



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

21st Century Community Learning Centers Program Fiscal Year 2014 Year End Report

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
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 Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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TABLE OF CONTENTS

Introduction	4
Program Information.....	6
Survey of Academic Youth Outcomes (SAYO).....	10
School Year SAYO Results	12
Summer Enhancement Grant.....	19
Summer SAYO Results.....	19
SAYO-Youth Results.....	20
APPENDIX A: Program Goals	22
APPENDIX B: FY14 21st Century Community Learning Centers Grantees and Sites	23

21st Century Community Learning Centers Program Fiscal Year 2014 Year End Report

Introduction

The following report provides information on the fiscal year 2013-2014 (FY14) 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 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 21st CCLC programs has in increasing student achievement, as well as to provide feedback for ongoing program improvement.

FY14 was the twelfth year that 21st 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. For the first time in FY14, a subset of grants awarded was for 21st CCLC Expanded Learning Time (ELT) programs.

Overall, the data collected indicates that students who participated in the FY14 21st Century Community Learning Center (CCLC) programs made significant gains in all of the areas measured. Moreover, data indicates that 21st CCLC programs may help reduce the achievement gap as well. 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) 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 21st CCLC programs have made to the academic achievement and youth development of the nearly 18,000 students served across the state during FY14.

Highlights of FY14 21st CCLC Programs and SAYO Results

School Year and Summer (September 2013—August 2014)

- In **FY14**, the Department **awarded approximately \$14.4M** to **43** grantees through **competitive** and **continuation grants**.
- Approximately **18,000** students in grades K-12 participated in 21st CCLC program services at **139** sites across the state.
- 21st CCLC participants included nearly **14,000** students who received free or reduced priced lunch, **3,600** students with disabilities, and **3,800** 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 21st 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.
- Approximately **6,800** SAYO surveys were collected from school-day teachers (school year only) and **10,300** from 21st CCLC program staff members (school year and summer).

School Year (September 2013—June 2014)

- Approximately **14,000** students participated in 21st CCLC program services offered by **43** grantees at **139** sites across the state during the school year.
- Approximately **11,400** of students served were in out-of-school time and **2,700** were in expanded learning time programs.
- Students who participated in the 21st CCLC program attended an average of **160** (and median of **124**) hours of programming offered outside of regular school hours during the school year.
- Approximately **10,900** students who received free or reduced price lunch, including **2,700** students with disabilities and **2,800** ELL students participated in the 21st CCLC program during the school year.
- Approximately **6,800** SAYO surveys were collected from school-day teachers and **7,100** program staff members.
- Approximately **4,700** SAYO surveys were collected from youth in the fall and **4,800** in the spring.

Summer (July 2014—August 2014)

- Approximately **6,000** students participated in 21st CCLC program services offered by **38** grantees at **100** sites across the state during the summer.
- Students who participated in the 21st CCLC program attended an average of **94** (and a median of **83**) hours of programming offered during summer hours.
- Approximately **4,500** students who received free or reduced price lunch, including **1,200** students with disabilities and **1,300** ELL students participated in summer 21st CCLC programs.
- Over **4,400** SAYO surveys were collected from summer program staff members.

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

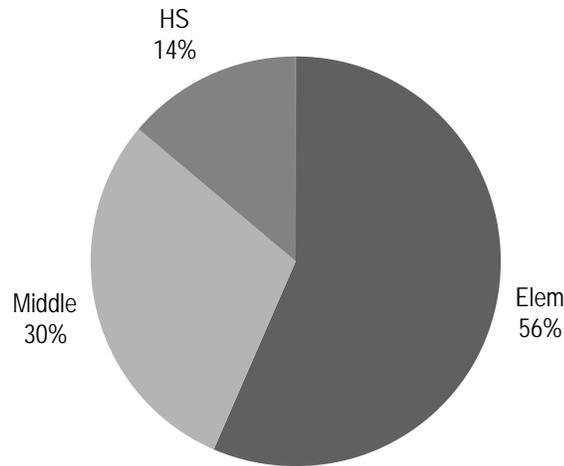
Massachusetts 21st Century Community Learning Centers Programs, FY14

Program Information

Participation

As reported by the 43 entities serving students through FY14, a total of 14,120 children and youth participated in 21st CCLC school year programs (11,400 in out-of-school time and 2,720 in expanded learning time) and 4,447 participated in 21st CCLC summer programs. (A total of 18,216 individual students participated in either or both time frames). **Figure 1** below shows that 56 percent of all FY14 program participants were children in elementary school (K-5), while children in middle school (grades 6-8) accounted for 30 percent and high school students (grades 9-12) accounted for 14 percent of those served.

Figure 1: Percentage of Student Participants by Grade Level, FY14



Source: Student Information Management System and grant recipient reports.

Table 1 below compares grade level 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 55 percent of students served were elementary school students and 30 percent were middle schools students, while during the summer there was a higher percentage of elementary (63 percent) and a lower percentage of middle school students (25 percent). The percentage of participants that were high school students was higher during the school year (15 percent) than the summer (12 percent).

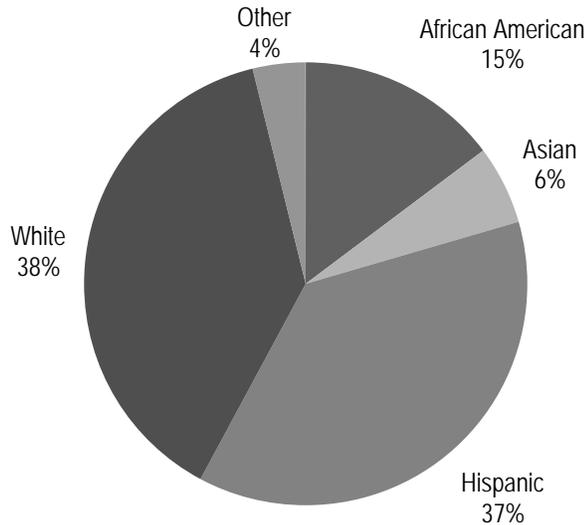
Table 1: Percentage of Student Participation by Grade Level, FY14

Grade Level	School Year		Summer	
	N	%	N	%
Elem. Total	7,765	55%	3,777	63%
Middle Total	4,277	30%	1,538	25%
H.S. Total	2,078	15%	717	12%

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 (62 percent) in FY14 21st CCLC programs were members of a minority group, while 38 percent of students were white. Hispanic students were the largest minority group (37 percent) followed by African American students (15 percent) and Asian students (6 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 school year (63 percent) than during the summer (57 percent); and in both timeframes, percentages of minority students served were substantially higher than their statewide proportion (34 percent).

Figure 2: Percentage of Student Participation by Race/Ethnicity, FY14



Source: Student Information Management System and grant recipient reports.

Table 2: Student Participation by Race/Ethnicity during School Year and Summer Programs, FY14

Race/ Ethnicity	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
African American	1,792	13%	1,111	18%	9%
Asian	835	6%	337	6%	6%
Hispanic	5,722	40%	1,670	28%	16%
White	5,253	37%	2,626	43%	66%
Other	518	4%	288	5%	3%

Source: Student Information Management System and grant recipient reports.

Additionally, during FY14 21st 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 (low-income), and as English language learners (ELL). Overall, 77 percent of students served received federal free or reduced price lunch, 19 percent received special education services, and 21 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, students with disabilities, and ELL students served during the school year were very similar to those served during the summer (approximately 77 compared to 75 percent were low-income, 19 compared to 20 percent were students with disabilities, and 20 compared to 22 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, FY14

Special Population	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
Free/Reduced Price Lunch Participants	10,884	77%	4,510	75%	37%
Students with Disabilities	2,661	19%	1,228	20%	17%
English Language Learners	2,805	20%	1,320	22%	8%

Source: Student Information Management System and grant recipient reports.

Table 4 below examines the 2014 English Language Arts (ELA) MCAS performance levels of students served in 21st CCLC school year and summer programs and compares them to statewide percentages. The 21st CCLC programs served a substantially greater percentage of students in the *Needs Improvement (NI)* and *Warning (W) / Failing (F)* levels. During the school year, 51 percent of students served by 21st CCLC programs were in either the *NI* or *W/F* performance levels, while statewide only 30 percent of students were in these levels. This percentage difference was even higher in the summer, where 59 percent of all students served in 21st 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 2014 Mathematics MCAS were served in 21st CCLC programs as compared to statewide figures. During school year 21st CCLC programs, 61 percent of students served were in either of those performance levels, as compared to 40 percent of students statewide. As with ELA, this percentage was even higher during summer programs as 65 percent of students served in 21st CCLC programs had performed at the *NI* or *W/F* level in mathematics.

Table 4: Student Participation by ELA 2014 MCAS Performance Levels during School Year and Summer Programs, FY14

MCAS Performance Level	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
Advanced	536	6%	305	5%	18%
Proficient	3,754	40%	2,196	36%	51%
Needs Improvement	3,507	37%	2,410	40%	22%
Warning / Failing	1,620	14%	1,121	19%	8%

Source: 2014 MCAS mega file (grades 3-10) and grant recipient reports.

Table 5: Student Participation by Mathematics 2014 MCAS Performance Levels during School Year and Summer Programs, FY14

MCAS Performance Level	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
Advanced	1,224	13%	670	11%	28%
Proficient	2,509	27%	1,479	24%	32%
Needs Improvement	3,252	35%	2,096	35%	25%
Warning / Failing	2,439	26%	1,787	30%	15%

Source: 2014 MCAS mega file (grades 3-10) and grant recipient reports.

Hours of Service

Students were served in 21st CCLC programs from September 2013 through August 2014. During the school year (September through June), students each participated an average of 160 (and a median of 124) hours. During the summer (July through August), students were served an average of 94 (and a median of

84) hours each. **Table 6** below shows the percentage of students served by hour ranges. During the school year, 60 percent of students served participated for at least 100 hours in 21st CCLC programs; and during the summer, 35 percent of students served participated for at least 100 hours.

Table 6: Percentage of Students Served in Program Hour Ranges, FY14

Program Hour Ranges	School Year (Mean: 160 hrs/ Median: 124 hrs)		Summer (Mean: 94 hrs / Median: 84 hrs)	
	N	%	N	%
1-50 Hours	2,097	18%	953	16%
51-100 Hours	2,529	22%	2,939	49%
101-200 Hours	3,512	30%	1,864	31%
201+ Hours	3,453	30%	276	4%

Source: Grant recipient reports.

Note: This data does not include students who participated in 21st CCLC ELT programs where a minimum of 300 additional hours beyond the state required hours was required for all students.

Academic Subjects/Activities Offered

During FY14, all 21st 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 21st CCLC sites.

SUBJECTS

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

ACTIVITIES

Academic Enrichment Projects
 Adventure Education
 Arts (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

Expanded Learning Time

Starting in FY14, three grants (for five schools) were awarded to support expanded learning time as part of the required school day for students in grades K-12 during the school year in order to provide creative and engaging academic enrichment opportunities that will help to close proficiency gaps, and support college and workforce readiness and success. Funded schools were required to offer a minimum of 300 additional hours of structured learning time beyond the [state required](#) hours for all students as part of their required school year. A full list of the recipients that received 21st CCLC funding is available here: [FY14 647-B1A](#).

Regional Networks

The purpose of the Regional Networks is to develop and implement capacity building activities that will enhance the ability of 21st 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 21st CCLC grantees that have demonstrated exemplary practice, 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

Enhanced Programs for Students with Disabilities

The Enhanced Programs for Students with Disabilities grant program was developed in collaboration and coordination and with financial support from the office of Special Education.

The purpose of this grant program is to enhance the capacity of current 21st CCLC programs to include students on an IEP into an array of activities designed to complement their school-day programs, advance achievement, and provide opportunities for socializing and participating with peers without disabilities.

In FY14, approximately 3,600 students with disabilities were served, which was 19 percent of the total 21st CCLC population. Nearly 700 of these students were able to be served as a result of the fund code 245 Enhanced Programs for Students with Disabilities grant. A full list of the 26 grant recipients and corresponding school(s) that received funding in FY14 is available here: [FY14 245-B \(new\)](#) and [FY14 245-A \(continuation\)](#).

All FY14 21st CCLC grantees were required to utilize the Survey of Academic Youth Outcomes (SAYO) on a select sample of students, including those served as a result of FC 245. **Figure 4A** below displays the SAYO-teacher 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 four of the six academic outcomes measured.

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' 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.

In FY13 the SAYO was piloted in four ELT schools in which SAYO-teacher data was collected on 100 students in each school. The emphasis for the pilot was on implementation, experience and technical performance of the tool.

Results of the pilot of the SAYO T showed sufficient reliability and validity that was consistent with findings from use in 21st CCLC OST programs with evidence of change from pre- to post-assessment.

The *SAYO Evaluation System* uses brief pre-participation and post-participation surveys to collect data from school-day teachers and 21ST CCLC staff. The *SAYO Evaluation 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 program 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 program staff (SAYO-S) are completed for a sample of youth in each program.

The *SAYO Evaluation System* enables 21st CCLC programs to capture information reflecting changes that are (a) associated with participation in a high-quality 21st CCLC programs 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 reflects the focus and goals of their programs.

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

The academic section contains four possible content areas: *ELA (reading, verbal communication, and written communication), mathematics, 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 21st 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.

Program Staff Version (SAYO-S)

Using the SAYO-S, grantees are required to collect and report on pre- and post-ratings of students by program staff (which may include school-day teachers if they are working in the funded 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 2013 and March-June 2014, grantees were required to administer an online survey with youth in their 21st 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 Program Practices Tool (APT)

As a complement to the SAYO, the Assessing Program Practices Tool (APT) is an observation instrument developed to assess the extent to which 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 43 grantees were included in the SAYO-Teacher (Academic and Intermediary Outcomes) and SAYO-Staff samples from the school year. In total, 6,931 SAYO surveys were collected from school-day teachers and 7,472 from program staff members. **Tables 7-9** below 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, with approximately 5,300 and 4,600 responses collected respectively. The average percentage increase from pre to post survey ranged from 8 percent in social science to 15 percent in ELA verbal communication.

Table 7: School Year SAYO-Teacher Academic Results, FY14

	<i>Social Science</i>	<i>Science</i>	<i>ELA Reading</i>	<i>ELA Verbal Communication</i>	<i>ELA Written Communication</i>	<i>Mathematics</i>
Number of Students	676	1,882	3,802	3,734	5,338	4,566
Average Percentage Change	8%	10%	14%	15%	14%	14%

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. Homework and communication were the next most commonly measured outcomes, with approximately 6,500 and 5,800 teacher responses collected respectively. The average percentage increase from pre to post survey ranged from 8 percent in behavior to 14 percent in problem solving.

Table 8: School Year SAYO-Teacher Intermediary Results, FY14

	<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	6,491	2,654	4,153	5,191	4,736	5,811	3,972
Average Percentage Change	13%	8%	13%	11%	14%	13%	11%

Source: Grant recipient reports.

SAYO-Staff Results

Table 9 below shows the SAYO survey results reported by the school year program staff. Learning skills was the only outcome that districts were required to survey. Engagement was the most commonly measured outcome with 6,200 responses. The average percentage increase from pre to post survey ranged from 14 percent in behavior and relationships with peers to 22 percent in initiative.

Table 9: School Year SAYO-Staff Results, FY14

	<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	6,845	3,038	4,420	6,161	4,867	4,806	5,961	5,461
Average Percentage Change	19%	14%	22%	18%	20%	19%	19%	16%

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 FY14 21st CCLC programs within specific subgroups made comparable or statistically greater gains than those without that subgroup classification, especially on the academic outcomes, with the greatest difference being seen with English Language Learners. Students in the *Warning / Failing (W/F)* MCAS performance levels also made significantly greater gains on SAYO outcomes than those in *Needs Improvement (NI)*, *Proficient (P)* and the *Advanced (A)* levels on all of the measured ELA and mathematics outcomes. Note: Outcomes with an asterisk (*) indicate statistically significant 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 eight of the 21 outcomes measured.

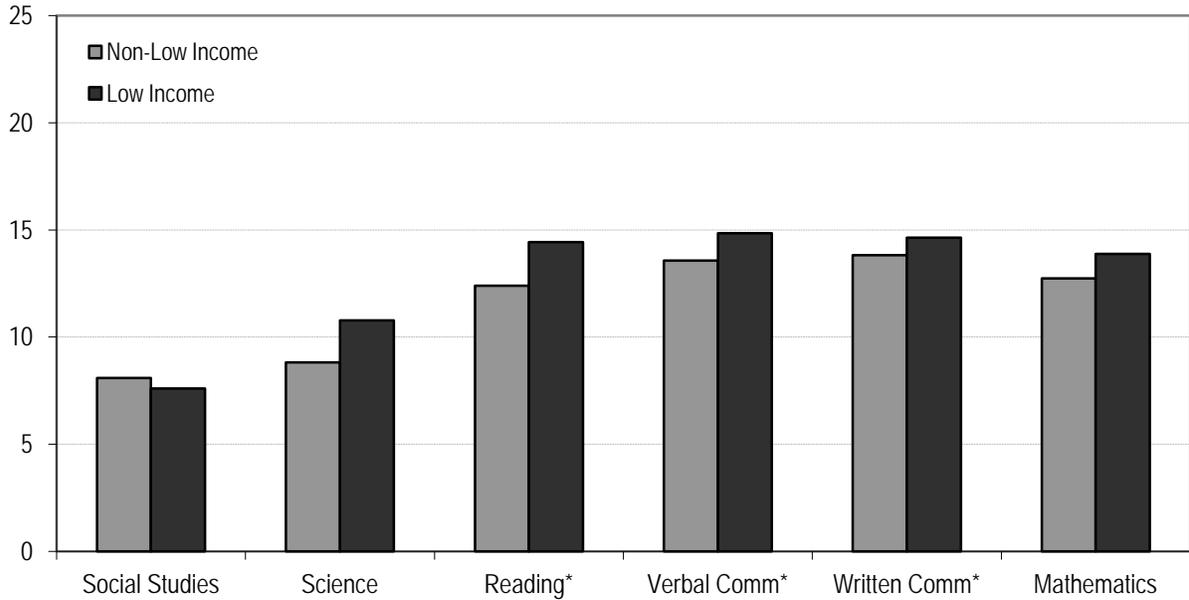
Figures 4A-C compare the SAYO results of students who did and did not receive special education services. Students within this subgroup classification made significantly greater gains than those not in this subgroup on seven of the 21 outcomes measured.

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 18 of the 21 outcomes measured. Most importantly, ELL students made significantly greater improvement than non-ELL students in reading and verbal communication.

Figure 6 compares the SAYO-Teacher Academic results of students in the English language arts and mathematics outcomes by MCAS performance level in those respective areas. In the ELA and mathematics outcomes, students in the *Warning / Failing* level made significantly greater gains than students in the *Needs Improvement*, *Proficient* and *Advanced* categories.

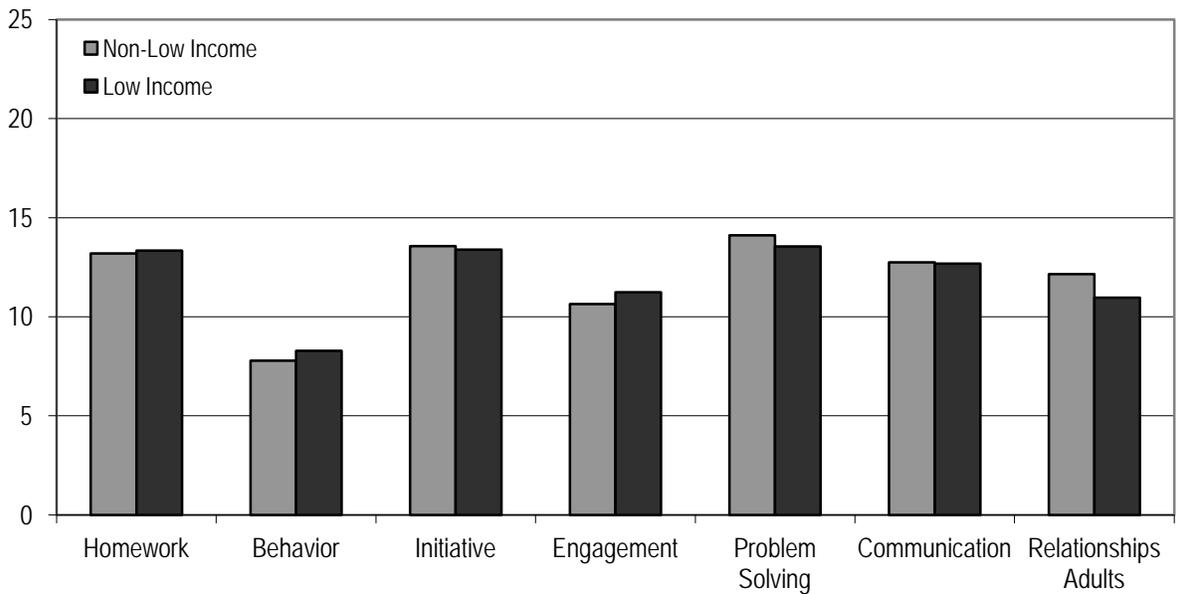
Student Performance Comparisons Based on Free or Reduced Price Lunch Status (Figures 3A-C)

Figure 3A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes – Low-Income, FY14



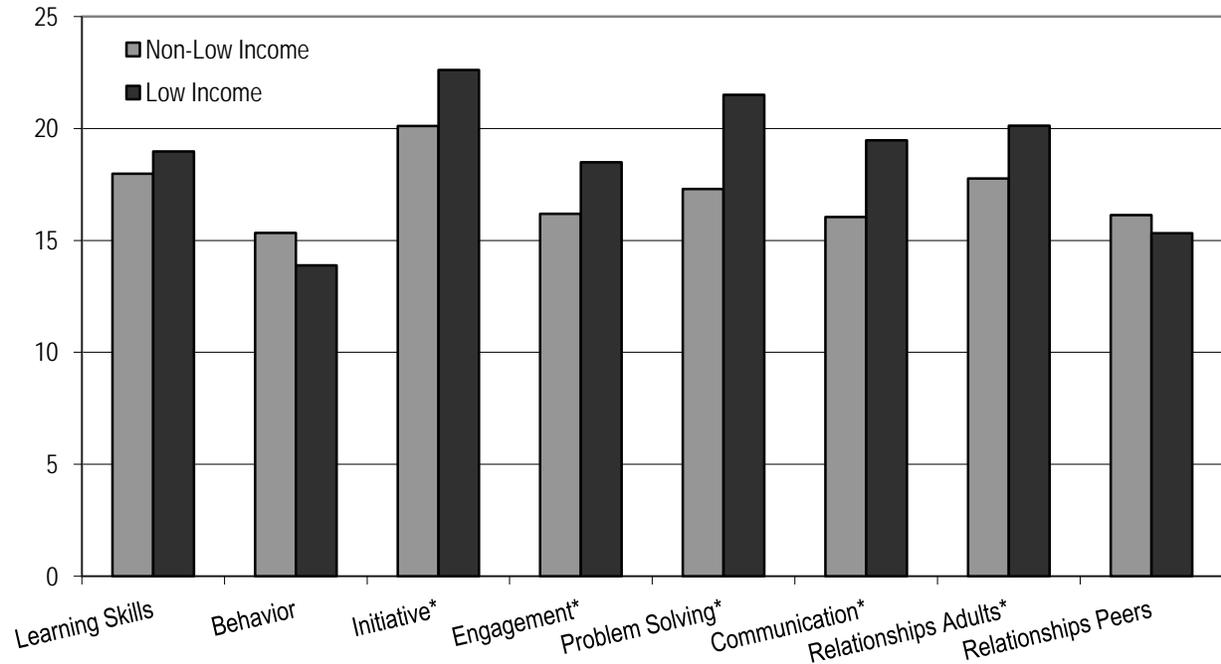
Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)
Source: Grant recipient reports.

Figure 3B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes— Low-Income, FY14



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

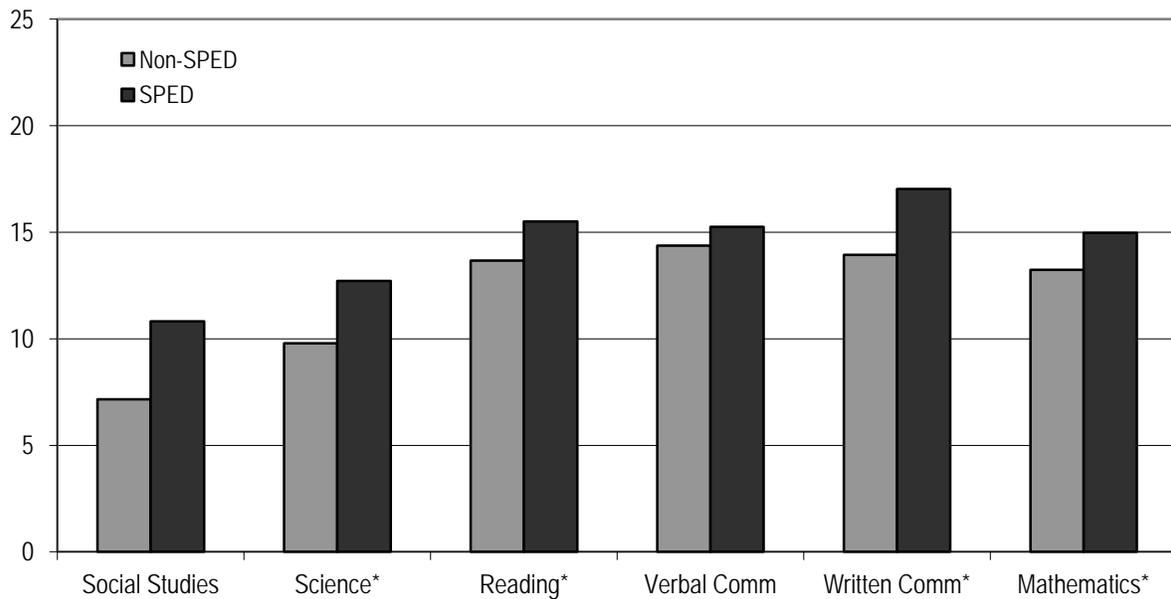
Figure 3C: Average Percentage Improvement on SAYO-Staff Outcomes—Low Income, FY14



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

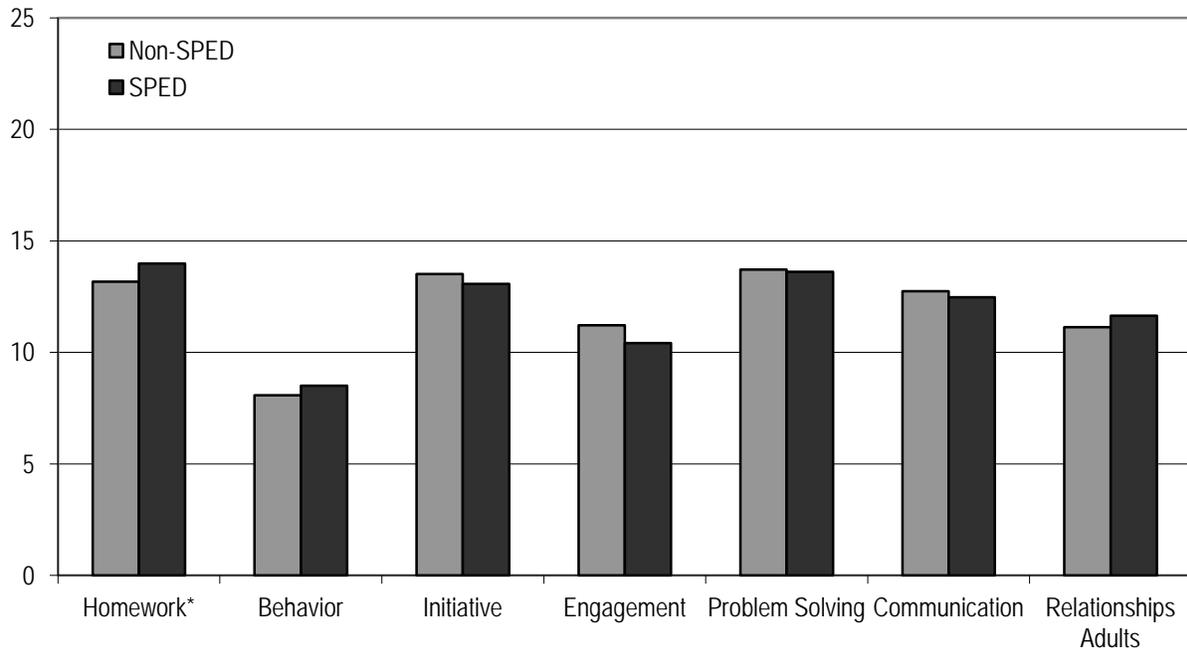
Student Performance Comparisons Based on Special Education (SPED) Status (Figures 4A-C)

Figure 4A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes—SPED, FY14



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

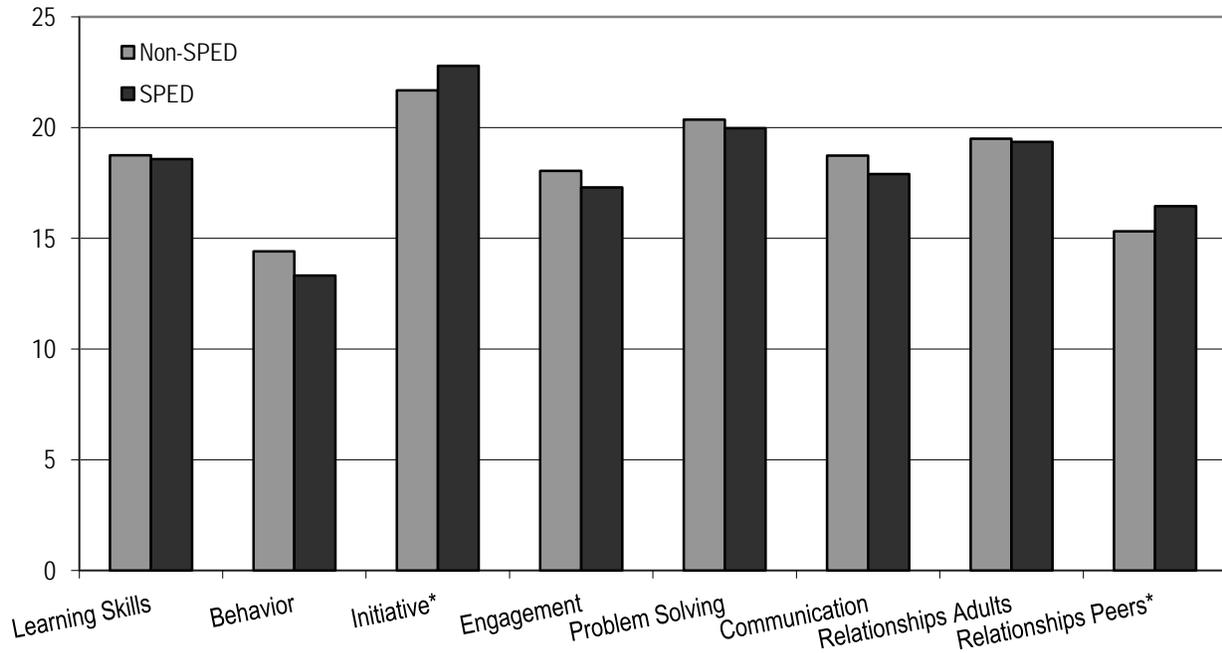
Figure 4B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes—SPED, FY14



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, FY14

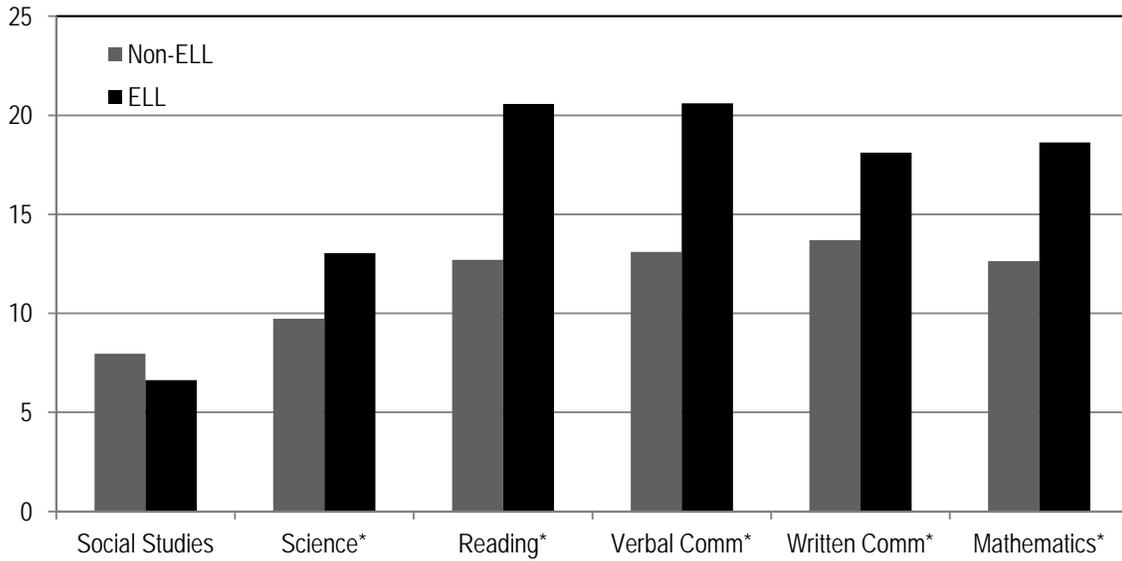


Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

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

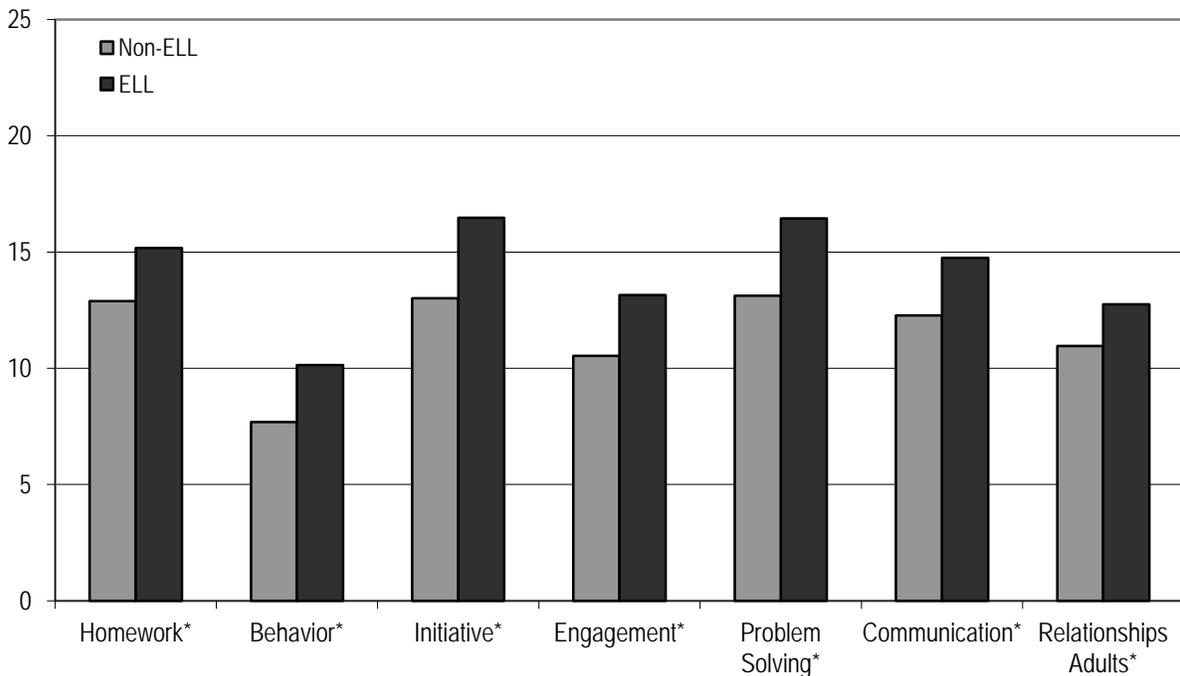
Figure 5A: Average Percentage Improvement on SAYO-Teacher Academic Outcomes—ELL, FY14



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

Source: Grant recipient reports.

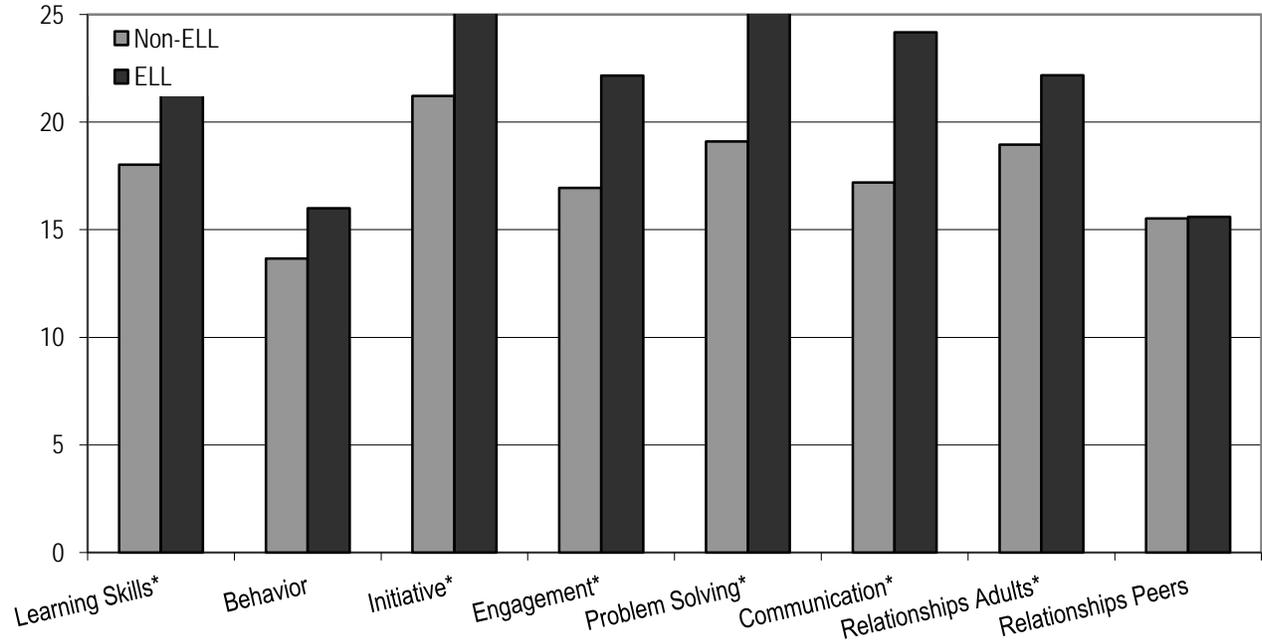
Figure 5B: Average Percentage Improvement on SAYO-Teacher Intermediary Outcomes—ELL, FY14



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

Source: Grant recipient reports.

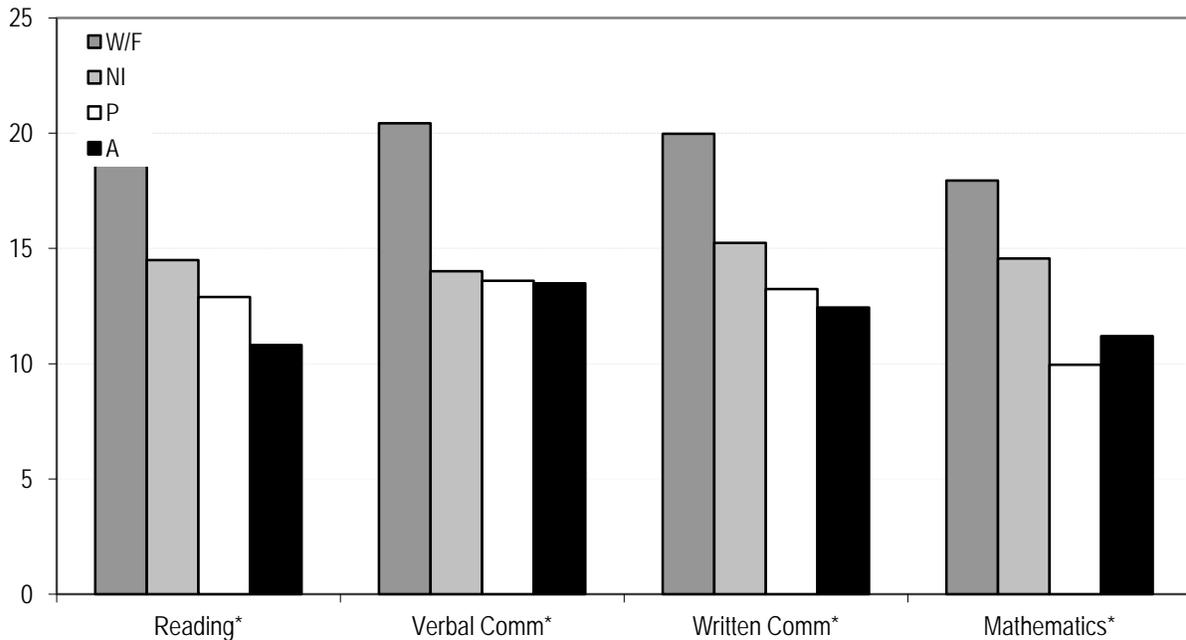
Figure 5C: Average Percentage Improvement on SAYO-Staff Outcomes—ELL, FY14



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

Student Performance Comparisons Based on MCAS Performance Levels (Figure 6)

Figure 6: Average Percentage Improvement on ELA and Math SAYO-Teacher Outcomes based on ELA and Math MCAS 2014 Performance Level, FY14



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$) at the W/F compared to the NI, P and A MCAS levels. Source: 2014 MCAS megafile and grant recipient reports.

Summer Enhancement Grant

During the summers of 2011 through 2014, the Department’s 21st CCLC Grant Program funded expanded summer learning programs through a Summer Enhancement grant opportunity intended to stem summer learning loss by expanding innovative summer learning programs that address both the academic and developmental needs of students.

Grantees were selected through a request for proposal process having to address a number of key participation components. Each program site was required to increase the total hours of summer programming by at least 50% more time than was provided during summer 2013. Grantees also needed to address the social and emotional needs of students, serve at least the same number of students as were served during summer 2013, enroll students for the entire length of the program, and require that students attend on average a minimum of 80% of the total hours offered.

Findings from the evaluation conducted by the National Institute on Out-of-School Time (NIOST) at Wellesley College can be found by clicking the following link <http://www.doe.mass.edu/21cclc/reports/>. Grantees were also required to use the *Survey of Academic and Youth Outcomes* (SAYO) instrument on a sample of their youth participants. Additionally, in the fall 2014 grantees were requested to submit district data useful for investigating summer learning gain/loss for participating students.

Summer SAYO Results

Thirty-eight (38) grantees ran summer programs at 100 sites. Their associated Survey of Academic Youth Outcomes (SAYO) results are described below. A total of 4,357 surveys were collected from summer program staff. **Tables 10** and **11** include the number of students surveyed by summer program 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, 21st CCLC summer programs are not required to survey an academic component. ELA reading was the most commonly surveyed outcome by summer program staff followed closely by ELA written communication and communication. The average percentage increase from pre to post survey ranged from 7 percent in social science to 17 percent in science.

Table 10: Summer SAYO-Academic Results, FY14

	<i>Social Science</i>	<i>Science</i>	<i>ELA Reading</i>	<i>ELA Verbal Communication</i>	<i>ELA Written Communication</i>	<i>Mathematics</i>
Number of Students	214	1,289	2,187	2,024	2,068	1,985
Average Percentage Change	7%	17%	11%	13%	16%	14%

Source: Grant recipient reports.

Summer 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 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 14 percent in behavior and relations with peers to 19 percent in initiative.

Table 11: Summer SAYO-Staff Results, FY14

	<i>Learning Skills</i>	<i>Behavior</i>	<i>Initiative</i>	<i>Relations with Adults</i>	<i>Relations with Peers</i>
Number of Students	4,357	3,678	4,021	4,204	4,127
Average Percentage Change	16%	14%	19%	17%	14%

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 during the school year. 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, 4,738 SAYO-Youth surveys were collected from students in the fall and 4,719 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 3.47 out of 4 point scale) followed by enjoyment / engagement (3.39). Responsibility / leadership was the lowest rated PE outcome, with a mean score of 2.57.

Table 12: Fall Program Experiences Outcomes, FY14

	<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	4,736	4,738	4,698	4,668	4,669	4,669
Average Score	3.39	3.16	3.47	3.21	3.32	2.57

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 3.16. Writing followed closely by reading were the lowest rated SC outcomes, with a mean score of 2.73 and 2.75 respectively.

Table 13: Fall Sense of Competence Outcomes, FY14

	<i>Peers</i>	<i>Learning</i>	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>
Number of Students	4,648	4,648	3,135	3,135	1,500	1,500
Average Score	2.98	3.16	2.75	2.73	2.90	3.11

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 2.27. Students also rated positively on My Actions (with regards to future planning), as the mean of 3.35 for that outcomes is on the high end of the four point scale.

Table 14: Fall Future Planning and Expectations Outcomes, FY14

	<i>Talk to Adult</i>	<i>My Actions</i>	<i>Expectations</i>
Number of Students	962	2,763	1,806
Average Score	2.27	3.35*	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 program helped them to get along better with others (3.13) followed closely by make new friends (3.12) and get their homework done (3.11). Students least favorably rated that the program helped them to do better in science (2.48).

Table 15: Spring Retrospective Questions, FY14

	Number of Students	Average Score
<i>Has coming to this after-school program helped you to get along better with others?</i>	4,719	3.13
<i>Has coming to this after-school program helped you to read more often?</i>	3,408	2.61
<i>Has coming to this after-school program helped you to write better?</i>	3,399	2.62
<i>Has coming to this after-school program helped you do better in math?</i>	1,294	2.49
<i>Has coming to this after-school program helped you do better in science?</i>	1,284	2.48
<i>Coming here has helped me to get my homework done?</i>	4,683	3.11
<i>Coming here has helped me to try harder in school?</i>	4,683	2.98
<i>Coming here has helped me to do better in school?</i>	4,683	3.01
<i>Coming here has helped me feel good about myself?</i>	4,683	3.08
<i>Coming here has helped me find out what I'm good at doing and what I like to do?</i>	4,683	3.10
<i>Coming here has helped me to make new friends?</i>	4,683	3.12

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

Source: Grant recipient reports.

APPENDIX A: Program Goals

The purpose of the Massachusetts 21st Century Community Learning Centers Program is to support the planning and implementation of additional time for learning for students in grades K-12. Supported with federal funds, these opportunities will help to close proficiency gaps, increase student engagement, and support college and career readiness and success. Funded activities take place during a longer school day (referred to as Expanded Learning Time or ELT) or during out-of-school time (OST).

Primary Goals for 21st Century Community Learning Centers Programs:

- Provide additional opportunities for engaging teaching and learning of the core subject areas, through both traditional classroom instruction and integrated academic enrichment.
- Provide additional opportunities for creative and innovative enrichment to support students in all developmental areas (academic, social/emotional, civic engagement, wellness, etc.).
- Provide additional opportunities for adults (including school staff, program providers, and partners) to participate in collaborative planning and professional development that supports desired student outcomes.
- Contribute to student performance goals outlined in school improvement plans.
- Build strong school-community partnerships and engage families to support student outcomes in all developmental areas (academic, social/emotional, civic engagement, wellness, etc.).
- 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.
- Create sustainable models for providing additional quality learning time.

APPENDIX B: FY14 21st Century Community Learning Centers Grantees and Sites

Grantee	Site
Barnstable	Barnstable United Elementary Hyannis West Elementary
Berkshire Arts and Technology Charter Public	Berkshire Arts and Technology Charter
Berkshire Hills	Monument Mt. High School Monument Valley Middle School Muddy Brook Elementary
Boston	CASH Academy (HS) East Boston High School English High School Frederick Middle School Gardner Elementary Joseph Lee ELT Hennigan Elementary Murphy K-8 Young AchieversK-8
Boston Day and Evening Academy Charter	Boston Day and Evening Academy High School
Brockton	Arnone Middle School Manthala George Jr. Middle School North Middle School South Middle School West Middle School
Chelsea	Berkowitz Elementary Chelsea High School
Collaborative for Educational Services	Amherst High School Easthampton High School Easthampton Maple Elementary Easthampton Neil Pepin Elementary Federal Street Elementary - Greenfield Gateway Regional K-6 Gateway Regional Junior High 7-8 Greenfield High School Memorial Elementary - West Springfield Palmer (Converse Middle School) Philip Coburn Elementary - W. Springfield White Brook Middle School - Easthampton
Dennis-Yarmouth	Nathaniel H. Wixon Innovation Elementary
East End House	East End House (Elementary)
Everett	Kevarian Elementary Lafayette Elementary Madeline English Elementary Parlin Elementary Whittier Elementary

Fall River	Doran Elementary Durfee High School Greene Elementary Morton Middle School Morton Middle School ELT Talbot Middle School Watson Elementary
Fitchburg	Crocker Elementary Fitchburg High School Longsjo Middle School Memorial Middle school Reingold Elementary
Framingham	High School Walsh Middle School Woodrow Wilson Elementary
Gloucester	Gloucester High School O'Maley Middle School
Haverhill	Consentino 5-8 Consentino K-4 Golden Hill Elementary High School Tilton Elementary
Holyoke	Donahue Elementary EN White Elementary Kelly Middle School Morgan Elementary Peck Elementary William J. Dean Vocational Technical High School
Holyoke Boys & Girls Club	Boys * Girls Club – High School
Holyoke Community College	Peck (Gr 6-8)
Lawrence - Community Group	Community Day Arlington Elementary Wetherbee Elementary
Lawrence - Public Schools	Arlington Middle ELT Francis M. Leahy Elementary Guillemette Elementary ELT North Common Educational Complex Parthum K-8 Parthum Elementary ELT

Lowell	Christa McAuliffe Elementary Greenhalge Elementary High School John J. Shaughnessy Elementary Morey Elementary Robinson Middle School Stoklosa Middle School
Malden	Beebe K-8 Forestdale Middle School Forestdale K-5 Linden Middle School Linden K-5 Salemwood K-8
Methuen	Tenney Elementary Timony Elementary
New Bedford	Alfred J. Gomes Elementary Carlos Pacheco Elementary Carney Elementary Charles Ashley Elementary High School Lincoln Elementary Normandin Middle School Roosevelt Middle School Trinity Day Academy Secondary School
North Adams	Brayton K-7
North Brookfield	High School NB Elementary School
Pittsfield	Herberg Middle High School Reid Middle School Taconic High School
Prospect Hill Academy Charter	Prospect Hill Lower School
Salem	Collins Middle School
Somerville	East Somerville K-5 West Somerville K-5
South Shore STARS	Randolph High School Holbrook High School Chapman Middle School (Weymouth)
Springfield - Baystate	Putnam High School
Springfield - Zanetti	Zanetti Montessori Magnet School K-8
Taunton	Alternative High School Parker Middle School Pole Elementary

Triton	High School Salisbury Elementary Triton Middle School
Wareham	Decas Elementary Middle School Minot Elementary Wareham High School
Webster	Bartlett Junior Senior High School Park Avenue Elementary Webster Middle School
Whitman-Hanson	High School
Winchendon	Memorial K-2 Toy Town Elementary
Winthrop	Cummings Elementary
Woburn	Shamrock Elementary
Worcester	North High School Sullivan Middle School