# Michigan 21st Century Community Learning Centers

# Leading Indicators Report Interpretation Guide

# November 2019

DOMAIN 1. INSTRUCTIONAL CONTEXT

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| Indicator 1.1 Enrollment and Continuous Participation | Definition | Table # |
| 1.1.1 Youth attend 30 daysEZ | Youth attend the program for at least 30 days. | G: 1, 2  S: 1, 2 |
| 1.1.2 Youth attend 60 daysEZ | Youth attend the program for at least 60 days. | G: 1, 2  S: 1, 2 |
| 1.1.3 Youth attend 90 daysEZ | Youth attend the program for at least 90 days. | G: 1, 2  S: 1, 2 |
| 1.1.4 Academically disadvantaged youth are servedEZ,O | Academically disadvantaged youth is defined as youth whose reading or math grade in the fall or on average is less than 2.5. | G: 3  S: 3 |
| 1.1.5 Academically disadvantaged youth attend 30 days EZ,O | Academically disadvantaged youth attend the program for at least 30 days. | G: 3, 4  S: 3, 4 |
| 1.1.6 Academically disadvantaged youth attend 60 days EZ,O | Academically disadvantaged youth attend the program for at least 60 days. | G: 3, 4  S: 3, 4 |
| 1.1.7 Academically disadvantaged youth attend 90 days EZ,O | Academically disadvantaged youth attend the program for at least 90 days. | G: 3, 4  S: 3, 4 |
| 1.1.8 Enrollment policy is in placeSC | Site has a formal policy on enrollment, giving priorities to participants with at least one condition: chronic absenteeism, academically low performing, behavioral issues, special education, economic disadvantage, English as Second Language, homelessness or repeat participants. | G: 5  S: 5 |
| 1.1.9 Attendance policy is in placeSC | Site has a formal policy on attendance, indicating specific attendance requirements. | G: 6  S: 6 |

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| Indicator 1.2 Academic Content | Definition | Table # |
| 1.2.1 Youth participate in academic enrichment activitiesEZ | Youth participate in embedded or project-based learning sessions for 10+ days!. | G: 7  S: 7 |
| 1.2.2 Academically disadvantaged youth participate in remedial educationEZ,O | Academically disadvantaged youth participate in homework help, tutoring or credit recovery sessions for 10+ days!. | G: 8  S: 8 |
| 1.2.3 The academic growth of the youth is a top priorityST | Staff identify academics among the following goals as top priority:   * Improve the academic achievement of all youth * Enable the lowest-performing students to achieve grade-level proficiency * Provide opportunities for youth to learn STEM or other academic subjects in a fun way * Help youth keep up with homework | G: 9  S: 9 |
| 1.2.4 Program administrator connects to school-day contentSC | Site Coordinators identify percent of the following statement represents program efforts in connecting to the school-day contents:   * Someone has a specific responsibility to attend teacher staff meetings at least monthly and report back to the program. * Some communicates regularly with school-day staff about individual students' academic progress and needs. * Program has access to review students' grades for each marking period and standardized test scores throughout the year (not only for end-of-year reporting). * School-day curricula were used as part of the program's academic activities. * The objectives for program activities intentionally influenced by grade-level content standards (or learning objectives). | G: 10  S: 10 |

!If a youth participates in multiple sessions of the same activity type, days of attendance are combined to show total attendance. If multiple sessions of the same activity type occur within a day, only one day is counted. Unless noted, calculations do not include field trips or special events. To ensure the representation of attendance, youth who attend less than 10 days of total programming are excluded from the calculation.

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| 1.2.5 Staff connect to school-day contentST | Staff report at least 4 on a 5-point scale (agreeing) on their efforts in connecting to school-day content:   * On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the afterschool program. * I coordinate the content of the afterschool activities I provide with my students’ school day work. * I know who to contact at my students’ day-time school if I have a question about their progress or status. * The activities I provide in the ASP are tied to specific learning goals that are related to the school-day curriculum. * I use student assessment data to provide different types of instruction to students attending my after-school activities based on their achievement level. * I help manage a 3-way communication system that links parents, program, and day-time school information. * I participate in regular joint staff meetings for after-school and day-time school staff where steps to discuss linkages between the school day and after-school are discussed. * I meet regularly with school-day staff not working in the ASP to review the academic progress of individual students. * I participate in parent-teacher conferences to provide information about how program participants are doing. | G: 11  S: 11 |

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| Indicator 1.3 Enrichment Content | Definition | Table # |
| 1.3.1 Youth participate in arts activitiesEZ | Youth participate in art sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.2 Youth participate in physical activitiesEZ | Youth participate in physical activity sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.3 Youth participate in youth development activitiesEZ | Youth participate in youth development sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.4 Youth participate in STEM science activitiesEZ | Youth participate in enrichment-based science sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.5 Youth participate in STEM technology activitiesEZ | Youth participate in enrichment-based technology sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.6 Youth participate in STEM engineering activitiesEZ | Youth participate in enrichment-based engineering sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.7 Youth participate in STEM math activitiesEZ | Youth participate in enrichment-based math sessions for 10+ days!. | G: 12  S: 12 |
| 1.3.8 Youth participate in field trip or special event activitiesEZ | Youth participate in field trips or special events for at 10+ days!. | G: 12  S: 12 |

!If a youth participates in multiple sessions of the same activity type, days of attendance are combined to show total attendance. If multiple sessions of the same activity type occur within a day, only one day is counted. Unless noted, calculations do not include field trips or special events. To ensure the representation of attendance, youth who attend less than 10 days of total programming are excluded from the calculation.

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| Indicator 1.4 Instructional Quality | Definition | Table # |
| 1.4.1 Staff report of high-quality sessionsST | Staff report at least 3 on a 4-point scale (frequency) on the quality of the activities they lead:   * Well-planned in advance * Based on written plans for the session, assignments, and projects * Tied to specific learning goals * Meant to build upon skills cultivated in a prior activity or lesson * Explicitly designed to promote skill-building and mastery in relation to one or more state standard * Explicitly meant to address students’ social-emotional developmental needs * Structured to respond to youth feedback on what the content or format of the activity should be * Informed by the expressed interests, preferences, and/or satisfaction of the participating youth | G: 13  S: 13 |
| 1.4.2 Youth report of high-quality experienceY | Youth report at least 3 on a 4-point scale (agreeing) on quality program experiences:   * I get to do things I like to do here. * I do things that I don't get to do anywhere else. * I learn new skills that help me in life. * I learn about different careers and colleges. | G: 14  S: 14 |
| 1.4.3 Staff report of providing youth with leadership opportunitiesY | Staff report at least 4 on a 5-point scale (agreeing) on program’s general approach to support youth leadership:   * Staff listen to youth more than talk at them. * Staff actively and continuously consult and involve youth. * Staff facilitate youth to lead activities. * Staff have youth help or mentor other youth in completing a project or task. * Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized. * Staff have youth make formal presentations to the larger group of students. | G: 15  S: 15 |

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| 1.4.4 Youth report of opportunities for leadership and teamworkY | Youth report at least 3 on a 4-point scale (agreeing) on leadership and teamwork:   * I have opportunities to be a leader. * I get to work in teams. * We reflect on activities. | G: 16  S: 16 |
| 1.4.5 Staff report of providing youth with meaningful interaction and engagement opportunitiesST | Staff report at least 4 on a 5-point scale (agreeing) on program’s general approach to engage youth:   * Staff include time in activities for youth to reflect on their experiences. * Staff are effective at providing youth with meaningful choices during activities. * Staff provide structured and planned activities explicitly designed to help youth get to know each other. * Staff are effective at providing youth with opportunities to set goals and make plans within the program. * Staff ask for and listen to student opinions about the way things should work in the program. * Staff have youth work collaboratively with other youth in small groups. * Staff have youth work on group projects that take more than one day to complete. | G: 17  S: 17 |
| 1.4.6 Youth report of having adult supportY | Youth reporting at least 3 on a 4-point scale (agreeing) on adult support:   * Adults care about me. * Adults listen to both sides when there is a disagreement. * I can tell the adults about my problems. * Adults allow others to be mean to me\*. | G: 18  S: 18 |
| 1.4.7 Youth report of opportunities for masteryY | Youth report at least 3 on a 4-point scale (agreeing) on mastery experiences:   * I'm encouraged to be the best I can be. * Asking questions is welcomed. * It's ok to make mistakes. * Adults ask me about my goals. | G: 19  S: 19 |
| 1.4.8 Youth report of quality peer interactionY  \*Scores were reverse coded so the higher the better. | Youth report at least 3 on a 4-point scale (agreeing) on peer support:   * I work with my peers to solve problems. * I can ask my peers for help. * We tell each other when we do a good job. | G: 20  S: 20 |
| 1.4.9 Staff report of creating opportunities for youth decision-making and governanceST | Staff report at least 4 on a 5-point scale (agreeing) on program’s general approach to involve youth in decision-making:   * Youth are able to take responsibility for their own program. * Youth can set goals for what they want to accomplish in the program. * Youth help make plans for what activities are offered at the program. * Youth make choices about WHAT content is covered in program offerings. * Youth make choices about HOW content is covered in program offerings. * Youth help create rules and guidelines for the program. | G: 21  S: 21 |
| 1.4.10 Youth report of opportunities for decision-making and governanceY | Youth report at least 3 on a 4-point scale (agreeing) on decision-making and governance:   * I am asked what kinds of activities I like. * I get to choose my activities. * I get to help plan activities, projects or events. * I am asked to make decisions about this program. | G: 22  S: 22 |
| 1.4.11 Youth report of opportunities for increasing health awarenessY | Youth report at least 3 on a 4-point scale (agreeing) on health awareness:   * I learn how to be physically active to improve my health. * I learn how to make healthy choices here. | G: 23  S: 23 |
| 1.4.12 Youth report of program benefits around social-emotional learningY | Youth report at least 3 on a 4-point scale (agreeing) on program benefits around SEL:   * Managing my emotions * Understanding how other people feel * Working together * Being responsible for my actions * Trying new things * Not giving up * Helping others * Solving problems * Standing up for what is right * Making my school or community better * Making and keeping friends | G: 24  S: 24 |

DOMAIN 2. MANAGEMENT CONTEXT

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| Indicator 2.1 Stability | Definition | Table # |
| 2.1.1 Seasoned Project DirectorEZ | The Project Director is the same from last year and stays for the entire program year.  [Data displayed at the Grantee-level only] | G: 26  S: 26 |
| 2.1.2 Seasoned Site CoordinatorSC | The Site Coordinator is the same from last year and stays for the entire program year. | G: 27  S: 27 |
| * + 1. Staff retention rate is at least 75%SC   [Data to be available in 2020] | The number of paid-staff remained employed in proportion to the number of paid-staff positions managed for the entire program year is at least 75%. |  |
| 2.1.4 Program or the host school did not relocate or face challengeSC | Program remained on the same site. Host school was not reorganized or faced with budget cuts that affect the program. | G: 28  S: 28 |
| 2.1.5 School administration did not changeSC | The superintendent or the school-day administration did not change since last year. | G: 29  S: 29 |
| Indicator 2.2 Grantee Management | Definition | Table # |
| 2.2.1 Project Director supports Site CoordinatorsSC | Site Coordinator reports at least 4 on a 5-point scale (agreeing) on Project Director:   * Challenges me to innovate and try new ideas * Makes sure that program goals and priorities are clear to me * Provides me with opportunities to collaborate with other site coordinators or co-plan with my team * Visits my site regularly * Is available during the program hours * Gives me useful feedback about how I work with my staff   [Data displayed at the Grantee-level only] | G: 30 |
| 2.2.2 Effective meetings are held by Project DirectorSC | Site Coordinator reports at least 4 on a 5-point scale (agreeing) on Project Director held meetings being:   * Well organized * Open to input * Open to disagreement * Participants achieving agreement when necessary   [Data displayed at the Grantee-level only] | G: 31 |
| 2.2.3 Site coordinators have high job satisfactionSC | Site Coordinator reports at least 4 on a 5-point scale (agreeing) on high job satisfaction.  [Data displayed at the Grantee-level only] | G: 32 |
| Indicator 2.3 Site Management | Definition | Table # |
| 2.3.1 Site Coordinator supports staffST | Staff report having supervisors do the following things nearly weekly:   * Review your activity plans * Make sure that program goals and priorities are clear to you * Give you positive feedback * Be visible during activities * Gives you useful feedback about how you work with youth | G: 33  S: 30 |
| 2.3.2 Effective meetings are held by Site CoordinatorST | Staff report at least 4 on a 5-point scale (agreeing) on Site Coordinator held meetings being:   * Well organized * Open to input * Open to disagreement * Participants achieving agreement when necessary | G: 34  S: 31 |
| 2.3.3 Staff have high job satisfactionST | Staff report at least 4 on a 5-point scale (agreeing) on high job satisfaction | G: 35  S: 32 |
| 2.3.4 Youth report effective program managementY | Youth report at least 3 on a 4-point scale (agreeing) on effective program management.   * Adults are organized * Adults yell a lot\* * I usually don’t know the plan for the day\* * We have to wait around a lot\* | G: 36  S: 33 |
| 2.3.5 Youth do not have negative peer experienceY | Youth report less than 3 on a 4-point scale (agreeing) on isolation and discrimination experience.   * My peers make fun of me\* * I feel pressured by my peers to do things I don’t want to do\* * I feel left out\* * I don’t feel like I can be myself here\* | G: 37  S: 34 |

\*Scores were reverse coded so the higher the better.

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| Indicator 2.4 Staff Qualification | Definition | Table # |
| 2.4.1 Staff have at least one professional qualificationST | Staff report having at least 1 of the following qualifications:   * At least an Associate Degree in child-related field * MiSAYD * Teaching certificate * Social worker * At least 60 semester hours with 12 semester hours in a child-related field | G: 38  S: 35 |
| 2.4.2 Staff are experienced working with youthST | Staff report having at least 3-year experiences working with youth. | G: 39  S: 36 |
| 2.4.3 Staff are familiar with state and other standardsST | Staff report at least 4 on a 5-point scale (agreeing) on ability to:   * Describe the main points of the Michigan state standards for after-school programs to someone else * Describe the main points of at least one other written standard that applies to after-school or youth development work (for example, National After School Association, American Camping Association) to someone else * Describe the specific objectives for this program, as written in the proposal that this program's organization submitted to the Michigan Department of Education, to someone else * Refer to the state standards or other written standards when identifying what this program should be doing with youth | G: 40  S: 37 |
| Indicator 2.5 Professional Development | Definition | Table # |
| 2.5.1 Strong orientation for new staffST | Staff report at least 4 on a 5-point scale (agreeing) on new staff being:   * Offered a “beginner’s seminar” or pre-service orientation about how to work with youth * Given shared planning time with a staff member who had been here longer * Informed about how staff at this program are expected to work with youth * Mentored by more experienced staff * Informed about what this program is trying to accomplish * In frequent communication with supervisors about how things are going | G: 41  S: 38 |
| 2.5.2 Staff frequently participate in trainingsST | Staff report participating in training at least twice a year across different areas: STEM, SEL, Leadership, Health, Safety or others. | G: 42  S: 39 |
| Indicator 2.6 School Connection | **Definition** | Table # |
| 2.6.1 Host school invests in the programSC | Site Coordinator reports that school principals and teachers are invested or highly invested in program. | G: 43  S: 40 |
| 2.6.2 Policy for connecting with the school-day administrators is in placeSC | Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators. | G: 44  S: 41 |
| 2.6.3 Site coordinator meets with school administrator regularlySC | Site Coordinator reports meeting with school-day administrators at least monthly. | G: 45  S: 42 |
| 2.6.4 Staff use school records for activity planningST | Staff report using the following school records regularly for activity planning: (3 on a 3-point scale ranged from 1/Do not receive, 2/Use occasionally, 3/Use regularly).   * Students’ academic plans * Students’ standardized test scores * Students’ grades * Input from students’ school-day teachers | G: 46  S: 43 |
| 2.6.5 Youth report of program strengthening school connectionY | Youth report at least 3 on a 4-point scale (agreeing) on the program helping build school connection:   * The activities here help me do better at school * I learn school subjects in fun ways at this program * I can use the things I do here during my school day * I don’t get help on my school work here\* | G: 47  S: 44 |

\*Scores were reverse coded so the higher the better.

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| Indicator 2.7 Family Communication | Definition | Table # |
| 2.7.1 Staff frequently communicate with parentsST | Percent of the following activities being practiced by staff at least once a month:   * Send materials about program offerings home to parents * Send information home about how the student is progressing in the program * Hold events or meetings to which parents are invited * Have conversations with parents over the phone * Meet with a student’s parents to talk about the student’s progress * Ask for input from parents on what and how activities should be provided | G: 48  S: 45 |
| 2.7.2 Site Coordinator frequently communicates with parentsSC | Percent of the following activities being practiced by Site Coordinators at least once a month:   * Send materials about program offerings home to parents * Send information home about how the student is progressing in the program * Hold events or meetings to which parents are invited * Have conversations with parents over the phone * Meet with a student’s parents to talk about the student’s progress * Ask for input from parents on what and how activities should be provided | G: 49  S: 46 |

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| Indicator 2.8 Continuous Improvement and Evaluation | Definition | Table # |
| 2.8.1 Staff participate in data-driven continuous quality improvement process with other staffST | Staff participating in the following improvement processes with other staff at least once a month:   * Review and interpret evaluation data * Conduct program planning based on a review of data * Use evaluation data to set program improvement goals * Discuss progress on meeting program improvement goals * Observe other afterschool staff delivering programming in order to provide feedback on their practice * Get observed by other afterschool staff while I deliver programming in order to get feedback on my practice * Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities * Share ideas on how to make programming more engaging for participating students * Follow-up about individual students * Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs * Discuss current research-based instructional practices * Worked with or saw presentations from the local evaluator for this program | G: 50  S: 47 |
| 2.8.2 Staff participate in training for program assessmentST | Staff report participating at least 4 of the following processes for continuous quality improvement:   * I attended a formal PQA Basics training through the Weikart Center (online or live) * I received training on how to do self-assessment from my organization * I used the PQA to observe another staff member * I was observed by another staff member using the PQA * I participated in a consensus PQA scoring meeting * I reviewed and discussed our Leading Indicators Report * I reviewed and discussed our PQA scores * I co-developed program improvement plans with my supervisor * I participated in follow-up discussions or progress meetings related to our goals | G: 51  S: 48 |
| 2.8.3 Local Evaluator is involvedPD, SC | Project Directors and Site Coordinators report some or a lot on Local Evaluator’s involvement in the following things: (2 on a 3-point scale ranged from 1/Did not do this at all, 2/Did some of this, 3/Did a lot of this).   * Analyzed and reported on the state evaluation data provided by MSU * Interpreted reports provided by MSU * Collected additional feedback (e.g., surveys, interviews, focus groups) * Obtained School Outcomes information to submit to MSU * Helped us meet the grant reporting requirements * Participated in the YPQA process * Worked with us on program improvement * Worked with us on funding and stability * Used data to create professional development plans * Visited our sites   [Site-level: Site Coordinator report]  [Grantee-level: Project Director report]  [State-level: Project Director and Site Coordinator Report] | G: 52  S: 49 |