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| **Name of Grant Program:** Massachusetts 21st Century Community Learning Centers Supporting Additional Learning Time (for new sites)  | **Fund Code:** 647  |

Addendum D - FY20 FC 647 SAYO Outcomes Selection and APT Information

All funded programs are required to measure the effect of the instruction and/or support provided to students enrolled in programs funded through the 21st Century Community Learning Centers (CCLC) grant. Programs are expected to utilize the field tested research based APAS suite of tools (A Program Assessment System) to assess how participation in 21st CCLC programs support students' academic and social emotional learning (SEL) experiences. The APAS includes the SAYO – Teacher (T), Staff (S) and Youth Surveys (Y) and Assessment of Program Practices observation tool (APT). The SAYO is a research based program outcome evaluation tool developed by the Department of Elementary and Secondary Education and the National Institute on Out-of-School Time.

# SAYO - T and S

The SAYO is designed to measure the effect of the instruction and support provided to students enrolled in 21st CCLC funded programs. The SAYO-T is completed by the school day teachers of the students served by the program and the SAYO-S is completed by the program staff/academic enrichment providers.

# SAYO - Youth (SAYO-Y) Survey

The SAYO-Y, completed by youth, measures their experiences in the 21st CCLC program, their sense of competence, and their future aspirations. The SAYO-Y is designed to supplement areas measured by the SAYO-Staff and SAYO-Teacher surveys and is an opportunity to hear directly from youth and learn more about their experiences, attitudes, perceptions, and beliefs.

# Assessment of Program Practices (APT)

The APT includes those program practices that research suggests are related to the outcomes measured by the SAYO.  The goal of the APT is to assess the extent to which 21st CCLC programs are implementing practices congruent with their desired SAYO outcomes.  The APT is intended to be a tool that assists with continuous program improvement and with identifying areas for professional development. The APT consists of the Observation Tool (APT-O) which is designed to provide a “snap shot” of your program’s quality in areas linked to SAYO outcome areas and a companion Questionnaire (APT-Q) that reflects on structural aspects of the program not easily observable.

**Requirements**

**All sites are required to:**

* Implement the SAYO-T, S and Y
* Collect a representative sample of a **minimum of 50 students** engaged in 21st CCLC grant-funded activities pre/post. If a site serves less than 50 students, then it must sample everyone enrolled in the program.
* Implement the Assessment of Program Practices Observation Tool (APT Q & O).
* Select a *primary* Academic focus from section A and *three* (3) Social Emotional Learning (SEL) outcomes form section C.
* Sites should select the outcomes that best match the expected results of the program activities. The district and school curricular priorities, school improvement plan, and student level data/need should guide the outcome selection.
* Utilize student level data to assess academic outcome focus.
* SAYO-Teacher: To be completed by a core content classroom teacher.
* SAYO-Staff: To be completed by the educator/provider implementing the grant-funded activities.

**[OST]**

* Homework (B) is a required outcome if homework support is provided.

**[ELT]**

* Should select the academic outcome that best match the expected results of the enrichment programming. The school curricular priorities, school improvement plan, and student level data/need should guide the outcome selection.

**Survey of Academic & Youth Outcomes (SAYO) Selection Form**

***If the outcome selection will vary across sites please complete a separate form for each of those sites. Sites that have the same outcomes may be included on one form.***

|  |  |
| --- | --- |
| **District/Program** |  |
| **ELT Site(s)** |  |
| **OST Site(s)** |  |

# SCHOOL-DAY TEACHER SURVEY TOOL (SAYO-T)

**A. Primary Academic Focus for SAYO-T -** *Required select one (1)*

|  |  |
| --- | --- |
|  | **Mathematics** (Includes: Communication, Reasoning & Problem-Solving) [may also include Science/STEM] |
|  | **English Language Arts** (Includes Reading, Verbal Communication, and Written Communication) [may also include Social Science] |

**B.** **[OST Only]** **Homework Support *(Must select if provided)***

|  |  |
| --- | --- |
|  | **Homework** (must be a structured homework support program) |

**C. SEL Outcomes for SAYO-T and SAYO-S - Select a minimum of three (3). Note: You MUST collect data on the same SEL outcomes for both SAYO-T and SAYO-S.**

|  |  |
| --- | --- |
|  | **Critical Thinking** (Includes: interpret and explain new information, identify relationships between ideas, evaluate validity of arguments and claims / information effectively, draw conclusions or hypotheses, explain conclusion and how it was reached, articulate own position or bias, & identify alternative perspectives) |
|  | **Communication Skills-** (Includes volunteers to ask questions or answer, communicate ideas or other information, speaking clearly, demonstrates active listening skills, and contributes to discussions) |
|  | **Engagement in Learning** (Includes: staying on task, interested in learning new things, & participates in classroom activities) |
|  | **Leadership** (Includes: interpret and explain new information, motivated to learn, identifies ways in which she/he is a leader, comfortable speaking in front of others, able to accomplish tasks, able to be organized,& displays ethical consideration in decision making |
|  | **Perseverance** (Includes: goal setting, identifies manageable steps to achieving goals, sticks to a plan to complete a task, makes continued attempts to complete a task identifies connections between current task and future goals, & able to understand that at times there is value in knowing when to quit) |
|  | **Self Regulation** (Includes: able to work independently, Is able to regain control of behavior or adjust behavior when given warning, able to focus and remain on task) |
|  | **Relations with Adults** (Includes: discussing interests or ideas, showing respect, and seeking assistance) |
|  | **Relations with Peers** (Includes: works well on cooperative tasks, able to compromise with peers during times of disagreement or conflict., and makes friends) |