

## Summary of Program Evaluation ~ 21st CCLC SY22-23 and Summer 23

The purpose of the federally funded 21st CCLC grant is to support the implementation of additional learning time through out-of-school time (OST) programming. Programming is designed to help close proficiency/opportunity gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success. Additional learning time, for the purposes of Massachusetts 21st CCLC grants, is generally defined as follows:

- Out-of-School-Time (OST) — structured programming held outside of the regular school day, week and/or year for a targeted group of students.

In Webster, our 21st CCLC is known as **PASS** (Partnerships Afterschool for Student Success), and programming takes place after school during the school year, and during summer weeks.

All funded programs are required to measure the effect of the instruction and/or support provided to students enrolled in programs funded through the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant. The way the effectiveness is measured includes the following:

- 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). The SAYO is designed to measure the effect of the instruction and support provided to students enrolled in 21<sup>st</sup> CCLC funded programs
- The suite of tools includes the SAYO – Teacher (T), Staff (S) and Youth Surveys (Y) and Assessment of Program Practices observation tool (APT).
- Applicants must select one primary academic focus and engagement in learning plus two additional 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.

Grantees are required to collect and report pre- and post-ratings for all students by their program.

- **SAYO-Teacher (SAYO-T) Version**

- The SAYO-T, which includes academic and SEL outcomes, is completed by the school day teachers of the students served by the program. For programs serving MS/HS students the SAYO-T should be completed by the students' content teacher for the selected academic focus area (math or ELA).
- The Academic Performance section contains six possible outcome areas. For instance, mathematical reasoning is considered one outcome and mathematical communication is considered a separate outcome. etc. The SEL section contains eight possible outcomes, and each is considered a separate outcome.
- Academic Support/Homework 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.

- **SAYO- Staff (SAYO-S) Version**

- The SAYO-S, which includes the SEL outcomes only, is completed by program staff/enrichment provider(s) (which may also include school-day teachers that work in the OST program).

- **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 21<sup>st</sup> 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.

In addition to these measures, **all grant recipients are required as part of the federal annual performance review to report on the following outcomes:**

**\* Data supplied by DESE**

**1. \*Academic Achievement**

- a. Percentage of students participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- b. Percentage of students participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

**2. \*School Day Attendance**

Percentage of youth participating in 21<sup>st</sup> 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.

**3. \*Behavior Grades**

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

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

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

**Results for Park Avenue’s 21st CCLC/PASS Program 2022-2023**

| Number of Students School Year 22-23 | Number of Students Summer 22-23 |
|--------------------------------------|---------------------------------|
| 63                                   | 96                              |

Each school site has to choose outcomes for SAYO-T and SAYO-S to measure, in addition to Engagement in Learning (required for all programs). During the 22-23 school year, our selected outcomes were:

- Self Regulation (includes: able to work independently, able to regain control of behavior or adjust behavior when given warning, able to focus and remain on task).

- Relations with Peers (includes: working well on cooperative tasks, able to compromise with peers during times of disagreement or conflict, and makes friends)

More growth was observed during the summer of 2023 than the SY 22-23. This growth is attributed to the curriculum focus on PBL, with the added support of a curriculum lead in the program. SY growth was little to no change, with the exception of ELA (3.8). This may indicate that more focus was placed by teachers on remediation post COVID rather than PBL. In both the teacher and staff version of peer relationships, there was a negative percentage change during the SY, which we attribute to the academic programming that focused less on enrichment designed to facilitate peer relationships. During the school year, we were also less able to secure counselors on a regular basis, which would have facilitated SEL (and relate to peer relationships). SEL should have been included in the academic programming, but was not as much—again as teachers felt the pressure to remediate after COVID. Our assessment of the SY led us to alter the focus, ensure that the summer staff was trained in the play pilot and PBL. This change in focus resulted in Summer results with positive increase in academic and secondary outcomes. ELA had an 11% increase, peer relationships 4.8% increase, relationships with adults 8.6% increase, engagement was an increase of 8.04%, and self-regulation increased by 7.15%. These data indicate the positive impact that enriching programming, such as the PBL focus of Summer 2023 can have!

Most growth was observed in the SAYO-T- 11.79% growth. 8.60% increase in relationships for adults. 4.48% increase in peer relationships. 7.15% increase in self-regulation. These data are attributed to the focus on PBL, ensuring staff training on units, and the presence of a staff member (who is a BCBA during the school year) who focused on SEL (including self-regulation, advocacy, social interaction competencies).

Our program information may be found at

<https://www.webster-schools.org/departments/before-and-after-school-program/pae-21st-cclc-pass-program>

For any questions related to this program evaluation or anything else related to Webster's 21st Century/PASS programming, please contact:

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