



**BLOCS**

*Building a better life for  
young people block by block*

**Spring 2015**

# Survey of Academic and Youth Outcomes (SAYO-Y) Data Report



**Jiji El Masri**

**Jasleen Sethi**

Metro United Way



## TABLE OF CONTENTS

PART 1: Introduction .....	3
1-1 Background.....	3
1-2 SAYO Agency and Program Overview.....	4
1-3 Explanation of Sample .....	5
PART 2: SAYO-Youth Summary Data.....	8
2-1 Youth’s Program Experiences.....	8
2-2 Youth’s Sense of Competence .....	9
2-3 Youth’s Future Planning and Expectations .....	10
PART 3: Moving Forward with SAYO .....	12
3-1 Expanding Data Analysis.....	12
3-2 Increasing Capacity for SAYO-Y .....	13
3-3 Considering SAYO-S .....	13
PART 4: Conclusions .....	14
PART 5: Appendix .....	15
5-1 Participating Agencies and Programs .....	15
5-2 SAYO Youth Responses by Sub-Group.....	16
5-3 BLOCS Common Youth Outcomes.....	22
Works Cited .....	23

### 1-1 BACKGROUND

In today's ever changing social structure, out-of-school time (OST) programs are increasingly becoming key community partners for parents and schools in supporting youth in their development. Different OST program designs lend themselves to developing different personal and social skill sets, however, all programs aim to change the odds for youth by making a certain impact in their lives.

In Summer of 2014, the BLOCS Data and Research Committee translated this desired OST program impact into four distinct youth outcomes, referred to as the BLOCS Common Youth Outcomes: Social-Emotional Development, Community Engagement, Health and Wellness, and Academic Achievement<sup>1</sup>. The SAYO-Y was then selected to begin measuring outcomes at the OST program level, specifically outcomes related to the Social-Emotional Development domain. "Social and emotional learning, or SEL, has become the recognized term to refer to the foundational skills, attitudes, and behaviors that facilitate the development of key intrapersonal and interpersonal skills that help promote school engagement and set the stage for later success (Stavsky, 2015)".

The SAYO-Y is a research based and nationally used survey tool developed by the National Institute of Out of School Time (NIOST) in Massachusetts to measure OST program impact. The instrument is designed to learn more about how youth are experiencing their programs, and gauge their attitudes and beliefs in key areas related to their future success. The SAYO-Y is designed for youth in Grades 4-12, with two versions; Grades 4-8 and Grades 9-12.

After piloting the survey in the Summer and Fall of 2014, BLOCS began working on making the SAYO-Y a requirement for OST agencies funded by the partnership. To align with the school calendar, the committee decided on a yearly administration of SAYO-Y during the Spring, and baseline data collection was carried out in the months of April and May of 2015. The data presented in this report represents 12 Metro United Way funded agencies, and is considered baseline BLOCS SAYO-Y data.

---

<sup>1</sup> For the full BLOCS Common Youth Outcomes and Indicators framework, please refer to Part 4-3

1-2 SAYO AGENCY AND PROGRAM OVERVIEW

**Number of Agencies: 12**

**Number of Sites: 31**

**Number of Programs: 16**

Sample Description	Spring 2015 Responses Received	Percentage
SAYO-Youth Grades 4-8 Responses Received	296	80%
SAYO-Youth Grades 9-12 Responses Received	74	20%
<b>Total SAYO-Youth Responses Received</b>	<b>370</b>	<b>100%</b>

SAYO-Y Technology Used	Number of Programs	Percentage
Agency's Own Computer Lab	7	44%
BLOCS- loaned Tablets and Mobile Hotspots	9	56%
<b>Total Number of Programs</b>	<b>16</b>	<b>100%</b>

SAYO-Y Administration	Number of Programs	Percentage
Agency's Own Staff	4	25%
BLOCS Core Team	12	75%
<b>Total Number of Programs</b>	<b>16</b>	<b>100%</b>

## SAYO-Y Measurement Areas

<p><u>Program Experience Scales</u></p> <ul style="list-style-type: none"> <li>- Youth Feel Challenged</li> <li>- Enjoyment and Engagement</li> <li>- Choice and Autonomy</li> <li>- Supportive Adult</li> <li>- Retrospective Social/ Personal Skills</li> </ul>	<p><u>Sense of Competence Scales</u></p> <ul style="list-style-type: none"> <li>- Sense of Competence Socially and Retrospective Sense of Competence Socially</li> <li>- Sense of Competence as a Learner</li> </ul> <p><u>Future Planning and Expectations Scales</u></p> <ul style="list-style-type: none"> <li>- Future Planning: My Actions</li> <li>- Future Expectations</li> <li>- Future Planning- Talked to an Adult</li> <li>- College Planning</li> </ul>
---	--

### 1-3 EXPLANATION OF SAMPLE

The analyses in this SAYO data report are based on one<sup>2</sup> sample of youth:

**Spring 2015 Sample** – The Spring 2015 Sample includes all youth who completed a SAYO-Youth survey in the months of April and May of 2015. Respondents were identified as youth who have attended their respective programs regularly. Examining the responses from the Spring 2015 Sample provides information about: **how all youth are currently experiencing their program, their current beliefs about their sense of competence, and their current future planning and expectations.**

---

<sup>2</sup> SAYO-Y was also administered to another sample of youth (N=347) attending one in-school youth development program. Due to differences in program design, results from that administration are excluded from the SAYO-Y Spring 2015 Sample assessed in this report.

**Youth Responses: Description of SAYO-Y Spring 2015 Sample**

Gender	Number of Responses	Percent	Cumulative Percent
Female	197	53.2	53.2
Male	173	46.8	100
<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>

Grade	Number of Responses	Percent	Cumulative Percent
4th	86	23.2	23.2
5th	76	20.5	43.8
6th	48	13	56.8
7th	52	14.1	70.8
8th	34	9.2	80
<b>Subtotal 4<sup>th</sup>-8th</b>	<b>296</b>	<b>80</b>	<b>80</b>
9th	19	5.1	85.1
10th	23	6.2	91.4
11th	24	6.5	97.8
12th	8	2.2	100
<b>Subtotal 9<sup>th</sup>-12th</b>	<b>74</b>	<b>20</b>	<b>100</b>
<b>Total</b>	<b>370</b>	<b>100</b>	<b>100</b>

Race/Ethnicity	Number of Responses	Percent	Cumulative Percent
American Indian or Alaskan Native	10	2.7	2.7
Asian / Pacific Islander	14	3.8	6.6
Black or African American	147	39.7	46.8
Hispanic American	17	4.6	51.5
White / Caucasian	130	35.1	87.1
Other/ Prefer not to say	47	12.7	100
Missing	5	1.4	
<b>Total</b>	<b>370</b>	<b>100</b>	

Home Zip code	Number of Responses	Percent	Cumulative percent
40014	11	2.97	2.97
40029	11	2.97	5.95
40203	12	3.24	9.19
40299	13	3.51	12.70
47112	14	3.78	16.49
40216	18	4.86	21.35
40291	18	4.86	26.22
40214	26	7.03	33.24
47130	28	7.57	40.81
Don't Know	98	26.49	67.30
Other Zip Codes	121	32.70	100.00
Total	370	100	

## PART 2: SAYO-YOUTH SUMMARY DATA

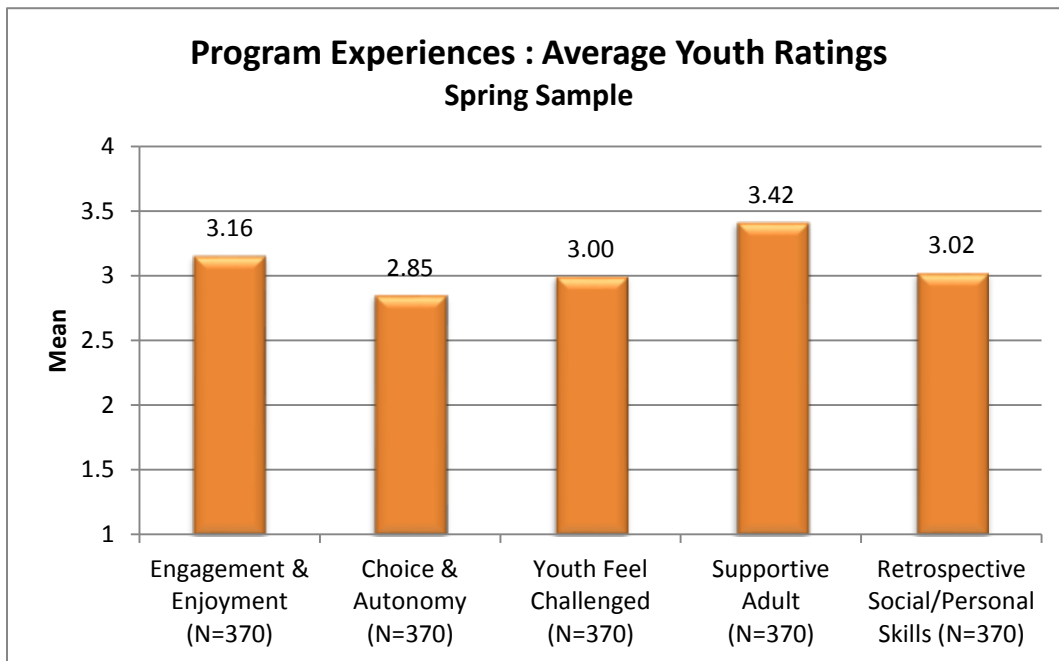
### 2-1 YOUTH'S PROGRAM EXPERIENCES

Research suggests that when youth are engaged, challenged, have choice & voice and experience supportive relationships within an afterschool or teen program, they are more likely to benefit from their participation. Findings from an analysis of Massachusetts SAYO-Y data strongly suggest that youth's program experiences are linked to youth's sense of competence socially, as a learner, as well as with behaviors likely to prepare them for a bright future (NIOST, 2015).

Youth responding to the **SAYO-Y Program Experiences** questions were asked to respond on a four point scale, where:

**1 = No, 2 = Mostly no, 3 = Mostly yes, and 4 = Yes**

Here is how youth report experiencing the programs in key areas.



\* Retrospective scales asked youth to reflect on whether participating in the program helped them with their social/personal skills and academic skills. Ratings for these two scales are: 1="Don't Agree," 2="Agree a Little, 3="Mostly Agree," and 4="Agree a lot."



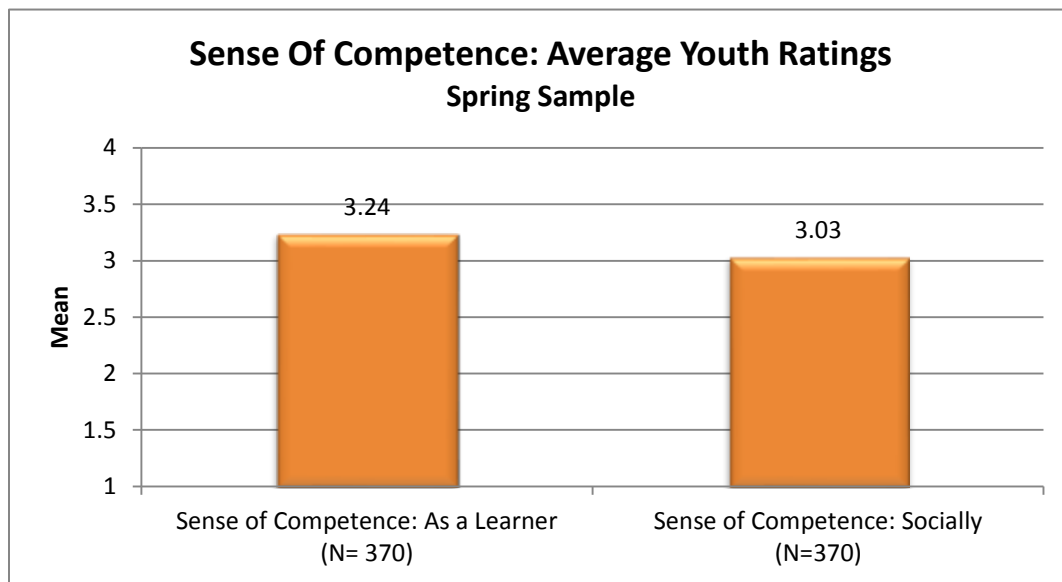
## 2-2 YOUTH'S SENSE OF COMPETENCE

Decades of research point to a strong and positive link between high levels of perceived competence and youth's ability to change behavior, master tasks, learn new skills, and perform academically. Findings from an analysis of Massachusetts SAYO-Y data strongly suggest that youth's sense of competence as a learner and socially are highly linked to their sense of competence in academic areas (NIOST, 2015).

Youth responding to questions asking about their **Sense of Competence** were asked to rate their level of agreement with a series of statements, on a four point scale, where:

**1=Don't agree, 2=Agree a little, 3=Mostly agree, and 4=Agree a lot.**

Here is how youth responded to questions about their sense of competence in reading, writing, math, socially, and generally as a learner.



\* Retrospective questions asked youth to reflect on whether participating in the program helped them to get along better with friends. Ratings for these two scales are: 1="No," 2="Mostly No," 3="Mostly Yes," and 4="Yes."

## 2-3 YOUTH'S FUTURE PLANNING AND EXPECTATIONS

Research suggests that youth's level of future aspirations and expectations play a critical role in determining their actual achievement (Hilal, 2000). Youth's level of future expectations has been found to be positively influenced by positive peer, family, and adult support, as well as positive self-perceptions – especially of one's confidence in solving problems. Future aspirations have been found to be adversely affected by negative peer influences and engagement in negative/risky behaviors (Dubow, Arnett, Smith, & Ippolito, 2001). Findings from an analysis of Massachusetts SAYO-Y data suggest that youth's program experiences are linked with youth's reports of engaging in future planning, especially with what they are doing right now to ensure that they will have a bright future (NIOST, 2015).

*Note:*

*-Responses for The Future Planning and Expectations measurement area are only collected from participants in Grades 6 and above. The sample size of this measurement area is N=208.*

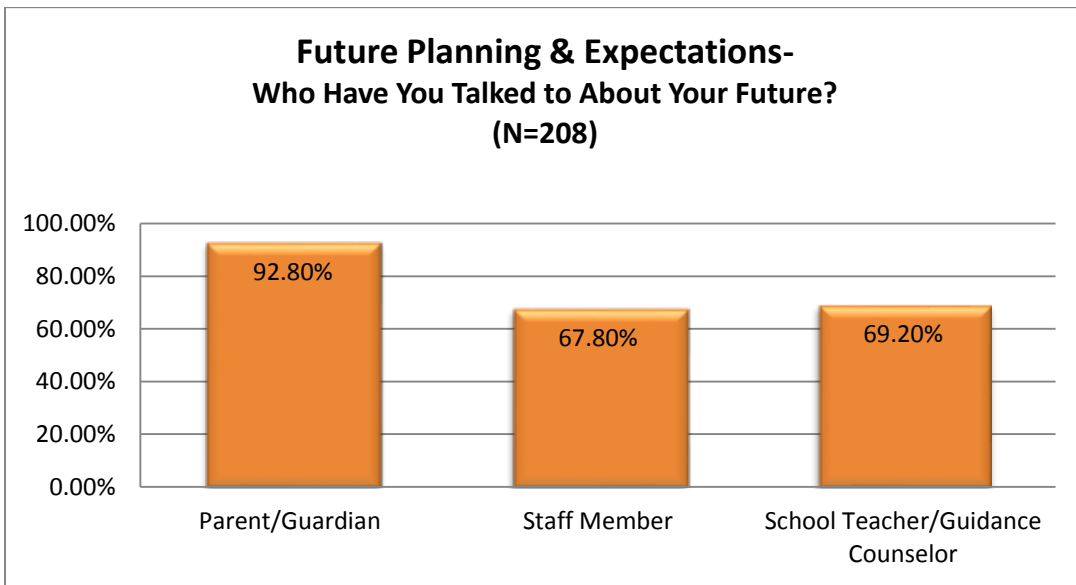
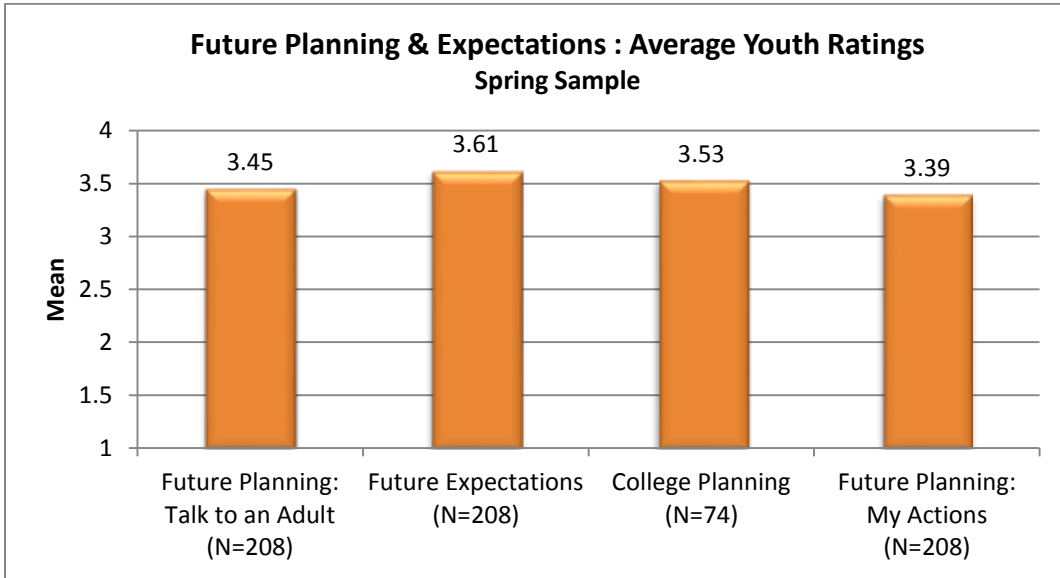
*- Responses for the College Planning measurement area are only collected from participants in Grades 9 and above. The sample size of this measurement area is N=74.*

Youth responding to questions asking about their **Future Planning & Expectations** were asked to rate the likelihood of future events or level of agreement with current actions on either a 3-or 4-point scale, where:

**1** or **2** indicates less likely/lower agreement, and **3** or **4** indicates highest levels of likelihood/agreement.

Here is how youth responded to questions about their future.

*Please note:* all responses have been converted to a 4-point scale.



## PART 3: MOVING FORWARD WITH SAYO

### 3-1 EXPANDING DATA ANALYSIS

**3-1-1 Jefferson County Public Schools (JCPS) CASCADE Data:** The SAYO-Y is a research-based, tested, and widely used survey tool to measure youth outcomes, specifically around youth's social-emotional development. However, SAYO-Y data alone is not enough to provide a full picture of youth's wellbeing when it comes to other desired youth outcomes, such as Academic Success<sup>3</sup>. To measure out-of-school time (OST) programs' full impact on participants, school data is crucial as an indicator of academic performance, to be analyzed in conjunction with social-emotional wellbeing data obtained from SAYO, as well as any other outcome data obtained from potential new tools.

The first step in making this cross-analysis possible is at the OST program level, by using students' JCPS Student ID numbers to log into the survey. This would lay the foundation for connecting students' school and program attendance, reading levels, and test scores with their perceptions of program experiences, sense of competence, and future planning. This data will not be matched at the individual student level, but rather at the aggregate group level, to ensure that the reporting for both Social Emotional Wellbeing and Academic Success outcomes uses data on the same group of youth. This multidimensional analysis also allows for longitudinal tracking of SAYO data over time.

Thus, the next steps in analyzing SAYO data as part of the BLOCS Data System will involve working closely with JCPS to promote the use of the JCPS data management platform, CASCADE. CASCADE allows OST programs to record participants' attendance, as well as gain access to their participants' school data, including student ID numbers. This work will be done on two levels simultaneously; 1) expanding community OST programs access to CASCADE, and 2) working with program directors and staff to ensure full *utilization* of CASCADE to record and use data.

Expanding CASCADE access and use at the OST program level will provide BLOCS with several cornerstone data points that will allow for more in-depth data analysis that explores the relationship between OST program attendance (dosage), and the program impact on academic and social-emotional youth outcomes.

**3-1-2 Quality Data:** Program quality data is another cornerstone data point for the BLOCS Data System, serving to measure the OST program features that promote positive youth development. BLOCS has selected the Youth Program Quality Assessment (YPQA) tools, developed by the David P. Weikart Center for Youth Program Quality, to carry out these quality measurements at the OST program level. The YPQA is a research-based and validated instrument designed to assess youth's access to key developmental experiences at their programs, as well as identify any staff training needs that may arise as a result of that process.

To a large degree, there exists a correlation between the SAYO "Program Experiences" measurement area and the quality constructs assessed using YPQA, and next steps will include cross-analyzing data from both sources to give a more complete picture of how youth are experiencing their programs. This

---

<sup>3</sup> For the full BLOCS Youth Outcomes and Indicators Framework, please refer to Appendix, part 4-3

robust analysis also serves to explore the relationship between high quality programs and positive youth impact in our community, and examine whether programs of higher quality are better positioned to move the needle on the BLOCS Youth Outcomes.

### 3-2 INCREASING CAPACITY FOR SAYO-Y

**3-2-1 Staff Training:** For the SAYO-Y Summer 2014 Pilot, BLOCS used a Core Team of four trained individuals to administer the survey at all participating OST programs. The Core Team model was necessary to address the lack of program staff capacity, as well as alleviate the burden placed on programs to assign staff and complete trainings in a short time frame. During this Spring 2015 SAYO-Y data collection, 25% of participating agencies were able to rely on internal staff to administer the survey. While this is an improvement on capacity, more trained individuals are needed at BLOCS-funded programs, with the goal of all agencies being able to complete the SAYO-Y without external assistance.

Increasing capacity inside OST programs will allow more programs and sites overall to participate in SAYO-Y data collection, increasing the sample size and strengthening the data set. More importantly, empowering agencies to take control of their SAYO-Y administration increases director and staff buy-in and involvement in the process, and paves the way for programs to view this data collection as an opportunity for learning and improvement, instead of a cumbersome task or funding requirement.

**3-2-2 Technology:** As more agencies and programs participate in SAYO-Y, more support is needed for sites that do not have the necessary technology to administer the survey. As of Spring 2015, BLOCS owns 30 tablets and 3 hotspots that can be loaned out to programs as needed to administer, however, increasing the number of participating sites will also require increasing the number of tablets and hotspots available, enabling multiple sites to administer the survey at the same time.

**3-3-3 Support:** Increasing SAYO-Y capacity may require hiring a temporary staff member to support agency staff and coordinate logistics during the SAYO data collection period(s). The SAYO Coordinator would support programs in setting up their online surveys, provide links, assist with administration, and troubleshoot any problems staff may face while preparing for the survey. They would also set up tablets and hotspots and coordinate the logistics of loaning out BLOCS technology to OST programs that do not have the necessary equipment to administer the survey.

### 3-3 CONSIDERING SAYO-S

The SAYO-Y is designed for students in Grades 4-12, and thus is not an ideal fit for programs that serve primarily younger youth, as it does not allow programs to capture input from a sample representative of their primary populations. For those programs, another version of SAYO exists, the SAYO-Staff (SAYO-S), which requires staff to fill out the survey on behalf of the attending participants. As BLOCS builds more administration capacity, The SAYO-S is recommended for consideration as an additional tool to be utilized by OST programs to measure youth outcomes.

## PART 4: CONCLUSIONS

The Spring 2015 SAYO-Y Baseline data collection was carried out in the months of April and May, and included 12 agencies and 31 out-of-school time (OST) programs. In general, there were no major discrepancies in scores between programs, and the data was encouraging, with all but one measurement scale falling at a 3 or above out of 4.

The highest reported scale item was Future Expectations, at 3.61, indicating that our youth have high hopes for their futures in terms of graduating high school, going to college, and being successful in life. This hope is echoed by the relatively high score on College Planning, at 3.53. However, Future Planning: My Actions scored a 3.39, indicating somewhat of an inconsistency between youth's hopes and the intentional actions they are taking at the moment to ensure their future success.

The data also revealed a positive attitude around adult relationships; the Supportive Adult and Future Planning: Talk to an Adult scales measured 3.42 and 3.45 respectively, pointing out youth's satisfaction with the interactions they have with the adults at their OST programs. This conclusion is in line with the findings from the baseline Youth Program Quality Assessments (YPQA) conducted by the Weikart Center in Fall of 2014, in which 'Adult Partners' and 'Adult Interactions' scored relatively high in their respective domains, and higher than the national reference sample for those scale items. This baseline data from both the SAYO-Y and the YPQA suggests that BLOCS OST programs are generally strong in forging positive relationships with youth they serve, and are well positioned to leverage these strong relationships to make an impact in the lives of youth in the community.

The lowest reported scale item was Choice and Autonomy, measuring 2.85, which is also in line with programs' relatively low scores on the YPQA 'Choice' scale item. This data seemingly indicates that BLOCS programs would benefit from improvement plans that emphasize youth choice in program content and flow, giving youth more opportunities to make meaningful decisions around their own learning.

It is imperative to bear in mind that the SAYO-Y Spring 2015 data is baseline data, and must be treated as such. The goal of collecting SAYO-Y data is not to penalize programs that do not score well, but rather to work with programs to discover how youth feel about themselves and the time they spend at the program, and find trends in the data that reveal opportunities for improvement. Moving forward, efforts must be centered on increasing the use of SAYO-Y in the community; as more programs become familiar with the tool and utilize it, larger sample sizes will begin allowing for more in-depth analysis that also takes into account other sources of data such as program quality and academic performance. With stronger and more robust data, BLOCS can make better connections and conclusions about the quality and impact of OST programs on the lives of the youth they serve.

## PART 5: APPENDIX

### 5-1 PARTICIPATING AGENCIES AND PROGRAMS

	Agency	Program(s)	Number of Sites
1	4-H of Oldham County	Archery	1
		4H Cooking Club	1
2	Americana Community Center	Americana Serves the Youth After School Program	1
3	Boys and Girls Club of Harrison County	Boys and Girls Club Youth Development Program	1
4	Communities in Schools	Communities in Schools Afterschool Program	4
5	Family and Children's Place	CLASP Program	1
6	Jewish Community Center	BBYO	1
		Teen Connection	
7	Louisville Central Community Center (LCCC)	Kids Art Academy and Pep Club	1
8	Learning for Life	Middle School Explorers	2
9	Louisville Urban League	Project Ready	1
10	New Directions Housing Corporation	Youth Learning Centers	4
11	YMCA of Louisville	Child Enrichment Program (CEP)	9
		Black Achievers	1
		Y-NOW Mentoring	1
12	YMCA of Southern Indiana	Diamonds/YCAP	2

## 5-2. SAYO YOUTH RESPONSES BY SUB-GROUP

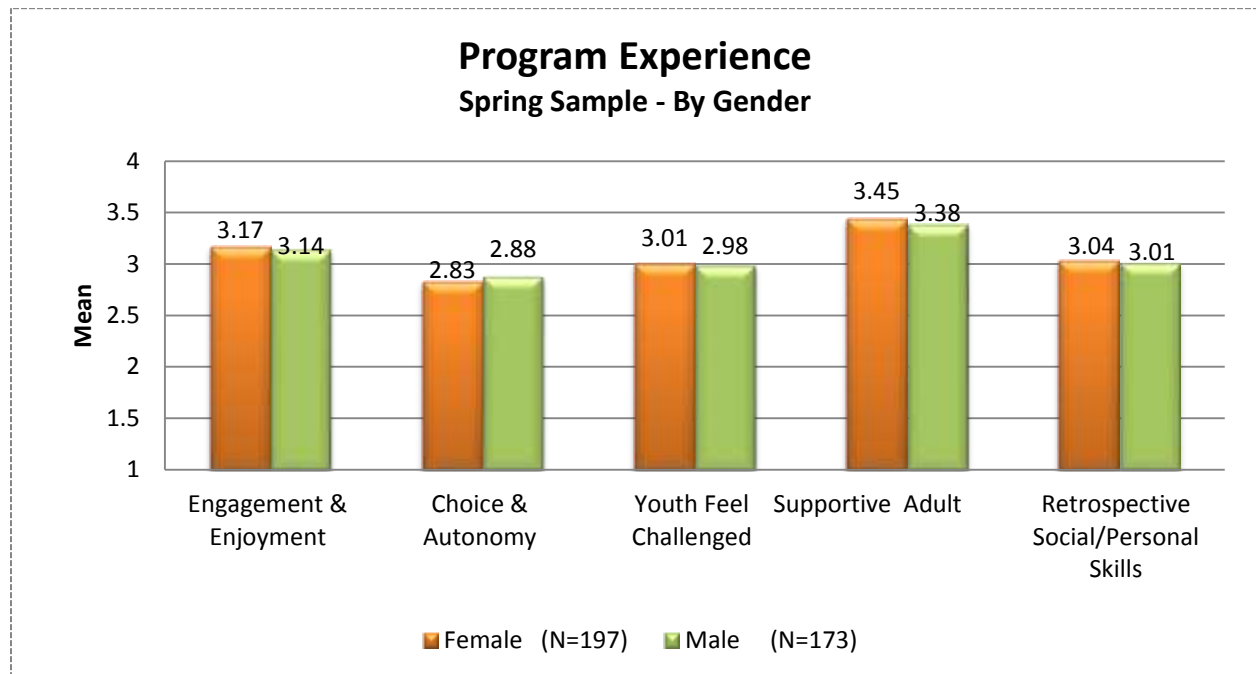
Youth's responses to SAYO-Y survey questions may differ by youth's grade, gender, and/or race/ethnic background. The tables below show youth's responses to the SAYO-Y by key demographic areas. This information may help programs understand how best to enhance the experiences of all the youth they serve (NIOST, 2015).

### Program Experience Scale Averages

Engagement & Enjoyment (N=370)	Choice & Autonomy (N=370)	Youth Feel Challenged (N=370)	Supportive Adult (N=370)	Retrospective Social/Personal Skills (N=370)
3.1574	2.8536	2.9982	3.4169	3.0243

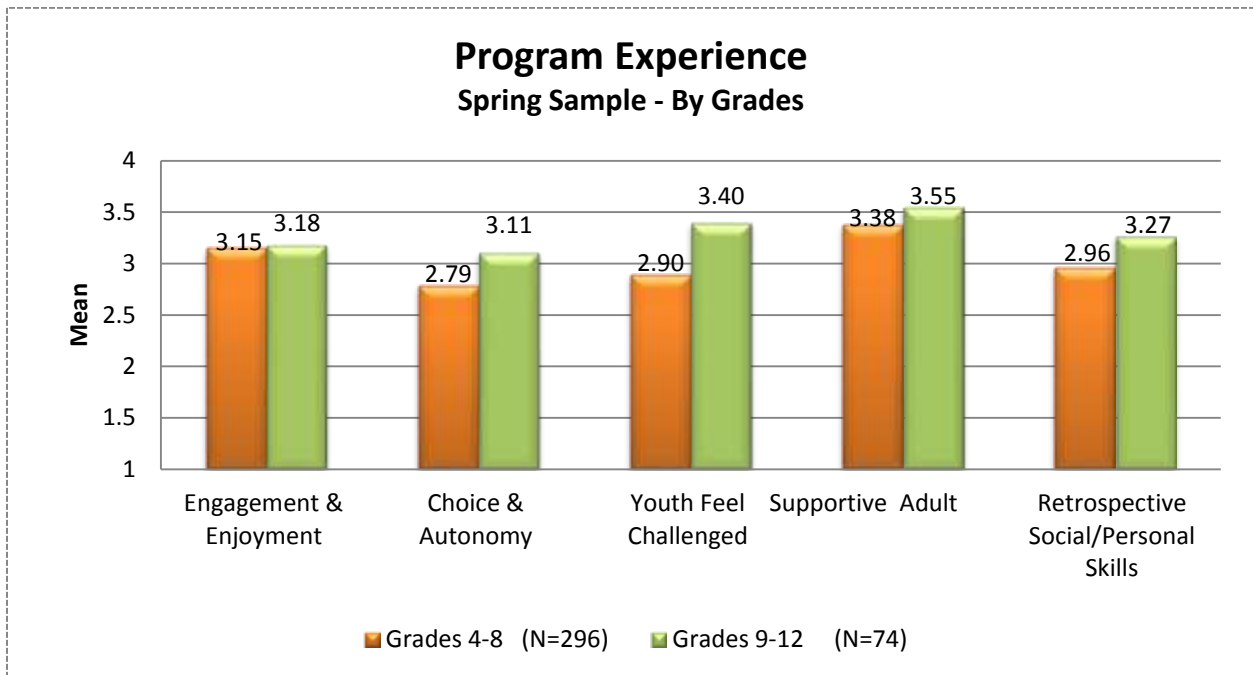
### Program Experience Areas by Sub-Group

By Gender





By Grade

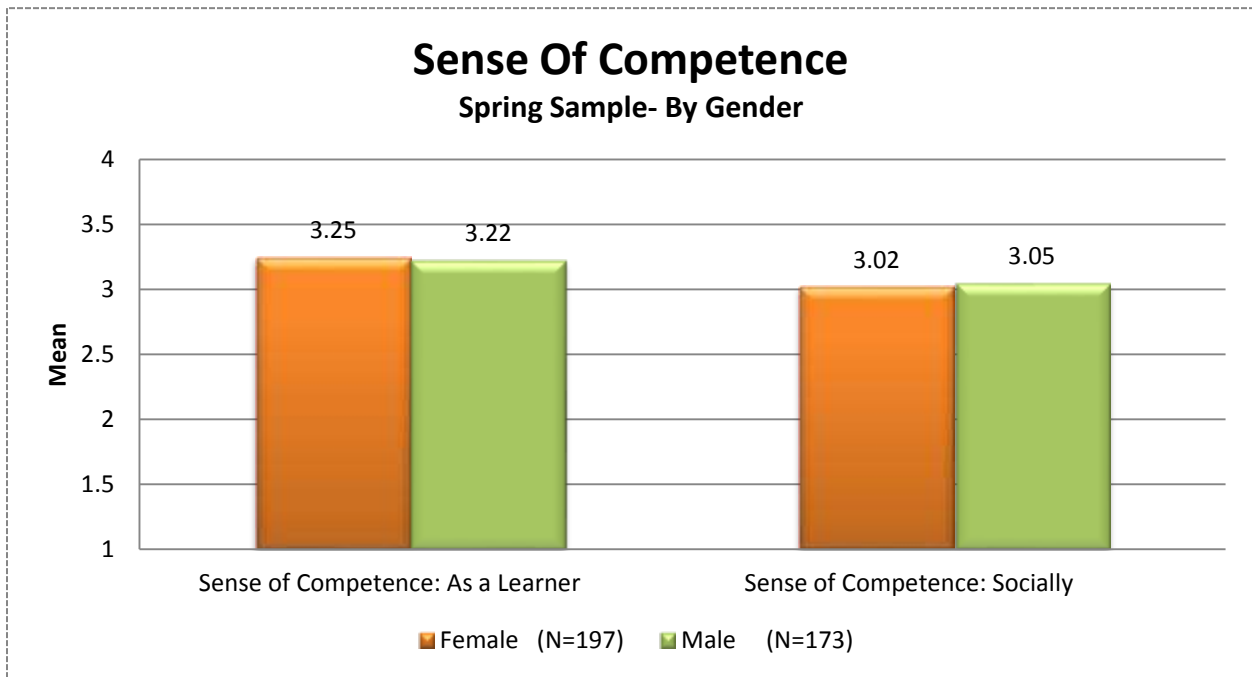


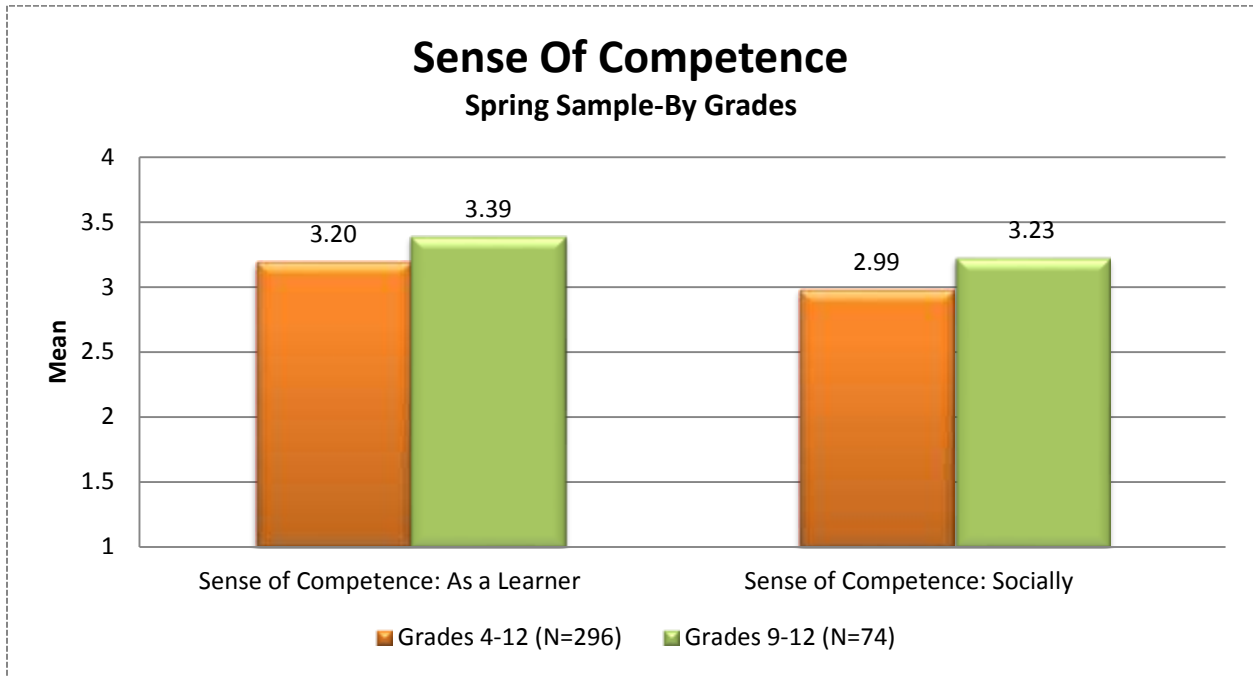
### Sense of Competence Scale Averages

Sense of Competence: As a Learner (N= 370)	Sense of Competence: Socially (N=370)
3.2362	3.0338

### Sense of Competence Areas by Sub-Group

By Gender





#### ***Future Planning and Expectations Scale Averages***

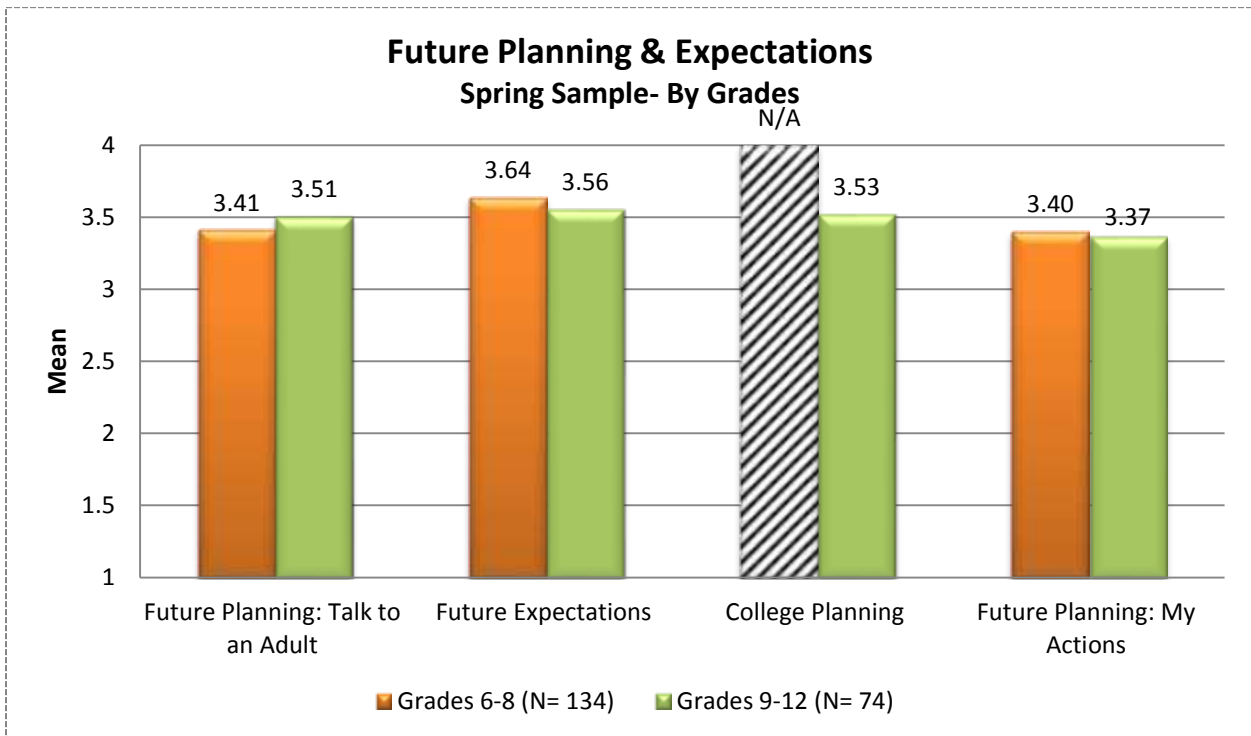
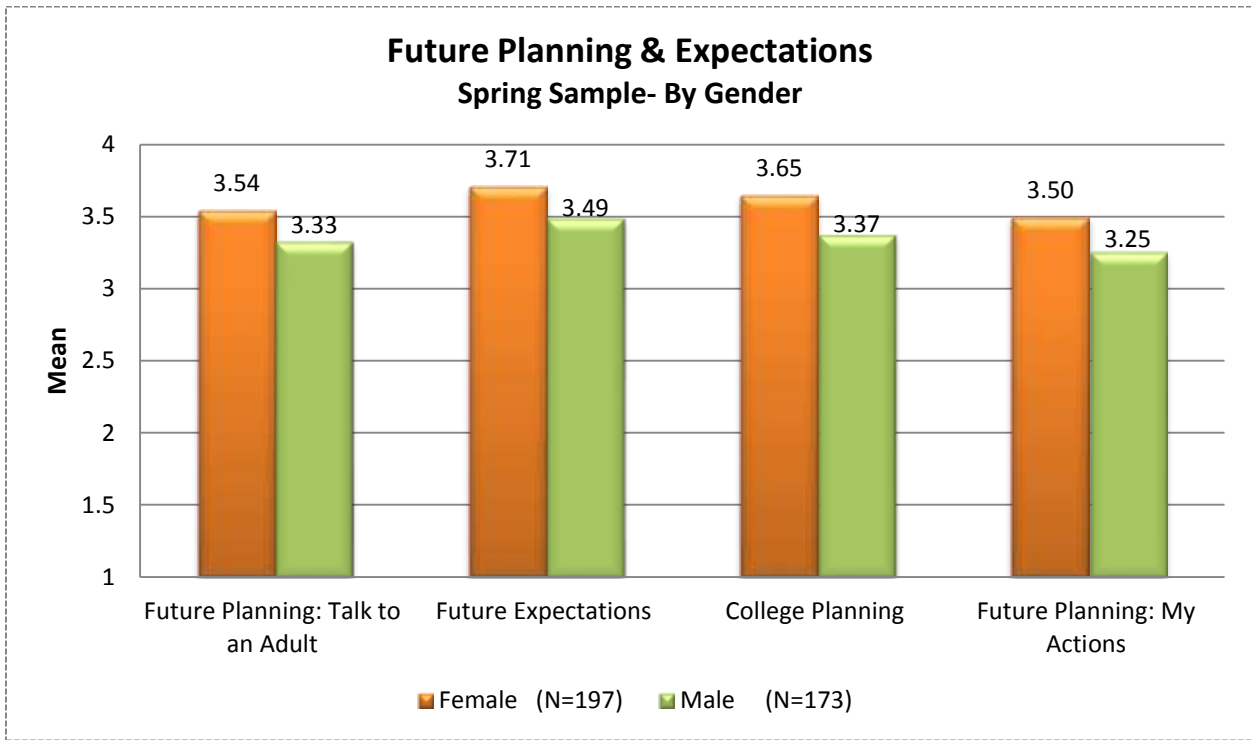
**Please Note:** Future Expectations and Future Planning: Talking to an Adult use a 3 point scale. Youth responses have been converted to a 4 point scale for the following tables

Future Planning: Talk to an Adult (N=208)	Future Expectations (N=208)	College Planning (N=74)	Future Planning: My Actions (N=208)
3.4479	3.6123	3.5261	3.3918

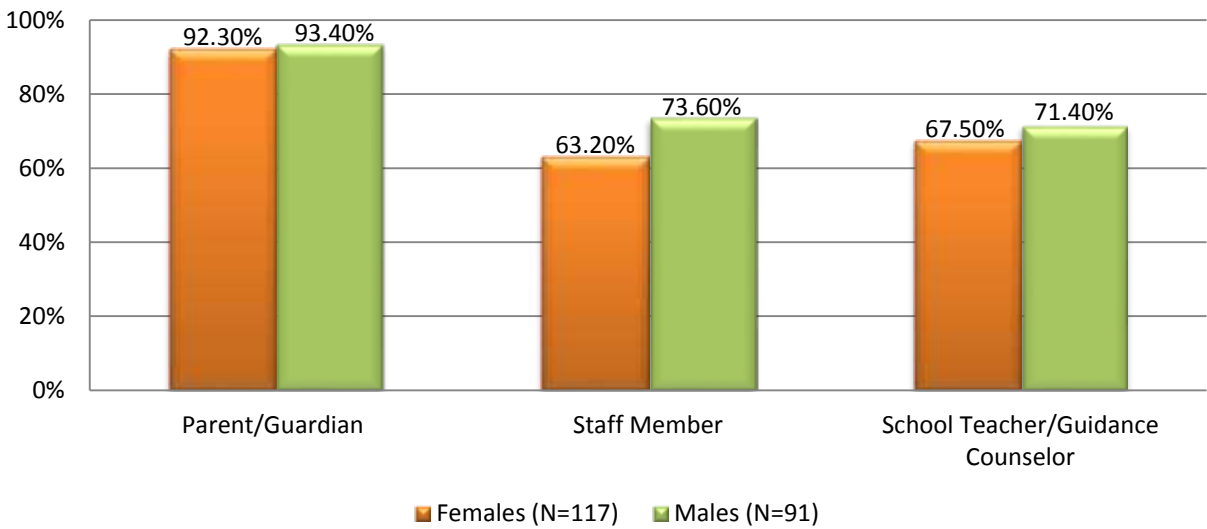
Who have you talked to about your future?

Parent/Guardian	Staff Member	School Teacher/Guidance Counselor
92.80%	67.80%	69.20%

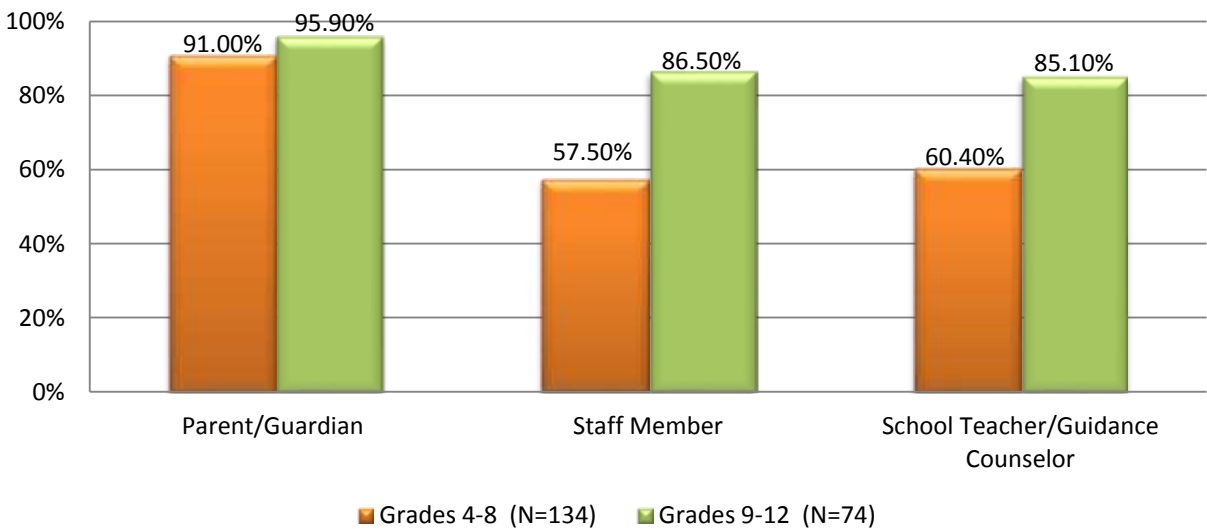
**Future Planning and Expectations Areas by Sub-Group**




**Future Planning & Expectations-  
Who Have You Talked to About Your Future?- By Gender**



**Future Planning & Expectations-  
Who Have You Talked to About Your Future?- By Grades**



5-3: BLOCS COMMON YOUTH OUTCOMES

 <p><b>BLOCS Common Youth Outcomes</b> last revised July 2015</p>	
<b>DOMAIN 1: Social-Emotional Development</b>	<b>Youth have a positive self-identity and feel in control of their lives, have the ability to be resilient and cope with adversity, and assume responsibility for their own decisions.</b>
1a. Autonomy/Responsibility	Youth feel in charge of their lives, and take responsibility for their decisions and actions Youth feel good about themselves, and have a global understanding of their personality, character, roles, values, and/or physical appearance
1b. Positive Self-Identity	Youth are empowered to overcome adversity and succeed in spite of unfavorable circumstances or negative influences
1c. Resiliency	Youth are optimistic that they will succeed in their future.
1d. Hope	
<b>DOMAIN 2: Community Engagement</b>	<b>Youth have sense of belonging to their institutions, feel valued as active participants in their community, and are able to navigate multiple relationships.</b>
2a. Participation in Community	Youth have meaningful roles within their community and spend time on the issues that matter to them. (community refers to the geographic boundaries...)
2b. Relationship Skills	Youth have ability to listen, respect, and work collaboratively with others to sustain meaningful relationships
2c. Sense of Belonging	Youth feel valued by others in their family, program, school, or community.
<b>DOMAIN 3: Health and Wellness</b>	<b>Youth lead healthy lives and make decisions that best ensure current and future physical wellbeing.</b>
3a. Engagement in Physical Activity	Youth participate in regular physical activity on their own or with a group
3b. Alcohol/Tobacco/ Other Drug Use	Youth abstain from alcohol, tobacco, and other harmful drugs
<b>DOMAIN 4: Academic Achievement</b>	<b>Youth have the ability to learn and think critically and are motivated to graduate and gain functional and organizational skills necessary for college and employment.</b>
4a. Academic Success	Youth possess the core academic skills and content knowledge required to transition into the next stage of learning
4b. College/ Career Readiness (older youth)	Youth have the functional skills, knowledge, and abilities to prepare them for post-secondary education

## WORKS CITED

- Dubow, E. F., Arnett, M., Smith, K., & Ippolito, M. F. (2001, Feb). Predictors of Future Expectations of Inner-City Children: A 9-Month Prospective Study. *Journal of Early Adolescence, 21*(1), 5-28.
- Hilal, M. M. (2000). A Structural Model of Attitudes Towards School Subjects, Academic Aspiration and Achievement. *Educational Psychology, 20*(1), 75-84.
- NIOST. (2015). *Sample Pre-Post SAYO Data Summary Report*. Wellesley: National Institute of Out of School Time.
- Stavsky, S. (2015). *Measuring Social and Emotional Learning with the Survey of Academic and Youth Outcomes (SAYO)*. Wellesley: National Institute of Out of School Time.