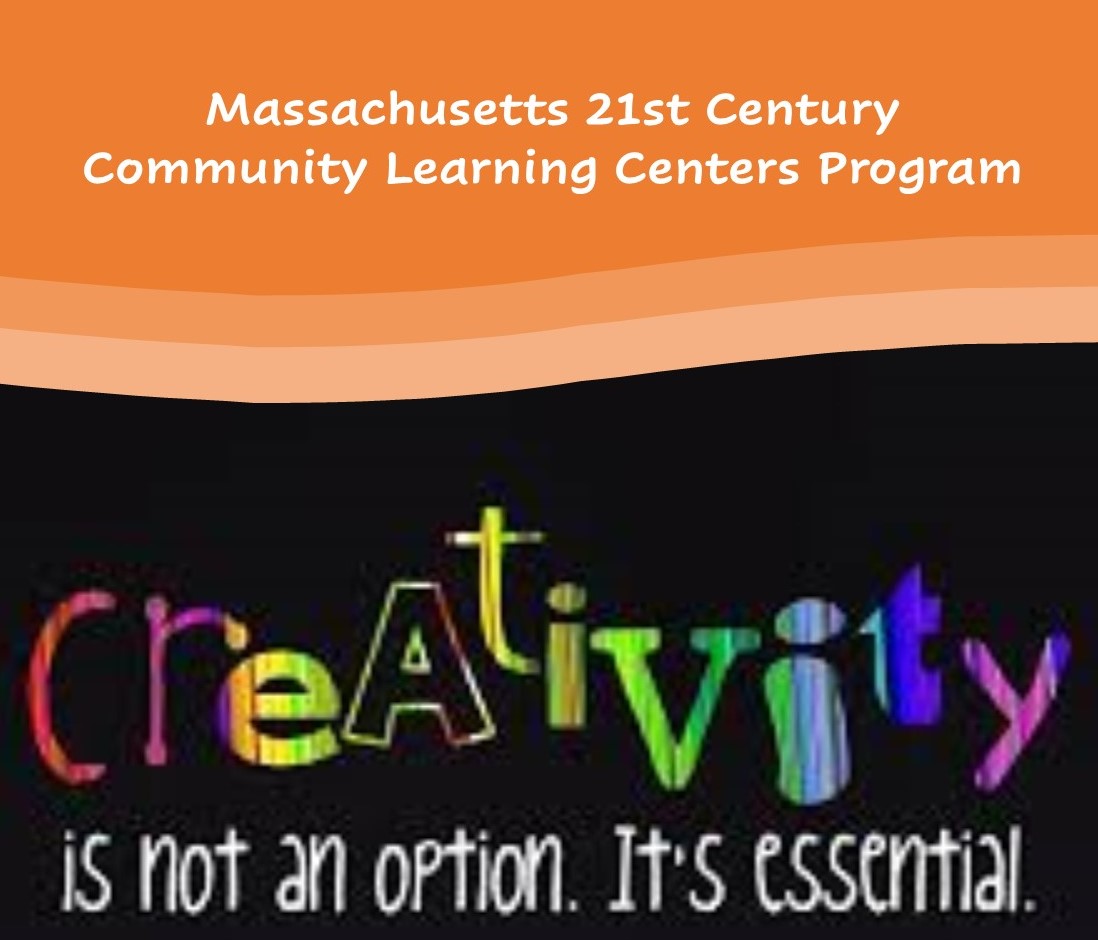
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21st Century Community Learning Centers Program Fiscal Year 2019 Year End Report

**Executive Summary**

**December 2020**



**21st Century Community Learning Centers Program**

**Fiscal Year 2019 Year End Report**

# Introduction

The following report provides information on the fiscal year 2018-2019 (FY19) 21st Century Community Learning Centers (21st CCLC) grant program. In particular, it examines program information related to participation, activities, hours of service, and details the results of the Survey of Academic Youth Outcomes (SAYO) evaluation tool. SAYO was developed by the Massachusetts Department of Elementary and Secondary Education (DESE) and the National Institute of Out-of-School Time (NIOST) to track information on the effect participation in 21st CCLC programs has in increasing student achievement, as well as to provide feedback for ongoing program improvement.

## *Overall, the data collected indicates that* students in Massachusetts 21st CCLC improved Social-Emotional Learning (SEL) Skills and Academic Performance.

***Moreover, data indicates that 21st CCLC programs may help reduce opportunity and achievement gaps as well as contribute to decreasing high school drop rates****. 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) for some outcomes made statistically greater gains than their non-subgroup. counterparts.*

The results described in this report point to the substantial significant contributions that 21st CCLC programs have made to the academic achievement and youth development of the more than 16,000 students served across the state during FY19.

# General Background Information

The Nita M. Lowey 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 and reauthorized by Every Student Succeeds Act (ESSA) of 2015. The program provides federal funding for the establishment of community learning centers that support the implementation of additional learning time through out-of-school time (OST) programming and/or through an expanded day referred to as Expanded Learning Time (ELT). Programming is designed to help close proficiency/opportunity gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success.

Additional learning time, for the purposes of Massachusetts 21st CCLC grants, is generally defined as follows:

* Out-of-School-Time (OST) — structured programming held outside of the regular school day, week and/or year for a selected group of students.
* Expanded Learning Time (ELT) — adding at minimum 180 hours to the required school day, week and/or year for all students enrolled and 120 hour summer program for a select group of students. The ability to support ELT programming through 21st CCLC funding was added a result of ESEA approved flexibility and the newly authorized ESSA.

Grants are awarded on a competitive basis for up to three years. Grantees meeting all requirements may apply yearly for continuation funds until the three grant cycle is completed.

Grantees in their final year of funding are eligible to apply, though a competitive process, for an Exemplary Programs grant, generally at 85% of their current grant award. The goal of the Exemplary Programs grant is to expand and enhance a statewide network of high quality 21st CCLC programs that serve as resources and mentors. Applicants must be able to demonstrate continuous program improvement and their ability to sustain programming at the same or increased levels.

# Program Goals

To support increased student engagement by increasing motivation to learn through ***culturally responsive***, ***interactive****,* ***relevant****,* and ***engaging*** programming that includes high quality Project Based Learning (PBL) that is aligned to the Department of Elementary and Secondary Education’s (Department) [goals and strategies](http://www.doe.mass.edu/research/StrategicPlan-Summary.pdf). This is accomplished through the

* Implementation of well rounded, ***interactive****,* ***relevant****,* and ***engaging*** teaching and learning that meets the specific academic, social emotional learning, and developmental needs of students;
* Effective use of data to design programming that addresses student needs and interests.
* Use of data to demonstrate continuous program improvement efforts.
* Development of systems of support and programming that leverages the knowledge, strengths, and assets of students, families, educators, and the community.
* Development of engaging summer programming that helps prevent and address the summer learning slide and helps students transition successfully into elementary, middle, and high school.
* Development of effective family engagement strategies that are culturally responsive, collaborative, and demonstrates an understanding of different languages, norms, and
* Development of sustainable models for supporting additional quality learning time.

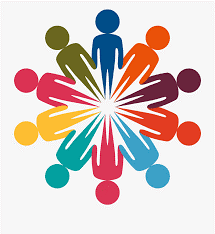
## Massachusetts 21st Century Community Learning Centers Executive Summary

FY19 Report

## Key Takeaway: Students in Massachusetts 21st Century Community Learning Centers improved Social-Emotional Learning (SEL) Skills and Academic Performance

*Data in this report is from the* [*Survey of Academic and Youth Outcomes*](http://www.doe.mass.edu/21cclc/ta/sayo.html) *(SAYO) evaluation tool, developed by the Massachusetts Department of Elementary and Secondary Education and the National Institute on Out-of-School Time. SAYO is a research-based evaluation system that assesses changes in youth that are associated with participation in high-quality academic enrichment programs that are likely to occur over a one-year period.*

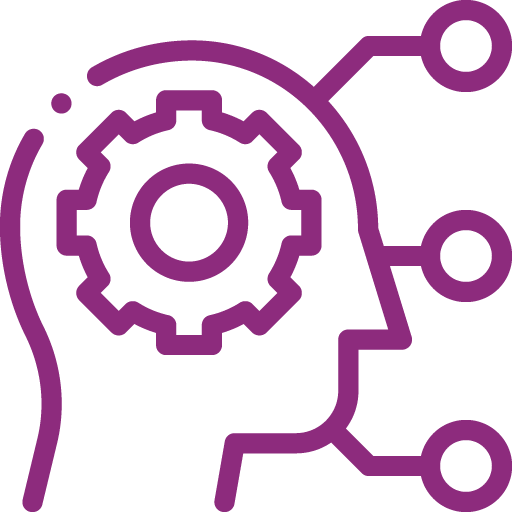
More than **16,000 students at 140 sites** were served by MA 21st CCLC in 2018-19.

Students in 21st CCLC come from diverse racial and ethnic backgrounds and educational experiences. They attend schools that demonstrate financial need.

* 85% at Title I schools; 60% economically disadvantaged
* 20% English Learners
* 20% Students with Disabilities
* 50% Hispanic or Latino
* 30% White
* 10% Black or African American
* 06% Asian
* 04% Multirace-Non Hispanic

On average, students **improved their SEL skills** across all measured domains.

*The SEL skill analyses used data reported by OST program staff and school teachers.*

* **Across all SEL areas, the majority of students (> 50%) increased their SEL skills as reported by program staff and school teachers
* Both staff and teachers reported improved SEL skills in students enrolled in 21st CCLC programs. Staff reported the most change in **Critical Thinking** and teachers reported the most change in **Adult Relationships**
* At the end of the school year, teachers and staff reported similar SEL scores for each student

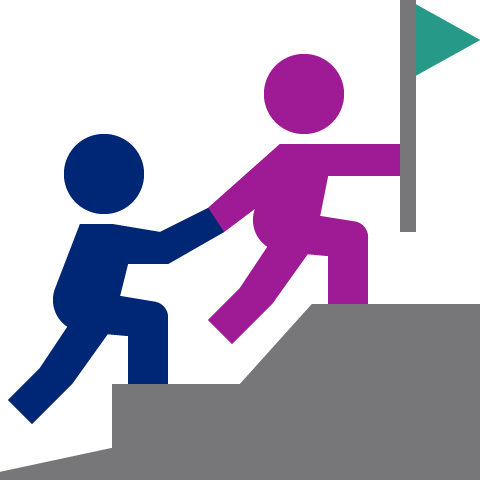
**Special Populations**

The majority of students in special populations who are served by 21st CCLC showed growth in relationship and leadership skills.

*These Special Population analyses used data reported by OST program staff.*

**65%** of students receiving special education services increased their Relationships with Peers

**74%** of students receiving special education services improved their Relationships with Adults

**

**61%** of students learning English increased their Leadership Skills

All students increased their **Engagement in Learning**, with amount of change varying by race, income, and gender.

**Race differences:** Hispanic students’ scores were the highest at the beginning of the year and were comparable to white peers’ scores at the end of the year. Black students showed the most growth over the year and had the highest scores at the end of the year.

**Income differences:** Economically disadvantaged students’ scores were lower at the beginning and at the end of the year. Their scores showed slightly more growth than their peers who were not economically disadvantaged.

**Gender differences:** Female students’ scores were higher at the beginning and end of the school year. Female and male-identified students showed comparable growth.

**Program Experiences Promote Youth Competence and Skills**

Students who reported more positive program experiences were also more likely to report a higher **Sense of Competence** Academically and with Peers.

Students who reported more positive program experiences were also more likely to report that the program supported the development of their **Academic and Social-Personal Skills**.

*Competence and Skills analyses used data reported by students.*

All five program experiences were positively associated with students’ Sense of Competence and students’ retrospective reports that the program supported their Academic and Social-Personal Skills.

|  |  |
| --- | --- |
| Icon of heart and brain connected  Students who reported a more supportive social environment were also likely to report feeling **more competent learning.**  *A Supportive Social Environment had the strongest association with Sense of Competence as a Learner.* | Icon of two people jumping for joy  Students who reported a more supportive social environment and more opportunities for leadership were also likely to report feeling **more competent in their interactions with peers.**  *A Supportive Social Environment, and Leadership/Responsibility had the strongest associations with Sense of Competence with Peers.* |
| Icon of graduation cap and book  Students who reported feeling more challenged were also more likely to report that **the program supported the** **development of their academic skills.**  *Feeling Challenged had the strongest association with students reporting feeling that the program supported their Academic Skills development.* | Icon of a person inside a gear  Students who reported more enjoyment and engagement, and a more supportive social environment, were also likely to report that **the program supported the** **development of their social-personal skills.**  *Enjoyment and Engagement and a Supportive Social Environment had the strongest association with students reporting feeling that the program supported their Social-Personal Skills development.* |

**SEL Skills Promote Academic Progress**

Students’ change in SEL skills was related to their change in ELA and Math performance relative to grade-level standards.

*Academic Progress analyses used data reported by school teachers.*

|  |  |
| --- | --- |
| Icon of a speech bubble  Students who showed more change in **Communication** skills were also likely to improve their academic performance in ELA.  *Change in Communication Skills was positively associated with change in ELA scores.* | Icon of a gear inside a person's head  Students who showed more change in **Critical Thinking** skills were also likely to improve their academic performance in ELA.  *Change in Critical Thinking was positively associated with change in ELA scores.* |
| Icon of a control panel with sliding levers  Students who showed more change in **Self-Regulation**, were also likely to improve their academic performance in Math.  *Change in Self-Regulation was positively associated with change in Math scores.* | Icon of a person jumping over a cone  Students who showed more change in **Perseverance** were also likely to improve their academic performance in Math.  *Change in Perseverance was positively associated with change in Math scores.* |

*This paper uses images from Flaticon.com that were created by Becris, fjstudio, and Freepik.*



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