|  |  |
| --- | --- |
| **Name of Grant Program:** FY2023Massachusetts 21st Century Community Learning Centers - Supporting Additional Learning Time Grant (SALT) for new sites | **Fund Code:** 647 |

**Addendum E – Federal & State Evaluation Requirements and SAYO Outcomes Selection**

*Please carefully review the federal and state evaluation requirements detailed below and complete and submit the Outcome Selection Form on page 3.*

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 Department developed field tested research based Program Assessment Suite of tools to measure students' academic and social emotional learning (SEL) experiences in funded 21st CCLC programs.

The suite of tools 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 (DESE) in partnership with the National Institute on Out-of-School Time (NIOST).

**Federal Annual Performance Data Requirements- As per federal requirements all grant recipients are required as part of the federal annual performance review to report on the following outcomes:**

1. **Academic Achievement- Note this data is provided by DESE**
   1. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
   2. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.
2. **Grade Point Average (GPA)** **Grades 7-8 and 10-12**

* Percentage of students participating in 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 - who demonstrated an improved GPA.

1. **School Day Attendance** **Grades 1–12**

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

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

1. **Behavior Grades 1–12**

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

1. **Student Engagement in Learning Grades 1–5** **(SAYO Required Outcome for all grade levels)**

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

**State Evaluation Requirements**

**SAYO – Teacher (T) and Staff (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 the 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.

**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 *engagement plus two additional (2)* 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 implementing the grant-funded activities.
* Academic Support/Homework (B) is a required outcome if structured academic and/or homework support is provided. OST please note programs are not required to offer HW support however if it does must be a structured and not drop in program. HW support time should not exceed 45 minutes to one hour.

**[ELT]**

* Should select the academic outcome and SEL outcomes that best match the expected results of the grant funded 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 schools/sites please complete a separate form for each of those sites. Sites that have the same outcomes may be included on one form.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **District/Organization** |  | **Model** | **OST** | **ELT** |
| **School/Site Name(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 Soc. Sci.] |

**B.** **Homework/Academic Support *(Must select if provided)***

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

### C. SEL Outcomes for SAYO-T and SAYO-S *- Engagement in Learning is a required outcome. Select two (2) additional outcomes. Note: You MUST collect data on the same SEL outcomes for 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) |
| x | **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) |