



**No Child Left Behind (NCLB) Title IVB
21st Century Community Learning Centers
Year End Report - Fiscal Year 2006**

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350 Main Street, Malden, MA 02148
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Education
Dr. David P. Driscoll
Commissioner of Education

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350 Main Street, Malden, MA 02148-5023
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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**21st Century Community Learning Centers Program
Fiscal Year (FY) 2006 Year End Report**

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21st Century Community Learning Centers Program FY 2006 Year End Report

EXECUTIVE SUMMARY

The following report provides information on the Fiscal (FY) Year 2006 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, 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 2006 was the fifth 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 FY06 21st Century Community Learning programs made significant gains in all of the areas measured. 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, and in fact often made statistically greater gains than their non-subgroup counterparts. As such, 21st Century Community Learning Centers programs appear to considerably contribute to the academic achievement and youth development of the tens of thousands of students served across the state.

Highlights of FY 2006 21st CCLC Programs and SAYO Results

School Year and Summer (September 2005 - August 2006)

- In **FY06**, the Department **awarded \$16,857,810** to **39** entities through **continuation grants**.
- Approximately **24,400** students in grades K-12 participated in 21st CCLC program services offered in **39** districts at **196** sites across the state.
- 21st CCLC participants included more than **15,000** students who received free/reduced lunch, **4,600** students with disabilities, and **3,000** students considered limited English proficient (LEP).
- Students who participated in the 21st CCLC program attended an average of **119** hours of programming during school year and/or summer.
- 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 reading, written communication, analysis, and initiative.
- When rated by 21st CCLC program staff, students made positive gains in all **5** intermediary outcomes¹ measured, with the greatest average pre to post program increases in initiative, relationships with adults, and learning skills.
- Student gains in math and/or English language arts were statistically significant in **73-96%** of the districts collecting data, depending on the outcome area measured.
- More than **9,600** SAYO surveys were collected from school-day teachers (school year only) and **14,300** 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 2005 - June 2006)

- More than **20,504** students participated in 21st CCLC program services offered in **39** districts at **185** sites across the state during the school year.
- Students who participated in the 21st CCLC program attended an average of **136** hours of programming offered outside of regular school hours during the school year.
- More than **13,270** students who received free/reduced lunch, **3,827** students with disabilities, and **2,659** 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, reading, 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 **73-89%** of the districts, depending on the outcome area measured by school-day teachers.
- More than **9,600** SAYO surveys were collected from school-day teachers and **9,900** from after-school staff members.

Summer (July 2006 - August 2006)

- Approximately **5,978** students participated in 21st CCLC program services offered in **36** districts at **115** sites across the state during the summer.
- Students who participated in the 21st CCLC program attended an average of **77** hours of program offered during summer hours.
- More than **3,799** students who received free/reduced lunch, **1,315** students with disabilities, and **840** 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 math reasoning and problem solving.
- Students measured by summer program staff made positive gains in all **5** intermediary outcomes, with the greatest pre to post average increases being in initiative, learning skills, and relations with adults.
- During the summer, student gains in math and/or English language arts were statistically significant in **80-96%** of the districts collecting data, depending on the outcome area measured by summer program staff.
- More than **4,300** 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, 21st CCLC Program Coordinator, via phone: 781-338-3515 or email: kresnick@doe.mass.edu or visit the web site <http://www.doe.mass.edu/21cclc>.

Massachusetts 21st Century Community Learning Centers Programs - FY06

1.0 Program Information

1.1 Participation

As reported by districts participating in FY06 21st Century Community Learning programs, a total of 20,504 children and youth participated in 21st CCLC school year programs and 5,978 participated in 21st CCLC summer programs (24,426 total students unduplicated²). **Chart 1.1.A** shown below indicates that 50% of all FY06 program participants were children in elementary school (K-5), while children in middle school (6-8) accounted for 45% and high school (9-12) for 5% of those served.

Chart 1.1.A: Percentage of Student Participation by Grade Level during FY06

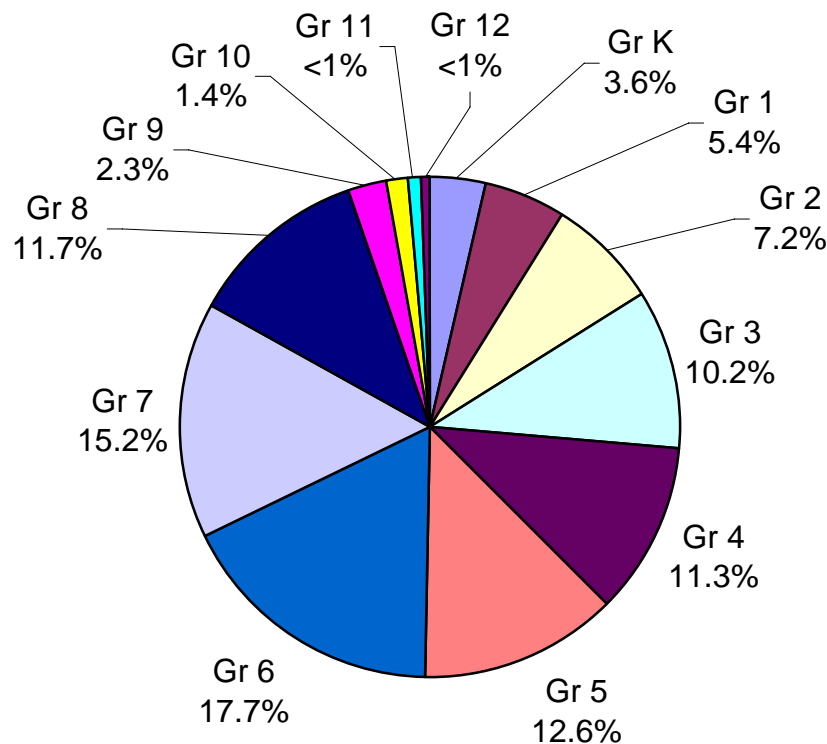


Table 1.1.B on the next page compares grade participation by school year and summer and indicates that the relative proportion of elementary versus middle school students served during the school year differs considerably from that during the summer. More specifically, during the school year similar numbers of elementary and middle school students were served (48% and 47%, respectively), while during the summer there was a much higher percentage of elementary school students (63%) served than middle school students (34%).

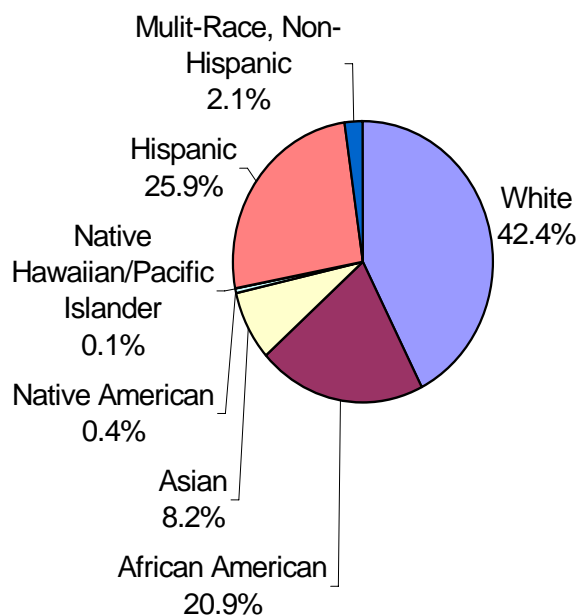
² Students were unduplicated based on SASID (state assigned student identification number).

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

Grade Level	School Year	Summer
K	3.1%	4.9%
1	5.3%	6.2%
2	6.0%	11.4%
3	9.6%	14.3%
4	11.4%	12.7%
5	12.6%	13.4%
Elem. Total	48.0%	62.9%
6	18.7%	13.1%
7	15.5%	14.1%
8	12.4%	6.9%
Middle Total	46.6%	34.1%
9	2.2%	2.0%
10	1.6%	0.6%
11	1.0%	0.4%
12	0.6%	0.1%
H.S. Total	5.4%	3.1%

The racial breakdown of students served is illustrated by **Chart 1.1.C** shown below. The majority of students served (nearly 58%) in FY06 21st CCLC programs were members of a minority group, while 42% 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, Native Hawaiian/Pacific Islander, or multi-race (non-Hispanic). **Table 1.1.D** compares the racial breakdown by school year and summer. As it shows, similar percentages of minority students were served during the school year and summer that were substantially higher percentages than the statewide figures.

Chart 1.1.C: Percentage of Student Participation by Race/Ethnicity during FY06



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

Race/ Ethnicity	School Year	Summer	Statewide ³
African American	20.5%	22.0%	8.3%
Asian	8.4%	7.3%	4.6%
Hispanic	26.1%	25.8%	12.9%
Native American	0.4%	0.5%	0.3%
Native Hawaiian/Pacific Islander	0.2%	0.1%	0.1%
White	42.6%	41.0%	72.4%
Multi-Race, Non-Hispanic	1.8%	3.4%	1.4%

Additionally, during FY06 21st CCLC programs, data was collected by 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 63% of students served received federal free/reduced lunch, 19% received special education services, and 13% 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 nearly identical for low-income students. For limited English proficient and special education, however, summer programs served higher percentages than school year programs. Additionally, for both school year and summer, the percentages served compared to statewide figures were notably greater for all of these subgroups.

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

	School Year	Summer	Statewide ³
Free/Reduced Lunch	63.6%	63.7%	28.2%
SPED	18.3%	22.0%	16.3%
LEP	12.8%	14.1%	5.2%

1.2 Hours of Service

Students were served in 21st CCLC programs from September 2005 through August 2006. During the school year (September through June), students were served an average of 136 hours per student. During the summer (July through August), students were served an average of 77 hours per student. **Table 1.2** below shows the percentage of students served by hour ranges.

Table 1.2: Percentage of Students Served in Program Hour Ranges

Program Hour Ranges	School Year	Summer
1-50 Hours	34.4%	27.2%
51-100 Hours	20.9%	54.9%
101-200 Hours	22.6%	14.4%
201+ Hours	22.0%	3.5%

³ DOE Statewide 2005-2006 Enrollment Data: <http://www.doe.mass.edu/infoservices/reports/enroll/?yr=0506>.

1.3 Academic Subjects/Activities Offered

During FY06, all 21st CCLC program sites provided comprehensive programming by offering a wide variety of academic and enrichment activities. All districts 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. See below for a list of the academic subjects and activities that were offered at the 21st CCLC sites.

Subjects

ELA/Reading
ELA/Verbal Communication
ELA/Written Communication
Math Communication
Math Problem Solving
Math Reasoning
Science
Social Studies

Activities

Academic Enrichment Projects
Adventure Education
Arts / Drawing / Painting
Character Development / Drug Resistance Education
College Preparation
Community Service
Competitive / Group Sports
Computers and Technology
Drama
Entrepreneurial
Film Making
Homework
Multicultural / Foreign Language
Music Dance
Non-Competitive / Individual Sports
Parenting / Adult Education
Physical Health Education / Nutrition
Special Interests
Writing / Printing Media

2.0 Survey of After-School Youth Outcomes (SAYO)

The Massachusetts Department of Education worked with the National Institute on Out-of-School-Time (NIOST) 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 (in addition to homework, if offered). 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*
- *Homework (if offered)*

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, and Relations with Peers*

2.1 Assessing After-School Program Practices Tool (APT)

As a compliment to the SAYO, the *Assessing After-School Program Practices Tool (APT)* is an observation instrument developed 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.⁴

3.0 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 185 school year 21st CCLC sites. In total, 9,604 SAYO surveys were collected from school-day teachers and 9,979 from after-school staff members.

Tables 3.1-3.3 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 increase⁵ in that outcome. It also shows the average pre/post score by outcome and the calculated percentage change.

3.1. SAYO-Teacher- Academic Results

Table 3.1 shows that during the school year the most frequently surveyed academic outcomes by students' school-day teachers were reading followed closely by written communication and math problem solving. More than two-thirds of the districts collected information on those three outcomes.

⁴ More information on the APT and a version to download is available at: <http://www.doe.mass.edu/21cclc/ta/>.

⁵ Statistical significance is determined by using paired-samples t-test with a split file by district ($p \leq .05$).

The percentage of districts with statistically significant gains in a given outcome area ranged from 89% (ELA/reading) to 50% (science). The average percentage increase from pre to post survey ranged from 7% (social studies) to 17% (ELA/written communication).

Table 3.1: 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	8	10	27	24	29	22	22	30
Number of Students	881	1,104	6,877	5,606	6,748	3,012	4,042	6,726
% of Districts Showing Significant* Increase	50%	60%	89%	88%	83%	73%	73%	83%
Percentage Change (%+/-)	7%	9%	15%	14%	17%	12%	13%	14%

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

3.2 SAYO-Teacher Intermediary Results

Table 3.2 below indicates that, during the school year, homework was the most frequently surveyed outcome by school-day teachers, as all of the 39 districts operating FY06 21st CCLC programs collected data on this outcome. Engagement and communication were the other most commonly measured outcomes, with 34 districts surveying each of them.

The percentage of districts with statistically significant gains in a given outcome area ranged from 74% in engagement to 96% in analysis. The average percentage increase from pre to post survey ranged from 11% in behavior and engagement to 15% in initiative.

Table 3.2: School Year SAYO-Teacher Intermediary Results

	Homework	Behavior	Initiative	Engagement	Analysis	Communication
Number of Districts	39	28	29	34	27	34
Number of Students	9,604	6,689	7,620	7,566	6,696	6,397
% of Districts Showing Significant* Increase	82%	75%	83%	74%	96%	85%
Percentage Change (%+/-)	14%	11%	15%	11%	16%	13%

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

3.3 SAYO-Staff Results

Table 3.3 on the next page shows the SAYO survey results reported by the school year after-school staff. Unlike the SAYO-Teacher (Academic and Intermediary), 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 FY06 did include homework assistance as part of their programs.

The percentage of districts with statistically significant gains in a given outcome area ranged from 87% in behavior and peer relations to 95% in homework. The average percentage increase from pre to post survey ranged from 15% in behavior to 19% in both initiative and relationships with adults.

Table 3.3: School Year SAYO-Staff Results

	Homework	Behavior	Initiative	Adult Relations	Peer Relations
Number of Districts	39	39	39	39	39
Number of Students	9,123	9,948	9,643	9,895	9,979
% of Districts Showing Significant* Increase	95%	87%	92%	87%	87%
Percentage Change (%+/-)	18%	15%	19%	19%	16%

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

3.4 Subgroup Analysis

The following charts on the next six pages examine the SAYO school year survey results by comparing the pre to post average percentage changes for particular outcomes by various subgroups. In general, the results indicate that students served in FY06 21st CCLC programs within subgroups made statistically⁶ greater gains than those without any subgroup classification, with the greatest impact being on low-income students. Note: Outcomes with an asterisk (*) indicate statistically greater gains.

Charts 3.4.A-C compare the SAYO results of low-income students (received federal free or reduced lunch) to those who were classified as non-low-income. Low-income students made significantly greater gains on 15 of the 19 outcomes measured.

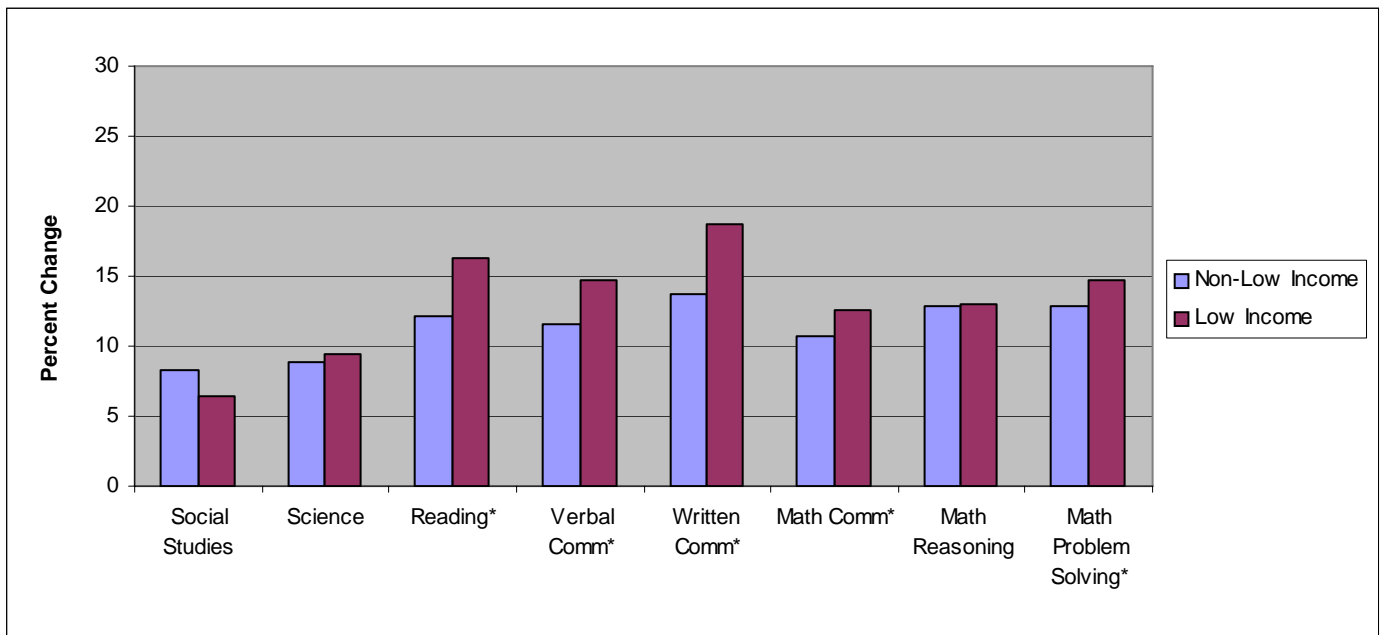
Charts 3.4.D-F display the SAYO results of students receiving special education services to those who did not. Students within this subgroup classification made significantly greater gains on 13 of the 19 outcomes measured.

Charts 3.4.G-I compare the SAYO results of students designated limited English proficient to those who were not. LEP students made statistically greater gains on 10 of the 19 outcomes measured. Most importantly, LEP students made significantly greater improvement in reading, written and verbal communication.

Finally, **Charts 3.4.J-L** compare students' SAYO results by grade level (elementary [K-5], middle [6-8], and high school [9-12]). Students in high school made significantly higher gains across all measurable outcomes except math problem solving and engagement.⁷ Elementary and middle school students made statistically similar gains. Note: Outcomes with an asterisk (*) indicate statistically greater gains for high school compared to elementary/middle.

Student Performance Comparisons Based on Family Income Status (Charts 3.4.A-C)

Chart 3.4.A: Percentage Improvement on SAYO-Teacher Academic Outcomes - Low-Income



⁶ Based on one-way ANOVA ($p \leq .05$).

⁷ Please note that when the SAYO tool was field-tested, the population of students did not include high school students. As a result, these findings require additional validity testing.

Chart 3.4.B: Percentage Improvement on SAYO-Teacher Intermediary Outcomes - Low-Income

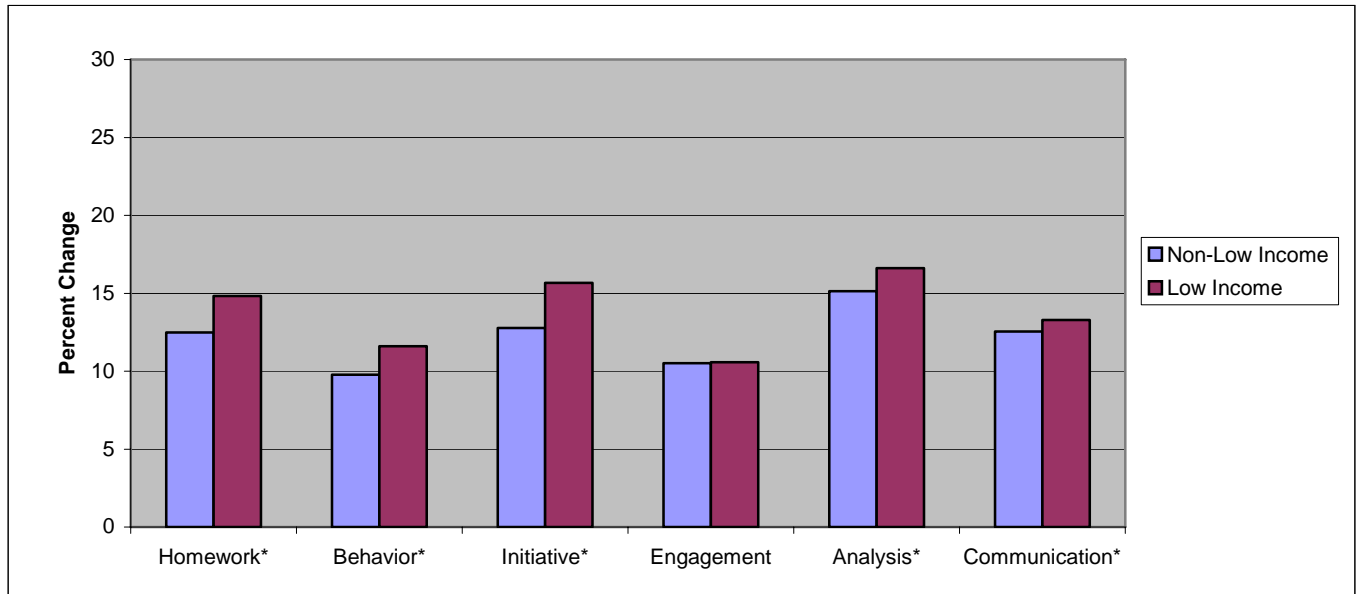
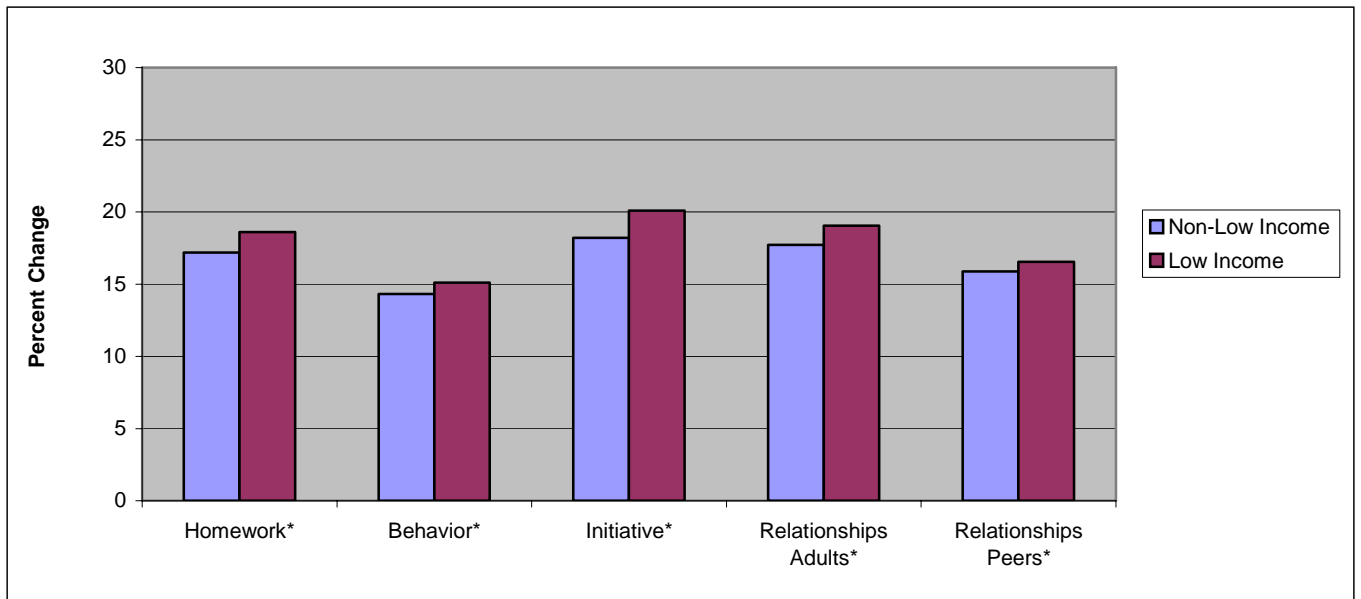


Chart 3.4.C: Percentage Improvement on SAYO-Staff Outcomes - Low-Income



Student Performance Comparisons Based on Special Education Status (Charts 3.4.D-F)

Chart 3.4.D: Percentage Improvement on SAYO-Teacher Academic Outcomes - Special Education

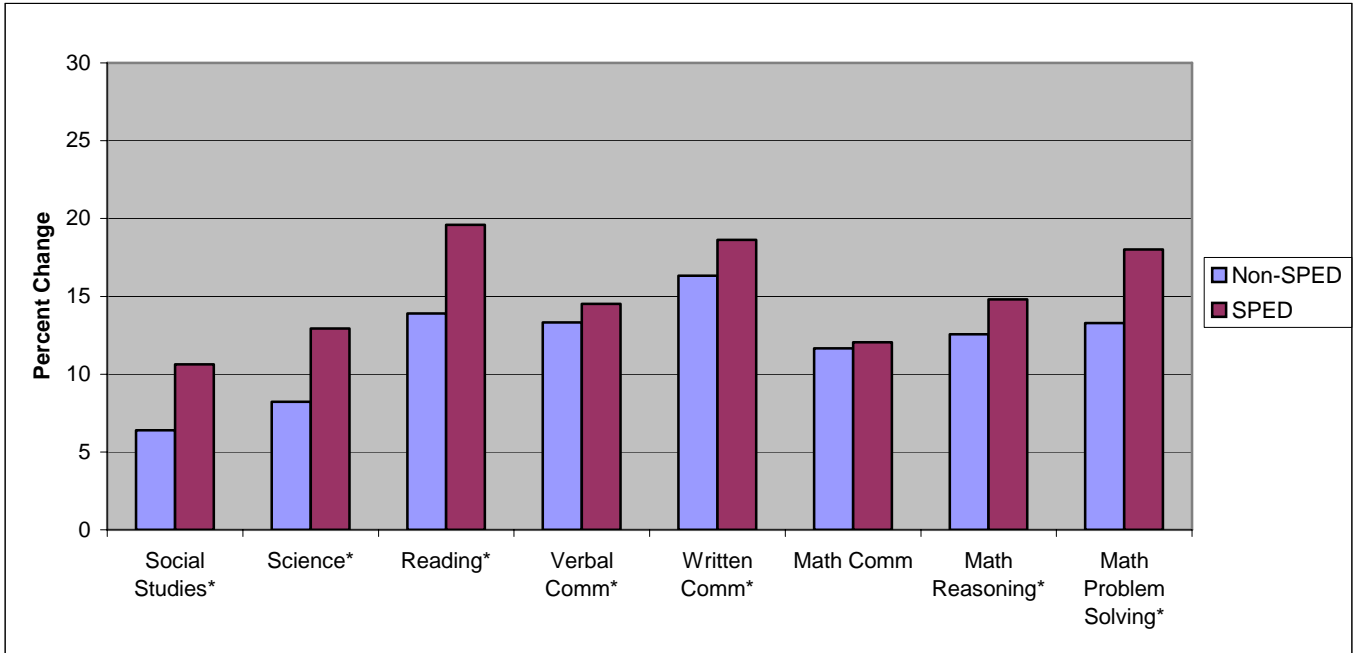


Chart 3.4.E: Percentage Improvement on SAYO-Teacher Intermediary Outcomes - Special Education

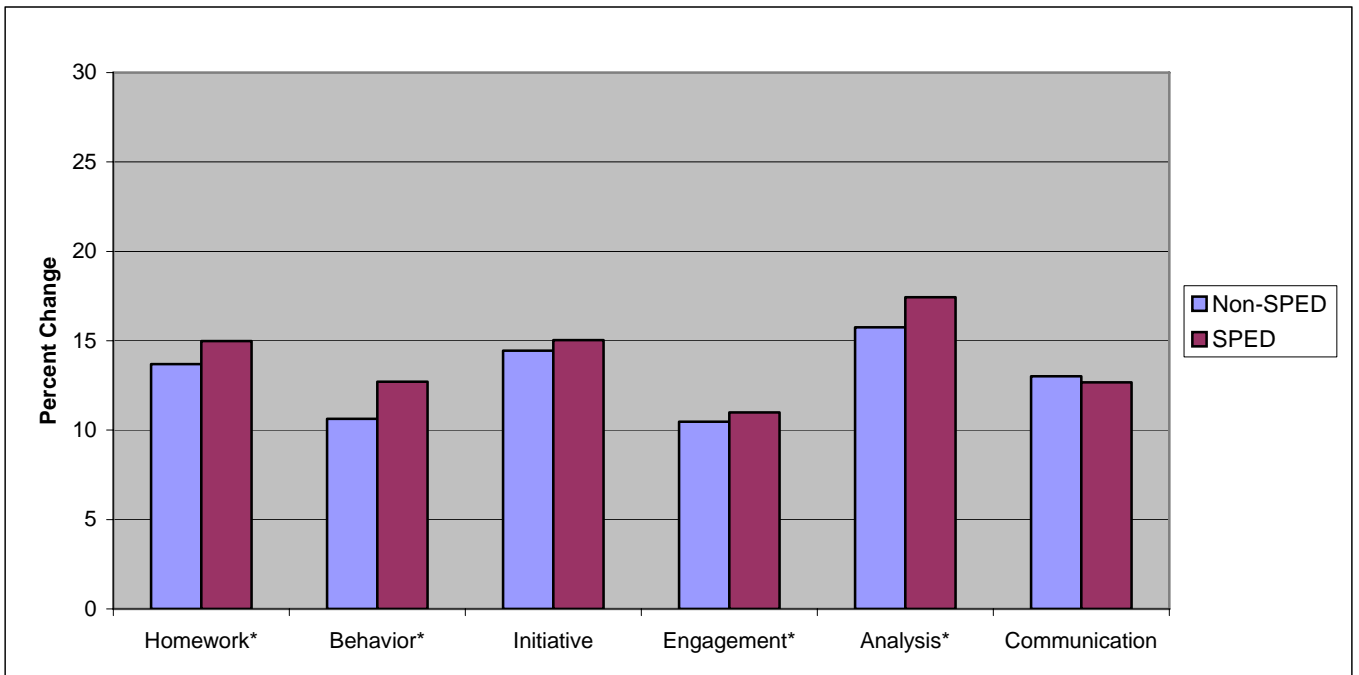
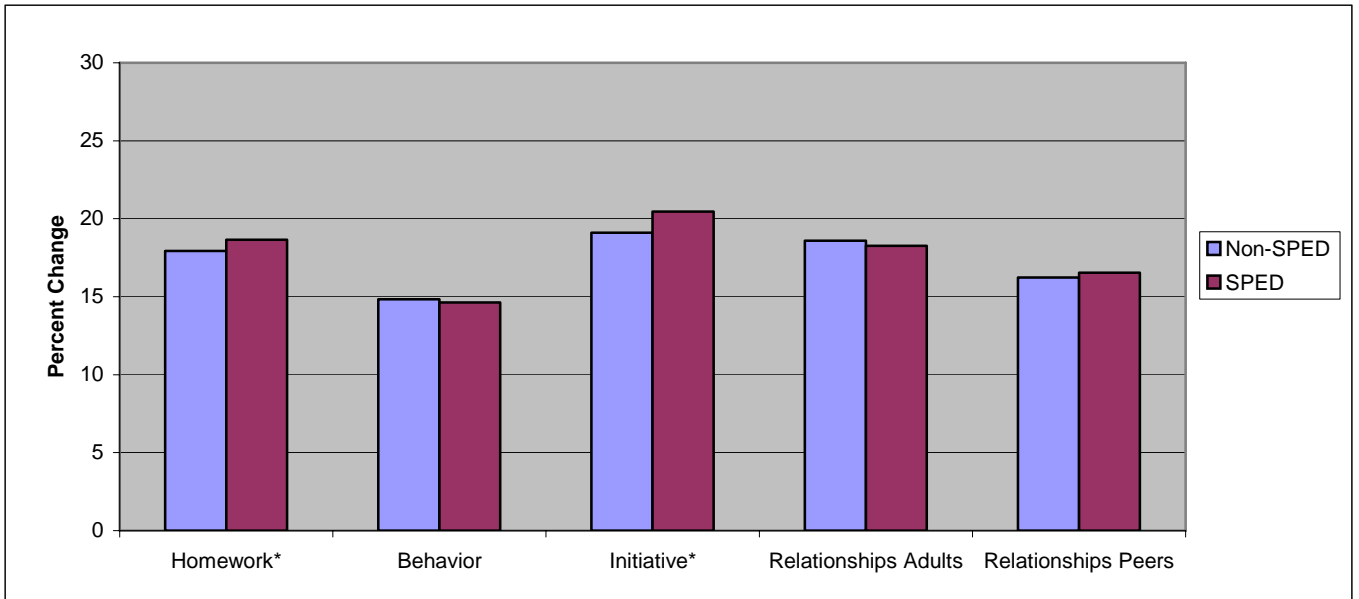
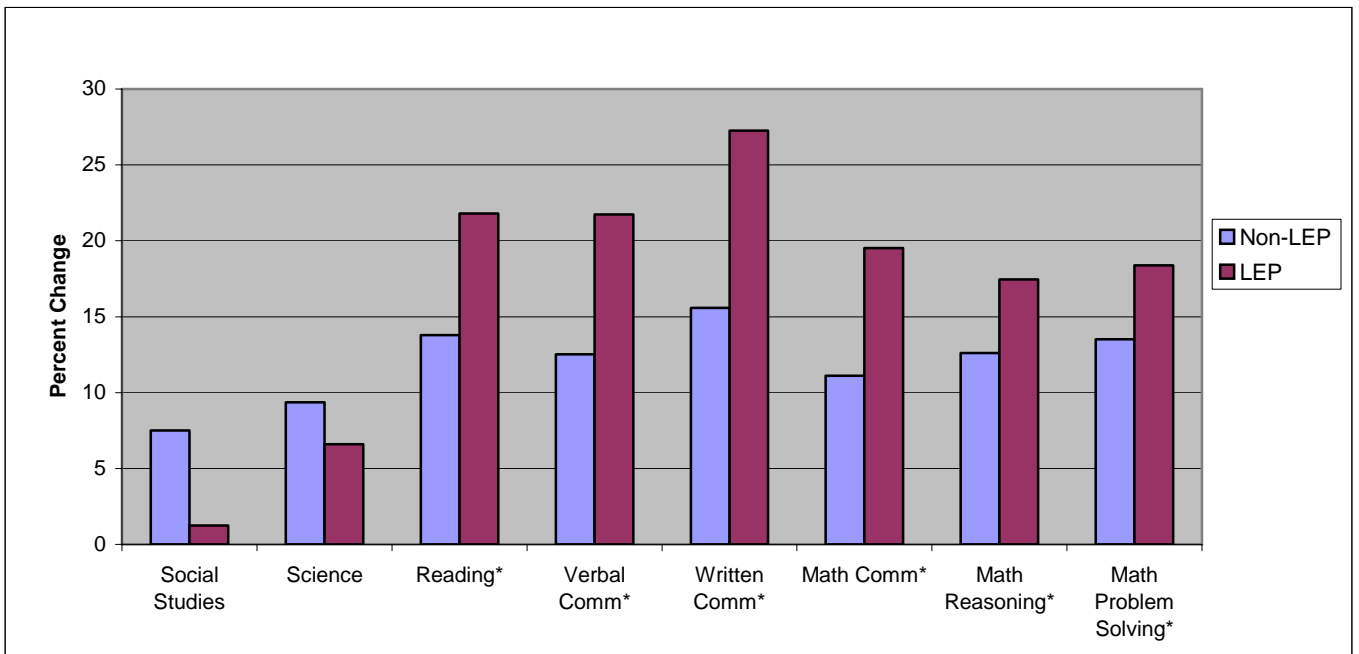


Chart 3.4.F: Percentage Improvement on SAYO-Staff Outcomes - Special Education

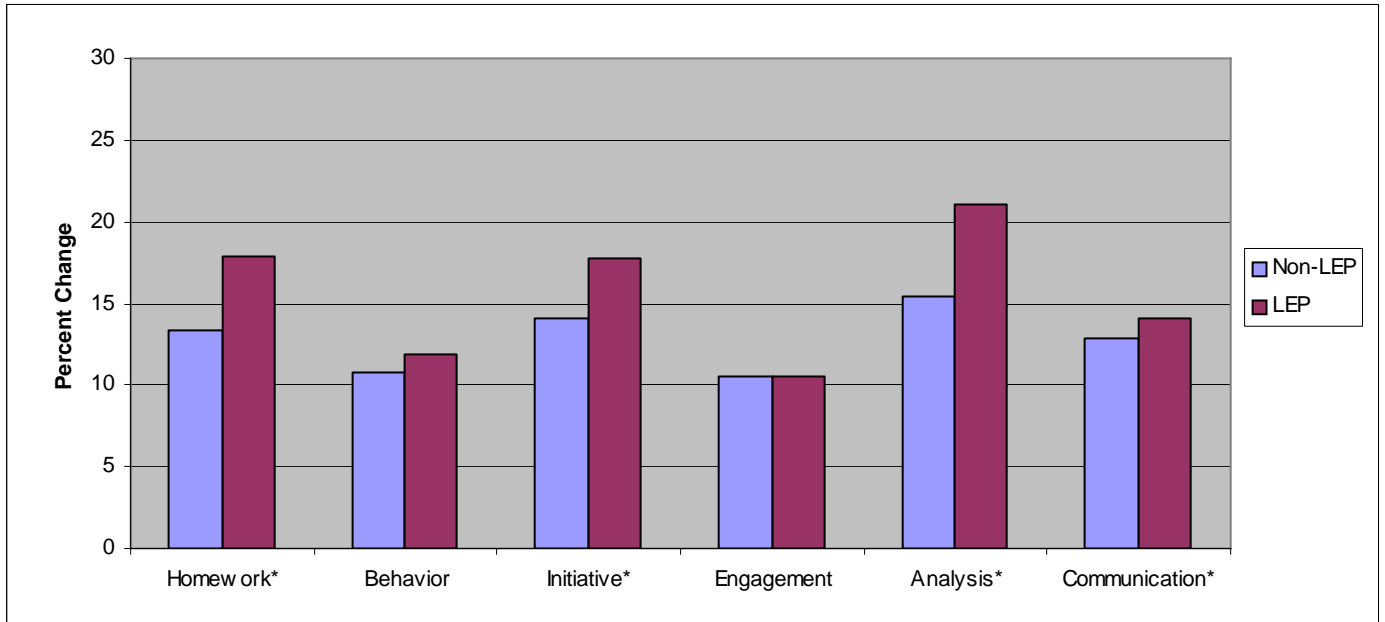


Student Performance Comparisons Based on English Proficiency Status (Charts 3.4.G-I)

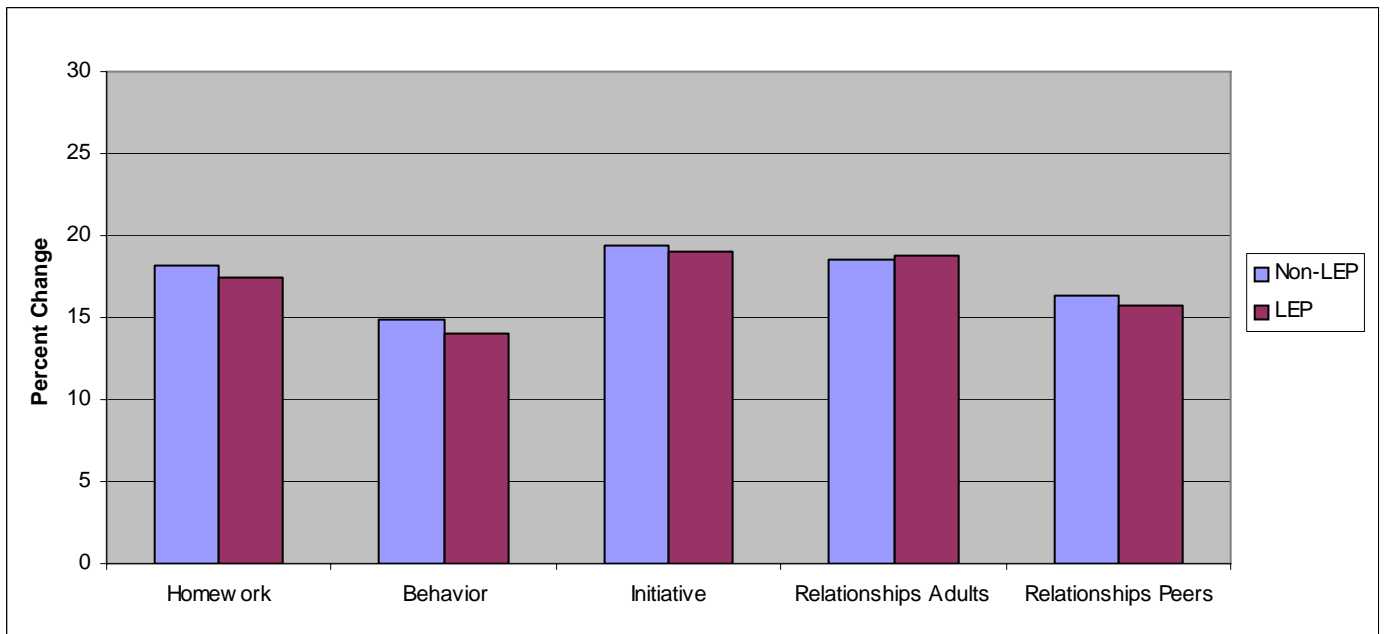
Chart 3.4.G: Percentage Improvement on SAYO-Teacher Academic Outcomes - Limited English Proficient



**Chart 3.4.H: Percentage Improvement on SAYO-Teacher Intermediary Outcomes
- Limited English Proficient**



**Chart 3.4.I: Percentage Improvement on SAYO-Staff Outcomes
- Limited English Proficient**



Student Performance Comparisons Based on Grade Level (Charts 3.4.J-L)

Chart 3.4.J: Percentage Improvement on SAYO-Teacher Academic Outcomes - Grade Level

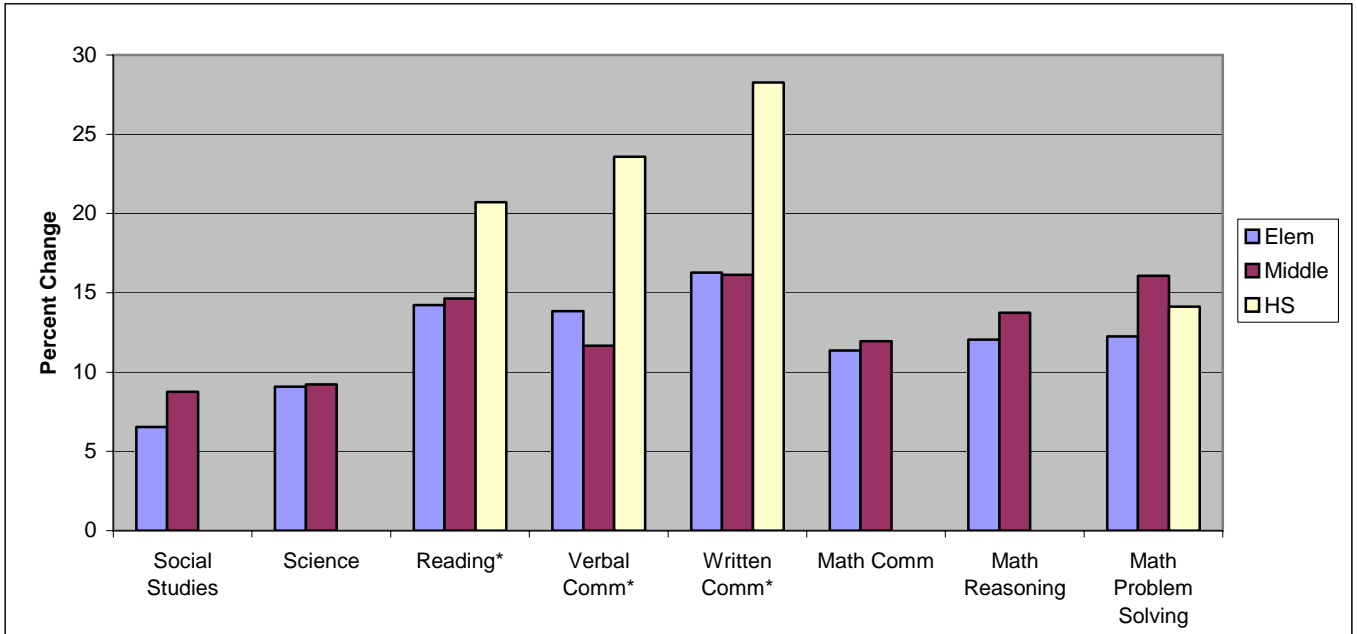


Chart 3.4.K: Percentage Improvement on SAYO-Teacher Academic Outcomes - Grade Level

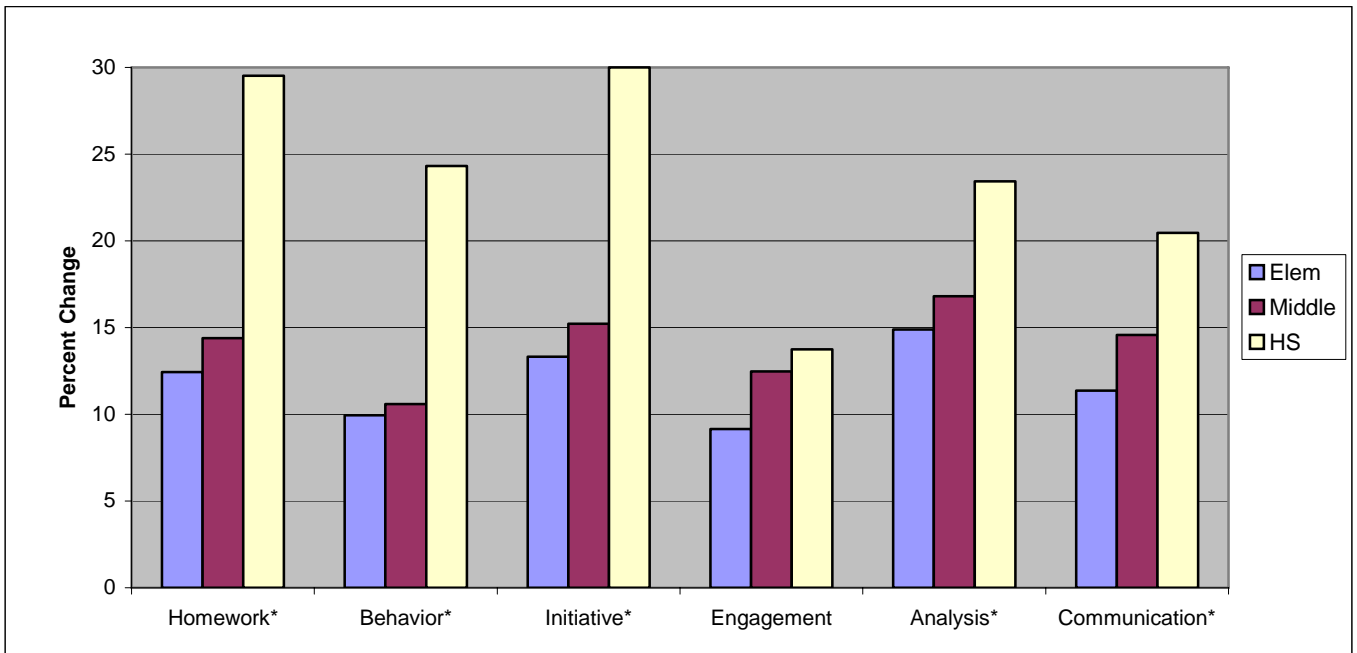
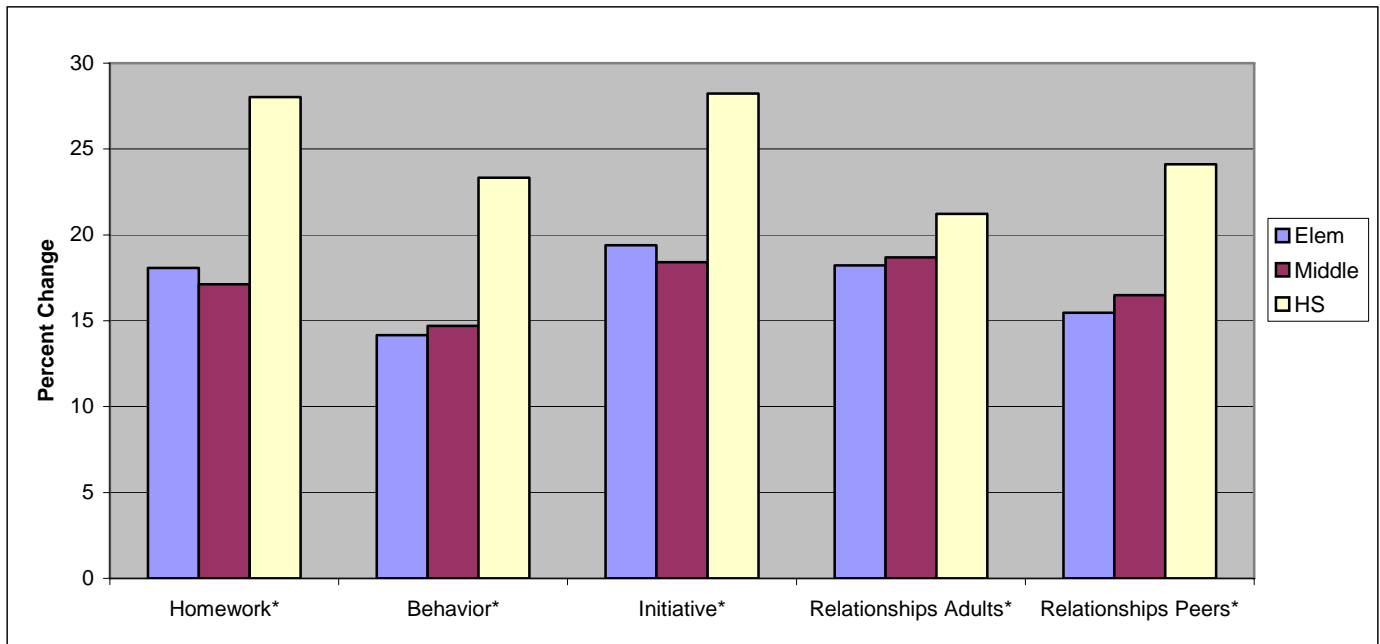


Chart 3.4.L: Percentage Improvement on SAYO-Staff Outcomes - Grade Level



3.5 FitMath

During Fiscal Year 2006, the Department provided funding for sixteen 21st CCLC Community Learning Center grantees to implement 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, anatomy, and physiology.

Data collected on FY06 21st CCLC school year programs indicated that 549 students (a 65% increase from FY05) participated in FitMath in 16 districts. Students served in FitMath were in grades 3-11, with the majority (approximately 60%) being in the 5th or 6th grade. The gender breakdown of FitMath students was 54% female and 46% male. Almost 25% of FitMath students were designated as special education students, 63% received free or reduced lunch, and approximately 12% were considered limited English proficient. FitMath students measured by the SAYO (Survey of After-School Youth Outcomes) tool increased on average nearly 15% from pre to post scores on all math outcomes; and compared to those who did not participate, FitMath students had a pre to post percent increase that was 1-4 percentage points higher in math communication, reasoning, and problem solving. The gains were statistically⁸ greater in Math communication and on all of the SAYO-Staff outcomes.

The following **Charts 3.5.A-C** compare the percentage improvement on the SAYO-Academic math outcomes, the SAYO-Teacher intermediary outcomes, and the SAYO-Staff outcomes of students who participated in FitMath programs to those who did not. (See **Appendix B** for a list of FitMath districts.) Note: Outcomes with an asterisk (*) indicate statistically greater gains for FitMath participants.

⁸ Based on one-way ANOVA ($p \leq .05$).

Chart 3.5.A: Percentage Improvement on SAYO-Teacher Academic Math Outcomes - FitMath

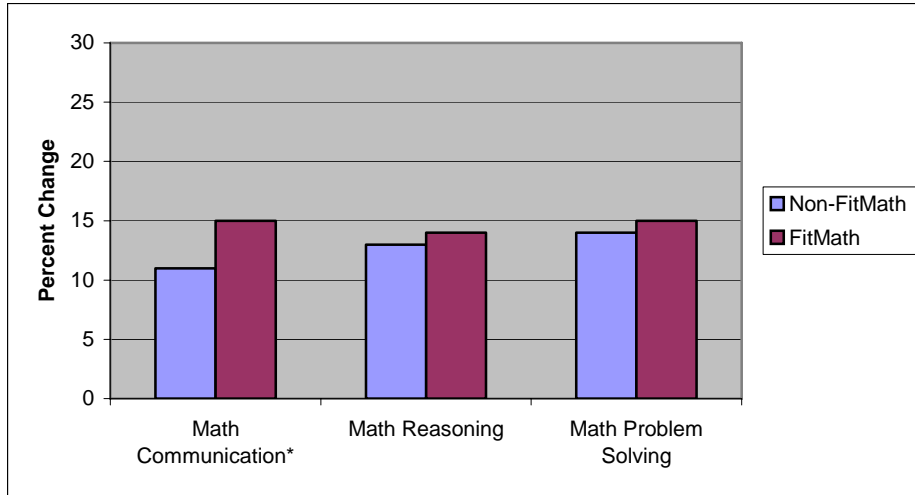


Chart 3.5.B: Percentage Improvement on SAYO-Teacher Intermediary Outcomes - FitMath

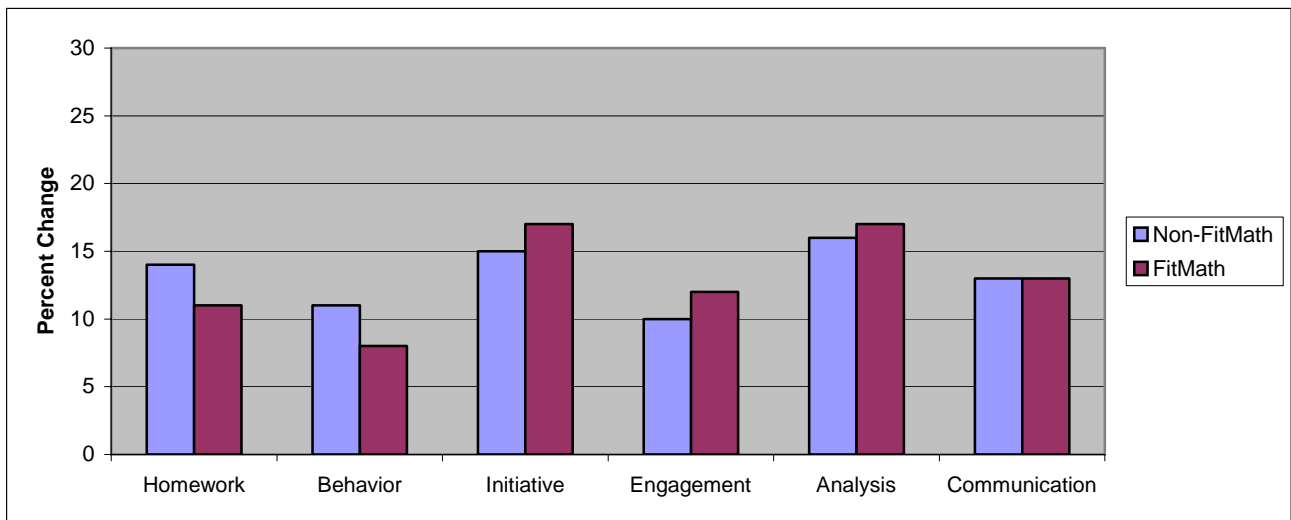
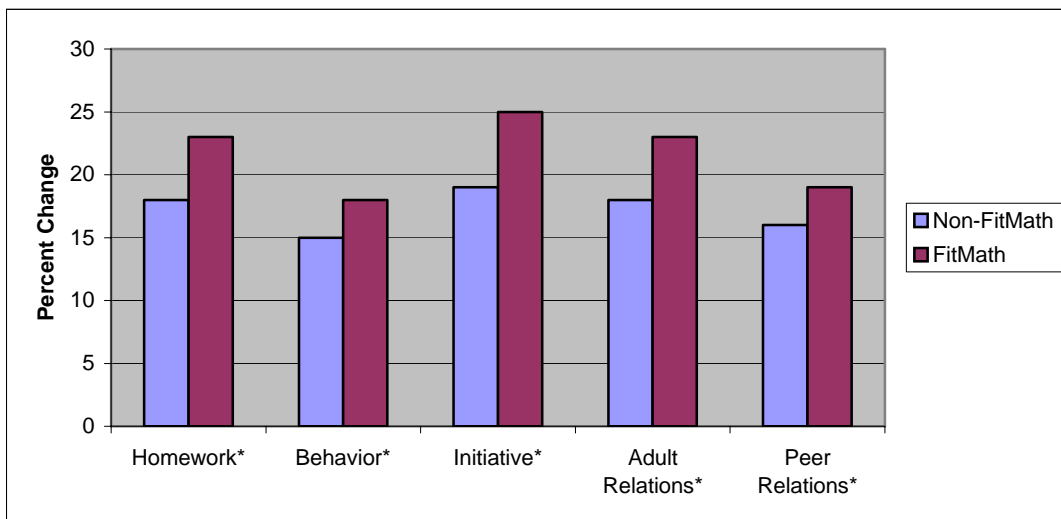


Chart 3.5.C: Percentage Improvement on SAYO-Staff Outcomes - FitMath



4.0 Summer SAYO Results

Thirty-six grantees (all but three) ran summer programs at 115 sites. Surveys of After-School Youth Outcomes (SAYO) results are described below and include information from 114 sites in 35 districts.⁹ A total of 4,341 surveys were collected from summer program staff.

Tables 4.1 and **4.2** 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 increase¹⁰ in that outcome. It also shows the average pre/post score by outcomes and the calculated percentage change.

4.1 SAYO-Academic Results

Table 4.1 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 36 summer grantees reported SAYO-Academic results.

The percentage of districts with statistically significant gains in a given outcome area ranged from 60% in social studies to 96% in both verbal and written communication. The average percentage increase from pre to post survey ranged from 14% in science to 22% in math reasoning and problem solving.

Table 4.1: 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	5	9	25	24	24	20	20	25
Number of Students	536	730	2,845	2,576	2,882	2,094	2,610	3,097
% of Districts Showing Significant* Increase	60%	67%	80%	96%	96%	95%	95%	92%
Percentage Change (% +/-)	16%	14%	16%	17%	18%	20%	22%	22%

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

4.2 SAYO-Staff Results

All summer 21st CCLC grantees were required to have summer program staff complete the SAYO-Staff outcomes on a sample of at least 30 students per site. Two districts did not submit data on learning skills, one did not submit data on initiative, and one district did not submit any acceptable SAYO-Staff data. According to the information collected that was summarized in **Table 4.2** below, the percentage of districts making statistically significant gains in a given outcome area ranged from 91% in behavior and peer relations to 97% in learning skills. The average percentage increase from pre to post survey ranged from 14% in behavior to 20% in initiative.

Table 4.2: Summer SAYO-Staff Results

	Learning Skills	Behavior	Initiative	Adult Relations	Peer Relations
Number of Districts	33	35	34	35	35
Number of Students	4,269	4,341	4,289	4,325	4,312
% of Districts Showing Significant* Increase	97%	91%	94%	94%	91%
Percentage Change (% +/-)	19%	14%	20%	19%	16%

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

⁹ One of the summer districts did not submit acceptable SAYO information.

¹⁰ Statistical significance is determined by using paired-samples t-test with a split file by district ($p \leq .05$).

5.0 Additional Funding Opportunities (See Appendix B for a list of recipients)

Fund Code 647 F- Focused Summer Academic Enrichment Programs

The Department awarded a total of \$419,545 in additional funds to 26 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 were 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 2006. For students who are new to the country, state, or district and/or have not yet taken the MCAS, another standardized assessment measure could 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.

Fund Code 647 G – Additional Summer Enhancement Grants

The priorities for the use of these grant funds included:

1. **FitMath** – Funds to begin a FitMath program or to expand or enhance current FitMath sites;
2. **Professional Development** – Funds for staff training directly related to supporting the 21st CCLC after-school program;
3. **Curriculum Development** - Funds to pay stipends to develop creative, hands-on curriculum specific to connecting after-school to school-day programming. Funding could also be for materials used for the development of curriculum. Funds could be used to begin the process with plans for continued support, on a lesser scale, budgeted for in continuation grants; and
4. **Other** - Funds for additional innovative ideas or for needed equipment or materials to enhance the grantees' existing 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. Community learning centers may also offer literacy and related educational development to these students' families.

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
FY06 21ST CENTURY COMMUNITY LEARNING CENTERS GRANTEES**

Grantee	Fund Code 647 FY06 Grant Awards	Fund Code 647-F Supplemental Fund Awards	Fund Code 647-G Supplemental Fund Awards	Total Funds Received FY06
<i>*(Asterisks indicate FitMath Grantees)</i>				
Adams-Cheshire	\$81,000		\$3,000	\$84,000
Barnstable Public Schools	\$117,000		\$3,500	\$120,500
Boston Public Schools	\$2,182,500	\$16,000		\$2,198,500
*Brockton Public Schools	\$1,099,800	\$5,000	\$4,500	\$1,109,300
*Brookline Public Schools	\$89,833			\$89,833
Cambridge Public Schools	\$247,500	\$2,500		\$250,000
*Fall River Public Schools	\$270,000		\$9,000	\$279,000
*Fitchburg Public Schools	\$414,000	\$32,500		\$444,000
Framingham Public Schools	\$360,000	\$7,000	\$5,000	\$372,000
Frontier Regional	\$90,000	\$1,500		\$91,500
Hampshire Ed. Collaborative	\$742,500	\$35,000		\$777,500
Haverhill Public Schools	\$679,500	\$5,000		\$684,500
*Holyoke Public Schools	\$976,500			\$976,500
Lowell Public Schools	\$1,102,500			\$1,102,500
*Malden Public Schools	\$716,355	\$35,000		\$751,355
Martha's Vineyard Public Schools	\$171,000	\$14,000	\$5,000	\$190,000
*Methuen Public Schools	\$269,100	\$25,000		\$294,100
Mohawk Trail Regional	\$108,000	\$6,200		\$114,200
New Bedford Public Schools	\$567,000	\$11,000		\$578,000
Neighborhood House Charter School	\$90,000	\$5,000		\$95,000
North Adams Public Schools	\$179,267		\$4,000	\$183,267
*North Brookfield Public Schools	\$90,000	\$13,000		\$103,000
Pittsfield Public Schools	\$117,000	\$20,000		\$137,000
Quaboag Public Schools	\$171,000			\$171,000
*Quincy Public Schools	\$659,250	\$35,000		\$694,250
South Shore Daycare (Randolph)	\$288,000			\$288,000
*Salem Public Schools	\$251,100			\$251,100
Somerville Public Schools	\$436,500	\$18,000	\$4,500	\$459,000
*Springfield Public Schools	\$1,305,000			\$1,305,000
*Taunton Public Schools	\$296,910	\$5,000		\$328,910
Triton Regional	\$194,400	\$32,000		\$194,400
Waltham Public Schools	\$111,600		\$4,500	\$116,100
Ware Public Schools	\$279,000	\$10,000		\$289,000
*Wareham Public Schools	\$180,000	\$5,000	\$4,000	\$189,000
*Watertown Public Schools	\$112,500	\$11,000		\$123,500
Webster Public Schools	\$133,695		\$4,500	\$138,195
Winchendon Public Schools	\$180,000	\$25,000		\$205,000
*Winthrop Public Schools	\$171,000	\$15,000		\$188,500
*Worcester Public Schools	\$1,327,500	\$29,845		\$1,357,500
TOTALS	\$16,857,810	\$414,700	\$51,500	\$17,324,010