

Michigan 21st Century Community Learning Centers Evaluation

2020-2021 Annual Report

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Introduction

The 21st Century Community Learning Centers (21st CCLC) initiative is a federally funded program with goals to provide expanded academic enrichment opportunities for children attending low-performing schools. In addition to providing tutoring and academic enrichment activities, the programs often offer social-emotional learning, art, music, sports, STEM, and other learning opportunities for youth and their families during out-of-school time in the forms of summer camps or afterschool programs¹.

The COVID-19 pandemic disrupted in-person programming starting in mid-March 2020. Except for a short period of complete shutdown as mandated by Governor Whitmer, the Michigan 21st CCLC programs remained active and continued serving youth and families in different capacities.

This report describes the organizations that received grants, the organizations that operated the program sites, and the types of activities that program sites provided. It also describes those who participated in the program and the types of activities they took part in. To better understand how COVID-19 affected program participation and operations, new surveys were developed to collect inputs from the youth participants, their families, frontline staff, site coordinators and project directors. The responses from these surveys were also included in this report.

Following the same approach used in previous years, the 2020-2021 Annual Report continues the use of the leading indicators (with the symbol ①) to highlight program-level quality characteristics that are known from research and practice to affect positive youth development. Although these quality measures are important to creating a context for overall development, they are not necessarily directly related to academic improvement.

¹ http://www.michigan.gov/mde/0,4615,7-140-6530_6809-39974--,00.html

Who Participates in the Program?

Participation in the 21st Century Community Learning Centers (CCLC) program statewide is influenced by both the types of programs that receive grants (grantees) and the characteristics of students that they recruit into their respective programs. The Michigan Department of Education (MDE) provides guidelines for entities applying for 21st CCLC grants, specifying: (1) types of organizations that may apply (such as public schools, charter schools, community organizations); (2) program factors that qualify for priority points (such as serving a school eligible for Title I school-wide funding, serving students in 6th-8th grades, or having a faith-based organization as a partner); and (3) status of students and families served by the program (such as eligibility for free/reduced price meals and/or living in poverty). Priority is given to programs serving low-performing schools in high-poverty areas. For details about priority points relevant to grantees who participated in 2020-2021, contact Michigan Department of Education 21st CCLC consultants.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2020-2021 program year, 62 grants were awarded to 24 grantees who oversaw 255 sites. Among the 255 sites, 251 operated during the school year. The largest number of grants were administered by local school districts (10), and nonprofit/community-based organizations (10). This distribution of grantees has remained stable over the past four years. As in past years, the majority of the 21st CCLC grantees served elementary grades (145) or elementary and middle school combined (12). Forty-three served high school students only, 48 served middle school students only and 7 served both middle and high school students.

Table 1. Characteristics of Grantees Funded (2017-2021)

<i>Characteristic</i>	<i>2017-18 Grantees</i>	<i>2018-19 Grantees</i>	<i>2019-20 Grantees</i>	<i>2020-21 Grantees</i>
Overall				
Number of funded grants	73	76	86	62
Number of grantees	33(37 ^a)	30(34 ^a)	29(31 ^a)	24(26 ^a)
Number of new grantees	7	2	3	0
Number of sites	260	277	284	255
Number of sites operated during the school year	248	259	250	251
Site counts by cohort				
G	21	0	0	0
H	68	27	0	0
I	159	158	89	0
J	25	25	25	25
K	0	78	78	80
L	0	0	148	150
Grantees' fiduciary organizations				
Local school district	15	14	15	10
Intermediate school district	2	2	2	2
Public school academy (charter school)	2	1	0	0
Nonprofit/community-based organization	12	11	10	10
University	2	2	2	2
Sites serving students of different grades or grade combinations^{b c}				
Elementary	137	147	159	145
Elementary and middle school	28	24	16	12
Middle school	49	50	49	48
Middle and high school	7	10	9	7
High school	39	46	50	43
Elementary, middle and high school	0	0	1	0
^a Numbers in parentheses treat the multiple subcontractors that Detroit Public Schools and Grand Rapids Public Schools used to provide their programs as grantees. ^b Calculated based on the grades of students served. ^c Elementary (K-5), Middle school (6-8), High school (9-12).				

Participating Students

Gender, Grade Level, and Family Income

In the 2020-2021 program year, 14,044 students enrolled in the program. This number represents 5,037 fewer youth than the previous year, most likely due to COVID-19 concerns. As in past years, students were almost equally divided between boys (47%) and girls (53%). Most

participants were in elementary grades (K-5th grades; N=7,304; 52%), with about the same number of youth participating in middle school or high school sites (6th-8th grades: N= 3,084; 22%; 9th-12th grades: N=3,656; 26%). Just over half of students participated across multiple semesters (55%): 20% only participated in the summer, 5% only participated in the fall and 20% only participated in the spring semester. Regular attendees, defined as students who attended at least 30 program days, accounted for 73% of the school-year participants and 61% for the whole year; the difference was due to the number of students who participated in the summer only. Participants attending only the summer program were unlikely to accumulate regular attendee status because summer offerings tended to be fewer than the 30 days required to meet “regular” status.

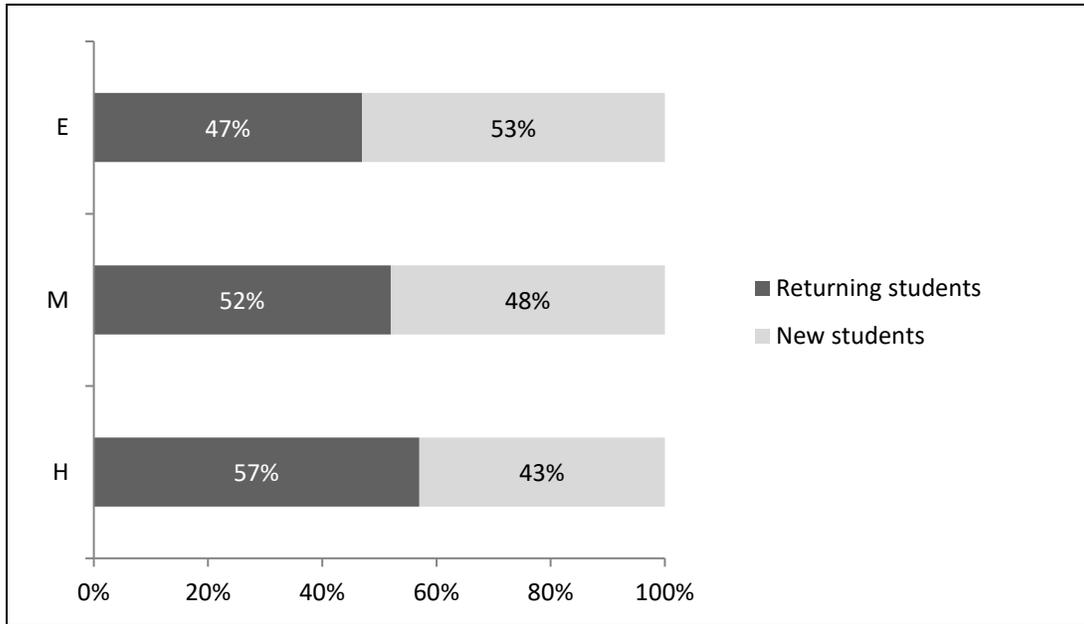
The established partnership with the Michigan Center for Educational Performance and Information (CEPI) helped provide student demographics and school attendance data. With the combination of site data entries and CEPI’s data, participants’ free or reduced-price lunch status was available for almost all program participants (92%). The data showed that the majority (85%) of students received free or reduced-price meals, reflecting that Michigan 21st CCLC programs primarily serve economically disadvantaged students.

New vs. Returning Students

Participants could be either newly enrolled in this program year or returning for a second or third year. Participation over multiple years is important because sustained participation over time can lead to greater benefits,² although students’ ability to attend across years can be limited as they move away or up to higher grades and different schools. Figure 1 shows the average proportions of students who were new in 2020-2021 or were returning from previous year. The data suggest that about half of students were returning from the previous year, and the other half were new.

² Vandell, D. L. Reisner, E. R. & Pierce, K. M. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs*. Irvine: University of California, Irvine.

Figure 1. Percent of New and Returning Students

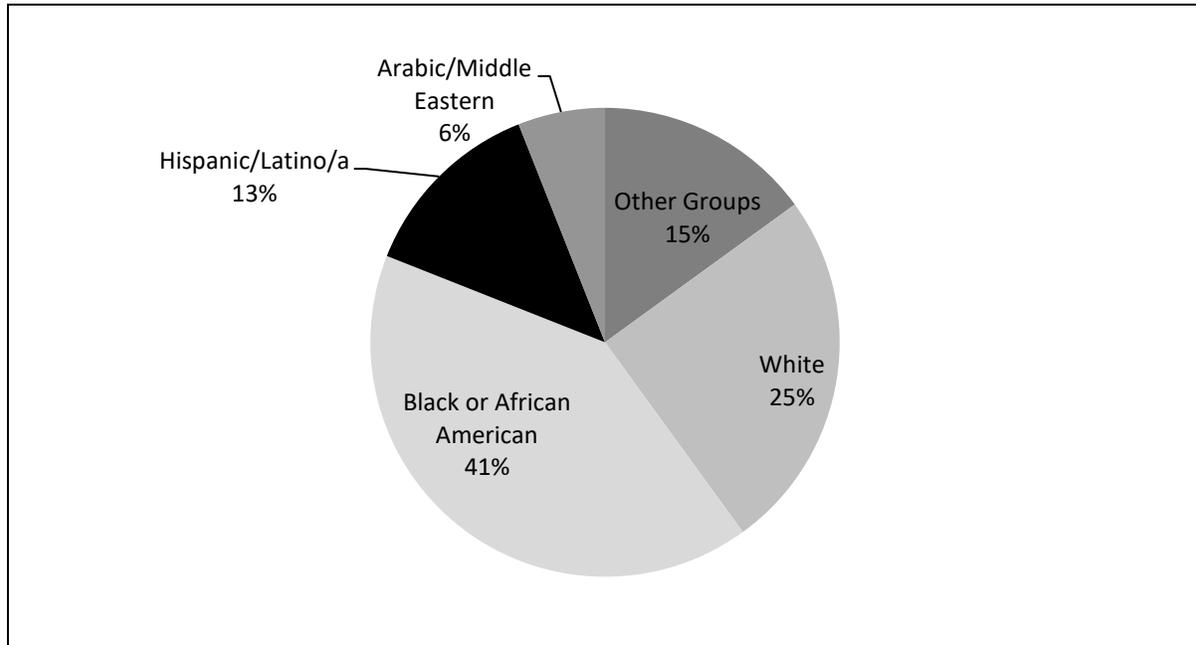


NOTE. E = Elementary school (N=7,304); M = Middle school (N=3,084); H = High school (N=3,656).

Race/Ethnicity

Figure 2 shows the distribution of participants according to race/ethnicity. Almost half (41%) of students were identified as Black or African American, 25% as White, 13% as Hispanic/Latino-a, and 6% as Arab/Middle Eastern. Fifteen percent were identified as “some other group.” Michigan 21st CCLC programs served predominantly minority students, and that population has remained stable over the past few years.

Figure 2. Race and Ethnicity of Student Participants



NOTE. N=14,044.

Sustaining Participation of Students with Low Academic Performance

Students with lower academic performance at the beginning of the school year are likely to benefit more from the additional academic support offered by 21st CCLC programs because they have greater room for improvement. This group may benefit from the additional instruction to catch up with their peers. For this report, low academic performance was defined as having a GPA of 2.5 or below (on a 4-point scale) either at the beginning of the school year or on average over the year, or having reading or math M-STEP performance level at “partially proficient” or “not proficient”.³

Academically low-performing students accounted for 80% of the total population for whom school outcomes data were available in the 2020-2021 school year. Table 2 shows the percentage of low-performing students and other students who attended for 30, 60, and 90 days. Programs were successful in sustaining participation for 30 days, with about three-

³ There were two exceptions to this definition: (1) Students attending alternative high schools were considered to be academically low-performing regardless of GPA; (2) Students attending schools that did not give letter grades were considered to be low-performing if they received a report of “no credit” as their grade.

quarters of students attending for at least 30 days. Close to one-third of the students sustained participation over 60 days, and about a quarter attended at least 90 days. Overall, the participation pattern between low-performing and other students was similar.

Table 2. Percentage of Students with Sustained Participation

<i>Days of Attendance</i>	<i>Low-Performing Students</i>	<i>Other Students</i>
30 days	71% ⓘ	77%
60 days	36% ⓘ	39%
90 days	23% ⓘ	26%

NOTE. Students with academic performance data=9,156; Low-performing students=7,305; Other students=1,851. Percentages are not mutually exclusive (for example, children who attended 90 days would also be counted in the 30- and 60-day categories).

What Activities Did Students Engage In?

The primary purpose of the 21st CCLC program is to provide opportunities for academic enrichment to students attending low-performing schools. To enhance the academic component of the program, grantees must also offer other enrichment activities in various areas such as STEM enrichment, social-emotional learning opportunities, arts education, and recreation.

Academics

Participation in Academics

All 21st CCLC programs were required to offer academics, and Table 3 presents the percentage of students who participated in each specific type of academic activity for at least 10 days⁴. The data suggest that a wide variety of academic activities were offered and that almost every student (99%) participated in at least one academic activity for more than 10 days. Notably, one-third of the students in the high school sites (31%) participated in credit recovery sessions, suggesting the need for such services for older students, who were sometimes in alternative high school programs. Also, STEM activities were frequent, with heavier participation from younger students.

⁴Only calculated for activity types offered for at least 10 days for that site.

Table 3. Percentage of Students who Participated in Each Type of Academic Activity

Type of Academic Activity	GRADE LEVEL			
	E	M	H	All
Academic (Traditional)				
Homework help ①	53%	54%	37%	51%
Credit recovery	N/A	2%	31%	27%
Academic (Enrichment)				
Project-based enrichment + Lessons ①	88%	77%	57%	80%
- Science	43%	30%	22%	37%
- Technology (learning computer programs, video and media)	7%	6%	11%	8%
- Engineering	26%	30%	18%	25%
- Math	45%	40%	16%	40%
Did not participate in any academic activities	1%	2%	2%	1%
NOTE. E = Elementary school students (N=5,492); M = Middle school students (N=2,103); H = High school students (N=1,474). Students are counted as having participated in an activity type if they attended sessions for at least 10 days.				

Other Enrichment Activities Offered

Program sites varied in the types of activities they offered to students in addition to academic activities. Table 4 shows the different types of non-academic activities offered by grade level. The data suggested that recreation, sports, art, youth development, special events and field trips were very prevalent among all programs, with the exception being fewer sport offerings in high school sites. The youth development category was most common; almost all sites offered youth development sessions to students. These activities included social-emotional learning, life skills training, financial literacy, and risk prevention interventions. Studies have found that these experiences can be important mediators of positive youth outcomes, especially for lower-resourced students.⁵ Although sports were less likely to be offered in high school sites, activities with a focus on health and nutrition were much more available for sites serving older students than at sites serving younger students.

⁵ Gottfredson, D. C., Gerstenblith, S., Soulé, D. A., Womer, S., & Lu, S. (2004). Do after school programs reduce delinquency? *Prevention Science*, 5, 253–266.

Table 4. Types of Non-Academic Activities Offered by Sites

	GRADE LEVEL			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Recreation (social events, games, free play, etc.)	92%	94%	95%	94%
Sports	78%	90%	47%	76%
Art	96%	100%	88%	95%
Youth development (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	95%	100%	98%	97%
Health/nutrition	37%	38%	63%	41%
Special events	77%	69%	79%	75%
Field trips	31%	40%	33%	33%
NOTE. E = Elementary school sites (N=145 sites); M = Middle school sites (N=48 sites); H = High school sites (N=43 sites); All (N=255 sites). Sites crossing elementary, middle, and/or high school boundaries, such as a K-8 school, were omitted from individual categories (i.e., E, M) but do appear in the All category.				

Participation in Other Enrichment Activities

Table 5 shows the percentage of students at each grade level who participated in different types of enrichment activities. Youth development and art were the two major types of activities in which students were most likely to participate. A lower proportion of high school students than elementary or middle school students participated in most activities. Participation in health/nutrition activities remained low across all groups.

Table 5. Percentage of Students who Participated in Each Type of Enrichment Activity

<i>Type of Activity</i>	GRADE LEVEL			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Recreation (social events, games, free play, etc.)	53%	48%	23%	47%
Sports①	29%	33%	12%	28%
Art①	65%	53%	31%	57%
Youth development① (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	60%	60%	47%	58%
Health/nutrition	11%	6%	12%	10%
Special events①	12%	11%	8%	11%
Field Trip①	7%	3%	1%	5%
NOTE. E = Elementary school students (N=5,492); M = Middle school students (N=2,103); H = High school students (N=1,474). Students are counted as having participated in an activity if they attended that type of activity for at least 10 days.				

What Did Stakeholders Think of the Program During the Pandemic?

Youth and Parents

Programs were given a survey link to share with participants and their families to report about their participation in and experience with the program during the pandemic. Most youth and family survey respondents reported frequent program attendance; 86% of families and 77% of youth reported at least weekly program attendance. About 10% of the survey respondents reported their attendance being on-and-off or inconsistent (Table 6).

Table 6. Percentage of Youth Attendance (Online or In-person)

<i>Frequency</i>	<i>Percent of Families</i>	<i>Percent of Youth</i>
A few times a week	71%	64%
Once a week	15%	13%
Bi-weekly	2%	5%
Monthly	3%	7%
On-and-off/Not very consistent	9%	12%
NOTE: Parents N=1,472; Youth N=1,399.		

Ninety percent of youth and families reported that they had a computer or device to use at home and 87% of youth and 89% of families indicated their home Internet could easily load videos (Table 7). Although a minority, it is clear that a sizable number of students experienced technology as a barrier in accessing the program.

Table 7. Percentage of Youth and Families Reporting Having Reliable Access to Computer and Internet at Home

<i>Type of Access</i>	<i>Percent of Families</i>	<i>Percent of Youth</i>
Youth have a computer or device to use at home	90%	90%
Our Internet at home can easily load videos	89%	87%
NOTE: Parents N=1,472; Youth N=1,399.		

When asked about why youth attended the program during the pandemic, 87% of families and 60% of youth reported they were there for the support and interaction provided by the program. Academic help and learning opportunities were viewed as important by three-quarters of families (77%), but only about half of the youth (53%). About 65% of families and 58% of youth reported they were present because adults in the family had to work (Table 8).

Table 8. Percentage of Youth and Families that Agreed or Strongly Agreed with the Reasons for Program Participation During the COVID-19 Pandemic

<i>Reasons for Participation</i>	<i>Percent of Families</i>	<i>Percent of Youth</i>
Youth needed the academic help and learning opportunities it provided	77%	53%
Youth needed the support and interaction it provided	87%	60%
Adults in the family have to work	65%	58%
NOTE: Parents N=1,472, Youth N=1,399.		

Overall, all program components were highly regarded by youth and families, while families viewed all program components as more helpful compared with youth. Based on their views, the most helpful components of the program were related to adult support. About 88% of families and 77% of youth reported that feeling comfortable with program adults has been very/extremely helpful, and 86% of families and 76% of youth appreciated having an adult to help them. Connecting with friends, receiving activity packets or boxes, and receiving academic help were also viewed as very/extremely helpful by youth and families. The least helpful component viewed by youth and their families was watching pre-recorded activities online, followed by attending live online sessions (Table 9).

Table 9. Percentage of Youth and Families that Found Program Very Helpful or Extremely Helpful

<i>Program Aspects</i>	<i>Percent of Families</i>	<i>Percent of Youth</i>
Connecting with friends	84%	71%
Feeling comfortable with program adults	88%	77%
Having an adult to help	86%	76%
Receiving academic help	82%	70%
Having activity packets or boxes from this program	86%	70%
Watching the PRE-RECORDED activities this program put online	70%	58%
Attending this program's LIVE online sessions (e.g., Zoom, Google Meet)	76%	66%
NOTE: Parents N=1,472; Youth N=1,399.		

Staff, Site Coordinators and Project Directors

A staff survey was sent to all paid staff in March 2021. Overall, staff reported high levels of support by their peers and supervisors (Table 10). Staff indicated that they were well-supported by their supervisors, and would reach out to their peers for guidance. Most staff (87%) also indicated that they had opportunities to share their opinions on program decisions that mattered to them.

Similar to the findings from the staff survey, almost all project directors and site coordinators (95%) reported that they could reach out to their peers or colleagues if they needed help. A higher percentage of site coordinators (90%) shared that they discussed best practices and common challenges with their peers, as compared to 81% of project directors. In terms of project directors' views of MDE, 86% stated that they had opportunities to share their opinions with MDE consultants and 79% stated that MDE kept them informed and made them feel connected. Seventy percent of project directors believed that MDE provided them with resources needed to help operate their program. Meanwhile, a higher proportion of site coordinators compared to project directors reported that their supervisor provided them with resources needed to operate their program (86%), kept them informed and made them feel connected (84%), and provided opportunities to share their opinions on program decisions (82%) (Table 10).

Table 10. Percentage of Project Directors and Site Coordinators that Agreed or Strongly Agreed with Statements about Supervisor Support

<i>Type of Support</i>	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinators</i>	<i>Percent of Staff</i>
MDE/My supervisor kept me informed and made me feel connected to this program	79%	84%	90%
MDE/My supervisor provided resources to help me operate my program (i.e., technology, equipment, professional development, etc.)	70%	86%	88%
I had opportunities to share my opinion with MDE consultant/my supervisor on program decisions that were important to me	86%	82%	87%
I discussed best practices and common challenges regarding programming with other PDs/SCs	81%	90%	90%
I could reach out to my colleagues if I needed help	95%	95%	92%

NOTE: Project directors N=43, Site coordinators N=237, Staff N=693. Questions about MDE were answered by project directors, while questions about the supervisor were answered by site coordinators.

According to the survey respondents, 73% of the staff and 92% of site coordinators ran virtual sessions as did 49% of project directors (Table 11).

Table 11. Percentage of Project Directors and Site Coordinators that Ran Virtual Programming

	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinators</i>	<i>Percentage of Staff</i>
Yes	49%	92%	73%
NOTE: Project directors N= 43; site coordinators N=237.			

Overall, all program personnel felt very confident in their ability to run virtual programs; however, there was a significant disparity among positions in the availability of technical support. Project directors perceived the highest level of technical support (91%), while those who were most likely to run virtual programs, staff and site coordinators, did not receive nearly the same level of support (59-64%). Site coordinators also perceived less benefit and value in continuing some form of virtual programming compared to project directors and staff (Table 12).

Table 12. Percentage of Program Personnel that Agreed or Strongly Agreed with Statements about Virtual Programming

	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinator</i>	<i>Percent of Staff</i>
I now feel confident running virtual programming	91%	86%	88%
If I run into a technical issue, we have technical support to help me	91%	64%	59%
I see the benefits of offering virtual programs to youth	86%	76%	83%
I see value in continuing some virtual programming after the pandemic is over	67%	58%	67%
NOTE: Project directors N=21; site coordinators N=217; staff N=492.			

In general, most staff reported having adequate support to take care of their own family during the pandemic (75%), although the data suggested that supporting their family was still a struggle for one-quarter (25%) of staff members. More site coordinators reported that they felt appreciated by youth and families than staff and project directors. This might be due to their role as the program’s contact person to families, but also suggested that staff and project directors might need to build more connections with families. Meanwhile, project directors reported being much more aware of unmet needs for out-of-school time in the communities than site coordinators and staff. This is unsurprising considering that project directors are responsible for knowing and responding to the needs of their communities as a whole.

Connection with school-day teachers was relatively low across all roles, with about 65% of project directors, 56% of site coordinators, and 62% of staff feeling connected with school administration, teachers, and/or staff. The weaker connection was especially concerning for site coordinators as program alignment with schools is one of the main functions in their role (Table 13).

Table 13. Percentage of Program Personnel that Agreed or Strongly Agreed with the Statements about Community Connection

	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinators</i>	<i>Percent of Staff</i>
Even during the pandemic, I have been able to take care of myself and my loved ones	93%	81%	75%
I felt appreciated by my staff because of my work during this pandemic	72%	75%	N/A
I felt appreciated by our youth or families because of my work during this pandemic	63%	83%	68%
There are youth in our community who need out-of-school time programming and are not able to access it	86%	77%	61%
I felt connected with the school administration/school-day teachers and staff to adequately support our program participants	65%	56%	62%
NOTE: Project directors N=43; site coordinators N=237; staff N=693.			

When asked about what they planned to continue during the 2021-22 program year, almost all project directors and site coordinators (95%) emphasized designing activities based on youth’s interests. Many project directors (81%) reported plans to continue with virtual team meetings, but site coordinators were less likely to do so (72%); nonetheless, the majority of both groups appeared to find value in virtual team meetings. About one-third of project directors and 38% of site coordinators stated that they planned to continue offering virtual programming (Table 14).

Table 14. Percentage of Program Directors and Site Coordinators that Agreed or Strongly Agreed with New Approaches

<i>Plans for Future Programming</i>	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinators</i>
The option of virtual programming	33%	38%
Virtual team meetings	81%	72%
Putting a greater emphasis on designing activities based on youth's interest	95%	95%
NOTE: Project directors N=43; site coordinators N=237.		

Did Students' Academic Performance Change?

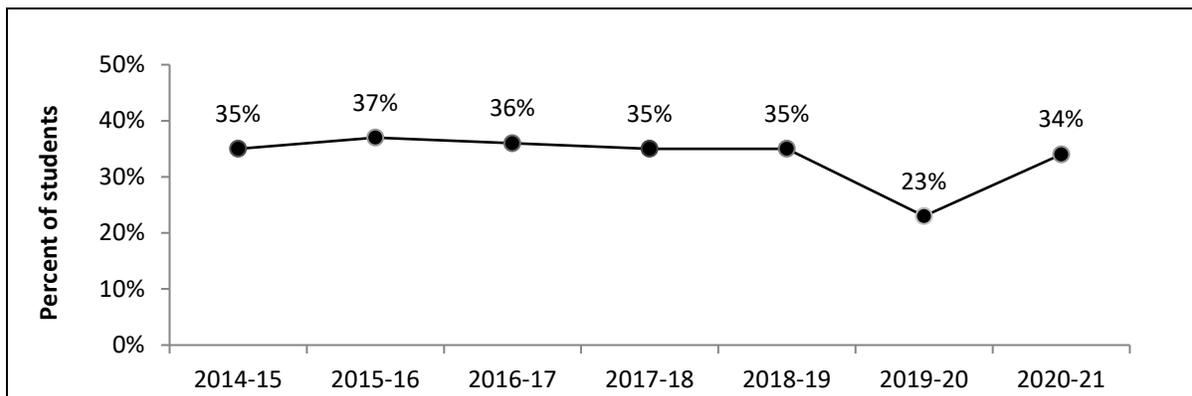
While the pandemic affected the way many schools collected and graded students' performance, during the 2020-21 program year most schools returned to the grading system they used pre-pandemic. Overall, students' performance data showed a somewhat similar pattern to the pre-pandemic stage.

Grades

Math Grades

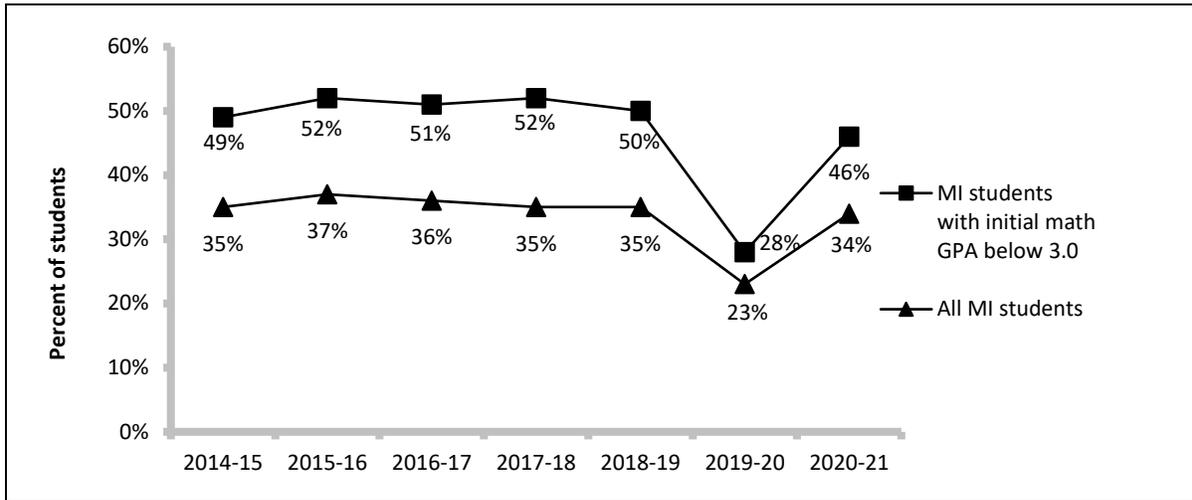
During the 2020-2021 school year, about 34% of the regular attendees whose math grade information was available (N=5,448) showed at least a half grade improvement (e.g., 2.5 to 3.0) from fall to spring (Figure 3). The percentage of improved students increased to 46% when only students with room for grade improvement were selected (Figure 4). Percentages of students in both categories approached the levels reported in pre-pandemic years.

Figure 3. Percentage of Regular Students Showing Improvement in Math Grades (2014-2021)



NOTE. Improvement is defined as $\frac{1}{2}$ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. (N=5,448 in 2020-21)

Figure 4. Percentage of Regular Students Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2014-2021)

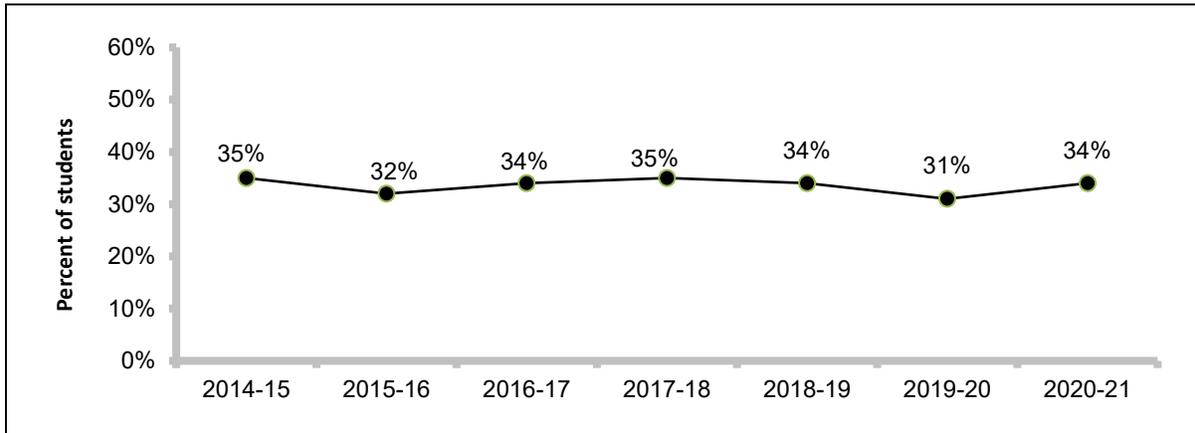


NOTE. Improvement is defined as ½ grade increase from fall to spring within a year.
 Includes only students who participated at least 30 days.
 Room for improvement is defined as having a fall grade below 3.0 (N=3,178 in 2020-21).

Reading Grades

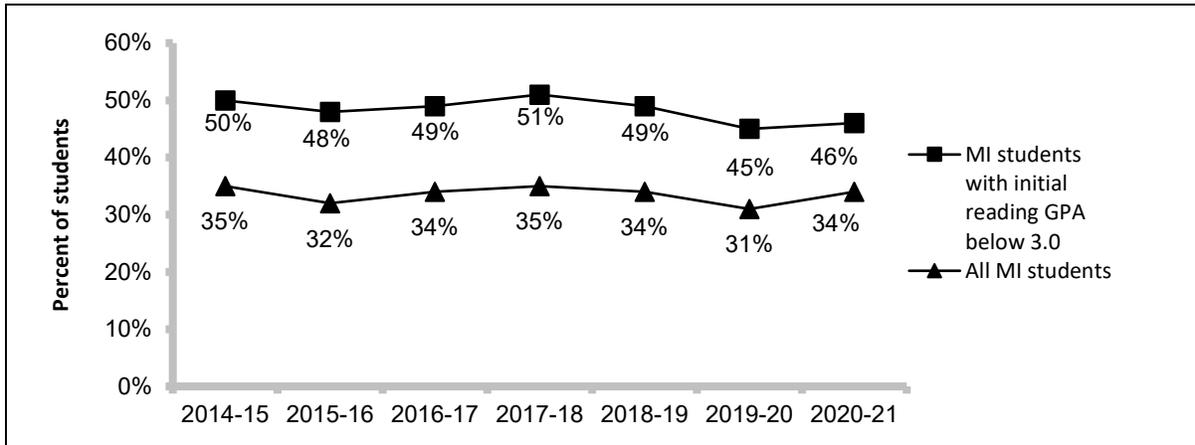
The pattern of percentages of students nearly returning to pre-pandemic levels was also found in students' reading grades. About 34% of the regular attendees whose grade information was available (N=5,441) showed at least a half grade improvement (e.g., 2.5 to 3.0) from fall to spring (Figure 5). The percentage of improvement increased to 46% when only students with room for grade improvement were selected (Figure 6).

Figure 5. Percentage of Regular Students Showing Improvement in Reading Grades (2014-2021)



NOTE. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. (N=5,441 in 2020-21).

Figure 6. Percentage of Regular Students Showing Improvement in Reading Grades for All Students vs. Those with Room for Improvement (2014-2021)



NOTE. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0 (N=3,146 in 2020-21).

Teacher Ratings of Students

With the exception of 2019-2020 program year when the teacher survey was not conducted due to the pandemic, each year teachers rate participating students who attended at least 30 days on the extent to which their performance changed over the year in homework completion, classroom participation and classroom behavior. In 2020-2021, the original 10-question survey was revised to include only 7 questions to make the survey more succinct and yet get a broader sense of students’ overall development beyond academics. In addition to homework completion and classroom behaviors, the survey was revised to have an additional section on students’ social-emotional development. Although the survey questions do not allow for a comprehensive picture of the student’s well-being, the new section was developed with an intent to assess students’ social-emotional development from a teacher’s perspective. The new survey also includes some questions that are aligned with the New York State’s teacher survey, enabling potential collaborations in the future. As in the past, teachers had an option to indicate if the student demonstrated improvement, decline or no change in specific areas. Table 15 below presents the differences in teacher survey items in terms of their contents and order between the old and new versions.

Table 15. Changes on Teacher Survey Items

<i>Prior to 2020-2021</i>	<i>Starting in 2020-2021</i>	<i>Notes</i>	<i>New Scale</i>
<ul style="list-style-type: none"> • Turning in homework on time. • Completing homework to your satisfaction. 	<ul style="list-style-type: none"> • Completes homework/assigned independent work on time and to your satisfaction. 	<ul style="list-style-type: none"> • Multiple items combined to form one question • The same as the NY state version 	Homework Completion
<ul style="list-style-type: none"> • Participating in class. • Being attentive in class. 	<ul style="list-style-type: none"> • Attentive and actively engaged in discussions, activities and assignments (in-person or online). 	<ul style="list-style-type: none"> • Multiple items combined to form one question • The same as NY state version 	Classroom Behavior
<ul style="list-style-type: none"> • Attending class regularly. 	<ul style="list-style-type: none"> • Attends class/online activities regularly. • Collaborates constructively with other students. 	<ul style="list-style-type: none"> • Revised • The same as the NY state version 	
	<ul style="list-style-type: none"> • Demonstrates self-regulation and persistence with challenging tasks. 	<ul style="list-style-type: none"> • New • The same as the NY state version 	Social-emotional Development
<ul style="list-style-type: none"> • Coming to school motivated to learn. 	<ul style="list-style-type: none"> • Looks for opportunities to grow. 	<ul style="list-style-type: none"> • Revised 	
<ul style="list-style-type: none"> • Getting along well with other students. 	<ul style="list-style-type: none"> • Has healthy friendships. 	<ul style="list-style-type: none"> • Revised 	
<ul style="list-style-type: none"> • Volunteering (e.g., for extra credit or more responsibilities). 		<ul style="list-style-type: none"> • Removed 	
<ul style="list-style-type: none"> • Behaving well in class. 		<ul style="list-style-type: none"> • Removed 	
<ul style="list-style-type: none"> • Academic performance. 		<ul style="list-style-type: none"> • Removed 	

Notably, a significantly lower number of teacher surveys were returned in the 2020-21 program year (3,200 surveys returned as opposed to 8,000 to 10,000 in previous years) and that the response rate was much lower (62% as opposed to 77% - 84% in the past). Based on our conversations with the stakeholders in the field, this phenomenon was expected and can largely be attributed to the impact of the pandemic which affected student program attendance and teacher burnout and response. These lower numbers may also affect data representation and interpretation, potentially contributing to the discrepancies in results between this year and previous years.

Homework Completion

The scale of homework completion was based on survey questions that captured several classroom behaviors, including turning in homework on time, completing it to the teacher’s satisfaction, and participating and volunteering in class. Starting in the 2020-2021 program year, only one question was used to compute the new homework completion scale (See Table 16 for details).

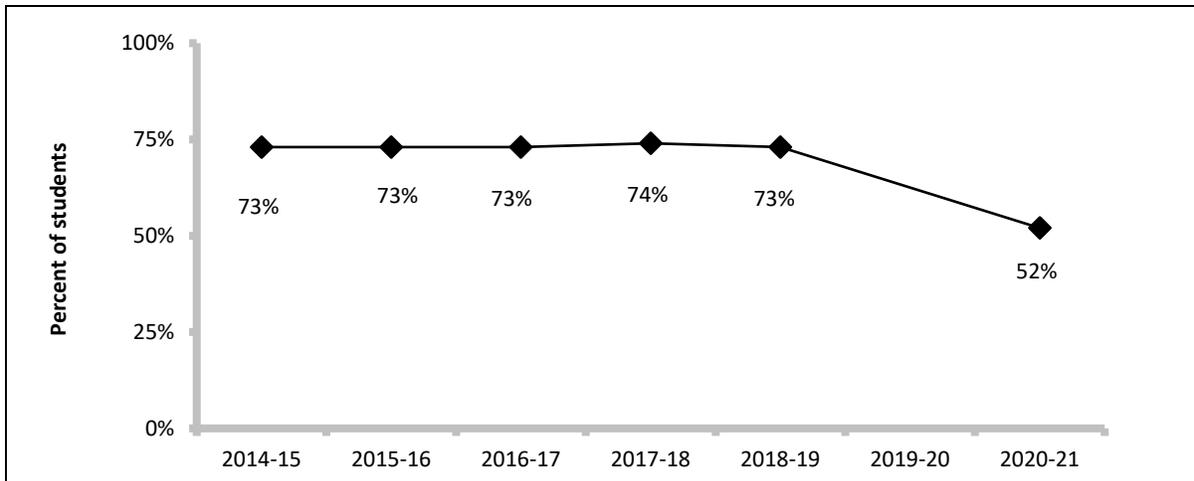
Figure 7 shows the percentage of students who initially had room for improvement and demonstrated improvement in homework completion and/or classroom participation according to teachers’ ratings between 2014 and 2019. As mentioned earlier, in 2019-2020, the teacher survey was not collected, and in 2020-2021, the survey items changed slightly and only asked about homework completion.

Table 16. Questions Used in the Homework Completion and Classroom Participation Evaluation

<i>Prior to 2020-2021</i>	<i>Starting in 2020-2021</i>
<ul style="list-style-type: none"> • Completing homework to your satisfaction. • Turning in homework on time. • Participating in class. 	<ul style="list-style-type: none"> • Completes homework/assigned independent work on time and to your satisfaction.

Teachers indicated that about a quarter of students did not need improvement in homework completion. About half of the students whom teachers indicated as needing improvement did actually improve this year. A lower percentage of students showing an improvement may be a consequence of changes in questions but can also be pandemic-related. Future data collection using the new question will help assess student improvement patterns more reliably.

Figure 7. Percentage of Regular Students Showing Improvement in Teacher-Reported Homework Completion (2014-2021)



NOTE. Includes only students who participated at least 30 days and with room for improvement according to the teachers (N=2,312 in 2020-21). Prior to 2020-21, the scale included an additional question about students' classroom participation.

Classroom Behavior

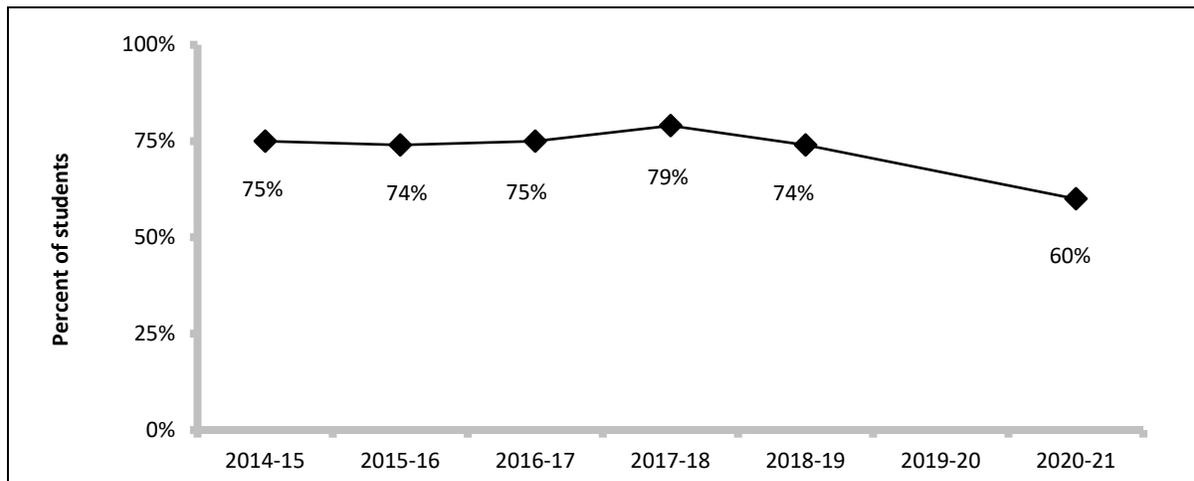
Classroom behavior included items such as behaving well in class and getting along with other students. During the past decade, all 10 questions were used to compute students' classroom behavior scale based on the original guidance from the federal reporting system. In 2019-2020, the survey was not conducted. In 2020-2021, a more focused approach was adopted where only three aspects of classroom behavior were evaluated (regular attendance in class/online activities; attentiveness and active engagement in discussions, activities, and assignments [in-class or online]; and collaborates constructively with other students). Table 17 shows the details of the change.

Table 17. Questions Used in Classroom Behavior Evaluation

<i>Prior to 2020-2021</i>	<i>Starting in 2020-2021</i>
<ul style="list-style-type: none"> • Completing homework to your satisfaction. • Turning in homework on time. • Participating in class. • Being attentive in class. • Attending class regularly. • Coming to school motivated to learn. • Getting along well with other students. • Volunteering (e.g., for extra credit or more responsibilities). • Behaving well in class. • Academic performance. 	<ul style="list-style-type: none"> • Attentive and actively engaged in discussions, activities and assignments (in-person or online). • Attends class/online activities regularly. • Collaborates constructively with other students.

Teachers indicated that about 35% of students (on average) did not need improvement in all evaluated behavior areas. Figure 8 shows that among students who had room for improvement, 60% actually improved in 2020-21. This is a smaller percentage compared with the previous years. It is likely that more students may have struggled to achieve improvement this year due to the changing schedules between in-classroom and online lessons and other challenges resulting from the pandemic. However, some of the decline in the percentage of students showing improvement may also be a result of fewer options available for rating; some students might have improved in certain areas, but these areas were not evaluated this year.

Figure 8. Percentage of Regular Students Showing Improvement in Teacher-Reported Classroom Behavior (2014-2021)

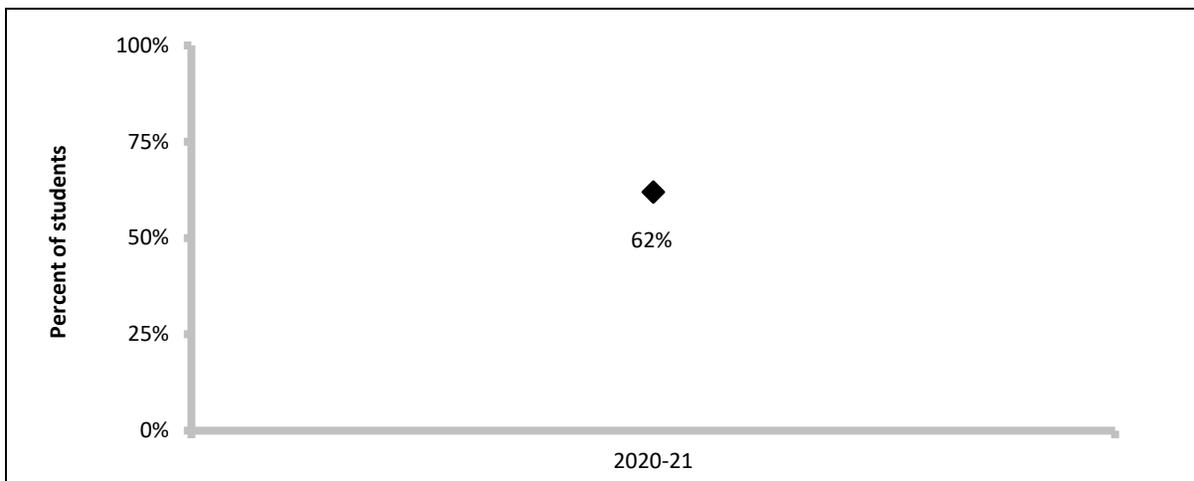


NOTE. Includes only students who participated at least 30 days and with room for improvement (N=2,152 in 2020-21). In 2020-21, only three areas of behavior were rated. In the past, the evaluation included 10 areas.

Social-Emotional Development

The scale assessing social-emotional development consists of three new questions that were added in the 2020-2021 program year. Teachers were asked to rate students based on their demonstrated self-regulation and persistence with challenging tasks, search for opportunities to grow, and healthy friendships with program colleagues. Teachers indicated that, on average, about 30% of students did not need improvement in this area. Sixty-two percent of students who needed improvement at the beginning of the program showed advancement at the end (Figure 9). This percentage is slightly higher than teachers' ratings on homework completion and classroom behaviors. Future data collection using these same questions will help demonstrate how Michigan 21st CCLC programs are associated with participants' social-emotional development over time.

Figure 9. Percentage of Regular Students Showing Improvement in Teacher-Reported Social-Emotional Development (2020-2021)



NOTE. Includes only students who participated at least 30 days and with room for improvement (N=2,244 in 2020-21).