



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

## **21<sup>st</sup> Century Community Learning Centers Program Fiscal Year 2012 Year End Report**

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May 2013

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# 21<sup>st</sup> Century Community Learning Centers Program Fiscal Year 2012 Year End Report

## Introduction

The following report provides information on the fiscal year 2011-2012 (FY12) 21<sup>st</sup> 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 Academic Youth Outcomes (SAYO) evaluation tool, which was developed by the Department of Elementary and Secondary Education (Department) and the National Institute of Out-of-School Time (NIOST) to track information on the effect participation in the 21<sup>st</sup> CCLC programs has in increasing student achievement, as well as to provide feedback for ongoing program improvement.

Fiscal year 2012 was the tenth year that 21<sup>st</sup> Century Community Learning Centers grants were distributed through the Department and funded through Title IVB of the 2001 No Child Left Behind Act (NCLB). These grants were awarded on a competitive basis with continuation funding available for up to four additional years.

*Overall, the data collected indicates that students who participated in the FY12 21<sup>st</sup> Century Community Learning Center (CCLC) programs made significant gains in all of the areas measured. Moreover, data indicates that 21<sup>st</sup> CCLC programs may help reduce the achievement gap as well. It can be seen from the data regarding 21<sup>st</sup> CCLC participating students that members of the subgroups included in the Department's accountability system (students with disabilities, for example) and students who have not yet scored at the Proficient level on the MCAS are among those who made considerable gains; and, in fact, for some outcomes these students made statistically greater gains than their non-subgroup counterparts.*

The results described in this report point to the significant contributions that 21<sup>st</sup> CCLC programs have made to the academic achievement and youth development of the nearly 18,000 students served across the state during fiscal year 2012.

## Highlights of FY12 21<sup>st</sup> CCLC Programs and SAYO Results

### School Year and Summer (September 2011—August 2012)

- In **FY12**, the Department **awarded approximately \$15.7M** to **48** grantees through **competitive** and **continuation grants**.
- Approximately **18,000** students in grades K-12 participated in 21<sup>st</sup> CCLC program services at **168** sites across the state.
- 21<sup>st</sup> CCLC participants included nearly **12,500** students who received free or reduced priced lunch, **3,700** students with disabilities, and **3,500** students considered English language learners (ELL).

- As rated by school-day teachers, statewide figures for student participants showed positive gains in all **eight** academic and **six** intermediary outcomes that the SAYO tool measures, with the greatest average pre to post increases being in reading, written communication, mathematics problem solving, and analysis.
- As rated by 21<sup>st</sup> CCLC staff, statewide figures for student participants showed positive gains in all **five** intermediary outcomes measured, with the greatest average pre to post program increases in initiative and relationships with adults.
- More than **7,700** SAYO surveys were collected from school-day teachers (school year only) and **13,000** from 21<sup>st</sup> CCLC program staff members (school year and summer).

### **School Year (September 2011—June 2012)**

- Approximately **14,000** students participated in 21st CCLC program services offered by **48** grantees at **168** sites across the state during the school year.
- Students who participated in the 21st CCLC program attended an average of **186** (and median of **156**) hours of programming offered outside of regular school hours during the school year.
- Approximately **9,500** students who received free or reduced price lunch, including **2,900** students with disabilities and **2,600** ELL students participated in the 21st CCLC program during the school year.
- Approximately **7,700** SAYO surveys were collected from school-day teachers and **9,100** after-school staff members.
- Approximately **6,400** SAYO surveys were collected from afterschool youth in the fall and **5,900** in the spring.

### **Summer (July 2012—August 2012)**

- Approximately **6,500** students participated in 21st CCLC program services offered by **40** grantees at **111** sites across the state during the summer.
- Students who participated in the 21st CCLC program attended an average of **97** (and a median of **78**) hours of programming offered during summer hours.
- Approximately **4,600** students who received free or reduced price lunch, including **1,300** students with disabilities and **1,400** ELL students participated in summer 21<sup>st</sup> CCLC programs.
- Nearly **3,900** SAYO surveys were collected from summer program staff members.

*For additional information on this report or the 21<sup>st</sup> CCLC Program in Massachusetts, visit the web site: <http://www.doe.mass.edu/21cclc>, or contact Karyl Resnick, 21<sup>st</sup> CCLC Program Coordinator, or Allison Smith, Data Specialist, via 781-338-3010 or ACsupport@doe.mass.edu.*

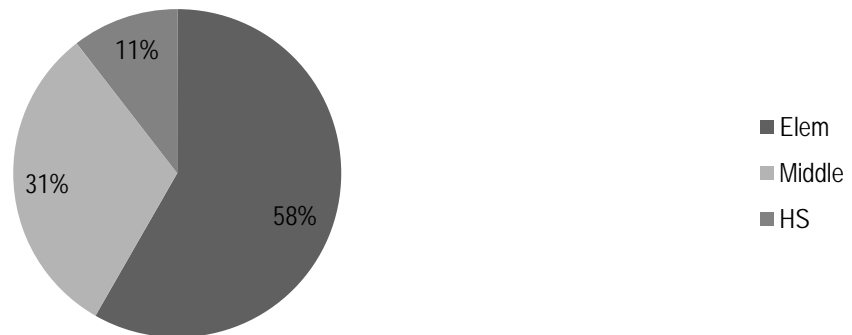
# Massachusetts 21<sup>st</sup> Century Community Learning Centers Programs, FY12

## Program Information

### Participation

As reported by the 48 entities serving students through fiscal year 2012, a total of 13,926 children and youth participated in 21<sup>st</sup> CCLC school year programs and 6,543 participated in 21<sup>st</sup> CCLC summer programs. (A total of 18,130 individual students participated in either or both time frames). **Figure 1** below shows that 58 percent of all fiscal year 2012 program participants were children in elementary school (K-5), while children in middle school (grades 6-8) accounted for 31 percent and high school students (grades 9-12) accounted for 11 percent of those served.

**Figure 1: Percentage of Student Participants by Grade Level, FY12**



Source: Student Information Management System and grant recipient reports.

**Table 1** below compares grade participation by school year and summer and illustrates that the relative proportion of elementary versus middle school students served differs during the school year and the summer. More specifically, during the school year 57 percent of students served were elementary school students and 31 percent were middle schools students, while during the summer there was a higher percentage of elementary (66 percent) and a lower percentage of middle school students (28 percent). The percentage of participants that were high school students was higher during the school year (12 percent) than the summer (7 percent).

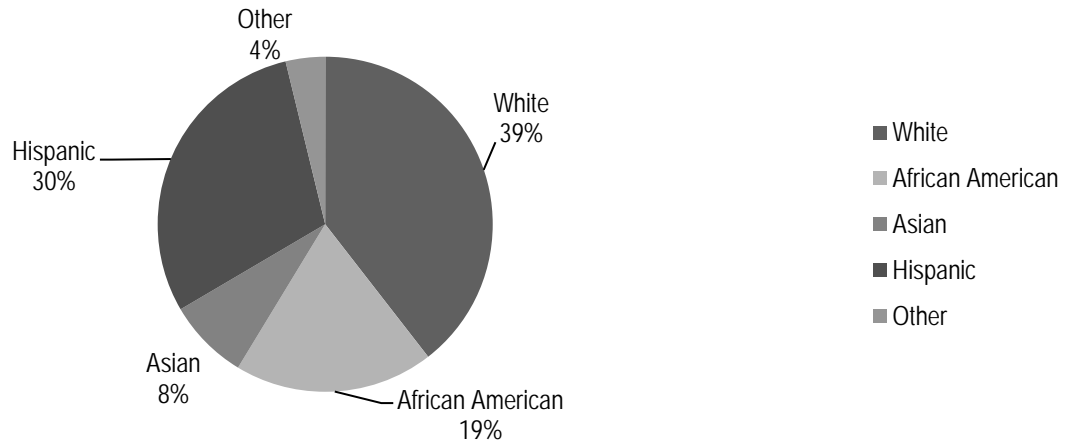
**Table 1: Percentage of Student Participation by Grade Level, FY12**

Grade Level	School Year		Summer	
	N	%	N	%
Elem. Total	7,938	57%	4,286	66%
Middle Total	4,331	31%	1,819	28%
H.S. Total	1,657	12%	438	7%

Source: Student Information Management System and grant recipient reports.

The racial breakdown of students served is illustrated in **Figure 2** below. The majority of students served (61 percent) in fiscal year 2012 21<sup>st</sup> CCLC programs were members of a minority group, while 39 percent of students were white. Hispanic students were the largest minority group (30 percent) followed by African American students (19 percent) and Asian students (8 percent). **Table 2** below compares the racial breakdown by school year and summer. As it shows, a marginally higher percentage of minority students as compared to white students were served during the summer (62 percent) than during the school year (60 percent); and in both timeframes, percentages of minority students served were substantially higher than their statewide proportion (33 percent).

**Figure 2: Percentage of Student Participation by Race/Ethnicity, FY12**



Source: Student Information Management System and grant recipient reports.

**Table 2: Student Participation by Race/Ethnicity during School Year and Summer Programs, FY12**

Race/ Ethnicity	School Year 21 <sup>st</sup> CCLC		Summer 21 <sup>st</sup> CCLC		Statewide
	N	%	N	%	%
African American	2,496	18%	1,420	22%	8%
Asian	1,204	9%	407	6%	6%
Hispanic	4,080	29%	1,955	30%	16%
White	5,633	40%	2,484	38%	67%
Other	513	4%	276	4%	3%

Source: Student Information Management System and grant recipient reports.

Additionally, during fiscal year 2012 21<sup>st</sup> CCLC programs, data was collected by grantees on the number of students served who were classified as receiving special education services, as free or reduced price lunch participants, and as English language learners (ELL). Overall, 69 percent of students served received federal free or reduced lunch, 20 percent received special education services, and 20 percent were ELL.

**Table 3** on the next page examines the percentage of students served in these classifications during the school year and summer. The proportions of low-income, SPED, and ELL students served during the school year were very similar to those served during the summer (approximately 68 compared to 70 percent were low-income, 21 compared to 20 percent SPED, and 19 compared to 21 percent ELL). During both the school year and summer, the percentages of these selected populations served were substantially higher than their statewide proportion, in particular for low-income students and ELL students.

**Table 3: Student Participation by Free/Reduced Price Lunch, SPED, and ELL during School Year and Summer Programs, FY12**

Special Population	School Year 21 <sup>st</sup> CCLC		Summer 21 <sup>st</sup> CCLC		Statewide
	N	%	N	%	%
Free/Reduced Price Lunch	9,528	68%	4,609	70%	35%
SPED	2,921	21%	1,304	20%	17%
English Language Learners	2,634	19%	1,400	21%	7%

Source: Student Information Management System and grant recipient reports.

**Table 4** below examines the 2012 English Language Arts (ELA) MCAS performance levels of students served in 21<sup>st</sup> CCLC school year and summer programs and compares them to statewide percentages. The 21<sup>st</sup> CCLC programs served a substantially greater percentage of students in the *Needs Improvement (NI)* and *Warning (W) / Failing (F)* levels. During the school year, 55 percent of students served by 21<sup>st</sup> CCLC programs were in either the *NI* or *W/F* performance levels, while statewide only 31 percent of students were in these levels. This percentage difference was even higher in the summer, where 58 percent of all in 21<sup>st</sup> CCLC programs had scored at the *NI* or *W/F* level in ELA.

Similarly, **Table 5** demonstrates that a higher percentage of students in the *NI* or *W/F* levels on the 2012 Mathematics MCAS were served in 21<sup>st</sup> CCLC programs as compared to statewide figures. During school year 21<sup>st</sup> CCLC programs, 64 percent of students served were in either of those performance levels, as compared to 41 percent of students statewide. As with ELA, this percentage was even higher during summer programs as 67 percent of students served in 21<sup>st</sup> CCLC programs had performed at the *NI* or *W/F* level in mathematics.

**Table 4: Student Participation by ELA 2012 MCAS Performance Levels during School Year and Summer Programs, FY12**

MCAS Performance Level	School Year 21 <sup>st</sup> CCLC		Summer 21 <sup>st</sup> CCLC		Statewide
	N	%	N	%	%
Advanced / Above Proficient	658	7%	241	6%	19%
Proficient	3,905	38%	1,523	36%	50%
Needs Improvement	3,753	37%	1,655	39%	22%
Warning / Failing	1,811	18%	828	19%	9%

Source: 2012 MCAS mega file (grades 3-10) and grant recipient reports.

**Table 5: Student Participation by Mathematics 2012 MCAS Performance Levels during School Year and Summer Programs, FY12**

MCAS Performance Level	School Year 21 <sup>st</sup> CCLC		Summer 21 <sup>st</sup> CCLC		Statewide
	N	%	N	%	%
Advanced / Above Proficient	1,106	11%	433	10%	27%
Proficient	2,539	25%	983	23%	32%
Needs Improvement	3,664	36%	1,568	37%	26%
Warning / Failing	2,810	28%	1,279	30%	15%

Source: 2012 MCAS mega file (grades 3-10) and grant recipient reports.

### **Hours of Service**

Students were served in 21<sup>st</sup> CCLC programs from September 2011 through August 2012. During the school year (September through June), students each participated an average of 186 (and a median of 156) hours. During the summer (July through August), students were served an average of 97 (and a median of



78) hours each. **Table 6** below shows the percentage of students served by hour ranges. During the school year, 62 percent of students served participated for at least 100 hours in 21<sup>st</sup> CCLC programs; and during the summer, 36 percent of students served participated for at least 100 hours.

**Table 6: Percentage of Students Served in Program Hour Ranges, FY12**

Program Hour Ranges	School Year (Mean: 186 hrs / Median: 156 hrs)		Summer (Mean: 97 hrs / Median: 78 hrs)	
	N	%	N	%
1-50 Hours	2,462	18%	1,202	18%
51-100 Hours	2,800	20%	2,996	46%
101-200 Hours	4,050	29%	19,64	30%
201+ Hours	4,614	33%	381	6%

Source: Grant recipient reports.

**Academic Subjects/Activities Offered**

During fiscal year 2012, all 21<sup>st</sup> CCLC program sites provided comprehensive programming by offering a wide variety of academic and enrichment activities. Almost 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 mathematics and English language arts skills. See below for a sampling of the academic subjects and activities that were offered at the 21<sup>st</sup> CCLC sites.

**SUBJECTS**

- English Language Arts (ELA)/Reading
- ELA/Verbal Communication
- ELA/Written Communication
- Mathematics Communication
- Mathematics Problem Solving
- Mathematics Reasoning
- Science
- Social Studies

**ACTIVITIES**

- Academic Enrichment Projects
- Adventure Education
- Arts (Includes Performing, Music/Dance, Graphic, Drawing/Painting)
- Character Education / Bullying Prevention Education
- College/Career Preparation
- Culinary Arts
- Entrepreneurial
- Family Engagement
- Health & Wellness
- Homework
- Media Technology (Includes Film Making, Writing, Print Media)
- Service-Learning
- Social Emotional/Team Building
- STEM

## Regional Networks

The purpose of the Regional Networks is to develop and implement capacity building activities that will enhance the ability of 21<sup>st</sup> Century Community Learning Center (CCLC) programs in particular, as well as out-of-school time (OST) programs in general, to collaborate and coordinate resources across districts/communities. These capacity building activities foster continuous program improvement and support student achievement that furthers the Department's efforts to support effective practices across the state during OST, as well as during the school day.

The four Regional Networks (Northeast, Central, Southeast, and West) were managed by experienced Massachusetts 21<sup>st</sup> CCLC grantees that have demonstrated exemplary elements, and act as coordinators on behalf of their regional networks. Each regional network decided internally who will serve in this capacity. Networks developed capacity building activities and professional development workshops based on the needs of the each of the programs in the individual regions.

Regional network activities included:

Asset Mapping	Collaborative Grant Opportunities
Professional Development	Curriculum Development
Curriculum Libraries	Peer Support
Leadership Development	Monthly/Quarterly Regional Meetings

## Survey of Academic Youth Outcomes (SAYO)

The Department worked with the National Institute on Out-of-School-Time (NIOST) over a three-year period to create the *Survey of Academic Youth Outcomes* (SAYO), an evaluation tool for use by Massachusetts' 21<sup>st</sup> 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 *SAYO* evaluation system enables the 21<sup>st</sup> 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 21<sup>st</sup> 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 reflects the focus and goals of their programs.

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

The Academic section contains eight possible content areas: *ELA (reading, verbal communication, and written communication)*, *mathematics (communication, reasoning, and problem solving)*, *science*,

*and social studies.* 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.

#### ***Intermediary Outcomes-SAYO Teacher Version (SAYO-T Intermediary Outcomes)***

Grantees are required to consider five intermediary outcomes: *homework (if offered), behavior in the classroom, initiative, engagement in learning, problem solving skills, communication skills, and relations with adults.* They are asked to select and report on the three areas that best match the goals of their 21<sup>st</sup> CCLC program (in addition to selecting and reporting on homework, if assistance with this is offered through the program). Grantees have school-day teachers of students participating in the school year program report pre-and post-ratings in the three chosen outcomes.

#### ***After-School Staff Version (SAYO-S)***

Using the SAYO-S, grantees are required to collect and report on pre- and post-ratings of students by after-school 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 five outcome areas: *learning skills (required), behavior in the program, initiative, engagement in learning, problem solving skills, communication skills, relationships with adults, and relationships with peers.*

#### ***Youth Version (SAYO-Y)***

Between October–December 2011 and March–June 2012, grantees were required to administer an online survey with youth in their 21<sup>st</sup> CCLC program. The SAYO-Y was designed to collect information from youth in three main areas: *their program experiences, their sense of competence, and their future planning and expectations.*

#### ***Assessing After-School Program Practices Tool (APT)***

As a complement 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.

## **School Year SAYO Results**

All 48 grantees were included in the SAYO-Teacher (Academic and Intermediary Outcomes) and SAYO-Staff samples from the school year. In total, 7,747 SAYO surveys were collected from school-day teachers and 9,061 from after-school staff members. **Tables 7-9** below and on the next page include the number of students surveyed by school-day teachers and/or staff and a comparison of average pre to post percentage changes by outcome.

### **SAYO-Teacher Academic Results**

**Table 7** shows that during the school year the most frequently surveyed academic outcomes by students' school-day teachers were English language arts (ELA) written communication and mathematics problem solving, with approximately 6,400 and 5,500 responses collected respectively. The average percentage increase from pre to post survey ranged from 5 percent in social science to 16 percent in ELA written communication.

**Table 7: School Year SAYO-Teacher Academic Results, FY12**

	<i>Social Science</i>	<i>Science</i>	<i>ELA Reading</i>	<i>ELA Verbal Communication</i>	<i>ELA Written Communication</i>	<i>Math Communication</i>	<i>Math Reasoning</i>	<i>Math Problem Solving</i>
Number of Students	609	1,266	4,138	3,648	6,374	3,354	2,577	5,497
Average Percentage Change	5%	10%	13%	12%	16%	12%	14%	13%

Source: Grant recipient reports.

### **SAYO-Teacher Intermediary Results**

**Table 8** below indicates that, during the school year, engagement was the most frequently surveyed outcome by school-day teachers. Engagement and homework were the next most commonly measured outcomes, with more than 7,700 and 7,500 teacher responses collected respectively. The average percentage increase from pre to post survey ranged from 7 percent in behavior to 12 percent in problem solving and communication.

**Table 8: School Year SAYO-Teacher Intermediary Results, FY12**

	<i>Home-work</i>	<i>Beha- vior</i>	<i>Initia- tive</i>	<i>Engage- ment</i>	<i>Problem Solving</i>	<i>Communi- cation</i>	<i>Relations with Adults</i>
Number of Students	7,544	4,543	4,025	7,747	5,956	7,177	3,950
Average Percentage Change	11%	7%	11%	11%	12%	12%	9%

Source: Grant recipient reports.

### **SAYO-Staff Results**

**Table 9** below shows the SAYO survey results reported by the school year after-school staff. Learning skills was the only outcome that districts were required to survey. Engagement was the most commonly measured outcome by afterschool staff with 7,800 responses. The average percentage increase from pre to post survey ranged from 15 percent in behavior to 21 percent in relationships with adults.

**Table 9: School Year SAYO-Staff Results, FY12**

	<i>Learning Skills</i>	<i>Beha- vior</i>	<i>Initia- tive</i>	<i>Engage- ment</i>	<i>Prob. Solving</i>	<i>Communi- cation</i>	<i>Rel. with Adults</i>	<i>Rel. with Peers</i>
Number of Students	9,061	6,201	4,020	7,754	5,425	6,518	5,870	6,601
Average Percentage Change	19%	15%	18%	17%	18%	19%	21%	18%

Source: Grant recipient reports.

### **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 fiscal year 2012 21<sup>st</sup> CCLC programs within subgroups made comparable or statistically greater gains than those without any subgroup classification, especially on the academic outcomes, with the greatest difference being seen with students with disabilities. Students in the *Warning / Failing (W/F)* MCAS performance levels also made significantly greater gains than those in *Proficient* and the *Advanced (A)* levels on all of the measured ELA and mathematics outcomes. Note: Outcomes with an asterisk (\*) indicate statistically greater gains.

**Figures 3A-C** compare the SAYO results of low-income students (who received federal free or reduced price lunch) to those who were classified as non-low-income. Low-income students made significantly greater gains on seven of the 23 outcomes measured.

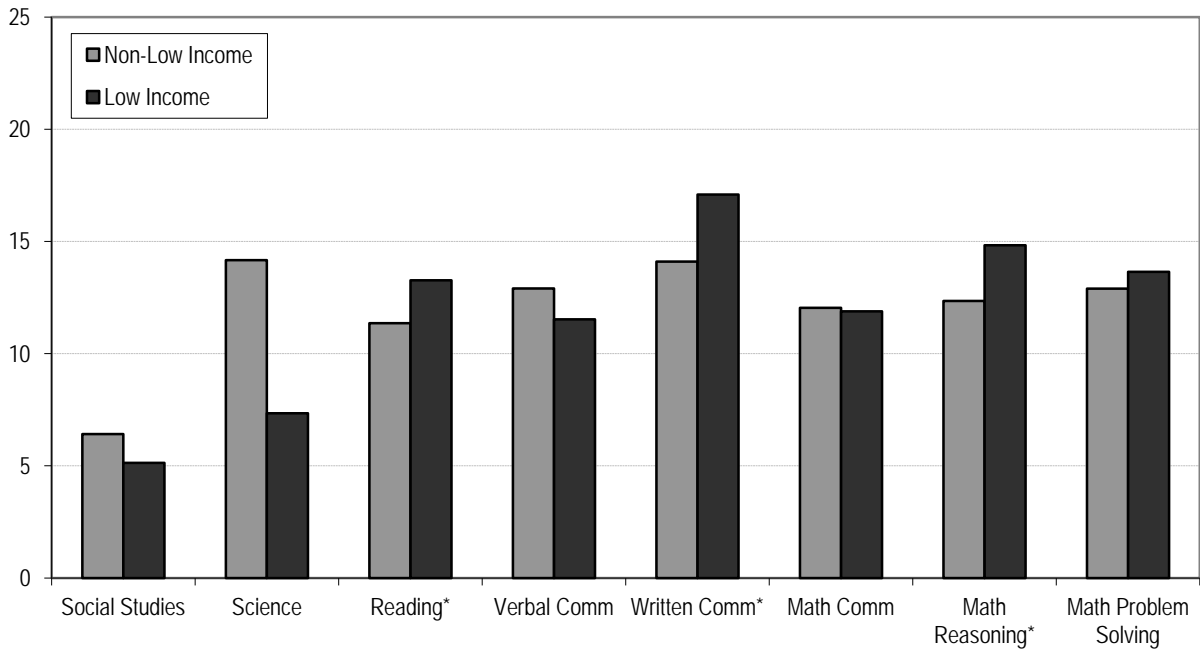
**Figures 4A-C** display the SAYO results of students who did and did not receive special education services. Students within this subgroup classification made significantly greater gains than those not in this subgroup on 15 of the 23 outcomes measured.

**Figures 5A-C** compare the SAYO results of students designated as English Language Learners (ELL) to those who were not. ELL students made statistically greater gains on 13 of the 23 outcomes measured. Most importantly, ELL students made significantly greater improvement than non-ELL students in reading and verbal communication.

**Figures 6A & B** compare the SAYO-Teacher Academic results of students in the English language arts and mathematics outcomes by MCAS performance level in those respective areas. In ELA, students in the *Warning / Failing* level made significantly greater gains than students in the *Proficient* and *Advanced* categories in all three ELA outcomes. In mathematics, students in the *Warning / Failing* level also made significantly greater gains than students in the *Proficient* and *Advanced* categories in all of three of the mathematics areas measured. Additionally, students in the *Needs Improvement* category also made significantly greater gains than students in the *Advanced* category in all three mathematics areas.

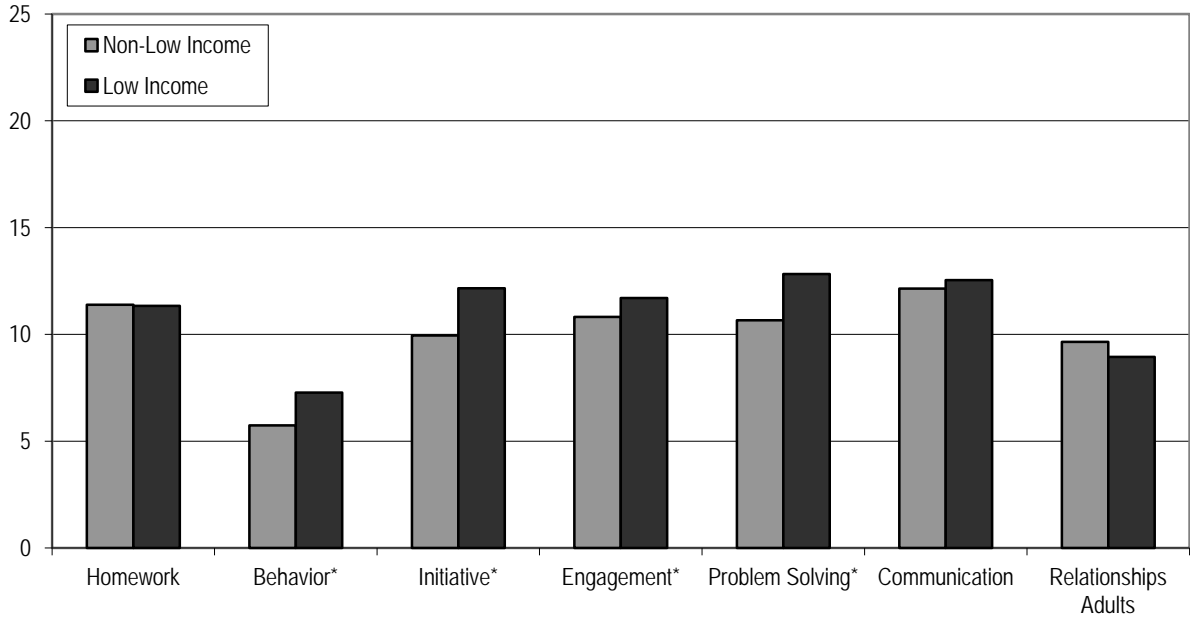
***Student Performance Comparisons Based on Free of Reduced Price Lunch Status (Figures 3A-C)***

**Figure 3A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes – Low-Income, FY12**



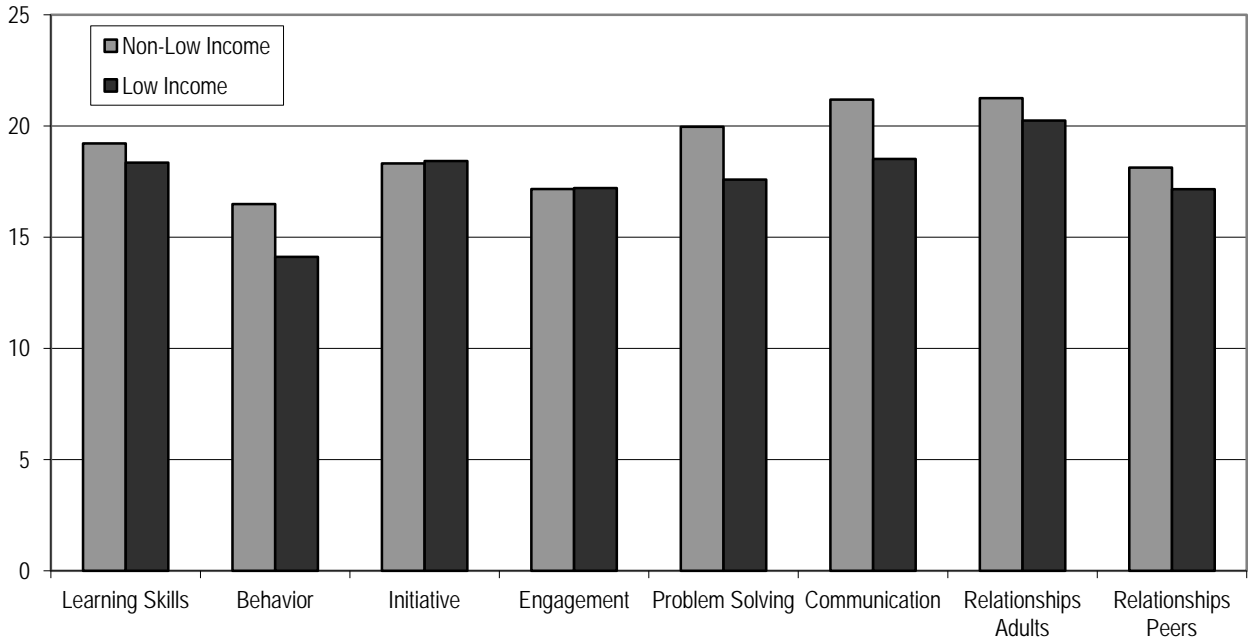
Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

**Figure 3B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes—Low-Income, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
Source: Grant recipient reports.

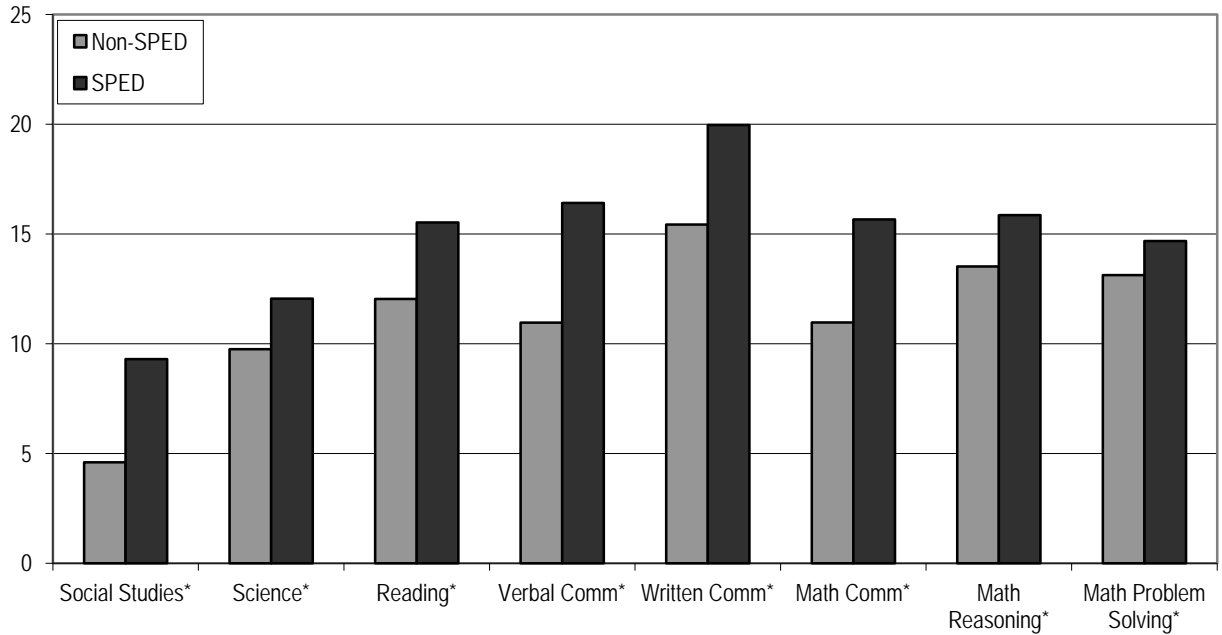
**Figure 3C: Average Percentage Improvement on SAYO-Staff Outcomes—Low Income, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
Source: Grant recipient reports.

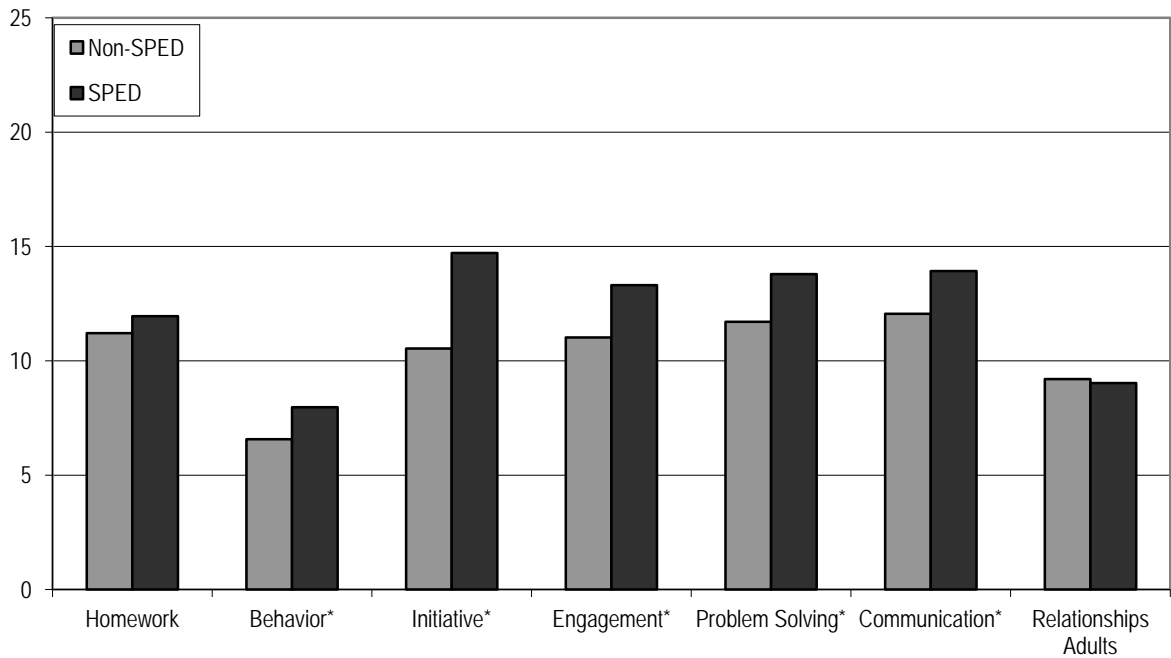
*Student Performance Comparisons Based on Special Education (SPED) Status (Figures 4A-C)*

**Figure 4A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes—SPED, FY12**



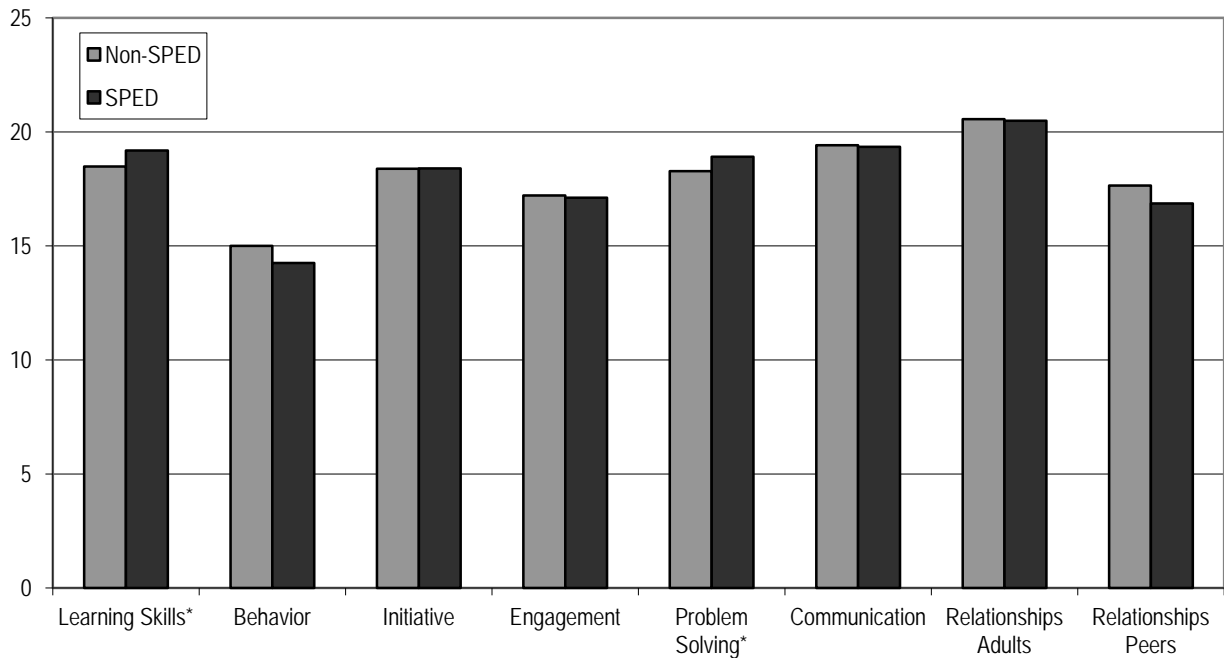
Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

**Figure 4B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes—SPED, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

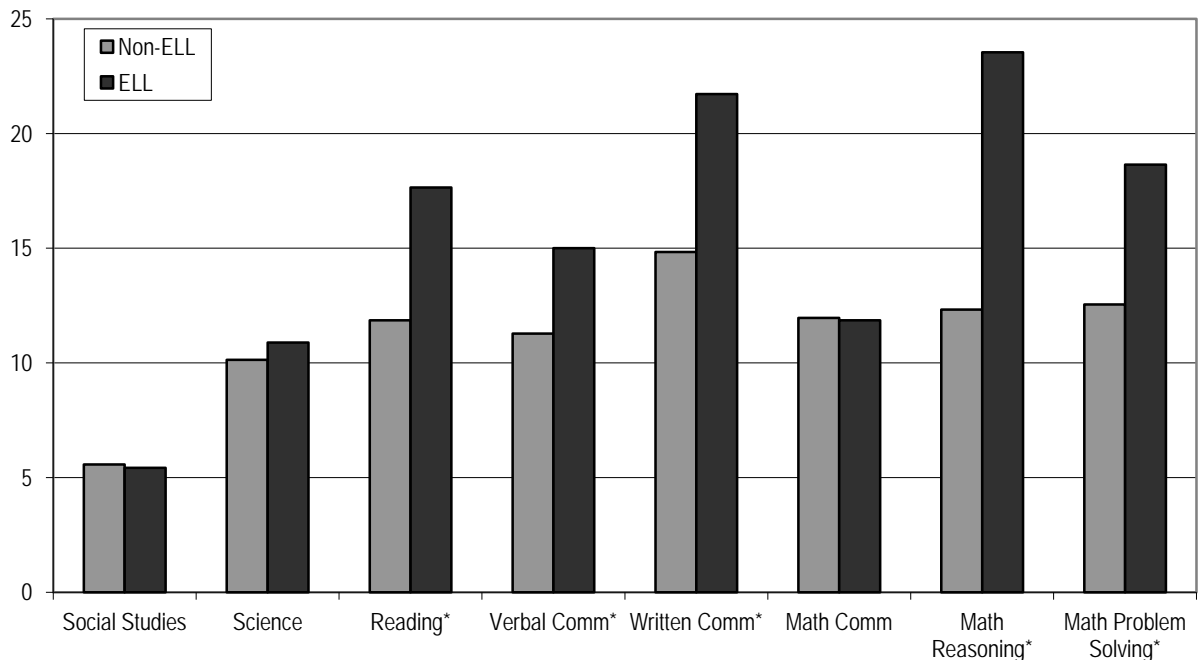
**Figure 4C: Average Percentage Improvement on SAYO-Staff Outcomes—SPED, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

**Student Performance Comparisons Based on English Language Learner (ELL) Status (Figures 5A-C)**

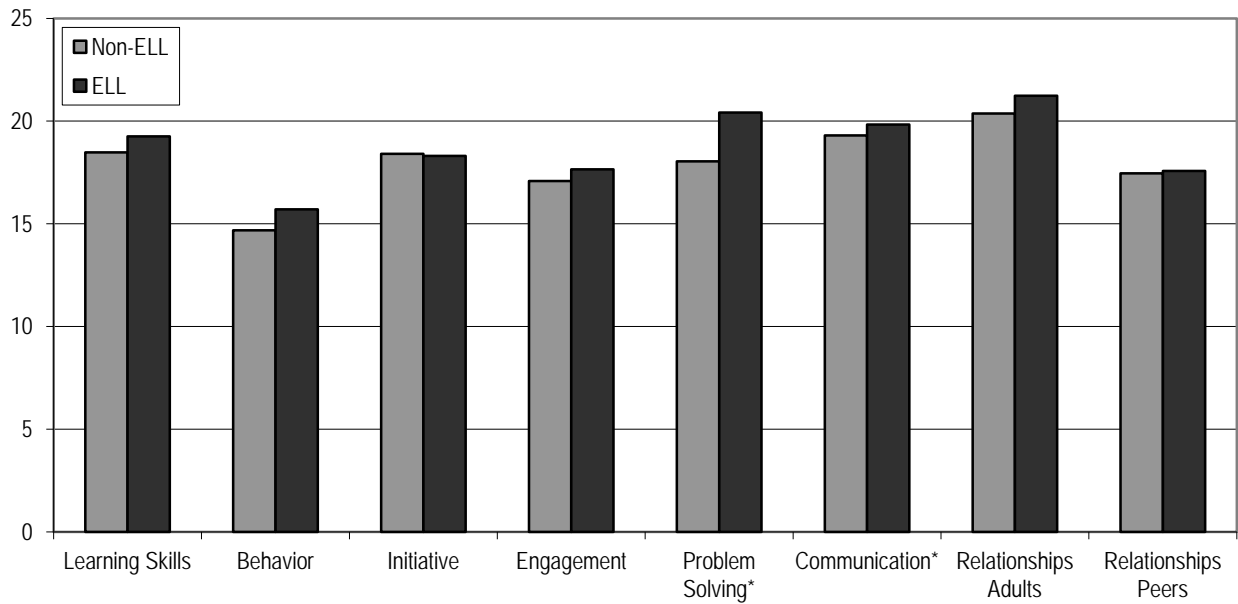
**Figure 5A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes—ELL, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

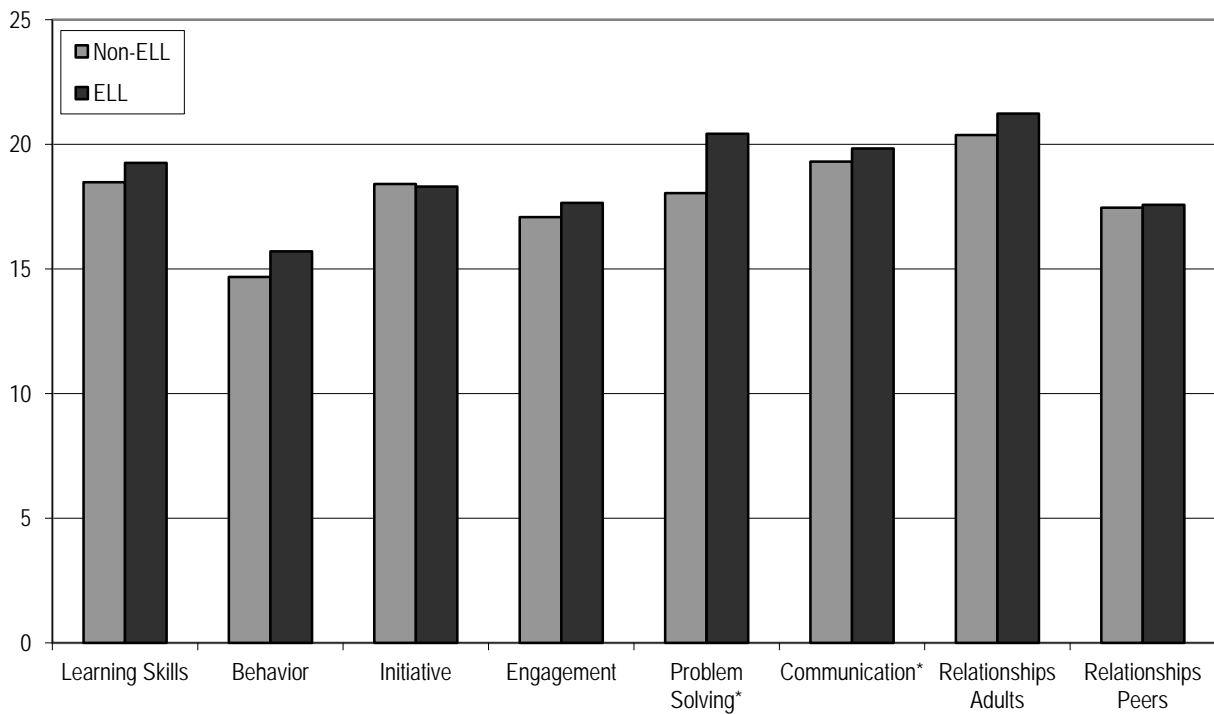


**Figure 5B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes—ELL, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

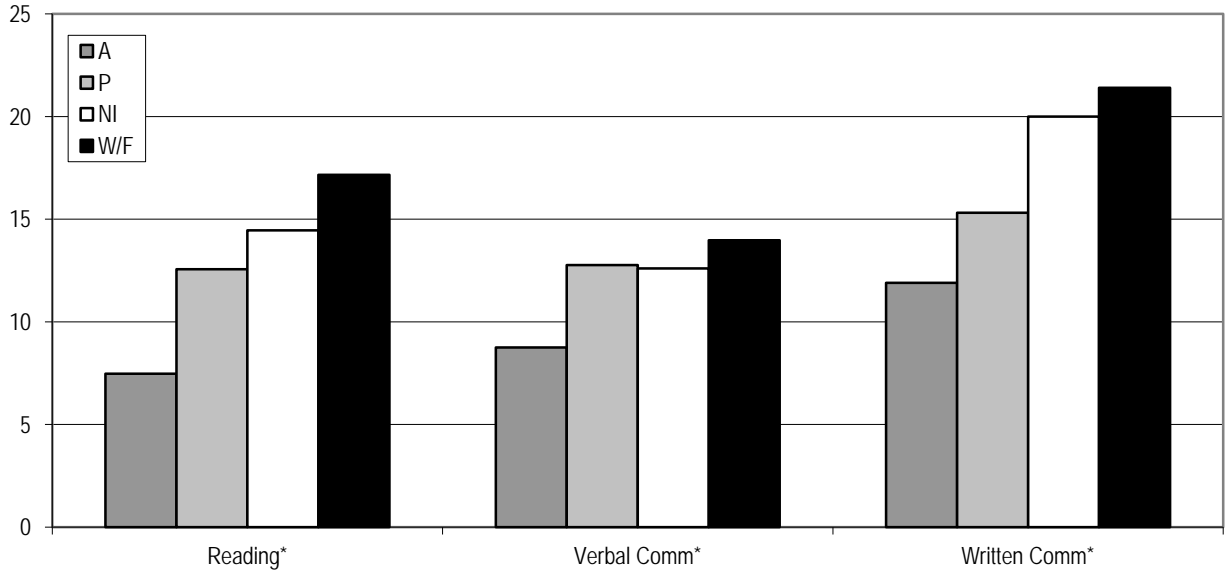
**Figure 5C: Average Percentage Improvement on SAYO-Staff Outcomes—ELL, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ )  
 Source: Grant recipient reports.

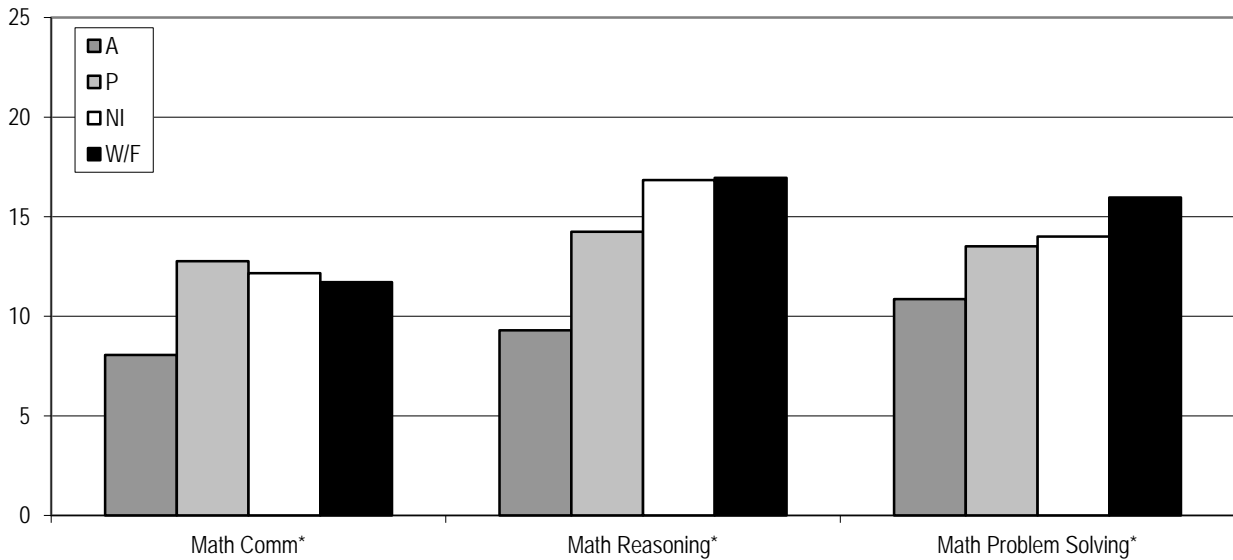
**Student Performance Comparisons Based on MCAS Performance Levels (Figures 6A&B)**

**Figure 6A: Average Percentage Improvement on ELA SAYO-Teacher Outcomes based on ELA MCAS 2012 Performance Level, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ ) at the W/F compared to A MCAS levels. Source: 2012 MCAS megafile and grant recipient reports.

**Figure 6B: Average Percentage Improvement on Mathematics SAYO-Teacher Outcomes based on Mathematics MCAS 2012 Performance Level, FY12**



Note: \*Statistically significant based on one-way ANOVA ( $p \leq .05$ ) at the W/F compared to A MCAS levels. Source: 2012 MCAS megafile and grant recipient reports.

## Summer SAYO Results

Forty (40) grantees ran summer programs at 111 sites. Their associated Survey of Academic Youth Outcomes (SAYO) results are described below. A total of 3,945 surveys were collected from summer program staff. **Tables 10** and **11** include the number of students surveyed by summer after-school staff and the average percentage pre to post change in that outcome.

### Summer SAYO-Academic Results

**Table 10** below shows the results of summer SAYO-Academic surveys reported by summer program staff. Unlike during the school year, 21<sup>st</sup> CCLC summer programs are not required to survey an academic component. ELA written communication was the most commonly surveyed outcome by summer program staff followed closely by mathematics problem solving. The average percentage increase from pre to post survey ranged from 10 percent in ELA reading to 35 percent in social science.

**Table 10: Summer SAYO-Academic Results, FY12**

	<i>Social Science</i>	<i>Science</i>	<i>ELA Reading</i>	<i>ELA Verbal Communication</i>	<i>ELA Written Communication</i>	<i>Math Communication</i>	<i>Math Reasoning</i>	<i>Math Problem Solving</i>
Number of Students	195	1,040	1,758	2,036	2,664	1,270	1,535	2,545
Average Percentage Change	35%	13%	10%	14%	14%	13%	15%	12%

Source: Grant recipient reports.

### Summer SAYO-Staff Results

All summer 21<sup>st</sup> CCLC grantees were required to have summer program staff complete the SAYO-Staff outcomes on a sample of at least 40 students per site. According to the information collected that is summarized in **Table 11** below, the average percentage increase from pre to post survey ranged from 15 percent in behavior to 19 percent in relationships with adults.

**Table 11: Summer SAYO-Staff Results, FY12**

	<i>Learning Skills</i>	<i>Behavior</i>	<i>Initiative</i>	<i>Relations with Adults</i>	<i>Relations with Peers</i>
Number of Students	3,945	3,804	3,230	3,910	3,581
Average Percentage Change	17%	15%	18%	19%	16%

Source: Grant recipient reports.

## SAYO-Youth Results

All grantees with sites serving students in grades 4 or above were required to administer the SAYO-Youth survey. Sites serving students in grades K-3 were not required to administer the SAYO-Y due to the literacy level of the survey and the ability to respond online. In total, 6,437 SAYO-Youth surveys were collected from students in the fall and 5,881 in the spring. **Tables 12-14** below include the number of students surveyed and the outcome means from the fall administration in following areas: program experiences (PE), sense of competence (SC), and future planning and expectations (FPE). **Table 15** on the next page includes the results from the spring administration for the retrospective questions.

The most surveyed outcome from the PE section of the SAYO-Y was feeling challenged. Supportive adult was the PE outcome students rated most favorably (mean score of 3.46 out of 4 point scale) followed closely by enjoyment / engagement (3.41). Responsibility / leadership was the lowest rated PE outcome, with a mean score of 2.53.

**Table 12: Fall Program Experiences Outcomes, FY12**

	<i>Enjoyment / Engagement</i>	<i>Challenged</i>	<i>Supportive Adult</i>	<i>Social Environment</i>	<i>Sense of Belonging</i>	<i>Responsibility/ Leadership</i>
Number of Students	6,431	6,437	6,401	6,401	6,362	6,362
Average Score	3.41	3.18	3.46	3.16	3.34	2.53

Note: All outcomes used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

The most surveyed outcome from the SC section of the SAYO-Y was peers and learning. Learning was also the highest rated SC outcome by students, having a mean score of 3.18. Mathematics followed closely by reading were the lowest rated SC outcomes, with a mean score of 2.81 and 2.84 respectively.

**Table 13: Fall Sense of Competence Outcomes, FY12**

	<i>Peers</i>	<i>Learning</i>	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>
Number of Students	6,329	6,329	4,385	4,385	1,895	1,895
Average Score	2.99	3.18	2.84	2.87	2.81	2.99

Note: All outcomes used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

Not all students responded to questions in the FEP section of the SAYO-Y, as My Actions and Expectations was only for students in grades 6-12 and Talk to Adult was limited to high school students. As such, Expectations and My Actions were the most commonly surveyed outcome in the FEP section. Because the rating scale for My Actions was different than the other two FEP outcomes, it cannot directly be compared. Students more favorably rated Expectations (about their future) over Talk to an Adult, with a mean of 2.67 compared to 2.26. Students also rated positively on My Actions (with regards to future planning), as the mean of 3.38 for that outcomes is on the high end of the four point scale.

**Table 14: Fall Future Planning and Expectations Outcomes, FY12**

	<i>Talk to Adult</i>	<i>My Actions</i>	<i>Expectations</i>
Number of Students	796	3,247	3,248
Average Score	2.26	3.38*	2.67

Note: Outcomes used a 1-3 point scale (negative to positive), with the exception of My Actions\*, which was a 1-4 point scale.

Source: Grant recipient reports.

Students were also asked to take a spring version of the SAYO-Y, which included a series of retrospective questions aligned with the SC areas measured in the fall (see Table 13). Students most favorably responded to the question that the afterschool program helped them to get their homework done (3.21) followed closely by get along better with others (3.17). Students least favorably rated that the afterschool program helped them to do better in science (2.54).

**Table 15: Spring Retrospective Questions, FY12**

	Number of Students	Average Score
<i>Has coming to this after-school program helped you to get along better with others?</i>	5,881	3.17
<i>Has coming to this after-school program helped you to read more often?</i>	3,967	2.67
<i>Has coming to this after-school program helped you to write better?</i>	3,951	2.67
<i>Has coming to this after-school program helped you do better in math?</i>	1,903	2.67
<i>Has coming to this after-school program helped you do better in science?</i>	1,892	2.54
<i>Coming here has helped me to get my homework done?</i>	5,843	3.21
<i>Coming here has helped me to try harder in school?</i>	5,843	3.02
<i>Coming here has helped me to do better in school?</i>	5,843	3.04
<i>Coming here has helped me feel good about myself?</i>	5,843	3.10
<i>Coming here has helped me find out what I'm good at doing and what I like to do?</i>	5,843	3.15
<i>Coming here has helped me to make new friends?</i>	5,843	3.16

Note: Questions used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

## **APPENDIX A: Program Goals**

The purpose of the 21<sup>st</sup> 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 21<sup>st</sup> 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: FY12 21<sup>ST</sup> Century Community Learning Centers Grantees & Sites

Grantee	Site
Adams-Cheshire	CT Plunkett
Athol-Royalston	Middle School
Barnstable	Barnstable HS Barnstable Middle Hyannis West
Berkshire Hills	Monument Mt High School
Boston	CASH Academy (HS) East Boston High School Frederick Gardner Haley School Henderson Holmes Irving Kennedy School King Lewis (K-8) Marshall (K-8) Murphy Young Achievers
Brockton	Angelo Baker School BB Russell Davis East Kennedy Plouffe Raymond South West
Brookline	Devotion School
Cambridge	Kennedy Longfellow King Open Peabody School
Cambridge East End House	East End House
Chelsea	Chelsea High School
Collaborative for Educational Services	Amherst High School Easthampton High School Easthampton Maple Elem Easthampton Neil Pepin

	Gateway Great Falls Palmer (Converse Middle) Philip Coburn W. Springfield White Brook MS Easthampton
Dennis-Yarmouth	Marguerite Small
Everett	Kevarian Whittier
Fall River	Doran School Durfee High School Greene School Resiliency Prep Watson
Fitchburg	Crocker FHS Longsjo McKay Memorial Reingold Elementary School South Street Elementary
Framingham	Cameron High School Walsh Woodrow Wilson
Gill-Montague	Montague Elementary School (Sheffield)
Haverhill	Consentino High School Nettle Middle Pentucket Lake Silver Hill Whittier
Holyoke	EN White Kelly Morgan Peck School
Holyoke Boys & Girls Club	Boys & Girls Club - Center for Excellence
Holyoke Community College	Peck School (Gr 6-8)
Lawrence	Arlington Wetherbee
Leominster	Johnny Appleseed Elementary Northwest Elementary Samoset MS Sky View MS



Lowell	High School Morey Reilly Robinson Middle
Malden	Beebe Forestdale Linden Salemwood
Methuen	Tenney Timony
New Bedford	Carlos Pacheco Carney Charles Ashley Dunbar Elementary High School Lincoln Elementary Roosevelt Middle School Thomas Rodman
North Adams	Brayton Drury HS Greylock Sullivan
North Brookfield	High School NB School
Orange	Dexter Park
Pittsfield	Conte Crosby High School Taconic High School
Prospect Hill Academy Charter	Prospect Hill
Quincy	Atlantic Middle Broad Meadows Middle Lincoln-Hancock Marshall Montclair Elementary School Parker Elementary School Point Webster Snug Harbor Sterling Middle
Revere	Garfield Elementary School
Somerville	Healy K-8 Kennedy Winter Hill K-8

South Shore STARS	Holbrook High School Randolph High School Randolph Community Middle
Springfield	Chestnut Accelerated Duggan Homer Kiley Liberty Lincoln Van Sickle White
Springfield Educational Partnership	Baystate - Putnam High School
Springfield Zanetti Montessori	Zanetti Montessori
Taunton	Pole
Triton	High School Salisbury Elementary Triton Middle
Wareham	Decas Middle Minot
Webster	Webster Middle
Whitman-Hanson	High School
Winchendon	Toy Town Elementary
Winthrop	Cummings
Woburn	Shamrock Elem.
Worcester	Burncoat Middle Burncoat St Prep Columbis Park School Elm Park Forest Grove Middle School Gates Lane Goddard Grafton Lincoln Street School Norrback Avenue School North High School Quinsigamond Rice Square School Roosevelt School Tatnuck Vernon Hill School Worcester East Middle