# FY2025 Massachusetts 21st Century Community Learning Centers - Supporting Additional Learning Time Grant (SALT) for new sites Grant (Fund Code 647)

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

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

All funded programs are required to measure the effect of the instruction and/or support provided to students enrolled in programs funded through the 21st Century Community Learning Centers (CCLC) grant.

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

**\* Data supplied by DESE**

1. **\*Academic Achievement**
	1. Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
	2. Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.
2. **\*Grade Point Average (GPA)**
* Percentage of students participating in 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 - who demonstrated an improved GPA.
1. **\*School Day Attendance**

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

* Had a school-day attendance rate at or below 90% in the prior school year AND
* Demonstrated an improved attendance rate in the current school year.
1. **\*Behavior Grades**
* Percentage of students participating in 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
1. **Student Engagement in Learning Grades (SAYO Required Outcome for all grade levels)**
* Percentage of students participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

**State Evaluation Requirements**

* All funded 21st CCLC programs are required to utilize the Department developed field tested research based Survey of Academic and Youth Outcomes (SAYO) Suite of tools to measure students' academic and social emotional learning (SEL) experiences.
* The SAYO is a research based program outcome evaluation tool developed by the Department of Elementary and Secondary Education (DESE). The SAYO is designed to measure the effect of the instruction and support provided to students enrolled in 21st 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).

#### SAYO - Youth (SAYO-Y) Survey

The SAYO-Y, completed by youth, measures their experiences in the 21st CCLC program, their sense of competence, and their future aspirations. The SAYO-Y is designed to supplement areas measured by the SAYO-Staff and SAYO-Teacher surveys and is an opportunity to hear directly from youth and learn more about their experiences, attitudes, perceptions, and beliefs.

* Collect a representative sample of a **minimum of 40 students** engaged in 21st CCLC grant-funded activities pre/post. If a site serves less than 40 students, then it must sample everyone enrolled in the 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 21st CCLC programs are implementing practices congruent with their desired SAYO outcomes.  The APT is intended to be a tool that assists with continuous program improvement and with identifying areas for professional development. The APT consists of the Observation Tool (APT-O) which is designed to provide a “snap shot” of the program’s quality in areas linked to SAYO outcome areas and a companion Questionnaire (APT-Q) that reflects on structural aspects of the program not easily observable.

**Survey of Academic & Youth Outcomes (SAYO) Selection Form**

|  |  |  |
| --- | --- | --- |
| **District/Organization**  |  | **Model** |
| **OST** |
| **School/Site Name(s)** |  |  |
| Describe the rationale behind the selection of SAYO outcomes and how they support identified needs? |  |

**SCHOOL-DAY TEACHER SURVEY TOOL (SAYO-T)**

### A. Primary Academic Focus for SAYO-T - *Required select one (1) primary area of focus that best matches identified need*

|  |
| --- |
| **Mathematics** [may also include Science/STEM] |
|  | **communication** |  | **reasoning** |  | **problem-solving** |
| **English Language Arts [may also include Soc. Sci.]** |
|  | **reading** |  | **verbal communication** |  | **written communication** |

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

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

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

|  |  |
| --- | --- |
|  | **Critical Thinking** (Includes: interpret and explain new information, identify relationships between ideas, evaluate validity of arguments and claims / information effectively, draw conclusions or hypotheses, explain conclusion and how it was reached, articulate own position or bias, & identify alternative perspectives) |
|  | **Communication Skills-** (Includes volunteers to ask questions or answer, communicate ideas or other information, speaking clearly, demonstrates active listening skills, and contributes to discussions) |
| x | **Engagement in Learning** (Includes: staying on task, interested in learning new things, & participates in classroom activities) |
|  | **Leadership** (Includes: interpret and explain new information, motivated to learn, identifies ways in which she/he is a leader, comfortable speaking in front of others, able to accomplish tasks, able to be organized & displays ethical consideration in decision making |
|  | **Perseverance** (Includes: goal setting, identifies manageable steps to achieving goals, sticks to a plan to complete a task, makes continued attempts to complete a task identifies connections between current task and future goals, & able to understand that at times there is value in knowing when to quit) |
|  | **Self Regulation** (Includes: able to work independently, Is able to regain control of behavior or adjust behavior when given warning, able to focus and remain on task) |
|  | **Relations with Adults** (Includes: discussing interests or ideas, showing respect, and seeking assistance) |
|  | **Relations with Peers** (Includes: works well on cooperative tasks, able to compromise with peers during times of disagreement or conflict., and makes friends) |