

# Effective Systems Lead to Successful Youth Outcomes: The Massachusetts' Experience

Building Afterschool Capacity at the State Level  
American Youth Policy Forum

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# Why Did We Do This?

- Nearly 1.3 million children and youth in Massachusetts
  - 862,108 ages 5 - 14
  - 417,737 ages 15 -19
- Only 20% of their waking time is spent in school
- Remaining 80% = 4,000 hours per young person annually
- “After school” prime time to develop our children and youth as future citizens and leaders

# One State Education Department's Response



Massachusetts Department of  
ELEMENTARY & SECONDARY  
**EDUCATION**  
**21st Century Community  
Learning Centers Program**

# Goals of the Massachusetts 21st Century Community Learning Centers Programs

- Better coordination between school day instruction and out-of-school time enrichments and supports –with shared learning goals, teaching & support strategies.
- A school and community-based infrastructure with established procedures that improve outcomes for children & youth.
- A system that evaluates program effectiveness through data collection & analysis.

# Massachusetts 21<sup>st</sup> CCLC Program Features

- Teacher developed curriculum that is project based and aligned to the curriculum frameworks.

*“At a time when learning is focused on standards based curriculum and ensuring that all students are provided with multiple approaches to learn content, the 21st CCLC program has become a way to extend the day and engage students and teachers in creative approaches.”\**

- Development of Quality Training Series that connects to needs identified through outcome evaluation tool.

- Development of leadership skills for staff and students.

*“Changing the delivery of academics through projects designed and implemented by teachers and community based partners has resulted in more engagement by teachers and students.”\**

# Evaluation and Data Requirements

- **The *Survey of After-School Youth Outcomes (SAYO)*** is a research based evaluation system that uses brief pre-participation and post-participation surveys to collect data from school-day teachers, after-school staff and youth participants\*. The SAYO enables the 21st 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.
- ***Assessing After-School Program Practices Tool (APT)***- The goal of the APT is to assess the extent to which after-school programs are implementing practices congruent with their desired SAYO outcomes.
- ***Enrollment/Demographic Data*** -Hours of service (enrolled and attended)  
Gender, grade, race/ethnicity,LEP, Low-Income, and SPED status.

\* SAYO - Youth Version currently in pilot stage

# SAYO Teacher Version (SAYO-T-Academic)

## Academic Outcomes

### ➤ Academic Outcomes

This section contains the eight possible content areas listed below. 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.

- *ELA (Reading, Verbal Communication, and Written Communication), Math (Communication, Reasoning, and Problem Solving), Science, and Social Studies*

### ➤ Intermediary Outcomes

Grantees are required to consider the five intermediary outcomes listed below and select and report on the three areas that best match the goals of their 21<sup>st</sup> CCLC program. Grantees have school-day teachers of students participating in the school year program report pre-and post-ratings in the three chosen outcomes.

- *Analysis and Problem Solving, Behavior in the Classroom, Communication Skills, Engagement in Learning, and Initiative*

# After-School Staff Version

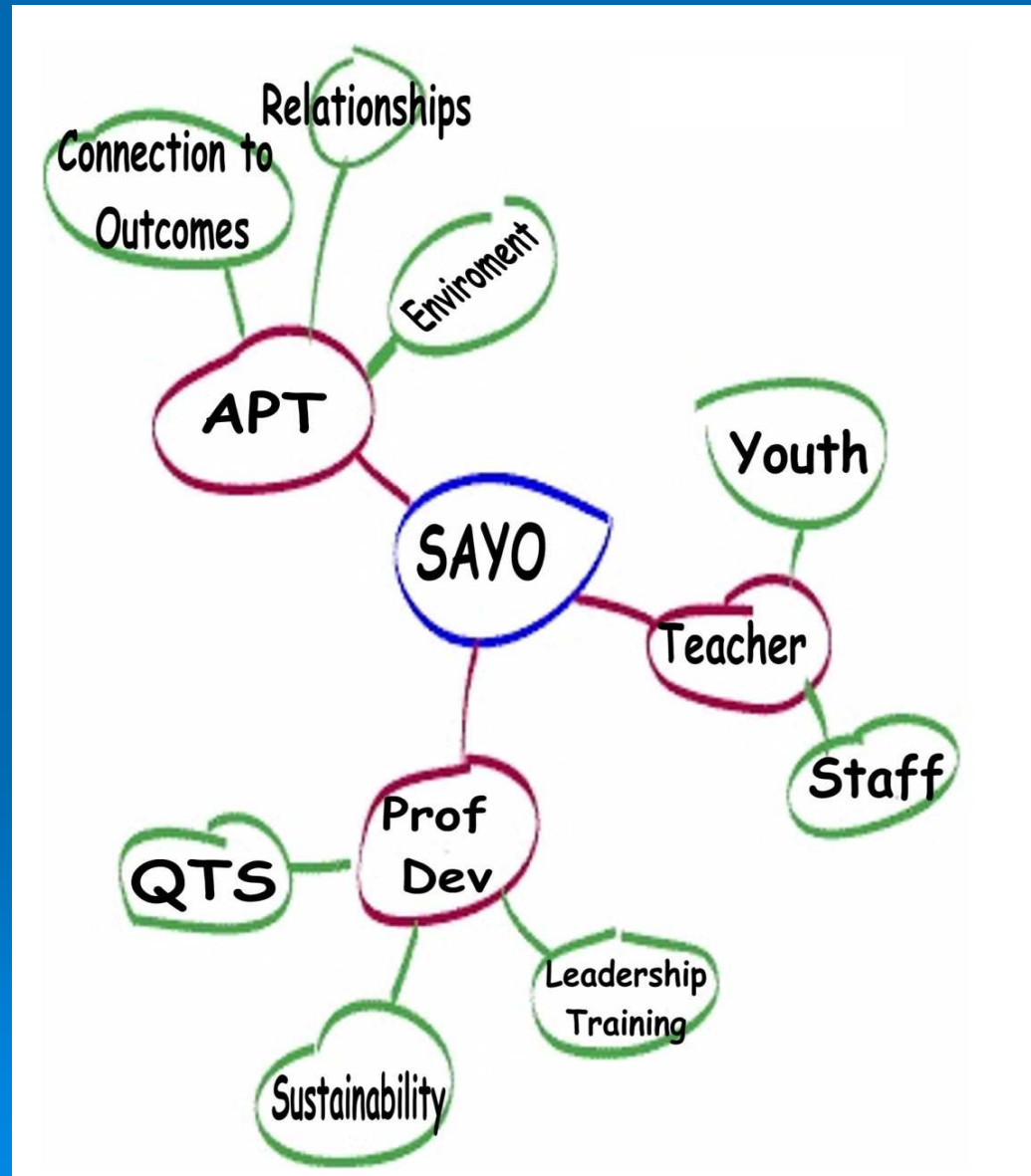
## (SAYO-S)

- Grantees are required to collect and report on pre- and post-ratings of students by 21<sup>st</sup> CCLC Staff (which includes school-day teachers and contracted providers). Grantees must collect responses from staff working with students served during the school year as well as during the summer, in each of the five outcome areas listed below.
  - *Homework (if offered), Behavior in the Program, Initiative, Relations with Adults, Relations with Peers*

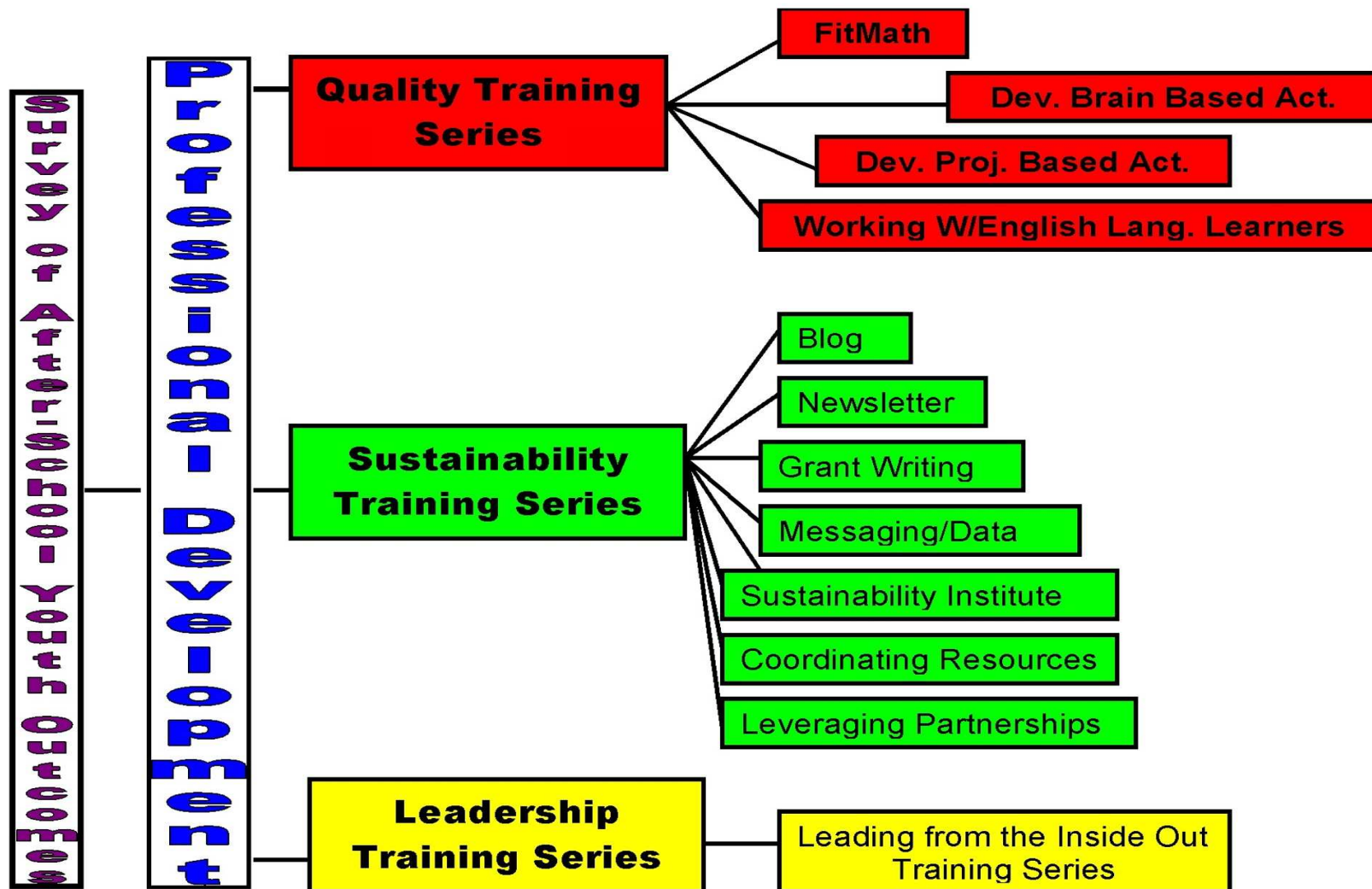
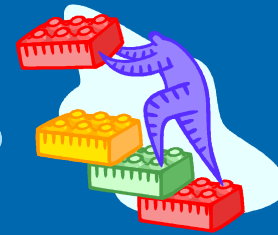
# Assessing After-school Program Practices Tool (APT)

- The goal of the APT is 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.
- What does the APT measure?
  - Positive program climate ♦ Supportive staff: youth relationships ♦ Supportive peer relationships ♦ Program practices that support youth's individual needs and interests ♦ Program practices that promote youth engagement and stimulate thinking ♦ Opportunities for autonomy, responsibility & leadership ♦ Other program features (High participation rates & Group size and composition)

# Building a Community of Learners



# Building Blocks



# One State's Response: Building a Statewide Afterschool System

**THE MASSACHUSETTS SPECIAL COMMISSION ON  
AFTER SCHOOL AND OUT OF SCHOOL TIME**

*Senator Thomas McGee  
Representative Marie St. Fleur  
Co-Chairs*



# Why is it Important?

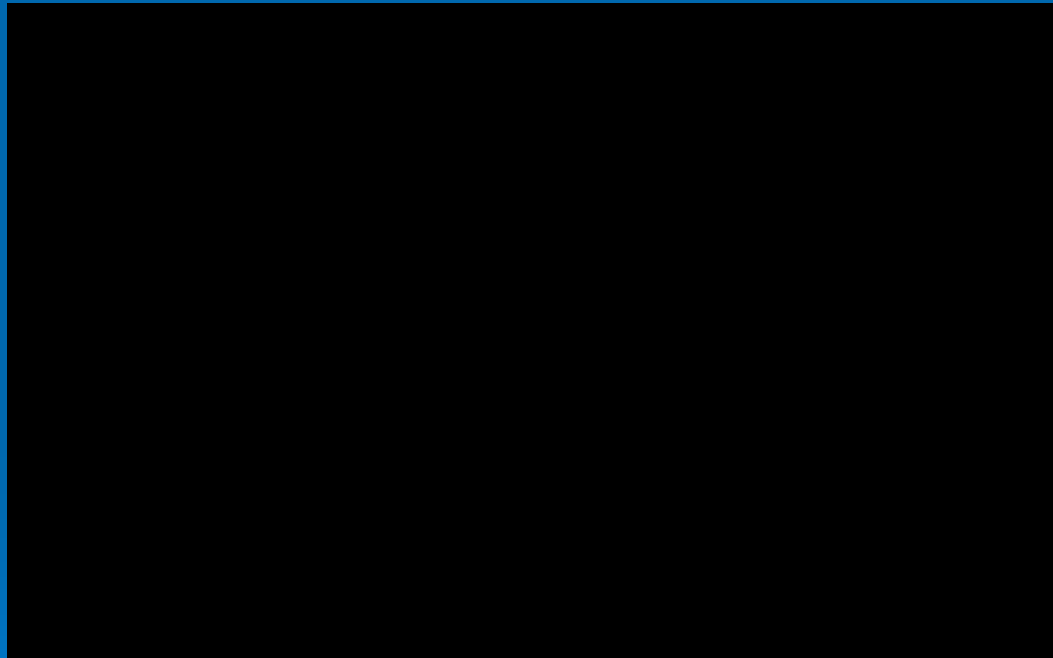
Participation in quality afterschool and out-of-school time programs ...

- Positively impacts in-school academic learning.
- Improves youth social and development outcomes.
- Contributes to healthy lifestyles.
- Helps close the achievement gap especially in the summer months.
- Provides a bridge between youth and their communities.
- Provides youth with skills they need to succeed in the new economy.

# What Did We Do?

- Established a 36 member Special Commission with diverse stakeholders.
- Held 10 public hearings across the state; nearly 500 people attended.
- Visited 10 different afterschool programs.
- Created three different Work Groups –
  - Information and Access, Quality and Workforce Development and Sustainability
- Conducted outside research.
- Convened the Full Commission five times to study issues and make recommendations.

# Why Building a System is Important



# Selected Key Findings

- Estimated 20% or over 250,000 young people participate in some type of “afterschool” activity statewide.
- Estimated 80% not accessing these opportunities for learning and development.
- State funding served approximately 4.5% or nearly 58,000 children and youth in FY06.
- In FY07, \$195M devoted to afterschool but spread across 23 different line items in 11 different state agencies.
- Majority of state’s funding serves children ages 5-14.
- Huge gap in afterschool opportunities for older youth.

# Selected Key Findings

- Affordable programs and transportation universal barriers in all communities.
- Committed but underpaid workforce; turnover is high.
- Other allies want to be part of the solution.
- More afterschool opportunities wanted by everyone.

# **A Systemic Response is Needed**

**“The more we focus on narrow pieces, the more we fragment the responses, the more we fail our children and youth.”**

Karen Pittman, Executive Director  
Forum for Youth Investment

# A Coordinated Statewide Afterschool System....

- Builds upon what we know.
- Builds upon what we have.
- Builds upon what works.

# One State's Systemic Response

The Massachusetts Special Commission on Afterschool and Out of School Time called for a statewide afterschool and out-of-school time system that:

- 1) Increases public awareness
- 2) Provides information and increases access
- 3) Promotes quality programs and a quality workforce
- 4) Fosters partnerships and collaborations
- 5) Sustains the effort

# How Will This be Done?

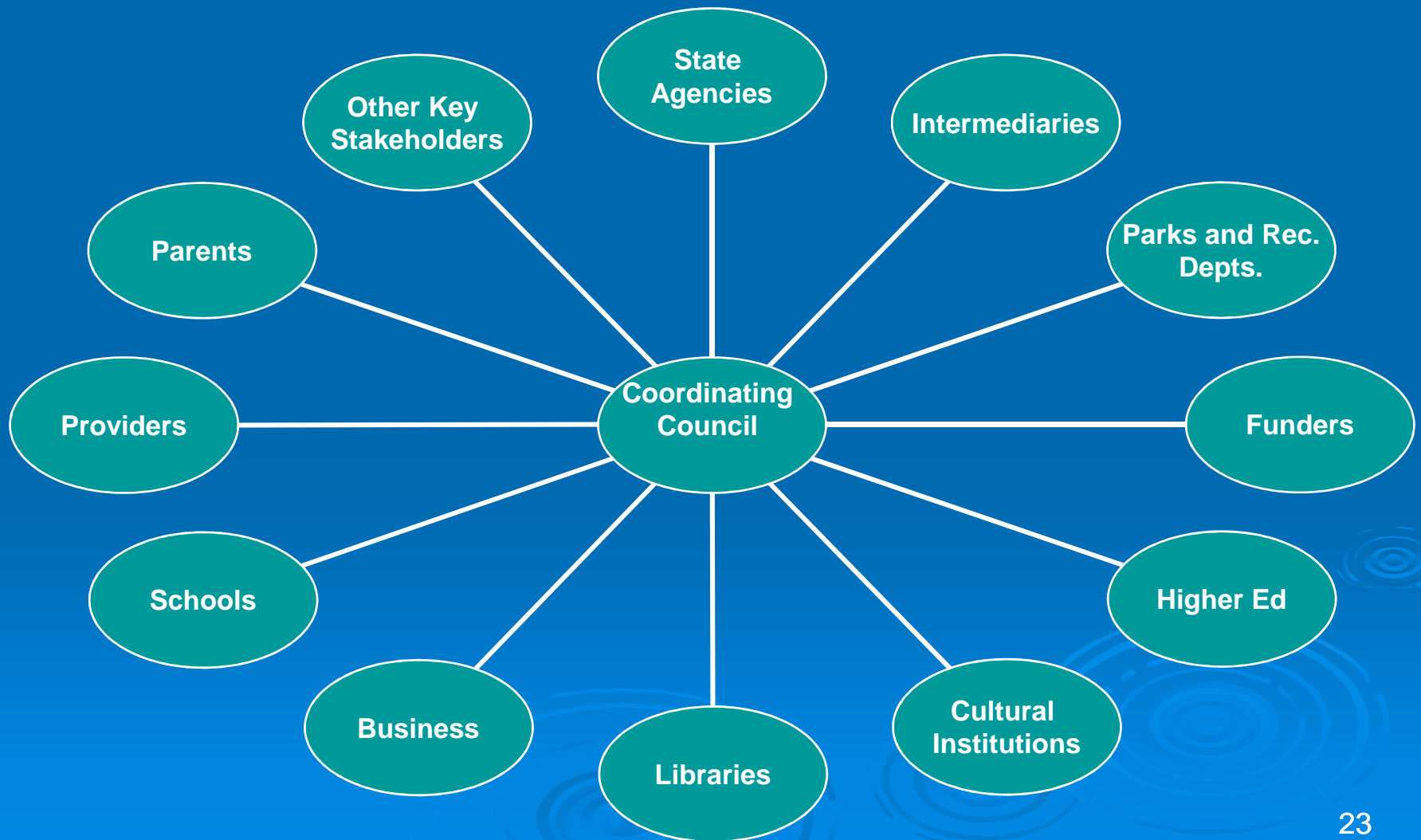
Through the formation of a diverse Afterschool and Out-of-School Time Public and Private Coordinating Council that will:

- Convene private and public sector leaders.
- Coordinate, leverage and align existing funding, policies and resources.
- Ensure inclusion of afterschool in education reform and new education policy initiatives.
- Maximize public and private funding at federal, state, local and private levels.

# How Will This be Done?

- Incentivize public/private partnerships at all levels.
- Build off existing regional and local infrastructures.
- Facilitate closer working relationships with schools and other community partners.

# A Statewide Public/Private Afterschool Coordinating Council



# Appendix

- o **More detail on Special Commission Priority Recommendations**
- o **Resources**
- o **Contact Information**

# Special Commission Priority Recommendation 1 **INCREASE PUBLIC AWARENESS**

- **Create a public education campaign**

# Special Commission

## Priority Recommendation 2

### PROVIDING INFORMATION AND INCREASING ACCESS

- Increase access for all underserved populations by leveraging, maximizing and increasing federal, state, local and private revenue streams
- Promote the increased use of all existing public facilities including schools
- Inventory, study and analyze existing transportation systems to increase transportation to programs
- Build off of existing efforts to create a statewide high-quality web-based IT system

# Special Commission

## Priority Recommendation 3

### PROMOTE QUALITY PROGRAMS AND A QUALITY WORKFORCE

- Establish a professional development fund
- Enhance and coordinate existing regional technical assistance centers
- Explore systemic solutions to increasing the compensation and benefits of the workforce
- Formalize a system of core competencies and program measures to achieve quality standards

# Special Commission

## Priority Recommendation 4

### FOSTERING PARTNERSHIPS AND COLLABORATIONS

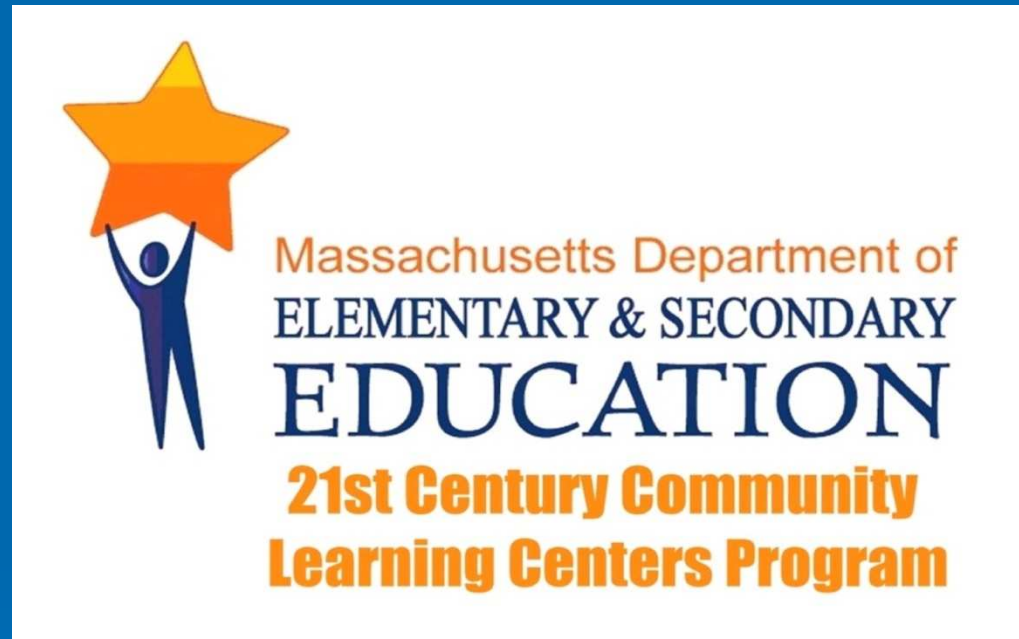
- Create multi-sector public and private partnerships at state, regional and local levels
- Explore amending Chapter 70 language to include incentives for schools to collaborate with afterschool programs
- Strengthen existing language to require schools and community-based afterschool programs to collaborate
- Ensure the inclusion of afterschool when education reform and new education policy initiatives are being discussed
- Promote linkages between schools and afterschool to increase mental health and other community services to children and youth

# Special Commission Priority Recommendation 5

## SUSTAINING THE EFFORT

- Explore new revenue streams at federal, state, municipal and private levels
- Create public and private partnerships
- Maximize federal funding
- Explore ways to institute multi-year funding cycles
- Create centralized on-line listing of funding opportunities
- Have state agencies pool resources and provide technical assistance to address administrative barriers

# Resources



[www.ma21cclc.blogspot.com](http://www.ma21cclc.blogspot.com)

# Resources

**THE MASSACHUSETTS SPECIAL COMMISSION ON  
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**Our Common Wealth:  
Building a Future for Our Children and Youth**  
*The Report of the Massachusetts Special Commission on After  
School and Out of School Time*

**The Executive Summary, Full Report and Profiles of Legislative  
Districts can be found on the Special Commission's website**

**[www.massafterschoolcomm.org](http://www.massafterschoolcomm.org)**

# Contact Information

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