000
14. Lowell Public Schools	\$1,225,000
15. Malden Public Schools	\$795,950
16. Martha's Vineyard Public Schools	\$190,000
17. Methuen Public Schools	\$299,000
18. Mohawk Trail Regional School District	\$120,000
19. Neighborhood House Charter School	\$100,000
20. New Bedford Public Schools	\$630,000
21. North Adams	\$199,186
22. North Brookfield Public Schools	\$100,000
23. Pittsfield Public Schools	\$130,000
24. Quaboag Regional	\$190,000
25. Quincy Public Schools	\$732,500
26. Salem Public Schools	\$279,000
27. Somerville Public Schools	\$485,000
28. South Shore Day Care Services (Randolph)	\$320,000
29. Springfield Public Schools	\$1,450,000
30. Taunton Public Schools	\$299,000
31. Triton Regional School District	\$216,000
32. Waltham Public Schools	\$124,000
33. Ware Public Schools	\$310,000
34. Wareham Public Schools	\$200,000
35. Watertown Public Schools	\$125,000
36. Webster Public Schools	\$148,550
37. Winchendon Public Schools	\$200,000
38. Winthrop Public Schools	\$190,000
39. Worcester Public Schools	\$1,475,000

APPENDIX D

RECIPIENTS OF ADDITIONAL FUNDING OPPORTUNITIES

District	647 C Youth Council	647 D Programs for English Language Learners	647 E Exchange Program	647 F Focused Summer Academic Enrichment	FitMath	647 B Enhancement Funds
Boston Public Schools						\$20,200
Brockton Public Schools					\$5,000	\$29,077
Fall River Public Schools					\$5,000	
Fitchburg Public Schools	\$7,185			\$15,400	\$5,000	\$34,200
Framingham Public Schools		\$7,700				
Frontier Regional Public Schools						\$20,000
Hampshire Educational Collaborative			\$4,970	\$20,235		\$32,875
Holyoke Public Schools					\$5,000	\$40,000
Malden Public Schools				\$30,000	\$5,000	
Martha's Vineyard Public Schools	\$10,000	\$9,700		\$12,892		\$19,200
Methuen Public Schools					\$5,000	
Neighborhood House Charter School			\$5,000			
New Bedford Public Schools			\$5,000			\$36,000
North Adams Public Schools						\$21,182
Pittsfield Public Schools				\$26,683		
Quincy Public Schools	\$10,000			\$30,000	\$5,000	\$21,500
Salem Public Schools		\$10,000				
Somerville Public Schools	\$9,700					\$25,175
Taunton						\$30,900
Triton Regional School District				\$26,456	\$5,000	\$8,138
Wareham Public Schools				\$29,590	\$5,000	\$39,633
Watertown Public Schools		\$2,000		\$10,150	\$5,000	\$25,160
Winthrop Public Schools	\$9,500			\$14,510		\$36,690
Worcester Public Schools	\$5,265			\$30,000	\$5,000	\$40,984
TOTALS	\$51,650	\$29,400	\$14,970	\$245,916	\$55,000	\$480,914